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SURVEY OF UNDERGRADUATE UNIVERSITY STUDENTS 2005

Master Report

June 2005

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 were owned collectively and would be distributed only by collective agreement.

1. The purpose of the survey is to produce data that will allow participating institutions to assess their programmes 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.

5. For institutional promotion, recruiting or other public dissemination, rankings may not be used. However, an institution's mean results, the aggregate mean results, and mean results for the comparable group of institutions in the survey report may be used, although the names of other institutions may not be used.

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 Dennis Domoney and Garth Wannan with consultation with members of the full steering committee in the case of requests that seem problematic.

Amended May 17, 2001

PRA Inc.

DEDICATION

This report is dedicated to Dr. James L. Walker, author of the original Canadian University Survey Consortium (CUSC) reports. His contribution has been critical to both the growth and success of the Consortium and is greatly appreciated.

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EXECUTIVE SUMMARY

Methodology

This is the eleventh cooperative study undertaken by the Canadian Undergraduate Survey Consortium (CUSC). The surveys target various undergraduate groups; five of the surveys, including this year's, have focused on a sample of all undergraduates, while others have targeted specific types of students.

Twenty-eight universities across Canada participated in the 2005 survey. Traditionally, this has been a paper-based survey, which is mailed to students. This year, as part of a pilot project, six universities participated in an on-line version of the survey. 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 undergraduate students. Those participating in the pilot study provided PRA Inc. with e-mail addresses for a random sample of 1,000 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. The overall response rate was about 46% and produced a sample of almost 12,800 students.

Profile of respondents

Personal profile

The typical student who responded is female, 22 years of age, and single. In fact, about 64% of the respondents are female, 62% are younger than 22 years of age, and 89% are technically single, although many (28%) are in a long-term relationship. Most students live independently (57%), most often in rented accommodations, but also in an on-campus residence or a personally owned home. The remaining students live with their parents. Some 15% of students self-identify as a visible minority, 3% report being Aboriginal, and 6% report having a disability.

Academic profile

The typical undergraduate student is attending university full-time, has been in post-secondary education for almost three years, and is planning to complete a degree at his or her current university. Most commonly, students plan to complete their post-secondary education with a Bachelor's (33%) or Master's (31%) degree, although about 14% plan to obtain a Ph.D. Most students report that their current average grade is between a B and B+, although this average tends to rise as students progress in their studies.

Time availability

On average, students spend 15 hours per week attending class and labs, and another 17 hours per week on academic study outside of class. Students typically complete an average of 11 papers, reports, or assignments during the academic year.

Most students report being satisfied with the amount of time they have for study outside of classes and labs, but this appears to come at the expense of time devoted to family, work, and leisure. Almost all students (89%) report having at least some time available each week for study outside of class and labs, and most are satisfied (71%) with the amount of time they have available for this activity. Fewer students (64%) report having at least some time available for weekly family responsibilities, and while most are satisfied (63%), many are not. Fewer still (58%) say they have at least some time available for work each week, although most (63%) are satisfied with this time availability. Similarly, while most (58%) say that each week, they have at least some time available for leisure activities, fewer (53%) are satisfied with the amount of time they have available to devote to this activity.

Type of academic instruction

The majority of students report that most of their instruction is classroom based, although many also report that they have at least one such class with on-line supports. Indeed, among undergraduates, in-class instruction with on-line supports is the most common (with 77% reporting at least one class taught this way). Most students (73%) also report taking courses that use strictly classroom-based instruction. Other methods of instruction are less common: a mix of classroom and on-line instruction (21%) or strictly on-line instruction (10%).

Regardless of the type of teaching method, a majority of students report being satisfied with that type of instruction. However, in-class instruction with on-line supports remains the most favoured approach. Almost all students (93%) who have experience with in class instruction with on-line supports are satisfied with this teaching method. In fact, some 66% of students say that this is the preferred method of instruction. The majority of those (82%) who have taken courses with a mix of in-class and on-line instruction are satisfied with this approach, and another 12% of students overall say it is their preferred type of instruction. Many students (79%) who have taken strictly classroom-based courses are satisfied with this approach. About 18% of all students say this is their preferred method of instruction. Few prefer methods that rely strictly on on-line instruction.

Work and financing education

Current and future employment

Just over half (53%) of undergraduate students are currently employed, most commonly working off campus (44%). The remaining students (46%) are not employed, including 32% who are not seeking employment. Students who are employed work an average of 18 hours per week. Some

64% of those who are working say that their employment has at least some negative impact on their academic performance.

Part-time students (76%) are more likely to be employed than full-time students (50%). A typical part-time student who is employed spends an average of 31 hours per week at a job. This compares to 16 hours per week for full-time students who are employed.

Most undergraduate students have made some decisions about a career path. A slim majority (56%) report that they have decided on a career path, while some others (28%) report that they may have decided. Regardless, most students (69%) have a current curriculum vitae or resume, which suggests that they are ready to seek employment.

While some students (26%) are optimistic about their job prospects, saying that many jobs are available in their career field, others (20%) believe there are few such jobs. Many students (41%) believe there will be some jobs in their field. As students near graduation, their perception of the job market becomes less favourable. Only 23% of fourth-year students believe there are many jobs in their career field compared to 30% of first-year students.

Current debt

About half of all undergraduate students (51%) report having at least some debt resulting from their university education. The most common source of debt is student loans, which 33% of all students report using. Other common sources of debt are loans from parents or family (18%) and loans from financial institutions (16%). On average, students with debt report owing more than $16,000. Typically, as students progress in their studies, their debt load increases.

Financing education

Students tend to use multiple sources to fund their current year of university. The most common source, used by more than half of the respondents (56%), is parents or family. Other common sources include earnings from summer work (42%), personal savings (38%), earnings from current employment (31%), and government loans or bursaries (30%). On average, students report receiving almost $11,300 from these and other sources.

Since most students depend on multiple sources of funding, perhaps it is not surprising that 71% of students have at least some concern about having sufficient funds to complete their education. The loss of any one source could prevent them from completing their post-secondary education.

Credit cards appear to be a common source of managing cash flow as about 70% of students report having at least one credit card. However, credit cards do not seem to be a major source of debt for most students. About 73% of students with credit cards say that they pay off their balance each month. However, the average outstanding balance for those who do not pay off their credit card each month is almost $2,500.

Perceptions of university

In general, students tend to have a positive impression of most aspects of their university. However, about half (48%) believe that sometimes, their university gives them the run around.

The vast majority of students also have positive impressions of their universities in terms of treating students fairly, independently of race or gender (over 90% in both cases). They also feel that they have had an intellectually stimulating experience at their university (86%).

Services prior to class

Most students are satisfied with the services they received prior to class. About 76% of students report being satisfied with the process of registering for courses, including 29% who are very satisfied. Slightly fewer, but still a majority of students (63%), are satisfied with the availability of courses required for their program, including 16% who are very satisfied. Students' satisfaction with course availability decreases as they progress through university. While 74% of those in first-year are satisfied with the availability of courses, this decreases to less than 60% of students in third and fourth year.

Services and facilities

Most students report being satisfied – although not necessarily very satisfied – with key educational services and facilities at their institutions. A majority of students are satisfied with academic facilities such as average class sizes (88%), libraries (82%), instructional facilities (80%), and the general condition of buildings and grounds (78%). Fewer students, although still a majority, are satisfied with the available study space (68%).

A majority of students are also satisfied with most other university facilities and special services offered such as computer facilities, campus medical services, and university-based social activities. They are not satisfied with practical services such as parking and food services. In fact, only 39% of students who have used the parking facilities are satisfied with them.

Relatively few students report using many of the special services tested. That said, most students who use these services are satisfied. Special services include such things as study skill support services, career counselling, and academic advising. Students attending Group 1 universities are more likely to be satisfied with special services than those attending Group 2 and Group 3 universities.

Perception of faculty

Regardless of the type of university, students tend to report positive experiences with faculty. However, in several areas, students attending Group 1 universities are more likely than those attending Group 2 and Group 3 institutions to agree.

More than 80% of students report that professors encourage student participation in class, are available outside of class to help students, and show sensitivity to racial issues. About 75% agree that professors are sensitive to gender issues, generally look out for students' interests, and treat students as individuals, not just numbers.

This generally positive perception of professors is reflected in the fact that 83% of students agree that they are satisfied with the quality of teaching they have experienced at their university, including 16% who strongly agree. That said, about 16% disagree.

University experience

Campus activities

Generally, students' involvement in on-campus, non-academic activities appears to be limited. Although many students report attending events occasionally, few are often involved in any one activity. That said, the most common activities, often attended by less than one-fifth of students, are campus lectures and campus social events.

Personal growth and development

We asked students to rate their university's contributions to their personal growth and development in 24 different areas. On average, these universities receive a rating between a "C" and a "B" on most items tested, suggesting that they are doing a fair to good job.

On average, universities tend to receive the highest score for contributing to students' growth and development in terms of working independently. About three-quarters of students rate their university's contribution as good or excellent in this regard. Universities also receive higher-than-average grades for their contribution to students' development of thinking logically and analytically and cooperative group interaction. In both cases, about 6 students in 10 or more rate their universities as good or excellent.

Universities receive the lowest scores in terms of contributing to students' spiritual development. Only one-quarter of students rate their university as doing a good or excellent job in this regard. Other aspects receiving low scores include: appreciation of the arts; preparation for employment; and mathematical skills.

Areas requiring improvement

Twice we asked students to rank from separate lists the three areas requiring the greatest improvement at their university. Opinions are diverse, and no single facility or service was named by a majority of respondents. Among some 30 facilities and services tested, both academic and practical concerns top the list. The two most commonly cited areas that require improvement are emphasis on teaching excellence (41%) and parking facilities/student parking (40%). These are closely followed by: food services (37%) and university spending on financial

aid (35%). Students also indicate that other areas relating to the balance between academics and social life (28%) and a sense of community among students (28%) are in need of improvement.

Overall satisfaction

While universities do not necessarily receive high ratings in terms of their contribution to personal growth and development issues, students are generally satisfied with their experience at university. In particular, the vast majority of students (89%) report being satisfied with their decision to attend their current university, and almost as many (86%) are satisfied with the quality of education they have received from their university. However, according to students, universities do not perform as well in showing concern for students as individuals or making students feel as if they are part of the university. About 3 students in 10 are dissatisfied with their institutions in these areas.

Conclusion

There is remarkable consistency among students' responses across time. As in past years, undergraduate students are generally satisfied, if not very satisfied, with their university experience. Almost all students report being satisfied with two key facets, that is, with the overall quality of education they are receiving and with their choice of university.

However, students can identify areas that require improvement. Indeed, when students are asked to name the three top areas needing improvement at their university, four issues stand out: emphasis on teaching excellence; university spending on financial aid; balance between academic and social life; and sense of community among students.

1.0 Introduction

This is the eleventh 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 others have targeted specific types of students. The 2005 study presents the results for all undergraduate students regardless of the year of program.

Table 1 shows the types of students surveyed each year by CUSC**.**

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

Each study is coordinated through the University of Manitoba Department of Housing and Student Life by Garth Wannan, and is a cooperative effort by all universities involved.

1.1 How this research was conducted

Each year, PRA Inc. (Prairie Research Associates) and representatives from several participating universities review past surveys and methodology to prepare the future questionnaire. Representatives of participating universities reviewed the draft for 2005, which PRA then revised to produce the final questionnaire (Appendix A.).

Except for independent or special students, this year all undergraduates, either full-time or part-time, were eligible to participate in the survey.

Traditionally, this is a paper-based survey, which is mailed to students. This year, as part of a pilot project, six universities participated in an on-line version of the survey.

Below we summarize the methodology used for each approach.

Paper-based survey

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

- generating a random sample of 1,000 students who were undergraduate students in 2005
- 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.

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 undergraduate students in 2005 and providing PRA with an electronic database containing the e-mail addresses for these students
- providing PRA with an electronic logo for their 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 universities participating in the pilot study, 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 rate by university, which ranged from about 34% to 55% with an average of 45.7%. This represents a good response rate for a survey of this type. In total, 12,783 complete surveys were returned as part of this study.

Table 2: Survey response rate

University	Number returned	Response rate
Alberta	473	47.3%
British Columbia	498	49.8%
Brock	409	40.9%
Calgary	477	47.7%
Carleton	358	35.8%
Concordia	397	39.7%
Dalhousie	386	38.6%
Lakehead	434	43.4%
Lethbridge	553	55.3%
Manitoba	406	40.6%
Montréal	552	55.2%
Mount Saint Vincent	498	49.8%
New Brunswick (Fredericton Campus)	435	43.5%
Nipissing	515	51.5%
Northern British Columbia	513	51.3%
Ottawa	437	43.7%
Regina	501	50.1%
Ryerson Polytechnic	416	41.6%
Saint Mary's	436	43.6%
Saskatchewan	478	47.8%
Simon Fraser	551	55.1%
Toronto at Scarborough	385	38.5%
Trinity Western	470	47.0%
Wilfrid Laurier	527	52.7%
Windsor	405	40.5%
Winnipeg	495	49.5%
Victoria	341	34.1%
York	437	43.7%
Total	12,783	45.7%

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

- Group 1 consists of universities offering primarily undergraduate studies and with smaller student populations.
- Group 2 consists of universities offering both undergraduate and graduate studies and tend to be of medium size in terms of student population.
- Group 3 consists of universities offering 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	Group 2	Group 3
Lakehead University	Brock University	University of Alberta
University of Lethbridge	Carleton University	University of British Columbia
Mount Saint Vincent University	University of New Brunswick (Fredericton Campus)	University of Calgary
Nipissing University	University of Regina	Concordia University
University of Northern British Columbia	Ryerson Polytechnic University	Dalhousie University
Saint Mary's University	Simon Fraser University	University of Manitoba
Trinity Western University	University of Toronto at Scarborough	Université de Montréal
Wilfrid Laurier University	University of Windsor	University of Ottawa
University of Winnipeg	University of Victoria	University of Saskatchewan
		York University

Participating universities change from year to year. Six universities that participated in the 2002 survey declined to participate in the 2005 survey. However, four universities that did not participate in the 2002 survey decided to join this year's survey. See Table 4.

Table 4: Changes in participating universities

	Included in 2005, but not in 2002	Included in 2002, but not in 2005
Group 1	Northern British Columbia	UNB (Saint John) Ontario College of Art & Design Trent University
Group 2	Brock Victoria	Waterloo
Group 3	York	Queens McMaster

1.2 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 also grouped these subject areas into nine themes.

The process for defining subject area of concentration (or major) moved through 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, all were recorded, but the first listed became primary for purposes of the classification shown in Table 5.

Table 5: Subject of major concentration

Discipline	% (n=12,783)
Social Science	23%
Arts and Humanities	17%
Business	15%
Biological Science	9%
Professional	9%
Engineering	5%
Physical Science	4%
Education	4%
Other fields	10%
Don't know/No response	3%
Total	99%

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

1.3 Comparison with previous undergraduate student survey

In 2002, a similar survey was conducted with graduating students. Throughout this report, we compare the results of this survey with the results of the 2002 study. However, we note that not all universities that participated in 2002 also participated in 2005. Further, some of the universities participating this year did not participate in 2002. Thus 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 more definitively assess true differences across time. That said, there are few differences in results between the two surveys.

1.4 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 the association *statistically significant:* the Pearson's chi square must have probability of a type 1 error of .000 or less, and the Phi coefficient or Cramer's V must have values of .150 or greater. Throughout this document, we only report 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

1.5 Outliers

Outliers can be caused by student error in recording their response or data entry errors at PRA. After scanning the data for values that deviate from the norm, and verifying/correcting any data entry errors, we accepted the values provided by students as valid responses. This still means that the data may contain responses that some would consider unrealistic given the question asked. The number of these "outliers" is small, and rather than arbitrarily setting a minimum and maximum, we have included such responses in the analysis.[1] The impact on the distribution of results is small, and we believe it does not bias the results.

1.6 Non-response

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

[1] Three exceptions are: question 28 where responses of less than $10 were set to zero, question 29 where responses of less than $25 were set to no response, and question 49 where responses totalling more than 10 children were set to no response.

2.0 Profile of respondents

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

2.1 Personal profile

As shown in Table 7, in 2005 overall, the typical student is a 22-year-old single female.

- Almost 2 students in 3 are female, which is typical in opinion research since females are more likely to respond to surveys and reflective of the make-up of Canadian universities. While the majority of students in most disciplines are female, only 19% of Engineering students and 49% of Physical Science students are female. Disciplines with the highest proportion of female students are Professional (86%) and Education (81%) programs.

- The typical undergraduate student is an average of 22 years of age. However, just over 6 students in 10 (62%) are younger than 22. About 1 student in 10 (14%) is 26 years of age or older, including one student who is 76 years old. Students in Biological Science and Physical Science programs tend to be younger (24% and 22%, respectively, are 18 years of age or younger), while those in Professional and Education programs tend to be older (25% in each program are 26 years of age or older).

- More than 6 in students 10 say they are single, including 42% who consider themselves *single and not seeing someone* and 19% who are currently *single and seeing someone*. The remaining students are in a *long-term relationship* (28%) or are *married* (8%).

- About 1 student in 7 (15%) self-identifies as a *visible minority*, the most common being Chinese (3%), South Asian (2%), Black (2%), and Asian (1%). Students are more likely to self identify as visible minorities in Group 2 and 3 universities, which reflects the fact that these universities tend to be in larger, urban centres.

- Less than 1 student in 10 (8%) *has children*, most commonly one or two children (38% each of those with children).

- About 1 student in 20 (6%) reports *having a disability*, most commonly a learning (2%) or mental health (2%) disability.

- Few students (3%) self-identify as *Aboriginal*, either *First Nations*, *Métis*, *Inuit*, or *non-status*.

Table 7: Personal profile

	All students (n=12,783)	Group 1 (n=4,441)	Group 2 (n=3,801)	Group 3 (n=4,541)
Gender Q42				
Male	35%	32%	37%	37%
Female	64%	68%	62%	63%
Age Q43				
18 years or younger	17%	17%	18%	16%
19 years of age	16%	14%	15%	18%
20 years of age	15%	15%	14%	16%
21 years of age	14%	14%	14%	14%
22 years of age	10%	10%	11%	10%
23 to 25 years of age	13%	13%	13%	12%
26 years of age or older	14%	16%	13%	13%
Average age	22.4	22.8	22.3	22.1
Marital status Q48				
Single: 'not seeing someone'	42%	43%	41%	42%
Long-term relationship	28%	29%	28%	27%
Single: 'seeing someone'	19%	18%	19%	21%
Married	8%	9%	8%	7%
Other	<1%	<1%	<1%	<1%
Number of children Q49				
Children	8%	10%	8%	6%
No children	90%	88%	90%	92%
Disability Q54				
Total self-identified	6%	7%	6%	5%
Visible minority Q51				
Total self-identified	15%	10%	19%	18%
Aboriginal status Q53				
Total self-identified	3%	4%	3%	2%
- First Nations	1%	2%	1%	<1%
- Métis	1%	2%	<1%	1%
- Inuit	<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 Table 8 shows, the personal characteristics of students participating in 2005 are almost identical to those in 2002. That said, students this year are slightly younger, which likely reflects the elimination of Grade 13 in Ontario after the 2001-02 academic year.

