

CSI YEAR END SURVEY

CONESTOGA
STUDENTS INC

THE OFFICIAL STUDENT ASSOCIATION
OF CONESTOGA COLLEGE

Your Feedback
Your Experience
Our Priorities

The Results of the 2021 CSI Year End Survey

Contents

EXECUTIVE SUMMARY	3
DEMOGRAPHY	3
CSI SUPPORT SERVICES	3
CSI HEALTH & WELLNESS	3
LEADERSHIP & CAREER SERVICES	4
CSI EVENTS	4
CSI COMMUNICATIONS	4
CSI FOOD SERVICES	5
CSI EMPLOYMENT OPPORTUNITIES	5
ACADEMIC FAIRNESS	5
HOUSING	5
TRANSPORTATION	6
TRANSPARENCY & ACCOUNTABILITY	6
TRUTH & RECONCILIATION	6
REMOTE LEARNING	6
INTRODUCTION	7
STRATEGIC ENDS	7
METHODOLOGY	9
RESEARCH QUESTIONS	9
RESEARCH DESIGN	9
INSTRUMENTS	9
SAMPLE	10
DATA COLLECTION	10
LIMITATIONS	10
KEY FINDINGS	12
DEMOGRAPHIC OVERVIEW	12
CSI SUPPORT SERVICES	19
AWARENESS OF CSI SUPPORT SERVICES	19
COMMUNITY FOOD BANK USAGE	21
MYAWARDS APPLICATION: SCHOLARSHIPS AND BURSARIES	23
CSI SUPPORT SERVICES AND SPACE PLANNING	25
HEALTH & WELLNESS	29
HEALTH & LEGAL PLAN AWARENESS	29
OPT-OUT PROCESS	33
SELF AND DEPENDENT ENROLMENT	34
HEALTH PLAN COVERAGE AND SATISFACTION	35



HEALTHCARE ACCESSIBILITY.....	38
MENTAL HEALTH	41
FUTURE HEALTH AND WELLNESS SERVICES	43
LEADERSHIP & CAREER SERVICES	44
OPTIONAL FEE AWARENESS	44
LEADERSHIP AND CAREER SERVICES INTEREST	46
CSI EVENTS.....	48
CSI EVENTS AWARENESS.....	48
EVENT MOTIVATORS AND BARRIERS.....	50
TYPES OF EVENTS.....	53
FROSH & THEME KITS	55
CSI COMMUNICATIONS	60
COMMUNICATION PREFERENCES.....	60
CSI WEBSITE & APP EXPERIENCE.....	62
CSI FOOD SERVICES	68
CURRENT FOOD SERVICE OFFERINGS.....	68
FUTURE FOOD SERVICE OFFERINGS	71
CSI EMPLOYMENT OPPORTUNITIES	74
AWARENESS & EASE OF APPLYING.....	74
SATISFACTION WITH AVAILABLE POSITIONS.....	76
ACADEMIC FAIRNESS.....	78
PLAGIARISM	78
AWARENESS AND PARTICIPATION IN THE APPEAL PROCESS	79
USE OF THE APPEAL PROCESS	80
HOUSING.....	82
HOUSING STATUS/SITUATION	82
TENANT RIGHTS & RESPONSIBILITIES.....	86
HOUSING PREFERENCES AND AFFORDABILITY	87
TRANSPORTATION	90
PERSONAL TRANSPORTATION USE.....	90
FUTURE TRANSPORTATION OFFERINGS.....	92
TRANSPARENCY & ACCOUNTABILITY	94
AWARENESS	94
VALUE	97
STUDENT PERCEPTIONS & PREFERENCES.....	98
TRUTH & RECONCILIATION	100
REMOTE LEARNING	102
APPENDICES.....	103
APPENDIX A: SURVEY	103
APPENDIX B: DIRECT EMAIL INVITATIONS	104



EXECUTIVE SUMMARY

The 2021 CSI Year-End Survey received 3,130 complete responses consisting of 140 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

There is a growing proportion of international students (61.02%) – (55% Asian heritage) and an increased number of students in their first year of study (66.68%) – even though the commanding plurality of students are aged 22-25 (34.66%). Some other demographic identifiers of note include:

- 1.53% Identified as having lived Trans experience.
- 2/10 students identify as a sexual orientation other than Straight/Heterosexual
- 35% of students are currently unemployed, with 31% actively looking for work.
- 81% are below the Low Income Cut Off (Poverty Line)

CSI SUPPORT SERVICES

Students were generally as aware of CSI’s programs and supports in 2021 as 2020:

*Table 1 – Student Awareness of CSI Support Services. *No 2020 data is available for spiritual rooms awareness.*

Support Services	2020	2021
Scholarships	42.42%	41.55%
Student of The Month	26.69%	34.36%
Educational Fun	28.68%	28.35%
Food Bank	61.16%	52.73%

Some programs, such as CSI’s food bank, were competing with more community supports year over year, pushing students to outside resources. Increasing student awareness - a common issue throughout the data for student access to our programs - even as we continue through our online environment is essential to ensuring students extract value from their fees.

CSI HEALTH & WELLNESS

Generalized but inconsistent awareness characterized students’ knowledge of CSI’s Health & Wellness programs, with broad majorities of students expressing awareness coupled to significant numbers of students still largely unaware of what their respective health and legal plans offer. For example:

- Only 20% of students acknowledged that they are aware they are enrolled in the Legal Protection Program.
- Over 30% of students stating they do not know what plans they are enrolled in,
- These results signify a significant lack of awareness about their enrolment status on health and legal plans.

This theme runs throughout several questions, with students highlighting they desire more information on what their plans offer, the location of local clinics and dental offices and more as recommendations for improving legal and health plans. Students seem relatively satisfied with CSI Health and Wellness supports (56.60% of students satisfied with CSI Health & Dental, 58.04% of students satisfied with CIHIP) if they know what their plans offer and how and where to use their plans.

LEADERSHIP & CAREER SERVICES

Student awareness of CSI's club fees dropped precipitously in 2021 (71.70% in 2020 to 55.30% in 2021), but this drop is attributed to an increase in first-year students. Nonetheless, awareness of leadership & career service offerings can be bolstered to ensure students are aware of the benefits of club membership. Other data points of notes:

- Theme/subject matter is the top factor motivating student attendance at professional conferences/seminars (67.96%)
- Most (66.61%) students are seeking leadership and career development opportunities outside of the classroom.
- Overwhelmingly (70.33%) students prefer *both* ongoing and individualized volunteer opportunities

CSI EVENTS

Student awareness of events-related fees has substantially reduced in 2021 vs. 2020 (55.78% in 2021 vs. 83.01% in 2020), attributed to an increase of students in their first year of study. However, more work should be done to introduce students to CSI and our related fees.

Ultimately, students are looking for more live entertainment events, interactive events, and professional development (word cloud takeaways), which follows their interests in movies and television (65.14%), travel (60.13%), and results seen in Leadership and Career Services. As could be expected, students are most likely to be available Friday through Sunday (>40% of students available) after 5pm (46.81%).

CSI COMMUNICATIONS

Most students utilize CSI communications and web and app platforms for relatively consistent reasons. Students visiting CSI's website or using our mobile app are interested in learning information about CSI programs and services (41.41% for support services & 44.92% for Health & Legal), and additionally, about CSI's events (56.13%) and employment opportunities (40.38%). Students are primarily using Instagram as the main way to connect to CSI on socials (60.25%), with 72.70% of students who follow CSI's social media accounts stating they are engaging with CSI's content at least once per week or more. Lastly, students primarily receive their information about CSI services and programs through direct CSI emails (65.81%).

CSI FOOD SERVICES

Ultimately many students, being unable to attend campus physically, were unable to provide their opinions on the current level of service at their campuses. Nonetheless, most students who did provide their opinion stated that they found the current food service offerings to be convenient (88.25%), affordable (54.82%), and generally satisfactory (50.19%). Only students at Conestoga's Cambridge campus expressed dissatisfaction with the food service offerings available on their campus.

Regarding new programming, such as online ordering for pick-up and delivery, as well as meal plan services, students were overwhelmingly receptive to these ideas, with 70% of students expressing interest in a meal plan, and 60% of students expressing their intention to use online ordering for pick-up and delivery.

CSI EMPLOYMENT OPPORTUNITIES

Students who are aware of CSI's employment opportunities are generally satisfied with the type of opportunities available. Not nearly enough Conestoga students know that CSI offers employment, with 53% of students stating they are unaware.

For those students who were aware, they have rated general satisfaction (62.8%) with finding (52.70%) and applying (52.04%) to these positions, and most students (66.70%) who are aware see long term value in these positions for their career paths. Nonetheless, even among students who were aware of Conestoga employment offerings, over a quarter (29.88%) were unsure of the relevance of these opportunities to their career path. Work is needed to make students aware of CSI's employment programs and show their value to students' long-term goals.

ACADEMIC FAIRNESS

Approximately 80% of students surveyed expressed some knowledge of the procedure, and approximately 83% of students who participated in the procedure expressed their satisfaction with the outcome. Students who were a party to an academic appeal were largely able to follow the process, with 83% saying they understood the procedure. Ultimately, only 10.5% of students surveyed have gone through the academic appeal procedure. While this number does represent a significant number of students in and of itself, it does suggest most students are satisfied with their grades or have not committed severe or repeated instances of academic misconduct.

HOUSING

Housing continues to be a point of need for Conestoga students, as the ongoing housing crisis has made living accommodations generally unaffordable. Students are both extremely aware of this and are experiencing this affordability crisis firsthand as:

- 5.81% of students surveyed do not currently have a stable place to live,
- The price of rent is the most important factor for students in seeking accommodations (74.44% rated as extremely important),
- Rent is the primary factor in their housing experience students are most likely to express dissatisfaction (20.85% expressed disappointment),

- Students are living with increasing numbers of roommates, with nearly 40% of students sharing what would otherwise be private accommodations (room) with others, and
- 31.35% of students live with their landlords; consequently, they are unprotected by the Residential Tenancies Act, threatening many students' already precarious housing environment.

TRANSPORTATION

Students are notably more likely in 2021 to be using public transit than in 2020, with a noted drop in year-over-year personal vehicle use among students surveyed and a massive increase in personal transportation use. Public transit use increased from 43.03% to 55.14%, and personal vehicle use decreased from 47.07% to 32.49%. This changing dynamic in student transportation has had positive effects on student receptivity to Universal Transit Passes, with 75% of students stating they would favour implementing a Deep Discount Transit pass at their campus.

Students also signalled receptivity to alternative forms of transit such as active transit infrastructure, with most students surveyed from Conestoga Campuses at DTK (61.62%), Guelph (50.38%), Brantford (54.39%) and Waterloo (53.64%) open to using Bike share programs if located near or on their campus.

TRANSPARENCY & ACCOUNTABILITY

Student awareness of CSI fees, programming or role reduced from 2020 to 2021, with fewer students expressing awareness of CSI's role as their official student association (94.55% in 2020 vs. 81.12% in 2021), and the fees associated with CSI's programming (83.03% in 2020 vs. 77.36% in 2021). Nonetheless, this did not significantly impact students' perception of CSI as an organization (83.39% see general value) or the value derived from their fees (62.40% see personal value). Students overwhelmingly stated that CSI is transparent (70.54%), and open and welcoming of feedback (>75%), and provides value to students beyond an individual students experience of that value.

TRUTH & RECONCILIATION

Conestoga College's actions towards Truth & Reconciliation have largely gone unnoticed by Conestoga's student population, as 80% of students surveyed could not name any programs by the College in support of Indigenous communities, facilities, students, etc. 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.

REMOTE LEARNING

Over 26% of students do not agree that the Technology Fee provided enhanced academic supports during their remote learning experience, while only 46% agreed. The remaining approximate 27% did not agree or disagree. Additionally, 17% of students did not feel supported, which demonstrates that further support is required to ensure remote learning continues to provide a quality education experience.

INTRODUCTION

The success of Conestoga Students Inc. (CSI) is based on the engagement of its members. For over 45 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 supports, professional development opportunities, and social engagement activities. As we continue to build on our past successes and adapt our services and programming to meet the desires of membership, the CSI Year-End Survey provides the CSI Board of Directors with the necessary insights.

The 2021 CSI Year-End Survey was completed in the Fall 2021 semester and is in its second 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 desires of membership.

The specific objectives of this survey included:

- 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 for 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 provide 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:

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.
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 the province.
- 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 140 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.

Questions were created and reviewed through the collaborative efforts of supervisors and managers from all CSI departments.

RESEARCH DESIGN

The survey utilized a variety of question types to most appropriately solicit member feedback. When necessary, closed-ended questions were provided 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 12 sections in the following order:

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

With a total of 140 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 totaling 23,408 eligible survey participants. 4,748 responses were received, with 3,130 responses in a fully completed state. This resulted in a 13.37% 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
- ZenDesk Reminders
- Targeted CSI-affiliated groups (Clubs, Student Rep, International Student Advisory Council, and Social Experience Program)

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

The survey opened on Monday, November 8, 2021, and was scheduled to close Friday, December 3, 2021. The survey was extended to close on Monday, December 6 at 12:00am to allow members to respond during the weekend when they may have more availability to participate.

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

- Free tuition (\$5,000)
- Five, \$1,000 Air Canada Gift Cards
- Fifty, \$100 Gift Cards of the users choice (from www.giftcards.ca)

To facilitate the process of prizing, an optional question was provided at the end of the survey to collect Name, Student Number, and Email.

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.
- Due to an issue with the logic rules in the administration of the survey, approximately 60 respondents were asked required follow-up questions that were

not applicable. These responses were rectified, and data for the follow-up questions were removed from the data to ensure accuracy.

- A demographic question identifying the respondent's campus was added to the survey late due to an administration error. Although this question was added late, 87% of respondents could still respond to this question providing a statistically significant response.
- 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.
- Some questions relied on the assumption members were aware of their status within programs such as the CSI Health and Legal Plans. Members who were unaware of their enrolment status may not have been able to respond to these questions.

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 show a growing proportion of international students (61.02%) – (55% Asian heritage) and an increased number of students in their first year of study (66.68%) – even though the commanding plurality of students are aged 22-25 (34.66%). Some other demographic identifiers of note include:

- 1.53% Identified as having lived Trans experience.
- 2/10 students identify as a sexual orientation other than Straight/Heterosexual
- 35% of students are currently unemployed, with 31% actively looking for work.
- 81% are below the Low Income Cut Off (Poverty Line)

Q1: Are you a domestic or international student?

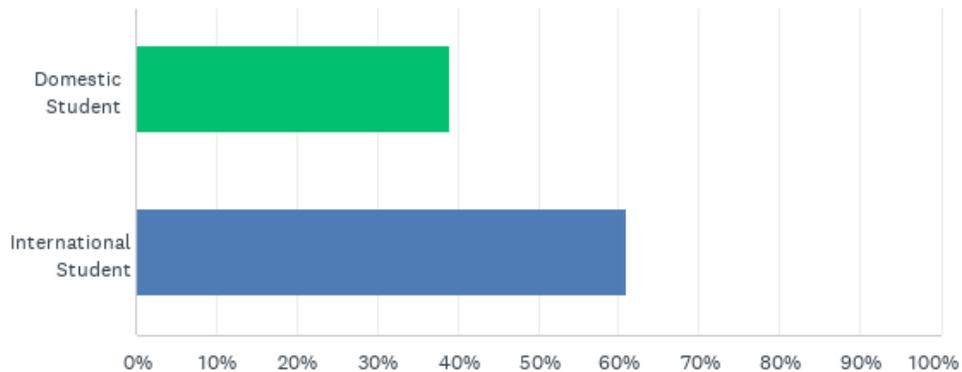


Figure 1 – Breakdown of Respondents by Domestic vs. International Status.

Quick Takeaways: 61% of respondents self-identified as international students, and 39% identified as domestic. As the population of Conestoga College continues to grow through international enrolment, the proportion of international student respondents to domestic student respondents continues to grow. Year over year, there has been a shift from 52% international respondents to 61%.

Q2: What school of study does the program you are enrolled in belong to?

ANSWER CHOICES	RESPONSES	
Applied Computer Science & Information Technology	14.89%	466
Business	29.37%	919
Community Services	5.82%	182
Creative Industries	3.39%	106
Engineering & Technology	16.52%	517
Health & Life Sciences	21.83%	683
Hospitality & Culinary Arts	2.49%	78
Interdisciplinary Studies	1.28%	40
Trades & Apprenticeship	4.41%	138
TOTAL		3,129

Figure 2 - Breakdown of Respondents by School of Study.

Quick Takeaways: Students are stratified across several schools, with many students enrolled in business or health & life science programs. The school of Workforce Development, CE, and Online Learning was not included as an option due to an oversight.

Q3: What year of study of your program are you enrolled in?

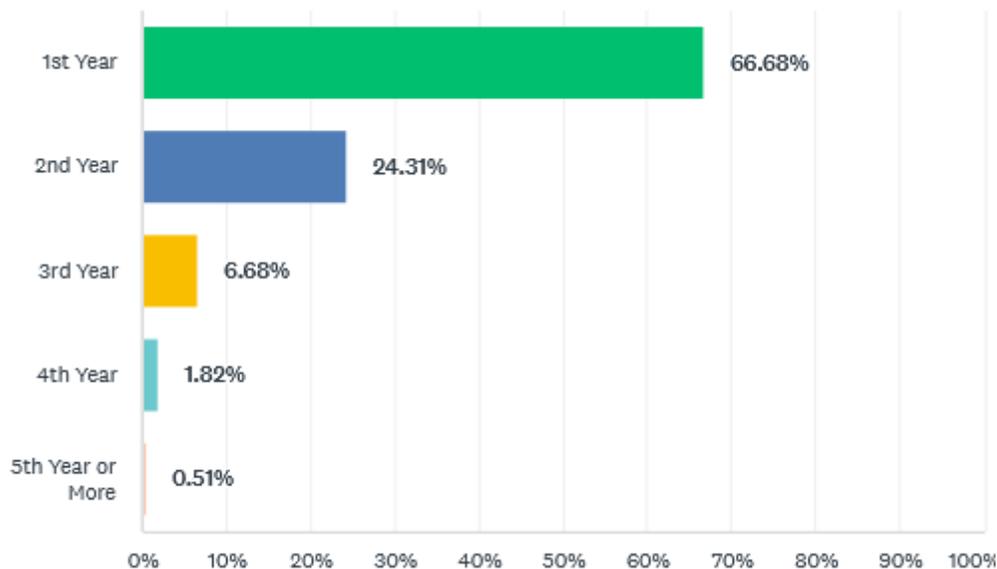


Figure 3 - Breakdown of Respondents by Year of Study.

Quick Takeaways: Whereas in 2020, an approximately even number of first- and second-year students responded to the survey (43.98% first year, 43.67% second year), first-year students made up an overwhelming majority of the 2021 survey (66.7%).

Q4: What is your age?

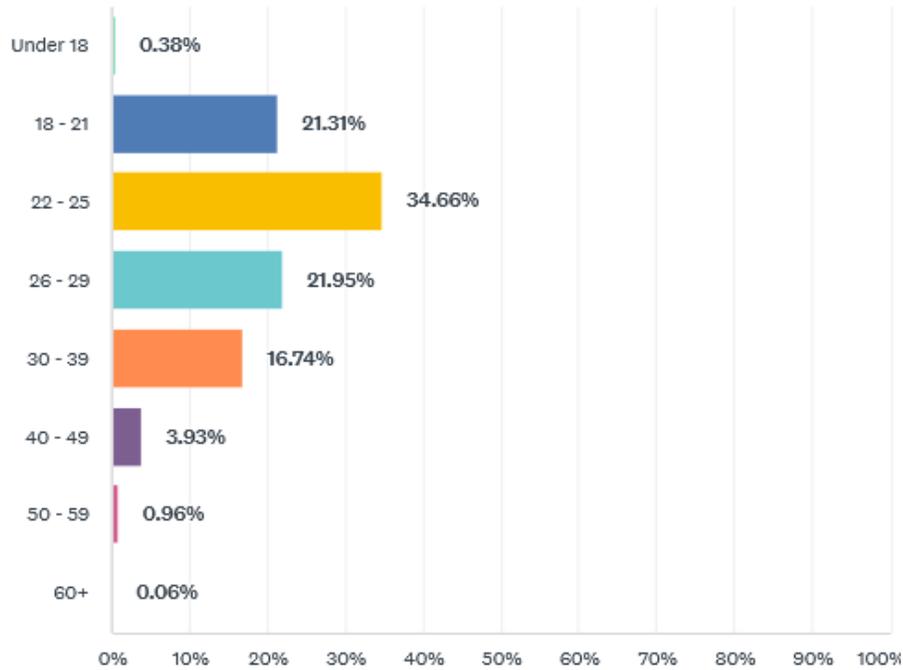


Figure 4 - Breakdown of Respondents by Age Group.

Quick Takeaways: The 2020 survey did not inquire regarding students' age but, the majority of respondents for 2021 are between the ages of 18-30, with a non-significant amount of older adult learners (30+) being students.

Q5: What gender do you most identify with?

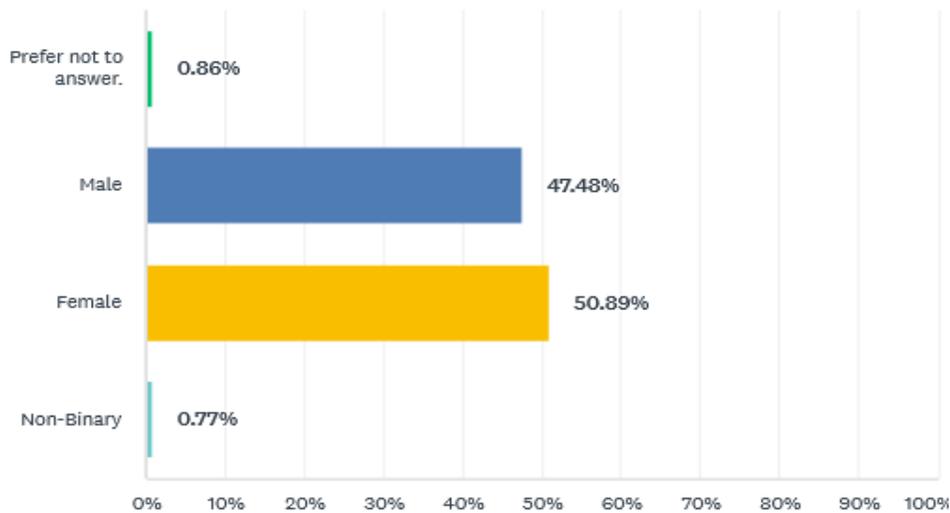


Figure 5 - Breakdown of Respondents by Self-Identified Gender.

Quick Takeaways: Most students identify with a male or female gender.

Q6: Do you have lived experience as a trans person (meaning your gender identity does not align with your gender assigned at birth)?

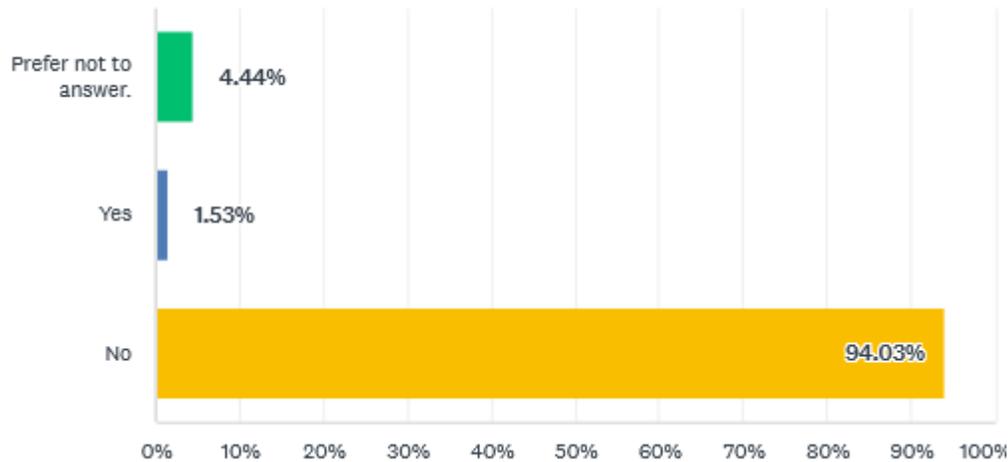


Figure 6 - Breakdown of Respondents by Lived Trans Experience.

Quick Takeaways: While some confusion may have existed within our student population regarding the meaning of the question, 48 students surveyed affirmatively identified lived experience as a trans person. Many students recounted some of their personal qualities they felt worth highlighting instead of highlighting their experience of gender.

Q7: What is your sexual orientation?

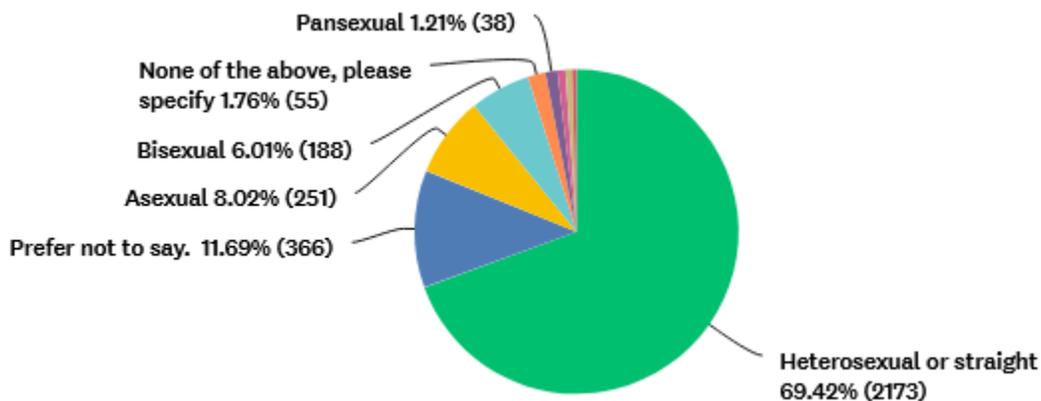


Figure 7 - Breakdown of Respondents by Sexual Orientation.

Quick Takeaways: The majority of students identified as heterosexual or straight, while 2 of 10 students self-identified as having another sexual orientation, be that asexual, bisexual, gay, lesbian, queer or pansexual.

Q8: What is your race or ethnicity?

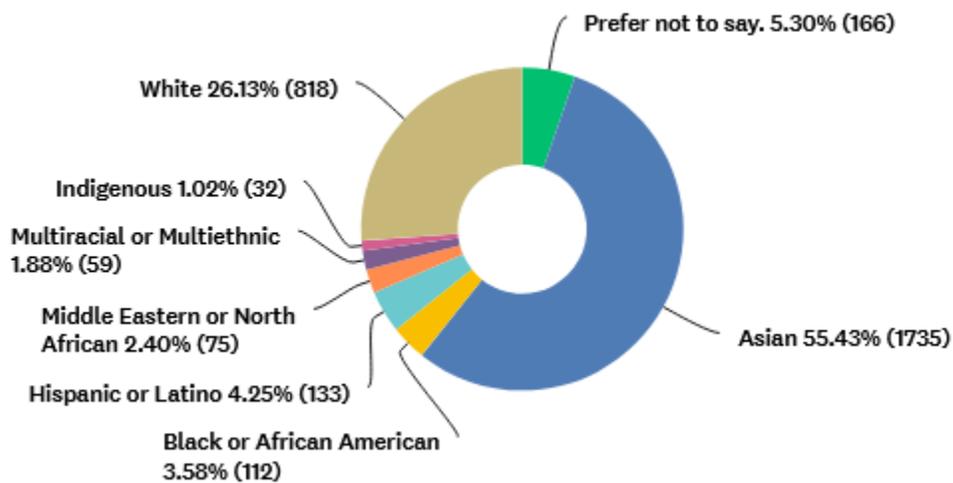


Figure 8 - Breakdown of Respondents by Race or Ethnicity.

Quick Takeaways: This question was not asked in 2020 and will be a benchmark question moving forward. However, of note is the majority Asian population at Conestoga College. While this does not confirm a causal relationship to an increased number of international students, as this is ethnic or racial background, not country of origin, it does *correlate* with the rising number of international students at Conestoga College.

