



## 2024-25 Student Engagement Survey Results

### Institutional Research and Analysis

#### Introduction

The Institutional Research and Analysis (IR&A) unit at the Saskatchewan Polytechnic (Sask Polytech) annually surveys its current students in certificate, diploma, and degree programs to understand their experience and levels of engagement at Sask Polytech.

Students are asked to evaluate their learning experience, admission and orientation processes, student support and services, campus facilities, quality of interactions with other students, faculty, and administrative staff, and Sask Polytech's commitment to Equity, Diversity, Inclusion (EDI) and Reconciliation.

In the 2024-25 academic year, 9,228 students were invited to participate in the survey in February and March 2025. In total, 2,171 students responded to the questionnaire. The response rate was 23.5%. Due to financial restraints, the survey data for the 2024-25 Student Engagement Survey were collected solely internally without deploying a third-party marketing research firm for a top-up.

The margin of error at the institution level is +/- 1.8 percent at a 95% confidence level. Results at program levels may not be statistically reliable due to small sample sizes. Caution is needed when interpreting those results.

#### Reporting Notes

This report presents the results from the 2024-25 Student Engagement Survey. Five years' trended results (2020-21 to 2024-25) are provided (in the last four dashboards) where questions remain unchanged to allow comparisons of the results year over year.

The numbers in this report have been rounded to zero decimal place. As a result, the sums of percentages may not equal 100% in some charts.

Questions where multiple responses were allowed have been noted on individual dashboards. The sums of percentages within these questions may be more than 100%.

To view the results of the survey for a specific program or subcategory, select faculty, school, program, credential, campus, and other desired categories from the filters on each page. The filters apply to all the results in this report.



## 2024-25 Student Engagement Survey Results

### Institutional Highlights

- In the 2024-25 academic year, the **average age** of students surveyed was 27.6. The proportions of **female** students, **international** students, **indigenous** students, and students with **disability** were 61%, 41%, 9% and 9% respectively.
- Overall, more than nine in ten students felt satisfied with their **program** (92% agree or strongly agree) and with their **experience at Sask Polytech** (93%).
- Perceptions on **program contribution** were very positive, with 97% of the students indicating their program had contributed to their knowledge, skills and personal development. More than nine in ten (92%) students were satisfied or very satisfied with the **quality of instruction** received at Sask Polytech.
- Perceptions on **admission and orientation** were positive. Admission and orientation were most effective in making students aware of their roles and responsibilities (97% agree or strongly agree) and less effective in introducing students to services and support available on campus (89%).
- Satisfaction with **instructors** was strong. Instructors were very capable to use examples or illustrations to explain course materials (96% agree or strongly agree) and to explain learning outcomes, requirements and how students would be evaluated (93%). Perceptions on instructors were less positive in terms of providing prompt feedback on tests, assignments, or work in progress but had trended upwards over the past five years.
- Overall satisfaction with **campus facilities** was moderately strong (89% satisfied or very satisfied). A great majority (95%) felt safe and secure on campus. Perceptions on the adequacy of specific types of facilities and resources were less positive and slightly down from the previous year.
- Perceptions on **student support** varied. Students were most positive with support for them to succeed academically (92% agree or strongly agree), followed by support for students' overall well-being (87%) and opportunities to be involved socially with fellow students (84%). Fewer believed there was support for helping manage non-academic responsibilities (71%) or information about scholarship and bursaries is easily accessible (77%).
- In terms of **program interruption**, 13% of the students surveyed had considered leaving their program, and another 5% had left their program for at least one term or for an extended period. Dissatisfaction with program quality, financial difficulties and weak academic performance were most common reasons for program interruption.
- Most commonly, students reported having interacted with Enrolment Services (78%) and Library Services (66%), followed by SPSA (59%) and Learning Services (43%) among the 11 **student services/support groups** asked about. The perceived quality of interactions was very positive with Indigenous Students' Centres, Library Services and Indigenous Student Advisors leading the list and Enrolment Services and Student Employment/Employment Counselling slightly behind.

## Respondent Profile

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Number of Respondents

2,171

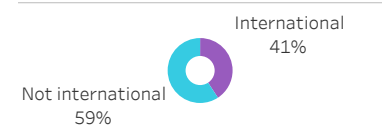
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 Credential: **All** | Admin Campus: **All** | Base/CE: **All**  
 Indigenous: **All** | International: **All** | Gender: **All**  
 Disability: **All** | Visible Minority: **All**

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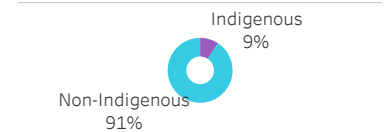
### Faculty and School

Faculty of Nursing, Health Sciences and Community Services	(45%)	Nursing	16%
		Health Sciences	15%
		Education and Community Services	14%
Faculty of Business and Management	(23%)	Business and Entrepreneurship	19%
		Hospitality, Tourism, and Applied Aesthetics	5%
Faculty of Technology and Skilled Trades	(20%)	Agriculture, Natural Resources and Sustainability	9%
		Mining, Manufacturing and Engineering Technologies	5%
		Construction	4%
		Transportation	2%
Faculty of Digital Innovation, Arts and Sciences	(12%)	Computing and Digital Innovation	8%
		Creative Media, Arts and Science	4%

