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GRADUATING STUDENTS SURVEY
2003

Master Report

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Prepared for:

Canadian Undergraduate Survey Consortium ©

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CANADIAN UNDERGRADUATE SURVEY CONSORTIUM ("CUSC")

PROTOCOL FOR DATA USE

Members of the consortium are bound by the following protocol for the control of survey data.

It was agreed by the participants that data are owned collectively and will be distributed only by collective agreement.

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

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

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

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Introduction

This is the ninth cooperative study undertaken by the Canadian Undergraduate Survey Consortium (CUSC). The surveys have targeted various undergraduate sub-samples; four of the surveys have focused on a sample of all undergraduates, while the others have targeted specific types of students. This year's study presents the results for undergraduate students who were graduating in the spring of 2003.

The 2003 survey involved 26 universities, each of which distributed up to 1,000 surveys to its graduating students. To ensure a high response rate, several reminders were mailed to students who had been chosen to participate. Overall, the response rate was 49%; thus, approximately 11,200 students participated in this year's study. A survey of graduating students was last conducted in 2000. Little has changed in terms of both the profile of students graduating or students' attitudes toward their university experience.

Profile of graduating students

Personal profile

The typical graduating student is a single female who is almost 25 years old. About two-thirds of responding students are female; one-third are male. Although the average age is 25, three-quarters of students are 24 years of age or younger. About 8 students in 10 are single, that is, have never been married. The remaining students are or have been in a long-term relationship, having been married, divorced, or widowed. Less than 1 student in 10 reports having children. Almost 1 student in 5 (17%) self-identifies as a visible minority, and about 2% identify themselves as First Nation(s), Métis, Inuit, or non-status Aboriginal peoples

In their last undergraduate year, 6 students in 10 are living independently. The remaining 4 students in 10 live with their parents. Most students living independently live in a rented space (46%), that is, an apartment, a room or a house, although a few live in a home they personally own (8%) or on campus (4%).

Academic profile

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

The average length of the degree programs in which these students are enrolled is 3.8 years. However, the typical student will have taken an additional half year to complete it (4.4 years in total). This is partly explained by the fact the some students are part-time, but also by the fact that almost one-fifth of students have interrupted their studies for one or more terms, most commonly for reasons of employment, financing, or travel.

One-third of students report transferring credits from another university or college to their current program. About 1 student in 10 (9%) reports being in a co-op program, although this

varies dramatically by discipline. About 30% of students in an Engineering program report that they are in co-op programs, while only 2% of students in Arts and Humanities programs report the same.

Contribution to personal growth and development

Academic activities

We asked students to assess the contribution of 16 academic activities to their personal growth and development.

Of the academic activities students participate in, five stand out as contributing very much to students' personal growth and development: *co-op or internship programs, faculty knowledge of discipline, classroom instruction, faculty enthusiasm for material,* and *undergraduate thesis or self-study.* In each case, half or more of those who provide a rating indicate that these activities contribute very much to their personal growth and development. For example, of those who rate co-op or internship programs, 7 students in 10 indicate that such programs contribute very much to their growth.

However, some of these activities are experienced by a small subset of students. If we consider those having the largest impact on the most students, then the top five are: *faculty knowledge of discipline, classroom instruction, faculty enthusiasm for subject material, faculty feedback,* and *assigned reading.* Only the first two contribute very much to the personal growth and development of over half of the students.

Extra-curricular activities

We asked students to rate the impact of 18 extra-curricular activities on their personal growth and development. In general, students rate most extra-curricular activities as having very little impact on their growth and development.

There are exceptions. Among students who have experience with extra-curricular activities, the activities that have the greatest impact are: *international placements or exchanges, interactions with other students, living on campus, off-campus community service or volunteer activity,* and *serving as a peer advisor*. In each case, about half or more of those who provide a rating indicate that the activity contributes very much to their personal growth and development. For example, of those who participate in international placements or exchanges (8% of all students), over 7 in 10 report that such placements contribute very much to their growth.

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

Skill growth and development

We asked students to grade their universities in terms of contributing to their growth and development of 28 specific skills.

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

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

Students rate their universities particularly poorly in terms of their institutions' contribution to growth and development in these areas: *mathematical skills, appreciation of the arts, dealing with personal crises,* and *entrepreneurial skills.* In each case, fewer than half rate their university as doing a good or excellent job. In the case of entrepreneurial skills, only about one-quarter rate their university as doing at least a good job.

Student satisfaction

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

Most students are very positive about their experience with their professors. In particular, the vast majority of students agree that not only do their professors seem *knowledgeable in their field,* but their professors also *communicate well in their teaching* and *encourage participation in class discussions.* Most also report that some professors have a *major positive influence on their academic career.*

Students' generally positive assessment of their professors reflects the fact that the vast majority of students are satisfied with the quality of the education they received from their university (86%) and agree that their learning experience at university was intellectually stimulating (87%).

According to students, the weaknesses of some of their professors are that they do not *provide useful feedback* and they are not *knowledgeable of career opportunities* in their field. In both cases, while a majority agrees with these statements, about 3 students in 10 disagree.

As we saw earlier, most students believe that interaction with other students has contributed very much to their personal growth and development. Thus, the fact that the vast majority (83%) report that they are satisfied with the opportunity to develop lasting friendships is important.

Feelings of inclusion at a university, on campus, and among one's peers can influence students' overall satisfaction with their university experience. As we saw above, most students are satisfied with the opportunity university provides for developing friendships. Many students (42%) are dissatisfied with the concern shown by their university for them as individuals, and most (61%) report that they sometimes feel they get the run-around from their university. While most (69%) feel that they are part of their university, a significant number (29%) are dissatisfied.

In spite of this, students generally report being satisfied (89%) with the overall quality of education they received at their university. They also report being satisfied (87%) with their decision to attend their university. This positive impression is further reflected in the fact that 85% of students would recommend their university to others.

Education financing and debt

Almost 6 students in 10 report having some debt from financing their education. Overall, the average amount of debt per student is just over $11,500. Among those reporting debt, the average amount per student is just over $20,000. The most common source of debt is student loans, with 4 students in 10 reporting such debt. Thus, it is not surprising that among those with debt, student loans account for 65% of all moneys owing.

Credit cards can be another source of debt. About 4 students in 5 report having at least one credit card. On average, the balance on their credit cards is about $1,300. Almost three-quarters of those who have credit cards report regularly paying off their balance each month. Among those who regularly pay off their balance, their current balance on average is $690. Among those who do not, the current average balance owing is over four times higher: $2,900.

We asked students to think about the academic year and indicate which of 13 sources they are using to help pay for their university education. The most commonly used sources of funding are parents or other family (49%). Also common, each used by at least one-third of students, are earnings from summer work, academic scholarships, earnings from current employment, personal savings, and government loans or bursaries. Overall, students report all sources contributing an average of almost $10,900.

About 6 students in 10 are currently employed. Among those employed, students spend an average of almost 19 hours a week on the job. Most of those who work (59%) report at least some negative impact from their employment on their academic performance. Some 10% report that this negative impact is significant or substantial.

Future education and employment

As mentioned earlier, many students are dissatisfied with faculty in terms of their knowledge of career opportunities. Similarly, many students report that their university as a whole is not as knowledgeable as it could be about career opportunities. While two-thirds of students are satisfied with their university's knowledge of career options in their area of study, one-third are dissatisfied.

Most students are prepared for employment, as demonstrated by the fact that some 8 students in 10 have current curriculum vitae. However, many have not decided what they want to do with their lives; only 6 students in 10 have decided on a specific career field. For many, this decision does not yet have to be made, since about 4 students in 10 intend to continue their education in the first year after graduating. In the coming year, many intend to simply take time off (19%) or travel for an extended period (38%). About 1 student in 3 will be involved in unpaid volunteer work in that first year.

Among the half who have no immediate educational plans, 9 students in 10 report that they will or may take additional university studies in the future. In fact, only 7% of all students are not planning to or would not consider taking additional university education.

About one-third of graduating students have arranged for full or part-time employment other than a summer job, including about one-fifth who have arranged a full-time job. Half of all students were seeking work at the time of the survey.

Of those with full-time jobs, about 6 in 10 report that these jobs are permanent. This represents about 13% of all students. University education has some relevance to those who have arranged employment. About half report that a degree in their area of study was required, while almost 6 students in 10 report both that their degree helped them get their job and that their job was related to the knowledge and skills acquired from study at university. University training appears to be more relevant to those who have arranged full-time jobs.

Among all students, a majority believes that there are at least some jobs in Canada in their major area of study. However, only about 1 student in 4 feels that there are many such jobs, and almost 3 students in 10 believe that there are few.

Conclusion

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

1.0 Introduction

This is the ninth cooperative study undertaken by the Canadian Undergraduate Survey Consortium (CUSC). The surveys have targeted various undergraduate sub-samples; four of the surveys have focused on a sample of all undergraduates, while the others have targeted specific types of students. This year's study presents the results for undergraduate students who were graduating in the spring of 2003.

Table 1 shows the types of students that have been 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

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

For the past four years, Prairie Research Associates (PRA) Inc. and representatives from several participating universities have reviewed existing surveys and methodology to prepare future questionnaires. Representatives of participating universities reviewed the draft for 2003, which PRA then revised to produce the final questionnaire (Appendix A).

Each participating university supported the study by:

- Generating a random sample of 1,000 students who are graduating in 2003. Both full-time and part-time students were eligible, although independent or special students were excluded. Not all participating universities had 1,000 graduates; in these cases, each university conducted a census of its graduating students.

- Mailing a package containing a cover letter, a 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 the University of Manitoba (who then forwarded them to PRA for processing).

Appendix B presents the methodology guidelines for participating universities.

After the University of Manitoba received completed questionnaires, PRA reviewed the completed survey, coded responses to open-ended questions, entered the responses on computer, reconciled/corrected any data errors, and programmed the tables using SPSS.[1]

[1] There may be slight discrepancies between the tables in this report and the banner tables (bound separately). These discrepancies result from the way SPSS and MS Word treat decimals. On one hand, SPSS considers the entire value to the right of the decimal when rounding; thus, 4.49 is rounded to 5. On the other hand, MS Word considers only the first decimal place; thus, 4.49 is rounded to 4. Additionally, MS Word records any figure lower than 1 as <1; whereas, SPSS records the figure to the first decimal place (i.e., 0.9).

Table 2 shows the response rate by university, which ranged from about 30% to 63% with an average of 49%. This represents a good response rate for a survey of this type, although it is down slightly from 2000 (52%), the last time we surveyed graduating students. In total, 11,224 completed surveys were returned as part of this study.

Table 2: Survey response rate

University	Number distributed	Number returned	Response rate
Alberta	1,000	592	59.2%
British Columbia	1,000	507	50.7%
Calgary	1,000	407	40.7%
Carleton	1,000	534	53.4%
Concordia	1,000	571	57.1%
Dalhousie	1,000	460	46.0%
Lakehead	1,000	316	31.6%
Lethbridge	1,000	577	57.7%
Manitoba	1,000	496	49.6%
McMaster	990	527	53.2%
Montréal	1,000	631	63.1%
New Brunswick (Fredericton Campus)	1,000	478	47.8%
New Brunswick (Saint John Campus)	305	165	54.1%
Nipissing	358	173	48.3%
Ontario College of Art & Design	389	142	36.5%
Regina	892	515	57.7%
Ryerson Polytechnic	1,000	534	53.4%
Saint Mary's	908	435	47.9%
Saskatchewan	1,000	435	43.5%
Simon Fraser	1,000	297	29.7%
Toronto at Scarborough	1,000	405	40.5%
Trinity Western	443	243	54.9%
Wilfrid Laurier	1,000	473	47.3%
Windsor	1,000	510	51.0%
Winnipeg	637	305	47.9%
Victoria	1,000	496	49.6%
Total	22,922	11,224	49.0%

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

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

Table 3: Categories of participating universities

Group 1	Group 2	Group 3
Lakehead University	Carleton University	University of Alberta
University of Lethbridge	University of New Brunswick (Fredericton Campus)	University of British Columbia
University of New Brunswick (Saint John Campus)	University of Regina	University of Calgary
Nipissing University	Ryerson Polytechnic University	Concordia University
Ontario College of Art & Design	Simon Fraser University	Dalhousie University
Saint Mary's University	University of Toronto at Scarborough	University of Manitoba
Trinity Western University	University of Windsor	McMaster University
Wilfrid Laurier University		Université de Montréal
University of Winnipeg		University of Saskatchewan
University of Victoria		

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) included the following steps:

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

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

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

Table 4 shows the distribution of this year's major field of study. The results are similar to those in 2000, the last time we conducted a survey of graduating students.

Table 4: Subject of major concentration Q4

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

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

Since relatively few students identified their major area of concentration as "agriculture," we have rolled them into "other fields" of study for purposes of analysis.

1.3 Comparison with previous graduating students survey

As mentioned, in 2000, a similar survey was conducted with graduating students. Throughout this report, we compare the results of this survey with the results of the 2000 study. However, we note that not all universities that participated in 2000 also participated in 2003. Further, some of the universities participating this year did not participate in 2000. 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 5 must be met for us to term an association "statistically significant;" the Pearson's chi square must have probability of a type 1 error of .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 5: 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 responses 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. The impact on the distribution of results is small, and we believe that 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.

2.0 Profile of graduating students

In this section, we report that:

- The typical graduating student is a single female who is almost 25 years old. As such, these students are very similar to those who participated in this same survey in 2000.

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

- While the average length of the degree programs in which these students are enrolled is 3.8 years, the typical student will take an additional half year to complete it (4.4 years in total).

- One-third of students report transferring credits from another university or college to their current program.

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

2.1 Personal profile

As shown in Table 6 (below), the typical graduating student is a single female who is almost 25 years of age.

- Among our sample, women outnumber men almost 2:1. Two-thirds of responding students are female; about one-third are male. We slightly over-represent female graduating students in our sample, but it reflects the fact that more women than men attend university. It also should be noted that there are few statistically significant differences between our female and male respondents.

- While the typical graduating student is almost 25 years of age, some three-quarters (73%) are 24 years of age or younger. Indeed, the median age is younger at 23. In fact, students' ages range from 19 to 75 years old.

- About 8 students in 10 are single, that is, have never been married. Almost all the remaining students are or have been in a long-term relationship, having been: married (15%), divorced (2%), or widowed (<1%). Less than 1 student in 10 reported having children. Given the average age of students, their marital and parental status is not surprising.

- About 4% self-report having some sort of disability, most often learning (1%), mental health (1%), hearing (0.5%), or a physical or medical condition such as heart disease, diabetes, etc. (0.5%).

- Almost 1 student in 5 self-identifies as a visible minority, most often stating that they are: Chinese (4%), East Indian (2.5%), Asian (2%), or Black/African (2%). Students attending Group 2 universities are slightly more likely to self-report as visible minorities (23%). This is likely because these universities tend to be in large urban areas. Students attending Group 1 universities (which tend to be in smaller communities) are less likely to identify as visible minorities (11%).

