Work-Integrated Learning (WIL) Impacts Framework Survey Project

June 2024 - May 2025

Final Results

Host Organization and Post-Secondary Institution (PSI) WIL Professional Responses

A project of the BC WIL Council

BC WIL Council is an independent council of the Association for Co-operative Education and Work-Integrated Learning (ACE-WIL BC/Yukon)

Land Acknowledgement

The steering committee acknowledges that the work of this project took place on the unceded and traditional territories of many First Nations whose peoples have been stewards of the lands currently known as British Columbia from time immemorial.

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BC Work-Integrated Learning (WIL) Council

The BC WIL Council provides and encourages the adoption of consistent program definitions, guidelines and standards for quality Co-operative Education and Work Integrated Learning in BC's Public Post-Secondary system. It serves as a venue to discuss and promote institutional and provincial WIL issues, as well as the collection and dissemination of standardized statistic data and act as a collective voice for accountability issues related to WIL in BC. It is an independent council of the Association for Co-operative Education WIL (BC/Yukon) and is comprised of one member from each public, post-secondary co-operative education and work integrated learning institution in BC as appointed by the President of the institution.

WIL Impacts Framework Survey Project Steering Committee

- Andrea Giles, Executive Director, Co-operative Education and Career Services, University of Victoria
- Stephanie McKeown, Chief Institutional Research Officer, UBC
- Julie Walchli, Executive Director, Work-Integrated Education and Career Initiatives, UBC Arts
- Rachel Warick, Program Coordinator, Partnership Development Office (CareerLAB), Vancouver Community College
- Kamali Pahwa, Graduate Co-op Student, WIL Impact Framework Research Analyst

WIL Impacts Framework Tool Background

In 2021/22 the BC WIL Council developed the WIL Impact Framework tool (https://acewilbc.ca/projects/wil-impacts-framework/) **to better understand the socio-economic impacts of WIL students on the host organizations with which they work** (co-op employers, community service-learning organizations, practicum hosts, etc.) **and the local BC economy.**

The survey tool assesses the impact of WIL across five domains:
- Talent Development
- Productivity
- Innovation Capacities
- Diversity and Equity
- Community Development and Economic Impact

The tool consists of 2 surveys, one to be completed by WIL host organizations and one to be completed by WIL professionals with participating post-secondary institutions (PSI).

The tool was tested by several volunteer post-secondary institutions in 2021. **It was determined to be useful in potentially identifying possible gaps between PSIs' understanding of WIL impact and the host organizations' understanding of WIL impact**, which may inform future WIL research. The tool was also intended to be useful for interest holders such as PSIs, host organizations and government to make data-informed decisions about WIL.

In 2024, the BC WIL Council decided to initiate a project to deploy the tool across all BC public post-secondary institutions.

WIL Impacts Framework – 5 Socio-Economic Domains Measured
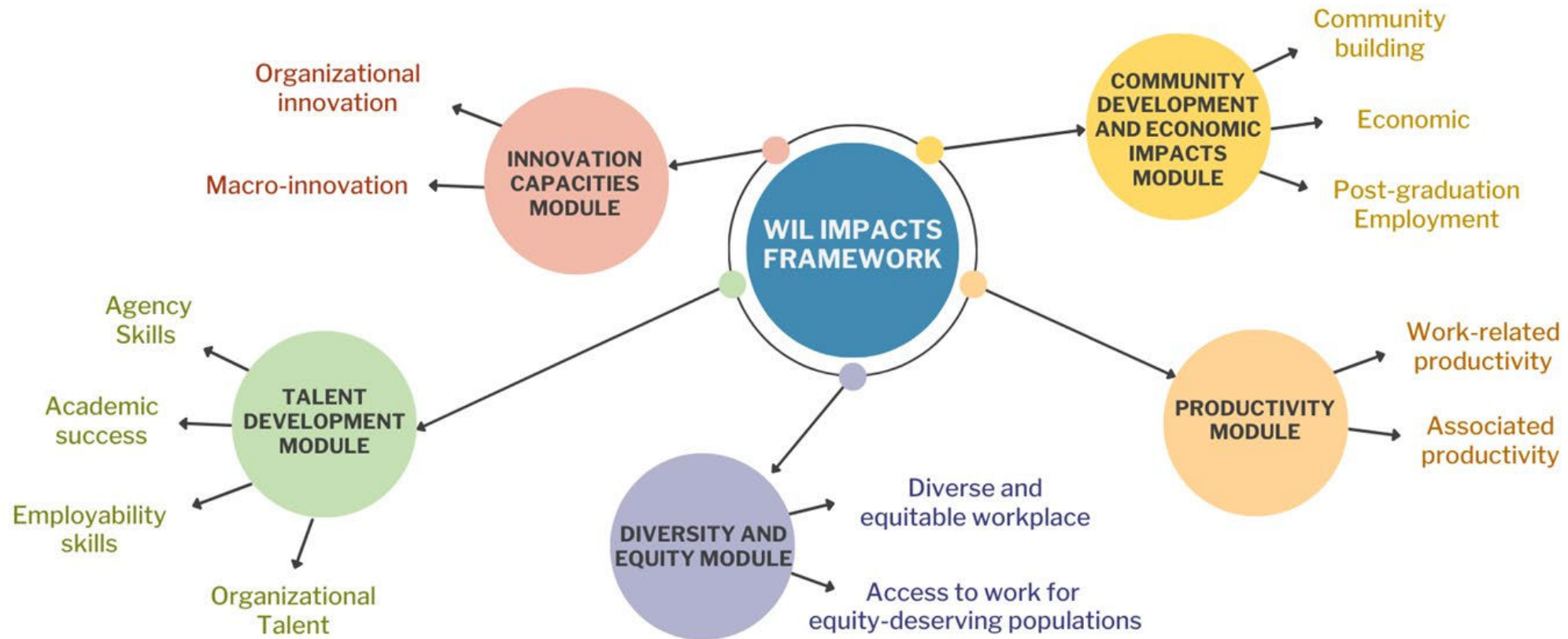
2024-2025 WIL Impacts Framework Survey Project Overview

The BC Provincial Government provided funds to implement the WIL Impacts Framework Tool across all BC public post-secondary institutions, as part of the StrongerBC: Future Ready Action Plan. The BC WIL Council established a steering committee to manage the project, implement the survey and generate a report, as well as providing support to participating council member institutions.

Methodology

- UBC Institutional Research acted as the survey administrator
- BC WIL Council member institutions who wished to participate signed a Service Agreement with UBC, the Survey Administrator
- Participating BC WIL Council member institutions determined which host organizations and which PSI representatives at their institution would receive the survey
- Survey was opened on June 17 and closed on July 5, 2024. (Redeployment of the PSI survey occurred in Fall 2024 to increase the response rate, which was initially low due to the first deployment occurring during summer months)
- The Steering committee provided PSIs an anonymous survey link and a series of suggested invitation and reminder email templates to support deployment at each participating institution
- PSIs deployed the survey to internal WIL related staff as well as to their host organization contacts, during the timeframe determined by the steering committee

2024-2025 Survey Project Deployment

21 public post-secondary institutions participated in the project by:

- sending the WIL Host Organization survey to their WIL host contacts
- sending the PSI survey to internal representatives

1189 WIL host organizations responded to the survey

272 WIL professionals responded to the survey

Participating PSIs

- British Columbia Institute of Technology
- Camosun College
- Capilano University
- Coast Mountain College
- College of the Rockies
- Emily Carr University of Art and Design
- Justice Institute of British Columbia
- Kwantlen Polytechnic University
- Langara College
- North Island College
- Okanagan College

- Royal Roads University
- Selkirk College
- Simon Fraser University
- Thompson Rivers University
- University of British Columbia
- University of Northern British Columbia
- University of the Fraser Valley
- University of Victoria
- Vancouver Community College
- Vancouver Island University

Key Outcomes, Comparison of Results, and Future Recommendations

Key Implementation Outcomes

- Successfully captured objective metrics connecting the impact of WIL within host organizations and the BC economy across five socio-economic domains.

- Framework is first of its kind in Canada, and world-wide.

- Framework aligns with the call to action to improve data collection and reporting "…beyond counting WIL experiences, to focus on outcomes" from the CEWIL Canada | Academia Group March 2024 Report - Navigating New Ground: Perspectives From Canada's WIL Ecosystem.

- Data gathered during the 2024 survey provides a province-wide baseline that can be used to benchmark progress and determine trends over time.

- Project demonstrates that WIL has impact across all 5 socio-economic domains, with levels of impact varying based on WIL type and employment sector.

- The majority of WIL students hired by their hosts after graduation are in positions that align with their field of study.

- As predicted, a comparison of the PSI and Host survey data indicates where there is alignment and where there are differences in understanding WIL impacts.

- By breaking each of the five domains into sub-categories to measure impact, the survey results can be mined to surface opportunities for PSIs to improve WIL experiences for students and hosts and to better position WIL with host organization needs.

Key Survey Results & Comparison of WIL Host and PSI Responses

Overall Impacts of WIL

- Between 41% and 62% of PSI respondents ranked WIL programs as **very impactful** across each of the four domains surveyed, with the highest rating of 62% for the Talent Development domain.

- When comparing PSI responses with host organization responses to a similarly worded question about WIL impacts, PSIs choose the **very impactful** rating for Talent Development and Community and Economic Impact domains more often than host organizations, whereas the Innovation and Diversity and Equity domains were more closely aligned across both respondent groups.

- Host organization ratings of **very impactful** for the five domains varied depending on the type of WIL, industry classification, and sector, signaling an opportunity for deeper data analysis to determine patterns and trends.

Impacts of WIL on Hiring

- When comparing the hiring of WIL students by the same host organization after graduation, 74% of PSIs indicated this occurs very or somewhat often, whereas host organization indicated 54%. Despite the difference in ratings, **over half of host organizations report they very often hire students** who join the organization as part of a WIL experience.

- While PSIs indicated that **84% of WIL students are very or somewhat often hired into positions related to their field of study**, **host organizations indicate 95% alignment with field of study**. The results showcase the effectiveness of matching students with WIL experiences aligned with their field of study, particularly from the host organization perspective.

Recommended Survey Tool Adjustments
Considerations for future WIL Impacts Framework implementation

Further development of the survey tool may provide a more refined analysis of the data than what was possible in the 2024-2025 implementation.

- Develop a strategy that ensures consistency in how survey is deployed across PSIs (which types of WIL are represented, how many representatives at each PSI should complete the survey, etc.)
- Revise wording throughout the survey questions to minimize jargon common among WIL Practitioners but not necessarily familiar to or relevant for host organization respondents.
- Provide respondents with a definition of each domain (ex: clarify how researchers define Community Development and Economic Impact, Diversity and Equity, etc.) to promote better understanding of what is being measured and align understanding between host respondents and PSI respondents
- Within the Diversity and Equity domain, consider reviewing the current sub-categories and possible revisions to expand which diversity and equity indicators are measured

Given the complexity of the tool and the data it generates, it is recommended that future implementations engage experienced research analysts rather than co-op students to support the project.

Summary Findings

- Key Demographics
- Impacts of WIL by Domain

WIL Host Organizations - Summary of Key Demographic Findings

Total Responses from WIL host organizations: 1,189

Industry Distribution of responding WIL host organizations:

- Top 3 Industries Reported:
    - Professional, Scientific, and Technical Services **(16%)**
    - Healthcare and Social Assistance **(11%)**
    - Educational Services **(9%)**
- **55%** of WIL happens within the private sector
- **23%** of WIL happens within the public sector

Regional Distribution of responding WIL host organizations:

- British Columbia hosts the highest number of WIL students
- Student WIL experiences were predominantly concentrated in the Mainland/Southwest region of BC

WIL Experiences by WIL Type and by Payment Status – as reported by WIL host organizations:

- **72%** of WIL hosts primarily engage in Co-op as compared to other WIL Types
- **73%** of WIL activities are paid experiences (combines fully paid/sometimes paid responses)

Post-Graduation Employment of Students who complete WIL Experiences – as reported by WIL host organizations:

- **54%** of WIL hosts hire WIL students into their workplace after graduation
- Of these, **95%** are hired into positions related to their post-secondary program

WIL Host Organizations - Summary of Impacts of WIL by Domain

Five domains studied: Talent Development; Productivity; Innovation Capacities; Diversity and Equity; Community Development and Economic Impact

WIL Host organizations reported that the biggest overall impact of WIL is on **Talent Development** (47%) and **Innovation Capacities** (47%)

Domain most impacted by WIL, by **top 3 types of WIL** the responding host organizations participate in:

- Domain that **Co-op** has the biggest impact on – **Talent Development Domain** (62%)
- Domain that **Internship** has the biggest impact on – **Innovation Capacities Domain** (62%)
- Domain that **Work Experience** has the biggest impact on – **Innovation Capacities Domain** (57%)

Domain where WIL has the most impact by **Sectors** of responding WIL host organizations:

- Federal Government – **Talent Development** (28%) and **Diversity and Equity** (28%)
- Federal Agency) – **Productivity** (42%)
- Provincial government – **Diversity and Equity** (35%)
- Provincial Agency – **Innovation Capacities** (40%)
- Municipal Sector – **Talent Development** (33%)
- Non-Profit Sector – **Productivity** (29%)
- Private Sector – **Talent Development** (33%)

Domain where WIL has the most impact by the **top 3 Industries** of responding WIL host organizations (based on industrial classification):

- Professional, scientific, and technical services – **Talent Development** (34%)
- Healthcare and social assistance – **Innovation Capacities** (57%)
- Educational services – **Talent Development** (54%)

PSI - Key Demographic Findings and Summary WIL Impacts

Four domains studied: Talent Development; Innovation Capacities; Diversity and Equity; Community Development and Economic Impact

Total Responses from PSIs: 272 responses

PSI's reported the biggest overall impact of WIL is on the domain of **Talent Development** (62%)

Industry Distribution of WIL Experiences:
- **71%** of WIL host organizations reported by PSIs are from three key sectors:
    - Healthcare
    - Business and Administration
    - Legal Services

Regional Distribution of WIL Experiences as reported by PSI respondents:
- Most WIL students are placed within British Columbia
- WIL student placements are predominantly concentrated in the Lower Mainland / Southwest region

WIL Experiences by WIL Type and by Payment Status as reported by PSI respondents:
- **54%** of PSI respondents report that they support Clinical Placements/Mandatory Professional Practicums
- **54%** of WIL experiences are paid (combines paid and sometimes paid/unpaid)

Post-Graduation Employment of Students who complete WIL Experiences – as reported by PSI respondents**:**
- **73%** of WIL students are hired into WIL host organizations after graduation
- Of these, **83%** are hired into positions related to their post-secondary programs

Survey Results

Section A: WIL Host Organization Responses

Section B: Post-Secondary Institution Responses

Section C: Contact Information & WIL Definitions (CEWIL)

Section A: WIL Host Organization Reponses

Section A: WIL Host Organization Responses

Part 1 - Demographic Information

Industry	% of responses
Professional, scientific and technical services	16%
Healthcare and social assistance	11%
Educational services	9%
Manufacturing	8%
Public administration	8%
Arts, entertainment and recreation	5%
Accommodation and food services	5%
Construction	4%
Agriculture, forestry, fishing and hunting	3%
Utilities	3%
Information and cultural industries	3%
Finance and insurance	3%
Mining, quarrying, and oil and gas extraction	2%
Retail trade	2%
Wholesale trade	1%
Transportation and warehousing	1%
Real estate and rental and leasing	1%
Other services (except public administration)	1%
Management of companies and enterprises	0%
Administrative and support, waste management and remediation services	0%

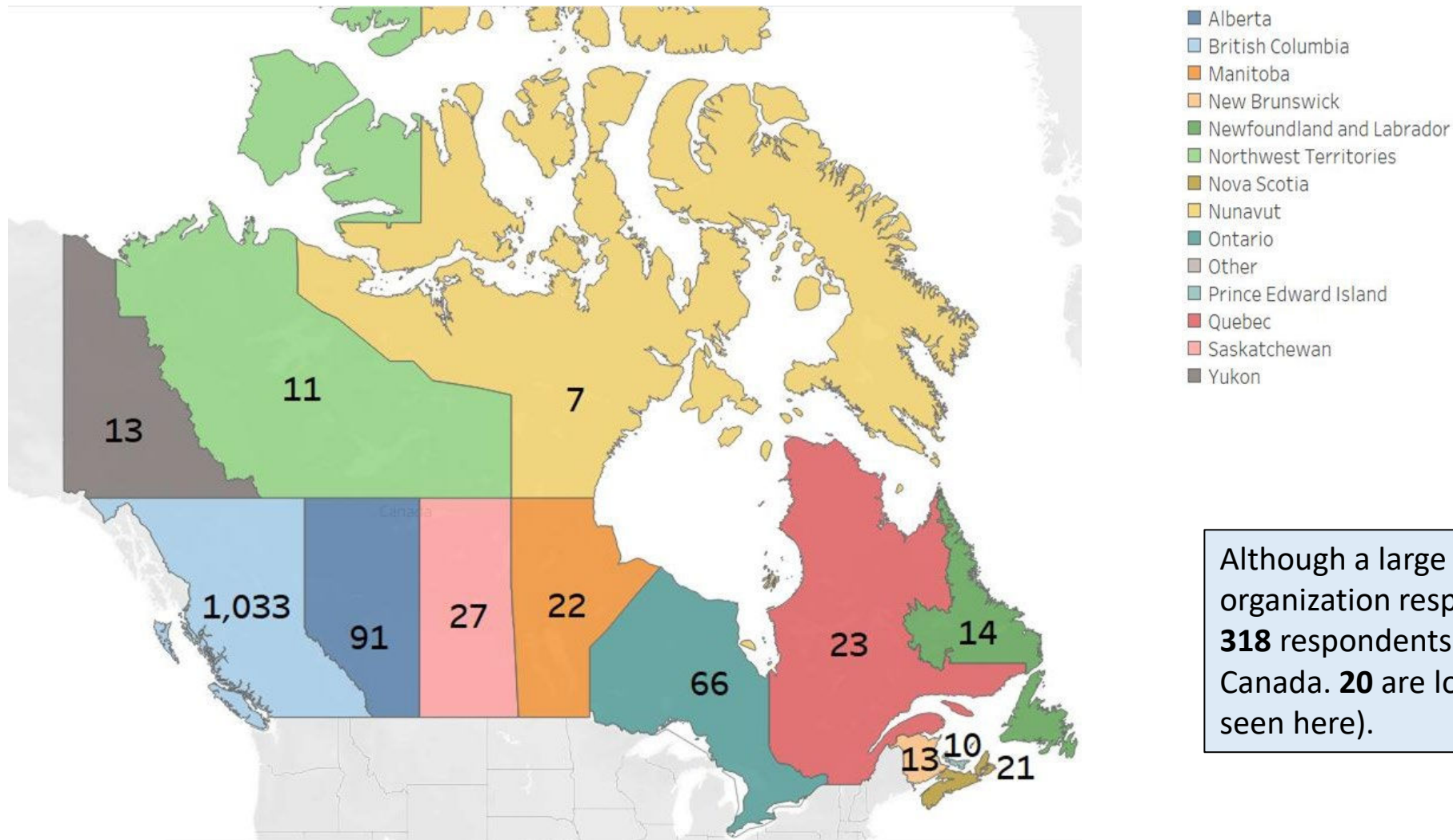# WIL Host Organizations by Industry Classification

Approximately **30%** of reporting WIL host organizations are in **three** key industries:

- **Professional, scientific and technical services**
- **Healthcare and social assistance**
- **Educational services**

Notably, **16%** of reporting WIL host organizations within the professional, scientific, and technical services industry participate in WIL.

Location of Responding WIL Host Organizations

Legend:
- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavut
- Ontario
- Other
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

Map values: 13, 11, 7, 1,033, 91, 27, 22, 23, 14, 66, 13, 10, 21

Although a large majority, **1033**, of WIL host organization respondents are located in BC, **318** respondents are located elsewhere in Canada. **20** are located internationally (not seen here).

*Respondents could select multiple locations.

WIL Host Organizations within BC - by Region

Legend:
- ■ Cariboo
- ■ Kootenay
- ■ Lower Mainland--Southwest / Lower Mainland--Sud-ouest
- ■ Nechako & North Coast / Côte-nord
- ■ Northeast / Nord-est
- ■ Thompson--Okanagan
- ■ Vancouver Island and Coast / Île de Vancouver et la côte
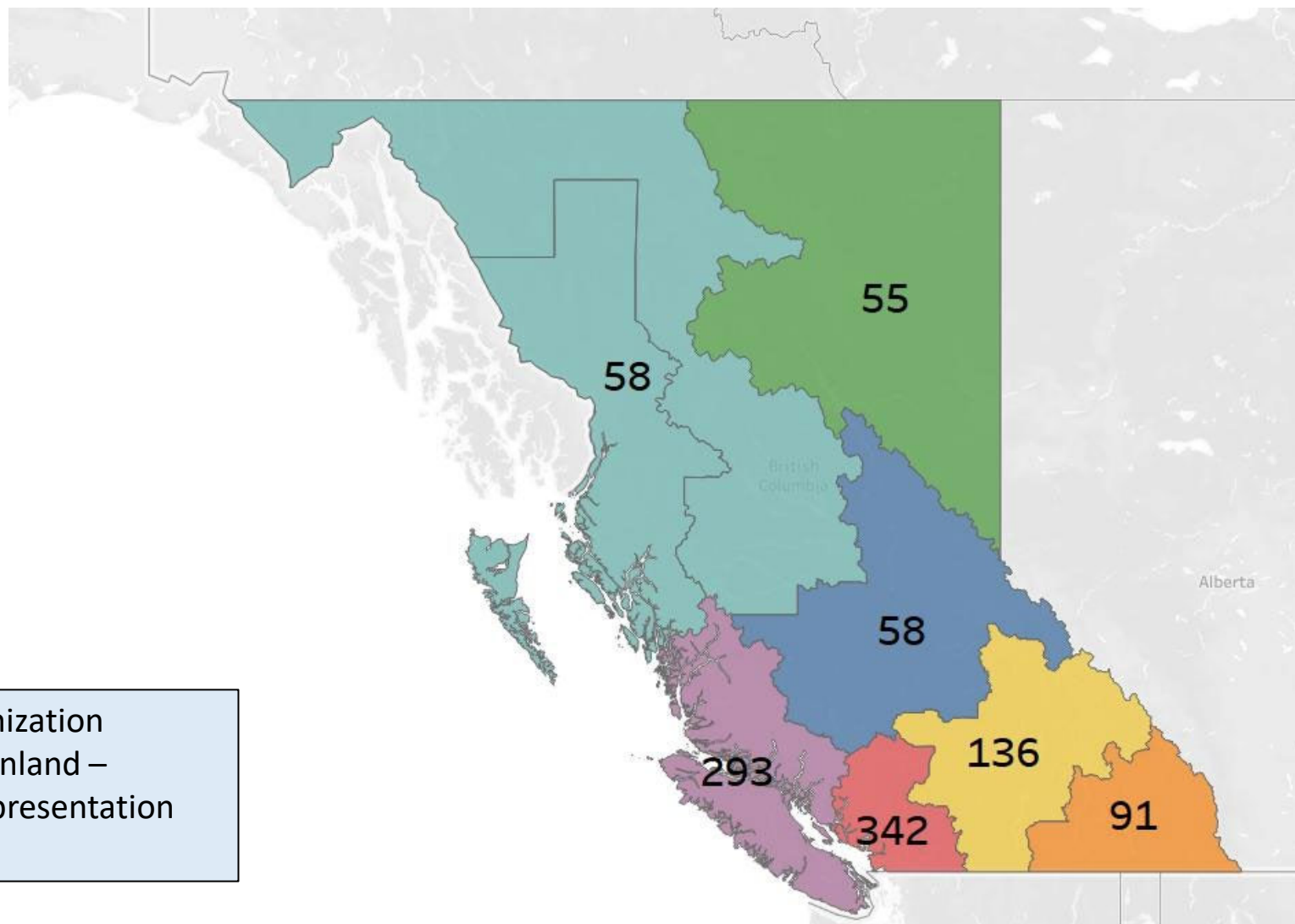
Within BC, the largest number of host organization respondents were located in the Lower Mainland – Southwest Region (n=342), with notable representation from all regions across the province.

