

2022

CEWIL Canada DATA REPORT

PREPARED BY
DAVID DREWERY, PH. D.
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EXECUTIVE SUMMARY

This report provides a snapshot of the state of work-integrated learning (WIL) in Canada in 2022. It is based on data collected through four sources: a national directory on WIL, co-op national reporting, pulse surveys, and iHUB reporting. A total of 92 postsecondary institutions across Canada are represented in the report. The reader should note that data were submitted voluntarily and that this report represents WIL in Canada based only on the data that were collected.

National WIL data showed that there were 3,413 WIL programs offered across 13 academic disciplines and eight academic levels, from diploma to doctorate. Co-operative education (co-op), internships, and field placements represented two thirds of all WIL programs. WIL was most common in the academic disciplines: architecture, engineering, and related technologies; business, management and public administration; and health and related fields. It was most common at the bachelors and diploma levels.

National co-op data showed that 42 institutions offered over 800 unique co-op programs.

One out of every three co-op programs was mandatory, and three out of every four co-op programs were accredited by CEWIL. There were nearly 79,000 enrollments across these programs, 19% of which were international student enrollments. Engineering had the largest share of co-op enrollments (34%) followed by business/administration (18%) and science (12%). Co-op students, average monthly earnings were between \$2,617 (in health/legal programs) and \$3,964 (in mathematics/finance programs). Co-op fees paid by students were roughly between \$600 and \$700. Over half (52%) of all co-op jobs were in Ontario however, with data from the University of Waterloo extracted from this data set, 42% of all co-op jobs were located in Ontario. Five percent all of co-op jobs were located outside of Canada and the USA.

Pulse survey data showed that the percentage of students securing WIL positions improved from 2021 to 2022 for both colleges/polytechnics and universities. At nearly all data collection points, match rates were higher in 2022 than they were in the previous year.

Further, Pulse survey data showed that WIL experiences offered through university were more likely to include remote work than to not include remote work. Conversely, WIL experiences offered through colleges/polytechnics were more likely to be in person than remote. Additional data collected suggested that much of the service delivery network in support of WIL (e.g., career fairs) was online in 2022 but could transition to in person in 2023.

Finally, iHUB reporting data revealed remarkable benefits accrued by student participants, many who identified as members of equity deserving groups.

iHUB supported types of WIL that are not as common as others, especially community and industry research & projects. On average iHUB students received \$1,019 in financial remuneration and about one third received other near-cash or tangible benefits such as travel vouchers and computer software.

Together, the data collected through these four sources tell a story about the diversity and power of WIL experiences offered by Canada institutions of higher education. Perhaps more than that, they highlight the resilience and growth of WIL in Canada last year despite tremendous social and economic uncertainty.



MESSAGE OF APPRECIATION

CEWIL CANADA WOULD LIKE TO THANK THE FOLLOWING INSTITUTIONS FOR PROVIDING DATA INCLUDED IN THIS REPORT:

Institution Name	(a)	(b)	(c)	(d)	Institution Name	(a)	(b)	(c)	(d)
Acadia University		*		*	George Brown College	*		*	*
Algoma University		*		*	Georgian College	*	*	*	
Algonquin College	*	*	*		Humber Institute of Technology & Advanced Learning				*
Bishop's University		*		*	John Abbott College				*
British Columbia Institute of Technology		*			Kwantlen Polytechnic University	*	*	*	
Brock University	*	*	*	*	Lambton College		*		
Camosun College	*	*	*	*	Langara College		*	*	*
Cape Breton University	*	*	*		Laurentian University		*		
Capilano University	*	*			MacEwan University	*			*
Carleton University		*	*		McGill University				*
Cégep de Trois-Rivières				*	McMaster University	*	*	*	
Centennial College		*	*		Memorial University of Newfoundland	*	*	*	
Cleveland State University		*			Mohawk College	*	*	*	
Coast Mountain College				*	Mount Allison University				*
Collège Boréal				*	Mount Royal University			*	*
College of the North Atlantic	*	*		*	Mount Saint Vincent University	*	*	*	
Concordia University	*	*	*	*	Niagara College of Applied Arts and Technology	*			
Conestoga College of Applied Arts & Technology	*	*	*		North Island College		*		*
Confederation College of Applied Arts & Technology	*	*			Nova Scotia Community College	*	*		
Dalhousie University	*	*	*		Okanagan College	*	*	*	
Douglas College		*			Olds College of Agriculture and Technology				*
Durham College of Applied Arts and Technology			*	*	Polytechnique Montréal				*
École de Technologie Supérieure	*				Queen's University	*		*	
Emily Carr University of Art + Design				*	Red River College Polytechnic	*	*	*	*
Fanshawe College		*	*		Redeemer University College	*	*	*	*

Institution Name	(a)	(b)	(c)	(d)	Institution Name	(a)	(b)	(c)	(d)
Saint Mary's University		*			University of Guelph	*	*		*
Saskatchewan Polytechnic	*	*			University of Lethbridge	*	*	*	*
Selkirk College	*	*		*	University of Manitoba	*	*		
Seneca College of Applied Arts & Technology	*	*	*		University of New Brunswick				*
Sheridan College	*	*	*		University of Northern British Columbia				*
Simon Fraser University	*	*	*	*	University of Prince Edward Island	*	*		*
St. Francis Xavier University	*	*		*	University of Regina	*	*	*	
St. Thomas University				*	University of Saskatchewan	*		*	
Thompson Rivers University		*		*	University of the Fraser Valley		*		
Toronto Metropolitan University [1]	*	*	*	*	University of Toronto	*	*	*	*
Trent University	*	*	*		University of Victoria	*	*	*	*
Université de Hearst	*				University of Waterloo	*	*	*	
Université de Moncton	*	*		*	University of Windsor	*	*		
Université de Sherbrooke	*	*	*	*	University of Winnipeg		*		
Université d'Ottawa		*	*		Vancouver Community College				*
Université Laval			*		Vancouver Island University	*	*	*	*
Université Sainte Anne		*			Western University	*		*	
University College of the North	*				Wilfrid Laurier University	*	*	*	
University of Alberta	*	*	*	*	York University		*		*
University of British Columbia	*	*	*	*					
University of Calgary	*	*		*					

Note:

Asterisks denote which sources of data were provided where (a) = national directory on WIL; (b) = co-op national reporting; (c) = pulse survey; and (d) = iHUB reporting.
 [1] formerly Ryerson University.