- About 2% identify themselves as First Nation(s), Métis, Inuit, or non-status Aboriginal peoples.

Table 6: Personal profile				
	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Gender Q46				
Male	34%	32%	36%	34%
Female	65%	67%	63%	65%
Age Q47				
20 or younger	1%	1%	<1%	1%
21	14%	14%	11%	16%
22	28%	29%	28%	26%
23	20%	18%	23%	20%
24	10%	10%	11%	10%
25 to 29	16%	16%	15%	16%
30 or over	10%	10%	11%	9%
Average age	24.6	24.8	24.8	24.4
Marital status Q52				
Single (never married)	81%	78%	82%	82%
Married/common law	15%	17%	14%	14%
Divorced/separated	2%	2%	2%	2%
Widowed	<1%	<1%	<1%	<1%
Have children Q56A-C				
Yes	8%	9%	8%	7%
No	87%	86%	86%	89%
Disability Q51				
Total self-identified	4%	5%	4%	4%
Visible minority Q53				
Total self-identified	17%	11%	23%	18%
Aboriginal status Q55				
Total self-identified (net)	2%	3%	2%	2%
- First Nations	1%	1%	1%	<1%
- Métis	1%	1%	<1%	1%
- Inuit	<1%	<1%	<1%	<1%
- Non-status	<1%	<1%	<1%	<1%
Note: The 'don't know/no response' category is not shown here. Therefore, columns may not sum to 100%.				

The demographic profile of graduating students has changed little since 2000. The only significant difference is an increase in the number of students who self-identify as a visible minority. This difference may be a result of the fact that more universities in large centres participated in 2003.

Table 7: Personal profile: Graduating students across time

	2003 (n=11,224)	2000 (n=6,388)
Gender		
Male	34%	34%
Female	65%	66%
Age		
20 or younger	1%	1%
21	14%	13%
22	28%	30%
23	20%	20%
24	10%	10%
25 to 29	16%	14%
30 or over	10%	12%
Average age	24.6	25.0
Marital status		
Single (never married)	81%	79%
Married/common law	15%	14%
Divorced/separated	2%	2%
Widowed	<1%	<1%
Disability		
Total self-identified	4%	5%
Visible minority		
Total self-identified	17%	13%

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

2.1.1 Living arrangements

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

- Most students living independently live in a rented space (46%), that is, an apartment, a room or a house, although a few live in a home they personally own (8%) or on campus (4%).

- Most of those living in a rented space live with roommates (36% of all students), although some live alone (11%).

- Compared to Group 1 students, students attending Group 2 or Group 3 universities are more likely to be living with their parents. Since Group 1 universities tend to be in smaller communities, it is not surprising that many of those attending these universities had to move away from the community in which their parents live.

- Students living on campus in residence, or living with their parents, tend to be younger (average age in each case is 23 years). Students sharing rented accommodations with roommates tend to be slightly older (average age of 24 years). Students who live alone in a rented space (average age of 27 years) or in a home they own (average 34 years) tend to be much older.

Table 8: Living arrangements Q50

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Rented home/apartment/room	46%	53%	41%	45%
With parents	39%	29%	45%	42%
Personally owned home	8%	10%	8%	8%
On-campus residence	4%	6%	3%	3%

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

2.1.2 Permanent residence

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

- About half of these graduating students (48%) reported that they lived in a city with a population of 100,000 or more.

- Reflecting the location of the institutions, fewer students attending Group 1 universities are from large cities (40%). Conversely, students attending Group 2 universities are most likely to be from larger communities (53%), again reflecting the location of these institutions.

Table 9: Population of community Q49

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Lived on a farm/ranch	5%	4%	4%	5%
Less than 5,000	10%	12%	10%	9%
5,000 to 9,999	7%	9%	5%	6%
10,000 to 49,000	14%	15%	13%	14%
50,000 to 99,000	10%	14%	9%	8%
100,000 to 300,000	17%	18%	22%	12%
Over 300,000	31%	22%	31%	38%
No response	7%	6%	6%	7%

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

Students in this study come from all provinces and territories, as well as the United States and other countries. That said, the province of permanent residence tends to reflect the location of the universities participating in this year's survey (see Table 10).

- About 4 students in 10 reported being from western Canada, most commonly Alberta (13%) and British Columbia (12%).

- About 3 students in 10 were from Ontario.

- Just over 1 student in 10 reported being from one of the four Atlantic provinces, most often Nova Scotia (6%) or New Brunswick (5%).

- About 1 student in 10 was from Québec.

- About 1 student in 20 reported being from outside of Canada, from international locations (4%) and the United States (1%).

Table 10: Permanent residence Q48				
	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
British Columbia	12%	17%	10%	11%
Alberta	13%	16%	1%	19%
Saskatchewan	8%	<1%	14%	10%
Manitoba	7%	9%	<1%	9%
Ontario	31%	33%	54%	13%
Québec	10%	<1%	<1%	23%
Nova Scotia	6%	9%	1%	6%
Prince Edward Island	<1%	<1%	<1%	<1%
New Brunswick	5%	5%	10%	1%
Newfoundland	<1%	<1%	<1%	<1%
Nunavut	<1%	<1%	-	<1%
Northwest Territories	<1%	<1%	<1%	<1%
Yukon	<1%	<1%	<1%	<1%
International/USA/other	5%	7%	4%	4%
No response	2%	2%	2%	2%
Note: Columns may not sum 100% due to rounding.				

The provinces in which students are attending university are shown in Table 11. The distribution by province tends to reflect the universities that are participating in this year's study. Students attending universities in 8 of the 10 provinces are represented in this study.

Table 11: Province in which attending university				
	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
British Columbia	14%	22%	9%	11%
Alberta	14%	17%	-	22%
Saskatchewan	8%	-	16%	9%
Manitoba	7%	9%	-	11%
Ontario	32%	33%	61%	11%
Québec	11%	-	-	26%
Nova Scotia	8%	13%	-	10%
New Brunswick	6%	5%	15%	-
Note: Columns may sum to more than 100% due to rounding.				

Figure 1 (below) shows that the majority of students attending these universities come from the same province in which the university is located.

- Almost 9 students in 10 attending universities in Saskatchewan, Ontario, and Québec also live permanently in those same provinces. Manitoba and Alberta are similar; 8 students in 10 attending universities in these provinces also reported that the province was their permanent home before they attended university.

- Over 7 students in 10 attending universities in British Columbia and New Brunswick also live in those provinces permanently.

- Nova Scotia has the highest number of students from outside the province. Fewer than 2 students in 3 attending the universities there also reported living permanently in that province.

Students whose university is in their province of permanent residence

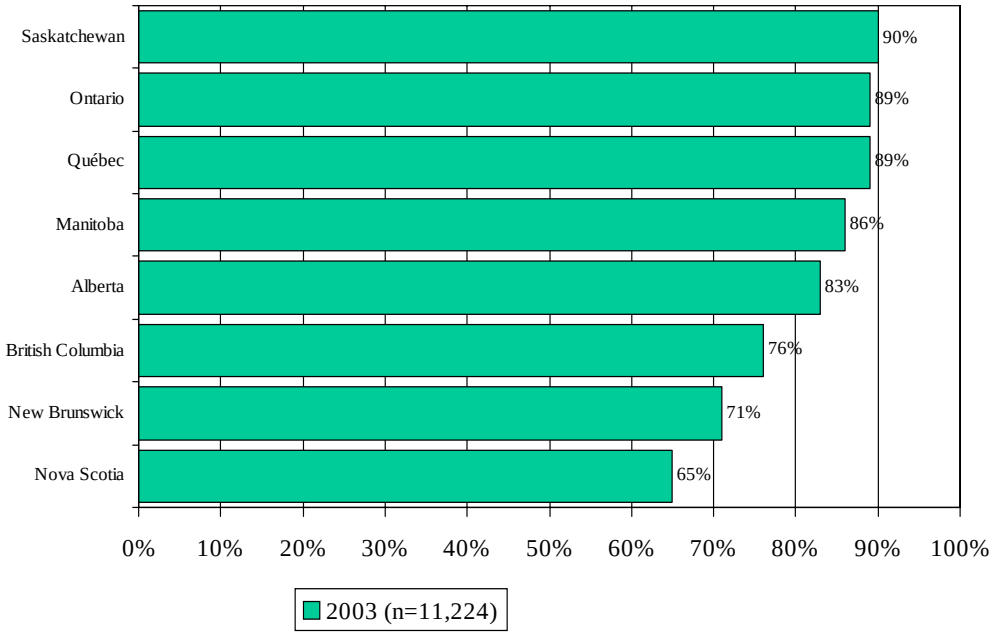

Figure 1

2.2 Academic profile

We asked students to record the subject or major area from which they are graduating. These areas were then grouped into 9 broadly defined disciplines as shown in Table 12 (below).

Graduating students will be receiving degrees from:

- **"Generalist" disciplines**. Almost 4 students in 10 (38%) cited programs classified as Social Science (21%) and the Arts and Humanities (17%).

- **"Professional" disciplines.** Almost 4 students in 10 (38%) will receive degrees in such fields as Business (15%), Professional (10%), Engineering (7%), or Education (6%).

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

Students attending Group 1 universities were more likely (49%) than others to report their major subject areas as Social Science or Arts and Humanities.

Table 12: Major/subject area of concentration Q4

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Social Science	21%	26%	18%	20%
Arts and Humanities	17%	23%	16%	15%
Business	15%	16%	18%	12%
Professional	10%	7%	10%	12%
Biological Science	9%	8%	8%	9%
Engineering	7%	2%	9%	10%
Education	6%	6%	5%	8%
Physical Science	4%	3%	4%	5%
Other fields	10%	10%	11%	9%
No response	<1%	<1%	<1%	<1%

Note: In some instances, students provided more than one major. In such cases, the first mention was taken as the primary area of concentration. Columns may not sum to 100% due to rounding.

Male and female students appear to be attracted to different disciplines. In 2003:

- Only one-third of our sample is male, yet 76% of the respondents who cited Engineering as their main area of concentration are men. As well, men are over-represented in Physical Science (52%) and Business (43%).

- Two-thirds of our sample is female. Women are over-represented in these fields: Professional (85%), Education (84%), Social Science (73%), and Arts and Humanities (73%).

- There are also some age differences. Those in Professional programs (average age 27 years) tend to be older than the average, while those in Biological Science tend to be younger (average age 23 years).

These differences also existed four years ago in 2000, the last time this survey was conducted with graduating students.

In 2003, the typical graduating student is attending full-time, taking a four-year degree program (but over a slightly longer period), and studying in English.

- The vast majority (84%) of graduating students were attending full-time, although this seems to vary by university type. For example, those attending Group 2 were slightly more likely to be attending part-time (17%), while those attending Group 3 universities were less likely (11%).

- These students are taking programs that typically require four years to complete (3.8 years on average). In fact, two-thirds reported that their program typically takes four years to complete. More students – about three-quarters – in Group 2 universities were in four-year programs. The average length of a program depends on the discipline. Those in Education or Professional programs reported that their programs typically take less time (3.6 years), while those in Engineering reported that, on average, their program takes longer (4.3 years).

- While programs typically take 3.8 years to complete, on average, responding students take longer: about 4.4 years. While only 9% reported that their program requires full-time attendance for five years or longer, some 32% actually took this long to complete it. On average, students in

Group 2 universities have taken the longest to complete their programs: 4.7 years. The number of years in a program also varies by discipline. Those in Education tend to take the least amount of time (3.8 years), reflecting their shorter program. Students in Arts and Humanities or Engineering programs typically take the longest to complete their programs (4.7 years).

- While not typical, it is common for students to transfer credits from another institution. About one-third of students reported that they had transferred credits from another university (17%) or college (16%). This is slightly more common among Group 1 universities (39%) and less common among Group 2 and 3 universities (~30%).

- About 1 student in 10 (9%) reported being in a co-op program. This is most common among Group 2 universities (12%) and least common among Group 3 universities (7%). About 30% of students in an Engineering program reported that they were in co-op programs, while only 2% of students in Arts and Humanities programs reported the same.

- About 4% of students reported studying in Canada on a visa.

- Almost 1 student in 5 (18%) has interrupted his/her studies; those in Group 1 and 2 universities were slightly more likely to report such an interruption compared to those in Group 3 institutions.

These and other findings can be found in Table 13 on the next page.

Table 13: Academic profile				
	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Type of student Q1				
Full-time	84%	84%	81%	86%
Part-time	13%	12%	17%	11%
Length of degree Q3				
One year	<1%	1%	<1%	1%
Two years	4%	5%	2%	4%
Three years	18%	17%	9%	25%
Four years	66%	64%	75%	61%
Five years or more	9%	10%	10%	7%
*Average	3.8	3.8	4.0	3.7
Years in program Q2				
One year	1%	2%	<1%	1%
Two years	7%	8%	6%	7%
Three years	16%	17%	10%	20%
Four years	39%	38%	42%	38%
Five years or more	32%	29%	37%	30%
Average	4.4	4.3	4.7	4.3
Transferred credits Q5				
Yes, from another university	17%	16%	18%	17%
Yes, from a college	16%	23%	12%	14%
No	68%	63%	70%	69%
Enrolled in co-op program Q7				
Yes	9%	9%	12%	7%
Language of instruction Q8				
English	92%	99%	98%	83%
French	8%	<1%	1%	17%
Studying in Canada on a visa Q57				
Yes	4%	5%	3%	3%
Interrupted studies Q6				
Yes	18%	19%	21%	16%

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

As shown in Table 14, the academic profile of students in 2003 is similar to that of students who participated in the 2000 study.

Table 14: Academic profile by year

	2003 (n=11,224)	2000 (n=6,388)
Type of student		
Full-time	84%	80%
Part-time	13%	16%
Length of degree		
One year	<1%	1%
Two years	4%	4%
Three years	18%	22%
Four years	66%	63%
Five years or more	9%	7%
*Average	3.8	3.7
Years in program		
One year	1%	2%
Two years	7%	7%
Three years	16%	17%
Four years	39%	42%
Five years or more	32%	32%
Average	4.4	4.4
Transferred credits		
Yes, from another university	17%	19%
Yes, from a college	16%	13%
No	68%	69%
Language of instruction		
English	92%	95%
French	8%	5%
Interrupted studies		
Yes	18%	19%

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

2.2.1 Interruption of studies

As mentioned, it was fairly common for students to report that since starting university, they have interrupted their studies for one or more terms.

In 2003, the most common reasons for interrupting studies were:

- for employment (6%) and financial reasons (3%)
- for personal reasons, most often to travel (4%), due to illness (2%), to have or raise children (2%), or for other family reasons (2%).
- some 2% also reported being required to withdraw by their university, most likely due to poor grade point.

