STUDENT ENGAGEMENT SURVEY

2016/17 REPORT

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A. Introduction

NVIT, in its annual Institutional Accountability Plan and Report, prioritized the completion of a Student Engagement Survey and NVIT's first Student Engagement Survey was completed in 2015. The quantitative data collected in the Spring Term survey complements the qualitative data gathered at the Student Forums held at each campus in the Fall Term. It is the intention of the Institutional Research Office to support the SEM Committee and subsequently, NVIT's strategic priorities, by conducting the Student Engagement Survey and Student Forums annually. The results and analysis of the survey efforts are reflected herein and provide comparative analysis.

B. Survey Design

NVIT's Strategic Enrolment Management Committee (SEM) played a key role in the development and methodology of NVIT's Student Engagement Survey. Members of the SEM committee reviewed previous NVIT satisfaction surveys as well as sample questions from the National Survey of Student Engagement (NSSE) and the Community College Survey of Student Engagement (CSSE) to develop a comprehensive engagement questionnaire. The committee reviewed various applications for the survey including iClicker, paper, and web-based platforms and determined the web-based solution offered the strongest opportunity to effectively and efficiently support the data gathering and analysis activities.

C. Cohort and Response Rates

1. Cohort Definition

The cohort consisted of all students attending either the NVIT Vancouver or Merritt campus.

2. Survey Deployment

After reviewing various deployment opportunities, the SEM Committee recommended a program based deployment. An institute-wide introduction to the Student Engagement Survey was sent to all faculty. This information also included an invitation for faculty to schedule a time for their learners to complete the survey. In an attempt to encourage participation from all programs, the Institutional Research Office scheduled time with an instructor in each program. The instructors then released the students to participate in the survey being conducted in the computer lab. To avoid duplicity, a master student list was created and students initialed beside their names prior to commencing the online survey. Near the end of the survey, members of the Enrolment Services Team would approach learners who had not yet participated and invite them to complete the survey. The survey was open from March 6th – April 18th, 2017.

In an effort to encourage participation, NVIT entered the names of those learners who completed the survey into a draw for one of four $200 Prepaid MasterCard gift cards. The winners from the Merritt campus were Dakota Grismer-Voght (CRIM2), Ashton Kruger (AECE2) and Mathew Brown (College Readiness). Vancouver campus winner was Cindy Chan (BSW). Incentives were distributed based on the percentage of survey respondents at each campus.

3. Response Rates

There were 159 survey respondents from a potential pool of 303 on-campus students. The NVIT Vancouver campus recognized a higher response rate (54%) than the Merritt campus (52%). The SEM Committee acknowledge and appreciate the NVIT faculty who accommodated the completion of the survey during class time.

D. Survey Results and Preliminary Analysis

1. Demographic

a) Age Ranges

Survey respondent age ranges compare favorably to overall learner age ranges. Year over year comparison indicates the largest change in the age 25 – 29 category. In 2015, 27% of respondents were 24 years old or younger, that number jumped to 39% in 2016 and increased again in 2017 to 42%.
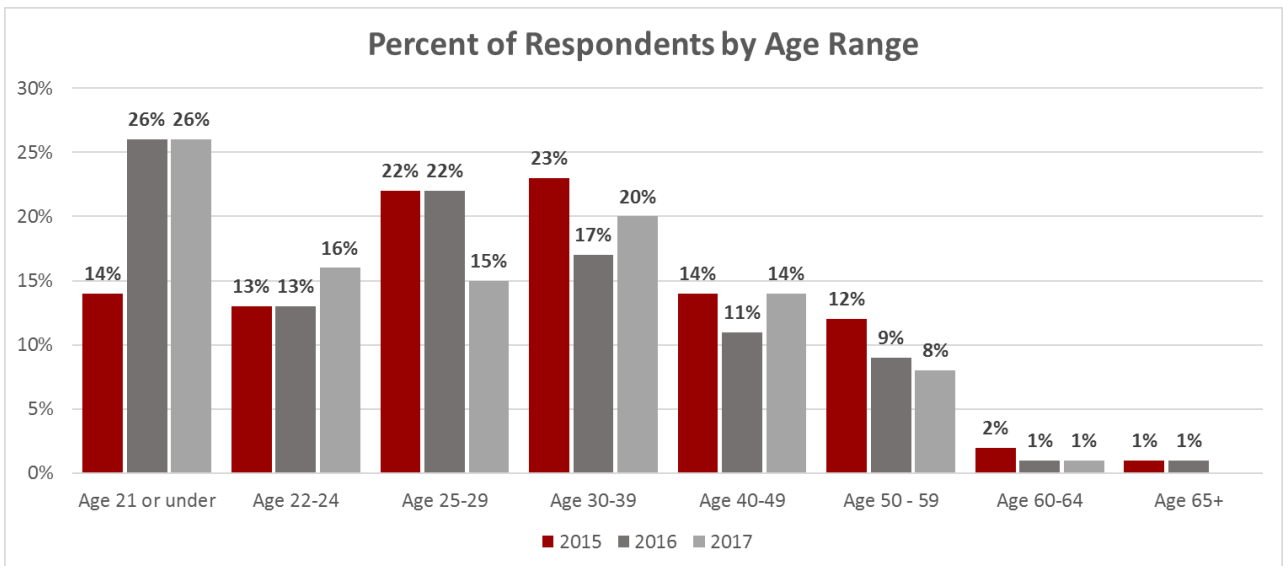
b) Gender

With a slight trend downward, respondents were primarily female which correlates to females being 60% of NVIT's 2016/17 entire population.
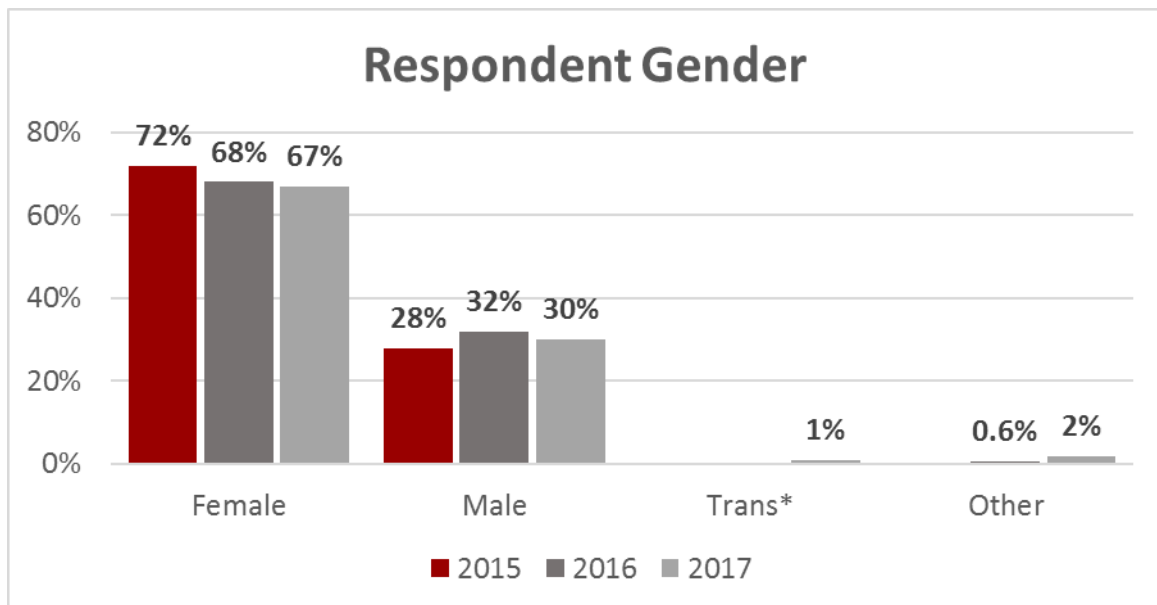
c) Student Housing

The majority of survey respondents live off-campus within driving distance of campuses:

Student Housing

Category	Value
Off-campus (within walking distance)	7
Low income housing	12
NVIT Student Housing	22
With parents or family	35
Off-campus (within driving distance)	63
None of the above	17
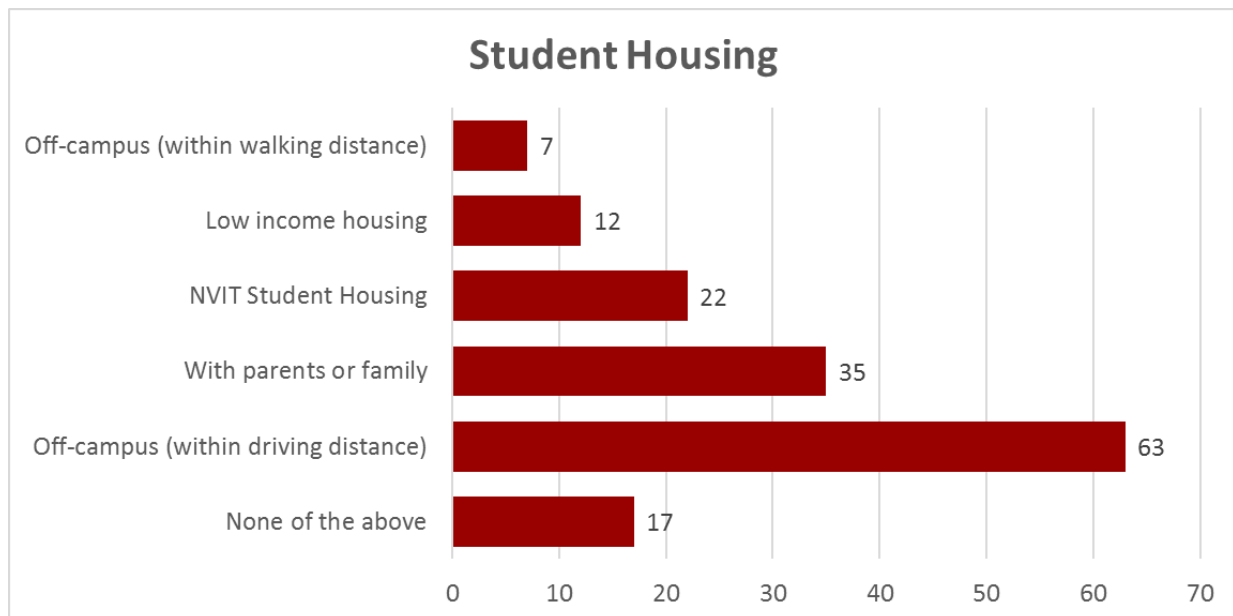
An examination of Student Housing by campus shows some key differences in housing profiles with a higher percentage of Vancouver students in low income housing and living off-campus within driving distance while Merritt students have a higher percentage living with parents or family.

