



2011

Student Engagement Survey: Highlights



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OVERVIEW AND STUDENT PROFILE

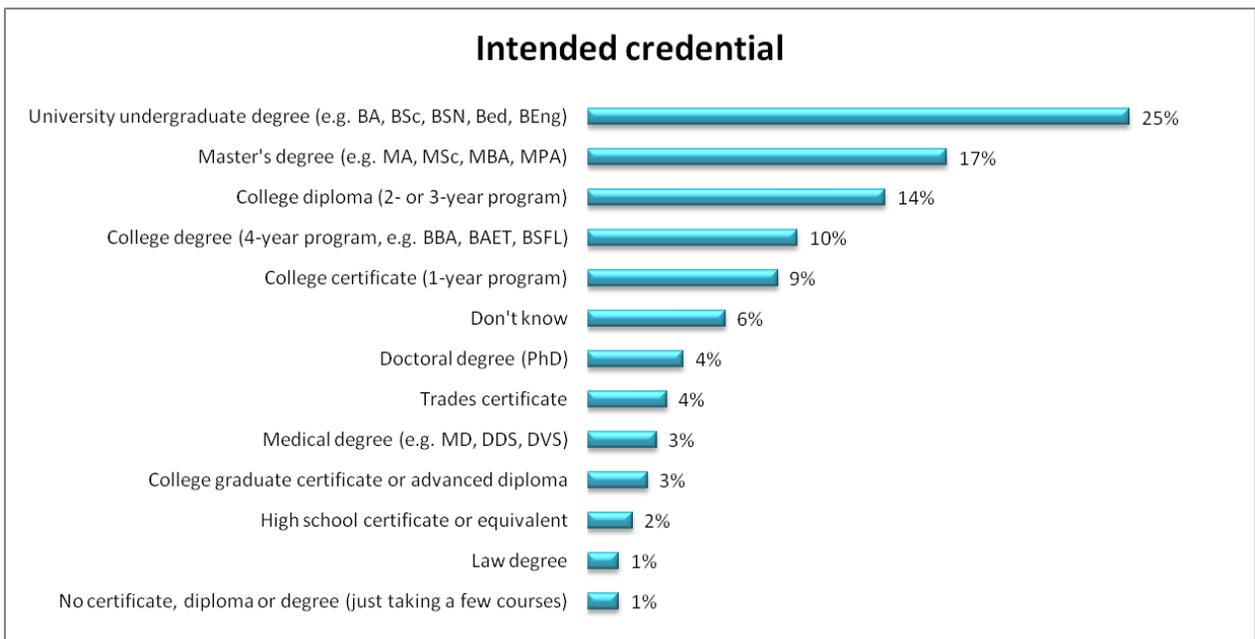
- From February 28-March 14, 2011, ERP in conjunction with Academica Group conducted an online survey of current students: 5,492 invitations sent, 1,440 responses received, 26% response rate.
- One-quarter (25%) self-identified as a first-generation post-secondary student (i.e. their parent(s) had no post-secondary education).
- More than two-thirds (68%) were *not* recent high-school graduates.
- One-third (34%) had moved from home to attend Camosun.
- One out of 6 (17%) was not born in Canada.
- About 6% self-identify as Aboriginal: 4% First Nations, 1% Métis, less than 1% Inuit.
- About 18% self-identify as being part of a visible minority: 7% have Chinese origins, the rest are distributed among Latin American, South Asian, Japanese, Black, Filipino, Southeast Asian, Korean and Other.
- More than half are working, either part-time (42%), full-time (18%) or in the military (1%) while about one-fifth each are either not in the labour force (19%) or unemployed and looking for work (22%).
- Two-thirds (67%) are single—never married.
- Most do not have children at home; 16% do have dependent children of whom 43% are 5 years or less, 42% are 6-12 years, 32% are teenagers, 11% are 19 or older.
- Household income is under \$30K for 43%, \$30K-\$60K for 24%, \$60k-\$90K for 15%, over \$90L for 18%.
- Almost half had a high school GPA of 80% or higher (11% 90-100%, 37% 80-89%), a further one-quarter (27%) had a GPA of 70-79%, 11% had a GP of less than 70%, 15% did not answer
- 7% report having a learning disability, 6% a mental health disability, 3% a physical disability.

