

2017/18 FIRST YEAR STUDENT SURVEY (FYSS) RESULTS

*Prepared by: Institutional Research (IR) Office
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2017/18 FYSS KEY HIGHLIGHTS

DEMOGRAPHICS OF 1st SEMESTER STUDENTS

- ✧ 54% are under 20; 34% are between 20 and 25
- ✧ 47% are female and 52% are male
- ✧ 82% were born in Canada and both parents were born in Canada
- ✧ 21% are responsible for dependents

MOBILITY/PLACE OF RESIDENCE OF 1st SEMESTER STUDENTS

- ✧ 35% come from *within* Fleming's catchment (down 6% since 2014/15):
 - SENRS students most likely to come from *outside* catchment (85%)
 - GAS students most likely to be *local* (52%)
- ✧ 55% had to relocate to attend Fleming (down 3% from 2016/17)
- ✧ 24% came to Fleming from a small city
- ✧ 42% rented a house or apartment, 21% lived with their parents and 24% lived in on- or off-campus student residence and while attending Fleming
- ✧ 34% drive alone to campus; 27% walk; 29% take the bus
- ✧ 48% can reach the Fleming campus they attend within 15 minutes

ACTIVITY OF 1st SEMESTER STUDENTS PRIOR TO ATTENDING FLEMING

- ✧ 38% were attending high school full-time in the year prior to attending Fleming; 26% were working full-time
- ✧ 88% were attending Fleming for the first time (full- or part-time)
 - 52% already completed a program (up 5% from last year),
 - 37% partially completed a program and left the college (down 5% from last year),
 - 10% previously attended as a part-time student
- ✧ 62% had been away from an educational setting for less than one year

EDUCATION OF 1st SEMESTER STUDENTS

- ✧ 39% entered Fleming with at least some post-secondary education (same as last year)
- ✧ 33% were First Generation (parent(s)/guardian(s) had not attended a post-secondary institution):
 - MBS students were *most* likely to be first generation (44%)
 - GAS students were *least* likely to be first generation (25%)
- ✧ Same as last year, 78% indicated that this college was their 1st choice option for attending a post-secondary institution this year
 - SENRS students were more likely to indicate that Fleming was their 1st choice option this year (87%)
- ✧ 38% plan to continue their education within two years after graduating from Fleming. Just above half (51%) were unsure if they would continue their education at that time
 - 49% plan to apply to university (J&CD → 60%)
 - 32% plan to apply to another Fleming program (SKTR → 45%; SENRS → 50%)

FINANCIAL PLANS OF 1st SEMESTER STUDENTS

- ✧ Decreasing plans to work while attending Fleming (68%; down 1% compared to previous year)
- ✧ Plan to rely on student loan programs (57%), part or full-time work (50%) and savings (45%) as sources of income while attending
- ✧ Reliance on income from student full-time or part time work this year remained almost the same as last year (50%; vs. 51% 2016/17).

INFORMATION TECHNOLOGY USAGE BY 1st SEMESTER STUDENTS

- ✧ 77% used the portal to retrieve their timetable **before** the first day of classes; 20% used the portal to pay any fees **after** the 1st day of classes (down 5% compared to the previous year).
- ✧ 81% have a laptop (up 5% since 2015/16) ; 94% have a cell phone they can use while at Fleming

SATISFACTION/PERSISTENCE OF 1st SEMESTER STUDENTS

- ✧ 69% **strongly agreed** "It is important that I graduate with a diploma/certificate";
70% **strongly agreed** "I am determined to finish my college education"
- ✧ Increase in **strongly agree** responses across nearly all positively worded statements this year were equally offset by decreases in responses of **agree**
- ✧ 1st semester students in the following schools were more likely to **strongly agree**:
 - My program is directly related to the type of work I want after I graduate - H&W & SENRS
 - I chose my program with a particular career/job in mind - H&W
 - I made the right decision to come to Fleming - SENRS
 - The faculty in my program are very good teachers – J&CD

STUDY HABITS OF 1st SEMESTER STUDENTS

- ✧ 61% rated their study skills as good; 26% rated their study skills as fair
- ✧ 25% spent between 3 and 5 hours per week studying or completing assignments; 36% spent between 6 and 10 hours
- ✧ 59% expect the amount of time spent studying or completing assignments to increase:
 - *H&W* and *SENRS* most likely to expect their amount of study time to increase (63%, & 62%)
 - *GAS* (48%) and *MBS* (42%) most likely to expect their amount of study time to stay the same

ACADEMIC/PERSONAL CONCERNS OF 1st SEMESTER STUDENTS

- ✧ Most commonly expressed concerns were balancing college workload with other responsibilities (44%; vs. 41% last year and performing well academically (46%; vs. 38% last year)
- ✧ *Local* 1st semester students more likely to be concerned about balancing college workload with other responsibilities (51% vs. 38% *import*).
- ✧ 1st semester students from *outside* Fleming's catchment were more likely to be concerned with adjusting to being away from home (31%; vs. 7% *local*) and finding suitable housing (23% vs. 12% *local*).
- ✧ 1st semester students in the following schools were more likely than the overall college to have concerns with:
 - Performing well academically – *J&CD*
 - Balancing college workload with other responsibilities – *J&CD*, *GAS*
 - Ensuring sufficient financial assistance for your studies - *GAS*
- ✧ Top areas 1st semester students require further assistance with were:
 - Developing better study habits (36%)
 - Finding work (35%)
 - Improving test taking skills (32%)
 - Ensuring sufficient financial assistance for studies (33F%)
- ✧ Need for further assistance increased across all areas this year, after decreasing the previous year
- ✧ 19% were having difficulty with some of their courses same as last year
 - 66% would like to receive additional assistance (up 3% from last year)

MARKETING TO 1st SEMESTER STUDENTS

- ✧ 54% received calls from Fleming students prior to attending (down 10% from last year)
 - 37% indicated the call(s) influenced their decision to attend (up 5% from last year)
- ✧ Fleming's Internet advertising (46%) and Facebook posts (35%) were the most commonly recalled college advertising activities
- ✧ Fleming website (26%), friends/peers (14%) and family members (15%) were most commonly *used* resources when deciding to attend
- ✧ The two most common influences for obtaining post-secondary education are consistently "To study what really interests me" (62%) and "To qualify for higher level occupation" (50%)
- ✧ Students in the schools specified were more likely to indicate the following as influences in their decision to obtain post-secondary education:
 - To study what really interests me AND Lifelong interest in education/subject - *SENRS*
 - To help me decide on a career – *GAS & SENRS*
 - To qualify for a higher level occupation – *GAS, SENRS, & SKTR*
- ✧ Most common reasons Fleming was chosen over other educational institutions were program reputation (39%; vs. 46% last year), college reputation (39%; vs. 46% last year) and close proximity to home (33%; vs. 41% last year).
- ✧ *Local* 1st semester students more likely to choose Fleming because it is close to home (69%; vs. 13% *import*) and job potential following graduation (32%; vs. 33% *import*)
- ✧ 1st semester students in the following schools were more likely to choose Fleming based on:
 - Availability of University Transfer agreements - *GAS*
 - Co-op, internship or field placement opportunities - *SENRS*
 - Reputation of Fleming AND of program - *SENRS*
 - Program is only offered at Fleming AND Job potential following graduation - *SENRS & SKTR*
 - College technical equipment - *SKTR*

BACKGROUND

This report describes the results of a survey of first semester students registered full-time in post-secondary programs (excluding post-diploma and Haliburton campus programs) at Fleming College in Fall 2017 and Winter 2018. The Institutional Research (IR) Office, in partnership with the Contact Centre, conducted the survey in order to update the profile of first semester students as well as to gather information regarding student needs and experiences.

METHODOLOGY

The four main objectives of the First Year Student Survey (FYSS) project were:

- ✧ To update the profile of full-time first semester students in post-secondary programs
- ✧ To provide information relating to the effectiveness of recruitment and marketing efforts
- ✧ To provide information relating to students needs and concerns
- ✧ To compare findings to previous First Year Student Survey results

Nature of the Population

The population for this study included all first semester students registered full-time in post-secondary programs (excluding post-diploma and Haliburton campus programs) at Fleming in Fall 2017 and Winter 2018. Student information including names, addresses, and telephone numbers were accessed from PeopleSoft via Oracle shortly after the final date to register in each semester (Day 10).

Survey Design and Implementation

The survey consisted of three sections: demographic and marketing sections, which were completed via the web, as well as an academic section, which was completed over the phone.

First semester students were given the opportunity to complete the web portion of the survey after the first or second week of classes. An email message containing a link to the web portion of the First Year Student survey was sent from the IR Office to all first semester students. Up to three email reminder messages were sent to students who had not yet completed the survey in the Fall and Winter semesters.

Telephone interviews were conducted by trained Student Ambassadors employed by the Contact Centre for the academic section of the survey after the third week of classes in both the Fall and Winter semesters. This allowed students enough time to experience college life and develop an understanding of their academic workload, which were the two areas of focus of the telephone interview.

In Fall 2017, the phone portion of the survey was interrupted during by a lengthy faculty strike, which shortened the survey period (from 5 weeks to 3 weeks). The telephone interviews were conducted for a period of approximately 5 weeks in the Winter term.

Sample Size, Confidence Level and Margin of Error

The methodological goal of the project was to conduct a census survey (both by phone and by web) of all first semester students registered full-time in post-secondary programs at Fleming (excluding post-diploma and Haliburton campus programs). However, because of wrong numbers and the inability to reach some students by phone, not all could be contacted to complete the telephone portion of the survey. Students were able to decline participating in either the phone or web survey. Accordingly, neither the phone nor the web survey results represent a census of first semester student responses.

The following is a summary of the response rates for the web survey and the telephone survey conducted in 2017/18:

Methodology	Population	# Responding	Response Rate
Web Survey	4,067	1,424	35%
Telephone Survey	4,067	835	21%

Population = Students registered full-time in semester 1 of Post-secondary programs at Fleming
(excluding post-diploma programs and Haliburton campus programs)

Assuming that first semester students who did not complete the survey were randomly distributed among the first semester student population, both the phone and web survey provide representative samples of the overall first semester student population. It is estimated that the confidence level for the phone sample is greater than 95% and the margin of error is less than $\pm 5\%$. A 95% confidence level means that if the surveys were repeated with the same population, the same or similar results would be obtained 19 times out of 20. A 5% margin of error means that, for example, if 40% of respondents indicated that they plan to continue their education within two years after graduating from Fleming, then the actual proportion of students who plan to continue their education within two years after graduating from Fleming would range $\pm 5\%$ (i.e. 35% to 45%). Given the distribution of characteristics for web survey respondents as compared to the overall population below, it is possible that the confidence level for the web sample falls below 95%.

The following tables provide a comparison of the respondents' age, gender, school of specialization and semester to the overall college population of first semester students registered full-time in post-secondary programs. Specific characteristics of phone survey respondents indicate that they are similar to all first semester students targeted for the survey.

Among respondents to the web portion of the survey, there was a 11% over-representation of female students (and subsequent under-representation of male students), a 6% under-representation of SKTR students and a 3% over-representation of *H&W & J&CD* students when compared to the entire population of first semester students targeted for the survey. Among respondents to the phone portion of the survey, there was a 10% over-representation of *Winter* intake students.

Region

REGION	SSFC N=4,067 (%)	Phone Survey N=835 (%)	Web Survey N=1,424 (%)
Local	35	41	36
Import	66	59	64

Age

AGE	SSFC N=4,067 (%)	Phone Survey N=835 (%)	Web Survey N=1,424 (%)
Missing	0	0	0
< 20	54	54	52
20-25	34	30	32
26-35	9	11	10
36-45	2	4	4
46-55	1	1	2

Gender

GENDER	SSFC N=4,067 (%)	Phone Survey N=835 (%)	Web Survey N=1,424 (%)
Missing	0	0	0
Male	52	52	41
Female	47	47	58

School of Specialization

SCHOOL	SSFC N=4,067 (%)	Phone Survey N=835 (%)	Web Survey N=1,424 (%)
General Arts & Sciences (<i>GAS</i>)	6	6	7
Health & Wellness (<i>H&W</i>)	18	17	21
Haliburton School of the Arts (<i>HSAD</i>)	1	1	1
Justice & Community Development (<i>J&CD</i>)	25	25	28
Business (<i>MBS</i>)	11	10	11
Environmental & Natural Sciences (<i>SENRS</i>)	22	24	21
Trades & Technology (<i>SKTR</i>)	18	17	13

Semester

SEMESTER	SSFC N=4,067 (%)	Phone Survey N=835 (%)	Web Survey N=1,424 (%)
Fall 2017	72	61	73
Winter 2018	28	39	28

Limitations

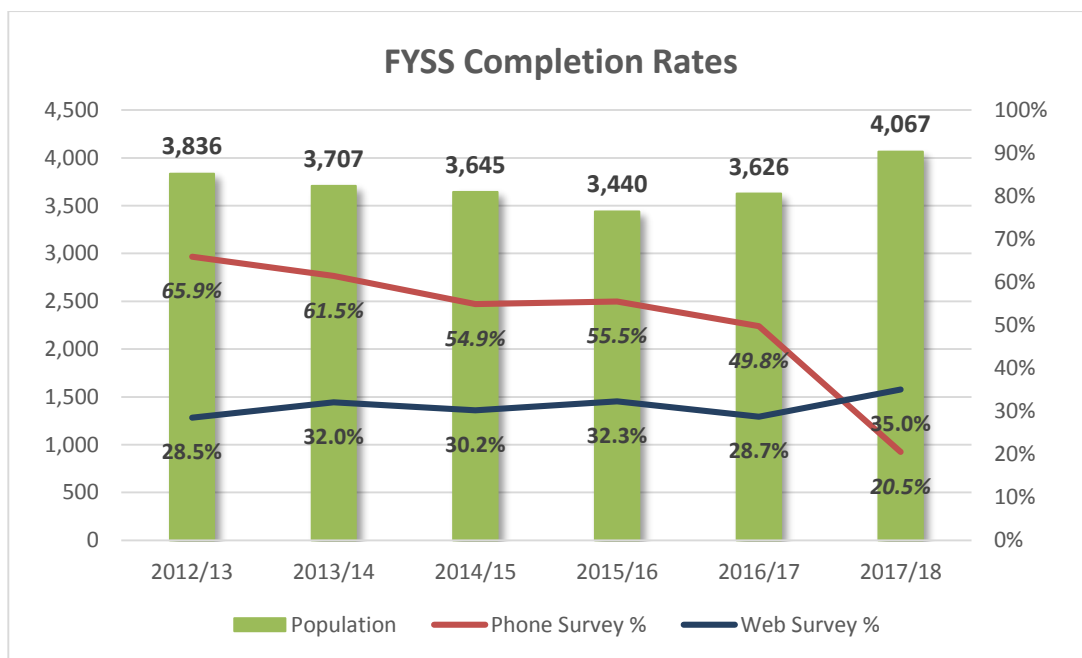
PeopleSoft Evolve queries containing student information were used to download a listing of all students to be included in the study. The first listing was created during the first week of classes, and was updated shortly after the final day to register in each academic semester. Students who registered at Fleming after this date were not contacted to complete either the web or phone portions of the survey, and were therefore excluded from the current study.

