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**INSTITUTIONAL REPORT: 2006
CANADIAN COLLEGE STUDENT SURVEY**

**SASKATCHEWAN INSTITUTE OF APPLIED
SCIENCE AND TECHNOLOGY (SIAST)**

CONFIDENTIAL

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Prepared for:

The Canada Millennium Scholarship Foundation and
The Canadian College Student Survey Consortium

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1.0   Introduction

The Canadian College Student Survey Consortium (CCSSC) involves the Association of Canadian Community Colleges (ACCC), individual participating colleges, and the Canada Millennium Scholarship Foundation (CMSF). Established in late 2001, the Consortium conducted its first survey of college students in the spring of 2002.

This is the fifth survey of Canadian college students, involving 19 colleges[1] and more than 7,400 students. This report summarizes the preliminary findings.

1.1   Objectives

While this research is funded by the CMSF, it is a joint effort of the Foundation and all participating colleges. The research collects data on college students' income, expenditures, and plans for after college. The survey is unique in that it provides national-level information on the challenges faced by Canadian college students in terms of financial and access issues.

The objectives of the research are to:

- provide national-level data on access, time use, and financing for Canadian college students from participating colleges

- identify issues particular to certain learner groups and/or regions

- provide each institution with top-line survey results (based on representative samples of their students), which may then be compared against the "national average."[2]

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[1]   Originally, 20 colleges agreed to participate in the survey, but George Brown College was unable to participate this year due to the timing of the Ontario colleges' faculty members' strike.

[2]   This "national average" is based on the participating colleges and therefore may not be representative of the population of students attending colleges in Canada.

1.2 Acknowledgments

This research would not have been possible without the participation of over 7,400 college students who completed questionnaires. As mentioned, this research is the result of collaboration among colleges in the CCSSC and the CMSF. At each college, individuals must be acknowledged for their assistance in coordinating the research. These individuals are listed in Table 1.

In particular, PRA Inc. would like to recognize François Gélineau and Anne Motte for coordinating the research and working with us to address issues as they arose.

Table 1: Coordinators for 2006 CCSSC			
Representative	**Title**	**College or organization**	**Location**
Sousan Rollans	Systems Planning Lead	Bow Valley College	Calgary, AB
Paul Merner	Director, Education and Research Development	Camosun College	Victoria, BC
Nancy Morris	Institutional Research Analyst	Capilano College	North Vancouver, BC
Louise Raymonde	Coordonnatrice des Services de Consultation et de l'admission, Direction des affaires étudiants et des communications	Cégep de Sainte-Foy	Sainte-Foy, QC
Tanya Lopez	Policy, Planning and Research Analyst	College of the North Atlantic	Stephenville, NL
Kathy Kimpton	Director, Student Success	Confederation College	Thunder Bay, ON
Bob Cowin	Institutional Research	Douglas College	New Westminster, BC
Brenda Pander-Scott	Director, Institutional Research	Fleming College	Peterborough, ON
Nancy Miyagi	Director of Academic Excellence	George Brown College	Toronto, ON
Karen Buxton	Manager, Strategic Research	Kwantlen University College	Surrey, BC
Larry Xiong	Coordinator, Institutional Research	Langara College	Vancouver, BC
Bill Katz	Senior Research Analyst	Malaspina University-College	Nanaimo, BC
Helen Sheridan	Research Systems Analyst	Mohawk College	Hamilton, ON
Bryon Zanyk	Coordinator of Institutional Development	North West Regional College	North Battleford, SK
Suzanne Drapeau	Manager, Institutional Research & Analysis	Nova Scotia Community College	Halifax, NS
Tony Skorjanc	Director of Research Services	Red Deer College	Red Deer, AB
Pam Grimshaw	Statistical Analyst, Research and Planning Department	Red River College	Winnipeg, MB
Gerlinde Sarkar	Director, Planning, Research and Development	Saskatchewan Institute of Applied Sciences and Technology (SIAST)	Saskatoon, SK
Harry Decock	Chair, GAS Strategic Planning	Seneca College	Willowdale, ON
Dawn MacDonald	Cooperative Education Coordinator	Yukon College	Whitehorse, YK
Anna Toneguzzo	Senior Policy Research Officer	Association of Canadian Community Colleges	Ottawa, ON
Francois Gélineau	Senior Policy and Research Officer	Canada Millennium Scholarship Foundation	Montréal, QC
Anne Motte	Policy and Research Officer	Canada Millennium Scholarship Foundation	Montréal, QC

1.3   Methodology

In late 2001, Consortium members met to develop a survey and establish a methodological approach. The Consortium then engaged a consultant to finalize the survey instrument, coordinate the data collection, analyze the data, and report on the survey findings.

Traditionally, this was a paper-based survey, which colleges administered to classes of students. In 2006, for the first time, colleges had the option of participating in either a paper-based or a web-based version of the survey. The Consortium hoped that a web-based survey would ease the administrative burden of the survey on colleges and encourage additional colleges to participate.

1.3.1   Questionnaire review and pre-test

This year, based on a review of the questionnaire, the Consortium eliminated some existing questions, added several new questions, and made a number of modifications to simplify question wording. Since several significant changes were made to the questionnaire and this was the first year that a web-based version of the survey was offered, the questionnaire was pre-tested with two classes of students at Red River College. One class of 31 students tested the paper-based questionnaire, and another class of 20 students tested the web-based questionnaire. Based on the pre-test, PRA recommended and made several small revisions to the survey. The CMSF translated the finalized version of the questionnaire (see Appendix A) into French.

1.3.2   Sampling

Nineteen colleges participated in this year's survey. Each participating college provided PRA with an estimate of its population of students, distributed by program type. PRA then constructed a sampling strategy for each college based on its current enrolment. This strategy was based on a target sample of 450 completes among larger institutions (with 1,500 students or more) and 300 among smaller institutions (with fewer than 1,500 students).

1.3.3   Field guide

To ensure consistency in the administration of the surveys, a field guide was developed in 2001. This field guide, modified slightly, was used again this year for the paper-based survey. The paper-based field guide contains:

- a schedule outlining the timing of the survey

- suggestions for the random selection of classes in which to administer the survey

- survey instructions for individuals responsible for administering the survey

- a reporting template and instructions about where to send completed questionnaires.

PRA also developed a field guide for administration of the web-based survey. The web-based field guide contains:

- a schedule outlining the timing of the survey

- suggestions for the random selection of students to receive the survey

- information on two options for administering the web survey (college-administered or PRA-administered)

- a template for reporting the final results of the survey administration.

Both field guides appear in Appendix B.

1.3.4 Paper-based survey

PRA distributed packages to each participating college, which included:

- a cover letter with general instructions

- the field guide

- between 350 and 500 blank questionnaires for distribution in class.

Five colleges participated in the paper-based survey and were responsible for choosing the classes to be surveyed in accordance with a predetermined sampling strategy by program type and campus.[3] At each college, survey coordinators were responsible for contacting instructors to alert them to the need for class time, distributing the survey, collecting the completed questionnaires, and shipping them to PRA.

To ensure that questionnaires were assigned to the correct college, each questionnaire had an ID number attached to it, and specific ranges of survey ID numbers were assigned to each college.

Upon return, the questionnaires were reviewed to ensure that the students filled them out correctly. PRA recorded the ID numbers of all completed questionnaires that were returned and then sent them for scanning. Any problems identified during the scanning process were reviewed.

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[3]   Note that one college participating in the paper-based survey opted to use mail-based administration instead of in-class administration since many students do not attend campus/class regularly.

1.3.5 Web-based survey

Two methods of administering the web-based survey were available: an e-mail invitation approach and an open invitation approach.

One college participated in the e-mail-invitation approach and supported the study by:

- generating a random sample of 1,000 students to receive the survey and providing PRA with an electronic database containing the e-mail addresses for these students

- providing PRA with an electronic logo for their college and the electronic signature of a college official for inclusion in an e-mail that the web host sent to the sample of students.

PRA's responsibilities for the e-mail invitation approach included liaising with colleges, providing the company contracted to host the on-line survey with a database of student e-mail addresses (where applicable), and preparing the introductory and reminder letters to students.

Thirteen colleges participated in the open invitation approach and supported the study by informing students of a web link they could use to access the survey. Colleges used various methods to inform students of the survey. Examples include:

- e-mailing students the web address

- taking classes of students to a computer lab to complete the survey on-line

- making in-class announcements about the survey

- placing posters with the survey information around campus

- placing notices on the college web site.

Regardless of the web approach used, PRA was responsible for responding to student questions about questionnaire content as well as technical questions about using the on-line survey.

1.3.6 Analysis

The scanned and web data were transferred to SPSS for cleaning and analysis. Out of range values and outliers were checked against the original questionnaire. Decisions were made regarding poor logic or other data issues (see Appendix C).

1.3.7 Sampling methodology

In 2003, it was decided that the number of questionnaires to be completed by each institution could be standardized. This practice was followed again this year.

As previously mentioned, larger colleges were asked to achieve a goal of 450 completed questionnaires. Such a target would provide most institutions with a theoretical error rate of +/- 4.5%, 19 times out of 20. Smaller colleges were asked to complete 300 surveys in order to achieve a similar theoretical error rate.

Table 2 shows the population and returned sample for each participating college by program.

Table 2: Program strata, population and sample											
	Access/ Upgrading		Career/ Technical		University Prep/Transfer		Post/Advanced Diploma		Degree Program		Total	
	Pop	Smp	Pop	Smp	Pop	Smp	Pop	Smp	Pop	Smp	Pop	Smp
Bow Valley College	1,095	33	1,797	33	0	0	0	2	0	1	2,892	71
Camosun College	1,860	64	3,871	124	2,734	76	0	8	0	30	8,465	316
Capilano College	184	12	1,790	125	2,716	93	49	19	758	16	5,497	265
Cégep de Sainte-Foy	0	5	3,028	407	3,519	26	0	486	0	4	6,547	947
College of the North Atlantic	657	17	6,898	285	265	24	1	13	0	14	7,821	368
Douglas College	600	9	3,100	62	4,800	146	0	5	0	39	8,500	272
Fleming College	120	24	5,070	455	25	19	158	26	0	76	5,373	618
Kwantlen University College	769	19	3,370	160	5,178	95	0	27	1,472	142	10,789	452
Langara College	14	12	1,516	136	6,014	378	0	5	0	48	7,544	591
Malaspina University-College	759	59	681	95	4,120	75	0	8	0	581	5,560	858
Mohawk College	0	13	8,298	445	0	38	183	43	807	64	9,288	625
North West Regional College	100	74	150	82	0	6	0	3	128	23	378	189
Nova Scotia Community College	1,411	29	7,390	196	0	8	177	21	0	24	8,978	286
Red Deer College	544	12	1,584	41	1,746	95	0	9	23	60	3,897	227
Red River College	567	46	4,559	309	0	3	87	18	273	38	5,486	415
Seneca College	43	7	16,916	135	431	44	635	22	300	33	18,325	247
SIAST	2,310	93	4,265	260	545	10	0	11	0	29	11,983	414
Yukon College	210	26	252	38	181	16	0	3	65	17	708	111
Overall*	11,243	554	74,535	3,388	32,274	1,152	1,290	729	3,826	1,239	128,031	7,272
% of total	8.8%	7.6%	58.2%	46.6%	25.2%	15.8%	1.0%	10.0%	3.0%	17.0%	-	-
Note: Some students did not indicate which type of program they are currently enrolled in, therefore, sample for colleges may not sum to total. Also, note that, the population excludes students enrolled in apprenticeship courses, non-credit courses, and courses delivered on contract to specific employers. * Confederation College was unable to provide student enrolment information by program type and is not in the table.											

