CANADIAN UNIVERSITY SURVEYCONSORTIUM
2011 *UNDERGRADUATE UNIVERSITY STUDENT SURVEY*

MASTER REPORT

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Prepared for:

Canadian University Survey Consortium

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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 postsecondary 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.

2. OWNERSHIP OF SURVEY DATA

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

3. EXCHANGE OF SURVEY DATA AMONG MEMBERS

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.

4. COMPARISONS LIMITED TO AGGREGATE DATA

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

This is the 17th cooperative study undertaken by the *Canadian University Survey Consortium* / *Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU). Since 1996, the survey has run in a three-year cycle, with different student populations targeted each year: all undergraduates, first-year undergraduates, or graduating students. This year's study focuses on all undergraduate students and compares results to previous surveys conducted in 2008, 2005, and 2002.

The 2011 survey involved 25 universities and over 8,500 students, yielding a response rate of 35%.

Personal profile of undergraduate students

In 2011, the typical undergraduate student is a 22-year-old, single, English-speaking female. In the study, female students outnumber males by about 2 to 1. About 1 in 10 students have children, 9 in 10 are Canadian citizens, 1 in 4 self-identify as a member of a visible minority, and 1 in 20 self-identify as Aboriginal.

Students are generally split between living with parents, guardians, or relatives, or living in rented accommodations (either on or off-campus). Where they live has some impact on their commute to campus, although, on average, students take about 25 minutes to get to campus. Many choose to take a vehicle to campus, either alone (34%) or in a car pool (11%), while some use public transportation (26%) or are close enough to walk (22%).

Just over 4 in 10 students report that at least one parent has completed some type of post-secondary education, while about 1 in 6 would be considered a first-generation student (that is, neither parent has taken any post-secondary education or training).

Academic profile

Students are studying in a variety of disciplines, most commonly Arts and Humanities (19%), Business (16%), and Social Science (16%). About 9 in 10 students are studying full-time in English, with an average grade just below a B+. About 6 in 10 plan on completing post-secondary education beyond a bachelor's degree.

On average, students started their post-secondary studies almost four years ago, but started at their current institution about three years ago. This suggests that some students have studied elsewhere before coming to their current university. In addition, about 1 in 4 say they have interrupted their post-secondary education at some point.

Students spend approximately 32 hours per week on academics, evenly split between time spent in class (about 15 hours) and outside class (about 17 hours).

In their current year, more than 6 in 10 students have experience with more than one type of instruction. Most commonly, they have *classroom instruction with online supports* (81%) followed by *strictly classroom-based instruction* (62%), and *classroom and online instruction* (18%) or *online only* (18%). More than 8 in 10 are satisfied with each type of instruction, although 2 in 3 say *classroom instruction with online supports* is their preferred choice. It

appears that many universities over rely on *strictly classroom-based instruction*, as over 6 in 10 had experience with this type of instruction, but just 12% say it is their preferred choice.

Preparing for a career

About 6 in 10 students have decided on a specific career field, which does not change much as students progress in their studies. What does change are students' perceptions of the availability of jobs in their chosen field. About 3 in 10 think there are many jobs available, but this decreases from 33% of first-year students to 22% by the time students reach their fourth year or more.

About 9 in 10 students report taking at least a step toward preparing for employment, most commonly having *created a resumé or CV* (58%) or *talked with a professor about employment or a career* (54%). Of the steps taken, they are least likely to *have a career mentor* (18%) or *created an e-portfolio* (11%). As students progress in their studies they are more likely to have taken many of these steps.

Work and financing education

Almost 6 in 10 students are currently employed, working about 18 hours per week on average. However, for many, employment does not always have a negative impact on their academic performance. About 3 in 10 of those employed say their employment has had a positive impact on their performance, and is much higher among those who report working on campus. About 1 in 3 say their employment has had a negative impact, especially for those going to school full-time and working more than 20 hours per week. When academic work and employment are combined, the average student spends about 41 hours per week working or studying.

Almost 6 in 10 students report having at least some debt resulting from their university education with the most common source being government student loans (38%). On average, students with debt owe just over $17,000, although 1 in 5 report owing more than $20,000. As one would expect, as students progress in their studies, their debt level increases.

Of the twelve funding sources identified, on average, students use three to fund their current year of studies. The most common sources are *parents, family, or spouse* (58%), *earnings from summer work* (49%), and *personal savings* (48%). Students say they require just under $12,000 a year in funding, although the sources that contribute most are not usually the ones students rely on most often. For example, *government student loans* (about $7,700 a year) and *loans from financial institutions* (about $6,600) provide the most to students, on average, whereas *personal savings* accounts for about $2,600 per year.

About 3 in 4 report having a credit card, and almost 8 in 10 of those with at least one card report that they pay off their balance each month. Among those carrying a balance, students owe about $3,700 on average.

About 3 in 4 students are concerned about having enough funds to complete their university education, including 26% who are very concerned. We find that the more sources students rely on for their education, the more concern they have about funding.

Perceptions of university

In general, students tend to have a positive impression of most aspects of their university.

- About 4 students in 5 report being satisfied with the process of registering for courses, including 30% who are very satisfied.
- Slightly more than 7 students in 10 are satisfied with the availability of courses required for their program, including 21% who are very satisfied.
- Almost 9 students in 10 report being satisfied with their personal safety on campus, including 46% who are very satisfied.
- Between 7 and 9 in 10 students are satisfied with academic facilities and services, although less than half report being very satisfied with each. Student are most satisfied with the *average size of their class* (90% satisfied) and least satisfied with *study space* (72%).
- Of concern is that about half feel *they get the run around at their university*, although only 10% strongly agree. Conversely, the other half disagree, including 7% who strongly disagree.
- Among various other facilities and services tested, students think the areas that need the most improvement are *parking facilities* (39%) and *food services* (35%). Among more academic-related facilities and services, students think improvements are needed for *academic advising* (22%) and *library facilities* (22%).
- Among other areas in the university, students think *university spending on financial aid* (38%) needs the most improvement, followed by *work-study opportunities* (31%), *emphasis on teaching excellence* (28%), *work opportunities on campus* (27%), and *sense of community among students* (27%).

Perceptions of faculty

Generally, students have very positive impressions of faculty, especially when it comes to areas related to academics. More than 9 students in 10 agree that they are satisfied with the quality of teaching they have received, including 31% who strongly agree.

- Students are most positive about *most of their professors are reasonably accessible outside of class to help students* (93% agree), *most of their professors encourage students to participate in class discussions* (92% agree), and *professors show sensitivity to racial issues* (92% agree).
- Students are least likely to agree with statements related to professors' personal interactions with students, *some professors have taken a personal interest in their academic progress* (67% agree) and *they feel free to turn to some of their professors for advice on personal matters* (59% agree).

University experience

In general, the vast majority of students are not heavily involved in on-campus activities. Many students attend events occasionally, but no more than 23% of students report attending any of the seven activities tested often or very often.

Many students are often involved in community service or volunteer activities either on or off-campus. Over half say they spend some hours in a typical week involved in such activities, including 23% who say they do so often or very often. However, among those who take part in volunteer activities at least occasionally, on average, students devote about four hours a week to volunteering.

We asked students to rate their university's contribution to their development in 24 different areas.

- The highest proportion of students say their university contributed much or very much to their development of *thinking logically and analytically, identifying and solving problems, accessing information written, communication skills,* and *working independently*. In each case, about 6 in 10 say their university contributed much or very much to their development in these areas.

- Universities receive the lowest proportions for contributing to students' development of *second or third language skills* and *spiritual development*. In each case, about 2 in 10 say their university contributed much or very much to their development in these areas.

Overall satisfaction

Overall, students are generally satisfied with their experience at university. In particular:

- More than 9 students in 10 agree that they are *satisfied with their decision to attend their university,* including 43% who strongly agree.
- Over 9 students in 10 are at least satisfied with *the overall quality of the education they have received at their university*. This includes 33% who are very satisfied.
- About 8 students in 10 agree that *they feel as if they are part of the university,* including 27% who strongly agree.
- About 3 students in 4 are satisfied or very satisfied with the *concern shown by the university for them as individuals,* including 26% who are very satisfied.

These high levels of satisfaction led 87% of non-graduating students to say they plan on *returning to their university to continue their studies in the next year* and *completing their degree at their university.* Among those who do not plan on completing their degree, for most, it does not mean they plan on dropping out of university, rather, the vast majority plan on transferring to another university.

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 student experience and satisfaction with many aspects of the universities they attend
- to improve student 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

For more information about CUSC/CCREU, visit the website at www.cusc-ccreu.ca.

This is the 17th cooperative study undertaken by CUSC/CCREU. The surveys target three undergraduate sub-samples: first-year, graduating, and all students. This year's study surveyed all 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	39
2011	All undergraduates	25

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 methodologies, discussing issues and considering possible changes. In the Fall of 2010, representatives of participating universities reviewed the questionnaire last used—in this case, the 2008 questionnaire. The goal of this review was to identify questions that were no longer appropriate, consider questions to add 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 questionnaire for the CUSC Steering Committee to review. The finalized version can be found in Appendix A.

During the first few years, CUSC surveys were paper-based, which involved participating universities mailing the questionnaire to their students. From 2004 to 2008, universities had the option of participating in an online survey. For the past three years, the survey has been administered strictly online.

Each university supported the study by generating a random sample of 1,000 undergraduate students. Each institution provided PRA with an electronic database containing the email addresses for these students. Not all participating universities had 1,000 students; in these cases, each university provided a census of its students. Appendix B presents the methodology guidelines for universities participating in this survey.

PRA was responsible for managing the online survey. This involved liaising with 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 students' questions about questionnaire content as well as technical questions about using the online survey.

Table 2 (next page) shows the response rates by university, which ranged from 13% to 61%, with an overall response rate of 35%. This yielded 8,549 students who completed the survey.[1] Compared to the 2008 survey (41% response rate for online survey), the response rate is much lower in 2011.

[1] CUSC defined a completed survey as any student who answered at least 50% of the questions (approximately 75 questions).

Table 2: 2011 CUSC survey of university students response rates			
University	**Surveys**		**Response rate**
	Sample	**Completed**	
Athabasca University	1,000	400	40.0%
Brandon University	988	235	23.8%
Cape Breton University	1,000	326	32.6%
Concordia University College of Alberta	1,000	357	35.7%
Dalhousie University	1,000	369	36.9%
Grant MacEwan University	1,000	329	32.9%
Mount Royal University	1,000	485	48.5%
Nipissing University	1,000	328	32.8%
Redeemer University College	712	436	61.2%
Ryerson University	1,000	173	17.3%
Simon Fraser University	1,000	658	65.8%
St. Francis Xavier University	1,000	149	14.9%
The King's University College	567	218	38.4%
Trinity Western University	1,000	394	39.4%
University of Lethbridge	1,000	343	34.3%
University of Manitoba	1,000	129	12.9%
University of New Brunswick (Fredericton)	1,000	363	36.3%
University of New Brunswick (Saint John)	1,000	349	34.9%
University of Northern British Columbia	1,000	496	49.6%
University of Regina	1,000	434	43.4%
University of Saskatchewan	1,000	357	35.7%
University of the Fraser Valley	1,000	460	46.0%
University of Winnipeg	1,000	362	36.2%
Wilfrid Laurier University	1,000	209	20.9%
York University	1,000	190	19.0%
Total	**24,267**	**8,549**	**35.2%**

1.2 University comparisons

For comparison purposes, we have categorized the participating universities into three groups:

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

Participating universities change from year to year. For 2011, 12 universities that participated in the 2008 survey declined to participate in the 2011 survey; however, 7 universities that did not participate in 2008 decided to join this year's survey, 6 of which had never participated in the CUSC Survey of Undergraduate Students as full-fledged universities. See Table 3 for a complete listing of universities, their Group, and their participation by year.

Table 3: Changes in participating universities				
University	**Participated**			
	2011	**2008**	**2005**	**2002**
Group 1				
Athabasca University	●			
Brandon University	●	●		
Cape Breton University	●			
Concordia University College of Alberta	●			
Grant MacEwan University	●			
Lakehead University			●	●
Mount Allison University		●		
Mount Royal University	●			
Mount Saint Vincent University			●	●
Nipissing University	●	●	●	●
Nova Scotia Agricultural College		●		
OCAD University				●
Redeemer University College	●	●		
Saint Mary's University			●	●
St. Francis Xavier University	●	●		
St. Thomas University		●		
The King's University College	●			
Trent University		●		●
Trinity Western University	●	●	●	●
University of British Columbia (Okanagan)		●		
University of Lethbridge	●	●	●	●
University of New Brunswick (Saint John)	●	●		●
University of Northern British Columbia	●	●	●	
University of the Fraser Valley	●	●		
University of Winnipeg	●	●	●	●
Group 2				
Brock University			●	
Carleton University		●	●	●
Ryerson University	●	●	●	●
Simon Fraser University	●	●	●	●
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				
Concordia University		●	●	●
Dalhousie University	●	●	●	●
McMaster University				●
Queen's University				●
Université de Montréal		●	●	●
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				

1.3 Discipline or area of study

Each university provided students' discipline or subject area of concentration based on approximately 110 subject areas developed for this survey. PRA then grouped these subject areas into nine themes.

Each university supplied a code for their students' majors based on their administrative records. If universities provided more than one major field of study, the first major listed was used for the purposes of classifying students.

Table 4 shows this year's distribution of major fields of study. The results in 2011 are slightly different than those in previous years; this is because, in previous years, when universities did not know a student's major, the student's response on the survey was used to classify their discipline. However, this question was removed in the 2011 survey and since many universities do not require first-year students to declare a major until their second year, this accounts for the higher rate of missing information. When non-responses are removed, results are very similar across years.

Table 4: Subject of major concentration

	2011 (n=8,549)	2008 (n=11,981)	2005 (n=12,783)	2002 (n=12,695)
Arts and Humanities	19%	24%	17%	19%
Business	16%	13%	15%	16%
Social Science	16%	22%	23%	20%
Biological Science	12%	13%	9%	9%
Professional	8%	9%	9%	8%
Physical Science	7%	8%	4%	4%
Engineering	4%	5%	5%	7%
Education	3%	4%	4%	5%
Other fields	1%	2%	10%	11%
Don't know/no response	14%	1%	3%	1%

1.4 Comparison with previous CUSC/CCREU all undergraduate student surveys

As mentioned, in 2002, 2005, and 2008, CUSC/CCREU conducted similar surveys with undergraduate students. Throughout this report, we compare the results of the current survey with results of these previous surveys. As noted above, not all universities that participated in the previous studies participated in 2011. Conversely, some of the universities participating this year did not participate in either or both of the previous years. Therefore, any difference may result from the inclusion of different universities rather than 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 few differences in results between the three surveys.

1.5 Statistically significant differences

Large sample sizes may inflate measures of statistical significance and may lead to false conclusions about the strength of association. The chi-square measure of association, in particular, is susceptible to this possibility. Therefore, we increased the standards for designating whether a relationship can be termed "statistically significant." The benchmarks shown in Table 5 must be met for us to term an association statistically significant; 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 5: Criteria for statistical significance

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

1.6 Non-response

Unlike previous years, non-responses have not been included in the analysis. Therefore, throughout this report, unless explicitly stated as a subpopulation, overall results do not include those who did not respond to a particular question. However, for questions where "don't know" is a valid response, overall results include those who selected "don't know" to a particular question, although they are not always shown in a table. Therefore, responses to some questions may not sum to 100%.

2.0 Profile of undergraduate students

In this section, we provide a profile of undergraduate students who participated in the survey.

2.1 Student profile

As Table 6 (next page) shows, the typical undergraduate student is a 22-year-old, single, English-speaking female.

