DAWSON
C O L L E G E

EDUCATE | ENGAGE | ENRICH

REPORT ON THE RESULTS
FROM THE
2018 STUDENT PARTICIPATION
SURVEY

QUALITY ASSURANCE AND PLANNING OFFICE
MAY 15, 2018

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STUDENT PARTICIPATION SURVEY

Report on the Findings

Student Participation Survey

1. **Background**

- The survey was conducted to establish a benchmark for Goal #1 of the Strategic Plan, which is to "foster intentional and coordinated approaches to developing the Graduate Profile Outcomes." As one strategy specified in the College's Strategic Plan for the accomplishment of Goal #1 is to "develop extra-curricular activities that support the Graduate Profile Outcomes," this survey sought to determine the level of participation in extra-curricular activities among students and to explore the relationship between student participation in these activities and the development of the Graduate Profile Outcomes.
- The survey was also conducted to learn about the added value that students derive from their participation in extra-curricular activities. Students were asked about experiences gained through their participation and were given opportunity to provide comments.
- The survey was developed by the Quality Assurance and Planning Office in collaboration with Student Services, the Office of Academic Development and the Academic Dean's Office. The categories of extra-curricular activities in the survey are based on the categories included in the Recognition of Student Involvement Program.
- The survey was conducted online between March 5 and March 25, 2018.

2. **Sample**

- All Regular Day students enrolled in a 2-year pre-university DEC program (N=5,101) or in a 3-year technical DEC program (N=2,390) received an invitation through their Dawson email account to participate in the survey (Total N=7,491). Of those, 606 pre-university students and 254 technical DEC students completed the survey for a total of 860 students (response-rate of 11.5%).

    Additional information about the sample is provided in Appendix 1.

3. **Student Participation**

    Overall Participation

- Four-hundred-and-forty-seven (447) students who responded to the survey (which is 52.0% of the sample) indicated that they had participated in at least one extra-curricular activity since becoming students at the College. Historical data from the 2013 Graduate Profile Survey indicate that respondents' overall rate of participation in College-sponsored activities (such as clubs, campus publications, student government, intercollegiate or intramural sports, etc.) was 22.1% (Total N=2,382). However, that difference between the rate of participation obtained in 2013 and the one for the current survey may be attributed to the fact that the definitions of participation are specified in the 2018 survey, but were not in the 2013 survey. The 2018 survey expanded the frequency of participation beyond weekly participation.

- The extra-curricular activity-category with the highest number of overall participation was *Educational and Para-academic*, with 249 participants (which is 29.0% of respondents). The activity-category with the lowest number of participants was *Political Groups*, with 20 participants (which is 2.3% of respondents).

- Three-hundred-and-twenty-six (326) pre-university sector respondents (53.8% of pre-university students who responded to the survey) indicated that they had participated in at least one extra-curricular activity since becoming students at the College. The extra-curricular activity-category with the highest extent of overall participation for the pre-university sector was *Educational and Para-academic*, with 201 pre-university respondents (33.2%) indicating that they had participated in this type of activity. The category with the lowest overall participation was *Political Groups*, with 14 pre-university respondents (2.3%) indicating that they had participated in activities or events related to this category.

- One-hundred-and-twenty-one (121) technical sector respondents (47.6% of technical DEC students who responded to the survey) indicated that they had participated in at least one extra-curricular activity since becoming students at the College. The extra-curricular activity-category with the highest overall participation was *Campus Life and Leadership (CLL)*, with 68 technical sector's respondents (26.8%) indicating that they had taken part in this type of activity. The lowest was *Political Groups*, with six (6) respondents (2.4%) indicating that they had taken part in this activity-category.

- Table 1 presents data on overall participation in extra-curricular activities at the College-level, as well as data on active participation (i.e., as an organizer, team member, facilitator, equipment operator, timekeeper, etc.), participation as a guest (i.e., as a spectator, person in the audience, etc.), and participation both actively and as a guest (i.e., participating actively in some events and as a guest in other events within the same event-category). To see the examples provided for each activity-category in the survey, please see Appendix 2.

Table 1: College-level Participation in Extra-Curricular Activities
(Ordered from activity-category with highest rate of overall participation to the one with the lowest.)

Activity-category	N Not Participated	N Participated	Type of Participation	N	%*
Educational and Para-academic	611 (71.0%)	249 (29.0%)	Participated actively	50	20.1%
			Participated as a guest	161	64.6%
			Both actively and as a guest	38	15.3%
Campus Life and Leadership (CLL)	640 (74.4%)	220 (25.6%)	Participated actively	14	6.4%
			Participated as a guest	175	79.4%
			Both actively and as a guest	31	14.1%
Art and Cultural Activities	703 (81.7%)	157 (18.3%)	Participated actively	17	10.8%
			Participated as a guest	92	58.6%
			Both actively and as a guest	48	30.6%
Dawson Student Union Supported Clubs / Activities	716 (83.3%)	144 (16.7%)	Participated actively	23	16.0%
			Participated as a guest	95	66.0%
			Both actively and as a guest	26	18.1%
Entrepreneurship	721 (83.8%)	139 (16.2%)	Participated actively	29	20.9%
			Participated as a guest	80	57.6%
			Both actively and as a guest	30	21.6%
Social and Community Involvement	722 (84.0%)	138 (16.0%)	Participated actively	51	37.0%
			Participated as a guest	60	43.5%
			Both actively and as a guest	27	19.6%
Athletics and Sports	762 (88.6%)	98 (11.4%)	Participated actively	51	52.0%
			Participated as a guest	23	23.5%
			Both actively and as a guest	24	24.5%
Science	804 (93.5%)	56 (6.5%)	Participated actively	33	58.9%
			Participated as a guest	15	26.8%
			Both actively and as a guest	8	14.3%
Any other activities that you participate in at the College	814 (94.7%)	46 (5.3%)	Participated actively	NA	
			Participated as a guest		
			Both actively and as a guest		
Political Groups	840 (97.7%)	20 (2.3%)	Participated actively	12	60.0%
			Participated as a guest	5	25.0%
			Both actively and as a guest	3	15.0%

* Total may differ slightly from 100% due to rounding.

Active Participation

- *Athletics and Sports* and *Social and Community Involvement* saw the highest numbers of active participation, with 51 respondents indicating that they had participated actively in both these activity-categories. The lowest number of active participation was in *Political Groups*, with 12 respondents indicating that their participation in this activity-category was active.

- Table 2 presents the extra-curricular activity-categories offered at Dawson College according to the number of active participants in each category (ordered from category with the highest number of active participants to the one with the lowest).

Table 2: Extra-curricular Activity-categories According to the Number of Active Participants
(Ordered from the activity-category with the highest number of active participants to the one with the lowest.)

	N Participating actively	N Total (participating actively, as a guest, or both)	% Participating actively
Athletics and Sports*	**51**	98	52.0%
Social and Community Involvement*	**51**	138	37.0%
Educational and Para-academic	**50**	249	20.1%
Science	**33**	56	58.9%
Entrepreneurship	**29**	139	20.9%
Dawson Student Union Supported Clubs / Activities	**23**	144	16.0%
Art and Cultural Activities	**17**	157	10.8%
Campus Life and Leadership (CLL)	**14**	220	6.4%
Political Groups	**12**	20	60.0%

*Athletic and Sports Activities and Social and Community Involvement Activities had identical numbers of active participation

Participation as Guests

- *Campus Life and Leadership* saw the highest number of guest-participation in their activities, with 175 respondents indicating that they had participated as guests in CLL events. The lowest number of guest-participation was in *Political Groups*, with five (5) respondents indicating that they participated in *Political Groups* as guests.

- Table 3 presents the extra-curricular activity-categories offered at Dawson College according to the number of guest-participation in each category.

Table 3: Extra-curricular Activity-categories According to the Number of Guest-participants
(Ordered from the activity-category with the highest number of guest-participants to the one with the lowest.)

	N Participating as guests	N Total (participating (actively, as a guest, or both)	% Participation as guests
Campus Life and Leadership (CLL)	**175**	220	79.5%
Educational and Para-academic	**161**	249	64.7%
Dawson Student Union Supported Clubs / Activities	**95**	144	66.0%
Art and Cultural Activities	**92**	157	58.6%
Entrepreneurship	**80**	139	57.6%
Social and Community Involvement	**60**	138	43.5%
Athletics and Sports	**23**	98	23.5%
Science	**15**	56	26.8%
Political Groups	**5**	20	25.0%

Participation Both Actively and as Guests

- *Art and Cultural Activities* saw the highest number of respondents participating both actively and as guests in their events. The extra-curricular activity with the lowest number of respondents participating both actively and as guests was *Political Groups*, with three (3) respondents indicating that they had participated in this activity-category both actively and as guests.

- Table 4 presents the extra-curricular activity-categories offered at Dawson College according to the number of participants that took part in each activity-category both actively and as guests.

Table 4: **Extra-curricular Activity-categories According to Number of Respondents Participating Both Actively and as Guests** *(Ordered from the activity-category with the highest number of respondents who participated both actively and as guests to the one with the lowest.)*

	N Participating both actively and as guests	N Total (participating actively, as a guest, or both)	% Participating both actively and as guests
Art and Cultural Activities	**48**	157	30.6%
Educational and Para-academic	**38**	249	15.3%
Campus Life and Leadership (CLL)	**31**	220	14.1%
Entrepreneurship	**30**	139	21.6%
Social and Community Involvement	**27**	138	19.6%
Dawson Student Union Supported Clubs / Activities	**26**	144	18.1%
Athletics and Sports	**24**	98	24.5%
Science	**8**	56	14.3%
Political Groups	**3**	20	15.0%

Frequency of Participation in Extra-curricular Activity-categories

- For each category of activities offered to students at Dawson College, respondents were asked to indicate the frequency of their participation in events related to that category (with a one-year time-period serving as the baseline).

- Table 5 presents the distribution of participants in each activity-category according to the frequency of participation.

Table 5: **Frequency of Participation in Extra-curricular Activities**
(Ordered from activity category with the highest number of participants to the one with the lowest.)

	1-2 per year	2-3 times per semester	Once per month	2-3 times per month	Once a week or more	Total
Participated in Educational and Para-academic Activities	116	77	13	14	29	249
Participated in Campus Life and Leadership (CLL) Events	97	89	23	8	3	220
Participated in Art and Cultural Activities	81	50	9	9	8	157
Participated in Dawson Student Union Supported Clubs / Activities	61	40	12	10	21	144
Participated in Entrepreneurship Activities	109	20	2	2	6	139
Participated in Social and Community Involvement Activities	39	44	11	16	28	138
Participated in Science Activities	30	4	1	8	13	56
Participated in Athletics and Sports Activities	26	13	3	3	53	98
Participated in any activity-category other than the above	13	8	0	6	19	46
Participated in Political Groups	8	6	2	2	2	20

- Participation was tabulated according to the number of hours respondents indicated that they allocate in a typical week to class preparation. The purpose was to see if student participation in extra-curricular activities offered at the College could be related to the number of hours they allocate in a typical week to class preparation. Graph 1 presents these data.