Table 15: Interrupted studies Q6

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
For employment	6%	6%	8%	5%
To travel	4%	4%	3%	4%
For financial reasons	3%	4%	4%	3%
Due to illness	2%	3%	2%	2%
For other family reasons	2%	2%	3%	2%
Required to withdraw by the university	2%	1%	3%	2%
To have/raise children	2%	2%	2%	1%
Other reasons	5%	6%	5%	4%
Have not interrupted studies	81%	80%	78%	83%
No response	<1%	<1%	1%	<1%

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

2.2.2 Students' grades

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

- The average grade of these students is close to a B+ (an average of 4.8 out 7; a 5 is equivalent to a B+).
- Over 1 student in 4 (28%) reported an average that is an A-, A or A+, while almost 6 in 10 (57%) reported an average that is a B or B+.
- Students attending Group 2 universities tend to have slightly lower grades (4.6), while those attending Group 1 universities have slightly higher (4.9).

Table 16: Average grade for courses completed so far Q9

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
A or A+	10%	11%	9%	10%
A-	18%	19%	16%	20%
B+	26%	28%	25%	27%
B	31%	30%	34%	29%
C+	9%	8%	12%	9%
C or lower	3%	2%	4%	3%
*Average	4.8	4.9	4.6	4.8

Note: The 'no response' category is not shown here. Therefore, columns may not sum to 100%. *A/A+=7, A-=6, B+=5, B=4, C+=3, C=2, D=1.

As shown in Figure 2, grades are similar, if slightly higher, than the last time graduating students were surveyed. The average grade in 2000 was 4.7 compared with 4.8 in 2003.

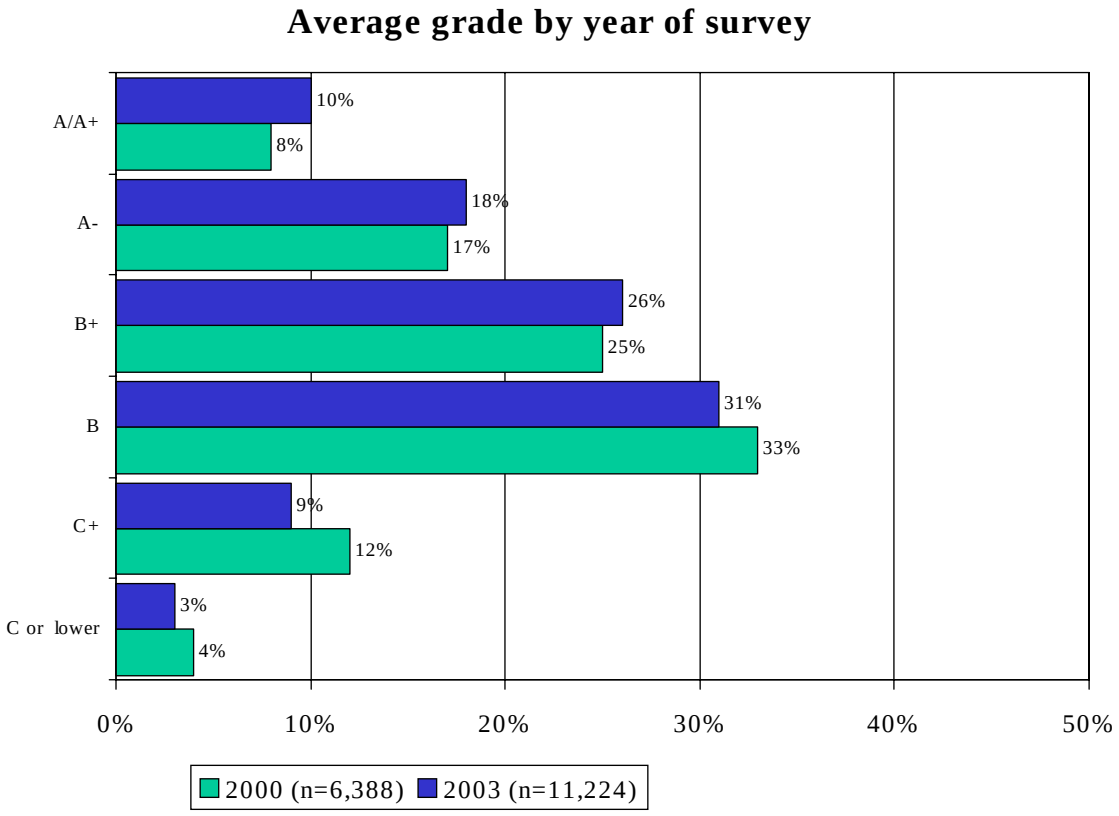

Figure 2

Students in different disciplines tend to have different grades, on average.

- Students in Education, Professional, and Arts and Humanities programs tend to have higher grades. The average is a B+ (an average of 5 or higher out of 7). In the case of students in Professional programs, over 7 in 10 have a B+ average or higher.

- Students in Social Science (49%), Business (47%), and Engineering (46%) programs reported a slightly lower grade on average (4.6 out of 7). Fewer than half of the students in these disciplines reported a grade of B+ or higher.

Table 17: Average grade by discipline

	Average (where 7 is A/A+)
Education	5.2
Professional	5.2
Arts and Humanities	5.0
Biological Science	4.9
Overall	4.8
Physical Science	4.7
Other fields	4.7
Social Science	4.6
Engineering	4.6
Business	4.6

3.0 Academic activities

In this section, we report on students' assessments of the contribution of a number of academic activities to their personal growth and development. We asked students to rate 16 academic activities in terms of contributing *very little*, *some*, or *very much* to their growth. If they had not experienced a particular activity, participants were asked to indicate that it was not applicable.[2]

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

- *co-op or internship programs*
- *faculty knowledge of discipline*
- *classroom instruction*
- *faculty enthusiasm for material*
- *undergraduate thesis or self-study.*

In each case, half or more of those who provided a rating indicated that these activities contributed very much to their personal growth and development.

However, some of these activities were experienced by a small subset of students. If we consider those having the largest impact on the most students, then the top five are:

- *faculty knowledge of discipline*
- *classroom instruction*
- *faculty enthusiasm for subject material*
- *faculty feedback*
- *assigned reading.*

Only the first two contributed very much to the personal growth and development of over half of the students.

[2] In fact, students were asked to rate each academic activity on a four-point scale, with "none" being the low end of the scale. However, in many cases, students indicated "none" when, in fact, they meant that they had no experience and thus were trying to convey it contributed nothing to their personal growth. For this reason, we treat those who said "none" as if they meant "not applicable," recognizing that in a few cases, students actually meant that they had experience but it had no impact. While we recognize that this is not ideal, it is the best method to fairly compare the impact of each academic activity on students.

3.1 Class-based activities

We asked students to rate the contribution that class-based activities have had on their personal growth and development. The percentages of students who rated these activities are shown in Table 18.

- Almost all students reported experience with *classroom instruction* and *participation in classroom discussions*.
- Almost as many – 8 students in 10 – have had experience with *computer-based technology*.
- Fewer – about 6 students in 10 – have had experience in the *laboratory* or with a *teaching assistant/lab demonstrator*.

Table 18: Percent reporting experience with in-class activities Q10

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
a. Classroom instruction	98%	98%	98%	98%
b. Participation in classroom discussions	96%	96%	96%	96%
l. Experience with computer-based technology	83%	82%	84%	83%
c. Laboratory experiences	62%	58%	62%	66%
n. Teaching assistant, lab demonstrator or assistant	57%	51%	60%	59%

Table 19 (below) presents those students who had experience and rated these in-class activities as contributing very much to their personal growth and development.

- Over half of these students (54%) rated *classroom instruction* as having contributed very much to their personal growth and development. Few (6%) rated it as contributing very little.
- About one-third reported that *participation in classroom discussions* contributed very much to their personal growth and development. About one-fifth (19%) think that this activity contributed very little to their growth.
- About one-third rated experience with *laboratory experience* (35%) and *computer-based technology* (32%) as contributing very much to their personal growth and

development. In each case, over one-quarter reported that such experiences contributed very little to their growth.

- Among these in-class activities, the lowest rating in terms of contributing to personal growth and development is for *teaching assistants and lab demonstrators.* Overall, about one-fifth (21%) rated these individuals as contributing very much to their personal growth and development. This compares with over one-third (36%) who said that such assistants contributed very little.

Table 19: In-class activities: contributed very much to personal growth and development Q10

	All students	Group		
		1	2	3
a. Classroom instruction	54%	56%	54%	52%
b. Participation in classroom discussions	36%	38%	37%	33%
c. Laboratory experiences	35%	34%	36%	36%
l. Experience with computer-based technology	32%	29%	34%	32%
n. Teaching assistant, lab demonstrator or assistant	21%	24%	19%	21%

Note: Percentages are based on those reporting experience.

3.1.1 Class-based activities by discipline

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

- **Participation in classroom discussion** was more likely to be considered as contributing very much to personal growth and development among students in Education (46%), Professional (46%), or Arts and Humanities (44%) programs. Classroom discussions were less likely to be rated as contributing very much by students in Biological Science (24%), Physical Science (21%), or Engineering (18%) programs.

- **Experience with computer-based technology** had a greater impact on personal growth and development for students in Engineering (52%) or Physical Science (40%) programs and less for those in Arts and Humanities (22%) but also those in Biological Science (23%), Social Science (23%), and Professional (24%) programs.

- **Laboratory experience** appears to have had more impact on students in science disciplines, especially Biological Science (59%), Physical Science (47%), and Engineering (43%), and had much less impact on those students in disciplines not generally associated with labs: Business (18%), Social Science (23%), Education (24%), and Arts and Humanities (28%).

- **Teaching assistants or lab demonstrators** appear to have contributed more to students in Physical (31%) and Biological Science (31%) than to those in Business (15%) and Education (14%) programs.

Table 20: Contribution of class-based activities by discipline

Issue	Discipline	% very much
Participation in classroom discussions	Education	46%
	Professional	46%
	Arts and Humanities	44%
	Overall	36%
	Biological Science	24%
	Physical Science	21%
	Engineering	18%
Experience with computer-based technology	Engineering	52%
	Physical Science	40%
	Overall	32%
	Professional	24%
	Social Science	23%
	Biological Science	23%
	Arts and Humanities	22%
Laboratory experiences	Biological Science	59%
	Physical Science	47%
	Engineering	43%
	Overall	35%
	Arts and Humanities	28%
	Education	24%
	Social Science	23%
	Business	18%
Teaching assistant/lab demonstrator	Physical Science	31%
	Biological Science	31%
	Overall	21%
	Business	15%
	Education	14%

3.2 Self-directed academic activities

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

- Almost all students reported experience *with assigned readings, examinations,* and *use of the library.*
- Over three-quarters of students (78%) reported doing *extra, unassigned reading.*
- Although 4 in 10 provided (39%) a rating of *co-programs, internship, or other practical experience,* we know that far fewer were involved directly with such programs.
- Similarly, about one-third (34%) provided ratings of *undergraduate thesis or other self-directed study,* although they likely did not have experience with this activity.

Table 21: Percent reporting experience with self-directed academic activities Q10

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
j. Assigned reading	97%	97%	96%	97%
i. Examinations	94%	93%	94%	95%
p. Use of library	94%	93%	93%	95%
k. Extra (unassigned) reading	78%	78%	77%	78%
m. Co-op program, internship, or other practical experience	39%	35%	42%	38%
o. Undergraduate thesis, self-directed study	34%	30%	39%	33%

Of these self-directed activities, participating in *co-op/internship programs* and *undergraduate thesis/self-directed study* received the highest ratings in terms of contributing to growth and development.

- Although used by few, participation in a *co-op, internship, or other program involving practical experience* received the highest mark of all the activities tested in terms of its contribution to growth and development. Over 7 students in 10 (72%) who rated it said that it contributed very much to their growth. Of those who provided a rating, 1 in 10 said that this experience contributed very little to their growth and development.

- About half (48%) rated the use of *undergraduate thesis or self-directed study* as contributing very much to their growth and development. Almost 1 student in 5 thought that this activity contributed very little.

- Over one-third rated *use of the library* (38%) and *assigned reading* (35%) as contributing very much to their growth and development. In each case, one-fifth or less rated the contribution of *use of the library* (20%) and *assigned reading* (16%) as very little.

- About one-quarter (24%) indicated that *exams* made such a contribution. As many (24%) rated examinations as contributing very little.

- Less than one-fifth (17%) thought that their choice of *extra, unassigned reading* contributed very much to their growth. About 4 students in 10 (39%) indicated that such reading contributed very little.

Table 22: Self-directed activities: contributed very much to personal growth and development Q10

	All students	Group		
		1	2	3
m. Co-op program, internship, or other practical experience	72%	70%	71%	74%
o. Undergraduate thesis, self-directed study	48%	47%	47%	50%
p. Use of library	38%	36%	35%	42%
j. Assigned reading	35%	35%	36%	35%
i. Examinations	24%	21%	25%	26%
k. Extra (unassigned) reading	17%	17%	16%	17%

Note: Percentages are based on those reporting experience.

3.2.1 Self-directed activities by discipline

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

- **Co-op/internship program.** A good majority of those in all disciplines thought that co-op or internship programs contributed very much to their personal growth and development. However, almost all of those who provided a rating in Education (91%) and Professional (83%) programs thought this way.

- **Undergraduate thesis.** Among those who provided a rating, those in Education (23%) were the least likely to say that such a thesis contributed very much to their personal growth, while those in Biological Science (68%) were the most likely.

- **Assigned reading.** Those in Social Science (44%) and Arts and Humanities (43%) programs were the most likely to say that assigned reading contributed very much to their personal growth and development. Those in Education (27%), Physical Science (25%), or Engineering (20%) programs did not value such readings as much.

- **Use of the library.** Those in Arts and Humanities (47%), Social Science (46%), and Professional (44%) programs were more likely to rate their use of the library as contributing very much to their growth, while those in Engineering (25%) or Business (25%) programs were the least likely.

- **Examinations.** Engineering (30%) students were the most likely to say that exams contributed very much to their growth, while Education (10%) students were the least likely.

Table 23: Contribution of self-directed activities to growth and development by discipline		
Issue	**Discipline**	**% very much**
Co-op/internship program	Education	91%
	Professional	83%
	Overall	72%
	Biological Science	63%
	Social Science	58%
Undergraduate thesis/self-directed thesis	Biological Science	68%
	Physical Science	58%
	Overall	48%
	Business	31%
	Education	23%
Assigned readings	Social Science	44%
	Arts and Humanities	43%
	Overall	36%
	Education	27%
	Physical Science	25%
	Engineering	20%
Use of library	Arts and Humanities	47%
	Social Science	46%
	Professional	44%
	Overall	38%
	Engineering	25%
	Business	25%
Examinations	Engineering	30%
	Overall	24%
	Education	10%

3.3 Faculty

Almost all students indicated that they had experience with university faculty, although slightly fewer (70%) reported experience with faculty research activities (see Table 24).

Table 24: Percent reporting experience with faculty Q10				
	All students (n=11,224)	**Group**		
		1 (n=3,325)	**2 (n=3,273)**	**3 (n=4,626)**
g. Faculty enthusiasm for subject material	98%	99%	97%	98%
f. Faculty knowledge of their discipline	98%	98%	97%	98%
d. Faculty feedback on assignments or projects	97%	98%	97%	97%
e. Personal interactions with faculty	95%	96%	95%	94%
h. Faculty research activities	70%	70%	69%	71%

According to students, different aspects of faculty contribute differently to their growth and development (see Table 25 below).