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INTRODUCTION

The year 2022 can be characterized as a year where post-secondary institutions and organizations across Canada were recovering from the significant disruption of the COVID-19 pandemic. It featured a continuing global health pandemic and growing financial and housing market crises. Further, world events threatened the stability of energy and food markets. In Canada, demographic and social trends complicated relationships between employers and job seekers and created stress for many parties in the labour market.

Despite this, institutions of higher education in Canada persisted. Contributions made by colleges/polytechnics and universities to the Canadian economy and society at large were numerous. For anyone who was watching, it became clear that work-integrated learning programs offered by such institutions helped to weather the storm. WIL programs across the country facilitated student engagement with meaningful work and helped employers access the talent they needed to address complex problems.

This report offers a snapshot of WIL in Canada in 2022. The report is based on four data sources collected by Co-operative Education and Work-Integrated Learning Canada (CEWIL). Two of those, the National WIL Directory and National Co-op data, focused on understanding the scope of WIL across the country. The Pulse survey sought to monitor fluctuations in co-op and WIL employment rates from 2021 to 2022. The iHUB reporting sought to understand the characteristics of participants and experiences offered through CEWIL's iHUB program.

The report begins with an overview of CEWIL Canada and its definition of WIL, then presents highlights of data collected through these four sources.



ABOUT CEWIL CANADA

Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada), formerly Canadian Association for Co-operative Education (CAFCE), is the lead organization for work-integrated learning in Canada.

CEWIL partners with post-secondary institutions, community members, employers, government, and students to champion work-integrated learning (WIL). WIL is a model and process of experiential education which formally and intentionally integrates a student's academic studies with learning in a workplace or practice setting. WIL experiences normally include an engaged partnership between an academic institution, a host organization/employer, and a student. WIL occurs at the course or program level and includes the development of learning outcomes related to employability, personal agency, and life-long learning.

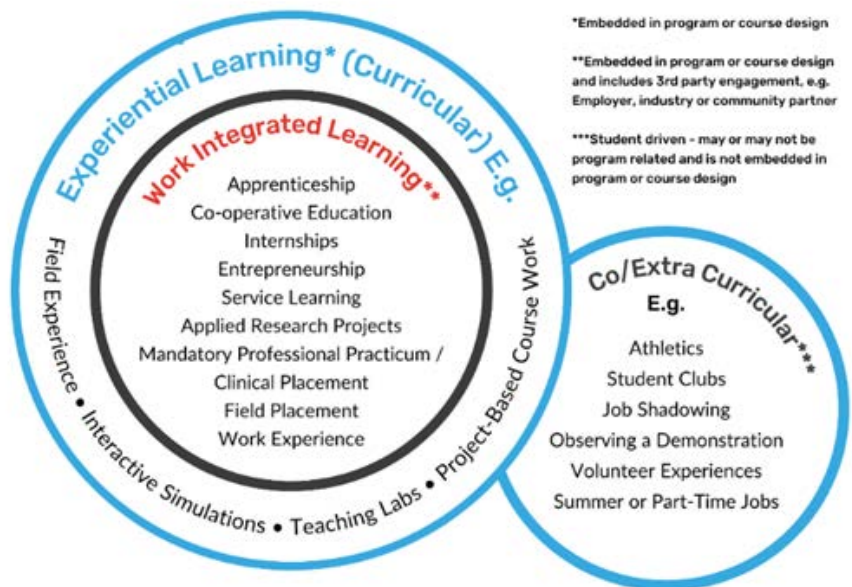
Since 1973, CEWIL Canada members from post-secondary institutions across the country have worked in partnership to develop resources to promote the highest quality of post-secondary work-integrated learning programs. This is achieved through a national forum of professional WIL practitioners by establishing national standards and promoting the value of post-secondary work-integrated learning and by delivering opportunities for learning and sharing of best practices.



WORK-INTEGRATED LEARNING

CEWIL Canada defines work-integrated learning (WIL) as a form of curricular experiential education that formally integrates a student’s academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to: employability, agency, knowledge and skill mobility and life-long learning. Figure 1 illustrates the relationship between WIL and experiential learning.

Figure 1. CEWIL Canada model of experiential and work-integrated learning





CEWIL Canada recognizes nine types of WIL, which are defined as follows:

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 journeyman 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.

Community and Industry Research & Projects

Students are engaged in research that occurs primarily in workplaces, includes: consulting projects, design projects, community-based research projects.

Community 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.

Co-operative Education

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.



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.

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.

Internships

Offers usually one discipline-specific, supervised, structured paid or unpaid, and for academic credit work experience 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.

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. Practical I are generally unpaid and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.

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.

NATIONAL WIL DATA 2022

*IN 2022, 53 INSTITUTIONS REPORTED
OFFERING 3,413 WIL PROGRAMS.*

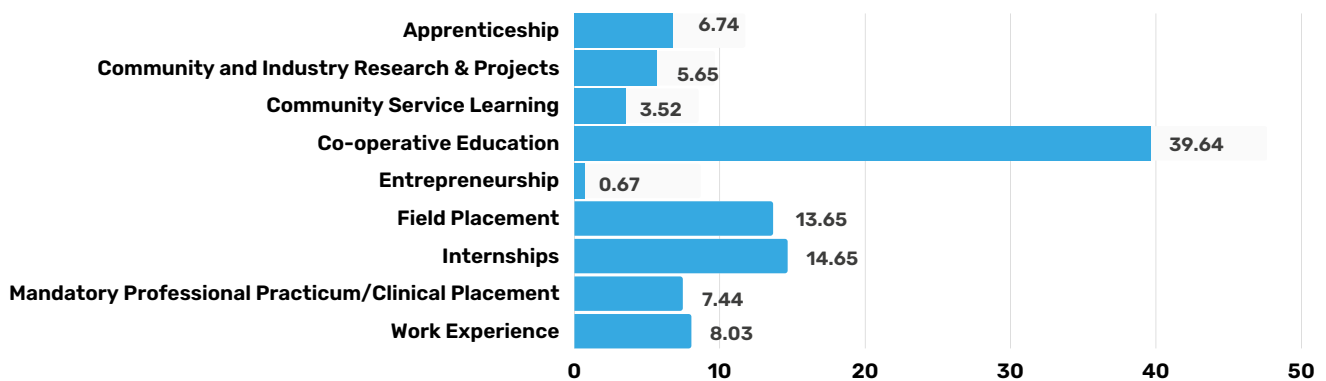
CEWIL Canada is proud to provide information about WIL through the National WIL Directory. WIL directors and managers at institutions across Canada were invited to report on detailed information about their WIL programs including academic disciplines and levels. As a reminder, data were provided to CEWIL voluntarily and not all institutions in Canada that offer WIL are necessarily included in the figures presented below.