Q9: Which of the following categories best describes your employment status?

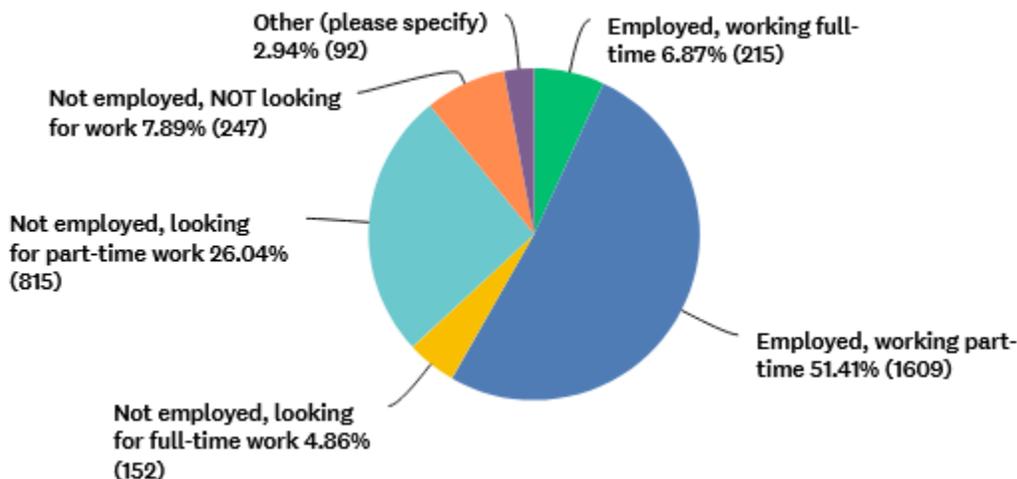


Figure 9 - Student Employment Status.

Quick Takeaways: There appears to be an even split amongst students working versus students currently unemployed. However, approximately 30% of Conestoga students are seeking gainful employment on either a part-time or full-time basis but are unable to find such employment. Therefore, 30% of Conestoga students cannot find gainful employment.

Q10: What do you expect your total personal income to be in 2021?

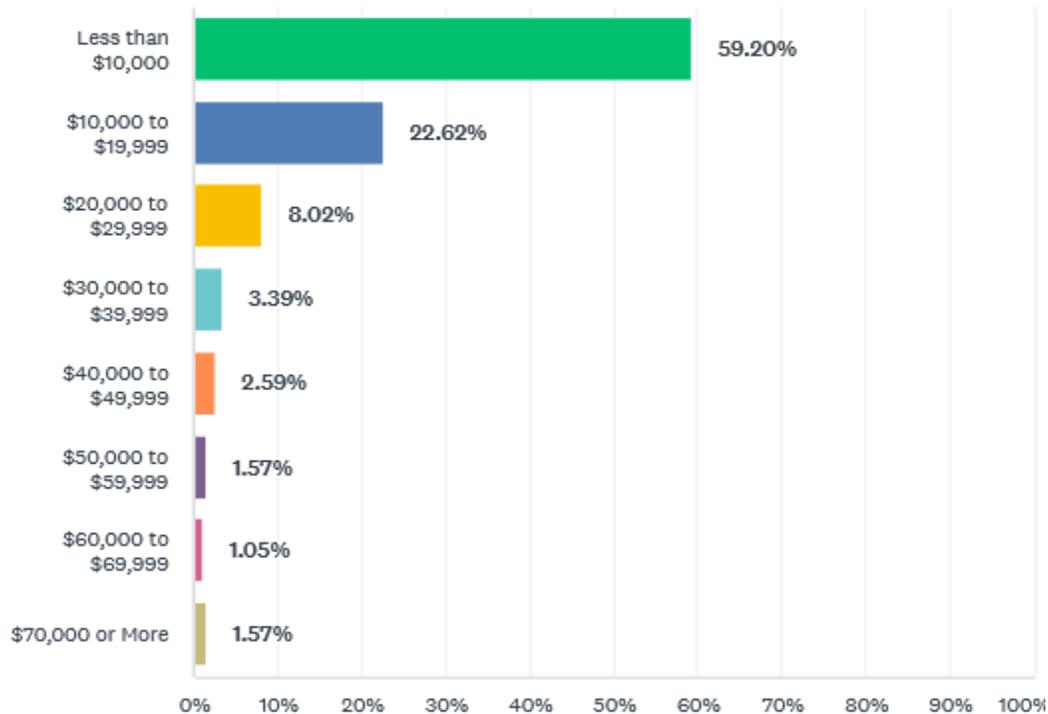


Figure 10 - Expected Personal Income for 2021.

Quick Takeaways: An overwhelming majority of students, 81% of Conestoga students, fall below the poverty line¹ making less than \$19,999 a year. Student incomes are typically lower than what would be seen in a general population sample. With an increasing international student body that cannot rely on traditional government supports, out-of-control housing costs, and international student tuition increases, this trend becomes increasingly alarming.

¹ "LICO Table 2022 - Low Income Cut-Off Canada," Parsai Immigration Services (blog), November 11, 2021, <https://www.settler.ca/english/lico-table-2022/>.

Q11: What financial resources/methods are you using to pay for your education?

ANSWER CHOICES	RESPONSES
Income from Employment	38.53% 1,206
Personal Savings (ie. Savings Account, TFSA, RESPs, RRSPs, etc)	35.02% 1,096
Private Loan from Family, Friends, or Partner	25.18% 788
Non-repayable Money from Family, Friends, or Partner	23.71% 742
Government Student Assistance (ie. OSAP)	21.37% 669
Bank Loan	18.75% 587
Bursaries, Awards, & Scholarships	9.11% 285
Other (please specify) Responses	3.67% 115
Other Government Programs (ie. Second Career)	2.68% 84

Figure 11 - Sources of Income for Educational Expenses.

Quick Takeaways: Building off the results of the previous question (expected total personal income), that 38.54% of students expect to use income from employment when more than 81% of students fall below the poverty line measured by income is striking. This leaves fewer resources available to students for essentials such as food, housing, clothes and transportation, alluding to an affordability crisis. Other common resources for payment are personal savings, loans (private, bank, or government-based), and family/friend & business grant funding.

Q12: What campus are you registered to attend? If your courses are online due to the COVID-19 pandemic, please choose the campus you would be attending in-person.

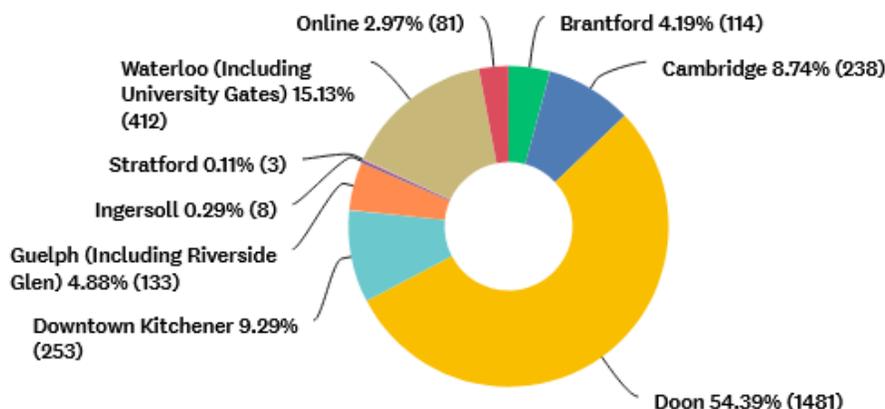


Figure 12 - Enrollment by Campus of Respondents.

Quick Takeaways: Student campus location is diversifying year over year, as the number of students surveyed attending Conestoga’s main campus at Doon has slightly decreased (58.83% in 2020 to 54.39% in 2021), contrasted with a subsequent increase in enrollment of students surveyed at campuses in Brantford and Downtown Kitchener (Brantford: 3.39% in 2020 to 4.19% in 2021; DTK: 6.55% in 2020 to 9.29% in 2021). This does not signify an equivalent change in campus population in actual numbers - enrolment at Doon increased – but it does signify a diversifying pool of respondents and a more equitable distribution of students across Conestoga campuses.

CSI SUPPORT SERVICES

Attempting to gauge student awareness, usage, and satisfaction with CSI Support services in another pandemic year is a challenge. It is almost impossible to quantify the effects of students studying remotely on their awareness of CSI and the positive attributes of on-campus environments. Nonetheless, students were relatively aware of CSI’s programs and supports in 2021 as 2020, even if usage of some programs, such as CSI’s food bank, decreased year over year. Increasing student awareness of our programming, even as we continue through our online environment, is essential to ensuring students extract value from their fees.

AWARENESS OF CSI SUPPORT SERVICES

Q13, 17, 19, 21, 26: Are you aware of _____?

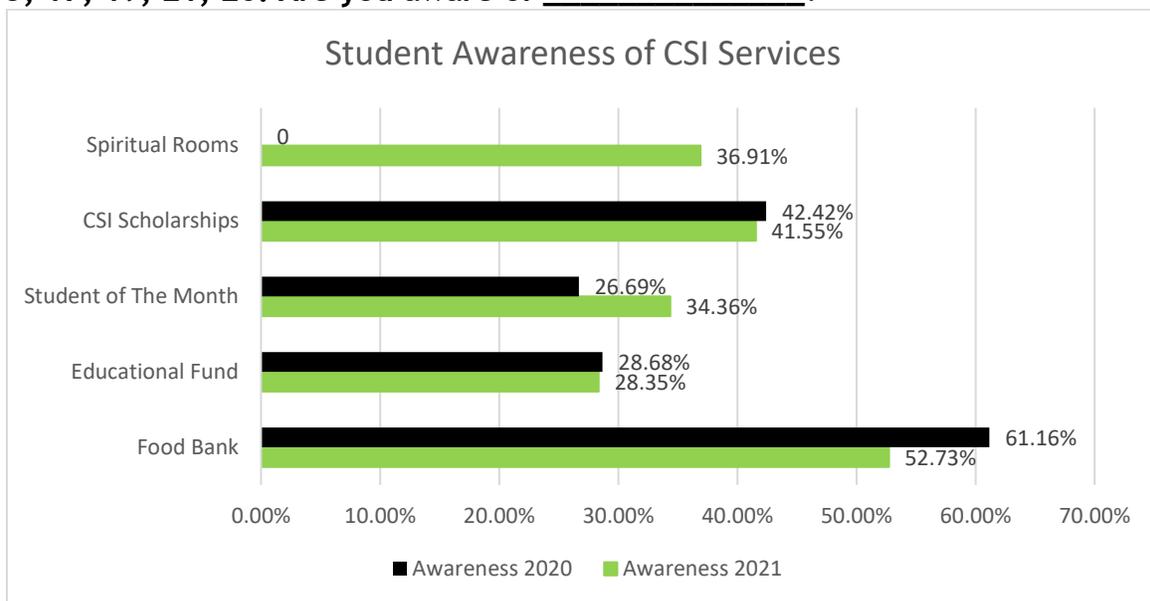


Figure 13 - Comparison of Awareness of CSI Services between 2020 and 2021.

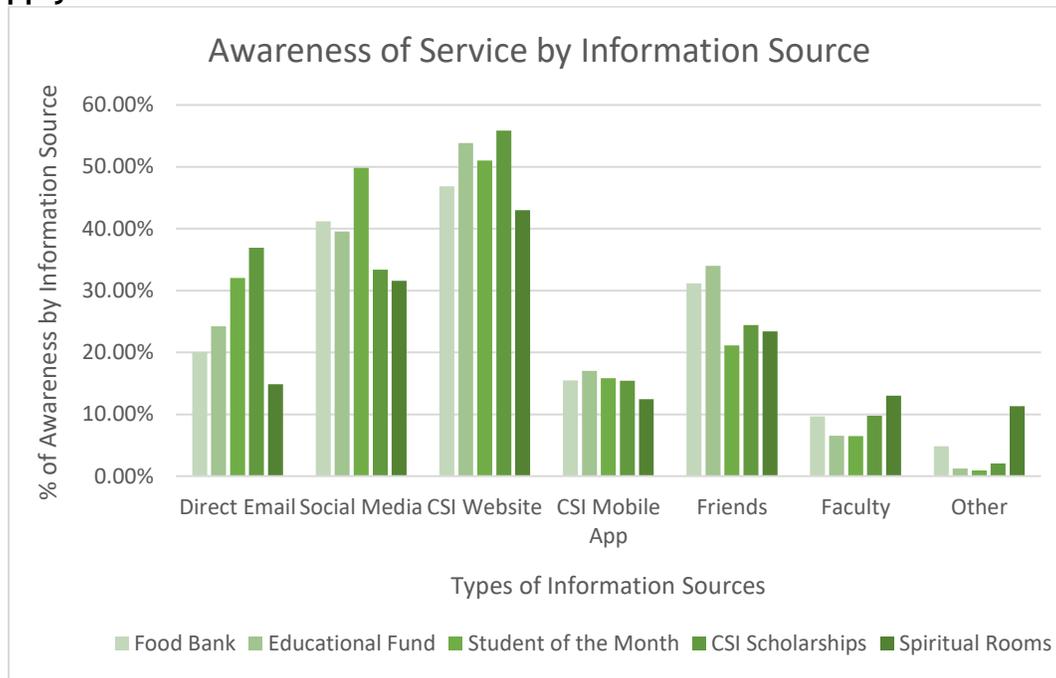
Quick Takeaways: Student awareness of CSI services has remained relatively stable across service categories, with an 8% increase in student awareness of our Student of the Month program and a 9% decrease in student awareness of CSI’s Food Banks.

The increase in awareness of the Student of the Month program is likely related to its second year of service and increased marketing efforts. Compared to when it was introduced in November 2020 semester and had only been available for approximately two months when the 2020 awareness was measured.

There is no immediate reasoning that can be inferred to explain the decrease in the awareness of the CSI Food Bank given the stability of the awareness of other services.

A question regarding awareness of CSI’s Spiritual Rooms was not included in the 2020 survey but will be included moving forward.

Q14, 18, 20, 22, 27: How did you become aware of _____? Select all that apply.



Quick Takeaways: The awareness of CSI services by each information source demonstrates how different services are more likely to be discovered through different channels. Regardless of the information source, the CSI website and social media accounts are integral in the discovery and awareness of CSI services. This is unsurprising given the virtual environment most students are studying within.

Direct email and friends also demonstrate a significant avenue for generating awareness. They are direct contact methods compared to social media and the CSI website, which are more passive awareness methods.

The CSI Mobile App and faculty generate the least awareness of CSI services. As respondents were given the option to select all that apply for the information source that made them aware of services, this highlights two potential areas for improvement for increasing awareness of CSI services in the future.

The other category included responses such as department referrals (Counselling Services, Student Engagement, International, and Student Success), CSI classroom presentations, posters, on-campus discovery (signage or physical location), involvement with other CSI programming (clubs, student rep, ISAC, etc.), and the CSI Planner.

COMMUNITY FOOD BANK USAGE

Q15: Have you accessed a non-CSI-operated Food Bank (an off-campus food bank)?

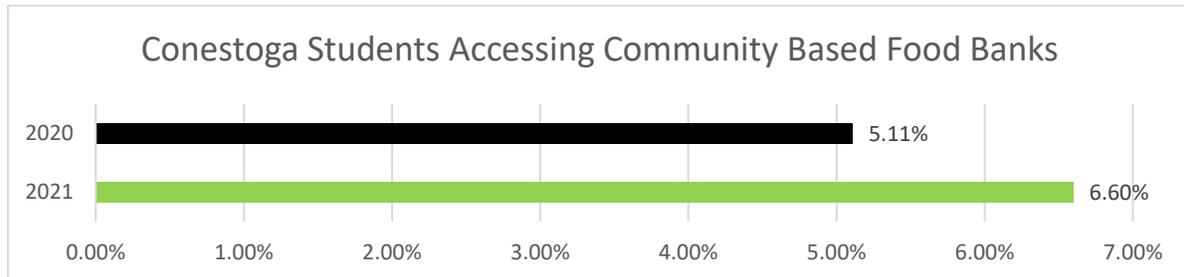


Figure 14 - Comparison of Community Food Bank Usage Between 2020 and 2021.

Q16: Why did you choose to use an off-campus food bank? Select all that apply.

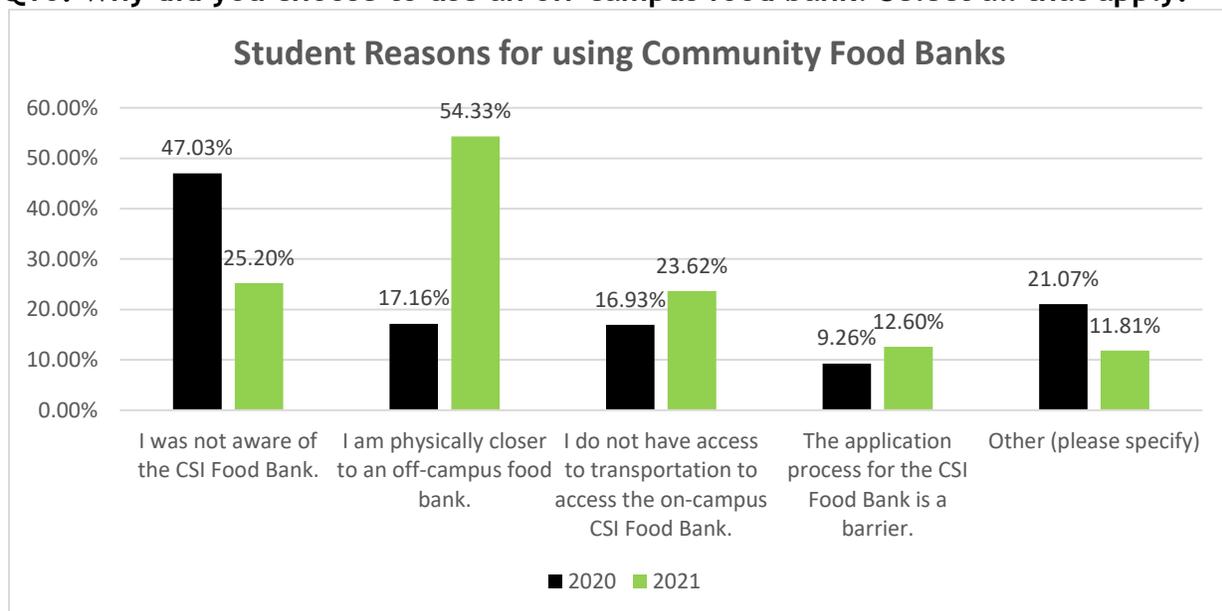


Figure 15 - Comparison of Reasons for Community Food Bank Usage Between 2020 and 2021.

Quick Takeaways: As opposed to 2020, where most students that chose to use an off-campus food bank due to a lack of knowledge of CSI resources, this year, many students chose to use an off-campus food bank because of their physical proximity to a community based one. This suggests a growing number of community resources available and accessible to students (a positive sign), or, alternatively, a growing reliance on outside community resources for basic needs (not a great sign!), or both!

There was also a slight increase in the number of students who found transportation to an on-campus food bank as a barrier, and the application form itself saw them access community food banks instead of the CSI Food Bank.

As the pandemic has allowed students to continue remote studies without needing to be in the proximity of Conestoga campuses, it is not unreasonable to assume this has contributed to the slight increase in students feeling transportation as a barrier.

The slight increase in students finding the application process as a barrier is concerning and should be monitored for a continued increase in the future to ensure the highest level of accessibility to the program.

MYAWARDS APPLICATION: SCHOLARSHIPS AND BURSARIES

Q23: Have you applied for scholarships, bursaries, or awards through the My Awards Application at Conestoga College?

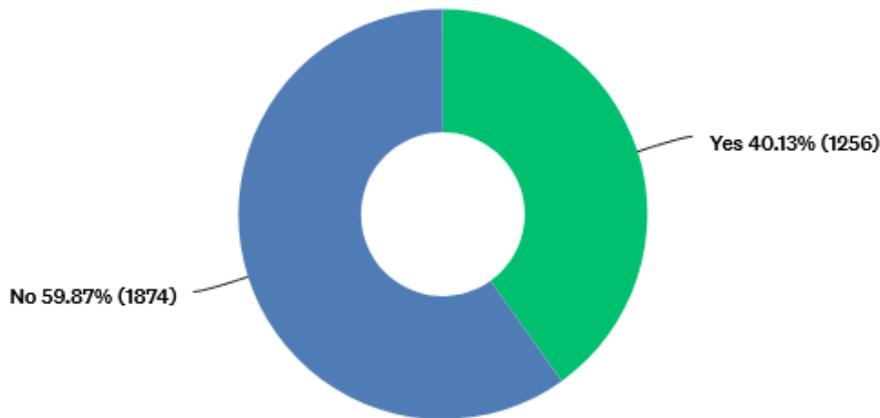


Figure 16 - Rate of Application of Respondents to the My Awards Application.

Q24: Why did you not apply for scholarships, bursaries, or awards using the My Awards Application? Select all that apply.

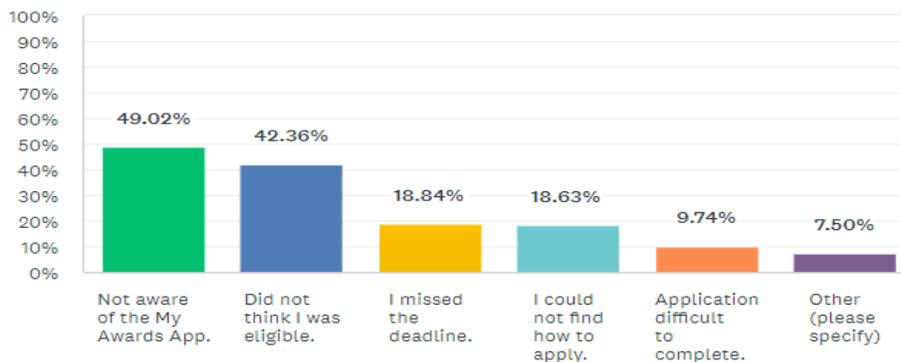


Figure 17 - Top Reasons for not Applying for Scholarships, Bursaries, Awards at Conestoga College.

Q25: How easy did you find the My Awards Application process to complete?

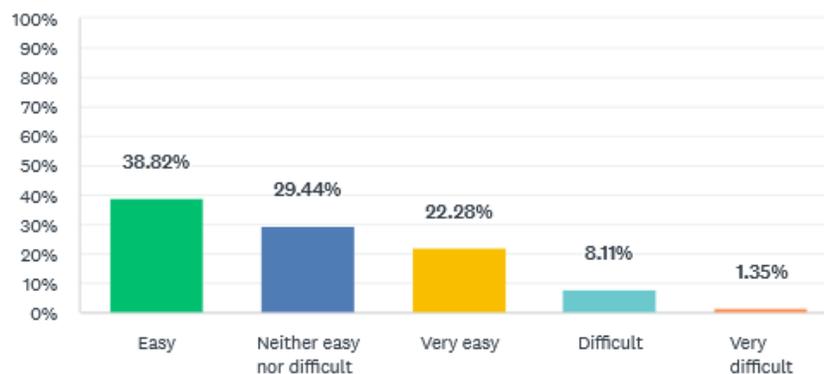


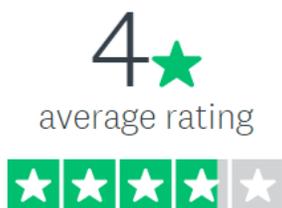
Figure 18 - Rating of Ease of Completing the My Awards Application.

Quick Takeaways: A majority of Conestoga students are not actively applying for scholarships, bursaries, or awards through the MyAwards application. This is not due to issues with ease of access (only 10.23% of students reported difficulty in completing the application process, and only 9.46% who completed the application found it difficult). Instead, students are unaware of the MyAwards application in varying capacities, whether a general ignorance of the application itself (49.02%) or a lack of knowledge regarding their eligibility for various scholarships, bursaries, or awards (42.36%).

Additionally, over a fifth (22.28%) of students who did not apply stated they could not find how to, suggesting this general lack of student awareness runs throughout the application process.

CSI SUPPORT SERVICES AND SPACE PLANNING

Q28: How satisfied are you with the available support services and programs from CSI?



	VERY DISSATISFIED	DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
★	3.48% 109	2.30% 72	27.54% 862	44.03% 1,378	22.65% 709	3,130	3.80

Figure 19- Overall Satisfaction Rating of CSI Services.

Quick Takeaways: Students are mostly satisfied with CSI’s available support services and programs, with 66.68% of students surveyed expressing varying levels of satisfaction with services, contrasted to only 5.78% of students expressing a measure of dissatisfaction.

Q29: How likely are you to use an on-campus print shop that provides services like colour printing, copying, scanning, faxing, laminating, and binding?

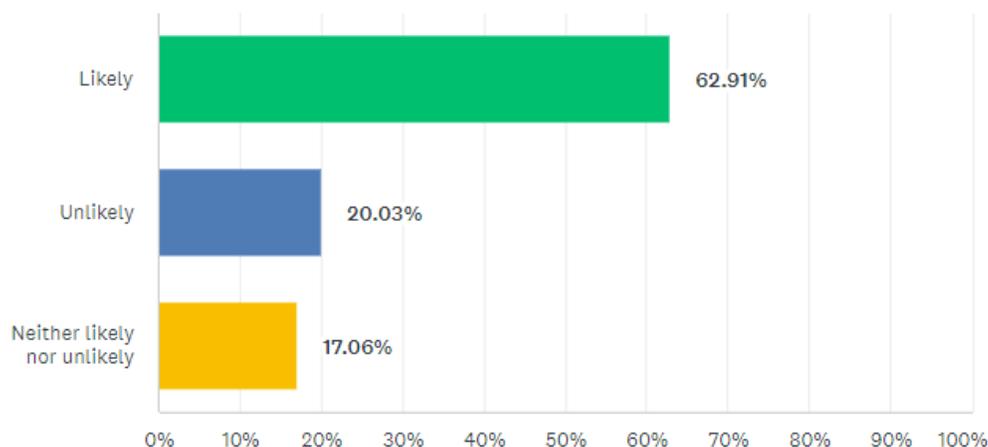


Figure 20 - Student Likelihood of Campus Print Shop Use.

Quick Takeaways: Students are likely to use CSI’s print shop services, though a not-insignificant amount of students explicitly stated they would be unlikely; this may be attributed to students' current remote learning settings.

Q30: What additional support services/programs would you be interested to see offered by CSI?



Figure 21 - Most Common Words Used for Suggesting Additional Support Services and Programs.

Quick Takeaways: The common themes identified were supports focused on physical and mental wellness supports, career supports, student experience supports, and increased awareness of existing supports (many students suggested services that are currently available such as tutoring, counselling, workshops/seminars about available services).

Physical and Mental Wellness Supports:

- On-Campus Medical Care
- Mental Health Programs/Sessions/Seminars & Support Groups/Social Connections
 - Increased counselling availability
- Recreational Services (fitness classes & workout facilities)
- Decompression Spaces

Career Supports:

- Job Search/Career Fairs
- Alumni Connection/Mentorship
- Job Opportunities
- Networking

Student Experience Supports:

- Technology Support
 - Technology Loans

- Technical Support
- 3D Printing
- Transportation & Parking
 - Intercity Transit
 - Bus Pass Cost
 - PRESTO Access
 - Parking Services
- Financial/Life Stability
 - Scholarships
 - Day care
 - Food Support (nutritional awareness, cooking classes, and groceries)
 - Textbooks (lend, bursaries, swaps)
 - Housing (search, CSI/College housing, rent support, credit/reference support, emergency accommodations)
 - Financial Management (budgeting, credit 101, taxes)

Q31: What type of student spaces/recreational areas would you like to see CSI create or support the creation of on your campus?



Figure 22 - Most Common Words Used for Suggesting New Student spaces/Recreational Spaces.