- Almost 6 students in 10 reported (58%) that *faculty knowledge of their discipline* contributed very much to their personal growth and development. Less than 1 student in 10 thought that such knowledge (7%) contributed very little.

- Half reported that *faculty enthusiasm for subject material* contributed very much to their growth. Less than 1 student in 10 thought that such enthusiasm (8%) contributed very little.

- Some 4 students in 10 attributed *personal interactions with faculty* and *faculty feedback on assignments* to contributing very much to their personal growth and development. About 1 student in 5 rated his/her *personal interactions with faculty* (21%) and *feedback on assignments* (18%) as contributing very little.

- About one-fifth (19%) reported that *faculty research activities* contributed very much to their growth. Almost 4 students in 10 (38%) reported that these activities contributed very little to their personal growth and activities. Students did not appear to link their professors' knowledge of their discipline – which most students said contributed very much to their growth – with those same professors' research activities.

Table 25: Faculty activities: contributed very much to personal growth and development Q10

	All students	Group		
		1	2	3
f. Faculty knowledge of their discipline	58%	62%	56%	56%
g. Faculty enthusiasm for subject material	50%	53%	50%	48%
e. Personal interactions with faculty	40%	46%	39%	36%
d. Faculty feedback on assignments or projects	35%	36%	36%	33%
h. Faculty research activities	19%	19%	18%	20%

Note: Percentages are based on those reporting experience.

3.3.1 Contribution of faculty by discipline

Only one area experiences a significant difference in students' ratings of the faculty contribution by discipline.

Students in Arts and Humanities (62%) programs were more likely to report that *faculty enthusiasm for subject material* contributed very much to their personal growth and development. Those in Engineering (39%) were the least likely to feel this way.

Table 26: Contribution of self-directed activities to growth and development by discipline

Issue	Discipline	% very much
Faculty enthusiasm for subject material	Arts and Humanities	62%
	Overall	50%
	Business	42%
	Engineering	39%

3.4 Use of support staff

We asked students about their use of various university support staff.

- **Academic advisors.** Over three-quarters of students (78%) have used academic advisors at least occasionally, including less than one-fifth who used them often or very often (16%). Students attending Group 1 universities were the most likely to report using academic advisors at least occasionally (85%), while students attending Group 2 universities were the most likely to use them often or very often (19%).

- **University support staff.** About half had used the services of other university staff, some 14% often or very often.

- **Career counsellors.** Just less than 3 students in 10 had at least occasionally used career counsellors. This includes a small number who had used such counsellors often or very often (3%).

- **Personal counsellors.** About 1 student in 5 reported using personal counsellors at least occasionally, including 3% who had used them often or very often.

- **Peer or residence advisors.** Similarly, about 1 in 5 reported using peer or residence advisors, including 5% who had used them often or very often. Use of such counsellors is more common in Group 1 universities (24%), presumably because students attending these universities were more likely to have lived, at least for part of the time, in residence.

Table 27: Use of support staff Q13				
	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
a. Academic advisors				
At least occasionally	78%	85%	78%	74%
Often/very often	16%	17%	19%	14%
e. University support staff				
At least occasionally	54%	54%	54%	55%
Often/very often	14%	15%	14%	14%
c. Career counsellors				
At least occasionally	29%	29%	30%	28%
Often/very often	3%	3%	4%	3%
b. Personal counsellors				
At least occasionally	20%	21%	21%	18%
Often/very often	3%	3%	3%	3%
d. Peer or residence advisors				
At least occasionally	18%	24%	17%	14%
Often/very often	5%	8%	4%	3%

4.0 Extra-curricular activities

In this section, we report on the impact 18 extra-curricular activities had on students' personal growth and development.

In general, students rated most extra-curricular activities as having very little impact on their growth and development.

There are exceptions. Among those who had experience with extra-curricular activities, those that had the greatest impact are:

- *international placements or exchanges*
- *interactions with other students*
- *living on campus*
- *off-campus community service or volunteer activity*
- *serving as a peer advisor*.

In each case, about half or more of those who provided a rating indicated that the activity contributed very much to their personal growth and development.

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

- *interactions with other students*
- *campus social events*
- *exposure to students from different cultures*.

4.1 Impact of student services and supports

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

- Almost 4 students in 10 (38%) reported *participation in student clubs.*
- Over 1 student in 4 (27%) reported using *study skills and learning support services.*
- Less than 1 student in 10 reported serving as *a peer or residence advisor,* participation in *international placement or exchanges,* or *participation in student government*.

Table 28: Use of on-campus student services/supports Q11

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
j. Participation in student clubs	38%	38%	40%	36%
b. Study skills/learning support services	27%	28%	31%	24%
f. Serving as a peer or residence advisor	9%	9%	10%	7%
a. International placements or exchanges	8%	7%	7%	10%
i. Participation in student government	7%	6%	8%	8%

4.1.1 Contribution of student supports/services

As was the case in 2000, of these supports/services, those involving the fewest students tend to have the biggest impact.

- Although few students had participated in *international placements or exchanges*, three-quarters of those who had claimed that such experiences contributed very much to their personal growth and development. Less than one-tenth of students thought that such placements made very little or no contribution to their personal growth and development.
- Again, although relatively few students had served as a *peer or residence advisor*, almost half of those who had (46%) reported that this experience contributed very much to their personal growth and development. Over one-tenth of

students indicated that this service contributed very little or nothing.

- Those who had participated in *student government* were also relatively few, but close to 4 in 10 who had reported that it contributed very much to their growth. Among those who participated, over one-fifth said that it contributed very little.

- One-third of those who had participated in *student clubs* reported that such participation contributed very much to their personal growth. Almost one-quarter of students reported that participating in such clubs contributed very little or nothing to their personal growth.

- One-fifth of those who had used *study skills or learning support services* said that these services contributed very much to their personal growth. One-quarter of students said that such support services contributed little or nothing to their growth.

Table 29 shows those students who had participated in these activities and who considered them to contribute very much to their personal growth and development.

Table 29: Student services: contributed very much to growth and development Q11

	All students	Group		
		1	2	3
a. International placements or exchanges	72%	67%	76%	73%
f. Serving as a peer or residence advisor	46%	52%	45%	41%
i. Participation in student government	38%	37%	36%	41%
j. Participation in student clubs	32%	32%	32%	33%
b. Study skills/learning support services	20%	22%	21%	17%

Note: Percentages are based on those reporting experience.

4.2 Non-academic campus activities

Many students reported being active on campus and taking part in non-academic events.

- Over half reported attending *campus social events* (55%), and almost as many (48%) reported *attending campus lectures* (in addition to regular classes). Students attending Group 1 universities were slightly more likely to attend both types of events.

- About one-third reported *attending home games for university athletic teams* (34%); as many *attend campus cultural activities* (32%). Group 1 students (45%) were more likely than other students to report attending a home game of their university teams.

- About one-quarter reported having *on-campus employment* (26%), *participation in student intramural athletic programs* (26%), and *living on campus* (26%). The likelihood of living on campus appears to decrease as university size increases. One-third of those attending smaller universities (Group 1) reported living on campus, compared to one-quarter of Group 2 students and one-fifth of those attend the largest – Group 3 – universities.

- One-tenth reported involvement in *campus media* (e.g., radio, TV, newspaper).

- About 3% reported participating in a *fraternity or sorority*.

Table 30: Involved in non-academic campus activities Q11

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
l. Campus social events	55%	58%	52%	54%
m. Campus lectures (in addition to regular classes)	48%	52%	46%	47%
p. Attending home games of university athletic teams	34%	45%	29%	31%
c. Attending campus cultural activities	32%	33%	30%	32%
k. On-campus employment	26%	29%	28%	23%
o. Participation in student intramural athletic programs	26%	27%	25%	26%
d. Living on-campus	26%	34%	25%	20%
h. Involvement in campus media (e.g., radio, TV, newspaper)	10%	11%	11%	8%
n. Participation in fraternities/sororities	3%	3%	2%	4%

- *Participation in student intramural athletic programs* tends to vary by discipline. Those in Engineering (40%) were the most likely to report such participation, while those in Professional (19%) or Arts and Humanities (18%) programs were the least likely.

- Participation in *athletic programs* was also more common among men (37%) than among women (20%).

4.2.1 Contribution of non-academic activities

Among the participants in these on-campus non-academic activities, two activities were most likely to be credited with contributing very much to participants' personal growth and development.

- Over half of those who experienced *living on campus* said that it contributed very much to their personal growth. Those living on campus at a Group 1 university (58%) were the most likely to feel this way. Overall, some still said that it contributed very little or nothing (15%) to their growth.

- Some 4 in 10 students who reported *on-campus employment* said that it contributed very much to their personal growth. About 1 in 5 reported the opposite: on-campus employment contributed very little or nothing to their growth.

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

- About one-third of students claimed that participation in a *fraternity or sorority* (33%) contributed very much to their personal growth. As many claimed that participation in fraternity or sorority contributed very little (32%) or nothing.

- Almost as many claimed that *participation in student intramural athletic programs* (30%) contributed very much to their personal growth. Some felt that student intramural athletics contributed very little (25%).

- About one-quarter reported that *involvement in campus media* (24%) and *campus lectures* (22%) contributed very much to their personal growth. For many students, their experience with campus media did not contribute positively to their growth and development. Indeed, over one-third (36%) said that the experience with campus media

contributed very little or nothing. Similarly, about one-quarter indicated that campus lectures contributed very little or nothing.

- About one-fifth reported that attending *campus cultural activities* (19%) and *social events* (18%) contributed very much to their growth and development. One-quarter reported that campus cultural activities (26%) contributed very little or nothing, and one-third (32%) said the same of social events.

- Over one-tenth said that *attending home games of university athletic teams* contributed very much to their growth. Almost half (48%) said that attending such events contributed very little or nothing to their growth and development.

Table 31: On-campus activities: contributed very much to growth and development Q11

	All students	Group		
		1	2	3
d. Living on campus	54%	58%	53%	51%
k. On-campus employment	43%	45%	42%	43%
n. Participation in fraternities/sororities	33%	29%	32%	36%
o. Participation in student intramural athletic programs	30%	34%	29%	29%
h. Involvement in campus media (e.g., radio, TV, newspaper)	24%	23%	27%	21%
m. Campus lectures (in addition to regular classes)	22%	22%	21%	23%
c. Attending campus cultural activities	19%	21%	19%	18%
l. Campus social events	18%	21%	16%	18%
p. Attending home games of university athletic teams	13%	14%	12%	12%

Note: Percentages are based on those reporting experience.

4.2.2 Contribution by discipline

For students in some disciplines, on-campus employment was more likely to be seen as contributing very much to their personal growth and development. This may be a function of the job and its relevance to their chosen discipline.

- Over half of the students with on-campus employment and in either Biological or Physical Science programs said that their job contributed very much to their growth.

- This compares with those in Professional or Engineering programs, where only about one-third who had on-campus employment reported that it contributed very much to their growth.

Table 32: On-campus employment: contributed very much to growth and development by discipline

Discipline	Very much %
Biological Science	54%
Physical Science	53%
Social Science	47%
Overall	43%
Other fields	43%
Arts and Humanities	42%
Business	38%
Education	38%
Professional	35%
Engineering	33%

Note: Percentages are based on those reporting experience.

4.3 Interactions with others

Almost all students reported *interactions with other students* and *exposure to students from different cultures.*

Almost half (45%) reported being involved in either *off-campus community service or volunteer activities (*36%) or these same activities on campus (23%).

Table 33: Interaction with others Q11

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
e. Interactions with other students	98%	98%	98%	99%
g. Exposure to students from different cultures	88%	86%	91%	87%
Any community service/volunteer activity (net)	45%	47%	45%	43%
r. Off-campus community service/volunteer activities	36%	38%	38%	34%
q. On-campus community service/volunteer activities	23%	24%	22%	22%

4.3.1 Contribution of interactions with others

Among those who reported such interactions:

- Some 6 students in 10 reported that the *interactions with other students* contributed very much to their personal growth and development. Just over 1 student in 20 (6%) reported that such interactions made very little or no contribution.

- About half reported that *off-campus community service and volunteer activities* contributed very much to their growth. About 1 student in 10 said that these volunteer activities contributed very little or nothing.

- *On-campus community service activities* were not as likely to contribute to personal growth and development. Only 1 student in 3 felt this way about on-campus volunteer activities (compared with half for off-campus activities). About 1 student in 5 felt that such on-campus activities contributed very little or nothing.

- About 1 student in 3 reported that *exposure to students form different cultures* contributed very much to their personal growth and development. About 1 student in 5 reported the opposite; such exposure contributed very little or nothing.

Table 34: Interaction with others: contributed very much to growth and development Q11

	All students	Group		
		1	2	3
e. Interactions with other students	61%	63%	60%	59%
r. Off-campus community service/volunteer activities	48%	50%	48%	46%
g. Exposure to students from different cultures	33%	31%	35%	32%
q. On-campus community service/volunteer activities	32%	35%	30%	30%

Note: Percentages are based on those reporting experience.

4.3.2 Hours engaged in community service

About half of all students reported (48%) being involved in community service or volunteer activities on a weekly basis.

On average, the typical student spends 2.4 hours a week on such activities. Among the 48% who volunteer, the average number of hours almost doubles to 4.5 hours per week.

Table 35: Average number of hours engaged in community service/volunteer activities per week Q12

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
None	45%	44%	44%	46%
1 or 2	20%	20%	19%	21%
3 to 5	18%	17%	19%	18%
6 or more	10%	12%	11%	9%
Average hours	2.4	2.5	2.5	2.1
Average hours for students who participate	4.5	4.7	4.8	4.2

Note: The 'no response', and the 'non-numeric' categories are not shown here. Therefore, columns may not sum to 100%.

Students in Biological Science (57%) and Education (55%) programs were slightly more likely to report involvement with community service or volunteer activities (whether on or off campus). Among those who were involved, the average number of hours is similar, but it ranges from a high of 5.4 hours among students in Professional programs to 3.4 hours among those in Physical Science programs.

Table 36: Engaged in community service by discipline

	(n=11,224)		Average hours per week (among those involved)
	Involved (some hours)	Not involved (Zero hours)	
Biological Science	57%	38%	4.2 hours
Education	55%	38%	4.4 hours
Social Science	52%	42%	4.7 hours
Other fields	53%	41%	4.8 hours
Arts and Humanities	49%	42%	4.5 hours
Overall	49%	45%	4.5 hours
Professional	48%	46%	5.4 hours
Physical Science	47%	45%	3.4 hours
Business	40%	53%	4.3 hours
Engineering	37%	58%	3.8 hours

5.0 Skill growth and development

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

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

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

In this section, we report the average ratings students gave to their universities for contributing to the growth and development for each of 28 skills.