*Respondents could select multiple locations.

Map values: 55, 58, 58, 293, 342, 136, 91

WIL Host Organizations by Sector Type and Org Size

Sector Type	% of responses
Private Business	55%
Non-profit Organization	16%
Provincial Government	10%
Federal Government	7%
Municipal Government	4%
Provincial Agency	2%
Federal Agency	0%

Organization Size (based on employees hired)	% of responses
0-49	38%
50-249	26%
250-20,000+	36%

WIL Host Organization Respondents by Job Role

Respondent's role at WIL Host Organization	% of responses
Manager, Supervisor, or equivalent	50%
President, CEO, Owner, or Executive Director	17%
Coordinator, Supervisor, or equivalent	12%
Partner, Advisor, or Associate	4%
Coordinator, Assistant, or equivalent	4%
C-Suite Executive (CFO, CMO, CTO, CXO)	3%
Vice President or equivalent	2%
Self-employed or contractor	1%

Current Main PSI Partners for Host Organization – by Institution

As reported by host organization respondents at the time of the survey

Post-secondary institutions	Count of responses
University of British Columbia, Vancouver campus	251
University of Victoria	239
Simon Fraser University	148
University of British Columbia, Okanagan campus	117
BCIT	103
Vancouver Island University	83
Camosun College	74
Thompson Rivers University	50
Vancouver Community College	46
University of the Fraser Valley	43
Kwantlen Polytechnic University	40
Okanagan College	35
Selkirk College	32
Douglas College	30
University of Northern British Columbia	30
Langara College	28
Capilano University	24
Royal Roads University	23
None of the above**	23**
North Island College	19
College of the Rockies	18
Emily Carr University of Art and Design	17
Coast Mountain College	5
College of New Caledonia	5
Northern Lights College	5
Nicola Valley Institute of Technology	3
Justice Institute of British Columbia	1

Many factors likely contributed to the discrepancy of response across institutions. Significant mitigating factors may include:

- Size of institution and/or scope of WIL within the PSI
- Not all PSIs were able to deploy the survey (ex: NLC)
- Employers may not be familiar with receiving this type of request from an institution
- Socialization of the term 'WIL' among employers
- Institutional Research limitations on who the PSI was allowed to distribute the survey to (ex: restricted to only send to hosts who had hired co-op students in the past 2 yrs)
- Question asked to report on 'current' experiences – some employers may not have been hosting at the time of deployment.

Further research is recommended to understand the reason for response rates for each PSI. In addition, a more standardized deployment process may encourage more consistent response rates across all PSIs in future.

*Respondents could choose more than one option.
**May indicate hosts without active student WIL engagement at the time of the survey.
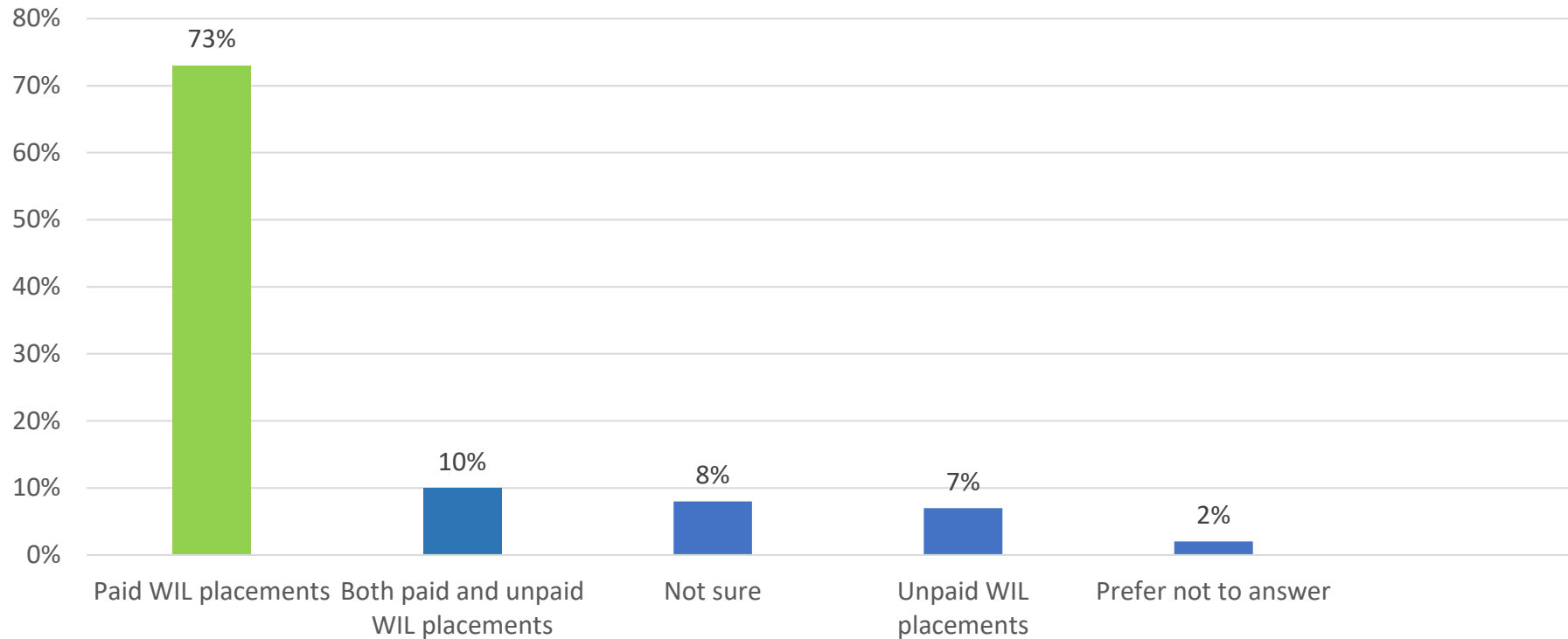
WIL Host Organization Responses by Post-Secondary Institutional Type
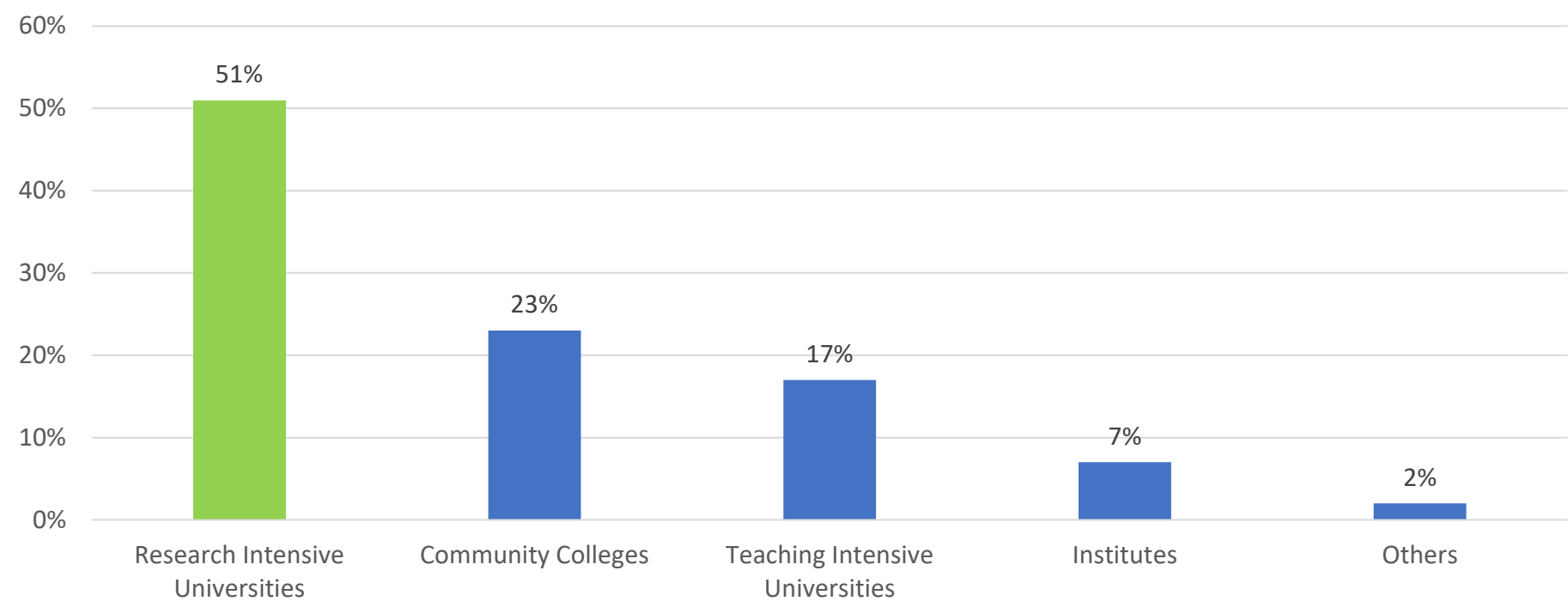
The largest number of WIL host organization respondents report working with **Research-Intensive Universities,** accounting for **51%** of the total responses. **Community Colleges** were second highest at **23%**.

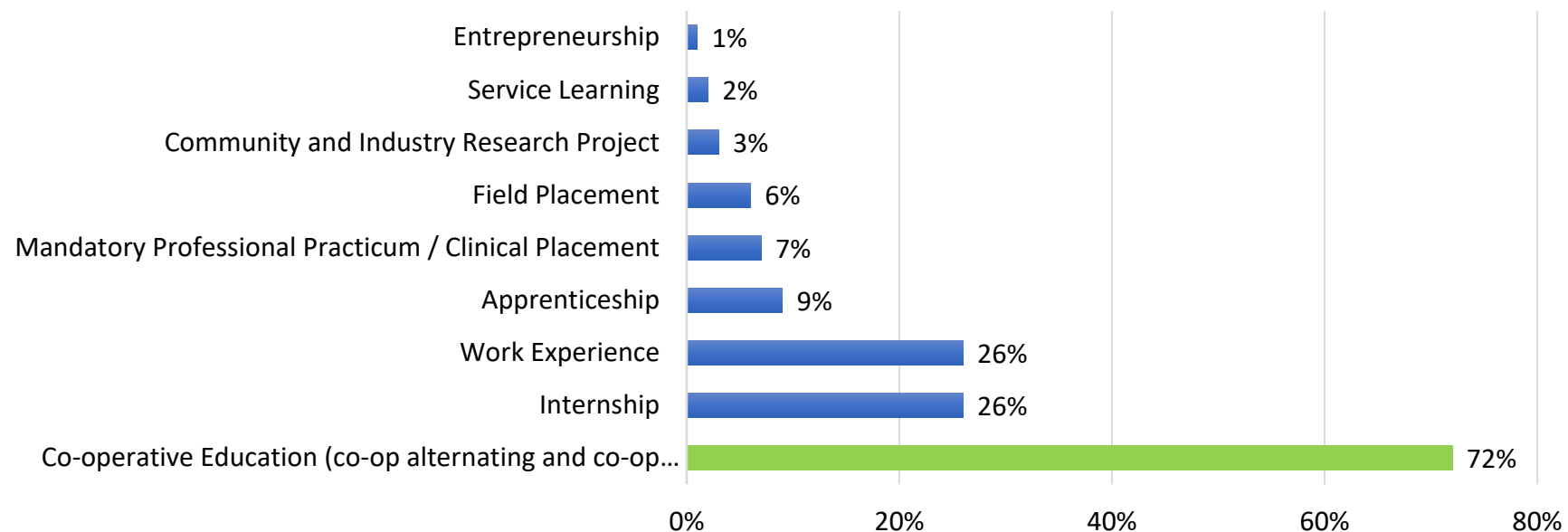*Respondents could choose more than one option.

WIL Experiences by Compensation Category

The majority of respondents **(73%)** participate in paid WIL. In contrast, a smaller percentage **(7%)** engage in unpaid WIL.

*Respondents could select multiple options.

Host Organization Responses by WIL Type Engaged

Chart: Host Organization Responses by WIL Type Engaged

WIL Type	Percentage
Entrepreneurship	1%
Service Learning	2%
Community and Industry Research Project	3%
Field Placement	6%
Mandatory Professional Practicum / Clinical Placement	7%
Apprenticeship	9%
Work Experience	26%
Internship	26%
Co-operative Education (co-op alternating and co-op…)	72%

Co-operative Education is the most common form of WIL, engaging **72%** of host organization respondents, while **Entrepreneurship** and **Service Learning** show comparatively lower response rates at **1%** and **2%,** respectively.

*Respondents could select multiple options.

Section A: WIL Host Organization Responses

Part 2 – Analysis of WIL Impact by Domain

- Talent Development
- Productivity
- Innovation Capacities
- Diversity and Equity
- Community Development and Economic Impact

Impact Rating of WIL by Domain

Talent Development 47%	Productivity 41%	Innovation Capacity 47%	Diversity & Equity 38%	Community & Economy 41%
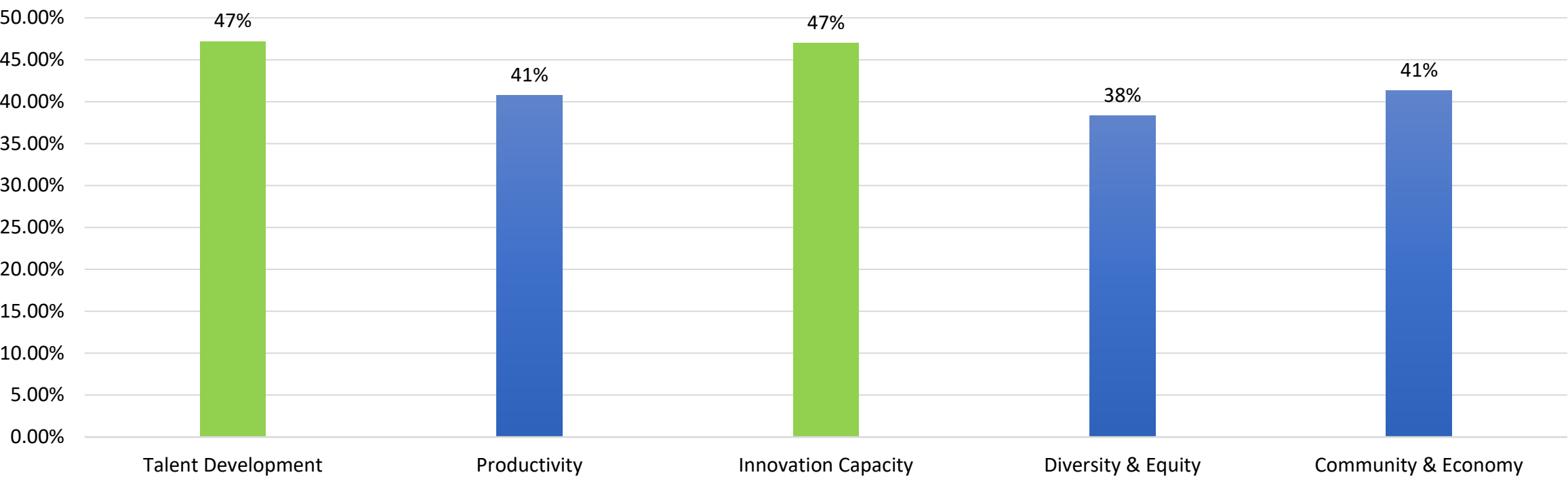
From analysis across the five domains, **Talent Development (47%)** and **Innovation Capacities (47%)** emerged as the top domains in which WIL has the greatest impact.

*Each domain was segmented into multiple subcategories, where respondents selected a single importance rating for each listed category within each domain.
**Cross analysis was based on the "Very Impactful" rating only.

Talent Development Domain: Impact of WIL – Host responses

Talent Development Categories	Very Impactful	Somewhat Impactful	Not Very Impactful
Strengthening the organizational talent pipeline	**47%**	46%	7%
Pre-screening potential new hires	42%	**44%**	12%
Contributing to cost-effective training and recruitment	37%	**46%**	14%
Providing leadership development opportunities to the existing team	31%	**51%**	15%
Contributing to students/graduates having higher levels of performance and being promoted faster	37%	**50%**	12%

When analyzing ratings within the sub-domains, these data reveal that WIL impacts in the **Talent Development** domain are on both the WIL host organization and on the individual WIL student.

This could suggest that WIL experiences positively impact students, individual supervisors and other staff, as well as the WIL host organization as a whole. Further research is needed to verify this assumptions.

These results could also inform which benefits of WIL post-secondary institutions choose to highlight, when marketing to future host organizations.

*Respondents were asked to rate each Talent Development sub-domain on a 6-point Likert scale of impact rating for each category listed under each domain. The responses in three rating options were too low to be statistically significant so are not included in the domain impact analysis. (missing ratings: Not impactful at all, I do not know, Not applicable)

Productivity Domain: WIL Impact Analysis – Host Responses

Productivity	Very Impactful	Somewhat Impactful	Not Very Impactful
Advancing projects and initiatives	35%	**44%**	13%
Achieving overall productivity	31%	**50%**	13%
Achieving production/service cost reductions	25%	**39%**	18%
Achieving indirect cost reductions (e.g., by reducing costs related to administration and/or personnel)	23%	**29%**	27%
Filling staffing gaps	36%	**40%**	14%
Improving employee motivation	21%	**42%**	22%

When looking just at the *very impactful rating*, these data suggest that the highest impact WIL has on **Productivity** is by **filling staffing gaps (36%)** and **advancing projects within host organizations (35%)**. Notable secondary impact is on **achieving overall productivity (31%)**.

A maximum of 25% of respondents rated WIL as *very impactful* on **cost reductions within both production/service cost reductions (25%)** and **indirect cost reductions (23%)**. This could inform PSI promotion efforts, which often claim cost reductions as a primary benefit of WIL

*Respondents were asked to rate each Productivity sub-domain on a 6-point Likert scale of impact rating for each category listed under each domain. The responses in three rating options were too low to be statistically significant so are not included in the domain impact analysis. (missing ratings: Not impactful at all, I do not know, Not applicable)

Innovation Capacities Domain: WIL Impact Analysis – Host Responses

Innovation Capacities	Very Impactful	Somewhat Impactful	Not Very Impactful
Increasing exposure to new ideas and creative thinking	32%	**47%**	14%
Creating new knowledge	29%	**44%**	18%
Diffusing knowledge (from academia to your organization or vice versa)	20%	**45%**	23%
Addressing economic challenges and skills shortages in innovative ways	20%	**43%**	22%

WIL Impact in this domain is largely evenly distributed across the sub-domains surveyed.

When viewing the *very impactful* ratings, the sub-domain where WIL has the greatest impact is in **helping organizations increase exposure to new ideas and creative thinking (32%)** as well as in **creating new knowledge (29%).**

*Respondents were asked to rate each Innovation Capacities sub-domain on a 6-point Likert scale of impact rating for each category listed under each domain. The responses in three rating options were too low to be statistically significant so are not included in the domain impact analysis. (missing ratings: Not impactful at all, I do not know, Not applicable)

Diversity and Equity Domain: WIL Impact Analysis – Host Responses

Diversity & Equity	Very Impactful	Somewhat Impactful	Not Very Impactful
Expanding and diversifying your organization's current workforce	37%	**45%**	11%
Creating awareness about your organization for future recruits	**45%**	41%	8.4%
Increasing access to a global talent pool	27%	**34%**	20%

These data show that while WIL does play a role in expanding and diversifying the workforce within organizations, the greatest impact is in **creating awareness of future hiring opportunities among WIL students (very impactful 45%)**.

This domain would benefit from future investigation (focus groups, etc.) to better understand the perspective of host organizations in terms of the impact of WIL within the diversity and equity domain.

Question asked
Diversity and Equity: How important are the following benefits of working with a post-secondary student (via a WIL placement) for your organization?

*Respondents were asked to rate each Diversity and Equity sub-domain on a 6-point Likert scale of impact rating for each category listed under each domain. The responses in three rating options were too low to be statistically significant so are not included in the domain impact analysis. (missing ratings: Not impactful at all, I do not know, Not applicable)

Community Development and Economic Impact Domain:
WIL Impact Analysis – Host Responses

Innovation Capacity	Very Impactful	Somewhat Impactful	Not Very Impactful
Increasing exposure to new ideas and creative thinking	32%	**47%**	15%
Creating new Knowledge	29%	**44%**	18%
Diffusing knowledge (from academia to your organization or vice versa)	20%	**45%**	23%
Addressing economic challenges and skills shortages in innovative ways	20%	**43%**	22%

WIL has impact near equally across all 4 sub-domains surveyed; however, across **the Community Development and Economic Impact** domain responses are **concentrated within in the somewhat impactful rating**.

These results could inform PSI efforts to market the benefits of WIL programming. Further research/focus group work is needed to better understand the intention behind the somewhat impactful rating in this domain.

*Respondents were asked to rate each Community Development and Economic Impact sub-domain on a 6-point Likert scale of impact rating for each category listed under each domain. The responses in three rating options were too low to be statistically significant so are not included in the domain impact analysis. (missing ratings: Not impactful at all, I do not know, Not applicable)

Section A: WIL Host Organization Responses

# Part 3 - Domain Impact Analysis by WIL Type

Host organizations were asked to identify the types of WIL they engage in. The following cross analysis focusses on the top 3 WIL types reported and the impact of each type by domain.

