

COLUMBIA COLLEGE PROGRAM MARKET ASSESSMENT CANADA

NOTE:	Clarification of Terms
<i>Must; Shall; Will:</i>	These words or phrases indicate actions or activities that are <i>essential</i> or <i>mandatory</i> .
<i>Should:</i>	This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory.
<i>May or Could; Can:</i>	These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.

Program Being Assessed

INTRODUCTION

This document should be used as one of the initial assessment tools when investigating and assessing comparable programs in Canada that are offered by competitors, in what could become a new market location for a specific educational program. Each section of it has been designed to gather relevant information related to the various components of existing comparable programs offered by existing institutions. The main body of results of this investigation should be communicated via a profile of each competitor program. It should be followed by a list of concerns and/or recommended actions to follow.

Once the concerns and/or recommendations are attended to a decision will be made as to whether a full business plan will be developed to establish a new program in the geographical region of Canada being analyzed.

However, the first step in the process of market analysis is to complete a Supply/Demand Analysis. It is listed as Section I in the document. Work should not proceed with Section II and subsequent sections until the results of Section I have been reviewed by the President or his designate.

SECTION I SUPPLY/DEMAND ANALYSIS

INTRODUCTION

The first step in Program Market Assessment involves a supply/demand analysis. It requires the gathering of information related to the current number of positions in the marketplace, their growth rate, attrition rate, as well as five-year projects. This information will help to determine the current and projected demand. The demand analysis is then compared with a supply analysis which involves an assessment of such data as current and projected qualified graduates, migrants/immigrants and attrition of professionals no longer working in the field.

Province vs. Region

An attempt has been made to break down data into five regions across the province. However, this refined degree of information is most difficult to assess and therefore is not as accurate as "Province as a whole" data.

Source of information

In order to provide the most accurate information, researchers have identified and assessed the most objective authorities. These include Professional bodies, including the Department of Economic Development, Employment Immigration & Industry, and Professional Occupational Associates.

Each section of the report identifies which source (including individual, organization, position, phone/e-mail contact) provided the information. These will allow greater ease in seeking clarity as well as getting future updated information.

Special Notes

Each section has a “Special Notes” portion which is used to describe any additional or unusual information which may be important to consider, prior to decision making.

A.1 Current Number of Positions

Please describe below the estimated number of positions in each region requiring qualified personnel. This includes filled and vacant positions.

	Source of Data Contact Number	Filled Position	Vacant Position	Total Positions
Calgary Region				
Edmonton Region				
South Alberta (Lethbridge, Medicine Hat)				
Red Deer Region				
North Alberta				
Province as a whole				

Special Notes:

A.2 Projected Number of Positions

Please describe below the estimated number of positions requiring qualified personnel in each region in five years.

	Source of Data Contact Number	Filled Position	Vacant Position	Projected Positions
Calgary Region				
Edmonton Region				
South Alberta (Lethbridge, Medicine Hat)				
Red Deer Region				
North Alberta				
Province as a whole				

Special Notes:

A.3 Projected Growth Rate of Positions

Please describe below in each region the estimated increase in five years of qualified positions including vacancy positions.

	Source of Data Contact Name & Contact Number	A1 Current Demand Totals	A2 Projected Demand Totals	Net Increase in Demand A2-A1=
Calgary Region				
Edmonton Region				
South Alberta (Lethbridge, Medicine Hat)				
Red Deer Region				
North Alberta				
Province as a whole				

Special Notes:

A.4 Attrition Rates

Please describe below the estimated level of attrition (turnover rate, retirement, etc.) that currently exists within this position for each region.

	Source of Data Contact Name & Contact Number	Annual Attrition Rate (in number)
Calgary Region		
Edmonton Region		
South Alberta (Lethbridge, Medicine Hat)		
Red Deer Region		
North Alberta		
Provincial as a whole		

Special Notes:

A.5 Projected Attrition Rates

Please describe below the estimated level of attrition (turnover rate, retirement, etc.) that is projected to occur five years from now for each region.