- As we have found in past surveys, female students outnumber male students by about 2 to 1. This year is no exception.
- The average age of undergraduate students is about 22 years, although about 1 in 3 are 22 years of age or older. Although not statistically significant, we find that students attending a Group 3 university tend to be younger (about a half a year to a year on average) compared to Group 2 and 1 students. This is most likely because they have a much higher proportion of students 18 or younger.
- About half of students report being single, while another 1 in 3 reports being in a non-marital relationship. Slightly more than 1 student in 10 is married or living common-law.
- About 1 student in 10 reports having at least one child.
- More than 8 students in 10 report that their first language is English, while just 2% speak French. The remaining students (about 1 in 6) report that the first language they learned and still speak is a language other than English or French. There is a difference between Groups, as those attending Group 2 universities are much more likely than those attending Group 1 or Group 3 universities to report their first language as something other than English or French.
- Slightly less than 1 in 10 students self-report being disabled. Most commonly, students report disabilities related to learning (3%) or mental health (2%).
- About 1 student in 4 identifies with a cultural or ethnic group that might be considered a visible minority. The most common groups students identify with include Chinese (8%), South Asian (4%), or Black (3%). Students attending Group 2 are most likely to self-identify as being a member of a visible minority, which may help to explain the difference in the proportion who report speaking a first language other than English or French.
- About 1 student in 20 reports being Aboriginal.

Table 6: Personal profile				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Gender Q38				
Male	32%	30%	38%	37%
Female	67%	70%	62%	62%
Other	<1%	<1%	<1%	<1%
Age at beginning of year Q39				
18 or younger	20%	19%	18%	27%
19	15%	14%	16%	15%
20 to 21	30%	30%	33%	30%
22 to 25	20%	20%	21%	16%
26 or older	15%	17%	13%	12%
Average age	22.4	22.7	22.1	21.5
Marital status Q45				
Single	54%	54%	56%	56%
In a relationship	33%	32%	35%	36%
Married or common-law	13%	15%	9%	8%
Children Q46/Q47				
Yes	9%	10%	7%	6%
- 5 years old or younger	4%	5%	3%	3%
- 6 to 11 years old	4%	4%	3%	3%
- 12 years old or older	4%	5%	3%	2%
Language first learned and still understand Q49				
English	84%	89%	72%	80%
French	2%	1%	2%	2%
Other	15%	10%	27%	17%
Citizenship Q48				
Canadian citizen	90%	92%	86%	86%
Permanent resident	4%	3%	6%	7%
International student	6%	5%	8%	8%
Disability Q53				
Total self-identified	9%	9%	8%	9%
Visible minority Q52*				
Total self-identified	24%	19%	40%	29%
Aboriginal Q52**				
Total self-identified	5%	5%	4%	5%

* 'Visible minority' includes respondents that self-identified as belonging to a group other than 'Aboriginal', 'Inuit', 'Métis', or 'White'.
** 'Aboriginal' includes respondents that self-identified as 'Aboriginal'.

As Table 7 shows, even with different universities participating each year of the survey, the personal characteristics of students who participated in the 2011 survey are very similar to those of students who participated in previous years.

Table 7: Personal profile: Undergraduate students over time

	2011 (n=8,549)	2008 (n=11,981)	2005 (n=12,783)	2002 (n=12,695)
Gender				
Male	34%	29%	35%	35%
Female	65%	62%	64%	65%
Age				
Average age	22	22	22	23
Children				
Yes	9%	6%	8%	8%
Disability				
Total self-identified	9%	8%	6%	5%

2.1.1 Living arrangements

As Table 8 shows, undergraduate students are virtually split between living away from their parents and living at home.

- About half are living independently, most commonly in rented accommodations (33%) or in on-campus housing (16%).
- About 4 students in 10 live with their parents or other relatives.

Although it does not meet the threshold for statistical significance, living on campus is much more common among students attending Group 1 universities, where almost 1 student in 5 lives in residence. This compares to about 1 student in 10 in Group 2 or 3 universities. However, those attending Group 3 universities are most likely to live on their own in off-campus housing.

Table 8: Living arrangements Q42

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
With parents, guardians, or relatives	40%	39%	46%	36%
In rented housing off-campus (shared or alone)	33%	30%	35%	45%
In on-campus housing	16%	18%	11%	13%
In personally owned home	9%	11%	7%	5%
Other	2%	2%	1%	2%

As Table 9 shows, the proportion of students who choose to live with parents, guardians, or relatives while attending university declines slightly as the year of the student's program increases. This slight decline likely indicates that the vast majority of students make the decision whether to move out prior to beginning their university education.

What does appear to change over time is where students choose to live. In their first year, the majority of those who do not live with their parents, guardians, or relatives choose to live in on-campus housing. As they progress in their studies, it appears that most choose to live off-campus, starting as early as their second year. In fact, 1 in 4 first-year students choose to live on campus, while slightly more than 1 in 20 chooses to live on campus by the time they reach their fourth year or more.

Table 9: Average grades to date by years in program

Year of program	With parents, guardians, or relatives	In rented housing off-campus (shared or alone)	In on-campus housing
First	43%	19%	27%
Second	41%	32%	17%
Third	39%	40%	10%
Fourth or more	37%	44%	7%

The distributions of students' living arrangements are slightly different in 2011 compared to 2008, with a higher proportion of students living with their parents in 2011. However, results are much closer to those obtained in 2005 and 2002, which may suggest these differences are based on the institutions that participated in the 2008 survey.[2] See Table 10.

Table 10: Living arrangements: Across time

	2011 (n=8,549)	2008 (n=11,981)	2005 (n=12,783)	2002 (n=12,695)
With parents guardians, or relatives	40%	28%	42%	39%
In rented housing off-campus	33%	37%	37%	38%
In on-campus housing	16%	18%	12%	14%
In personally owned home	9%	6%	8%	8%

Note: Respondents could provide more than one answer prior to 2011.

2.1.2 Permanent residence

We asked students to indicate the population of the community in which they lived before starting university. As Table 11 shows:

- More than 4 students in 10 come from large urban centres (with populations of 100,000 or more), including almost 1 in 4 who is from a city with a population of 500,000 or more.

[2] A test of statistical significance is not applicable to this question because in past years when the survey was paper-based, the question allowed for multiple responses.

Table 11: Population of community Q41				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Lived on a farm/ranch	6%	6%	5%	7%
Less than 5,000	12%	13%	10%	14%
5,000 to 9,999	9%	10%	7%	7%
10,000 to 49,999	16%	17%	15%	14%
50,000 to 99,999	13%	15%	11%	7%
100,000 to 299,999	13%	11%	19%	17%
300,000 to 499,999	5%	4%	6%	7%
500,000 or more	25%	25%	27%	27%

We asked students to indicate their province of permanent residence. When results in Table 12 are compared to Table 13, which shows the distribution of students by province in which they are currently attending university, we see the distribution is fairly similar. This likely indicates that the vast majority of students are attending a university in their home province.

Table 12: Permanent residence Q40				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
British Columbia	22%	22%	32%	3%
Alberta	21%	31%	1%	5%
Saskatchewan	9%	1%	20%	28%
Manitoba	8%	10%	<1%	11%
Ontario	19%	18%	20%	23%
Quebec	<1%	<1%	<1%	<1%
Nova Scotia	6%	6%	1%	16%
Prince Edward Island	<1%	<1%	<1%	<1%
New Brunswick	7%	5%	15%	3%
Newfoundland and Labrador	<1%	<1%	<1%	<1%
Territories	<1%	<1%	<1%	<1%
Other	7%	6%	9%	10%

Table 13 shows the distribution of students by the province in which they are attending university. The 2011 survey includes universities in seven provinces across Canada.

Table 13: Province in which attending university				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
British Columbia	23%	24%	36%	
Alberta	25%	38%		
Saskatchewan	9%		24%	34%
Manitoba	8%	11%		12%
Ontario	16%	13%	21%	18%
Nova Scotia	10%	8%		35%
New Brunswick	8%	6%	20%	

2.2 Methods of transportation to university

As shown in Table 14:

- Students use a variety of methods to commute to and from their campus. At just below half of students, the most common method is a vehicle, either driven alone (34%) or with others (11%). About 1 in 4 use public transportation as their main method, while 1 in 5 walk to campus. Students attending Group 1 universities are much more likely to travel to their campus by vehicle (alone or with others) than students attending a Group 2 or 3 university. On the other hand, students attending Group 2 and 3 universities are more likely to take public transportation or walk.

- About half of students live within a 20-minute commute of their campus, although 1 in 5 report that it takes 45 minutes or more.

Likely reflecting their method of commuting to campus, students at Group 2 have the longest commute on average. Group 2 students average over 31 minutes of travel time to campus, with 29% taking 45 minutes or more. This compares to about 23 minutes for Group 1 (15% taking 45 minutes or more) and 26 minutes for Group 3 (20% taking 45 minutes or more).

Table 14: Methods of transportation

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Main method to commute to campus Q43				
Vehicle (alone)	34%	40%	27%	17%
Public transportation (bus, train, subway)	26%	20%	36%	40%
Walk	22%	19%	26%	31%
Vehicle (with others/car pool)	11%	12%	9%	9%
Bicycle	<1%	<1%	<1%	2%
Other	1%	1%	<1%	<1%
Time to travel to campus Q44				
Less than 10 minutes	24%	26%	21%	20%
10 to 19 minutes	25%	25%	24%	30%
20 to 29 minutes	16%	17%	13%	17%
30 to 44 minutes	16%	17%	13%	13%
45 minutes or more	19%	15%	29%	20%
Average (minutes)	25.2	23.0	31.1	25.9

Likely based on a shift in where students choose to live, as students progress in their studies, they are more likely to report driving to school alone and taking public transportation and are less likely to walk. This difference most likely reflects the fact that many first-year students live on campus, and then move to off-campus residences in their subsequent years of study.

2.3 Parents' education

Table 15 shows the highest level of education attained by students' parents, as reported by students. When combining results for both parents, we find:

- Just over 4 students in 10 (44%) report that at least one parent has completed some type of university education. This includes 20% of students who report that both parents have completed a post-secondary program.

- About 1 student in 6 (15%) would be considered a first-generation student, that is, they report that their mother and father's highest level of education is high school or less.

Table 15: Parents' education Q51

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Mother's education				
Less than high school	8%	8%	9%	6%
High school	20%	20%	20%	19%
Some post-secondary	16%	17%	15%	14%
College, CEGEP, or technical school graduate	22%	23%	19%	20%
University or professional school graduate	25%	24%	26%	31%
Graduate degree	6%	5%	7%	6%
Other	1%	1%	1%	2%
Father's education				
Less than high school	12%	13%	12%	10%
High school	17%	16%	17%	17%
Some post-secondary	13%	14%	12%	12%
College, CEGEP, or technical school graduate	21%	23%	18%	17%
University or professional school graduate	24%	22%	27%	30%
Graduate degree	9%	8%	9%	11%
Other	1%	1%	1%	2%

2.4 Disciplines

We grouped students into nine broadly defined disciplines based on their major. As shown in Table 16, in 2011, undergraduate students are pursing degrees in:

- ***Generalist* disciplines**. Slightly more than 1 in 3 students cite programs classified as Arts and Humanities (19%) or Social Science (16%).
- ***Professional* disciplines.** About 3 students in 10 are in disciplines such as Business (16%), Professional (8%), Engineering (4%), or Education (3%).
- ***Science* disciplines.** About 1 student in 5 is currently in a science program, mainly Biological (12%) or Physical Science (7%).

Students attending Group 1 universities are more likely than students at Group 2 or 3 universities to report their major subject area is a generalist discipline (Arts and Humanities or Social Science). Conversely, students in Group 2 and 3 universities are more likely than those in Group 1 to report being in Engineering and Physical Science programs. Also, Group 3 universities were least likely to have recorded students' major or subject area of concentration.

Table 16: Major/subject area of concentration

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Arts and Humanities	19%	22%	15%	11%
Business	16%	16%	18%	9%
Social Science	16%	17%	14%	13%
Biological Science	12%	12%	10%	15%
Professional	8%	9%	8%	5%
Physical Science	7%	6%	10%	10%
Engineering	4%	1%	8%	7%
Education	3%	4%	2%	<1%
Other fields	<1%	<1%	3%	2%
Don't know	14%	12%	12%	27%

Note: In cases where more than one major was provided, the first mention was taken as the primary area of concentration.

Of interest, we do not find any statistical (or practical) significance in students' area of study and their parents' education. Indeed, first generation students (which account for approximately 15%) appear to be no more likely to choose one discipline over another. The proportion of first-generation students in each discipline ranges from 12% (Engineering) to 18% (Professional).

In 2011, as well as in past CUSC/CCREU surveys, male and female students tend to select different educational paths. As Figure 1 shows female students tend to be most overrepresented in Professional by a ratio of about 11 to 1 (compared to just 2 to 1 overall). On the other hand, male students are most overrepresented in Engineering (by about 3 to 1), but also in Physical Science (where the ratio is about 1 to 1).

The difference among disciplines is one of only two statistically significant differences between genders in the 2011 CUSC survey.

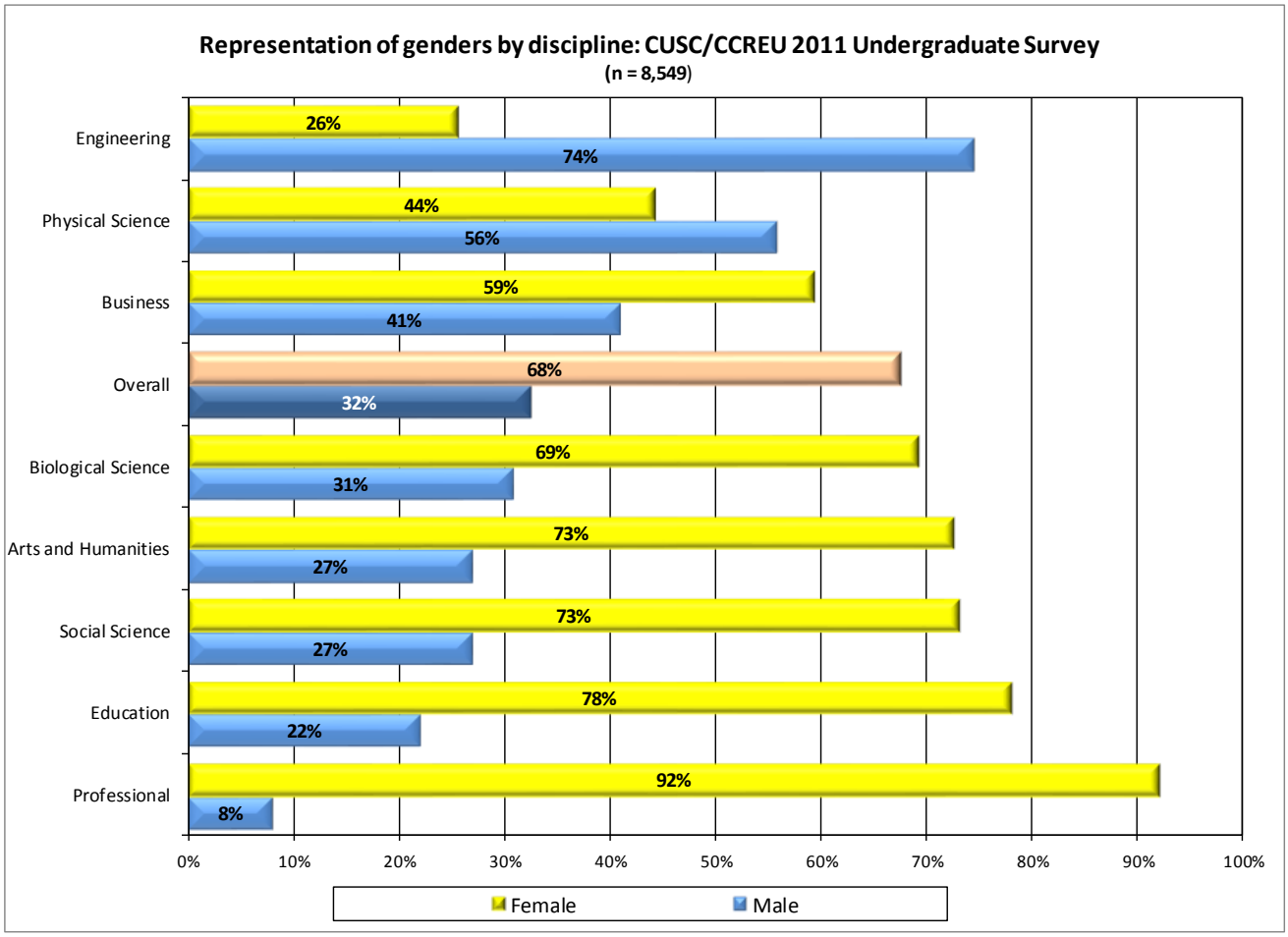

Figure 1

Not only do we find gender differences by discipline, but based on the demographic profile of students by discipline, we also find that those in Engineering, Business, and Physical Science tend to draw a higher proportion of students from outside Canada. This likely accounts for the fact that they also have the highest proportion of students who self-identify as being a member of a visible minority group and the lowest proportion of students who say their first language learned was English. See Table 17.