In 2022, 53 institutions reported offering 3,413 WIL programs. Figure 2 shows the percentage of those programs categorized by type of WIL. Four out of every ten WIL programs were co-operative education programs. Internships and field placements were the next most common types of WIL offered. These three types of WIL represent two thirds of all WIL in Canada. Less than one percent of all WIL programs were entrepreneurship programs.





Figure 2. Percent of WIL programs by type of WIL



Data on academic discipline suggest that WIL was offered across 13 academic disciplines (including “other”). Table 1 shows the number of WIL programs by academic discipline and type of WIL. WIL was most common in architecture, engineering, and related technologies. One in five (17%) WIL programs were in this discipline. WIL was also common in business, management and public administration (15% of all WIL programs), and health and related fields (14% of all WIL programs). WIL was least common in professional improvement and leisure (1% of all WIL programs).

Table 1. Number of WIL programs by academic program and type of WIL

Academic Discipline	APP	CIRP	CSL	Co-op	ENT	FP	INT	MPP	WE
Architecture, engineering, and related technologies	84	29	4	313	0	68	25	5	52
Business, management and public administration	0	68	25	236	21	59	45	7	69
Health and related fields	93	13	16	41	0	74	71	167	11
Social and behavioural sciences and law	16	21	15	120	0	76	58	12	19
Mathematics, computer and information sciences	0	12	5	201	1	17	22	1	14
Physical and life sciences and technologies	17	8	7	151	1	7	38	5	14
Humanities	4	10	10	96	0	21	54	1	16
Visual and performing arts, and communication technologies	0	9	4	47	0	41	71	0	32
Education	8	3	5	9	0	32	92	36	7
Agriculture, natural resources and conservation	4	8	8	92	0	13	11	3	13
Other	0	8	21	27	0	22	11	16	10
Personal, protective and transportation services	4	3	0	15	0	31	1	0	12
Professional improvement and leisure	0	1	0	5	0	5	1	1	5
Total	230	193	120	1,353	23	466	500	254	274

Abbreviations are App = Apprenticeship, CIRP = Community and Industry Research & Projects, CSL = Community Service Learning, Co-op = Co-operative Education, ENT = Entrepreneurship, FP = Field Placement, Int = Internships, MPP = Mandatory Professional Practicum / Clinical Placement, and WE = Work Experience

Table 2 shows the number of WIL programs by academic level and type of WIL. Nearly half (45%) of all WIL programs were at the bachelor's level. The next most common level at which WIL was offered was the diploma level (22% of all WIL programs). One in five (17%) WIL programs was offered at the graduate level (masters or doctorate).

Table 2. Number of WIL programs by academic level and type of WIL

Level	APP	CIRP	CSL	Co-op	ENT	FP	INT	MPP	WE	Total
Certificate	83	9	19	21	3	98	7	58	44	342
Diploma	1	62	18	265	1	185	20	102	88	742
Associate Degree	0	1	0	4	0	0	1	0	0	6
Bachelors	31	89	69	790	8	91	342	57	74	1,551
Postgraduate Certificate	3	3	0	31	1	47	10	7	6	108
Postgraduate Diploma	0	3	0	6	0	4	13	12	15	53
Masters	3	25	9	185	6	32	71	17	34	382
Doctorate	89	1	3	51	4	9	36	1	13	207
Other	20	0	2	0	0	0	0	0	0	22
Total	230	193	120	1,353	23	466	500	254	274	3,413

Data on average hours per WIL experience are summarized in Table 3. These data show that, on average, apprenticeships were longest (average of 1,388 hours) and community service learning programs were shortest (54 hours on average).

Table 3. Average number of hours students spent in WIL experiences by type of WIL

WIL Type	Program Counted	Average Hours
Apprenticeship	187	1,388
Community and Industry Research & Projects	170	114
Community Service Learning	98	54
Co-operative Education	1,347	464
Entrepreneurship	23	82
Field Placement	459	228
Internship	496	488
Mandatory Professional Practicum	240	351
Work Experience	274	259

NATIONAL CO-OP DATA 2022

*A TOTAL OF 42 INSTITUTIONS PROVIDED
DATA ON THEIR OVER 800 UNIQUE CO-OP
PROGRAMS.*

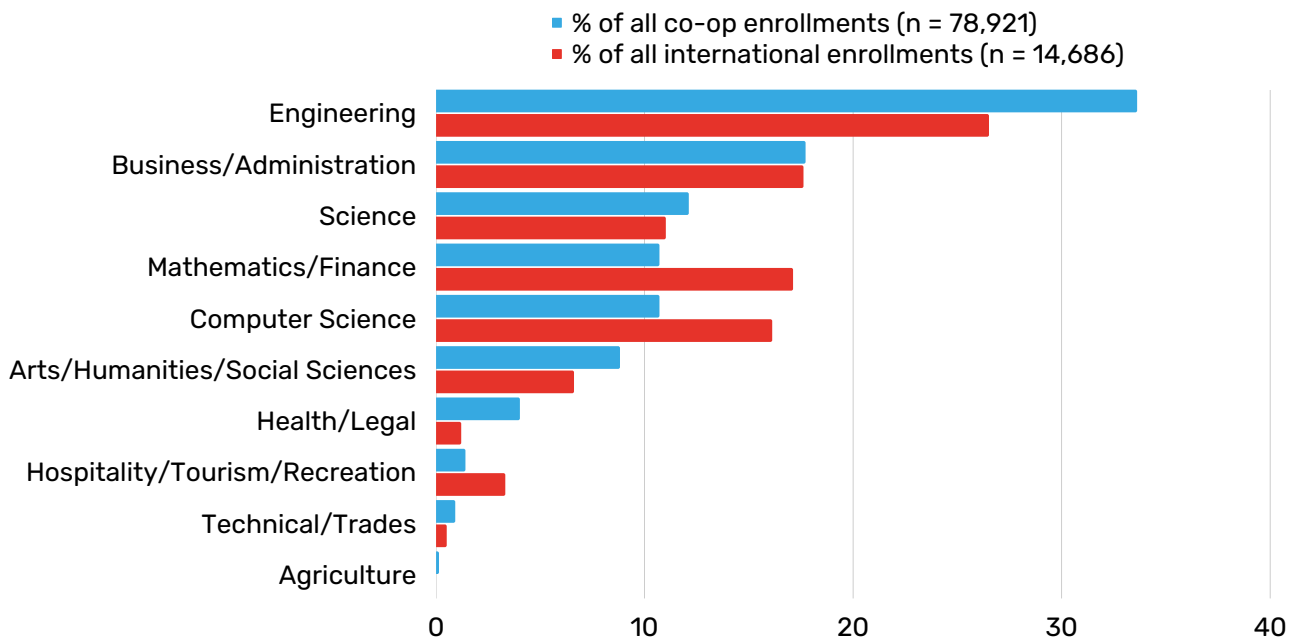
WIL directors and managers at institutions across Canada were invited to report on detailed information about their co-op programs including employer type, work term locations, and student salaries. Every effort was made to collect the most accurate data possible. However, due to complexities in the timing of data collection, the numbers presented in this report should be considered estimates. For example, some institutions reported data for a single term, such as September to December 2022, whereas others reported on two or three terms.



