



2006
Student and Supervisor
Survey Report

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2006 STUDENT EMPLOYMENT EXPERIENCE EVALUATION REPORT

SECTION 1 – PROGRAM OVERVIEW

The Centennial Student Employment Program (CSEP) was the predecessor of the Student Employment Experience (SEE) program. The CSEP was a five-year program, starting in 2001 designed to provide employment opportunities for returning students aged 16 and over. The original objectives of the CSEP program were to provide students with career-relevant employment opportunities across the province in Government, Post-Secondary Institutions, Cultural Organizations, and Community Based Organizations. In 2006, the program evolved into the Student Employment Experience with additional goals and objectives. In 2007, the program was transferred to Advanced Education and Employment.

Student Employment Experience (SEE) is a year-round program designed to connect students to career-quality part-time and full-time employment. SEE strives to:

- Improve youth's views of the quality of work available in Saskatchewan
- Improve students' ability to pay for continued education
- Provide students with practical work experience consistent with their field of study, interest, or career ambition
- Link graduates and future graduates to potential long-term employers in Saskatchewan
- Create employment opportunities that strengthen organizational capacity and support succession planning.

SECTION 2 – METHODOLOGY

During the summer of 2006, the Evaluation Unit worked with the Youth Branch to create new student and supervisor questionnaires to evaluate the Student Employment Experience and the Green Team Program¹. The goal of the questionnaires was to provide a more detailed understanding of the SEE participants and their perception of the impact of the SEE program. This section provides an overview of the instrumentation and survey administration used to obtain information from the students and supervisors who participated in the 2006 SEE program.

Instrumentation

There were many changes from the previous questionnaire. Most of the original items were retained. Key changes focused on improving the measurement reliability and validity by improving the clarity of items, overall question structure and response choices.

The questionnaire included two sets of items that asked student respondents to rate both the importance and performance of each item. The rationale for this is to provide an assessment of the potential gaps that might exist between how important the item is to the respondent as well as their rating of how well the program provided this element (performance). The advantage of this approach is that it provides decision-makers with a clearer understanding of areas of success, areas for improvement, and areas of potential waste.

This approach often reports the results in the importance and performance ratings into four quadrants. In this report the four quadrants were created as follows.

1. **Keep Up the Good Work:** Items in this quadrant had an importance and performance rating over 75 %.
2. **Concentrate Here:** Items in this quadrant had an importance rating over 75% and a performance rating under 75%.
3. **Possible Overkill:** Items in this quadrant had an importance rating under 75% and a performance rating over 75%.
4. **Low Priority:** Items in this quadrant had an importance and performance rating under 75%.

¹ For the purposes of this report Green Team student numbers were excluded. 104 students surveyed in the Green Team program and 23 returned surveys.

The student and supervisor questionnaires were developed to provide parallel measures where applicable. The following table provides an overview of the topics that were measured in these questionnaires.

Table 2.1 - Supervisor and Student Questionnaire Topics

	Student	Supervisor
Position		
Awareness of Funding Through the SEE Program	X	
Number of Weeks Employed	X	X
Typical Hours Worked per Week	X	X
Hourly Wage	X	X
Variable Hours	X	
Past Participation in SEE Program	X	X
Years with Current Organization		X
Information Sources		
	X	X
Skills Developed		
	X	
Organization-Related Elements		
SEE Application and Administration		X
Role Ambiguity	X	X
Supervisory Control Systems	X	X
Technology Job Fit	X	X
Teamwork	X	X
Perceived Control	X	X
Goal Setting	X	X
Recommend the SEE Program to Others		
	X	X
SEE Program Increased Likelihood of staying in SK		
	X	
Rating Goals and Objectives of SEE Program		
Importance	X	
Performance	X	
Factors that Influence Choice of Place to Live After Graduation		
Importance	X	
Rating of Saskatchewan	X	
Demographics		
Gender	X	X
Age	X	X
Aboriginal Status	X	X
Visible Minority	X	X
Residential Status	X	
Educational Status	X	X

Sample

In 2006, there were seven different components to the SEE program.