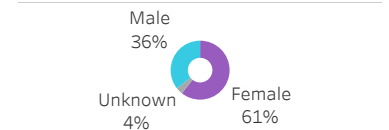
### International



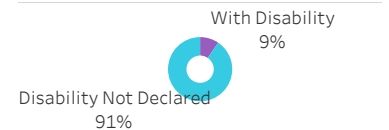
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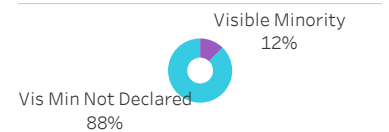
### Gender



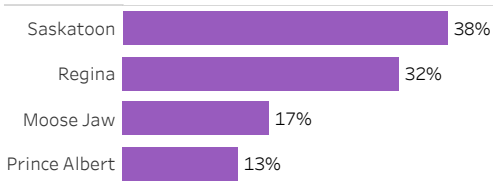
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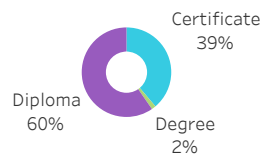
### Visible Minority



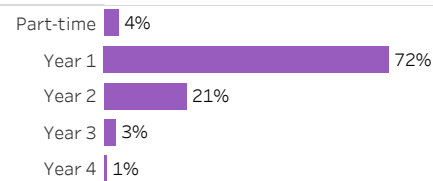
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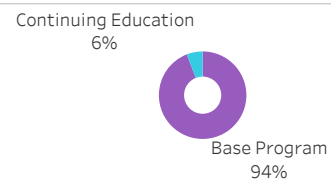
### Credential