Student Housing by Campus

Vancouver: Other 18%, Low income housing 16%, Off-campus (driving distance) 49%, Off-campus (walking distance) 2%, With parents or family 16%

Merritt: Other 8%, NVIT Student Housing 4%, NVIT Student Housing 21%, Off-campus (driving distance) 36%, Off-campus (walking distance) 6%, With parents or family 26%

Legend:
- Other
- Low income housing
- NVIT Student Housing
- Off-campus (driving distance)
- Off-campus (walking distance)
- With parents or family

Future surveys could consider allowing students to identify "other" living arrangements.

d) Students with Children at Home

In 2016, Vancouver students responding to the survey reported children living at home at about 41% compared to about 40% for Merritt respondents. Here are the results for 2017:
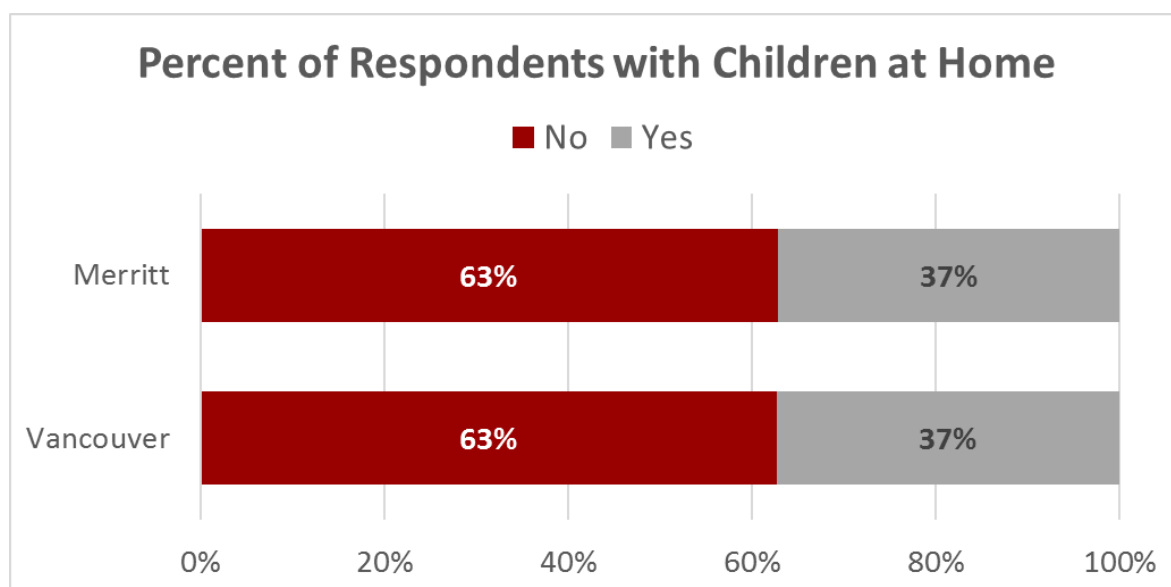
2. Academic Profile

a) Programs of Study

Survey respondents represented 16 different NVIT programs as follows:

Program	Number of Respondents		
	2015	**2016**	**2017**
Associate of Arts (CRIM, Genarts, FNST)	22	26	32
Bachelor of Social Work	32	38	33
Bridging to Trades	12		
Business Administration		3	4
Chemical Addictions		9	13
College Readiness	6	7	11
Early Childhood Education	8	6	8
Environmental Resources Technology	3	9	27
Health Care Assistant	3	14	
Indigenous Language	1		
Law Enforcement Preparation	1	9	4
Office Administration	6	12	13
Access to Practical Nursing	5	3	7
Plumbing and Piping Foundation		16	
Residential Carpentry Foundation	4		1
Unclassified Studies		15	6

b) Started Studies

Of the 159 respondents that answered the question, 97 (61%) indicated they started their studies at NVIT and 62 (39%) starting elsewhere. Similarly, in 2016, 56% indicated they started their studies at NVIT and 44% started elsewhere.

Response	Chart	Percentage	Count
Started here		61.0%	97
Started elsewhere		39.0%	62

On average over the last three years, 23% of Bachelor of Social Work program respondents started their post-secondary studies at NVIT compared to 67% of respondents of all the other programs.

Comparison of BSW to All Other Programs

	2015 BSW	2015 All other programs	2016 BSW	2016 All other programs	2017 BSW	2017 All other programs
Started elsewhere	78%	34%	82%	33%	70%	31%
Started at NVIT	22%	66%	18%	67%	30%	69%
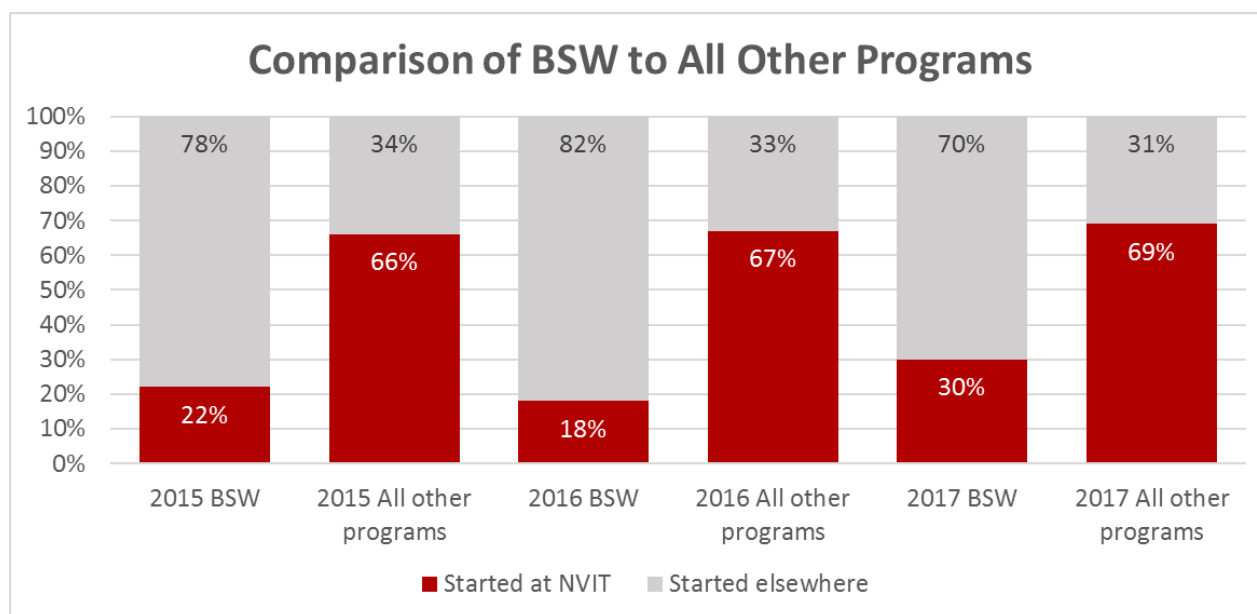
c) Program Year of Study

The majority of survey respondents were in first year with good representation from each year.

Response	Chart	Percentage	Count
1st year		52.2%	83
2nd year		23.3%	37
3rd year		15.1%	24
4th year		5.0%	8
Other		4.4%	7

d) Course Load

In both 2015 and 2016, the majority (88%) of survey respondents indicated they were studying full-time. That number jumped to 91% in 2017. This may be as a result of the cohort approach to survey administration.
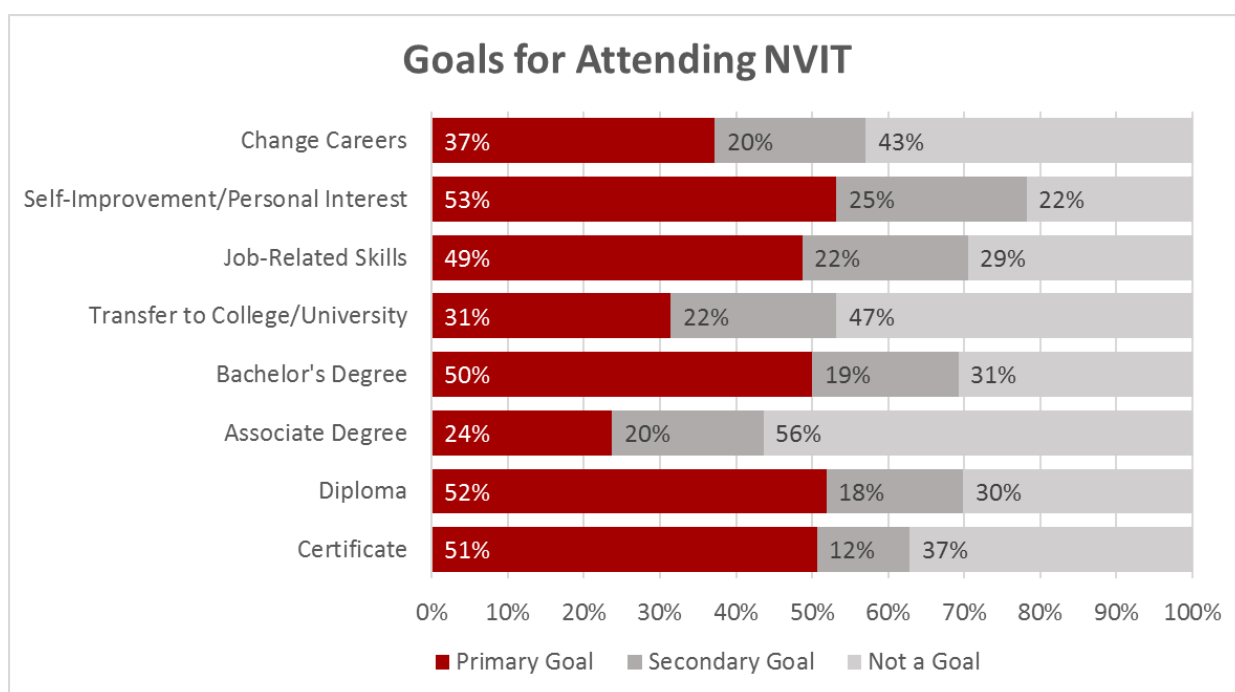
e) Home Campus

On average, over the three years of the survey, 68% of respondents attend the Merritt Campus with the remaining 32% of respondents identify NVIT Vancouver as their home campus.

3. Academic Goals and Engagement

a) Goals for Attending NVIT

Respondents were asked to identify their goals for attending NVIT. Note that respondents could choose more than one Primary, Secondary or Not a Goal response. Higher response rates with the primary goal of Self-Improvement/Personal Interest, Diploma and Certificate correlates to the number of respondents in job-ready Certificate programs. Responses are presented as percentage summaries.

Goals for Attending NVIT

Goal	Primary Goal	Secondary Goal	Not a Goal
Change Careers	37%	20%	43%
Self-Improvement/Personal Interest	53%	25%	22%
Job-Related Skills	49%	22%	29%
Transfer to College/University	31%	22%	47%
Bachelor's Degree	50%	19%	31%
Associate Degree	24%	20%	56%
Diploma	52%	18%	30%
Certificate	51%	12%	37%

b) Importance of Graduating from NVIT

NVIT's students are focused on graduating from their programs with over 97% of respondents indicating graduation is important (moderately to very).

The majority (82.5%) of respondents indicated graduation is very important.

This is key information for program and enrolment management planning to ensure that program completion paths are clear and program requirements are accessible when students need them.

Response	Chart	Percentage	Count
Not Important		3.2%	5
Slightly Important		0.0%	0
Moderately Important		3.9%	6
Important		10.4%	16
Very Important		82.5%	127

c) Considered Leaving NVIT

Respondents were asked if during the current school year, they had seriously considered leaving NVIT. A total of 86 respondents (or 56%) indicated they had not considered leaving NVIT during the school year. Of the 68 (44%) who had considered leaving, over 54% were experiencing personal issues while 15% were experiencing financial issues that had the potential to affect their ability to continue in their program. It is assumed that adequate support systems were provided to these students to enable them to continue in their programs and work towards their goals.

Response	Chart	Percentage	Count
To improve my career prospects		6%	4
Unsatisfactory academic progress or performance		10%	7
Financial reasons		15%	10
To obtain a better quality of education		9%	6
Personal reasons (family, health, etc.)		54%	37
Program was not what I expected it to be		6%	4

d) Personal Educational Commitment

Students were asked how they responded when personally challenged to persevere with regard to their studies. Respondents indicated a consistent personal commitment to their education when faced with adversity or distractions.

Personal Educational Commitment

	Very often	Often	Sometimes	Never
Asked instructors for help	34%	38%	25%	3%
Finished tasks even though challenged	45%	40%	14%	1%
Found additional information to help understanding	26%	43%	29%	2%
Particpated in discussions when didn't feel like it	34%	34%	31%	1%
Stayed positive even when doing poorly	37%	36%	23%	4%
Studied even when other things to do	32%	39%	24%	5%

e) Student Academic Engagement

Respondents indicated they are actively (84% very often or often) engaged in classroom discussions and that they often or very often work with other students. Only 8% of respondents state they come to class with incomplete assignments very often. The responses provide an opportunity to enhance STSC 101 (Strategies for Success) with identified shortfalls in academic engagement including peer-to-peer support and time management.