Surveys Distributed	# of Students	# of Supervisors
Community-Based Orgs	346	259
Cultural Org	35	32
Government	124	99
Aboriginal Holdback	4	2
South SK Independent Living	10	8
Post-Secondary	139	126
SK Assoc for Community Living	29	22
Total	687	548

Survey Administration

On August 15th, 2006 every SEE supervisor was mailed a package that included:

- a cover letter with instructions
- a supervisor questionnaire,
- a sealed envelope for each SEE student that included:
 - A cover letter
 - Student Questionnaire
 - A postage-paid return envelope

We did not have direct access to the SEE students; as a result the Student questionnaire was included in the supervisor package and supervisors were instructed to give it to their SEE students.

Packages were returned directly to CYR by the SEE students in a postage paid-return envelope. The Youth Branch then entered the data. The administration and analysis of the SEE questionnaire was conducted by CYR's Evaluation Unit.

All of the 687 students hired through the Student Employment Experience were sent surveys through their supervisor. A total of 301 students returned and completed a survey, resulting in an overall response rate of 43.8%

All of the 548 supervisors in the Student Employment Experience were also surveyed. A total of 245 supervisors returned and completed a survey, resulting in an overall response rate of 44.7%.

SECTION 3 – OVERALL SURVEY RESULTS

Gender

A large majority (74.4 %) of the student respondents were female. The majority (68.6 %) of the supervisor respondents were also female.

Age Groups

Student respondents were divided into four age categories. The majority of respondents were 21 and under. Respondents ranged in age from 14 to 46 years old (Median Average: 21 years old).

- 19 and Under: 28.9 %
- 20 to 21: 28.5 %
- 22 to 24: 23.3 %
- Over 24: 19.3 %

Supervisor respondents were also divided into four age categories. The majority of supervisors were aged 18 to 46. Supervisor respondents ranged in age from 18 to 76 years old (Median Average: 45 years old).

- 18 to 29: 12.4 %
- 19 to 46: 42.9 %
- 47 to 55: 28.2 %
- Over 55: 15.5 %

Diversity of SEE Student and Supervisor Respondents

Student and supervisor respondents were asked if they belonged to the following equity groups. A greater percentage of students self-identified as First Nation or Métis or a visible minority than the supervisor respondents. Students were more diverse than supervisors.

Student

- First Nations or Métis: 12.3 %
- Visible Minority: 10.9 %
- Person with Disability: 3.6 %

Supervisor

- First Nations or Métis: 6.5 %
- Visible Minority: 6.1 %
- Person with Disability: 2.7 %

Education Level

A large majority (76.1%) of student respondents were returning to University.

- University: 76.1 %
- Trade or Tech: 11.4 %
- High School: 9.1 %
- Other: 3.4 %
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The majority of supervisors (51.8%) had obtained a university degree (Bachelors, Masters or Doctoral).

- PhD : 4.1 %
- Graduate Degree 13.3 %
- Bachelors Degree: 34.4 %
- Trade Certificate: 29.5 %
- Some Post-Secondary: 12.9 %
- High school: 5.8 %

Information Sources for Summer Employment

Respondents were asked about their use of information sources and to rate the helpfulness of the sources they used. Overall, word-of-mouth was the most frequently used information source and was perceived as very helpful.

- The information source that the most student respondents used to find out about summer employment was *Family and Friends* (68.8 %). The information source that student respondents rated as most helpful was *Previous Position*.
- The most frequently used information source used by supervisors was *Previous Involvement in a Student Employment Program* (74.4 %). They also rated this source as the most helpful.

