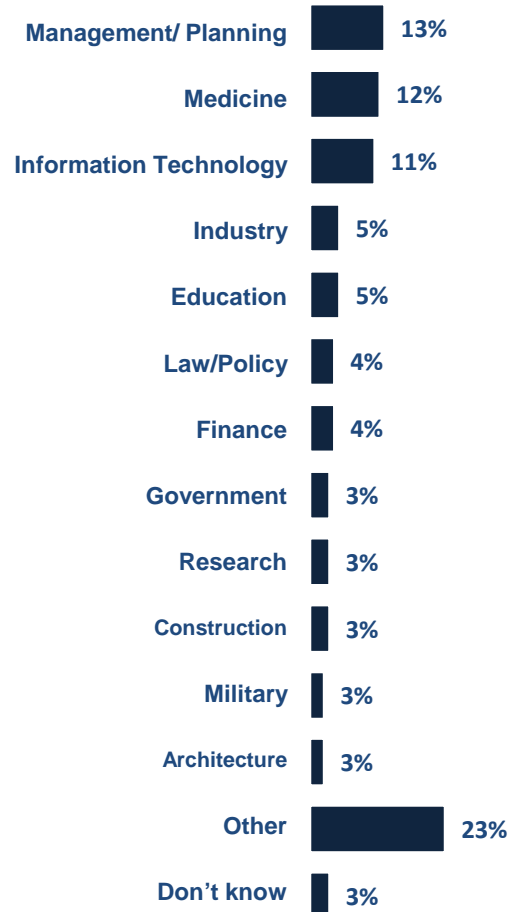


Intended Career Outside of Engineering

- Among those who do not intend to pursue a career in engineering, a wide variety of career options are mentioned of which management/ planning, medicine and IT are most common.

Intended Career Outside of Engineering (Does Not Plan to Pursue Engineering Career)



**mentions of 2% or less not shown*

Q17. What type of career do you plan to pursue?

Base: Respondents who said No (definitely /probably) in Q14,2013 (n=135); 2014 (n=146) ; 2015 (n=118)

Mentions may add to more than 100% as respondents were able to provide more than one response

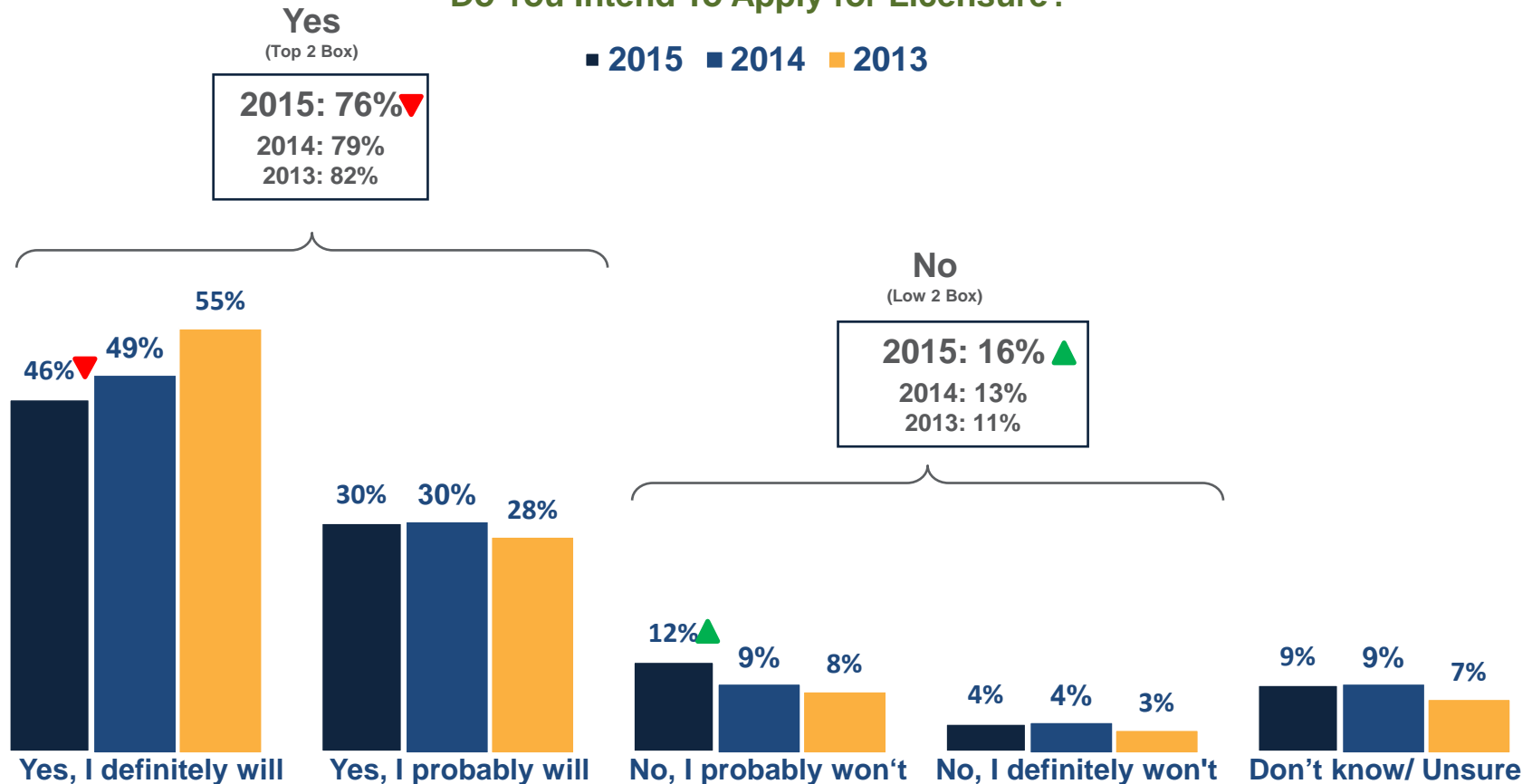
Application Intentions for Professional Engineering Licensure



Intention to Apply for Licensure

- Three quarters of students intend on applying for licensure, of which nearly half definitely will, lower than in 2014 and the second decline in two years, while three in ten probably will. Around two in ten do not intend on applying for their P.Eng., while one in ten don't know.
- Compared to 2014, students are statistically less likely to indicate that they definitely intend on applying for licensure and statistically more likely to indicate they probably won't apply.

Do You Intend To Apply for Licensure?



Intention to Apply for Licensure

- Older students and specifically those over 27 years old and permanent residents of the province they are studying are much more likely to definitely intend on pursuing their licensure.

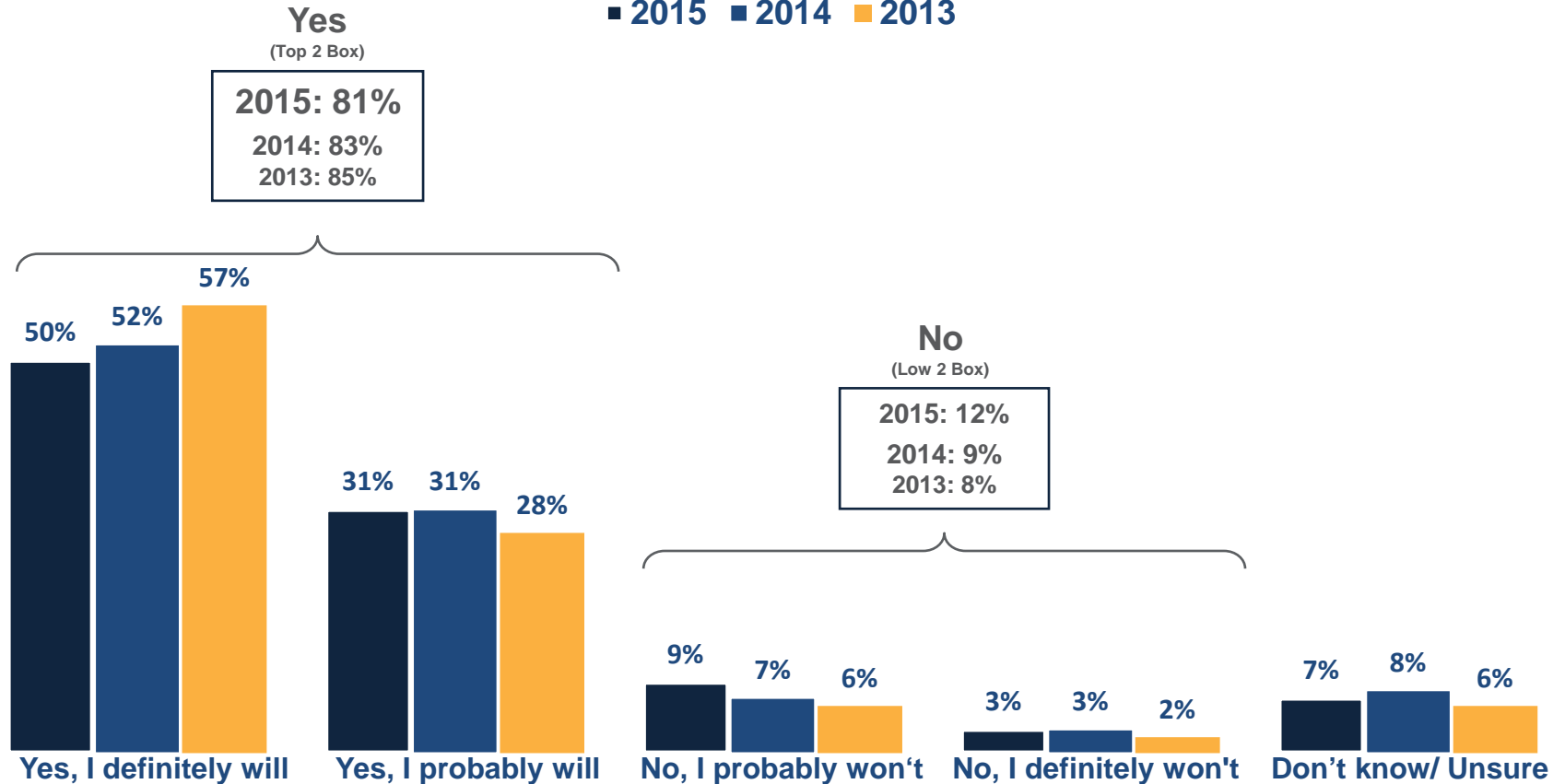
	Total	Age			Gender		Resident Status		
		Under 23	24-26	27+	Male	Female	Permanent resident	Permanent resident of another province	International student
Base: All respondents	(n=2010)	A (n=1198)	B (n=592)	C (n=220)	D (n=1497)	E (n=513)	F (n=1641)	G (n=199)	H (n=170)
Yes, I definitely will	46%	43%	47%	57%AB	47%	43%	50%GH	24%	33%
Yes, I probably will	30%	31%	31%	25%	30%	32%	31%	23%	28%
No, I probably won't	12%	13%C	10%	7%	11%	12%	9%	28%FH	18%F
No, I definitely won't	4%	4%	3%	4%	4%	4%	3%	12%FH	6%F
Don't know/ unsure	9%	9%	9%	7%	9%	9%	7%	14%F	15%F

