

**INSTITUTIONAL FACTORS THAT INFLUENCE CREATIVE ARTS STUDENTS TO
PURSUE FURTHER EDUCATION POST-BACCALAUREATE IN AN EDUCATION-
BASED PROGRAM**

By

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DECLARATION OF ORIGINALITY

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ABSTRACT

Ontario Universities offer a variety of undergraduate programs that could be classified as creative arts programs. Whether these programs focus on one specific major, such as a Bachelor of Fine Arts in Acting, or concurrent programming, such as a concurrent music and education program, students have a variety of choices for their post-secondary studies. The current body of scholarly literature examines many reoccurring factors that influence a student's choice post-baccalaureate. These factors include socio-economics, institutional characteristics, and student experience. A majority of literature addressing these three factors focuses on students enrolled in Science, Technology, Engineering, and Mathematics (STEM) programs, suggesting a gap in the literature with a minimal focus on students from programs found within the humanities. The purpose of this mixed-methods study is to investigate the institutional factors that influence the decisions of students with a creative arts undergraduate degree to continue their studies within a faculty of education. An online survey was sent out to Ontario Universities with a Faculty of Education, allowing participants to comment on institutional factors that may have had an influence on their decision to further their studies. For the purposes of this study, there are a total of four institutional factors used in the survey: (1) Academics, (2) University Employment and Student Involvement, (3) University Campus, and (4) University Facilities. The results of this study highlight reoccurring themes, such as the accessibility of financial aid, employment opportunities, and the availability and flexibility of programs within a Faculty of Education.

DEDICATION

I dedicate this thesis to all past, present, and future creative arts students and educators. May you continue to reach your goals, no matter how big or small, and continue to wear your love for the arts on your sleeve.

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TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	III
ABSTRACT.....	IV
DEDICATION	V
ACKNOWLEDGEMENTS	VI
LIST OF TABLES	IX
LIST OF FIGURES	X
LIST OF APPENDICES	XI
CHAPTER 1	1
INTRODUCTION	1
<i>Motivation Behind the Research</i>	3
<i>Scope of the Study</i>	5
<i>Importance of the Study</i>	5
CHAPTER 2	7
REVIEW OF LITERATURE.....	7
<i>Conceptual Framework</i>	7
<i>Social Capital</i>	13
<i>Institutional Factors</i>	15
CHAPTER 3	27
METHODOLOGY	27
<i>Research Design</i>	28
<i>Data Collection</i>	29
<i>Data Analysis</i>	29
<i>Limitations</i>	30
<i>Revised Methodology</i>	34
CHAPTER 4	37
QUANTITATIVE DATA ANALYSIS.....	37
<i>Academics</i>	44
<i>University Employment and Student Involvement</i>	46
<i>University Campus and University Facilities</i>	48
<i>Quantitative Data Analysis: Conclusion</i>	51
DATA ANALYSIS CONTINUED: QUALITATIVE RESULTS	53
<i>Additional comments about the influence of University Academics</i>	53
<i>Additional comments about the influence of University Student Employment and Involvement</i>	54
<i>Additional comments about the influence of a University Campus</i>	55

<i>Additional comments about the influence of University Facilities</i>	56
<i>Conclusion of the Results</i>	57
CHAPTER 5	59
DISCUSSION.....	59
<i>Limitations</i>	60
<i>Ontario University Responses</i>	60
<i>Student Outreach and Recruitment</i>	61
<i>COVID-19</i>	63
<i>Updated Research Design</i>	64
FUTURE RESEARCH	66
<i>Conclusion</i>	68
REFERENCES	70
APPENDICES	73
APPENDIX A: ACCREDITED EDUCATION PROGRAMS IN ONTARIO	73
APPENDIX B: UNDERGRADUATE DEGREES BY AREA OF CREATIVE STUDY IN ONTARIO	76
APPENDIX C: RECRUITMENT/ INFORMATION LETTER	81
<i>About the Survey</i>	82
APPENDIX D: ETHICS APPROVAL AND CONSENT FORMS	84
APPENDIX E: THE SURVEY	89
VITA AUCTORIS	92

LIST OF TABLES

TABLE 1. ENROLLMENTS IN CANADIAN UNIVERSITIES AND COLLEGES (STATISTICS CANADA, 2018).	26
TABLE 2. MEASURE OF INFLUENCE LIKERT SCALE.	28
TABLE 3. ONTARIO UNIVERSITY STUDENT ENROLLMENT (ONTARIO'S UNIVERSITIES, 2019).	33
TABLE 4. SURVEY PARTICIPANTS.	38
TABLE 5. RANGE OF THE RESPONSE AVERAGES.	52

LIST OF FIGURES

FIGURE 1. THE INTERACTION BETWEEN AN INDIVIDUAL AND AN INSTITUTION (TINTO, 1975).	8
FIGURE 2. STUDENT PERSISTENCE MODEL (TINTO 1997).	10
FIGURE 3. AN INSTITUTION’S INFLUENCE ON STUDENT CHOICE (PERNA, 2006).	25
FIGURE 4. THE SURVEY: PART 2.	40
FIGURE 5. THE AVERAGE NUMBER OF THE QUANTITATIVE RESPONSES OF THE CATEGORIES OF THE INSTITUTIONAL FACTORS BAR GRAPH.....	42
FIGURE 6. THE AVERAGE NUMBER OF PARTICIPANT RESPONSES FOR THE INSTITUTIONAL FACTOR OF “ACADEMICS” BAR GRAPH.....	44
FIGURE 7. THE AVERAGE NUMBER OF PARTICIPANT RESPONSES BY THE LEVELS OF INFLUENCE FOR THE INSTITUTIONAL FACTOR OF “ACADEMICS” BASED ON CURRENT ENROLLMENT BAR GRAPH.	45
FIGURE 8. THE AVERAGE NUMBER OF PARTICIPANT RESPONSES FOR THE INSTITUTIONAL FACTOR OF “UNIVERSITY EMPLOYMENT & STUDENT INVOLVEMENT” BAR GRAPH.....	46
FIGURE 9. THE AVERAGE NUMBER OF PARTICIPANT RESPONSES BY THE LEVELS OF INFLUENCE FOR THE INSTITUTIONAL FACTOR OF “UNIVERSITY EMPLOYMENT & STUDENT INVOLVEMENT” BASED CURRENT ENROLLMENT BAR GRAPH.	47
FIGURE 10. THE AVERAGE NUMBER OF PARTICIPANT RESPONSES FOR THE INSTITUTIONAL FACTOR OF “UNIVERSITY CAMPUS” BAR GRAPH.	48
FIGURE 11. THE AVERAGE NUMBER OF PARTICIPANT RESPONSES FOR THE INSTITUTIONAL FACTOR OF “UNIVERSITY FACILITIES” BAR GRAPH.	49
FIGURE 12. THE AVERAGE NUMBER OF PARTICIPANT RESPONSES BY THE LEVELS OF INFLUENCE FOR THE INSTITUTIONAL FACTOR OF “UNIVERSITY CAMPUS” BASED ON CURRENT ENROLLMENT BAR GRAPH.....	49
FIGURE 13. THE AVERAGE NUMBER OF PARTICIPANT RESPONSES BY THE LEVELS OF INFLUENCE FOR THE INSTITUTIONAL FACTOR OF “UNIVERSITY FACILITIES” BASED ON CURRENT ENROLLMENT BAR GRAPH.....	50

LIST OF APPENDICES

APPENDIX A: ACCREDITED EDUCATION PROGRAMS IN ONTARIO	73
APPENDIX B: UNDERGRADUATE DEGREES BY AREA OF CREATIVE STUDY IN ONTARIO	76
APPENDIX C: RECRUITMENT/ INFORMATION LETTER	81
<i>About the Survey</i>	82
APPENDIX D: ETHICS APPROVAL AND CONSENT FORMS	84
APPENDIX E: THE SURVEY	89

CHAPTER 1

INTRODUCTION

Ontario Universities offer a variety of undergraduate programs that could be classified as creative arts programs. Whether these programs focus on one specific major, such as a Bachelor of Fine Arts in Acting, or concurrent programming, such as a concurrent music and education program, students have a variety of choices for their post-secondary studies. In fact, upon completion of an undergraduate degree, students have any number of options to follow.

After earning a bachelor's degree, an individual chooses from among the following options: enroll in graduate school either in the same or different academic field, enroll in a first-professional degree program (e.g., law, business, medicine), pursue foreign study, or work full-time. (Perna, 2004, p. 489)

The current body of scholarly literature has examined many reoccurring factors that influence a student's choice post-baccalaureate. These factors include socio-economics, institutional characteristics, and student experience. A majority of the literature that addresses these three factors. However, focuses on students enrolled in programs in science, technology, engineering, and mathematics (or STEM). But, what about students who graduate from programs in the humanities or the creative arts? Do creative arts graduates continue onto higher education and what is influencing them to do so? Can parallels be made between the decisions of STEM and non-STEM students? These questions and speculations bring us to the primary focus of this thesis exploration: *“What institutional factors influence students in creative arts-based programs to pursue further education post-baccalaureate in education-based programs?”*

For the purposes of this thesis, the following terms will be defined as follows:

Creative Arts Program: A creative arts program will be defined as an undergraduate program at a University that allows students to incorporate ways of expression, creation and innovation in their everyday learning. For instance, Queen’s University (n.d), located in Kingston, Ontario, provides an example of their Creative Arts programming in the following manner:

The Creative Arts at Queen’s offer students many opportunities to showcase their work in media, performance, and visual art through exhibitions, screenings, recitals and theatrical productions. But moreover, students can display their skills as writers, cultural commentators, journalists and creative communicators through face-to-face presentations and new media platforms. (*Creative Arts*, 2019)

Creative arts undergraduate programs offered at Ontario institutions programs include, but are not limited to the following: Fine arts, visual arts, music, drama, dance, media studies, design and creative arts and concurrent education programs (see Appendix B for a full list).

Post-Baccalaureate: Post-baccalaureate refers to students who have graduated from an undergraduate degree at the university level and are continuing on to pursue further education.

Institutional Factors: For the purposes of this study, institutional factors will be defined by researchers by Price, Matzdorf, Smith and Agahi (2003) as: “Characteristics of the institutional environment, including the physical, academic, social and psychological variables” (p. 213) and “the outcome resulting from the interaction of the student with the environment” (p. 213). These outcomes may include, but are not limited to: student academic success, admission responses, academic preparation as well as any professional relationships established throughout one’s undergraduate degree. In addition to these institutional factors, academics will also be included in

the definition of institutional factors, primarily surrounding “the university’s reputation for teaching and for research” (Price et al., 2003, p. 218).

Motivation Behind the Research

Before I move onto the details of this study, I feel that it is important to provide my audience some insight for the motivation behind this research and why I am drawn to this topic. Going into an undergraduate degree, I knew that I wanted to complete a degree in the creative arts and, more specifically, acting. However, after a number of auditions, being put on waitlists, and dealing with the insecurities that I might not get into my first program of choice, I accepted an offer to enroll in the Drama in Education and Community Honours program at the University of Windsor in Windsor, Ontario. Although this program was not my first choice, this program offered me many opportunities that have brought me to where I am today, especially in regards to this study.

It was in the Drama in Education and Community Honours program where I had my first experience with teaching in a traditional elementary and secondary school classrooms and with working in research. Because of these opportunities, I came to the realization that I preferred research and academics rather than teaching in a classroom. Coming to the end of my four years of this undergraduate degree, I applied to and was accepted to the Bachelors of Education and the Masters of Education programs at the University of Windsor as well as the Masters of Educational Leadership program at Wayne State University in Detroit, Michigan. Knowing that I did not want to teach at the primary or secondary school levels, I declined my offer to the Bachelor of Education program.

Making the decision of deciding to go to either the University of Windsor or Wayne State University was extremely challenging for me. The last time I made a decision like this was when

I had to make my final selection of an undergraduate degree. Many factors influenced my decision to accept the offer from the University of Windsor. Location was a primary factor when choosing what programs to apply to. All three programs I applied to were within thirty minutes from my current location; however, that factor only influenced the first stages of making this decision to continue onto higher education. The factor that made the largest impact was financing and funding. Unfortunately, I was not offered a scholarship at Wayne State University, and, because of the exchange rate from Canadian to American money, the cost of tuition was significantly higher. Even though Wayne State University offers a “Good Neighbor” program for students from Windsor, meaning that students don’t have to pay international student fees, the price of tuition without a scholarship did not seem possible. The second most influential factor that led me to accept my offer at the University of Windsor was the in-faculty work and research opportunities such as Graduate and Research Assistantships. Wayne State University had very similar opportunities, but I quickly learned that I may not be eligible for some of these opportunities due to student visa requirements. The last factor that influenced my decision pertained to course selections and the different pathways a student could take to complete the program. When choosing a program, I wanted to allow myself to have both the creative and academic freedom to shape my educational journey with the possibility that I might one day apply for a Doctorate program.

Looking back on my educational journey and how I got to where I am today, there were many factors that influenced the decisions I made. The influential factors that I have touched upon all relate back to the institution and can be closely linked to this study. Despite my passion for the creative arts, education, and research, mapping out a future path was not a simple task,

and it required weighing multiple factors. This personal experience has led me to wonder how other students in the fine arts might make similar decisions about higher education.

Scope of the Study

The scope of this study includes students who are currently enrolled in a Bachelor of Education program or in a Master of Education program at an Ontario University (see Appendix A for a list of education programs in Ontario). In addition, participants must have completed an undergraduate degree in the field of the creative arts (see Appendix B for a list of creative arts undergraduate programs in Ontario).

Due to previous findings within this field of research, the scope of this thesis limits the number of potential participants as “research on post-college pathways is limited, as most studies rely on the restricted national longitudinal databases which quickly become outdated” (Juan C. Garibay et al., 2013, pp. 2–3). American researchers Garibay et al. (2013) point out that “very few studies have been able to track post-college outcomes of students three years after graduation” (p. 3). The data collection process of gathering information about students who have already graduated from a higher educational program with either a Bachelor of Education and/or Master of Education could prove to be a challenge, a challenge a number of researchers have listed as a limitation. The goal of this study is to answer why students are choosing to continue on to higher education and what institutional factors are influencing them to do so, whether it be academics, facilities, and/or other factors. For these reasons, I limited the scope of potential participants to students who are currently enrolled in higher education.

Importance of the Study

This study is of great importance to me as I feel that higher education is extremely valuable; from my own experiences, I have been able to take away many life and academic

skills. Researchers such as Xu (2014) express how higher education can help accumulate human capital, and increase one's social and economic status (p. 414). Furthermore, Xu (2014) comments on higher education post-baccalaureate from a more general point of view and the impact of higher education on society. She notes that there is an ongoing need for educated individuals to fulfill a variety of employment opportunities within a society (p. 414). Both studies by Xu (2013; 2014) focus on student outcomes post-graduation and a student's impact on society. Xu (2014) links a student's outcomes and career success and back to the effectiveness of the institution to see if there is an improvement in the relationship between higher education and the labor market (p. 379).

Although this research is limited to students who are currently enrolled into higher education, this study also could contribute to existing research by filling gaps and answering questions that are applicable to both graduates and non-graduates of higher education. In addition, this study can be used as a tool to inform institutions more about program development, faculty involvement, and other matters relating to campus growth and improvement. For example, Garibay et al. (2013) outline how "selectivity affects the pathways students take after college as well. Graduates of more selective institutions are more likely to enroll in graduate school, attend more prestigious universities for graduate school, and complete graduate degrees" (p. 8). Garibay also notes how "one of the most influential experiences students have is the support and mentoring they receive from faculty" (pp. 9-10). Not only will this study inform faculties of education as well as graduate faculties; the results may help educators to understand and assess their impact on a creative arts student choice to continue onto higher education post-baccalaureate. The studies identified in this introduction will be further explored and discussed in the next chapter, the literature review.

CHAPTER 2

REVIEW OF LITERATURE

This literature review begins with a study of the conceptual framework that will be used for this study. This literature review will also take a closer look at what current literature tells us about the factors that influence a student's choice to continue on to higher education post-baccalaureate. More specifically, this literature review will analyze the institutional factors that contribute to a student's experience(s) within a creative arts undergraduate program. These institutional factors may impact a student's decision to further their learning in the subject area of teacher education.

Conceptual Framework

The foundation and a conceptual outline for this thesis is built on the work of Vincent Tinto (1975). Tinto's primary work and theory is a "theoretical model that explains the processes of interaction between the individual and the institution" (p. 90). One of Tinto's earlier models (Figure 1) focuses on why a student might drop out of higher education, rather than continue with educational endeavours.

