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Canadian University Survey Consortium  
Conseil canadien de recherche sur  
les étudiants universitaires



# 2022 First-Year Students Survey Master Report

June 2022

### **Acknowledgement:**

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Appendix A - 2022 CUSC-CCREU Survey (© 2022)

Appendix B - Data Licensing & Membership Agreement

## EXECUTIVE SUMMARY

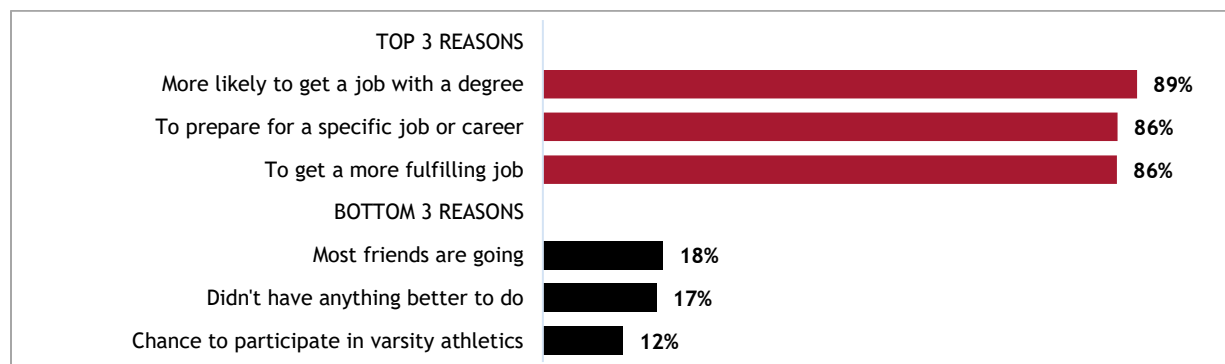
The 2022 *First-Year Student Survey* marks the 28<sup>th</sup> cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). Over 15,000 students from 44 universities across Canada participated in the survey.

### Profile of first-year students

- The majority of students were female, 18 or younger, single, without children, and Canadian citizens.
- Slightly less than half self-identified as a visible minority, while 4% identified as Indigenous.
- About one third of first-year students reported having a disability or impairment, with mental health being the most common.
- Students are split almost equally between living with family and living independently.
- One in 10 first-year students are first-generation students; that is, neither parent had any post-secondary education.

### Motivation for attending university

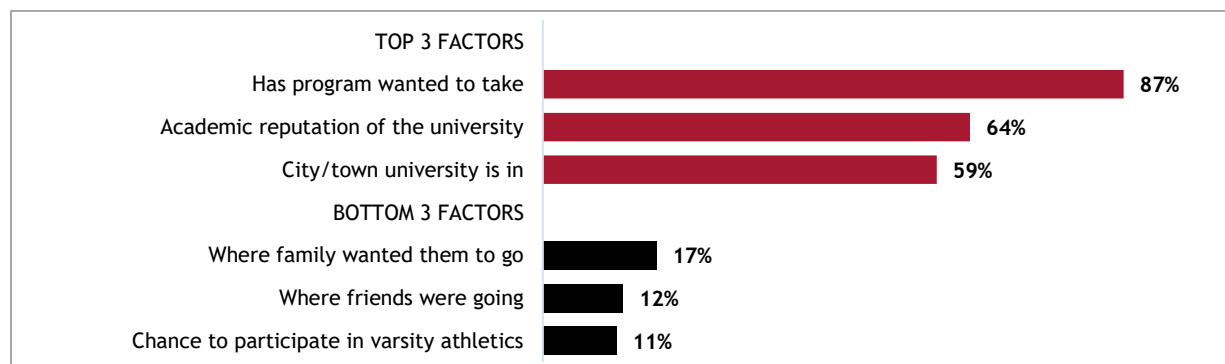
When rating the importance of 15 reasons that motivated them to attend university, the top reasons tend to be career-oriented. The top and bottom reasons are shown below.



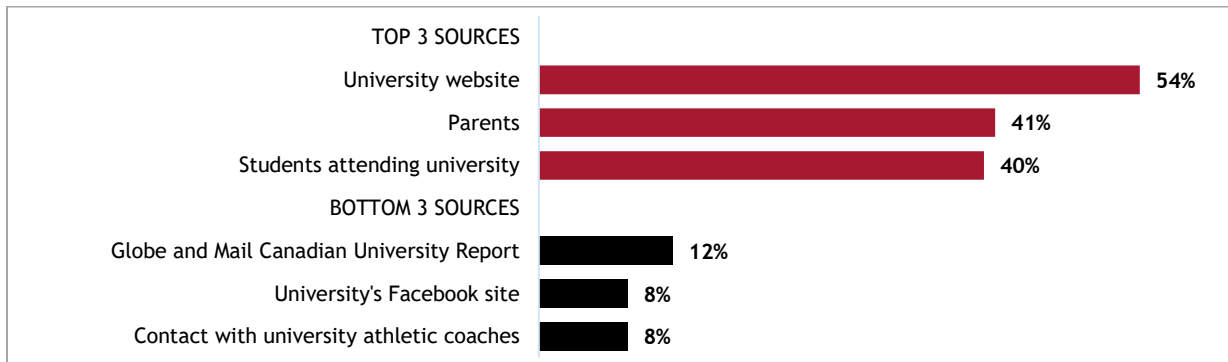
### Choosing a university

Three quarters of first-year students applied to a university other than their current one, while 1 in 6 applied to a college. Despite this, 8 in 10 were attending their first-choice university.

Among 18 factors for selecting their specific university, students rated *the program they wanted to take* much higher than other factors. The top and bottom factors are shown below.



Among 19 sources of information students may have used to decide which university to attend, only one source was rated as important/very important by more than half of students. The top and bottom sources are shown below.



### Orientation

Half of first-year students participated in orientation this past year. Among those who participated in orientation, most were satisfied with aspects related to orientation.

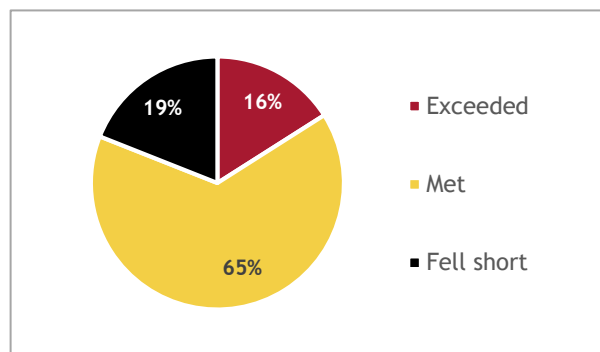
### Registration

Overall, students were satisfied with aspects related to registration, with around 8 in 10 students indicating they were satisfied or very satisfied with each of two aspects.

### Expectations and experience

First-year students rated 15 experiences as to whether these were less or more than what they expected. Results seem to indicate that students are more likely to be surprised about the academic challenges of university (e.g., *time to put into their coursework* and *how demanding their courses are*) and cost-related aspects (e.g., *cost of going to university* and *debt to complete program*).

When asked to summarize their overall experiences to date (as shown in the graph to the right), first-year students were about equally as likely to say their university experience *exceeded* versus *fell short* of their expectations.



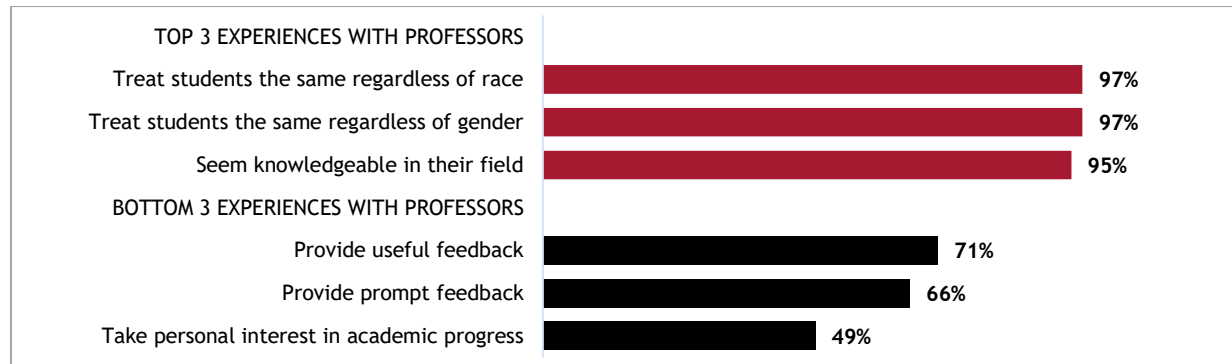
### Transition to university

Generally, the majority of students indicated they found some or very much success in each of 18 areas of transitioning to university, with the exception of *becoming involved in campus activities*, which may not be surprising given the restrictions for on-campus activities imposed due to the COVID-19 pandemic during the 2021-22 academic year.

## Educational experiences

Students rated their satisfaction with various educational experiences:

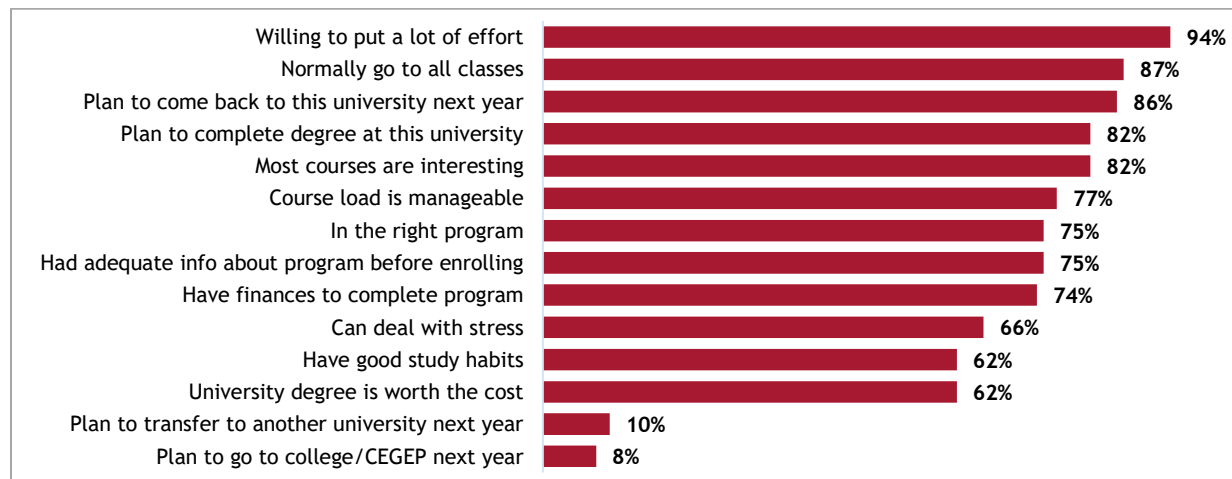
- The majority of students reported positive relationships with professors, with at least two thirds agreeing with each statement, with the exception of *taking a personal interest in academic progress*. The top and bottom experiences with professors are shown below.



- Nine in 10 first-year students said they *were given the chance to evaluate the quality of teaching in their courses*, although just 4 in 10 said they were able to evaluate the teaching in all their courses.
- The majority of first-year students agreed that they were *generally satisfied with the quality of teaching they received*.

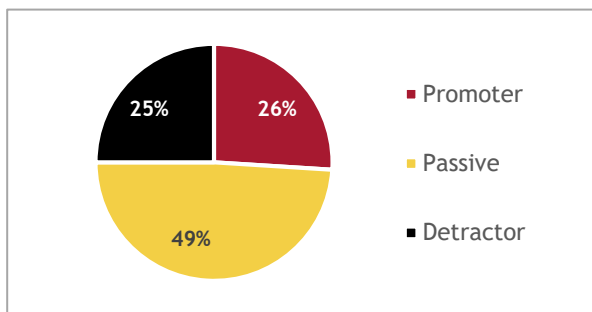
## Commitment to completion

Several measures were used to gauge students' commitment to completing their program at their university. Agreement with each statement is shown below.



### Overall evaluation of student experiences

- Almost two thirds of first-year students were satisfied with the *concern shown by the university for them as an individual*.
- Close to 9 in 10 first-year students were satisfied with *their decision to attend their university*.
- Using the Net Promoter Score calculation, where detractors are subtracted from promoters, universities have a score of +1.

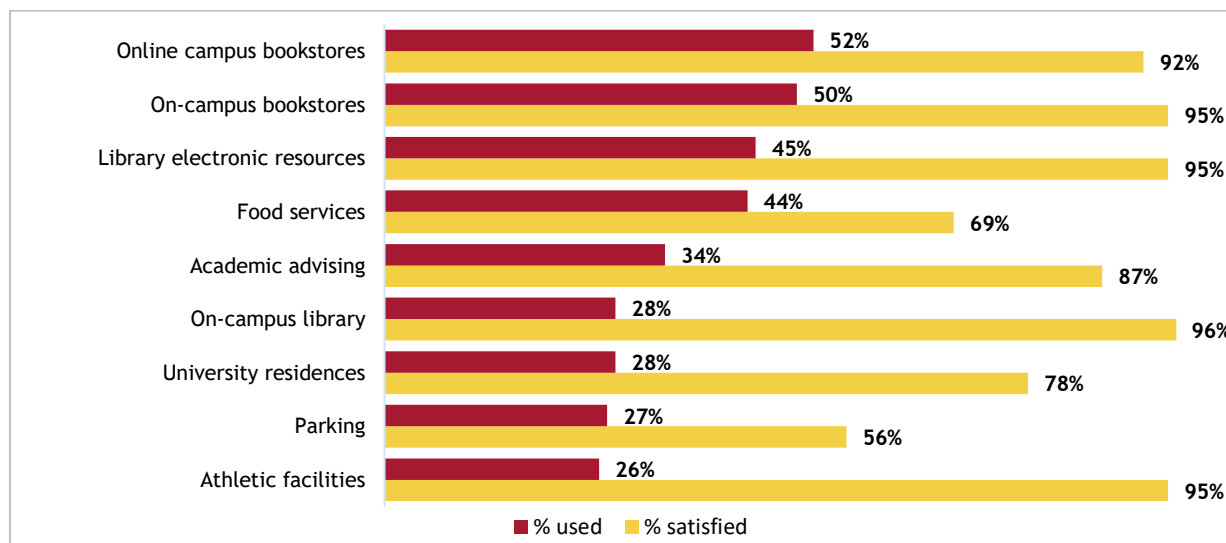


### Goal development

- Three quarters of first-year students said they had already selected their major or discipline. About 3 in 10 were planning on applying to a professional program or graduate school after completing their degree.
- Overall, one third of first-year students have a specific career in mind, while another third have several possible careers. Despite many having a career (or two) in mind, just 1 in 5 said they know their career options very well.
- Slightly less than 9 in 10 first-year students have taken at least one step to prepare for employment or a career after graduation, although they have most often talked to people about it.

### Satisfaction with facilities and services

Satisfaction with facilities and services used by at least 25% of students is shown below.



### Academic profile

Examining students' academic profiles shows that the majority are attending full-time, began their post-secondary studies this academic year at their current university, did not transfer from another institution, and reported an average grade of B- or higher.



## Current employment

About 4 in 10 first-year students were employed at the time of the survey, most often off campus. Among those who were employed, the typical student worked 17 hours per week, with about three and a half times more students reporting that their employment had a negative impact on their academic performance.