Graph 1: **Participation by the Number of Hours Allocated to Class-preparation in a Typical Week**
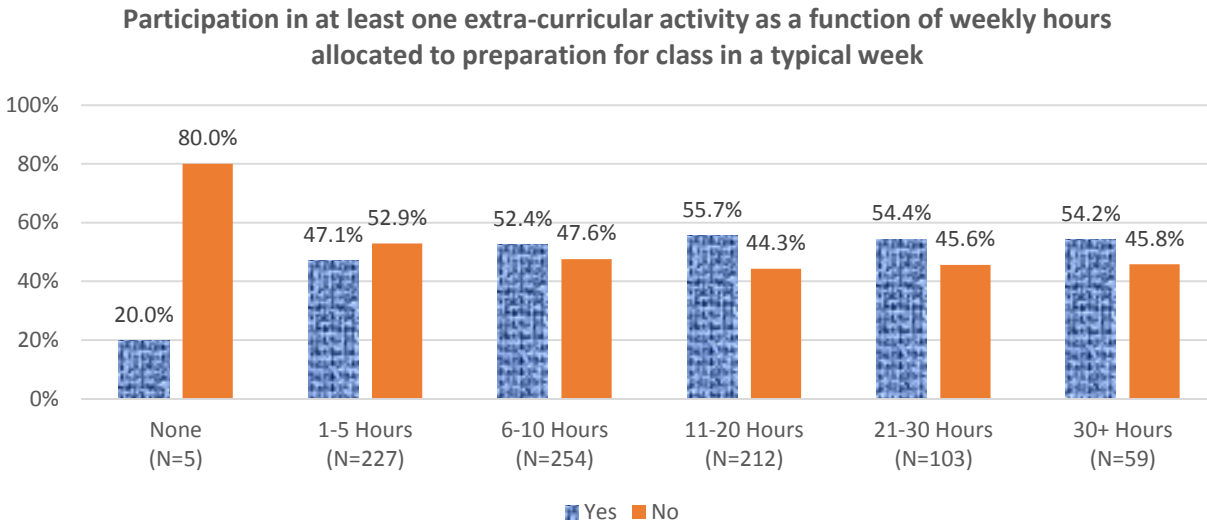
Participation in at least one extra-curricular activity as a function of weekly hours allocated to preparation for class in a typical week

- Participation was tabulated according to the number of hours respondents indicated that they allocate in a typical week to working for pay. The purpose was to see if student participation in extra-curricular activities offered at the College could be related to the number of hours they allocate in a typical week to working for pay. Graph 2 presents these data.

Graph 2: **Participation by the Number of Hours Allocated to Working for Pay in a Typical Week**

Participation in at least one extra-curricular activity as a function of weekly hours allocated to working for pay in a typical week

- Participation was tabulated according to the number of hours respondents indicated that they allocate in a typical week to activities outside the College. The purpose was to see if differences in student participation in extra-curricular activities offered at the College could be related to the number of hours they allocate in a typical week to extra-curricular activities outside the College. Graph 3 presents these data.

Graph 3: **Participation by the Number of Hours Allocated to Extra-curricular Activities Outside the College in a Typical Week**
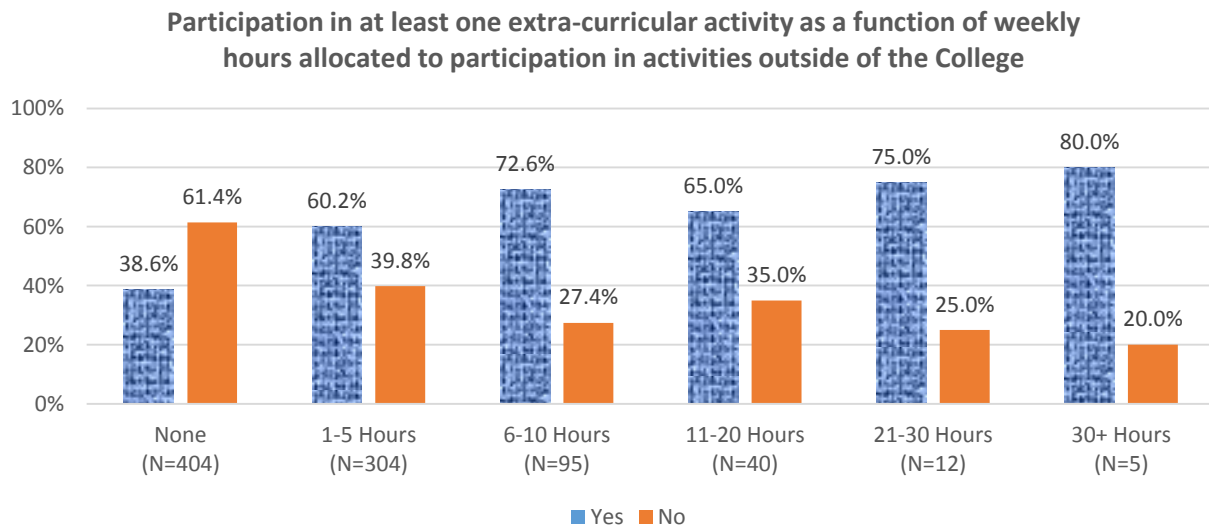
Participation in at least one extra-curricular activity as a function of weekly hours allocated to participation in activities outside of the College
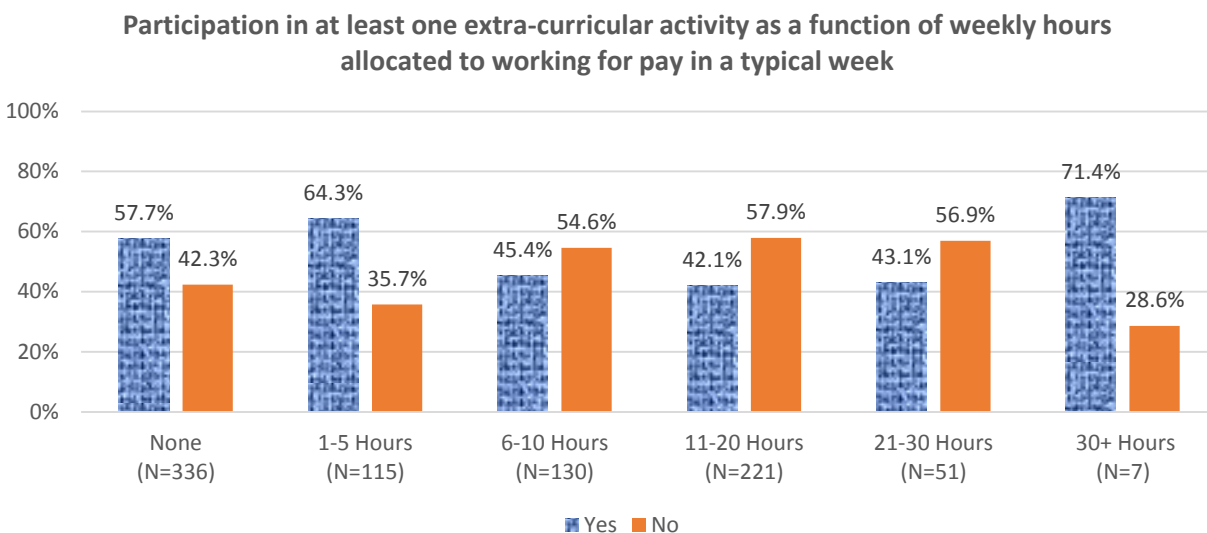

- Participation was tabulated according to the number of hours respondents indicated that they allocate in a typical week to online activities. The purpose was to see if student participation in extra-curricular activities offered at the College could be related to the number of hours they spend online in a typical week. Graph 4 presents these data.

Graph 4: **Participation by the Number of Hours Allocated to Online Activities in a Typical Week**

Participation in at least one extra-curricular activity as a function of weekly hours allocated to participation in online activities (social media, games, etc.)

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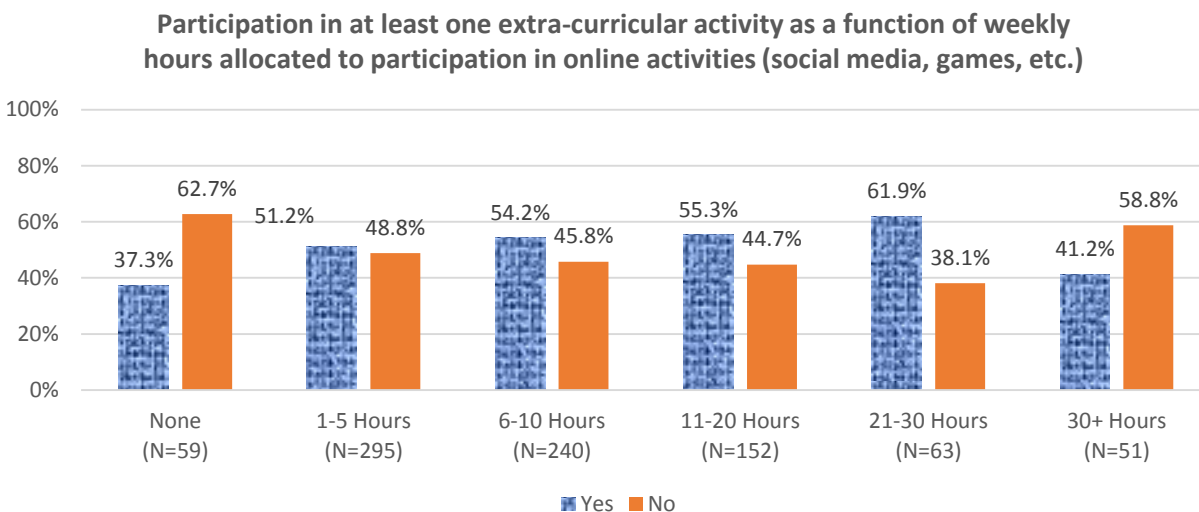
- Participation was also tabulated according to the number of hours respondents allocate in a typical week to social activities with friends, to providing care to dependents with whom they may live and to commuting to and from school. Graphs 5, 6 and 7 (respectively) in Appendix 3 present these additional data. Again, the purpose was to see if time allocated to various commitments outside of the College is related to student participation in extra-curricular activities offered at the College.

4. **Graduate Profile Outcomes**

- At the College level, 142 respondents (16.5%) indicated that they were aware of the Graduate Profile Outcomes, while 718 respondents (83.5%) indicated that they were not aware of it.
    - o For the Pre-university Sector, 96 out of 606 respondents indicated that they were aware of the Graduate Profile Outcomes (15.8%), while 510 respondents (84.2%) indicated that they were not aware of it.
    - o For the Technical Sector, 46 out of 254 respondents indicated that they were aware of the Graduate Profile Outcomes (18.1%), while 208 respondents (81.9%) indicated that they were not aware of it.
    - o A Chi-square test indicated that there are no differences between Pre-university Sector respondents and Technical Sector respondents in that respect.

- The 142 respondents who knew about the Graduate Profile were asked to indicate how they learned about it. These were their responses (ordered from the source most frequently mentioned to the source least frequently mentioned, multiple answers allowed):
    - o From Dawson College's website (88 respondents);
    - o At Orientation (40 respondents);
    - o From a teacher or teachers (28 responses);
    - o From academic advisors (17 respondents);
    - o From a brochure on students success (11 respondents);
    - o Other (5 respondents).
      Those who said "other" were asked to elaborate about the source through which they learned about the Graduate Profile Outcomes. These were their responses:
      - Friend told me about it;
      - Myself;
      - On the provided link (previous question);
      - Student Participation Survey Winter 2018;
      - This participation survey, right now.

- Historical data from the Graduate Profile Survey conducted in 2013 show that back then 27.6% of Dawson College's students indicated that they were aware of the Graduate Profile Outcomes, while 72.4% indicated that they were not (Total N=2268).

Participation in Extra-curricular Activities and the Development of the Graduate Profile Outcomes

- Respondents who indicated that in the past two years they had participated in at least one extra-curricular event or activity offered at the College were asked to what extent they felt that through their participation they had made progress in areas associated with the Gradate Profile Outcomes.

- Results indicate that respondents felt that participation in (one or more) extra-curricular activities contributed the most to their ability to develop *Social Responsibility and Community Engagement* skills (with 30.6% indicating that their participation contributed "to a great extent" to the development of this outcome) and the least to their *Quantitative Literacy* (with 11.6% indicating that participation contributed "to a great extent" to the development of this outcome).

- Table 6 presents the Graduate Profile Outcomes and the extent to which respondents felt that participation in extra-curricular activities contributed to their ability to develop each outcome.

