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GRADUATING STUDENTS SURVEY
2006

Master Report

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Prepared for:

Canadian Undergraduate Survey Consortium ©

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CANADIAN UNDERGRADUATE SURVEY CONSORTIUM ("CUSC")

PROTOCOL FOR DATA USE

Members of the consortium are bound by the following protocol 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. The purpose of the survey is to produce data that will allow participating institutions to assess their programs and services. Comparisons with other institutions are made to assist in these assessments. Ranking of institutions is not, in itself, a purpose of the survey.

2. The survey data are owned collectively by the participating institutions.

3. The report that has been prepared may be reproduced and distributed freely on the campuses of participating institutions. However, use of the institutional code key is restricted to members of the steering committee and senior administration at the various campuses on a confidential basis.

4. Institutions will receive a data package that includes data for all participating institutions along with the institutional identifiers so that appropriate institutional comparisons can be made by each institution. This must be done in a way that protects the confidentiality of the institutional identities and respects the absolute right of each institution to decide what portions of its data should be disclosed.

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6. Access to the aggregate data for research purposes may be granted to interested persons provided that the intended use is a legitimate, non-commercial one, the researcher is qualified and agrees to acknowledge the ownership of the data by participating universities and to provide the consortium with a copy of any report or publication that is produced. Decisions on such requests will be made by a sub-committee consisting of Michael O'Sullivan, Dan Pletzer, and Lynn Smith with consultation with members of the full CUSC committee (all participating institutions) in the case of requests that seem problematic.

DEDICATION

This report is dedicated to the founding members of the Canadian Undergraduate Survey Consortium: Garth Wannan, Eric McKee and Dennis Domoney. In 1994, Garth, Eric and Dennis shared a vision to create a broad and dynamic base of data on the Canadian undergraduate student experience, and they achieved it. These three leaders leave as part of their legacy to their individual institutions as well as to the Canadian university system a valuable contribution to ongoing Canadian institutional research.

PRA Inc.

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EXECUTIVE SUMMARY

Introduction

This is the twelfth cooperative study undertaken by the Canadian Undergraduate Survey Consortium (CUSC). Since 1996, the survey has run in a three-year cycle, with different student populations targeted each year: all undergraduates, first-year undergraduate students, and graduating students. This year's study presents the results for students graduating in 2006. A survey of graduating students was last conducted in 2003.

The 2006 survey involved 25 universities. Traditionally, this has been a paper-based survey, which universities have mailed to students. This was the first year that universities could choose to administer the survey using either a paper-based or an on-line version of the questionnaire. Universities participating in the paper-based survey distributed packages consisting of a cover letter, questionnaire, and a postage-paid, self-addressed return envelope to a sample of about 1,000 graduating students. Those participating in the web-based survey provided PRA Inc. with e-mail addresses for a random sample of up to 1,000 graduating students, an electronic logo for their university, and an electronic signature of a university official. PRA managed the on-line survey, which involved liaising with universities and the company that hosted the on-line survey.

Overall, the response rate was 45% and produced a sample of approximately 10,500 students.

Profile of graduating students

Personal profile

The typical graduating student is a single female, studies in English, and is almost 24 years old. About two-thirds of responding students are female; one-third are male. Although the average age is slightly less than 24, in fact, three-quarters of students are 24 years of age or younger. Just over 8 students in 10 are single, that is, are not married or living common-law. In their last undergraduate year, over half of students are living independently. The remaining 4 students in 10 live with their parents.

Even though many students are not living with their parents, they typically do not relocate great distances to attend university. Indeed, the vast majority of students report attending a university in their province of permanent residence.

Academic profile

Typically, students are majoring in a Social Science, Arts and Humanities, or Business program (although many other disciplines are represented), are studying full-time on a four-year degree, and have an average grade of about a B+.

The average length of the degree programs that students are enrolled in is 3.8 years. However, the typical student has spent additional time at his/her current university, having attended the institution for an average of 4.5 years. Indeed, the typical student reports first starting his/her post-secondary studies – not necessarily at his/her current university – in 2000. This may be

partly explained by the fact that some students are part-time, but also that slightly more than one-fifth of students have interrupted their studies for one or more terms, most commonly for reasons related to employment, financing, or travel.

Academic activities

We asked students to assess the contribution of 17 academic activities to their personal growth and development. For the most part, students think that academic activities at their university, especially experiences with faculty, have contributed to their personal growth and development.

Of the academic activities students participate in, five stand out as contributing very much to students' personal growth and development: faculty knowledge of discipline, faculty enthusiasm for material, classroom instruction, co-op or internship programs and written essays and assignments. In each case, half or more of those who provide a rating indicate that these activities contribute very much to their personal growth and development. For example, of those who rate faculty's knowledge of their discipline, 6 students in 10 indicate that such programs contribute very much to their growth.

Extra-curricular activities

We asked students to rate the impact of 19 extra-curricular activities on their personal growth and development. In general, most students rate most extra-curricular activities as having little impact on their growth and development, with a few exceptions.

Among students who have experience with extra-curricular activities, the activities that have the greatest impact are: international placements or exchanges, interactions with other students, and living on campus. In each case, about half or more of those who provide a rating indicate that the activity contributed very much to their personal growth and development. For example, of those who participate in international placements or exchanges (9% of all students), over 7 in 10 report that such placements contributed very much to their growth.

However, two of these activities are experienced by a small subset of students. The activities that have the greatest impact on the most students are: interactions with other students, exposure to students from different cultures, and participating in on-campus student recreational and sports programs. Among these extra-curricular items, the one that appears to have the greatest impact on the most students is interaction with other students. Almost 6 in 10 report that such interactions contributed very much to their growth. As such, students are more likely to credit these interactions than any other academic or extra-curricular activities with contributing very much to their growth.

Use of and satisfaction with facilities and services

We asked students to rate their use of and satisfaction with 17 different facilities and services at their universities. Some services, by their very nature, are used by almost all students, while others are used by students who specifically require these services.

Overall, the majority of students who used the services are satisfied with each of the services tested. The services with the highest proportion of students who indicate that they are very satisfied are: services for students with disabilities, campus medical services, library facilities, and co-op programs. In each case, among those students with experience using the service, one-third or more report that they are very satisfied with it.

Skill growth and development

We asked students to grade their universities in terms of contributing to their growth and development of 33 specific skills.

On average, universities receive their highest marks from students for contributing to students' growth and development in: working independently, broad knowledge of their major field of study, and thinking logically and analytically. In each case, among the students who provide a rating, at least 8 out of 10 rate their university as doing a good or excellent job.

Universities also receive good marks from students for contributing to students' growth and development in the following areas: ability to access information, written communication skills, accepting people from different cultures, skills for planning and completing projects, ability to understand abstract reasoning, commitment to lifelong learning, and cooperative interaction in groups. In each case, among the students who provide a rating, at least 7 in 10 rate their university as doing a good or excellent job.

Students rate their universities particularly poorly in terms of their institutions' contribution to growth and development in these areas: mathematical skills, appreciation of the arts, second or third language skills, entrepreneurial skills, and spiritual development. In each case, less than half rate their university as doing a good or excellent job. In the case of entrepreneurial and spiritual skills, less than one-third rate their university as doing at least a good job. In each of these skill areas, students' assessment of their university's contribution varies by discipline.

Student satisfaction

Many students credit their university with playing an important role in their growth and development. Thus, it is not surprising that for the most part, students are satisfied with their university experiences.

Most students are very positive about their experience with their professors. In particular, the vast majority of students agree that their professors seem knowledgeable in their fields, communicate well in their teaching, and are reasonably accessible outside of class. Many students also report that some professors have a major positive influence on their academic career.

Students' generally positive assessment of their professors reflects the fact that the vast majority of students are satisfied with the quality of the education they received from their university (89%) and agree that their learning experience at university was intellectually stimulating (90%). According to students, the weakness of some of their professors is that they are not

knowledgeable of career opportunities in their field. While a majority agree with the statement, about 1 student in 3 disagrees.

As previously discussed, most students believe that interaction with other students has contributed very much to their personal growth and development. Thus, it is important to note that most (83%) also report that they are satisfied with the opportunity to develop lasting friendships.

Feelings of inclusion at a university, on campus, and among one's peers can influence students' overall satisfaction with their university experience. As mentioned, most students are satisfied with the opportunity university provides for developing friendships. However, many students (47%) are dissatisfied with the concern shown by their university for them as individuals, and most (59%) report that they sometimes feel they get the run-around from their university. While most (71%) feel that they are part of their university, a considerable number (28%) are dissatisfied.

In spite of this, the vast majority of students generally report being satisfied (89%) with the overall quality of education they received at their university, and almost as many (82%) say their university has met or exceeded their expectations. Indeed, most say they are satisfied (89%) with their decision to attend their university. These positive impressions are further reflected in the fact that 86% of students would recommend their university to others.

Education financing and debt

Over half of students report having some debt from financing their education, most often from student loans. Overall, the average amount of debt per student is just under $13,800. Among those reporting debt, the average amount per student is just over $24,000. The most common source of debt is student loans, as almost 4 students in 10 report such debt. As well, student loans also account for 58% of all reported student debt, while loans from financial institutions (21% of all debt) and loans from parents or family (18% of all debt) account for most of the rest of students' debt.

Thinking about their last year of studies, we asked students to indicate which of 11 sources they are using to help pay for their university education. The most commonly used sources of funding are parents or other family members (56%), although at least one-third of students report relying on personal savings, earnings from summer or current employment, or government loans or bursaries. On average, students' reported sources contribute just over $12,100.

Credit cards can be another source of debt, as over 8 students in 10 report having at least one credit card. Almost 3 in 4 of those who have credit cards report regularly paying off their balance each month. Among all students with at least one credit card, their current balance owing is an average is $670. Among those with a credit card balance, the average balance owing is over 4 times higher at approximately $2,800.

About 6 students in 10 are currently employed. Students who are employed spend an average of 19 hours a week working. Most of those who work (65%) report at least some negative impact from their employment on their academic performance. About 1 in 10 reports that this negative impact is significant or substantial.

Future education and employment

As mentioned earlier, many students are dissatisfied with faculty in terms of their knowledge of career opportunities. Similarly, many students report that their university as a whole is not as knowledgeable as it could be about career opportunities. While close to 6 students in 10 are satisfied with their university's knowledge of career options in their area of study, the remaining 4 in 10 are dissatisfied.

Most students are prepared for employment, as demonstrated by the fact that some 8 students in 10 have current curriculum vitae. However, many have not decided what they want to do with their lives; only 6 students in 10 report having a specific career field. For many, this decision does not yet have to be made, since almost half of students intend to continue their education in the first year after graduating. In the coming year, many also intend to simply take time off (20%) or travel for an extended period (38%). About 1 student in 4 will be involved in unpaid volunteer work in that first year.

Among the half who have no immediate educational plans, almost 9 students in 10 report that they will or may take additional university studies in the future. Overall, less than 1 student in 10 is not planning to or would not consider taking additional university education.

About 1 graduating student in 3 has arranged for full or part-time employment other than a summer job, including about 1 in 5 who has arranged a full-time job. Slightly less than half of all students were seeking work at the time of the survey.

Of those with full-time jobs, about 2 in 3 report that these jobs are permanent. Among these students who have arranged full or part-time employment, half report that a degree in their area of study was required. About 6 students in 10 report that their degree helped them get their job and that their job was related to the knowledge and skills acquired from study at university. University training appears to be more relevant to those who have arranged full-time, rather than part-time, jobs.

Among those with arranged jobs, just over 8 students in 10 are satisfied with them, including 1 in 3 who is very satisfied with his/her job. On average, students with arranged jobs anticipate earning almost $33,000 annually, although the amount is considerably lower for those with part-time ($20,400) than full-time employment ($37,700).

Among all students, a majority believes that there are at least some jobs in Canada in their major area of study. However, about 1 student in 4 feels that there are many such jobs, and about the same think that few or very few jobs are available.

Conclusion

Generally, graduating students are satisfied with their university and have had generally positive experiences while attending. As noted, the vast majority would recommend their university to others, suggesting that students typically believe that the years they spent working toward their degree were worthwhile.

1.0 Introduction

This is the twelfth cooperative study undertaken by the Canadian Undergraduate Survey Consortium (CUSC). The surveys have targeted various undergraduate sub-samples; five of the surveys have focused on a sample of all undergraduates, while the others have targeted specific types of students. This year's study presents the results for undergraduate students who were graduating in 2006.

Table 1 shows the types of students that CUSC has surveyed 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

This year's study is coordinated through the University of Manitoba Department of Housing and Student Life by Lynn Smith and is a cooperative effort by all universities involved.

1.1 How this research was conducted

As shown in the table above, the CUSC survey runs in a three-year cycle, each year targeting particular types of students: first-year students, all undergraduates, and graduating students. The questionnaire used for each of these populations is different.

Each year, PRA Inc. (Prairie Research Associates) and representatives from several participating universities review past surveys and methodology to discuss issues and possible changes. Representatives of participating universities review the questionnaire last used – in this case, it was the 2003 graduating student survey. The goal of this review is to identify questions that are no longer appropriate, consider questions that may be added to

the survey, and review problems or issues identified the last time the survey was run. As much as possible, the intent is to leave the questionnaire unchanged to allow for comparison across time. Based on the outcome of this meeting, PRA prepares a draft, and then based on comments, produces a final questionnaire (Appendix A).

Traditionally, this has been a paper-based survey, which participating universities mail to their students. After PRA pilot-tested an on-line version of the survey in 2005, all participating universities had the choice of conducting the survey by mail or on-line. In 2006, 12 universities used the on-line version, and 13 used the paper-based method.

Below we summarize the methodology used for each approach.

1.1.1 Paper-based survey

Each university participating in the paper-based survey supported the study by:

- Generating a random sample of 1,000 students who are graduating in 2006. Both full-time and part-time students were eligible, although independent or special students were excluded. Not all participating universities had 1,000 graduates; in these cases, each university conducted a census of its graduating students.
- Mailing a package containing a cover letter, questionnaire, and a postage-paid, self-addressed return envelope to sampled students.
- Mailing a reminder letter to all non-respondents approximately two to three weeks after the original mailing.
- Mailing a final reminder letter to all non-respondents approximately four to six weeks after the original mailing.
- Reviewing and returning the completed questionnaires to PRA for processing.

Appendix B presents the methodology guidelines for universities participating in the paper-based survey.

1.1.2 On-line survey

Each university participating in the on-line survey supported the study by:

- Generating a random sample of 1,000 students who were graduating in 2006 and providing PRA with an electronic database containing the e-mail addresses for these students. Not all participating universities had 1,000 graduates; in these cases, each university provided a census of its graduating students' e-mail addresses.

- Providing PRA with an electronic logo for its university and the electronic signature of a university official. Both items were included in an e-mail that was sent to the sample of students.

Appendix C presents the methodology guidelines for universities participating in the on-line survey.

PRA was responsible for managing the on-line survey. This involved liaising with the participating universities, providing the company contracted to host the on-line survey with a database of student e-mail addresses, preparing the introductory and reminder letters to students, and responding to student questions about questionnaire content as well as technical questions about using the on-line survey.

PRA was also responsible for compiling the data for the on-line and paper surveys. This involved reviewing completed questionnaires (on-line and paper-based), coding responses to open-ended questions, entering the responses from the paper survey on computer, merging the on-line and paper-based datasets, reconciling/correcting any data errors, and programming the data tables using SPSS.

Table 2 shows the response rates by university, which ranged from about 21% to 72% with an average of 45.4%. Response rates were very similar for the paper (42.1%) and on-line versions (48.9%) of the survey. Both represent a very good response rate for the type of survey. As part of this study, participating universities returned 10,464 complete surveys[1].

Table 2: Survey response rate

University	Survey type	Number distributed	Number returned	Response rate
British Columbia[2]	Web	1,467	600	40.9%
Calgary	Web	1,000	532	53.2%
Carleton	Web	1,000	452	45.2%
Concordia	Paper	1,000	435	43.5%
Dalhousie	Paper	1,000	311	31.1%
King's	Paper	95	68	71.6%
Lethbridge	Paper	1,000	471	47.1%
Manitoba	Paper	1,000	509	50.9%
Montréal	Paper	1,000	443	44.3%
Mount Saint Vincent	Web	576	295	51.2%
New Brunswick (Fredericton Campus)	Web	1,000	508	50.8%
Nipissing	Paper	747	355	47.5%
Northern British Columbia	Web	543	289	53.2%
Ottawa	Paper	1,000	212	21.2%
Regina	Paper	1,000	551	55.1%
Ryerson Polytechnic	Paper	1,000	329	32.9%
Saint Mary's	Paper	954	389	40.8%
Saskatchewan	Web	1,000	564	56.4%
Simon Fraser	Web	1,000	582	58.2%
Toronto at Scarborough	Web	1,000	497	49.7%
Trinity Western	Web	681	285	41.9%
Victoria	Web	1,000	503	50.3%
Wilfrid Laurier	Paper	1,000	377	37.7%
Winnipeg	Paper	980	502	51.2%
York	Web	1,000	405	40.5%
Total		**23,043**	**10,464**	**45.4%**

1 PRA defined a completed survey as any survey where a student completed at least 100 questions (approximately 50% of the survey).

2 The University of British Columbia sampled graduating students from two campuses. It received a response rate at each campus of 42.7% (n=1,000) and 37.0% (n=467) for a net response rate of 40.9%.

1.2 University comparisons

For comparison purposes, we have categorized the participating universities into three groups (see Table 3):

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

Table 3: Categories of participating universities

Group 1 (n=9)	Group 2 (n=7)	Group 3 (n=9)
King's University College	Carleton University	University of British Columbia
Mount Saint Vincent University	University of New Brunswick (Fredericton Campus)	University of Calgary
University of Lethbridge	University of Regina	Concordia University
University of Northern British Columbia	Ryerson Polytechnic University	Dalhousie University
Nipissing University	Simon Fraser University	University of Manitoba
Saint Mary's University	University of Toronto at Scarborough	Université de Montréal
Trinity Western University	University of Victoria[3]	University of Ottawa
Wilfrid Laurier University		University of Saskatchewan
University of Winnipeg		York University

Participating universities change from year to year. Six universities that participated in the 2003 survey declined to participate in the 2006 survey. However, five universities that did not participate in the 2003 survey decided to join this year's survey. See Table 4.

Table 4: Changes in participating universities

	Participated in 2006, but not in 2003	Participated in 2003, but not in 2006	Participated in 2006, but not in 2000	Participated in 2000, but not 2006
Group 1	King's University College Mount Saint Vincent University University of Northern British Columbia	Lakehead University University of New Brunswick (Saint John Campus) Ontario College of Art and Design	King's University College Mount Saint Vincent University University of Northern British Columbia University of Winnipeg	Bishop's University Lakehead University Trent University University of New Brunswick (Saint John Campus)
Group 2		University of Windsor	University of Victoria University of Toronto at Scarborough	University of Windsor
Group 3	University of Ottawa York University	University of Alberta McMaster University	University of Calgary Université de Montréal University of Saskatchewan York University	McMaster University Memorial University

[3] In 2003, the University of Victoria was classified as a Group 1 university.

1.3 Discipline or area of study

Students recorded their major or subject area of concentration, which their university or PRA recoded into approximately 100 subject areas. PRA then grouped these subject areas into nine themes.

The process for defining subject area of concentration (or major) included the following steps:

- Individual universities reviewed and categorized student responses. However, some students recorded their personal area of interest rather than their current area of study. Some participating universities ignored students' responses and categorized area of concentration based on administrative records.

- Those universities that did not code a student's area of study left it to PRA to make the decision. When a student's response was vague, unclear, or did not obviously fall into an existing category, we classified it as "other field."

- If students provided more than one major field of study, we recorded all of them, but the first listed became primary for purposes of the classification.

Table 5 shows the distribution of this year's major field of study. The results are similar to those in 2003 and 2000, the last times we conducted a survey of graduating students.

Table 5: Subject of major concentration Q6

Discipline	2006 (n=10,464)	2003 (n=11,224)	2000 (n=6,388)
Social Science	24%	21%	24%
Arts and Humanities	18%	17%	17%
Business	14%	15%	13%
Other fields	11%	10%	15%
Professional	10%	10%	8%
Biological Science	9%	9%	8%
Education	5%	6%	4%
Engineering	5%	7%	5%
Physical Science	4%	4%	3%
Don't know/no response	<1%	<1%	3%
Total	100%	99%	101%

Note: Columns may not sum to 100% due to rounding.

1.4 Comparison with previous graduating students surveys

As mentioned, in both 2000 and 2003, a similar survey was conducted with graduating students. Throughout this report, we compare the results of the current survey with results of the surveys conducted in 2000 and 2003. However, it must be noted that not all universities that participated in the previous studies also participated in 2006. Conversely, some of the universities participating this year did not participate in either or both previous years. Therefore, any difference may result from the inclusion of different universities rather than changes over time. We include these comparisons as a point of interest but recognize that further investigation may be necessary to assess true differences across time. That 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 lead to false conclusions about the strength of association. The chi square measure of association, in particular, is susceptible to this. Therefore, we increased the standards for designating whether a relationship can be termed "statistically significant." Two of the benchmarks shown in Table 6 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 .000 and the Phi coefficient or Cramer's V must have a value of .150 or greater. Throughout this document, we report only differences that meet this criteria.

Table 6: Criteria for statistical significance

Test	Level for significance
Pearson's chi square	.000
Phi coefficient	.150 or higher
Cramer's V	.150 or higher

1.6 Data restrictions

For the on-line version of the survey, we applied ranges for open-ended questions that required numeric values, such as the year students began their post-secondary education and student debt. PRA applied these ranges to students' responses from the paper-based version of the survey. For the most part, few responses fell outside of the ranges imposed for the on-line version.

1.7 Non-response

As has been the practice for the last several years, non-responses have been included in the analysis. Therefore, throughout this report, unless explicitly stated as a sub-population, overall results include those who did not respond to a particular question.

2.0 Profile of graduating students

In this section, we report that:

- The typical graduating student is a single female, studies in English, and is almost 24 years old. Overall, these results are very similar to those of previous survey years.

- Typically, students are majoring in Social Science, Arts and Humanities, or Business (although many other disciplines are represented). Students are attending university full-time, working toward a four-year degree or diploma, and have an average grade of about a B+.

- While the average length of the degree programs that these students were enrolled in is 3.8 years, the typical student takes additional time to complete his/her program. The majority of students report being in university for four or more years.

- About one-fifth of students have interrupted their studies for one or more terms, most commonly for employment, to travel, or for financial reasons.

- The majority of students report attending a university in their province of permanent residence. In most cases, over three-quarters of students were attending a university in their home province.

2.1 Personal profile

As shown in Table 7 (next page), in 2006, the typical graduating student is a single female who is almost 24 years of age.

- Among our sample, there are approximately double the number of women (65%) as men (32%). Although the sample slightly over-represents female graduating students, it reflects the fact that more women than men are attending university. It is also important to note that there are a few statistically significant differences between our female and male respondents, and these are discussed throughout this report.

- While the typical graduating student is almost 24 years of age, 3 students in 4 (75%) are 24 years of age or younger. Indeed, the median age is considerably younger at 22. Students' ages range from 16 to 98 years.

- More than 8 students in 10 (83%) are single, that is, are not married or living common-law. While most students are single, they are usually in some short of relationship, either long term (28%) or seeing someone (20%).

- Given that most students are under 24 years of age, it is not surprising that just 13% report that they are married and only 7% have at least one child.

- Over 1 student in 20 (6%) self-reports having some sort of disability, most often a mental health (2%) or learning (2%) disability.

- Almost 1 student in 5 (17%) self-identifies as a visible minority. Among minority students, the largest proportion is Chinese (19%) students. Other ethnic groups with sizeable representation in the sample include East Indian (8%), Asian (8%), and African (7%). Group 1 universities (10%) have a lower proportion of visible minority students compared to Group 2 (23%) and Group 3 (17%) universities, most likely because Group 1 universities tend to be in smaller, urban centres.

- A few students (3%) identify themselves as First Nation(s), Métis, Inuit, or non-status Aboriginal people.

Table 7: Personal profile				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Gender Q50				
Male	32%	27%	35%	32%
Female	65%	70%	61%	65%
Age Q51				
20 or younger	8%	12%	6%	8%
21	22%	24%	20%	22%
22	24%	23%	26%	23%
23	14%	10%	16%	14%
24	7%	7%	8%	7%
25 to 29	13%	13%	13%	12%
30 or over	8%	8%	8%	9%
No response	4%	3%	5%	4%
Average age	23.8	23.8	23.8	23.9
Marital status Q56				
Single: 'not seeing someone'	35%	36%	35%	35%
Long-term relationship	28%	28%	28%	28%
Single: 'seeing someone'	20%	19%	20%	20%
Married	13%	14%	12%	14%
Number of children Q60				
Children	7%	8%	7%	7%
No children	87%	88%	87%	88%
Disability Q55				
Total self-identified	6%	6%	5%	5%
Visible minority Q58				
Total self-identified	17%	10%	23%	17%
Aboriginal status Q57				
Total self-identified	3%	4%	3%	3%
- First Nations	1%	2%	1%	<1%
- Métis	1%	2%	<1%	2%
- Inuit	<1%	<1%	<1%	<1%
- Non-status	<1%	<1%	<1%	<1%
Note: The 'don't know/no response' category is not shown. Therefore, columns may not sum to 100%.				

As shown in Table 8, the demographic profile of graduating students has changed little over the past three surveys. The only significant difference is students' age, as the average age has decreased in each survey year. In 2000, the average age was 25 years, and the current average is just under 24 years. In fact, in 2006, over half (54%) of students are 22 years of age or younger compared to just over 2 in 5 students in 2003 (43%) and 2000 (44%).

Table 8: Personal profile: Graduating students across time

	2006 (n=10,464)	2003 (n=11,224)	2000 (n=6,388)
Gender			
Male	32%	34%	34%
Female	65%	65%	66%
Age			
20 or younger	8%	1%	1%
21	22%	14%	13%
22	24%	28%	30%
23	14%	20%	20%
24	7%	10%	10%
25 to 29	13%	16%	14%
30 or over	8%	10%	12%
Average age	23.8 years	24.6 years	25.0 years
Disability			
Total self-identified	6%	4%	5%
Visible minority			
Total self-identified	17%	17%	13%

Note: The 'don't know/no response' category is not shown here. Therefore, columns may not sum to 100%.

2.1.1 Living arrangements

In their last undergraduate year, almost 6 students in 10 are living independently. The remaining 4 students in 10 live with their parents.

- Most students living independently rent their accommodations (43%), although a few live in a home they personally own (8%).

- Compared to Group 1 students, students attending Group 2 or Group 3 universities appear to be more likely to be living with their parents and less likely to be living on their own.

See Table 9.

Table 9: Living arrangements Q54

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Rented home/apartment/room (shared/alone)	43%	51%	41%	40%
With parents	39%	30%	43%	42%
Personally owned home	8%	9%	7%	8%
On-campus residence	4%	5%	3%	4%
Other	2%	2%	3%	2%

Note: Respondents could provide more than one answer. Therefore, columns may not sum to 100%.
The 'don't know/no response' category is not shown.

2.1.2 Permanent residence

We asked students to indicate the size of the community of their permanent residence (that is, the size of the community in which they lived prior to attending university).

- About half of these graduating students (49%) report that they lived in a city with a population of 100,000 or more.
- Reflecting the location of the institutions, fewer students attending Group 1 universities are from communities with a population of 100,000 or more (40%), than Group 2 (50%) or 3 (53%) universities.

See Table 10.

Table 10: Size of community Q53

	All students (n=10,464)	Group 1 (n=3,031)	Group 2 (n=3,422)	Group 3 (n=4,011)
Lived on a farm/ranch	5%	5%	3%	5%
Less than 5,000	10%	13%	9%	8%
5,000 to 9,999	7%	9%	6%	6%
10,000 to 49,999	14%	14%	15%	13%
50,000 to 99,999	10%	14%	10%	7%
100,000 to 300,000	16%	13%	19%	15%
Over 300,000	33%	27%	31%	38%
No response	6%	5%	6%	6%

Note: Columns may not sum to 100% due to rounding.

Students in this study come from all provinces and territories, as well as the United States and other countries.

- Almost half (46%) of students report being from western Canada, most commonly from British Columbia (18%).
- Slightly less than 1 in 4 students (23%) is from Ontario.
- About 1 student in 10 is from the Atlantic provinces, most often Nova Scotia (7%) or New Brunswick (4%).

- Slightly less than 1 student in 10 (8%) is from Québec.
- About 1 student in 10 reports being from outside of Canada, from international locations (7%) or the United States (1%).