1.3.8 Survey returns

In 2006, 19 colleges participated in the survey. Twenty colleges initially agreed to participate, but George Brown College withdrew due to the timing of the Ontario colleges' faculty members' strike.

Colleges conducted the survey at various times that best suited their internal needs. In most cases, survey packages were distributed in early March 2006. Colleges that used the paper version of the questionnaire administered them between March and mid-April 2006, depending on the institution. The on-line version of the questionnaire was open from late February until the end of April 2006.

Table 3 shows the population, the number of questionnaires completed using the paper or web-based survey, and the theoretical error rate based on the total number of completed questionnaires. The error rate for individual colleges ranges from +/- 2.8% to 11.6%, 19 times out of 20. Overall, the error rate is +/- 1.1%. In total, 7,438 students from 19 colleges completed surveys from February to April 2006.

Table 3: Sample size and theoretical error rate					
College	**Population**	**Completions**			**Theoretical error rate (19 times out of 20)**
		Paper	**Web**	**Total**	
British Columbia and Territories					
Camosun College	8,465	314	2	316	5.4%
Capilano College	5,497	264	1	265	5.8%
Douglas College	8,500	0	272	272	5.9%
Kwantlen University College	10,789	452	0	452	4.5%
Langara College	7,544	0	591	591	3.8%
Malaspina University-College	5,560	0	858	858	2.9%
Yukon College	708	108	3	111	8.0%
Alberta					
Bow Valley College	2,892	0	71	71	11.6%
Red Deer College	3,897	0	227	227	6.3%
Saskatchewan and Manitoba					
North West Regional College	378	189	0	189	3.6%
Red River College	5,486	410	5	415	4.5%
SIAST	11,983	0	414	414	4.8%
Ontario					
Confederation College	2,926	0	166	166	7.3%
Fleming College	5,373	21	597	618	3.6%
Mohawk College	9,288	0	625	625	3.7%
Seneca College	18,325	0	247	247	6.3%
Quebec					
Cégep de Sainte-Foy	6,547	0	947	947	2.8%
Atlantic					
College of the North Atlantic	7,821	0	368	368	5.0%
Nova Scotia Community College	8,978	0	286	286	5.7%
Overall	130,810	1,758	5,680	7,438	1.1%

2.0 Student profile

In this section, we provide a profile of students including a demographic profile, an academic profile, and college and post-college plans.

2.1 Personal profile

In 2006, the typical college student is:

- **Female.** In 2006, more than two-thirds (69%) of respondents are female.

- **24 years of age.** Seventy percent of students are 24 years of age or younger.

- **English.** Slightly more than 8 students in 10 (83%) report that English is their primary language.

- **Born in Canada.** Some 86% of students were born in Canada, and 8% were born elsewhere but are Canadian citizens.

- **Single.** About 7 students in 10 (70 %) report being single.

About 1 student in 10 says that s/he is of Aboriginal ancestry (9%), is a member of a visible minority (10%), or has a disability (10%).

See Table 4 for complete results.

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Table 4: Personal profile	All colleges (n=7,438)	SIAST (n=414)
Gender Q34		
Female	69%	59%
Male	31%	41%
Age Q35		
19 and under	32%	22%
20 to 24	38%	41%
25 to 29	13%	15%
30 to 39	11%	15%
40 or over	7%	7%
Average age (years)	24.2	25.4
Marital status Q45		
Married or with long-term partner	30%	29%
Single (incl. divorced/separated)	70%	71%
Primary language Q36		
English	83%	98%
French	13%	<1%
Other	4%	1%
Disability Q41		
Total self-identified	10%	17%
Visible minority Q43		
Total self-identified	10%	6%
Aboriginal status Q42		
Total self-identified	9%	20%
Citizenship Q44		
Born in Canada and	86%	96%
Both parents born in Canada	70%	91%
Only one parent born in Canada	10%	4%
Neither parent born in Canada	7%	2%
Not born in Canada, now a citizen	8%	2%
Landed immigrant/permanent resident	4%	2%
Visa student	2%	<1%
Refugee	<1%	
Note: The 'no responses' have been removed; therefore, the number of respondents fluctuates for each question. The reported n-size represents the total number of students surveyed.		

2.1.1 Living arrangements

Almost 6 students in 10 live independently, most often in off-campus, rented accommodations (39%), but also in personally owned homes (12%) or on campus (4%).

One student in three (31%) reports having moved to attend college. Among those who had moved, more than 4 in 5 report that they had moved more than 100 kilometres, including 28% of students who had moved over 500 kilometres. See Table 5.

Table 5: Living arrangements		
	All colleges (n=7,438)	**SIAST (n=414)**
Current living arrangements Q40		
With parents	43%	25%
In off-campus rental accommodations	39%	59%
In personally owned home	12%	14%
In on-campus housing	4%	<1%
Other	3%	2%
Moved to attend college Q38		
Yes	31%	44%
No	69%	56%
Distance moved to attend college Q39		
Less than 49 km	7%	5%
50 to 99 km	11%	11%
100 to 249 km	31%	30%
250 to 499 km	24%	35%
500 km or more	28%	18%
Note: The 'no responses' have been removed; therefore, the number of respondents fluctuates for each question. The reported n-size represents the total number of students surveyed.		

2.2 Dependents/children

Table 6 shows that in 2006:

- About 1 student in 5 (20%) reports having at least one dependent, including 17% who report having at least one dependent child[4].

- About 1 student in 20 (6%) reports being responsible for an adult dependent[5].

Table 6: Dependents		
	All colleges (n=7,438)	**SIAST (n=414)**
Any dependents	20%	29%
Children Q46	17%	27%
Adult dependents Q47	6%	6%
Note: The 'no responses' have been removed; therefore, the number of respondents fluctuates for each question. The reported n-size represents the total number of students surveyed.		

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4   Dependent children were defined as *children for whom you are financially responsible*.
5   An adult dependent was defined as *an adult who requires your financial aid or support and who resides with you.*

2.2.1 Level of education of students' parents

Among college students (some results shown in Table 7):

- Two students in 3 (65%) report that at least one parent has at least some post-secondary education, including 34% who report that both parents have at least some post-secondary education.

- About 4 students in 10 report that their father (43%) or mother (44%) does not have any post-secondary education, having a high school diploma or less. In fact, about 1 in 5 students (27%) say that his/her parents have not taken any education after high school.

- About 1 student in 5 reports that his/her father (22%) or mother (17%) has not completed high school.

Table 7 shows the education levels of the students' fathers and mothers as reported by these respondents.

Table 7: Highest level of parents' education		
	All colleges (n=7,438)	**SIAST (n=414)**
Father's education Q48		
Less than high school	22%	31%
High school diploma	21%	23%
College/technical institute	17%	17%
Apprenticeship/trade certification	10%	7%
University	23%	11%
Don't know	7%	11%
Mother's education Q49		
Less than high school	17%	18%
High school diploma	27%	32%
College/technical institute	25%	23%
Apprenticeship/trade certification	4%	2%
University	22%	18%
Don't know	5%	7%
Note: The 'no responses' have been removed; therefore, the number of respondents fluctuates for each question. The reported n-size represents the total number of students surveyed. Responses may not sum to 100% due to rounding.		

2.3 Activities prior to enrolling

About 2 students in 3 report that they pursued academic activities in the 12-month period prior to enrolling in their current year of studies. In 2006, students most commonly report that they were:

- **Attending post-secondary institution.** Almost 4 students in 10 were attending college (29%) or university (8%), typically on a full-time basis. In fact, almost half (47% - not shown in Table 8) report having completed at least some post-secondary education in the past.

- **Attending high school.** About 1 student in 4 was in high school either full (22%) or part-time (2%).

Just over 1 student in 3 (34%) reports that s/he was not involved in academic activities in the 12 months prior to enrolling in his/her current program. See Table 8 for complete results.

Table 8: Academic activities - 12 months prior to current year of studies Q3/Q4		
	All colleges (n=7,438)	**SIAST (n=414)**
Attended high school	**23%**	**15%**
Full-time	22%	14%
Part-time	2%	<1%
Attended GED/academic upgrading	**5%**	**9%**
Full-time	3%	7%
Part-time	2%	2%
Attended college	**29%**	**10%**
Full-time	25%	9%
Part-time	5%	1%
Attended university	**8%**	**9%**
Full-time	7%	8%
Part-time	1%	1%
Not involved in academics	**34%**	**56%**
Note: The 'no responses' have been removed; therefore, the number of respondents fluctuates for each question. The reported n-size represents the total number of students surveyed. Responses may not sum to 100% due to rounding.		

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In the 12 months prior to their current year of studies, college students undertook non-academic activities.

- Almost 7 students in 10 were working, either full time (36%) or part time (32%).

- Just over 1 student in 10 was unemployed, including 6% who were looking for work.

- The remaining students were full-time students (10%), homemakers (5%), or working in a co-op program or internship (<1%).

See Table 9.

Table 9: Non-academic activities - 12 months prior to enrollment Q5		
	All colleges (n=7,418)	**SIAST (n=414)**
Working	**68%**	**67%**
Full-time	36%	48%
Part-time	32%	19%
Unemployed	**11%**	**11%**
But seeking work	6%	6%
Not seeking work	6%	6%
Full-time homemaker/caring for family members	5%	8%
Co-op/practicum/internship	<1%	<1%
Retired	<1%	
Other	5%	4%
Not applicable - full-time student only	10%	8%
Note: Responses are not mutually exclusive; therefore, responses will not sum to 100%.		

2.4   Academic profile

We asked students a series of questions about their current academic program.

2.4.1 Program type

As shown in Table 10 (next page):

- About half (49%) of students participating in this year's survey are in a career or technical program.

- The other half of responding students are in University Preparation or Transfer (16%), Access or Upgrading (8%), Degree (17%), or Post- or Advanced Diploma (10%) programs.

Table 10: Program type Q7	All colleges (n=7,223)	SIAST (n=403)
Career/technical	49%	65%
Degree program	17%	7%
University prep./transfer	16%	2%
Post/advanced diploma	10%	3%
Access/upgrading	8%	23%
Note: Responses may not sum to 100% due to rounding.		

As shown in Table 11 (next page):

- Almost all college students (89%) are enrolled full-time.

