

CSI'S YEAR-END SURVEY

IT'S TIME
TO HAVE
YOUR SAY!

NOVEMBER 14 TO
DECEMBER 5

Your Feedback Your Experience

The Results of the 2022 CSI Year End Survey

EXECUTIVE SUMMARY	3
DEMOGRAPHY.....	3
CSI SUPPORT SERVICES.....	3
CSI HEALTH & WELLNESS	4
LEADERSHIP & CAREER SERVICES	5
CSI EVENTS	5
CSI COMMUNICATIONS	6
CSI FROSH KIT	7
CSI FOOD SERVICES.....	7
CSI EMPLOYMENT OPPORTUNITIES	8
ACADEMIC FAIRNESS.....	9
HOUSING.....	9
TRANSPORTATION	10
TRANSPARENCY & ACCOUNTABILITY.....	11
TRUTH & RECONCILIATION.....	11
INTRODUCTION.....	13
STRATEGIC ENDS.....	13
METHODOLOGY	15
RESEARCH QUESTIONS.....	15
RESEARCH DESIGN.....	15
INSTRUMENTS	16
SAMPLE.....	16
DATA COLLECTION	16
CHANGES APPLIED FOR THE 2022 CSI YEAR-END SURVEY.....	16
LIMITATIONS	17
KEY FINDINGS	18
DEMOGRAPHIC OVERVIEW	18
CSI SUPPORT SERVICES.....	27
AWARENESS OF CSI SUPPORT SERVICES.....	28
STUDENT NUTRITIONAL ACCESS PROGRAM & COMMUNITY FOOD BANK USAGE	30
STUDENT EMERGENCY RELIEF FUND.....	33
MYAWARDS APPLICATION: SCHOLARSHIPS AND BURSARIES.....	34
CSI SUPPORT SERVICES AND SPACE PLANNING.....	38
HEALTH & WELLNESS	46
HEALTH & LEGAL PLANS	47
HEALTHCARE ACCESSIBILITY.....	62
MENTAL HEALTH.....	66
FUTURE HEALTH AND WELLNESS SERVICES.....	68

LEADERSHIP & CAREER SERVICES	69
OPTIONAL FEE AWARENESS.....	69
LEADERSHIP AND CAREER SERVICES INTEREST	70
CSI EVENTS	73
CSI EVENTS AWARENESS	74
EVENT MOTIVATORS AND BARRIERS	76
TYPES OF EVENTS	80
CSI COMMUNICATIONS	82
COMMUNICATION PREFERENCES	83
CSI FROSH KIT	96
CSI FOOD SERVICES.....	100
CURRENT FOOD SERVICE OFFERINGS.....	101
FUTURE FOOD SERVICE OFFERINGS.....	106
CSI EMPLOYMENT OPPORTUNITIES	111
AWARENESS & EASE OF APPLYING.....	111
SATISFACTION WITH AVAILABLE POSITIONS.....	113
ACADEMIC FAIRNESS.....	115
PLAGIARISM	115
AWARENESS AND PARTICIPATION IN THE APPEAL PROCESS.....	116
USE OF THE APPEAL PROCESS	118
HOUSING.....	120
HOUSING STATUS/SITUATION	121
TENANT RIGHTS & RESPONSIBILITIES.....	125
HOUSING PREFERENCES AND AFFORDABILITY.....	126
TRANSPORTATION	131
PERSONAL TRANSPORTATION USE	132
FUTURE TRANSPORTATION OFFERINGS	134
TRANSPARENCY & ACCOUNTABILITY.....	136
AWARENESS.....	137
VALUE.....	140
STUDENT PERCEPTIONS & PREFERENCES.....	141
REMOTE LEARNING.....	144
TRUTH & RECONCILIATION.....	145
OTHER FEEDBACK.....	147
APPENDICES	148
APPENDIX A: SURVEY.....	148
APPENDIX B: DIRECT EMAIL INVITATIONS	149

EXECUTIVE SUMMARY

The 2022 CSI Year-End Survey received 2,448 complete responses consisting of 165 questions covering all major CSI service areas, programming, communications, and various member priority topics such as transportation, housing, truth and reconciliation, and accountability. The survey also included demographic questions to assist in understanding the variations in responses by specific demographic factors such as age, income, race, etc. The key insights are categorized by department and topic below.

DEMOGRAPHY

The following questions provide a holistic perspective of the demographic composition of the students who responded to the CSI Year-End Survey. They demonstrate the strong presence of international students in the Conestoga College community, the diversity of the student population by age, sexual orientation, and program of study, and the growing distribution of students across various campuses. Some demographic identifiers of note for the survey include:

- 1.76% Identified as having lived Trans experience.
- 15% students self-identify as having a sexual orientation other than Straight/Heterosexual
- 1.5% of students self-identify as Indigenous
- 35% of students are currently unemployed, with 26% actively looking for work.
- Over 83% of students are below the Low Income Cut Off (Poverty Line)

CSI SUPPORT SERVICES

Attempting to gauge student awareness, usage, and satisfaction with CSI support services may be difficult for certain program year-over-year due to changes in services provided and the lack of on-campus studies as the transition from the pandemic continues.

Overall, CSI Support services continued to provide students with services that students found necessary to assist them with finances and life challenges. A common theme across CSI's support services was a need for increased and improved awareness of the services offered. By reviewing how students became aware of services, it has identified that Direct Email, CSI's Website, Friends, and the physical location of services are the most common methods students learn about services. These are areas that may be leveraged for additional promotion and engagement in the future to continue improving awareness among the broader population, but also highlights other avenues that may be made more effective.

Some key findings to note regarding this section of the survey are:

- The Service Hub is a well-known CSI space for services, and many students have a continued desire for its print shop services.
- Those accessing community food support services instead of on-campus food support services are due to a lack of awareness and off-campus food bank locations and hours convenience.

- Awareness of CSI Scholarships has increased, but fewer students have stated they are applying for awards using the My Awards Application. Although fewer have stated they are applying, those who have applied find the process easier.
- Students continue to seek additional support for their finances and life challenges, such as housing, careers, and mental health, that they believe CSI can support.
- On-campus spaces continue to lack sufficient amenities students desire and expect, including, but not limited to:
 - Lounge/Social Space
 - Study Space (Quiet and Group)
 - Athletic/Fitness Facilities
 - Improved/Expanded Gaming Space and Tabletop Games Area (Pool Table, Tennis, Board Games, etc.)
 - Food Services
 - Relaxation/Nap Rooms
 - Multipurpose Space (Fitness, Dance, Music)

CSI HEALTH & WELLNESS

Health and wellness continue to be a key area of support for students from CSI through the CSI Health and Dental Plan, College International Health Insurance Plan (CIHIP), Legal Protection Program, and Dialogue. A consistent challenge to supporting health and wellness has been increasing awareness of the current supports and providing supports that aligns with how students want to be supported. This year's responses indicated some key improvements in awareness and continued to echo common themes for new desired supports.

Some key findings to note regarding this section of the survey are:

- Awareness of the CSI Health and Dental Plan and CIHIP increased among students by 34% and 40%, respectively.
- Direct email and CSI's website were the primary mediums most effective in reaching students to gain awareness of CSI's health and legal plans.
- Students felt more informed about their health plans in all aspects in 2022 compared to 2021.
- Students who enrolled dependents on a health plan found the process as easy or easier compared to 2021.
- Students who opted out found the process as easy or easier compared to 2021.
- Student satisfaction with health plans remained the same or improved compared to 2021.
- Familiarity with Dialogue among health plan users decreased by 12%.
- Most students (92%) expressed that the health plan coverage offered to them through CSI was affordable, suggesting that costs align with student expectations.
- Students have indicated increased difficulty accessing healthcare during evenings, weekends, and holidays.
- In-person doctor services are the preferred method of the majority of students.

- On-campus pharmacies and on-campus medical care clinics are both desired and likely to be used, if available, based on responses.
- 68% of students have experienced negative emotions for a month or longer; a 2% increase from 2021.
- Student suggestions for improving mental health support on campus included improved communication of available supports, awareness campaigns, more diverse support options, workshops, positive mental health spaces, more accessible counselling services, and less restrictive health plan requirements for mental health support.
- Student suggestions for new health and wellness supports included expanded on-campus practitioners, on-campus pharmacy, positive wellness spaces, peer supports, animal therapy, additional health plan coverage amounts, nutrition supports and resources, on-campus fitness activities and facilities, improved access to counselling services, medical care clinics, and health practitioners on campus.

LEADERSHIP & CAREER SERVICES

Leadership and career services aim to provide students with professional development outside of their academic experience through workshops, seminars, guest speakers, peer clubs, and more. This year's survey responses indicated an improvement in awareness of the program and highlighted shifts in student preferences from 2021 to 2022 regarding leadership and career development opportunities.

Some key findings to note regarding this section of the survey are:

- Awareness of the CSI Clubs and Societies Fee improved by 8% compared to 2021 but still lags awareness levels from 2020 of 72%.
- The top 3 factors most likely to influence a student's decision to attend a professional conference, seminar, workshop, or guest speaker event are the theme and subject matter of the conference, the speaker, and tied for third is to build resumes and receive certificates.
- The demand for volunteer opportunities has remained relatively steady compared to 2021.

CSI EVENTS

Events are a significant element of the extracurricular student experience at Conestoga College that enhances the day-to-day lives of students during their academic careers. This year's survey responses indicated an improvement in awareness of events and highlighted shifts in student preferences from 2021 to 2022 to in-person event preferences.

Some key findings to note regarding this section of the survey are:

- Awareness of the CSI Events Fee improved by 11% compared to 2021 but still lags behind awareness levels from 2020 of 83%.
- The most common awareness mediums for CSI events on their campus were still through digital methods, but compared to 2021, online mediums have seen a

slight decrease in awareness generation, while in-person methods such as friends and on-campus poster boards have grown significantly with the return to in-person classes.

- The clear motivator for students to attend CSI Events is the event's theme, followed by a new experience, chance to win prizes and interact with their peers. It is clear what does not motivate them: Co-Curricular Recognition.
- Event timing is the primary barrier to attending CSI events, followed by transportation and ticket prices.
- Students prefer events on Fridays and weekends, during the afternoon and evening.
- The overwhelming majority of students are comfortable with in-person events.
- Students' most common hobbies and interests are movies and television, music, and travel.
- Live entertainment, interactive events, and tutorials/workshops are the top 3 preferred types of events.
- Student's suggested events and topics of discussion included holiday and cultural-themed events, interactive activities, live performances, fitness/sports-oriented events, financial and budget planning tips and advice, time management and career/professional development workshops, mental health and self-care practices, and off-campus trips to attractions and venues.

CSI COMMUNICATIONS

CSI communications are the driver of success for many of CSI's programs and services to ensure awareness and utilization by student membership. Over the last year, CSI has transitioned to more in-person services and in-person communication methods to support awareness and build student connections. With this shift, students also reported some slight shifts in their communication preferences over 2021.

Some key findings to note regarding this section of the survey are:

- Most students (67%) read CSI's bi-weekly direct email, and 48% of students would be interested in being able to have it sent to their non-college emails. Most students (89%) would also like emails at least weekly.
- Students are actively seeking the following information by direct email: upcoming events and workshops, financial and life assistance information, health and wellness information, career and leadership opportunities and student life tips and tricks.
- CSI's website is primarily used to learn about and attend CSI events (58%), learn about the health plan (42%), and search for employment opportunities (39%).
- Students were overwhelmingly interested in purchasing clothing and apparel from a CSI online store (60%) and felt that \$16 for a t-shirt and \$28 for a hoodie were reasonable. Students also were interested in purchasing school supplies (46%) and technology and accessories (43%).
- Students online social media engagement remained the same for Instagram (82%), increased for TikTok to 22% of students, and Facebook decreased by 5%.

Students are most active online in the evenings between 5pm and 10pm (42%) and in the afternoon from 12pm to 5pm (29%).

- CSI's Instagram was the most followed social media account by students (63%); an increase of 3% compared to 2021, followed by Facebook, TikTok, and Twitter. 30% of respondents do not follow CSI on any social platform (30%), a 2% decrease compared to 2021.
- Almost 80% of students support CSI's posting frequency on social media and are overwhelmingly satisfied (97%) with our one-business-day response rate.
- Students are seeking contests and prizes (84%), information about CSI events and services (60%), information about how to get involved and employment opportunities (55%) on CSI's social media accounts.
- 48% stated they downloaded CSI's mobile app, and of these students, they use it for learning about CSI events (69%), finding out about CSI's health & legal plans (45%), Support Services (43%), and Employment Opportunities (40%).
- Those who did not download the app were mostly either unaware of it or didn't see a use in it.
- The top 3 features students found useful on the CSI App are service information (42%), information on active incentives (39%), and push notifications (38%).
- New feature preferences were the ability to place online food orders (56%), purchase event tickets (58%), and speak with CSI Staff (52%).

CSI FROSH KIT

CSI Frosh Kits were introduced during the pandemic as a way to connect with students remotely and build some school pride and community. 2022 was the second year for distribution.

Key findings to note regarding this section of the survey are:

- A higher proportion of students stated they paid for Frosh Kit and received it, but overall satisfaction with Frosh Kits declined by 11% compared to 2021.
- The most common cited ways to improve the kits are providing better quality items and including a hoodie.
- Students who opted out of the Frosh Kit fee opted out because of the price, not knowing what it is, and not knowing what it included.

CSI FOOD SERVICES

Food services is a service provided for CSI, but also one that CSI historically receives substantial feedback about regarding both CSI and non-CSI-owned food services. During the pandemic, it was difficult to receive or evaluate food services due to its limited operations and offerings. As food services have generally resumed regular operations, students continued to share concerns regarding the offerings and overall service provided.

Some key findings to note regarding this section of the survey are:

- Satisfaction based on food preferences/restrictions is relatively similar across all preferences/restrictions and is somewhat acceptable at a range of 63-69%

satisfaction. Of those who indicated they have a food preference/restriction, the most common food preference/restrictions are vegetarian (31%), halal (12%), and plant-based (9.48%).

- Students rated affordability, deliciousness, and nutrition of food on-campus as their most important factors.
- Only 41% of students stated they were satisfied with on-campus food services in 2022, and 21% expressed dissatisfaction. The Guelph campus expressed the highest dissatisfaction with their on-campus food offerings (45%).
- Most students (67%) rated food services to be between extremely to moderately convenient. 7.71% of students described food service to be not at all convenient. The Guelph campus experienced the highest level of inconvenience, with 22% of those surveyed stating food service offerings were not at all convenient.
- 42% of students stated that food on campus was very to somewhat affordable. 27% of students explained that food on campus was unaffordable. Waterloo and Doon campus students found food offerings the most affordable. The Reuter campus experienced the highest level of students stating the food services were unaffordable at 63%.
- 70% of students were interested in a student meal plan ranging from extremely (23%), very (21%), and somewhat interested (27%). International students (85%) are more likely to be interested than domestic students (52%).
- 57% of students stated they would likely use an online ordering system to pick up on-campus food services. Students were just as excited about an online ordering system for food delivery from campus food service options, with 56% of students stating they would likely use such a service.
- Students provided relatively consistent feedback across campuses that food offerings must be healthier, nutritious, culturally diverse, and generally improved overall. A breakdown of common food and beverage items by campus is provided in [Table 7](#).

CSI EMPLOYMENT OPPORTUNITIES

As a student association, CSI is for and by students, therefore leveraging student talent within the organization to support the organization's development and service provision. CSI's employment opportunities for students provide professional development and a source of financial assistance for student membership. This year's survey responses indicated an improvement in awareness of CSI's employment opportunities over 2021.

Some key findings to note regarding this section of the survey are:

- 61% of students were familiar with CSI's part-time employment opportunities; an increase of 15% from 2021.
- The majority of students (52%) stated they found CSI job postings and were able to apply with ease.
- 41% of students expressed neither satisfaction nor dissatisfaction with the number of employment opportunities available from CSI, with 46% of students

expressing satisfaction, suggesting students are not concerned and/or are generally satisfied with CSI's employment offerings.

- 50% of students surveyed found CSI's employment opportunities related to their career path, suggesting that CSI's employment opportunities provide students with a valuable employment experience before graduation.

ACADEMIC FAIRNESS

Building on research in 2021 on students' relationship with academic fairness and the academic appeal process, 2022 demonstrated minimal shifts year over year.

Some key findings to note regarding this section of the survey are:

- Approximately 82% of students surveyed expressed some knowledge of the procedure, and approximately 87% of students who participated in it expressed their satisfaction with the outcome.
- Students who were party to an Academic Fairness dispute were largely able to follow the process, with 87% saying they understood the procedure.
- 17% of students surveyed indicated they had gone through the Academic Fairness procedure; an increase of 6% over 2021.

HOUSING

Housing continues to be a need for Conestoga students, as the ongoing housing crisis has made living accommodations generally unaffordable. Students are both extremely aware of and are experiencing this affordability crisis firsthand. Continuing to monitor, advocate, and act to better support students with their housing experience is necessary, as highlighted by the results of this survey to build on CSI's previous housing research.

Some key findings to note regarding this section of the survey are:

- 4.29% of students surveyed do not currently have a stable place to live; a decrease from 2021 of approximately 1.5%.
- The price of rent is the most important factor for students in seeking accommodations (71% rated as extremely important), but rent is the primary factor in their housing experience students are most likely to express dissatisfaction (32% expressed disappointment),
- Most students live with others (96%), with it being highly uncommon for students surveyed to have solo accommodations (4%). Students are living with increasing numbers of roommates, with nearly 45% of students sharing what would otherwise be private accommodations (room) with others; and increase of 5% over 2021
- Domestic students are more likely to live with only one other person (38%) compared to 16% of international students surveyed. Thus, it is more common for international students to share their dwellings with more people (over 50% of international students live with four or more people).
- 25% of students live with their landlords; consequently, they are unprotected by the Residential Tenancies Act, threatening many students' already precarious housing environment; a decrease of approximately 6% from 2021.

- Approximately 45% of students believe they are familiar with their rights and responsibilities, 35% are somewhat familiar, and 20% lack familiarity. Students' familiarity with their rights and responsibilities as a tenant decreased by 7% from 2021 to 2022. Domestic students have a slightly higher likelihood of not feeling aware of their rights and responsibilities than international students; this contrasts with 2021 results when international students were more likely not to feel aware of their rights as a tenant. This highlights the need for housing services that support both domestic and international students.
- The average reported monthly rent reported by Conestoga students was \$781.84. This was an increase of \$46.98 (6.4%) from 2021 to 2022.
- The top 3 programs/initiatives that students feel CSI could implement to improve the student housing experience are building affordable housing (50%), creating a Conestoga College housing listing website (39%), and establishing an emergency housing fund (29%).

TRANSPORTATION

Transportation is a fundamental component of the day-to-day student experience for academic and day-to-day necessities. Transportation trends year-over-year remained relatively stable, demonstrating the importance of public transportation for our students and interest in alternative transportation methods.

Some key findings to note regarding this section of the survey are:

- Public transportation was overwhelmingly the most used method of transportation by Conestoga students (56%). Personal vehicle usage followed as the second most popular method of transportation, being used by 34% of those surveyed. Compared to 2021, public transportation and personal vehicle usage have increased by approximately 1%. When compared by campus, public transportation is the most used method of transportation at every campus, except Cambridge and Reuter.
- Most students (61%) do not have access to a personal vehicle.
- A majority of Conestoga students surveyed favour a UPass for their campus (79%); this majority represents a larger portion of the membership than those who use transit are in favour of a UPass, and is an increase of 3% from 2021 to 2022. Compared by campus, all major campuses are in favour with the least support from Cambridge and Reuter campuses, which use personal vehicles most as their main transportation method.
- 78% of students surveyed indicated that access to a Universal Transit Pass (UPass) would increase their likelihood of using public transit.
- Downtown Kitchener (51%), Waterloo (48%), and Guelph (46%) students are most likely to use a bike share program if available. Students from Reuter (61%) and Cambridge (46%) campuses were the least likely to use a bike share program.

TRANSPARENCY & ACCOUNTABILITY

As a membership-driven organization, transparency and accountability are paramount to ensure students know how the organization operates, their ability to contribute, and how their fees are used. This year's results either showed a positive trend or had negligible changes over 2021.

Some key findings to note regarding this section of the survey are:

- Most students (85%) know that CSI is their official student association; an increase of 4% from 2021. However, it remains lower than in 2020 (94%).
- Awareness of the CSI Association fee is 81%; an increase of 5% from 2021.
- Most students identified they have an average or above average understanding of what each CSI's fee provides. Students were the least familiar with CSI's Advocacy Fee and CSI's Legal Protection Plan (31%).
- Most students felt they did receive personal value from their CSI fee (64%), and an even greater number identified that CSI's fees generally provide value to the student experience, with 85% stating they find value generally from CSI in their student experience. This suggests that, as an organization, we positively impact our students, whether they personally need or require our services. Compared to 2021, this is an increase of 2% for both metrics.
- Students generally feel all CSI's support services and programs are important (all services and programs receiving scores above are very close to a 4.0 weighted average out of 5.0), with health and wellness, support services, and employment opportunities ranking slightly higher than other programs. Compared to 2021, all support services and programs received a slight decline in their weighted average rating, except for events which slightly increased.
- 79% of students surveyed agreed that CSI allows them to openly share feedback about their student experience, with only 3.35% disagreeing.
- Ranking issues of importance, there is a slight preference in the number of students who found the issues of Quality of Education and Cost of Tuition to be very important, above other issues. Compared to 2021, differences in ratings are negligible, except that Housing has moved up one rank from 2021 to 2022.
- 68% of students surveyed agreed that CSI's Board of Directors is transparent and accountable to Conestoga College students. This was a slight decrease of 2% compared to data from 2021.
- 71% of students agree the Technology Fee provides enhanced technology support; an increase of about 20% over 2021.
- Most students (73%) felt supported by Conestoga College and their instructors while remote learning. However, 26% of those surveyed did not feel supported by instructors while engaging in online learning; an increase of 9% from 2021.

TRUTH & RECONCILIATION

Conestoga College's actions towards Truth & Reconciliation have continued to go unnoticed by Conestoga's student population, as 89% of students surveyed could not name any programs by the College in support of Indigenous communities, facilities, students, etc.; an

increase of 9% over 2021. Nonetheless, those aware of college programming were moderately satisfied, with 70% of the general student population ranking a measure of satisfaction and 66% of the aware Indigenous population also ranking general satisfaction; this saw no improvement over 2021.

INTRODUCTION

Conestoga Students Inc. (CSI) 's success is based on its members' engagement. For almost 50 years, CSI has actively engaged its membership in shaping the student-led and student-driven organization to serve their needs and wants.

Through the active engagement of membership, CSI has been able to provide a wide array of services and programming, such as wellness support, professional development opportunities, and social engagement activities. The CSI Year-End Survey provides the CSI Board of Directors with the necessary insights as we continue to build on our past successes and adapt our services and programming to meet the membership's desires.

The 2022 CSI Year-End Survey was completed in the Fall 2022 semester and is in its third year of administration. Specifically, the survey allows the CSI Board of Directors to evaluate the effectiveness of the supports and programming provided under the strategic ends to ensure it represents the membership's desires.

The specific objectives of this survey included the following:

- Measuring member awareness of CSI services and programming
- Gaining an understanding of member priorities
- Soliciting member feedback on current services and programming
- Gauging member interest in future initiatives
- Providing an open platform for members to share feedback

This report will outline the survey's methodology and report key findings to assist CSI in fulfilling its mission and providing transparency to membership.

STRATEGIC ENDS

CSI's mission is to enhance student satisfaction and success by providing a variety of student services at a cost justified by the results.

CSI accomplishes this mission through the lens of four specific strategic ends, which were updated to include housing and update advocacy based on the feedback received from the 2021 CSI Year End Survey:

1. Students have services, support and resources.
 - a. Services that meet the demand of the membership.
 - b. Academic support, including appeals, code of conduct, and academic concerns.
 - c. Resources that aid to academic success.
 - d. Health care at a reasonable cost.
 - e. **Housing services that support safe, affordable, and accessible accommodation for all students.**
2. Students have the opportunity to participate in recreational activities and have access to study spaces and student lounges on campus.
 - a. Recreational activities and events.

- b. Places to study, relax and socialize.
- 3. Students are heard and represented.
 - a. The student Board of Directors advocate on behalf of the membership.
 - b. **Student issues are solicited, heard, and brought to the College and all levels of the Government.**
 - c. Feedback is critical for growth within CSI and the College.
- 4. Students have access to skills development.
 - a. Students have access to grow their personal and professional skills.

METHODOLOGY

RESEARCH QUESTIONS

The survey consisted of 165 questions covering all major CSI service areas, programming, communications, and various member priority topics such as transportation, housing, truth and reconciliation, food security and accountability. The survey also included demographic questions to assist in understanding the variations in responses by specific demographic factors such as age, income, race, etc.

Questions were created and reviewed through the collaborative efforts of CSI staff from all departments and the Board of Directors.

RESEARCH DESIGN

The survey utilized a variety of question types to most appropriately solicit member feedback. When necessary, closed-ended questions were provided with an “other” option to allow members to ensure their feedback could be collected in totality. Question types included:

- Open-ended questions
- Multiple Choice
- Likert Scale
- Matrix Questions

The survey was designed as 13 sections in the following order:

- Demographics
- CSI Support Services
- Health & Wellness
- Leadership & Career Services
- Events
- Communications
- Food Services
- Employment Opportunities
- Academic Fairness
- Food Security
- Housing
- Transportation
- Transparency & Accountability

With a total of 165 questions, it was expected to take between 30-45 minutes for members to complete the survey.

INSTRUMENTS

The survey was created and administered using the online SurveyMonkey platform. All data collected through SurveyMonkey is stored on servers in Canada and safeguarded in compliance with applicable legislation.

SAMPLE

The survey was distributed to all CSI members totalling 25,436 eligible survey participants. 3,886 responses were received, with 2,448 responses in a fully completed state. This resulted in a 9.62% response rate providing a statistically representative sample of CSI members (99% confidence level with a 2% margin of error).

DATA COLLECTION

The survey was accessible through a URL link generated by SurveyMonkey that limited responses to one response per IP address to prevent duplicate responses. The survey was distributed using various digital channels:

- Direct email to CSI members through their Conestoga College email addresses
- Social Media
- CSI Mobile App
- CSI Website
- Targeted CSI-affiliated groups (Clubs, Student Rep, International Student Advisory Council, and Social Experience Program)

The direct email method provided assurance that each CSI member would receive the survey invitation, while the remaining digital methods would be a secondary source of data collection. Duplicate responses were prevented by eliminating duplicate responses through verifying submitted contact information for the incentives.

The survey opened on Monday, November 14, 2022, and closed on Monday, December 5, 2022.

The survey was incentivized with \$15,000 of prizes given to randomly selected participants. The prizes included:

- Free tuition (\$5,000)
- A Raptors Box Experience for five students and a friend of their choice.
- Fifty, \$100 Gift Cards of the user's choice (from www.giftcards.ca)

To facilitate the prizing process, an optional question was provided at the end of the survey to collect Names, Student Numbers, and Emails.

CHANGES APPLIED FOR THE 2022 CSI YEAR-END SURVEY

To improve the third edition of the CSI Year-End Survey, some changes and improvements were made to the introduction, existing questions, and new questions were added. The specific changes include:

- Addition of wellness and other resources before the start of the survey.

- Separation of domestic students into two options; domestic student from Ontario or domestic student from Out-of-Province.
- Addition of Reuter Campus to the campus of study options.
- Addition of Workforce Development and Continuing Education for school of study option.
- Reclassification of race/ethnicity for better ease of understanding.
- Addition of in-person services and programs and in-person awareness methods for appropriate questions.
- Updating of program changes, such as the CSI Food Bank to the SNAP Program to reflect changes since the 2021 CSI Year-End Survey.
- Questions regarding food preferences, restrictions, security, and overall importance of different factors such as affordability, locally grown, and more.

LIMITATIONS

While every reasonable effort was made to reduce limitations, the following limitations were identified:

- Open-ended questions may be interpreted differently than the context the respondent intended it to be interpreted by.
- Every effort was made to use plain English to create questions and to reduce potential comprehension barriers for members who do not identify English as their primary language, but it cannot be guaranteed that non-native English speakers understood the questions.
- Some questions relied on the assumption members are aware of their status within the college for being classified under specific schools of study, year of study, or programs such as the CSI Health and Legal Plans. Members who were unaware of their status may not have been able to respond to these questions properly, providing a misleading self-identified response.
- The length of the survey may have caused people to answer questions less accurately in order to complete it in a shorter amount of time.
- Due to an issue with the logic rules in the administration of the survey, food security questions were skipped by those who indicated they were unfamiliar with the academic appeals process until Friday, December 2. Therefore, the data for food security questions is not an accurate representative sample of Conestoga students and has not been included.

KEY FINDINGS

DEMOGRAPHIC OVERVIEW

The following questions provide a holistic perspective of the demographic composition of the students who responded to the CSI Year-End Survey. They demonstrate the strong presence of international students in the Conestoga College community, the diversity of the student population by age, sexual orientation, and program of study, and the growing distribution of students across various campuses. Some demographic identifiers of note for the survey include:

- 1.76% Identified as having lived Trans experience.
- 15% students self-identify as having a sexual orientation other than Straight/Heterosexual
- 1.5% of students self-identify as Indigenous
- 35% of students are currently unemployed, with 26% actively looking for work.
- Over 83% of students are below the Low Income Cut Off (Poverty Line)

Q1: Are you a domestic or international student?

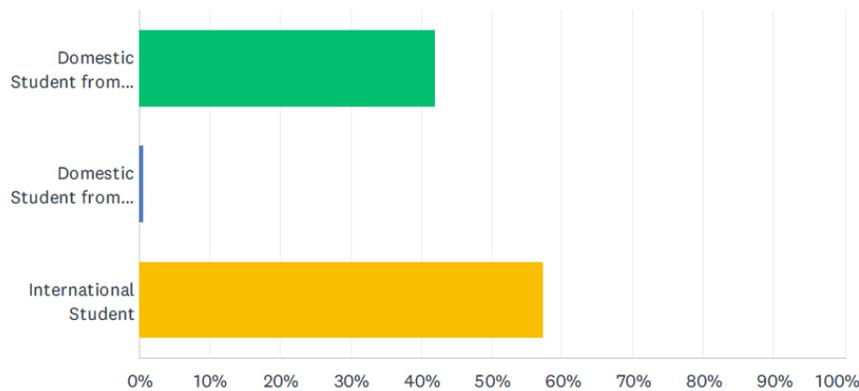


Figure 1 - Breakdown of Respondents by Domestic and International Status.

Quick Takeaways: 57% of respondents self-identified as an international student, with 42% identifying as a domestic student from Ontario, and less than 1% identifying as a domestic student from out-of-province. This provides a slight underrepresentation of international students in the data and a slight overrepresentation of domestic students compared to the current campus demographic split.

Q2: What campus are you registered to attend as your main campus? If your courses are online, but are expected to return to in-person classes in the current academic year, please choose the campus you would be attending in-person.

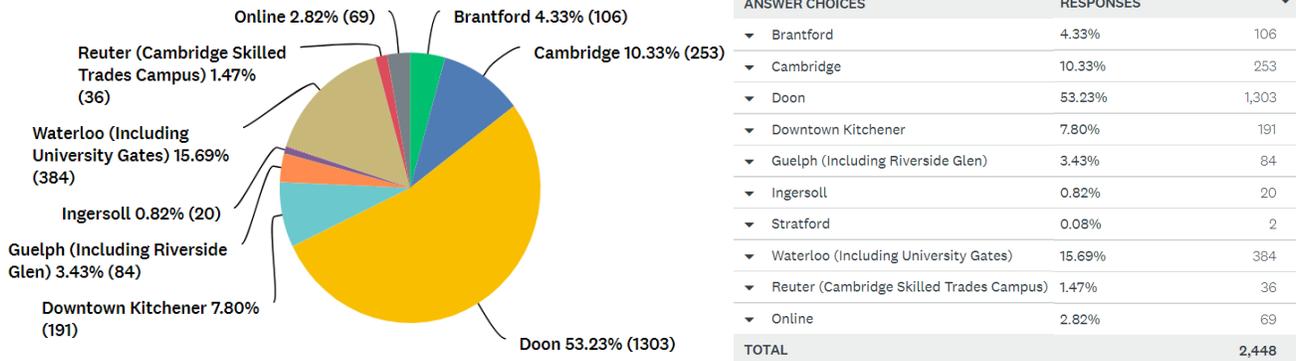


Figure 2 - Respondent distribution by campus location.

Quick Takeaways: The self-identified home campus locations among respondents align very closely with the current distribution of students across campuses, with Doon having the largest student population, followed by Waterloo, Downtown Kitchener, Cambridge, Brantford, Guelph, Online, Reuter, Ingersoll, and Stratford. The respondent percentage follows almost the same hierarchy, but Cambridge and Downtown Kitchener are reversed.

Q3: How often are you on campus?

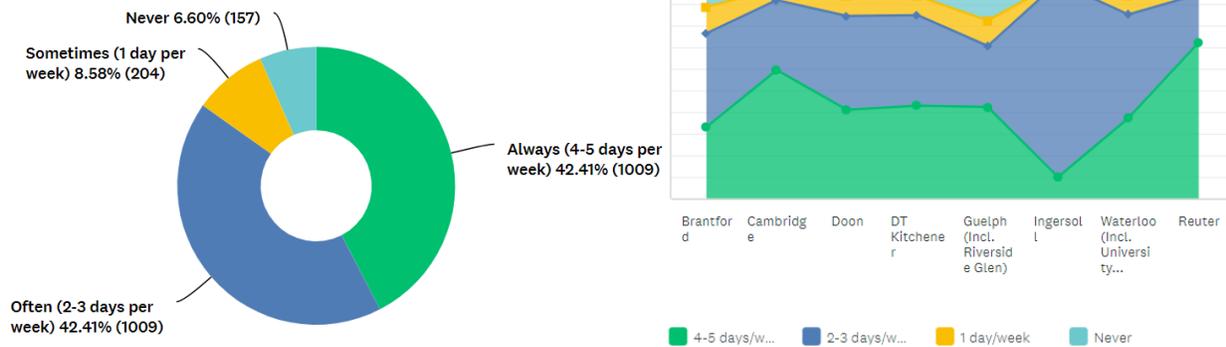


Figure 3 - Respondents self-identified frequency on campus, by campus.

Quick Takeaways: For students who are not enrolled in an online-only course, approximately 42% are on campus 4-5 days/week, approximately 42% are only on campus 2-3 days/week, approximately 9% are only on campus 1 day/week and almost 7% indicating they never are on campus. When this is filtered by campus location, it becomes apparent that Reuter and Cambridge have the highest attendance per week by the number of days on campus, likely related to the more practical hands-on programming offered at these campus locations. The campus with the least amount of attendance by days per week is students at the Guelph campus. The remaining campus locations have approximately 70-85% of their students on campus at least 2 days per week.

Q4: What school of study does the program you are enrolled in belong to?

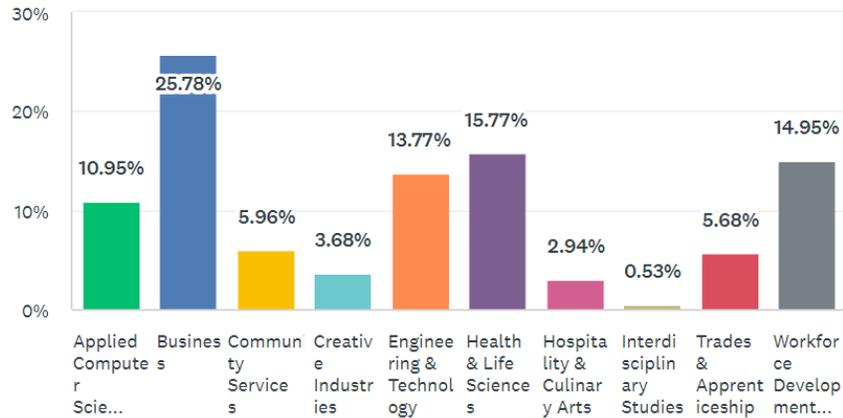


Figure 4 - Distribution of respondents by self-identified school of study.

Quick Takeaways: The respondent distribution among school of study has an overrepresentation of responses from Engineering & Technology, Health and Life Sciences, Applied Computer Sciences, and Trades and Apprenticeship. There is also an underrepresentation of respondents from Community Services, Hospitality & Culinary Arts, Interdisciplinary Studies, and a significant underrepresentation for the school of Workforce Development, Continuing Education, and Online Learning. The significant underrepresentation may be contributing to the overrepresentation as many programs within the school of Workforce Development, Continuing Education, and Online Learning have program names that reflect areas of study of other schools, such as Applied Manufacturing Management and Health Care Administration and Service Management,¹ which may lead students to believe they are under Engineering or Health schools of study respectively.

¹ “School of Workforce Development Continuing Education Corporate Training and Online Learning | Full Time Programs | Conestoga College,” accessed December 7, 2022, <https://www.conestogac.on.ca/workforce-development-continuing-education-and-online-learning/programs>.

Q5: What year of study of your program are you enrolled in?

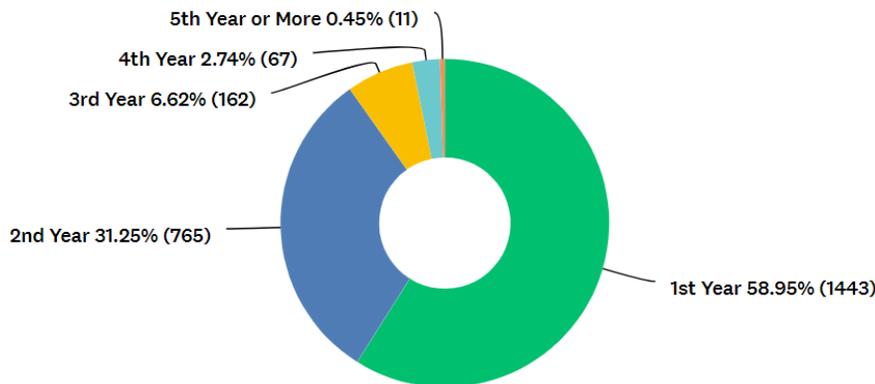


Figure 5 - Distribution of respondents by self-identified year of study.

Quick Takeaways: The distribution of respondents provides an underrepresentation of first-year students, and a slight overrepresentation of second and third-year students in responses, but this distribution highlights the significant first-year population of students that is common at Conestoga College due to the prevalence of shorter academic programs such as 1-year graduate certificates and 2-year diplomas.

Q6: What type of program are you currently enrolled in?

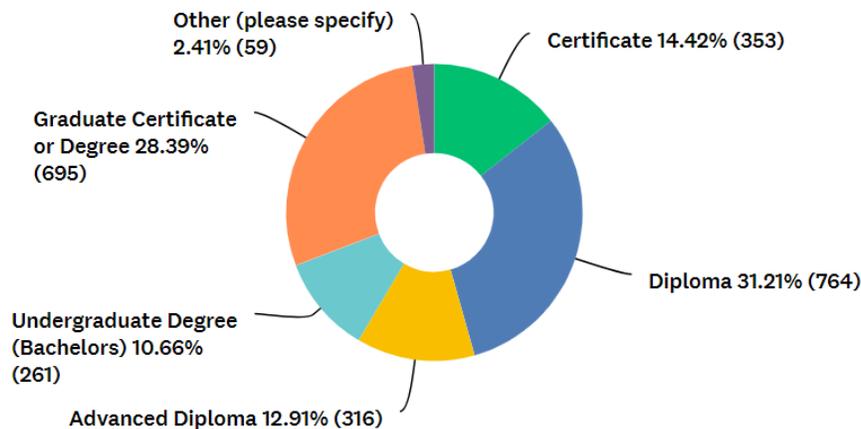


Figure 6 - Distribution of respondents by program credential type.