Table 6: **Extent to which Respondents Felt that Participation in Extra-curricular Activities Helped Them Develop the Graduate Profile Outcomes[1]** *(Ordered from outcome respondents felt they developed the most to the one they felt they developed the least through their participation in extra-curricular activities).*

	To a great extent	To a moderate extent	To a small extent	Not at all	Can't really say	Total*
Social Responsibility and Community Engagement	137 (30.6%)	128 (28.6%)	107 (23.9%)	35 (7.8%)	40 (8.9%)	447 (100%)
Teamwork and Leadership Skills	127 (28.4%)	140 (31.3%)	94 (21.0%)	46 (10.3%)	40 (8.9%)	447 (100%)
Ethical Understanding and Behaviour	126 (28.2%)	107 (23.9%)	107 (23.9%)	48 (10.7%)	59 (13.2%)	447 (100%)
Communication	108 (24.2%)	180 (40.3%)	93 (20.8%)	32 (7.2%)	34 (7.6%)	447 (100%)
Critical Thinking Skills, Problem-solving Skills and Creativity	107 (23.9%)	156 34.9%	99 (22.1%)	41 (9.2%)	44 (9.8%)	447 (100%)
Health and Well-being	101 (22.6%)	126 (28.2%)	104 (23.3%)	68 (15.2%)	48 (10.7%)	447 (100%)
Mastery of Program Competencies	84 (18.8%)	167 (37.4%)	90 (20.1%)	59 (13.2%)	47 (10.5%)	47 (100%)
Learning to Learn	82 (18.3%)	176 (39.4%)	97 (21.7%)	41 (9.2%)	51 (11.4%)	447 (100%)
Quantitative Literacy	52 (11.6%)	103 (23.0%)	111 (24.8%)	99 (22.1%)	82 (18.3%)	447 (100%)

* Total may differ slightly from 100% due to rounding.

Details on the extent to which respondents felt that participation in the various activity-categories contributed to their ability to develop each of the Graduate Profile Outcomes are provided in Appendix 4.

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[1] See Appendix 2 for a description of each Graduate Profile Outcome

5. **Recognition of Student Involvement Program**

- While 93 respondents (10.8%) indicated that they were aware of the Recognition of Student Involvement Program, 767 respondents (89.2%) indicated that they were not.

- Of the 93 students who indicated that they were familiar with the Recognition of Student Involvement Program, 36 (38.7%) indicated that they intend to submit information about their extra-curricular activities to the College so that they can get recognition for their participation and 57 (61.3%) indicated that they do not.

- Two-hundred-and-fifty (250) students, which is 29.1% of those who responded to the survey, chose to submit their email address so that they could receive information about the Recognition of Student Involvement Program.

6. **Reasons for Non-participation**

- The 413 respondents who indicated that they did not participate in any of the College's extra-curricular activities since becoming students at the College were asked to indicate the main reason for their non-participation.

  These were their responses (selected from a list of response-choices, ordered from most frequently to least frequently selected response):
  o Not enough time / schedule conflict (N=242; 58.6%);
  o Didn't know about the activities offered (N=42; 10.2%);
  o Friends do not participate (N=39; 9.4%);
  o Activity of choice / interest not available (N=38; 9.2%);
  o Job (N=19; 4.6%);
  o Family responsibilities (N=17; 4.1%);
  o Other (16 comments, 3.9%).

- Sixteen (16) participants chose "Other" as the reason(s) why they did not participate in any extra-curricular activity. When asked to elaborate, they provided comments that were categorized under the following themes:

  1. No interest / Don't care to participate (9 comments, 56.3%);
  2. Personal Reasons / Personal Circumstances (3 comments, 18.8%);
  3. Other Priorities (2 comments, 12.5%);
  4. Other / Miscellaneous (2 comments, 12.5%).

  The themes and the comments under them are provided in Appendix 5.

7.   **Things the College Could do to Facilitate Participation**

- The 413 students who indicated that they had not participated in any of the College's extra-curricular activities since becoming students at Dawson College were asked if there is anything that the College could have done to facilitate their participation. Sixty-six (66) respondents (16.0%) answered "Yes" and 347 (84.0%) answered "No."

- The 66 respondents who said that the College could have done more to facilitate their participation were asked to elaborate on what else, in their opinion, the College could have done. They provided the following comments (one or more, organized by themes, ordered from the theme with the highest number of comments to the one with the lowest):

  1. Better Advertisement, Communication and Information ahead of Events (42 comments, 63.6%);
  2. Workload-related (8 comments, 11.9%);
  3. Greater Variety of Activities (7 comments, 16.1%);
  4. Schedule of Activities (7 comments, 16.1%);
  5. Other / Miscellaneous (6 comments, 9.1%).

  The themes and the comments under them are provided in Appendix 6.

8.   **Additional Activities Respondents Would Like to See Offered**

- Sixty-seven (67) respondents indicated that there are other extra-curricular activities that they would like to see offered at the College. When asked to elaborate, these were their suggestions (one or more, organized by themes, ordered from the theme that received the highest number of suggestions to the one that received the lowest):

  1. Sports – General (16 comments, 23.9%);
  2. Dance (13 comments, 19.4%);
  3. Arts, Film and Design (8 comments, 11.9%);
  4. Music (7 comments, 10.4%);
  5. Clubs (6 comments, 9.0%);
  6. Swimming (4 comments, 6.0%);
  7. Science (3 comments, 4.5%);
  8. Ethnic-related Events (3 comments, 4.5%);
  9. Tournaments (2 comments, 3.0%);
  10. Discussion / Debate Groups (2 comments, 3.0%);
  11. Inner Peace / Relaxation (2 comments, 3.0%);
  12. Other / Miscellaneous (14 comments, 20.9%).

  The themes and the comments under them are provided in Appendix 7.

9. **Source(s) of Information about the Activities**

- Respondents who indicated that they had participated in extra-curricular activities were asked to select from a menu of response-options how they found out about the activities in which they participated. They selected the following as one or more of their sources of information (ordered from most frequently mentioned to the one least frequently mentioned):
  - o   Word of mouth (290);
  - o   Posters (275);
  - o   Student portal (190);
  - o   Facebook (127);
  - o   Website (123);
  - o   Hallway monitors (65);
  - o   Kiosk   (57);
  - o   Other   (45).

- Those who replied "Other" (N=45) were asked to specify what was the other source through which they learned about the activity or activities. Their comments were categorized around the following themes (ordered from the theme with the highest number of comments to the one with the lowest):
  1. Teacher / Teachers (14 comments, 31.1%);
  2. Mio / Omnivox (7 comments, 15.6%);
  3. First choice science seminar (5 comments, 11.1%);
  4. Happened upon an event (4 comments, 8.9%);
  5. From one's program (2 comments, 4.4%);
  6. In class (2 comments, 4.4%);
  7. CRLT (2 comments, 4.4%);
  8. Other / Miscellaneous (9 comments, 20.0%).

  The themes and the comments under them are provided in Appendix 8.

10. **Additional Activities in which Respondents Participated**

- Forty-six (46) respondents (5.3% of those who completed the survey) indicated that since becoming students at the College they had participated in activities other than the ones specified in the survey categories of extra-curricular activities. When asked to elaborate on the additional activities in which they participated, respondents mentioned the following (one or more, organized by themes, ordered from the theme with the highest number of comments to the one with the lowest):
  1. Literature and Linguistic (6 comments, 13.0%);
  2. Volunteering / Fundraisers / Donations (6 comments, 10.9%);
  3. Science Projects (4 comments, 8.7%);
  4. Sustainable Dawson (3 comments, 6.5%);
  5. Arts (3 comments, 6.5%);

6. Tutoring (3 comments, 6.5%);
7. Active Sporting Activities (3 comments, 6.5%);
8. Open House (2 comments, 4.3%);
9. Religion (2 comments, 4.3%);
10. Peace center (2 comments, 4.3%);
11. Other / Miscellaneous (15 comments, 32.6%).

The themes and the comments under them are provided in Appendix 9.

11. What Respondents Value the Most about their Participation

- The 447 respondents who indicated that since becoming students at the College they participated in at least one extra-curricular activity (52.0% of respondents) were asked what was it that they valued the most about their participation. Their comments (one or more) were categorized around the following themes (ordered from the theme with the highest number of comments to the one with the lowest):

1. Meeting people / Making friends / Interacting with others / Socializing / Community involvement (111 comments, 24.8%);
2. The learning aspect (49 comments, 11.0%);
3. Experience(s) (21 comments, 4.7%);
4. Having fun (17 comments, 3.8%);
5. Stress relief / Break from study / Doing something apart from school (11 comments, 2.5%);
6. Helping / Doing something for the school / Volunteering (8 comments, 1.8%);
7. Team environment (5 comments, 1.1%);
8. School pride (3 comments, 0.7%);
9. Health and Fitness (3 comments, 0.7%);
10. Feeling valued (3 comments, 0.7%);
11. Gifts / free food (2 comments, 0.4%);
12. Leadership (2 comments, 0.4%);
13. None / no comments (1 comment, 0.2%);
14. Other / Miscellaneous (27 comments, 6.0%).

The themes and the comments under them are provided in Appendix 10.

12. Summary and Recommendations

- The current survey was conducted to learn more about student participation in extra-curricular activities: the rate, frequency and type of participation (active, as a guest or both), the extent to which participation contributed to the development of the Graduate Profile Outcomes, what the College could do to facilitate participation and what students found to be most valuable about these experiences.

The results indicate that 52.0% of the sample had participated in at least one extra-curricular activity since becoming students at Dawson College. This is an increase from the 22.1% participation rate that was recorded in the 2013 Graduate Profile Survey (although it is possible that some of the changes from the 2013 survey may be attributed to differences between the surveys in how participation and frequency of participation were defined).

- Ways to encourage more participation could be explored, as almost one in two students responding to the current survey indicated that they did not participate in any extra-curricular activities since becoming students at the College. This recommendation is further highlighted by participants' comments about the positive experiences that they have had and the added value they derived from their participation.

- As students' familiarity with the Graduate Profile Outcomes is low (16.5%), ways to enhance familiarity with the Graduate Profile Outcomes could be explored. There is an opportunity to communicate more to students about the outcomes specified in the Graduate Profile, and on how the development of these outcomes could facilitate their success following graduation. Also, as respondents indicated what in their opinion was the relative contribution of each extra-curricular activity-category to the development of the Graduate Profile Outcomes, it is possible to suggest to students what are the activities that will likely contribute the most to the development of each outcome (see Appendix 2).

- Finally, as many students responding to this survey identified an opportunity to improve communication and advertisement of the activities offered, this is yet another venue that could be taken in an effort to encourage more students to participate in extra-curricular activities and benefit from the many advantages that come from participation.

APPENDIX 1: ADDITIONAL INFORMATION ABOUT THE SAMPLE

Provided below are additional details about the 860 students who responded to the survey.

- **Respondents who started at Dawson College vs. those who transferred to Dawson College from another institution**:
  Seven-hundred-and-ninety-four (794) students (92.3%) began college here at Dawson, while 66 students (7.7%) transferred from another college or educational institution.

- **Respondents by age**:
  - 22.7% of the sample are 17 years old or younger (N=195);
  - 35.9% are 18 years old (N=309);
  - 18.7% are 19 years old (N=161);
  - 15.7% are between the ages of 20 to 24 (N=135);
  - 7.0% are 25 and older (N=60).

- **Respondents by their term at Dawson College**:
  - 3.6% of the sample are in their first term of study (N=31);
  - 37.7% completed one term (N=324);
  - 6.3% completed two terms (N=54);
  - 32.9% completed three terms (N=283);
  - 6.4% completed four terms (N=55);
  - 8.1% completed five terms (N=70);
  - 2.1% completed six terms (N=18);
  - 2.9% completed more than six terms (N=25).