Quick Takeaways: A significant portion of students felt they could not respond as they had not attended campus yet. The common spaces students identified as needed were:

- Quiet and Study Space
 - Meditation
 - Individual Study
 - Group Study

- Sleep Pods
- Decompression Rooms
- Cafeteria Space
 - More eating areas
 - Coffee Bars/Grab and Go
- Recreational Spaces
 - Lounge/Social Space
 - Gaming Spaces
 - Dance Studio
 - Music Rooms
 - Workout Facilities
 - Outdoor Lounge/Garden Space
 - Tennis Courts
 - Outdoor Basketball Courts
 - Women-only Workout Facilities
 - Yoga Space

HEALTH & WELLNESS

Generalized but inconsistent awareness characterized students' knowledge of CSI's Health & Wellness programs, with broad majorities of students expressing awareness coupled to significant numbers of students still largely unaware of what their respective health and legal plans offer. For example:

- Only 20% of students acknowledged that they are aware they are enrolled in the Legal Protection Program.
- Over 30% of students stating they do not know what plans they are enrolled in,
- These results signify a significant lack of awareness about their enrolment status on health and legal plans.

This theme runs throughout several questions, with students highlighting they desire more information on what their plans offer, the location of local clinics and dental offices and more as recommendations for improving legal and health plans. Students seem relatively satisfied with CSI Health and Wellness supports (56.60% of students satisfied with CSI Health & Dental, 58.04% of students satisfied with CIHIP) if they know what their plans offer and how and where to use their plans.

HEALTH & LEGAL PLAN AWARENESS

Q32: What health and legal insurance plans are you aware that you are enrolled in? Select all that apply.

ANSWER CHOICES	RESPONSES	
I am enrolled in the Conestoga International Health Insurance Plan (CIHIP)	48.88%	1,530
I am enrolled in the CSI Health and Dental Plan	35.30%	1,105
I don't know what plans I am enrolled in	30.06%	941
I am enrolled in the CSI Legal Protection	20.54%	643
I opted out of the CSI Health and Dental Plan	7.06%	221
I opted out of the Conestoga International Health Insurance Plan (CIHIP)	5.05%	158
I opted out of the CSI Legal Protection	4.86%	152

Figure 23 - Respondent Awareness of Enrollment on Health and Legal Plans.

Quick Takeaways: As 61% of respondents are International, it is unlikely only 49% of respondents are enrolled on CIHIP. It is also more likely for students enrolled in CIHIP to be enrolled in the CSI Health and Dental Plan. Therefore, there should not be a difference as significant as 13% less than the CIHIP; instead, there should be a higher response rate for the CSI Health and Dental Plan as domestic students are also enrolled.

Only 20% of students acknowledged that they are aware they are enrolled in the Legal Protection Program. It is unlikely only 20% of students are enrolled in the program as it is a mandatory ancillary fee with an opt-out option aligned with the CSI Health and Dental Plan

Change of Coverage Period. This figure should be reviewed against data from Student care to verify the enrolment rate.

These results, combined with the disclosure of over 30% of students stating they do not know what plans they are enrolled in, signifies a significant lack of awareness about their health and legal plans enrollment status. This would likely result in a lack of usage of the plans.

Q36: How well informed do you feel about the following aspects of your CSI Health and Dental Plan?

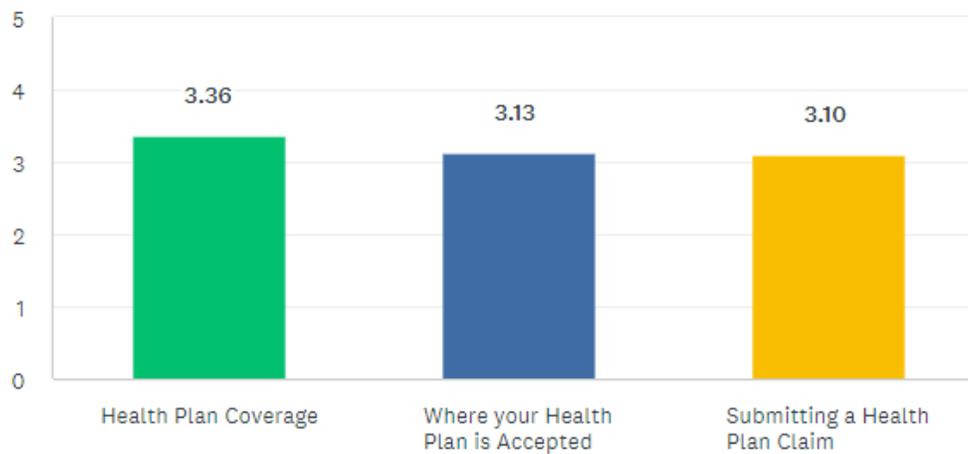


	EXTREMELY INFORMED	VERY INFORMED	MODERATELY INFORMED	SLIGHTLY INFORMED	NOT AT ALL INFORMED	TOTAL	WEIGHTED AVERAGE
Health Plan Coverage	15.58% 172	26.99% 298	35.96% 397	15.49% 171	5.98% 66	1,104	3.31
Submitting a Health Plan Claim	13.99% 153	22.03% 241	32.36% 354	18.74% 205	12.89% 141	1,094	3.05
Where your Health Plan is Accepted	13.91% 153	21.91% 241	31.82% 350	19.73% 217	12.64% 139	1,100	3.05

Figure 24 - CSI Health and Dental Plan Enrollees Feelings of How Informed They Feel About Specific Areas of the Plan.

Quick Takeaways: The substantial majority of students surveyed felt at least moderately informed about aspects of their health plan coverage. 30% of students are still broadly unaware or unsure of where their CSI Health and Dental plan is accepted and how to submit a claim.

Q41: How well informed do you feel about the following aspects of your Conestoga International Health Insurance Plan (CIHIP)?



	EXTREMELY INFORMED	VERY INFORMED	MODERATELY INFORMED	SLIGHTLY INFORMED	NOT AT ALL INFORMED	TOTAL	WEIGHTED AVERAGE
Health Plan Coverage	17.98% 276	27.30% 419	34.14% 524	14.01% 215	6.58% 101	1,535	3.36
Where your Health Plan is Accepted	16.35% 248	22.61% 343	31.11% 472	18.00% 273	11.93% 181	1,517	3.13
Submitting a Health Plan Claim	15.07% 228	22.41% 339	32.65% 494	17.58% 266	12.29% 186	1,513	3.10

Figure 25 - CIHIP Enrollees Feelings of How Informed They Feel About Specific Areas of the Plan.

Quick Takeaways: The substantial majority of students surveyed felt at least moderately informed about aspects of their health plan coverage. 30% of students are still broadly unaware or unsure of where their CIHIP plan is accepted and how to submit a claim through CIHIP.

Q45: 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?

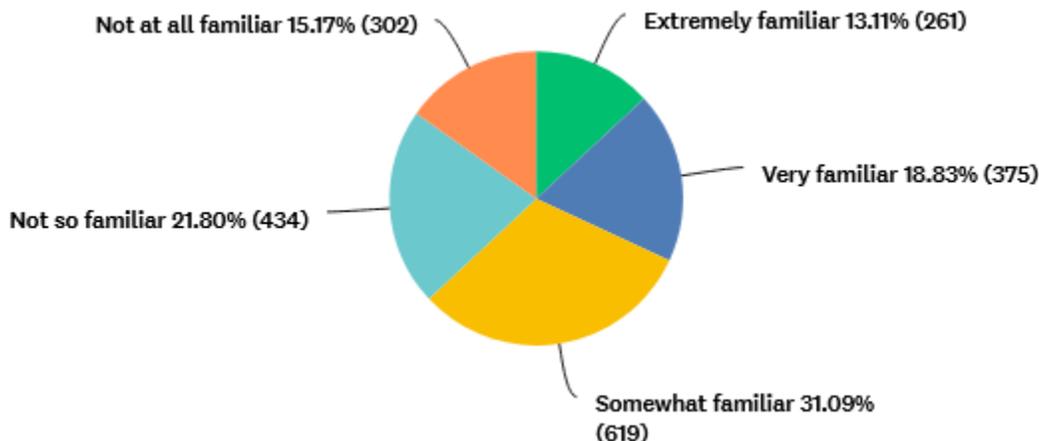


Figure 26 - Health Plan Members Familiarity with Dialogue.

Quick Takeaways: Approximately 63% of students enrolled on a health plan surveyed have expressed a level of familiarity with Dialogues health services. An awareness question regarding Dialogue was not asked previously but will be benchmarked moving forward.

Q46: How well informed do you feel about the following aspects of your CSI Legal Protection Program?

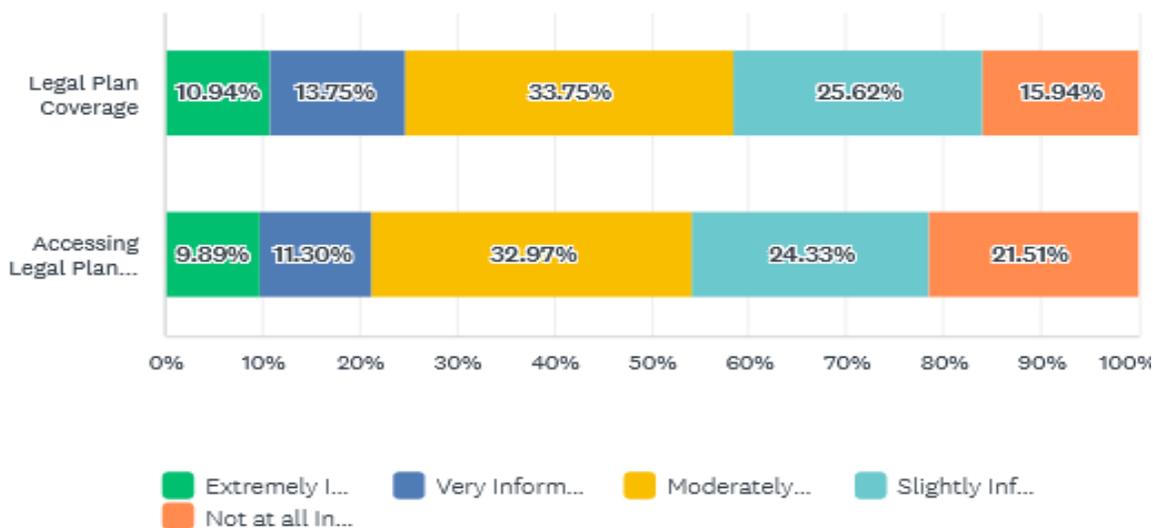


Figure 27 - Legal Plan Enrollees Feelings of How Informed They Feel About Specific Areas of the Plan.

Quick Takeaways: While most students at least feel “moderately” informed regarding the CSI Legal Protection Plan (58.44% of students feel at least moderately informed regarding the plan’s coverage, while 54.16% feel moderately informed on how to access the plan’s services), there is a not-insignificant number of students who feel only slightly informed, or not at all informed.

SELF AND DEPENDENT ENROLMENT

Q35: If you self-enrolled or enrolled dependents on to the CSI Health and Dental Plan, please rate how easy or difficult the process was.

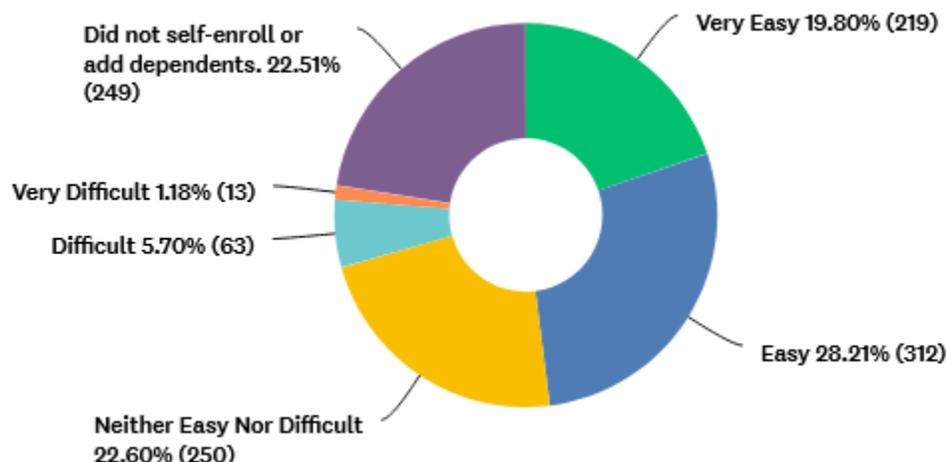


Figure 30 - Rating of Ease for Self-Enrolling or enrolling Dependents

Quick Takeaways: The majority of students (91%) who did self enrol or enrol a dependent reported having no difficulty either self-enrolling or adding dependents to the CSI Health & Dental plans, compared to only 9% of students who reported having difficulty.

Q40: If you self-enrolled or enrolled dependents on the Conestoga International Health Insurance Plan (CIHIP), please rate how easy or difficult the process was.

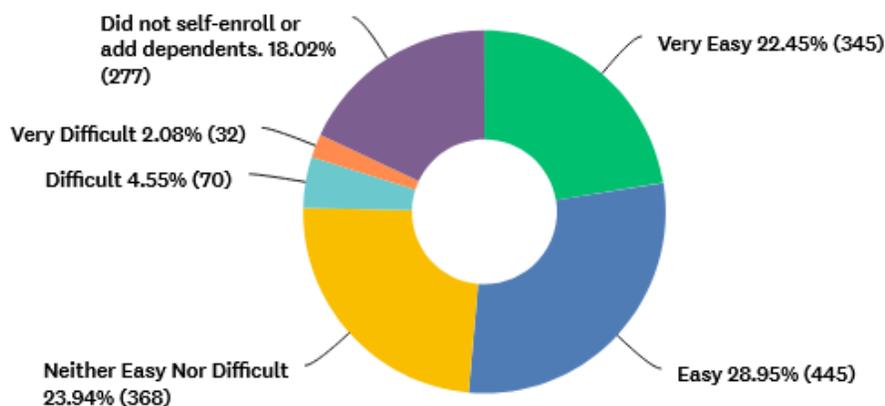


Figure 31 - Rating of Ease for Self-Enrolling or enrolling Dependents

Quick Takeaways: Many students (92%) who did self enrol or enrol a dependent reported having no difficulty either self-enrolling or adding dependents to CIHIP, compared to only 8% of students who reported having difficulty.

HEALTH PLAN COVERAGE AND SATISFACTION

Q37: 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.

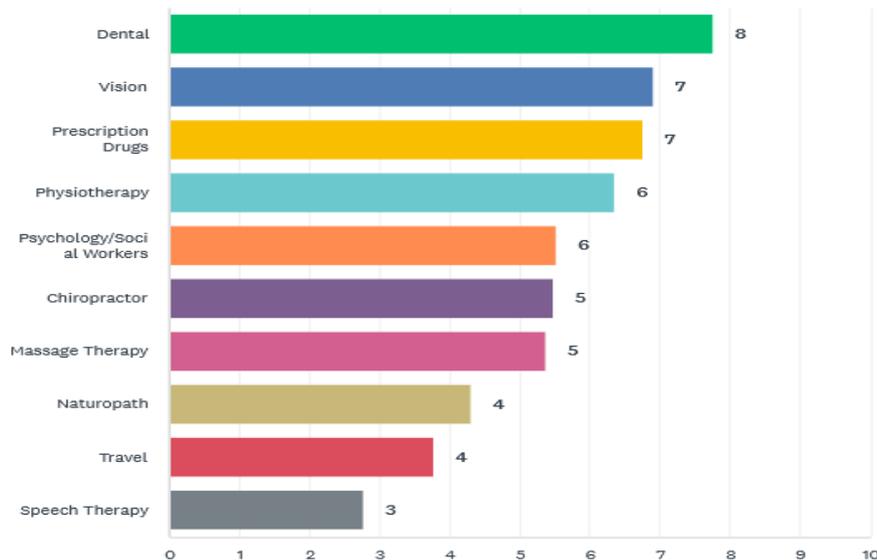


Figure 32 - Rating of CSI Health and Dental Coverage Importance by Service Type.

Quick Takeaways: Students prioritize dental, vision, and prescriptions as the top 3 benefits of the CSI Health and Dental Plan. It would be beneficial to compare usage rates of these services against their importance.

Q38: How would you rate your satisfaction with CSI’s Health and Dental Plan?

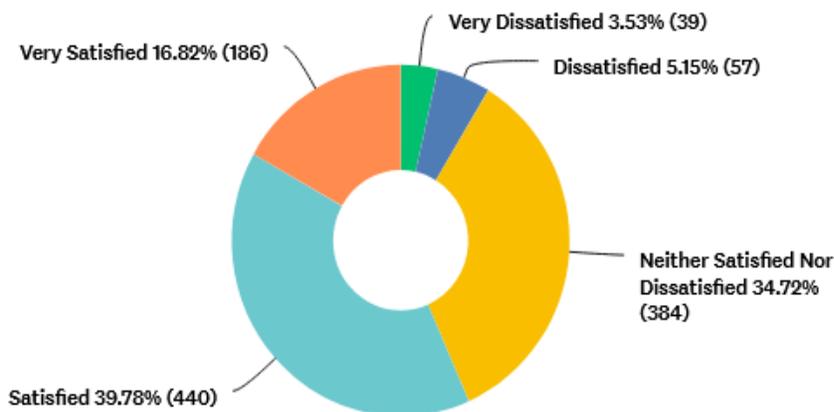


Figure 33 - Overall Satisfaction with the CSI Health and Dental Plan

Quick Takeaways: Overall, students are satisfied with the CSI Health and Dental Plan. Only 8.68% of students have expressed a measure of dissatisfaction with the Health & Dental plan.

Q44: How much do you agree with the following statement: "CSI's health plan coverage is affordable to me."

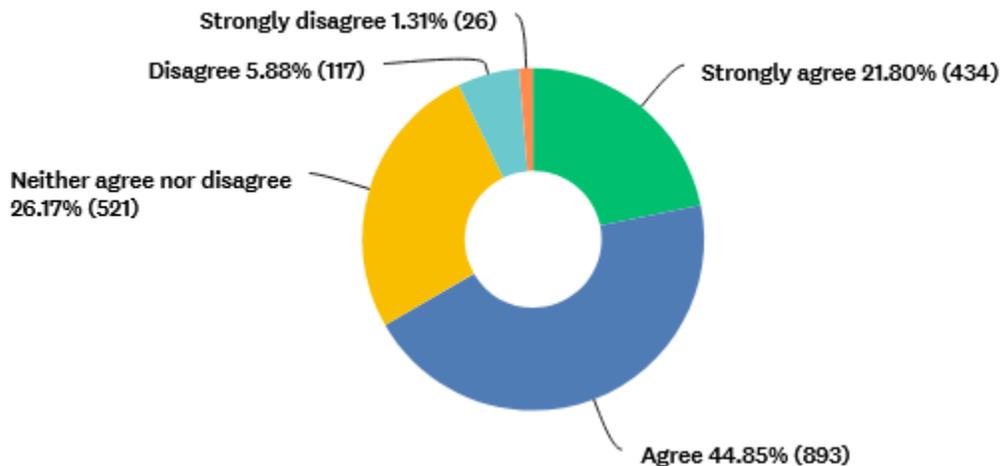


Figure 37 - Level of Agreeance of Students that CSI's Health Plans are Affordable.

Quick Takeaways: Only 7.09% of students expressed that the health plan coverage offered to them thru CSI was unaffordable, suggesting that costs are in line with student expectations.

HEALTHCARE ACCESSIBILITY

Q47: Has a lack of health insurance coverage made you consider one of the following? Select all that apply.

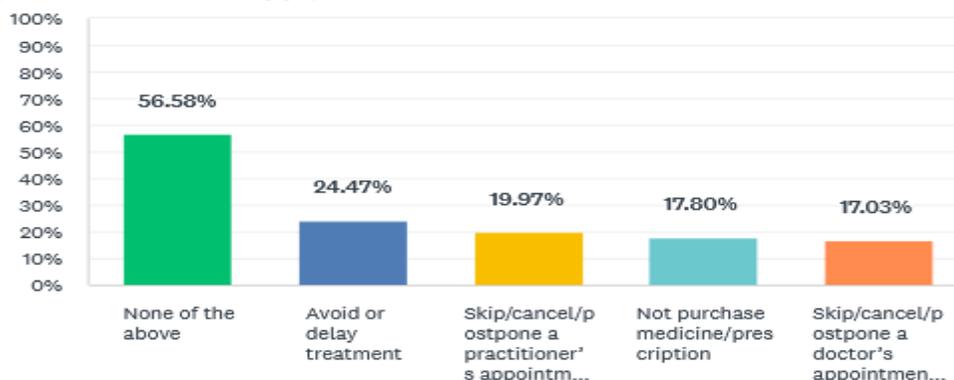


Figure 38 - Impact on Students of a Lack of Health Insurance Coverage.

Quick Takeaways: Students have been impacted by a lack of health insurance coverage, whether that be the avoidance or delay of needed treatment (24.47%) or not purchasing their medicine or prescriptions (17.80%). Students will and are avoiding taking care of their health due to the financial costs related to various treatments and medical expenses.

Q48: 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?

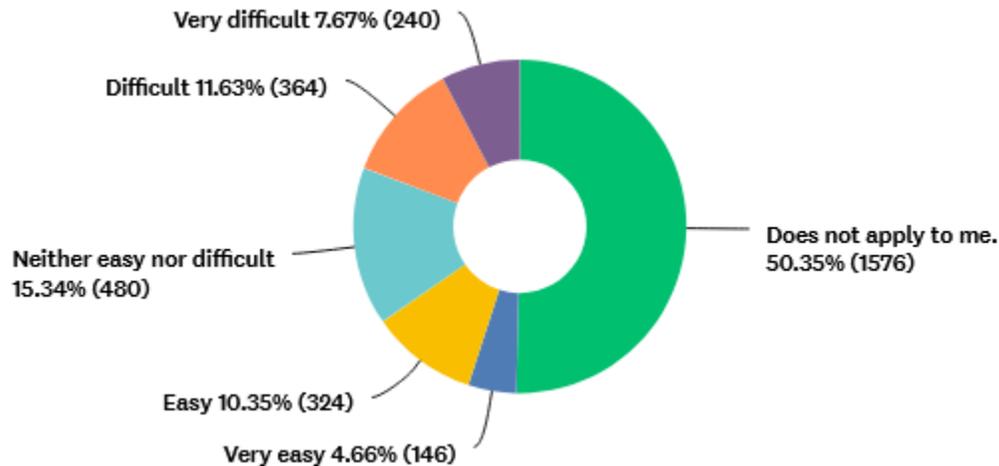


Figure 37 39 - Ease of Accessing Medical Care on Evenings, Weekends, and Holidays.

Quick Takeaways: Of the 49.65% of students who have experienced this issue, students were more likely to express satisfaction with the ability to access medical care (30.35%, inclusive of “Easy,” “Very Easy,” and “Neither Easy nor Difficult”) than having had difficulty (19.30%).

Q50: How likely are you to use an on-campus pharmacy if it was available?

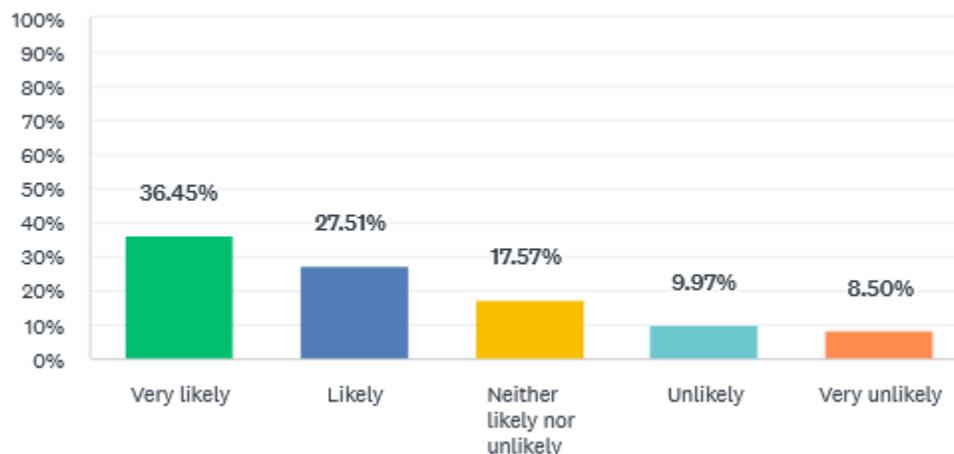


Figure 38 40 - Likelihood of Students Using an On-Campus Pharmacy, if Available.

Quick Takeaways: Approximately 65% of students surveyed (64.96%) stated they would be likely to very likely to use an on-campus pharmacy, dwarfing those students who explicitly stated they would be a varying degree of unlikely. It is interesting to note the high likelihood of use during remote delivery of many college courses and services.

Q51: How likely would you be to use an on-campus, in-person medical care clinic?

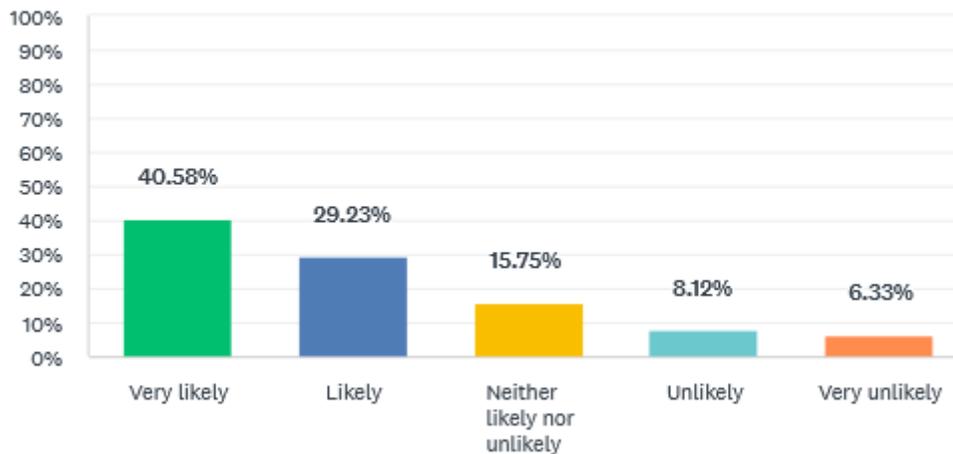


Figure 41 Likelihood of Students Using an On-Campus Medical Care Clinic, if Available.

Quick Takeaways: Nearly 70% of students surveyed (69.81%) 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. It is interesting to note the high likelihood of use during remote delivery of many college courses and services.

Q52: If you were to book an appointment with a doctor, what would be your preferred appointment method?

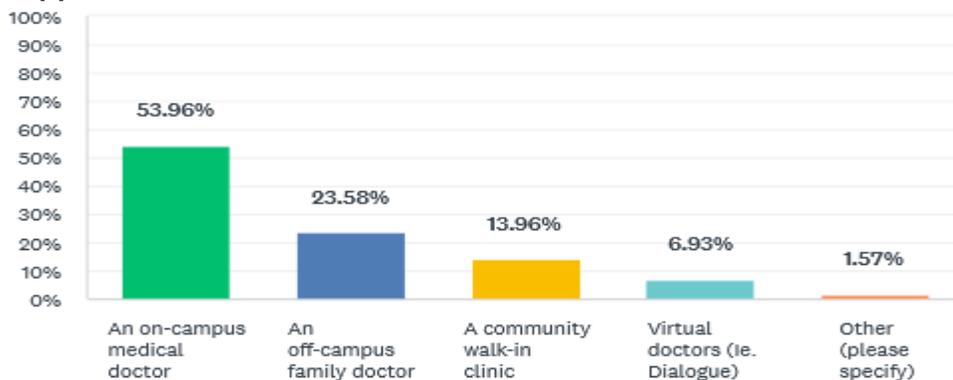


Figure 42 - Student Preferred Method of Appointment When Booking a Doctors Visit.

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.

- Wellness workshops, incorporating practices like meditation and yoga
- Anonymous chat room for available peer to peer supports, allowing students to express themselves freely with the aid of others
- More accessible counsellors even during COVID lockdowns
- More information for community-based supports

LEADERSHIP & CAREER SERVICES

Student awareness of CSI's club fees dropped precipitously in 2021 (71.70% in 2020 to 55.30% in 2021), but this drop is attributed to an increase in first-year students.

