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WAITING IN VAIN FOR COLLEGE ADMISSION:
EXPERIENCE AND EFFECTS
by
MARILYN LAUREN STRATTON-ZIMMER, B.A.

A thesis submitted to
the Faculty of Graduate Studies and Research
in partial fulfillment of
the requirements for the degree of

Master of Arts

Department of Psychology

Carleton University
Ottawa, Ontario
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acceptance of the thesis

**"WAITING IN VAIN FOR COLLEGE ADMISSION:
EXPERIENCE AND EFFECTS"**

submitted by Marilyn Lauren Stratton-Zimmer, B.A.
in partial fulfillment of the requirements for
the degree of Master of Arts

Chair

Thesis Supervisor

CARLETON UNIVERSITY
Date* 30-04-97

Abstract

Since its inception in 1967, the Ontario system of colleges of applied arts and technology grew rapidly, attracting more qualified applicants than it had capacity to enrol in its many oversubscribed programs. This study, consisting of a survey of a defined population and interviews of a random sample, captured information on the 'post-rejection' behaviours and attitudes of a group of qualified wait-listed applicants who could not be accommodated in oversubscribed programs at Algonquin College. While most rejected applicants were disappointed with negative feelings moderating over time, many had strong negative feelings which persisted and some were discouraged in their future pursuit of post-secondary studies. Those most satisfied with their alternative activity in the year of intended enrolment were those who pursued some type of study (full- or part-time), while those working or looking for work were significantly less satisfied.

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WAITING IN VAIN FOR COLLEGE ADMISSION:
EXPERIENCE AND EFFECTS

In 1967 John Porter expressed the opinion that Canada had done itself a disservice in failing to train significant sectors of its workforce and in relying on the importation of trained technical personnel (Porter, 1967). The dependence on external recruitment had, in fact, created an illusion of adequacy and further, had permitted the continuance of class bound education, which he underscored by citing the Ontario and Quebec educational systems. Porter's voice had joined a chorus of others in Ontario during that period, most notably that of the then Minister of Education and later leader of the long-standing Conservative government and Premier, William Davis, who had introduced Bill 153, An Act to Amend the Education Act (1965). The subsequent passing of this legislation permitted the creation of a system of colleges of applied arts and technology in 1967. Higher skill levels to keep pace with demands imposed by increasingly complex technologies would be a necessity if Ontario were to keep its industrial sectors competitive. An accessible, decentralized and community based college system seemed to present itself as the appropriate preventative measure.

In his statement in the legislature, Davis indicated that the new educational sector, related to applied arts and technology, was for full- and part-time students, and was planned to meet the relevant needs of all adults within a

community at all socio-economic levels, of all kinds of interests and aptitudes, and at all stages of educational achievement (Basic Documents, 1967). Further reading of the Colleges of Applied Arts and Technology Basic Documents informs us that the colleges were intended to meet the needs of the tidal waves of students (frequently termed 'baby boomers') soon to graduating from Ontario secondary schools.

Establishment and Growth of an Accessible System

Throughout the founding documents it is evident that accessibility was a high level goal. Franklyn (1977) claimed that of the three main goals, the most important was equal educational opportunity. One of the four basic operating principles was the embracing of total education, vocational and avocational regardless of formal entrance qualifications with provision for complete vertical and horizontal mobility (as cited in Oppenheimer, 1989). As Dennison and Gallagher described it, the new colleges were to be the salvation or avenue of opportunity for citizens aspiring to other forms of post-secondary education (Dennison and Gallagher, 1986). The original intent of accessibility as a goal was later supported by the Commission on Post Secondary Education:

"Accessibility to post-secondary education must be made universal simply because most of it is possible by the expenditure of public funds. The methods of financing post-secondary education are such that recipients of it are heartily subsidized by the public, and public subsidies of privileges limited to small segments of the population are both undesirable and in a democracy untenable over a prolonged period of time." (1972)

During the academic year, 1993/94, the Ontario system of colleges of applied arts and technology became 26 years old. As of May, 1994, it had produced well over 400,000 post-secondary graduates in applied arts, health sciences, business and technology and trades (G. Lam, Association of Colleges of Applied Arts and Technology of Ontario, personal communication, September 14, 1993). By this time the system had already mushroomed to a point where there were 23 colleges operating in more than 60 municipalities on more than 100 campuses (Ontario Council of Regents, 1990). Boards had just been set up to establish the second and third French-language colleges in Ontario which would later bring the total to 25 institutions. The accessibility of this unique system of colleges, designed to offer education of a practical or applied nature to those secondary school graduates not wishing or not qualified to enter university, would be enhanced by three factors: the ubiquitousness of the campuses, a modest tuition fee, and the central control of maximum admissions standards (i.e. Grade 12 was the basic admission requirement for programs in the system of colleges, and no program could require a Grade 13 credit [later to become an O.A.C. credit] as an admission prerequisite). The very nature of the colleges - education for employment - and their ongoing success in fulfilling that mandate had been responsible for increasing numbers of Ontarians (and many others across the country and the globe)

lining up for entry. Even in a time of recession, the colleges' job placement rate remained high with close to 80% of the graduates from 1992-93 who were available for employment finding employment 6 months after graduation (Ministry of Education, 1994).

Anisef, in writing about the pursuit of equality and social justice in higher education, stated that the government introduced the college system as an answer to a number of barriers to equal opportunity (Anisef, 1982). Colleges were deliberately placed in many communities that previously had no post-secondary facilities and in the less populated areas, thereby making them accessible to rural students.

More recently, in an ongoing economic climate of fiscal constraint, there has been some rationalization of campuses in some colleges and the subject of rationalization of programs across the system has been a perennial topic. However, there has been relatively little reduction of major campus sites and no amalgamation of colleges of applied arts and technology to date. While the standard tuition fees have increased, they continue to remain modest in comparison to those of the universities. Depending upon the college, student tuition and related fees may represent approximately 24% of the actual educational costs. This percentage varies, as would be expected, with the costliness of the individual program and, to some extent, with the fiscal realities of

the particular college.

Provincial Admission Policy and Increasing Demands

The latest version of the Ministry's policy on admission to colleges remains true to the founding intentions. The basic admission requirement (or first tier requirement) for post-secondary programs is Grade 12 or the equivalent with opportunity for mature students (age 19 or older) lacking this qualification to pass entrance criteria. Additional program specific prerequisites (or second tier) which can be justified are allowed provided they are not beyond a Grade 12 level (e.g. a mark of at least 70% in mathematics).

A third tier of admission screening is permitted for 'oversubscribed' programs. Programs described as oversubscribed are those for which the number of qualified applicants, who submitted their applications by the initial application deadline of March 1st, considerably exceeds the number of available spaces. In such cases, 'third tier' screening mechanisms can be instituted to rank order those candidates who meet both the first tier requirement, (Grade 12 or equivalent, also called 'system eligibility'), and the second tier requirements (specific to the program but for some programs non-existent, also called 'program eligibility').

Allowed by the Ministry of Education and Training as third tier requirements are: residency ranking (i.e. the

order of priority is Ontarians first, then all other Canadians, and then all other applicants), and selection criteria which are "capable of objective demonstration or measurement, and relevant to the program" (Colleges of Applied Arts and Technology, Policy and Procedure Manual, Ministry of Education, March 15, 1993). Most frequently, tests, additional subject requirements, questionnaires and interviews are used for this ranking. Special permission may be granted by the Ministry of Education and Training to use random selection as a last resort. In the past, random selection was quite commonly used in some colleges as the third tier selection method but fell out of favour, not surprisingly, during the North American rise in popularity of the corporately-inspired cult of 'excellence'. It is worth noting that random selection was recommended for final selection of candidates for oversubscribed programs in the research study commissioned by the Ministry in collaboration with Ontario college admission officials (Lacey, 1978).

Colleges, since their inception, have responded to applicant demand by fairly steady enrolment growth, presumably reflecting, in considerable part, a growing economic necessity in society for education beyond secondary school. The personal, social and economic value of higher education has been a topic of considerable study with the benefits clearly delineated by authors such as Bowen (1977) and Leslie and Brinkman (1988). A helpful Canadian treatment

of this subject and, in particular, how years of post-secondary education actually translate into an improved economic situation was produced by Hunter and McKenzie Leiper (1993).

The growth rate in the Ontario college system appears to have been greater than, and most certainly extended beyond, that which might have been predicted by the size and length of the 'baby boom' (Association of Colleges of Applied Arts and Technology of Ontario, 1993). Among the economic, social and demographic factors contributing to this growth were those delineated by Denton, George, Pineo and Spencer (1992) such as changes in primary source population, changes in the 'child/parent' population ratio (i.e. family size), relative income levels of people with and without post-secondary education (an incentive factor for students and their parents), and the rate of unemployment among young people (representing the availability both of competing alternatives to further education and of jobs to help finance the education).

However, the growth that was possible has not been sufficient to accommodate the educational requirements of all those wishing a college education, particularly in those programs related to the more desirable careers. For example, at the beginning of the 1993/94 academic year at one of the largest Ontario colleges, there were 21,038 applicants for the fall term. Of those applicants who were

deemed to be qualified and who were subsequently placed on a waiting list, there remained 1,085 qualified applicants who could not be offered acceptance and accommodated in the programs of their choice (Algonquin College, 1993).

The Ontario Colleges implemented for the 1993/94 fall intake a centralized admissions processing system, not dissimilar to that which was established for use by the Ontario universities. It has been named the Ontario College Application Service, (OCAS) and is located in Guelph. Prior to the processing of the applicant group for programs commencing in the 1993 fall term, it was not known how many individuals actually applied to the 23 colleges throughout the province. This was primarily due to the lack of an adequate central database and the ubiquitous phenomenon of multiple applications on the part of numerous individuals trying to enhance their chances of acceptance into the oversubscribed programs. This was a practice encouraged by many well-meaning secondary school guidance personnel in their efforts to advise and assist young applicants seeking entry into post-secondary programs.

As a result of this new system, it is important to note that it is difficult to compare provincial application statistics for the previous 25 years with the figures subsequently produced for any given college. In past years it was known that there was a considerable degree of double counting. There were, however, 138,038 individuals who

applied to post-secondary programs in the college system as of September 3, 1993 and 142,180 by September 4, 1994 (Ontario Colleges Application Service, 1994). While not as great as in the previous two years it nevertheless represented a provincial increase of 5.2% in the number of persons who were hoping to gain admission to an Ontario college. When there is an increase in applicants without a compensatory increase in new student intake there is a resultant increase in the number of persons who will fail to gain admission.

At Algonquin College there were record increases in the numbers of applications for admission to full-time programs in 1991, 1992, and 1993 of 17%, 11% and 9% respectively. The growth in the first year registration could by no means match these increases. For example, the increase in registration for fall, 1993 was only 2.8%. This represented one of several consecutive years in which the number of qualified persons applying without gaining entrance grew due to limitations in capacity. (For a small percentage of programs there existed some provincial quotas on numbers of graduates which resulted in intake restrictions - e.g. Respiratory Therapy, Dental Hygiene and Ambulance and Emergency Care, and others in the health field.) Even if the growth rate were to slow down there remain thousands of fully qualified Ontarians who have been and continue to be denied a place in a college program of their choice. It was

this circumstance of the increasing numbers of qualified applicants who were not being accommodated in the colleges that was the primary inducement for this exploratory research study.

Barriers to Continued Expansion to Meet Growing Demands

While candidates for admission were increasing, the colleges' funding situation, particularly in light of the 'Social Contract' introduced by the previous provincial government (An Act to Encourage Negotiated Settlements in the Public Sector, 1993), designed to save two billion dollars in public expenditures, was such that they could not afford to continue to increase their capacity to a degree sufficient to accommodate the demand. Additional fiscal restrictions on educational systems imposed by the current provincial government and its policies emanating from its 'Common Sense Revolution' have further challenged the colleges financially. Exacerbating the effects of the provincial restrictions were federal reductions in training purchases and the steady erosion of apprenticeship purchases. As long as governments continue efforts to reduce deficits, the funding available to educational systems is likely to be under threat. Future scenarios may perhaps include a further erosion of the Ontario college system's capacity to increase enrolment (or may even result in a move to specialize, in the direction away from the concept of accessible broad-based local colleges, and reduce overall

enrolment). This may be combined with a considerable increase in the percentage of tuition borne by the student, particularly for the costlier programs requiring continuous technological investment.

Exploration of Consequences of Inadequate Capacity

If the fate of the thousands of qualified, ready, willing and able applicants who had been denied entry to college programs in the province of Ontario each year due to insufficient capacity were of collective concern, an examination of their subsequent behaviour and opinions might well be in order and of considerable value.

Among the many questions which present themselves are the following. What happens to the qualified applicants who fail to be offered a place in one of their programs of choice at a given college? Where do they go and what becomes of them? How many of them successfully gain entry into another institution for the same term? How many intend to reapply or to seek acceptance for the winter term? Were they realistic about the possibility of not gaining acceptance in terms of their chances of success? Did they have alternative plans and, if so, did they tend to pursue them? How much and what kind of a problem did the rejection pose for them? Did they believe that it had a negative impact on them and, if so, in what way?

Has this system discouraged people from pursuing post-secondary studies in future? Have the colleges, through

their waiting list practices, or through a failure to expand adequately their enrolment capacity, diverted some people through discouragement, or possibly frustration or despair, from pursuing a post-secondary education or precluded the fulfilment of their vocational potential and perhaps their consequent contribution to society in some way? Can the colleges make improvements to their processes? What suggestions would these applicants have for the colleges regarding oversubscribed programs and the waiting list process?

Literature Search and Paucity of Past Interest

Investigation and a literature search revealed, with a reasonable degree of assurance, that no follow-up study of Ontario college applicants denied acceptance due to oversubscription, designed to find out what became of them had ever been conducted. A literature search also failed to produce any such study of applicants to an Ontario college or to any other Canadian college or university, who were denied acceptance due to oversubscription.

It is, however, an increasingly common practice in post-secondary institutions to track down and survey those who drop out in order to gain better knowledge regarding the prevention of attrition. Colleges are also periodically interested in finding out why accepted candidates fail to register, a population which is frequently referred to as 'no-shows'. In 1978 there was one study commissioned by the

Ministry of Colleges and Universities, (now the Ministry of Education and Training), intended to obtain applicants' opinions on the college admissions process in its entirety, as part of a comprehensive review on admissions (Lacey, 1978). This was the sole North American study uncovered which tapped a related cohort.

Moreover, an interest in and apparent curiosity regarding the non-accepted applicant has been conspicuous by its absence in the literature. Reflection on the possible reason for this results in speculation that there may well be little political incentive for pursuing and seeking the opinions of those for whom there is no room. Therefore, the study of persons rejected for college entrance solely on the basis of oversubscription seems to have been entirely neglected.

The most closely related and relevant study which has been uncovered is an Australian one concerned with 'unmet demand' (Cameron, Pope and McClelland, 1991). While of considerable relevant interest, the population examined was exclusively university level as opposed to college level applicants and encompassed applicants rejected for all reasons including lack of academic prerequisites. It was, therefore, believed that a study of rejected college applicants due to oversubscription would be breaking new ground (most decidedly in the Ontario college system, if not in Canada) as well as attempting to find answers to some of

the aforementioned questions.

Lest there has been any failure to convey sufficient cause for an exploratory study of rejected qualified college applicants at this juncture, it is worthy of note that most every significant government funded study, even those tangentially related to post-secondary education, invariably seems to underscore the benefits of education and its impact on our standard of living and the importance of access. The Premier's Council Report: Competing in the Global Economy (1990), widely disseminated on its release, is a most relevant example.

Further, failure to meet the public's requirements is a topic for political criticism with press releases being disseminated with somewhat inflammatory headlines such as "91,000 Students Will be Kept out of Ontario's Colleges and Universities this September" (McGuinty, 1993). In addition, public attitudes expressed in the Public Attitudes Towards Education in Ontario 1994: The Tenth OISE Survey indicated that 54% of Ontarians surveyed agreed that all qualified applicants should be guaranteed a place in college even if this required spending more tax money on the colleges (Livingstone, Hart, and Davie, 1995). This attitudinal survey also indicated that 50% of responders felt community colleges should receive a percentage increase in funding beyond that which would be required to keep up with inflation. An additional 33% felt that they should receive

enough to keep pace with inflation. Even in this period of financial constraint, only 10% felt that a decrease was warranted. Related to the value of a community college education, a majority of respondents with a community college education indicated that their schooling had been of great value in their careers and 70% of all respondents stated that college or university education was very important. Related to an increasing requirement for post-secondary training, 63% reported that the training requirements for their type of employment had increased due to the impact of recent technological change.

Potential Applications of Knowledge Gained

In looking towards possible applications of knowledge gained from such an exploration of these individuals' fate (in addition to satisfying both academic and administrative curiosities), there is considerable useful information to be gained for those working in the educational system. Specifically, it would be of assistance to determine, to the extent possible, whether or not this process may have decreased the possibility that those once interested may try again.

The study has general application regarding enrolment management. Moreover, there are numerous implications for those working in 'front end' student service areas such as Liaison and Recruitment, Admissions, Counselling, Testing Centres, Prior Learning Assessment, and Special Needs

Counselling, as all of these areas are involved in critical applicant advising functions.

A similar interest would exist for those involved with applicants at the time they submit their applications to post-secondary programs, such as secondary school guidance personnel and teachers, and those involved in academic upgrading programs. Within the colleges and similar institutions there are other parties working in marketing or marketing research, or in offering alternative program delivery formats such as continuing education programs, Internet, correspondence, video and instructional television who would appreciate information on the cohort group in this study (a group whose needs have obviously not yet been met through full-time program offerings in the college).

Proposal of Exploratory Study

An exploratory study was, therefore, proposed and conducted with the approval and assistance of Algonquin College of Applied Arts and Technology in Nepean, Ontario. With the cooperation of the college, a survey was proposed, prepared and mailed to a well defined population of applicants who had applied for full-time programs which began in the fall term of 1994.

This specific population consisted of all of those who had been found to be acceptable for one or more programs and were placed on one or more waiting list(s), were not offered a place in any of these programs, and who did not register

in any other full-time program at Algonquin College for the fall 1994 term. For purposes primarily related to the financial feasibility of the study, which included both a survey and individual interviews, the population was reduced geographically to include those areas historically and most commonly served by the college. The resultant subject pool was comprised of 735 qualified applicants rejected due to oversubscription.

Purpose

The survey, consisting of 35 questions, was conceived to serve several purposes. It was designed to find out what had become of these individuals subsequent to their rejection due to program oversubscription. This information, which would be gleaned for the first time, would be of institutional value for future marketing and recruitment purposes in addition to making comparative assessments regarding the relative effects of the rejection. A series of questions were posed to determine: what they had been doing during the academic year prior to the fall 1994 term; what, if any, plans had they developed in the event they were not accepted, and were they carrying them out; what their knowledge was regarding the possibility of rejection; their means of personal financing; their level of satisfaction with their present activity; and their reasons for application. Questions were also included regarding their application behaviour including interest in other

institutions and their future intentions regarding applying for acceptance to full-time post-secondary programs.

Several questions on the survey instrument requested applicants' affective responses to the rejection and a question regarding their perception of fairness of the process. The last section of the question included opportunity for applicants to propose to the college ways in which it could better assist waiting list applicants and improve the admission process for oversubscribed programs. Also included was a final question on the survey requesting applicants' interest in alternative learning opportunities such as televised instruction and correspondence courses.

A random sample of the population was to receive in their mailing packages an invitation for an interview to be conducted either face to face or by telephone. The personal interview was intended to provide information that might not have been as easily captured through completion of the survey instrument. It was intended to allow subjects to provide similar information at a time somewhat later than the questionnaire which could potentially yield different or perhaps more elaborate responses. It also allowed for further reflection on suggestions for Algonquin College regarding the waiting list process. Unlike the survey instrument, it also allowed opportunity for subjects' suggestions for the system of Ontario colleges regarding the issue of excess qualified demand and insufficient capacity.

Questions were also incorporated into the survey itself to determine what the rejected applicants were doing (at the time of survey) or were planning to do, including study at other institutions. This was intended to obtain a reasonably clear picture regarding the proportion studying elsewhere full-time, studying anywhere part-time, working full or part-time, homemaking, receiving government financial assistance, etc.

With respect to the equally important issue of the apparent effects on the individual, several questions were posed. It is not unreasonable to assume that, on average, rejection by an institution of choice is not generally viewed as a desirable outcome for an applicant. However, the extent and degree of negative affect (even expressed affect) could conceivably be moderated and mediated by several factors. Some of these factors might be revealed by data gained from the survey itself.

The Australian study on 'unmet demand' indicated that, on average, those applicants who were rejected had a less positive view of the admissions process than did successful applicants. The research team found a much higher extent of disappointment than they expected in this group and 80% failed to reapply in the subsequent year. In addition only 40% to 60% reported satisfaction with their studies, work, future prospects or social life. Almost 30% still held the same employment that they held at the time of applying.

Questions are included in the Algonquin College survey to provide some comparative data on Ontario college applicants.

As this study is focussed on aspects of the admissions process, there are some open-ended questions intended to solicit critical, and hopefully constructive, advice for the institution regarding its processes. This information in raw form will be provided to the institution with the identity of the subjects in the sample masked.

In summary it is anticipated that this study will provide a helpful body of new information of practical value to Algonquin College and the Ontario college system regarding 'post-rejection behaviour patterns', attitudes, and life choices of the cohort under study. Additionally, it will provide the subjects' advice to the institution regarding its administrative procedures as well as an indication of their feelings and perceptions regarding the experiences they had. As institutions are increasingly cognizant of the importance of both their clients' and the public's perceptions of their service as well as their educational offerings, the knowledge gained from this personal testimony is expected to be relevant, and particularly so for those designing admissions systems and for those responsible for any form of pre-admission counselling.

Aside from the usual academic curiosities and the interests of student service practitioners within the

institutions and the institutions themselves, and for that matter, governmental funding bodies, there is societal relevance in finding out just what is the fate of those qualified for and interested in obtaining a post-secondary education for whom there is no room. Is there a loss through unfulfilled academic potential to themselves and society as a whole? Does rejection pose an impediment to their life's plan or are they quite resilient or is this a factor of other variables? Whatever the answers might be, it is postulated that this particular population itself deserves consideration through some initial research as proposed herein.

While this study does not embrace or postulate any theoretical framework for post-rejection behaviour patterns, it is suggested that the most fruitful exploration of such behaviour would be Schlossberg's interpretation of adult transition theory (1984). Her framework, used in counselling adults throughout the course of their development, is a broadly based one which encompasses the nonoccurrence of expected events (e.g. not marrying, failing to conceive, not getting a promotion, etc.). Whether or not a non-event is truly a transition depends upon the individual's perception of change in relationships, routines, assumptions and/or roles. Her work is related to earlier work by Beeson and Lowenthal (1976) and Moos and Tsu (1976), which grew out of crisis theory as developed by Lindemann (1965).

Method

Subjects

In consultation with Algonquin College admissions officials, a cohort of 734 applicants was defined for the study. They were defined as applicants to full-time Algonquin College programs whose first level was to begin in the 1994 fall term; who met the stated admission requirements; who were then placed on a waiting list for one or more full-time post-secondary programs; and who were not offered acceptance in one or more programs of choice. It excluded those who, while on a waiting list for one or more programs, had indicated their acceptance for an alternative program by virtue of registering in that full-time program beginning in the fall 1994 term. The subject pool was restricted in geographic terms primarily for reasons related to financial feasibility.

It should be noted here that the common application form which is submitted to OCAS permitted individuals to select up to five programs in the then 23 colleges, up to three of which could have been at any single college. These choices were given concurrent, as opposed to sequential, and equal consideration, not being rank ordered. Nonetheless, the choices were actually numbered from one to five on the application form which, conceivably, might have given some applicants the impression that there was some difference in the choices, either in the institution's interpretation of

the applicant's level of interest or in the actual treatment accorded the various choices. The application procedure required applicants to respond to an offer of acceptance from only one college.

Before proceeding it is necessary to note two things for purposes of clarity. Firstly, this particular cohort in no way represented all of those who were fully qualified for Algonquin College programs and who were interested in beginning studies in the fall of 1994, and who could not enter due to insufficient capacity. This far greater population could be categorized roughly into four groups. The first group is that comprising this cohort; the second includes those who applied, were wait-listed and then subsequently offered a place too late to accept it, (e.g. after they had made alternative plans or at a time too late to quit their employment or to make appropriate child care arrangements, etc.); the third group includes those who submitted their applications for admission after the waiting list had been closed off entirely and who would have been immediately rejected if they did not choose an alternative program; and the fourth includes those who learned from some source that there was little point in applying as the program was completely full, and so chose not to apply at all.