Quick Takeaways: The distribution of respondents provides an underrepresentation of Graduate Certificates, but the remaining credentials have an overrepresentation of respondents from each credential type compared to the actual college distribution of credentials. It is possible that students enrolled in a Graduate Certificate chose a Certificate or other credential if they are unfamiliar with the classification of the credential their program will provide.

Q7: What is your age?

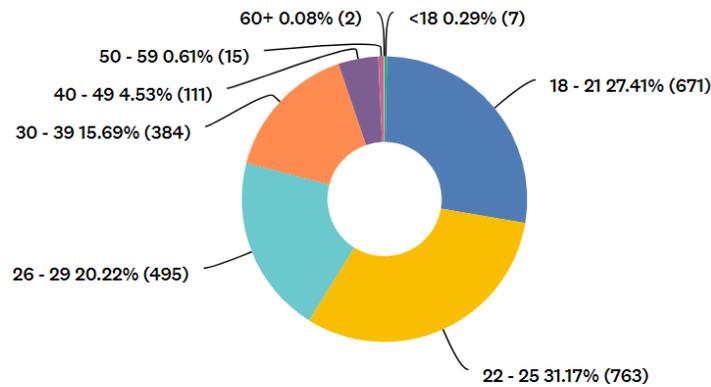


Figure 7 - Distribution of respondents by age category.

Quick Takeaways: Most respondents are between the ages of <18-29 (79.09%), with a significant amount of older adult learners (30+) being students (20.91%). Compared to the age distribution of respondents within the college, this survey has an overrepresentation of respondents 30+.

Q8: What gender do you most self-identify with?

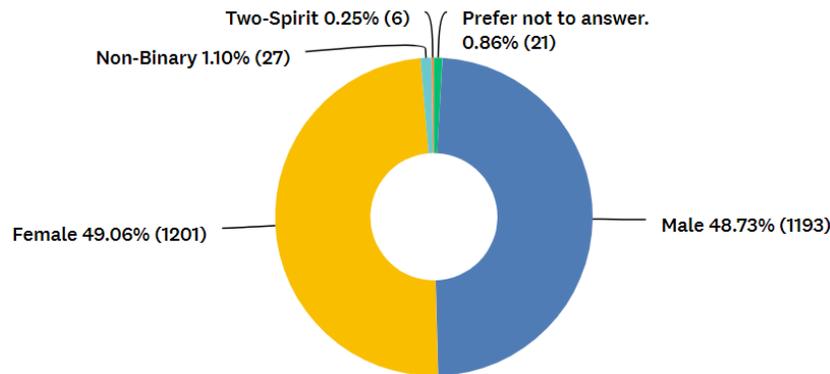


Figure 8 - Distribution of respondents by self-identified gender.

Quick Takeaways: Many respondents self-identify as male or female, with a slightly higher proportion of female respondents. In addition, approximately 1% identify as non-binary, and .25% as two-spirit. This provides an overrepresentation of female respondents compared to the actual distribution of students by gender compared to actual college data.

Q9: Do you have lived experience as a trans person (meaning your gender identity does not align with your gender assigned at birth)?

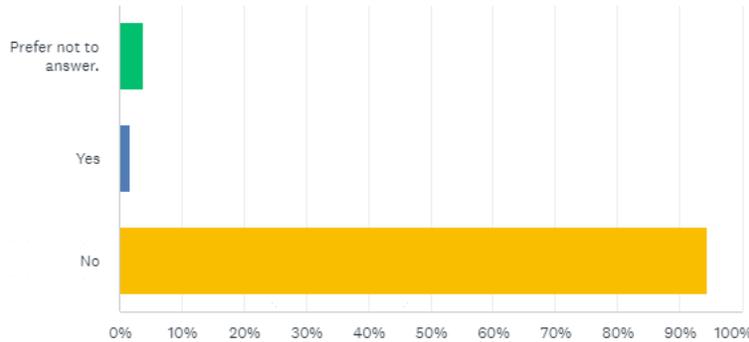


Figure 9 - Respondents self-identifying as having lived experience as a transgender person.

Quick Takeaways: Approximately 2% (1.76%) of respondents have self-identified as having lived experience as a transgender person, a similar percentage to the self-identified respondent answers in the 2021 CSI Year End Survey.

Q10: What is your sexual orientation?

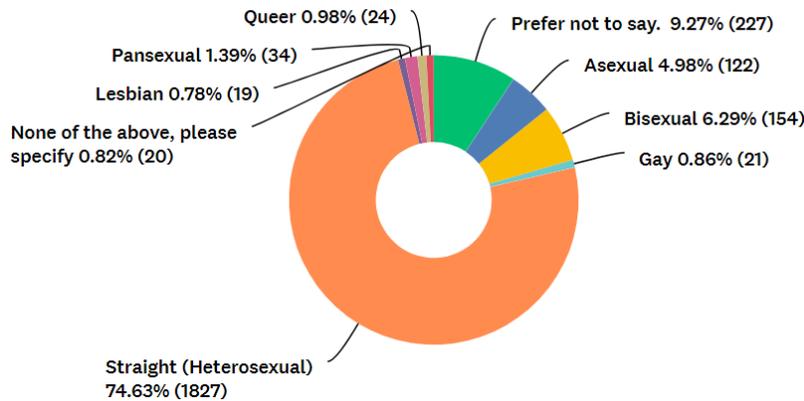


Figure 10 - Respondent's self-identified sexual orientation.

Quick Takeaways: Most students identified as heterosexual or straight, while 15% self-identified as having another sexual orientation, be that asexual, bisexual, gay, lesbian, queer or pansexual. This is an approximate 5% decrease in those self-identifying as having a sexual orientation other than heterosexual from the 2021 CSI Year End Survey.

Q11: What is your race or ethnicity?

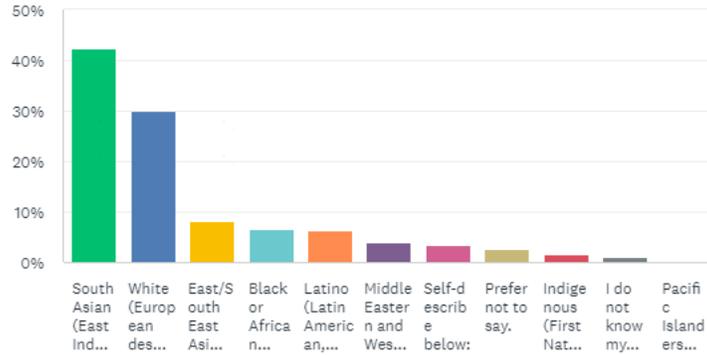


Figure 11 - Distribution of respondents by their self-identified race or ethnicity.

Quick Takeaways: Conestoga has a diverse student population, reflected by the diversity of respondents' self-identified race or ethnicity. The most common races or ethnicities identified in order were South Asian (42%), White (30%), and East/Southeast Asian (8%). Other ethnicities of note in the survey include- Black or African (6.5%) and Indigenous (1.5%).

Q12: Which of the following categories best describes your employment status?

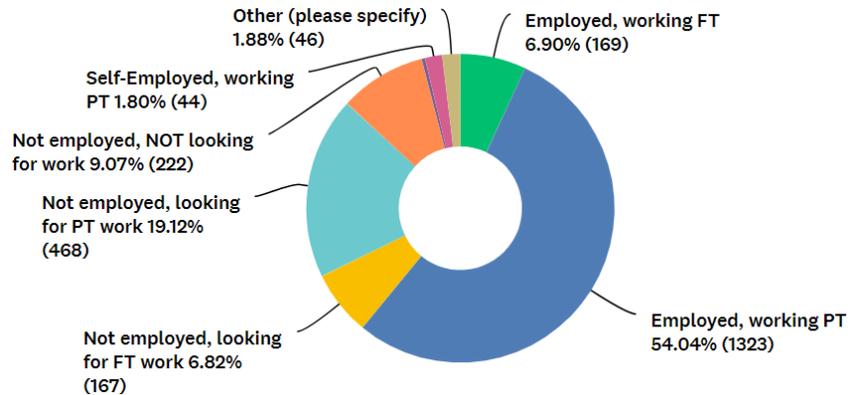


Figure 12 - Employment status of respondents.

Quick Takeaways: Approximately 63% of students responded they are currently working full-time (7%) or part-time (56%). Approximately 26% of students are currently unemployed but are seeking full-time (7%) or part-time (19%) work. Another 9% of students are not currently working and are not looking for work. Compared to the 2021 CSI Year End Survey, approximately 5% less of respondents are seeking employment, and 5% more of respondents are employed.

This shows that the ability of students to obtain employment has improved, but it also highlights that most respondents require employment during their academic experience splitting their focus between making enough money to pay for necessities and completing their studies.

Q13: What do you expect your total personal income to be for the calendar year of 2022 (January 2022 – December 2022)?

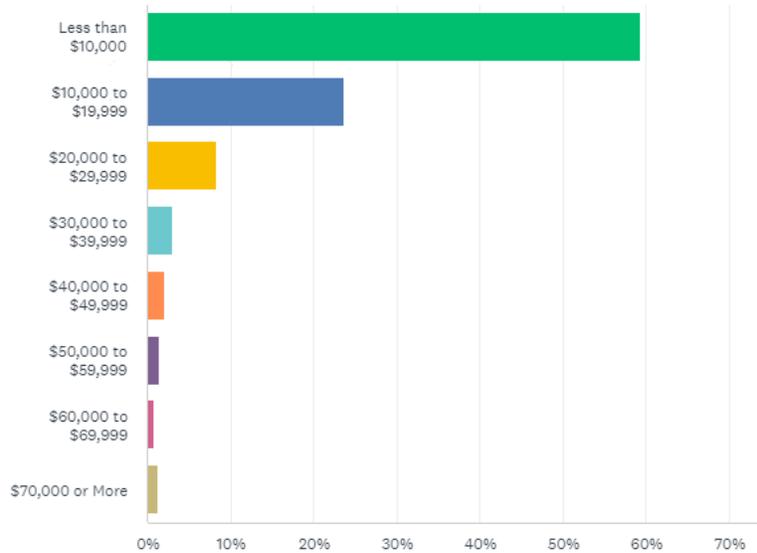


Figure 13 - Total expected annual income distribution of respondents.

Quick Takeaways: Approximately 83% of respondents have indicated they expect an income below \$20,000 for the year, putting them below the poverty line (using the Low Income Cut Off measurement).² This is 2% higher than the 2021 CSI Year End Survey. Although student employment has improved, the proportion of students with an income of \$20,000 or less has increased, demonstrating the continued importance on focusing on the affordability of the student experience.

² "LICO Table 2022 - Low Income Cut-Off Canada," Parsai Immigration Services (blog), November 11, 2021, <https://www.settler.ca/english/lico-table-2022/>.

Q14: What financial resources/methods are you using to pay for your education and basic necessities such as food, transportation, and housing? (Select the top 3 that apply)

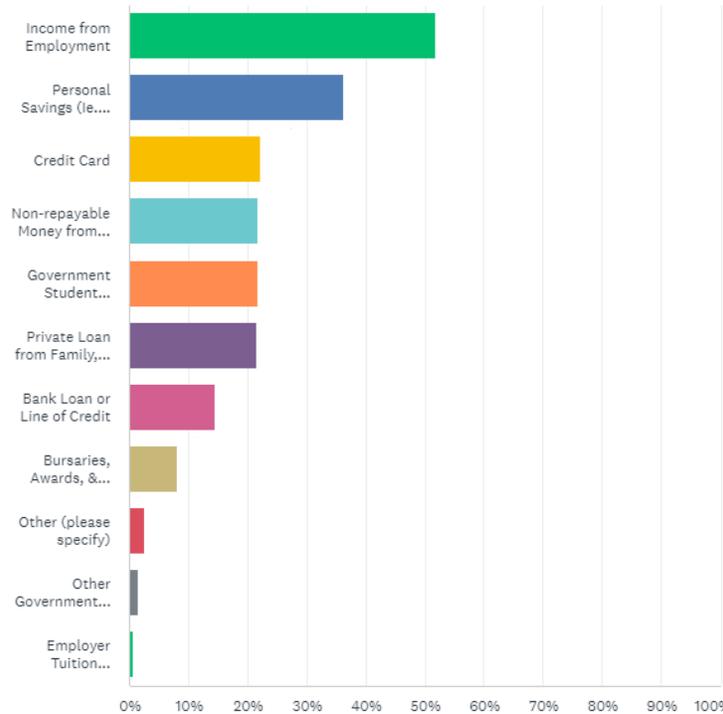


Figure 14 - Top financial sources for funding education and basic necessities.

Quick Takeaways: The top 3 reported financial sources for funding respondents’ education and basic necessities are employment income, personal savings, and credit cards. These top 3 highlight a significant reliance on personal funding efforts before (savings), during (employment), and after studies (credit card debt) to attain an education. These top sources were followed by non-repayable money from family, friends, or partner, government assistance, and private loans from family, friends or partners. Given the high proportion of international students included in the respondents, it is unsurprising to see that government student assistance is not within the top 3 sources of financial resources and that non-repayable and repayable financial support through family, friends, and partners are most common, as many do not have access to bank loans and there are limited bursaries and scholarships available.

CSI SUPPORT SERVICES

Attempting to gauge student awareness, usage, and satisfaction with CSI support services may be difficult for certain program year-over-year due to changes in services provided and the lack of on-campus studies as the transition from the pandemic continues.

Overall, CSI Support services continued to provide students with services that students found necessary to assist them with finances and life challenges. A common theme across CSI's support services was a need for increased and improved awareness of the services offered. By reviewing how students became aware of services, it has identified that Direct Email, CSI's Website, Friends, and the physical location of services are the most common methods students learn about services. These are areas that may be leveraged for additional promotion and engagement in the future to continue improving awareness among the broader population, but also highlights other avenues that may be made more effective.

Some key findings to note regarding this section of the survey are:

- The Service Hub is a well-known CSI space for services, and many students see have a continued desire for its print shop services.
- Those accessing community food support services instead of on-campus food support services are due to a lack of awareness and the off-campus food bank locations and hours convenience.
- Awareness of CSI Scholarships has increased, but fewer students have stated they are applying for awards using the My Awards Application. Although fewer have stated they are applying, those who have applied find the process easier.
- Students continue to seek additional support for their finances and life challenges, such as housing, careers, and mental health, that they believe CSI can support.
- On-campus spaces continue to lack sufficient amenities students desire and expect, including, but not limited to:
 - Lounge/Social Space
 - Study Space (Quiet and Group)
 - Athletic/Fitness Facilities
 - Improved/Expanded Gaming Space and Tabletop Games Area (Pool Table, Tennis, Board Games, etc.)
 - Food Services
 - Relaxation/Nap Rooms
 - Multipurpose Space (Fitness, Dance, Music)

AWARENESS OF CSI SUPPORT SERVICES

Q16, 18, 23, 25, 30: Are you aware of _____?

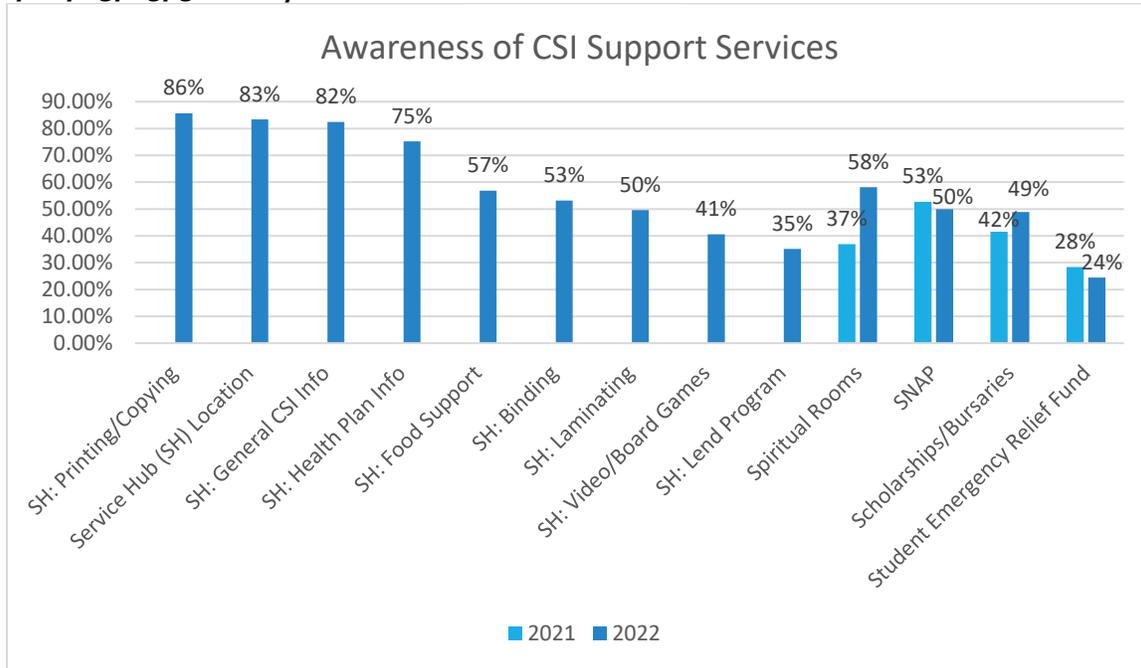


Figure 15 - Awareness of CSI Support Services 2021 vs 2022 comparison.

Quick Takeaways: The Service Hub and its associated services were not part of the 2021 CSI Year End Survey as they were unavailable due to the COVID-19 pandemic. Overall, awareness of CSI Service Hubs and its associated services was relatively high, with binding (53%), laminating (50%), video/board game rentals (41%), and the lend program (35%) being its least known services. When analyzed by campus, awareness of services was relatively similar across campuses, apart from the Reuter campus, likely because it was a brand-new campus in Fall 2022.

There was a significant improvement (+21%) in the awareness of CSI’s spiritual rooms year-over-year and marginal improvement (+7%) in awareness of CSI’s scholarships and bursaries.

CSI’s Food Bank awareness was compared to the Student Nutritional Access Program (SNAP) as the Food Bank evolved into SNAP. Using this as the comparator and ensuring the survey referenced that the newly named program was originally called the CSI Food Bank, there was a slight decrease (-3%) in the awareness of the support service. When compared across campuses, awareness was strongest on the Downtown Kitchener campus (57%), followed by Doon (53%), and Cambridge (48%). The lowest awareness was at Guelph (38%), and Reuter (33%).

The CSI Educational Fund was renamed the Student Emergency Relief Fund and saw a slight decrease (-4%) in awareness among respondents.

Q17: How did you become aware of the CSI Service Hub on your campus? Select all that apply.

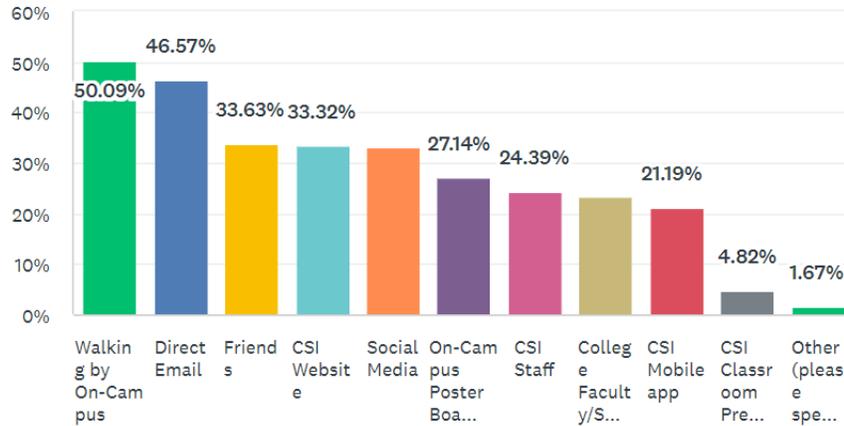


Figure 16 - Most common mediums for awareness of the Service Hub.

Quick Takeaways: This question only applied to campuses with a Service Hub location. The top 3 methods people became familiar with the Service Hub on their campus were walking by on-campus (50%), through direct email (47%), and friends (34%). This trend remained consistent across campuses with the following exceptions:

- Cambridge had significantly lower awareness generated by Direct Email, Social Media, CSI’s Website, and Friends, but they had much higher awareness generated by its physical on-campus location compared to other campuses.
- Reuter had significantly lower awareness generated by Social Media, CSI’s Website, App, Friends, and CSI Staff than other campuses.

STUDENT NUTRITIONAL ACCESS PROGRAM & COMMUNITY FOOD BANK USAGE

Q19: How did you become aware of the Student Nutritional Access Program (previously known as the CSI Food Bank)? Select all that apply.

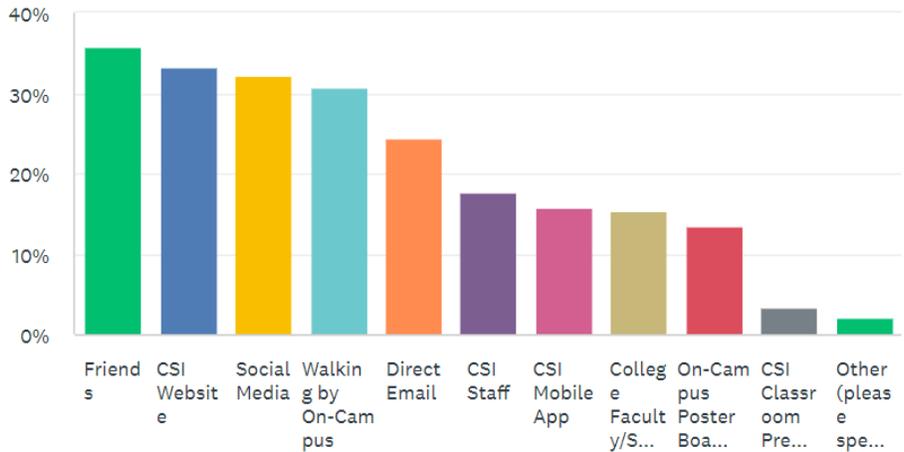


Figure 17 - Most common mediums for awareness of SNAP.

Quick Takeaways:

This question only applied to respondents who were aware of SNAP. The top 3 methods people became familiar with SNAP were friends (36%), the CSI Website (33%), and social media (32%). This remained consistent across campuses with a few exceptions:

- Brantford had a significantly higher awareness through Direct Emails and CSI Staff, but a lower level of awareness generated through social media than other campuses.
- Reuter has significantly lower awareness generated by Social Media, and the CSI Website and App, but significantly higher awareness generated by College Faculty & Staff than other campuses.
- Awareness by CSI Staff was lower at the Guelph campus than other campuses.

Q20: If you have not accessed the Student Nutritional Access Program, why not? (Select all that apply)

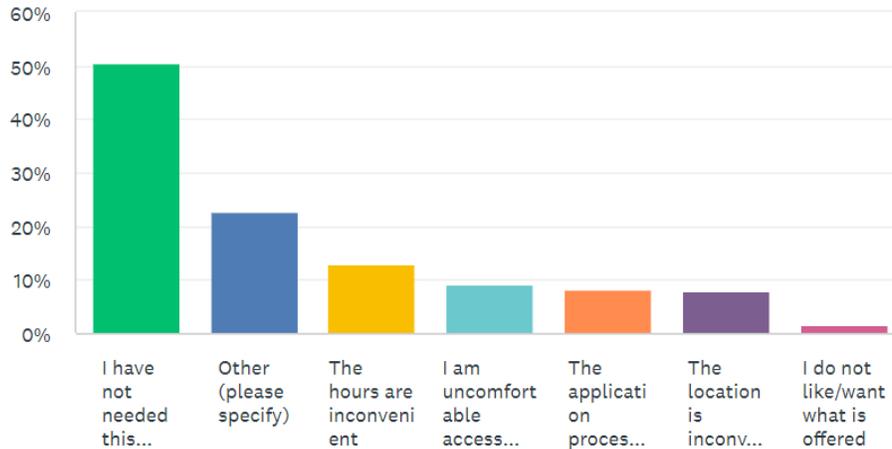


Figure 18 - Reasons for not accessing SNAP.

Quick Takeaways: The majority of respondents (50%) of those who have not accessed SNAP, did not as they did not need the service. This was followed by “Other” (23%), which consisted mostly of responses regarding a lack of knowledge of SNAP. The remaining options had relatively similar response rates of 8-12%, representing some form of difficulty in accessing the program from hours, comfort level, the application process, and location. Less than 2% did not like/want what is offered by SNAP.

Q21: Have you accessed an off-campus Food Bank?

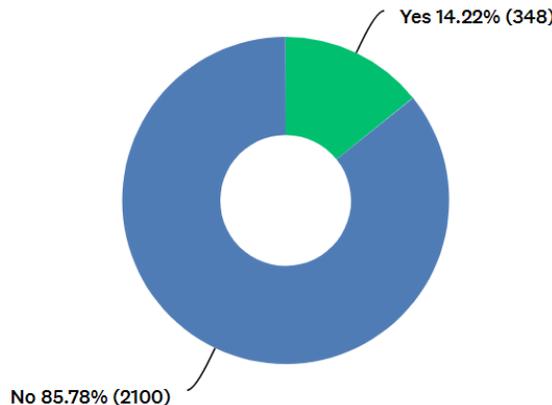


Figure 19 - Off-campus food bank access usage.

Quick Takeaways: Approximately 14% of respondents have accessed an off-campus food bank.

Q22: Why did you choose to use an off-campus food bank? Select all that apply.

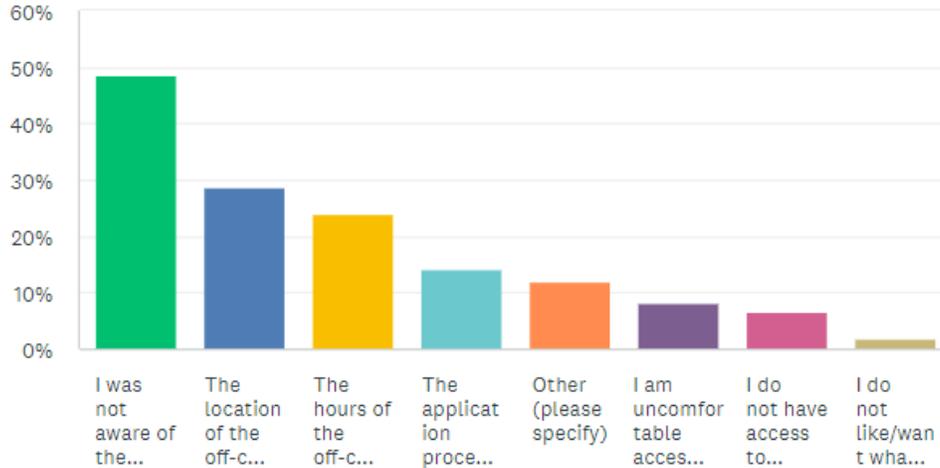


Figure 20 - Reasons for using an off-campus food bank.

Quick Takeaways: Of the 348 respondents who responded they have used an off-campus food bank, the top three reasons for choosing to access an off-campus food bank were:

- 49% were not aware of SNAP
- 29% found the off-campus food bank location more convenient
- 24% found the off-campus food bank hours to be more convenient

Notably, very few respondents (2%) indicated they did not like SNAP’s offerings. Reasons provided in the “Other” category commonly were:

- The SNAP application program closed too quickly in the past
- Lack of knowledge of the program
- Fear of peers seeing them access the program

STUDENT EMERGENCY RELIEF FUND

Q24: How did you become aware of the Student Emergency Relief Fund (previously known as CSI's Educational Fund program)? Select all that apply.

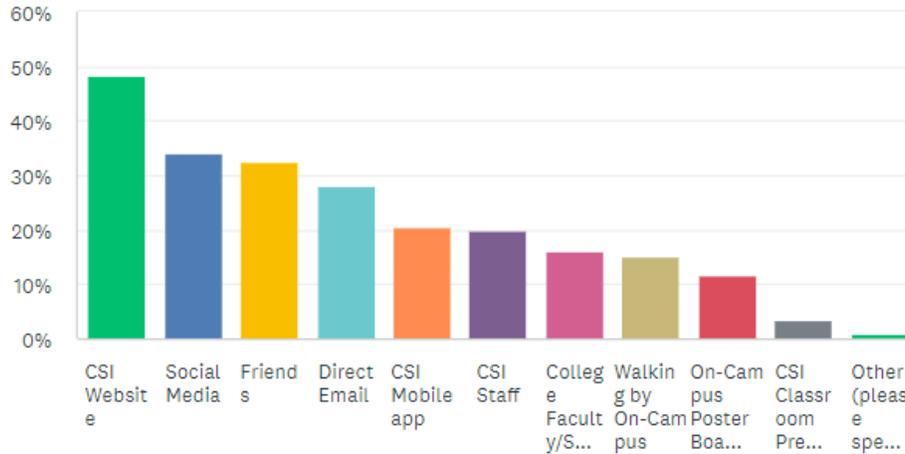


Figure 21 - Most common mediums for Student Emergency Relief Fund awareness.

Quick Takeaways: This question only applied to respondents aware of the Student Emergency Relief Fund. The top 3 methods people became familiar with the program were the CSI Website (48%), social media (34%), and friends (33%). This remained consistent across campuses with a few exceptions:

- Brantford had a significantly higher awareness through CSI Staff, but a lower level of awareness generated through social media, and CSI’s App than other campuses.
- Reuter had very minimal awareness through all mediums compared to other campuses.

MYAWARDS APPLICATION: SCHOLARSHIPS AND BURSARIES

Q26: How did you become aware of the scholarships available from CSI? Select all that apply.

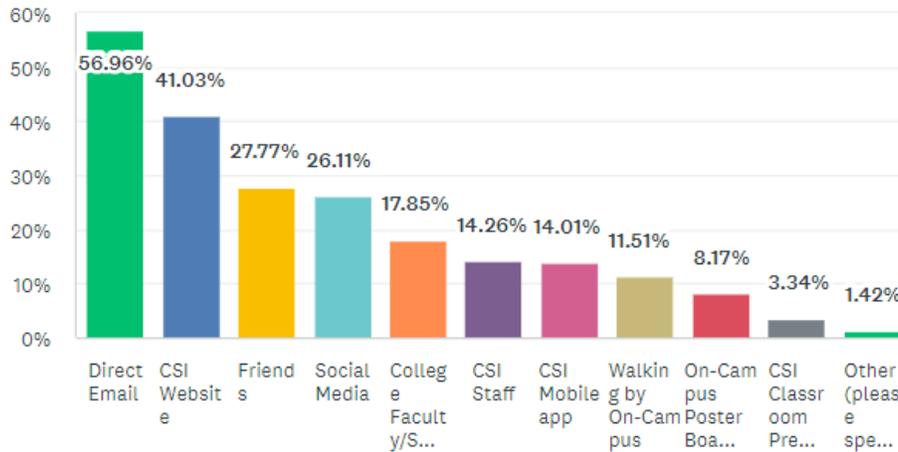


Figure 22 Most common mediums for awareness of CSI Scholarships.

Quick Takeaways: This question only applied to respondents aware of CSI’s scholarships. The top 3 methods people became familiar with the program were Direct Email (57%), CSI’s Website (41%), and Friends (28%). This remained consistent across campuses with a few exceptions:

- Brantford had a significantly higher awareness through Direct Email, CSI Staff and College/Faculty Staff, but a lower level of awareness generated through social media than other campuses.
- Cambridge had a lower level of awareness generated through Friends than other campuses.
- Reuter had limited awareness through all mediums compared to other campuses.

Q27: Have you applied for scholarships, bursaries, or awards through the My Awards Application at Conestoga College?

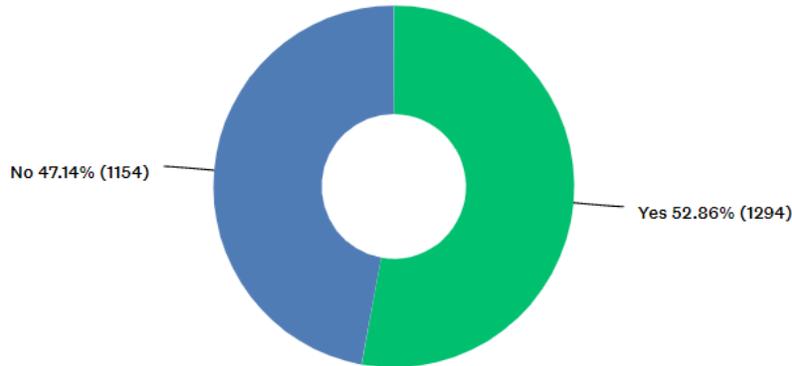


Figure 23 - Usage of the My Awards Application to apply for scholarships.

Quick Takeaways: Approximately 53% of respondents applied for scholarships, awards, or bursaries using the My Awards Application. This is an approximate 7% decrease in those who applied compared to the 2021 CSI Year-End Survey results.

Based on the 2022 responses, females are slightly more likely (55%) to apply for awards than males (51%). Further, those who identify as non-binary (60%) or two-spirited (67%) are more likely to apply for awards than those who identify as male or female.

Additionally, a respondent's status as a domestic or international student did not seem to affect the likelihood of applying for awards, with 52% of domestic respondents applying and 53% of international respondents applying.

Also of note, first-year students are the least likely to apply for awards (46%), compared to students in the upper years of their programs:

- 2nd Year: 63%
- 3rd Year: 59%
- 4th Year: 63%

Q28: Why did you not apply for scholarships, bursaries, or awards using the My Awards Application? Select all that apply.

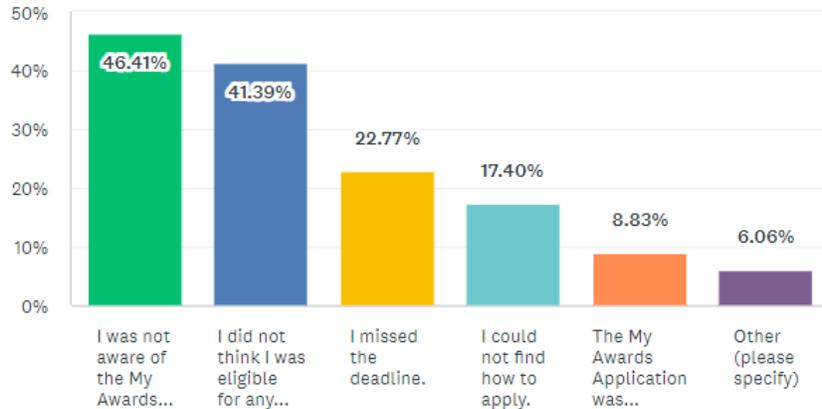


Figure 24 - Reasons for not applying for awards using the My Awards Application.

Quick Takeaways: This question only applied to respondents who did not apply for awards. The most common reason for not applying was a lack of awareness of the My Awards Application (46%), followed by respondents not believing they would be eligible (41%), missing the deadline (23%), and not being able to find out how to apply (17%). Compared to results from 2021, there was a decline in all reasons except for missing the deadline.

When comparing 2022 responses by demographic comparators:

- Males were more likely not to be aware of the application or could not find out how to apply, while females were more likely to think they were not eligible and to miss the deadline.
- International students were less likely to be aware of the application and less likely to find the how to apply. Domestic respondents were less likely to think they were eligible to apply and more likely to miss the deadline. About the same percentage of respondents of domestic and international students (9%) found it difficult to complete.
- Lack of awareness is most common for those in their first (49%) or second (44%) year of study, compared to those in their third (31%) or fourth (20%) year. This trend also applies to not knowing how/where to apply for awards. Oppositely, those in a higher year were more likely to think they weren't eligible for awards than those in a lower year, and higher-year students found the application more difficult to complete.

Q29: How easy did you find the My Awards Application process to complete?

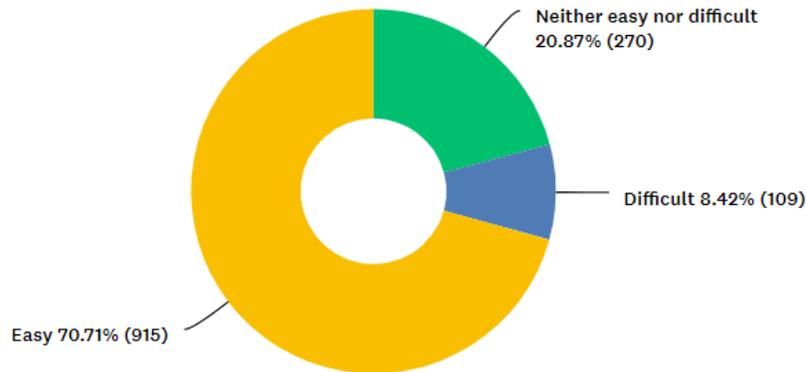


Figure 25 - Ease of applying to the My Awards Application.

Quick Takeaways: Most respondents that applied through the My Awards Application (71%) found the process easy or very easy, with 8% finding it difficult or very difficult, and 21% feeling the process was neither easy nor difficult. Compared to the 2021 CSI Year-End Survey, 3% of respondents found the application easier to complete.

When comparing 2022 responses by demographic comparators:

- Second-year (11%) and third-year (13%) students were most likely to rate the process as difficult.
- Domestic students (78%) were more likely to rate the application as easier than international students (65%).
- Females are more likely to rate the process as easy (73%) than males (68%).

CSI SUPPORT SERVICES AND SPACE PLANNING

Q31: How did you become aware of CSI's Spiritual Rooms? Select all that apply.

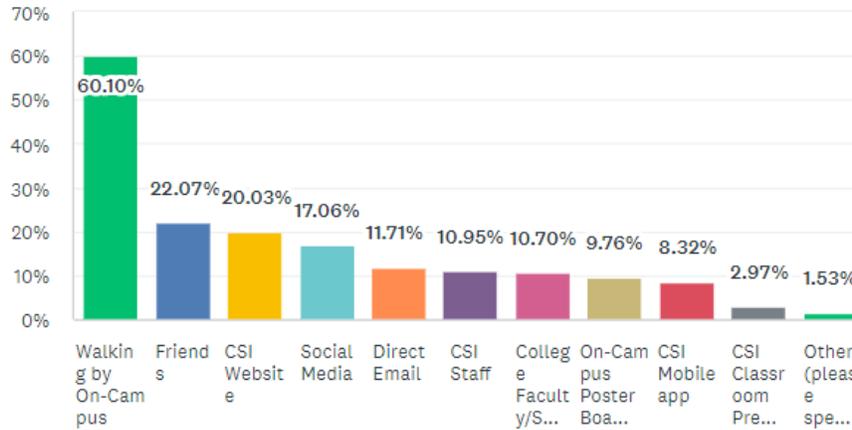


Figure 26 - Awareness of CSI's Spiritual Rooms by medium.