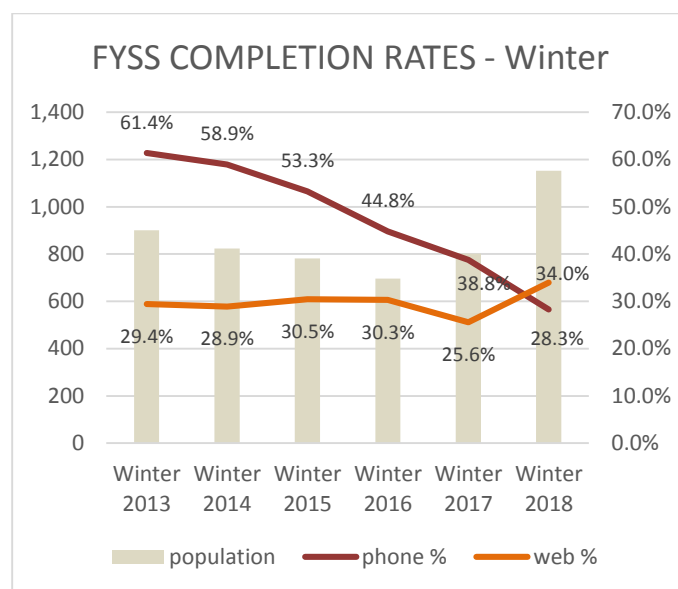
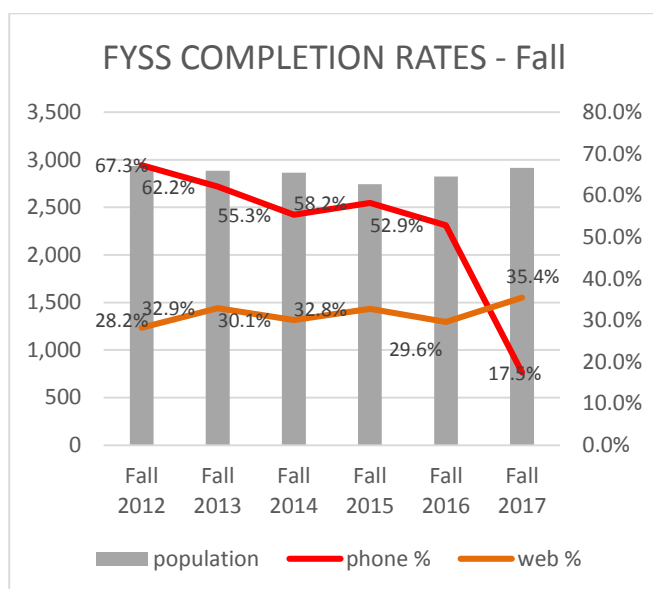
The purpose of the present study was two-fold: to collect marketing and demographic data and to contact students regarding academic and personal concerns. A random sample of students is sufficient for the marketing and demographic data. However the methodological goal of the telephone survey was to contact all students to answer questions relating to academic and personal concerns. The inability to reach all students by phone is viewed as a limitation in the present study, since these students may have had academic or personal concerns.

Response rates for the phone portion of the First Year Student Survey (FYSS) have been declining steadily over the past 5 years, especially for Winter terms. In Fall 2017 the phone portion of the survey was interrupted during by a 5-week faculty strike, which shortened the survey period substantially and negatively impacted the response rate. The web portion of the survey has yielded more consistent response rates over time and are currently on the rise.

When students complete the phone portion of the survey, they are sent an email with a reminder to complete the web survey, if they have not already done so, and information on available student resources. Given that responses to the phone portion are declining, fewer students would be receiving directed reminders, which could in turn negatively impact responses to the web portion.

Survey instruments, survey periods, and processes will need to be evaluated to determine the effectiveness of each methodology and how response rates can be increased. Some possibilities include determining/scheduling the most effective calling times, personalizing initial group email invitations to the web portion of the survey (through email merge), targeting students who are attending Fleming for the first time, and refining the survey instruments to shorten estimated completion times.





Other factors that can affect the results include the sequence of questions and possible response bias of the sample.

Results

Student profile information (i.e. age, gender and local/import data) is based on the population of 4,067. Since the surveys were administered using two different methodologies (web and telephone), information about demographics and marketing gathered via the web is based on a sample size of 1,424 (*unless otherwise specified*) and information about academics and student concerns gathered over the telephone is based on a sample size of 835.

It should be noted that if a student was registered in semester 1 in both the Fall and Winter terms (in the same, or a different program), they were counted twice in the overall survey population (N=163). Similarly, if a student who was registered in both semesters completed the web survey (n=20) or the phone survey (n=6) in both semesters, both responses were included in the results.

Results have been organized into the following sections:

- I: Student Profile Information
- II: Demographics and Marketing Information (*Web Survey*)
- III: Academic Information and Student Concerns (*Telephone Survey*)

Where possible and appropriate, comparisons have been made to results obtained from the First Year Student Survey conducted in previous years.

***This report has been prepared for internal Fleming College use only.
No part of this report should be published for use outside of Fleming College.***

Unless specified otherwise, percentages for each question are based on all survey responses (including instances of no response).

Percentages for non-response have NOT been reported here. Percentages may not add exactly to 100% due to rounding and non-response.

STUDENT PROFILE INFORMATION

The following section contains demographic information for the entire population of first semester students registered full-time in post-secondary programs (excluding post-diploma and Haliburton campus programs) at Fleming College in *Fall 2017* and *Winter 2018*. Profile information from the previous 4 years has been included for the purposes of comparison.

Age

- ✧ Down by 2% compared to the previous year, 54% of first semester students in *2017/18* were under 20 years of age.
- ✧ This year *Winter* term attracted more younger students compared to *Fall* term; 54% were under 20 years of age compared to 52% in the *Fall* term.

AGE:	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=2,914) %	WINTER (N=1,153) %	SSFC (N=4,067) %	SSFC (N=3,440) %	SSFC (N=3,645) %	SSFC (N=3,707) %	SSFC (N=3,836) %
< 20	52	54	54	56	56	55	54
20-25	32	30	34	33	33	33	34
26-35	10	11	9	8	8	8	8
36-45	2	4	1	2	2	2	2
46-55	1	1	0	1	1	2	1

Gender

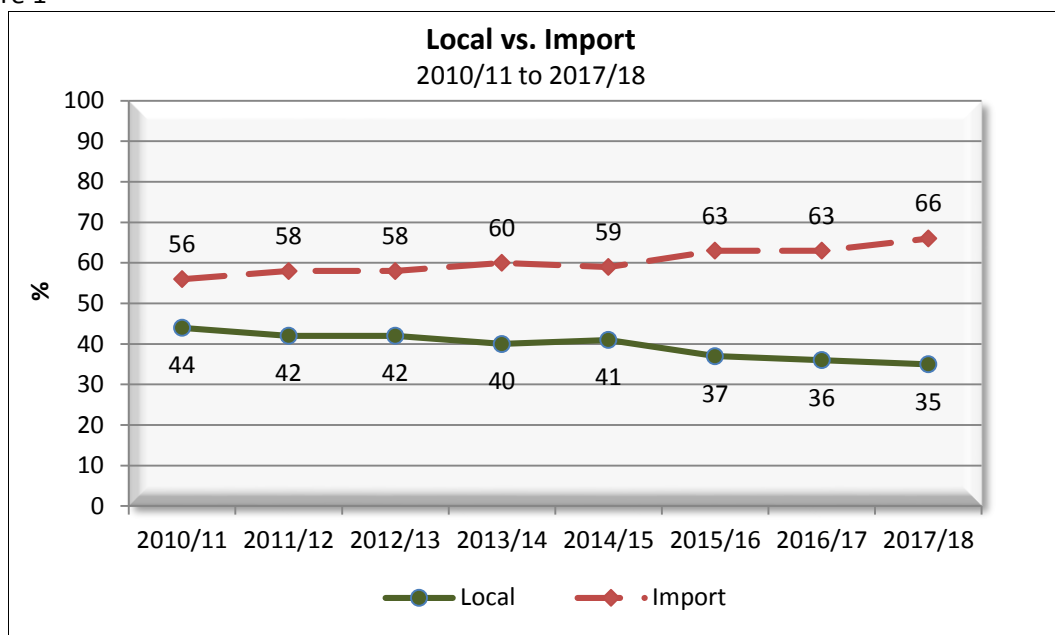
- ✧ The gap between male (53%) and female (47%) students remained stable in *2017/18*.

GENDER:	2017/18			2015/16	2015/16	2014/15	2013/14
	FALL (N=2,914) %	WINTER (N=1,153) %	SSFC (N=4,067) %	SSFC (N=3,626) %	SSFC (N=3,440) %	SSFC (N=3,645) %	SSFC (N=3,707) %
Female	60	45	47	47	47	46	49
Male	40	54	53	53	53	54	51

Region

- ✧ Region has been calculated using the students' address as of the final date to register in each semester (Day 10). In 2017/18, 35% of first semester students were considered local and 66% import (see Figure 1).
- ✧ The percentage of first semester students considered local continues to decline (35%; vs. 36% in 2016/17 and 47% in 2015/16).

Figure 1



- ✧ Cross-tabulations show that geographic origin of first semester students varied by school of specialization.
- ✧ Consistent with findings from previous years *SENRS* had the highest proportion of students coming from outside Fleming's catchment area (85%; vs. 86% in 2016/17 and 85% in 2015/16).
- ✧ *GAS* had the highest percentage of students coming from inside Fleming's catchment area (52%; vs. 35% overall college).

GEOGRAPHIC ORIGIN:	2017/18						
	GAS (N=232) %	H&W (N=722) %	J&CD (N=1007) %	MBS (N=445) %	SENRS (N=896) %	SKTR (N=741) %	SSFC (N=4,067) %
Local	52	41	38	38	15	39	35
Import	48	59	62	63	85	61	66

DEMOGRAPHIC & MARKETING INFORMATION (WEB SURVEY)

The following section contains demographic and marketing information from the web portion of the First Year Student Survey for *Fall 2017/Winter 2018* (unless otherwise specified). This information is based on a total sample size of 1,042 first semester students who completed the web portion of the First Year Student Survey. Where possible, web survey results from the previous 4 years have been included for the purposes of comparison.

DEMOGRAPHIC INFORMATION

High School Academic Record

- ✧ Students were asked to indicate their overall high school average during their final year.
- ✧ Consistent with last year, more than three-quarters of first semester students indicated they had achieved an average of 70% or higher during their final year of high school (84% & 85% in 2017/18 and 2016/17 resply.).
- ✧ Students in the *Fall* intake were more likely than those in the *Winter* to have achieved an average over 70% during their final year of high school (84%; vs. 78% *Winter*).
- ✧ *Winter* intake students were more likely than *Fall* intake students to have achieved an average between 50% and 69% (21%; vs. 14% *Fall*).

OVERALL HIGH SCHOOL AVERAGE IN FINAL YEAR	2017/18			2016/17 SSFL (N=1,042) %	2015/16 SSFL (N=1,110) %	2014/15 SSFL (N=1,100) %	2013/14 SSFL (N=1,188) %
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %				
50 to 59%	2	3	2	2	2	2	2
60 to 69%	12	18	14	13	13	13	16
70 to 79%	37	40	38	38	42	40	39
80 to 89%	36	30	34	36	34	34	32
Over 90%	6	4	5	5	3	4	2
Not sure	8	4	7	6	6	8	10

Highest Level of Education

- ✧ Fifty-eight percent (58%) of first semester students entered Fleming with a high school diploma (down 1% from 2016/17). Another 37% of first year students had completed at least some post-secondary education before entering Fleming (down 2% from 2016/17).
- ✧ Students entering Fleming in the *Fall* were more likely than those entering in the *Winter* to indicate that high school was their highest level of education (64%; vs. 46% *Winter*).
- ✧ Students in the *Winter* intake were more likely than those in the *Fall* intake to have at least some postsecondary education when entering Fleming (45%; vs. 34% *Fall*).