The second point of clarification that should be made is that, unlike some post-secondary institutions, Algonquin

College neither actively culled the waiting lists nor did it require the payment of a fee to retain a place on a waiting list. While one might naturally assume that most applicants, when they are initially placed on a waiting list, are seriously interested in gaining entry to their program of choice, many individuals' plans, intentions and lives can and do change in a variety of ways during the intervening waiting period, which can last up to four months. The significance of this point is that for an institution which does not initiate any 'weeding' mechanisms and/or disincentives to remaining on a list unnecessarily, the cohort under examination will be inflated in comparison with a similar cohort in an institution which does actively and continuously cull their lists. The final waiting lists still included those who would have otherwise been eliminated due to lack of interest related to changed circumstances, other than those created by the presumed effects arising from the knowledge of not obtaining initial acceptance.

Instruments

Survey Instrument

An 8 page survey instrument was developed for mailing to all subjects entitled 'Survey of Qualified Applicants to Oversubscribed Algonquin College Programs Beginning in the Fall Term, 1994' is presented in Appendix A along with all documents and letters related to the survey and interview

processes. It was comprised of 5 sections: Application and Enrolment, Primary Activities, Financial Issues and Reasons for Application, Interest in Program and Responses to Wait-Listed Status, and Your Advice to Colleges. The survey contained 35 questions relating to their activity subsequent to their rejection (rejection was deemed to have officially occurred by September 9, 1994, the last date on which applicants would normally have been taken off a waiting list and offered a place in a program), their impressions and opinions regarding their experience of being wait-listed and subsequently not being accepted, as well as their intentions regarding future post-secondary study. An Informed Consent Form was printed on the last page of the survey which asked participants to read the form and to sign it signifying their consent. The consent form also provided subjects with the names and the telephone numbers of the researcher, the researcher's faculty advisor, the chair of the department and the chair of the departmental ethics committee. It invited subjects to refer any questions they might have had to any of these persons. The final draft of the survey instrument was approved by the President of the College as the survey results would be of great interest to the college.

The survey asked a variety of questions many of which were related to the behaviour and attitude of the subjects as applicants and others which are related to their

behaviour and attitude subsequent to their rejection. As considerable data was expected to be generated from the surveys and the interviews, the research challenge was then to limit the statistical comparisons to a reasonable and manageable number.

It is proposed to make statistical comparisons between subjects' responses to questions soliciting their affective responses to the rejection and other variables such as their current activity and satisfaction with current activity, their level of interest in obtaining acceptance, the length of time they had been interested in their program, previous failure to obtain acceptance, their preparedness for rejection, having or not having developed a contingency plan, their perception of their chances of success, and other responses obtained from the survey responses. The degree of reported negative affect in several instances will be used as the dependent variable while intention, interest, and application behaviour will be used as the independent variables. An examination of responses will be made in terms of gender and age to determine what influence they may have had, if any, in response to rejection as well as in application behaviour and preparedness. Some examination will also be made of subjects' economic interest in obtaining acceptance.

As the results of the search for substantive relations and significant correlational patterns will have practical

implications for practitioners working with applicants in various capacities, the search was designed with a decided applied orientation.

A draft version of the survey instrument was produced and administered to a volunteer group of students who had been on waiting lists the previous year to determine whether the instrument was easily understood and completed. As a result of this exercise, some improvements were made to the instrument to increase the clarity of the questions.

Covering Letter

Included in the mail-out package was a covering letter on official college letterhead describing the purpose of the study and a stamped, self-addressed return envelope.

The covering letter to the cohort spoke of the issue of accessibility which was deemed to be important both to the institution and the Students' Association. The letter was signed by the Manager of Admissions, the President of the Students' Association and the Director of Community and Student Affairs (the principal researcher). It was indicated that all information would be kept confidential and anyone interested in obtaining results of the research was invited to contact the researcher at a later point.

Interview Instrument and Process

A random sample of the cohort had included in their mailing packets, a separate invitation to be interviewed to permit an elaboration of their ideas, perceptions and

suggestions. The invitation included information regarding the setting up of the interviews including the option of selecting a telephone interview. All of the interviews were conducted exclusively by the principal researcher. The researcher provided all subjects selected for interview with a written 'Informed Consent Form'. Those being interviewed in person were asked to read it, were invited to ask questions and were then asked to sign the form signifying their approval for an interview to be conducted. Immediately following each interview the subject was provided with a written debriefing and, once again, the researcher offered to answer any questions the subject might have had. Both of these forms included the names and telephone numbers of the researcher's Thesis Advisor, the Chair of the Psychology Department, and the Chair of the Ethics Committee.

The interview consisted of 12 questions which paralleled to some degree the questions in the survey instrument. However, there were proportionally more open-ended questions in the interview. Due to the nature of the study, most of the interviews were conducted, on average, one academic term later than completion of the survey instrument. This might be expected to alter the perceptions of the subjects somewhat. The interview also included a request for subjects' suggestions for the system of Ontario colleges regarding oversubscription and waiting list practices.

Those who chose to be interviewed by telephone were read all of the information, invited to ask questions, then asked for permission to conduct the interview. Subsequent to the interview they were then read the debriefing form and invited to ask questions once again.

Concern Regarding Anticipated Response Rate

As pursuing this type of cohort did not seem to have been tried before, it was not known what level of response would be obtained. Yet it was clearly recognized that it might be quite low based on the return rate achieved with several other Algonquin College surveys which had been even as low as 10%. Most surveys without personal follow up had had a return rate no higher than 20% (Lewry, W. personal communication, September 15, 1993). Furthermore, it was assumed that, in this study, most of the individuals to be surveyed would have little or no attachment to an institution which refused them admission. Quite conceivably, they might even have rather negative feelings towards Algonquin College and little to no sense of responsibility towards the institution's future interests. Additionally, it was suspected that, if the geographic mobility of the rejected applicants was at all similar to that of first year Algonquin College students (given the mode age of 19 years), there would be a high incidence of untraceable subjects. Therefore, the established practice of providing an inducement similar to those used for some other Algonquin

surveys was included in the covering letter, both to increase the return rate and enhance the timeliness of the subjects' responses. This was in the form of a draw for gift certificates redeemable in the college restaurant and bookstore. To further enhance the return rate, and as it was believed that the population might be somewhat more receptive if an overture were also made from the student government, the Algonquin College Students' Association was approached for its support and collaboration. The Students' Association was most receptive to the study and the President of the Students' Association became one of the signatories of the letter to the applicants, the other two being the Manager of Admissions and the principal researcher.

To maximize the number of personal interviews held, the convenience for the subject was considered to be of paramount importance. The letter of invitation offered subjects the option of being interviewed at any date, time and location of the subject's choosing. Subjects were also given the option of selecting to have the interview conducted by telephone at a time and date of their choosing.

Results

Survey

Subject Cohort Characteristics

The subject pool as described in detail earlier was a defined cohort which is one of several subsets of the entire population of applicants for admission, a group of over 21,617 individuals. While comparative data was not maintained for this large group, some data on the gender and age is known for the fall, 1994 intake of Algonquin first year students. For purposes of interest only, the comparison of this group in terms of gender is included along with the comparison of the subject pool (to whom the survey was mailed) and the survey responders. The latter two groups are also compared on age and first language and presented in Table 1. The data for the first year students on age, (in range clusters only), and languages spoken at home, (as opposed to first language), for first year students are available in Appendix B.

The mean age of the cohort was 24.5, (SD = 6.79), years with a range of 17 to 56. That of the responders was 25, (SD = 6.91), years with a range of 18 to 54. Survey response with respect to gender was 93 females representing 62% of the responders.

A significant difference in the responder group is in the gender response rate as indicated by a two-tailed Chi-squared test of significance. Chi-squared (1, N = 149) =

Table 1

Comparison of Characteristics of Subject Cohort, Survey
Responders and First Year Students

Variable	Subject Cohort	Survey Responders	First Year Students
<u>Gender</u>			
Male	391 (53%)	56 (38%)	1671 (50%)
Female	337 (46%)	93 (62%)	1443 (43%)
Unknown	6 (1%)	0 (0%)	237 (7%)
Total	734	149	3351
<u>Age</u>			
Male	24.4 (17-54)	24.5 (17-54)	
Female	24.6 (17-56)	25.4 (18-49)	
Total	24.5 (17-56)	25.0 (17-54)	
<u>First Language</u>			
English	635 (87%)	133 (89%)	
French	19 (3%)	3 (2%)	
Other	63 (6%)	11 (7%)	
Unknown	17 (2%)	2 (2%)	
Total	734	149	

15.55, $p < .001$. The observed frequencies for females and males respectively were 93 and 56. The expected frequencies were derived from the gender proportions in the subject cohort. Eighty-six percent ($n = 133$) of responders reported English as their first language slightly greater than the cohort group of 86% ($n = 133$).

Response Rate

The surveys were mailed to the 734 subjects in the defined cohort. There were 149 subjects who completed and returned the survey, representing a return rate of 20.3%. Attempts were made to track down newer addresses for all returned mail. Of those returned, there were 19 deemed to be untraceable and could not be forwarded. All but one returned surveys from the subjects were considered to be complete. As promised in the letter of invitation, a draw for gift certificates was held for those responding in a timely manner and the prizes were duly awarded.

Program Choices

The cohort group was comprised of individuals who had applied for 82 different programs. There were 44 program choices for the responders group. Any given individual might have simultaneously applied for up to 3 programs at Algonquin College.

The program choices which were made by the greatest numbers of subjects in the study cohort are rank ordered in Table 2 along with the program choices which were made by

Table 2

Ranked Order of Programs Applied to by 20 or More Subjects
in the Cohort and 6 or More Responders

Rank	Study Cohort	Responders
1	Computer Tech./Science	Social Service Worker
2	Broadcasting - Radio	Broadcasting - TV
3	Early Childhood Ed.	Early Childhood Ed.
4	Dental Assistant	Early Childhood Int.
5	Social Service Worker	Dental Hygiene
6	Dental Hygiene	Architectural Tech.
7	Broadcasting - TV	Practical Nurse
8	Computer Systems Tech.	Broadcasting - Radio
9	Fire Protection	Computer Programmer
10	Computer Programmer	Geographic Info. Sys.
11	Recreation Leadership	Dental Assistant

Note: Programs between horizontal lines have tied frequencies.

the greatest numbers of responders. These are also ranked in order of frequency.

Repeat Applicants

There were 20 responders who said that they had tried to obtain entry into their program of choice more than once. The programs are listed in ranked order of frequency in Table 3 which also includes the highest number of attempts for any single individual for any particular program. Table 4 provides a breakdown of this group by mean age.

Timeliness of Application

In order to obtain first consideration for the many oversubscribed programs, Ontario college applicants must ensure that they meet the March 1st deadline. Of the responders group, 43% (48% of females and 34% of males) had succeeded in submitting their applications by the deadline.

Application to Other Post-Secondary Institutions

Fifty-two of 149 responding subjects (31 female and 21 male with 6 non-responders) indicated that they had also applied to programs offered at another college or a university for the fall 1994 term. Of this group, 36 indicated that their first overall choice was one of these non-Algonquin program choices. A summary of the institutions listed as the 'overall' first choice is listed in Appendix C, Section 1.

Post-Secondary Enrolment and Intention to Enrol

There were 24 responders who indicated that they had

Table 3

Programs Applied To More Than One Time by The Same
Responder: Highest Number of Previous Attempts and Frequency

Name of Program	Number of Cases	Highest Number of Previous Attempts
<hr/>		
Dental Hygiene	5	4
Geographic Information Systems	3	2
Ambulance and Emergency Care	2	2
Broadcasting - Television	2	2
Early Childhood Education	2	2
Practical Nurse	2	2
Computer Programmer	1	3
Developmental Service Worker	1	2
Hotel and Restaurant Management	1	1
Graphic Design	1	2
<hr/>		
Total	20	

Note: N = 149.

Table 4

Number of Previous Unsuccessful Application Attempts for
Same Program By Mean Age

Number of Previous Attempts	Number of Cases	<u>M</u> Age	Age Variability (Range)
1	3	27.0	19-35
2	13	24.7	19-49
3	3	26.7	23-32
4	1	24.0	24
Total	20		

Note: N = 149.

been successful in enrolling in a full-time post-secondary program in the fall of 1994 (14 in an Ontario CAAT, 7 in a Canadian university, and 3 in a private training school). A summary of their enrolment pattern is presented in Table 5. A more comprehensive breakdown is included in Appendix C, Section 2a. There were 24 who indicated that they had enrolled in part-time post-secondary studies in the fall of 1994. With respect to future intentions, 25 indicated they intended to pursue post-secondary studies beginning in January, 1995 (2 of whom intended to study part-time), 1 in May, 1995, and 28 in September, 1995. It should be noted that these are not mutually exclusive categories.

Thirty-six responders indicated that by studying part-time now or in the future, they intended to complete a post-secondary program. Of this group, 18 were seeking a diploma, 6 were seeking a certificate, 2 were seeking a degree and the remainder were uncertain of their academic goal. Of this group, 25 responders indicated that the institution at which they planned to do this was Algonquin College. The list of institutions is presented in Appendix C, Section 2b and the list of intended programs is presented in Section 2c.

Primary Activities

Responders were asked what best described their primary activity during the period September, 1993 to April, 1994, (the fall and winter prior to intended year of enrolment). Almost half (49%, $n = 73$) had been working (full- or part-

Table 5

Summary of Responders' Enrolment in Full-Time Post-Secondary
Programs in Fall, 1994 Term in Ranked Order

Rank	Institution Type	Number of Responders Enroled
<hr/>		
1	Ontario CAAT	14
2	Ontario Universities	6
3	Other Canadian Universities	1
4	Private Training Institutions	3
<hr/>		
Total		24
<hr/>		

Note: $N = 149$.

time) or seeking work. Another 16% ($n = 29$) had been studying at the post-secondary level, 15% ($n = 23$) had either been in high school or upgrading in some manner, and 8% ($n = 12$) had been homemaking. All categories are presented in Table 6.

Responders were also asked what best described their primary activity for the fall 1994 term, the term in which they presumably had hoped to be in attendance at Algonquin College. Their primary activities as they reported them were collapsed, rank ordered and compared with the ranked order of primary activities for the previous year and are also presented in Table 6. Of those who had been successful in being accepted and gaining entry into a full-time post-secondary program, 3 had withdrawn and 1 had dropped from full-time to part-time studies. The responses given for primary activity for fall, 1994 were left as reported by responders even though they may have indicated elsewhere that they had enrolled into a full-time program and had not indicated such as their primary activity.

Satisfaction with Primary Activity

The primary activities they reported were then collapsed into six broad categories and compared with the reported level of satisfaction. This examination revealed that the highest level of satisfaction, (1.6, $SD = .52$), was reported by those who were studying in a college full-time. The lowest level of satisfaction, (4.2, $SD = .94$), was reported by those who were looking for work.

Table 6

Comparison of Ranked Order of Primary Activity for
September, 1993 to April, 1994 with Fall Term, 1994

Rank	Primary Activity Sept. - Apr. '94		Primary Activity Fall Term 1994	
	f		f	
1	54	Working Full-Time	72	Working Full-Time
2	18	Secondary School	17	Looking for Work
3	15	University	16	Other College
4	14	Algonquin College	7	Secondary School
5	13	Looking for Work	6	Part-Time Studies
6	12	Homemaking	5	Homemaking
7	6	Working Part-Time	3	Working Part-Time
8	5	Other College	3	University
9	5	Upgrading or ESL	2	Upgrading
	6	Other	11	Other
	1	No Response	7	No Response
Total	149		149	

Note: For the period under study, (1994 fall term), 'other' included attending to personal matters, health recovery, fitness, wishing for Jan. entry and 'vegging'.

This is shown in Table 7 where 1 represented a very high level of satisfaction and 5 represented a very high level of dissatisfaction. The mean level of satisfaction with current primary activity for responders was 2.8 which is closest to 'neither satisfied nor dissatisfied'. As noted earlier, almost half the responders reported that they were working in the fall of 1994 as their primary activity. In this collapsed grouping, the largest group, those working had a mean satisfaction rating of 2.9, ($SD = 1.22$). Those who were studying at a college, had the highest level of satisfaction rating of 1.4 ($SD = .9$). The mean difference between these two groups was found to be significant ($t(84) = 4.07, p = <.05$). The mean level of satisfaction for reported primary activity grouped into 16 categories is contained in Appendix C, Section 3.

When asked what they hoped to be doing by September, 1995 as their primary activity, the 131 responses were grouped into four categories, and are presented in Table 8. The complete listing of their hoped for future activity is provided in Appendix C, Section 4. This includes highly specific information such as academic programs, names of institutions, and hoped for jobs. The largest group hoped to be attending school ($n = 105$) and, of these, 53 hoped to attend Algonquin College in the fall of 1995. There were 22 who indicated they hoped to be working.

Table 7

Level of Satisfaction with Primary Activity During Fall, 1994 by Collapsed Categories in Ranked Order

Rank	Primary Activity	Frequency	Mean Level	Varia-
			of	bility
			Satisfaction	<u>SD</u>
1	College Studies	20	1.4	.9
2	Unpaid Workforce	8	1.9	.35
3	All Other Studies	16	2.1	.51
4	Paid Workforce	74	2.9	1.22
5	All Personal Matters	4	3.8	1.50
6	Looking for Work	14	4.2	.94
	All Other Responses	6		
	No Response	7		
Group		149	2.8	

Note: 'Unpaid Workforce' includes homemaking and volunteer work. 'Personal Matters' includes health recover, fitness, 'vegging' and wishing to get into the program beginning in the January term.

Table 8

Hoped for Primary Activity by September, 1995 Collapsed Into
Four Broad Categories

Rank	Category of Activity	Frequency
1	Studying (school not specified)	53
2	Studying at Algonquin College	52
3	Working	22
4	Other	4
	No Response	18
Total		149

Note: N = 149.

Financial Issues and Reasons for Application

Responders were asked to indicate all of the ways in which they were currently supporting themselves financially from a list of eight options as well as specifying any other means. The responses to the request, which are not mutually exclusive, for only those responders who were not in school full-time are shown in Table 9. It should be noted that employment earnings are listed for a far larger number, ($n = 134$), than for the combined groups of those reporting that their primary activity was full-time employment, ($n = 72$), and part-time employment, ($n = 3$).

As to whether or not their current level of educational skills enabled them to earn enough to make an adequate living, 49%, ($n = 72$), indicated that they believed they did not, 31%, ($n = 46$), indicated that they believed that they did and 20%, ($n = 29$) neither agreed nor disagreed (no response from 2). On a scale of 1 (strongly agree) to 5 (strongly disagree) the mean response was 3.4 ($SD = 1.33$).

A majority of responders, 118, (88%), expected that attendance at Algonquin would improve their future earning potential. Only 3, (2.2%), indicated that it would not and 13, (9.7%), did not know (no response from 15).

An examination of responders in terms of those who did and those who did not believe that Algonquin attendance would improve their earning ability and the degree to which they believed they were currently capable of earning an

Table 9

Ways in Which Responders Not Currently Enroled in Full-Time
Programs Were Supporting Themselves in Ranked Order

Rank	Means of Financial Support	Frequency
1	Employment Earnings	103
2	Social Assistance	12
3	Savings	8
5	Assistance from Parents	7
6	Unemployment Insurance	2
7	Pension	1
8	Assistance from Friend(s)	1
Total		134

Note: $N = 149$. Answers are not mutually exclusive.

adequate living was performed. A one way between groups ANOVA did not reveal any statistically significant differences ($F(2, 131) = 1.68, ns$).

Subjects were asked to rate how important ten different factors were in making the decision to apply to Algonquin College on a scale of 1 (extremely important) to 5 (not at all important). The factors deemed to be most important were 'Algonquin had the desired program', 'to advance or change my career', the 'practical orientation of program', and the 'reputation of Algonquin'. The means for the ten factors are listed in Table 10. Included as 'other' factors listed as important were reasons related to affordability of college, the lower cost in comparison to university, the friendly atmosphere of the college, and the facilities, teachers and programs.

Interest In Program and Response to Wait-Listing

Ninety-seven percent ($n = 142$) indicated that it was somewhat, very or extremely important to gain acceptance into their program of choice at Algonquin College. Only 5 (3%) indicated that it was not very important. The mean on a scale of 1 (extremely important) to 5 (not at all important), the mean 1.7 ($SD = .844$).

Of the 138 subjects indicating the length of time they had been interested in their program of choice prior to submitting their application for admission, the modal answer was 1 year ($n = 18$). The range was from 0 to '13 to 14'

Table 10

Ranked Order of Importance of Factors in Decision to Apply
to Algonquin College

Rank	Decision Factors	Frequency	Mean	Variability (SD)
1	Algonquin had the program	146	1.7	.91
2	Advance or change career	139	1.8	1.12
3	Practical orientation	134	2.2	1.04
4	Reputation of Algonquin	141	2.4	1.10
5	Close to home	140	2.5	1.45
6	Prepare for first f.t. job	139	2.6	1.62
7	Return to the workforce	133	3.3	1.54
8	Recommended by someone	136	3.3	1.44
9	Attraction to Ottawa	136	3.7	1.37
10	Sponsored to attend	131	4.3	1.41
Total			2.6	

Note: Categories are not mutually exclusive.

years, with a mean of 24 months.

Knowledge of Possibility of Rejection. As to what they thought their chances of acceptance were at the time of application, 66%, ($n = 90$), believed their chances were excellent (1) or good (2), 23%, ($n = 31$), believed they were fair (3), and 11%, ($n=15$), believed they were either poor or very poor. The mean was 2.3 ($SD = .899$). Thirty-five responders, (25.7%), reported that they had not known when they applied that there was a chance that they would not get a place in the program. One hundred and one had known.

Giving Up Hope of Acceptance. Of the responders answering the question, 68% ($n = 93$) indicated that there was a time at which they gave up hope of obtaining a place in their program of choice. Of those who gave up hope, the greatest number, ($n = 41$), gave up hope in the month of August. Only 6 gave up hope before July, 13 gave up hope in July, 19 in September, and the remaining 3 did not give up hope until October, several weeks after their intended programs had begun.

Preparedness for Non-Acceptance. In terms of the level of preparedness for the possibility of not obtaining a place, on a scale of 1 (very well prepared) to 5 (not at all prepared), the mean was 2.7, ($SD = 1.03$). The answers revealed that 20.6%, ($n = 28$), of the responders felt that they were either poorly or not prepared at all.

The majority of responders, 84% for both males, ($n = 69$) and females, ($n = 43$), said that they had had a plan for what they would do if they were not offered a place at Algonquin. The majority of this group developed an alternative plan prior to application, ($n = 27$), or upon application, ($n = 15$). The most frequently cited month subsequent to that time for development of an alternative plan was August, ($n = 14$), followed by July ($n = 11$), and June, ($n = 10$). Among the reported alternative plans which can be found in Appendix C, Section 5, 20%, ($n = 23$), stated that they planned to 'continue to work'. The next most frequently occurring responses were 'look for work', ($n = 11$), 'work', ($n = 11$), 'work, save and reapply' ($n = 10$), 'study elsewhere' ($n = 6$), 'university' ($n = 6$), and 'study part-time' ($n = 5$). All other responses occurred fewer than 5 times and had up to four separate components. In all there were 39 multi-faceted plans. In those with multiple components not included above, 'work', 'study' and 'reapply' occurred frequently. The most complex example was 'work, save, study part-time, and reapply'.

Reaction to Non-Acceptance

Subjects were asked to describe in their own words how they felt at three different points in time about not obtaining a place in an Algonquin program: (i) when they first realized they would not get in, (ii) when the term began and (iii) today (the time of completing the survey).

Subsequently they were asked to rate how they felt on a list of 11 affective items on a score of 1 (extremely), to 5 (not at all). The mean score for each of these affective items is presented in Table 11. The 14 responses which were described in the 'other' category could all be considered expressions of negative affect (e.g. 'let myself down', 'discouraged', 'worried about future', etc.). Of these only 4 appeared to be focussed outwards (e.g. 'cheated', 'delayed', 'not taken seriously').

Responders' own descriptive testimonies of how they felt about not being accepted were placed into three very broad categories of 'negative', 'neutral' and 'optimistic'. A chronological comparison was then made between responses at the point in time that they first realized they would not get in and the point in time they completed the survey instrument. This revealed a significant shift in the proportions of the three categories of responses over time by means of a 2 by 3 (time by affective response) Chi-squared test ($\text{Chi-square (2)} = 74.68, p = .001$). Table 12 shows the trend from 110 initial negative compared with only 3 optimistic responses ($n = 131$) shifting to only 37 negative responses overshadowed by 42 optimistic ones ($n = 114$) by the time they completed the survey, which was at minimum three months later.