Nonetheless, awareness of leadership & career service offerings can be bolstered to ensure students are aware of the benefits of club membership. Other data points of notes:

- Theme/subject matter is the primary factor motivating student attendance at professional conferences/seminars (67.96%)
- Most (66.61%) students are seeking leadership and career development opportunities outside of the classroom
- Overwhelmingly (70.33%) students prefer *both* ongoing and individualized volunteer opportunities

OPTIONAL FEE AWARENESS

Q55: Are you aware of the optional CSI Clubs Fee?

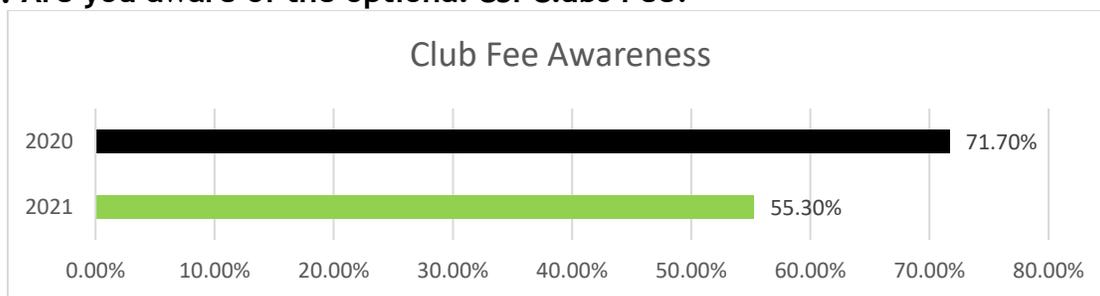


Figure 46 - Student Awareness of CSI's Optional Club Fee Year over Year

Quick Takeaways: There has been a notable drop of 16.4% in student awareness of the optional CSI Club Fee from 2020 to 2021; however, when filtered for student year of study, the cause of this drop off is clarified:

Are you aware of the optional CSI Clubs Fee? (1st Year Students)

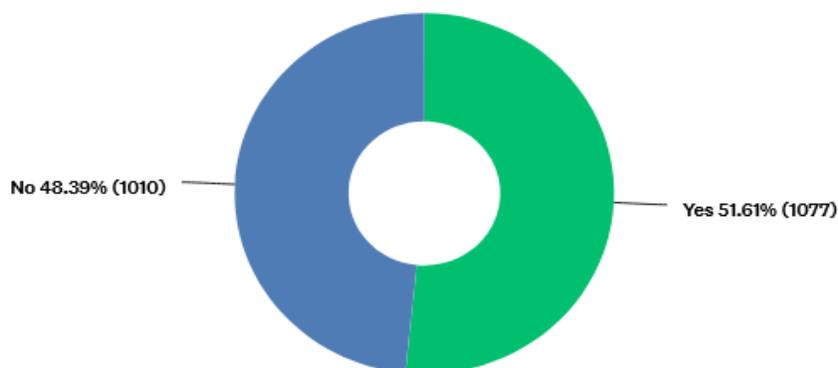


Figure 47 - First-Year Student Awareness of Optional Club Fee.

Are you aware of the optional CSI Clubs Fee? (Students 2nd Year and beyond):

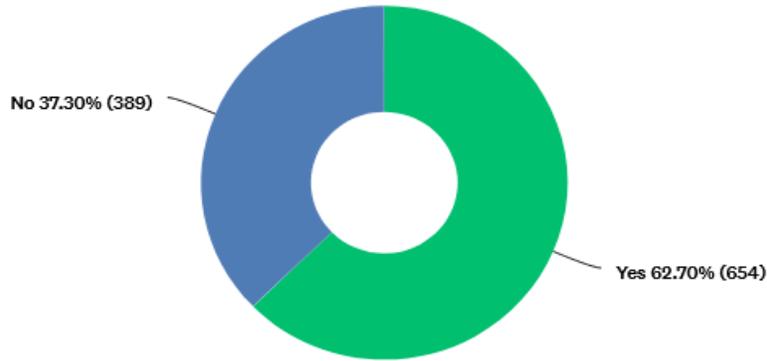


Figure 48 - Student's 2nd Year and Beyond Awareness of CSI's Optional Club Fee.

First-year students make up many of the students unaware of the optional CSI Clubs Fee (72.19% of students who are unaware of the fee are in their first year of study), suggesting outreach and current communication methods about fees to incoming students has not been effectively communicated this optional fee.

LEADERSHIP AND CAREER SERVICES INTEREST

Q56: What factors will motivate you to attend a professional conference, seminar, workshop, or guest speaker event?

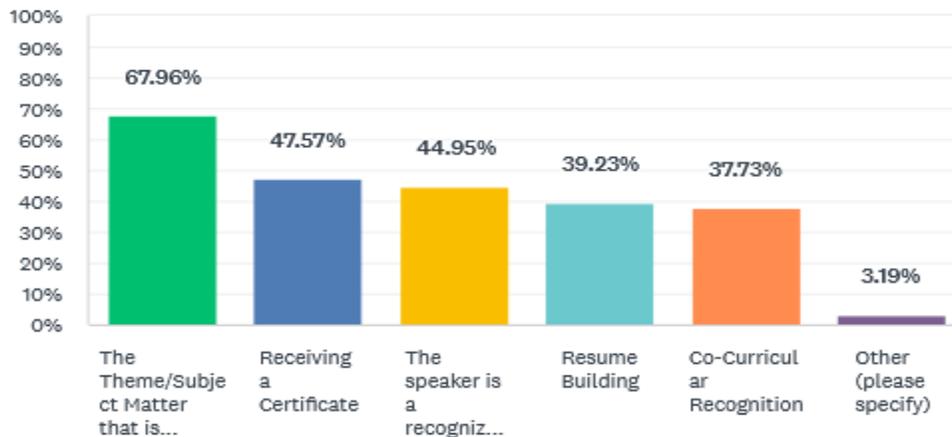


Figure 49- Factors Motivating Students to Attend Professional Conferences etc.

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 is the theme and subject matter of the conference, distantly followed by factors like receiving a certificate or accreditation, or the speaker being a well-known and recognizable name.

Q57: Are you seeking leadership and career development opportunities outside of the classroom?

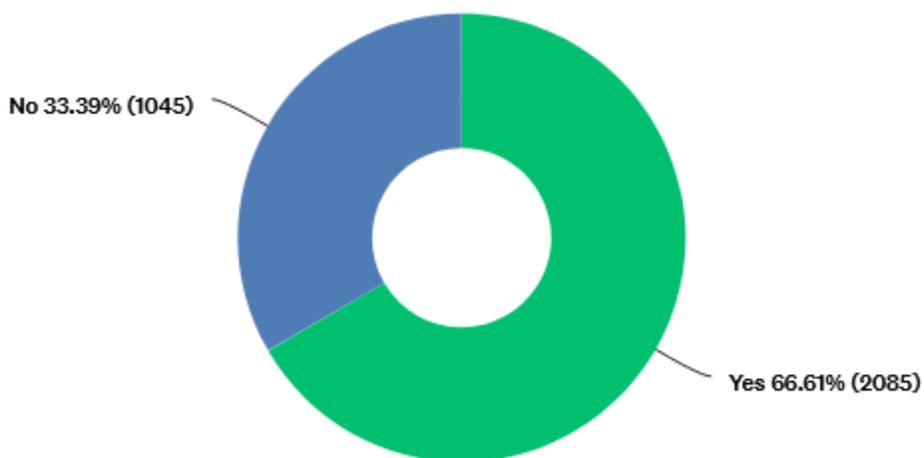


Figure 50 - % of Students Seeking Leadership & Career Development Outside Classroom.

Quick Takeaways: Most students are seeking leadership and career development opportunities outside of the classroom.

Q58: What type of leadership and career development opportunities and workshops are you most likely to participate in? Select all that apply.

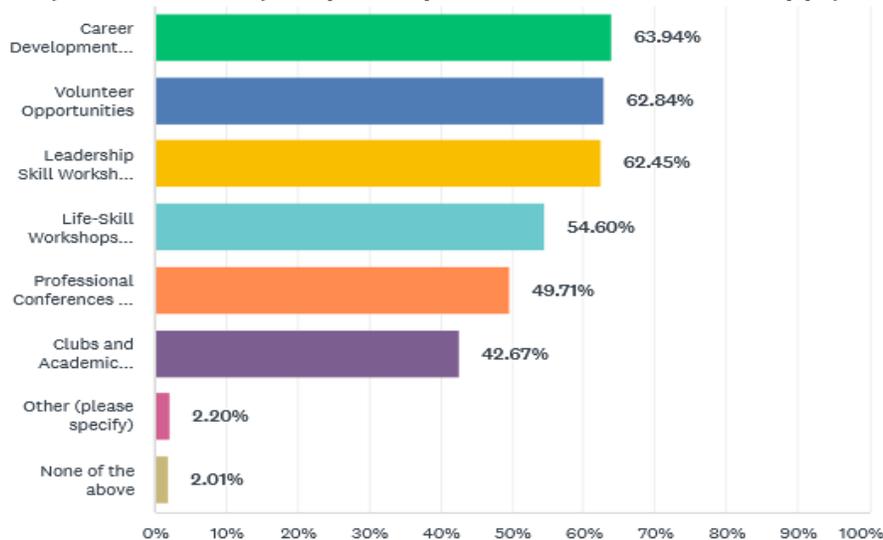


Figure 51 - Forms of Career Development of Interest to Students.

Quick Takeaways: Career Development workshops, Volunteer Opportunities, and Leadership Skill workshops are the favoured programming of students surveyed, highlighting a desire for practical, hands-on professional skill development. It is possible clubs, and professional conferences were limited in their selection by respondents due to the impacts of the pandemic – reduced comfort for in-person activities.

Q59: If you are interested in volunteer opportunities, would you prefer ongoing opportunities or individual volunteer opportunities?

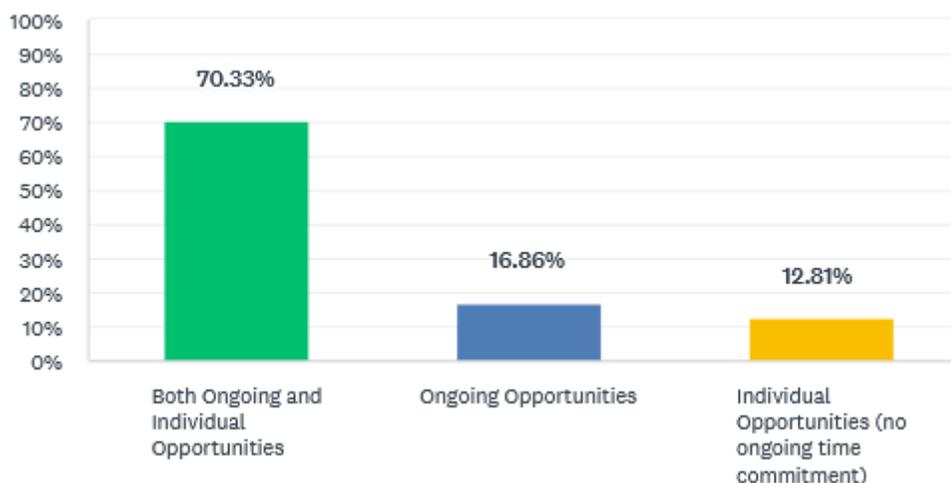


Figure 52 - Student Interest in Volunteering Opportunities

Quick Takeaways: Overwhelmingly, students prefer *both* ongoing and individualized volunteer opportunities, pointing to the conclusion that students prefer to keep their options open and would like a diverse and plentiful selection of volunteer opportunities.

CSI EVENTS

Student awareness of events-related fees has substantially reduced in 2021 vs. 2020 (55.78% in 2021 vs. 83.01% in 2020), primarily attributed to an increase of students in their first year of study. However, more work should be done to introduce students to CSI and our related fees.

Ultimately, students are looking for more live entertainment events, interactive events, and professional development (word cloud takeaways), which follows their interests in movies and television (65.14%), travel (60.13%), and results seen in Leadership and Career Services. As could be expected, students are most likely to be available Friday thru Sunday (>40% of students available) after 5pm (46.81%).

Regarding Frosh and Themed Kits, students were generally satisfied with the items received in their frosh kits, though several expressed a desire for more practical items for use in their day-to-day life. When suggesting ideas for future frosh and miscellaneous kits, students heavily favoured swag & merchandise (clothing and branded items), practical work from home items, and items international students may need for their first winter in Canada (mitts, toques, scarves etc.)

CSI EVENTS AWARENESS

Q60: Are you aware of the optional CSI Events Fee?

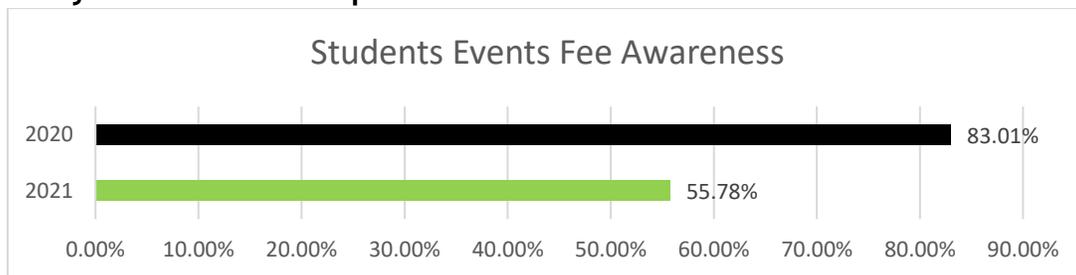


Figure 53 - Student Awareness of CSI's Optional Events Fee Year over Year

Quick Takeaways: There has been a significant drop (27.23%) in student awareness of CSI's optional events fee from 2020 to 2021. Upon further analysis of the data, incorporating data filters by students' year of study points to a possible cause of this drop in student awareness.

Are you aware of the optional CSI Events Fee? (First-Year Students)

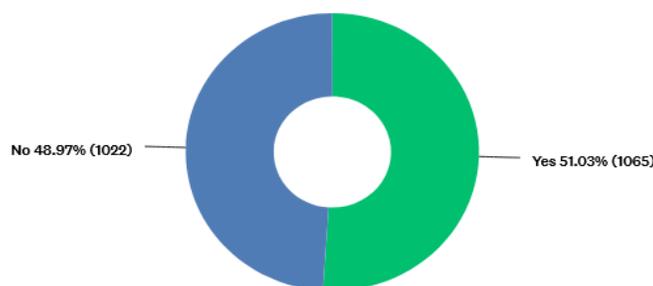


Figure 54 - First-Year Student Awareness of the Optional CSI Events Fee

Are you aware of the optional CSI Events Fee? (Student's 2nd Year and Beyond)



Figure 55 - 2nd Year Students and Beyond Awareness of the Optional CSI Events Fee

First-year students make up most students unaware of the optional CSI Events Fee (73.84% of students who are unaware of the Events fee are in their first year of study), suggesting outreach and current communication methods about fees to incoming students has not effectively communicated this optional fee.

Q61: How do you normally learn about CSI Events? Select all that apply.

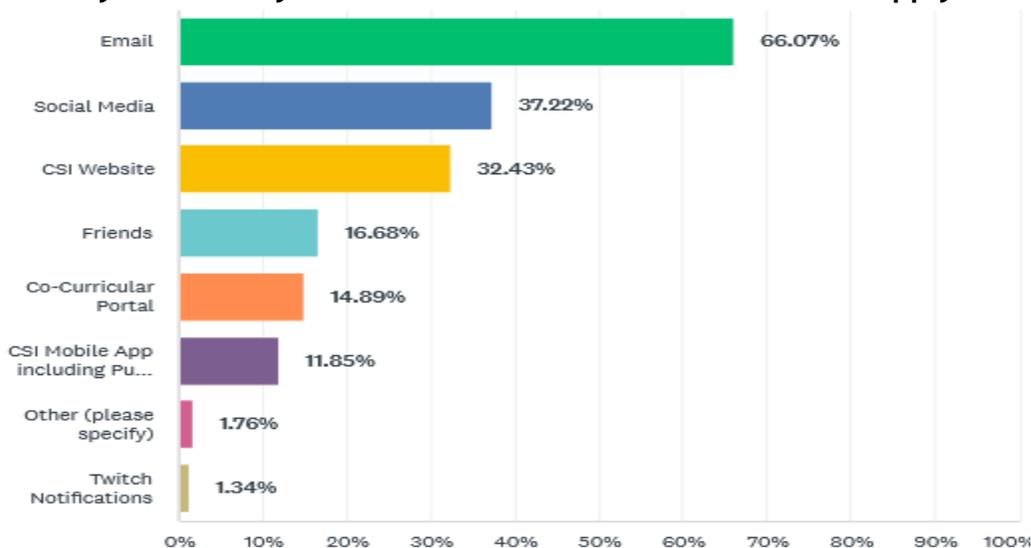


Figure 56 - Most Common Student Methods of Learning of CSI Events.

Quick Takeaways: Students overwhelmingly prefer online resources, particularly email, social media or CSI’s website, as the means of learning about CSI events, and are less likely to rely on personal networks to learn of CSI Events.

EVENT MOTIVATORS AND BARRIERS

Q62: What factors motivate you to go to a CSI event? Select all that apply.

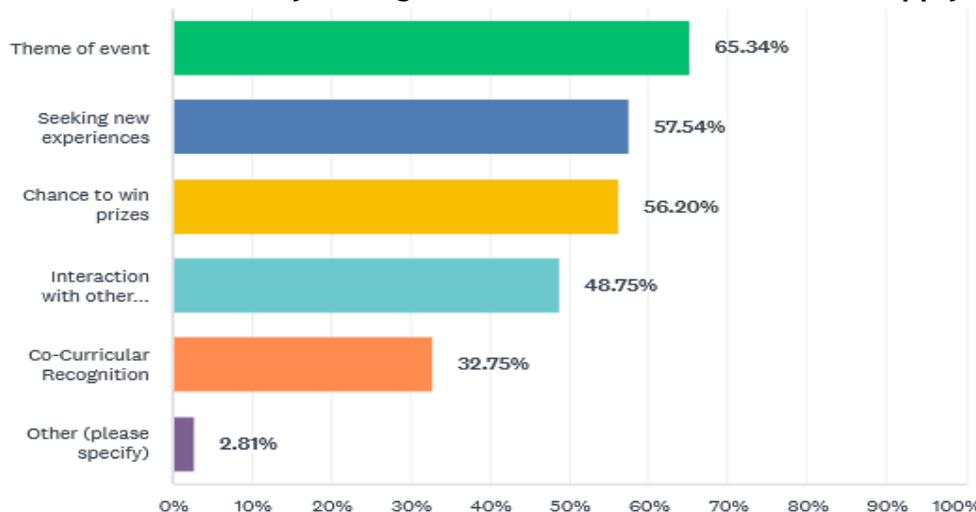


Figure 57 - Factors Motivating Students to Attend CSI Events.

Quick Takeaways: There does not appear to be a clear motivator for students to attend CSI Events; instead, it is clear what does not motivate them: Co-Curricular Recognition is not the prime motivator of students surveyed, who instead are more likely to attend a CSI event if they enjoy the theme, it introduces them to a new experience, they have a chance to win a prize, and to a lesser extent, they have the opportunity to meet and get to know their peers.

Q63: What factors limit or prevent you from going to a CSI event? Select all that apply.

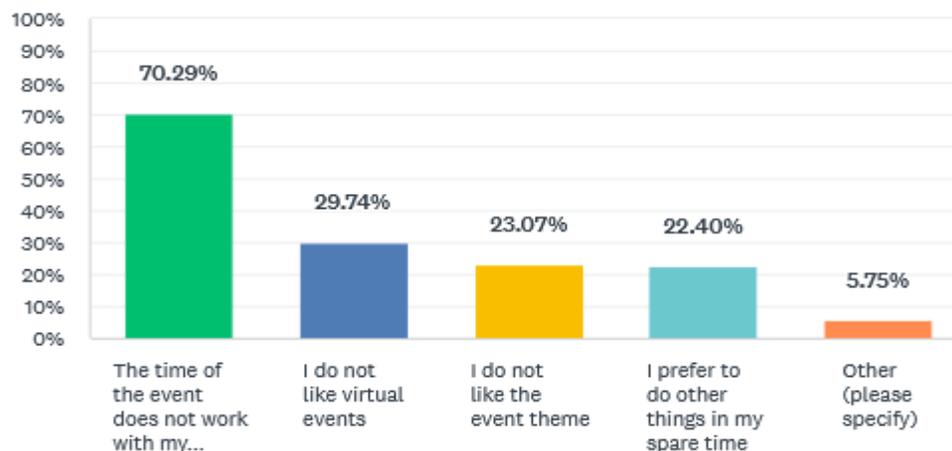


Figure 58 - Factors Preventing Students from Attending CSI Events.

Quick Takeaways: More often than other factors, the timing of an event not fitting in with a student's schedule is the most common cause (70.29%) of students not attending CSI events. A secondary, though far less common factor is that nearly 30% of students (29.74%) do not like virtual events.

Q64: What day of the week are you most likely to participate in an event? Select all that apply.

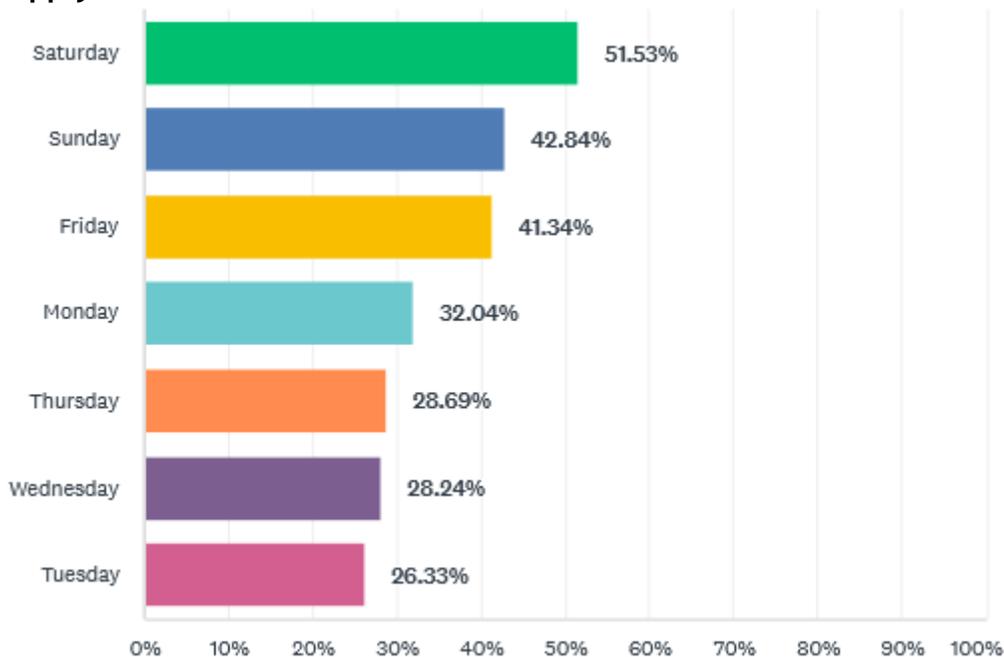


Figure 59- Days Students Are Most Likely to be Available for CSI Events.

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 from their co-ops or place of employment.

Q65: What time of day is most convenient for you to watch/attend an event?

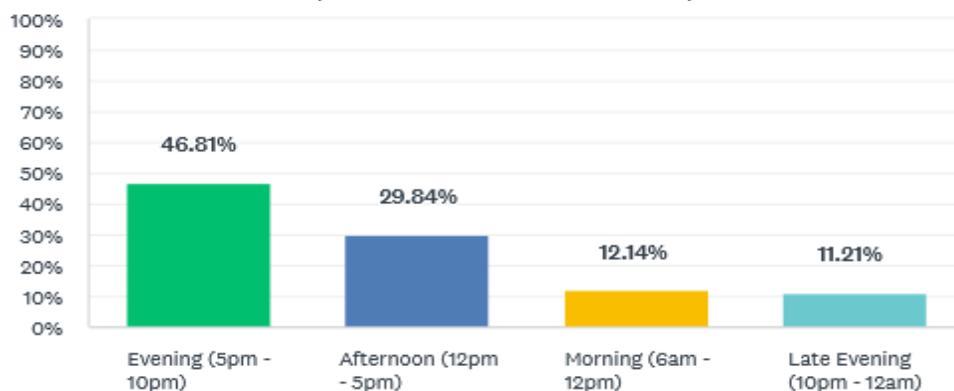


Figure 60 - Time of Day when Students Are Available to Watch/Attend a CSI Event.

Quick Takeaways: Students are primarily available in the evenings, which may be attributed to fewer classes or fewer work shifts at this time.

Q66: Would you currently feel comfortable attending in-person events?

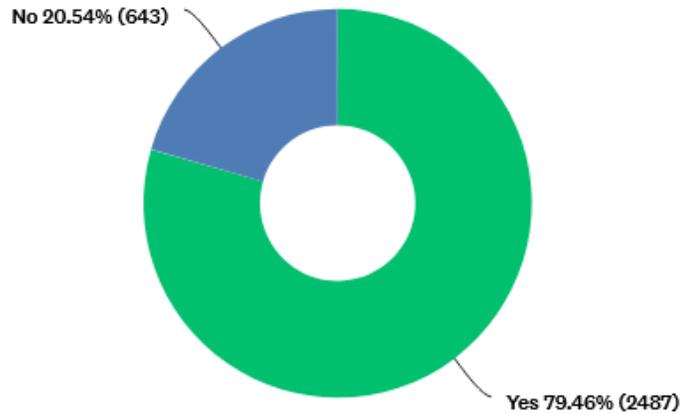


Figure 61 - % of Students Comfortable with In-Person Events.

Quick Takeaways: Given the rise of the Omicron variant of COVID-19, it's difficult to grasp any strong conclusions from the data, other than to say that when COVID-19 cases were relatively stable and low, students felt comfortable with in-person events.

TYPES OF EVENTS

Q67: What are your personal hobbies/interests? Select all that apply.

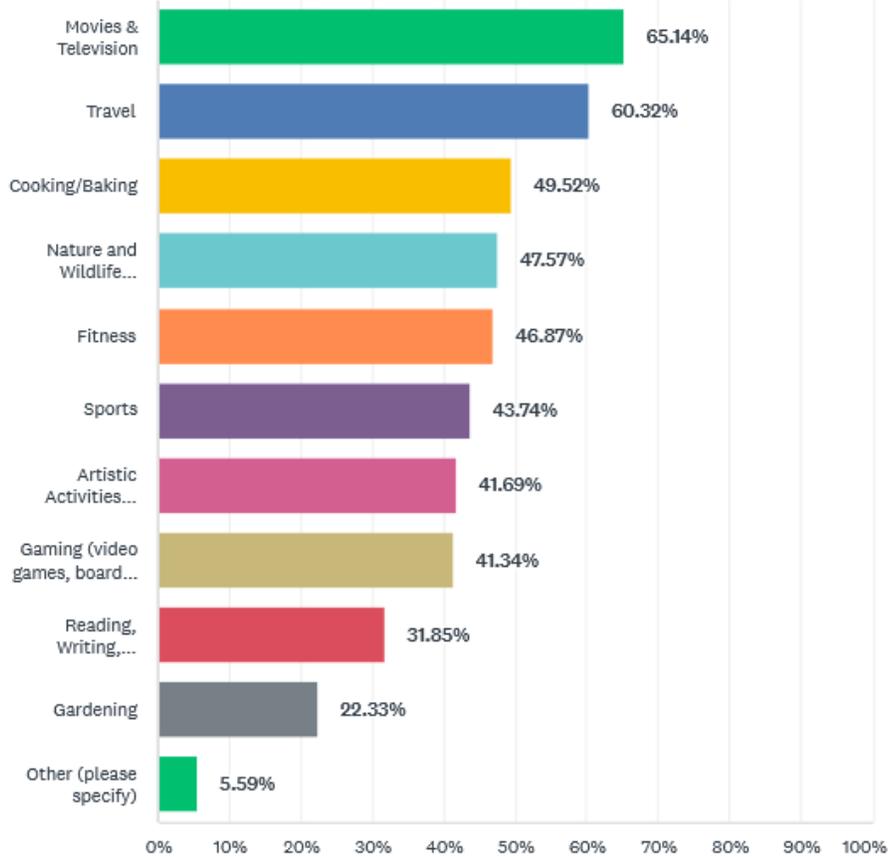


Figure 62 - Students' Personal Hobbies.