Table 3.1 - Information Sources for Summer Employment: Use and Helpfulness

	Student		Supervisor	
	Used	Helpful	Used	Helpful
Family/Friends	68.8 (1)	71.7 (3)	N/A	N/A
Previous Employer	37.9 (2)	71.8 (2)	N/A	N/A
Previous Position	34.2 (3)	81.6 (1)	N/A	N/A
Teacher/Professor	28.6 (4)	54.8 (8)	N/A	N/A
Newspaper/Magazines	26.9 (5)	39.2 (12)	8.7 (8)	21.2 (10)
Sasknetwork.sk.ca	26.6 (6)	66.7 (5)	10.8 (6)	32.4 (8)
Signs/Posters	23.3 (7)	52.2 (9)	7.5 (9)	25.8 (9)
Employment Centre	20.9 (8)	58.7 (7)	17.0 (5)	54.0 (6)
Other Internet Site	20.6 (9)	70.5 (4)	10.8 (7)	62.5 (5)
Saskyouth.net	19.3 (10)	46.6 (10)	18.4 (4)	52.7 (7)
Guidance Councilor/ Academic Advisor	13.3 (11)	42.5 (11)	N/A	
Other	12.0 (12)	62.9 (6)	5.9 (10)	63.6 (4)
Radio/TV	8.3 (13)	16.0 (13)	5.0 (11)	16.0 (11)
Previous Involvement in a Student Employment Program	N/A	N/A	74.4 (1)	82.3 (1)
Organizational Partner	N/A	NA	37.2 (2)	71.4 (3)
Employees in Organization	N/A	N/A	36.0 (3)	75.8 (2)

* Students were asked what information sources they use to find out about summer employment and then asked to rate how helpful these sources were to respondents. Supervisors were asked what information sources they use to find out about the SEE program and then asked to rate how helpful these sources were to respondents.

Student Employment Experience Position

- A high percentage of both the supervisor and student respondents would recommend the program to others. (Supervisors: 92.4 %; Students: 89.2 %)

Both the student and supervisor respondents were asked a number of questions about their Student Employment Experience position including, hourly wage, hours worked in a week, number of weeks employed. The student respondents were also asked if they had worked any variable hours of work such as, shift work, weekends or flex time. These questions were asked to determine the work conditions of the SEE positions.

Student Respondents

Over seventy six percent (76.3 %) of student respondents were aware that their position was funded through the SEE program.

The average hourly wage was \$11.22/hr, which is considerably higher than minimum wage of \$7.55/hr. Respondents hourly wage ranged from \$7.50/hr to \$18.81/ hr.

The average (median) hours worked in a week were 36.5 hrs. The majority of students worked in full time positions with only 14 % working less than 30 hours a week. Respondents hours worked in a week ranged from 10 to 100. Several students were

employed as camp staff where they were required to remain on site for several days. As a result they reported over 40 hours a week.

Half of the respondents were employed in their SEE position for over 12 weeks.

- More than 12 weeks: 50.0 %
- 8-12 weeks: 39.3 %
- Less than 8 weeks: 10.7 %

Almost half (47.5 %) of the Student respondents identified they worked at least one of the three types of variable hours. Weekends were the variable hours that had the most respondents work with 32.4 %.

- 47.5 % reported working at least one type of variable hours
 - Weekends: 32.4 %
 - Shift Work: 22.1 %
 - Flextime: 21.0 %

One-third (37.2 %) of student respondents had prior experience working in a student employment program.

The student respondents were asked whether they agreed/strongly agreed their position this summer provided them with the following skills. Overall communication (87.3 %) and organizational (81.6 %) skills were the skills most frequently developed by the students.

Developed Skills	% of respondents *
Communication	87.3
Organizational	81.6
Interpersonal	80.0
Public Relations	75.5
Teamwork - Teambuilding	72.5
Planning	73.1
Leadership	69.5
Technical	52.1
Presentation	48.6
Research and Analytical	44.8

* 5 point scale 1=strongly disagree to 5 = strongly agree. Percent reported is based on respondents who rated agree (4) or strongly agree (5).

Supervisor Respondents

Supervisors were also asked to identify the wage of each of their SEE students were paid in 2006. The average (median) hourly wage paid to the SEE students was \$10.00/hr and ranged from \$7.00/hr to \$17.00/hr.

The average (median) hours worked per week were 37.3 hours per week. Less than fourteen percent (13.8 %) of supervisors indicated their students worked 30 hours or less.

