

The Voice



KPIs

Expert advice on best practices and exceeding success benchmarks



Workshop

Register for the Financial Benchmarks Workshop organized by CCO

New Look

Same Voice

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Key Performance Indicators



A member of Forum Research educating attendees on the survey process at CCO's KPI Workshop.

Key Performance Indicators

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An introduction from your Association's CEO

Ontario's career college sector is in the process of experiencing some fundamental shifts in attitude by key decision makers and ultimately opinion leaders. Some might describe it as transformative. As with most change, it is difficult to recognize it when you are in the midst of experiencing it.

Although 2015 began on a very negative note with the closure of one of our largest and best known career colleges – Everest College – 2016 has begun with the creation of the Private Career College Sector Advisory Committee ("the Committee").

The purpose of the Committee is to create a forum to facilitate better communication between the career college sector and the Ministry of Training Colleges and Universities. Unlike its predecessor, the Committee is providing advice directly to the Minister, who has stated repeatedly that he believes that Ontario's career college sector has a critical role to play in ensuring that Ontario's students obtain the necessary education and training to meet the challenges of the global economy.

Similarly, CCO was recently asked to participate in the Premier's Highly Skilled Workforce panel, which was created to provide advice on how to create a highly skilled workforce that has the requisite skills to succeed in the new economy. The panel participants include some postsecondary institutions, industry representatives and citizen advocates.

The significance of career colleges being asked to participate in these events should not be underestimated. For years, CCO has been advocating for the need to "put students first" and to recognize that a hierarchical approach to postsecondary education is a disservice to students. It may well be that CCO's message is finally beginning to resonate with key decision makers, especially given the financial demands that the province and its students are facing to obtain job ready skills. To ignore the role that career colleges and their students should play in enhancing Ontario's competitiveness is no longer tenable.

We are not alone in this transformation. New demands are being placed on universities, colleges of applied arts and technology and polytechnics to be more flexible and more responsive to market needs and the financial exigencies of students and governments. What we all have in common are our students and the desire to help them succeed. This inaugural issue of The Voice has deliberately chosen student outcomes as its theme because without student success we will have failed in our primary objective. The advent of KPIs is not in and of itself a guarantee of student success. However, career colleges by embracing them, have shown they are ready to meet the challenge and to use them to improve their students' success.



Sharon E. Maloney | Chief Executive Officer



Four steps to creating a KPI Culture

“The single biggest problem in communication is the illusion that it has taken place.” – George Bernard Shaw



Our expert

Dean Tremain | Evergreen College

Dean Tremain is a senior management professional with over 18 years of experience in the education and human services industries. Dean is currently the Vice President of Operations at Evergreen College. Prior to teaming up with Evergreen, Dean worked for over four years as the VP of Student Success and Graduate Outcomes at Eminent Group where he managed the outcomes operations across 39 locations. Dean has managed operational teams in many different markets in both Canada and the U.S. encompassing leadership, admissions, finance, education, student and career services.



There is no formula for student success. There is no tech system that can transform a poor student into a successful grad. The only tools at your disposal are the education you offer and the relationships you forge. Thankfully, the ability to foster strong relationships inside and out of the campus is all you need to ensure student success. The brunt of these valued relationships is forged through the teaching process. But, the work to build a student outcomes culture begins long before the student enters the classroom and continues long after they leave.

To better understand how to bolster student success in and out of the classroom, CCO sat down with Dean Tremain, Vice President of Operations at Evergreen College. Dean identified four steps to creating a campus culture that inspires student success.

Step 1: Communication

The first step in creating a campus that produces successful students is identifying who’s responsible, and who needs to be informed of the college’s KPI goals. The answer to that question is simple—everyone.

The first step in creating a student outcomes centric campus is educating staff and students about KPIs, why they’re important, and what their role is in the process. Tremain says that to achieve this you need a communications plan, which will ensure your message is clear, effective, and consistent.

