

Pre-load Jill

- <http://georgian.x2idea.net/node/199>

From Levels to Combinations: Examining New Vocational Strategies Within Post-Secondary Education

John Goyder

- Department of Sociology
- University of Waterloo
- Waterloo ON

For presentation at the Higher Education and Social Statistics Conference, December 7-9 2009, Montreal, Quebec. I acknowledge with gratitude the access to the YITS data allowed me under the Statistics Canada Research Data Centers program. My work was done at the Southwestern Ontario Research Data Centre at the University of Waterloo.

First, the “Jill” effect:

- ["Jill" clip](#)

— From the Georgian College website

Jill says-

- “In my university program, you know, I sat there and learned lots of theory and learned lots of stuff, and then I kind of got out of the program or the university undergrad program, and like okay, now what, what do I do for a job? Whereas the college program was really designed to prepare you for the job. It was not, here’s lots of theory, now go figure out what to do with it. It was very much, ‘here’s some practical experience, here’s some theory as well, but we’re going to prepare you so that when you walk out the door you’re actually prepared to work.’”

The popular culture is highly sensitized to
“impractical” liberal arts education

- For example, Margaret Wente, columnist for the *Globe and Mail*


Her articles have titles such as:

The Globe and Mail, Saturday, Jan. 31, 2009 6 News » Comment A21

UNIVERSITIES' IDENTITY CRISIS

Higher education? Aim lower

Today's students aren't inclined to sit at the feet of cloistered masters. They just want the credentials

 MARGARET WENTE
mwente@globeandmail.com

I had a great time in university. I had small classes with enthusiastic professors who pushed us hard. I took demanding survey courses in Western Civ. before such things fell out of fashion. I even thought I might have a future as a professor. By the time I graduated, the culture had shifted radically.

Revolution was in the air. The oppressive anachronism of "grades" had given way to pass-fail. My staid freshman adviser abandoned his jacket, tie and marriage, grew his hair long and took to wearing love beads.

Sometimes we'd smoke dope with our poetry professor, who was sleeping with at least one of his students. (Such things were not forbidden then.) One of my courses consisted of something called a T-group, in which I sat in a circle and was encouraged to confess my most shameful and intimate thoughts to a bunch of total strangers. But the change in universities since I graduated has been even more profound.

Forty years ago, a university education was still largely confined to the (relatively) privileged elites. Today, every kid who's smarter than a turnip is expected to go. Universities are vast credentialing factories whose main function is to certify that their graduates are intelligent enough to hold down jobs in the knowledge economy. This sea change is what underlies the devastating strike at York University - the second this decade - which shut down the campus for nearly three months and gave that institution the kind of reputation the post office used to have. The strike was just a symptom.

Universities are simply not set up to be the job we ask of them. And the more kids we cram through the system, the more broken it looks.

Modern universities have their roots in medieval times, when eager pupils would pay to attach themselves to some great scholar.

The idea of a liberal education is based on that model - "healthy" humanities departments populated by tenure-track professors who discuss books with adoring students in a hallowed setting," as humanities professors

per cent of the teaching work force, and Canada is headed in the same direction.

Meantime, professors get ahead by researching, not teaching. They spend shockingly little time in the classroom. The benefit to mankind of all that research (much of which is read by virtually no one) is not for me to judge.


Some people - professors, graduate students, the NDP and the union that inconvenienced 50,000 students with its fantastical demands - imagine that once they can bring ignorant governments to their senses, the money will flow and the good work will return. But there are serious

least of its problems. The university is trapped in a system that has become dysfunctional, and it lacks the leadership, the courage and the backing to fix it.

After I blamed the union for the strike the other day (the union, by the way, has the support of both the faculty association and the typically nutty student union), I heard from Fred Lazar, a long-time York professor. He blasted my analysis to shreds. "The full-time faculty could have offered to pick up the courses taught by the members of CUPE so that the students would not be penalized," he said. "The union has been enough of an obstacle to that for years."

eliminate a lot of unnecessary teaching and eliminate CUPE."

These sensible ideas are probably too threatening ever to be adopted. But there is one place where they have taken hold. In fact, as Stanley Fish points out, the future of the university is already here. It's called the University of Phoenix, a for-profit outfit that has spread across North America. It offers interactive online degrees and makes no pretense of valuing learning for its own sake. "Coming here is not a rite of passage," founder John Sperling says. "We are not trying to develop value systems or as in that medieval



IMAGES.COM

Or,



Where she writes of:

- . . . young people who “already had their university degrees” and now were “doing their obligatory postgraduate year [in community college] in something practical, so they can get a job.”