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

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

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

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

- *ability to access information*
- *accepting people from different cultures*
- *skills for planning and completing projects*
- *written communication skills*
- *identifying and solving problems*
- *cooperative interaction in groups.*

In each case above, among the students who provided a rating, at least 7 in 10 rated their university as doing a good or excellent job.

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

- *mathematical skills*
- *appreciation of the arts*
- *dealing with personal crises*
- *entrepreneurial skills.*

In each case, fewer than half rated their university as doing a good or excellent job. In the case of entrepreneurial skills, only about one-quarter rated their university as doing at least a good job.

These 28 skills are grouped into broad themes and reviewed in detail below.

5.1 Academic skills

We asked students to rate their university experience in terms of growth and development of five academic skills.

Almost all students rated their universities in terms of contributing to students' *broad knowledge of their major field of study*, and *new computer skills*, and *preparation for post-graduate study or professional school*.

Most also rated their universities' contribution to their *understanding and applying scientific principles and methods* and *mathematical skills*.

Of these academic skills, only one received an average rating, which suggests that universities are doing a good job.

- On average, students said that their institutions did a good job (an average rating of 4.2 or a B) of providing *a broad knowledge of their major field of study*. In fact, about 8 students in 10 rated their institution as good (that is, a "B"–43%) or excellent (that is, an "A" - 41%).

On average, students rated growth and development of other academic skills as a C+ (better than fair (3), but not good (4)).

- Of those who rated *understanding and applying scientific principles and methods*, 6 students in 10 rated their university as doing a good (40%) or excellent (22%) job.
- A very similar rating was reported for *preparation for post-graduate study or professional school.* Almost 6 students in 10 rated their university as good (37%) or excellent (19%).
- Over half who provided a rating think that their university is doing a good (34%) or excellent (20%) job in contributing to their growth and development in *new computer skills*.
- *Mathematical skills* received one of the lowest ratings of this group. Of those who provided a rating, many rated their university as good (30%) or excellent (16%), but some 20% rated their institution as poor or fail.

Table 37 shows the percentage of students who rated their university and the average rating out of 5 given by these students for the growth and development of these academic skills.

Table 37: Academic skills: growth and development Q14/Q15

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Percent who rated the university				
q15g. Broad knowledge of my major field of study	99%	99%	99%	99%
q14l. New computer skills	91%	90%	91%	92%
q15o. Preparation for post-graduate study or professional school	90%	90%	90%	91%
q15l. Understanding and applying scientific principles and methods	83%	80%	82%	85%
q14i. Mathematical skills	80%	77%	79%	83%
Mean grade (out of 5)				
q15g. Broad knowledge of my major field of study	4.2	4.2	4.2	4.2
q15l. Understanding and applying scientific principles and methods	3.7	3.7	3.7	3.8
q15o. Preparation for post-graduate study or professional school	3.5	3.6	3.5	3.5
q14l. New computer skills	3.5	3.5	3.6	3.5
q14i. Mathematical skills	3.4	3.3	3.4	3.4

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

5.1.1 Growth and development of academic skills by discipline

Students in Engineering and Physical Science programs tend to give higher grades to their universities for contributing to their growth and development of: *mathematical skills, understanding and applying scientific principles and methods* (as did those in the sciences), and *new computer skills.*

Students in Arts and Humanities programs tend to rate their universities significantly lower on these same items, as do students in other selected programs.

Table 38 presents these and other significant differences.

Table 38: Contribution to academic skills by discipline

Issues	Discipline	Mean
Mathematical skills	Engineering	4.4
	Physical Science	4.2
	Overall	3.4
	Social Science	3.1
	Professional	3.1
	Arts and Humanities	2.7
Understanding and applying scientific principles and methods	Biological Science	4.3
	Physical Science	4.2
	Engineering	4.2
	Overall	3.7
	Business	3.5
	Education	3.4
	Arts and Humanities	3.2
New computer skills	Engineering	4.0
	Physical Science	3.7
	Overall	3.5
	Social Science	3.3
	Arts and Humanities	3.3

5.2 Communication skills

Almost all students rated their universities in terms of contribution to communication skills.

In all cases, whether regarding written communication skills, oral communication skills, or cooperative interaction in groups, the average rating suggests that most students think that their university did a good job.

- Generally, students rated their universities' contribution to the growth and development of *written communication* as either good (49%) or excellent (23%).

- They also awarded their universities high grades for contributing to the growth and development of *oral communication,* giving institutions either a "B" (good – 48%) or an "A" (excellent – 22%).

- Similar ratings were given in terms of contribution to *cooperative interaction in groups.* Most rated their institutions as either good (42%) or excellent (29%).

Table 39: Communication skills: growth and development Q14/Q15

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Percent who rated the university				
q14a. Written communication skills	99%	99%	99%	99%
q14b. Oral communication skills	99%	99%	99%	99%
q14g. Cooperative interaction in groups	98%	98%	98%	99%
Mean grade (out of 5)				
q14g. Cooperative interaction in groups	3.9	3.9	3.9	3.9
q14a. Written communication skills	3.9	4.0	3.9	3.9
q14b. Oral communication skills	3.9	3.9	3.9	3.8

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

5.2.1 Growth and development of communication skills by discipline

Arts and Humanities students gave significantly higher marks to their institutions in terms of *written communication skills*, while those in Physical Science or Engineering programs tended to give lower marks to both *written* and *oral communication skills*.

Table 40: Contribution to communication skills by discipline

Issues	Discipline	Mean
Written communication skills	Arts and Humanities	4.1
	Overall	3.9
	Physical Science	3.6
	Engineering	3.6
Oral communication skills	Overall	3.9
	Biological Science	3.7
	Engineering	3.7
	Physical Science	3.6

5.3 Learning skills

Among the seven items grouped as learning skills, the average ratings tended to be a "B" or "B-."

The following received the highest rating for contribution to learning skills:

- Approximately 8 students in 10 rated their university as good (46%) or excellent (33%) in contributing to growth and development in terms of *thinking logically and analytically.*
- Some 3 students in 4 rated their university as good (approximately 46%) or excellent (approximately 28%) in terms of contributing to their *ability to access information* and developing *skills for planning and completing projects.*

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

- *Ability to understand abstract reasoning.* Some 46% rated their university as good in this regard, while 24% rated it as excellent.

- *Identifying and solving problems.* Some 54% rated their university as good in this regard, while 18% rate it as excellent.

About 2 out of 3 students rated their university as good or excellent in contributing to their growth and development in the following areas:

- *Commitment to lifelong learning.* Some 38% rated their university as good, while 29% rated it as excellent.

- *Effective study and learning skills.* Some 45% rated their university as good, while another 19% rated it as excellent.

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

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Percent who rated the university				
q14c. Effective study and learning skills	99%	99%	99%	99%
q14e. Thinking logically and analytically	99%	99%	99%	99%
q14j. Ability to access information	99%	99%	99%	99%
q14k. Skills for planning and completing projects	98%	99%	99%	98%
q14d. Ability to understand abstract reasoning	98%	99%	98%	98%
q15a. Identifying and solving problems	98%	98%	98%	98%
q15n. Commitment to lifelong learning	96%	97%	97%	96%
Mean grade (out of 5)				
q14e. Thinking logically and analytically	4.1	4.1	4.1	4.1
q14j. Ability to access information	4.0	3.9	4.0	4.0
q14k. Skills for planning and completing projects	4.0	4.0	4.0	3.9
q14d. Ability to understand abstract reasoning	3.9	3.9	3.9	3.8
q15n. Commitment to lifelong learning	3.9	4.0	3.8	3.8
q15a. Identifying and solving problems	3.8	3.9	3.9	3.8
q14c. Effective study and learning skills	3.7	3.8	3.7	3.7

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

5.3.1 Growth and development of learning skills by discipline

There were few significant differences by discipline.

- Students in Engineering programs gave higher grades to their universities for contributing to their growth and development in *thinking logically and analytically* and in *identifying and solving problems,* but on average, Engineering students gave the lowest ratings for *commitment to lifelong learning*.

- Physical Science students also gave their universities higher marks, on average, for contributing to *thinking logically and analytically.* On average, Education students graded their universities the lowest on this item.

- On average, students in Education programs gave higher marks for *commitment to lifelong learning,* while students in Physical Science and Business programs joined Engineering students in giving lower marks.

- Education and Business students gave the lowest average grade to their universities for contributing to their *ability to understand abstract reasoning*.

Table 42: Contribution to learning skills by discipline

Issues	Discipline	Average
Thinking logically and analytically	Engineering	4.3
	Physical Science	4.2
	Overall	4.1
	Education	3.8
Identifying and solving problems	Engineering	4.1
	Overall	3.9
	Education	3.6
Commitment to lifelong learning	Education	4.1
	Professional	4.0
	Arts and Humanities	4.0
	Overall	3.9
	Physical Science	3.7
	Business	3.7
	Engineering	3.5
Ability to understand abstract reasoning	Social Science	4.0
	Arts and Humanities	4.0
	Overall	3.9
	Business	3.7
	Education	3.7

5.4 Life skills: working and knowledge skills

We grouped a number of skills that are neither academic nor learning skills, specifically, but that apply throughout one's life into two categories: working and knowledge skills, and personal and relationship skills. The universities received high marks on some and lower marks on others.

First, we examine the ratings to the six working and knowledge skills.

- Over 8 students in 10 reported their university had done a good (40%) or excellent (46%) job of contributing to their growth and development in terms of *working independently.* This item received the single highest average rating of any of the skills tested.

- Some 6 students in 10 rated their university as good (40%) or excellent (19%) in contributing to their growth and development of g*eneral skills and knowledge relevant for employment.*

- About half of students rated their university as good or excellent in its contribution to s*pecific employment-related skills and knowledge* (34% good, 17% excellent) and *understanding national and global issues* (34% good, 16% excellent).

- Over 4 students in 10 rated their university as good (26%) or excellent (17%) in contributing to students' growth and development of *appreciation of the arts.*

- About 1 student in 4 rated his/her university's contribution to growth and development of *entrepreneurial skills* as good (20%) or excellent (5%). As such, this item received the lowest average score of the 28 tested.

Table 43: Life skills: working and knowledge skills Q14/Q15				
	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Percent who rated the university				
q14f. Working independently	99%	99%	99%	99%
q15h. General skills and knowledge relevant for employment	98%	97%	98%	98%
q15i. Specific employment-related skills and knowledge	96%	96%	97%	96%
q15m. Understanding national and global issues	93%	93%	94%	92%
q15e. Appreciation of the arts	89%	92%	89%	88%
q15j. Entrepreneurial skills	80%	78%	81%	81%
Mean grade (out of 5)				
q14f. Working independently	4.3	4.3	4.3	4.3
q15h. General skills and knowledge relevant for employment	3.6	3.7	3.7	3.6
q15m. Understanding national and global issues	3.5	3.6	3.5	3.4
q15i. Specific employment-related skills and knowledge	3.4	3.4	3.5	3.4
q15e. Appreciation of the arts	3.3	3.5	3.2	3.1
q15j. Entrepreneurial skills	2.8	2.9	2.9	2.8
Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the mean. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.				

5.4.1 Growth and development of working and knowledge skills by discipline

Table 44 shows the significant differences by discipline. For example:

- Students in Education, Professional, and Business programs gave their universities higher grades for contributing to *general skills and knowledge relevant for employment.* Students in Biological, Physical, or Social Science programs gave this a lower rating.
- While students in Social Science and Arts and Humanities programs gave higher ratings to *understanding national and global issues,* those in science (Biological or Physical) programs or Engineering gave lower ratings.
- Students in the Arts and Humanities and science (Biological or Physical) programs gave lower ratings for *specific employment-related skills and knowledge,* while those in Education, Professional and Business programs gave higher grades, on average.

Table 44: Contribution to working and knowledge skills by discipline		
Issues	**Discipline**	**Average**
General skills and knowledge relevant for employment	Education	4.0
	Professional	4.0
	Business	3.8
	Overall	3.6
	Physical Science	3.5
	Social Science	3.5
	Biological Science	3.4
Understanding national and global issues	Social Science	3.8
	Arts and Humanities	3.5
	Overall	3.5
	Biological Science	3.2
	Physical Science	3.2
	Engineering	2.9
Specific employment-related skills and knowledge	Education	4.0
	Professional	3.9
	Business	3.6
	Overall	3.4
	Arts and Humanities	3.3
	Physical Science	3.3
	Biological Science	3.2
	Social Science	3.2
Appreciation of the arts	Arts and Humanities	4.1
	Overall	3.3
	Biological Science	3.0
	Physical Science	2.9
	Business	2.9
	Engineering	2.5
Entrepreneurial skills	Business	3.3
	Overall	2.9
	Social Science	2.7
	Physical Science	2.6
	Biological Science	2.5

5.5 Life skills: personal and relationship skills

Table 45 below presents the results for the seven items grouped as personal and relationship skills.

- Approximately 4 students in 10 rated their university as good (39%) or excellent (36%) in contributing to their growth and development in *accepting people from different cultures.*

- About 7 students in 10 rated their university as good (48%) or excellent (20%) in terms of contributing to the growth and development of their *interpersonal skills.*

- Approximately 6 students in 10 rated their university as good or excellent in contributing to their growth and development in the following areas:
  - *personal time management skills* (43% good, 21% excellent)
  - *moral and ethical development* (40% good, 18% excellent)
  - *leadership skills* (38% good, 18% excellent).

- About half rated their university as good or excellent in terms of their *ability to address issues in personal life* (35% good, 17% excellent).

- Approximately 4 students in 10 rated their university as good (28%) or excellent (10%) in contributing to their growth and development in terms of *dealing with personal crises.*

Table 45: Life skills: personal and relationship skills Q14/Q15

	All students (n=11,224)	Group 1 (n=3,325)	Group 2 (n=3,273)	Group 3 (n=4,626)
Percent who rated the university				
q15b. Personal time management skills	98%	97%	98%	97%
q15f. Interpersonal skills	97%	97%	97%	97%
q15c. Leadership skills	96%	95%	96%	95%
q15d. Moral and ethical development	95%	95%	95%	94%
q15k. Accepting people from different cultures	93%	94%	94%	93%
q14h. Ability to address issues in personal life	92%	93%	92%	93%
q15p. Dealing with personal crises	80%	80%	80%	80%
Mean grade (out of 5)				
q15k. Accepting people from different cultures	4.0	4.0	4.1	4.0
q15f. Interpersonal skills	3.8	3.9	3.8	3.7
q15b. Personal time management skills	3.8	3.8	3.8	3.7
q15c. Leadership skills	3.6	3.7	3.6	3.5
q15d. Moral and ethical development	3.6	3.7	3.6	3.5
q14h. Ability to address issues in personal life	3.5	3.6	3.5	3.4
q15p. Dealing with personal crises	3.1	3.3	3.1	3.0

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

5.5.1 Growth and development of personal/relationship skills by discipline

Table 46 below shows ratings by discipline.

- On average, students in Professional programs gave higher ratings than other students did to their universities in terms of *interpersonal skills, leadership skills, moral, ethical development,* and *dealing with personal issues in life.*

- Those in Engineering tended to give lower ratings on average to these same items (as did students in Physical Science programs).