There are plenty of things to consider as you lay out your communications plan. It is imperative that you communicate your goals consistently. A campus can’t come together to achieve success until its students and staff know what success is. Find every opportunity to deliver your message and explain the KPI process.

Step 2: Track internal outcomes

Once you’ve drafted a communications plan, the next step is to tap into the heart of your campus. By tracking student outcomes internally, you’re listening in on the heartbeat of your campus. This process—a figurative stethoscope to student success—allows you to detect anomalies before they become serious concerns. Committing to this process not only protects your business’s reputation, but it also ensures that your college is providing a consistently valuable education that aligns with the job market.

The data you collect also acts as a contingency in the event that a Forum survey inaccurately represents your institution. The external survey Forum Research conducts will provide insight on the success of your grads, but their reports aren’t without their faults.

“Forum’s results are based on a contact rate,” Tremain says. “If the contact rate is low, then the KPIs could look worse than what they are.”

Of course, step one should assist low contact rates, but there is no guarantee that graduates will pick up the phone when surveyors from Forum Research call. By tracking KPI outcomes internally, you can compare your outcomes to those of Forum Research. Doing so will counteract the undulating nature of contact rates and provide you with a clearer picture of your college’s success.

Step 3: Gather your resources

Given that you are communicating clearly to your campus and tracking KPI outcomes internally, it’s time to optimize. Assess the systems and resources you have in place, asking yourself ‘what can be improved?’ Here are some suggestions from our expert:

- Embrace technology: There’s no need to find yourself buried in piles of paperwork. Go digital so you can communicate efficiently and cut down on the clutter.
- Assign Roles: Identify staff members that will oversee the KPI process and manage results.
- Be an opportunist: As you are developing your system, try to make use of every opportunity you can—try incorporating exit interviews into your process to leave a better lasting impression on graduates.

Step 4: Are you a career college?

According to Tremain, this final step is what sets your college apart. It’s not enough to set expectations and anticipate everything will work itself out. The systems and resources are tools, not solutions.

Outcomes

Internal outcomes may protect you from faulty Forum surveys caused by low contact rates.

“Success is next to impossible if we sit back and expect these job leads to just come into our campus all the time. That needs to be managed by a human being,” Tremain says.

No two graduates are alike, which is why it’s important to have a staff person ready to address their needs, rather than a system. Students with existing jobs who have come to your institution to refine their skills will have different needs than a student fresh out of high school.

But there’s a bigger picture when it comes to adopting these best practices.

“Collectively, as a sector, we want to make sure that we’re represented well and that we look like we’re a large, quality based part of post-secondary education in Ontario, and we don’t want to allow the opportunity for people to prove otherwise.”

So, if you’re still mulling over the idea of using these best practices, there’s one question you need to ask yourself—is your college truly a career college?

Career college guide to email lead nurturing

CCO Affiliate Contribution

By Scott Duncan

Email marketing has come a long way in recent years. Anti-spam legislation has played a large part in motivating these changes, but it is the more recent content marketing revolution that is responsible for creating a new and very important role for permission-based email within the recruitment marketing mix. If done well, content driven, email-based lead nurturing provides higher ed marketers with a highly effective, low cost approach to increasing the flow of engaged prospective students through their institution's recruitment funnel. How so? Let's start by clearly defining what lead nurturing is.

Definition of lead nurturing

A hard-core marketing definition for lead nurturing is "a process by which leads are tracked and developed into sales-qualified leads." A more student-centric, value-based definition might be a process through which you care for and encourage a prospect's interest in your college and its programs. Regardless of your definition, the process is the same. Lead nurturing, using various modes of communication (including email, postcards, phone calls, etc.), builds a relationship with your prospects using timely, relevant and personalized messages to guide them through the enrollment funnel. Email lead nurturing provides this process with a robust and cost effective platform on which to deliver and manage these communications.