Table 11: Province of permanent residence Q52

	All students (n=10,464)	Group 1 (n=3,031)	Group 2 (n=3,422)	Group 3 (n=4,011)
British Columbia	18%	15%	26%	13%
Alberta	10%	15%	2%	12%
Saskatchewan	9%	<1%	14%	12%
Manitoba	9%	15%	<1%	11%
Ontario	23%	25%	31%	15%
Québec	8%	<1%	<1%	19%
Nova Scotia	7%	15%	1%	5%
Prince Edward Island	<1%	<1%	<1%	<1%
New Brunswick	4%	1%	11%	<1%
Newfoundland and Labrador	<1%	<1%	<1%	<1%
Territories	<1%	<1%	<1%	<1%
International/USA/other	8%	9%	8%	7%
No response	4%	3%	4%	4%

Note: Columns may not sum to 100% due to rounding.

The provinces in which students are attending university are shown in Table 12. The distribution by province, as shown in Table 11, tends to reflect the universities that are participating in this year's study.

Table 12: Province in which attending university

	All students (n=10,464)	Group 1 (n=3,031)	Group 2 (n=3,422)	Group 3 (n=4,011)
British Columbia	22%	19%	32%	15%
Alberta	10%	18%	-	13%
Saskatchewan	11%	-	16%	14%
Manitoba	10%	17%	-	13%
Ontario	25%	24%	37%	15%
Québec	8%	-	-	22%
Nova Scotia	10%	23%	-	8%
New Brunswick	5%	-	15%	-

Note: Columns may not sum to 100% due to rounding.

Table 13 shows that the majority of students attending these universities come from the same province in which the university is located.

- Over 8 students in 10 attending universities in Manitoba, Ontario, Saskatchewan, and Québec also live permanently in those same provinces.
- About 3 students in 4 attending Alberta or British Columbia universities are from these provinces.
- About 7 students in 10 attending New Brunswick universities also live in the province permanently.
- Nova Scotia has the highest number of students from outside the province. Slightly fewer than 2 students in 3 attending universities there report living permanently in that province.

Table 13: Students whose university is in their province of permanent residence

Location of university	Students from province
Manitoba	86%
Ontario	84%
Saskatchewan	83%
Québec	83%
Alberta	78%
British Columbia	75%
New Brunswick	70%
Nova Scotia	65%

2.2 Disciplines

We asked students to record the subject or major area from which they are graduating. These areas were grouped into eight broadly defined disciplines, as shown in Table 14.

Graduating students will be receiving degrees from:

- **"Generalist" disciplines.** Slightly more than 2 students in 5 (42%) report that they are graduating from programs classified as Social Science (24%) or Arts and Humanities (18%).

- **"Professional" disciplines.** About 1 student in 3 (34%) will receive a degree from a Business (14%), Professional (10%), Engineering (5%), or Education (5%) program.

- **"Science" disciplines.** Over 1 student in 10 (13%) will graduate with a science degree in a Biological (9%) or Physical Science (4%) program.

Students attending Group 1 universities are more likely (50%) than those attending a Group 2 (40%) or Group 3 (37%) university to report that their major subject areas are Social Science or Arts and Humanities. While almost no Group 1 students (<1%) report being in an Engineering program, many students are graduating from this program in Group 2 (7%) and Group 3 (8%) universities.

Table 14: Major/subject area of concentration Q6

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Social Science	24%	29%	24%	21%
Arts and Humanities	18%	21%	16%	16%
Business	14%	18%	14%	11%
Professional	10%	4%	10%	14%
Biological Science	9%	8%	8%	10%
Education	5%	8%	6%	3%
Engineering	5%	<1%	7%	8%
Physical Science	4%	3%	4%	5%
Other fields	11%	9%	11%	12%
Don't know/no response	<1%	<1%	<1%	<1%

Note: In cases where students provided more than one major, we took the first mention as the primary area of concentration. Columns may not sum to 100% due to rounding.

Male and female students appear to be attracted to different disciplines. In 2006:

- Slightly over 1 in 4 female students (27%) is graduating with a Social Science degree compared to slightly less than 1 in 5 male students (19%). Women (12%) are also more likely than men (4%) to be in a Professional program.

- More male students (13%) than female students (2%) tend to graduate with an Engineering degree. In fact, male students account for about one-third of our sample, but represent over three-quarters (76%) of all graduating Engineering students.

There are also some age differences among program graduates, as those in Professional programs (average age 26 years) tend to be older than the average, while those in Biological Science programs tend to be younger (average age 22 years).

These differences are consistent with differences in 2000 and 2003.

2.3 Academic profile

In 2006, the typical graduating student is attending full-time, taking a four-year degree program (but over a slightly longer period), and studying in English.

- The vast majority (85%) of graduating students are attending full-time, although this seems to vary by age, as older students are less likely to be attending university full-time.

- Graduating students are taking programs that typically require four years to complete. In fact, 70% report that their program typically takes four years to complete. More students – about four-fifths – in Group 2 universities than in Group 1 or Group 3 universities are in four-year programs. The average length of a program depends on the discipline. Those in an Education program report that their program typically takes less time (3.4 years), while those in Engineering report that, on average, their program takes longer (4.3 years).

- Most students began their post-secondary education prior to attending their current university. A majority (58%) of students report starting their post-secondary education prior to 2002, a span of five years or more for students graduating in 2006. Indeed, on average, graduating students report that they began their post-secondary education in 2000 (that is, six years ago).

- Most students first began their studies at their current university in 2002 or earlier (75%) and, on average, have been attending their current university for 4.5 years.

- Overall, 90% of students are studying in English, while just 6% are studying in French. However, this varies by university, as 15% of students in Group 3 universities report that French is their primary language of study. This reflects the location of participating universities in these groups.

- About 1 student in 4 (25%) reports being in a co-op program. Almost 6 students in 10 in an Engineering or Education program (57% each) report that they were in co-op programs. Students in Arts and Humanities programs (12%) are the least likely to have been in a co-op program.

- Over 1 student in 20 (6%) reports studying in Canada on a visa.

- More than 1 student in 5 (22%) has interrupted his/her studies. Older students are more likely to report that they have interrupted their studies for a term or more.

- Just over 1 student in 3 (36%) reports receiving an academic scholarship from his/her university at some point during his/her studies. Older students are less likely to report that they received a scholarship from their university. Students in Physical Science (52%), Engineering (50%), and Biological Science (47%) programs are most likely to report receiving a scholarship, whereas students in Professional programs (28%) are least likely.

These and other findings are presented in Table 15 (next page).

Table 15: Academic profile				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Student status Q2				
Full-time	85%	85%	85%	85%
Part-time	14%	12%	15%	14%
Length of degree Q5				
One year	<1%	2%	<1%	<1%
Two years	3%	5%	3%	2%
Three years	18%	21%	5%	25%
Four years	70%	64%	81%	64%
Five or more years	8%	7%	10%	7%
Average number of years*	3.8	3.7	4.0	3.8
Year began post-secondary education Q3				
2006/2005	<1%	<1%	<1%	<1%
2004	<1%	<1%	<1%	<1%
2003	6%	11%	2%	5%
2002	35%	39%	36%	31%
2001/2000	40%	32%	43%	42%
1999 or earlier	18%	17%	17%	20%
Average year	2000	2001	2000	2000
Year began at this university Q4				
2006/2005	1%	<1%	1%	2%
2004	8%	9%	8%	6%
2003	16%	20%	10%	18%
2002	39%	40%	39%	38%
2001 or earlier	36%	30%	41%	36%
Average year	2002	2002	2001	2002
Enrolled in co-op program Q8				
Yes	25%	18%	33%	25%
Language of instruction Q9				
English	90%	95%	94%	82%
French	6%	<1%	1%	15%
Other	4%	3%	5%	3%
Studying in Canada on a visa Q61				
Yes	6%	8%	6%	4%
Interrupted studies Q7				
Yes	22%	21%	25%	20%
Received academic scholarship from this university Q28				
Yes	36%	46%	33%	31%

Note: The 'don't know/no response' category is not shown. Therefore, columns may not sum to 100%.
*In calculating the average length of degree, five or more years was treated as five years.

As shown in Table 16, the academic profile of students in 2006 is similar to that of students who participated in the 2003 and 2000 studies, with one exception. Across surveys, fewer students have reported that their primary language of instruction is English. Indeed, 95% of students reported studying in English in 2000 compared to 90% in the current survey.

Table 16: Academic profile by year

	2006 (n=10,464)	2003 (n=11,224)	2000 (n=6,388)
Type of student			
Full-time	85%	84%	80%
Part-time	14%	13%	16%
Length of degree			
One year	<1%	<1%	1%
Two years	3%	4%	4%
Three years	18%	18%	22%
Four years	70%	66%	63%
Five years or more	8%	9%	7%
Average number of years*	3.8	3.8	3.7
Years at current university			
One year	1%	1%	2%
Two years	8%	7%	7%
Three years	16%	16%	17%
Four years	39%	39%	42%
Five years or more	36%	32%	32%
Average number of years	4.5	4.4	4.4
Language of instruction			
English	90%	92%	95%
French	6%	8%	5%
Interrupted studies			
Yes	22%	18%	19%

Note: The 'don't know/no response' category is not shown here. Therefore, columns may not sum to 100%.
*In calculating the average length of degree, five or more years was treated as five years.

2.3.1 Interruption of studies

As mentioned in the previous section, it is common for students to have interrupted their studies for one or more terms since starting their post-secondary education.

In 2006, the most common reasons for interrupting studies are:

- for *employment* (8%) or *financial reasons* (5%)
- for personal reasons, most often to *travel* (5%), for *other family reasons* (4%), due to *illness* (3%), or to *have or raise children* (2%).
- a few (2%) report being *required to withdraw by the university*.

Table 17: Interrupted studies Q7

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
For employment	8%	8%	9%	7%
For financial reasons	5%	5%	6%	4%
To travel	5%	5%	5%	4%
For other family reasons	4%	4%	4%	3%
Due to illness	3%	3%	3%	3%
Required to withdraw by the university	2%	1%	3%	2%
To have/raise children	2%	2%	2%	2%
Other reasons	4%	4%	5%	4%
Have not interrupted studies	78%	78%	75%	79%
No response	<1%	<1%	<1%	<1%

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

2.3.2 Students' grades

We asked students to tell us their average grade for the courses they had completed at the time of the survey. We also asked students to convert their grade point to a letter grade equivalent.

- The average grade of these students is close to a B+ (an average of 4.8 out 7; a 5 is equivalent to a B+).
- Almost 1 student in 3 (31%) reports an average that is an A-, A or A+, while over half (55%) report an average that is a B or B+.

Table 18: Average grade for courses completed so far Q10				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
A or A+	11%	12%	10%	11%
A-	20%	20%	20%	20%
B+	26%	25%	25%	27%
B	29%	29%	30%	27%
C+	11%	10%	11%	11%
C or lower	3%	3%	4%	3%
Average	4.8	4.8	4.7	4.8
Note: This grade scale is based on the following: A/A+=7, A-=6, B+=5, B=4, C+=3, C=2, D=1. The 'don't know/no response' category is not shown. Therefore, columns may not sum to 100%.				

As shown in Figure 1, grades reported in 2006 are similar to those reported the last times graduating students were surveyed. In 2006, a slightly higher proportion of students report an average grade of A- or higher. However, the average grade has remained stable across survey years. In 2006, the average grade was 4.8 compared to 4.8 in 2003 and 4.7 in 2000.

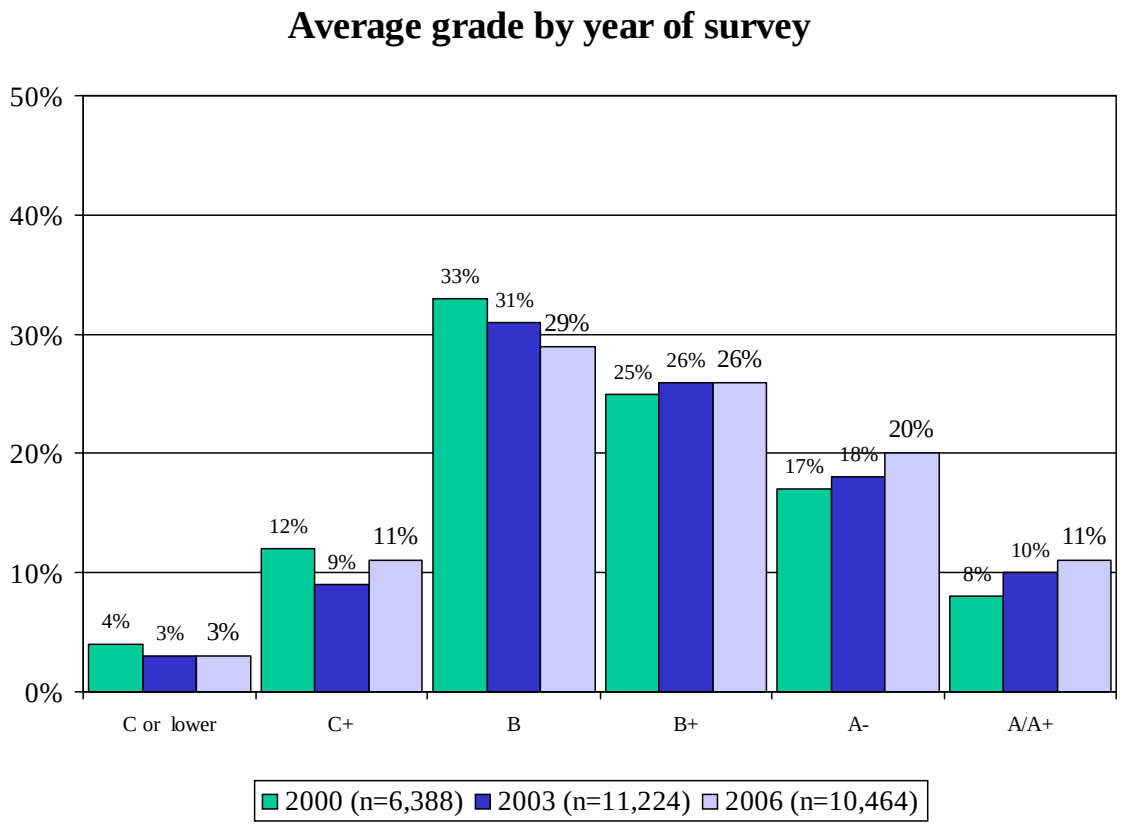

Figure 1

Students' grades differ significantly by disciplines. On average:

- Students in Education and Professional programs tend to have higher grades, averaging over a B+ (an average of 5 or higher out of 7). Over half of students in Education programs have an A- average or higher.

- Students in Business and Engineering programs report slightly lower average grades (4.6 out of 7). Less than half of the students in these disciplines report a grade of B+ or higher.

Table 19: Average grade by discipline

	Average (where 7 is A/A+)
Education	5.5
Professional	5.2
Arts and Humanities	4.9
Physical Science	4.9
Biological Science	4.8
Overall	4.8
Social Science	4.7
Other fields	4.6
Engineering	4.6
Business	4.6

3.0 Academic activities

In this section, we report on students' assessments of the contribution of a number of academic activities to their personal growth and development. We asked students to rate 17 academic activities in terms of whether they contribute *nothing, very little, some*, or *very much* to their growth. If they had not experienced a particular activity, participants were asked to indicate that it was not applicable.

Of the academic activities that students participated in, five stand out as having contributed very much to students' personal growth and development:

- *faculty knowledge of discipline*
- *faculty enthusiasm for material*
- *classroom instruction*
- *co-op or internship programs*
- *written assignments and essays.*

In each case, half or more of the students who provide a rating indicate that these activities contribute very much to their personal growth and development. Other than co-op or internship programs, where about half of students report having experience, virtually all students had experience with the other four activities.

3.1 Class-based activities

We asked students to rate the contribution that class-based activities have made to their personal growth and development. The percentages of students who rated these activities are shown in Table 20.

- Almost all students report experience with *classroom instruction* and *participation in classroom discussions*.
- Almost as many, over 8 students in 10, have had experience *interacting with teaching assistants* or receiving *online instruction*, while just over 7 in 10 students have had experience in the *laboratory*.

Table 20: Percent reporting experience with in-class activities Q11

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
a. Classroom instruction	99%	99%	99%	99%
b. Participation in classroom discussions	99%	99%	99%	99%
i. Interaction with teaching assistants	86%	77%	89%	90%
p. Online instruction	85%	81%	90%	83%
c. Laboratory experiences	71%	70%	69%	73%

Table 21 (next page) shows the number of students who had experience with these in-class activities and rated them as contributing *very much* to their personal growth and development.

- Almost 6 students in 10 rate *classroom instruction* as having contributed very much to their personal growth and development. Just 1% say it did not contribute to their personal growth.
- Almost 4 students in 10 report that *participation in classroom discussions* contributed very much to their personal growth and development, although 17% think that this activity contributed very little (15%) or nothing (2%) to their growth.
- About 1 in 3 rates *laboratory experience* as contributing very much to his/her personal growth and development, although slightly more report that such experiences contributed very little (25%) or nothing (9%) to their growth.

- Just over 1 in 5 says that *online instruction* contributed very much to his/her personal growth and development. However, 38% say it contributed very little (28%) or nothing (10%) to their personal growth.

- Among these in-class activities, the lowest rating in terms of contributing to personal growth and development is for *interaction with teaching assistants.* Overall, almost 1 in 6 students rates teaching assistants as contributing very much to their personal growth and development. This compares with almost half who report that teaching assistants contributed very little (34%) or nothing (14%).

Table 21: In-class activities: contributed very much to personal growth and development Q11

	All students	Group		
		1	2	3
a. Classroom instruction	57%	63%	52%	56%
b. Participation in classroom discussions	38%	46%	36%	35%
c. Laboratory experiences	31%	27%	31%	34%
p. Online instruction	22%	20%	23%	22%
i. Interaction with teaching assistants	16%	15%	16%	17%

Note: Percentages are based on those reporting experience.

3.1.1 Class-based activities by discipline

Students' perceptions of these class-based activities and their contributions to personal growth and development appear to vary by discipline.

- *Participation in classroom discussion* is more likely to be rated as contributing very much to students' personal growth and development among those in Education, Arts and Humanities, and Professional programs. Classroom discussions are less likely to be rated as contributing very much by students in Engineering, Biological Science, or Physical Science programs.

- *Laboratory experiences* appear to have had more impact on students in science disciplines, especially Biological and Physical Science, and much less impact on students in disciplines not generally associated with labs: Business, Arts and Humanities, and Social Science.

- *Online instruction* had a greater impact on personal growth and development for students in Business or Professional programs and less of an impact on those in Physical Science, Arts and Humanities, and Education programs.

- *Interaction with teaching assistants* appears to have contributed more to students in Physical and Biological Science than to those in Business programs.

See Table 22.

Table 22: Contribution of class-based activities by discipline

Issue	Discipline	% very much
Participation in classroom discussions	Education	52%
	Arts and Humanities	47%
	Professional	45%
	Overall	38%
	Physical Science	25%
	Biological Science	23%
	Engineering	19%
Laboratory experiences	Biological Science	60%
	Physical Science	48%
	Overall	31%
	Social Science	19%
	Arts and Humanities	18%
	Business	16%
Online instruction	Business	28%
	Professional	27%
	Overall	22%
	Arts and Humanities	16%
	Education	16%
	Physical Science	15%
Interaction with teaching assistants	Physical Science	26%
	Biological Science	22%
	Overall	16%
	Business	11%

3.2 Self-directed academic activities

Almost all students had participated in some self-directed academic activities. By "self-directed" activities, we mean those completed independently or outside the classroom or other formal academic setting.

- Almost all students report experience with *required readings, written assignments and essays, examinations, use of library resources,* and *recommended readings.*

- Half of students have experience writing an *undergraduate thesis* or taking a *self-directed study course,* while about the same number of students are involved in a *co-op, internship, or practical experience program.*

Table 23: Percent reporting experience with self-directed academic activities Q11

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
e. Required reading	99%	99%	100%	99%
l. Written assignments and essays	99%	99%	99%	99%
d. Examinations	99%	98%	99%	100%
h. Use of library resources	98%	98%	98%	98%
f. Recommended reading	96%	95%	97%	96%
g. Undergraduate thesis, self-directed study	50%	44%	53%	51%
q. Co-op program, internship, practical experience	49%	45%	52%	48%

Among students who participated in these self-directed activities:

- Although just under half of students participated in a *co-op, internship, or practical experience program*, this activity had the highest proportion of students saying that it contributed very much to their personal growth and development. In fact, over half say it contributed very much.

- About half rate *written assignments* or *undergraduate thesis or self-directed study* as contributing very much to their growth and development. However, just 8% say that written assignments did not contribute, or contributed very little, to their personal development compared to 22% for undergraduate thesis or self-directed study.

- About 4 students in 10 rate *required readings* and *use of library resources* as contributing very much to their growth and development. In each case, around one-fifth think that use of library resources (21%) or required readings (15%) contributed very little or nothing to their growth.

- About 1 in 4 indicates that *examinations* contributed very much to his/her growth. As many (24%) rate exams as contributing very little or nothing.

- Almost 1 student in 6 thinks that *recommended readings* contributed very much to his/her growth. However, more than double the number of students (44%) report that they contributed very little or nothing. The older a student is, the more likely he/she is to say that recommended readings contributed very much to his/her personal growth.

Table 24: Self-directed academic activities: contributed very much to personal growth and development Q11

	All students	Group		
		1	2	3
q. Co-op program, internship, practical experience	55%	55%	54%	57%
l. Written assignments and essays	50%	54%	49%	48%
g. Undergraduate thesis, self-directed study	49%	49%	50%	48%
e. Required reading	42%	44%	42%	41%
h. Use of library resources	39%	38%	38%	40%
d. Examinations	25%	24%	25%	26%
f. Recommended reading	16%	18%	14%	16%

Note: Percentages are based on those reporting experience.

Female students (62%) are more likely than male students (43%) to report that *co-op programs, internships, or practical experience* contributed very much to their personal growth and development.

3.2.1 Self-directed activities by discipline

Students' perceptions of the impact that various self-directed activities had on their personal growth and development appear to vary by discipline.

- *Co-op/internship program.* The vast majority of Education and Professional program students who provide a rating think that co-op and internship programs contributed very much to their personal growth, while less than half of Social Science students think the same.

- *Written assignments and essays*. Because written work makes up much of their course work, it is not surprising that students in Arts and Humanities and Social Science programs are most likely to say that written assignments contributed very much to their personal growth. Students in Engineering and Physical Science programs are least likely to say that written assignments contributed very much.

- *Undergraduate thesis.* Among those who provide a rating, students in Education and Business programs are the least likely to say that a thesis contributed very much to their personal growth, while those in Biological Science and Engineering are the most likely.

- *Required readings.* Those in Arts and Humanities and Social Science programs are the most likely to say that required readings contributed very much to their personal growth and development. Those in Education, Engineering, or Physical Science programs are the least likely to value such readings.

- *Use of library resources.* Those in Arts and Humanities, Social Science, and Professional programs are more likely to rate their use of library resources as contributing very much to their growth, while few students in Engineering programs say the same.

- *Examinations.* Engineering, Physical Science, Business, and Biological Science students are the most likely to say that exams contributed very much to their growth, while Education students are the least likely.

Table 25 shows these results.

Table 25: Contribution of self-directed activities to growth and development by discipline		
Issue	**Discipline**	**Very much**
Co-op/internship program	Education	89%
	Professional	79%
	Overall	55%
	Social Science	38%
Written assignments and essays	Arts and Humanities	61%
	Social Science	58%
	Overall	50%
	Physical Science	35%
	Engineering	32%
Undergraduate thesis/self-directed thesis	Biological Science	62%
	Engineering	59%
	Overall	49%
	Business	41%
	Education	38%
Required readings	Arts and Humanities	52%
	Social Science	50%
	Overall	42%
	Physical Science	30%
	Education	27%
	Engineering	27%
Use of library resources	Arts and Humanities	48%
	Professional	46%
	Social Science	46%
	Overall	39%
	Engineering	17%
Examinations	Engineering	31%
	Biological Science	31%
	Physical Science	31%
	Business	31%
	Overall	25%
	Education	12%

3.3 Faculty

Almost all students indicate that they had experience with university faculty, although slightly fewer (83%) report experience with *faculty research activities* (see Table 26).

Table 26: Percent reporting experience with faculty Q11

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
k. Faculty feedback on assignments or projects	99%	100%	99%	99%
n. Faculty enthusiasm for subject material	99%	99%	99%	99%
m. Faculty knowledge of their discipline	99%	99%	99%	99%
j. Personal interactions with faculty	99%	99%	98%	98%
o. Faculty research activities	83%	79%	84%	84%

According to students, different aspects of faculty activities contribute more to students' personal growth and development (see Table 27, next page).

- About 6 students in 10 report that *faculty knowledge of their discipline* or *faculty enthusiasm for subject material* contributed very much to their personal growth and development. For each, less than 8% say it contributed very little or not at all.

- Some 4 students in 10 think that *personal interactions with faculty* and *faculty feedback on assignments* contributed very much to their personal growth and development. Less than 1 student in 5 rates his/her *personal interactions with faculty* (19%) and *feedback on assignments* (15%) as contributing very little or not at all.

- About 1 student in 5 reports that *faculty research activities* contributed very much to his/her personal growth. Whereas 11% say that this faculty activity did not contribute to their growth.

Students in Group 1 universities tend to be more satisfied with faculty activities than those in Group 2 or Group 3 universities, although the only statistically significant difference is for the item *personal interactions with faculty*.

Table 27: Faculty activities: contributed very much to personal growth and development Q11				
	All students	Group		
		1	2	3
m. Faculty knowledge of their discipline	60%	68%	57%	57%
n. Faculty enthusiasm for subject material	58%	64%	57%	54%
j. Personal interactions with faculty	43%	55%	40%	37%
k. Faculty feedback on assignments or projects	41%	49%	39%	37%
o. Faculty research activities	19%	20%	17%	18%
Note: Percentages are based on those reporting experience.				

3.3.1 Contribution of faculty by discipline

Three areas of experience showed a significant difference in students' ratings of faculty's contribution by discipline. Among the three activities, students in Arts and Humanities programs, and to a lesser extent Education programs, are typically more likely to report that faculty contributed very much to their personal growth and development. Conversely, those in Engineering and Business programs are the least likely to feel this way.

Table 28: Contribution of self-directed activities to growth and development by discipline		
Issue	**Discipline**	**Very much**
Faculty knowledge of their discipline	Arts and Humanities	72%
	Overall	60%
	Business	52%
	Engineering	49%
Faculty enthusiasm for subject material	Arts and Humanities	68%
	Education	64%
	Overall	58%
	Engineering	41%
Personal interactions with faculty	Arts and Humanities	54%
	Education	54%
	Overall	43%
	Business	36%
	Engineering	32%

4.0 Extra-curricular activities

In this section, we report on the impact that 19 extra-curricular activities had on students' personal growth and development.

In general, students rate most extra-curricular activities as having very little impact on their growth and development. There are a few exceptions. The activities that the majority of students, with experience, say contributed very much to their personal growth and development are:

- *international placements or exchanges*
- *interactions with other students*
- *living on campus.*

However, some of these activities were experienced by a small subset of students. Overall, the following activities had the greatest impact on the most students:

- *interactions with other students*
- *exposure to students from different cultures*
- *participating in on-campus student recreational and sports programs.*

4.1 Impact of student services and supports

We asked students about their use of various on-campus student services and supports.

- About 4 students in 10 report *participation in student clubs* (44%) or *study skills and learning support services* (40%).
- Slightly less than 1 student in 10 reports serving as *a peer or residence advisor* (9%) or participating in *international placement or exchanges* (9%) or *student government* (8%).

See Table 29.

Table 29: Use of on-campus student services/supports Q12

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
k. Participation in student clubs	44%	43%	48%	40%
a. Using study skills/learning support services	40%	41%	41%	37%
b. Serving as a peer or residence advisor	9%	10%	10%	8%
h. Participating in international study or exchanges	9%	9%	8%	9%
m. Participation in student government	8%	6%	7%	10%

4.1.1 Contribution of student supports/services

Table 30 (next page) shows the percentages of students who participated in these activities and who considered them to contribute very much to their personal growth and development. As in previous years, of these supports/services, those involving the fewest students tend to have the biggest impact on students' personal growth.

- Although few students had participated in *international placements or exchanges,* 7 in 10 say that they contributed very much to their personal growth, while just 9% think they contributed very little or not at all.
- Although relatively few students had served as a *peer or residence advisor,* 4 in 10 report that this experience contributed very much to their personal growth and development. About half of that (22%) say that serving as a peer or residence advisor contributed very little or not at all to their growth.

- Of those who had participated in *student government* or *clubs*, about 3 in 10 report that such participation contributed very much to their personal growth. In each case, almost as many students say that participating in student government (24%) or clubs (25%) contributed very little or not at all to their growth.