A total of 42 institutions provided data on their over 800 unique co-op programs[1]. Of course, due to the alternating pattern of co-op work experiences, data were available for some programs at multiple times of the year, totaling 1,915 programs for analysis. Of the 1,915 programs counted, 33% were mandatory and 66% were not mandatory. As well, 73% were accredited by CEWIL Canada and 27% were not. Collectively, enrollments in those programs totaled 78,921 students. Of those enrollments, 19% were counted as international student enrollments and 81% were counted as domestic student enrollments.

Data on enrollments by academic discipline were collected and are illustrated in Figure 3. This figure shows the percentage of all co-op enrollments (n = 78,921) and all international student co-op enrollments (14,686) by academic discipline. Engineering had the largest share of co-op enrollments (26,529 or 33.6%) and the largest share of international enrollments (3,892 or 26.5%). The proportion of international student enrollments was noticeably large in mathematics/finance, computer science, and hospitality/tourism/recreation (although the absolute numbers in this academic discipline are small relative to the other two just mentioned).

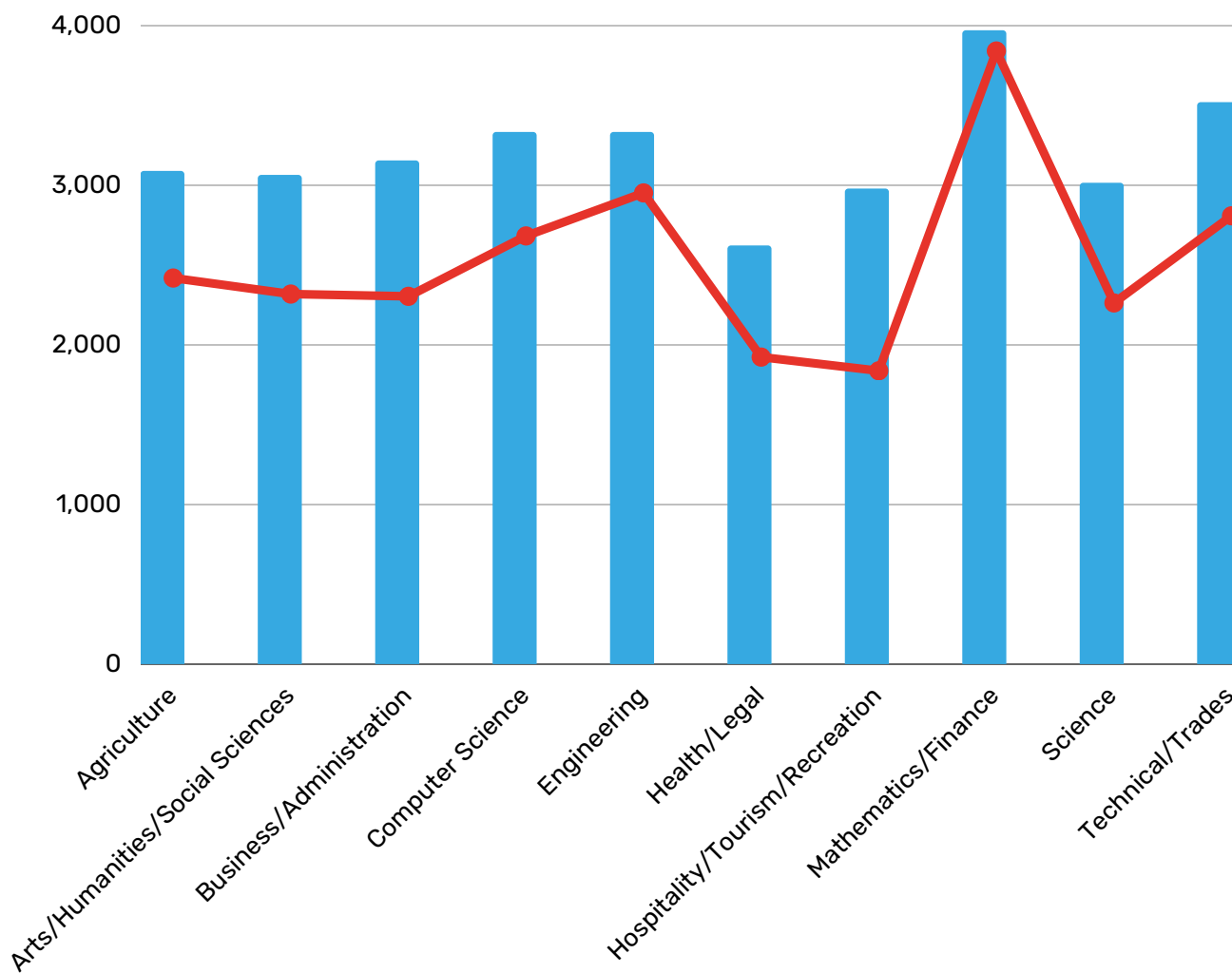
Figure 3. Number of Co-op enrollments by academic discipline



[1] It was estimated that there were 882 unique co-op programs offered in Canada in 2022, however the survey data cannot be considered 100% complete.

Data about student earnings was collected. Figure 4 shows the average monthly and hourly earnings for all co-op enrollments by academic discipline. Table 4 below shows the specific numbers illustrated in Figure 4 and shows the fees paid by students in such co-op programs at the undergraduate and graduate levels. The data show that earnings are highest in mathematics/finance programs and lowest in health/legal (lowest monthly earnings) and hospitality/tourism/recreation (lowest hourly earnings).