HIGHEST LEVEL OF EDUCATION:	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	SSFL (N=1,042) %	SSFL (N=1,110) %	SSFL (N=1,100) %	SSFL (N=1,188) %
Less than High school *	1	5	2	1	1	1	1
High school diploma **	64	46	59	58	62	58	59
Some college	11	12	12	15	14	15	18
Some university	4	4	4	6	6	7	6
College diploma	10	12	10	9	9	11	9
University degree	9	17	11	9	7	7	4
Other	1	4	2	1	1	2	2

* prior to 2013/14 = Less than grade 12

** prior to 2013/14 = Grade 12 diploma AND Grade 13 Diploma (2 options)

- ✧ Cross-tabulations show that highest level of education varied by school of specialization.
- ✧ GAS students were most likely to come to Fleming with a high school diploma as their highest level of education (65%; vs. 59% overall).
- ✧ H&W students were most likely to come to Fleming with at least some postsecondary education (47%; vs. 37% overall college); most notably a university degree (18%; vs. 11% overall).

HIGHEST LEVEL OF EDUCATION:	2017/18						
	GAS (N=93) %	H&W (N=299) %	J&CD (N=393) %	MBS (N=152) %	SENRS (N=295) %	SKTR (N=184) %	SSFC (N=1,424) %
Less than high school	3	1	2	3	1	4	2
High school diploma	65	50	61	61	62	63	59
Some college	13	8	13	11	13	11	12
Some university	4	4	4	4	2	3	4
College diploma	9	17	9	7	10	8	10
University degree	2	18	9	11	12	9	11
Other	4	1	2	3	0	3	2

First Generation

- Students were asked if they were a First Generation student, which is defined as a student whose parent(s)/guardian(s) have not attended a postsecondary institution (college or university).
- The percentage of first year students who identify as First Generation remained relatively stable in 2017/18 (33%; vs. 32% in 2016/17).
- Winter intake students were more likely to identify as First Generation (47%; vs. 28% Fall).

FIRST GENERATION	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	SSFL (N=1,042) %	SSFL (N=1,110) %	SSFL (N=1,100) %	SSFL (N=1,188) %
Yes	28	47	33	32	33	33	36
No	72	53	66	67	66	66	63

- Cross-tabulations show that MBS students were most likely to identify as First Generation (44%), while GAS students were least likely to identify as First Generation (25%) when compared to the overall college (33%).

FIRST GENERATION	2017/18						
	GAS (N=93) %	H&W (N=299) %	J&CD (N=393) %	MBS (N=152) %	SENRS (N=295) %	SKTR (N=184) %	SSFC (N=1,424) %
Yes	25	33	35	44	28	32	33
No	72	67	64	55	72	67	66

- 1st semester students coming to Fleming from *within* the local catchment area were equally likely to identify as First Generation, as were to those coming from *outside* the catchment area (33% *local* and 33% *import*).

FIRST GENERATION	2017/18			2016/17	2015/16	2014/15	2013/14
	LOCAL (N=518) %	IMPORT (N=906) %	SSFC (N=1,424) %	SSFC (N=1,042) %	SSFC (N=1,110) %	SSFC (N=1,100) %	SSFC (N=1,188) %
Yes	33	33	33	31	33	33	36
No	66	66	66	69	66	66	63

Main Activity Prior to Attending Fleming

- Students were asked to indicate their MAIN activity during the 12-month period prior to attending Fleming. The top two main activities have consistently been attending high-school full-time (38%) and working full-time (26%).
- There was a 6% increase in the percentage of first year students whose main activity in the previous year was attending high school full-time (38%; vs. 32%).
- Students entering Fleming in the *Fall* intake were more likely than those in the *Winter* to indicate that their main activity during previous year was attending high school full-time (34%; vs. 23%).
- Students in the *Winter* intake were more likely to have spent the previous Attending college full-time (26%; vs. 14% *Fall* intake). *Winter* intake students were less likely to have spent the previous year working full-time (24%; vs. 27% *Fall* intake).

MAIN ACTIVITY 12 MONTHS PRIOR TO ATTENDING FLEMING	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	SSFL (N=1,042) %	SSFL (N=1,110) %	SSFL (N=1,100) %	SSFL (N=1,188) %
Attending HIGH SCHOOL full-time	34	23	38	32	30	27	29
Attending COLLEGE full-time	14	26	19	13	13	14	11
Attending UNIVERSITY full-time	4	6	5	4	4	4	4
Working full-time (30 hours or more/week)	27	24	26	28	28	27	29
Working part-time (less than 30 hours/week)	6	7	6	9	9	11	10
Both working and studying part-time	6	5	6	4	5	5	6
A full-time homemaker	2	1	1	2	2	2	3
Unemployed and seeking work	4	3	3	4	5	6	6
Unemployed and not seeking work	1	1	1	1	1	1	1
Other	2	5	3	3	3	3	2

- Cross-tabulations show that students coming to Fleming from *within* the catchment area were more likely than those coming from *outside* the catchment to have spent the previous year working full- or part-time (44%; vs. 26% *import*).
- Students from *outside* the catchment area were more likely to have been attending high school full-time during the 12-month period prior to attending Fleming (38%; vs. 20% *local*) or attending college or university full-time (24%; vs. 18% *local*).

- ✧ The following table shows the main activity of first semester students in the 12-month period prior to attending college by region (local vs. import).

MAIN ACTIVITY 12 MONTHS PRIOR TO ATTENDING FLEMING	2017/18			2016/17		
	LOCAL (N=518) %	IMPORT (N=906) %	SSFC (N=1,424) %	LOCAL (N=411) %	IMPORT (N=631) %	SSFC (N=1,042) %
Attending HIGH SCHOOL full-time	20	38	31	25	37	32
Attending COLLEGE full-time	14	19	17	11	15	13
Attending UNIVERSITY full-time	4	5	5	3	5	4
Working full-time (30 hours or more/week)	35	22	26	32	26	28
Working part-time (less than 30 hours/week)	9	4	6	10	8	9
Both working and studying part-time	7	5	6	5	3	4
A full-time homemaker	3	0	1	4	1	2
Unemployed and seeking work	5	3	3	7	3	4
Unemployed and not seeking work	1	1	1	1	0	1
Other	4	3	3	3	2	3

- ✧ Cross-tabulations show that a higher proportion of *SENRS* students were working full-time in the 12 months prior to attending (34%; vs. 26% overall college) and a higher proportion of *MBS* students were unemployed and seeking work (8%; vs. 3% overall college)
- ✧ *GAS* students were more likely to have been attending high school full-time (42%; vs. 31% overall college); students at *H&W* were more likely to be working part-time (9%; vs. 6% overall college) in the year before attending Fleming.
- ✧ A higher percentage of *H&W* students were attending college or university full-time in the year before attending Fleming (27%; vs. 22% overall college).

MAIN ACTIVITY 12 MONTHS PRIOR TO ATTENDING FLEMING	2017/18						
	GAS (N=93) %	H&W (N=299) %	J&CD (N=393) %	MBS (N=152) %	SENRS (N=295) %	SKTR (N=184) %	SSFC (N=1,424) %
Attending HIGH SCHOOL full-time	42	23	33	31	33	32	31
Attending COLLEGE full-time	13	20	17	20	14	20	17
Attending UNIVERSITY full-time	2	7	5	6	4	2	5
Working full-time (30 hours or more/week)	16	28	26	16	34	27	26
Working part-time (less than 30 hours/week)	8	9	7	5	2	5	6
Both working and studying part-time	7	6	6	7	6	5	6
A full-time homemaker	4	2	2	0	0	1	1
Unemployed and seeking work	3	2	3	8	1	6	3
Unemployed and not seeking work	3	0	0	0	1	1	1
Other	2	2	3	7	4	3	3

Length of Time Away from Educational Setting

- ✧ Students were asked to indicate how long they had been away from an educational setting. The percentage of first semester students who had been away from an educational setting for less than 1 year continues to increase (62%; vs. 61% in 2016/17 and 59% in 2015/16).
- ✧ Students in the *Winter* intake were more likely than those in the *Fall* intake to have been away from an educational setting for less than 1 year (64%; vs. 61% *Fall*).
- ✧ A proportion of students registered in the *Winter* intake who had been away from an educational setting for more than 10 years is the almost the same as those registered in the *Fall* intake.(6%; vs. 5% *Fall*).

LENGTH OF TIME AWAY FROM AN EDUCATIONAL SETTING:	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	SSFL (N=1,042) %	SSFL (N=1,100) %	SSFL (N=1,100) %	SSFL (N=1,188) %
Less than 1 year	61	64	62	61	59	57	56
1-2 years	19	17	18	19	18	20	19
3-5 years	8	9	9	10	11	10	10
6-10 years	5	3	5	4	5	7	6
More than 10 years	5	6	5	6	6	7	7

- ✧ Cross-tabulations show that a higher proportion of *GAS* and *MBS* students had been away from an educational setting for less than 1 year before coming to Fleming (67% each; vs. 62% overall college).
- ✧ Students in *SKTR* were more likely to have been away from an educational setting for 3-5 years (13%; vs. 9% overall college).

LENGTH OF TIME AWAY FROM AN EDUCATIONAL SETTING:	2017/18						
	GAS (N=93) %	H&W (N=299) %	J&CD (N=393) %	MBS (N=152) %	SENRS (N=295) %	SKTR (N=184) %	SSFC (N=1,424) %
Less than 1 year	67	59	62	67	63	60	62
1-2 years	15	22	19	20	15	16	18
3-5 years	9	8	8	5	9	13	9
6-10 years	3	4	4	3	7	6	5
More than 10 years	4	6	6	5	5	4	5

- ✧ Cross-tabulations also show that students coming to Fleming from *within* the catchment area were more likely than those coming from *outside* the catchment to have been away from an educational setting for more than 10 years (9%; vs. 3% *import*) or from 6 to 10 years (9%; vs. 3% *import*).
- ✧ Students from *outside* the catchment area were more likely to have been away from an education setting for less than a year prior to attending Fleming (71%; vs. 46% *local*).
- ✧ The following table shows the length of time away from an educational setting prior to attending college by region (*local* vs. *import*).

LENGTH OF TIME AWAY FROM AN EDUCATIONAL SETTING:	2017/18			2016/17		
	LOCAL (N=518) %	IMPORT (N=906) %	SSFC (N=1,424) %	LOCAL (N=411) %	IMPORT (N=631) %	SSFC (N=1,042) %
Less than 1 year	46	71	62	50	68	61
1-2 years	21	16	18	20	18	19
3-5 years	14	6	9	12	8	10
6-10 years	9	3	5	6	2	4
More than 10 years	9	3	5	11	2	6

Previously Attended Fleming

- ✧ Students were asked if this was their first time attending Fleming College. Similar to results from previous years, 88% of students indicated that this is the first time they have attended Fleming (either full-time or part-time).
- ✧ Students in the *Fall* intake were more likely than those in the *Winter* intake to be attending Fleming for the first time (88%; vs. 86% *Winter*).

FIRST TIME ATTENDING FLEMING:	2017/18			2016/17 SSFL (N=1,042) %	2015/16 SSFL (N=1,110) %	2014/15 SSFL (N=1,100) %	2013/14 SSFL (N=1,188) %
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %				
Yes	88	86	88	88	87	86	85
No	12	14	12	11	12	14	15

- ✧ Cross-tabulations show that *GAS* and *MBS* has a higher proportion of first semester students who have previously attended Fleming compared to the overall college (15%each; vs. 12% overall).
- ✧ Students in *SKTR* were most likely to be attending Fleming for the first time compared to the overall college (91%; vs. 88% overall).

FIRST TIME ATTENDING FLEMING:	2017/18						
	GAS (N=93) %	H&W (N=299) %	J&CD (N=393) %	MBS (N=152) %	SENRS (N=295) %	SKTR (N=184) %	SSFC (N=1,424) %
Yes	85	85	88	85	89	91	88
No	15	14	12	15	11	9	12

- ✧ Students who had previously attended Fleming were asked to specify why it was not their first time at the college. Fifty percent (52%) of first semester students who had previously attended Fleming had already completed a program (vs. 50% in 2016/17).
- ✧ Students in the *Winter* intake were more likely than those in the *Fall* to have left after partially completing a program (53%; vs. 30% *Fall*), while students in the *Fall* intake were more likely to have already completed a program at Fleming (57%; vs. 42% *Winter*).

WHY NOT FIRST TIME ATTENDING FLEMING:	2017/18			2016/17 SSFL (N=119) %	2015/16 SSFL (N=137) %	2014/15 SSFL (N=154) %	2013/14 SSFL (N=182) %
	FALL (N=119) %	WINTER (N=55) %	SSFL (N=174) %				
Attended previously as a part-time student	13	6	10	8	9	10	18
Already completed a program	57	42	52	50	45	46	47
Partially completed a program and left college	30	53	37	41	46	44	34

- ✧ Students who left the college after partially completing a program were asked to specify the main reason they left. The main reason for previously leaving Fleming has consistently been “Didn’t like it/ not for me”.