- About 6 students in 10 (62%) are enrolled in a program that takes more than two years to complete, including 27% who say their program will take three years or more to complete.

- About 6 students in 10 (62%) began their post-secondary studies within the past two years.

- At the time of the survey, just less than half (46%) expected to complete all their post-secondary studies within two years, including 25% who have less than one year left.

- Almost 1 student in 4 (23%) reports that it will take him/her four years or more to complete his/her post-secondary studies.

- As expected, over 9 students in 10 (93%) report having at least a high school diploma or equivalent.

Table 11: Academic profile		
	All colleges (n=7,438)	**SIAST (n=414)**
Enrollment status Q6		
Full-time student	89%	95%
Part-time student	11%	5%
Length of program Q8		
Less than 1 year	18%	31%
One year to 23 months	20%	26%
Two years to 35 months	35%	28%
Three years to 47 months	13%	8%
Four years or more	14%	7%
How long has it been since starting at a post-secondary institution Q9		
Less than 1 year	40%	50%
One year to 23 months	22%	27%
Two years to 35 months	15%	10%
Three years to 47 months	8%	4%
Four years or more	14%	9%
Expected time to program completion Q10		
Less than 1 year	25%	39%
One year to 23 months	21%	22%
Two years to 35 months	18%	19%
Three years to 47 months	14%	12%
Four years or more	23%	9%
Highest grade completed before starting current program Q1		
Less than grade 9	1%	3%
Some high school	6%	13%
High school diploma/equivalent	93%	84%
Note: The 'no responses' have been removed; therefore, the number of respondents fluctuates for each question. The reported n-size represents the total number of students surveyed. Questions may not sum to 100% due to rounding.		

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2.4.2 Interrupted studies

Overall, slightly less than 1 in 5 students (18%) has interrupted his/her studies, most often for less than two years (14%). We asked students to report the reason(s) they interrupted their studies (multiple responses allowed) and identify the *main* reason for the interruption:

- **Insufficient funds.** About 4 students in 10 (41%) say that they interrupted their studies at least in part due to insufficient funds. Some 27% cite this as the main reason for the interruption.

- **Changes in program of study.** Almost 1 in 4 (24%) reports that s/he took time off from school due to a change in program, and 16% cite this as the main reason.

- **Time conflicts.** About 1 in 5 students reports that s/he interrupted his/her studies because of time conflicts with work (22%), while about the same percentage report interrupting their studies for personal responsibilities (20%). About 10% of students report either of these as the main reason for interrupting their studies.

See Table 12 for results.

Table 12: Academic Profile		
	All colleges (n=7,438)	**SIAST (n=414)**
Length of interrupted studies Q13/Q16		
Never	82%	88%
Less than one year	9%	5%
One year to 23 months	5%	4%
Two years to 35 months	2%	2%
Three years to 47 months	<1%	<1%
Four years or more	2%	<1%
Reason for interrupted studies Q14		
Insufficient funds	41%	44%
I decided to change my program	24%	34%
Time conflict with work	22%	16%
Time conflict with family/personal responsibilities	20%	22%
Academic difficulties	16%	8%
I moved	10%	16%
My family/friends were not supportive	5%	4%
Other	29%	16%
Note: The 'no responses' have been removed; therefore, the number of respondents fluctuates for each question. The reported n-size represents the total number of students surveyed. Note: For Q14, students could choose more than one answer. The percentages will sum to more than 100%.		

2.5   Post-graduation activities

We asked students about their plans once they complete their current college program. After completing their programs, students plan to:

- **Work.** Just over half of students (55%) plan to work right after completing their college program. Most commonly, they will be seeking employment (49%), although a few will continue working at their current job (4%) or start their own business (2%).

- **Continue their education.** Four students in 10 (40%) plan to continue their education, most commonly by taking a university program (30%), although some plan to take another college program (10%).

See Table 13.

Table 13: Activities after graduation Q32	All colleges (n=7,308)	SIAST (n=411)
Employment		
Seek employment	49%	65%
Continue working at job	4%	2%
Start own business	2%	4%
Education		
Take a university program	30%	10%
Take another college program	10%	16%
Other	5%	4%
Note: Responses may not sum to 100% due to rounding.		

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As Table 14 shows:

- The majority of students (80%) are at least *somewhat confident* that they will obtain a job related to their current field of study, including more than one-third who say they are *very confident* (36%).

- More than 1 in 10 students (13%) report that they are *not very confident* or *not confident at all*.

Table 14: Confident will obtain job related to current field of study Q33		
	All colleges (n=7,306)	**SIAST (n=411)**
Very confident	36%	49%
Somewhat confident	44%	39%
Not very confident	9%	4%
Not at all confident	4%	2%
Not sure/not applicable	7%	5%
Note: Responses may not sum to 100% due to rounding.		

3.0   Financing college education

In this section, we report on how college students finance their education, including sources of income and support.

3.1   Sources of financial support

We asked students to indicate the approximate amount of money they have received or will receive from 12 different sources over the course of their current year of studies.

Almost all (99%) report drawing money from at least one of these sources. Most (85%) will draw on two or more of these sources.

As shown in Table 15, in 2006:

- Some 87% will depend on money they have personally secured, most commonly from work income (70%) and personal savings (47%).

- Some 59% will draw money from their family.

- About 46% will receive money from a government program, most commonly a government student loan (29%), although many report receiving a government student grant or bursary (13%).

Table 15: Sources of financial support Q18		
	All colleges (n=7,427)	**SIAST (n=414)**
Personal		
Work income	70%	53%
Personal savings	47%	47%
Academic scholarship	25%	16%
Line of credit/bank loan	18%	24%
Family		
Money from family	59%	57%
Government		
Government student loan	29%	27%
Government grant/bursary	13%	9%
Employment Insurance	7%	10%
Training grant	4%	8%
Social/Income Assistance	3%	12%
Indian and Northern Affairs	3%	7%
Government disability benefits	3%	4%
Note: Students could choose more than one answer. The percentages will sum to more than 100%.		

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3.1.1 Personal sources

The vast majority of students (87%) rely on at least one personal source of income during their current year of studies. See Tables 16 to 19.

- As mentioned, the single most common source of financial support comes from working (whether from a summer or current job) and is the main (highest) source of income for 35% of students. Among those who work, the majority (59%) report that they use over $2,000 from this source.

Table 16: Amount received from work income Q18	All colleges (n=7,427)	SIAST (n=414)
$0	30%	47%
$1 to $1,000	16%	14%
$1,001 to $2,000	13%	10%
$2,001 to $4,000	15%	8%
$4,001 to $7,000	11%	8%
$7,001 to $10,000	7%	6%
Over $10,000	8%	7%
Note: Responses may not sum to 100% due to rounding.		

- About half of students report using money from personal savings. Among those drawing on this source, most (73%) report using $2,000 or less.

Table 17: Amount received from personal savings Q18	All colleges (n=7,427)	SIAST (n=414)
$0	53%	53%
$1 to $1,000	25%	23%
$1,001 to $2,000	9%	7%
$2,001 to $4,000	6%	7%
$4,001 to $7,000	3%	7%
$7,001 to $10,000	1%	1%
Over $10,000	2%	<1%
Note: Responses may not sum to 100% due to rounding.		

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- About 1 in 4 students receives money from an academic scholarship; almost all students (96%) who received a scholarship say it was for $4,000 or less, and 62% say it was for $1,000 or less.

Table 18: Amount received from academic scholarship Q18	All colleges (n=7,427)	SIAST (n=414)
$0	75%	84%
$1 to $1,000	15%	8%
$1,001 to $2,000	5%	1%
$2,001 to $4,000	3%	4%
$4,001 to $7,000	<1%	1%
$7,001 to $10,000	<1%	<1%
Over $10,000	<1%	<1%
Note: Responses may not sum to 100% due to rounding.		

- Almost 1 student in 5 uses a personal bank loan or line of credit. Students who use a bank loan or personal line of credit tend to rely on it for a considerable amount of money, as 48% of those who use one say it was for more than $4,000.

Table 19: Amount received from personal bank loan Q18	All colleges (n=7,427)	SIAST (n=414)
$0	82%	76%
$1 to $1,000	4%	3%
$1,001 to $2,000	2%	2%
$2,001 to $4,000	3%	3%
$4,001 to $7,000	3%	7%
$7,001 to $10,000	3%	4%
Over $10,000	2%	5%
Note: Responses may not sum to 100% due to rounding.		

3.1.2 Family support

Table 20 shows the overall contribution of family support.

- Some 6 students in 10 report using financial support from their family (59%).

- About 1 student in 4 reports that financial support from family is the main source of funding (18%).

- Among students who receive financial support from their family, 59% receive $2,000 or less. However, 14% of those who receive financial support from their family say they received over $7,000.

Table 20: Amount received from family and other sources Q18	All colleges (n=7,427)	SIAST (n=414)
$0	41%	43%
$1 to $1,000	24%	25%
$1,001 to $2,000	11%	9%
$2,001 to $4,000	10%	8%
$4,001 to $7,000	6%	6%
$7,001 to $10,000	3%	3%
Over $10,000	5%	5%
Note: Responses may not sum to 100% due to rounding.		

3.1.3 Government support

Just less than half of students (46%) report receiving money from government sources. See Tables 21 to 23.

- Government student loans are the most common type of government income, with about 3 students in 10 using this source.

- About 1 students in 5 (18%) report that student loans are their main source funding for their education. Almost all students with a student loan (93%) received more than $1,000, and 44% received more than $7,000.

Table 21: Amount received from government student loans Q18	All colleges (n=7,427)	SIAST (n=414)
$0	71%	73%
$1 to $1,000	2%	<1%
$1,001 to $2,000	3%	1%
$2,001 to $4,000	5%	5%
$4,001 to $7,000	6%	5%
$7,001 to $10,000	7%	7%
Over $10,000	6%	8%
Note: Responses may not sum to 100% due to rounding.		

- Just over 1 student in 10 reports receiving a government grant/bursary (13%), while less than 1 in 10 receives employment insurance funding (7%). The majority reports receiving $2,000 or less from these sources.

Table 22: Amount received from government grants or employment insurance Q18	All colleges (n=7,427)	SIAST (n=414)
Government grant/bursary		
$0	87%	91%
$1 to $1,000	5%	2%
$1,001 to $2,000	4%	2%
$2,001 to $4,000	3%	3%
$4,001 to $7,000	<1%	<1%
$7,001 to $10,000	<1%	<1%
Over $10,000	<1%	<1%
Employment insurance		
$0	93%	90%
$1 to $1,000	2%	4%
$1,001 to $2,000	<1%	1%
$2,001 to $4,000	1%	1%
$4,001 to $7,000	1%	2%
$7,001 to $10,000	<1%	<1%
Over $10,000	<1%	<1%
Note: Responses may not sum to 100% due to rounding.		

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- Less than 1 student in 10 reports receiving money from training grants, social assistance, Aboriginal sponsorships, or disability benefits.