The responders' descriptions of their feelings at each of the three times are included in Appendix C, Section 6.

Table 11

Ranked Order of Intensity of Affective Responses to Non-Acceptance in Program of Choice at Algonquin College

Rank	Affective Response	Frequency	Mean	Variability SD
1	Disappointed	134	1.9	.95
2	Unhappy	134	2.5	1.05
3	Frustrated	134	2.5	1.34
4	Angry	132	3.4	1.23
5	Depressed	132	3.7	1.27
6	Disbelief	146	3.8	1.19
7	Embarrassed	133	4.1	1.21
8	Let Others Down	131	4.1	1.29
9	Relieved	131	4.5	.92
10	Guilty	130	4.5	1.02

Note: $N = 149$. Answers are not mutually exclusive.

Table 12

Comparison of Responders' Affective Responses to Non-
Acceptance Over Time - Contingency Table

	Early	Later	Marginals
<hr/>			
Negative	110	37	147
	(78.6)	(68.4)	
<hr/>			
Neutral	18	35	53
	(28.34)	(24.66)	
<hr/>			
Optimistic	3	42	45
	(24.06)	(20.94)	
<hr/>			
Totals:	131	114	245
<hr/>			

Note: The expected frequencies are in parenthesis.

The overwhelming negativity expressed at the first of the three junctures included disappointment and anger at either institution or self, or frustration. There were only 6 who chose to include in their descriptions that they were still hopeful of gaining entry.

The descriptions regarding how they felt at the time the term began are far less homogeneous. There was a rough division into three groupings: those responders who had adjusted their life course by that point, those who had become resigned to not getting in, and those who included words like 'panicked' and 'anxious' and phrases such as "greatly depressed which affected my family life" and "felt pretty crappy and didn't know what the hell I was going to do", which had not occurred in the first group of descriptions. Although the number of negative responses had diminished, the nature of the negative responses appeared to include less anger and more despair.

The responders' descriptions of how they felt about not getting in at the time they completed the survey, unlike the first responses, included 8 subjects who actually stated that they felt 'great', 'happy', or 'glad'.

Of the 135 (91%) responders answering the question "Considering what you are now doing with your life, was not getting into Algonquin a set-back to your life schedule?", 82 (61%) answered yes and 53 (39%) answered no. Appendix C, Section 7, presents the explanations regarding how rejection

was a set-back for the 76 who provided them. The descriptive explanations included annoyance and heartbreak at having had plans put off for at least a year, missed opportunities for that particular year as favourable circumstances might change (e.g. husband was not working and they could have avoided child care costs that year), frustration at having to continue with very unsatisfactory circumstances (e.g. working at two unsatisfying part-time jobs), a sensation of wasting one's time, and being one year behind and one year older before important plans could be executed.

Perceptions of Reasons for Rejection

There were 129 responders who gave opinions on the reasons why they did not get into their program of choice. Only 17 gave more than one answer and of this group, all but one had as one of their reasons one or both of the top two reasons, 'applied too late' or 'program oversubscribed'. The answers (and for those offering multiple reasons, the answers appearing first) have been grouped into 8 categories and presented in descending order of frequency in Table 13.

Fifty-four percent (69) indicated that the reason they were not accepted was that they had applied late. When lack of experience and lack of qualifications are added to this, the percentage giving reasons which are related to their own actions or qualifications is 66%. Nineteen percent gave oversubscription as the reason. When 'entrance test', 'college at fault' and 'applicants with university credits'

Table 13

Ranked Order of Responders' Reasons Why They Felt They Were
Not Accepted Into Their Program of Choice

Rank	Reason	Frequency
1	Applied Late	69
2	Program Oversubscribed	25
3	Lack of Qualifications	13
4	Entrance Test	7
5	Don't Know	6
6	College is at Fault	6
7	Lack of Experience	2
8	Applicants with University	1
Total		129

Note: $\underline{N} = 149$.

are combined, this results in 10% citing reasons related to the admissions process or the favouring of others. Six percent did not know why they were not accepted and 20 gave no response. Even when the numbers citing reasons related to the process are added to the reason of oversubscription, there are still more than twice the number who gave a reason which appears to be more related to themselves or their behaviour than to the college as to why they were not accepted. The complete responses are presented in Appendix C, Section 8.

Understanding and Perception of Fairness of Process

A majority of responders answering the question (87%, $n=131$) indicated that they felt they had understood how the admissions process worked for their programs. A majority of responders answering the question (69%, $n=109$), indicated that they felt that the admissions process for their program had been fair.

The explanations of why those who felt there had been procedural unfairness are captured in Appendix C, Section 9. While these explanations are broad ranging and many are unique, an attempt has been made to collapse them into 6 categories as shown in Table 14. One explanation cited more than twice was "I should have been accepted." ($n = 4$). Listed twice were: 'entrance test overemphasized', entrance test unfair', 'high marks valued over all else', 'process not explained fully', and 'experience should count more'.

Table 14

Ranked Order of Responders' Explanations Regarding the
Unfairness of Admissions Process Collapsed Into Broad
Categories

<hr/>		
Collapsed Category		
Rank	of Unfairness	Frequency
<hr/>		
1	Regulation, Procedure or Deadline	17
2	Admission Criteria	7
3	College Error or Lack of Communication	7
4	"I should have been accepted."	5
5	Others given preference	2
6	Other	2
<hr/>		
Total		40
<hr/>		

Note: N = 149.

Intention to Reapply to Same Program

Of the 125 responders answering the question, 78% indicated that they were planning to reapply to the Algonquin program in which they did not gain acceptance in the fall of 1994.

Of those planning to reapply, 89 indicated that they were planning to upgrade their qualifications and/or do something different regarding the manner in which they would apply the next time. Of this group, 62 indicated that they would apply earlier, 28 indicated they would improve their qualifications or test results, 6 would improve the documentation they would submit, and 4 would research the requirements and/or communicate better with the Admissions Office throughout the process (answers are not mutually exclusive). Their complete responses are included in Appendix C, Section 10.

Difficulty in Discussing Rejection

Of the 131 responders answering the question, 86% ($n = 112$) indicated that it was not difficult to discuss the rejection with their family. Of the 131 responders answering the question, 82% ($n = 107$) indicated that it was not difficult to discuss it with their friends. Of the 116 responders answering the third question in this series, 89%, ($n = 102$), indicated it was not difficult to discuss it with others.

Of those answering yes to difficulty in discussing the

rejection with any group and giving an explanation, the responses proffered, which are presented in Appendix C, Section 11, show some commonality such as 'embarrassment', 'surprise or disbelief', 'sounds like I am making excuses', 'others are moving ahead with their lives and careers', and 'letting someone down'. However, most responses were unique and appeared to evidence some personal pain with words and phrases which included 'feel inadequate', 'graduated from university and still waitressing', 'might laugh', 'they were happy for me and then it all fell apart', 'feel useless', and '...my spouse's family sees...as another failure'.

Discouragement Regarding Future Reapplication

The question was posed as to whether subjects felt that the non-acceptance had discouraged them in any way from re-applying to a post-secondary program in future. While the majority (108 of 130 responders) said that it had not, 17% ($n = 22$) indicated that it had.

There was still hopefulness expressed in the accompanying explanations of discouragement although there were those who sounded as though they would not apply in future. Concerns which appeared in the explanations more than once included those relating to 'wasting my time and/or money' ($n = 5$), 'reduced self-confidence' ($n = 4$), 'same thing might happen next year' ($n = 3$), 'the passage of time or getting older' ($n = 2$), and 'next time won't apply to same program or college' ($n = 3$). The explanations are

presented in Appendix C, Section 12.

Effect on Self-Esteem, Self-Confidence and Life Control

In responding to the specific question of whether or not the rejection had any negative effect on 'self-esteem', 'self-confidence' and/or 'ability to control your life', the majority reported that it had not. However, of 129 responders answering, 25% ($n = 32$) reported that it had affected their self-esteem; of 128 responders answering, 25% ($n = 32$) reported it had affected their self-confidence; and of 130 responders answering, 27% ($n = 35$) reported it had affected their ability to control their lives.

The explanations as to the negative effects, which are presented in Appendix C, Section 13, evidenced both personal pain and poignancy and do not easily lend themselves to tabulation. Many expressed unique circumstances and responses.

For purposes of illustration, the following are cited: "I felt like I wasn't good enough and as though my future was out of my hands."; "Not being able to go to school this year has had a destructive effect on my relationship with my common-law husband."; "It makes you feel dumb and useless and that all of the years in high school didn't help any."; "....easily discouraged and I have lost motivation...."; "...taking it personally is irrational, but rejection on that level can be devastating..."; and "I figure that if I

can't get into Algonquin....then I must be a real loser.".

Coping with Non-Attendance

Of the 121 responders answering the question, (excluding the 10 who indicated it was not applicable), on how well they were coping with not attending college full-time, the majority (64%, $n = 78$) reported that they were coping well with not attending college full-time. However, 17% ($n = 20$) indicated that they were not coping well with not attending college (of whom 8% ($n = 10$) strongly disagreed that they were coping well). Those who neither agreed nor disagreed represented 19% ($n = 23$) of the group.

As to whether or not they were concerned that their friends were attending college or university while they were not, 44% ($n = 42$) indicated that they were, 24% ($n = 22$) neither agreed nor disagreed, and 30% ($n = 28$) were not concerned.

Advice to Colleges on Wait-Listed Applicants

Subjects were asked how they thought Algonquin or any other college could assist applicants on waiting lists who might not get into their programs of choice. Their suggestions are contained in Appendix C, Section 14.

Of those answering the following questions, the majority in each case felt that the college should invite wait-listed applicants in for: information sessions on other programs (91 of 121); interviews with counsellors (92 of 121); and interviews with academic advisors (87 of 117). Ten

offered other suggestions. These included inviting wait-listed applicants in to the college for: 'aptitude testing', 'to use college facilities', 'preparation for acceptance', 'information on other colleges', 'to learn of the reasons for non-acceptance', and 'complimentary prize'.

Willingness to Register Late for Program of Choice

Responders said they would have been willing to have started school from 0 days ($n = 13$) to 50 ($n = 1$) days late. The modal response was 10 days late and 46% ($n = 54$) indicated from 0 to 10 days maximum. A summary is presented in Table 15.

Suggestions to Algonquin on Admission Process

The suggestions that responders made for Algonquin College regarding its admission process for those programs which are oversubscribed are presented in Appendix C, Section 15. These suggestions when placed into 5 broad categories provided 30 recommendations to increase intake in some manner, 24 recommendations to improve the admissions process or modify entrance criteria, 23 recommendations regarding improvement in communication, 7 suggestions that the process was fine as it was, and 5 recommendations to improve service or the knowledge of client service providers.

Interest in Alternative Delivery Formats

Table 16 presents the responses to the question as to whether subjects would have pursued any of five possible

Table 15

Number of School Days Late Responders Would Have Been
Willing to Start Classes in Fall 1994 Term

Number of School Days Late	Frequency
<hr/>	
0	13
1	2
2	4
3	2
4	2
5	13
7	6
8	2
10	23
11	1
12	1
14	12
15	13
20	8
21	2
30	9
31	1
40	2
50	1
Total	117

Table 16

Interest in Pursuing Alternative Academic Delivery Options
If They Had Been Offered to Responders

Type of Alternative Delivery	Frequency		
	Yes	No	Unsure
Televised Courses	44	41	40
Correspondence Courses	51	50	27
Part-time Day Courses	84	24	20
Evening Courses	68	30	32
January '95 Entry	109	9	16
Total	356	154	135

Note: Answers are not mutually exclusive.

alternative academic options if they had been offered them upon non-acceptance into the full-time day program. For all suggested alternatives, the largest group (of yes, no, and unsure) indicated that they would have been interested.

Gender Differences

As noted earlier there was a significantly higher rate of survey completion and return on the part of females. An examination was made of a broad range of questions in the survey to determine if subjects had answered differently according to gender. The results of the examination of these 20 questions selected are presented in Tables 17 and 18, the former showing results of continuous measures and the latter showing results of dichotomous measures.

No differences were found to be significant in the continuous measures. In the comparison of the dichotomous variables, the sole significant difference was that females tended to have made their application for admission prior to the March 1st deadline more frequently than males. Females were also more likely to have developed a contingency plan for non-acceptance. However, due to the family-wise correction for error rate, this was not found to be statistically significant.

Age Differences

An examination was made on the same 20 questions with respect to age to determine if there were any significant correlations amongst the continuous measures or significant

Table 17

Multiple Variables Examined by Gender: Continuous Data

Variable	Gender	M	SD	t	df	p
Perception of Chances of Acceptance	Female	2.34	.92	.39	130	ns
	Male	2.25	.86			
Preparation for Non-Acceptance	Female	2.7	1.02	.37	130	ns
	Male	2.63	1.03			
Disappointment	Female	1.89	.94	-.76	129	ns
	Male	2.02	.97			
Satisfaction with Primary Activity	Female	2.84	1.34	.48	126	ns
	Male	2.72	1.33			
Coping With Rejection	Female	2.29	1.29	.67	117	ns
	Male	2.14	1.13			
Concern that Friends are in School	Female	3.21	1.4	.6	115	ns
	Male	2.59	1.26			
Perception of Ability to Earn An Adequate Living	Female	3.28	1.34	-1.37	129	ns
	Male	3.58	1.3			

Note: The family-wise alpha is set to .007 using the Bonferroni correction.

Table 18

Multiple Variables Examined by Gender: Dichotomous Data

Category	Group	Females	Males	Chi Square	df	p
By Deadline	Yes	93 (80.2)	19 (31.8)	16.800	1	<.004
	No	48 (60.8)	37 (24.2)			
Knowledge of Possibility of Rejection	Yes	69 (67.1)	39 (41.0)	.507	1	ns
	No	23 (25)	17 (15.0)			
Contingency Plan	Yes	69 (73.5)	112 (107.5)	4.410	1	ns
	No	13 (8.5)	8 (12.5)			
Gave up Hope	Yes	57 (57.2)	36 (35.8)	.005	1	ns
	No	26 (25.8)	16 (16.2)			
Effect on Self-Esteem	Yes	20 (19.2)	11 (11.8)	.119	1	ns
	No	58 (58.8)	37 (36.2)			
Effect on Confidence	Yes	21 (19.1)	10 (11.9)	.657	1	ns
	No	56 (57.9)	38 (36.1)			
Effect on Ability to Control Life	Yes	25 (20.5)	8 (12.5)	3.483	1	ns
	No	54 (58.4)	40 (35.5)			
Set-Back to Schedule	Yes	52 (50.3)	28 (29.7)	.392	1	ns
	No	31 (32.7)	21 (19.3)			
Understood Process	Yes	73 (70.2)	38 (40.8)	2.220	1	ns
	No	8 (10.8)	9 (6.2)			
Perceived as Fair	Yes	79 (79.4)	47 (46.6)	.025	1	ns
	No	25 (24.6)	14 (14.4)			
Enroled Elsewhere	Yes	16 (16.1)	10 (9.9)	.002	1	ns
	No	72 (71.9)	44 (44.1)			
Intention to Reapply	Yes	62 (58.6)	32 (35.4)	2.340	1	ns
	No	14 (17.4)	14 (10.6)			
Discouraged Future Plans	Yes	12 (13.75)	10 (8.2)	.717	1	ns
	No	68 (66.25)	38 (39.75)			

Note: Expected values are enclosed within parentheses. The family-wise alpha is set to .004 using the Bonferroni correction.

differences amongst the dichotomous measures. These results presented in Tables 19 and 20 show no significant correlations were found to exist between age and the continuous variables. The greatest differences in age were found between those who gave up hope at some point while still on the waiting list and those who did not, the latter being older, and older applicants tending to have applied on time. Due to the family-wise correction for error rate these differences were not found to be statistically significant.

Indicators of Negative Affect

A search for intercorrelations amongst 10 measures of negative affect was conducted. In Table 21, the correlational matrix reveals that all measures were positively intercorrelated except 'coping' which was negatively correlated. All but one of 45 correlations ('coping' with 'guilt') were significant at the $p < .01$ level. At the $p < .001$ level, 39 were significant. Strongest correlations were between: 'frustration' and 'unhappy', 'angry', 'disappointed' and 'depressed'; and between 'unhappy' and 'angry'.

Relationship of Attitude, Behaviour, and Outcome to Affective Response

Using disappointment as the measure of negative affect, (given it had the highest mean (1.9, $SD = .95$) and that it was the word used most frequently in responders' own descriptions of their response to rejection), a search was

Table 19

Multiple Variables Examined by Age: Continuous Data

Variable	r	Significance Tests of Correlations		
		F	df	p
Perception of Chances of Success	.077	< 1	(1, 128)	ns
Preparation for Non-Acceptance	-.05	< 1	(1, 128)	ns
Disappointment	.076	< 1	(1, 127)	ns
Satisfaction with Primary Activity	.122	1.88	(1, 125)	ns
Coping with Rejection	.162	3.07	(1, 114)	ns
Concern that Friends are in School	.068	< 1	(1, 87)	ns
Perception of Ability to Earn An Adequate Living	-.157	3.21	(1, 127)	ns

Note: The family wise-alpha is set to .007 using the Bonferroni correction.

Table 20

Multiple Variables Examined by Age: Dichotomous Data

Category	Group	<u>M</u>	<u>SD</u>	<u>t</u>	df	<u>p</u>
By Deadline	Yes	26.75	7.80	2.040	129	ns
	No	24.20				
Knowledge of Possibility of Rejection	Yes	25.70	7.51	1.080	128	ns
	No	24.23	5.43			
Contingency Plan in Place	Yes	25.20	7.10	.950	126	ns
	No	26.70	6.90			
Gave up Hope	Yes	24.40	6.00	2.090	127	ns
	No	27.00	8.60			
Effect on Self-Esteem	Yes	24.4	4.97	.660	122	ns
	No	25.4	7.68			
Effect on Confidence	Yes	25.4	6.08	.025	123	ns
	No	25.0	7.44			
Effect on Control	Yes	25.4	5.77	.349	123	ns
	No	24.9	7.47			
Set-Back Schedule	Yes	25.6	7.65	.340	128	ns
	No	25.1	6.81			
Understood Process	Yes	24.3	6.54	.390	124	ns
	No	26.5	7.32			
Perceived as Fair	Yes	24.3	7.02	1.660	121	ns
	No	26.5	7.26			
Enroled Elsewhere	Yes	22.4	5.00	1.760	123	ns
	No	25.9	7.35			
Intention to Reapply	Yes	25.47	7.03	.870	118	ns
	No	24.07	7.18			
Discouraged Future Plans	Yes	24.45	5.55	.860	123	ns
	No	25.34	7.37			

Note: Family-wise alpha is set to .004 using the Bonferroni correction.

Table 21

Intercorrelations Between Variables of Negative Affect

	Coping	Disappointed	Guilty	Disbelief	Depressed
Coping	1.00				
Disappointed	-.36**	1.00			
Guilty	-.29*	.26*	1.00		
Disbelief	-.24	.46**	.37**	1.00	
Depressed	-.45**	.53**	.43**	.55**	1.00
Angry	-.37**	.44**	.40**	.54**	.48**
Frustrated	-.36**	.63**	.35**	.53**	.62**
Unhappy	-.45**	.65**	.32*	.50**	.64**
Embarrassed	-.39**	.32**	.62**	.53**	.46**
Let Others Down	-.27*	.27*	.60**	.47**	.39**

	Angry	Frustrated	Unhappy	Embarrassed	Let Others Down
Angry	1.00				
Frustrated	.68**	1.00			
Unhappy	.67**	.71**	1.00		
Embarrassed	.51**	.46**	.37**	1.00	
Let People Down	.41**	.39**	.36**	.60**	1.00

Note: * $p < .01$ ** $p < .001$.

Tests of significance were performed using 100 df although the df for the majority of tests exceeded 100.

made for significant relationships with several application behaviours, attitudes, and outcomes. The results presented in Table 22 show that those for whom rejection had been a set-back to their life schedule were significantly more disappointed.

A one way ANOVA ($F(2, 128) < 1$, ns) showed no significant difference in disappointment among the groups (did expect, did not expect, and did not know that Algonquin attendance would improve earning potential).

Predictors of Negative Affect

'Disappointed' was the outcome measure of negative affect used in the stepwise regression. The predictor variables were: interest, preparedness, perception of chances of success, ability to earn living, and frequency of application. Results presented in Table 23 show the adjusted R-squared to be 32.3%.

Possible Selection Bias in Responders Group

Seventy-eight percent of responders indicated an interest in reapplying to the same program at Algonquin. This surprisingly high percentage might be indicative of a selection bias in the sample whereby responders with a vested interest in Algonquin might have been more likely to respond. To try to determine if their attitude towards the college might be more favourable or their responses in some way different due to a presumed continuing personal interest in (and hoped for relationship) with Algonquin College,

Table 22

Relationship Between Application Attitudes, Behaviours, and Outcomes and Disappointment

Measure	Group	<u>M</u>	<u>SD</u>	<u>t</u>	df	<u>p</u>
First Choice Algonquin	Yes	1.9	.93	.47	(132)	ns
	No	2.0	1.02			
Applied Elsewhere	Yes	1.93	.97	.05	(127)	ns
	No	1.92	.93			
Accepted and Enroled Elsewhere	Yes	1.56	.73	-1.63	(125)	ns
	No	1.98	.99			
Knew Rejection Was Possible	Yes	2.03	.98	2.19	(132)	ns
	No	1.63	.77			
Contingency Plan Was Developed	Yes	1.98	.97	1.62	(130)	ns
	No	1.62	.74			
Set-Back to Life Schedule	Yes	1.60	.75	-5.58	(131)	<.004
	No	2.45	1.00			
Discouraged From Future Application	Yes	1.64	.95	-1.68	(127)	ns
	No	2.01	.95			

Note: The family-wise alpha is set to .004 using the Bonferroni correction.

Table 23

Regression of Interest, Preparedness, Ability to Earn a
Living, Perception of Chances of Acceptance and Frequency of
Application

R squared = 35.0%

R squared (adjusted) = 32.3%

Source	SS	df	MS	F	p
Regression	40.77	5	8.16	13.1	<.001
Residual	75.84	122	0.62		

Variable	Coeff	s.e.	t-ratio	p
Constant	1.95	0.37	5.20	≤ 0.0001
Interest	0.33	0.09	3.72	0.0003
Preparedness	-0.16	0.07	-2.18	0.0313
Perception of Chances	0.25	0.08	2.98	0.0035
Ability to Earn	-0.14	0.06	-2.37	0.0192
Frequency	-0.18	0.09	-1.92	0.0572

Note: Variables were selected both on a statistical basis
and in the interest of the research.

their responses to certain questions were compared to those of the group not intending to reapply. Comparisons were made on anger, frustration, disappointment, and perception of fairness of process.

Results revealed that the group intending to reapply was not significantly less frustrated ($\bar{M} = 2.47$, $SD = 1.3$) than the one not intending to reapply ($\bar{M} = 2.96$, $SD = 1.43$), $t(122) = 1.73$, nor less angry ($\bar{M} = 3.33$, $SD = 1.29$), than those not intending to reapply ($\bar{M} = 3.46$, $SD = 1.14$) $t(120) = .497$. Those planning to reapply were no less disappointed ($\bar{M} = 1.86$, $SD = .88$), than those who were not ($\bar{M} = 2.21$, $SD = 1.17$), $t(121) = 1.71$. For these tests, the family-wise alpha is .02.

There was no significant difference in the perception of procedural fairness between those planning to reapply and those not planning to do so, (Chi-squared (1, $N = 149$) = 2.008, $p = .239$).

Based on a finding of no significant differences between those planning and those not planning to reapply within the responders group itself on the above noted measures, the suggestion is made that if there were, in fact, a selection bias related to intention to reapply, that this appeared to make no difference in the key affective responses selected.

Interviews

Response Rate

Of the randomly selected sample of subjects, 64 were within the selected geographic area. Of these, 51 were successfully contacted and then interviewed. There were 3 subjects who could not be reached as they had gone away for an extended period and 7 were deemed 'untraceable'. There were 3 who were deemed 'unreachable' after 10 telephone calls had been made to their residences. Of the 51 interviews by telephone, 1 had to be abandoned as the subject's spouse picked up the extension telephone and began to answer the questions for his wife. Although his ostensive reason for doing this was her lack of skill in English, it appeared to the researcher that he really wished to give his own opinions as opposed to allowing the subject to provide her own. Therefore, of the sample of 64 subjects for interview, 50 (78.1%) were successfully interviewed. All subjects agreed to a confidential interview and all appeared to the researcher to be favourably disposed to being interviewed. All interviewees answered all of the questions with the exception of suggestions for improvement to admissions. Some voiced appreciation that interest was being expressed in obtaining their input and opinions.