Number of weeks employed in the Student Employment Experience

- More than 12 weeks: 46.9 %
- 8-12 weeks: 41.5 %
- Less than 8 weeks: 11.6 %

Almost all (96.4 %) of the supervisor respondents have supervised a student in previous years. The average number of years that a supervisor supervised a student was 4 years.

Length of time that the supervisor has been with their organization was 9.9 years. Supervisor respondent's length of time with their organization ranged from under 1 year to 40 years.

Student and Supervisor Rating of SEE Organization-Related Elements

The respondents rated 15 SEE organization-related elements. Overall, supervisor respondents indicated a higher level of agreement than student respondents that these elements existed. There was also less variation of the supervisor responses. The supervisor respondents responses ranged from 79.2 to 98.0% and the student responses ranged from 43.3 % to 90.6%.

- Overall, respondents had the highest level of agreement (agreed/strongly agreed) among respondents on items related to *Role Ambiguity*.
 - A large majority of the student respondents felt that their *supervisor was satisfied with their work*.
 - However, only 56% of student respondents agreed/strongly agreed that they *received training to be more effective in their position*.
- The category with the lowest percentage of agreement was the *Perceived Control*. This category included *lack of control* and *goal setting*.

Table 3.2 – Student and Supervisor Rating of SEE Organization-Related Elements

	Stud *	Sup*	Stud - Sup
Role Ambiguity			
Supervisor was satisfied with the work the of the SEE Student	90.6	93.5	-2.9
Supervisor and Student had the same ideas about how the students job should be performed	79.2	84.4	-5.2
Supervisor gave students sufficient information concerning what he/she was supposed to do in their job	75.3	93.5	-18.2
Students did not feel the work assigned was excessive	71.2	N/A	N/A
Students received training to be more effective in their job	56.3	79.9	-23.6
Supervisory Control Systems			
Supervisor valued the work completed by student	87.4	98.4	-11.0
Enjoyed working with each other throughout this summer	87.1	98.0	-10.6
Supervisor gave students the confidence to fulfill his/her work obligations	83.2	N/A	N/A
Supervisor(s) frequently communicated with student	76.7	90.9	-14.2
Student had daily contact with his/her supervisor(s)	70.9	79.2	-8.3
Technology Job Fit			
The organization gave students the tools and equipment that he/she needed to perform their duties well	83.1	92.7	-9.6
Teamwork			
Student was part of a team at the organization	81.3	90.6	-9.3
Student was an important member of this organization	76.3	95.1	-18.8
Perceived Control			
Students did not have lack of control	53.6	N/A	N/A
Supervisor and Student set specific goals for his/her position	43.3	80.7	-37.4

* 5 point scale 1=Strongly Disagree to 5 = Strongly Agree. Percent reported is based on respondents who rated Agree (4) or Strongly Agree (5).

Supervisors’ Rating of SEE Administration and Application Process

Supervisor respondents were asked four questions regarding the administration and application process of the SEE program. Overall, the supervisor respondents were satisfied with the administration of the program. Only 7.3 % agreed/strongly agreed that the *application process was too complex and cumbersome*. Also, only 9.7 % of supervisors agreed/strongly agreed that there were *too many requirements for the year end report*.

Based on the supervisor’s responses, the area that requires improvement is the timeliness of receiving payment. Only, 71.6% agreed/strongly agreed that they *received payments in a timely manner*.

Table 3.3 – Supervisors’ Rating of SEE Administration and Application Process

	% of Supervisors
I found there were too many requirements for the year end report to be sent to CYR	9.7
The application process to fill a SEE position was too complex and cumbersome	7.3
We received payments for the SEE position in a timely manner	71.6
The deadline dates for the SEE application process were too early	11.8

* 5 point scale 1=Strongly Disagree to 5 = Strongly Agree. Percent reported is based on respondents who rated Agree (4) or Strongly Agree (5).

Students’ Importance and Performance Ratings of SEE Program Objectives

Respondents were asked to rate the importance and performance of factors related to the goals and objectives of the SEE program. The gap between the importance and performance rating provides additional understanding of how respondents viewed the SEE program.