Table 8: Personal profile: A comparison 2005 and 2002

	2005 (n=12,783)	2002 (n=12,695)
Gender		
Male	35%	35%
Female	64%	65%
Age		
18 years or younger	17%	14%
19 years of age	16%	17%
20 years of age	15%	16%
21 years or older	51%	52%
Average age	22 years	23 years
Marital status		
Single: 'not seeing someone'	42%	42%
Long-term relationship	28%	27%
Single: 'seeing someone'	19%	20%
Married	8%	9%
Number of children		
Children	8%	8%
No children	90%	88%
Disability		
Total self-identified	6%	5%
Visible minority		
Total self-identified	16%	14%
Aboriginal status		
Total self-identified	3%	3%

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

2.1.1 Living arrangements

Table 9 shows undergraduate students' living arrangements.

- Some 4 students in 10 (42%) live *with their parents*. Students attending Group 1 universities (32%) appear to be less likely to report this living arrangement compared to students at Group 2 (46%) and Group 3 (49%) universities.

- Almost 6 students in 10 live independently. Most rent accommodations (37%), with (30%) or without roommates (7%), and some live in *on-campus residence* (12%) or in a *personally owned home* (8%).

The typical student travels an average of 28 minutes (one-way) to university.

- Although 2 students in 3 live within half an hour of the university, 7% of students live more than an hour from their university. Students attending Group 1 universities tend to live closer to their university than students attending Group 2 or 3 universities. In fact, 20% of Group 1 students live within 5 minutes of their university, compared to 16% of Group 2 and 10% of Group 3 students. This likely reflects the fact that Group 1 universities are in smaller communities.

Table 9: Living arrangements

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Living arrangements Q46*				
With parents	42%	32%	46%	49%
Rented home/apartment/room (shared/alone)	37%	41%	35%	35%
On-campus residence	12%	16%	11%	8%
Personally owned home	8%	9%	7%	7%
Distance from university (minutes) Q47				
0/Not applicable**	5%	5%	5%	4%
5 or less	10%	15%	11%	6%
6 to 15	26%	34%	26%	19%
16 to 30	27%	25%	27%	30%
31 to 60	21%	12%	21%	29%
Over 60 minutes	7%	3%	9%	11%
Average number of minutes to get to campus***	28.1	20.7	29.2	34.2

Note: * Respondents could provide more than one answer. Therefore, columns may not sum to 100%.
** The '0/Not applicable' category includes those who said zero minutes, that the question was not applicable, that they live on campus, take part in distance education or take courses on-line.
*** Those who said more than 6 hours have been excluded from the calculation of the average.
The 'don't know/no response' category is not shown. Therefore, columns may not sum to 100%.

Students' living arrangements in 2005 are similar to those in 2002. It appears that slightly more students are living at home than independently in 2005, which may reflect the fact that students responding to this year's survey are slightly younger than in 2002.

Table 10: Living arrangements: 2005 and 2002

	2005 (n=12,783)	2002 (n=12,695)
With parents	42%	39%
Rented home/apartment/room	37%	38%
On-campus residence	12%	14%
Personally owned home	8%	8%

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

2.1.2 Permanent residence

Undergraduates come from communities of various sizes (see Table 11).

- Almost half the students come from communities with a population of at least 100,000, including 30% who come from large, urban centres with *more than 300,000 people*.

- Just over 1 student in 10 (14%) comes from a community of *less than 5,000* or *lives on a farm or ranch*.

The size of community that students come from tends to reflect whether they attend a smaller or larger university.

- Given that Group 3 universities tend to be in large, urban centres, it is not surprising that students attending these institutions are more likely to come from larger centres. About 39% of students attending Group 3 universities come from communities with populations greater than 300,000 compared to 27% of students at Group 2 universities and 23% of those at Group 1 universities.

Table 11: Size of community Q45

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Lived on a farm/ranch	4%	4%	3%	5%
Less than 5,000	10%	13%	9%	9%
5,000 to 9,999	7%	9%	5%	5%
10,000 to 49,999	14%	15%	15%	14%
50,000 to 99,999	11%	16%	9%	7%
100,000 to 300,000	17%	16%	23%	14%
Over 300,000	30%	23%	27%	39%
No response	7%	5%	9%	7%

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

Table 12 shows students' province of permanent residence:

- About 33% of students are from Ontario, and 24% are from the Prairies.
- Some 16% of students live in British Columbia, and 7% live in Quebec.
- About 11% of students come from Atlantic Canada, most commonly Nova Scotia.
- Some 7% report permanent residence outside Canada.

Table 12: Province of permanent residence Q44

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
British Columbia	16%	17%	21%	10%
Alberta	11%	11%	1%	19%
Saskatchewan	7%	<1%	12%	10%
Manitoba	6%	10%	<1%	8%
Ontario	33%	34%	47%	19%
Québec	7%	<1%	<1%	20%
Nova Scotia	8%	16%	1%	5%
Prince Edward Island	<1%	<1%	<1%	<1%
New Brunswick	3%	1%	8%	<1%
Newfoundland and Labrador	<1%	<1%	<1%	<1%
Territories	<1%	<1%	<1%	<1%
International/USA/other	7%	9%	7%	7%
No response	<1%	<1%	<1%	<1%

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

As shown in Table 13, the distribution of students across provinces is fairly similar between 2005 and 2002. However, it appears that in 2005, more students in our study are permanent residents of British Columbia, and fewer are permanent residents of Ontario. This reflects the different combinations of universities that participated in each of the two survey years (see Section 1).

Table 13: Province of permanent residence: 2005 and 2002

Province	2005 (n=12,783)	2002 (n=12,695)
British Columbia	16%	7%
Alberta	11%	12%
Saskatchewan	7%	7%
Manitoba	6%	6%
Ontario	33%	38%
Québec	7%	8%
Nova Scotia	8%	8%
Prince Edward Island	<1%	<1%
New Brunswick	3%	5%
Newfoundland and Labrador	<1%	<1%
Territories	<1%	<1%
USA/International	7%	6%
No response	<1%	<1%

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

The province of permanent residence is similar to the distribution of respondents by the province in which their university is located (see Table 14).

Table 14: Province in which attending university

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
British Columbia	19%	22%	23%	11%
Alberta	12%	12%	-	21%
Saskatchewan	8%	-	13%	11%
Manitoba	7%	11%	-	9%
Ontario	34%	33%	52%	19%
Québec	7%	-	-	21%
Nova Scotia	10%	21%	-	9%
New Brunswick	3%	-	11%	-

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

As was the case with students' province of permanent residence, in 2005, more students are attending universities in British Columbia and fewer are attending universities in Ontario. See Table 15.

Table 15: Province in which attending university: 2005 and 2002

	2005 (n=12,783)	2002 (n=12,695)
British Columbia	19%	7%
Alberta	12%	13%
Saskatchewan	8%	7%
Manitoba	7%	7%
Ontario	34%	41%
Québec	7%	9%
Nova Scotia	10%	10%
New Brunswick	3%	6%

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

As Table 16 shows, the vast majority of students attend a university in the province of their permanent residence.

- British Columbia's residential representation is lower because it has the highest percentage (13%) of international students attending. No other province has more than 9% international student population.

- The two east coast provinces have the lowest provincial representation, although many students are from other Atlantic provinces, making up some 10% of Nova Scotia university students and 15% of New Brunswick students.

Table 16: Students whose university is in their province of permanent residence

Location of university	% Students from province
Ontario	90%
Saskatchewan	89%
Manitoba	86%
Québec	86%
Alberta	84%
British Columbia	76%
Nova Scotia	70%
New Brunswick	66%

2.2 Academic profile

Table 17 provides an academic profile of respondents. In 2005:

- The vast majority of students (88%) are attending university full-time.
- While half the students (51%) began their university studies within the last three years, about three-quarters (72%) began attending their current university within the same time frame. This suggests that many students began their post-secondary studies at another university.
- Students are fairly evenly distributed across the four years that it typically takes to complete a degree. About one-quarter of students are in their first, second, third, or fourth or more year of university.
- The vast majority of students (88%) plan to complete their degree at their current university. Only 3% of students explicitly say that they do not plan to complete their degree at their current university.
- One-third of students say that the highest degree they plan to complete is a Bachelor's degree (33%), while almost as many plan to obtain their Master's degree (31%). Other students plan to complete a Ph.D. (14%) or a medical (M.D., D.D.S., D.V.M.) or law degree (L.L.B).
- Just over one-third of students (35%) have changed their major since coming to university.
- Few students (7%) are studying at their current university on a student visa.
- Almost one-third of students (31%) have received a scholarship from their current university. Such scholarships appear to be more common in Group 1 than Group 2 or 3 universities (although this is not statistically significant).

Table 17: Academic profile				
	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Student status Q1				
Part-time student	11%	13%	11%	10%
Full-time student	88%	87%	89%	89%
Year began studies Q4				
2005/2004	17%	18%	17%	16%
2003	17%	18%	19%	15%
2002	17%	16%	16%	19%
2001	16%	16%	16%	17%
2000/1999	16%	14%	16%	17%
1998 or earlier	14%	14%	14%	14%
Average year	2001	2001	2001	2001
Year began at this university Q5				
2005/2004	32%	32%	29%	35%
2003	23%	25%	24%	21%
2002	17%	17%	18%	17%
2001	14%	14%	15%	14%
2000 or earlier	12%	11%	13%	13%
Average year	2002	2002	2002	2002
Year currently registered in Q2				
First	27%	25%	24%	32%
Second	25%	25%	26%	23%
Third	24%	24%	25%	23%
Fourth or more	23%	24%	24%	22%
Average	2.5	2.5	2.5	2.4
Plan to complete degree at this university Q9				
Yes	88%	86%	89%	90%
No	3%	3%	3%	2%
Highest academic degree plan to obtain Q3				
Bachelor's degree	33%	33%	32%	32%
Second/third Bachelor's degree	7%	8%	5%	6%
Vocational certificate	1%	1%	1%	1%
Master's degree	31%	29%	34%	31%
Ph.D. or Ed.D.	14%	15%	13%	13%
M.D., D.D.S., or D.V.M.	4%	3%	4%	4%
L.L.B. (Law)	4%	3%	4%	4%
Other	<1%	<1%	<1%	<1%
None	3%	3%	3%	4%
Changed major Q7				
Yes	35%	34%	36%	34%
Studying in Canada on a visa Q50				
Yes	7%	9%	7%	6%
Received academic scholarship from this university Q33				
Yes	31%	36%	30%	28%
Note: The 'don't know/no response' category is not shown. Therefore, columns may not sum to 100%.				

2.3 Disciplines

Table 18 shows students' majors or subject areas of concentration. It is important to recognize that students may change their major one or more times during their three or four years at university.

- Students most commonly pursue degrees in Social Science (23%), Arts and Humanities (17%), or Business (15%) programs.
- Other areas with fair student representation are Biological Science and Professional programs (9% each).
- Some 3% of students have not decided on their major or did not provide information.

Students attending Group 1 universities (46%) are more likely to major in Arts and Humanities or Social Science programs compared to those in Group 2 (37%) or Group 3 (36%) universities. In part, this reflects the fact that the larger universities in Group 2 and Group 3 offer a wider variety of program options.

Table 18: Major/subject area of concentration Q6

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Social Science	23%	26%	21%	21%
Arts and Humanities	17%	20%	16%	15%
Business	15%	18%	16%	11%
Biological Science	9%	9%	8%	11%
Professional	9%	5%	9%	11%
Engineering	5%	1%	7%	7%
Physical Science	4%	4%	4%	5%
Education	4%	5%	3%	4%
Other fields	10%	9%	11%	11%
Don't know/no response	3%	3%	3%	3%

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.

The distribution of major or subject area of concentration in 2005 is very similar to 2002. Minor variations include a slight increase in Social Science students and a slight decrease in Arts and Humanities and Engineering students. See Figure 1.

Major or area of concentration: 2005 and 2002

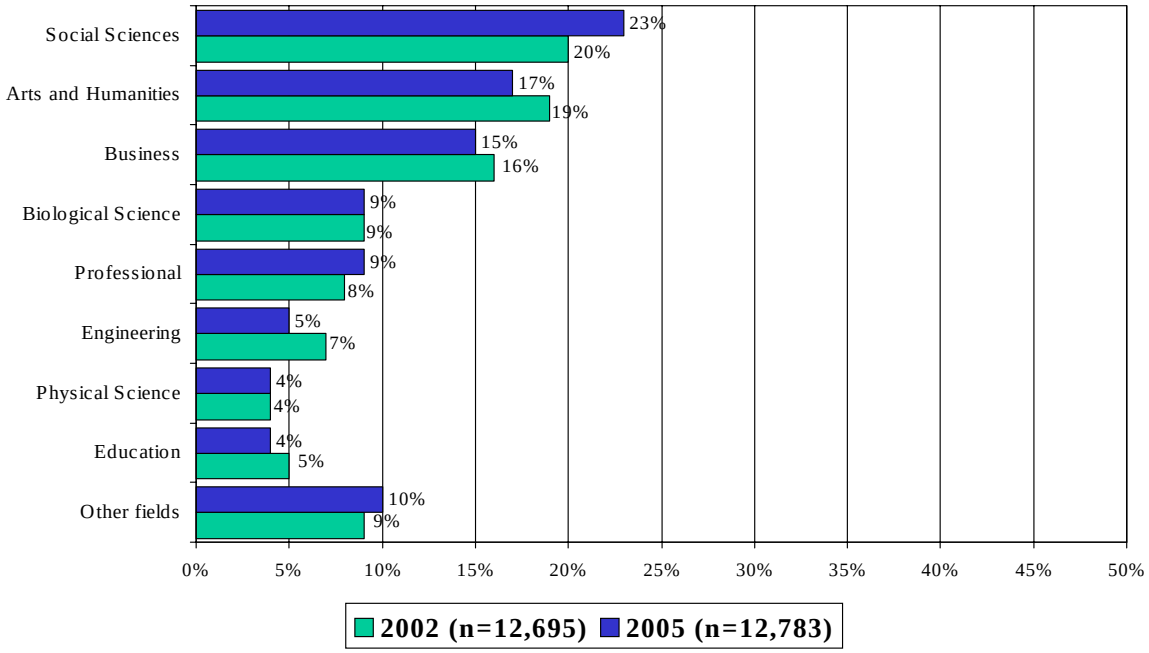

Figure 1

As Table 19 shows, the highest intended degree varies depending on the discipline in which students major. Regardless of their major, more students plan to continue their studies beyond an undergraduate degree, than plan to stop after completing their Bachelor's degree.

- Students most likely to pursue a Master's degree are those who are enrolled in a Professional (40%) or Business (39%) program.

- Students pursuing Arts and Humanities or Science programs are most likely to plan to complete a Ph.D. This includes more than one-fifth of those in Physical Science (22%) and Biological Science (21%) and just under one-fifth of those in Social Science (18%) and Arts and Humanities students (18%).

Table 19: Highest intended degree by discipline

	Bachelor's	Master's	Ph.D.
Engineering	44%	32%	13%
Other fields	39%	31%	10%
Business	37%	39%	4%
Education	33%	33%	10%
Professional	33%	40%	8%
OVERALL	33%	31%	14%
Physical Science	32%	24%	22%
Arts and Humanities	32%	30%	18%
Social Science	29%	31%	18%
Biological Science	21%	20%	21%

As shown in Table 20, the longer students have been attending their current university, the more likely they are to plan to complete their degree there. Almost all fourth-year students (98%) plan to complete their degree at their current university compared to 77% of first-year students.

Table 20: Plan to complete degree at university by year registered

	1st year (n=3,503)	2nd year (n=3,141)	3rd year (n=3,058)	4th year (n=2,983)
Yes	77%	87%	94%	98%
No	5%	3%	2%	1%
Not sure	19%	10%	4%	1%

2.4 Students' grades

Table 21 shows the grades of students attained to the point of participating in this survey.

- The average grade for all undergraduates is between a B and a B+, that is 4.6 out of 7, where 7 means A/A+.
- Almost half of students report an average grade of B+ or higher, including 10% with an average grade of A or A+.
- Only 8% of students report an average grade of C or lower.

Table 21: Average grade for courses completed so far Q12

	All students (n=12,783)	Group 1 (n=4,441)	Group 2 (n=3,801)	Group 3 (n=4,541)
A or A+	10%	11%	8%	10%
A-	17%	17%	16%	16%
B+	22%	21%	20%	24%
B	29%	29%	30%	28%
C+	13%	13%	14%	12%
C or lower	8%	7%	9%	7%
Average	4.6	4.6	4.4	4.6

Note: This grade scale is based on the following: A/A+=7, A-=6, B+=5, B=4, C+=3, C=2, D=1.
The 'don't know/no response' category is not shown. Therefore, columns may not sum to 100%.

Students' average grades can vary by discipline. Those in Education (5.3) and Professional (4.9) programs tend to have higher average grades, while those in Social Science (4.4) and Engineering (4.4) programs tend to have lower average grades (see Table 22).

Table 22: Average grades to date by discipline

Discipline	Average grade (7=A/A+)
Education	5.3
Professional	4.9
Arts and Humanities	4.7
Biological Science	4.6
Physical Science	4.6
Overall	4.6
Business	4.5
Other fields	4.5
Social Science	4.4
Engineering	4.4

Typically, as undergraduates advance through their programs, their reported grades increase. As shown in Table 23, average grades increase from 4.4 in first year to 4.8 in fourth year.

Table 23: Average grades to date by year	
Year of program	**Average grade (7=A/A+)**
1st	4.4
2nd	4.5
3rd	4.6
4th or more	4.8
Overall	4.6

As shown in Table 24, students' average grades in 2005 and 2002 are virtually identical.

Table 24: Student grades across time		
	2005 (n=12,783)	**2002 (n=12,695)**
Average grade for courses completed so far		
A or A+	10%	10%
A-	17%	16%
B+	22%	22%
B	29%	29%
C+	13%	13%
C or lower	8%	8%
Average	4.6	4.6

2.5 Interrupted studies

Less than 1 in 5 students report having had to interrupt their studies at some time (see Table 25). The most common reasons relate to money, either employment (6%) or financial reasons (5%). Some other reasons for interrupting studies include: to travel, for other family reasons (other than children), or due to illness (3% each).

Table 25: Interrupted studies Q8

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Have not interrupted studies	81%	80%	79%	83%
For employment	6%	7%	7%	5%
For financial reasons	5%	5%	5%	4%
To travel	3%	3%	4%	3%
For other family reasons	3%	3%	3%	3%
Due to illness	3%	3%	3%	3%
To have/raise children	2%	2%	2%	1%
Required to withdraw by the university	2%	2%	2%	1%
Other reasons	2%	2%	3%	2%
No response	1%	1%	1%	<1%

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

2.6 Study patterns

We asked students about the time they spend studying and on other academic work. The typical student spends 31 hours per week on these activities, which is almost equivalent to a full-time job.

- On average, students report spending 15 hours in class and labs and almost another 17 hours on academic work outside of class. In each case, the number of weekly hours spent on these activities ranges from less than 10 to more than 30.

- As part of their academic program, most students are required to complete assignments and write papers or reports. The typical student has to complete about 11 papers or reports per year. However, about 20% of students say they have to complete 16 or more reports, with a few students indicating that they have to complete 100 or more papers or reports.