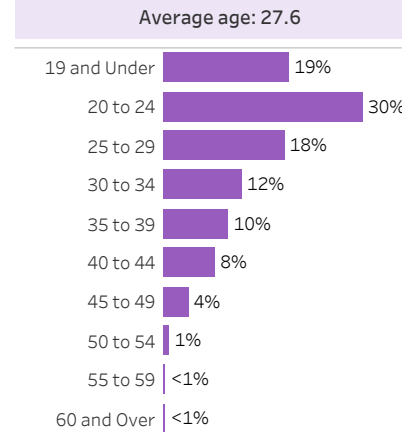
### Year of Study



### Base/CE



### Age Range



## Overall Assessment

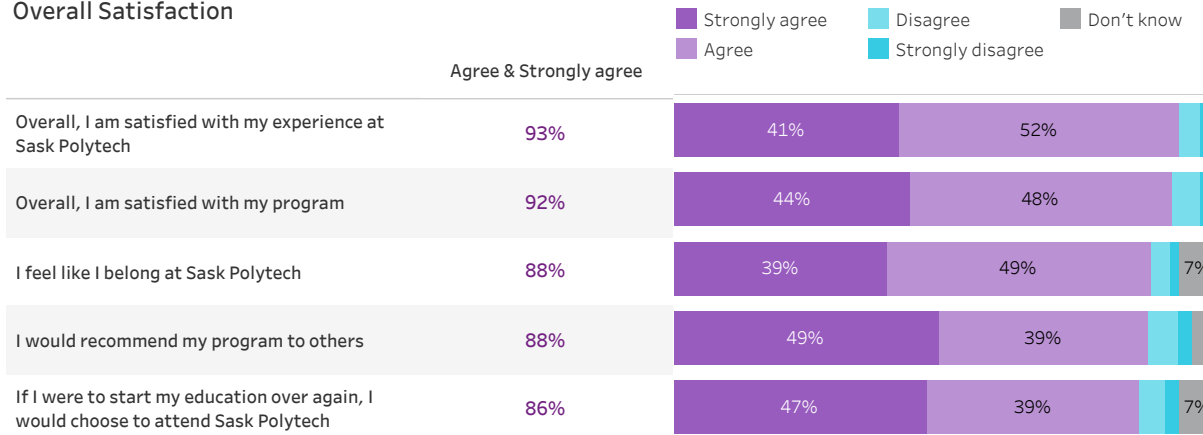
Number of Respondents

2,171

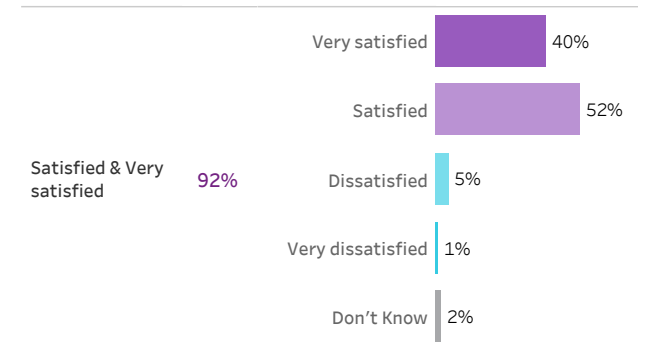
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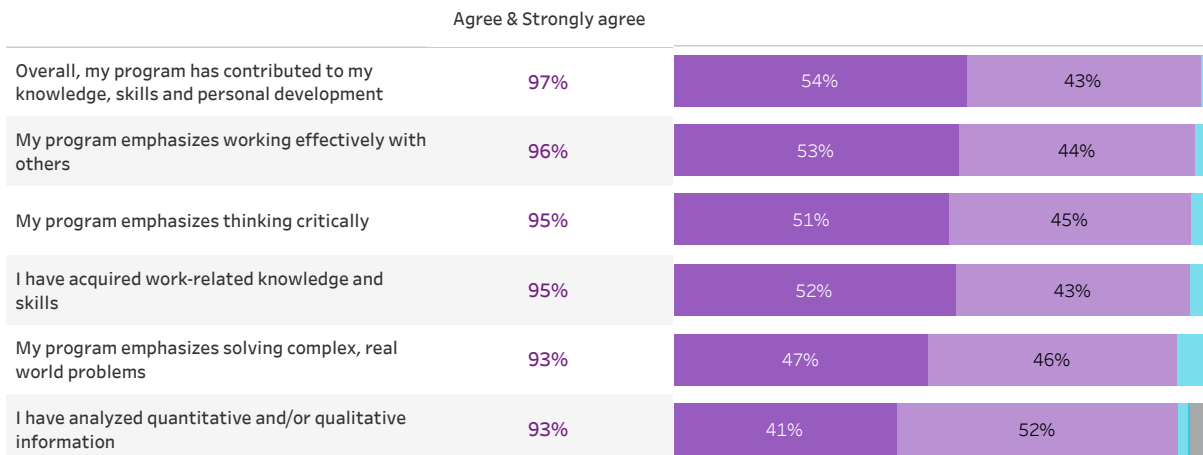
### Overall Satisfaction



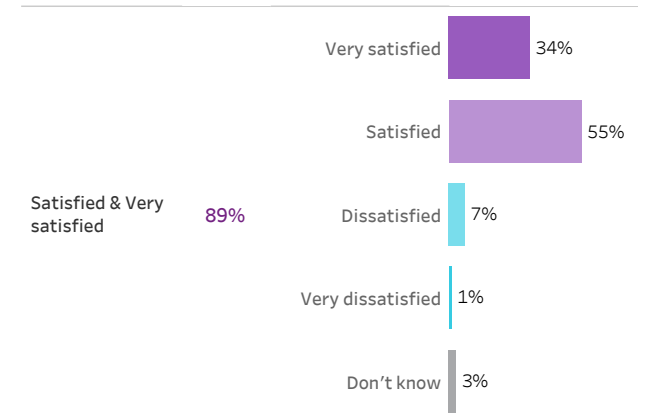
### Satisfaction with Quality of Instruction



### Program Benefit



### Overall Satisfaction with Facilities



## Admission and Orientation, Course Work, and Instructor

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Number of Respondents  
**2,171**

Faculty: **All** | School: **All** | Program: **All**  
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### Assessment of Admission and Orientation

Agree & Strongly agree

I was made aware of my role and responsibilities as a student	97%	50%	47%	
Admission requirements were set at a level that ensured I was prepared to succeed in the program	94%	42%	52%	
The program's orientation was effective in orienting me through the program and explaining the requirements	93%	41%	51%	4%
Program information (website, brochures, fact sheets, etc.) accurately identified the nature of the program	91%	40%	51%	5%
The welcoming event was effective in introducing me to the services and supports available on campus	89%	41%	48%	4% 6%

### Course Work Emphasizes...

Agree & Strongly agree

Course work emphasizes applying facts, theories, or concepts to real world problems or new situations	95%	46%	50%	
Course work emphasizes analyzing an idea, experience, or line of reasoning in depth by examining its parts	93%	41%	52%	
Course work emphasizes forming a new idea or understanding from various pieces of information	93%	39%	54%	
Course work emphasizes evaluating a point of view, decision, or information source	93%	37%	56%	
Course work emphasizes memorizing course material	85%	33%	52%	12%

### Course Instructor

Agree & Strongly agree

Instructors used examples or illustrations to explain course materials	96%	48%	49%	
Instructors clearly explained learning outcomes, requirements, and how students will be evaluated	93%	45%	49%	5%
Instructors taught course sessions in an organized way	91%	41%	50%	6%
Instructors provided prompt and detailed feedback on tests or completed assignments	88%	39%	49%	9%
Instructors provided feedback on drafts or work in progress	88%	40%	48%	6% 4%