Table 46: Contribution to personal and relationship skills by discipline

Issues	Discipline	Mean
Interpersonal skills	Professional	4.0
	Overall	3.8
	Engineering	3.6
	Physical Science	3.6
Leadership skills	Business	3.8
	Professional	3.8
	Overall	3.6
	Physical Science	3.4
	Biological Science	3.4
Moral and ethical development	Professional	3.9
	Overall	3.6
	Engineering	3.4
	Physical Science	3.3
Ability to deal with issues in personal life	Professional	3.8
	Overall	3.5
	Physical Science	3.2
	Engineering	3.2

6.0 Student satisfaction

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

In this section, we report that:

- Most students were very positive about their experience with their professors. In particular, the vast majority of students agreed that not only do their professors seem *knowledgeable in their field*, but their professors *communicated well in their teaching*, and *encouraged participation in class discussions.* Some professors had a *major positive influence on their academic career*.

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

- According to students, the weaknesses of some of their professors were that they do not *provide useful feedback* and they were not *knowledgeable of career opportunities* in their field. This is also true of the university of the whole; many students thought that they were not given knowledgeable advice on career opportunities in their field of study.

- As we saw earlier, most students believe that interaction with other students has contributed very much to their personal growth and development. Thus, the fact that the vast majority reported that they were satisfied with the opportunity of developing lasting friendship is important.

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

- Generally, students were satisfied or very satisfied with their decision to attend their university. This is further demonstrated by the fact that over 8 students in 10 would recommend their university to others.

6.1 Satisfaction with faculty

We asked students to rate their level of agreement with a series of nine statements about their professors. The vast majority of students were positive about their experience, either agreeing or strongly agreeing with each.

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

Students attending Group 1 universities tended to be slightly more positive about their professors and thus were more likely to agree with all of these statements.

Some 9 students in 10 agreed with these statements:

- *Most professors seemed knowledgeable in their field,* including 44% who strongly agreed.
- *Most professors were reasonably accessible outside of class,* including 28% who strongly agreed.
- *Most professors were well organized in their teaching,* including 22% who strongly agreed.

Some 8 students in 10 agreed or strongly agreed with these statements:

- *Most professors communicated well in their teaching,* including 21% who strongly agreed.
- *Most professors encouraged participation in class discussions,* including 27% who strongly agreed.
- *Some professors have had a major positive influence on my academic career*, including 41% who strongly agreed.
- *Most professors' teaching was intellectually stimulating,* including 21% who strongly agreed.

Some 7 students in 10 agreed or strongly agreed that:

- *Most professors provided useful feedback on my academics,* including 15% who strongly agreed. Almost 3 students in 10 disagreed with this assessment.

Some 2 students in 3 agreed or strongly agreed that:

- *Most professors knew of career opportunities in my field,* including 14% who strongly agreed. About 1 student in 3 disagreed that his/her professors knew about career opportunities.

Table 47: Assessment of faculty: percent strongly agree/agree Q16

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
a. Most professors seemed knowledgeable in their field	96%	96%	95%	96%
e. Most profs were reasonably accessible outside of class	88%	90%	86%	87%
b. Most professors were well organized in their teaching	86%	90%	84%	85%
c. Most professors communicated well in their teaching	83%	86%	81%	83%
d. Most profs encouraged participation in class discussions	80%	86%	77%	78%
f. Some profs had positive influence on academic career	80%	83%	79%	79%
g. Most professors' teaching was intellectually stimulating	78%	82%	76%	77%
h. Most profs provided useful feedback on my academics	70%	76%	68%	67%
i. Most professors knew of career opportunities in my field	64%	66%	63%	63%

6.1.1 Overall satisfaction with quality of teaching

We asked students whether they agreed or disagreed with the following statement: *Generally I am satisfied with the quality of teaching I have received.*

- Some 86% of students agreed with this statement, including one-quarter who strongly agreed.
- About 14% disagreed with this statement, suggesting that the quality of teaching did not meet their expectations or needs.
- Students attending Group 1 universities were slightly more likely to agree or strongly agree with this statement.

Table 48: Satisfied with the quality of teaching Q16J

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Strongly agree	25%	31%	24%	21%
Agree	61%	58%	61%	63%
Disagree	11%	7%	12%	12%
Strongly disagree	3%	2%	3%	3%
No response	1%	2%	<1%	1%

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

6.1.2 Rating of faculty by discipline

Students in Arts and Humanities programs tended to be more positive about their professors and were more likely to strongly agree with a number of these statements. Students in Professional and Education programs were also more likely to strongly agree with some of these statements.

Conversely, students in Engineering programs tended to be more negative and were less likely to strongly agree with many of these same statements. Students in Biological Science programs were also less likely to strongly agree with a number of these statements.

Table 49: Perception of faculty by discipline

Issues	Discipline	Strongly agree
Most professors' teaching was intellectually stimulating	Arts and Humanities	33%
	Overall	21%
	Engineering	11%
Most professors encouraged participation in class discussions	Professional	39%
	Arts and Humanities	37%
	Overall	27%
	Biological Science	16%
	Engineering	10%
Most of my professors communicated well in their teaching	Arts and Humanities	31%
	Overall	21%
	Physical Science	16%
	Business	16%
	Engineering	10%
Most of my professors provided useful feedback on my academics	Arts and Humanities	25%
	Professional	19%
	Overall	15%
	Biological Science	9%
	Engineering	9%
Most of my professors knew of career opportunities in my field	Professional	26%
	Education	21%
	Overall	14%
	Biological Science	10%
Generally, I am satisfied with the quality of teaching I have had	Arts and Humanities	34%
	Overall	25%
	Engineering	17%

6.2 Overall satisfaction with university

Below, we consider students' measures of satisfaction with their university. We asked students whether they agreed or disagreed with a series of statements about their university experience.

6.2.1 Learning experience intellectually stimulating

We asked students whether they agreed or disagreed with the statement: *My learning experiences at this university have been intellectually stimulating.* The vast majority of students agreed.

- Some 87% agreed, including some 29% who strongly agreed with this statement.
- Some 12% disagreed, including 2% who strongly disagreed.

Table 50: Learning experience at this university intellectually stimulating Q16K

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Strongly agree	29%	35%	29%	26%
Agree	58%	55%	57%	61%
Disagree	10%	7%	11%	10%
Strongly disagree	2%	1%	2%	2%
No response	1%	2%	1%	1%

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

We asked students if they agreed or disagreed with the statement: *My **non-academic** learning experiences at this university have been intellectually stimulating.*

- Almost three-quarters agreed, including one-fifth who strongly agreed.
- One-quarter disagreed with this statement.

Table 51: Non-academic learning experience at this university intellectually stimulating Q17A

	All students (n=11,224)	Group 1 (n=3,325)	Group 2 (n=3,273)	Group 3 (n=4,626)
Strongly agree	19%	22%	19%	17%
Agree	54%	54%	53%	55%
Disagree	21%	18%	22%	22%
Strongly disagree	4%	3%	4%	4%
No response	2%	2%	2%	2%

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

6.2.2 Lasting friendships

We asked students to rate their satisfaction with their *opportunity to develop lasting friendships* at their university.

- Some 83% of students were satisfied with their opportunity to develop lasting friendships at their university, including one-third who were very satisfied.
- Some 14% were dissatisfied with this aspect of their university experience.

Table 52: Satisfaction with opportunity to develop lasting friendships Q18D

	All students (n=11,224)	Group 1 (n=3,325)	Group 2 (n=3,273)	Group 3 (n=4,626)
Very satisfied	34%	39%	34%	31%
Satisfied	49%	47%	49%	52%
Dissatisfied	12%	11%	13%	13%
Very dissatisfied	2%	2%	3%	2%
No response	2%	2%	1%	2%

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

6.2.3 Feeling of inclusion

Many appear to be less satisfied with their universities in terms of the concern shown by the university for students as individuals.

Students were split:

- Some 56% reported being satisfied – including just 6% who were very satisfied – in terms of their university showing concern for them as individuals.
- Some 42% reported being dissatisfied, including 10% who were very dissatisfied.
- As in past surveys, students attending smaller universities (Group 1) tended to be more satisfied with their university on this aspect. Two-thirds of students attending Group 1 institutions reported being satisfied, while just half those attending large institutions, that is, Group 3 universities, reported being satisfied.

Table 53: Satisfaction with concern shown by university for students as individuals Q18A

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Very satisfied	6%	9%	5%	4%
Satisfied	50%	56%	50%	46%
Dissatisfied	32%	25%	33%	36%
Very dissatisfied	10%	8%	11%	12%
No response	2%	1%	1%	2%

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

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

- Over 6 students in 10 agreed with this statement, including over one-fifth who strongly agreed.

- Over 1 student in 3 (36%) disagreed, but only 5% strongly.

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

Table 54: I sometimes feel I get the run-around at this university Q17B

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Strongly agree	22%	21%	22%	24%
Agree	39%	37%	39%	40%
Disagree	31%	33%	32%	30%
Strongly disagree	5%	6%	5%	4%
No response	3%	3%	3%	2%

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

Another aspect of inclusion at a university is whether students feel as if they are part of that university.

- About 7 students in 10 agreed with the statement: *I feel as if I am part of the university,* including 12% who strongly agreed.

- About 3 students in 10 disagreed, including 5% who strongly disagreed.

Table 55: I feel as if I am part of this university Q17C

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Strongly agree	12%	16%	10%	10%
Agree	57%	58%	56%	56%
Disagree	24%	20%	26%	27%
Strongly disagree	5%	4%	6%	6%
No response	2%	2%	2%	1%

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

6.2.4 Overall quality of education

Regardless of their feeling of inclusion, the vast majority of students reported being satisfied with the overall quality of education they received at their university.

- Almost 9 students in 10 (89%) reported being satisfied with the quality of education received, including one-quarter who were very satisfied.

- The remaining 1 student in 10 (9%) reported being dissatisfied.

There is some suggestion that those attending smaller universities were more likely to be very satisfied with the quality of education (although this difference is not significant).

Table 56: Satisfaction with overall quality of education Q18C

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Very satisfied	26%	33%	25%	21%
Satisfied	63%	59%	64%	66%
Dissatisfied	8%	5%	9%	10%
Very dissatisfied	1%	<1%	1%	2%
No response	1%	2%	<1%	1%

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

6.2.5 Satisfaction with choice of university

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

- Almost 9 students in 10 (87%) were satisfied with their decision to attend the university, including almost 3 in 10 who were very satisfied.

- Again, about 1 student in 10 (11%) was dissatisfied with his/her choice of university.

Once again, those attending smaller universities (Group 1) appear to be more likely to be very satisfied than those attending large institutions such as those in Group 3. While suggestive, this difference is not statistically significant.

Table 57: Satisfaction with decision to attend this university Q18B

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Very satisfied	29%	39%	27%	24%
Satisfied	58%	52%	59%	63%
Dissatisfied	9%	6%	11%	10%
Very dissatisfied	2%	1%	3%	2%
No response	1%	1%	1%	1%

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

6.2.6 Satisfaction by discipline

Regardless of discipline, students were as likely to be satisfied with their universities on most aspects tested.

That said, students in Arts and Humanities programs were more likely to strongly agree that their learning experience at their university had been intellectually stimulating. Those in Business or Engineering programs were less likely to strongly agree.

Table 58: Satisfaction by discipline

Issue	Discipline	Strongly agree
16k. My learning experience at this university has been intellectually stimulating	Arts and Humanities	41%
	Overall	29%
	Engineering	20%
	Business	20%

6.3 Students recommend their university

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

- Over 8 students in 10 indicated that they would recommend their university.
- Over 1 student in 10 would not.

Table 59: Recommend this university Q19

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Yes	85%	89%	83%	84%
No	13%	9%	15%	14%
No response	2%	2%	2%	2%

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

6.3.1 Reason for recommending university

Students' most common reasons for recommending their universities were:

- **The program.** About 7 students in 10 who said that they would recommend their university said that they would do so because of the quality, flexibility, or availability of the program at that university. This reason was slightly more common among students attending Group 2 universities and slightly less common among those attending Group 1 universities.
- **The professors.** About 6 students in 10 who said that they would recommend their university said that they would do so because of the professors (or a particular professor). This reason was more common among students attending Group 1 universities (67%) and less common among students attending either Group 2 or 3 (56%) universities.

There were other common reasons for recommending a university. At least 1 student in 3 mentioned the following:

- **Quality of student or campus life.** Some 35% of students would recommend their university because of the quality of student or campus life. This reason was slightly more common among students attending Group 1 universities (46%) and less common among students attending Group 2 universities (28%).

- **Relevance of program for job opportunities.** Some 32% of students who would recommend their university said that they would do so because of the program's relevance for job opportunities. This reason was most common among students attending Group 2 universities (37%) and least common among students attending Group 1 (27%).

- **Relevance of program for growth and development.** Some 31% of students who would recommend their university said that they would do so because of the relevance of the program for growth and development.

Table 60: Reasons for recommending the university Q20

	All students (n=9,553)	Group		
		1 (n=2,944)	2 (n=2,713)	3 (n=3,896)
The program (quality/flexible/ available)	70%	67%	73%	69%
The professors	59%	67%	56%	56%
Quality of student/campus life	35%	46%	28%	33%
Relevance of my program for job opportunities	32%	27%	37%	33%
Relevance of my program for growth and development	31%	31%	34%	29%
Student services	17%	20%	14%	17%
Other reason(s)	14%	17%	13%	12%

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

6.3.2 Reasons for NOT recommending university

Students' most common reasons for not recommending their universities were the same as those they gave for making a recommendation:

- **The program.** Half of students said that their experience in the program was their reason for not recommending it, specifically, the low quality, lack of flexibility, or lack of availability.

- **The professors.** Almost half said that they would not recommend their university because of a poor experience with a professor or professors.

Other, less common, reasons – still mentioned by 3 students in 10 – were:

- **Student services.** Some 31% of those who would not recommend their university said that it was because of student services, which suggests that they had a poor experience or found the services unsatisfactory.

- **The lack of relevance of their program to job opportunities.** Almost as many (29%) noted that they would not recommend their university because their program does not appear to be relevant to job opportunities.

Table 61: Reasons for not recommending the university Q20

	All students (n=1,451)	Group		
		1 (n=313)	2 (n=494)	3 (n=644)
The program (quality/flexible/available)	50%	51%	46%	53%
The professors	47%	45%	50%	45%
Quality of student/campus life	36%	35%	42%	31%
Student services	31%	35%	32%	28%
Relevance of my program for job opportunities	29%	26%	28%	33%
Relevance of my program for growth and development	16%	12%	17%	16%
Other reason(s)	32%	34%	27%	34%

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

7.0 Education financing and debt

In this section, we report that:

- Almost 6 students in 10 reported having some debt from financing their education, most often from student loans.
- Overall, the average amount of debt per student is just over $11,500. Among those reporting debt, the average amount per student is just over $20,000.
- The top sources of funds for financing their education were *summer work, parents or relatives, current employment income,* and *government loans or bursaries.*

7.1 Debt from financing education

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

- Almost 6 students in 10 (56%) reported at least some debt from these sources.
- The most common source of debt is student loans; 4 students in 10 reported this as a source.
- About 1 student in 5 reported debt from bank loans or loans from other financial institutions.
- About 1 student in 7 reported owing money to his/her parents.
- About 1 student in 20 reported some debt from other sources.

