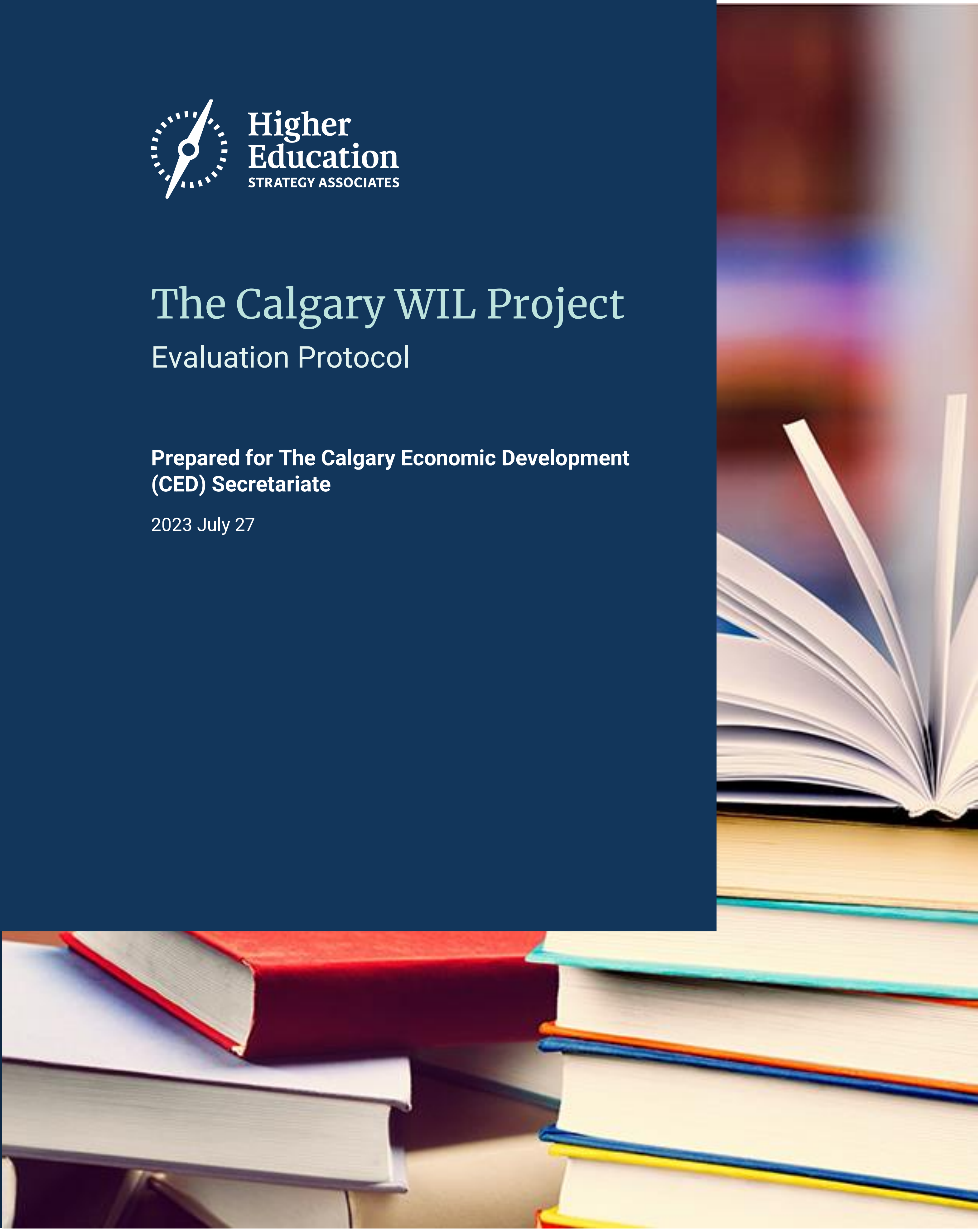
Higher Education
STRATEGY ASSOCIATES

The Calgary WIL Project

Evaluation Protocol

Prepared for The Calgary Economic Development (CED) Secretariate

2023 July 27



Higher Education Strategy Associates (HESA) is a Toronto-based firm providing strategic insight and guidance to governments, postsecondary institutions, and agencies through excellence and expertise in policy analysis, monitoring and evaluation, and strategic consulting services. Through these activities, HESA strives to improve the quality, efficacy, and fairness of higher education systems in Canada and worldwide.