Institutional Research & Analysis

## Learning Experience and Program Interruption

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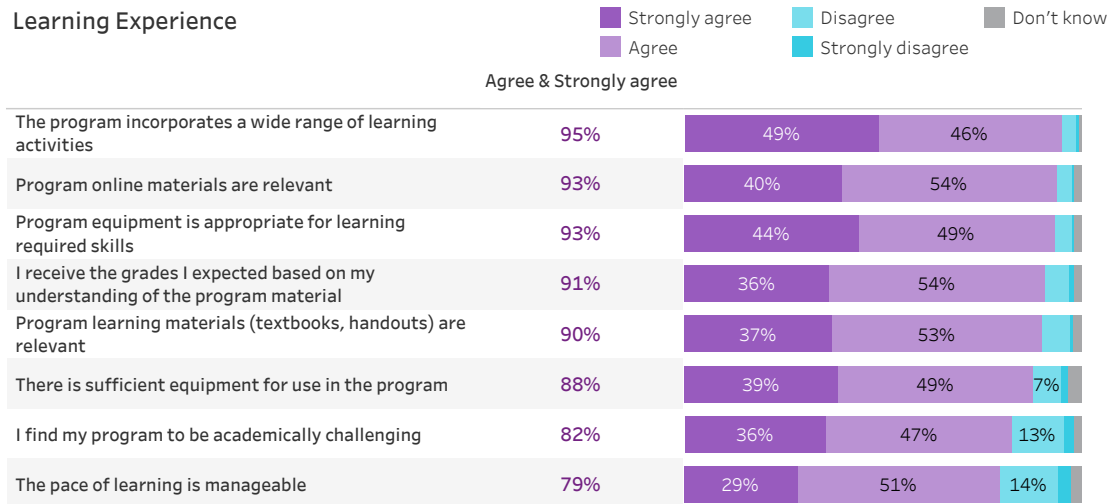
Number of Respondents

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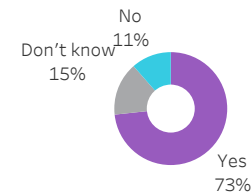
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### Learning Experience



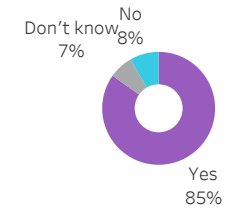
### Indigenous/Intercultural Component

(Does your program includes an indigenous or intercultural component?)



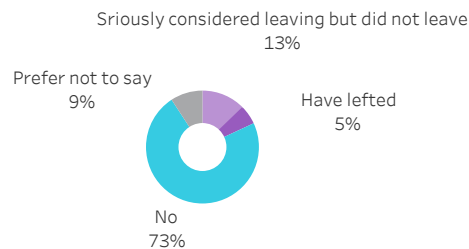
### Online Component

(Does your program incorporate an online component?)

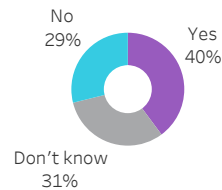


### Program Interruption

(In the past, have you ever left or seriously considered leaving Sask Polytech for at least one term or for an extended period?)

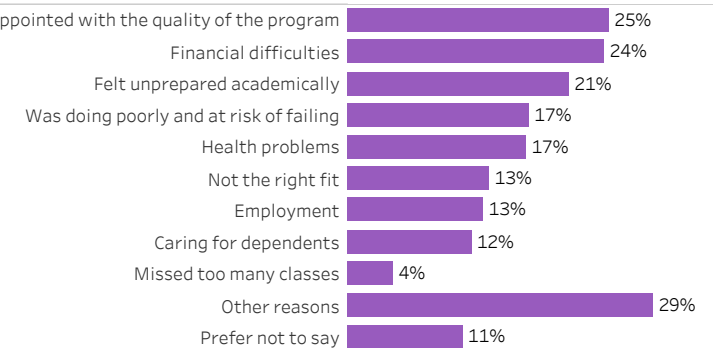


### Sask Polytech Can Do Better to Support Your Stay



### Reason for Leaving/Considering Leaving

(Multiple responses allowed)



## Facilities and Interactions

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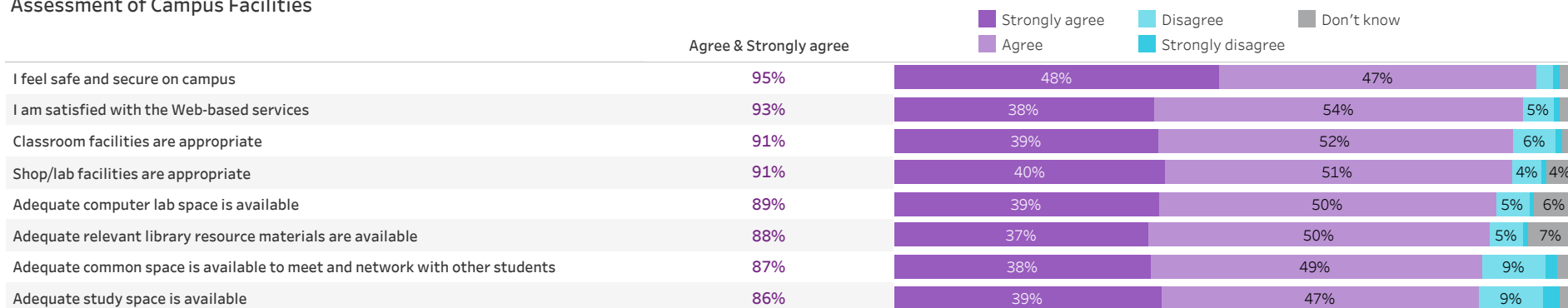
Number of Respondents