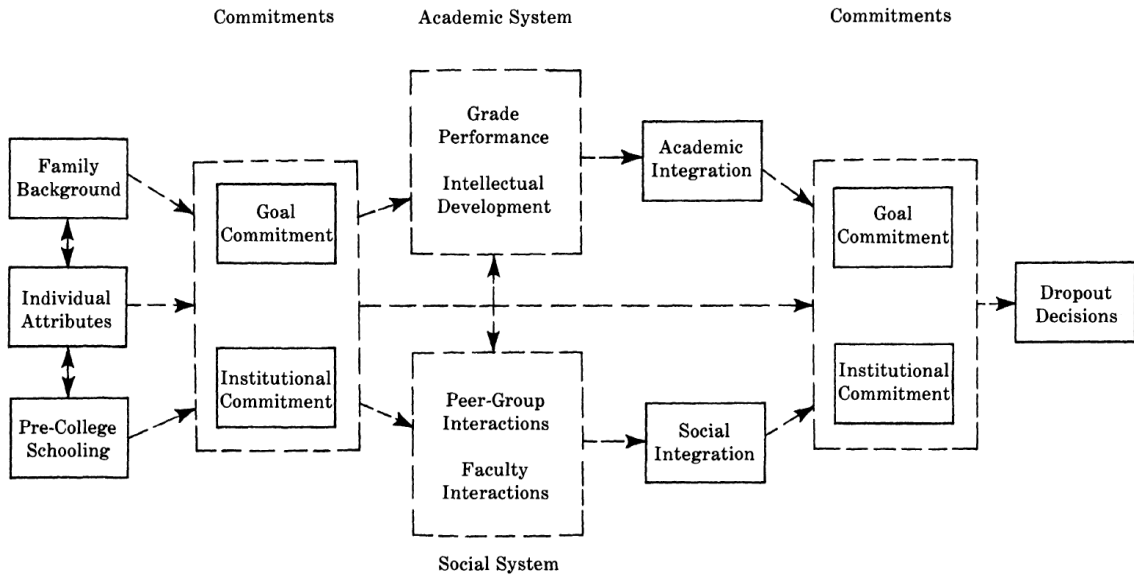


Figure 1. The interaction between an individual and an institution (Tinto, 1975).

The work and results of Tinto’s study and the foundation and preliminary work of this thesis share many of the same qualities and goals. Both Tinto and the current study try to identify influential factors that weigh in on a student’s choice to either persevere higher education or not. Tinto’s work begins by recognizing and identifying the characteristics of individuals attending higher education. Most of Tinto’s identified characteristics strongly reflect various socio-economic factors. He states:

Individuals enter institutions of higher education with a variety of attributes (e.g., sex, race, ability), precollege experiences (e.g., grade point averages, academic and social attainments), and family backgrounds (e.g., social status attributions, value climates, expectational climates), each of which has direct and indirect impacts upon performance in college. (Tinto, 1975, p. 94)

Tinto (1975) advises that it is important to recognize that “given individual characteristics, prior experiences, and commitments, the model argues that it is the individual’s integration into the academic and social systems of college that most directly relates to his

continuance in that college” (p. 96). Tinto further explains how, “More pertinent to the theoretical model developed here is a direct relationship, indicated by several studies, between the level of an individual’s commitment to the goal of college completion and persistence in college” (p. 102). In 1997, Tinto looked at the idea of the classroom as a working society through the use of a student persistence model (

Figure 2). This figure depicts a modified version of the student persistence model, illustrating the relationship between the classroom and student effort, resulting in persistence over a period of time (Tinto, 1997, p. 616).

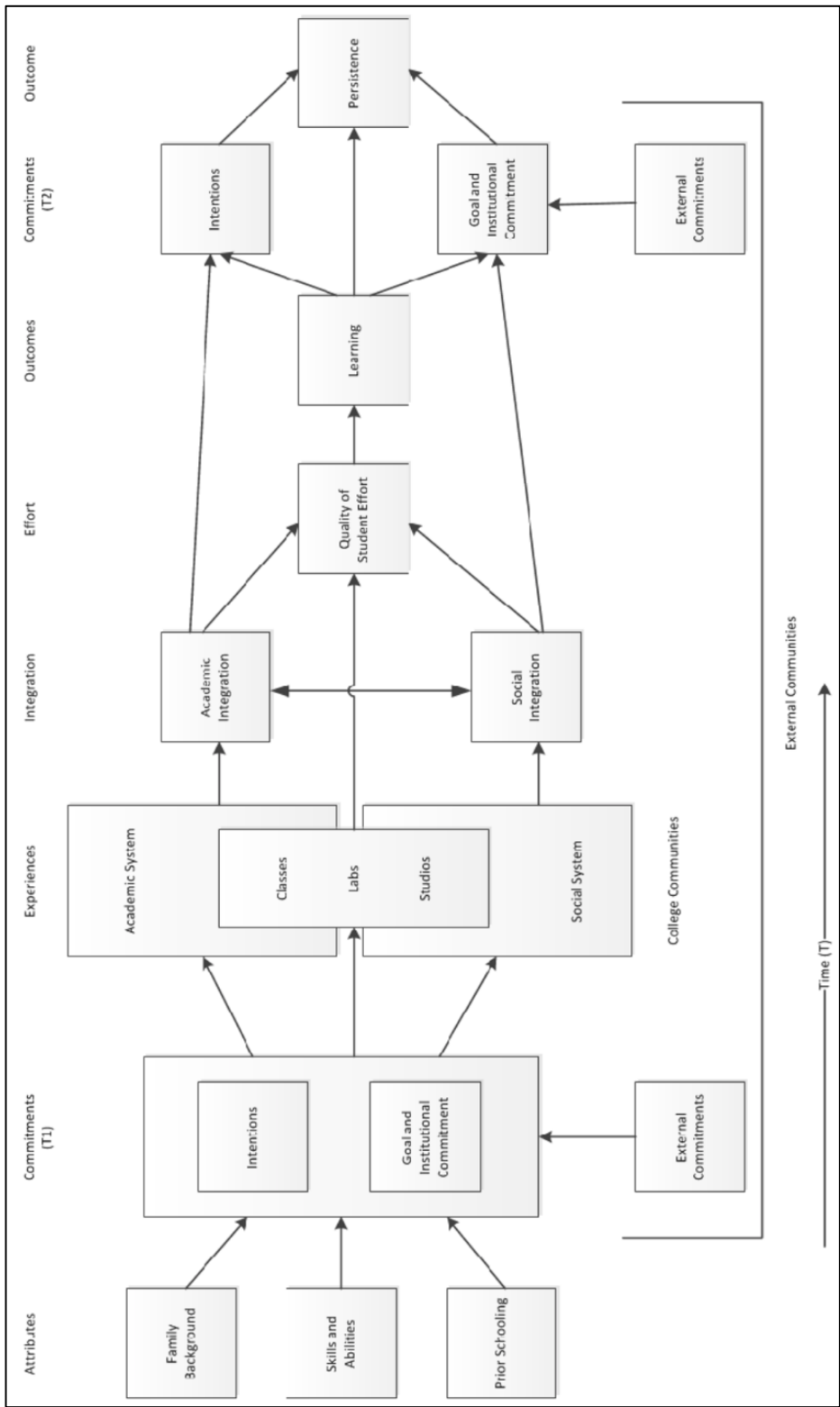


Figure 2. Student persistence model (Tinto 1997).

Within Tinto's study (1997), he states, "Student social involvement in the educational life of the college, in this instance through the educational activity structure of the curriculum and classroom, provides a mechanism through which both academic and social involvement arises and student effort is engaged" (p. 615). Additionally, he recognizes:

The more students are involved, academically and socially, in shared learning experiences that link them as learners with their peers, the more likely they are to become more involved in their own learning and invest the time and energy needed to learn. (Tinto, 1997, p. 615)

As a result, students who are invested in their learning are more likely to continue with higher education and less likely to drop out of school. Thus, a connection can be made between how institutional factors influence a student's academic and social involvement while furthering the student's decisions to pursue higher education post-baccalaureate.

As suggested in

Figure 1 and

Figure 2, the potential of receiving the maximum quality of education and experience based on the investments a student is willing to make are explored through Tinto's (1975) theory of cost-benefit analysis. Tinto (1975) outlines this theory by looking at the decisions made by a student pertaining to any activity and analyzes "the perceived costs and benefits of that activity relative to those perceived in alternative activities" (p. 97). Tinto (1975) also explains how "this theory states that individuals will direct their energies toward that activity that is perceived to maximize the ratio of benefits to costs over a given time perspective" (p. 97), with the goal to better one's self within the classroom and beyond. One can hope that the results of this thesis will potentially reflect elements of Tinto's theory pertaining to costs and benefits based on the

influential factors at an institutional level (e.g., facilities, extra-curricular activities, class choice, etc.). Findings from this study might also contribute to an alternative. Tinto (1975) suggests that “conversely, the model also accepts the fact that persons may stay in college because of restrictions on their pursuit of alternative activities” (p. 98) which could very well be revealed through the qualitative data of this study.

Through Tinto’s cost and benefit analysis, he reveals a secondary term and theory coined by James A. Davis (1966) called the “Frog Pond” effect. The “Frog Pond” effect “argues that a direct relationship exists between the ability level of the student body of an institution and the expectations individuals will hold for themselves” (Tinto, 1975, p. 113). If a student attends an institution because of the high influence of the institutional factors, this could be an example of the “Frog Pond” effect, if the student also sets expectations for themselves based on the institutional factors. While looking at American colleges, Tinto (1975) notes that “one might then infer that higher quality institutions, which tend to have students of higher ability, might also have higher dropout rates than institutions of lower quality” (p. 114). However, does this hold true to students attending higher education after completing an undergraduate degree? Furthermore, does this hold true today in relation to Canadian institutions?

Tinto’s work and theories provide a basis of understanding for many potential factors that may influence why a student may choose to continue with higher education. Tinto reminds his audiences that:

Choices of curriculum structure (e.g., learning communities) and pedagogy invariably shape both learning and persistence on campus (e.g., cooperative teaching), because they serve to alter both the degree to which and manner in

which students become involved in the academic and social life of the institution.

(Tinto, 1997, p. 620)

Based on Tinto's work and the research question for this study, one can consider and examine how institutions are positively contributing to a student's commitment. At the conclusion of his work, Tinto provides a foundation to further explore the meaning and components of identifiable institutional influential factors leading to a student's choice of pathway post-baccalaureate.

Social Capital

Upon reviewing research about the many pathways of university student's post-baccalaureate, the theme of social capital continually reappears when institutional influencers are explored. Much like how someone can have financial capital and/or physical capital, students may also continue to accumulate social capital throughout their educational journey as depicted in Tinto's (1997) student persistence model (Figure 2). Tinto (1997), Xu (2014), Garibay (2013), and other researchers comment on the importance of social capital and the role that it plays within an institution with the potential of positively benefitting a student while completing their university degree(s).

What is social capital and how does it contribute to institutional factors that influence a creative arts student's pathway post-baccalaureate onto higher education programs? Researcher Laura W. Perna (2004; 2006) explores social capital in two studies pertaining to graduate school enrollment and college access, providing readers with a definition of social capital. Perna states how "social capital refers to social networks and the ways in which social networks and connections are sustained" (p. 491). Xu (2013) also explores the meaning of social capital and its' impact on student choice. "Social capital refers to one's social networks and connections that

an individual builds upon her/his relationships with others through social interactions or social structures” (p. 353).

Perna (2006) notes that “a primary function of social capital is to enable an individual to gain access to human, cultural, and other forms of capital, as well as institutional resources and support” (p. 112). Social capital can primarily be seen through the relationship(s) a student builds with his or her faculty members and student body throughout their undergraduate degree. The outcome of these relationships may impact a student’s decision to continue onto higher education or not. More recent research focuses on the ways in which the sociological constructs of cultural and social capital influence student college choice. Like human capital and physical capital, cultural and social capital are resources that may be invested to enhance productivity (Perna, 2006, p. 111).

In a study by a Doctoral candidate Kelly L. Alig (2014), from the University of New Orleans, she reviews Perna’s work and her model surrounding the selection of deciding on the desired institution to obtain a university degree. Alig (2014) explains Perna’s work and describes how “the model combines a variety of concepts related to college choice, integrating both the economic model of human capital investment and the sociological model of status attainment” (p. 13). Again, much like the work of Tinto there is a comparison of personal investment into one’s education and the return on education that a student may or may not receive.

The studies and outcomes explored reveal demographic trends surrounding the demand for educated citizens, specifically those who have advanced their studies in higher education, due to the rise in employment opportunities as the baby boomers reach their retirement years (Perna, 2006, p. 103). The more social capital students can obtain throughout their educational career, the greater the opportunity of employment for students come graduation as social capital can

provide opportunities to have access to additional information and resources for a student (Xu, 2013, p. 353). For example, if an institution is providing opportunities for the accumulation of social capital, then the return on a student's investment into higher education has the potential of being positively rewarded and therefore worth their investment. Thus, social capital plays an important role in the realm of institutional factors for all students no matter their area of study, when making the choice to continue onto higher education.

Institutional Factors

Based on the existing literature, there are a number of institutional factors that contribute to a student's decision whether or not to continue onto higher education after the completion of an undergraduate degree in the creative arts. Institutional factors are not only an important element for consideration, especially for students in the creative arts students, but institutional factors are also the least studied factors across published research in this area of study. Additionally, it is not only the physical and/or overall look of an institution that contributes to this category of influence. In addition to the presentation of an institution, considerations pertaining to faculty and academic reputation also play a part in the defining of institutional factors.

In a 2003 European study, Price et al. (2003) surveyed two thousand undergraduate students to investigate if institutional factors and facility factors do indeed matter when choosing an institution of study. Institutions that are a part of the Facilities Management Graduate Centre's (FMGC) Research and Application Forum Higher Education were able to receive the survey for further distribution. The researchers found that, "For many institutions, facility factors, where provided to a high standard, are perceived as having an important influence on students' choice of institution" (Price et al. 2003, p. 212). Although Price confirms the high importance of

influence that institutional factors have on a student's choice of study location, this survey was completed by undergraduate students from all disciplines, pre-graduation. Will the findings of this thesis depict any similarities to the study conducted by Price et al. (2003) even with a difference in the requirements for eligibility?

Price et al. (2003) categorized the data into groupings of general findings which include many environmental contributors, academic factors, and facility factors. The researchers found that "the availability of a desired course was universally rated as the most important factor in every institution" (Price et al. 2003, p. 218). Teaching reputation appeared to be of higher importance than an institution's reputation of research production. Also, "the availability of computers is universally one of the top three items, sometimes relegated to third place by the 'availability of library facilities'" (Price et al. 2003, p. 218). This survey did not include a large number of closed questions that focused on academics. The closed questions from this survey focussed on facilities and the overall physical environment of an institution.

Location of the institution within a major city proved to be of great importance, as well as the influence of a student's proximity to home when a student was considering their university of choice. The level of importance of employment rates while completing one's degree and post-graduation employment rates varied based on a student's location of study (Price et al., 2003, p. 218). The location of the university was not at the top of the list of things to include in this thesis. However, based on the results of the study completed by Price et al. (2003) the location of an institution appears to influence many other factors that can be placed under the category of institutional factors.

Xu (2013; 2014) presents two studies that greatly contribute to this body of research, focusing on influential factors post-baccalaureate. Xu concentrates on the comparison of STEM

and non-STEM students. The first study by Xu (2013) is a longitudinal survey that collected data from undergraduates regarding the influential factors surrounding career choice and/or next steps post-graduation.

Xu (2013) outlines the importance of an undergraduate degree and the primary reason(s) why a student may choose to pursue higher education with the hopes of acquiring a sufficient occupational outcome (p. 349). Nevertheless, Xu (2013) also reveals a gap in the research surrounding the choice(s) a student must make following their first academic endeavour. Xu (2013) states that “one of the aspects of occupational progress that has been largely unattended is the consistency between the academic training and occupational choice of college graduates” (p. 349). To my mind, it raises many sub-questions surrounding the lack of sufficient research in this field of study. Does this gap in research as outlined by Xu (2013) surrounding academics and occupations encourage students to continue onto higher education? Or does this gap in the research, or the ‘unattended consistency’ turn students away from higher education with the hopes of obtaining a job directly out of their undergraduate degree? While creative arts programs are often very hands-on, and students are highly involved with their faculty and peers, does this training prepare them for the potential occupational choices post-baccalaureate?

In contrast to the gap in this research between academics and occupations, Xu (2013) also discusses the benefits of the connection between one’s education and occupation, which also connects back to Tinto’s theories (1975). This idea surrounds the notion of getting the most benefits and experiences out of one’s undergraduate degree and “For individuals who maintain a career congruent with their academic training, benefits include systematic and in-depth knowledge about the occupation, and greater chances to maximize the return on educational investment” (Xu, 2013, p. 350). This comparison of one’s investment in their academic training

which then may bring them to obtaining a deeper knowledge and better career outcomes, is central to the research questions Xu presents in this longitudinal survey. The most prominent question presented by Xu (2013) is, “How do their influences differ for individuals in STEM and non-STEM fields” (p. 350), which refers to the influences on college graduates. However, what defines a “non-STEM” student? Although the creative arts would technically classify as a “non-STEM” as it is not a part of Science, Technology, Engineering, or Mathematics, Xu does outline clear participant eligibility that depicts an understanding of the students within the two program types looked at in that study.

Although this first study by Xu (2013) focuses on career paths post-baccalaureate, the second study, from 2014, uses the same population of STEM and non-STEM students but looks at student advancements onto graduate school. This is more closely linked to my thesis topic. Xu (2014) begins by stating how, “the value and importance of a graduate education have grown significantly in recent decades” (p. 391). Research from Statistics Canada (2017) shows that graduate degrees are becoming a prerequisite for top paying occupations and roles of higher status in a variety of fields of employment. Xu (2014) also connects her work back to literature by Perna (2004) which identifies factors that influence a student to continue onto higher education following the graduation of an undergraduate degree for the purposes of obtaining secure employment (Xu, 2014, p. 350).