PERCEPTIONS OF CAMOSUN

- One-quarter of students rate the college at the high end of a 10-point “Welcoming to Impersonal” scale, a further 22% at 2/10, 23% more at 3/10 and 11% at 4/10. Four percent consider it at the “Impersonal” end.
- One-fifth of students rate the college at the high end of a 10-point “Accommodating to Rigid” scale, a further 24% each at 2/10 and 3/10 and 11% at 4/10. Four percent consider it at the “Rigid” end.
- One-quarter (23%) of students rate the college at the high end of a 10-point “Supportive to Unhelpful” scale, a further 22% at 2/10, 20% more at 3/10 and 12% at 4/10. Five percent consider it at the Unhelpful end.
- Not-new students are more likely to see the college as somewhat impersonal. Students who are working full-time are more likely to see the college as somewhat impersonal, rigid and unhelpful.
- Students are generally Quite certain that their chosen classes/courses are right for them (4.0/5.0), that their chosen classes/courses are the path to a satisfying career (3.9/5.0) and that Camosun College is the right school for them (3.9 out of 5.0).
- HHS students give the highest ratings of all Schools.
- Canadian students are more certain than International students on all three measures.
- Recent-high-school students are less certain about “right for you” and “satisfying career”.
- Those who did *not* move to attend the college are more certain that Camosun is the right school for them.

GOALS

- In terms of immediate educational goals, almost half (45%) plan to complete a program for certification (79% in Business (BUS)), 26% plan to complete a transfer program (42% in Arts & Science(AS)), 11% plan to complete upgrading or preparatory courses to enter another program (35% in Access(ACC)), 9% plan to complete a few courses for transfer (17% in AS), 7% are undecided (9% in AS, 8% in ACC) and 2% plan to complete a high school diploma or equivalent.
- Nearly two-thirds (61%) intend ultimately to complete at least a four-year degree , 14% plan to complete a College diploma, 9% plan to complete a College certificate, 4% plan to complete a Trades certificate, 2% plan to complete a high school certificate and 6% don't know.



- About one-fifth (22%) intend to go into a co-op program, one-half do not (49%) and 29% don't know.
- Just under one-half (45%) plan to transfer to another institution for further studies upon completing their studies at Camosun (70% among AS students), about one-third (36%) plan to enter the workforce (62% in HHS, 61% in BUS), 8% are undecided (11% in ACC and TT), 6% plan to pursue other life goals.

EXPECTATIONS AND REALITY

- When asked how well their experiences matched up to their expectations, more than two-thirds replied Quite well (52%) or Very well (17%), while one-quarter replied Somewhat. A small group responded Not very well (5%) or Not at all (1%).
- “Not-new” students, international students and those who moved to attend were likely to score the College lower on this measure.

DIFFICULTY OF PROGRAM

- Most students said meeting the demands of their program of studies was Somewhat difficult (44%), Not very difficult (32%) or Not at all difficult (7%); 17% found it either Quite difficult (13%) or Very difficult (4%).
- “Not-new” students and those not working full-time were more likely to rate meeting the demands of their programs as slightly more difficult.
- The most common reason cited for difficulty meeting program demands was Having to balance work and school (52%); most pronounced in the School of BUS (59%), AS (57%) and ACC (54%) and least in TT (34%).
- The next most common reason was Volume of class/course work is too high (44%), cited by 63% in HHS, 59% in TT, and 25% in ACC.
- Concepts difficult to comprehend was cited by 31%—21% in HHS, 38% in TT.
- Family obligations was given as a reason by 29%—highest in BUS (39%) and HHS (34%) and lowest in AS (24%). Aboriginal students were almost twice as likely to cite Family obligations (55% vs. 28%).
- New students were more likely to cite Transportation issues (19% vs. 13%) or Social life (18% vs. 11%).

PERCEPTIONS OF OWN PERFORMANCE

- Two-thirds of respondents think they have done well in their program so far—either Quite well (43%) or Very well (24%).
- Students in HHS rate their performance highest, followed by BUS, TT, AS and ACC. Canadian citizens and those born in Canada rate their performance higher than do International students and immigrants. Recent high school students rate their performance lower.

ACHIEVEMENT

- Students rated their Academic skills development close to Quite a bit (3.9/5) followed by Analytical skills (3.7) and Technical knowledge/skills (3.5). Career preparedness (3.3), Social skills (3.2) and Creativity (3.1) were closer to the Somewhat developed level.
- TT students rated their Analytical skills development (3.9) as well as their Technical knowledge/skills (4.3) the highest of all schools, but rated development of their Social skills the lowest (2.9).
- ACC and AS students rated their Technical knowledge/skills lowest (3.3); not surprisingly, AS students rated their Career preparedness lowest (3.0).
- HHS students rated development of their Social skills (3.5) and Creativity (3.4) the highest.
- Students who were born in Canada gave lower ratings to development of their Technical knowledge/skills, Career preparedness, Social skills and Creativity than those not born here.
- Students who were not working full-time gave higher marks to their Academic, Analytic and Social skills development as well as Creativity. Non-native speakers of English also rated their Creativity development higher.

