CANADIAN UNIVERSITY SURVEY CONSORTIUM

2013 *FIRST-YEAR UNIVERSITY STUDENT* SURVEY

MASTER REPORT

June 2013

Prepared for:

Canadian University Survey Consortium

WINNIPEG | OTTAWA | EDMONTON | REGINA
admin@pra.ca www.pra.ca

AGREEMENT FOR DATA USE

Members of the consortium are bound by the following Agreement for the control of survey data. It was agreed by the participants that data are owned collectively and will be distributed only by collective agreement.

1. TERMS AND CONDITIONS

Each participating member institution of the Canadian University Survey Consortium / *Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) has committed, through a signed agreement, to terms and conditions regarding the collection, storage, and use of survey data and the dissemination of related reports as follows:

A. The Corporation hereby known as the Canadian University Survey Consortium / *Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) coordinates surveys of students in member institutions, facilitates the exchange of the survey data among member institutions, and promotes awareness of the value of the surveys among university administrators and policy makers in the post-secondary educational system.

B. The survey data and analysis have five broad purposes for the members:
1) to better understand and track student experience and satisfaction with many aspects of the institutions they attend
2) to improve student educational outcomes
3) to improve the services available to students
4) to benchmark for purposes of internal management and decision making
5) to contribute to accountability reports to the governing bodies of member institutions, governments, and the public

C. The exchange of confidential data among member institutions requires goodwill and trust among the member institutions. This Agreement shall be guided by the principle that member institutions of CUSC/CCREU will act in the best interests of all member institutions 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 of the Corporation are encouraged to make best use of the survey data, including publication of research results while observing confidentiality requirements.

E. The Corporation and each member institution define their respective obligations in relation to the use of the data that is shared between the Corporation and the Members as follows:

Definitions:

In this Agreement, unless the context requires or specifies otherwise:

a. "Data" means an electronic record of the answers to the questions on the survey instrument given by each respondent at the universities that 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" means a university that 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 officer of a member institution with overall responsibility for academic programs and student services.

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

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Each member institution will make its survey data available to other member institutions for the general purposes as outlined in Parts A to E above. Each member institution is bound by restrictions on the use and disclosure of data belonging to other member institutions.

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The only interuniversity comparisons permitted for publication or circulation beyond a member institution's senior administration are those based on the aggregate data for all member institutions or the aggregate data for the groups of member institutions identified by CUSC/CCREU.

A member institution 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.

5. LIMITATIONS ON THE USE OF DATA

A member institution 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.

A member institution may not publish statistical measures or analysis of data collected at another member institution with the name of the institution disclosed. Member institutions may publish statistical measures and analysis of their own data.

A member institution 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.

6. REQUIREMENTS FOR CONFIDENTIALITY

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

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, member institutions may disclose their own data to fulfill the request. Member institutions 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.

7. EXCLUSIVE USE OF INSTRUMENTS AND METHODOLOGY

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

8. ACCESS TO AGGREGATE DATA

Access to the aggregate data for research purposes may be granted to interested persons, provided the intended use is a legitimate, non-commercial one, and the researcher is qualified and agrees to acknowledge ownership of the data by participating universities and provide the consortium with a copy of any report or publication that is produced. Decisions on such requests will be made by the CUSC/CCREU Board of Directors in consultation with members of the consortium (all participating institutions) in the case of requests that seem problematic.

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EXECUTIVE SUMMARY

Introduction

The 2013 *First-Year Student Survey* marks the 19th cooperative study undertaken by the Canadian University Survey Consortium (CUSC). This year's study presents the results for students in their first year of university in 2013 and compares these results to surveys of first-year students conducted in 2010, 2007, 2004, and 2001.

The 2013 survey involved 35 universities from across Canada. To participate, universities provided PRA Inc. with first names and email addresses for first-year students. Overall, the response rate for the 2013 survey was 37%, producing a sample of 15,218 students.

Profile of first-year students

As has been found in past CUSC surveys, the majority of first-year university students are female (about 2 to 1) and 18 years of age or younger (72%). About 36% self-report as being a member of a visible minority, which is the highest captured compared to any previous CUSC first-year student survey. Another 3% self-identify as being Aboriginal and 9% as having a disability.

In their first year of university, about half of the students (47%) continue to live with their parents (or some other relative or guardian), although many choose to live on campus (36%). Even among those who are not living on campus, there appears to be a strong desire to do so, as 29% of those who do not live on campus say they would if they had the opportunity.

About 7 students in 10 report that their father (72%) or mother (75%) had completed at least some post-secondary education. Slightly more than 1 in 10 students (14%) are first-generation students; that is, neither their father nor their mother took any post-secondary education.

Most students entered university directly from high school or CEGEP (80%). Many students are finding university more academically challenging than high school or CEGEP. While 7 students in 10 report an average grade of A- or higher in high school or CEGEP, slightly fewer than 4 in 10 expects such an average at the end of their first year of university. Typically, students expect an average grade of slightly lower than a B+ at the end of first-year university, while the average grade achieved in high school or CEGEP was an A-. With that being said, the self-reported university grades for first-year students have been increasing over time.

Financing education and current employment

About 54% of students received a scholarship, financial award, or bursary for the 2012–13 academic year, and 29% of those students say they would not have been able to attend university without one.

Fewer than 4 in 10 students report being employed in the current academic year. Among employed students, the typical student works about 14 hours a week, with older students typically working more hours than younger ones. The proportion of students who report working and the average hours worked is lower in 2013 than in past CUSC surveys.

In terms of those who are employed, about 3 in 10 employed students report that their work has a negative impact on their academic performance, including 2% who say it has a very negative impact. Indeed, those for whom work has a negative impact work more than 16 hours per week on average, compared to about 13 hours a week for those who report their work has no impact or a positive impact.

Reasons motivating attendance and choice of university

Among eight factors that may influence students' decisions to attend university, the most important reasons tend to be related to employment, specifically *to prepare for a specific job or career* (42%) or *to get a good job* (26%) are most often selected as the single most important reasons for attending university.

Among 17 reasons students identified for deciding to attend their current university, three reasons stand out as being the most important: *specific career-related programs* (23%), *the quality of academic programs* (18%), and *wanting to live close to home* (16%). These results seem to indicate that academic programming tends to outweigh personal and other reasons when selecting universities.

When selecting a university, about 70% report applying to more than one university, and 8% applied to a college as well. Although many students applied to more than one institution, 78% say the university they are attending was their first choice.

Overall, 45% of students say they received direct contact from their university before they graduated from high school or CEGEP, most of whom received such contact in Grade 12. When it comes to the types of contact that are most influential in students' decisions about which university to attend, two stand out as the most important: *campus visit or open house* (22%) and *word of mouth* (15%), followed closely by the *university's website* (12%). These results are positive for institutions, as they have the ability to control two of the three major influencers on students' decisions.

Experience prior to class

Prior to attending classes in the 2012–13 school year, students report the following experiences:

- More than 9 in 10 report being at least somewhat satisfied with their university's handling of their application for admission, including 63% who are very satisfied.
- About 45% of students report receiving assistance from their university with program or course selection prior to registering. Among those who received such assistance, more than 9 in 10 report being at least somewhat satisfied, including 53% who are very satisfied.
- Most students (91%) register online, although many register in person (23%), by mail (16%), or by phone (15%). Regardless of the method used, more than 8 in 10 students are satisfied with each method of registering.
- More than 9 in 10 students say they are satisfied with being able to get into all of the courses they wanted to, including 49% who say they are very satisfied.
- About 65% of students participated in orientation, with younger students being much more likely to have participated than older ones. The vast majority of students who attended orientations report being satisfied with various aspects of the session, most often *making them feel welcome to the university* (92%), and are least satisfied with how it *built their confidence* (76%).

University experience

Students rated their success adjusting to 16 aspects of university life, which were grouped into the following categories:

- **Academic demands**. Students find the most success adjusting to *understanding content and information presented in courses* (51% very much success) and the least success *getting academic advice* (28%).
- **Personal.** Students find the most success *organizing their time to complete academic work* (36% very much success) and the least success *becoming involved in campus activities* (20%).
- **Practical**. Students have the most success *finding their way around the campus* (74% very much success). Conversely, they report the least success *finding useful information and resources on careers and occupations* (25%).

Students rated their satisfaction with various services, facilities, and staff, which included the following groupings:

- **Academic facilities and services**. Students are satisfied with most of the aspects that fall under academic facilities and services, but are most likely to be very satisfied with the *average size of their classes* (48% very satisfied). Students are least satisfied with their *university's commitment to environmental sustainability*, which includes 36% who are very satisfied.

- **General facilities and services**. Among those who provided a rating of the service, students are most satisfied with *athletic facilities* (48% very satisfied). On the other end, students are least satisfied with *parking facilities* (20%) and *food services* (27%), which has been the case in all CUSC surveys of first-year students.

- **Special services.** Special services tend to be used by small proportions of students, and those who use them they report very high levels of satisfaction (86% to 90% report being satisfied with each special service).

- **Information technology services.** Satisfaction with information technology services is quite high, with about 9 in 10 satisfied with *university email* (50% very satisfied), *computer support services* (46%), and *online course management systems* (41%). The exception appears to be *on-campus Wi-Fi*, which fewer than 8 in 10 are satisfied with, including 39% very satisfied.

- **Faculty.** Most students report having had positive experiences with university faculty, most often that *most of their professors are reasonably accessible outside of class to help students* (30% strongly agree). At the lower end, about 8 in 10 agree that *most of their professors encourage students to participate in class discussions* (26% strongly agree) or *professors treat students as individuals, not just numbers* (26% strongly agree).

Given students' satisfaction with many aspects of their university experiences, it is not surprising that more than 9 students in 10 agree that they are satisfied with their decision to attend their university, including about 44% who strongly agree. For most, their experience at their university has *met* (63%) or *exceeded* (24%) their expectations, with few reporting that their experiences *fell short* (13%).

Although most are satisfied with their experiences, slightly fewer (87%) plan to return to their university for the following academic year. However, almost all of those who do not indicate that they plan to return (10%) are undecided, with just a few (3%) having decided not to return.

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 the survey data among its member institutions. The surveys and shared data have five broad purposes:

- to better understand and track students' experiences and satisfaction with many aspects of the universities they attend
- to improve students' educational outcomes
- to improve the services available to students
- to benchmark for purposes of internal management and decision making
- to contribute to accountability reports for the governing bodies of member institutions, governments, and the public

This is the 19th cooperative study undertaken by CUSC. The surveys target three undergraduate sub-samples: first-year, graduating, and all students. This year's study surveyed first-year undergraduate students. Table 1 shows the types of students CUSC has surveyed and the number of participating universities each year.

Table 1: Past CUSC surveys

Year	Sample	Number of participating universities
1994	All undergraduates	8
1996	All undergraduates	10
1997	Graduating students	9
1998	First-year students	19
1999	All undergraduates	23
2000	Graduating students	22
2001	First-year students	26
2002	All undergraduates	30
2003	Graduating students	26
2004	First-year students	27
2005	All undergraduates	28
2006	Graduating students	25
2007	First-year students	34
2008	All undergraduates	31
2009	Graduating students	34
2010	First-year students	38
2011	All undergraduates	25
2012	Graduating students	37
2013	First-year students	35

1.1 Methodology

As shown in Table 1, the CUSC survey runs in a three-year cycle, targeting particular types of students each year. The questionnaire used for each of these populations is different.

Each year, PRA Inc. and representatives from participating universities review past questionnaires and methodology to discuss issues and possible changes. In the fall of 2012, representatives of participating universities reviewed the questionnaire last used — in this case, the 2010 questionnaire. The goal of this review was to identify questions that were no longer appropriate, consider questions that may be added to the survey, and review problems or issues identified the last time the survey was run. As much as possible, the intent was to leave the questionnaire unchanged to allow for comparison across time. Based on the outcome of this meeting, PRA prepared a draft and then, based on comments from CUSC members, produced a final questionnaire (Appendix A).

Each university supported the study by generating a sample of undergraduate students who were in their first-year of studies. Each institution provided PRA with an electronic database containing the email addresses for these students.

PRA was responsible for managing the online survey. This involved liaising with the participating universities, providing the company contracted to host the online survey with a database of student email addresses, 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 19.1% to 66.5%, with an overall response rate of 37.0%. This yielded 15,218 students who completed the survey.[1]

Table 2: Survey response rate

University	Surveys		Response rate
	Distributed	Completed	
Brandon University	413	146	35.4%
Brock University	3,827	1,078	28.2%
Carleton University	4,000	1,624	40.6%
Concordia University College of Alberta	477	148	31.0%
Dalhousie University	2,306	892	38.7%
Grant MacEwan University	1,500	573	38.2%
Lakehead University	1,000	511	51.1%
McGill University	1,000	191	19.1%
Mount Royal University	1,127	646	57.3%
Nipissing University	871	395	45.4%
Redeemer University College	188	125	66.5%
Ryerson University	1,000	294	29.4%
Saint Mary's University	978	345	35.3%
Simon Fraser University	1,000	658	65.8%
St. Francis Xavier University	919	307	33.4%
Thompson Rivers University	698	177	25.4%
Trinity Western University	411	164	39.9%
Université de Moncton	846	473	55.9%
Université de Montréal	1,000	395	39.5%
Université de Sherbrooke	2,077	646	31.1%
Université du Québec à Trois-Rivières	1,000	292	29.2%
University of Lethbridge	964	420	43.6%
University of Manitoba	1,000	353	35.3%
University of New Brunswick (Fredericton)	990	339	34.2%
University of New Brunswick (St. John)	457	113	24.7%
University of Northern British Columbia	434	209	48.2%
University of Regina	1,358	668	49.2%
University of Saskatchewan	1,500	494	32.9%
University of the Fraser Valley	1,000	375	37.5%
University of Victoria	1,000	428	42.8%
University of Waterloo	1,000	358	35.8%
University of Winnipeg	1,500	525	35.0%
Vancouver Island University	763	244	32.0%
Wilfrid Laurier	1,000	265	26.5%
York University	1,500	347	23.1%
Total	**41,104**	**15,218**	**37.0%**

[1] PRA defined a completed survey as any survey where a student completed at least 50% of the questions (approximately 64 questions).

1.3 Weighting

In previous years, CUSC capped the number of students who could be sampled to 1,000. However, for the 2013 survey, universities were able to provide a sample up to the number of students who qualified based on the CUSC criteria for inclusion. In most cases, institutions conducted a census of first-year students, although many larger institutions did not.