Intention to Apply for Licensure -Pursuing Engineering Career

- Among those students who intend to pursue a career in engineering, half definitely intend to apply for licensure while three in ten probably will. Around one in ten probably/ definitely won't apply, while 7% don't know.

Do You Intend To Apply for Licensure?

■ 2015 ■ 2014 ■ 2013



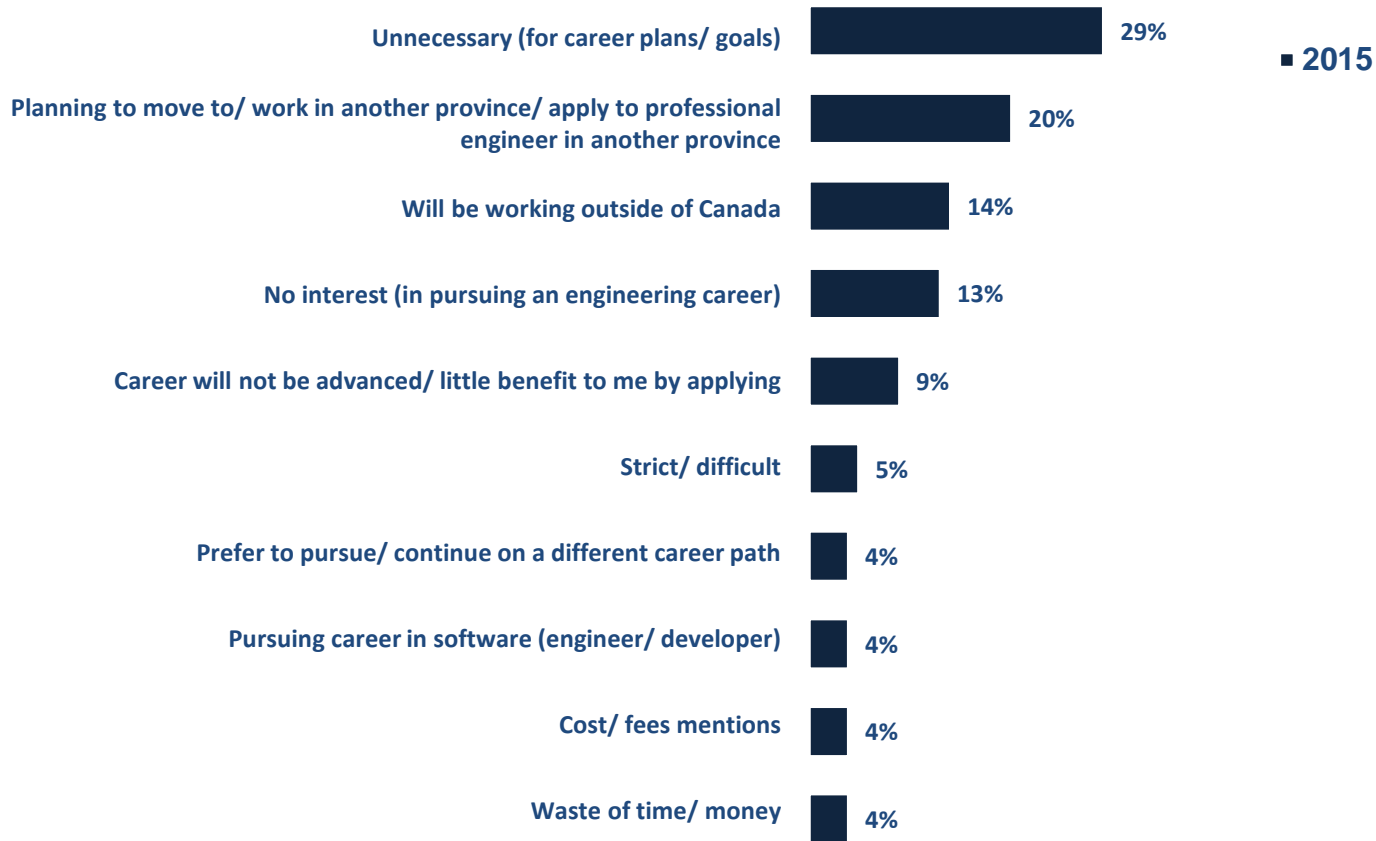
Q21. Do you intend to apply for licensure as a Professional Engineer (P.Eng.)?

Base: Respondents who intend to pursue a career in the engineering field 2013 (n=2366); 2014 (n=1900); 2015 (n=1795)

Reasons for Not Applying for Licensure

- Among those who do not intend on applying for licensure, the most cited reasons are that it is not necessary for their career plans, followed by plans to work/ apply in another province, plans to work outside the country or a lack of interest.

Why do you not intend to pursue the P.Eng. Licence?

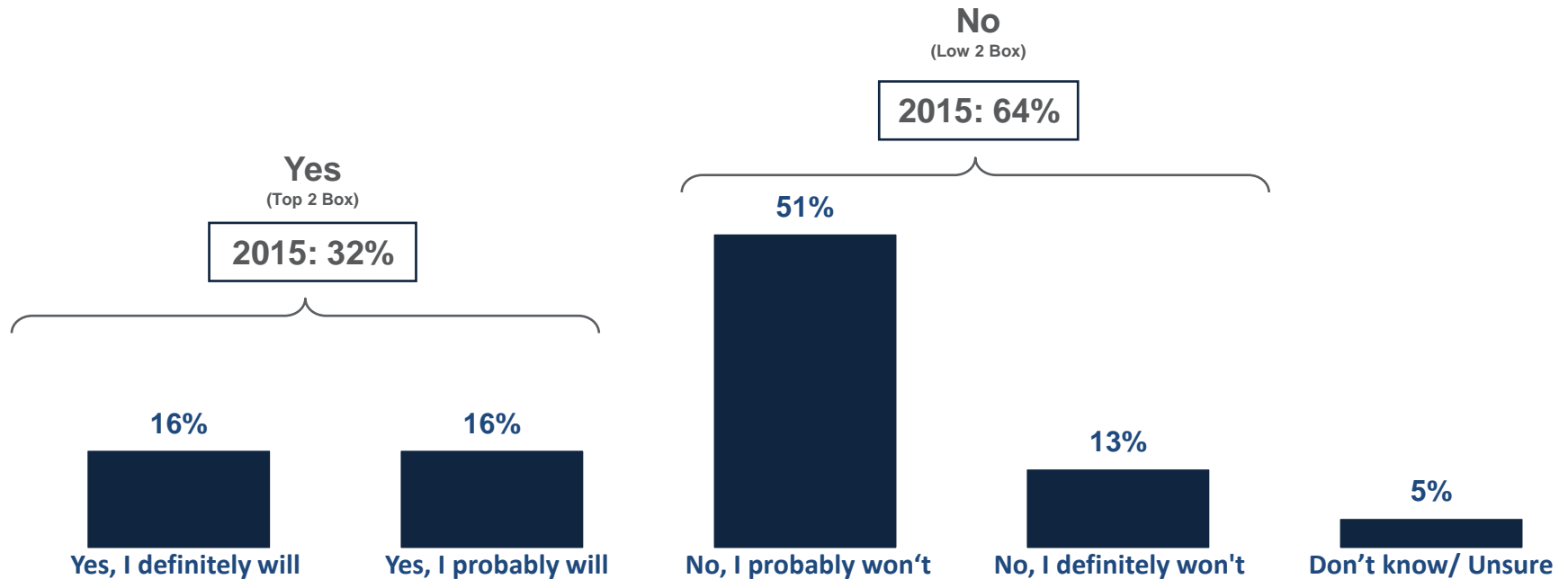


Mentions <4% are not shown

Interest Once Told P.Eng. Licence is Required to Practice

- Once informed that a P.Eng. is required to practice engineering, one third indicate that they definitely or probably will apply, while two thirds definitely or probably will not and 5% don't know.