Quick Takeaways: This question only applied to respondents aware of CSI's Spiritual Rooms. The top 3 methods people became familiar with spiritual rooms were Walking by On-Campus (60%), Friends (22%), and CSI's Website (20%).

Q32: How satisfied are you with the available support services and programs from CSI?

3.8★
average rating



VERY DISSATISFIED	DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	VERY SATISFIED	TOTAL
3.43%	2.21%	25.65%	46.85%	21.85%	2,448
84	54	628	1,147	535	

Figure 27- Overall satisfaction rating of CSI support services.

Quick Takeaways: Respondents are mostly satisfied with CSI's available support services and programs, with 68.7% of respondents surveyed expressing satisfaction with services; an increase of 2.02% over 2021. This contrasts with 5.64% of respondents expressing dissatisfaction, almost the same as in 2021. Although satisfaction has increased, the average rating has decreased from 4.0 to 3.8 from 2021 to 2022, as there was a slight decline in the number of respondents choosing very satisfied and an increase in satisfied respondents.

When comparing satisfaction across campuses, the average satisfaction remains relatively consistent, ranging from 3.67 at Reuter to 3.84 at Doon (out of 5).

Q33: How likely are you to use an on-campus print shop that provides services like colour printing, copying, scanning, faxing, laminating, and binding?

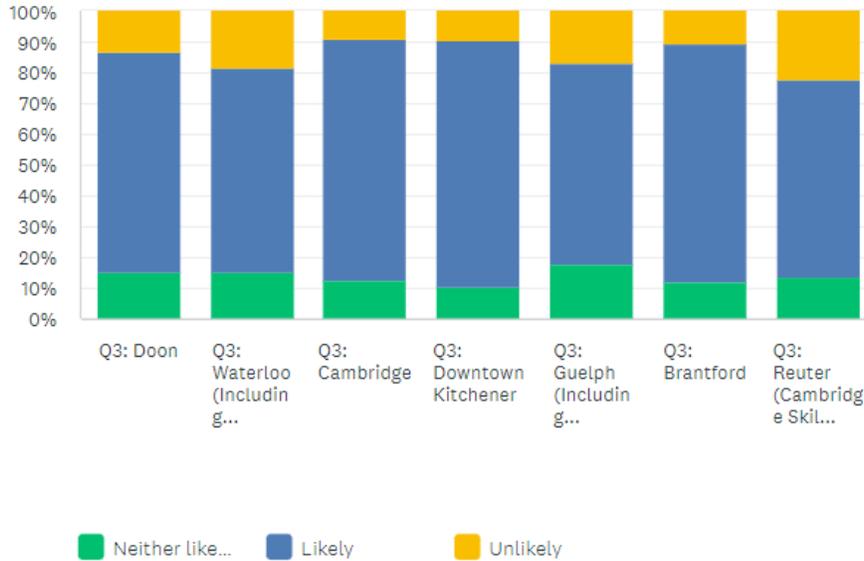


Figure 28 - Likelihood of on-campus print shop service use by campus.

Quick Takeaways: Overall, most respondents at all campuses (70%) state they are likely to use on-campus print shop services, if available. The campus most likely to use the services is Downtown Kitchener, and the campus least likely to use the service is Reuter.

Campus	Common Responses/Themes
Brantford	<ul style="list-style-type: none"> ● Improved awareness of existing programs/services/events ● Life & Financial Assistance <ul style="list-style-type: none"> ○ Food support ○ Scholarships ○ Mentor Programs ○ Housing Support ○ Mental Health Supports ○ Employment Opportunities and Assistance ● Increased Social and Event Opportunities ● Grab and Go Options <ul style="list-style-type: none"> ○ Vending Machines ○ Small Meals ● Improved Transportation (intercampus/region) ● Spiritual Room (Allow smudging)
Cambridge	<ul style="list-style-type: none"> ● Improved awareness of existing programs/services/events ● Life & Financial Assistance <ul style="list-style-type: none"> ○ Food support ○ Scholarships ○ Mentor Programs ○ Housing Support ○ Mental Health Supports ○ Employment Opportunities and Assistance ● Increased Social and Event Opportunities ● Improved Transportation (intercampus/region & cost)
Doon	<ul style="list-style-type: none"> ● Improved awareness of existing programs/services/events ● Life & Financial Assistance <ul style="list-style-type: none"> ○ Food support ○ Scholarships ○ Mentor Programs ○ Housing Support ○ Mental Health Supports ○ Employment Opportunities and Assistance ○ Discounts for Common Student Expenses (Cell Phone, Internet, Etc.) ● Increased Social and Event Opportunities ● Athletic/Fitness Opportunities/Facilities ● Grab and Go Options/Later Service <ul style="list-style-type: none"> ○ Vending Machines ○ Small Meals ● Improved Transportation (intercampus/region & cost) <ul style="list-style-type: none"> ○ carshare ● Improved clubs representation

<p>Downtown Kitchener</p>	<ul style="list-style-type: none"> ● Improved awareness of existing programs/services/events ● Life & Financial Assistance <ul style="list-style-type: none"> ○ Food support ○ Scholarships ○ Mentor Programs ○ Housing Support ○ Mental Health Supports ○ Employment Opportunities and Assistance ● Increased Social and Event Opportunities ● Athletic/Fitness Opportunities/Facilities ● Grab and Go Options <ul style="list-style-type: none"> ○ Vending Machines ○ Small Meals ● Improved Transportation (intercampus/region & cost) ● Improved clubs representation
<p>Guelph</p>	<ul style="list-style-type: none"> ● Improved awareness of existing programs/services/events ● Life & Financial Assistance <ul style="list-style-type: none"> ○ Food support ○ Scholarships ○ Housing Support ○ Mental Health Supports ○ Employment Opportunities and Assistance ● Increased Social and Event Opportunities ● Athletic/Fitness Opportunities/Facilities ● Improved Transportation (intercampus/region & cost)
<p>Waterloo</p>	<ul style="list-style-type: none"> ● Improved awareness of existing programs/services/events ● Life & Financial Assistance <ul style="list-style-type: none"> ○ Food support ○ Scholarships ○ Mentor Programs ○ Housing Support ○ Mental Health Supports ○ Employment Opportunities and Assistance ● Increased Social and Event Opportunities ● Athletic/Fitness Opportunities/Facilities ● Grab and Go Options/Later Service <ul style="list-style-type: none"> ○ Vending Machines ○ Small Meals ● Improved Transportation (intercampus/region & cost)

Campus	Common Responses/Space Themes
Brantford	<ul style="list-style-type: none"> • Spiritual Rooms (allow smudging) • Food Services/Grab and Go (Vending Machines/Small Meals) • Library/Study Space (Quiet and Group) • Table Top Games Area (Pool Table, Tennis, Board Games, etc.) • Outdoor Recreational/Lounge Space • Multipurpose Space (Fitness, Dance, Music)
Cambridge	<ul style="list-style-type: none"> • Improved Library/Study Space (Quiet and Group) • Multipurpose Space (Fitness, Dance, Music) • Athletic/Fitness Facilities • Relaxation/Nap Rooms • Improved/Expanded Gaming Space and Table Top Games Area (Pool Table, Tennis, Board Games, etc.) • Lounge/Social Areas (Indoor and Outdoor) • Improved Food Services (full-service food services)
Doon	<ul style="list-style-type: none"> • Lounge/Social Areas (Indoor and Outdoor) • Improved/Expanded Gaming Space and Table Top Games Area (Pool Table, Tennis, Board Games, etc.) • Improved Library/Study Space (Quiet and Group) • Relaxation/Nap Rooms • Expanded Athletic/Fitness Facilities (pool, cricket pitch, yoga and meditation space) • Dedicated Club Space • Multipurpose Space (Fitness, Dance, Music)
Downtown Kitchener	<ul style="list-style-type: none"> • Food Services • Athletic/Fitness Facilities • Library/Study Space (Quiet and Group) • Multipurpose Space (Fitness, Dance, Music) • Gaming Space (Video Games) and Table Top Games Area (Pool Table, Tennis, Board Games, etc.)
Guelph	<ul style="list-style-type: none"> • Library/Study Space (Quiet and Group) • Athletic/Fitness Facilities • Outdoor Lounge Space • Improved Food Services
Waterloo	<ul style="list-style-type: none"> • Athletic/Fitness Facilities • Wellness Space (Medical and Mental Health) • Improved/Expanded Gaming Space and Table Top Games Area (Pool Table, Tennis, Board Games, etc.) • Improved Library/Study Space (Quiet and Group) • Improved Food Services (full-service food services) • Relaxation/Nap Rooms • Multipurpose Space (Fitness, Dance, Music)



Reuter	<ul style="list-style-type: none">• Lounge/Social Areas (not in the library)• Athletic/Fitness Facilities
---------------	--

Table 2 - Common responses for space improvements by campus.

HEALTH & WELLNESS

Health and wellness continue to be a key area of support for students from CSI through the CSI Health and Dental Plan, College International Health Insurance Plan (CIHIP), Legal Protection Program, and Dialogue. A consistent challenge to supporting health and wellness has been increasing awareness of the current supports and providing support that aligns with how students want to be supported. This year's responses indicated some key improvements in awareness and continued to echo common themes for new desired supports.

Some key findings to note regarding this section of the survey are:

- Awareness of the CSI Health and Dental Plan and CIHIP increased among students by 34% and 40%, respectively.
- Direct email and CSI's website were the primary mediums most effective in reaching students to gain awareness of CSI's health and legal plans.
- Students felt more informed about their health plans in all aspects in 2022 compared to 2021.
- Students who enrolled dependents on a health plan found the process as easy or easier compared to 2021.
- Students who opted out found the process as easy or easier compared to 2021.
- Student satisfaction with health plans remained the same or improved compared to 2021.
- Familiarity with Dialogue among health plan users decreased by 12%.
- Most students (92%) expressed that the health plan coverage offered to them through CSI was affordable, suggesting that costs align with student expectations.
- Students have indicated increased difficulty accessing healthcare during evenings, weekends, and holidays.
- In-person doctor services are the preferred method of most students.
- On-campus pharmacies and on-campus medical care clinics are both desired and likely to be used, if available, based on responses.
- 68% of students have experienced negative emotions for a month or longer; a 2% increase from 2021.
- Student suggestions for improving mental health support on campus included improved communication of available supports, awareness campaigns, more diverse support options, workshops, positive mental health spaces, more accessible counselling services, and less restrictive health plan requirements for mental health support.
- Student suggestions for new health and wellness supports included expanded on-campus practitioners, on-campus pharmacy, positive wellness spaces, peer supports, animal therapy, additional health plan coverage amounts, nutrition supports and resources, on-campus fitness activities and facilities, improved access to counselling services, medical care clinics, and health practitioners on campus.

HEALTH & LEGAL PLANS

CSI Extended Health and Dental Plan

Q36: Are you aware of the CSI Extended Health and Dental Plan?

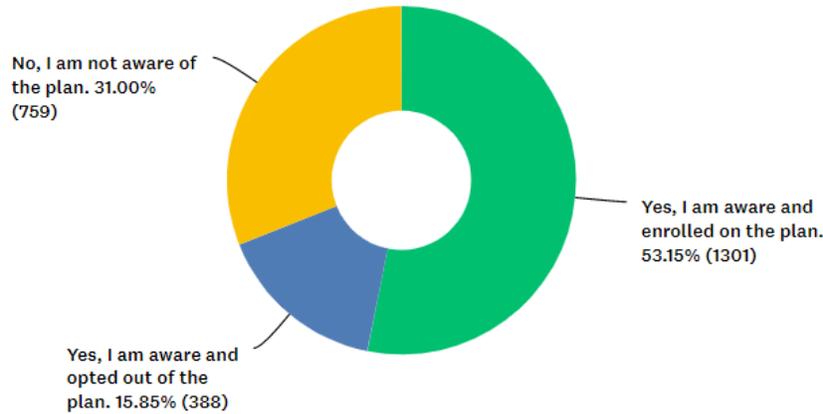


Figure 31 - Awareness of the CSI Extended Health and Dental Plan.

Quick Takeaways: 69% of respondents are aware of the CSI Extended Health and Dental Plan. 53% indicate they are aware and enrolled in the plan compared to only 35% in the 2021 survey, demonstrating a significant improvement (+34%) in the awareness of the plan and a student’s status on the plan.

When analyzed by domestic and international student responses, only 61% of international students indicated they are aware and enrolled, although generally, all international students should be enrolled in the plan. Only 42% of domestic students indicated they were aware of the plan. Approximately 31% of international and domestic students indicated they were unaware of the plan. These results indicate further improvements are needed around awareness of the plan and a student’s enrollment in it to continue the improved awareness made between 2021 and 2022.

Q37: How did you become aware of the CSI Extended Health and Dental Plan? Select all that apply.

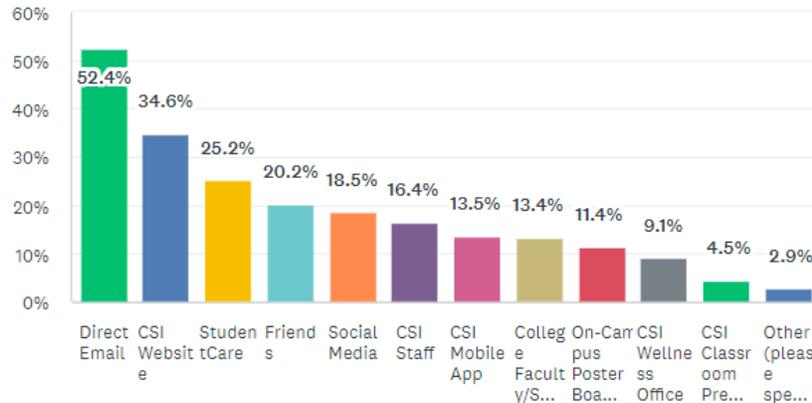


Figure 32 - Awareness of the CSI Extended Health and Dental Plan by medium.

Quick Takeaways: This question only applied to respondents aware of the CSI Extended Health and Dental Plan. The top 3 methods people became familiar with the plan were Direct Email (52%), CSI’s Website (35%), and StudentCare (25%).

Q38: How well informed do you feel about the following aspects of your CSI Health and Dental Plan?

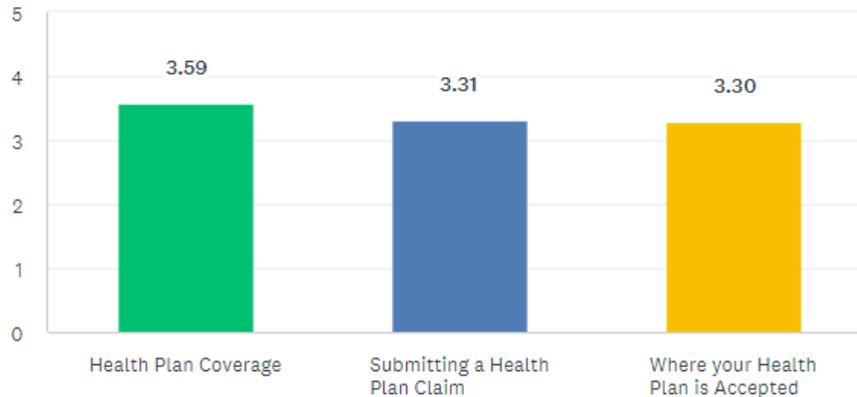


Figure 33 - Weighted average of the level of feeling informed on a scale of 1-5.

Quick Takeaways: This question was only asked to those who indicated they are aware of and enrolled in the plan. Overall, awareness of the CSI Health and Dental Plan has increased in all aspects from 2021 to 2022 (see Table 3), continuing to support that awareness efforts increased between 2021 and 2022, successfully improving knowledge about the plan among students.

Health Plan Aspect	2021 Weighted Average	2022 Weighted Average	Improvement
Health Plan Coverage	3.31	3.59	+8.5%
Submitting a Health Plan Claim	3.05	3.31	+8.5%
Where your Health Plan is Accepted	3.05	3.30	+8.2%

Table 3 - Comparison between 2021 and 2022 of CSI Health Plan Awareness.

Q39: If you self-enrolled or enrolled dependents on to the CSI Health and Dental Plan, please rate how easy or difficult the process was.

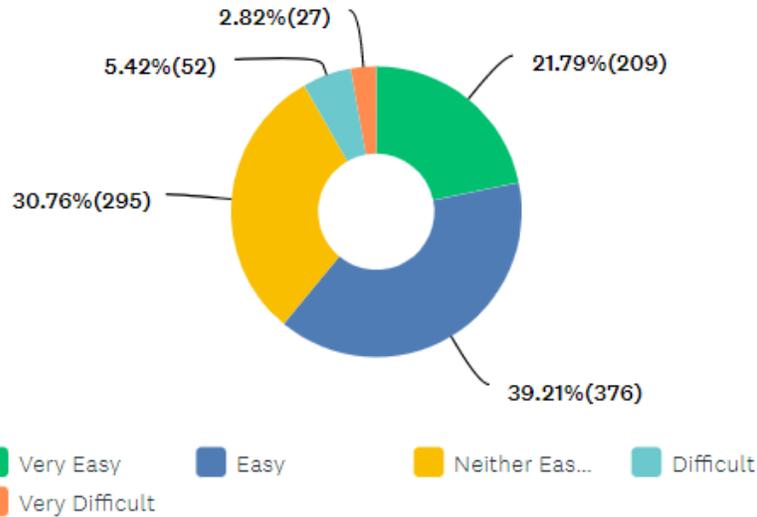


Figure 34 - Ease of self-enrolling or dependent enrollment on the CSI Health and Dental Plan.

Quick Takeaways: Most students (92%) who self-enrolled or enrolled a dependent reported having no difficulty either self-enrolling or adding dependents to the CSI Health & Dental plans, compared to only 8% of students who reported having difficulty. This is an improvement of 1% over 2021 in students finding the process easier.

Q4o: The CSI Health and Dental Plan provides coverage for a variety of health practitioners and services. Please rank the importance of the following coverage benefits and services.

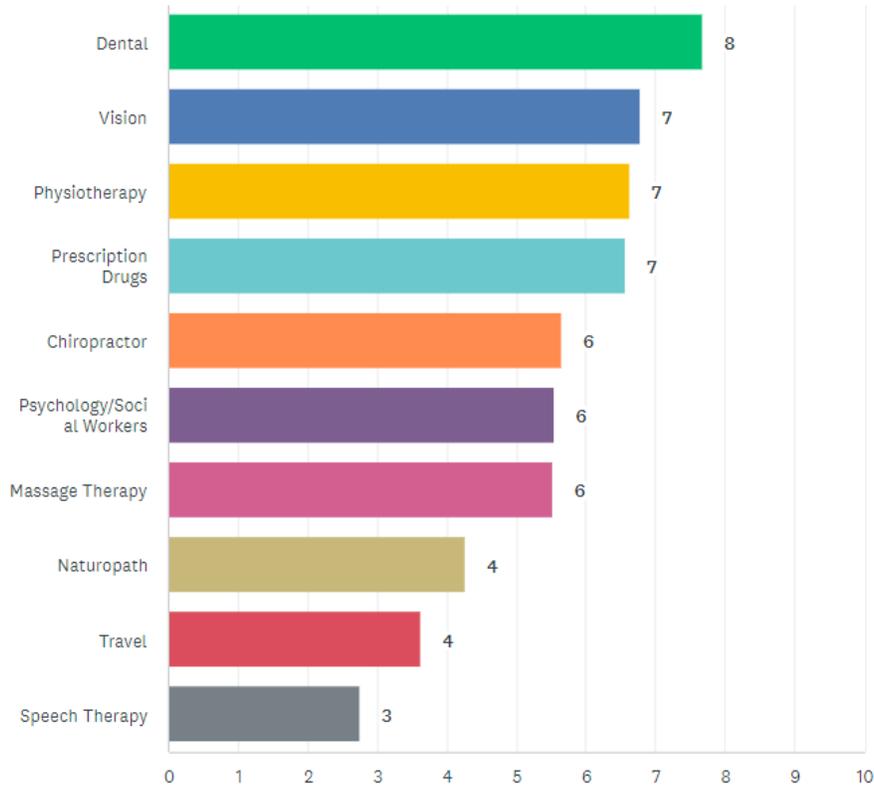


Figure 35 - Rated importance of key CSI Health and Dental Plan coverages.

Quick Takeaways: This question was only asked to those who indicated they are aware of and enrolled in the plan. Students prioritize dental, vision, and physiotherapy as the top 3 benefits of the CSI Health and Dental Plan. In comparison to 2021, the top 2 are the same, but the third was prescription drugs, which is rated as fourth this year by a very small margin. The priority of students year-over-year has stayed almost the same. It would be beneficial to compare the usage rates of these services against their importance.

Q41: How would you rate your satisfaction with CSI’s Health and Dental Plan?

3.7★
average rating



VERY DISSATISFIED	DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	VERY SATISFIED	TOTAL
4.60%	3.68%	30.90%	40.80%	20.02%	1,304
60	48	403	532	261	

Figure 36 - Satisfaction rating of the CSI Health and Dental Plan.

Quick Takeaways: This question was only asked to those who indicated they are aware of and enrolled in the plan. Overall, students are satisfied with the CSI Health and Dental Plan. Only 8.28% of students have expressed dissatisfaction with the Health & Dental plan; a slight decrease compared to 2021 (8.68%). Notably, the percentage of students satisfied or very satisfied increased by 4% over 2021.

Q43: Please rate how easy or difficult the opt-out process was.

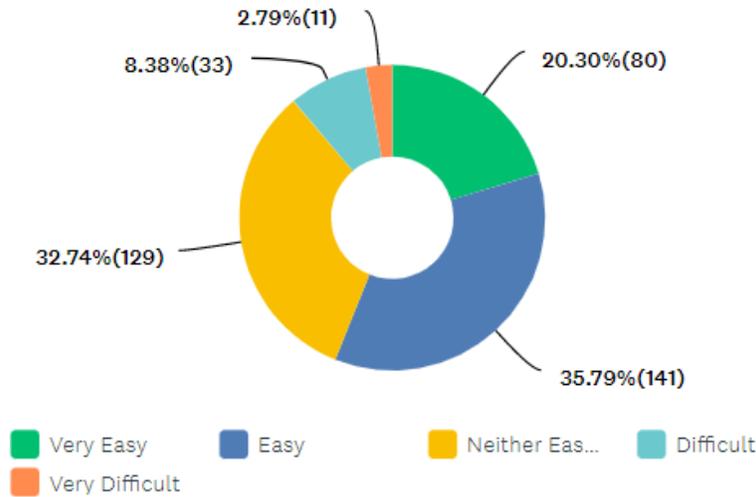


Figure 38 - Rating of ease of opting out.

Quick Takeaways: This question was only asked to those who indicated they opted out of the CSI Health and Dental Plan. A slight majority of students (56%) rated the opt-out process as easy, with approximately 11% finding the process difficult. Compared to 2021, the percentage of students rating the process as easy has remained the same, but those rating the process as difficult decreased by 6%.

Q44: How can the opt-out process be made easier or improved?

Quick Takeaways: Through the feedback received on opportunities to make the opt-out process easier/improved, the common suggestions included:

- Process and issue refunds faster (Less than 6-8 weeks)
- Provide a refund tracker to know when it can be expected
- Increased awareness of where, when, and how to opt-out (many stated they found it hard to find)
- Do not require an annual opt-out for those who have previously opted out

College International Health Insurance Plan (CIHIP)

Q45: As an international student, are you aware of the College International Health Insurance Plan (CIHIP)?

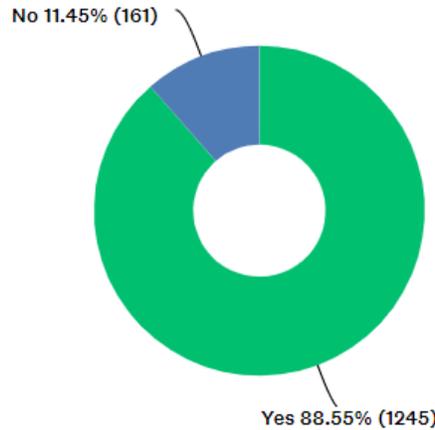


Figure 39 - Awareness of CIHIP among International Students.

Quick Takeaways: This question was only asked to students who identify as international. 89% of respondents are aware they are enrolled on the CIHIP. This is a significant improvement (+40%) over 2021 where only 49% were aware of their enrollment on CIHIP. When analyzed by year of study, there is a consistent increase in awareness from those in first year (86%) through to fourth year (100%).

Q46: How did you become aware of the College International Health Insurance Plan (CIHIP)? Select all that apply.

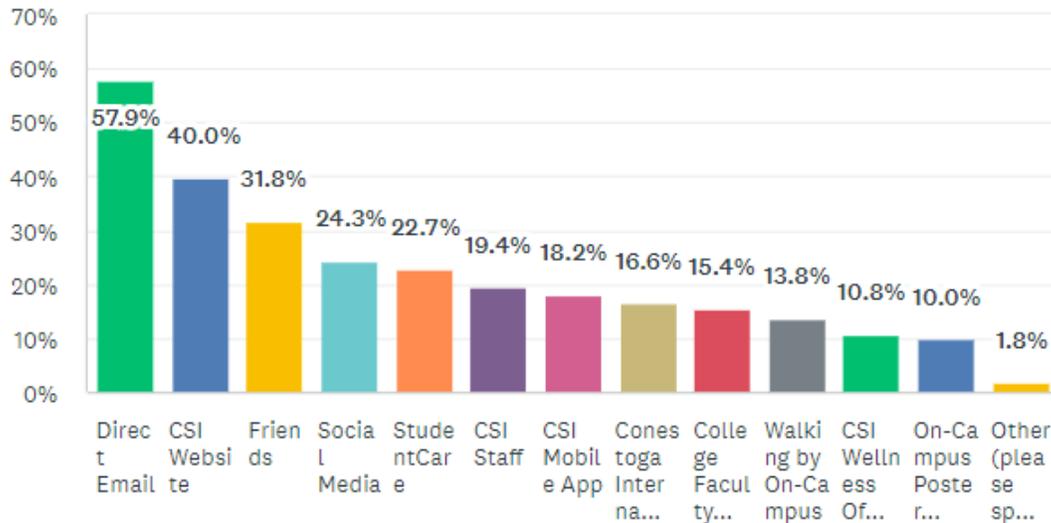


Figure 40 - Awareness of CIHIP by medium.

Quick Takeaways: This question only applied to respondents who were aware of CIHIP. The top 3 methods people became familiar with the plan were Direct Email (58%), CSI’s Website (40%), and Friends (32%).

Q47: How well informed do you feel about the following aspects of your College International Health Insurance Plan (CIHIP)?

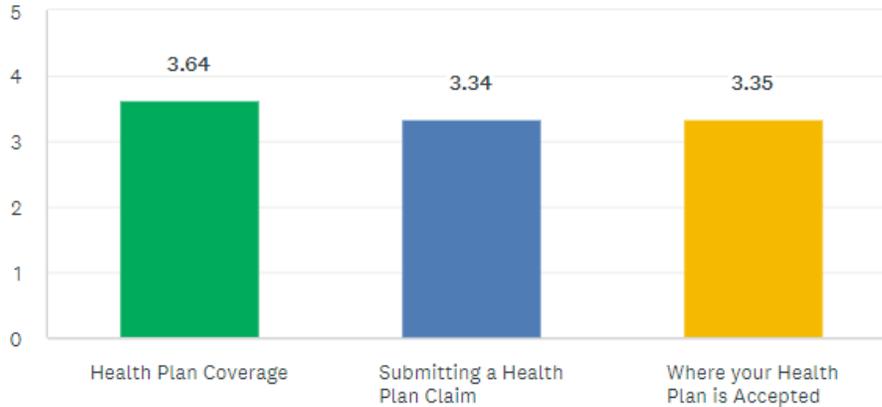


Figure 41 - Weighted average of the level of feeling informed on a scale of 1-5.

Quick Takeaways: This question was only asked to those who indicated they were aware of the plan. Overall, awareness of CIHIP has increased in all aspects from 2021 to 2022 (see Table 4), continuing to support that awareness efforts increased between 2021 and 2022, successfully improved student knowledge about the plan.

Health Plan Aspect	2021 Weighted Average	2022 Weighted Average	Improvement
Health Plan Coverage	3.36	3.64	+8.3%
Submitting a Health Plan Claim	3.10	3.34	+7.7%
Where your Health Plan is Accepted	3.13	3.35	+7.0%

Table 4 - Comparison between 2021 and 2022 of CIHIP Awareness.

Q48: If you self-enrolled or enrolled dependents on to the College International Health Insurance Plan (CIHIP), please rate how easy or difficult the process was.

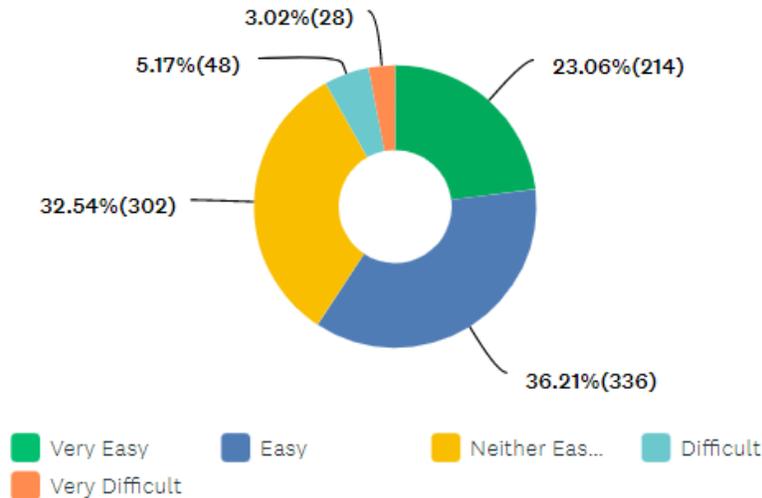
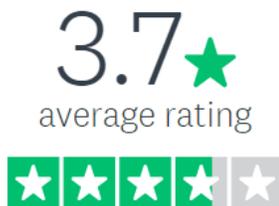


Figure 42 - Ease of self-enrolling or dependent enrollment on CIHIP.

Quick Takeaways: This question was only asked to those who indicated they were aware of the plan. Most students (92%) who self-enrolled or enrolled a dependent reported having no difficulty either self-enrolling or adding dependents to CIHIP, compared to only 8% of students who reported having difficulty. This is no change compared to 2021.

Q48: How would you rate your satisfaction with the College International Health Insurance Plan (CIHIP)?



VERY DISSATISFIED	DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	VERY SATISFIED	TOTAL
4.25%	3.61%	29.05%	43.18%	19.90%	1,246
53	45	362	538	248	

Figure 43 - Satisfaction rating of CIHIP.

Quick Takeaways: This question was only asked to those who indicated they were aware of the plan. Overall, students are satisfied with CIHIP. Only 7.86% of students have expressed a measure of dissatisfaction with CIHIP; a slight increase compared to 2021 (0.19%). It is also of note that the percentage of students satisfied or very satisfied increased by 5% over 2021.

Q42: How can the College International Health Insurance Plan (CIHIP) be improved?

Quick Takeaways: Through the feedback received on opportunities to improve CSI's CIHIP, the common suggestions included:

- Increased direct billing acceptance and clinic options.
- Improved information on coverage amounts, where it can be used, and how to use it in easier to understand terms.
- Provide better clarity on the coverage differences between the CSI Health and Dental Plan and the International Health Plan (CIHIP).
- Improved processing and payment times for claims.
- Frequent information sessions or drop-in times to learn more.

Overall Health Plan Affordability

Q51: How much do you agree with the following statement: "CSI's health plan coverage is affordable to me."

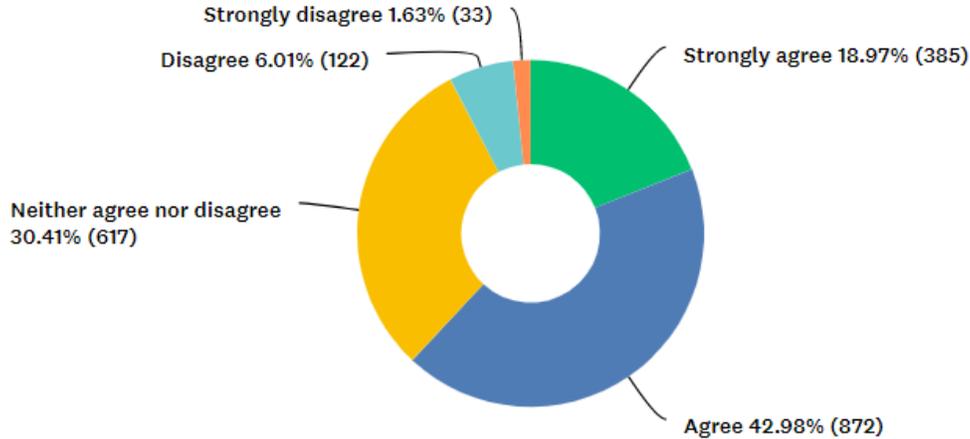


Figure 44 - Level of agreeance of students that CSI's health plans are affordable.

Quick Takeaways: This question was only asked to respondents who indicated they are aware of their health plans. 92.36% of students expressed that the health plan coverage offered through CSI is affordable, suggesting that costs align with student expectations. This has remained similar to 2021.

Dialogue

Q52: How familiar are you with Dialogue, the free online platform/mobile app that allows Conestoga students enrolled on a CSI health plan to connect virtually to discuss their medical needs?

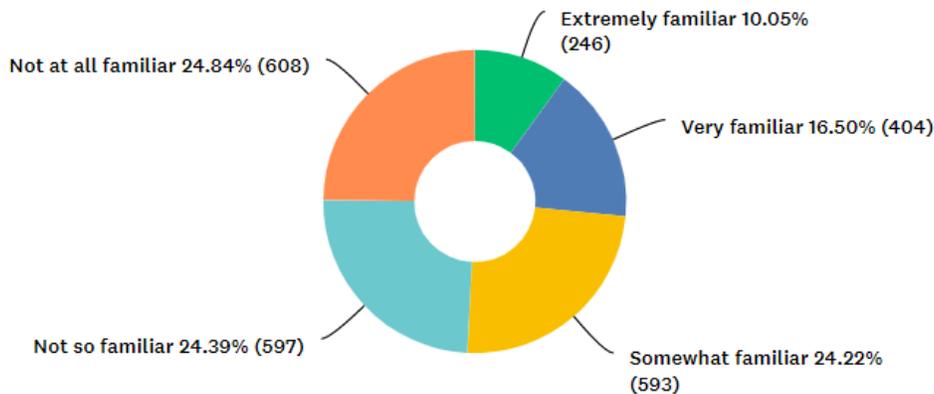


Figure 45 - Familiarity with Dialogue.

Quick Takeaways: Approximately 51% of students on a health plan surveyed have expressed familiarity with Dialogues health services. Compared to 2021, familiarity with Dialogue decreased by 12%.

Legal Protection Program

Q53: Are you aware of the CSI Legal Protection Plan?

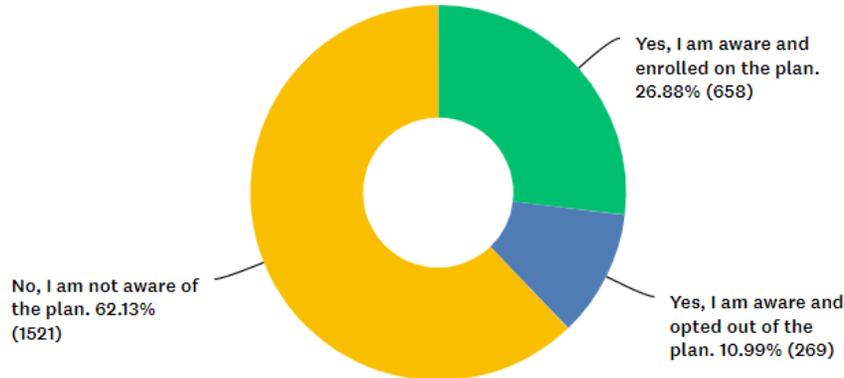


Figure 46 - Awareness of the CSI Legal Protection Plan.

Quick Takeaways: Many students (62%) responded they are unaware of the CSI Legal Protection Plan. Only 27% of students responded that they are aware and enrolled in the Legal Protection Plan, with another 11% indicating they are aware but opted out.

When analyzed by year of study, awareness of the plan increased from those in first year (31%) to those in fourth year (60%), demonstrating that students generally become more familiar with the legal plan the longer they are a student.

These awareness rates should be compared to the current percentage of students enrolled to identify if they are enrolled and unaware of their plan status. There should also be consideration given to increasing awareness of the plan and its coverage to improve enrollment in the future.

Q54: How did you become aware of the CSI Legal Protection Program? Select all that apply.

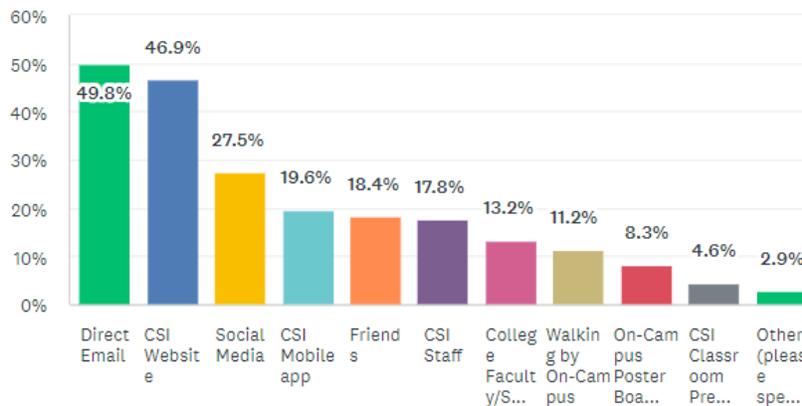


Figure 47 - Awareness of the CSI Legal Protection Program by medium.

Quick Takeaways: This question only applied to respondents aware of the Legal Protection Program. The top 3 methods people became familiar with the plan were Direct Email (50%), CSI’s Website (47%), and Social Media (27.5%).

Q55: How well informed do you feel about the following aspects of your CSI Legal Protection Program?

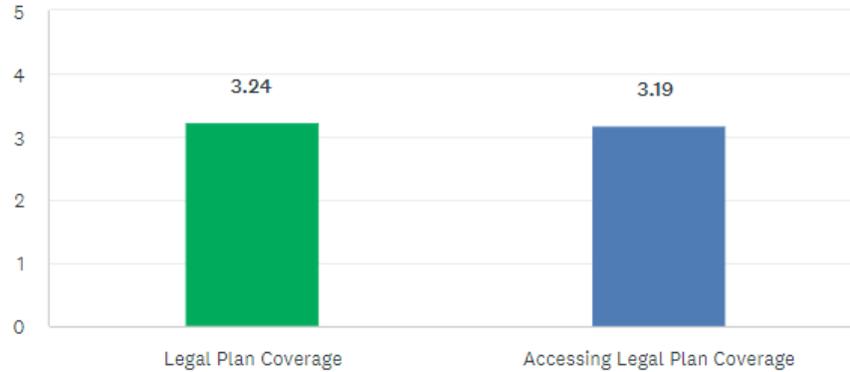


Figure 48 - Weighted average of the level of feeling informed on a scale of 1-5.