The first step to building a successful email nurturing program is to segment your target audiences into distinct personas (i.e. high school seniors, transfer students, adult students, international students, etc.). You then map the information requirements, touch points and decision journey of each unique persona to determine which content you need to create to encourage each type of prospective student through each step of their decision making process.

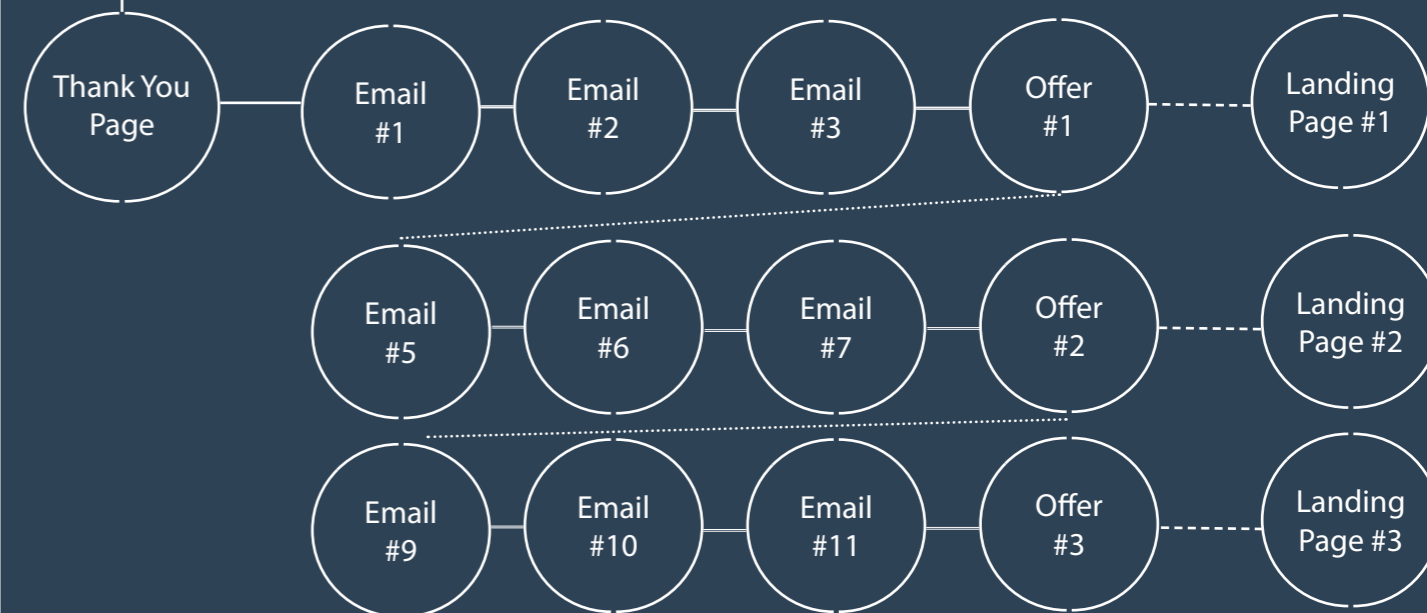
The example below demonstrates a typical communication flow map aimed at engaging with potential transfer students. Day number indicates the number of days from receipt of the original query from a prospect. Each lead nurturing email communication addresses a specific information need of a prospect and leads them towards the next step in the flow.

Day Number	Communication Topic
0	Initial Contact
1	Transfer Information Details
3	Campus Visit Info
7	Transfer Equivalencies Details
15	Financial Aid Detail
22	Application Deadlines
29	Housing Information
35	Any Questions

Email lead nurturing emphasizes providing valuable content to the prospect to encourage them on their decision making journey rather than to explicitly "close the business". Some marketers recommend limiting offers to the 3:1 ratio as seen below, emphasizing education, providing quality information and building trust before building up to more direct offers. Examples of information emails could include program information, transfer information and transfer equivalencies. Examples

Lead Capture Mechanism Opt-In Form

Anatomy of lead nurturing



of more discrete offers could include campus visits, financial aid application, and housing applications. The key to a successful lead nurturing approach is to build a relationship with the prospect through these exchanges, identify any challenges they face through the funnel and help them overcome them.