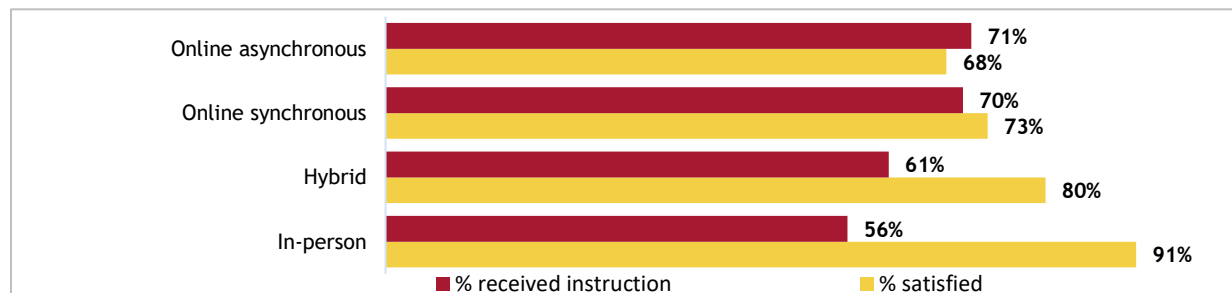
## Financing education

Close to 6 in 10 first-year students indicated they had at least one credit card. Among those students who have credit cards, the vast majority reported that they pay off their balance each month. Among those with an unpaid balance, the average credit card debt is over \$3,000.

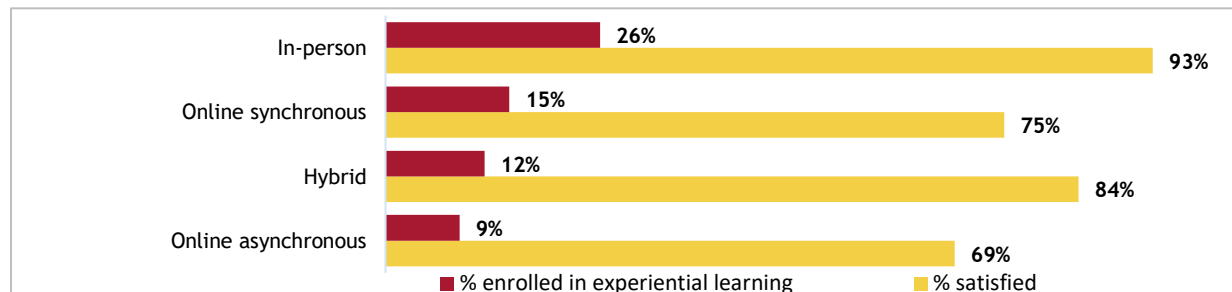
Overall, 6 in 10 first-year students said they received a financial award from their university. Among those who said they received an award, one-third said they would not have been able to attend university without this financial assistance.

## Course delivery and assessment module

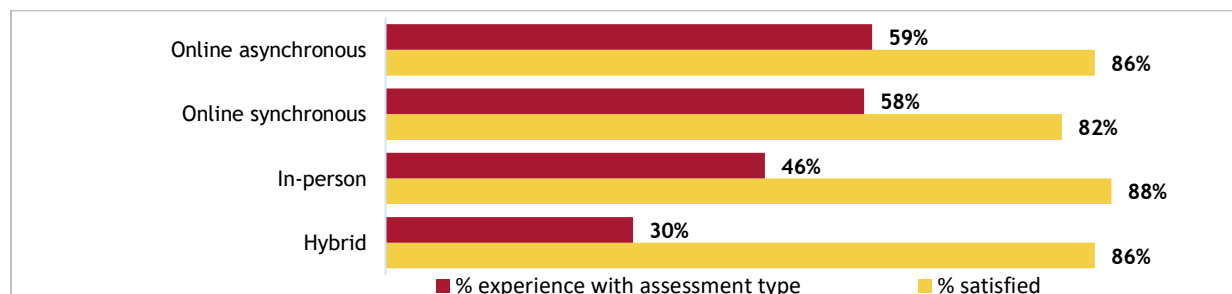
First-year students' experience and satisfaction with various instructional methods are shown in the graph below.



First-year students' experience and satisfaction with types of courses that had an experiential learning component are shown in the graph below.



First-year students' experience and satisfaction with methods used to administer course assessments are shown in the graph below.



## 1.0 Introduction

Since 1994, the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU) has coordinated surveys of students attending member institutions and facilitated sharing of the survey data among its member institutions. The surveys and shared data have the following four broad purposes:

- Offer students an opportunity to assess their university experience.
- Provide access to a broad base of comparative and collective data on the Canadian university experience, including measures of student characteristics, experiences, participation, expectations, and satisfaction.
- Manage and provide reliable, consistent data to track over time the quality of the post-secondary experience as perceived by students in order to assess institutional strengths and educational outcomes and inform decisions about needed improvements.
- Contribute to accountability reports to institutional governing bodies, governments, and the public.

This is the 28th cooperative study undertaken by CUSC-CCREU. Prior to 2014, the surveys ran in a three-year cycle, targeting first-year, graduating, and all undergraduate students in separate years. In 2014, the all-students survey was changed to a survey of middle-years students (i.e., students in the second or third year of a four-year program, the second year of a three-year program, or the second to fourth years of a five-year program).

Table 1 shows the number of participating universities for first-year students. The final questionnaire for the 2022 First-Year Student Survey can be found in Appendix A.

| Year | Sample              | Number of participating universities |
|------|---------------------|--------------------------------------|
| 2016 | First-year students | 35                                   |
| 2019 | First-year students | 34                                   |
| 2022 | First-year students | 44                                   |

## 1.1 Methodology

### 1.1.1 Surveying students

Each university supported the study by generating a sample of qualifying students. In some cases, universities provided all qualifying students, while others provided a random sample of students. PRA was responsible for programming and managing the online survey. This involved liaising with the participating universities, preparing the introductory and reminder emails to students, and responding to student questions about questionnaire content, as well as technical questions about using the online survey.

## 1.2 Response rates

Table 2 shows the response rates by university, which ranged from 10.4% to 65.3%, with an overall response rate of 30.9%. This yielded 15,157 students who completed the survey.<sup>1</sup>

| University (province)                                      | Surveys       |               | Response rate |
|--|---------------|---------------|---------------|
|  | Distributed   | Completed     |               |
| Acadia University (Nova Scotia)                            | 864           | 246           | 28.5%         |
| Alberta University of the Arts (Alberta)                   | 219           | 97            | 44.3%         |
| Ambrose University (Alberta)                               | 115           | 49            | 42.6%         |
| Athabasca University (Alberta)                             | 3,564         | 735           | 20.6%         |
| Brandon University (Manitoba)                              | 411           | 147           | 35.8%         |
| Brock University (Ontario)                                 | 1,000         | 245           | 24.5%         |
| Burman University (Alberta)                                | 34            | 20            | 58.8%         |
| Cape Breton University (Nova Scotia)                       | 313           | 119           | 38.0%         |
| Capilano University (British Columbia)                     | 328           | 34            | 10.4%         |
| Carleton University (Ontario)                              | 1,500         | 392           | 26.1%         |
| Concordia University (Quebec)                              | 4,246         | 1,051         | 24.8%         |
| Concordia University of Edmonton (Alberta)                 | 587           | 289           | 49.2%         |
| Dalhousie University (Nova Scotia)                         | 2,768         | 945           | 34.1%         |
| Lakehead University (Ontario)                              | 731           | 343           | 46.9%         |
| MacEwan University (Alberta)                               | 1,940         | 845           | 43.6%         |
| Mount Allison University (New Brunswick)                   | 682           | 123           | 18.0%         |
| Mount Royal University (Alberta)                           | 1,338         | 383           | 28.6%         |
| Mount Saint Vincent University (Nova Scotia)               | 301           | 84            | 27.9%         |
| Nipissing University (Ontario)                             | 423           | 127           | 30.0%         |
| NSCAD University (Nova Scotia)                             | 157           | 47            | 29.9%         |
| Redeemer University (Ontario)                              | 198           | 122           | 61.6%         |
| Saint Mary's University (Nova Scotia)                      | 1,036         | 286           | 27.6%         |
| Simon Fraser University (British Columbia)                 | 1,000         | 574           | 57.4%         |
| St. Francis Xavier University (Nova Scotia)                | 923           | 138           | 15.0%         |
| St. Mary's University (Alberta)                            | 131           | 61            | 46.6%         |
| St. Thomas University (New Brunswick)                      | 316           | 147           | 46.5%         |
| The King's University (Alberta)                            | 144           | 94            | 65.3%         |
| Thompson Rivers University (British Columbia)              | 1,000         | 369           | 36.9%         |
| Toronto Metropolitan University (Ontario)                  | 2,000         | 615           | 30.8%         |
| Trent University (Ontario)                                 | 1,000         | 280           | 28.0%         |
| Trinity Western University (British Columbia)              | 443           | 104           | 23.5%         |
| Université de Moncton (New Brunswick)                      | 682           | 410           | 60.1%         |
| University of Calgary (Alberta)                            | 4,409         | 1,434         | 32.5%         |
| University of King's College (Nova Scotia)                 | 231           | 77            | 33.3%         |
| University of Lethbridge (Alberta)                         | 901           | 414           | 45.9%         |
| University of New Brunswick (New Brunswick)                | 873           | 305           | 34.9%         |
| University of Northern British Columbia (British Columbia) | 388           | 64            | 16.5%         |
| University of Prince Edward Island (Prince Edward Island)  | 750           | 295           | 39.3%         |
| University of Regina (Saskatchewan)                        | 1,294         | 488           | 37.7%         |
| University of the Fraser Valley (British Columbia)         | 734           | 180           | 24.5%         |
| University of Victoria (British Columbia)                  | 1,000         | 319           | 31.9%         |
| University of Waterloo (Ontario)                           | 1,909         | 667           | 34.9%         |
| University of Winnipeg (Manitoba)                          | 869           | 379           | 43.6%         |
| Wilfrid Laurier University (Ontario)                       | 5,233         | 1,014         | 19.4%         |
| <b>Total</b>   | <b>48,985</b> | <b>15,157</b> | <b>30.9%</b>  |

<sup>1</sup> PRA defined a completed survey as a student who answered up to the *Living Arrangements* section (approximately 80% of the questions).

### 1.3 Weighting

In order to compensate for the discrepancies between the population of first-year students among participating institutions and the sample population, the results in every section and every table (except tables in Section 1) in this report have been weighted. The applied weights are shown in Table 3.

| University   | Population of first-year students |                 | Completed surveys |                 | Applied weight |
|--|-----------------------------------|-----------------|-------------------|-----------------|----------------|
|  | Population                        | % of population | Population        | % of population |                |
| Acadia University (Nova Scotia)                            | 864                               | 1.3%            | 246               | 1.6%            | 0.829          |
| Alberta University of the Arts (Alberta)                   | 219                               | 0.3%            | 97                | 0.6%            | 0.533          |
| Ambrose University (Alberta)                               | 115                               | 0.2%            | 49                | 0.3%            | 0.554          |
| Athabasca University (Alberta)                             | 3,564                             | 5.5%            | 735               | 4.8%            | 1.144          |
| Brandon University (Manitoba)                              | 411                               | 0.6%            | 147               | 1.0%            | 0.660          |
| Brock University (Ontario)                                 | 2,955                             | 4.6%            | 245               | 1.6%            | 2.846          |
| Burman University (Alberta)                                | 34                                | 0.1%            | 20                | 0.1%            | 0.401          |
| Cape Breton University (Nova Scotia)                       | 313                               | 0.5%            | 119               | 0.8%            | 0.621          |
| Capilano University (British Columbia)                     | 328                               | 0.5%            | 34                | 0.2%            | 2.276          |
| Carleton University (Ontario)                              | 4,857                             | 7.6%            | 392               | 2.6%            | 2.924          |
| Concordia University (Quebec)                              | 4,246                             | 6.6%            | 1,051             | 6.9%            | 0.953          |
| Concordia University of Edmonton (Alberta)                 | 587                               | 0.9%            | 289               | 1.9%            | 0.479          |
| Dalhousie University (Nova Scotia)                         | 2,768                             | 4.3%            | 945               | 6.2%            | 0.691          |
| Lakehead University (Ontario)                              | 731                               | 1.1%            | 343               | 2.3%            | 0.503          |
| MacEwan University (Alberta)                               | 1,940                             | 3.0%            | 845               | 5.6%            | 0.542          |
| Mount Allison University (New Brunswick)                   | 682                               | 1.1%            | 123               | 0.8%            | 1.308          |
| Mount Royal University (Alberta)                           | 1,338                             | 2.1%            | 383               | 2.5%            | 0.824          |
| Mount Saint Vincent University (Nova Scotia)               | 301                               | 0.5%            | 84                | 0.6%            | 0.846          |
| Nipissing University (Ontario)                             | 423                               | 0.7%            | 127               | 0.8%            | 0.786          |
| NSCAD University (Nova Scotia)                             | 157                               | 0.2%            | 47                | 0.3%            | 0.788          |
| Redeemer University (Ontario)                              | 198                               | 0.3%            | 122               | 0.8%            | 0.383          |
| Saint Mary's University (Nova Scotia)                      | 1,036                             | 1.6%            | 286               | 1.9%            | 0.855          |
| Simon Fraser University (British Columbia)                 | 3,195                             | 5.0%            | 574               | 3.8%            | 1.313          |
| St. Francis Xavier University (Nova Scotia)                | 923                               | 1.4%            | 138               | 0.9%            | 1.578          |
| St. Mary's University (Alberta)                            | 131                               | 0.2%            | 61                | 0.4%            | 0.507          |
| St. Thomas University (New Brunswick)                      | 316                               | 0.5%            | 147               | 1.0%            | 0.507          |
| The King's University (Alberta)                            | 144                               | 0.2%            | 94                | 0.6%            | 0.361          |
| Thompson Rivers University (British Columbia)              | 1,576                             | 2.5%            | 369               | 2.4%            | 1.008          |
| Toronto Metropolitan University (Ontario)                  | 6,025                             | 9.4%            | 615               | 4.1%            | 2.312          |
| Trent University (Ontario)                                 | 1,806                             | 2.8%            | 280               | 1.8%            | 1.522          |
| Trinity Western University (British Columbia)              | 443                               | 0.7%            | 104               | 0.7%            | 1.005          |
| Université de Moncton (New Brunswick)                      | 682                               | 1.1%            | 410               | 2.7%            | 0.393          |
| University of Calgary (Alberta)                            | 4,409                             | 6.9%            | 1,434             | 9.5%            | 0.726          |
| University of King's College (Nova Scotia)                 | 231                               | 0.4%            | 77                | 0.5%            | 0.708          |
| University of Lethbridge (Alberta)                         | 901                               | 1.4%            | 414               | 2.7%            | 0.514          |
| University of New Brunswick (New Brunswick)                | 873                               | 1.4%            | 305               | 2.0%            | 0.675          |
| University of Northern British Columbia (British Columbia) | 388                               | 0.6%            | 64                | 0.4%            | 1.431          |
| University of Prince Edward Island (Prince Edward Island)  | 750                               | 1.2%            | 295               | 1.9%            | 0.600          |
| University of Regina (Saskatchewan)                        | 1,294                             | 2.0%            | 488               | 3.2%            | 0.626          |
| University of the Fraser Valley (British Columbia)         | 734                               | 1.1%            | 180               | 1.2%            | 0.962          |
| University of Victoria (British Columbia)                  | 3,333                             | 5.2%            | 319               | 2.1%            | 2.466          |
| University of Waterloo (Ontario)                           | 1,909                             | 3.0%            | 667               | 4.4%            | 0.675          |
| University of Winnipeg (Manitoba)                          | 869                               | 1.4%            | 379               | 2.5%            | 0.541          |
| Wilfrid Laurier University (Ontario)                       | 5,233                             | 8.1%            | 1,014             | 6.7%            | 1.218          |
| <b>Total</b>   | <b>64,232</b>                     | <b>100%</b>     | <b>15,157</b>     | <b>100.0%</b>   |                |

## 1.4 University comparisons

For comparison purposes, participating universities are categorized into three groups, shown in Table 4.