MAIN REASON YOU LEFT FLEMING:	2017/18			2016/17 SSFL (N=49) %	2015/16 SSFL (N=63) %	2014/15 SSFL (N=67) %	2013/14 SSFL (N=62) %
	FALL (N=32) %	WINTER (N=29) %	SSFL (N=65) %				
Marks too low	3	3	3	4	13	9	10
Better job opportunities	6	10	8	0	0	0	3
Changed career plans	19	17	19	16	13	19	21
Didn't like it / not for me	28	14	22	27	29	33	24
Interest in new subject	11	3	8	12	8	6	5
Financial reasons	3	3	3	10	6	5	8
Illness or other health issues	19	10	15	14	8	8	13
Other	8	38	22	16	24	19	15

1st choice Post-secondary Option

- ✧ First semester students were asked what their 1st choice option was in attending a post - secondary institution this year. The percentage to chose Fleming as their first choice for attending a post-secondary institution this year was the same as laster year(78%; vs. 78% in 2016/17).
- ✧ *Local* students were more likely than those coming from *outside* of the catchment area to indicate attending Fleming was their first choice post-secondary option this year (83%; vs. 76% *import*). First semester students coming from outside of the catchment were more likely to indicate that attending another college was their first choice (10%; vs. 8% *local*).

1ST CHOICE OPTION IN ATTENDING POST-SECONDARY INSTITUTION:	2017/18			2016/17 SSFC (N=1,042) %	2015/16 SSFC (N=1,110) %	2014/15 SSFC (N=1,100) %	2013/14 SSFC (N=1,188) %
	LOCAL (N=518) %	IMPORT (N=906) %	SSFC (N=1,424) %				
Attending this college	83	76	78	78	82	82	80
Attending another college	8	10	9	9	9	9	10
Attending a university	4	8	6	6	6	6	5
Attending a post-secondary institution was actually a last minute decision	3	3	3	3	2	2	2
Other	1	1	1	1	1	1	2

- ✧ Cross-tabulations showed that students' 1st choice option in attending a post-secondary institution this year differed somewhat by school of specialization.
- ✧ GAS students were most likely to indicate that their 1st choice option for this year was attending university (18%; vs. 6% overall college)
- ✧ SENRS students were most likely to indicate that attending Fleming was their 1st choice option in attending a postsecondary institution (87%; vs. 78% overall college) while GAS students were least likely to indicate this (63%; vs. 78% overall).

1ST CHOICE OPTION IN ATTENDING POST-SECONDARY INSTITUTION:	2017/18						
	GAS (N=93) %	H&W (N=299) %	J&CD (N=393) %	MBS (N=152) %	SENRS (N=295) %	SKTR (N=184) %	SSFC (N=1,424) %
Attending this college	63	72	80	80	87	76	78
Attending another college	11	12	11	5	5	10	9
Attending a university	18	9	5	6	4	4	6
Attending a post-secondary institution was actually a last minute decision	2	3	2	7	1	4	3
Other	2	1	1	0	1	1	1

Plans to Continue Education

- ✧ The percentage of first semester students who plan to continue their education within 2 years after graduating from Fleming decreased by 2% (38%; vs. 40% in 2016/17).
- ✧ Just above half of first semester students surveyed (51%) are unsure if they plan to continue their education within 2 years after completing their studies at Fleming.
- ✧ Cross-tabulations show that 76% of GAS students plan to continue their education within two years after graduating from Fleming; a 4% decrease from last year, but still considerably higher than the overall college (38%).
- ✧ MBS students were most likely to be unsure if they plan to continue their education within 2 years of graduating from Fleming (56%; vs. 51% overall college) and 13% of the SENRS & SKTR have no plans to continue compared to 10% college overall.

PLAN TO CONTINUE EDUCATION 2 YRS AFTER GRADUATING FROM FLEMING:	2017/18							2016/17	2015/16
	GAS (N=93) %	H&W (N=299) %	J&CD (N=393) %	MBS (N=152) %	SENRS (N=295) %	SKTR (N=184) %	SSFC (N=1,424) %	SSFC (N=1,042) %	SSFC (N=1,110) %
Yes	76	34	37	34	40	27	38	40	39
No	3	11	9	10	13	13	10	12	10
Not Sure	19	54	54	56	48	60	51	49	51

- ✧ The percentage of 1st semester students who plan to apply to another program at Fleming within 2 years after graduating from Fleming dropped by 1% this year compared to previous year (32%; vs. 33% in 2016/17).
- ✧ The percentage of first semester students who plan to apply to university after Fleming remained the same as last year, after years of continuous decline (49%; vs. 43% in 2015/16, 47% in 2014/15, 49% in 2013/14 and 55% in 2012/13).
- ✧ Cross-tabulations show that 60% of J&CD students who plan to continue their education within this timeframe plan to apply to university, compared to 49% of the overall college.
- ✧ A higher proportion of SENRS and SKTR students plan to apply to another program at Fleming compared to the overall college (50% and 45% respectively; vs. 32% overall).
- ✧ MBS students were most likely to indicate some other plans for further education (27%; vs. 15% overall college); possibly an apprenticeship, given their current field of study.

IF YOU PLAN TO CONTINUE YOUR EDUCATION, WHAT ARE YOUR PLANS?	2017/18							2016/17	2015/16
	GAS (N=71) %	H&W (N=103) %	J&CD (N=145) %	MBS (N=52) %	SENRS (N=117) %	SKTR (N=49) %	SSFC (N=538) %	SSFC (N=412) %	SSFC (N=458) %
Apply to another program at Fleming	42	21	21	17	50	45	32	33	36
Apply to a different college	3	4	4	6	1	6	4	5	5
Apply to university	51	57	60	48	37	27	49	49	43
Other	4	18	14	27	12	22	15	13	16

Responsible for Dependents

- ✧ The percentage of first semester students responsible for supporting dependents has increased by 4% this year compared to previous years (21%; vs between 17% and 18% previous years).
- ✧ A higher percentage of students in the *Winter* intake were responsible for dependents compared to those in the *Fall* intake (37%; vs. 15% *Fall*), which has also been a consistent pattern.

RESPONSIBLE FOR DEPENDENTS:	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	SSFL (N=1,042) %	SSFL (N=1,110) %	SSFL (N=1,100) %	SSFL (N=1,188) %
Yes	15	37	21	17	17	17	18
No	80	57	74	81	78	78	78

Citizenship

- ✧ In 2006/07, a new question was added to the web portion of the First Year Student Survey to ask students about their citizenship.
- ✧ This year, there was a 10% decline in the percentage of students entering Fleming who were born in Canada and both parents were also born in Canada (61%; vs. 71% in 2016/17). There was a subsequent 12% increase in the percentage of Visa students (20%; vs. 8% in 2016/17).

CITIZENSHIP	2017/18 SSFC (N=1,424) %	2016/17 SSFC (N=1,042) %	2015/16 SSFC (N=1,110) %	2014/15 SSFC (N=1,100) %	2013/14 SSFC (N=1,188) %
Born in Canada and both parents born in Canada	61	71	75	76	77
Born in Canada and only one parent born in Canada	7	9	10	10	9
Born in Canada and neither parent born in Canada	3	4	5	5	4
Not born in Canada and now a Canadian citizen	2	3	3	3	3
Landed immigrant / Permanent resident	1	1	2	1	1
Visa Student	20	8	4	3	2
Refugee	0	0	0	0	0
Other	0	1	0	0	0

Aboriginal

- ✧ Students were asked on the web portion of the survey to indicate if they were an Aboriginal person. In order to bring the question wording in line with definitions used across the college system, this question was changed from:

Do you identify as First Nations, Métis, Inuit, as having Aboriginal ancestry, or as part of the indigenous peoples of Canada?

TO

Do you identify as an Aboriginal or Indigenous person of Canada, or as having First Nation, Métis or Inuit ancestry?

With this wording change, comparisons to results from previous years should be made with caution.

- ✧ In 2017/18, only 4% of first semester students identified as an Aboriginal or Indigenous person of Canada, or as having First Nation, Métis or Inuit ancestry, decrease of 2% as compared to prior years.

	2017/18 SSFC (N=1,424) %	2016/17 SSFC (N=1,042) %	2015/16 SSFC (N=1,110) %	2014/15 SSFC (N=1,100) %	2013/14 SSFC (N=1,188) %
ABORIGINAL PERSON:					
Yes	4	6	6	5	7
No	92	92	93	94	91

* Since 2011/12, this percentage has been adjusted to remove any International students who responded "Yes" to this question.

Visible Minority

- ✧ "Member of a visible minority" can be defined as a person, other than an Aboriginal person, who is non-Caucasian in race or non-white in colour. The percentage of visible minority students entering Fleming was 14% in 2017/18.

	2017/18 SSFC (N=1,424) %	2016/17 SSFC (N=1,042) %	2015/16 SSFC (N=1,110) %	2014/15 SSFC (N=1,100) %	2013/14 SSFC (N=1,188) %
VISIBLE MINORITY:					
Yes	14	10	9	9	8
No	81	87	89	90	88

Disability

- ✧ Students were asked to indicate if they were a person with a disability. To bring the question wording in line with definitions used across the college system, it was changed in 2014/15 from:

"Persons with disabilities" means persons who have long-term or recurring physical, mental, sensory, psychiatric or learning disabilities and who consider themselves to be disadvantaged by reason of that disability or believe that others are likely to consider them to be disadvantaged by reason of that disability. Based on this definition, are you a person with a disability?

TO

A person with a disability is a person with a long-term or recurring impairment, condition or illness that impacts how they function day to day. These impairments, conditions or illnesses may be physical, sensory, psychosocial, neurological, medical or intellectual. Based on this definition, are you a person with a disability?

With this wording change, comparisons to results from previous years should be made with caution.

- ✧ The percentage of students entering Fleming who indicated that they have a disability has decreased by 4% (13% ; vs 17% in 2016/17)

	2017/18 SSFC (N=1,424) %	2016/17 SSFC (N=1,042) %	2015/16 SSFC (N=1,110) %	2014/15 SSFC (N=1,100) %	2013/14 SSFC (N=1,188) %
DISABILITY:					
Yes	13	17	16	15	13
No	82	80	81	83	83

- ✧ Students who indicated they had a disability were asked to specify which disability(s) they had.
- ✧ Close to half of first semester students with a disability indicated that they had a Learning Disability (39%). While this is the most commonly identified disability, the percentage continues to decline steadily (down from 53% in 2013/14).

- ✧ The percentage of first semester students who indicated they have a Psychiatric/Mental Health Condition has increased by 15% over the past 5 years (38%; vs. 23% in 2013/14).

WHICH DISABILITY (Select all that apply):	2017/18 SSFC (N=190) %	2016/17 SSFC (N=172) %	2015/16 SSFC (N=181) %	2014/15 SSFC (N=168) %	2013/14 SSFC (N=159) %
Learning Disability	39	46	45	46	53
Attention Deficit Disorder/ Attention Deficit Hyperactive Disorder	25	27	26	25	26
Asperger's/Autism Spectrum Disorder *	4	9	6	3	n/a
Intellectual or Developmental Disability *	4	2	2	13	n/a
Deaf/Deafened/Hearing Impairment	6	3	4	6	8
Blind/Vision Impairment	3	4	4	5	3
Mobility Impairment	4	4	4	5	4
Brain Injury	6	3	2	2	4
Medical Condition	16	11	13	10	11
Psychiatric/Mental Health Condition	38	35	34	24	23
Other	14	12	14	7	15

* New option for 2014/15

Mobility

- ✧ A new question was added to the web portion of the survey in 2014/15:

Did you have to relocate to attend Fleming this year?

- ✧ The percentage of first semester students who had to relocate to attend Fleming decreased slightly after increasing the previous year (55%; vs. 58% in 2016/17 and 61% in 2015/16).
- ✧ Similar to previous years, students in the *Fall* intake (57%) were more likely than those in the *Winter* (50%) to have relocated to attend Fleming.

RELOCATE TO ATTEND FLEMING?	2017/18			2016/17			2015/16		
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	FALL (N=837) %	WINTER (N=205) %	SSFL (N=1,042) %	FALL (N=899) %	WINTER (N=211) %	SSFL (N=1,110) %
Yes	57	50	55	60	51	58	64	46	61
No	42	49	44	39	48	41	35	54	39

- ✧ In 2017/18, 27% of first semester students came to Fleming from a large city, 24% from a small city and an additional 18% from rural areas.

SIZE OF TOWN/CITY OF RESIDENCE:	2017/18 SSFL (N=1,424) %	2016/17 SSFL (N=1,042) %	2015/16 SSFL (N=1,110) %	2014/15 SSFL (N=1,100) %	2013/14 SSFL (N=1,188) %
Large city (100,000 or more)	27	24	24	25	19
Small city (30,000 to 99,999)	24	22	21	25	24
Large town (15, 000 to 29,999)	10	11	12	12	10
Small town (5,000 to 14,999)	16	18	19	16	18
Rural (less than 5,000)	18	20	21	21	24

Place of Residence

- ✧ Students were asked to specify where they will be living while attending Fleming. Forty-two percent (42%) of first semester students rented a house or apartment up by 3% from last year, 24% lived in on- or off-campus Student Residence and 21% lived with their parents same as last year.
- ✧ When compared to those who came from *outside* Fleming's catchment, students from *within* Fleming's catchment area were more likely to live with their parents (44%; vs. 8% *import*) or in a house or apartment which they owned (9%; vs. 3% *import*).
- ✧ A higher proportion of 1st semester students who came from *outside* of Fleming's catchment area lived in on-campus student residence (23%; vs. 4% *local*) or off-campus student residence (11%; vs. 1% *local*), when compared to those coming from *within* the area.