As subjects had been invited to contact the researcher for an interview as opposed to the researcher contacting them, there were relatively few early interviews. Most of

those that did occur at an early point, however, were held in person. All but one of the 9 subjects who chose to have a face to face interview elected to come to the Woodroffe Campus of Algonquin College in Nepean, Ontario, for the interview. One subject chose the Rideau Campus in the east end of Ottawa for purposes of convenience. All other interviews occurred as a result of telephone calls made by the researcher who made up to 10 calls per subject to make personal contact with them. Some difficulty occurred as a result of subjects moving one or more times and others were simply very difficult to reach as they were rarely at home. Of those subjects who did not voluntarily contact the researcher, all chose to have the interview conducted by telephone. Two of the subjects who had initially set up a personal interview and then failed to show up for the appointment were later interviewed by telephone.

The interviews tended to last 15 to 20 minutes. Quite frequently, more time was taken up with the reading of the informed consent and debriefing forms than with the actual interview itself.

Characteristics of Interviewees

Of the 50 successfully completed interviews, 22 (44%) were conducted with female subjects and 28 (56%) were conducted with male subjects. These proportions were more representative of the subject pool (46% female and 53% male) than the respective proportions choosing to return the

survey instrument (62% female and 38% male).

Eight-four percent reported their first language to be English compared with 86% of the study cohort. The mean age of all interviewees was 25.1 ($SD = 6.84$) with females having a mean of 25.5 ($SD = 7.7$) and males 24.9 ($SD = 6.84$). The range for the group, females and males respectively were: 17-51, 17-51 and 17-42. The study cohort mean was 24.5 ($SD = 6.79$) and the range was 17-58.

Interest in Algonquin Program

For 80% of the 50 subjects, Algonquin College was their institution of first choice. Other first choices included eastern Ontario universities, ($n = 5$), and other Ontario colleges of applied arts and technology, ($n = 3$). On a scale of 0 to 10, where 0 signified no interest and 10 signified extreme interest, subjects' mean interest in obtaining acceptance into the program of choice was 8.4 ($SD = 1.72$) with 44% rating their interest as a 10.

Perceptions of Chances of Success

In rating their initial perceptions of their chances of acceptance (on a scale of 0 to 10), 88% ($n = 44$) rated their chances from moderately good (5), to extremely good (10), the mean being 6.34 ($SD = 2.04$). Although none of the subjects was ever offered a place in a program of their choice only 6 rated their chances at 4 or less.

Primary Activity

In terms of primary activity during the 1994/95 fall

and winter terms, the most frequent response (36%, $n = 18$) was full-time work, the second was part-time work (22%, $n = 11$) and the third was full-time post-secondary studies, (18%, $n = 9$). Of the full-time studies group, 3 had obtained acceptance into a full-time program at Algonquin in the winter 1995 intake, 3 were attending another Ontario college of applied arts and technology (CAAT), 2 were in university and one had enrolled in a private college. Another 12% ($n = 6$) were enrolled in part-time post-secondary studies.

Satisfaction With Current Activity

In stating how satisfied they were with their current primary activity, on a scale of 0 (not satisfied at all) to 10 (extremely satisfied), the mean rating was 6.5 ($SD = 2.72$) with males reporting a higher mean of 7.3 ($SD = 2.29$) and females a mean of 5.6 ($SD = 3.00$). When examined by category of activity, the following picture appears. The most satisfied groups were 'secondary school' (9, $n = 1$), and 'other CAAT' (mean = 9, $SD = 1.41$) and the least satisfied was 'part-time work' (mean = 4.7 and $SD = 1.79$). The mean level of satisfaction for each category of primary activity is presented in Table 24.

Alternative Plans

When subjects were asked if they had had an alternative plan in place in the eventuality that they were not accepted into their program of choice at Algonquin, 76% ($n = 38$) replied in the affirmative. Regarding the extent to which

they were then actually carrying out their alternative or 'fall-back' plans, the mean response was 8.2 ($SD = 2.77$) on a scale where 0 represented 'not at all' and 10 represented 'completely'.

Affective Response to Rejection

Subjects were then asked what words they would choose (no words were offered as suggestions) to describe their feelings about not obtaining a place in their programs of choice. The most frequently offered word was 'disappointed' which was included by 36 of the 49 interviewees in their responses. The next most frequently selected words were only used 4 times each. They were 'upset' and 'frustrated'. Other words and phrases used more than once included 'unhappy', 'confused', 'not surprised', 'no big deal', and 'just luck'. When asked further if they felt that their feelings were primarily negative, 58% ($n = 29$) said that they were. When those subjects were asked to rate how strong the negative feelings were the mean was 6.5 ($SD = 1.43$) on a scale where 0 represented 'not strong at all' and 10 represented 'extremely strong'. Seventy-three percent of females reported that their feelings were primarily negative ($n = 16$) as compared with 46% of males ($n = 13$) a difference which is not significant, ($\text{Chi-square}(1, N = 50) = 3.498, p = .1137$).

Answers to the question, "Has not obtaining a place in program of choice affected your attitude towards pursuing

Table 24

Interviewees' Satisfaction with Current Primary Activity in
Ranked Order

Rank	Primary Activity	Mean	<u>SD</u>	Frequency
1	Other CAAT	9.0	1.41	4
2	Secondary School	9.0	n/a	1
3	Full-Time Algonquin Jan. '95	8.0	n/a	3
4	Full-Time University	7.5	n/a	2
5	Part-time Post-Secondary	7.5	n/a	6
6	Full-Time Work	6.6	2.59	18
7	Other (seeking work, volunteer, child caring)	5.4	4.56	5
8	Part-time Work	4.7	1.79	11
Total		6.5		50

post-secondary studies in future?" revealed that 78%, ($n = 39$), felt that it had not. Of the 11 who said that it had affected their attitude, 10 gave explanations which could roughly be split into three categories: those who would not go to school, those who would not try again either at Algonquin or a publicly funded institution, and those who were spurred on to try harder in future. There appeared to be some resentment expressed as can be seen in the responses to this question presented in Appendix D, Section 1.

Suggestions for Ontario Colleges on Oversubscription

The interview subjects were then asked what suggestions they had for Algonquin College as it tries to meet the needs of applicants to oversubscribed programs who are placed on waiting lists and who may not get into a program of their choice.

The recommendations made to the college by 41 of the interviewees could be categorized into two groups: improvements to process or communications, ($n = 22$), and increase student intake, ($n = 19$). There was no significance in the difference in this response by gender. Seventy-five percent of females made a recommendation regarding improvement to communication or process while 67% of males made a recommendation to increase the student intake, (Chi-squared (1, $N = 50$) = .542, $p = .4617$). Their suggestions are presented in Appendix D, Section 2.

The final interview question requested suggestions for

the Ontario college system as a whole on oversubscription and the waiting list process. Of 24 interviewees' suggestions for the system, 15 related to improvements to process, communications or administrative matters and 9 related to increasing the intake. The 24 suggestions are presented in Appendix D, Section 3.

Comparison of Survey and Interview

Whereas the survey responder group was affected by self-selection, as shown by its disproportionately female composition, the interviewee group was affected solely by availability since all who could be contacted were interviewed. The interviews were completed well after the survey had been finished, consequently, the responses of the interviewees may reflect some influence arising from the passage of time and greater distance from the event of rejection. Their disappointment may have been tempered and their suggestions therefore more useful. There are several items in the survey and interview which are more or less comparable and when examined, the results yield similar patterns. The greatest number of interviewees had the same primary activity (working) as the responders. The highest level of satisfaction for both groups was post-secondary attendance. Eighty percent of interviewees stated Algonquin had been their first choice institution, whereas 81% of responders did not indicate they had another as their first choice. Interviewees reported that they were very interested

in obtaining acceptance and responders gave a response closest to 'extremely important' regarding importance of acceptance. Eighty-three percent of responders had a contingency plan as did 76% of interviewees. Seventy-eight percent of interviewees and 83% of responders stated that rejection had not discouraged them from future post-secondary studies. While there are differences in the overall characteristics of the two samples (gender bias and self-selection bias in the responders), the responses to the comparable items are quite similar and appear to corroborate results. The particular benefit derived from the interview responses may be in the suggestions to the institutions tempered by time and free from response bias.

Prediction of Intention to Reapply to Same Program

A stepwise predictive discriminant function analysis was performed using 'intention to reapply to same program at Algonquin' as the classification variable and 'interest', 'ability to earn', 'perception of chances', 'preparedness', 'disappointment', and 'previous applications' as the discriminant variables. Only 'level of interest' passed the stepwise criterion ($p < .05$) to be included in the analysis (Wilks' lambda = .9384, $p = .005$, canonical correlation = .248). There were 54% of the cases correctly classified as 'intending to reapply', 72% correctly classified as 'not intending to reapply' and 7% were ungrouped due to missing responses.

Discussion

This exploratory research study, designed to extract data from a unique and previously ignored population (as specifically defined in the 'Subjects' section of 'Method'), was conceived with the following goals in mind.

The first goal was to document what actually became of those applicants on waiting lists who were never offered enrolment in the fall of 1994. The second goal was to determine what their affective response to the rejection was, including any effect on their intentions regarding future attempts to pursue post-secondary studies. The third goal was to learn their opinions on the admission and waiting list process. This goal also entailed soliciting any suggestions they wished to proffer to the college and the Ontario college system regarding the dilemma of excess qualified candidates and insufficient enrolment capacity. By implication, the extraction of information which would be of practical value in the applied areas of student personnel work such as pre-admission counselling, admissions systems design and enrolment management was also a goal of this exploration.

The discussion section is, therefore, structured around these goals following a review of the representativeness of the sample.

Representativeness of Sample

The characteristics of the survey responders indicated they were of the same age and first language groupings as the subject cohort but had a disproportionately large number of females. Aside from females tending to have applied earlier, there were no other significant differences in gender responses within the responders group. The interviewees group was also of the same age and first language groupings as the cohort and, unlike the responders, were not disproportionate in terms of gender.

Conclusions arising from data analysis should be limited solely to the cohort of applicants rejected in the fall of 1994 due to oversubscription, with the caveat that there was a significant gender effect in the response rate for the responders group.

Fate of Rejected Applicants

By the time of survey completion, 16% of responders had successfully enrolled full-time in another post-secondary institution (14 in a CAAT, 7 in university, and 3 in a private institution), although some of these later dropped to part-time studies or withdrew, and not all of this group chose to categorize their full-time post-secondary study as their primary activity. Sixteen percent had enrolled in part-time post-secondary studies and 17% had intentions of enrolling in full- or part-time studies in January, 1995.

Another 6% had returned to secondary school or were upgrading their education elsewhere.

Based on responders' own reports of what they considered to be their primary activity during the fall, 1994 term, 50% were in the paid workforce, 24% were studying in some fashion, and 10% were looking for work. The remainder were in the unpaid workforce (5%), attending to personal matters (3%), with other responses and no responses comprising 8%.

When the primary activities were examined, all groups pursuing their education at some level, either full- or part-time, reported higher satisfaction levels than those working. The least satisfied of the 16 groups was the one seeking employment, followed by those attending to personal or health matters, then by those working part-time. When all those studying were compared with those working, the latter were significantly less satisfied (see page 42).

Seventy-one percent of responders hoped that their primary activity by September, 1995 (the subsequent academic year), would be studying, whereas only 15% hoped to be working.

The interviewee group reported a similar pattern of primary activity with the largest group in the workforce (48%), followed by those in full-time studies (18%). The satisfaction levels of the 50 interviewees according to category of current primary activity were quite similar to

those of the larger group of 149 responders. Those studying were the most satisfied groups while those working or seeking work were less satisfied. Since the data on primary activity and satisfaction level yielded by the interviews corroborates results from the survey, it may be that the gender bias was of little consequence for this portion of the data.

It may be surmised that those interested in pursuing a college education, who are rejected by one institution, tend to find more satisfaction with their primary activity in the academic year for which they were rejected if they enter into some level of schooling as opposed to the workforce.

Affective Response

Without prompting, the most commonly selected word used by responders (58 mentions in 131 descriptions) and interviewees (36 in 49) when describing in their own words their affective response to non-acceptance was 'disappointed'.

With prompting, responders reported that they felt extremely 'disappointed', and somewhat to very 'unhappy', 'frustrated' and 'angry'. The measure 'disappointed' was significantly positively correlated with 'unhappy', 'frustrated', 'depressed', 'disbelief', 'embarrassed', 'guilty' and 'let others down'.

When their own testimonies of how they felt when they first realized they would not get in (sometime prior to

beginning of term) are compared with their feelings at the time of survey completion (at minimum 3 months after the beginning of term), a significant reduction of negative responses (from 110 to 37) and a significant increase in the optimistic (from 3 to 42) appear (see Table 12). This direction of change might be expected to continue over time.

While for the majority, negative feelings appeared to moderate over time, there were responders who continued to report that strong negative sentiments had persisted to the time of survey completion. The majority were coping well; had no problem discussing their rejection with friends or family; and reported that it had no effect on their self-esteem, self-confidence, or their ability to control their lives. However, for up to 27% of responders, some of these concerns were problematic, and 17% were not coping well.

Forty-four percent of responders were concerned that their friends were in school while they were not and, for 61% of the responders, rejection had been a set-back to their life schedule.

A majority of the interviewees' (68%) reported that their feelings regarding rejection were primarily negative, rating the strength of these feelings midway between moderately and very strong.

Future Intentions Regarding Post-Secondary Studies

Concerns had been raised about the longer term impact of rejection on subsequent pursuit of post-secondary

studies. There is some reason for concern in that 17% of the survey group reported having been discouraged to some extent from pursuing post-secondary education. Of the interviewees reporting some effect on their attitude to future studies, the majority of the effect was negative.

Perception of Process

Even though all responders had been rejected, the admission process was understood by a large majority and seen as fair by a modest majority, although several responders perceived some procedural unfairness with processes, regulations or deadlines.

Suggestions to the College and the College System

Responders and interviewees were encouraged to give suggestions regarding the problem of oversubscribed programs and related admissions issues. When both groups' suggestions were categorized, the majority of recommendations relate to improvements in processes, criteria or communications. This was followed by suggestions to increase the intake in some manner to accommodate more applicants. Almost half of responders indicated that they would have been willing to have accepted a vacancy in their program of choice as late as 10 school days after the commencement of the term and approximately one quarter were willing to enrol at least 15 days late.

Responders' interest in full-time enrolment in the winter term was very high and considerable interest in

alternative delivery options such as part-time and distance education was expressed. A large majority was interested in having wait-listed candidates invited in for information sessions with college staff members.

All recommendations from responders and interviewees are presented verbatim in Appendices C and D respectively.

Predictors of Affective Response

Approximately one third of the disappointment could be predicted by knowing the applicants' level of interest in their program of choice, the level of preparedness for rejection, their perception of chances of success, and their perception of their ability to make an adequate living with their existing skills and education.

Limitations of the Study

The greatest limitation of this study was in its inability to attract a sample of the study cohort larger than 20%. Future studies might be enhanced if some arrangement could be made with the institution to solicit the co-operation of the study cohort during the admission process itself, perhaps as early as the time of the initial admission decisions mail out, or perhaps at the very beginning of the process, throughout it and beyond. This way subjects might be more likely to complete and return surveys if they have 'bought into' the research process at an early stage, rather than being asked by an institution which has already rejected them to complete a study several months

after the fact.

A second concern related to incomplete data available from the original application forms which constituted the initial data base. This precluded any comparisons on such items as highest level of previous education.

This study restricted itself to examining what became of the cohort and the effects on same and avoided any attempt to compare the particular study cohort group with any other applicant group such as those who were initially accepted, those who were subsequently accepted from waiting lists, or those who were rejected, those accepted who failed to register, etc. Therefore, it should not be mistaken as an equity study in any such sense, even though the subject of accessibility and admissions, by its nature, always raises issues of equity.

Questionnaire and Survey Questions

Responders tended to provide answers suggesting that they understood the questions in the survey instrument and there was little problem with unanswered questions. A weakness may have been the lengthiness of the survey itself. The last questions in the survey requiring more than minimal effort in response related to the solicitation of suggestions. These tended to have lower completion rates. However, this could be a function of some responders not having any ready suggestions for improvements.

The questionnaire contained retrospective data which

can be problematic in terms of validity, particularly so for those who completed their questionnaire at a later period.

Interviewees had no difficulty in understanding the interview questions and had ready answers except, once again, for the suggestions for improvements to systems.

Implications for Student Personnel Professionals

This study appears to confirm, based on concerns and suggestions provided by subjects, that there is always the ever-present challenge of getting the correct messages out to clients at the correct time. An examination of the testimonies reveals some ignorance regarding application deadlines and procedures and the importance of the on-going task of improving communications.

Subjects expressed a strong interest in finding out more about academic alternatives through information sessions with a variety of college professionals and a healthy level of interest in alternative delivery forms such as part-time studies and some distance education options. The strongest interest was in full-time winter term enrolment.

In terms of pre-admission counselling, this research affirms the importance of informing applicants and potential applicants, at an early stage, of the nature of oversubscribed programs, such as the very real possibility of rejection and the consequent need for contingency planning.

Counsellors and recruitment personnel may find it of professional interest that applicants in this research study suffering the greatest negative affect, appeared to be applicants who had a strong interest in the program, were unrealistic about the chances of acceptance, did not feel that they could earn an adequate living with their present level of education and skills, and were unprepared for the possibility of rejection.

In advising students who might not be accepted into oversubscribed programs, it would be prudent to bear in mind that those rejected applicants who immediately pursued some time of studies (part-time, upgrading, alternative institution, etc.) were significantly more satisfied than those who ended up working that particular year. This information is of particular relevance in encouraging and assisting wait-listed candidates to develop alternative academic plans.

Suggested Areas for Future Research

Since this appears to be the first study of its kind, a variety of related studies are suggested. This particular group could become the subject of a follow-up study to determine how they fared in their post-secondary educational pursuits. (Were those who were discouraged, discouraged for a long time? Did those who enrolled in other institutions remain satisfied with their choices? How long did it take for the negative effects to dissipate? Did resentment

linger?)

A study which gained the cooperation of applicants at the very beginning of their application process (both to improve the sample size and to solicit affective responses from the moment they learned they were placed on a waiting list) could provide better data and would offer opportunity for longitudinal research with a sufficiently large group.

As noted earlier, the nature of admissions is one rife with questions of accessibility and equity. Who gains access? Who fails to gain access and what are the real differences between the two groups? How are criteria selected? Are they valid criteria? Are the processes non-discriminatory? Is there equity of access to critical information in the community and throughout the process? Is there any systemic bias? Are any measures in place to preclude bias? An equity study in admissions would have to be a complex study of all those applying for any particular academic intake and requiring a high degree of co-operation from many parties. However, it is suggested that a comprehensive study in this area would be worth the return on the investment for the Ontario college system. Such research would also be of practical benefit to institutions in jurisdictions elsewhere.

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Appendix A - Section 1
Letter to Applicants Accompanying Survey

Algonquin College
of Applied Arts and Technology
1385 Woodroffe Avenue
Nepean, Ontario K2G 1V8
(613) 727-4723

Collège Algonquin
d'arts appliqués et de technologie
1385, avenue Woodroffe
Nepean (Ontario) K2G 1V8
(613) 727-4723

November 3, 1994

Dear Applicant:

We are writing to you to request a few minutes of your time to assist us in a research study by completing the enclosed questionnaire. This year there was once again a large increase in the number of people applying to Ontario's community colleges. Unfortunately, as the colleges cannot afford to increase their capacity to meet this demand, there was a far greater number of applicants who could not be accommodated in programs of their choice. Our research is intended to determine:

- o What do those who do not get into Algonquin on a full-time basis do instead?
- o What effect does not getting into an oversubscribed program have on applicants?
- o What can Algonquin do to assist those on waiting lists meet their educational goals?

Algonquin College, its Students' Association, and other Ontario colleges are interested in finding answers to these questions which will be of benefit in future educational planning.

This questionnaire is being sent to applicants to Algonquin programs who were placed on waiting lists, but who were not offered a place in their program of choice due to oversubscription and who did not register into any other program at Algonquin this term.

It takes approximately 20 minutes to complete the questionnaire which can be returned in the enclosed stamped envelope as soon as possible. All information obtained will be kept strictly confidential. If you wish, you may obtain a summary of the results from the principal researcher once it is available.

- 2 -

We hope you can assist us to research this important subject. If you have any questions whatsoever, please contact the principal researcher at the number listed below.

There is a place at the end of the survey where you may indicate if you would like someone from the college to speak with you regarding your future educational opportunities at Algonquin.

WE WOULD LIKE TO SHOW YOU OUR APPRECIATION:

All those completing this questionnaire in the month of November will be eligible for several draws which could entitle you to Dinner for Two at the "Algonquin International Restaurant" or a \$50 gift certificate at the "First Class Bookstore".

We thank you sincerely for your co-operation.

Yours truly,

Marilyn Stratton-Zimmer
Principal Researcher
c/o Room C137
Algonquin College
1385 Woodroffe Ave.
Nepean, Ont.
K2G 1V8

Bill Lazic, President
Students' Association

Odette Pearson
Manager, Admissions

Telephone (613) 727-4723 Ext. 7770

Enclosures

SPECIAL NOTE: A small number of you have been selected at random for a personal interview. If you have been selected, you will find a BLUE FORM enclosed. The interview is designed to obtain your perceptions and feelings in greater depth than is possible with the questionnaire alone. The interview takes approximately 25 minutes and can be arranged at your convenience.

Appendix A - Section 2
Survey Instrument

**SURVEY OF QUALIFIED APPLICANTS TO OVERSUBSCRIBED ALGONQUIN COLLEGE PROGRAMS
 BEGINNING IN THE FALL TERM, 1994**

INSTRUCTIONS: For most questions simply place an X in the circle which you feel most closely matches your opinion. Some questions require a short written response. This questionnaire takes approximately 20 minutes to complete. We THANK YOU for your assistance in completing it and returning it in the stamped envelope provided. If the envelope is missing, please mail the questionnaire to:

Marilyn Stratton-Zimmer
 (APPLICANT STUDY)
 Room C137
 Algonquin College
 1385 Woodroffe Avenue
 Nepean, Ontario K2G 4V8
 Telephone 613 727-4723
 Extension 7770

SECTION A - APPLICATION AND ENROLMENT

- 1) In addition to the Algonquin College program(s) to which you applied, did you apply to any other FULL-TIME post-secondary programs at any other college or university for the 1994 fall term?

Yes No
 O₀₁ O₀₂

If yes, what was(were) the program(s) and institution(s)? Please indicate whether each program was your 1st, 2nd, or 3rd (etc.) overall choice of all the programs to which you applied. (Do not list the Algonquin programs here.)

PROGRAM NAME	INSTITUTION NAME	OVERALL CHOICE (1st, 2nd, or 3rd etc.)
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 2) During this current fall 1994 term did you enrol in and begin attending:

- i) a full-time post-secondary program?

Yes No
 O₀₁ O₀₂

If yes, please give the program name, institution name and start date

PROGRAM NAME	INSTITUTION NAME	START DATE (month/year)
_____	_____	_____

- ii) part-time post-secondary studies?

Yes No
 O₀₁ O₀₂

3. If you began attending a full-time post-secondary program in the fall, are you:

O₀₁ still attending?

O₀₂ dropped to part-time studies?

O₀₃ withdrawn from program?

- 4) i) If you are not currently attending a post-secondary institution, but you are planning to pursue post-secondary studies in the future, please indicate the following:

BEGINNING IN	FULL-TIME	PART-TIME	NAME OF INSTITUTION	PROGRAM OR COURSE
O ₀₁ Jan. '95	O ₀₅	O ₀₉	_____	_____
O ₀₂ May '95	O ₀₆	O ₁₀	_____	_____
O ₀₃ Sept. '95	O ₀₇	O ₁₁	_____	_____
O ₀₄ date _____	O ₀₈	O ₁₂	_____	_____

- ii) If you are, or soon will be, studying part-time, is your goal to complete a post-secondary program?

Yes No
O₀₁ O₀₂

If yes, please indicate the program name, institution name and program type.

PROGRAM NAME

INSTITUTION NAME

PROGRAM TYPE
O₀₁ Certificate
O₀₂ Diploma
O₀₃ Degree
O₀₄ Not sure

SECTION B - PRIMARY ACTIVITIES

- 5) What best describes your primary activity during the period September, 1993 to April, 1994?
(Please mark one only.)

- O₀₁ Attending secondary school
O₀₂ Attending Algonquin College
O₀₃ Attending an upgrading program
O₀₄ Attending an English as a Second language program
O₀₅ Attending a college other than Algonquin
O₀₆ Attending university
O₀₇ Working 18 hours or more per week
O₀₈ Working less than 18 hours per week
O₀₉ Looking for work
O₁₀ Homemaking
O₁₁ Other (Please specify.) _____

- 6) During this 1994 fall term are you: (Please mark all that apply to you.)