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Work completed on behalf of: The CED Secretariate

Acknowledgements:

Any errors or omissions are the authors' alone.

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Project Summary

This document describes a protocol for the evaluation of the Calgary Work-Integrated Learning (WIL) Pilot project. The Calgary WIL Pilot project is funded by the Future Skills Centre, The Government of Alberta, Prairies Can and Business and Higher Education Roundtable (BHER). This project consists of four evaluators: Hiroyoshi Hiratsuka, Nancy Johnston, Janelle Curry and Barry Burciul.

Project Title

An evaluation of the Calgary WIL Pilot project

Project Schedule

From 1 February 2023 to 31 March 2025

Evaluators

Hiroyoshi Hiratsuka, Nancy Johnston, Janelle Curry and Barry Burciul

Location

Calgary, Alberta

Introduction: Evaluation Project

Project Purpose, Rationale and Objectives.

The Calgary Work Integrated Learning (WIL) Pilot project aims at developing a regional WIL model to contribute to the sustainable labour market in Calgary. The Calgary WIL Pilot project is operated by the Calgary Economic Development (CED) Secretariate. The Secretariate intends to establish a labour market pathway through the facilitation of partnerships with local postsecondary institutions, community members and business owners. A rationale for this pilot project is to attempt an innovative approach to develop a WIL model to bridge a gap between the participating PSIs, community members and employers. The objectives of this pilot project are to formulate a model structure, enable partnerships among the stakeholders, and support the WIL community capacity in Calgary. This project is funded by the Future Skills Centre (FSC), the Government of Alberta, Prairies Can and BHER.

Evaluation Project of the Calgary WIL Pilot Project

This evaluation protocol is to analyze the Calgary WIL Pilot project by Higher Education Strategy Associates (HESA) on behalf of the CED Secretariate. The Secretariate is required to generate evidence to ensure accountability and learning of the project. HESA provides evaluation design and method expertise to the Secretariate.

The focus of this evaluation is the CED Secretariate and its role in facilitating partnerships among participating stakeholders. The primary goal of this HESA evaluation aims at generating evidence for internal quality improvement purposes by contributing to the following:

- Improving the theory of change as a project conceptual framework
- Establishing a monitoring system to manage data sources for measurements and narratives in identifying WIL trends and patterns
- Examining the WIL pilot model's efficacy in meeting the needs of the local municipal stakeholders
- Developing lessons learned and best practices of the pilot project, including sustainability and scalability within Canada

HESA is responsible for developing an evaluation framework to guide this process throughout the project. This evaluation is both formative and summative in nature. HESA's evaluation framework includes evaluation questions, data collection methods, analysis strategies, a data management plan and deliverables.

Evaluation Design

HESA plans to conduct this evaluation in two ways: formative throughout the process and summative at certain milestones. The formative evaluation intends to address the existing process of the WIL Pilot project from the beginning of the project. The summative evaluation will focus on examining the impacts of the pilot project on the local labour market and will occur toward the end of the project.