- **Respondents by level of education attained prior to beginning their current studies at Dawson College**:
  - 90.3% of the sample graduated high school (N=777);
  - 3.4% completed a Bachelor's degree (N=29);
  - 3.1% completed a DEC (Diploma of College studies; N=27);
  - 1.2% completed a DEP (Diploma of professional studies, i.e., vocational or trade school diploma; N=10);
  - 0.7% completed a Master's degree (N=6);
  - 1.3% Chose "other" than one of the above categories for their educational background prior to starting their study at Dawson College (N=11).

APPENDIX 2: DESCRIPTIONS AND EXAMPLES OF TERMS USED IN SURVEY

Participation Categories
Active participation i.e., as an organizer, team member, facilitator, equipment operator, timekeeper, etc.
Participation as a guest i.e., as a spectator, person in the audience, etc.
Participation both actively and as a guest i.e., participating actively in some events and as a guest in other events within the same activity-category

Activity Categories
Art and Cultural Activities art shows, theatre performances, dance or music performances, etc.
Athletics and Sports intercollegiate or intramural sports teams, campus recreation, etc.
Campus Life and Leadership (CLL) Corn Roast, Halloween, Holiday Week, Fashion Show, Valentine's Day, St. Patrick's Day, Live Entertainment, Barbecue, Spring Bloom, etc.
Dawson Student Union Supported Clubs / Activities
Educational and Para-academic Model UN, SPACE, Sustainable Dawson, debating club, Social Science Week, Humanities, Dawson Theatre Collective, Conferences, etc.
Entrepreneurship E-Week, Case Competition, fund-raising, etc.
Political Groups student government, student program representative, etc.
Social and Community Involvement volunteer tutoring, Blue Ring Society, First Aid team, Health Education Committee, Anti-Bullying, Health Challenge, Stress-Free Day activities, etc.
Science DrJes, Science on Tourne, Sciencefest, Math competitions, etc.

| Graduate Profile Outcomes |
|---|
| **Communication**
Using effective knowledge and skills in reading, writing, speaking, listening, presentation of self and delivery of information, using a variety of platforms, including software applications, in English and French. |
| **Critical Thinking Skills, Problem-solving Skills and Creativity**
Being able to collect, organize and evaluate information from a variety of sources, including electronic and web-based sources, and analyze and synthesize relevant information to draw informed conclusions and make decisions. Developing problem-solving skills, in which you implement a strategy to achieve a desired outcome. Demonstrate creative thinking by combining ideas or producing works in original ways. |
| **Ethical Understanding and Behaviour**
Practicing academic integrity and demonstrating ethical behavior appropriate to citizenship in a democratic society. |
| **Health and Well-being**
Understanding lifestyle choices that will contribute to sustained health and well-being. |
| **Learning to Learn**
Acquiring the skills and knowledge that will enable you to take charge of your own learning, and help you motivate yourself to achieve your educational goals. |
| **Mastery of Program Competencies**
Demonstrating the skills, knowledge and attitudes expressed in the competencies of your program. |
| **Quantitative Literacy**
Being at ease with working with, understanding and presenting numerical data using relevant software applications, and possessing the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday situations. |
| **Social Responsibility and Community Engagement**
Developing an informed concern for the larger good, appreciating social and cultural diversity, respecting the values of others, and acting responsibly towards the environment. Being encouraged to make a difference in the quality of life of your communities through both political and non-political processes. |
| **Teamwork and Leadership Skills**
Knowing how to collaborate with others, face-to-face or virtually, toward the setting of goals and priorities, and implementing the means to achieve them. Managing interpersonal relationships, resolving conflicts, and assuming responsibility for your own actions. |

APPENDIX 3:   GRAPHS SHOWING THE NUMBER OF HOURS ALLOCATED IN A TYPICAL WEEK TO
                SOCIAL ACTIVITIES WITH FRIENDS, TO PROVIDING CARE TO DEPENDENTS WITH
                WHOM RESPONDENTS MAY LIVE AND TO COMMUTING TO AND FROM SCHOOL
                (GRAPHS 5, 6 AND 7, RESPECTIVELY)

Graph 5: Participation in the College's Extra-curricular Activities by the Number of Hours Allocated to
Social Activities with Friends in a Typical Week

**Participation in at least one extra-curricular activity as a function of weekly
hours allocated to social activities with friends**
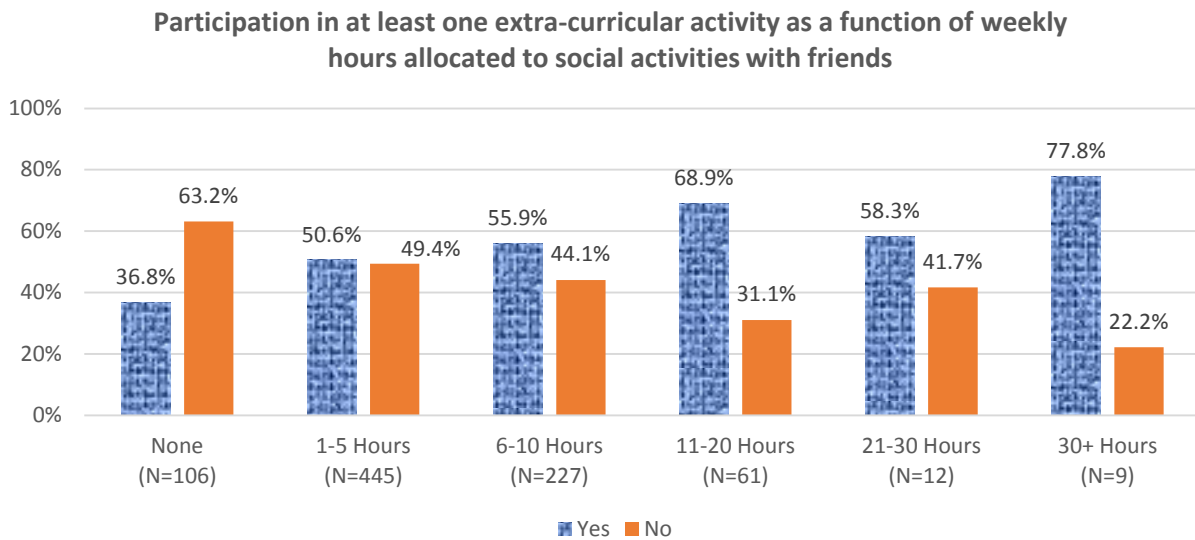
Graph 6: Participation in the College's Extra-curricular Activities by the Number of Hours Allocated to
Providing Care to Dependents Living with the Respondent in a Typical Week

**Participation in at least one extra-curricular activity as a function of weekly hours
allocated to providing care to dependants living with me**
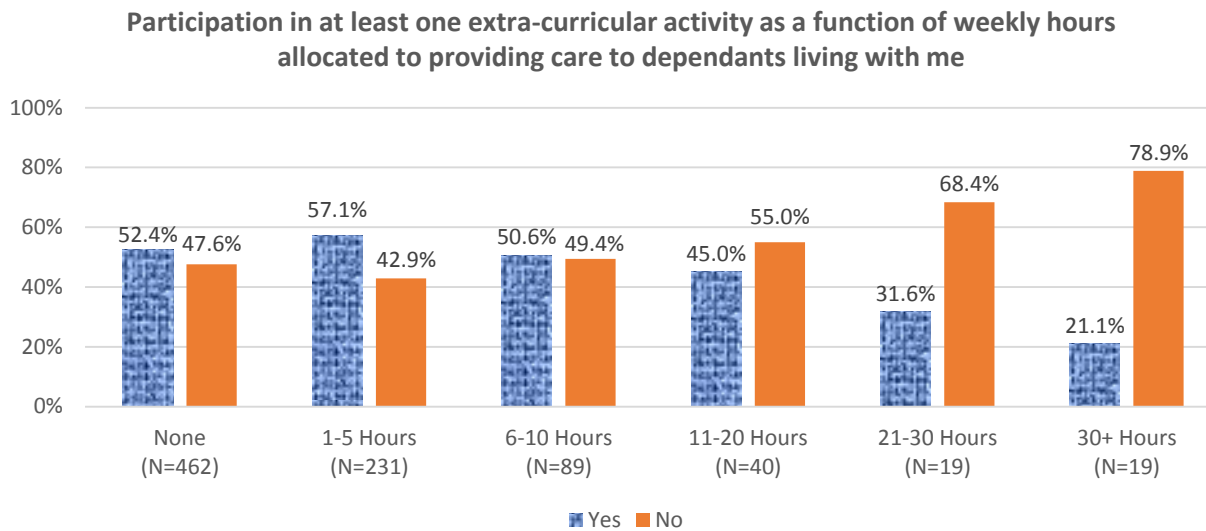
Graph 7: **Participation in the College's Extra-curricular Activities by the Number of Hours Allocated to Commuting to and from School in a Typical Week**

Participation in at least one extra-curricular activity as a function of weekly hours allocated to commuting to and from school

Category	Yes	No
None (N=45)	37.8%	62.2%
1-5 Hours (N=302)	53.0%	47.0%
6-10 Hours (N=336)	53.3%	46.7%
11-20 Hours (N=150)	53.3%	46.7%
21-30 Hours (N=22)	40.9%	59.1%
30+ Hours (N=5)	50.0%	60.0%
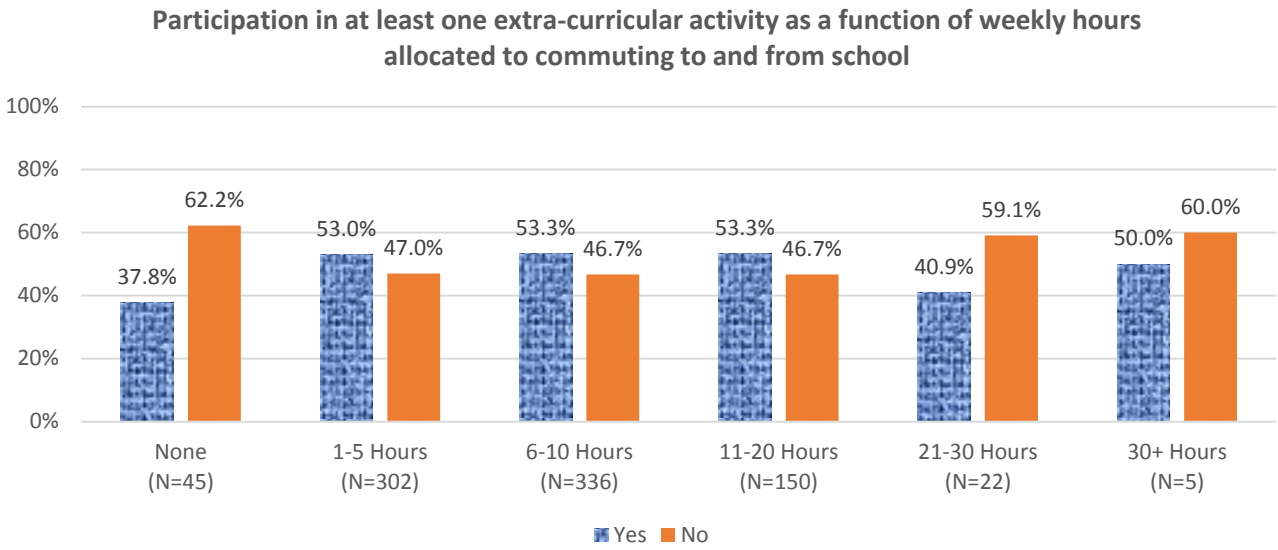
APPENDIX 4: PERCEIVED CONTRIBUTION OF PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES TO THE DEVELOPMENT OF THE GRADUATE PROFILE OUTCOMES