- Group 1 consists of universities that offer primarily undergraduate studies and that have smaller student populations.
- Group 2 consists of universities that offer both undergraduate and graduate studies and tend to be of medium size in terms of student population.
- Group 3 consists of universities that offer both undergraduate and graduate degrees, with most having professional schools as well. These tend to be the largest institutions in terms of student population.

| Group 1 (n = 30)                         | Group 2 (n = 12)                             | Group 3 (n = 3)       |
|--|--|-----------------------|
| Acadia University                        | Brock University                             | Concordia University  |
| Alberta University of the Arts           | Carleton University                          | Dalhousie University  |
| Ambrose University                       | Lakehead University                          | University of Calgary |
| Athabasca University                     | Simon Fraser University                      |                       |
| Brandon University                       | Thompson Rivers University                   |                       |
| Burman University                        | Toronto Metropolitan University              |                       |
| Cape Breton University                   | Université de Moncton                        |                       |
| Capilano University                      | University of New Brunswick<br>(Fredericton) |                       |
| Concordia University of Edmonton         | University of Regina                         |                       |
| MacEwan University                       | University of Victoria                       |                       |
| Mount Allison University                 | University of Waterloo                       |                       |
| Mount Royal University                   | Wilfrid Laurier University                   |                       |
| Mount Saint Vincent University           |  |                       |
| Nipissing University                     |  |                       |
| NSCAD University                         |  |                       |
| Redeemer University                      |  |                       |
| Saint Mary's University                  |  |                       |
| St. Francis Xavier University            |  |                       |
| St. Mary's University                    |  |                       |
| St. Thomas University                    |  |                       |
| The King's University                    |  |                       |
| Trent University                         |  |                       |
| Trinity Western University               |  |                       |
| University of King's College             |  |                       |
| University of Lethbridge                 |  |                       |
| University of New Brunswick (Saint John) |  |                       |
| University of Northern British Columbia  |  |                       |
| University of Prince Edward Island       |  |                       |
| University of the Fraser Valley          |  |                       |
| University of Winnipeg                   |  |                       |

## 1.5 Statistically significant differences

Large sample sizes may inflate measures of statistical significance and may lead to false conclusions about the strength of association. The chi-square measure of association, in particular, is susceptible to this possibility. Therefore, the standards for determining whether a relationship can be termed *statistically significant* have been increased: the Pearson's chi-square must have a probability of a type 1 error of less than .001, and either the Phi coefficient or Cramer's V must have a value of .150 or greater. Throughout this document, any differences reported meet these criteria, unless otherwise stated.

| Test                          | Level for significance |
|-------------------------------|------------------------|
| Pearson's chi-square          | <.001                  |
| Phi coefficient or Cramer's V | .150 or higher         |

## 1.6 Non-response

Non-responses have been excluded in the analyses. Therefore, throughout this report, unless explicitly stated as a subpopulation, overall results exclude those who did not respond to a particular question.

## 2.0 Profile of first-year students

### 2.1 Personal profile

- About twice as many females as males completed the survey, which aligned closely with the population of first-year students.
- The average age of first-year students was just over 19, although the majority were 18 or younger. Students attending Group 1 universities were older on average than those at Group 2 or Group 3 universities.
- Given students' ages, it is not surprising that few reported being married or having children. Likely related to their age, Group 1 students were most likely to be married and have children. Visible minority students were more likely than non-visible minority students to be single (85% versus 70%).
- The vast majority of students are Canadian citizens, with about twice as many international students as permanent residents.
- Almost half of students self-identified as a visible minority. Few self-identified as Indigenous. Students at Group 2 and Group 3 universities were most likely to self-identify as a visible minority.
- The older a student is, the more likely they are to be a permanent resident, married, and have children.

**Table 6: Personal profile**

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| <b>Gender (GENDER)</b>                   |                            |                |                |                |
| Male                                     | 35%                        | 28%            | 38%            | 38%            |
| Female                                   | 65%                        | 71%            | 62%            | 62%            |
| Other                                    | <1%                        | <1%            | <1%            | <1%            |
| <b>Age as of September 1, 2021 (AGE)</b> |                            |                |                |                |
| 18 and under                             | 67%                        | 62%            | 74%            | 56%            |
| 19                                       | 17%                        | 14%            | 18%            | 21%            |
| 20 to 21                                 | 7%                         | 6%             | 5%             | 18%            |
| 22 and over                              | 8%                         | 19%            | 3%             | 5%             |
| Average age                              | 19.4                       | 21.2           | 18.3           | 18.9           |
| <b>Marital status (LIVE3)</b>            |                            |                |                |                |
| Single                                   | 77%                        | 70%            | 81%            | 80%            |
| In a relationship                        | 18%                        | 19%            | 17%            | 19%            |
| Married or common-law                    | 4%                         | 11%            | 1%             | <1%            |
| <b>Children (LIVE4-7)</b>                |                            |                |                |                |
| Has children                             | 3%                         | 9%             | <1%            | <1%            |
| <b>Citizenship (CITIZENSHIP)</b>         |                            |                |                |                |
| Canadian citizen                         | 86%                        | 88%            | 86%            | 80%            |
| International/visa student               | 9%                         | 8%             | 9%             | 14%            |
| Permanent resident                       | 5%                         | 4%             | 5%             | 5%             |
| <b>Visible minority* (ETH1-13)</b>       |                            |                |                |                |
| Total self-identified                    | 44%                        | 29%            | 51%            | 49%            |
| <b>Indigenous** (ETH1-13)</b>            |                            |                |                |                |
| Total self-identified                    | 4%                         | 7%             | 3%             | 3%             |

\* 'Visible minority' includes respondents who self-identified as belonging to a group other than 'Indigenous' or 'White/Caucasian'.



## 2.2 Disabilities and impairments

About one third of first-year students report having a disability or impairment, with mental health being the most common. However, 1 in 10 students (about one third of those with a disability) indicate it impacts them daily.

- Women (36%) are more likely than men (21%) to self-identify as having a disability or impairment.

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| <b>Most commonly reported disability/impairment (DIS1-12)</b>              |                            |                |                |                |
| Total self-identified  | 31%                        | 36%            | 28%            | 29%            |
| - Mental health  | 20%                        | 24%            | 18%            | 17%            |
| - Neurodivergence  | 8%                         | 10%            | 7%             | 7%             |
| - Learning/memory  | 5%                         | 7%             | 4%             | 5%             |
| - Vision   | 4%                         | 4%             | 5%             | 4%             |
| - Chronic conditions   | 3%                         | 4%             | 2%             | 3%             |
| <b>Daily activities always limited by disability/impairment (DISF1-12)</b> |                            |                |                |                |
| Yes  | 10%                        | 11%            | 9%             | 9%             |
| - Mental health  | 6%                         | 7%             | 6%             | 5%             |
| - Neurodivergence  | 3%                         | 4%             | 3%             | 2%             |
| - Learning/memory  | 2%                         | 2%             | 1%             | 2%             |
| - Vision   | <1%                        | <1%            | <1%            | <1%            |
| - Chronic conditions   | <1%                        | 1%             | <1%            | <1%            |

## 2.3 Living arrangements

Half of first-year students live with their family, while those living independently were most likely to be residing on campus. Among those not living on campus, nearly 1 in 3 would have preferred living on campus.

- Group 1 students were most likely to be living independent from family, while Group 2 students were most likely to have preferred living on campus.
- Visible minority students were less likely to be living on campus than non-visible minority students (24% versus 37%).
- Students aged 22 and older were less likely to report living with family or in on-campus housing and more likely to be living in their own home or in off-campus (rented) housing. They were also less likely to want to live on campus if given the opportunity.

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| <b>Current living arrangement (LIVE1)</b>      |                            |                |                |                |
| With parents, guardians, or relatives          | 49%                        | 44%            | 50%            | 55%            |
| In on-campus housing                           | 30%                        | 28%            | 34%            | 24%            |
| In rented housing off campus (shared or alone) | 15%                        | 16%            | 14%            | 18%            |
| In personally owned home                       | 5%                         | 11%            | 2%             | 2%             |
| Other  | 1%                         | 2%             | 1%             | <1%            |
| <b>Prefer to live on campus* (LIVE2)</b>       |                            |                |                |                |
| Yes  | 30%                        | 21%            | 37%            | 29%            |

\* The proportion is shown out of those not currently living on campus.



## 2.4 Parents' education

One in 10 first-year students are first-generation students; that is, neither parent had any post-secondary education. In contrast, almost twice as many first-year students had at least one parent who completed a graduate degree.

- Students who self-identified as visible minority were more likely than non-visible minority students to be first-generation students (15% versus 9%).
- The older a student was, the more likely they were to report being a first-generation student.

**Table 9: Parents' highest level of education (MEDUC/PEDUC)**

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| High school or less                          | 11%                        | 14%            | 11%            | 8%             |
| Some college or university                   | 9%                         | 10%            | 8%             | 8%             |
| College, CEGEP, or technical school graduate | 17%                        | 20%            | 17%            | 13%            |
| University or professional school graduate   | 38%                        | 34%            | 39%            | 42%            |
| Graduate degree                              | 21%                        | 18%            | 21%            | 26%            |
| Other  | <1%                        | <1%            | <1%            | <1%            |

Note: 'Don't know' responses are not shown in the table but are included in the calculations.

### 3.0 Motivation for attending university

#### 3.1 Importance of reasons for going to university

Results show the three most important reasons for going to university are all career-oriented motivators, followed by motivators related to learning and education.

- Students who self-identified as a member of a visible minority (64%) were more likely than non-visible minority (45%) students to rate *to meet their family's expectations* as important or very important for motivating them to attend university.
- The younger the student was, the more likely they were to rate *to meet their family's expectations* or *to meet new people* as important or very important.

Table 10: Motivation for attending university (% important or very important)

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| I am more likely to get a job with a degree (MOTIV5)   | 89%                        | 86%            | 90%            | 88%            |
| To prepare for a specific job or career (MOTIV1)   | 86%                        | 86%            | 87%            | 86%            |
| To get a more fulfilling job than I probably would if I didn't go (MOTIV9)                   | 86%                        | 85%            | 87%            | 86%            |
| Learning new things is exciting (MOTIV11)  | 78%                        | 79%            | 77%            | 79%            |
| To apply what I will learn to make a positive difference in society or my community (MOTIV7) | 74%                        | 76%            | 74%            | 73%            |
| To get a broad education (MOTIV4)  | 74%                        | 74%            | 74%            | 75%            |
| To earn more money than if I didn't go (MOTIV3)  | 72%                        | 69%            | 74%            | 73%            |
| To satisfy my intellectual curiosity (MOTIV2)  | 71%                        | 71%            | 70%            | 74%            |
| To meet new people (MOTIV13)   | 62%                        | 54%            | 66%            | 66%            |
| To meet my family's expectations (MOTIV10)   | 54%                        | 47%            | 58%            | 55%            |
| The satisfaction of doing challenging academic work (MOTIV6)                                 | 52%                        | 54%            | 49%            | 55%            |
| To explore whether university is right for me (MOTIV15)                                      | 49%                        | 48%            | 51%            | 47%            |
| Most of my friends are going (MOTIV12)   | 18%                        | 14%            | 21%            | 21%            |
| I didn't have anything better to do (MOTIV8)   | 17%                        | 14%            | 18%            | 18%            |
| The chance to participate in varsity athletics (MOTIV14)                                     | 12%                        | 11%            | 13%            | 11%            |

#### 3.2 Most important reason

After ranking each motivator individually, first-year students were asked to select the most important reason for why they decided to attend university. The top three reasons were all job related, with *preparing for a specific job or career* selected most often.

Table 11: Top five most important reasons (MOTIVTOP)

|   | All students<br>(n=15,157) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| To prepare for a specific job or career   | 29%                        | 31%            | 28%            | 28%            |
| To get a more fulfilling job than I probably would if I didn't go                   | 14%                        | 13%            | 14%            | 15%            |
| I am more likely to get a job with a degree   | 12%                        | 10%            | 13%            | 11%            |
| To apply what I will learn to make a positive difference in society or my community | 11%                        | 12%            | 10%            | 11%            |
| To earn more money than if I didn't go  | 7%                         | 7%             | 8%             | 7%             |

## 4.0 Choosing a university

### 4.1 Applications

Three quarters of first-year students also applied to a university other than the one they were currently attending. On average, they applied to about two universities. About 1 in 6 students also applied to a college or CEGEP. Despite many students having applied elsewhere, 8 in 10 were attending their first-choice institution.

- Group 2 students were most likely to have applied to other universities, while Group 3 students were most likely to have applied to a college/CEGEP. In spite of these differences, the proportion who were attending their first choice is similar across groups.
- As students get older, they are less likely to apply to other universities in Canada.
- Students 20 to 21 years old were most likely to have also applied to a college/CEGEP.

Table 12: Applications

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| <b>Applied to other universities (APP1/APP2)</b> |                            |                |                |                |
| Yes  | 77%                        | 61%            | 87%            | 74%            |
| Average number overall                           | 2.3                        | 1.6            | 2.8            | 2.2            |
| Average number in Canada                         | 2.0                        | 1.4            | 2.6            | 1.7            |
| Average number outside Canada                    | 0.2                        | 0.2            | 0.2            | 0.5            |
| <b>Applied to college or CEGEP (APP3)</b>        |                            |                |                |                |
| Yes  | 15%                        | 13%            | 13%            | 24%            |
| <b>Currently attending first choice (APP4)</b>   |                            |                |                |                |
| Yes  | 79%                        | 82%            | 75%            | 84%            |

## 4.2 Selecting their university

Students rated the importance of 18 reasons in their decision to select their university. When the factors were ranked by the proportion who answered important or very important, most students say that their university *has the program they wanted to take*.

- Group 2 students were more likely than Group 1 or Group 3 students to rate *the program they wanted had a co-op, practicum, or other work experience and it offered a scholarship* as important.
- Group 3 students were most likely to say they selected their university because of *the city/town it is in and the availability of public transportation*.
- Visible minority students were more likely than non-visible minority students to rate *the program having a co-op, practicum, or other work experience* (58% versus 39%) and *availability of public transportation* (55% versus 36%) as important or very important.
- Generally, the older a student was, the less likely they were to rate each factor as important, with the exception of *having the program they wanted to take, the academic reputation of the university, and cost of tuition and fees*, which were similar across age groups.

Table 13: Importance for selecting their university (% important or very important)

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| It has the program I want to take (SEL6)                                   | 87%                        | 87%            | 88%            | 86%            |
| The academic reputation of the university (SEL9)                           | 64%                        | 63%            | 62%            | 70%            |
| The city/town it's in (SEL14)  | 59%                        | 50%            | 59%            | 74%            |
| Cost of tuition and fees (SEL5)  | 53%                        | 57%            | 51%            | 52%            |
| It offered a scholarship (SEL11)   | 51%                        | 47%            | 58%            | 36%            |
| The program I want has a co-op, practicum, or other work experience (SEL7) | 48%                        | 30%            | 59%            | 44%            |
| The size of the university suits me (SEL13)                                | 47%                        | 55%            | 45%            | 40%            |
| I wanted to live close to home (SEL1)                                      | 46%                        | 47%            | 46%            | 47%            |
| It has a good reputation for campus life (SEL10)                           | 46%                        | 45%            | 47%            | 46%            |
| Availability of public transportation (SEL15)                              | 45%                        | 32%            | 49%            | 59%            |
| It offered other financial assistance (SEL12)                              | 36%                        | 38%            | 38%            | 30%            |
| The program I want offers study/work experience abroad (SEL8)              | 32%                        | 26%            | 35%            | 37%            |
| It offered a place in residence (SEL3)                                     | 28%                        | 26%            | 31%            | 23%            |
| I wanted to live away from home (SEL2)                                     | 25%                        | 22%            | 28%            | 25%            |
| Cost of university residence (SEL4)  | 22%                        | 21%            | 24%            | 19%            |
| It's where my family wanted me to go (SEL17)                               | 17%                        | 14%            | 19%            | 20%            |
| It's where my friends are going (SEL16)                                    | 12%                        | 8%             | 13%            | 14%            |
| The chance to participate in varsity athletics (SEL18)                     | 11%                        | 10%            | 11%            | 10%            |

### 4.3 Most important reasons for selecting their university

Among the 18 reasons, students were asked to choose the one that was most important for selecting their university. Foremost, students said that *their university has the program they wanted to take*, which was chosen two and a half times more often than the second highest reason.