Quick Takeaways: This question was only asked to those who indicated they were aware of the plan. Overall, awareness of the CSI Legal Protection Program has increased in all aspects from 2021 to 2022 (see Table 5), continuing to support that awareness efforts increased between 2021 and 2022, successfully improved knowledge about the plan among students enrolled.

Legal Plan Aspect	2021 Weighted Average	2022 Weighted Average	Improvement
Legal Plan Coverage	2.78	3.24	+16.6%
Accessing Legal Plan Coverage	2.64	3.19	+20.83%

Table 5 - Comparison between 2021 and 2022 of Legal Plan awareness.

Q56: Please rate how easy or difficult the opt-out process was.

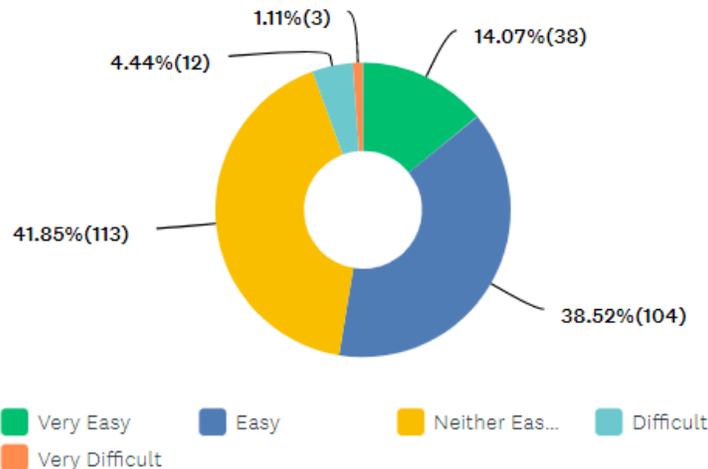


Figure 49 - Rating of ease of opting out of the CSI Legal Protection Plan.

Quick Takeaways: A slight majority of students (53%) rated the opt-out process as easy, with approximately 6% finding the process difficult. Compared to 2021, the percentage of students rating the process as easy has decreased by 3%, but those rating the process as difficult decreased by 11%.

Q57: How can the opt-out process be made easier or improved?

Quick Takeaways: Through the feedback received on opportunities to make the opt-out process easier/improved, the limited suggestion included the following:

- Step-by-step instructions

HEALTHCARE ACCESSIBILITY

Q58: Has a lack of health insurance coverage (no insurance or not enough coverage) made you need or consider one of the following? Select all that apply.

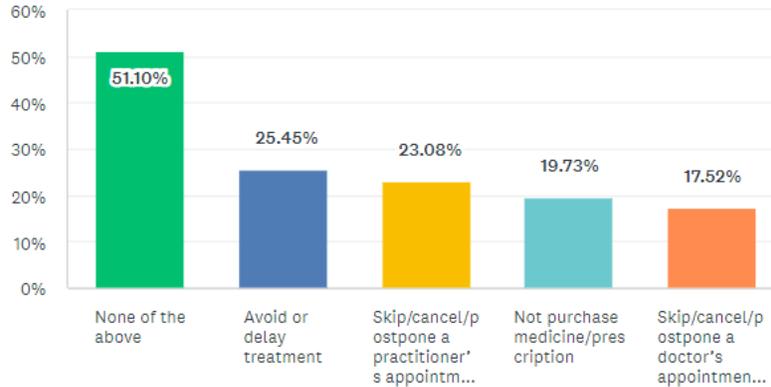


Figure 50 - Impact of a lack of health insurance coverage.

Quick Takeaways: Students have been impacted by a lack of health insurance coverage, whether that be the avoidance or delay of needed treatment (25.45%) or not purchasing their medicine or prescriptions (19.73%). Students will and are avoiding taking care of their health due to the financial costs related to various treatments and medical expenses. Compared to 2021, there is an increase in all categories.

Q59: The last time when you needed medical care in the evening, on a weekend, or on a public holiday, how easy was it to get care without going to the emergency department?

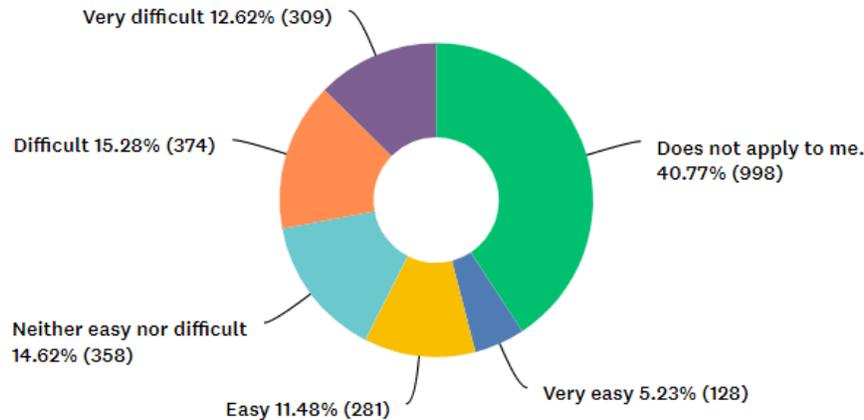


Figure 51 - Ease of accessing medical care on evenings, weekends, and holidays.

Quick Takeaways: Of the 59.23% of students who have experienced this issue, students were more likely to express satisfaction with the ability to access medical care (31.33%, inclusive of “Easy,” “Very Easy,” and “Neither Easy nor Difficult”) than having had difficulty (27.90%). Compared to 2021, more students (+8.6%) have indicated difficulty accessing healthcare on evenings, weekends, and holidays.

Q61: How likely are you to use an on-campus pharmacy if it was available?

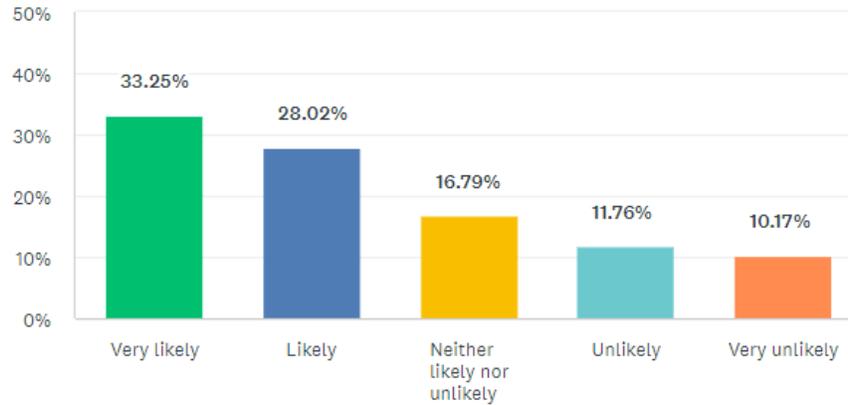


Figure 52 - Likelihood of students using an on-campus pharmacy.

Quick Takeaways: Approximately 61% of students surveyed stated they would be likely to very likely to use an on-campus pharmacy, dwarfing those students who explicitly stated they would not. Compared to 2021, this is a 4% decline in the likeliness of use but still demonstrates a strong potential of use for the service.

When analyzing responses by campus, in order of likeliness of use of an on-campus pharmacy, they are:

- Downtown Kitchener (72%)
- Brantford (68%)
- Waterloo (64%)
- Guelph (64%)
- Reuter (64%)
- Doon (62%)
- Cambridge (51%)

Q62: How likely would you be to use an on-campus, in-person medical care clinic?

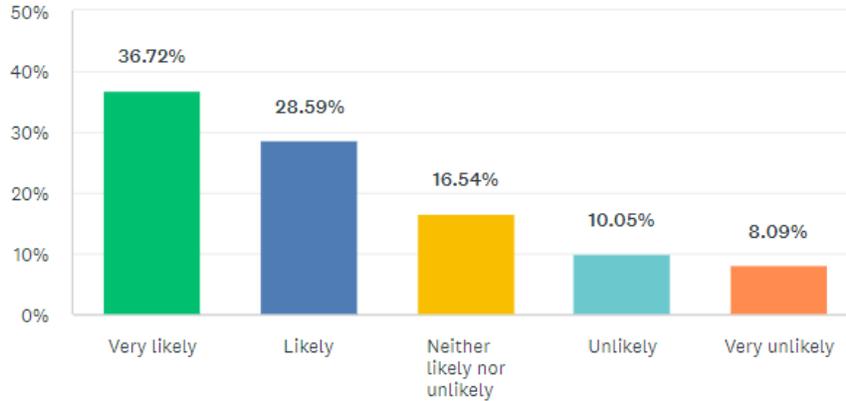


Figure 53 - Likelihood of students using an on-campus medical care clinic.

Quick Takeaways: Nearly 65% of students surveyed stated they would be likely to very likely to use an on-campus, in-person medical clinic, dwarfing those students who explicitly stated they would be a varying degree of unlikely to utilize such a service. Compared to 2021, this is a 5% decline in the likeliness of use but still demonstrates a strong potential of use for the service.

When analyzing responses by campus, in order of likeliness of use of an on-campus medical care clinic, they are:

- Downtown Kitchener (77%)
- Brantford (75%)
- Waterloo (68%)
- Doon (66%)
- Guelph (65%)
- Reuter (64%)
- Cambridge (53%)

Q63: When booking an appointment with a doctor, what is your preferred appointment method?

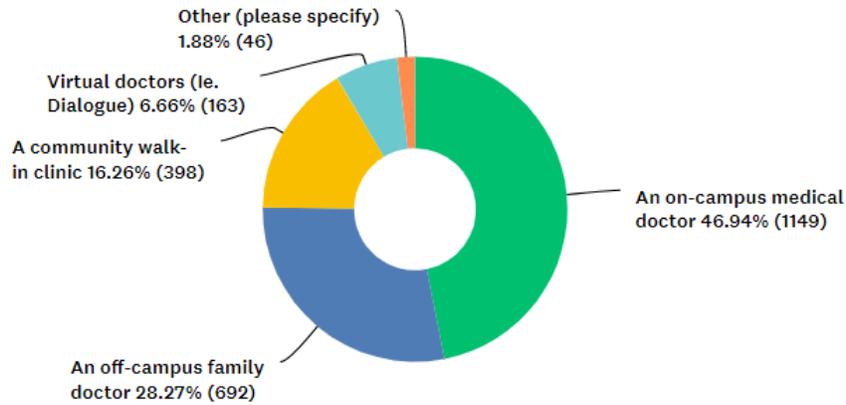


Figure 54 - Preferred method of appointment booking when visiting a doctor.

Quick Takeaways: Students surveyed overwhelmingly prefer access to an on-campus medical doctor over other methods of accessing health care. Outside of an on-campus medical doctor, there is a strong preference for in-person services, with virtual services being the least preferred. Compared to 2021, the trend for in-person preference for service remains, but there is a decline in the number of respondents who prefer on-campus services to off-campus services by approximately 7%.

MENTAL HEALTH

Q6o: During your time at Conestoga, have you ever felt _____ for a long period of time (a month or longer)? Select all that apply.

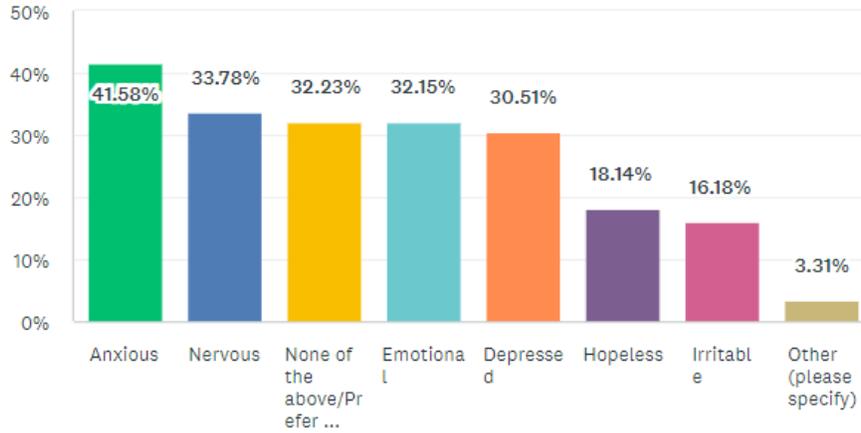


Figure 55 - Emotions students have felt for extended periods of time.

Quick Takeaways: Almost 68% of students reported feeling a negative form of emotion that has lasted for a long time during their time at Conestoga. This highlights the importance of ensuring the necessary supports are available to assist students and is an increase of 2% over 2021.

LEADERSHIP & CAREER SERVICES

Leadership and career services aim to provide students with professional development outside of their academic experience through workshops, seminars, guest speakers, peer clubs, and more. This year’s survey responses indicated an improvement in awareness of the program and highlighted shifts in student preferences from 2021 to 2022 regarding leadership and career development opportunities.

Some key findings to note regarding this section of the survey are:

- Awareness of the CSI Clubs and Societies Fee improved by 8% compared to 2021 but still lags awareness levels from 2020 of 72%.
- The top 3 factors most likely to influence a student’s decision to attend a professional conference, seminar, workshop, or guest speaker event are the theme and subject matter of the conference, the speaker, and tied for third is to build resumes and receive certificates.
- The demand for volunteer opportunities has remained relatively steady since 2021.

OPTIONAL FEE AWARENESS

Q66: Are you aware of the optional CSI Clubs & Societies Fee?

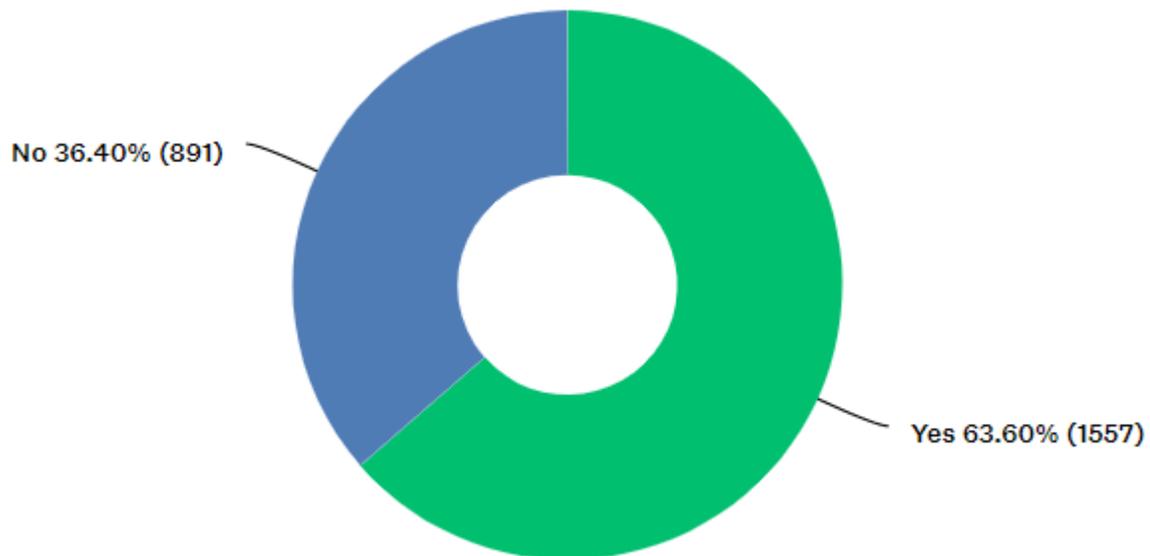


Figure 58 - Awareness of the CSI Clubs & Societies Fee.

Quick Takeaways: 64% of students are aware of the optional CSI Clubs & Societies Fee. This is an improvement over 2021 by 8% but still lags awareness levels from 2020 of 72%.

Upon further analysis, awareness of students in second-year through fourth-year is 71%-72%, while first-year students are 58%. When compared by campus, awareness is similar across most campuses, with Reuter, Brantford, and Guelph having below-average awareness at 33%, 48%, and 56%, respectively.

LEADERSHIP AND CAREER SERVICES INTEREST

Q67: What top 3 factors will motivate you to attend a professional conference, seminar, workshop, or guest speaker event?

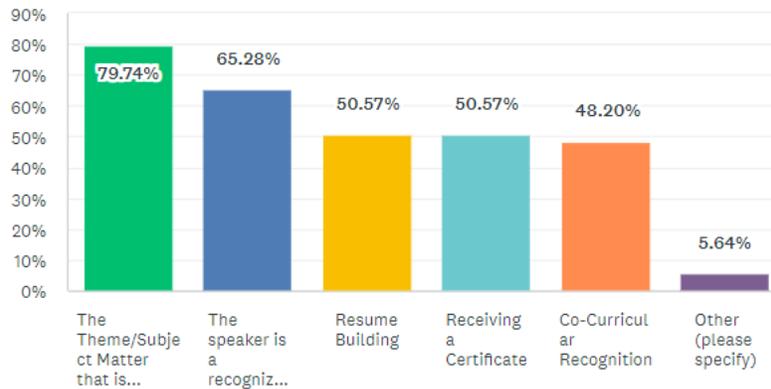


Figure 59 - Factors motivating attendance for conferences, seminars, workshops, and events.

Quick Takeaways: The factors that are most likely to influence a student’s decision to attend a professional conference, seminar, workshop, or guest speaker event are the theme and subject matter of the conference, followed by the speaker being a recognizable name or a good reputation, and tied for third is to build resumes and receive certificates. Compared to 2021, the theme remained the most important factor, but receiving a certificate has become less important than the actual speaker.

Q68: Are you seeking leadership and career development opportunities outside of the classroom?

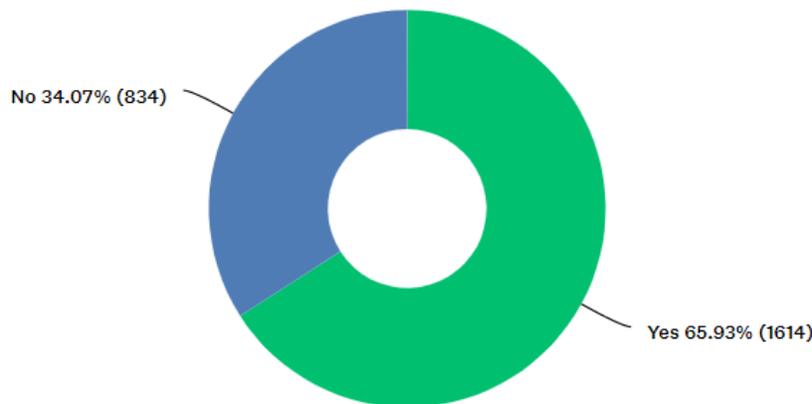


Figure 60 - Percentage of students seeking leadership and career development outside of the classroom.

Quick Takeaways: 66% of students are seeking leadership and career development opportunities outside of the classroom; a 1% decrease from 2021. Upon further analysis, international students (76%) are more likely to seek leadership and career opportunities than their domestic counterparts (53%). Males (68%) are slightly more likely to seek opportunities than females (65%). First (65%) and second-year (70%) students are more likely to seek opportunities than third (56%) or fourth-year (63%) students. Across campuses, the desire for students to seek leadership and career opportunities is similar, except for the Reuter campus, which is significantly lower.

Q69: What type of leadership and career development opportunities and workshops are you most likely to participate in? Select up to 3 choices.

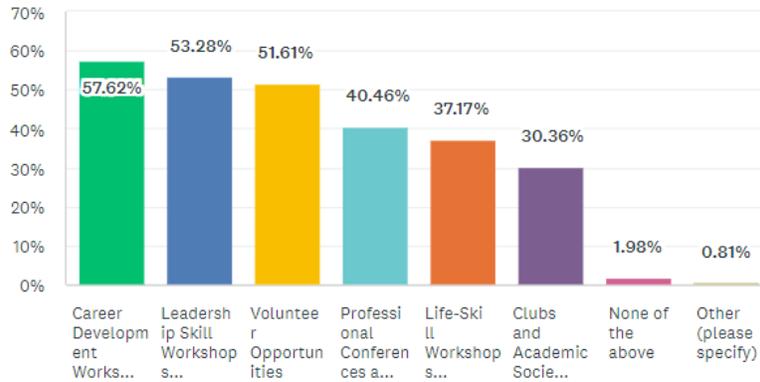


Figure 61 - Preferred type of leadership and career development opportunities.

Quick Takeaways: This question was only asked to respondents who indicated they are looking for leadership and career development opportunities. Career Development workshops, Leadership Skill workshops, and Volunteer Opportunities are the favoured programming of students surveyed, highlighting a desire for practical, hands-on professional skill development. Compared to 2021, student preferences have remained the same for the top 3 desired opportunities.

Q70: If you are interested in volunteer opportunities, would you prefer ongoing opportunities or individual volunteer opportunities?

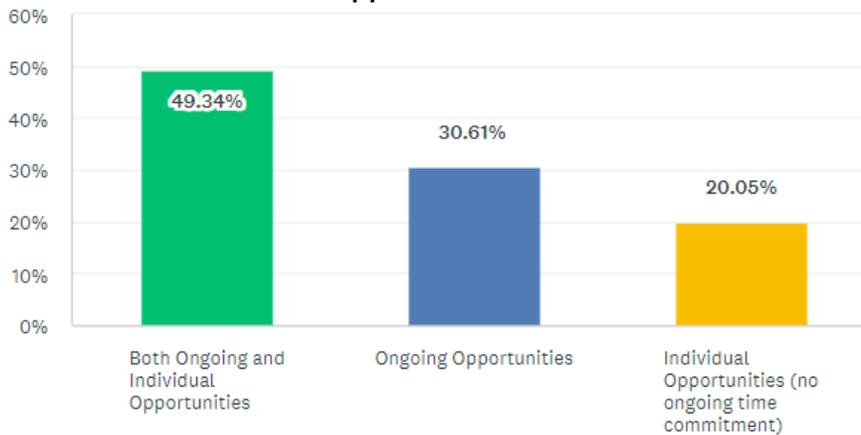


Figure 62 - Interest in ongoing versus individual volunteer opportunities.

Quick Takeaways: Students prefer a combination of ongoing and individual opportunities, followed by ongoing, then individual opportunities. Compared to 2021, there has been a significant change in student preferences showing increased support for one type of volunteer opportunity or the other (see Table 6):

Volunteer Opportunity Type	2021 Results	2022 Results
Ongoing and Individual	70.33%	49.34%
Ongoing	16.86%	30.61%
Individual	12.81%	20.05%

Table 4 - Volunteer opportunity preference comparison between 2021 and 2022.

Q71: What kind of volunteer opportunities would you be interested in? Select up to 3.

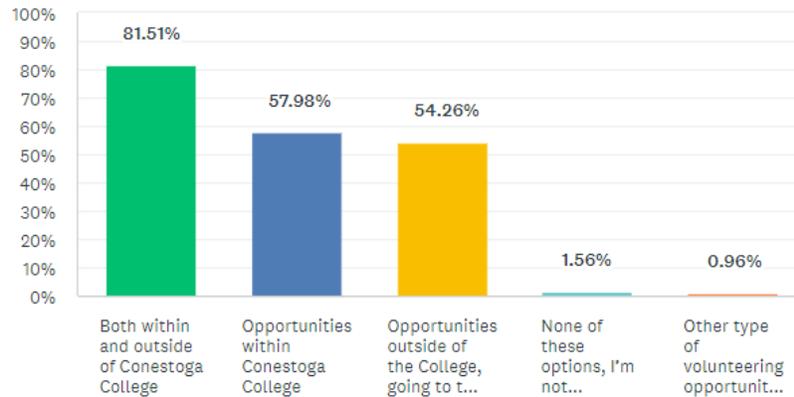


Figure 63 - Type of volunteer opportunities preferred.

Quick Takeaways: Students strongly desire volunteer opportunities both on and off campus to participate within.

CSI EVENTS

Events are a significant element of the extracurricular student experience at Conestoga College that enhances the day-to-day lives of students during their academic careers. This year's survey responses indicated an improvement in awareness of events and highlighted shifts in student preferences from 2021 to 2022 to in-person event preferences.

Some key findings to note regarding this section of the survey are:

- Awareness of the CSI Events Fee improved by 11% compared to 2021, but still lags awareness levels from 2020 of 83%.
- The most common awareness mediums for CSI events on their campus were still through digital methods, but compared to 2021, online mediums have seen a slight decrease in awareness generation, while in-person methods such as friends and on-campus poster boards have grown significantly with the return to in-person classes.
- The clear motivator for students to attend CSI Events is the event's theme, followed by a new experience, chance to win prizes and interact with their peers. It is clear what does not motivate them: Co-Curricular Recognition.
- Event timing is the primary barrier to attending CSI events, followed by transportation and ticket prices.
- Students' preference for events is on Fridays and weekends, during the afternoon and evening.
- The overwhelming majority of students are comfortable with in-person events.
- Students' most common hobbies and interests are movies and television, music, and travel.
- Live entertainment, interactive events, and tutorials/workshops are the top 3 preferred types of events.
- Student-suggested events and discussion topics included holiday and cultural-themed events, interactive activities, live performances, fitness/sports-oriented events, financial and budget planning tips and advice, time management and career/professional development workshops, mental health and self-care practices, and off-campus trips to attractions and venues.

CSI EVENTS AWARENESS

Q72: Are you aware of the optional CSI Events Fee?

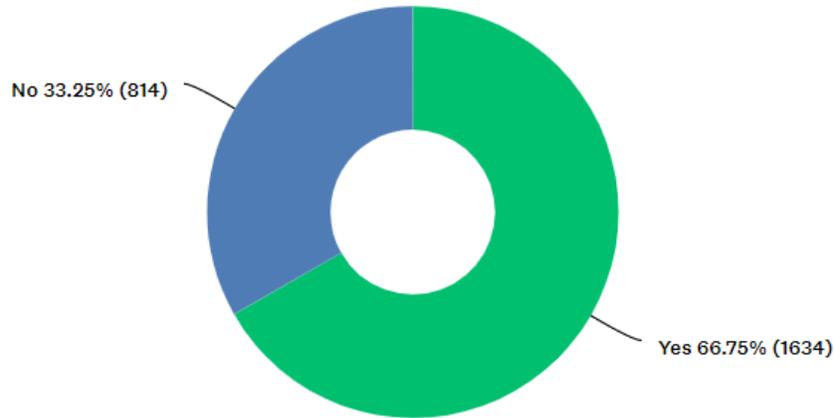


Figure 64 - Awareness of the CSI Events fee.

Quick Takeaways: 67% of students are aware of the optional CSI Events fee. This is an improvement over 2021 by 11%, but still lags awareness levels from 2020 of 83%.

Upon further analysis, awareness of students in second-year through fourth-year is 76%-82%, while first-year students are 60%. When compared by campus, awareness is similar across most campuses, with Reuter, Brantford, and Guelph having below-average awareness at 25%, 57%, and 58%, respectively.

Q73: How do you normally learn about CSI Events? Select all that apply.

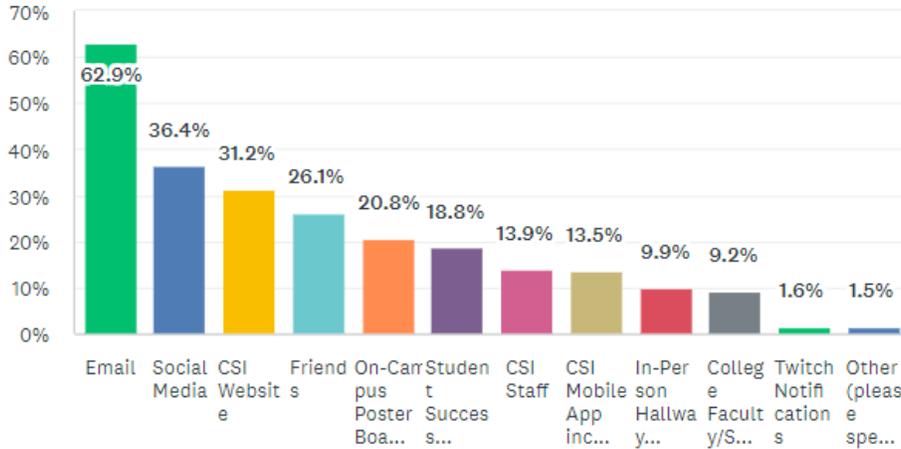


Figure 65 - Awareness of CSI Events by medium.

Quick Takeaways: The top 3 methods people became familiar with CSI events on their campus were by email (63%), social media (36%), and through CSI’s website (31%), demonstrating a preference for online mediums. This trend remained consistent across campuses with the following exceptions:

- Downtown Kitchener students had significantly lower awareness generated by direct emails than other campuses, but they are more likely to have awareness generated by friends than other campuses.
- Cambridge had significantly lower awareness generated by CSI’s Website, and the student success portal, but they had much higher awareness generated by on-campus poster boards and in-person hallway promotions than other campuses.
- Reuter had significantly lower awareness generated by Social Media, CSI’s Website, App, the student success portal, and CSI Staff than other campuses.
- Brantford students had significantly lower awareness generated by in-person hallway promotions, and on-campus poster boards, but had higher awareness generated by CSI’s Website, CSI Staff, and College Faculty/Staff than other campuses.
- Doon students had significantly lower awareness generated by CSI Staff than other campuses.
- Waterloo students had significantly lower awareness generated by on-campus poster boards than other campuses.
- Guelph students had significantly lower awareness generated by in-person hallway promotions, but higher awareness generated by the student success portal than other campuses.

Compared to 2021, online mediums have decreased slightly, while in-person methods such as friends and on-campus poster boards have grown significantly with the return to in-person classes.

EVENT MOTIVATORS AND BARRIERS

Q74: What top 3 factors motivate you to go to a CSI event?



Figure 66 - Factors that motivate event attendance.

Quick Takeaways: The clear motivator for students to attend CSI Events is the event's theme, followed by a new experience, chance to win prizes and interact with their peers. It is clear what does not motivate them: Co-Curricular Recognition.

Q75: What factors limit or prevent you from going to a CSI event? Select all that apply.

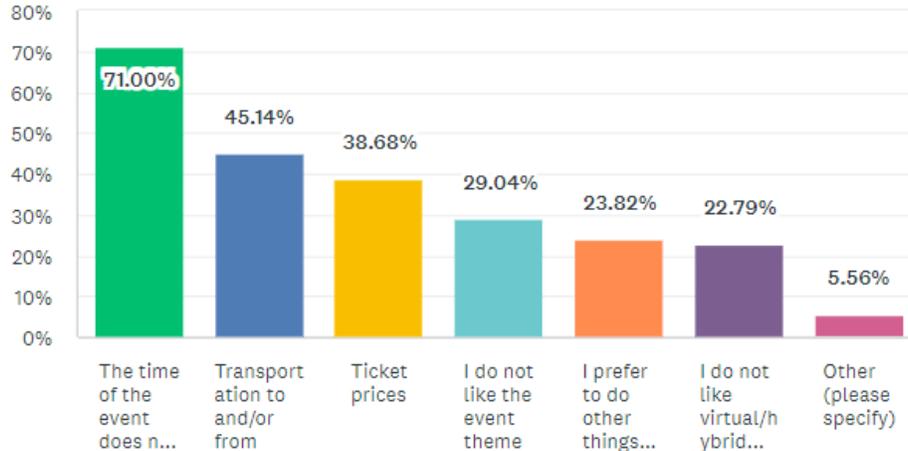


Figure 67 - Factors limiting attendance at events.

Quick Takeaways: The timing of an event is the primary factor that limits attendance at an event by a significant margin. The next most cited factors limiting attendance are transportation and ticket prices.

Upon further analysis, international students are more likely to cite transportation as a factor that limits their ability to attend an event than domestic students. Domestic students are also more likely to cite that they would prefer to do other things in their spare time than attend a CSI event and not attend due to the event's theme than international students.

When compared by campus, students from Brantford, Guelph, and Downtown Kitchener are less likely to allow the event theme to affect their decision to attend compared to other campuses. Students from the Cambridge, Guelph, and Reuter campuses are more likely not to attend as they prefer to do other things in their spare time. Cambridge and Reuter are least likely to be affected by transportation as a barrier. Ticket prices are most likely to deter students from Reuter.

Q76: What day of the week are you most likely to participate in an event? Select all that apply.

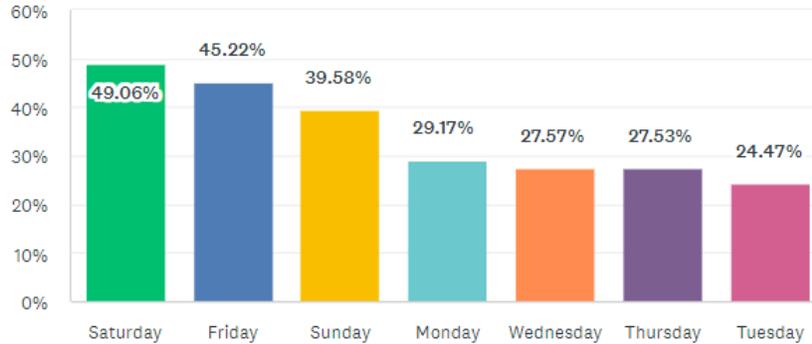


Figure 68 - Likelihood to attend events by day of the week.

Quick Takeaways: Students are most likely to participate in events on weekends and Fridays when most are not in class and may have time off.

Upon further analysis, a student's campus has minimal impact on the best day of the week for events. Domestic students are less likely to attend events on weekends than international students.

Q77: What time of day is most convenient for you to watch/attend an event?

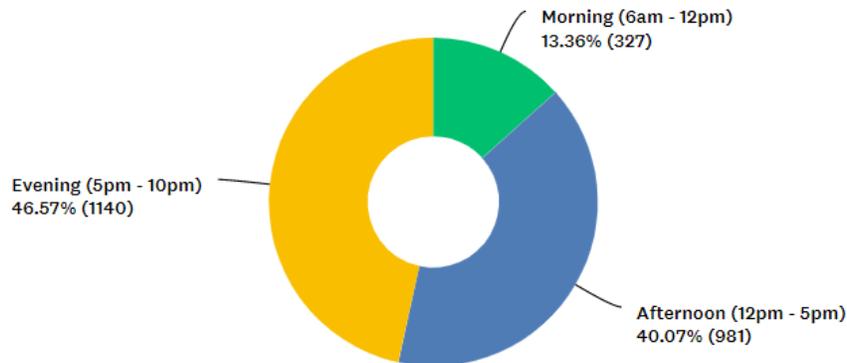


Figure 69 - Likelihood to attend events by time of day.

Quick Takeaways: Students overwhelmingly prefer afternoon or evening events over morning events, with a slight preference for evening events. Campus or domestic vs international status has minimal impact on the preference for event timing. Compared to 2021, a larger proportion of students prefer afternoon events year-over-year.

Q78: How comfortable do you feel attending an in-person event?

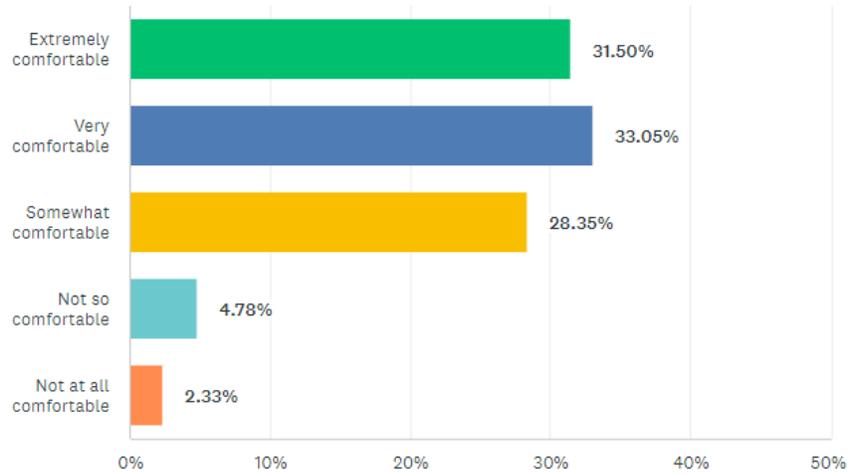


Figure 70 - Comfort level attending in-person events.

Quick Takeaways: Overwhelmingly, students feel comfortable attending in-person events after the pandemic, with students at the Reuter expressing the highest degree of not feeling comfortable attending in-person events. Females are also slightly more likely to express less comfort in attending in-person events than males.

TYPES OF EVENTS

Q79: What are your personal hobbies/interests? Select all that apply.

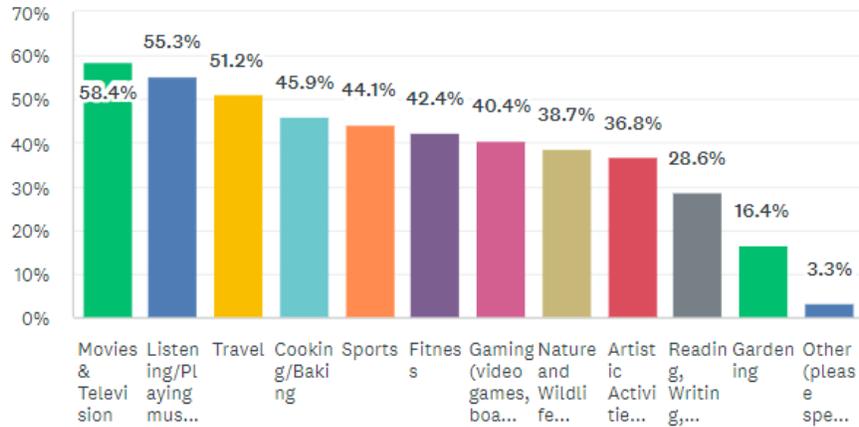


Figure 71 - Hobbies and personal interests of students.

Quick Takeaways: Students are heavily engaged with the digital media world for television, movies, and music, and are also passionate about travel and cooking. A lower proportion of students expressed interest in reading, writing, and gardening.

Upon further analysis by gender, males' top 3 hobbies and interests were sports, movies and television, and gaming, while females' top 3 hobbies and interests were listening/playing music/concerts, movies and television, and cooking and baking.

Q80: Please rank the following types of events in the order of most interested to least interested.

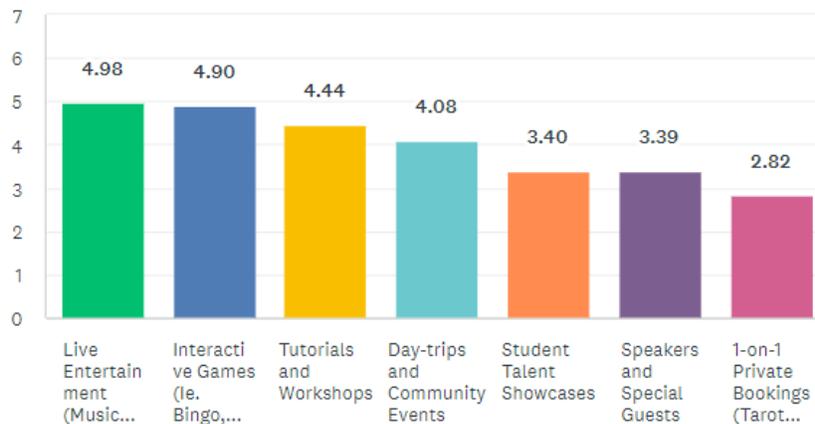


Figure 72 - Preference for types of events.

Quick Takeaways: Live entertainment and interactive games garner the most student attention, with only 1-on-1 private events not receiving much interest.