- Of those who had used *study skills or learning support services*, about 1 student in 4 says that these services contributed very much to his/her personal growth. Just 20% think this contributed very little or not at all to their growth, which is the second lowest proportion among the five services tested.

Table 30: Student services: contributed very much to personal growth and development Q12

	All students	Group		
		1	2	3
h. Participating in international study or exchanges	71%	69%	63%	79%
b. Serving as a peer or residence advisor	40%	51%	34%	35%
m. Participation in student government	35%	38%	32%	36%
k. Participation in student clubs	33%	38%	27%	35%
a. Using study skills/learning support services	26%	28%	26%	26%

Note: Percentages are based on those reporting experience.

Compared with the results from 2003 (46%), fewer students in 2006 (40%) report that *serving as a peer or residence advisor* contributed very much to their personal growth.[4]

4.2 Non-academic campus activities

As shown in Table 31 (next page), many students report being active on campus and taking part in non-academic events.

- Almost 6 students in 10 report attending *campus social events.*

- Over half report that they attended *lectures* or *cultural events*.

- Just over 1 student in 3 reports *participating in on campus recreational or sports programs*, and almost as many say they attended *home games for university athletic teams*.

[4] This question was not asked in the 2000 survey.

- About 1 student in 4 reports *living on-campus,* and almost as many report having *on-campus employment.* The likelihood of living on campus appears to decrease as university size increases. One-third of those attending smaller universities (Group 1) report living on campus, compared to one-quarter of Group 2 students and one-fifth of those who attend the largest – Group 3 – universities.

- About 1 in 10 reports *being a teaching assistant,* and slightly fewer report involvement in *campus media*.

- Few report participating in a *fraternity or sorority.*

Table 31: Involved in non-academic campus activities Q12

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
o. Attending campus social events	59%	61%	59%	57%
e. Attending campus lectures (in addition to regular classes)	56%	58%	56%	53%
f. Attending campus cultural events (e.g. theatre, concerts, art exhibits)	55%	58%	54%	52%
q. Participating in on-campus student recreational and sports programs	35%	34%	38%	34%
p. Attending home games of university athletic teams	34%	44%	31%	30%
i. Living on campus	25%	35%	24%	18%
d. Having other on-campus employment	23%	26%	23%	20%
c. Being a teaching assistant	10%	12%	9%	8%
n. Being involved in campus media (e.g. radio, TV, newspaper)	7%	8%	8%	6%
l. Participation in fraternities/sororities	3%	2%	2%	4%

- A significantly higher proportion of students in 2006 (55%) than in 2003 (32%)[5] report *attending campus cultural events,* although this may be due to a slight difference in question wording. In 2003, students were asked about campus cultural *activities,* whereas in 2006, they were asked about campus cultural *events (theatre, concerts, art exhibits, etc.).*

- Students in Arts and Humanities (68%) and Biological Science (59%) programs are more likely to attend campus cultural events, while students in Professional programs (44%) are the least likely.

[5] This question was not asked in the 2000 survey.

- *Participation in student recreational and sports programs* tends to vary by discipline. Students in Engineering (50%) and Physical Science (44%) programs are the most likely to report such participation, while those in Professional programs (28%) are the least likely.

- Younger students are more likely to report experience with many of these non-academic activities. For example, students age 22 years and younger are most likely to report *living on campus* (32%), *attending social events* (65%), and *attending home games of university athletic teams* (41%).

4.2.1 Contribution of non-academic activities

Among the students who participated in these on-campus non-academic activities, about half credited two activities with contributing very much to their personal growth and development.

- Over half of those who experienced *living on campus* say that it contributed very much to their personal growth. Others say that it contributed very little or nothing (19%) to their growth. The proportion of students who report that living on campus contributed very much to their personal growth decreases with the age of the students. Indeed, some 59% of students 20 years of age or younger report this compared to 35% of students age 30 and older.

- Although very few students had experience *being a teaching assistant*, about half of those with such experience indicate that it contributed very much to their personal growth and development. Some 13% say that it contributed very little or nothing to their growth. Students attending Group 1 universities (56%) are more likely than those from Group 2 (49%) or Group 3 (40%) universities to report that being a teaching assistant has contributed very much to their personal growth.

Fewer of those who participated in other activities report that these activities contributed very much to their growth.

- About 4 students in 10 report that *having other on-campus employment* contributed very much to their personal growth, while about half as many (21%) think it contributed very little or nothing.

- While very few students report participating in a *fraternity or sorority*, of those who did, almost 4 in 10 say this participation contributed very much to their personal growth. However, 30% say it contributed very little or nothing to their growth.

- About 1 student in 4 reports that *participating in on-campus student recreational and sports programs, involvement in campus media*, and *campus lectures* each contributed very much to his/her personal growth. For just as many students, their experience with these activities did not contribute to their growth and development, or contributed very little. Indeed, 33% say that their experience with *campus media* contributed very little or nothing, while many also indicate that *sports programs* (26%) and *campus lectures* (21%) contributed very little or nothing.

- About 1 student in 5 reports that attending *campus cultural activities* and *social events* each contributed very much to his/her growth and development, although considerably more think that campus cultural activities (32%) or social events (34%) contributed very little or nothing.

- About 1 student in 7 says that *attending home games of university athletic teams* contributed very much to his/her growth. More than three times as many (50%) say that attending such events contributed very little or nothing to their growth and development.

Table 32: On-campus activities: contributed very much to personal growth and development Q12

	All students	Group		
		1	2	3
i. Living on campus	51%	54%	50%	48%
c. Being a teaching assistant	49%	56%	49%	40%
d. Having other on-campus employment	42%	45%	41%	40%
l. Participation in fraternities/sororities	37%	39%	25%	42%
q. Participating in on-campus student recreational and sports programs	28%	33%	26%	28%
n. Being involved in campus media (e.g. radio, TV, newspaper)	26%	32%	21%	27%
e. Attending campus lectures (in addition to regular classes)	25%	26%	23%	26%
f. Attending campus cultural events (e.g. theatre, concerts, art exhibits)	20%	23%	16%	20%
o. Attending campus social events	17%	19%	15%	16%
p. Attending home games of university athletic teams	14%	16%	12%	13%

Note: Percentages are based on those reporting experience.

4.2.2 Contribution by discipline

As shown in Table 33, students in some disciplines are more likely to think that certain activities contribute very much to their personal growth and development.

- Among students in Arts and Humanities and Education programs, about 1 in 4 says that *attending campus cultural events* contributed very much to their personal growth, while only about 1 in 10 Engineering students says the same.

- Of those students in other programs, about 1 in 4 says that *attending home games of university athletic teams* contributed very much, while students in Physical Science programs are least likely to credit such homes games as contributing very much to their personal growth.

Table 33: On-campus activities by discipline

Issues	Discipline	Very much
Attending campus cultural events	Arts and Humanities	28%
	Education	25%
	Overall	20%
	Engineering	12%
Attending home games of university athletic teams	Other programs	24%
	Overall	14%
	Engineering	9%
	Physical Science	6%

4.3 Interactions with others

Table 34 shows the percentages of students who report interactions with other students, including involvement in community service activities.

As would be expected, almost all students report *interactions with other students* and *exposure to students from different cultures*. Almost half report being involved in either *on- or off-campus community service or volunteer activities*.

Table 34: Interaction with others Q12

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
j. Interacting with other students	98%	99%	98%	98%
g. Being exposed to students from different cultures	89%	89%	90%	88%
Any community service/volunteer activity (net)	47%	52%	48%	43%
s. Participating in off-campus community service/volunteer activities	39%	44%	40%	36%
r. Participating in on-campus community service/volunteer activities	25%	28%	24%	22%

4.3.1 Contribution of interactions with others

Among those who report such interactions:

- Some 6 students in 10 report that the *interactions with other students* contributed very much to their personal growth and development. Some 7% say that interacting with other students contributed very little or not at all to their personal growth.

- About half report that *off-campus community service and volunteer activities* contributed very much to their personal growth. Some 12% report that such activities contributed very little or nothing.

- About 1 student in 3 reports that *exposure to students from different cultures* and *participating in on-campus community service and volunteer activities* each contributed very much to their personal growth and development. Slightly fewer report that exposure to students from different cultures (23%) or on-campus volunteer activities (20%) contributed very little or nothing to their personal growth.

Table 35: Interaction with others: contributed very much to personal growth and development Q12				
	All students	Group		
		1	2	3
j. Interacting with other students	57%	61%	55%	56%
s. Participating in off-campus community service/volunteer activities	46%	49%	42%	47%
r. Participating in on-campus community service/volunteer activities	32%	35%	28%	33%
g. Being exposed to students from different cultures	32%	32%	31%	32%
Note: Percentages are based on those reporting experience.				

Students in Biological (52%) and Social (51%) Science programs are more likely to report that participating in *off-campus community service and volunteer activities* contributed very much to their personal growth. Engineering students (32%) are least likely to report the same.

4.3.2 Hours engaged in community service

As shown in Table 36, about 4 students in 10 report being involved in community service or volunteer activities on a weekly basis. On average, the typical student spends 1.8 hours a week on such activities. Among the 40% who volunteer, the average number of hours more than doubles to 3.8 hours per week.

Table 36: Average number of hours engaged in community service/volunteer activities per week Q13				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
None	58%	54%	59%	61%
1 or 2	16%	17%	16%	15%
3 to 5	15%	16%	15%	14%
6 or more	9%	9%	9%	8%
Non-numeric response	<1%	<1%	<1%	<1%
Average hours (all respondents)	1.8	1.9	1.8	1.7
Average hours (those who participate)	3.8	3.8	3.7	4.0
Note: The 'don't know/no response' category is not shown. Therefore, columns may not sum to 100%.				

5.0 Use of and satisfaction with facilities and services

We asked students to rate their use of and satisfaction with 17 different facilities and services at their universities.

Some services, by their very nature, are used by almost all students, while others are used by students who specifically require those particular services.

Overall, the majority of students who have used the services are satisfied with each of the services tested. The services with the highest proportion of students who indicated that they were very satisfied were:

- *services for students with disabilities*
- *campus medical services*
- *library facilities*
- *co-op programs.*

In each case, one-third of students, or more, with experience using the service reported that they were very satisfied.

5.1 General facilities and services

We asked students who had experience using the facility or service to indicate their level of satisfaction with each of six general services.

5.1.1 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 the students' circumstances. As Table 37 shows:

- As might be expected, virtually all students have used the *campus bookstore, library facilities,* or *computer facilities*.
- About 3 in 4 students have used *university support staff.*
- Just over 6 students in 10 have used campus *athletic facilities*. Younger students are more likely to report using these facilities. For example, 68% of students 21 years and

younger report using them, compared to 36% of students age 30 and older.

- Some 4 students in 10 have used *campus medical services.*

Table 37: Use of facilities/services Q16				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
g. Campus book store(s)	97%	97%	97%	96%
h. Library facilities	96%	96%	96%	97%
i. Computer facilities	92%	91%	93%	92%
f. University support staff	77%	82%	76%	74%
j. Athletic facilities	62%	62%	64%	61%
l. Campus medical services	40%	44%	42%	36%

Use of the university's *athletic facilities* is more common among students in Engineering (80%) and Biological Science (74%) programs and less common among students in Professional (48%) programs.

More students report using university support staff in 2006 (77%) than in 2003 (54%) or 2000 (50%). This difference may be attributed to the inclusion of examples in question wording in 2006. The examples used were clerks, secretaries, etc.

5.1.2 Satisfaction with general facilities and services

As shown in Table 38, among students who used these services, some 8 in 10 or more are satisfied or very satisfied with them.

- This includes 3 in 10 students or more who are very satisfied with *campus medical services* (38%), *library facilities* (33%), or *athletic facilities* (30%).
- Slightly more than 1 in 4 students is very satisfied with *university support staff* (28%) or *computer facilities* (27%).
- About 1 in 5 is very satisfied (20%) with the *campus bookstore*.

Table 38: Satisfaction with general facilities/services (% very satisfied/satisfied) Q16

	All students	Group		
		1	2	3
h. Library facilities	88%	80%	90%	92%
l. Campus medical services	87%	86%	89%	87%
f. University support staff	86%	88%	85%	85%
i. Computer facilities	86%	85%	88%	84%
j. Athletic facilities	84%	82%	84%	84%
g. Campus book store(s)	80%	78%	77%	83%

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

Those attending smaller universities are more likely to be dissatisfied with their *library facilities.* About 19% of students in Group 1 universities are dissatisfied compared to 10% of those in Group 2 universities and 7% of those in Group 1 universities.

5.2 Special services

We asked students who had experience using the service to indicate their level of satisfaction with each of 11 special services.

5.2.1 Use of special services

Table 39 shows students' use of various special services.

- The most commonly used special service is *academic advising,* used by slightly more than 7 in 10 students. Students attending Group 1 universities (81%) are more likely to have used this service than those in Group 2 (69%) or Group 3 (64%) universities.
- About 1 student in 3 used *services for students in need of financial aid.*
- Just over 1 in 4 reports using *employment, career counselling,* and *study skills/learning support services.*
- About 1 student in 5 reports using *personal counselling services.*
- Approximately 1 student in 7 reports using *co-op programs* or *peer or residence advisors*.
- Less than 1 student in 10 reports using services designed for specific types of students, including services for *international, disabled,* or *First Nation* students.

Table 39: Use of special services Q16

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
a. Academic advising	71%	81%	69%	64%
p. Services for students needing financial aid	33%	37%	36%	29%
m. Employment services	28%	23%	31%	29%
e. Career counselling services	27%	24%	30%	26%
b. Study skills/learning support services	26%	28%	27%	23%
c. Personal counselling services	18%	19%	20%	16%
k. Co-op programs	14%	11%	20%	11%
d. Peer or residence advisors	13%	17%	12%	9%
o. International student services	9%	9%	9%	9%
n. Services for students with disabilities	5%	5%	5%	5%
q. Services for First Nations students	2%	2%	2%	2%

For some special services, students' use varies by discipline. Special services that differ include:

- *Academic advising*. While a significant majority of students in Biological (79%) and Social Science (78%) programs report using academic advising, less than half of students in Professional programs (44%) report using it.

- *Employment services*. Slightly less than half of Engineering (46%) students and about one-third of students in Business programs (36%) report using employment services. Less than one-fifth of students in Professional programs (17%) used these services.

- *Co-op programs*. Students in Engineering programs (45%) are most likely to use this service compared to students in Arts and Humanities (5%) and Social Science (7%) programs.

5.2.2 Satisfaction with special services

The majority of students – ranging from 73% to 85% – who have used these special services are satisfied with them (see Table 40).

- *Academic advising* is the only specialty service used by a majority of students, and while about three-quarters of those who used it are at least satisfied with their experience, only 21% are very satisfied. Indeed, just as many are dissatisfied with their experience (23%).

- Although 85% of students who used *study skills* or *learning support services* are satisfied, just 17% are very satisfied, which is the lowest proportion among all of these special services.

- *Career counselling* receives the lowest rating of satisfaction overall. Still, almost three-quarters of students say they are at least satisfied with their experience, although only 21% are very satisfied. Similarly, 79% are satisfied with their experience using *employment services*, including 21% who are very satisfied.

- Some 83% of students who used *peer or residence advisors* are satisfied, including 26% who are very satisfied. Similarly, 79% of students who used *personal counselling*

services are satisfied with their experience, including 30% who are very satisfied.

- Although the following services were used by fewer students, users are likely to be very satisfied with them: *[services] for students with disabilities* (42% very satisfied), *co-op programs* (38%), *[services] for First Nations students* (31%), and *international student services* (30%).

Students attending Group 1 (31%) universities are more likely to be very satisfied with *peer or residence advisors* than those attending Group 2 (23%) and Group 3 (22%) universities.

Table 40: Satisfaction with special services (% very satisfied/satisfied) Q16

	All students	Group		
		1	2	3
b. Study skills/learning support services	85%	86%	86%	84%
d. Peer or residence advisors	83%	84%	81%	83%
n. Services for students with disabilities	81%	81%	81%	81%
o. International student services	80%	80%	77%	82%
m. Employment services	79%	77%	79%	81%
c. Personal counselling services	79%	82%	78%	76%
k. Co-op programs	77%	74%	77%	81%
p. Services for students needing financial aid	77%	78%	78%	75%
a. Academic advising	76%	78%	78%	72%
q. Services for First Nations students	74%	80%	70%	72%
e. Career counselling services	73%	74%	72%	73%

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

Among disciplines, there are a few differences in students' satisfaction with special services.

- Students in Education (36%) and Engineering (29%) programs are more likely to be very satisfied with *employment services*, while students in the sciences (Biological and Physical – 17% each) are less likely to be very satisfied.

- Students in Education (48%) and Biological Science (44%) programs are the most likely to be very satisfied with their *co-op programs*, whereas students in Social Science (28%) programs are the least likely.

6.0 Skill growth and development

We asked students to grade their universities in terms of contributing to their growth and development of specific skills.

In each case, students were asked to use a five-point grading scale:

5 = A or Excellent
4 = B or Good
3 = C or Fair
2 = D or Poor
1 = F or Fail.

In this section, we group each of 33 skills into broad themes and report the average ratings students gave to their universities for contributing to their growth and development.

On average, universities receive their highest marks from students for contributing to growth and development in the following areas:

- *working independently*
- *broad knowledge of their major field of study*
- *thinking logically and analytically.*

In each case, among the students who provide a rating, at least 8 out of 10 rate their university as doing a good or excellent job.

Universities also receive good marks from students in the following areas:

- *ability to access information*
- *written communication skills*
- *accepting people from different cultures*
- *skills for planning and completing projects*
- *ability to understand abstract reasoning*
- *commitment to lifelong learning*
- *cooperative interaction in groups.*

In each case, among the students who provide a rating, at least 7 out of 10 rate their university as doing a good or excellent job.

Students rate their universities particularly poorly in terms of their institutions' contribution to growth and development in these areas:

- *mathematical skills*
- *appreciation of the arts*
- *second or third language skills*
- *entrepreneurial skills*
- *spiritual development*

In each case, less than half rate their university as doing a good or excellent job. In the cases of entrepreneurial skills and spiritual development, slightly less than one-third of students rate their university as doing at least a good job.

6.1 Academic skills

We asked students to rate their university experience in terms of how it contributed to the growth and development of six academic skills.

All students rate their universities in terms of contributing to students' *broad knowledge of their major field of study,* and almost all did for *computer literacy skills* and *preparation for post-graduate study or professional school*. Most also rate their universities' contribution to their ability to *analyze quantitative problems, mathematical skills,* and *understanding and applying scientific principles and methods.*

Of these academic skills, only one received an average rating higher than a B (good).

- On average, students give *broad knowledge of my major field of study* better than a B (good). In fact, 41% of students rate their university as excellent in terms of its contribution to their growth in this area.

On average, students rate the growth and development of the other five academic skills as a B-.

- Of those who rate *computer literacy skills* or *analyzing quantitative problems,* about 6 students in 10 rate their university as doing a good or excellent job.

- Students give very similar ratings of good or excellent to *preparation for postgraduate study or professional school* (60%) and *understanding and applying scientific principles and methods* (59%). Some 22% give preparation for graduate or professional school a grade of A, while 18% give a grade of A to their universities for contributing to their understanding and applying of scientific principles.

For one academic skill, participants rated their university a C+, or fair.

- *Mathematical skills* received the lowest ratings of this group at 3.4. Of students who provide a rating, about as many give a rating of excellent (16%) as rate their institution as poor (14%) or fail (3%) combined.

Table 41 shows the percentage of students who rate their university and the average rating out of 5 that students give to their universities.

Table 41: Academic skills: growth and development Q14/Q15

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Percent who graded the university				
15o. Broad knowledge of my major field of study	100%	99%	99%	100%
14k. Computer literacy skills	93%	92%	92%	93%
15q. Preparation for postgraduate study or professional school	91%	91%	91%	92%
14j. Analyzing quantitative problems	88%	88%	88%	89%
14i. Mathematical skills	83%	81%	82%	84%
15b. Understanding and applying scientific principles and methods	77%	73%	75%	80%
Average grade (out of 5)				
15o. Broad knowledge of my major field of study	4.2	4.3	4.2	4.2
14k. Computer literacy skills	3.7	3.7	3.7	3.7
14j. Analyzing quantitative problems	3.7	3.6	3.7	3.7
15q. Preparation for postgraduate study or professional school	3.6	3.8	3.6	3.6
15b. Understanding and applying scientific principles and methods	3.6	3.6	3.7	3.7
14i. Mathematical skills	3.4	3.4	3.5	3.4

Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the average. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.

6.1.1 Growth and development of academic skills by discipline

It is not surprising that various disciplines emphasis different knowledge and skills. Depending on the discipline, students often provide significantly different ratings of their university on these academic skills.

- Students in Engineering and Physical Science programs tend to give higher grades to their universities for contributing to their growth and development of *analyzing quantitative problems, understanding and applying scientific principles and methods* (as did those in the Biological Science programs), and *mathematical skills*. Students in Engineering programs also give the highest grades for *computer literacy skills*.

- Students in Arts and Humanities programs tend to give their universities significantly lower grades on these same items than students in other disciplines, and to a lesser extent, students in Education programs do so as well.

Table 42 presents the significant differences for academic skills.

Table 42: Contribution to academic skills by discipline

Issues	Discipline	Mean
Computer literacy skills	Engineering	4.2
	Overall	3.7
	Arts and Humanities	3.5
Analyzing quantitative problems	Engineering	4.4
	Physical Science	4.4
	Overall	3.7
	Education	3.4
	Arts and Humanities	3.2
Understanding and applying scientific principles and methods	Biological Science	4.2
	Physical Science	4.2
	Engineering	4.1
	Overall	3.6
	Business	3.4
	Education	3.4
	Arts and Humanities	3.2
Mathematical skills	Engineering	4.4
	Physical Science	4.3
	Overall	3.4
	Arts and Humanities	2.9

6.2 Communication skills

Almost all students rate their universities in terms of contribution to communication skills, with the exception of *second or third language skills,* which just over half (51%) of students are able to rate.

For three of the four skills, the average rating of a B suggests that most students think their university did a good job.

- Generally, students rate their universities' contribution to their growth and development of *written communication* as either good (50%) or excellent (29%), while just a few rate it as poor (3%) or fail (< 1%).

- Students give similar ratings to their universities' contribution to *cooperative interaction in groups.* Most rate their institutions as either good (44%) or excellent (29%), while few say the institutions deserve a poor (5%) or failing (1%) grade.

- They also award their universities high grades for contributing to the growth and development of *oral communication,* giving institutions either a B (good – 49%) or an A (excellent – 26%).

Students give their universities little better than a C (fair) for their contributions to *second or third language skills*. In fact, just 14% rate universities as excellent, while almost as many (11%) give them a failing grade. See Table 43.

Table 43: Communication skills: growth and development Q14/Q15

	All students (n=10,464)	Group 1 (n=3,031)	Group 2 (n=3,422)	Group 3 (n=4,011)
Percent who graded the university				
14a. Written communication skills	100%	99%	100%	100%
14b. Oral communication skills	99%	100%	99%	99%
14g. Cooperative interaction in groups	99%	99%	99%	99%
15a. Second or third language skills	51%	40%	54%	55%
Average grade (out of 5)				
14a. Written communication skills	4.1	4.1	4.1	4.0
14g. Cooperative interaction in groups	4.0	4.0	4.0	3.9
14b. Oral communication skills	3.9	4.1	3.9	3.9
15a. Second or third language skills	3.2	3.2	3.2	3.2

Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the average. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.

6.2.1 Growth and development of communication skills by discipline

As shown in Table 44, there are significant differences among disciplines for all communication skills tested.

- For almost all communication skills, students in Physical Science and Engineering programs give the lowest grades.

- Students in Arts and Humanities programs give significantly higher marks to their institutions in terms of developing *written communication* and *second or third language skills*, while students in Education programs give the highest marks for *cooperative interaction in groups* and *oral communication skills*.

Table 44: Contribution to communication skills by discipline

Issues	Discipline	Mean
Written communication skills	Arts and Humanities	4.3
	Overall	4.1
	Physical Science	3.7
	Engineering	3.7
Cooperative interaction in groups	Education	4.3
	Business	4.2
	Professional	4.2
	Overall	4.0
	Physical Science	3.8
	Arts and Humanities	3.8
	Biological Science	3.8
	Social Science	3.8
Oral communication skills	Education	4.2
	Overall	4.0
	Biological Science	3.8
	Engineering	3.8
	Physical Science	3.7
Second or third language skills	Arts and Humanities	3.4
	Overall	3.2
	Engineering	2.8
	Professional	2.8

6.3 Learning skills

Virtually all students are able to provide a rating of the seven items grouped as learning skills. On average, students tend to provide a rating of good – that is, a B – for each learning skill.

Over 8 students in 10 rate their university as good or excellent in terms of:

- Contributing to students' growth and development in *thinking logically and analytically.* Some 47% rate their university as good, while another 36% rate it as excellent.

Slightly more than 3 students in 4 rate their university as good or excellent in terms of contributing to their:

- *Ability to access information* (45% rate their university as good and 33% as excellent)
- *Skills for planning and completing projects* (46% good and 30% excellent)
- *Ability to understand abstract reasoning* (49% good and 27% excellent)
- *Commitment to lifelong learning* (41% good and 34% excellent).

About 7 students in 10 rate their university as good or excellent in terms of contributing to their growth and development in the following areas:

- *Effective study and learning skills.* Some 48% rate their university as good, while another 23% rate it as excellent.
- *Identifying and solving problems.* Some 51% rate their university as good, while 21% rate it as excellent.

See Table 45 (next page).

Table 45: Analytical/learning skills: growth and development Q14/Q15				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Percent who graded the university				
14c. Effective study and learning skills	99%	99%	99%	99%
14e. Thinking logically and analytically	99%	99%	99%	99%
14l. Ability to access information	99%	99%	99%	99%
14d. Ability to understand abstract reasoning	99%	99%	99%	99%
14m. Skills for planning and completing projects	99%	99%	99%	98%
15p. Commitment to lifelong learning	98%	99%	99%	98%
15c. Identifying and solving problems	97%	98%	97%	97%
Average grade (out of 5)				
14e. Thinking logically and analytically	4.2	4.2	4.2	4.1
14l. Ability to access information	4.1	4.0	4.1	4.0
14d. Ability to understand abstract reasoning	4.0	4.0	4.0	3.9
14m. Skills for planning and completing projects	4.0	4.0	4.0	4.0
15p. Commitment to lifelong learning	4.0	4.1	4.0	3.9
14c. Effective study and learning skills	3.9	3.9	3.9	3.8
15c. Identifying and solving problems	3.9	3.9	3.9	3.9
Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the average. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.				

6.3.1 Growth and development of learning skills by discipline

There were few significant differences by discipline.

- Students in Engineering and Physical Science programs give higher grades to their universities for contributing to their growth and development in *identifying and solving problems*, although Engineering students give the lowest ratings for contribution to *commitment to lifelong learning*.

- On average, students in Education and Professional programs give higher marks for *commitment to lifelong learning*, while students in Business programs join Engineering students in giving lower marks for contribution to this skill.

Table 46: Contribution to learning skills by discipline		
Issues	**Discipline**	**Average**
Commitment to lifelong learning	Education	4.2
	Professional	4.2
	Overall	4.0
	Business	3.8
	Engineering	3.8
Identifying and solving problems	Engineering	4.3
	Physical Science	4.2
	Overall	3.9
	Education	3.7
	Arts and Humanities	3.7

6.4 Life skills: working and knowledge skills

We grouped a number of skills that are neither academic nor learning skills, specifically, but that apply throughout a student's life into two categories: working and knowledge skills, and personal and relationship skills. In this section, we report on working and knowledge skills. On average, students rate their university from a C to a B+ on seven skills.

- Among students who rate their university on the given skill, the only working and knowledge skill to receive an average rating of B+ is *working independently.* Over 8 students in 10 report that their university had done a good (41%) or excellent (47%) job of contributing to their development in this regard. This is the only working and knowledge skill to receive an average rating higher than a B (good).

- In three cases, the average ratings suggest that students give their universities a B-. About 6 students in 10 rate their university as good or excellent in its contribution to:
  - *living in an international world* (38% good, 23% excellent)
  - *understanding national and global issues* (39% good, 21% excellent)
  - *general skills and knowledge relevant for employment* (40% good, 21% excellent).

- Students give their universities a C+ in two areas:
  - *Employment-related skills and knowledge.* Just over half rate their university as good (34%) or excellent (19%) in terms of its contribution to *specific employment-related skills and knowledge*, although one-fifth give their university a poor (14%) or failing (5%) grade.
  - *Appreciation of the arts.* About half rate their university as good (30%) or excellent (20%) in contributing to students' *appreciation of the arts.* Again, about one-fifth say it is poor (15%) or fails (6%).