- O₀₁ Attending secondary school
O₀₂ Working full-time (18 hours or more per week)
O₀₃ Working less than 18 hours per week
O₀₄ Looking for work
O₀₅ Homemaking
O₀₆ Travelling
O₀₇ Trying to determine what to do this year
O₀₈ Attending to personal/family matters
O₀₉ Other (Please specify.) _____

- 7) i) What best describes your primary activity during this 1994 fall term? (Please give one only.)
-

- ii) Please indicate how satisfied you are with your current primary activity:

Very Satisfied	Somewhat Satisfied	Neither Satisfied Nor Dissatisfied	Somewhat Dissatisfied	Strongly Dissatisfied
O ₀₁	O ₀₂	O ₀₃	O ₀₄	O ₀₅

- 8) What do you hope to be doing by September, 1995 as your primary activity?
-
-

SECTION C - FINANCIAL ISSUES AND REASONS FOR APPLICATION

- 9) In what ways are you currently supporting yourself financially? (Mark all that apply to you.)

O₀₁ employment earnings
 O₀₂ from savings
 O₀₃ help from parents
 O₀₄ help from spouse
 O₀₅ help from friend(s)
 O₀₆ social assistance
 O₀₇ pension (Please specify type.)
 O₀₈ unemployment assistance
 O₀₉ other (Please specify.) _____

- 10) Do you agree that with your current level of education and skills you are able to earn enough to make an adequate living?

Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree
O ₀₁	O ₀₂	O ₀₃	O ₀₄	O ₀₅

- 11) Did you expect that attending Algonquin College would improve your future earning potential?

Yes	No	Did Not Know
O ₀₁	O ₀₂	O ₀₃

- 12) Please indicate how important each of the following were in making your decision to apply to Algonquin College? (Please rate each item.)

	Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at all Important
a) to prepare for first full-time job	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
b) to advance or change career	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
c) to return to the workforce	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
d) Algonquin had the desired program	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
e) practical orientation of program	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
f) reputation of Algonquin College	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
g) recommended by friend or relative	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
h) sponsored by government or employer	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
i) close to home	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
j) attraction to Ottawa	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
k) other (Please specify.) _____	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅

SECTION D - INTEREST IN PROGRAM AND RESPONSES TO WAIT-LISTED STATUS

- 13) i) How important was it to you to gain acceptance into one of your programs of choice at Algonquin College this term?

Extremely Important	Very Important	Somewhat Important	Not Very Important	Not at All Important
0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅

- ii) How long prior to submitting your application were interested in your program of choice at Algonquin College? _____

- 14) When you FIRST applied, what did you think your chances were of obtaining a place in an Algonquin program of your choice?

Excellent	Good	Fair	Poor	Very Poor
0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅

- 15) Did you realize when you first applied that there was a chance that you would not get a place in the program?

Yes	No
0 ₀₁	0 ₀₂

- 16) Was there a point in time when you gave up hope of obtaining a place in your program of choice?

Yes	No
0 ₀₁	0 ₀₂

If yes, in which month did this occur?

Month of _____

- 17) How prepared were you for the possibility of not getting in?

Very Well Prepared	Well Prepared	Somewhat Prepared	Poorly Prepared	Not at all Prepared
0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅

- 18) Did you have a plan for what you would do this year if you were not offered a place in your Algonquin program of choice?

Yes No
0₀₁ 0₀₂

If yes, i) when was the plan developed? _____
ii) please describe your plan briefly _____

- 19) Was this the first time that you did not get into your program(s) of choice at Algonquin College?

Yes No
0₀₁ 0₀₂

If it was not, how many times have you tried to get into your program(s) of choice at Algonquin?

_____ times

- 20) Please describe how you felt about not being accepted into a program:

i) when you first realized you would probably not get in. _____

ii) when the school term began and you had not yet been asked to come in to register. _____

iii) today. _____

- 21) With respect to not obtaining a place in an Algonquin program of your choice did you feel:
(Please rate each item.)

	Extremely	Very	Somewhat	Not Very	Not at All
a) disappointed	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
b) unhappy	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
c) frustrated	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
d) angry	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
e) embarrassed	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
f) relieved	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
g) depressed	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
h) disbelief	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
i) guilty	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
j) you had let people down	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅
k) other (Please specify.)	0 ₀₁	0 ₀₂	0 ₀₃	0 ₀₄	0 ₀₅

- 22) Considering what you are now doing with your life, was not getting into Algonquin a set-back to your life schedule?

Yes No
0₀₁ 0₀₂

If yes, please explain. _____

- 23) What, in your opinion, were the reasons you did not get into your program of choice this fall?

- 24) i) Do you feel you understood how the admissions process worked for your program?

Yes	No
O ₀₁	O ₀₂

- ii) Do you feel that the admissions process for your program was fair?

Yes	No
O ₀₁	O ₀₂

If not, please explain. _____

- 25) Are you planning to re-apply to an Algonquin program in which you did not gain acceptance this past fall?

Yes	No
O ₀₁	O ₀₂

If yes, AND if you are planning to upgrade your present qualifications or do something different with respect to the manner in which you applied (e.g. apply earlier, provide different documentation, etc.), please explain what changes you will try to make.

- 26) Is it difficult to discuss the subject of not getting into your program of choice with:

- a) your family
b) your friends
c) others

Yes	No
O ₀₁	O ₀₂
O ₀₁	O ₀₂
O ₀₁	O ₀₂

If yes, please explain. _____

- 27) Do you feel that not being accepted into your program of choice has discouraged you in any way from re-applying to a post-secondary program in the future?

Yes	No
O ₀₁	O ₀₂

If yes, please explain. _____

- 28) Do you feel that not being accepted into your program of choice had any negative affect on your:

- a) self-esteem
b) self-confidence
c) ability to control your life

Yes	No
O ₀₁	O ₀₂
O ₀₁	O ₀₂
O ₀₁	O ₀₂

If you answered yes to any of these, please explain. _____

29) Please rate the following statements:

- i) I am coping well with
- not
- attending college full-time this fall.

Strongly Agree O ₀₁	Somewhat Agree O ₀₂	Neither Agree Nor Disagree O ₀₃	Somewhat Disagree O ₀₄	Strongly Disagree O ₀₅	Not Applicable O ₀₆
--------------------------------------	--------------------------------------	--	---	---	--------------------------------------

- ii) I am concerned that my friends are attending college or university and I am not.

Strongly Agree O ₀₁	Somewhat Agree O ₀₂	Neither Agree Nor Disagree O ₀₃	Somewhat Disagree O ₀₄	Strongly Disagree O ₀₅	Not Applicable O ₀₆
--------------------------------------	--------------------------------------	--	---	---	--------------------------------------

- 30) i) Do you believe that not being accepted into your program of choice at Algonquin resulted in any change in:

		Yes	No
a)	your relationships	O ₀₁	O ₀₂
b)	your roles	O ₀₁	O ₀₂
c)	your routines	O ₀₁	O ₀₂
d)	your assumptions	O ₀₁	O ₀₂

SECTION E - YOUR ADVICE TO COLLEGES

- 31) How do you think Algonquin College or any other college could assist applicants on waiting lists (such as you were) who may not get into their program of choice?

- 32) Should Algonquin invite wait-listed applicants in for:

		Yes	No
a)	information sessions on other programs?	O ₀₁	O ₀₂
b)	interviews with college counsellors?	O ₀₁	O ₀₂
c)	interviews with academic advisors?	O ₀₁	O ₀₂
d)	other? (Please specify.) _____	O ₀₁	O ₀₂

- 33) If space had become open in your program after classes had begun, how many days late would you have been willing to start school?

_____ School Days

- 34) What suggestions do you have for Algonquin College regarding their admission process for oversubscribed programs?

35) If you had been offered one of the following alternatives to pursuing your program would you have pursued it:

	Yes	No	Unsure
a) televised courses	O ₀₁	O ₀₂	O ₀₃
b) correspondence courses	O ₀₁	O ₀₂	O ₀₃
c) part-time day courses	O ₀₁	O ₀₂	O ₀₃
d) evening courses	O ₀₁	O ₀₂	O ₀₃
e) Jan. '95 entry (full-time)	O ₀₁	O ₀₂	O ₀₃

***** END OF QUESTIONNAIRE - THANK YOU VERY MUCH FOR YOUR ASSISTANCE! *****

Note: If you would like to be contacted by a college officer regarding possible future studies at Algonquin, please so indicate by providing a telephone number and the times of day when you may be reached.

Telephone Number: _____ Best Times to call: _____

Appendix A - Section 3

INFORMED CONSENT FORM FOR SURVEY

The purpose of this informed consent is to ensure that you understand the purpose of this research study and the nature of your participation. This informed consent is designed to provide you with sufficient information so you can determine whether or not you wish to complete the questionnaire.

Research Personnel: The following people are involved in this research project and may be contacted at any time. Marilyn L. Stratton-Zimmer (Principal Researcher, 727-4723 Ext. 7770), and Dr. R. Wells (Faculty Advisor, 788-2600, ext. 2661). If you have any ethical or other concerns about this study please contact Dr. L. Paquet (Chair, Department of Psychology Ethics Committee, Carleton University) or Dr. W. Jones (Chair, Department of Psychology, Carleton University, 788-2600, ext. 2648).

Purpose: The purpose of this applied research study is to determine what applicants to oversubscribed Algonquin College programs do when they cannot obtain a place in a program of choice. It seeks to learn what effects the process has had on them and their attitudes towards future post-secondary studies, as well as how they feel the process might be improved. It will also provide practical suggestions to the college on admissions.

Task Requirement: The questionnaire asks you 35 questions about your activities, your feelings about the admissions process and your suggestions for its improvement.

Duration: It may take you 20 minutes to complete the questionnaire.

Potential Risk/Discomfort: The only potential for discomfort may be in responding to questions about your feelings associated with not obtaining a place in your program of choice at Algonquin College this fall.

Anonymity/Confidentiality: The individual data collected in this experiment will be seen only by the Principal Researcher and a key-punch operator. It will later be aggregated in an anonymous manner. No one else will know who made which comments or suggestions. This information will remain confidential.

Right to Withdraw: You have the right to choose not to complete the questionnaire, or not to answer any specific question or questions you wish. You have the right to stop answering questions on the questionnaire at any time.

I have read the above description of the Algonquin Applicant Study and understand the conditions of my participation. My signature indicates that I agree to participate in the study by completing the questionnaire.

Participant's Name _____

Participant's Signature _____

Researcher's Name Marilyn Stratton-Zimmer

Date _____

Appendix A - Section 4

Invitation for InterviewNOTICE OF REQUEST TO PARTICIPATE IN AN INTERVIEW
COMPRISING PART OF THE ALGONQUIN APPLICANT STUDY

This is a notice informing you that you have been selected at random as one of 80 applicants to be interviewed out of a group of more than 1,000 who were on waiting lists for Algonquin programs who could not be offered a place due to oversubscription.

By interviewing applicants we hope to obtain information in greater depth than is possible from the questionnaire alone. The interview consists of 8 questions which are similar in content to those in the questionnaire. They will, however, allow you to elaborate on your ideas, feelings and suggestions. All interviews are confidential and will be conducted by Marilyn Stratton-Zimmer, the Principal Researcher. They last approximately 25 minutes.

HOW TO ARRANGE YOUR INTERVIEW: If you are willing to be interviewed (and we hope you are), you can make arrangements to select a time and place that suit your needs by telephoning 727-4723 Ext. 7770. Interviews are most easily arranged after 5:30 p.m. on weekdays and during the day on weekends. Your interview can be held at an Algonquin Campus close to you or some other location convenient for you (even your home). If you live at a distance from Ottawa and will not be coming to Ottawa in the near future, a telephone interview can be arranged. Once again, please telephone and indicate how and when you can be easily telephoned. If you prefer to contact us by letter, please address your correspondence to:

Marilyn Stratton Zimmer, ALGONQUIN APPLICANT STUDY,
c/o Room C429
Algonquin College
1385 Woodroffe Ave.
Nepean, Ont.

My interview has been scheduled for:

TIME OF DAY: _____ DATE: _____

DAY OF WEEK: _____

NAME OF INTERVIEWER: Marilyn Stratton Zimmer

PLACE: _____

ADDRESS: _____

ROOM NUMBER: _____

NUMBER TO CALL IF I WILL BE LATE OR MUST RESCHEDULE MY
INTERVIEW: (613) _____X_____

Appendix A - Section 5

Informed Consent Form for InterviewSTUDY OF APPLICANTS TO OVERSUBSCRIBED ALGONQUIN COLLEGE
PROGRAMS

The purpose of this informed consent is to ensure that you understand the purpose of this research study and the nature of your participation. This informed consent is designed to provide you with sufficient information so you can determine whether or not you wish to participate in the interview process.

Research Personnel: The following people are involved in this research project and may be contacted at any time. M.L. Stratton Zimmer (Principal Investigator, 737-7163), and Dr. R. Wells (Faculty Advisor, 788-2600, ext. 2661). Should you have any ethical or other concerns about this study please contact Dr. Lise Paquet (Chair, Department of Psychology Ethics Committee, Carleton University) or Dr. W. Jones (Chair, Department of Psychology, Carleton University, 788-2600, ext. 2648).

Purpose: The purpose of this applied research study is to determine what applicants to oversubscribed Algonquin College programs do when they cannot obtain a place in a program of choice. It seeks to learn what effects the process has had on them and their attitudes towards future post-secondary studies, as well as how they feel the process might be improved.

Task Requirement: You will be asked 8 questions which are similar in format to those you have already been asked on the applicant questionnaire. You will be asked to express your ideas, your feelings and to offer critical suggestions.

Duration: The interview should last approximately 20 min.

Potential Risk/Discomfort: The only potential for discomfort may be in talking about your feelings associated with not obtaining a place in your program of choice at Algonquin College this fall.

Anonymity/Confidentiality: The individual data collected in this experiment will be seen only by the Principal Researcher and a key-punch operator. It will later be aggregated in an anonymous manner. No one else will know who made which comments or suggestions. This information will remain confidential.

Right to Withdraw: You have the right to choose not to be interviewed and you have the choice to end the interview at any point in time for any reason.

I have read the above description of the Algonquin Applicant Study and understand the conditions of my participation. My signature indicates that I agree to participate in the study.

Participant's Name _____

Participant's Signature _____

Date_____

Researcher's Name _____

Researcher's Signature _____

Date_____

Appendix A - Section 6

Debriefing Form for Interview

STUDY OF APPLICANTS TO OVERSUBSCRIBED ALGONQUIN COLLEGE PROGRAMS

This year in the province of Ontario there was an increase in the number of individuals making applications to full-time programs in the province's 23 colleges of applied arts and technology. This was in large part due to continuing high unemployment. The colleges have been unable to increase their enrolment capacity to accommodate fully this increased interest and demand.

Colleges are quite concerned that many more people this year may be disappointed to find that, although they have the qualifications to come to college, they cannot obtain a place in their programs of choice. It is assumed that for many, the process of applying, then being placed on a waiting list for up to several months, and then not being offered a place in a program can be a very discouraging process.

Algonquin College has asked for your help, along with the help of many others in your situation, in trying to determine what the experience has meant to you. How did you feel about the process? Did the experience decrease the possibility that you may re-apply to a post-secondary program in future or curtail your academic career in any way? Are there ways that the colleges could help individuals in your position? Are there ways that the process can be improved?

Your co-operation in allowing us to interview you will be of great assistance in helping us to find the answers to questions such as these.

We wish to thank you sincerely for your time and assistance and wish you well in your future pursuits. Algonquin College and its officers remain available to you for advice and guidance if you so wish.

If you have any questions about this study you may address them to Marilyn Stratton-Zimmer at any time (737-7163) or Dr. R. Wells, (Faculty Advisor of this research project, 788-2600, ext. 2661). If you have any ethical or other concerns about this study then please contact Dr. L. Paquet (Chairperson, Department of Psychology Ethics Committee, 788-2600) or Dr. W. Jones (Chairperson, Department of Psychology, Carleton University, 788-2600, ext. 2648).

This applied research study is being carried out both for purposes of Algonquin College and to meet part of the requirements for the Master Degree in Psychology at Carleton University for the principal researcher.

Appendix A - Section 7

Interview Questions

- 1.(a) Was Algonquin your institution of first choice?
Yes No
If not, which institution was?
- (b) If you had to rate your interest in getting into a program of your choice at Algonquin last fall on a scale of 0 to 10 with 0 signifying no interest, 5 indicating moderate interest and 10 signifying extreme interest, what would your rating be?
2. When you applied, how good did you think your chances were of obtaining a place in your program of choice? (Scale of 0 - 10, 0 = not good at all, 5 = moderately good, and 10 = extremely good)
- 3.(a) What are you now doing as your primary activity?
- (b) How satisfied are you with what you are doing this year? (0 = not satisfied at all, 5 = moderately satisfied, and 10 = extremely satisfied)
- 4.(a) Did you have an alternative plan in place in case you did not get into your program of choice?
Yes No
- (b) To what extent are you now carrying out your original alternative plans? (0 = not at all, 5 = to a moderate extent, and 10 = completely)
- 5.(a) What words would you use to describe your feelings about not obtaining a place in your program of choice?
- (b) Do you think your feelings are primarily negative?
Yes No
If yes, how strong are these negative feelings? (0 = not strong at all, 5 = moderately strong, and 10 = extremely strong)

- 6.(a) Has not obtaining a place in your program of choice this fall affected your attitude towards pursuing post-secondary studies in future?
- Yes No
- (b) If you answered yes, please explain.
7. What suggestions do you have for Algonquin College as it tries to meet the needs of applicants to oversubscribed programs who are placed on waiting lists and who may not get into a program of choice?
8. Do you have any suggestions for the system of Ontario colleges as a whole, on this matter?

Appendix B

Characteristics of First Year Students - Fall, 1994Age Distribution

Age Grouping	Frequency	Percentage
Less than 20	813	25
20 - 24	1,512	46
25 - 29	328	10
30 - 34	210	7
35 - 44	214	7
45 - 54	72	2
55 and older	8	0
No Response	94	3
Total	3,251	100

Languages Spoken at Home

Language	Frequency	Percentage
English	3,061	91
French	555	17
Other	428	13
No Response	82	2

Note: Answers are not mutually exclusive.

Appendix C - Section 1

Responders' Institutions of First ChoiceOther than Algonquin CollegeFor the Fall, 1994 Term

Name of Institution of First Choice	Frequency
<hr/>	
Ontario CAATs	
Canadore	3
Centennial	1
Durham	3
Fanshawe	1
George Brown	1
Georgian	2
Humber	2
Loyalist	4
Niagara	2
St. Lawrence	3
Seneca	3
Sheridan	2
Private Colleges	
Career Canada College	2
Clark's Business College	1
Universities	
Carleton	3
University of Ottawa	3
TOTAL	36

Appendix C - Section 2a

Institutions Into Which Responders Enrolled Full-Time

Institutions	Frequency
<hr/>	
Colleges	
Canadore	3
Centennial	1
Cambrian	1
Fanshawe	1
Humber	1
La Cite	1
Loyalist	1
Niagara	1
Mohawk	1
St. Lawrence	3
Universities	
Carleton	4
New Brunswick	1
Nipissing	1
Ottawa	1
Private Colleges	
Career Canada College	2
Clark's Business College	1
<hr/>	
Total	24

Appendix C - Section 2b

Responders' Institution Choices for
Future Post-Secondary Studies

NAME OF INSTITUTION	CASES
<hr/>	
Algonquin College	2
Cambrian College	1
Canadore College	3
Career Canada College	2
Carleton University	4
Clark's Business College	1
Fanshawe College	1
Humber College	1
La Cite collegiale	1
Loyalist College	1
Mohawk College	1
Niagara College	1
Nippissing University	1
St. Lawrence College	3
University of New Brunswick	1
University of Ottawa	1
<hr/>	
Total	26
<hr/>	

Appendix C - Section 2c

Responders' Program Choices for
Future Post-Secondary Studies

NAME OF PROGRAM	CASES
Air Conditioning and Refrigeration	1
Advertising and Public Relations	1
Ambulance and Emergency Care	1
Broadcasting - Television	2
Business Administration	2
Computer Engineering	1
Computer Science	1
Correctional Worker	1
Dental Assistant	5
Psychology (Honours)	1
Integrated Science	1
Law and Security Administration	1
Law and History (Pass)	1
Land Information Management (Masters)	1
Medical Imaging	1
Practical Nurse	1
Liberal Science	1
Sociology and English	2
Tech. des sciences du compontenant	1
TOTAL	25

Appendix C - Section 3

Responders' Satisfaction with Current Primary Activity
Grouped Categories

Rank	Primary Activity	<u>f</u>	<u>M</u>	<u>SD</u>
1	College - Part-Time	3	1	n/a
2	College - Non-Algonquin	6	1.3	.52
3	University - Part-Time	2	1.5	n/a
4	College - Unspecified	8	1.6	1.63
5	Homemaking	7	1.9	.38
6	Algonquin - Winter '95	1	2	n/a
7	Volunteer Work	1	2	n/a
8	Upgrading	3	2	n/a
9	Secondary School	5	2	.71
10	University	5	2.2	.84
11	Algonquin - Part-Time	3	2.3	n/a
12	Starting a Business	2	2.5	n/a
13	Working	72	2.9	1.25
14	Working - Part-Time	2	3	n/a
15	Personal or Health	4	3.8	1.5
16	Looking for Work	14	4.2	.94
All Responding to Question		137	2.72	

Appendix C - Section 4

Responders' Hoped for Future Activity

"What do you hope to be doing by September, 1995 as your primary activity?"

1. School
2. Attending Algonquin full-time and working part-time
3. Attending classes at Algonquin
4. Same as before
5. Attending college
6. I hope to be attending school - however I'm still indecisive on where or for what.
7. Attending a post-secondary education
8. Going to school full time in the Dental Hygiene program
9. Attending Algonquin college or still working
10. Work in my field of DTP and graphic design
11. Going to school full-time
12. Attending college in either Photography Program or Pharmacy Assistant Program
13. Going to school full-time
14. Attending Algonquin College
15. TV Broadcasting - Full-time at Algonquin (Woodroffe)
16. To be studying full time or part time
17. Study
18. Going to Algonquin
19. Attending Algonquin College
20. Still attending a university
21. In business
22. Attending Algonquin College (Hopefully in G.I.S.)
23. Learn Computer Science full time
24. Full-time post-secondary institution
25. Seeking full-time employment
25. Attending College for Early Childhood Education
26. College
27. Working full-time as a dental assistant
28. Either pursuing MSW or working in a permanent full-time position
29. Attending a post-secondary institution
30. In school part time
31. Going to Algonquin College for Photography Program
32. Have more enjoyable job - perhaps upgrading skills at college in appropriate area
33. Attend Algonquin
34. Studying full time at Algonquin
35. Study at Algonquin
36. Study Dental Hygiene at Algonquin College full time
37. Attending Algonquin College full-time
38. Employed as a desktop publisher
39. Attending Algonquin (Journalism) full-time
40. Attending Algonquin full-time

41. Being enrolled in Corrections at Algonquin College
42. Attending school
43. Attending Algonquin, enrolled in the Intensive Early Childhood Education Program or the 2 year Program
44. Going to school learning something that will both assist me as a student and as a blue or white collar worker
45. Going to school
46. Either working full-time or attending school
47. Going to school at a post-secondary institution
48. I wish to be attending Algonquin full-time by September 1995.
49. I hope to be getting ready to return to school, while working part-time.
50. Working as a computer-programmer (full-time)
51. Get a job as a Certified Dental Assistant
52. Attending Algonquin full-time in Computer programming
53. Furthering my education with upgrading my basic skills
54. Working
55. Returning to school and begin some form of course
56. Same as before
57. Attending university
58. I hope to get into my course this next year. I was so disappointed this past year.
59. Working as a certified dental assistant
60. Attending Algonquin full-time
61. Attending College
62. Attending college full time
63. Working as a full-time mother and attending college
64. Attending school full-time to work toward a career
65. Working in a satisfying secure full-time job or attending school
66. Attend Algonquin College
67. Full-time post-secondary studies
68. Attending Algonquin and taking E.C.E.
69. Full time student
70. Attending school full-time
71. Attend Algonquin College full-time
72. To continue to work and to get on with my family life to the best satisfaction I can obtain
73. Student
74. Complete my degree
75. Attending Algonquin College - Studying Creative Advertising
76. Operating my personal business, with full-time job to back me up
77. Attending full-time college in Ontario or B.C.
78. Attending Algonquin College in the Correctional Worker Program full-time.
79. Continue to take the Horticulture and Landscaping Diploma by evenings
80. Working full-time and taking courses part-time

81. Attending a Nursing Assistant Program in a college
82. Working longer part time hours
83. I hope to attend Algonquin College for Recreation Leadership and Management (2 yr. Course).
84. Concentrating on my studies at Algonquin College.
85. Attending my 2nd year of college
86. Going to school full-time in the Correctional Worker Program
87. Attending school full-time working volunteering
88. Attending Early Childhood Education Program
89. Working full-time in my chosen field (EMCA)
90. Going to school
91. Attending community college in the Dental Hygiene Program
92. I'd like to be enrolled in the Social Work program at Algonquin College.
93. Studying Early Childhood Education at Algonquin College
94. Attending college full-time
95. Attending a post-secondary institution full-time
96. Putting in practice what I have learnt at school in my program as a computer technologist
97. Attending Algonquin in Television Broadcasting
98. Attending Algonquin in an Architectural Technician Program
99. I hope to enrol at Algonquin full time in Early Childhood Education.
100. Attending college on a full time basis, in the program of my choice
101. Attending a post-secondary institution full-time
102. Attending full-time post-secondary programs
103. Either work in the Social Services or in the Correctional Worker Program
104. Attending School
105. I hope to be accepted at an educational facility to pursue a career in Early Childhood Education.
106. Full-time student and part-time employee
107. Attend College Architectural Technologist
108. To continue my studies
109. Attending Algonquin Full-time
110. School or working because my wife is having a baby in June
111. Attending Algonquin full-time
112. Attending Algonquin or University
113. Going to a college taking dental hygiene
114. Accepted into dental hygiene program
115. Attending Algonquin College full time
116. Either working full time or going to college to a course with which I'll enjoy
117. Working in a dental assisting position, part-time
118. Going back to Algonquin
119. I hope to be working.