Table 17: Demographic profile by discipline

	Discipline	%
Visible minority	Engineering	43%
	Business	37%
	Physical Science	36%
	Overall	24%
	Arts and Humanities	13%
	Education	10%
English as first language	Education	93%
	Arts and Humanities	91%
	Overall	84%
	Business	75%
	Physical Science	74%
	Engineering	69%
Canadian citizen	Education	98%
	Arts and Humanities	96%
	Professional	96%
	Overall	90%
	Physical Science	84%
	Business	82%
	Engineering	72%

2.5 Academic profile

Table 18 provides an academic profile of students. In 2011:

- Almost 9 in 10 students attend university full time.
- About 6 students in 10 began their post-secondary studies within the last three years, while 3 in 4 began attending their current university within the same time frame. This suggests that many students began their post-secondary studies at another institution before studying at their current institution.
- Students are fairly evenly distributed across the four years that it typically takes to complete a degree, although—as one would expect given that not all students reach their fourth year (or beyond)—first-year students account for the highest proportion at 3 in 10 students.
- About 4 students in 10 say that the highest degree they plan to complete is a bachelor's, while just as many plan to obtain a graduate degree, either a master's (29%) or PhD (12%). Interestingly, 2% of students indicate they do not intend to complete any university degree.
- Almost all students are studying in English (95%).
- Four students in 10 have received a scholarship from their current university at some point.
- Almost 4 in 10 students have changed their intended major since starting university.

Table 18: Academic profile				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Student status Q1				
Full time	88%	87%	90%	92%
Part time	11%	13%	9%	8%
Not currently registered	<1%	<1%	<1%	<1%
Year began post-secondary studies Q3				
2010 or 2011	24%	25%	19%	32%
2009	17%	16%	19%	18%
2008	19%	20%	19%	16%
2007	15%	15%	17%	15%
2005 or 2006	12%	12%	14%	9%
2004 or earlier	12%	13%	12%	10%
Average year	2007	2007	2007	2008
Year began studies at this university Q4				
2010 or 2011	37%	38%	31%	43%
2009	20%	19%	23%	20%
2008	19%	19%	19%	15%
2007	13%	12%	15%	12%
2005 or 2006	8%	8%	9%	6%
2004 or earlier	4%	4%	4%	4%
Average year	2008	2008	2008	2008
Year of current program Q5				
First	30%	31%	23%	37%
Second	23%	22%	25%	25%
Third	26%	27%	26%	20%
Fourth or more	21%	20%	26%	18%
Average*	2.4	2.4	2.6	2.2
Highest academic degree plan to obtain Q2				
Bachelor's degree	42%	43%	43%	40%
Second bachelor's degree	6%	6%	5%	5%
Vocational certificate or diploma	<1%	<1%	<1%	<1%
Master's degree	29%	28%	32%	28%
PhD or EdD	12%	12%	10%	13%
MD, DDS, or DVM	4%	4%	3%	6%
LLB (Law)	3%	2%	3%	3%
Other	2%	2%	2%	2%
None	2%	2%	2%	3%
Language of instruction Q50				
English	95%	97%	91%	93%
French	<1%	<1%	<1%	<1%
Other	4%	3%	8%	6%
Received academic scholarship from this university Q29				
Yes	40%	40%	36%	47%
Intended major changed Q7				
Yes	38%	37%	38%	40%
* In calculating the average year of the current program, five or more years was treated as five years.				

Students in some disciplines are more likely to continue their studies after completing their current degree than others.

- Students in Business and Engineering disciplines are most likely to stop after completing their bachelor's degree, while those in Biological Science and Social Science are most likely to continue on to complete other post-secondary education.

Table 19: Academic profile by discipline

	Discipline	%
Bachelor's as highest degree	Business	53%
	Engineering	51%
	Overall	42%
	Social Science	34%
	Biological Science	31%

2.6 Changes to studies

According to results in Table 20, about 1 student in 4 reports having had to interrupt their studies at some time. The most common reasons relate to either employment (9%) or finances (5%), although many cite multiple reasons for interrupting their studies.

Table 20: Interrupted studies Q8

	All students (n=8,549)	Group 1 (n=5,667)	Group 2 (n=1,837)	Group 3 (n=1,045)
Have not interrupted studies	77%	77%	76%	81%
For employment	9%	9%	8%	7%
For financial reasons	5%	6%	5%	5%
For other family reasons	4%	4%	5%	4%
To travel	4%	4%	5%	3%
Due to illness	3%	3%	3%	4%
To have/raise children	3%	3%	2%	2%
Required to withdraw by the university	2%	2%	3%	1%
Other reasons	4%	4%	4%	3%

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

2.7 Students' grades

Table 21 shows the grades students attained in courses completed at the time they participated in this survey.

- The average grade for all undergraduates is close to a B+, that is, an average rating of 4.8 out of 7, where 7 means an A or A+.

- Almost 6 in 10 students report an average grade of B+ or higher, including 15% with an average grade of A or A+.

- Only 7% of students report an average grade of C or lower.

Table 21: Average grade for courses completed so far Q12				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
A or A+	15%	16%	11%	13%
A-	19%	21%	16%	16%
B+	22%	22%	19%	22%
B	26%	24%	31%	26%
C+	12%	10%	15%	14%
C or lower	7%	6%	8%	9%
Average	4.8	4.9	4.5	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.				

Although not statistically significant, we do see some evidence that students' average grades increase as they reach their third and fourth year of their program. This increase does not appear to be due to a higher proportion of students reporting grades of A or higher, but rather, a higher proportion reporting grades between a B and an A- and fewer reporting grades between C+ or lower. This may indicate two things:

- The biggest growth in academic performance is among those students who are average to slightly-above average students.
- Students with the lowest grades may be more likely to discontinue their studies.

Table 22: Average grades to date by years in program	
Year of program	Average grade
First	4.7
Second	4.6
Third	4.8
Fourth or more	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.	

As shown in Table 23, over time, we have seen a consistent increase in the average grade and the proportion reporting an average grade of A- or higher.

Table 23: Student grades across time				
	2011 (n=8,549)	2008 (n=11,981)	2005 (n=12,783)	2002 (n=12,695)
Average grade for courses completed so far				
A or A+	15%	12%	10%	10%
A-	19%	19%	17%	16%
B+	22%	22%	22%	22%
B	26%	28%	29%	29%
C+	12%	12%	13%	13%
C or lower	7%	7%	8%	8%
Average	4.8	4.7	4.6	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.				

2.8 Study patterns

We asked students about the time they spend studying and doing other academic work. As Table 24 shows, the typical student spends about 32 hours per week on academic activities.

- On average, students report spending about 15 hours in class and labs each week, and another 17 hours on academic work outside class.

Table 24: Study patterns

	All students (n=8,549)	Group 1 (n=5,667)	Group 2 (n=1,837)	Group 3 (n=1,045)
Hours spent per week in scheduled classes and labs Q10A				
10 or fewer	28%	28%	28%	24%
11 to 15	35%	35%	38%	32%
16 to 20	22%	22%	19%	24%
21 to 30	12%	12%	11%	16%
More than 30	3%	3%	3%	4%
Average number of hours	14.6	14.3	14.7	15.7
Hours spent per week on academic work outside of classes and labs Q10B				
10 or fewer	40%	41%	38%	39%
11 to 15	17%	17%	17%	17%
16 to 20	17%	17%	17%	15%
21 to 30	16%	16%	17%	17%
More than 30	10%	10%	12%	11%
Average number of hours	17.2	16.9	17.9	17.8
Total hours spent per week on academic work in and out of class				
15 or fewer	14%	15%	13%	12%
16 to 20	12%	11%	13%	11%
21 to 30	28%	28%	27%	26%
31 to 40	22%	23%	22%	22%
More than 40	24%	23%	26%	28%
Average number of hours	31.8	31.2	32.6	33.5

As one would expect, full-time students spend more time than part-time students on their academic work in and out of class. On average, full-time students (34 hours) spend about double the amount of time on academic work in and out of class than part-time students (17 hours). However, the hours spent outside of class relative to those spent in class are much higher for part-time students (2.2 hours outside of class for every hour in class) than full-time students (1.1 hours outside of class for every hour in class).

The time students devote to their academic work varies by their discipline.

- On average, those in Engineering programs spend the most total time on their academics, both in and out of class. In total, they average about 42 hours per week on academics. No other discipline averages more than 39 hours per week (next highest is Professional program students at just under 39 hours).

- Students in Business programs spend the least total time on academics (28 hours per week), and average the least hours in and outside of class.

See Table 25.

Table 25: Average hours spent per week by discipline

	Average		
	Total hours	**Hours in class**	**Hours outside of class**
Engineering	42.1	20.8	21.3
Professional	38.6	18.7	19.9
Biological Science	37.7	17.8	19.9
Physical Science	35.7	16.3	19.4
Overall	31.8	14.6	17.2
Education	31.7	15.9	15.9
Arts and Humanities	29.9	13.5	16.4
Social Science	29.5	13.1	16.4
Business	28.1	12.3	15.8

Note: Hours in and outside class may not sum to total hours due to rounding.

2.9 Type of academic instruction: experience and satisfaction

We asked students what types of academic instruction they are receiving at their university. As shown in Table 26:

- The single most commonly reported instruction is classroom-based courses with online supports (that is, instruction is carried out in class, with supports such as study notes and lecture notes available online). Eight students in 10 have experience with this type of instruction.

- Also very common is instruction that is strictly classroom-based (that is, instruction is all in class, with no online supports). Slightly more than 6 students in 10 report this type of instruction.

- Instruction that is online only (that is, taught completely online with no classroom instruction) or a mix of online and classroom-based instruction (that is, involving reduced classroom instruction and some instruction online) are less common, as about 1 student in 5 reports experience with either of these types.

The majority of students have had experience with more than one type of instruction during their current year. About 6 in 10 (63%) have experience with two or more types of instruction, with the largest group being those with two different types of instruction (47%).

Table 26: Type of academic instruction Q21

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
c. Classroom instruction with online supports	81%	79%	86%	86%
d. Strictly classroom-based instruction	62%	63%	62%	60%
b. Mix of classroom with online instruction	18%	16%	22%	22%
a. Online instruction	18%	18%	20%	15%

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

We asked students to rate their satisfaction with the type of instruction they have received. Although results in Table 27 indicate the vast majority of students are satisfied or very satisfied, we do find difference in the proportion who report being very satisfied.

- Almost all students are satisfied with classroom instruction with online supports, including 47% who are very satisfied.
- Almost 9 in 10 are satisfied with instruction that includes a mix of classroom and online instruction, although 26% are very satisfied.
- Just over 8 in 10 are satisfied with strictly classroom-based instruction (28% very satisfied) or online instruction (30% very satisfied).

Table 27: Satisfaction with type of instruction (% satisfied or very satisfied) Q21A

	All students	Group		
		1	2	3
c. Classroom instruction with online supports	97%	98%	97%	97%
b. A mix of classroom and online instruction	89%	88%	90%	90%
d. Strictly classroom-based instruction	83%	85%	80%	78%
a. Online instruction	83%	84%	78%	83%

Note: Percentages are based on those who have been exposed to this type of instruction.

Among the four types of instructions, we find statistically significant differences among disciplines for use of and satisfaction with strictly classroom-based instruction.

- Students in Arts and Humanities and Education are most likely to have courses that are strictly classroom-based instruction in the current year. Students in Professional programs are least likely.

- Not only are students in an Arts and Humanities discipline most likely to have experience with strictly classroom-based instruction in the current year, they are also the most likely to be very satisfied with this type of instruction.

Table 28: Academic instruction by discipline

	Discipline	%
Received strictly classroom-based instruction	Arts and Humanities	74%
	Education	72%
	Overall	62%
	Professional	46%
Very satisfied with strictly classroom-based instruction	Arts and Humanities	37%
	Overall	28%
	Business	22%
	Engineering	22%

2.10 Preferred type of instruction

We asked students what type of instruction they prefer and why. Table 29 shows students' preference for instruction.

- The majority of students (2 out of 3) prefer classroom instruction with online support. The reasons students give include *the amount of information it provides* (70%), *the interaction with professors* (65%), and *the quality of instruction* (64%).

- About 1 student in 5 prefers a mix of classroom and online instruction, mainly because it is *easier for students to schedule* (61%) and gives students the *freedom to learn at their own pace* (59%).

- Slightly more than 1 student in 10 prefers strictly classroom-based instruction. The most common reason for this is it offers *face-to-face interaction with professors* (77%) and *students* (59%), while *allowing for a higher quality of instruction* (71%). Compared to the proportion of students who have experience with strictly classroom-based instruction, it appears that universities and professors are using a method that is much less preferred than other options.

- One student in 20 says that online instruction is his or her preferred choice of instruction. Among those who choose it, they prefer it because it is *easier for them to schedule* (82%) and they can *learn at their own pace* (78%).

Table 29: Preferred type of instruction Q22				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Classroom instruction with online supports	66%	65%	66%	68%
A mix of classroom and online instruction	18%	17%	20%	18%
Strictly classroom-based instruction	12%	12%	10%	11%
Online instruction	5%	6%	3%	4%

Among disciplines, there are three in which students' preferences differ from the overall results.

- In all disciplines, the majority of students prefer classroom instruction with online supports.
- With the exception of students in Arts and Humanities, Engineering, and Education, the second most popular type of instruction is a mix of classroom and online instruction (which falls in line with results shown in Table 29). For students in Arts and Humanities, Engineering, and Education, the second choice is strictly classroom-based instruction.
- Online instruction is the least preferred method of instruction for all disciplines, with the exception of Business students, who have a slight preference for this type over strictly classroom-based instruction.

3.0 Work and financing education

In this section, we report on students' employment while attending university and highlight some of the methods they use to finance their university education.

3.1 Current employment profile

As shown in Table 30, almost 6 in 10 students (56%) were employed at the time of the survey. This includes more than 1 in 10 who find employment on campus. Among those who are employed:

- Students report working about 18 hours a week on average. However, about 1 in 6 report working full-time while in school, that is, more than 30 hours per week. Although not statistically significant, Group 1 students who are currently employed appear to work more hours per week (almost 19 on average with 18% working over 30 hours per week) compared to Group 2 (18 hours on average with 12% working over 30 hours per week) and Group 3 students (17 hours on average with 8% working over 30 hours).

- About 1 in 3 say their employment has had a negative impact on their academic performance, including 4% who say it has had a very negative impact. Conversely, 3 in 10 say it has had a positive impact on their academic performance, including 12% who say it has had a very positive impact.

Where students work and how much they work has an impact on their academic performance:

- Those who work solely on campus (48%) or work on and off-campus (46%) are much more likely than those who work solely off-campus (26%) to say their employment has had a positive impact on their academic performance.

- Increasing the number of hours worked per week does not have a uniform impact on academic performance. For example, 23% of those who work 10 hours or less per week say their employment has had a negative impact on their academic performance. This increases to 40% for those who work 11 to 20 hours and 53% for those who work 21 to 30, but is 39% for those who work 30 and more. This difference is largely due to the fact that 82% of those who work 21 to 30 hours a week are full-time students, compared to just 35% of those who work over 30 hours a week.