	Participated in Athletics and Sports Activities						
	To a great extent	**To a moderate extent**	**To a small extent**	**Not at all**	**Can't really say**	**Did not provide data**	**Total**
Health and Well-being	N=37 37.8%	N=27 27.6%	N=11 11.2%	N=4 4.1%	N=5 5.1%	N=14 14.3%	N=98 100%
Teamwork and Leadership Skills	N=31 31.6%	N=32 32.7%	N=10 10.2%	N=6 6.1%	N=5 5.1%	N=14 14.3%	N=98 100%
Social Responsibility and Engagement	N=29 29.6%	N=29 29.6%	N=15 15.3%	N=4 4.1%	N=7 7.1%	N=14 14.3%	N=98 100%
Ethical understanding and Behavior	N=25 25.5%	N=24 24.5%	N=16 16.3%	N=10 10.2%	N=9 9.2%	N=14 14.3%	N=98 100%
Critical Thinking Skills, Problem-solving Skills and Creativity	N=22 22.4%	N=29 29.6%	N=20 20.4%	N=5 5.1%	N=8 8.2%	N=14 14.3%	N=98 100%
Learning to Learn	N=20 20.4%	N=36 36.7%	N=17 17.3%	N=4 4.1%	N=7 7.1%	N=14 14.3%	N=98 100%
Communication	N=17 17.3%	N=40 40.8%	N=17 17.3%	N=5 5.1%	N=5 5.1%	N=14 14.3%	N=98 100%
Mastery of Program Competencies	N=17 17.3%	N=33 33.7%	N=16 16.3%	N=11 11.2%	N=7 7.1%	N=14 14.3%	N=98 100%
Quantitative Literacy	N=14 14.3%	N=15 15.3%	N=27 27.6%	N=17 17.3%	N=11 11.2%	N=14 14.3%	N=98 100%
	Participated in Art and Cultural Activities						
	To a great extent	**To a moderate extent**	**To a small extent**	**Not at all**	**Can't really say**	**Did not provide data**	**Total**
Social Responsibility and Engagement	N=55 35.0%	N=34 21.7%	N=28 17.8%	N=6 3.8%	N=8 5.1%	N=26 16.6%	N=157 100%
Ethical understanding and Behavior	N=46 29.3%	N=30 19.1%	N=33 21.0%	N=9 5.7%	N=13 8.3%	N=26 16.6%	N=157 100%
Teamwork and Leadership Skills	N=41 26.1%	N=47 29.9%	N=28 17.8%	N=5 3.2%	N=10 6.4%	N=26 16.6%	N=157 100%
Communication	N=39 24.8%	N=59 37.6%	N=22 14.0%	N=6 3.8%	N=5 3.2%	N=26 16.6%	N=157 100%
Critical Thinking Skills, Problem-solving Skills and Creativity	N=38 24.2%	N=52 33.1%	N=25 15.9%	N=5 3.2%	N=11 7.0%	N=26 16.6%	N=157 100%
Learning to Learn	N=31 19.7%	N=57 36.3%	N=22 14.0%	N=7 4.5%	N=14 8.9%	N=26 16.6%	N=157 100%
Mastery of Program Competencies	N=31 19.7%	N=53 33.8%	N=30 19.1%	N=8 5.1%	N=9 5.7%	N=26 16.6%	N=157 100%
Health and Well-being	N=25 15.9%	N=39 24.8%	N=34 21.7%	N=17 10.8%	N=16 10.2%	N=26 16.6%	N=157 100%
Quantitative Literacy	N=17 10.8%	N=40 25.5%	N=30 19.1%	N=22 14.0%	N=22 14.0%	N=26 16.6%	N=157 100%

(Activity-categories are ordered according to their order of appearance in the survey; Within each activity-category, competencies are ordered from the one perceived as aiding the most in the development of the Graduate Profile Outcome to the one perceived as aiding the least in its development)

	Participated in Educational and Para-academic Activities						
	To a great extent	To a moderate extent	To a small extent	Not at all	Can't really say	Did not provide data	Total
Social Responsibility and Engagement	N=77 30.9%	N=62 24.9%	N=42 16.9%	N=17 6.8%	N=15 6.0%	N=36 14.5%	N=249 100%
Ethical understanding and Behavior	N=68 27.3%	N=52 20.9%	N=51 20.5%	N=19 7.6%	N=23 9.2%	N=36 14.5%	N=249 100%
Teamwork and Leadership Skills	N=62 24.9%	N=67 26.9%	N=45 18.1%	N=19 7.6%	N=20 8.0%	N=36 14.5%	N=249 100%
Critical Thinking Skills, Problem-solving Skills and Creativity	N=60 24.1%	N=81 32.5%	N=43 17.3%	N=14 5.6%	N=15 6.0%	N=36 14.5%	N=249 100%
Communication	N=55 22.1%	N=94 37.8%	N=38 15.3%	N=14 5.6%	N=12 4.8%	N=36 14.5%	N=249 100%
Learning to Learn	N=48 19.3%	N=86 34.5%	N=48 19.3%	N=16 6.4%	N=15 6.0%	N=36 14.5%	N=249 100%
Mastery of Program Competencies	N=47 18.9%	N=83 33.3%	N=44 17.7%	N=23 9.2%	N=16 6.4%	N=36 14.5%	N=249 100%
Health and Well-being	N=43 17.3%	N=71 28.5%	N=49 19.7%	N=29 11.6%	N=21 8.4%	N=36 14.5%	N=249 100%
Quantitative Literacy	N=29 11.6%	N=53 21.3%	N=52 20.9%	N=42 16.9%	N=37 14.9%	N=36 14.5%	N=249 100%
	Participated in Entrepreneurship Activities						
	To a great extent	To a moderate extent	To a small extent	Not at all	Can't really say	Did not provide data	Total
Teamwork and Leadership Skills	N=51 36.7%	N=36 25.9%	N=18 12.9%	N=9 6.5%	N=6 4.3%	N=19 13.7%	N=139 100%
Social Responsibility and Community Engagement	N=50 36.0%	N=31 22.3%	N=23 16.5%	N=9 6.5%	N=7 5.0%	N=19 13.7%	N=139 100%
Communication	N=43 30.9%	N=44 31.7%	N=23 16.5%	N=9 6.5%	N=1 0.7%	N=19 13.7%	N=139 100%
Ethical understanding and Behavior	N=42 30.2%	N=31 22.3%	N=25 18.0%	N=12 8.6%	N=10 7.2%	N=19 13.7%	N=139 100%
Critical Thinking Skills, Problem-solving Skills and Creativity	N=37 26.6%	N=41 29.5%	N=8 5.8%	N=25 18.0%	N=9 6.5%	N=19 13.7%	N=139 100%
Health and Well-being	N=31 22.3%	N=37 26.6%	N=23 16.5%	N=18 12.9%	N=11 7.9%	N=19 13.7%	N=139 100%
Learning to Learn	N=27 19.4%	N=51 36.7%	N=21 15.1%	N=13 9.4%	N=8 5.8%	N=19 13.7%	N=139 100%
Mastery of Program Competencies	N=27 19.4%	N=42 30.2%	N=29 20.9%	N=12 8.6%	N=10 7.2%	N=19 13.7%	N=139 100%
Quantitative Literacy	N=11 7.9%	N=33 23.7%	N=34 24.5%	N=23 16.5%	N=19 13.7%	N=19 13.7%	N=139 100.0%

	Participated in Political Groups						
	To a great extent	To a moderate extent	To a small extent	Not at all	Can't really say	Did not provide data	Total
Communication	N=11 55.0%	N=3 15.0%	N=1 5.0%	N=2 10.0%	N=0 0.0%	N=3 15.0%	N=20 100%
Teamwork and Leadership Skills	N=11 55.0%	N=2 10.0%	N=1 5.0%	N=2 10.0%	N=1 5.0%	N=3 15.0%	N=20 100%
Critical Thinking Skills, Problem-solving Skills and Creativity	N=10 50.0%	N=4 20.0%	N=1 5.0%	N=2 10.0%	N=0 0.0%	N=3 15.0%	N=20 100%
Social Responsibility and Community Engagement	N=9 45.0%	N=4 20.0%	N=2 10.0%	N=2 10.0%	N=0 0.0%	N=3 15.0%	N=20 100%
Ethical understanding and Behavior	N=7 35.0%	N=4 20.0%	N=1 5.0%	N=5 25.0%	N=0 0.0%	N=3 15.0%	N=20 100%
Quantitative Literacy	N=5 25.0%	N=3 15.0%	N=3 15.0%	N=6 30.0%	N=0 0.0%	N=3 15.0%	N=20 100%
Learning to Learn	N=4 20.0%	N=8 40.0%	N=0 0.0%	N=5 25.0%	N=0 0.0%	N=3 15.0%	N=20 100%
Mastery of Program Competencies	N=3 15.0%	N=8 40.0%	N=3 15.0%	N=3 15.0%	N=0 0.0%	N=3 15.0%	N=20 100%
Health and Well-being	N=3 15.0%	N=6 30.0%	N=3 15.0%	N=5 25.0%	N=0 0.0%	N=3 15.0%	N=20 100%
	Participated in Science Activities						
	To a great extent	To a moderate extent	To a small extent	Not at all	Can't really say	Did not provide data	Total
Critical Thinking Skills, Problem-solving Skills and Creativity	N=18 32.1%	N=14 25.0%	N=13 23.2%	N=3 5.4%	N=3 5.4%	N=5 8.9%	N=56 100%
Mastery of Program Competencies	N=17 30.4%	N=19 33.9%	N=6 10.7%	N=5 8.9%	N=4 7.1%	N=5 8.9%	N=56 100%
Teamwork and Leadership Skills	N=16 28.6%	N=22 39.3%	N=7 12.5%	N=3 5.4%	N=3 5.4%	N=5 8.9%	N=56 100%
Learning to Learn	N=14 25.0%	N=23 41.1%	N=8 14.3%	N=2 3.6%	N=4 7.1%	N=5 8.9%	N=56 100%
Social Responsibility and Community Engagement	N=13 23.7%	N=15 26.8%	N=12 21.4%	N=5 8.9%	N=6 10.7%	N=5 8.9%	N=56 100%
Communication	N=12 21.4%	N=24 42.9%	N=8 14.3%	N=5 8.9%	N=2 3.6%	N=5 8.9%	N=56 100%
Quantitative Literacy	N=9 16.1%	N=19 33.9%	N=15 26.8%	N=4 7.1%	N=4 7.1%	N=5 8.9%	N=56 100%
Ethical understanding and Behavior	N=8 14.3%	N=18 32.1%	N=9 16.1%	N=8 14.3%	N=8 14.3%	N=5 8.9%	N=56 100%
Health and Well-being	N=7 12.5%	N=20 35.7%	N=11 19.6%	N=8 14.3%	N=5 8.9%	N=5 8.9%	N=56 100%