- Group 2 students put much more emphasis on *the program they wanted had a co-op, practicum or other work experience* relative to Group 1 and Group 3 students.

**Table 14: Top five most important reasons for selecting their university (SELTOP)**

|   | All students<br>(n=15,157) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| It has the program I want to take                                   | 29%                        | 30%            | 29%            | 28%            |
| I wanted to live close to home                                      | 12%                        | 11%            | 12%            | 14%            |
| The program I want has a co-op, practicum, or other work experience | 11%                        | 4%             | 15%            | 10%            |
| The academic reputation of the university                           | 7%                         | 7%             | 7%             | 10%            |
| Cost of tuition and fees  | 7%                         | 9%             | 5%             | 8%             |

### 4.4 Selecting their university (international students)

International students (identified through information supplied by each university) were asked to rate the importance of five aspects that might specifically attract students from outside Canada. Results indicate that international students placed more importance on *the academic reputation of Canadian universities in general* and *the university being a welcoming environment* relative to other aspects.

- Visible minority international students were more likely than non-visible minority students to rate *academic reputation of Canadian universities in general* (81% versus 54%) as important.

**Table 15: Importance for selecting their university for international students (% important or very important)**

|   | All students<br>(n=1,480) | Group        |              |              |
|---|---------------------------|--------------|--------------|--------------|
|   |                           | 1<br>(n=506) | 2<br>(n=484) | 3<br>(n=490) |
| Academic reputation of Canadian universities in general (VSEL1)         | 79%                       | 77%          | 79%          | 82%          |
| I thought it would be a welcoming environment (VSEL4)                   | 78%                       | 82%          | 74%          | 78%          |
| Cost of tuition and fees for international students (VSEL2)             | 74%                       | 76%          | 70%          | 78%          |
| Friends or family recommended it (VSEL3)                                | 41%                       | 46%          | 38%          | 42%          |
| Obtaining a visa for Canada was easier than for other countries (VSEL5) | 40%                       | 45%          | 37%          | 40%          |

Note: Only international students were asked the importance of these aspects.

## 4.5 Sources of information

First-year students rated the importance of 19 sources of information they may have used when making a decision about whether or not to attend their university. Among them, only one source – *the university's website* – was rated as important/very important by more than half of first-year students.

- Students who self-identified as a member of a visible minority group rated several of the sources of information as being more important/very important relative to those who did not self-identify. These include *QS World University Rankings* (25% versus 11%), *Academic Ranking of World Universities* (24% versus 11%), and *Times Higher Education World University Rankings* (24% versus 10%).
- The older a student was, the less likely they were to rate *parents* as important or very important.

**Table 16: Importance of sources of information (% important or very important)**

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| The university's website (INF2)  | 54%                        | 56%            | 53%            | 54%            |
| Parents (INF14)  | 41%                        | 35%            | 44%            | 43%            |
| Students attending the university (INF12)                                | 40%                        | 35%            | 43%            | 39%            |
| Contact with admissions staff on campus (INF8)                           | 31%                        | 36%            | 28%            | 30%            |
| Friends (INF13)  | 30%                        | 26%            | 32%            | 33%            |
| Contact with professors (INF9)   | 27%                        | 32%            | 24%            | 23%            |
| High school/CEGEP counsellors or teachers (INF11)                        | 27%                        | 26%            | 28%            | 27%            |
| Printed university brochure, pamphlet, or viewbook (INF5)                | 26%                        | 26%            | 27%            | 22%            |
| Visit to campus for an open house (INF6)                                 | 25%                        | 26%            | 25%            | 22%            |
| Other visit to campus (INF7)   | 24%                        | 24%            | 26%            | 21%            |
| The university's other social media (INF4)                               | 22%                        | 21%            | 24%            | 19%            |
| Maclean's university rankings (INF15)                                    | 21%                        | 17%            | 23%            | 23%            |
| QS World University Rankings (INF18)                                     | 18%                        | 13%            | 18%            | 24%            |
| Academic Ranking of World Universities (INF19)                           | 17%                        | 13%            | 18%            | 22%            |
| The Times Higher Education World University Rankings (INF17)             | 17%                        | 13%            | 17%            | 22%            |
| Visit by a university representative to your high school or CEGEP (INF1) | 16%                        | 15%            | 16%            | 16%            |
| Globe and Mail Canadian University Report (INF16)                        | 13%                        | 10%            | 14%            | 13%            |
| The university's Facebook site (INF3)                                    | 8%                         | 9%             | 8%             | 8%             |
| Contact with university athletic coaches (INF10)                         | 8%                         | 8%             | 8%             | 7%             |

## 5.0 Orientation

Half of first-year students participated in orientation this past year. Among those who participated, most were satisfied with all aspects of orientation.

- The older a student was, the less likely they were to have participated in orientation.

**Table 17: Orientation participation and satisfaction**

|   | All students<br>(n=15,157) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| <b>Participated in an orientation (ORIENT1)</b>                                 |                            |                |                |                |
| Yes   | 50%                        | 51%            | 50%            | 45%            |
| <b>Satisfaction with aspects of orientation (% very or somewhat satisfied)*</b> |                            |                |                |                |
| Feeling welcome at the university (ORIENT2)                                     | 89%                        | 92%            | 87%            | 87%            |
| Providing information about student services (ORIENT6)                          | 86%                        | 89%            | 86%            | 83%            |
| Providing information about campus life (ORIENT5)                               | 84%                        | 86%            | 83%            | 81%            |
| Helping you understand the university's academic expectations (ORIENT3)         | 81%                        | 85%            | 80%            | 80%            |
| Building your confidence (ORIENT7)  | 78%                        | 82%            | 77%            | 75%            |
| Helping your personal and social transition to university (ORIENT4)             | 76%                        | 79%            | 75%            | 72%            |

\* Only those who participated in an orientation program were asked how satisfied they were.

## 6.0 Registration

Overall, 8 in 10 students indicated they were satisfied or very satisfied with each of two aspects related to registration.

**Table 18: Satisfaction with registration (% very or somewhat satisfied)**

|   | All students<br>(n=15,157) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Getting into all the courses you wanted (REGIST2) | 84%                        | 88%            | 84%            | 79%            |
| Process of registering for courses (REGIST1)      | 79%                        | 85%            | 78%            | 74%            |

## 7.0 Expectations and experience

First-year students rated 15 experiences as to whether they were *much less than expected* (1), *less than expected* (2), *about what expected* (3), *more than expected* (4), and *much more than expected* (5).

In some cases, experiences such as *making friends* or *intellectual stimulation*, should hopefully exceed students' expectations, while others such as *cost of going to university* should hopefully be less than expected. Others are hard to gauge as they might depend on the students' preferences (e.g., *doing course work in groups*).

However, the results seem to indicate that students were more likely to be surprised about the academic challenges of university (e.g., *time to put into their coursework* and *how demanding their courses are*) and cost-related aspects (e.g., *cost of going to university* and *debt to complete program*).

- Students with lower grades were more likely to say their course grades were lower or much lower than expected. The proportion increased from 10% of those with an A- or higher up to 74% of those with a C+ or lower.

Table 19: Mean ratings of experiences compared to expectations

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| The time you have to put into your coursework (EXP4)           | 3.6                        | 3.6            | 3.6            | 3.7            |
| How academically demanding your courses are (EXP3)             | 3.6                        | 3.5            | 3.6            | 3.6            |
| Cost of going to university (EXP1)                             | 3.5                        | 3.5            | 3.5            | 3.5            |
| Amount of writing in your academic work (EXP8)                 | 3.3                        | 3.3            | 3.3            | 3.2            |
| Debt you might have to take on to complete your program (EXP2) | 3.2                        | 3.3            | 3.2            | 3.2            |
| Intellectual stimulation (EXP12)                               | 3.2                        | 3.2            | 3.2            | 3.2            |
| Availability of help and advising from the university (EXP15)  | 3.0                        | 3.1            | 3.0            | 2.9            |
| Using math in your academic work (EXP9)                        | 3.0                        | 2.9            | 3.0            | 3.1            |
| Contact with your professors in the classroom (EXP5)           | 2.9                        | 3.1            | 2.8            | 2.8            |
| Your course grades (EXP17)                                     | 2.9                        | 3.0            | 2.8            | 2.8            |
| Amount you participate in class discussions (EXP7)             | 2.9                        | 2.9            | 2.9            | 2.8            |
| Contact with your professors outside of the classroom (EXP6)   | 2.8                        | 3.1            | 2.8            | 2.7            |
| Doing coursework in groups (EXP10)                             | 2.8                        | 2.8            | 2.8            | 2.9            |
| Ease of making friends (EXP13)                                 | 2.7                        | 2.7            | 2.7            | 2.7            |
| Ease of getting involved in campus social activities (EXP14)   | 2.6                        | 2.6            | 2.6            | 2.6            |



## 7.1 Overall expectations

When asked to summarize their overall experience to date, first-year students were about equally as likely to say their experience at their university *exceeded* versus *fell short* of their expectations.

|            | All students<br>(n=15,157) | Group          |                |                |
|------------|----------------------------|----------------|----------------|----------------|
|            |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Exceeded   | 16%                        | 22%            | 13%            | 13%            |
| Met        | 65%                        | 61%            | 67%            | 66%            |
| Fell short | 19%                        | 17%            | 19%            | 22%            |

## 8.0 Transition to university

Students rated their success in 18 areas of transitioning to university. Generally, the majority of students indicated they found some or very much success in each area, with the exception *becoming involved in campus activities*, which may not be surprising given the restrictions for on-campus activities due to the COVID-19 pandemic during the 2021-22 academic year.

- As students' grades decrease, they were less likely to report having some or very much success transitioning to the following: *meeting academic demands, performing well in written assignments, performing well in courses that require math, understanding course material, and managing their time.*
- The older a student was, the less success they reported *making friends.*

|   | All students<br>(n=15,157) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Finding information about academic integrity (TRAN18) | 92%                        | 93%            | 92%            | 92%            |
| Understanding the course material (TRAN6)             | 92%                        | 93%            | 91%            | 91%            |
| Meeting academic demands (TRAN1)                      | 89%                        | 91%            | 88%            | 87%            |
| Choosing a program of study (TRAN2)                   | 89%                        | 90%            | 89%            | 87%            |
| Performing well in written assignments (TRAN4)        | 88%                        | 89%            | 88%            | 86%            |
| Finding your way around campus (TRAN13)               | 86%                        | 90%            | 82%            | 90%            |
| Commuting to campus (TRAN16)                          | 81%                        | 82%            | 78%            | 86%            |
| Managing your time (TRAN8)                            | 75%                        | 77%            | 75%            | 73%            |
| Managing your finances (TRAN7)                        | 75%                        | 76%            | 74%            | 74%            |
| Feeling like I belong at this university (TRAN17)     | 74%                        | 77%            | 73%            | 74%            |
| Dealing with new living arrangements (TRAN12)         | 72%                        | 73%            | 72%            | 73%            |
| Performing well in courses that require math (TRAN5)  | 72%                        | 72%            | 71%            | 77%            |
| Getting academic advice (TRAN3)                       | 67%                        | 71%            | 66%            | 64%            |
| Finding suitable housing (TRAN11)                     | 66%                        | 71%            | 62%            | 67%            |
| Using the library (TRAN14)                            | 64%                        | 67%            | 58%            | 77%            |
| Finding career information (TRAN15)                   | 64%                        | 64%            | 65%            | 60%            |
| Making friends (TRAN9)                                | 59%                        | 55%            | 60%            | 63%            |
| Becoming involved in campus activities (TRAN10)       | 40%                        | 39%            | 41%            | 39%            |

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

## 9.0 Educational experiences

### 9.1 Perceptions of professors

Students rated their levels of agreement with a series of statements about their professors. The majority of students reported positive experiences with professors, with at least two thirds agreeing with each statement, with the exception of *take a personal interest in academic progress*.

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Treat students the same regardless of race* (PROF14)           | 97%                        | 97%            | 97%            | 98%            |
| Treat students the same regardless of gender* (PROF13)         | 97%                        | 97%            | 97%            | 97%            |
| Seem knowledgeable in their fields (PROF6)                     | 95%                        | 96%            | 95%            | 95%            |
| Are reasonably accessible outside of class (PROF1)             | 84%                        | 86%            | 84%            | 81%            |
| Encourage students to participate in class discussions (PROF4) | 81%                        | 83%            | 80%            | 80%            |
| Are consistent in their grading (PROF12)                       | 81%                        | 83%            | 79%            | 79%            |
| Are well-organized in their teaching (PROF5)                   | 80%                        | 84%            | 80%            | 77%            |
| Look out for students' interests* (PROF15)                     | 79%                        | 83%            | 77%            | 77%            |
| Communicate well in their teaching (PROF7)                     | 79%                        | 82%            | 78%            | 78%            |
| Are intellectually stimulating in their teaching (PROF8)       | 75%                        | 78%            | 75%            | 74%            |
| Provide useful feedback on academic work (PROF9)               | 71%                        | 77%            | 68%            | 68%            |
| Provide prompt feedback on academic work (PROF10)              | 66%                        | 73%            | 63%            | 63%            |
| Take a personal interest in academic progress (PROF2)          | 49%                        | 57%            | 46%            | 43%            |

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

### 9.1.1 Most important attributes of professors

When asked to select the three most important attributes of professors, first-year students selected having instructors who *communicate well in their teaching* the most often, followed by *being well organized in their teaching*. They were least concerned with professors *providing prompt feedback on academic work*.

**Table 23: Most important aspects of professors (PROF18-20)**

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Communicate well in their teaching                     | 43%                        | 39%            | 45%            | 44%            |
| Are well organized in their teaching                   | 39%                        | 34%            | 40%            | 43%            |
| Seem knowledgeable in their fields                     | 33%                        | 34%            | 33%            | 33%            |
| Provide useful feedback on my academic work            | 32%                        | 36%            | 31%            | 29%            |
| Are intellectually stimulating in their teaching       | 27%                        | 24%            | 27%            | 29%            |
| Are reasonably accessible outside of class             | 23%                        | 28%            | 22%            | 21%            |
| Are consistent in their grading                        | 19%                        | 20%            | 18%            | 18%            |
| Treat students the same regardless of race             | 19%                        | 17%            | 19%            | 19%            |
| Take a personal interest in my academic progress       | 16%                        | 18%            | 16%            | 15%            |
| Treat students the same regardless of gender           | 15%                        | 14%            | 15%            | 16%            |
| Look out for students' interests                       | 14%                        | 14%            | 14%            | 15%            |
| Encourage students to participate in class discussions | 11%                        | 11%            | 11%            | 11%            |
| Provide prompt feedback on my academic work            | 9%                         | 11%            | 8%             | 7%             |

Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.

### 9.2 Ability to evaluate teaching

Nine in 10 first-year students said they *were given the chance to evaluate the quality of teaching in their courses*, although just 4 in 10 said they were able to evaluate the teaching in all of their courses.