- Students may participate in work experience as part of their academic program. Some 20% of students say that they participated in work experience such as a co-op or internship. This is up significantly from 8% in 2002, but may partially reflect a change in question wording. In 2005, we asked

students if they were involved in work experience programs, that included co-op and internship programs for course credit. In 2002, we asked if students were enrolled in a co-op program only, and did not specify that it was any work that resulted in course credit.

See Table 26.

Table 26: Study patterns

	All students (n=12,783)	Group 1 (n=4,441)	Group 2 (n=3,801)	Group 3 (n=4,541)
Hours spent in class and labs Q10A				
10 or fewer	23%	25%	23%	21%
11 to 15	37%	38%	38%	37%
16 to 20	22%	22%	20%	22%
21 to 30	13%	11%	13%	15%
More than 30	2%	2%	2%	3%
Average number of hours*	14.9	14.5	14.8	15.5
Hours spent on academic work outside of class and labs Q10B				
10 or fewer	39%	42%	39%	37%
11 to 15	17%	18%	16%	18%
16 to 20	16%	16%	16%	17%
21 to 30	15%	14%	14%	16%
More than 30	8%	8%	9%	8%
Average number of hours*	16.5	16.0	16.6	16.9
Total hours spent on academic work in and out of class				
15 or fewer	14%	14%	15%	12%
16 to 20	12%	13%	11%	11%
21 to 30	29%	29%	29%	28%
31 to 40	23%	23%	22%	25%
More than 40	21%	20%	21%	23%
Average number of hours*	30.8	30.1	30.6	31.8
Number of papers/reports completed during school year Q11				
2 or fewer	10%	8%	10%	12%
3 to 5	19%	18%	18%	20%
6 to 10	31%	32%	31%	31%
11 to 15	16%	17%	15%	15%
16 to 20	10%	10%	10%	9%
More than 20	10%	12%	10%	9%
Average number of papers/reports	11.4	12.1	11.3	10.8
Currently in a work experience program Q13				
Yes	20%	16%	27%	18%

Note: The 'other/non-numeric', 'not applicable' and 'don't know/no response' categories are not shown. Therefore, columns may not sum to 100%.
* The 'other/non-numeric' and 'not applicable' categories have been excluded from the calculation of the average.

The time students devote to their academic work varies with their major. Those in Engineering programs are likely to spend more time in class (22 hours) and on academic work outside of class (22 hours) than students in other disciplines. Other programs that require students to devote more time to their studies than the typical student are Biological Science, Physical Science, Professional, and Education programs.

The number of papers and reports students have to write does not necessarily reflect the amount of time they devote to their studies. For example, students in Education (15), Arts and Humanities (13), and Engineering (13) programs tend to have to write more papers and reports than the typical student (11).

See Table 27.

Table 27: Average hours/assignments by discipline

	Average			
	Hours in class	**Hours outside class**	**Total hours**	**Number of papers/reports**
Engineering	22	22	43	13
Biological Science	18	19	36	11
Physical Science	17	19	35	11
Professional	18	18	35	11
Education	18	17	34	15
Overall	15	17	31	11
Other fields	15	16	30	11
Arts and Humanities	14	16	29	13
Business	13	16	28	11
Social Science	13	15	27	11

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

The typical first-year student spends more time in class than students in later years, and with each additional year of study, the time in class appears to decline. However, it also appears that for each successive year students are in university, they typically spend, on average, an additional hour outside of class on academic work (although this difference is not statistically significant). Thus, students in each year of their program are typically spending about the same amount of time on academic work, in and out of class.

Table 28: Average hours/assignments by year in program

	Average			
	Hours in class*	**Hours outside class**	**Total hours**	**Number of papers/reports**
1st year	16	15	31	11
2nd year	15	16	30	11
3rd year	15	17	31	12
4th year or more	14	18	31	12
All years	15	17	31	11

Note: Hours in and outside class may not sum to total hours due to rounding.
* These differences are statistically significant.

Students in certain disciplines are more or less likely to participate in a work experience program (see Table 29).

- Those in Engineering (45%) and Education (44%) programs are twice as likely as the typical student to participate in work experience.

- Those in Social Science (12%) and Arts and Humanities (10%) programs are about half as likely as the typical student to participate in work experience.

Table 29: Currently in a work experience program by discipline

	Yes
Engineering	45%
Education	44%
Professional	31%
Other fields	27%
Business	25%
OVERALL	20%
Physical Science	16%
Biological Science	14%
Social Science	12%
Arts and Humanities	10%

2.7 Time availability

We asked students about their time availability for study, work, family responsibilities, and leisure activities and how satisfied they are with this time availability.

As shown in Table 30,

- Almost 9 in 10 students have at least some time available to study outside of class and labs. This includes 57% who have enough or lots of time. The remaining 1 in 10 reports that he or she has little or no time available to study.

- More than 7 in 10 students (who provided a rating) are at least satisfied with the amount of time they have available to *study outside of class and labs*, including 9% who are very satisfied. Almost 3 in 10 are dissatisfied with the amount of time available.

Table 30: Time available for study outside of class and labs

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Time available Q22A (all respondents)*				
Lots of time	15%	15%	12%	16%
Enough time	42%	43%	42%	41%
Some time	32%	32%	33%	31%
Little time	9%	9%	10%	9%
No time	1%	<1%	2%	1%
Satisfaction with time availability Q23A (those who provided a rating)				
Very satisfied	9%	11%	8%	8%
Satisfied	62%	63%	62%	60%
Dissatisfied	25%	22%	25%	27%
Very dissatisfied	4%	4%	4%	5%

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

As shown in Table 31,

- About 6 students in 10 have at least some time available for work. This includes 30% of students who have enough or lots of time for work. Almost 4 in 10 students report having little or no time available for work.

- About 2 students in 3 (who provided a rating) are at least satisfied with the time available for *work*, including 7% who are very satisfied. Over 1 student in 3 is dissatisfied.

Table 31: Time available for work

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Time available Q22B (all respondents)*				
Lots of time	6%	6%	5%	6%
Enough time	24%	27%	23%	23%
Some time	28%	27%	29%	28%
Little time	20%	19%	22%	20%
No time	18%	17%	17%	20%
Satisfaction with time availability Q23B (those who provided a rating)				
Very satisfied	7%	8%	7%	7%
Satisfied	56%	58%	54%	56%
Dissatisfied	29%	28%	31%	28%
Very dissatisfied	7%	6%	8%	8%

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

As shown in Table 32,

- About 6 students in 10 have at least some time available for family responsibilities. This includes 29% who indicate that they have enough or lots of time. About 1 in 3 indicates that they have little or no time available to deal with family responsibilities.

- As with work, about 2 students in 3 (who provided a rating) are at least satisfied with the time available for *family responsibilities*, including 7% who are very satisfied. Again, almost 4 students in 10 are dissatisfied.

Table 32: Time available for family responsibilities

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Time available Q22C (all respondents)*				
Lots of time	5%	5%	5%	4%
Enough time	24%	26%	23%	23%
Some time	35%	36%	34%	34%
Little time	27%	25%	28%	29%
No time	6%	5%	6%	7%
Satisfaction with time availability Q23C (those who provided a rating)				
Very satisfied	7%	8%	7%	6%
Satisfied	56%	57%	54%	56%
Dissatisfied	30%	28%	31%	31%
Very dissatisfied	7%	7%	8%	8%

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

As shown in Table 33,

- Almost 6 students in 10 have at least some time available for leisure activities. This includes 26% who have enough or lots of time. Some 4 in 10 students report that they have little or no time for leisure activities.

- Students (who provided a rating) are split on their satisfaction with time available for *leisure activities*, with just over half reporting that they are satisfied and just less than half saying that they are dissatisfied.

Table 33: Time available for leisure activities

	All students (n=12,783)	Group 1 (n=4,441)	Group 2 (n=3,801)	Group 3 (n=4,541)
Time available Q22D (all respondents)*				
Lots of time	5%	6%	5%	4%
Enough time	21%	23%	19%	21%
Some time	32%	33%	31%	33%
Little time	32%	30%	33%	33%
No time	8%	7%	10%	8%
Satisfaction with time availability Q23D (those who provided a rating)				
Very satisfied	8%	9%	8%	7%
Satisfied	45%	48%	43%	43%
Dissatisfied	34%	32%	35%	36%
Very dissatisfied	13%	11%	14%	14%

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

As expected, students who believe they have *enough* time to devote to these activities are more likely to say that they are *very satisfied* with the amount of time they have available to spend on these activities. Likewise, those with *little* or *no* time are more likely to say that they are *dissatisfied* with their time availability.

Students' perceived availability of time for work varies depending on their major or area of concentration. Students in Arts and Humanities, Social Science, and Business programs (33% or more) tend to say that they have enough or lots of time available to work, while students in Engineering programs (41%) tend to say that they have no time available for work.

2.8 Type of academic instruction: experience and satisfaction

We asked students what types of academic instruction they are receiving at their university. Most commonly, students report classroom-based courses, with far fewer reporting mixed on-line and classroom or strictly on-line courses. As shown in Table 34:

- The single most commonly reported instruction is *classroom-based courses with on-line supports* (that is, instruction is carried out in class, supports such as study notes and lecture notes are available on-line). Almost 8 students in 10 (77%) report this type of instruction, including 32% who report having four or more classes in this format this academic year This type of instruction appears to be slightly more common in courses offered at Group 2 and 3 universities.

- Also very common is instruction that is *strictly classroom-based* (that is, instruction is all in-class, with no on-line supports). Almost 3 students in 4 (73%) report this type of instruction, including 29% who report that four or more of their classes are in this format.

- Other formats for instruction are less common. About 1 student in 5 reports that he or she had at least one course that used a *mix of classroom and on-line instruction* (that is, involving reduced classroom instruction and some instruction on-line).

- About 1 student in 10 reports that he or she had at least one course that was *on-line instruction* (that is, taught completely on-line with no classroom instruction).

On average, students' course complement includes courses that are taught using two of four different types of instruction. The course load of about 1 student in 5 (21%) includes only one type of instruction. Less than 1 student in 20 (4%) has a course load that includes all four types of instruction.

Table 34: Type of academic instruction				
	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Classroom with on-line supports Q24C				
None/not used	14%	17%	12%	12%
One	15%	20%	13%	13%
Two or three	30%	31%	29%	30%
Four or more	32%	23%	36%	37%
Avg. # of courses (all respondents)	3.1	2.5	3.3	3.4
Avg. # of courses (those who have used it)	3.6	3.1	3.8	3.9
Strictly classroom-based Q24D				
None/not used	18%	14%	22%	19%
One	17%	14%	19%	18%
Two or three	27%	28%	28%	27%
Four or more	29%	34%	22%	28%
Avg. # of courses (all respondents)	2.8	3.2	2.4	2.8
Avg. # of courses (those who have used it)	3.5	3.8	3.2	3.5
Mix of classroom and on-line Q24B				
None/not used	74%	74%	71%	76%
One	11%	12%	11%	10%
Two or three	7%	7%	8%	6%
Four or more	3%	2%	4%	2%
Avg. # of courses (all respondents)	0.5	0.4	0.6	0.4
Avg. # of courses (those who have used it)	2.1	1.9	2.3	2.1
On-line Q24A				
None/not used	83%	83%	81%	85%
One	7%	8%	8%	6%
Two or three	3%	3%	4%	3%
Four or more	<1%	<1%	1%	<1%
Avg. # of courses (all respondents)	0.2	0.2	0.2	0.2
Avg. # of courses (those who have used it)	1.8	1.6	1.7	1.9
Note: The 'non-numeric' and 'don't know/no response' categories are not shown. Therefore, columns may not sum to 100%.				

Table 35 shows students' experience with each type of instruction by discipline.

- Students in Professional programs (14%), Other Fields (14%), and Business (13%) programs are more likely to have taken at least one course this year that was taught on-line.

- Students in Arts and Humanities (81%) and Social Science (78%) programs are the most likely to report having taken at least one course that was strictly classroom-based.

- Students in Biological Science (85%), Physical Science programs (84%), Other Fields (83%), and Engineering (82%) are most likely to have taken at least one or more courses this year that was taught in the classroom and used on-line supports.

Table 35: Type of academic instruction by discipline for students who have taken at least one course

	On-line	Mix of classroom and on-line	Strictly classroom based*	Classroom with on-line support*
Professional	14%	21%	63%	68%
Other fields	14%	26%	73%	83%
Business	13%	25%	64%	81%
Social Science	12%	20%	78%	78%
Biological Science	10%	22%	72%	85%
Overall	10%	21%	73%	77%
Arts and Humanities	10%	15%	81%	70%
Education	8%	15%	73%	68%
Physical Science	8%	18%	75%	84%
Engineering	6%	21%	66%	82%

*Note: Differences are statistically significant.

We asked students to rate their satisfaction with the type of instruction they have received.

- Students are most satisfied with *classroom-based instruction with on-line support*. More than 9 in 10 students report that they are satisfied with this method of instruction, including 40% who are very satisfied.

- About 8 in 10 students say that they are satisfied with *a mix of classroom and on-line instruction* (82%) and *strictly classroom-based instruction* (79%). In each case, about 1 student in 5 is very satisfied with these methods of instruction (20% each).

- Some 7 students in 10 are satisfied with *on-line instruction*, including 13% who are very satisfied.

See Table 36.

Table 36: Satisfaction with type of instruction (% satisfied/very satisfied) (those who provided a rating) Q25

	All students	Group		
		1	2	3
c. Classroom instruction with on-line supports	93%	94%	92%	92%
b. A mix of classroom and on-line instruction	82%	84%	81%	81%
d. Strictly classroom-based	79%	85%	75%	77%
a. On-line instruction	70%	73%	69%	68%

Students' satisfaction with strictly classroom-based instruction varies by discipline. Those in Arts and Humanities (88%) and Education (88%) programs are more likely to be satisfied with this type of instruction than those in Engineering (72%) and Business (73%) programs.

2.9 Preferred type of instruction

We asked students what type of instruction they prefer and why. The results are shown in Table 37.

- The majority – 2 students in 3 – prefer *classroom instruction with on-line support*. They prefer this approach because of the amount of information it provides (61%); the mix of in-class and on-line was said to be good (53%); the quality of instruction is superior (43%); and they prefer face-to-face interaction (40%).

- About 1 in 5 students prefers *strictly classroom-based instruction*. The most common reason for this is that it offers face-to-face interaction (84%), although others say that they prefer it because of the quality of instruction (63%) and because they like to meet other students (54%).

- About 1 student in 10 prefers a *mix of classroom and on-line instruction*, mainly because such an approach offers a good mix (61%), provides students the flexibility to learn when they want (54%), and gives students the freedom to learn at their own pace (45%).

- Less than 1 in 20 prefers *on-line instruction* to any of the other three methods. They prefer it primarily because it allows them the flexibility to learn when they want (83%) and they can learn at their own pace (58%).

Table 37: Preferred type of instruction Q26

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Classroom instruction with on-line supports	66%	64%	66%	68%
Strictly classroom-based	18%	22%	14%	17%
A mix of classroom and on-line instruction	12%	11%	15%	12%
On-line instruction	3%	2%	3%	2%

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

Even though the majority of students in each discipline prefer classroom instruction with on-line supports, many students in Arts and Humanities (31%), Education (28%), and Professional (22%) programs prefer strictly classroom-based instruction.

3.0 Work and financing education

In this section, we report on students' employment while attending university as well as the methods they use to finance their education.

3.1 Current employment profile

Over half (53%) of these undergraduate students report being employed, including almost 1 in 10 who is employed on a university campus.

- Among those students who are employed, the typical student works about 18 hours a week.

- Most students work on a part-time basis, with 7 students in 10 who report working 20 hours or less per week. This includes 29% who work 10 hours or less.

- Few students work full-time. Just over 1 student in 10 reports working over 30 hours a week, including some who report working as much as 60 to 90 hours a week.

Among those students who are working, over 6 students in 10 say that their employment has at least *some* negative impact on their academic performance. This includes over one-third who feel that their job has a moderate, significant, or substantial negative impact on their performance in school. See Table 38.

Table 38: Employment status				
	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Currently employed Q30 (all respondents)				
Yes, both on and off campus	2%	3%	2%	2%
Yes, on campus	7%	9%	8%	5%
Yes, off campus	44%	41%	42%	48%
No, but seeking work	14%	13%	17%	13%
No, not seeking work	32%	34%	30%	31%
Number of hours worked per week Q31*				
10 hours or less	29%	27%	30%	30%
11 to 20 hours	40%	38%	41%	42%
21 to 30 hours	15%	17%	14%	15%
Over 30 hours	13%	16%	13%	12%
Average number of hours	18.3	19.4	17.9	17.7
Negative impact of non-co-op related employment on academic performance Q32*				
None	29%	31%	30%	27%
Some	30%	30%	29%	30%
Moderate	20%	19%	21%	21%
Significant	10%	8%	11%	11%
Substantial	4%	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 students progress in their studies, they are more likely to become employed. Some 45% of first-year students are currently employed compared to 61% of fourth-year students.

- Although a student's likelihood of employment increases with each year of study, among those with jobs, the number of hours worked per week does not change significantly regardless of their year of study.

- Part-time students (76%) are more likely to be employed than full-time students (50%). A typical part-time student who is employed spends an average of 31 hours per week at a job. This compares to 16 hours per week for full-time students who are employed.

- Typically, as the number of hours students spend working increases, the number of hours they devote to their studies decreases. This is particularly true of students who spend more than 20 hours per week working for pay. Even so, regardless of the hours employed, students tend to devote a lot of time to their studies. For example, those who work 21 to 30 hours per

week also report spending an average of 26 hours per week on academic work in and out of class (see Table 39).

- On average, students who are employed devote 46 hours to both their academic work and their job. In fact, half of those who are employed spend over 45 hours per week balancing their studies and their job.

Table 39: Average hours on academic study by hours employed

Hours employed per week	Average hours per week on academic work: in or out of class		
	All students	Full-time students	Part-time students
None – no job	34 hours	34 hours	22 hours
10 hours or less	34 hours	34 hours	24 hours
11 to 20 hours	30 hours	30 hours	20 hours
21 to 30 hours	26 hours	28 hours	17 hours
31 hours or more	17 hours	27 hours	13 hours
Overall	31 hours	16 hours	31 hours

Depending on their major area of study, some students are more likely to be working at a job during their academic term (see Table 40). Students in Social Science and Arts and Humanities programs are most likely to report working for pay, while those in Engineering programs are the least likely to be employed.

Table 40: Employment by discipline

	Employed on or off campus	Not employed
Social Sciences	58%	41%
Arts and Humanities	57%	42%
Professional	56%	43%
Business	55%	44%
Overall	53%	46%
Other fields	51%	49%
Education	50%	50%
Biological Sciences	49%	50%
Physical Sciences	49%	50%
Engineering	29%	71%

The average number of hours devoted to paid and academic work varies by discipline.

- Overall, students spend an average of over 40 hours per week working either on their studies (31 hours) or for pay (10 hours).
- The typical Engineering students spends the most time per week working (47 hours), but spends most of it on academic study (43 hours) and much less on paid employment (4 hours).
- Conversely, the typical Social Science student spends the least amount of time working (38 hours), spending less on academic studies (11 hours) and more on paid employment (27 hours).
- Business students on spend the most time on paid employment (11 hours per week).

Table 41 provides the average number of hours devoted to study and paid work for all students by discipline.