- Students give the lowest average grade, a C, to *entrepreneurial skills.* About 1 student in 3 rates his/her university's contribution to these skills as good (24%) or excellent (7%). However, just as many give their university a poor (23%) or failing (10%) grade.

See Table 47.

Table 47: Life skills: working and knowledge skills Q14/Q15

	All students (n=10,464)	Group 1 (n=3,031)	Group 2 (n=3,422)	Group 3 (n=4,011)
Percent who graded the university				
14f. Working independently	100%	99%	100%	100%
15r. General skills and knowledge relevant for employment	98%	98%	98%	99%
15s. Specific employment-related skills and knowledge	96%	96%	97%	97%
15l. Understanding national and global issues	96%	96%	96%	95%
15m. Living in an international world	93%	93%	94%	92%
15j. Appreciation of the arts	88%	90%	89%	86%
15t. Entrepreneurial skills	79%	74%	79%	82%
Average grade (out of 5)				
14f. Working independently	4.3	4.3	4.3	4.3
15l. Understanding national and global issues	3.7	3.8	3.7	3.6
15m. Living in an international world	3.7	3.7	3.8	3.6
15r. General skills and knowledge relevant for employment	3.6	3.8	3.6	3.5
15s. Specific employment-related skills and knowledge	3.5	3.6	3.5	3.4
15j. Appreciation of the arts	3.4	3.6	3.4	3.3
15t. Entrepreneurial skills	3.0	3.1	3.0	2.9

Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the average. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.

6.4.1 Growth and development of working and knowledge skills by discipline

Table 48 (next page) shows the significant differences by discipline. For example, on average:

- Students in Social Science programs give higher ratings to their universities in terms of contributing to their *understanding national and global issues,* while those in science (Biological or Physical) or Engineering programs give lower ratings.

- Students in Physical Science and Engineering programs give their universities lower grades for contributing to their ability to *live in an international world*.

- Students in Education and Professional programs give their universities higher grades for contributing to *general skills and knowledge relevant for employment.*

- Students in Education, Professional, and Business programs give the highest ratings to their universities for contributing to *specific employment-related skills and knowledge*. Students in Social Science programs give the lowest average ratings on this skill.

- Students in Arts and Humanities programs give the highest ratings for universities' contribution to their *appreciation of the arts,* while students in science (Biological or Physical), Business, and Engineering programs give the lowest average grade.

- As might be expected, students in Business programs give the highest grade to their universities for contributing to their *entrepreneurial skills*. Students in Physical and Biological Science programs give the lowest grade for these skills.

Table 48: Contribution to working and knowledge skills by discipline		
Issues	**Discipline**	**Average**
Understanding national and global issues	Social Science	3.9
	Overall	3.7
	Biological Science	3.4
	Physical Science	3.2
	Engineering	3.2
Living in an international world	Social Science	3.8
	Arts and Humanities	3.8
	Business	3.8
	Overall	3.7
	Physical Science	3.4
	Engineering	3.4
General skills and knowledge relevant for employment	Education	4.1
	Professional	4.0
	Overall	3.6
	Biological Science	3.5
	Social Science	3.5
	Arts and Humanities	3.5
	Physical Science	3.5
Specific employment-related skills and knowledge	Education	4.1
	Professional	3.9
	Business	3.7
	Overall	3.5
	Social Science	3.2
Appreciation of the arts	Arts and Humanities	4.1
	Overall	3.4
	Biological Science	3.1
	Business	3.0
	Physical Science	2.9
	Engineering	2.6
Entrepreneurial skills	Business	3.4
	Overall	3.0
	Physical Science	2.7
	Biological Science	2.7

6.5 Life skills: personal and relationship skills

Table 49 (next page) presents the results for nine items grouped as personal and relationship skills. Other than spiritual development (76%), virtually all students rate their universities on each of the remaining personal and relationship skills.

On average, students give their university a grade of B (that is, good) for two of these skills.

- Approximately 4 students in 10 rate their university as good (40%) or excellent (35%) in terms of contributing to their growth and development in *accepting people from different cultures.*

- About 3 in 4 students rate their university as good (48%) or excellent (26%) in terms of contributing to the growth and development of their *interpersonal skills.*

Students grade their university a B-, on average, on six skills.

- Just under 7 students in 10 rate their university as good or excellent in contributing to their growth and development in the following areas:
  - *persistence with difficult tasks* (46% good, 22% excellent)
  - *personal self-confidence* (44% good, 24% excellent)
  - *moral and ethical development* (42% good, 25% excellent).

- Approximately 6 students in 10 rate their university as good or excellent in contributing to their growth and development in the following areas:
  - *personal time management skills* (41% good, 22% excellent)
  - *leadership skills* (38% good, 22% excellent)
  - *ability to address issue in personal life* (40% good, 20% excellent).

On average, students rate their university a C, or fair, in terms of contributing to their spiritual development.

- Universities receive the lowest rating for contributing to students' *spiritual development,* as approximately 1 student in 3 rates his/her university as good (22%) or excellent (10%) in this regard. However, slightly more students give universities a poor (24%) or failing (12%) grade.

Table 49: Life skills: personal and relationship skills Q14/Q15

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Percent who graded the university				
15d. Personal time management skills	98%	98%	98%	98%
15h. Interpersonal skills	98%	99%	98%	98%
15e. Persistence with difficult tasks	98%	98%	98%	98%
15g. Personal self-confidence	98%	98%	98%	98%
15f. Leadership skills	96%	96%	96%	95%
15i. Moral and ethical development	96%	96%	96%	96%
15k. Accepting people from different cultures	95%	95%	96%	94%
14h. Ability to address issues in personal life	95%	95%	95%	95%
15n. Spiritual development	76%	77%	76%	76%
Average grade (out of 5)				
15k. Accepting people from different cultures	4.0	4.1	4.1	4.0
15h. Interpersonal skills	3.9	4.0	3.9	3.8
15e. Persistence with difficult tasks	3.8	3.9	3.9	3.8
15g. Personal self-confidence	3.8	4.0	3.8	3.7
15i. Moral and ethical development	3.8	3.9	3.8	3.7
15d. Personal time management skills	3.7	3.8	3.7	3.7
15f. Leadership skills	3.7	3.8	3.7	3.6
14h. Ability to address issues in personal life	3.7	3.7	3.6	3.6
15n. Spiritual development	2.9	3.1	3.0	2.8

Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the average. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.

6.5.1 Growth and development of personal/relationship skills by discipline

Table 50 shows ratings by discipline for those that are statistically different.

- On average, students in Professional programs give higher ratings to their universities than students in other disciplines for both *moral and ethical* and *spiritual development.*

- Those in Engineering and Physical Science programs tend to give lower ratings on average to these same items.

Table 50: Contribution to personal and relationship skills by discipline

Issues	Discipline	Mean
Moral and ethical development	Professional	4.1
	Overall	3.8
	Engineering	3.6
	Physical Science	3.5
Spiritual development	Arts and Humanities	3.1
	Professional	3.1
	Overall	2.9
	Physical Science	2.7
	Engineering	2.5

7.0 Student satisfaction

As we have seen, many students credit their university with playing an important role in their growth and development. Thus, it is not surprising that for the most part, students are satisfied with their university experiences.

In this section, we report that:

- Most students are very positive about their experiences with their professors. In particular, the vast majority of students agree that not only do their professors seem *knowledgeable in their field*, but their professors *communicated well in their teaching* and are *reasonably accessible outside of class*.

- Students' generally positive assessment of their professors reflects the fact that the vast majority of students are satisfied with the quality of the education they received from their university and agree that their learning experiences at university are intellectually stimulating.

- According to students, the weakness of some of their professors is that professors are not *knowledgeable of career opportunities* in their field.

- As previously discussed, most students believe that interaction with other students has contributed very much to their personal growth and development. This is reflected by the fact that the vast majority report that they are satisfied with the opportunity to develop lasting friendships.

- Many students are not satisfied with the concern shown by their university for them as individuals, and a majority report that they sometimes feel they get the run-around from their university. That said, most feel that they are part of their university.

- Generally, students are satisfied or very satisfied with their decision to attend their university, and most say the university met or exceeded their expectations. This is further demonstrated by the fact that over 8 students in 10 would recommend their university to others. While fewer agree that their university is good value for the money, most in fact believe it is good value.

7.1 Satisfaction with faculty

We asked students to rate their level of agreement with a series of 10 statements about their professors. The vast majority of students report positive experiences, either agreeing or strongly agreeing with each statement.

That said, professors' weaknesses appear to be in communicating with students in key areas such as providing useful feedback and being knowledgeable about job opportunities in students' disciplines.

- Almost all students agree that m*ost professors seemed knowledgeable in their field,* including 39% who strongly agree.

Slightly less than 9 students in 10 agree or strongly agree with the following statements:

- *Most professors were reasonably accessible outside of class,* including 26% who strongly agree.
- *Most professors were well organized in their teaching,* including 20% who strongly agree.
- *Most professors communicated well in their teaching,* including 19% who strongly agree.

About 8 students in 10 agree or strongly agree with the following statements:

- *Most professors encouraged participation in class discussions,* including 24% who strongly agree.
- *Some professors have had a major positive influence on my academic career,* including 36% who strongly agree.
- *Most professors' teaching was intellectually stimulating,* including 18% who strongly agree.

Some 7 students in 10 agree or strongly agree that:

- *Most professors provided useful feedback on my academics,* including 15% who strongly agree.

- *Generally, I am satisfied with my experience with teaching assistants,* although just 10% strongly agree and almost as many (7%) strongly disagree.

Some 2 students in 3 agree or strongly agree that:

- *Most professors were knowledgeable of career opportunities in my field,* including 13% who strongly agree. Interestingly, few students (5%) strongly disagree.

Table 51: Assessment of faculty: percent strongly agree/agree Q17

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
a. Most of my professors seemed knowledgeable in their field	96%	97%	96%	96%
g. Most of my professors were reasonably accessible outside of class to help students	89%	92%	89%	88%
b. Most of my professors were well organized in their teaching	87%	90%	88%	85%
c. Most of my teachers communicated well in their teaching	86%	90%	85%	83%
e. Most of my professors encouraged students to participate in class discussions	81%	88%	80%	77%
i. Some professors at this university have had a major positive influence on my academic career	81%	84%	81%	79%
d. Most professors' teaching was intellectually stimulating	78%	83%	78%	75%
f. Most of my professors provided useful feedback on my academic performance	72%	80%	70%	68%
k. Generally, I am satisfied with my experience with teaching assistants	69%	71%	67%	69%
h. Most of my professors were knowledgeable of career opportunities in my field	65%	68%	65%	63%

Students attending Group 1 universities appear to be more positive about their professors and thus tend to be more likely to agree with some of these statements. In particular, Group 1 students are more likely to strongly agree with these two statements: *most of my professors were reasonably accessible outside of class to help students;* and *most of my professors encouraged students to participate in class discussions.*

7.1.1 Overall satisfaction with quality of teaching

We asked students whether they agree or disagree with the statement: *Generally, I am satisfied with the quality of teaching I have received*.

- Almost 9 students in 10 agree with this statement, including 26% who strongly agree.
- Conversely, 1 student in 10 disagrees with this statement, suggesting that for these students, the quality of teaching did not meet their expectations or needs.

Students attending Group 1 universities are more likely to strongly agree with this statement.

Table 52: Satisfaction with the quality of teaching Q17J

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Strongly agree	26%	36%	22%	21%
Agree	63%	57%	67%	63%
Disagree	9%	6%	9%	12%
Strongly disagree	2%	1%	2%	3%
No response	<1%	<1%	<1%	<1%

Note: Columns may not sum to 100% due to rounding.

7.1.2 Rating of faculty by discipline

Students in Arts and Humanities programs tend to be more positive about their professors and are more likely to strongly agree with a number of statements about faculty. To a lesser extent, students in Professional and Education programs are likely to strongly agree with these statements.

Conversely, students in Engineering programs tend to be less positive about their experiences with faculty and are generally less likely to strongly agree with many of these same statements. Students in Business programs also show a tendency not to strongly agree with a number of these statements, compared to students in other programs.

See Table 53 (next page) for complete results.

Table 53: Perception of faculty by discipline		
Issues	**Discipline**	**Strongly agree**
Most of my professors seemed knowledgeable in their field	Arts and Humanities	49%
	Physical Science	46%
	Overall	39%
	Engineering	30%
	Business	27%
Most of my teachers communicated well in their teaching	Arts and Humanities	27%
	Overall	19%
	Engineering	8%
Most professors encouraged participation in class discussions	Professional	31%
	Arts and Humanities	31%
	Education	31%
	Overall	24%
	Engineering	9%
Some professors at this university have had a major positive influence on my academic career	Arts and Humanities	47%
	Overall	36%
	Engineering	28%
	Business	27%
Most professors' teaching was intellectually stimulating	Arts and Humanities	26%
	Overall	18%
	Engineering	8%
Most of my professors provided useful feedback on my academics	Arts and Humanities	23%
	Education	21%
	Overall	15%
	Engineering	8%
Generally, I am satisfied with my experience with teaching assistants	Physical Science	19%
	Overall	10%
	Business	6%
Most of my professors knew of career opportunities in my field	Education	23%
	Professional	22%
	Overall	13%
	Biological Science	9%
Generally, I am satisfied with the quality of teaching I have received	Arts and Humanities	36%
	Overall	26%
	Business	18%
	Engineering	13%

7.2 Overall satisfaction with university

In this section, we consider students' measures of satisfaction with their university. We asked students whether they agree or disagree with a series of statements about their university experience.

7.2.1 Learning experience intellectually stimulating

We asked students whether they agree or disagree with the statement: *My learning experiences at this university have been intellectually stimulating.* The vast majority of students agree. As presented in Table 54:

- Some 9 students in 10 agree, including 26% who strongly agree.
- Just 1 student in 10 disagrees, including 1% who strongly disagree.

Table 54: Learning experience at this university intellectually stimulating Q17L

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Strongly agree	26%	32%	23%	23%
Agree	64%	60%	67%	66%
Disagree	8%	6%	9%	9%
Strongly disagree	1%	<1%	1%	1%
No response	<1%	<1%	<1%	<1%

Note: Columns may not sum to 100% due to rounding.

Fewer students found their non-academic learning at university stimulating. We asked students if they agree or disagree with the statement: *My **non-academic** learning experiences at this university have been intellectually stimulating.*

Table 55 shows:

- About 3 students in 4 agree, including 19% who strongly agree.
- Conversely 1 student in 4 disagrees, suggesting that for many students, intellectually stimulating experiences were limited to the classroom.

Table 55: Non-academic learning experience at this university intellectually stimulating Q17M

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Strongly agree	19%	24%	17%	17%
Agree	56%	54%	58%	55%
Disagree	20%	17%	21%	23%
Strongly disagree	4%	3%	4%	4%
No response	1%	2%	<1%	<1%

Note: Columns may not sum to 100% due to rounding.

7.2.2 Lasting friendships

We asked students to rate their satisfaction with their *opportunity to develop lasting friendships* at their university. As shown in Table 56:

- Over 8 students in 10 are satisfied with their opportunity to develop lasting friendships at their university, including 28% who are very satisfied.

- Almost 1 student in 5 is dissatisfied with this aspect of his/her university experience, including 3% who are very dissatisfied.

Younger students appear to be more satisfied with the opportunities they had to develop lasting friendships. Just over 1 in 3 students (33%) 22 years of age or younger is very satisfied, while 18% of those 30 and older are very satisfied.

Table 56: Satisfaction with opportunity to develop lasting friendships Q18A

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Very satisfied	28%	34%	25%	26%
Satisfied	55%	54%	57%	54%
Dissatisfied	14%	10%	15%	16%
Very dissatisfied	3%	2%	3%	3%
No response	<1%	<1%	<1%	1%

Note: Columns may not sum to 100% due to rounding.

7.2.3 Feelings of inclusion

Many students appear to be less satisfied with their university in terms of the concern shown by the university for students as individuals. Overall, students show some divisiveness in their responses.

- Just over half report being satisfied – including just 7% who are very satisfied – in terms of their university showing concern for them as individuals.

- Just under half report being dissatisfied, including 12% who are very dissatisfied (almost double the number who are very satisfied).

As in past surveys, students attending smaller universities (Group 1) tend to be more satisfied with their university on this aspect. Almost two-thirds of students attending Group 1 institutions report being satisfied, while less than half of those attending larger institutions, that is, Group 2 and 3 universities, report being satisfied.

Table 57: Satisfaction with concern shown by university for students as individuals Q18C

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Very satisfied	7%	12%	5%	4%
Satisfied	45%	51%	43%	41%
Dissatisfied	35%	28%	38%	39%
Very dissatisfied	12%	8%	12%	15%
No response	<1%	1%	<1%	<1%

Note: Columns may not sum to 100% due to rounding.

Whether universities are concerned for students as individuals may partly be reflected in how students feel in terms of being given the "run-around." We asked students whether they agree or disagree with the statement: *I sometimes feel I get the run-around at this university.*

- Approximately 6 students in 10 agree with this statement, including 18% who strongly agree.

- About 4 students in 10 disagree, but only 6% strongly.

Unlike the issue of the university's concern shown to students as individuals, there appears to be no significant difference by university group. Students at small universities are just as likely as students at large institutions to feel that they at least sometimes get the run-around. See Table 58.

Table 58: I sometimes feel I get the run-around at this university Q17N

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Strongly agree	18%	16%	17%	21%
Agree	41%	36%	45%	41%
Disagree	34%	39%	34%	32%
Strongly disagree	6%	8%	5%	5%
No response	<1%	2%	<1%	<1%

Note: Columns may not sum to 100% due to rounding.

Although many students are dissatisfied with how their universities show concern for them and have concerns about getting the "run-around," it does not appear to have a major impact on whether students feel as if they are part of that university.

- About 7 students in 10 agree with the statement: *I feel as if I am part of the university*, including 13% who strongly agree.

- Slightly less than 3 students in 10 disagree, including just 5% who strongly disagree.

See Table 59.

Table 59: I feel as if I am a part of this university Q17O

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Strongly agree	13%	19%	11%	11%
Agree	58%	57%	61%	56%
Disagree	23%	19%	23%	26%
Strongly disagree	5%	4%	5%	7%
No response	<1%	<1%	<1%	<1%

Note: Columns may not sum to 100% due to rounding.

7.2.4 Overall quality of education

Despite some negative responses about their universities, the vast majority of students report being satisfied with the overall quality of education they received at their university.

- Almost 9 students in 10 report being satisfied with the quality of education received, including 20% who are very satisfied.

- The remaining 1 student in 10 reports being dissatisfied, although only 2% are very dissatisfied.

As shown in Table 60, those attending smaller universities (Group 1) are more likely to be very satisfied with the quality of education.

Table 60: Satisfaction with overall quality of education Q18D

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Very satisfied	20%	29%	17%	16%
Satisfied	69%	64%	73%	70%
Dissatisfied	8%	5%	8%	11%
Very dissatisfied	2%	1%	2%	3%
No response	<1%	<1%	<1%	<1%

Note: Columns may not sum to 100% due to rounding.

7.2.5 Satisfaction with choice of university

Given that the vast majority of students are satisfied with the quality of education they received, it is not surprising that the vast majority are also satisfied with their decision to attend their particular university.

- Almost 9 students in 10 are satisfied with their decision to attend the university, including 30% who are very satisfied.
- About 1 student in 10 is dissatisfied with his/her choice of university.

Once again, those attending smaller universities (Group 1) are more likely to be very satisfied than those attending large institutions (that is, Group 2 or 3).

See Table 61.

Table 61: Satisfaction with decision to attend this university Q18E

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Very satisfied	30%	41%	27%	23%
Satisfied	59%	50%	62%	62%
Dissatisfied	9%	6%	8%	11%
Very dissatisfied	2%	2%	2%	3%
No response	<1%	<1%	<1%	<1%

Note: Columns may not sum to 100% due to rounding.

7.2.6 Satisfaction by discipline

Regardless of discipline, students are as likely to be satisfied with their universities on almost all aspects tested.

That having being said, students in Arts and Humanities programs are more likely to strongly agree that their *learning experience at their university has been intellectually stimulating*. Those in Business or Engineering programs are least likely to strongly agree. See Table 62.

Table 62: Satisfaction by discipline

Issue	Discipline	Strongly agree
17L. My learning experience at this university has been intellectually stimulating	Arts and Humanities	35%
	Overall	26%
	Business	16%
	Engineering	14%

7.3 Meeting students' expectations

We asked students if the university had met their expectations. As shown in Table 63:

- About 2 students in 3 indicate that their university met their expectations.
- About 1 student in 5 says that his/her university exceeded his/her expectations.
- Similarly, almost 1 student in 5 says that his/her university fell short of his/her expectations.

Compared to students attending larger institutions, Group 1 students are more likely say that their university exceeded their expectations. While a majority of students attending Group 2 or 3 universities report that their university met or exceeded their expectations, these students are more likely than Group 1 students to say that their university fell short.

Table 63: University met students' expectations Q19

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Exceeded	18%	28%	16%	13%
Met	64%	59%	67%	65%
Fell short	17%	12%	17%	21%
No response	<1%	<1%	<1%	<1%

Note: Columns may not sum to 100% due to rounding.

7.4 Value for money

We asked students if they received good value for the money they paid for their education.

As Table 64 shows:

- About 2 students in 3 agree that they received good value for their money, including 11% who strongly agree.
- The remaining 1 in 3 disagrees, including 8% who strongly disagree.

As one might expect, given that students attending Group 1 universities tend to be more satisfied with most aspects of their educational experiences at their university, they are more likely than students attending Group 2 or 3 universities to agree that their university is good value for money.

Table 64: Agreement with university is good value for money Q17P

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Strongly agree	11%	17%	8%	9%
Agree	55%	58%	55%	52%
Disagree	26%	19%	28%	29%
Strongly disagree	8%	6%	8%	10%
No response	<1%	<1%	<1%	<1%

Note: Columns may not sum to 100% due to rounding.

7.5 Students recommend their university

We asked students if they would recommend their university to others.

- Given that the vast majority of students are satisfied with their decision to attend their university, perhaps it is not surprising that almost 9 students in 10 (86%) indicate that they would recommend their university to others.

- Just over 1 in 10 (12%) students says that he/she would not recommend his/her university.

Table 65: Recommend this university Q21

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Yes	86%	90%	86%	83%
No	12%	8%	12%	16%
No response	2%	1%	2%	2%

Note: Columns may not sum to 100% due to rounding.

7.5.1 Reasons for recommending university

Students' most common reasons for recommending their universities were:

- **The program.** About 3 students in 4 who say they would recommend their university would do so because of the quality, flexibility, or availability of the program at that university.

- **The professors.** About 7 students in 10 who say they would recommend their university say they would do so because of the professors (or a particular professor). This reason was more common among students attending Group 1 universities (78%) and less common among students attending either Group 2 (66%) or Group 3 (62%) universities.

There were several other common reasons for recommending a university.

- **Quality of student or campus life.** Some 4 students in 10 would recommend their university because of the quality of student or campus life. This reason is most common among students attending Group 1 universities (45%) and least common among students attending Group 3 universities (33%).

- **Relevance of program for growth and development or job opportunities.** Almost 1 student in 3 would recommend his/her university because of the program's relevance for job opportunities or for growth and development.

- **Student services.** About 1 in 5 would recommend his/her university because of the services offered for students.

See Table 66.

Table 66: Reasons for recommending the university Q22

	All students (n=9,013)	Group		
		1 (n=2,739)	2 (n=2,956)	3 (n=3,318)
The program - flexibility/quality/availability	73%	72%	75%	73%
The professors	68%	78%	66%	62%
Quality of student/campus life	38%	45%	36%	33%
Relevance of my program for growth and development	32%	35%	33%	30%
Relevance of my program for job opportunities	32%	30%	33%	34%
Student services	22%	23%	22%	21%
Other	14%	17%	13%	12%
No response	<1%	<1%	<1%	<1%

Note: The base reflects those students that would recommend their university to others. Respondents could provide more than one answer. Totals may not sum to 100%.

7.5.2 Reasons for NOT recommending university

Students' most common reasons for not recommending their universities are the same as those they give for making a recommendation.

- **The program.** About 4 students in 10 say their experiences in the program are the reason for not recommending it, specifically, the low quality, lack of flexibility, or lack of availability at their university.

- **The professors.** Similarly, 4 students in 10 say they would not recommend their university because of a poor experience with a professor or professors.

- **Quality of student or campus life.** Almost 4 in 10 say they would not recommended their university because of the poor quality of student or campus life.

- **Student services.** Of those who would not recommend their university, about 1 in 3 says that it is because of student services, which suggests that they had a poor experience or found the services unsatisfactory.

- **The lack of relevance of their program to job opportunities.** Almost as many – 3 in 10 – note that they would not recommend their university because their program does not appear to be relevant to job opportunities.

- **Lack of relevance of program for growth and development.** Just over 1 in 5 would not recommend his/her university because the program is not relevant for personal growth and development.

See Table 67.

Table 67: Reasons for not recommending the university Q22

	All students (n=1,293)	Group 1 (n=255)	Group 2 (n=414)	Group 3 (n=624)
The program - flexibility/quality/availability	42%	40%	41%	44%
The professors	41%	33%	39%	45%
Quality of student/campus life	38%	37%	42%	34%
Student services	34%	33%	38%	31%
Relevance of my program for job opportunities	31%	22%	34%	33%
Relevance of my program for growth and development	22%	20%	21%	22%
Other	29%	37%	24%	29%
No response	1%	2%	<1%	2%

Note: The base reflects those students that would not recommend their university to others. Respondents could provide more than one answer. Totals may not sum to 100%.

8.0 Education financing and debt

In this section, we report that:

- Over half of students report having some debt from financing their education, most often from student loans.
- Overall, the average amount of debt per student is just under $13,800. Among students reporting debt, the average amount per student is just over $24,000.
- Students are most likely to draw upon their *parents or relatives, personal savings, summer or current employment income,* and *government loans or bursaries* to finance their education, although the majority of funds tend to come from loans (both government and financial institutions) or family.
- About 6 in 10 students report that they were employed while in school, working about 19 hours a week on average. Almost 7 in 10 students who report working while in university say that their employment had at least some negative impact on their academic performance.

8.1 Debt from financing education

We asked students to record the amount of repayable debt they had acquired to date to help finance their university education. We asked them to provide the amount from four sources: government student loans, loans from financial institutions, loans from parents and other family members, and debt from other sources.

Almost 6 students in 10 report at least some education-related debt from these sources.

- The most common source of debt is student loans, as 4 students in 10 report this as a source.
- About 1 student in 5 reports debt from bank loans or loans from other financial institutions.
- Some 1 student in 6 reports owing money to his/her parents.
- About 1 student in 20 reports some debt from other sources.

Older students are more likely than younger students to report debt from any of these sources, although this is primarily due to the fact that older students are more likely to have debt from student loans. In fact, just 25% of participants 20 years of age and younger report student loans compared to 54% of those age 25 and over. See Table 68.

Table 68: Sources of debt Q23

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Any debt	55%	60%	55%	51%
Student loans	39%	41%	42%	35%
Loans from financial institutions	19%	23%	18%	18%
Loans from parents/family	17%	17%	17%	16%
Debt from other sources	6%	7%	7%	6%

Table 69 (next page) shows the total amount of debt graduating students accumulated from these four sources.

As mentioned, about 6 students in 10 have at least some debt. The value of that debt ranges from $20 to one student who claims total debt of $500,000. While these outliers are extreme, they make little difference in the calculations shown below.

- While about half of students have debt of less than $8,000, almost 1 in 3 has debt of $20,000 or more.

- The average amount of debt (including those without any debt) is approximately $13,750. The median amount of debt is lower at $5,500.

- On average, debt appears to be higher among those attending Group 1 and Group 2 universities (about $14,500 and $15,000 respectively) and lower among those attending Group 3 universities ($12,200). Indeed, the median amount of debt is more than three times higher for students attending Group 1 ($8,000) than Group 3 ($2,500) universities.

- As one would expect, older students report having more debt than younger students. Among those with debt, the average debt for those 25 years of age and older is almost $30,000, while the average debt for those age 20 and younger is $18,000.

Table 69: Accumulated debt Q23				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
No debt	41%	37%	40%	45%
Less than $4,000	4%	4%	3%	5%
$4,000 to $7,999	6%	6%	6%	6%
$8,000 to $11,999	6%	7%	5%	7%
$12,000 to $19,999	9%	10%	8%	9%
$20,000 or more	30%	32%	34%	25%
Average	$13,763	$14,472	$14,954	$12,211
Median	$5,500	$8,000	$7,000	$2,500
Note: The 'don't know/no response' category is not shown. Therefore, columns may not sum to 100%.				