CURRICULAR ENGAGEMENT

- About one-third (31%) of students say they have spoken in class, asked questions or participated in discussions Very often.
- Self-identified Aboriginal students (50%) are more likely to have done so, as are those who were not recently high-school students (35%) native English speakers (33%) and Canadian students (32%), while International status students are most likely to speak Occasionally (42%) or Rarely (16%).
- About one-quarter (23%) worked on a team in class to solve assigned problems/projects Very often.
- 47% of HHS students and 24% of those not working full-time had done so.
- HHS students were most likely to have met with other students outside class to work on an assignment Very often (25% compared to 14% overall), while ACC and AS students were most likely never to have done so (22%).
- About one-third (36%) report having learned something that altered their perceptions of issues Occasionally.
- HHS students were most likely to have something altering Very often (21% compared to 12% overall).

ACADEMIC SUPPORT

- Students speak with an instructor about class work or grades Occasionally (a few times per month) (38%), Often (1 or 2 times per week) (27%), Rarely (a few times per term) (15%) or Very often (3 or more times per week) (13%).
- BUS students are most likely to communicate with an instructor Rarely (18%) while ACC students are most likely to engage Often (35%).
- Students are most likely to say they received early feedback from an instructor on their performance in a course Occasionally (31%), Rarely (23%) or Often (21%).
- More TT students get early feedback Often (29%).
- Students in AS are most likely to get early feedback Once or Never (21%), followed by 19% in ACC and BUS. HHS students are most likely to get early feedback Very often (15%).
- Overall, students are towards the Strongly agree end of the spectrum with respect to Understanding the academic expectations of their classes/courses (4.4/5; lower for International, higher for Canadian-born) and feeling Encouraged to spend time on their coursework (4.3, highest in HHS and TT, lower in ACC and AS).
- They are in the Somewhat agree range for The classes/courses I am taking are offered at a time and day that work well for me (higher in HHS and TT, lower in AS, working full-time and International; highest for Aboriginal) and My instructors care about how I am doing in their classes (both 3.9 overall, higher in HHS, lower in AS; lower for International).

EXTRACURRICULAR ENGAGEMENT AND COMMUNITY INVOLVEMENT

- Students were fairly neutral when asked to rate their agreement with three statements about community and social life on campus.
 - “I am informed about social opportunities on campus”: Most Neither agreed nor disagreed (mean=3.3/5 where 5 is Strongly agree and 3 is Neither).
 - Aboriginal students agreed the most (3.6).
 - “I have the feeling of being part of a larger community” (3.1/5).
 - HHS students agreed the most, as did Aboriginal, non-Canadian (all 3.4), those not working full-time (3.1) and non-native-English speakers (3.3).
 - “Participating in extracurricular and campus activities is an important part of my life as a student” (2.6/5).
 - Highest agreement among ACC students (2.8), lowest among TT (2.4); highest among International (3.4), recent HS, not born in Canada, moved to attend, not working full-time and non-native-English speakers.
- Almost two-thirds (61%) Never participated in extracurricular activities such as sports or clubs; this rate is 70% among BUS students and 58% among AS students; 64% among new students (59% Not new); 63% among Canadian (39% among International); 56% among recent high school students (63% not recent); 64% among those born in Canada (50% not born in Canada); 67% among those who did not move to attend (51% among those who did); 76% among those working full-time (59%, not working full-time); 64% among native English speakers (45% other first languages).

SERVICES AND SUPPORT

- The largest group (36%) of students have Never spoken with an advisor about preparing for and starting a career, followed by Once (17%), Rarely (18%) and Occasionally (18%).
 - TT students are most likely to have spoken to an advisor about their career Never (45%) or Once (12%).
 - New students, non-Aboriginal students, Canadian citizens, those who did not move to attend and those working full-time are also more likely to have had little or no career advice.
- Two-thirds of students have Never used Career/Employment Services. This measure is most pronounced among New and Canadian-born students.
- By the same token, more than two-thirds have never used Career counselling (70%). This measure is most pronounced among New and Canadian-born students as well as those who did not move to attend.
- More than half of students with disabilities (54%) have Never used Services for students with disabilities.
- Almost two-thirds (62%) have never used Financial Aid Services. This measure is most pronounced among New, non-Aboriginal, International, Recent high school students and those Working full-time.
- More than half (55%) have Never used Student Society services and activities. This measure is most pronounced among New and Canadian-born students as well as those who Did not move to attend and those Working full-time.
- Most students Somewhat agreed that “There is at least one person at school (teacher, counsellor, staff person) I can rely on when I need information or assistance” (4.0/5). Agreement was highest in HHS and TT and lower in AS and BUS.
- Students were more neutral about the statement “Support is available to help me deal with my non-academic responsibilities (work, family, etc.)” (3.4/5).