- Keep Up the Good Work Category: Enjoyable work experience, Positive Mentoring.
- Concentrate Here: Challenging Work, Increase Marketability, Respectable Wages, Training Opportunities and Career-Relevant.
- Low Priority: Flexible Hours of Work, Potential for Employment after Graduation (with current organization) and Potential to Continue with Current Organization during School.
- Possible Overkill: There were no items that fell under this category.

Factors with the largest gap between importance and performance are: *Training Opportunities* (16.0 %), *Challenging Work* (13.9 %), *Respectable Wages* (12.1%), and *Positive Mentoring* (11.1 %). These are factors in which the students rated the importance over ten points higher than their performance rating. Three of these factors fall under the *Concentrate Here* quadrant. This is where the students are rating their importance high but performance low.

Table 3.4- Importance and Performance Ratings of Factors Relating to Student Employment Experience by Student Respondents

	Importance *	Performance**	P-I
Keep Up the Good Work			
Enjoyable Work Experience	94.1 (1)	87.5 (1)	-6.6
Positive Mentoring	86.1 (2)	75.1 (2)	-11.1
Concentrate Here			
Challenging Work	81.3 (3)	67.4 (5)	-13.9
Increase Marketability	80.5 (4)	72.3 (3)	-8.2
Respectable Wages	79.6 (5)	67.5 (6)	-12.1
Training Opportunities	79.4 (6)	63.4 (7)	-16.0
Career-Relevant	78.8 (7)	71.7 (4)	-7.1
Low Priority			
Flexible Hours of Work	54.2 (8)	64.7 (8)	+10.5
Potential for Employment after Grad (with Current Organization)	52.8 (9)	43.7 (9)	-9.1
Potential to Continue Employment During School (with Current Organization)	46.3 (10)	41.2 (10)	-5.1

* Importance: 5 point scale 1=Not at All Important to 5 = Extremely Important. Percent reported is based on respondents who rated important (4) or Extremely Important (5).

** Performance: 5 point scale 1=Strongly Disagree to 5 = Strongly Agree. Percent reported is based on respondents who rated Agree (4) or Strongly Agree (5).

Students’ Importance and Performance Ratings Related to Choosing a Place to Live After Graduation

- Less than half (41.1 %) of the student respondents agreed/strongly agreed that as a result of their Student Employment Experience, they are more likely to stay in Saskatchewan.

Respondents were asked to rate the importance factors related to choosing a place to live after they graduate and then rate the performance of Saskatchewan as a place to live. The gap between the importance and performance rating provides additional understanding of how respondents viewed Saskatchewan as a place to live after they graduate.

- Keep Up the Good Work: Quality Schools and Education Opportunities, Affordable Housing, Good Place to Raise a Family, Low Health Care Costs, Close to Family and Friends, Strong Sense of Community, Proximity to the Natural Environment.
- Concentrate Here: Employment Opportunities, Access to Quality Health Care Services, Safe Streets and Neighbourhoods, Many Different Kinds of Job Opportunities, and Lots of Entertainment and Recreation Opportunities.
- Low Priority: Welcoming Environment for a Diversity of Races, Lots of Special Events, Festivals or Cultural Activities, Low Taxes and Favourable Weather.
- Possible Overkill: Lots of Parks and Open Spaces.

Factors with the largest gap analysis between importance and performance are: *Many different kinds of job opportunities* (-48.0 %), *Employment opportunities with the potential for career advancement* (46.3 %), *Safe streets and neighbourhoods* (-25.5 %), *Access to quality health services* (-22.4 %), *lots of entertainment and recreation opportunities* (19.9 %). These are factors in which the students reported as important but the performance rating low. All of these factors are under the concentrate here quadrant.

The most relevant to this program is the factors relating to employment opportunities and career advancement. These items have the highest difference between importance and performance. *Many different kinds of job opportunities* had the largest gap between importance and performance with 48.0 point difference. Also, *Employment opportunities with the potential for career advancement* also had a large gap with a 46.3 point difference.