Table 30: Employment status				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Currently employed Q26 (all respondents)				
Yes, both on and off campus	4%	4%	3%	2%
Yes, on campus	9%	10%	7%	6%
Yes, off campus	44%	46%	40%	37%
No, but seeking work	17%	14%	22%	20%
No, not seeking work	27%	25%	28%	34%
Number of hours worked per week Q27*				
10 or less	33%	34%	31%	35%
11 to 20	37%	35%	41%	40%
21 to 30	14%	14%	15%	17%
Over 30	16%	18%	12%	8%
Average	18.3	18.7	17.8	16.5
Impact of non-co-op related employment on academic performance Q28*				
Very positive	12%	13%	10%	10%
Somewhat positive	18%	19%	17%	16%
No impact	34%	33%	35%	35%
Somewhat negative	32%	31%	35%	33%
Very negative	4%	4%	4%	6%
* Only students who are currently employed were asked how many hours they work per week and whether their employment has an impact on their academic performance.				

As students progress in their studies, they are more likely to be employed. The proportion of students employed rises steadily each year from 48% of first-year students to 64% of students in their fourth year or more. Although there is a difference in the proportion of students working by year of program, there is virtually no difference in the number of hours worked per week, as students in each year report working between 17 and 19 hours per week.

One of the key factors associated with working is students' status.

- Part-time students (81%) are much more likely to be employed than full-time students (53%).
- Not only are part-time students more likely to be employed, they also work more hours than full-time students who are employed. Among those who are employed, part-time students work, on average, 32 hours per week compared to 16 hours a week for full-time students.

Students' work habits appear strongly related to the time spent on academics.

- Overall, those who are employed spend about 30 hours a week on average on academic work in and out of class. This compares to 34 hours a week on average for those who are not currently working. Given that those who are employed work over 18 hours a week on average, the typical undergraduate student with a job spends approximately 48 hours per week (or 7 hours per day) on academic and paid work.

- Typically, as the number of hours students spend working increases, the number of hours they devote to their academic work decreases. This is particularly true of students who spend more than 30 hours per week working for pay. As Table 31 shows, the drop in hours spent on academics appears to happen once students start working more than 20 hours per week.

Table 31: Average hours spent on academics by hours worked per week

Number of hours worked per week	Average hours spent on academics in and out of class per week
10 or less	33.9 hours
11 to 20	31.7 hours
21 to 30	27.4 hours
Over 30	18.9 hours

As seen in Table 32, one discipline does not stand out as having a substantially higher proportion of students working than other disciplines (as 61% of Business students are most likely to work, which is just above the overall proportion of 56%); however, Engineering students have by far the lowest proportion of students currently employed for pay at 27%.

Table 32: Employment by discipline

	Employed on campus or off-campus
Business	61%
Education	60%
Professional	60%
Arts and Humanities	60%
Social Science	59%
Overall	56%
Biological Science	49%
Physical Science	47%
Engineering	27%

Among those who report they are currently working for pay, we see a significant difference in the average hours worked for pay. Students in Business are the only group to report working more than 20 hours per week on average. Students in the Biological or Physical Science report working the fewest hours for pay among the disciplines. See Table 33.

Table 33: Average number of hours worked per week by discipline

All students	Average employed hours per week (only students currently working for pay)
Business	21.8
Overall	18.3
Social Science	18.2
Engineering	17.6
Arts and Humanities	17.5
Education	16.4
Professional	16.4
Physical Science	15.5
Biological Science	13.9

When work and academic hours for students are both considered, we see some variation by discipline in the total hours spent. Students in Professional programs spend the most hours, on average, on work and academics, while Social Science and Arts and Humanities students spend the least. Regardless, all students spend the equivalent (or more) of a full-time job on academics and work each week.

Table 34: Average number of job and academic hours per week by discipline

All students	Average job and academic work (all students)
Professional	47.3
Engineering	45.7
Biological Science	44.0
Physical Science	42.3
Overall	40.9
Education	40.6
Business	39.9
Arts and Humanities	39.2
Social Science	39.0

3.2 Career prospects

Table 35 below shows that:

- More than 6 in 10 say they have definitely decided on a specific career field, while another 1 in 4 indicate they may have decided on a specific career path.
- Although many have decided on a career path, there is some pessimism about the availability of job opportunities in their major area of study. About 1 in 5 think there are few (14%) or very few (7%) jobs available, while 4 in 10 think there are some jobs. Just 3 in 10 think there will be many jobs available in the Canadian market.

Table 35: Career considerations

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Decided on a specific career field Q35				
Yes	63%	65%	57%	65%
Maybe	27%	25%	32%	25%
No	10%	10%	11%	10%
Perceived availability of job opportunities Q37				
Many jobs	28%	28%	25%	31%
Some jobs	43%	43%	43%	41%
Few or very few jobs	21%	21%	23%	19%
Don't know	8%	8%	9%	9%

There is some indication that with more years of study, students are more likely to have decided on a specific career field, although the difference is not statistically significant (or very large, increasing from 60% of those in their first year to 67% of those by their fourth year or more). However, with more years of study comes decreased optimism about the availability of job opportunities in their field of study, decreasing from 33% of first-year students who think there are many jobs available to 22% of students in their fourth year or more.

Table 36: Career considerations by years in program

Year of program	Decided on career field	Many jobs available*
First	60%	33%
Second	61%	29%
Third	66%	25%
Fourth or more	67%	22%

* Statistically significant difference between groups.

As seen in Table 37:

- Not surprisingly, students in Professional and Education programs are the most likely to have decided on a career field, while those in Physical Science programs are the least likely.

- Students in Professional and Engineering programs are the most likely to believe there are many jobs available in their career field, while those in Arts and Humanities and Education programs are least likely. For those in Education, it is interesting that so many have decided on their chosen career field, yet so few perceive there to be many jobs available for them once they graduate.

Table 37: Career prospects by discipline

	Discipline	%
Decided on a career field	Professional	92%
	Education	85%
	Overall	63%
	Physical Science	56%
Many jobs available	Professional	52%
	Engineering	46%
	Overall	28%
	Education	15%
	Arts and Humanities	13%

3.3 Steps taken for employment after graduation

Students report taking many steps to prepare for their career or employment, as 9 in 10 students report taking at least one of the steps tested (including 56% who have taken three or more steps). However, as seen in Table 38, no single step has been taken by more than 6 in 10 students.

- Most commonly, students have created a resumé or CV (58%) or talked with a professor about employment or a career (54%).

- About 4 in 10 have either worked (41%) or volunteered (42%) in their chosen field of employment. About 1 in 4 students have done both.

- Students are least likely to have a career mentor (18%) or created an e-portfolio (11%).

Table 38: Steps taken to prepare for employment or career after graduation Q36				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
b. Created resumé or CV	58%	55%	63%	59%
a. Talked with professors about employment/career	54%	57%	47%	45%
g. Volunteered in chosen field of employment	42%	44%	40%	35%
f. Worked in chosen field of employment	41%	42%	39%	37%
d. Attended an employment fair	37%	35%	42%	45%
e. Met with a career counsellor	28%	28%	29%	29%
h. Have a career mentor	18%	18%	16%	17%
c. Created an e-portfolio	11%	10%	13%	10%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.				

Not surprisingly, as students progress in their studies (and get closer to graduating) they are more likely to have taken many of these steps to prepare for employment. Specifically, we find that as students progress in their studies they are more likely to have:

- Created a resumé or CV, increasing from 44% of first-year students to 73% of fourth-year or more students. With this being said, it does indicate that about 1 in 4 students who may be graduating in the current year (and applying for jobs or graduate school) have not yet created a resumé or CV.
- Talked with professors about employment or career, increasing from 41% of first-year students to 65% of fourth- year or more students.
- Worked in chosen field of employment, increasing from 30% among first-year students to 55% of fourth-year or more students.

As shown in Table 39, a few of the steps students have taken to prepare themselves for employment after graduation vary by discipline:

- Students in Education are the most likely to have volunteered and worked in their chosen field of employment.
- Students in Engineering are most likely to have attended an employment fair.

Table 39: Steps taken by discipline		
	Discipline	%
Volunteered in my chosen field of employment	Education	80%
	Overall	42%
	Engineering	17%
Worked in my chosen field of employment	Education	66%
	Professional	61%
	Overall	41%
	Biological Science	32%
Attended an employment fair	Engineering	56%
	Business	46%
	Overall	37%
	Arts and Humanities	27%

3.4 Debt from financing post-secondary education

We asked students to identify the repayable debt they have incurred from financing their university education, which was defined as money students had acquired to help finance their education that they owe and will have to pay back.

Almost 6 in 10 students report owing money to at least one of the four sources tested, although some sources are more common than others. As Table 40 shows:

- Almost 4 students in 10 have debt from government student loans.
- Two students in 10 have debt from loans from parents or family.
- More than 1 in 10 students have debt from loans from financial institutions.
- About 1 in 20 has debt from other sources.

Table 40: Sources of debt Q24

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Any debt	56%	57%	55%	54%
Government student loans	38%	39%	36%	35%
Loans from parents/family	20%	20%	21%	21%
Loans from financial institutions	13%	13%	13%	14%
Debt from other sources	6%	7%	7%	5%

Among all students, the average education-related debt at the time of the survey is about $9,550. When we consider only those who report having any debt, the average amount almost doubles to about $17,050. The median debt for students overall ($3,000) and only those with debt ($12,000) is much lower than the average debt.

- Government student loans are the largest source of education-related debt for students, accounting for 58% of all debt reported. The average student loan debt is approximately $15,500 (median debt of $12,000).
- Loans from financial institutions account for 24% of reported debt, with the average amount owed by students equaling close to $10,800 (median debt of $8,000).
- Loans from their parents or other family members account for 13% of all debt reported and the average amount owed is almost $9,100 (median of $5,000).
- Other sources of debt account for 5% with the average amount of about $6,000 (median of $3,000).

Table 41 shows the average amount of debt owed to each source, while Table 42 provides the median amounts owed.

Table 41: Average amount of repayable debt Q24				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Average total debt				
All respondents	$9,550	$9,442	$9,801	$9,692
Those with debt	$17,049	$16,650	$17,752	$18,070
Average among these sources				
Government student loans	$15,526	$15,203	$16,561	$15,589
Loans from financial institutions	$10,796	$10,402	$10,541	$13,293
Loans from parents/family	$9,092	$8,783	$9,382	$10,152
Debt from other sources	$6,010	$5,796	$7,262	$4,485

Table 42: Median amount of repayable debt Q24				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Median total debt				
All respondents	$3,000	$3,500	$2,900	$2,000
Those with debt	$12,000	$12,000	$12,000	$14,000
Median among these sources				
Government student loans	$12,000	$12,000	$12,000	$13,000
Loans from financial institutions	$8,000	$7,000	$8,000	$10,000
Loans from parents/family	$5,000	$5,000	$5,000	$5,000
Debt from other sources	$3,000	$3,000	$3,000	$1,500

Although the average amount owed (among those with debt) was just over $17,000, 1 in 5 students (about 1 in 3 of those with debt) owe $20,000 or more. See Table 43.

Table 43: Total debt Q24				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
No debt	44%	43%	45%	46%
Less than $4,000	7%	7%	7%	7%
$4,000 to $7,999	10%	10%	11%	9%
$8,000 to $11,999	9%	10%	9%	8%
$12,000 to $19,999	10%	10%	9%	10%
$20,000 or more	19%	19%	19%	20%

As one might expect, students are more likely to have education-related debt the longer they have been in their program. About 50% of first-year students report having debt. This increases steadily to 62% of those in their fourth year or more. Although this increase seems logical (as the longer a student is in a program, the more opportunities they would have to take on debt), the increase across years in their program is not statistically significant.

Not only does the proportion of students with debt increase the longer they are in their program, so does the amount of debt these students have. As Table 44 shows, among all students:

- The average amount of debt more than triples over the course of four or more years of study. Those in their first year of studies owe an average of about $4,900, while those in their fourth year or more owe an average of about $15,700.

- Although the average debt nearly triples from first to fourth year or more, the proportion reporting more than $20,000 in education-related debt increases by more than seven times, from 5% of those in first-year to 36% of those in their fourth year or more.

Table 44: Total debt by year of program

	% with $20,000 or more in debt*	Average debt (all students)
First	5%	$4,896
Second	16%	$8,081
Third	25%	$10,985
Fourth or more	36%	$15,708

* Statistically significant difference between groups.

We find that the average debt students have incurred to date varies by discipline. For the most part, students in each discipline have very similar levels of debt, with the exception of students in Professional programs, whose average debt level is almost $3,300 higher than students in the discipline with the second highest average debt level. In fact, their education-related debt level is almost 20% higher than the next highest average. See Table 45.

Table 45: Average debt by discipline

All students	Average debt (students reporting debt)
Professional	$22,162
Engineering	$18,874
Education	$17,734
Business	$17,570
Social Science	$17,160
Physical Science	$17,106
Overall	$17,049
Arts and Humanities	$16,742
Biological Science	$16,439

3.5 Sources of university funding

We asked students to indicate which of 12 different sources they are using to fund their education in the current year. The most common sources (with 1 in 3 or more reporting) used for the 2010–2011 academic year are:

- **Parents, family, or spouse.** Almost 6 in 10 students rely on financial support from their parents, family, or spouse for funding their current year.
- **Earnings from summer work.** Almost half report financing their current year of post-secondary education through summer employment.
- **Personal savings.** About half finance their education through personal savings. For students, they may not be able to differentiate between their savings and other sources of financing. For example, much of the income earned during the summer months would not have to be paid toward their university education until the Fall. Students may consider their summer employment personal savings because it would have been saved from the summer.
- **Earnings from current employment**. About 4 in 10 report using money from their current employment to finance their current year. Among those who are currently employed, just 2 in 3 say they rely on their current employment to finance their education.
- **University scholarship, financial award, or bursary.** About 4 students in 10 report using university-based scholarships, financial awards, or bursaries to finance their education.
- **Government loan or bursary.** About 1 in 3 say they finance through a government loan or bursary, which is in-line with the proportion who reported debt from government student loans (38% shown in Table 40).

Less common sources of financing, each used by about 1 student in 10 or less include RESPs, loans from financial institutions, investment income, co-op program/work term, or work-study programs. These and other sources are shown in Table 46.

Table 46: Sources of financing Q25				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Parents, family, or spouse	58%	56%	63%	64%
Earnings from summer work	49%	52%	43%	48%
Personal savings	48%	50%	45%	46%
Earnings from current employment	40%	44%	36%	31%
University scholarship, financial award, or bursary	38%	40%	30%	38%
Government loan or bursary	33%	34%	31%	31%
RESP	13%	13%	13%	14%
Loans from financial institution	13%	13%	11%	13%
Investment income (e.g., bonds, dividends)	6%	6%	5%	6%
Co-op program/work term	4%	2%	8%	6%
Work-study program	2%	2%	3%	2%
Other	5%	5%	5%	5%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.				

Most students do not just rely on one source to finance their education. In fact, the average number of sources reported is 3, yet 4 in 10 report using 4 or more sources to fund their 2010–2011 education. See Table 47.

Table 47: Number of sources of financing Q25				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
One	20%	20%	23%	20%
Two	19%	19%	19%	21%
Three	21%	21%	22%	21%
Four or more	39%	41%	36%	39%
Average	3.1	3.2	2.9	3.0

Overall, students required about $11,800 of financing for their current year of university education. The largest single sources of financing, based on their average amount, include:

- *Government loan or bursary* (over $7,700)
- *Loans from financial institutions* (about $6,600)
- *Parents, family, or spouse* (almost $5,800)
- *Co-op program or work term* (about $5,700)

Worth noting is that the average amount contributed by each source is not perfectly in-line with the proportion who report using each source. For example, almost half of students rely on *personal savings*, yet it is the third lowest source of financing (on average). Conversely, 1 in 3 relies on *government loans or bursaries*, but it provides the highest source of financing on average for the current year.

See Table 48 for complete results.