Xu uses “an ‘input-environment-outcome’ model for pre-existing differences and various environmental factors on individual graduate enrollment outcomes” (Xu, 2014, p. 394). This study (Xu 2014) also refers back to Xu’s previous work (2013) in regards to social capital and the influences surrounding “proxies for ‘individual preferences, tastes, and expectations’” (Xu,

2014, p. 394). Xu's study (2014), while connecting to the work of Perna (2004) especially highlights social capital as contributing to institutional factors. Xu (2014) states:

Institutional prestige is associated to the socialization and organizational culture, the two measures are believed to convey the social environment, from different perspectives, of an undergraduate institution in which the social and academic interactions and integration may stimulate individuals toward different preferences and readiness levels for graduate education. (Xu, 2014, p. 397)

In addition to the role of social capital and the environmental aspects of institutional factors, Xu (2014), outlines the role of academics. This, again, is often impacted by not only the environmental setting of an institution, but also the roles played by the educators. "Academic performance is used to indicate individuals readiness for graduate education" (Xu, 2014, p. 397) playing a large role in one's choice to continue onto higher education post-baccalaureate. The age in which a student begins to pursue higher education is another contributing factor. Xu (2014) states, "Receiving one's bachelor's degree at a younger age is also positively related to an increased probability of graduate enrollment and degree attainment" (p. 411). Through this study, Xu (2014) used a number of variables to measure the impact of a student's pursuit of higher education. These variables include the age in which the participant received their undergraduate degree, marital status, gender, and if the participant have any dependents up to eighteen years old (Xu, 2014, p. 408). Xu found that at a younger age, students rarely have additional responsibilities such as a family to provide for. The investment of time and money on education may not have as large an immediate strain on a young students' life compared to someone with a full-time job and a family. The ability to obtain a degree at a young age comes

with opportunities to be more active in one's higher education experience while having the time to put in the effort to achieve a higher-grade point average (Xu, 2014, p. 411).

Xu (2014) finds that "First attrition from graduate education is above 40% for graduate students in STEM areas, and closed to 55% for those in non-STEM majors" (Xu, 2014, p. 407). However, in relation to potential influential factors strictly surrounding an institution, Xu (2014) discovered that "a pattern that may be explained by the fact that institution selectivity is an indicator of academic rigor, college quality, opportunities to interact with faculty, and strong emphasis on research" (p. 411). These indicators as outlined by Xu (2014) are represented as questions in the survey that was designed for this thesis. For example, the survey explores the influence of an institution's reputation surround research and the opportunities within a Faculty of Education. Based on the results and discussions from both studies by Xu from 2013 and 2014, it is noted for future research that "it would be informative to compare how the individual, institutional, and financial factors work differently to impact the enrollment and persistence patterns between full-time and part-time graduate students" (Xu, 2014, p. 413). This suggestion for future research does not refer to the comparison of STEM and non-STEM graduate students, but it is more so of a general overview of all graduate students which is applicable to future research beyond this thesis.

The results of this thesis could reveal that the institution's flexibility of allowing the options for part-time and full-time studies could be of great importance when considering an institution. This ability to choose between part-time and full-time studies may be a contributing influential factor to graduates studying at a Faculty of Education. Would the role of social capital have a greater impact if a student is able to enroll in part-time graduate studies, but cannot enroll part-time into a Bachelor of Education program? How would that influence a student's decision

to continue onto higher education post-baccalaureate? Would the student be more likely to enroll in a graduate program knowing that they have more time to complete the degree? The findings from this study may contribute to (Xu's suggestions for) future research surrounding the choice to enroll in graduate studies following the attainment of an undergraduate degree and/or secure employment.

Garibay et al. (2013) conducted a longitudinal study entitled *Beyond the Bachelor's: What Influences STEM Post- Baccalaureate Pathways*. These researchers found that "...fields that employ larger percentages of women tend to have lower occupational earnings.... [W]omen were less likely to enroll in graduate school in general than men" (Garibay et al., 2013, p. 4). The second key finding regarding graduate school enrollment shows that "graduates of research and liberal arts institutions were more likely to enroll in graduate school than those who attended comprehensive institutions" (Garibay et al., 2013, p. 7). It is important to note that liberal arts colleges in the United States do not have graduate programs and a student must go elsewhere to complete a graduate degree. Garibay et al. (2013) also notes how "much research has been done on the effect of college characteristics on academic outcomes, such as retention, persistence, and degree completion" (p. 7). However, when reviewing the data collected for the study conducted by Garibay et al. (2013) it is important to keep in mind that there is a generalization in the results. This is due to the varying and lower than anticipated response rates of the Garibay et al. (2013) study.

Perna's work provides important findings regarding influential factors as well as important different methodologies Perna's study from 2004, *Understanding the Decision to Enroll in Graduate School: Sex and Racial/ Ethnic Group Differences*, refers to the extent of social capital as an important part in the consideration of continuing onto higher education. Perna

(2004) states, “Measures of cultural and social capital are included to reflect an individual’s preferences and tastes for graduate education” (p. 495). While social capital refers to the connections made within an institution, Perna considers the relationship(s) between parent(s) and the student considering this relationship to be a social network. Perna (2004) states how “In this study, parental involvement is measured by the total direct monetary contribution that bachelor’s degree recipients received from their parents for their undergraduate education” (p. 496). It is then looked at how this involvement impacts a student’s choice to continue onto higher education before looking at any institutional influences much like the beginning stages of Tinto’s (1997) student persistence model (Figure 2).

Following the examination of a student’s parental relationship, there is also the influence of other social groups and attributes of one’s bachelor’s degree. All of these additional influences could also have a large impact on a student’s choice to enroll into higher education that are taken into consideration (Perna, 2004, p. 497). The Carnegie classification proves to be a very important consideration as an institutional influencer. Perna explains how “the Carnegie classification system reflects, at least in part, the relative emphasis of the institution on research and graduate education” (2004, p. 497). The Carnegie classification will be helpful to my study by assisting in the specifics of the participant eligibility as the Carnegie classification is broken down further into specific classes. Perna (2004) outlines the specifics as the “Carnegie classes are included in the analyses: research I, other doctoral granting, comprehensive I, liberal arts I, and other (e.g., liberal arts II, specialized)” (p. 497). In terms of this study, both the creative arts and education- based programing are often considered as liberal arts courses or as specialized areas of study, according to Ontario Universities (2019).

Perna (2004) outlines how “some research suggests that individuals consider the benefits in their decision to pursue post- baccalaureate education” (p. 489). These considerations often revolve around social capital, job obtainment, and the level and quality of the education they are going to receive, which is all based on what an institution has to offer to their students who are continuing onto higher education. Perna’s 2004 study is a part of a larger longitudinal study from 1997. Perna notes that “about one-half (48%) of 1992–93 bachelor's degree recipients enrolled in some type of post-baccalaureate educational program” (Perna, 2004, p. 500). Of the participants who enrolled in a graduate degree program in 1995–96, forty-one percent of the participants enrolled in a graduate program within two years of graduating their bachelor’s degree and seventy percent of these participants enrolled in a graduate program within six years of receiving their bachelor’s degree (Perna, 2004, p. 520). Perna also suggests that it is important to elongate the period between the initial survey and the follow up survey to better analyze the potential reasons of why students choose to enroll into higher education post-baccalaureate (p. 521). Perna (2004) concludes that “Most importantly, the database includes no direct measures of the social networks that a bachelor's degree recipient developed as an undergraduate and that may promote graduate enrollment” (p. 523), once again, referring to social capital. Perna (2004) goes on to explain:

Social networks may be initiated by the student or by faculty, as perhaps measured by the quantity and quality of interactions with faculty and the characteristics of peer social networks, or initiated by an institution, as might be measured by institutional efforts to inform students about graduate education. (p. 523)

This gap found in Perna's work largely contributes to the research and work in this field regarding institutional factors that play an influential role on a student's choice. In Perna's (2006) subsequent text, *Studying College Access and Choice: A Proposed Conceptual Model*, he suggests that future students of an institution are often misinformed about not only the price of education, but also the benefits of their investment in higher education (p. 109). This lack of communication between an institution and prospective students can be reflected as a negative influencer when making the choice to continue onto higher education.

Perna (2006) considers the concerns and other schools of thought surrounding how the completion of a degree of any kind should be more important than where the degree is completed. Perna (2006) states how "nonetheless, although college completion is critical to fully realizing the public and private benefits of higher education and achieving equity in higher education opportunity, degree attainment is not possible without 'college choice'" (p. 148). Perna's proposed conceptual model of student college choice is used to review the socio-economic factors of a student's choice of where to complete a degree and also to look at the effectiveness of an institution's influences on a student when perusing a location for degree completion.

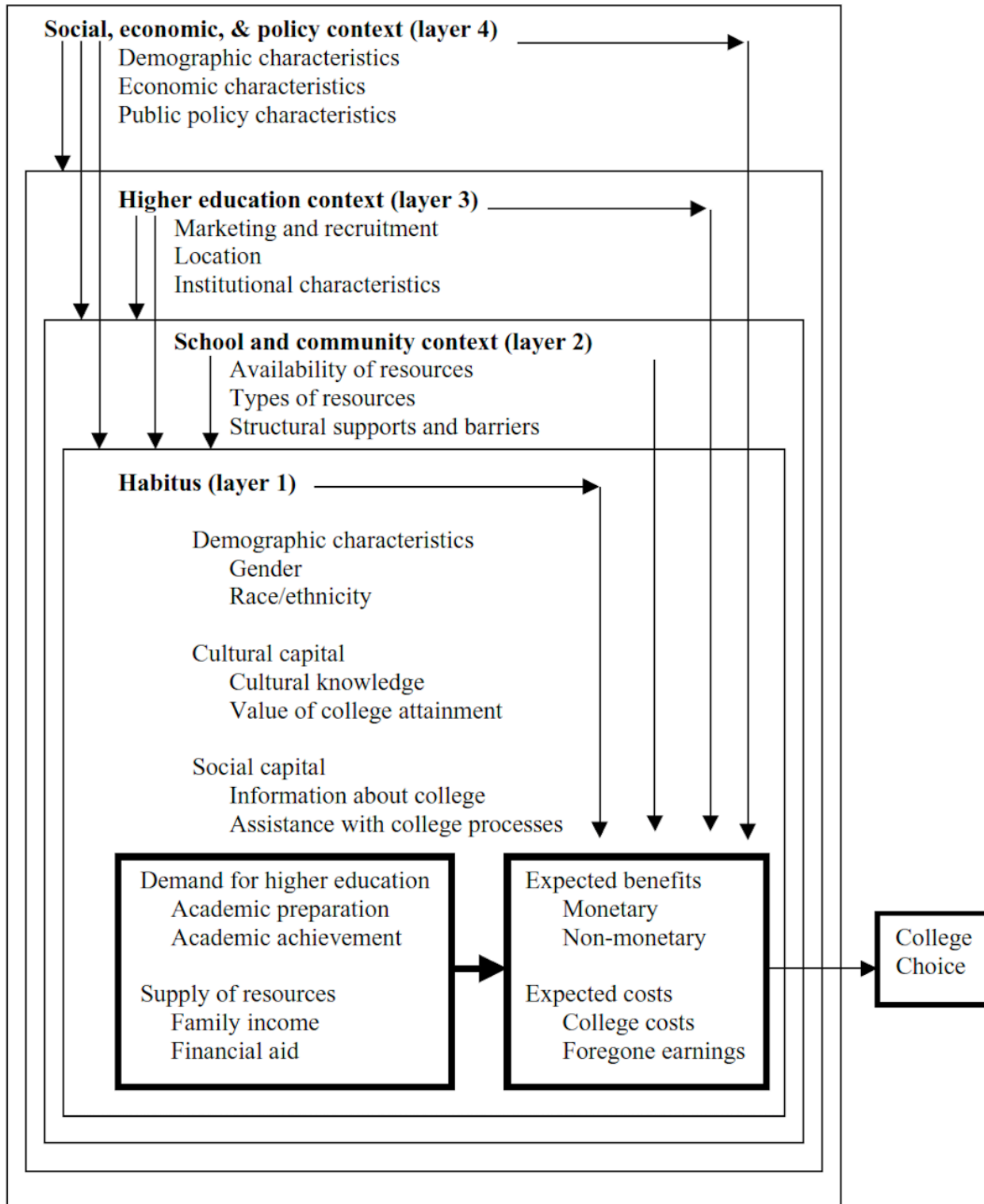


Figure 3. An institution's influence on student choice (Perna, 2006).

Based on this model and past research, “little is known about the experiences of groups that are typically represented by small numbers of students in any particular sample” (Perna, 2006, p. 146). The scope of participants for this thesis will contribute to closing this gap. The field of the creative arts reflects lower numbers representing student enrollment rates at Canadian universities and college in comparison to other program types such as business and/or engineering (Government of Canada, 2018) (Table 1).

	2015/2016 – University	2016/2017 – University	% change – University	2015/2016 – College	2016/2017 – College	% change – College
Total, field of study	1,306,251	1,320,735	1.1	721,428	731,130	1.3
Personal improvement and leisure	3,549	2,865	-19.3	19,269	18,312	-5.0
Education	76,962	77,337	0.5	12,669	12,279	-3.1
Visual and performing arts, and communications technologies	42,306	42,309	0.0	34,653	34,695	0.1
Humanities	169,074	164,268	-2.8	95,271	94,620	-0.7
Social and behavioural sciences, and law	227,691	227,409	-0.1	47,745	47,706	-0.1
Business, management and public administration	246,699	249,951	1.3	118,248	124,044	4.9
Physical and life sciences, and technologies	126,333	129,708	2.7	33,234	33,831	1.8
Mathematics, computer and information sciences	48,597	53,739	10.6	20,214	23,568	16.6
Architecture, engineering and related technologies	131,379	135,528	3.2	81,243	83,049	2.2
Agriculture, natural resources and conservation	22,389	23,064	3.0	7,401	7,977	7.8
Health and related fields	161,106	162,990	1.2	89,865	92,124	2.5
Personal, protective and transportation services	7,263	7,326	0.9	32,502	32,607	0.3
Other fields of study	42,903	44,244	3.1	129,120	126,312	-2.2

Table 1. Enrollments in Canadian Universities and Colleges (Statistics Canada, 2018).

This thesis will be studying a very specific group of participants, addressing a variety of gaps of research in relation to the influences that institutions have on students who have studied a program within the creative arts and are now enrolled in higher education.

CHAPTER 3

METHODOLOGY

The decision of methodological design has proven to be quite difficult as researchers throughout the literature review have successfully executed both quantitative and qualitative methods while still being able to produce an in-depth data analysis. These researchers have not explicitly identified a methodological design that is necessarily better than the other as both quantitative and qualitative methods prove to be effective but can also present limitations surrounding the data collection of a study. Perna (2006) outlines the roles of quantitative and qualitative data collection within this specific field of study that reveals data surrounding student choice. For this study, quantitative methodologies will be the most beneficial when measuring and verifying the level of influence that an institutional factor has on a group of students. Furthermore, qualitative methodologies will allow for opportunities to grasp a greater understanding of how an institutional factor had or did not have an influence on the student's choice to continue to enroll in higher education. By including a qualitative methodology within this study, this will also allow students to share more personal experiences where a quantitative methodology would not.

In addition, Perna (2006) outlines how "Quantitative approaches to student college choice typically utilize multivariable analyses to isolate the relationship between key independent variable(s) and the outcome of interest after controlling for other variables" (p. 121). Based on the suggestions outlined by Perna (2006) and the survey designed by Price et. al. (2003), a similar methodology and survey design for this thesis will be followed.

Research Design

This thesis will include a mixed methods approach, including a participant survey created on the online platform, Qualtrics, to collect information pertaining to what kinds of influences affect students' decisions to pursue further studies. Qualitative data will be collected through optional open-ended comments at the end of the survey. Before entering the survey, the first page introduces the project and serves as the consent page for participants. If a participant selects "Yes," they are automatically consenting and opting into the research project. At any point during the survey, if a participant closes the webpage, the survey will not be saved and their information and/or responses will not be represented in the data collection. Following the consent page and a brief introduction of the research and the terms used throughout, the survey begins with questions to gather demographical information about the participants. These questions do not reveal any specific participant identification, such as a participant's name, age, or gender as this study is completely confidential. Once the introductory questions are completed, participants will respond to another set of questions using a Likert scale. The scale for this specific study includes five options for each question varying from one, "no influence at all", to five, "very strong influence." These five options will be the means of measurement when analysing institutional influencers (Table 2).

MEASURE OF INFLUENCE

1- No Influence at all	2- Some influence	3- Didn't matter either way	4- Strong influence	5- Very strong influence
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Table 2. Measure of Influence Likert Scale.