- 120. Attending Algonquin College most likely on a part-time basis, in the course I've previously applied to
- 121. Attending college
- 122. Attending a school (institution of learning) anywhere in order to get a certificate of a specialization program; GIS preferably
- 123. Working full-time or specializing in office administration or E.C.E.
- 124. Hopefully I will be accepted into the full-time program for E.C.E.
- 125. I hope to be attending Algonquin College.
- 126. Waiting for school
- 127. Attending college
- 128. I would like to be enrolled at Algonquin College.
- 129. Attending Algonquin College in fall '95 - Until then working less than 18 hours/week to save money for college
- 130. Studying Dental Hygiene Program in Algonquin
- 131. Learning more about the TV and film field particularly broadcasting

Appendix C - Section 5

Responders' Alternative Plans

"Did you have a plan for what you would do this year if you were not offered a place in your Algonquin program of Choice? If yes, please describe your plan briefly.

1. Continue to work full-time
2. Work full-time save money keep on re-applying
3. Look for full time work
4. Continue to work full time
5. My plan was to work full-time so that when I do get accepted I can better afford it.
6. I would obtain a full-time job anywhere for 1 year until I decided what it was what I wanted to do.
7. Get a job well paid
8. I have been working full time for the same dentist for the past 4 and 1/2 years.
9. Working full-time
10. Continue working as a sales clerk.
11. If I couldn't get into the program of desire, just take a course that they will offer.
12. Stick to the same work
13. Plan to take some courses at secondary school, work, and help out local law enforcement offices.
14. To continue at present place of employment and wait for next chance to apply
15. If I didn't get into Ambulance I'd take general science in some university.
16. Start a business
17. Some travelling - try to return to workforce
18. Study French and Word Perfect in the evening
19. Apply to geography at Carleton University
20. Continue working at dysfunctional job, renting house, or renting rooms out
21. I planned to work as a nanny for the next year and re-apply to E.C.E. at college.
22. Work full-time
23. To apply at Career Canada College and attend in September
24. I was to work another year and save more money. I had an accident in September - now recovering.
25. I had planned to work until I was offered a place in the program.
26. To obtain employment and gradually decide the next best course of action
27. Was working full-time, wanted to return to Algonquin - would work part-time.
28. Work to pay my car
29. No plan was needed. I just continued my regular job.

30. Was presently working as a dental assistant and so I kept my job.
31. If not accepted again, I would continue 2nd yr. of GAS or attend another course.
32. Work full time in the fall and re-apply for course offered in January 1995.
33. To try to get into another program until next September and to find a job.
34. When I knew I was going to apply at Algonquin for Sept '94 - if I didn't get in I would keep on working until Jan. '95."
35. I planned on returning to Carleton University as a special student.
36. Stay working
37. My plan was to still take courses towards the program I wished to be enrolled in and save money for the following academic year.
38. Work get rich and relax
39. Recover from health problem, look for full-time employment while still working part-time.
40. To work and gain experience to apply the following area
41. I figured that if I wasn't accepted into the program of my choice I would end up working full-time for a while.
42. Work full-time, make enough money to attend school and re-apply in January.
43. The continuation of my part-time studies
44. 1 Algonquin course, 1 Carleton course, 1 correspondence course
45. Homemaking
44. To obtain my grade 12 diploma
45. Work to gain money for future educational plans.
46. I got a job shortly after I applied, therefore, I didn't need the extra education to get a job.
47. If not accepted I planned to continue university.
48. Canadore was 1st choice because of its reputation.
49. Continue working
50. Work part time
51. To take a year off then re-apply next year, meanwhile studying what I need to know.
52. To keep working and to try to take a few night courses
53. Work at basically whatever I could find that was not totally demeaning to my intelligence.
54. Continue working
55. Phoned institutions to see if they had volunteer services.
56. I would work to have money to pay for school next year if I get in.
57. Get full time work and do volunteer work.
58. To continue work and re-apply in Jan 95.
59. To attain a job at what level of education I had and my work background and continue on my life.
60. Simply to continue on as usual and hope for the best.

61. Seek education elsewhere
62. To work full-time and save money to assist me in college when I apply again for '95.
63. I had a full-time job and was just about to switch over to a higher paying job.
64. Move to my father's out of city and find job.
65. I would look for a full-time job.
66. Take same program at night until the last semester, and apply full-time.
67. Attend journalism program at Carleton University
68. Would apply to go part time, and return to work part time
69. I've been working at this restaurant for 3 years and there was always the option of working full-time.
70. Keep trying, take academic upgrading
71. I would attend some other college.
72. Work part-time as a lifeguard and attend part-time studies
73. Do everything I could to gain required experience, took job as nanny, volunteered at a daycare June - Oct. '94. Set up references wanted to look serious.
74. I went to Futures Office in Smith Falls to train. I got a job at the daycare for more experience for next year.
75. Return to high school - upgrade my english mark and take 400 hours of Coop and local ambulance.
76. To work full-time
77. Continue working full-time as a dental assistant
78. Gain more volunteer experience as a social worker as well as attaining more computer skills by taking a part time course
79. The plan was to work to save money to return in Sept. of 95.
80. To increase my 20 hours/week of work, during school to 40-45 hours/week.
81. Take a year off to work
82. Work and in the meantime take a correspondence course see if it would fit me and my need
83. I would work until I was accepted.
84. Continue attending Carleton University
85. To work full time during the day and to attend some evening courses that would increase my chances for getting into ECE next September
86. Look for work related to my career goals
87. To attend classes at nights to upgrade my education
88. I would return to Carleton to complete my degree.
89. Continue working and reapply
90. I planned to visit B.C. interior where I have a number of connections to employ when looking to obtain experience that could help ensure entry in future.
91. Earn enough money to go back to school in Jan. '95 and through the summer

92. Either attend another college or work for 1 year and reapply
93. Work full time for a year and re-apply
94. I was to work in a low pay job until times were on my side.
95. Already working full-time and accepted a promotion.
96. Biology OAC, Math 12A
97. Working full-time
98. To get a job to pay rent and save some money for next year
99. Work
100. Registered for a seat in Career Canada College if I didn't get into Algonquin - knew I would attend
101. Getting a job
102. I received a job offer, and hoped that it would be extended.
103. Continue working
104. Obtain additional H.S. credits
105. I would attend night school and re-apply in fall '95. I would also work to save money.
106. Attend adult high school
107. Going back to work
108. Work for a year, attempt to enter following fall
109. I work at a daycare during the day and work retail in the evening.
110. Continue to work part-time obtain full-time if successful.
111. Keep working as Dental Assistant
112. Keep working in T.V. and trying to learn there

Appendix C - Section 6a

Responders' Affective Responses to RejectionAt Time of Realization of Non-Acceptance

"Please describe how you felt about not being accepted into a program when you first realized you would probably not get in."

1. Disappointed
2. Pissed off that I was put on a waiting list
3. Disappointed
3. Surprised
4. Disappointed but still a little hopeful.
5. I applied late and so I knew from the beginning of the strong possibility of unacceptance.
6. I applied late so I knew I didn't have so much chance.
7. I was upset because this was 3rd yr. applying and I thought maybe this year I would have a better chance.
8. Very disappointed
9. My enthusiasm started to wear off about changing career.
10. Still hopeful
11. Discouraged, upset, at myself for not applying earlier.
12. Still hopeful that things will change for better.
13. Frustrated! My OSAP didn't work out because I had a past student loan and I couldn't even get help for any part-time courses.
14. Upset because there was only 10 on the waiting list before me.
15. I became angry and could not believe.
16. Discouraged, but determined.
17. Disappointed
18. Disappointed
19. I felt I was being cheated and treated badly.
20. Would wait until next turn to be admitted.
21. Worried, frustrated
22. At the end of August 1990 I felt very sad.
22. Discouraged
23. Disappointed, depressed because I would have to continue at my present state.
24. I was very upset because I have a college diploma and thought I had an advantage.
25. Not surprised (applied too late)
26. A little disappointed
27. I applied too late. If I had applied on time, I feel certain I would have got in.
28. At that time I was moderately disappointed but was prepared for the event.

29. I applied late so I really did not have any expectations of getting accepted.
30. I was very disappointed. This puts my career choice and life a year behind.
31. I felt like a loser and was very disappointed.
32. Disappointed
33. A little discouraged
34. Disappointed
35. Disappointed, I knew I could not have opportunity in a later year.
36. Felt disappointed but had a slight hope since I was on the waiting list.
37. I was very unsure of what to do next. I felt I wasn't given a fair chance.
38. Disappointed and worried about my future.
39. Very disappointed. I worked full-time and was very dissatisfied for years before I made the decision to go back to school.
40. O.K. my application was late.
41. Very disappointed, because I didn't really want to pursue anything more at Carleton once I got my degree. This was something I wanted to do.
42. Disappointed
43. At first I was somewhat disappointed but realized that I'd possibly be accepted the following year.
44. I felt that, for a post secondary institution that teaches Administrative. You'd probably think they know what they're doing.
45. Mildly disappointed
46. Very disappointed
47. At first I wasn't sure about getting in due to being on the waiting list although I was doubtful.
48. Not a relevant factor since, at the time, I could not afford tuition.
49. Depressed
50. I was upset and didn't know where to turn.
51. Very very angry
52. Very disappointed, but still hopeful
53. Okay because I had plans to upgrade.
54. Accepted it and decided to move on to finding a job.
55. I forgot I had applied until I received the letter from the school.
56. Disappointed.
57. Very upset, it put my whole life on hold for at least one more year.
58. I was quite disappointed.
59. Disappointed
60. Depressed (little bit only)
61. That I would never get into the program of my choice
62. A little upset, I wanted to go back to school
63. Disappointed and frustrated - It's almost impossible to get accepted for Dental Hygiene.

64. Disappointed
65. Disappointed but optimistic about future acceptance
66. Disappointed
67. Frustrated at first and had hope for a chance on the waiting list.
68. Disappointed, stunned, scared, hopeless, depressed, but determined
69. Not too upset; my course choice changed
70. It was a persistent challenge
71. Disappointed
72. Disappointed and frustrated because I had to spend money on application fee.
73. Extremely disappointed
74. Didn't really bother me at all
75. Disappointment, knowing I'll be a year older before I start
76. I was very depressed. I lost my job because I was thinking I would be attending school in September.
77. Disappointed and a little angry I waited so long to apply.
78. I knew that I had applied past the deadline date so I was already somewhat prepared.
79. Scared about having nothing to do or any plans.
80. Applied relatively late.
81. Slightly disappointed; felt I wasted time and money with application fees and equivalency test.
82. I felt let down. I was also angry with myself for not applying sooner. I applied 1 month after deadline.
83. Very disappointed
84. Deceived and frustrated by the lack of information on my status
85. Disappointed
86. Disappointed, scared of how spouse and his family would react.
87. Realized I was late in finishing volunteer work
88. Very very disturbed
89. Disappointed
90. Extremely disappointed and frustrated
91. I felt as though my life had been put on hold.
92. I was disappointed and let down.
93. I was upset as well as relieved because I didn't want that course.
94. I felt disappointed
95. I felt that I had lost everything then I decided to take other steps.
96. Frustrated
97. Disappointed yet accepting of reality
98. I was extremely disappointed because I was looking forward to begin my goals towards my future career.
99. Disappointed, angry, upset frustrated
100. I was upset and I felt frustrated and disappointed.
101. Disappointed and very embarrassed and unhappy

102. I was disappointed but I knew I would apply for 1995
103. Disappointed
104. I was extremely disappointed, but I had a "plan B".
Of course, I would have rather been in school, but I realized I was late in applying and set my sights....
105. Being the only program and college I applied to I felt defeated/lost.
106. I was accepted to Loyalist so not too disappointed
107. Disappointed
108. I felt a little disappointed
109. Discouraged, frustrated
110. A little frustrated
111. I was very disappointed
112. Getting used to it, but disappointed
113. I would continue as a CDA and try again.
114. Angry at myself because I did not apply earlier.
115. Was not happy, and I was very disappointed
116. Very disappointed (I was not certain of the reputation of Career Canada College.)
117. Really stupid
118. I was disappointed, I had not realized that the application process was open for so long.
119. Disappointed
120. I kept my hopes up for two weeks to a month when I was informed that I was on waiting list I started thinking obsessively.
121. Disappointed
122. Extremely disappointed
123. Frustrated because I didn't know what I was going to do.
124. I knew it was a possibility that I wouldn't get in but I prepared myself for that.
125. Anxious to know
126. Depressed
127. Disappointed
128. I felt my life had been put on hold.
129. Disappointed
130. I was alright, because I was on the waiting list.
131. I was disappointed but due to my financial state I would not go anyways.

Appendix C - Section 6b

Responders' Affective Responses to RejectionAt Commencement of School Term

"Please describe how you felt about not being accepted into a program when the school term began and you had not yet been asked to register?"

1. Disappointed
2. Always look forward to next semester
3. Anger
4. Gave up 1 month prior to that
5. I was pretty disappointed but remembered I could apply next year.
6. I felt a little edgy - I had to now find something to do.
7. I felt very upset because I had to wait for a full year
8. I realized that it wasn't going to happen this year and accepted this. Not pleased but able to deal with it.
9. Totally discouraged
10. I had some hope to enrol even after term began.
11. Disappointed
12. Felt like there was nothing I could do.
13. Discouraged and disappointed
14. This year I won't get in
15. I was frustrated and disappointed.
16. I started leaving messages telling them I could start even as late as mid-September if a seat came up.
17. Didn't care, I had other plans.
18. Resigned to another year of waiting
19. I felt that Algonquin was a stupid school and I'd rather not go there anyway.
20. Was told at the registration office
21. Disappointment
22. I try to forget that.
23. By then it was too late to worry
24. Same as above
25. I had already given up and started my job.
26. Not surprised
27. Did not care. Already attending at C.C.C.
28. I had already accepted my chances were very small.
29. I felt confident that I would be accepted for the winter term.
30. Not disappointed
31. I couldn't believe it and didn't know what to do.
32. Disappointed
33. All my friends had something to do but not me.
34. Not surprised, considering my position on waiting list

35. Resigned
36. Was upset and disappointed
37. I knew I had to figure out what to do for the year.
38. Upset, felt as though something was missing
39. I had put focus on finding full-time rather than part-time employment.
40. Disappointed
41. Oh well, January it is.
42. Again, very discouraged and disappointed
43. Accepted the consequences
44. I registered myself into several courses.
45. I felt pretty crappy; didn't know what the hell I was going to do for a fall semester of nothing.
46. No feeling
47. Not surprised but disappointed.
48. I was quite disappointed but it made me more ambitious to get in the following year.
49. I felt somewhat relieved.
50. Panicked what to do
51. I was upset that no letter was sent saying I was not accepted.
52. I was prepared.
53. I knew I had no chance at that time.
54. Okay
55. Didn't really worry, began to look for work
56. It did not really matter at that point.
57. No feelings.
58. I thought of all the people who were lucky and starting
59. N/A
60. That my chance for a college education would be put off
61. Try again next year
62. Same
63. Had come to terms with decision okay with it
64. Disappointed
65. I felt very disappointed.
66. Panicked, hopeful for a later date
67. I kept in close contact with department head - relief to be able to get back to normal living again
68. Depressed, foolish
69. Give up
70. Extremely disappointed
71. I was accepted at Loyalist but signed one year contract for work instead
72. Same as above
73. I was told in late August I probably would not get in.
74. By then I was prepared.
75. Fine, I had made other plans.
76. Disappointed I thought that with my qualifications and experience, I had a good chance of getting in.
77. Very down on myself
78. After calling school, was amazed to find out I was about 140 on the waiting list.

79. Still a little let down but then relieved because I could move on. I finally knew where I stood.
80. Disappointed
81. I had already been accepted at Canadore.
82. Frustrated
83. Same as above; perhaps I had not tried hard enough.
84. Realized it was not going to happen, so I wanted experience
85. Disappointed
86. Envious
87. I sort of expected it before the term commencement so I was sort of ready for it.
88. I had already realized that I had not been accepted I felt that my hard work in high school was useless
89. In my case as I was asked me to re-apply again for January, I was not worried about the beginning of the classes.
90. Did not think much about it - busy enrolling at Carleton University
91. I realized I would have to work full time and do some evening courses.
92. Had given up - upset
93. I felt frustrated
94. Feeling very anxious
95. No big deal - I was still furthering my education
96. Very disappointed
97. I had phoned several times to check my position on the waiting list. By the end of August I made plans to visit BC.
98. I was upset that I forced out 2 weeks into the program.
99. Same as above
100. Prepared to wait another year
101. Started to get worrisome
102. Not at all surprised
103. I already knew that you did not have enough places for students.
104. Discouraged
105. Continue with my job till next year
106. Angry because I was very close and it seemed I kept moving down instead of up on the waiting list.
107. Didn't care
108. Slightly upset
109. Dumb
110. Equally disappointed
111. I was feeling greatly depressed which affected my family life.
112. Very disappointed
113. Extremely disappointed
114. Looked for work
115. Disappointed, but I'd try and get as many courses as I could at night. At least I knew what entrance exam was like.

- 116. Discouraged
- 117. I called the college to see if yes I didn't get in.
- 118. That I would more than likely not get in
- 119. Frustrated
- 120. I knew before term began
- 121. I didn't have high marks, when I wrote entrance exam. I knew that there were many people who did better than I did.
- 122. My house did not sell yet.

Appendix C - Section 6c

Responders' Affective Responses to RejectionAt the Time of Survey Completion

"Please describe how you feel about not being accepted into a program today."

1. Maybe next year
2. Looking forward to January '95
3. Hopeful for next year
4. May go to university instead
5. Realize that by working, I can better afford it when I do get accepted
6. I'm glad I took a year off to get myself together.
7. I am just waiting for next year.
8. Angered at the system as I see many young hygienists who are really not interested in people or job and are there to put in the time and collect their cheque
9. So so
10. Not sure if I want to enrol again
11. Ready to apply for next term
12. Just wait and re-apply for '95 (Fall)
13. Optimistic about next year, but doubtful
14. Disappointed, but anxious to take a course in Jan.
15. I am going to try again.
16. I have tried to cope with the situation for now, hoping to get a place next September.
17. Angry
18. Don't care and look forward to next year
19. Same way - I should have got into the program
20. Have dropped the idea of Algonquin for now
21. No regrets
22. I felt o.k..
23. I may try again this year.
24. Not over yet, continue to apply, given circumstances
25. Anxious to re-apply for next year
26. Glad of the fact, needed the money
27. Don't care. Attending at C.C.C..
28. I am upset to have to wait another year.
29. I've been accepted for the winter term.
30. Not disappointed.
31. Look at it as a positive opportunity to figure out what I should do.
32. Eager to re-apply
33. I start studying at Algonquin in January, so I'm very happy.
34. Happy, I have a position in January
35. Less concerned, - will pursue other options

36. Want to study for entrance exam once more and try for next year - Sept. '95
37. I don't think about it too much; it stresses me out.
38. Felt like I had a chance to have completed my 16 wk. course by Xmas.
39. Now, I've to wait until Jan. before I can begin my course.
40. I don't know. Now I've to reapply all over again and still I'm not guaranteed that I'll get in next year.
41. Anxious to get started
42. Regret it - I feel I would be so much happier being in school again.
43. Wishing I had been
44. I'm currently taking several E.C.E. courses and volunteering full-time at a kindergarten.
45. I felt like I'm missing out on a good opportunity to further my education and also missing out to score with the hot women that Algonquin offers.
46. No feeling
47. Nothing
48. I've come to accept it although I still wish I could have taken the course this year.
49. I'm looking forward to attending Algonquin next fall.
50. O.K., but disappointed
51. I am taking the program at another College.
52. Looking to get in Jan. '95
53. Feeling rather embarrassed that my marks were the problem
54. Great because I was accepted for Jan. '95
55. Working part-time, looking for full-time work, thinking of going back to Algonquin to take additional programs
56. I am just relieved I managed to find a job.
57. Doesn't matter
58. Still upset but am ready to try again
59. I have Canadore and wouldn't change colleges.
60. Okay
61. I will probably not go to college now.
62. I wish I had a) a better job b) gone back to school 3 years ago
63. Thinking about different programs because dental hygiene seems so hopeless.
64. Disappointed
65. Optimistic will submit application early
66. Disappointed but with a positive attitude. I figure I'll just keep applying.
67. Now it's not too bad I'm making money but I also feel like I'm wasting a year.
68. Planning for January and still hopeful and determined
69. Want to be accepted for Jan. '95
70. Okay - I realize it's not a reflection of my worth
71. Quite content

72. Waiting to try again and determined to get in to Algonquin in 1995
73. Still working for same company
74. Same as above
75. Depressed - I've been out of school for three years now and I really miss it.
76. Great...returning part time is better, it will allow me to improve my study skills.
77. Accepted it
78. Nervous of hearing the Nursing Program is changing to university not enough qualifications or money and age
79. Better - I am enjoying part-time evening class and part-time working
80. This year off working full-time and position of assistant manager has taught me a lot about survival. I'm glad that it wasn't a wasted year.
81. Happy because I'm starting in January
82. I feel very good about Canadore.
83. I am O.K. with it.
84. I realize that I must do this for me. I'll be a teacher.
85. Feel I have better chance next year
86. I don't care now. I'm glad that I'm at Niagara College.
87. Indifferent
88. Perhaps I don't really want to be a dental hygienist. Maybe choose a different profession
89. In financial need and dissatisfied at work
90. I'm very disappointed I didn't get in because I now realize how much I enjoy learning.
91. No real feelings besides being concerned about my January application
92. I felt that when I examine all the different possibilities, I was able to finally attend school.
93. I am really happy and looking forward to starting my program.
94. Wishing that I had been accepted last Sept. - wishing the program was offered in Jan..
95. Hoping that I will be accepted into my program for September 1995.
96. Still the same - angry, disappointed
97. I'm trying to be optimistic.
98. I am quite happy I'm attending a program at the college.
99. I feel I will get in next year.
100. Hoping to get in Jan. 95
101. Although I was disappointed I feel that the further experience I gained during this fall
102. I could have done things differently.
103. I couldn't really afford it anyway so next year will hopefully be more successful.
104. Highly motivated to get an acceptance in the future

105. I am anxious and excited and nervous.
106. I will reapply with more time ahead. I think it was my mistake to apply at the end of June to a course which is full of people.
107. Disappointed
108. Try again in March '95
109. Disappointed
110. Don't care
111. Satisfied with the school I'm attending - happy to be there - enjoying the new location (Interest of teachers, practical education)
112. Really angry
113. I had forgotten about the issue.
114. Disappointed, however not frustrated
115. I am feeling very hopeful again.
116. Very disappointed
117. Starting to give up hope - seeing the number of students taken compared to the huge number which applied
118. Not bad - going for different program
119. I'm looking forward to applying in the fall for full-time.
120. Life is on hold.
121. Looking forward to next fall
122. Life on hold
123. Disappointed and frustrated
124. Studying to get into the program
125. Still want to learn about T.V.