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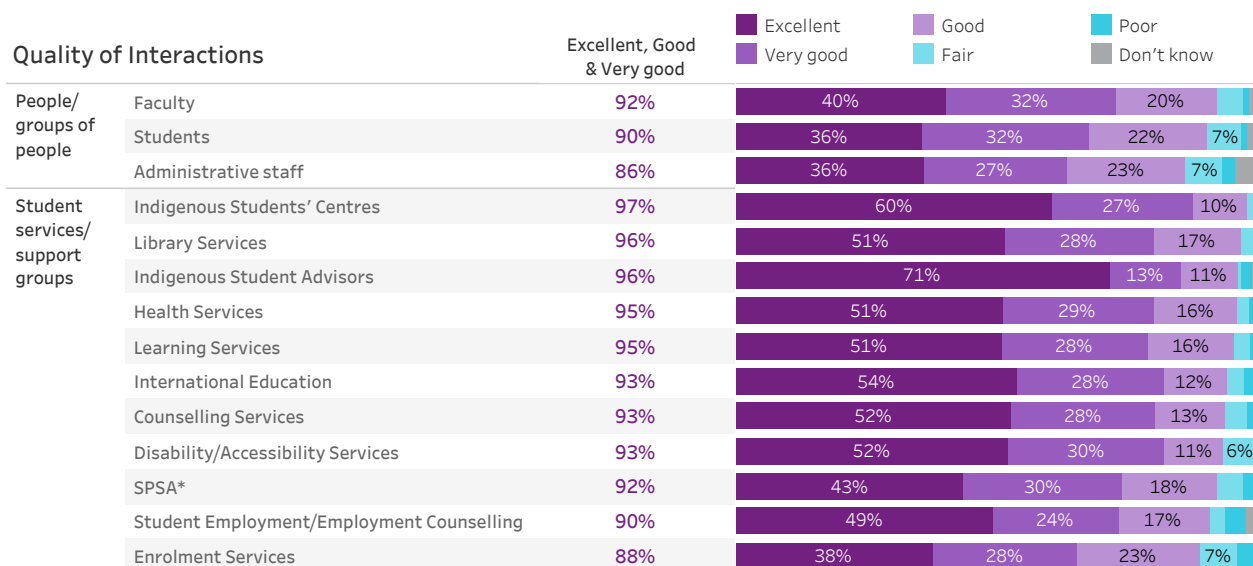
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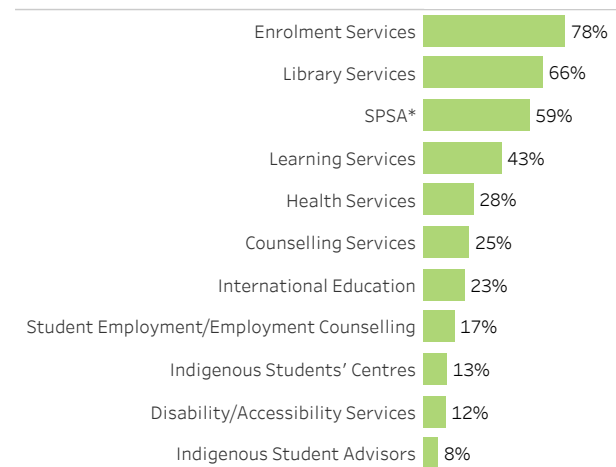
### Assessment of Campus Facilities



### Quality of Interactions



### Interaction with Student Support (Multiple responses allowed)



## Student Support and Equity, Diversity, Inclusion (EDI) and Reconciliation

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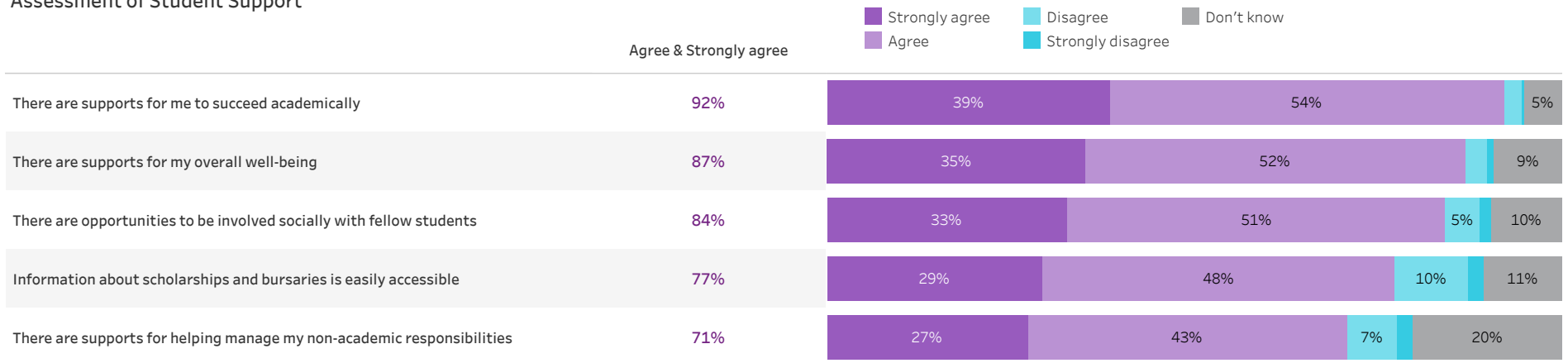
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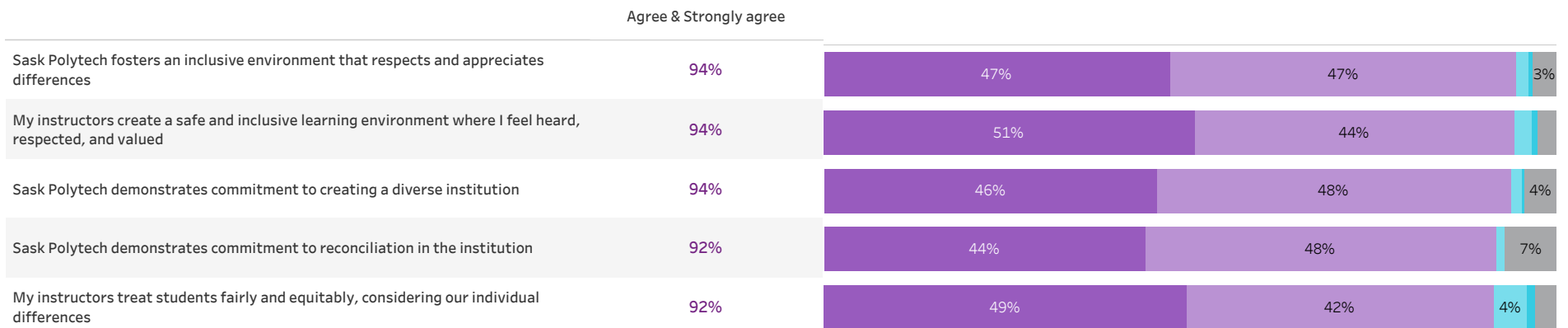
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### Assessment of Student Support