Table 62: Sources of debt Q21

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Student loans	41%	45%	41%	40%
Loans from financial institutions	19%	21%	19%	17%
Loans from parents/family	15%	15%	15%	15%
Debt from other sources	6%	7%	6%	5%
Any debt	56%	59%	56%	53%

Table 63 shows the total amount of debt accumulated by these graduating students from these four sources.

- About 6 students in 10 have at least some debt. The value of that debt ranges from tens of dollars to one student who claims debt of $2 million. While these outliers are extreme, they make little difference in the calculations shown in Table 63.

- While about 1 student in 5 has debt valued at $10,000 or less, 1 student in 10 has debt of over $30,000.

- The average amount of debt (including those without any debt) is approximately $11,500. The median amount of debt is lower at $5,000.

- On average, the debt appears to be higher among those attending Group 1 and Group 2 universities (about $12,500) and lower among those attending Group 3 universities ($10,200). The median amount of debt is much higher for students attending Group 1 universities ($7,500).

Table 63: Accumulated debt Q21

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
No debt	41%	37%	41%	44%
$10,000 or less	19%	18%	17%	20%
$10,001 to $20,000	15%	16%	16%	14%
$20,001 to $30,000	12%	14%	13%	9%
Over $30,000	10%	11%	11%	9%
Average	$11,558	$12,585	$12,475	$10,181
Median	$5,000	$7,500	$5,000	$3,000

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

7.2 Average debt by source

The source of much of this debt appears to be student loans. Overall, on average:

- *Student loans* account for the bulk of the debt, just over $8,200.
- *Loans from financial institutions* account for almost $2,700, and *loans from parents or other family members* account for almost as much, nearly $2,300.
- *Debt from other sources* accounts for less than $600.

Table 64: Average debt by source Q21

	All students (n=11,224)	Group 1 (n=3,325)	Group 2 (n=3,273)	Group 3 (n=4,626)
All respondents				
Total average debt	$11,558	$12,585	$12,475	$10,181
- Student loans	$8,210	$9,345	$8,627	$7,134
- Loans from financial institutions	$2,677	$3,213	$2,678	$2,320
- Loans from parents/family	$2,298	$2,020	$3,299	$1,830
- Debt from other sources	$572	$628	$682	$468

Among those with debt from:

- The average total debt among these graduating students is approximately $20,000. The median value of total debt is only slightly lower at $17,000.
- On average, *student loans* account for approximately 65% of all debt. Among those with this type of debt, the average is $17,600. The median value of this debt is slightly lower at $15,000.
- *Loans from financial institutions* account for about 17% of the total. Among those with this type of debt, the average amount owing is over $10,000. The median value of the debt is $8,000.
- *Loans from parents or other family members* account for about 14% of the total. Among those with debt owed to family, the average amount owing is $10,700. However, the median value is about half that: $5,000.
- *Other sources* account for about 3% of the total. Those with debt from other sources reported that it averages about $6,000. Again, the median value of this debt is about half that amount: $3,000.

Table 65 shows the total average and median debt for those students with debt. It also shows the average and median debt for students with each source of debt. Thus, the n-size changes by source.

Table 65: Average/median debt by source for those with debt Q21				
	All students (n=6,245)	Group		
		1 (n=1,960)	2 (n=1,836)	3 (n=2,449)
Average debt				
Total average debt	$20,074	$20,458	$21,567	$18,648
- Student loans	$17,569	$18,224	$18,581	$16,297
- Loans from financial institutions	$10,412	$10,626	$10,071	$10,485
- Loans from parents/family	$10,686	$8,814	$14,763	$9,111
- Debt from other sources	$6,131	$5,173	$6,643	$6,702
Median debt				
Total median debt	$17,000	$20,000	$19,000	$15,000
- Student loans	$15,000	$16,000	$16,000	$13,000
- Loans from financial institutions	$8,000	$9,000	$8,000	$7,750
- Loans from parents/family	$5,000	$5,000	$6,000	$5,000
- Debt from other sources	$3,000	$3,000	$3,500	$3,000

7.2.1 Debt by discipline

Some 6 students in 10 who were in Professional, Education, or Engineering programs reported at least some debt. On average, among students with debt, those in Professional programs owe the most.

Only about half of the students in Biological Science or Business programs reported debt. Business students with debt appear to owe less, on average.

Table 66: Debt by discipline		
	% with debt	Average among those with debt
Professional	62%	$24,062
Education	61%	$20,931
Engineering	60%	$22,284
Other fields	57%	$22,680
Arts and Humanities	57%	$18,846
Overall	56%	$20,074
Social Science	54%	$18,926
Physical Science	54%	$18,897
Business	52%	$17,740
Biological Science	51%	$18,708

7.3 Sources of funding education

We asked students to think about the current academic year and indicate which of 12 sources they are using to help pay for their university education. In addition, we asked whether they had ever received an academic scholarship from their university.

- About half cited *parents and other family members* as helping to pay for their current year of education as such, this was the single most common source of educational financing.
- About 4 students in 10 reported that *earnings from summer work* help pay for their education.
- About 1 student in 3 mentioned each of these sources of financing: *earnings from current employment, academic scholarship, personal savings,* and *government loan or bursary*.
- About 1 student in 5 mentioned receiving money from a *university bursary*.
- About 1 student in 10 reported a *loan from a financial institution* to help pay for their education this year.
- *Other sources* were mentioned by fewer than 1 student in 20.

Table 67: Source of funding education Q22/Q26

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Parent/family/spouse	49%	46%	48%	51%
Earnings from summer work	39%	41%	36%	40%
Academic scholarship Q26	35%	39%	37%	30%
Earnings from current employment	35%	35%	35%	34%
Personal savings	34%	34%	33%	33%
Government loan or bursary	31%	34%	29%	31%
University bursary	18%	23%	18%	14%
Loan from financial institution	11%	13%	12%	10%
Co-op program/workterm	5%	4%	6%	5%
Investment income (bonds, dividends, interest, etc.)	3%	3%	3%	3%
Work-study program	2%	2%	4%	1%
RESP	1%	1%	1%	2%
Other source(s)	4%	4%	5%	3%

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

Students in Physical (46%) or Biological (46%) Science or Engineering (44%) programs were more likely to report that they had received an academic scholarship from their institution.

7.3.1 Number of sources of financing

The typical graduating student used three of these sources to help pay for education during the current academic year.

- About three-quarters of students reported using at least two of these sources, while almost one-third used four or more.
- About one-fifth of students reported using only one source.

Table 68: Number of sources of financing Q22/Q26

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
One	20%	18%	21%	21%
Two	23%	21%	23%	25%
Three	23%	22%	24%	23%
Four or more	29%	34%	28%	26%
No response	5%	5%	4%	4%
Average	2.8	3.0	2.8	2.7

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

7.3.2 Average contribution by source

Overall, the typical student reported that these sources (not including academic scholarships) contributed almost $11,000 toward paying for their education this academic year.

Among those students who reported receiving something from each source, the largest sources were:

- *Government loan or bursary*, with an average of almost $8,100.
- *Co-op program or workterm*, with an average of about $7,100.
- *Loan from a financial institution,* with an average of about $6,400.
- *Parents or other family*, with an average of about $5,700.
- *Earnings from summer work,* with an average of about $4,200.

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

- RESP
- earnings from current employment
- personal savings.

On average, all other sources contributed less than $3,000 among those who used them.

Table 69: Average amount from each financing source Q22

	All students (n=11,224)	Group 1 (n=3,325)	Group 2 (n=3,273)	Group 3 (n=4,626)
All respondents				
Overall average	$10,873	$10,953	$11,007	$10,721
Average among those with these sources				
Government loan or bursary	$8,084	$8,202	$8,872	$7,493
Co-op program/workterm	$7,108	$5,433	$7,993	$7,247
Loan from financial institution	$6,362	$6,539	$6,348	$6,213
Parents/family/spouse	$5,653	$5,891	$5,864	$5,364
Earnings from summer work	$4,155	$3,904	$4,068	$4,388
RESP	$3,642	$3,498	$3,707	$3,683
Earnings from current employment	$3,575	$3,262	$3,717	$3,697
Personal savings	$3,238	$3,039	$3,123	$3,464
Investment income (bonds, dividends, etc.)	$2,823	$3,003	$2,601	$2,862
Work-study program	$1,963	$1,744	$1,629	$2,820
University bursary	$1,848	$1,639	$1,917	$2,031
Multiple other	$4,063	$4,410	$4,364	$3,567

Table 70 shows the same information in terms of median values rather than averages.

Table 70: Median amount from each financing source Q22

	All students (n=11,224)	Group 1 (n=3,325)	Group 2 (n=3,273)	Group 3 (n=4,626)
All respondents				
Overall median	$8,500	$9,250	$8,000	$8,000
Median among those with these sources				
Government loan or bursary	$7,000	$7,000	$7,000	$6,000
Co-op program/workterm	$4,000	$3,750	$5,000	$4,250
Loan from financial institution	$5,000	$5,000	$5,000	$5,000
Parents/family/spouse	$3,600	$4,000	$4,000	$3,000
Earnings from summer work	$3,000	$3,000	$3,000	$3,000
RESP	$2,400	$2,200	$3,000	$2,400
Earnings from current employment	$2,000	$1,600	$2,000	$2,000
Personal savings	$2,000	$2,000	$2,000	$2,000
Investment income (bonds, dividends, etc.)	$1,200	$1,000	$1,500	$1,000
Work-study program	$1,500	$1,200	$1,500	$2,000
University bursary	$1,200	$1,000	$1,200	$1,396
Multiple other	$2,500	$2,500	$2,500	$2,500

7.4 Credit cards

Most graduating students reported having at least one credit card.

- About 4 students in 5 reported having at least one credit card.
- In fact, over 1 student in 3 has two or more credit cards.

Among those with credit cards, most reported carrying a balance.

- Almost 1 in 4 students reported having a balance most commonly in excess of $500 dollars.
- The average balance owing is nearly $1,300.

That said, 3 students in 4 reported regularly paying off the balance on their credit cards each month.

Table 71: Credit cards Q27/Q28/Q29

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Number of credit cards Q27 (All respondents)				
None	12%	13%	12%	12%
One	45%	47%	41%	47%
Two	22%	21%	24%	23%
Three or more	14%	12%	18%	13%
No response	6%	7%	5%	6%
Average number	1.6	1.5	1.7	1.5
***Total credit card balance Q28**				
Zero dollars	27%	25%	27%	29%
$500 or less	27%	28%	26%	28%
$501 to $1,000	13%	14%	13%	13%
Over $1,000	24%	25%	27%	22%
No response	8%	9%	8%	8%
Average	$1,279	$1,336	$1,428	$1,133
***Regularly pay off your balance each month Q29**				
Yes	72%	68%	72%	75%

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

Those who reported that they do not regularly pay off the balance on their credit cards each month tend to have a higher current balance on their credit cards.

- Some 57% of students who do not regularly pay off their credit cards monthly have a current balance of over $1,000. This compares to only 13% of those who claim to pay off their credit cards monthly.

- Conversely, 36% of those who pay off their credit cards monthly reported a current balance of zero, compared with only 3% of those who do not regularly pay off the monthly balance.

- The average balance owing among those who regularly pay it off is $690, while those who do not regularly pay off the balance owe much more: almost $2,900.

7.5 Current employment

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

- About 6 students in 10 reported being currently employed off campus (44%), on campus (11%), or both (4%).

- Those currently employed spend an average of almost 19 hours a week at work. This ranges from 30% of students who work 10 hours or less a week to 13% who work full-time, that is, more than 30 hours a week.

- Among those who work, about 6 students in 10 reported that their current non-co-op related employment is having at least some negative impact on their academic performance, including about 1 in 10 who said that the negative impact was significant or substantial.

Table 72: Employment status Q23/Q24/Q25				
	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Currently employed Q23 (All respondents)				
Yes, both on and off campus	4%	5%	4%	4%
Yes, on campus	11%	13%	11%	10%
Yes, off campus	44%	41%	46%	46%
No, but I am seeking work	9%	8%	10%	9%
No, and I am not seeking work	29%	31%	27%	30%
***Number of hours worked per week Q24**				
10 hours or less	30%	29%	29%	31%
11 to 20 hours	38%	36%	37%	41%
21 to 30 hours	18%	18%	18%	17%
Over 30 hours	13%	15%	15%	11%
Average number of hours	18.6	19.3	19.1	17.7
***Negative impact of non-co-op related employment on academic performance Q25**				
None	34%	33%	34%	35%
Some	31%	32%	31%	31%
Moderate	18%	17%	19%	19%
Significant	7%	7%	7%	7%
Substantial	3%	2%	3%	3%
No response	6%	8%	6%	5%
Note: *Numbers of hours worked and the impact on academics were asked of those who indicated they were currently employed. Columns may not sum to 100%.				

- Female students (64%) appear to be more likely than male (52%) students to be currently employed.

- The more hours a student works per week, the more likely work is considered to have a negative impact on academic performance. About 1 student in 5 who works over 30 hours a week reported that employment has a significant or substantial negative impact on academic performance. This compares with about 3% of those who work 10 hours or less.

7.5.1 Employment by discipline

Students in Arts and Humanities and Social Science programs were slightly more likely to report being currently employed. Engineering students were less likely to be employed at the time of the survey.

Table 73: Employment by discipline

	Not employed	Employed on or off campus	Average # of hours
Engineering	68%	31%	15.6
Other fields	45%	53%	18.3
Physical Science	44%	55%	13.9
Education	43%	54%	15.9
Business	38%	61%	21.3
Overall	38%	60%	18.6
Professional	37%	62%	17.9
Biological Science	35%	63%	15.5
Social Science	32%	66%	20.0
Arts and Humanities	31%	68%	18.8

8.0 Future education and employment

In this section, we report that:

- Two-thirds of students were satisfied with their university's knowledge of career options in their area of study. However, one-third were not satisfied.
- While 8 students 10 have a current curriculum vitae, only 6 students in 10 have decided on a specific career field.
- About 4 students in 10 intend to continue their education in the first year after graduating. As many also intend to travel for an extended period, and less than one-third will be involved in unpaid volunteer work in that first year.
- Among the half who have no immediate educational plans, 9 students in 10 reported that they will or may take additional university studies in the future.
- About one-third of graduating students have arranged for full or part-time employment other than a summer job. About half of the students are also actively seeking work.
- About one-fifth reported that their arranged job is full-time. Of those with full-time jobs, about 6 in 10 reported that these jobs are permanent. This represents about 13% of all students.
- About half reported that a degree in their area of study was required, while almost 6 students in 10 reported both that their degree helped them get their job and that their job was related to the knowledge and skills acquired from study at university.
- About 8 students in 10 reported being satisfied with their jobs, although only 1 in 3 is very satisfied.
- Among all students, a majority believes that there are at least some jobs in Canada in their major area of study. However, only about 1 student in 4 feels that there are many such jobs, and almost 3 students in 10 believe that there are few.

