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Presentation on 2018 Graduating Student Survey



Prepared for CUSC-CCREU




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Methodology

- Starting in 2014, CUSC-CCREU redesigned the surveys with a core set of questions that is common to all three surveys and questions that are specific to each group of students.
- This is the 24th cooperative study and 2018 marked the 2nd time the Graduating survey has been conducted
- Survey included 63,940 students from 32 universities, yielding responses from 14,760 graduating students
 - Overall response rate of 29%, ranging from 13% to 65%
- Weighting was applied to results to match student populations from all participating universities.
- Differences discussed between segments are statistically significant.
 - For chi-square tests, p-value < .000 with phi coefficient or Cramer's V .150 or higher.



Profile of graduating students

Personal profile

Table 6: Personal profile

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Gender				
Male	34%	28%	37%	35%
Female	66%	72%	63%	65%
Age				
Average age	23.4	24.2	23.1	23.5
Children				
Total self-identified	4%	8%	3%	4%
Visible minority				
Total self-identified	40%	28%	46%	40%
Aboriginal				
Total self-identified	3%	6%	3%	3%
Citizenship				
Canadian citizen	87%	91%	86%	86%

Disabilities

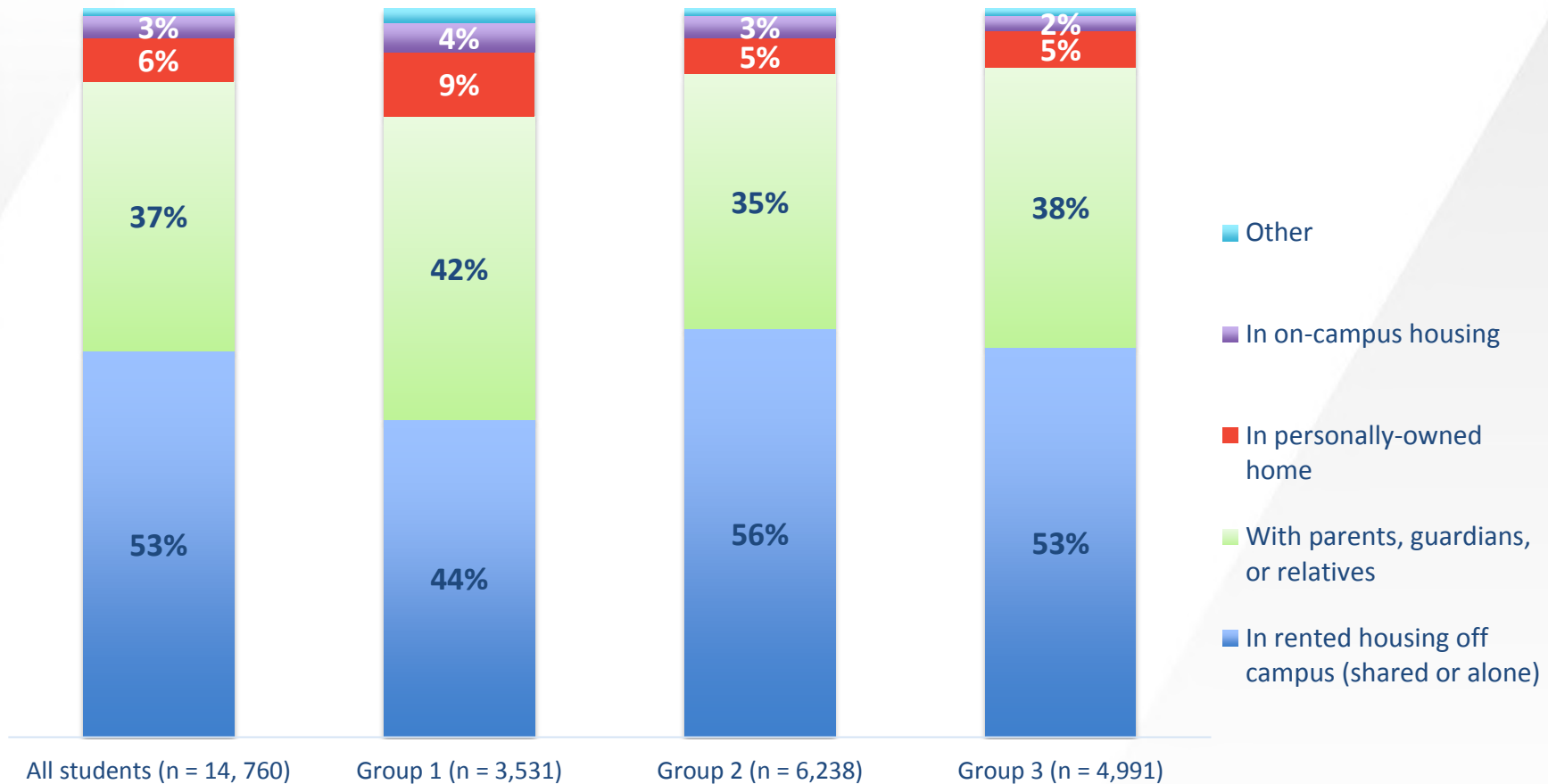
Table 7: Disabilities

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Disability				
Total self-identified	22%	24%	21%	20%
Require accommodation*				
Yes	36%	33%	37%	37%

* Out of those with a disability.

- Out of all respondents, most common disabilities are mental health (14%) and ADD (3%).
- Those with *learning disability* (73%) are most likely to report their disability requires accommodation, while those with speech (17%) or vision (18%) least likely to require accommodation.

Living arrangements



- 18% of those not living on campus would prefer to live on campus.

Method of commuting to campus

Table 9: Methods of transportation

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Public transportation	45%	29%	46%	51%
Vehicle (alone)	27%	51%	24%	18%
Walk	20%	8%	22%	22%
Vehicle (with others)	5%	8%	4%	5%
Bicycle	1%	<1%	2%	2%
Other	<1%	<1%	<1%	<1%
Don't attend campus	1%	2%	1%	<1%

- As students get older, they are more likely to drive.

Parents/guardian's education

Table 10: Parents' or guardians' highest level of education

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
High school or less	14%	16%	14%	12%
Some college or university	10%	12%	9%	9%
College, CEGEP, or technical school graduate	20%	23%	20%	17%
University or professional school graduate	38%	34%	37%	39%
Graduate degree	18%	14%	17%	21%
Other	<1%	<1%	<1%	<1%

- As students get older, they are more likely to be first-generation students, increasing from 10% of those 21 and younger to 31% of those 30 and older.
- Visible minority students (18%) are more likely than non-minority (11%) students to be first-generation university students.

Academic profile

Table 11: Academic profile

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Course load				
Full	84%	86%	81%	86%
Transferred from another institution				
Yes	17%	25%	17%	14%
Interrupted studies for more than one term				
Yes	21%	25%	20%	20%
Reported university grade				
A-, A, or A+	35%	39%	34%	34%
B-, B, or B+	53%	52%	55%	51%
C-, C, or C+	12%	9%	11%	14%
D	<1%	<1%	<1%	<1%
F	<1%	<1%	<1%	<1%

Work experience

Table 12: Work and learning program experience

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Any experience	56%	52%	61%	51%
- Work experience	18%	14%	19%	17%
- Co-op	17%	7%	24%	14%
- Practicum	15%	28%	14%	9%
- Service learning	13%	10%	12%	15%
- Internship (paid)	9%	5%	10%	10%
- Internship (unpaid)	8%	7%	9%	8%

- Students with an average university grade of A- or higher (64%) are more likely to have participated in a work experience program than those with a B- to B+ grade (54%) or C+ or lower (39%).

Delays in completion of program

Table 13: Delays in completion of program

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Any delay	37%	40%	34%	38%
- Required courses not available	18%	23%	17%	17%
- Grades	12%	9%	12%	13%
- Elective courses not available	8%	10%	7%	8%
- Financial issues	8%	8%	7%	8%
- Other	10%	11%	9%	11%

- Students with an average university grade of A- or higher (22%) are less likely to have experienced a delay than those with a B- to B+ grade (39%) or C+ or lower (67%).
- The youngest students, those 21 and under (20%), are generally much less likely than students in older age groups to have experienced a delay (ranging from 42% to 54% in older age groups).