### EDI and Reconciliation at Sask Polytech



Institutional Research & Analysis



## Trended Results - Overall Assessment

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Number of  
Respondents

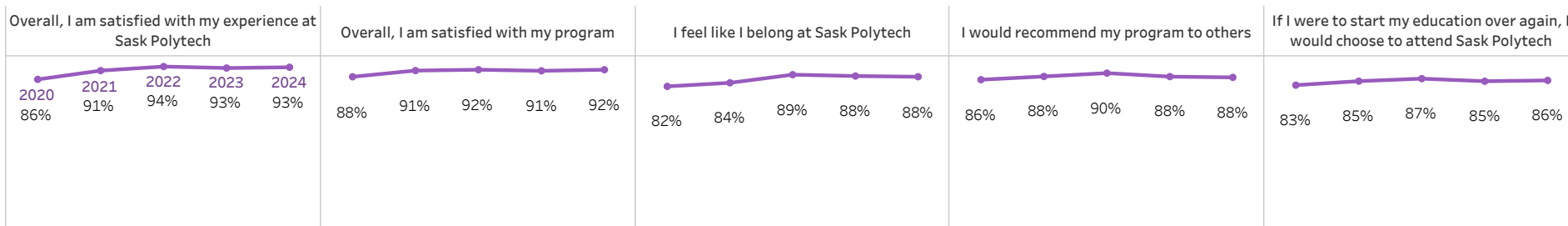
2020-21: 3,576  
2021-22: 3,705  
2022-23: 3,532  
2023-24: 3,968  
2024-25: 2,171

Faculty: **All** | School: **All** | Program: **All**  
Credential: **All** | Admin Campus: **All** | Base/CE: **All**  
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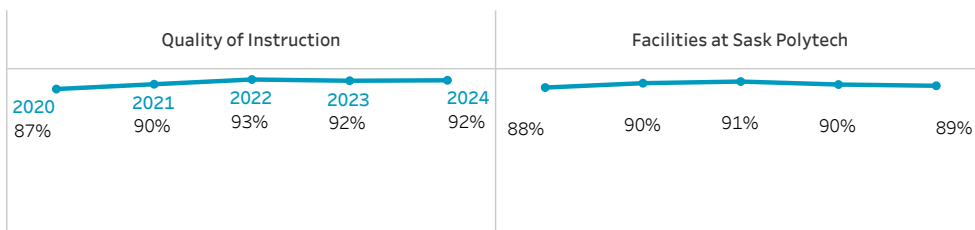
### Overall Assessment