This all suggests a re-conceptualization
of post-secondary education. . .

- From highest level to combinations of types.
 - Example of old way:
 - *“What is the highest level of education you have completed?”*

The new way

- From the 2006 census (which still makes a reference at the end to “highest level”, but still ...)

Remember, these questions are only for persons aged 15 and over.

EDUCATION

26 Has this person completed a **secondary (high) school diploma** or equivalent?

Examples of secondary (high) school equivalency certificates are General Educational Development (GED) and Adult Basic Education (ABE).

Secondary (high) school diploma or certificate

- ☐ Yes, secondary (high) school diploma
- ☐ Yes, secondary (high) school equivalency certificate
- ☐ No

Secondary (high) school diploma or certificate

- ☐ Yes, secondary (high) school diploma
- ☐ Yes, secondary (high) school equivalency certificate
- ☐ No

27 Has this person completed a **Registered Apprenticeship** or other **trades** certificate or diploma?

Mark "X" as many circles as applicable.

For example:

- hairdressing
- CNC machinist

Registered Apprenticeship or trades certificate or diploma

- ☐ Yes, Registered Apprenticeship certificate
- ☐ Yes, other trades certificate or diploma
- ☐ No

Registered Apprenticeship or trades certificate or diploma

- ☐ Yes, Registered Apprenticeship certificate
- ☐ Yes, other trades certificate or diploma
- ☐ No

FOR INFORMATION ONLY

28 Has this person completed a **college, CEGEP, or other non-university** certificate or diploma?

Mark "X" as many circles as applicable.

For example:

- accounting technology
- real estate agent
- industrial engineering technology

College, CEGEP or other non-university certificate or diploma

- ☐ Yes, certificate or diploma from a program of less than 3 months
- ☐ Yes, certificate or diploma from a program of 3 months to less than 1 year
- ☐ Yes, certificate or diploma from a program of 1 to 2 years
- ☐ Yes, certificate or diploma from a program of more than 2 years
- ☐ No

College, CEGEP or other non-university certificate or diploma

- ☐ Yes, certificate or diploma from a program of less than 3 months
- ☐ Yes, certificate or diploma from a program of 3 months to less than 1 year
- ☐ Yes, certificate or diploma from a program of 1 to 2 years
- ☐ Yes, certificate or diploma from a program of more than 2 years
- ☐ No

29 Has this person completed a **university degree, certificate or diploma**?

Mark "X" as many circles as applicable.

University degree, certificate or diploma

- ☐ Yes, certificate or diploma below bachelor level
- ☐ Yes, bachelor's degree (including LL.B.)
- ☐ Yes, certificate or diploma above bachelor level
- ☐ Yes, master's degree
- ☐ Yes, degree in medicine, dentistry, veterinary medicine or optometry
- ☐ Yes, earned doctorate
- ☐ No

University degree, certificate or diploma

- ☐ Yes, certificate or diploma below bachelor level
- ☐ Yes, bachelor's degree (including LL.B.)
- ☐ Yes, certificate or diploma above bachelor level
- ☐ Yes, master's degree
- ☐ Yes, degree in medicine, dentistry, veterinary medicine or optometry
- ☐ Yes, earned doctorate
- ☐ No



Or, from the NGS (2005)

5012_Q3_V4-eng.pdf (application/pdf Object) - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.statcan.gc.ca/mdb-bmdi/instrument/5012_Q3_V4-eng.pdf

Most Visited Spending Patterns in ... Getting Started Latest Headlines Customize Links Free Hotmail Windows Marketplace Windows Media Windows

University of Waterloo 5012_Q3_V4-eng.pdf (applicatio...

83 / 118 143% Find

(100 spaces)
DK, RF

Coverage: Respondents who have taken a program since graduating.

EP_Q11 What type of certificate, diploma or degree would someone receive at the end of this program?