Appendix C - Section 7

Responders' Explanations of Set-Back to Life Schedule

"Considering what you are now doing with your life, was not getting into Algonquin a set-back to your life schedule? If yes, please explain."

1. I want to change my career.
2. Because I would like to have a job in something I really like as soon as possible.
3. Yes, because I decided to go to college 10 yr. after my high school graduation. Therefore, I'd like to be able to work in my field of choice before I get old.
4. I hope to have a better job.
5. I had to go back and do a secular work that doesn't suit me and my family. I feel some how I've wasted a year that should have been invested in studying.
6. I'll have to wait one full year.
7. I'm taking a course that I have no interest in or pursuing a career in.
8. The Practical Nurse program is only offered once a year on full-time basis.
9. I could finish my education one year earlier (if I have one).
10. The length of the program suited me, I plan to move to Vancouver soon.
11. I'm not getting on with life. I'm a year behind.
12. How pay at present workplace limits any possibility of change of lifestyle
13. I've decided another route in my life but I don't know if I'll succeed or if I'll enjoy it.
14. University wasn't my first choice and I may eventually take it at college but obviously at later date.
15. Have to continue with present circumstances because as it is I thought I'd be starting career now not 2 yr. from now and especially not 3 yr. from now.
16. I'm 28, graduated from university 3 yr. ago. I want to start a career but need more/better education. Now it won't happen 'til Sept. '95.
17. It made me wait for admission, a period of one term.
18. I wanted to take a specified course going to Carleton University doesn't help or hurt this.
19. Take longer to finish my program
20. Financially, want to advance in my chosen career choice.
21. Instead of furthering my education, I'm working 2 part-time jobs that aren't quite satisfying. I get through it the best I can but I'd be working towards a c.

22. I had set specific goals to begin restructuring my life. I work as a waitress and I felt it's time to reorganize my life and begin to feel good about myself.
23. It took me a long time to get up the courage to attempt to go back to school. I was laid off from my job and applied.
24. I'm one who enjoys classes, especially this program. I was looking forward to learn more about corrections field without waiting for 1 year more.
25. A proper education would make for more money a house, marriage etc.
26. Don't know how to put it into words.
27. I want to become a police officer and can't without the course.
28. It will be much harder to find a job without co-op experience.
29. I expected to graduate & have real job in 1.5 yr.
30. Hoping to get into something as soon as possible get back a year.
31. It put my entire life on hold. I was heartbroken.
32. I have to wait until Sept. '95 to start school again if I get in.
33. It might take me several years to be willing to leave my child with someone just to go to school.
34. I would rather be in school than working where I am.
35. Dental hygiene is what I've always hoped to do. At the moment I've some to little satisfaction with my career - forced to remain at recent employment
36. I wanted to get a start on my life and start planning my future. Now it's all on hold 'til next year.
37. I wanted to get established now that I had decided what I really wanted to do and felt I was ready to work hard after being out of school for some time.
38. I'd a perfect opportunity because my husband is out of work. Next year daycare costs may be prohibited. One more year isn't tragic but annoying
39. Unable to fulfill my goal
40. I feel like I'm wasting my time and not getting ahead with my ambitions.
41. When my program would finish I'll be 29 years old instead of 28 if I get in Sept.
42. As far as I'm concerned it delays my plans for having a real job or a job that I'll enjoy.
43. In a way, it was a bit of a setback because I had been volunteering and taking evening courses, to lead up to a potential career change.
44. No money, will stay at home getting older for school.
45. It has because now I'll graduate one year later but life goes on.
46. Because I'd have liked to have started 4 months ago.
47. No not at all
48. Yes, I didn't work fast enough for my husband's plan.

Result he broke off our engagement and me.

49. I can not get a job full-time at the daycare until I get my E.C.E..
50. Reduces my earning potential by 1 year
51. I wanted to finish school before I start my family. I may not be able to do that now.
52. I wished to combine my BA in English with a more practical college diploma in order to make myself more marketable in the workforce.
53. It was a setback because I'll be older when I'm done school and starting my career.
54. Now I will be a year behind in my post-secondary studies.
55. Only that I will not be finished my program and education as soon as expected.
56. I have to wait another year to apply and maybe I will be accepted this time....maybe not.
57. I'm unable to work full-time in my career of choice without formal qualifications.
58. Finishing the program has been delayed
59. My age is a factor. I want to get on.
60. I have to wait another year to put my future plans into action.
61. I am working in daycare but can't move up or into another centre until I get my E.C.E..
62. I had hopes of getting in the Airport for a job and I need Law and Security Program only Algonquin offers it.
63. I could have been a Hygienist already.
64. It will put everything back 1 year. Buying a house, getting married, getting a well paying job etc.
65. I was hoping that my goals could be reached. instead I change my goals and I'm know accomplishing what I set out to do.
66. I'm 20 and this just means I finish one year later.
67. I want to work as an architect.It felt like a swift kick in the butt to be lead on so long.
68. Will delay my chances of getting a better paid job.
69. I still would like to further my education in the field of G.I.S. so that I may perhaps move back to Europe and find work there.
70. I would have to wait one more year before I was done school. I also find that its a waste of a year not being in full-time school.
71. I am anxious to get on with my life.
72. Could not obtain my goal in life
73. I'm a year behind my anticipated education plan.
74. I want to finish school and get a full-time job (save for my future)
75. I've to wait another year to begin studies. At age 42, I wish to get going on a career."
76. I wish I would take this course particularly if I could part time one or two credits at a time.

Appendix C - Section 8

Responders' Perceptions of Reasons for Rejection

"What, in your opinion, were the reasons you did not get into your program of choice this fall?"

1. I applied too late
2. Applied late
3. Abundance of applicants
4. Not enough prior experience in field
5. I didn't place high enough for a better spot on the waiting list.
6. I waited too long to apply.
7. I sent my application too late to be considered and my program of choice is in a lot of demand.
8. Too many people applying for a limited number of seats
9. Filed too late - applied in April and classes were already ready full
10. Applying late - a very small number is admitted every year (29)
11. Applied too late
12. Applied too late
13. It was too full and may be they didn't like my application form.
14. Full-time was full. I could have taken 2 courses part-time but I had no money to pay for them.
15. The course I wanted most was my 3rd option.
16. I did not know that the health science battery test was part of the admission process. I did it late.
17. I applied too late.
18. Late application.
19. Applied too late
20. Truthfully - I don't know at all. This is a college. Perhaps not good enough marks - poor reason
21. Very popular course
22. Amount of people registered and people who registered that did not get in the previous year.
23. So many people applied before me.
24. Didn't apply early enough
25. Somewhat late in applying
26. I applied really late.
27. Applied too late.
28. During high school I didn't do as well as I could of. My grades were average.
29. I applied too late.
30. The reason I was not admitted as I had applied too late.
31. I applied late.
32. Overflow of applicants and I applied too late.
33. The waiting list was too long.

34. Program was full.
35. I applied late to the program
too many applications
36. The competition is very high and I suppose my entrance
exam mark wasn't high enough even though I passed the
exam.
37. The entry exam was my set back. I feel there are
inadequate procedures to determine whether a student is
accepted or not.
38. Registered in late August. I should have registered in
June/July. Not enough room left in the course.
39. I applied too late (April).
40. Late application, missing 1 english credit for OSSD
41. Perhaps not enough volunteer experience in the field
otherwise I don't know.
42. A weak math mark from high school also, the amount of
time it has been since graduation
43. I applied too late.
44. Poor administrative skills being taught; lady in
registration office didn't take a liking to me,
Admissions screwed up again.
45. Not enough room
46. I was laid off in April and by the time I applied, I
was way down on the application list.
47. Did not register early enough
48. I didn't get in program due to test. Although I
received a place on waiting list I think I could have
done better on the test.
49. I could not afford tuition. Also, other people had
better test scores.
50. Too many students
51. I have been out of school for 13 years, so exam mark
not as good as possible.
52. I applied too late and there was no more room.
53. Lack of basic skills, Math, Reading etc.
54. The class was full.
55. I was too late in applying and was set down the list
and was not chosen.
56. I had been unemployed for along time and I decided late
to apply. The way the economy is and the popularity of
college is the reason I didn't make it.
57. Application was sent too late.
58. Because you had my wrong unit number and I didn't get
my response early enough - I had to keep calling
59. Not many accepted - a lot of applicants and I
understand it's a tough course to get into.
60. I did not apply early enough.
61. Too many applicants with better test results.
62. Applied too late
63. I did not know enough about many issues of our society.
64. I registered too late.

65. Did not have spot become available (I was on the waiting list)
66. Applied late and full program
67. Not submitting application early
68. Too many applicants, not excellent marks
69. Not as good as other applicants i.e. better grades, volunteer activities etc.
70. My application was sent after deadline.
71. I didn't receive a letter telling me I had to do a test, so they discontinued my application
72. I was sponsored by HSTAP (Hospital Program) and I didn't get O.K. to apply again soon enough.
73. I applied too late assuming because of the courses I had taken previously and done well in, that I would be automatically accepted.
74. Lack of place and increased number of applicants
75. I put my application in after the acceptance date, therefore I was on a waiting list almost guaranteed.
76. Didn't apply soon enough
77. I waited too long to apply and was accepted but was put on a waiting list.
78. Applying past the deadline and the great number of applicants to the program
79. I applied later than I should have.
80. Too many applicants, waited till March to apply
81. In my opinion it was because I had sent my application too late for a course that was becoming very popular.
82. Because I applied for course too late
83. Still unknown
84. I was too late registering
85. I applied too late. I was accepted but no seat.
86. I did not have my 60 hr. work finished at the right time. I was put on waiting list until it was done.
87. Because of your admission process, I was accepted by the colleges that had a personal interview in the admission process.
88. Eligibility
89. Too many applicants for only a few positions
90. I applied too late to the program. I may have needed more experience in the field.
91. There were over 300 applicants to a program with only 85 spots. The program should be expanded.
92. Lack of dedication to my secondary education
93. There were just simply students that had better marks than I've and they did better on the admission test.
94. I applied later than required.
95. Applying too late, and general personal confusion
96. I applied very late and the program was already full.
97. Not many openings. Why?
98. I can't believe there was not enough space and after meeting all the requirements and being actually accepted.

99. I did not apply early enough for the Early Childhood Education (Intensive). As for E.C.E. 2 yr. program I didn't apply.
100. Too many people applied for 40 positions
101. Applied too late
102. In truth, I just feel I was late in applying. I know that I have great experience and am intelligent and driven.
103. Late enrolment
104. I applied after the deadline.
105. Late date of application
106. Late registering
107. Applied too late
108. I applied very late.
109. I applied 1 day late and I think it was my test results but I am not sure.
110. I did not score high enough.
111. Not a high enough average for the number who wrote the entrance exam and the number of applicants accepted.
112. I did not apply early enough.
113. I couldn't tell you.
114. Small acceptance list into the program of my choice and my marks were not good enough for the testing procedure.
115. My questionnaire was lost in the registrar's office.
116. I assume that I did not get in because by the time I
117. I submitted my application when the program was virtually full.
118. Late application, underestimated the popularity of the program.
119. I feel the admission staff couldn't competently predict demand for certain courses and taken steps to accommodate this. Staff should have foreseen.
120. More people with university type credits attending college
121. Other applicants were more qualified.
122. I do not know.
123. I didn't get in because my entrance test could have been done better.
124. I applied too late.
125. No more room
126. Late application
127. I applied late and my program is very popular.
128. Too late in applying in May - course was already wait-listed
129. I did not get very high marks when I wrote Dental Hygiene admission test.

Appendix C - Section 9

Responders' Explanations of Unfairness of Admission Process

"Do you feel that the admissions process for your program was fair? If not, please explain."

1. I've met many people writing entrance exam where they couldn't get a job nursing so came in hygiene with no experience.
2. Does not explain them self fully
3. Program should enrol at least 60 students or make admission semi-annually.
4. The program was probably full when I applied, and they made me write a test (Health Science Test Battery) for which I paid \$25.
5. I was not given enough information about the admissions process of the program.
6. A program of this type should not be turning down people with great experience for people with high marks.
7. Because they wrote to me that they thought me as a foreign student for Library Program and I could not get student loan
8. Lack of communication, that is to say, do I need something else to be accepted
9. I feel college looks too much at high school grades and not enough on the individual.
10. I was accepted the first time, but was already in another program, and then I wasn't accepted the second time.
11. I think they should grant an interview as well as they do for dental students at universities.
12. The entry exam contained certain questions that I couldn't answer that shouldn't determine whether I'm good for course.
13. I know few people who got in the program with less qualification than I had.
14. Why does there have to be a March 1st deadline for applicants to be considered equal?
15. I hold a diploma at Algonquin and I studied 1 full year in Business Admin. GPA - 3.13
16. Was not totally fair in part due to not being accepted but being notified of not being accepted, too long
17. You sent everything to the wrong place. But said I would not be penalized 'cause I applied early but I was.
18. I understand the admission exam: it just seems that no matter how hard you study and prepare, what you know

- isn't enough.
19. They should call if someone hasn't responded to a test date.
 20. I was originally accepted for part-time evenings which was subsequently cancelled, then part-time in Jan. '94 then I wasn't acceptable for full-time.
 21. Felt they could have notified me that I was on a waiting list to a program that was already full.
 22. I feel we should be reimbursed for any fees and time off work needed to apply.
 23. No one told me I had to re-register for Jan.'95 since I didn't get in for Sept.'94. I could have lost my chances for Jan.
 24. Why was I on the waiting list? What went wrong?
 25. I was wait listed after meeting all the requirements while a female without "F-class" and CPR was accepted. I wonder why?
 26. Based only on aptitude tests rather than past experience, marks from Dental Assistant courses, etc.
 27. I feel that your previous career related work experience should hold much more value towards being accepted.
 28. NOT AT ALL - I don't think first come first serve is the only way to base a decision like this.
 29. One of the admission requirements was to attend admission session which I did and I was given false information.
 30. I met the necessary qualifications but because of the test I was refused. I am very nervous doing test.
 31. I felt that I should have been kept informed of my position. Process took too long.
 32. I believe a person's years of experience in the field should be given consideration.
 33. I kept moving down on the waiting list. First I was 18th, then 25th, then 28th.
 34. I felt my test were reasonably easy but my physical attributes would propel me to the top!
 35. Because I have 6 OAC's and a lot of experience with law
 36. But, I did not realize that had I begun the process earlier, my chances would have improved
 37. The only thing unfair about the process is that they should inform applicant the status of person on waiting list.
 38. If high school encourages general courses, availability of college should be improved.
 39. I had a lot of experience and I feel I should have got in.
 40. Maybe my age - (34)

Appendix C - Section 10

Responders' Intentions to Change or ImproveQualifications or Application Behaviour

"If you are planning to re-apply to an Algonquin program in which you did not gain acceptance this past fall and you are planning to upgrade your present qualifications or do something different with respect to the manner in which you applied (e.g. apply earlier, provide different documentation, etc.) please explain what changes you will try to make."

1. Apply earlier.
2. Apply earlier.
3. I'll apply earlier, also I'm confident about choice of programs to take so I'll be more confident.
4. Will try to apply earlier if they will allow you to
5. Apply earlier.
6. Apply earlier and have all information ready.
7. Apply much earlier and see if I can find different or better documents.
8. Apply earlier.
9. Apply earlier - I applied March 1st, last time.
10. I will reapply to the nursing program with my present qualifications.
11. Apply earlier.
12. Apply earlier.
13. Apply a lot earlier.
14. Wordperfect and DOS classes
15. Apply earlier.
16. Apply earlier, need to obtain information on what qualifications I need to be accepted.
17. I'll apply earlier and I've experience in my field of study to further my acceptance.
18. Apply earlier, do volunteer work.
19. Next year I will apply before the deadline. I think I will also apply to some other programs not just the one
20. I applied
21. Apply earlier.
22. I applied earlier.
23. I will apply as early as is acceptable and study as much as I can to prepare myself for the entrance exam.
24. I'm going to apply for a backup course, something that I am almost equally interested in.
25. As soon as I was not accepted for fall course, I immediately re-applied for January 1995.
26. Apply earlier and study even more to try and do better on entrance exam. (I want to ace it.)

27. I was accepted, but I was on a waiting list. Definitely applied earlier.
28. I'll apply much earlier and provide an improved documentation. I've more experience in the field now and will have more.
29. I've attended a high school math course to upgrade my math to a grade 12 level instead of grade 11.
30. I was accepted and placed on a waiting list. Although this year can only enhance my knowledge in this year.
31. Apply much earlier; pass my courses.
32. Apply earlier.
33. I will apply earlier as well as add my volunteer experience with handicapped teenagers and daycare experience.
34. I'll make program as my 1st choice instead of 3rd. My essays for entrance test will also be improved.
35. Apply earlier, provide additional documents.
36. Not sure
37. I plan to obtain my grade 12.
38. I will apply early again and if I don't hear, I will be calling driving you crazy.
39. I am going to apply much earlier than I did last year.
40. Try to get a better test result
41. Apply earlier.
42. I'll be more prepared in the area that I lacked last year.
43. Apply earlier.
44. Apply earlier.
45. I'm trying to get more experience in my field and I've already got a step into Algonquin through Futures.
46. Apply earlier and be more experienced in workforce.
47. Changing my course choice
48. Apply in January and speak directly with admissions and make sure they understand my situation.
49. Apply earlier.
50. Study trigonometry for the algebra test given for computer programmer applicants.
51. No changes.... I'm taking program part-time instead and remaining in the workforce at the same time.
52. I will definitely apply earlier and speak to Algonquin workers to keep track of process.
53. I'll definitely apply much earlier than last year.
54. I am registered for January, 1995.
55. I'll apply earlier and inform the college of all the steps I've taken to update my skills and provide references and personal statements.
56. I hope that the experience with futures will qualify me next year.
57. Nothing more can be done. I studied for 2 months for the tests.
58. I will apply early. I will have the necessary experience in my field (on a volunteer basis).

59. Apply earlier.
60. I will apply early.
61. Apply earlier.
62. I'll simply apply earlier since I have more than adequate qualifications.
63. No I will not change my planning with reference to applying since I applied early and my qualifications are fine.
64. I'll apply earlier and I'm upgrading my present qualifications.
65. I'm planning to upgrade and practice speed drill on my maths and also on my english.
66. I will apply earlier, provide more letters of reference and I will have my degree by that time.
67. Apply earlier and hope.
68. I am applying earlier as well as adding much work experience to my application/resume.
69. I've prepared myself financially and have done research on my possibilities of a career.
70. Apply earlier.
71. Earlier application - Gain more extensive knowledge of current events.
72. Apply earlier.
73. Apply earlier.
74. I'll apply earlier and I'll also seek a counsellor's help.
75. Try to study even more.
76. College rules - highest mark down to student for course.
77. I'll try to get a higher mark.
78. Apply earlier.
79. Apply earlier.
80. I would apply earlier.
81. Apply in the appropriate time slot, if personal conditions permit.
82. Taking high school courses (extra)
83. I'll apply earlier and I'll also include another course I took which should hopefully help me in being accepted.
84. I now think I'm better prepared for writing the entrance exam.
85. I'll apply earlier.
86. Apply earlier to get more chances to get in.
87. I'll apply on time and now have experience working in this field.
88. Apply earlier.
89. Study hard for admission test

Appendix C - Section 11

Responders' Explanations of Difficulty inDiscussing Rejection

"Is it difficult to discuss the subject of not getting into your program of choice with: a) your family, b) your friends, c) others? If yes, please explain."

1. It is embarrassing to tell people I couldn't take courses because I couldn't afford it.
2. They were surprised that I was not given admission since I was in the Nursing Program in Montreal.
3. What do you do this year? It's hard to explain the waiting list and the late application. It sounds like an excuse.
4. I am more than qualified for it yet I didn't get in.
5. Since I was not accepted, they think the reasons were other than date of application or waiting list.
6. You feel as though you're making excuses and maybe they think you couldn't pass entrance exam.
7. It's embarrassing because it sounds like you didn't really try or you weren't the right material.
8. I got very frustrated when things don't work out the way I think they will.
9. After trying for 3 yr., it's embarrassing to say I didn't get accepted again.
10. I was so 'gung-ho' to get going and they were so happy for me, then it all fell apart and it was hard to talk about.
11. They've had their education. Now they've their careers and most are married.
12. Strongly disappointed, feel useless without schooling because I do not have a positive good job.
13. My family is great. They understand. My spouse's family sees it as me not working fast enough and as another failure.
14. Family disappointment
15. It's embarrassing. I topped my dental assisting course, but still can't get a position for hygiene.
16. It's a little frustrating having graduated from university and still waitressing for a living.
17. Most of my friends are now attending some sort of post-secondary institute.
18. At first they did not believe me then they reassured me that I'll get in some program.
19. Like myself we are all in disbelief!
20. Everyone was very positive that I would be accepted in my program at Algonquin.

21. Responsibility is a main factor. I applied at one college for one program. I thought I had a chance.
22. I felt that maybe I wasn't smart enough and maybe they might laugh.
23. It makes me feel inadequate.
24. I naturally assumed this I'd be going to challenge.
25. I thought I was letting her down.

Appendix C - Section 12

Responders' Explanations of DiscouragementRegarding Future Pursuit of Post-Secondary Study

"Do you feel that not being accepted into your program of choice has discouraged you in any way from re-applying to a post-secondary program in future? If yes, please explain."

1. Yes, because I decided to go back to school now. I'll probably re-apply 1 more time. I don't want to take more rejection.
2. Family responsibility - work schedule and getting a little older might discourage me.
3. It had somewhat. It feels somewhat a waste to re-apply again.
4. I don't know if I am wasting my time applying but I'll try again.
5. My confidence level has gone down even though I will reapply.
6. Why waste time and especially money?
7. In this case, I change my program into Computer Science in Jan 1995.
8. At sometimes because it makes me feel that maybe I can't do the course but I know I had firsthand experience through volunteering.
9. Only because it took so long for me to actually do it. I'm afraid I might not have the confidence to try again.
10. I figure if they're going to charge me hard earned cash to process my application and then not take me and I get nothing.
11. Even if you pass the exam to get in still might not get in and it is stressful.
12. I know I will be excellent in this field.
13. I've been applying for Dental Hygiene for about 8 years now.
14. I feel in a way inadequate in my knowledge of social events or issues.
15. It discouraged for dental hygiene, not necessarily other programs.
16. I still want to but I don't want to wait or waste another whole year.
17. I'm feeling I'm too old to be wasting my time in school.
18. In case it happens again

19. Only Algonquin
20. It's discouraged me from reapplying for dental hygiene, but I may apply for a different course.
21. I should have looked at other colleges instead of being dependent on the one.
22. Will the same thing will happen next year?
23. I'm beginning to feel there may be some preference given to some students even though they don't deserve it.

Appendix C - Section 13

Responders' Explanations of Negative Effect on Self-Esteem,
Self-Confidence and Ability to Control Life

"Do you feel that not being accepted into your program of choice had any negative effect on your a) self-esteem, b) self-confidence or c) ability to control your life? If yes, please explain."

1. Maybe a little
2. I needed to face a reality that I had made a few big mistakes and this isn't always easy to take.
3. Yes, because sometimes I wonder.
4. It won't help without the proper education to get what I want regarding the job market.
5. I'm 21. I'd never like to finish school at 22 but it's not something I can't live with.
6. I spent the summer being so positive, I even almost moved to be closer to the campus (single parent 2 school aged children).
7. Negative effect only in the way that I won't know if I can pass the course.
8. I feel I cannot do the things I first set out to do.
9. Change of direction in life
10. Because some Canadians still think me as a Chinese not a Canadian here.
11. When times of need are not satisfied, the possibility of a,b,& c may be questioned.
12. It made me feel stupid like I wasn't smart enough to attend your college.
13. Procrastination - learning not to put things off until it's too late
14. Couldn't go into the program and so could not begin my life.
15. I felt like I wasn't good enough, and as though my future was out of my hands.
16. I was somewhat depressed when I realized I would not be accepted because I thought I had a good chance of being accepted.
17. I didn't know what to do next.
18. Not necessarily a negative effect, but a frustrated one in the sense that I had to continue working as a waitress until I start.
19. I feel like I should have done more. Now I can't seem to find work and I feel useless.
20. Circumstances are working against me.
21. I felt extremely discouraged: it made me feel very unsure about what would happen next year while I

waited.