Lead nurturing pathways can be developed to meet the needs of different types of recruitment marketing objectives. Most obvious for career colleges looking to increase overall enrollment, is to use email lead nurturing to increase or accelerate the number of leads in their pipeline. Alternatively, say for an Ivy League school looking to improve the quality of applicants, you could use lead nurturing to help qualify leads and prospects, gathering more information about prospects from their journey through the process.

Three general approaches to email lead nurturing include:

1) Triggered Campaigns

This type of campaign is typically triggered by a specific action of a prospect, for example requesting information, downloading a PDF, or entering a social media contest

2) Drip Campaigns

These types of campaigns typically are used to keep in touch with prospects that have not risen in priority as a result of low interaction, or inaction over a period of time. The typical example is of a program monthly newsletter

3) One-on-one Campaigns

In this example, prospects that have been recognized as highly qualified or motivated, are assigned to one-on-one email nurturing,

typically under the direct control of a recruitment advisor

Email lead nurturing content must provide value to engage the prospect and to build an ongoing relationship with them. Suggestions to produce this high quality, effective content include:

- Keep teaching something new, providing information unavailable anywhere else
- Show thought leadership on how to evaluate your programs
- Keep your content personal so prospects can relate to your content/message
- Think of your email as a mini blog post, with all the requisite best practices
- Stay focused on one important topic, and only include one related call to action
- Your emails need to flow with a natural progression of content
- Of course, integrate your content with other marketing when possible

Apply all best practices of creating effective landing pages to your lead nurturing email offers. Make them unique to each offer, customizing content to the context of your prospect, to their stage in your funnel.

Format and Frequency

If you have adopted the recommendations on content then your email is going to be short and sweet. The reader must be able to scan your email and get the gist of it within a few seconds. If not, it will go into the waste basket without leaving any impact, brand impression or engagement. I prefer going with high quality format on emails, with strong headlines, image and a well-designed CTA, but some quite reputable sources such as Salesforce recommend using plain text to keep it simple and build trust.

Conclusion

Lead nurturing is a well proven marketing tactic that re-invests in your recruitment funnel and improves your overall conversions-to-student rate. Research has shown that targeted persona based lead nurturing works:

- Lead nurtured emails get 4-10 times the response rate of general email
- Relevant personalization of your lead nurturing will produce as much as 18x more revenue than broadcast emails
- Nurtured leads produce, on average, a 20% increase in sales opportunities versus non-nurtured leads

Higher Education Marketing

Higher Education Marketing combines digital marketing and technological expertise to meet the unique needs of education institutions. Its analytics-based approach to inbound marketing, web development, social media, search engine optimization and PPC lead generation ensures continuous improvement of student recruitment initiatives with measurable results.

At its simplest, email marketing is a straightforward communications tool used to communicate directly with prospects and students on a one-on-one basis. At its most sophisticated, it can be a platform for complex and highly effective multi-touch marketing campaigns that engage, nurture and convert prospect at multiple points across the recruitment funnel. Since converting existing leads with high quality email campaigns can deliver a return on investment as good as any other digital marketing tactic, email lead nurturing should be a priority for every career college this year.

Government Engagement

Highly Skilled Workforce Strategy Expert Panel

The government of Ontario is embarking on a new initiative to align the demands of the province's economy with the skills of Ontario's education and workforce. In pursuit of this goal, the province has developed a panel tasked with formulating a strategy that will align Ontario's workforce with the demands of a technology-driven, knowledge oriented economy. Premier Kathleen Wynne appointed members of the Highly Skilled Workforce Strategy Expert Panel in early December.