Student Academic Engagement

	Very often	Often	Sometimes	Never
Asked a student to help you understand course material	24%	34%	37%	5%
Prepared two or more drafts of a paper or assignment	29%	29%	30%	12%
Asked questions or contributed to course discussion	56%	28%	14%	2%
Explained course material to one or more students	26%	38%	33%	3%
Gave a course presentation	31%	37%	24%	8%
Prepared for exams with other students	22%	30%	38%	10%
Worked with other students on course projects or assignments	29%	37%	26%	8%
Attended an art exhibit, play or other arts performance	4%	9%	25%	62%
Come to class without completing assignments	8%	23%	56%	13%

f) Plans for After Graduation

Most respondents plan to work after graduation with 55% planning to work full-time and 6.5% planning on part-time work.

32.5% of respondents indicated they planned to continue their education with 5.2% of those respondents indicating they planned on graduate or professional school.

Both of these distinct groups (further education or employment) demonstrate a continued alignment with the B.C.'s Skills for Jobs initiative and the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.

Response	Chart	Percentage	Count
Full-time employment		55.2%	85
Part-time employment		6.5%	10
Continue my education		27.3%	42
Graduate or professional school		5.2%	8
Travel or gap year		3.9%	6
No plans at this time		1.9%	3

4. Financial and Personal Support

a) Source of funding for Tuition

Respondents reported a variety of funding sources for tuition with the majority of respondents utilizing either Band sponsorship or their own income or savings. The only significant shifts between 2016 and 2017 is a 5% increase (37% - 42%) in respondents indicating they accessed student loans. This is still 10% lower than 2015.

Note that respondents could select multiple responses. This chart displays the percentage used for each source. Social assistance was added as an option for the 2015/16 survey.

Source of Funding for Tuition

Source	Main Source %	Secondary Source %
Social assistance	6%	18%
Employment insurance	3%	19%
Employer contributions	4%	21%
Parent or spouse/significant other's income/savings	12%	29%
Student loans	22%	19%
Grants or scholarships	24%	22%
My own savings/income	28%	37%
Band sponsorship	46%	10%
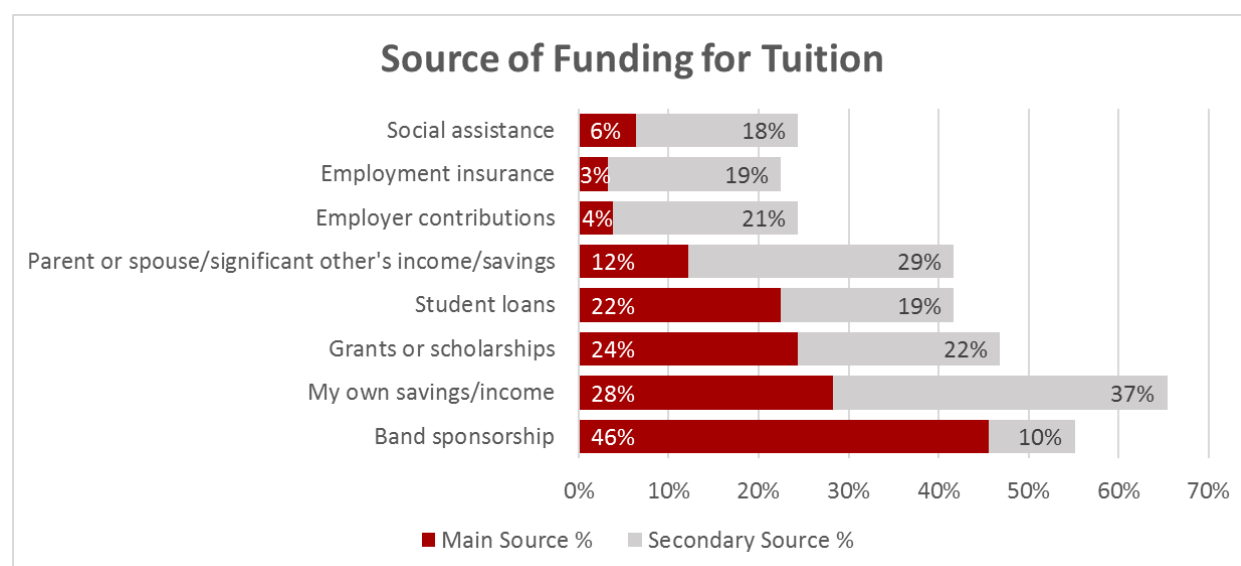
b) Financial and Personal Support Challenges

NVIT has implemented several programs to support students including Retention Alert, Aboriginal Emergency Aid, Student Society Emergency Aid Bursaries, Elders' Food and Clothes banks, Student Success Centre Breakfast Program, and Counselling Services. In 2016/17, 38 students accessed $21,300 in Aboriginal Emergency Aid at NVIT to help with unexpected housing costs, living/transportation/medical expenses and family/personal crises. Over 350 Retention Alerts were created to support 193 students. Of the 350+ alerts approximately 25% were attendance related, another 40% were financial aid needs, and a majority of the remaining consisted of academic challenges, disability support and personal issues. In addition, $5000 in Student Society Emergency Aid Bursaries were disbursed to 27 full-time students based on financial need.

c) Support from Family and Friends

Survey respondents report strong support from family and friends as they study at NVIT.

Support from Family and Friends

	Extremely	Quite a bit	Somewhat	Not very	Not at all
Supportive Family	65%	20%	10%	2%	3%
Supportive Friends	57%	26%	11%	3%	3%
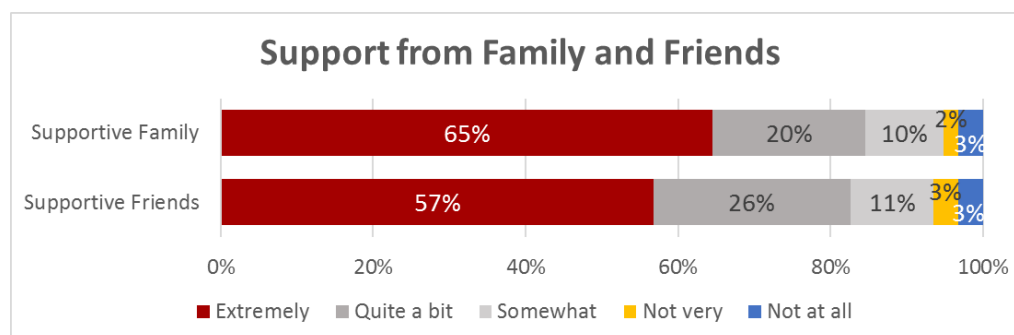
d) Potential Issues that Could Result in Withdrawal

Respondents were asked to identify potential issues that could affect their enrolment at NVIT. Survey respondents in all three years of the survey indicate financial issues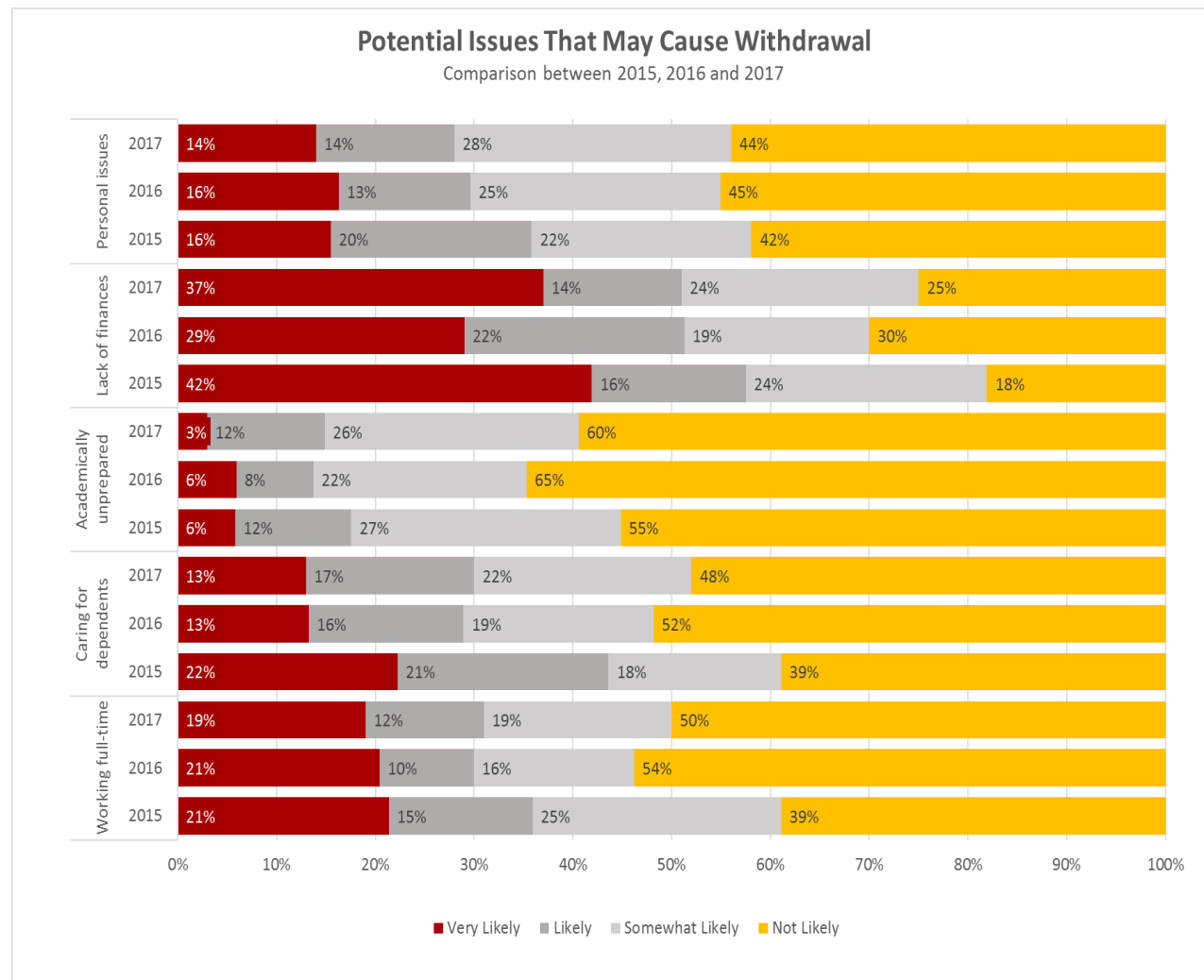 as the most likely to have an effect on their education. On average, 30% of respondents identify working full-time, personal issues, and caring for dependents as very likely or likely to have an effect. These are key issues for the NVIT student population.