PLACE OF RESIDENCE WHILE ATTENDING FLEMING:	2017/18			2016/17	2015/16	2014/15	2013/14
	LOCAL (N=518) %	IMPORT (N=906) %	SSFC (N=1,424) %	SSFC (N=1,042) %	SSFC (N=1,110) %	SSFC (N=1,100) %	SSFC (N=1,188) %
With parents	44	8	21	23	21	24	25
With relatives	4	2	3	3	4	3	2
House/apartment (which you own)	9	3	5	5	6	7	5
House/apartment (which you rent)	33	47	42	39	38	38	38
Boarding/rooming	4	5	5	5	5	4	6
On-campus Student Residence	4	23	16	19	21	19	18
Off-campus Student Residence	1	11	8	7	6	5	6

- ✧ Results from the 2017/18 survey show that first semester students at the *Lindsay* campus were more likely than those in *Peterborough* to rent a house/apartment (46%; vs. 41% *Peterborough*) or live in on-campus Student Residence (22%; vs. 15% *Peterborough*).
- ✧ First semester students at the *Peterborough* campus were more likely than those at the *Lindsay* campus to live with their parents while attending Fleming (23%; vs. 13% *Lindsay*).

PLACE OF RESIDENCE WHILE ATTENDING FLEMING:	2017/18			2016/17		
	PTBO (N=1,129) %	LINDSAY (N=295) %	SSFC (N=1,424) %	PTBO (N=805) %	LINDSAY (N=237) %	SSFC (N=1,042) %
With parents	23	13	21	27	7	23
With relatives	3	2	3	3	4	3
House/apartment (which you own)	6	1	5	6	2	5
House/apartment (which you rent)	41	46	42	34	54	39
Boarding/rooming	4	8	5	4	7	5
On-campus Student Residence	15	22	16	18	22	19
Off-campus Student Residence	8	8	8	8	4	7

Transportation

- ✧ Two new questions were added to the web portion of the First Year Student Survey beginning in 2014/15 to help understand the commuting patterns of students.
- ✧ Students are now asked: “What will be your most common mode of transportation to the Fleming campus?” The most common forms of transportation for first semester students were driving alone (34%; vs. 35% in 2016/17), walking (27%; vs. 33% in 2016/17) and taking the bus (29%; vs. 20% in 2016/17).
- ✧ When compared to those who came from *outside* Fleming’s catchment, 1st semester students from *within* Fleming’s catchment area were more likely to drive alone (54%; vs. 22% *import*), drive with others (12%; vs. 3% *import*).
- ✧ First semester students from *outside* of Fleming’s catchment were more likely to walk to campus (37%; vs. 9% *local*) or take the bus (33%; vs 23% *local*)

MOST COMMON MODE OF TRANSPORTATION	2017/18			2016/17		
	LOCAL (N=518) %	IMPORT (N=906) %	SSFC (N=1,424) %	LOCAL (N=411) %	IMPORT (N=631) %	SSFC (N=1,042) %
Walk	9	37	27	8	49	33
Cycle	1	3	2	2	3	3
Drive alone	54	22	34	52	24	35
Drive with others (i.e. carpool, get dropped off)	12	3	7	14	4	8
Bus	23	33	29	23	17	20
Taxi	0	0	0	0	0	0
Other	0	0	0	1	0	0

- ✧ First semester students at the *Lindsay* campus were more likely to walk (47%; vs. 22% *Peterborough*) or cycle (8%; vs. 0% *Peterborough*) to campus, while those at the *Peterborough* campus were more likely to drive alone (34%; vs. 33% *Lindsay*), with others (7%; vs. 5% *Lindsay*) or take the bus (35%; vs. 5% *Lindsay*).

MOST COMMON MODE OF TRANSPORTATION	2017/18			2016/17		
	PTBO (N=1129) %	LINDSAY (N=295) %	SSFC (N=1,424) %	PTBO (N=805) %	LINDSAY (N=237) %	SSFC (N=1,042) %
Walk	22	47	27	26	55	33
Cycle	0	8	2	1	10	3
Drive alone	34	33	34	38	25	35
Drive with others (i.e. carpool, get dropped off)	7	5	7	9	5	8
Bus	35	5	29	24	4	20
Taxi	0	0	0	0	0	0
Other	0	0	0	1	0	0

- ✧ Students are also now asked: “How long do you estimate a one-way trip to the campus will take?” Similar to last year, more than half of first semester students can reach the Fleming campus they attend within 15 minutes (48%).
- ✧ First semester students from *outside* of Fleming’s catchment area were more likely to be able to reach the campus in less than 10 minutes (36%; vs. 14% *local*). *Local* first semester students take longer to reach the campus, with over half taking 16 to 30 minutes (28%; vs. 18% *import*) or 31 to 45 minutes (21%; vs. 11% *import*).

LENGTH OF ONE-WAY TRIP TO CAMPUS	2017/18			2016/17		
	LOCAL (N=518) %	IMPORT (N=906) %	SSFC (N=1,424) %	LOCAL (N=411) %	IMPORT (N=631) %	SSFC (N=1,042) %
Less than 10 minutes	14	36	28	14	44	32
10 to 15 minutes	21	20	20	17	21	19
16 to 30 minutes	28	18	21	31	11	19
31 to 45 minutes	21	11	15	22	12	16
46 to 60 minutes	15	8	11	13	7	9
More than 60 minutes	2	6	5	4	4	4

- ✧ First semester students from the *Lindsay* campus were more likely than those from the *Peterborough* campus to be able to reach the campus in less than 10 minutes (45%; vs. 23% *Peterborough*)
- ✧ *Peterborough* students take longer to reach campus, with nearly one-third travelling more than 30 minutes one-way to campus (32%; vs. 23% *Lindsay*).

LENGTH OF ONE-WAY TRIP TO CAMPUS	2017/18			2016/17		
	PTBO (N=1,129) %	LINDSAY (N=295) %	SSFC (N=1,424) %	PTBO (N=805) %	LINDSAY (N=237) %	SSFC (N=1,042) %
Less than 10 minutes	23	45	28	28	48	32
10 to 15 minutes	21	19	20	18	25	19
16 to 30 minutes	24	13	21	22	8	19
31 to 45 minutes	16	10	15	17	12	16
46 to 60 minutes	11	9	11	11	5	9
More than 60 minutes	5	4	5	4	3	4

Financial

- ✧ Students were asked on the web portion of the survey if they planned to work while attending Fleming. The wording for this question was changed beginning in 2014/15 from:

Do you plan to hold a job while attending Fleming?

TO

Do you plan to work while attending Fleming?

With this wording change, comparisons to results from previous years should be made with caution.

- ✧ The percentage of 1st semester students who planned to work while attending Fleming is the same as last year however it has increased compared to 2015/16 and earlier (69%; vs. 65% in 2015/16, 63% in 2014/15 and 60% in 2013/14).
- ✧ A higher percentage of students in the *Winter* intake planned to work 16 to 24 hours per week while attending compared to those in the *Fall* intake (37%; vs. 23% *Fall*), while a higher percentage of students in the *Fall* intake planned to work 15 hours or less per week (38%; vs 36% *Winter*).

PLAN TO WORK WHILE ATTENDING FLEMING:	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	SSFC (N=1,042) %	SSFC (N=1,100) %	SSFC (N=1,188) %	SSFC (N=1,094) %
Yes, 15 hours or less per week	38	36	38	42	41	40	40
Yes, 16 to 24 hours per week	23	37	26	23	19	19	17
Yes, 25 hours or more per week	4	3	4	4	4	4	3
No	34	24	31	31	35	37	40

- ✧ Students were asked to indicate which sources of income they rely on while attending Fleming. The most common sources of income for first semester students attending Fleming in 2017/18 continue to be student loan programs (57%), part or full-time work (50%) and savings (45%).
- ✧ The percentage of first semester students who will rely on part- or full-time work as a source of income while attending has dropped by 1% as compared to last year(50%; vs 51% 2016/17).
- ✧ Students starting in the *Fall* intake were more likely than those in the *Winter* to rely on savings (49%; vs. 36% *Winter*), part or full-time work (51%; vs. 47% *Winter*), and student loan(63%; vs 42%) as sources of income while attending Fleming.

SOURCE OF INCOME WHILE ATTENDING FLEMING: (Select all that apply)	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	SSFL (N=1,042) %	SSFL (N=1,110) %	SSFL (N=1,100) %	SSFL (N=1,188) %
Part or full-time work	51	47	50	51	44	46	42
Student loan programs (i.e. OSAP, bank loan)	63	42	57	60	60	61	60
Government assistance (i.e. employment assistance, social assistance)	5	7	5	6	6	5	5
Government funding or training (i.e. Second Career, Ontario Skills Development Program)	3	5	3	4	3	4	5
Financial help from parents	40	46	41	38	38	34	34
Savings	49	36	45	49	49	45	47
Other	5	7	1	7	7	8	13

MARKETING INFORMATION

Resources Used when Deciding to Attend Fleming

- ✧ Students were asked to indicate which resources they used when deciding to attend Fleming and which of these resources they found to be most helpful. The three most commonly used resources continue to be the Fleming website (60%; vs. 60% in 2016/17), friends/peers (48%; vs. 47% in 2016/17) and family members (43%; vs. 45% in 2016/17).
- ✧ First semester students attending in the *Fall* term were more likely than those in the *Winter* to use many of the specified resources when deciding to attend Fleming, including:
 - Fleming College Open House (39%; vs. 10% *Winter*),
 - High school guidance counsellors (29%; vs. 18% *Winter*),
 - Fleming viewbook (16%; vs. 14% *Winter*),
 - College presentation at their school (14%; vs. 6% *Winter*),
 - High school teachers (18%; vs. 14% *Winter*),
 - Individual tour of Fleming campus (15%; vs. 8% *Winter*), and
 - Family members (45%; vs 38% *Winter*).

RESOURCES USED WHEN DECIDING TO ATTEND FLEMING (Select all that apply)	2017/18			2016/17	2015/16	2014/15
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	SSFL (N=1,042) %	SSFL (N=1,110) %	SSFL (N=1,100) %
High school guidance counsellors	29	18	26	29	28	28
High school teachers	18	14	17	18	17	15
Family members	45	38	43	45	47	46
Friends/peers	47	52	48	47	45	51
Community based employment services agency / counsellor	10	15	11	9	7	7
Contact with alumni of Fleming	12	11	12	12	12	9
Personal contact from staff at Fleming	10	10	10	14	12	15
Fleming College Open House	39	10	31	42	39	37
Individual tour of Fleming campus	15	8	13	17	16	15
College presentation at your school	14	6	12	15	14	12
Fleming <i>viewbook</i> * (formerly Fleming calendar)	16	14	15	19	16	16
Material sent via <i>MAIL</i> from Fleming	7	8	7	9	8	11
Fleming website	59	63	60	60	65	65
Material sent via <i>EMAIL</i> from Fleming	7	8	7	8	9	10
Visited Fleming display at <i>an event</i> <i>or</i> Trade Show *	7	6	7	6	7	5
Information from Facebook or other social media sites	11	24	15	9	9	10
Other	7	6	6	8	8	7

* Wording change to response option in 2014/15

Helpfulness of Resources when Deciding to Attend Fleming

- ✧ Similar to last year, the most helpful resource for first semester students when deciding to attend Fleming was the college's website (26%; vs. 24% in 2016/17).
- ✧ First semester students attending in the *Fall* intake were more likely to find family members (16%; vs. 13% *Winter*) and the Open House (14%; vs. 4% *Winter*) to be their most helpful resources when deciding to attend.
- ✧ *Winter* intake students were more likely than those from the *Fall* intake to choose the Fleming website as their most helpful resource when deciding to attend (29%; vs. 24% *Fall*).

MOST HELPFUL RESOURCE WHEN DECIDING TO ATTEND FLEMING	2017/18			2016/17	2015/16	2014/15
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	SSFL (N=1,042) %	SSFL (N=1,110) %	SSFL (N=1,100) %
High school guidance counsellors	8	4	7	7	8	7
High school teachers	2	3	2	2	2	3
Family members	16	13	15	17	13	14
Friends/peers	12	20	14	11	12	12
Community based employment services agency / counsellor	3	7	5	3	2	2
Contact with alumni of Fleming	2	2	2	2	2	2
Personal contact from staff at Fleming	4	3	3	5	4	5
Fleming College Open House	14	4	11	15	14	15
Individual tour of Fleming campus	3	2	3	4	4	4
College presentation at your school	2	1	2	1	2	2
Fleming <i>viewbook</i> * (formerly Fleming calendar)	2	0	1	2	2	1
Material sent via MAIL from Fleming	0	1	0	0	0	1
Fleming website	24	29	26	24	27	28
Material sent via EMAIL from Fleming	1	1	1	1	1	0
Visited Fleming display at <i>an event or</i> Trade Show *	1	1	1	0	1	1
Information from Facebook or other social media sites	1	3	2	0	0	0
Other	6	6	6	5	6	5

Calls from Fleming Students

- ✧ The Contact Centre conducts an annual Conversion calling campaign where Student Ambassadors reach out to 1st semester applicants and prospective students. During the **telephone** portion of the FYSS survey, students were asked how many of these phone calls they received prior to beginning their studies.
- ✧ The percentage of first semester students who indicated that they received at least one call from Fleming students decreased by 10% this year after a larger increase in the previous year (54%; vs. 64% in 2016/17 and 58% in 2015/16).
- ✧ First semester students registered in the *Winter* intake were more likely to indicate that they did not receive any calls from Fleming students (60%; vs. 36% *Fall*).