% Agree & Strongly agree

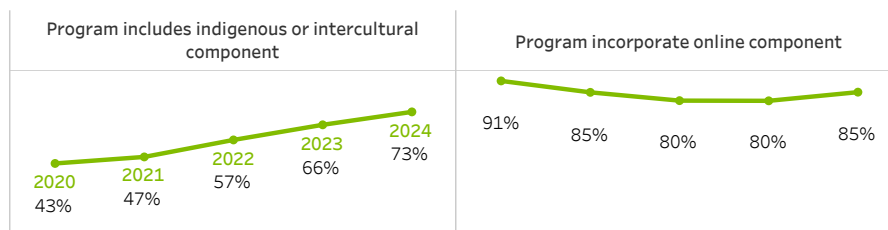


### Satisfaction with Quality of Instruction and Facilities

% Satisfied & Very satisfied

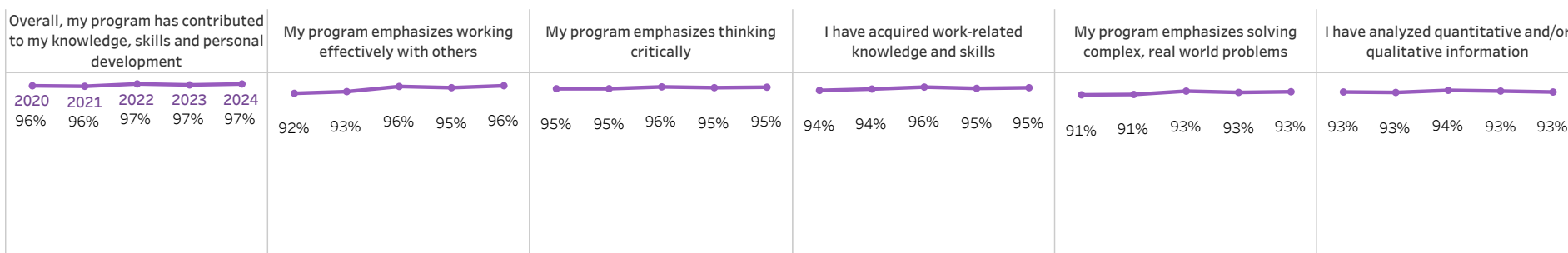


### Program Component



### Program Contribution

% Agree & Strongly agree



Institutional Research & Analysis

## Trended Results - Admission, Orientation, Learning Experience and Student Support

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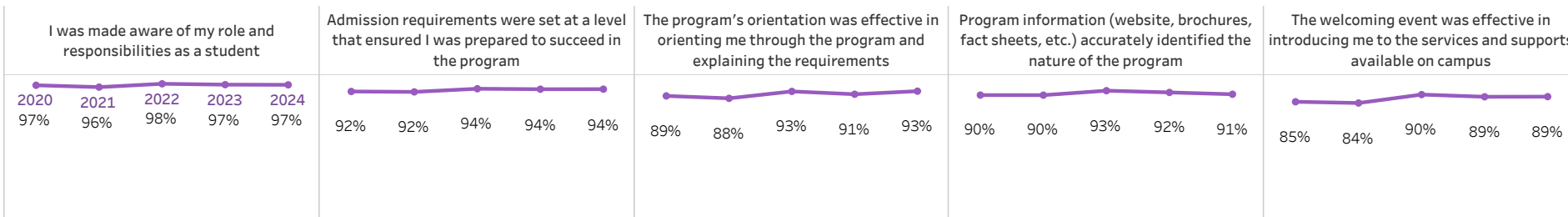
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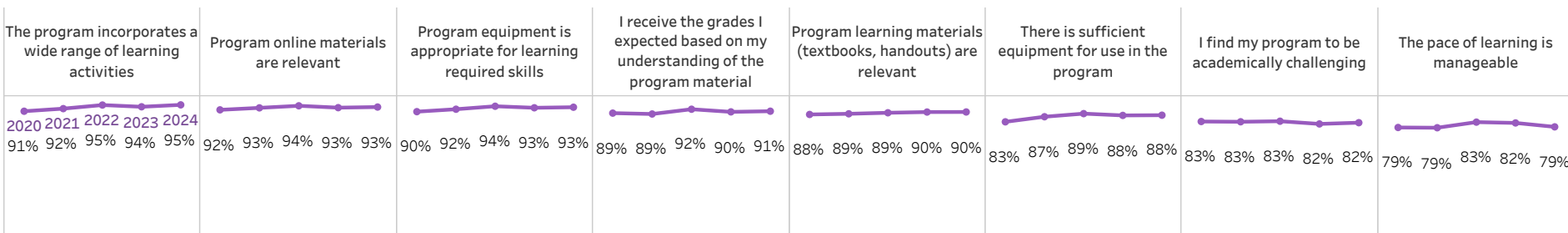
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### Admission and Orientation