Evaluation Questions

The following list includes the evaluation questions designed to help HESA evaluate the Calgary WIL Pilot project. The first eight questions are the ones to be addressed through various surveys. The ninth question describes some of the areas to be covered by quantitative data. The tenth question, which is basically a summative

1. What is the current status of the pilot project? What are the intended and unintended challenges?
2. In what ways does the pilot project establish and maintain partnerships with the stakeholders? What is working well and what is not?
3. What unique value does the pilot project bring each of the partners' needs? What could the CED still address that would benefit this consortium approach?
4. What are stakeholders' expectations of this pilot project going forward?
5. What have been the costs and benefits of the WIL pilot project? In what way has the project generated benefits for employers?
6. In what ways does this Calgary pilot project support the quantity of WIL positions and the quality of the experience? How would participating institutions and employers be impacted with respect to WIL if the pilot project shut down?
7. What are the friction points of this pilot project?
8. How has this pilot project demonstrated the feasibility of a WIL regional approach?
9. What do we know about how CED WIL experiences – both in terms of students served and jobs offered/filled – differ from other WIL experiences?
10. What are the true costs and benefits of the CED Pilot Project?

The following table describes the overall design of this evaluation protocol.

Table 1. Evaluation Design: Overview

Questions	Sub questions	Informants	Data Collection Methods	Questions/Lines of Evidence
1 What is the current status of each of the CED's partnerships?	What are the intended and unintended challenges?	PSIs, Employers and CED staff	Interviews	PSI Q2; Employers Q2, 8; CED PET entire questionnaire, CED EE entire questionnaire,
2 In what ways does the CED establish and maintain partnerships with the stakeholders?	What is working well and what is not?	PSIs, Employers Partners and CED staff	Interviews	PSI Q5, 6 Employers Q. 2, CED PET entire questionnaire, CED EE entire questionnaire,
3 What unique value does the WIL Pilot project bring each of the partners' needs?	What could the CED still address that would benefit this consortium approach?	PSIs, Employers, Partners and CED staff	Interviews	PSI Q 5, 6; Employers Q4, 6, CED PET Q5, 6 CED EE Q4, 5, 7, Partners Q8, 9
4 What are the stakeholders' expectations of program improvement going forward?		PSIs, Employers, Partners	Interviews	PSI Q7 Employers Q9
5 In what way have the project generated economic and social benefits for employers?		Employers	Interviews	Employers Q 6, 7
6 In what ways does this Pilot project support the quality/quantity of the WIL experience?		PSIs, employers and partners	Interviews, Data from CED and PSIs	PSI Q5 Employers Q4, 5
7 What are the friction points of this Pilot project?		PSIs, Employers	Interviews	PSI Q. 2, 5, 6 Employers Q.3 Partners Q.8
8 How has this Pilot project demonstrated a WIL regional approach?		PSIs, Employers partners and CED	Interviews	PSI Q.5. 6 Employers Q. 7-8 Partners Q 7, 8 CED PSIs CED EE CED Marketing CED R & E

9. What do we know about how CED WIL experiences – both in terms of students served and jobs offered/filled – differ from other WIL experiences?	Does the project do better or worse than other WIL recruitment methods at serving equity-deserving groups?	Data obtained from institutions through MOUs, and through CED portal itself	Administrative data	PSI data CED data
11. What are the true costs and benefits of the Calgary WIL Pilot project?		Summary of various lines of data from Questions 1-10, plus financial data from CED	Interviews and Administrative data	Summary of 1-10 above, plus project financial data.

Interview Guides and Schedules

This evaluation develops interview guides to pose specific questions that answer the above evaluation questions. These interview guides are designed to conduct interviews with specific informants: PSI staff, employers, interest groups and CED staff. These interviews are semi-structured, and the interview questions in the guides will be modified depending on the informants and the timing of these interviews. The CED WIL Pilot Project Interview Guides are included at the end of this report.

Informant Descriptions

Over time, this evaluation intends to interview stakeholders in this project: participating PSI staff, community members, employers and the CED Secretariate staff. Depending on the availability of informants, the project plans to conduct approximately 70 interviews during the project duration: roughly PSI 15 staff, 5 community members, 40 employers and 10 Secretariate staff. The CED Secretariate assists in identifying and arranging interviews with suitable PSI staff, community members and employers.

Secondary Data Description

This evaluation plans to receive secondary data from the CED Secretariate and the participating PSIs over time. The secondary data include all WIL data, budgetary records and additional operational information from the CED Secretariate. This secondary data also include sociodemographic data from the participating PSIs.