CSI COMMUNICATIONS

CSI communications are the driver of success for many of CSI's programs and services to ensure awareness and utilization by student membership. Over the last year, CSI has transitioned to more in-person services and in-person communication methods to support awareness and build student connections. With this shift, students also reported some slight shifts in their communication preferences over 2021.

Some key findings to note regarding this section of the survey are:

- Most students (67%) read CSI's bi-weekly direct email, and 48% of students would be interested in being able to have it sent to their non-college emails. Most students (89%) would also like emails at least weekly.
- Students are actively seeking the following information by direct email: upcoming events and workshops, financial and life assistance information, health and wellness information, career and leadership opportunities and student life tips and tricks.
- CSI's website is primarily used to learn about and attend CSI events (58%), learn about the health plan (42%), and search for employment opportunities (39%).
- Students were overwhelmingly interested in purchasing clothing and apparel from a CSI online store (60%); and felt that \$16 for a t-shirt and \$28 for a hoodie was reasonable. Students also were interested in purchasing school supplies (46%) and technology and accessories (43%).
- Students online social media engagement remained the same for Instagram (82%), increased for TikTok to 22% of students, and Facebook decreased by 5%. Students are most active online in the evenings between 5pm and 10pm (42%), and in the afternoon from 12pm to 5pm (29%).
- CSI's Instagram was the most followed social media account by students (63%); an increase of 3% compared to 2021, followed by Facebook, TikTok, and Twitter. 30% of respondents do not follow CSI on any social platform (30%), a 2% decrease compared to 2021.
- Almost 80% of students support CSI's posting frequency on social media and are overwhelmingly satisfied (97%) with our one-business-day response rate.
- Students are seeking contests and prizes (84%), information about CSI events and services (60%), information about how to get involved and employment opportunities (55%) on CSI's social media accounts.
- 48% stated they downloaded CSI's mobile app, and of these students, they use it for learning about CSI events (69%), finding out about CSI's health & legal plans (45%), Support Services (43%), and Employment Opportunities (40%).
- Those who did not download the app were mostly either unaware of it or didn't see a use in it.
- The top 3 features students found useful on the CSI App are service information (42%), information on active incentives (39%), and push notifications (38%).
- New feature preferences were the ability to place online food orders (56%), purchase event tickets (58%), and speak with CSI Staff (52%).

COMMUNICATION PREFERENCES

Q82: Do you read the bi-weekly CSI direct email that is sent every second Monday to your Conestoga College email address?

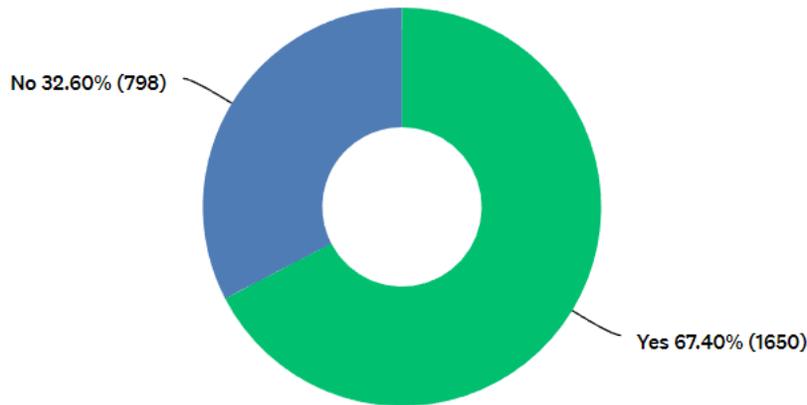


Figure 74 - % of Students who Read the Bi-Weekly CSI Email

Quick Takeaways: The majority (67%) of students stated that they are aware of and read the bi-weekly email sent by CSI. Students were slightly more likely in 2022 than they were in 2021 to read CSI’s email correspondence. However, it is difficult to verify this without the ability to measure the open rate of CSI’s direct email interactions through the college email platform.

Q83: Would you voluntarily sign up to receive the bi-weekly CSI direct email to your non-Conestoga College email account?

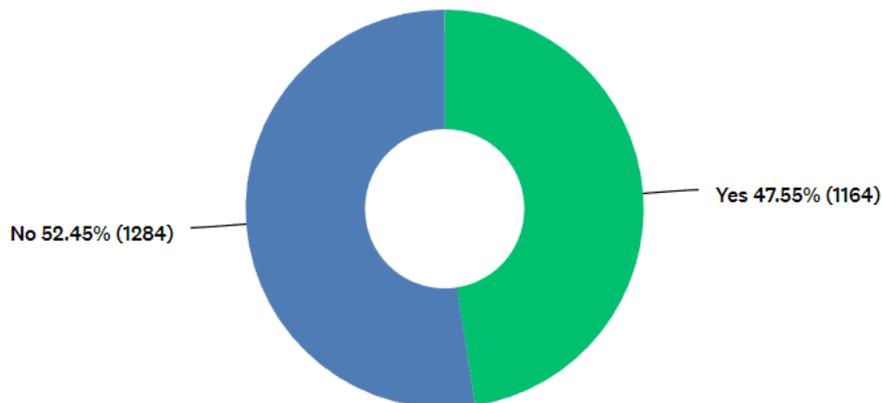


Figure 75 - Student interest in receiving direct emails from CSI to their personal account.

Quick Takeaways: 48% of students stated they would voluntarily sign up to receive direct emails from CSI if provided the option. When compared year-over-year, there was a slight decrease in the number of students interested in receiving CSI emails to their personal accounts.

Q85: How frequently would you like to receive CSI direct email updates to your personal email?

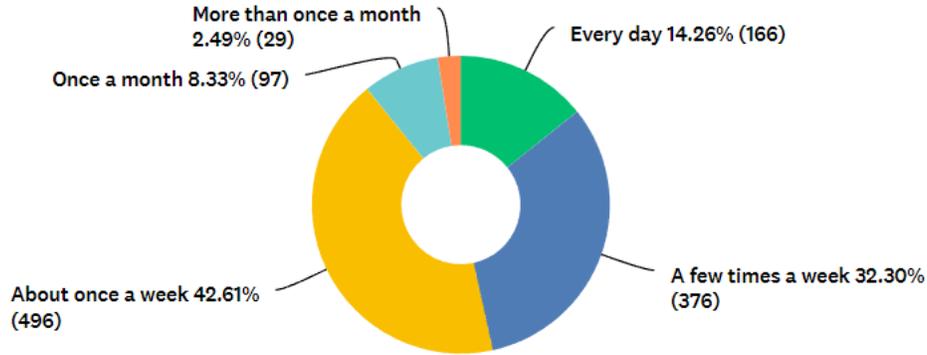


Figure 77 - Students desired frequency of CSI direct emails.

Quick Takeaways: Most students were interested in receiving a direct email from CSI to their personal accounts at least once a week (89%). Students commonly felt a weekly email (43%) would be preferred. Other students were interested in receiving emails a few times a week at 32%. While 14% of those surveyed indicated that they would like to receive an email daily from CSI, only 8% of students explained that they would like to receive a direct email once a month.

Q86: Why do you visit the CSI website? Select all that apply.

ANSWER CHOICES	RESPONSES	
I do not visit CSI's Website	14.22%	348
Learn about and attend CSI Events	58.25%	1,426
Find information about your CSI Health and Legal Plans	41.79%	1,023
Learn about and access CSI Support Services	37.09%	908
Learn about and join CSI Clubs and Societies	27.41%	671
Find and apply for CSI Employment Opportunities	38.52%	943
Contact Us	12.34%	302
Enter contests and giveaways	30.56%	748
Other (please specify)	Responses	0.86% 21
Total Respondents: 2,448		

Figure 78 - Reasons for Visiting CSI Website

Quick Takeaways: Students primarily visit CSI’s website to learn about and attend CSI events (58%). Approximately 14% of students surveyed do not engage with CSI’s website. The reason for doing so is unknown, but it remained stable year-over-year. When comparing data with students' year of study, it can be observed that first-year students were more likely to not visit CSI’s website (15%) compared to students in their second year of study (10%).

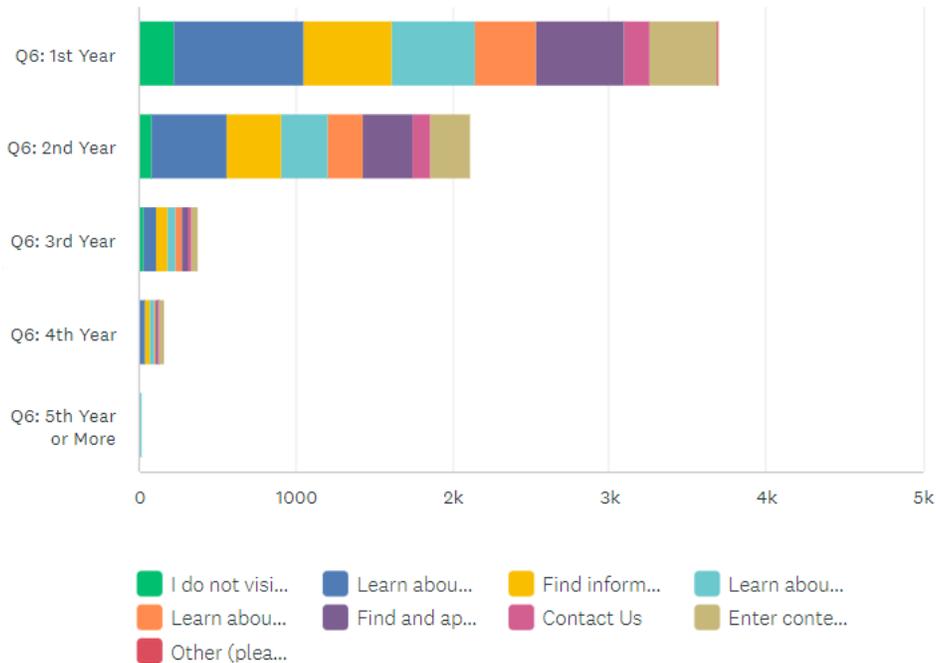


Figure 79 - Reasons for Visiting CSI's Website by Year of Study

Q87: Why have you not visited the CSI website?

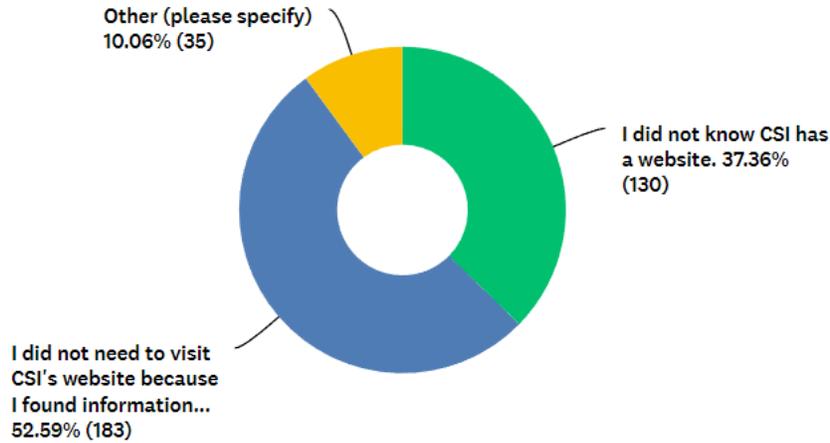


Figure 80 - Student Reasons for Not Visiting CSI's Website

Quick Takeaways: When students were asked why they had not yet visited the CSI website, many (52%) of them explained they did not have the need or desire to use it because they had been able to find information elsewhere. 37% of students asked, stated that they had not visited the CSI website because they were unaware of it (6% of total survey participants.) Students provided other reasons for not visiting the CSI website, such as a lack of need and time to do so.

Q88: What type of items would you like to be able to purchase from the CSI online store? Select all that apply.

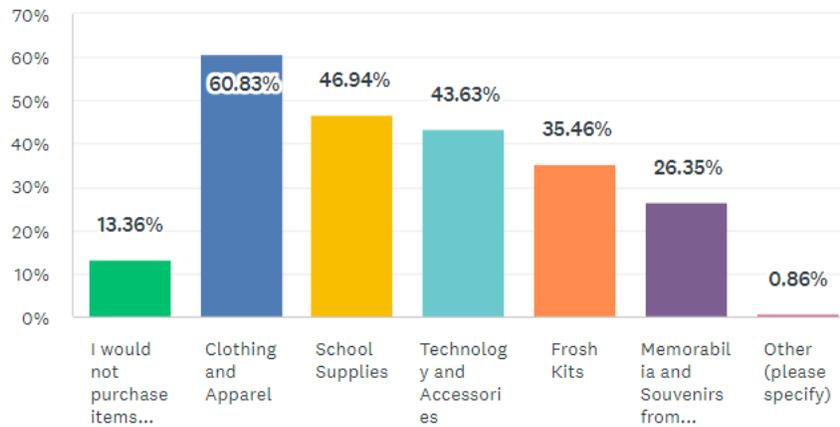


Figure 81 - Items Students Would Like to Purchase from a CSI Online Store

Quick Takeaways: Students were overwhelmingly interested in purchasing clothing and apparel from a CSI online store (60%). However, students also had an interest in purchasing school supplies (46%), technology and accessories (43%), frosh kits (35%), and memorabilia and souvenirs from specific events (26%).

Q89: What is a reasonable price to pay for the following types of apparel?

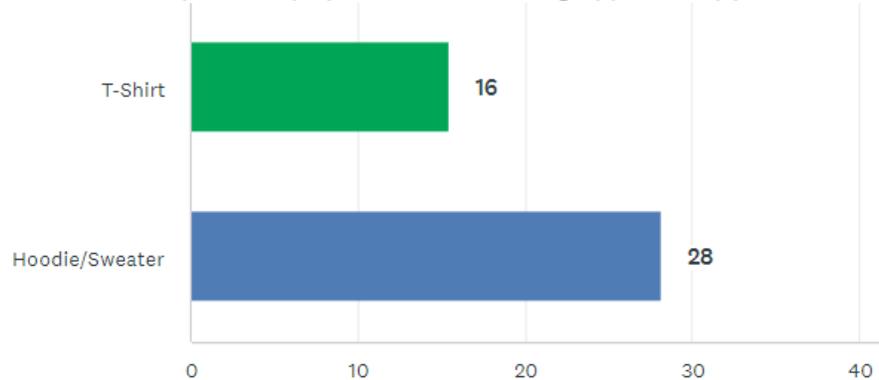


Figure 82 - Student Opinions on Reasonable Price for Apparel

Quick Takeaway: The average survey participant considered it reasonable to pay 16\$ for a t-shirt and 28\$ for a hoodie/sweatshirt. Students in 2021 agreed that 16\$ was a reasonable price for a t-shirt, however, they identified a reasonable cost for a hoodie/sweater as being \$48 – almost double what was deemed to be reasonable by students this year.

Q90: When are you normally most active online?

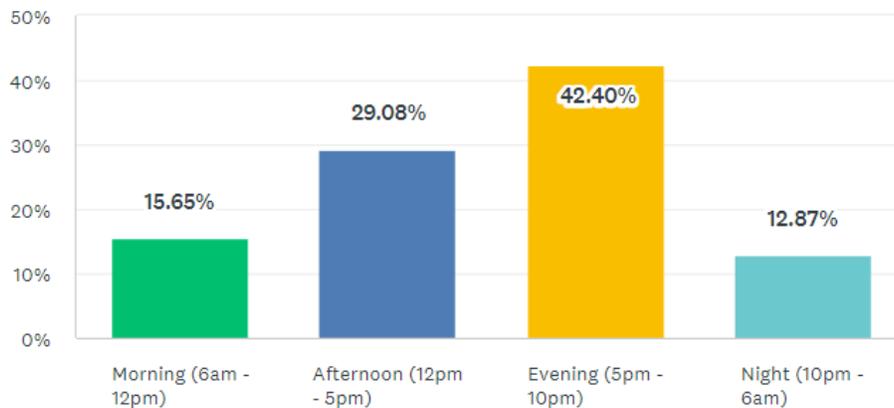


Figure 83 – Students' Most Active Time Online

Quick Takeaway: Students are largely most active online in the evenings between 5 and 10pm (42%), followed by in the afternoon from 12pm to 5pm (29%). Less than 30% of students are active online before 12pm or after 10pm.

Q91: What social media platforms are you most active on? Select all that apply.

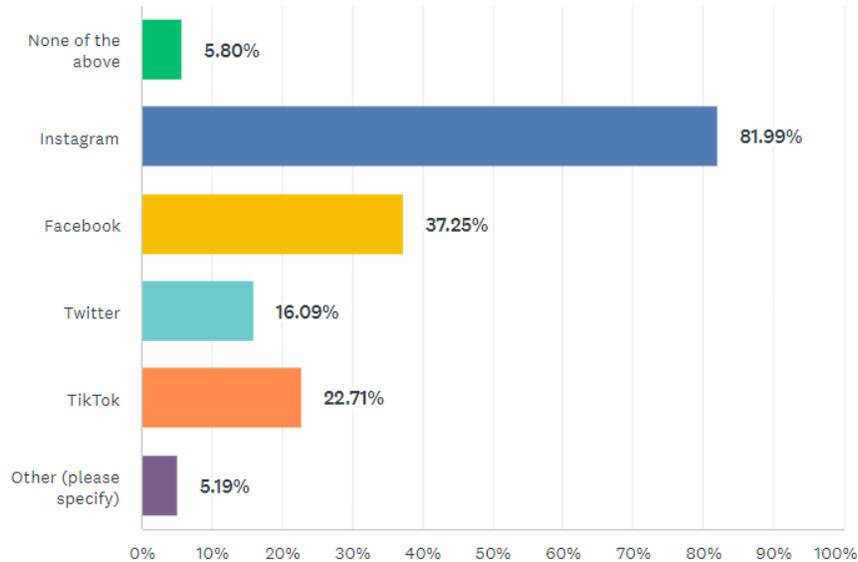


Figure 84 - Most frequently used social media platforms.

Quick Takeaway: The same number of students identified themselves as active on Instagram in 2022 as in 2021 (82%). However, the use of Facebook decreased from 42% in 2021 to 37% in 2022. It appears students may have begun to replace Facebook usage with TikTok (22%); as the number of students using it increased by 5% in 2022.

Q92: What CSI social media accounts do you follow? Select all that apply.

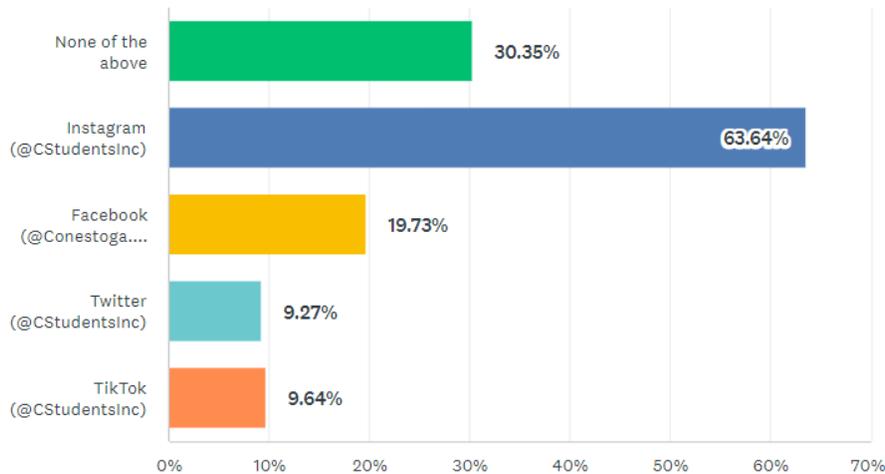


Figure 85 - CSI Social Media Accounts Students Follow

Quick Takeaways: CSI’s Instagram account @CStudentsInc was the most followed social media account by Conestoga College students (63%); an increase of 3% compared to 2021. However, the number of students following the CSI Facebook account (20%) dropped by 3% when analyzed year over year. A noteworthy portion of respondents do not follow CSI on any

social platform (30%), though this number dropped by 2% when compared to data from 2021.

Q93: How often do you engage with our social media content? (likes, comments, story polls etc.)

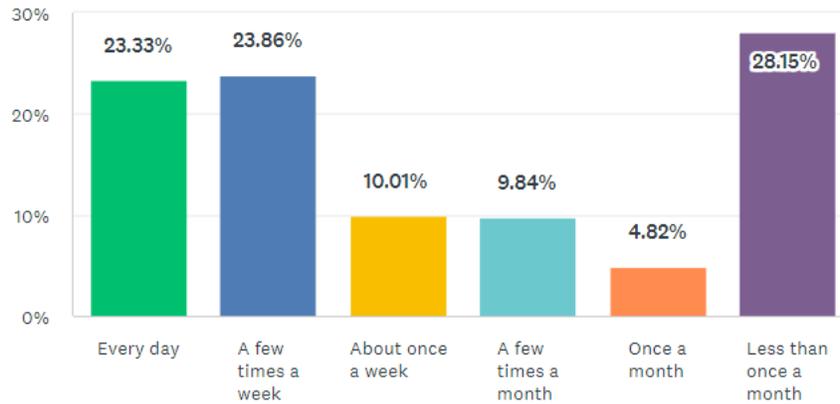


Figure 86 - Frequency of student engagement with CSI social media

Quick Takeaways: 46% of students said they engage with CSI social media content daily or multiple times a week. 28% of students said they engage with CSI social media content less than once a month.

Q94: How would you rate your satisfaction with CSI's posting frequency on social media?

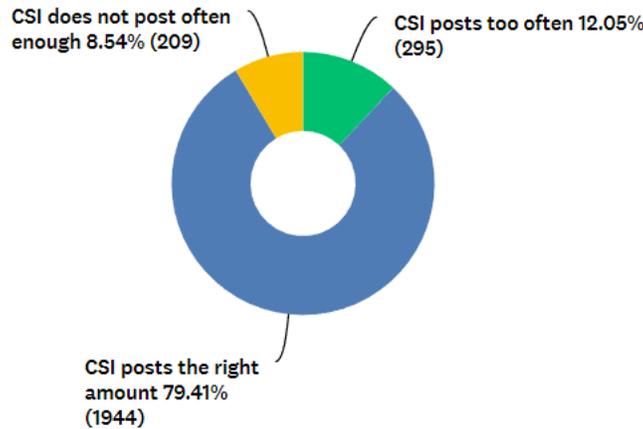


Figure 87 - Student opinion on CSI posting frequency

Quick Takeaways: Students are satisfied with CSI's posting habits, with nearly 80% agreeing that CSI posts just the right amount of content.

Q95: CSI’s current response time for direct messages from social media is within 1 business day. How satisfied are you with CSI’s response time to direct messages through social media?

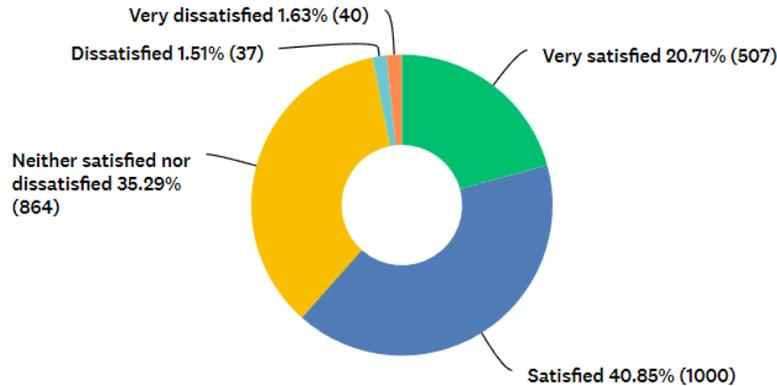


Figure 88 - Student satisfaction with CSI DM response time.

Quick Takeaways: Almost no students expressed dissatisfaction with CSI’s social media response times (3%), suggesting large-scale satisfaction with CSI’s responsiveness and attentiveness to students’ needs.

Q96: What kind of social media content/posts would encourage you to follow/continue to follow and engage with CSI's social media? Select all that apply.

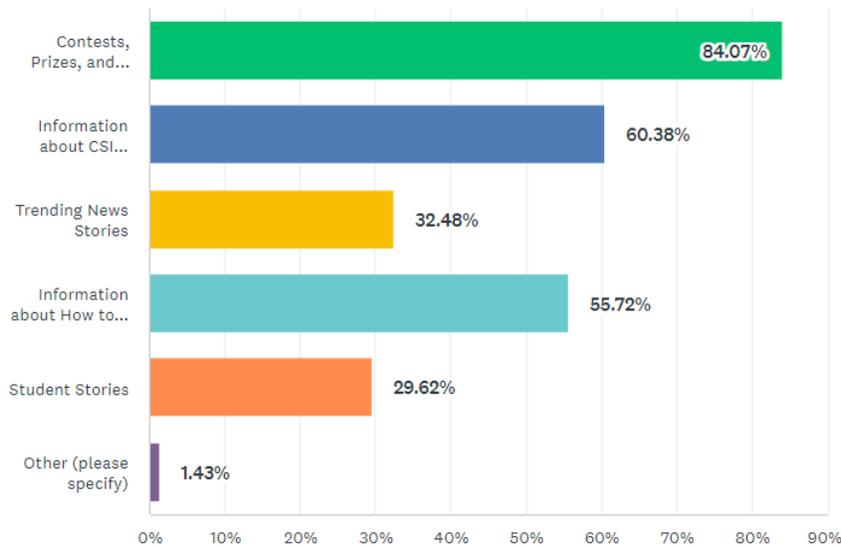


Figure 89 - Content that will drive future student engagement.

Quick Takeaways: Most students indicated that contests and prizes are the most attractive way to entice students to follow and engage with CSI’s social media accounts (84%). Information about CSI events and services was the second most popular content (60%) for students to interact with CSI social media. Information about how to get involved and employment opportunities was the third most common type of content desired by students (55%).

Q102: CSI launched a new mobile app in August 2021. Have you downloaded the app from the Apple App Store or Google Play Store?

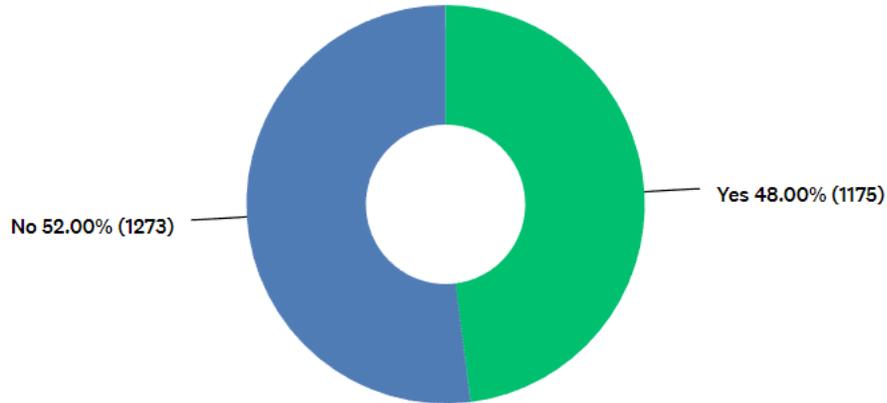


Figure 90- % of students who have downloaded CSI's Mobile App.

Quick Takeaways: 48% of students indicated that they had downloaded the CSI mobile app. This was an increase of 3% when compared year over year.

Q103: Why do you use the CSI mobile app? Select all that apply.

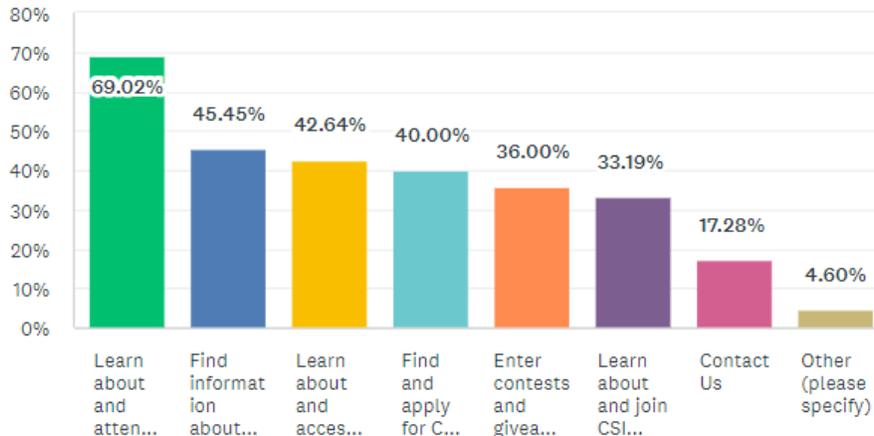


Figure 91 - Student Reasons for Using Mobile App

Quick Takeaways: This question was only asked to students who indicated they had downloaded the CSI App. Students use the CSI App as an informational and participatory resource, primarily using the app to learn about and attend CSI events (69%), find out more information about CSI’s Health & legal plans (45%), Support Services (43%), and Employment Opportunities (40%).

Q104: Which of the current or past functions of the CSI app did you find useful? Select all that apply.

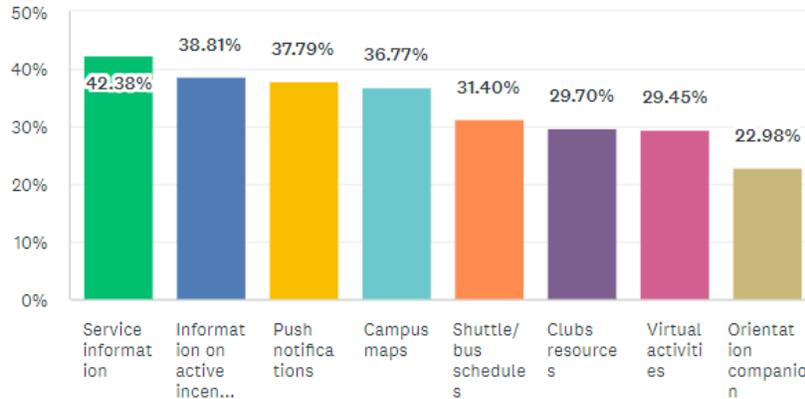


Figure 92 - Current and past function utility.

Quick Takeaways: This question was only asked to students who indicated they had downloaded the CSI App. The top 3 features students found useful on the CSI App are service information (42%), information on active incentives (39%), and push notifications (38%).

Q105: Why did you choose not to download the new CSI Mobile App



Figure 93 - Most frequently used words to describe why students did not download the app.

Quick Takeaways: This question was only asked to those who have not downloaded the app. Through the feedback received on why students chose not to download the CSI App, common reasons were:

- Didn't know/weren't aware of it.
- Don't have space/didn't want to download it.
- Didn't have use/see value in it.

Q106: What resources would you find most beneficial to be added to the CSI app?

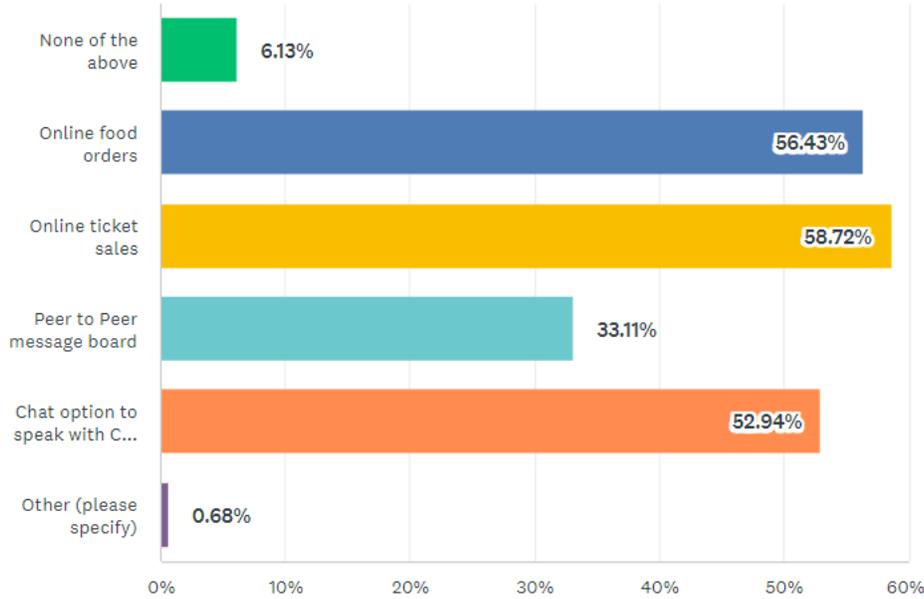


Figure 94 - Student ideas on beneficial resources for the CSI App.

Quick Takeaways: Students had a high level of interest in the ability to place online food orders (56%), purchase event tickets (58%), and speak with CSI Staff (52%). Students were also interested in, albeit less so, a peer-to-peer message board (33%). Other suggested ideas included being able to find tutoring and study groups, along with various clubs.

CSI FROSH KIT

CSI Frosh Kits were introduced during the pandemic as a way to connect with students remotely and build some school pride and community. 2022 was the second year for distribution.

Key findings to note regarding this section of the survey are:

- There was a higher proportion of students who stated they paid for the Frosh Kit and received it, but the overall satisfaction with Frosh Kits declined by 11% compared to 2021.
- The most commonly cited ways to improve the kits are providing better quality items and including a hoodie.
- Students who opted out of the Frosh Kit fee opted out because of the price, not knowing what it is, and not knowing what it included.

Q97: Did you opt-in to receive a CSI Frosh Kit in the 2022 school year?

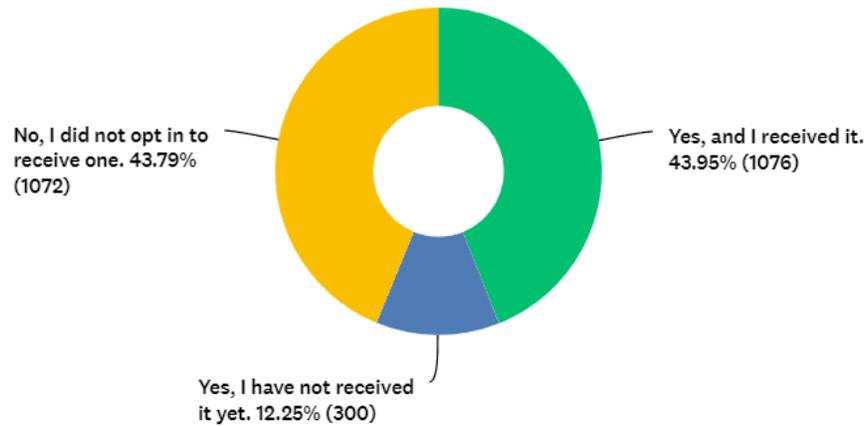


Figure 96 - % of students who purchased CSI Frosh Kits

Quick Takeaways: Equal numbers of students believe they opted-in and opted-out of purchasing a frosh kit in the 2022 school year (43% each). The number of students who opted-in to receive a frosh kit and had received it increased by 16% year over year. Only 12% of students had opted-in to receive a frosh kit but had not yet received it, which was a decrease of 11% from 2021.

Q98: How satisfied are you with the CSI Frosh Kit you received?

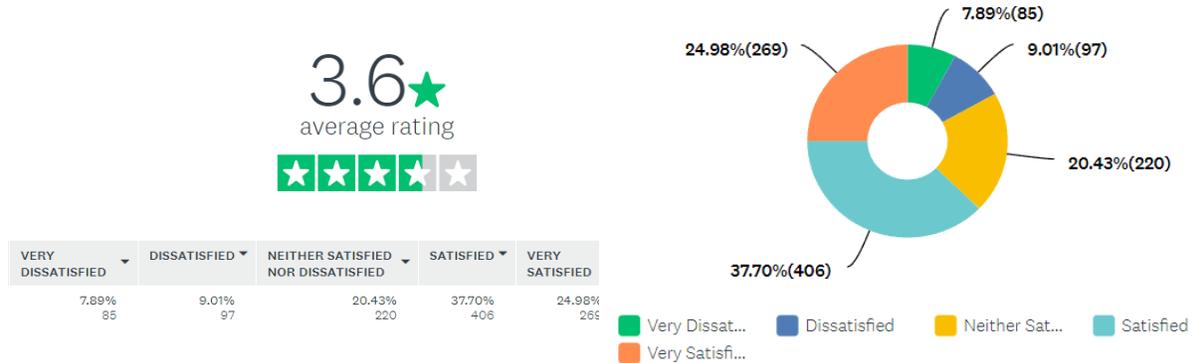


Figure 97- Student satisfaction with CSI Frosh kit (Students Who Received Kit)

Quick Takeaways: This question was only asked to those who responded they received a frosh kit. The overwhelming majority of students who received a frosh kit were satisfied with the box they received (63%); this was a decrease of approximately 10% in student satisfaction year-over-year. 17% of those surveyed expressed dissatisfaction; increasing by 7% from 2021.

Q99: Please tell us how the CSI Frosh Kit can be improved?



Figure 98 - Most frequently used words to describe how the CSI Frosh Kit can be improved.

Quick Takeaway: Through the feedback received on how to improve the CSI Frosh Kit, some common suggestions were:

- Higher Quality Items
- Include information about CSI
- Package in a bag or backpack for reuse instead of a box
- Water Bottle
- Lanyard
- Phone holders
- Cards
- Planner
- School Supplies (Pens, Pencils, Notebooks, etc.)
- Canadian Clothing (gloves/mitts, toques/beanie, scarf, etc.)
- Conestoga/CSI Merch (Hoodie or T-shirt – no towels)

Q100: If you opted in, but have not received your Frosh Kit, we would like to follow up with you to arrange a pick-up time. What is your contact information?

Of the 2,448 who completed the CSI Year-End Survey, 304 students stated they had opted in but did not receive their kit and provided follow-up information (12%).

Q101: Please tell us why you did not opt-in to receive a Frosh Kit.

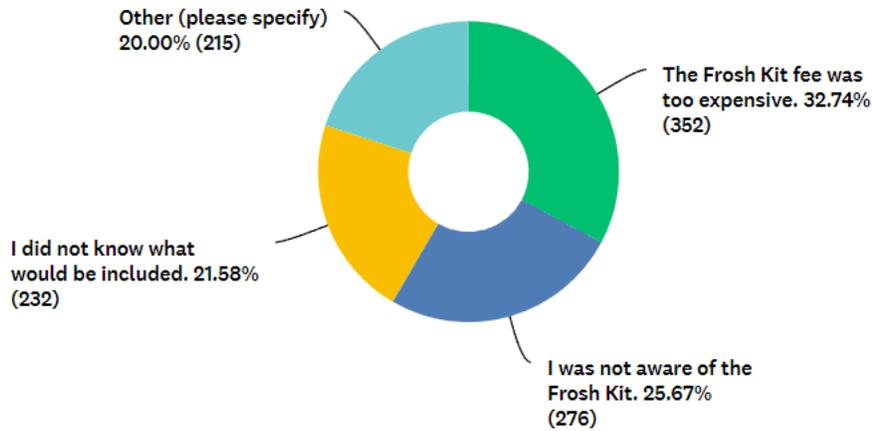


Figure 99 - Student Reasons for Not Purchasing a Frosh Kit

Quick Takeaways: For students who opted out of the Frosh Kit fee, 32% stated price was the reason, suggesting that cost considerations are at the front of mind for students, even more so than the previous year when only 19% of students explained cost as the reasoning for opting out. Additionally, 26% were unaware of the Frosh Kit, and 22% did not know what was in the kit before paying the fee, resulting in their opting out. Compared to 2021, students were 13% more likely to be aware of frosh kits than 2021. In the other category, reasons included not being a first-year student, lack of interest, and concerns about the quality of items received within Frosh Kits.