Figure 4. Average monthly earnings by academic discipline



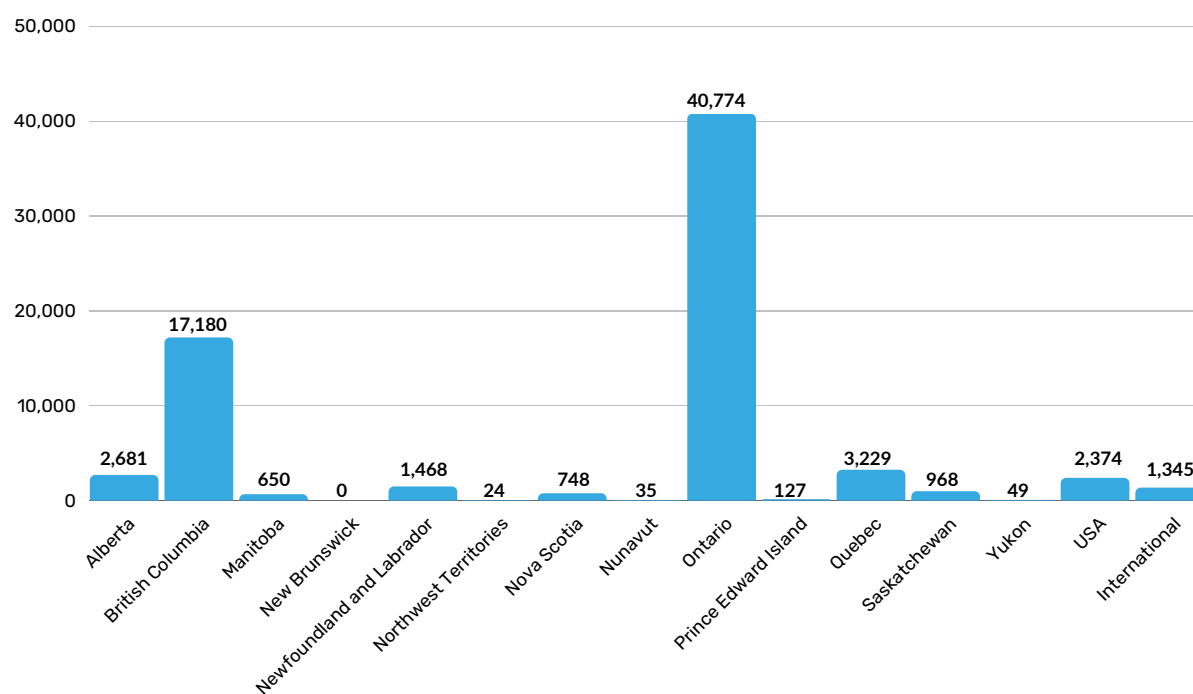
Fee data suggest that mathematics/finance programs charge the highest undergraduate co-op fees on average and engineering programs charge the highest graduate co-op fees on average. Computer science programs charge the lowest undergraduate co-op fees on average and hospitality/tourism/recreation programs charge the lowest graduate co-op fees on average.

Table 4. Average monthly and hourly earnings and co-op fees paid by academic discipline

Academic Discipline	Earnings		Fees Paid	
	Monthly	Hourly	Undergrad	Grad
Agriculture	\$3,084.15	\$20.94	\$683.70	\$671.16
Arts/Humanities/Social Sciences	\$3,059.27	\$20.53	\$680.30	\$688.96
Business/Administration	\$3,149.77	\$20.47	\$673.62	\$615.14
Computer Science	\$3,328.06	\$22.01	\$607.28	\$552.05
Engineering	\$3,540.43	\$23.11	\$644.60	\$709.82
Health/Legal	\$2,617.57	\$18.92	\$631.42	\$589.69
Hospitality/Tourism/Recreation	\$2,973.74	\$18.57	\$616.98	\$509.00
Mathematics/Finance	\$3,964.67	\$26.73	\$720.57	\$673.52
Science	\$3,009.92	\$20.30	\$653.16	\$637.53
Technical/Trades	\$3,514.59	\$22.53	\$601.31	\$579.00

Figure 5 below shows the number of co-op jobs by location. Most co-op jobs were in Ontario. Indeed, 52% of all co-op jobs were in that province. This is not surprising given that some of the largest post-secondary institutions in Canada that offer co-op are in Ontario (e.g., McMaster University, University of Toronto, University of Waterloo). Five percent all of co-op jobs were located outside of Canada and the USA.

Figure 5. Number of enrollments by location



PULSE SURVEY DATA 2022

DATA COLLECTION BEGAN DURING COVID-19 PANDEMIC WITH THE OBJECTIVE OF IDENTIFYING TRENDS.

The Pulse Survey aimed to collect data on co-op and WIL employment and other indicators of WIL at specific times during 2022. Two surveys were administered to WIL directors and managers. The first survey was administered in March 2022. Responses were collected between March 10 and March 29. The second survey was administered in October 2022. Responses were collected between October 17 and November 10. Participation at both times was voluntary. Further, some respondents participated at one time but not the other.

Table 5 shows the number of students in placements within three trimesters (Jan-Apr, May-Aug, and Sep-Dec) in 2021 and 2022. It also shows the percentage change in those placements from 2021 to 2022. Data are presented for colleges/polytechnics, universities, then summarized across institution types as “all”.



The story that emerges is one of recovery and growth. Across institution types, there were more students in placements in 2022 than in 2021 in each of the three terms. Increases in student placements were especially strong among universities where year over year growth across all three terms was roughly 8% (67,447 placements in 2021 to 73,140 placements in 2022). Year over year changes in placements among colleges/polytechnics were negative in two of the three terms. Despite this, there were more college/polytechnic students (+147 students) placed in 2022 than in 2021, and the year over year growth rate across the three terms was roughly 1% (14,942 placements in 2021 to 15,089 placements in 2022).

Table 5. Number of students in placements from 2021 to 2022 reported by colleges and universities within three trimesters

Institution type	Jan-Apr			May-Aug			Sep-Dec		
	2021	2022	Change	2021	2022	Change	2021	2022	Change
College/Polytechnic	5,452	5,343	-2%	6,833	7,230	6%	2,657	2,516	-5%
University	19,947	22,171	11%	26,815	29,888	11%	20,685	21,081	2%
All	25,399	27,514	8%	33,648	37,118	10%	23,342	23,597	1%

Additional data on the work modality of students' co-op and WIL experiences were available. Three work modes were collected: in-person, fully remote, and hybrid (sometimes in-person and sometimes remote). Relevant data were recoded to represent the percentage of jobs that were remote some or all the time. Analyses of these data are important to our understanding of places and spaces in which students' experiences are situated. This has direct implications for how we prepare students to succeed at work. Table 6 summarizes the results of the analyses.