Data Collection

Eligibility is determined by students who have graduated from a creative arts undergraduate program and are now enrolled in an education program (Bachelor of Education or Master of Education) at an Ontario University. I foresee the potential for less generalized results due to the reason that I am only surveying graduates who are currently enrolled in a Bachelor of Education program or a Master of Education program. Rather than focusing on students who have not continued onto higher education directly following the attainment of an undergraduate degree, the data collection based on this scope may not prove to be as large as a challenge. This is because students will not have been out of school for five or more years and therefore will be easier to contact via their current Faculty of Education at the institution that they are enrolled at.

To collect data from this specific group of participants, the use of online recruitment must take place as it is the most efficient and effective way to contact potential participants who are located across the province of Ontario. A letter of information was emailed to Ontario universities with a faculty of education (see Appendix C) and this letter included a link for students to access the survey. This letter of information outlines and identifies participant requirements for this study so students who are not eligible to participate do not attempt to complete the survey. In addition to the letter, a link to a YouTube video was included which is a personal introduction to the researcher. The information letter and links to both the YouTube video and the survey was sent out on February 11, 2020.

Data Analysis

Once the survey of this thesis is closed on March 10, 2020, and the raw data is exported from Qualtrics, variables will be considered to be ordinal levels of measurement for data analysis. Through the use of an ordinal level of measurement, the data can be ranked by category

to create a representation of the most influential institutional factors. The ordering will begin by ranking the questions found within each specified category throughout the survey. These categories are: Academics, Employment and Involvement, University Campus, and University Facilities. This initial ranking will allow the researcher to analyse the highest sub-influencers within these categories. Following this ranking the categories can then be placed into order based on the average responses of the questions depicting the most important category of institutional influential factors across all Ontario Universities that have a Faculty of Education.

As for the questions pertaining to the demographics of the participants, demographic information will allow the researcher to analyze data that is both specific to each Ontario university as well as across all Ontario universities cumulatively. These results will provide potential insights on how the influential factors are ranked. This information will be most beneficial to the faculties of education as well as other cross campus faculties at each university investigated within this study. It is important to note that the institutions involved and the programs listed by the participants will be stratified within the data analysis. Upon the completion of the data analysis and the conclusion of this thesis, the results will be publicly published on the University of Windsor's Research Ethics Board website by September 1, 2020.

Limitations

One limitation of this thesis pertains to the positionality of the researcher. For example, I am the acting researcher of this study and also obtaining the role of a Graduate Assistant which will take place in the 2020 winter academic term. This role requires the task grading of students who are studying music methodology within the Bachelor of Education program at the University of Windsor. This music methodology course can only be taken by Bachelor of Education students in the Junior/ Intermediate stream, meaning that these students will have

graduated from a variety of undergraduate programs, including the creative arts. Playing the dual role of a researcher and educator could prove to be difficult while conducting research and immediately appeared to be a possible limitation of this study. Because this survey is completely confidential, the some of the Bachelor of Education students within the music methodology class will be able to participate in this research study. The 2018 Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, made up of the Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council states:

Dual roles of researchers and their associated obligations (e.g., acting as both a researcher and a therapist, health care provider, caregiver, teacher, advisor, consultant, supervisor, student or employer) may create conflicts, undue influences, power imbalances or coercion that could affect relationships with others and affect decision-making procedures (e.g., consent of participants). (p. 96)

To meet the requirements of the University of Windsor's Research Ethics standards as well as the standards described in the 2018 Tri-Council Policy Statement, students are required to keep the date of survey completion confidential until the semester is over when the dual role of the researcher no longer applies. The date that the survey closes, March 10, 2020, is also the last day of the researcher's role as a Graduate Assistant, after which the dual role will no longer be applicable. A second limitation of this thesis is closely related to a reoccurring limitation revealed within the literature. Although a list of contacts has been compiled of all of the faculties of education in Ontario consisting of secretaries and the Deans of each faculty of education. Once the emails have been sent it is up to those contacts to pass on the survey to their students.

At that point in the process of data collection, the researcher no longer holds any control with the hopes that the survey will be completed by any and all eligible participants.

A second limitation is location and the accessibility to contact the potential participants directly. Although there are specific requirements of eligibility for participation, the scope of this thesis in terms of location spreads across the province to a number of institutions. This provides an opportunity for a high number of responses however; it presents a barrier of contact between the researcher and the participants as the researcher must use secondary contacts rather than being able to speak with participants directly.

In addition to this second limitation, the number of students currently enrolled within a Faculty of Education at each Ontario University is unknown. As previously depicted in Table 1 and shown here, the closest known numbers are the numbers of students enrolled in the 2018–2019 fall semester of all Ontario Universities (Ontario Universities, 2019).

	Total Students									
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
General Arts & Science	35,302	35,916	36,308	37,014	36,461	35,532	34,901	33,961	34,500	35,264
Education	26,571	27,114	27,888	27,610	27,709	28,323	25,220	27,812	28,570	29,913
Fine & Applied Arts	15,406	16,104	16,417	16,796	16,509	15,972	15,897	15,715	15,773	15,881
Humanities	44,651	45,019	44,294	43,560	41,591	39,571	38,516	37,224	36,173	35,660
Social Sciences	137,062	142,974	148,021	152,661	156,635	157,201	160,139	162,204	164,245	167,214
Agriculture & Biological Sciences	28,731	29,828	31,105	31,798	32,650	33,462	35,094	35,816	36,451	36,861
Engineering & Applied Sciences	36,671	38,080	39,963	42,534	45,108	48,100	51,543	53,974	55,905	57,391
Health Professions	36,314	38,049	39,402	40,275	41,736	43,724	45,258	46,827	47,737	49,053
Mathematical & Physical Sciences	21,466	22,579	23,811	25,267	26,859	29,011	31,383	34,438	37,268	39,772
Not Reported/Not Applicable	1,910	1,990	2,360	2,448	2,680	2,901	2,715	2,779	3,098	3,299
Total	384,084	397,653	409,569	419,963	427,938	433,797	440,666	450,750	459,720	470,308

	Undergraduate Students									
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
General Arts & Science	35,100	35,656	35,979	36,642	36,044	35,085	34,447	33,500	34,020	34,749
Education	23,379	23,802	24,499	24,026	23,776	24,056	20,367	22,727	23,069	24,020
Fine & Applied Arts	14,201	14,834	15,093	15,338	14,996	14,506	14,388	14,130	14,176	14,282
Humanities	38,808	39,150	38,476	37,737	35,895	33,925	32,894	31,588	30,514	30,039
Social Sciences	122,180	127,252	131,856	135,452	138,460	138,443	140,934	142,416	143,899	146,246
Agriculture & Biological Sciences	25,771	26,787	28,010	28,809	29,719	30,389	31,922	32,578	33,171	33,510
Engineering & Applied Sciences	29,044	30,148	31,796	33,775	35,725	38,339	41,531	43,344	44,062	44,769
Health Professions	29,690	31,251	32,414	33,094	34,393	36,256	37,639	38,802	39,434	40,371
Mathematical & Physical Sciences	16,760	17,707	18,672	20,065	21,565	23,722	26,064	28,885	31,334	33,415
Not Reported/Not Applicable	1,866	1,954	2,269	2,360	2,598	2,799	2,575	2,626	2,721	2,888
Total	336,799	348,541	359,064	367,298	373,171	377,520	382,761	390,596	396,400	404,289

Table 3. Ontario University Student Enrollment (Ontario's Universities, 2019).

This representation of student enrollment is not specific enough to be able to calculate the average number of students enrolled within a Faculty of Education who have also graduated from a creative arts undergraduate degree. This table highlights the enrollment of the total number of undergraduate students enrolled in Education and Fine and Applied Arts across Ontario. Although these numbers provide insights to enrollment rates, the exact number of education students who have graduated with a creative arts degree is unknown. However, the Ontario College of Teachers Annual Report (2018) provides insights on enrollment specific to students' basic qualifications by teaching subject for newly enrolled students. In 2018, of 4,181 newly enrolled Bachelor of Education students, 3,018 of those students are enrolled into either the Junior/ Intermediate or the Intermediate/Senior divisions. This means that the remaining 1,163 students are enrolled into the Primary/Junior division. The Ontario College of Teachers

website does not provide reports about the subjects studied by teacher candidates in the Primary/Junior division. However, of the remaining 3,018 students, 368 of the new teacher candidates' main subject area is within the field of the creative arts (*Ontario College of Teachers, 2018 Annual Report, 2018*). Although the remaining new students enrolled in the 2018 academic year in either a Bachelor of Education program or a Master of Education program in Ontario is unknown, this public information tells us that there are at least 368 students currently enrolled who are eligible to participate in this study.

Revised Methodology

After receiving the results of the survey, I have come to some conclusions that there are necessary changes to outline before continuing onto the data analysis. Although the survey was sent out to all faculties of education in Ontario, out of twenty-five eligible participants who completed the survey in full, only two of those responses were from students who did not attend the University of Windsor. I was able to locate this information through the default report published by Qualtrics and specifically reviewing participants' responses in the first half of the survey which focused on the demographics of the participants. In the earlier chapters of this paper, I outline how this will be a comparative study across faculties of education in Ontario. However, due to the responses, this study will now be examining creative arts undergraduate programs only at the University of Windsor. Due to this change, the research question of this study must also be refined to better suit the revisions. The research question of this study began as, "What institutional factors influence students in creative arts-based programs to pursue further education post-baccalaureate in education-based programs?". However, the revised research question for this study is now, "What institutional factors influence creative arts students to pursue further studies in the Faculty of Education at the University of Windsor?"

The survey proved to be an effective method of collecting anonymous data surrounding this specific topic. By having both quantitative and qualitative features, it allowed for participants to elaborate on their own experiences, presenting itself as rich data that can be used come the data analysis. Once I completed the steps leading up to the dissemination of the survey and I started the data analysis, I made note of other revisions I would like to make to the methodology used for future uses of this research.

In addition to the necessary steps taken to be approved by the University of Windsor's Research Ethics Board, I took additional precautions with the hopes of getting a higher response rate at the close of the survey. Before submitting the research ethics application, I contacted every faculty of education by both email and telephone to inform faculties about the study and to create a relationship with the involved institutions to the best of my ability. During this time, the University of Toronto was the only institution that chose not to be involved, while the other institutions agreed to send the survey to their students within their faculty. Once the Research Ethics Board approved the application, I reached out to the contacts again, but this time with the survey to send. At this point in the process is where I reached barrier in which I would consider for future use of this study. With the contacts now having access to the survey, including all of the required information to complete the survey, some institutions asked for additional ethics clearance and/or proof of ethics approval from the University of Windsor. These additional steps reduced the amount of time that potential participants would have had to complete the survey.

Another limiting factor of this study causing a minimal response rate may have been due to the starting stages of the COVID-19 outbreak. This pandemic has caused the cancellations of not only academic events including research conferences and graduations, but also forcing institutions across Canada and the United States to move to online learning. The pandemic took

hold of society in early March and Ontario Universities started to make the switch to online learning as of March 13, 2020, being the same week that the survey closed. While the outbreak did not directly affect the availability of the survey, I suspect that it was no longer a priority to a participant because of a rapid widespread of societal change and fear. On March 4th, 2020 CBC World News announced that Ontario had twenty new cases of COVID-19 (Reuters, 2020). On March 6th, 2020 CBC World News shared the Chief Public Health Officer of Canada, Dr. Theresa Tam's update on the pandemic. "Given the global spread, she urged Canadians who have travelled and are experiencing 'even mild symptoms' within 14 days of their return to stay home." (Reuters, 2020). These two pieces of news were announced within days of the survey closing for this study and according to the Qualtrics report, there were no responses were given between the dates of March 6th, 2020 and March 9th, 2020, with the final response coming in on March 10th, 2020 being the day that the survey closed.

CHAPTER 4

QUANTITATIVE DATA ANALYSIS

The data collected was interpreted and explored through a descriptive statistical analysis to summarize and illustrate the overall results of the study. There was a total of thirty-eight responses to this survey. Of the thirty-eight participants, three of the participants are currently enrolled at an Ontario University that is not the University of Windsor. Furthermore, fourteen of those participants did not finish the survey nor did they include what university they are currently attending. With the remaining twenty-one participants all attending the University of Windsor, three of the participants did not meet the additional eligibility requirements, resulting in a total of eighteen eligible participants (Table 4).

This data analysis will be an exploration of the responses from University of Windsor students who are currently enrolled in the Faculty of Education and will provide an inside look at some of the institutional factors that influenced these participants to continue onto higher education post-baccalaureate. Throughout this data analysis, I will be highlighting the influential institutional factors that are explored in this study. Due to the number of participants, no concrete conclusions signifying the most influential institutional factor(s) will be made. While no definite results are made, this research ultimately taught me about survey and research design including recruitment strategies and the construction of my research question. The table below (Table 4) represents the number of participants by the factor of creative arts undergraduate degree. This table also includes the education-based program that the participant is currently enrolled in at the University of Windsor. The numbers found within this table will not allow me to draw any specific conclusions about the data, but will provide a better understanding when reviewing the graphs used to summarize the results.

Category of Undergraduate Program	Participants' Enrollment in the Faculty of Education at the University of Windsor			
	Masters of Education	Bachelor of Education: Primary/ Junior	Bachelor of Education: Junior/ Intermediate	Bachelor of Education: Intermediate/ Senior
Dramatic Arts	2	2	1	2
Music	0	1	3	4
Visual Arts	1	1	0	0
Concurrent Education and the Arts	1	0	0	0
TOTAL	4	4	4	6

Table 4. Survey Participants.

The survey used for this study was modelled on a 2003 study by Price et al. (2003) as explored in the literature review of this thesis. The 2003 study consisted of eighty-seven closed questions, broken down into twelve modules, and measured by a five-point Likert scale and then were followed by two additional open-ended questions (Price et al., 2003, p. 214). My study uses the top influential factors, as determined by Price et al. (2003) which were used to build this survey. To recap, at the time that this survey was created, the research question had not yet changed to only focus on University of Windsor students. The intention of this survey was to reach a variety of students from various educational backgrounds at a number of Ontario universities. The goal or intention of my survey is similar to the 2003 Price et al. study.

Below is the second section of the survey that was used to conduct the quantitative data for this study (Figure 4). In addition to the instrument used to collect the quantitative data, the first section of the survey focused on collecting data pertaining to the demographics of each

participant and the final section consisted of optional open-ended text fields to elaborate each institutional factor (see Appendix E for the full survey). The quantitative section of the survey, shown below, shows the five levels of influence, the four categories of institutional factors, and the specific questions for each factor. It is important to note that each institutional factor has a different number of factor-specific questions. Due to the varying numbers of questions, the numbers of responses to each of the questions answered within an institutional factor's category will impact the interpretation of the data. The factor of "Academics" has six questions, "University Employment and Student Involvement" has four questions, and "University Campus" and "University Facilities" both have five specific questions each. The reason for the various numbers of questions goes back to the Price et al. (2003) study and the factors that were identified by participants in that study as being either strong or very strong influencers.

The Survey: Part 2

The following questions will be answered according to a 5-point scale. Please answer the questions according to the most applicable level of influence.

1-No influence at all	2-Some influence	3-Didn't matter either way	4-Strong influence	5-Very strong influence
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Academics: What level of influence did the following have on your decision to continue onto higher education?

Program selection

A university's course selection and availability of the desired program

A university's flexibility in full-time and/or part-time studies

An institution's reputation based on the production of research

A university's hired faculty

The size of the Faculty of Education at an institution of choice

University Employment and Student Involvement: What level of influence did the following have on your decision to continue onto higher education?

The possibility and variety of opportunities within a Faculty of Education

Educational placements

Employment opportunities throughout the duration of the degree

Employment opportunities post-graduation

University Campus: What level of influence did the following have on your decision to continue onto higher education?

The cosmetics/ appearance of a university

The overall size of a university

The location of a university

The schedule of campus activities and events

Campus services offered by a university (Health services, financial aid etc...)

University Facilities: What level of influence did the following have on your decision to continue onto higher education?

The quality of the library services, support and the availability of technological resources

The quality of facility services, support and the availability of technology within a Faculty of Education

The quality and availability of quiet, study spaces on campus

The quality and selection of restaurants, pubs and retail stores on campus

The quality and cleanliness of the lecture halls and classrooms

Figure 4. The Survey: Part 2.

The graphs shown throughout this data analysis will focus on the mean or the average of the number of participant responses for each level of influence by each category of influential institutional factor. Due to the varying numbers of questions for each factor the results must be standardized so that the data may be compared across factors or programs of study. By calculating the sum of the responses for each level of influence and dividing it by the number of questions within an institutional factor, an average or the mean of the participant responses can then be used.