01 High school diploma
02 Registered apprenticeship, Journeyman certificate or Certificate of Qualification (C of Q)
03 Trade or vocational diploma/certificate
04 Community college or CEGEP certificate or diploma
05 Technical institute diploma or certificate
06 Hospital school of nursing or school of radiology certificate or diploma
07 University diploma or certificate below bachelor's degree
08 Bachelor's degree (e.g., B.A., B.Sc., B.Ed., B.A.Sc., B.Eng.)
09 First professional degree (degree in law, (LL.B.), medicine, (M.D.), dentistry, (D.D.S., D.M.D.), veterinary medicine, (D.V.M.), optometry, (O.D.))
10 University diploma or certificate above bachelor's degree but below master's level
11 Master's degree (e.g., M.A., M.Sc., M.Ed., M.B.A., M.A.Sc., M.Eng.)
12 Doctorate degree (e.g., Ph.D., D.Sc., D.Ed.)
13 Professional association diploma/certificate/licence (e.g., accounting, banking, insurance)
14 Other specify (Go to EP_S11)
DK, RF

Coverage: Respondents who have taken a program since graduating.

EP_S11 What type of certificate, diploma or degree would someone receive at the end of this program?

8.50 x 11.00 in

start Command Prompt 5012_Q3_V4-eng.pdf... Microsoft PowerPoint...

LG Intelligent Update
New updates are ready to install.
LG Intelligent Update completed downloading required updates. Click here to review and install downloaded updates.

9:18 AM

In the YITS, which I'm using here, the new assumptions are especially evident

4435_Q2_V4-eng.pdf (application/pdf Object) - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.statcan.gc.ca/imdb-bmdi/instrument/4435_Q2_V4-eng.pdf

Most Visited Spending Patterns in ... Getting Started Latest Headlines Customize Links Free Hotmail Windows Marketplace Windows Media Windows

University of Waterloo 4435_Q2_V4-eng.pdf (applicatio...

59 / 272 143% Find

Coverage: Respondents who were not in a postsecondary program in December 2005 and reported taking education above the high school level between January 2006 and December 2007; and those who were in an eligible postsecondary program in December 2005 and reported attending another institution between January 2006 and December 2007.

H_Q124 **Between January 2006 and December 2007, from how many universities, colleges, CEGEP(s), training institutes, or other similar schools, had you taken your education towards (your program(s)/diploma(s), certificate(s) or degree(s))?**

INTERVIEWER: Include education not completed. Count only those schools for which studies last at least 3 months for diplomas, certificates, degrees, or apprenticeship above the high school level. If more than 6 then enter 6.

____ (2 spaces) [Min: 0 Max: 6]

00 Zero institutions (Go to H_E124)

01 1 institution

02 2 institutions

03 3 institutions

04 4 institutions

05 5 institutions

06 6 institutions

DK, RF (Go to H_C124a)

Coverage: Respondents who were not in a postsecondary program in December 2005 and reported taking education above the high school level between January 2006 and December 2007; and those who were in an eligible postsecondary program in December 2005 and reported attending another institution between January 2006 and December 2007; who confirm that the program's length is 3 months or more.

Done

LG Intelligent Update
New updates are ready to install.
LG Intelligent Update completed downloading required updates. Click here to review and install downloaded updates.

Some earlier work

- Walters, David. 2003. “‘Recycling’: the economic implications of obtaining additional postsecondary credentials at lower or equivalent levels.” *Canadian Review of Sociology and Anthropology* 40:463-80.
 - he borrowed the term “recycling” from the “Allen Report” from the ’90s.

Also of interest,

- Clark, Warren, 1999. “University graduates at college.” *Canadian Social Trends* (No. 54, Autumn issue): 18-19.
- Butlin, George. 2001. “Bachelor’s graduates who pursue further postsecondary education.” *Education Quarterly Review* 7 (2):22-41.
- Ferrer, Ana M., and W. Craig Riddell. 2002. “The role of credentials in the Canadian labour market.” *Canadian Journal of Economics* 35: 879-905 .
- Boothby, Daniel and Torben Drewes. 2006. “Postsecondary education in Canada: returns to university, college and trades education.” *Canadian Public Policy* 32: 1-21.

Some conclusion from prior work-

- 12% moved across the university/other post-secondary boundary, one direction or the other, over 5 years tracked in 1990s NGS data (those aged up to 26) - Butlin
- 25% had crossed the boundary within whole adult population as of 1996 census - Ferrer
- Income rewards for those transitioning from university to community college not large - Walters

My objectives:

- 1. Assessing how much “recycling” or “Jill” effect via the YITS survey.
- 2. Expand the focus for assessing outcomes beyond income

The various data sets used in transitions research

- The Canada census: covers all living Canadians, young and old, but doesn't differentiate the "Jill" sequence
- The National Graduates Survey ("NGS"). Samples the graduating class only, not all those in the likely population band
- YITS – next slide. . .