Data Management, Analysis and Possible Outcomes

As the purpose of this evaluation focuses on internal project improvement, all data will be returned to the participating institutions once the evaluation is completed. No data will remain at HESA and its database after the evaluation is finished.

The data analysis strategy for the primary data is thematic analysis. The thematic analysis will generate themes and thematic relationships to inform the WIL Pilot project. The data analysis strategy for the secondary data is descriptive analysis. The descriptive analysis characterizes participating students in this WIL project. In the end, this evaluation project plans to examine the WIL project, its actual costs and benefits to the stakeholders, by synthesizing the primary and secondary data collected over time.

The analyses from this evaluation project intend to address at least four possible outcomes:

- The first possible outcome deals with the pilot project's processes to expand student participation in WIL.

- The second possible outcome intends to discover the existing challenges and solutions for employers to participate in WIL through the employment of WIL students.
- The third possible outcome includes uncovering the existing challenges and possible solutions for the PSIs to engage in WIL.
- The fourth possible outcome evaluates the Calgary regional WIL approach, including its scalability, feasibility, sustainability and economic impact.

Participant Selection and Recruitment

This evaluation requires interviewing key informants to respond to evaluation questions. These key informants include staff, faculty and students from the participating PSIs as well as local employers and community members. Access to these key informants will be facilitated by the Calgary CED Secretariate. This facilitation includes identifying potential key informants from the participating PSIs, local employers and community members. This facilitation also includes scheduling the data collection activities with the potential key informants.

The Calgary CED Secretariate will facilitate the identification of possible key informants from the participating PSIs through the Memorandum of Understanding (MOU) for the Calgary WIL Pilot project. The MOUs are included in this application.

Target Participants

Participants for this evaluation are staff/faculty members of participating postsecondary institutions (PSIs), community organizations and employers involved in the CED Calgary WIL Pilot project.

Participant Recruitment

With assistance from the CED Secretariat, the participants will be recruited from the following groups:

1. Participating PSIs: Mount Royal University, University of Calgary SAIT, Bow Valley College, Alberta University of the Arts, St. Mary's University and Ambrose University
2. Local Community Organizations: Calgary Chamber of Commerce and Calgary Chamber of Voluntary Organizations
3. Small and Medium-sized business employers.

For the participating PSI members, the CED Secretariate will identify staff, faculty and students for this interview activity. The Secretariate also will coordinate schedules with potential key informants for the interviews.

For the local community organizations and business employers, the CED Secretariate will identify staff members and employers for the interviews. The Secretariate also will coordinate schedules with potential key informants for the interviews.

Power over Participants

Neither the lead evaluators nor any members of the evaluation team are any way in a position of authority or power over participants.

Possible Benefits, Inconveniences, Risks and Harms to Participants

Benefits

The benefit of this evaluation is to improve the CED and the project partners' efforts in WIL in the Calgary region through evidence-informed approaches. The CED Secretariate, participating PSIs, community members and local employers will benefit from evaluation results.

Inconveniences

The foreseeable inconvenience associated with this evaluation is the participants' time to participate in the data collection processes through interviews. Participants will be provided with information about the location and maximum duration of the data collection methods during the initial stage of their participation. The participants will be given an opportunity to determine whether or not to participate.

Risks

HESA does not expect participants to experience significant any harm or discomfort greater than their everyday lives. The evaluators may include members from vulnerable populations only should participants represent one of these groups. However, the evaluators do not expect that the evaluation would cause any risk. In the case that their participation in the data collection could pose discomfort, these evaluation protocols have been designed to mitigate such risk. The evaluators acknowledge that there is always the possibility for participants to experience unforeseen discomfort due to evaluation activities.

It is very unlikely that the evaluation activities will result in the following for program participants:

- Feeling demeaned or embarrassed
- Feeling fatigued or stress
- Exposure to increased risk of stigmatization, loss of status, privacy, and/or reputation
- Significant risk to physical or mental health
- Significant economic risk (e.g. job security, job loss)
- Loss of privacy or confidentiality through linkages to secondary data sources

The next section addresses plans to minimize or prevent the risks.