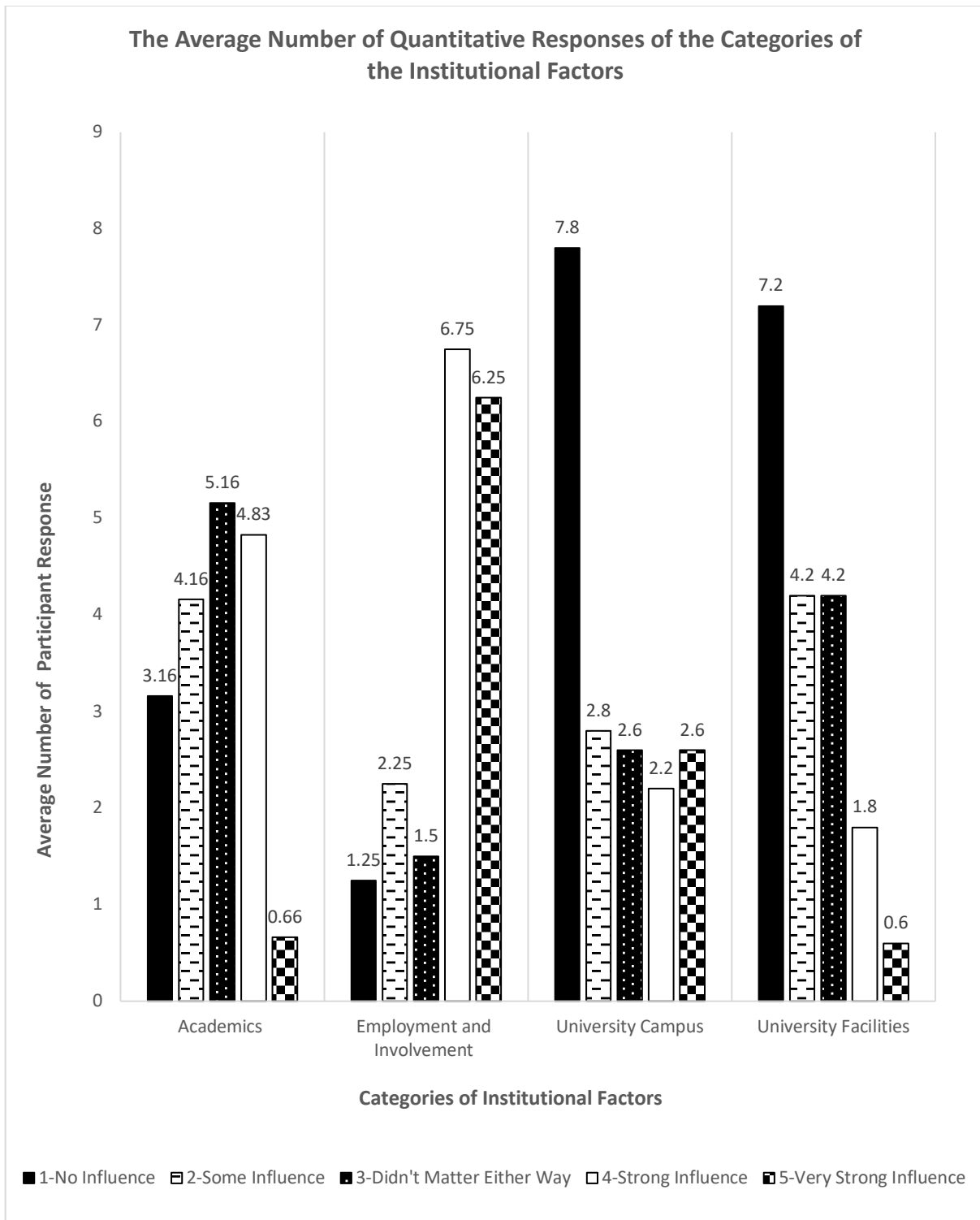


Figure 5. The Average Number of the Quantitative Responses of the Categories of the Institutional Factors Bar Graph.

The first graph is a representation of all of the institutional factors and the average number of the participants' responses for each level of influence (Figure 5). As the bar graph depicts, the factor "University Employment and Student Involvement" shows an average number of participant responses of "5- Very strong influence" that is the highest amongst the factors "University Employment and Student Involvement" is also the factor with the lowest average number of participant responses reflecting that the questions had "1-No influence at all" on the participants' decisions. Furthermore, although the graph illustrates that the factor, "University Campus" has the greatest average of "1-No influence at all" it does not have the lowest average of maximum responses of "5-Very strong influence". Although we can comment on the values displayed within this graph, it is important to remember that we cannot make any conclusions about the data based on the graph above. If we refer back to the survey, we are reminded that each institutional factor has a different number of questions, which does not allow one to compare factors properly. However, I felt that it was important to show a representation of all of the results in the form of a bar graph. For the purposes of the quantitative data analysis and future research, I wanted to provide an overall representation of the average response rates for each institutional factor. If the institutional factors had the same number of questions in the survey, would the data generate a graph similar to the one depicted here (Figure 5)?

The following graphs are organized by institutional factor and breakdown the larger graph above. These individual graphs are then accompanied by an additional graph that illustrates the average number of participant response which is represented by the y-axis, but the x-axis represents the program that the participants are currently enrolled in at the University of Windsor's Faculty of Education as of the 2019-2020 academic year.

Academics

The first graph representing the institutional factor of “Academics” is, again, a breakdown of the first graph we saw in this data analysis, displaying the average number of participant responses for this institutional factor (Figure 6). The second graph represents a further breakdown of the responses, but by the specific program in which the research participants are currently enrolled at the Faculty of Education at the University of Windsor (Figure 7). The institutional factor of “Academics” has a total of six quantitative questions within the survey. Based on the second graph shown, there are particular things that catch my attention when specifically focusing on the range of responses across the program types.

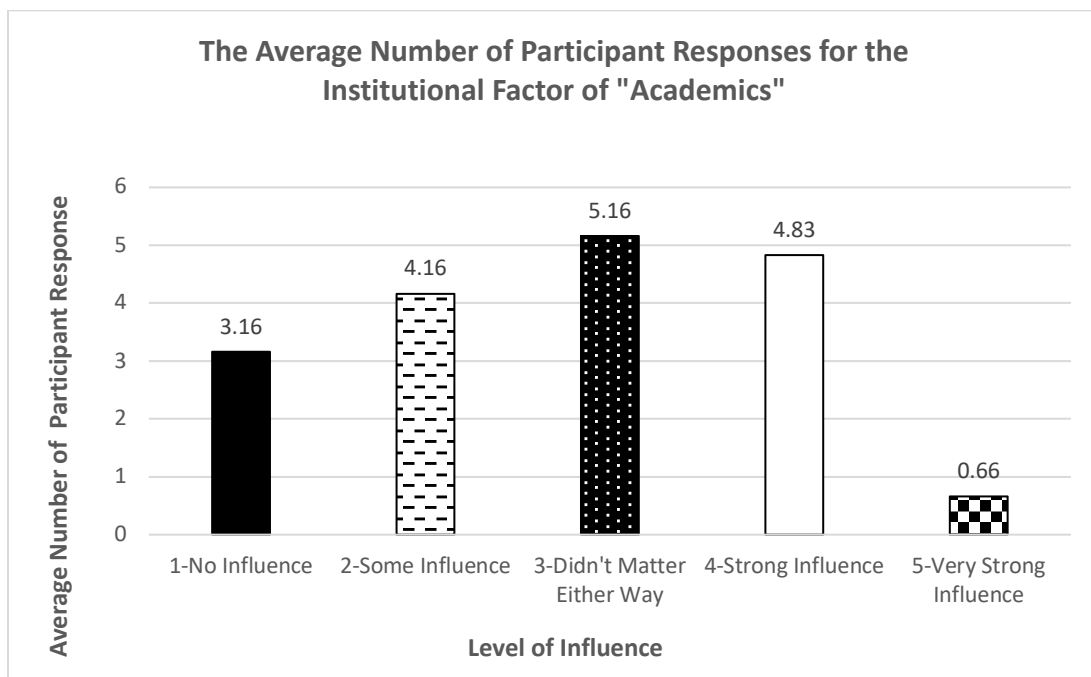


Figure 6. The Average Number of Participant Responses for the Institutional Factor of “Academics” Bar Graph.

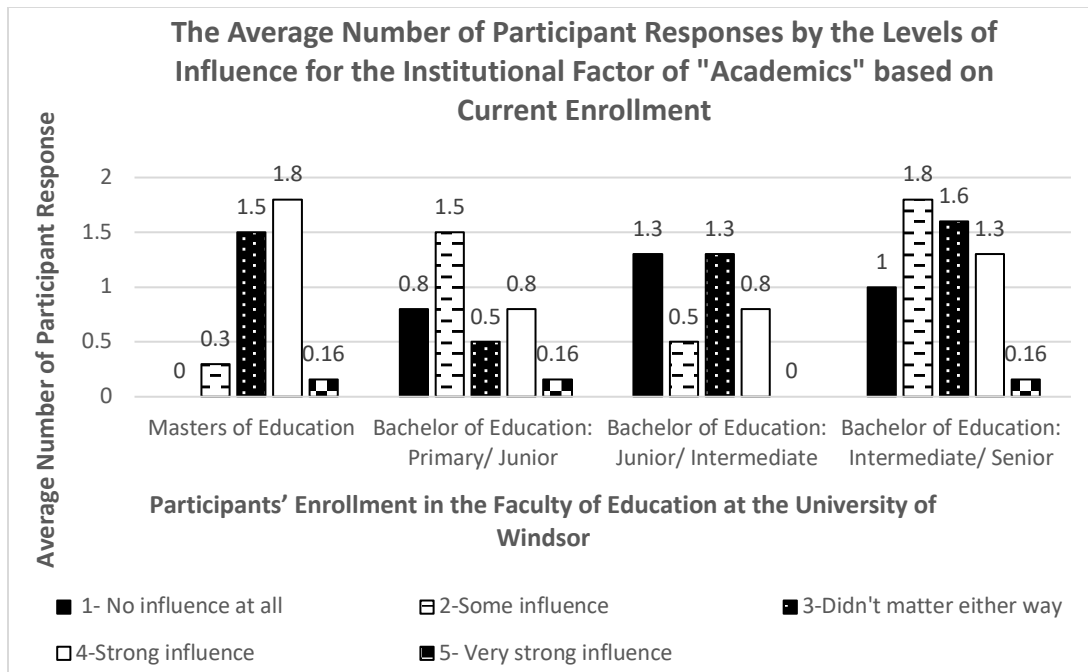


Figure 7. The Average Number of Participant Responses by the Levels of Influence for the Institutional Factor of “Academics” based on Current Enrollment Bar Graph.

Although I could potentially foresee why academics, and more specifically an institution’s research reputation, may not be as large an influential factor for a student enrolled in a cohort of the Bachelor of Education program, I am, however, surprised that the mean of the maximum response of, “5- Very strong influence” was at times equal across the graph, especially coming from the participants currently enrolled in the Masters of Education program. Of twenty-four possible responses from the four participants enrolled in the Master of Education program, one participant responded to one of the six questions of having a, “5- Very strong influence” on their decision to enroll in the program post-baccalaureate, which focused on the influence of program selection. Looking at this specific question pertaining to program selection, only one participant from the study answered the minimum response of, “1- No influence at all” whereas all of the other responses varied. As shown by the graph, the majority of the responses were

represented on the higher end of the Likert scale, “4- Strong influence,” much like the responses surrounding academics in the study conducted by Price et al. (2003).

University Employment and Student Involvement

The next two graphs (Figure 8 & Figure 9) will be focusing on the factor of “University Employment and Student Involvement”. This factor illustrates high averages of participant responses for specific levels of influence, which is further explored through the qualitative responses.

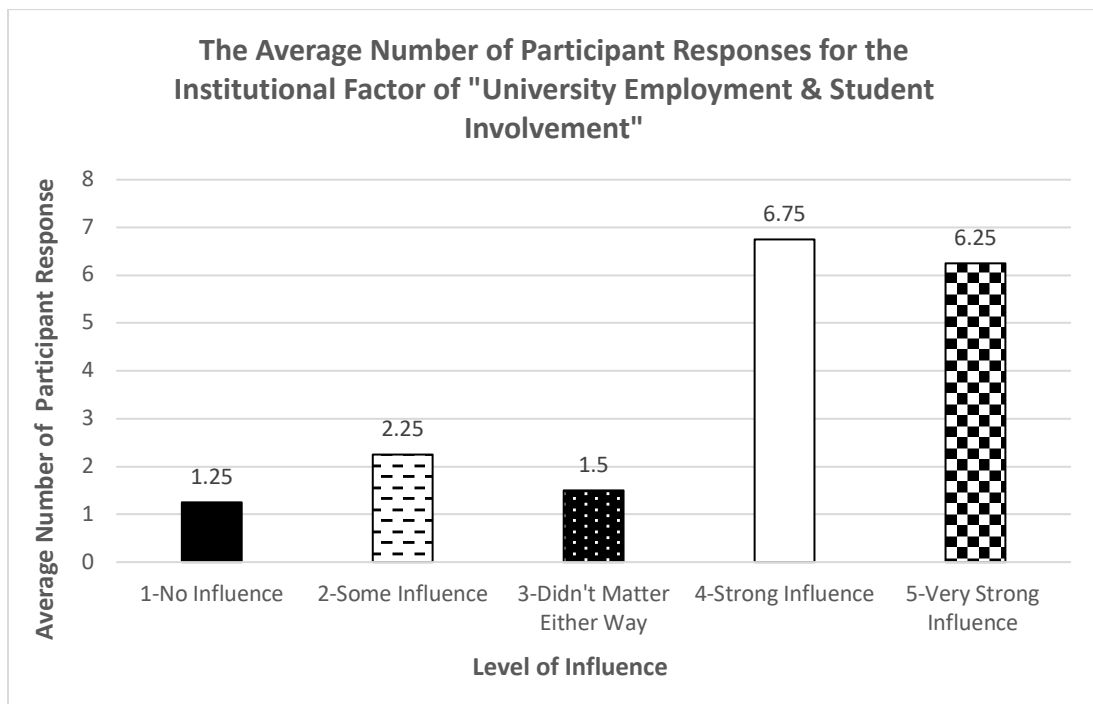


Figure 8. The Average Number of Participant Responses for the Institutional Factor of “University Employment & Student Involvement” Bar Graph.

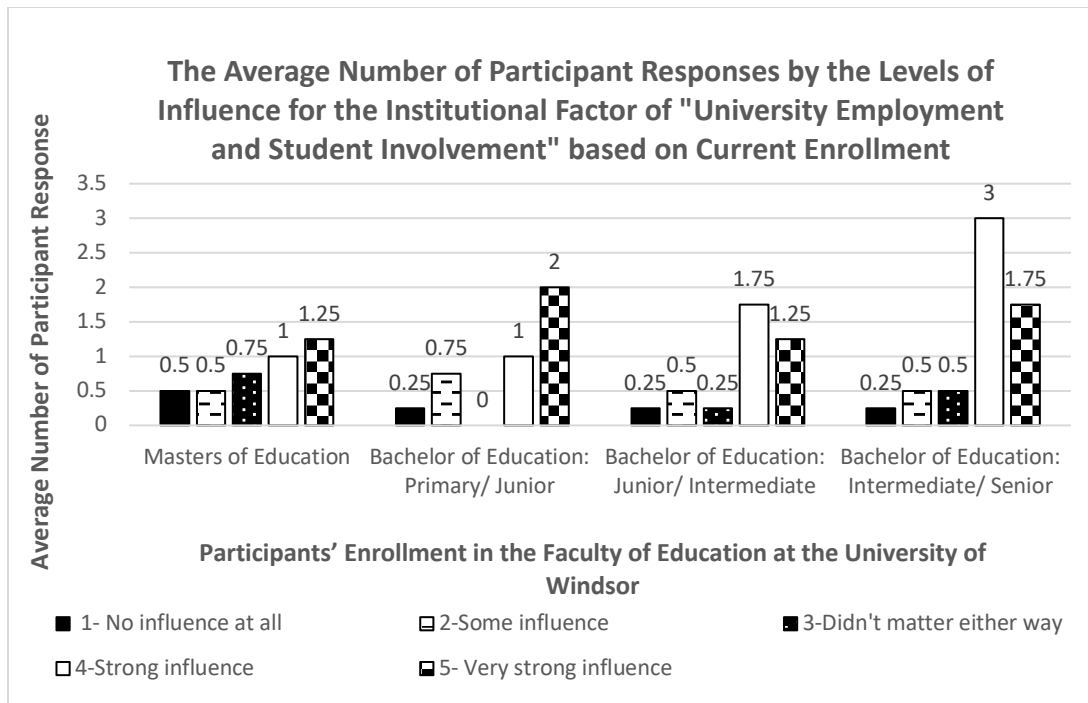


Figure 9. The Average Number of Participant Responses by the Levels of Influence for the Institutional Factor of “University Employment & Student Involvement” based Current Enrollment Bar Graph.

As illustrated in the first graph (Figure 8) summarizing the mean or average of the responses across all categories of influential factors, the factor “University Employment and Student Involvement” displays the greatest number of responses across all of the influential factors. It is important to note that within the survey this factor consisted of the lowest amount of specific questions. In this graph, we can see that this influential factor depicts a level of consistency across the averages of responses. This consistency is highlighted when focusing on the levels of influence either above or below a “3-Didn’t matter either way”. The question from the survey focusing on employment opportunities throughout the duration of the degree consistently received a “4-Strong influence” or a “5-Very strong influence” from all of the participants, regardless of their degree. Employment opportunities continue to stand out within this data analysis, especially through the open-ended text responses that will be explored in the qualitative segment of this data analysis.