Table 41: Average number of hours per week by discipline

All students	Average hours per week	
	Employed hours	Job and academic work
Business	11.4	39.4
Social Sciences	10.9	38.0
Arts and Humanities	10.4	39.4
Professional	9.7	44.5
Overall	9.6	40.4
Other fields	9.1	39.0
Education	8.5	42.8
Physical Sciences	7.3	42.3
Biological Sciences	7.2	43.6
Engineering	3.8	46.6

3.2 Career prospects

Table 42 below shows that:

- Almost 6 students in 10 (56%) say that they have *definitely* decided on a specific career field, while 28% indicate that they may have decided on a specific career path.
- Almost 7 students in 10 (69%) report that they have a *current curriculum vitae* or resume.
- Only about 1 student in 4 believes that there will be *many* jobs available in his or her career field when he or she graduates, while 4 in 10 think that there will be at least *some* jobs. About 1 student in 5 thinks that there will only be *few* or *very few* jobs available in his or her career field.

Table 42: Career considerations

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Decided on a specific career field Q39*				
Yes	56%	59%	55%	53%
Maybe	28%	26%	29%	30%
No	15%	15%	15%	16%
Have a current CV or resume Q40*				
Yes	69%	66%	70%	73%
No	28%	32%	27%	25%
Perceived availability of job opportunities Q41				
Many jobs	26%	28%	23%	27%
Some jobs	41%	42%	43%	39%
Few/very few jobs	20%	16%	23%	22%
Don't know/no response	12%	13%	12%	11%

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

Students in certain disciplines are more likely to have decided on a career field.

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

- Students in Professional programs are also the most likely to believe that there are many jobs available in their career field, while those in Arts and Humanities and Social Science programs are the least likely to think this.

See Table 43.

Table 43: Career prospects by discipline

	Decided on a career field	Many jobs available
Education	88%	30%
Professional	82%	50%
Engineering	62%	36%
Overall	56%	26%
Arts and Humanities	56%	17%
Business	55%	34%
Physical Science	53%	29%
Other fields	53%	25%
Biological Science	50%	24%
Social Science	46%	18%

As students near graduation, their perception of the job market becomes less favourable.

- Only 23% of fourth-year students believe that there are many jobs in their career field compared to 30% of first-year students.

- Conversely, about 26% of students in fourth year believe that there are few or very few jobs available compared to 15% of first-year students.

3.3 Debt from financing post-secondary education

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

About half (51%) of the students report owing money to at least one of the four sources tested. As Table 44 shows, overall:

- One-third of students have debt from *student loans*.
- Just under one-fifth of students have debt from *loans from parents or family*.
- One-sixth has debt from *loans from financial institutions*.
- About one-twentieth has debt from *other sources*.

Table 44: Sources of debt Q28

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Any debt	51%	55%	51%	47%
Student loans	33%	35%	33%	30%
Loans from parents/family	18%	18%	20%	17%
Loans from financial institutions	16%	19%	16%	14%
Debt from other sources	6%	6%	6%	5%

The average debt is about $8,500 with the largest share owed to student loans. The median debt is much lower: $2,000.

- Among those with *student loans*, the average debt from this source is almost $14,000. The median is less: $10,000.
- Among those with *loans from financial institutions*, the amount they owe averages about $10,000 (with a median value of $8,000).
- Students who have *loans from their parents or other family members* report owing their relatives an average of over $9,000. However, the median is much lower at $5,000.
- Those using *other sources* owe an average of $5,500. The median is $3,000.

See Tables 45 and 46.

Table 45: Average amount of repayable debt Q28				
	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Average total debt				
- All respondents	$8,529	$9,304	$9,122	$7,262
- Those with debt	$16,019	$16,447	$16,945	$14,691
Average among those with these sources				
-Student loans	$13,988	$14,647	$14,669	$12,622
-Loans from financial institutions	$10,152	$10,139	$10,721	$9,643
-Loans from parents/family	$9,367	$9,668	$9,911	$8,508
-Debt from other sources	$5,516	$4,728	$4,401	$7,505

Table 46: Median amount of repayable debt Q28				
	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Median total debt				
- All respondents	$2,000	$3,500	$2,000	$0
- Those with debt	$12,000	$12,000	$13,000	$10,000
Median among those with these sources				
-Student loans	$10,000	$11,000	$11,200	$10,000
-Loans from financial institutions	$8,000	$8,000	$8,000	$6,500
-Loans from parents/family	$5,000	$5,000	$5,000	$5,000
-Debt from other sources	$3,000	$2,800	$2,500	$3,000

Overall, 45% of students report that they have no debt. The half (51%) with at least some debt report owing various amounts of money, including 17% who owe less than $8,000 and 16% who owe $20,000 or more. (See Table 47).

Table 47: Total debt Q28				
	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
No debt	45%	42%	44%	48%
Less than $4,000	7%	7%	6%	7%
$4,000 to $7,999	10%	10%	9%	11%
$8,000 to $11,999	8%	9%	8%	8%
$12,000 to $19,999	10%	11%	10%	9%
$20,000 or more	16%	18%	17%	13%
Note: The 'don't know/no response' category is not shown. Therefore, columns may not sum to 100%.				

As one would expect, the amount of debt increases the longer a student is in school.

- Fourth-year students are more likely to report debt (59%) than those in first year (44%).

As Table 48 shows, among all students:

- The average amount of debt more than triples over the course of four or more years of study. Those in their first year of studies owe an average of about $4,200, while those in their fourth year owe an average of about $13,100.

- As students progress in their studies, they rely less on their parents or family for financial support and more on loans from financial institutions.

Table 48: Debt by year of program

	1st year (n=3,503)	2nd year (n=3,141)	3rd year (n=3,058)	4th year (n=2,983)
All students				
Average total debt	$4,216	$7,127	$10,206	$13,136
Student loans	$2,353	$3,719	$5,853	$7,410
Loans from financial institutions	$755	$1,356	$2,025	$2,819
Loans from parents/family	$961	$1,762	$1,978	$2,428
Debt from other sources	$147	$312	$355	$509
Students with debt				
Average total debt	$9,177	$14,235	$17,950	$21,532

3.4 Sources of university funding

We asked students to indicate which of 11 different sources they are using to fund their education in the current year.

The most common sources in the 2004-05 academic year are:

- **Parents/family/spouse.** More than half (56%) of students report receiving financial support from their family.
- **Earnings from summer work.** Some 4 students in 10 (42%) finance their post-secondary education through summer employment.
- **Personal savings.** Almost 4 students in 10 (38%) finance their education through personal savings.
- **Earnings from current employment.** Some 3 students in 10 (31%) use earnings from current employment to fund their education.
- **Government loan or bursary.** About 3 students in 10 (30%) also say that they received some type of government loan or bursary.
- **University scholarship.** About 1 student in 5 (22%) reports receiving a university-based scholarship or financial award. Reliance upon this source of financing appears to be more common among students attending Group 1 universities than among those attending Group 2 or Group 3 universities.

Less common sources of financing, each used by 1 student in 10 or less, are: university bursaries, RESPs, investment income, or co-op or work-study programs.

These and other sources are shown in Table 49.

Table 49: Sources of financing Q29				
	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Parents/family/spouse	56%	54%	57%	57%
Earnings from summer work	42%	46%	39%	42%
Personal savings	38%	38%	38%	38%
Earnings from current employment	31%	30%	31%	33%
Government loan or bursary	30%	30%	31%	28%
University scholarship/financial award	22%	27%	20%	20%
University bursary	10%	13%	10%	8%
RESP	6%	5%	6%	5%
Investment income (bonds, dividends, interest, etc.)	4%	4%	3%	4%
Co-op program/work term	3%	2%	5%	3%
Work-study program	1%	<1%	3%	1%
Multiple other	10%	13%	9%	8%
Note: Respondents could provide more than one answer. Therefore, columns may not sum to 100%.				

Almost three-quarters of students rely on two or more of these sources to finance their education. Indeed, on average, students report using more than two different sources to help pay for their education. See Table 50.

Table 50: Number of sources of financing Q29				
	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
One	26%	23%	27%	27%
Two	24%	24%	23%	24%
Three	23%	23%	22%	23%
Four or more	25%	26%	24%	23%
No response	3%	3%	3%	3%
Average	2.6	2.7	2.6	2.6
Note: Columns may not sum to 100% due to rounding.				

Typically, students report that the various sources contribute just over $11,000 toward financing their education this year. The largest sources, on average, contributing more than half of their financing are:

- *Government loan or bursary* (over $8,200)
- *Co-op program or work term* (almost $7,000)
- *Parents, family, or spouse* (almost $6,800).

Of less importance, but still contributing one-third or more are:

- *RESP* (over $4,100)
- *Investment income* (almost $3,800)
- *Summer work* (over $3,600).

See Table 51.

Table 51: Average amount from each financing source Q29

	All students (n=12,783)	Group 1 (n=4,441)	Group 2 (n=3,801)	Group 3 (n=4,541)
All respondents				
Overall	$11,291	$11,593	$11,429	$10,877
Average among those with these sources				
Government loan or bursary	$8,254	$8,426	$8,717	$7,664
Co-op program/work term	$6,950	$5,076	$7,442	$7,330
Parents/family/spouse	$6,774	$7,085	$6,905	$6,378
RESP	$4,138	$4,136	$4,401	$3,878
Investment income (bonds, dividends, etc.)	$3,785	$4,525	$2,764	$3,692
Earnings from summer work	$3,656	$3,642	$3,519	$3,779
Earnings from current employment	$2,946	$2,425	$3,005	$3,393
Personal savings	$2,816	$2,871	$2,761	$2,804
University scholarship/financial award	$2,712	$2,416	$2,793	$3,027
Work-study program	$2,187	$1,255	$1,687	$3,762
University bursary	$1,547	$1,428	$1,766	$1,505
Multiple other	$6,116	$6,202	$5,774	$6,307

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

A similar pattern can be found in Table 52, which shows the median values for these same sources.

Table 52: Median amount from each financing source Q29

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
All respondents				
Overall	$9,000	$9,600	$9,361	$8,000
Median among those with these sources				
Government loan or bursary	$7,200	$7,912	$8,000	$6,613
Co-op program/work term	$5,000	$3,000	$5,000	$5,000
Parents/family/spouse	$4,500	$4,500	$5,000	$4,000
RESP	$3,000	$3,000	$3,000	$3,000
Earnings from summer work	$2,500	$2,500	$2,500	$2,500
Investment income (bonds, dividends, etc.)	$2,000	$2,000	$1,000	$2,000
Personal savings	$2,000	$2,000	$2,000	$2,000
University scholarship/financial award	$1,750	$1,500	$2,000	$2,000
Earnings from current employment	$1,500	$1,400	$1,600	$1,500
Work-study program	$1,500	$1,000	$1,200	$2,000
University bursary	$1,000	$1,000	$1,000	$1,000
Multiple other	$4,000	$5,000	$4,000	$4,100

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

3.4.1 Concern for funding

We asked students to rate their level of concern with having sufficient funding to complete their university education (see Table 53).

- About 7 students in 10 are at least somewhat concerned, including 27% who are very concerned.

Table 53: Sufficient funds to complete education Q34

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Very concerned	27%	28%	29%	24%
Somewhat concerned	44%	44%	42%	45%
Not concerned	28%	27%	28%	30%

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

3.5 Most students follow a budget

As Table 54 shows, about two-thirds of students report following a budget.

Table 54: Budget Q35

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Yes	67%	68%	65%	66%
No	27%	26%	27%	28%

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

3.6 Credit cards

Some 7 in 10 students report that they have at least one credit card, including 9% who say that they have three or more credit cards.

Of those who have credit cards:

- About three-quarters report that they pay off their balance each month and as such their current credit card balance is zero.
- The remaining quarter carries a balance each month, most often over $1,000.
- The average balance each month is almost $600. The average outstanding balance for those who do not pay off their credit card each month is about $2,500.

See Table 55.

Table 55: Credit cards

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Number of credit cards Q36 (all respondents)				
None	23%	24%	23%	20%
One	44%	44%	43%	45%
Two	17%	15%	18%	18%
Three or more	9%	9%	9%	9%
No response	7%	8%	7%	7%
Average number	1.3	1.2	1.4	1.3
Regularly pay off your balance each month Q37*				
Yes	73%	69%	74%	76%
Total credit card balance Q38*				
Zero	76%	72%	76%	79%
$500 or less	5%	6%	5%	5%
$501 to $1,000	6%	6%	5%	5%
Over $1,000	12%	14%	11%	10%
No response	2%	2%	2%	1%
Average	$579	$717	$511	$507

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

As students advance in university, they are more likely to have obtained a credit card. Some 52% of those in first year have at least one credit card compared to 84% of those in fourth year. Likewise, the total number of credit cards that students have also increases. However, students' likelihood of paying off the balance each month or the total outstanding balance they carry does not appear to significantly change over time.

4.0 Perceptions of university

In this section, we report on students' satisfaction with services prior to class, their personal safety, and academic, general, and special services and facilities.

4.1 Satisfaction with services prior to classes

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

4.1.1 Course registration

About three-quarters of students (76%) report being satisfied with the process of registering for courses, including 29% who are very satisfied with the process. The remaining one-quarter are dissatisfied.

See Table 56.

Table 56: Satisfaction with the process of registering for your courses Q14C

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Very satisfied	29%	26%	28%	32%
Satisfied	47%	48%	46%	47%
Dissatisfied	17%	18%	19%	16%
Very dissatisfied	6%	7%	6%	4%
Don't know/no response	<1%	<1%	<1%	<1%

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

4.1.2 Course availability

Slightly less than two-thirds of students (63%) are satisfied with the availability of courses required for their program, including 16% who are very satisfied. The remaining one-third is dissatisfied with course availability. (See Table 57.)

Table 57: Satisfaction with the availability of courses for your program Q14I

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Very satisfied	16%	19%	14%	16%
Satisfied	47%	46%	47%	49%
Dissatisfied	26%	26%	27%	26%
Very dissatisfied	9%	8%	10%	8%
Don't know/no response	2%	1%	2%	2%

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

Satisfaction with course availability decreases as students progress through university. Some 74% of first-year students report being satisfied or very satisfied with the availability of courses for their program. Significantly fewer students in third (58%) and fourth (59%) year are satisfied with the courses available.

4.2 Satisfaction with safety

Almost 9 students in 10 report being satisfied with their personal safety on campus, including 39% who are very satisfied (see Table 58). That being said, some 1 student in 20 reports that he or she is dissatisfied with his or her personal safety on campus.

Table 58: Satisfaction with personal safety on campus Q14G

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Very satisfied	39%	46%	36%	35%
Satisfied	50%	44%	53%	52%
Dissatisfied	5%	5%	5%	6%
Very dissatisfied	1%	1%	1%	1%
Don't know/no response	4%	4%	4%	5%

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

Regardless of gender, about 9 students in 10 are at least satisfied with their personal safety on campus. That said, it appears that males (48%) are slightly more likely than females (35%) to be very satisfied. However, this difference is not statistically significant.

4.3 Satisfaction with academic facilities

We asked students to rate their satisfaction with a number of academic facilities on their campus. In each case, a majority of students are satisfied with each of the items tested, as shown in Table 59.

- Almost 9 students in 10 are satisfied (56%) or very satisfied (32%) with the *average size of their classes*. Those attending smaller universities tend to be more satisfied than those attending larger universities. Among Group 1 students, some 52% are very satisfied with their average class sizes compared with only 24% of Group 2 students and 18% of Group 3 students.

- About 8 students in 10 are satisfied with the *library facilities* (including 30% who are very satisfied), *instructional facilities* (20% very satisfied), and *general condition of buildings and grounds* (22% very satisfied).

- Almost 7 students in 10 are satisfied (47%) or very satisfied (21%) with *study space.*

Table 59: Satisfaction with facilities (% satisfied/very satisfied) Q14

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
a. Average size of your classes	88%	96%	87%	81%
d. Library facilities	82%	78%	82%	87%
b. Instructional facilities (e.g., classrooms, labs, equipment)	80%	85%	78%	78%
f. General condition of buildings and grounds	78%	84%	72%	78%
e. Study space	68%	73%	64%	67%

Students' satisfaction with *average class size* varies by discipline. In terms of those who are very satisfied, students in Education (42%) and Arts and Humanities (38%) programs tend to be most satisfied with *average class sizes* while students in Engineering (20%) programs tend to be least satisfied.

As students progress in their program, they become less satisfied with the available *study spaces*. Some 72% of first-year students are at least satisfied with the *study space*, compared to 62% of fourth-year students.

4.4 Use of and satisfaction with facilities and services

We asked students to rate their use of and satisfaction with 20 different facilities and services at their universities.

4.4.1 Use of general facilities and services

Some facilities and services are, by their very nature, used by almost all students, while the use of others is based on circumstances. As Table 60 shows:

- Virtually all students (96%) have used the *campus bookstore*.
- Over 8 students in 10 have used the *computer facilities* (86%) and *food services* (81%).
- More than half of students have used their university's *athletic facilities* (58%) and *parking facilities* (56%).
- Some 4 students in 10 have participated in *university-based social activities* (40%).
- About 3 students in 10 have used *facilities for student associations and clubs* (35%), *campus medical services* (31%), and *university residences* (27%).

Results are similar across groups, although Group 1 students (36%) are more likely to report the use of university residence than Group 2 (27%) or Group 3 (17%) students.

Table 60: Use of facilities/services Q15

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
i. Campus book store(s)	96%	96%	96%	95%
c. Computer facilities	86%	84%	88%	87%
t. Food services	81%	84%	82%	76%
d. Athletic facilities	58%	60%	59%	55%
g. Parking facilities	56%	61%	57%	51%
h. University-based social activities	40%	44%	39%	38%
f. Facilities for student associations, clubs, etc.	35%	34%	36%	34%
r. Campus medical services	31%	35%	31%	27%
e. University residences	27%	36%	27%	17%

Use of the university's *computer facilities* is more common among students in Engineering (98%) programs and less common among students in Education (79%), Arts and Humanities (81%), and Professional (81%) programs.

The longer students have been at university, the more likely they are to have used particular services or facilities.

- Some 42% of first-year students have used the *parking facilities* compared to 69% of fourth-year students.

- About 21% of students in their first year have used the *campus medical services* compared to 40% of those in their fourth year.

4.4.2 Satisfaction with general facilities and services

Students who had used particular facilities or services provided satisfaction ratings.

As shown in Table 61:

- Some 8 in 10 students report being satisfied with:
  - *computer facilities,* including 26% who are very satisfied
  - *campus medical services,* including 36% who are very satisfied
  - *university-based social activities,* including 17% who are very satisfied
  - *facilities for student association and clubs,* including 16% who are very satisfied.
  - *athletic facilities,* including 28% who are very satisfied.

- About 7 students in 10 are satisfied with:
  - *university residences*, including 25% who are very satisfied
  - *campus bookstore*, including 16% who are very satisfied.

Students are least satisfied with two of the practical services:

- Just over 6 students in 10 are satisfied (52%) or very satisfied (10%) with the *food services*.

- Only 4 students in 10 students are satisfied (33%) or very satisfied (5%) with the *parking facilities*. Most students are dissatisfied (34%) or very dissatisfied (26%) with this service.