Student activities

Involvement in campus activities

Table 14: Involvement in campus activities since September (% often or very often)

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Participated in student clubs	21%	17%	22%	23%
Participated in on-campus student recreational and sports programs	16%	11%	17%	16%
Attended campus social events	12%	11%	13%	11%
Attended public lectures and guest speakers on campus	9%	9%	9%	9%
Attended home games of university athletic teams	7%	8%	7%	6%
Attended campus cultural events	7%	7%	6%	7%
Participated in student government	5%	4%	5%	6%

Community service and volunteer activities

Table 15 & 16: Involvement in volunteer activities

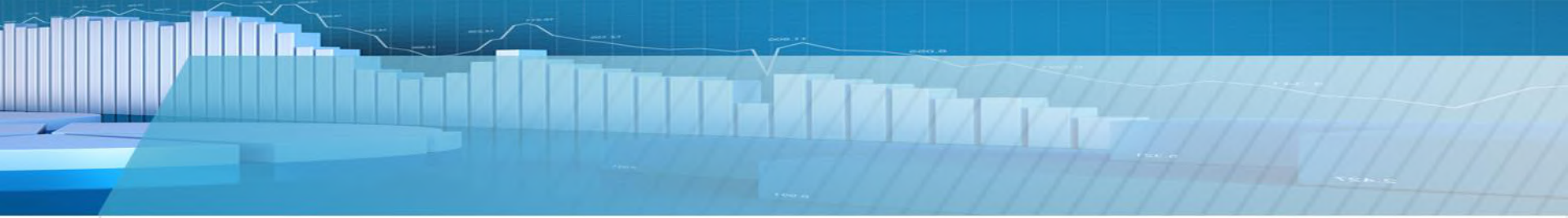
	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Participated in on/off-campus volunteer activities often or very often	24%	24%	23%	26%
Average hours (all students)	2.3	2.2	2.3	2.5
Average hours (those who participate)	4.5	4.2	4.6	4.7

Study patterns

Table 17: Study patterns

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Average hours in classes/labs	14.4	13.5	14.6	14.6
Average hours outside of class	18.1	16.0	18.7	18.2
Total academic hours	32.4	29.5	33.4	32.8

- Students with lower grades spend less time on academic work outside of class. Students with an A- or higher spend 20.3 hours per week compared to 15.7 hours for those with a C+ or lower.
- Older students spend less time in class, but similar hours on academics outside of class.



Current employment

Current employment

Table 18: Employment status

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Employed	60%	67%	57%	61%
Average hours of employment*	17.8	18.6	17.5	17.8
Impact of employment on academic performance*				
Very positive	6%	6%	6%	7%
Somewhat positive	15%	15%	15%	15%
No impact	36%	35%	35%	37%
Somewhat negative	39%	41%	40%	38%
Very negative	3%	2%	3%	3%

* Out of those employed.

- Women (66%) more likely than men (51%) to be employed.
- Students with lower grades, working more hours.
- Older students work more hours per week.



Professors

Perception of professors

Table 19: Perception of professors (% agree or strongly agree)

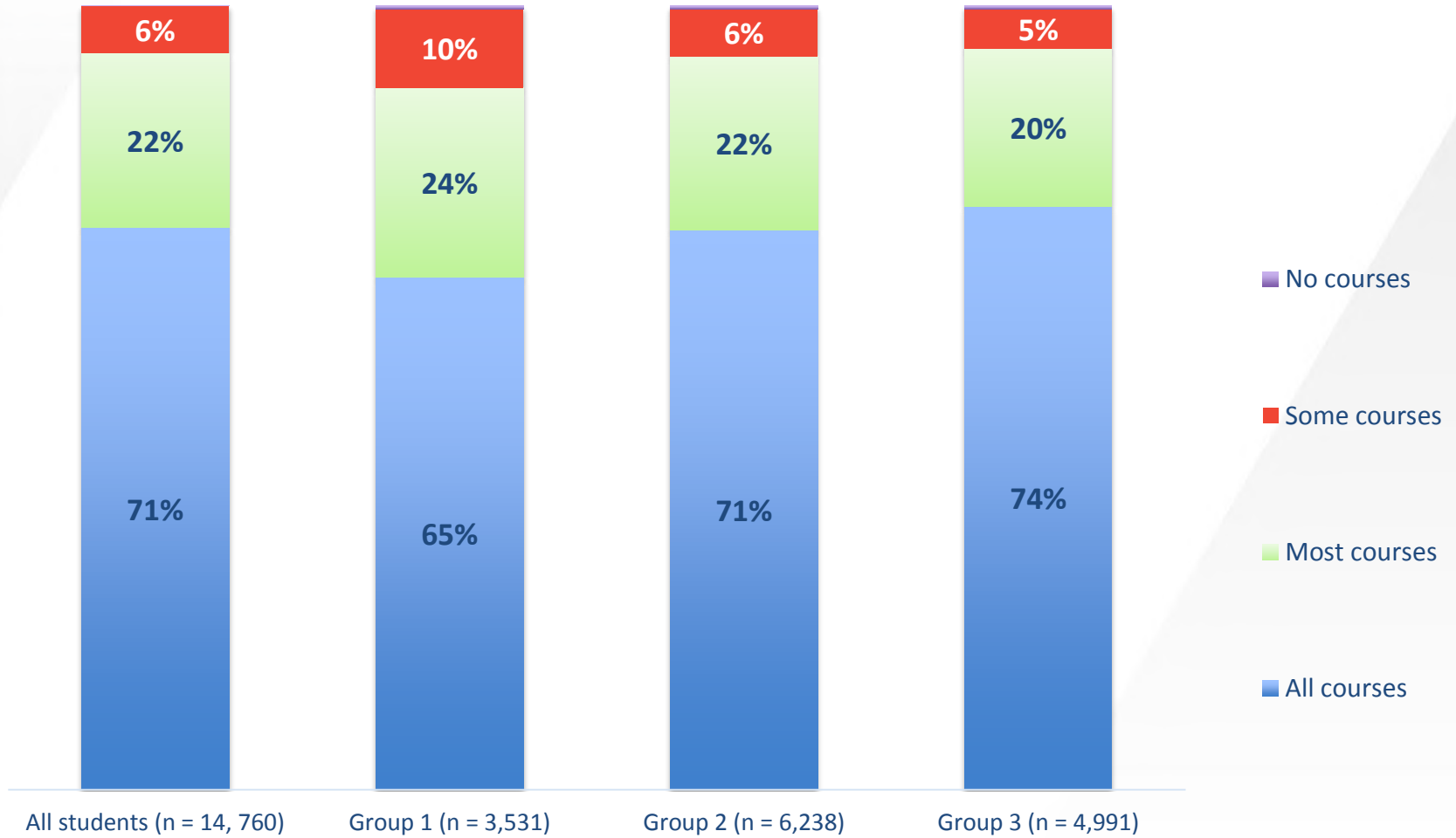
	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Top 4				
Seem knowledgeable in field	96%	96%	96%	96%
Treat the same regardless of gender	94%	95%	94%	94%
Treat the same regardless of race	94%	95%	93%	94%
Are accessible outside of class	92%	94%	91%	92%
Bottom 4				
Are intellectually stimulating	77%	85%	75%	75%
Provide useful feedback	73%	84%	73%	70%
Provide prompt feedback	67%	77%	68%	63%
Take a personal interest in academic progress	65%	79%	64%	60%