PHONE CALLS RECEIVED FROM FLEMING STUDENTS	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=509) %	WINTER (N=326) %	SSFC (N=835) %	SSFC (N=1,042) %	SSFC (N=1,909) %	SSFC (N=2,001) %	SSFC (N=2,278) %
One	15	15	15	18	15	18	16
Two	21	13	18	21	20	23	20
Three	15	6	11	15	12	14	15
Four	13	6	10	10	11	13	14
Did not receive a call	36	60	46	37	43	33	34

- ✧ Students who received at least one call were asked how
- ✧ they found them in providing information to assist with their decision to attend. Three-quarters (75%) of 1st semester students found the calls to be useful or very useful in providing information (vs. 75% in 2016/17 and 79% in 2015/16).
- ✧ There was a 5% increase in the percentage of 1st semester students who found the calls very useful this year (33%; vs. 28% in 2016/17), which was partially offset by a 5% decrease in the percentage who found them useful (42%; vs. 47% in 2016/17).

USEFULNESS OF CALLS IN PROVIDING INFORMATION TO ASSIST WITH DECISION TO ATTEND	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=325) %	WINTER (N=129) %	SSFC (N=454) %	SSFC (N=1,142) %	SSFC (N=1,093) %	SSFC (N=1,344) %	SSFC (N=1,494) %
Very useful	37	25	33	28	37	33	27
Useful	43	40	42	47	42	41	45
Somewhat useful	14	19	15	17	15	15	19
Not at all useful	7	17	10	8	7	10	9

- ✧ There was a 5% increase in the percentage of 1st semester students who indicated that the calls from Fleming students influenced their decision to attend (37%; vs. 32% in 2016/17).

CALLS INFLUENCED DECISION TO ATTEND FLEMING	2017/18			2015/16	2015/16	2014/15	2013/14
	FALL (N=325) %	WINTER (N=129) %	SSFC (N=454) %	SSFC (N=1,142) %	SSFC (N=1,093) %	SSFC (N=1,344) %	SSFC (N=1,494) %
Yes	39	31	37	32	39	29	29
No	61	68	63	68	61	71	71

Advertising

- ✧ Students were asked which advertising activities they recalled seeing or hearing regarding Fleming. Several internet-related response options were added or modified in 2014/15, which have impacted the percentage of students who selected the Advertising - Internet option.
- ✧ Advertising - Internet remained the most recalled advertising activity in 2017/18 (46%). Facebook posts were the second most common Fleming advertising activity recalled, although this is steadily declining (34%; vs. 39% in 2015/16 and 42% in 2014/15).
- ✧ Students who reside *within* Fleming's catchment area were as likely or more likely to recall seeing or hearing all types of Fleming advertising compared to those came from *outside* Fleming's catchment area, with the **exception** of Google search advertisements.

ACTIVITIES RECALL SEEING OR HEARING REGARDING FLEMING COLLEGE (Select all that apply)	2017/18			2016/17	2015/16	2014/15	2013/14
	LOCAL (N=518) %	IMPORT (N=906) %	SSFC (N=1,424) %	SSFC (N=1,042) %	SSFC (N=1,110) %	SSFC (N=1,100) %	SSFC (N=1,188) %
Advertising - radio	18	8	8	9	12	17	16
Advertising - television	2	3	4	4	5	7	8
Advertising - newspapers *	4	6	6	7	10	12	n/a
Advertising - daily newspapers	n/a	n/a	n/a	n/a	n/a	n/a	7
Advertising - weekly newspapers	n/a	n/a	n/a	n/a	n/a	n/a	11
Advertising - Internet	47	45	46	46	46	46	62
Magazines	4	3	3	4	6	4	4
Outdoor electronic billboards/ mall posters	7	6	10	7	8	9	13
Publicity (media stories, radio interviews, television interviews)	12	8	10	10	8	9	15
Google search advertisements *	18	26	23	18	16	14	n/a
Facebook posts *	37	34	35	34	39	42	n/a
Twitter *	9	9	9	10	11	11	n/a
Instagram**	11	12	12	n/a	n/a	n/a	n/a

* New/modified response option in 2014/15

** New/modified response option in 2017/18

- ✧ First semester students in *GAS* were most likely to recall Fleming advertising on outdoor electronic billboards/mall posters (14%; vs. 10% overall) and through publicity about Fleming (15%; vs. 10% overall) when compared the overall college.
- ✧ First semester *GAS* students were most likely to recall Fleming advertising on Twitter (15%; vs. 9% overall college).
- ✧ Compared to the overall college, *MBS* students were more likely to recall Fleming advertising through Facebook posts (43%; vs. 35% overall) and the Internet (55%; vs. 46% overall).
- ✧ First semester *H&W* students were most likely to recall Fleming advertising in newspapers (9%; vs. 6% overall) and *J&CD* students were most likely to recall advertisement in radio (14%; vs. 8% overall), when compared to the overall college.

ACTIVITIES RECALL SEEING OR HEARING REGARDING FLEMING COLLEGE (Select all that apply)	2017/18						
	GAS (N=93) %	H&W (N=299) %	J&CD (N=393) %	MBS (N=152) %	SENRS (N=295) %	SKTR (N=184) %	SSFC (N=1,424) %
Advertising - radio	9	8	14	7	2	8	8
Advertising - television	8	4	4	3	2	2	4
Advertising – newspapers *	7	9	8	7	2	2	6
Advertising - Internet	38	49	51	55	41	38	46
Magazines	2	4	3	5	3	2	3
Outdoor electronic billboards / mall posters	14	11	12	11	3	11	10
Publicity (media stories, radio interviews, television interviews)	19	7	10	9	8	9	10
Google search advertisements *	16	26	19	22	24	28	23
Facebook posts *	28	41	41	43	23	30	35
Twitter *	15	8	12	9	4	8	9
Instagram**	15	12	14	8	7	15	12

* New/modified response option in 2014/15

** New/modified response option in 2017/18

Influenced Decision to Obtain Post-Secondary Education

- ✧ Students were asked to specify what had influenced their decision to obtain post-secondary education. The two most common influences have consistently been: “To study what really interests me” (62%; vs. 63% in 2016/17) and “To qualify for a higher level occupation” (50%; vs. 63% in 2016/17).
- ✧ There was a 9% decline in the percentage of first semester students who indicated that they “wanted to get away from home” was a reason for obtaining post-secondary education (14%; vs. 23% in 2016/17). There were similar declines in the percentage of students who indicated that gaining general education (30%; vs. 39% in 2016/17).
- ✧ First semester students who indicated that they joined Fleming “To help me decide on a career” increased by 4% compared to previous year (39%; vs 35% in 2016/17)
- ✧ Students in the *Fall* intake were more likely than students in the *Winter* intake to select many of the options listed as influences to obtaining post-secondary education - most notably:
 - Family pressure to continue education (16%; vs. 8% *Winter*),
 - Wanted to get away from home (16%; vs. 8% *Winter*),
 - Gain general education (32%; vs. 25% *Winter*), and
 - To help me decide on a career (40%; vs. 36% *Winter*).
- ✧ First semester students in the *Winter* intake were more likely than those in the *Fall* intake to indicate that “To prepare for a change in career” (35%; vs. 26% *Fall*)

INFLUENCE DECISION TO OBTAIN POST-SECONDARY EDUCATION (Select all that apply)	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	SSFL (N=1,042) %	SSFL (N=1,110) %	SSFL (N=1,100) %	SSFL (N=1,188) %
Family pressure to continue <u>education</u> *	16	8	14	26	27	25	24
Unable to find employment	6	5	6	11	13	13	15
Want to start my own business	11	17	13	13	11	12	11
Wanted to get away from home	16	8	14	20	23	20	21
To qualify for a higher level occupation	53	43	50	63	65	65	68
Gain general education	32	25	30	39	43	39	39
Nothing better to do	5	3	4	5	5	5	4
To update my existing skills	36	42	38	41	41	40	39
To prepare for a change in career	26	35	29	32	32	34	33
Role model/mentor encouraged me to go	14	11	13	13	14	12	12
Prove to others I could succeed	29	24	28	28	32	31	35
To help me decide on a career	40	36	39	35	40	37	36
To study what really interests me	66	52	62	63	64	67	64
Lifelong interest in education/subject	39	32	37	39	38	36	33

* Modified response option in 2014/15

- ✧ First semester *SENRS* students were more likely to indicate that the following influenced them to obtain post-secondary education (compared to the overall college):
 - To study what really interests me (77%; vs. 62%),
 - Lifelong interest in education/subject (45%; vs. 37%),
 - Gain general education (36%; vs. 30%),
 - To update my existing skills (45%; vs. 38%), and
 - To qualify for a higher level occupation (57%; vs. 50%).
- ✧ First semester students in *GAS* and *SENRS* were more likely to indicate that they pursued a post-secondary education to help decide on a career (44% each; vs. 39% overall).
- ✧ A higher percentage of first semester students in *J&CD* were influenced to obtain post-secondary education to prove to others they could succeed (32%; vs. 28% overall).
- ✧ First semester students in *GAS* & *SENRS* were more likely to specify that family pressure to continue education was an influence to obtain post-secondary (15%; vs. 14% overall).
- ✧ First semester students in *MBS* were more likely to indicate that they pursued a post-secondary education to start their own business (36%; vs. 13% overall college).

INFLUENCED DECISION TO OBTAIN POST-SECONDARY EDUCATION (Select all that apply)	2017/18						
	GAS (N=93) %	H&W (N=299) %	J&CD (N=393) %	MBS (N=152) %	SENRS (N=295) %	SKTR (N=184) %	SSFC (N=1,424) %
Family pressure to continue education	15	12	14	13	15	11	14
Unable to find employment	7	5	6	7	4	7	6
Want to start my own business	3	11	6	36	7	21	13
Wanted to get away from home	10	11	16	14	19	9	14
To qualify for a higher level occupation	53	45	48	47	57	51	50
Gain general education	31	21	32	39	36	25	30
Nothing better to do	7	4	3	3	3	6	4
To update my existing skills	31	33	34	34	45	46	38
To prepare for a change in career	25	28	29	32	28	29	29
Role model/mentor encouraged me to go	15	12	16	13	14	7	13
Prove to others I could succeed	29	25	32	26	25	27	28
To help me decide on a career	44	33	37	42	44	38	39
To study what really interests me	55	62	66	45	77	46	62
Lifelong interest in education/subject	37	37	42	24	45	25	37

Reasons for Choosing Fleming

- ✧ The most common reasons first semester students chose Fleming over other educational institutions in 2017/18 were: program reputation (39%), college reputation (39%) and close proximity to home (33%).
- ✧ The percentage of first semester students who chose Fleming based on the reputation of their program decreased by 7% this year (39%; vs. 46 % in 2016/17 and 51% in 2015/16). At the same time, the percentage who chose Fleming because it is close to home decreased after last years increase of 4% (33%; vs. 41% in 2016/17).
- ✧ Students who started in the *Fall* intake were more likely than those who started in the *Winter* to choose Fleming for several of the reasons specified - most notably close to home (37%; vs. 24% *Winter*) and job potential following graduation (36%; vs. 26% *Winter*).
- ✧ *Winter* intake students were slightly more likely than *Fall* intake students to choose Fleming because of the technical equipment (14%; vs. 10% *Fall*).

REASON CHOSE FLEMING RATHER THAN ANOTHER INSTITUTION (Select all that apply)	2017/18			2015/16	2015/16	2014/15	2013/14
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	SSFL (N=1,042) %	SSFL (N=1,110) %	SSFC (N=1,100) %	SSFC (N=1,188) %
Admission standards	14	12	13	17	17	16	14
Reputation of Fleming	39	40	39	46	49	48	49
Reputation of program	38	40	39	46	51	48	44
Reputation of teachers	14	17	14	18	21	21	20
Program is only offered at Fleming	21	16	19	21	23	19	20
Job potential following graduation	36	26	33	39	41	39	38
Co-op, internship or field placement opportunities *	22	26	23	29	26	23	34
College technical equipment (i.e. LRC)	10	14	11	7	8	7	7
Recommendation of friend/family member/ employer	29	23	28	29	28	30	29
Recommendation of guidance counsellor	9	14	10	8	8	8	7
Recommendation of high school teacher	7	5	6	7	5	7	6
Financial	14	10	13	16	18	18	16
Size of institution	19	17	18	20	21	20	19
Fleming is close to home	37	24	33	41	37	42	43
Fleming is away from home	15	7	13	14	16	14	14
On campus part-time job opportunities	6	8	7	6	6	4	6
Completed a Dual Credit/Specialist High Skills Major (SHSM) through Fleming*	5	3	4	4	3	4	n/a
Housing opportunities	9	5	8	9	11	8	9
Availability of University Transfer Agreements	17	13	16	21	21	22	18

* new/modified response option

- ✧ Students coming from *outside* Fleming's catchment area in 2017/18 were more likely than those coming from *within* the catchment area to choose Fleming for most of the reasons listed, including:
 - Fleming is away from home (18%; vs. 4%),
 - Program is only offered at Fleming (23%; vs. 12%),
 - Reputation of program (43%; vs. 32%),
 - Size of institution (19%; vs. 17%),
 - Housing opportunities (10%; vs. 4%),
 - Reputation of Fleming (42%; vs. 34%),
 - Job potential following graduation (33%; vs. 32%), and
 - Co-op, internship or field placement opportunities (27%; vs. 15%).
- ✧ Similar to last year's results, students residing *within* Fleming's catchment area in 2017/18 were more likely to choose Fleming because it is close to home (69%; vs. 13% *import*) and for financial reasons (20%; vs. 9% *import*) compared to students coming from *outside* the catchment area.