The data show that many WIL jobs feature remote work to some extent. In months that are often considered colder in Canada (January to April) most jobs featured remote work. In the months that are often considered warmer in Canada (May to August), remote work was less common. Percentages of jobs that featured remote work were somewhat higher among university students than for college/polytechnic students. Note that only seven colleges/polytechnics and 17 universities provided data, so these results may be unrepresentative of WIL across the country.

Table 6. Percentage of jobs that were remote by term and institution type in 2022

Institution type	Jan-Apr	May-Aug	Sep-Dec
College/Polytechnic	49%	30%	34%
University	70%	56%	51%
All	67%	50%	48%

Administrators were asked to report on the location (co-op job board, WIL job board, campus career job board, faculty specific job board) of WIL job postings in September 2021 and September 2022. Table 7 presents the results. Within universities, from 2021 to 2022 there were increases in co-op job board postings (+6%), WIL job board postings (+18%), and campus career job board postings (+4%). Also, within universities, from 2021 to 2022 there was a decrease in faculty specific job board postings (-7%). Within colleges, data were available for co-op job board postings and campus career job board postings only. From 2021 to 2022 there were decreases in both (-3% for co-op job board postings and -9% for campus career job board postings).

Table 7. Job postings by location

		Sep 2021	Sep 2022	2021 to 2022 change
University	Co-op job board	19,234	20,429	6%
	WIL job board	449	531	18%
	Campus career job board	4,156	4,312	4%
	Faculty specific job board	1,126	1,051	-7%
College/Polytechnic	Co-op job board	3,870	3,768	-3%
	WIL job board	n/a	n/a	n/a
	Campus career job board	883	805	-9%
	Faculty specific job board	n/a	n/a	n/a



Administrators were asked to report on the location (in person, online, or both) of five activities at their institutions (job interviews, career fairs, site visits, career appointments, and career workshops) for the spring and fall terms in 2022. They were also asked to report on anticipated activity locations in the winter 2023 term. Data were available for 28 institutions. Table 8 summarizes the results.

In spring 2022, among colleges/polytechnics, most administrators reported that activities were either online or both online and in person. Most reported that interviews, career fairs, site visits, and workshops were online and that most career appointments were both online and in person. This pattern was similar in spring 2022 among universities. Some—but a minority—of administrators reported that activities were in person only. Conversely, most interviews, site visits, career appointments, and career workshops were both online and in person. Career fairs (56% of them) were notably mostly online only.

Compared to the spring 2022 term, colleges reported shifts from online only activities towards activities that would be both online and in person. For example, most college administrators reported that career workshops were online in the spring and were both online and in person in the fall. This trend—from online only to both online and in person offerings—was consistent among universities, too. There was an even bigger indication that some activities—notably career fairs and career workshops—shifted from online only to in person only among universities in 2022.

Table 8. Selected activities by mode

Activity	Mode	College/Polytechnic			University			Both		
		s22	f22	w23*	s22	f22	w23	s22	f22	w23
Interviews	in person	67%	29%	17%	7%	18%	25%	5%	18%	17%
	online	75%	71%	67%	33%	12%	12%	43%	18%	17%
	both	0%	0%	17%	60%	71%	63%	52%	64%	67%
Career Fairs	in person	0%	29%	17%	22%	42%	67%	15%	45%	44%
	online	75%	29%	17%	56%	21%	0%	62%	21%	15%
	both	25%	43%	67%	22%	37%	33%	23%	34%	41%
Site visits	in person	0%	0%	0%	6%	6%	7%	4%	8%	4%
	online	71%	29%	33%	44%	24%	14%	52%	23%	22%
	both	29%	71%	67%	50%	71%	79%	43%	69%	74%
Career Appointments	in person	0%	0%	0%	12%	18%	25%	8%	11%	11%
	online	71%	0%	0%	6%	0%	0%	13%	0%	0%
	both	29%	100%	100%	82%	82%	75%	88%	89%	89%
Career Workshops	in person	0%	0%	0%	8%	22%	36%	5%	14%	21%
	online	71%	29%	17%	15%	11%	0%	35%	14%	7%
	both	29%	71%	83%	77%	67%	64%	60%	71%	72%

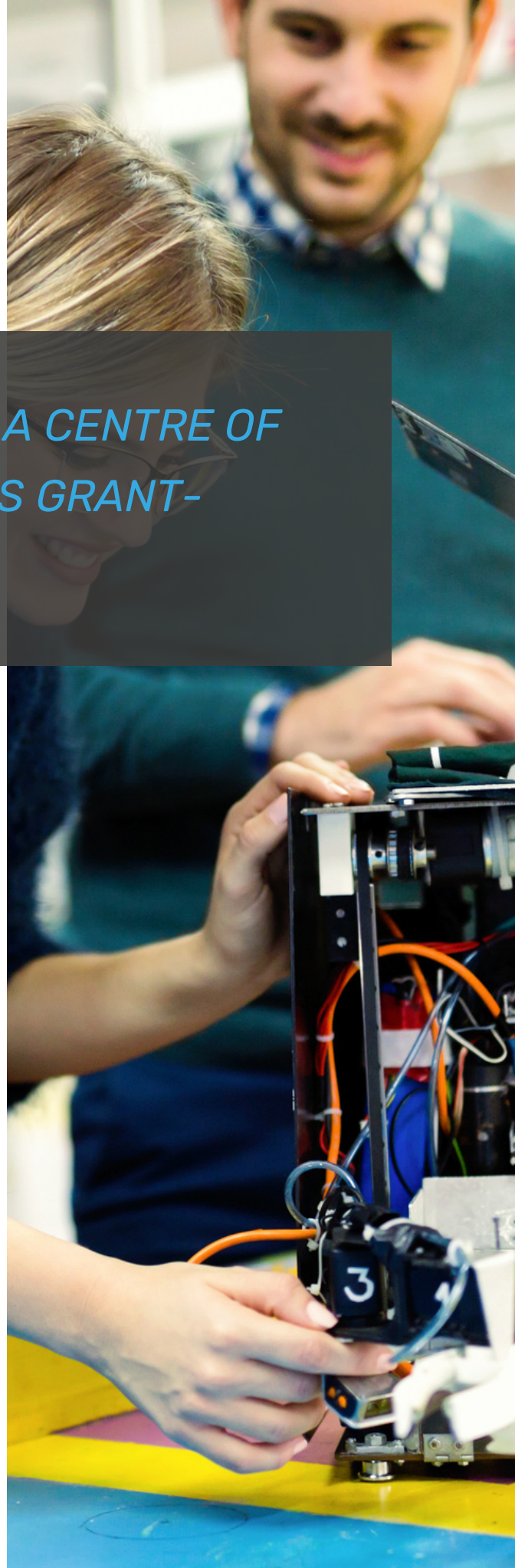
iHUB DATA 2022

CEWIL IHUB OPERATES AS A CENTRE OF EXPERTISE THAT PROVIDES GRANT-BASED FUNDING.