"It is my goal to ensure that every worker has the training or postsecondary education needed to participate in the knowledge economy we are building in our province," Premier Kathleen Wynne said in a written statement.

Former cabinet minister Sean Conway has been appointed as Chair for the Highly Skilled Workforce Strategy Expert Panel. The panel also includes Professor Carol Campbell of the University of Toronto's Ontario Institute for Studies in Education, CEO Robert Hardt of Siemens Canada Ltd., Alison Loat, founder of the charitable non-partisan group Samara, which promotes political engagement, and Pradeep Sood, chair of the Highbury Canco food processing company and former chair of the Ontario Chamber of Commerce.

According to an email correspondence from the Cabinet Office, panel members were selected for their "professional experience, knowledge of the business climate, relationships with a cross-section of stakeholder

groups and understanding of employers, the education and public sectors, and issues related to the labour market."

In part of its assessment and strategy development, the panel is engaging with stakeholders, including primary and secondary schools, postsecondary institutions, employers, labour organizations, students and youth, seniors, immigrant-serving organizations, people with disabilities and Aboriginal communities.

As part of its initial consultation phase, the government convened a Talent and Skills Summit late this month to gather input from stakeholders.

"There is growing recognition of the need to better marry our postsecondary graduates with the needs of employers and to do this we need to put students at the centre of the system and find the right fit for them," Career Colleges Ontario's CEO said following the summit.

"Clearly, career colleges play an important role in preparing Ontario's students to meet the demands of Ontario's employers. CCO hopes to play a more prominent role in these discussions and next year's Summit."

The Panel is receiving input at highlyskilledworkforce@ontario.ca. Additional stakeholder consultations will take place in 2016.

The Auditor

Know what to expect from an auditor and what they expect from you.

+Understand the process

The KPI auditing process does not favour the careless. Errors in the KPI data you provide your auditor, and which is uploaded to Forum Research and the ministry, doesn't just waste time—it wastes money.

To gain insight on how PCCs can streamline the KPI auditing process and better understand the needs of a KPI auditor, we consulted our expert affiliate, Edmund Leong. Leong has years' worth of experience as a KPI auditor, and has serviced OSAP designated career colleges prior to the expansion of KPI reporting mandate that has since been applied to all private career colleges across the province. Leong's perspective on the process is simple: sloppy KPI reporting is great for his business, but bad for yours.

To undergo the KPI auditing process efficiently, it's important to understand the fundamentals, beginning with the auditor. An auditor's role is specifically defined: to compare the student enrolment and graduation information in the data files to the information on the paper files at the PCC. In short, an auditor's job is to report on the deficiencies and errors in these data files. Knowing what to expect from an auditor, there are a few things to keep in mind before putting one to the task.

Hiring an auditor

When hiring an auditor, experience counts, Leong says. An auditor's track-record should be the first thing you look at. "KPIs are not a new thing--they've been

in place for OSAP designated schools for some time before it was applied across the board," Leong points out. That means there are auditors with years of experience working with KPIs and, according to Leong, "that's definitely a good running start to have."

Preventative measures

It's tedious transferring all the student data files over to electronic data files. Simple mistakes can be costly, so it's important to assign the role to someone on staff that consistently exhibits a high level of detail. Their meticulous tendencies may end up saving you hundreds, if not thousands of dollars over the years.

"Error minimization is the key to keeping

PCC responsibilities during the KPI auditing process:

- Preparing and uploading a file containing the entrants for approved programs of instruction to Forum Research.
- Preparing and uploading a file containing the graduates of approved vocational programs of instruction to Forum Research.
- Engaging an accountant to conduct an audit of the enrolment and graduate data provided to Forum Research within its fiscal year.
- Making any changes required to correct errors in the enrolment and graduate data files, as identified by the PCC's auditor.
- Resubmitting revised enrolment and graduate data files to Forum Research.
- Submitting the complete audited enrolment and graduate report to the Superintendent within the specified deadline.