The Youth in Transition Survey

- Or “YITS”. Like all the others, collected by Statistics Canada.
- YITS began with those 18-20 in 2000. It re-surveys every two years. I had data up to 2006.
 - Note the coverage is a little different from NGS. YITS’s population includes drop-outs, fail-outs etc. The recycling combinations are especially detailed

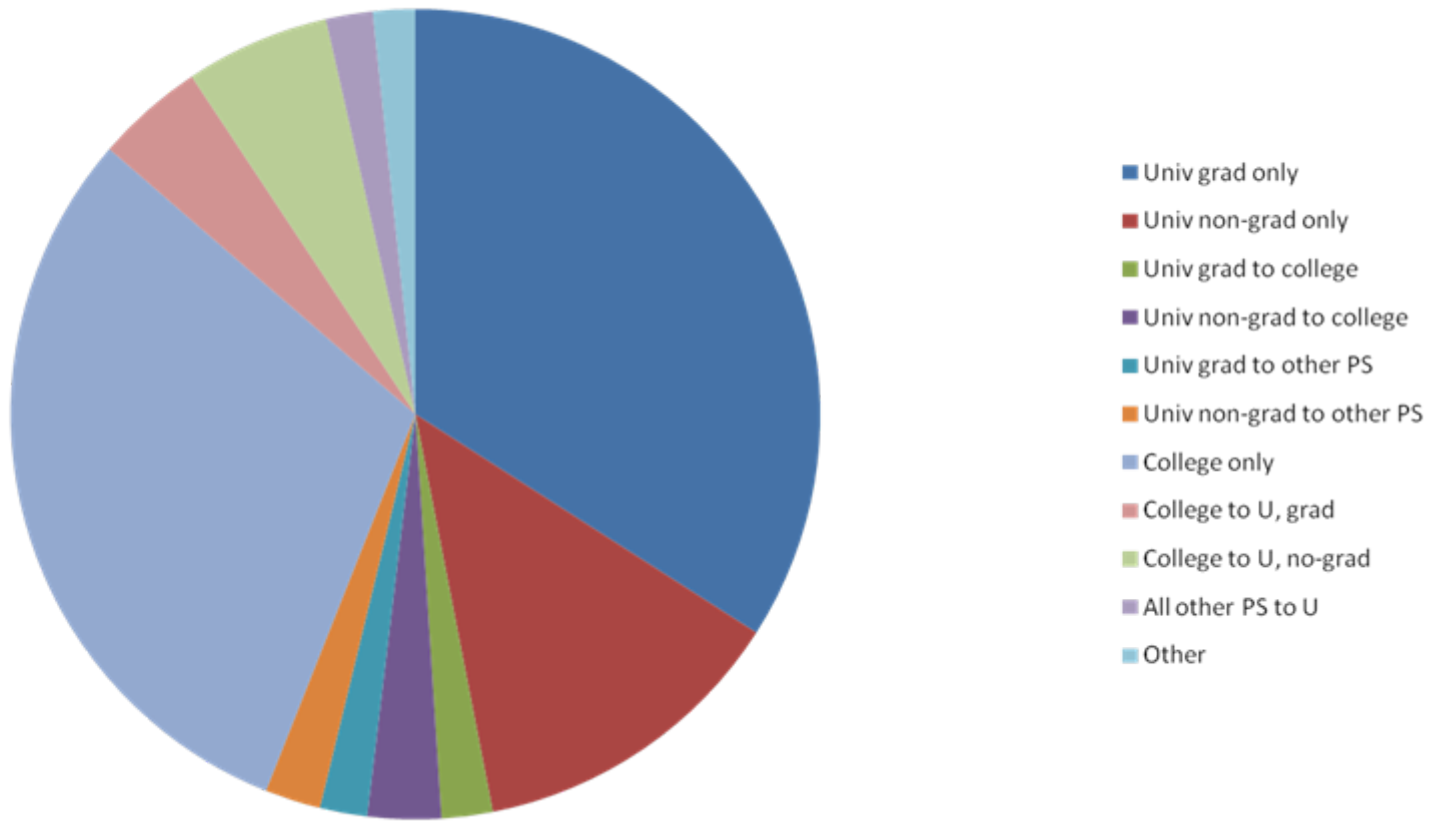
YITS, cont'd

- The –ve with YITS: like all these wave, or panel, surveys, attrition of the subjects is a problem.