Most important aspects of professors

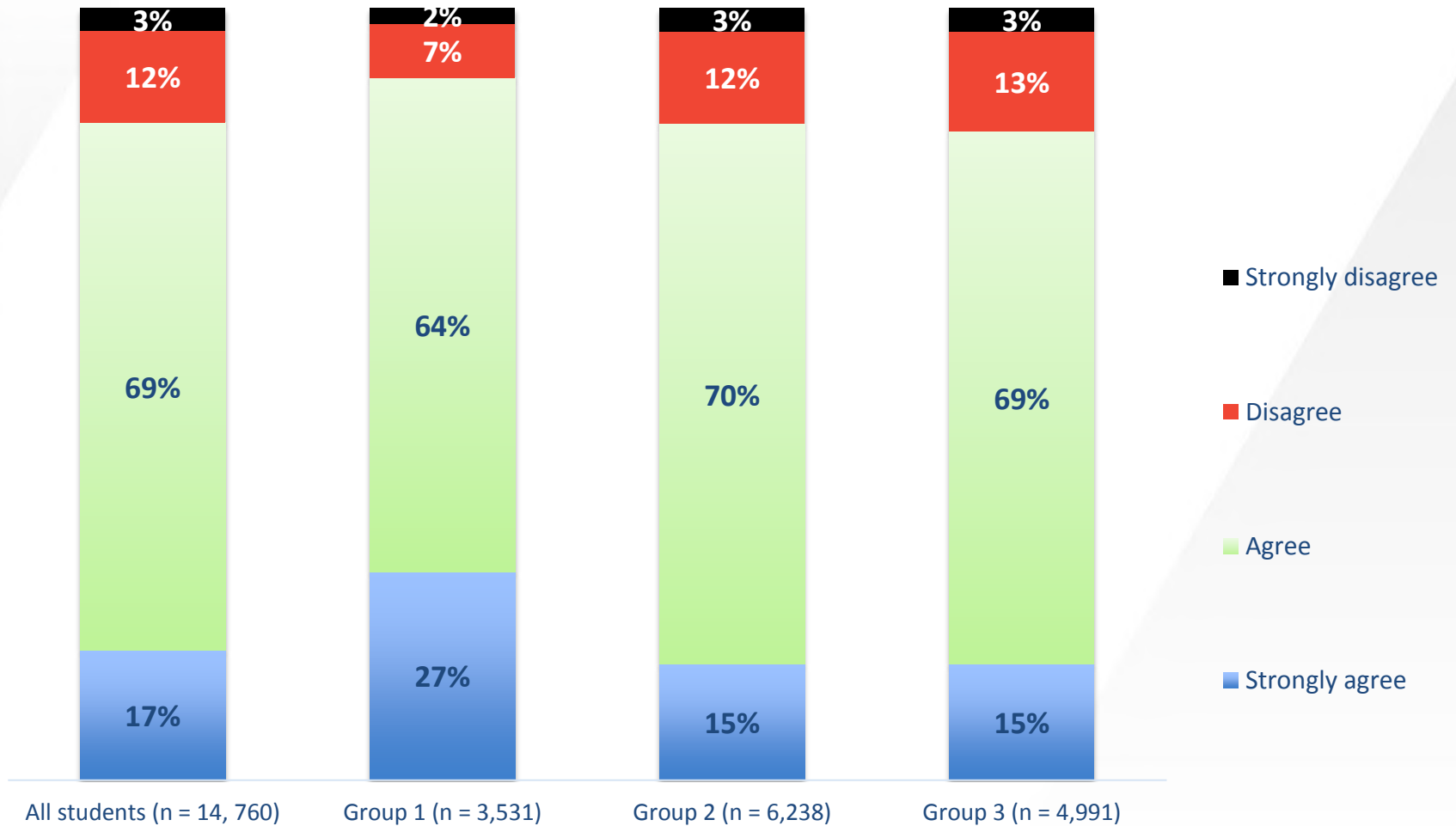
Table 20: Most important aspects of professors

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Communicate well in their teaching	38%	34%	38%	40%
Seem knowledgeable in their fields	32%	33%	32%	33%
Are intellectually stimulating in their teaching	30%	28%	30%	32%
Are well organized in their teaching	30%	25%	30%	32%
Are fair in their grading	28%	25%	28%	29%
Treat students as individuals, not just numbers	27%	33%	27%	24%

Ability to evaluate teaching



Satisfaction with quality of teaching





Perceptions of staff

Perceptions of staff

Table 23: Perception of staff (% agree or strongly agree)

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Most university support staff are helpful*	81%	84%	84%	78%
Most teaching assistants are helpful*	71%	79%	70%	69%

* These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.



Growth and development

Communication skills

Table 24: Contribution to communication skills (% much or very much)

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Writing clearly and correctly	63%	71%	61%	61%
Speaking to small groups	60%	69%	58%	57%
Speaking to a class or audience	53%	66%	51%	51%
Second or third language skills	18%	15%	17%	22%

Analytical and learning skills

Table 25: Contribution to analytical and learning skills (% much or very much)

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Ability to find and use information	73%	76%	72%	73%
Thinking logically and analytically	71%	74%	69%	72%
Understanding abstract concepts	60%	62%	60%	59%
Listening to others to absorb information accurately	59%	63%	58%	59%
Reading to absorb information accurately	58%	60%	56%	58%
Effective study and learning skills	56%	58%	55%	56%
Thinking creatively to find ways to achieve an objective	56%	62%	55%	54%
Mathematical skills	31%	26%	32%	32%

- Males (44%) more likely than females (24%) to say university contributed to *math skills*.

Working skills

Table 26: Contribution to work skills (% much or very much)

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Working independently	73%	72%	73%	73%
Cooperative interaction in groups	59%	64%	59%	57%
Skills for planning and completing projects	58%	60%	57%	57%
Skills and knowledge for employment	43%	49%	45%	39%
Computer literacy skills	40%	38%	43%	37%
Knowledge of career options	38%	42%	40%	35%
Entrepreneurial skills	20%	21%	21%	18%

Life skills

Table 27: Contribution to life skills (% much or very much)

	All students (n=14,760)	Group		
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)
Ability to interact with people from backgrounds different from your own	63%	65%	63%	61%
Persistence with difficult tasks	59%	61%	59%	58%
Time management skills	59%	60%	59%	60%
Dealing successfully with obstacles to achieve an objective	59%	62%	59%	58%
Ability to evaluate strengths and weaknesses	54%	62%	53%	52%
Ability to lead group	50%	56%	49%	48%
Moral and ethical judgment	49%	57%	48%	46%
Self-confidence	47%	55%	45%	45%
Appreciation of the arts	31%	37%	32%	28%
Spirituality	16%	19%	16%	14%

Most important areas for universities to contribute towards

Table 28: Top 5 most important areas for university to contribute

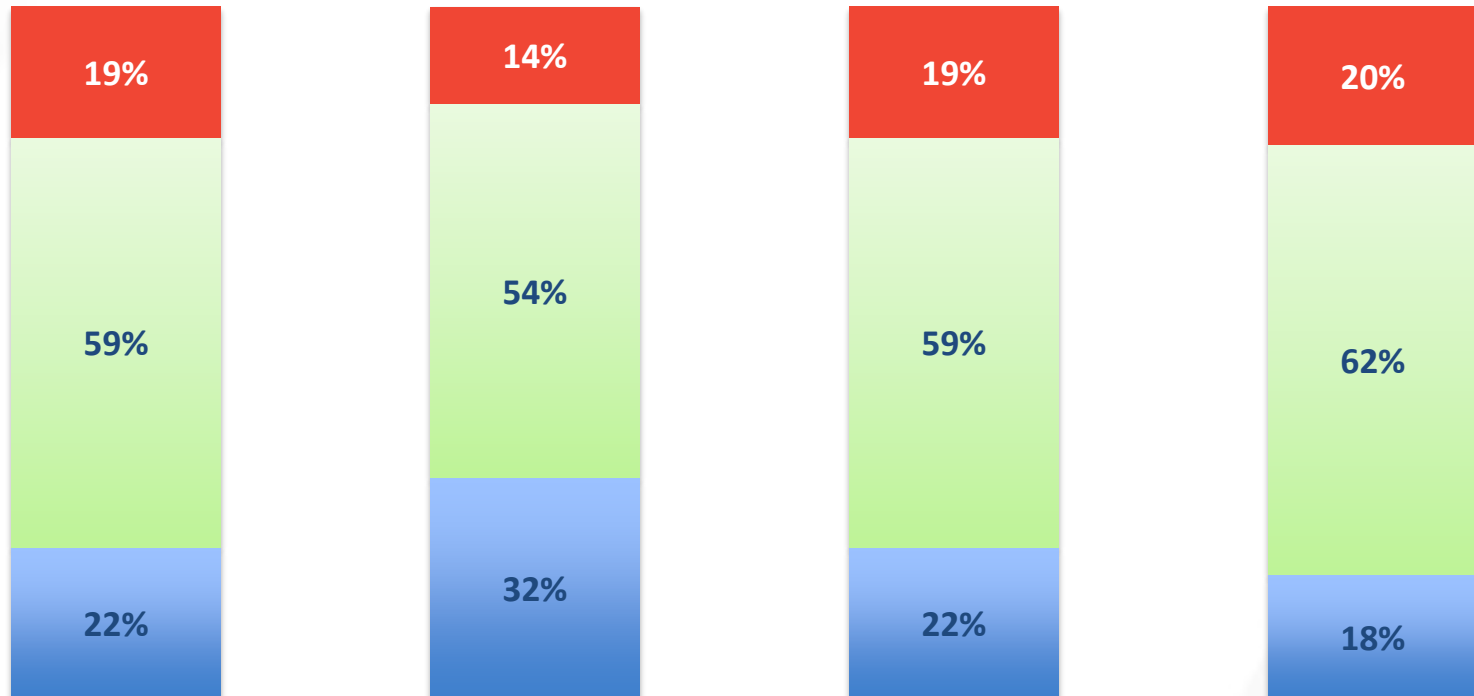
	All students (n=14,760)	Group		
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)
Thinking logically and analytically	36%	35%	38%	36%
Skills and knowledge for employment	25%	25%	25%	25%
Dealing successfully with obstacles to achieve an objective	21%	19%	22%	20%
Time management skills	18%	16%	18%	19%
Ability to find and use information	18%	17%	18%	18%

- Males (47%) more likely than females (31%) to say *thinking logically and analytically* is important.



Student experiences

Students' expectations



All students (n = 14,760)

Group 1 (n = 3,531)

Group 2 (n = 6,238)

Group 3 (n = 4,991)

■ Exceeded

■ Met

■ Fell short

- Students with an average grade of A- or higher (29%) are more likely than those with a B- to B+ (20%) or C+ or lower (12%) to report that their university exceeded their expectations.