Top 3 types of WIL engaged:
- Co-op Education
- Internship
- Work Experience

Co-operative Education: Domain Analysis of the Top 3 Reported WIL Types

Co-operative Education: Consists of alternating academic terms and paid work terms which provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length and 25% of time for programs 2 years and shorter in length.
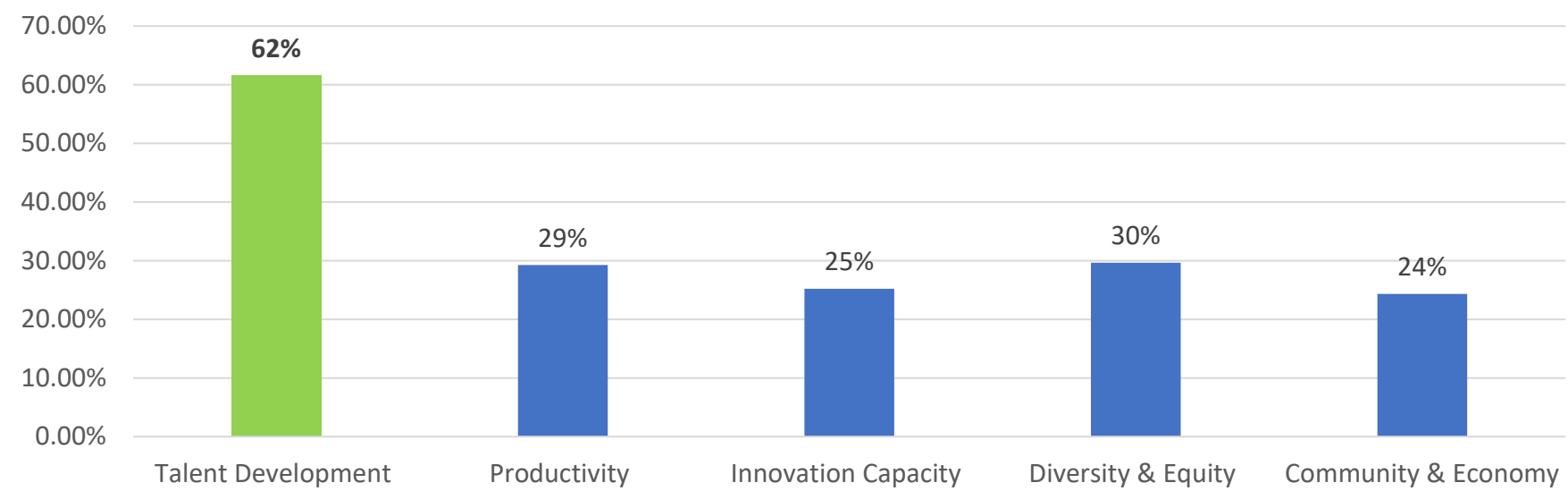

The greatest impact of Co-operative Education is in assisting with the organization's **Talent Development (62%)**. The talent development domain measured both impacts on the WIL host organization and on the individual WIL student.

It is possible that Co-op is seen as having the greatest impact on Talent Development because Co-op students are in positions for longer duration and have multiple experiences, compared to many other WIL types. Further research would be valuable to verify these assumptions, particularly as Talent Development does not appear as the top domain for the other 2 top types of WIL reported.

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed sub-domain within each domain.
**Cross analysis was formed by combining the "very impactful" and "somewhat impactful" ratings.

Internship: Domain Analysis of the Top 3 Reported WIL Types

Internship: Offers usually one discipline-specific, supervised, structured paid or unpaid, and for academic credit work experience or practice placement. Internships can be of any length but are typically 12 to 16 months long.
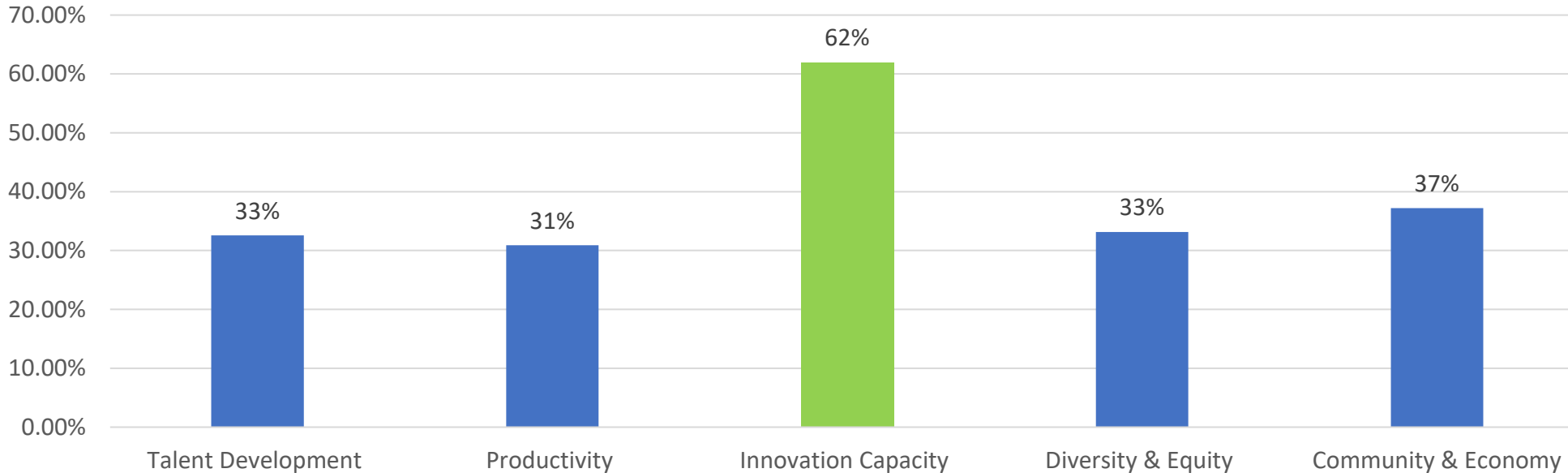
The greatest impact of Internship is in enhancing the organization's **Innovation Capacities (62%).**
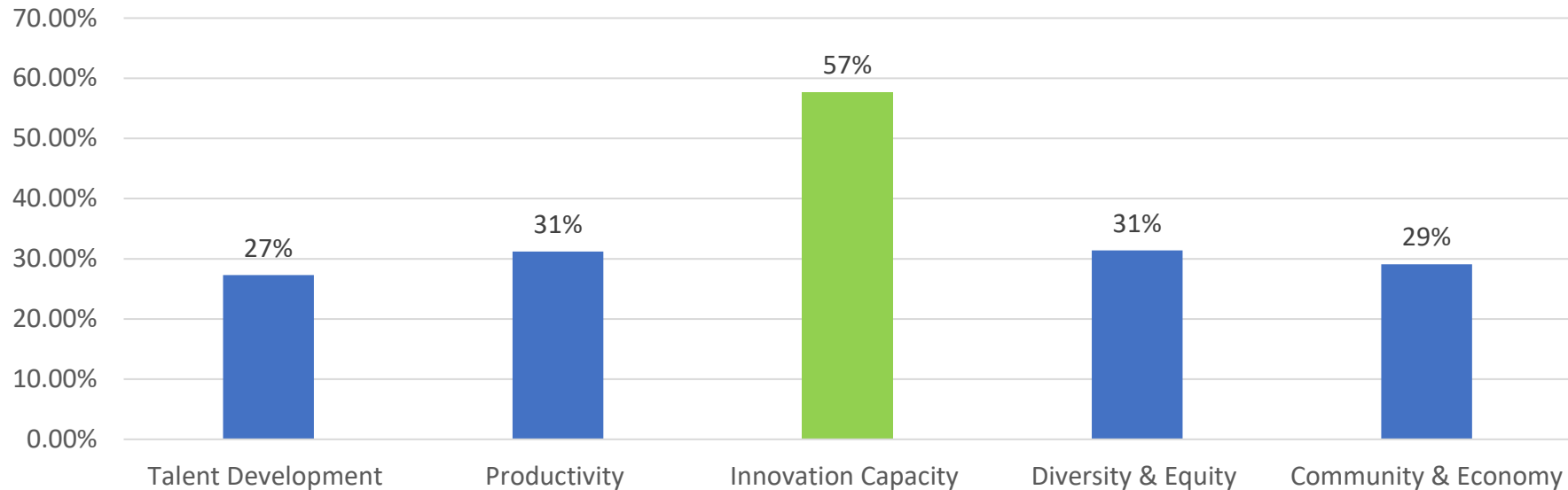
Internships are typically singular experiences and are industry/academic discipline specific. Students are often focused on a singular project at a deeper level. This may be why host organizations view WIL as having the biggest impact on the domain of Innovation Capacities.

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed sub-domain within each domain.
**Cross analysis was formed by combining the "very impactful" and "somewhat impactful" ratings.

Work Experience: Domain Analysis of the Top 3 Reported WIL Types

Work Experience: Intersperses one or two work terms (typically full-time) into an academic program, where work terms provide experience in a workplace setting related to the student's field of study and/or career goals.

The greatest impact of Work Experience is in enhancing the organization's **Innovation Capacities (57%).** As with Internships, work experiences are typically singular and shorter than Co-op or Internship.

Further investigation is recommended as PSIs often view work experience as helping host organizations with talent development, particularly in filling skills shortages, yet the data from hosts indicate that work experience has the least impact on talent development.

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed sub-domain within each domain.
**Cross analysis was formed by combining the "very impactful" and "somewhat impactful" ratings.
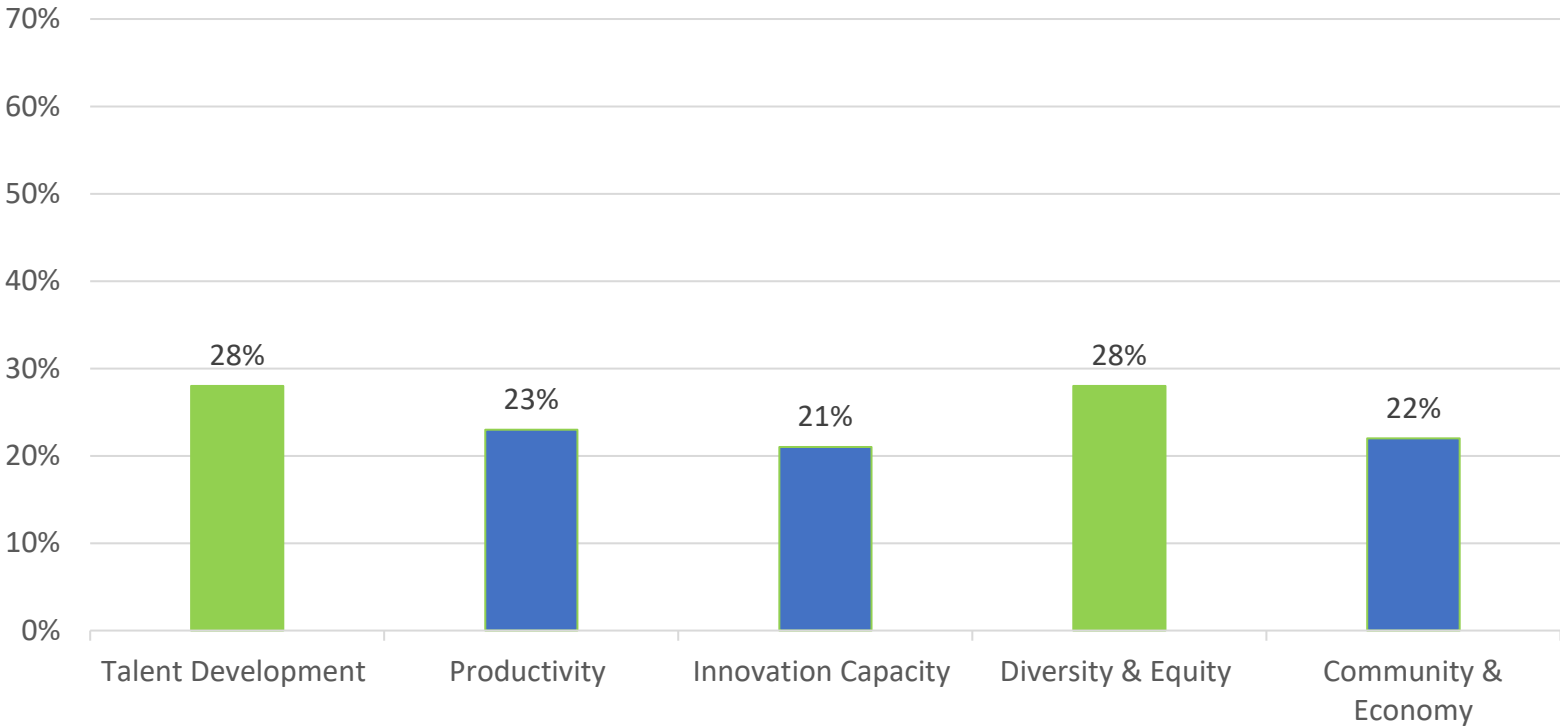
Section A: WIL Host Organization Responses

Part 4 - Domain Impact Analysis by WIL Host Organization Sector Type

- Federal Government Sector
- Federal Agency Sector
- Provincial Government Sector
- Provincial Agency Sector
- Non-Profit Sector
- Private Sector

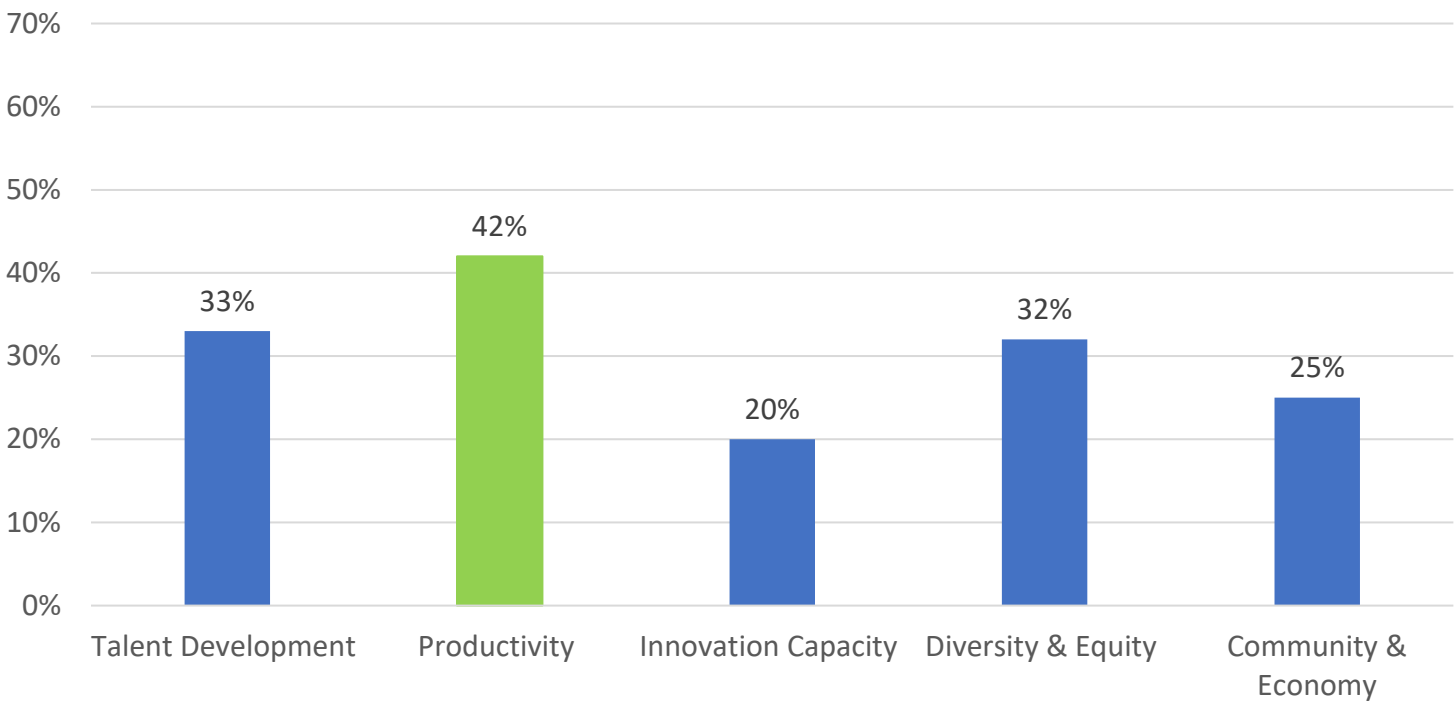# Federal Government: Domain Analysis by Host Organization Sector

WIL has the greatest impact on **Talent Development (28%)** and **Diversity and Equity (28%)** according to Federal Government WIL host organization respondents.

It is possible that the relatively higher rating for the domain Diversity and Equity may be because many government mandates often include increases to workforce diversity.

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed sub-domain within each domain.
**Cross analysis was formed by combining the "very impactful" and "somewhat impactful" ratings.

Federal Agency: Domain Analysis by Host Organization Sector

Federal Agency: A Canadian federal agency is a government organization that assists the Canadian government in carrying out its responsibilities to the public. Federal agencies can be administrative, regulatory, advisory, or quasi-judicial.


WIL has the greatest impact on **Productivity (42%)** according to Federal Agency WIL host organization respondents.

It is possible that Productivity rates higher for Federal Agencies than for Federal Government hosts as agencies tend to be more business-oriented.

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed sub-domain within each domain.
**Cross analysis was formed by combining the "very impactful" and "somewhat impactful" ratings.

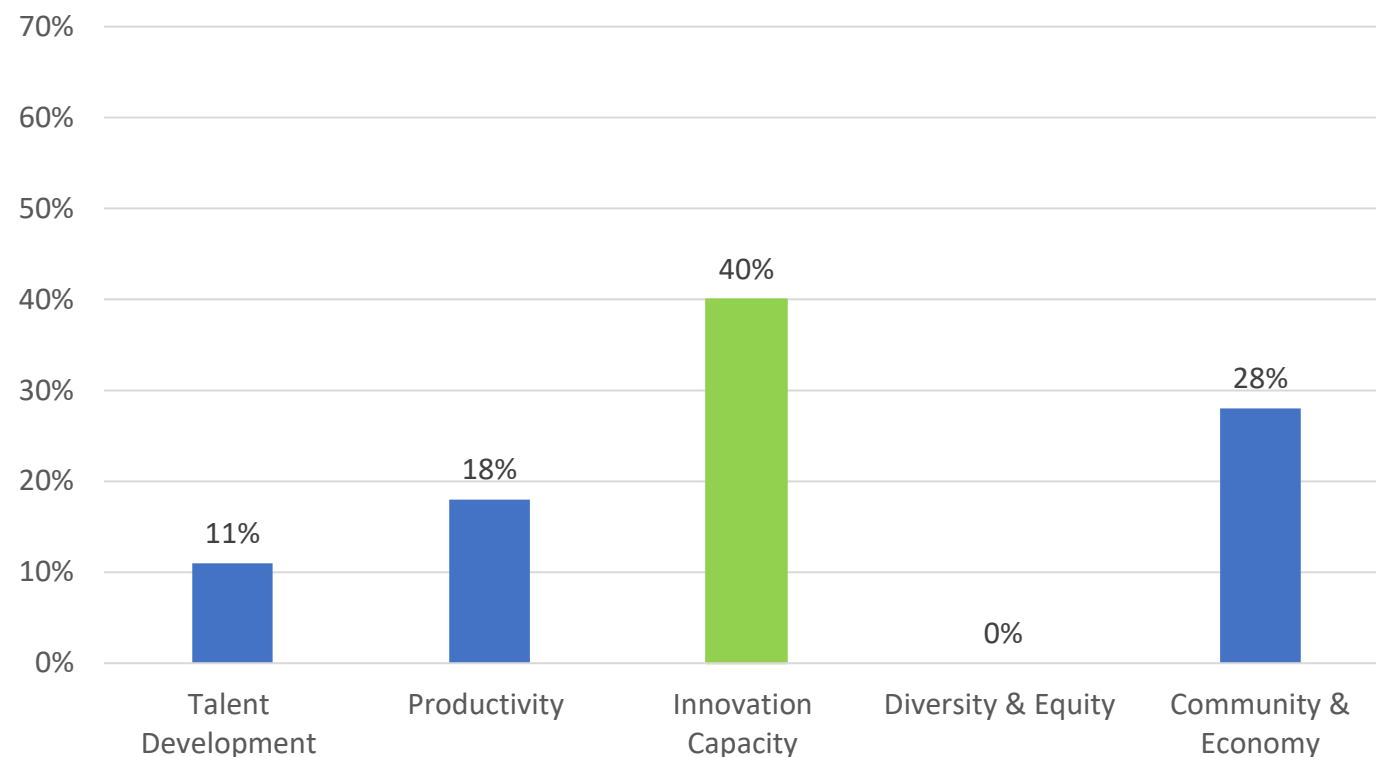# Provincial Government: Domain Analysis by Host Organization Sector
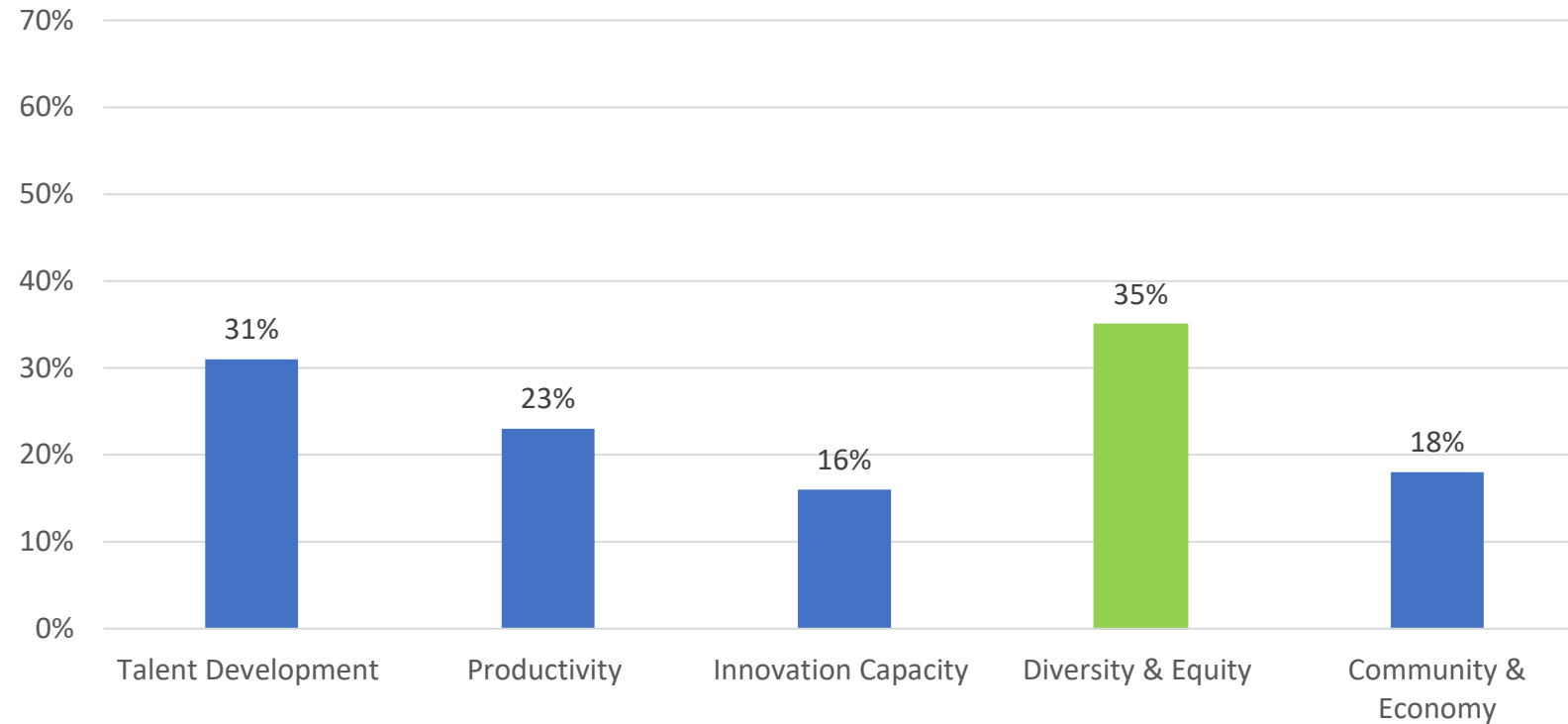
WIL has the greatest impact on **Diversity and Equity (35%)** according to Provincial Government WIL host organization respondents.