Table 48: Average amount from each financing source Q25				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
All respondents				
Overall	$11,820	$11,989	$11,166	$12,071
Average among these sources				
Government loan or bursary	$7,726	$7,982	$6,886	$7,692
Loans from financial institution	$6,634	$6,470	$7,058	$6,841
Parents, family, or spouse	$5,793	$5,476	$6,148	$6,638
Co-op program, internship, and other practical experiences related to program	$5,692	$4,646	$6,154	$6,738
Earnings from current employment	$4,421	$4,507	$4,431	$3,777
RESP	$4,131	$4,275	$3,570	$4,416
Earnings from summer work	$3,728	$3,770	$3,616	$3,661
University scholarship, financial award, or bursary	$2,997	$3,183	$2,446	$2,718
Personal savings	$2,593	$2,617	$2,525	$2,570
Investment income (e.g., bonds, dividends)	$2,545	$2,528	$2,456	$2,773
Work-study program	$1,933	$1,700	$2,523	$1,962
Other	$6,561	$6,080	$6,548	$9,351

The pattern of results found in Table 49 for the median source of financing is virtually the same as those shown for the average amount in Table 48.

Table 49: Median amount from each financing source Q25				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
All respondents				
Overall	$9,200	$9,500	$8,100	$10,000
Median among those with these sources				
Government loan or bursary	$7,000	$7,000	$6,000	$7,000
Loans from financial institution	$5,000	$5,000	$5,000	$5,000
Parents, family, or spouse	$4,000	$3,200	$3,750	$5,000
Co-op program, internship, and other practical experiences related to your program	$4,000	$3,000	$5,000	$5,000
RESP	$3,000	$3,000	$2,400	$3,000
Earnings from summer work	$2,750	$3,000	$2,000	$2,500
University scholarship, financial award, or bursary	$2,000	$2,000	$1,500	$1,500
Earnings from current employment	$1,500	$1,500	$1,500	$2,000
Personal savings	$1,000	$1,000	$1,000	$1,000
Investment income (bonds, dividends, etc.)	$1,000	$1,000	$1,000	$1,000
Work-study program	$1,000	$1,000	$1,800	$1,000
Other	$3,500	$3,000	$4,000	$5,467

3.5.1 Concern for funding

We asked students to rate their level of concern with having sufficient funding to complete their university education. About 3 students in 4 are at least somewhat concerned, including 26% who are *very concerned*. See Table 50.

Table 50: Concern with having sufficient funds to complete education Q30

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Very concerned, may not have enough funds	26%	27%	26%	25%
Some concern, but will probably have enough funds	47%	46%	48%	48%
Not concerned, should have sufficient funds	27%	27%	26%	27%

Of interest, the more sources students use to finance their education, the less likely they are not to be concerned about having sufficient funds. About 4 in 10 of those who rely on one source (39%) do not have any concerns while just 2 in 10 of those who rely on four or more sources (19%) do not. However, the amount students require to finance their current year does not appear to have any impact on the concern students have, as there is little change in concern by level of financing required.

Although the amount of and the proportion with education-related debt increases by year of program, concern over having sufficient funds to complete their education decreases. As Table 51 shows:

- The proportion who are *very concerned* with having sufficient funds decreases from about 3 in 10 students in their first or second year, to less than 1 in 5 by their fourth year or more.
- The proportion who are *not concerned* steadily increases with years in their program from 22% in first year to 38% by their fourth year or more.

Table 51: Concern with having sufficient funds by year of program

	Very concerned	Not concerned
First	29%	22%
Second	30%	23%
Third	26%	26%
Fourth or more	19%	38%

3.6 Most students follow a budget

As Table 52 shows, about 2 in 3 students report following a budget.

Table 52: Budget Q31

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Yes	65%	65%	65%	67%
No	28%	29%	27%	26%
Not sure	7%	6%	8%	7%

The more concern students have with having enough funding to complete their education, the more likely they are to report following a budget. About 6 in 10 of those who are not concerned (57%) or have some concern (62%) about having enough funds follow a budget. This compares to about 3 in 4 (77%) of those who are very concerned.

3.7 Credit cards

About 3 students in 4 report they have at least one credit card, including 6% who say they have three or more credit cards. Among those students who have credit cards:

- About 8 in 10 report they pay off their balance each month and, as such, their current credit card balance is zero. Only 67% of those who do not regularly pay off their balance each month follow a budget, which is identical to the proportion who follow a budget among those who say they pay off their balance each month (67%).

- Conversely, 1 in 5 carries a balance each month, most often over $1,000. Overall, the average balance each month is almost $700. Among those who do not pay off their credit cards each month, the outstanding balance is more than five times that at just over $3,700.

See Table 53.

Table 53: Credit cards				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Number of credit cards Q32 (all respondents)				
None	27%	28%	24%	29%
One	54%	54%	56%	54%
Two	13%	13%	13%	13%
Three or more	6%	6%	7%	4%
Average number	1.5	1.4	1.8	1.4
Regularly pay off balance each month Q33*				
Yes	78%	78%	79%	82%
Total credit card balance Q34*				
Zero	81%	80%	82%	84%
$500 or less	3%	3%	5%	3%
$501 to $1,000	4%	4%	3%	3%
Over $1,000	12%	13%	10%	10%
Average	$697	$781	$607	$406
* Total credit card balance and payment of the balance were asked of those who had at least one credit card.				

As students advance in their program, they are more likely to have a credit card. About 57% of first-year students have at least one credit card, and the proportion steadily increases to 87% by their fourth year or more. However, even though the likelihood of having a credit card increases by year in program, we do not find any statistically significant differences in terms of the proportion who regularly pay off their credit card balance each month or the balance they carry.

There is also a difference by disciplines and whether students have a credit card. Those in Business (81%) and Education (80%) are most likely to have at least one credit card, while those in Arts and Humanities (66%) and Physical Science (66%) are least likely. Similar to years in their program, there is no difference by discipline in the likelihood of carrying a balance or amount of balance carried on their credit card.

4.0 Perceptions of university

In this section, we report on students' satisfaction with services prior to the start of classes, their personal safety on campus, and academic, general, and special services and facilities.

4.1 Satisfaction with services prior to classes

Below we examine some services typically used by students prior to the start of classes.

4.1.1 Course registration

About 4 students in 5 report being satisfied with the process of registering for courses, including 30% who are very satisfied with the process. The remaining 1 in 5 are dissatisfied, including 5% who are very dissatisfied.

Students attending a Group 1 university are more likely to report being very satisfied with the process of registering for their courses than those at Group 2 or 3 universities. See Table 54.

Table 54: Satisfaction with the process of registering for your courses Q13C

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Very satisfied	30%	34%	22%	21%
Satisfied	50%	50%	51%	51%
Dissatisfied	14%	12%	20%	19%
Very dissatisfied	5%	4%	7%	8%
Don't know	<1%	<1%	<1%	<1%

4.1.2 Course availability

Slightly more than 7 students in 10 are satisfied with the availability of courses required for their program, including 21% who are very satisfied. The remaining 3 students in 10 are dissatisfied with course availability, which includes 7% who are very dissatisfied. See Table 55 for results.

Table 55: Satisfaction with the availability of courses for your program Q13I

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Very satisfied	21%	23%	15%	21%
Satisfied	50%	49%	50%	55%
Dissatisfied	21%	20%	25%	18%
Very dissatisfied	7%	6%	10%	5%
Don't know	1%	1%	<1%	1%

Satisfaction with course availability decreases as students progress in their program of study. About 3 in 10 first-year students (28%) are very satisfied with the availability of courses for their program. This proportion steadily decreases to a low of 16% of students in their fourth year or more.

4.2 Satisfaction with safety

As shown in Table 56, almost 9 students in 10 report being satisfied with their personal safety on campus, including 46% who are very satisfied. That being said, 1 student in 20 reports that he or she is dissatisfied with his or her personal safety on campus.

Students attending Group 1 universities are more likely to report being very satisfied with their personal safety on campus than those attending Group 2 or 3 universities.

Table 56: Satisfaction with personal safety on campus Q13G

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Very satisfied	46%	51%	40%	28%
Satisfied	42%	36%	52%	58%
Dissatisfied	4%	3%	4%	8%
Very dissatisfied	1%	<1%	<1%	3%
Don't know	7%	9%	4%	3%

Even though about 9 in 10 report being satisfied with their personal safety on campus, regardless of gender, we find that men (54%) are more likely than women (43%) to be very satisfied with their safety. Although telling, this difference is not statistically significant.

4.3 Satisfaction with facilities and services

We asked students to rate their satisfaction with a number of facilities on their campus. In each case, more than 7 in 10 students are satisfied. As shown in Table 57.

- Nine students in 10 are satisfied with the *average size of their classes*, including 46% who a very satisfied. Those attending Group 1 universities (58%) are more than twice as likely as those attending Group 2 (25%) or Group 3 (22%) universities to report being very satisfied with the *average size of their classes*.

- More than 8 students in 10 are satisfied with the:
  - *instructional facilities*, including 25% very satisfied. Group 1 (29%) university students are more likely than Group 2 (18%) or Group 3 (18%) students to report being very satisfied with *instructional facilities*.
  - *general condition of buildings and grounds*, including 29% very satisfied. Group 1 students (33%) are more likely to be very satisfied with the *general condition of buildings and grounds* than Group 2 (20%) or Group 3 (20%) students.

- About 3 students in 4 are satisfied with:
  - *social and informal meeting places,* including 24% very satisfied
  - *their university's commitment to environmental sustainability*, including 26% who are very satisfied. Of interest, those attending Group 1 (30%) universities are more likely than those attending Group 2 (18%) or Group 3 (18%) universities to say they are very satisfied with their university's commitment in this regard.
  - *study space,* including 24% very satisfied

Table 57: Satisfaction with facilities and services (% satisfied or very satisfied) Q13				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
a. Average size of your classes	90%	91%	87%	85%
b. Instructional facilities	85%	85%	84%	84%
f. General condition of buildings and grounds	83%	84%	81%	83%
d. Social and informal meeting places	77%	77%	76%	78%
j. University's commitment to environmental sustainability	76%	78%	72%	75%
e. Study space	72%	73%	71%	70%

There are a few facilities and services where we find a statistically significant difference in satisfaction by students' program year. Specifically, we find that as students progress in their studies they are less likely to report being very satisfied with:

- *Instructional facilities* – 29% of first-year students are very satisfied and this decreases to 23% of those in fourth year or more.
- *Social and informal meeting places* – 28% of first-year students are very satisfied and this decreases to 21% of those in fourth year or more.
- *Study space* – 31% of first-year students are very satisfied and this decreases to 20% of those in fourth year or more.

Among disciplines, we find a few statistically significant differences for satisfaction with facilities and services. Specifically, those in Education disciplines are most likely to be very satisfied with the *average size of classes, instructional facilities*, and *general condition of buildings and grounds*. Conversely, Engineering students are least likely to be very satisfied with each of these facilities and services.

Table 58: Satisfaction with facilities and services by discipline		
	Discipline	% very satisfied
Average size of classes	Education	56%
	Overall	46%
	Engineering	29%
Instructional facilities	Education	29%
	Overall	25%
	Engineering	21%
General condition of buildings and grounds	Education	39%
	Overall	29%
	Engineering	23%

4.4 Use of and satisfaction with facilities and services

We asked students to rate their use of and satisfaction with 23 different facilities and services at their universities.

4.4.1 Use of general facilities and services

Some facilities and services are, by their very nature, used by almost all students, while the use of others is based on circumstances. As Table 59 shows among the general facilities and services:

- More than 9 in 10 students are most likely to have used *their campus bookstore(s)* and *library facilities*.
- Less than 1 in 3 students are least likely to have used *campus medical services* and *university residences*.

Table 59: Use of facilities/services Q14

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
i. Campus book stores	93%	91%	95%	96%
v. Library facilities	91%	90%	94%	94%
t. Food services	81%	80%	80%	85%
c. Computing services	63%	62%	67%	66%
d. Athletic facilities	58%	56%	58%	65%
g. Parking facilities	57%	60%	53%	47%
h. University-based social activities	48%	49%	48%	46%
e. Other recreational facilities	48%	47%	49%	49%
f. Facilities for student associations, clubs, etc.	40%	39%	44%	38%
w. Student life program	36%	37%	33%	34%
u. University residences	32%	32%	31%	34%
r. Campus medical services	27%	25%	29%	35%

The more students progress in their studies, the more likely they are to have used *computing services*, as it increases from 52% among those in their first year to 75% among those in their fourth year or more.

4.4.2 Satisfaction with general facilities and services

Students who had used particular facilities or services provided satisfaction ratings. As shown in Table 60:

- Nine students in 10 or slightly more report being satisfied with:
  - *other recreational facilities*, including 28% who are very satisfied
  - *computing services,* including 31% who are very satisfied
  - *facilities for student associations and clubs,* including 27% who are very satisfied
  - *library facilities*, including 37% who are very satisfied
  - *student life programs,* including 31% who are very satisfied
  - *university-based social activities,* including 28% who are very satisfied
- Slightly less than 9 in 10 are satisfied with:
  - *campus medical services,* including 38% who are very satisfied
  - *athletic facilities*, including 36% who are very satisfied
  - *campus bookstores*, including 29% who are very satisfied
- About 8 students in 10 are satisfied with *university residences*, including 33% who are very satisfied.

Students are least satisfied with two practical services:

- About 7 in 10 are satisfied with the *food services*, although 18% are very satisfied.
- Half of students are satisfied with the *parking facilities*, including 12% who are very satisfied. Almost as many are dissatisfied with parking, including 18% who are very dissatisfied.

Group 1 students are statistically more likely than their Group 2 and 3 counterparts to report being very satisfied with the following facilities and services:

- *Student life programs* – 36% in Group 1 compared to 22% in Group 2 and 21% in Group 3
- *University residences* – 39% in Group 1 compared to 20% in Group 2 and 21% in Group 3
- *Parking facilities* – 14% in Group 1 compared to 6% in Group 2 and 10% in Group 3

Table 60: Satisfaction with general facilities/services (% satisfied or very satisfied) Q14				
	All students	Group		
		1	2	3
e. Other recreational facilities	93%	94%	92%	90%
c. Computing services	92%	92%	93%	91%
f. Facilities for student associations, clubs, etc.	92%	92%	90%	91%
v. Library facilities	91%	91%	92%	87%
w. Student life program	91%	92%	88%	85%
h. University-based social activities	90%	91%	88%	88%
r. Campus medical services	89%	90%	85%	90%
d. Athletic facilities	88%	88%	90%	82%
i. Campus book stores	85%	85%	83%	88%
u. University residences	83%	86%	80%	77%
t. Food services	70%	71%	67%	70%
g. Parking facilities	51%	55%	37%	47%
Note: Percentages are based on those who have used the service.				

Among disciplines, we find two statistically significant differences in the proportion who are very satisfied with general facilities and services.

- Students in Professional disciplines are most likely to be very satisfied with *campus medical services*, while those in Physical Science are least likely.
- Students in Education are most likely to be very satisfied with *university residences*, while those in Business and Physical Science are least likely.

Table 61: Satisfaction with general facilities and services by discipline		
	Discipline	% very satisfied
Campus medical services	Professional	44%
	Overall	38%
	Physical Science	33%
University residences	Education	54%
	Overall	33%
	Business	25%
	Physical Science	25%

4.5 Use of special services

Table 62 shows undergraduates' use of various special services, which are defined as services that cater to specific groups or types of students.

- The most commonly used special service is *academic advising*, at about 3 in 4 students. No other special service is used by more than 1 in 3 students.
- At fewer than 1 in 10 students, the least used special services are *services for students with disabilities* and *services for First Nation students*.

Table 62: Use of special services Q14				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
a. Academic advising	77%	78%	74%	73%
l. Services for students needing financial aid	34%	36%	32%	24%
q. Study skills/learning support services	32%	31%	33%	34%
p. Career counselling services	24%	24%	23%	26%
b. Tutoring services	22%	22%	25%	22%
n. Services for co-op program, internship, and other practical experiences related to program	21%	19%	30%	20%
s. Employment services	21%	20%	22%	24%
o. Personal counselling services	18%	18%	18%	18%
k. International student services	11%	9%	14%	13%
j. Services for students with disabilities	7%	7%	7%	7%
m. Services for First Nations students	4%	4%	5%	5%

The more students progress in their studies, the more likely they are to have experiences with many of the special services tested, including:

- *Academic advising* - increases from 67% among those in their first year to 85% among those in their fourth year or more.
- *Services for co-op program, internship, and other practical experiences related to program*- increases from 11% among those in their first year to 34% among those in their fourth year or more.
- *Employment services* - increases from 13% among those in their first year to 32% among those in their fourth year or more.