CSI FOOD SERVICES

Food services is a service provided for CSI, but also one that CSI historically receives substantial feedback about regarding both CSI and non-CSI-owned food services. During the pandemic, it was difficult to receive or evaluate food services due to its limited operations and offerings. As food services have generally resumed regular operations, students continued to share concerns regarding the offerings and overall service provided.

Some key findings to note regarding this section of the survey are:

- Satisfaction based on food preferences/restrictions is relatively similar across all preferences/restrictions and is somewhat acceptable at a range of 63-69% satisfaction. Of those who indicated they have a food preference/restriction, the most common food preference/restrictions are vegetarian (31%), halal (12%), and plant-based (9.48%).
- Students rated affordability, deliciousness, and food nutrition on campus as their most important factors.
- Only 41% of students stated they were satisfied with on-campus food services in 2022, and 21% expressed dissatisfaction. The Guelph campus expressed the highest dissatisfaction with their on-campus food offerings (45%).
- Most students (67%) rated food services to be between extremely to moderately convenient. 7.71% of students described food service to be not at all convenient. The Guelph campus experienced the highest level of inconvenience, with 22% of those surveyed stating food service offerings were not at all convenient.
- 42% of students stated that food on campus was very to somewhat affordable. 27% of students explained that food on campus was unaffordable. Waterloo and Doon campus students found food offerings the most affordable. The Reuter campus experienced the highest level of students stating that food services were unaffordable at 63%.
- 70% of students were interested in a student meal plan ranging from extremely (23%), very (21%), and somewhat interested (27%). International students (85%) are more likely to be interested than domestic students (52%).
- 57% of students stated they would likely use an online ordering system to pick up on-campus food services. Students were just as excited about an online ordering system for food delivery from campus food service options, with 56% of students stating they would likely use such a service.
- Students provided relatively consistent feedback across campuses that food offerings must be healthier, nutritious, culturally diverse, and generally improved overall. A breakdown of common food and beverage items by campus is provided in [Table 7](#).

CURRENT FOOD SERVICE OFFERINGS

Q110: How satisfied are you with the available food offerings on your campus?

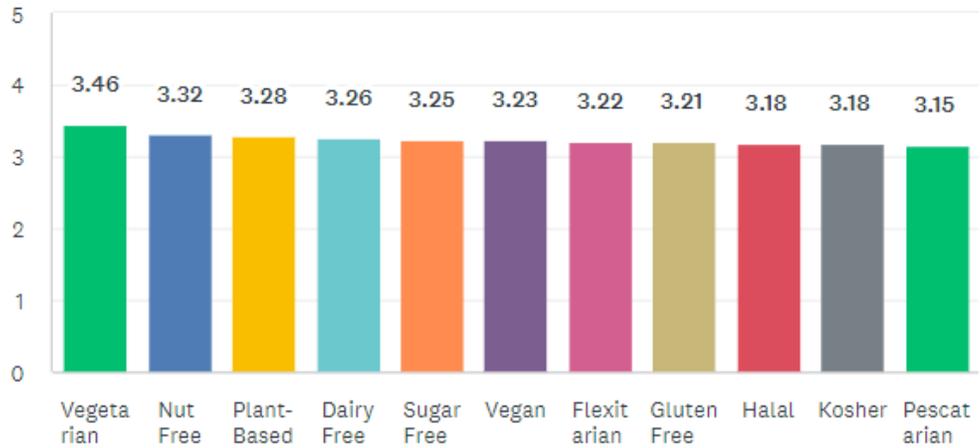


Figure 100 - Satisfaction on a scale of 1-5 for food offerings on-campus.

Quick Takeaways: This question was not asked to Brantford or Downtown Kitchener students as they do not have food services. Satisfaction for food offerings for those with a food preference or restriction of the above categories is relatively similar across all preferences/restrictions and is somewhat acceptable at a range of 63-69% satisfaction. This represents an area for improvement and offers a baseline measurement as this was a new question for the CSI Year End Survey.

When compared by campus, the following are the campuses with the highest and lowest satisfaction for each food preference/restriction:

Food Preference	Campus with Highest Satisfaction	Campus with Lowest Satisfaction
Vegetarian	Reuter (4.00)	Guelph (3.03)
Nut Free	Doon (3.38)	Reuter (2.86)
Plant-Based	Reuter (3.43)	Guelph (3.14)
Dairy-Free	Cambridge (3.39)	Reuter (2.50)
Sugar-Free	Waterloo (3.28)	Reuter (3.00)
Vegan	Reuter (3.57)	Guelph (3.04)
Flexitarian	Cambridge & Reuter (3.29)	Guelph (2.85)
Gluten-Free	Cambridge (3.26)	Reuter (2.63)
Halal	Cambridge (3.28)	Reuter (2.57)
Kosher	Doon (3.23)	Reuter (3.00)
Pescatarian	Doon (3.19)	Reuter (2.43)

Q111: How important is it to you that the food on campus is:

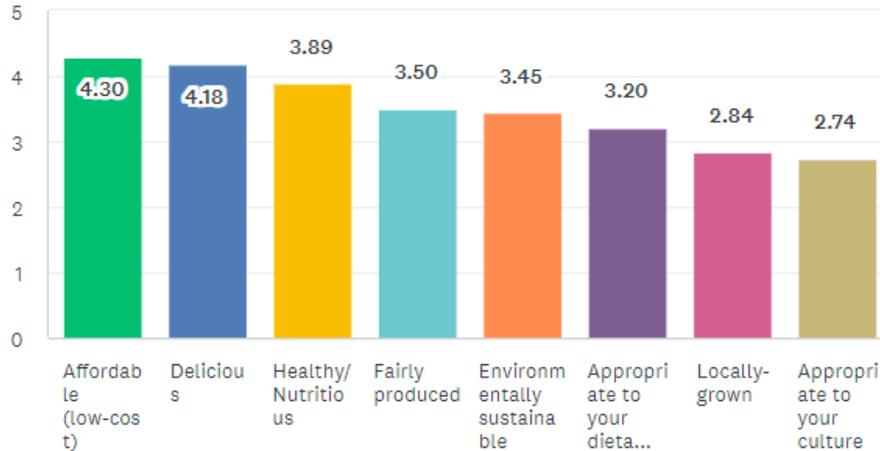


Figure 101 - Importance of different aspects of food options on-campus.

Quick Takeaways: Students rated affordability, deliciousness, and food nutrition on campus as their most important factors. This was a new question for the CSI Year End Survey.

When compared by campus, there are minimal differences in the importance of each option with the following exception:

- Reuter is much less likely to value food offerings appropriate to their culture, dietary restrictions, and less importance on the food being healthy/nutritious.

Q112: How satisfied are you with the available food service outlets on your campus?

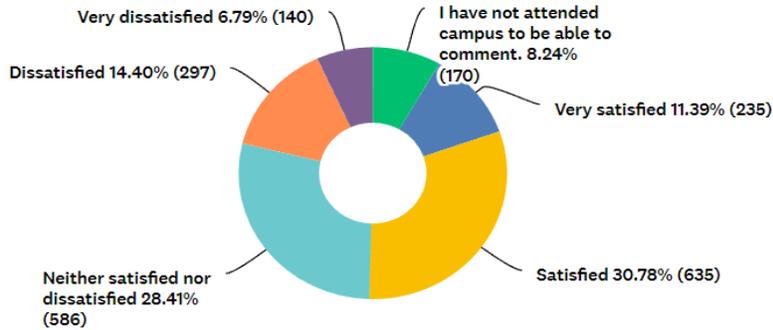


Figure 102- Student Satisfaction with On-Campus Food Services

Quick Takeaways: This question did not apply to Brantford or Downtown Kitchener students as they do not have food services. Both satisfaction and dissatisfaction with on-campus food services increased when compared to 2021. 41% of students stated that they were satisfied with on-campus food services in 2022, compared to only 21% in 2021. Student dissatisfaction rates increased from 6% in 2022 to 21% in 2022. Given that in 2021, the overwhelming majority of students could not access food services (56%), it is difficult to observe accurate trends year-over-year and requires ongoing monitoring. However, when analyzing differences by campus, students on the Guelph campus expressed the highest dissatisfaction with their on-campus food offerings (45%).

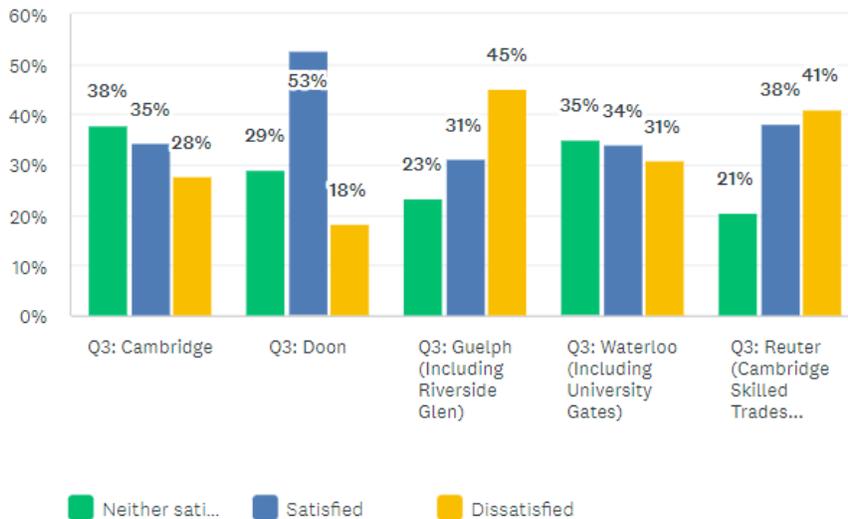


Figure 103 - Student Satisfaction with On-Campus Food Services by Campus

Q113: How convenient do you feel food services at your campus are?

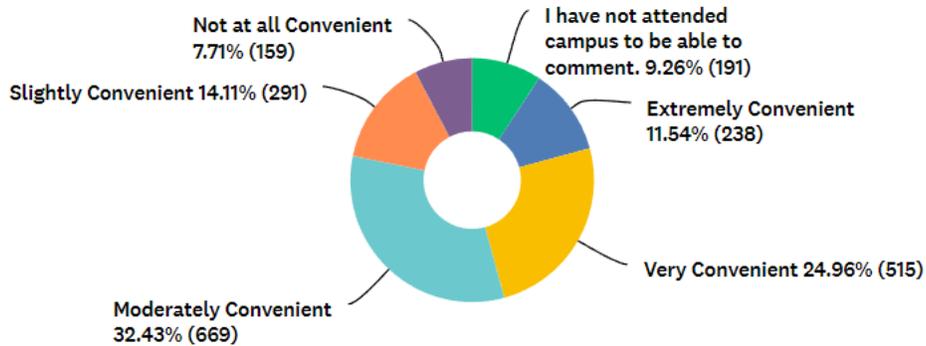


Figure 104 - Student Opinion of Food Service Convenience

Quick Takeaways: Most students (67%) rated food services on their campus as extremely to moderately convenient. Only 7.71% of students described food service to be not at all convenient.

When broken down by campus, students located on the Doon and Cambridge campuses found food offerings to be the most convenient – with only 4.91% stating offerings were not at all convenient on Doon, and 7.11% of those on Cambridge. The Guelph campus experienced the highest level of inconvenience, with 22% of those surveyed stating food service offerings were not at all convenient.

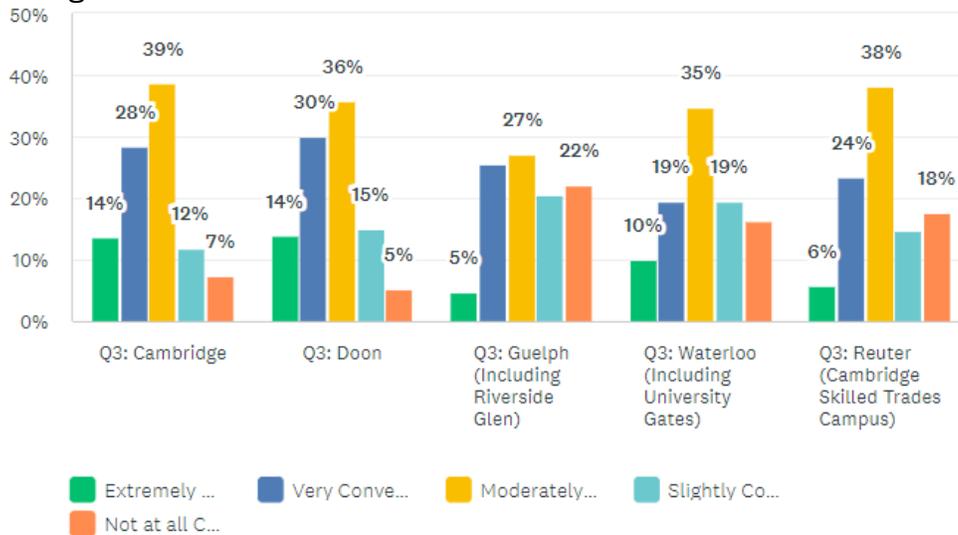


Figure 105 - Student Opinion of Food Service Convenience by Campus

Q114: How affordable do you feel food services at your campus are?

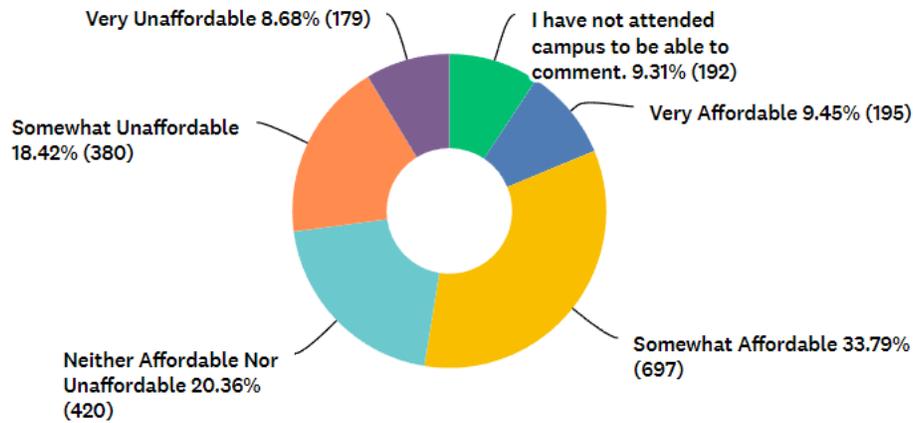


Figure 106 - Student Opinion on Food Service Affordability

Quick Takeaways: 42% of students surveyed stated that food on campus was very or somewhat affordable. Only 27% of students explained that food on campus was unaffordable. While 20% stated, it was neither affordable nor was it unaffordable. Pandemic food service closures make it difficult to determine the extent to which students have been impacted by compounding factors influencing the measures of affordability for food offerings, such as inflation.

When broken down by campus, students located on Waterloo and Doon campuses found food offerings to be the most affordable – with 16% stating offerings were unaffordable at Waterloo, and 29% of those at Doon. The Reuter campus experienced the highest level of students stating that food services were unaffordable at 63%.

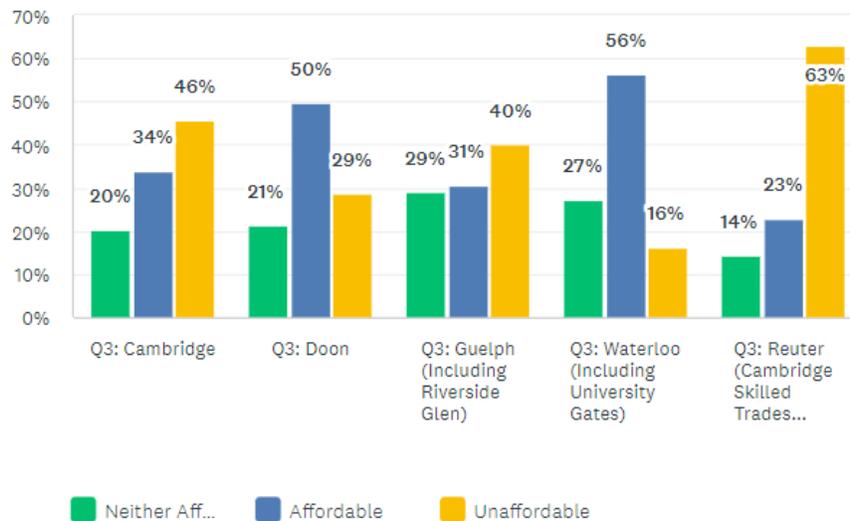


Figure 107 - Affordability of food services by campus.

FUTURE FOOD SERVICE OFFERINGS

Q108: How interested would you be in purchasing a student meal plan service if available?

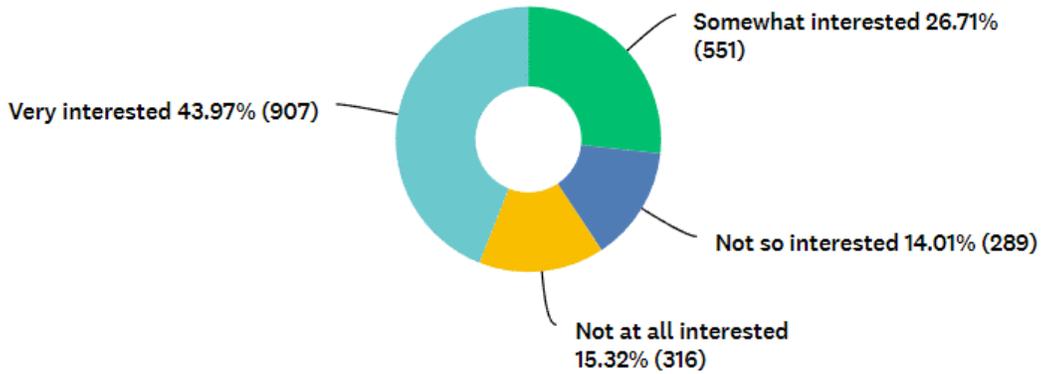


Figure 108 - % of Students Interested in Purchasing a Meal Plan

Quick Takeaways: Less than 30% of students who were asked indicated they would not be interested in purchasing a student meal plan. The remaining 70% had interest ranging from extremely (23%), very (21%), and somewhat interested (27%). Students interested in purchasing a meal remained stable year-over-year. When comparing by international vs. domestic students, it becomes clear that international students (85%) are more likely to be interested than domestic students (52%).

Q109: Which of the following food preferences/restrictions apply to you? (Select all that apply)

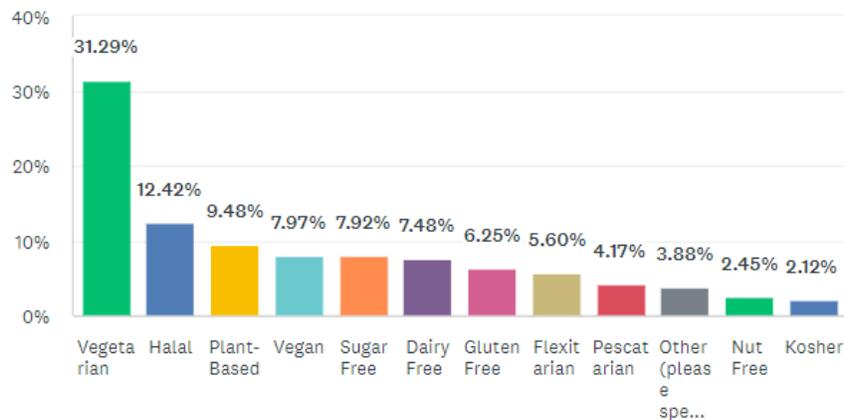


Figure 109 - Food preferences/restrictions.

Quick Takeaways: Of those who indicated they have a food preference/restriction, the most common food preference/restrictions are vegetarian (31%), halal (12%), and plant-based (9.48%).

Q115: How likely are you to use online ordering to pick up your food on campus if it was available?

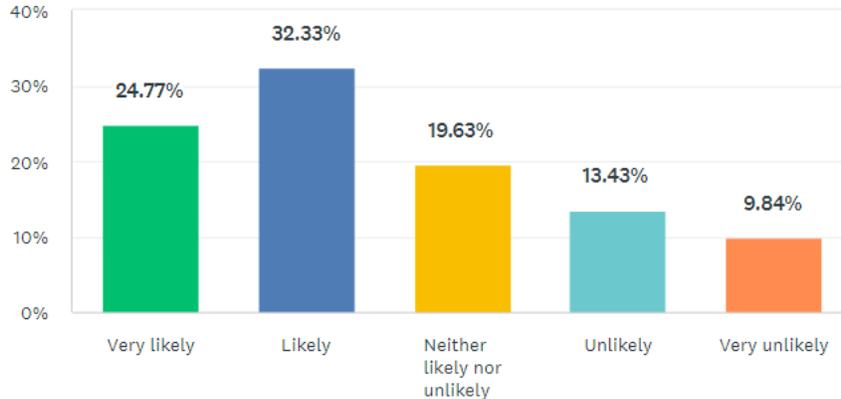


Figure 110 - Likelihood of use of online ordering for on-campus food services.

Quick Takeaways: Most students surveyed expressed a desire to use online ordering for food pick up on campus, with 57% of students stating they would likely use an online ordering system for pick up on-campus food services. Year-over-year, there were 3% fewer students who expressed interest in online ordering food for pick up than they did in 2021.

Q116: How likely are you to use online ordering from food services on campus for food delivery if it was available?

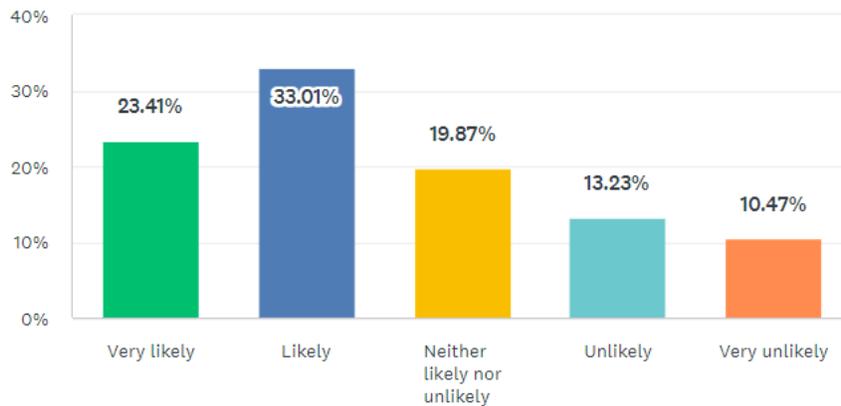


Figure 111 - Likelihood of use of online ordering for food delivery from on-campus food services.

Quick Takeaways: As with online ordering for food pick-up, students surveyed were just as excited for an online ordering system for food delivery from campus food service options, with 56% of students stating they would, at minimum, be likely to use such a service, and 23% of students surveyed expressly stating they would not utilize the service.

Q117: What type of food and beverage items would you like to see on your campus?



Figure 112 - Most frequently used words to describe what food and beverage items students would like to see on their campus.

Quick Takeaways: Overall, many responses indicated a need to introduce or improve food and beverage items at all campuses. Consistently, the need for multicultural, healthier, and vegetarian options was mentioned. A breakdown of common food and beverage items by campus is provided below:

Campus	Common Responses
Brantford	<ul style="list-style-type: none"> • Healthy and Nutritious Options • Gluten-Free, Dairy-Free, Halal, and Vegetarian Options • Food Items: <ul style="list-style-type: none"> ○ Fresh Fruits, Smoothies, Soups, Salads, Wraps, Chicken, Rice, Burgers, Sandwiches, Poutine, Snack Foods • Drinks: <ul style="list-style-type: none"> ○ Coffee & Tea, Soft Drinks & Energy Drinks • More diverse cultural options (Indian, Nigerian, Chinese) • Vending Machines
Cambridge	<ul style="list-style-type: none"> • Healthy and Nutritious Options • Gluten-Free, Dairy-Free, Halal, and Vegetarian Options • Food Items: <ul style="list-style-type: none"> ○ Fresh Fruits, Baked Goods, Smoothies, Yogurt, Soups, Salads, Wraps, Chicken, Rice, Burgers, Sandwiches, Poutine, Shawarma • Drinks: <ul style="list-style-type: none"> ○ Coffee & Tea (Many Starbucks References), Energy Drinks • More diverse cultural options (Indian, Asian/Thai, Mexican, Middle Eastern)
Doon	<ul style="list-style-type: none"> • Healthy and Nutritious Options • Gluten-Free, Dairy-Free, Halal, and Vegetarian Options • Food Items: <ul style="list-style-type: none"> ○ Rice-based bowls and dishes, Smoothies, Salad Bar, Soups, Sandwiches, Baked Goods, Burritos, Sushi, Snack Foods, Shawarma • Drinks: <ul style="list-style-type: none"> ○ Dairy, Bubble/Milk Tea, Energy Drinks, • More diverse cultural options (Indian, Asian/Thai, African, Greek)
Downtown Kitchener	<ul style="list-style-type: none"> • Healthy and Nutritious Options • Gluten-Free, Dairy-Free, Halal, and Vegetarian Options • Food Items: <ul style="list-style-type: none"> ○ Breakfast Items, Baked Goods, Fresh Fruits, Smoothies, Soups, Salads, Wraps, Chicken, Rice, Burgers, Sandwiches, Snack Foods, Shawarma • Drinks: <ul style="list-style-type: none"> ○ Coffee & Tea, Soft Drinks, Energy Drinks, & Juices • More diverse cultural options (Indian, Nigerian, Columbian, Chinese) • Vending Machines

Guelph	<ul style="list-style-type: none"> • Healthy and Nutritious Options • Gluten-Free, Dairy-Free, Halal, and Vegetarian Options • Food Items: <ul style="list-style-type: none"> ○ Fresh Fruits, Baked Goods, Juices & Smoothies (Sugar-Free Options), Soups, Salads, Chili, Wraps, Pastas, Pizza, Pitas, Chicken, Burgers, Sandwiches • Drinks: <ul style="list-style-type: none"> ○ Coffee & Tea • More diverse cultural options (Indian)
Waterloo	<ul style="list-style-type: none"> • Healthy and Nutritious Options • Gluten-Free, Dairy-Free, Halal, and Vegetarian Options • Food Items: <ul style="list-style-type: none"> ○ Breakfast Items, Fresh Fruits, Baked Goods, Smoothies, Yogurt, Soups, Salads, Wraps, Chicken, Rice, Burgers, Sandwiches, Poutine • Drinks: <ul style="list-style-type: none"> ○ Coffee & Tea, Juices, Energy Drinks, Bubble/Milk Tea, Alcohol • More diverse cultural options (Indian, Mexican, Afro-Caribbean, Mediterranean, Latin) • Vending Machines (University Gates)
Reuter	<ul style="list-style-type: none"> • Healthy and Nutritious Options • Dairy-Free Options • Food Items: <ul style="list-style-type: none"> ○ Pizza, Tacos, Wraps, Sushi, Shawarma • Drinks: <ul style="list-style-type: none"> ○ Coffee, Regular Soft Drinks & Energy Drinks

Table 5- Suggestions for food and beverage item improvements by campus.

CSI EMPLOYMENT OPPORTUNITIES

As a student association, CSI is for and by students, therefore leveraging student talent within the organization to support the organization’s development and service provision. CSI’s employment opportunities for students provide professional development and a source of financial assistance for student membership. This year’s survey responses indicated an improvement in awareness of CSI’s employment opportunities over 2021.

Some key findings to note regarding this section of the survey are:

- 61% of students were familiar with CSI’s part-time employment opportunities; an increase of 15% from 2021.
- Most students (52%) stated they found CSI job postings and were able to apply with ease.
- 41% of students expressed neither satisfaction nor dissatisfaction with the number of employment opportunities available from CSI, with 46% of students expressing satisfaction, suggesting students are not concerned and/or are generally satisfied with CSI’s employment offerings.
- 50% of students surveyed found CSI’s employment opportunities related to their career path, suggesting that CSI’s employment opportunities provide students with valuable employment experience before graduation.

AWARENESS & EASE OF APPLYING

Q118: CSI offers approximately 200 student employment opportunities. Before reading this statement, were you aware CSI offers part-time employment opportunities for students?

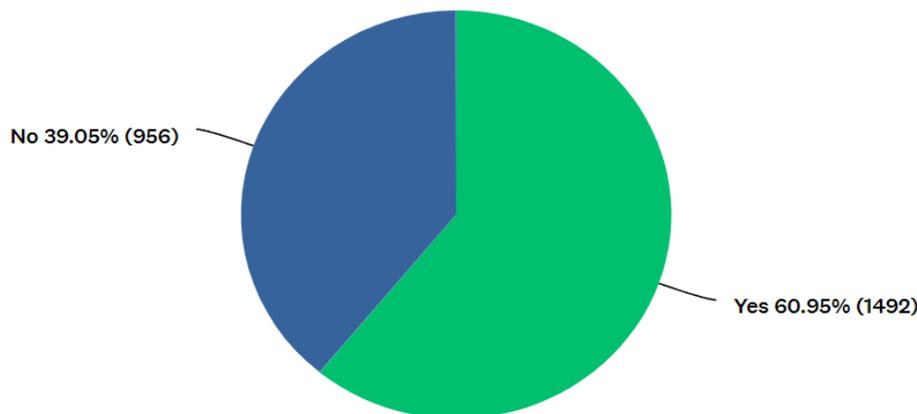


Figure 113 - Student Awareness of CSI Employment Opportunities

Quick Takeaways: Students are generally aware of the employment opportunities available to them by CSI, with 61% of them explaining they were familiar with CSI’s part-time employment opportunities. This was a noteworthy increase from 2021, when only 46% of those surveyed indicated that they were aware of such opportunities.

Q119: Is it easy to find and apply for jobs at CSI?

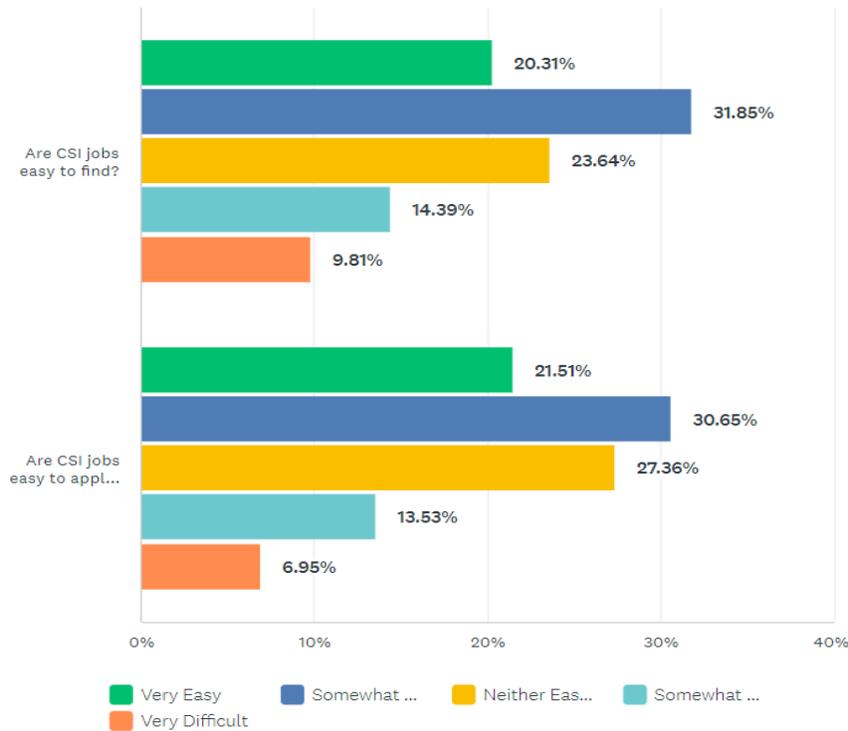


Figure 114 - Student Opinion on Ease of Applying to and Finding CSI Job Opportunities

Quick Takeaways: Students surveyed stated relative ease in finding and applying to CSI positions from the data above. Only 24% of students surveyed indicated that they experienced some difficulty when finding CSI jobs to apply for, with the majority of students (52%) stating they found CSI job postings easily. 52% of students identified that when applying for CSI part-time employment opportunities, they were able to do so very easily or somewhat easily. In contrast, 20% of students found the process somewhat or very difficult.

Despite year-over-year awareness about CSI employment opportunities increasing by 14%, students experienced similar rates of ease and difficulty when searching and applying for jobs at CSI.

SATISFACTION WITH AVAILABLE POSITIONS

Q120: How satisfied are you with the type of employment opportunities available from CSI?

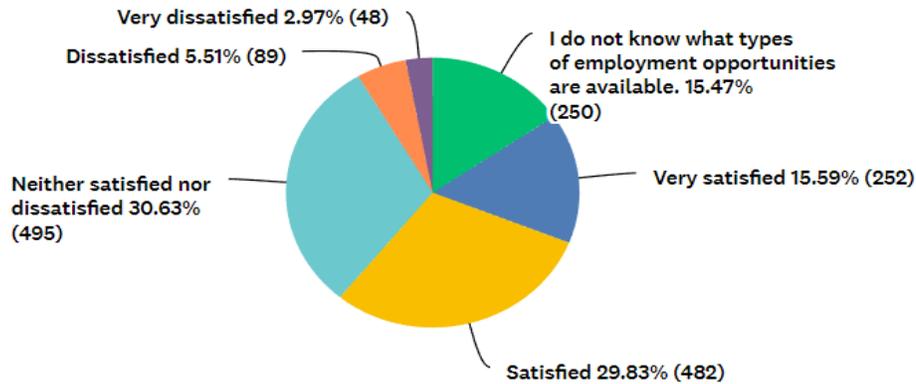


Figure 115 - Student Satisfaction with CSI Employment Opportunities

Quick Takeaways: The number of students who indicated that they were dissatisfied with the type of employment opportunities provided by CSI increased by 4.59% from 2021 to 2022. While this is concerning, many students (45%) expressed satisfaction with the type of employment offerings available, which was a 4% decrease from 2021.

Q121: How satisfied are you with the number of employment opportunities available from CSI?

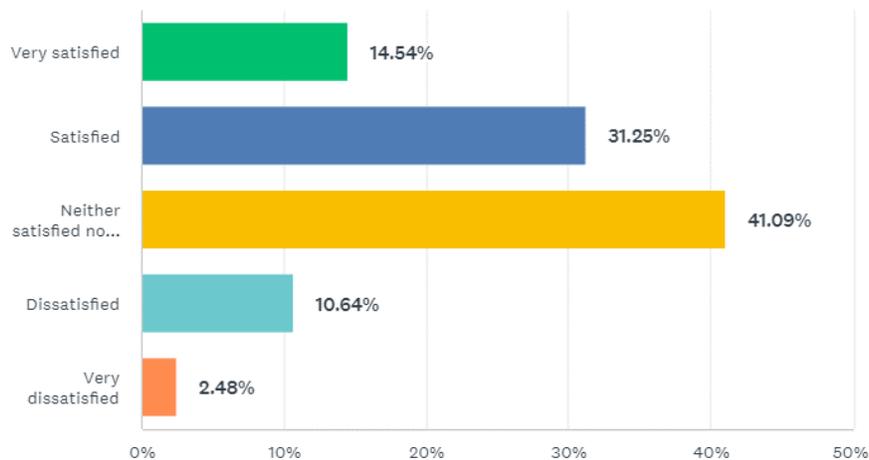


Figure 116 - Student Satisfaction with the Number of Employment Opportunities

Quick Takeaways: A plurality (41%) of students expressed neither satisfaction nor dissatisfaction with the number of employment opportunities available from CSI, with 45.79% of students expressing satisfaction, suggesting students are not concerned and/or are generally satisfied with CSI’s employment offerings. Student levels of dissatisfaction doubled year-over-year from 7% of students in 2021 expressing some dissatisfaction vs. 13% of students in 2022.

Q122: How relevant are CSI’s available employment opportunities to your future career path?

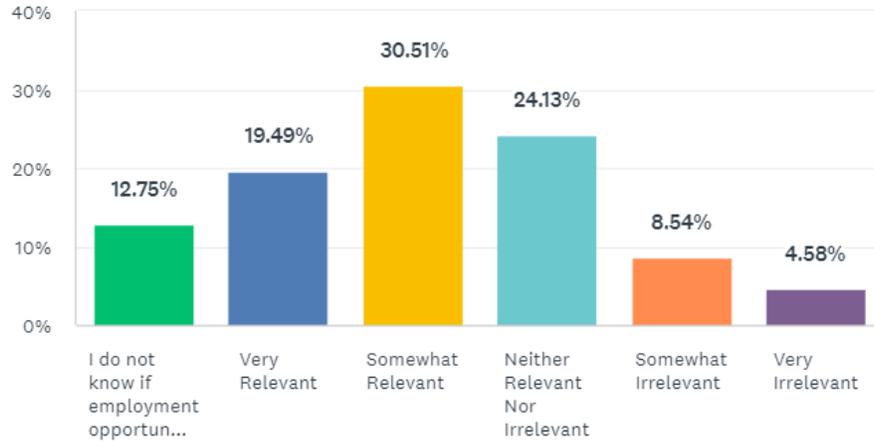


Figure 117 - Student Opinion on CSI Employment Opportunity Relevance to Their Career Path

Quick Takeaways: 50% of students surveyed found CSI’s employment opportunities related to their career path, suggesting that CSI’s employment opportunities provide students with valuable employment experience before graduation. However, students were more aware of the employment opportunities available in 2022, with only 12% of those surveyed explaining they were unaware of whether employment opportunities aligned with their career path, decreasing by 7% compared to 2021 survey results. Despite this, 24% of those surveyed indicated job opportunities were neither relevant nor irrelevant to their future career path – increasing from 16% in 2021.

ACADEMIC FAIRNESS

Building on research in 2021 on students' relationship with academic fairness and the academic appeal process, 2022 demonstrated minimal shifts year over year.

Some key findings to note regarding this section of the survey are:

- Approximately 82% of students surveyed expressed some knowledge of the procedure, and approximately 87% of students who participated in the procedure expressed their satisfaction with the outcome.
- Students who were party to an Academic Fairness dispute were largely able to follow the process, with 87% saying they understood the procedure.
- 17% of students surveyed indicated they had gone through the Academic Fairness procedure; an increase of 6% over 2021.

PLAGIARISM

Q123: Do you understand what plagiarism is?