Chart data:
- Talent Development: 31%
- Productivity: 23%
- Innovation Capacity: 16%
- Diversity & Equity: 35%
- Community & Economy: 18%

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed sub-domain within each domain.

**Cross analysis was formed by combining the "very impactful" and "somewhat impactful" ratings.

Provincial Agency: Domain Analysis by Host Organization Sector

Provincial Agency: A Canadian provincial agency is a government-established organization that provides services or goods to the public. Provincial agencies are not part of a ministry but are led by government appointees. They are accountable to a minister for their actions.
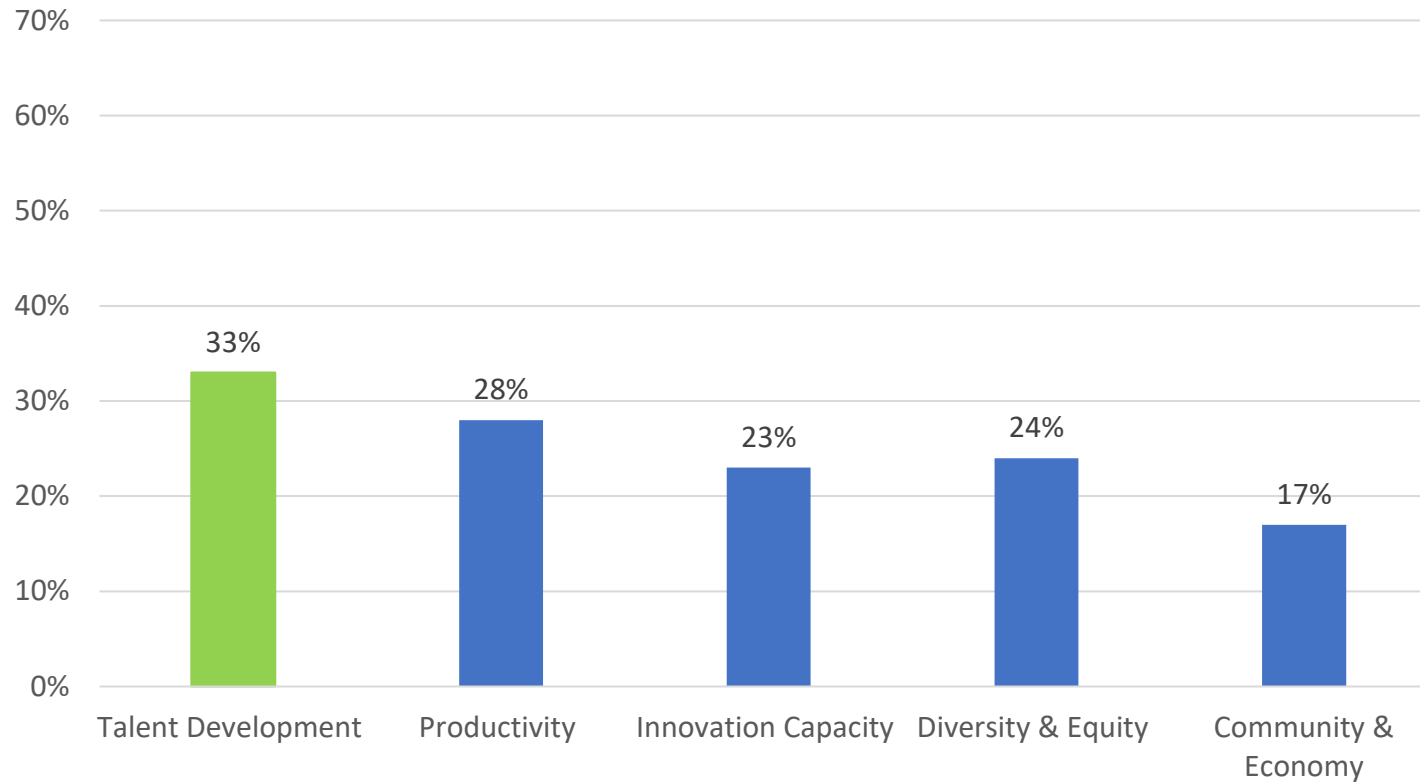

WIL has the greatest impact on **Innovation Capacities (40%)** according to Provincial Agency WIL host organization respondents.

No respondents indicated impact of WIL on **Diversity and Equity (0%)** which is notable given that the domain was the highest rated response among Provincial Government hosts.

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed sub-domain within each domain.
**Cross analysis was formed by combining the "very impactful" and "somewhat impactful" ratings.

Municipal Government: Domain Analysis by Host Organization Sector
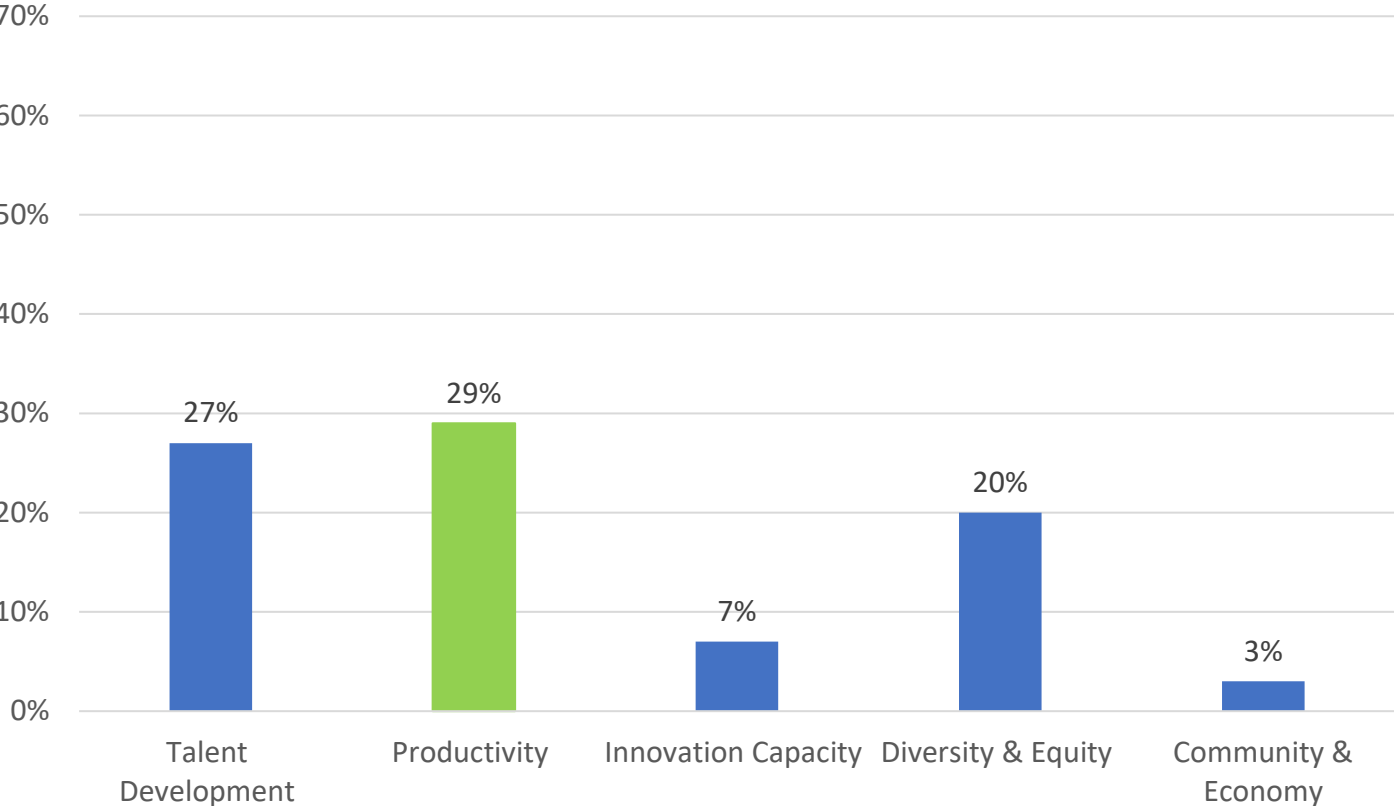
WIL has the greatest impact on **Talent Development (33%)** according to Municipal Government WIL host organization respondents.

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed sub-domain within each domain.
**Cross analysis was formed by combining the "very impactful" and "somewhat impactful" ratings.

Non-Profits: Domain Analysis by Host Organization Sector

WIL has the greatest impact on **Productivity (29%)** according to Non-Profit WIL host organizations, with **Talent Development (27%)** being a close second.

Further investigation is needed to better understand the low impact rating of WIL in the domain of **Community Development and Economic Impact (3%)**, from the non-profit perspective.

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed sub-domain within each domain.
**Cross analysis was formed by combining the "very impactful" and "somewhat impactful" ratings.

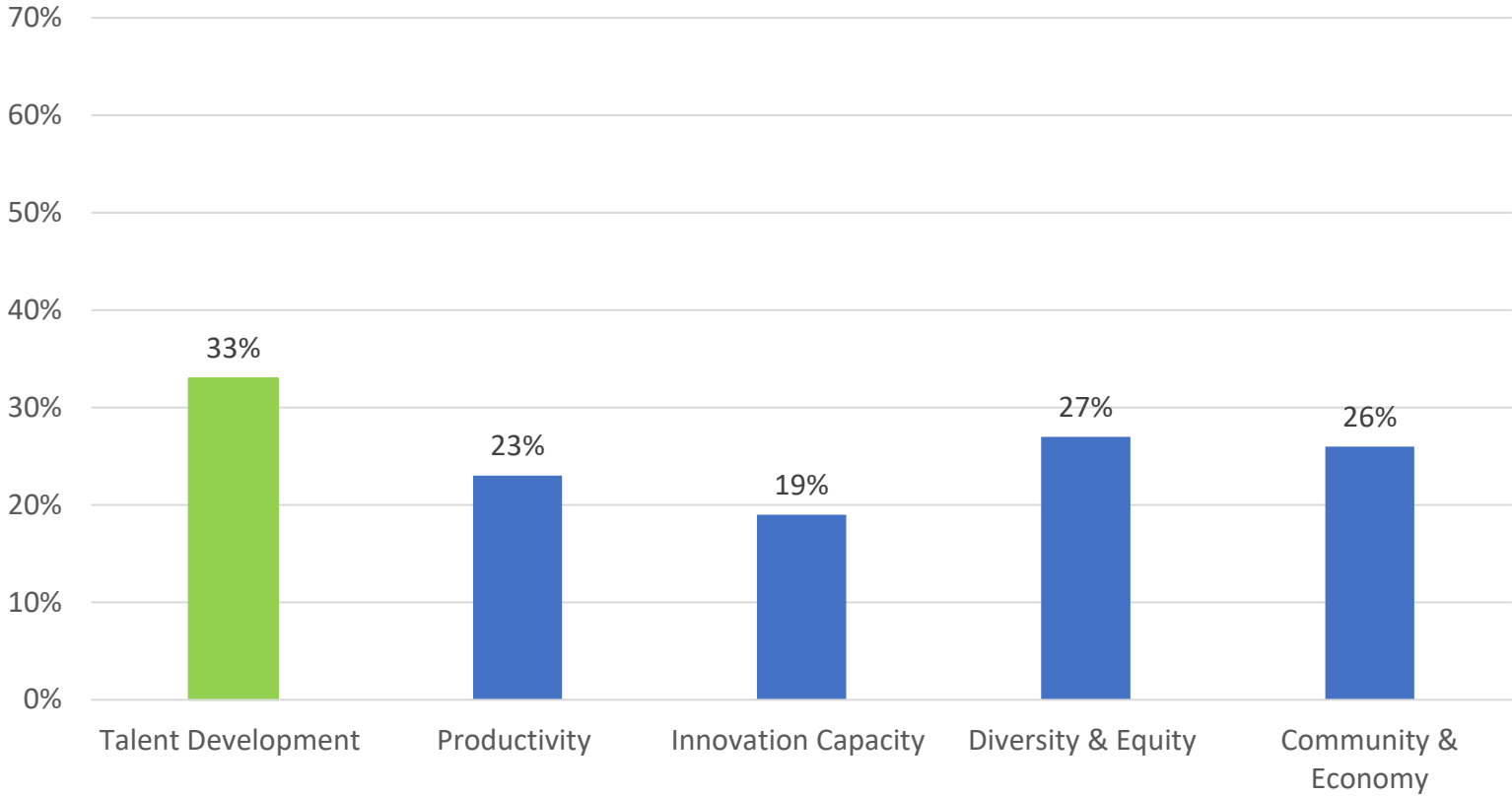# Private Organizations: Domain Analysis by Host Organization Sector

WIL has the greatest impact on **Talent Development (33%)** according to Private Sector WIL host organization respondents.

Chart:
- Talent Development: 33%
- Productivity: 23%
- Innovation Capacity: 19%
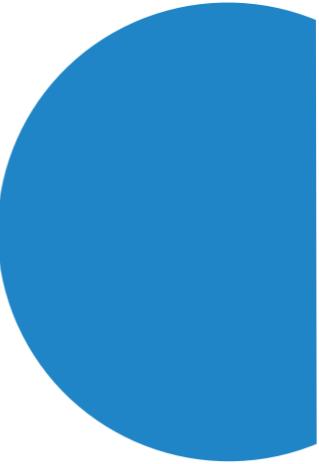- Diversity & Equity: 27%
- Community & Economy: 26%

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed sub-domain within each domain.
**Cross analysis was formed by combining the "very impactful" and "somewhat impactful" ratings.

Section A: WIL Host Organization Responses

Part 5 - Domain Impact Analysis by Top 3 Reported WIL Host Organization Industrial Classifications

- Professional, scientific and technical services
- Healthcare and social assistance
- Educational services

Professional, Scientific and Technical Services:

Domain Analysis by Host Organization Industry Classification
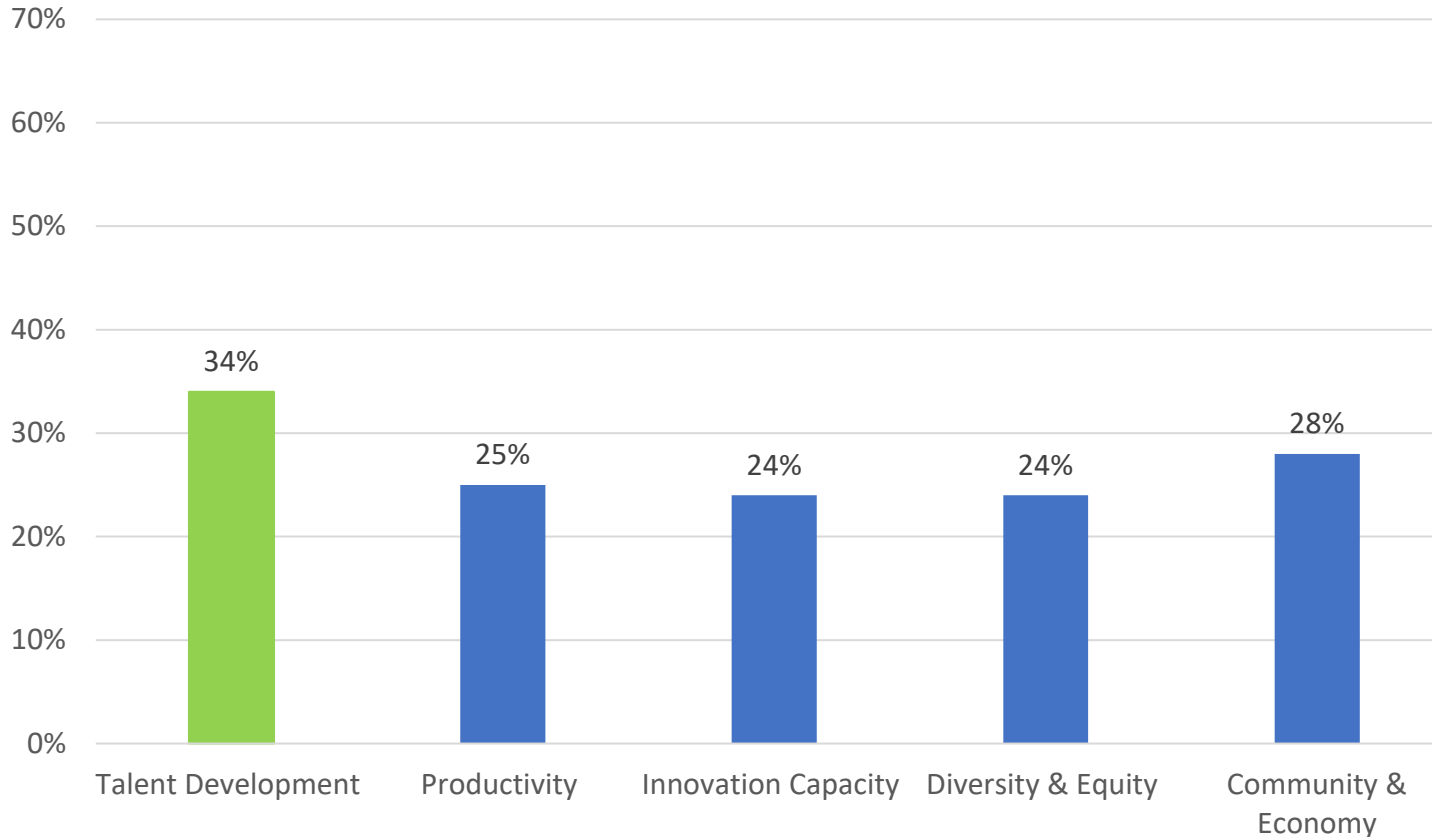
The WIL host organizations who selected the **Professional, Scientific, and Technical Services** as their industrial classification reported WIL has the most impact on **Talent Development (34%)**.

Further analysis is recommended to identify the types of WIL most commonly engaged within this industry, and to determine if WIL type also informs analysis of the impact ratings seen here.

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed domain within each domain.
**Assumption: The "very impactful" and "somewhat impactful" rating was considered the most significant for each subcategory, forming the basis of our analysis.

Healthcare and Social Assistance:

Domain Analysis by Host Organization Industry Classification

The WIL host organizations who selected **Healthcare and Social Assistance** as their industrial classification reported that WIL has the greatest impact on **Innovation Capacities (57%).**
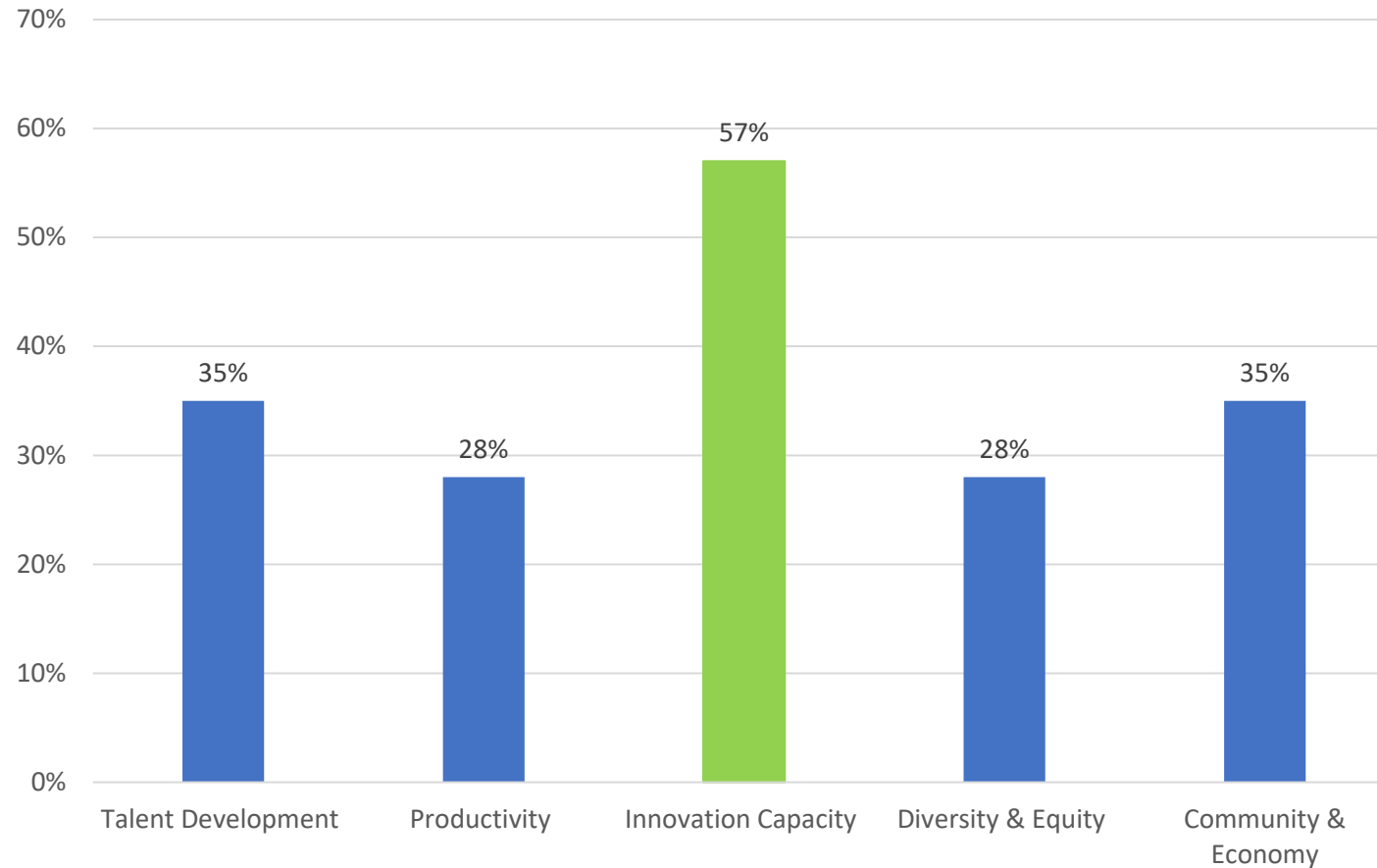
Further analysis is recommended to identify the types of WIL most commonly engaged within this industry, and to determine if WIL type also informs analysis of the impact ratings seen here.

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed domain within each domain.
**Assumption: The "very impactful" and "somewhat impactful" rating was considered the most significant for each subcategory, forming the basis of our analysis.