The Auditor's Role

The auditor's role is to compare the student enrolment and graduation information in the data files to the information on the paper files at the PCC.

the audit fees in check," Leong says. But he also warns that you need to think carefully about who you assign to the job. "It really depends on personality. This person would have to be someone who has a really high attention to detail."

The person preparing the data should also allocate time to carefully read the MTCU prepared Enrolment Reporting and Audit Guidelines. In this document, they will find a detailed approach to recording and uploading the information. Having a comprehensive understanding of PCC responsibilities will help them get it right the first time, meaning money won't be wasted due to avoidable mistakes.

Common traps

Don't let your college fall victim to common traps in the KPI process. These pitfalls for career colleges are avoidable, but an all too common sight for KPI auditors as they sift through the data.

It comes as no surprise that spelling mistakes are one of the most common pitfalls schools encounter during the KPI process.

Another common error Leong identifies is what he calls a 'grace-period error.' The grace period is the time during which a student can withdraw from a vocational program and not be reported as an entrant. With this error, a student withdrew during the grace period, but their name is still listed on the data file.



Errors could indicate to the Ministry that a college is struggling to keep records

Red flags

The errors made in your data uploads are not merely between you and your auditor. The auditor's role is to report an error for the PCC to correct. The auditor then has to verify that the change has been made and note the error in the auditor's report, which is later presented to the Ministry of Training, Colleges and Universities. A file denoting the errors is also uploaded to Forum Research.

Leong says that the report is made accessible to Forum and the MTCU, so if it's riddled with errors, the report might raise red flags that suggest that the college is pretty sloppy when keeping records. However, Leong stresses that there is no way to know for certain of a relation between the quality of a college's report and subsequent ministry inspections.

Tips

Take the opportunity to consult your auditor well in advance of reporting. Make sure that your expectations are in line.

Get a fresh set of eyes to evaluate the data before uploading it to Forum Research. This 'random spot-check' is just another way to prevent costly errors.

Leong's final—and arguably the most important—advice is "do not upload the information on the last day." Plan out the process ahead of time, and leave plenty of room for error.

Special thanks to our expert:

Edmund Leong | Tator, Rose & Leong

Edmund Leong, CPA, CA, has been servicing both large and small PCCs in Ontario. His contributions to the PCC industry include various best practices lectures on behalf of CCO and at various PCCs. He has also provided consultation with MTCU policy advisors and CPA Ontario regarding effective and efficient audit standards.



CCO Workshop

Financial Benchmarks

February 11, 2016

Don Thibert

Building Profitability and Value in Private Career Colleges

Join us for CCO's Financial Benchmarks Workshop, taking place February 11, at the Sheraton Toronto Airport Hotel

801 Dixon Road,
Toronto, ON M9W 1J5.

Register to attend the Financial Benchmarks Workshop.

The value of Instructor Certification

By Hailey Chan

The Institute for Performance and Learning

After 21 years of perfecting her craft in workplace learning, Pauline Nottingham entered a room of adjudicators feeling very nervous about facilitating a skill-demo that would finally give her the credentials she needed.

That same day, she was certified with the Certified Training and Development Professional designation (CTDP™). Now an instructor with George Brown College and also at the University of Toronto in adult education, Nottingham realized early on in her transition to adult education that she needed the letters after her name. “In order for me to be seen as a credible contributor, I needed to have the professional designation. That really has made all the difference,” she says.

About eight years ago, The Institute for Performance and Learning, a Canadian non-profit organization representing workplace learning professionals, released a special designation, the Certified Training Professional (CTP™) “with groups like Private Career Colleges instructors in mind,” says Rob Pearson, CEO of the Institute. “It was created for those in our profession who are primarily instructors within a classroom or workplace setting. They may be given the curriculum, but they’re typically subject matter experts,” Pearson says. Their core role and function is to instruct, train, and teach.