Satisfaction with university experiences

Table 30: Satisfaction with university experiences

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Personal safety on campus	90%	90%	90%	91%
University's commitment to environmental sustainability	80%	86%	78%	80%
Developing lasting friendships	78%	81%	78%	77%
Become involved in campus life	77%	76%	76%	78%
Opportunities to enhance your education through activities beyond the classroom	70%	72%	70%	70%
Opportunities to participate in international study	70%	73%	69%	69%
Availability of information about career options	59%	62%	62%	54%

Satisfaction with university

Table 31 to 35: Satisfaction with aspects of university

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Concern shown by university for student as an individual				
Very satisfied	8%	14%	8%	6%
Satisfied	50%	57%	49%	48%
Overall quality of education				
Very satisfied	20%	30%	18%	18%
Satisfied	65%	60%	66%	66%
Decision to attend this university				
Very satisfied	29%	37%	28%	27%
Satisfied	58%	53%	59%	60%
Receive good value for money				
Strongly agree	12%	17%	11%	10%
Agree	55%	58%	53%	54%
Belong at this university				
Strongly agree	19%	25%	19%	17%
Agree	58%	56%	58%	58%



Educational goals

Educational experiences and plans

Table 37 & 38: Education experiences and plans

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Changed major or program of study				
Yes	35%	39%	32%	37%
Apply to professional program				
Yes	21%	24%	19%	22%
Unsure	23%	25%	23%	22%
Apply to graduate school				
Yes	37%	34%	36%	41%
Unsure	31%	35%	30%	30%

- Students 21 and under (25%) are much less likely than other age groups (ranging from 38% to 48%) to say they have changed their major or program of study.
- As students' grades increase, they are more likely to say expect to apply to graduate school, up from 19% of those with a C+ or lower average to 48% of those with an A- or higher average.

Career planning

Table 39: Career plans

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Description of career plans				
Specific career in mind	35%	41%	33%	33%
Several possible careers in mind	37%	35%	37%	37%
Some general ideas but I need to clarify them	20%	17%	21%	21%
Unsure, but I want to develop a career plan	7%	6%	8%	8%
Not thinking about a career	<1%	<1%	1%	<1%
How well students know career options				
Very well	23%	27%	23%	22%
Fairly well	47%	47%	49%	46%
Only a little	26%	23%	25%	28%
Not at all	4%	4%	4%	5%

Steps taken for employment

Table 40: Steps taken to prepare for employment or career after graduation

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Talked with friends	79%	79%	79%	79%
Created resume/CV	78%	70%	79%	80%
Talked with parents/family	77%	79%	77%	77%
Talked with professors	49%	58%	47%	48%
Worked in chosen field	48%	46%	50%	47%
Volunteered in chosen field	37%	41%	35%	36%
Attended an employment fair	35%	34%	35%	36%
Created an e-portfolio	26%	24%	28%	25%
Met with a career counsellor	22%	19%	23%	22%
I have a career mentor	10%	11%	10%	10%
None	3%	3%	3%	3%



**Satisfaction with facilities
and services**

General facilities and services

Table 42: Satisfaction with general facilities and services (% satisfied or very satisfied)

	All students	Group		
		1	2	3
Top 5				
Library electronic resources	96%	95%	96%	96%
On-campus library	95%	94%	95%	95%
Computing services help desk	94%	93%	94%	95%
Facilities for university-based social activities	93%	94%	93%	94%
Other recreational facilities	93%	92%	94%	92%
Bottom 2				
Food services	74%	67%	77%	74%
Parking	46%	41%	48%	47%

Table only shown out of those who reported using each service.

- Students who identify in a visible minority group are less likely to report using on-campus bookstores (53% versus 68%) and parking (29% versus 45%) than those who do not identify.

Academic services

Table 44: Satisfaction with academic services (% satisfied or very satisfied)

	All students	Group		
		1	2	3
Study skills and learning supports	89%	91%	88%	90%
Tutoring	88%	87%	87%	91%
Writing skills	88%	87%	89%	87%
Academic advising	81%	81%	84%	78%
Co-op offices and supports	80%	87%	80%	78%

Table only shown out of those who reported using each service.

Special services

Table 46: Satisfaction with special services (% satisfied or very satisfied)

	All students	Group		
		1	2	3
Services for First Nations students	93%	96%	90%	93%
Services for international students	89%	86%	89%	91%
Services for students with disabilities	89%	92%	89%	88%
Financial aid	86%	88%	86%	85%
Employment services	81%	84%	80%	81%
Advising for students who need financial aid	80%	87%	80%	75%
Career counselling	79%	82%	78%	78%
Personal counselling	78%	86%	76%	75%

Table only shown out of those who reported using each service.

- Use ranges from 1% for *services for First Nations students* to 29% for *financial aid*.



Financing of post-secondary education

Credit cards

Table 47: Credit cards

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
With credit card	93%	92%	93%	93%
Pay off balance*	79%	70%	81%	80%
Unpaid balance*	\$792	\$1,176	\$655	\$753
Average unpaid balance (those with a balance)	\$2,771	\$3,366	\$2,395	\$2,745

* Total credit card balance and payment of the balance were asked of those who had at least one credit card.

- Older students are more likely to have multiple credit cards and less likely to have paid off their balance.
 - Average debt rises from \$1,276 for those 21 and younger to \$6,295 for those 30 and older.

Sources of debt

Table 48 & 49: Sources of debt

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Any debt	50%	52%	51%	48%
Government student loans	43%	45%	46%	41%
Loans from financial institutions	12%	13%	10%	12%
Loans from parents/family	11%	12%	11%	11%
Average debt among those reporting debt				
All students	\$13,925	\$16,095	\$14,413	\$12,372
Those with debt	\$27,929	\$31,091	\$28,404	\$25,777
Government student loans	\$24,472	\$28,462	\$24,363	\$22,547
Loans from financial institutions	\$15,090	\$13,854	\$15,937	\$14,949
Loans from parents/family	\$11,361	\$9,783	\$13,021	\$10,378
Debt from other sources	\$6,253	\$7,379	\$5,606	\$6,198

Sources of university financing

Table 51: Sources of financing

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Parents, family, or spouse	56%	52%	56%	59%
Government loan or bursary	48%	45%	52%	44%
Earnings from current employment	47%	53%	44%	48%
Earnings from summer work	41%	47%	39%	41%
University scholarship, financial award, or bursary	37%	41%	34%	39%
RESP	17%	16%	18%	16%
Co-op program, internship, and other practical experiences related to program	11%	3%	16%	9%
Loans from financial institution	9%	10%	8%	10%
Investment income	5%	4%	5%	5%

Sources of university financing

Table 53: Average amount from each financing source

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Overall	\$17,135	\$16,956	\$17,838	\$16,453
Work experience programs	\$10,561	\$6,919	\$11,598	\$9,150
Government loan or bursary	\$8,302	\$9,236	\$8,191	\$7,990
Parents, family, or spouse	\$7,131	\$5,805	\$8,116	\$6,674
Loans from financial institution	\$6,967	\$6,836	\$7,016	\$6,982
Earnings from current employment	\$6,946	\$7,713	\$6,305	\$7,184
Earnings from summer work	\$5,579	\$5,651	\$5,543	\$5,577
RESP	\$4,796	\$5,060	\$4,539	\$4,985
Investment income	\$3,670	\$4,694	\$4,758	\$2,053
University scholarship, financial award, or bursary	\$2,358	\$2,356	\$2,521	\$2,211