Table 3.5 – Students’ Rating of Importance and Performance of Factors Related to Choosing a Place to Live After Graduation

	Importance*	Performance**	P-I
Keep Up the Good Work			
Quality schools and education opportunities	91.2 (4)	71.9 (8)	-19.3
Affordable housing	91.2 (5)	78.2 (6)	-13.0
Good place to raise a family	87.6 (6)	90.6 (1)	+3.0
Low health care costs	83.2 (8)	85.1 (4)	+1.9
Close to family and friends	79.6 (9)	87.6 (2)	+8.0
Strong sense of community	77.7 (10)	81.5 (5)	+3.8
Proximity to the natural environment	75.9 (12)	76.0 (7)	+0.1
Concentrate Here			
Employment opportunities with the potential for career advancement	93.0 (1)	46.7 (14)	-46.3
Access to quality health services	91.6 (2)	69.2 (9)	-22.4
Safe streets and neighbourhoods	91.6 (3)	66.1 (10)	-25.5
Many different kinds of job opportunities	85.0 (7)	36.5 (16)	-48.0
Lots of entertainment and recreation opportunities	77.3 (11)	57.4 (12)	-19.9
Low Priority			
Welcoming environment for a diversity of races and ethnicities	68.9 (14)	58.4 (11)	-10.5
Lots of special events, festivals or cultural activities	57.5 (15)	55.3 (13)	-2.4
Low taxes	56.8 (16)	40.1 (15)	-16.7
Favorable weather	48.9 (17)	32.5 (17)	-16.4
Possible Overkill			
Lots of parks and open spaces	70.8 (13)	87.6 (3)	+16.8

*Importance: 5 point scale 1=Not at All Important to 5 = Extremely Important. Percent reported is based on respondents who rated Important (4) or Extremely Important (5).

** Performance: 5 point scale 1=Strongly Disagree to 5 = Strongly Agree. Percent reported is based on respondents who rated Agree (4) or Strongly Agree (5).

SECTION 4 - SUMMARY

Program Implications

Overall, student respondents agreed that they enjoyed their Student Employment Experience. They also agreed that their relationships with their supervisors were positive.

In order for the SEE program to meet its objectives it is important to structure it in a way that both the employer and student understand the goals and objectives of the SEE program. Based on information we received from supervisors and students during the administration of this survey, there needs to be more communication between the program consultants, employers and students.

It is also important to have realistic expectations from this program. It is important to set specific objectives to ensure that they are being met. The current objectives are broad and can be interpreted in many ways.

Key areas to focus on:

- Performance Enhancement
 - Timelines between application, notification and receiving funding
 - Supervisor and student gaps. Supervisor answered higher percentage of agree/strongly agree compared to students. Also with less variation in the supervisors responses.
 - This implies that students and supervisors differed on many of the questions and there may be a lack of understanding of the student perspective
- Areas for Improvement
 - Communication
 - The communication of the SEE program consultants and the supervisors currently happens at the beginning and the end of the position. There is room for more communication between these two parties to ensure that the programs goals and objectives are clear throughout the program.
 - There also should be communication from the students to the SEE program consultants to ensure that the goals and objectives of the program are important to the students.
 - Positive Mentoring
 - A key objective of this program is to connect students with future employers and to improve their marketability for future employment. Through positive mentoring and creating relationships with employers students will be given a better perspective on future opportunities in Saskatchewan.
 - Role Ambiguity
 - Students and employers need to have a clearer picture of what the student's role is in their position. This also is connected to communication and mentoring.
 - Career Development
 - Not many students see more opportunities after they graduate

There is a need to educate Supervisors on these issues to make the experience more meaningful to the student and the supervisor. Most importantly there needs to be a better connection between current student employment and future opportunities. Need to ensure that employers see the importance of succession planning and help students to better understand the many employment opportunities in Saskatchewan with their organization and outside.

The results from this survey indicate that there is minimal connection from this program and the possibility of young educated adults staying here. It is hoped that the results of this survey will stimulate additional dialogue to ensure this important objective of the SEE program is achieved in the future.