Table 23: Amount received from government assistance programs Q18	All colleges (n=7,427)	SIAST (n=414)
Training grant		
$0	96%	92%
$1 to $1,000	<1%	2%
$1,001 to $2,000	<1%	<1%
$2,001 to $4,000	<1%	<1%
$4,001 to $7,000	<1%	2%
$7,001 to $10,000	<1%	2%
Over $10,000	<1%	<1%
SA/IA		
$0	97%	88%
$1 to $1,000	1%	3%
$1,001 to $2,000	<1%	2%
$2,001 to $4,000	<1%	1%
$4,001 to $7,000	<1%	2%
$7,001 to $10,000	<1%	2%
Over $10,000	<1%	2%
Funding for Aboriginals		
$0	97%	93%
$1 to $1,000	<1%	1%
$1,001 to $2,000	<1%	
$2,001 to $4,000	<1%	2%
$4,001 to $7,000	<1%	1%
$7,001 to $10,000	<1%	2%
Over $10,000	<1%	1%
Disability benefits		
$0	97%	96%
$1 to $1,000	<1%	<1%
$1,001 to $2,000	<1%	<1%
$2,001 to $4,000	<1%	<1%
$4,001 to $7,000	<1%	<1%
$7,001 to $10,000	<1%	
Over $10,000	<1%	1%
Note: Responses may not sum to 100% due to rounding.		

4.0   Expenditures

In this section, we report on students' monthly expenditures on both education-related expenses and living expenses.

4.1   Education-related expenses

As Table 24 shows, almost all students (98%) report paying something for their tuition and mandatory fees for their current year of studies.

- In 2006, almost 9 students in 10 (89%) say they pay $5,000 or less for tuition, this includes 22% who report paying $1,000 or less.

- Just 1 in 25 students (4%) reports paying $7,500 or more for his/her tuition and mandatory fees.

Table 24: Annual tuition and mandatory fees Q20		
	All colleges (n=7,420)	**SIAST (n=414)**
$0	2%	17%
$1 to $500	13%	1%
$501 to $1,000	7%	<1%
$1,001 to $2,500	23%	7%
$2,501 to $3,500	24%	19%
$3,501 to $5,000	19%	37%
$5,001 to $7,500	7%	12%
Over $7,500	4%	6%
Note: Responses may not sum to 100% due to rounding.		

4.1.1 Books and education-related equipment

As shown in Table 25, almost all students (98%) report spending something on books, education-related equipment and supplies.

- Some 8 in 10 (79%) report spending $1,000 or less, including 34% who report spending $500 or less.

- Few students (3%) report spending over $2,000 a year on books, education-related equipment and supplies.

Table 25: Books, education-related equipment and supplies Q21	All colleges (n=7,424)	SIAST (n=414)
$0	2%	13%
$1 to $200	8%	8%
$201 to $500	24%	9%
$501 to $750	25%	21%
$751 to $1,000	20%	19%
$1,001 to $1,500	13%	18%
$1,501 to $2,000	5%	8%
Over $2,000	3%	4%
Note: Responses may not sum to 100% due to rounding.		

4.2   Overview of living expenses

We asked students to indicate how much they spend in an average month on 11 types of living expenses. Table 26 shows the percentage of students who report spending at least something on each type of living expense.

- About 9 students in 10 report some monthly expenditure on *clothing and personal incidentals, food, transportation,* and *entertainment.*

- About 3 in 4 students report having to spend money on *living accommodations* and *utilities not included in their rent.*

- About half made *personal debt payments* or *medical payments*.

- Just under 1 in 4 students reports *contributing to savings*.

- Few report spending on *daycare* or *child support or alimony payments.*

Table 26: Monthly expenses Q22/Q23		
	All colleges (n=7,438)	**SIAST (n=414)**
Clothing and personal incidentals	94%	96%
Food	94%	98%
Transportation	90%	91%
Entertainment	88%	86%
Living accommodations Q22	76%	89%
Utilities not included in rent	72%	88%
Personal debt payment	52%	57%
Medical	52%	55%
Contributions to savings	24%	20%
Daycare	9%	17%
Child support/alimony payments	2%	2%
Note: The 'no responses' have been removed; therefore, the number of respondents fluctuates for each question. The reported n-size represents the total number of students surveyed.		

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4.2.1 Accommodation

Although 1 student in 4 (24%) does not have monthly accommodation expenses, for those who do, it typically accounts for the single largest monthly expense. Among students who report having accommodation expenses:

- Almost 9 in 10 (86%) are paying $1,000 or less each month in rent or mortgage payments, including almost 44% who are paying $500 or less.

- About 14% are paying more than $1,000 a month for living accommodations.

Table 27 shows the results for all respondents.

Table 27: Monthly accommodation expenses Q22		
	All colleges (n=7,426)	**SIAST (n=414)**
$0	24%	11%
$1 to $500	34%	41%
$501 to $1,000	31%	38%
$1,001 to $1,500	6%	6%
Over $1,500	5%	5%
Note: Responses may not sum to 100% due to rounding.		

4.2.2 Other living expenses

Tables 28 to 32 present the other living expenses reported by students.

- As mentioned, almost all students report spending money on clothing and personal items. The vast majority of students (87%) report spending, on average, $100 or less in a month, including about half (57%) who spend $50 or less.

Table 28: Monthly clothing and personal incidental expenses Q23		
	All colleges (n=7,429)	**SIAST (n=414)**
$0	6%	4%
$1 to $50	51%	54%
$51 to $100	30%	29%
$101 to $200	10%	9%
$201 to $400	2%	1%
Over $400	<1%	2%
Note: Responses may not sum to 100% due to rounding.		

- The typical student's monthly expenditures on food tend to be higher than other expenses, as more than half (56%) spend over $100. Some 6% of respondents report that they spend no money on food a month.

Table 29: Monthly food expenses Q23		
	All colleges (n=7,429)	SIAST (n=414)
$0	6%	2%
$1 to $50	17%	12%
$51 to $100	22%	26%
$101 to $200	28%	31%
$201 to $400	20%	20%
Over $400	8%	8%
Note: Responses may not sum to 100% due to rounding.		

- For some, transportation can be another substantial expense. While more than half (65%) of students spend $100 or less, more than one-third (36%) report spending over $100 a month.

Table 30: Monthly transportation expenses Q23		
	All colleges (n=7,429)	SIAST (n=414)
$0	10%	9%
$1 to $50	25%	20%
$51 to $100	30%	31%
$101 to $200	20%	23%
$201 to $400	12%	11%
Over $400	4%	5%
Note: Responses may not sum to 100% due to rounding.		

- About 3 in 4 students (72%) report having monthly expenses for utilities not included in rent, such as gas, electricity, or cable, and for some students, utilities can be a considerable expense. In fact, almost 1 in 4 students (17%) reports spending over $200 a month.

Table 31: Monthly utility expenses Q23		
	All colleges (n=7,429)	SIAST (n=414)
$0	28%	12%
$1 to $50	16%	12%
$51 to $100	21%	21%
$101 to $200	18%	25%
$201 to $400	12%	18%
Over $400	5%	11%
Note: Responses may not sum to 100% due to rounding.		

- Entertainment expenditures are quite common, but, as with clothing, most (91%)
  spend $100 or less on such activities in an average month, including about half (70%)
  who spend $50 or less.

Table 32: Monthly entertainment expenses Q23		
	All colleges (n=7,429)	**SIAST (n=414)**
$0	12%	14%
$1 to $50	58%	59%
$51 to $100	21%	21%
$101 to $200	7%	5%
$201 to $400	1%	<1%
Over $400	<1%	<1%
Note: Responses may not sum to 100% due to rounding.		

Spending on other expenses is less typical (see Tables 33 to 35), as half of students or less report spending money on the following expenses.

- About twice as many students report making debt payments (52%) as report saving
  money (24%) each month. Many students (27%) report debt payments of over $100
  per month, while few (5%) report comparable monthly contributions to savings.

Table 33: Monthly financial expenses Q23		
	All colleges (n=7,429)	**SIAST (n=414)**
Debt payments		
$0	48%	43%
$1 to $50	11%	14%
$51 to $100	14%	14%
$101 to $200	12%	12%
$201 to $400	8%	9%
Over $400	7%	8%
Savings		
$0	76%	80%
$1 to $50	12%	9%
$51 to $100	6%	7%
$101 to $200	3%	2%
$201 to $400	1%	<1%
Over $400	1%	<1%
Note: Responses may not sum to 100% due to rounding.		

- Among those who typically have medical expenses in a month, almost all report spending $100 or less.

Table 34: Monthly medical expenses Q23	All colleges (n=7,429)	SIAST (n=414)
$0	48%	45%
$1 to $50	38%	39%
$51 to $100	10%	10%
$101 to $200	3%	4%
$201 to $400	1%	1%
Over $400	<1%	<1%
Note: Responses may not sum to 100% due to rounding.		

- Few students report daycare or child support expenditures. About 3 students in 4 with daycare expenses (7% overall) spend over $100 a month.

Table 35: Monthly family expenses Q23	All colleges (n=7,429)	SIAST (n=414)
Daycare		
$0	91%	83%
$1 to $50	1%	1%
$51 to $100	1%	<1%
$101 to $200	2%	5%
$201 to $400	2%	5%
Over $400	3%	5%
Child support/alimony		
$0	98%	98%
$1 to $50	<1%	<1%
$51 to $100	<1%	<1%
$101 to $200	<1%	<1%
$201 to $400	<1%	<1%
Over $400	<1%	<1%
Note: Responses may not sum to 100% due to rounding.		

5.0   Student debt

In this section, we report on students' debt situations, including estimates of their current and future education-related debt. We also report on students' concern with the debt they will have to incur to fund their post-secondary education.

5.1   Budgeting

The vast majority of students report following some form of a budget (87%), although most only do so somewhat (55%). See Table 36.

Table 36: Follow a budget Q19	All colleges (n=7,432)	SIAST (n=414)
Yes	32%	36%
Somewhat	55%	54%
No	13%	9%
Note: Responses may not sum to 100% due to rounding.		

5.2   Financial problems

As shown in Table 37, some 3 students in 10 (30%) report that they had to interrupt their studies, reduce their course load, or delay enrolling in their current program due to a lack of financial resources.

Table 37: Impact of lack of money on education	All colleges (n=7,438)	SIAST (n=414)
Interrupt studies due to insufficient funds Q14	7%	5%
Reduce course load due to lack of money Q17	17%	8%
Delay enrolling due to lack of financial resources Q11	18%	17%
Answered yes to any of the above questions	30%	23%
Note: The 'no responses' have been removed; therefore, the number of respondents fluctuates for each question. The reported n-size represents the total number of students surveyed.		

Among students who had to delay enrolling in their current program due to a lack of financial resources, about 6 in 10 students (58%) had to delay their studies for less than two years. However, almost 1 in 4 (23%) students who delayed enrolling did so for three years or more. See Table 38 for results.