Some of the results

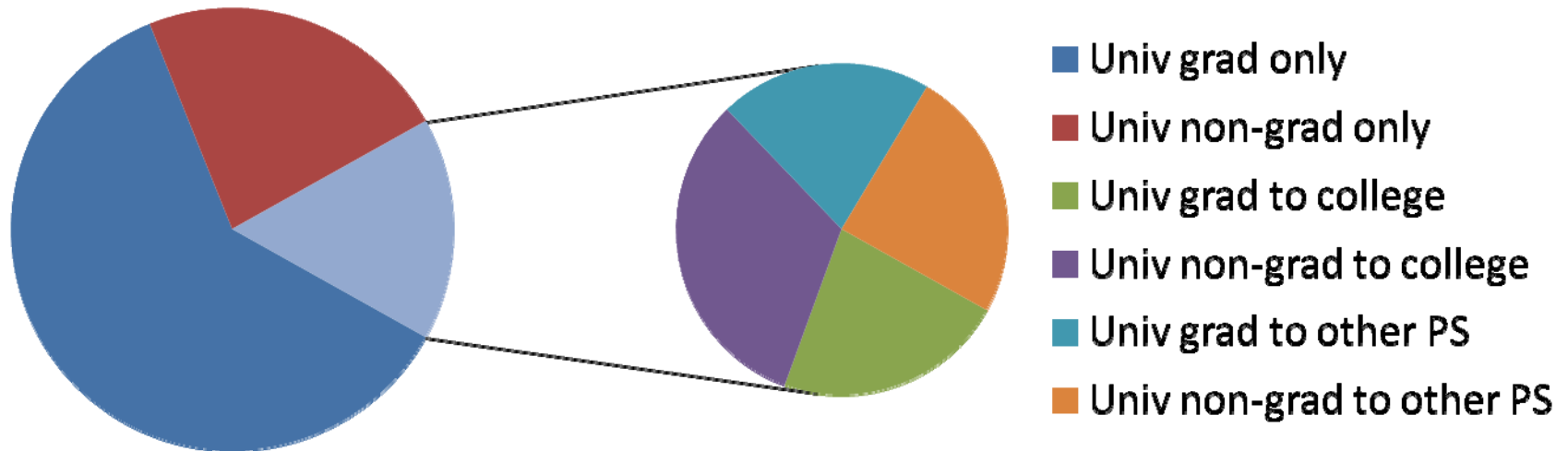
-
- I'll mainly give diagrams and percentages here.

All combinations together



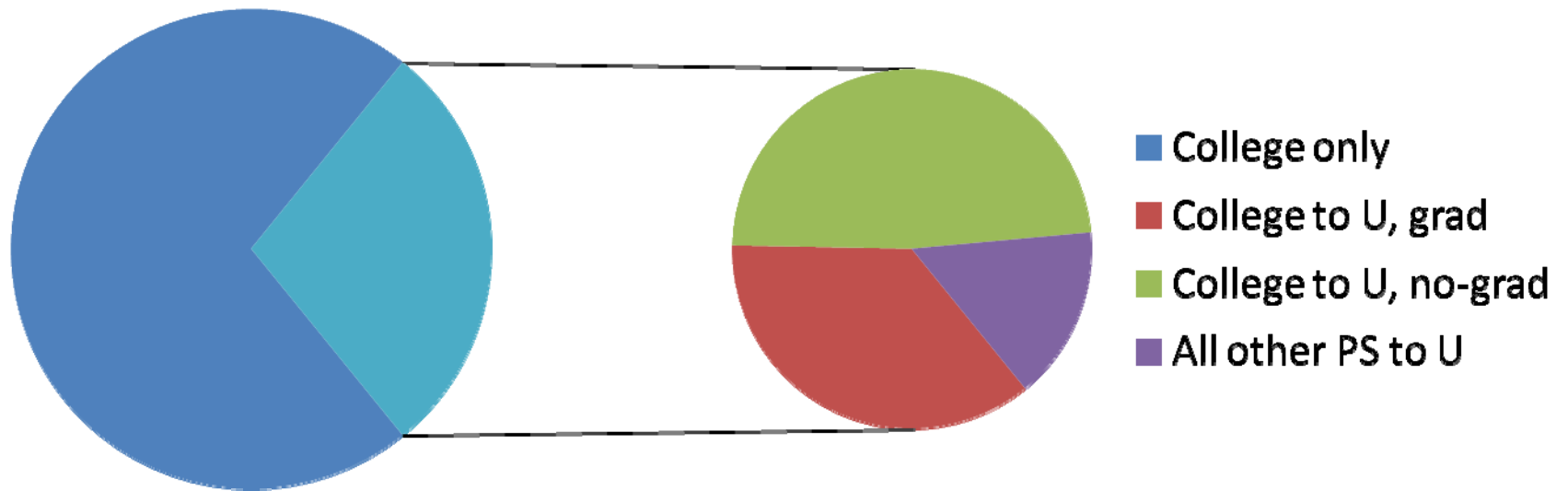
(9% of all post-secondary)