In order to compensate for the discrepancies between the population of first-year students among participating institutions and the sample population, the data in this report have been weighted. Because of weighting, n-sizes for groups may not sum to the total n-size, as shown in tables in this report. The applied weights are shown in Table 3.

Table 3: Applied weights

University	Population of first-year students		Completed surveys		Applied weight
	Population	% of population	Population	% of population	
Brandon University	413	0.5%	146	1.0%	0.5730
Brock University	3,827	5.1%	1,078	7.1%	0.7191
Carleton University	4,598	6.1%	1,624	10.7%	0.5735
Concordia University College of Alberta	477	0.6%	148	1.0%	0.6528
Dalhousie University	2,306	3.1%	892	5.9%	0.5236
Grant MacEwan University	2,698	3.6%	573	3.8%	0.9537
Lakehead University	1,131	1.5%	511	3.4%	0.4483
McGill University	4,586	6.1%	191	1.3%	4.8634
Mount Royal University	1,127	1.5%	646	4.2%	0.3534
Nipissing University	871	1.2%	395	2.6%	0.4466
Redeemer University College	188	0.3%	125	0.8%	0.3046
Ryerson University	4,864	6.5%	294	1.9%	3.3511
Saint Mary's University	978	1.3%	345	2.3%	0.5742
Simon Fraser University	3,047	4.1%	658	4.3%	0.9380
St. Francis Xavier University	919	1.2%	307	2.0%	0.6063
Thompson Rivers University	698	0.9%	177	1.2%	0.7988
Trinity Western University	411	0.5%	164	1.1%	0.5076
Université de Moncton	846	1.1%	473	3.1%	0.3623
Université de Montréal	2,915	3.9%	395	2.6%	1.4948
Université de Sherbrooke	2,077	2.8%	646	4.2%	0.6512
Université du Québec à Trois-Rivières	1,792	2.4%	292	1.9%	1.2431
University of Lethbridge	964	1.3%	420	2.8%	0.4649
University of Manitoba	4,180	5.6%	353	2.3%	2.3985
University of New Brunswick (Fredericton)	990	1.3%	339	2.2%	0.5915
University of New Brunswick (St. John)	457	0.6%	113	0.7%	0.8192
University of Northern British Columbia	434	0.6%	209	1.4%	0.4206
University of Regina	1,358	1.8%	668	4.4%	0.4118
University of Saskatchewan	2,927	3.9%	494	3.2%	1.2001
University of the Fraser Valley	1,074	1.4%	375	2.5%	0.5801
University of Victoria	2,450	3.3%	428	2.8%	1.1595
University of Waterloo	6,042	8.0%	358	2.4%	3.4185
University of Winnipeg	1,720	2.3%	525	3.4%	0.6636
Vancouver Island University	763	1.0%	244	1.6%	0.6334
Wilfrid Laurier	3,933	5.2%	265	1.7%	3.0062
York University	7,070	9.4%	347	2.3%	4.1269

1.4 University comparisons

For comparison purposes, participating universities were categorized into three groups.

- 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 that 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 populations.

Table 4 shows the institutions in each of the three groups.

Table 4: Categories of participating universities

Group 1 (n = 16)	Group 2 (n = 12)	Group 3 (n = 7)
Brandon University	Brock University	Dalhousie University
Concordia University College of Alberta	Carleton University	McGill University
Grant MacEwan University	Lakehead University	Université de Montréal
Mount Royal University	Ryerson university	Université de Sherbrooke
Nipissing University	Simon Fraser University	University of Manitoba
Redeemer University College	Thompson Rivers University	University of Saskatchewan
Saint Mary's University	Université de Moncton	York University
St. Francis Xavier University	University of New Brunswick (Fredericton)	
Trinity Western University	University of Regina	
Université du Québec à Trois-Rivières	University of Victoria	
University of Lethbridge	University of Waterloo	
University of New Brunswick (Saint John)	Wilfrid Laurier University	
University of Northern British Columbia		
University of the Fraser Valley		
University of Winnipeg		
Vancouver Island University		

As Table 5 on the next page shows, universities that participate in the survey change from year to year. For instance, the 2013 survey included four universities who had not participated in the CUSC first-year student survey before.

Table 5: Changes in participating universities

University	Participated				
	2013	2010	2007	2004	2001
Group 1 universities					
Brandon University	●	●	●		●
Concordia University College of Alberta	●	●			
Grant MacEwan University	●	●			
Mount Allison University		●			
Mount Royal University	●	●			
Mount Saint Vincent University			●	●	
Nipissing University	●	●	●	●	●
Ontario College of Art & Design				●	●
Redeemer University College	●	●	●		
Saint Mary's University	●	●	●	●	●
St. Francis Xavier University	●	●			
St. Thomas University		●			
The King's University College		●	●		
Trent University		●	●		●
Trinity Western University	●	●	●	●	●
Université du Québec à Trois-Rivières	●	●			
University of British Columbia (Okanagan)			●		
University of Lethbridge	●	●	●	●	●
University of New Brunswick (Saint John)	●	●	●		●
University of Northern British Columbia	●	●	●	●	
University of Ontario Institute of Technology			●		
University of the Fraser Valley	●	●	●		
University of Winnipeg	●	●	●	●	●
Vancouver Island University	●				
Group 2 universities					
Brock University	●		●		
Carleton University	●	●	●	●	●
Lakehead University*	●			●	●
Ryerson University	●	●	●	●	●
Simon Fraser University	●	●	●	●	●
Thompson Rivers University	●				
Université de Moncton	●				
University of New Brunswick (Fredericton)	●	●	●		
University of Regina	●	●	●	●	●
University of Toronto at Scarborough				●	●
University of Victoria	●	●	●	●	
University of Waterloo	●	●			
University of Windsor		●	●	●	●
Wilfrid Laurier University**	●	●	●	●	●
Group 3 universities					
Concordia University			●	●	●
Dalhousie University	●	●	●	●	●
McGill University	●	●			
McMaster University			●	●	
Memorial University		●			
Queen's University					●
Université de Montréal	●	●	●	●	●
Université de Sherbrooke	●				
University of Alberta		●	●		●
University of British Columbia (Vancouver)			●	●	●
University of Calgary		●	●	●	
University of Manitoba	●	●	●	●	●
University of Ottawa		●	●	●	●
University of Saskatchewan	●	●	●	●	●
York University	●	●		●	

● indicates university participated in survey
* In 2001 and 2004, Lakehead University was classified as a Group 1 university.
** In 2001, 2004, and 2007, Wilfrid Laurier was classified as a Group 1 university.

1.5 Comparison with previous first-year students surveys

Throughout this report, we compare the results of the current survey with results from previous surveys of first-year students (i.e., 2010, 2007, 2004, and 2001). However, not all universities that participated in the previous studies participated in 2013. In addition, sampling and data weighting procedures changed for the 2013 survey.

Therefore, any difference between surveys may be the result of these differences rather than actual changes over time. PRA includes these comparisons as a point of interest; further investigation may be necessary to assess true differences across time. That being said, there are a few differences in results between the five surveys.

1.6 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 designating whether a relationship can be termed *statistically significant* have been increased: the Pearson's chi-square must have 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.

Table 6: Criteria for statistical significance

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

1.7 Non-response

Non-responses have not been included in the analysis. 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

Results in Table 7 show the following:

- As found in past CUSC surveys, females outnumber males by about 2 to 1.
- The average age of first-year students is just over 18 years. In fact, 72% of students are 18 years of age or younger. On average, students attending Group 1 (14%) and Group 3 (8%) universities are more likely to be 21 or older, while just 2% of those attending a Group 2 university are 21 and older. This difference may be due to the fact that there are no universities based in Quebec among Group 2 institutions, and the requirement to take a year of CEGEP before starting university likely increases the average age of many university students studying at a Quebec institution.
- About 7 students in 10 report that their first language is English. The remaining students report that their first language is French (12%) or another language (18%). There is a statistically significant difference in first language learned between groups, which is most likely due to where universities are located. For instance, 23% of Group 3 students say their first language is French. Among the seven participating Group 3 institutions, three are located in Quebec.
- About 9% of students self-report as having a disability. Most commonly, students report disabilities related to mental health (4% of all students) or learning (2%).
- Overall, 36% of students report being a visible minority, and 3% self-identify as being Aboriginal. Among students nationally, the most common visible minority groups include Chinese (10% of all students), South Asian (8%), and Black (4%). Students attending Group 2 (44%) and Group 3 (35%) universities are statistically most likely to self-identify as being part of a visible minority, while Group 1 students (21%) are least likely.

Table 7: Personal profile				
	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Gender Q43				
Female	66%	70%	63%	69%
Male	33%	29%	37%	31%
Other	<1%	<1%	<1%	<1%
Age Q44				
18 years or younger	72%	61%	84%	61%
19 years of age	16%	16%	13%	21%
20 years of age	6%	8%	2%	10%
21 years or older	6%	14%	2%	8%
Average age	18.5	19.2	18.0	18.7
Language first learned and still understand Q45				
English	69%	78%	74%	59%
French	12%	13%	4%	23%
Other	18%	9%	23%	18%
Disability Q55				
Total self-identified	9%	9%	9%	9%
Visible minority Q52*				
Total self-identified	36%	21%	44%	35%
Aboriginal Q52**				
Total self-identified	3%	5%	2%	4%

* 'Visible minority' includes respondents who self-identified themselves as belonging to an ethnic/cultural group other than 'Aboriginal', 'Inuit', 'Métis', or 'White'.
** 'Aboriginal' includes respondents who self-identify themselves as 'Aboriginal', 'Inuit', or 'Métis'.

2.1.1 Personal profile across time

As Table 8 shows, the personal characteristics of students who participated in the 2013 survey are mostly similar, with a few exceptions.

- Prior to 2007, the average age of first-year students was closer to 20, whereas, over the past three surveys, it has been closer to 18 years of age. This difference is largely due to the elimination of Grade 13 in Ontario for the 2002–03 school year.
- More students self-identify as being a member of a visible minority in 2013 (36%) than previous years.
- There has been a steady increase in the proportion of students who self-identify as having a disability (from 5% in 2001 to 9% in 2013), although this difference is not statistically significant.

Table 8: Personal profile: First-year students over time

	2013 (n=15,218)	2010 (n=12,488)	2007 (n=12,648)	2004 (n=11,132)	2001 (n=7,093)
Gender*					
Female	67%	67%	65%	67%	66%
Male	33%	33%	35%	33%	34%
Age					
18 years or younger	72%	75%	78%	54%	38%
19 years of age	16%	16%	14%	32%	41%
20 years of age	6%	5%	5%	6%	10%
21 years or older	6%	4%	4%	8%	11%
Average age	18.5 years	18.3 years	18.2 years	19.5 years	19.9 years
Disability					
Total self-identified	9%	7%	6%	5%	5%
Visible minority					
Total self-identified	36%	25%	19%	16%	14%
Aboriginal status					
Total self-identified	3%	4%	3%	3%	3%

* The “other” category for gender has been removed for analysis. Therefore, proportions for 2013 may not match those reported in Table 7.

2.2 Living arrangements

As Table 9 shows, in their first year of university, about half (47%) of students live with their parents or other relatives. Conversely, about half are living independently, most commonly in on-campus housing (36%) or in rented accommodations (14%). Living on-campus is much more common among students attending Group 2 (47%) universities than those attending Group 1 (27%) or Group 3 universities (26%).

Table 9: Living arrangements Q49

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
With parents, guardians, or relatives	47%	51%	41%	53%
In on-campus housing	36%	27%	47%	26%
Rented housing (shared or alone)	14%	18%	10%	18%
In personally owned home	1%	2%	<1%	1%
Other	1%	2%	<1%	1%

The distribution of students' living arrangements has fluctuated slightly from survey to survey. The changes year-to-year likely reflect which universities participated each year, rather than any significant change in students' choices of accommodations. See Table 10.

Table 10: Living arrangements over time

	2013 (n=15,218)	2010 (n=12,488)	2007 (n=12,648)	2004 (n=11,132)	2001 (n=7,093)
With parents	47%	47%	49%	56%	50%
On-campus residence	36%	37%	35%	27%	29%
Rented home/apartment/room	14%	14%	14%	16%	19%
Personally-owned home	1%	1%	<1%	1%	2%

Note: In previous years, respondents could provide more than one answer. Therefore, columns may not sum to 100%.

2.3 Interest in campus living

Results in Table 11 show that even though many are not living on campus, if given the opportunity to do so, they would. Overall, 19% of students would choose to live on campus if given a chance, which accounts for 29% of those not already living on campus.

Examining the choice to live on campus among those who are currently not living on campus shows that Group 2 students (37%) would be much more likely to want to live on campus than Group 1 (23%) or Group 3 (21%) students. This is interesting given that they also have the highest proportion of students already living on campus.

Table 11: Would choose to live on campus Q50

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Yes	19%	17%	20%	19%
No	31%	39%	20%	39%
Already living on campus	36%	27%	47%	26%

Although not statistically significant, older students are less likely to want to live on campus than younger students. In fact, 31% of students 18 years of age or younger who are not currently living on campus would choose to do so compared to 18% of students 21 and older.

2.4 Permanent residence

We asked students to indicate the population of the community in which they lived before starting university. As Table 12 shows, about half of the students come from large urban centres (with populations of 100,000 or more), including 32% who are from a city with a population of 500,000 or more.

Reflecting both where they live and the location of the university, students attending Group 3 universities are more likely to be from the largest communities. Indeed, students attending Group 3 (42%) or Group 2 (38%) universities are more likely than Group 1 students (30%) to be from communities with populations of 300,000 or more.

Table 12: Population of community lived in before attending university Q48A

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Lived on a farm/ranch	3%	6%	2%	4%
Less than 5,000	9%	14%	7%	9%
5,000 to 9,999	8%	11%	7%	7%
10,000 to 49,999	15%	17%	14%	15%
50,000 to 99,999	11%	13%	12%	8%
100,000 to 299,999	16%	10%	19%	15%
300,000 to 499,999	6%	4%	7%	6%
500,000 or more	32%	26%	31%	36%

The distribution of students' permanent province of residence reflects the province in which participating universities are located. With that being said, results show that approximately 7% of students are from outside of Canada.