	Source of Data Contact Name & Contact Number	Projected Attrition Rate (in number)
Calgary Region		
Edmonton Region		
South Alberta (Lethbridge, Medicine Hat)		
Red Deer Region		
North Alberta		
Province as a whole		

Special Notes (i.e. aging work force):

A.6 Current Demand

Calculate current demand for each by filling out the boxes below.

	1 Current Provincial Positions	2 Current Number of Vacancies	3 Current Attrition Rate	Current Demand 1-2-3=4
Calgary Region				
Edmonton Region				
South Alberta (Lethbridge, Medicine Hat)				
Red Deer Region				
North Alberta				
Province as a whole				

Special Notes:

A.7 Projected Demand

To calculate the projected demand in five years for each region by filling out the boxes below.

	1 Projected Number of Positions in 5 Years	2 Projected Number of Vacancies in 5 Years	3 Projected Attrition Rates in 5 Years	Projected Demand in 5 Years 1-2-3=4
Calgary Region				
Edmonton Region				
South Alberta (Lethbridge, Medicine Hat)				
Red Deer Region				
North Alberta				
Province as a whole				

Special Notes:

B.1 Current Sources of Supply

Please describe in the sections below the estimated number of qualified individuals that will become available this year through various means.

Migration/Immigration

How many qualified personnel are estimated to enter the province over the current year?

Total _____

Source of Data and Contact Name and Number _____

Training/Educational Institutions

Please list below all the recognized sources that will produce trained/educated personnel over the current year.

Training/Education Provider	Projected Number of Graduates
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Special Notes:

B.1.1 Waiting Lists

In relation to the current sources of supply, training/education institutions have been listed in “B.1” with projected numbers of graduates. However, this doesn’t indicate how many individuals have applied to enter these training/education institutions. Therefore, please list beside each training/education institution the estimated number of individuals who applied but due to the availability of space were not accepted.

Training/Education Provider	Projected Number of Applicants
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Special Notes:

B.2 Future Sources of Supply

Please describe below the estimated number of qualified individuals that will become available in five years through various means.

Migration/Immigration

How many qualified personnel are estimated to enter the province in five years?

Total _____

Source of Data and Contact Name and Number _____

Training/Education Institutions

Please list below all the recognized sources that will produce trained/educated personnel in five years time.

Training/Education Provider	Projected Number of Graduates in Five Years
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Special Notes:

B.3 Current Surplus/Shortage

Identify below the current surplus/shortage of qualified personnel for this occupation by comparing the Current Demand data detailed in A6 with the Current Sources of Supply described in B1.

	1 Current Demand	2 Current Supply	3 Current Surplus/Shortage #1 - #2 = _____
Calgary Region			
Edmonton Region			
South Alberta (Lethbridge, Medicine Hat)			
Red Deer Region			
North Alberta			
Province as a whole			

Special Notes:

B.4 Forecast Surplus/Shortage

Identify below the forecast surplus/shortage of qualified personnel for this occupation five years from now by comparing the Forecast Demand data detailed in A7 with the Forecast Sources of Supply described in B1 for the province.

	1 Future Demand	2 Future Supply	3 Future Surplus/Shortage #1 - #2 = _____
Calgary Region			
Edmonton Region			
South Alberta (Lethbridge, Medicine Hat)			
Red Deer Region			
North Alberta			
Province as a whole			

Special Notes:

C.1 Recommendations

- Based on the Current Surplus/Shortage estimates and the five year Forecast Surplus/Shortage estimates, would it be recommended to move to step two in the Program Market Assessment?

Yes No

- If your response was “yes” then please estimate how many individuals should Columbia College consider training/educating per year.

- Please add other comments or concerns below.

SECTION II TO VII

DIRECTIONS

In each section please identify what source provided the information and include in the appendix their contact number(s). Please develop a spreadsheet document wherever possible that will allow a more visual and comparative analysis for the reader.