Educational Services:

Domain Analysis by Host Organization Industry Classification

The WIL host organizations who selected the **Educational Services** as their industrial classification reported that WIL has the greatest impact on **Talent Development (54%).**
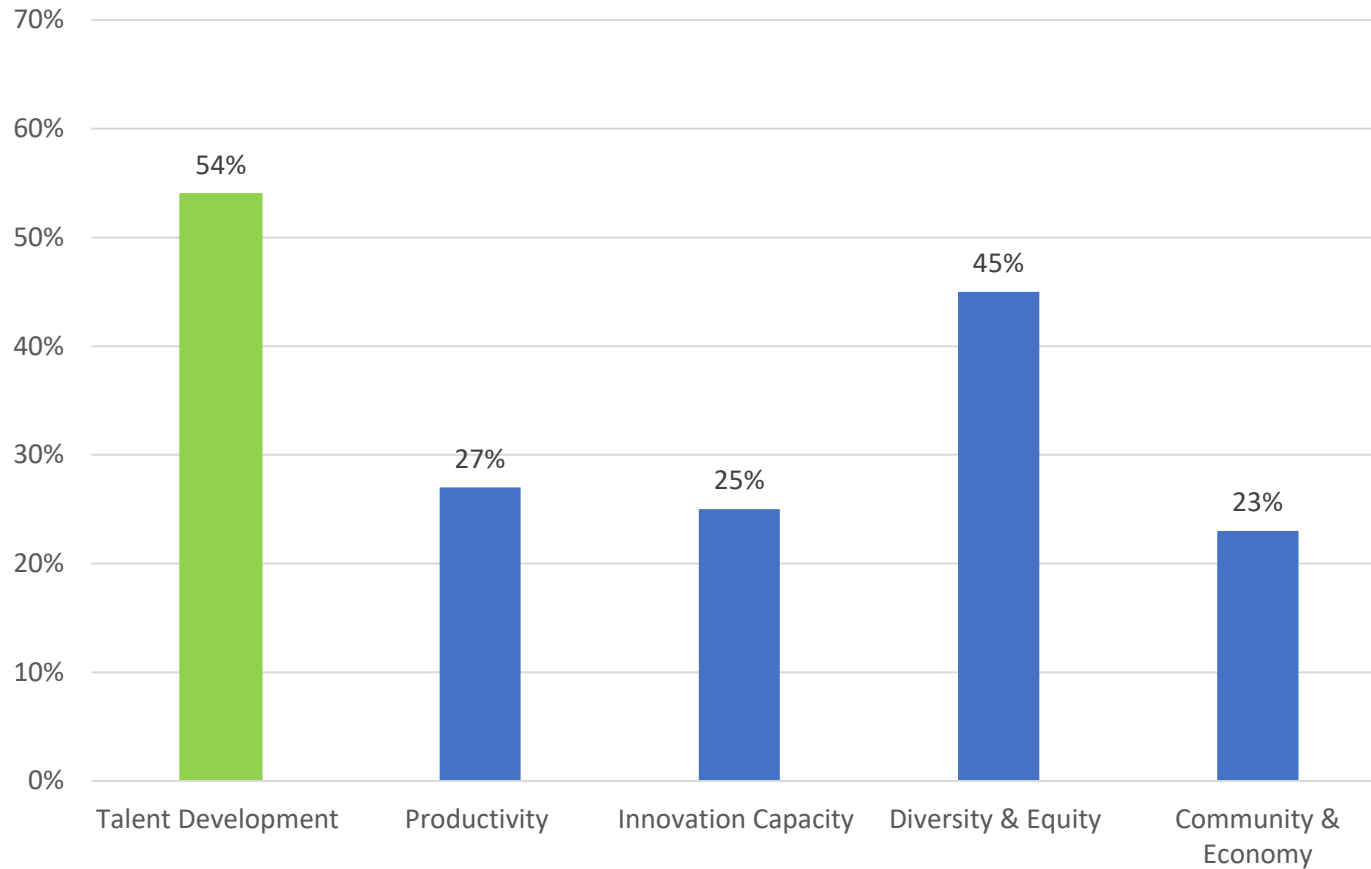
Further analysis is recommended to identify the types of WIL most commonly engaged within this industry, and to determine if WIL type also informs analysis of the impact ratings seen here.

*Each domain was segmented into multiple sub-domains, where respondents selected a single importance rating for each listed domain within each domain.
**Assumption: The "very impactful" and "somewhat impactful" rating was considered the most significant for each subcategory, forming the basis of our analysis.0

Section A: WIL Host Organization Responses

Part 6 - Hiring Frequency of WIL Students

Overall: Post-Graduation Student Hiring
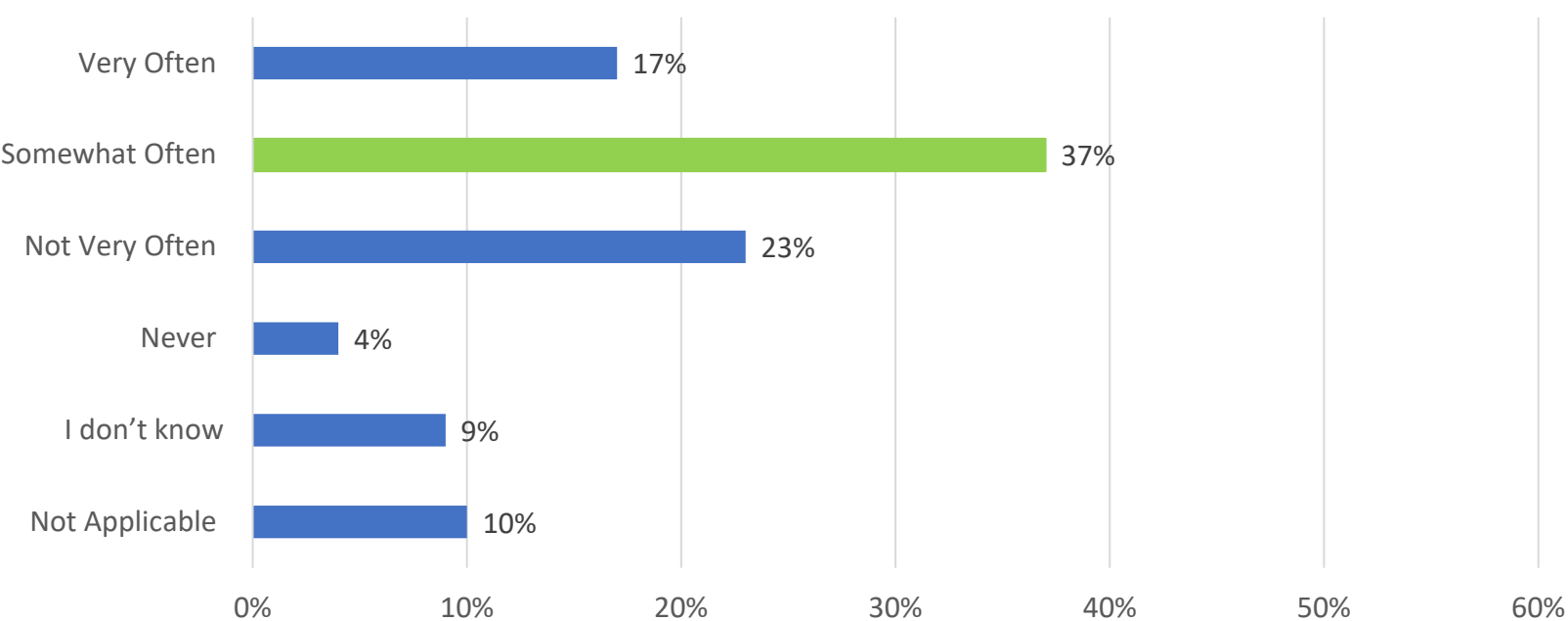
Question asked: "How often do you hire WIL students after they graduate from their programs?"

Very Often — 17%
Somewhat Often — 37%
Not Very Often — 23%
Never — 4%
I don't know — 9%
Not Applicable — 10%

54% of WIL host organizations reported that they hire WIL students into their workforce after their graduation, when **very often (17%)** and **somewhat often (37%)** ratings are combined.

*Respondents could choose only one option

Post-Graduation Hiring Related to Program of Study
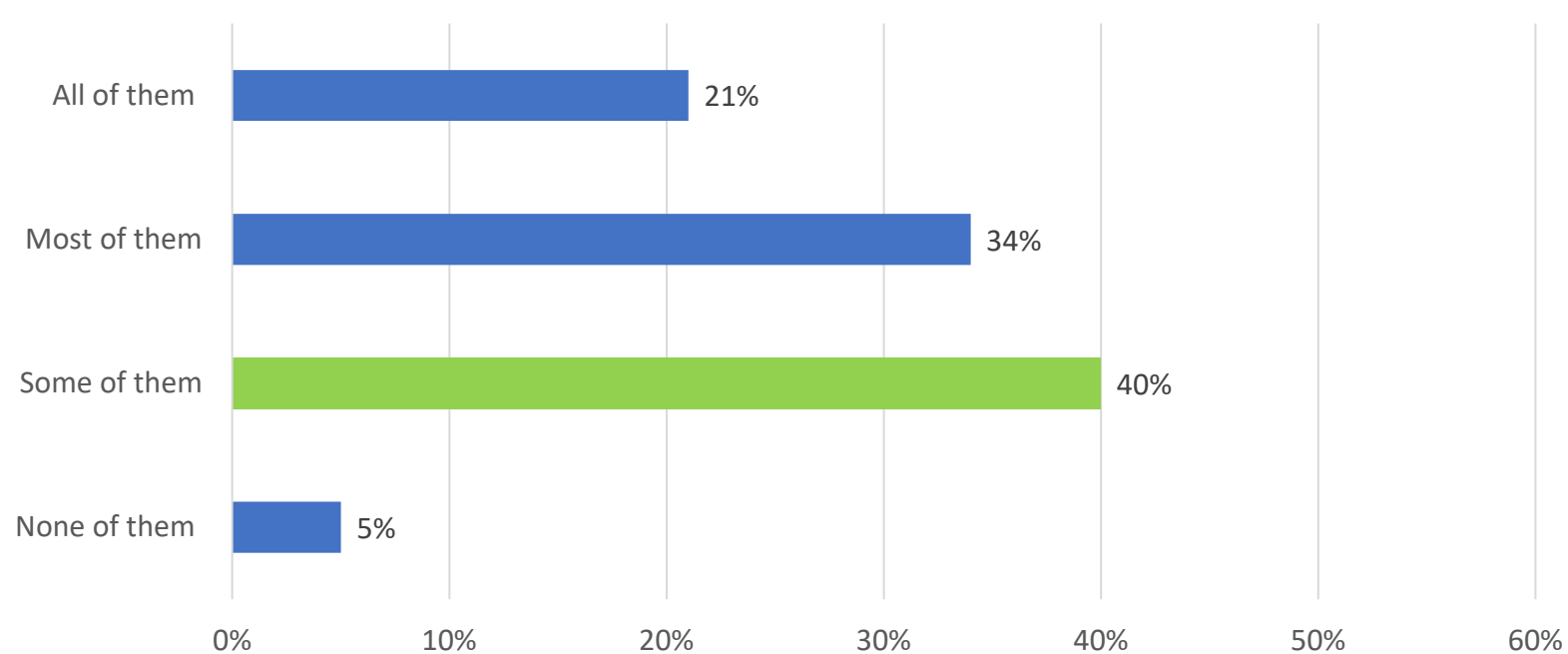
Question asked: "Once they graduate, how many of the WIL students hired by your organization hold (or previously held) a position related to their post-secondary program?"

Within the 54% of WIL student hiring done by Host Organization's post-graduation (see slide 44), **95%** reported that students are hired in positions related to post secondary program, when combining **all of them (21%)**, **most of them (34%)**, and **some of them (40%)** ratings.

*Respondents could choose only one option

Overall Post-Graduation Student Hiring:

Comparison of Hiring Frequency for WIL Activities between Host and PSI Survey Responses:

PSI respondents reported that **74%** of WIL students are hired post-graduation whereas only **54%** of WIL host organization respondents reported they hire students, post-graduation.

Future research is needed to determine the reason for the discrepancy between the PSI and host organization ratings.

It may speak to the accuracy of PSI knowledge of WIL students career paths post-graduation and the challenges of capturing data. Individual institutions may find it valuable to investigate options to follow their WIL graduates more systemically .

*Respondents could choose only one option
**The somewhat often and very often response rates were combined for this analysis

Post-Graduation Student Hiring from Program of Study:

Comparison of Hiring Frequency for WIL Activities between Host and PSI Survey Responses

Only **84%** of PSI respondents reported that students are hired into positions related to their program of study compared to the **95%** reported by WIL host organization respondents.

Future research is needed to determine the reason for the discrepancy between the PSI and host organization ratings. It may speak to the knowledge host organizations have about the programs from which students graduated.

*Respondents could choose only one option
**The somewhat often and very often response rates were combined for this analysis

Section A: WIL Host Organization Responses

Part 7 - WIL Reporting Requirements

Requirements for Host Organization Reporting:

Work Performed by WIL Student
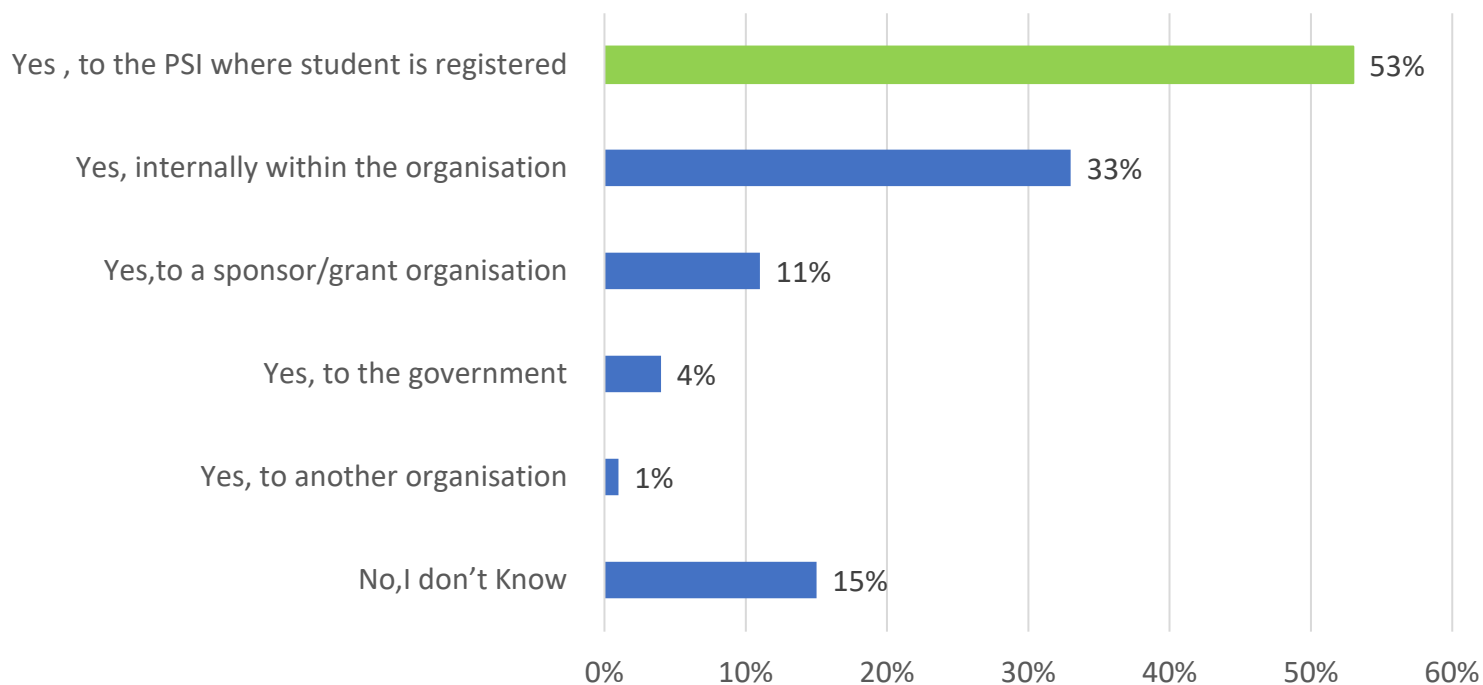
Question asked: "Is your organization required to report back on the work performed by WIL students that you hire (e.g., to assess their progress in the position, to measure their organizational impact, etc.)?"

Category	Percentage
Yes , to the PSI where student is registered	53%
Yes, internally within the organisation	33%
Yes,to a sponsor/grant organisation	11%
Yes, to the government	4%
Yes, to another organisation	1%
No,I don't Know	15%

53% of the WIL Host Organizations indicated that WIL students are required to report back to the PSI on their work performed throughout their placement. Reporting to PSIs is rated notably low.

Further research into reporting analyzed by WIL type may be of value to clarify typical reporting requirements for each type.

Requirements for WIL Student Reporting:

Work Performed by WIL Student

Category	Percentage
Yes , to the PSI where student is registered	56%
Yes, internally within the organisation	29%
Yes,to a sponsor/grant organisation	8%
Yes, to the government	2%
Yes, to another organisation	1%
No,I don't Know	9%
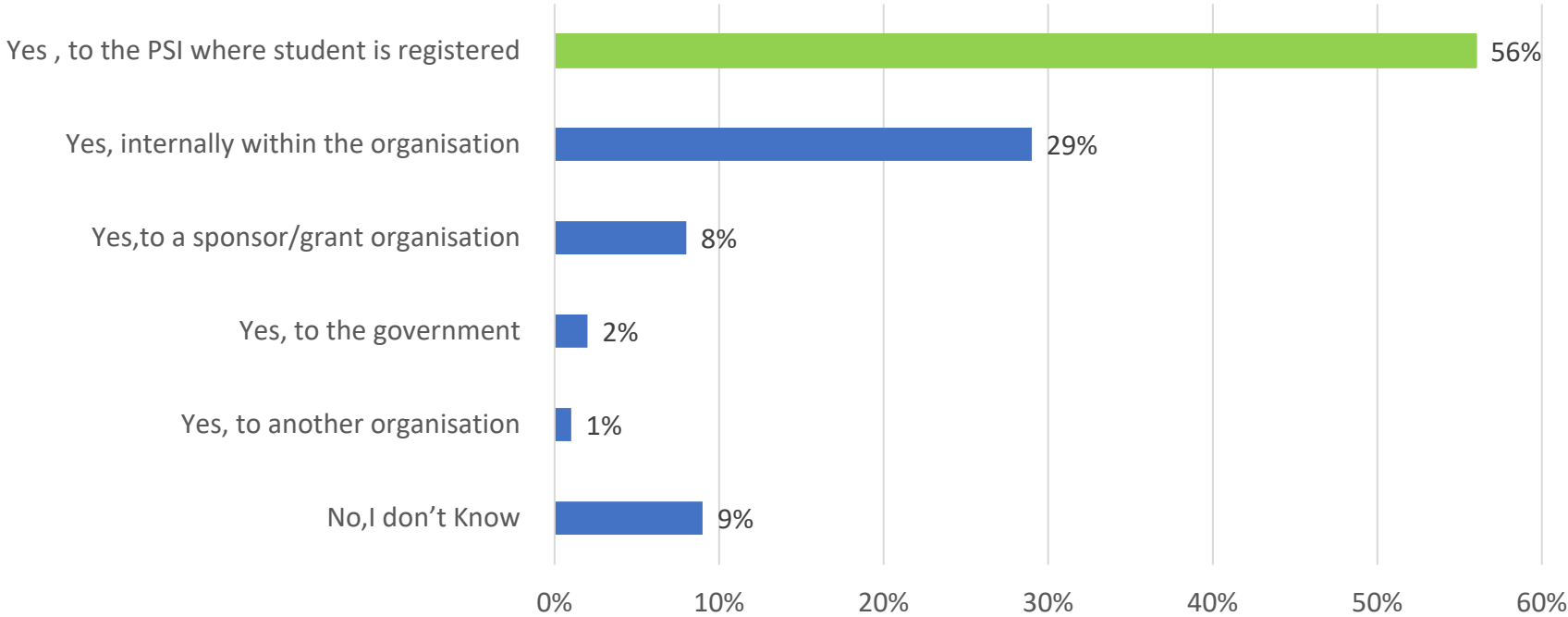
Question asked: "Are WIL students hired by your organization required to report back on their work performed throughout their placement (e.g., to assess their progress in the position, to measure their organizational impact, etc.)"

56% of the WIL Host Organizations reported that the WIL students are required to report back to the PSI on their work performed throughout their placement.

Section A: WIL Host Organization Responses

Part 8 – Qualitative Analysis

- Measuring Impact
- Reporting Mechanisms

How Host Organizations Measure WIL Impact

Summary of major themes from qualitative responses

After respondents provided impact ratings for each of the five domains (Talent Development, Innovation Capacities, Productivity, Diversity and Equity, and Community Development and Economic Impact), they were invited to offer **open-ended/text responses** to further elaborate on how they measure the impact of these areas. To analyze these qualitative responses, a **structural coding technique** was applied. This method was used to identify **recurring themes** from the text entries provided by respondents.

Recurring Themes	Summary of Open-Ended Text Responses – Methods to Measure Impact
Enhancing Skill set and Professional Development	• Continuous improvement in skills through training, projects, and assignments. • Development of new tools, technologies, and insights.
Productivity and Work Performance	• Efficiency in completing tasks and reducing overall workload. • Quality of work delivered and impact on budget and staffing.
Innovation Capacity	• Introduction of new knowledge and skills. • Creativity and new method development.
Diversity and Equity	• Diversification of workforce in terms of cultural, demographic, and gender diversity. • Enhances inclusivity in workforce and engagement with diverse communities.
Community and Economic Impact	• Outreach and community engagement activities. • Economic impact through connections and outreach events.
Retention and Hiring Conversion Rates	• Long-term impact through retention rates of talented individuals. • Conversion of talent from developmental roles to full-time positions.
Monitoring and Evaluation	• Regular reviews and feedback sessions (quarterly, biweekly, mid-term). • Observational measurements, surveys, and performance reviews.

How Host Organizations Measure WIL Impact

Sample of Key Recurring Themes and Verbatim Comments

Themes	Verbatim Quotes
Talent Development and Skill Building	• "The student shows high performance, high involvement in the work. The work done by the student is not just some work to keep him/her busy, but useful work for the project." • "Setting out defined goals for coop students that are intermittently reviewed throughout their time with the company. Based on performance and career interests, offering part-time or casual employment to continue developing students and potentially filling full-time positions when their studies are completed."
Performance and Retention	• "We are judging these impacts based off performance and retention of the students, as well as the opportunity for their colleagues to take on supervisor roles during their work terms." • "Return rate of Coops after graduation." • "Retrospectives on hiring and monitoring how many students end up working with us after their student placement."
Productivity and Contribution	• "Completion of project deliverables that completed during the student's work term, trade-offs between student support needed and work delivered (supervision and support taken to do tasks)." • "We have a database we record all our outputs and can track which are done by co-ops and which are done by permanent staff. The co-op students cover a majority of mass tasks which have a high impact on our overall goals."

Other Reporting Mechanisms used by WIL Host Organizations

When asked to choose the type of reporting mechanism used, respondents who chose the "other" option from the existing list of reporting mechanism categories listed under this question were asked to write in a response. [123 responses]

Key themes identified:
Performance Evaluation during co-op
Host site visit and Meeting and Report with co-op supervisor /office
Questionnaires and Feedback forms
Mid point and End term Evaluation
Hire Summaries

Other Reporting Mechanisms Used by Students, as Reported by WIL Host Organizations

When asked to choose the reporting mechanism used by WIL students, respondents who chose the "other" option from the existing list of reporting mechanism categories under this question were asked to write in a response. [84 responses]

Key themes identified:
Student Self-Assessment and Reporting
Cooperative Assessment Assignments
Interim Reporting and Feedback, Surveys, Site Visit
School Performance Reporting
Personal Portfolio Development

Section B: PSI Reponses

Section B: PSI Reponses

Part 1 - Demographic Information

Survey Responses per PSI

PSI	Count of responses
BCIT	25
University of Northern British Columbia	19
Camosun College	16
University of British Columbia, Vancouver campus	15
Langara College	14
Vancouver Community College	14
Thompson Rivers University	11
University of Victoria	11
Vancouver Island University	11
University of the Fraser Valley	10
Coast Mountain College	9
College of the Rockies	9
Justice Institute of British Columbia	9
Selkirk College	9
Capilano University	8
Simon Fraser University	7
Kwantlen Polytechnic University	6
Okanagan College	6
University of British Columbia, Okanagan campus	5
Royal Roads University	4
Emily Carr University	3
North Island College	2

Respondent's Role at PSI	% of responses
Staff	35%
Faculty	56%
Other	9%

Other roles held by respondents:

- Executive Director
- Employer relations
- Co-op Education Officer
- Dean
- Coordinator
- Program Head
- Instructor
- Director
- Administrator

The decision to invite as many responses as possible from each PSI impacted the results for the PSI survey.