Post-graduation education plans

Plan for additional schooling

Table 54: Education plans within next five years

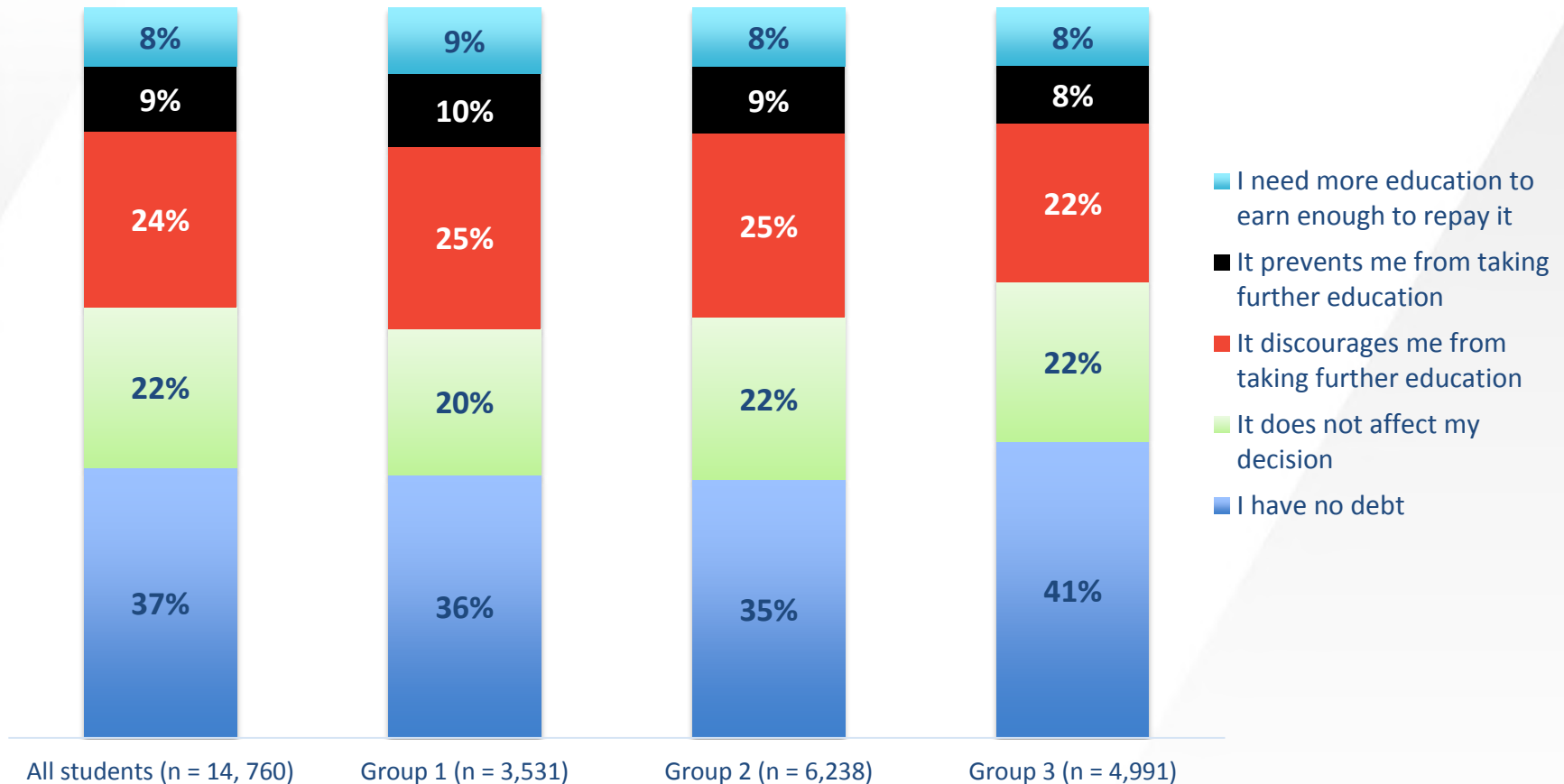
	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Take further education	69%	69%	66%	72%
- Graduate school	52%	47%	51%	55%
- A professional program	25%	26%	22%	27%
- Further undergraduate studies	13%	16%	11%	13%
- Community college or CEGEP	9%	7%	11%	8%
- Technical/vocational school	6%	5%	6%	6%
- Other formal education	11%	13%	11%	11%

Plans for further education at current university

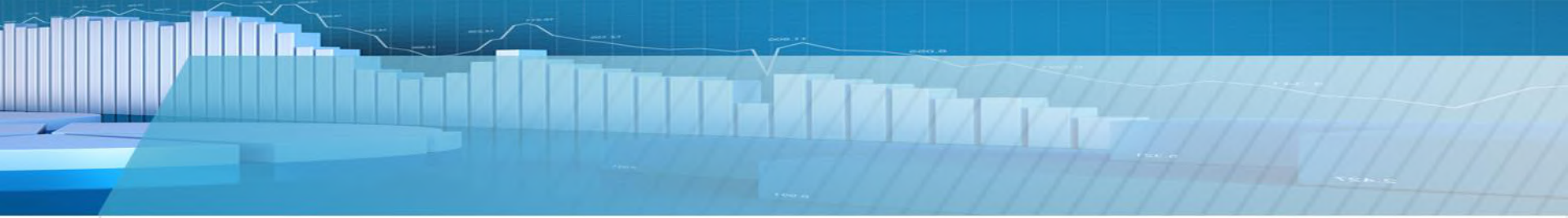
Table 55: Plan to take further education at current university

	All students (n=14,760)	Group		
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)
Graduate school	15%	8%	15%	19%
A professional program	6%	4%	4%	8%
Further undergraduate studies	5%	6%	4%	6%

Impact of debt on future education



Younger students are more likely to say that they have no debt, thus it does not impact their decisions. About 42% of those 21 and younger say they have no debt compared to 27% of those 30 and older.



Employment plans

Post-graduation employment

Table 57 & 59 & 60: Post-graduation employment

	All students	Group		
		1	2	3
Employment arranged	34%	35%	33%	34%
Requires specific degree*	36%	34%	37%	36%
Strongly related to skills and knowledge learned*	40%	42%	41%	40%
Employed full-time*	69%	65%	71%	68%
Self-employed*	4%	5%	4%	4%
Permanent job*	58%	59%	59%	57%
New job*	30%	27%	30%	32%
Job in Canada*	96%	98%	93%	97%
Very satisfied with job*	27%	23%	27%	28%
Median earnings*	\$4,000	\$3,200	\$4,000	\$4,000

* Out of those with employment arranged

Main way of finding job

Table 58: Main way of finding job*

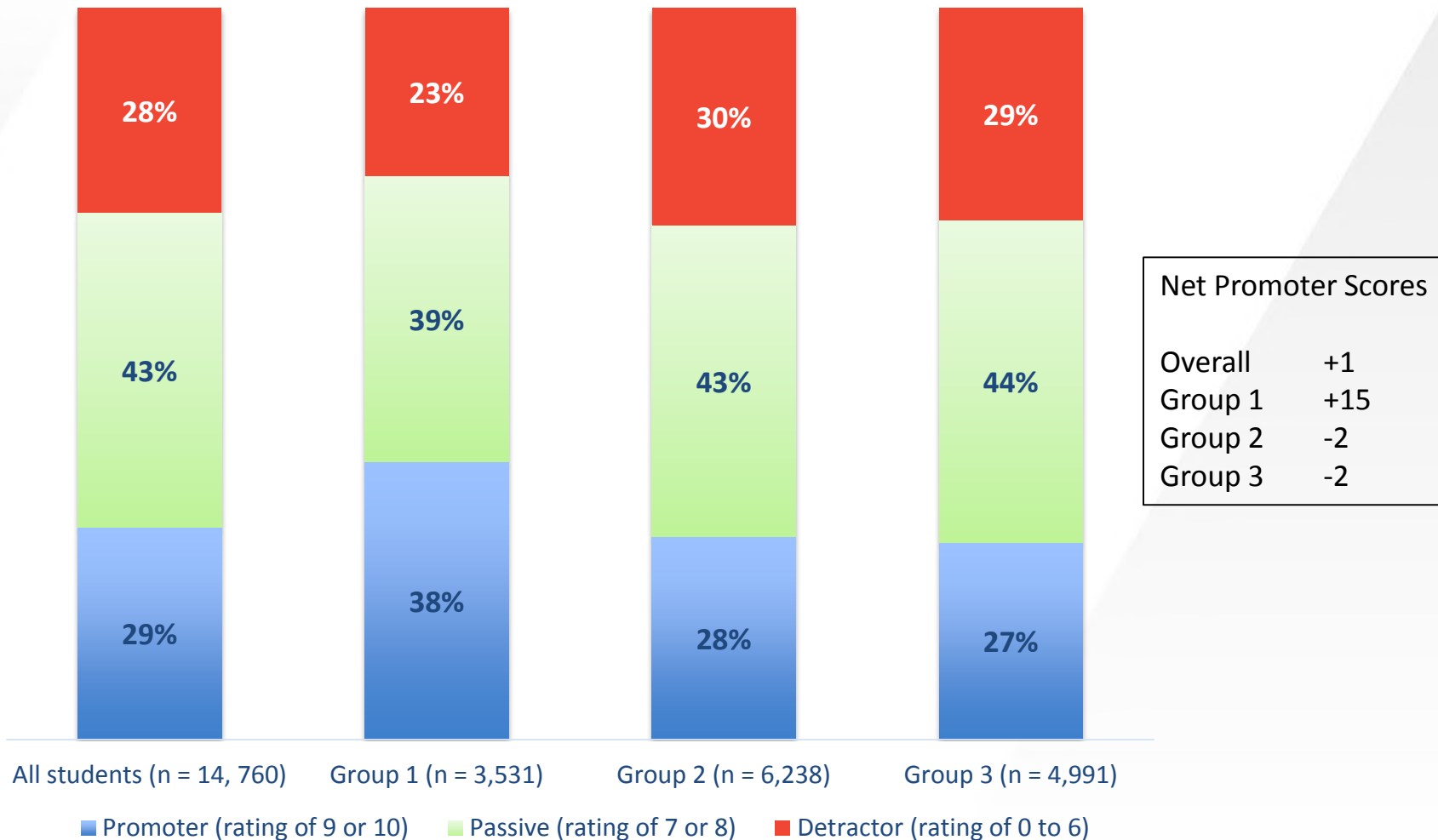
	All students	Group		
		1	2	3
Workplace experience in program	19%	15%	24%	16%
Direct contact with the employer	18%	19%	18%	16%
Friends	14%	16%	12%	15%
Family	13%	15%	11%	13%
A jobs web site	12%	13%	11%	13%
Job fair or recruiters at university	4%	4%	4%	5%
Professor(s)	3%	2%	3%	4%
External career or employment centre/agency	3%	3%	3%	2%
University career or employment centre	2%	1%	3%	2%
Other employer contact through your program	2%	2%	2%	2%
Other	9%	9%	9%	10%