Table 13: Permanent residence Q47

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
British Columbia	12%	16%	17%	3%
Alberta	8%	33%	2%	2%
Saskatchewan	5%	<1%	4%	10%
Manitoba	8%	13%	<1%	15%
Ontario	42%	10%	66%	30%
Québec	11%	12%	<1%	26%
Nova Scotia	3%	7%	<1%	4%
Prince Edward Island	<1%	<1%	<1%	<1%
New Brunswick	3%	3%	4%	<1%
Newfoundland and Labrador	<1%	<1%	<1%	<1%
Territories	<1%	<1%	<1%	
International	7%	5%	6%	9%

2.5 Parents' education

About 7 students in 10 report that their father (72%) or mother (75%) completed at least some post-secondary education. Slightly more than 1 in 10 students (14%) are first-generation students (that is, neither their father nor their mother took any post-secondary education). Although not statistically significant, Group 1 (17%) students are slightly more likely than Group 2 (15%) or Group 3 (12%) students to be first-generation students.

See Table 14 and Table 15 for the levels of education students report their mother and father achieved.

Table 14: Mother's education Q56

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Less than high school	6%	6%	5%	5%
High school graduate	15%	18%	15%	13%
Some college, CEGEP, or technical school	7%	9%	6%	7%
College, CEGEP, or technical school graduate	20%	21%	21%	19%
Some university	6%	7%	5%	7%
University graduate	28%	24%	29%	28%
Professional degree	5%	4%	4%	7%
Graduate degree	9%	7%	8%	11%
Other	1%	<1%	<1%	1%
Don't know	4%	3%	5%	3%

Table 15: Father's education Q56

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Less than high school	8%	11%	7%	8%
High school graduate	14%	17%	14%	12%
Some college, CEGEP, or technical school	6%	7%	6%	6%
College, CEGEP, or technical school graduate	19%	22%	18%	18%
Some university	4%	5%	4%	4%
University graduate	25%	19%	28%	24%
Professional degree	6%	4%	5%	8%
Graduate degree	12%	8%	11%	15%
Other	<1%	1%	<1%	<1%
Don't know	5%	5%	6%	4%

2.6 Disciplines

Institutions submitted students' programs of study. These programs were grouped into nine broadly defined disciplines, as shown in Table 16. First-year students plan to receive degrees in the following:

- **Generalist disciplines.** About 3 students in 10 plan to get a degree in a generalist discipline, which includes either Arts and Humanities (16%) or Social Science (12%) programs.

- **Specialized disciplines.** About 3 students in 10 plan to graduate from a professional discipline, which includes Business (13%), Professional (8%), Engineering (6%), and Education (4%) programs. Group 1 students (1%) are much less likely to be in an Engineering program than Group 2 (10%) and Group 3 (5%) students, but more likely to be in an Education program (7% for Group 1 versus 4% for Group 3 and 2% for Group 2 students).

- **Science disciplines.** About 1 in 5 students plan to graduate with a science degree either from a Biological (12%) or Physical Science (9%) program.

Table 16: Major/subject area of concentration

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Arts and Humanities	16%	16%	17%	14%
Business	13%	11%	17%	11%
Social Science	12%	9%	15%	10%
Biological Science	12%	12%	12%	11%
Physical Science	9%	6%	10%	11%
Professional	8%	9%	8%	8%
Engineering	6%	1%	10%	5%
Education	4%	7%	2%	4%
Other fields	<1%	<1%	<1%	1%
Don't know	19%	29%	8%	24%

Several demographic characteristics appear to be closely related to students' subject area. These include the following:

- There is a difference among disciplines and the proportion of students in these disciplines that identify as being a visible minority. Engineering (53%) and Business (48%) programs have the highest proportion of minority students. Conversely, students in Education (14%) have the lowest proportion, as it is the only major with fewer than 24% of students self-reporting as a member of a visible minority.

- Age also appears to play a role in students' selection of discipline, as those 20 or older are overrepresented in Education and Professional disciplines. Overall, 12% of students are 20 years or older, but 25% of Education and 21% of Professional students are 20 or older.

2.6.1 Disciplines by gender

In 2013, as in past CUSC surveys, male and female students tend to select different educational paths. As Figure 1 shows, female students tend to be overrepresented in Education and Professional majors, while male students are overrepresented in Engineering disciplines. In fact, Engineering is the only discipline in which male students are the majority.

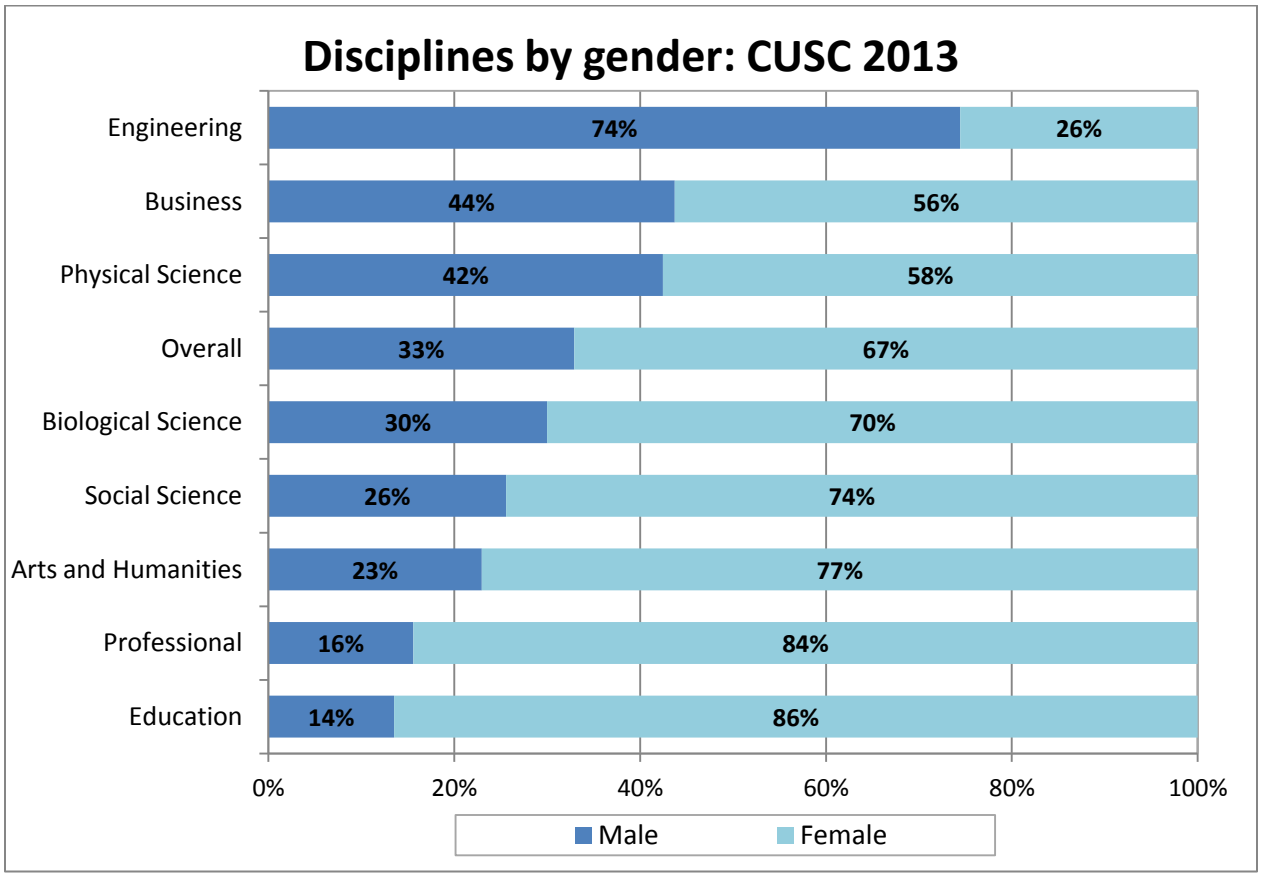

Figure 1

2.7 Academic profile

The academic profile shown in Table 17 shows the following:

- For the most part, the degree students intend to graduate university with reflects their intended major (Table 16). Not surprisingly, given their majors shown in Figure 1, female students are more likely than male students to report pursuing a Bachelor of Arts (35% to 24%) or Bachelor of Education (6% to 2%) degree and less likely than male students to attempt a Bachelor of Commerce degree (6% to 10%).

- Most students graduated from high school or CEGEP in the same year they began their first year of university. In other words, they went immediately from high school or CEGEP graduation to university in the fall, as 8 in 10 students graduated from high school or CEGEP in 2012 or later. About 1 in 5 students report taking a break in their education, finishing high school or CEGEP a year or more before beginning their university education. Given that Group 1 and Group 3 students tended to be older than Group 2 students (see Table 7), it is not surprising that they are more likely to have graduated in 2011 or earlier.

- Most students (85%) signed up for a full course load at registration, which decreased only slightly throughout the year, with 81% reporting a full course load at the time of the survey (the survey was administered between January and April 2013).

- Most likely reflecting their primary language, about 8 in 10 are studying in English, while about 1 in 10 are studying in French, and 5% are studying in another language. Again, reflecting the location of the universities, students in Group 3 (23%) and Group 1 (13%) universities are more likely to report studying in French than Group 2 (3%) students.

- Almost all students are Canadian citizens, with 5% identifying as a permanent resident and 5% as an international student, which is in line with the proportion of students who report living outside of Canada (as shown in Table 13).

Table 17: Academic profile				
	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Degree Q30				
Bachelor of Arts	31%	31%	33%	29%
Bachelor of Science	27%	28%	24%	30%
Bachelor of Social Work	2%	<1%	2%	2%
Bachelor of Commerce	7%	8%	8%	6%
Bachelor of Education	4%	9%	3%	4%
Mixed degree	3%	3%	3%	3%
Other	25%	19%	28%	25%
Year graduated from high school or CEGEP Q26				
2012 or later	80%	66%	86%	80%
2011	13%	17%	11%	14%
2010 or before	7%	17%	2%	6%
Did not graduate	<1%	<1%	<1%	<1%
Full course load at registration Q27				
Yes	85%	80%	88%	84%
Full course load at time of survey Q28				
Yes	81%	75%	84%	81%
Language of instruction Q46				
English	83%	84%	91%	72%
French	12%	13%	3%	23%
Other	5%	3%	6%	6%
Citizenship Q51A				
Canadian citizen	89%	92%	90%	87%
Permanent resident	5%	4%	6%	6%
International student	5%	4%	5%	7%

2.8 Grade point average

In high school or CEGEP, the average grade of these students is close to an A- (an average of 6.0 out of 7; an A- is a 6), while more than 7 students in 10 report that their average grade at the end of their secondary schooling was an A- or better.

Students' expected marks fall in their first year of university compared to their grades in high school or CEGEP, as the average grade falls from an A- to a B+ (an average of 4.9 out of 7; a B+ is a 5), and fewer than 4 in 10 expect that their average grade will be an A- or higher at the end of their first year.

Statistically, students attending Group 2 and Group 3 universities had higher grades in high school or CEGEP (typically, just over an A-) than students attending Group 1 universities (between a B+ and an A-). However, there is somewhat of a levelling effect that occurs in their first year of university, as students in each group expect an average grade of around a B+. See Table 18.

Table 18: Student grades

	All students (n=15,218)	Group 1 (n=5,027)	Group 2 (n=6,873)	Group 3 (n=3,318)
Average grade in high school or CEGEP Q25*				
A or A+	43%	29%	47%	46%
A-	29%	27%	30%	28%
B+	16%	21%	14%	16%
B	9%	15%	7%	7%
C+	3%	6%	1%	2%
C or lower	<1%	2%	<1%	<1%
Average	6.0	5.5	6.1	6.1
Average grade expected at end of first year of university Q24*				
A or A+	14%	14%	12%	15%
A-	23%	24%	22%	23%
B+	24%	25%	23%	25%
B	26%	25%	28%	25%
C+	9%	8%	10%	8%
C or lower	4%	4%	5%	3%
Average	4.9	5.0	4.8	5.0

*Note: This grade scale is based on the following: A/A+=7, A-=6, B+=5, B=4, C+=3, C=2, D=1.

2.8.1 Expected grades in university by high school grades

While, on average, students' grades are lower in their first year of university than in high school or CEGEP, some students expect to do better in university than when they were in secondary school. As shown in Figure 2, about 57% of those who achieved an A- or higher in high school expect to receive a lower grade (B+ or lower) by the end of their first year of studies. Conversely, 74% of those who had an average grade of C+ or lower in high school, expect to do better by the end of their first by achieving a grade of B or higher.