Given that a Licence is Required to Practice Engineering, Do You Intend to Apply?



Interest Once Told P.Eng. Licence is Required to Practice

- After being told that a P.Eng. is required to practice engineering, older students and permanent residents of another province than that they are studying are much more likely to definitely intend on pursuing their licensure.

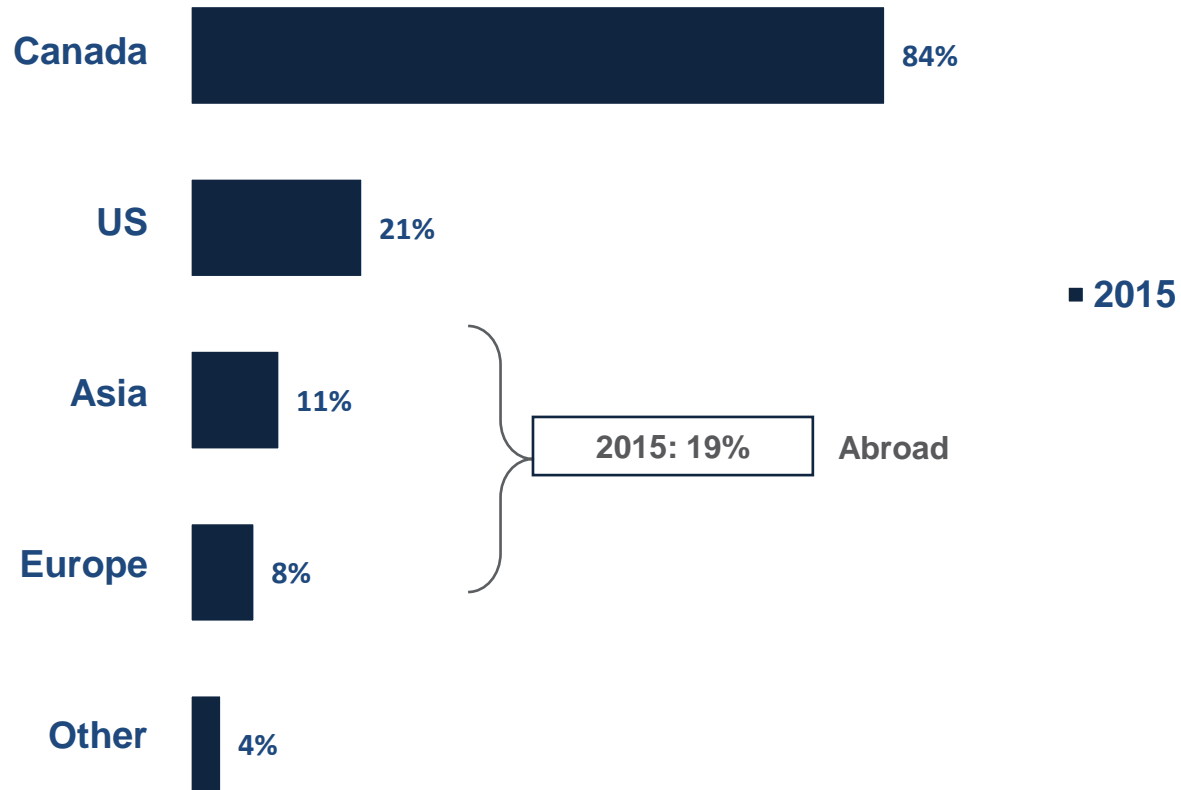
		Age			Gender		Resident Status		
	Total	Under 23	24-26	27+	Male	Female	Permanent resident	Permanent resident of another province	International student
		A	B	C	D	E	F	G	H
Base: Respondents who do not intend to apply for a licensure or are not sure	(n=312)	(n=208)	(n=80)	(n=24)	(n=229)	(n=83)	(n=193)	(n=79)	(n=40)
Yes, I definitely will	16%	11%	21%	38%A	17%	13%	9%	37%FG	5%
Yes, I probably will	16%	16%	20%	4%	14%	23%	9%	24%F	35%F
No, I probably won't	51%	55%	44%	38%	52%	46%	60%GH	32%	43%
No, I definitely won't	13%	14%	10%	21%	12%	16%	16%	8%	13%
Don't know/ unsure	5%	5%	5%	-	5%	2%	6%	-	5%

Intended Country of Application

- Among those who intend on applying because it is required to practice

- Among those students who intend on applying for licensure after being told it is required to practice, the vast majority intend on doing so in Canada, while two in ten plan to apply in the US or abroad.

Where Do You Intend to Apply for Licensure?



Mentions may add to more than 100% as respondents were able to select more than one response

Application Timeframe

- At just over half, the majority of those who plan to apply for licensure intend to do within 6 months of graduation, while fewer than two in ten plan to apply within a year of graduating. Less than one in ten plan on applying for than a year after graduation and one quarter don't know.
- Compared to 2014, students are significantly more likely to indicate they plan to apply for licensure within six months of graduation or don't know, while fewer intend on applying more than a year after graduation.

When Do You Plan to Apply for Licensure?

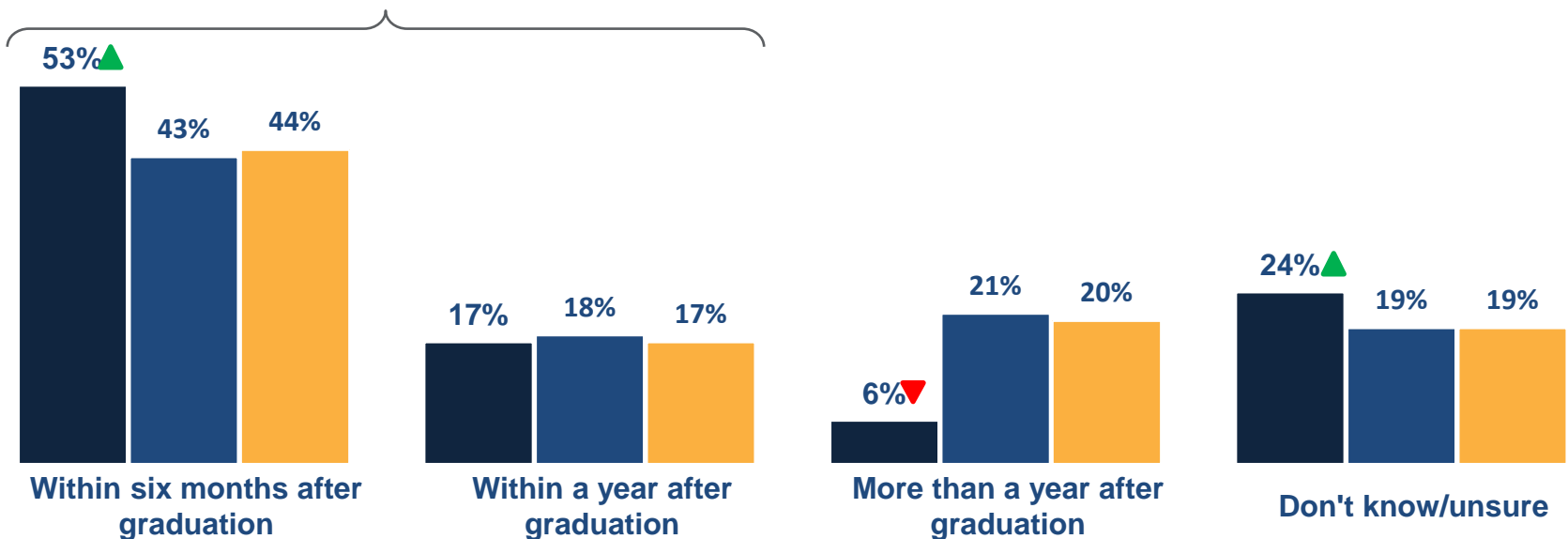
■ 2015 ■ 2014 ■ 2013

Apply Within 1 Year (Top 2 Box)

2015: 70%▲

2014: 60%

2013: 61%



Q27. Do you intend to apply for licensure...?