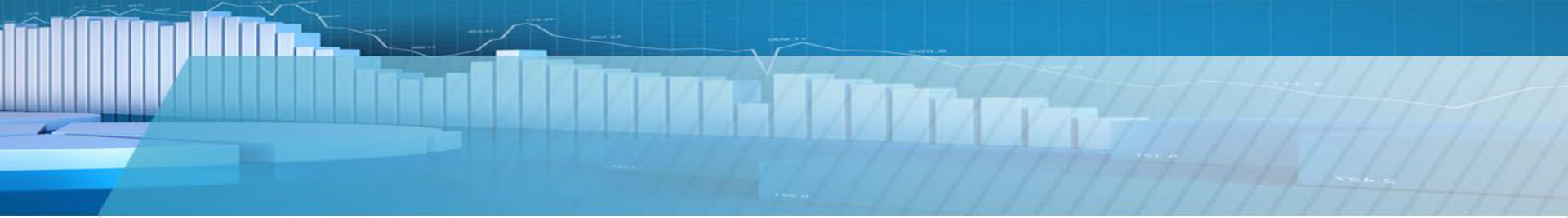
* Out of those with employed arranged



Net Promoter Score

Recommend university (Net Promoter Score)



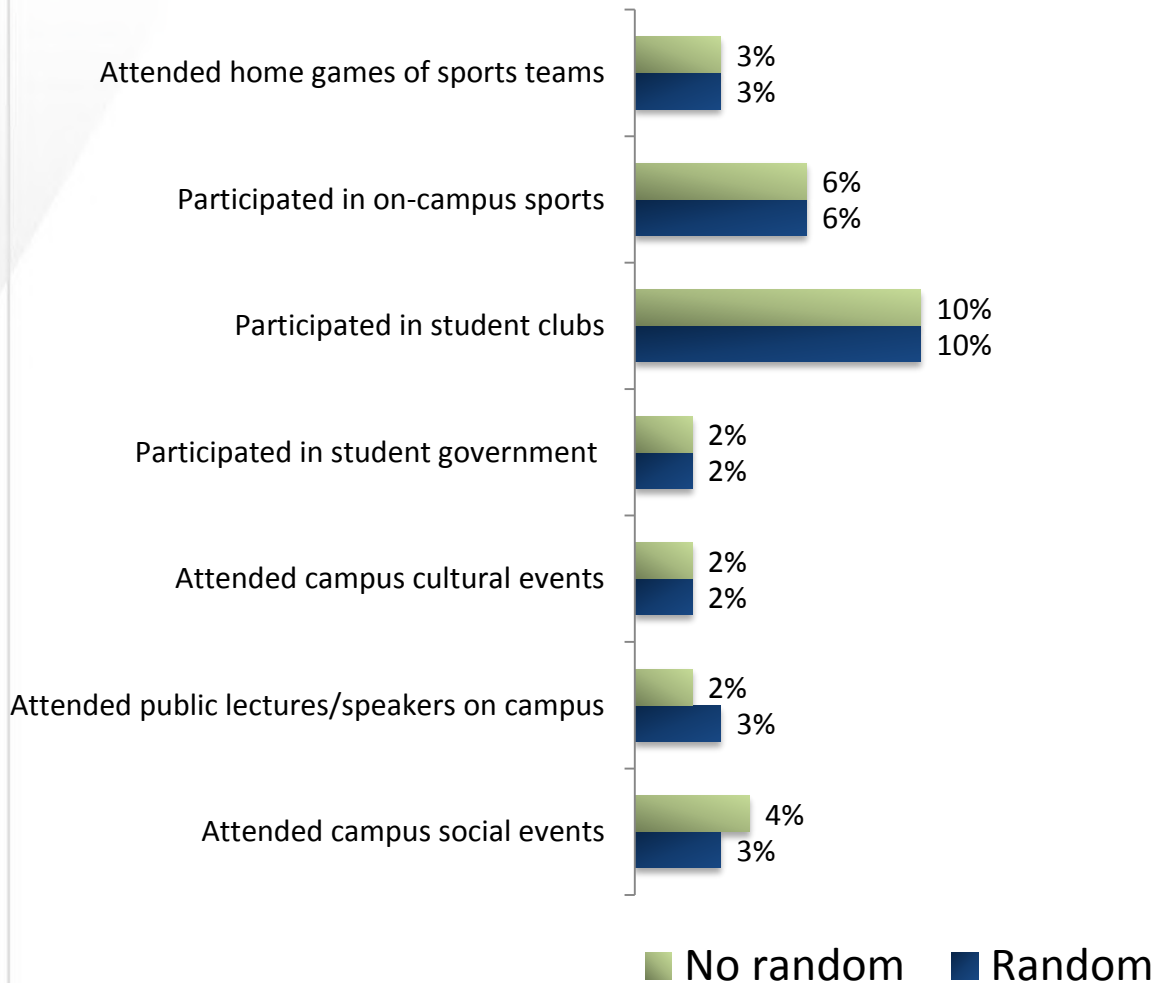


Experimentation

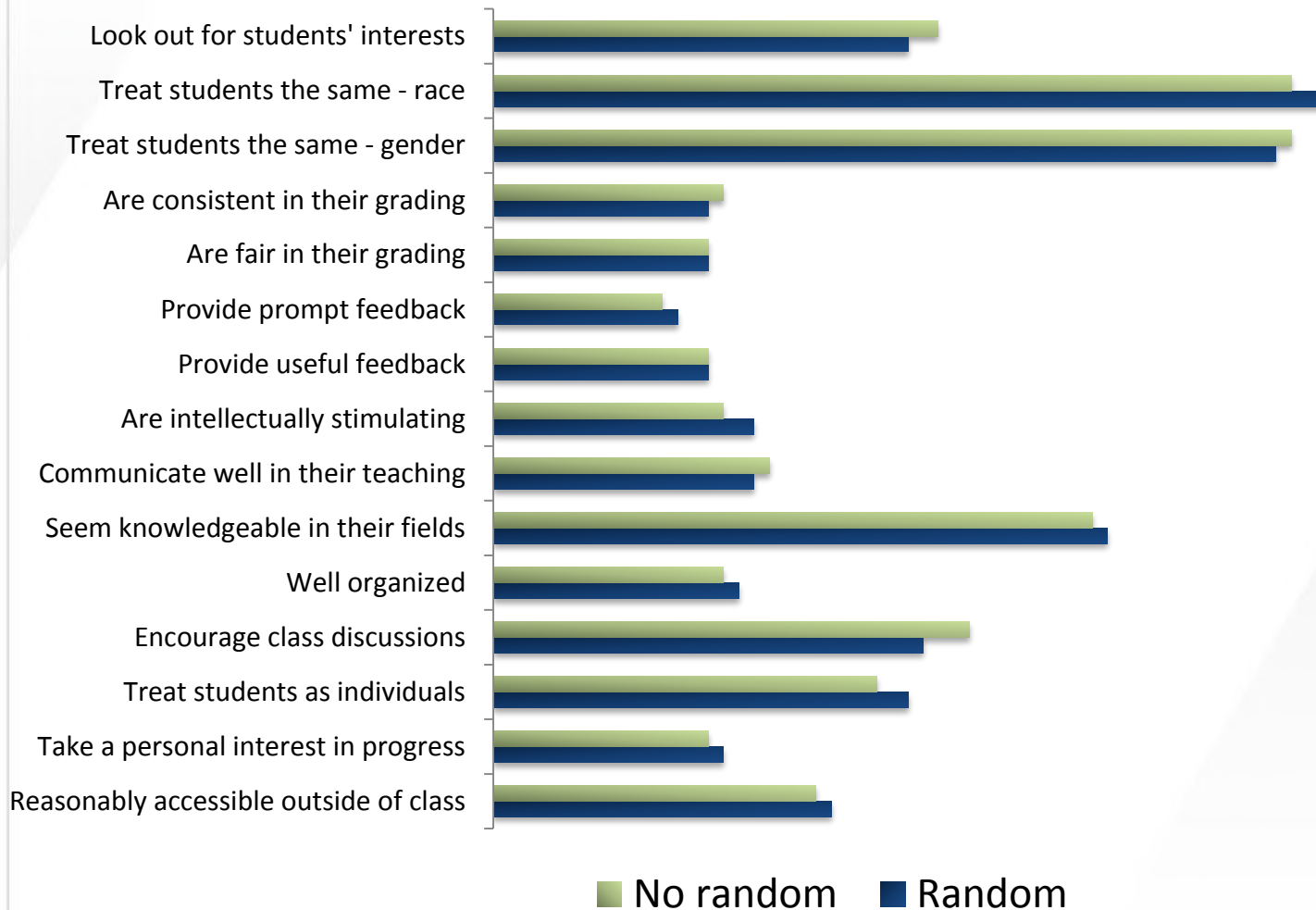
Experiment background

- As part of the 2017 Survey of Middle-years Students, CUSC and PRA randomized questions within blocks to determine the impact on responses.
- In the 2018 survey, PRA conducted the experiment again with all block questions to test the hypothesis that **randomizing the order of items on long survey questions will reduce survey priming.**