Table 61: Satisfaction with general facilities/services (% satisfied/very satisfied) Q15				
	All students	Group		
		1	2	3
c. Computer facilities	85%	86%	83%	84%
r. Campus medical services	84%	85%	83%	83%
h. University-based social activities	83%	84%	79%	85%
f. Facilities for student associations, clubs, etc.	80%	80%	79%	82%
d. Athletic facilities	79%	74%	81%	83%
e. University residences	74%	76%	71%	73%
i. Campus book store(s)	72%	74%	66%	76%
t. Food services	62%	62%	59%	66%
g. Parking facilities	39%	43%	38%	34%
Note: Percentages are based on those who have used the service.				

Those attending larger universities are more likely to be very satisfied with the *athletic facilities.* About 34% of students in Group 3 universities are very satisfied compared to 30% of those in Group 2 universities and 20% of those in Group 1 universities.

As students advance in their program, they become less satisfied with their university's *athletic facilities*. Twice as many first-year students (40%) are very satisfied compared to fourth-year students (21%).

4.5 Use of special services

Table 62 shows undergraduates' use of various special services.

- The most commonly used special service is *academic advising*. Almost 6 students in 10 used this service.
- About 1 student in 3 used *services for students in need of financial aid*.
- Less than 1 student in 5 reports using: *employment services, tutoring services, career counselling services,* and *study skills/learning support services.*
- About 1 student in 10 reports using *personal counselling services* or *co-op programs*.
- Few students report using services designed for specific types of students. Less than 1 student in 10 used *services for international students* (7%), which is consistent with the number of students who identify themselves as from outside of

Canada (7%). Few students also report having used either *services for students with disabilities* (4%) or *services for First Nations students* (2%). Again, this is consistent with the percentage of students who self-identified as having a disability (6%) or being of Aboriginal ancestry (3%).

Table 62: Use of special services Q15

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
a. Academic advising	59%	66%	56%	54%
l. Services for students in need of financial aid	31%	35%	31%	26%
s. Employment services	16%	15%	17%	17%
b. Tutoring services	16%	16%	16%	15%
p. Career counselling services	14%	14%	16%	14%
q. Study skills/learning support services	14%	17%	16%	11%
o. Personal counselling services	12%	13%	12%	10%
n. Co-op programs	9%	8%	14%	7%
k. Services for international students	7%	7%	7%	7%
j. Services for students with disabilities	4%	4%	4%	3%
m. Services for First Nations students	2%	2%	2%	<1%

The longer students are in university, the more likely they are to use certain services:

- About 39% of first-year students used *academic advising* compared to 72% of fourth-year students.
- Some 8% of first-year students used *employment services* compared to 25% of fourth-year students.
- Only 3% of first-year students used *co-op programs* compared to 16% of fourth-year students.

Students' use of *co-op programs* also varies by discipline. Students in Engineering programs (31%) are more likely to use this service compared to students in Arts and Humanities (3%), Social Science (4%), and Professional (5%) programs.

4.5.1 Satisfaction with special services

Most students who have used the special services tested are satisfied with them (see Table 63). Among those who have experience with a service:

- More than 8 students in 10 are satisfied with *study skills/learning support services*, including 21% who are very satisfied with their experience.

- About 3 students in 4 are satisfied with:
  - *services for students with disabilities*, including 41% who are very satisfied with their experience
  - *personal counselling services*, including 33% who are very satisfied
  - *tutoring services*, including 24% who are very satisfied
  - *academic advising*, including 23% who are very satisfied
  - *career counselling services*, including 23% who are very satisfied
  - *employment services*, including 20% who are very satisfied.

- About 7 students in 10 are satisfied with:
  - *services for First Nations*, including 26% who are very satisfied (21%)
  - *services for international students*, including 21% who are very satisfied
  - *co-op programs*, including 24% who are very satisfied
  - *services for students in need of financial aid*, including 18% who are very satisfied.

There are few significant differences among groups. Students attending Group 1 (41%) universities are more likely to be very satisfied with *personal counselling services* than those attending Group 2 (32%) and Group 3 (25%) universities.

Table 63: Satisfaction with special services (% satisfied/very satisfied) Q15				
	All students	Group		
		1	2	3
q. Study skills/learning support services	84%	87%	81%	83%
o. Personal counselling services	79%	83%	79%	75%
b. Tutoring services	78%	80%	77%	76%
a. Academic advising	76%	79%	76%	73%
j. Services for students with disabilities	76%	74%	76%	78%
p. Career counselling services	75%	76%	76%	72%
s. Employment services	74%	75%	72%	75%
m. Services for First Nations students	71%	68%	69%	83%
k. Services for international students	69%	70%	65%	71%
n. Co-op programs	68%	67%	70%	67%
l. Services for students in need of financial aid	68%	71%	68%	64%
Note: Percentages are based on those who have used the service.				

Students' satisfaction with *co-op programs* tends to increase significantly in fourth year. About one-quarter of fourth-year students are very satisfied with co-op programs compared to about one-fifth of students in the first three years of their programs.

4.5.2 Areas requiring biggest improvements

We asked students to identify the top three areas that require the most improvement at their university. The most commonly cited areas are:

- Some 4 in 10 students indicate that *parking facilities* are one of the top three areas requiring improvement.
- Almost 4 students in 10 report that *food services* are a top priority for improvement.

Other frequently mentioned areas are:

- *Campus bookstore.* Almost 3 students in 10 say that the *campus bookstore* is a priority area for improvement.
- *Computer facilities* and *academic advising*. About 1 student in 4 mentions each of these as one of the top areas in need of improvement.
- *Athletic facilities.* About 1 student in 5 says that *athletic facilities* are most in need of improvement.
- *Services for students in need of financial aid.* About 1 in 7 cites this as a top priority for improvement.

See Table 64 for a complete list of all facilities and services.

While the order of most priorities for improvement remains similar across all university groups, students attending Group 1 universities are more likely than their Group 2 or 3 counterparts to name *food services* and *athletic facilities* as priorities for improvement. Students attending Group 3 institutions are slightly more likely to cite *academic advising* as an area in need of improvement.

Table 64: Top three suggested improvements Q15

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
g. Parking facilities	40%	42%	40%	37%
t. Food services	37%	44%	37%	30%
i. Campus book store(s)	28%	29%	30%	25%
c. Computer facilities	24%	21%	25%	26%
a. Academic advising	24%	21%	24%	27%
d. Athletic facilities	18%	22%	16%	15%
l. Services for students in need of financial aid	15%	14%	16%	15%
e. University residences	10%	13%	9%	9%
s. Employment services	10%	8%	12%	11%
h. University-based social activities	9%	8%	9%	8%
p. Career counselling services	8%	6%	7%	10%
n. Co-op programs	8%	6%	10%	8%
f. Facilities for student associations, clubs, etc.	7%	7%	7%	8%
b. Tutoring services	7%	5%	8%	8%
r. Campus medical services	6%	6%	5%	6%
q. Study skills/learning support services	5%	4%	6%	6%
o. Personal counselling services	3%	3%	3%	4%
k. Services for international students	3%	2%	3%	3%
j. Services for students with disabilities	2%	2%	3%	2%
m. Services for First Nations students	<1%	1%	1%	<1%

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

4.6 Satisfaction with faculty

Regardless of the type of university, students tend to report positive experiences with faculty. However, in several areas, students attending Group 1 universities are more likely to agree that their experiences were positive than those attending the larger Group 2 and 3 institutions.

- Almost 9 students in 10 agree that:
  - *Professors encourage students to participate in class discussions*, including 31% who strongly agree.
  - *Most of [their] professors are reasonably accessible outside of class to help students*, including 24% who strongly agree.

- Just over 8 students in 10 agree that their *professors show sensitivity to racial issues* including 16% who strongly agree. About 12% of students disagree. While a majority of students still agree, students who self-identify as a visible minority are more likely to disagree. Some 22% of visible minority students disagree compared to 9% of students who are not a visible minority.

- About 3 students in 4 agree that:
  - *Professors show sensitivity to gender issues*, including 13% who strongly agree. Men and women are both as likely to agree with this statement.
  - *Professors generally look out for students' interests*, including 15% who strongly agree. Students at Group 1 universities (83%) are more likely to agree with this statement than students at Group 2 (73%) or Group 3 (69%) universities.
  - *Professors treat students as individuals*, including 22% who strongly agree. Again, students at Group 1 universities (87%) are more likely to agree with this statement than students at Group 2 (71%) or Group 3 (66%) universities.

- About 7 students in 10 agree that *professors have had a major positive influence on [their] academic career*, including 26% who strongly agree. Some 28% of students disagree with this statement.

- Some 6 students in 10 agree that *some professors have taken a personal interest in [their] academic progress*, including 16%

who strongly agree. About 38% of students disagree. Those attending Group 1 universities (70%) are more likely to agree with this statement than those attending Group 2 (57%) or Group 3 (55%) universities.

- About 4 students in 10 agree that they *feel free to turn to some of [their] professors for advice on personal matters*, including only 10% who strongly agree. A majority of students (58%) disagree with this statement, including 17% who strongly disagree.

See Table 65.

Table 65: Perception of professors (% agree/strongly agree) Q16

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
g. Most of my professors encourage students to participate in class discussions	89%	93%	87%	86%
j. Most of my professors are reasonably accessible outside of class to help students	87%	91%	87%	85%
c. My professors show sensitivity to racial issues	82%	88%	78%	79%
b. My professors show sensitivity to gender issues	76%	83%	71%	74%
e. My professors generally look out for students' interests	75%	83%	73%	69%
h. At this university, professors treat students as individuals, not just numbers	75%	87%	71%	66%
d. Some professors at this university have had a major positive influence on my academic career	70%	75%	69%	66%
a. Some of my professors have taken a personal interest in my academic progress	61%	70%	57%	55%
f. I feel free to turn to some of my professors for advice on personal matters	39%	46%	37%	35%

As students progress in their studies, they become more likely to agree that *some of [their] professors have taken a personal interest in [their] academic progress*. About half of first-year students agree with this statement compared with three-quarters of fourth-year students.

Perceptions of professors differ depending on the program students are in. In general, students in Arts and Humanities programs tend to be the most positive, while Engineering students tend to be the least positive about their professors.

- About 9 students in 10 in Arts and Humanities and Business programs agree that *most professors encourage students to*

participate in class discussions. Only 3 Engineering students in 4 agree.

- More than 8 students in 10 in either Arts and Humanities or Education programs agree that their *professors show sensitivity to gender issues.* Only 2 Engineering students in 3 agree.

- While about 7 students in 10 in Arts and Humanities and Education programs agree that *some of [their] professors have taken a personal interest in [their] academic progress,* just over half of the Engineering students agree with this statement.

These and other findings are presented in Table 66. Included in this table are those disciplines where the level of agreement was significantly higher or lower than that of students overall.

Table 66: Perception of faculty by discipline

Issue	Discipline	Agree/ Strongly Agree
Most of my professors encourage students to participate in class discussions	Arts and Humanities	94%
	Business	92%
	Overall	89%
	Engineering	76%
My professors show sensitivity to racial issues	Arts and Humanities	90%
	Education	89%
	Professional	88%
	Overall	82%
	Engineering	69%
My professors show sensitivity to gender issues	Arts and Humanities	85%
	Education	84%
	Overall	76%
	Engineering	64%
At this university, professors treat students as individuals, not just numbers	Arts and Humanities	83%
	Overall	75%
	Biological Science	65%
	Engineering	64%
Some professors have taken an interest in my academic progress	Education	74%
	Arts and Humanities	70%
	Overall	61%
	Engineering	52%

4.6.1 Overall quality of teaching

Over 80% of students agree that they are satisfied with the quality of teaching they have received, including 16% who strongly agree. Some 16% disagree that they are satisfied with the quality of teaching.

Students attending Group 1 universities are not only more likely to agree, they are also more likely to strongly agree compared with those attending Group 2 or 3 institutions (see Table 67).

Table 67: Agreement level: Generally, I am satisfied with the quality of teaching I have received Q16M

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Agree strongly	16%	23%	14%	11%
Agree	67%	67%	67%	68%
Disagree	13%	8%	15%	16%
Disagree strongly	3%	1%	3%	4%
Don't know/no response	<1%	<1%	1%	<1%

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

Given that they do not have as positive a perception of their professors, it is not surprising that students in Engineering programs (71%) are the least likely to agree that they are satisfied with the quality of teaching they have received. Conversely, reflecting their generally more positive evaluation of faculty, those in Arts and Humanities (89%) and Education (89%) programs are the most likely to agree with this statement.

4.7 Other perceptions of university

Students also rated eight other statements about learning, participation, and other staff at their university. Table 68 shows the percentage of students who agree with statements about their university.

- Over 9 students in 10 agree that:

- *The university treats students fairly, independently of their gender*, including 25% who strongly agree. Only 4% disagree. Students' perceptions do not appear to vary with gender.
- *In most of [their] classes, [they] have been given the chance to evaluate the course*, including 51% who strongly agree. About 7% disagree.
- *The university treats students fairly, independent of their race*, including 24% who strongly agree. Some 5% disagree. Although the difference is not statistically significant, it appears that students who self-identify as a visible minority (11%) are slightly more likely to disagree compared to those who are not a visible minority (3%).

- Over 8 students in 10 agree that:

- *[Their] learning experience at the university has been intellectually stimulating*, including 22% who strongly agree. Some 13% disagree.
- *Most university support staff are helpful* (83%), including 19% who strongly agree. About 16% disagree.

- Some 7 students in 10 agree that *grading is consistent and fair*, although only 9% strongly agree. About 28% disagree.

- Over half agree that *teaching assistants have been helpful in [their] academic program*. This includes 12% who strongly agree. Some 41% disagree.

- Of concern, is that about half *feel that [they] get the run around at their university*, although only 11% strongly agree. Almost half (47%) disagree.

Although there are some slight differences among university groups none are statistically significant.

Table 68: Learning and participation (% agree/strongly agree) Q16				
	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
s. The university treats students fairly, independently of their gender	93%	95%	90%	92%
i. In most of my classes, I have been given the chance to evaluate the course	92%	92%	92%	92%
r. The university treats students fairly, independently of their race	91%	94%	88%	89%
n. My learning experiences at this university have been intellectually stimulating	86%	90%	83%	84%
o. Most university support staff (e.g., clerks, secretaries, etc.) are helpful	83%	86%	81%	80%
l. Grading is consistent and fair at this university	70%	77%	65%	67%
k. Teaching assistants have been helpful in my academic program	55%	50%	55%	58%
p. I sometimes feel I get the run around at this university	48%	42%	48%	52%

Students' agreement that they have *been given the chance to evaluate their courses* increases with the length of time they have been in university. Virtually all students in their fourth year (96%) agree with this statement compared to slightly fewer students who are in their first year (85%).

Students' perceptions of the usefulness of teaching assistants varies by discipline. About two-thirds of students in Biological Science (69%) and Physical Science (65%) programs agree that teaching assistants have been helpful, compared to only 42% of those who are in Education programs.

4.8 Areas requiring improvement

We asked students to rate the need for improvement of various facilities and services on a five-point scale: needing no improvement or very little, some, much, or very much improvement. Anyone who did not provide a rating is assumed not to have used the service or facility and therefore is not included in the calculation of the ratings.

4.8.1 Improvement of academic services and facilities

Table 69 shows the percentage of students who provided a rating of these academic services. While most could provide ratings for *emphasis on teaching excellence* and *use of technology in the classroom,* only 6 in 10 rate *course accessibility for mature and part-time students.*

Table 69: Areas requiring improvement: academic services (percent who offered a rating) Q17

	All students (n=12,783)	Group 1 (n=4,441)	Group 2 (n=3,801)	Group 3 (n=4,541)
a. Emphasis on teaching excellence (ability)	96%	95%	95%	97%
i. Use of technology in the classroom	93%	93%	92%	93%
d. Course accessibility for mature and part-time students	58%	60%	59%	55%

As shown in Table 70, while students are generally pleased with academic services, about one-quarter of students report that improvements are needed.

Of the students who provided a rating:

- About one-third report that much or very much improvement is needed in terms of *course accessibility for mature students.* As expected, as students age they are more likely to say that much or very much improvement is needed in this area. About 43% of those who are 26 years of age and older report that much or very much improvement is needed, compared to 21% of those who are 18 years of age or younger. Part-time students (46%) are also more likely to say that this aspect requires much or very much improvement than full-time students (28%).

- Almost one-quarter report that the *use of technology in the classroom* needs much improvement.

- Just over one-fifth say the *emphasis on teaching excellence (ability)* needs much improvement. Students in Group 2 (24%) and Group 3 (29%) universities are more likely than those in Group 1 (14%) universities to say that this area needs much or very much improvement.

Table 70: Areas requiring improvement: academic services (% much/very much) Q17

	All students	Group		
		1	2	3
d. Course accessibility for mature and part-time students	31%	30%	32%	31%
i. Use of technology in the classroom	24%	22%	28%	24%
a. Emphasis on teaching excellence (ability)	22%	14%	24%	29%

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

Students' perceived need for improvements in *teaching excellence* varies by discipline. Given that students in Engineering programs are less satisfied with their professors than students in other programs, it is not surprising that 4 Engineering students in 10 (40%) say that much improvement in this area is needed. This compares with less than 1 student in 5 in Arts and Humanities (15%) and Social Science (19%) programs.

4.8.2 Work study programs

In Table 71, we present students' reactions to work study and opportunity programs. Two-thirds or less provided ratings.

Table 71: Areas requiring improvement: work/employment programs (percent who offered a rating) Q17

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
j. Work opportunities on campus	67%	66%	70%	65%
f. Student employment services	64%	63%	67%	63%
g. Work study opportunities	63%	59%	67%	64%
e. Opportunities for international study and exchange	56%	55%	57%	57%

Most students are satisfied with these services. However, some state that they need much or very much improvement.

As Table 72 shows, of the students who provided a rating:

- About 4 in 10 say that much improvement is needed for *work-study opportunities, work opportunities on campus,* and *student employment services*.

- Almost 3 in 10 say the same for *opportunities for international study and exchange*.

Table 72: Areas requiring improvement: work/employment programs (% much/very much) Q17

	All students	Group		
		1	2	3
g. Work study opportunities	40%	34%	42%	45%
j. Work opportunities on campus	39%	35%	43%	40%
f. Student employment services	37%	33%	40%	37%
e. Opportunities for international study and exchange	28%	27%	28%	30%

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

4.8.3 Other issues

Table 73 shows some other issues tested for improvement with students and the percentage of students who provided ratings.

Table 73: Areas requiring improvement: other issues (percent who offered a rating) Q17

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
b. Sense of community among students	94%	94%	94%	95%
c. Balance between academics and social life (too little social life)	93%	92%	93%	93%
h. University spending on financial aid	69%	68%	71%	68%

Of the students who provided a rating:

- About half report much improvement is needed to *university spending on financial aid.*
- Some 3 in 10 say that much improvement is needed to the *sense of community among students*. Students attending Group 1 universities (23%) are less likely than those in Group 2 (36%) or Group 3 (35%) universities to say this area requires much improvement.
- Again, 3 in 10 report that much improvement is needed in the *balance between academics and social life*.

See Table 74.

Table 74: Areas requiring improvement: other issues (% much/very much) Q17

	All students	Group		
		1	2	3
h. University spending on financial aid	53%	49%	53%	56%
b. Sense of community among students	31%	23%	36%	35%
c. Balance between academics and social life (too little social life)	30%	25%	34%	31%

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

4.8.4 Top priorities for improvements

From the list of services and facilities tested, we asked students to rank the top three in terms of requiring the greatest need for improvement. Those most often cited as requiring improvements are:

- *Emphasis on teaching excellence (ability).* Slightly more than 4 in 10 students indicate that universities' emphasis on teaching excellence is one of the top three areas that require improvement.
- *University spending on financial aid.* Just under 4 students in 10 indicate that university spending is top priority for improvement.