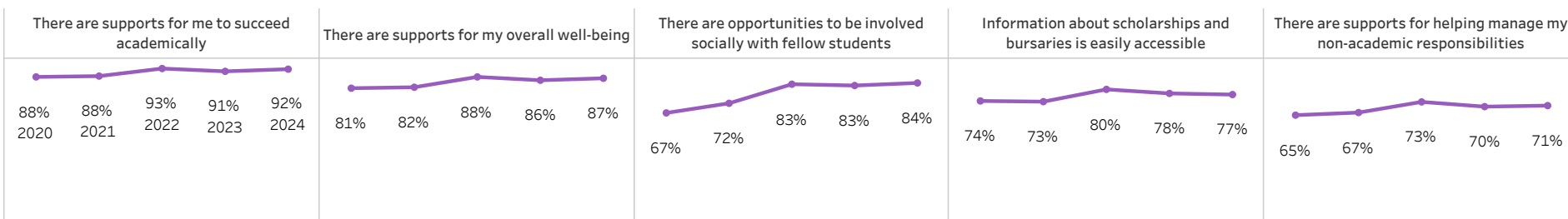
% Agree & Strongly agree



### Learning Experience



### Student Support and Services



Institutional Research & Analysis

## Trended Results - Course Work, Instructor and Campus Facilities

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Number of  
Respondents

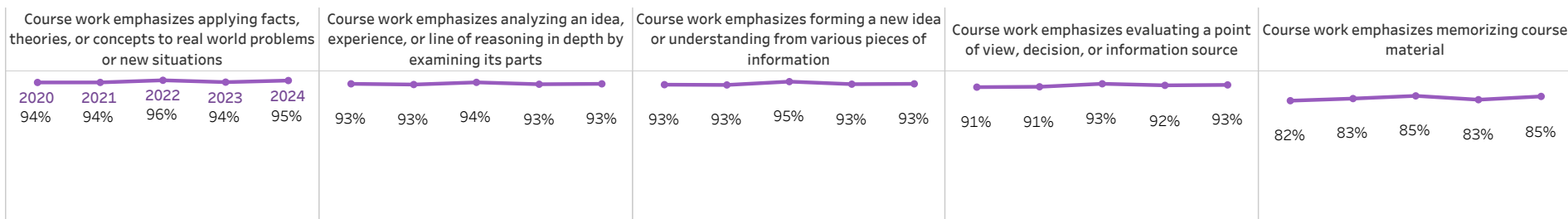
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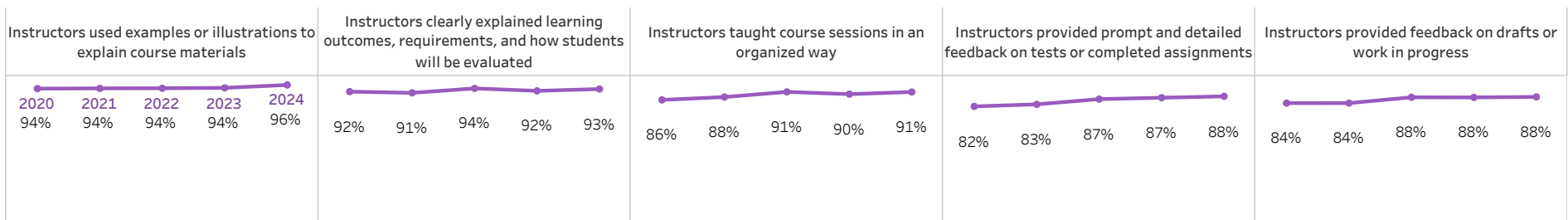
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### Course Work Emphasizes...

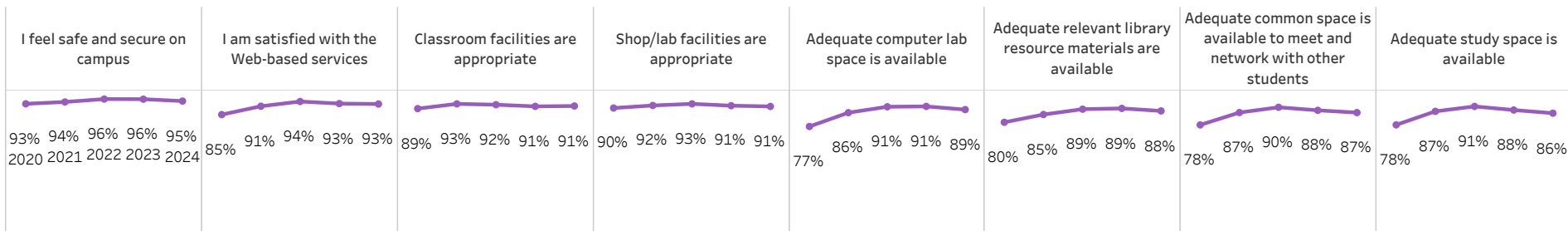
% Agree & Strongly agree



### Course Instructor



### Campus Facilities



Institutional Research & Analysis

## Trended Results - Interactions and Program Interruption

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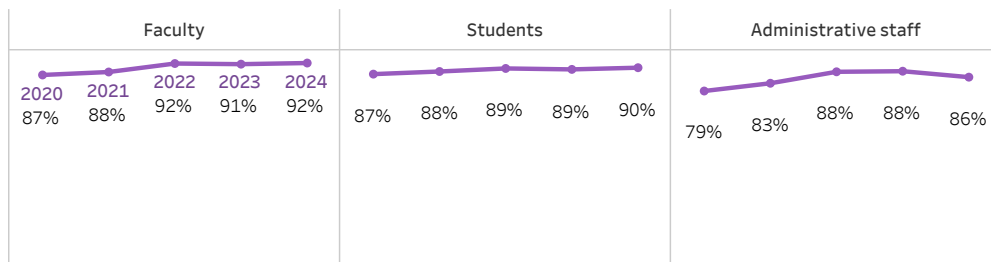
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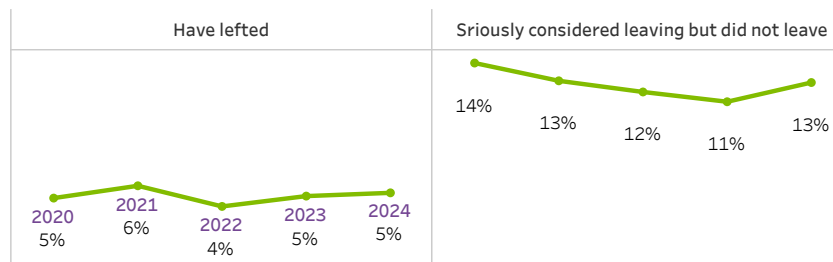
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### Quality of Interactions with People/Group of People

% Good, Very good & Excellent



### Program Interruption



### Quality of Interactions with Student Services/Support Groups