- Institutions opted into the experiment, and 25% of its students were assigned to the experimental procedure.
- In total, six sets of questions (ranging from 7 to 29 items) were randomized for the 25% who received the experiment.
- Data presented is unweighted.

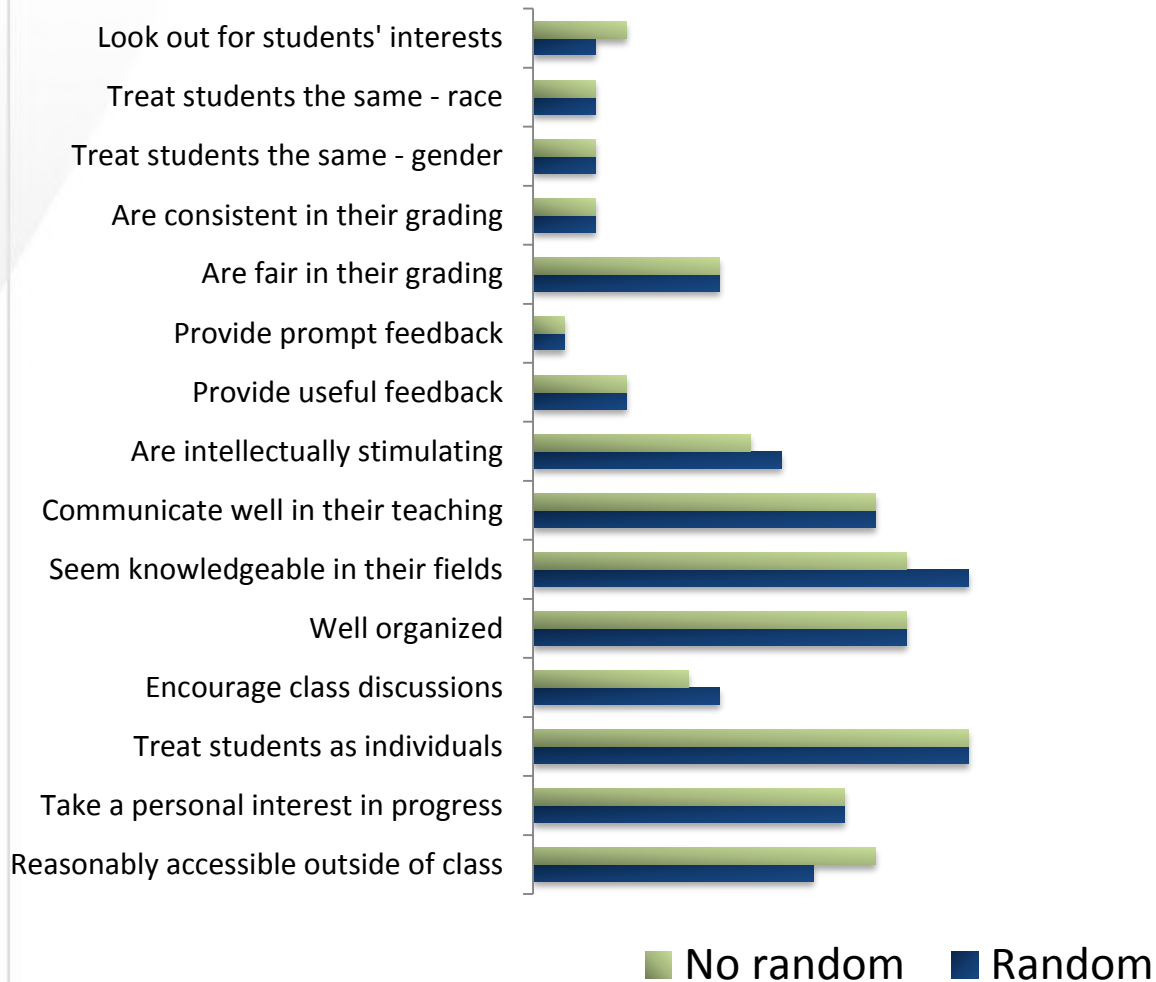
Activities (act1 to act7) – % reporting very often



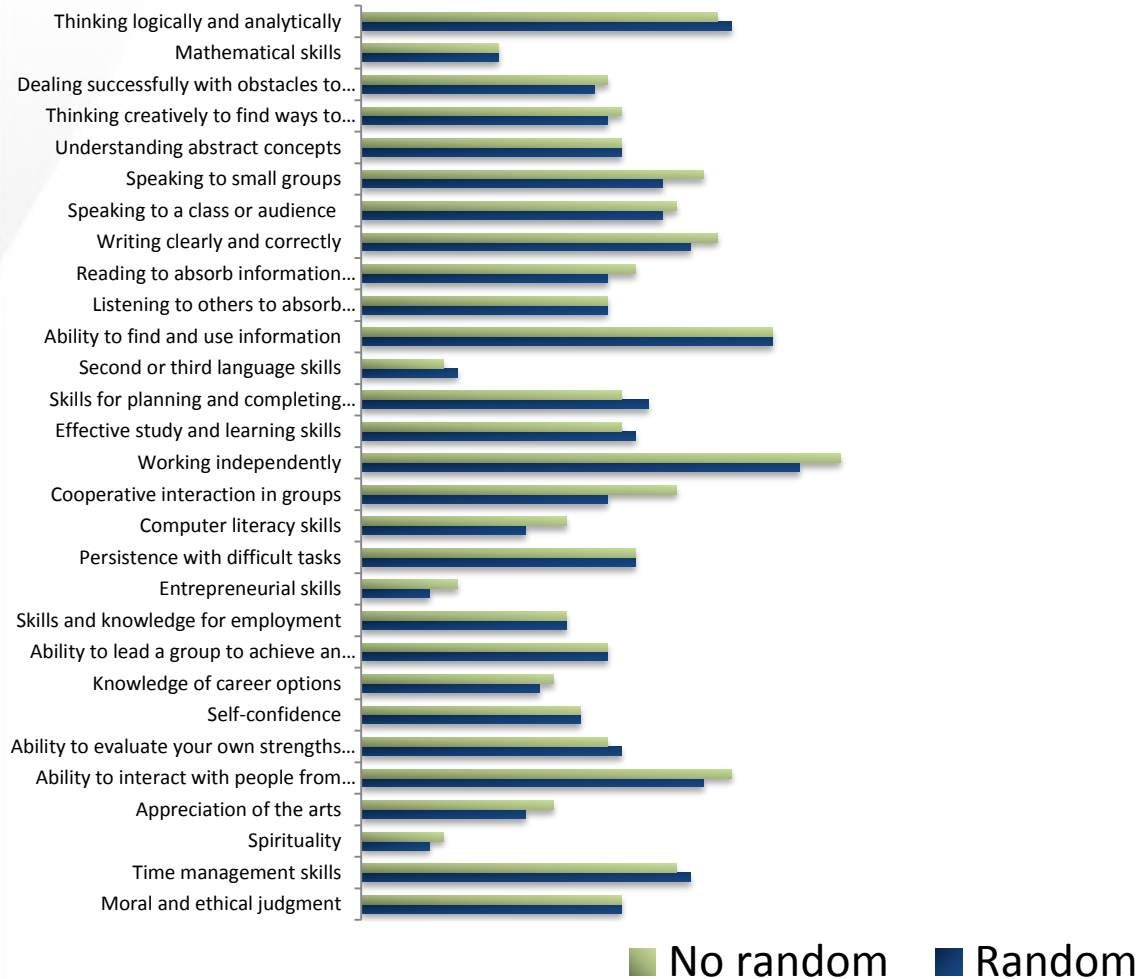
Professors (prof1 to prof15) – % reporting strongly agree