Potential Issues That May Cause Withdrawal
Comparison between 2015, 2016 and 2017

Category	Year	Very Likely	Likely	Somewhat Likely	Not Likely
Personal issues	2017	14%	14%	28%	44%
	2016	16%	13%	25%	45%
	2015	16%	20%	22%	42%
Lack of finances	2017	37%	14%	24%	25%
	2016	29%	22%	19%	30%
	2015	42%	16%	24%	18%
Academically unprepared	2017	3%	12%	26%	60%
	2016	6%	8%	22%	65%
	2015	6%	12%	27%	55%
Caring for dependents	2017	13%	17%	22%	48%
	2016	13%	16%	19%	52%
	2015	22%	21%	18%	39%
Working full-time	2017	19%	12%	19%	50%
	2016	21%	10%	16%	54%
	2015	21%	15%	25%	39%

e) Non-Class Commitments

NVIT students have considerable commitments outside of their scheduled classes with female respondents indicating a higher commitment to childcare responsibilities than their male counterparts. Students at both campuses indicate con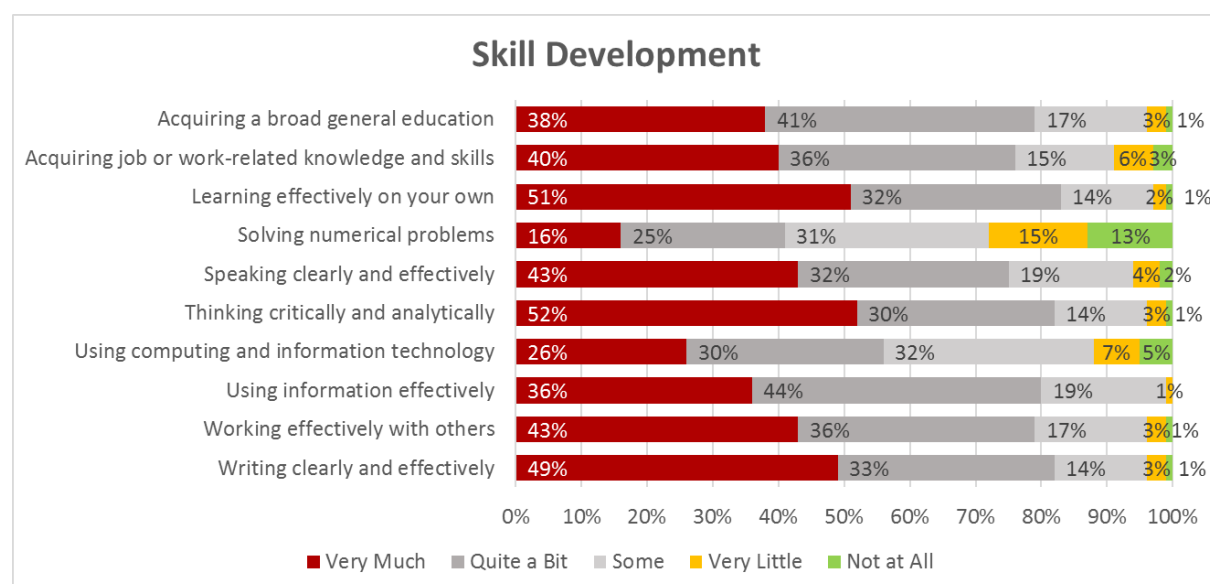siderable time spent commuting (note that Merritt averages would be normed down by students living in residence) and Vancouver students spend more hours per week working.

Average Hours Per Week Spent on Non-Class Activities by Campus and Gender

	Class Prep	Working	NVIT Activities	Caring for Dependents	Commuting to School	Cultural Activities	Socializing	Comm Service or Volunteer
VANC Male and Trans	12	12	3	3	9	7	11	6
VANC Female	14	12	3	9	9	4	9	5
MER Male and Other	9	6	3	6	5	4	11	3
MER Female	11	9	2	11	5	2	10	3
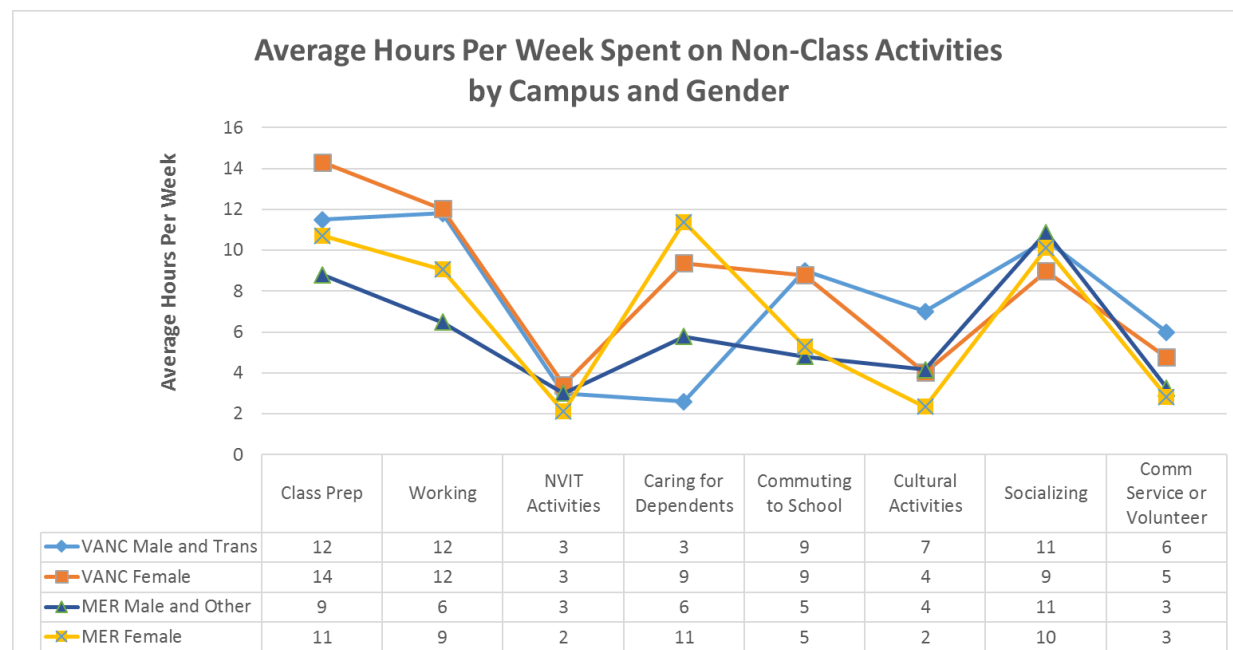
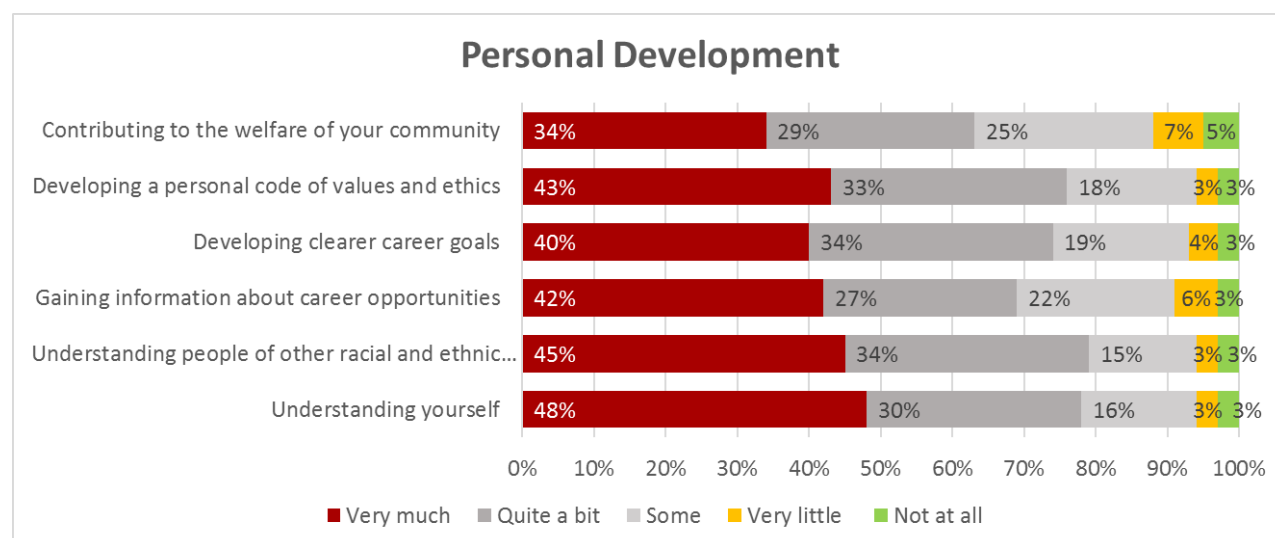## 5. Educational Experience

a) Skill Development

Respondents rated three areas the highest (Learning effectively on your own, Writing clearly and effectively, and Thinking critically and analytically) but assessed their ability to solve numerical problems and use computing and information technology the lowest.

Skill Development

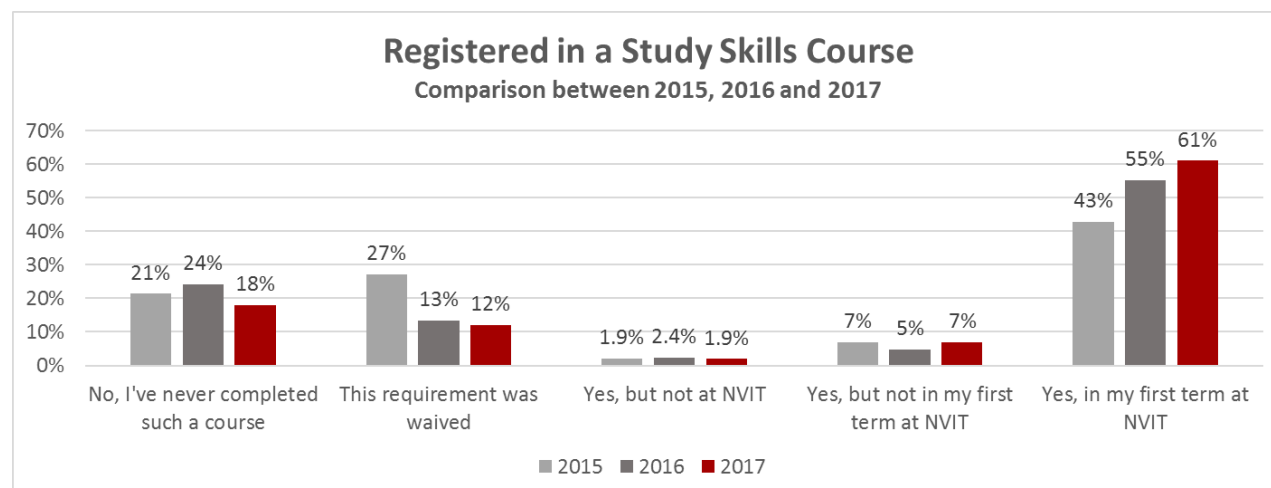| Skill	Very Much	Quite a Bit	Some	Very Little	Not at All
Acquiring a broad general education	38%	41%	17%	3%	1%
Acquiring job or work-related knowledge and skills	40%	36%	15%	6%	3%
Learning effectively on your own	51%	32%	14%	2%	1%
Solving numerical problems	16%	25%	31%	15%	13%
Speaking clearly and effectively	43%	32%	19%	4%	2%
Thinking critically and analytically	52%	30%	14%	3%	1%
Using computing and information technology	26%	30%	32%	7%	5%
Using information effectively	36%	44%	19%	1%	
Working effectively with others	43%	36%	17%	3%	1%
Writing clearly and effectively	49%	33%	14%	3%	1%

b) Personal Development

Overall, 92% of respondents reported that their experience at NVIT contributed to their personal development in one of six factors, this has been steady since the inception of the survey.