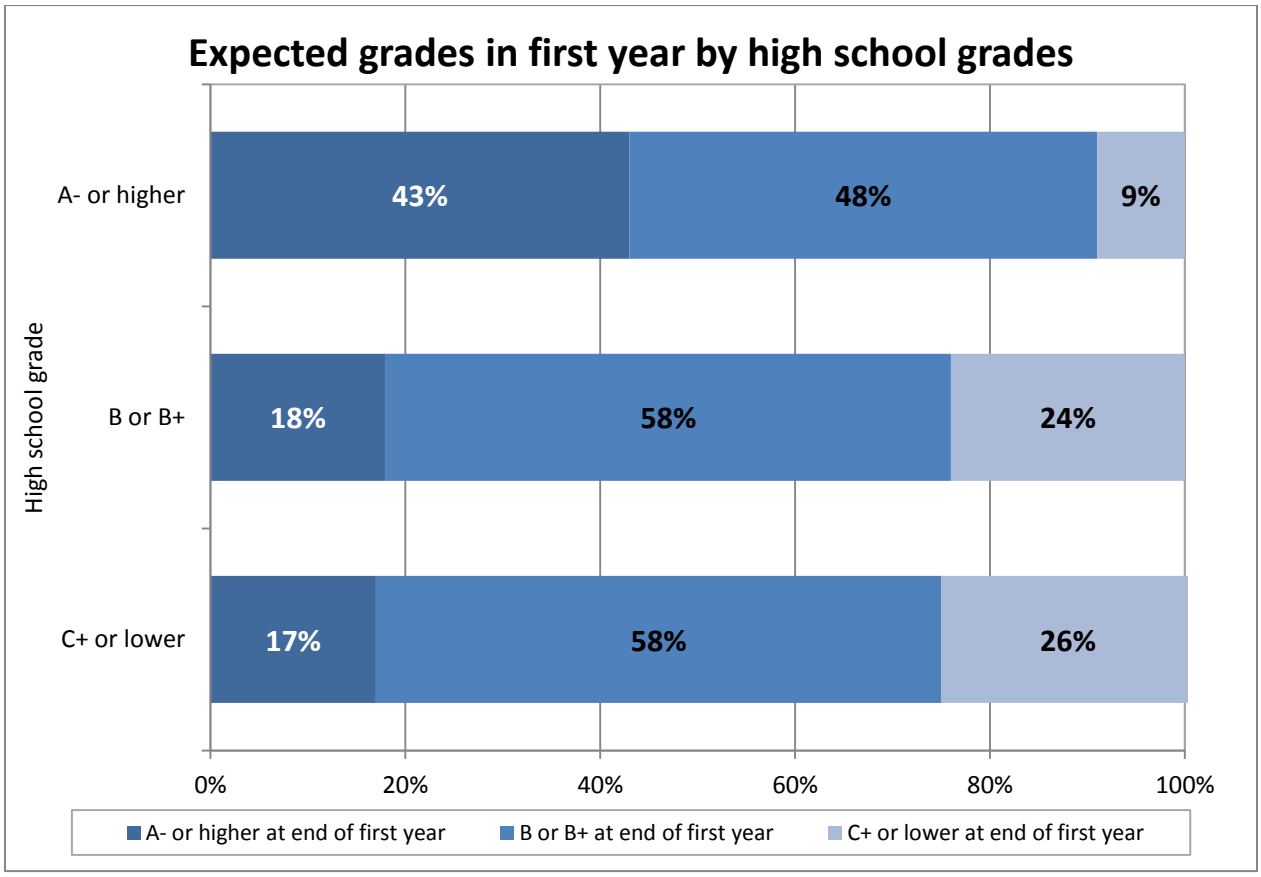

Figure 2

2.8.2 Expected grades in university and high school grades by age

When examining grades by age, results show that younger students had higher grades in high school than older students. In fact, 77% of first-year students 18 years of age and younger had high school grades of A- or higher. This steadily drops as students get older, to 48% of those 21 and older.

However, by the end of their first year, students expect virtually the same grades, regardless of their age. In fact, as students get older, they are slightly more likely to expect grades of A- or higher (although this difference is not statistically significant).

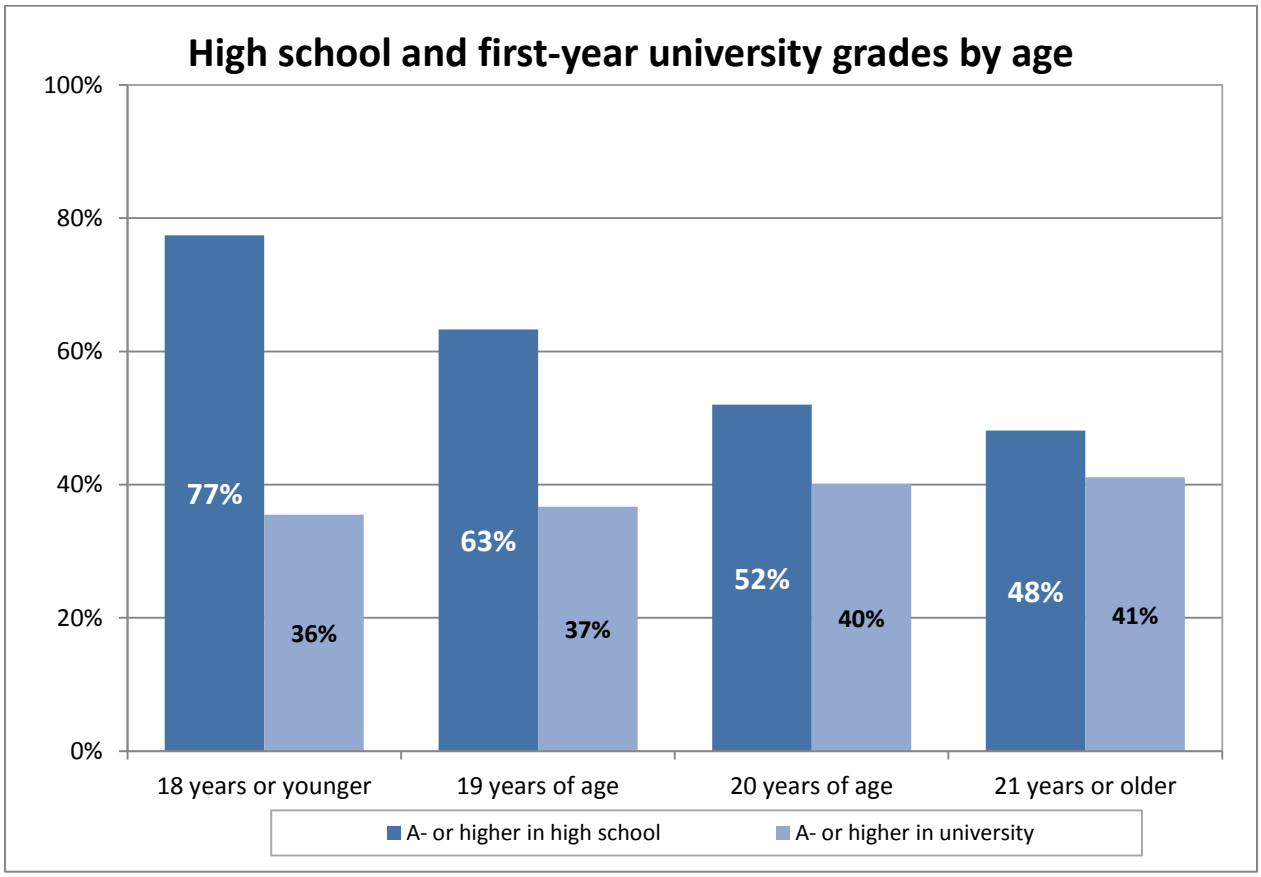

Figure 3

2.8.3 Expected grades in university and high school grades by discipline

As shown in Figure 4, although high school and CEGEP grades vary by discipline, expected grades at the end of the first year are remarkably similar. Among all disciplines, between 31% and 44% of students expect an average grade of an A- or higher by the end of their first year. In high school, the difference was much larger, ranging from just 63% of students in Education or Social Sciences to 88% of those in Engineering.

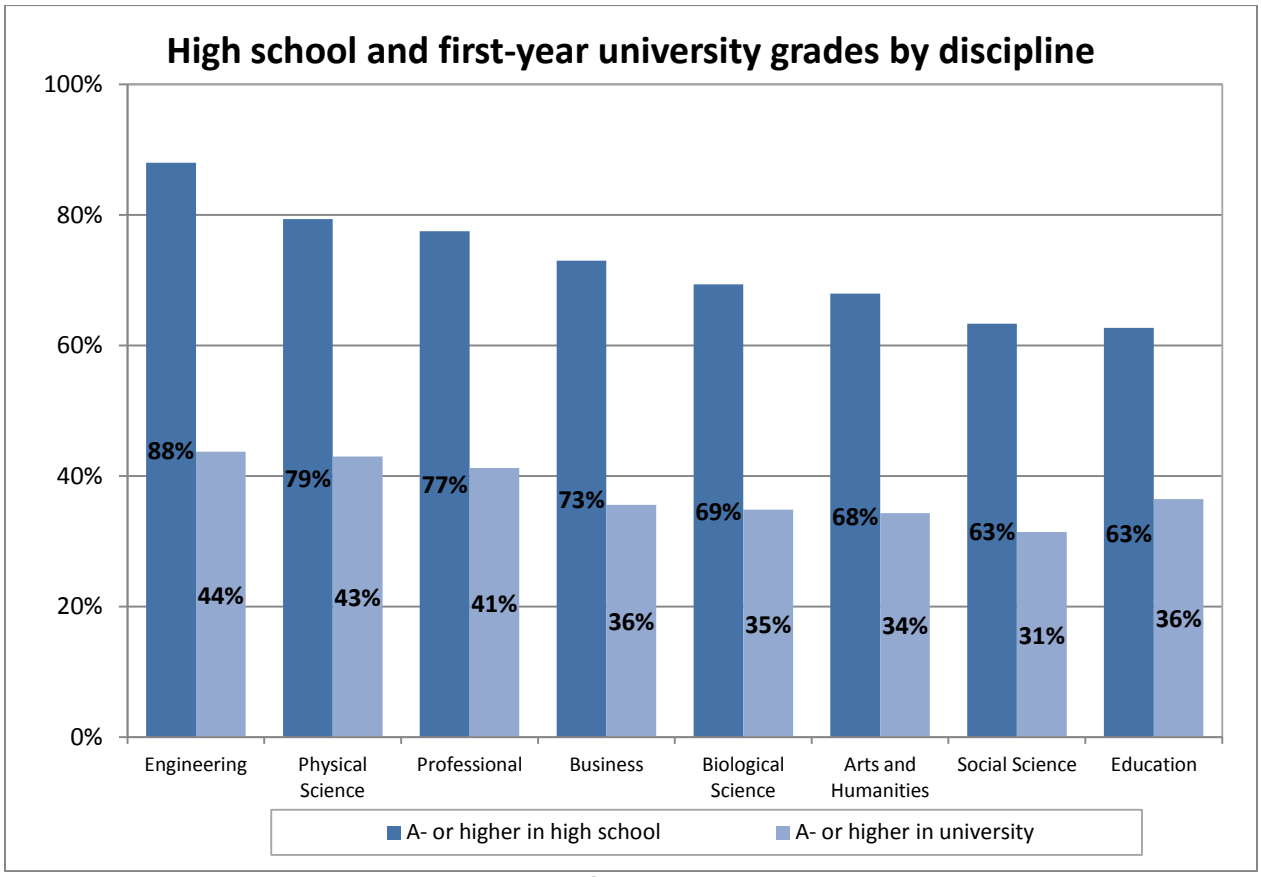

Figure 4

2.8.4 Grades across time

Table 19 compares results from 2013 to previous CUSC surveys of first-year students. Over time, there has been a consistent, albeit slight, increase in students' grades, both in high school or CEGEP (increasing from an average of 5.6 in 2001 to 6.0 in 2013) and in their first year of university (increasing from 4.6 in 2001 to 4.9 in 2013). Although informative, these differences are not statistically significant.

Table 19: Student grades across time

	2013 (n=15,218)	2010 (n=12,488)	2007 (n=12,648)	2004 (n=11,132)	2001 (n=7,093)
Average grade in high school or CEGEP Q25*					
A or A+	43%	41%	41%	37%	33%
A-	29%	29%	30%	29%	27%
B+	16%	16%	16%	18%	19%
B	9%	10%	10%	13%	15%
C+	3%	3%	2%	3%	5%
C or lower	<1%	1%	1%	1%	2%
Average	6.0	5.9	5.9	5.8	5.6
Average grade expected at end of first year Q24*					
A or A+	14%	11%	10%	9%	9%
A-	23%	21%	20%	19%	19%
B+	24%	25%	24%	25%	23%
B	26%	27%	29%	31%	31%
C+	9%	10%	11%	11%	11%
C or lower	4%	6%	6%	5%	7%
Average	4.9	4.8	4.7	4.7	4.6

*Note: This grade scale is based on the following: A/A+=7, A-=6, B+=5, B=4, C+=3, C=2, D=1.

3.0 Financing education and current employment

3.1 Receiving financial awards

As shown in Table 20, 54% of students *received a scholarship, financial award, or bursary for the 2002–13 academic year*, with Group 2 students (64%) being much more likely than Group 3 (48%) or Group 1 (39%) students to have received at least one.

Among those who received a scholarship, financial award, or bursary, almost 3 in 10 say they *would not have been able to attend university without one*, which is similar across groups.

Table 20: Financing university education

	All students (n=15,218)	Group 1 (n=5,027)	Group 2 (n=6,873)	Group 3 (n=3,318)
Received scholarship, financial award, or bursary for 2012-13 academic year Q60				
Yes	54%	39%	64%	48%
No	46%	61%	36%	52%
Unable to attend university without financial assistance Q35*				
Yes	29%	33%	29%	27%

*Note: Only students who had received a university scholarship, financial award, or bursary were asked if they would have been able to attend university without this financial assistance.

Younger students are more likely to report receiving scholarships, financial awards, or bursaries. The proportion of students reporting such awards decreases from 63% of those 18 or younger to 22% of students 21 years or older. This may result from a combination of factors, including the greater availability of awards for high school/CEGEP students, older students' awareness of such assistance, and the marks of these older students, which tend to be lower on average than those of students who go immediately to university after high school or CEGEP (Figure 3).

Although older participants are less likely to have received a scholarship, financial award, or bursary, older first-year students who receive assistance are more likely than younger participants to report it was required for them to be able to attend university. Specifically, 27% of those 18 and younger say they *would not have been able to attend university without one*, which increases to 53% of those 21 and older. Although telling, the difference is not statistically significant.

3.1.1 Financial awards by discipline

As shown in Table 21, there is a significant difference by discipline in receiving a scholarship, financial award, or bursary. Engineering (70%) and Physical Science (67%) students are most likely to have received one of these awards, while Education (30%) students are least likely. Although there is a difference in receiving one of these awards, there is very little difference by discipline in the proportion of students who received them who also say they would have been unable to attend university without one of these awards (ranging from 24% to 34% of students, by discipline).

Table 21: Financial award by discipline

	% received scholarship Q60	% unable to attend without assistance Q35
Engineering	**70%**	25%
Physical Science	**67%**	24%
Arts and Humanities	**57%**	32%
Biological Science	**54%**	34%
Overall	**54%**	29%
Business	**50%**	25%
Social Science	**48%**	34%
Professional	**46%**	31%
Education	**30%**	28%

Note: Bolded proportions indicate a statistically significant difference between groups.

3.2 Current employment

Fewer than 4 students in 10 report being currently employed, most often off campus (34%), although 1 in 4 were seeking work at the time they completed the survey. Group 1 students (50%) are much more likely than Group 2 (29%) or Group 3 (40%) to be employed. Also, students reporting a full course load at the time of the survey are slightly less likely to report working (35%) compared to students with only a partial course load (45%), although this difference is not statistically significant.