Students' use of two special services varies by discipline. As shown in Table 63:

- Students in Education, Engineering, and Professional disciplines are most likely to use *services for co-op program, internship, and other practical experiences related to program*, while those in Arts and Humanities are least likely.
- Given that those in Engineering and Business are least likely to be Canadian citizens, it is not surprising that they are most likely to have used *international student services*.

Table 63: Use of special services by discipline		
Service	Discipline	Use
Services for co-op program, internship, and other practical experiences related to program	Education	44%
	Engineering	43%
	Professional	36%
	Overall	21%
	Arts and Humanities	12%
International student services	Engineering	19%
	Business	19%
	Overall	11%
	Professional	5%

4.5.1 Satisfaction with special services

The vast majority of students who have used the special services tested are satisfied with them (see Table 64); at least 86% of students are satisfied with each service rated. Among those who have experience with a service, we see the most difference when examining the proportion who are very satisfied with each service.

- More than 9 in 10 students are satisfied with *services for students with disabilities,* including 46% who are very satisfied with their experience.

- At least 1 in 3 are very satisfied with:
  - *personal counselling services,* including 38% who are very satisfied
  - *services for First Nation students,* including 37% who are very satisfied
  - *tutoring services,* including 35% who are very satisfied
  - *academic advising,* including 35% who are very satisfied
  - *international student services,* including 35% who are very satisfied
  - *services for co-op programs, internships, and other practical experiences related to programs,* including 34% who are very satisfied
  - *study skills/learning support services,* including 33% who are very satisfied with their experience

- About 3 in 10 are very satisfied with:
  - *services for students in need of financial aid,* including 31% who are very satisfied
  - *employment services,* including 30% who are very satisfied
  - *career counselling services,* including 30% who are very satisfied

Students attending Group 1 are significantly more likely than Group 2 or 3 students to be very satisfied with:

- *Personal counselling services* – 43% in Group 1 compared to 28% in Group 2 and 30% in Group 3
- *Tutoring services* – 39% in Group 1 compared to 27% in Group 2 and 23% in Group 3
- *Employment services* – 35% in Group 1 compared to 20% in Group 2 and 26% in Group 3

Table 64: Satisfaction with special services (% satisfied or very satisfied) Q14				
	All students	Group		
		1	2	3
q. Study skills/learning support services	93%	94%	93%	89%
m. Services for First Nations students	93%	94%	93%	86%
j. Services for students with disabilities	92%	93%	89%	88%
b. Tutoring services	91%	93%	88%	87%
o. Personal counselling services	90%	93%	86%	83%
k. International student services	90%	91%	90%	83%
p. Career counselling services	89%	89%	88%	89%
s. Employment services	89%	91%	83%	88%
n. Services for co-op program, internship, and other practical experiences related to program	88%	90%	86%	85%
l. Services for students needing financial aid	87%	90%	83%	78%
a. Academic advising	86%	87%	84%	80%
Note: Percentages are based on those who have used the service.				

Although students are more likely to have experience with *services for co-op programs, internships, and other practical experiences related to programs,* the more they progress in their program of study, the proportion who report being very satisfied with this service tends to decrease. About 44% of first-year students are very satisfied with *services for co-op programs, internships, and other practical experiences related to programs,* which is higher than those in their second year (32%), third year (26%), or fourth year or more (37%).

4.5.2 Areas requiring biggest improvements

We asked students to identify the top three areas that require the most improvement at their university. Table 65 shows those facilities and services that at least 5% of students suggest needs improvement.

The two most commonly cited areas for improvement are practical concerns.

- About 4 students in 10 indicates that *parking facilities* are one of the top three priorities requiring improvement, while about 1 in 3 mention *food services* as being a top priority. It is not surprising that these two services are the areas students identify as needing improvement given that they had the lowest proportion of students who are satisfied with them.

The most common improvements related to academics are *academic advising* and *library facilities* at about 1 in 5 students.

Although there were several facilities and services where Group 1 students were more likely to be very satisfied than Group 2 or 3 students, looking at results in Table 65, we find very little difference in the proportions for top three suggestions in each Group.

Table 65: Top three suggested improvements Q14				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
g. Parking facilities	39%	39%	42%	37%
t. Food services	35%	35%	36%	33%
a. Academic advising	22%	21%	23%	28%
v. Library facilities	22%	23%	19%	24%
d. Athletic facilities	15%	15%	12%	20%
l. Services for students needing financial aid	15%	14%	16%	15%
i. Campus book stores	14%	15%	14%	12%
s. Employment services	12%	11%	14%	11%
n. Services for co-op, internship, etc.	12%	11%	12%	13%
h. University-based social activities	11%	11%	12%	10%
u. University residences	10%	10%	10%	12%
q. Study skills/learning support services	10%	10%	10%	11%
p. Career counselling services	10%	10%	10%	10%
b. Tutoring services	9%	9%	9%	9%
c. Computing services	9%	9%	9%	7%
e. Other recreational facilities	8%	8%	7%	5%
w. Student life program	7%	7%	7%	7%
f. Facilities for student associations, clubs, etc.	7%	6%	8%	6%
r. Campus medical services	6%	6%	5%	5%
Other	11%	11%	12%	13%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.				

4.6 Satisfaction with faculty

Students report very high levels of satisfaction with faculty. More than 9 students in 10 agree that:

- *most of their professors are reasonably accessible outside of class to help students*, including 33% who strongly agree
- *most of their professors encourage students to participate in class discussions*, including 39% who strongly agree
- *professors show sensitivity to racial issues*, including 29% who strong agree. Those who self-identify as being a member of a visible minority (23%) are less likely to strongly agree than those who do not self-identify (31%). However, we see very little difference between the two groups in the proportion who strongly disagree (2% among those who self-identify compared to <1% of those who do not self-identify).

About 9 students in 10 (or slightly less) agree that professors:

- *show sensitivity to gender issues,* including 25% who strongly agree; men (27%) and women (25%) are virtually identical in the proportion who strongly agree with this statement
- *treat students as individuals, not just numbers,* including 38% who strongly agree
- *generally look out for students' interests,* including 28% who strongly agree

About 8 in 10 agree that *some professors at their university have had a major positive influence on their academic career*, including 36% who strongly agree.

About 2 students in 3 agree that *some professors have taken a personal interest in their academic progress*, including 25% who strongly agree.

At about 6 in 10, students are least likely to agree they *feel free to turn to some of their professors for advice on personal matters*, including 19% who strongly agree.

In all areas related to statements about professors, students attending Group 1 universities are more likely to strongly agree with statements about their professors than those attending the larger Group 2 and 3 institutions. The differences that are statistically significant include:

- *Most of their professors are reasonably accessible outside of class to help students* – 39% at Group 1 universities compared to 24% at Group 2 and 22% at Group 3 universities
- *Most of their professors encourage students to participate in class discussions* – 44% at Group 1 universities compared to 30% at Group 2 and 29% at Group 3 universities
- *Professors show sensitivity to racial issues* – 34% at Group 1 universities compared to 20% at Group 2 and 21% at Group 3 universities
- *At their university, professors treat students as individuals, not just numbers* – 47% at Group 1 universities compared to 19% at Group 2 and 18% at Group 3 universities
- *Professors generally look out for students' interests* – 33% at Group 1 universities compared to 16% at Group 2 and 16% at Group 3 universities
- *Some professors have taken a personal interest in their academic progress* – 30% at Group 1 universities compared to 16% at Group 2 and 15% at Group 3 universities
- *They feel free to turn to some of their professors for advice on personal matters* – 22% at Group 1 universities compared to 11% at Group 2 and 12% at Group 3 universities

See Table 66.

Table 66: Perception of professors (% agree or strongly agree) Q15				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
j. Most of my professors are reasonably accessible outside of class to help students	93%	95%	90%	91%
c. My professors show sensitivity to racial issues	92%	94%	88%	90%
g. Most of my professors encourage students to participate in class discussions	92%	94%	89%	90%
b. My professors show sensitivity to gender issues	90%	92%	85%	87%
h. At this university, professors treat students as individuals, not just numbers	88%	93%	79%	76%
e. My professors generally look out for students' interests	88%	91%	80%	83%
d. Some professors at this university have had a major positive influence on my academic career	83%	85%	79%	79%
a. Some of my professors have taken a personal interest in my academic progress	67%	73%	55%	58%
f. I feel free to turn to some of my professors for advice on personal matters	59%	63%	50%	49%

Overall, we do not find many differences among disciplines and perceptions of professors. Table 67 shows the two statements where we do find a statistically significant difference in the proportion who strongly agree.

- Students in Education tend to be most likely to strongly agree that their professors *show sensitivity to racial* or *gender* issues (as well as those in Social Science and Arts and Humanities for *sensitivity to racial issues*). Conversely, those in Engineering are least likely to strongly agree with each statement.

  Engineering students have the highest proportion who self-identify as being a member of a visible minority, as well as the highest proportion of male students. For *racial issues*, visible minority students are less likely to strongly agree with this statement, so the low proportion among Engineering students seems logical. However, there is virtually no difference by gender on agreement that *professors show sensitivity to gender issues* and it is difficult to determine the source of this lower rating.

Table 67: Perception of faculty by discipline		
Issue	Discipline	% strongly agree
My professors show sensitivity to racial issues	Social Science	35%
	Education	34%
	Arts and Humanities	34%
	Overall	29%
	Engineering	18%
My professors show sensitivity to gender issues	Education	31%
	Overall	25%
	Engineering	16%

4.6.1 Overall quality of teaching

As Table 68 shows, more than 9 students in 10 agree that they are satisfied with the quality of teaching they have received, including 31% who strongly agree.

Students attending Group 1 (36%) universities are almost twice as likely to strongly agree with this statement compared with those attending Group 2 (20%) or 3 (19%) institutions.

Table 68: Agreement level: Generally, I am satisfied with the quality of teaching I have received Q15M

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Agree strongly	31%	36%	20%	19%
Agree	61%	57%	68%	69%
Disagree	7%	5%	11%	10%
Disagree strongly	1%	1%	2%	2%

4.7 Other perceptions of university

In addition to statements about professors, students also rated eight other statements about learning, participation, and other staff at their university. Table 69 shows the percentage of students who agree with these statements.

More than 9 in 10 students agree that:

- *The university treats students fairly, independently of their gender,* including 41% who strongly agree. Students' perceptions do not vary much by gender, as men (44%) and women (40%) are about equally as likely to strongly agree with this statement.
- *The university treats students fairly, independently of their race*, including 43% who strongly agree. We find that those who self-identify (35%) are less likely to strongly agree with this statement than those who do not (46%).
- *In most of their classes, they have been given the chance to evaluate the course*, including 51% who strongly agree.
- *Their learning experience at the university has been intellectually stimulating,* including 33% who strongly agree.
- *Most university support staff are helpful*, including 29% who strongly agree.

About 8 students in 10 agree that *grading is consistent and fair,* although just 19% strongly agree.

About 7 in 10 agree that *teaching assistants have been helpful in their academic program*. This includes 15% who strongly agree.

Of concern is that about half feel *they get the run around at their university*, although only 10% strongly agree. Conversely, the other half disagree, including 7% who strongly disagree.

Similar to ratings of professors, students attending Group 1 universities are more likely than those attending Group 2 or 3 universities to strongly agree (or in the case of *feeling they get the run around at their university*, strongly disagree) with many of the statements show in Table 69. Differences that are statistically significant include:

- *Their learning experiences at their university have been intellectually stimulating* - 38% at Group 1 universities compared to 24% at Group 2 and 23% at Group 3 universities
- *Grading is consistent and fair at their university* – 23% at Group 1 universities compared to 12% at Group 2 and 11% at Group 3 universities

Table 69: Learning and participation (% agree or strongly agree) Q15

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
s. The university treats students fairly, independently of their gender	96%	97%	95%	95%
r. The university treats students fairly, independently of their race	96%	97%	95%	93%
i. In most of my classes, I have been given the chance to evaluate the course	93%	93%	94%	92%
n. My learning experiences at this university have been intellectually stimulating	93%	94%	89%	91%
o. Most university support staff are helpful	92%	93%	90%	88%
l. Grading is consistent and fair at this university	81%	86%	73%	74%
k. Teaching assistants have been helpful in my academic program	69%	68%	70%	72%
p. I sometimes feel I get the run around at this university	51%	48%	59%	59%

4.8 Areas requiring improvement

We asked students to consider various facilities and services and indicate if each needs no or very little improvement, some improvement, much improvement, or very much improvement. Anyone who did not provide a rating is assumed to have not used the service or facility and therefore is not included in the calculation of the ratings.

4.8.1 Improvement of academic services and facilities

Table 70 shows that at least 9 in 10 students provide a rating of the two academic services tested.

Table 70: Areas requiring improvement: academic services (percent who offered a rating) Q16

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
i. Use of technology in the classroom	91%	89%	95%	92%
a. Emphasis on teaching excellence	90%	88%	93%	92%

Among those who rated them, Table 71 shows the proportion of students who indicate these services need much or very much improvement. In each case, about 1 in 4 say *emphasis on teaching excellence* (8% very much) or *use of technology in the classroom* (7% very much) need much or very much improvement.

Students in Group 2 (12%) and 3 (12%) universities are about twice as likely as Group 1 (7%) students to indicate that very much improvement is needed in *emphasis on teaching excellence*.

Table 71: Areas requiring improvement: academic services (% much or very much) Q16

	All students	Group		
		1	2	3
a. Emphasis on teaching excellence	23%	19%	32%	30%
i. Use of technology in the classroom	23%	21%	27%	25%
Note: Percentages are based on those who offered a rating.				

Students in Engineering (17%) are most likely to say that *emphasis on teaching excellence* needs very much improvement. Conversely, Arts and Humanities and Social Science program students are least likely (7% each).

4.8.2 Work-study programs

In Table 72, we present the percentage of students who rated each of four work-study programs. In each case, between 72% and 75% provide a rating.

Table 72: Areas requiring improvement: work/employment programs (percent who offered a rating) Q16

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
j. Work opportunities on campus	75%	73%	81%	76%
g. Work-study opportunities	75%	73%	82%	77%
e. Opportunities for study abroad	74%	73%	77%	75%
f. Student employment services	72%	70%	79%	74%

Most students do not appear to think much improvement is needed in areas related to work-employment programs, although more so than academic programs. As Table 73 shows, of the students who provide a rating:

- More than 1 in 3 say much improvement is needed for *work-study opportunities* (including 13% who say very much) or *work opportunities on campus* (13% very much).
- About 1 in 3 say *student employment services* need much or very much improvement, including 10% who say very much is needed.
- Three in 10 say *opportunities to study abroad* need improvement, including 11% who say very much is needed.

Table 73: Areas requiring improvement: work/employment programs (% much or very much) Q16				
	All students	Group		
		1	2	3
g. Work -study opportunities	36%	34%	39%	42%
j. Work opportunities on campus	35%	31%	42%	42%
e. Opportunities for study abroad	30%	31%	30%	30%
f. Student employment services	32%	30%	35%	38%
Note: Percentages are based on those who offered a rating.				

4.8.3 Other issues

Table 74 shows some other issues tested for improvement with students and the proportion of students who provide ratings. Again, the majority of students could rate each, although it ranges from 74% to 90% of students among the four other issues.

Table 74: Areas requiring improvement: other issues (percent who offered a rating) Q16				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
c. Emphasis on academics	90%	89%	93%	91%
b. Sense of community among students	89%	87%	93%	89%
d. Opportunities for a social life	85%	84%	90%	86%
h. University spending on financial aid	74%	72%	78%	76%

Among students who provide a rating:

- About 4 students in 10 report much improvement is needed to *university spending on financial aid*, including 18% who say it needs very much improvement. Both proportions are highest among all areas tested, including work-study and academic areas.

- About 3 in 10 say that much improvement is needed to the *sense of community among students*, including 12% who say it needs very much improvement. Students attending Group 1 universities (9%) are about half as likely as Group 2 (17%) or Group 3 (15%) students to say this area requires very much improvement.

- About 1 in 4 thinks there needs to be improvement in the *opportunities for a social life*, including 10% who say it needs it very much improvement.