Personal Development

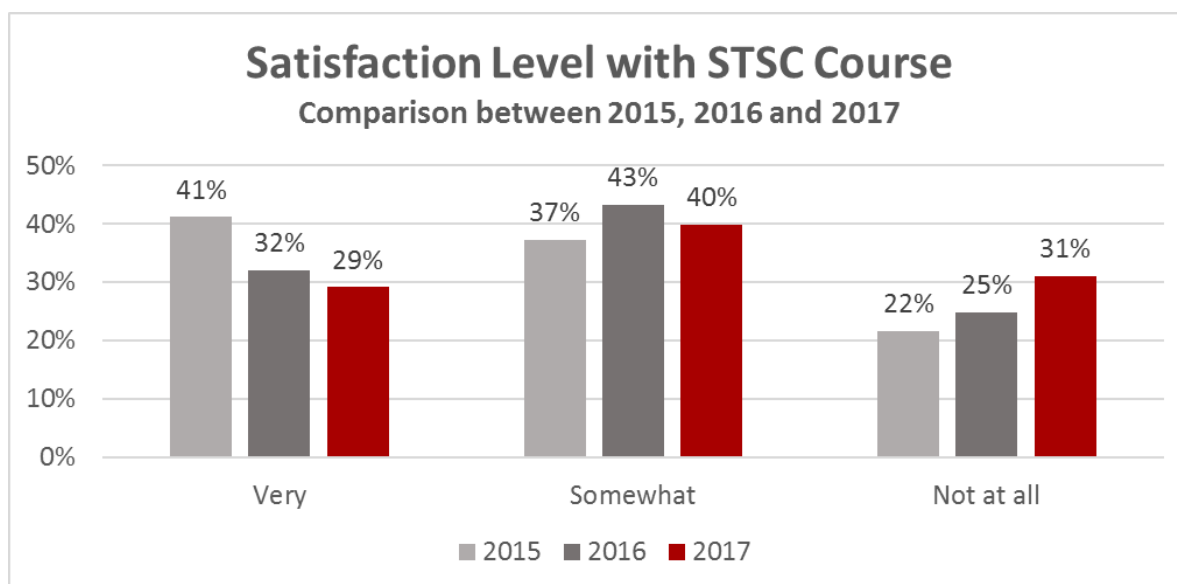|	Very much	Quite a bit	Some	Very little	Not at all
Contributing to the welfare of your community	34%	29%	25%	7%	5%
Developing a personal code of values and ethics	43%	33%	18%	3%	3%
Developing clearer career goals	40%	34%	19%	4%	3%
Gaining information about career opportunities	42%	27%	22%	6%	3%
Understanding people of other racial and ethnic…	45%	34%	15%	3%	3%
Understanding yourself	48%	30%	16%	3%	3%

c) Study Skills Courses

About 68% of respondents in 2017 indicated they enrolled in the NVIT Strategies for Success 101 (STSC 101) course compared to 50% in 2015 and 60% in 2016. The percentage of respondents who had the STSC 101 requirement waived has decreased from 27% in 2015 to 12% in 2017.

Registered in a Study Skills Course
Comparison between 2015, 2016 and 2017

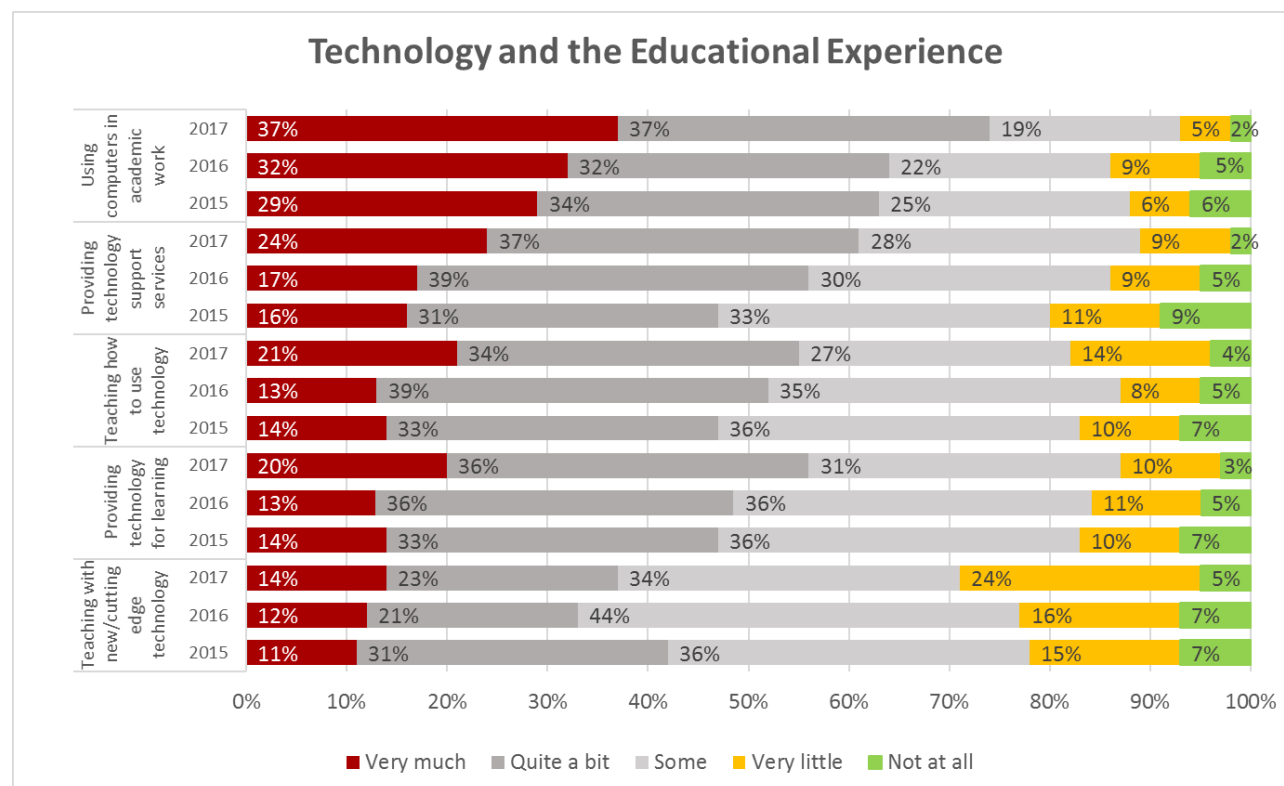|	2015	2016	2017
No, I've never completed such a course	21%	24%	18%
This requirement was waived	27%	13%	12%
Yes, but not at NVIT	1.9%	2.4%	1.9%
Yes, but not in my first term at NVIT	7%	5%	7%
Yes, in my first term at NVIT	43%	55%	61%

Of those students who did take NVIT's STSC 101 at some time, 78% indicated they were satisfied (either Very Satisfied or Somewhat Satisfied) in 2015, 75% in 2016 and 69% in 2017. Other survey results indicate a possible opportunity to connect academic and financial planning services with course objectives and outcomes.

Satisfaction Level with STSC Course
Comparison between 2015, 2016 and 2017

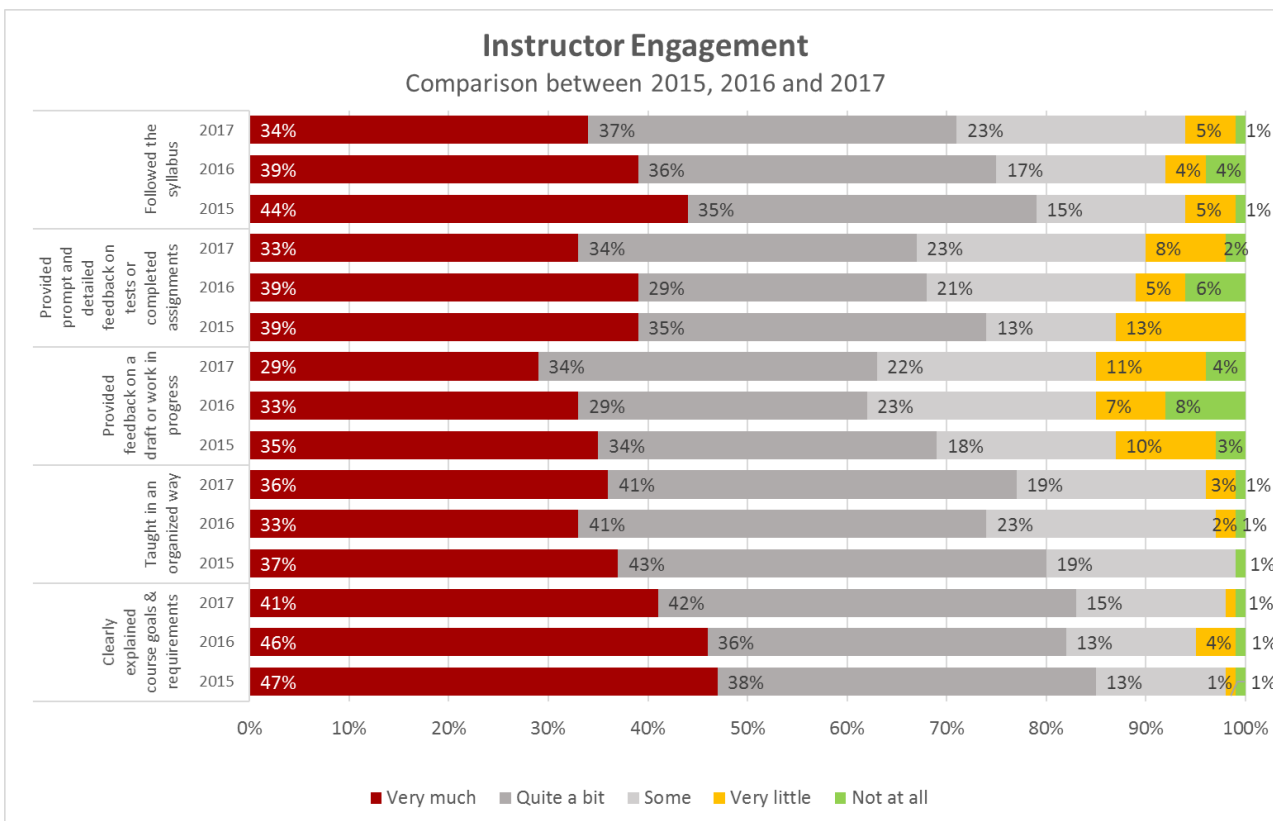|	Very	Somewhat	Not at all
2015	41%	37%	22%
2016	32%	43%	25%
2017	29%	40%	31%

d) Technology and the Educational Experience

NVIT has a commitment to academic excellence and as part of that commitment ensures that students have access to technology and that the use of technology is integrated into the learning experience. Respondents were asked a variety of technology and the educational experience questions and while the majority of students indicate that computers are emphasized effectively in coursework, respondents clearly identified a gap in learning how to use technology for learning, studying and coursework. Perhaps STSC 101 can provide an opportunity to connect learners with technologies.

Technology and the Educational Experience

		Very much	Quite a bit	Some	Very little	Not at all
Using computers in academic work	2017	37%	37%	19%	5%	2%
	2016	32%	32%	22%	9%	5%
	2015	29%	34%	25%	6%	6%
Providing technology support services	2017	24%	37%	28%	9%	2%
	2016	17%	39%	30%	9%	5%
	2015	16%	31%	33%	11%	9%
Teaching how to use technology	2017	21%	34%	27%	14%	4%
	2016	13%	39%	35%	8%	5%
	2015	14%	33%	36%	10%	7%
Providing technology for learning	2017	20%	36%	31%	10%	3%
	2016	13%	36%	36%	11%	5%
	2015	14%	33%	36%	10%	7%
Teaching with new/cutting edge technology	2017	14%	23%	34%	24%	5%
	2016	12%	21%	44%	16%	7%
	2015	11%	31%	36%	15%	7%