University Campus and University Facilities

Before reviewing the graphs for the institutional factors of both “University Campus” and “University Facilities,” I would like to highlight that these two institutional factors will be analyzed under the same heading. Both of these categories of factors are represented by a total of five questions each within the quantitative portion of the survey. Although these final graphs, focusing on “University Campus” (Figure 10 & Figure 12) and “University Facilities” (Figure 11 & Figure 13), do not represent the highest average response rates of a “4-Strong influence” or even “5-Very strong influence”, there are some similarities between the calculated averages of the two institutional factors.

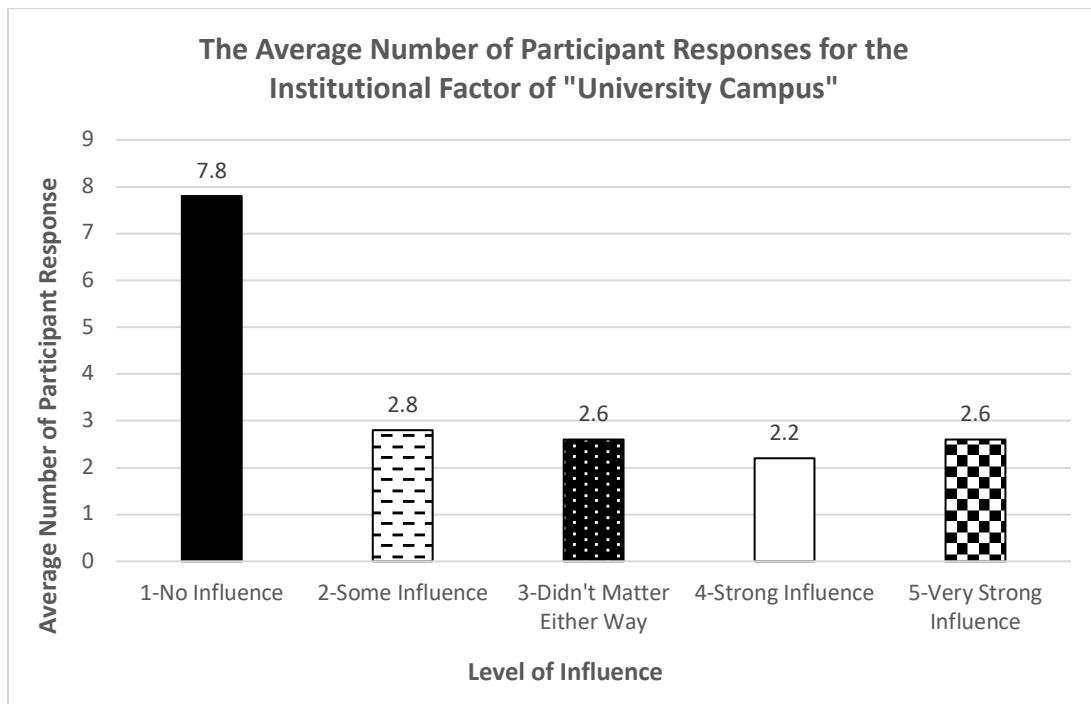


Figure 10. The Average Number of Participant Responses for the Institutional Factor of “University Campus” Bar Graph.

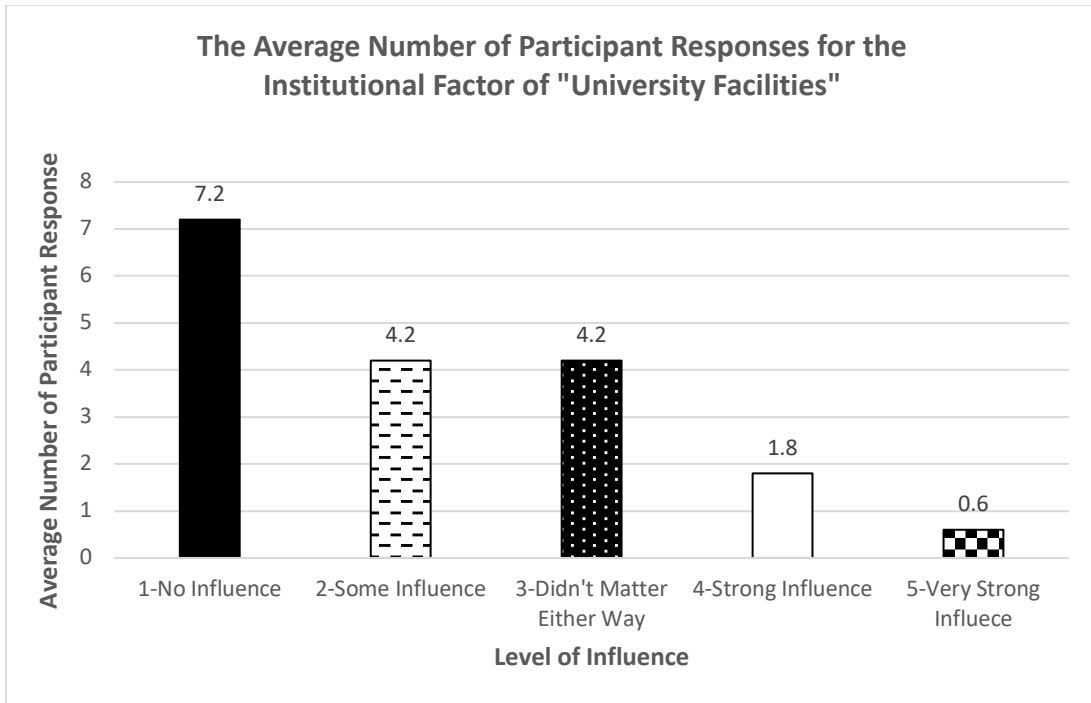


Figure 11. The Average Number of Participant Responses for the Institutional Factor of "University Facilities" Bar Graph.

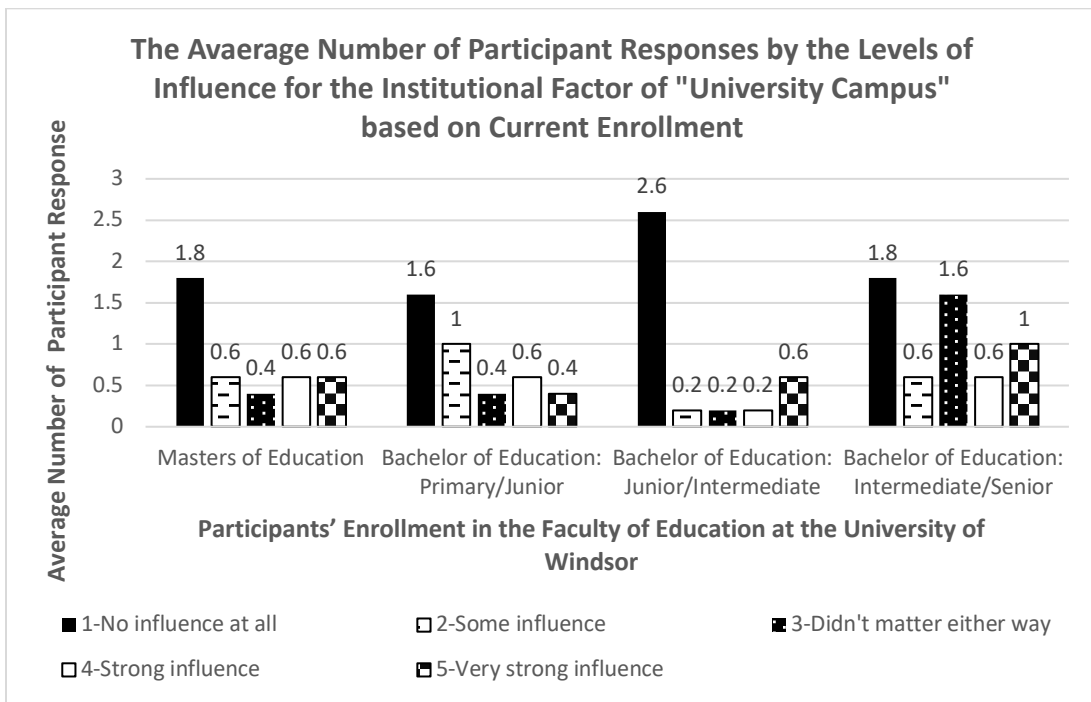


Figure 12. The Average Number of Participant Responses by the Levels of Influence for the Institutional Factor of "University Campus" based on Current Enrollment Bar Graph.

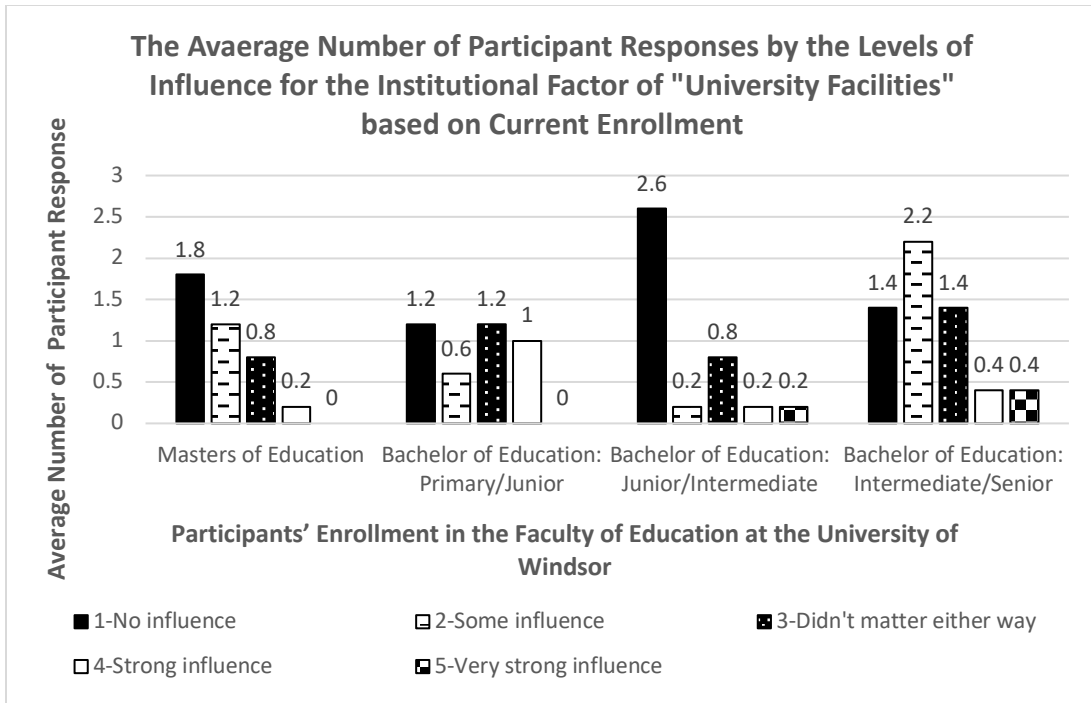


Figure 13. The Average Number of Participant Responses by the Levels of Influence for the Institutional Factor of "University Facilities" based on Current Enrollment Bar Graph.

By subtracting the values that represent the maximum and minimum responses for an institutional factor, the range of the participants' responses is calculated. Although the differences between the averages of the maximum, "5-Very strong influence" and the minimum, "1-No influence" participants' responses for "University Campus" and "University Facilities" depict the highest differences in range between program types across the categories, they are also two of the most comparable categories of influential factors across the entire study. This was found by calculating the range of each institutional factor in order to compare the results as depicted in Table 5.

Both of these categories of institutional influencers consisted of five questions each that focused on both the physical qualities of the university's campus and the services offered spanning from essential services, such as health care to the facilities offered to students at the University of Windsor. Although there are similarities between the questions from this study and

the study by Price et al. (2003), when the questions from these two factors are compared and how they are categorized we would note that there are some differences. I make note of this comparison as the survey used in this thesis is modelled after the survey created by Price et al. (2003). The survey questions in this study that fall under the factor “University Campus” were categorized by Price et al. (2003) as, “Other non-FM factors” with “FM factors” referring to, “facilities management” (p. 18). The location of the university is a question that is asked in both studies; however, it is one that is categorized under “University Campus” in this specific study but in the study conducted by Price et al. (2003). After reviewing the results of the survey and the questions that were asked under these two categories, I felt that some of the questions could be applicable to both the categories. This is also potentially why there is a common theme illustrated through the mean of the responses that are on the low end of the Likert scale as participants might have split their responses between these two institutional factors, potentially diminishing the importance of each institutional factor.

Quantitative Data Analysis: Conclusion

To bring together the quantitative results from this study, the table below depicts the range of the average number of participant responses for each institutional factor (Table 5). The numbers found within this table are also highlighted in the first graph used for this data analysis; however, this table provides a simplified representation of the range of the mean or average responses.

Influential Factor	Lowest Average Response	Highest Average Response	Range
Academics	0.66	5.16	4.5
University Employment & Student Involvement	1.25	6.75	5.5
University Campus	2.2	7.8	5.6
University Facilities	0.6	7.2	6.6

Table 5. Range of the Response Averages.

As mentioned at the beginning of this data analysis, the data collected does not allow the researcher to make any clear statistical conclusions about the results but rather provides a summary of the results which have been completed up to this point. Before moving on to the qualitative section of the survey, we summarize the quantitative results as follows:

1. Based on the number of questions and the standardization of the results, the factor “University Employment and Student Involvement” had the highest average response of participants answering that this factor had a, “5- Very strong influence” on their decision post-baccalaureate.
2. Based on the number of questions and the standardization of the results, the factor surrounding the “University Campus” had the highest number of participants answering that this factor had, “1- No influence at all” on their decision post-baccalaureate.
3. The factor of “University Facilities” depicts the largest range (6.6) between the lowest average participant response and the highest average participant response.
4. Academics received a consistent average response of “5- Very strong influence” across all education programs at 0.16, except for the Junior/ Intermediate cohort at 0.

DATA ANALYSIS CONTINUED: QUALITATIVE RESULTS

At the end of the survey (Please see Appendix E), participants had the opportunity to leave additional comments about each of the categories of institutional factors, if they chose to do so. The participants who responded either supported and elaborated on the topics found within the quantitative section of the survey or included new institutional factors that were not highlighted in the survey. The gaps found within the survey, as suggested by the participants, allow for modifications and suggestions for future research, which will be explained in the next chapter of this thesis. It is important to note that not every participant left an additional comment(s) about every institutional factor or any institutional factor at all. If all eighteen participants left a comment for all four of the institutional factors, there would have been seventy-two statements in total. However, there are only twenty-one participant responses in total to use in this qualitative data analysis and very few of the participant responses were not included in this data analysis. The responses that are not included are either less detailed or are responses that comment on the same themes and/or topics of the responses that are included in the data analysis.

Additional comments about the influence of University Academics

A reoccurring theme that appeared throughout the participants' comments focused on the overall student experience. Participants commented on not only their experiences being shaped through the relationships with their professors, but also through their experiences with their peers. A participant who is currently enrolled in the Bachelor of Education program in the Intermediate/ Senior cohort states, "The student body of a university program plays a huge role in selecting post-grad programs. I would rather study and learn in an environment that is focused in well-being rather than competition."

The second theme found within the factor of University Academics focused on the reputation of the institution surrounding research and the overall quality of education. Two participants from the Bachelor of Education commented on this factor and one participant specifically made a comment on the reputation of the University of Windsor. This participant in the Intermediate/Senior cohort states how “Public reviews for my school of choice were not always accurate or positive, but a lot of that was due to the location. What was important to me was that I would be getting a quality education.” Through the Likert Scale, participants identified a high average response of “5-Very strong influence” when asked what level of influence the location of the university had on their decision; however, there were no comments found in the qualitative responses about the location of the university.

Additional comments about the influence of University Student Employment and Involvement

Throughout the reviewed literature, researchers often made mention of the importance of a student’s financial capital and how it impacts a student’s decision to continue onto higher education (Tinto, 1975). Given the limits of this thesis, questions focusing on a student’s financial capital were not included within the survey. However, the opportunity for student employment and involvement while enrolled in their program and opportunities post-graduation was outlined in the survey and proved to be of great importance for students. Both in the responses from the survey and the open text, participants have made it very clear that employment and funding opportunities while in school has fueled their enrollment decisions.

A current graduate student stated how, “Opportunity for funding (Grants, scholarships etc.) had a very large impact on my decision to continue onto higher education.” They added that, “If it wasn’t for the possibility of a Graduate Assistantship program within my field of

study, funding a second degree would have proven to be a large challenge.” Three participants from the Bachelor of Education program also commented on the benefits of being able to be hired by the University of Windsor’s “Ignite Work Study,” which is coordinated by the University’s Office of Career and Development and Experiential Learning.

A Master of Education student commented on a specific factor which also strongly aligned and supported the importance of placements and student involvement. This participant notes, “I’ve always known I wanted to work in education- although the teaching jobs in the Windsor area are not easy to come by, I was motivated to be involved in education and particularly the opportunities to teach/have placements abroad.” The qualitative responses for the institutional factor of University Student Employment and Involvement has reinforced the quantitative results, but also has highlighted a strong theme relating to student funding and opportunity in both parts of the survey. Although there were more written responses than the ones highlighted throughout this analysis, all of the responses focused on the same ideas and influences.