Quick Takeaways: Students are heavily engaged with the digital media world for television and movies and are passionate about travel. A low number of students expressed disinterest in reading, writing, and gardening.

FROSH & THEME KITS

Q70: If a monthly subscription box valued at \$100 were available for a discounted price with a variety of swag, work-from-home supplies, and wellness items, is this something you would be interested in purchasing for \$75 monthly?

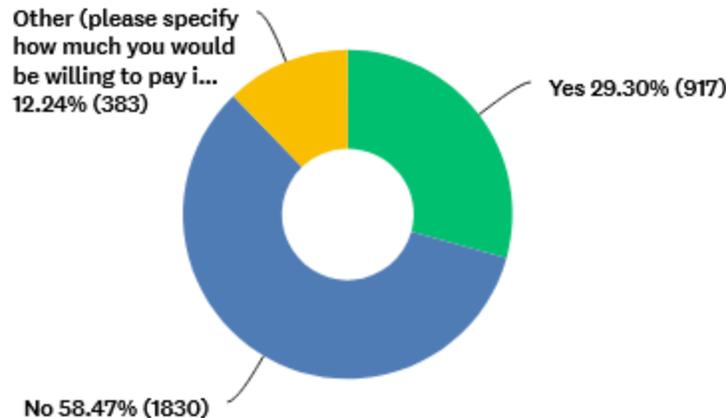


Figure 65 - Student Willingness to Pay for Subscription Box.

Quick Takeaways: Of students who responded, only 29.3% were willing to pay the \$75 a month subscription cost; of students who responded with an alternative amount, the average price for a subscription box they were willing to pay was \$37.50.

Q71: What items would you like to see in the following themed boxes/kits?
Frosh Kit



Figure 66 - Most Used Words for Frosh Kit Items.

Quick Takeaways: Through the feedback received on ideas Frosh Kit ideas, some common ideas were:

- Students want swag (hoodie, shirt, gloves, water bottles, jackets)
- Useful items for schoolwork (pens, chargers etc.)
- CSI memorabilia

Q84: Did you opt-in to receive a CSI Frosh Kit in the 2021 school year?

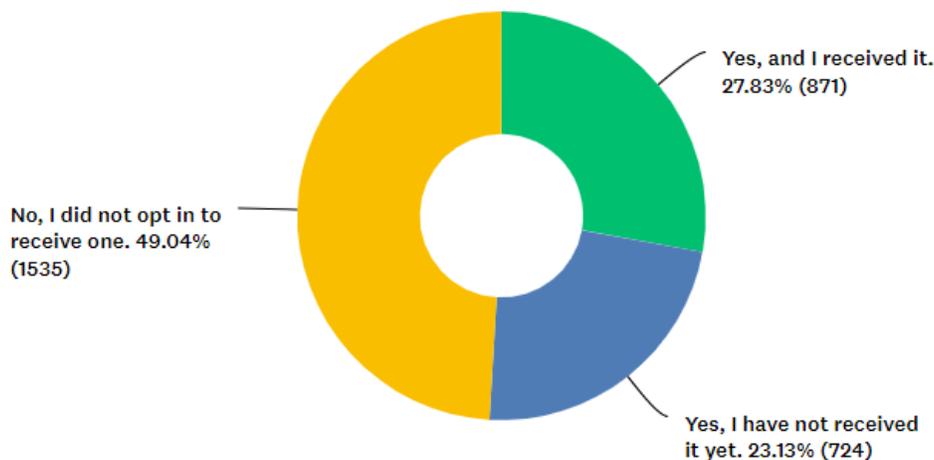


Figure 71 - % of Students Opted-In to Receive CSI Frosh Kit.

Quick Takeaways: 50% of students did not opt in to receive frosh kits, and half of those who did have not yet received their kit.

Q85: How satisfied are you with the CSI Frosh Kit you received?

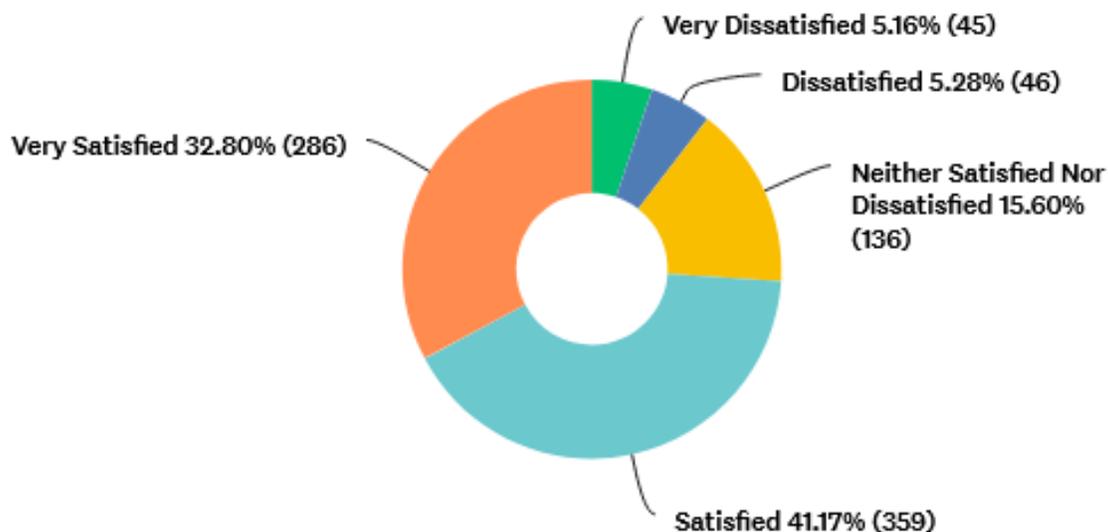


Figure 72 - Student Satisfaction with CSI Frosh Kit (Students who Received Kit).

Quick Takeaways: The overwhelming majority of students who received a frosh kit (73.97%) were satisfied with the box they received, with only 10.42% expressing dissatisfaction. It can be said the kits were a success.

CSI COMMUNICATIONS

Most students utilize CSI communications and web and app platforms for relatively consistent reasons. Students visiting CSI’s website or using our mobile app are interested in learning information about CSI programs and services (41.41% for support services & 44.92% for Health & Legal), and additionally, about CSI’s events (56.13%) and employment opportunities (40.38%). Students are primarily using Instagram as the main way to connect to CSI on socials (60.25%), with 72.70% of students who follow CSI’s social media accounts stating they are engaging with CSI’s content at least once per week or more. Lastly, students primarily receive information about CSI services and programs through direct CSI emails (65.81%).

COMMUNICATION PREFERENCES

Q72: Do you read the bi-weekly CSI direct email that is sent every second Tuesday to your Conestoga College email address?



Figure 75 - % of Students Reading CSI Direct Emails.

Quick Takeaways: Without the ability to measure the open rate on CSI’s bi-weekly direct email, it is not possible to verify this data. Although it is unable to be verified, it does suggest a large majority of students are aware and reading the direct emails being sent by CSI.

Q73: Would you voluntarily sign up to receive the bi-weekly CSI direct email to your non-Conestoga College email account?

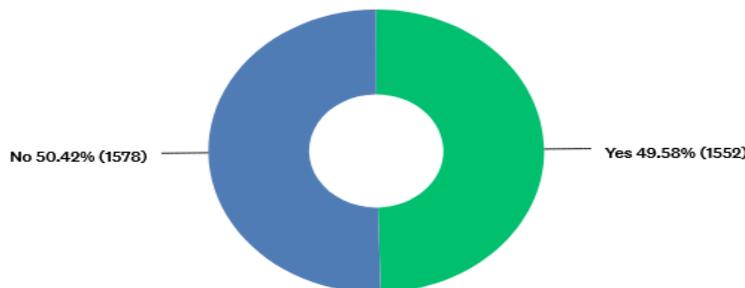


Figure 76 - Student Interest in Receiving CSI Direct Emails in Personal Account.

Quick Takeaways: Almost 50% of students state they would voluntarily sign up to receive direct emails from CSI if provided the option.

Q77: When are you normally most active online?

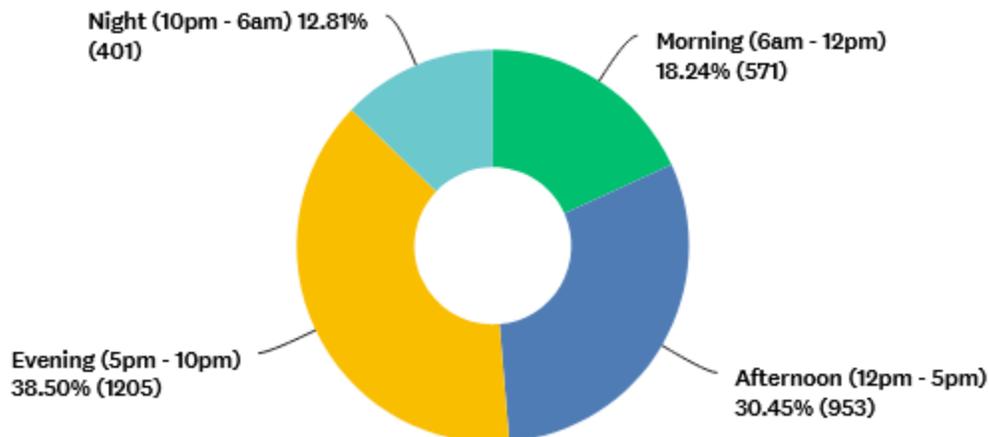


Figure 77 – Time of Day Students are Most Active Online.

Quick Takeaways: The afternoon and evening (12pm – 10pm) are the most likely times for students to be active online, suggesting the most optimal times for engaging with students through online communication channels.

Q78: What social media platforms are you most active on? Select all that apply.

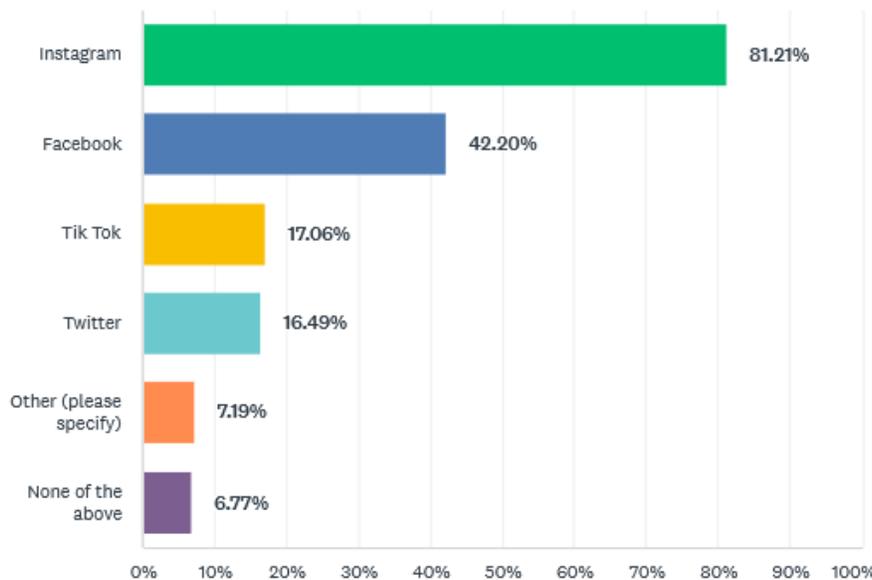


Figure 78 - Most Popular Social Media Platforms among Students.

Quick Takeaways: The most actively used social media platform by respondents is Instagram by a large margin, followed by Facebook, Tik Tok, and Twitter, respectively. This suggests students still see the more established social media channels as their main platforms of choice, but there is a growing trend to new platforms such as Tik Tok, which is still a relatively new platform.

CSI WEBSITE & APP EXPERIENCE

Q74: Why do you visit the CSI website? Select all that apply.

ANSWER CHOICES	RESPONSES
Learn about and attend CSI Events	56.13% 1,757
Find information about your CSI Health and Legal Plans	44.92% 1,406
Learn about and access CSI Support Services	41.41% 1,296
Find and apply for CSI Employment Opportunities	40.38% 1,264
Enter contests and giveaways	35.85% 1,122
Learn about and join CSI Clubs and Societies	33.35% 1,044
Contact Us	15.97% 500
I do not visit CSI's Website	14.47% 453
Other (please specify) Responses	1.25% 39
Total Respondents: 3,130	

Figure 79 - Reasons for Visiting CSI Website.

Quick Takeaways: Students primarily visit CSI’s website for information and participation, looking for resources available to them through CSI or events and employment opportunities to take advantage of. Approximately 14% of students surveyed do not engage with CSI’s website. The reason students choose not to visit CSI’s website is unknown, but it can be assumed these students are either not aware or not interested in the services and opportunities available from CSI.

Q75: What type of items would you like to be able to purchase from the CSI online store? Select all that apply.

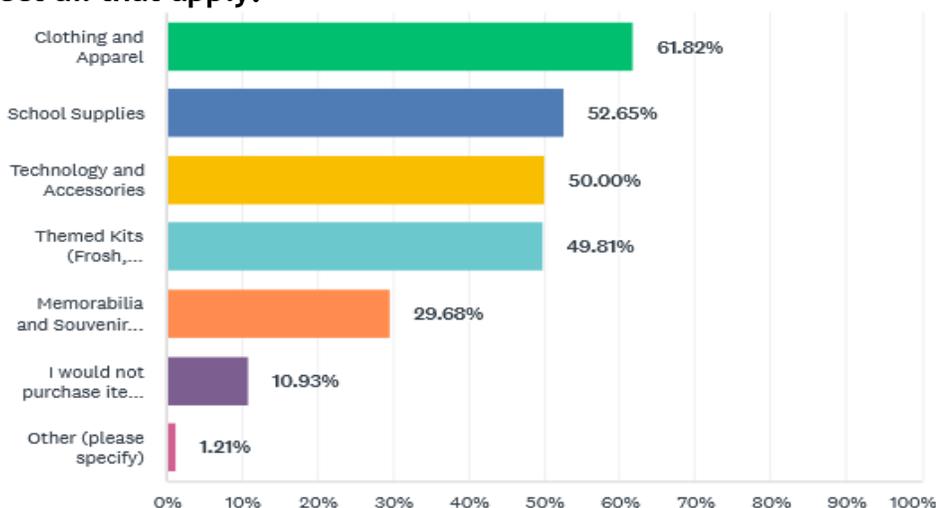


Figure 80 - Most Popular Merchandise Options for CSI Store.

Quick Takeaways: Students would look to purchase apparel and school supplies from the CSI Store, with themed kits also being something students expressed interest in. Only a small percentage of students (11%) expressed they would not have an interest in purchasing items from the CSI online store.

Q76: What is a reasonable price to pay for the following types of apparel?

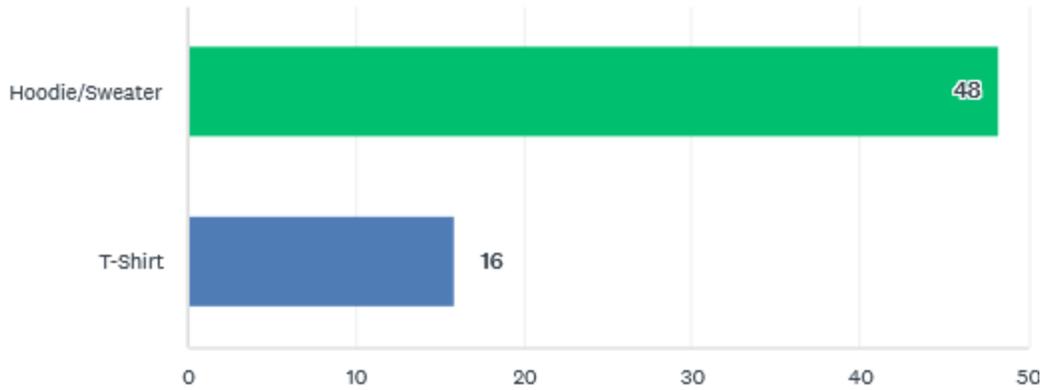


Figure 81 - Average of Student Listed Prices for Items of CSI Merch.

Quick Takeaway: Students are budget-minded for t-shirts expressing they believe a reasonable price to pay for a t-shirt is \$16. For a hoodie/sweater, students are willing to spend more and may be less budget-conscious, stating a reasonable cost as \$48.

Q89: CSI launched a new mobile app in August 2021. Have you downloaded the app from the Apple App Store or Google Play Store?

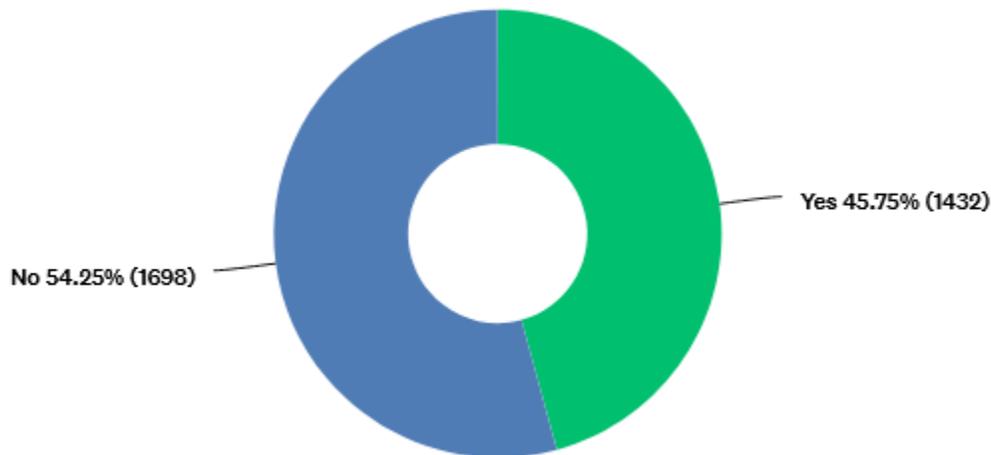


Figure 82 - % of Students who have Downloaded CSI's Mobile App.

Quick Takeaways: Most students have not yet downloaded CSI's new mobile app, suggesting there are thousands of users waiting to hop on!

Q80: How often do you engage with our social media content? (likes, comments, story polls etc.)

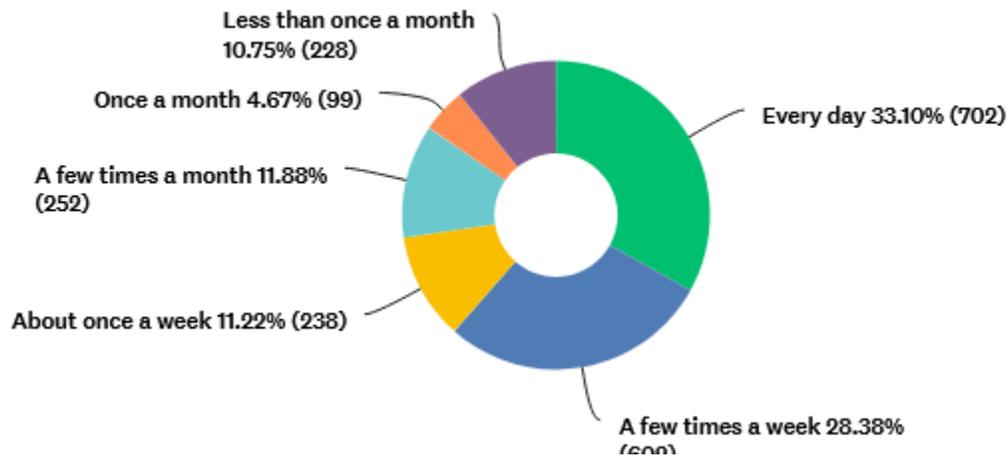


Figure 87 - Frequency of Student Engagement with CSI Content.

Quick Takeaways: 72.70% of students who follow CSI’s social media accounts state they are engaging with CSI’s content at least once per week or more, suggesting the content that is being posted is engaging and relevant for them and demonstrates a favourable placement in their personal social engagement algorithms.

Q81: How would you rate your satisfaction with CSI's posting frequency on social media?

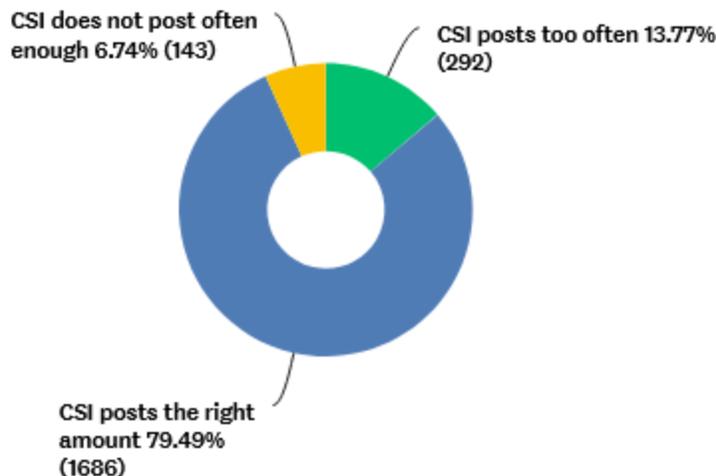


Figure 88 - Student Opinion on CSI Posting Frequency.

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

Q82: 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?

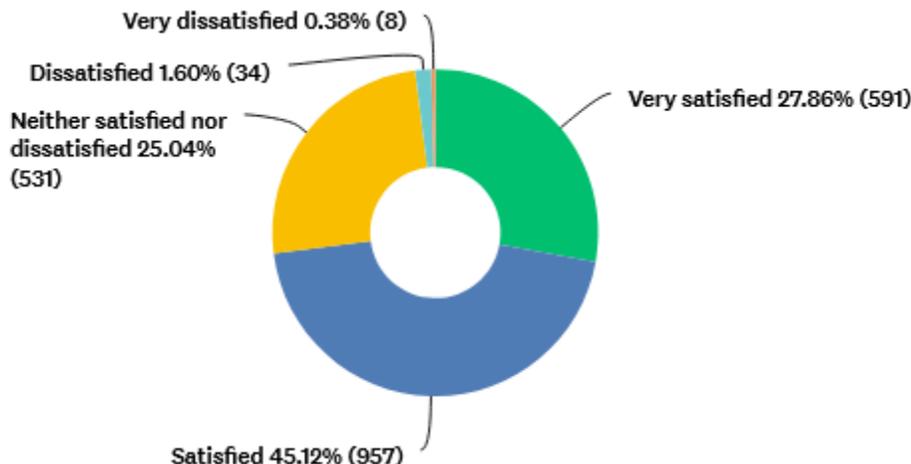


Figure 89 - Student Satisfaction with CSI DM Response Time.

Quick Takeaways: Almost no students (under 2%) have expressed dissatisfaction with CSI’s social media response times, suggesting an overall level of satisfaction with CSI’s responsiveness and attentiveness to students’ needs.

Q83: 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.

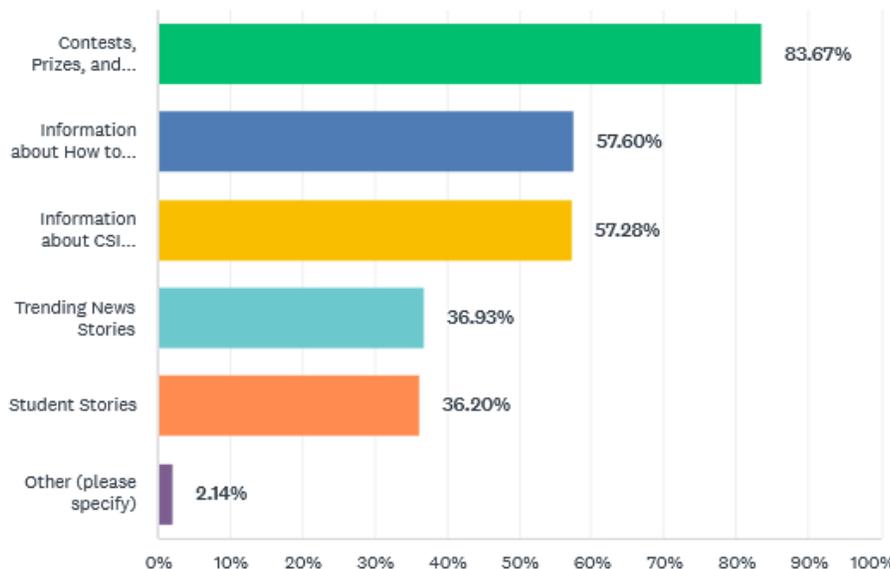


Figure 90 - Content that will Drive Future Student Engagement.

Quick Takeaways: Contests and prizes would attract the most students to CSI content and drive engagement, followed by information on employment and volunteer opportunities and CSI events and services.

CSI FOOD SERVICES

Ultimately many students, being unable to attend campus physically, were unable to provide their opinions on the current level of service at their campuses. Nonetheless, most students who did provide their opinion stated that they found the current food service offerings to be convenient (88.25%), affordable (54.82%), and generally satisfactory (50.19%). Only students at Conestoga’s Cambridge campus expressed dissatisfaction with the food service offerings available on their campus.

Regarding new programming, such as online ordering for pick-up and delivery, as well as meal plan services, students were overwhelmingly receptive to these ideas, with 70% of students expressing interest in a meal plan, and 60% of students expressing their intention to use online ordering for pick-up and delivery.

CURRENT FOOD SERVICE OFFERINGS

Q94: How satisfied are you with the available food services on your campus?

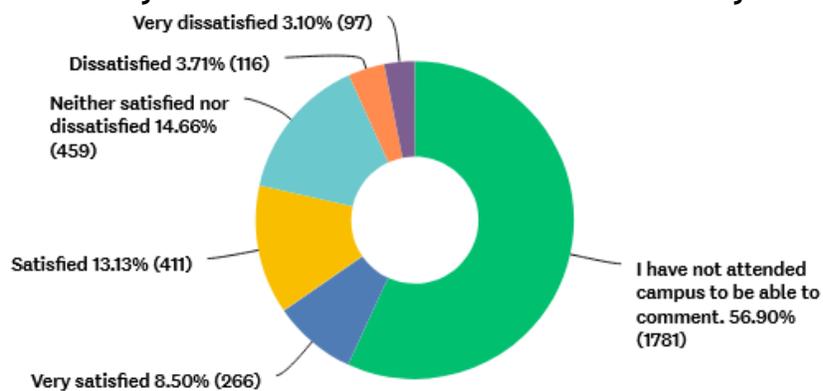


Figure 91 - Student Satisfaction with Available Food Services.

Quick Takeaways: Given that the overwhelming majority of students, whether in their first year of study or beyond, have not been able to access food services, students surveyed mostly responded that they have not been able to attest to their satisfaction with CSI’s food service options on their campus. However, even with this caveat, of the 43.1% of students who had an opinion on satisfaction levels, only 15.8% (and 6.81% of all students surveyed) expressed dissatisfaction with the food services available on their campus.