The CEWIL iHUB is one-way CEWIL creates additional capacity for high quality WIL experiences beyond traditional co-op and internship programs. Specifically, the CEWIL iHUB operates as a centre of expertise that provides grant-based funding through a nation-wide request for proposals (RFP). Proposals are adjudicated by WIL experts to ensure appropriate quality and learning standards for students. Underrepresented post-secondary students are prioritized including Indigenous students, racialized Canadians, persons with disabilities, newcomers and women/non-binary students in STEM.

The iHUB focuses primarily on four types of WIL:

1. community and industry research and projects;
2. entrepreneurial WIL;
3. field placements;
4. service-learning WIL;



The iHUB supports expanding access to WIL, removing barriers, leveraging technology to enhance or extend programming, and innovating through new partnerships and new models for quality curricular WIL.

As part of the program, CEWIL Canada collects information about the students and community/industry hosts that participate in the program. Highlights of their characteristics and program outcomes are presented below. Importantly, data collected from iHUB administrators suggest that an estimated 8,047 students participated in iHUB experiences in 2022. However, at the time of this report, completed data were available for only 2,654 iHUB student participants. The figures reported below are based on completed records unless otherwise specified.





Profile of Participants and Experience

iHUB student participants were on average 25.4 years old. Two thirds (67%) identified as women, 28% identified as men, and 3% preferred not to disclose gender identity, and 2% identified as non-binary or another gender category they self-reported. Further, data about membership in selected equity deserving groups were collected. Such data suggest that following percentages of iHUB participants belonging to the following groups: LGBTQ2S+ (14%), living in remote or rural location (17%), low socioeconomic status (17%), mature student (26%), Indigenous (including non-status), First Nations, Aboriginal, Métis, or Inuit (6%), Black Canadian (3%), Racialized person / Person of Colour (18%), newcomer to Canada within the last 5 years (5%), student from refugee pathways (1%), student with disability (9%), and female-identifying or non-binary person studying STEM (12%).



Most (95%) iHUB students were enrolled full-time. Over half (56%) of iHUB students were enrolled in bachelor's programs, another 29% were enrolled in college/CEGEP certificate or diploma programs, 6% were enrolled in master's programs, 5% were enrolled in university certificate or diploma programs, 4% were enrolled in doctorate programs, and just over 1% were enrolled in apprenticeship or other programs not listed above. The percentage of iHUB participants by year of academic study was as follows: first (38.6%), second (22.0%), third (15.4%), fourth (21.1%), fifth or more (3.0%).

Table 9 shows the location and organization size for all iHUB experiences in 2022 based on completed data. Of the 2,654 iHUB experiences, over half (50.4%) were in organizations with between 10 and 99 employees and one third (31%) were in large organizations, those with 500 or more employees.

These figures change slightly when the estimated number of experiences are considered. Based on estimated number of experience (n = 8,047), the number of percentages of iHUB experiences by province (in order of size) are: Ontario (n = 2,059 - 25.6%), British Columbia (n = 1,816 - 22.6%), New Brunswick (n = 1,484 - 18.44%), Alberta (n = 1,282 - 15.9%), Québec (n = 775 - 9.6%), Nova Scotia (n = 438 - 5.4%), Prince Edward Island (n=69 - 0.9%), Manitoba (n=60 - 0.7%), Newfoundland and Labrador (n=32 - 0.4%), Saskatchewan (n = 28 - 0.3%) and Yukon (n=4 - 0%).

Table 9. Number of iHUB students by province/territory and organization size

Province/Territory	Organization Size				Total
	Micro (1- 9)	Small (10-99)	Medium (100-499)	Large (500+)	
New Brunswick	117	243	7	240	607
British Columbia	29	426	7	133	595
Alberta	60	200	111	136	507
Quebec	4	162	89	181	436
Ontario	1	215	38	100	354
Prince Edward Island	0	37	11	21	69
Nova Scotia	0	33	0	4	37
Newfoundland and Labrador	0	8	24	0	32
Saskatchewan	0	8	0	0	8
Manitoba	1	4	0	0	5
Yukon	2	2	0	0	4
Total	212	1,338	287	815	2,654
% among organization sizes	8.1%	50.4%	10.8%	30.7%	100%

Table 10 shows the number of iHUB jobs by work mode and WIL type. Of 2,654 iHUB experiences, 45% were community and industry research & projects, 27% were field placements, 12% were community service learning, 7% were entrepreneurial WIL, 5% were internships, 4% were professional practicums/clinical placements, and one (0.1%) was a work experience. Nearly half (48%) of all iHUB experiences were fully in person. A smaller percentage of experiences (27%) was hybrid and an even smaller percentage of them (25%) was fully remote.

Table 10. Number of iHUB participants by WIL type and work mode

WIL Type	Fully in Person	Hybrid	Fully remote	Total
Community and Industry Research & Projects	466	476	263	1,205
Community Service Learning	229	21	57	307
Entrepreneurial WIL	59	39	85	183
Field Placement	438	40	244	722
Internships	5	116	0	121
Professional Practicum/Clinical Placement	75	30	10	115
Work Experience	0	1	0	1
Total	1,272	723	659	2,654



Benefits to Students

Table 11 provides information about the total commitments from students (in terms of hours worked), hosts (in terms of student remuneration), and institutions (in terms of costs per student). On average, students committed 115 hours of time to their iHUB experience. Professional practicums/clinical placements demanded the most time (270 hours) and community and industry research & projects demanded the least (73 hours). Such commitment was mostly commensurate with remuneration. On average iHUB students received \$1,019.03.

According to the data on the form of remuneration (n = 2,421), most remuneration was presented as a stipend (including “travel allowance,” 67%). Other remuneration was presented as bursary (or “allocation” in French, 10%), credit on student account (10%), wages (7%), training (2%), tuition (2%), gift card (1%), transportation, internet and technological grant (less than 1%), honorarium (less than 1%), student award (less than 1%), and grant (less than 1%).