	Participated in Social and Community Involvement Activities						
	To a great extent	To a moderate extent	To a small extent	Not at all	Can't really say	Did not provide data	Total
Social Responsibility and Community Engagement	N=54 39.1%	N=33 23.9%	N=27 19.6%	N=0 0.0%	N=6 4.3%	N=18 13.0%	N=138 100%
Teamwork and Leadership Skills	N=43 31.2%	N=39 28.3%	N=24 17.4%	N=5 3.6%	N=9 6.5%	N=18 13.0%	N=138 100%
Ethical understanding and Behavior	N=41 29.7%	N=32 23.2%	N=26 18.8%	N=7 5.1%	N=14 10.1%	N=18 13.0%	N=138 100%
Critical Thinking Skills, Problem-solving Skills and Creativity	N=35 25.4%	N=44 31.9%	N=26 18.8%	N=5 3.6%	N=10 7.2%	N=18 13.0%	N=138 100%
Communication	N=34 24.6%	N=55 39.6%	N=20 14.5%	N=3 2.2%	N=8 5.8%	N=18 13.0%	N=138 100%
Health and Well-being	N=32 23.2%	N=42 30.4%	N=26 18.8%	N=10 7.2%	N=10 7.2%	N=18 13.0%	N=138 100%
Learning to Learn	N=27 19.6%	N=57 41.3%	N=21 15.2%	N=5 3.6%	N=10 7.2%	N=18 13.0%	N=138 100%
Mastery of Program Competencies	N=23 16.7%	N=50 36.2%	N=31 22.5%	N=6 4.3%	N=10 7.2%	N=18 13.0%	N=138 100%
Quantitative Literacy	N=9 6.5%	N=34 24.6%	N=36 26.1%	N=21 15.2%	N=20 14.5%	N=18 13.0%	N=138 100%
	Participated in Campus Life and Leadership (CLL)						
	To a great extent	To a moderate extent	To a small extent	Not at all	Can't really say	Did not provide data	Total
Social Responsibility and Community Engagement	N=74 33.6%	N=48 21.8%	N=40 18.2%	N=17 7.7%	N=16 7.3%	N=25 11.4%	N=220 100%
Teamwork and Leadership Skills	N=66 30.0%	N=57 25.9%	N=37 16.8%	N=21 9.5%	N=14 6.4%	N=25 11.4%	N=220 100%
Ethical understanding and Behavior	N=58 26.4%	N=49 22.3%	N=44 20.0%	N=22 10.0%	N=22 10.0%	N=25 11.4%	N=220 100%
Critical Thinking Skills, Problem-solving Skills and Creativity	N=53 24.1%	N=58 26.4%	N=44 20.0%	N=19 8.6%	N=21 9.5%	N=25 11.4%	N=220 100%
Communication	N=51 23.2%	N=73 33.2%	N=41 18.6%	N=17 7.7%	N=13 5.9%	N=25 11.4%	N=220 100%
Health and Well-being	N=49 22.3%	N=56 25.5%	N=49 22.3%	N=24 10.9%	N=17 7.7%	N=25 11.4%	N=220 100%
Learning to Learn	N=43 19.5%	N=65 29.5%	N=41 18.6%	N=21 9.5%	N=25 11.4%	N=25 11.4%	N=220 100%
Mastery of Program Competencies	N=30 13.6%	N=74 33.6%	N=44 20.0%	N=29 13.2%	N=18 8.2%	N=25 11.4%	N=220 100%
Quantitative Literacy	N=18 8.2%	N=40 18.2%	N=57 25.9%	N=44 20.0%	N=36 16.40%	N=25 11.4%	N=220 100%

	Participated in Dawson Student Union-Supported Clubs or Activities						
	To a great extent	To a moderate extent	To a small extent	Not at all	Can't really say	Did not provide data	Total
Social Responsibility and Community Engagement	N=47 32.6%	N=34 23.6%	N=31 21.5%	N=11 7.6%	N=5 3.5%	N=16 11.1%	N=144 100%
Ethical understanding and Behavior	N=37 25.7%	N=36 25.0%	N=28 19.4%	N=15 10.4%	N=12 8.3%	N=16 11.1%	N=144 100%
Teamwork and Leadership Skills	N=34 23.6%	N=48 33.3%	N=26 18.1%	N=16 11.1%	N=4 2.8%	N=16 11.1%	N=144 100%
Critical Thinking Skills, Problem-solving Skills and Creativity	N=33 22.9%	N=45 31.3%	N=26 18.1%	N=14 9.7%	N=10 6.9%	N=16 11.1%	N=144 100%
Communication	N=30 20.8%	N=56 38.9%	N=24 16.7%	N=10 6.9%	N=8 5.6%	N=16 11.1%	N=144 100%
Learning to Learn	N=29 20.1%	N=51 35.4%	N=26 18.1%	N=11 7.6%	N=11 7.6%	N=16 11.1%	N=144 100%
Health and Well-being	N=29 20.1%	N=38 26.4%	N=34 23.6%	N=20 13.9%	N=7 4.9%	N=16 11.1%	N=144 100%
Mastery of Program Competencies	N=18 12.5%	N=50 34.7%	N=30 20.8%	N=18 12.5%	N=12 8.3%	N=16 11.1%	N=144 100%
Quantitative Literacy	N=13 9.0%	N=31 21.5%	N=29 20.1%	N=34 23.6%	N=21 14.6%	N=16 11.1%	N=144 100%
	Participated in at least One Activity						
	To a great extent	To a moderate extent	To a small extent	Not at all	Can't really say	Did not provide data	Total
Social Responsibility and Community Engagement	N=137 30.6%	N=128 28.6%	N=107 23.9%	N=35 7.8%	N=40 8.9%	N=0 0.0%	N=447 100%
Teamwork and Leadership Skills	N=127 28.4%	N=140 31.3%	N=94 21.0%	N=46 10.3%	N=40 8.9%	N=0 0.0%	N=447 100%
Ethical understanding and Behavior	N=126 28.2%	N=107 23.9%	N=107 23.9%	N=48 10.7%	N=59 13.2%	N=0 0.0%	N=447 100%
Communication	N=108 24.2%	N=180 40.3%	N=93 20.8%	N=32 7.2%	N=34 7.6%	N=0 0.0%	N=447 100%
Critical Thinking Skills, Problem-solving Skills and Creativity	N=107 23.9%	N=156 34.9%	N=99 22.1%	N=41 9.2%	N=44 9.8%	N=0 0.0%	N=447 100%
Health and Well-being	N=101 22.6%	N=126 28.2%	N=104 23.3%	N=68 15.2%	N=48 10.7%	N=0 0.0%	N=447 100%
Mastery of Program Competencies	N=84 18.8%	N=167 37.4%	N=90 20.1%	N=59 13.2%	N=47 10.5%	N=0 0.0%	N=447 100%
Learning to Learn	N=82 18.3%	N=176 94%	N=97 21.7%	N=41 9.2%	N=51 11.4%	N=0 0.0%	N=447 100%
Quantitative Literacy	N=52 11.6%	N=103 23.0%	N=111 24.8%	N=99 22.1%	N=82 18.3%	N=0 0.0%	N=447 100%

APPENDIX 5: REASONS FOR NON-PARTICIPATION

Of the 413 respondents who indicated that they did not participate in any of the College's extra-curricular activities since becoming students at Dawson College, sixteen (16) chose "other" as the main reason. When asked to elaborate on their reasons, they provided the following responses (one or more, organized by themes, ordered from most to least mentioned theme):

No Interest / Don't care to participate (9 comments, 56.3%)

1) Nothing appealing.
2) Not interested.
3) Not interested.
4) Not interested.
5) Not interested and schedule conflict.
6) Not interested/not enough time/prefer to study.
7) Didn't have the interest.
8) Too lazy and I don't care.
9) I don't care.

Personal Reasons / Personal Circumstances (3 comments, 18.8%)

1) Personal situation.
2) Anxiety and people won't talk to me anyway.
3) I do not feel comfortable enough to go on my own or with friends.

Other Priorities (2 comments, 12.5%)

1) Well, it's a mix of things. I don't have any time for activities, because my program has taken up all of it. Also, I wanted to start a club, but that was less than successful.
2) I got overly involved in high school to the point where I had no time for anything else. So I decided to not to anything at Dawson and focus on stuff I actually want to do [that is] not school related.

Other / Miscellaneous (2 comments, 12.5%)

1) I heard the hockey program is terrible so I decided not to spend 4000$ to participate.
2) They are extra work and no fun.

APPENDIX 6:   THINGS THE COLLEGE COULD DO TO FACILITATE PARTICIPATION

Sixty-six (66) respondents (7.7% of those who completed the survey) said that the College could have done more to help them get involved in extra-curricular activities. When asked to specify what more the College could have done, they provided the following comments (one or more, organized by themes, ordered from most to least mentioned theme):

Better Advertisement, Communication and Information about the Events (42 comments, 63.6%)

1)   Advertise more.
2)   There are activities that aren't advertised enough, for example today I found out here was going to be an 8 week activity, can't remember what was about right now but I would've participated if I had known.
3)   Have teachers promote certain activities.
4)   Let the students know more about the extra activities that they can make
5)   Advertise the many clubs we can join or activities we can help plan out
6)   More advertising.
7)   More advertisement!
8)   Advertise more.
9)   Advertise the activities more towards the students and get the word out.
10)   More advertising because I wasn't aware of such activities before.
11)   A more centralized information center for all the available extra-curricular activities.
12)   Better advertisement on what is happening exactly.
13)   More advertising of any activities during classes.
14)   The College could announce or post activities around to show students about the activities.
15)   Better publicity.
16)   Done a better job of informing students of different extra-curricular activities.
17)   Let us know that those kind of activities exist.
18)   Publish a list of all available activities at beginning of semester.
19)   Made announcements about involvements and announced how they can help.
20)   Make more announcements for the activities.
21)   More announcements.
22)   More awareness.
23)   Present all of them in Conrad's during the 1st week. Make all teachers tell students what is going on and how important it is to be involve in your community. At the table make sure that detailed schedule are available, list of activities with details (ex: for a play, rehearsal times and dates). Make us feel welcome and needed!
24)   Send mio with the activities/groups we can be part of + try out dates.
25)   Mio.
26)   Perhaps more Mio's about events/clubs. With a Mio I get a notification so it forces me to check it.
27)   Send a mio or an email to every student about the activities because some students aren't aware of the activities or don't have time to check the activities' notices. It may be a huge suggestion but it could help!
28)   Send a MIO with the activities offered and the schedule for each activity.
29)   Send MIOs or have some sort of a club showcase.

30) post the activities on the Dawson portal.
31) Talk about it more. For people that don't have Facebook or go on it, it's hard to know what's going on.
32) Providing more information about activities.
33) Have a list of clubs that are readily available. Be more vocal about the events that are happening or have the events last longer. I would like to join a club, but I don't know the clubs that the school has.
34) Supplied every student with a pdf list of all clubs/activities that can be joined that semester. The pdf can be sent to students either as a MIO or an announcement through LEA. This would help make new students aware of all the opportunities there are for clubs.
35) Maybe the college could have made them more clear or présent so that we can actually notice them.
36) More posters and have a microphone reminding us the activities.
37) Make them more obvious.
38) Made me more aware.
39) I would of liked that they make a special day where people could be aware of what are the activities that are offered in the college.
40) I think the extra-curricular should be more shown or exposed. Plus in the little reunion they do before starting the session, they should talk about the many choices there are in the school and how to be part of it.
41) Inform others on what activities are there and if there is a chance to participate.
42) The college could have kept the Dawson Radio open instead of closing it down.

Workload-related (8 comments, 11.9%)

1) Reduce workload.
2) If we did not have so many lectures, homework, assignments, labs, study to do every week, maybe I would have had time to be more involved in these activities!
3) Decreased my workload as opposed to surrounding my life with school. All I do is school therefore I do not have time for extracurricular; I barely leave my house, I leave for work and I see friends on occasion outside of school. Other then that I do not have any free time as I am constantly doing homework.
4) Reduced workload somehow.
5) Our work load in nursing is just insane. Especially if you have to take Gen Eds with your concentration classes.
6) Reduce the amount of concentration class hours, or give the option of a better choice of schedule.
7) Make more time for biomedical students, cut there over booked schedule and give us more free time to deal with our stress.
8) Dropping the general courses for students who hold another degrees.

Greater Variety of Activities (7 comments, 16.1%)

1) Make the activities more open to others, more welcoming.
2) Be more friendly.
3) Have interesting activities.

4) Provide more exciting and fun activities such as skating lessons, water sports, driving classes, adventurous field trips for each program to take to relax and are stress-free; better ways to provide different skill classes for students who do not know what their interests are. There is not a balance of fun and schoolwork as it was in high school. There is about 95 percent of stress and intense work.
5) Give us a wider variety of things to do; improve access to extra-curricular activities.
6) Provided more activities.
7) Formed a club such a book club where I could enjoy spending time on an activity that is meaningful to me. I am not a sports or art person, yet more of a book-nerd.