- About 3 in 10 students ranked two areas of social life as the top areas needing improvement:
  - *balance between academics and social life (too little)*
  - *sense of community among students*.

See Table 75 for these and other priority areas for improvement.

Table 75: Areas requiring improvement: top three Q17

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
a. Emphasis on teaching excellence (ability)	41%	32%	43%	48%
h. University spending on financial aid	35%	36%	34%	34%
c. Balance between academics and social life	29%	28%	31%	30%
b. Sense of community among students	29%	26%	31%	31%
i. Use of technology in the classroom	24%	26%	23%	22%
j. Work opportunities on campus	22%	24%	23%	19%
g. Work study opportunities	20%	18%	20%	20%
f. Student employment services	18%	18%	19%	17%
d. Course accessibility for mature and part-time students	16%	19%	16%	14%
e. Opportunities for international study and exchange	12%	12%	10%	13%

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

5.0 University experience

In this section, we report on students' involvement in campus activities and their personal growth and development.

5.1 Involvement in campus activities

The tables in this section show students who report attending various campus activities often or very often. Table 76 shows students involvement in campus activities.

- About 1 student in 5 (18%) attends *campus lectures* (in addition to regular classes), and about 10% of students report attending very often.

- About 1 in 10 students attends *campus social events* (13%), home games of *university athletic teams* (11%), or *campus cultural events* (10%). Less than 1 student in 20 reports attending these events very often.

Table 76: Involvement in campus activities (% often/very often) Q18

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
b. Attended campus lectures (in addition to regular classes)	18%	16%	20%	18%
a. Attended campus social events	13%	15%	12%	11%
g. Attended home games of university athletic teams	11%	16%	11%	8%
c. Attended campus cultural events (theatre, concerts, art exhibits, etc.)	10%	11%	9%	9%

Table 77 shows those students who are involved often or very often in student-based activities.

- About 1 in 5 students participates in *on-campus student recreational and sports programs*, and 8% report participating very often.
- Some 1 in 6 students participates in *student clubs*, but only 6% participate very often.
- About 1 in 20 reports participating in *student government*.

Table 77: Involvement in student activities (% often/very often) Q18

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
f. Participated in on-campus student recreational and sports programs	18%	18%	20%	18%
e. Participated in student clubs	15%	16%	15%	14%
d. Participated in student government	5%	4%	4%	6%

5.1.1 Participation by discipline

There are few differences in participation in various campus activities by discipline. The exceptions are:

- *Participate in on-campus student recreational and sports programs* and *attend home games of university athletic teams*, which students in Other Fields of study are more likely than students overall to do often or very often. (Partly, this reflects that this would include students in such programs as physical education, recreational sciences, etc.)

- *Participate in student clubs*, which students in Physical Science and Engineering programs are the most likely to participate in often or very often. Conversely, students in Education programs are much less likely than students overall to participate often or very often.

- *Attend campus cultural events*, which students in Arts and Humanities programs are most likely to do often or very often compared to students overall.

See Table 78.

Table 78: Attendance at various campus activities by discipline

Issue	Discipline	% often/ very often
Participated in on-campus student recreational and sports programs	Other fields	30%
	Overall	18%
	Professional	14%
	Arts and Humanities	13%
Participated in student clubs	Physical Science	20%
	Engineering	19%
	Overall	15%
	Education	8%
Attended home games of university athletic teams	Other fields	18%
	Overall	11%
Attended campus cultural events	Arts and Humanities	18%
	Overall	10%

5.2 Volunteer activities

Table 79 shows those students who report volunteering either on or off campus often or very often.

- About 1 student in 5 often or very often participates in community service or volunteer activities either on or off campus.
- More students participate in off-campus (17%) than on-campus (9%) volunteer activities.

Table 79: Involvement in community service/volunteer activities (% often/very often) Q18

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
i. Participated in off-campus community service/volunteer activities	17%	17%	18%	17%
h. Participated in on-campus community service/volunteer activities	9%	10%	8%	8%
Participated in on/off-campus community service/volunteer activities	21%	23%	21%	20%

Table 80 shows the number of hours students participate in community service or volunteer activities.

- Thirty-six percent (36%) report some hours engaged in community service or volunteer activities, either on or off campus, in a typical week.
- While most who volunteer spend five hours or less a week (29%), a few are involved for six or more hours a week (7%).

The typical student spends two hours per week in such activities. Among those who report community service and volunteer activity, the average doubles to four hours.

Table 80: Average number of hours engaged in community service/volunteer activities per week Q19

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
None	57%	56%	57%	60%
1 or 2	14%	15%	14%	14%
3 to 5	15%	16%	15%	15%
6 or more	7%	8%	8%	6%
Average hours (all respondents)	1.7	1.8	1.7	1.5
Average hours (those who participate)	4.3	4.4	4.3	4.1

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

5.3 Personal growth and development

We asked students to "grade" their university in 24 skill areas in terms of contributing to their personal growth and development. We have grouped these various attributes under broad categories of academic skills, communication skills, analytical and learning skills, and life skills.

5.3.1 Academic skills

About 9 students in 10 rate their university in terms of the institution's contribution to their development of *effective use of library resources, language skills,* and *computer literacy skills.* Almost as many (78%) grade their university in terms of *mathematical skills* development.

Overall, students give their universities an average grade of a C+, about halfway between rating their university as fair and good.

Among those who rate these academic skills, half or more think their university makes a good or excellent contribution to:

- *Effective use of library resources*. This skill receives an average rating of a C+ with 40% rating their university as good and 18% rating it as excellent. Just over 1 student in 10 rates his or her university as poor or as a failure in this regard.

- *Language skills*. This skill also receives an average grade of C+. Some 44% of students rate their university as good, and 12% rate it as excellent. Less than 1 student in 10 gives it a poor or failing grade.

Less than half rate the contribution of their university to these academic skills as good or excellent (average rating of C):

- *Computer literacy skills*. Almost half of the students rate their university as good (35%) or excellent (13%). Just less than 1 in 5 rates it as poor or as a failure.

- *Mathematical skills*. Some 31% of students rate their university as good, and 12% rate it as excellent. About 1 in 5 rates his or her university as poor or as a failure.

See Table 81.

Table 81: Academic skills Q20				
	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Percent who graded the university				
k. Effective use of library resources	96%	96%	95%	96%
j. Language skills	91%	91%	90%	91%
r. Computer literacy skills	88%	88%	89%	88%
i. Mathematical skills	78%	77%	78%	78%
Average grade (out of 5)				
k. Effective use of library resources	3.6	3.6	3.5	3.6
j. Language skills	3.6	3.6	3.5	3.5
r. Computer literacy skills	3.4	3.4	3.4	3.4
i. Mathematical skills	3.3	3.2	3.3	3.3
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.				

Perceptions of contribution to the growth and development of these academic skills varies by discipline.

- On average, students in Engineering and Business programs give their universities lower marks for their contribution to *effective use of library resources.*

- Those in Arts and Humanities or Education programs give higher marks to their universities for contributing to *language skills,* while those in Engineering or Physical Science programs give lower marks to their universities for these same academic skills.

- Typically, students in Engineering or Physical Science programs give their universities much higher marks for contributing to the development of *mathematical skills* than do students in Arts and Humanities programs.

See Table 82.

Table 82: Contribution to academic skills by discipline		
Contribution to…	**Discipline**	**Average grade (5=A)**
Effective use of library resources	Biological Science	3.7
	Arts and Humanities	3.7
	Social Science	3.7
	Education	3.7
	Professional	3.7
	Overall	3.6
	Business	3.4
	Engineering	3.3
Language skills	Arts and Humanities	3.8
	Education	3.8
	Overall	3.6
	Physical Science	3.3
	Engineering	3.1
Mathematical skills	Engineering	4.1
	Physical Science	4.0
	Overall	3.3
	Arts and Humanities	2.8

5.3.2 Communication skills

Almost all students rate their universities in terms of developing three types of communication skills.

While the average grade given by students is a high C+, the majority of students give their universities a good or excellent grade in terms of developing these communication skills.

- *Written communication skills*. Just over 6 students in 10 rate their university as good (48%) or excellent (13%) in terms of contributing to their written communication skills. Less than 1 in 10 gives his or her university a poor or failing grade.

- *Cooperative interaction in groups*. Some 6 students in 10 rate their university as good (43%) or excellent (17%) in contributing to their growth in cooperative interaction in groups. About 1 in 10 gives his or her university a poor or failing grade.

- *Oral communication skills*. More than half rate their university as good (43%) or excellent (12%) in terms of contributing to their oral communication skills. Just over 1 in 10 gives his or her university a poor or failing grade.

See Table 83.

Table 83: Communication skills Q20

	All students (n=12,783)	Group 1 (n=4,441)	Group 2 (n=3,801)	Group 3 (n=4,541)
Percent who graded the university				
a. Written communication skills	97%	97%	97%	97%
g. Cooperative interaction in groups	96%	97%	96%	96%
b. Oral communication skills	96%	96%	96%	95%
Average grade (out of 5)				
a. Written communication skills	3.6	3.7	3.6	3.6
g. Cooperative interaction in groups	3.7	3.7	3.6	3.6
b. Oral communication skills	3.5	3.6	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.

On average, students in Education and Arts and Humanities programs give their universities higher marks for contributing to the growth of their *written communication skills,* while students in Engineering programs give their universities lower marks on this item.

Students in Education programs tend to give higher grades to their universities for contributing to the growth of their *oral communication skills* and *cooperative group interaction* (as do Business students the latter case). In both cases, students in Physical Science programs give their universities lower marks on these items.

Table 84: University contribution to communication skills by discipline

Contribution to…	Discipline	Average grade (5=A)
Written communication skills	Education	3.8
	Arts and Humanities	3.8
	Overall	3.6
	Engineering	3.3
Cooperative interaction in groups	Education	4.0
	Overall	3.7
	Arts and Humanities	3.5
	Physical Science	3.5
	Biological Science	3.5
Oral communication skills	Education	3.7
	Business	3.7
	Overall	3.5
	Engineering	3.3
	Physical Science	3.2

5.3.3 Analytical and learning skills

Almost all students graded their universities in terms of developing analytical and learning skills.

Once again, the average grade is about a C+, and a majority of students grade their universities as good or excellent on each analytical and learning skill. Specifically:

- *Thinking logically and analytically*. Almost 7 in 10 grade their university as good (49%) or excellent (19%). Just over 1 in 20 gives it a poor or failing grade.

- *Identifying and solving problems*. Almost 6 in 10 grade their university as good (46%) or excellent (13%). Less than 1 in 10 gives it a poor or failing grade.

- *Skills to understand abstract reasoning*. Over half grade their university as good (43%) or excellent (13%). About 1 in 10 gives it a poor or failing grade.

- *Effective study and learning skills*. About half rate their university as good (42%) or excellent (11%). Just over 1 in 10 gives it a poor or failing grade.

- *Skills for planning and completing projects*. More than half rate their university as good (41%) or excellent (12%). About 1 student in 10 gives it a poor or failing grade.

See Table 85.

Table 85: Analytical/learning skills Q20

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Percent who graded the university				
c. Effective study and learning skills	97%	97%	97%	97%
e. Thinking logically and analytically	97%	97%	97%	97%
d. Skills to understand abstract reasoning	95%	96%	96%	94%
m. Identifying and solving problems	95%	95%	95%	94%
l. Skills for planning and completing projects	95%	95%	96%	94%
Average grade (out of 5)				
c. Effective study and learning skills	3.5	3.6	3.5	3.4
e. Thinking logically and analytically	3.8	3.8	3.8	3.8
d. Skills to understand abstract reasoning	3.6	3.6	3.5	3.5
m. Identifying and solving problems	3.6	3.7	3.6	3.6
l. Skills for planning and completing projects	3.5	3.6	3.5	3.5

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.

5.3.4 Life skills: work and knowledge skills

About 9 students in 10 or more grade their universities in terms of their contributions to students' *working independently, persistence with difficult tasks,* or *preparation for employment*. Some 8 students in 10 provide a rating for *living in an international world* and *appreciation of the arts*.

Universities tend to receive grades of Bs or Cs. About three-quarters of students give their university a grade of "B-good" or "A-excellent" in terms of:

- *Working independently*. Almost half rate their university as good (49%), and over a quarter grade it as excellent (27%). Less than 1 student in 20 gives his or her university a poor or failing grade.

Half or less give their university a grade of B or A in terms of its contribution to:

- *Persistence with difficult tasks*. About half grade their university as good (38%) or excellent (12%). Just over 1 in 10 grades it as poor or fail.

- *Preparation for employment*. Some 4 students in 10 grade their university as good (29%) or excellent (10%). Over 1 in 4 grades it as poor or fail.

- *Living in an international world.* Almost half rate their university as good (32%) or excellent (15%). About 1 in 5 rates it as poor or fail.

- *Appreciation of the arts*. Over 1 student in 3 rates his or her university as good (25%) or excellent (12%). Almost as many, 3 in 10, rate it as poor or fail.

See Table 86.

Table 86: Life skills: work and knowledge Q20

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Percent who graded the university				
f. Working independently	97%	97%	98%	97%
o. Persistence with difficult tasks	94%	94%	94%	93%
s. Preparation for employment	89%	89%	90%	89%
v. Living in an international world	84%	84%	84%	84%
t. Appreciation of the arts	84%	86%	84%	82%
Average grade (out of 5)				
f. Working independently	4.0	3.9	4.0	4.0
o. Persistence with difficult tasks	3.5	3.5	3.5	3.5
s. Preparation for employment	3.2	3.3	3.1	3.1
v. Living in an international world	3.4	3.4	3.3	3.4
t. Appreciation of the arts	3.1	3.2	3.0	3.0

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.

Students in Education programs tend to give higher grades to their universities for contributing to their *preparation for employment,* while those in Biological Science programs give their universities a lower rating for this item.

Those in Arts and Humanities programs rate their universities higher in terms of contributing to their *appreciation of the arts,* while those in Engineering and Business programs rate their universities lower for this item.

Table 87: Contribution to work and knowledge by discipline

Contribution to…	Discipline	Average grade (5=A)
Preparation for employment	Education	3.7
	Overall	3.2
	Biological Science	2.9
Appreciation of the arts	Arts and Humanities	3.7
	Overall	3.1
	Business	2.7
	Engineering	2.4

5.3.5 Life skills: personal and relationship skills

Generally, the vast majority of students are able to rate personal and relationship skills, except for *spiritual development,* for which only 74% of students provide a rating.

Typically, students give their universities a rating of a C or C+ on personal and relationship skills. About half of the students rate their university as A or B in terms of the following skills:

- *Moral and ethical development.* About 37% of students rate their university as good, and 16% rate it as excellent. Just over 1 in 7 rates it as poor or fail.
- *Personal self-confidence*. About 38% rate their university as good and 13% rate it as excellent. About 1 in 6 rates it as poor or fail.
- *Personal time management skills*. Some 36% of students rate their university as good, and 14% rate it as excellent. About 1 in 6 rates it as poor or fail.
- *Development of interpersonal skills*. Some 39% of students rate their university as good, and 11% rate it as excellent. Just over 1 in 10 rates it as poor or fail.

- *Leadership skills*. Some 33% of students rate their university as good, and 14% rate it as excellent. Almost 1 in 5 rates it as poor or fail.

About 4 students in 10 or fewer rate their university as good or excellent in terms of:

- *Ability to address issues in personal life*. Some 29% of students rate their university as good, and 9% rate it as excellent. Almost 1 in 4 rates it as poor or fail.

- *Spiritual development*. About 18% of students rate their university as good, and 8% rate it as excellent. Over 4 students in 10 rate it as poor (26%) or fail (17%).

See Table 88.

Table 88: Life skills: personal and relationship Q20

	All students (n=12,783)	Group 1 (n=4,441)	Group 2 (n=3,801)	Group 3 (n=4,541)
Percent who graded the university				
n. Personal time management skills	95%	95%	95%	94%
x. Personal self-confidence	93%	94%	93%	92%
u. Development of interpersonal skills	92%	93%	93%	90%
p. Leadership skills	91%	92%	92%	89%
q. Moral and ethical development	91%	92%	91%	89%
h. Ability to address issues in personal life	89%	90%	89%	87%
w. Spiritual development	74%	75%	75%	72%
Average grade (out of 5)				
n. Personal time management skills	3.4	3.5	3.4	3.4
x. Personal self-confidence	3.4	3.5	3.4	3.3
u. Development of interpersonal skills	3.5	3.6	3.4	3.4
p. Leadership skills	3.4	3.5	3.3	3.3
q. Moral and ethical development	3.5	3.6	3.4	3.4
h. Ability to address issues in personal life	3.2	3.3	3.1	3.0
w. Spiritual development	2.7	2.9	2.7	2.6

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.

Students in Engineering and Physical Science programs tend to give their universities lower ratings than students overall in terms of contributing to the *development of interpersonal skills* and *moral and ethical development.* On this latter item, students in Professional programs tend to give their universities higher ratings.

Table 89: Contribution to personal and relationship skills by discipline

Contribution to…	Discipline	Average grade (5=A)
Development of interpersonal skills	Overall	3.5
	Physical Science	3.2
	Engineering	3.2
Moral and ethical development	Professional	3.7
	Overall	3.5
	Physical Science	3.2
	Engineering	3.1

6.0 Overall satisfaction

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

6.1 Concern with students as individuals

We asked students to rate how satisfied they are in terms of the concern shown by their universities for them as individuals.

- Overall, about 6 students in 10 report that they are satisfied or very satisfied with their universities in this regard. Students attending Group 1 universities (21%) are twice as likely to be very satisfied than students attending Group 2 (11%) or Group 3 (8%) universities.

- While 1 student in 3 is dissatisfied with the concern shown for him/her as an individual, only 10% are very dissatisfied.

See Table 90.

Table 90: Satisfaction with concern shown by the university for students as individuals Q14H

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Very satisfied	13%	21%	11%	8%
Satisfied	47%	51%	48%	43%
Dissatisfied	23%	18%	25%	28%
Very dissatisfied	10%	5%	10%	14%
Don't know/no response	6%	5%	7%	7%

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

6.2 Students feel part of the university

We asked students if they feel as if they are part of the university.

- Overall, some 7 students in 10 agree that they feel as if they are part of the university, although only 11% strongly agree. While it appears that those attending Group 1 universities are more likely to agree that they feel like they are part of the university, the differences are not statistically significant.

- Almost 3 students in 10 disagree that they feel as if they are part of the university, although only 4% of students strongly disagree.

See Table 91.

Table 91: Agreement level: I feel as if I am part of the university Q16Q

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Agree strongly	11%	15%	10%	8%
Agree	59%	62%	58%	57%
Disagree	24%	19%	25%	29%
Disagree strongly	4%	3%	4%	4%
Don't know/no response	2%	1%	3%	2%

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

6.3 Satisfaction with choice of university

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

- Almost 9 students in 10 agree with this statement, including more than 30% who strongly agree. Overall, it appears that a higher percentage of Group 1 students strongly agree that they are satisfied with their decision than Group 2 or Group 3 students; however, this difference is not statistically significant.