REASON CHOSE FLEMING RATHER THAN ANOTHER INSTITUTION (Select all that apply)	2017/18			2016/17		
	LOCAL (N=536) %	IMPORT (N=906) %	SSFC (N=1,424) %	LOCAL (N=411) %	IMPORT (N=631) %	SSFC (N=1,042) %
Admission standards	11	15	13	16	17	17
Reputation of Fleming	34	42	39	39	50	46
Reputation of program	32	43	37	39	51	46
Reputation of teachers	13	15	14	17	18	18
Program is only offered at Fleming	12	23	19	12	27	21
Job potential following graduation	32	33	33	35	41	39
<u>Co-op, internship or field placement opportunities</u> *	15	27	23	20	34	29
College technical equipment (i.e. LRC)	7	14	11	5	9	7
Recommendation of friend/family member/ employer	28	28	28	31	28	29
Recommendation of guidance counsellor	8	12	10	7	9	8
Recommendation of high school teacher	8	5	6	6	7	7
Financial	20	9	13	23	12	16
Size of institution	17	19	18	15	24	20
Fleming is close to home	69	13	33	74	19	41
Fleming is away from home	4	18	13	4	20	14
On campus part-time job opportunities	4	8	7	5	7	6
<u>Completed a Dual Credit/Specialist High Skills Major (SHSM) through Fleming</u> *	7	3	4	6	3	4
Housing opportunities	4	10	8	2	13	9
Availability of University Transfer Agreements	14	16	16	20	22	21

* new/modified response option

- ✧ *SENRS* students were more likely than the overall college to choose Fleming for the following reasons:
 - Job potential following graduation (57%; vs. 33%),
 - Reputation of Fleming (53%; vs. 39%) OR program (57%; vs. 39%),
 - Program is only offered at Fleming (44%; vs. 19%),
 - Co-op, internship or field placement opportunities (40%; vs. 23%), and
 - Size of institution (21%; vs. 18%).
- ✧ *SKTR* students were more likely to choose Fleming for college technical equipment (21%; vs. 11% overall college).
- ✧ *GAS* students were more likely to choose Fleming because it is close to home (48%; vs. 33% overall college) and *MBS* & *SKTR* students chose Fleming for financial reasons (16%; vs. 13% overall college).
- ✧ *GAS* students were more likely to choose Fleming based on the availability of University Transfer Agreements (39%; vs. 16% overall college), admission standards (18%; vs. 13% overall college)
- ✧ *MBS* students were more likely to chose fleming based on recommendation of guidance counsellor (13%; vs. 10% overall college).

REASON CHOSE FLEMING RATHER THAN ANOTHER INSTITUTION <i>(Select all that apply)</i>	2017/18						
	<i>GAS</i> (N=93) %	<i>H&W</i> (N=299) %	<i>J&CD</i> (N=393) %	<i>MBS</i> (N=152) %	<i>SENRS</i> (N=295) %	<i>SKTR</i> (N=184) %	<i>SSFC</i> (N=1,424) %
Admission standards	18	19	12	9	10	14	13
Reputation of Fleming	20	37	38	39	53	33	39
Reputation of program	27	36	35	24	57	38	39
Reputation of teachers	8	13	14	16	20	11	14
Program is only offered at Fleming	11	16	12	4	44	19	19
Job potential following graduation	12	27	31	18	57	29	33
<i>Co-op, internship or</i> field placement opportunities*	4	22	22	15	40	16	23
College technical equipment (i.e. LRC)	5	8	7	9	18	21	11
Recommendation of friend/family member/ employer	23	29	28	26	32	21	28
Recommendation of guidance counsellor	7	10	11	13	7	12	10
Recommendation of high school teacher	8	5	6	10	6	5	6
Financial	11	11	14	16	10	16	13
Size of institution	14	17	21	16	21	14	18
Fleming is close to home	48	34	39	35	18	34	33
Fleming is away from home	10	11	16	10	15	10	13
On campus part-time job opportunities	4	6	8	6	8	7	7
<i>Completed a Dual Credit/Specialist High Skills Major (SHSM) through Fleming*</i>	9	4	5	5	3	3	4
Housing opportunities	9	10	9	9	5	7	8
Availability of University Transfer Agreements	39	18	16	12	15	4	16

* new/modified response option

INFORMATION TECHNOLOGY

Fleming Portal Usage

- ✧ First semester students were asked on the web portion of the survey if they had used the Portal to complete certain tasks both **before** and **after** the first day of classes.
- ✧ The majority of students surveyed (77%) used the portal to retrieve their timetable **before** the first day of classes; although this was a 7% decline from the previous year (84% in 2016/17).
- ✧ Compared to last year, there is a 5% decline in percentage of first semester students who used the portal to pay any fees **before** classes (48%; vs. 53% in 2016/17).
- ✧ First semester students are more likely to use the portal for the following tasks **after** the 1st day of classes:
 - Access online courses (myCourses(D2L)) (74% **after**; vs. 48% **before**),
 - Access files on your personal drive (H:) (32% **after**; vs. 13% **before**),
 - Access faculty web pages (29% **after**; vs. 15% **before**),
 - Access course information (68% **after**; vs. 61% **before**), and
 - Access Fleming email account (76% **after**; vs. 73% **before**).

USED PORTAL TO COMPLETE FOLLOWING TASKS: (Select all that apply)	BEFORE 1 st Day of Classes			AFTER 1 st Day of Classes		
	2017/18 SSFC (N=1,424) %	2016/17 SSFC (N=1,042) %	2015/16 SSFC (N=1,110) %	2017/18 SSFC (N=1,424) %	2016/17 SSFC (N=1,042) %	2015/16 SSFC (N=1,110) %
Retrieve your timetable	77	84	89	63	69	71
Make changes to your timetable	11	11	11	14	13	14
Pay any fees	48	53	52	20	25	19
Access online courses (myCourses(D2L))	48	47	49	74	78	81
Access files on your personal drive (H:)	13	11	13	32	35	39
Access faculty web pages	15	15	16	29	34	31
Access course information	61	66	64	68	75	75
Access Fleming email account	73	78	78	76	83	84
Other	2	1	1	2	2	2

Access to Mobile Devices

- ✧ In 2007/08, a new question was added to the web portion of the survey to ask the students if they have a laptop that they can use while they are at Fleming. This question has been revised over time to include new types of devices as they become available.
- ✧ Similar to previous two years, 94% of first semester students had some type of cell phone they could use while at Fleming. More than three-quarters of 1st semester students had a laptop they could use while at Fleming (81%; vs. 77% in 2016/17 and 76% in 2015/16).
- ✧ Students in the *Fall* intake were more likely than those in the *Winter* to have a laptop (83%; vs. 77% *Winter*) or an iPad (14%; vs. 12% *Winter*) to use while at Fleming.

HAVE FOLLOWING DEVICES TO USE AT FLEMING (Check all that apply)	2017/18			2016/17			2015/16		
	FALL (N=1,032) %	WINTER (N=392) %	SSFL (N=1,424) %	FALL (N=837) %	WINTER (N=205) %	SSFL (N=1,042) %	FALL (N=899) %	WINTER (N=211) %	SSFC (N=1,110) %
BlackBerry*	<i>na</i>	<i>Na</i>	<i>na</i>	1	1	1	1	2	2
iPhone	58	47	55	52	51	52	53	42	51
Laptop computer	83	77	81	79	70	77	78	66	76
iPad	14	12	13	13	9	12	15	14	14
Android Phone	36	48	39	41	41	41	39	47	40
Android Tablet	5	5	5	6	5	6	7	9	7
Other	3	3	3	4	2	4	5	2	4

* starting Fall 2017 this option was removed from the question

ACADEMIC INFORMATION & STUDENT CONCERNS (TELEPHONE SURVEY)

The following section contains information collected from the telephone portion of the First Year Student Survey for *Fall 2017/Winter 2018*. This information is based on a total sample size of 1,804 first semester students who completed the telephone portion of the First Year Student Survey. Where possible, phone survey results from the previous 4 years have been included for the purposes of comparison.

ACADEMIC INFORMATION

Study Habits

- ✧ Thirty-six percent (36%) of students spent between 6 and 10 hours per week completing assignments and/or studying in *2017/18* (vs. 39% in *2016/17*).
- ✧ The percentage of first semester students who spent 3 to 5 hours per week completing assignments and/or studying increased by 1% this year (25%; vs. 24% in *2016/17*), while the percentage who spent more than 11 hours per week increased by 1% (34%; vs. 33% in *2016/17*).
- ✧ The amount of time spent completing assignments/studying varies slightly by school of specialization.
- ✧ Students in *SENRS* were most likely to spend 3-5 hours per week completing assignments or studying (31%; vs. 25% overall college). Whereas students at J&CD were more likely to spend 6-10 hours per week (39%; vs 36% overall)
- ✧ Students in *H&W* spent more than 16 hours per week completing assignments or studying compared to the overall college (33%; vs. 20% overall).
- ✧ Students in *MBS* 7% more likely to spend 11-15 hours per week completing assignments or studying compared to the overall college (21%; vs. 14% overall).

HOURS PER WEEK SPENT COMPLETING ASSIGNMENTS/ STUDYING:	2017/18							2016/17	2015/16
	GAS (N=48) %	H&W (N=144) %	J&CD (N=206) %	MBS (N=85) %	SENRS (N=203) %	SKTR (N=142) %	SSFC (N=835) %	SSFC (N=1,804) %	SSFC (N=1,909) %
None	0	0	0	0	1	1	0	0	1
< 1	0	0	0	0	0	0	0	0	0
1 - 2	13	1	4	4	8	3	5	5	4
3 - 5	29	18	23	25	31	27	25	24	29
6 - 10	17	35	39	28	38	38	36	39	39
11 - 15	17	13	14	21	11	16	14	16	16
16 - 20	13	18	9	11	6	8	10	8	6
> 20	13	15	11	12	5	9	10	9	5

Students were asked if they expected the amount of time spent completing assignments/studying to increase, decrease or stay the same. 59% of the students expected the amount of time they spent completing assignments to increase, which is 5% less compared to last year percentage of 64%

- ✧ The following table shows that expectations about the amount of time spent completing assignments/studying varies slightly by school of specialization for 2017/18.
- ✧ First semester students in *SENRS* & *H&W* were slightly more likely to expect the amount of time spent completing assignments or studying to increase (62% and 63% respectively; vs. 59% overall college).
- ✧ *GAS* and *MBS* students were more likely than the overall college to expect the amount of time spent completing assignments or studying to stay the same (48% and 42% respectively; vs. 36%).

EXPECT AMOUNT OF TIME SPENT COMPLETING ASSIGNMENTS/ STUDYING TO:	2017/18							2016/17 SSFC	2015/16 SSFC
	GAS (N=48) %	H&W (N=144) %	J&CD (N=206) %	MBS (N=85) %	SENRS (N=203) %	SKTR (N=142) %	SSFC (N=835) %	(N=1,804) %	(N=1,909) %
Increase	50	63	60	48	62	58	59	64	64
Decrease	2	6	6	9	4	3	5	3	3
Stay the same	48	32	34	42	34	39	36	32	33

- ✧ Sixty-one percent (61%) of first semester students rated their study skills as good in 2017/18. This year there is an increase of 4% compared to previous year from 57% in 2016/17 and a subsequent 1% decrease in the percentage who rate their study skills as fair or poor (31%; vs. 32% in 2013/14).

HOW DO YOU RATE YOUR STUDY SKILLS?	2017/18			2016/17 SSFC	2015/16 SSFC	2014/15 SSFC	2013/14 SSFC
	FALL (N=509) %	WINTER (N=326) %	SSFC (N=835) %	(N=1,804) %	(N=1,909) %	(N=2,001) %	(N=2,278) %
Excellent	7	14	10	9	9	7	7
Good	61	60	61	57	59	60	61
Fair	28	22	26	29	29	28	28
Poor	5	4	5	5	3	4	4

STUDENT CONCERNS

Student Satisfaction / Persistence

- ✧ Students were asked to indicate their level of agreement with a series of statements relating to student satisfaction/persistence. Similar to previous years, students were most likely to **strongly agree** that: “It is important that I graduate with a diploma/certificate” (69%) and “I am determined to finish my college education” (70%); and these percentages increase or stay the same this year.
- ✧ There were increases in **strongly agree** responses across nearly all positively worded statements this year that were equally offset by declines in responses of **agree**.
- ✧ First semester students were most likely to **strongly disagree** that they may NOT continue their studies at Fleming next semester (43%; vs. 41% in 2015/16).