Schedule of Activities (7 comments, 16.1%)

1) Have more activities on the weekend or night time.
2) More flexible activities that could be completed even out of campus.
3) Adapt to schedules.
4) I honestly think that Dawson should make a specific time for extra-curricular. I see many people in college struggling with their homework and studies and therefore, they do not have time to participate. Also, people should be more aware of these activities and tell them it is good to de-stress sometimes and just have fun with your friends.
5) Have more curricular activities incorporated with different programs.
6) Make them last longer, most of them end at 2pm and I have 4 and 5 hour classes... so I never get to attend, making them at a later time or even during weekends would be nice, if possible.
7) Trying to make some activities available depending on the availability of a student program in for example in civil program.

Other / Miscellaneous (6 comments, 9.1%)

1) Remove Gen.Ed.
2) If teachers get involved with activities, students can participate easily.
3) Don't have pricks like XX in the DSU.
4) I don't know if it is possible to let new arriver such as new immigration to know or understand what those activities are. I do not understand no one care about the others why always do the survey to waste my time?
5) Get money in return, because life is not cheap.
6) Improve the hockey program.

APPENDIX 7:   ADDITIONAL ACTIVITIES RESPONDENTS WOULD LIKE TO SEE OFFERED

Sixty-seven (67) respondents (7.8% of those who completed the survey) indicated that there are other extra-curricular activities that they would like to see offered at the College. When asked to elaborate, they provided the following comments (one or more, organized by themes, ordered from most to least mentioned theme):

Sports – General (16 comments, 23.9%)

1)   Ski team.
2)   Skating.
3)   Skating classes.
4)   Bowling.
5)   Sports.
6)   Softball team.
7)   More volleyball, it is only offered one day☹
8)   Cross-country team.
9)   AMERICAN FOOTBALL.
10)   Flag Football Team.
11)   Flag football for women.
12)   Track and Field.
13)   Track and field.
14)   A sports concentration for people doing sports outside of the school or doing sports that the school doesn't offer.
15)   Casual after-school sports sessions would be great!
16)   I would have loved it if they offered some type of an organized sport once a week where anyone could participate without having been on any team or having a great skill level. For example, every Monday from 6 to 7 if they had someone there to organize a friendly game of basketball one week and then the next week it was a game of volleyball and people could show up whichever weeks that they could (but had to be on time they couldn't walk in halfway through the game) and this way people who were not good enough to join official sports teams could still get to participate in an organized sport which is something many of us got used to having in high school.

Dance (13 comments, 19.4%);

1)   Offer multicultural dance classes.
2)   Salsa night.
3)   Dance, not quite sure if it already exists.
4)   Dance troupe.
5)   Dancing clubs.
6)   Dance team/class.
7)   Dance competitions, clubs for performance.
8)   Dance Troup.
9)   Dawson dance group.
10)   Dance parties.
11)   Dance.
12)   Dance.
13)   Dance competition.

Arts, Film and Design (8 comments, 11.9%)

1) Art related exhibitions or activities.
2) Anything about art.
3) Art contest.
4) An "Against The Arts" event, where all Art Programs join to see what each other's programs are doing (ex. Photography, Industrial Design, Interior Design, Graphic Design, Liberal Arts...).
5) Anything related to "interior Design".
6) More fashion related activities: design, etc.
7) Film screenings.
8) More cinema projects.

Music (7 comments, 10.4%)

1) Concert Band.
2) A concert band club, where any student who plays a musical instrument can get together to practice and even potentially have concerts at one point.
3) More music-related stuff.
4) Music ateliers.
5) Musical groups such as jazz improvs or instrument learning workshops.
6) Anything regarding music, like a talent show.
7) Mini concerts (free or less than 10$).

Clubs (6 comments, 9.0%)

1) Beyonce Club.
2) New clubs.
3) LGBTQ club.
4) Chess club.
5) I would like to see a revival of a radio club at Dawson, where students can do weekly radio broadcasting online and throughout the school.
6) A reading/book club.

Swimming (4 comments, 6.0%)

1) Swimming team.
2) or swimming classes.
3) Build a pool.
4) Aquatics.

Science (3 comments, 4.5%)

1) Some things more science based.
2) Bring back SAE competitions for mech tech.
3) Science.

Ethnic-related Events (3 comments, 4.5%)

1) Ethnic Day (people bring dishes of their ethnicity and offer to taste).
2) Islam related activities.
3) Reading salah for Muslims.

Tournaments (2 comments, 3.0%)

1) Sports tournaments where individuals sign up a team and play against others. Example soccer tournament.
2) Gaming tournaments.

Discussion / Debate Groups (2 comments, 3.0%)

1) Free discussion for students. It is good for all students, especially ESL students.
2) Debate Team.

Inner Peace / Relaxation (2 comments, 3.0%)

1) More spirituality related, an open-mindedness community about inner peace.
2) All White Yoga Party.

Other / Miscellaneous (14 comments, 20.9%)

1) Driving classes.
2) Trips with the school.
3) Cooking :)
4) Makeup lessons.
5) Self-defense classes.
6) Board games competition.
7) Video Game Night, conferences, etc.
8) Big brother program would be cool!
9) Like Home-Ec activities.
10) More open activities.
11) A big party for all Dawson students would be really cool too as you can meet people and become more of a community.
12) Seasonal food roasts.
13) Let new arrivers or new immigration understand what the education system of Canada is and give some advise about campus life.
14) I don't know.

APPENDIX 8:   SOURCE OF INFORMATION ABOUT THE ACTIVITIES

Forty-five (45) respondents (5.2% of those who completed the survey) indicated "other" as the source through which they learned about the extra-curricular event(s) in which they participated. When asked to elaborate, these were their responses (organized by themes, ordered from most to least mentioned theme):

A teacher / Teachers (14 comments, 31.1%)

1)   Teacher.
2)   Teachers.
3)   Teacher, class requirement.
4)   Teacher.
5)   Teachers.
6)   Teachers suggestion.
7)   Teachers.
8)   My teacher.
9)   Teacher.
10)   Teacher.
11)   Teachers.
12)   Professors.
13)   From my teacher.
14)   Instructors.

Mio / Omnivox (7 comments, 15.6%)

1)   MIO.
2)   MIO.
3)   Mio.
4)   Mios that were sent out concerning the activity!
5)   MIOs.
6)   By mio.
7)   Omnivox.

First choice science seminar (5 comments, 11.1%)

1)   First choice science seminar.
2)   First Choice Seminar.
3)   First Choice Science Seminar.
4)   I'm a First Choice student so we have seminar every week and sometimes they will talk about other act.
5)   First choice seminar.

Happened upon an event (4 comments, 8.9%)

1)   I walked by and saw some of them happening in Conrods.
2)   Walked by it.
3)   They were ongoing and I just joined in
4)   Saw it happening.

From one's program (2 comments, 4.4%)

1)   My program arranged it.
2)   My program.

In class (2 comments, 4.4%)

1)   In class.
2)   Class.

CRLT (2 comments, 4.4%)

1)   CRLT.
2)   Special events will be advertised at a large community meeting that CRLT plans.

Other / Miscellaneous (9 comments, 20.0%)

1)   Reputation.
2)   Recruitment.
3)   Being on the Dawson Student Union.
4)   Agenda showed clubs on it.
5)   Peace Studies.
6)   A classmate told me about it.
7)   Looked for them myself.
8)   Presentations.
9)   I don't participate in extra curricular activities.

APPENDIX 9:   ADDITIONAL ACTIVITIES IN WHICH RESPONDENTS PARTICIPATED

Forty-six (46) respondents (5.3% of those who completed the survey) indicated that since becoming students at the College they participated in activities other than the ones specified in the survey's activity categories. When asked to elaborate on the activities in which they participated, they provided the following comments (organized by themes, ordered from most to least mentioned theme):

Literature and Linguistic (6 comments, 13.0%)

1)   Prix Littéraire des Collégiens.
2)   Prix Littéraire des Collégiens.
3)   Prix Littéraire Collégiale, we get together to read 5 books and discuss which one should win the literary prize (book club).
4)   Poetry readings.
5)   I am part of the linguistics club (not a DSU club).
6)   Dawson Creations Journal, a journal in the literature program where students edit submissions sent in by other students, intended as a type of yearbook for the graduating literature students.

Volunteering / Fundraisers / Donations (6 comments, 10.9%)

1)   Volunteering in the biomedical lab technology program.
2)   Volunteering as Social Media Account Monitor for the Dawson Blues.
3)   Fundraising for sports teams.
4)   Donation for poor people.
5)   Volunteering for the photography department.

Science Projects (4 comments, 8.7%)

1)   Research study in stem.
2)   Learning about electronics, electricity and arduino programming.
3)   CRC ROBOTICS.
4)   Math Research.

Sustainable Dawson (3 comments, 6.5%)

1)   butterflies taking care during my first year at Dawson.
2)   Volunteering for Sustainable Dawson (2-3 times a semester) Composting (weekly last term)
3)   Dawson Garden's during the summer for 5 weeks.

Arts (3 comments, 6.5%)

1)   Artist in Bloom.
2)   Went to see Photography - Illustration - Graphic Design Vernisage.
3)   Vernissage.

Tutoring (3 comments, 6.5%)

1)   Tutoring.
2)   Tutoring.
3)   Peer tutoring.

Active Sporting Activities (3 comments, 6.5%)

1)   Canoe camping.
2)   Workout in gym.
3)   For the past three years, I am a active member of the Dawson Kung Fu Club.

Open House (2 comments, 4.3%)

1)   Open House.
2)   Volunteer for Dawson open house, nursing program.

Religion (2 comments, 4.3%)

1)   The Christian group.
2)   Chabad on Campus/ Jewish club.

Peace center (2 comments, 4.3%)

1)   Meditation.
2)   Planting tomatoes in the Peace 365 class.

Other / Miscellaneous (15 comments, 32.6%)

1)   Spotlight, club for people with any type of talent.
2)   Cadets.
3)   Fun.
4)   Scorekeeping.
5)   I took an Economy class after school with Dawson.
6)   Mentorship.
7)   Best buddies.
8)   Media Night CinCom program.
9)   Took the benefit of the services rendered by CLEO.
10)   Latin Club.
11)   Women's and Gender Studies activities (ex: Women's Week, Women's March).
12)   Execurine member of a club.
13)   Just supporting the clubs and program's graduating students in order to further better their graduation and campus life.
14)   Within the first peoples center, we participate in numerous activities.

APPENDIX 10:   WHAT RESPONDENTS VALUE THE MOST ABOUT THEIR PARTICIPATION

The 447 respondents who indicated that they participated in at least one of the categories of extra-curricular activities described (52.0% of all those who completed the survey) were asked to indicate what they valued the most about their participation. These were their responses:

Meeting people / Making friends / Interacting with others / Socializing / Community involvement (111 comments, 24.8%)

1)   What I value most is being able to meet new people and potentially make more friends.
2)   The ability to meet new people and create friendships with likeminded individuals.
3)   The ability to meet new people who I may not have been aware of had I not attended the activity, and the sense of participation.
4)   What I value the most is getting to know my fellow students.
5)   They are a good way to get out of our department and see people from other programs (since the program I am in is in the basement and literally drains your soul).
6)   The way it provides new opportunities for making friends.
7)   The people I meet.
8)   The people I meet.
9)   The people I meet.
10)   The people that I get to meet.
11)   The people you get to meet.
12)   The people you meet.
13)   The people.
14)   The opportunity to meet and work with people.
15)   Meet new people with similar goals to yours.
16)   Meeting and engaging with other students/friends.
17)   Meeting and socializing with new people.
18)   Meeting incredible people.
19)   Meeting new people.
20)   Meeting new people.
21)   Meeting new people.
22)   Meeting new people.
23)   Meeting new people.
24)   Meeting new people.
25)   Meeting new people.
26)   Meeting new people.
27)   Meeting new people.
28)   Meeting new people.
29)   Meeting new people.
30)   Meeting new people.
31)   Meeting new people.
32)   Meeting new people and building relationships.
33)   Meeting new people and doing something that is fun for me.
34)   Meeting new people and making new friends!
35)   Meeting new people in a positive environment

36) Meeting new people that share common interests.
37) Meeting new people.
38) Meeting new people, and being involved.
39) Meeting new people.
40) Meeting new people.
41) Meeting new people, interacting with others.
42) Meeting new people.
43) Meeting people.
44) Meeting people.
45) Meeting people.
46) Meeting new people.
47) Meeting new people.
48) Meeting new people.
49) Meeting new people.
50) Meeting new people.
51) Meeting new people of different mindsets and obtaining better knowledge.
52) Meeting new people.
53) Making friends.
54) Making friends.
55) Making friends.
56) Possibility to make new friends.
57) Meeting new individuals.
58) The new people I get to meet.
59) You meet new people, you think about something else than your studies.
60) Making friends and helping my school.
61) Making friends with new productive individuals. Find morally superior individuals.
62) Making new acquaintances/ friends.
63) The chance to meet new friends.
64) Making new friends.
65) Making new friends and forgetting about school stress.
66) Making new friends, being involved.
67) The opportunity to talk with other people, making friends.
68) The friends I have made by joining a sports team has made my integration into college much easier.
69) Sharing with other students.
70) Social contact with other (students not in my program).
71) Social interaction.
72) Social interactions.
73) They help you interact with other students at Dawson and give you a sense of belonging.
74) Relationships with others that I develop through those activities as they help me grow into a more well-rounded person.
75) The social aspect.
76) The time spent with friends.
77) The time spent with new people.