Among those who are currently employed, results show the following:

- The typical student works about 14 hours a week, with the vast majority (almost 9 in 10) working 20 or fewer hours per week. Not only are Group 1 students more likely to be employed, they tend to work more hours per week than Group 2 and Group 3 students. On average, they work 16 hours per week, with 20% reporting working 21 or more hours per week. This compares to 14 hours and 12% among Group 3 students and 13 hours and 10% among Group 2 students. Students who are employed and have a full course load work fewer hours per week on average than students with only a partial course load (13.1 versus 16.4 hours).

- Students appear to be working less in 2013 than in the past. In 2004, 43% of students reported working compared to 37% in 2013. In addition, the average hours students report working while in university has decreased steadily over time, from a high of 16.0 hours in 2001 to 13.9 in 2013. Although informative, these differences are not statistically significant.

- Although the majority of students say their employment has no impact on their academic performance (56%), about 3 students in 10 report that their employment (other than employment related to co-op requirements) has at least some negative impact on their academic performance, although just 2% say it has a very negative impact. Conversely, fewer than 2 in 10 say it has a positive impact on their academic performance, including 4% who say it has a very positive impact. Although Group 1 students are more likely to work and work more hours than other students, there is virtually no difference in the reported impact this work has on their studies.

Table 22 presents the results of students' employment in their first year of university.

Table 22: Employment status				
	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Currently employed Q36 (all respondents)				
Yes, both on and off campus	<1%	1%	1%	<1%
Yes, on campus	2%	2%	3%	2%
Yes, off campus	34%	47%	25%	37%
No, but I am seeking work	26%	19%	31%	24%
No, and I am not seeking work	37%	31%	40%	36%
Number of hours worked per week Q37*				
10 hours or less	42%	34%	48%	41%
11 to 20 hours	45%	47%	42%	47%
21 to 30 hours	10%	14%	8%	10%
Over 30 hours	3%	6%	2%	2%
Average number of hours	13.9	15.9	12.6	13.6
Impact of non-co-op-related employment on academic performance Q38A*				
Very positive	4%	4%	5%	3%
Somewhat positive	12%	13%	11%	12%
Neither positive or negative	56%	53%	57%	57%
Somewhat negative	26%	27%	24%	26%
Very negative	2%	3%	3%	2%
*Note: Only students who are currently employed were asked how many hours they work per week and what impact their employment has on their academic performance.				

3.2.1 Impact on academic performance by average hours worked per week

Figure 5 shows that students who say their work has a negative impact on their academic performance work about 30% to 50% more hours per week on average (16 to 18 hours per week compared to 13 hours) than those who say their work has a positive impact or no impact on their performance.

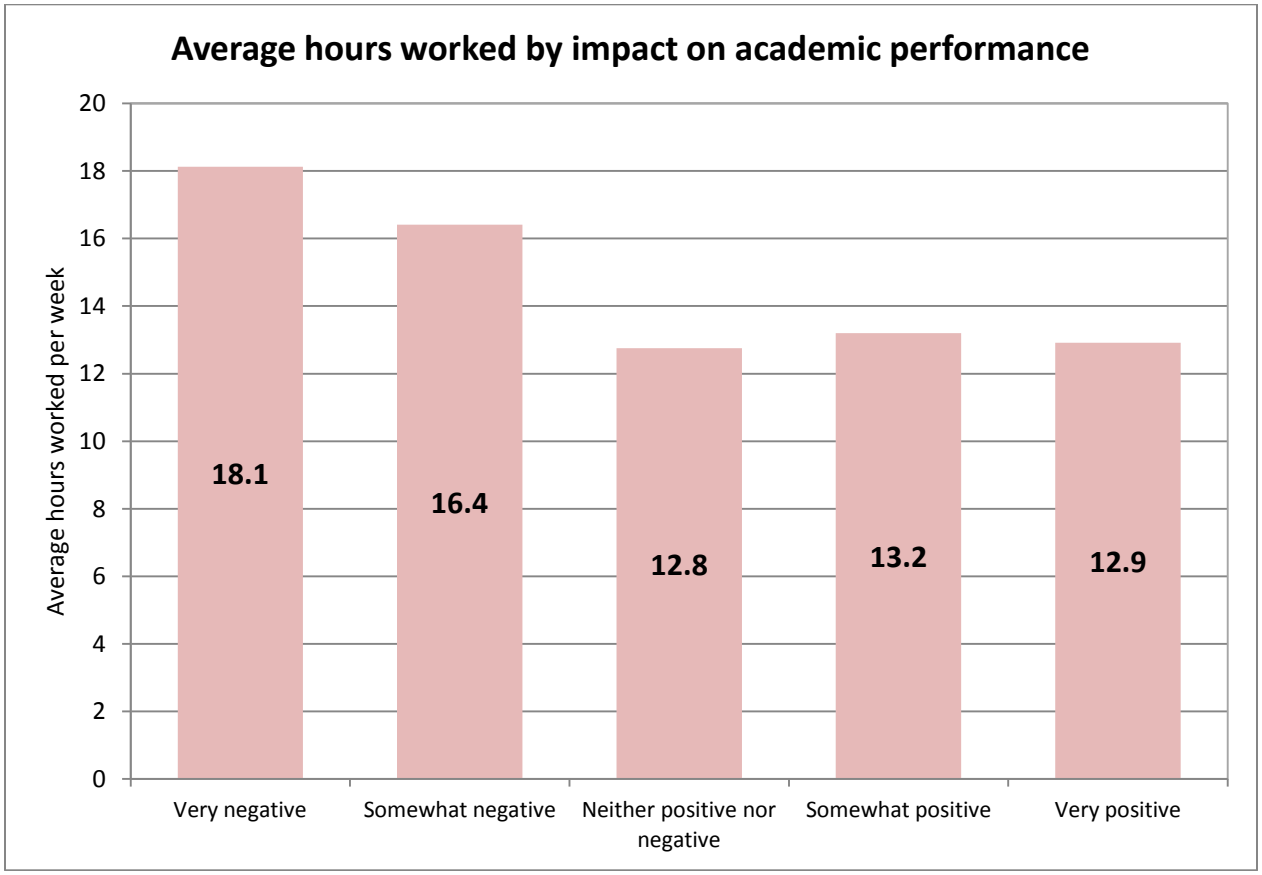

Figure 5

3.2.2 Profile of employment and impact by age

As Table 23 shows, older students are more likely to be employed and work more hours per week than younger students, although the difference for employment falls just below the threshold for statistical significance. However, there is practically no difference by age in terms of the impact this employment has on students, as between 27% and 34% in each age group say their employment has a negative impact on their academic performance.

Table 23: Employment status by age

	Employed Q36	Average hours worked per week Q37	Negative impact Q38A
Overall	37%	13.9 hours	28%
Age			
18 years or younger	33%	**13.0 hours**	27%
19 years of age	41%	**13.8 hours**	28%
20 years of age	53%	**14.6 hours**	27%
21 years or older	53%	**19.6 hours**	34%

Note: Bolded percentages indicate a statistically significant difference between groups.

3.2.3 Profile of employment and impact by discipline

Students in certain disciplines are more likely than students in other disciplines to be employed. Students in Education (56%) are most likely to be employed, while Engineering students (18%) are least likely. Not only are Engineering students the least likely to work, but those who are employed work fewer hours per week on average (just under 11 hours per week).

Although there are differences in the hours worked per week, the negative impact it has on students' academic performance does not appear to be related to hours. For instance, Education students are most likely to be employed and work approximately 14 hours per week (trailing only Business and Social Science students), yet Education has the lowest proportion of students who say their work has a negative impact on their academic performance, at just 18%.

Table 24: Employment status by discipline

	Employed Q36	Average hours worked per week Q37	Negative impact Q38A
Overall	37%	13.9 hours	28%
Discipline			
Education	**56%**	**14.1 hours**	18%
Professional	**44%**	**13.2 hours**	28%
Social Science	**42%**	**15.4 hours**	32%
Business	**38%**	**14.3 hours**	25%
Arts and Humanities	**37%**	**13.9 hours**	28%
Biological Science	**35%**	**12.1 hours**	25%
Physical Science	**28%**	**12.4 hours**	30%
Engineering	**18%**	**10.6 hours**	22%

Note: Bolded percentages indicate a statistically significant difference between groups.

4.0 Reasons motivating attendance and choice of university

4.1 Motivators for attending university

Students were asked to rate the importance of eight different reasons for deciding to attend university in general.

- For the most part, reasons related to employment are the most important for students. These include *to get a good job* (86% very important) and *to prepare for a specific job or career* (80%).

- A desire to learn appears to play a secondary role to employment. Aspects such as *to get a good general education* (77%) and *to increase knowledge in an academic field* (75%) are rated as very important, but not to the same degree as employment outcomes.

- Two factors related to social motivators, *to meet parental expectations* (31%) and *to make new friends* (25%), are least often rated as very important. The younger students are, the more likely they are to say that *meeting parental expectations* and *making new friends* were very important motivators in their decision to attend university.

Over time, the proportion of students who rate each of these as very important has been increasing steadily. In fact, all eight receive the highest proportion of students rating them as very important in 2013. Although interesting, none of these differences are statistically significant.

Table 25: Motivation to attend university ('very important') Q1

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
f. Get a good job	86%	86%	87%	84%
a. Prepare for a specific job or career	80%	81%	79%	80%
b. Get a good general education	77%	74%	78%	77%
e. Increase knowledge in an academic field	75%	73%	73%	78%
c. Develop a broad base of skills	63%	59%	65%	64%
d. Prepare for graduate/professional school	47%	45%	45%	52%
h. Meet parental expectations	31%	27%	34%	29%
i. Make new friends	25%	19%	29%	22%

4.1.1 Motivators by discipline

Depending on their major or discipline, the importance students placed on reasons for attending university differs. Those differences that are statistically significant are shown in Table 26, and include the following:

- Students in Arts and Humanities are much less likely than students in other disciplines to say that it is very important to attend university to *get a good job* (76%) or *prepare for a specific job or career* (73%).

- Students in Professional (93%) and Education (92%) programs are most likely to say it is very important to attend university to *prepare for a specific job or career*.

- Biological Science students (62%) are most likely to say that *preparing for graduate or professional school* was a very important reason for deciding to attend university, whereas students in Engineering (27%) and Education (31%) are least likely.

Table 26: Motivation to attend university by discipline

Reason	Discipline	% very important
Q1f. Get a good job	Business	92%
	Professional	91%
	Overall	**86%**
	Arts and Humanities	76%
Q1a. Prepare for a specific job or career	Professional	93%
	Education	92%
	Overall	**80%**
	Arts and Humanities	73%
Q1d. Prepare for graduate/professional school	Biological Science	62%
	Overall	**47%**
	Education	31%
	Engineering	27%

4.2 Most important reason to attend university

When asked to choose the most important reason among the eight offered (or to choose their own), students primarily identify aspects related to employment — that is, *to prepare for a specific job or career* (42%) or *to get a good job* (26%). These results have been very consistent over time, indicating little change in the most important factors that influence students' decisions to attend university.

Table 27: Single most important reason in decision to attend university Q2

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
a. Prepare for a specific job or career	42%	48%	39%	43%
f. Get a good job	26%	23%	29%	24%
e. Increase knowledge in an academic field	8%	7%	8%	9%
d. Prepare for graduate/professional school	8%	7%	7%	8%
b. Get a good general education	8%	7%	8%	8%
c. Develop a broad base of skills	4%	3%	4%	4%
h. Meet parental expectations	2%	2%	3%	2%
i. Make new friends	<1%	<1%	<1%	<1%
j. Other	2%	2%	2%	2%

4.3 Reasons for choosing current university

Students rated the importance of 17 different reasons for their decision to attend their current university, which have been grouped into four broad themes.

4.3.1 Personal reasons

Among reasons identified as personal reasons for attending their current university, students most often say that they *wanted to live close to home* (34% very important), while other personal reasons, such as *wanting to live away from home* (13%), *parents wanted them to enroll here* (12%), or *friends attending here* (8%), were less important in their decision. See Table 28.

Table 28: Motivation to attend current university - Personal reasons ('very important') Q7

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
a. Wanted to live close to home	34%	39%	31%	37%
b. Wanted to live away from home	13%	8%	16%	10%
m. Parents/relatives wanted me to enroll here	12%	10%	12%	12%
o. Friends attending here	8%	8%	8%	9%

4.3.2 University programs and services

Among universities' programs and services, *quality of academic programs* (64%) and *specific career-related programs* (61%) are most often rated as very important in students' choice of university. The former is chosen by the most students as being very important in their decision to attend their university among the 17 programs and services tested.

Co-op programs, internships, and other practical experiences and *availability of on-campus residence* were statistically more important for Group 2 students than Group 3 or Group 1 students.

Table 29: Motivation to attend current university - University programs and services ('very important') Q7

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
d. Quality of academic programs	64%	56%	65%	66%
e. Specific career-related program	61%	57%	64%	59%
r. Co-op program, internship, and other practical experiences	32%	19%	45%	24%
s. Opportunities for international work/study abroad	24%	16%	27%	23%
k. Availability of on-campus residence	20%	19%	24%	15%
u. Athletic/varsity sports	8%	7%	9%	8%

Students are less likely to place importance on the *availability of on-campus residence* the older they are. In fact, just 53% of students 18 and younger rated *availability of on-campus residence* as not important compared to 78% of those 21 and older.

4.3.3 General aspects of university life

Many students consider other aspects of university life when deciding which institution to attend, as shown in Table 30.

- Over half of the first-year students report that their *university's reputation* (56%) was very important in their decision about which university to attend.

- About 3 students in 10 say that the *size of the university* was very important. *Size of the university* is more important to those attending Group 1 (50%) than Group 2 (30%) or Group 3 (22%) universities.

- Financial considerations appear to be somewhat important, although less important than other aspects, as about 1 in 4 students say that *tuition fees* (26%) and *an offer of financial assistance or scholarships* (25%) were very important. Given that younger students were more likely to receive a scholarship, financial award, or bursary for the 2012–13 academic year, it is not surprising that younger students are more likely than older students to say that *an offer of financial assistance or scholarships* was very important in their choosing a university.