Base: Respondents who plan to apply for licensure, 2013 (n=2288); 2014 (n=1815); 2015 (n=1797)

Application Timeframe

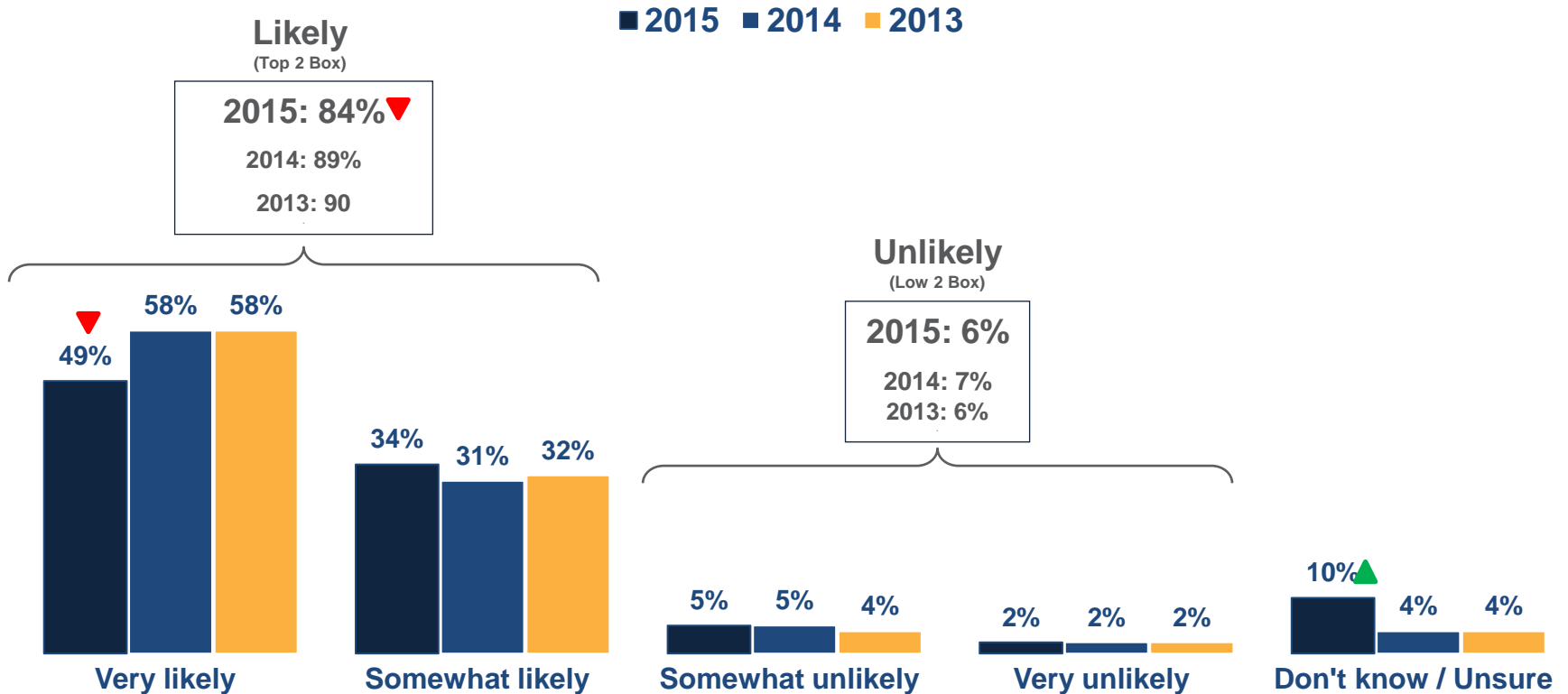
- Older students and specifically those over 27 years old and permanent residents of Canada are more likely to plan on applying for licensure within six months of graduation. Younger students are more likely to be unsure, while international students are more likely to intend on applying within a year of graduation.

		Age			Gender		Resident Status		
	Total	Under 23	24-26	27+	Male	Female	Permanent resident	Permanent resident of another province	International student
		A	B	C	D	E	F	G	H
Base: Respondents who plan to apply for licensure	(n=1797)	(n=1044)	(n=545)	(n=206)	(n=1337)	(n=460)	(n=1483)	(n=168)	(n=146)
Within six months after graduation	53%	51%	51%	67%BC	54%	50%	54%H	55%H	40%
Within a year after graduation	17%	17%	17%	15%	17%	17%	16%	15%	25%FG
More than a year after graduation	6%	7%	6%	3%	6%	7%	6%	8%	5%
Don't know/ unsure	24%	25%C	25%C	15%	23%	27%	24%	23%	30%

Impact of Waiving EIT Fees on Likelihood to Apply within Six Months

- Once told that EIT fees are waived for those applying within six months of graduation, more than eight in ten students who originally intended on waiting more than six months to apply are now very or somewhat likely to do so within that timeframe.
- Compared to 2014, students are statistically less likely to feel they would be very likely to apply within six months of graduation, while a greater proportion indicate they don't know.

Would you Apply Within 6 Month if Eligible to Have 1st Year EIT Fees Waived?



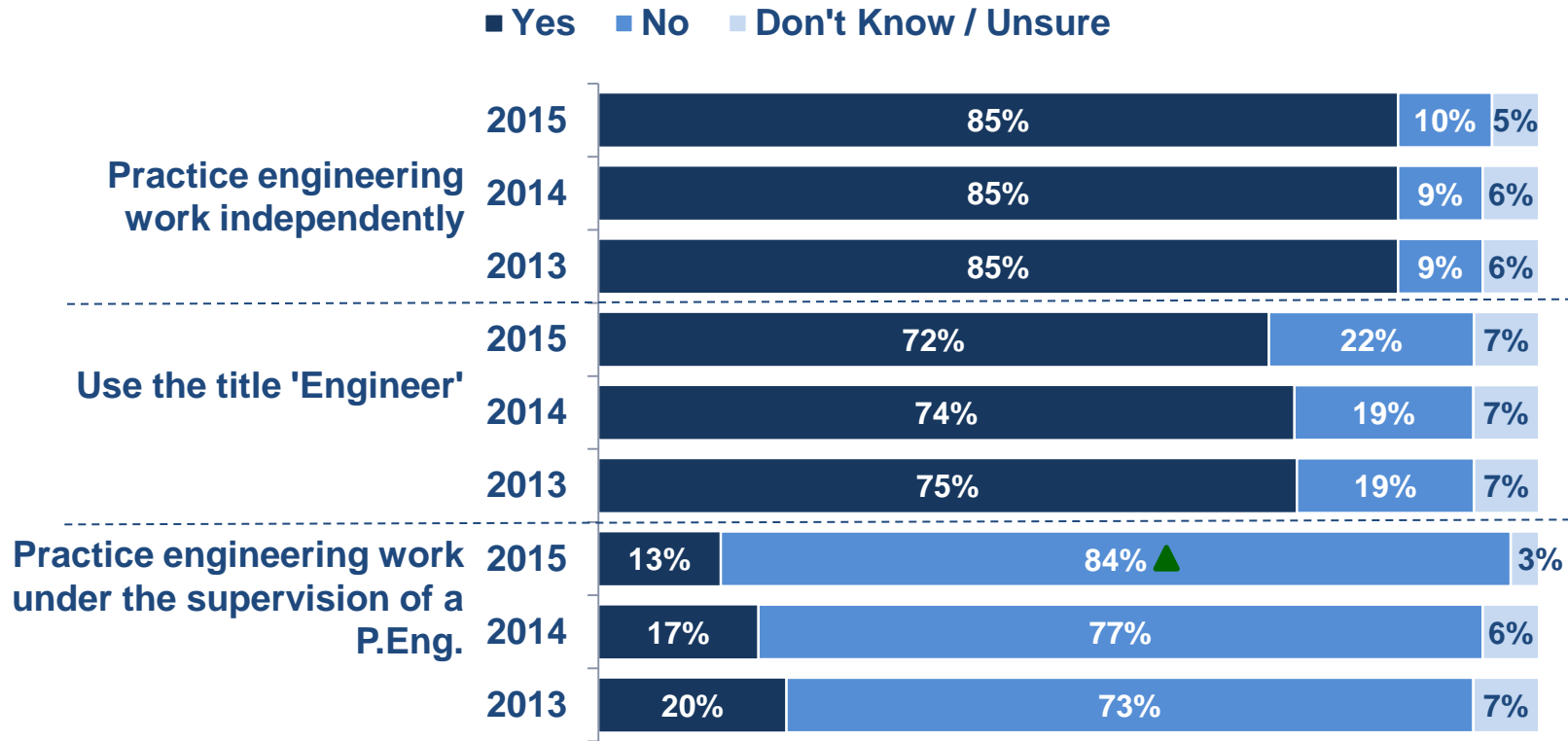
Licensing Knowledge



Licensing for Roles within Engineering

- At over eight in ten, the vast majority of students know that a licence is required to perform engineering work independently or that it is not required to practice engineering work under the supervision of a P.Eng., while closer to seven in ten know that a licence is required to use the title 'Engineer'
- Compared to 2014, students are more likely to know that a license is not required to work under the supervision of a P.Eng.