- About 1 in 5 think there needs to be improvement in the *emphasis on academics*, including 6% who think it needs very much improvement. Group 2 (7%) and Group 3 (8%) students are about twice as likely as Group 1 (5%) students to say *emphasis on academics* needs very much improvement.

See Table 75.

Table 75: Areas requiring improvement: other issues (% much or very much) Q16				
	All students	Group		
		1	2	3
h. University spending on financial aid	41%	39%	46%	48%
b. Sense of community among students	29%	25%	39%	36%
d. Opportunities for a social life	27%	24%	36%	28%
c. Emphasis on academics	19%	16%	25%	23%
Note: Percentages are based on those who offered a rating.				

4.8.4 Top priorities for improvements

From the list of services and facilities tested, we asked students to choose three that have the greatest need for improvement. Overall, many areas are selected by students. Table 76 shows only those areas selected by at least 5% of students.

The most commonly selected areas for improvement include:

- *University spending on financial aid* at almost 4 in 10 students
- *Work-study opportunities* at about 3 in 10 students
- *Emphasis on teaching excellence*, *work opportunities on campus*, and *sense of community among students* at just over 1 in 4 students

Although a test of statistical significance cannot be performed on this question, we do not see many differences in the priorities selected by students attending either a Group 1, 2, or 3 university.

Table 76: Top three areas requiring improvement Q16				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
h. University spending on financial aid	38%	38%	37%	39%
g. Work study opportunities	31%	32%	27%	30%
a. Emphasis on teaching excellence	28%	25%	33%	33%
j. Work opportunities on campus	27%	26%	30%	30%
b. Sense of community among students	27%	25%	31%	26%
i. Use of technology in the classroom	25%	26%	24%	23%
f. Student employment services	25%	25%	24%	23%
d. Opportunities for a social life	24%	23%	27%	23%
e. Opportunities for study abroad	23%	25%	17%	20%
c. Emphasis on academics	19%	18%	21%	22%
Other mentions	9%	9%	9%	10%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.				

5.0 University experience

In this section, we report on students' involvement in campus activities and their self-reported development while at university.

5.1 Involvement in campus activities

The tables in this section show students who report attending various campus activities often or very often. Table 77 shows students' involvement in four campus activities. Overall:

- About 6 students in 10 (59%) have *attended campus lectures* (in addition to regular classes) at least occasionally during the current academic year. This includes about 1 student in 4 who has done so often or very often.
- Similarly, about 6 in 10 (61%) have *attended campus social events* at least occasionally during the current academic year. This includes about 1 in 5 who reports attending such events often or very often.
- About half (52%) have attended *campus cultural events* at least occasionally, including about 1 in 7 who has done so often or very often. Students in Arts and Humanities (25%) are the most likely to report attending campus cultural events often or very often, while those in Professional programs (9%) are the least likely to report the same.
- Four students in 10 (39%) have *attended home games of university athletic teams* at least occasionally during the current academic year. This includes about 1 student in 6 who has done so often or very often.

Table 77: Involvement in campus activities (% often or very often) Q17

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
b. Attended campus lectures (in addition to regular classes)	23%	21%	29%	25%
a. Attended campus social events	20%	21%	18%	15%
g. Attended home games of university athletic teams	16%	18%	10%	14%
c. Attended campus cultural events	15%	17%	12%	15%

Table 78 shows those students who are involved often or very often in student-based activities.

- Four students in 10 (40%) report participating in *on-campus student recreational and sports programs* at least occasionally during the current academic year, including about 1 student in 5 who has done so often or very often.
- Similarly, about 4 in 10 (42%) have participated in *student clubs* at least occasionally, including 1 in 5 who reports participating often or very often.
- Fewer than 1 in 5 (16%) reports participating at least occasionally in *student government*, including more than 1 in 20 who participates often or very often.

Table 78: Involvement in student activities (% often or very often) Q17				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
f. Participated in on-campus student recreational and sports programs	18%	17%	19%	21%
e. Participated in student clubs	18%	18%	18%	17%
d. Participated in student government	5%	5%	6%	6%

Of interest, participation in these activities does not appear to significantly differ by students' year of studies. One might expect that as students progress in their studies, they would have more opportunities to take part in many of the activities shown above, but this is not the case.

Male students (49%) are more likely than female students (35%) to report participating in *on-campus student recreational and sports programs*. In fact, 25% of male students report doing so often or very often, compared to 14% of female students.

As might be expected, older students are much less likely to be involved in on-campus activities. This likely reflects the obligations of older students who are more often going to school part time, working full time, and have children. For example, students 26 and older (31%) are significantly less likely than those 19 or younger (70%) to have attended a *campus social event*. Similar patterns are found in *attending campus cultural events, attending homes games of university athletic teams*, and *participating in on-campus recreational and sports programs*.

5.2 Volunteer activities

Table 79 shows those students who report volunteering either on or off-campus often or very often. Over half (55%) report at least occasionally volunteering either on or off-campus, including about 1 in 4 who do so often or very often. There is significant crossover among those volunteering on and off-campus.

- Just less than half (46%) of students report participating at least occasionally in off-campus community service volunteer activities during the current academic year, including almost 1 in 5 who has done so often or very often. Participation in off-campus community service volunteer activities appears to increase as students make their way through their program. While 36% of first-year students are involved at least occasionally, 55% of students in their fourth year or more report the same.
- About 4 in 10 (38%) have participated at least occasionally in on-campus community service or volunteer activities during the current academic year, including over 1 student in 10 that has done so often or very often.

Table 79: Involvement in community service/volunteer activities (% often or very often) Q17				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
i. Participated in off-campus community service/volunteer activities	18%	18%	21%	17%
h. Participated in on-campus community service/volunteer activities	12%	12%	13%	12%
Participated in on/off-campus community service/volunteer activities	23%	23%	25%	22%

As mentioned, just over half report some hours devoted to community service or volunteer activities in a typical week. Table 80 shows the number of hours students participate in community service or volunteer activities.

- Overall, most often students volunteer five hours or less a week, but 1 in 10 are involved for six or more hours a week.
- The typical student spends about two hours per week volunteering. Among those who report community service and volunteer activity, the average doubles to four hours.

Table 80: Average number of hours engaged in community service or volunteer activities per week Q18				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
None	46%	47%	44%	46%
1 or 2	26%	26%	24%	28%
3 to 5	18%	17%	20%	18%
6 or more	10%	10%	12%	8%
Average hours (all respondents)	2.2	2.1	2.6	2.1
Average hours (those who participate)	4.1	4.0	4.7	3.9

5.3 Student development

While it is expected that the university experience will result in the academic development of students, their experience can also contribute to students' development in various skills not necessarily directly related to their academic endeavours. These include communication skills, analytical and learning skills, and life skills. We asked students to rate how much their university contributed to their development in 24 skill areas.

5.3.1 Academic skills

In Table 81, we report on the four academic skills tested.

- About 6 in 10 say their university contributed much or very much to their *ability to access information*, including 20% who say it contributed very much.
- About 3 in 10 say their university contributed much or very much to their:
  - *computer literacy skills*, including 10% who say it contributed very much
  - *mathematical skills*, including 10% who say it contributed very much
- Less than 1 in 5 say their university contributed much or very much to their *second or third language skills*, including 6% who say it contributed very much.

Table 81: Contribution to academic skills (% much or very much) Q19

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
k. Ability to access information	59%	61%	56%	54%
r. Computer literacy skills	31%	31%	33%	30%
i. Mathematical skills	29%	29%	31%	32%
j. Second or third language skills	17%	16%	19%	20%

5.3.2 Communication skills

We asked students to rate the contribution their university made in developing three communication skills.

- About 6 in 10 say their university contributed much or very much to their *written communication skills*, including 21% who say it contributed very much.
- Slightly less than half say their university contributed much or very much to their:
  - *oral communication skills*, including 16% who say it contributed very much.
  - *cooperative interaction in groups*, including 15% who say it contributed very much

See Table 82.

Table 82: Contribution to communication skills (% much or very much) Q19

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
a. Written communication skills	58%	61%	52%	53%
b. Oral communication skills	47%	49%	45%	41%
g. Cooperative interaction in groups	47%	49%	46%	39%

As students progress in their studies, they are more likely to say their university has contributed much or very much to the development of all these communications skills.

- In particular, the proportion of students who say their university has contributed much or very much to the development of their *oral communication skills* increases from 37% among first-year students to 59% of students in their fourth year or more.
- Similarly, the proportion of students who report their university has contributed much or very much to the development of *cooperative interaction in groups* increases from 40% among first-year students to 57% of students in their fourth year or more.

5.3.3 Analytical and learning skills

The vast majority of students report that their university has contributed at least some to five analytical and learning skills. When looking at those who say their university contributed much or very much, we find:

- About 6 in 10 say it contributed to their *thinking logically and analytically*, including 22% who say their university contributed very much.

- Just over half say their university contributed to:
  - *identifying and solving problems*, including 16% who say their university contributed very much
  - *effective study and learning skills*, including 17% say their university contributed very much
  - *skills for planning and completing projects*, including 16% who say their university contributed very much

- Just less than half say it contributed to their *ability to understand abstract reasoning*, including 14% who say their university contributed very much.

See Table 83.

Table 83: Contribution to analytical/learning skills (% much or very much) Q19

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
e. Thinking logically and analytically	61%	63%	60%	55%
m. Identifying and solving problems	53%	54%	51%	47%
c. Effective study and learning skills	51%	53%	47%	48%
l. Skills for planning and completing projects	51%	53%	48%	47%
d. Ability to understand abstract reasoning	47%	48%	45%	40%

5.3.4 Life skills: work and knowledge skills

We have broken life skills into two broad groups. The first deals with work and knowledge skills.

- Almost 6 in 10 say their university contributed much or very much to *working independently*, including 22% who say it contributed very much.
- Half say their university contributed much or very much to *persistence with difficult tasks*, including 16% who say it contributed very much.
- More than 4 in 10 say their university contributed much or very much to *general skills and knowledge relevant for employment* including 15% who say it contributed very much.
- One in 3 say their university contributed much or very much to *living in an international world*, including 12% who say it contributed very much.
- Three in 10 say their university contributed much or very much to *appreciation of the arts*, including 12% who say it contributed very much.

See Table 84 for results.

Table 84: Contribution to life skills: work and knowledge (% much or very much) Q19

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
f. Working independently	58%	59%	55%	55%
o. Persistence with difficult tasks	50%	51%	48%	45%
s. General skills and knowledge relevant for employment	45%	47%	41%	40%
v. Living in an international world	34%	34%	34%	31%
t. Appreciation of the arts	30%	33%	26%	25%

5.3.5 Life skills: personal and relationship skills

We had students consider the contribution their university made to seven other life skills, which focused on personal and relationship skills.

- Half say their university contributed much or very much to their *personal time management skills*, including 18% who say it contributed very much.
- Just less than half say their university contributed much or very much to their *self-confidence*, including 15% who say it contributed very much.
- Just over 4 in 10 say their university contributed to their:
  - *interpersonal skills*, including 14% who say their university contributed very much
  - *moral and ethical development*, including 15% say their university contributed very much
- About 4 in 10 say their university contributed much or very much to their *leadership skills*, including 14% who say it contributed very much.
- About 1 in 3 say their university contributed much or very much to their *ability to address issues in their personal life*, including 11% who say it contributed very much.
- About 1 in 4 say their university contributed much or very much to their *spiritual development*, including 10% who say it contributed very much. Students attending Group 1 universities are more likely than those attending a Group 2 or 3 university to report that their university contributed much or very much to their spiritual development.

See Table 85 for complete results.

Table 85: Contribution to life skills: personal and relationship (% much or very much) Q19

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
n. Personal time management skills	50%	52%	45%	47%
x. Self-confidence	46%	49%	40%	37%
u. Interpersonal skills	44%	47%	40%	36%
q. Moral and ethical development	43%	47%	36%	31%
p. Leadership skills	39%	42%	34%	33%
h. Ability to address issues in personal life	33%	36%	28%	26%
w. Spiritual development	23%	28%	14%	13%

As student progress in their studies, they are more likely to attribute the development of *leadership skills* to their institution. The proportion of students who report their university has contributed much or very much to the development of their *leadership skills* increases from 31% of first-year students to 49% of students in their fourth year or more.

5.3.6 Development by discipline

Reported contribution of universities to students' development varies significantly by discipline on a number of skills.

- Far more students in Engineering or Physical Science programs report that their university contributed much or very much to their development of *computer literacy* and *mathematical skills.* Conversely, for these same two academic skills, those in Arts and Humanities programs are the least likely to report their universities contributed much or very much.

- When comparing contribution to communication skills by discipline we find that slightly more students in Arts and Humanities and Social Science credit their universities with contributing much or very much to their development of *written communication skills*. Students in Engineering and Physical Science programs are much less likely to report the same.

- It is much more common for students in Professional or Education programs to report that their university has contributed much or very much to their development of *general skills and knowledge relevant for employment,* while this is least common among students in Arts and Humanities programs.

- Those in Arts and Humanities programs are the most likely to indicate that their university has contributed much or very much to their *appreciation of the arts,* while those in Engineering programs are the least likely.

- Students in Professional programs are more likely to credit their university with contributing much or very much to their *moral and ethical development*. The opposite is true of students in Engineering and Physical Science disciplines, who are least likely to say the same.

See Table 86 on the next page.

Table 86: Contribution to develop of skills by discipline		
Contribution to…	**Discipline**	**% much or very much**
Computer literacy skills	Engineering	49%
	Physical Science	42%
	Overall	31%
	Arts and Humanities	24%
Mathematical skills	Engineering	69%
	Physical Science	63%
	Overall	29%
	Arts and Humanities	12%
Written communication skills	Arts and Humanities	65%
	Social Science	64%
	Overall	58%
	Physical Science	46%
	Engineering	39%
General skills and knowledge relevant for employment	Professional	62%
	Education	57%
	Overall	45%
	Arts and Humanities	39%
Appreciation of the arts	Arts and Humanities	49%
	Overall	30%
	Engineering	11%
Moral and ethical development	Professional	54%
	Overall	43%
	Engineering	32%
	Physical Science	31%

6.0 Overall satisfaction

Below, we consider various aspects of students' satisfaction with their university.

6.1 Concern with students as individuals

Students, like most people dealing with an organization, want to feel they are more than just a number. We asked students to rate how satisfied they are in terms of the concern shown by their universities for them as individuals.

- Overall, about 3 students in 4 report they are satisfied or very satisfied with their universities in this regard, including 26% who are very satisfied.
- One student in 5 is dissatisfied with the concern shown for him or her as an individual, including 5% who are very dissatisfied.

There are significant differences in student satisfaction depending on their university size. Smaller institutions generally have a higher proportions of students who are satisfied. Students attending Group 1 universities are more than twice as likely as students attending Group 2 and almost three times as likely as students attending Group 3 universities to report being very satisfied with the concern shown to them as individuals. Conversely, students attending Group 3 and Group 2 institutions are more likely to report being dissatisfied or very dissatisfied.

See Table 87.

Table 87: Satisfaction with concern shown by the university for students as individuals Q13H

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Very satisfied	26%	32%	14%	12%
Satisfied	48%	46%	52%	50%
Dissatisfied	15%	11%	20%	23%
Very dissatisfied	5%	4%	7%	8%
Don't know	6%	6%	7%	7%

6.2 Students feel like part of the university

A feeling of belonging is an important part of students' satisfaction with their university experience. We asked students if they feel as if they are part of the university.

- Overall, about 8 students in 10 agree they feel as if they are part of the university, including 27% who strongly agree.
- Almost 1 student in 5 disagrees that he or she feels like part of the university, although only 3% of students strongly disagree.

Students attending Group 1 universities are much more likely to strongly agree that they feel like part of their university than either Group 2 or 3 students. See Table 88.

Table 88: Agreement level: I feel as if I am part of the university Q15Q

	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Agree strongly	27%	31%	18%	17%
Agree	54%	52%	57%	59%
Disagree	17%	15%	22%	21%
Disagree strongly	3%	2%	3%	4%

Feeling that they are part of the university does not increase the more students advance in their program. Overall, students are no more likely to agree or strongly agree that they feel they are part of the university whether they are in their first year of studies or in their fourth year or more.