NVIT
NICOLA VALLEY INSTITUTE OF TECHNOLOGY
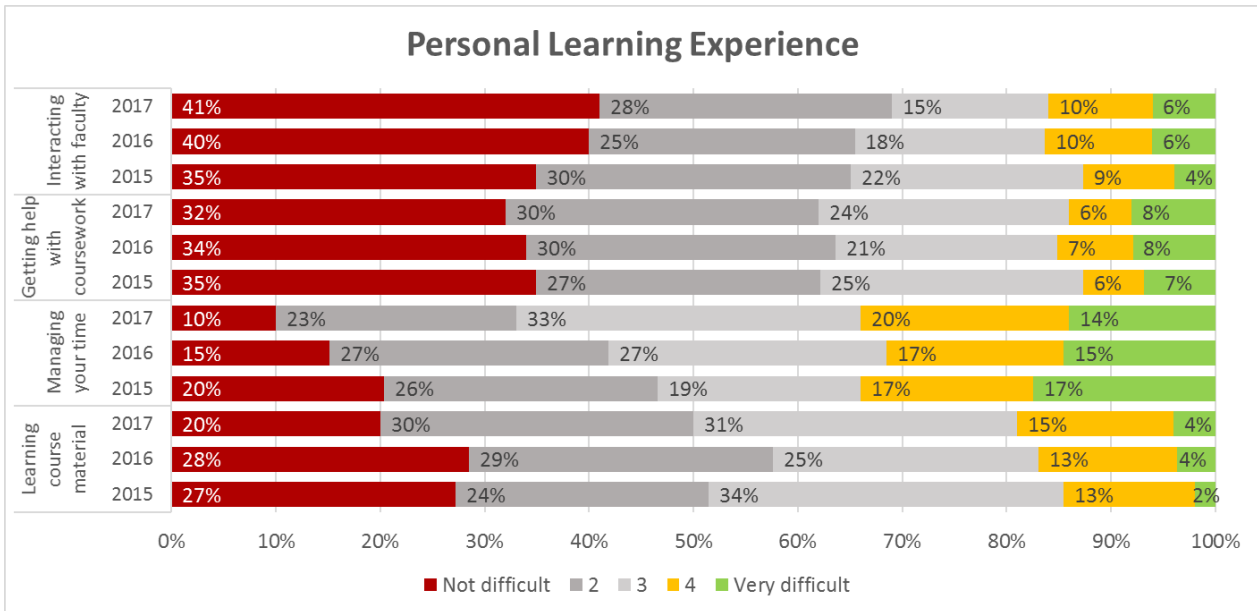
6. Learning Environment

a) Instructor Engagement

Respondents report that instructors are generally very (very much or quite a bit rating) clear when explaining course requirements and teaching in an organized way. Areas of concern were related to receiving timely feedback on exams and assignments or draft work.
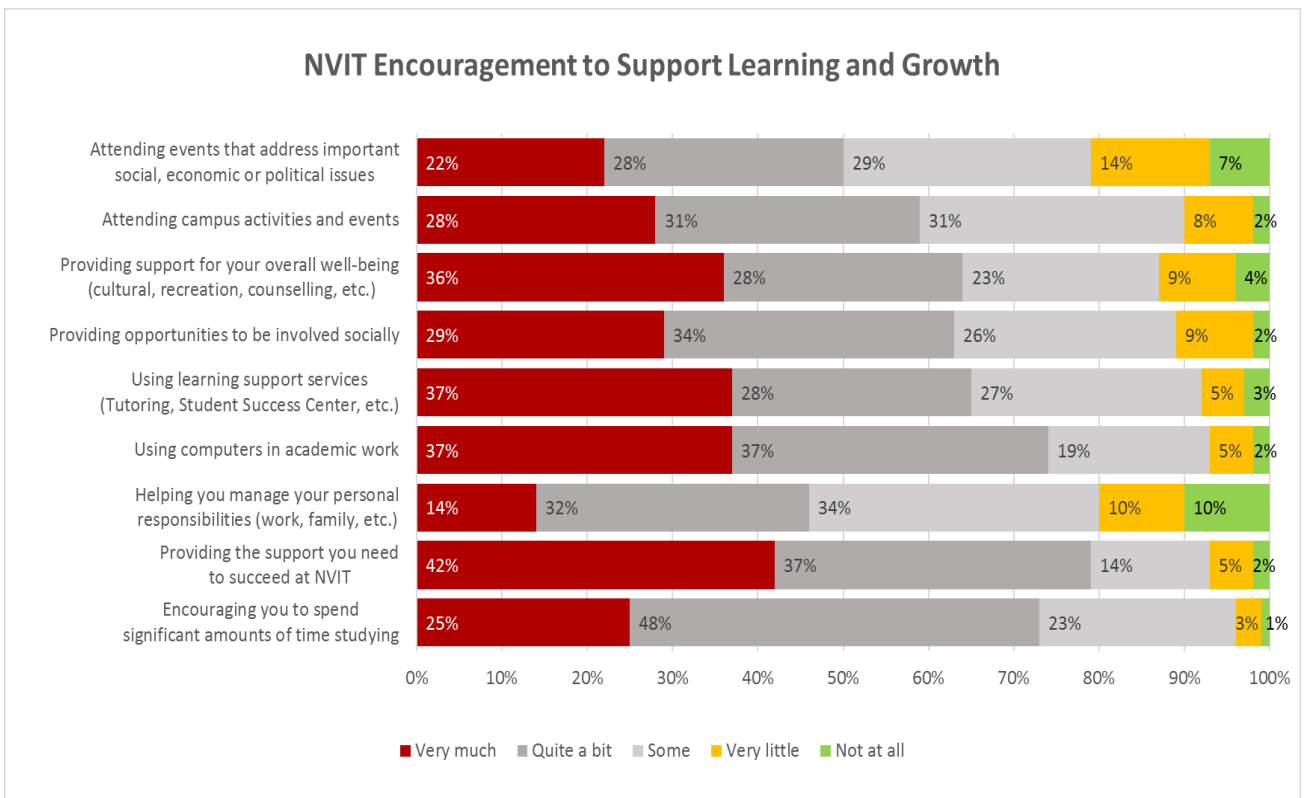

Instructor Engagement
Comparison between 2015, 2016 and 2017

Category	Year	Very much	Quite a bit	Some	Very little	Not at all
Followed the syllabus	2017	34%	37%	23%	5%	1%
	2016	39%	36%	17%	4%	4%
	2015	44%	35%	15%	5%	1%
Provided prompt and detailed feedback on tests or completed assignments	2017	33%	34%	23%	8%	2%
	2016	39%	29%	21%	5%	6%
	2015	39%	35%	13%	13%	
Provided feedback on a draft or work in progress	2017	29%	34%	22%	11%	4%
	2016	33%	29%	23%	7%	8%
	2015	35%	34%	18%	10%	3%
Taught in an organized way	2017	36%	41%	19%	3%	1%
	2016	33%	41%	23%	2%	1%
	2015	37%	43%	19%		1%
Clearly explained course goals & requirements	2017	41%	42%	15%		1%
	2016	46%	36%	13%	4%	1%
	2015	47%	38%	13%	1%	1%

b) Personal Learning Experience

Respondents report minimal difficulty getting help with coursework, interacting with faculty and learning course material. However, time management appears to be a concern; emphasizing the importance of STSC 101.

Personal Learning Experience

		Not difficult	2	3	4	Very difficult
Interacting with faculty	2017	41%	28%	15%	10%	6%
	2016	40%	25%	18%	10%	6%
	2015	35%	30%	22%	9%	4%
Getting help with coursework	2017	32%	30%	24%	6%	8%
	2016	34%	30%	21%	7%	8%
	2015	35%	27%	25%	6%	7%
Managing your time	2017	10%	23%	33%	20%	14%
	2016	15%	27%	27%	17%	15%
	2015	20%	26%	19%	17%	17%
Learning course material	2017	20%	30%	31%	15%	4%
	2016	28%	29%	25%	13%	4%
	2015	27%	24%	34%	13%	2%

c) NVIT Encouragement for Learning and Personal Development

Survey respondent perceptions of NVIT's role in encouraging student learning and personal development is positive with regard to provision of skills and tools for success in learning. In the areas of Personal Development, the results are less conclusive and may reflect the student's perception of the role and relationship between the school and themselves. Again, responses indicate a need for time management skills.

NVIT Encouragement to Support Learning and Growth

	Very much	Quite a bit	Some	Very little	Not at all
Attending events that address important social, economic or political issues	22%	28%	29%	14%	7%
Attending campus activities and events	28%	31%	31%	8%	2%
Providing support for your overall well-being (cultural, recreation, counselling, etc.)	36%	28%	23%	9%	4%
Providing opportunities to be involved socially	29%	34%	26%	9%	2%
Using learning support services (Tutoring, Student Success Center, etc.)	37%	28%	27%	5%	3%
Using computers in academic work	37%	37%	19%	5%	2%
Helping you manage your personal responsibilities (work, family, etc.)	14%	32%	34%	10%	10%
Providing the support you need to succeed at NVIT	42%	37%	14%	5%	2%
Encouraging you to spend significant amounts of time studying	25%	48%	23%	3%	1%

d) Use of Technology Tools in Courses

NVIT students responding to the Student Engagement Survey report limited use of technological tools in courses. These responses combined with the "Technology and the Education Experience" results (5d) reveal an opportunity for significant NVIT development.

Use of Technology Tools in Courses

Tool	Very often	Often	Sometimes	Never	I don't know what this is
Mobile computing (handheld devices such as smartphones, tablets, etc.)	21%	24%	30%	24%	1%
Social networking (Facebook, Twitter, etc.)	12%	14%	31%	42%	1%
Multimedia software (drawing, audio or video production, editing, etc.)	9%	14%	29%	42%	6%
Collaborative editing software (Wikis, Google Docs, etc.)	24%	26%	27%	22%	1%
Blogs	2%	4%	26%	65%	3%
Online portfolios or e-portfolios	4%	10%	32%	38%	16%
Electronic textbooks	15%	15%	30%	36%	4%

e) Academic Integrity

Respondents were asked about instructors integrating academic integrity practices in the educational experience and results affirm that key topics related to quality sources, plagiarism and appropriately citing sources are emphasized for most students.

The Educational Experience and Academic Integrity

	Very much	Quite a bit	Some	Very little	Not at all
Questioning the quality of information sources	47%	26%	17%	6%	4%
Using scholarly or peer-reviewed sources in course assignments	58%	25%	12%	3%	2%
Appropriately citing the sources used in a paper or project	65%	23%	10%	2%	
Not plagiarizing another author's work	63%	23%	11%	3%	
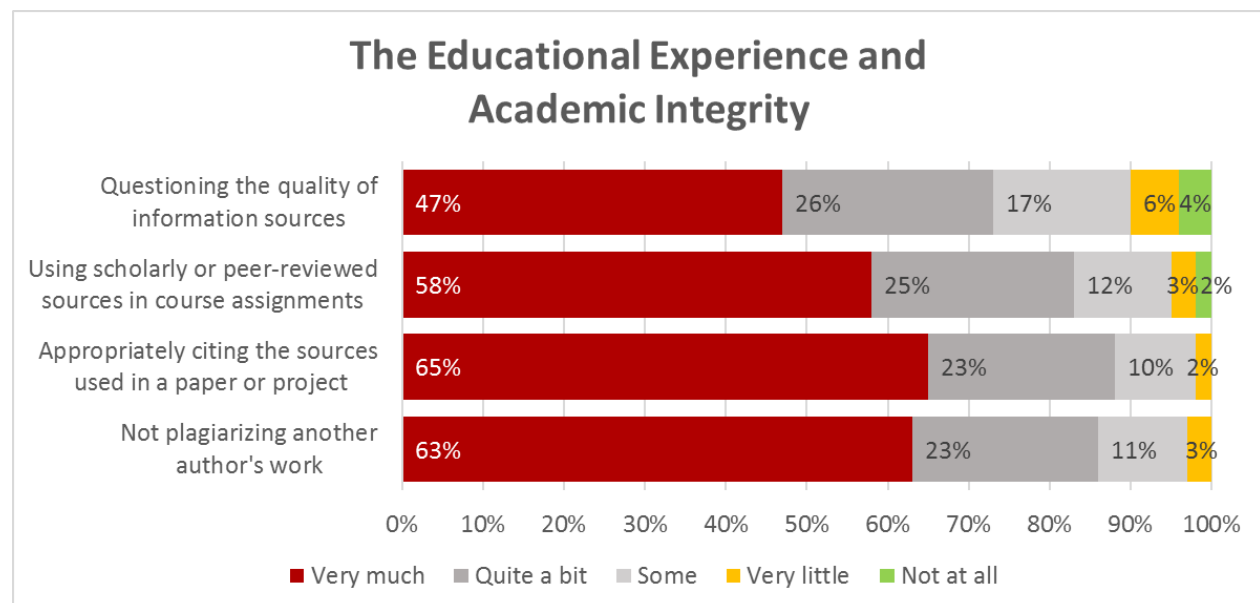
7. Student Support Services

a) Quality of Interactions

Respondents provided an assessment of the quality of their interactions with individuals and groups in a broad range of categories and the results are presented below. Respondents reported high quality interactions (rating of 3 or 4) at a rate generally between 72% - 80%. Outliers include "Other students" with 84% indicating quality interactions, and "Administration" with 69% and "Cafeteria" with 52% reporting a rating of 3 or 4.