- Students at Group 3 universities were more likely than students at Group 1 or Group 2 universities to report they were not able to evaluate teaching in any of their courses.
- Students 20 to 21 years old (31%) were least likely to report being able to evaluate the quality of teaching in all their courses amongst age groups.

**Table 24: Ability to evaluate teaching (PROF16)**

|              | All students<br>(n=15,157) | Group          |                |                |
|--------------|----------------------------|----------------|----------------|----------------|
|              |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| All courses  | 42%                        | 49%            | 42%            | 27%            |
| Most courses | 24%                        | 22%            | 25%            | 22%            |
| Some courses | 24%                        | 21%            | 24%            | 29%            |
| No courses   | 11%                        | 7%             | 8%             | 22%            |

Note: This question included an option for students to say "Not applicable" and those responses have been removed from the calculations.

### 9.3 Satisfaction with quality of teaching

The majority of first-year students agreed that they were *generally satisfied with the quality of teaching they received*.

| Table 25: Satisfaction with statement "Generally, I am satisfied with the quality of teaching I have received (PROF17)" |                            |                |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   | All students<br>(n=15,157) | Group          |                |                |
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Strongly agree  | 13%                        | 18%            | 11%            | 11%            |
| Agree   | 69%                        | 69%            | 70%            | 70%            |
| Disagree  | 14%                        | 11%            | 16%            | 16%            |
| Strongly disagree   | 3%                         | 3%             | 3%             | 3%             |

### 9.4 Perceptions of staff

The majority of first-year students agreed that *most university support staff are helpful* (29% strongly agreed) and *most teaching assistants in my academic program are helpful* (28% strongly agreed).

| Table 26: Perception of staff (% agree or strongly agree) |                            |                |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   | All students<br>(n=15,157) | Group          |                |                |
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Most university support staff are helpful* (STAFF2)       | 90%                        | 93%            | 89%            | 89%            |
| Most teaching assistants are helpful* (STAFF1)            | 85%                        | 88%            | 84%            | 83%            |

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

## 10.0 Commitment to completion

### 10.1 Perceptions of effort

Almost all students agreed that they are *willing to put a lot of effort into being successful at university* (47% strongly agreed), which is reflected in the fact that almost as many agreed that they *normally go to all of their classes* (46% strongly agreed). Fewer students agreed that they *can deal with stress* (14% strongly agreed) or *have good study habits* (14% strongly agreed).

- As university grades decreased, agreement also decreased for *dealing with stress* and *having good study habits*.

**Table 27: Agreement with statements about student's abilities and effort (% agree or strongly agree)**

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| I am willing to put a lot of effort into being successful at university (CMT7) | 94%                        | 95%            | 93%            | 95%            |
| I normally go to all of my classes (CMT6)                                      | 87%                        | 90%            | 87%            | 84%            |
| I can deal with stress (CMT8)  | 66%                        | 67%            | 66%            | 67%            |
| I have good study habits (CMT9)  | 62%                        | 64%            | 61%            | 63%            |

Note: 'Don't know' responses are not shown in the table but are included in the calculations.

### 10.2 Perceptions of university education

Results show that at least 3 in 4 first-year students agreed with the statements about their courses and program of studies.

**Table 28: Agreement with statements about university education (% agree or strongly agree)**

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Most of my courses are interesting (CMT4)  | 82%                        | 85%            | 81%            | 82%            |
| My course load is manageable (CMT5)  | 77%                        | 81%            | 75%            | 76%            |
| I am in the right program for me (CMT3)  | 75%                        | 78%            | 76%            | 70%            |
| I had adequate information about my program from the university before I enrolled (CMT2) | 75%                        | 76%            | 75%            | 73%            |

Note: 'Don't know' responses are not shown in the table but are included in the calculations.

### 10.3 Perceptions of finances

Three quarters of first-year students agreed that *they have the financial resources to complete their program* (23% strongly agreed), while slightly less than two thirds agreed that *a university degree is worth the cost* (20% strongly agreed).

**Table 29: Agreement with statements about finance-related aspects (% agree or strongly agree)**

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| I have the financial resources to complete my program (CMT1) | 74%                        | 71%            | 74%            | 75%            |
| A university degree is worth the cost (CMT14)                | 62%                        | 63%            | 60%            | 63%            |

Note: 'Don't know' responses are not shown in the table but are included in the calculations.

### 10.4 Perceptions of persistence

At the time of the survey, almost 9 in 10 first-year students agreed that they *plan to come back to their university next year*, although just 51% strongly agreed. About the same proportion *planned to complete their degree at their current university* (47% strongly agreed). About 1 in 10 *planned to transfer to another university or go to college/CEGEP next year*.

**Table 30: Agreement with statements about persistence (% agree or strongly agree)**

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| I plan to come back to this university next year (CMT10)   | 86%                        | 83%            | 88%            | 88%            |
| I plan to complete my degree at this university (CMT13)    | 82%                        | 77%            | 83%            | 86%            |
| I plan to transfer to another university next year (CMT11) | 10%                        | 10%            | 9%             | 9%             |
| I plan to go to college/CEGEP next year (CMT12)            | 8%                         | 10%            | 7%             | 7%             |

Note: 'Don't know' responses are not shown in the table but are included in the calculations.

## 11.0 Overall evaluation of student experiences

### 11.1 Satisfaction with concern shown for student as an individual

Almost two thirds of first-year students were satisfied with the *concern shown by the university for them as an individual*.

|                   | All students<br>(n=15,157) | Group          |                |                |
|-------------------|----------------------------|----------------|----------------|----------------|
|                   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Very satisfied    | 6%                         | 8%             | 6%             | 5%             |
| Satisfied         | 59%                        | 62%            | 59%            | 56%            |
| Dissatisfied      | 26%                        | 23%            | 26%            | 30%            |
| Very dissatisfied | 8%                         | 7%             | 9%             | 9%             |

### 11.2 Satisfaction with decision to attend this university

Close to 9 in 10 first-year students were satisfied with *their decision to attend their university*.

|                   | All students<br>(n=15,157) | Group          |                |                |
|-------------------|----------------------------|----------------|----------------|----------------|
|                   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Very satisfied    | 22%                        | 26%            | 20%            | 20%            |
| Satisfied         | 67%                        | 64%            | 69%            | 69%            |
| Dissatisfied      | 9%                         | 8%             | 9%             | 9%             |
| Very dissatisfied | 2%                         | 2%             | 2%             | 2%             |

### 11.3 Recommend university to others

Students were asked to rate the likelihood they would recommend their university on a scale from 0 (not at all likely) to 10 (extremely likely). Using the Net Promoter Score calculation, where detractors (rating of 0 to 6) are subtracted from promoters (rating of 9 or 10), participating universities have a score of +1. Although it was not statistically significant, Group 1 students gave a higher Net Promoter Score than Group 2 and Group 3 students.

|   | All students<br>(n=15,157) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Promoter (rating of 9 or 10)                  | 26%                        | 33%            | 22%            | 25%            |
| Passive (rating of 7 or 8)                    | 49%                        | 44%            | 52%            | 51%            |
| Detractor (rating of 0 to 6)                  | 25%                        | 23%            | 27%            | 24%            |
| Net Promoter Score (promoter minus detractor) | +1                         | +10            | -5             | +1             |

Note: The Net Promoter Score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.

## 12.0 Goal development

### 12.1 Chosen a major or discipline

At the time of the survey, three quarters of first-year students said they had selected their major or discipline.

|     | All students<br>(n=15,157) | Group          |                |                |
|-----|----------------------------|----------------|----------------|----------------|
|     |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Yes | 76%                        | 74%            | 75%            | 81%            |
| No  | 24%                        | 26%            | 25%            | 19%            |

### 12.2 Post-graduation plans

At this early point in their university studies, first-year students are equally likely to want to apply to a *professional program* as *graduate school*, although the highest proportion were unsure.

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| <b>Apply to professional program (GOAL3)</b> |                            |                |                |                |
| Yes  | 26%                        | 27%            | 25%            | 27%            |
| No   | 36%                        | 35%            | 37%            | 37%            |
| Unsure                                       | 38%                        | 38%            | 38%            | 36%            |
| <b>Apply to graduate school (GOAL4)</b>      |                            |                |                |                |
| Yes  | 30%                        | 32%            | 28%            | 32%            |
| No   | 21%                        | 22%            | 22%            | 20%            |
| Unsure                                       | 49%                        | 47%            | 50%            | 48%            |

### 12.3 Career planning

Overall, one third of first-year students have a specific career in mind, while another third have several possible careers. Despite many having a career (or two) in mind, just 1 in 5 said they know their career options very well.

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| <b>Description of career plans (GOAL5)</b>                   |                            |                |                |                |
| I have a specific career in mind                             | 32%                        | 37%            | 30%            | 29%            |
| I have several possible careers in mind                      | 31%                        | 31%            | 31%            | 32%            |
| I have some general ideas but I need to clarify them         | 24%                        | 20%            | 26%            | 25%            |
| I am unsure, but I want to develop a career plan             | 10%                        | 9%             | 11%            | 11%            |
| I am not thinking about a career at this stage of my studies | 2%                         | 3%             | 2%             | 2%             |
| <b>How well students know career options (GOAL6)</b>         |                            |                |                |                |
| Very well  | 20%                        | 23%            | 19%            | 16%            |
| Fairly well  | 49%                        | 47%            | 51%            | 48%            |
| Only a little  | 27%                        | 26%            | 26%            | 31%            |
| Not at all   | 4%                         | 4%             | 3%             | 5%             |



## 12.4 Steps taken for employment post-graduation

Slightly less than 9 in 10 first-year students have taken at least one step to prepare for employment or a career after graduation. They have most often talked to people (e.g., parents, family, friends, etc.) about it.

- The older a student was, the less likely they were to have *talked with parents/family*, but the more likely they were to have *worked in their chosen field of employment*.

**Table 37: Steps taken to prepare for employment or career after graduation**

|   | All students<br>(n=15,157) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Talked with parents/family about employment/career (GOAL8)  | 74%                        | 71%            | 76%            | 74%            |
| Talked with friends about employment/career (GOAL9)         | 65%                        | 62%            | 67%            | 67%            |
| Created resumé, CV, e-portfolio, or online profile (GOAL10) | 43%                        | 33%            | 47%            | 48%            |
| Talked with professors about employment/career (GOAL7)      | 20%                        | 21%            | 20%            | 19%            |
| Volunteered in chosen field of employment (GOAL15)          | 18%                        | 19%            | 19%            | 16%            |
| Worked in chosen field of employment (GOAL14)               | 14%                        | 17%            | 13%            | 13%            |
| Met with a career counsellor (GOAL13)                       | 12%                        | 12%            | 11%            | 13%            |
| Attended an employment fair (GOAL12)                        | 12%                        | 9%             | 13%            | 12%            |
| I have a career mentor (GOAL16)                             | 6%                         | 6%             | 6%             | 7%             |
| None (GOAL17)   | 12%                        | 15%            | 11%            | 11%            |

Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.

## 13.0 Satisfaction with facilities and services

### 13.1 General facilities and services

The most commonly used services among first-year students were *bookstores* (online or on-campus), while few report using *facilities for student associations*.

- Students who self-identified as a member of a visible minority were less likely to report using *online campus bookstores* (44% versus 60%), *on-campus bookstores* (40% versus 59%), and *parking* (18% versus 35%) than their counterparts.
- The older a student was, the less likely they were to have used *bookstores* (*online or on-campus*), *university residences*, or *food services*.

Table 38: Use of general facilities and services

|   | All students<br>(n=15,157) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Online campus bookstores (SRV19)                          | 52%                        | 53%            | 51%            | 52%            |
| On-campus bookstores (SRV18)                              | 50%                        | 52%            | 46%            | 57%            |
| Library electronic resources (SRV5)                       | 45%                        | 48%            | 43%            | 47%            |
| Food services (SRV25)                                     | 44%                        | 43%            | 44%            | 43%            |
| On-campus library (SRV4)                                  | 28%                        | 31%            | 24%            | 32%            |
| University residences (SRV13)                             | 28%                        | 27%            | 31%            | 23%            |
| Parking (SRV26)   | 27%                        | 32%            | 26%            | 19%            |
| Athletic facilities (SRV16)                               | 26%                        | 23%            | 29%            | 24%            |
| Other recreational facilities (SRV17)                     | 12%                        | 11%            | 13%            | 10%            |
| Facilities for university-based social activities (SRV22) | 11%                        | 12%            | 11%            | 10%            |
| Campus medical services (SRV20)                           | 9%                         | 8%             | 9%             | 10%            |
| Computing services help desk (SRV24)                      | 8%                         | 10%            | 7%             | 6%             |
| Facilities for student associations (SRV23)               | 5%                         | 5%             | 6%             | 5%             |

The table below shows very little difference in the satisfaction of those who used each general facility or service, with the exception of *parking* (12% very satisfied) and *food services* (14% very satisfied).

Table 39: Satisfaction with general facilities and services (% satisfied or very satisfied)

|  | All students | Group |     |     |
|--|--------------|-------|-----|-----|
|  |              | 1     | 2   | 3   |
| On-campus library (SRV4SAT)                                  | 96%          | 97%   | 94% | 96% |
| Library electronic resources (SRV5SAT)                       | 95%          | 95%   | 95% | 95% |
| Other recreational facilities (SRV17SAT)                     | 95%          | 95%   | 95% | 94% |
| Athletic facilities (SRV16SAT)                               | 95%          | 94%   | 95% | 94% |
| On-campus bookstores (SRV18SAT)                              | 95%          | 94%   | 94% | 96% |
| Facilities for student associations (SRV23SAT)               | 92%          | 94%   | 92% | 92% |
| Online campus bookstores (SRV19SAT)                          | 92%          | 92%   | 91% | 93% |
| Computing services help desk (SRV24SAT)                      | 92%          | 91%   | 91% | 93% |
| Facilities for university-based social activities (SRV22SAT) | 90%          | 90%   | 91% | 89% |
| Campus medical services (SRV20SAT)                           | 85%          | 89%   | 85% | 79% |
| University residences (SRV13SAT)                             | 78%          | 81%   | 77% | 73% |
| Food services (SRV25SAT)                                     | 69%          | 69%   | 66% | 75% |
| Parking (SRV26SAT)   | 56%          | 61%   | 54% | 51% |

Note: Percentages are based on those who have used the service.

### 13.2 Academic services

With the exception of *academic advising* (used by one third), fewer than 1 in 7 first-year students reported using academic services in the past year.

**Table 40: Use of academic services**

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Academic advising (SRV9)                   | 34%                        | 36%            | 32%            | 37%            |
| Writing skills (SRV12)                     | 14%                        | 17%            | 13%            | 10%            |
| Study skills and learning supports (SRV11) | 13%                        | 14%            | 14%            | 12%            |
| Tutoring (SRV10)                           | 9%                         | 10%            | 9%             | 10%            |
| Co-op offices and supports (SRV21)         | 4%                         | 2%             | 5%             | 6%             |

Students who used each academic service reported very high levels of satisfaction.

**Table 41: Satisfaction with academic services (% satisfied or very satisfied)**

|   | All students | Group |     |     |
|---|--------------|-------|-----|-----|
|   |              | 1     | 2   | 3   |
| Writing skills (SRV12SAT)                     | 92%          | 91%   | 93% | 88% |
| Study skills and learning supports (SRV11SAT) | 90%          | 93%   | 89% | 88% |
| Co-op offices and supports (SRV21SAT)         | 89%          | 88%   | 92% | 85% |
| Tutoring (SRV10SAT)                           | 88%          | 89%   | 87% | 86% |
| Academic advising (SRV9SAT)                   | 87%          | 89%   | 86% | 84% |

Note: Percentages are based on those who have used the service.

### 13.3 Special services

As the category of services implies, special services are those that tend to be created for specific groups of students. Only one service (*financial aid*) was used by more than 8% of first-year students in the past year.