Additional comments about the influence of a University Campus

Comments about the university’s campus took on a very different focus than the questions found earlier in the survey. Although the location of the university had the highest sum of responses of “5-Very strong influence,” there were no comments expanding on that specific factor. The questions found within the survey concerning the university campus focus more on the cosmetics and the essential services offered at the university. Whereas one participant made a comment directly addressing the specific topic about the University Campus by stating, “I would say that the quality and condition of campus is important because it feeds student culture, but it was not the top deciding factor for me,” the other participants made comments addressing a topic

that was not highlighted in the survey. The level of student comfort and safety was a reoccurring theme found within the responses surrounding the university campus. A participant in the Master of Education program states:

“Although it’s a smaller campus than other universities, it seems less intimidating that way, which makes me more comfortable, especially throughout my undergrad. The comfort level made me sure I wanted to stay at UWindsor and to continue to pursue my education.”

The ideas of comfort, safety, and student culture illustrated throughout the participants’ responses also tie into a comment made in the additional comments relating to “University Facilities.” Throughout the descriptive statistical analysis of the quantitative data, I have made connections between the two categories of “University Campus” and “University Facilities” as they share common themes and topics.

Additional comments about the influence of University Facilities

Participants expressed their thoughts about comfort, but in relation to learning spaces. These comments contribute to the data analysis through the theme of comfort and safety, found in the comments about the University’s campus. For example, a participant from the Intermediate/Senior cohort in the Bachelor of Education commented on how, “The drilled down seats in most of the faculty of education lecture halls are very uncomfortable....” Another participant in the same program states how, “Facilities definitely make or break the experience.” This participant in particular elaborated on their learning experiences and how the environment of a university and the facilities impacts their learning. To provide more context, this specific participant graduated from the University of Windsor’s Bachelor of Music and later enrolled in the Intermediate/Senior cohort of the Bachelor of Education program. Based on their survey

responses, this participant spent the majority of their undergraduate degree in the University of Windsor's original School of Creative Arts facility before the University of Windsor opened a new creative arts facility in Windsor's downtown core in 2018. This participant illustrates how:

“This isn't something I would originally think, but after 4 years of study in a rundown building, then going to a newer section of campus or visiting other faculty buildings I realized how much the environment influences your learning atmosphere. I used to study at the nursing building to reset my mind and get some positive and productive work done because they had a new building....”

Participants also commented on non-academic spaces such as multi-faith spaces. A participant of the Masters of Education program states how, “There are ‘multi-faith’ spaces on campus that I used very often. This makes it easier for me to spend my time actively pursuing my education without sacrificing my beliefs and religious practices.” The mention of available spaces other than ones that directly related to student learning (lecture halls, study spaces etc.) were not included in the survey, resulting in a gap in the study. Although religion is a part of one's social capital, the availability of spaces for students to continue their commitment to their religious practices comes down to the institution. Furthermore, by offering students a variety of spaces to take part in religious practices also classifies as another measure of student comfort, which is included in the institutional factor relating to the influence of university facilities and campus.

Conclusion of the Results

In both the quantitative and qualitative data, participants illustrated how different institutional factors influenced their decision to enroll in higher education at the University of

Windsor. The quantitative results illustrate that the top influencers, which are those the participants identified using the options and questions asked in the survey. The additional comments identified other influencers that could be included in future research. Both the quantitative and the qualitative data suggests that the decision to enroll in higher education and continue one's studies is a personal choice and the factors that influence that choice will vary from student to student. The results of this study provide a brief look at some of the University of Windsor's institutional factors that played a part in a creative arts student's decision to enroll in a program within the Faculty of Education post-baccalaureate.

CHAPTER 5

DISCUSSION

The results of this study provide a great amount of insight about some of the institutional factors that influence creative arts students post-baccalaureate to further their studies. Upon review of Tinto's student persistence model (1997) and additional research by Perna (2006), I can see how social capital may have an impact on a student's choice to enroll in higher education and how one's social capital might accumulate throughout the continuing of their studies. This was confirmed by both the quantitative and qualitative responses of the current study, in comments pertaining to the importance of the student body and opportunities for involvement within the Faculty of Education.

Additionally, this study found similarities with the results of the study by Price et al., (2003). These similarities can be seen through the responses pertaining to the importance of the location of the institution as well as the importance of the institutional factor, 'academics.' In both this study and the study by Price et al., (2003), the availability of the desired program and courses were of great importance to the participants (p. 218). Not only are there similarities in the results of these two studies, there are also some major differences in the results. For example, the results from the study by Price et al., (2003) show that an institution's facilities have a high level of influence on a student's decision, especially surrounding electronic resources such as computers (p. 218). However, the results of this thesis indicate that the institution's facilities are not of great importance when it comes to accessibility of library services and/or technology. Due to the year that the Price et al., (2003) study was conducted. Since 2003, there have been incredible advancements in technology, which has also made technology more accessible and

therefore, decreasing the reliability a student may or may not have on an institution's technological resources.

To further the discussion, this final chapter of this thesis will also include a discussion of the limitations of this study, and propose an update to the research design, suggest possibilities for future research, and provide some concluding thoughts and comments. Some of the limitations found within this chapter have been touched upon in *Chapter 3: Revised Methodology* however, this chapter will allow for further comments and discussions surrounding the limitations of this study. Much like the expansion on the limitations, possibilities for future research were also briefly explored in the qualitative data analysis. Not only did the participant responses prompt new influential factors to include in future studies, but they also helped to formulate additional ideas for future work that can be done at an institution.

Limitations

Ontario University Responses

Looking back to the beginning of this process, I can now reflect upon the various stages and how they may have impacted the study, and I can now consider what I would do differently going forward. The time between my first interaction with the contacts at Ontario Universities to when the University of Windsor's Research Ethics Board cleared the ethics application for this study was a longer period of time than I had anticipated. I understand that the time it takes to review the ethics application is out of my control however, in future I would try to reach out to the contacts closer to the approval of the study meaning the time between my interactions with my contacts at Ontario Universities would be shorter. The ethics application review happened during the transition between the Fall 2019 semester and the Winter 2020 semester and during the holiday break, which contributed to delays.

Once the application was cleared and classes were back in session, I reconnected with my contacts in faculties of education to inform them that the study was being sent to them to disseminate to their students. Compared to the first time that I spoke with these contacts, I received significantly less response. In addition to the lack of responses, institutions such as York University and Lakehead University asked for additional ethical approval, which was not mentioned in the previous conversations, whereas Brock University sent the survey out right away. The completion of the extra requirements also shortened the time that potential participants had to complete the survey, because by the time I received approval from these institutions, the survey was only open for one more week.

In *Chapter 3*, I comment on the limitations of the methods being used for this study, before the population and sample size had changed. While I understand that once I sent the survey and recruitment resources to my contacts, I no longer had any sort of control as the researcher and I had to hope for the best. I believe that this had an impact on the study, especially looking at the number of total responses from institutions other than the University of Windsor. What about the contacts at the universities who responded the first time stating that they were interested and would send out the survey, but did not respond the second time? It is not possible to know the actual dissemination of the survey. The low participant response rate leaves me thinking about a number of ideas for future research and how I would do this study differently, which will be discussed throughout this chapter.

Student Outreach and Recruitment

This second limitation surrounding student outreach and recruitment methods is closely linked to the first limitation. Due to the survey being completely anonymous and, at first, at a variety of Ontario Universities, participant outreach proved to be difficult. As this study focuses

on creative arts students, I had to get a little creative and think of a way that might be more personable to encourage students to answer the survey without having direct contact. Along with the letter of information that was included in the email, I also sent a link to a YouTube video that was also included in the ethics application for this study (see Appendix C). This video included a personal introduction and a simplified explanation of the survey and the purposes of this study.

Once the survey had closed, I checked the view count on the YouTube video and the number of views reflected the number of participant responses, again being much lower than I had hoped for. I did not expect all potential participants to watch the video nor did I think it would have a significant impact on the number of responses of the survey. However, I do believe that if the video was included as an attachment or was embedded right in the email, it could have potentially got a higher view count, which then may have led to a greater chance that a potential participant may have clicked the link to the survey or may have come back to it at a later date. Because I was working with a number of different institutions, there was no promise that the format of the email would translate clearly to everyone that it was sent to. I do not think I would completely disregard the idea of a video in future studies and recruitment methods, but I would like to review more research and literature on what an effective recruitment video consists of. With the continuing advancements in technology, it is an additional way to connect with potential participants who also use technology in their day-to-day lives.

An additional factor that may have affected response rates is that different groups of students would have received the study at different times in the process. The varying lengths of time could have resulted in the student having too much time to complete the study and then potentially forgetting to do it, or not having enough time to participate in the study because of other commitments. Because I was relying on an intermediary to send out the survey, sending

out a reminder to the potential participants also proved to be a challenge. Looking through the raw data, there are a number of submissions that were not completed in full or submissions that stated the participant completed the consent form, but then closed the browser. With only having limited information around the demographics of the participants and with the study being anonymous, there were no additional measures that could have been taken to ensure that these participants completed the study.

COVID-19

In late February and moving into early March 2020 Canada was facing the COVID-19 pandemic and Ontario universities were quickly adapting and responding to the growing public health emergency. Having commented on the impact of the pandemic in *Chapter 3: Revised Methodology*, I cannot help but to remind audiences of the potential impact that this also had on the outcome of this study. Among the fear, uncertainty and closing of schools and businesses, COVID-19 could have potentially impacted the number of participant responses as important measures needed to take place to keep Canadians safe and healthy.

Many students and educators, myself included, have adapted to the change in the education system making the switch to e-learning. The beginning stages of the data analysis of this study proved to be extremely difficult and frustrating due to this change and the ways I could communicate with my colleagues. When I began the data analysis, the University of Windsor was still in the process of making the switch to remote communication methods, causing delayed responses, having to use various social platforms such as Microsoft Teams, Skype and Zoom, and the complications that come along with getting started on such platforms. As the researcher, I knew what I wanted to achieve and illustrate in my data analysis, but it proved to be extremely difficult to get my thoughts across to others and this was especially difficult when I was trying to

access data analysis advice and assistance through the University of Windsor's Academic Data Centre. The closing of the University of Windsor's Leddy Library and services proved to be very disruptive to researchers and the research process. When I was looking to make an appointment time with someone through the Academic Data Centre, I had been receiving emails from three different employees, attempting to understand what I was looking for and to set up a time to meet virtually. Due to these closures, computer resources and programs that I would have been able to access at the library were no longer easily accessible. While I was being told to get in contact with yet another employee of Leddy Library to be able to download a specific computer program (SPSS Statistical Software), I had to explain myself on a variety of occasions that I had no knowledge on how to use this program and that it would only make this process even more difficult. The impact of the COVID-19 pandemic was unknown and it seemed as though everything happened at once and then the world was on lockdown. This was an unpredictable limitation of this study and there was no way around it. If anything, this limitation has taught me to be flexible and more understanding of the research process.

Updated Research Design

Based on the limitations of this study and the possibilities for future research, I also would like to propose updates to the research design of this study. Even though there are some things I would keep the same, there are also parts I would change to allow for a smoother process when the time comes to conduct additional research. To begin, I would change the research design to only focus on one university and possibly one faculty, much like what the final research question and results currently reflect. Alternatively, there is the potential to work with multiple faculties within the same university, creating a comparative study between faculties to explore the factors that influence undergraduate students' decision to pursue higher education at

their choice of institution. I would still, however, keep the undergraduate degrees limited to the creative arts, as that is the subject that I as an educator and researcher am most passionate about. By sending out the survey to all faculties of education in Ontario, I knew that there was the chance I would not get a high response rate from students across the province and now having collected the data, this proved to be the case. Another option for future research is to do a comparative study between Lakehead University, Brock University, and the University of Windsor due to the existing relationship between all three faculties of education through their joint PhD program. By reducing the reach of the study, this would also alter the recruitment methods. Through choosing a single institution, or a select few, there is a greater chance that the researcher would be able to provide in-person presentations to students about the study, which hopefully would encourage eligible participants to participate in the study. The revisions made to this study for future uses could allow for more personal recruitment methods between the researcher and any potential participant as well as between the faculty of education selected for the study.

By making the switch to one institution, regardless of the number of the number of faculties involved, this would also allow for the opportunity to revise the recruitment methods. Even if the study were to stay anonymous, the researcher would be able to host in-person information sessions within the Faculty of Education before the survey opens. This would allow for potential participants to directly ask questions without the chance of their identity being revealed while the survey is active. Therefore, this change in the overall research design would make the dissemination of the survey and resources less complicated as there would be fewer external contacts to go through to get the survey out to the students.

One thing I would not change which proved to be extremely beneficial to this study is the use of a mixed-methods survey. Both the quantitative and the qualitative data brought forward different, yet complimentary results to this study. By keeping the qualitative component of the survey optional, it seemed to be easier to complete the data analysis. Each one of the qualitative responses of the survey were used in some capacity throughout the data analysis. Additionally, if there was repetition in the comments and/or suggestions this strengthened the results and data of an institutional factor. While keeping a mixed-methods study, there would be some modifications made to the questions in the survey. For example, if the study were to only focus on one institution, there are some questions that would no longer be necessary to ask in the section focusing on participant demographics. Furthermore, there is the potential for adjustments of the quantitative and qualitative questions to change as the contents of the research may evolve.

FUTURE RESEARCH

Many of the ideas that I will propose for future research were conceived throughout the process of completing the data analysis of this study. there is the potential to do this research on a larger scale. By expanding the reach and the pool of potential participants, the influential factors could be expanded upon and broken down by “Capital.” As mentioned in earlier chapters, I chose the least studied influential factor of why a student would choose to continue to further their education post-baccalaureate based on the scope and size of this study. If this study were to be on a larger scale, I could break down the influential factors by the following types of capital: Social Capital, Financial Capital and Cultural Capital. Social capital was highlighted and defined in the literature review as it appeared to be a reoccurring theme when considering the various educational pathways of students.

In my analysis of the qualitative data, participant comments made about the institutional factors can be linked back to one of the three types of capital. For example, the comments about the institutional factor of University Student Employment and Involvement largely focussed on opportunities to receive financial support from the University of Windsor. Participant's comments about the accessibility of multi-faith spaces at the University of Windsor could be explored in the context of cultural capital. Additionally, by including cultural capital in a future study, this would fill the gap within the current survey questions of this thesis as cultural capital is not included.

Furthermore, future research could investigate how institutional factors may be an influencing factor in enrollment rates. By making this addition and suggestion for future research to the study, the institution involved would have the potential to track enrollment rates through a different lens and observe how these institutional factors are influencing the institution's student's social, financial and cultural capital. Much like the studies highlighted in the literature review, this study could also be constructed as a longitudinal study. This would present the opportunity for the researcher and the institution involved to look at fixed and non-fixed factors that are impacting the student's choices to enroll in higher education post-baccalaureate. Furthermore, if this were to be constructed as a longitudinal study, the results could be compared to already existing results within the field as well as allow for researchers to track enrollment trends across a number of institutions.

Finally, the number of participants of this study who have completed their undergraduate degree and are currently completing a second degree or even a third degree at the University of Windsor, suggests another potential avenue for future research. What can a university do at both the undergraduate and graduate levels to work together and focus on the highest levels of

influential factors to encourage continuous student enrollment post-baccalaureate? By reformatting this study to be a longitudinal study, the researcher could focus on a group of creative arts undergraduate students at an institution. The research could then consider the students' thoughts and reasons for continuing or not continuing onto further studies at the same institution, looking at their overall educational journey.

Conclusion

This mixed-methods study investigates the institutional factors that influence the decisions of students with a creative arts undergraduate degree to continue their studies within a faculty of education. Students studying at an Ontario University have an array of choices to when deciding what their next step in their educational journey will be. Based on the conceptual frameworks of Tinto (1975; 1997) and the survey design from researchers Price et al., (2003) data was collected to illustrate various institutional factors that influenced graduates from a creative arts program to enroll in the University of Windsor's Faculty of Education. The quantitative results of this study display the varying levels of influence that an institution's academics, employment and student involvement, campus and facilities have on a student's decision to enroll in higher education. The qualitative results of this study are represented through statements made by the participants supporting their survey responses and/or comment on other institutional influences that may have impacted their decision.

All of the comments and suggestions surrounding future research are not only applicable to students who have obtained a creative arts undergraduate degree and who then moved on to continue their studies in the field of education, but could be transferrable between faculties and various program types. I believe that these suggestions for future research and next steps are

accessible and could be appealing to an institution to explore new possibilities to study topics such as enrollments rates of that institution or faculty.

Given the impact it had on my research, I will be interested to see if there is a long lasting and measurable effect of the COVID-19 pandemic on future educational research incentives. Furthermore, will the COVID-19 pandemic alter institutional factors that influence a student's decision to enroll in higher education? I can foresee that the impact of the COVID-19 pandemic, resulting in institutions moving to online instruction for a long period of time, will have a different effect on creative arts programs than on other disciplines. How large of a factor will this be in a student's decision to enroll in higher education (undergraduate degree or beyond), if there is no or limited face to face instruction?

During the time it has taken to complete this work, I have learned many valuable skills and lessons about the research process. This study has given me insight to survey design and completing both a quantitative and qualitative data analysis. This study has sparked continuous curiosity and inspiration. I hope to go forward with this research in the future and continue to investigate the influential factors of an institution that impact the educational pathways of creative arts students.