Table 38: Length of delay enrolling in current program Q12	All colleges (n=1,343)	SIAST (n=69)
Less than 1 year	18%	19%
1 year to under 2 years	40%	46%
2 years to under 3 years	19%	13%
3 years or more	23%	22%
Average age (years)	2.2	1.8
Note: Responses may not sum to 100% due to rounding.		

5.3   Student debt levels

We asked students how much education-related debt, such as student loans or other related loans/debts, they have accumulated during their studies so far.

In 2006, more than half of the students report some level of debt.

- Overall, 78% report debt of $10,000 or less, including 47% who report no debt.

- About 1 in 5 students (21%) reports a current debt of $10,000 or more, including a few (3%) with debt of over $30,000.

See Table 39.

Table 39: Accumulated education-related debt Q24	All colleges (n=7,404)	SIAST (n=414)
None	47%	42%
Less than $5,000	17%	15%
$5,001 to $10,000	14%	16%
10,001 to $15,000	8%	10%
$15,001 to $30,000	10%	14%
Over $30,000	3%	3%
Note: Responses may not sum to 100% due to rounding.		

We asked students how much education-related debt they believe they will have by the time they graduate or complete their program of study. Overall, some 59% of students anticipate having at least some debt by the time they graduate.

- About 2 students in 3 (64%) expects debt of $10,000 or less, while 1 in 3 (35%) expects that it will be over $10,000.

We asked students how long they expect it will take them to repay their debt.

- About 1 student in 5 (34% of those anticipating debt) expects to be able to repay any education-related debt within three years of graduating.

- About 1 in 6 (26% of those anticipating debt) thinks that s/he will be able to repay his/her debt in four to seven years, while roughly 1 in 10 (19% of those anticipating debt) believes it will take eight years or more to repay.

- More than 1 student in 10 (12%) is anticipating debt, but does not know how long it will take to repay.

See Table 40.

Table 40: Anticipated debt		
	All colleges (n=7,438)	**SIAST (n=414)**
Anticipated education-related debt Q25		
No debt anticipated	41%	40%
Less than $5,000	11%	11%
$5,001 to $10,000	12%	14%
10,001 to $15,000	8%	9%
$15,001 to $30,000	16%	17%
Over $30,000	11%	9%
Anticipated number of years required to repay student debt Q26		
No debt anticipated	41%	40%
3 years or less	20%	22%
4 to 7 years	15%	19%
8 to 11 years	7%	7%
More than 11 years	5%	4%
Don't know	12%	8%
Note: The 'no responses' have been removed; therefore, the number of respondents fluctuates for each question. The reported n-size represents the total number of students surveyed. Responses may not sum to 100% due to rounding.		

5.4   Perceptions of debt

As shown in Table 41:

- About 7 students in 10 (68%) are *at least mildly concerned* about having enough funding to complete their college education. This includes 28% who are *very concerned.*

- Almost 7 students in 10 (68%) are *at least mildly concerned* about the amount of debt they estimate that they will incur, including 36% who are *very concerned*.

- Some 6 in 10 (63%) are *at least mildly concerned* with their ability to repay the debt within a reasonable amount of time, including 31% who are *very concerned*.

- Almost 8 in 10 (79%) are *at least mildly concerned* about having enough money to cover additional costs, such as car repairs or medical costs. This includes 42% who are *very concerned.*

Table 41: Concern about debt Q27		
	All colleges (n=7,438)	**SIAST (n=414)**
Having enough funding to complete college education		
Very concerned	28%	26%
Moderately concerned	20%	22%
Mildly concerned	20%	19%
Not at all concerned	31%	31%
Don't know	<1%	1%
Amount of debt you estimate you will incur		
Very concerned	36%	33%
Moderately concerned	17%	19%
Mildly concerned	15%	16%
Not at all concerned	30%	30%
Don't know	2%	2%
The amount of time it will take to repay your student debt		
Very concerned	31%	31%
Moderately concerned	19%	21%
Mildly concerned	13%	11%
Not at all concerned	34%	34%
Don't know	3%	2%
Having enough money to cover additional costs		
Very concerned	42%	47%
Moderately concerned	21%	23%
Mildly concerned	16%	15%
Not at all concerned	19%	15%
Don't know	1%	1%
Note: The 'no responses' have been removed; therefore, the number of respondents fluctuates for each question. The reported n-size represents the total number of students surveyed.		

6.0   Student employment

In this final section, we report on students' employment and its effect on their education.

6.1   Work for pay

We asked students, on average, how many hours they work for pay each week during the school term. As shown in Table 42, over half report working for pay while in school, while almost 4 students in 10 (38%) report working for 11 or more hours a week during the school term.

Table 42: Amount of time spent working for pay Q28	All colleges (n=7,339)	SIAST (n=412)
Never or rarely	43%	65%
1 to 5 hours	8%	8%
6 to 10 hours	12%	7%
11 to 20 hours	22%	12%
More than 20 hours	16%	8%
Note: Responses may not sum to 100% due to rounding.		

We asked students to identify the main reason they work for pay while in school. As shown in Table 43, among students who report working for pay during the school term:

- More than half (56%) say that they work to pay for necessities for themselves or their family.

- Slightly less than 1 student in 4 says that s/he works to pay for non-necessities (23%), while about 1 student in 5 says that s/he works to pay for school or school-related debt (19%).

Table 43: Amount of time spent working for pay Q29	All colleges (n=3,978)	SIAST (n=135)
To pay for necessities for you/your family	56%	61%
To pay for non-necessities	23%	21%
To pay for school or school-related debt	19%	16%
None of the above	2%	<1%
Note: Responses may not sum to 100% due to rounding.		

6.2   Impact of work on studies

Among students who report working for pay during the school term:

- More than 8 students in 10 (83%) are at least *mildly concerned* with the negative impact the hours they work have on their ability to devote time to their studies.

- Slightly more than 1 in 6 students (16%) who work for pay are *not concerned at all* about the negative impact working has on their studies.

See Table 44 for results.

Table 44: Impact of work for pay on time students devote to their studies Q30	All colleges (n=4,191)	SIAST (n=144)
Very concerned	29%	29%
Moderately concerned	28%	25%
Mildly concerned	26%	27%
Not at all concerned	16%	17%
Don't work for pay	<1%	2%
Note: Responses may not sum to 100% due to rounding.		

6.3   Summer work

A large majority of students (81%) report that in the past year, they worked for pay during the summer or other school-related breaks. This includes half of students (49%) who report they had a full-time job, working more than 30 hours a week. See Table 45.

Table 45: Working for pay during the summer months Q31	All colleges (n=7,307)	SIAST (n=411)
Never or rarely	19%	30%
1 to 10 hours	5%	6%
11 to 20 hours	9%	6%
21 to 30 hours	17%	17%
More than 30 hours	49%	42%
Note: Responses may not sum to 100% due to rounding.		

APPENDIX A

SURVEY

Please refer to the attached ".pdf" file for a copy of the survey.

APPENDIX B

PAPER SURVEY FIELD GUIDE

2006 CANADIAN COLLEGE STUDENT SURVEY

Field Guide: Paper-based format

January 2006

Prepared for:

The Canadian Millennium Scholarship Foundation
and
The Canadian College Student Survey Consortium

TABLE OF CONTENTS

1.0 Introduction

This field guide assists colleges to administer the survey.

This field guide was prepared to assist colleges participating in the *2006 Canadian College Student Survey* to administer the survey. It is important that all participating colleges use similar procedures to administer the survey.

The field guide outlines the timing of survey and contains suggestions for:

- ‣ preparing to administer the survey
- ‣ administering the survey
- ‣ reporting.

The Canada Millennium Scholarship Foundation is conducting the survey in coordination with a consortium of Canadian colleges, who are responsible for administering the survey to students at their respective institutions. This is the fifth year that these organizations have conducted the survey.

The survey collects nationwide data on the personal circumstances of college students.

The purpose of the survey is to collect information that will assist policy-makers and post-secondary institutions to identify and address barriers related to the access and affordability of post-secondary education at colleges in Canada.

This survey provides national-level data on student access, time use, and educational financing for Canadian college students at participating institutions. It also identifies issues specific to certain learner groups and regions. Additionally, the survey enables participating colleges to compare the results for their institutions with a "national average"[6] for participating institutions.

Participating colleges will receive a final report.

Each participating institution will be provided with a final report once Prairie Research Associates (PRA) Inc. has collected, tabulated, and analyzed the survey results. The final report will show overall results as well as the results for each respective institution.

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[6]   Prairie Research Associates (PRA) Inc. will calculate the "national average" based on the survey results. Thus, it will not be representative of the population of Canada.

2.0   Schedule

Table 1 provides the schedule for the survey.

Table 1: Schedule	
Task	**Completed by**
Distribution of enrolment request and field guide to colleges	January 27, 2006
Colleges submission of enrolment information to PRA	February 3, 2006
Finalize sampling for each college	February 10, 2006
Distribution of surveys to colleges	February 17, 2006
Colleges return all surveys to PRA	April 28, 2006
Distribute individual college reports	June 30, 2006
Final report to CMSF	September 30, 2006

3.0   Preparing to administer the survey

Each college has been provided with recommended survey sample sizes along with the rationale for sample selection procedures. Individual colleges are responsible for selecting samples of student classes to participate in the survey. Please refer to Appendix A for detailed sampling instructions.

3.1   Over-sampling

Over-sampling is recommended when it is not possible to match recommended sample sizes.

It will be difficult for institutions to precisely match the recommended sample sizes because the survey will be administered to students on a class basis. Over-sampling is recommended in situations where it is not possible to select a set of classes that exactly match the recommended sample size. It is better to exceed the recommended sample than to fall short.

Recommended sample sizes have been increased by 15% to account for spoilage and non-attendance.

It is anticipated that the number of completed surveys will be lower than the sample sizes selected. Therefore, to account for spoilage, refusals, and non-attendance, the recommended sample sizes have been increased by approximately 15%. Institutional administrators expecting higher levels of non-attendance should increase the overall number of students surveyed (i.e., they should select additional classes for program types with higher levels of non-attendance).

A reporting template is included near the end of this document. Once survey administration is complete, please record the size of the final sample to which the survey was administered.

3.2   Survey printing

The survey questionnaires provided were printed using a special off set printer for machine-scannable surveys. Therefore, please **do not photocopy** the survey questionnaire. Each institution will receive a more than adequate supply of questionnaires. If you require more questionnaires, please contact Carrie Bibik at PRA, 1-888-877-6744.

3.3   Who will administer the survey to students?

Colleges need to assign someone from their institution to administer the survey.

Institutions need to consider how they will administer the survey to students. Some institutions may rely on their faculty to administer the survey to their classes, while others may opt to use administrative research staff or co-op students/volunteers.

In either of the above cases, instructors of the classes selected to participate in the survey need to be informed of the research in advance so that they can incorporate the survey into their lesson plans.

3.4   Instructions for survey administrators

Survey administrators must be familiar with the survey.