- Students who self-identified as a member of a visible minority were more likely to report using *services for international students* (7% versus 1%) than those who did not self-identify.

**Table 42: Use of special services**

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| Financial aid (SRV15)                                | 20%                        | 26%            | 18%            | 16%            |
| Personal counselling (SRV8)                          | 8%                         | 10%            | 8%             | 7%             |
| Services for students with disabilities (SRV3)       | 6%                         | 7%             | 5%             | 5%             |
| Advising for students who need financial aid (SRV14) | 5%                         | 8%             | 4%             | 3%             |
| Career counselling (SRV7)                            | 5%                         | 4%             | 5%             | 5%             |
| Services for international students (SRV2)           | 4%                         | 4%             | 4%             | 6%             |
| Employment services (SRV6)                           | 4%                         | 3%             | 4%             | 2%             |
| Services for Indigenous students (SRV1)              | 1%                         | 2%             | 1%             | 1%             |

Satisfaction with special services is also very high, with at least 82% of those who used a service saying that they were satisfied or very satisfied with it.

**Table 43: Satisfaction with special services (% satisfied or very satisfied)**

|   | All students | Group |     |     |
|---|--------------|-------|-----|-----|
|   |              | 1     | 2   | 3   |
| Services for Indigenous students (SRV1SAT)              | 93%          | 95%   | 92% | 93% |
| Services for international students (SRV2SAT)           | 88%          | 93%   | 86% | 87% |
| Career counselling (SRV7SAT)                            | 88%          | 88%   | 89% | 86% |
| Financial aid (SRV15SAT)                                | 86%          | 89%   | 85% | 81% |
| Employment services (SRV6SAT)                           | 85%          | 86%   | 85% | 84% |
| Services for students with disabilities (SRV3SAT)       | 85%          | 86%   | 85% | 83% |
| Advising for students who need financial aid (SRV14SAT) | 83%          | 86%   | 81% | 75% |
| Personal counselling (SRV8SAT)                          | 82%          | 83%   | 79% | 86% |

Note: Percentages are based on those who have used the service.

## 14.0 Academic profile

Examining students' academic profiles shows that the majority are attending full-time, began their post-secondary studies this academic year at their current university, did not transfer from another institution, and reported an average grade of B- or higher.

- Group 1 students were most likely to be studying part-time. Group 3 students were most likely to have started their post-secondary education in 2019 or earlier.
- The older a student was, the more likely they were to have started their post-secondary studies earlier or transferred from another institution.

**Table 44: Academic profile**

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| <b>Course load (LOAD)</b>                            |                            |                |                |                |
| Full-time  | 89%                        | 80%            | 92%            | 96%            |
| Part-time  | 11%                        | 20%            | 8%             | 4%             |
| <b>Year began post-secondary studies (HIST1)</b>     |                            |                |                |                |
| 2021/2022  | 87%                        | 83%            | 95%            | 74%            |
| 2020   | 3%                         | 6%             | 2%             | 1%             |
| 2019 or earlier                                      | 10%                        | 11%            | 3%             | 25%            |
| <b>Year began studies at this university (HIST2)</b> |                            |                |                |                |
| 2021/2022  | 86%                        | 76%            | 90%            | 90%            |
| 2020 or earlier                                      | 14%                        | 24%            | 10%            | 10%            |
| <b>Transferred from other institution (HIST3)</b>    |                            |                |                |                |
| Yes  | 6%                         | 8%             | 2%             | 11%            |
| <b>Reported university grade (HIST4)</b>             |                            |                |                |                |
| A-, A, or A+   | 37%                        | 37%            | 36%            | 38%            |
| B-, B, or B+   | 47%                        | 46%            | 47%            | 47%            |
| C-, C, or C+   | 14%                        | 14%            | 14%            | 12%            |
| D  | 2%                         | 2%             | 2%             | 1%             |
| F  | <1%                        | <1%            | <1%            | <1%            |

## 15.0 Current employment

About 4 in 10 first-year students were employed at the time of the survey, most often off campus. Among those who were employed, results show that the typical student worked 17 hours per week. About three and a half times more students reported that their employment had a negative rather than positive impact on their academic performance.

- On average, Group 1 students worked five hours a week more than Group 2 and Group 3 students.
- The older a student was, the more likely they were to be employed and work more than 30 hours per week.

| Table 45: Employment status   |                            |                |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   | All students<br>(n=15,157) | Group          |                |                |
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| <b>Currently employed (WORK1)</b>   |                            |                |                |                |
| Yes, both on and off campus   | <1%                        | 1%             | <1%            | <1%            |
| Yes, on campus  | 2%                         | 2%             | 2%             | 2%             |
| Yes, off campus   | 36%                        | 42%            | 32%            | 37%            |
| No, but seeking work  | 29%                        | 25%            | 31%            | 29%            |
| No, not seeking work  | 32%                        | 29%            | 34%            | 31%            |
| <b>Number of hours worked per week* (WORK2)</b>   |                            |                |                |                |
| 10 or less  | 32%                        | 26%            | 36%            | 35%            |
| 11 to 20  | 46%                        | 40%            | 49%            | 49%            |
| 21 to 30  | 12%                        | 13%            | 11%            | 12%            |
| Over 30   | 10%                        | 22%            | 4%             | 4%             |
| Average   | 17.0                       | 20.6           | 14.9           | 15.0           |
| <b>Impact of employment on academic performance* (WORK3)</b>  |                            |                |                |                |
| Very positive   | 3%                         | 3%             | 3%             | 2%             |
| Somewhat positive   | 9%                         | 9%             | 9%             | 9%             |
| No impact   | 46%                        | 42%            | 48%            | 47%            |
| Somewhat negative   | 38%                        | 40%            | 37%            | 38%            |
| Very negative   | 4%                         | 5%             | 3%             | 4%             |
| * Only students who are currently employed were asked how many hours they work per week and whether their employment has an impact on their academic performance. |                            |                |                |                |

## 16.0 Finances

### 16.1 Credit cards

Close to 6 in 10 first-year students have at least one credit card. Among these students, the vast majority pay off their balance each month and, as such, their current credit card balance is zero. Among those with an unpaid balance, the average credit card debt is over \$3,000.

- Group 1 students carried higher credit card debt than Group 2 or Group 3 students.
- The older a student was, the more likely they were to have a credit card, and the more likely they were to carry a balance on their credit card.

Table 46: Credit cards

|   | All students<br>(n=15,157) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| <b>Number of credit cards (FIN1)</b>                |                            |                |                |                |
| None  | 44%                        | 45%            | 47%            | 33%            |
| One   | 43%                        | 39%            | 43%            | 52%            |
| Two   | 7%                         | 9%             | 5%             | 9%             |
| Three or more                                       | 6%                         | 7%             | 6%             | 5%             |
| <b>Regularly pay off balance each month* (FIN2)</b> |                            |                |                |                |
| Yes   | 86%                        | 79%            | 89%            | 90%            |
| <b>Total credit card balance* (FIN3)</b>            |                            |                |                |                |
| Zero  | 35%                        | 34%            | 35%            | 36%            |
| \$500 or less                                       | 9%                         | 8%             | 9%             | 11%            |
| \$501 to \$1,000                                    | 3%                         | 4%             | 2%             | 2%             |
| Over \$1,000  | 4%                         | 9%             | 1%             | 3%             |
| Don't know  | 49%                        | 44%            | 53%            | 48%            |
| Average (all with credit card)                      | \$602                      | \$1,175        | \$305          | \$331          |
| Average (those with unpaid balance)                 | \$3,299                    | \$4,648        | \$1,295        | \$2,304        |

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

## 16.2 Financial awards and assistance

Overall, 6 in 10 first-year students said they received a financial award from their university. Among those who received an award, one-third said they would not have been able to attend university without this financial assistance.

- Group 2 students were most likely to have reported receiving a financial award from their university.
- As students' university grades decreased, students were less likely to report receiving a financial award from their university, declining from 72% of those with a grade of A- or higher to 46% of those with a C+ or lower.
- The older a student was, the less likely they were to report that they received a financial award.

Table 47: Financial awards and assistance

|  | All students<br>(n=15,157) | Group          |                |                |
|--|----------------------------|----------------|----------------|----------------|
|  |                            | 1<br>(n=6,083) | 2<br>(n=5,644) | 3<br>(n=3,430) |
| <b>Received financial award from this university (FIN4)</b>                |                            |                |                |                |
| Yes  | 61%                        | 55%            | 73%            | 37%            |
| <b>Would have been able to attend without financial assistance* (FIN5)</b> |                            |                |                |                |
| Yes  | 67%                        | 64%            | 69%            | 65%            |
| No   | 33%                        | 36%            | 31%            | 35%            |

\* Only students who received a financial award or bursary from this university were asked if they would have been able to attend without financial assistance.

## 17.0 Course delivery and assessment module

Starting in March 2020, the worldwide COVID-19 pandemic brought many challenges for post-secondary institutions and students. Post-secondary institutions across Canada closed physically, and most in person (face-to-face) courses transitioned to online (remote delivery), as did many student services. Some courses were postponed or cancelled entirely. Courses with experiential learning components were also affected.

Continuing on with its learning from the 2021 *Graduating Student Survey*, CUSC-CCREU added a module of questions about the impacts of the pandemic on course delivery and assessment. This module was optional for universities. The results reported are only from first-year students at universities that opted to participate in the course delivery and assessment module.

### 17.1 Academic courses instruction and delivery

In the 2021-22 academic year, first-year students indicated that online was the most common method of instruction for their courses.

- Group 1 students were least likely to have experience with *online synchronous* instruction.
- Students aged 22 or older were less likely than other age groups to have taken *online synchronous*, *hybrid*, and *in-person* instruction in 2021-22, but more likely to have taken *other types*.

|   | All students<br>(n=13,065) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=5,346) | 2<br>(n=5,234) | 3<br>(n=2,485) |
| Online asynchronous (e.g. learning modules, recorded lectures)                | 71%                        | 67%            | 74%            | 70%            |
| Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) | 70%                        | 56%            | 77%            | 72%            |
| Hybrid (combination of in-person and online)                                  | 61%                        | 56%            | 59%            | 78%            |
| In-person   | 56%                        | 55%            | 53%            | 69%            |
| Other   | 1%                         | 2%             | <1%            | <1%            |

Satisfaction by instruction method varied considerably, with first-year students most satisfied with *in-person instruction* (32% very satisfied).

|   | All students | Group |     |     |
|---|--------------|-------|-----|-----|
|   |              | 1     | 2   | 3   |
| In-person (CDAA1)   | 91%          | 94%   | 91% | 88% |
| Hybrid (combination of in-person and online) (CDAA2)                                  | 80%          | 80%   | 81% | 75% |
| Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) (CDAA3) | 73%          | 75%   | 74% | 69% |
| Online asynchronous (e.g. learning modules, recorded lectures) (CDAA4)                | 68%          | 71%   | 67% | 67% |
| Other (CDAA5A)  | 49%          | 51%   | 38% | 69% |

Note: Percentages are based on those with experience with the method of instruction.



## 17.2 Internal experiential learning

Overall, about 4 in 10 first-year students were currently enrolled in an internal experiential learning component (e.g. co-op, lab, practicum, studio, applied project), most commonly taking it in person.

- The older a student was, the less likely they were to be currently enrolled in internal experiential learning.

|   | All students<br>(n=13,065) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=5,346) | 2<br>(n=5,234) | 3<br>(n=2,485) |
| Currently enrolled in internal experiential learning (e.g. co-op, lab, practicum, studio, applied project) (CDAB) | 44%                        | 39%            | 47%            | 40%            |
| <b>Internal experiential method of delivery (CDAB1)</b>   |                            |                |                |                |
| In-person   | 26%                        | 25%            | 27%            | 27%            |
| Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.)                                     | 15%                        | 12%            | 18%            | 14%            |
| Hybrid (combination of in-person and online)  | 12%                        | 12%            | 13%            | 12%            |
| Online asynchronous (e.g. learning modules, recorded lectures)  | 9%                         | 7%             | 11%            | 8%             |
| Other   | <1%                        | <1%            | 1%             | <1%            |

Similar to academic instruction, first-year students were most satisfied with *in-person internal experiential learning* (34% very satisfied).

|   | All students | Group |     |     |
|---|--------------|-------|-----|-----|
|   |              | 1     | 2   | 3   |
| In-person (CDAB2)   | 93%          | 95%   | 92% | 92% |
| Hybrid (combination of in-person and online) (CDAB3)                                  | 84%          | 83%   | 86% | 76% |
| Other (CDAB6A)  | 82%          | 72%   | 84% | 87% |
| Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) (CDAB4) | 75%          | 77%   | 76% | 69% |
| Online asynchronous (e.g. learning modules, recorded lectures) (CDAB5)                | 69%          | 73%   | 66% | 75% |

Note: Percentages are based on those with experience with experiential learning instruction method.

### 17.3 Course assessment

Different methods of course assessments were used in the 2021-22 year, with a greater proportion of students having online rather than in-person assessments.

- Group 3 students were most likely to have had *in-person* assessments, while Group 2 students were most likely to have had *online synchronous* assessments.
- Students 22 and older were less likely to have assessments that were *online synchronous*, *in-person*, or *hybrid*, but more likely to have assessments classified as *other*.

|   | All students<br>(n=13,065) | Group          |                |                |
|---|----------------------------|----------------|----------------|----------------|
|   |                            | 1<br>(n=5,346) | 2<br>(n=5,234) | 3<br>(n=2,485) |
| Online asynchronous (e.g. learning modules, recorded lectures)                | 59%                        | 54%            | 62%            | 60%            |
| Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) | 58%                        | 44%            | 67%            | 57%            |
| In-person   | 46%                        | 50%            | 39%            | 61%            |
| Hybrid (combination of in-person and online)                                  | 30%                        | 33%            | 25%            | 42%            |
| Other   | 2%                         | 3%             | <1%            | <1%            |

Unlike learning experiences, satisfaction by assessment method is very similar by assessment type.

|   | All students | Group |     |     |
|---|--------------|-------|-----|-----|
|   |              | 1     | 2   | 3   |
| In-person (CDAC1)   | 88%          | 91%   | 87% | 84% |
| Hybrid (combination of in-person and online) (CDAC2)                                  | 86%          | 90%   | 86% | 81% |
| Online asynchronous (e.g. learning modules, recorded lectures) (CDAC4)                | 86%          | 86%   | 85% | 88% |
| Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) (CDAC3) | 82%          | 87%   | 81% | 80% |
| Other (CDAC5A)  | 76%          | 79%   | 69% | 75% |

Note: Percentages are based on those with experience with assessment method.

### 17.4 Satisfaction with university's efforts to limit spread of COVID-19


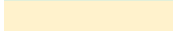
Almost 9 in 10 first-year students were satisfied with their university's *safety measures to limit the spread of the COVID-19 virus*.

|                   | All students<br>(n=13,065) | Group          |                |                |
|-------------------|----------------------------|----------------|----------------|----------------|
|                   |                            | 1<br>(n=5,346) | 2<br>(n=5,234) | 3<br>(n=2,485) |
| Very satisfied    | 23%                        | 28%            | 19%            | 23%            |
| Satisfied         | 65%                        | 62%            | 67%            | 64%            |
| Dissatisfied      | 8%                         | 6%             | 9%             | 9%             |
| Very dissatisfied | 5%                         | 4%             | 5%             | 5%             |

**Appendix A - 2022 CUSC-CCREU Survey (© 2022)**

This survey is being completed by first-year students at approximately 30 Canadian universities. We want to learn more about our new students to help them make a successful transition to university.