- Few (9%) disagree that they are satisfied with their choice of university.

See Table 92.

Table 92: Agreement level: I am satisfied with my decision to attend this university Q16T

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Agree strongly	31%	39%	28%	25%
Agree	58%	54%	59%	62%
Disagree	7%	5%	8%	9%
Disagree strongly	2%	1%	2%	2%
Don't know/no response	2%	<1%	2%	2%

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

6.4 Overall quality of education

We asked students to rate their satisfaction with the overall quality of education they received from their university. As shown in Table 93:

- Overall, almost 9 students in 10 are at least satisfied with the overall quality of the education they have received at their university. This includes 21% who are very satisfied. Those attending Group 1 universities (28%) are twice as likely as those attending Group 3 universities (14%) to be very satisfied.

- About 1 student in 10 is dissatisfied, including 3% who are very dissatisfied.

Table 93: Satisfaction with overall quality of education Q21

	All students (n=12,783)	Group		
		1 (n=4,441)	2 (n=3,801)	3 (n=4,541)
Very satisfied	21%	28%	20%	14%
Satisfied	65%	61%	65%	68%
Dissatisfied	7%	4%	8%	9%
Very dissatisfied	3%	3%	3%	4%
Don't know/no response	4%	4%	4%	4%

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

Students appear to link quality of education with the concern shown by their university for them as individuals. More than 6 students in 10 (62%) who are dissatisfied with the quality of their education are also dissatisfied with the concern shown to them by their university.

Students' perceptions of the quality of their education also appear to be linked with whether they feel as if they are a part of the university. Almost 6 students in 10 (57%) who are dissatisfied with the quality of their education disagree that they feel as if they are a part of the university.

7.0 Conclusion

In 2005, nearly 13,000 students at 28 universities took part in what is the most comprehensive survey of undergraduates in Canada. This year's survey involved a random sample of students from all undergraduate years, thus providing an opportunity to examine differences among students as they progress through their studies. While our report presents an overview of these findings, no attempt has been made to fully analyze the data. Indeed, it provides a rich source for further research.

There is remarkable consistency among students across time. As in past years, undergraduate students are generally satisfied, if not very satisfied, with their university experience. Almost all students report being satisfied with two key facets: the overall quality of education they are receiving (86%) and their choice of university (89%).

However, students can identify areas that require improvement. When students are asked to name the three top areas needing improvement at their university, four issues stand out:

- **Emphasis on teaching excellence.** Although most students are satisfied with the quality of their education, many (41%) cite teaching excellence as an area requiring improvement. Most students report very positive experiences with their professors, and a majority are satisfied with the quality of teaching (83%). However, on this latter point, only 16% are very satisfied and as many (16%) are dissatisfied.

- **University spending on financial aid.** Many students (35%) say that university spending on financial aid needs improvement. Perhaps this is not surprising, given that most students (71%) have at least some concerns about having sufficient funding to complete their university education.

  The average debt for students overall – both those who report having debt and those who do not – is about $8,500. Only about half the students report having at least some debt, and, the amount they owe is much higher, ranging on average from about $9,000 in first year to over $21,000 by the fourth.

- **Balance between academic and social life.** Many students (29%) name this as an area that needs improvement. Students spend 31 hours a week studying in and out of class. If paid work is included in their weekly commitments, then this number increases to 40 hours (and this is just the average, many students devote far more hours to these activities). Many students (40%) report that given their studies, work, and family responsibilities, they have little or no time for leisure activities. Indeed, almost half (47%) are dissatisfied with the amount of time that they can devote to these activities.

- **Sense of community among students.** Again, 29% of students named this as an area that needs improvement. In part, this results from a lack of leisure time to become more integrated into their university, but it appears to go beyond this. Many students also report that they do not feel as if they are part of their university (28%), and many also report that they are dissatisfied with the concern that their university shows for them as individuals (33%). This suggests that universities face a challenge in getting students to feel as if they belong, which would enrich their overall experience.

Students identify other areas of dissatisfaction as well (such as course availability, with which 35% of students report being dissatisfied). However, while we have attempted to identify some of the challenges that universities face in making students' experiences more positive, we must emphasize that the vast majority of students report satisfaction with their universities. Further, this appears to be the case for students across all university types and regardless of their year of study.

APPENDIX A

SURVEY OF UNDERGRADUATE STUDENTS

Survey of University Students: 2005

This survey is being completed by undergraduate students at a number of Canadian universities so that we may learn more about our students and their experience at university. Using either a pen or pencil, please take a few minutes to complete and return your survey 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 academic program and plans

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

   1 Part-time student 2 Full-time student

2. In what year of your current undergraduate program are you registered? (Check one)

   1 1st 2 2nd 3 3rd 4 4th 5 5th or more

3. What is the highest academic degree that you ever plan to obtain? (Check one)

   00 None
   01 Bachelor's degree
   02 Second Bachelor's degree
   03 Vocational certificate or diploma
   04 Master's degree
   05 Ph.D. or Ed.D.
   06 M.D., D.D.S., or D.V.M.
   07 L.L.B. (Law)
   66 Other_____

4. In what year did you first begin your post-secondary education?

   Year: _____

5. In what year did you first begin your studies at this university (e.g., 2001)?

   Year: _____

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

   _____

7. Has your intended major changed since you first came to university?

   1 Yes 2 No

8. 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
   02 Yes, for financial reasons
   03 Yes, for other family reasons
   04 Yes, required to withdraw by the university
   05 Yes, for employment
   06 Yes, to have/raise children
   07 Yes, to travel
   66 Yes, other reasons_____

9. Do you plan to complete your degree at this university?

   1 Yes 2 No 8 Not sure

Your study patterns and grades

10. During an average week in the current term, about how many hours do you spend on the following academic activities?

    a. In scheduled classes and laboratories? _____ (hours)

    b. Academic work **outside** of classes and labs (including studying, assignments, and research)? _____ (hours)

11. By the end of the current academic year, about how many term papers or other written reports will you have completed during the school year?

    _____ (term papers/written reports completed)

12. What is your average grade so far in the courses you have completed at university? (Check one)

If your university uses a grade-point system, please select the letter grade equivalent that best reflects your grade point

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

➥ (Please check one)

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

13. 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

Perception of the university

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

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Don't know
a. Average size of your classes	1	2	3	4	8
b. Instructional facilities (e.g., classrooms, labs, equipment)	1	2	3	4	8
c. The process of registering for your courses	1	2	3	4	8
d. Library facilities	1	2	3	4	8
e. Study space	1	2	3	4	8
f. General condition of buildings and grounds	1	2	3	4	8
g. Personal safety on campus	1	2	3	4	8
h. Concern shown by the university for you as an individual	1	2	3	4	8
i. Availability of courses required for your program	1	2	3	4	8

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.

15. For the following items, please make TWO checks in each row–one to indicate personal use and one to indicate a satisfaction rating. (Please check "No" and "Don't know" if you have not personally used the service.)

	Have you personally used this?		Satisfaction ratings				
	Yes	No	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Don't know
a. Academic advising	1	2	1	2	3	4	8
b. Tutoring services	1	2	1	2	3	4	8
c. Computer facilities	1	2	1	2	3	4	8
d. Athletic facilities	1	2	1	2	3	4	8
e. University residences	1	2	1	2	3	4	8
f. Facilities for student associations, clubs, etc.	1	2	1	2	3	4	8
g. Parking facilities	1	2	1	2	3	4	8
h. University-based social activities	1	2	1	2	3	4	8
i. Campus book store(s)	1	2	1	2	3	4	8
j. Services for students with disabilities	1	2	1	2	3	4	8
k. Services for international students	1	2	1	2	3	4	8
l. Services for students in need of financial aid	1	2	1	2	3	4	8
m. Services for First Nations students	1	2	1	2	3	4	8
n. Co-op programs	1	2	1	2	3	4	8
o. Personal counselling services	1	2	1	2	3	4	8
p. Career counselling services	1	2	1	2	3	4	8
q. Study skills/learning support services	1	2	1	2	3	4	8
r. Campus medical services	1	2	1	2	3	4	8
s. Employment services	1	2	1	2	3	4	8
t. Food services	1	2	1	2	3	4	8

Using the alphabetic characters from question 15 (a, b, c, etc.), please indicate the top three priorities for improvement at your university.

1. _____ 2. _____ 3. _____

16. For the following items, please check your level of agreement. Please check one for each item.

	Disagree strongly	Disagree	Agree	Agree strongly
a. Some of my professors have taken a personal interest in my academic progress	1	2	3	4
b. My professors show sensitivity to gender issues	1	2	3	4
c. My professors show sensitivity to racial issues	1	2	3	4
d. Some professors at this university have had a major positive influence on my academic career	1	2	3	4
e. My professors generally look out for students' interests	1	2	3	4
f. I feel free to turn to some of my professors for advice on personal matters	1	2	3	4
g. Most of my professors encourage students to participate in class discussions	1	2	3	4
h. At this university, professors treat students as individuals, not just numbers	1	2	3	4
i. In most of my classes, I have been given the chance to evaluate the course	1	2	3	4
j. Most of my professors are reasonably accessible outside of class to help students	1	2	3	4
k. Teaching assistants have been helpful in my academic program	1	2	3	4
l. Grading is consistent and fair at this university	1	2	3	4
m. Generally, I am satisfied with the quality of teaching I have received	1	2	3	4
n. My learning experiences at this university have been intellectually stimulating	1	2	3	4
o. Most university support staff (e.g., clerks, secretaries, etc.) are helpful	1	2	3	4
p. I sometimes feel I get the run around at this university	1	2	3	4
q. I feel as if I am part of the university	1	2	3	4
r. The university treats students fairly, independently of their race	1	2	3	4
s. The university treats students fairly, independently of their gender	1	2	3	4
t. I am satisfied with my decision to attend 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.

17. Do any of the following need improvement at your university? (Check one for each item)

	Improvement needed					
	None	Very little	Some	Much	Very much	Don't know
a. Emphasis on teaching excellence (ability)	0	1	2	3	4	8
b. Sense of community among students	0	1	2	3	4	8
c. Balance between academics and social life (too little social life)	0	1	2	3	4	8
d. Course accessibility for mature and part-time students	0	1	2	3	4	8
e. Opportunities for international study and exchange	0	1	2	3	4	8
f. Student employment services	0	1	2	3	4	8
g. Work study opportunities	0	1	2	3	4	8
h. University spending on financial aid	0	1	2	3	4	8
i. Use of technology in the classroom	0	1	2	3	4	8
j. Work opportunities on campus	0	1	2	3	4	8
Other services (Please describe/rate)						
k. _____ _____ _____ _____	0	1	2	3	4	8
l. _____ _____ _____ _____	0	1	2	3	4	8

Using the alphabetic characters from question 17 (a, b, c, etc.), please indicate the top three priorities for improvement at your university.

1. _____ 2. _____ 3. _____

Your involvement in activities

18. During the current academic year, about how often have you… (Check one for each item)

	Never	Occasionally	Often	Very often	Not applicable
a. Attended campus social events	1	2	3	4	7
b. Attended campus lectures (in addition to regular classes)	1	2	3	4	7
c. Attended campus cultural events (theatre, concerts, art exhibits, etc.)	1	2	3	4	7
d. Participated in student government	1	2	3	4	7
e. Participated in student clubs	1	2	3	4	7
f. Participated in on-campus student recreational and sports programs	1	2	3	4	7
g. Attended home games of university athletic teams	1	2	3	4	7
h. Participated in on-campus community service/volunteer activities	1	2	3	4	7
i. Participated in off-campus community service/volunteer activities	1	2	3	4	7

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

_____ (hours per week)

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.

Personal growth and development

20. 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	Good	Fair	Poor	Fail	Not applicable
	A	B	C	D	F	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. Skills 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. Language skills	5	4	3	2	1	7
k. Effective use of library resources	5	4	3	2	1	7
l. Skills for planning and completing projects	5	4	3	2	1	7
m. Identifying and solving problems	5	4	3	2	1	7
n. Personal time management skills	5	4	3	2	1	7
o. Persistence with difficult tasks	5	4	3	2	1	7
p. Leadership skills	5	4	3	2	1	7
q. Moral and ethical development	5	4	3	2	1	7
r. Computer literacy skills	5	4	3	2	1	7
s. Preparation for employment	5	4	3	2	1	7
t. Appreciation of the arts	5	4	3	2	1	7
u. Development of interpersonal skills	5	4	3	2	1	7
v. Living in an international world	5	4	3	2	1	7
w. Spiritual development	5	4	3	2	1	7
x. Personal self-confidence	5	4	3	2	1	7

21. How satisfied are you with the overall quality of the education you have received at this university? (Check one)

1 Very dissatisfied
2 Dissatisfied
3 Satisfied
4 Very satisfied
8 Don't know

22. During a typical week at university, how much time do you have available to pursue the following activities? (Check one for each item)

	Lots of time	Enough time	Some time	Little time	No time
a. Study outside of scheduled classes and labs	5	4	3	2	1
b. Work	5	4	3	2	1
c. Family responsibilities	5	4	3	2	1
d. Leisure activities	5	4	3	2	1

23. Thinking about all the things that you need to do in a typical school week, how satisfied are you with the amount of time you have available to spend on…? (Check one for each item)

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Not applicable
a. Study outside of scheduled classes and labs	1	2	3	4	7
b. Work	1	2	3	4	7
c. Family responsibilities	1	2	3	4	7
d. Leisure activities	1	2	3	4	7

24. Traditionally, academic instruction occurred in classrooms. Now some courses are taught exclusively on-line, while others are a mix of classroom and on-line instruction. Thinking about all the courses you are taking this academic year, how many use …?

a. On-line instruction (that is, taught completely on-line with no classroom instruction) _____

b. A mix of classroom and on-line instruction (that is, involved reduced classroom instruction and at least some instruction on-line) _____

c. Classroom instruction with on-line supports (that is, while instruction is carried out in-class, such supports as study notes, lecture notes, etc. are available on-line) _____

d. Strictly classroom-based (that is, instruction is classroom-based with no on-line supports) _____

25. Based on your experience, how satisfied are you with each type of instruction? (Check one for each item)

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Not applicable
a. On-line instruction	1	2	3	4	7
b. A mix of classroom and on-line instruction	1	2	3	4	7
c. Classroom instruction with on-line supports	1	2	3	4	7
d. Strictly classroom-based	1	2	3	4	7

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.

26. Thinking of your area of study, which type of instruction do you most prefer? (Check one)

1 On-line instruction
2 A mix of classroom and on-line instruction
3 Classroom instruction with on-line supports
4 Strictly classroom-based

27. Why do you prefer this approach? (Check all that apply)

01 Flexibility, learn when I want
02 Good mix
03 Quality of instruction
04 Amount of information provided
05 Can learn at my own pace
06 Prefer face to face instruction
07 Like to meet other students
66 Other (specify)_____

_____

_____

Financing your education

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

Debt from government student loans $_____
Debt from loans from financial institutions $_____
Debt from loans from parents/family $_____
Debt from other sources $_____

0 None

29. 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	$_____
03 University bursary	$_____
04 Parents/family/spouse	$_____
05 Personal savings	$_____
06 Earnings from summer work	$_____
07 Earnings from current employment	$_____
08 Work-study program	$_____
09 Co-op program/Workterm	$_____
10 Investment income (bonds, dividends, interest, etc.)	$_____
11 RESP	$_____
66 Other (specify)_____	$_____

30. 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 33)
2 No, but I am seeking work (GO TO QUESTION 33)
3 Yes, on-campus (GO TO QUESTION 31)
4 Yes, off-campus (GO TO QUESTION 31)
5 Yes, both on- and off-campus (GO TO QUESTION 31)

31. (IF YES TO Q30) On average, how many hours are you employed per week? (Excluding work related to a co-op program)

_____ (hours per week)

32. (IF YES TO Q30) Is your current non-co-op related employment having a negative impact on your academic performance? (Please rate the impact by marking one rating)

Negative impact of employment on academic performance

None	Some	Moderate	Significant	Substantial	Not applicable
0	1	2	3	4	7

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

1 Yes 2 No 8 Not sure

34. How concerned are you about having sufficient funding to complete your university education?

1 Not concerned, should have sufficient funds
2 Some concern, but will probably have enough funds
3 Very concerned, may not have enough funds

35. Thinking about your spending, do you follow a budget?

1 Yes 2 No 8 Not sure

36. How many charge or credit cards do you have?

Number of cards: _____ (IF NONE GO TO QUESTION 39)

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

1 Yes 2 No 8 Not sure

38. If no, what is your most recent unpaid balance on all your credit cards?

Total balance $ _____ ($ CDN)

Career/employment

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

1 Yes 2 Maybe 3 No

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

1 Yes 2 No

41. How do you perceive job opportunities related to your intended major area of study?

1 Very few jobs
2 Few jobs
3 Some jobs
4 Many jobs
8 Don't know

Background information

42. What is your gender? 1 Female 2 Male

43. How old were you on September 1, 2004? _____ (years)

44. 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 Other (specify)_____

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.

45. 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

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

1 With parents/guardians/relatives
2 In on-campus housing (residence hall, dormitory, etc.)
3 In rented home/apartment/room (shared with others)
4 In rented home/apartment/room (alone)
5 In personally owned home
6 Other (specify)_____

47. Typically, how long does it take you to get to your university's campus? (Record minutes)

_____ minutes

48. Are you…? (Check one)

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

49. 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

50. Are you studying in Canada on a Student Authorization (Visa)?

1 Yes 2 No

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

1 Yes 2 No 8 Not sure

52. (IF YES TO Q51) Please specify the visible minority with which you identify.

_____

53. Do you consider yourself an Aboriginal person?

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

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

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

55. Looking back on your experiences as a student, what aspects of your experience at university have been most positive? (Note: Please add pages if you need more space to write.)

_____
_____
_____
_____
_____
_____
_____
_____

56. Looking back on your experiences as a student, what aspects of your experience at university have been most negative? How could we have helped or done a better job? (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.

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.

APPENDIX B

METHODOLOGY GUIDELINES FOR PARTICIPATING UNIVERSITIES – PAPER FORMAT

SURVEY OF UNIVERSITY STUDENTS 2005

PROCEDURES MANUAL

ACTIVITY TIMELINE

(see Manual for details)

1.	Ethical review (if necessary at your university)	.....	**now**
2.	Selection of random sample of students	.....	**as soon as practical**
3.	Preparation of cover letters, mailing lists, envelopes, etc.	....	**early January 2005**
4.	First survey mailing	....around.....	**January 24, 2005**
5.	Reminder card to non-responders	....around.....	**February 7, 2005**
6.	Second mailing to non-responders	....around.....	**February 21, 2005**
7.	Mid-project return of completed surveys to PRA	....around.....	**February 25, 2005**
8.	**Final return of all completed surveys and documentation of your sampling procedures**		**April 22, 2005**

While we recognize that not all participants will be able to follow this timeline, please conform as closely to the schedule as you can.

Please note:
In an attempt to encourage participation in the survey, we will be offering three (3) laptop computers as incentives. Prairie Research Associates will randomly draw three universities, which in turn will conduct a draw from their pool of students who returned their questionnaires.

- This will require you to number the return envelope for the third mailing.
- The cover letters have also been modified.

When the winners are identified, please notify Garth Wannan garth_wannan@umanitoba.ca or Linda Rzeszutek housing_studentlife@umanitoba.ca and we will arrange for delivery.