Plans for Minimizing or Preventing the Risks

In order to mitigate the risk of harm to participants during the evaluation, the evaluation process will be led by trained evaluators. The project director supervises the evaluation team members to ensure the plan is implemented in accordance with the proposed protocol. Further, participants will be informed that all participation in evaluation data collection is voluntary and can be ended at any time. It will also be made clear to participants through both the informed consent form and during interviews that refusal to participate in the data collection activities will not result in any penalty to them. The evaluators have mitigated the potential risk of loss of privacy or confidentiality by following strict data protection protocols to mitigate this risk.

Responses to Unintended Risk of Harm

Participants in interviews will additionally be reminded at the start of the interview that their participation is voluntary—they are free to decline to answer any question and can end their participation at any time during the interview.

Partial Disclosure or Deception

Participants will be fully informed of everything that will be required of them prior to the start of the interviews. No manner of deception will be used in the evaluation activities.

Consent / Assent

Consent

Consent will be sought from study participants. Consent will be sought prior to any data collection activities.

Means of Obtaining Consent

Informed consent will be obtained in the form of a letter of information and consent form where participants give explicit permission to opt into the evaluation. Additional verbal consent will be obtained for all interviews. The letter of information and consent form are listed in the Appendix.

Informed Consent Process

Interview participants will be invited to confirm their consent either when scheduling interviews or at the beginning of the interviews as a condition for moving forward. Signatures will be collected through an online tool. The project does not envision at this time recruiting any research participants under 18 years of age.

Capacity to Consent

It is expected that all participants will be capable of giving informed consent to share their information for the purposes of this evaluation. Participants are expected to be over 18-years-of-age.

Anonymity and Confidentiality

Participant contributions will be confidential and protected. Confidentiality is only limited by the duty of the evaluators to inform the relevant authorities in cases where participants pose an imminent threat to the safety of themselves or others, or if the information is subpoenaed for the purposes of a criminal investigation.

Privacy

This evaluation plan takes several steps to ensure the confidentiality of the data collected from the participants. Interview data will not have any identifying information and will be limited only to HESA staff involved in the evaluation and will not be shared with project partners or their staff. Any results that are reported to the CED will be aggregated in order to protect the identities of the individual participants. All materials that are shared will be reviewed for possible identifying information.

Results will be shared with the CED and broader stakeholders only in aggregate in order to protect the identities of the individual participants. All materials that are shared will be reviewed for possible identifying information.

All digital forms of data will be held in HESA's secure data server. No physical forms of data will be collected, if they are collected they will be transcribed digitally and then physical copies destroyed on the earliest possible occasion. More details can be found below in the use and disposal of data section.

Participant Safety and Monitoring

Oversight Responsibility

Oversight of this evaluation is provided by the evaluation project director.

Monitoring Procedures

The project director ensures that informed consent is obtained prior to performing any primary data collection procedures; that all subjects meet eligibility criteria; and that this evaluation is conducted according to the IRB-approved evaluation plan.

Data are accessible at all times for the evaluators for their reviews and analyses. The evaluation team reviews conduct such as accrual, drop-outs, protocol deviations, interactions between CED staff, PSI staff and community organization members on an ongoing basis.

The evaluation team ensures all protocol deviations, adverse events, and serious adverse events, are reported to Veritas IRB according to the applicable regulatory requirements.

Management of Risks to Subjects

Expected adverse events. There are no expected adverse events that will affect participants as a result of participation in this evaluation activities.

Management of the expected adverse events. If participants display distress or discomfort during data collection activities, they will be reminded that their participation is voluntary and will be offered the opportunity to take a break or end the data collection activity they are involved in at the time. In cases where there is significant distress, there will be a debriefing session and referral to any relevant services based on the needs of the client.