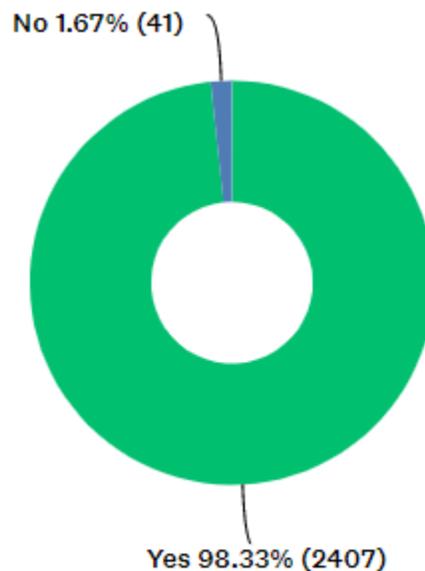


Figure 118 - Student Knowledge of Plagiarism

Quick Takeaways: 98% of students surveyed explained that they understood what plagiarism was. However, this question offered no test of a student's ability to identify plagiarism, nor did it offer a definition of plagiarism. When comparing data from 2021 to 2022, there was a slight reduction in the number of students who did not understand plagiarism, decreasing from 69 people in 2021 (2.20%) to only 41 people in 2022 (1.67%)

AWARENESS AND PARTICIPATION IN THE APPEAL PROCESS

Q124: Are you aware of the Conestoga College academic appeals process?

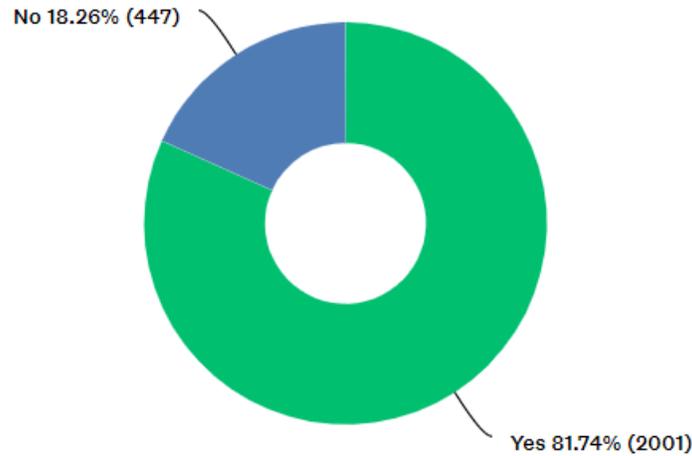


Figure 119 - Student Knowledge of the Academic Appeals Process

Quick Takeaways: Most students surveyed (82%) indicated that they were aware of the Conestoga College academic appeals process. When comparing knowledge of the appeal process against year of study, it appears that awareness changes marginally between years with no significant difference. Additionally, when comparing domestic student knowledge, 20% of domestic students were not familiar with the academic appeals process, compared to only 16% of international students being unfamiliar with this process.

Q125: Have you participated in the academic appeals process to dispute one of the following?

- a decision to deny evaluations through the portfolio or challenge process
- an academic promotion decision such as discontinuance
- a final grade, including a failed PLAR challenge
- an evaluation worth 25% or greater in a course
- a sanction assessed under the Student Rights and Responsibilities Policy
- a sanction assessed under the Academic Integrity Policy

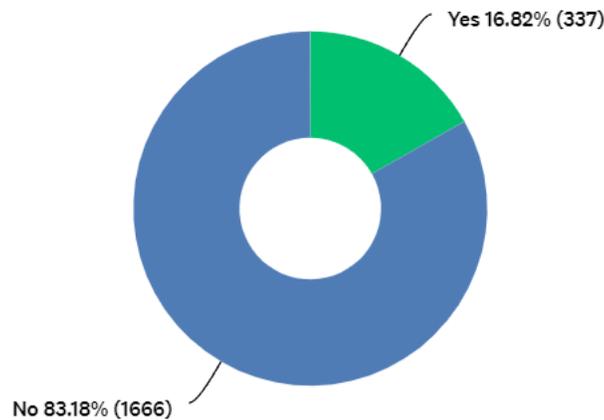


Figure 120 - Student Experiences Filing Academic Appeals

Quick Takeaways: This question was only asked to students familiar with the academic appeal process. 16% of students surveyed indicated they had previously participated in the academic appeals process. This was a 6% increase in students self-identifying that they had participated in this appeal process compared to data from 2021.

USE OF THE APPEAL PROCESS

Q126: Why did you use the academic appeals process?

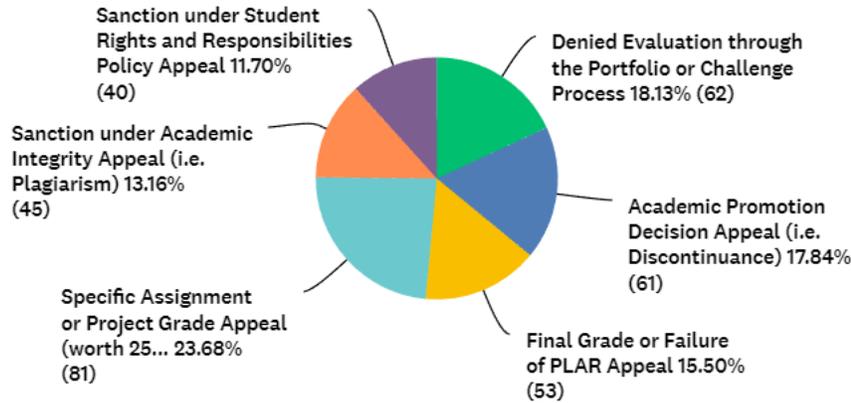


Figure 121 - Student Reasons for Using the Academic Appeal Process

Quick Takeaways: This question was only asked to students who indicated they participated in the academic appeal process. Students are entering the academic appeals process for diverse reasons, with grade appeals as the leading reason.

Q127: Was the academic appeal process easy to follow and understand?

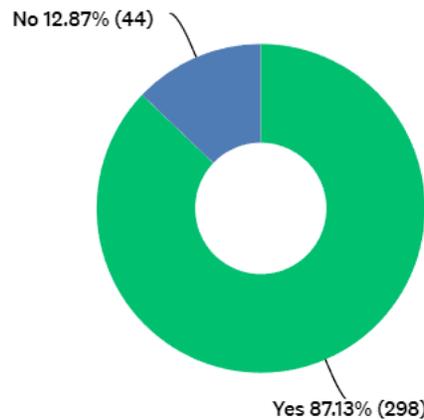


Figure 122- Student Opinion on Ease of Academic Appeal Process

Quick Takeaways: This question was only asked to students who indicated they participated in the academic appeal process. 87% of students who participated in the academic appeal process found it easy to follow and understand, suggesting little difficulties for students who participated in the process. Year-over-year, students found the appeal process easier to follow than in 2021, with 3.99% more of those surveyed indicating the appeal process was easy to follow and understand.

Q128: Did the academic appeal process lead to a result you were satisfied with?

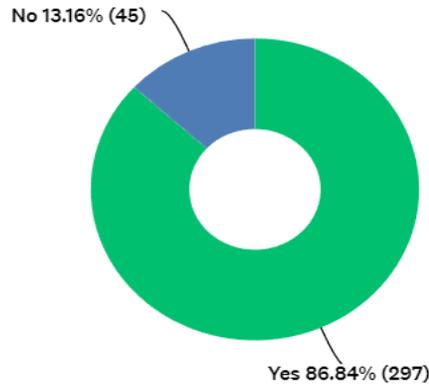


Figure 123 - % of Students Satisfied with Academic Appeal Process

Quick Takeaways: This question was only asked to students who indicated they participated in the academic appeal process. Students were largely satisfied with the resolutions found through the appeal process, with 87% of those surveyed indicating they had achieved a satisfactory result in their academic appeal. There was a decrease in the number of students unsatisfied with the results of their academic appeal, with the number of unsatisfied students dropping by 3.7%.

HOUSING

Housing continues to be a need for Conestoga students, as the ongoing housing crisis has made living accommodations generally unaffordable. Students are both extremely aware of and are experiencing this affordability crisis firsthand. Continuing to monitor, advocate, and act to better support students with their housing experience is necessary, as highlighted by the results of this survey to build on CSI's previous housing research.

Some key findings to note regarding this section of the survey are:

- 4.29% of students surveyed do not currently have a stable place to live; a decrease from 2021 of approximately 1.5%.
- The price of rent is the most important factor for students in seeking accommodations (71% rated as extremely important), but rent is the primary factor in their housing experience students are most likely to express dissatisfaction (32% expressed disappointment).
- Most students live with others (96%), with it being highly uncommon for students surveyed to have solo accommodations (4%). Students are living with increasing numbers of roommates, with nearly 45% of students sharing what would otherwise be private accommodations (room) with others; an increase of 5% over 2021.
- Domestic students are more likely to live with only one other person (38%) compared to 16% of international students surveyed. Thus, it is more common for international students to share their dwellings with more people (over 50% of international students live with 4 or more people).
- 25% of students live with their landlords; consequently, they are unprotected by the Residential Tenancies Act, threatening many students' already precarious housing environment; a decrease of approximately 6% from 2021.
- Approximately 45% of students believe they are familiar with their rights and responsibilities, 35% are somewhat familiar, and 20% lack familiarity. Students' familiarity with their rights and responsibilities as tenants decreased by 7% from 2021 to 2022. Domestic students have a slightly higher likelihood of not feeling aware of their rights and responsibilities than international students; this contrasts with 2021 data when international students were likelier to feel aware of their rights as tenants. This highlights the need for housing services that support both domestic and international students.
- The average reported monthly rent reported by Conestoga students was \$781.84. This was an increase of \$46.98 (6.4%) from 2021 to 2022.
- The top 3 programs/initiatives that students feel CSI could implement to improve the student housing experience are building affordable housing (50%), creating a Conestoga College housing listing website (39%), and establishing an emergency housing fund (29%).

HOUSING STATUS/SITUATION

Q134: What is your current housing status?

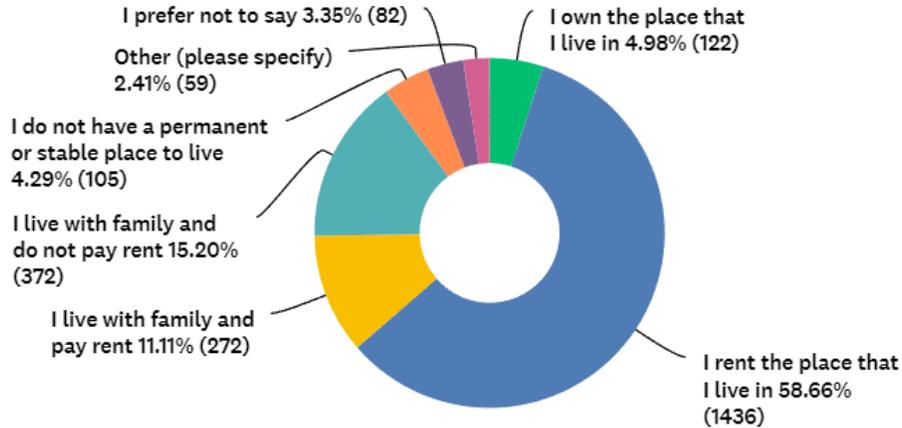


Figure 124 - Students' Current Living Situation

Quick Takeaways: 70% of Conestoga’s student population is housed in rental units; 59% of individuals surveyed indicated that they rent the place they live, and 11% of individuals stated that they live with family but pay rent. 15% of those surveyed indicated that they live with family members and do not pay rent. 5% own the place they live in, and alarmingly, a similar number of students do not have a stable place to live (4.29%); a decrease of those with unstable housing of approximately 1.5% compared to 2021.

Q135: What best describes your current housing situation?

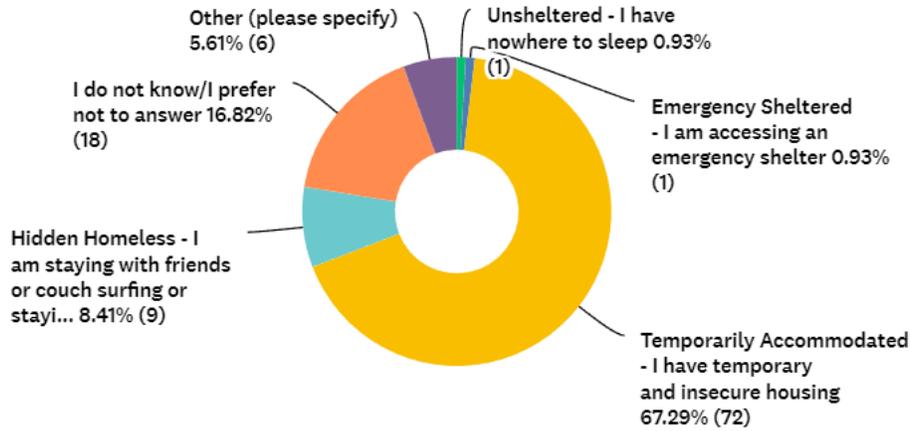


Figure 125 - Student with Unstable Housing Current Housing Situation

Quick Takeaways: This question was only asked to those who self-identified as having an unstable place to live. 67% of students indicated that they have temporary accommodation, meaning they have temporary and insecure housing. 16% of those surveyed stated that they didn't know and/or preferred not to answer; a similar number of individuals (16.76%) stated the same thing in 2021, suggesting this question may be unclear to students. One individual stated that they were unsheltered and had nowhere to sleep, and another stated they were accessing an emergency shelter. While this is alarming, the number of unsheltered or emergency sheltered students decreased from 2021 – when 3 people had identified as unsheltered, and 3 people stated they were emergency sheltered.

When comparing domestic and international students' responses, it is evident that international students are much more likely to experience living in insecure temporary accommodations (70%), compared to their domestic counterparts (46%).

Q136: What best describes the type of housing you are renting?

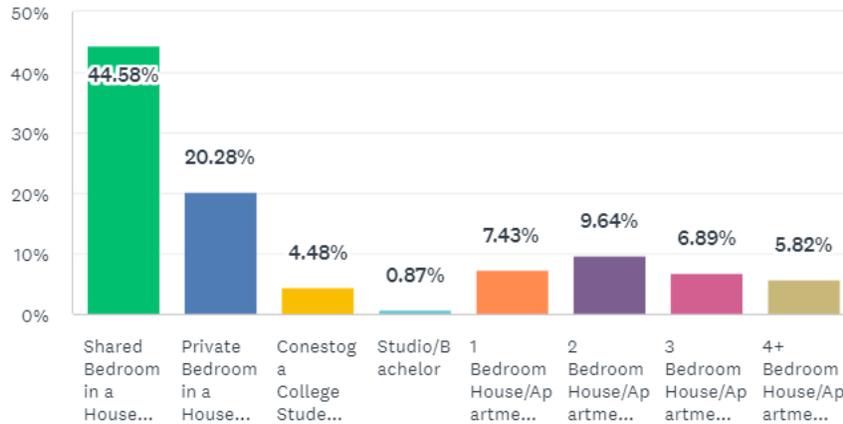


Figure 126- Student Rental Accommodations

Quick Takeaways: This question was only asked to those who identified they rent their housing. The most common accommodation among our students who rent is a shared bedroom (44%), followed by a private bedroom (20%). Comparing this data to 2021, the number of students sharing bedrooms increased by 6%, and all other types of rentals decreased. Additionally, when the responses are further broken down between domestic and international students, there is a significant difference in the accommodation types used by each demographic. International students are much more likely to share a bedroom and less likely to rent in residence or a 1 bedroom or larger dwelling. Domestic students are more likely to rent a private bedroom, a 1 bedroom or larger dwelling and stay in residence.

Q138: Does your landlord live in the place you rent?

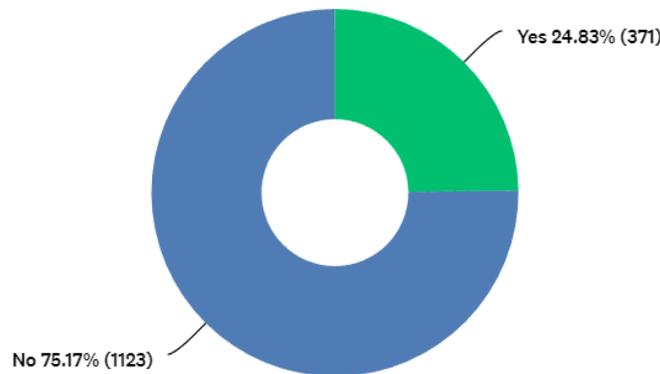


Figure 127 - % of Students Living with Landlords

Quick Takeaways: 24% of students surveyed indicated that they live with their landlord, limiting their rights as tenants as the Residential Tenancies Act does not apply to these types of rental arrangements. Those living with their landlord (sharing a bathroom or kitchen with the owner or owner’s family) can face eviction without notice unless they have an oral or written contract, which can only be enforced by Small Claims Court, leaving many of these students disadvantaged. Compared to 2021, this is a decrease of about 6.5%.

Q140: How many people do you share the house/apartment/dwelling with?

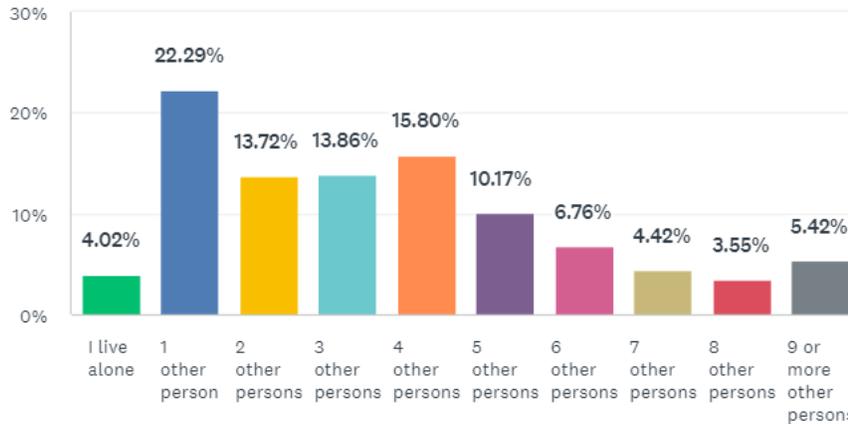


Figure 128 - Students' Number of Roommates

Quick Takeaways: Most students live with others (96%), with it being highly uncommon for students surveyed to have solo accommodations (4%). Nearly double the number of domestic students (6%) live alone, compared to only 3% of international students. Additionally, domestic students were more likely to live with only one other person (38%) in contrast to 16% of international students surveyed. Thus, it is more common for international students to share their dwellings with more people.

TENANT RIGHTS & RESPONSIBILITIES

Q137: How familiar are you with your rights and responsibilities as a tenant (renter)?

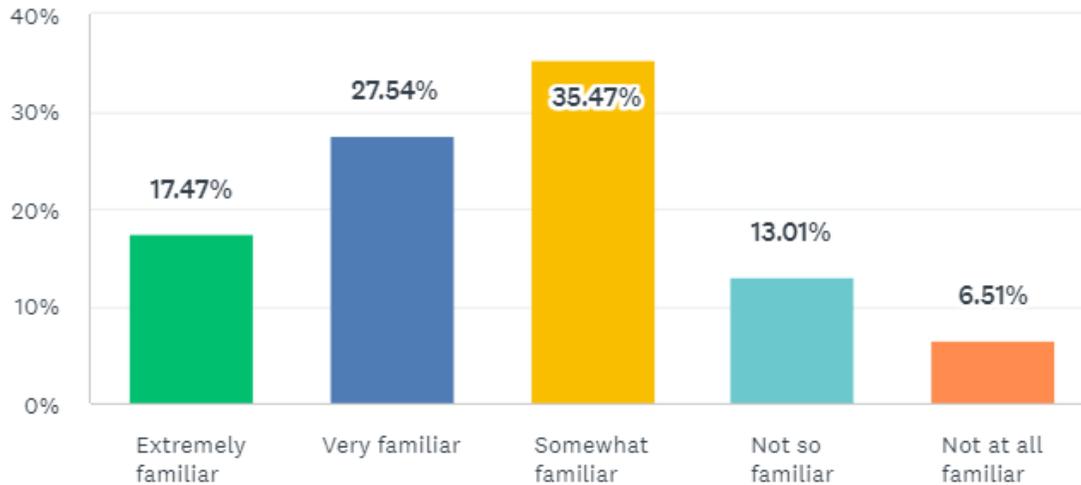


Figure 129 - Students' Familiarity with Rights & Responsibilities as a Renter

Quick Takeaways: Approximately 45% of students believe they are familiar with their rights and responsibilities, 35% somewhat familiar, and 20% lack familiarity. Students' familiarity with their rights and responsibilities as a tenant decreased by 7% from 2021 to 2022. Therefore, students express a general level of familiarity, but it's impossible to say if this confidence is deserved without any ability to test this knowledge.

Domestic students have a slightly higher likelihood of not feeling aware of their rights and responsibilities than international students; this contrasts with 2021 data when international students were more likely not to feel aware of their rights as a tenant.

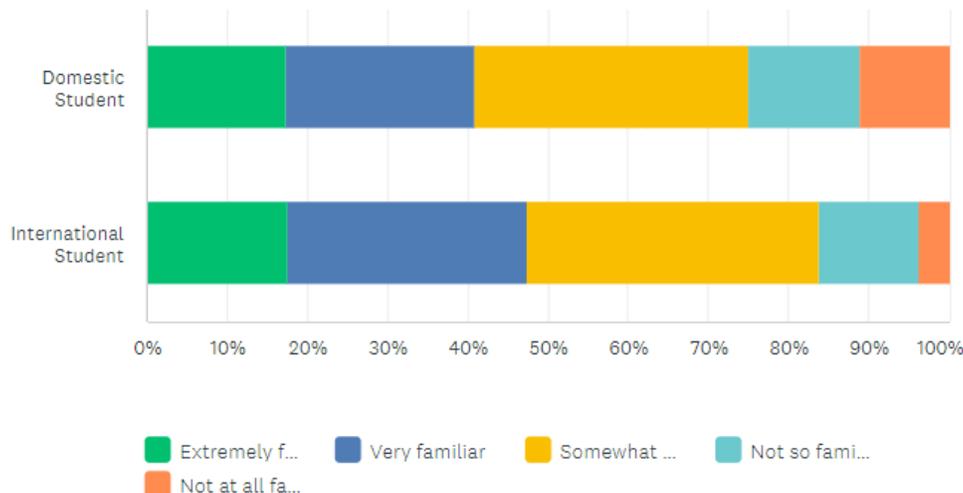


Figure 130 - Comparison of tenant rights familiarity by domestic and international students.

HOUSING PREFERENCES AND AFFORDABILITY

Q139: How much is the monthly rent you are paying in Canadian Dollars?

Quick Takeaways: The average reported monthly rent reported by Conestoga students was \$781.84. This was an increase of \$46.98 (6.4%) from 2021 to 2022.

However, there was difficulty in breaking down these numbers by accommodation type (single-bedroom, shared room etc.) due to language barriers and encountered difficulties amongst our student population in understanding the question. Changes were made to clarify the language used for the appropriate selection of dwelling type after encountering this issue in 2021, but it was unsuccessful. Additional work is required to evaluate and change phrasing to be as clear as possible to allow for rental price analysis by accommodation type.

Q14.1: How important are the following aspects when choosing where you would like to live?

	EXTREMELY IMPORTANT	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	NOT AT ALL IMPORTANT	TOTAL	WEIGHTED AVERAGE
The Price of Rent	71.08% 1,595	19.47% 437	6.95% 156	1.29% 29	1.20% 27	2,244	4.58
The Quality of the House/Apartment/Dwelling (Cleanliness, Safety, Aesthetic, etc.)	53.57% 1,202	31.86% 715	11.10% 249	2.45% 55	1.02% 23	2,244	4.34
Proximity to Amenities (Grocery Stores, Malls, Medical Services, Restaurants, etc.)	44.12% 990	35.83% 804	15.69% 352	3.21% 72	1.16% 26	2,244	4.19
The Quality of the Neighbourhood (Safety, Community Belonging, etc.)	44.12% 990	33.07% 742	16.93% 380	3.97% 89	1.92% 43	2,244	4.14
Proximity to Workplace	39.80% 893	36.10% 810	17.83% 400	3.61% 81	2.67% 60	2,244	4.07
Proximity to Campus	41.04% 921	33.69% 756	17.91% 402	4.23% 95	3.12% 70	2,244	4.05
The Number of People You Share the House/Apartment/Dwelling With	39.62% 889	34.31% 770	18.72% 420	5.04% 113	2.32% 52	2,244	4.04
Proximity to Bus Stop/Transit	48.35% 1,085	22.64% 508	12.48% 280	6.73% 151	9.80% 220	2,244	3.93
The Size of the House/Apartment/Dwelling	27.23% 611	33.69% 756	29.68% 666	7.04% 158	2.36% 53	2,244	3.76
Access to Parking	30.30% 680	25.18% 565	20.10% 451	9.85% 221	14.57% 327	2,244	3.47
Proximity to Friends	20.28% 455	26.78% 601	33.91% 761	11.05% 248	7.98% 179	2,244	3.40
Proximity to Family	23.62% 530	26.52% 595	24.78% 556	11.01% 247	14.08% 316	2,244	3.35
Proximity to Bicycle Network	15.51% 348	16.13% 362	24.78% 556	17.02% 382	26.56% 596	2,244	2.77

Figure 131 - Important Aspects to Students When Choosing Housing

Quick Takeaways: Similar to last year, the price of rent was the most important aspect when choosing where students would like to live, with 90% of those surveyed rating it as extremely or very important. Following rent cost, the second most important aspect influencing housing was the quality of housing, with 85% of those surveyed indicating it was extremely or very important. 79% of students surveyed stated that proximity to amenities (Grocery Stores, Malls, Medical Services, Restaurants, etc.) was important in their housing search. 77% stated that the quality of the neighbourhood (Safety, Community Belonging, etc.) was an extremely or very important aspect when looking for housing. 73% of those surveyed stated that the number of people sharing the accommodation was an important aspect when looking for housing.

Q142: How satisfied are you with the following aspects when thinking about where you currently rent?

	VERY SATISFIED	MODERATELY SATISFIED	NEITHER SATISFIED NOR DISSATISFIED	MODERATELY DISSATISFIED	VERY DISSATISFIED	TOTAL	WEIGHTED AVERAGE
The Quality of the Neighbourhood (Safety, Community Belonging, etc.)	42.19% 745	31.88% 563	18.35% 324	5.38% 95	2.21% 39	1,766	4.06
Proximity to Bus Stop/Transit	43.88% 775	29.22% 516	18.18% 321	5.27% 93	3.45% 61	1,766	4.05
Proximity to Amenities (Grocery Stores, Malls, Medical Services, Restaurants, etc.)	37.60% 664	35.84% 633	16.65% 294	6.63% 117	3.28% 58	1,766	3.98
The Quality of the House/Apartment/Dwelling (Cleanliness, Safety, Aesthetic, etc.)	36.64% 647	34.88% 616	17.16% 303	7.76% 137	3.57% 63	1,766	3.93
The Size of the House/Apartment/Dwelling	35.16% 621	35.96% 635	17.44% 308	7.93% 140	3.51% 62	1,766	3.91
The Number of People You Share the House/Apartment/Dwelling With	38.62% 682	29.61% 523	19.71% 348	7.76% 137	4.30% 76	1,766	3.90
Access to Parking	33.30% 588	26.95% 476	30.18% 533	5.38% 95	4.19% 74	1,766	3.80
Proximity to Campus	33.86% 598	30.92% 546	18.52% 327	10.70% 189	6.00% 106	1,766	3.76
Proximity to Friends	25.93% 458	32.16% 568	30.41% 537	7.30% 129	4.19% 74	1,766	3.68
Proximity to Workplace	27.75% 490	29.28% 517	29.45% 520	8.66% 153	4.87% 86	1,766	3.66
Proximity to Family	25.08% 443	23.10% 408	37.37% 660	6.46% 114	7.98% 141	1,766	3.51
Proximity to Bicycle Network	19.54% 345	22.93% 405	46.32% 818	6.12% 108	5.10% 90	1,766	3.46
The Price of Rent	19.65% 347	24.75% 437	23.27% 411	18.35% 324	13.99% 247	1,766	3.18

Figure 132 - Ranking Factors that Impact Housing Satisfaction

Quick Takeaways: While rent is the most important factor to Conestoga students surveyed, it is the least satisfactory factor of students' housing experience (32% expressing dissatisfaction). 16% of students surveyed stated that they were dissatisfied with the proximity to campus from their rental unit. 12% of participants stated that the number of people sharing a dwelling impacts their satisfaction with their current living situation and that they were currently dissatisfied with this aspect of their living situation. Plainly put, students prioritize rent and are disappointed in the price they pay for accommodations.

Q143: How do you feel your housing experience contributes to your academic experience?



Figure 133 - Most frequently used words to describe how housing affects students' academic experience.

Quick Takeaways: Through the feedback received on how a student's housing experience contributes to their academic experiences, common responses and themes were:

- Safe and stable housing contributes to academic success and well-being:
 - “It is most crucial that after finishing school and work, the distance, environment and company you thrives every day at your house will create significant impact on your mental health, focus, confidence. Thus I feel its really very important to have a "Home" than just a "House" for the positive surrounding you gonna make for your personal growth and academic experience as well.”
 - “Housing plays a vital role in the academic experience as it directly impacts your emotional and mental well-being.”
 - “College is very fast pace learning and can be quite stressful for some. If you cannot find peace in your home it will affect you mentally and emotionally.”
- Causes additional financial pressures that causes additional stress, increased reliance on employment and debt:
 - “I am paying a lot of rent, and that cause a big pain. i have to work a lot to be able to pay the rent. and that affect my studying a lot”
 - “I live in a quite building and a safe neighborhood so it is easy to study from home. My rent is a good price in today's market so not a significant stress but my income is still low so sometimes financial stress added to the stresses of being a student can make it difficult to focus and can negatively impact my mental health”
 - “The price of rent is crazy. So many students live in huge groups, it's messy and loud and hard to navigate communication in a positive way. The

amount of rent with all the additional debt of college, topped with extras we have to buy not included in tuition on top of that... my studying suffers from having no time because I have to work.”

- Housing prices can be restrictive resulting in longer commutes and undesirable living conditions:
 - “I live about 30 minutes away from campus and it has been difficult getting to and from campus. I'm usually very tired and drained by the end of the day and it can impact my driving. Unfortunately I do not have the money to move out.”
 - “Its affects my study because i have to share room with 3 people.”
 - “I have to commute every day over an hour to campus, back and forth. It’s exhausting because I couldn’t find sufficient housing within the Doon area. Because of this drive I’m tired much more often, I don’t have much time between morning and classes. I do it but it’s very tiring”

Q144: Pick the top 3 housing programs and/or initiatives that you believe CSI could implement to help improve the student housing experience.

ANSWER CHOICES	RESPONSES
▼ Build affordable student housing	50% 1,112
▼ Create a Conestoga College housing listing website (similar to Kijiji or Facebook Marketplace, but for Conestoga students only)	39% 866
▼ Establish an emergency housing fund to help students behind on rent, facing eviction, and other housing-related issues	29% 647
▼ Establish a roommate matching service to help new and existing students find roommates	23% 517
▼ Negotiate discounted tenant insurance for students	22% 489
▼ Organize housing fairs for landlords to advertise available rentals to students	21% 477
▼ Open a property management company to oversee rental properties for students	19% 418
▼ Provide lease and rental agreement review services	19% 416
▼ Advocate for/create a Conestoga Housing Office to support international and domestic students with their housing search and housing related questions	17% 387
▼ Establish a housing/landlord verification program	15% 330
▼ Provide educational resources, checklists, templates, and workshops on common housing-related topics	14% 320
▼ Create a peer-to-peer online message board for housing questions	13% 283
▼ Provide housing mediation services for students and their landlords to settle disputes	11% 246
▼ Train students in the community about housing to create off-campus peer-to-peer advisors	10% 224

Figure 134 - Housing programs and/or initiatives students feel would be most helpful to improve the student housing experience.

Quick Takeaways: The top 3 programs/initiatives that students feel CSI could implement to improve the student housing experience are building affordable housing (50%), creating a Conestoga College housing listing website (39%), and establishing an emergency housing fund (29%).

TRANSPORTATION

Transportation is a fundamental component of the day-to-day student experience for academic and day-to-day necessities. Transportation trends year-over-year have remained relatively similar, demonstrating the importance of public transportation for our students and interest in alternative transportation methods.

Some key findings to note regarding this section of the survey are:

- Public transportation was overwhelmingly the most used method of transportation by Conestoga students (56%). Personal vehicle usage followed as the second most popular method of transportation, being used by 34% of those surveyed. Compared to 2021, public transportation and personal vehicle usage have increased by approximately 1%. When compared by campus, public transportation is the most used method of transportation at every campus, except Cambridge and Reuter.
- Most students (61%) do not have access to a personal vehicle.
- Most Conestoga students surveyed favour a UPass for their campus (79%); this majority represents a larger portion of the membership than those who use transit are in favour of a UPass, an increase of 3% from 2021 to 2022. Compared by campus, all major campuses are in favour with the least support from Cambridge and Reuter campuses which have the highest use of personal vehicles as their main transportation method.
- 78% of students surveyed indicated that access to UPass would increase their likelihood of using public transit.
- Downtown Kitchener (51%), Waterloo (48%), and Guelph (46%) students are most likely to use a bike share program if available. Students from Reuter (61%) and Cambridge (46%) campuses were the least likely to use a bike share program.

PERSONAL TRANSPORTATION USE

Q145: What is your most commonly used method of transportation?

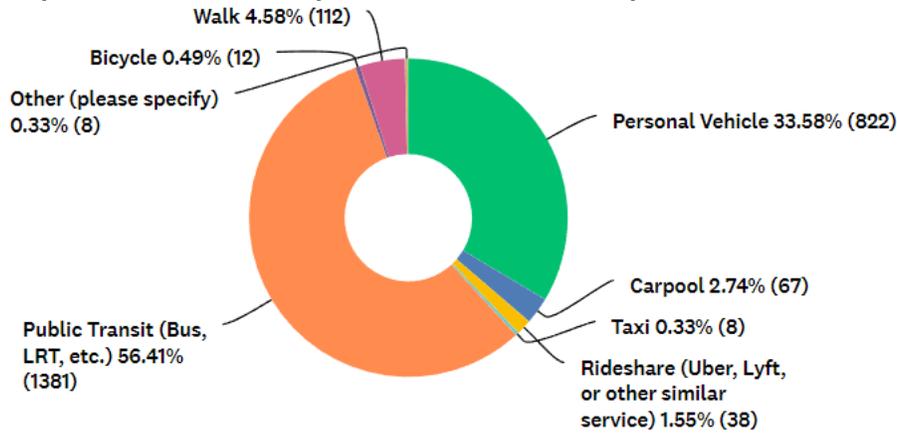


Figure 135 - Student Methods of Transportation

Quick Takeaways: Public transportation was overwhelmingly the most used method of transportation by Conestoga students (56%). Personal vehicle usage followed as the second most popular method of transportation, being used by 34% of those surveyed. Active transportation methods such as walking and biking were only used by 5% of those surveyed, with walking being far more common than biking. Carpooling was used as a method of transportation by 2.74% of those surveyed, followed by ridesharing services (i.e., Uber) at 1.55% of those surveyed identified as being their main method of transportation. Compared to 2021, public transportation and personal vehicle usage have increased by approximately 1%.

When compared by campus, public transportation is the most used method of transportation at every campus, except Cambridge and Reuter.

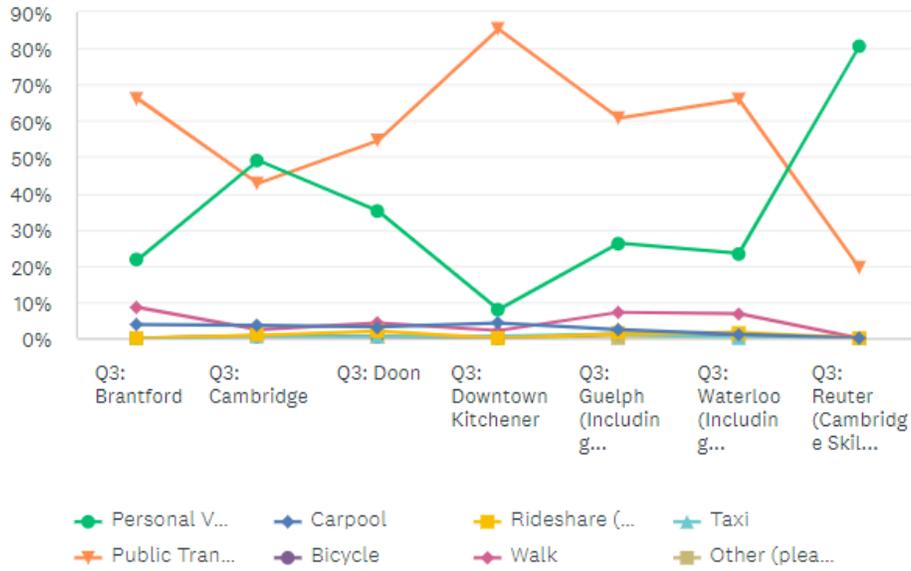


Figure 136 - Comparison of the main mode of transportation by campus.

Q146: Do you own or have access to a personal vehicle?

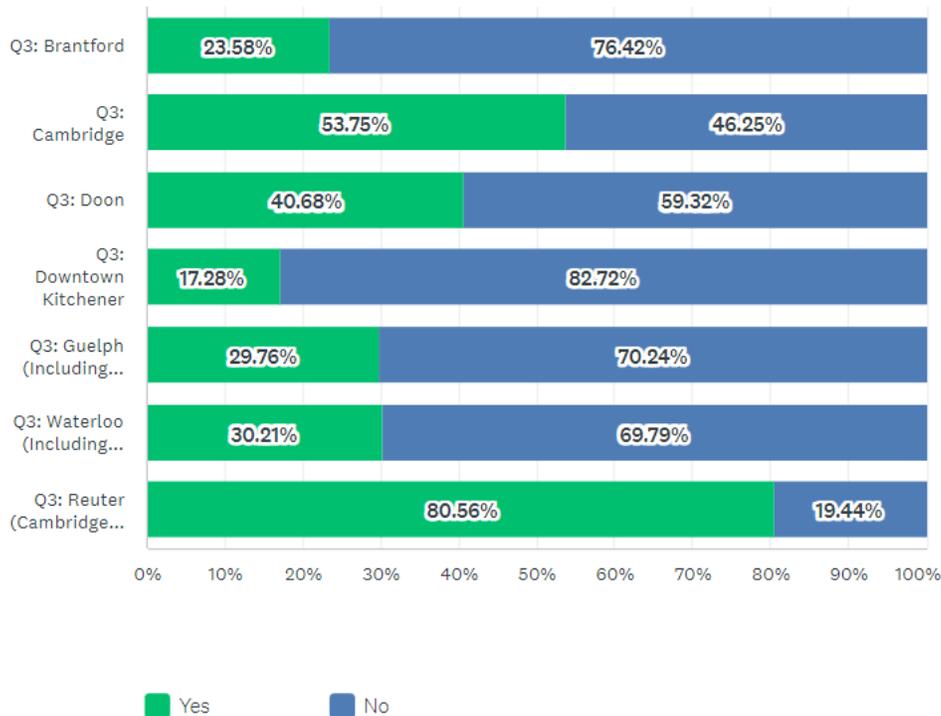


Figure 137 - Student Access to Personal Vehicle by Campus

Quick Takeaways: Most students (61%) do not have access to a personal vehicle across all campuses except for students at Cambridge and Reuter campuses, where personal access to vehicles is 54% and 81%, respectively. Apart from the Cambridge campuses, students rely on public transportation to travel to campus.