For Nottingham, she remembers an old manager at her previous job telling her that she’d make a great teacher. “I was naturally inclined to present, to speak and to com-

municate,” she says. The certification process “helped me realize how nervous facilitators are when I train, mentor and coach them. It humbled me.... it’s a tough job.”

Now she’s in classrooms doing what she does best.

Dan Coghlan’s work tells the same story. A manager of learning & development at Staples, his team is responsible for creating training programs around product knowledge, HR and the company’s learning management system.

Coghlan’s vision is to create the best L&D team in the retail industry. An integral part of making his vision a reality is that “it must be held to a certain standard,” he says.

That standard according to Pearson is, “rooted in a clear and highly-vetted framework of professional mastery around facilitation. This is detailed in the Institute’s industry-accepted competencies.” A facilitator must understand how to best engage learners in different ways to achieve the desired learning outcomes.

After registering to be assessed, a candidate demonstrates knowledge and skill through a live skills-demo.

“As a hiring manager or L&D professional, the reason I like the process for CTP is the journey it takes you through. I love the practicum aspect — the structure and the methodology for designing and facilitating learning,” Coghlan says. “It’s the Kool-Aid that I have drunk.” He believes in the program so much so, that he pays to put his team through the process.

“My people always come first; I want to set them up for success, be it here or anywhere else. [The CTP] needs to be maintained — it says you’re an active participating member of your industry’s governing body,” Coghlan says. “You’re keeping up to speed with the latest and greatest in your industry...as a hiring manager, that’s something I look for in an individual.”

Hiring a CTP means that your candidate has already been assessed by a neutral third party, and has met the industry’s best practices. Pearson adds that having instructors who are certified, “shows your college is serious about the quality of instruction in your programs and sends a strong message to prospective students and regulators, like the Ministry of Training, Colleges and Universities.”

At George Brown, the Chair of Liberal Studies is considering formal training for all instructors – no matter what subject they teach. And other educational institutions have set a precedent — U of T’s OISE expects instructors to have certification from the Institute or an equivalent degree in adult education. “What I’m finding now is that employers are looking for the designation because they are becoming more aware of the value of designations,” Nottingham says.

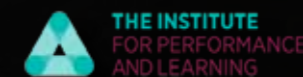
Whether a college program is preparing students to become massage therapists or security guards, there are associated designations attached. “If I didn’t have [my certification], how could I stand in front of my class and say ‘You’re going to need this, you’re going to need that; it’s all about credibility’? That’s how it’s changed for me – I have those letters, coupled with my experience,” she adds.

Pearson wants others to note, “It’s important to understand the CTP is not a training program. A designation is an assessment of your mastery. The assumption is that if you’ve registered, you’re already there. The success rate with the certification program is high and we make sure it is,” he says.

At Staples, Coghlan’s push to certify his team makes business sense. “It shows the associates it’s not just a job, it’s a career. If they’re willing to invest the time and energy into doing this, we’re willing to support them every step of the way. We recognize the benefit of them spending the time and energy that they can bring to their career as well,” Coghlan says. “There is very little turnover on my team – the fact that we are willing to invest in developing people is a key part of that.”

“By getting everyone certified, learning the methodology will make them better L&D professionals. If they’re better, they will design and deliver better learning,” says Coghlan. In his position, most of the learning is directed toward increasing sales and customer satisfaction. “If I have better L&D professionals, that leads to better sales associates, which leads to increased sales, and customer satisfaction... that equals money in the bank for us.”

Career Colleges Ontario and the Institute for Performance and Learning are currently working to provide a discount to CCO members.



THE INVISIBLE BARRIERS TO STUDENT SUCCESS

Career colleges and their educators strive to provide students of all backgrounds with the knowledge and skills to overcome barriers and embark on their chosen career paths. However, these barriers are not always visible to the naked eye.