Is a Licence Required Before Being Able to Do the Following?



Licensing for Roles within Engineering

- Younger students, and specifically those under 23, are more likely to know that a license is required to practice engineering work independently, while permanent residents of the province they are studying are more likely to know it is required to use the title 'Engineer'. International students are less likely to know that a license is not required to work under the supervision of a P.Eng.

% Yes	Total	Age			Gender		Resident Status		
		Under 23	24-26	27+	Male	Female	Permanent resident	Permanent resident of another province	International student
Base: All respondents	(n=2010)	A (n=1198)	B (n=592)	C (n=220)	D (n=1497)	E (n=513)	F (n=1641)	G (n=199)	H (n=170)
Practice engineering work independently	72%	74%BC	68%	67%	72%	70%	71%	75%	68%
Use the title 'Engineer'	85%	85%	83%	83%	85%	83%	85%H	83%	79%
Practice engineering work under the supervision of a P.Eng.	13%	11%	15%A	15%	13%	13%	11%	12%	27%FG

Knowledge of Licensing and Roles

- Nine in ten final year engineering students have at least a moderate level of knowledge of when a licence is required to legally perform actions/ duties within the engineering profession and more than half were correct in all three areas. One in ten have either little or no knowledge on the subject.
- Compared to 2014, students are less likely to have a moderate level of knowledge and directionally more likely to have a high level of knowledge.

Knowledge Level of Engineering Practices Requiring a Licence

■ 2015 ■ 2014 ■ 2013

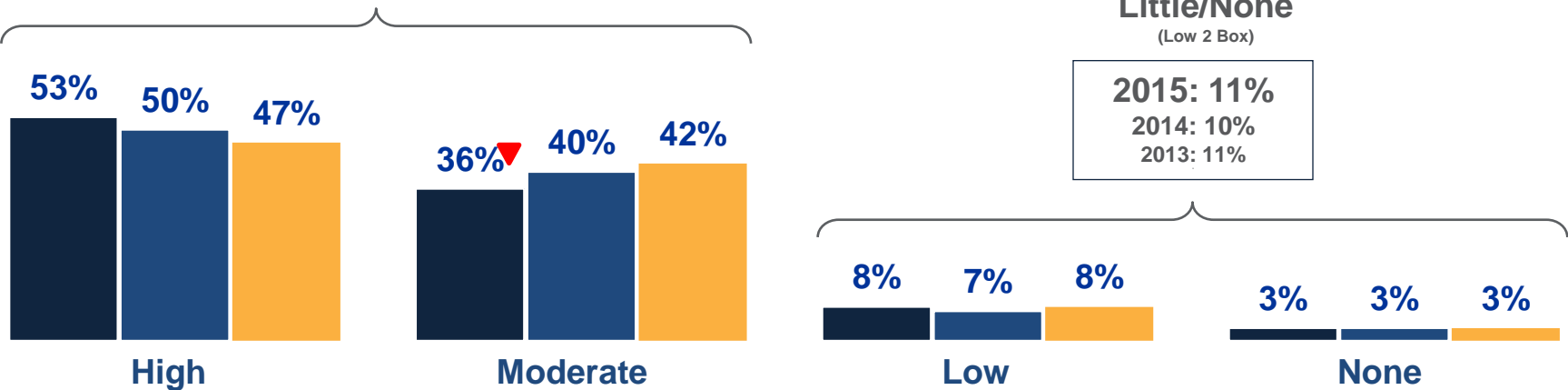
***Knowledge Levels Defined**
High: All Correct (3) in Q8
Moderate: 2 Correct in Q8
Low: 1 Correct in Q8
None: Zero (0) Correct in Q8

High/Moderate (Top 2 Box)

2015: 89%
 2014: 90%
 2013: 89%

Little/None (Low 2 Box)

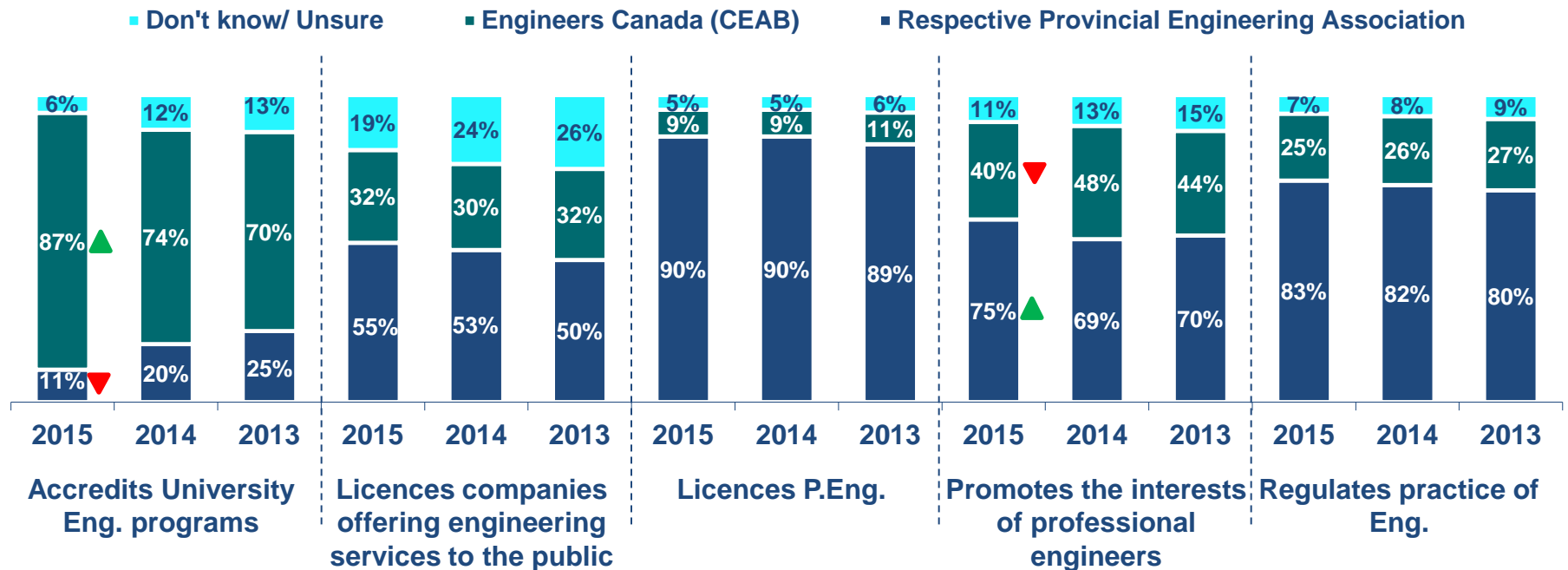
2015: 11%
 2014: 10%
 2013: 11%



Organizational Responsibilities

- At nine in ten, the vast majority of students are able to correctly identify that the respective provincial engineering association is the organization responsible for licensing engineers, while slightly fewer know that CEAB is the organization that accredits university engineering programs. Closer to eight in ten know that the respective provincial engineering association regulates the practice of professional engineers, while three quarters feel they also promote the interests of professional engineers compared to four in ten who indicate CEAB.
- Students remain less certain about which organization licenses companies offering engineering services, just over half believe it is the respective provincial engineering association, while one third think it is CEAB and two in ten don't know.
- Compared to 2014, students are more likely to know that CEAB accredits university engineering programs.

Which Organization is Responsible for Each of the Follow Activities?



Mentions may add to more than 100% as respondents were able to select more than one response

Knowledge of Organizational Responsibility

- Over nine in ten students have at least a moderate level of knowledge concerning organizational responsibilities relating to the engineering profession. More than four in ten have perfect knowledge, statistically higher than in 2014, while around half have a moderate level of knowledge, lower than in the previous year. Fewer than one in ten have either a low level or no knowledge.