Records also show that iHUB students may have received benefits (n = 872) that were described in financial amounts. Of those who received benefits, on average students received \$429.24. The two most common forms of such benefits appeared to be covering transportation costs and receiving technical hardware or software.

It is noteworthy, too, that students’ institutions were sometimes (n = 321) recipients of so-called “legacy materials,” artefacts that institutions would own after the iHUB program and use in support for future students. Of those who received legacy materials, the average value of those materials was \$156.72.



Common examples of legacy materials were: sporting goods, camping goods (presumably for teaching or organizing outdoor activities such as in an adventure course), computer software, and technical hardware such as cameras, laptops, and iPads.

Table 11. Average commitments by WIL type

WIL Type	Hours Worked	Student Remuneration	Cost per Student
Community and Industry Research & Projects	73	\$730.50	\$1,435.78
Community Service Learning	102	\$635.56	\$1,372.94
Entrepreneurial WIL	155	\$1,401.81	\$1,561.52
Field Placement	156	\$1,322.91	\$1,586.09
Internships	116	\$1,477.90	n/a
Professional Practicum/Clinical Placement	270	\$1,570.81	n/a
Work Experience	150	\$1,600.00	n/a
Total	115	\$1,019.03	\$1,512.02



CONCLUSION

The data presented in this report provides a snapshot of WIL across the nation. WIL is offered in many ways to tens of thousands of students, at dozens of post-secondary institutions in Canada. Co-op, internships, and field placements, especially at the diploma and bachelor's levels are growing. Student placement numbers improved, for the most part, between 2021 to 2022, a sign of recovery from the COVID-19 pandemic for WIL programs. A mix of remote and in person work, as well as a mix of remote and in person student support services, appears to be the new normal. Finally, the iHUB program welcomed thousands of students, many from equity deserving groups, and offered financial and non-financial benefits that may not have materialized without the program.

CEWIL Canada is proud to share these findings with their members and the broader community and wishes to give thanks to all those institutions that provided data used in this report. Further, CEWIL encourages institutions across the country to share their data through the national directory on WIL, co-op national reporting and pulse survey. Doing so ensures a more accurate representation of the excellent work done by WIL practitioners in Canada and helps CEWIL advocate for WIL programs, using timely data. More than that, with the help of institutions and their data, CEWIL aims to support efforts to improve student and employer experiences in WIL in years to come.

Appendix

Table 12. Number of WIL programs by type of WIL and institution

Institution	APP	CIRP	CSL	CO-OP	ENT	FP	INT	MPP	WE
Algonquin College	0	0	0	44	0	0	0	0	0
Brock University	0	26	12	42	0	15	20	6	1
Camosun College	0	1	0	10	0	9	8	10	1
Cape Breton University	0	0	1	6	0	0	5	0	0
Capilano University	0	9	21	2	0	2	0	19	0
College of the North Atlantic	41	26	1	14	0	14	3	27	82
Concordia University	2	1	0	79	0	7	104	14	0
Conestoga College of Applied Arts & Technology	0	0	0	66	0	54	0	0	0
Confederation College of Applied Arts & Technology	0	0	0	11	0	0	0	0	5
Dalhousie University	0	1	0	25	0	0	3	1	0
École de Technologie Supérieure	0	0	0	7	0	0	0	0	0
George Brown College	0	0	0	4	0	40	0	0	7
Georgian College	16	0	0	46	0	18	5	17	0
Kwantlen Polytechnic University	0	6	21	10	0	0	0	11	4
MacEwan University	0	22	0	0	0	41	5	16	5
McMaster University	0	0	0	77	0	0	0	0	0
Memorial University of Newfoundland	0	0	0	12	0	0	0	0	0
Mohawk College	20	4	0	25	0	26	0	12	0
Mount Saint Vincent University	0	0	0	3	0	0	4	2	3
Niagara College	0	0	0	21	0	0	0	0	0
Nova Scotia Community College	0	0	0	6	0	110	3	4	0
Okanagan College	20	16	2	28	0	10	0	30	6
Queen's University	0	8	2	0	0	1	72	0	0
Red River College	0	1	0	14	0	0	1	17	1
Redeemer University	0	0	0	6	0	0	13	0	0
Toronto Metropolitan University	0	0	0	14	0	0	0	0	0
Saskatchewan Polytechnic	0	20	2	11	5	2	0	26	18

Selkirk College	0	0	0	13	0	0	0	0	0
Seneca College	0	0	0	9	0	0	0	0	9
Sheridan College	1	0	0	27	0	23	13	4	16
Simon Fraser University	0	0	0	94	0	0	10	0	0
St. Francis Xavier University	0	0	2	6	0	0	0	0	0
Trent University	0	5	6	7	0	17	5	8	0
Université de Hearst	0	0	0	0	0	5	0	0	0
Université de Moncton	0	0	0	20	0	0	0	0	0
Université de Sherbrooke	128	0	0	54	0	32	128	0	0
University College of the North	0	0	0	0	0	11	0	5	0
University of Alberta	0	0	1	20	0	4	8	0	0
University of British Columbia	0	11	4	120	0	0	0	4	79
University of Calgary	0	3	0	6	0	0	2	0	0
University of Guelph	0	4	1	59	0	0	5	0	1
University of Lethbridge	0	8	4	16	14	3	1	0	1
University of Manitoba	0	0	0	12	0	0	0	0	0
University of Prince Edward Island	0	0	0	4	0	0	0	0	0
University of Regina	0	0	0	13	0	1	2	3	1
University of Saskatchewan	0	0	0	1	0	0	0	0	0
University of Toronto	0	16	14	58	4	1	37	0	30
University of Victoria	0	0	0	162	0	0	0	0	0
University of Waterloo	2	2	1	21	0	5	12	8	3
University of Windsor	0	0	1	8	0	4	2	1	0
Vancouver Island University	0	0	0	11	0	0	4	1	1
Western University	0	0	21	11	0	1	25	8	0
Wilfrid Laurier University	0	3	3	18	0	10	0	0	0
% of total	6.7	5.7	3.5	39.6	0.7	13.7	14.6	7.4	8.0
Abbreviations are App = Apprenticeship, CIRP = Community and Industry Research & Projects, CSL = Community Service Learning, Co-op = Co-operative Education, ENT = Entrepreneurship, FP = Field Placement, Int = Internships, MPP = Mandatory Professional Practicum / Clinical Placement, and WE = Work Experience									