8.2 Average debt by source

The source of much of this debt appears to be student loans (see Table 70). Overall, on average:

- *Student loans* account for the bulk of the debt, just over $8,300.
- *Loans from financial institutions* and *loans from parents or other family members* account for about $2,500 each.
- *Debt from other sources* accounts for less than $450.

Table 70: Average debt by source (all respondents) Q23				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Total average debt	$13,763	$14,472	$14,954	$12,211
- Student loans	$8,327	$8,642	$9,535	$7,059
- Loans from financial institutions	$2,528	$2,975	$2,236	$2,437
- Loans from parents/family	$2,475	$2,419	$2,774	$2,263
- Debt from other sources	$428	$424	$412	$446

Among students with debt:

- The average total debt among these graduating students is approximately $24,000. The median value of total debt is only slightly lower at $20,000.

- On average, *student loans* account for approximately 58% of all debt. Among those with this type of debt, the average is $20,500. The median value is almost identical at $20,000.

- *Loans from parents or other family members* account for about 18% of the total. Among those with debt owed to family, the average amount owing is $14,400. However, the median value is about half that at $7,000.

- *Loans from financial institutions* account for about 21% of the total. Among those with this type of debt, the average amount owing is almost $12,600. The median value of the debt is similar at $10,000.

- *Other sources* account for about 4% of the total. Those with debt from other sources report that it averages about $6,700. Again, the median value of this debt is considerably lower at $4,000.

Table 71 shows the total average and median debt for those students with debt. It also shows the average and median debt for students with each source of debt.

Table 71: Average/median debt by source for those with debt Q23

	All students (n=5,755)	Group		
		1 (n=1,817)	2 (n=1,897)	3 (n=2,041)
Average debt				
Total average debt	$24,047	$23,336	$25,824	$23,028
- Student loans	$20,542	$20,325	$21,998	$19,267
- Loans from parents/family	$14,391	$13,835	$15,812	$13,563
- Loans from financial institutions	$12,584	$12,560	$12,210	$12,917
- Debt from other sources	$6,652	$6,311	$5,840	$7,809
Median debt				
Total median debt	$20,000	$20,000	$23,000	$19,000
- Student loans	$20,000	$20,000	$20,000	$16,000
- Loans from financial institutions	$10,000	$10,000	$10,000	$9,000
- Loans from parents/family	$7,000	$6,250	$10,000	$6,000
- Debt from other sources	$4,000	$4,000	$3,000	$4,000

8.3 Sources of funding education

We asked students to think about the current academic year and indicate which of 11 sources they are using to help pay for their university education.

- Over half say *parents and other family members* are helping to pay for their current year of education. This was the single most common source of educational financing.
- Just over 4 in 10 students report drawing from their *personal savings* to fund their current year of studies.
- About 4 students in 10 report using *earnings from summer* or *current work* to help pay for their education.
- About 1 student in 3 mentions that he/she received a *university scholarship, financial award, or bursary* or a *government loan or bursary*. Note that while 39% have accumulated student loan debt, only 33% report using this as a source of financing their education in the current academic year.
- About 1 student in 7 received a *loan from a financial institution.*
- Few students report using income from *co-op programs*, *RESP*, *investment income*, or *work-study program* to finance their education.

Table 72: Sources of financing education Q24

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Parents/family/spouse	56%	53%	57%	56%
Personal savings/ inheritance	44%	42%	47%	43%
Earnings from summer/part-time work	41%	43%	40%	40%
Earnings from current employment	39%	37%	39%	40%
Government loan or bursary	33%	34%	35%	30%
University scholarship/ financial award/ bursary	29%	34%	30%	25%
Loan from financial institution	14%	16%	13%	13%
Co-op program/ work term	6%	3%	9%	6%
RESP/ Education Savings Plan/Trust/ CST	5%	5%	4%	5%
Investment income (bonds, dividends, etc.)	4%	4%	5%	4%
Work-study program	2%	1%	4%	2%
Other	4%	5%	3%	4%

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

8.3.1 Number of sources of financing

The typical graduating student uses three of these sources to help pay for education during his/her current academic year.

- About three-quarters of students report using at least two of these sources, where almost one-third used four or more.
- About one-quarter of students report using only one source.
- Of interest is that younger students report relying on more sources to finance their education than older students. Some 35% of students age 22 years and younger report relying on four or more sources to finance their education, while just 18% of those age 30 and over report the same.

See Table 73.

Table 73: Number of sources of financing Q24

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
One	23%	22%	22%	23%
Two	21%	21%	20%	23%
Three	22%	24%	21%	21%
Four or more	31%	31%	34%	29%
No response	3%	3%	3%	4%
Average	2.9	2.9	2.9	2.8

Note: Columns may not sum to 100% due to rounding.

8.3.2 Average contribution by source

Overall, the typical student reports that these sources contribute over $12,000 toward paying for his/her education this academic year. Among those students who report receiving something from each source, the highest sources of funding are:

- *government loan or bursary*, with an average of about $8,900.
- *loan from a financial institution*, with an average of about $6,900.
- *co-op program or work term*, with an average of about $6,500.
- *parents or other family*, with an average of about $6,400.

Other major sources of support, each contributing an average of over $3,000, were:

- *RESP*
- *earnings from summer work*
- *earnings from current employment.*

On average, all other sources contributed less than $3,000 each, among students who report using them. See Table 74.

Table 74: Average amount from each financing source Q24

	All students (n=10,464)	Group 1 (n=3,031)	Group 2 (n=3,422)	Group 3 (n=4,011)
All respondents				
Overall	$12,139	$12,974	$12,145	$11,517
Average among those using these sources				
Government loan or bursary	$8,898	$9,031	$9,191	$8,497
Loan from financial institution	$6,856	$7,265	$6,398	$6,861
Co-op program/work term	$6,502	$6,680	$6,124	$6,911
Parents/family/spouse	$6,390	$6,935	$6,457	$5,962
RESP	$4,264	$4,212	$4,366	$4,232
Earnings from summer work	$3,764	$3,955	$3,631	$3,722
Earnings from current employment	$3,232	$3,078	$2,973	$3,560
Investment income (bonds, dividends, etc.)	$2,828	$3,465	$2,829	$2,394
Personal savings	$2,580	$3,204	$2,323	$2,344
University scholarship/financial award	$2,542	$2,191	$2,919	$2,556
Work-study program	$2,082	$2,947	$1,554	$2,396
Multiple other	$5,372	$5,312	$6,655	$4,638

Note: Non-numeric amounts have been excluded from the calculation of averages.

Table 75 shows the median amounts for the same sources of financing presented in the previous table.

Table 75: Median amount from each financing source Q24				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
All respondents				
Overall	$9,700	$10,800	$9,000	$8,725
Median among those using these sources				
Government loan or bursary	$8,000	$8,000	$8,000	$7,250
Loan from financial institution	$5,000	$5,000	$5,000	$5,000
Co-op program/work term	$4,000	$5,000	$4,000	$4,000
Parents/family/spouse	$4,000	$4,000	$4,000	$3,500
RESP	$3,000	$3,000	$3,000	$2,650
Earnings from summer work	$2,800	$3,000	$2,000	$2,500
Earnings from current employment	$2,000	$2,000	$1,500	$2,000
Personal savings	$1,500	$2,000	$1,000	$1,000
Work-study program	$1,500	$1,000	$1,225	$2,000
University scholarship/financial award	$1,500	$1,300	$1,750	$1,600
Investment income (bonds, dividends, etc.)	$1,000	$1,500	$1,000	$1,000
Multiple other	$3,000	$3,500	$3,000	$3,000
Note: Non-numeric amounts have been excluded from the calculation of medians.				

8.4 Credit cards

Credit cards are common. More than 4 students in 5 report having at least one credit card, and over 1 student in 3 has two or more credit cards. In fact, the typical graduating student has about two credit cards.

- Among those with credit cards, most do not carry a balance from month to month, as 3 students in 4 report regularly paying off the balance on their credit cards each month.
- Almost 1 in 4 students reports having a balance on the credit cards, most commonly in excess of $1,000 dollars. Indeed, among those who report a balance, 57% report that it is over $1,000.
- Overall, the average balance owing is nearly $675. However, among students who report a balance, the average amount owing is $2,813.

See Table 76 (next page).

Table 76: Credit cards Q29/Q30/Q31				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Number of credit cards Q29 (all respondents)				
None	11%	13%	12%	10%
One	48%	49%	45%	51%
Two	22%	20%	22%	23%
Three or more	14%	14%	16%	13%
No response	4%	5%	4%	4%
Average number	1.9	1.9	2.1	1.7
Regularly pay off your balance each month Q30*				
Yes	73%	69%	73%	76%
Total credit card balance Q31*				
Zero	75%	71%	75%	78%
$500 or less	5%	6%	5%	5%
$501 to $1,000	5%	6%	5%	4%
Over $1,000	13%	15%	14%	12%
No response	1%	2%	1%	1%
Average balance (including zero)	$674	$746	$726	$579
Average of those with a balance	$2,813	$2,726	$2,964	$2,748
Note: *Total credit card balance and payment of the balance were asked of those who had at least one credit card.				

On average, while older students are not more likely to have credit cards, they report having more credit cards than younger students. For example, 26% of students 30 years of age or older report having three credit cards or more, while just 8% of students 20 years of age and younger report the same. Given this, it is not surprising that a higher proportion of older students report owing money on their credit cards and carrying a balance from month to month.

8.5 Current employment

We asked students a series of questions about their current employment situation.

- About 6 students in 10 report that they are currently employed, either off campus (46%), on campus (10%), or both (4%).
- While almost 4 students in 10 are unemployed, only 1 student in 10 is currently looking for work. In other words, most students who are not working are unemployed by choice.
- Among those who are currently employed, students spend an average of 19 hours a week at work. This ranges from

27% of students who work 10 hours or less a week to 14% who work full-time, that is, more than 30 hours a week.

- Among those who work, about 2 students in 3 report that their current non-co-op related employment is having at least some negative impact on their academic performance, including 12% who say that the negative impact is significant or substantial.

Table 77: Employment status Q25/Q26/Q27

	All students (n=10,464)	Group 1 (n=3,031)	Group 2 (n=3,422)	Group 3 (n=4,011)
Currently employed Q25 (all respondents)				
Yes, both on and off campus	4%	5%	4%	3%
Yes, on campus	10%	11%	9%	9%
Yes, off campus	46%	43%	45%	49%
No, but seeking work	10%	7%	13%	10%
No, not seeking work	28%	31%	26%	26%
Number of hours worked per week Q26*				
10 hours or less	27%	28%	28%	26%
11 to 20 hours	39%	37%	40%	40%
21 to 30 hours	19%	18%	18%	20%
Over 30 hours	14%	15%	14%	13%
Average number of hours	19.1	19.3	18.8	19.2
Negative impact of non-co-op related employment on academic performance Q27*				
None	31%	33%	31%	30%
Some	32%	32%	32%	33%
Moderate	21%	19%	22%	21%
Significant	9%	7%	10%	9%
Substantial	3%	3%	4%	3%

Note: *Only students who are currently employed were asked how many hours they work per week and whether their employment has a negative impact on their academic performance.
The 'don't know/no response' category is not shown. Therefore, columns may not sum to 100%.

- As one would expect, given that a higher percentage of older students are attending university part-time, they are more likely than younger students to report working full-time (over 30 hours a week). For example, 39% of students 30 and older report working over 30 hours a week compared to just 5% of those age 20 and younger.

- The more hours a student works per week, the more likely he/she is to say that work has a negative impact on his/her academic performance. About 8% of those who work over 30 hours a week report that employment has a substantial, negative impact on academic performance. This compares to less than 1% of those who work 10 hours or less.

8.5.1 Employment by discipline

Students in Arts and Humanities and Social Science programs are most likely to report being currently employed. Indeed, 2 in 3 report working on or off campus. Engineering students were least likely to be employed at the time of the survey, as about 1 in 3 reported employment.

Among students who report working, the average number of hours they work varies by discipline, ranging from 15 hours (Physical Science) to just about 22 hours a week (Business). See Table 78.

Table 78: Employment by discipline

	Not employed	Employed on or off campus	Average # of hours
Engineering	62%	35%	15.7
Physical Science	45%	54%	15.0
Education	43%	54%	17.1
Business	40%	58%	21.7
Other fields	39%	58%	20.0
Biological Science	38%	59%	15.4
Overall	38%	60%	19.1
Professional	37%	60%	18.5
Social Science	32%	66%	20.1
Arts and Humanities	31%	66%	19.1

Note: The 'don't know/no response' category is not shown. Therefore, rows may not sum to 100%.

9.0 Future education and employment

In this section, we report that:

- Slightly less than 6 students in 10 are satisfied with their university's knowledge of career options in their area of study, although more than two-fifths are not satisfied.
- While 8 students in 10 have a current curriculum vitae, only 6 in 10 have decided on a specific career field.
- Almost half of students plan to continue their education in the first year after graduating. Slightly fewer intend to travel for an extended period, while 1 in 4 will be involved in unpaid volunteer work in that first year.
- Among the half who have no immediate educational plans, almost 9 students in 10 reported that they will or may take additional university studies in the future.
- About 1 student in 3 has arranged for full or part-time employment other than a summer job. About half of the students are actively seeking work.
- About 1 student in 5 reports that his/her arranged job is full-time. Of those with full-time jobs, about 2 in 3 report that these jobs are permanent.
- Half report that a degree in their area of study is required for their job, while almost 6 students in 10 report that their degree helped them get their job or that their job is related to the knowledge and skills acquired from study at university.
- About 8 students in 10 report being satisfied with their jobs, although only 1 in 3 is very satisfied.
- Among all students, a majority believes that there are at least some jobs in Canada in their major area of study. However, about 1 student in 4 feels that there are many such jobs, and about the same number believes that few jobs are available.

9.1 Preparedness for employment

We asked students to rate their level of satisfaction with their university in terms of knowledge of career options in their area of study. While a majority report being satisfied, a substantial minority is dissatisfied. As shown in Table 79:

- Slightly less than 6 students in 10 report that they are satisfied (48%) or very satisfied (9%) with their university's knowledge of career options in their area of study.
- Over 4 students in 10 are dissatisfied (35%) or very dissatisfied (7%).

Table 79: Satisfaction with knowledge of career options in my area of study Q18B

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Very satisfied	9%	10%	8%	9%
Satisfied	48%	49%	50%	46%
Dissatisfied	35%	34%	34%	36%
Very dissatisfied	7%	6%	7%	8%
No response	<1%	<1%	<1%	1%

Note: Columns may not sum to 100% due to rounding.

Students in Education (19%) and Professional (16%) programs are more likely to report being very satisfied with their university in terms of knowledge of career options in their area of study, while students in Biological Science (5%) programs are least likely.

Many students have taken steps to prepare for employment.

- About 8 students in 10 *have a current CV or resume*.
- Only 6 students in 10 have *decided on a specific career field*.

See Table 80.

Table 80: Preparedness for employment Q37/Q38

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Have a current CV or resume Q38				
Yes	80%	76%	81%	83%
No	17%	22%	15%	15%
Decided on a specific career field Q37				
Yes	60%	62%	56%	62%
Maybe	25%	24%	27%	23%
No	12%	12%	13%	12%

Note: The 'don't know/no response' category is not shown. Therefore, columns may not sum to 100%.

As Table 81 shows, students in certain disciplines are further along in their career decisions.

- Not surprisingly, students graduating from Education or Professional programs are more likely than students in other disciplines to have decided on a career field or specific occupation.

- Students in Social, Physical, or Biological Science programs are the least likely to have decided on a career.

However, having a current CV does not appear to be related to having decided on a career or discipline.

Table 81: Employment preparation by discipline

	Decided on a career	Have a current CV
Education	89%	88%
Professional	81%	84%
Engineering	69%	87%
Business	63%	89%
Overall	60%	80%
Arts and Humanities	57%	75%
Other fields	57%	82%
Biological Science	54%	79%
Physical Science	52%	79%
Social Science	48%	74%

9.2 Immediate plans after graduation

We asked students about their intentions in the first year after their graduation. Many are planning several different activities in that first year.

- Over 4 students in 10 plan to *continue their education.*
- Almost 4 students in 10 plan to *travel*.
- About 1 student in 4 plans to do *unpaid volunteer work.*
- About 1 student in 5 plans to simply *take time off*.

Among those who are not planning to take time off or travel, about 7 in 10 (40% of all students) report that one of the main reasons they are not planning to travel or take time off is for financial reasons. See Table 82.

Table 82: Activities in the first year after graduation Q32/Q35/Q36				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Continue education	46%	48%	41%	47%
Travel	38%	34%	40%	39%
Unpaid volunteer work	25%	25%	26%	25%
Take time off	20%	16%	21%	21%
Not taking time off because of financial reasons	40%	43%	39%	37%
Note: Respondents could provide more than one answer. Totals may not sum to 100%.				

Among those who have no immediate educational plans, almost 9 students in 10 (86%) report that they *will* or *may take additional university studies in the future*. In other words, even though over half do not expect to continue their education in the first year following their graduation, most said that they will (34% of those without immediate educational plans) or may (52%) take additional university in the future. In fact, only 14% of all students who report no immediate educational plans say that they will not consider such studies in the future.

About half of those who are continuing their education in the first year following their graduation plan to enter *graduate school* (22% of all students), while others plan to *obtain another Bachelor's degree* (9%) or a *professional* degree (9%). See Table 83.

Table 83: Future plans Q32/Q34				
	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Have no immediate educational plans	51%	48%	54%	50%
- Will take additional university studies in future	17%	19%	18%	16%
- May take additional university studies in future	26%	23%	29%	26%
Plan more education within first year of graduating	46%	48%	41%	47%
- Graduate school	22%	19%	21%	24%
- Professional school	9%	10%	11%	8%
- Obtain another Bachelor's degree	9%	12%	7%	10%
- Community college	3%	4%	3%	2%
- Technical/vocational school	2%	2%	2%	2%
- Other education	9%	9%	8%	9%
Note: Respondents could provide more than one answer. Totals may not sum to 100%.				

Students in Biological Science (64%), Physical Science (59%), Arts and Humanities (58%), and Social Science (53%) programs are the most likely to report plans for further post-secondary education within that first year after graduating.

9.3 Future employment

We asked students about their future employment prospects. Specifically, we asked whether they have employment – other than a summer job – arranged for after graduation.

- About 1 student in 3 reports having a full-time, part-time, or some other type of job.
- Just less than half report that at the time of the survey they were seeking work.
- Just less than 1 in 5 reports that he/she neither has a job nor is looking for one.

See Table 84.

Table 84: Future employment Q39

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Have a job (net)	33%	33%	31%	36%
- Yes, a full-time job	21%	20%	19%	23%
- Yes, one part-time job	8%	8%	7%	8%
- Yes, two or more part-time jobs	3%	3%	2%	3%
- Yes, self-employment or contract work	2%	2%	2%	3%
No, but I am seeking work	47%	47%	52%	43%
No, and I am not seeking work	17%	19%	14%	18%
No response	3%	2%	4%	3%

Note: Respondents could provide more than one answer. Totals may not sum to 100%.

9.4 Job arranged

Among those who have a full-time job arranged for after graduation, about 2 students in 3 report that it is permanent (representing about 14% of all students). The remaining 1 student in 3 reports that this arranged job is either temporary or that he/she is not yet sure if it is permanent.

Among those with full or part-time employment arranged:

- About 6 students in 10 report that the job is a continuation of a position they previously held, while over 1 student in 3 reports having found a new job.
- Half report that the job they have arranged requires a degree.
- Almost 6 in 10 report that their degree helped them get their job.
- Over 6 students in 10 also report that their job is moderately (20%) or significantly (42%) related to the knowledge and skills they acquired from studies at university.

See Table 85.

Table 85: Post graduation employment

	All students (n=3,470)	Group 1 (n=987)	Group 2 (n=1,047)	Group 3 (n=1,436)
Is this full-time job permanent or temporary? Q41 (Full-time employment only)				
Permanent	64%	62%	62%	67%
Temporary	22%	26%	23%	20%
Don't know/no response	14%	12%	16%	13%
Is your job new or a continuation of a job you had previously? Q40				
Continuation	61%	62%	63%	59%
New	38%	36%	37%	40%
Both (new job and continuation)	<1%	<1%	<1%	<1%
Arranged employment requires a degree Q42				
Yes	50%	42%	50%	56%
No	50%	58%	50%	44%
Degree or diploma helped get a job Q43				
Yes	58%	51%	57%	63%
No	42%	49%	43%	37%
Job is related to knowledge/skills acquired from studies at university Q44				
Yes*	62%	58%	61%	67%
No	38%	42%	39%	33%

Note: The base reflects those that have arranged employment.
*The 'yes' category includes those who said 'significantly' and 'moderately'. Responses may not sum to 100%.

9.4.1 Arranged employment by discipline

Students in certain disciplines are more likely to report having a full-time job arranged.

As shown in Table 86:

- Students in Business, Engineering, and Professional programs are the most likely to report having a full-time job arranged for after graduation.
- Students in Biological Science and Arts and Humanities programs are the least likely to have a full-time job arranged. That said, students in these programs are more likely to be planning to continue their education and not work in the first year after graduation.
- Among those with a full-time job arranged, those in Engineering and Business programs are most likely to have permanent jobs, while students in Biological Science and Education programs are least likely.

Table 86: Full-time employment Q39/Q41

	Have full-time job arranged	Full-time job is permanent
Business	34%	82%
Engineering	33%	89%
Professional	30%	65%
Other fields	23%	63%
Overall	21%	64%
Social Science	18%	53%
Education	18%	41%
Physical Science	15%	61%
Arts and Humanities	14%	50%
Biological Science	12%	39%

9.4.2 Value of university training by full/part-time job

Perhaps not surprisingly, students' education appears to be more important in their acquiring full-time, rather than part-time, employment. As Table 87 shows:

- Of the students who have full-time employment arranged, 7 in 10 report that the job is moderately or significantly related to the knowledge and skills acquired from their university studies. This compares to about half of students with a part-time job arranged.

- Slightly over 2 students in 3 with full-time employment report that their degree helped them get the job. This compares to less than 4 students in 10 who have part-time jobs arranged.

- Among those with full-time jobs arranged, just over 6 students in 10 report that their degree was required for the job. This compares to about 1 in 4 of those with part-time jobs.

- Just less than half of students with full-time employment report that the job is new. Among those with part-time jobs, only 1 student in 5 reports the same.

Table 87: Value of university education by type of job

	Full-time (n=2,224)	Part-time (n=1,033)
Job moderately or significantly related to knowledge/skills acquired from studies Q44	70%	46%
Degree/diploma helped get a job Q43	68%	37%
Degree/diploma required for job Q42	62%	27%
New job Q40	46%	22%

9.4.3 Value by discipline

Students in Engineering, Professional, and Education programs are most likely to report that their arranged employment required a degree, that their degree helped them get the job, and that the job is related to the knowledge and skills acquired from university study.

Conversely, students in Arts and Humanities, Social Science, and Biological Science programs are least likely to report any of these factors in arranging employment.

See Table 88.

Table 88: Value of university education by discipline

	Arranged employment…		
	Required a degree	**Degree helped get job**	**Related to knowledge from university study***
Overall	50%	58%	62%
Engineering	91%	93%	86%
Professional	79%	79%	89%
Education	75%	76%	81%
Business	64%	72%	80%
Physical Science	59%	64%	55%
Other fields	50%	63%	68%
Social Science	32%	40%	42%
Biological Science	31%	40%	48%
Arts and Humanities	22%	35%	39%

Note: *Students who report that job was “significantly” or “moderately” related to university study.

9.5 Source of job

As Table 89 shows, among those who have arranged a full or part-time job:

- About half report being assisted by others, most often family or friends. About 1 in 10 students found his/her employment through his/her co-op placement.
- About 4 students in 10 report finding their job independently, most often by directly contacting the potential employer.

Table 89: Source of job Q46

	All students (n=3,470)	Group 1 (n=987)	Group 2 (n=1,047)	Group 3 (n=1,436)
Assisted by others (net)	47%	42%	48%	50%
- Referred by family, friends, associates	26%	28%	28%	24%
- From co-op/job placement / internship	10%	7%	10%	11%
- Campus career/employment centre	6%	3%	7%	9%
- Professors	3%	3%	2%	4%
- Employment agency	2%	1%	1%	2%
Independently (net)	41%	44%	41%	39%
- Contacted employer directly	20%	19%	19%	21%
- Answered a job ad	10%	13%	9%	8%
- Internet	7%	8%	8%	7%
- Contacted previous employer	5%	5%	4%	4%
Other	10%	11%	10%	9%
Don't know/no response	2%	3%	<1%	2%

Note: The base reflects those that have arranged employment. Responses may not sum to 100% due to rounding.

9.6 Satisfaction with job

Among those with a full or part-time job arranged, most report being satisfied with the employment they have secured. Indeed, about 8 students in 10 report being satisfied or very satisfied with the job they have secured. See Table 90.

Table 90: Satisfaction with employment you have secured Q47

	All students (n=3,470)	Group		
		1 (n=987)	2 (n=1,047)	3 (n=1,436)
Very satisfied	33%	31%	34%	34%
Satisfied	48%	49%	50%	46%
Dissatisfied	10%	11%	11%	10%
Very dissatisfied	6%	6%	4%	7%
No response	2%	2%	1%	3%

Note: The base reflects those that have arranged employment. Responses may not sum to 100% due to rounding.

- Those who report having arranged a full-time job are more likely to be satisfied with the employment they have been able to secure. Of those with full-time employment arranged, 85% are satisfied (45%) or very satisfied (40%). About 72% of those who have arranged part-time employment report being satisfied (54%) or very satisfied (18%).

- Students in Engineering programs tend to be more satisfied with the employment they have secured. Around 9 Engineering students in 10 who have secured employment report being satisfied (33%) or very satisfied (57%).

- In all disciplines, a majority of students who have secured employment report being satisfied. However, students in Arts and Humanities programs are the least likely to be very satisfied (23%).

9.7 Anticipated earnings

We asked students who currently have full or part-time work arranged what they anticipate their monthly earnings from employment to be after graduation. These monthly earnings were then converted to annual amounts.

- On average, these students report gross annual earnings before taxes and other deductions of about $33,000 (the median income is similar at $30,000).
- About 1 student in 3 anticipates an annual income of $25,000 or less.
- About 1 student in 4 anticipates a salary of over $40,000 annually.

Many students (16%) did not know (or did not provide) an anticipated monthly income. See Table 91.

Table 91: Annual anticipated earnings Q48

	All students (n=3,470)	Group		
		1 (n=987)	2 (n=1,047)	3 (n=1,436)
$15,000 or less	15%	17%	16%	12%
$15,001 to $20,000	8%	9%	8%	8%
$20,001 to $25,000	11%	11%	12%	11%
$25,001 to $30,000	10%	9%	11%	10%
$30,001 to $35,000	4%	4%	3%	4%
$35,001 to $40,000	12%	10%	11%	13%
$40,001 to $45,000	6%	5%	7%	6%
$45,001 to $50,000	7%	7%	8%	6%
$50,001 to $60,000	8%	6%	7%	9%
Over $60,000	4%	3%	4%	5%
Don't know/no response	16%	19%	13%	15%
Mean expected yearly income	$32,871	$30,936	$32,131	$34,692
Median yearly income	$30,000	$30,000	$30,000	$32,000

Note: The base reflects those that have arranged employment. Responses may not sum to 100% due to rounding.
From stated anticipated monthly earnings, we calculated anticipated yearly earnings. Respondents who had anticipated making $10,000 or more per month were assumed to be stating yearly salary.
These answers were divided by 12 to reflect monthly income. Also, respondents expecting to earn less than $150 per month were excluded from these results. Responses may not sum to 100% due to rounding.

As would be expected, those students with full-time employment anticipate a higher income (an average of $37,700) compared to those in part-time positions (an average of $20,400). However, almost double the proportion of male students (29%) anticipate earning over $45,000 annually compared to female students (14%).

9.7.1 Anticipated earnings by discipline

Depending on students' disciplines, their average anticipated starting salary varies considerably.

- Students in Engineering programs have the highest average salary at almost $50,000 annually. This is considerably higher than students in Professional programs, who have the second highest annual income at about $39,700.

- Students in Arts and Humanities programs have the lowest starting annual salary at around $23,900.

Partly, these average salaries reflect the fact that more students in some disciplines (e.g., Engineering) are more likely to have secured full-time employment, while students in other disciplines (e.g., Arts and Humanities) are more likely to report part-time jobs.

See Table 92.

Table 92: Annual anticipated earnings

Discipline	Mean	Median
Engineering	$49,633	$50,400
Professional	$39,693	$36,000
Physical Science	$38,516	$36,000
Business	$36,988	$36,000
Other fields	$35,327	$36,000
Overall	**$32,871**	**$30,000**
Education	$28,860	$28,800
Biological Science	$27,052	$24,000
Social Science	$26,955	$24,000
Arts and Humanities	$23,862	$20,400

9.8 Job prospects

We asked all respondents about their perceptions of the Canadian job market for students in their major area of study.