STATEMENT	2017/18 (N=835)				2016/17 (N=1,804)			
	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
I feel that I am in the right program	51	47	2	0	40	51	2	1
The faculty in my program are very good teachers	52	47	2	0	47	51	2	0
I made the right decision to come to Fleming	50	48	2	0	51	48	1	0
I feel connected to other people at the College	21	71	8	0	24	70	6	0
I am determined to finish my college education	70	30	1	0	68	31	0	0
It is important that I graduate with a diploma/certificate	69	29	1	0	69	31	1	0
I am certain that I will successfully complete my program of study	53	46	1	0	51	48	2	0
I think I am well prepared to be a successful student in college	39	59	2	0	35	63	3	0
College staff I have had contact with care about helping students with problems	40	56	3	0	36	62	2	0
I would rather be working full-time than studying right now	6	19	53	22	6	20	57	18
I feel my program is directly related to the type of work I want after I graduate	46	51	3	1	41	55	4	1
I have the ability to succeed in college-level studies	41	58	1	0	36	63	1	0
I consider this to be an excellent college	43	54	2	1	45	54	1	0
I may NOT continue with my studies here next semester	2	5	50	43	1	6	51	41
So far, college staff have been friendly and welcoming	41	57	2	0	40	60	1	0
I feel undecided about what my career will be after I finish college	4	24	51	21	5	25	53	17
I have chosen the program I am in because I have a particular career/job in mind	36	55	9	1	34	56	9	1

- ✧ The following table shows the percentage of students who **strongly agreed** with each positively-worded statement by school of specialization for 2017/18.
- ✧ Students in *SENRS* were most likely to **strongly agree** that they feel connected to other people at the college (27%; vs. 21% overall college) and they made the right decision to come to Fleming (62%; vs. 50% overall college). 49% of them strongly agree that Fleming is an excellent college vs 43% overall, and they have ability to succeed in college level studies (45%; vs 41% overall).
- ✧ *H&W* students were more likely than the overall college to **strongly agree** that:
 - their program is directly related to the type of work they want after graduation (54%; vs. 46%),
 - they have chosen their program with a particular career/job in mind (42%; vs. 36%),
 - they are in the right program (60%; vs 51% overall)
- ✧ Students in *J&CD* were more likely to **strongly agree** that they are determined to finish their college education (71%; vs. 70% overall), it is important they graduate (71%; vs. 69% overall), and college staff they have had contact with care about helping students with problems (44%; vs. 40%), and they were more likely to **strongly agree** that the faculty in their program are good teachers (56%; vs. 52% overall college).

STATEMENT	2017/18 (% Strongly AGREE)						
	GAS (N=48) %	H&W (N=144) %	J&CD (N=206) %	MBS (N=85) %	SENRS (N=203) %	SKTR (N=142) %	SSFC (N=835) %
I feel that I am in the right program	40	60	52	42	47	56	51
The faculty in my program are very good teachers	52	54	56	48	52	44	52
I made the right decision to come to Fleming	38	51	48	45	62	41	50
I feel connected to other people at the College	21	22	19	15	27	19	21
I am determined to finish my college education	60	73	71	64	72	68	70
It is important that I graduate with a diploma/certificate	65	69	71	67	71	66	69
I am certain that I will successfully complete my program of study	43	50	57	54	53	53	53
I think I am well prepared to be a successful student in college	35	41	40	37	38	42	39
College staff I have had contact with care about helping students with problems	38	42	44	38	44	32	40
I feel my program is directly related to the type of work I want after I graduate	23	54	46	33	53	45	46
I have the ability to succeed in college-level studies	31	42	40	38	45	40	41
I consider this to be an excellent college	29	44	44	40	49	41	43
So far, college staff have been friendly and welcoming	46	38	43	39	47	35	41
I have chosen the program I am in because I have a particular career/job in mind	31	42	37	24	36	39	36

- ✧ The following table shows the percentage of students who ***strongly disagreed*** with each of the three negatively worded statement by school of specialization for 2017/18.
- ✧ Compared to the overall college, *SKTR* students were *least* likely to ***strongly disagree*** that they may NOT continue with their studies next semester (37%; vs. 43% overall).
- ✧ *H&W* students were most likely to ***strongly disagree*** that they are undecided about what their career will be after they finish college (24%; vs. 21% overall college) and *MBS* students feel that they would rather be working full-time than studying right now (33%; vs. 22% overall college).
- ✧ First semester students in *J&CD* and *MBS* were most likely to ***strongly disagree*** that they may not continue with their studies at Fleming next semester (50% and 45% respectively; vs. 43% overall).

STATEMENT	2017/18 (% Strongly DISAGREE)						
	GAS (N=48) %	H&W (N=144) %	J&CD (N=206) %	MBS (N=85) %	SENRS (N=203) %	SKTR (N=142) %	SSFC (N=835) %
I would rather be working full-time than studying right now	25	22	24	33	18	16	22
I may NOT continue with my studies here next semester	40	41	50	45	43	37	43
I feel undecided about what my career will be after I finish college	23	24	19	17	20	23	21

Academic / Personal Concerns

- ✧ Students were asked to indicate if they had experienced any common concerns at the beginning of the school year. New response options have been added to this question over the years (with Other being added for 2012/13).
- ✧ Similar to previous years, the two most commonly expressed concerns in 2017/18 were balancing the college workload with other responsibilities (44%), followed by performing well academically (46%).
- ✧ In contrast to the last year, the percentage of students with any of the specified concerns about going to college increased in 2017/18. The following concerns showed the largest increases:
 - Performing well academically (46%; vs 38% in 2016/17),
 - Making friends with others at the college (21%; vs. 16% in 2016/17),
 - Ensuring that your program of study will lead to your career goal (38%; vs. 32% in 2016/17),
 - Adjusting to being away from home (21%; vs. 13% in 2016/17),
 - Ensuring that I am in the right program (26%; vs. 22%) in 2016/17, and
 - Ensuring sufficient financial assistance for your studies (43%; vs. 35%) in 2016/17.
- ✧ *Winter* intake students were more likely than *Fall* intake students to be concerned with adjusting being away from home (23%; vs. 20% *Fall*), and finding suitable housing (21%; vs. 16% *Fall*).

CONCERNS ABOUT GOING TO COLLEGE (Select all that apply)	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=509) %	WINTER (N=326) %	SSFC (N=835) %	SSFC (N=1,804) %	SSFC (N=1,909) %	SSFC (N=2,001) %	SSFC (N=2,278) %
Balancing the college workload with other responsibilities	46	40	44	41	45	42	40
"Fitting in", making friends with others at the College	22	20	21	16	19	17	14
Ensuring that your program of study will lead to your career goal	40	35	38	32	43	37	33
Adjusting to being away from home	20	23	21	13	20	14	14
Ensuring that I am in the right program	26	27	26	22	30	25	23
Performing well academically	50	39	46	38	51	44	43
Ensuring sufficient financial assistance for your studies	43	43	43	35	43	37	37
Finding suitable housing	16	21	18	11	15	11	12
Other*	2	10	5	2	4	5	5

* new option for 2012/13

- ✧ Students from *within* Fleming's catchment area were more concerned with balancing the college workload with other responsibilities (51%; vs. 38% *import*) and ensuring sufficient financial assistance for their studies (48%; vs. 40% *import*).
- ✧ Students from *outside* Fleming's catchment area were more likely to be concerned with adjusting to being away from home (31%; vs. 7% *local*), finding suitable housing (23%; vs. 12% *local*) and ensuring they are in the right program (27%; vs. 25% *local*).
- ✧ The following table shows student concerns by region for the past three years.

CONCERNS ABOUT GOING TO COLLEGE (Select all that apply)	2017/18			2016/17			2015/16		
	LOCAL (N=339) %	IMPORT (N=496) %	SSFC (N=835) %	LOCAL (N=710) %	IMPORT (N=1,094) %	SSFC (N=1,804) %	LOCAL (N=720) %	IMPORT (N=1,189) %	SSFC (N=1,909) %
Balancing the college workload with other responsibilities	51	38	44	45	37	41	54	40	45
"Fitting in", making friends with others at the College	22	21	21	18	15	16	19	19	19
Ensuring that your program of study will lead to your career goal	43	35	38	33	32	32	45	42	43
Adjusting to being away from home	7	31	21	5	18	13	10	26	20
Ensuring that I am in the right program	25	27	26	20	24	22	31	30	30
Performing well academically	49	44	46	39	38	38	52	51	51
Ensuring sufficient financial assistance for your studies	48	40	43	39	33	35	45	42	43
Finding suitable housing	12	23	18	6	14	11	9	20	15
Other	4	6	5	2	2	2	5	4	4

- ✧ GAS students were most likely to be concerned with ensuring that their program of study will lead to their career goal (48%; vs. 38% overall) as well as ensuring sufficient financial assistance for their studies (50%; vs. 43% overall).
- ✧ Students in GAS and J&CD were most likely to be concerned with balancing the college workload with other responsibilities (54% and 53% respectively; vs. 44% overall college).
- ✧ J&CD students were also most likely to be concerned with performing well academically (56%; vs. 46% overall college).

CONCERNS ABOUT GOING TO COLLEGE (Select all that apply)	2017/18						
	GAS (N=48) %	H&W (N=144) %	J&CD (N=206) %	MBS (N=85) %	SENRS (N=203) %	SKTR (N=142) %	SSFC (N=835) %
Balancing the college workload with other responsibilities	54	48	53	42	35	34	44
"Fitting in", making friends with others at the College	21	22	28	27	19	10	21
Ensuring that your program of study will lead to your career goal	48	35	44	44	34	31	38
Adjusting to being away from home	15	23	24	21	19	22	21
Ensuring that I am in the right program	27	24	31	24	26	23	26
Performing well academically	52	45	56	45	38	41	46
Ensuring sufficient financial assistance for your studies	50	47	47	46	36	39	43
Finding suitable housing	15	16	19	15	19	20	18
Other	2	6	5	7	4	6	5

Further Assistance

- ✧ Students were asked to indicate whether they required further assistance in a number of areas. Results from 2017/18 show that developing better study habits (36%), improving test taking skills (32%), finding work(35%), and ensuring sufficient financial assistance for study (33%) were the top areas in which students required further assistance.
- ✧ The need for further assistance increased in across all areas this year, after decreasing the previous year. The largest increases were seen in using learning resources center (31%; vs. 18% in 2016/17) and improving math skills (30%; vs. 20% in 2016/17).
- ✧ Students in the *Winter* intake were more likely to indicate that they required further assistance with finding work (42%; vs. 30% *Fall*), using the learning resource centre (35%; vs. 28% *Fall*), using the library (33%; vs. 25% *Fall*) and improving reading skills (20%; vs. 17% *Fall*).

REQUIRE FURTHER ASSISTANCE (Select all that apply)	2017/18			2016/17	2015/16	2014/15	2013/14
	FALL (N=509) %	WINTER (N=326) %	SSFC (N=835) %	SSFC (N=1,804) %	SSFC (N=1,909) %	SSFC (N=2,001) %	SSFC (N=2,278) %
Expressing ideas in writing	16	19	17	11	16	14	12
Improving reading skills	17	20	18	10	15	11	11
Improving math skills	31	30	30	20	30	25	25
Developing better study habits	39	32	36	29	39	33	33
Improving test taking skills	34	29	32	24	32	27	28
Using the Learning Resource Centre	28	35	31	18	27	18	23
Using the library	25	33	29	19	27	18	23
Selecting an appropriate career	29	29	29	25	33	25	28
Ensuring sufficient financial assistance for your studies	33	32	33	25	31	25	27
Accessing resources for students special needs	19	17	18	12	17	12	12
Finding work	30	42	35	26	35	27	30
Dealing with personal concerns	23	18	21	13	19	14	15

- ✧ Cross-tabulations show that areas where students require further assistance varied somewhat by school of specialization.
- ✧ Students in *GAS* & *SKTR* were more likely to want further assistance with improving math skills (42% & 41%; vs. 30% overall college).
- ✧ Students in *H&W* were most likely to want further assistance with ensuring further assistance in financial assistance for studies(37%; vs. 33% overall college) and *MBS* along with *SKTR* assistance in developing better study habits (37% & 40%; vs. 36% overall college).
- ✧ Students in *SENRS* were most likely to require further assistance with finding work (42%; vs. 35% overall college).

REQUIRE FURTHER ASSISTANCE (Select all that apply)	2017/18						
	GAS (N=48) %	H&W (N=144) %	J&CD (N=206) %	MBS (N=85) %	SENRS (N=203) %	SKTR (N=142) %	SSFC (N=835) %
Expressing ideas in writing	17	17	21	17	13	19	17
Improving reading skills	19	15	20	19	12	25	18
Improving math skills	42	29	20	35	31	41	30
Developing better study habits	33	37	36	32	35	40	36
Improving test taking skills	35	31	35	28	30	32	32
Using the Learning Resource Centre	31	32	33	24	31	31	31
Using the library	25	29	35	27	26	24	29
Selecting an appropriate career	23	28	26	25	36	29	29
Ensuring sufficient financial assistance for your studies	35	37	34	24	33	31	33
Accessing resources for students special needs	13	19	22	13	15	19	18
Finding work	23	34	33	35	42	32	35
Dealing with personal concerns	17	20	25	13	22	20	21

Difficulty with Courses

- ✧ Nineteen percent (19%) of 1st semester students indicated that they were having difficulty with some of their courses in 2017/18.

HAVING DIFFICULTY WITH COURSES	2017/18			2016/17 SSFC (N=1,804)	2015/16 SSFC (N=1,909)	2014/15 SSFC (N=2,001)	2013/14 SSFC (N=2,278)
	FALL (N=509) %	WINTER (N=326) %	SSFC (N=835) %	%	%	%	%
Yes	18	20	19	19	17	18	17
No	83	80	81	81	83	82	83

- ✧ 66% of 1st semester students indicated that they required additional assistance for courses in which they were having difficulty vs. 63% in 2016/17.

REQUIRE ASSISTANCE WITH COURSES	2017/18			2016/17 SSFC (N=318)	2015/16 SSFC (N=318)	2014/15 SSFC (N=352)	2013/14 SSFC (N=386)
	FALL (N=89) %	WINTER (N=66) %	SSFC (N=155) %	%	%	%	%
Yes	63	70	66	63	65	58	57
No	37	30	34	37	35	42	43