Knowledge Level of Organizational Responsibility within the Engineering Profession

■ 2015 ■ 2014 ■ 2013

Knowledge Levels Defined

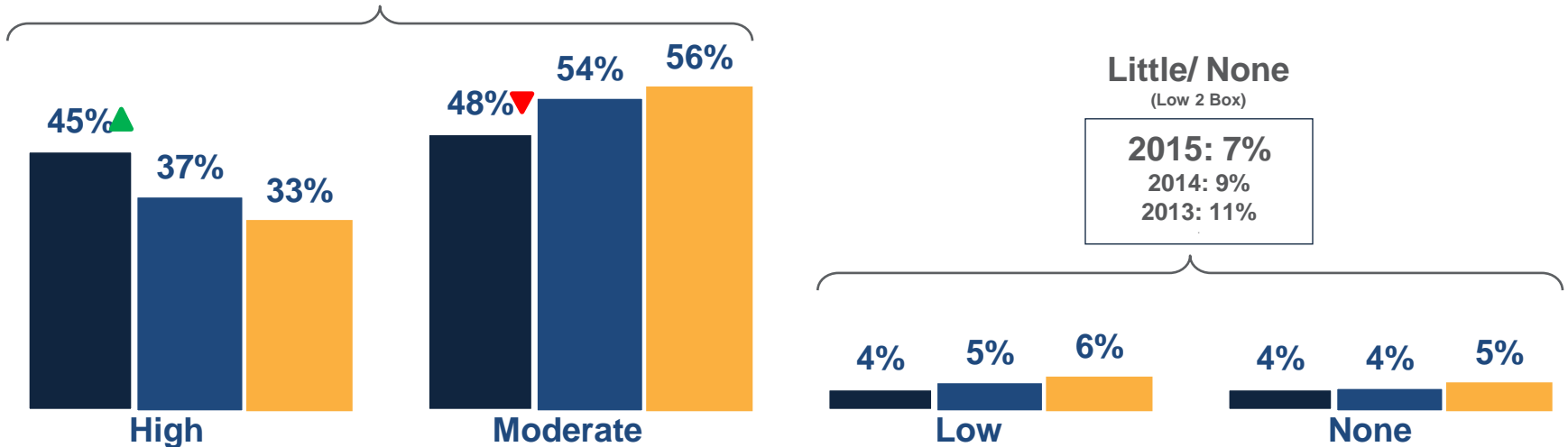
High: All Correct in Q9 (4)
Moderate: 2 or 3 Correct in Q9
Low: 1 Correct in Q9
None: All Incorrect (0) in Q9

High/ Moderate (Top 2 Box)

2015: 93%
 2014: 91%
 2013: 89%

Little/ None (Low 2 Box)

2015: 7%
 2014: 9%
 2013: 11%

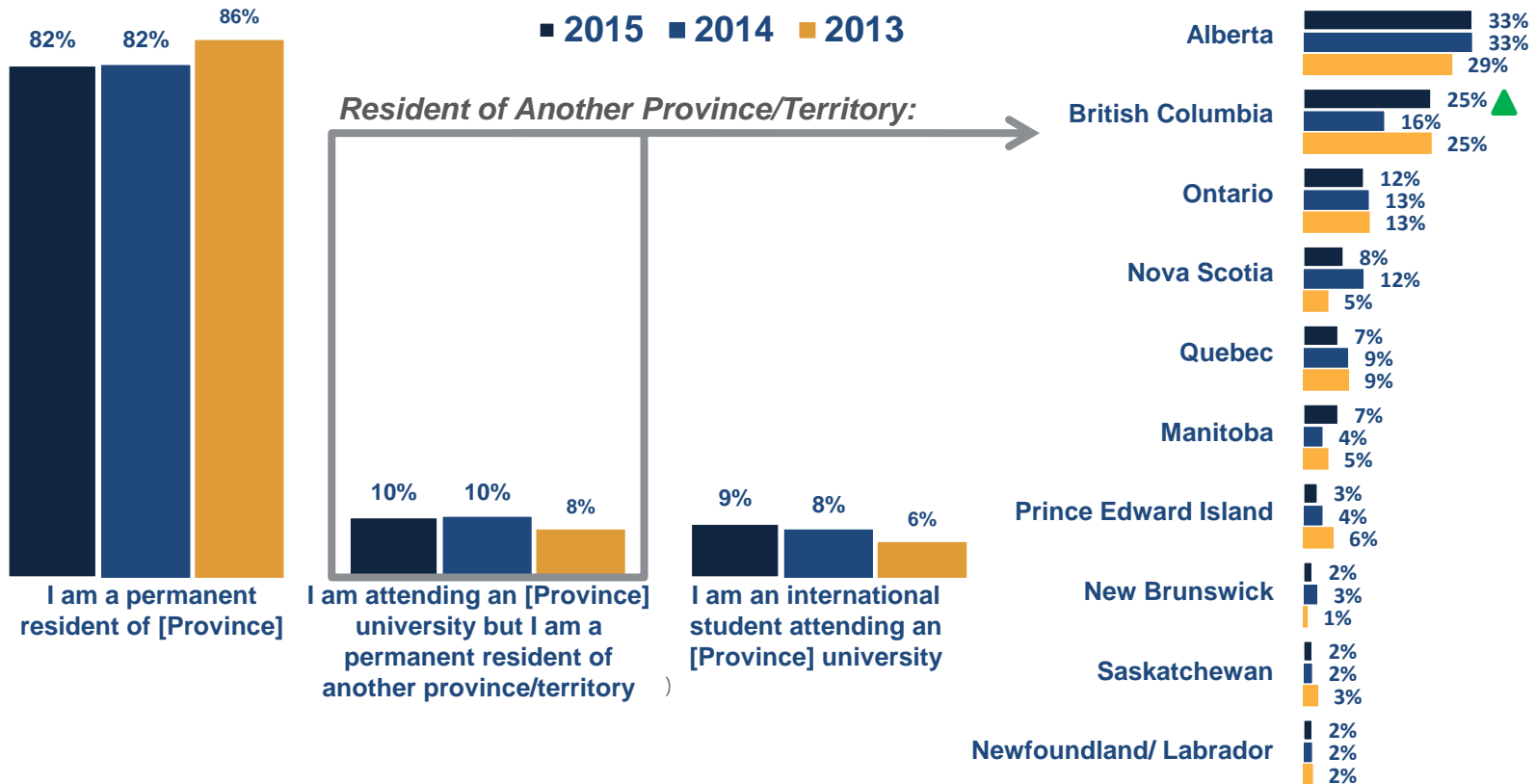


Demographics



Permanent Residency

- Eight in ten students are permanent residents of the province they are studying in, while one in ten are a resident of another province/ territory or are an international student.
- Of those who are a permanent resident of another province, one third are from Alberta, one quarter from British Columbia and one in ten from Ontario. Compared to 2014, students attending school in another province/territory are more likely to be from BC.



Mentions <2% are not shown

Q34. For statistical purposes, we would like to know the location of your permanent residence. Please select the statement that most appropriately describes your current residency status: ?

Base: All respondents, 2013 n=2501; 2014 (n=2046); 2015 (n=2010)

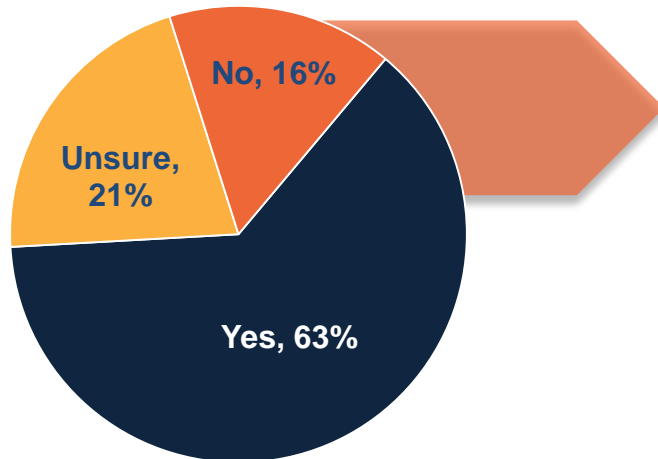
Q35. You indicated that you are attending university in but are a permanent resident of another province/territory. Please select the province or territory in which you are a permanent resident.

Base: Respondents who are not permanent residents of , 2013 (n=195); 2014 (n=202); 2015 (n=199)

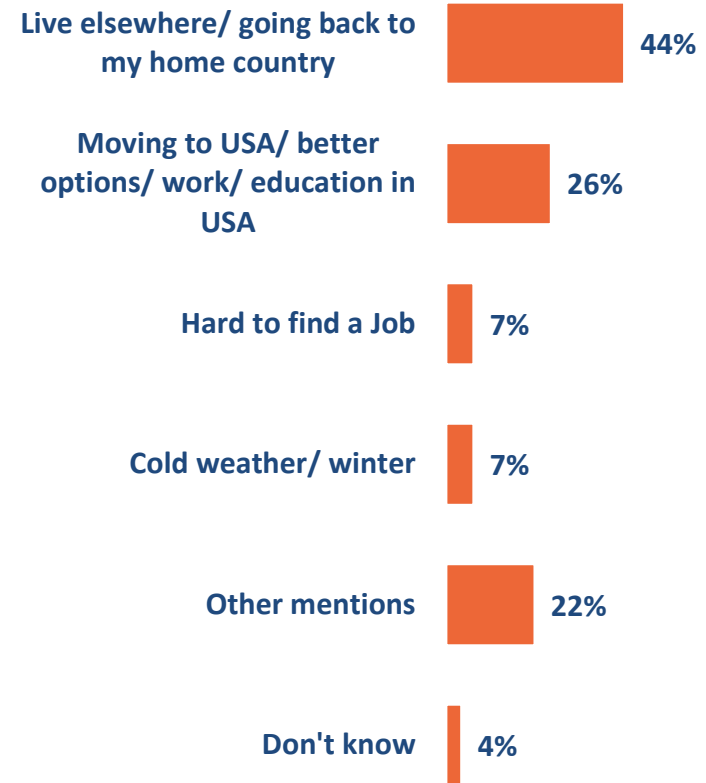
International Students' Plans After Graduation

- Nearly two thirds of international students plan on staying in Canada after graduation, while two in ten are unsure and slightly fewer do not plan on staying.
- Among those who do not plan on staying in Canada, the most common reason is to go back to their home country, followed by plans to move to the US for better education/ work options.