Those students who agree, and in particular, agree strongly are more likely to participate in activities that might make them feel like they are part of the university. As Figure 2 shows, those who agree strongly are much more likely to participate at least occasionally in campus activities, such as *attending home games of university athletic teams, participating in recreational and sports programs, participating in student clubs, attending cultural events,* and *attending campus social events*.

Conversely, those who disagree that they feel as if they are part of the university are much less likely to participate even occasionally.

For example, 76% of students who agree strongly that they feel part of their university have participated at least occasionally in *campus social events*, including 38% who have done so often or very often. On the other hand, only 44% of those who disagree that they feel part of their university have participated in such events, including only 7% who report doing so often or very often.

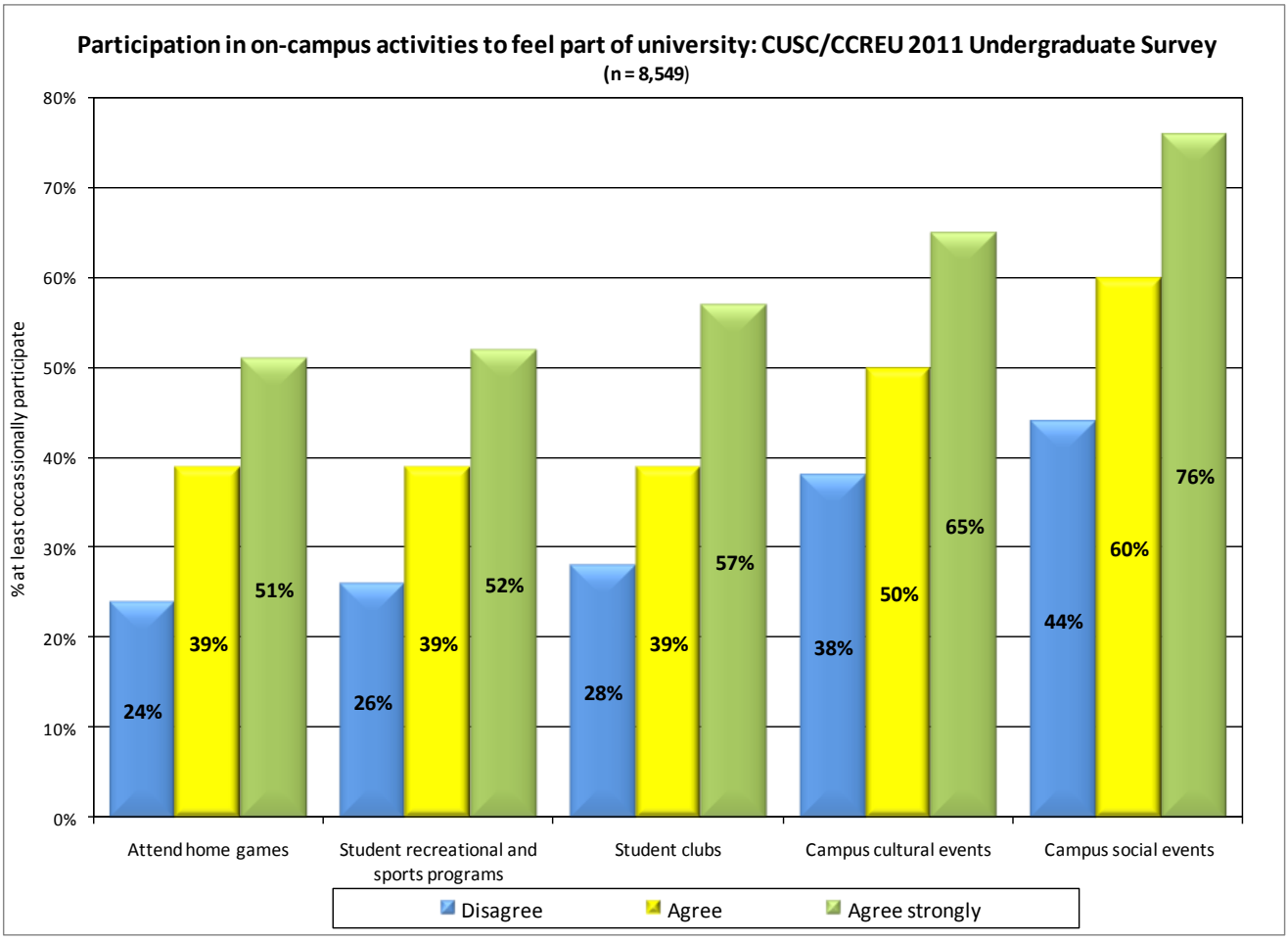

Figure 2

6.3 Satisfaction with choice of university

Generally, students appear satisfied with their choice of university. We asked students to rate their level of agreement with the statement "*I am satisfied with my decision to attend this university*."

- More than 9 students in 10 agree with this statement, including more than 43% who strongly agree.
- Few disagree that they are satisfied with their choice of university, including just 1% who disagree strongly.

Given that Group 1 students provide more positive ratings for many aspects of their university experience, it may not be surprising that they are more likely to strongly agree that they are satisfied with their decision to attend their university than those attending Group 2 or 3 institutions. See Table 89.

Table 89: Agreement level: I am satisfied with my decision to attend this university Q15T				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Agree strongly	43%	49%	31%	31%
Agree	50%	45%	59%	60%
Disagree	6%	5%	9%	7%
Disagree strongly	1%	1%	1%	2%

6.4 Overall quality of education

We asked students to rate their satisfaction with the overall quality of education they receive from their university. As shown in Table 90:

- Overall, over 9 students in 10 are at least satisfied with the overall quality of the education they have received at their university. This includes 33% who are very satisfied.
- About 1 student in 20 is dissatisfied, including just 1% who are very dissatisfied.

Regardless of university groups, students are equally likely to be at least satisfied with the overall quality of their education. However, those attending Group 1 universities are more likely than those attending Group 2 or 3 universities to be very satisfied.

Table 90: Satisfaction with overall quality of education Q20				
	All students (n=8,549)	Group		
		1 (n=5,667)	2 (n=1,837)	3 (n=1,045)
Very satisfied	33%	40%	19%	21%
Satisfied	60%	55%	71%	70%
Dissatisfied	4%	3%	6%	6%
Very dissatisfied	1%	<1%	1%	1%
Don't know	2%	1%	2%	2%

Not unexpectedly, those who are dissatisfied with the overall quality of education are more likely to not be satisfied with their decision to attend this university.

- Of those who are very satisfied with the overall quality of education, 83% agree strongly with their decision to attend this university.
- Conversely, of those who are dissatisfied with the overall quality of education just 3% strongly agree that they are satisfied with their decision to attend this university.

Those who are dissatisfied with the quality of education are also less likely to be satisfied with the concern shown them by the university and less likely to agree that they feel part of their university.

6.5 Intentions to continue studies at their university

One measure of student satisfaction may be students' intention to continue their studies at their current university. Although it must be acknowledged that other factors also play a role, their intention to return to their current university is another indicator of satisfaction.

- Among student who were not graduating in the 2010–2011 academic year, almost 9 in 10 report they intend to return to their current university to continue studies in the 2011–2012 academic year.
- Among all students, 9 in 10 plan to complete a degree at their current university.

Table 91: Intention to continue studies

	All students (n=8,549)	Group 1 (n=5,667)	Group 2 (n=1,837)	Group 3 (n=1,045)
Intend to return to this university to continue studies in the 2011–2012 academic year Q56*				
Yes	87%	85%	90%	89%
No	5%	6%	4%	4%
Not sure/undecided	8%	9%	6%	6%
Plan to complete degree at this university Q9				
Yes	87%	85%	92%	89%
No	5%	6%	2%	3%
Not sure	9%	10%	6%	8%

* Those who indicated that they were graduating in 2010–2011 have been removed from the calculation.

Regardless of discipline, the vast majority of students plan to complete their degree at their current university. However, depending on the discipline the proportion is significantly different. As shown in Table 92, almost all students in Professional programs plan to complete their degree at their current university, compared to about 8 in 10 in the Biological Science.

In part, students might be confusing this question with the highest level of education they plan to complete. Those in Biological Science and Engineering, were the most likely to say they were planning on completing a post-secondary education beyond a bachelor's degree, and are least likely to say they plan on completing their degree at their university. Perhaps some students interpreted this question as completing all their planned education at their current university.

Table 92: Plan to complete degree at current university by discipline

	Plan to complete at current university
Professional	98%
Education	94%
Business	90%
Social Science	90%
Arts and Humanities	87%
Overall	87%
Engineering	85%
Physical Science	84%
Biological Science	81%

First-year students are less likely to know their future plans than those in subsequent years. While about 3 in 4 first-year students plan to complete a degree at their current university, slightly more than 1 in 4 either has no such plans or are not sure. Not surprisingly, the longer a student remains at their current university the more likely they are to plan to complete their degree at this institution.

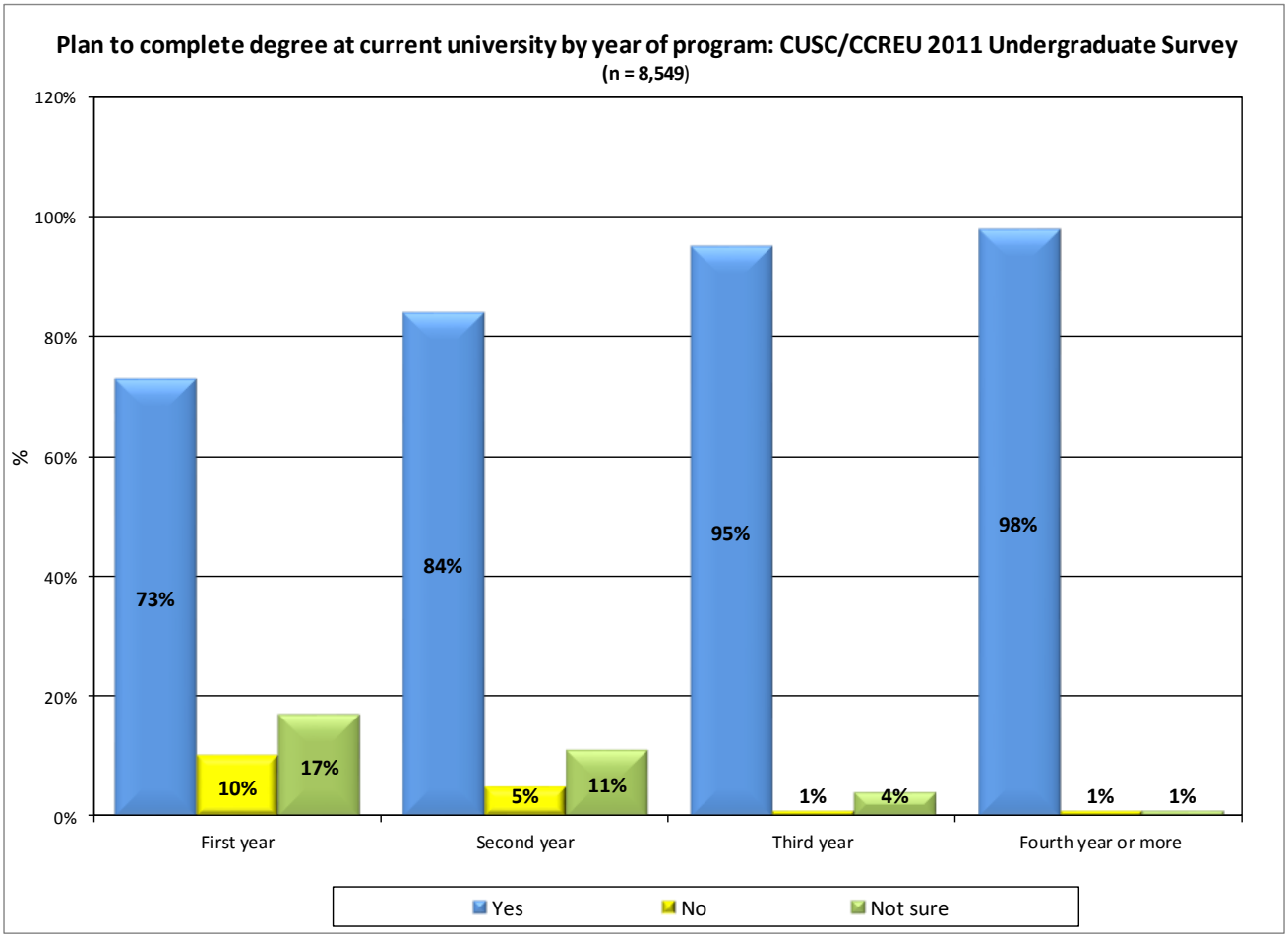

Figure 3

Among those who do not plan to complete a degree at their current university, almost 9 in 10 say it is because they plan on transferring to another post-secondary institution. Others appear to be stopping their education, at least temporarily, because of financial reasons, the desire to travel, family reasons, or employment opportunities. See Table 93.

Table 93: Reasons for not completing degree at this university Q57

	All students	Group		
		1	2	3
Transferring to another post-secondary institution	86%	87%	85%	80%
Financial reasons	6%	7%		10%
To travel	3%	3%	8%	
Other family reasons	4%	3%	8%	3%
Employment	2%	2%	5%	3%
To have/raise children	<1%	<1%		
Illness	<1%	<1%		
Required to withdraw by the university	<1%		3%	
Other reasons	18%	19%	13%	20%

Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.
Note: Percentages are based on those who do not plan to complete their degree at this university.

7.0 Conclusion

In 2011, similar to past years, the majority of students are very positive about their educational experiences. Starting with experiences with faculty and in-class academic experiences, in most key areas, universities perform very well. Specifically, more than 9 in 10 are satisfied with *the overall quality of the education they have received at their university* and *their decision to attend their university*. In the end, this overall level of satisfaction leads almost 9 in 10 to say they plan on returning to their university the next year and completing their degree at their university.

However, there are some areas where universities may be able to assist students in continuing their education.

- *Preparation for employment*. Although many students have taken steps to prepare for employment, more than 4 in 10 do not have a resumé or CV or have not talked to professors about their career. In addition, 6 in 10 have not attended an employment fair and 7 in 10 have not met with a career counsellor. When this is coupled with the fact that 1 in 5 students perceive there to be few or very few jobs in their field, universities might be able to do more to assist students in preparing for employment.

- *Balancing academics and work*. Although many students appear to be able to find a balance between academics and work, mainly by decreasing their work hours or attending university part time, there is a large proportion of students who are attending university full time and working more than 20 hours per week. These students are most likely to say that their work has a negative impact on their academic performance. A better balance of academics and work would help a significant proportion of students. Universities should consider what they can do to assist in this regard.

- *University spending on financial aid*. Somewhat related to helping students achieve a better balance between academics and work is students desire to see universities improve on spending on financial aid. Among aspects of the university tested, it is one of the most commonly mentioned areas for the university to improve (ranks just behind parking facilities). Increased spending on financial aid might help students decrease hours required to work outside of class, while potentially helping those students who are relying on multiple sources to finance their education. The more sources students use, the more likely they are to be concerned with having enough funding to complete their education. By allowing students to rely more on university financial aid, it may allow students to decrease the number of sources they need to complete their university degree.

While this report provides the results for every question asked, there is a wealth of information that requires further analysis. One of the values of CUSC/CCREU surveys for participating universities is to examine results at the institution level and compare them to their Group (or Groups based on their own creation using the data supplied to each institution). This data also provides an opportunity to examine the attitudes and behaviours of subgroups of students, such as by year of program, age, or Aboriginal status.

As an example, understanding how students' perspectives change as they advance in their studies is of particular value as it allows universities to respond to these differing needs. We have outlined in this report that there are many differences as students progress in their studies; sometimes these results are expected (e.g., increased debt-load), while others are not (e.g., student engagement does not appear to increase). Similarly, the needs of older students appear to be much different from those just out of high school.

Understanding how student characteristics influence attitudes and behaviours is important for universities to determine how they may help students return for another year of study and, ultimately, complete their degree at their university.