Paths from University



(10% of all post-secondary)

Paths from Non-University to University



Transfer by field (CIP Classification)

Field (code)	University to college	University To other post- secondary	N
Education (010)	<2	<2	256
Visual and Performing Arts, and (020) Communications Technologies	8.9	6.3	383
Humanities (030)	9.4	3.7	490
Social and Behavioural Sciences, and law (040)	6.8	5.6	1,045
Business, Management and Public Administration (050)	6.7	8.1	1,163
Physical and Life Sciences, and Technologies (060)	4.8	3.5	396
Mathematics, Computer and Information Sciences (070)	3.6	2.2	445
Architecture, Engineering and Related Technologies (080)	3.3	3.0	788
Health, Parks, Recreation and Fitness (100)	6.3	4.7	638
Agriculture, Natural Resources and Conservation (090); Personal, Protective and Transportation Services (110); Other (120)	6.4	6.0	250

Looking at outcomes

- For income, rank order of success (at $p < .05$ or better), and controlling for initial field:

High (relative to college only)

University only, graduate

Low

University only but not graduate

College then university (either grad or not from u)

- For prestige of occupation:
- **High** (again, relative to college only)
 - University only, graduate
 - University non-graduate, then other post-sec
 - College, then university but non-graduate

Low

-University graduate then other post-sec

Details, with satisfaction and months spent job-seeking-

		Employment Income	Occupational Prestige	Satisfaction	Months
•					
•					
•	No postsecondary of any kind	23,274	60.7	2.02	10.7
•	University only, graduates	26,818	68.6	1.95	6.1
•	University only, non-graduates	21,403	63.6	2.10	6.7
•	Univ. graduate to college	25,478	66.5	1.89	6.3
•	Univ. graduate to other	30,241	65.7	1.95	4.7
•	Univ. non-grad to college	22,710	64.0	1.99	4.9
•	Univ. Non-grad to other	25,109	65.3	2.11	6.7
•	College, no university	25,245	63.4	2.06	5.4
•	College to university graduate	22,221	67.4	1.96	6.8
•	College to univ. not-graduate	19,793	64.7	2.00	7.1
•	University (all) to other post-sec.	27,461	65.5	2.04	5.7

Income/prestige shifts

Univ. graduate to other	30,241		68.6
University only, graduates	26,818		67.4
Univ. graduate to college	25,478		66.5
College, no university	25,245		65.7
Univ. Non-grad to other	25,109		65.3
No postsecondary of any kind	23,274		64.7
Univ. non-grad to college	22,710		64
College to university graduate	22,221		63.6
University only, non-graduates	21,403		63.4
College to univ. not-graduate	19,793		60.7

The diagram illustrates transitions between educational levels. Blue arrows indicate shifts from higher to lower levels (e.g., University graduate to other, University graduate to college, University non-graduate to college, College to university graduate, University only non-graduate to college, College to university not-graduate). Red arrows indicate shifts from lower to higher levels (e.g., University non-graduate to other, University non-graduate to college, College to university graduate, University only non-graduate to college, College to university not-graduate). The arrows show a complex network of shifts between the ten categories listed in the table.

Effect of grades and field of study

- High family SES and high grades in HS,
- ➔ more “vocational” university fields, and therefore
- ➔ lower likelihood of the Jill effect
- I don’t detect the “arts and science as elite” pattern seen in the 'States (as in Goyette and Mullen, J. Higher Ed. 77 (3))

Conclusions

- Flows:
 - 9% from university to some other (“Jills”)
 - 10% college to university
 - 21% cross the U/ non-U line in one direction or the other (including non-U/non-college)
- Good agreement here with studies from the other data sets

More conclusions

- The highest early-career occupational rewards go to those entering university from high school, graduating, often having either a highly vocational bachelor's degree such as engineering or going from liberal arts to further professional study such as law.
- All the other combinations, Jill included, are in a second category, not very differentiated.

And,

- In the familiar old soc of ed story, those in the first category have high grades out of high school, and that largely due to advantageous family SES factors.