- About 2 students in 3 believe that there are at least some jobs for graduating students in their field of study, including over 1 in 4 who thinks that there are many jobs.
- About 1 student in 4 thinks that there are few jobs in his/her field of study.
- Almost 1 in 10 students indicates that he/she does not know what the job prospects are like in his/her area of study.

See Table 93.

Table 93: Job prospects Q49

	All students (n=10,464)	Group		
		1 (n=3,031)	2 (n=3,422)	3 (n=4,011)
Many jobs	27%	27%	20%	32%
Some jobs	37%	37%	41%	33%
Few/very few jobs	25%	22%	28%	24%
Don't know/not sure	8%	11%	6%	8%
No response	3%	3%	4%	4%

Note: Responses may not sum to 100% due to rounding.

9.8.1 Job prospects by discipline

Students' confidence about job prospects within their area of study varies by their discipline.

- Students graduating from Professional programs are the most likely to believe that there are many jobs in their area of study. Indeed, over half believe this.

- Similarly, almost half of the students graduating from Engineering programs believe that there are many jobs in their field.

- Those graduating from Arts and Humanities and Social Science programs are the least likely to think that there are many jobs and are the most likely (around one-third in each case) to think that there are few or very few jobs in their major area of study.

See Table 94.

Table 94: Job prospects by discipline

Discipline	Many jobs	Few jobs or very few
Professional	54%	13%
Engineering	46%	10%
Business	38%	16%
Other fields	28%	19%
Education	27%	17%
Overall	**27%**	**25%**
Physical Science	23%	27%
Biological Science	19%	30%
Social Science	17%	31%
Arts and Humanities	14%	37%

10.0 Conclusion

The Canadian Undergraduate Survey Consortium surveys students annually to understand their opinions, attitudes, and behaviours. This year, over 10,000 graduating students from 25 universities participated in a survey gathering over 150 pieces of information. This is one of the most comprehensive studies conducted with students graduating from an undergraduate program in Canada. This year's survey also builds on similar surveys conducted three and six years ago.

This report is intended to provide an overview of the findings and is not intended to be an exhaustive analysis of the results. Indeed, it provides a rich source for further research.

There is remarkable consistency among students across time, as very little has changed since 2003 or even 2000. As was the case in previous years, most students who are graduating had positive experiences at their university. These experiences may lead almost 9 students in 10 to report that they are satisfied with the overall quality of education they have received and their decision to attend their university. Much of their positive impressions of their university appear to extend from their impression of faculty. The vast majority of students agree that their professors seem knowledgeable in their fields, are accessible outside of class, are well organized, communicate well, and encourage participation in class discussions.

Generally, universities also rate well in terms of their contribution to students' personal growth and development in particular areas, although only four out of 26 academic and non-academic activities are rated by a majority of students as contributing very much to their personal growth and development. All four of these involve interactions with others. Three of the four involve faculty: their professor's knowledge of discipline, the enthusiasm for subject material, and classroom instruction. One is non-academic: interactions with others.

In assessing their university in terms of its contribution to their growth and development in 33 areas, students give good marks in many areas. However, they give particularly high marks in three: working independently, developing a broad range of skills, and thinking logically and analytically. In most other skill areas, students typically rate their universities as making a good, if not excellent, contribution. However, universities also receive

particularly poor marks from students in terms of contributing to their growth of entrepreneurial skills and spiritual development.

While students generally appear highly satisfied with the experience at university, there are areas that students identify as needing improvement. About 1 in 3 students says that faculty's ability to identify career opportunities in their field is one main area of weakness. This is a weakness that students also identify for their university overall, as many are not satisfied with their university's knowledge of career options in their area of study. This appears to be discipline specific with those in generalist and science fields being the most critical.

Another area of weakness that students identify for their university might be summed up with the word "inclusion." Universities receive some of their lowest scores in terms of helping students feel as if they are part of the university, because they are perceived as giving students the run-around, and in terms of showing concern for students as individuals. These concerns appear equally among students in all fields of study.

In spite of identifying areas of weaknesses, the vast majority of students, regardless of field of study, are graduating with very positive impressions of their university experience. Students report that their university met or exceeded their expectations (82%), they would recommend their university to others (86%), and they are satisfied with their decision to attend their university (89%). This all suggests that students typically believe that the years they spent working on their undergraduate education were worthwhile and beneficial.

APPENDIX A

SURVEY OF GRADUATING STUDENTS

2006 Graduating Student Survey

As a student who may be graduating this Spring, please take a few minutes to complete this survey and tell us how well the university has helped you reach your educational goals. Using either a pen or a pencil, please take a few minutes to complete and return your questionnaire and be sure to answer the items on both sides of the page. All of your responses are confidential.

INSTRUCTIONS: Read each question carefully and then enter a check (✓) in the appropriate circles or fill in blank lines as necessary. Please return your completed questionnaire today.

Your current university program

1. Do you intend to graduate in 2006? (Check one)

± 01 Yes, in the Spring
± 02 Yes, in the Fall
± 66 Yes, other (specify) _____
± 00 No
± 88 Not sure

2. Are you currently enrolled at this institution as a: (Check one)

± 1 Part-time student ± 2 Full-time student

3. In what year did you first begin <u>your post-secondary education</u>? (e.g., 2002)

Year _____

4. In what year did you first begin <u>your studies at this university</u>? (e.g., 2002)

Year _____

5. If pursued full-time, what is the length of your current degree program as stated in the university calendar?

± 1 One year ± 2 Two years ± 3 Three years
± 4 Four years ± 5 Five or more years

6. What is your major or subject of concentration in your current undergraduate program?

_____

7. Since starting university, have you ever interrupted your studies for one or more terms (not including inter-sessions, summer sessions, or a work term)? (Check all that apply)

± 00 No
± 01 Yes, due to illness ± 05 Yes, for employment
± 02 Yes, for financial reasons ± 06 Yes, to have/raise children
± 03 Yes, for other family reasons ± 07 Yes, to travel
± 04 Yes, required to withdraw by the university
± 66 Yes, other reasons (specify) _____

8. Are you currently enrolled in a program that provides credit for work experience (e.g., co-op or internship programs)?

± 1 Yes ± 2 No ± 8 Not sure

9. What was your primary language of instruction?

± 1 English ± 2 French ± 6 Other

10. What is your average grade so far in the courses you have completed at university?

If your university uses a grade-point system, please select the letter grade which best reflects the letter grade equivalent of your grade point average.

If your university uses percentage grades, please use this guide to select the approximate letter grade equivalent of your percentage grade:

Percentage	Equivalent for Survey Response
85% - 100%	A or A+
80% - 84.99%	A-
76% - 79.99%	B+
70% - 75.99%	B
66% - 69.99%	C+
60% - 65.99%	C
50% - 59.99%	D

➥ (Check one)

A or A+	A-	B+	B	C+	C	D
7	6	5	4	3	2	1

Growth and development

11. Please consider your experience at this university and how each of the following may have contributed to your growth and development. (Check one for each item. Use "Not applicable" if you have not used a resource or if you have not participated in an activity.)

Academic experiences	Impact on growth and development: None	Very little	Some	Very much	Not applicable
a. Classroom instruction	1	2	3	4	7
b. Participation in classroom discussions	1	2	3	4	7
c. Laboratory experiences	1	2	3	4	7
d. Examinations	1	2	3	4	7
e. Required reading	1	2	3	4	7
f. Recommended reading	1	2	3	4	7
g. Undergraduate thesis, self-directed study, or senior project	1	2	3	4	7
h. Use of library resources	1	2	3	4	7
i. Interaction with teaching assistants	1	2	3	4	7
j. Personal interactions with faculty	1	2	3	4	7
k. Faculty feedback on assignments or projects	1	2	3	4	7
l. Written assignments and essays	1	2	3	4	7
m. Faculty knowledge of their discipline	1	2	3	4	7
n. Faculty enthusiasm for subject material	1	2	3	4	7
o. Faculty research activities	1	2	3	4	7
p. Online instruction (WebCT, First Class, Top Class)	1	2	3	4	7
q. Co-op program, internship, or other practical experience related to your program	1	2	3	4	7

12. Please indicate whether you have had experience at this university with each of the following, and if so, how it may have contributed to your growth and development.

	Have you had experience with this?		Impact on growth and development			
	Yes	No	None	Very little	Some	Very much
a. Using study skills/ learning support services	1	2	1	2	3	4
b. Serving as a peer or residence advisor	1	2	1	2	3	4
c. Being a teaching assistant	1	2	1	2	3	4
d. Having other on-campus employment	1	2	1	2	3	4
e. Attending campus lectures (in addition to regular classes)	1	2	1	2	3	4
f. Attending campus cultural events (theatre, concerts, art exhibits, etc.)	1	2	1	2	3	4
g. Being exposed to students from different cultures	1	2	1	2	3	4
h. Participating in international study or exchanges	1	2	1	2	3	4
i. Living on-campus	1	2	1	2	3	4
j. Interacting with other students	1	2	1	2	3	4
k. Participating in student clubs	1	2	1	2	3	4
l. Participating in fraternities/ sororities	1	2	1	2	3	4
m. Participating in student government	1	2	1	2	3	4
n. Being involved in campus media (e.g., radio, TV, newspaper)	1	2	1	2	3	4
o. Attending campus social events	1	2	1	2	3	4
p. Attending home games of university athletic teams	1	2	1	2	3	4
q. Participating in on-campus student recreational and sports programs	1	2	1	2	3	4
r. Participating in on-campus community service/ volunteer activities	1	2	1	2	3	4
s. Participating in off-campus community service/ volunteer activities	1	2	1	2	3	4

13. How many hours per week do you normally engage in community service/volunteer activities?

_____(hours per week)

14. How would you grade your experience at this university for contributing to your personal growth and development in each of the following? (Check one for each item)

	Excellent A	Good B	Fair C	Poor D	Fail F	Not applicable n/a
a. Written communication skills	5	4	3	2	1	7
b. Oral communication skills	5	4	3	2	1	7
c. Effective study and learning skills	5	4	3	2	1	7
d. Ability to understand abstract reasoning	5	4	3	2	1	7
e. Thinking logically and analytically	5	4	3	2	1	7
f. Working independently	5	4	3	2	1	7
g. Cooperative interaction in groups	5	4	3	2	1	7
h. Ability to address issues in personal life	5	4	3	2	1	7
i. Mathematical skills	5	4	3	2	1	7
j. Analyzing quantitative problems	5	4	3	2	1	7
k. Computer literacy skills	5	4	3	2	1	7
l. Ability to access information	5	4	3	2	1	7
m. Skills for planning and completing projects	5	4	3	2	1	7

15. How would you grade this university for contributing to your personal growth and development in each of the following? (Check one for each item)

	Excellent A	Good B	Fair C	Poor D	Fail F	Not applicable n/a
a. Second or third language skills	5	4	3	2	1	7
b. Understanding and applying scientific principles and methods	5	4	3	2	1	7
c. Identifying and solving problems	5	4	3	2	1	7
d. Personal time management skills	5	4	3	2	1	7
e. Persistence with difficult tasks	5	4	3	2	1	7
f. Leadership skills	5	4	3	2	1	7
g. Personal self-confidence	5	4	3	2	1	7
h. Interpersonal skills	5	4	3	2	1	7
i. Moral and ethical development	5	4	3	2	1	7
j. Appreciation of the Arts	5	4	3	2	1	7
k. Accepting people from different cultures	5	4	3	2	1	7

(continued on next page)

INSTRUCTIONS: Read each question carefully and then enter a check (✓) in the appropriate circles or fill in blank lines as necessary. Please return your completed questionnaire today.

Q15. Continued…	Excellent A	Good B	Fair C	Poor D	Fail F	Not applicable n/a
l. Understanding national and global issues	5	4	3	2	1	7
m. Living in an international world	5	4	3	2	1	7
n. Spiritual development	5	4	3	2	1	7
o. Broad knowledge of my major field of study	5	4	3	2	1	7
p. Commitment to lifelong learning	5	4	3	2	1	7
q. Preparation for post-graduate study or professional school	5	4	3	2	1	7
r. General skills and knowledge relevant for employment	5	4	3	2	1	7
s. Specific employment-related skills and knowledge	5	4	3	2	1	7
t. Entrepreneurial skills	5	4	3	2	1	7

Satisfaction with university experience

16. Please indicate whether you have used each of the following services at this university, and if so, rate your level of satisfaction with the service. (Please check "No" and "Don't know" if you have not personally used the service.)

	Have you personally used this?		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Don't know
	Yes	No	Satisfaction ratings				
a. Academic advising	1	2	1	2	3	4	8
b. Study skills/ learning support services	1	2	1	2	3	4	8
c. Personal counselling services	1	2	1	2	3	4	8
d. Peer or residence advisors	1	2	1	2	3	4	8
e. Career counselling services	1	2	1	2	3	4	8
f. University support staff (e.g., clerks, secretaries, etc.)	1	2	1	2	3	4	8
g. Campus bookstores	1	2	1	2	3	4	8
h. Library facilities	1	2	1	2	3	4	8
i. Computer facilities	1	2	1	2	3	4	8
j. Athletic facilities	1	2	1	2	3	4	8
k. Co-op programs	1	2	1	2	3	4	8
l. Campus medical services	1	2	1	2	3	4	8
m. Employment services	1	2	1	2	3	4	8

(continued at top of next column)

Q16. Continued…	Have you personally used this? Yes	No	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Don't know
			Satisfaction ratings				
n. Services for students with disabilities	1	2	1	2	3	4	8
o. International student services	1	2	1	2	3	4	8
p. Services for students needing financial aid	1	2	1	2	3	4	8
q. Services for First Nations students	1	2	1	2	3	4	8

17. Please indicate your level of agreement with each item in the following list. (Check one for each item)

	Disagree strongly	Disagree	Agree	Agree strongly
a. Most of my professors seemed knowledgeable in their field	1	2	3	4
b. Most of my professors were well organized in their teaching	1	2	3	4
c. Most of my professors communicated well in their teaching	1	2	3	4
d. Most professors' teaching was intellectually stimulating	1	2	3	4
e. Most of my professors encouraged students to participate in class discussions	1	2	3	4
f. Most of my professors provided useful feedback on my academic performance	1	2	3	4
g. Most of my professors were reasonably accessible outside of class to help students	1	2	3	4
h. Most of my professors were knowledgeable of career opportunities in my field	1	2	3	4
i. Some professors at this university have had a major positive influence on my academic career	1	2	3	4
j. Generally, I am satisfied with the quality of teaching I have received	1	2	3	4
k. Generally, I am satisfied with my experience with teaching assistants	1	2	3	4
l. My **academic** learning experiences at this university have been intellectually stimulating	1	2	3	4
m. My **non-academic** learning experiences at this university have been intellectually stimulating	1	2	3	4
n. I sometimes feel I get the run-around at this university	1	2	3	4
o. I feel as if I am part of this university	1	2	3	4
p. I have received good value for my money at this university	1	2	3	4

INSTRUCTIONS: Read each question carefully and then enter a check (✓) in the appropriate circles or fill in blank lines as necessary. Please return your completed questionnaire today.

18. How satisfied are you with each of the following aspects of this university? (Check one for each item)

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
a. Opportunity to develop lasting friendships	1	2	3	4
b. Availability of information about career options in your area of study	1	2	3	4
c. Concern shown by the university for you as an individual	1	2	3	4
d. The overall quality of the education you have received at this university	1	2	3	4
e. Your decision to attend this university	1	2	3	4

19. Has your experience at this university exceeded, met, or fallen short of your expectations?

± 3 Exceeded ± 2 Met ± 1 Fallen short

20. Why did you rate your experience in question 19 this way?

_____

_____

21. Would you recommend this university to others?

± 1 Yes ± 2 No

22. Why would you recommend or not recommend this university to others? (Check all applicable reasons)

± 01 The program
± 02 The professors
± 03 Student services
± 04 Relevance of my program for job opportunities
± 05 Relevance of my program for growth and development
± 06 Quality of student/campus life
± 66 Other reasons (specify)_____

_____

Financing your education

23. To date, about how much repayable debt (if any) have you acquired to help finance your university education from the following sources? (By repayable debt, we mean money you owe and have to pay back. Please enter the approximate amount of debt for each in Canadian dollars.)

	Amount ($ CDN)
Debt from government student loans	$_____
Debt from loans from financial institutions	$_____
Debt from loans from parents/family	$_____
Debt from other sources	$_____

0 No debt

24. Thinking about the current academic year, please indicate which of the following sources you are using to help pay for your university education. Then provide the approximate amount you have received from each.

Currently using	Amount ($ CDN)
01 Government loan or bursary	$_____
02 University scholarship/financial award/bursary	$_____
03 Parents/family/spouse	$_____
04 Personal savings	$_____
05 Loan from financial institution	$_____
06 Co-op program/Work term	$_____
07 Work-study program	$_____
08 Earnings from current employment	$_____
09 Earnings from summer work	$_____
10 Investment income (bonds, dividends, interest, etc.)	$_____
11 RESP	$_____
66 Other (specify)_____	$_____

25. Are you employed during the current academic term? (Excluding work related to a co-op program)

± 1 No, and I am not seeking work (GO TO QUESTION 28)
± 2 No, but I am seeking work (GO TO QUESTION 28)
± 3 Yes, on-campus (GO TO QUESTION 26)
± 4 Yes, off-campus (GO TO QUESTION 26)
± 5 Yes, both on- and off-campus (GO TO QUESTION 26)

26. (IF YES TO QUESTION 25) On average, how many hours are you employed per week? (Excluding work related to a co-op program)

_____ (hours per week)

27. (IF YES TO QUESTION 25) Is your current non-co-op related employment having a negative impact on your academic performance? (Please rate the impact by checking one rating)

Negative impact of employment on academic performance

None	Some	Moderate	Significant	Substantial
± 0	± 1	± 2	± 3	± 4

28. Have you **ever** received an academic scholarship from this university?

± 1 Yes ± 2 No ± 8 Not sure

29. How many credit cards do you have?

Number of cards: _____ (IF NONE GO TO QUESTION 32)

30. Do you regularly pay off your balance on your credit cards each month?

± 1 Yes ± 2 No ± 8 Not sure

31. (IF NO TO QUESTION 30) What is your most recent unpaid balance on all your credit cards?

Total balance $ _____ ($ CDN)

INSTRUCTIONS: Read each question carefully and then enter a check (✓) in the appropriate circles or fill in blank lines as necessary. Please return your completed questionnaire today.

Plans after graduation

32. Do you expect to be involved in any of the following educational activities during the first year after you graduate? (Check all that apply)

± 00 Have no immediate educational plans (GO TO QUESTION 34)
± 01 Obtain another Bachelor's degree
± 02 Graduate school
± 03 Professional school
± 04 Technical/vocational school
± 05 Community college
± 66 Other education

33. Which educational institution do you plan to attend in your first year after graduating?

Name: _____

City: _____
(GO TO QUESTION 35)

34. If you do not have immediate plans to study, do you expect to take additional studies at university in the future?

± 1 Yes ± 2 Maybe ± 0 No

35. Do you expect to be involved in any of the following activities for a significant amount of time (for example, several months) during the first year after you graduate? (Check all that apply)

± 1 Unpaid volunteer activities ± 2 Travel ± 3 Take time off

36. If you are **not** planning to travel or take time off, are financial considerations one of the main reasons?

± 1 Yes ± 2 No

37. Have you decided on a career field or specific occupation?

± 1 Yes ± 2 Maybe ± 0 No

38. Do you have a current curriculum vitae (CV) or resume?

± 1 Yes ± 2 No

39. Do you have employment arranged after you graduate other than a summer job? (Check all that apply)

± 1 No, and I am not seeking work (GO TO QUESTION 49)
± 2 No, but I am seeking work (GO TO QUESTION 49)
± 3 Yes, a full-time job
± 4 Yes, one part-time job
± 5 Yes, two or more part-time jobs
± 6 Yes, self-employment or contract work

40. Is your job new or a continuation of a job you had previously?

± 1 New job ± 2 Continuation

41. (IF YOU HAVE ARRANGED A FULL-TIME JOB) Is this full-time job permanent or temporary?

± 1 Permanent ± 2 Temporary ± 8 Not sure

42. Does your arranged employment require a degree?

± 1 Yes ± 2 No

43. Did your degree help get you your job?

± 1 Yes ± 2 No

44. Is your job related to knowledge and skills acquired from your studies at this university? (Check one)

± 1 Not at all ± 2 Slightly ± 3 Moderately ± 4 Significantly
± 8 Not sure

45. Where is your job?

In Canada (specify province): _____

Outside Canada (specify country): _____

46. How did you find your job? (Check one)

± 01 Campus career/Employment centre
± 02 Employment agency
± 03 Answered a job ad
± 04 Referred by family, friends
± 05 Professors
± 06 Contacted employer directly
± 07 Contacted previous employer
± 08 Internet
± 09 From co-op placement
± 66 Other (specify) _____

47. How satisfied are you with the employment you have been able to secure? (Check one)

± 1 Very dissatisfied ± 2 Dissatisfied
± 3 Satisfied ± 4 Very satisfied

48. If you have arranged for one or more jobs after you graduate, what are your anticipated **monthly** earnings from employment after graduation? (Please specify expected **monthly** gross earnings before taxes and other deductions for all jobs)

_____ ($ CDN)

49. What is your perception of the job market in Canada for your major area of study? Would you say there are ... (Check one)

± 1 Very few jobs ± 2 Few jobs ± 3 Some jobs
± 4 Many jobs ± 8 Not sure

INSTRUCTIONS: Read each question carefully and then enter a check (✓) in the appropriate circles or fill in blank lines as necessary. Please return your completed questionnaire today.

Background

50. What is your gender? ± 1 Female ± 2 Male

51. How old were you on September 1, 2005? _____ (years)

52. Where was your permanent home before you came to this university? (Check one)

± 01 British Columbia
± 02 Alberta
± 03 Saskatchewan
± 04 Manitoba
± 05 Ontario
± 06 Quebec
± 07 Nova Scotia
± 08 Prince Edward Island
± 09 New Brunswick
± 10 Newfoundland and Labrador
± 11 Nunavut
± 12 Northwest Territories
± 13 Yukon
± 66 Country other than Canada (specify) _____

53. What is the population of the community in which you lived before starting university? (Check one)

± 1 Lived on a farm/ranch
± 2 Less than 5,000
± 3 5,000 to 9,999
± 4 10,000 to 49,999
± 5 50,000 to 99,999
± 6 100,000 to 300,000
± 7 Over 300,000

54. Where are you currently living? (Check one)

± 01 With parents, guardians, or relatives
± 02 In on-campus housing (residence hall, dormitory, etc.)
± 03 In housing rented off-campus, sharing costs with others such as roommates
± 04 In housing rented off-campus, paying all costs yourself
± 05 In a home that you personally own
± 66 Other (specify)_____

55. Do you have a disability? (Check all that apply)

± 00 None
± 01 Mobility
± 02 Hearing
± 03 Speech
± 04 Partial sight or blind
± 05 Learning disability
± 06 Head injury
± 07 Other physical disability
± 08 Mental health
± 66 Other (specify)_____

56. Are you?

± 1 Married or in a common-law union
± 2 Currently in a long-term relationship with someone, or have a long-term partner
± 3 Single and seeing someone
± 4 Single and not currently seeing someone

57. Do you consider yourself an Aboriginal person?

± 0 No
± 1 Yes, First Nations
± 2 Yes, Métis
± 3 Yes, Inuit
± 4 Yes, Non-Status

58. Do you consider yourself to be a member of a visible minority? (Note: visible minorities are those, other than Aboriginal peoples, who are because of their race or colour, in a visible minority in Canada)

± 1 Yes ± 2 No ± 8 Not sure

59. (IF "YES" TO QUESTION 58) Please specify the visible minority with which you identify.

_____

60. How many children do you have in each of the following age groups?

5 years old or younger _____
6 to 11 years old _____
12 years or older _____

If you have no children, check here ± 77

61. Are you studying in Canada on a Student Authorization, study permit, or visa?

± 1 Yes ± 2 No

62. Looking back on your experience at this university, what do you think the university did particularly **well**? (Note: Please add pages if you need more space to write.)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

63. What is the **single** most important change that this university could make to enhance the education experience of its students? (Note: Please add pages if you need more space to write.)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

THANK YOU FOR YOUR HELP.
PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TODAY.

SONDAGE SUR LES ÉTUDIANTS ET ÉTUDIANTES DE DERNIÈRE ANNÉE 2006

En tant qu'étudiant ou étudiante susceptible d'obtenir son diplôme cette année, veuillez accorder quelques minutes à cette enquête afin d'indiquer dans quelle mesure l'université vous a aidé à atteindre vos objectifs académiques. Indiquez vos réponses au crayon ou au stylo. Assurez-vous d'avoir rempli tous les items, au recto ainsi qu'au verso de chaque page. Vos réponses demeureront confidentielles.

DIRECTIVES : Veuillez lire attentivement chaque question et, selon le cas, indiquer votre choix en cochant (✓) les cases appropriées ou en écrivant dans l'espace réservé à cette fin. Prière de nous retourner le questionnaire rempli dès aujourd'hui.

Votre programme universitaire actuel

1. Prévoyez-vous obtenir votre diplôme en 2006 ? (Cochez une réponse)

± 01 Oui, au printemps
± 02 Oui, à l'automne
± 66 Oui, à un autre moment (précisez) _____
± 00 Non
± 88 Incertain(e)

2. Vous êtes présentement inscrit à cet établissement à titre d'étudiant(e) : (cochez la case appropriée)

± 1 À temps partiel ± 2 À temps plein

3. En quelle année avez-vous débuté **vos études post-secondaires** ? (p. ex. 2002)

Année : _____

4. En quelle année avez-vous débuté vos études **à cette université** ? (p. ex. 2002)

Année : _____

5. En étudiant à temps plein, quelle est la durée normale de votre programme actuel, telle que définie dans l'annuaire ?

± 1 Un an ± 2 Deux ans ± 3 Trois ans
± 4 Quatre ans ± 5 Cinq ans et plus

6. Quel est le sujet majeur ou concentration ou spécialisation de votre programme de premier cycle actuel ?

_____

7. Depuis votre arrivée à l'université, avez-vous interrompu vos études pour un trimestre ou plus (exception faite des intersessions, des trimestres d'été ou d'un trimestre de travail lié aux études) ? (Cochez toutes les cases appropriées)

± 00 Non
± 01 Oui, à cause de maladie
± 02 Oui, pour des raisons financières
± 03 Oui, pour d'autres raisons familiales
± 04 Oui, forcé par l'université
± 05 Oui, pour travailler
± 06 Oui, pour accoucher/ élever des enfants
± 07 Oui, pour voyager
± 66 Oui, pour d'autres raisons (précisez) _____

8. Êtes-vous actuellement inscrit à un programme qui accorde des crédits pour une expérience de travail (ex. : programme coopératif ou stages) ?

± 1 Oui ± 2 Non ± 8 Incertain(e)

9. Quelle était votre première langue d'enseignement ?

± 1 Anglais ± 2 Français ± 6 Autre

10. Quelle est, à ce jour, votre note moyenne pour les cours que vous avez complétés à l'université ?

Si votre université utilise un système de note pondérée, choisissez la note alphabétique qui correspond le mieux à votre note pondérée cumulative.

Si votre université utilise un pourcentage, choisissez la note alphabétique qui correspond le mieux à votre pourcentage au le tableau suivant :

Pourcentage	Équivalence pour les besoins de l'enquête
85% - 100%	A ou A+
80% - 84.99%	A-
76% - 79.99%	B+
70% - 75.99%	B
66% - 69.99%	C+
60% - 65.99%	C
50% - 59.99%	D

➥ (Cochez une case)

A ou A+	A-	B+	B	C+	C	D
± 7	± 6	± 5	± 4	± 3	± 2	± 1

Croissance et développement

11. En faisant référence à votre expérience à cette université, dans quelle mesure chacun des facteurs suivants a-t-il contribué à votre croissance et à votre développement ? (Cochez un choix par sujet ou "sans objet" si vous n'avez pas utilisé la ressource ou n'avez pas participé à l'activité.)