Quality of Interactions with Individuals or Groups
Overall Results

Category	Excellent	3	2	Poor	NA
Student Housing Manager	15%	12%	8%	9%	56%
Library staff	52%	26%	12%	4%	6%
Cafeteria	28%	24%	24%	12%	12%
Bookstore	43%	29%	16%	6%	6%
Administration (President, Dean, Registrar)	37%	32%	11%	12%	8%
Student Success Center	52%	23%	10%	7%	8%
Student Services (events, admissions, registration)	42%	32%	16%	5%	5%
Faculty	52%	28%	13%	4%	3%
Academic advisors	51%	24%	15%	2%	8%
Other students	46%	38%	10%	2%	4%

The following chart shows a breakdown by campus.

Quality of Interactions with Individuals or Groups
2016 and 2017 Campus Comparison

Category	Campus	Year	Excellent	3	2	Poor	NA
Student Housing Manager	MER	2017	20%	14%	11%	14%	40%
	MER	2016	19%	10%	6%	16%	49%
	VANC	2017	4%	6%	2%		88%
	VANC	2016	2%				98%
Library Staff	MER	2017	46%	29%	14%	4%	7%
	MER	2016	52%	25%	9%	8%	6%
	VANC	2017	63%	22%	8%	4%	4%
	VANC	2016	57%	9%	20%	11%	4%
Cafeteria	MER	2017	33%	28%	23%	10%	7%
	MER	2016	47%	27%	12%	8%	6%
	VANC	2017	18%	18%	25%	18%	22%
	VANC	2016	30%	22%	17%	17%	13%
Bookstore	MER	2017	45%	26%	15%	6%	8%
	MER	2016	37%	33%	16%	9%	5%
	VANC	2017	39%	35%	16%	6%	4%
	VANC	2016	48%	24%	7%	15%	7%
Administration (President, Dean, Registrar)	MER	2017	36%	33%	12%	13%	8%
	MER	2016	35%	30%	13%	11%	10%
	VANC	2017	39%	29%	10%	12%	10%
	VANC	2016	37%	11%	11%	15%	26%
Student Success Center	MER	2017	48%	22%	13%	7%	11%
	MER	2016	46%	24%	13%	9%	8%
	VANC	2017	61%	25%	4%	6%	4%
	VANC	2016	74%	15%	2%	7%	2%
Student Services: events, admissions, registration	MER	2017	36%	35%	20%	6%	4%
	MER	2016	42%	24%	20%	8%	5%
	VANC	2017	55%	27%	8%	4%	6%
	VANC	2016	74%	15%	2%	7%	2%
Faculty	MER	2017	48%	27%	16%	5%	4%
	MER	2016	45%	28%	16%	8%	4%
	VANC	2017	59%	31%	6%	2%	2%
	VANC	2016	63%	17%	4%	11%	4%
Academic Advisors	MER	2017	41%	27%	18%	2%	12%
	MER	2016	45%	28%	13%	9%	4%
	VANC	2017	73%	18%	8%		2%
	VANC	2016	67%	20%	4%	7%	2%
Other students	MER	2017	41%	38%	13%	3%	5%
	MER	2016	47%	36%	10%	4%	3%
	VANC	2017	55%	37%	6%		2%
	VANC	2016	67%	15%	7%	9%	2%

Legend: ■ Excellent ■ 3 ■ 2 ■ Poor ■ NA

b) Registration Completion Timelines

A key contributor to student success is student readiness. Implicit within this is ensuring students are registered in a timely manner. Survey respondents were asked whether they were registered in their courses prior to class start, and in 2016 and 2017, 80% reported they were, this is down slightly compared to 83% in 2015. In response to qualitative data shared by students in previous Student Engagement Surveys and Student Forums where late registration opening was identified as a major source of stress and frustration, NVIT implemented a one-year registration period

beginning in the 2016/17 academic year. Adherence to published Successful Start-Up timelines may improve the situation.

Response	Chart	Percentage	Count
Yes, I was registered in ALL of my courses before the first class session(s)		79.9%	123
Mostly, I was registered in MOST of my courses before the first class session(s)		13.6%	21
Partly, I was registered in SOME of my courses before the first class session(s)		4.5%	7
No, I was NOT registered in ANY of my courses before the first class session(s)		1.9%	3

c) Academic Planning

Respondents were asked about their best source of academic planning. In both 2015 and 2016, 13% of respondents indicated they had not received any academic planning, this number dropped to 10% in 2017. No respondents of either year indicated they used Online Degree Audit as a source of academic planning. These responses confirm an opportunity to integrate academic planning with STSC 101. Those that did receive academic planning reported:

Source of Academic Planning	2015	2016	2017
Academic Planners	51%	56%	50%
Faculty	27%	19%	15%
Friends, Family or Other Students	22%	25%	25%

Of the 128 respondents who indicated they had received academic or financial planning, 87% indicated the advice received was accurate and current.

d) Academic Planners Contacting Students

Academic and Financial Planners have a commitment to engage with students. A significant number of respondents to the Student Engagement Survey (68%) indicated a low level of Planner initiated engagement, again indicating a need to include academic planning in STSC 101 curriculum.

Response	Chart	Percentage	Count
Very often		13.6%	21
Often		18.2%	28
Occasionally		28.6%	44
Never		39.6%	61

8. Overall Satisfaction

a) Overall Rating of Educational Experience

Respondents rated their educational experience positively with 89% (compared to 88% in 2015 and 87% in 2016) indicating the experience was either good or excellent. A lower percentage (48.7%) in 2017 reported their overall experience as "Excellent" compared to 54.5% in 2016.

Response	Chart	Percentage	Count
Excellent		48.7%	75
Good		40.3%	62
Fair		9.7%	15
Poor		1.3%	2

b) Satisfaction with Admission, Financial Aid, Assessment and Registration Processes

This question asked respondents their satisfaction level with a wide range of processes related to admission and registration. Over 92% (compared to 84% in 2015 and 93% in 2016) indicated a high degree of satisfaction.

Response	Chart	Percentage	Count
Very satisfied		51.9%	80
Somewhat satisfied		40.3%	62
Somewhat dissatisfied		3.9%	6
Very dissatisfied		3.9%	6

9. Qualitative Feedback

a) Introduction

Qualitative data is non-numerical data that reflects a participant's observations of a particular situation. NVIT collects qualitative data in an open-ended question in the Student Engagement Survey. The question asks "Is there anything else you would like to share about your experience at NVIT?" This section provides an overview of themed responses from the 2017 Student Engagement Survey.

b) Overview

Satisfaction with NVIT

Over 75% of the respondents that answered the open-ended questions shared a level of satisfaction with NVIT and their education experience. Generally, the statements portray NVIT as a welcoming, comfortable, supportive institute with caring staff/faculty. Several respondents shared that they look forward to continuing their education at NVIT. Respondents have an appreciation of the Aboriginal-focused curriculum.

Programming Requests
Requests include:
- More variety in degree offerings including a MSW
- Additional BSW specializations:
  - o Indigenous Specialization
  - o Mental Health and Addictions in Indigenous Populations
- Welding

Satisfaction with Instructors
Comments indicate overall satisfaction with most instructors and included the following adjectives: amazing, caring, knowledgeable, and supportive. The comments sharing dissatisfaction with instructors include issues with learning objectives, following and/or receiving a course syllabus, and classroom environment. Some responses requested a more effective instructor evaluation process.

Support Staff Feedback
The overall theme of responses related to support staff includes words like: approachable, knowledgeable and supportive.

Support Services
The general feedback for NVIT's support services shows a need for including support services information in STSC 101 curriculum and/or information sessions.

Campus Environment
Respondents love NVIT's campus environment and describe it as a safe, friendly place to learn. Comments include appreciation for being known by name instead of a number. Several students shared that they have already been recommending NVIT to their family and friends. One comment requests more campus activities to engage students.

Technology Challenges
Technology challenges include issues with video-conference classes, trouble accessing NVIT email and portal, and electronic journal access difficulties. A few responses requested clarification of the Electronic Notification System.

Academic Feedback
Comments include requests to increase accessibility through more flexible class times and using Skype to attend class. A few respondents requested more Indigenous culture not just content, and the use of rubrics and standardized grading.

c) Summary

Overall the qualitative feedback is positive; and the constructive comments are beneficial and highlight opportunities to better serve our learners.

E. Conclusions

This comprehensive Student Engagement Survey report provides a compelling view of the NVIT students and the NVIT student experience. Data will prove invaluable in Institute planning and reporting.

Further analysis is recommended to compare to prior surveys, course evaluations and provincial student outcomes surveys.

F. Appendix 1 - 2017 NVIT Student Engagement Survey

NVIT Student Engagement Survey

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1. Please tell us your age

○ Under 18
○ 18 - 21
○ 22 -24
○ 25 - 29
○ 30 - 39
○ 40 - 49
○ 50 - 59
○ 60 - 64
○ 65+

2. Gender

○ Female
○ Male
○ Trans*
○ Other (please specify) _____

3. Did you begin your post-secondary studies at NVIT or elsewhere?

○ Started here
○ Started elsewhere

4. Are you a full-time or part-time student?

○ Full-time
○ Part-time

5. Which campus do you attend?

○ Merritt
○ Vancouver

6. What is your current year of study?

○ 1st year
○ 2nd year
○ 3rd year
○ 4th year
○ Other

7. What is your program of study?

○ Aboriginal Early Childhood Education
○ Access to Practical Nursing
○ Associate of Arts
○ Bachelor of Social Work
○ Bridging to Trades
○ Business Administration
○ Chemical Addictions
○ College Readiness
○ Electrician Pre-Apprenticeship
○ Environmental Resources Technology
○ First Nations Speech and Language
○ Health Care Assistant
○ Law Enforcement Preparation
○ Office Administration

○ Plumbing and Piping Trades Certificate
○ Residential Construction Foundations
○ Unclassified

8. What is the highest level of education you ever expect to complete?
○ Certificate
○ Diploma
○ Associate Degree
○ Trades Red Seal
○ Bachelor's Degree
○ Master's Degree
○ Doctoral or Professional Degree

9. What is the highest level of education completed by either of your parents or those who raised you?
○ Did not finish high school
○ Graduated from high school
○ Some/completed college or university

10. Indicate which of the following are your goals for attending NVIT. (Please respond to each item)

	Primary Goal	Secondary Goal	Not a Goal
Obtain a certificate	○	○	○
Obtain a diploma	○	○	○
Obtain an Associate Degree	○	○	○
Obtain a Bachelor's Degree	○	○	○
Transfer to a 4-year college or university	○	○	○
Obtain or update job-related skills	○	○	○
Self-improvement or personal enjoyment	○	○	○
Change careers	○	○	○

11. Indicate which of the following are sources you use to pay your tuition at NVIT. (Choose all that apply)

	Main source	Secondary source
My own income/savings	☐	☐
Parent or spouse/significant other's income/savings	☐	☐
Employer contributions	☐	☐
Grants or scholarships	☐	☐
Student loans	☐	☐
Social assistance	☐	☐
Band sponsorship	☐	☐
Employment insurance	☐	☐

12. How likely is it that the following issues would cause you to withdraw from class or from NVIT?

	Very likely	Likely	Somewhat likely	Not likely
Working full-time	○	○	○	○
Caring for dependents	○	○	○	○
Academically unprepared	○	○	○	○
Lack of finances	○	○	○	○
Personal issues	○	○	○	○

13. Which of the following best describes where you are living while attending NVIT?
○ NVIT Student Housing
○ Low income housing
○ With parents or family

○ Off-campus accommodation within walking distance of campus
○ Off-campus accommodations within driving distance of campus
○ None of the above

14. Do you have children who live with you?
○ Yes
○ No

15. How supportive are your friends of your attending NVIT?
○ Extremely
○ Quite a bit
○ Somewhat
○ Not very
○ Not at all

16. How supportive is your immediate family of your attending NVIT?
○ Extremely
○ Quite a bit
○ Somewhat
○ Not very
○ Not at all