Table 30: Motivation to attend current university - Other aspects of university ('very important') Q7				
	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
f. University has a good reputation	56%	57%	57%	55%
g. Size of university	31%	50%	30%	22%
l. Tuition fees	26%	31%	24%	26%
c. Offered financial assistance/scholarships	25%	22%	29%	22%

4.3.4 Other considerations

Among those grouped as other considerations, about 1 in 4 students say that the *availability of public transportation* (25%) and the *size of the city or town* (24%) was very important in their choice of university. Group 3 students (31%) appear to put more emphasis on the *availability of public transportation* than Group 2 (23%) or Group 1 (19%) students, although the difference is not statistically significant.

Table 31: Motivation to attend current university - Other considerations ('very important') Q7				
	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
q. Availability of public transportation	25%	19%	23%	31%
j. Size of city/town	24%	26%	25%	23%
w. Physical appearance of the campus	16%	13%	17%	15%

4.3.5 Reasons by discipline

Table 32 shows the reasons for choosing a university that were statistically significant by discipline.

- *Specific career-related program*s were more often very important to students in Professional (83%) and Education (84%) programs than to students in other disciplines.
- Students in Engineering (58%) and Business (49%) programs are much more likely than others students to say that *co-op programs, internships, and other practical experiences* were very important.

Table 32: Motivation to attend current university by discipline		
Reason	**Discipline**	**% very important**
Q7e. Specific career-related program	Education	84%
	Professional	83%
	Overall	**61%**
	Physical Science	54%
Q7r. Co-op program, internship, and other practical experiences	Engineering	58%
	Business	49%
	Overall	**32%**
	Arts and Humanities	19%

4.4 Most important reason for choosing current university

Students were asked to choose the single most important reason influencing their choice of university among the 17 discussed. As seen in Table 33, three reasons stand out as being the most important: *specific career-related programs* (23%), *the quality of academic programs* (18%), and *wanting to live close to home* (16%). These results seem to indicate that academic programming tends to outweigh personal and other reasons when selecting universities.

The relative importance of all other reasons is similar by university group, with a few notable exceptions:

- *Co-op programs, internships, and other practical experiences* were much more important for Group 2 (14%) than Group 3 (4%) or Group 1 (1%) students.
- *Size of university* was much more of a factor for Group 1 students (11%) than those attending Group 2 (3%) or Group 3 (<1%) universities.

Table 33: Single most important reason in decision to attend this university Q8

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
e. Specific career-related program	23%	24%	23%	23%
d. Quality of academic programs	18%	15%	18%	22%
a. Wanted to live close to home	16%	18%	14%	19%
f. University has a good reputation	9%	8%	7%	12%
r. Co-op program, internship, other practical experiences	8%	1%	14%	4%
c. Offered financial assistance/scholarships	5%	4%	5%	4%
g. Size of university	4%	11%	3%	<1%
b. Wanted to live away from home	3%	2%	4%	2%
m. Parents/relatives wanted me to enroll here	3%	3%	3%	3%
l. Tuition fees	3%	4%	2%	3%
u. Athletic/varsity sports	1%	2%	1%	<1%
s. Opportunities for international work/study abroad	1%	1%	1%	1%
o. Friends attending here	1%	1%	<1%	1%
j. Size of city/town	<1%	<1%	1%	1%
q. Availability of public transportation	<1%	<1%	<1%	1%
w. Physical appearance of the campus	<1%	<1%	<1%	<1%
k. Availability of on-campus residence	<1%	<1%	<1%	<1%
Other	3%	4%	2%	3%

4.5 Applying to university

As Table 34 shows, about 7 students in 10 applied to more than one university, while approximately 1 in 10 applied to a college. Group 2 students (84%) are much more likely to have applied to another university than Group 3 (64%) or Group 1 (49%) students.

Among those who applied to more than one university, results show the following:

- On average, students applied to between 3 and 4 universities, including the one they are currently attending. Group 2 and Group 3 students tended to apply to more universities than those attending a Group 1 university. On average, they applied to almost four institutions, compared to about three for Group 1 students.

- Three in 10 students applied to a university outside their home province. Students attending a Group 2 university (24%) are statistically much less likely to have applied to a university outside their home province than those attending a Group 3 (42%) or Group 1 (35%) university.

Even though many students applied to more than one university, about 8 students in 10 report that the university they are currently attending was their first choice. Group 2 students (73%) are slightly less likely than Group 1 (81%) or Group 3 (82%) students to say they are attending their first choice, although this difference is not statistically significant.

Among those who applied to more than one university, 71% report that they are attending their first choice, whereas 94% of those who applied to just the university they are attending say it was their first choice.

Table 34: Application process

	All students (n=15,218)	Group 1 (n=5,027)	Group 2 (n=6,873)	Group 3 (n=3,318)
Applied to more than one university Q3				
Yes	70%	49%	84%	64%
Total number applied to Q3A*				
Two	27%	46%	20%	31%
Three	34%	32%	37%	31%
Four	17%	11%	20%	16%
Five or more	21%	11%	24%	22%
Average	3.6	3.0	3.7	3.7
Number outside home province Q3B*				
None	69%	65%	76%	58%
One	12%	16%	10%	13%
Two	7%	10%	5%	10%
Three or more	12%	9%	9%	18%
Average	0.8	0.7	0.6	1.3
Applied to college (other than a CEGEP) Q4				
Yes	8%	8%	10%	7%
Currently attending first choice Q5				
Yes	78%	81%	73%	82%

*Note: Only students who applied to more than one university were asked the total number to which they had applied and the total number to which they applied outside their home province.

4.5.1 Applying to university by age

Younger students are more likely than older students to have applied to more than one university and applied to more universities on average. This appears to have had some impact on whether they are currently attending their first choice of university, as the proportion who say they are attending their first choice increases by age (although this result is not statistically significant).

Table 35: Application process by age

	Applied to more than one university Q3	Total universities applied to Q3A	Currently attending first choice Q5
Overall	70%	3.6 universities	78%
Age			
18 years or younger	**73%**	**3.7 universities**	76%
19 years of age	**70%**	**3.4 universities**	79%
20 years of age	**58%**	**2.8 universities**	81%
21 years or older	**36%**	**3.0 universities**	86%

Note: Bolded percentages indicate a statistically significant difference between groups.

4.5.2 Applying to university by discipline

Students in Engineering (80%) and Social Sciences (79%) were most likely to apply to more than one university, while Education students (52%) were least likely to do so. In fact, Education students applied to the lowest number of universities on average (slightly below three).

Similar to other results, applying to more than one university does appear to have some effect on whether students are attending their first choice. Education students (who were least likely to apply to other institutions and applied to the fewest on average) are most likely to be attending their first choice.

Table 36: Application process by discipline

	Applied to more than one university Q3	Total universities applied to Q3A	Currently attending first choice Q5
Overall	70%	3.6 universities	78%
Discipline			
Engineering	**80%**	**4.0 universities**	74%
Social Science	**79%**	**3.4 universities**	75%
Business	**77%**	**3.9 universities**	70%
Arts and Humanities	**74%**	**3.4 universities**	81%
Biological Science	**74%**	**3.5 universities**	74%
Professional	**66%**	**3.3 universities**	83%
Physical Science	**65%**	**3.5 universities**	78%
Education	**52%**	**2.9 universities**	90%

Note: Bolded percentages indicate a statistically significant difference between groups.

4.6 Contact before choosing a university

4.6.1 Direct contact

Overall, 45% of first-year students say they received some form of contact from their university before graduating from high school or CEGEP. Most often, they received contact in Grade 12 (41%). Students attending a Group 2 university (52%) are more likely than those attending a Group 1 (40%) or Group 3 (40%) institution to have received contact from the university before attending, although this difference is not statistically significant. See Table 37.

Table 37: Direct contact from current university Q12/Q12A

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Grade 9 or earlier	<1%	<1%	<1%	<1%
Grade 10	1%	2%	1%	1%
Grade 11	8%	8%	8%	8%
Grade 12	41%	37%	49%	33%
CEGEP	3%	2%	<1%	6%
Did not receive contact	55%	60%	48%	60%

Note: Respondents could select more than one answer. Therefore, columns may sum to more than 100%.

Younger students are more likely to report having direct contact from their university while still in high school or CEGEP. The proportion that had direct contact falls from 53% among students 18 or younger to 14% of those 21 or older. This difference may speak to a number of things, including the possibility of having more contact while in high school or CEGEP, but also recency effects, as those who are older may not remember any contact they may have received several years earlier.

4.6.2 Personal contact

Table 38 shows the proportion of students who rated the importance of each of 10 methods of personal contact from their current university. Although respondents rate the method, it does not necessarily mean they had this experience. For example, it is unlikely that 60% of students had contact with university athletic coaches. Some students most likely chose "not very important" rather than "not applicable" if they did not have any contact.

Table 38: Considerations when choosing current university - Personal contact (percent who offered a rating) Q9

	All students (n=15,218)	Group 1 (n=5,027)	Group 2 (n=6,873)	Group 3 (n=3,318)
b. Viewbooks, brochures, or pamphlets	92%	90%	94%	92%
o. Word of mouth	92%	91%	92%	93%
n. Advice from high school counsellors or teachers	86%	82%	88%	85%
c. Campus visit/open house	85%	83%	87%	84%
g. Contact from students of the university	82%	79%	83%	82%
f. Contact from faculty/staff of the university	80%	80%	83%	76%
a. Visit by a university rep. to high school or CEGEP	79%	75%	82%	76%
e. Meeting with univ. recruitment/admissions staff on campus	75%	76%	77%	74%
d. Recruitment fairs	75%	72%	78%	72%
j. Contact from university athletic coaches	60%	58%	63%	58%

Table 39 shows the proportion of students who rate each method of contact as very important in their decision about which university to attend (out of those who rated the type of contact).

- The most important type of contact appears to be *campus visits or open houses*, with 47% rating this as being very important when choosing their university. This is followed by *word of mouth*, which 40% say was very important in their decision.

- Least important appears to be *contact from university athletic coaches* (8%) and *recruitment fairs* (17%); however, as mentioned previously, many students likely rate this as not important rather than not applicable.

Table 39: Considerations when choosing current university - Personal contact ('very important') Q9

	All students	Group 1	Group 2	Group 3
c. Campus visit/open house	47%	42%	50%	47%
o. Word of mouth	40%	43%	39%	40%
n. Advice from high school counsellors or teachers	34%	33%	34%	33%
b. Viewbooks, brochures, or pamphlets	33%	28%	36%	32%
f. Contact from faculty/staff of the university	30%	31%	30%	30%
g. Contact from students of the university	28%	26%	28%	30%
e. Meeting with univ. recruitment/admissions staff on campus	26%	27%	26%	26%
a. Visit by a university rep. to high school or CEGEP	23%	24%	24%	23%
d. Recruitment fairs	17%	16%	20%	15%
j. Contact from university athletic coaches	8%	8%	8%	7%

Note: Percentages are based on those who offered a rating.

Examining the importance of the considerations shown in Table 39 reveals the following differences:

- Women (37%) are statistically more likely than men (25%) to say that *viewbooks, brochures, or pamphlets* were very important in their decision.
- Students are more likely to say that many of the contact methods were very important in 2013 than in previous years, most notably for *meeting with university recruitment or admissions staff on campus* (14% in 2001 versus 26% in 2013), *contact from faculty or staff of the university* (14% in 2001 versus 30% in 2013), and *contact from students of the university* (11% in 2001 versus 28% in 2013).

4.6.3 Personal contact by discipline

Students in Biological Science (13%) are most likely to say that *contact from university athletic coaches* was a very important motivator for attending their university.

Table 40: Very important consideration in choosing university by discipline		
Reason	**Discipline**	**% very important**
Q9j. Contact from university athletic coaches	Biological Science	13%
	Overall	**8%**
	Arts and Humanities	5%
	Physical Science	5%

4.6.4 Contact through media

Many students provided a rating of the importance of various media sources when choosing their university. See Table 41.

Table 41: Considerations when choosing current university - Media (percent who offered a rating) Q9				
	All students (n=15,218)	**Group**		
		1 (n=5,027)	**2 (n=6,873)**	**3 (n=3,318)**
i. University website	95%	94%	95%	95%
k. Maclean's university rankings	80%	74%	84%	77%
l. The Globe and Mail's Canadian University Report	73%	69%	75%	71%

Table 42 shows that the *university website* is rated as very important by 45% of students who used this option, well ahead of other media influences such as *Maclean's university rankings* (19%) and *The Globe and Mail's Canadian University Report* (13%). The proportion of students who say the *university website* was very important in their decision has increased each year, from 24% in 2001 to 45% in 2013.

Table 42: Considerations when choosing current university - Media ('very important') Q9				
	All students	**Group**		
		1	**2**	**3**
i. University website	45%	45%	44%	46%
k. Maclean's university rankings	19%	14%	20%	19%
l. The Globe and Mail's Canadian University Report	13%	9%	14%	14%
Note: Percentages are based on those who offered a rating.				

4.6.5 Contact through media by discipline

Results in Table 43 show that Engineering and Business students put more emphasis on media sources than students in other disciplines. Specifically, they are most likely to say that *Maclean's university rankings* and *The Globe and Mail's Canadian University Report* were very important in their decision when choosing their university.

Table 43: Very important consideration in choosing university by discipline

Reason	Discipline	% very important
Q9k. Maclean's university rankings	Engineering	25%
	Business	23%
	Overall	**19%**
	Professional	11%
	Education	10%
Q9l. The Globe and Mail's Canadian University Report	Business	20%
	Engineering	17%
	Overall	**13%**
	Arts and Humanities	8%
	Professional	7%

4.6.6 Advertising

In addition to the influence of media in general on their decision about which university to attend, students were asked to recall if they had seen any advertising about their university. Overall, half of students recalled seeing such advertising, most commonly *online ads* (25%) and *billboards* (21%). Group 1 (58%) and Group 3 (53%) students are more likely than Group 2 (43%) students to recall seeing any advertising about their university, although the difference is not statistically significant.

See Table 44 for complete results.

Table 44: Recall seeing advertising through various media sources Q11

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Recall any media (net)	50%	58%	43%	53%
- Online advertising	25%	25%	24%	26%
- Billboard	21%	25%	14%	27%
- Newspaper ad	14%	17%	11%	16%
- TV ad	7%	12%	5%	8%
- Radio ad	7%	14%	5%	4%
- Other	8%	11%	8%	7%

Note: Respondents could provide more than one answer. Therefore, columns may sum to more than 100%.