1. INTRODUCTION

Standardized Research Methodology

At the present time, there are over 20 universities participating in the 2005 *Survey of University Students*. To ensure the procedural uniformity necessary to make meaningful comparisons, we request that each university follow the administrative procedures outlined in this manual.

Importance of Meeting Activity Deadlines

Your cooperation in meeting the activity schedule and timelines presented in this manual is important to the project and will be greatly appreciated. All survey activities including data analyses and preparation of final research reports must be completed by early May 2005. This schedule leaves little time for unforeseen difficulties or delays.

Although we will make every effort to accommodate late survey submissions, if your surveys are not received on schedule, we cannot guarantee that missing surveys can be included in the final data analyses.

For your convenience, all activity deadlines are presented on the following timeline and are also **highlighted** in paragraphs where activities are described.

1.	Ethical review (if necessary at your university)	.....	**now**
2.	Selection of random sample of students	.....	**as soon as practical**
3.	Preparation of cover letters, mailing lists, envelopes, etc.	....	**early January 2005**
4.	First survey mailing	....around.....	**January 24, 2005**
5.	Reminder card to non-responders	....around.....	**February 7, 2005**
6.	Second mailing to non-responders	....around.....	**February 21, 2005**
7.	Mid-project return of completed surveys to PRA	....around.....	**February 25, 2005**
8.	**Final return of all completed surveys and documentation of your sampling procedures**	.....	**April 22, 2005**

2. SAMPLING PROCEDURES

Sample Size

It has been agreed that each participating university will distribute surveys to a sample of 1000 randomly selected undergraduates. Unless you have made prior arrangements with us, please DO NOT USE A SAMPLE LARGER THAN 1000 STUDENTS.

Please ensure that ONLY undergraduate students are included in your final sample. Every undergraduate student (see definitions below) should have an equal chance of being selected for inclusion in your final sample of 1000.

For purposes of uniformity, it was agreed that:

a) the sample should be restricted to undergraduate students in a first-level Bachelor's program;

b) the sample should be restricted to students who entered directly from high school or CEGEP;

c) as long as they meet the above criteria, sampled students may include both part-time and full-time students;

d) independent or special students should be excluded from the sample.

Definition of "Undergraduate"

Please include only students who are in a first level Bachelor's program. For example, we usually define undergraduates as students enrolled in a Bachelor's degree program in the faculties/schools of: Agricultural & Food Sciences, Architecture, Arts, Dental Hygiene, Education, Engineering, Environment, Fine Arts, Human Ecology, Management, Music, Nursing, Physical Education/Recreational Studies, Science, and Social Work.

Materials Provided by U of Manitoba Office (CUSC Assistant – Linda Rzeszutek)

- 1000 surveys for initial mailing and another 1000 for the third mailing to be sent only to non-responders for a total of 2000 surveys

- 1000 reminder cards – more than enough for second mailing – send only to non-responders

Sampling Procedures and Requirements

Please use simple random sampling to select your sample of 1000 students. It is essential that your selection procedures ensure that each undergraduate student has an equal chance of being selected for inclusion in the sample. Please make sure that the pool from which students are selected includes all undergraduate students, including full-time and part-time students, and students from in-province, out-of-province, out-of-country, etc.

(Please note that it was agreed that classroom administration of the survey is NOT acceptable since 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 we inform them of the sampling requirements, faculties/schools to be included, etc., Student Records personnel conduct the random selection and provide us with master lists of names and three sets of address labels which we then use for mailing surveys and reminders.

PLEASE KEEP A RECORD OF THE FACULTIES/SCHOOLS YOU INCLUDE IN YOUR FINAL SAMPLE. To help us understand how representative our sample is of the student population, if possible, please note the number of students sampled by faculty. We will also ask you for the total population by faculty.

Please begin your sampling process as early as possible to expedite the survey distribution.

3. SURVEY DISTRIBUTION AND RESPONSE TRACKING PROCEDURES

All Surveys Will Be Mailed

All surveys, cards, 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.

Initial Survey Distribution

The initial mailing should include three things:

- a cover letter (see Appendix), which should be under the letterhead of your university and should bear the signature of a senior Student Affairs administrator at your university;
- the *Survey of Undergraduate Students* (provided);
- a #9 postage-paid business reply envelope, which has been coded (more on this under **Response Tracking Procedures**).

Please mail surveys as close to January 24, 2005 as possible.

First Reminder - Card

Two weeks following the first mailing, non-responders should be sent a reminder card (see Appendix). Only the reminder card is sent at this time and is restricted to only those students who have not yet returned a completed survey. These cards will be shipped to you, along with the surveys.

Mail reminder cards two weeks after your initial mailing (about February 7, 2005).

Final Reminder – Letter and another Survey

Two weeks after the mailing of the reminder card, send a final mailing to non-responders. This mailing duplicates the first mailing. It should include a cover letter (see Appendix), another survey and another response envelope. Please note that the response envelopes for the final reminder letters must now be coded.

Mail final reminder letters and surveys two weeks after the reminder card (about February 21, 2005).

Response Tracking Procedures

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 surveys 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 surveys should be included in the first and final mailings reminders.

4. CODING MAJOR, INTENDED MAJOR OR SUBJECT OF CONCENTRATION

Universities are responsible for coding the major, intended major or subject of concentration (Q6). This is done to ensure accuracy, since universities know best which majors belong in which categories.

As completed surveys are returned from students, use the coding template 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. DO NOT ADD NEW CATEGORIES TO THE LIST. IT HAS BEEN STANDARDIZED FOR ALL PARTICIPATING INSTITUTIONS.

If this question remains uncoded, PRA will use a best guess to assign it to one of these categories.

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

4. MID-PROJECT RETURN OF COMPLETED SURVEYS TO PRA

Because of the tight time frame for project completion, we request that mid-way during the distribution period you return (via courier) all completed surveys to PRA. This will allow us to get a "head start" on response coding and computer entry and will make it considerably easier for us to meet the final research completion date.

Please ensure that you clearly identify within any packages you ship to PRA, which university the surveys belong to. You may wish to include a brief note on your university's letterhead.

Send the early returns to PRA, Inc. #500-363 Broadway, Winnipeg, MB, R3C 3N9 by courier around February 25, 2005.

5. FINAL RETURN OF ALL COMPLETED SURVEYS TO PRA, Inc.

In order to achieve our completion schedule, it is important that your completed student surveys are received by PRA as soon as possible. Although we will make every effort to include late surveys, we cannot guarantee that those received after April 22, 2005 will be included in the data. **If you know you will experience difficulty meeting this schedule, please let us know as soon as possible**.

Note that, to reduce your costs, you do not need to return blank or unused surveys to PRA.

Please endeavour to courier all remaining completed surveys to arrive at PRA by April 22, 2005.

6. SUBMISSION OF DOCUMENTATION

To facilitate preparation of the Methods section of the final report, please provide the following information to PRA when you return your surveys:

1. list of faculties/schools included in your sample, as well as the number sampled in each and the total population of students in each;
2. brief description of the procedures used to select your random sample of students;
3. dates of the initial mailing, mailing of first reminders and mailing of final reminders;
4. one copy of the three different cover letters you included in mailings.

Include with the surveys you courier to arrive at PRA by April 22, 2005.

Please Return Materials to PRA By Courier

Please note that we request that all completed surveys be returned by courier to ensure their prompt delivery. (We have found parcel return via Canada Post to be slow and sometimes unpredictable.) Also please ensure that persons responsible for returning surveys are alerted to the importance of timely dispatch of all materials.

The address for the courier is:

Prairie Research Associates, Inc. (PRA)
#500 - 363 Broadway
Winnipeg, MB R3C 3N9

Telephone: (204) 987-2030

7. APPENDIX OF COVER LETTERS

Cover Letter for Initial Survey Mailing
(Please use your letterhead and the signature of a senior Student Affairs administrator.)

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 randomly selected undergraduate students.

The survey will help us learn more about our undergraduate students and their expectations and reactions to university. Survey results will allow comparison of undergraduate student experiences at our university with those from other Canadian universities.

Please participate in this important project by completing and returning the enclosed survey. Naturally, all of your survey 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 enter your name in a draw for one of three laptop computers.**

Although completing the survey is voluntary and you need not answer every question, we hope 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 survey should only take about 20 minutes, 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 survey within the next few days. (Please use the enclosed postage-paid envelope to return your survey.)

Thank you in advance for providing this important feedback.

Sincerely

Reminder Card to Non-Responders (shipped with surveys)

Dear Student:

Remember receiving the *Survey of Undergraduate Students*? Your input on the survey is very important to us and we are concerned that we have not yet heard from you.

If you haven't done so already, please take a few minutes now or in the next few days to complete and return your survey. 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 survey to return it. **Remember, all students returning the survey will be entered into a draw for one of three laptop computers.** We look forward to hearing from you. If you have already returned your survey, I am sure that we will be receiving it soon. Thank you for your help.

Final Mailing to Non-Responders

Dear Student:

Although the majority of students have now returned their *Survey of Undergraduate Students*, we are concerned that we have not yet received your survey.

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 survey. Another copy is enclosed, along with a return envelope. (If you have already returned your survey, I'm 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 haven't done so already, please complete your survey and return it to us in the enclosed pre-addressed, postage-paid envelope. **Remember, all respondents will be entered in a draw to win one of three laptop computers.**

Hoping to hear from you soon, I offer our best wishes for your present and future activities. Sincerely.

THANK YOU.

We appreciate 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.

APPENDIX C

METHODOLOGY GUIDELINES FOR PARTICIPATING UNIVERSITIES –
ON-LINE FORMAT

SURVEY OF UNIVERSITY STUDENTS 2005

ON-LINE PROCEDURES MANUAL

ACTIVITY TIMELINE

(see Manual for details)

1.	Ethical review (if necessary at your university)	.....	**now**
2.	Selection of random sample of students	.....	**as soon as practical**
3.	List of students, their email addresses, and majors	.....	**January 13, 2005**
4.	Electronic version of university logo / signature	.....	**January 13, 2005**
5.	First survey emailing	....around.....	**January 24, 2005**
6.	Reminder email to non-responders	....around.....	**February 7, 2005**
7.	Second email to non-responders	....around.....	**February 21, 2005**
8.	Survey closing	.....	**April 22, 2005**

Please note:
In an attempt to encourage participation in the survey, we will be offering three (3) laptop computers as incentives. PRA Inc. will randomly draw three universities, from which a draw from their pool of students who returned their questionnaires will be made. If your university is chosen, PRA Inc. will randomly select a participant and inform you of the winner. Garth Wannan garth_wannan@umanitoba.ca or Linda Rzeszutek housing_studentlife@umanitoba.ca will arrange for delivery of the laptop.

1. INTRODUCTION

Standardized Research Methodology

At the present time, there are over 25 universities participating in the 2005 *Survey of University Students*. To ensure the procedural uniformity necessary to make meaningful comparisons, we request that each university follow the administrative procedures outlined in this manual.

Importance of Meeting Activity Deadlines

Your cooperation in meeting the activity schedule and timelines presented in this manual is important to the project and will be greatly appreciated. All survey activities including data analyses and preparation of final research reports must be completed by early May 2005. This schedule leaves little time for unforeseen difficulties or delays.

PRA Inc. will manage the administration of the on-line survey. This means aside from providing PRA Inc. with some initial information, there is little for universities participating on-line to do while the survey is in the field. The items that you are responsible for are providing PRA Inc. with a sample of students, an electronic logo for your university, and name and electronic signature of a senior Student Affairs administrator (see next section). Please email these items to Carrie Bibik (bibik@pra.ca) of PRA Inc. by January 13, 2005.

For your convenience, all activity deadlines are presented on the following timeline and are also **highlighted** in paragraphs where activities are described.

1.	Ethical review (if necessary at your university)	.....	**now**
2.	Selection of random sample of students	.....	**as soon as practical**
3.	List of students, their email addresses, and majors	.....	**January 13, 2005**
4.	Electronic version of university logo / signature	.....	**January 13, 2005**
5.	First survey emailing	....around.....	**January 24, 2005**
6.	Reminder email to non-responders	....around.....	**February 7, 2005**
7.	Second email to non-responders	....around.....	**February 21, 2005**
8.	**Final return of all completed surveys and documentation of your sampling procedures**		**April 22, 2005**

2. SAMPLING PROCEDURES

Sample Size and Composition

It has been agreed that PRA Inc. will distribute surveys to a sample of 1,000 randomly selected undergraduates. Unless you have made prior arrangements with us, PRA Inc. will not use a sample larger than 1,000 students.

Please ensure that ONLY undergraduate students are included in your final sample. Every undergraduate student (see definitions below) should have an equal chance of being selected for inclusion in your final sample of 1,000.

For purposes of uniformity, it was agreed that:

a) the sample should be restricted to undergraduate students in a first-level Bachelor's program;

b) as long as they meet the above criteria, sampled students may include both part-time and full-time students;

c) independent or special students should be excluded from the sample.

Definition of "Undergraduate"

Please include only students who are in a first level Bachelor's program. For example, we usually define undergraduates as students enrolled in a Bachelor's degree program in the faculties/schools of: Agricultural & Food Sciences, Architecture, Arts, Dental Hygiene, Education, Engineering, Environment, Fine Arts, Human Ecology, Management, Music, Nursing, Physical Education/Recreational Studies, Science, and Social Work.

Sampling Procedures and Requirements

Please use simple random sampling to select your sample of 1,000 students. It is essential that your selection procedures ensure that each undergraduate student has an equal chance of being selected for inclusion in the sample. Please make sure that the pool from which students are selected includes all undergraduate students, including full-time and part-time students, and students from in-province, out-of-province, out-of-country, etc.

As a point of information, at the University of Manitoba, sampling is conducted with the cooperation of the Student Records Office. Once we inform them of the sampling requirements, faculties/schools to be included, etc., Student Records personnel conduct the random selection and provide us with master lists of student names.

PLEASE KEEP A RECORD OF THE FACULTIES/SCHOOLS YOU INCLUDE IN YOUR FINAL SAMPLE. To help us understand how representative our sample is of the student population, if possible, please note the number of students sampled by faculty. We will also ask you for the total population by faculty.

Please begin your sampling process as early as possible to expedite the survey distribution.

Student List

To facilitate the administration of the on-line survey, please provide PRA Inc. with the names (first and last name) and university email addresses for 1,000 randomly selected undergraduates. In addition, to assist PRA Inc. in coding question 6,[2] it would be helpful if you could provide them with each student's major or area of concentration. Appendix A includes the list of majors PRA Inc. will use to code this question. This information should be provided in electronic format using spreadsheet (e.g., Microsoft Excel) or database (e.g., Microsoft Access) software.

Please provide PRA Inc. with the student list by January 13, 2005, by emailing it to bibik@pra.ca. As well, please provide PRA Inc. with an electronic university logo and the name and electronic signature (if available) of a senior Student Affairs administrator.

3. SURVEY DISTRIBUTION AND RESPONSE TRACKING PROCEDURES

All Surveys Will Be Emailed

PRA Inc. will distribute all surveys and reminders to students via university email addresses. Note that the emails PRA Inc. sends out will use the cover letter and reminder letters included in Appendix B. These letters should be signed (electronically) by a senior Student Affairs administrator from your university. Please advise Carrie Bibik (bibik@pra.ca) of PRA Inc. if you would like to revise any of the wording.

Initial Survey Distribution

[2] Question 6 reads: What is your major, intended major, or subject of concentration in your current undergraduate program?

The initial email will include two things:

- a cover letter (see Appendix), which will include your university's logo and electronic signature of a senior Student Affairs administrator at your university

- a web link the *Survey of Undergraduate Students.*

Please provide PRA Inc. with electronic versions of your university's logo and the name and electronic signature (if available) of a senior Student Affairs administrator by January 13, 2005. In addition, please provide PRA Inc. with any revisions to the cover letter or reminder letters by this date.

PRA Inc. will email the survey to students on January 24, 2005.

First Reminder

Two weeks following the first email, non-responders will be sent a reminder (see Appendix). The reminder will include a web link to the survey. The reminder is restricted to only those students who have not yet completed the survey.

PRA Inc. will email a reminder to students two weeks after the initial email (about February 7, 2005).

Second Reminder

Two weeks after emailing the first reminder, PRA Inc. will send non-responders a second reminder. Again, the reminder will include a web link to the survey and is restricted to only those students who have not yet completed the survey.

PRA Inc. will email a second reminder to students two weeks after the first reminder (about February 21, 2005).

Additional Reminders

If it appears that the web survey response rates are lower than the historical rates achieved using the paper survey, additional reminder letters may be sent out.

4. TRACKING SURVEY PROGRESS

PRA Inc. will provide universities with periodic updates on the progress of the survey. PRA Inc. will let universities know when and to how many students the surveys and reminders are emailed. PRA Inc. will provide universities with monthly reports on the number of students who have completed the survey.

5. SUBMISSION OF DOCUMENTATION

To facilitate preparation of the Methods section of the final report, please provide the following information to PRA Inc. when you return your surveys:

1. list of faculties/schools included in your sample, as well as the number sampled in each and the total population of students in each

2. brief description of the procedures used to select your random sample of students.

APPENDIX A: CODING MAJOR, INTENDED MAJOR OR SUBJECT OF CONCENTRATION

PRA Inc. will use the following template to code students' major, intended major or subject of concentration (Q6). To assist PRA Inc. in coding this question, it would be helpful if you could provide them with each student's major or area of concentration.

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

APPENDIX B: COVER LETTERS

Cover Letter for Initial Survey Mailing

(Please use your letterhead and the signature of a senior Student Affairs administrator.)

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 randomly selected undergraduate students.

The survey will help us learn more about our undergraduate students and their expectations and reactions to university. Survey results will allow comparison of undergraduate student experiences at our university with those from other Canadian universities.

Please participate in this important project by clicking on the link below and completing the survey. **All students who complete the survey will be automatically entered in a draw for one of three laptop computers.** The survey should only take about 20 minutes, and you may find that it will give you an interesting chance to review your university experiences.

Although completing the survey is voluntary and you need not answer every question, we hope 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 survey responses will be held in strict confidence and will be used **only** to produce overall response profiles.

The CUSC has engaged PRA Inc. to manage the on-line survey. If you are having any problems, please contact Carrie Bibik of PRA Inc. at bibik@pra.ca.

Thank you in advance for providing this important feedback.

Sincerely,

Reminder Card to Non-Responders

Dear Student:

Remember receiving an email inviting you to participate in the *Survey of Undergraduate Students?* Your input on the survey is very important to us, and we are concerned that we have not yet heard from you.

If you haven't done so already, please take a few minutes now or in the next few days to complete the survey. 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 survey. If you are having any problems, please contact Carrie Bibik of PRA Inc. at bibik@pra.ca. **Remember, all students completing the survey will be entered into a draw for one of three laptop computers.**

Thank you for your help.

Final Mailing to Non-Responders

Dear Student:

Although the majority of students have now returned their *Survey of Undergraduate Students*, we are concerned that you have not yet completed the survey.

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 survey. If you are having any problems, please contact Carrie Bibik of PRA Inc. at bibik@pra.ca.
Remember, all respondents will be entered in a draw to win one of three laptop computers.

Hoping to hear from you soon, I offer our best wishes for your present and future activities.

Sincerely,

THANK YOU.

We appreciate 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.