17. About how many hours, outside of class time, do you spend in a typical 7-day week doing each of the following?

	None	1 - 5 hours	6 - 10 hours	11 - 15 hours	16 - 20 hours	More than 20 hours
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	○	○	○	○	○	○
Working	○	○	○	○	○	○
Participating in NVIT-sponsored activities (student events, student government, etc.)	○	○	○	○	○	○
Providing care for dependents living with you (parents, children, spouse, etc.)	○	○	○	○	○	○
Commuting to and from classes	○	○	○	○	○	○
Participating in cultural activities	○	○	○	○	○	○
Relaxing and socializing (time with friends, video games, TV or videos, Facebook, etc.)	○	○	○	○	○	○
Community service or volunteer work	○	○	○	○	○	○

18. How much does NVIT emphasize each of the following?

	Very much	Quite a bit	Some	Very little	Not at all
Encouraging you to spend significant amounts of time studying	○	○	○	○	○
Providing the support you need to succeed at NVIT	○	○	○	○	○
Helping you manage your personal responsibilities (work, family, etc.)	○	○	○	○	○
Using computers in academic work	○	○	○	○	○
Using learning support services (tutoring, Student Success Center, etc.)	○	○	○	○	○
Providing opportunities to be involved socially	○	○	○	○	○

Providing support for your overall well-being (cultural, recreation, counselling, etc.)	○	○	○	○	○
Attending campus activities and events	○	○	○	○	○
Attending events that address important social, economic or political issues	○	○	○	○	○

19. Indicate the quality of your interactions with the following people at NVIT. (1 = poor, 4 = excellent, 5 = not applicable)

	1	2	3	4	5 N/A
Other students	○	○	○	○	○
Academic advisors	○	○	○	○	○
Faculty	○	○	○	○	○
Student services (events, admissions, registration)	○	○	○	○	○
Student Success Center	○	○	○	○	○
Administration (President, Dean, Registrar)	○	○	○	○	○
Bookstore	○	○	○	○	○
Cafeteria	○	○	○	○	○
Library Staff	○	○	○	○	○
Student Housing Manager	○	○	○	○	○

20. How often do you use Moodle to communicate with students or instructors about coursework at NVIT?
- ○ Daily
- ○ A few times a week
- ○ A few times a month
- ○ A few times a year
- ○ Never

21. How often does NVIT communicate with you about services (such as financial aid, advisors or counsellors, library, bookstore, tutoring, etc.) using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, Facebook, Twitter, etc.?
- ○ Daily
- ○ A few times a week
- ○ A few times a month
- ○ A few times a year
- ○ Never

22. How connected do you feel to NVIT when using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, Facebook, Twitter, etc.?
- ○ Much less connected because of social networking tools
- ○ Somewhat less connected because of social networking tools
- ○ Neutral/no effect because of social networking tools
- ○ Somewhat more connected because of social networking tools
- ○ Much more connected because of social networking tools

23. In your experience at NVIT in the current school year, about how often have you done each of the following?

	Very often	Often	Sometimes	Never
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	○	○	○	○
Learned something that changed your viewpoint about an issue or concept	○	○	○	○

24. During the current term at NVIT, I completed registration before the first class session(s).
- ○ Yes, I was registered in ALL of my courses before the first class session(s)
- ○ Mostly, I was registered in MOST of my courses before the first class session(s)
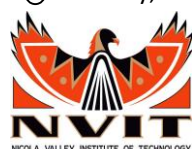
○ Partly, I was registered in SOME of my courses before the first class session(s)
○ No, I was NOT registered in ANY of my courses before the first class session(s)

25. I have completed a student success course such as student development, extended orientation, student life skills or Strategies for Success (STSC 101).
○ Yes, in my first term at NVIT
○ Yes, but not in my first term at NVIT
○ Yes, but not at NVIT
○ No, I've never completed such a course
○ The requirement for me to take STSC 101 was waived

26. How satisfied were you with the quality of NVIT's Strategies for Success (STSC 101) course?
○ Very satisfied
○ Somewhat satisfied
○ Not at all satisfied
○ I have never registered in STSC 101
○ My requirement to take STSC 101 was waived

27. While attending NVIT, what has been your best source of information for academic planning, course recommendations, graduation requirements, etc.?
○ Academic/Financial Planner
○ Faculty
○ Friends, family or other students
○ Online Degree Audit system
○ I have not received any academic advising

28. With academic planning assistance from NVIT, I have set academic goals and created a plan for achieving them.
○ Strongly agree
○ Agree
○ Disagree
○ Strongly disagree
○ I have not used advising services

29. The information I have received from academic/financial planners has been accurate and up-to date.
○ Strongly agree
○ Agree
○ Disagree
○ Strongly disagree
○ I have not used advising services

30. How often have NVIT academic/financial planners reached out to you about your academic progress or performance?
○ Very often
○ Often
○ Occasionally
○ Never

31. By the end of my FIRST FOUR WEEKS at NVIT, I had met with an academic/financial planner to discuss my educational goals.
○ Yes
○ No , I met with a planner by the end of my first four weeks but we did not discuss my educational goals
○ No, I did not meet with a planner by the end of my first four weeks
○ No, I have discussed education goals with a planner but it did not happen within the first four weeks
○ I do not recall

32. By the end of my FIRST FOUR WEEKS at NVIT, my instructors had used teaching techniques that encouraged me to become actively involved in the classroom.

- ○ Very often
- ○ Often
- ○ Occasionally
- ○ Never
- ○ I do not recall

33. Rate your overall satisfaction with NVIT's processes for working with new students - including the admission process, financial aid, assessment services, registration, etc.

- ○ Very satisfied
- ○ Somewhat satisfied
- ○ Somewhat dissatisfied
- ○ Very dissatisfied

34. During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussion in other ways	○	○	○	○
Prepared two or more drafts of a paper or assignment before turning it in	○	○	○	○
Come to class without completing readings or assignments	○	○	○	○
Attended an art exhibit, play or other arts performance (dance, music, etc.)	○	○	○	○
Asked another student to help you understand course material	○	○	○	○
Explained course material to one or more students	○	○	○	○
Prepared for exams by discussing or working through course material with other students	○	○	○	○
Worked with other students on course projects or assignments	○	○	○	○
Gave a course presentation	○	○	○	○

35. During the current school year, to what extent have your instructors done the following?

	Very much	Quite a bit	Some	Very little	Not at all
Clearly explained course goals and requirements	○	○	○	○	○
Taught course sessions an in organized way	○	○	○	○	○
Provided feedback on a draft or work in progress	○	○	○	○	○
Provided prompt and detailed feedback on tests or completed assignments	○	○	○	○	○
Followed the syllabus	○	○	○	○	○

36. During the current school year, to what extent have your courses challenged you to do your best work? (1 = not at all, 5 = very much)

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5

37. During the current school year, whether course-related or not, about how often have you written something (paper, report, article, blog, etc.) that:

	Very often	Often	Sometimes	Never

Used information from a variety of sources (books, journals, internet, databases, etc.)	○	○	○	○
Assessed the conclusions of a published work	○	○	○	○
Included ideas from more than one academic discipline	○	○	○	○
Presented multiple viewpoints or perspectives	○	○	○	○
Included Indigenous knowledge	○	○	○	○

38. During the current school year, how much have your courses improved your understanding and use of technology?

- ○ Very much
- ○ Quite a bit
- ○ Some
- ○ Very little
- ○ Not at all

39. During the current school year, about how often have you used the following technological sources in your courses?

	Very often	Often	Sometimes	Never	I don't know what this is
Electronic textbooks	○	○	○	○	○
Online portfolios or e-portfolios	○	○	○	○	○
Blogs	○	○	○	○	○
Collaborative editing software (Wikis, Google Docs, etc.)	○	○	○	○	○
Multimedia software (drawing, audio or video production, editing, etc.)	○	○	○	○	○
Social networking (Facebook, Twitter, etc.)	○	○	○	○	○
Mobile computing (handheld devices such as smartphones, tablets, etc.)	○	○	○	○	○

40. How much does NVIT emphasize the following?

	Very much	Quite a bit	Some	Very little	Not at all
Teaching with new, cutting-edge technologies	○	○	○	○	○
Providing technology to help you learn, study or complete coursework	○	○	○	○	○
Teaching you how to use available technologies to learn, study or complete coursework	○	○	○	○	○
Providing support services to assist you with your use of technology	○	○	○	○	○

41. During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Studied when there were other interesting things to do	○	○	○	○
Found additional information for course assignments when you didn't understand the material	○	○	○	○
Participated in course discussions, even when you didn't feel like it	○	○	○	○
Asked instructors for help when you struggled with course assignments	○	○	○	○
Finished something even though you encountered challenges in the process	○	○	○	○
Stayed positive even when you did poorly on a test or assignment	○	○	○	○

42. During the current school year, how much have your instructors emphasized the following?

	Very much	Quite a bit	Some	Very little	Not at all
Not plagiarizing another author's work	○	○	○	○	○
Appropriately citing the sources used in a paper or project	○	○	○	○	○
Using scholarly or peer-reviewed sources in your course assignments	○	○	○	○	○
Questioning the quality of information sources	○	○	○	○	○

43. How much has your experience at NVIT contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little	Not at all
Using information effectively	○	○	○	○	○
Acquiring a broad general education	○	○	○	○	○
Acquiring job or work-related knowledge and skills	○	○	○	○	○
Writing clearly and effectively	○	○	○	○	○
Speaking clearly and effectively	○	○	○	○	○
Thinking critically and analytically	○	○	○	○	○
Solving numerical problems	○	○	○	○	○
Using computing and information technology	○	○	○	○	○
Working effectively with others	○	○	○	○	○
Learning effectively on your own	○	○	○	○	○
Understanding yourself	○	○	○	○	○
Understanding people of other racial and ethnic backgrounds	○	○	○	○	○
Developing a personal code of values and ethics	○	○	○	○	○
Contributing to the welfare of your community	○	○	○	○	○
Developing clearer career goals	○	○	○	○	○
Gaining information about career opportunities	○	○	○	○	○

44. During the current school year, how difficult have the following been for you? (1 = not difficult, 5 = very difficult)

	1	2	3	4	5
Learning course material	○	○	○	○	○
Managing your time	○	○	○	○	○
Getting help with coursework	○	○	○	○	○
Interacting with faculty	○	○	○	○	○

45. During the current school year, about how many times did you seek any assistance with coursework?

- ○ Never
- ○ 1 - 2 times
- ○ 3 - 4 times
- ○ 5 - 6 times
- ○ 7 - 8 times
- ○ 9 times or more

46. How important is it to you that you graduate from NVIT? (1 = not important, 5 = very important)

- ○ 1
- ○ 2
- ○ 3

○ 4

○ 5

47. During the current school year, have you seriously considered leaving NVIT?

○ No, I never considered leaving NVIT

○ Yes, I considered leaving to improve my career prospects

○ Yes, I considered leaving due to unsatisfactory academic progress or performance

○ Yes, I considered leaving for financial reasons

○ Yes, I considered leaving to obtain a better quality of education

○ Yes, I considered leaving for personal reasons (family, health, etc.)

○ Yes, I considered leaving because the program was not what I expected it to be

48. After graduation, what best describes your immediate plans?

○ Full-time employment

○ Part-time employment

○ Continue my education

○ Graduate or professional school

○ Military service

○ Service or volunteer activity

○ Travel or gap year

○ No plans at this time

49. How would you evaluate your entire education experience at NVIT?

○ Excellent

○ Good

○ Fair

○ Poor

50. Would you recommend NVIT to a friend or family member?

○ Yes

○ No

51. When do you plan to take courses at NVIT again?

○ I will accomplish my goal(s) this term and will not be returning

○ I have no current plan to return

○ I will continue next term

○ Within the next 12 months

○ Uncertain

52. If you could start over, would you choose NVIT again?

○ Definitely yes

○ Probably yes

○ Probably no

○ Definitely no

53. Is there anything else you would like to share about your experience at NVIT?