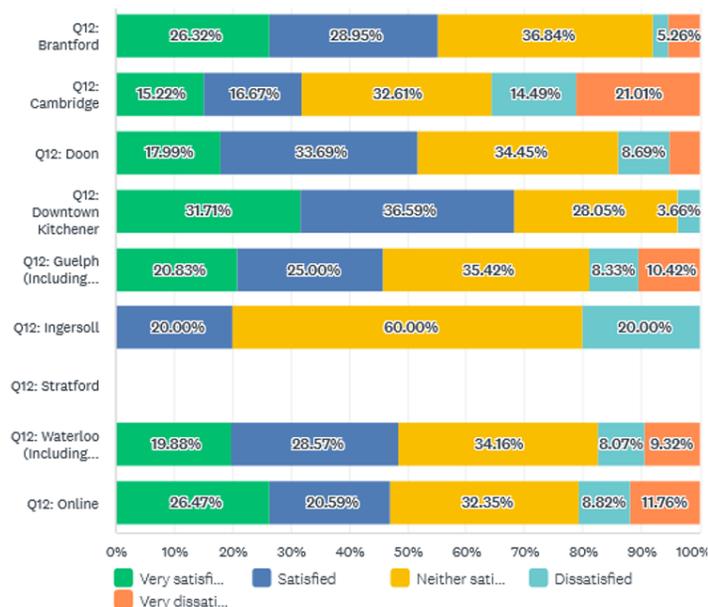


Figure 92 - Food Service Satisfaction by Campus.

Removing students who have not yet attended campus and filtering by campus helps to appreciate what students specifically are satisfied with the options available to them. The overall level of satisfaction at DTK, Brantford and Doon suggest students are either satisfied or unconcerned with their food service offerings. However, a significant number of students (35.50%) at Conestoga’s Cambridge campus are dissatisfied, suggesting more needs to be done to bring better food service options to this campus specifically.

Q95: How convenient do you feel food services at your campus are?

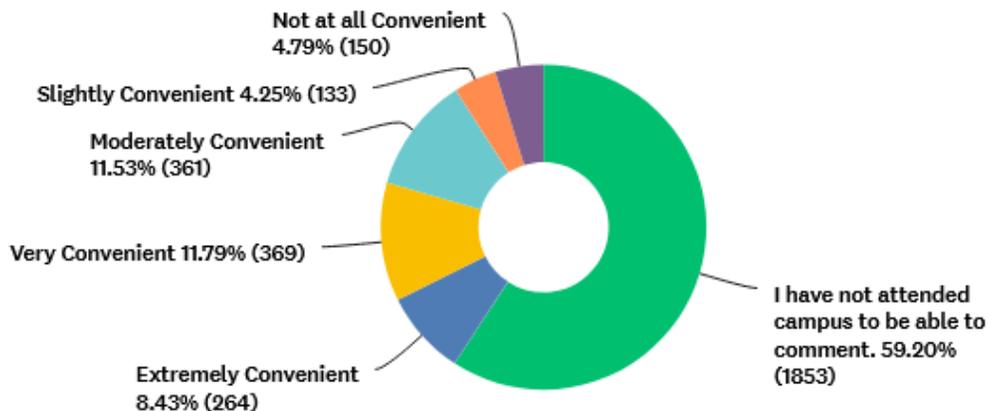


Figure 93 - Student Opinion of Food Service Convenience.

Quick Takeaways: As most students have not been able to be on campus, the students surveyed have reflected this by 59.2% of them not having an opinion on the convenience of their on-campus food services. However, of students with an opinion on this matter (40.8% of students surveyed), 88.26% of them (36.01% of all students surveyed) attested to at least a slight level of convenience in their food services, with 49.5% of students with an opinion stating these services were very or extremely convenient (20.22% of all students surveyed).

Q96: How affordable do you feel food services at your campus are?

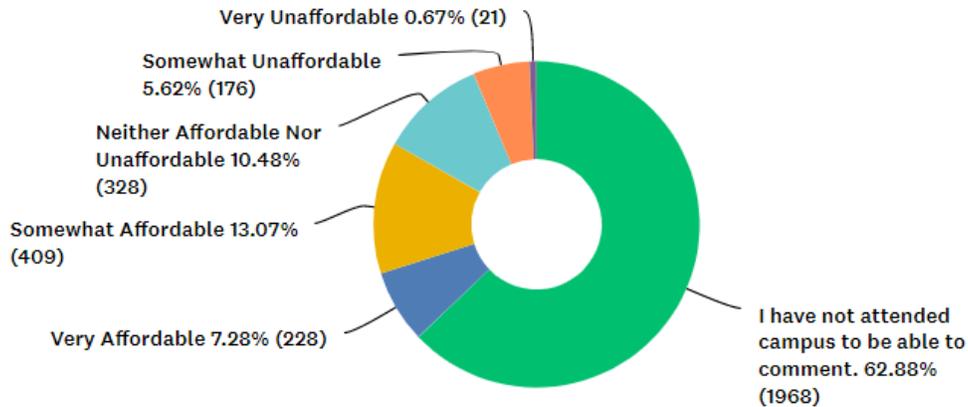


Figure 94 - Student Opinion on Food Service Affordability

Quick Takeaways: Pandemic realities have complicated the data for this question, with many (62.88%) students not attending campus and thus having no opinion, and several compounding factors influencing the measures of affordability for food offerings, from students own finances to inflationary pressures on the price of goods. Of students who shared their opinion, the overwhelming majority (83.1%) did not find food service offerings expensive or unaffordable (30.83% of students surveyed).

FUTURE FOOD SERVICE OFFERINGS

Q93: How interested would you be in purchasing a student meal plan service if available?

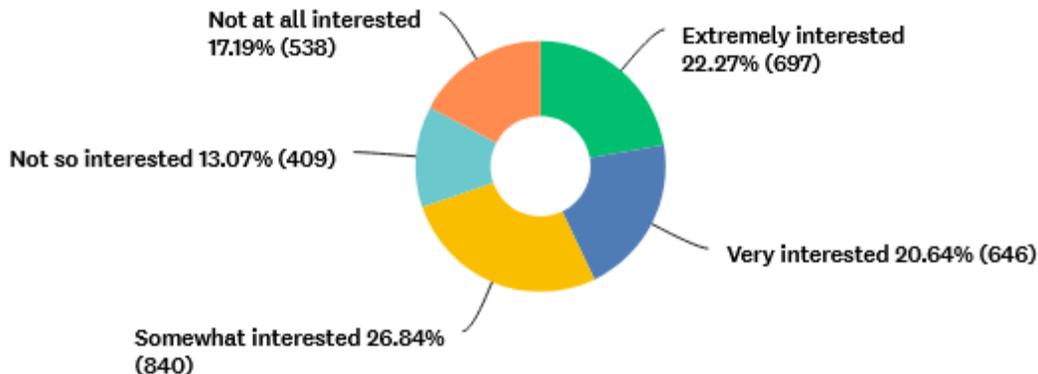


Figure 95 - Student Interest in Meal Plan Service

Quick Takeaways: Students surveyed have expressed a general to excited interest in a student meal plan service were one to be made available. 69.74% of students surveyed expressed at least a moderate interest in a student meal plan option, with 42.91% showing enthusiastic support for the idea of a student meal plan. This held for students across all campuses, save for those attending our Ingersoll and Stratford campuses and students whose programs are entirely online.

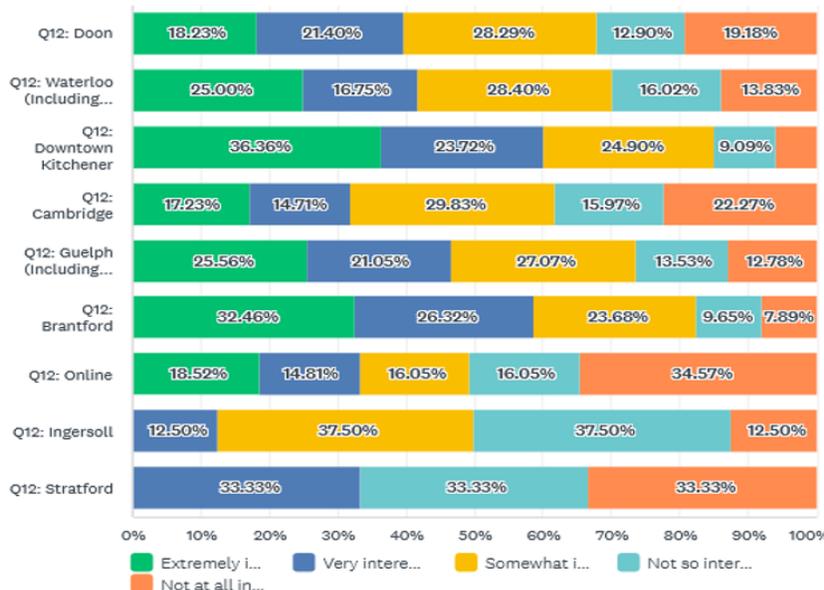


Figure 96 - Student Meal Plan Interest by Campus

When broken down by campus, the data shows the idea was of particular interest to students surveyed from the Downtown Kitchener and Brantford campuses. Still, all major campuses expressed interest in the service.

Q97: How likely are you to use online ordering to pick up your food on campus if it was available?

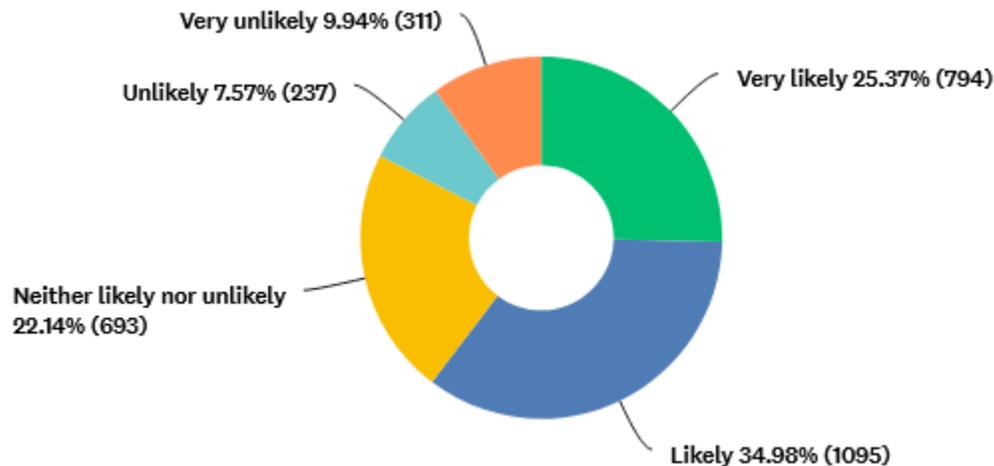


Figure 97 - Likelihood of Using Online Order for Pick-Up

Quick Takeaways: The majority of students surveyed expressed a desire to use online ordering for food pick up on campus, with 60.35% of students stating they would be at least *likely* to use an online ordering system for pick up on-campus food services.

Q98: How likely are you to use online ordering from food services on campus for food delivery if it was available?

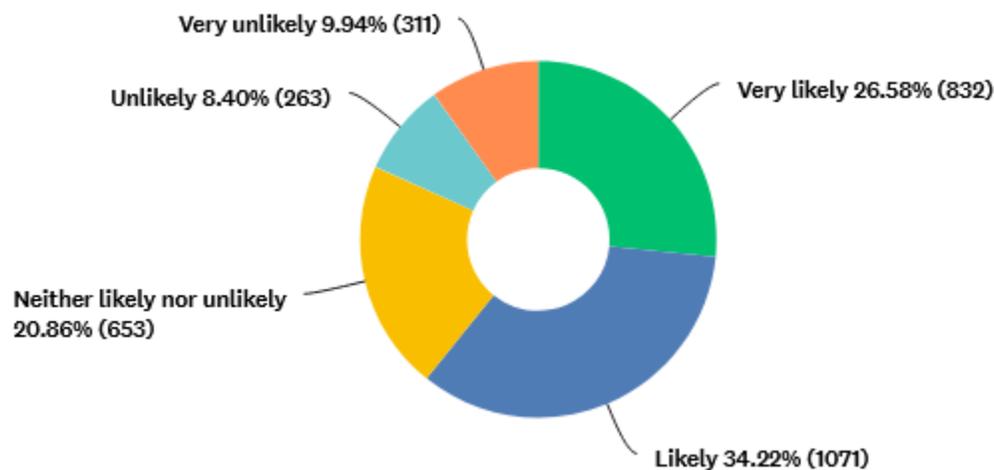


Figure 98 - Likelihood of Using Online Ordering for Delivery

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 60.8% of students stating they would at minimum be likely to use such a service, and only 18.34% of students surveyed expressly stating they would not utilize the service.

CSI EMPLOYMENT OPPORTUNITIES

Students who are aware of CSI’s employment opportunities are generally satisfied with the type of opportunities available. Not nearly enough Conestoga students are even aware that CSI offers employment, with 53% of students stating they are unaware.

For those students who were aware, they have rated general satisfaction (62.8%) with finding (52.70%) and applying (52.04%) to these positions, and most students (66.70%) who are aware see long term value in these positions for their career paths. Nonetheless, even among students who were aware of Conestoga employment offerings, over a quarter (29.88%) were unsure of the relevance of these opportunities to their career path. Work is needed to make students aware of CSI’s employment programs and show their value to students' long-term goals.

AWARENESS & EASE OF APPLYING

Q100: CSI offers approximately 200 student employment opportunities. Before reading this statement, were you aware CSI offers part-time employment opportunities for students?

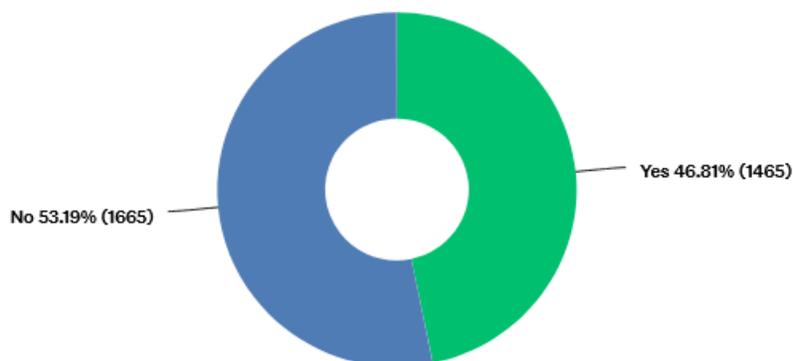


Figure 100 - Student Awareness of CSI Employment Opportunities

Quick Takeaways: Students are generally unaware of CSI’s employment opportunities available to them, suggesting not enough is being done to promote and advertise these job offerings to our student population.

Q101: Is it easy to find and apply for jobs at CSI?

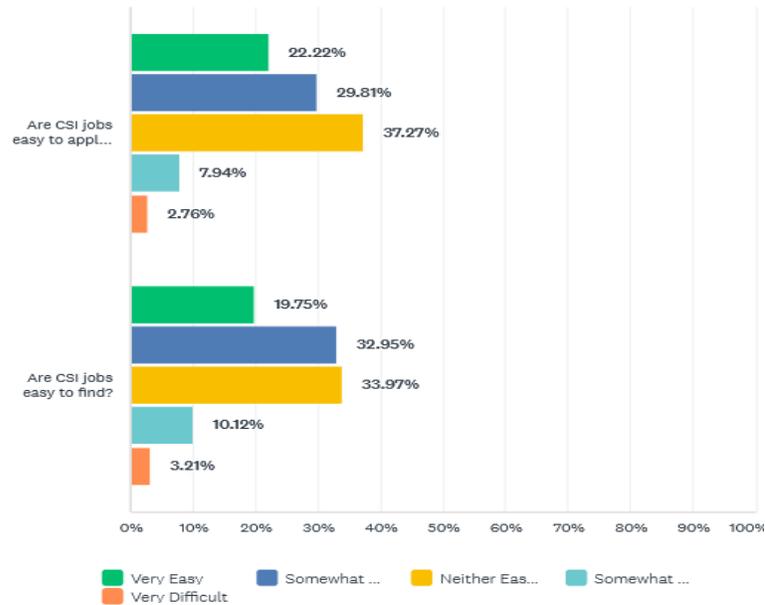


Figure 101 - Student Opinion on Ease of Applying to and Finding CSI Job Opportunities

Quick Takeaways: Students surveyed stated relative ease in finding and applying to CSI positions from the data above. 52.03% of students surveyed stated that applying to CSI positions was a measure of ease, with only 10.7% of students expressing having had difficulty with the application process. The same can be said for students finding CSI positions to apply for, with 52.7% of students stated their experience finding CSI positions was easy, and only 13.33% of students expressed difficulty finding CSI’s employment offerings.

SATISFACTION WITH AVAILABLE POSITIONS

Q102: How satisfied are you with the type of employment opportunities available from CSI?

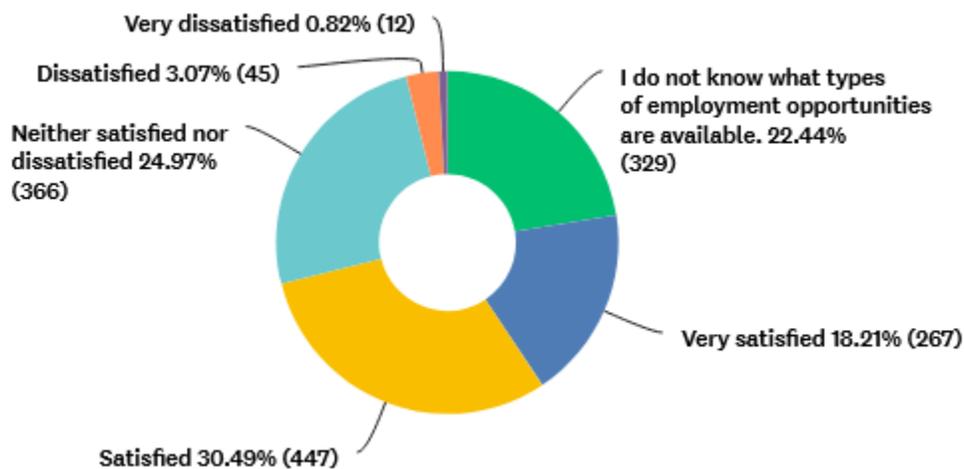


Figure 102 - Student Satisfaction with CSI Employment Opportunities

Quick Takeaways: For students who were aware of CSI’s employment opportunities (77.56% of students who answered this question), the overwhelming majority (62.79%, or 48.7% of all students surveyed) of these students expressed a level of satisfaction with the type of employment offerings available to them from CSI, with only 5% (3.89% of students surveyed) expressing dissatisfaction.

Q103: How satisfied are you with the number of employment opportunities available from CSI?

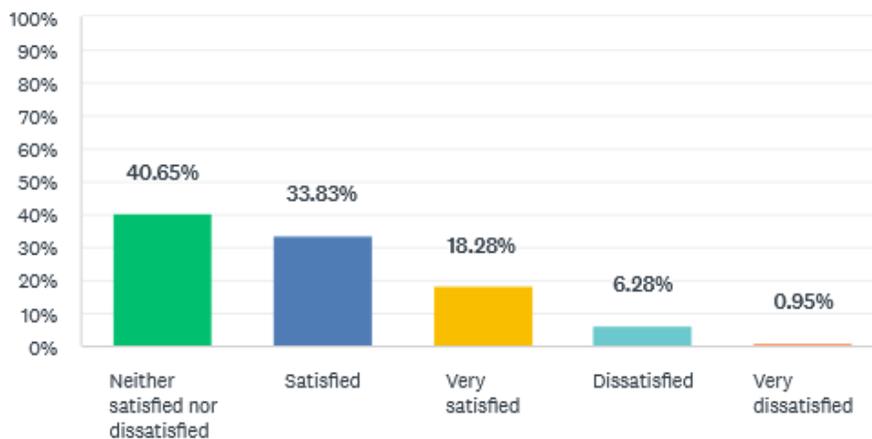


Figure 103 - Student Satisfaction with # of Employment Opportunities

Quick Takeaways: A plurality (40.65%) of students expressed neither satisfaction nor dissatisfaction with the number of employment opportunities available from CSI, with 52.11% of students expressing satisfaction, suggesting students are not concerned and/or are generally satisfied with CSI’s employment offerings.



Q104: How relevant are CSI’s available employment opportunities to your future career path?

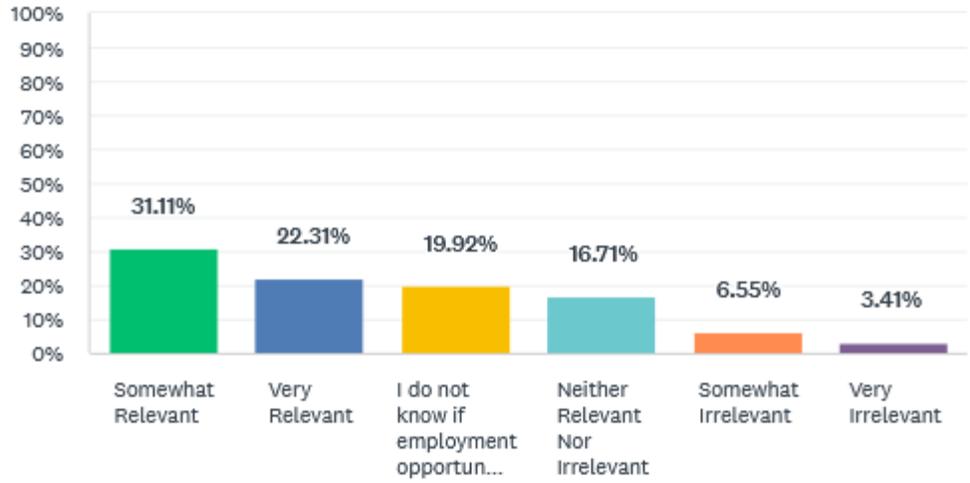


Figure 104 - Student Opinion on CSI Employment Opportunity Relevance to Their Career Path

Quick Takeaways: Over 50% (53.42%) of students surveyed found CSI’s employment opportunities relevant to their career path, suggesting that CSI’s employment opportunities offer students long-term value. However, a relatively sizable chunk (19.22%) of students are not aware if our employment opportunities are relevant to their career path, suggesting more work needs to be done emphasizing how CSI opportunities can benefit them.

ACADEMIC FAIRNESS

Awareness of and satisfaction with Conestoga’s Academic Fairness procedure was high among students surveyed. Approximately 80% of students surveyed expressed some knowledge of the procedure, and approximately 83% 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 83% saying they understood the procedure. Ultimately, only 10.5% of students surveyed have gone through the Academic Fairness procedure. While this number does represent a significant number of students in and of itself, it does suggest most students are satisfied with their grades or have not committed severe or repeated instances of academic misconduct.

PLAGIARISM

Q105: Do you understand what plagiarism is?

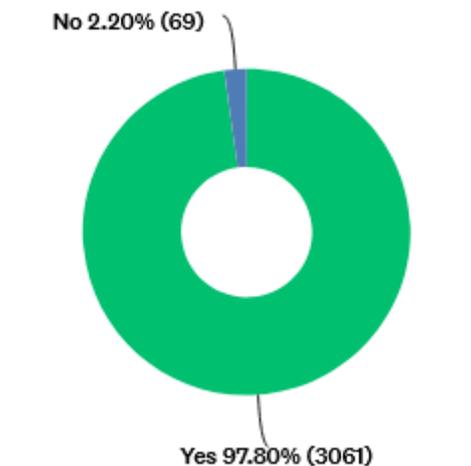


Figure 105 - Student Knowledge of Plagiarism

Quick Takeaways: Students, by and large, stated 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. It is difficult to draw any conclusions from the data gathered.

AWARENESS AND PARTICIPATION IN THE APPEAL PROCESS

Q106: Are you aware of the Conestoga College academic appeals process?

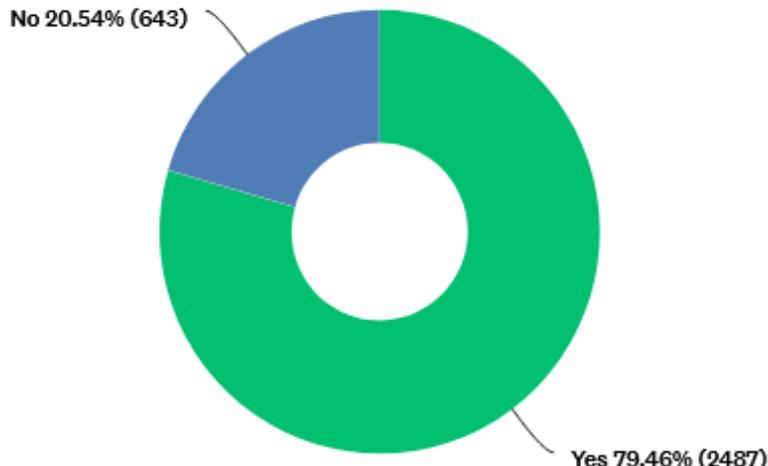


Figure 106 - Student Awareness of Academic Appeals Process.

Quick Takeaways: Students are primarily aware of the academic appeals process, with 79.46% stating they knew of the procedure. This suggests a high general awareness of the appeals process among Conestoga students, with a not-insignificant number of students in the dark. Filters looking for discrepancies across years of study and international v. domestic were unable to provide any definitive cause for why a 1/5th of Conestoga students surveyed were unaware of the appeals process.

Q107: Have you participated in the academic appeals process?

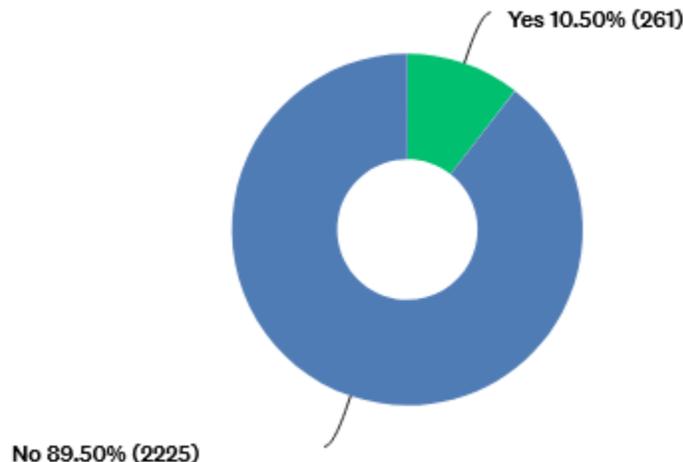


Figure 107 - Student Participation in Academic Appeal Process.

Quick Takeaways: 10% of students surveyed have had to participate in the academic appeals process in some manner, suggesting most students surveyed are generally satisfied with their grades or have not had issues of academic misconduct.

USE OF THE APPEAL PROCESS

Q108: Why did you use the academic appeals process?

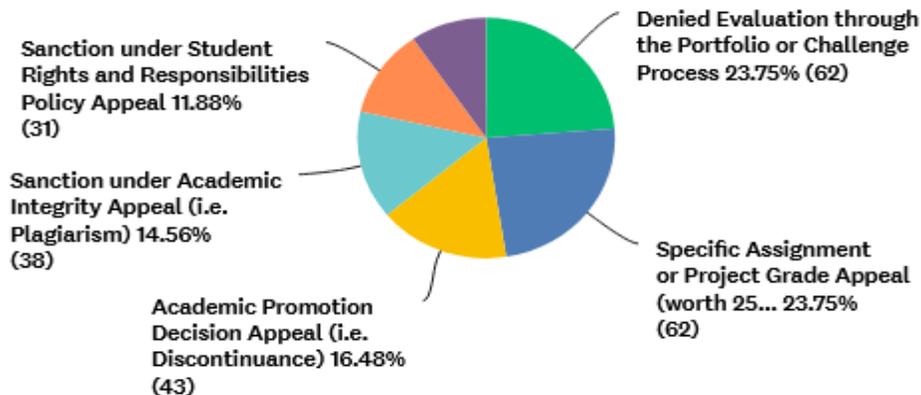


Figure 108 - Reasons for Participation in Academic Appeal Process

Quick Takeaways: Students are entering the academic appeals process for a diverse number of reasons, with a non-insignificant number of students using the appeals process for all the listed eligibility criteria for lodging an academic appeal. However, 47.5% of students using the appeals process were doing so for one of two reasons: they were denied evaluation through the portfolio or challenge process or challenging a specific grade they received on a project or assignment.

Q109: Was the academic appeal process easy to follow and understand?