If you cannot finish the survey in one sitting, you can close it and return to it using the link in the email we sent you. You will be returned to the page you were on when you closed. All of your responses are confidential.

| shading   | description   |
|---|---|
| No shading  | Question only in the First-Year Survey                        |
|  | Question in all 3 surveys                                     |
|  | Question in the First-Year Survey and the Middle Years Survey |

## Motivation

How important were each of the following possible reasons in your decision to go to university?

|          |   | Not<br>important         | Somewhat<br>important    | Important                | Very<br>important        |
|----------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| motiv1   | To prepare for a specific job or career   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv2   | To satisfy my intellectual curiosity  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv3   | To earn more money than if I didn't go  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv4   | To get a broad education  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv5   | I am more likely to get a job with a degree   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv6   | The satisfaction of doing challenging academic work                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv7   | To apply what I will learn to make a positive difference in society or my community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv8   | I didn't have anything better to do   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv9   | To get a more fulfilling job than I probably would if I didn't go                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv10  | To meet my family's expectations  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv11  | Learning new things is exciting   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv12  | Most of my friends are going  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv13  | To meet new people  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv14  | The chance to participate in varsity athletics                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv15  | To explore whether university is right for me                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motiv16  | Other reason (please specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| motivtxt | _____   |                          |                          |                          |                          |
| motivtop | Which one was the most important to you? _____                                      |                          |                          |                          |                          |

## Applications

How many universities besides [UCODE.TEXT] did you apply to?

app1 in Canada: \_\_\_\_\_ app2 in other countries: \_\_\_\_\_

app3 Did you apply to a college or CEGEP? Yes  No

app4 Is [UCODE.TEXT] your first choice? Yes  No

[If app4 = "No" branch to apptxt, otherwise branch to the Selection section.]

apptxt What was your first choice university? \_\_\_\_\_

## Selection

How important were each of the following in your decision to choose [UCODE.TEXT]?

|       |   | Not<br>important         | Somewhat<br>important    | Important                | Very<br>important        |
|-------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| sel1  | I wanted to live close to home  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel2  | I wanted to live away from home                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel3  | It offered a place in residence                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel4  | Cost of university residence  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel5  | Cost of tuition and fees  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel6  | It has the program I want to take                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel7  | The program I want has a co-op, practicum or<br>other work experience | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel8  | The program I want offers study/work<br>experience abroad             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel9  | The academic reputation of the university                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel10 | It has a good reputation for campus life                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel11 | It offered a scholarship  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel12 | It offered other financial assistance                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel13 | The size of the university suits me                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel14 | The city/town it's in   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel15 | Availability of public transportation                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel16 | It's where my friends are going                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel17 | It's where my family wanted me to go                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel18 | The chance to participate in varsity athletics                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| sel19 | Other reason (please specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

seltxt \_\_\_\_\_

seltop Which one was the most important to you? \_\_\_\_\_

[Students identified in the university's sample file as international/visa students will be branched to vsel1; other students will be branched to the Sources of information section.]

How important were each of the following in your decision to study at [UCODE.TEXT]?

|         |   | Not<br>important         | Somewhat<br>important    | Important                | Very<br>important        |
|---------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| vsel1   | Academic reputation of Canadian universities in general         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vsel2   | Cost of tuition and fees for international students             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vsel3   | Friends or family recommended it                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vsel4   | I thought it would be a welcoming environment                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vsel5   | Obtaining a visa for Canada was easier than for other countries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vsel6   | Other reason (please specify)                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| vseltxt | _____   |                          |                          |                          |                          |

### Sources of information

How important were each of the following sources of information in your decision to study at [UCODE.TEXT]?

|        |   | Not<br>important         | Somewhat<br>important    | Important                | Very<br>important        |
|--------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| inf1   | Visit by a university representative to your high school or CEGEP | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf2   | The university's web site   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf3   | The university's Facebook site                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf4   | The university's other social media (e.g., Twitter, Tumblr, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf5   | Printed university brochure, pamphlet or viewbook                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf6   | Visit to campus for an open house                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf7   | Other visit to campus   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf8   | Contact with admissions staff on campus                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf9   | Contact with professors   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf10  | Contact with university athletic coaches                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf11  | High school/CEGEP counsellors or teachers                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf12  | Students attending the university                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf13  | Friends   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf14  | Parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf15  | Maclean's University Rankings                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf16  | Globe and Mail Canadian University Report                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf17  | The Times Higher Education World University Rankings              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf18  | QS World University Rankings                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf19  | Academic Ranking of World Universities ("Shanghai rankings")      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inf20  | Other (please specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| inftxt | _____   |                          |                          |                          |                          |

## Orientation

**orient1** Did you participate in an orientation program before or after arriving on campus last fall?

Yes  No

[If “No” skip to regist1]

How satisfied were you with each of the following aspects of the orientation?

|                |   | Very<br>dissatisfied     | Somewhat<br>dissatisfied | Somewhat<br>satisfied    | Very<br>satisfied        | Don't<br>know            |
|----------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>orient2</b> | Feeling welcome at the university                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>orient3</b> | Helping you understand the university's academic expectations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>orient4</b> | Helping your personal and social transition to university     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>orient5</b> | Providing information about campus life                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>orient6</b> | Providing information about student services                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>orient7</b> | Building your confidence                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Registration

|                |   | Very<br>dissatisfied     | Somewhat<br>dissatisfied | Somewhat<br>satisfied    | Very<br>satisfied        |
|----------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>regist1</b> | How satisfied are you with the process of registering for courses at [UCODE.TEXT]?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>regist2</b> | Thinking about all the courses in which you wanted to register this year, how satisfied were you with getting into these courses? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Expectations and experience

Now that you have been at [UCODE.TEXT] for a while, how does your experience compare to what you expected in these areas?

|             |  | Much less<br>than I<br>expected | Less<br>than I<br>expected | About<br>what I<br>expected | More<br>than I<br>expected | Much<br>more than<br>I expected |
|-------------|--|---------------------------------|----------------------------|-----------------------------|----------------------------|---------------------------------|
| <b>exp1</b> | Cost of going to university  | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>   | <input type="checkbox"/>        |
| <b>exp2</b> | Debt you might have to take on to complete your program                    | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>   | <input type="checkbox"/>        |
| <b>exp3</b> | How academically demanding your courses are                                | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>   | <input type="checkbox"/>        |
| <b>exp4</b> | The time you have to put into your coursework (e.g. studying, assignments) | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>   | <input type="checkbox"/>        |
| <b>exp5</b> | Contact with your professors in the classroom                              | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>   | <input type="checkbox"/>        |
| <b>exp6</b> | Contact with your professors outside of the classroom                      | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>   | <input type="checkbox"/>        |
| <b>exp7</b> | Amount you participate in class discussions                                | <input type="checkbox"/>        | <input type="checkbox"/>   | <input type="checkbox"/>    | <input type="checkbox"/>   | <input type="checkbox"/>        |

|       |  |                            |                          |                          |                          |                             |
|-------|--|----------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| exp8  | Amount of writing in your academic work                              | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    |
| exp9  | Using math in your academic work                                     | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    |
| exp10 | Doing course work in groups  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    |
| exp12 | Intellectual stimulation   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    |
| exp13 | Ease of making friends   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    |
| exp14 | Ease of getting involved in campus social activities                 | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    |
| exp15 | Availability of help and advising from the university                | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    |
|       |  | Much lower than I expected | Lower than I expected    | About what I expected    | Higher than I expected   | Much higher than I expected |
| exp17 | Your course grades   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    |
| exp18 | Has [UCODE.TEXT] exceeded, met or fallen short of your expectations? | Exceeded                   |                          | Met                      | Fallen short             |                             |
|       |  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    |

## Transition to university

How much success have you had adjusting to [UCODE.TEXT] in the following areas?

|        |  | None                     | Very little              | Some                     | Very much                | No basis for opinion     |
|--------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| tran1  | Meeting academic demands   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran2  | Choosing a program of study  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran3  | Getting academic advice  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran4  | Performing well in written assignments   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran5  | Performing well in courses that require math                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran6  | Understanding the course material  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran7  | Managing your finances   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran8  | Managing your time   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran9  | Making friends   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran10 | Becoming involved in campus activities   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran11 | Finding suitable housing   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran12 | Dealing with new living arrangements   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran13 | Finding your way around campus   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran14 | Using the library  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran15 | Finding career information   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran16 | Commuting to campus  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran17 | Feeling like I belong at this university   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| tran18 | Finding information about academic integrity (plagiarism, proper citation, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



## Professors

Please indicate your level of agreement with the following statements about your professors.

|                                  |  | Strongly disagree        | Disagree                 | Agree                    | Strongly agree           |
|----------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Most of my professors ...</b> |  |                          |                          |                          |                          |
| prof1                            | Are reasonably accessible outside of class             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prof2                            | Take a personal interest in my academic progress       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prof4                            | Encourage students to participate in class discussions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prof5                            | Are well organized in their teaching                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prof6                            | Seem knowledgeable in their fields                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prof7                            | Communicate well in their teaching                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prof8                            | Are intellectually stimulating in their teaching       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prof9                            | Provide useful feedback on my academic work            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prof10                           | Provide prompt feedback on my academic work            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prof12                           | Are consistent in their grading                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|                                  |  | Strongly disagree        | Disagree                 | Agree                    | Strongly agree           | No basis for opinion     |
|----------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Most of my professors ...</b> |  |                          |                          |                          |                          |                          |
| prof13                           | Treat students the same regardless of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prof14                           | Treat students the same regardless of race   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| prof15                           | Look out for students' interests             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Regardless of how well you think your professors did, which three statements do you think are the most important? prof18 \_\_\_\_\_ prof19 \_\_\_\_\_ prof20 \_\_\_\_\_

|        |   | Yes, all courses         | Yes, most courses        | Yes, some courses        | No courses               | Not applicable           |
|--------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| prof16 | Were you given the chance to evaluate the quality of teaching in your courses this past fall? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Considering all of your professors and courses, please indicate your level of agreement with the following statement.

|        |  | Strongly disagree        | Disagree                 | Agree                    | Strongly agree           |
|--------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| prof17 | Generally, I am satisfied with the quality of teaching I have received | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Staff

Please indicate your level of agreement with the following statements.

|        |   | Strongly disagree        | Disagree                 | Agree                    | Strongly agree           | No basis for opinion     |
|--------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| staff1 | Most teaching assistants in my academic program are helpful                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| staff2 | Most university support staff (e.g., clerks, secretaries, etc.) are helpful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Commitment to completion

Please indicate your level of agreement with the following statements.

|       |   | Strongly disagree        | Disagree                 | Agree                    | Strongly agree           | Don't know               |
|-------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| cmt1  | I have the financial resources to complete my program                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt2  | I had adequate information about my program from the university before I enrolled | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt3  | I am in the right program for me  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt4  | Most of my courses are interesting  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt5  | My course load is manageable  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt6  | I normally go to all of my classes  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt7  | I am willing to put a lot of effort into being successful at university           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt8  | I can deal with stress  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt9  | I have good study habits  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt10 | I plan to come back to this university next year                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt11 | I plan to transfer to another university next year                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt12 | I plan to go to college/CEGEP next year   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt13 | I plan to complete my degree at this university                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cmt14 | A university degree is worth the cost   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Overall evaluation

Please indicate your level of satisfaction with [UCODE.TEXT] in the following areas.

|       |  | Very dissatisfied        | Dissatisfied             | Satisfied                | Very satisfied           |
|-------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| eval3 | Concern shown by the university for you as an individual | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| eval9 | Your decision to attend this university                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

eval14 How likely is it that you would recommend <university name> to a friend or family member?  
 0 Not at all likely       1       2       3       4       5  
 6       7       8       9       10 Extremely likely

[If eval14 =< 6 branch to eval14txt, otherwise branch to the Goal development section.]

Please explain why you gave a rating of <EVAL14> out of 10 for recommending this university.

eval14txt \_\_\_\_\_

## Goal development

goal1 Have you chosen a major or discipline?    Yes    No

After you have completed your undergraduate studies do you intend to:

goal3 Apply to a professional program (e.g., Medicine, Law, etc.)    Yes       No       Unsure

goal4 Apply to graduate school       Yes       No       Unsure

goal5 Which of the following best describes your career plans?

- I have a specific career in mind
- I have several possible careers in mind
- I have some general ideas but I need to clarify them
- I am unsure, but I want to develop a career plan
- I am not thinking about a career at this stage of my studies

|  | Not at all               | Only a little            | Fairly well              | Very well                |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| goal6 How well do you know the career options your program or intended program could open for you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate what steps, if any, you have taken to prepare for employment/your career after graduation. Please choose all that apply.

- goal7  Talked with professors about employment/career
- goal8  Talked with parents/family about employment/career
- goal9  Talked with friends about employment/career
- goal10  Created resume, CV, e-portfolio, or online profile (e.g., LinkedIn)
- goal12  Attended an employment fair
- goal13  Met with a career counsellor
- goal14  Worked in my chosen field of employment
- goal15  Volunteered in my chosen field of employment
- goal16  I have a career mentor
- goal17  None of the above

## Services

Please indicate which of the following services you have used since last September and how satisfied you are with the ones you have used.

|       |   | Used                     | Satisfaction if service used |                          |                          |                          |                          |
|-------|---|--------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|       |   |                          | Very dissatisfied            | Dissatisfied             | Satisfied                | Very Satisfied           |                          |
| srv1  | Services for Indigenous students                              | <input type="checkbox"/> | srv1sat                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv2  | Services for international students                           | <input type="checkbox"/> | srv2sat                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv3  | Services for students with disabilities                       | <input type="checkbox"/> | srv3sat                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv4  | University libraries: physical books, magazines, stacks       | <input type="checkbox"/> | srv4sat                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv5  | University libraries: electronic resources                    | <input type="checkbox"/> | srv5sat                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv6  | Employment services   | <input type="checkbox"/> | srv6sat                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv7  | Career counselling  | <input type="checkbox"/> | srv7sat                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv8  | Personal counselling  | <input type="checkbox"/> | srv8sat                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv9  | Academic advising   | <input type="checkbox"/> | srv9sat                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv10 | Tutoring  | <input type="checkbox"/> | srv10sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv11 | Study skills and learning supports                            | <input type="checkbox"/> | srv11sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv12 | Writing skills  | <input type="checkbox"/> | srv12sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv13 | University residences   | <input type="checkbox"/> | srv13sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv14 | Advising for students who need financial aid                  | <input type="checkbox"/> | srv14sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv15 | Financial aid   | <input type="checkbox"/> | srv15sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv16 | Athletic facilities   | <input type="checkbox"/> | srv16sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv17 | Other recreational facilities                                 | <input type="checkbox"/> | srv17sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv18 | University bookstores: physical stores                        | <input type="checkbox"/> | srv18sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv19 | University bookstores: online inventory check, ordering, etc. | <input type="checkbox"/> | srv19sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv20 | Campus medical services                                       | <input type="checkbox"/> | srv20sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv21 | Co-op offices and supports                                    | <input type="checkbox"/> | srv21sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv22 | Facilities for university-based social activities             | <input type="checkbox"/> | srv22sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv23 | Facilities for student associations                           | <input type="checkbox"/> | srv23sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv24 | Computing services help desk                                  | <input type="checkbox"/> | srv24sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv25 | Food services   | <input type="checkbox"/> | srv25sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| srv26 | Parking   | <input type="checkbox"/> | srv26sat                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Academic history

hist1 In what year did you begin your post-secondary studies? Year: \_\_\_\_\_

hist2 In what year did you first enrol at [UCODE.TEXT]? Year: \_\_\_\_\_

hist3 Have you transferred to [UCODE.TEXT] from another post-secondary institution?  
 Yes  No

hist4 Please choose the letter grade that best reflects your overall average grade:  
 A (includes A+, A and A-)  
 B (includes B+, B and B-)  
 C (includes C+, C and C-)  
 D  
 F