78) Relationships I've made from it (Model UN), met interesting people that even though I do not take part in activities anymore, I still stay in touch with those people.
79) Sense of belonging.
80) The feeling of belonging in the Dawson community
81) Sense of community and inclusion.
82) Sense of community, meeting new people.
83) The community bonding and socialization.
84) The community feeling amongst the students.
85) The connections you build.
86) Social involvement.
87) Social encounters.
88) My participation in extra-curricular activities taught me how to become more comfortable and confident with others and myself as these activities require you to socialize with others.
89) Student connection.
90) Friendship.
91) Mutual aid, friendship, and courtesy.
92) The aspect I value most about my participation is extra-curricular activities is the friendships and relationships I create and created with other like-minded individuals.
93) You get to meet new people outside of your program with similar interests as you.
94) The chance to meet new people outside of class.
95) The abilities that I get to develop, working with people, meeting new people and being part of the Dawson community.
96) That they give me a greater sense of involvement at Dawson.
97) The chance to talk to other people that I would have never met otherwise.
98) The time I spend with my colleagues.
99) Spending time with people outside of a classroom environment.
100) The interaction with new people.
101) How open are people welcoming new members.
102) The positive atmosphere, acceptance and welcoming vibe of other students.
103) The opportunity to connect with other passionate people.
104) That you get to meet cool and interesting individual and that you can share with them what it is that you love about the club/activity that you take.
105) The fact that many students come together for a reason no matter what background we come from.
106) The sense of community at Dawson
107) The sense of community it gives and the excitement it bring to your life. It can change negative representations you can have of school...
108) The sense of belonging to a group of people and the friendships we developed.
109) They're original and make you communicate with other Dawson students.
110) What I value you the most is that it makes me feel like I am part of the college. It makes me feel connected to the rest of the people at this college. Dawson is my home, if I don't participate it then who will.
111) You get to meet and talk to students from other programs you most likely wouldn't have met. It gives you a good circle of friends and it feels good being part of the school community.

The learning aspect (49 comments, 11.0%)

1) What I value the most is learning.
2) The extra information that complete the course is to-date and makes us learn or get in touch with situations we don't often see or hear.
3) Learning about new things.
4) Learning something new.
5) Learning new skills.
6) Learn more about how is the Canadian education since I am Mexican.
7) The way it provides new opportunities for learning things, and self-discovery.
8) Learn new information.
9) Learning.
10) Learning.
11) Learning.
12) Learning and building up social skill.
13) Discovering or learning new things/activities/ways to be helpful to the school or society.
14) Learning and doing new things outside of regular courses.
15) Learning and helping.
16) Learning from other students.
17) Learning more about how to enjoy my short stay at Dawson and awing at the effort Dawson gives compared to other colleges.
18) Learning new experiences.
19) Learning new stuff and helping others while still enjoying the activities.
20) Learning new things.
21) Learning new things about mathematics.
22) Learning new things and skills.
23) Learning new things from other people.
24) Learning or honing a skill.
25) Learning out of the classroom.
26) Learning something new (during the conferences).
27) Learn more about various topics and help the community.
28) The opportunity to learn new things.
29) What I learn through these experiences.
30) Learning new things through volunteering with amazing leaders and ideas.
31) Time well spent, communication, and learning process.
32) That it's teaching me something.
33) What I learn outside of class.
34) Learning a lot on the go.
35) Sharing my passions/interests with others and gaining useful knowledge.
36) Learning about different cultures and communizes.
37) Most importantly learning from others.
38) Be open to learning from others experiences.
39) When I go to conferences, I value learning a lot, especially during Social Science Week because I wish to be more socially aware.
40) The good lessons in all honesty.
41) The lessons I've learned that help me perform better in my projects.

42)   The educational side of social science week.
43)   The educational aspect. I'm constantly gaining a wider awareness.
44)   The knowledge I wouldn't necessarily get in a classroom.
45)   The knowledge that I get from experienced and professional people during social science week.
46)   The skills I have learnt from being an executive in clubspaces over the last 3 years has become invaluable to me. I have learnt to take minutes in meetings, coordinate events for the student body, manage a budget and now have become the President of a space in my final semester. It has also given me a very clear understanding of the bureaucratic struggles that the college and its students must endure. These are tools that will help me no matter the future work environment I will be a part of.
47)   The joy and values you gain from being around new people and learning more than what is just in your program or even academically related, learning about the enjoying life and living in general.
48)   The talks during SSW are very informative. They also serve as class discussion material.

Experience(s) (21 comments, 4.7%)

1)   The experience in general.
2)   The experience.
3)   The experience.
4)   The experience.
5)   The experience.
6)   The experience.
7)   The experience.
8)   The new experiences.
9)   The experience and the knowledge gained.
10) The experience it brings I regretted not being a part of extra curriculars in high school so in college I tried be more involved for the experience.
11) The experience that you get outside of the class. It is more valuable than just learning material. Social skills are developed when I participate in these activities.
12) New experiences.
13) That I get acting experience.
14) The opportunity to gain experience.
15) Having new experiences.
16) Living diverse experiences.
17) The experience it allows me to gain.
18) They allow me to include a variety of different events in my day-to-day life which I may not otherwise get the chance to experience.
19) Personal growth and enriching experiences.
20) There are experiences that you can get from doing extra curriculum, but never from classes.
21) Gaining perspective and experience from my involvement.

Having fun (17 comments, 3.8%)

1) Having fun.
2) Having fun with friends.
3) Nice to take a break from studying to do fun activities.
4) My enjoyment.
5) Having fun.
6) Having a great time with my friends.
7) The fun.
8) The fun.
9) Progress and fun.
10) Pleasure and sense of accomplishment.
11) That I am having fun and doing it because I want to relieve stress due to my workload.
12) The amusement.
13) The fun.
14) They provide fun breaks from the academia of being a student, making the environment more pleasant to be part of.
15) That it's fun.
16) Fun times shared, in all honesty.
17) The involvement and fun activities. The great time.

Stress relief / Break from study / Doing something apart from school (11 comments, 2.5%)

1) De-stressing from studies.
2) Takes away some stress.
3) They relieve stress. For example, the stress-coping skills workshops, and the Game Day at Conrod's were truly great ideas.
4) The feeling of doing something for yourself rather than for your grades.
5) What I value most is being able to be a part of something else apart from just going to school. As I believe that social involvement is important too.
6) The ability to do something with my time at the college that is not sitting in class or sitting in the caf.
7) Well I don't participate as a guest much but when I do it's when I need a break/want to have fun.
8) The fact that it distracts the mind from my studies.
9) Making all the students happy and stress-free.
10) Time spent thinking about something else than school.
11) They allow me to have a life outside of school. It allows me to see what the world has to offer and what are the possible things I am able to do, that does not involve school. It shows that you can have a school and social life at the same time.

Helping / Doing something for the school / Volunteering (8 comments, 1.8%)

1) Volunteer for biomed.
2) Volunteering experience.
3) I've volunteered a few times for Sustainable Dawson, especially composting. It really helps me to understand that I can be more friendly to the environment and how I can achieve this. Unfortunately, this was the only activity I participated but I was able to work with others who are also interested in these things, even during my first semester and I was proud to do so.
4) To help out my school.

5) The reward of giving back to the students and creating change to the normal life.
6) The time to do something different, and beneficial to the wider community.
7) That I made people smile. By participating in things such as volunteer tutoring and E-Week, I was able to add to the community, share ideas, help others learn from my mistakes and just in general share my knowledge with others. Dream work is Teamwork!
8) Giving my time to help a community.

Team environment (5 comments, 1.1%)

1) Team spirit.
2) Teamwork.
3) Teamwork.
4) Teamwork.
5) Participation in extra-curricular activities gives a sense of unity when it comes to sports games, supports when it comes to plays and such.

School pride (3 comments, 0.7%)

1) Dawson pride.
2) School pride.
3) School pride.

Health and Fitness (3 comments, 0.7%)

1) Being healthy.
2) Taking care of your health if it's athletics, and
3) Staying fit.

Feeling valued (3 comments, 0.7%)

1) My ability to be valued for my passions, and for pursuing a future career in such activities, is why I have participated in SPACE en~Tropy. Once I have the opportunity to do so again - that is, submit my artwork for competitions and vernissages - I will.
2) They value my contribution.
3) The feeling of self-accomplishment and having left my mark here can't even compare. Seeing people smiling or moved when they look at my works makes me feel on top of the world. Thank you Dawson, for giving me the courage to be in public. I finally feel like an important girl in our community.

Gifts / free food (2 comments, 0.4%)

1) The free goods.
2) There is free food.

Leadership (2 comments, 0.4%)

1) The leadership and the outcome.
2) Leadership.

None / no comments (1 comment, 0.2%)

1)   No comment

Other / Miscellaneous (27 comments, 6.0%)

1)   Safe open environment.
2)   Letting my creativity flow.
3)   Networking.
4)   Model UN.
5)   Math Tutoring and Weekly Math Challenge activities.
6)   They are lots of options available.
7)   Political movements.
8)   The opportunity.
9)   Adding to my CV.
10)   When it is something that I can relate to.
11)   That they are available for anyone!
12)   Students get involved.
13)   That I am able to participate when I don't have class.
14)   Nothing because I spend all of my time studying.
15)   The only thing which I have found useful is the services rendered by the CLEO for improving my French and the Academic Access Center. I have once or twice taken the services of the tutor's but had not found them very useful.
16)   The activities don't align with my schedule.
17)   The importance of the cause behind each activities. Also, it is always well organized.
18)   The help I can give to others.
19)   The projects that it allows me to do.
20)   Time.
21)   That it touches my interests, and that it is not too much time consuming.
22)   The inspiration that many of the talks given during social science instill in me.
23)   The chance to engage in my hobbies.
24)   I also came to the realization that many of these activities are inspiring to me. E-Week inspired me to continue on my path in Business Administration and gave me courage and hope that I will one day be successful as the speakers are.
25)   The host should be able to encourage all kinds of student to participate or even just to get curious of what's the event all about. Promotion should be increased and efficient in a way that more introvert and even this who are busy be interested in checking out what happening. Most importantly those who hold activity to advocate such as bullying, safe sex etc. I love how active Dawson is compared to other schools I've been. But I just want to see it expand its audience more.
26)   You spend your precious time to do it, no matter what the outcome might be or how it has impacted on your academic life.
27)   Unfortunately it is difficult to meet my duties as a full student and also participating actively to student activities but I really appreciate the ideas and all the different groups of extra curricular activities.