Instructions should be provided for those individuals who will be administering the survey to students. A sample Survey Instruction Sheet can be found in Appendix B. It may be tailored to the particular circumstances of survey administration at your institution, but the basic instructions should remain the same.

Survey administrators should provide students with a brief introduction of the purpose of the study and must be able to respond to student questions about the survey.

The survey will take about 15-20 minutes to complete.

PRA Inc.

4.0   Administering the survey

The Survey Instruction Sheet provides answers to common questions that students may have.

Survey administrators may need to clarify for students a few areas in the survey instrument. These areas can be addressed either in the survey introduction or as questions arise. The Survey Instruction Sheet found at the end of this document provides answers to some common questions.

Survey administrators will be required to distribute the questionnaire to all students in the class, collect all completed questionnaires, and return them to the office responsible for organizing the survey.

4.1   The OMR (Optical Mark Recognition) format

The survey uses an Optical Mark Recognition format.

Most students will be familiar with the format of the survey. Administrators need to be prepared to respond to questions and should familiarize themselves with the Survey Instruction Sheet at the end of this document. Further instructions for completing the questionnaire will be included on the survey instrument.

Institutions should purchase a supply of pencils in order for students to complete the survey appropriately.

4.2   Survey completion

The survey administrator should return completed surveys to the institutional staff member in charge of the survey.

Surveys should be collected and remitted to the institutional staff member in charge of the survey. A tracking list of the number of surveys completed by class, program type, and campus should be kept. Once the survey administration is complete, this information should be recorded on the Survey Administration Template and submitted to PRA.

PRA Inc.

5.0   Reporting

Survey administration results must be submitted to PRA.

It is important for all institutions to record and report the final results of the survey administration. This information will help PRA assess the comparability of data obtained from various colleges. It will also help identify and solve any administrative barriers to future research.

Please use the template provided in Appendix C to record the information indicated and forward it by e-mail or toll-free fax to:

Carrie Bibik
E-mail: bibik@pra.ca
Fax: 1-800-717-5456

5.1   Where to send completed surveys

Please forward all completed surveys to:

Carrie Bibik
Prairie Research Associates
500-363 Broadway
Winnipeg, Manitoba R3C 3N9

ANNEX A

SAMPLE SELECTION PROCEDURES

SAMPLE SELECTION PROCEDURES

Rationale

In order to ensure that the survey results are as accurate as possible, the following three aspects of the research methodology must be considered:

‣ Overall sample sizes must be large enough to ensure an acceptable degree of statistical reliability (maximum variation of results) at the institutional level.

‣ Sample sizes for each program category must be representative of the distribution of the student population in each program category.

‣ Sample selection within each program category must be random. This ensures that the sample is representative of the institution's population.

The recommended sample sizes for each program category at your institution are specified in the attached cover letter. It is the responsibility of individual institutions to select classes that are representative of all students in the respective program category to be surveyed.

This document provides general guidelines for the random selection of the samples. Prairie Research Associates (PRA) Inc. will provide support to institutions requiring assistance in this phase of the project.

Guidelines for selecting classes

A list of all of the classes offered in each of the five program categories, with enrolment figures for each class, is required to select classes to be surveyed. It is important that distinctions between the five program categories are maintained.

General principles for the selection of a representative sample are outlined below:

‣ Classes to be surveyed could be narrowed to only "core" or required courses for the field of study or program type. This will minimize the number of individual students who are surveyed twice and ensure that the students surveyed are more likely to belong to the program type associated with the specific class surveyed.

‣ Classes to be surveyed should include representation from:

– a mix of course levels (e.g., first year, second year, etc.)

– a variety of fields of study

– a mix of delivery times (morning, afternoon, evening, weekends) in order to capture information from both full-time and part-time students

– a mix of campuses (in order to obtain a mix of urban/rural and because different campuses often have a different mix of students and programs).

If a random sampling method is undertaken, it will likely yield a sample that meets the above sampling criteria. However, survey administrators should review the final list of classes to be surveyed to ensure that the sample is representative of their student population.

The recommended samples for each program type are about 15% higher than the minimum number of completed surveys required. This is to account for spoilage and non-attendance in class, as well as occasional crossover of program types.[7] If non-attendance at your institution is higher than 10-15% (or for specific program types), please increase the sample sizes accordingly.

Random sampling

Random sampling can be conducted in various ways. The following methods can be used for each of the program categories where a relatively large sample is required:

‣ One method of manual random selection is to create a list of all available classes and then select every third class to include in the sample (or every fourth class, fifth class, or whatever frequency is appropriate to obtain the total sample required for the program category).

   To check that the total is approximately the same as the recommended sample, simply add up the total number of students in the selected classes. Some adjustments may be required to ensure that a sufficient sample from each program category is obtained. Repeat this procedure for the other program categories.

‣ One method of electronic random selection is to use a "random number generator" function in a spreadsheet (this example uses Microsoft Excel). To use the "random number generator" function, leave the first column blank. In the second column, create a list of all available classes. In the third column, record the number of students in each class. Any important identification information for the class should be placed in a final column.

   Highlight all of the cells in the blank column for which there are corresponding entries in the rows next to it. Go to the Insert Menu function and scroll down to Function. In the Function window, select "All" as the function category and "RAND" as the function name. Click OK. This will insert a random number between 0 and 1 beside each entry.

   Highlight the entire workbook. Move the cursor to the Data Menu and scroll down to Sort. In Sort By Field, select the column in which the random numbers are placed. Now simply take the first classes in the list until the required number of students for the sample is reached. Repeat the procedure for the other program categories.

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[7]   It is expected that some students surveyed will belong to other program strata than those targeted for the class surveyed.

As this survey will be administered to classes of students, it will be difficult to obtain a truly random sample. However, using either of the processes described above should introduce a sufficient level of random selection.

If random sampling is too onerous for institutions, a representative set of classes to survey may be entirely hand-picked by the institution. However, this approach is not recommended as a first option.

Reporting sampling procedures

As consistency in sampling procedures is an important aspect in any survey research, please let PRA know which sampling procedure was used for your institution.

A brief description of the sampling procedure should include such details as the whether it was possible to select a representative sample (e.g., were all campuses included, was the time of day of classes considered, etc.), whether random sampling was undertaken, what kind of manual intervention or adjustment was required, etc.

This will enable PRA to note any important differences in the research caveats and better provide recommendations for the future administration of the survey.

Assistance is available

PRA would be pleased to provide any further advice as you proceed with selecting samples and administering the survey. Please contact Carrie Bibik or Kerry Dangerfield at 1-888-877-6744 if you require further assistance.

ANNEX B

SURVEY INSTRUCTION SHEET

2006 SURVEY INSTRUCTION SHEET

Introduction

READ THE ITALICIZED PORTIONS TO CLASS:

This survey is being conducted on behalf of the Canada Millennium Scholarship Foundation, in coordination with a consortium of Canadian colleges.

Students at a number of colleges across Canada are completing this survey so that the Foundation can learn more about students, their educational goals, and their financial situations. Please fill out the survey in pencil. The survey will take about 15 to 20 minutes to complete. Your participation in this study is voluntary and all responses will be completely anonymous. The raw data collected will be kept confidential, and only aggregate statistical results will be reported.

Completing the form

READ THE ITALICIZED PORTIONS TO CLASS:

Instructions for how to fill the form in properly are included on the questionnaire.

Please use pencil to complete the questionnaire. If you do not have a pencil, please raise your hand and I will provide you with one. For each question, please completely fill in the appropriate bubble(s) with soft pencil lead. When making corrections, please erase your error completely. Please do not use white-out.

(F APPLICABLE, REFER TO THE COVER LETTER THAT WAS SENT WITH THE SURVEYS FOR CAMPUS CODES)

Please print the two-digit code in the boxes provided on the top right-hand corner of the questionnaire. Your campus code is _____.

Example: ☐☐ Campus Codes

NOTE: The "program code" and "other code" fields are for institutional use only. (**Institutions – please insert instructions if you are using these fields**)

For question 7, definitions for each program type are (SEE TABLE BELOW).

Program definitions	
Response category	**Definition**
Access or upgrading program	*These are programs that involve basic education skills upgrading such as Math, Reading, Language, or Job Preparation training (resume writing, interview preparation) in order to complete a previously unfinished credential or improve basic education skills in order to obtain employment or carry on with further education.*
Career or technical program	*All certificate or diploma programs at a college that will lead to a credential in a particular vocation or general program area.*
University preparation or transfer program	*A program of studies that involves initial course work at the college level, followed by transfer to a university for completion of course work leading to a formal degree.*
Post-diploma or advanced diploma program	*Short-term programs that require a previously completed diploma or degree for admission.*
Degree program	*A program of study that leads to a formal degree in selected disciplines.*

Several questions require you to respond to a number of items. You are to indicate the response that best reflects your situation for each and every item. For example, in Question 18, please fill in one bubble for each of a through l.

18. Over the course of your current year of studies, including summer months when you may/may not have classes, how much money will you have received or drawn upon from the following sources? (Please choose only ONE response for each item).

	$0	$1 to $1,000	$1,001 to $2,000	$2,001 to $4,000	$4,001 to $7,000	$7,001 to $10,000	Over $10,000
a. Work income/ take-home pay (received during current year of studies)	±	●	±	±	±	±	±
b. Personal savings (not from current work income)	●	±	±	±	±	±	±
c. Student line of credit/personal bank loan	±	±	±	±	●	±	±
d. etc	±	±	±	●	±	±	±

Additionally, for question 18, if you and your spouse (or significant other) share your income, please record your spouses' contribution to living expenses and expenses for children (if applicable) as "money from family" (Q18d).

For Q23, if you share an income, record your expenses as half of what your household would spend on shared items (such as utilities). For personal items such as clothing and entertainment, record what your household spends on these items for you personally. For personal items, also, include any expenditures related to dependent children who rely on you for financial support.

Collecting the surveys

Please collect the surveys once they are completed and return them to

_____.
(Insert institutional contact information here.)

ANNEX C

SURVEY ADMINISTRATION RECORDING TEMPLATE

2006 SURVEY ADMINISTRATION REPORTING TEMPLATE

In order to facilitate the assessment of the comparability of data obtained from various colleges, it is important for all institutions to record and report the final results of the survey administration. This information will also serve as a basis for identifying and solving survey barriers to future research.

Please record all survey administration information on this template and return it to:

> Carrie Bibik (bibik@pra.ca)
> Prairie Research Associates
> 500-363 Broadway
> Winnipeg, Manitoba R3C 3N9
> Phone: 1-888-877-6744   Fax: 1-800-717-5456 (toll-free)

Name of institution: _____

Name of contact person: _____

Dates of survey administration: _____

Description of sampling method used: _____

_____

_____

_____

_____

Sampling information			
Program type	**Total sample size**	**Number of survey completions**	**Number of classes selected**
Institutional total			
Access/upgrading			
Career/technical			
Degree programs			
University transfer			
Post/advanced diploma			
Total campus 01			
Total campus 02			
Total campus 03			
Note: If your institution has more than three campuses, please insert additional rows at the bottom of this table.			