Use and Disposal of Data

HESA will follow its privacy policies with regard to the use and disposal of data, which are outlined at: https://higheredstrategy.com/privacypolicy/

HESA will not keep paper records for this project. As stated earlier, the physical data, such as field notes, will be destroyed once transcribed and digitized. HESA will not keep audio recordings of any data collection activities for this project, only recordings of dissemination activities.

HESA will keep any interview data only for the period outlined in the company's privacy policy, with access limited only to staff involved in the project. All such information will be deleted within six months of project completion, as will contact information for participants who are not participating in the evaluation as representatives of an organization. Once the final evaluation report is completed, the data will be returned to the participating PSIs and other organizations. HESA will not keep any forms of data from this evaluation.

HESA may share summary evaluation findings with the CED and its partners.

Evaluators

Conflict of Interest

None of the evaluation team members report a perceived, actual or potential conflict of interest in regard to this evaluation project (e.g., family, personal, or business relationships with participants, partners in research, project staff or other entities).

Evaluator Qualifications

Please see the attached CVs for your review. These CVs describe evaluators' qualifications including training for the ethical conduct of social research and evaluation.

Adherence to Ethics Guidelines by All Members of the Evaluation Team

All members of the evaluation team, including the consultant, assistants and project staff, have training on Ethics Guidelines and accountability frameworks and will adhere to, and comply with the above ethics outline.

Risk to Evaluators

The evaluation does not pose any risks to the evaluators.

Appendix

Interview Guides

Post-Secondary Institution Interviews

Our proposal is that at each institution we will try to interview the entire group of people who have contact with the Calgary WIL Pilot Project. At smaller institutions this might mean one person, at larger ones it might mean three of four. In the latter case, “you” should be understood as plural. Interviewees will be given this questionnaire in advance.

Questions

1. *How did you and your institution get involved in the Calgary WIL Pilot Project?*

<probe: try to understand the extent to which individuals directly involved in project were in on the original decision to participate>

2. *Please describe your interactions with the Secretariat’s Process Enhancement team over the past six months.*

<probes on frequency of contact & tenor of meetings/relations>

3. *How has the Calgary WIL Pilot Project affected workflow at your institution so far?*
    a. How many hours do you work on this project during your week?
    b. How many WIL opportunities have you seen through the Pilot project?
    c. Has the project affected the quality and quantity of the WIL opportunities at your institution? If so, how?

4. *How many WIL opportunities outside of the Calgary WIL Pilot Project does your institution handle?*

<probe: try to get annual figures with a sense of what the heavy times of year are>

   a. Are the opportunities from the Calgary WIL Pilot Project different from your other institutional WIL opportunities (ie. do they ? If so, how?
   b. How does the Calgary WIL Pilot Project fit into your institution's wider WIL strategy?

5. *From your institutional perspective, what are the benefits of the Calgary WIL Pilot Project? What are the costs of the Calgary WIL Pilot Project?*

<probe: we are looking particularly here to get institutions to think about the balance and trade-offs>

6. *Does the project meet the needs of your institution in relation to WIL?*
   a. If so, how? If not, why not?

<probe: if they say no, the important thing is to probe for specific friction points between the Calgary WIL Pilot Project and the institution>

7. *In the short term (ie, over the next six months) How could the Calgary WIL Pilot Project be improved for your institution?*

Pattern of Questions:

Institutes will be contacted three times over the course of the project. Qs 2-6 will be asked in all waves. Q1 will only be asked in the initial interview; Q7 will not be asked in the final wave as this is meant to elicit questions to improve the project while it is still in course. To save time, in waves 2 and 3, interviewees will be provided with their previous answers and simply asked what if anything has changed over the previous six months

	Wave 1	**Wave 2**	**Wave 3**
Q1	X		
Q2	X	X	X
Q3	X	X	X
Q4	X	X	X
Q5	X	X	X
Q6	X	X	X
Q7	X	X	

Employer Interviews

With respect to employers, our sample is the individuals involved in the decision to post on TalentED YYC. It is possible this approach may produce a sample which is insufficiently qualified to deal with questions 4, 5 and 6 (costs/benefits). On the other hand, going too high up the corporate chain would likely leave us with people unable to answer questions 1-3 (and, in any case, it is hard to be sure in advance how big the companies are who are participating and how many layers of control there are). In any event, interviewing the people who posted the job will be the strategy for wave 1. If this does not produce satisfactory results, we may change strategy for waves 2/3. Interviewees will be given this questionnaire in advance.