## Employment

work1 Excluding work related to a co-op program, are you employed during the current academic term?  
 Yes, off campus  
 Yes, on campus  
 Yes, both off campus and on campus  
 No, but I am looking for work  
 No, and I am not looking for work

[If work1= "Yes ..." branch to work2, otherwise branch to Finances section.]

work2 On average, how many hours per week are you employed in this work? \_\_\_\_\_

work3 What impact has this employment had on your academic performance?  
 Very negative  
 Somewhat negative  
 No impact  
 Somewhat positive  
 Very positive

## Finances

fin1 The following questions about credit cards are used to better understand the ways in which students help pay for and finance their education. The information collected is confidential.  
How many credit cards do you have?  
options: 0 through 10, 11 or more

[If fin1 = 0 branch to fin4, otherwise fin2.]

fin2 Do you usually pay off the whole balance every month?  Yes  No

fin3 What is the total unpaid balance on all of your cards? \$ \_\_\_\_\_  Don't know

fin4 Did you receive a scholarship, financial award or bursary from [UCODE.TEXT] for the 2021-2022 academic year?  Yes  No

fin5 Would you have been able to attend [UCODE.TEXT] without financial assistance from [UCODE.TEXT]?  Yes  No

### Method of instruction/delivery (optional module)

- cdaa** Since September 2021, which methods of instruction/delivery have you used to take academic courses from this institution? Select all that apply.
- In-person [if checked, BRANCH to [cdaa1](#)]
  - Hybrid (combination of in-person and online) [if checked, BRANCH to [cdaa2](#)]
  - Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) [if checked, BRANCH to [cdaa3](#)]
  - Online asynchronous (e.g. learning modules, recorded lectures) [if checked, BRANCH to [cdaa4](#)]
  - Other (specify) \_\_\_\_\_ [if checked, BRANCH to [cdaa5](#)]

|               |  | Very<br>dissatisfied     | Dissatisfied             | Satisfied                | Very<br>satisfied        |
|---------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>cdaa1</b>  | How satisfied are you with in-person instruction/delivery?   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>cdaa2</b>  | How satisfied are you with hybrid (combination of in-person and online) instruction/delivery?                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>cdaa3</b>  | How satisfied are you with online synchronous (e.g. real-time audio or video) instruction/delivery?              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>cdaa4</b>  | How satisfied are you with online asynchronous (e.g. learning modules, recorded lectures) instruction/ delivery? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>cdaa5a</b> | How satisfied are you with [recall other] method of instruction/delivery?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Internal experiential learning (optional module)

- cdab** Are you currently enrolled in a course or program that includes an internal experiential learning component (e.g. co-op, lab, practicum, studio, applied project)?
- Yes [BRANCH to [cdab1](#)]
  - No [BRANCH to [cdac](#)]
  - Don't know [BRANCH to [cdac](#)]
- cdab1** Which methods of instruction/delivery are you using for an internal experiential learning component (e.g. co-op, lab, practicum, studio, applied project)? Select all that apply.
- In-person [if checked, BRANCH to [cdab2](#)]
  - Hybrid (combination of in-person and online) [if checked, BRANCH to [cdab3](#)]
  - Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) [if checked, BRANCH to [cdab4](#)]
  - Online asynchronous (e.g. learning modules, recorded lectures) [if checked, BRANCH to [cdab5](#)]
  - Other (specify) \_\_\_\_\_ [if checked, BRANCH to [cdab6](#)]

|        |  | Very<br>dissatisfied     | Dissatisfied             | Satisfied                | Very<br>satisfied        |
|--------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| cdab2  | How satisfied are you with in-person instruction/delivery for internal experiential learning?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cdab3  | How satisfied are you with hybrid (combination of in-person and online) instruction/delivery for internal experiential learning?                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cdab4  | How satisfied are you with online synchronous (e.g. real-time audio or video) instruction/delivery for internal experiential learning?             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cdab5  | How satisfied are you with online asynchronous (e.g. learning modules, recorded lectures) instruction/delivery for internal experiential learning? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cdab6a | How satisfied are you with [recall other] method of instruction/delivery for internal experiential learning?                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Assessment (optional module)

- cdac Since September 2021, which methods were used to administer assessments (e.g. exam, final paper/essay, presentation, test) in your courses? Select all that apply.
- In-person [if checked, BRANCH to [cdac1](#)]
  - Hybrid (combination of in-person and online) [if checked, BRANCH to [cdac2](#)]
  - Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) [if checked, BRANCH to [cdac3](#)]
  - Online asynchronous (e.g. learning modules, recorded lectures) [if checked, BRANCH to [cdac4](#)]
  - Other (specify) \_\_\_\_\_ [if checked, BRANCH to [cdac5](#)]

|        |  | Very<br>dissatisfied     | Dissatisfied             | Satisfied                | Very<br>satisfied        |
|--------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| cdac1  | How satisfied are you with in-person assessments?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cdac2  | How satisfied are you with hybrid (combination of in-person and online) assessments?                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cdac3  | How satisfied are you with online synchronous (e.g. real-time audio or video) assessments?             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cdac4  | How satisfied are you with online asynchronous (e.g. learning modules, recorded lectures) assessments? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| cdac5a | How satisfied are you with [recall other] method of assessment?  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Safety (optional module)

|                |   | Very<br>dissatisfied     | Dissatisfied             | Satisfied                | Very<br>satisfied        |
|----------------|---|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Covid8</b>  | Since September 2021, how satisfied are you with the safety measures taken by your institution to limit the spread of the COVID-19 virus? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                | [If Covid8 = Dissatisfied or very dissatisfied, branch to Covid8a]  |                          |                          |                          |                          |
| <b>Covid8a</b> | Please comment on the safety measures taken by your institution to limit the spread of COVID-19.<br>_____                                 |                          |                          |                          |                          |

## Living arrangements

**live1** Where are you currently living?

- In on-campus housing (university residence, dorm, etc.)
- With parents, guardians or relatives
- In rented off-campus housing shared with others
- In rented off-campus housing on your own
- In a home you own

**livetxt**  Other (please specify) \_\_\_\_\_

[If live1 <> "In on-campus housing" branch to live2, otherwise branch to live3]

**live2** Would you prefer to live in on-campus housing if you had the choice?  Yes  No

**live3** What is your marital status?

- Single
- Married or common law
- In a relationship other than married or common law

**live4** Do you have children?  Yes  No

[If live4 = "Yes" branch to live5, otherwise branch to Disabilities/ Impairments section.]

**live5** How many up to age 5? \_\_\_\_\_

**live6** How many age 5 to 11? \_\_\_\_\_

**live7** How many 12 or older? \_\_\_\_\_



## Disabilities / Impairments

Do you have any of the following disabilities/impairments? Select all that apply.

dis11  I do not have a disability/impairment

|        |  | How often are your daily activities limited by this disability/impairment? |                          |                          |
|--------|--|--|--------------------------|--------------------------|
|        |  | Sometimes  | Often                    | Always                   |
| dis1   | <input type="checkbox"/> Mobility/ Dexterity   | disf1 <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| dis2   | <input type="checkbox"/> Hearing   | disf2 <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| dis3   | <input type="checkbox"/> Speech  | disf3 <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| dis4   | <input type="checkbox"/> Vision (e.g. blindness, low vision)                                 | disf4 <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| dis5   | <input type="checkbox"/> Learning/Memory (e.g., learning disability)                         | disf5 <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| dis7   | <input type="checkbox"/> Other physical disability   | disf7 <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| dis8   | <input type="checkbox"/> Neurodivergence (e.g., autism spectrum, attention deficit disorder) | disf8 <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| dis9   | <input type="checkbox"/> Mental health   | disf9 <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| dis12  | <input type="checkbox"/> Chronic conditions (e.g. Multiple Sclerosis, Crohn's, Autoimmune)   | disf12 <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| dis10  | <input type="checkbox"/> Other (please specify)  | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| distxt | <input type="checkbox"/>   |  |                          |                          |

## Parental educational attainment

What is the highest level of education your parent(s)/guardian(s) have completed?

|   | meduc<br>Parent/Guardian1 | peduc<br>Parent/Guardian2 |
|---|---------------------------|---------------------------|
| Less than high school   | <input type="checkbox"/>  | <input type="checkbox"/>  |
| High school graduate  | <input type="checkbox"/>  | <input type="checkbox"/>  |
| Some college, CEGEP or technical school (no certificate or diploma) | <input type="checkbox"/>  | <input type="checkbox"/>  |
| College, CEGEP or technical school graduate                         | <input type="checkbox"/>  | <input type="checkbox"/>  |
| Some university (no degree or diploma)                              | <input type="checkbox"/>  | <input type="checkbox"/>  |
| Undergraduate university degree (e.g., BA, BSc, etc.)               | <input type="checkbox"/>  | <input type="checkbox"/>  |
| Professional degree (e.g., law, medicine, etc.)                     | <input type="checkbox"/>  | <input type="checkbox"/>  |
| Graduate degree (e.g., Master's, PhD)                               | <input type="checkbox"/>  | <input type="checkbox"/>  |
| Other Parent/Guardian 1 (please specify) meductxt                   | _____                     |                           |
| Other Parent/Guardian 2 (please specify) peductxt                   | _____                     |                           |
| Don't know/Not applicable   | <input type="checkbox"/>  | <input type="checkbox"/>  |

## Ethnicity

Are you ... (check all that apply)

- eth1  Indigenous (e.g., status, non-status, Métis, Inuit)
- eth2  Arab (e.g., Saudi, Egyptian, etc.)
- eth3  Black
- eth4  Chinese
- eth5  Filipino
- eth6  Japanese
- eth7  Korean
- eth8  Latin American
- eth9  South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- eth10  Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)
- eth11  West Asian (e.g., Afghan, Iranian, etc.)
- eth12  White/ Caucasian
- eth13  Other (please specify)
- ethtxt \_\_\_\_\_

[If eth1 is checked branch to ab1, otherwise branch to the Comments section.]

Which of the following describes your Indigenous background? (check all that apply)

- ab1  First Nations status
- ab2  First Nations non-status
- ab3  Métis
- ab4  Inuit/Inuk
- ab5  Other

## Comments

Please take this opportunity to comment fully about your overall university experience. Your remarks will provide valuable information to the institution.

**negativ** Looking back on your experiences as a student, what aspects of your experience at [UCODE.TEXT] have been most negative? How could we have helped or done a better job?

Comments (specify) \_\_\_\_\_  Don't know

**positiv** Looking back on your experiences as a student, what aspects of your experience at [UCODE.TEXT] have been most positive?

Comments (specify) \_\_\_\_\_  Don't know

## Appendix B - Data Licensing & Membership Agreement

## Data Licensing & Membership Agreement

WHEREAS:

### PREAMBLE

A. The mission of the Canadian University Survey Consortium - Consortium canadien de recherche sur les étudiants universitaires (the Corporation, or CUSC-CCREU) is to assess the Canadian university experience by surveying representative student populations enrolled in participating universities.

The Consortium is a membership not-for-profit corporation. It supports the annual collection, management, analysis and dissemination of survey data. Results provide measures of student characteristics, activities, and perceptions of the quality of their educational experience at their universities as well as a broad base of comparative information for the benefit of participating institutions.

B. The purpose of the Consortium is to:

- Offer students an opportunity to assess their university experience.
- Provide access to a broad base of comparative and collective data on the Canadian university experience, including measures of student characteristics, experiences, participation, expectations and satisfaction.
- Manage and provide reliable, consistent data to track over time the quality of the post-secondary experience as perceived by students, in order to assess institutional strengths and educational outcomes, and to inform decisions about needed improvements.
- Contribute to accountability reports to institutional governing bodies, governments and the public.

C. The exchange of confidential data among member institutions requires goodwill and trust among the members. This Agreement shall be guided by the principle that members of CUSC-CCREU will act in the best interests of all members of the Corporation. The primary consideration in issues of disclosure of research results shall be the avoidance of public comparisons that could damage the reputation of a member institution;

D. Statistical measures and analysis of survey data may be of interest to wider audiences than the members of the Corporation for policy formulation, advocacy or publication of research. Members are encouraged to make best use of the survey data, including publication of research results, observing confidentiality requirements;

E. The Corporation and the Member wish to define their respective obligations in relation to the use of the Data that is shared between the Corporation and the Members;

NOW THEREFORE, in consideration of the premises and the mutual promises herein made, and in consideration of the representations, warranties, undertakings and covenants herein contained, of the Corporation and the Member, the parties hereby agree as follows:

## **DEFINITIONS**

1. In this Agreement, unless the context otherwise specifies or requires:
  - a) "Data" means an electronic record of the answers to the questions on the survey instrument given by each respondent at the universities which participated in the survey.
  - b) "Aggregate Data" means all of the data or data for groups of universities. Generally, aggregate data is expressed as statistics and research findings across data drawn from all universities or groups of universities.
  - c) "Member Institution" and "Member" mean a university which is a member of CUSC-CCREU.
  - d) "Publish" means dissemination of research findings beyond the senior administration of a member institution.
  - e) "Senior Administration" means the officers of a member institution with overall responsibility for academic programs and student services.

## **OWNERSHIP OF SURVEY DATA**

2. The data collected in surveys of students attending a member institution is the property of that institution.

## **EXCHANGE OF SURVEY DATA AMONG MEMBERS**

3. Each member will make its survey data available to the other members for the general purposes as outlined in the Preamble herein. Each member is bound by restrictions on the use and disclosure of data belonging to other members.

## **COMPARISONS LIMITED TO AGGREGATE DATA**

4. The only interuniversity comparisons permitted for publication or circulation beyond a member's senior administrators are those that are based on the aggregate data for all members or the aggregate data for the groups of members identified by CUSC-CCREU.
5. A member may prepare and circulate reports based on aggregated data from selected groups of member institutions for internal use only to senior administrators of its institution.

## **LIMITATIONS ON THE USE OF DATA**

6. A member may not publish statistical measures or analysis of its own data for purposes of institutional promotion in a manner that would harm the reputation of another member institution.
7. Members may not publish statistical measures or analysis of data collected at another member institution with the name of the institution disclosed. Members may publish statistical measures and analysis of their own data.
8. A member may not publish statistical measures or analysis of data collected at another member institution that would allow an informed reader to identify the institution by reference to location, uncommon programs or other information contained in the published material.

## **REQUIREMENTS FOR CONFIDENTIALITY**

9. A member may make available to its senior administrators statistical measures and analysis of data from another member, with the identity of the member disclosed, for the purposes outlined in the Preamble above. The member disclosing the identity of another member in these circumstances must ensure that those to whom the information is made available are aware of its confidential nature and restricted audience.

10. A member institution may be requested to disclose data or statistical measures under freedom of information legislation or other requirements for accountability. In these circumstances members may disclose their own data in order to fulfill the request. Members shall not disclose data that belongs to other member institutions unless the request explicitly demands it and legal counsel advises that the request must be fulfilled. If it must be fulfilled the member institution shall notify immediately the other member institution(s). If it does not have to be fulfilled the requester should be referred to the other member institution(s) which should be notified immediately.

**EXCLUSIVE USE OF INSTRUMENTS AND METHODOLOGY**

11. The survey instruments and methodology are for the exclusive use of the members and are not to be shared with organizations outside the Corporation.

**INDEMNITY**

12. The Member indemnifies and holds the Corporation, its directors, officers, employees or agents harmless in respect of any claim which may be brought against the Corporation, or which may be suffered or incurred directly or indirectly as a result of a breach of the Member's obligations under this Agreement or as a result of the negligent or willful act of the Member, its directors, officers, employees or agents.

**SEVERABILITY**

13. Should any portion of this Agreement be declared invalid or unenforceable, then such portion shall be deemed to be severable from this Agreement and shall not affect the remainder hereof.