Do you plan on staying in Canada after your bachelor's degree is complete?

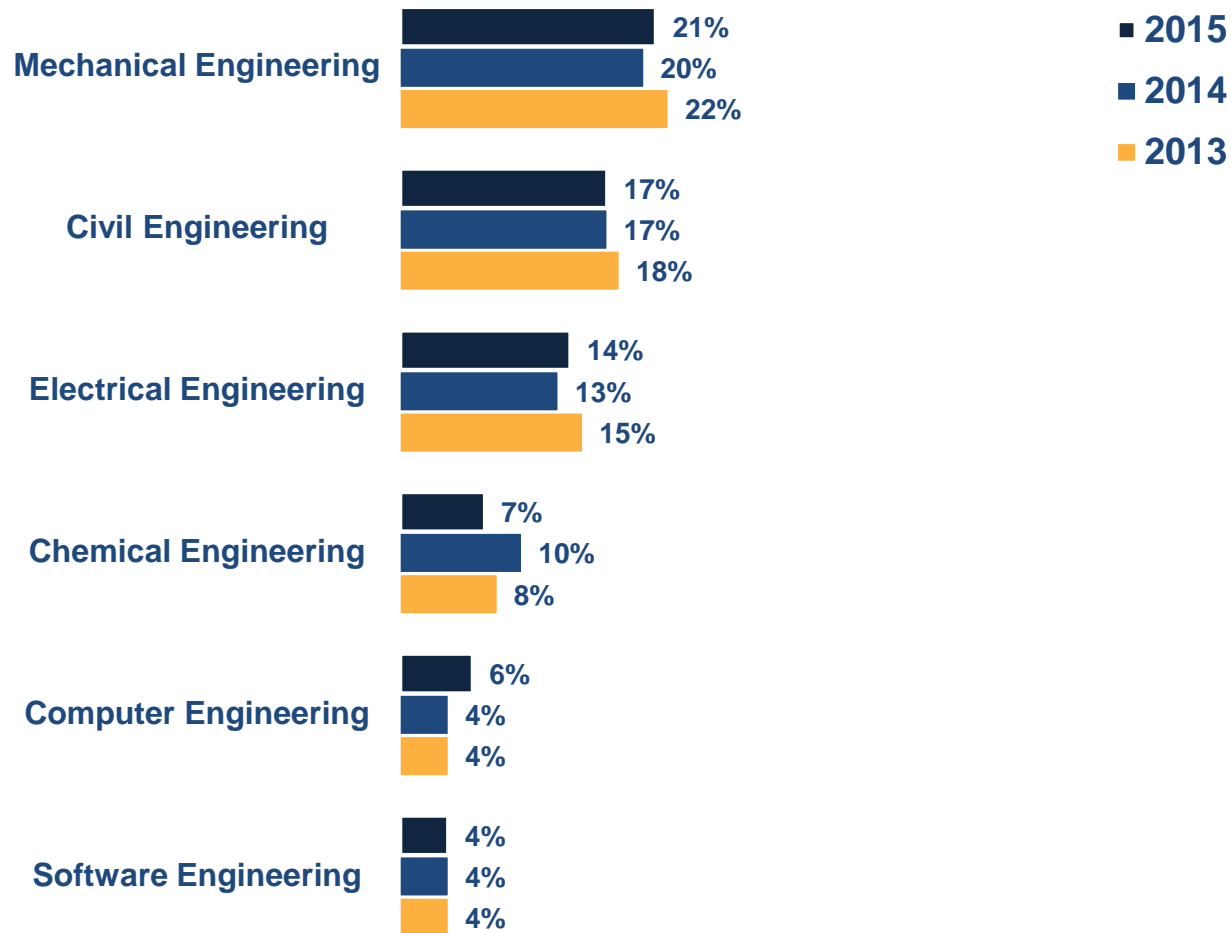


Why do you not intend on staying in Canada?



Engineering Disciplines

- The most popular disciplines continue to be mechanical engineering, civil engineering, electrical engineering, chemical engineering and computer engineering.



Mentions <3% are not shown

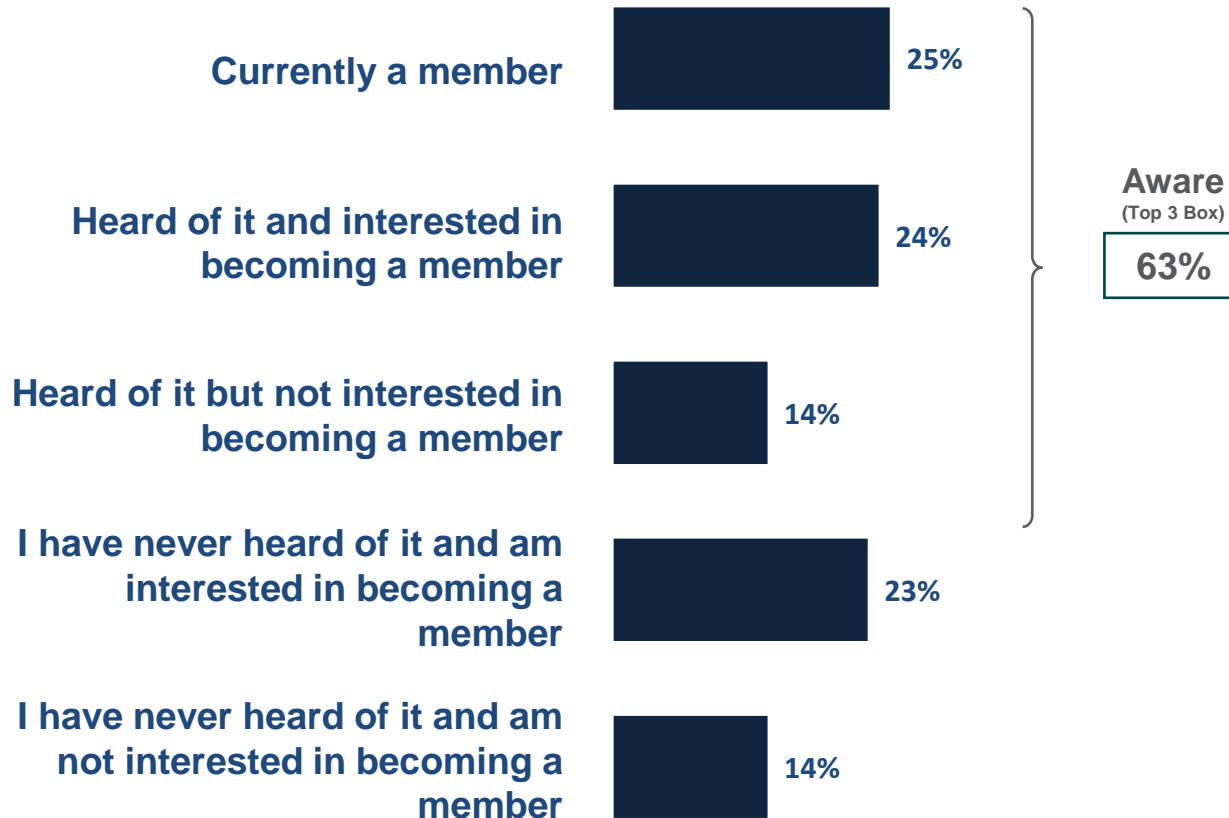
Engineering Disciplines

- Older students are more likely to indicate studying computer engineering, while younger students are more to be mention chemical engineering. Male students are more likely to be studying mechanical engineering or electrical engineering, while female students are more likely to be studying chemical engineering.