Employer Questions

1. *Why does your company/organization choose to hire students in experiential learning positions? (i.e., talent, labor shortage, community good, etc.)*

2. *How did your company find out about TalentED YYC?*

3. *How many job postings have you made with TalentED YYC?*
    - Of these positions, how many resulted in hires?
    - Did you also post these jobs anywhere else?
    - How smooth was the technical aspect of your experience posting a job through TalentED YYC?

4. *Outside of this instance with TalentED YYC, does your company/organization have previous experience hiring students? If so ,*
    a. Why did your company/organization decided to hire students through TalentedYYC this year?
    b. How would you compare your past hiring experience(s) to this one?
    c. Compared to previous searches, did you get a better quality of the applicant pool for by posting through TalentED YYC?
    d. If you had not connected with TalentED YYC, would you have still tried to post a student job opportunity through another approach?

5. *I'd like to know more now about the student(s) you hired through TalentED YYC? (e.g., labour costs, student wages, etc.)*

    a. What kind of work did the student perform?
    b. How many hours per week did the students work?
    c. How many weeks or months did the student work?
    d. How much did you pay?
    e. How much training did the student require?

6. *In what ways has your company/organization benefitted from working with TalentED YYC? Have you received any funding for the student position? If so, what kind? How much? From where?*

7. *Overall, on a scale of 1-5, what was the value of students' contributions to your company/organization?*

5	Great Value	The net benefit to the company was 50% or more than what we paid the student do.
4		The net benefit to the company was 25% or more than what we paid the student to do
3		The net benefit to the company was about the same as what we paid the student to do.
2		The net benefit to the company was less than we we paid the student to do by roughly 25%
1	Poor Value	The net benefit to the company was less than we we paid the student to do by roughly 50%

8. *From your company's/organization's perspective, what do you like most about TalentED YYC? What do you like the least? Would you use it again?*

9. *In the very short term (over the next 6 months) What changes to TalentED YYC would be most useful for your company/organization?*

Pattern of Questions:

We will be conducting three waves of interviews over the course of the project. It is unlikely that multiple interviews will be conducted with the same employer.

Qs 1-6 will be asked in all waves. Q9 will not be asked in the final wave as this is meant to elicit questions to improve the project while it is still in course.

	Wave 1	Wave 2	Wave 3
Q1	X	X	X
Q2	X	X	X
Q3	X	X	X
Q4	X	X	X
Q5	X	X	X
Q6	X	X	X
Q7	X	X	X
Q8	X	X	X
Q9	X	X	

CED Interviews

It is important to get the perspective and input of CED employees in order to properly assess the implementation of this program. Our intention is to do four different interviews: one with each manager and their staff. Where more than one person is being interviewed at a time, "you" should be understood as plural. Interviewees will be given this questionnaire in advance.

Process Enhancement Team:

1. *Tell me about your team. What are your responsibilities?*
    a. Last time we spoke, your team was focused on:
        - Building an understanding of how WIL works at each partner institution
        - Identifying gaps and areas for opportunity to support PSIs with WIL
        - Developing tools and resources to support PSIs and scaling WIL
    b. Are those still your foci?

2. *At this stage in the project, how well has your team been able to understand and navigate the needs of each PSI in relation to the Calgary WIL project?*
    a. How have you navigated different terminology, processes, etc. with each PSI?