Each WIL Council representative determined who in their PSI would receive the survey: there was no guidance to be consistent about who within the PSI should receive it. As a result, the findings in the survey reflect the perspectives of those who were selected to respond to the survey and those who were then able to complete it.

As well, the inconsistent deployment across PSIs may also mean that certain types of WIL may be overrepresented in the results. Note, the largest numbers of responses appear not to have come from the PSIs with the largest amount of WIL experiences.

*Respondents could choose only one option.

Research Intensive Universities: PSI Response Count by Institution Type
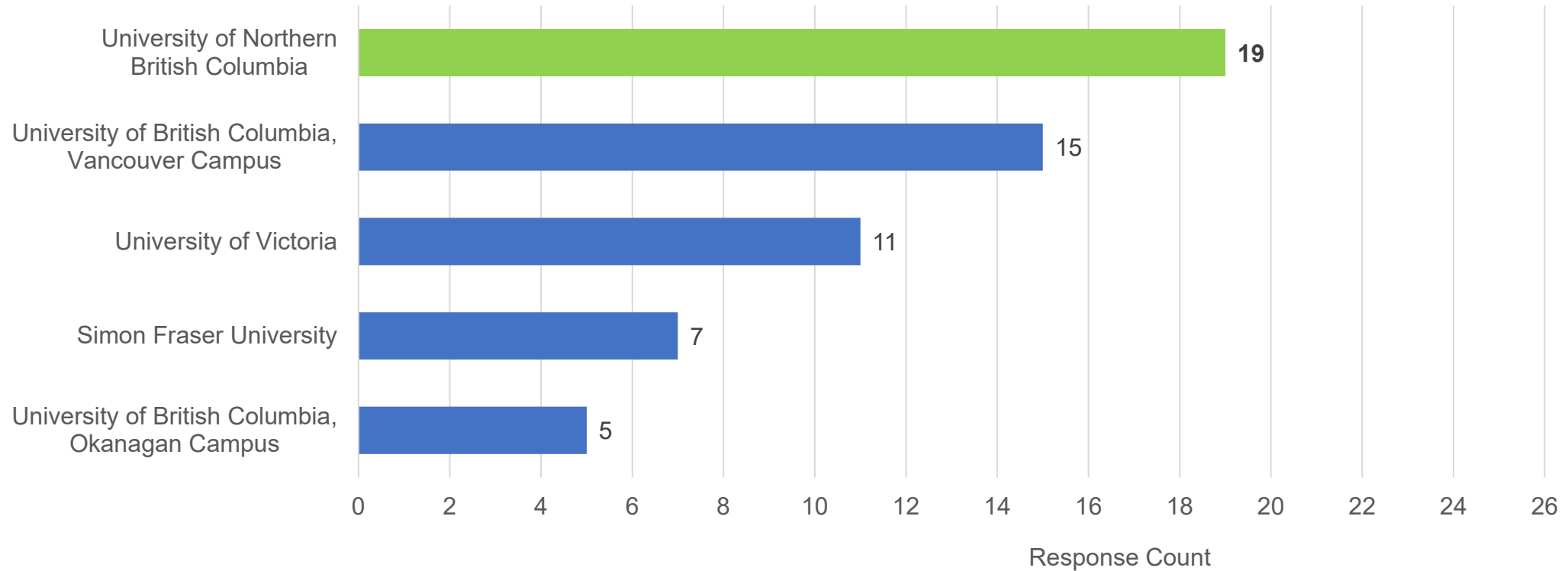
*Respondents could choose only one option.

Colleges: PSI Response Count by Institution Type

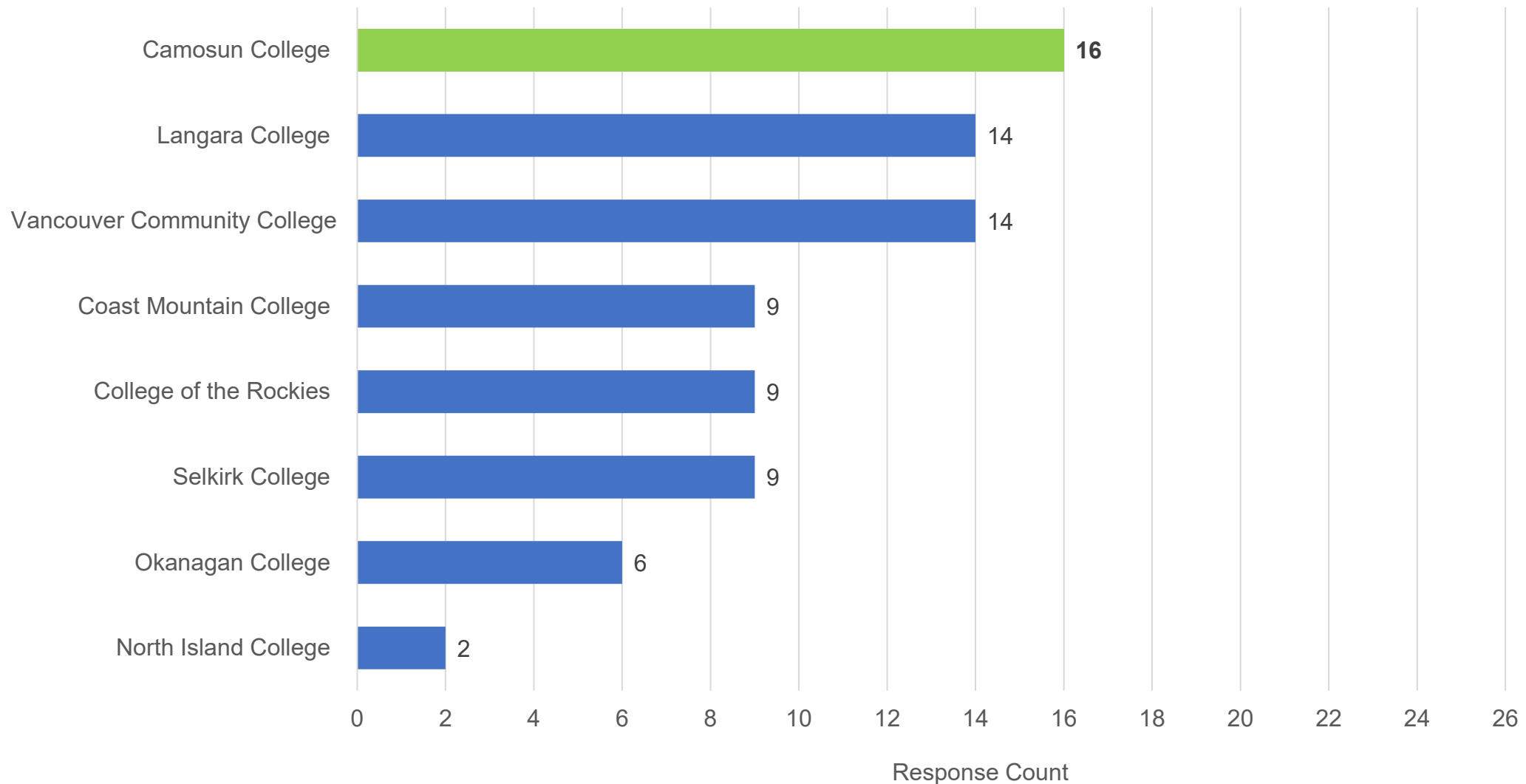| Institution	Response Count
Camosun College	16
Langara College	14
Vancouver Community College	14
Coast Mountain College	9
College of the Rockies	9
Selkirk College	9
Okanagan College	6
North Island College	2

Response Count

*Respondents could choose only one option.

Teaching Intensive Universities: PSI Response Count by Institution Type
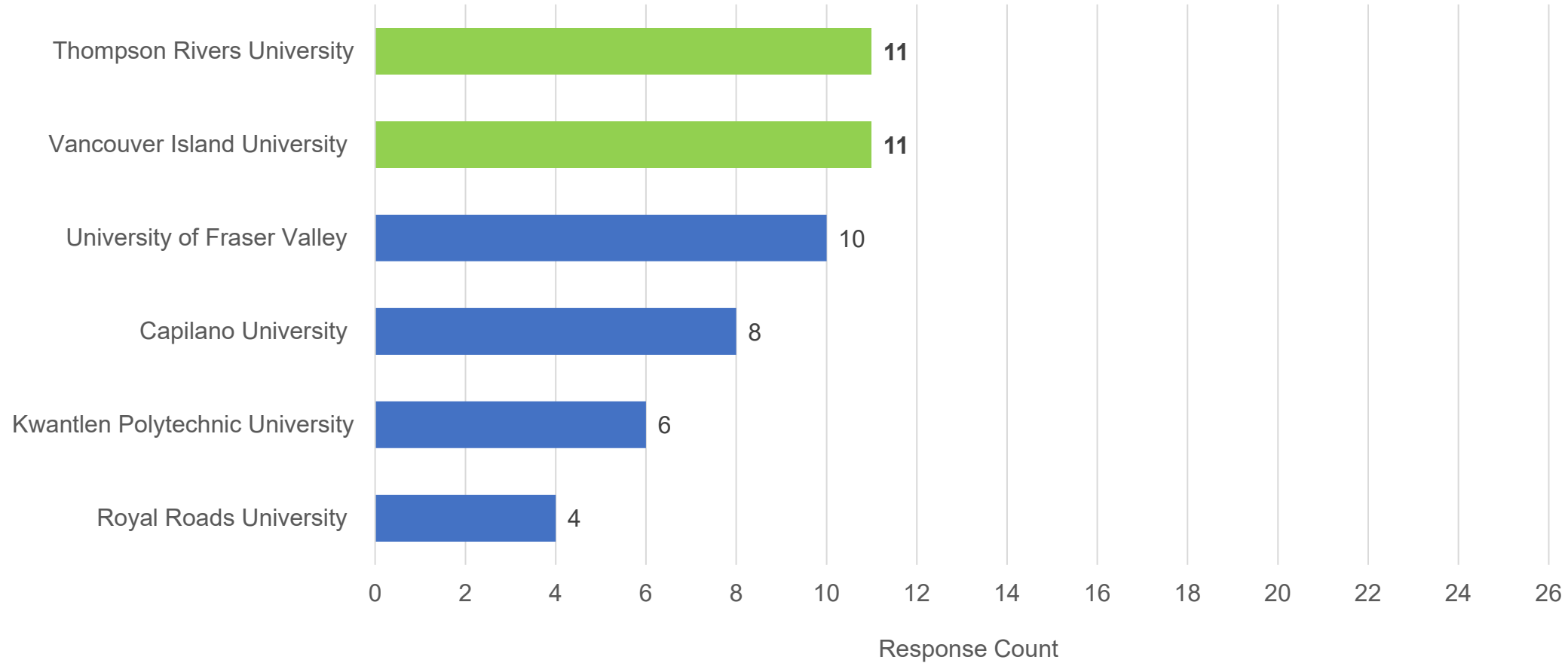
*Respondents could choose only one option.

Institutes: PSI Response Count by Institution Type

British Columbia Institute of Technology: **25**

Justice Institute of British Columbia: 9

Response Count
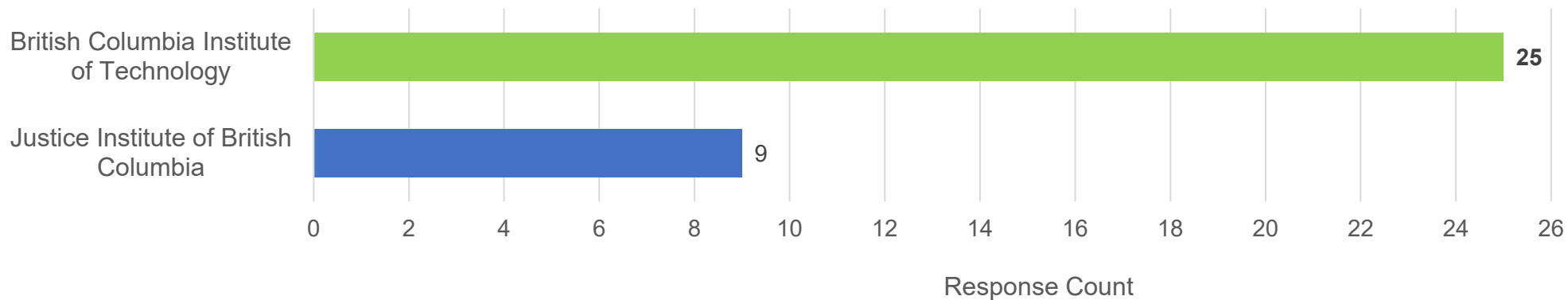
*Respondents could choose only one option.

Locations where WIL Experiences Occur

Location	# of responses
British Columbia	536
Alberta	37
Ontario	27
Yukon	11
Manitoba	8
Northwest Territories	6
Quebec	6
Saskatchewan	6
New Brunswick	5
Newfoundland and Labrador	4
Nova Scotia	4
Prince Edward Island	4
Nunavut	3
Outside of Canada	**20**

PSI survey respondents indicated that most WIL students are placed in British Columbia, with 20 located outside of Canada

*Please note that the regional location of experiences may align with which schools responded
*Respondents could choose multiple locations

WIL Experiences within BC: by Region

Map legend:
- Cariboo
- Kootenay
- Lower Mainland--Southwest / Lower Mainland--Sud-ouest
- Nechako & North Coast / Côte-nord
- Northeast / Nord-est
- Thompson--Okanagan
- Vancouver Island and Coast / Île de Vancouver et la côte

Map values: 42, 54, 53, 72, 107, 150, 58
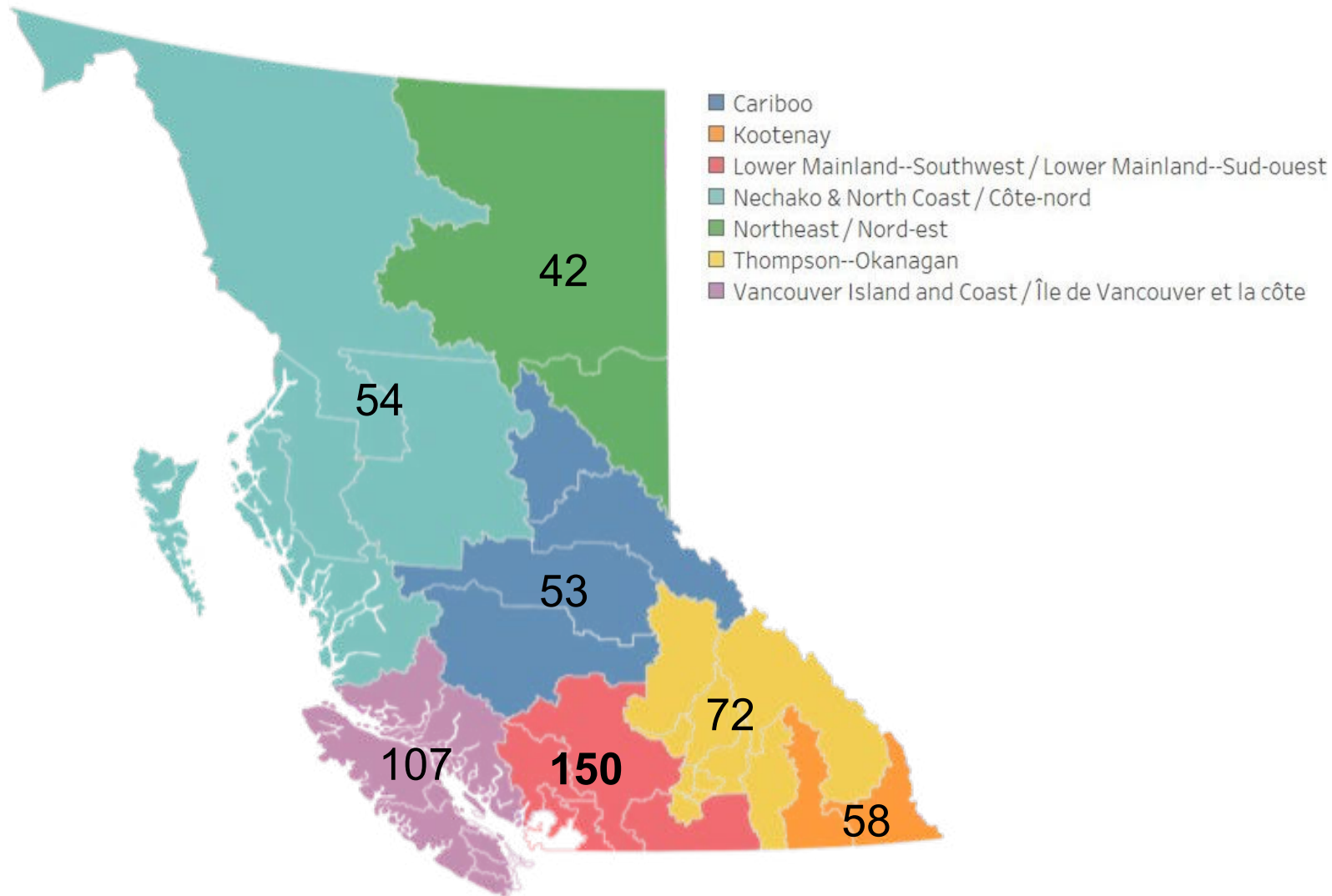
Region in BC	Response Count
Mainland / Southwest	**150**
Vancouver Island / Coast	107
Thompson-Okanagan	72
Kootenay	58
North Coast & Nechako	54
Cariboo	53
Northeast	42

Within BC, the largest number of WIL host organization respondents, **150**, were located in the Mainland / Southwest region of BC, with notable representation from all regions across the province.

Locations Outside of Canada where WIL Experiences Take Place

Asia/Middle East
Bangladesh
China
India
Indonesia
Iran
Japan
Korea
Kyrgyzstan
Laos
Pakistan
Qatar
Thailand
Turkey
United Arab Republic
Vietnam

Europe
Austria
Belgium
Czech Republic
England
France
Germany
Lithuania
Portugal
Switzerland

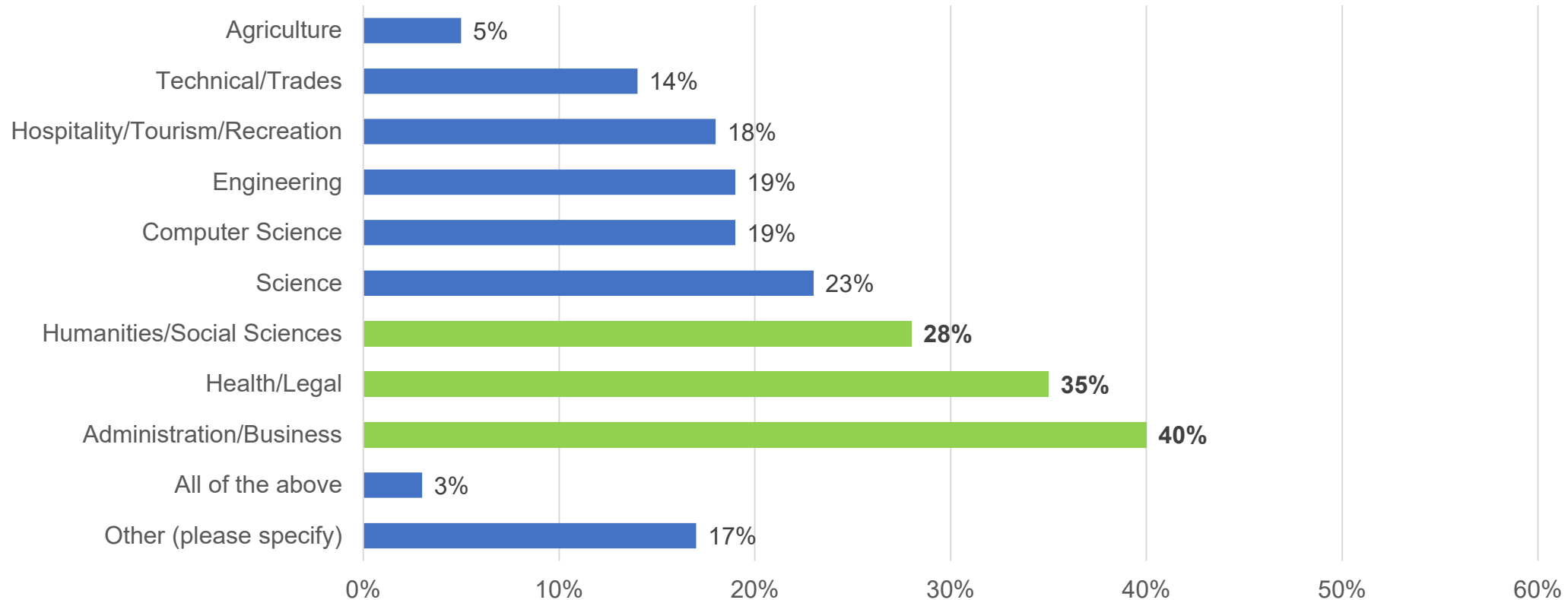| The Americas |
|---|
| Chile |
| Bermuda |
| Bolivia |
| Brazil |
| United States |

Africa
Egypt
Kenya
Zambia

Oceania
New Zealand

Note: this list represents a very small percentage of the total WIL experience locations reported **(9%)**

*Please note that the respondents could add text entry if they chose the 'outside of Canada' option

Academic Disciplines Connected to WIL Experiences

Bar chart showing academic disciplines connected to WIL experiences:
- Agriculture: 5%
- Technical/Trades: 14%
- Hospitality/Tourism/Recreation: 18%
- Engineering: 19%
- Computer Science: 19%
- Science: 23%
- Humanities/Social Sciences: 28%
- Health/Legal: 35%
- Administration/Business: 40%
- All of the above: 3%
- Other (please specify): 17%

According to PSI survey respondents, approximately **93%** of WIL experiences are connected to three primary disciplines: **Business and Administration (40%), Health and Legal Services (35%), and Humanities and Social Sciences (28%).** Some other academic disciplines reported were: Film, Music, Therapy, Communication, Community Programs, Art + Design, Accessible Studies and Training, Early Education and Training, Supply Chain Management, Environment, Justice and Public Safety.

*Respondents could choose multiple disciplines.