		Age			Gender	
	Total	Under 23	24-26	27+	Male	Female
Base: All respondents	(n=2010)	(n=1198)	(n=592)	(n=220)	(n=1497)	(n=513)
Mechanical Engineering	21%	22%	22%	19%	23%E	17%
Civil Engineering	17%	17%	18%	15%	17%	17%
Electrical Engineering	14%	12%	15%	17%	15%E	10%
Chemical Engineering	7%	8%C	6%	3%	5%	11%D
Computer Engineering	6%	6%	4%	11%AB	6%	5%
Software Engineering	4%	4%	4%	4%	4%	2%

Association with Provincial Engineering Association's SMP

- The majority of students are aware of provincial engineering association Student Membership Programs (SMP), of which one quarter are current members or heard of it and are interested in becoming a member while around one in ten have heard of it but are not interested. Further, nearly one quarter have never heard of Student Membership Programs but are interested in becoming a member while around one in ten have never heard of the programs and are not interested in becoming a member.



Demographics- Gender, Age, Ethnicity

Gender	
Male	75%
Female	26%

Ethnicity	
British	31%
Western European	24%
East Asian	17%
Southern or Eastern European	16%
South Asian	9%
West Asian or Middle Eastern	5%
Southeast Asian	4%
African or African American	4%
Aboriginal/First Nations/Métis	2%
Central/South American	2%
Caribbean	1%
Other	7%
Prefer not to say	3%

Age	
21-23	60%
24-26	30%
27+	11%

Impact of Knowledge of Licensing and Roles



Knowledge of Licensing and Roles & Intention to Pursue Engineering Career

- At the overall level, knowledge in terms of roles and licensing requirements does not influence intent to pursue a career in the engineering field.
- Compared to 2014, those with a moderate level of knowledge are less likely to be definitely likely to pursue a career in engineering, while those with a low level of knowledge are less likely to probably do so.

**Knowledge Levels Defined*
High: All Correct (3) in Q8
Moderate: 2 Correct in Q8
Low: 1 Correct in Q8
None: Zero (0) Correct in Q8

	HIGH KNOWLEDGE			MODERATE KNOWLEDGE			LOW KNOWLEDGE			NO KNOWLEDGE		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
	D			E			F			G		
	n=1183	n=1017	n=1073	n=1043	n=825	n=717	n=196	n=147	n=168	n=79	n=57	n=52
Yes, Definitely	66% F	61%	58%	66% F	63%	58% ▼	56%	56%	62%	57%	63%	48%
	780	623	618	690	516	413	110	82	104	45	36	25
Yes, Probably	29%	32%	32%	28%	30%	32%	38% DE	39% E	27% ▼	39% E	35%	46% DE F
	346	320	340	290	246	226	74	57	45	31	20	24
No, Probably	4%	6%	5%	5%	7%	5%	6%	5%	3%	4%	2%	4%
	47	64	50	49	56	39	11	8	5	3	1	2
No, Definitely	1%	1%	1%	1%	1%	1%	1%	-	2%	-	-	2%
	10	10	12	14	7	5	1	0	4	0	0	1
Top 2 Box Yes	95%	93%	89%	94%	92%	89%	94%	95%	89%	96%	98%	94%
	1126	943	958	980	762	639	184	139	149	76	56	49
Low 2 Box No	5%	7%	6%	6%	8%	6%	7%	5%	5%	4%	2%	6%
	57	74	62	63	63	44	12	8	9	3	1	3

Knowledge of Licensing and Roles & Intention to Apply for Licensure

- Students with a high or moderate degree of knowledge of roles and licensing requirements are significantly more likely than those with a low level of knowledge/ no knowledge to intend to apply for licensure.
- Compared to 2014, those with a moderate level of knowledge or no knowledge are less likely to be definitely likely to apply for licensure and more likely to probably not apply.

*Knowledge Levels Defined
High: All Correct (3) in Q8
Moderate: 2 Correct in Q8
Low: 1 Correct in Q8
None: Zero (0) Correct in Q8

	HIGH KNOWLEDGE			MODERATE KNOWLEDGE			LOW KNOWLEDGE			NO KNOWLEDGE		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
	D			E			F			G		
	n=1183	n=1017	n=1073	n=1043	n=825	n=717	n=196	n=147	n=168	n=79	n=57	n=52
Yes, Definitely	57%	49% F	49% ^E _F G	55%	50% F	44% ^G ▼	41%	38%	36%	43%	46%	29% ▼
	674	497	529	577	416	313	80	56	61	34	26	15
Yes, Probably	27%	29%	29%	27%	32%	31%	35%	34%	32%	32%	32%	29%
	320	294	311	283	260	225	68	50	54	25	18	15
No, Probably	7%	10% E	10%	8%	7%	13% ▲	10%	13% EG	14%	8%	4%	21% ^D ▲
	86	106	108	86	57	90	20	19	24	6	2	11
No, Definitely	3%	4%	4%	2%	3%	4%	4%	4%	5%	-	4%	8%
	36	38	41	26	26	25	8	6	9	0	2	4
Top 2 Box Yes	84%	78%	78% ^F _G	82%	82%	75% ^G ▼	76%	72%	69%	75%	77%	58% ▼
	994	791	840	860	676	538	148	106	115	59	44	30
Low 2 Box No	10%	14% E ▲	14%	11%	10%	16%	14%	17% E	20%	8%	7%	29% ^D _E
	122	144	149	112	83	115	28	25	33	6	4	15

Impact of Knowledge of Organizational Responsibility



Knowledge of Organizational Responsibility & Intention to Pursue Engineering Career

- Overall, knowledge of organizational responsibility has no significant impact on intention to pursue an engineering career. However, students with a high degree of knowledge are significantly more likely than those with a moderate level to be definitely likely to pursue a career in engineering.
- Compared to 2014, students with a moderate level of knowledge are less likely to be definitely likely to pursue a career in engineering while those with a high level of knowledge are less likely to probably not do so.

Knowledge Levels Defined

High: All Correct in Q9 (4)

Moderate: 2 or 3 Correct in Q9

Low: 1 Correct in Q9

None: All Incorrect (0) in Q9

	HIGH KNOWLEDGE			MODERATE KNOWLEDGE			LOW KNOWLEDGE			NO KNOWLEDGE		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
	H			I			J			K		
	n=832	n=766	n=906	n=1408	n=1098	n=954	n=143	n=111	n=77	n=118	n=71	n=73
Yes, Definitely	69% JK	62% K	60% I	65% K	62% K	56% ▼	57%	58%	53%	52%	48%	56%
	571	476	547	911	683	531	82	64	41	61	34	41
Yes, Probably	26%	28%	30%	29%	32%	33%	38% HI	37%	36%	43% HI	41% H	30%
	220	217	272	415	356	313	55	41	28	51	29	22
No, Probably	4%	9%	5% ▼	5%	5%	5%	3%	5%	1%	4%	9%	8%
	30	67	44	70	51	45	5	5	1	5	6	6
No, Definitely	1%	1%	1%	1%	1%	1%	1%	1%	3%	1%	3%	1%
	11	6	7	12	8	12	1	1	2	1	2	1
Top 2 Box Yes	95%	91%	90%	94%	95%	89% ▼	95%	95%	90%	95%	89%	86%
	791	693	819	1326	1039	844	137	105	69	112	63	63
Low 2 Box No	5%	10% I	6%	6%	5%	6%	4%	5%	4%	5%	11% I	10%
	41	73	51	82	59	57	6	6	3	6	8	7

Knowledge of Organizational Responsibility & Intention to Apply for Licensure

- Students with a high degree of knowledge are significantly more likely to intend to apply for licensure than those with less knowledge.
- Compared to 2014, those with a moderate degree of knowledge are less likely to definitely intend to apply for licensure and more likely to probably not.

Knowledge Levels Defined

High: All Correct in Q9 (4)
Moderate: 2 or 3 Correct in Q9
Low: 1 Correct in Q9
None: All Incorrect (0) in Q9

	HIGH KNOWLEDGE			MODERATE KNOWLEDGE			LOW KNOWLEDGE			NO KNOWLEDGE		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
	H			I			J			K		
	n=832	n=766	n=906	n=1408	n=1098	n=954	n=143	n=111	n=77	n=118	n=71	n=73
Yes, Definitely	57% K	50% JK	52% IJK	55% K	50% JK	42% K ▼	54% K	40%	36%	38%	31%	25%
	473	386	468	770	543	404	77	44	28	45	22	18
Yes, Probably	27%	30%	28%	27%	30%	32%	31%	39% I	26%	31%	34%	32%
	228	231	256	387	324	306	45	43	20	36	24	23
No, Probably	8%	9%	10%	8%	8%	13% ▲	5%	9%	14%	8%	17% HI	14%
	67	70	91	114	92	121	7	10	11	10	12	10
No, Definitely	3%	3%	2%	3%	4%	4%	1%	4%	9% H	3%	4%	14% HI
	22	25	21	42	40	41	2	4	7	4	3	10
Top 2 Box Yes	84% K	81% K	80% IKL	82% K	79% K	74% JK ▼	85% K	78% K	62%	69%	65%	56%
	701	617	724	1157	867	710	112	87	48	81	46	41
Low 2 Box No	11%	13%	12%	11%	13%	17% H ▲	6%	14%	23% H	12%	25%	27% HI
	89	95	112	156	132	162	9	14	18	14	15	20

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