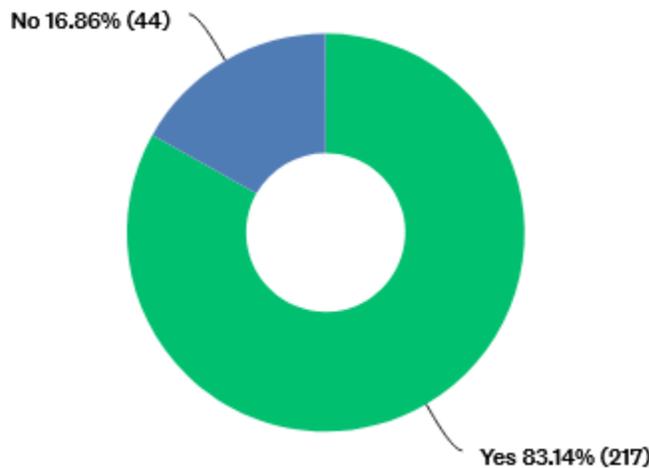


Figure 109 - Student Opinion on Ease of Academic Appeal Process

Quick Takeaways: 83% of students who participated in the academic appeal process found it easy to follow and understand, suggesting limited difficulties for students who participate in the process.

Q110: Did the academic appeal process lead to a result you were satisfied with?

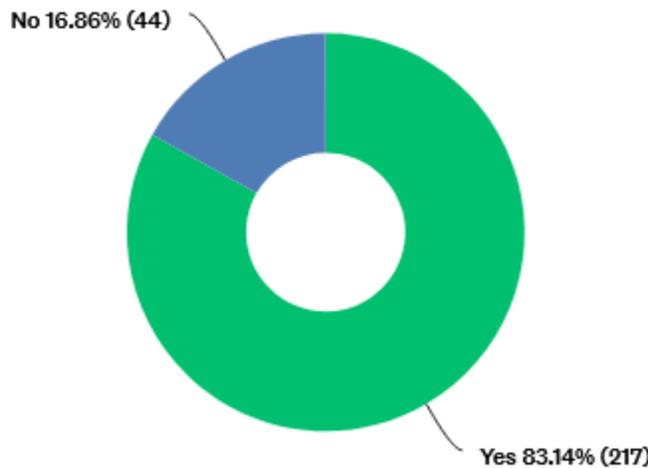


Figure 110 - % of Students Satisfied with Academic Appeal Process

Quick Takeaways: Students who are going through the appeals process are coming to resolutions they find satisfactory more than 80% of the time, according to students surveyed. This suggests by and large that the appeals process is leading to satisfactory conclusions for students.

Of note is that the same number of students who stated the appeal process was easy to follow and understand was reflected in the process results leading to a satisfactory conclusion. However, the same students did not answer the questions in uniform ways, as 16 of 217 students who found the process easy to understand still did not find the process satisfactory, representing 36% of students who did not find their conclusion satisfactory. This suggests a slight correlation between not understanding the process and coming to a dissatisfactory result, but not a direct 1 to 1 correlation.

HOUSING

Housing continues to be a point of need for Conestoga students, as the ongoing housing crisis has made living accommodations generally unaffordable. Students are both extremely aware and are experiencing this affordability crisis firsthand as:

- 5.81% of students surveyed do not currently have a stable place to live,
- The price of rent is the most important factor for students in seeking accommodations (74.44% rated as extremely important),
- Rent is the primary factor in their housing experience students are most likely to express dissatisfaction (20.85% expressed disappointment),
- Students are living with increasing numbers of roommates, with nearly 40% of students sharing what would otherwise be private accommodations (room) with others, and
- 31.35% of students live with their landlords; consequently, they are unprotected by the Residential Tenancies Act, threatening many students' already precarious housing environment.

HOUSING STATUS/SITUATION

Q112: What is your current housing status?

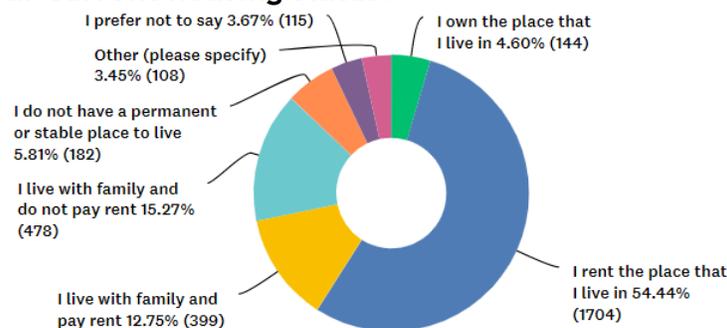


Figure 111 - Conestoga College Student Housing Status.

Quick Takeaways: Conestoga’s student population spans a wide array of housing scenarios with a slight majority of 54% of students actively renting accommodations during their education experience, while 28% live with their family, 6% do not have permanent or stable living accommodations, 5% own their accommodations and 7% preferring not to say or chose other accommodations.

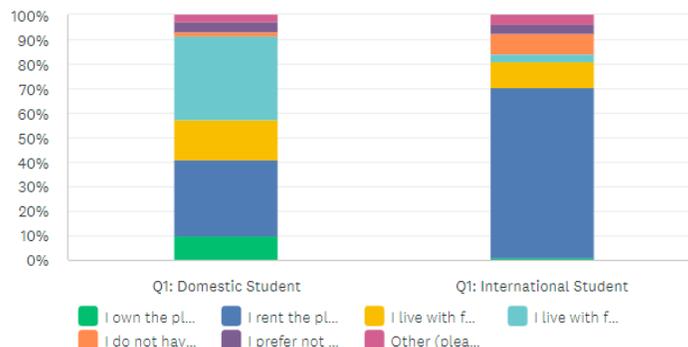


Figure 112 - Conestoga College Housing Status by Domestic vs International Student Status.

When this data is filtered by domestic and international students' responses, it becomes clear that international students are more likely to rent accommodations (70%) and domestic students are more likely to live with family (50%) or own their accommodations (10%).

Q113: What best describes your current housing situation?

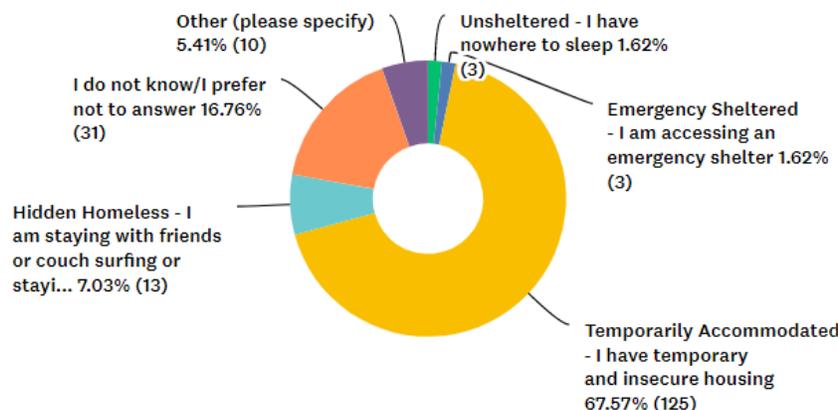


Figure 113 - Student with Unstable Housing Current Housing Situation.

Quick Takeaways: 6% of students indicated they do not have permanent or stable housing. These respondents were asked to clarify their housing situation with 68% indicating their housing is temporary and insecure, 7% identifying as hidden homeless, 5% as other (hotels, facing eviction, or inadequately accommodated), 1.6% as unsheltered, 1.6% in emergency shelters. Approximately 17% did not know how or preferred not to answer.

Homelessness and inadequate housing is an issue present within our Conestoga community. 88% of the respondents without permanent or stable housing were international students signalling the increased housing challenges present within this student community compared to the 12% of domestic student respondents without permanent or stable housing.

Q114: What best describes the type of housing you are renting?

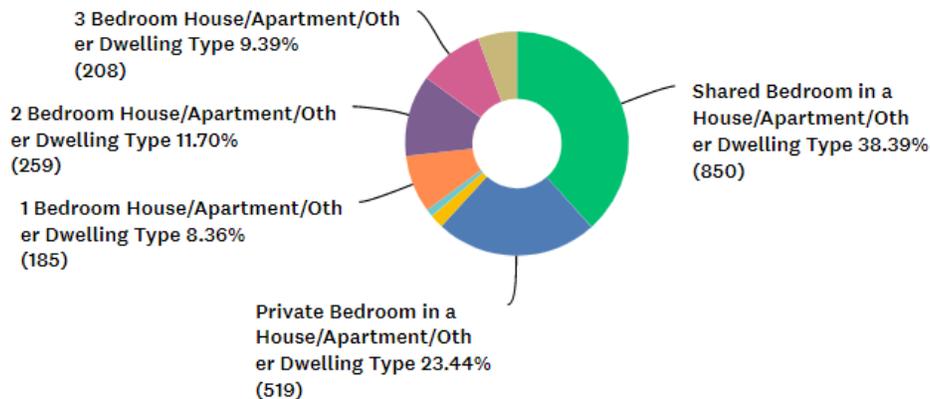


Figure 114 - Student Rental Accommodations.

Quick Takeaways: The most common type of accommodations among our students who rent is a shared bedroom (38%), followed by a private bedroom (23%). When the responses are further broken down between domestic and international, 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 1 bedroom or larger dwelling and stay in residence. Both demographic groups are about equally as likely to rent a private bedroom in a dwelling.

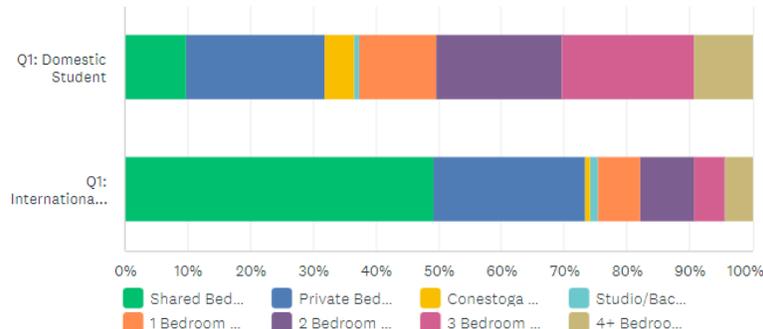


Figure 115 - Student Rental Accommodation: Domestic V. International Students.

Q116: Does your landlord live in the place you rent?

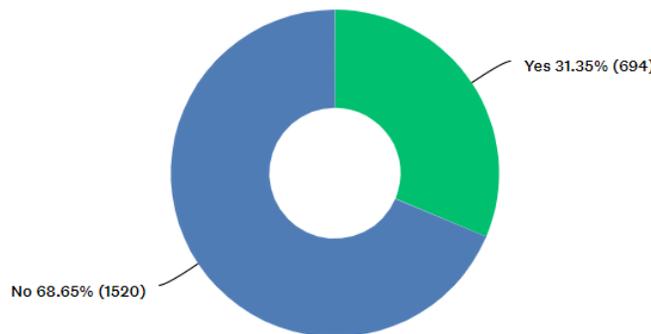


Figure 116 - % of Students Sharing Accommodations with Landlord.

Quick Takeaways: Many students live with the 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 at any time 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.

Q118: How many people do you share the house/apartment/dwelling with?

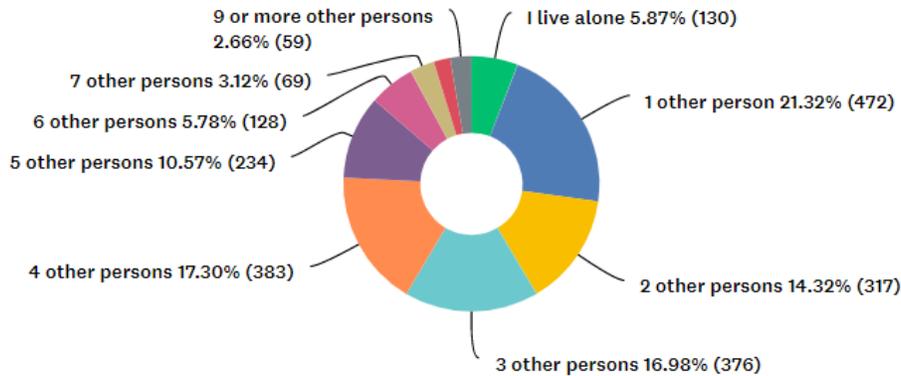


Figure 117 - Students Number of Roommates.

Quick Takeaways: Most students live with others, with it being highly uncommon for students surveyed to have solo accommodations. Additionally, it is more common for international students to share their dwellings with a larger number of people.

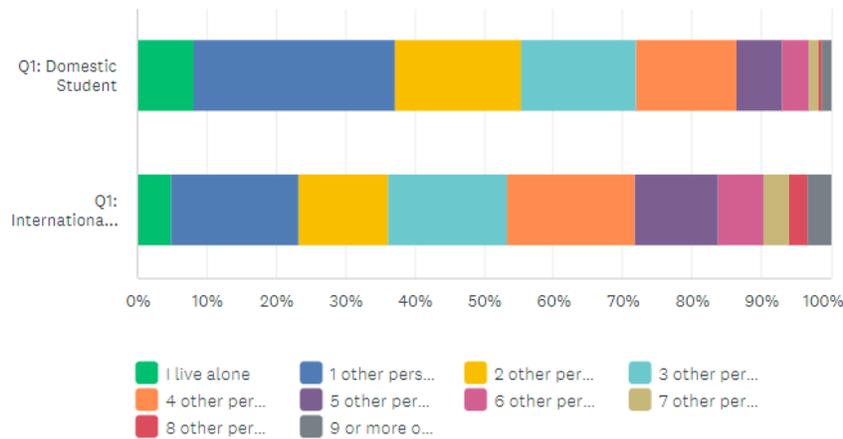


Figure 118 - Students Number of Roommates: Domestic V. International.

TENANT RIGHTS & RESPONSIBILITIES

Q115: How familiar are you with your rights and responsibilities as a tenant (renter)?

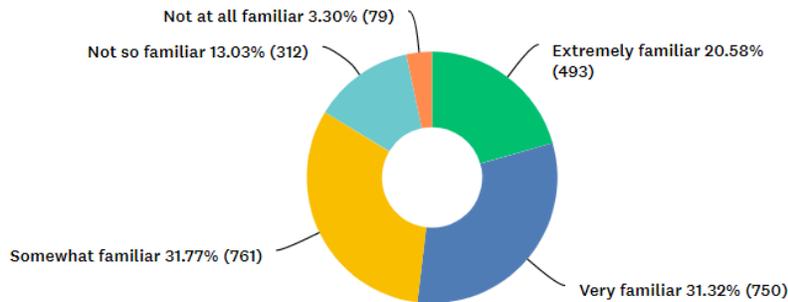


Figure 119 - Student Familiarity with Tenant Rights & Responsibilities.

Quick Takeaways: Approximately 52% of students believe they are familiar with their rights and responsibilities, 32% somewhat familiar, and 13% lack familiarity. 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.

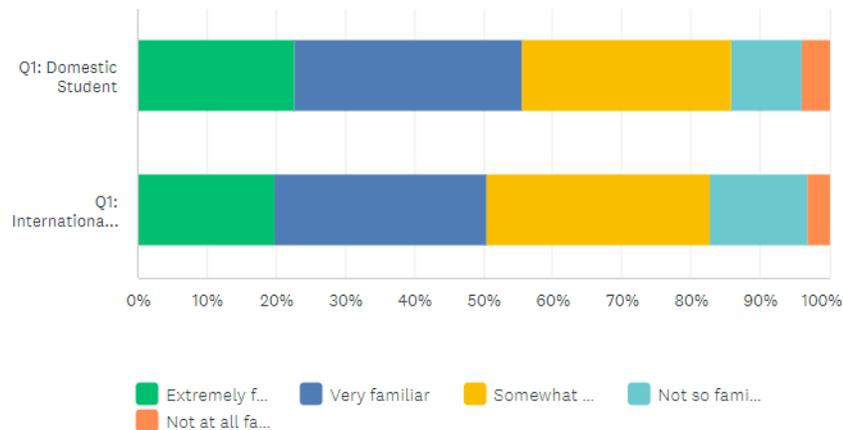


Figure 120 - Student Familiarity with Tenant Rights & Responsibilities: Domestic V. International.

International students have a slightly higher likelihood of not feeling aware of their rights and responsibilities, which could be due to general unfamiliarity with the Canadian housing market, and lack of real-world living experience in Canadian accommodations.

HOUSING PREFERENCES AND AFFORDABILITY

Q117: How much is the monthly rent you are paying in Canadian Dollars?

The average reported monthly rent reported by Conestoga students was \$744.50, a substantial number for a student population living under the established Canadian poverty line, as highlighted earlier in this report. 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. Future work is to be done to ensure phrasing is as clear and concise as possible, to have this clarity reflected in the data.

Q119: 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	74.44% 1,777	20.61% 492	3.56% 85	0.88% 21	0.50% 12	2,387	4.68
▼ The Quality of the House/Apartment/Dwelling (Cleanliness, Safety, Aesthetic, etc.)	58.92% 1,407	31.99% 764	7.58% 181	0.92% 22	0.59% 14	2,388	4.48
▼ Proximity to Amenities (Grocery Stores, Malls, Medical Services, Restaurants, etc.)	49.71% 1,186	33.07% 789	13.41% 320	2.18% 52	1.63% 39	2,386	4.27
▼ The Number of Roommates	44.91% 1,068	31.96% 760	16.32% 388	3.41% 81	3.41% 81	2,378	4.12
▼ The Quality of the Neighbourhood (Safety, Community Belonging, etc.)	43.89% 1,049	32.59% 779	16.74% 400	5.10% 122	1.67% 40	2,390	4.12
▼ Proximity to Workplace	43.70% 1,041	33.21% 791	16.67% 397	3.32% 79	3.11% 74	2,382	4.11
▼ Proximity to Bus Stop/Transit	54.98% 1,309	23.48% 559	7.94% 189	3.86% 92	9.74% 232	2,381	4.10
▼ The Size of the House/Apartment/Dwelling	37.48% 894	38.16% 910	19.87% 474	3.14% 75	1.34% 32	2,385	4.07
▼ Proximity to Campus	44.47% 1,057	29.62% 704	15.78% 375	5.09% 121	5.05% 120	2,377	4.03
▼ Proximity to Friends	24.45% 581	26.77% 636	27.74% 659	8.80% 209	12.25% 291	2,376	3.42
▼ Access to Parking	29.42% 701	22.24% 530	19.30% 460	11.75% 280	17.29% 412	2,383	3.35
▼ Proximity to Family	24.32% 577	19.85% 471	22.46% 533	11.21% 266	22.17% 526	2,373	3.13
▼ Proximity to Bicycle Network	18.07% 428	16.50% 391	23.68% 561	14.90% 353	26.85% 636	2,369	2.84

Figure 121 - Housing Factor Importance: Ranked.

Quick Takeaways: Price is the clear priority amongst students, with 74.44% ranking it as extremely important to their housing choice (in comparison, the next closest factor of extreme importance was accommodation quality at 58.92%). This suggests price considerations are at the top of mind of students, with all other factors secondary.

Q120: 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.)	47.41% 1,045	32.35% 713	14.97% 330	3.77% 83	1.50% 33	2,204	4.20
Proximity to Bus Stop/Transit	47.57% 1,046	25.88% 569	18.83% 414	4.41% 97	3.32% 73	2,199	4.10
The Number of Roommates	44.41% 978	29.97% 660	17.71% 390	5.40% 119	2.50% 55	2,202	4.08
Proximity to Amenities (Grocery Stores, Malls, Medical Services, Restaurants, etc.)	41.73% 918	34.91% 768	15.09% 332	5.86% 129	2.41% 53	2,200	4.08
The Size of the House/Apartment/Dwelling	37.23% 821	37.96% 837	15.60% 344	6.30% 139	2.90% 64	2,205	4.00
The Quality of the House/Apartment/Dwelling (Cleanliness, Safety, Aesthetic, etc.)	37.94% 837	35.54% 784	17.27% 381	6.44% 142	2.81% 62	2,206	3.99
Access to Parking	40.60% 894	25.93% 571	24.70% 544	4.63% 102	4.13% 91	2,202	3.94
Proximity to Workplace	31.29% 684	28.32% 619	26.67% 583	8.10% 177	5.63% 123	2,186	3.72
Proximity to Friends	29.07% 638	26.88% 590	31.30% 687	6.33% 139	6.42% 141	2,195	3.66
Proximity to Campus	31.13% 684	25.90% 569	22.26% 489	10.51% 231	10.20% 224	2,197	3.57
The Price of Rent	25.01% 552	33.89% 748	20.25% 447	13.37% 295	7.48% 165	2,207	3.56
Proximity to Bicycle Network	25.30% 553	21.87% 478	42.36% 926	4.85% 106	5.63% 123	2,186	3.56
Proximity to Family	26.85% 588	21.32% 467	35.07% 768	6.53% 143	10.23% 224	2,190	3.48

Figure 122 - Housing Factor Satisfaction: Ranked.

Quick Takeaways: While rent is the most important factor to Conestoga students surveyed, it is one of the least satisfied factors of students' housing experience. Plainly put, students prioritize rent and are disappointed in the price they are paying for accommodations. Nonetheless, there is minimal spread between most and least satisfied factors, suggesting that while students may not be overly satisfied with certain factors, like their proximity to campus and the price of rent, they are making the best of their situation.

TRANSPORTATION

Students are notably more likely in 2021 to be using public transit than in 2020, with a noted drop in year-over-year personal vehicle use among students surveyed and a massive increase in personal transportation use. Public transit use increased from 43.03% to 55.14%, and personal vehicle use decreased from 47.07% to 32.49%. This changing dynamic in student transportation has positively affected student receptivity to Universal Transit Passes, with 75% of students stating they would favour implementing a Deep Discount Transit pass at their campus.

Students also signalled receptivity to alternative forms of transit such as active transit infrastructure, with most students surveyed from Conestoga Campuses at DTK (61.62%), Guelph (50.38%), Brantford (54.39%) and Waterloo (53.64%) open to using Bike share programs if located near or on their campus.

PERSONAL TRANSPORTATION USE

Q122: What is your most commonly used method of transportation?

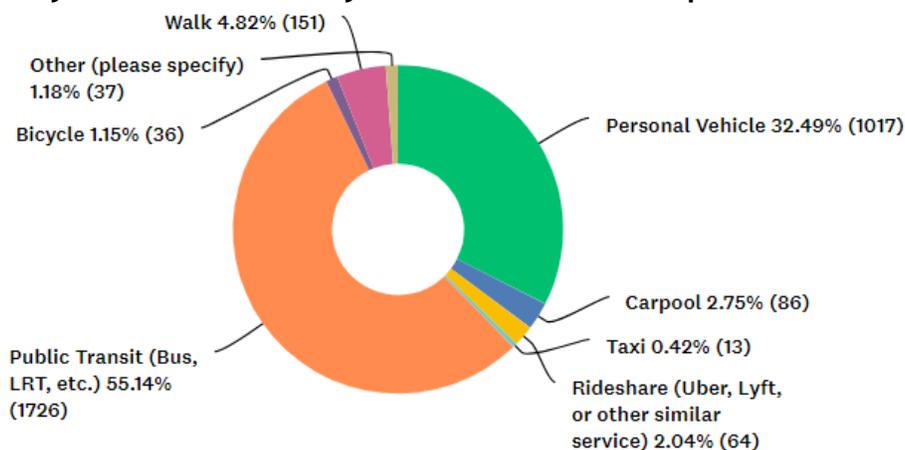


Figure 124 - Student Modes of Transportation.

Quick Takeaways: Most Conestoga students surveyed use public transportation as their most common method of transportation, a significant and noteworthy increase year over year from 2020 (43.03% to 55.14%). Students are also notably less likely to use a personal vehicle, suggesting a general and large movement of students from personal vehicle use to transit use. When broken down by major campus, we do begin to see slight discrepancies (see next page):

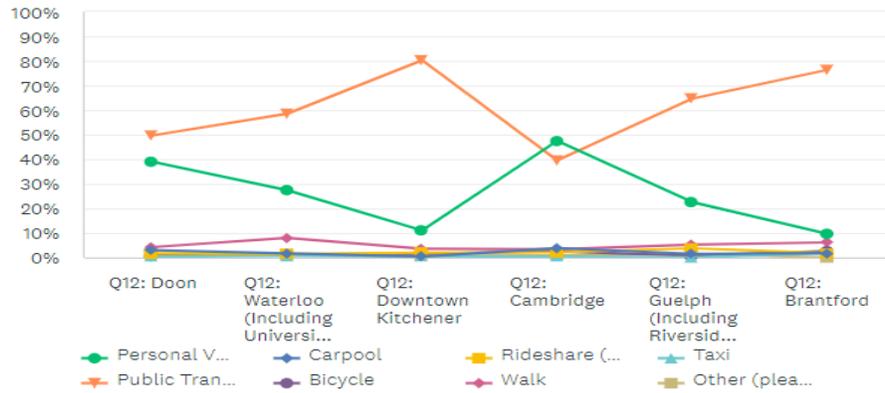


Figure 125 - Student Transportation Methods by Campus.

Public transportation is the most used method of transportation at every campus, except Cambridge, which is surpassed by personal vehicles by 8%. Other than the Cambridge campus, all major campuses increasingly rely on public transit.

Q123: Do you own or have access to a personal vehicle?

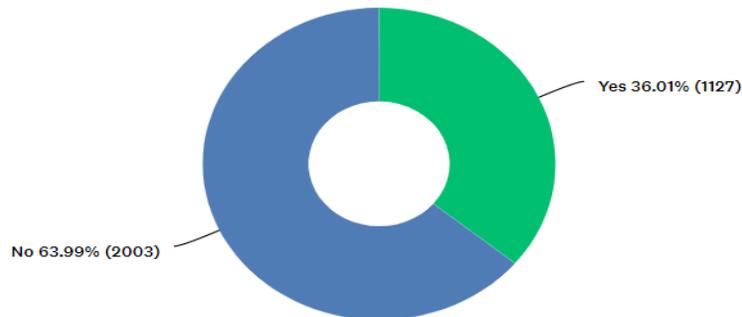


Figure 126 - Student Access to a Personal Vehicle.

Quick Takeaways: Many Conestoga students surveyed do not own or have access to a personal vehicle, suggesting the possibility of decreasing importance of the infrastructure required to facilitate student parking on campus.

FUTURE TRANSPORTATION OFFERINGS

Q124: 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.

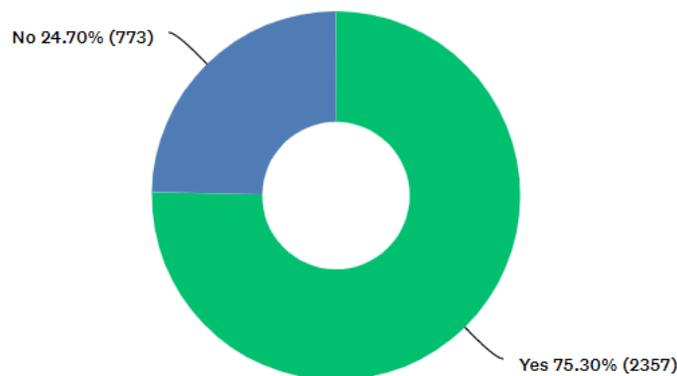


Figure 127 - Student Opinion on Universal Transit Pass.

Quick Takeaways: A substantial majority of Conestoga students surveyed favour a UPass for their campus; this majority represents a larger portion of the membership than those who use transit are in favour of a UPass. This indicates a preference for transit when it can be made more accessible financially, even among students who may be currently using alternative forms of transit, including active transit, personal vehicles, or rideshare or taxi services.

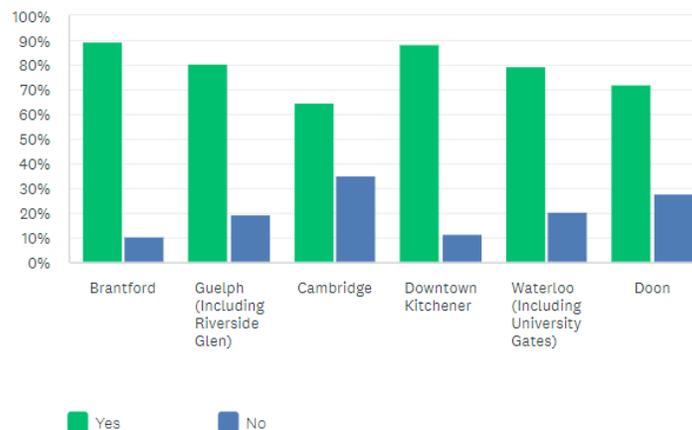


Figure 128 - Student Opinion on Universal Transit Pass by Campus.