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APPENDICES

APPENDIX A: ACCREDITED EDUCATION PROGRAMS IN ONTARIO

Brock University

Master of Education

Master of Education (International)

Joint Doctor of Philosophy in Educational Studies

Bachelor of Education

- Primary/ Junior
- Junior/ Intermediate
- Intermediate/Senior

Lakehead University

Master in Education

Joint Doctor of Philosophy in Educational Studies

Bachelor of Education

- Primary/ Junior
- Junior/ Intermediate
- Intermediate/Senior

Laurentian University

Bachelor of Education

- Primary/ Junior
- Junior/ Intermediate
- Intermediate/Senior

*In both English and French

Niagara University

Master of Education

Nipissing University

Master of Education

Doctor of Philosophy in Education (Educational Sustainability)

Bachelor of Education

- Primary/ Junior
- Junior/ Intermediate
- Intermediate/Senior

Queens University

Master of Education

Master of Education in World Indigenous Studies in Education

Doctor of Philosophy in Education

Consecutive Education

- Aboriginal Teacher Education
- Artist in Community Education
- Outdoor and Experimental Education

Trent University

Master of Education

Bachelor of Education

- Primary/ Junior
- Junior/ Intermediate
- Intermediate/Senior

Indigenous Bachelor of Education

University of Ottawa

Master of Education

Master of Arts in Education

Doctor of Philosophy in Education

Bachelor of Education

- Primary/ Junior
- Junior/ Intermediate
- Intermediate/Senior

University of Toronto

Master of Education

Master of Arts in Education

Doctor of Philosophy in Education

Master of Teaching

Bachelor of Education

- Primary/ Junior
- Junior/ Intermediate
- Intermediate/Senior

University of Western Ontario

Master of Education

Doctor of Philosophy in Education

Bachelor of Education

- Primary/ Junior
- Junior/ Intermediate
- Intermediate/Senior

University of Windsor

Master of Education

Doctor of Philosophy in Education

Bachelor of Education

- Primary/ Junior
- Junior/ Intermediate
- Intermediate/Senior

Wilfred Laurier University

Master of Education

Bachelor of Education

- Primary/ Junior
- Junior/ Intermediate
- Intermediate/Senior

York University

Master of Education

Master of Leadership and Community and Engagement

Doctor of Philosophy in Education

Bachelor of Education

- Primary/ Junior
- Junior/ Intermediate
- Intermediate/Senior
- Waaban Indigenous Teacher Education Cohort
- Technological Education

**APPENDIX B: UNDERGRADUATE DEGREES BY AREA OF CREATIVE STUDY IN
ONTARIO**

Algoma University

Bachelor of Fine Arts in Visual Arts

Bachelor of Arts

- Music
- Visual Arts

Brock University

Bachelor of Music

Bachelor of Arts

- Drama
- Music
- Visual Arts

Carleton University

Bachelor of Arts

- General
- Honours
- Studio Arts

Lakehead University

Bachelor of Music

Bachelor of Fine Arts in Visual Arts

Bachelor of Arts and Sciences in Media Studies

Bachelor of Arts

- Music
- Visual Arts

Laurentian University

Bachelor of Arts and Concurrent Education

Bachelor of Music and Concurrent Education

Bachelor of Fine Arts

- Motion Picture Arts
- Music
- Theatre Performance

Bachelor of Arts

- General
- Classical Studies
- Music
- Theatre Performance

McMaster University

Bachelor of Music

Bachelor of Fine Arts in Studio Art

Bachelor of Arts

- Music

Nipissing University

Bachelor of Arts

Bachelor of Fine Arts

Bachelor of Arts and Concurrent Education

Bachelor of Fine Arts and Concurrent Education

OCAD University

Bachelor of Fine Arts

- Cross-Disciplinary Art
- Drawing and Painting
- Material Art and Design
- Photography
- Printing
- Sculpture/ Installation

Bachelor of Design

- Graphic Design
- Illustration
- Material Art and Design

Bachelor of Arts Honours in Visual and Critical Studies

Queens University

Bachelor of Arts

Bachelor of Fine Arts in Visual Arts

Bachelor of Music

Bachelor of Music Theatre

Bachelor of Arts and Concurrent Education

Bachelor of Fine Arts and Concurrent Education

Bachelor of Music and Concurrent Education

Ryerson University

Bachelor of Arts

- Arts and Contemporary Studies
- Media Production

Bachelor of Fine Arts

- Image Arts- Film Studies
- Image Arts- Photography
- Acting
- Dance
- Performance Production
- New Media

Bachelor of Design in Fashion Communication

Bachelor of Design in Fashion Design

Bachelor of Interior Design

Trent University

Bachelor of Arts

- Film and Media
- Media Studies
- Arts and Teacher Education

University of Guelph

Bachelor of Arts

- General
- Honours
- Studio Arts

University of Guelph: Humber

Bachelor of Applied Arts in Media Studies

University of Ottawa

Bachelor of Arts

- General
- Acting
- Music
- Theatre

Bachelor of Music

Bachelor of Fine Arts in Visual Art

University of Toronto

Bachelor of Arts

- Theatre and Dance
- Visual Studies

Bachelor of Music

Bachelor of Music Education

Bachelor of Music Performance

University of Waterloo

Bachelor of Arts

University of Western Ontario

Bachelor of Arts

- General
- Music Admin Studies
- Music
- Media, Information and Technoculture

Bachelor of Fine Arts in Fine Arts-Studio

Bachelor of Music

Bachelor of Musical Arts

University of Windsor

Bachelor of Arts

- Drama
- Music
- Visual Arts
- Communication, Media and Film

Bachelor of Fine Arts

- Acting
- Visual Arts

Bachelor of Music

Concurrent Education

- Communication, Media and Film
- Bachelor of Arts
- Visual Arts
- Music Education

York University

Bachelor of Arts

- Cinema and Media Studies
- Digital Media
- Drama
- Theatre
- Music

Bachelor of Fine Arts

- Dance
- Media Arts
- Film Production
- Music
- Screenwriting
- Studio Arts
- Theatre

Concurrent Education

- Arts, Media, Performance and Design
- Bachelor of Arts

APPENDIX C: RECRUITMENT/ INFORMATION LETTER

To whomever this may concern:

Hello,

My name is Kaitlyn Karns and I am a Masters of Education Student at The University of Windsor, under the supervision of Dr. Darren Stanley. I am writing to you regarding my research that I am conducting for my Master's thesis entitled, INSTITUTIONAL FACTORS THAT INFLUENCE CREATIVE ARTS STUDENTS TO PURSUE FURTHER EDUCATION POST-BACCALAUREATE IN AN EDUCATION- BASED PROGRAM as a request for your students' participation. If you could please send out this survey to all Bachelor of Education and Master of Education students at your institution it would be greatly appreciated. Below you will find more information about my research and the purpose of my survey.

Thank you for your time and assistance in this educational endeavour.

Sincerely,

Kaitlyn Karns

karnsk@uwindsor.ca

Faculty of Education Supervisor: Dr. Darren Stanley

Darren.Stanley@uwindsor.ca

About the Survey

This survey focuses on the influences that institutions have on student's post-baccalaureate. However, this study is specifically looking at students who have completed an undergraduate degree in a creative arts program and is now currently enrolled into a Bachelor of Education program or a Master of Education program at any Ontario University. There is a large body of research surrounding influential factors for continuing onto higher education, however these pieces of literature include a very large scope and wide range of participants producing broad findings surrounding this topic. Having graduated from a creative arts undergraduate degree, Drama in Education and Community, I want to continue to explore the relationship between the arts and education. For more information about this survey please click the YouTube link below for a brief video introduction.

<https://youtu.be/S0fH2g2jqMM>

If you have,

1. Received an undergraduate degree from a creative arts program.
2. Are currently enrolled in an education-based program (Bachelor of Education or Master of Education)

I invite you to click the following link to participate in my Master's thesis survey.

https://qtrial2019q3az1.az1.qualtrics.com/jfe/form/SV_0v0CU1faiVvJtLn

Within this survey you will,

1. Answer basic questions about your degree attainment and current degree.
2. Answer questions regarding the influence(s) of a University that may or may not have encouraged you to continue onto a program of higher education.
3. You will have until **March 10, 2020** to complete this survey.

*Please note that your name, age and/or gender is *not* required to participate in this study.

For any further inquiries please feel free to contact me at karnsk@uwindsor.ca. Thank you for your time and your contribution to this study.

Sincerely,

Kaitlyn Karns

APPENDIX D: ETHICS APPROVAL AND CONSENT FORMS

This is to inform you that the University of Windsor Research Ethics Board (REB), which is organized and operated according to the Tri-Council Policy Statement and the University of Windsor Guidelines for Research Involving Human Participants, has granted approval to your research project. This approval is valid for one year after the clearance date noted above.

An annual Progress Report must be submitted for renewal of the project. The REB may ask for monitoring information at some time during the project's approval period. A Final Report must be submitted at the end of the project to close the file.

During the course of the research, no deviations from, or changes to, the protocol or consent form may be initiated without prior written approval from the REB. Approval for modifications to an ongoing study can be requested using a Request to Revise Form.

Investigators must also report promptly to the REB:

- a) changes increasing the risk to the participant(s) and/or affecting the conduct of the study;
- b) all adverse and unexpected events that occur to participants;
- c) new information that may affect the risks to the participants or the conduct of the study.

Forms for submissions, notifications, or changes are available on the REB

website: www.uwindsor.ca/reb. If your data are going to be used for another project, it is necessary to submit a secondary use of data application to the REB.



CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: INSTITUTIONAL FACTORS THAT INFLUENCE CREATIVE ARTS STUDENTS TO PURSUE FURTHER EDUCATION POST-BACCALAUREATE IN AN EDUCATION- BASED PROGRAM

You are asked to participate in a research study conducted by *Kaitlyn Karns*, from the Faculty of Education at the University of Windsor. The results of this study will contribute to Kaitlyn Karns' Masters of Education thesis. You can contact Ms. Karns at karnsk@uwindsor.ca

If you have any questions or concerns about the research, please feel to contact Dr. Darren Stanley: *Faculty Supervisor*. Darren.Stanley@uwindsor.ca

PURPOSE OF THE STUDY

The purpose of this study is to identify institutional factors that influence a graduate of a creative arts program to continue onto higher education.

PROCEDURES

If you volunteer to participate in this study, you will be asked to complete an online survey following these steps:

1. Students will be able to determine if they are eligible to complete the survey. If a student matches the requirements for participation, they will continue onto the survey powered by Qualtrics.
2. This survey is completely anonymous and there will be no direct contact between the researcher and the participants.
3. Once the survey is completed the student will be prompted to exit the survey and the researcher will receive the raw data once the survey is closed.
4. The survey will close on March 10, 2020.

The completion of the survey should take no longer than 15 minutes.

POTENTIAL RISKS AND DISCOMFORTS

Referring to the survey that is attached to this application, there is no disclosure of any identifiable indicators (Name, age, gender etc.). This survey is to be completed individually by each participant online and does not require assistance from the researcher, faculty and/or peers.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

There are no direct benefits to the participants. However, this study can be used as a tool to inform institutions more about program development, faculty involvement, and other matters relating to campus growth and improvement. For example, Garibay et al. (2013) outlines how, "Selectivity affects the pathways students take after college as well. Graduates of more selective institutions are more likely to enroll in graduate school, attend more prestigious universities for graduate school, and complete graduate degrees" (p. 8). Not only will this inform faculties of education as well as graduate faculties, the results of this study may help educators to understand and assess their impact on a creative arts student choice to continue onto higher education post-baccalaureate.

COMPENSATION FOR PARTICIPATION

There is no compensation provided for the completion of this study.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission. The primary researcher, Kaitlyn Karns and thesis advisor will have access to the data which will be stored on a password protected, personal computer. The researcher, Kaitlyn Karns will take custodianship of the data once the study is completed.

PARTICIPATION AND WITHDRAWAL

The investigator may withdraw you from this research if circumstances arise which warrant doing so. If a participant chooses to withdraw and not complete the survey, please note that once you close your browser the data will be retained.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

Web address: <https://scholar.uwindsor.ca/research-result-summaries/>

Date when results are available: September, 2020.

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE

I understand the information provided for the study INSTIUTIONAL FACTORS THAT INFLUENCE CREATIVE ARTS STUDENTS TO PURSUE FURTHER EDUCATION POST-BACCALAUREATE IN AN EDUCATION- BASED PROGRAM as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.
Kaitlyn Karns

Signature of Investigator

February 6, 2020



LETTER OF INFORMATION FOR CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: INSTITUTIONAL FACTORS THAT INFLUENCE CREATIVE ARTS STUDENTS TO PURSUE FURTHER EDUCATION POST-BACCALAUREATE IN AN EDUCATION- BASED PROGRAM

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The investigator may withdraw you from this research if circumstances arise which warrant doing so. If a participant chooses to withdraw and not complete the survey, please note that once you close your browser the data will be retained.

FEEDBACK OF THE RESULTS OF THIS STUDY TO THE PARTICIPANTS

Web address: <https://scholar.uwindsor.ca/research-result-summaries/>

Date when results are available: September, 2020.

SUBSEQUENT USE OF DATA

These data may be used in subsequent studies, in publications and in presentations.

RIGHTS OF RESEARCH PARTICIPANTS

If you have questions regarding your rights as a research participant, contact: Research Ethics Coordinator, University of Windsor, Windsor, Ontario, N9B 3P4; Telephone: 519-253-3000, ext. 3948; e-mail: ethics@uwindsor.ca

SIGNATURE OF RESEARCH PARTICIPANT/LEGAL REPRESENTATIVE I understand the information provided for the study **INSTITUTIONAL FACTORS THAT INFLUENCE CREATIVE ARTS STUDENTS TO PURSUE FURTHER EDUCATION POST-BACCALAUREATE IN AN EDUCATION- BASED PROGRAM** as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.
Kaitlyn Karns

February 6, 2020

Signature of Investigator

APPENDIX E: THE SURVEY

*Please note that the survey was made on the online platform Qualtrics. This is a reformatted version of the survey for the purposes of this thesis.

Demographics

This first part of the survey includes a few questions surrounding your position as a student. Please note that you will not have to reveal your name, age, or gender. This survey is confidential.

1. State the University in which you completed your creative arts undergraduate degree(s) at
2. If you selected "Other" please state the University in which you completed your creative arts undergraduate degree(s) at
3. Select the category of creative arts undergraduate degree(s) that you have successfully completed
4. State the name of the creative arts undergraduate degree(s) that you have successfully completed
5. Select one of the following programs in which you are currently enrolled in
 - a. Master of Education
 - b. Bachelor of Education: Primary/ Junior
 - c. Bachelor of Education: Junior/ Intermediate
 - d. Bachelor of Education: Intermediate/ Senior
6. If you are currently enrolled in a Master of Education program, did you previously complete a Bachelor of Education degree?
 - a. Yes
 - b. No
7. State the name of the Ontario University that you are currently enrolled at
8. Select the year of study as of the 2019/2020 academic year
 - a. Year 1
 - b. Year 2
 - c. Year 3+
9. Are you a Full-Time Student or a Part-Time Student?
10. Upon obtainment of your undergraduate degree, did you take any time off before continuing onto higher education?
 - a. Yes
 - b. No

11. If you answered, “Yes” to question number six, what was the duration of time between the completion of your first degree and enrollment of your current degree?
- 6 months or less
 - 1 Year
 - 2 Years
 - 3 Years +

Part 2

The following questions will be answered according to a 5-point scale. Please answer the questions according to the most applicable level of influence.

1-No influence at all	2-Some influence	3-Didn't matter either way	4-Strong influence	5-Very strong influence
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Academics: What level of influence did the following have on your decision to continue onto higher education?

- Program selection
- A university's course selection and availability of the desired program
- A university's flexibility in full-time and/or part-time studies
- An institution's reputation based on the production of research
- A university's hired faculty
- The size of the Faculty of Education at an institution of choice

University Employment and Student Involvement: What level of influence did the following have on your decision to continue onto higher education?

- The possibility and variety of opportunities within a Faculty of Education
- Educational placements
- Employment opportunities throughout the duration of the degree
- Employment opportunities post-graduation

University Campus: What level of influence did the following have on your decision to continue onto higher education?

- The cosmetics/ appearance of a university
- The overall size of a university
- The location of a university
- The schedule of campus activities and events
- Campus services offered by a university (Health services, financial aid etc...)

University Facilities: What level of influence did the following have on your decision to continue onto higher education?

- The quality of the library services, support and the availability of technological resources
- The quality of facility services, support and the availability of technology within a Faculty of Education
- The quality and availability of quiet, study spaces on campus
- The quality and selection of restaurants, pubs and retail stores on campus
- The quality and cleanliness of the lecture halls and classrooms

Part 3: Optional Additional Comments

This section of the survey allows you to comment on any of the above categories relating to potential influences they have had on your decision to continue onto higher education within a Faculty of Education in Ontario.

Additional comments about the influence of:

1. University academics
2. University opportunities for student employment and involvement
3. University Campus
4. University Facilities

VITA AUCTORIS

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