4.7 Most important contact in choice of university

Students were asked to consider all contacts, personal and media, and identify which was the most important in their decision to attend their current university. Of these contacts, two stand out as the most important: *campus visit or open house* (22%) and *word of mouth* (15%), followed closely by the *university website* (12%). These results are positive for institutions, as they have the ability to control two of the three major influences on students' decisions.

The *other* category shown in Table 45 includes those reasons that were selected by 2% or fewer of students.

Table 45: Single most important contact in decision to attend current university Q10

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
c. Campus visit/open house	22%	18%	24%	21%
o. Word of mouth	15%	18%	13%	15%
i. University website	12%	14%	10%	14%
n. Advice from high school counsellors or teachers	11%	12%	11%	10%
b. Viewbooks, brochures, or pamphlets	9%	6%	10%	8%
a. Visit by a university rep. to high school or CEGEP	8%	8%	8%	8%
g. Contact from students of the university	7%	7%	6%	7%
k. Maclean's university rankings	4%	2%	3%	5%
f. Contact from faculty/staff of the university	4%	4%	4%	3%
e. Meet with univ. recruitment/admissions staff on campus	3%	4%	3%	4%
Other	6%	7%	6%	4%

Results indicate that the most influential form of contact varies by age.

- The younger students are, the more likely they are to indicate that *campus visits or open houses* were the most important influence on their decision about which university to attend (decreasing from 23% of those 18 and younger to 11% of those 21 and older). This type of contact was chosen most often by those 18 and younger.

- The older students are, the more likely they are to rely on *the university website* (increasing from 10% of those 18 and younger to 23% of those 21 and older). This form of contact was chosen most often by those 21 and older.

5.0 Experience prior to classes

5.1 Application process

More than 9 in 10 students are satisfied with the way their university handled their application for admission, including 63% who are very satisfied.

Table 46: Satisfaction with handling of application for admission Q13				
	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Very satisfied	63%	67%	64%	58%
Somewhat satisfied	32%	28%	32%	35%
Somewhat dissatisfied	4%	3%	4%	5%
Very dissatisfied	1%	2%	<1%	1%

5.2 Help in choice of program

Just under half (45%) of students report receiving assistance or help with their program or course selection. Among those who received help, more than 9 in 10 report being satisfied, including 53% who are very satisfied with the help they received from their university in deciding on their program or course selection. The proportion of students who are very satisfied reached its highest point in 2013 (ranging from 30% to 49% in previous years).

Table 47: University assistance with program or course selection				
	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Received advice about or help with program or course selection from university Q14A				
Yes	45%	51%	43%	44%
Satisfaction with advice or help Q15*				
Very satisfied	53%	59%	55%	47%
Somewhat satisfied	42%	37%	41%	48%
Somewhat dissatisfied	4%	3%	3%	4%
Very dissatisfied	<1%	<1%	<1%	<1%
*Note: Only those who received assistance were asked how satisfied they were.				

5.3 Course registration

Online registration continues to be the most common type, as 9 in 10 students report registering this way. Fewer register *in person* (23%), *by mail* (16%), or *by phone* (15%). See Table 48.

Table 48: Experience with method of registration Q16

	All students (n=15,218)	Group 1 (n=5,027)	Group 2 (n=6,873)	Group 3 (n=3,318)
Online	91%	92%	90%	92%
In person	23%	32%	20%	21%
By mail	16%	16%	17%	15%
By phone	15%	16%	14%	15%
Other	<1%	1%	1%	<1%

Note: Respondents could provide more than one answer. Therefore, columns may sum to more than 100%.

Although the vast majority of students are at least somewhat satisfied with each method of registration (between 81% and 88%), it appears that the proportion of students who are very satisfied varies by method used. More than half of those who registered *in person* (53%) are very satisfied with this method, compared to 41% who registered online, 36% who registered by phone, and 34% by mail.

Table 49: Satisfaction with method of registration ('very satisfied'/'somewhat satisfied') Q16

	All students	Group 1	Group 2	Group 3
In person	88%	89%	90%	86%
Online	86%	88%	85%	85%
By mail	86%	87%	85%	85%
By phone	81%	81%	86%	75%

Note: Percentages are based on those who have had experience with each method of registration.

More than 9 in 10 students say they are satisfied with being able to get into all of the courses they wanted, including 49% who say they are very satisfied. See Table 50.

Table 50: Satisfaction with getting into all of the courses students wanted Q17A

	All students (n=15,218)	Group 1 (n=5,027)	Group 2 (n=6,873)	Group 3 (n=3,318)
Very satisfied	49%	51%	49%	48%
Somewhat satisfied	42%	40%	41%	43%
Somewhat dissatisfied	8%	8%	8%	7%
Very dissatisfied	2%	2%	2%	2%

5.4 University orientation

Among first-year students, 65% participated in a university orientation program, and a majority of these students report that they had a positive experience. Although this result falls just below the threshold for statistical significance, it appears that Group 2 (72%) students are more likely than Group 3 (61%) or Group 1 (57%) students to have participated in orientation.

Of those who participated in an orientation program, results in Table 51 show the following:

- Over 9 students in 10 say they are satisfied with orientation making them *feel welcome at the university*, including 60% who say they are very satisfied.
- More than 8 students in 10 say they are satisfied with the orientation in terms of *providing information about campus life* (45% very satisfied), *providing information about student services* (44% very satisfied), and *helping them understand university's academic expectations* (39% very satisfied).
- Students are least satisfied with orientation *building their confidence*, although 3 in 4 were still satisfied, including 33% who were very satisfied.

Table 51: Orientation

	All students (n=15,218)	Group 1 (n=5,027)	Group 2 (n=6,873)	Group 3 (n=3,318)
Participated in an orientation Q18				
Yes	65%	57%	72%	61%
Satisfaction with aspects of orientation - 'very satisfied'/'somewhat satisfied' Q19*				
a. Feeling welcome at the university	92%	93%	92%	91%
d. Providing information about campus life	84%	85%	85%	83%
e. Providing information about student services	83%	86%	83%	80%
b. Helping you understand university's academic expectations	82%	84%	83%	79%
c. Helping your personal and social transition to university	79%	81%	80%	77%
f. Building your confidence	76%	79%	77%	73%

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

Although younger students were more likely to have participated in orientation than older students (decreasing from 74% of those 18 and younger to 37% of those 21 and older), both groups tend to be equally satisfied with their orientation experiences and outcomes.

5.4.1 Orientation outcomes across time

While participation in orientation has remained unchanged over time, students appear to be more satisfied with their orientation experience in 2013 than in previous years. Specifically, there was a significant increase in the proportion of students who were very satisfied with orientation *helping them understand the university's academic expectations* from 2001 to 2013. See Table 52 for complete results by year.

Table 52: Orientation over time

	2013 (n=15,218)	2010 (n=12,488)	2007 (n=12,681)	2004 (n=10,932)	2001 (n=6,950)
Participated in orientation Q18	65%	66%	66%	63%	64%
Very satisfied with… Q19					
a. Feeling welcome at university*	**60%**	**61%**	**47%**	**45%**	-
d. Providing information about campus life	**45%**	**45%**	**34%**	**30%**	**33%**
e. Providing information about student services	**44%**	**43%**	**32%**	**28%**	**29%**
b. Helping understand the university's academic expectations	**39%**	**35%**	**24%**	**20%**	**16%**
c. Helping personal and social transition to university	**38%**	**38%**	**27%**	**23%**	**26%**
f. Building your confidence	**33%**	**33%**	**24%**	**19%**	**22%**

Note: Bolded percentages indicate a statistically significant difference.
* This question was asked with options of Yes or No in 2001.

6.0 University experience

6.1 Adjusting to university

Students were asked to rate their success in adjusting to 16 aspects of university life, which were grouped into three broad categories. In each case, students indicated whether they had been very successful, had some success, had little success, or had no success in adjusting to a particular aspect of university life.

6.1.1 Academic adjustments

Table 53 shows the percentage of students who could offer a rating of their success in adjusting to academic aspects. Other than *performing adequately in courses requiring mathematical skills* (74%), at least 93% of students provide ratings of their success in adjusting to academic aspects of university life.

Table 53: Success adjusting to university - Academic (percent who offered a rating) Q20

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
a. Meeting academic demands	100%	100%	100%	99%
j. Understanding content and information presented in courses	100%	100%	100%	99%
f. Choosing a program of studies to meet my objectives	98%	99%	98%	98%
n. Finding help with questions or problems	97%	97%	97%	96%
h. Performing adequately in written assignments	97%	97%	98%	95%
g. Getting academic advice	93%	92%	94%	92%
i. Performing adequately in courses requiring mathematical skills	74%	73%	76%	72%

Among those who rate their success in adjusting to academic aspects of university, results in Table 54 show that students had the most success *understanding content and information presented in courses* (51% very successful), *choosing a program of studies to meet their objectives* (59%), *meeting academic demands* (42%), and *performing adequately in written assignments* (44%). At just over 7 in 10, students report the least success *getting academic advice*, including only 28% who report having had very much success.

Table 54: Success adjusting to university - Academic ('very much'/'some' success) Q20

	All students	Group		
		1	2	3
j. Understanding content and information presented in courses	96%	97%	95%	95%
f. Choosing a program of studies to meet my objectives	93%	94%	93%	91%
a. Meeting academic demands	92%	94%	91%	91%
h. Performing adequately in written assignments	91%	93%	90%	90%
n. Finding help with questions or problems	85%	89%	84%	83%
i. Performing adequately in courses requiring mathematical skills	80%	81%	80%	79%
g. Getting academic advice	72%	76%	73%	68%

Note: Percentages are based on those who offered a rating.

6.1.2 Personal adjustments

Almost all students rate their success in adjusting to various personal aspects of university life, except for adjusting to *new living arrangements*, which 2 in 3 students rate. See Table 55.

Table 55: Success adjusting to university - Personal (percent who offered a rating) Q20

	All students (n=15,218)	Group 1 (n=5,027)	Group 2 (n=6,873)	Group 3 (n=3,318)
o. Organizing my time to complete academic work	99%	99%	99%	98%
b. Making new friends with other students	98%	98%	98%	98%
k. Feeling as if I belong at university	98%	98%	98%	98%
c. Becoming involved in campus activities	95%	92%	96%	95%
d. New living arrangements	67%	60%	75%	60%

Among those who rate their success, students found the most success in *organizing their time to complete academic work*, including 36% who report being very successful.

Among the personal adjustments to university, students report the least success in terms of *becoming involved in campus activities*. About half report having at least some success, including 20% who report having very much success. Although this is the lowest proportion among the personal adjustments, it marks a significant increase over previous years, where 9% to 13% said they were having very much success *becoming involved in campus activities*. See Table 56.

Table 56: Success adjusting to university - Personal ('very much'/'some' success) Q20

	All students	Group 1	Group 2	Group 3
o. Organizing my time to complete academic work	84%	86%	83%	83%
b. Making new friends with other students	81%	80%	82%	81%
k. Feeling as if I belong at university	81%	81%	82%	80%
d. New living arrangements	75%	72%	78%	73%
c. Becoming involved in campus activities	53%	48%	55%	53%

Note: Percentages are based on those who offered a rating.

6.1.3 Practical adjustments

Most students — at least 9 in 10 — rate three of the four practical adjustments involved in university life. The one exception is *finding suitable, affordable housing,* which about 6 in 10 rated. This is likely because only those who had moved (or planned to move) when attending university would have answered this question. See Table 57.

Table 57: Success adjusting to university - Practical (percent who offered a rating) Q20				
	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
l. Finding my way around the campus	97%	96%	97%	97%
m. Using the library	95%	95%	95%	95%
p. Finding useful information and resources on careers and occupations	90%	88%	92%	89%
e. Finding suitable and affordable housing	62%	57%	69%	56%

Among those rating their success making practical adjustments, students find the most success *finding their way around the campus,* including 74% who report having had very much success. Conversely, they report the least success *finding useful information and resources on careers and occupations*. Only 25% reported being very successful in this adjustment.

See Table 58.

Table 58: Success adjusting to university - Practical ('very much'/'some' success) Q20				
	All students	Group		
		1	2	3
l. Finding my way around the campus	95%	96%	96%	94%
m. Using the library	80%	83%	76%	82%
e. Finding suitable and affordable housing	73%	75%	73%	73%
p. Finding useful information and resources on careers and occupations	68%	70%	68%	67%
Note: Percentages are based on those who offered a rating.				

6.1.4 Success by discipline

Among the 16 aspects tested, only one is statistically different by discipline. Students in Engineering (51%) are most likely to report having very much success *performing adequately in courses requiring mathematical skills*. Students in Social Science (29%) and Arts and Humanities (29%) programs report that they had the least success in this area.

Table 59: Very much success in adapting by discipline		
Reason	Discipline	% very successful
Q20i. Performing adequately in courses requiring mathematical skills	Engineering	51%
	Overall	**38%**
	Arts and Humanities	29%
	Social Science	29%

6.2 Satisfaction with concern shown to students as individuals

Overall, 7 students in 10 say they are satisfied with the *concern shown to them as individuals by their university*, including 27% who are very satisfied. Students attending Group 1 universities (37%) are more likely than students attending Group 2 (28%) or Group 3 (21%) universities to be very satisfied. This is perhaps not surprising, since groups are created largely based on student population — thus, the smaller student populations at Group 1 universities would allow for more opportunity for one-on-one interactions between students, faculty, and administration. See Table 60.

Table 60: Concern shown by university for students as individuals Q21D

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Very satisfied	27%	37%	28%	21%
Somewhat satisfied	43%	42%	44%	41%
Somewhat dissatisfied	16%	11%	15%	19%
Very dissatisfied	6%	3%	5%	9%

6.3 Satisfaction with academic facilities and services

6.3.1 Academic services and facilities

Students rated various academic facilities and services. As Table 61 shows, all students could rate each facility or service, with two exceptions — about 9 in 10 rate their university's *library facilities* and about 2 in 10 rate their university's *services for co-op programs, internships, and other practical experiences related to their program*.