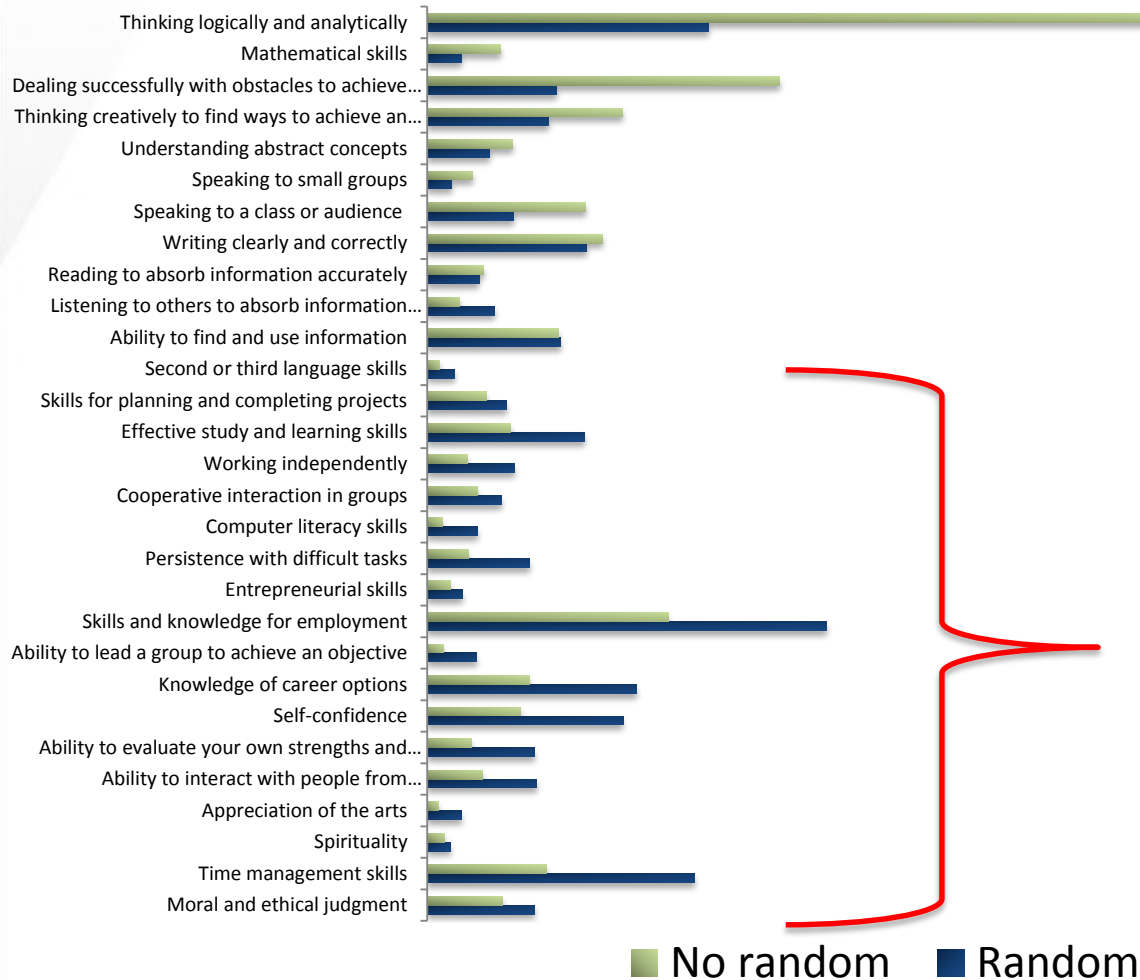
Most important aspect of professors (prof18)



Growth and development (dvl1 to dvl29) - % very much



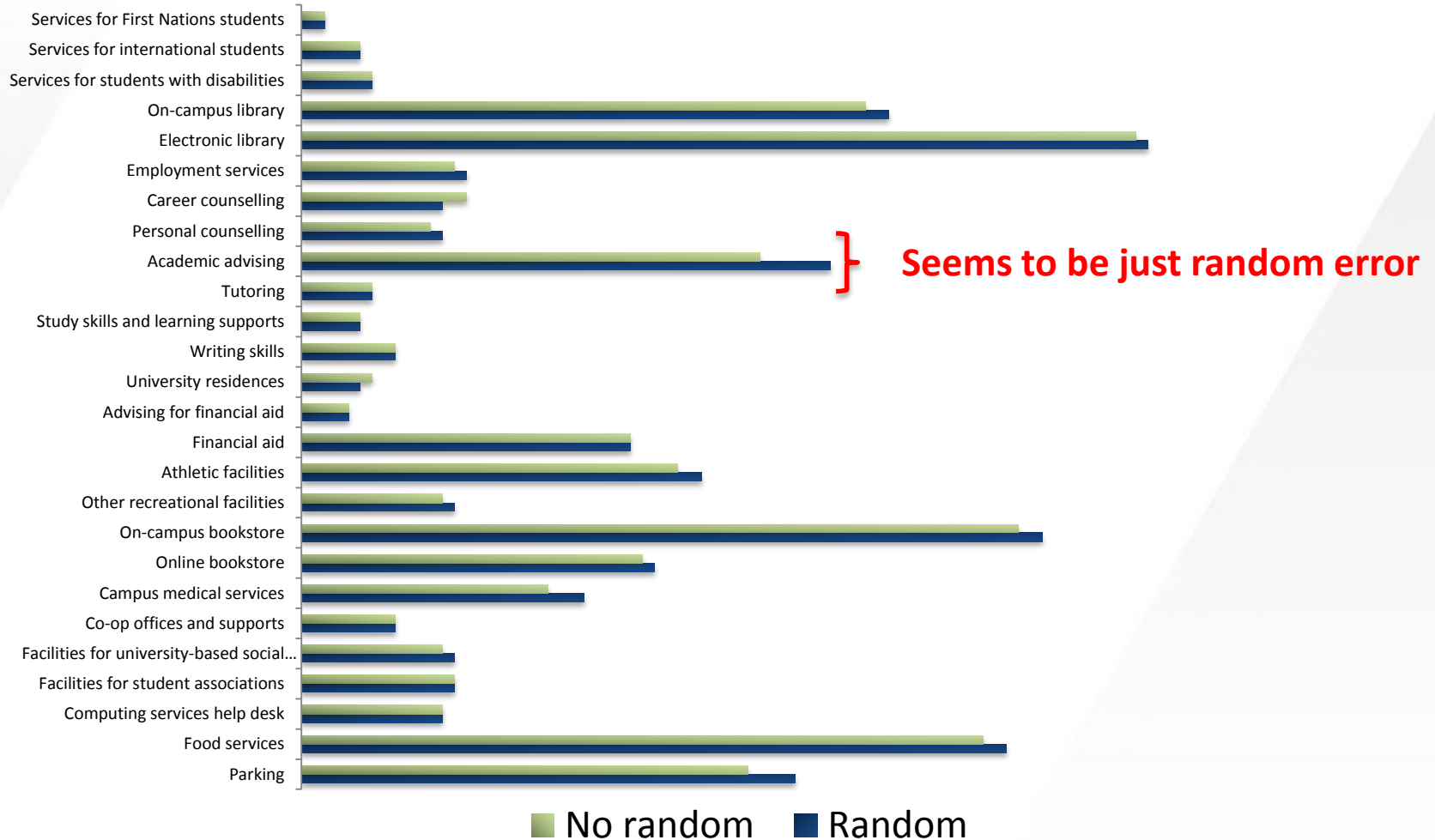
Most important area for growth and development (dvl1st)



Items at top selected more often by no random


Bottom half items selected more often by those who received list in random order

Use of facilities (srv1 to srv26)



Conclusions

- There were virtually no difference between responses when lists were randomized or static with the exception of rating of the most important aspect for growth and development.
- The difference is likely caused by the number of items for students to select from (29) as this issue did not occur when ranking aspects most important for professor.
- Static list for growth and development seems to have students select items that appear in the top four more often.



2019 First-Year Student Survey

2019 First-Year Student Survey

- First-year students will be surveyed in winter 2019.
- Registration will be open beginning in late October 2018, with a deadline of December 14, 2018.
- AGM held at 2018 CIRPA conference in Calgary, Alberta on Monday, October 22 in the afternoon (4:15 pm).
- CUSC-CCREU will send a notice to institutions once the survey questions, procedures manual, price list and registration link are available at www.cusc-ccreu.ca.