WIL Type Engaged with by PSI Respondents


Chart: WIL Type Engaged with by PSI Respondents

WIL Type	Percentage
I have not been part of WIL programs	1%
Not sure	4%
Other	6%
Entrepreneurship	18%
Apprenticeship	28%
Service Learning	31%
Internship	41%
Work Experience	44%
Field Placement	45%
Community and Industry Research Projects	46%
Co-operative Education (alternating and internship models)	54%
Mandatory Professional Practicum / Clinical Placement	55%
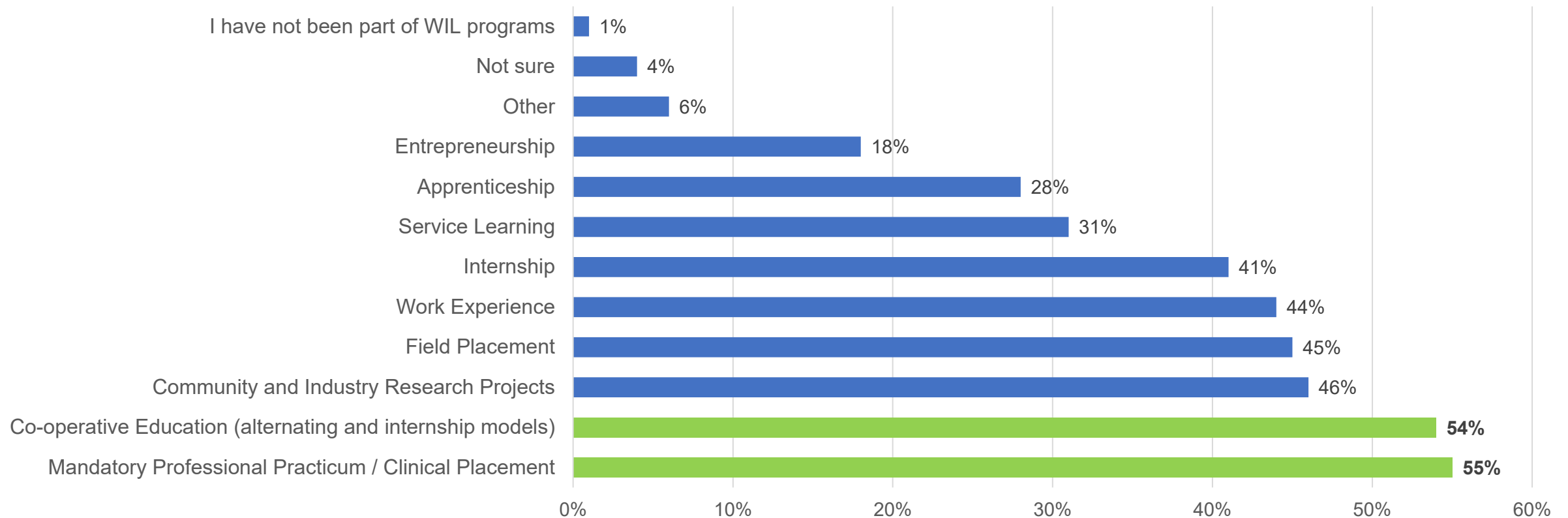
Mandatory Professional Practicum/Clinical Placement (55%) and **Co-operative Education (54%)**, are the types of WIL that PSI respondents are directly involved with.

*Respondents could choose multiple disciplines.

WIL Experiences by Compensation Category
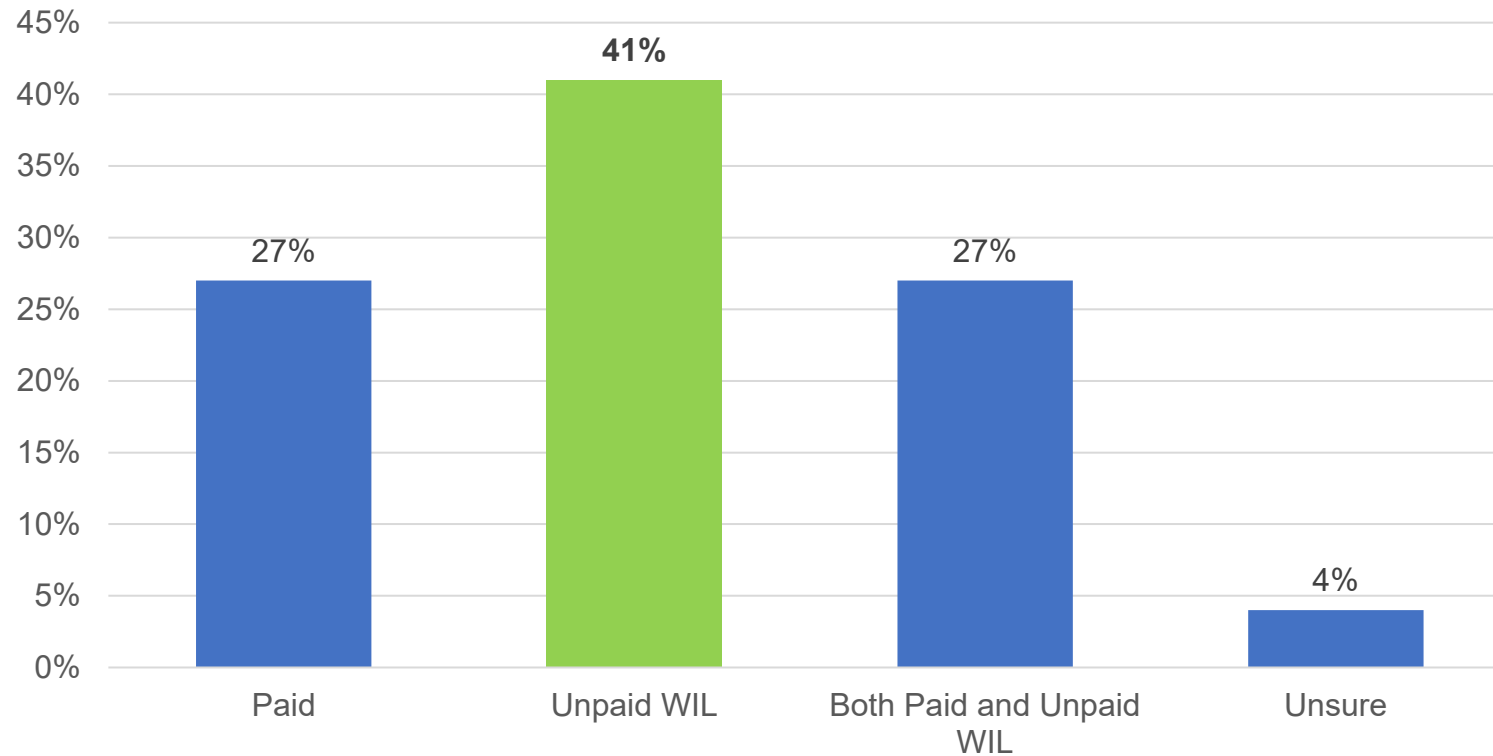
PSI respondents reported that **41% of WIL experiences they support are unpaid**.

Note: when interpreting these results, it's important to remember the context of which type of WIL is being considered by respondents, given that some types are more commonly paid, such as **Co-op (54% reported)**, vs other types, such as **Mandatory Professional Practicums/Clinical Placement (55% reported)**, which is typically unpaid.

*Respondents could choose multiple options.

Compensation Category by WIL Type

Paid WIL

WIL Type	Response Count
Apprenticeship	17
Community and Industry Research Projects	29
Co-operative Education (alternating and internship models)	**52**
Entrepreneurship	16
Field Placement	27
Internship	31
Mandatory Professional Practicum / Clinical Placement	30
Not sure	1
Other	2
Service Learning	15
Work Experience	28

Both Paid and Unpaid WIL

WIL Type	Response Count
Apprenticeship	26
Community and Industry Research Projects	38
Co-operative Education (alternating and internship models)	**44**
Entrepreneurship	15
Field Placement	32
Internship	38
Mandatory Professional Practicum / Clinical Placement	41
Not Sure	0
Other	4
Service Learning	28
Work Experience	43

Unpaid WIL

WIL Type	Response Count
Apprenticeship	18
Community and Industry Research Projects	32
Co-operative Education (alternating and internship models)	20
Entrepreneurship	8
Field Placement	39
Internship	18
Mandatory Professional Practicum / Clinical Placement	**48**
Not sure	5
Other	8
Service Learning	23
Work Experience	24

*Respondents could choose multiple options.

Compensation Category by PSI Type

Research Intensive Universities

Compensation Type	Paid WIL	Unpaid WIL	Both Paid and Unpaid WIL
Response Count	20	**23**	12

Community Colleges

Compensation Type	Paid WIL	Unpaid WIL	Both Paid and Unpaid WIL
Response Count	21	26	**29**

Teaching Intensive Universities

Compensation Type	Paid WIL	Unpaid WIL	Both Paid and Unpaid WIL
Response Count	15	**21**	17

Institutes

Compensation Type	Paid WIL	Unpaid WIL	Both Paid and Unpaid WIL
Count of Responses	20	**23**	12

Section B: PSI Reponses

Part 2 - Analysis of WIL Impact by Domain

Measuring WIL Impact by Socio-Economic Domain

The Five Domains

- Talent Development
- Productivity
- Innovation Capacities
- Diversity and Equity
- Community Development and Economic Impact

**Survey response options included:**

- Very impactful
- Somewhat impactful
- Not very impactful
- Not at all impactful
- I do not know
- Not Applicable

NOTE: the PSI survey did not collect data on the Productivity domain.

The responses in three rating options were too low to be statistically significant so are not included in the following domain impact analysis. (missing ratings: *Not at all impactful, I do not know, Not applicable*)

PSI survey responses for **Very Impactful**
## Impact Rating of WIL by Domain
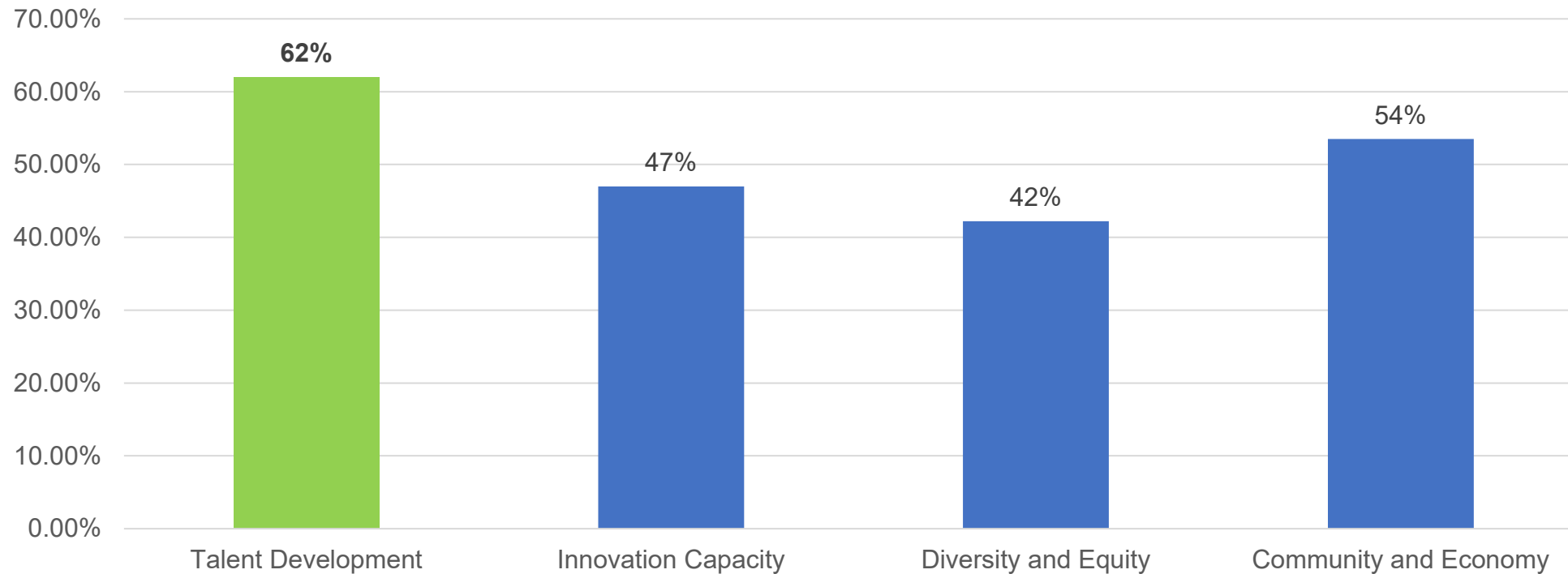
From the analysis across the five domains, **Talent Development (62%)** and **Community and Economy (53.5%)** emerged as creating the greatest impacts based on PSI survey responses.

*Each domain was segmented into multiple subcategories, where respondents selected a single importance rating for each listed category within each domain.
**Assumption: The "Very Impactful" rating was considered the most significant for each subcategory, forming the basis of our cross-analysis.

Comparison: PSI and Host survey responses for **Very Impactful**
Impact Rating of WIL by Domain
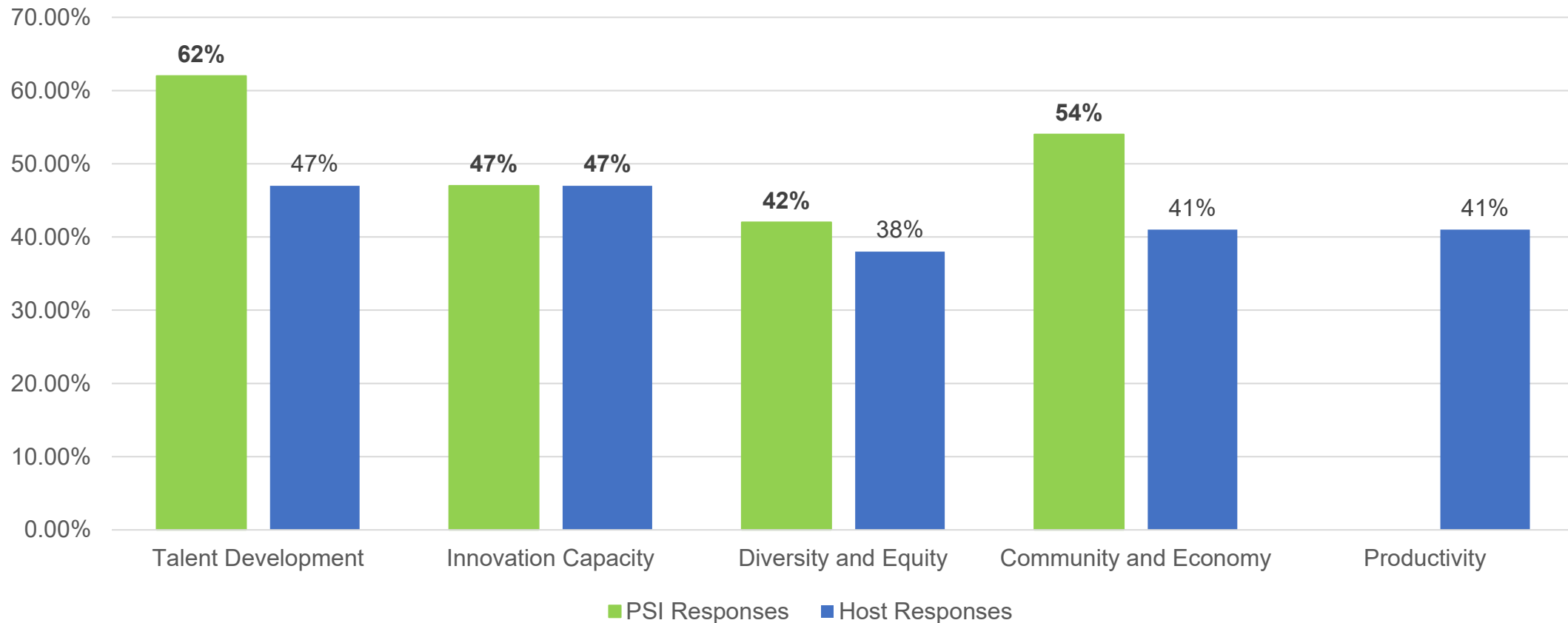
Further research is needed to further understand the discrepancy of domain ratings between responses from PSIs and WIL host organizations.

Talent Development Domain: WIL Impact Analysis

Talent Development Categories	Very Impactful	Somewhat Impactful	Not Very Impactful
Making a difference in the employability of graduates	**79%**	20%	1%
Contributing to the students' employability and developing key workplace skills	**81%**	18%	1%
Developing future-ready graduates with skills to contribute to the labor market and the economy	**70%**	26%	4%
Contributing to students/graduates having higher levels of workplace performance and being promoted faster	**61%**	32%	7%
Improving the students' understanding of specific industry/sector workplace cultures	**75%**	23%	2%
Increasing the student demand for certain courses or programs	36%	**45%**	19%
Increasing student engagement	**55%**	38%	7%
Increasing student retention	**46%**	41%	13%
Increasing student motivation in certain courses or programs	**48%**	43%	9%

> PSIs reported that 'making a difference in employability of graduates' **(79%)** and 'contributing to the students' employability and development key workplace skills' **(81%)** were the two most impactful sub-domains within the Talent Development domain.

*Respondents were asked to rate each Talent Development sub-domain on a 6-point Likert scale of impact rating for each category listed under each domain. The responses in three rating options were too low to be statistically significant so are not included in the domain impact analysis. (missing ratings: Not impactful at all, I do not know, Not applicable)

Innovation Capacities Domain: WIL Impact Analysis

Innovation Capacities Categories	Very Impactful	Somewhat Impactful	Not Very Impactful
Creating new knowledge in the respective sector	42%	**43%**	12%
Translating knowledge (from academia to the host organization or vice versa)	**50%**	41%	8%
Addressing economic challenges and skills shortages in innovative ways	40%	**40%**	15%
Influencing the development of entrepreneurialism	18%	**48%**	19%
Influencing the emergence of students' intentions to innovate	24%	**52%**	16%

Responses in this domain fall mostly in the somewhat impactful rating. This may be because it is more difficult for PSIs to assess impact in this domain.

*Respondents were asked to rate each Innovation Capacities sub-domain on a 6-point Likert scale of impact rating for each category listed under each domain. The responses in three rating options were too low to be statistically significant so are not included in the domain impact analysis. (missing ratings: Not impactful at all, I do not know, Not applicable)

Diversity and Equity Domain: WIL Impact Analysis

Diversity and Equity categories	Very Impactful	Somewhat Impactful	Not Very Impactful
Increasing the WIL participation rates of equity-deserving students, including racialized students, 1st generation university students, international students, Indigenous students	**40%**	**40%**	20%
Facilitating access to support for equity-deserving students, including racialized students, 1st generation university students, international students, Indigenous students	36%	**44%**	20%
Increasing the WIL participation rates of underrepresented subject areas	34%	**43%**	22%

These findings would benefit from future research to understand why PSIs indicated a relatively high rating of 'not very impactful' in this domain. As well, the actual number of responses for the Diversity and Equity domain were notably low. As such, further analysis would be beneficial.

*Respondents were asked to rate each Diversity and Equity sub-domain on a 6-point Likert scale of impact rating for each category listed under each domain. The responses in three rating options were too low to be statistically significant so are not included in the domain impact analysis. (missing ratings: Not impactful at all, I do not know, Not applicable)

Community Development and Economic Impact Domain:
WIL Impact Analysis

Community and Economy Categories	Very Impactful	Somewhat Impactful	Not Very Impactful
Increasing the engagement between your PSI/department/program area and employers/community partners	**66%**	31%	3%
Contributing to the building of professional networks for the student	**64%**	32%	4%
Contributing to the building of professional networks for your PSI/department/program area	**52%**	41%	7%
Contributing to a better public perception of post-secondary education and an increase in public investment in the educational system	**49%**	42%	9%
Contributing to the economy through the students' work	43%	**45%**	13%
Increasing the salary of graduates who participated in WIL (compared to graduates who did not participate in WIL)	**43%**	40%	17%
Contributing to better student debt outcomes (students not incurring as much debt or students being in a better position to pay back because of paid WIL)	39%	**50%**	12%
Contributing to WIL program fees for your PSI	**39%**	34%	27%
Increasing the employment rates of graduates who participated in WIL (compared to graduates who did not participate in WIL)	**67%**	32%	2%
Increasing the percentage of graduates who participated in WIL currently employed in a program-related job (compared to graduates who did not participate in WIL)	**62%**	33%	5%

Relatively high levels of impact were reported across this domain, particularly with **increasing engagement between PSIs and host organizations (66%)** and **increasing employability rates for graduates of WIL experiences (67%)**.

*Respondents were asked to rate each Community Development and Economic Impact sub-domain on a 6-point Likert scale of impact rating for each category listed under each domain. The responses in three rating options were too low to be statistically significant so are not included in the domain impact analysis. (missing ratings: Not impactful at all, I do not know, Not applicable)

Mechanisms PSIs Use to Measure Impact of WIL Across Domains

Impact Measurement Method Used	Response Percentage
Student evaluations completed at the end of the work experience period	**58%**
Employer evaluations completed at the end of the work experience period	51%
Mid-term site visits by staff/faculty from my PSI and the student/employer respondents	44%
Course evaluations	33%
We do not measure these impacts	22%
Institutional surveys	19%
Other	13%
Regular surveys administered to WIL students across my PSI	12%
Regular surveys administered to employers who engage WIL students from my PSI	10%

Some **other** methods reported by the respondents include:

Informal Feedback from instructors and students, Weekly Check-in, Program Advisory Committee Feedback, BC Students Outcomes Survey, Tracking whether landing post internship offers, EGBC Accreditation, Final Evaluation Forms/Leaving Report, WIL Grading (Academic), Setting learning Goals, Jobs assigned and performed, Employer learning plans.

It would be beneficial to conduct further research into why **22%** of PSI respondents indicate they do not measure impact of WIL in any of these domains, and to determine if there is value in doing so in future.