FUTURE TRANSPORTATION OFFERINGS

Q147: Would you like CSI to negotiate a discounted universal transit pass for your campus?
 The universal transit pass would provide unlimited access to public transportation for an additional fee to be included in tuition that is cheaper than paying for a semesterly transit pass.

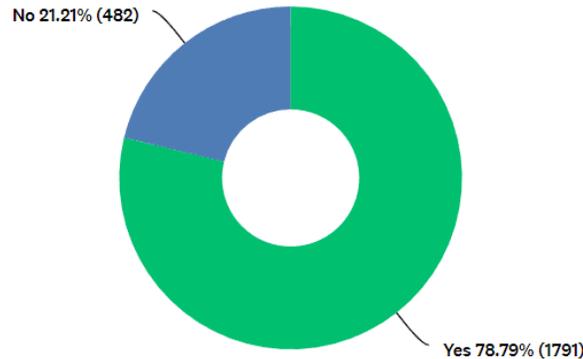


Figure 138 - Student Interest in Universal Transit Pass

Quick Takeaways: This question was not asked to Brantford students as they have a UPass or online students who would not be deemed eligible. A majority of Conestoga students surveyed favour a UPass for their campus (79%); this majority represents a larger portion of the membership than those who use transit are in favour of a UPass. This number of students who would like a UPass increased by 3% from 2021 to 2022. This indicates a preference for transit when it can be made more accessible financially, even among students who are using alternative transportation methods.

When compared by campus, all major campuses are in favour with the least support from Cambridge and Reuter campuses, which use personal vehicles most as their main transportation method. Although they have the lowest support for a UPass, approximately 69% favour a UPass on the Cambridge campus and only 58% of those surveyed on the Reuter campus favour a UPass.

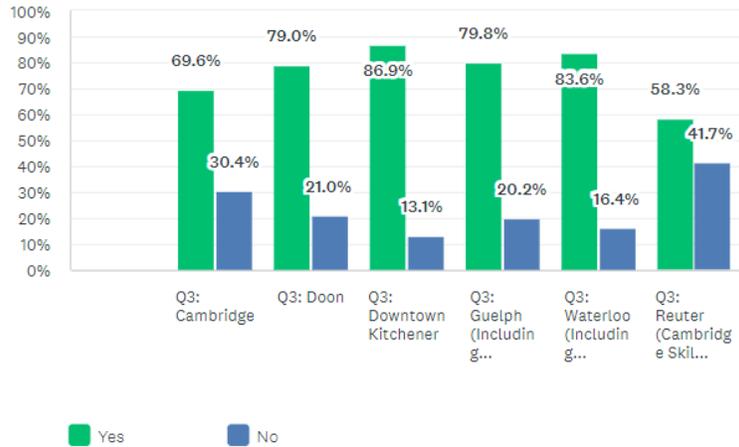


Figure 139 – Student Interest in a Universal Transit Pass by Campus

Q148: If a universal discounted transit pass was included in your tuition as a mandatory fee, would you be more likely to use transit?

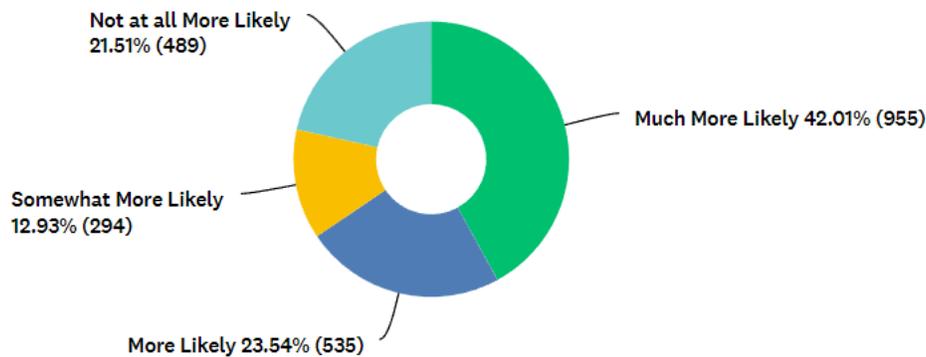


Figure 140 - Student Opinion on Universal Transit Pass

Quick Takeaways: This question was not asked to Brantford students as they have a UPass or online students who would not be deemed eligible. Only 22% of students surveyed indicated that access to a Universal Transit Pass (UPass) would not impact their likelihood of using public transit. This number remained stable from 2021 to 2022, despite the increased number of Reuter campus students who use personal vehicles as their most common mode of transportation.

Q149: How likely are you to use a bike share program if one was available on or near your campus?

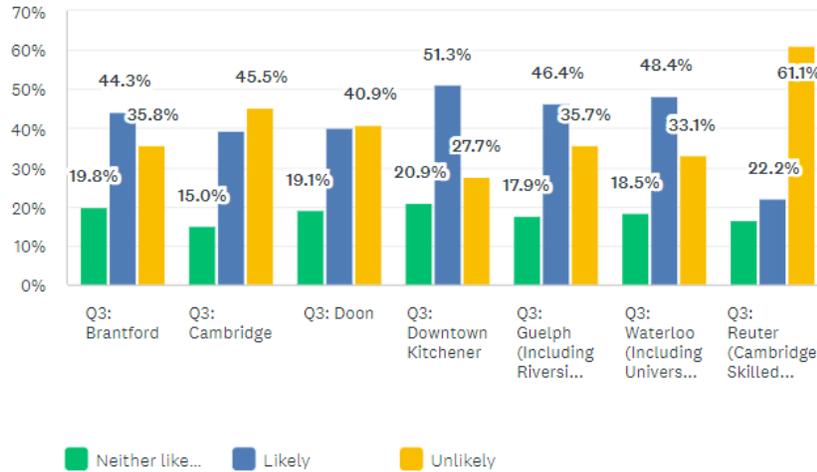


Figure 141 - Student Opinion on Bike Share Programs on or Near Campus

Quick Takeaways: This question was not asked to online students as they would not be deemed on-campus likely to access the program if implemented. Downtown Kitchener (51%), Waterloo (48%), and Guelph (46%) students are most likely to use a bike share program if available. Students from Reuter (61%) and Cambridge (46%) campuses were the least likely to use a bike share program. Similar results were observed in 2021 on the Cambridge campus as students were identified to be the least likely to use a bike share program. This may be attributed to their remote geographic locations and high personal vehicle usage on these campuses.

TRANSPARENCY & ACCOUNTABILITY

As a membership-driven organization, transparency and accountability are paramount to ensure students know how the organization operates, their ability to contribute, and how their fees are used. This year’s results either showed a positive trend or had negligible changes over 2021.

Some key findings to note regarding this section of the survey are:

- Most students (85%) are aware that CSI is their official student association; an increase of 4% from 2021. However, it remains lower than in 2020 (94%).
- Awareness of the CSI Association fee is 81%; an increase of 5% from 2021.
- Many students identified they have an average or above-average understanding of what each CSI’s fee provides. Students were the least familiar with CSI’s Advocacy Fee and CSI’s Legal Protection Plan (31%).
- Most students felt they did receive personal value from their CSI fee (64%), and an even greater number identified that CSI’s fees generally provide value to the student experience, with 85% stating they find value generally from CSI on their student experience. This suggests that, as an organization, we positively impact our students, whether they personally need or require our services. Compared to 2021, this is an increase of 2% for both metrics.

- Students generally feel all CSI’s support services and programs are important (all services and programs receiving scores above are very close to a 4.0 weighted average out of 5.0), with health and wellness, support services, and employment opportunities ranking slightly higher than other programs. Compared to 2021, all support services and programs received a slight decline in their weighted average rating, except for events which slightly increased.
- 79% of students surveyed agreed that CSI allows them to openly share feedback about their student experience, with only 3.35% disagreeing.
- Ranking issues of importance, there is a slight preference in the number of students who found the issues of Quality of Education and Cost of Tuition to be very important, above other issues. Compared to 2021, differences in ratings are negligible, except that Housing has moved up one rank from 2021 to 2022.
- 68% of students surveyed stated they agreed that CSI’s Board of Directors is transparent and accountable to Conestoga College students. This was a slight decrease of 2% compared to data from 2021.
- 71% of students agree the Technology Fee provides enhanced technology support; an increase of about 20% over 2021.
- Most students (73%) felt supported by Conestoga College and their instructors while remote learning. However, 26% of those surveyed did not feel supported by instructors while engaging in online learning; an increase of 9% from 2021.

AWARENESS

Q150: Are you aware Conestoga Students Inc. (CSI) is your official student association?

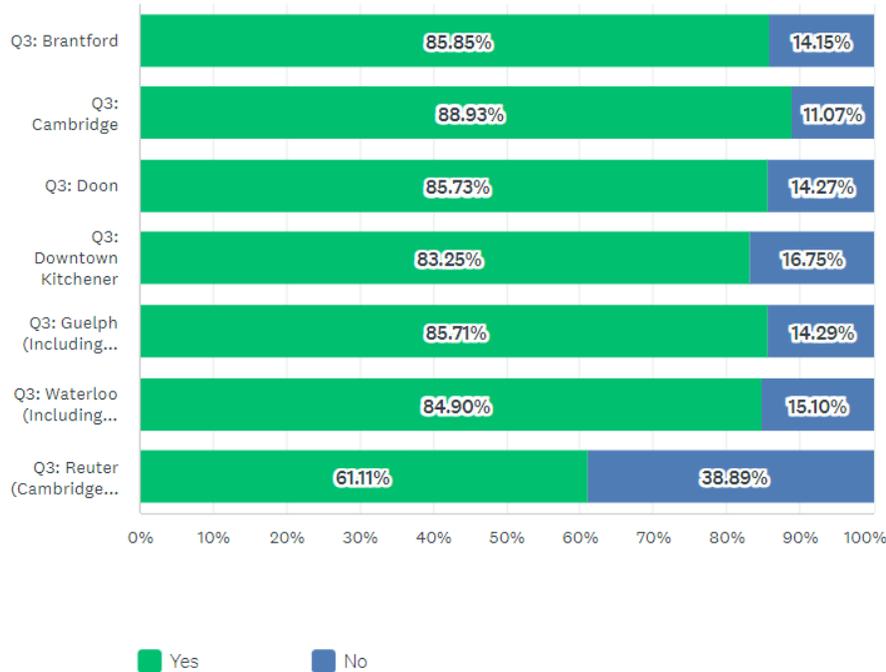


Figure 142 - Student Awareness of CSI as Official Student Association

Quick Takeaways: Generally, most students (85%) are aware that CSI is their official student association. This increased year over year from 2021 (81%); however, was still lower than

students' awareness of CSI as their student association in 2020 (94%). When broken down by campus, it is evident that students on the Reuter campus are least likely to be aware of CSI as their official student association; this may be due to the recent opening of this campus, and a lack of on-campus exposure to CSI. Keeping this in mind, it's important to note students' year of study did not have an impact on their awareness of CSI.

Q151: Are you aware that you pay a mandatory CSI Association fee as part of your tuition?

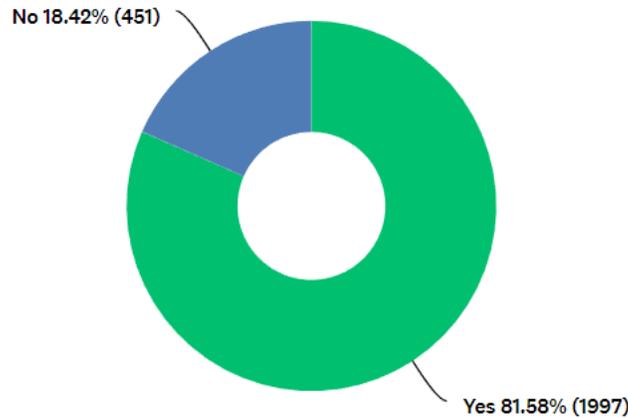


Figure 143 - % of Students who are Aware of CSI's Mandatory Association Fee

Quick Takeaways: While awareness of the CSI Association fee is still strong at 81%, this is a 5% increase from 2021. Additionally, year of study had almost no impact on students' awareness of CSI's Association fee. However, students on the Reuter campus were the least likely to be aware of this fee, with a majority of them (58%) unaware of the mandatory CSI Association Fee. As previously mentioned, Reuter is a newly opened campus which may explain this difference. However, future awareness may need to be conducted to ensure students at the Reuter campus have knowledge about CSI, its fees, role, and designation.

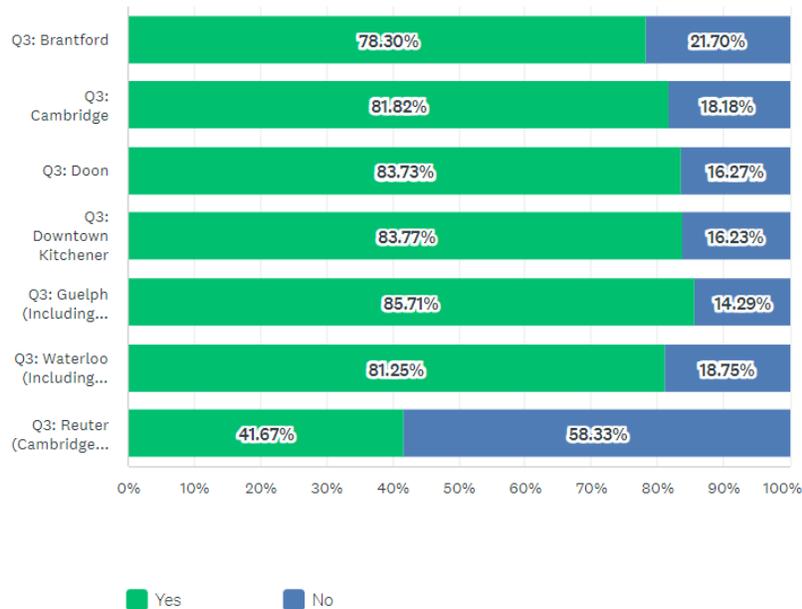


Figure 144 - % of Students who are Aware of CSI's Mandatory Association Fee Broken Down by Campus

Q154: How well do you understand what the following CSI fees provide?

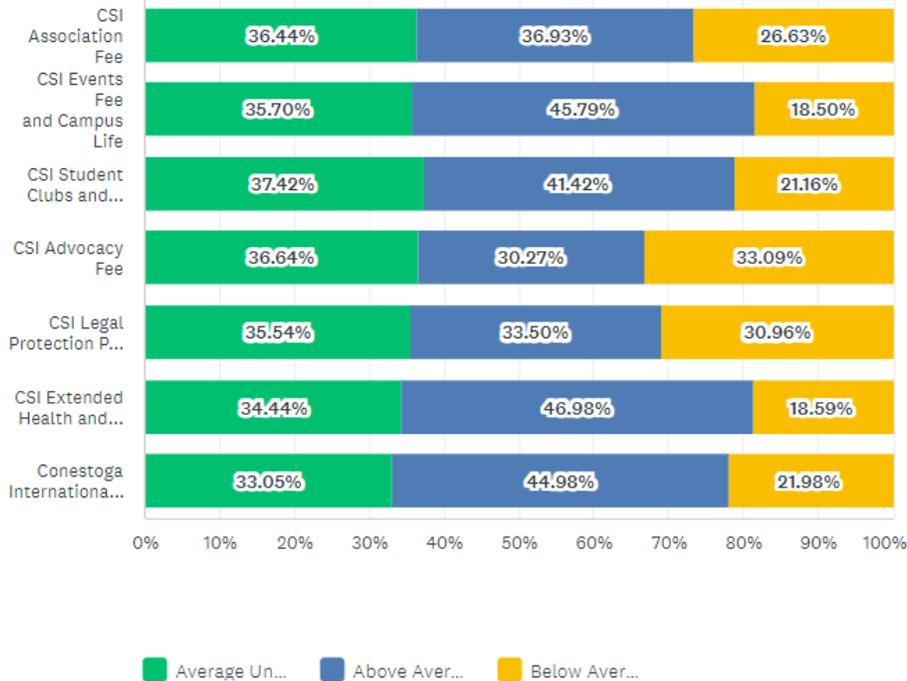


Figure 145 - Students' Level of Understanding Regarding CSI Fees

Quick Takeaways: Many students identified they have an average or above-average understanding of what CSI's fees provide. Students were the least familiar with CSI's Advocacy Fee (33% stating they had a below-average understanding), followed by CSI's Legal Protection Plan (31%).

VALUE

Q152: Do you feel CSI provides value to the Conestoga College student experience?

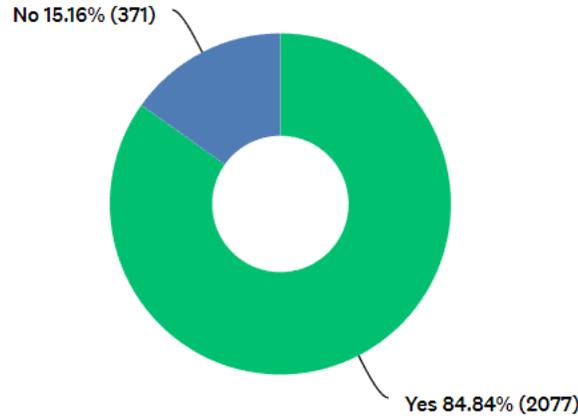


Figure 146 - Student Sentiments on General Value of CSI to Conestoga Students

Quick Takeaways: Most students (85%) felt that CSI provided value to the Conestoga College student experience.

Q153: Do you feel you personally receive the value you expect from CSI for the CSI fees you pay?

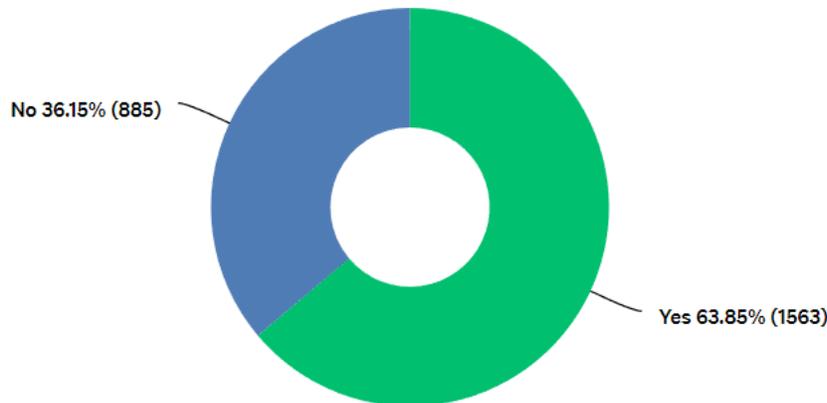


Figure 147 - Student Sentiments on Personal Value Received from CSI.

Quick Takeaways: The contrast between the general student sentiments around CSI fee value and their own personal experience of that value highlights the importance of not only asking students to reflect on their own subjective and individualized needs, but to consider the importance and value of CSI’s services for their peers. While most students did receive personal value from their CSI fee (64%), an even greater number identified that CSI’s fees generally provide value to the student experience, with 85% stating affirmatively they find value generally from CSI in their student experience. This suggests that, as an organization, we positively impact our students, whether they personally need or require our services. Compared to 2021, this is an increase of 2% for both questions.

STUDENT PERCEPTIONS & PREFERENCES

Q155: Rate the importance of the following CSI Support Services and Programs.

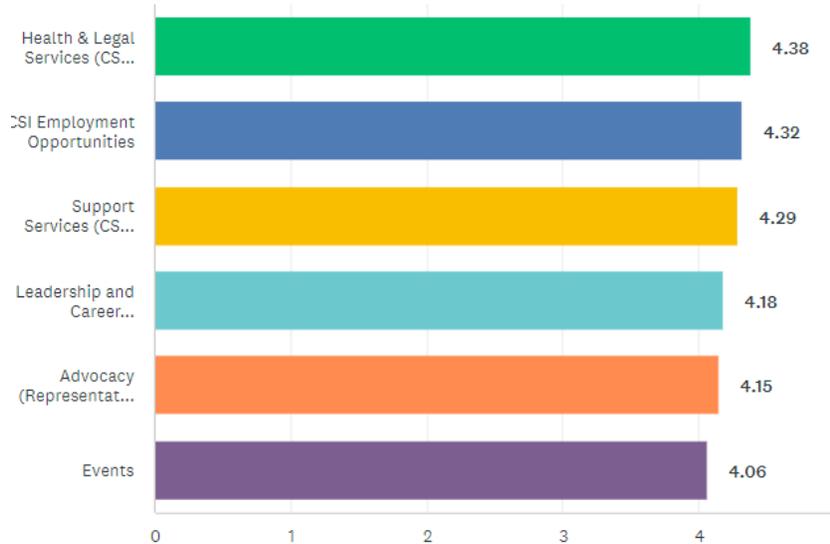


Figure 148 - CSI Support Services & Programs Ranked by Student Opinion of Importance on a scale of 1-5.

Quick Takeaways: Students generally feel all CSI’s support services and programs are important (all services and programs receiving scores above are very close to a 4.0 weighted average), with health and wellness, support services, and employment opportunities ranking slightly higher than other programs. Compared to 2021, all support services and programs received a slight decline in their weighted average rating, except for events which slightly increased.

Q156: Do you agree CSI provides you with the ability to openly share feedback about your student experience?

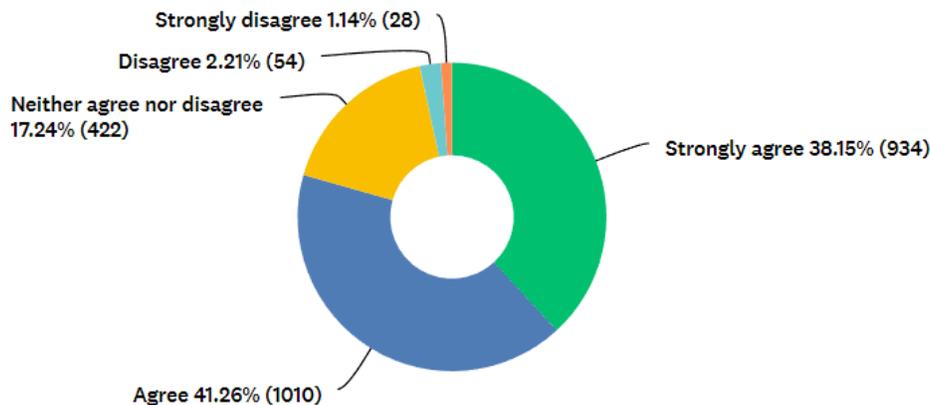


Figure 149- Student Opinion on Opportunities for Feedback

Quick Takeaways: 79% of students surveyed agreed that CSI allows them to openly share feedback about their student experience, with only 3.35% disagreeing. The number of students who felt they could share feedback with CSI increased slightly year over year. However, there’s always more work to be done to reach all of our students, to make the 3% of students who still feel as though they cannot share their feedback more comfortable doing so.

Q157: How important are the following issues to you?

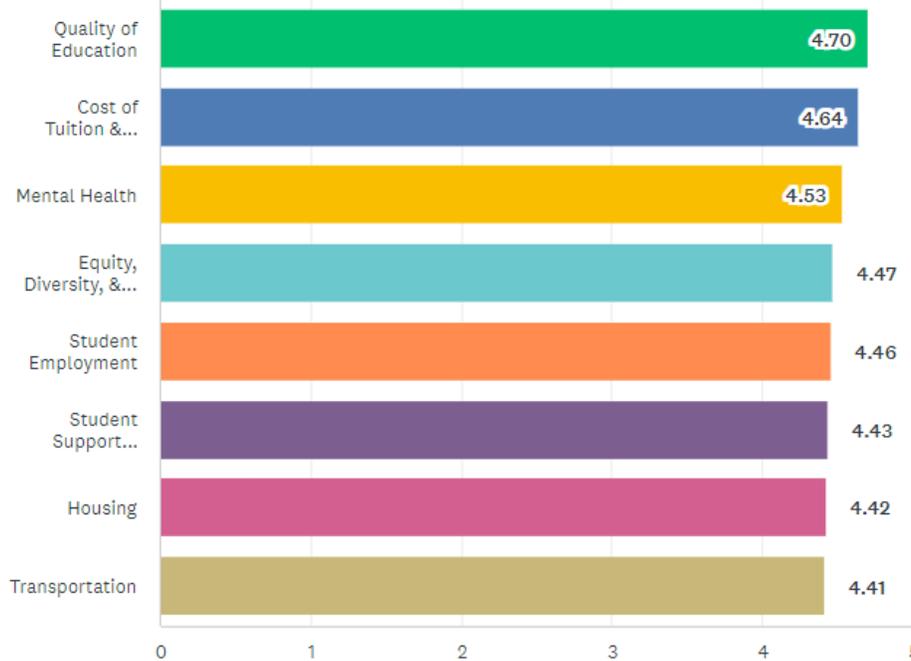


Figure 150 - Student Experience Issues Ranked by Student Opinion of Importance

Quick Takeaways: No one issue stands out as overwhelmingly or immediately more important to Conestoga students compared to each other, as weighted averages above 4.0 suggest a high level of importance for all categories. However, a slight preference in the number of students who found the issues of Quality of Education and Cost of Tuition to be very important, above other issues, suggesting students are marginally more concerned with the immediate factors related to their educational experience. Nonetheless, all the issues listed are important to students. Compared to 2021, differences in ratings are negligible, except that Housing has moved up one rank from 2021 to 2022.

Q158: Do you agree the CSI Board of Directors is transparent and accountable to the students of Conestoga College?

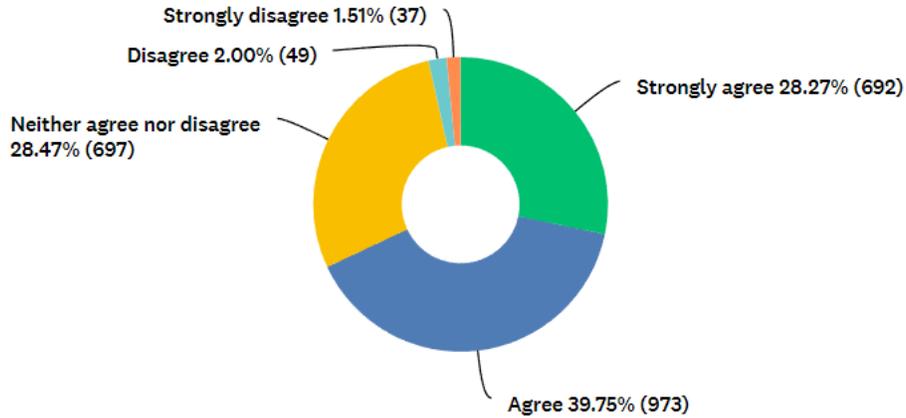


Figure 151 - Student Opinion on CSI BOD Transparency & Accountability

Quick Takeaways: 68% of students surveyed agreed that CSI’s Board of Directors is transparent and accountable to Conestoga College students. This was a slight decrease of 2% compared to data from 2021. However, the number of students who disagreed with this statement remained stable year over year at 3%. This suggests an overall level of satisfaction amongst our students, who feel CSI is accountable, open and responsive to their needs.

REMOTE LEARNING

Q161: Each semester you are charged a compulsory ancillary fee of \$125.00 for the technology fee. This fee provides enhanced academic support through up-to-date computer equipment, software and services. Do you agree you were provided enhanced academic support through up-to-date computer equipment, software and services during your online learning experience?

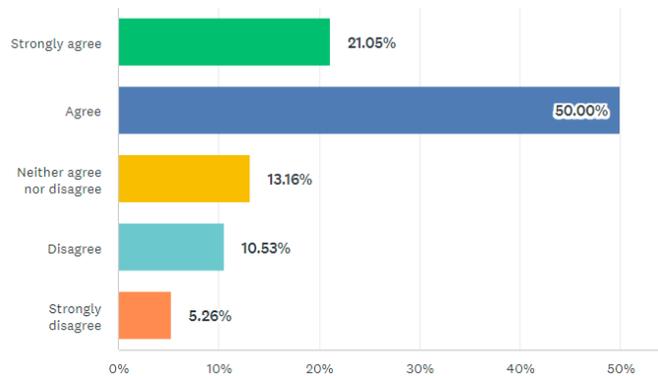


Figure 152 - Student Technology Fee Value

Quick Takeaways: Only 15% of students surveyed do not agree that the Technology Fee provided enhanced academic support during their online learning experience, while 71% agreed. The number of students who agreed this fee supported their online learning experience increased dramatically, by close to 20%, and those who disagreed decreased by about 11%.

Q162: Do you feel supported by Conestoga College and your instructors when you are remote learning?

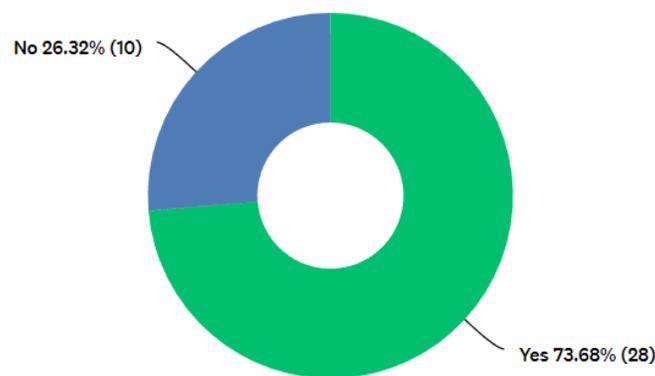


Figure 153 - % of Student Who Feel Supported by Conestoga College Instructors while Remote Learning

Quick Takeaways: Most students felt supported by Conestoga College and their instructors while remote learning (73%). However, 26% of those surveyed did not feel supported by instructors while engaging in online learning. Notably, the number of students who did not feel supported increased by 9% from 2021.

TRUTH & RECONCILIATION

Conestoga College's actions towards Truth & Reconciliation have continued to go unnoticed by Conestoga's student population, as 89% of students surveyed could not name any programs by the College in support of Indigenous communities, facilities, students, etc., an increase of 9% over 2021. Nonetheless, those aware of college programming were moderately satisfied, with 70% of the general student population ranking a measure of satisfaction, and 66% of the aware Indigenous population also ranking general satisfaction; this saw no improvement over 2021.

Q159: Are you aware of any Conestoga College programs in support of Indigenous communities, peoples, faculty, and students? If yes, please list them.



Figure 154 - Most frequently used words to list any program in support of the Indigenous community.

Quick Takeaways: Most students were unaware of any programs supporting Conestoga's Indigenous community. From 1211 responses, 1072 (89%) stated they were unaware of any supports. This is an increase in the number of students unaware compared to 2021 by approximately 9%. Through the statements on programs students were aware of for Indigenous students, staff etc., some common statements were:

- No: The overwhelming majority of responses had students state they were unaware of any programming.
- National Indigenous People's Day
- Indigenous Music Fest
- CSI's Indigenous Circle
- Indigenous Garden
- There were specific statements from students that had knowledge of much of Be-Dah-Bin Gamik's programming. However, these were only a few students.

Q160: How satisfied are you with Conestoga College's efforts to reconcile with and empower Indigenous communities, peoples, faculty, and students?

3.5★
average rating



	VERY DISSATISFIED	DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
★	4.04% 99	3.51% 86	44.85% 1,098	31.90% 781	15.69% 384	2,448	3.52

Figure 155 - Student Satisfaction with Conestoga Efforts towards Truth & Reconciliation

Quick Takeaways: Students, as a whole, provided an average rating of 3.5 regarding their satisfaction with Conestoga College’s efforts to reconcile with and empower Indigenous communities, people, faculty, and students. This is the same compared to 2021.

3.3★
average rating



	VERY DISSATISFIED	DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
★	7.89% 3	5.26% 2	44.74% 17	34.21% 13	7.89% 3	38	3.29

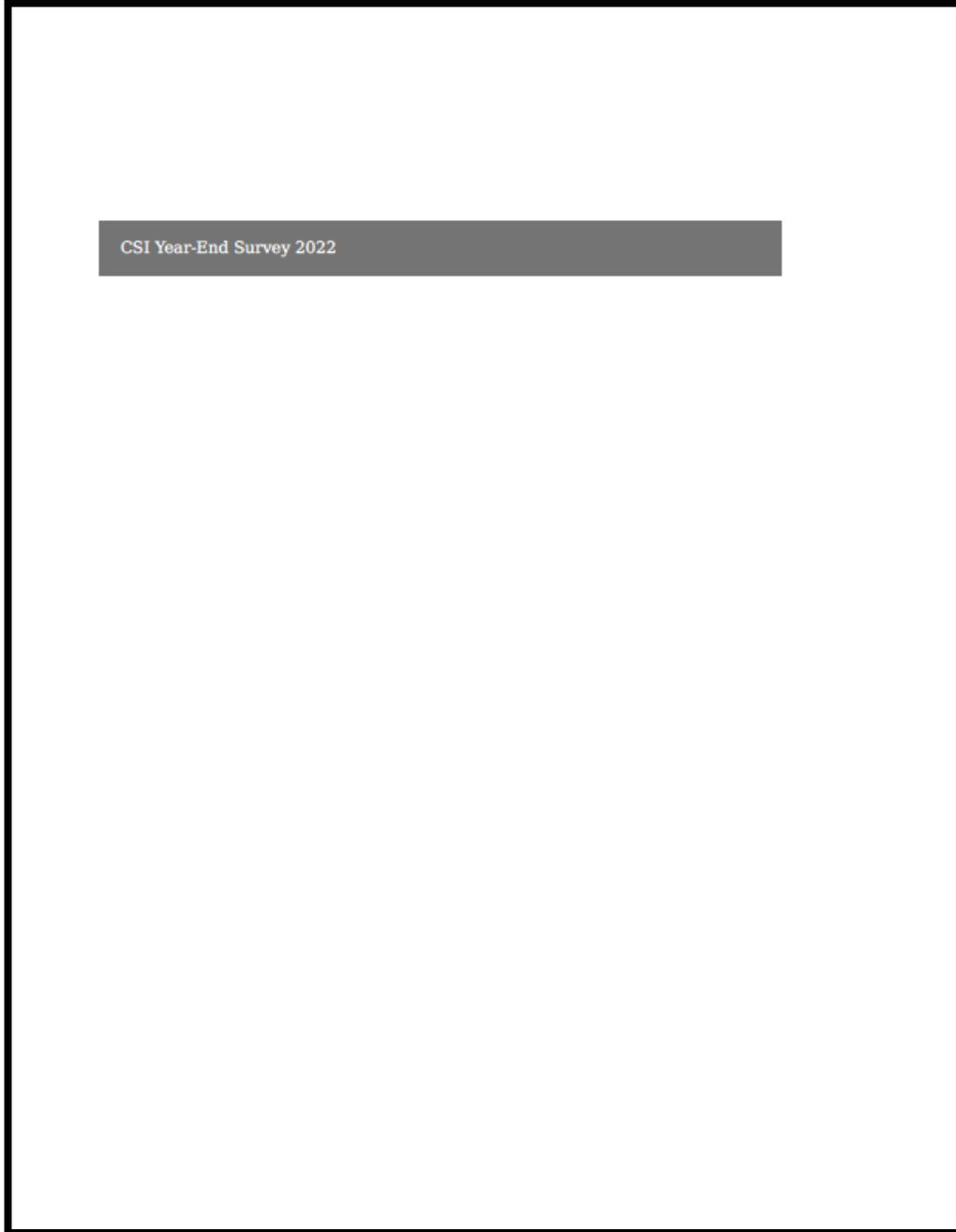
Figure 156 - Indigenous Student Satisfaction with Conestoga Efforts Towards Truth & Reconciliation

Students who self-identified as Indigenous gave an average of 3.3 to Conestoga College’s efforts to reconcile with and empower Indigenous communities, people, faculty, and students. This is the same compared to 2021.

APPENDICES

APPENDIX A: SURVEY

To view a copy of the 2022 CSI Year-End Survey, double click the image below:



APPENDIX B: DIRECT EMAIL INVITATIONS

Initial Email: November 14, 2022

Subject line: Win 1 of 56 Prizes – Complete CSI’s Year-End Survey Today!



Hey Condors,

The year is coming to a close, and CSI has a few questions for you:

- What would give you the best college experience possible?
- Was there a CSI event that you really loved this year? One that missed the mark?
- Do you have access to all the services that you need on your campus?

We want your answers to all these questions (and more!) so we can evaluate how we’re doing, what we can do to improve, and how we can better meet the needs of all Conestoga students. If you have thoughts, we want to hear them!

All students who complete the survey will be entered for the chance to win one of **FIFTY-SIX** prizes! Prizes include:

- 1 Grand Prize of Free Tuition (up to \$5,000)
- Toronto Raptors Box Suite Experience for you and a friend
- 50 Third Place Prizes of \$100 Gift Cards (choice of gift card from www.giftcards.ca)

CSI’s Year-End Survey is open from Monday, November 14 – Monday, December 5 and will be faster to complete than your homework! Help CSI give students the best experience possible!

Ready to give us your feedback for a chance to win big? All you need to do is [CLICK HERE](#) to get started!

Thanks,
Sana Banu

Psst. If the link above didn’t work, here’s the web address:

<https://www.surveymonkey.ca/r/CSIYearEnd2022>

Psst. Mention: November 28, 2022

Subject Line: Get the Holiday Spirit Going with CSI!



Hey Condors,

The holiday season is just around the corner – keep reading to learn more about what we have in store to add some cheer to the last few weeks of your semester!

Regular Programming – November 28th to December 2nd

Looking for a study break as you gear up for exams? This week, we have events to help you [Warm Up to the Holidays with CSI Clubs](#), laugh and dine with the [Funny Food Comedy and Cocktails Dinner Show](#), find a moment of calm through [Meditation](#), and boogie down at the [Disco Night](#) semester end party.

Exam and Stress Relief Week – December 5th to 9th

Cereal, cartoons, and crafts! CSI is visiting campuses throughout the week with [All You Can Eat Cereal!](#) Take a study break and join CSI for a bowl of cereal or two (or three!), kick back with cartoons and destress as you make bracelets, keychains and more!

Grad Photos

Have you booked your grad photo appointment? Appointments are now available until Friday, December 9. [Book your appointment](#) online today!

Have a great two weeks, Condors!

Thanks,
Sana Banu

Psst. We want to hear from you! Don't forget to complete **CSI's Year-End Survey** by Monday, December 5. Tell us what you thought about CSI's services and events during the 2021/2022 school year for your chance to win one of 50+ prizes including Toronto Raptors Box Suite Experience for you and a friend! Click [HERE](#) to complete the survey.

Reminder Email: December 2, 2022

Subject: Reminder: Complete CSI's Year-End Survey for a Chance to Win 1 of 56 Prizes



Hey Condors,

Last call! Our Year-End Survey closes on Monday, December 5 at 11:59 PM EST. Click [HERE](#) to complete the survey.

To better serve Conestoga students, we need your feedback on CSI's services, events, and how we've impacted your student experience this year. Was there an event you loved? Do you have access to all the services you need on your campus? Let us know!

Don't miss your chance to be entered to win one of 56 awesome prizes, including:

- 1 Grand Prize of Free Tuition (up to \$5,000)
- Toronto Raptors Box Suite Experience for you and a friend
- 50 Third Place Prizes of \$100 Gift Cards (choice of gift card from www.giftcards.ca)

We look forward to hearing from you, and good luck!

Thanks,

Sana Banu

Psst. If the link above didn't work, here's the web address:

<https://www.surveymonkey.ca/r/CSIYearEnd2022>