SECTION II – ECONOMIC AND POPULATION PROFILE OF

REGION AND CITY WHERE THE PROGRAM MAY BE LOCATED

- 2.1 Economic profile of province and region of country
- 2.2 Five to ten year projection of economic growth in region
- 2.3 Population profile and historic growth of province and region of country
- 2.4 Five to ten year projection of population growth in province and region of country
- 2.5 Economic profile of city(s) being investigated
- 2.6 Five to ten year projection of economic growth in city(s)
- 2.7 Population profile and historical growth of city(s) where program may be located
- 2.8 Five to ten year projection of population growth in city(s)

SECTION III – CORPORATE HEAD OFFICE OF COMPARABLE PROGRAMS

- 3.1 Name of Organization
- 3.2 Senior Officer/Administrator
- 3.3 Location
Address
- 3.4 Contact Numbers
- 3.5 History and Development for Organization
- 3.6 Ownership/Leadership
Public/Private
For Profit/Non Profit
Name of current principle owner(s) and their background in business and education
Current role of principle owner(s) in day-to-day operations
- 3.7 Financials (if available)

SECTION IV– PROGRAM DESCRIPTION AS WELL AS STUDENT, FACULTY AND EMPLOYEE VIEW OF PROGRAM BEING ASSESSED

4.1 Program description

Number of academic years of study

Degree or diploma conferred

Specialization(s) if any

Requirements for student entry

Tuition and other fees per academic year

Enrolment capacity of program

Student attrition rate of program

Number of graduates per year

Number of prospects on waiting list

Method of delivery (accelerated, semester, part-time, full-time, distance delivery (type), etc.)

Planned changes to program over the next 3-5 years (e.g. increasing the size of enrollments)

4.2 Faculty

Minimum academic requirements for employment and typical qualifications

Industry experience requirement and how current it must be

Permanent full-time vs. part-time

Level of satisfaction and turnover rate

(See Appendix #1, Columbia College Faculty Satisfaction Survey)

4.3 Current Student Views of Program

(See Appendix #2, Columbia College Student Satisfaction Survey)

4.4 Graduates' View of Program (at least 12 months after completion)

(See Appendix #3, Columbia College Student Satisfaction Survey)

4.5 Educational Marketing

Methods of marketing, “quality”, quantity, etc.

Website (user-friendly, appeal, etc.)

Program information and presentation (calendar, brochures)

4.6 Employer Views of Graduates

(See Appendix #4, Columbia College Employer Satisfaction Survey)

- 4.7 Site Visit Observations
- Type and quality of website and printed material
 - Curb appeal of physical setting (first impression)
 - Description of physical setting of institution
 - Student reception area observation
 - Professionalism of Admissions personnel
 - Quality of classrooms, labs, library, etc.
 - Other observations and material

SECTION V – VIEWS OF LICENSING AND ACCREDITING BODIES RELATED TO COMPARABLE PROGRAM

- 5.1 Name of specific program offered by competitors
- 5.2 Date program being assessed was approved in region (who and what approvals)
- 5.3 National Professional Association information on program in region
- Name of Association
 - Level of satisfaction
 - Investigations/warning letters
 - Current supply of graduates in the marketplace and demand for graduates in the industry over the next 1-5 years; 10-20 years
 - Any significant planned changes to this occupation or profession in next 5-10 years by professional association
 - Any other similar programs being approved by this professional authority for this region. If so, what stage are they at?
- 5.4 Provincial Professional Association Information on Program
- Name of Association
 - Level of satisfaction
 - Investigations/warning letters
 - Current supply vs. demand for graduates in next 1-5 years; 10-20 years
 - Any significant planned changes to this profession in next 5-10 years by the state professional association
 - Any other similar programs being approved for this region by the provincial professional association? If so, what stage are they at?

5.5 Provincial Department of Education Information on Program
Name of Department

Level of satisfaction

Investigations/warning letters

Are other similar programs being approved for this region by the provincial department of education? If so, what stage of development are they at?

SECTION VI – PROFILE OF OTHER PROGRAMS OFFERED BY COMPETITOR(S)

6.1 Brief profile of the main educational programs offered by the competitive institution(s) and their development within the community being investigated

SECTION VII – SUMMARY AND RECOMMENDATIONS

7.1 Summary

Use spreadsheet to summarize strengths and weaknesses of the existing program(s) in the marketplace

7.2 Recommendations

Identify any other concerns or items that need to be dealt with related to this market analysis prior to the development of a business plan and making a submission(s) to accrediting authority to offer a program