Description of any issues encountered:

_____

_____

_____

_____

APPENDIX C

WEB SURVEY FIELD GUIDE

2006 CANADIAN COLLEGE STUDENT SURVEY

Field Guide: Web-based Format

January 2006

Prepared for:

The Canada Millennium Scholarship Foundation
and
The Canadian College Student Survey Consortium

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ANNEX A   Sample Selection Procedures

ANNEX B   Survey Instruction Sheet

ANNEX C   Survey Administration Recording Template

ANNEX D   Letters to Students

1.0   Introduction

This field guide assists colleges to administer the survey.

This field guide was prepared to assist colleges participating in the *2006 Canadian College Student Survey* to administer the survey. It is important that all participating colleges use similar procedures to administer the survey.

The field guide outlines the timing of survey and contains suggestions for:

- ▶ preparing to administer the survey
- ▶ administering the survey
- ▶ reporting.

The Canada Millennium Scholarship Foundation (CMSF) is conducting the survey in coordination with a consortium of Canadian colleges, who are responsible for administering the survey to students at their respective institutions. This is the fifth year that these organizations have conducted the survey.

The survey collects nationwide data on the personal circumstances of college students.

The purpose of the survey is to collect information that will assist policy-makers and post-secondary institutions to identify and address barriers related to the access and affordability of post-secondary education at colleges in Canada.

This survey provides national-level data on student access, time use, and educational financing for Canadian college students at participating institutions. It also identifies issues specific to certain learner groups and regions. Additionally, the survey enables participating colleges to compare the results for their institutions with a "national average"[8] for participating institutions.

Participating colleges will receive a final report.

Each participating institution will be provided with a final report once PRA Inc. has collected, tabulated, and analyzed the survey results. The final report will show overall results as well as the results for each respective institution.

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[8]   PRA Inc. will calculate the "national average" based on the survey results. Thus, it will not be representative of the population of Canada.

PRA Inc.

2.0   Options

There are two options for participating in the web survey:

> ▶ personalized invitation (via students' e-mail addresses)

> ▶ open invitation.

The personalized invitation option requires colleges to provide PRA with e-mail addresses for a sample of 1,000 students. PRA will use these e-mail addresses to send each student in the sample an invitation to participate in the survey. Each student who is invited to participate in the survey will receive a unique link to the questionnaire. This link enables us to identify students who have not yet responded to the questionnaire, which enables us to send them reminders. It also prevents students from completing the questionnaire more than once. Please note that PRA and the web host are able to sign any required confidentiality/non-disclosure agreements.

The open invitation option requires colleges to manage the process of informing and reminding the students of the survey. Ideally, students should receive at least two reminders to complete the survey. Colleges can use a variety of methods of notifying students of the survey. Examples include sending an e-mail to students, sending students a letter in the mail, or informing classes of students of the web site. The disadvantage of this survey option is that it is not possible to track which students have completed the questionnaire and it is not possible to prevent students from completing the questionnaire more than once.

3.0 Schedule

Table 1 provides the schedule for the survey.

Table 46: Schedule	
Task	**Completed by**
PRA	
Distribution of enrolment request and field guide to colleges	January 27, 2006
Colleges submission of enrolment information to PRA	February 3, 2006
Finalize sampling for each college	February 10, 2006
First e-mailing	**Week 1** (As early as February 21, 2006 as late as April 3, 2006)
First reminder to students	**Week 2** (One week after First mailing)
Second reminder to students	**Week 3** (Two weeks after First mailing, one week after First reminder)
Distribute individual college reports	June 30, 2006
Final report to CMSF	September 30, 2006
Colleges	
Colleges submission of enrolment information to PRA	February 3, 2006
List of students, e-mail addresses, and program types	February 17, 2006
Prepare e-mail letters/notices for students (including logos and signatures)	February 17, 2006
Manage student invitation and reminder process (for open site)	February 17 to April 15, 2006
Survey cut-off	**April 28, 2006**

4.0 Preparing to administer the survey

Each college has been provided with recommended survey sample sizes along with the rationale for sample selection procedures. Individual colleges are responsible for selecting samples of students to participate in the survey. Please refer to Appendix A for detailed sampling instructions.

4.1 Sampling

It may be difficult for institutions to precisely match the recommended sample sizes, especially if the sample is selected on a class basis (as is the case with traditional paper-based approach). Over-sampling is recommended in situations where it is not possible to select a set of classes that exactly match the recommended sample size. It is better to exceed the recommended sample than to fall short.

Recommended sample sizes have been increased by 50% to account for spoilage and non-attendance.

It is anticipated that the number of completed surveys will be lower than the sample sizes selected. Therefore, to account for refusals and non-attendance (if applicable), we recommended increasing the size of the sample by approximately 50%. Institutional administrators expecting higher levels of non-attendance (if applicable) should increase the overall number of students surveyed (i.e., they should select additional classes for program types with higher levels of non-attendance).

Institutions that opt to have PRA manage the student notification process should provide us with a sample of 1,000 student e-mail addresses. Those institutions using the open invitation process may wish to sample 1,500 students or more. Although individual colleges may achieve more than 450 completions, all reports will only include up to 450 completions per college

A reporting template is included near the end of this document. Once survey administration is complete, please record the size of the final sample to which the survey was administered.

4.2   Who will administer the survey to students?

Institutions need to consider how they will administer the survey to students.

Colleges participating in the personalized invitation survey need not assign someone from their institution to administer the survey.

Institutions participating in the personalized invitation survey need not appoint faculty to administer it. PRA will manage the student notification process for students participating in the web survey. The college will simply be responsible for providing PRA with a student e-mail addresses and electronic invitation and reminder letters.

Colleges participating in the open invitation survey need to assign someone from their institution to administer the survey.

Institutions participating in the open invitation survey will be responsible for administering it. Some institutions may rely on their faculty to administer the survey to their classes, while others may opt to use administrative research staff or co-op students/volunteers. In this case, instructors of the classes selected to participate in the survey need to be informed of the research in advance so that they can incorporate the survey into their lesson plans.

4.3   Instructions for survey administrators

Institutions participating in the personalized invitation survey do not need to assign someone to administer the survey. That said, they should identify someone at the college whom students can contact if they have questions about the survey. This contact information can be included in the initial invitation to students. Students can also e-mail questions to PRA at cmsf@pra.ca. This e-mail address will appear on each page of the questionnaire.

Survey administrators must be familiar with the survey.

Institutions participating in the open invitation survey should ensure that someone at the college is familiar with the survey and should provide that individual(s) with a survey instruction sheet. A sample survey instruction sheet can be found in Appendix B. It may be tailored to the particular circumstances of survey administration at your institution, but the basic instructions should remain the same.

Survey administrators should provide students with a brief introduction to the purpose of the study and must be able to respond to student questions about the survey.

The survey will take about 15-20 minutes to complete.

5.0   Administering the survey

5.1   Informing students of the survey

Colleges participating in the personalized invitation option do not need to inform students of the survey. PRA will send each student in the sample an e-mail inviting students to participate in the survey. This e-mail will include a unique link for each student. PRA will send reminders to non-responders at one and two weeks after the initial e-mailing. Draft copies of the letters are included in Appendix D. Colleges can customize the letters as needed. To increase the authenticity of the survey, colleges should include a logo and an electronic signature of a senior administrator at the college. Colleges may also choose to include contact information for someone at the college who can answer questions about the survey. If desired, colleges can enter responding students into a draw for a prize to encourage responses. If this option is chosen, PRA will provide the college with the e-mail addresses of all students who responded to the survey.

Colleges participating in the open invitation option need to inform students of the survey. They can do this by e-mailing students, sending students a letter in the mail, or making class

announcements. To encourage response rates, colleges should also provide students with at least two reminders about the survey. These reminders should be sent to all students included in the sample. Appendix D includes draft copies of letters that colleges can use. While colleges can offer students incentives to participate in the survey, it is not possible to track which students have responded. If colleges want to offer incentives, they may include gift certificates or ballots to enter a draw with the correspondence they send to students.

5.2   Web-based survey format

Most students will be familiar with the format of the survey. Students proceed by clicking or typing responses as required. The survey will include forward and back arrows that students can use to navigate. Most questions are mandatory, and therefore, students must provide a valid response before they can proceed to the next question. If students are having technical difficulties, they can e-mail a description of the problem to cmsf@pra.ca.

5.3   Survey completion

For students accessing the survey using a personalized link, once they begin to respond to the survey, each answer they provide is automatically recorded. This means that these students do not have to complete the survey in one sitting. They can complete some questions and then come back later and continue from where they left off.

Students using the open link must complete the survey in one sitting. If they exit the survey early and return later, they must restart from the beginning. This is because we cannot track who has responded to the survey. PRA will not include the results of partially completed surveys in the analysis of the results.

Students will not be able to access web questionnaire after the end of business on April 28, 2006. For colleges using the personalized invitation option, we may decide, in consultation with the college, to close the web questionnaire to their students early if a desirable number of completions have been achieved. With web surveys, most of the responses come within three or four days of notification of the survey.

6.0   Reporting

Survey administration results must be submitted to PRA.

It is important for all institutions to record and report the final results of the survey administration. This information will help PRA assess the comparability of data obtained from various colleges. It will also help identify and solve any administrative barriers to future research.

Please use the template provided in Appendix C to record the information indicated and forward it by e-mail or toll-free fax to:

Carrie Bibik
E-mail: bibik@pra.ca
Fax: 1-800-717-5456

6.1   Where to send completed surveys

Colleges need not submit completed surveys to PRA. Student responses are automatically captured as they proceed through the survey.

ANNEX A

SAMPLE SELECTION PROCEDURES

SAMPLE SELECTION PROCEDURES

Rationale

In order to ensure that the survey results are as accurate as possible, the following three aspects of the research methodology must be considered:

‣ Overall sample sizes must be large enough to ensure an acceptable degree of statistical reliability (maximum variation of results) at the institutional level.

‣ Sample sizes for each program category must be representative of the distribution of the student population in each program category.

‣ Sample selection within each program category must be random. This ensures that the sample is representative of the institution's population.

The recommended sample sizes for each program category at your institution are specified in the attached cover letter. It is the responsibility of individual institutions to select an appropriate number of students (or classes) within each program category to be surveyed.

This document provides general guidelines for the random selection of the samples. PRA Inc. will provide support to institutions requiring assistance in this phase of the project.

General procedures

Regardless of the sampling procedures used, it is important that distinctions between the five program categories are maintained. Colleges can either base their sampling on individual students or classes of students. If using the class-based approach, enrolment figures for each class are required.

General principles for the selection of a representative sample are outlined below:

‣ If using student-based sample, organize students according to program type.

‣ If using class-based sample, classes to be surveyed could be narrowed to only "core" or required courses for the field of study or program type. This will minimize the number of individual students who are surveyed twice and ensure that the students surveyed are more likely to belong to the program type associated with the specific class surveyed.