Table 61: Academic facilities and services (percent who offered a rating) Q21/Q22

	All students (n=15,218)	Group 1 (n=5,027)	Group 2 (n=6,873)	Group 3 (n=3,318)
q21a. Average size of your classes	100%	100%	100%	100%
q21b. Instructional facilities	100%	100%	100%	100%
q21e. General condition of buildings and grounds	100%	100%	100%	100%
q21f. Study space	100%	100%	100%	100%
q21g. University's commitment to environmental sustainability	100%	100%	100%	100%
q21h. Social and informal meeting places	100%	100%	100%	100%
q22a. Library facilities	88%	87%	87%	90%
q22p. Services for co-op programs, internships, and other practical experiences related to your program	17%	13%	21%	14%

The vast majority of students are satisfied or very satisfied with each of the academic facilities and services. About 9 students in 10 are satisfied with *library facilities* (47% very satisfied), *services for co-op programs, internships, and other practical experiences related to their program* (40% very satisfied), *instructional facilities* (45% very satisfied), and *average size of classes* (48% very satisfied). Students are least satisfied with their *university's commitment to environmental sustainability*, including 36% who are very satisfied.

Students at Group 1 (96%) universities are much more likely to be satisfied with the *average size of their classes* than those at Group 2 (90%) and Group 3 (82%) universities.

Table 62: Academic facilities and services ('very satisfied'/'somewhat satisfied') Q21/Q22

	All students	Group 1	Group 2	Group 3
q22a. Library facilities	92%	94%	90%	92%
q22p. Services for co-op programs, internships, and other practical experiences related to your program	90%	90%	90%	89%
q21b. Instructional facilities	89%	92%	90%	85%
q21a. Average size of your classes	89%	96%	90%	82%
q21e. General condition of buildings and grounds	87%	92%	87%	84%
q21h. Social and informal meeting places	80%	82%	81%	78%
q21f. Study space	80%	85%	78%	80%
q21g. University's commitment to environmental sustainability	74%	76%	74%	72%

Note: Percentages are based on those who offered a rating.

6.3.2 Satisfaction with academic services and facilities by discipline

As shown in Table 63, students in Arts and Humanities (61%) tend to be the most likely to be very satisfied with the *average size of their classes,* while students in Engineering (32%) are least likely to be satisfied.

Table 63: Satisfaction with academic services by discipline		
Service	**Discipline**	**% very satisfied**
Q21a. Average size of your classes	Arts and Humanities	61%
	Overall	**48%**
	Engineering	32%

6.3.3 General facilities/services

As Table 64 shows, while some facilities and services, such as *campus bookstores* (95%), are rated by almost all students, others, such as *campus medical services* (22%), are rated by fewer students. Students at Group 2 universities are more likely than those attending a Group 1 or Group 3 university to rate each of the general facilities and services, with the exception of *parking facilities*. This makes sense, given that Group 2 students are more likely than other students to live on campus, and therefore would have more opportunity to use many of these services, with the exception of *parking facilities,* since most would likely not need to drive to school.

Table 64: General facilities and services (percent who offered a rating) Q22				
	All students (n=15,218)	**Group**		
		1 (n=5,027)	**2 (n=6,873)**	**3 (n=3,318)**
h. Campus bookstores	95%	92%	97%	94%
o. Food services	82%	77%	85%	80%
c. Athletic facilities	57%	53%	62%	53%
g. University-based social activities	49%	39%	54%	48%
e. University residences	44%	33%	59%	33%
d. Other recreational facilities	41%	36%	47%	35%
f. Parking facilities	37%	50%	35%	32%
s. Facilities for student associations, clubs, etc.	33%	25%	36%	33%
n. Campus medical services	22%	17%	28%	19%

In terms of use of general facilities and services, results differ by age for the following:

- Use of the *campus bookstores* decreases with age, from 97% of those 18 and younger to 85% of those 21 and older.

- As one might expect, younger students are more likely to have used *university residences* than older students. About 51% of students 18 years of age or younger have used this service, and it steadily drops across age groups to 12% of those 21 and older.

Among those who provided a rating of the service, students are most satisfied with the following:

- *other recreational facilities* (37% very satisfied)
- *facilities for student associations and clubs* (37% very satisfied)
- *athletic facilities* (48% very satisfied)

Meanwhile, students are least satisfied with *parking facilities* (20% very satisfied) and *food services* (27% very satisfied), which has been the case in all CUSC surveys of first-year students. See Table 65.

Table 65: General facilities and services ('very satisfied'/'somewhat satisfied') Q22

	All students	Group		
		1	2	3
d. Other recreational facilities	92%	94%	91%	92%
s. Facilities for student associations, clubs, etc.	92%	94%	91%	91%
c. Athletic facilities	90%	92%	89%	90%
g. University-based social activities	88%	89%	86%	89%
h. Campus bookstores	87%	88%	87%	87%
n. Campus medical services	85%	87%	87%	80%
e. University residences	83%	84%	82%	83%
o. Food services	73%	76%	72%	72%
f. Parking facilities	62%	63%	64%	59%

Note: Percentages are based on those who offered a rating.

6.3.4 Special services

As their name implies, special services tend to be used by far fewer students. In fact, with the exception of *academic advising* (of which 45% provide a rating), 1 in 4 students or fewer provide a rating of the special services shown in Table 66.

Table 66: Special services (percent who offered a rating) Q22

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
q. Academic advising	45%	50%	43%	45%
t. Services for students needing financial aid	24%	22%	28%	20%
m. Study skills or learning support services	23%	20%	28%	19%
r. Tutoring services	18%	14%	20%	17%
l. Personal counselling services	15%	14%	16%	13%
i. Employment services	13%	9%	14%	13%
v. Career counselling services	10%	10%	10%	10%
k. International student services	8%	6%	7%	9%
j. Services for students with disabilities	7%	6%	8%	7%
u. Services for First Nations students	3%	4%	4%	3%

Between 86% and 90% of students who use these services report being satisfied with each service (among those who rated them). Even the proportion of students who are very satisfied is quite high and similar among the 10 services shown in Table 67, ranging from 35% to 45%.

Table 67: Special services ('very satisfied'/'somewhat satisfied') Q22

	All students	Group		
		1	2	3
k. International student services	90%	89%	89%	91%
m. Study skills or learning support services	90%	92%	90%	87%
j. Services for students with disabilities	89%	88%	88%	90%
r. Tutoring services	87%	90%	87%	86%
u. Services for First Nations students	87%	89%	86%	88%
q. Academic advising	86%	89%	87%	83%
l. Personal counselling services	86%	89%	83%	88%
v. Career counselling services	86%	90%	85%	86%
i. Employment services	86%	88%	86%	85%
t. Services for students needing financial aid	86%	89%	86%	84%

Note: Percentages are based on those who offered a rating.

6.3.5 Information technology services

Table 68 shows that students' use of information technology services varies, with almost all students rating *university email* (95%) and *on-campus Wi-Fi* (94%), and fewer rating *online course management systems* (72%) and *computer support services* (39%).

Table 68: Information technology services (percent who offered a rating) Q22

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
y. University email	95%	92%	96%	96%
w. On-campus Wi-Fi	94%	91%	96%	94%
x. Online course management systems	72%	74%	71%	72%
z. Computer support services	39%	45%	39%	33%

Satisfaction with information technology services is quite high, with about 9 in 10 satisfied with *computer support services* (46% very satisfied), *university email* (50% very satisfied), and *online course management systems* (41% very satisfied). The exception appears to be *on-campus Wi-Fi*, with which fewer than 8 in 10 are satisfied, including 39% who are very satisfied.

Table 69: Information technology services ('very satisfied'/'somewhat satisfied') Q22

	All students	Group		
		1	2	3
z. Computer support services	91%	94%	91%	90%
y. University email	90%	91%	91%	89%
x. Online course management systems	88%	92%	87%	88%
w. On-campus Wi-Fi	78%	82%	74%	80%

Note: Percentages are based on those who offered a rating.

6.3.6 Use of and satisfaction with services by discipline

Table 70 shows Education (44%) and Engineering (36%) students are most likely to have experience with *services for co-op programs, internships, and other practical experiences related to students' programs*, which is most likely due to the structure of their academic programs. Students in Arts and Humanities are least likely to have used these services.

Otherwise, there are no statistically significant differences by discipline and students' use of the services tested.

Table 70: Use of services by discipline

Service	Discipline	Percent using service
Q22p. Services for co-op programs, internships, and other practical experiences related to program	Education	44%
	Engineering	36%
	Overall	**17%**
	Arts and Humanities	7%

Among the services with a statistically significant difference by discipline, results show that Engineering students tend to be least likely to be very satisfied with three aspects: *campus bookstores, personal counselling services*, and *services for students needing financial aid*. See Table 71.

Table 71: Satisfaction with services by discipline

Service	Discipline	% very satisfied
Q22h. Campus bookstores	Arts and Humanities	46%
	Overall	**42%**
	Engineering	27%
Q22l. Personal counselling services	Education	58%
	Overall	**39%**
	Engineering	20%
Q22t. Services for students needing financial aid	Physical Science	39%
	Overall	**35%**
	Engineering	23%

6.4 Personal safety

More than 8 in 10 students report that they are satisfied with their *personal safety on campus*, including 58% who are very satisfied. Although just 9% report being dissatisfied, this indicates that about 1 in 10 students may have concerns with their safety on campus. Students at Group 1 (70%) universities are more likely than Group 2 (59%) and Group 3 (50%) students to say they are very satisfied with their *personal safety on campus*.

Female (58%) and male (61%) students appear equally likely to report being very satisfied with their personal safety on campus. See Table 72.

Table 72: Satisfaction with personal safety on campus Q21C

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Very satisfied	58%	70%	59%	50%
Somewhat satisfied	27%	22%	31%	26%
Somewhat dissatisfied	5%	2%	4%	7%
Very dissatisfied	5%	<1%	2%	11%

6.5 Satisfaction with faculty

Students rated their level of agreement with a series of statements about their professors. Most students report having had positive experiences with university faculty. At the high end, 9 in 10 agree that *most of their professors are reasonably accessible outside of class to help students* (30% strongly agree) or that *generally, they are satisfied with the quality of teaching they have received* (28% strongly agree). At the lower end, about 8 in 10 agree that *most of their professors encourage students to participate in class discussions* (26% strongly agree) or that *professors treat students as individuals, not just numbers* (26% strongly agree).

Students attending Group 1 universities are more likely than Group 2 or Group 3 students to agree with each of these statements, although the difference is statistically significant only for agreement that *at this university, professors treat students as individuals, not just numbers*.

Table 73: Agreement rating ('strongly agree'/'agree') Q23

	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
c. Most of my professors are reasonably accessible outside of class to help students	90%	93%	92%	85%
d. Generally, I am satisfied with the quality of teaching I have received	89%	93%	89%	86%
a. Most of my professors encourage students to participate in class discussions	83%	91%	82%	79%
b. At this university, professors treat students as individuals, not just numbers	79%	90%	78%	73%

6.5.1 Satisfaction with faculty by discipline

Students in Education (38%) programs are more likely to strongly agree that their *professors encourage students to participate in class discussions*, while those in Engineering (14%) programs are less likely to strongly agree.

Table 74: Satisfaction with faculty by discipline		
Reason	**Discipline**	**% strongly agree**
Q23a. Most of my professors encourage students to participate in class discussions	Education	38%
	Overall	**26%**
	Engineering	14%

6.6 Satisfaction with choice of university

Table 75 shows that slightly more than 9 students in 10 agree that they are *satisfied with their decision to attend this university*, including 44% who strongly agree. Fewer than 1 in 10 students disagree, including only 2% who strongly disagree.

Table 75: Satisfaction with decision to attend current university Q23E				
	All students (n=15,218)	**Group**		
		1 (n=5,027)	**2 (n=6,873)**	**3 (n=3,318)**
Strongly agree	44%	51%	44%	41%
Agree	48%	44%	49%	51%
Disagree	5%	4%	6%	6%
Strongly disagree	2%	1%	2%	2%

6.7 University experience met students' expectations

Almost 9 students in 10 report that their experience at their university has *met* (63%) or *exceeded* (24%) their expectations. Conversely, slightly more than 1 in 10 students reports that their experience *fell short* (13%) of their expectations.

Table 76: Degree to which university experience met expectations Q29A				
	All students (n=15,218)	**Group**		
		1 (n=5,027)	**2 (n=6,873)**	**3 (n=3,318)**
Exceeded	24%	27%	28%	18%
Met	63%	65%	59%	68%
Fell short	13%	9%	13%	14%

6.8 Intention to return to this university in following academic year

Given how positive most students are about their university experiences, it is not surprising that 87% of first-year students plan to return to their university for the following academic year. Few students (3%) do not plan to return, although 10% were undecided when they took the survey.

Table 77: Intend to return to university to continue studies in 2013-14 Q59				
	All students (n=15,218)	Group		
		1 (n=5,027)	2 (n=6,873)	3 (n=3,318)
Yes	87%	82%	89%	87%
No	3%	5%	2%	3%
Not sure/undecided	10%	14%	9%	10%

7.0 Key findings

As has been found in previous CUSC surveys of first-year students, students are generally very positive about their initial experiences at university. Even with changes to survey methodology and the addition of weighting to account for the population of participating institutions, overall results are very similar to previous surveys, and trends that have been established over time were generally still apparent in the current survey.

Among the multitude of results summarized in this report, a few key results are most informative.

- There appears to be significant interest in living on campus. Results from other CUSC surveys show that students tend to move off campus in their third or fourth year, but interest among first-year students who are not living on campus is very high. Living on campus appears to allow students to take in more activities on campus than those who live off campus, as rates of being involved in on-campus activities tend to be higher among those in institutions with higher proportions of students living on campus.

- Students report higher average grades in their first year of university in 2013 than in previous years. In fact, student-reported average grades have been increasing steadily over time. With that being said, there still appears to be a significant drop-off in students' grades coming from high school to university. The majority of students expect to receive grades lower than their high school grades, especially for those achieving grades of A- or higher while in high school. Examining the relationship between reported grades in high school and university may help to identify segments of students that may be strongly related to outcomes such as intention to continue studies and satisfaction with their decision to attend the university.

- Although working while attending university has positive and negative impacts on students' academic performance, students who appear to be most negatively affected are those working more than 15 hours per week on average. These students tend to be older (20 years or older), indicating that there may be a strong financial need to work while attending university.

Students tend to be most heavily influenced in attending university by employment outcomes, such as *preparing for a job or career* or *getting a good job*. Although academic pursuits play a role, employment outcomes play a much stronger one in convincing students to pursue a university education. This also tends to be how students choose their university, as they are often influenced by *career-related programs* or the *quality of the academic program* (which may be a proxy for the quality of job they hope to get from earning their degree from the program).