*Each domain was segmented into multiple subcategories, where respondents selected a single way to measure the impact of each domain.
**Assumption: The cumulative rating was considered the most significant for each subcategory, forming the basis of our cross-analysis.
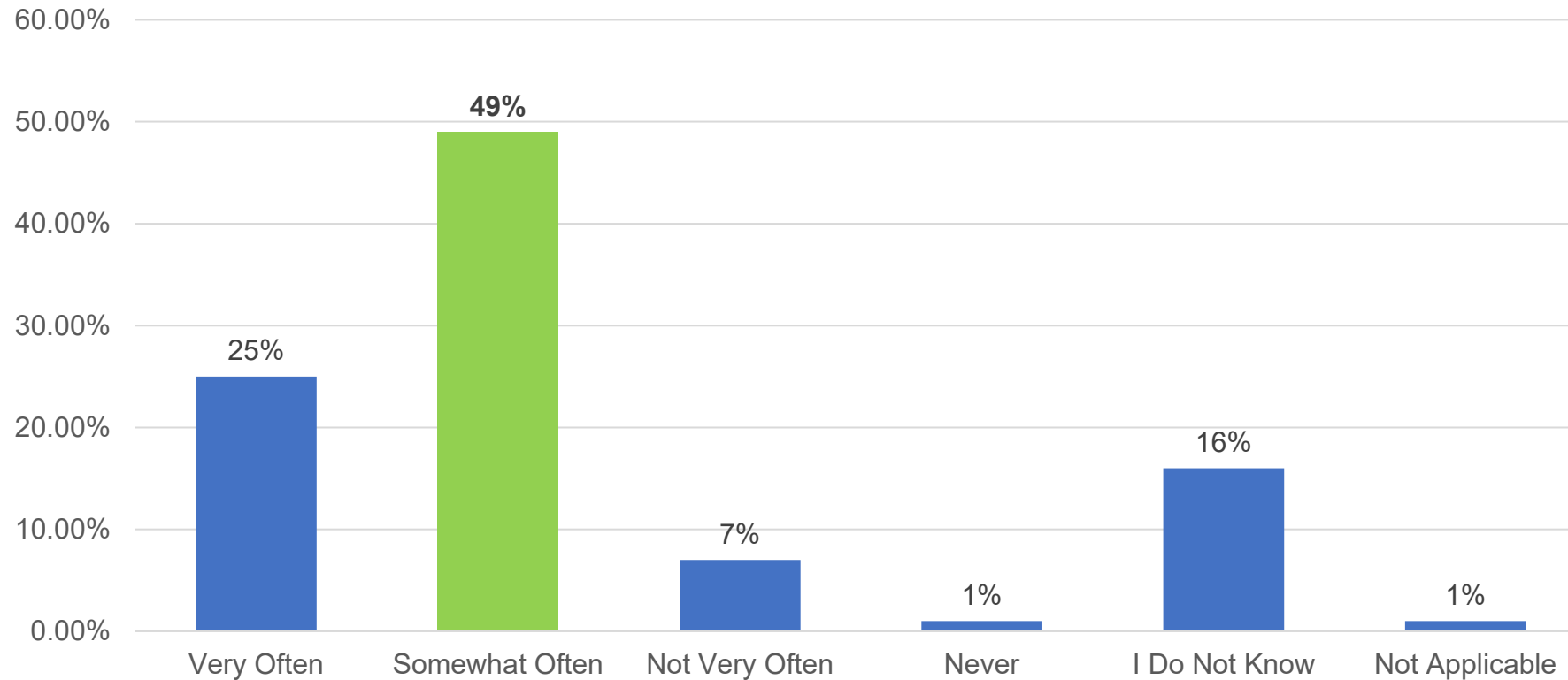
Section B: PSI Reponses

Part 3 - Hiring Frequency of WIL Students

Post-Graduation Student Hiring Frequency

Question asked: How often do WIL students from your PSI get hired by the same WIL partner/host organization after the student graduates from their program?
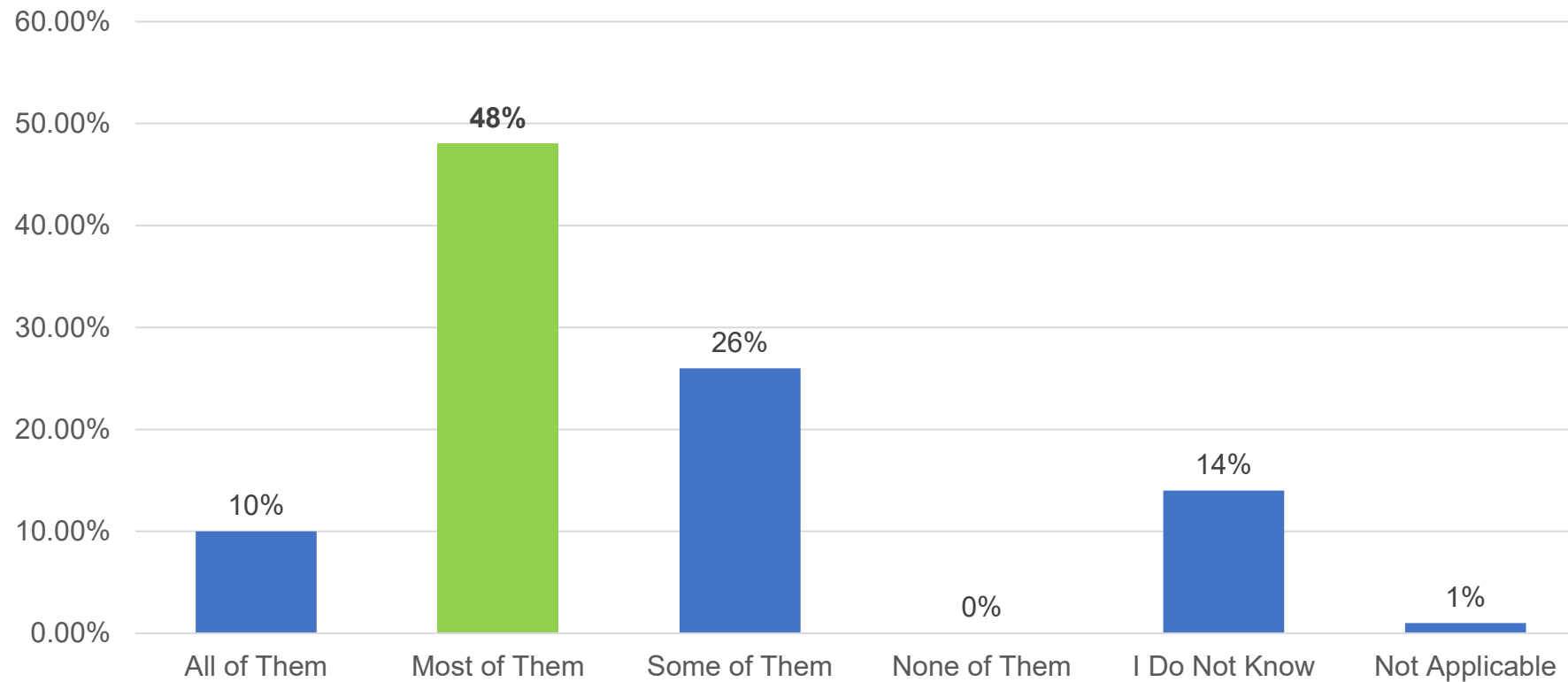

74% of PSIs reported that students are hired into the host organization after graduation, when **Very Often (25%)** and **Somewhat Often (49%)** are combined.

*Respondents could choose only one option.

Post-Graduation Hiring Related to Program of Study

Question asked: Once they graduate, how many of the WIL students from your PSI, who were hired by the same WIL partner/ host organization, hold (or previously held) a position related to their post-secondary program?
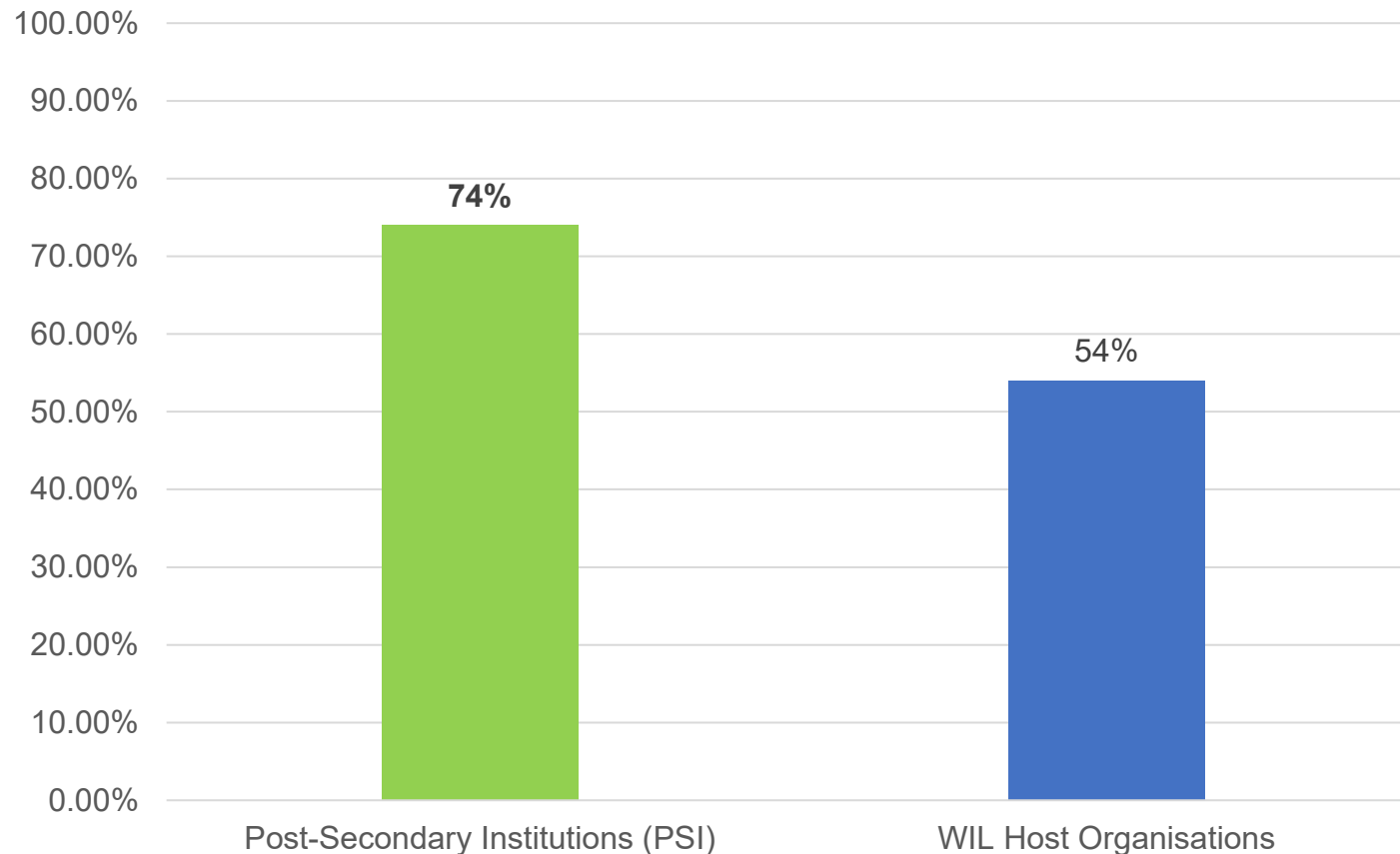

Within the 74% of WIL student hiring done by Host Organization's post-graduation (see slide 32), **84%** reported that students are hired in positions related to post secondary program, when combining **All of Them (10%)**, **Most of Them (48%)**, and **Some of Them (26%)** ratings.

*Respondents could choose only one option.

Overall Post-Graduation Student Hiring
Comparison of Hiring Frequency for WIL Experiences between PSI and Host Survey Responses

PSI respondents reported that **74%** of WIL students are hired post-graduation whereas only **54%** of WIL host organization respondents reported they hire students, post-graduation.

Future research is needed to determine the reason for the discrepancy between the PSI and host organization ratings.
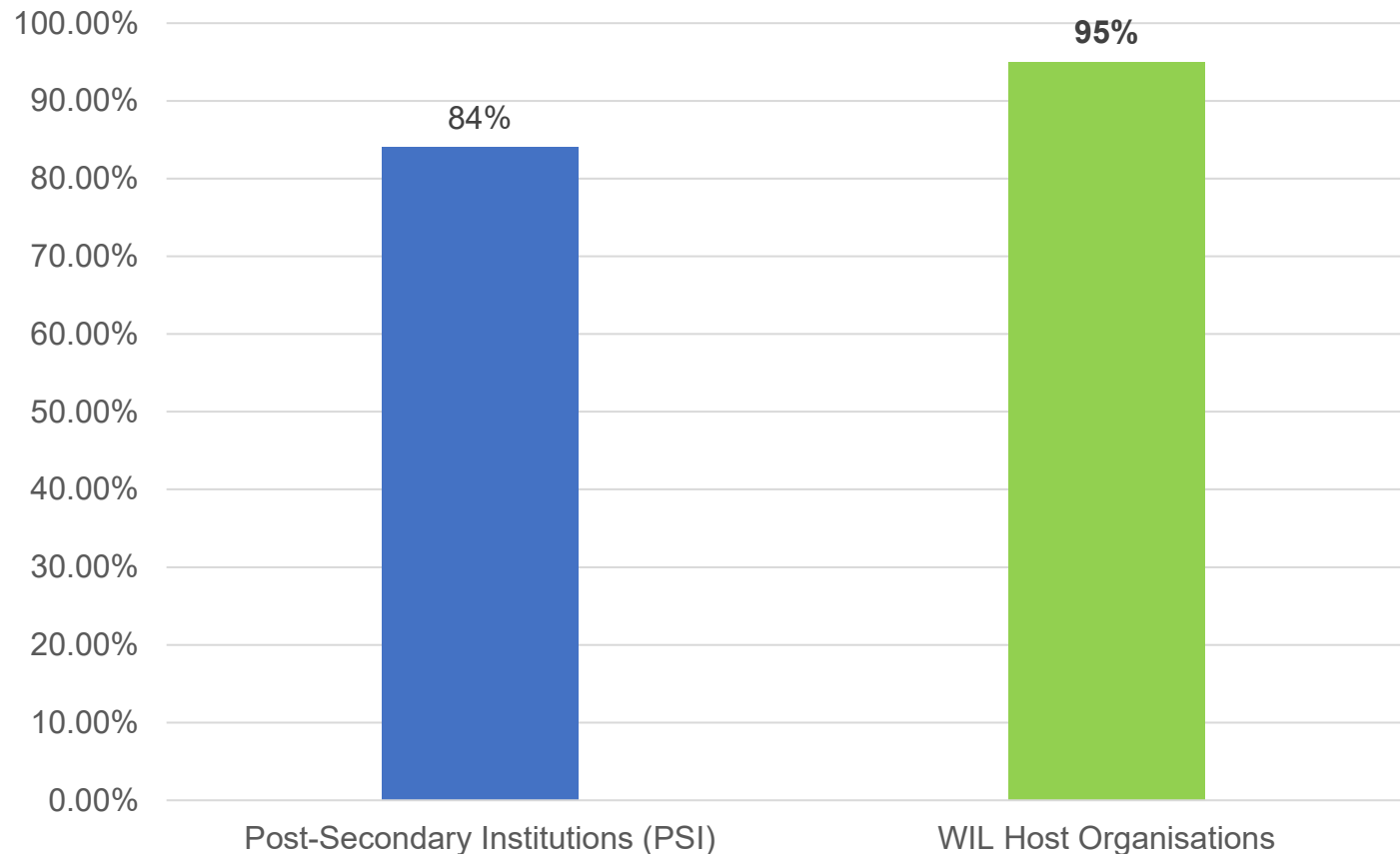
It may speak to the accuracy of PSI knowledge of WIL students career paths post-graduation and the challenges of capturing data. Individual institutions may find it valuable to investigate options to follow their WIL graduates more systemically.

*Respondents could choose only one option
**The somewhat often and very often response rates were combined for this analysis

Post-Graduation Student Hiring related to Program of Study

Comparison of Hiring Frequency for WIL Experiences between PSI and Host Survey Responses

Only **84%** of PSI respondents reported that students are hired into positions related to their program of study compared to the **95%** reported by WIL host organization respondents.

Future research is needed to determine the reason for the discrepancy between the PSI and host organization ratings. It may speak to the knowledge host organizations have about the programs from which students graduated.

*Respondents could choose only one option
**The somewhat often and very often response rates were combined for this analysis
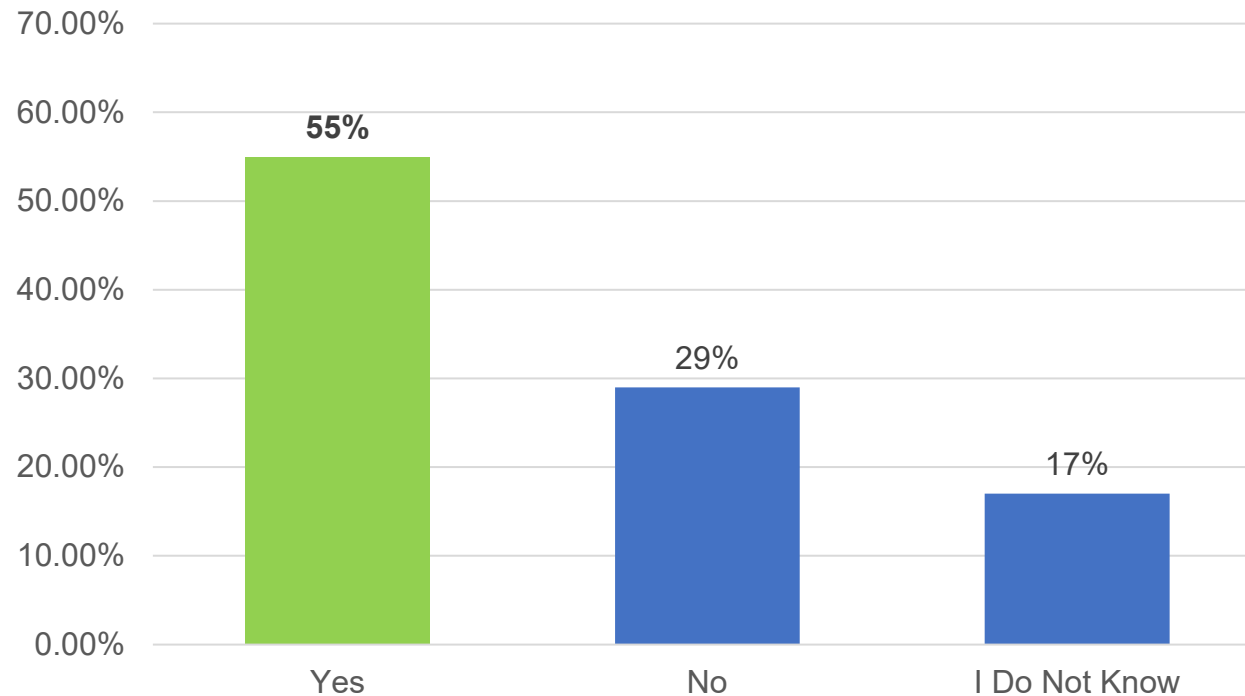
Section B: PSI Reponses

Part 4 - WIL Reporting Requirements

Requirements for WIL Host Reporting on work performed by WIL Students

Question asked: "Are your WIL partner / host organizations required to report back to your PSI on the work performed by the WIL students they hire (e.g., to assess their progress in the position, to measure their organizational impact, etc.)?"
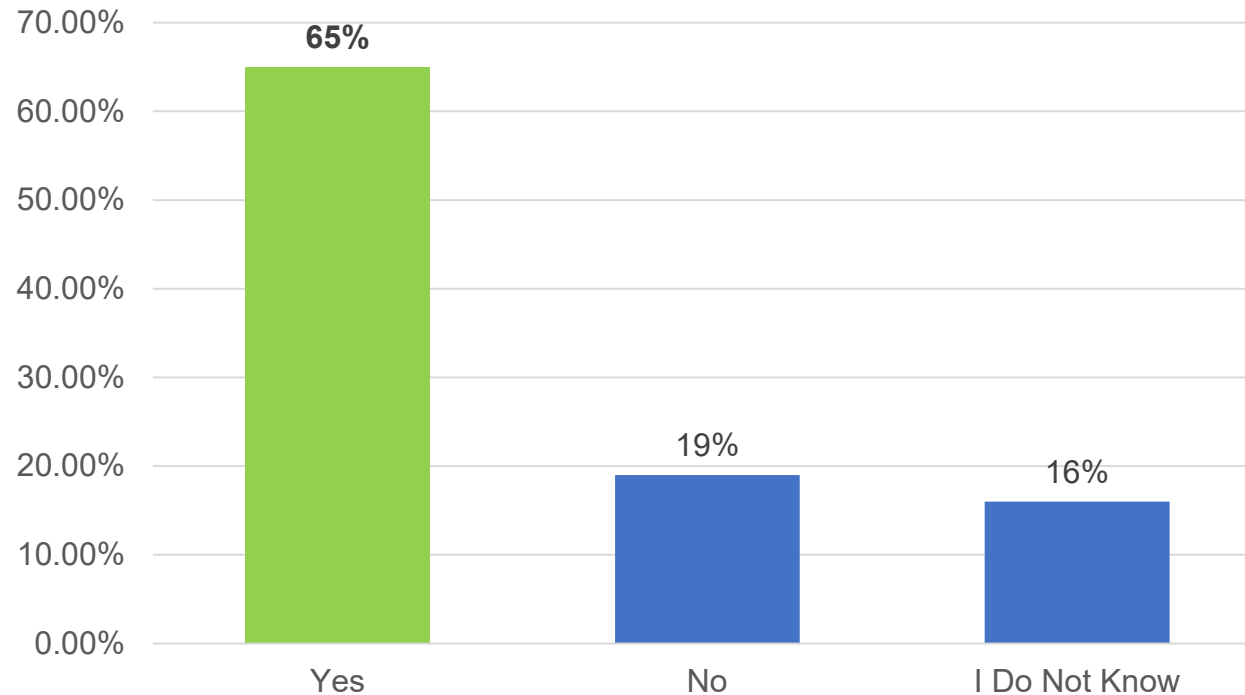

Notably, **17%** of PSI respondents reported that they do not know if host organizations are required to report back to the PSI on work performance of the WIL students.

*Respondents could choose only one option.

Reporting Requirements for WIL Students

Question asked: "Are WIL students from your PSI required to report back to the organization on the work they performed throughout their placement (e.g., to assess their progress in the position, to measure their organizational impact, etc.)?

Notably, **16%** of PSI respondents reported that they do not know if WIL student are required to report back to the PSI on their work performed throughout their WIL experience. Also notable, **19%** of respondents indicate that students are not required to report on WIL work performance.

*Respondents could choose only one option.

Section C: Project Contact Information Definitions (CEWIL)

Contact Information

Steering Committee Members:

- Rachel Warick – Program Coordinator, Partnership Development Office, Vancouver Community College rwarick@vcc.ca

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CEWIL Canada WIL Definitions used in the survey

A hyperlink to the original CEWIL definitions website was also included in the survey

•**Apprenticeship:** Apprenticeship is an agreement between a person (an apprentice) who wants to learn a skill and an employer who needs a skilled worker and who is willing to sponsor the apprentice and provide paid related practical experience under the direction of a certified journey person in a work environment conducive to learning the tasks, activities and functions of a skilled worker. Apprenticeship combines about 80% at-the-workplace experience with 20% technical classroom training, and depending on the trade, takes about 2-5 years to complete. Both the workplace experience and the technical training are essential components of the learning experience.

•**Co-operative Education (alternating and internship models):** Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models, work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study for programs over 2 years in length and 25% of time for programs 2 years and shorter in length.

•**Internships**: Offers usually one discipline specific (typically full-time), supervised, structured, paid or unpaid, for academic credit or practice placement. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length but are typically 12 to 16 months long.

•**Entrepreneurship:** Allows a student to leverage resources, space, mentorship and/or funding to engage in the early stage development of business start-ups and/or to advance external ideas that address real-world needs for academic credit.

•**Service Learning:** Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community based organization to apply their disciplinary knowledge to a challenge identified by the community.

•**Applied Research Projects:** Students are engaged in research that occurs primarily in workplaces, includes: consulting projects, design projects, community-based research projects.

•**Mandatory Professional Practicum/Clinical Placement:** Involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.

•**Field Placement:** Provides students with an intensive part-time/short term intensive hands-on practical experience in a setting relevant to their subject of study. Field placements may not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for work-integrated educational experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship.

•**Work Experience:** Intersperses one or two work terms (typically full-time) into an academic program, where work terms provide experience in a workplace setting related to the student's field of study and/or career goals.

Source: CEWIL Canada (2019) What is WIL? *https://www.cewilcanada.ca/What_is_WIL_.html*