3. *Does your team understand each institution's vision of WIL?*

<probes re: purpose does WIL serves for each institution, and each institution's existing approaches to WIL?>

4. *Does your team understand the motivations of each PSI in participating in the Calgary WIL Pilot Project?*

5. *What do you see as the Calgary WIL Pilot Project's value-add to the PSIs?*

6. *Do you think your PSIs partners have a similar understanding of the Pilot Project's value- add?*

7. What has your team learned about working with PSI partners over this period?

Employer Engagement:

1. *Tell me about your department. What are your responsibilities?*

2. *What are the methods by which you connect with employers? What method has been most successful?*

3. *How much of your time is spent communicating or otherwise working with people external to CED?*
    a. Who are you talking to/working with?

4. *How do you explain the project's value proposition to employers?*

<prompt: Is there any variance in how you frame this, based on the employer type? (e.g., size, industry, etc.>

5. *How do employers receive this information? (Do they "get" it? Are they excited or uncertain?)*
    <prompt: Is there any variance in how you frame this, based on the employer type? (e.g., size, industry, etc.>

6. *Describe your team's employer pipeline to me. How do you connect with employers, what conversations happen on the way to getting them to post a job, and what's the role of the TalentED YYC website and info@talentedyyc.com email in this?*

7. *Can you tell us how many employers are currently at each stage of the pipeline?*
    a. Generally speaking, what percentage of people that you connect with go on to post on TalentED?
    b. For those who do end up posting an opportunity with TalentED YYC, what factors do you think caused them to post?
    c. For those who do not end up posting an opportunity with TalentED YYC, what factors do you think dissuaded them from posting?

8. *How would you characterize your team's relationship with the employers? Are they seen more as stakeholders or clients?*

Marketing and Communications:

1. *Tell me about your department. What are your responsibilities?*

2. *Who does your team interact with outside of the Secretariate staff and for what purposes?*

3. *What are the primary audiences for your team's work?*

4. *What are the primary media channels used for marketing?*

5. *What are the biggest challenges in marketing the Calgary WIL Pilot Project?*

Research & Evaluation:

1. *Tell me about your department. What are your responsibilities?*

2. *Have there been any changes over the past six months in what data is being collected for funders?*

3. *Tell me about the biggest challenges in gathering statistics and data on the project? How has the Secretariate responded to these challenges?*

4. *Are there any friction points between the work/output of the Calgary WIL Pilot Project and the project's funders?*

CED Staff have already been interviewed once, with a set of questions which is similar but entirely identical to the ones presented here. They will be contacted three times over the course of the project. All questions will be asked in all waves. To save time, in waves 2 and 3, interviewees will be provided with their previous answers and simply asked what if anything has changed over the previous six months.

Partner Interviews

This interview will only be given to two specific program partners: the Calgary Chamber of Voluntary Organizations and Calgary Chamber of Commerce. It is likely unnecessary to interview these groups more than twice – once at the outset in Fall 2022 and once in Fall 2023. Interviewees will be given a copy of the questions in advance of their interviews.

Partner Questions

1. *To what extent do you think your members are interested in hiring students for experiential learning positions, like co-ops, internships, etc.?*
2. *What do you think are the most important reasons they hire students? (e.g., talent acquisition, labour shortages, community good, etc.)*
3. *What challenges are your members facing in providing meaningful experiential learning opportunities to students? (e.g., challenges in capacity to supervise students, type of skill shortage doesn't match applicants, funding, etc.) Does access to a larger student talent pool address any of these challenges?*
4. *Do you think that much has changed for your members with respect to these challenges in the past five to ten years?*
5. *What do you think is the role of post-secondary institutions in addressing these challenges?*
6. *What do you think is the role of businesses in addressing these challenges?*
7. *What do you know about TalentED YYC (aka the Calgary WIL Pilot project)? How do you think their work is aligning with the needs of your members?*
8. *From what you know of the program are there particular things that have gone well, or gone not so well?*
9. *Where is their room for improvement in the program?*

Pattern of Questions:

We will be conducting two waves of interviews with this group over the course of the project. Qs 1-2 will only be asked in the first wave. To save time, in wave 2 , interviewees will be provided with their previous answers and simply asked what if anything has changed over the previous six months.

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