Effets sur la croissance et le développement

Expériences scolaires	Aucun	Très peu	Assez	Beaucoup	Sans objet
a. Enseignement en classe	± 1	± 2	± 3	± 4	± 7
b. Participation aux discussions en classe	± 1	± 2	± 3	± 4	± 7
c. Expériences de laboratoire	± 1	± 2	± 3	± 4	± 7
d. Examens	± 1	± 2	± 3	± 4	± 7
e. Lectures obligatoires	± 1	± 2	± 3	± 4	± 7
f. Lectures facultatives	± 1	± 2	± 3	± 4	± 7
g. Thèse de premier cycle, études autodirigées, ou projet de fin d'études	± 1	± 2	± 3	± 4	± 7
h. Utilisation des ressources de la bibliothèque	± 1	± 2	± 3	± 4	± 7
i. Interactions avec les auxiliaires d'enseignement	± 1	± 2	± 3	± 4	± 7
j. Interaction personnelle avec les professeurs	± 1	± 2	± 3	± 4	± 7
k. Commentaires des professeurs sur les travaux ou projets	± 1	± 2	± 3	± 4	± 7
l. Travaux écrits et dissertations	± 1	± 2	± 3	± 4	± 7
m. Connaissances des professeurs dans leur discipline	± 1	± 2	± 3	± 4	± 7
n. Enthousiasme des professeurs vis-à-vis de leur matière	± 1	± 2	± 3	± 4	± 7
o. Activités de recherche des professeurs	± 1	± 2	± 3	± 4	± 7
p. Enseignement en ligne (*WebCT*, *First Class*, *Top Class*)	± 1	± 2	± 3	± 4	± 7
q. Programme coop, stage ou autre expérience pratique liée à votre programme	± 1	± 2	± 3	± 4	± 7

12. En vous référant à votre expérience à cette université, dans quelle mesure chacun des facteurs suivants a-t-il contribué à votre croissance et votre développement ?

	Expérience avec ceci ?		Effets sur la croissance et le développement			
	Oui	Non	Aucun	Très peu	Assez	Beaucoup
a. Utiliser les services de soutien à l'apprentissage et aux techniques d'étude	± 1	± 2	± 1	± 2	± 3	± 4
b. Servir de conseiller de résidence ou de pair	± 1	± 2	± 1	± 2	± 3	± 4
c. Servir d'auxiliaire d'enseignement	± 1	± 2	± 1	± 2	± 3	± 4
d. Autre type d'emploi sur le campus	± 1	± 2	± 1	± 2	± 3	± 4
e. Assister à des conférences sur le campus (en plus de vos cours réguliers)	± 1	± 2	± 1	± 2	± 3	± 4
f. Assister à des activités culturelles sur le campus (théâtre, concerts, expositions, etc.)	± 1	± 2	± 1	± 2	± 3	± 4
g. Être en contact avec des étudiants d'autres cultures	± 1	± 2	± 1	± 2	± 3	± 4
h. Participer à des études internationales ou échanges à l'étranger	± 1	± 2	± 1	± 2	± 3	± 4
i. Habiter sur le campus	± 1	± 2	± 1	± 2	± 3	± 4
j. Interactions avec d'autres étudiants	± 1	± 2	± 1	± 2	± 3	± 4
k. Participation aux clubs étudiants	± 1	± 2	± 1	± 2	± 3	± 4
l. Adhésion à des confréries d'étudiants ou d'étudiantes	± 1	± 2	± 1	± 2	± 3	± 4
m. Participation à l'association étudiante	± 1	± 2	± 1	± 2	± 3	± 4
n. Participation aux médias sur le campus (p. ex. radio, télé, journal)	± 1	± 2	± 1	± 2	± 3	± 4
o. Participation aux activités sociales sur le campus	± 1	± 2	± 1	± 2	± 3	± 4
p. Présence aux matchs à domicile des équipes sportives interuniversitaires	± 1	± 2	± 1	± 2	± 3	± 4
q. Participation aux programmes récréatifs et sportifs pour étudiants offerts sur le campus	± 1	± 2	± 1	± 2	± 3	± 4
r. Participation aux activités de service communautaire / bénévolat sur le campus	± 1	± 2	± 1	± 2	± 3	± 4
s. Participation aux activités de service communautaire / bénévolat hors campus	± 1	± 2	± 1	± 2	± 3	± 4

13. En moyenne, combien d'heures par semaine consacrez-vous à des activités de service communautaire / bénévolat durant l'année scolaire?

_____ (heures par semaine)

14. Comment évaluez-vous votre expérience au sein de cette université en ce qui a trait à votre croissance et à votre développement ? (Cochez un choix par sujet, selon chacun des facteurs suivants)

	Excellente	Bonne	Moyenne	Faible	Échec	Sans objet
	A	B	C	D	F	S/O
a. Compétences en communication écrite	± 5	± 4	± 3	± 2	± 1	± 7
b. Compétences en communication orale	± 5	± 4	± 3	± 2	± 1	± 7
c. Techniques d'étude et d'apprentissage	± 5	± 4	± 3	± 2	± 1	± 7
d. Capacité de comprendre les raisonnements abstraits	± 5	± 4	± 3	± 2	± 1	± 7
e. Pensée logique et analytique	± 5	± 4	± 3	± 2	± 1	± 7
f. Capacité de travailler de façon autonome	± 5	± 4	± 3	± 2	± 1	± 7
g. Interaction et coopération en groupe	± 5	± 4	± 3	± 2	± 1	± 7
h. Capacité de faire face aux problèmes personnels	± 5	± 4	± 3	± 2	± 1	± 7
i. Compétences mathématiques	± 5	± 4	± 3	± 2	± 1	± 7
j. Compétences en analyse quantitative	± 5	± 4	± 3	± 2	± 1	± 7
k. Compétences de base en informatique	± 5	± 4	± 3	± 2	± 1	± 7
l. Capacité d'accéder à de l'information	± 5	± 4	± 3	± 2	± 1	± 7
m. Compétences en planification et réalisation de projets	± 5	± 4	± 3	± 2	± 1	± 7

15. Quelle note accorderiez-vous à cette université pour sa contribution à votre croissance et à votre développement, selon chacun des points suivants ? (Cochez une choix par sujet)

	Excellente	Bonne	Moyenne	Faible	Échec	Sans objet
	A	B	C	D	F	S/O
a. Compétences dans une deuxième ou une troisième langue	± 5	± 4	± 3	± 2	± 1	± 7
b. Compréhension et application des principes et méthodes scientifiques	± 5	± 4	± 3	± 2	± 1	± 7
c. Capacité de cerner et résoudre des problèmes	± 5	± 4	± 3	± 2	± 1	± 7
d. Compétences en gestion de votre temps	± 5	± 4	± 3	± 2	± 1	± 7
e. Persévérance face aux tâches difficiles	± 5	± 4	± 3	± 2	± 1	± 7
f. Capacité de leadership	± 5	± 4	± 3	± 2	± 1	± 7
g. Confiance en soi	± 5	± 4	± 3	± 2	± 1	± 7
h. Compétences en relations humaines	± 5	± 4	± 3	± 2	± 1	± 7
i. Développement moral et éthique	± 5	± 4	± 3	± 2	± 1	± 7
j. Appréciation des arts	± 5	± 4	± 3	± 2	± 1	± 7
k. Acceptation des personnes d'une autre culture	± 5	± 4	± 3	± 2	± 1	± 7

(voir page suivante)

DIRECTIVES : Veuillez lire attentivement chaque question et indiquer votre choix en cochant (✓) le cercle correspondant ou en remplissant l'espace selon le cas. Veuiller retourner vos réponses aujourd'hui.

Q15. Suite…	Excellente **A**	Bonne **B**	Moyenne **C**	Faible **D**	Échec **F**	Sans objet **S/O**
l. Compréhension des questions nationales et mondiales	± 5	± 4	± 3	± 2	± 1	± 7
m. Vie dans un milieu international	± 5	± 4	± 3	± 2	± 1	± 7
n. Développement spirituel	± 5	± 4	± 3	± 2	± 1	± 7
o. Connaissance générale de mon champ d'étude	± 5	± 4	± 3	± 2	± 1	± 7
p. Engagement envers une formation continue	± 5	± 4	± 3	± 2	± 1	± 7
q. Préparation aux études de deuxième cycle ou professionnelles	± 5	± 4	± 3	± 2	± 1	± 7
r. Compétences et connaissances générales pertinentes à l'emploi	± 5	± 4	± 3	± 2	± 1	± 7
s. Compétences et connaissances propres un emploi spécifique	± 5	± 4	± 3	± 2	± 1	± 7
t. Habiletés d'entrepreneur	± 5	± 4	± 3	± 2	± 1	± 7

Satisfaction par rapport à l'expérience universitaire

16. Veuillez indiquer si vous avez utilisé les services suivants ainsi que, dans chaque cas, votre degré de satisfaction (faites DEUX crochets par rangée). (Prière de cocher « non » et « ne sait pas » si vous n'avez pas utilisé le service.)

	Avez-vous utilisé ce service?		Très insatisfait	Insatisfait	Satisfait	Très satisfait	Ne sait pas
	Oui	Non	Degré de satisfaction				
a. Conseils sur les études	± 1	± 2	± 1	± 2	± 3	± 4	± 8
b. Service de soutien en matière de techniques d'étude et d'apprentissage	± 1	± 2	± 1	± 2	± 3	± 4	± 8
c. Services de *counseling* personnel	± 1	± 2	± 1	± 2	± 3	± 4	± 8
d. Conseillers de résidence ou pairs	± 1	± 2	± 1	± 2	± 3	± 4	± 8
e. Services d'orientation professionnelle	± 1	± 2	± 1	± 2	± 3	± 4	± 8
f. Personnel de soutien de l'université (ex.: personnel de bureau)	± 1	± 2	± 1	± 2	± 3	± 4	± 8
g. Librairies du campus	± 1	± 2	± 1	± 2	± 3	± 4	± 8
h. Bibliothèques	± 1	± 2	± 1	± 2	± 3	± 4	± 8
i. Installations informatiques	± 1	± 2	± 1	± 2	± 3	± 4	± 8
j. Installations sportives	± 1	± 2	± 1	± 2	± 3	± 4	± 8
k. Programmes d'enseignement coopératif	± 1	± 2	± 1	± 2	± 3	± 4	± 8
l. Services médicaux du campus	± 1	± 2	± 1	± 2	± 3	± 4	± 8
m. Services d'emploi	± 1	± 2	± 1	± 2	± 3	± 4	± 8
n. Services aux étudiants ayant une incapacité	± 1	± 2	± 1	± 2	± 3	± 4	± 8

(voir colonne suivante)

Q16. Suite…	Avez-vous utilisé ce service? Oui	Non	Très insatisfait	Insatisfait	Satisfait	Très satisfait	Ne sait pas
			Degré de satisfaction				
o. Services aux étudiants étrangers	± 1	± 2	± 1	± 2	± 3	± 4	± 8
p. Services aux étudiants ayant besoin d'aide financière	± 1	± 2	± 1	± 2	± 3	± 4	± 8
q. Services aux étudiants des Premières nations	± 1	± 2	± 1	± 2	± 3	± 4	± 8

17. Veuillez indiquer dans quelle mesure vous êtes d'accord avec les énoncés suivants. (Cochez un choix par énoncé)

	Pas du tout d'accord	Pas d'accord	D'accord	Tout à fait d'accord
a. La plupart de mes professeurs semblaient bien connaître leur domaine	± 1	± 2	± 3	± 4
b. La plupart de mes professeurs semblaient avoir un enseignement structuré	± 1	± 2	± 3	± 4
c. La plupart de mes professeurs communiquaient bien dans le cadre de leur enseignement	± 1	± 2	± 3	± 4
d. La plupart des enseignements de mes professeurs étaient intellectuellement stimulants	± 1	± 2	± 3	± 4
e. La plupart de mes professeurs encourageaient les étudiants à participer aux discussions en classe	± 1	± 2	± 3	± 4
f. La plupart de mes professeurs ont formulé des commentaires utiles sur mon rendement scolaire	± 1	± 2	± 3	± 4
g. La plupart de mes professeurs étaient relativement disponibles hors des heures de classe pour aider les étudiants	± 1	± 2	± 3	± 4
h. La plupart de mes professeurs étaient au courant des possibilités de carrière dans mon domaine	± 1	± 2	± 3	± 4
i. Certains professeurs à cette université ont eu une influence positive majeure sur mon cheminement académique	± 1	± 2	± 3	± 4
j. En général, je suis satisfait de la qualité de l'enseignement reçu	± 1	± 2	± 3	± 4
k. En général, je suis satisfait de mon expérience avec les auxiliaires d'enseignement	± 1	± 2	± 3	± 4
l. Mon expérience **académique** à cette université a été intellectuellement stimulante	± 1	± 2	± 3	± 4
m. Mon expérience **non académique** à cette université a été intellectuellement stimulante	± 1	± 2	± 3	± 4
n. J'ai parfois l'impression qu'on me fait tourner en rond à cette université	± 1	± 2	± 3	± 4
o. Je ressens une appartenance à cette université	± 1	± 2	± 3	± 4
p. Cette université m'en a donné pour mon argent	± 1	± 2	± 3	± 4

DIRECTIVES : Veuillez lire attentivement chaque question et indiquer votre choix en cochant (✓) le cercle correspondant ou en remplissant l'espace selon le cas. Veuiller retourner vos réponses aujourd'hui.

18. Dans quelle mesure êtes-vous satisfait des aspects suivants de cette université ? (Cochez un choix par énoncé)

	Très insatisfait	Insatisfait	Satisfait	Très satisfait
a. Occasions de développer des amitiés durables	± 1	± 2	± 3	± 4
b. Disponibilité de l'information sur les possibilités de carrière dans votre domaine d'étude	± 1	± 2	± 3	± 4
c. Intérêt personnel manifesté à votre égard par l'université	± 1	± 2	± 3	± 4
d. Votre décision de fréquenter cette université	± 1	± 2	± 3	± 4
e. Qualité globale de l'éducation reçue à cette université	± 1	± 2	± 3	± 4

19. Votre expérience à cette université fut-elle au-delà, égale ou en-deça de vos attentes ?

± 3 Au-delà ± 2 Égale à ± 1 En-deça

20. Qu'est-ce qui motive votre réponse à la question 19 ?

_____

_____

21. Recommanderiez-vous cette université à d'autres ?

± 1 Oui ± 2 Non

22. Pour quelles raisons recommanderiez-vous ou non cette université à d'autres ? (Cochez toutes les réponses pertinentes.)

± 01 Le programme
± 02 Les professeurs
± 03 Les services aux étudiants
± 04 La pertinence du programme par rapport aux possibilités d'emploi
± 05 La pertinence du programme en fonction de la croissance et du développement personnel
± 06 La qualité de la vie étudiante/sur le campus
± 66 Autres raisons (précisez) _____

_____

Financer vos études

23. Jusqu'à maintenant, quel montant de dette remboursable (s'il en est) avez-vous contracté pour aider à financer vos études universitaires, selon les catégories suivantes? (Ici, une dette remboursable signifie de l'argent emprunté que vous devez remettre. Veuillez inscrire le montant approximatif de dette, par catégorie, en dollars canadiens.)

	Montant (en $ CA)
Dette provenant de prêts étudiants gouvernementaux	$_____
Dette provenant de prêts d'institutions financières	$_____
Dette provenant de prêts des parents / famille	$_____
Dette d'autres sources	$_____

± 0 Aucune dette

24. En vous référant à l'année scolaire actuelle, quelles sources parmi les suivantes servirent à financer vos études universitaires? Indiquez le montant approximatif provenant de chaque source.

Présentement		**Montant (en $ CA)**
± 01	Prêt ou bourse du gouvernement	$_____
± 02	Bourse ou prix d'excellence/bourse de l'université	$_____
± 03	Parents/famille/conjoint ou conjointe	$_____
± 04	Économies personnelles	$_____
± 05	Prêt d'une institution financière	$_____
± 06	Programme d'enseignement coopératif/ stage de travail	$_____
± 07	Programme de travail-études	$_____
± 08	Revenus d'un emploi actuel	$_____
± 09	Revenus d'un emploi d'été	$_____
± 10	Revenu d'investissement (obligations, dividendes, intérêts, etc.)	$_____
± 11	REEE	$_____
± 66	Autres (précisez) _____	$_____

25. Avez-vous un emploi durant le présent semestre (autre que dans le cadre d'un programme coop) ?

± 1 Non, et je ne cherche pas d'emploi (ALLEZ À LA QUESTION 28)
± 2 Non, mais je cherche un emploi (ALLEZ À LA QUESTION 28)
± 3 Oui, sur le campus (ALLEZ À LA QUESTION 26)
± 4 Oui, hors campus (ALLEZ À LA QUESTION 26)
± 5 Oui, à la fois sur le campus et hors campus (ALLEZ À LA QUESTION 26)

26. (SI OUI À LA QUESTION 25) En moyenne, combien d'heures par semaine consacrez-vous à votre emploi (autres que dans le cadre d'un programme coop) ?

_____ (heures par semaine)

27. (SI OUI À LA QUESTION 25) Votre emploi (autre que dans le cadre d'un programme coop) a-t-il un effet nuisible sur votre rendement scolaire ? (Veuillez qualifier cet impact en cochant un choix.)

Effet nuisible de l'emploi sur le rendement scolaire

Aucun	Quelque peu	Modéré	Significatif	Substantiel
± 0	± 1	± 2	± 3	± 4

28. Avez-vous **déjà** reçu une bourse d'excellence de votre établissement scolaire ?

± 1 Oui ± 2 Non ± 8 Incertain(e)

29. Combien de cartes de crédit détenez-vous?

Nombre de cartes :_____ (SI AUCUNE, ALLEZ À LA QUESTION 32)

30. Remboursez-vous régulièrement le solde de vos cartes de crédit chaque mois ?

± 1 Oui ± 2 Non ± 8 Incertain(e)

31. (SI NON À LA QUESTION 30) quel est le dernier solde impayé sur l'ensemble de vos cartes de crédit ?

Solde total _____ ($ CA)

DIRECTIVES : Veuillez lire attentivement chaque question et indiquer votre choix en cochant (✓) le cercle correspondant ou en remplissant l'espace selon le cas. Veuiller retourner vos réponses aujourd'hui.

Vos projets après vos études

32. Durant l'année suivant l'obtention de votre diplôme, prévoyez-vous poursuivre l'une ou l'autre des activités éducatives suivantes ? (Cochez toutes les réponses qui s'appliquent.)

± 00 Aucun projet d'études actuellement (Allez à la question 34)
± 01 Obtenir un autre baccalauréat
± 02 Études de deuxième cycle
± 03 Études professionnelles
± 04 École technique ou professionnelle
± 05 Collège communautaire
± 66 Autre formation

33. Quel établissement d'enseignement prévoyez-vous fréquenter dans l'année qui suivra l'obtention de votre diplôme ?

Nom : _____

Ville :_____

(Allez à la question 35)

34. Si vous n'avez pas de projet d'études immédiat, prévoyez-vous poursuivre des études à l'université plus tard ?

± 1 Oui ± 2 Peut-être ± 0 Non

35. Durant l'année suivant l'obtention de votre diplôme, prévoyez-vous participer à l'une ou l'autre des activités suivantes, pour une période de temps importante (par exemple, plusieurs mois) (Cochez toutes les réponses pertinentes)

± 1 Activités bénévoles non rémunérées ± 2 Voyages
± 3 Période de repos

36. Si vous ne prévoyez <u>pas</u> voyager ou prendre une période de repos, est-ce principalement pour des raisons financières?

± 1 Oui ± 2 Non

37. Avez-vous choisi un domaine de carrière ou une profession précise ?

± 1 Oui ± 2 Peut-être ± 0 Non

38. Avez-vous un curriculum vitae (CV) à jour ?

± 1 Oui ± 2 Non

39. Avez-vous pris des dispositions par rapport à un emploi, autre qu'un emploi d'été, après l'obtention de votre diplôme ? (Cochez toutes les réponses valables)

± 1 Non, et je ne cherche pas d'emploi (Allez à la question 49)
± 2 Non, mais je cherche un emploi (Allez à la question 49)
± 3 Oui, un emploi à temps plein
± 4 Oui, un emploi à temps partiel
± 5 Oui, deux emplois à temps partiel ou plus
± 6 Oui, travail indépendant ou contractuel

40. S'agit-il d'un nouvel emploi ou du prolongement d'un emploi occupé antérieurement ?

± 1 Nouvel emploi ± 2 Prolongement

41. (SI VOUS PRÉVOYEZ TRAVAILLER À TEMPS PLEIN) L'emploi à temps plein est-il permanent ou temporaire ?

± 1 Permanent ± 2 Temporaire ± 8 Incertain(e)

42. L'emploi visé nécessite-t-il un diplôme ?

± 1 Oui ± 2 Non

43. Votre diplôme vous a-t-il aidé à décrocher votre emploi ?

± 1 Oui ± 2 Non

44. Votre emploi a-t-il un rapport avec les connaissances et les compétences acquises durant vos études à cette université ? (Cochez une réponse)

± 1 Pas du tout ± 2 Légèrement ± 3 Modéré
± 4 Significatif ± 8 Incertain(e)

45. Où se situe votre emploi ?

Au Canada (précisez la province) _____

À l'extérieur du Canada (précisez le pays)_____

46. Comment avez-vous trouvé votre emploi ? (Cochez une réponse)

± 01 Centre de carrière ou d'emploi sur le campus
± 02 Bureau de placement
± 03 Réponse à une annonce
± 04 Référé par famille, ami
± 05 Référé par professeur
± 06 Sollicitation directe à l'employeur
± 07 Sollicitation auprès d'un ancien employeur
± 08 Internet
± 09 Suite à un stage travail-études
± 66 Autre (Précisez)_____

47. Dans quelle mesure êtes-vous satisfait de l'emploi que vous avez réussi à décrocher ? (Cochez une réponse)

± 1 Très insatisfait ± 2 Insatisfait
± 3 Satisfait ± 4 Très satisfait

48. Si vous avez pris des dispositions relatives à un ou plusieurs emplois après l'obtention du diplôme, quel est le revenu **mensuel** que vous prévoyez gagner en travaillant après l'obtention de votre diplôme ? (Veuillez indiquer le total des revenus bruts avant impôt et autres retenues pour tous les emplois)

_____ ($ CA)

49. Comment voyez-vous les occasions d'emploi au Canada dans votre champ de spécialisation ? Diriez-vous qu'il y a…(Cochez une réponse)

± 1 Très peu d'emplois
± 2 Peu d'emplois
± 3 Quelques emplois
± 4 Plusieurs emplois
± 8 Incertain(e)

DIRECTIVES : Veuillez lire attentivement chaque question et indiquer votre choix en cochant (✓) le cercle correspondant ou en remplissant l'espace selon le cas. Veuiller retourner vos réponses aujourd'hui.

Données personnelles

50. Êtes-vous ? ± 1 Une femme ± 2 Un homme

51. Âge au 1er septembre 2005 : _____ ans

52. Où était votre domicile fixe avant votre arrivée à cette université ?

± 01 Colombie-Britannique
± 02 Alberta
± 03 Saskatchewan
± 04 Manitoba
± 05 Ontario
± 06 Québec
± 07 Nouvelle-Écosse
± 08 Île-du-Prince-Édouard
± 09 Nouveau-Brunswick
± 10 Terre-Neuve et Labrador
± 11 Nunavut
± 12 Territoires du Nord-Ouest
± 13 Yukon
± 66 Autre pays que le Canada (précisez) _____

53. Combien d'habitants compte la collectivité où vous habitiez avant votre arrivée à l'université? (Cochez une réponse)

± 1 Habitait une ferme/domaine
± 2 Moins de 5 000
± 3 5 000 à 9 999
± 4 10 000 à 49 999
± 5 50 000 à 99 999
± 6 100 000 à 300 000
± 7 Plus de 300 000

54. Où habitez-vous présentement ? (Cochez une case)

± 01 Avec parents, tuteurs ou parenté
± 02 Logement universitaire (résidence, dortoir, etc.)
± 03 Location partagée hors campus, défrayant les coûts avec d'autres
± 04 Seul, en location hors campus, défrayant les coûts seul(e)
± 05 Propriétaire (propriété personnelle)
± 66 Autre (précisez) _____

55. Avez-vous une incapacité ?(Cochez toutes les réponses pertinentes)

± 00 Aucune
± 01 Mobilité réduite
± 02 Déficience auditive
± 03 Trouble de la parole
± 04 Cécité totale ou partielle
± 05 Difficulté d'apprentissage
± 06 Traumatisme crânien
± 07 Autre incapacité physique
± 08 Problème de santé mentale
± 66 Autre (précisez) _____

56. Êtez-vous… ?

± 1 Marié ou en union libre
± 2 Je fréquente quelqu'un depuis longtemps/j'ai un(e) partenaire de longue date
± 3 Célibataire; je fréquente quelqu'un actuellement
± 4 Célibataire; je ne fréquente personne actuellement

57. Vous considérez-vous comme une personne autochtone ?

± 0 Non
± 1 Oui, Premières Nations
± 2 Oui, Métis
± 3 Oui, Inuit
± 4 Oui, non-enregistrée

58. Vous considérez-vous comme appartenant à une minorité visible? (Remarque : appartiennent aux minorités visibles les personnes qui, outre les autochtones, à cause de leur race ou de leur couleur, sont identifiées comme une minorité visible au Canada)

± 1 Oui ± 2 Non ± 6 Incertain(e)

59. (SI OUI À LA QUESTION 58) Veuillez préciser la minorité visible à laquelle vous vous identifiez.

_____

60. Combien avez-vous d'enfants dans chacun des groupes d'âge suivants ?

5 ans ou moins _____
6 à 11 ans _____
12 ans ou plus _____
Cochez si vous n'avez pas d'enfants ± 77

61. Étudiez-vous au Canada en vertu d'un permis de séjour ou d'un visa pour étudiants ?

± 1 Oui ± 2 Non

62. En vous référant à votre expérience à l'université, qu'est ce que l'université a fait de particulièrement **bien**? (Remarque : Veuillez ajouter des pages si vous manquez d'espace)

63. Quel est **le** changement le plus important que cette université pourrait faire pour améliorer l'expérience éducative de ses étudiants ? (Remarque : Veuillez ajouter des pages si vous manquez d'espace)

NOUS VOUS REMERCIONS DE VOTRE COOPÉRATION.
VEUILLEZ NOUS RETOURNER LE QUESTIONNAIRE REMPLI DANS L'ENVELOPPE CI-JOINTE, DÈS AUJOURD'HUI.

DIRECTIVES : Veuillez lire attentivement chaque question et indiquer votre choix en cochant (✓) le cercle correspondant ou en remplissant l'espace selon le cas. Veuiller retourner vos réponses aujourd'hui.

APPENDIX B

METHODOLOGY GUIDELINES FOR UNIVERSITIES PARTICIPATING IN THE PAPER-BASED SURVEY

PRA Inc.
Information Into Strategy

www.pra.ca
admin@pra.ca

GRADUATING STUDENT SURVEY
2006

Procedures Manual

Paper-based Administration

November 23, 2005

Prepared for:

Canadian Undergraduate Survey Consortium ©

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34-1919 Rose Street	**Regina, SK**	S4P 3P1	Ph: 306.347.2543	Fx: 306.791.4848

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1.0 Time line

Table 1 provides the suggested timeline for this project. We recognize that for this particular survey, not all universities will be able to identify graduating students at the same time. We strongly encourage you to do your first mailing as soon as possible in the New Year. It should go out no later than March 7, 2006.

Table 95: Important dates

Activity	Deadline
Ethical review (if necessary at your university)	Now
Random sample of students	ASAP
Prepare cover letters, mailing lists, envelopes	Early January 2006
First mailing	**Week 1** (As early as January 16, 2006 as late as March 7, 2006)
First reminder to non-responders	**Week 3** (Two weeks after first mailing)
Mid-project submission of completed questionnaires to PRA	**Week 4**
Second reminder to non-responders	**Week 5** (Four weeks after first mailing, two weeks after first reminder)
Final return of all completed questionnaires and sampling documentation to PRA	**April 29, 2006**
Purchase an iPod for a prize, conduct the draw, and deliver the prize	Early May 2006

Please let PRA know your intended initial mailing date.

2.0 Introduction

2.1 Standardized methodology

Up to 30 universities plan to participate in the *2006 Graduating Student Survey*. To ensure that results across all universities are comparable, it is important for each participating university to follow the procedures outlined in this manual.

2.2 Meeting activity deadlines

Universities' cooperation in meeting the activity schedule and time lines, as Section 1.0 outlines, is important to the project and will be greatly appreciated. All survey activities, including data analysis and reporting, must be completed by the end of June 2006. This schedule leaves little time for unforeseen difficulties or delays.

Although we will make every effort to accommodate late submissions, if questionnaires are not received on schedule, we cannot guarantee that they can be included in the final data analyses and reports.

For your convenience, all activities identified in the time line are highlighted in the sections that describe the activity.

3.0 Sampling

3.1 Sample size

Each university will distribute questionnaires to a random sample of 1,000 **graduating** undergraduate students, or all graduating students if the university has fewer than 1,000. Unless you have made prior arrangements with PRA, please DO NOT INCLUDE MORE THAN 1,000 STUDENTS IN YOUR SAMPLE.