‣ Students/classes to be surveyed should include representation from:

     – a mix of course levels (e.g., first year, second year, etc.)

     – a variety of fields of study

     – a mix of delivery times (morning, afternoon, evening, weekends) in order to capture information from both full-time and part-time students

     – a mix of campuses (in order to obtain a mix of urban/rural and because different campuses often have a different mix of students and programs).

Guidelines for sample selection: student-based sampling

Please use simple random sampling to select your sample of 1,000 students for the personalized invitation option or 1,500 for the open invitation option. It is essential that your selection procedures ensure that each student has an equal chance of being selected for inclusion in the sample. For colleges using the personalized invitation option, the sample should include students' first name, last name, e-mail address, and program type. For colleges using the open invitation option, you may need students' first name, last name, program type, e-mail address, mailing address, and/or class being sampled.

Guidelines for sample selection: classroom-based sampling

Once the list of classes is compiled, continue to select classes until the total number of students included in the sample for each program type is about 15% higher than the minimum number of completed surveys required. This is to account for spoilage and non-attendance in class, as well as occasional crossover of program types.[9] If non-attendance at your institution is higher than 10-15% (or for specific program types), please increase the sample sizes accordingly.

If a random sampling method is undertaken, it will likely yield a sample that meets the above sampling criteria. However, survey administrators should review the final list of classes to be surveyed to ensure that the sample is representative of their student population.

Random sampling

Random sampling can be conducted in various ways. The following methods can be used for each of the program categories where a relatively large sample is required:

- ‣ One method of manual random selection is to create a list of all available classes and then select every third class to include in the sample (or every fourth class, fifth class, or whatever frequency is appropriate to obtain the total sample required for the program category).

  To check that the total is approximately the same as the recommended sample, simply add up the total number of students in the selected classes. Some adjustments may be required to ensure that a sufficient sample from each program category is obtained. Repeat this procedure for the other program categories.

- ‣ One method of electronic random selection is to use a "random number generator" function in a spreadsheet (this example uses Microsoft Excel). To use the "random number generator" function, leave the first column blank. In the second column, create a list of all available classes. In the third column, record the number of students in each

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[9]   It is expected that some students surveyed will belong to other program strata than those targeted for the class surveyed.

class. Any important identification information for the class should be placed in a final column.

Highlight all of the cells in the blank column for which there are corresponding entries in the rows next to it. Go to the Insert Menu function and scroll down to Function. In the Function window, select "All" as the function category and "RAND" as the function name. Click OK. This will insert a random number between 0 and 1 beside each entry.

Highlight the entire workbook. Move the cursor to the Data Menu and scroll down to Sort. In Sort By Field, select the column in which the random numbers are placed. Now simply take the first classes in the list until the required number of students for the sample is reached. Repeat the procedure for the other program categories.

Reporting sampling procedures

Because consistency in sampling procedures is an important aspect in any survey research, please let PRA know which sampling procedure was used for your institution.

A brief description of the sampling procedure should include such details as whether it was possible to select a representative sample (e.g., were all campuses included, was the time of day of classes considered, etc.), whether random sampling was undertaken, what kind of manual intervention or adjustment was required, etc.

This will enable PRA to note any important differences in the research caveats and better provide recommendations for the future administration of the survey.

Assistance is available

PRA would be pleased to provide any further advice as you proceed with selecting samples and administering the survey. Please contact Carrie Bibik or Kerry Dangerfield at 1-888-877-6744 if you require further assistance.

PRA Inc.

ANNEX B

SURVEY INSTRUCTION SHEET

2005 SURVEY INSTRUCTION SHEET

Introduction

[IF MAKING A CLASS ANNOUNCEMENT]**: READ THE ITALICIZED PORTIONS TO CLASS:**

This survey is being conducted on behalf of the Canada Millennium Scholarship Foundation, in coordination with a consortium of Canadian colleges.

Students at a number of colleges across Canada are completing this survey so that the Foundation can learn more about students, their educational goals, and their financial situations. The survey can be accessed at the following web address: https://www.nooro.com/cmsf/bk24.asp. *The survey will take about 15 to 20 minutes to complete. Your participation in this study is voluntary, and all responses will be completely anonymous. The raw data collected will be kept confidential, and only aggregate statistical results will be reported.*

Completing the form

READ THE ITALICIZED PORTIONS TO CLASS:

Instructions for how to fill the form in properly are included on the questionnaire.

Respond to each question by clicking or typing your response. You must answer each question on a page before you can advance to the next set of questions in the survey. You can use the forward and back buttons to navigate through the questionnaire. If you are having difficulty, you can e-mail a description of the problem to cmsf@pra.ca.

Common questions

Below are the responses to some common questions received from students.

For Question 7, definitions for each program type are (SEE TABLE BELOW). These definitions are included in the web survey.

Program definitions	
Response category	**Definition**
Access or upgrading program	These are programs that involve basic education skills upgrading such as Math, Reading, Language, or Job Preparation training (resume writing, interview preparation) in order to complete a previously unfinished credential or improve basic education skills in order to obtain employment or carry on with further education.
Career or technical program	All certificate or diploma programs at a college that will lead to a credential in a particular vocation or general program area.
University preparation or transfer program	A program of studies that involves initial course work at the college level, followed by transfer to a university for completion of course work leading to a formal degree.
Post-diploma or advanced diploma program	Short-term programs that require a previously completed diploma or degree for admission.
Degree program	A program of study that leads to a formal degree in selected disciplines.

Several questions require you to respond to a number of items. You are to indicate the response that best reflects your situation for each and every item. For example, in Question 18, please select one response for each of letters a through l.

18. Over the course of your current year of studies, including summer months when you may/may not have classes, how much money will you have received or drawn upon from the following sources? (Please choose only ONE response for each item)

	$0	$1 to $1,000	$1,001 to $2,000	$2,001 to $4,000	$4,001 to $7,000	$7,001 to $10,000	Over $10,000
a. Work income/ take-home pay (received during current year of studies)	±	●	±	±	±	±	±
b. Personal savings (not from current work income)	●	±	±	±	±	±	±
c. Student line of credit/personal bank loan	±	±	±	±	●	±	±
d. etc.		±	±	±	●	±	±	±

Additionally, for Question 18, if you and your spouse (or significant other) share your income, please record your spouse's contribution to living expenses and expenses for children (if applicable) as "money from family" (Q18d).

For Question 23, if you share an income, record your expenses as half of what your household would spend on shared items (such as utilities). For personal items such as clothing and entertainment, record what your household spends on these items for you personally. Also include, for personal items, any expenditures related to dependent children who rely on you for financial support.

ANNEX C

SURVEY ADMINISTRATION RECORDING TEMPLATE

2006 SURVEY ADMINISTRATION REPORTING TEMPLATE

In order to facilitate the assessment of the comparability of data obtained from various colleges, it is important for all institutions to record and report the final results of the survey administration. This information will also serve as a basis for identifying and solving survey barriers to future research.

Please record all survey administration information on this template and return it to:

> Carrie Bibik (bibik@pra.ca)
> PRA Inc.
> 500-363 Broadway
> Winnipeg, Manitoba R3C 3N9
> Phone: 1-888-877-6744   Fax: 1-800-717-5456 (toll-free)

Name of institution: _____

Name of contact person: _____

Dates of survey administration: _____

Description of sampling method used: _____

_____

_____

_____

_____

Sampling information	
Program type	**Total sample size**
Institutional total	
Access/upgrading	
Career/technical	
Degree programs	
University transfer	
Post/advanced diploma	
Total campus 01	
Total campus 02	
Total campus 03	
Note: If your institution has more than three campuses, please insert additional rows at the bottom of this table.	

Description of any issues encountered:

_____

_____

_____

_____

ANNEX D

LETTERS TO STUDENTS

For those participating in the personalized invitation option, please send PRA e-mail versions of these letters, including your college's logo and an electronic signature of a senior administrative official. Feel free to make minor modifications to the letters. Note that PRA will add the link to the questionnaire and send the e-mails to students.

PRA will provide colleges with the web address for the open link at a later date.

INITIAL E-MAIL

Dear Student:

I am writing to request your participation in a confidential survey of students at Canadian colleges. This study is being conducted at a number of colleges across the country by the Canada Millennium Scholarship Foundation (CMSF) and participating colleges. This represents the sixth year that this survey has been conducted.

The survey will help us learn more about students, their educational goals, and their financial situations. Survey results will allow comparison of student experiences at your college with those of students at other Canadian colleges.

Please participate in this important project by clicking on the link below and completing the questionnaire. The questionnaire should take only about 15 minutes to complete, and you may find that it will give you an interesting chance to review your college experiences.

Although completing the questionnaire is voluntary, we hope that you will participate and provide as much information as possible to help create a representative sampling of opinion and reactions from our students. Naturally, all of your responses will be held in strict confidence and will be used only to produce overall response profiles.

CMSF has engaged PRA Inc. to manage the on-line survey. If you have any problems, please contact Carrie Bibik of PRA Inc. at cmsf@pra.ca.

Thank you in advance for providing this important feedback.

Sincerely,

FIRST REMINDER E-MAIL

Dear Student:

Remember receiving an e-mail about the *2006 Canadian College Student Survey?* Your input in the survey is very important to us, and we are concerned that we have not yet heard from you.

If you have not done so already, please take a few minutes now or in the next few days to complete the questionnaire. Your responses are very important in helping us learn more about students and how we can help them achieve success.

Please use the link below to access the questionnaire. If you are having any problems, please contact Carrie Bibik of PRA Inc. at cmsf@pra.ca.

Thank you for your help.

SECOND REMINDER E-MAIL

Dear Student:

Although the majority of students have now completed their *Canadian College Student Survey,* we are concerned that you have not yet completed yours.

Students like yourself who were asked to participate in this survey were randomly selected to give a representative sample of our students. Because of this, your responses are very important for helping produce a true picture of students at this college. Naturally, participation in the survey is voluntary and strictly confidential.

Please help in this important research by clicking on the link below and completing the questionnaire. If you are having any problems, please contact Carrie Bibik of PRA Inc. at cmsf@pra.ca.

Hoping to hear from you soon, I offer our best wishes for your present and future activities.

Sincerely,

APPENDIX D

DATA CLEANING DECISIONS

DATA CLEANING DECISIONS

The following rules were used to clean the data for the 2006 Canadian College Student Survey:

‣ Q35 (age). Any response under 16 was recoded to "no response."

‣ Q25 (anticipated debt) and Q26 (years to repay debt). If a respondent answered "no debt anticipated" to either Q25 or Q26, both questions were recoded to "no debt anticipated."

‣ Q28 (hour work for pay) and Q29 (why working for pay). If a respondent answered "not applicable – I don't work for pay" to Q29 but provided a valid response to Q28, Q29 was recoded to "No response".

‣ For a series of questions (i.e., Q18 and Q23), if a respondent recorded an amount for at least one item, all items with missing information were set to "$0."