In pursuit of providing students with hands-on skills that they can carry into the workforce and their communities, concerns for the mental health of students all-too-often fall to the wayside. But according to Canadian health care professionals and researchers, mental health is a prevalent issue in all communities, including campuses.

According to the Centre for Addiction and Mental Health, one in five Canadians struggle with mental illness or addiction in any given year. It comes as no surprise that this has a drastic impact on the economy and the success of students and recent graduates. Individuals suffering from mental illness are far more likely to be unemployed; in severe cases, unemployment rates are as high as 70 to 90 per cent.

Assisting students in overcoming their barriers, both seen and unseen, is inherent to the framework of career colleges across Ontario. Providing support to students in need also has a positive impact on the college's performance. By providing access to counselling and assistance, students are far more likely to gain employment, therefore positively impacting a college's measurements for success.

Pam Zuker is a registered psychotherapist and career counsellor with over ten years' experience. Her agency, Wildflower Counselling and Assessment Services, provides therapy and career counseling to potential and current students of all ages. Zuker points out the importance of bolstering the capacity of those suffering from mental illness to participate in the labour market.

"My belief is, if you can instill hope in people, that will give them more motivation to want to work, and thereby, when they're in the workforce, they're contributing to their sustainability as well as the community," Zuker says. "When they're working, they're being productive, and that's enhancing the community's economic viability."

Conversely, a lack of discussion around mental health in a college isn't an indication that the college is unaffected. Mental health is wrapped in a veil of silence. In a survey conducted by the Canadian Medical Association, responses indicated that only half of Canadians would tell a friend or co-worker that they have a family member with a mental illness. The damaging effects of mental health, though unseen or heard in most institutions, is nonetheless real. The more that is done to bring the issue to the forefront of campus conversation, the greater the payoff will be.

Special thanks to our expert:

Wildflower Counselling and Assessment Services is a comprehensive assessment and counselling service for young adults and students who want to increase their knowledge of their job and career options,

the job market as well as learning about themselves. With more than ten years' experience providing assessment and counselling for individuals facing multiple barriers, I specialize in providing assess-

ment, counselling and career development services. I firmly believe in assisting people both personally and professionally in order to help them reach their full potential.

Your Next Career Step.

School, Program, or City



or Browse Programs

Media Classified Corporation's TrainingPlaces.ca launched its new web application – taking the career college world by storm. A breath of fresh air to the Canadian career college realm, TrainingPlaces.ca offers a streamlined method for potential students to find Canadian career colleges aligned with their objectives to secure certificate, diploma or degree credentials.

Featured

Currently, TrainingPlaces.ca is home to 1641 Canadian career college programs covering Media, IT, Skilled Trades, Business, Healthcare, Legal, Aesthetics and many more. With hundreds of campuses across Canada's major cities, from Toronto to Vancouver, potential students are guaranteed to find a location and program that works for them.

Associate Publisher of TrainingPlaces.ca, Peter Anthony, is thrilled about the launch of the new web application. "Quality leads at an affordable rate are just what the career college industry needs. Our leads will be exclusive to each school. Leads will not be shared or recycled. These leads are specific by school and specific by program."

As a long-standing client of TrainingPlaces.ca, the new web application is a welcomed new feature for President of triOS College and Eastern College, Stuart Bentley, who was quick to attest that: "This initiative is needed in this industry."

Training Places.ca

A digital tool that aligns potential students with the right programs at the right schools

CCO Affiliate Contribution

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MCC is a six-time award winning print and digital publishing company that is home to 27 niche magazines covering employment, education, rentals, automotive, real estate, and the health industry. In addition to these 27 magazines, Media Classified Corporation also distributes

100's of other niche publications across major Ontario and Alberta cities with numbers reaching 20 million free magazines a year. MCC is also the host and founding father of the quarterly held Career Fair Canada event with over 6,000 attendees every event.