3.2 Sample definition and selection

Samples should be restricted to undergraduate students who are eligible to graduate in **Spring 2006.**

For the purposes of this survey, an undergraduate student is a student enrolled in a first-level Bachelor's program, typically in one of the following faculties/schools: Arts, Science, Engineering, Human Ecology, Management, Agricultural and Food Sciences, Education, Environmental Design, Social Work, Nursing, Fine Arts, Dental Hygiene, Music, Physical Education/Recreational Studies, and Interior Design.

For the purposes of uniformity, CUSC participants agreed that samples:

- should be restricted to undergraduate students in a first-level Bachelor's program
- can include both part-time and full-time students
- should include students from in province, out of province, and out of country
- should exclude independent, special, or Continuing Education students.

Please use simple random sampling to select your sample of 1,000 students. It is essential that your selection procedures ensure that each graduating undergraduate student has an equal chance of being selected for inclusion in the sample. Note that CUSC participants agreed that classroom administration of the survey is NOT acceptable because it would not guarantee a representative sample and uniform sampling procedures across universities.

As a point of information, at the University of Manitoba, sampling is conducted with the cooperation of the Student Records Office. Once the University of Manitoba informs the Student Records Office of the sampling requirements, faculties/schools to be included, etc., Student Records personnel conduct the random selection and provide the university with master lists of names and three sets of address labels, which the university then uses for mailing surveys and reminders.

You may wish to keep a record of the faculties/schools included in your final sample in order to see how representative your sample is of the population of graduating students.

Please begin your sampling process as early as possible to expedite questionnaire distribution.

4.0 Questionnaire distribution and response tracking

4.1 Provided materials

PRA will provide each participating university with:

- 1,000 questionnaires for the initial mailing and another 900 for the third mailing (to be sent only to non-responders) for a total of 1,900 questionnaires
- 900 reminder cards – more than enough for the second mailing – send only to non-responders.

4.2 Distribution procedures

All questionnaires, reminder postcards, and reminder letters should be distributed via Canada Post. Up to two separate reminders should be mailed to non-responders. In our experience, this procedure produces an acceptable student participation rate.

4.2.1 Initial mailing

The initial mailing should include three things:

- a cover letter (see Annex A), which should be printed on your university's letterhead and should bear the signature of a senior Student Affairs administrator at your university
- one copy of the Graduating Student Survey (provided)
- a #9 self-addressed, postage-paid business reply envelope, which has been coded (more on this in Section 4.3).

Mail questionnaires as soon as possible after January 6, 2006, and before March 7, 2006.

4.2.2 First reminder

Two weeks following the first mailing, non-responders should be sent a reminder card (see Annex A). Only the reminder card is sent at this time and is restricted to only those students who have not yet returned a completed questionnaire. PRA will provide you with 1,000 reminder postcards.

Mail reminder postcards two weeks after your initial mailing.

4.2.3 Second reminder

Two weeks after mailing the reminder postcard, send non-responders a final reminder. This mailing duplicates the first mailing. It should include a cover letter (see Annex A), another copy of the questionnaire, and another return envelope. Please note that the return envelopes for the final reminder letters must be coded. PRA will provide you with enough copies of the questionnaire for the second mailing.

Mail final reminders two weeks after the first reminder.

4.3 Response tracking

Multiple mailings to non-responders require a response tracking procedure. The process we have successfully used for a number of years is to assign a number to every student on our randomly selected master list of students who will receive surveys. Response envelopes are then coded with these numbers. When questionnaires are returned, the envelope code is noted on the master list to ensure that the student does not receive any additional mailings. Only students who have not returned completed questionnaires should be included in the first and final reminder mailings.

Note: In order to determine whether there is a difference in employment rates between early and late responders, please date stamp the questionnaires upon their return.

5.0 Coding

Universities are responsible for coding the major, intended major, or subject of concentration (Question 6). This is done to ensure accuracy, since universities know best which majors belong in which categories.

As completed questionnaires are returned from students, use the coding template provided (see below) to assign majors into the pre-defined categories. Record the number representing the area of concentration on the survey next to the question on the outside margin.

If this question remains uncoded, PRA will use a best guess to assign it to one of these categories. If students indicate more than one major, PRA will record all mentions and use the first mention for categorization purposes.

CODING TEMPLATE

DO NOT ADD NEW CATEGORIES TO THE LIST. IT HAS BEEN STANDARDIZED FOR ALL PARTICIPATING INSTITUTIONS.

AGRICULTURE
01 = Agricultural Business and Economics/Agronomy
02 = Animal and Poultry Science
03 = Crop Science
04 = Dairy Science
05 = Horticulture
06 = Soil Science
07 = Other Agriculture: Ag. Biotechnology

ARTS & HUMANITIES
08 = Art, Fine and Applied/Art History
09 = Classical Studies/Humanities
10 = English (Language and Literature)
11 = French (Language and Literature)
12 = History
13 = Journalism
14 = Language and Literature (other than French or English)/Linguistics/Translation/Comparative
15 = Music
16 = Philosophy
17 = Theatre or Drama/Film/Dance/Visual Arts
18 = Theology/Religion
19 = Other Arts and Humanities: General Humanities

BIOLOGICAL SCIENCE
20 = Biology (General)/Life Sciences
21 = Biochemistry/Biophysics
22 = Botany
23 = Ecology/Environmental Studies/Conservation
24 = Food Science
25 = Human Biology/Physiology
26 = Marine Biology
27 = Microbiology
28 = Molecular Biology and Genetics
29 = Nutritional Science
30 = Toxicology
31 = Zoology
32 = Other Biological Science: Natural/Neuro/General Sciences

BUSINESS
33 = Accounting
34 = Business Administration (General)
35 = Consumer Studies
36 = Finance/Auditing
37 = Hotel and Food Administration
38 = Management
39 = Marketing
40 = Other Business: International/Industrial Relations/Commerce/Labour/Business Computing
97 = Human Resources

EDUCATION
41 = Elementary Education/Early Years
42 = Music/Art Education
43 = Physical and Health Education (Exercise Science)
44 = Secondary Education
45 = Special Education
46 = Other Education: "Education"/Math/Language/Tesol

ENGINEERING
47 = Agricultural Engineering
48 = Biological Engineering
49 = Chemical Engineering
50 = Civil Engineering
51 = Electrical Engineering/Electronics
52 = Mechanical Engineering
53 = Water Resources Engineering
54 = Metallurgy
55 = Industrial/Manufacturing Technology
56 = Other Engineering: Environmental/General
94 = Computer Engineering

PHYSICAL SCIENCE
57 = Astronomy
58 = Atmospheric Science (including Meteorology)
59 = Chemistry
60 = Earth Science
61 = Marine Science
62 = Mathematics/Actuarial Mathematics/Computers
63 = Physics/Physics Engineering
64 = Statistics
65 = Other Physical/Integrated Science: Geology/Applied/"Science"(unspecified)

PROFESSIONAL
66 = Applied Human Nutrition/Dietetics
67 = Architecture or Urban Planning/Industrial Design
68 = Home Economics/Human Ecology/Clothing & Textiles
69 = Landscape Architecture
70 = Library Science
71 = Nursing
72 = Pharmacy/Pharmacology
73 = Pre-Dental/Medicine/Veterinary/Optometry
74 = Social Work/Child and Youth Care
75 = Therapy (Occupational, Physical, Speech, Music)
76 = Other Professional: Archaeology/Ergonomics/Counselling/Chiropractic
95 = Law/Justice and Law Enforcement

SOCIAL SCIENCE
77 = Child Studies
78 = Economics
79 = Family Studies
80 = Geography
81 = Political Science/Politics
82 = Psychology
83 = Sociology and Anthropology
84 = Women's Studies
85 = Other Social Science: Social Studies (Sciences)/Native Studies/Int'l Studies/Gerontology/Conflict Resolution
96 = Criminology

OTHER FIELDS
86 = Communications/Info Tech/Multi Media
87 = Computer Science
88 = Forestry
89 = Public Administration/Administrative Studies

92 = Kinesiology/Athletic Therapy/Physical Education 93 = Recreation Studies/Outdoor Recreation, Education/Tourism
101 = Dental Hygiene

6666 = Other Field: Sports Medicine/Aviation/BSYC/Health Studies/Health Information Science

8888 = Don't know/Undecided/Not determined yet

9999 = No response

6.0 Documentation and questionnaire submission

Please note that we request that all project documentation and questionnaires be sent to PRA via courier. We have found parcel return via Canada Post to be slow and sometimes unpredictable. Please ensure that persons responsible for returning questionnaires are alerted to the importance of timely dispatch of all materials.

The address for the courier is:

PRA Inc.
500-363 Broadway
Winnipeg, Manitoba
R3C 3N9

6.1 Mid-project questionnaire return

Because of the tight time frame for project completion, we request that midway during the distribution period you return (via courier) all completed questionnaires to PRA. This will allow PRA to get a "head start" on response coding and computer entry and will make it considerably easier for PRA to meet the final research completion date.

Please ensure that you clearly identify within any packages you ship to PRA, which university the questionnaires belong to. You may wish to include a brief note on your university's letterhead.

Courier early returns four weeks after the initial mailing.

6.2 Final questionnaire return

In order to achieve our completion schedule, it will be important for PRA to receive your completed questionnaires as soon as possible. Although PRA will make every effort to include late questionnaires, it cannot guarantee that those received after **April 29, 2006,** will be included in the data. Note that, to reduce your costs, you do not need to return blank or unused questionnaires to PRA.

If you know you will experience difficulty meeting this schedule, please let PRA know as soon as possible.

Courier all completed questionnaires to PRA by April 29, 2006.

6.3 Documentation

To facilitate preparation of the Methods section of the final report, please provide the following information to PRA when you return your questionnaires:

- a brief description of the procedures used to select your random sample of students
- dates of the initial mailing, mailing of first reminders, and mailing of final reminders
- one copy of the three different cover letters you used for mailings.

Courier project documentation and completed questionnaires to PRA by April 29, 2006.

7.0 Prizes

To encourage response rates, individual institutions are to offer students the chance to win an iPod Nano. Each university is responsible for purchasing the prize and may choose to give away more than one. Each university is responsible for drawing the name(s) of the winning student(s) from its list of responders and arranging delivery of the prize.

Each university is responsible for purchasing and offering as a prize at least one iPod Nano.

8.0 For more information

If you have any questions or concerns about the survey procedures and time lines, please contact:

Carrie Bibik
PRA Inc.

Phone: (204) 987-2030
Toll-free: 1-888-877-6744
Fax: (204) 989-2454
Email: bibik@pra.ca

9.0 Thank you

CUSC appreciates your help and cooperation in following the procedures and meeting the deadlines outlined in this manual. Your assistance will help us meet the final project completion schedule so that survey findings can be distributed to your university as early as possible. Thank you again for your help.

ANNEX A

TEMPLATES FOR LETTERS

Please print the letters on your university's letterhead and include the signature of a senior Student Affairs administrator. Feel free to make minor modifications to the letters. Note that PRA is providing the postcards for the first reminder.

INITIAL LETTER

Dear Student:

I am writing to request your participation in a confidential survey of your experiences at university. This study is being conducted at a number of Canadian universities by the Canadian Undergraduate Survey Consortium (CUSC) and is directed to undergraduate students who expect to graduate in the spring.

The survey will help us learn more about our undergraduate students and their expectations of and reactions to university. Survey results will allow comparison of undergraduate student experiences at our university with those of undergraduate students at other Canadian universities.

Please participate in this important project by completing and returning the enclosed questionnaire. Naturally, all of your responses will be held in strict confidence and will be used only to produce overall response profiles. You will notice that your return envelope has been numbered – this has been done to allow us to send you a reminder letter, if necessary. **As well, it will be used to automatically enter you in a draw to win a prize. Participating students at each university will have a chance to win an iPod Nano.** Although completing the questionnaire is voluntary and you need not answer every question, we hope that you will participate and provide as much information as possible to help create a representative sampling of opinion and reactions from our undergraduate students. The questionnaire should only take about 20 minutes to complete, and you may find that it will give you an interesting chance to review your university experiences.

We hope you will help with this important project by completing and returning your questionnaire within the next few days. (Please return it using the enclosed postage-paid envelope.)

Thank you in advance for providing this important feedback.

Sincerely,

FIRST REMINDER POSTCARD

Dear Student:

Remember receiving the *Graduating Student Survey?* Your input in the survey is very important to us, and we are concerned that we have not yet heard from you.

If you have not done so already, please take a few minutes now or in the next few days to complete and return your questionnaire. Your responses are very important in helping us learn more about students and how we can help them achieve success.

Please use the addressed, postage-paid envelope that came with your questionnaire to return it. **Remember, by completing this questionnaire you will be automatically entered into a draw at your university for an iPod Nano.** We look forward to hearing from you. If you have already returned your questionnaire, I am sure that we will be receiving it soon. Thank you for your help.

SECOND REMINDER LETTER

Dear Student:

Although the majority of students have now returned their *Graduating Student Survey*, we are concerned that we have not yet received yours.

Students like yourself who were asked to participate in this survey were randomly selected to give a representative sample of our undergraduate students. Because of this, your responses are very important for helping produce a true picture of student experiences at this university.

Please help in this important research by completing and returning your questionnaire. Another copy is enclosed, along with a return envelope. (If you have already returned your questionnaire, I am sure we will be receiving it shortly – thank you.) Naturally, participation in the survey is voluntary and strictly confidential.

We know that this is probably a busy time for you, but if you have not done so already, please complete your questionnaire and return it to us in the enclosed pre-addressed, postage-paid envelope. **Remember, by completing this questionnaire, you will be automatically entered into a draw at your university for an iPod Nano.** Hoping to hear from you soon, I offer our best wishes for your present and future activities.

Sincerely,

APPENDIX C

METHODOLOGY GUIDELINES FOR UNIVERSITIES PARTICIPATING IN THE ON-LINE SURVEY

PRA Inc.
Information Into Strategy
www.pra.ca
admin@pra.ca

GRADUATING STUDENT SURVEY
2006

Procedures Manual

Web-based Administration

November 23, 2005

Prepared for:

Canadian Undergraduate Survey Consortium ©

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34-1919 Rose Street	**Regina, SK**	S4P 3P1	Ph: 306.347.2543	Fx: 306.791.4848

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1.0 Time line

We recognize that for this particular survey, not all universities will be able to identify graduating students at the same time. Therefore, to assist with the scheduling for the web survey, we would appreciate it if participants could indicate as soon as possible when they expect to be able to generate a sample of graduating students as well as identify their preferred field dates. Based on this information, PRA Inc. will propose a fielding schedule. Please note that wherever possible, PRA would like to administer the web survey for batches of universities at the same time.

Table 1 presents a possible fielding schedule that can be modified as necessary to accommodate participating universities. We strongly encourage planning for the first e-mailing as soon as possible in the New Year, but no later than April 3, 2006. The only date that cannot be changed is the final end date of April 29, 2006.

Table 96: Important dates

Activity	Deadline
University	
Ethical review (if necessary at your university)	Now
Advise PRA of the date when you can provide a sample of graduating students and indicate your preferred field dates	ASAP
Random sample of students	ASAP
List of students, e-mail addresses, and majors	ASAP
Prepare e-mail letters (incl. logos and signatures)	January 14, 2006
Purchase an iPod for a prize, conduct the draw, and deliver the prize	Early May 2006
PRA	
Develop a questionnaire distribution plan	Early January 2006
First e-mailing	**Week 1** (As early as January 16, 2006 as late as April 6, 2006)
First reminder to non-responders	**Week 2** (One week after First mailing)
Second reminder to non-responders	**Week 3** (Two weeks after First mailing, one week after First reminder)
Survey cut-off	**April 29, 2006**

Please note that PRA may decide, in consultation with participating universities, to close the web survey off sooner than the paper survey, depending on the response rate. Web surveys tend to have a quicker turn-around time than paper surveys. Most of the responses come within the first week of an e-mail, but then responses rapidly decline in number.

2.0 Introduction

2.1 Standardized methodology

Up to 30 universities plan to participate in the *2006 Graduating Student Survey*. To ensure that results across all universities are comparable, it is important for each participating university to follow the procedures outlined in this manual.

2.2 Meeting activity deadlines

Universities' cooperation in meeting the activity schedule and time lines, as Section 1.0 outlines, is important to the project and will be greatly appreciated. All survey activities, including data analysis and reporting, must be completed by the end of June 2006. This schedule leaves little time for unforeseen difficulties or delays.

PRA will manage the administration of the web survey. This means that aside from providing PRA with some initial information, there will be little for universities participating in the web survey to do while it is in the field.

For your convenience, all activities identified in the time line are highlighted in the sections that describe the activity.

3.0 Sampling

3.1 Sample size

PRA will e-mail questionnaires to a random sample of 1,000 **graduating** undergraduate students, or all graduating students if the university has fewer than 1,000. Unless you have made prior arrangements with PRA, please DO NOT INCLUDE MORE THAN 1,000 STUDENTS IN YOUR SAMPLE.

3.2 Sample definition and selection

Samples should be restricted to undergraduate students who are eligible to graduate in **Spring 2006.**

For the purposes of this survey, an undergraduate student is a student enrolled in a first-level Bachelor's program, typically in one of the following faculties/schools: Arts, Science, Engineering, Human Ecology, Management, Agricultural and Food Sciences, Education, Environmental Design, Social Work, Nursing, Fine Arts, Dental Hygiene, Music, Physical Education/Recreational Studies, and Interior Design.

For the purposes of uniformity, CUSC participants agreed that samples:

- should be restricted to undergraduate students in a first-level Bachelor's program
- can include both part-time and full-time students
- should include students from in province, out of province, and out of country
- should exclude independent, special, or Continuing Education students.

Please use simple random sampling to select your sample of 1,000 students. It is essential that your selection procedures ensure that each graduating undergraduate student has an equal chance of being selected for inclusion in the sample.

As a point of information, at the University of Manitoba, sampling is conducted with the cooperation of the Student Records Office. Once the University of Manitoba informs the Student Records Office of the sampling requirements, faculties/schools to be included, etc., Student Records personnel conduct the random selection and provide the university with master lists of names and three sets of address labels, which the university then uses for mailing surveys and reminders. This same approach could be used for the web-based administration, except that Student Records personnel would provide a list of student names, e-mail addresses, and majors.

You may wish to keep a record of the faculties/schools included in your final sample in order to see how representative your sample is of the population of graduating students.

PRA will contact you for the date when you expect to select your sample as well as your preferred field dates.

3.3 Student list

To facilitate the administration of the web survey, please provide PRA with:

- names (first and last name) and university e-mail addresses for 1,000 randomly selected graduating students
- the major or area of concentration for each student included in your sample (see Section 5.0 for more information).

This information should be provided in electronic format using spreadsheet (e.g., Microsoft Excel) or database (e.g., Microsoft Access) software.

To facilitate preparation of the Methods section of the final report, please also send PRA a brief description of the procedures used to select your random sample of students.

E-mail PRA your sample of students including first and last name, e-mail address, and major as well as a description of your sampling procedures.

4.0 E-mail distribution and response tracking

4.1 University-provided materials

To assist with notifying students of the survey, we are asking universities to provide PRA with e-mail versions of the letters to students (see Annex A). The e-mail letters should be exactly as the universities want them to appear, including any logos and electronic signatures. In our experience, these features help validate the survey. Universities are responsible for ensuring that the e-mails are formatted in such a manner that they will pass the university's spam filters.

E-mail PRA formatted letters to students by January 14, 2006.

4.2 Distribution procedures

PRA will distribute all e-mails, informing students and reminding them of the survey and providing a link to the questionnaire. Please note that the universities will have provided these e-mails to PRA for distribution.

4.2.1 Initial e-mail

The initial e-mail will include:

- a cover letter, including a university logo and electronic signature of a senior Student Affairs administrator at your university
- a web link to the *Graduating Student Survey*.

PRA will e-mail the first letter to students.

4.2.2 First reminder

One week following the first e-mail, PRA will send non-responders a reminder e-mail, which will include a web link to the questionnaire (see Annex A). The reminder will be restricted to only those students who have not yet completed the questionnaire.

PRA will e-mail the first reminder to non-responders one week after the first e-mail.

4.2.3 Final reminder

One week after e-mailing the first reminder, PRA will e-mail non-responders a second reminder. Again, the reminder will include a web link to the questionnaire and will be restricted to only those students who have not yet completed the survey.

PRA will e-mail the second reminder to non-responders one week after the first reminder.

4.3 Response tracking

PRA will provide universities with weekly updates on response rates and let them know when e-mails to students are being sent out. PRA will confirm with universities that the e-mail dates do not conflict with any significant events on campus.

5.0 Coding

In the paper-based survey, universities are responsible for coding the major, intended major, or subject of concentration (Question 6). This is done to ensure accuracy, since universities know best which majors belong in which categories.

Universities participating in the paper-based survey use the coding template (see below) provided to assign majors into the pre-defined categories as they receive completed questionnaires. Since this is not possible for the web-based survey, we are asking universities to provide students' major or area of concentration with their list of student names and e-mail addresses.

CODING TEMPLATE

DO NOT ADD NEW CATEGORIES TO THE LIST. IT HAS BEEN STANDARDIZED FOR ALL PARTICIPATING INSTITUTIONS.

AGRICULTURE
01 = Agricultural Business and Economics/Agronomy
02 = Animal and Poultry Science
03 = Crop Science
04 = Dairy Science
05 = Horticulture
06 = Soil Science
07 = Other Agriculture: Ag. Biotechnology

ARTS & HUMANITIES
08 = Art, Fine and Applied/Art History
09 = Classical Studies/Humanities
10 = English (Language and Literature)
11 = French (Language and Literature)
12 = History
13 = Journalism
14 = Language and Literature (other than French or English)/Linguistics/Translation/Comparative
15 = Music
16 = Philosophy
17 = Theatre or Drama/Film/Dance/Visual Arts
18 = Theology/Religion
19 = Other Arts and Humanities: General Humanities

BIOLOGICAL SCIENCE
20 = Biology (General)/Life Sciences
21 = Biochemistry/Biophysics
22 = Botany
23 = Ecology/Environmental Studies/Conservation
24 = Food Science
25 = Human Biology/Physiology
26 = Marine Biology
27 = Microbiology
28 = Molecular Biology and Genetics
29 = Nutritional Science
30 = Toxicology
31 = Zoology
32 = Other Biological Science: Natural/Neuro/General Sciences

BUSINESS
33 = Accounting
34 = Business Administration (General)
35 = Consumer Studies
36 = Finance/Auditing
37 = Hotel and Food Administration
38 = Management
39 = Marketing
40 = Other Business: International/Industrial Relations/Commerce/Labour/Business Computing
97 = Human Resources

EDUCATION
41 = Elementary Education/Early Years
42 = Music/Art Education
43 = Physical and Health Education (Exercise Science)
44 = Secondary Education
45 = Special Education
46 = Other Education: "Education"/Math/Language/Tesol

ENGINEERING
47 = Agricultural Engineering
48 = Biological Engineering
49 = Chemical Engineering
50 = Civil Engineering
51 = Electrical Engineering/Electronics
52 = Mechanical Engineering
53 = Water Resources Engineering
54 = Metallurgy
55 = Industrial/Manufacturing Technology
56 = Other Engineering: Environmental/General
94 = Computer Engineering

PHYSICAL SCIENCE
57 = Astronomy
58 = Atmospheric Science (including Meteorology)
59 = Chemistry
60 = Earth Science
61 = Marine Science
62 = Mathematics/Actuarial Mathematics/Computers
63 = Physics/Physics Engineering
64 = Statistics
65 = Other Physical/Integrated Science: Geology/Applied/"Science"(unspecified)

PROFESSIONAL
66 = Applied Human Nutrition/Dietetics
67 = Architecture or Urban Planning/Industrial Design
68 = Home Economics/Human Ecology/Clothing & Textiles
69 = Landscape Architecture
70 = Library Science
71 = Nursing
72 = Pharmacy/Pharmacology
73 = Pre-Dental/Medicine/Veterinary/Optometry
74 = Social Work/Child and Youth Care
75 = Therapy (Occupational, Physical, Speech, Music)
76 = Other Professional: Archaeology/Ergonomics/Counselling/Chiropractic
95 = Law/Justice and Law Enforcement

SOCIAL SCIENCE
77 = Child Studies
78 = Economics
79 = Family Studies
80 = Geography
81 = Political Science/Politics
82 = Psychology
83 = Sociology and Anthropology
84 = Women's Studies
85 = Other Social Science: Social Studies (Sciences)/Native Studies/Int'l Studies/Gerontology/Conflict Resolution
96 = Criminology

OTHER FIELDS
86 = Communications/Info Tech/Multi Media
87 = Computer Science
88 = Forestry
89 = Public Administration/Administrative Studies

92 = Kinesiology/Athletic Therapy/Physical Education 93 = Recreation Studies/Outdoor Recreation, Education/Tourism
101 = Dental Hygiene

6666 = Other Field: Sports Medicine/Aviation/BSYC/Health Studies/Health Information Science

8888 = Don't know/Undecided/Not determined yet

9999 = No response

6.0 Prizes

To encourage response rates, individual institutions are to offer students the chance to win an iPod Nano. Each university is responsible for purchasing the prize and may choose to give away more than one. PRA will provide each university with a list of e-mail addresses for its students who responded to the survey. Each university will then draw the name(s) of the winning student(s) from the list. Each university is also responsible for arranging delivery of the prize.

Each university is responsible for purchasing and offering as a prize at least one iPod Nano.

7.0 For more information

If you have any questions or concerns about the survey procedures and time lines, please contact:

Carrie Bibik
PRA Inc.

Phone: (204) 987-2030
Toll-free: 1-888-877-6744
Fax: (204) 989-2454
Email: bibik@pra.ca

8.0 Thank you

CUSC appreciates your help and cooperation in following the procedures and meeting the deadlines outlined in this manual. Your assistance will help us meet the final project completion schedule so that survey findings can be distributed to your university as early as possible. Thank you again for your help.

ANNEX A

TEMPLATES FOR E-MAILS

Please send PRA e-mail versions of these letters, including your university's logo and an electronic signature of a senior Student Affairs administrator. Feel free to make minor modifications to the letters. Note that PRA will add the link to the questionnaire and send the e-mails to students.

INITIAL E-MAIL

Dear Student:

I am writing to request your participation in a confidential survey of your experiences at university. This study is being conducted at a number of Canadian universities by the Canadian Undergraduate Survey Consortium (CUSC) and is directed to undergraduate students who expect to graduate in the spring.

The survey will help us learn more about our undergraduate students and their expectations of and reactions to university. Survey results will allow comparison of undergraduate student experiences at our university with those of undergraduate students at other Canadian universities.

Please participate in this important project by clicking on the link below and completing the questionnaire. **By completing the questionnaire, you will automatically be entered into a draw to win a prize. Participating students at each university will have the chance to win an iPod Nano.** The questionnaire should only take about 20 minutes to complete, and you may find that it will give you an interesting chance to review your university experiences.

Although completing the questionnaire is voluntary and you need not answer every question, we hope that you will participate and provide as much information as possible to help create a representative sampling of opinion and reactions from our undergraduate students. Naturally, all of your responses will be held in strict confidence and will be used only to produce overall response profiles.

CUSC has engaged PRA Inc. to manage the on-line survey. If you have any problems, please contact Carrie Bibik of PRA Inc. at bibik@pra.ca.

Thank you in advance for providing this important feedback.

Sincerely,

FIRST REMINDER E-MAIL

Dear Student:

Remember receiving an e-mail about the *Graduating Student Survey?* Your input in the survey is very important to us, and we are concerned that we have not yet heard from you.

If you have not done so already, please take a few minutes now or in the next few days to complete the questionnaire. Your responses are very important in helping us learn more about students and how we can help them achieve success.

Please use the link below to access the questionnaire. If you are having any problems, please contact Carrie Bibik of PRA Inc. at bibik@pra.ca. **Remember, by completing this questionnaire, you will automatically be entered into a draw at your university to win an iPod Nano.**

Thank you for your help.

SECOND REMINDER E-MAIL

Dear Student:

Although the majority of students have now completed their *Graduating Student Survey,* we are concerned that you have not yet completed yours.

Students like yourself who were asked to participate in this survey were randomly selected to give a representative sample of our undergraduate students. Because of this, your responses are very important for helping produce a true picture of student experiences at this university. Naturally, participation in the survey is voluntary and strictly confidential.

Please help in this important research by clicking on the link below and completing the questionnaire. If you are having any problems, please contact Carrie Bibik of PRA Inc. at bibik@pra.ca. **Remember, by completing this questionnaire, you will automatically be entered into a draw at your university to win an iPod Nano.**

Hoping to hear from you soon, I offer our best wishes for your present and future activities.

Sincerely,