Broken down by campus, all major campuses are in favour with the least support from Cambridge who has the highest use of personal vehicles as their main transportation method. Although they have the lowest support for a UPass, approximately 65% favour a UPass.

Q125: If a universal discounted transit pass was included in your tuition as a mandatory fee, would you be more likely to use transit?

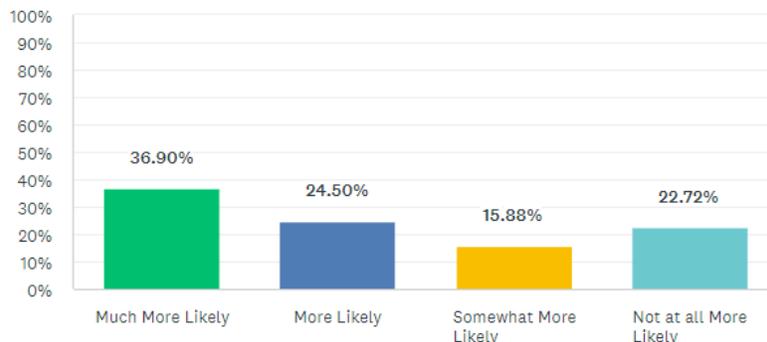


Figure 129 - Effect of UPass on Student Transit Use

Quick Takeaways: Only 22.72% of students suggested a UPass would not impact their likelihood of using transit (this could include students already using transit services). A UPass is likely to encourage the use of public transit for the majority of members.

Q126: How likely are you to use a bike share program if one was available on or near your campus?

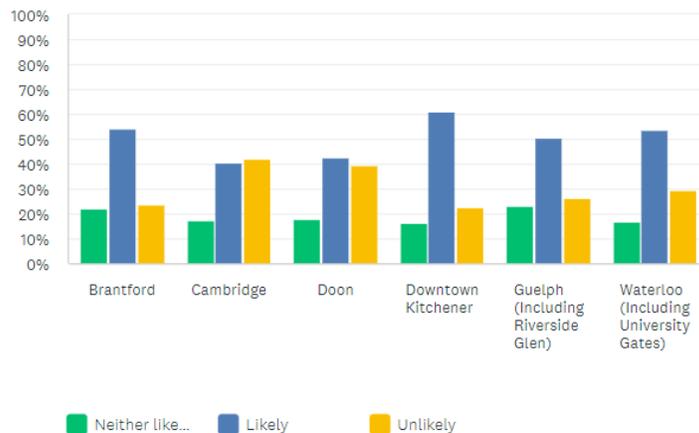


Figure 130 - Student Likelihood of Using a Bike Share Program on or Near Campus.

Quick Takeaways: Cambridge (40.76% likely) and Doon (42.40% likely) are least likely to use a bike share program, which may be attributed to their more remote geographical locations compared to our campuses located in more urban areas or closer to amenities such as downtown Kitchener, Waterloo, and Brantford.

TRANSPARENCY & ACCOUNTABILITY

Student awareness of CSI fees, programming or role reduced from 2020 to 2021, with fewer students expressing awareness of CSI’s role as their official student association (94.55% in 2020 vs. 81.12% in 2021), and the fees associated with CSI’s programming (83.03% in 2020 vs. 77.36% in 2021). Nonetheless, this did not significantly impact students’ perception of CSI as an organization (83.39% see general value) or the value derived from their fees (62.40% see personal value). Students overwhelmingly stated that CSI is transparent (70.54%), and open and welcoming of feedback (>75%), and provides value to students beyond an individual students experience of that value. Overall, while awareness is marginally down, students are still satisfied with CSI’s services and programming.

AWARENESS

Q127: Are you aware Conestoga Students Inc. (CSI) is your official student association?

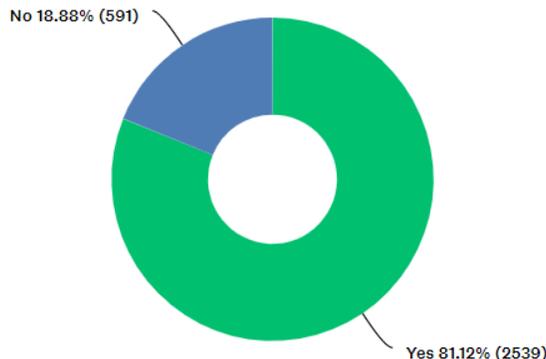


Figure 131 - Student Awareness of CSI as Official Student Association.

Quick Takeaways: While student awareness of CSI as their official student association is still strong at 81.12%, this is a reduction year over year from 2020, which saw 94.55% of students surveyed express awareness of CSI’s role and designation. While no one factor may be to blame, an educated guess might be lack of on-campus exposure to CSI, and the remote environment, may be causing a decrease in general awareness of CSI’s status. Keeping this in mind, it’s important to note Year of study did not have an impact on student’s awareness of CSI.

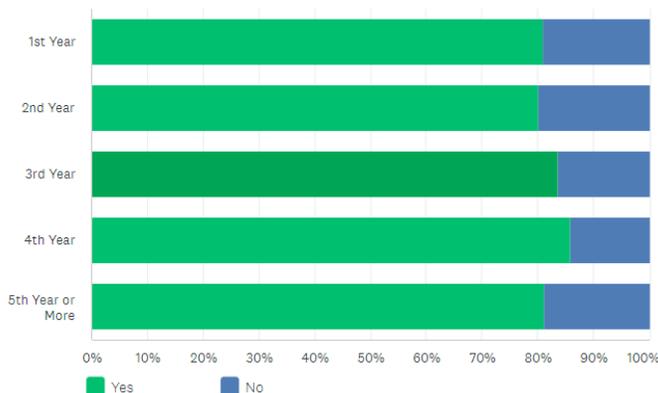


Figure 132 - Student Awareness of CSI as Official Student Association by Year of Study.

Q128: Are you aware that you pay a mandatory CSI Association fee as part of your tuition?

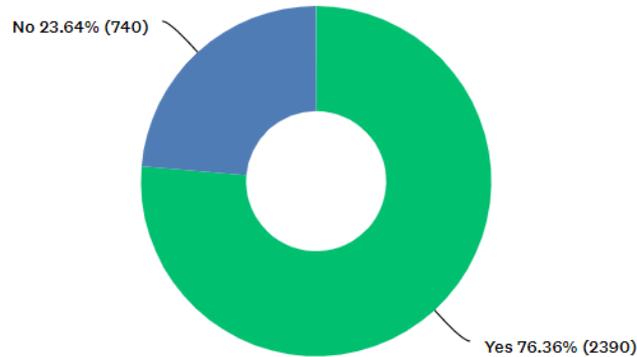


Figure 133 - Student Awareness of CSI Association Fee.

Quick Takeaways: While awareness of the CSI Association fee is still strong at 76.36%, this is a reduction year over year from 2020, seeing 88.03% of students surveyed express awareness of the fee. Additionally, year of study had almost no impact on students' awareness of CSI's Association fee, as highlighted below:



Figure 134 - Student Awareness of CSI Association Fee by Year of Study.

Q131: How well do you understand what the following CSI fees provide?



Figure 135 - Student Awareness of Purpose of CSI Fees.

Quick Takeaways: Many students believe they have an average or better understanding of what the fees provide. However, there is a uniformity in percentages when the number of students who expressed an understanding of their fees is compared to the number of students who highlighted their awareness of the fees themselves. This suggests a substantial block of students who are unaware of their fees and do not know what their fees provide. More work needs to be done to educate all of our students about the value they derive from CSI.

VALUE

Q129: Do you feel CSI provides value to the Conestoga College student experience?

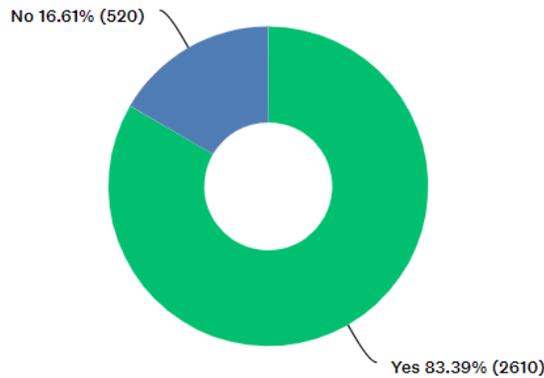


Figure 136 - Student Sentiments on General Value of CSI to Conestoga Students.

Q130: Do you feel you personally receive the value you expect from CSI for the CSI fees you pay?

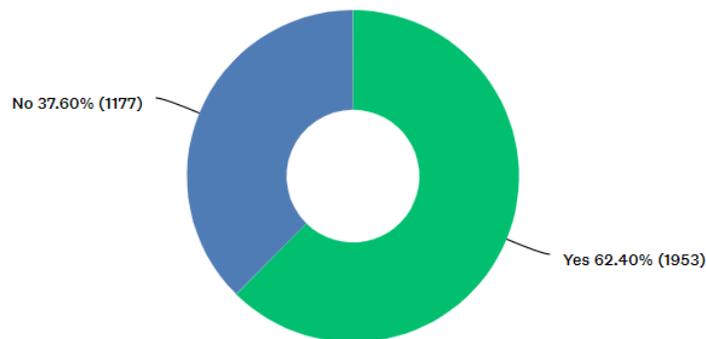


Figure 137 - Student Sentiments on Personal Value Received from CSI.

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 (62.40%), an even greater number identified that CSI’s fees generally provide value to the student experience, with 83.39% stating affirmatively they find value generally from CSI on their student experience. This suggests that as an organization, we positively impact our students, whether or not they personally need or require our services.

STUDENT PERCEPTIONS & PREFERENCES

Q132: Rate the importance of the following CSI Support Services and Programs.

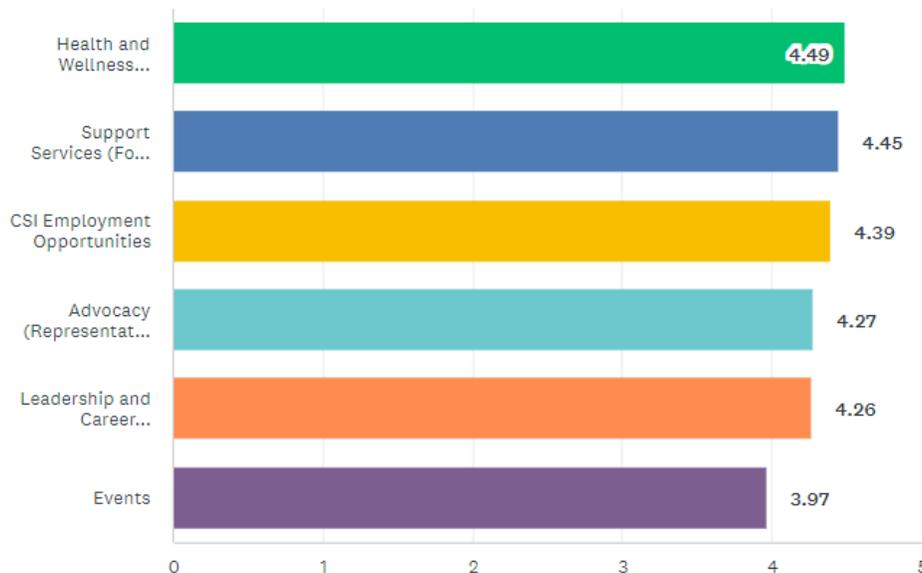


Figure 138 - CSI Support Services & Programs Ranked by Student Opinion of Importance

Quick Takeaways: Students generally feel all CSI's support services and programs are important (all service 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.

Q133: Do you agree CSI provides you with the ability to openly share feedback about your student experience?

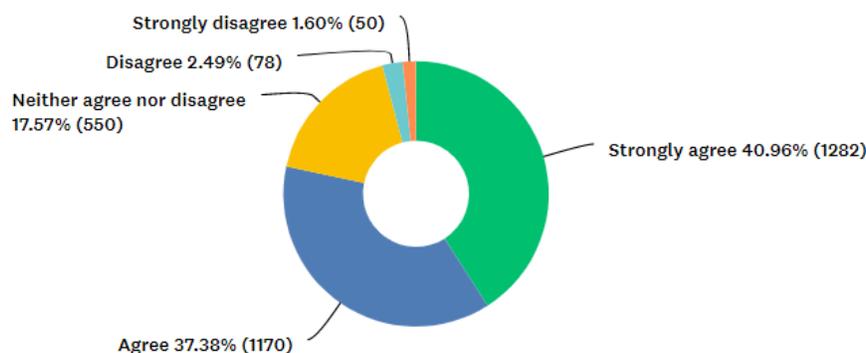


Figure 139 - Student Opinion on Opportunities for Feedback

Quick Takeaways: Upwards of 75% of students agree that CSI provides them with the ability to openly share feedback about their student experience, with only 4.09% disagreeing. This suggests students feel heard and are satisfied with CSI's outreach to them. However, there's always more work to be done to reach all of our students, to make the 4% of students who still feel as though they cannot share their feedback more comfortable doing so.

Q134: How important are the following issues to you?

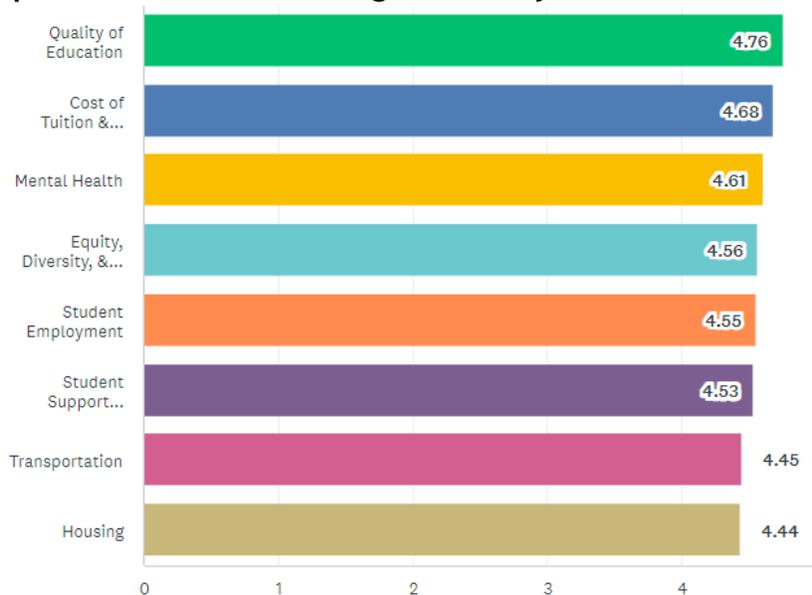


Figure 140 - Student Experience Issues Ranked by Student Opinion of Importance

Quick Takeaways: No one issue stands out as overwhelmingly or immediately more important to Conestoga students surveyed than others, as weighted averages above a 4.0 suggest a high ranking for all categories. However, there is an ever so slight tiering of Quality of Education and Cost of Tuition 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.

Q135: Do you agree the CSI Board of Directors is transparent and accountable to the students of Conestoga College?

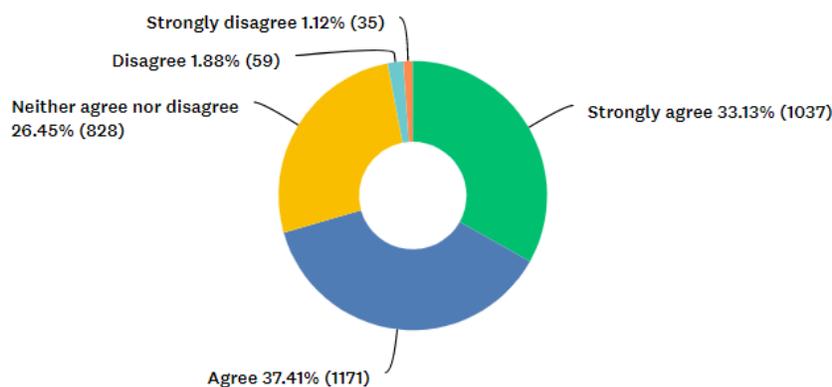


Figure 141- Student Opinion on CSI BOD Transparency & Accountability

Quick Takeaways: 70.54% of students stated they agreed that CSI's BOD is transparent and accountable to our students, with only 3% of students dissenting. This suggests an overall level of satisfaction amongst our students, who feel CSI is accountable, open and responsive to their needs.

Q137: How satisfied are you with Conestoga College's efforts to reconcile with and empower Indigenous communities, peoples, faculty, and students?

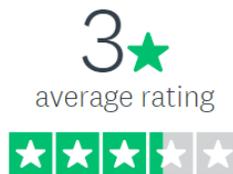


	VERY DISSATISFIED	DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
☆	5.08% 159	3.00% 94	43.04% 1,347	32.30% 1,011	16.58% 519	3,130	3.52

Figure 143 - Student Satisfaction with Conestoga Efforts Towards Truth & Reconciliation

Quick Takeaways: Students as a whole provided a 70% satisfaction rating among the general population, but this was slightly lower at 66% from self-identifying Indigenous students.

Indigenous Student Satisfaction:

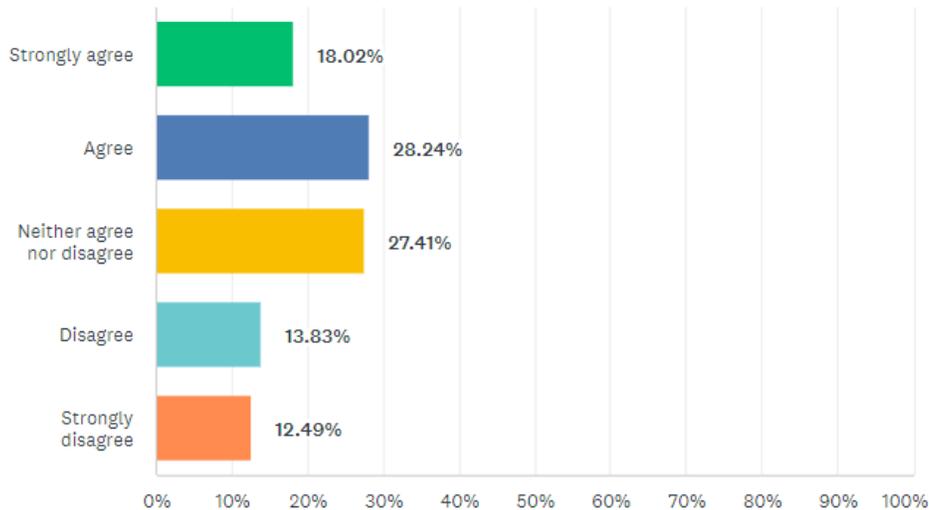


	VERY DISSATISFIED	DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
☆	18.75% 6	3.13% 1	25.00% 8	34.38% 11	18.75% 6	32	3.31

Figure 144 - Indigenous Student Satisfaction with Conestoga Efforts Towards Truth & Reconciliation

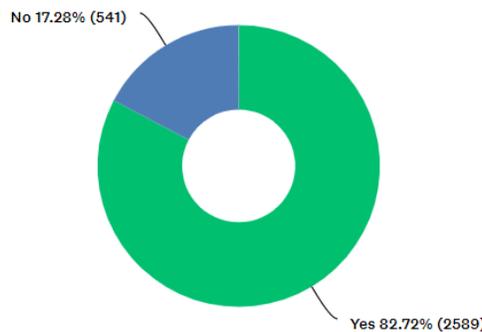
REMOTE LEARNING

Q138: Each semester you are charged a compulsory ancillary fee of \$137.50 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?



Quick Takeaways: Over 26% of students do not agree that the Technology Fee provided enhanced academic supports during their remote learning experience, while only 46% agreed. The remaining approximate 27% did not agree or disagree. Overall, most students (50.73%) disagreed that the technology fee provided enhanced academic support.

Q139: Do you feel supported by Conestoga College and your instructors when you are remote learning?

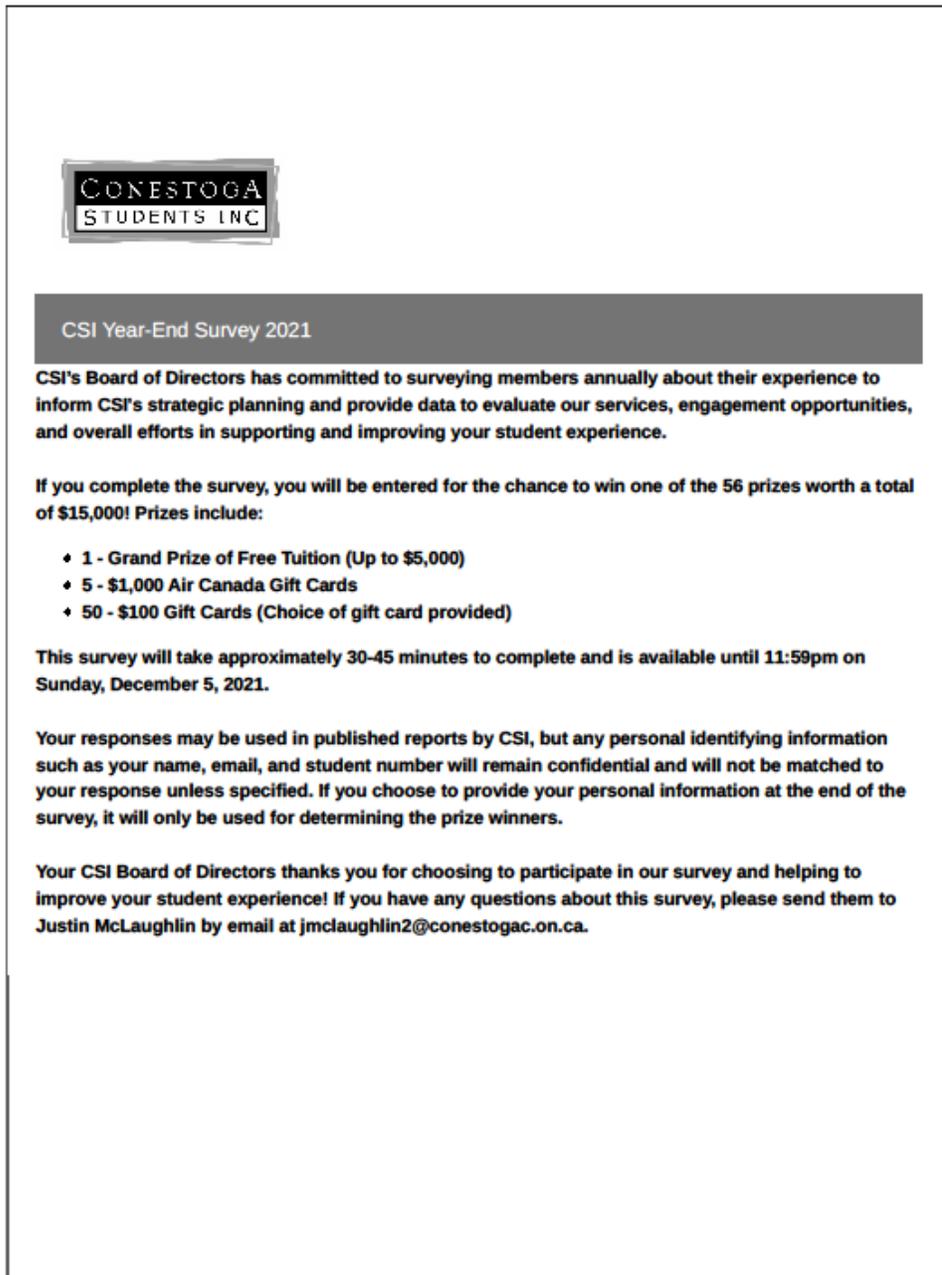


Quick Takeaways: Most students felt supported by Conestoga College and their instructors while remote learning. Although many felt supported, 17% of students did not feel supported, which demonstrates that further support is required to ensure remote learning continues to provide a quality education experience.

APPENDICES

APPENDIX A: SURVEY

To view a copy of the 2021 CSI Year-End Survey, double click the image below:



1

APPENDIX B: DIRECT EMAIL INVITATIONS

Initial Email – November 8, 2021

Subject: CSI's Year End Survey is HERE!



Hey Condors,

2021 is almost at a close, and we want to know how you are feeling about your student experience with CSI this year!

We're looking for feedback on our services, engagement opportunities, and overall efforts in supporting and improving your student experience! If you have thoughts, we want to hear them!

Not only that, but we have prizes!! If you complete the survey, you will be entered for the chance to win one of 56 (YEP! FIFTY 🖐️ SIX 🖐️) prizes worth a grand total of \$15,000! Prizes include:

- 1 Grand Prize of Free Tuition (up to \$5,000)
- 5 Second Place Prizes of \$1,000 Air Canada Gift Cards
- 50 Third Place Prizes of \$100 Gift Cards (Choice of gift card from www.giftcards.ca)

We're going to use the data you all provide to evaluate how we are doing, what we can improve, and how we can plan to implement changes for the future! How exciting does that sound?

Ready to get started? All you need to do is [CLICK HERE!](#)

Thanks,
Sana Banu

Psst. If the link above didn't work, here's the web address:
<https://ca.research.net/r/CSIYearEndSurvey2021>



conestogastudents.com

PSST. Mention – November 15, 2021

Subject: Are you ready to embrace what makes you unique?



Hey Condors,

Welcome to Celebrating Diversity Week! This week is all about embracing what makes us unique and celebrating each other. Here's what we have in store for you!

Celebrating Diversity Week

From **November 15th – 19th** we have programming designed to educate you on diversity, inclusion, and how to incorporate these values into your daily life. From [Activating Anti-Racism](#) to [Understanding Islamic Art through Geometric Design](#), we have so many amazing events and workshops to help you understand and appreciate the culture around you.

Be sure to check out our [Celebrating Diversity Week](#) webpage for a full overview of what's to come this week!

“What Makes You Unique” Contest

All week long, we want to know what makes YOU unique! Tell us on the [Celebrating Diversity Week](#) webpage for your chance to win one of FOUR “We’re Not Really Strangers” card games so you can play and get to know those around you!

Board Awareness

Have you had the chance to learn about your Board of Directors yet!? Visit our [website](#), or check out our [Instagram](#), [Facebook](#), or [Twitter](#), to learn their thoughts on trending topics, hot-button issues, and how they want to make a difference on campus!

Thanks,
Sana Banu

Psst. Don't forget, you only have until December 3 to fill out our Year End Survey and get the chance to win one of FIFTY-SIX stellar prizes! Click here to start:

<https://ca.research.net/r/CSIYearEndSurvey2021>



conestogastudents.com

Final Reminder Email – December 1, 2021

Subject: TIME IS RUNNING OUT! Complete the CSI Year End Survey TODAY!



Hey Condors,

Have you heard? We've extended the deadline for our Year End Survey! You now have until Sunday December 5 at 11:59 PM to complete the survey, give us your feedback, and enter to win!

We're looking for feedback on our services, engagement opportunities, and overall efforts in supporting and improving your student experience! If you have thoughts, we want to hear them!

To thank you for taking the time to fill it out – we've got some amazing prizes up for grab with a total value of \$15,000! Prizes include:

- 1 Grand Prize of Free Tuition (up to \$5,000)
- 5 Second Place Prizes of \$1,000 Air Canada Gift Cards
- 50 Third Place Prizes of \$100 Gift Cards (Choice of gift card from www.giftcards.ca)

We're going to use the data you all provide to evaluate how we are doing, what we can improve, and how we can plan to implement changes for the future! How exciting does that sound?

Ready to get started? All you need to do is click here:

<https://ca.research.net/r/CSIYearEndSurvey2021>

[Heads up, if you started the survey but didn't get the chance to finish it, just click the link on the same device you started with and you can pick up where you left off.](#)

Thanks,
Sana Banu



conestogastudents.com