22. I figure if I can't get into Algonquin College the so called 'clown school' I must be a real loser.
23. Having completed several evening courses it was my last chance to qualify for co-op option of this program.
24. I really don't feel very proud of myself and think my I.Q. is pretty low.
25. With not being able to fill my time with things to do because of inability to find work, makes me feel lower.
26. To my self-esteem because all of my friends will be a year closer to their goals than I.
27. I felt that I don't have what it takes to become a hygienist. The career I've always wanted to be working at.
28. I can't change the path in which my life is on.
29. Yes, because I felt like I let people down and most of all myself.
30. I felt like I wasn't good enough when others had made me believe I was.
31. I felt useless and like I was wasting time and discouraged.
32. Taking it personally is irrational but rejection on that level can be devastating.
33. I'm not doing what I would like and it's discouraging.
34. It's difficult to make a potential career change given the state of the economy and consequently, the huge number of people looking for work.
35. Easily discouraged, have lost motivation
36. I had always thought that I'd graduate when I was 21 or 22. Now it may be later than I had originally anticipated.
37. Not being able to go to school this year had a destructive effect on my relationship with my common law husband.
38. But it increased my determination
39. I begin to doubt my abilities. I thought higher education was possible if you were motivated to learn- but if you can't get in.
40. It makes you feel dumb and useless and that all the years in high school didn't help any.
41. All three of these affected me.
42. I'm unable to work in the career of my choice.
43. It set all my plans back one year. That's a lot of time considering that I'm getting older and still living at home.
44. I felt rejected and then I started to question my abilities.
45. I wanted to be a hygienist by now.
46. Because it will set everything 1 year back.
47. Makes me feel inadequate
48. I was looking forward to college

49. I'm 24 and I had planned to have finished school by now. I won't be able to afford to plan my future if I won't get in.
50. I am worried that if I apply again that I won't be accepted.
51. I feel it was my age possibly I have been out of school for a long time.

Appendix C - Section 14

Responders' Advice to College System on Assisting
Applicants on Waiting Lists

"How do you think Algonquin College or any other college could assist applicants on waiting lists (such as you were) who may not get into their program of choice?"

1. Advise them on what they need to improve upon.
2. Let them know how far down the waiting list they are and their chances of getting in. Suggest other colleges that have the room for them.
3. Discuss alternative courses that would be beneficial to you.
4. Advise of length of list and odds of being advanced months in advance of start date.
5. Perhaps keep us better informed as to the chances/likelihood of actually getting into the course. I received a letter saying that there was no room.
6. I would have appreciated knowing my place on the waiting lists - other than that everything was fine.
7. If the list is long maybe they could open more spaces for people depending on circumstances.
8. There was nothing more you could do in assisting me while I was on the waiting list. You offered other courses but I want only that course I applied.
9. By allowing students to apply sooner
10. Offer them something related to the course that they may not lose their readiness to study.
11. Send out proper information out to those who didn't get in as to when we are able to re-apply.
12. If they are at the end of the list (such as 45th as I was) don't bother asking us to write a test for final evaluation if there is a charge.
13. Start suggesting other course available, recommend them to alter related course they might be interested in.
14. It would be better if people found out earlier if they wouldn't get in (or if program was full).
15. I don't know. A lot of people drop out when it's too late for waiting list applicants to enter. That bothers me. Drop-outs should be better filtered.
16. If the applicants are really qualified they should be given correspondence or part time courses to avoid waiting for a year or more.
17. Be realistic!

18. The same way - I think there is nothing wrong with the system.
19. Give us a more accurate account of number of openings filled and still available with number of persons applying for still available positions.
20. Offer substitutes - programs related then it's not such a waste of our money.
21. Open more classes.
22. I do not know of anything.
23. Yes, colleges must assist applicants on requirements to meet program of choice.
24. I think that applicants should automatically be held over to the next session and have first chance of getting in without going through application process.
25. Offer to automatically reapply for the student, with a high priority of acceptance.
26. Tell them about other 'private' colleges.
27. Expand the class sizes. Whether there are 50 or 70 students, we will succeed if the desire is there.
28. Perhaps an offer to review the application of the applicant on the waiting list for a later term ahead of new applicants.
29. Offer career counselling.
30. Send out something to all applicants on waiting lists asking if they want to re-apply, and keep applications on file.
31. The best way is to provide access for these students. Also, provide more easily accessible academic counselling - general for those who are confused.
32. Telling the applicants that there are no more open seats in the program earlier, I did not receive this information until late October.
33. Orient them towards part-time or night-time studies.
34. If people are on wait lists shouldn't they be given priority over the next year's enrolments? We have to do the exam all over again.
35. Let them know exactly why they weren't accepted. Help them figure out what else they might be interested in.
36. Nothing different because you always offered a 2nd or 3rd choice. Unfortunately not being accepted due to a waiting list is the 'luck of the draw'.
37. There should be more effort to help people to be able to take something else instead - also there should be some kind of credit given.
38. Perhaps offer ITV courses as done in other programs, or provide some sort of correspondence program.
39. To suggest to the student, to take a course which is in their field, then they might be exempted from the classes needed.
40. Advise the applicant to develop sound skills in his area of study, either through extra night courses and volunteer.

41. They could give the waiters a waiting fee, they could state the chances of the waiter firsthand. They could send lists of other things to do.
42. Find other available courses.
43. The March 1st deadline works against mature students who have been laid off and wish to return to school, or who just want to change their career.
44. I don't really know how colleges could assist any more than they already are. It depends on how many applicants and spots there are in every course.
45. Keep applicants updated on the odds of course acceptance.
46. Tell the people sooner and give them names of other colleges that may be able to help.
47. Advise them on how they could have better chances on getting in next semester. Recommend continuing education.
48. Possible course information being sent to the people on waiting lists who are still interested in the program.
49. Assess what classes have a large waiting list due to unavailable space and make those classes bigger or start new ones.
50. If applicant applies again the next year put them first to be accepted/considered to the program.
51. Send out periodic updates to people indicating where they are on the list and what their chances are of getting in (based on historical rates of attrition).
52. Maybe let us know sooner so that we may find another field. Although, like in my case, no other field would do.
53. Possibly, list the number which the applicants are, so that it may give them same thing to look forward to if in your judgement you think they have a chance.
54. Advise them where they are on the list. Explain procedures of admittance and tell to apply early for high demand courses.
55. Offer the applicants a chance to go into any other programs relating the preferred choice.
56. I guess you could contact them and suggest other alternatives or suggest community activities or something to assist them getting in program next year.
57. Let them know the areas on the exam which could use improvement to better prepare for the next year.
58. Encourage school to people (not to give up) on educational dreams. The longer out of school the more difficult it is to return.
59. I was satisfied with letter.
60. Send information about the Futures program. I had to find out through a day care that this program exists.
61. Give them information on where to go or find alternatives, e.g. night courses, etc..

62. You could push us to the front of the line. Being more prepared in rejection by having an interview to discuss helpful options.
63. Find out if there are any other courses at all which interest them.
64. Offer direct 1st priority for the next semester for admission into the program of choice.
65. Let you know where you are on the list. Be realistic, admissions could tell those on the list how many had been called the previous year.
66. Increase academic instructors and expand the college especially for Algonquin College. Ottawa is a big city and everybody seeks education near home.
67. Maybe see if it would be possible to get a list of colleges that have an opening in that course.
68. Suggest alternative or night courses that apply to course applied for.
69. In my case they could have let me know that my program of choice was available at night....before the information session.
70. It might be possible to have a January start date for full-time programs in addition to a fall start date.
71. Offer counselling appointments to discuss making new goals or other courses of interest. Only because personal motivation drops very low.
72. Let us know beforehand how popular the program has been in the past with actual figures (numbers) who were put on waiting lists. Suggest part-time courses.
73. Perhaps they can offer some information on some similar courses. Also keep them relatively updated on their positions on the list.
74. If you don't get accepted in the fall semester something should be sent in the mail to tell you that you've to reapply for winter term.
75. The college should give written reasons for being on waiting list. Communications from the college on this point was very poor.
76. Start offering alternatives such as part-time, evening, correspondence studies.
77. They could help people get part-time courses and classes. I had trouble being admitted to a high class which I think should have been avoided.
78. Inform applicant of their status as to whether or not they have been accepted sooner.
79. Tell the applicant what number they are on the waiting list. At least they'll have an idea if there is a possibility of being offered a position.
80. Offer them some options such as part-time studies, co-op programs etc..
81. More frequent mailings on where applicant sits, as well as a final letter when the course is closed

82. Maybe they could allot them places in the part-time studies or not make them re-apply next year.
83. Let them attend college courses at their convenient time of day or night in their program of choice while waiting for the next in-take if they want to.
84. Colleges could automatically place them on a list for the next starting term in the same program of choice.
85. I feel you should have a sooner cut off date, so if you end up not getting enrolled you have time to plan your next step.
86. Other choices should be looked at-they should be mentioned by a counsellor. No interest was taken at that time.
87. Colleges could offer certificate programs by correspondence or through ITV, if there are not available seats for qualified applicants.
88. Suggest that they initially apply to as many colleges as they can.
89. I wish I knew my chance of getting into the program rather than waiting so long.
90. No idea. I think that it is up to the individual how they react and the secondary choices they make. Maybe some would like counselling.
91. Student should have some number to dial in Guelph to know his position. Mail takes too long. Set up network for applicants to call in.
92. Possibly tell applicant of the 'chance' that they have of getting into the course and asking them if there was possibly something else they might consider.
93. Try to talk to the applicants about it or why they did not get it.
94. I feel the waiting list process is fair and just.
95. Not your responsibility to fill the gap.
96. Help us by being honest with where we are on the list.
97. Really my case was handled very well by everyone involved. Everyone was very supportive and helpful.
98. By saying openly that after certain numbers one doesn't have any chance to enter. How come you accept the money for admission tests.
99. If any student who got accepted, dropped out within first 2 weeks the college should call students on waiting list to be given the chance.
100. You should let us know where on the list we were early.
101. I believe that job experience should be considered especially in the dental hygiene course eg. 1 year experience over 10 years' experience.
102. Provide information as to where else the course is offered eg. Carleton.
103. Couldn't tell you. You tell me.
104. Do not keep the hopes of the applicant up.
105. Perhaps indicating how the applicant could improve his/her chances for getting in.

106. Rank the programs popularity on a scale of (1-5) and inform applicants the higher the ranking the less opportunity of entry based on number of applicants.
107. Hold our applications over until next year. If an applicant requests each the documents should go to top of list for next year's programs.
108. Yes, encouragement, better planning and advise of college entry requirements
109. Perhaps counselling them on methods of improving their chances for the next year. Help them or direct them to find other institutions offering same program.
110. Not sure
111. Start some classes in January.
112. Call them; talk to them.
113. If it all possible, provide more notice of being placed on waiting list.
114. Refer to question 34.
115. The general public should be given a list of most popular programs so we know to apply extra early.
116. I do not know.
117. Offer 1 credit course for same degree or diploma - part time so we could maintain our homes and lifestyles.

Appendix C - Section 15

Responders' Advice to Algonquin College Regarding
Admissions Processes for Oversubscribed Programs

"What suggestions do you have for Algonquin College regarding its admission process for oversubscribed programs?"

1. Very frustrating - if your programs are oversubscribed, have more programs. I called to see if I could take my electives for my course. The guy on the phone didn't even know what electives were. Try to have people who answer the phone to help, know what they're doing.
2. No suggestions
3. None - I had no problems with your decision.
4. They should give it more thoughts about allowing more people in.
5. I don't have any problems with the admissions process as it stands. Hygiene is a very expansive course to run and I understand that. But maybe changing a higher tuition fee we would be able to increase the number of students by expansion.
6. Assess the need of certain program over the years. Admit more students by enlarging facilities to a reasonable degree.
7. Only give out applications to the number of spaces opened or look into creating more spaces for the following year.
8. Have the cut-off done earlier so people know awhile before their program starts.
9. If interest is really there have the program twice a year with two different instructors.
10. Applicants should be well informed about the admissions process and should know early whether they are on the waiting list than later to avoid frustrations and disappointments.
11. Enlarge the program!
12. None
13. Put out 'feelers' to local schools and anticipate amount of applications to various courses and possibly have more than one class for programs likely to be oversubscribed.
14. I just sure hope you're picking the right people for the positions because I really feel cheated and abused by the system so you can explain that to me.

15. Contact the person and discuss possible alternatives. Make room for those that have a keen desire to upgrade to get into their desired course I don't know if adding or enlarging classes will help. Something is always lost in the process. It seems that the people who are on the '94 waiting list will reapply in '95 and will get in. Some people who apply in '95 will get in but most won't. There seems to be a cycle of people on the waiting list who will have to wait a full year.
16. Equal to every applicant
17. Better communications about this process. Allow applicants an easier route to obtain information on requirements or lack of requirements. Especially graduating students. It doesn't make sense to have to re-apply as if you were never even there.
18. My only suggestion is that students wishing to change courses should have some priority in applications due to the fact that they've already been accepted to the college and have proven the academic capabilities.
19. See 31.
20. Tell them about other colleges like Career Canada College.
21. Last minute not to attend/drop out - when there are approximately 50 seats per program, you shouldn't allow 50 waiting list recipients. Creates false hope of maybe getting in. You should only allow 1/2 (25) to wait. In this day and age, it is unusual for more than a handful of people to decide. If the demand is great, the creation of a new section for the program to accommodate this demand may solve oversubscription. Would tuition fees for the new section not compensate for the extra staff?
22. Ideally the college would have enough room to accommodate everyone. Realistically, I realize that it is difficult to get into a program at a college.
23. Hire more teachers.
24. I think they should look at the person's working experience (since in this case it is related to my career change), the maturity of the candidate and to see how serious this person is about their chosen field by maybe granting interviews.
25. Find the money and make it happen. Students give so much money to college there has to be a way to expand.
26. Open more classes or open evening/night classes, offer correspondence courses.
27. It should be made more obvious whether or not it is likely that the program will be full. The answers are too vague and gives the people false expectations.
28. Make more space available.
29. My only suggestion would be to allow more applicants into popular programs although I don't know how realistic that would be.

30. Reflect the effort put forward by more mature students. Make counsellors available to possibly give students alternative career choices.
31. Go back to school and learn how to do the job right with discretion and politeness.
32. Instead of being considered on a first-come first-served basis after March 1st deadline, all applicants should be considered equally.
33. Make it well known to students that the program is usually oversubscribed so we can make other choices.
34. I think that my only suggestion would be to have more classes. If there is a lot of applicants why is there only 85 spots available?
35. Inform applicants of oversubscribed programs. Make certain programs larger allowing more applicants. In this way, they won't be so oversubscribed.
36. Look closer at the people applying and take a look at their position in life.
37. Quicker response and part-time applicants
38. Not sure!
39. The system is reasonable. However through advertising (brochures, etc.) emphasize that space is limited and applications are expected to be high.
40. Not much you can do - beg the government for more money or raise tuition so that oversubscribed programs aren't oversubscribed.
41. Be careful to get our personal information correct.
42. Make it clear to the applicants that this program is very difficult to get into and that those who do get in should consider themselves lucky and those who don't hopefully will be accepted somewhere else.
43. Emphasize early interest in course. Explain waiting list procedures.
44. Offer students who have been placed on a waiting list, the chance to be accepted into another program of their choice before other non waiting list students.
45. I don't think you should put as many people on the waiting list, considering the chances of getting in are low.
46. Algonquin College is doing a great job considering a greater demand for a more educated work force.
47. Two classes for oversubscribed programs would help considerably.
48. Inform the people of alternative ways to get education or something they can do to help them have a better chance to get accepted next time.
49. Try to make the number of seats available larger and accept more mature students first. Give personal interviews and see which people are most ambitious and matured.
50. Tell them how far down the waiting list they are.

51. That they keep in touch and offer top priority listing for then the next school year.
52. If programs are consistently oversubscribed they should be expanded. If because of lab space or other considerations the full-time program can't be expanded part-time programs could be started. Those on waiting lists could be directed to those alternatives.
53. Maybe the college can offer students part-time courses if he or she meets the requirements.
54. Take students into programs who are paying their own way and not receiving social assistance and take Canadians first not out of country applicants.
55. Better in my applying to Algonquin - in my case I feel now it is better that I had not got into a full-time program. I was invited for an Information session, I was of the understanding that my name would be in a wait-list. I was angry to find out that my name was only placed on the waiting list AFTER the information session. I felt that this should have been represented.
56. To advise students well in advance as to the popularity of programs when they first apply so they are aware of their chances.
57. Offer students the knowledge of other programs.
58. Perhaps they should raise the average to get into the course this may only serious students would apply.
59. Meet the demand.
60. Orientation should precede written entry exams.
61. Have more classes if there is the demand. Say, have 2 programs running, one in the fall and one in January.
62. I feel that they put too many on a waiting list.
63. I feel that there should be a personal interview with applicants to EMCA as part of the admission process to this program. If there was a more personalized approach to the process you might decrease the number of drop outs.
64. Widening the amount of applicants being admitted and then proceed to filter individuals out if they do not progress well.
65. ?
66. That if you meet the requirements the first year but are not offered a place in the course desired that you will be guaranteed a place beginning the next study period.
67. Apply early and write the tests as early as possible. Look into all options, part-time study, Co-op programs, work related to the field of study, etc..
68. Part time programs with as many similar courses as possible.
69. Offer the students a position in the part-time or they will automatically be considered for next year.
70. To establish morning and evening classes if possible.

71. If there is a sufficient amount of students you could start another class or if it is only 2-5 students you could let them in.
72. Waiting lists should be shortened or should be notified earlier before the term begins that there is no room.
73. To be more specific in what the admission requirements are in terms of academic requirements and the degree of experience needed in order to be accepted to Algonquin College.
74. They should have a limit to the waiting list with basically the number of people that get in to the program.
75. It is the responsibility of the student.
76. None. I believe first-come-first served is fair.
77. The student to take measures to prepare themselves - Part time courses that are offered in their program so that when they re-apply at least have their foot in the door. School is very important. A student should not have to wait a semester to get an education. Administration should offer other avenues.
78. Encouragement for re-application
79. Write down in your brochures the amount of students allowed to continue the different subjects. Call or mail counsellors in high school saying that you already reached the limit of applicants.
80. They should let students know that they do not have a chance to get in and should take their names and phone numbers in case there were any chances.
81. You should have personal interviews and testing.
82. Experience over non-experience - higher entrance fee to overcompensate less entrance
83. Cut spaces in programs that are not full or ones that have small waiting lists.
84. Either make more room or advise people of similar course with room in them.
85. I understand the desire not to educate too many people in a field that cannot support them. Therefore, no practical suggestion is given.
86. Allow the subscriber know their chances of acceptance.
87. Request if applicants wish to be considered for the next enrolment waiting list, and automatically hold their names, and assess the demand and offer more seats in popular programs at a future date.
88. For quality education - If demand is still high, hire more professors. I've read in newspaper that Algonquin has 25-30 applicants per available seat. At \$25 per application that is a lot of money. Certainly the administration staff could find the resources to meet the demand.
89. Better planning and provision failure and counselling to students.

90. If possible, preferential treatment for those left standing on the waiting list in the case they should re-apply the following year for the same program.
91. I feel those who are put on the waiting list should be first choice for the following year (qualifications permitting).
92. For the more popular programs have more space available - maybe offer same course on a part time basis in the evenings and on weekends. I would have attended all day Saturday and Sunday and evenings, but give us a choice.
93. They will be well prepared for the test. I applied for Dental Hygiene program. To get into that applicants must write the admission test. I think that the college or Dental Hygiene Dept. should provide sample questions. That way applicants will know what to expect in the test.
94. Make more room and provide more teachers if it is in such demand. Screen the ones who are not serious.

Appendix D - Section 1

Interviewees' Explanations of Affected Attitudes on Future
Pursuit of Post-Secondary Studies

"Has not obtaining a place in your program of choice this past fall affected your attitude towards pursuing post-secondary studies in future? If yes, please explain."

1. At 52 I felt that since I did not get in I would put my savings into an RRSP and would not pursue getting an education.
2. I became more serious about my high school marks in order to get into university.
3. I had to go to meet people for an interview and it was a waste of time.
4. I would settle for working full-time.
5. I am very discouraged from trying again. I may never pursue post-secondary studies full-time.
6. Discouraged but did apply for January, 1995.
7. It was a reality check. It made me think about improving my qualifications.
8. Somewhat - if I were to be rejected more than once I would improve my qualifications.
9. I won't go to the public system again where you must apply seven months in advance.
10. Yes with respect to Algonquin.

Appendix D - Section 2

Interviewees' Suggestions to Algonquin On Meeting
the Needs of Applicants on Waiting Lists

"What suggestions do you have for Algonquin College as it tries to meet the needs of applicants to oversubscribed programs who are placed on waiting lists and who may not get into a program of choice?"

1. Provide info on alternatives such as t.v. courses, distance education, alternative programs, counselling, tips on improving chances.
2. Those on waiting list should get priority next term; give personal advice re alternatives and improving chances.
3. Keep us in school 'til acceptance is possible - e.g. part-time, correspondence, self-directed learning.
4. Ensure applicants know deadlines, their actual chances, and the entire process.
5. Expand E.C.E. numbers. Tell applicants precisely what the department wants. Have well informed front-liners.
6. Tell applicants the number of applications; provide more information on programs and on jobs for graduates.
7. Put on more sections of the same size if the college has the budget to do so.
8. Tell applicants their position number on the waiting list and their chances. Suggest related programs and Continuing Education options.
9. Consider beginning the first level E.C.E. more than once a year.
10. Increase intake. Registration maximum should be more flexible. Consider extenuating circumstances.
11. Put those on the waiting list at the top of list for the next intake.
12. The process went well and was very fair.
13. Tell applicants how they can improve their chances. Ensure they know all requirements, etc..
14. Process applications more quickly. Be more flexible regarding verification of very old high school records.
15. Offer a wider range of programs.
16. Set up process whereby applicants can improve their qualifications.
17. Tell us our place on the waiting list in July. Accept all in common level 1. Have equivalency tests.
18. Open up more places.
19. Indicate early on the applicants' probability of getting in. Promote early application.

20. Offer more places in oversubscribed programs; replace English test with essay for Corrections Program.
21. Offer applicants part-time studies in same field. Increase places in oversubscribed programs.
22. Refer applicants to other CAAT's with places available. Tell us our chances/alternatives and give us priority next time.
23. Have more places available in these programs.
24. Reduce the length of waiting lists and the length of waiting.
25. Open up more sections. Give applicants option of part-time studies.
26. Offer more counselling, early information on prerequisites, better guidance and inform Gr. 9 students of this information.
27. Use interviews or other methods rather than tests. This is detrimental to non English speakers.
28. If applicant is older call and give advice on chances of acceptance and alternatives.
29. Give preference to those who take courses part-time.
30. Have larger classes as do the universities.
31. Tell applicants to have an alternative program(s).
32. Expand the size of classes.
33. Professors should not be 45 minutes late for info sessions - they should not have a poor attitude.
34. Increase the number of places to meet the demand.
35. Offer applicants departmental contacts. Provide employer contacts/experience to increase chances.
36. Offer more places in these oversubscribed programs.
37. Offer January admission to those on the waiting list.
38. Be more flexible with quotas. Increase quotas.
39. Offer alternative program choices which Algonquin does do.
40. Try to offer more part time and evening courses.
41. Expand the program if there are funds to do so.

Appendix D - Section 3

Interviewees' Suggestions to Ontario College System on
Meeting the Needs of Applicants on Waiting Lists

"Do you have any suggestions for the system of Ontario colleges as a whole, on this matter?"

1. Have an Ontario info line for waiting lists. Offer math upgrading., part-time and continuing education courses, etc..
2. OCAS should tell applicants that it is date received rather than the post-marked that counts.
3. OCAS should transfer applications to where there is a vacancy. Add a second shift to increase intake.
4. Ontario government should allocate more resources to colleges.
5. Ensure applicants know what to expect. Do not give conflicting information.
6. Increase the number of sections but not the size.
7. Create more space in popular programs. OCAS literature should note the oversubscribed programs.
8. Consider alternative delivery formats such as distance education via the Internet.
9. Automatically put people at top of list from previous waiting list.
10. The waiting list process is stressful. Keep applicants better informed and help them.
11. Privatize colleges. Specialize programs offered at each college.
12. Increase the number of places in all CAAT's for the Corrections Program.
13. Increase places, teachers and classes in oversubscribed programs. Make the process easier.
14. Give people more opportunity to get an education. Have more seats and programs.
15. Applications should go directly to the college rather than OCAS.
16. Standardize the decision dates across Ontario. Have one uniform date.
17. CAAT's should take advantage of JobsCanada to afford more staff and more seats.
18. Do not introduce new courses that are not relevant to the program.
19. Do not charge the \$25 application fee.
20. Run more level one programs beginning in the winter semester.
21. Do not have applicants apply through Guelph or pay application fee to OCAS.

- 22. Eliminate or reduce drastically tuition fees.
- 23. I'd prefer to send my application to the institution(s) directly, not OCAS.
- 24. Tuition fees are too high.