8.1 Preparedness for employment

We asked students to rate their level of satisfaction with their university in terms of knowledge of career options in their area of study. While a majority reported being satisfied, a substantial minority was dissatisfied.

- Two-thirds of students reported that they were satisfied (49%) or very satisfied (15%) with their university's knowledge of career options in their area of study.

- One-third of students were dissatisfied (28%) or very dissatisfied (7%).

Table 74: Satisfaction with knowledge of career options in my area of study Q18E

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Very satisfied	15%	15%	14%	14%
Satisfied	49%	48%	50%	48%
Dissatisfied	28%	28%	28%	29%
Very dissatisfied	7%	6%	7%	7%
No response	2%	2%	1%	1%

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

- Students in Professional (30%) and Education (27%) programs were more likely to report being very satisfied with their university in terms of knowledge of career options in their area of study.

Many students have taken steps toward preparedness for employment.

- More than 8 students in 10 *have a current CV or resume*.

- However, only 6 students in 10 have *decided on a specific career field*.

Table 75: Preparedness for employment Q34/Q35

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Have a current CV or resume Q35	84%	79%	87%	85%
Decided on a specific career field Q34	61%	59%	60%	62%

- Students in an Education or Professional program were more likely than students in other disciplines to have decided on a career field or specific occupation. Students in

Social Science, Biological Science, or Physical Science programs were the least likely to have decided.

- Having a current CV does not appear to be linked to having decided on a career. Students in Business programs were some of the most likely to have a current CV, yet they were no more likely than average to have decided on a career.

Table 76: Employment preparation by discipline

	Decided on a career	Have a current CV
Education	91%	89%
Professional	83%	89%
Engineering	64%	93%
Overall	61%	84%
Business	57%	91%
Other fields	57%	85%
Arts and Humanities	57%	76%
Physical Science	54%	82%
Biological Science	53%	83%
Social Science	52%	79%

8.2 Immediate plans after graduation

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

- Over 4 students in 10 plan to *continue their education.*
- Almost 4 students in 10 plan to *travel*.
- Almost 3 students in 10 plan *unpaid volunteer work.*
- Almost 1 student in 5 plans to simply *take time off*.

Among those who are not planning to take time off, three-quarters (42% of all students) reported that one of the main reasons they are not planning to travel or take time off is financial reasons.

Table 77: Activities in the first year after graduation Q30/Q33/Q33B

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Continue education	44%	43%	45%	45%
Travel	38%	38%	37%	38%
Unpaid volunteer work	27%	29%	26%	25%
Take time off	19%	19%	20%	19%
Not taking time off because of financial reasons	42%	43%	41%	41%

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

About half of those who are continuing their education in the first year following their graduation plan to enter *graduate school* (22% of all students), while others plan to *obtain another Bachelor's degree* (10%) or a professional degree (9%).

Among those who have no immediate educational plans, 9 students in 10 reported that they *will* or *may take additional university studies in the future*. In other words, even though over half do not expect to continue their education in the first year following their graduation, most said that they will (39%) or may (49%) take additional university in the future. In fact, only 7% of all students reported that they will not consider such studies in the future.

Table 78: Future plans Q30/Q32

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Have no immediate educational plans	54%	54%	52%	54%
Plan more education within first year of graduating	44%	43%	45%	45%
Obtain another Bachelor's degree	10%	11%	9%	10%
Graduate school	22%	17%	22%	24%
Professional school	9%	9%	10%	7%
Technical/vocational school	2%	1%	2%	2%
Community college	2%	3%	3%	2%
Other education	7%	8%	8%	7%
Will take additional university studies in future	21%	22%	20%	21%
May take additional university studies in future	26%	24%	26%	27%

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

- Students in Education (74%), Engineering (69%), and Professional (68%) programs were more likely to report that they have no immediate educational plans in their first year after graduating.

- Students in Biological Science (64%), Arts and Humanities (54%), Social Science (54%), and Physical Science (52%) programs were the most likely to report plans for more education within that first year.

8.3 Future employment

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

- About one-third of these graduating students reported having a full-time (21%), part-time (8%), or some other sort of job.
- About half (48%) reported seeking work.
- Some (16%) reported that they neither have a job nor are seeking one.

Table 79: Future employment Q36

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Have a job (net)	32%	32%	30%	34%
- Yes, a full-time job	21%	20%	19%	22%
- Yes, one part-time job	8%	8%	8%	8%
- Yes, two or more part-time jobs	2%	2%	3%	2%
- Yes, self-employment or contract work	3%	3%	3%	3%
No, but I am seeking work	48%	48%	51%	45%
No, and I am not seeking work	16%	16%	15%	17%
No response	4%	4%	4%	3%

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

8.4 Job arranged

Among those who have a full-time job arranged for after graduation, about 6 students in 10 reported that it is permanent (representing about 13% of all students.) The remaining 4 students in 10 reported that this arranged job is either temporary or that they are not yet sure if it is permanent.

Among those with full or part-time employment arranged:

- About 6 students in 10 reported that the job is a continuation of an existing position. About 1 student in 3 reported having found a new job.
- Half reported that the job they have arranged requires a degree.[3]
- Almost 6 in 10 (57%) reported that their degree helped them get their job and that the job is related to the knowledge and skills they acquired from studies at university.

Table 80: Post-graduation employment

	All students (n=3,627)	Group 1 (n=1,049)	Group 2 (n=991)	Group 3 (n=1,587)
Is this full-time job permanent or temporary? Q37 (Full-time employment only)				
Permanent	61%	57%	64%	62%
Temporary	23%	26%	21%	23%
Don't know/no response	16%	18%	15%	15%
Is your job new or a continuation of a job you had previously? Q36B				
Continuation	62%	64%	70%	57%
New	36%	33%	29%	41%
Arranged employment requires a degree Q38				
Yes	50%	43%	45%	58%
No	50%	57%	55%	42%
Degree or diploma helped get a job Q39				
Yes	57%	51%	52%	64%
No	43%	49%	48%	36%
***Job is related to knowledge/skills acquired from studies at university Q40**				
Yes	57%	52%	54%	62%
No	43%	48%	46%	38%

Note: The base reflects those who have arranged employment. *The 'yes' category includes those who said 'very much' and 'quite a bit'. Columns may not sum to 100%.

[3] Please note that, for questions 38, 39, and 40, "no responses" are included in the "no" category.

8.4.1 Arranged employment by discipline

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

- Students in Professional and Business programs were the most likely to report having a full-time job arranged for after graduation. In each case, about one-third had such a job arranged.

- Students in Physical and Biological Science programs were the least likely to have a job arranged. That said, students in these programs were more likely to be planning to continue their education and not work in the first year after graduation.

- Among those with a full-time job arranged, those in Engineering, Business, and Professional programs were the most likely to report that the job is permanent.

Table 81: Full-time employment Q36/Q37

	Have full-time job arranged (n=11,224)	Full-time job is permanent (n=2,323)
Professional	33%	67%
Business	32%	76%
Engineering	23%	84%
Overall	21%	61%
Social Science	17%	53%
Education	17%	43%
Arts and Humanities	16%	45%
Other fields	16%	52%
Physical Science	13%	63%
Biological Science	13%	41%

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

Among those who reported having a full-time job arranged, their university education appears to be much more important. Of those who reported having a full-time job arranged:

- Over 2 students in 3 reported that their degree helped them get the job. This compares to 4 students in 10 who have part-time jobs arranged.

- About 2 students in 3 reported that the job is related to the knowledge and skills acquired from their university studies, compared to about 4 students in 10 with a part-time job arranged.

- Over 6 students in 10 reported that their degree was required for the job, compared to 1 in 4 of those with part-time jobs.

- Over 4 students in 10 reported that the job was new, compared to just one-fifth of those with part-time jobs.

Table 82: Value of university education by type of job		
	Full-time (n=2,323)	**Part-time (n=1,080)**
Degree/diploma helped get a job Q39	67%	37%
Job related to knowledge/skills acquired from studies (very much/quite a bit) Q40	65%	39%
Degree/diploma required for job Q38	63%	26%
New job (Q36b)	44%	19%

8.4.3 Value by discipline

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

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

Table 83: Value of university education by discipline			
	Arranged employment…		
	Required a degree	**Degree helped get job**	**Related to knowledge from university study**
Overall	50%	57%	57%
Engineering	79%	81%	69%
Education	73%	79%	77%
Professional	71%	76%	84%
Business	60%	66%	70%
Physical Science	58%	63%	63%
Other fields	51%	57%	57%
Biological Science	34%	44%	41%
Social Science	34%	41%	37%
Arts and Humanities	28%	39%	40%

8.5 Source of job

Among those who have arranged a full or part-time job:

- Students most commonly reported being assisted by others (46%), most often family or friends (25%). Campus career or employment centres provided assistance in about 7% of cases.

- Many students also relied on themselves (38%) independently finding their job, most often by directly contacting the potential employer (21%).

Table 84: Source of job Q42

	All students (n=3,627)	Group		
		1 (n=1,049)	2 (n=991)	3 (n=1,587)
Assisted by others (net)	46%	45%	47%	47%
- Referred by family, friends	25%	26%	26%	23%
- From co-op placement	8%	8%	9%	8%
- Campus career/employment centre	7%	4%	5%	10%
- Professors	3%	3%	3%	3%
- Public employment agency	1%	2%	1%	<1%
- Private employment agency	1%	1%	2%	1%
Independently (net)	38%	40%	39%	36%
- Contacted employer directly	21%	22%	19%	20%
- Answered job ad	8%	9%	9%	8%
- Internet	5%	4%	6%	4%
- Contacted previous employer	4%	5%	4%	3%
- Response to ad I placed	<1%	<1%	<1%	<1%
Other	8%	8%	8%	9%
Don't know/unsure/no response	7%	8%	6%	8%

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

8.6 Satisfaction with job

Among those with a full or part-time job arranged, most reported being satisfied with the employment they have secured.

- About 8 students in 10 reported being satisfied (47%) or very satisfied (34%) with the job they have secured.

Table 85: Satisfaction with employment you have secured Q43

	All students (n=3,627)	Group		
		1 (n=1,049)	2 (n=991)	3 (n=1,587)
Very satisfied	34%	34%	31%	36%
Satisfied	47%	47%	50%	45%
Dissatisfied	11%	12%	13%	10%
Very dissatisfied	5%	5%	4%	6%
No response	2%	2%	2%	3%

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

- Those who reported having arranged a full-time job were more likely to be satisfied with the employment they have been able to secure. Of those with full-time employment arranged, 86% were satisfied (45%) or very satisfied (42%). About 70% of those who have arranged part-time employment reported being satisfied (52%) or very satisfied (18%).

- Students in Engineering tended to be more satisfied with the employment they have secured. Almost 9 Engineering students in 10 who have secured employment reported being satisfied (38%) or very satisfied (52%).

- In all disciplines, a majority of students who have secured employment reported being satisfied. However, students in Arts and Humanities programs were the least likely to be very satisfied (24%).

8.7 Anticipated earnings

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

- On average, these students reported gross annual earnings before taxes and other deductions of about $32,000 (the median income is similar at $30,000).
- While about one-quarter of students were not sure of (or did not provide) their income, about 3 students in 10 reported an annual income of $25,000 or less.
- About 1 student in 5 reported a salary of over $40,000 annually.

Table 86: Annual anticipated earnings Q44

	All students (n=3,627)	Group		
		1 (n=1,049)	2 (n=991)	3 (n=1,587)
$15,000 or less	12%	13%	12%	12%
$15,001 to $20,000	7%	7%	7%	7%
$20,001 to $25,000	10%	9%	11%	10%
$25,001 to $30,000	10%	11%	9%	9%
$30,001 to $35,000	4%	2%	4%	6%
$35,001 to $40,000	11%	11%	12%	12%
$40,001 to $45,000	6%	6%	5%	6%
$45,001 to $50,000	7%	6%	7%	7%
$50,001 to $60,000	5%	5%	5%	6%
Over $60,000	3%	2%	2%	3%
Don't know/no response	25%	28%	25%	22%
Mean expected yearly income	$32,141	$31,259	$31,666	$32,966
Median yearly income	$30,000	$30,000	$30,000	$32,004

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

As would be expected, those students with full-time employment anticipate a higher income (an average of $36,200), compared to those in part-time positions (an average of $20,841).

8.8 Job prospects

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

- About 1 student in 4 believes that there are many jobs for graduating students in their field of study.
- About 1 student in 3 thinks that there are some jobs.
- Just less than 1 student in 3 thinks that there are few jobs.

Table 87: Job prospects Q45

	All students (n=11,224)	Group		
		1 (n=3,325)	2 (n=3,273)	3 (n=4,626)
Many jobs	25%	24%	22%	27%
Some jobs	34%	37%	36%	31%
Few/very few jobs	29%	25%	30%	31%
Don't know/not sure	10%	12%	10%	9%
No response	2%	3%	2%	2%

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

8.8.1 Job prospects by discipline

Students graduating from Professional disciplines were the most confident that there are many jobs in their major area of study.

- Some 62% of students graduating from Professional schools think that there are many jobs in their area of study. Only 13% feel that there are few.

- Some 37% of students graduating from Education feel that there are many jobs in their field, although 24% think that there are few.

- Those graduating from Arts and Humanities and Social Science programs and the broad grouping called "other fields" were the least likely (17%) to think that there are many jobs and the most likely (about one-third in each case) to think that there are few jobs or very few in their major area of study.

Table 88: Job prospects by discipline

Discipline	% (n=11,224)	
	Many jobs	Few jobs or very few
Professional	62%	13%
Education	37%	24%
Business	28%	25%
Overall	**25%**	**29%**
Engineering	22%	36%
Physical Science	22%	28%
Biological Science	18%	28%
Arts and Humanities	17%	34%
Social Science	17%	32%
Other fields	17%	33%

8.8.2 Change in job prospects across time

In 2003, fewer graduating students believe that there are at least some jobs in their major area of study.

- In 2003, about 6 students in 10 believe that there are some (34%) or many (25%) such jobs.

- In 2000, students were more optimistic, with about 7 students in 10 saying that there were some (40%) or many (29%) jobs.

Table 89: Job prospects across time

Discipline	2003 % (n=11,224)	2000 % (n=6,388)
Some or many jobs	59%	69%
Few or very few jobs	29%	21%
Not sure/no response	13%	10%
Total	101%	100%
Note: Columns may not sum to 100% due to rounding.		

9.0 Conclusion

Annually, the Canadian Undergraduate Survey Consortium surveys students to understand their opinions, attitudes, and behaviours. This year, over 11,000 graduating students from 26 universities participated in a survey gathering over 100 pieces of information. As such, it is one of the most comprehensive studies conducted with students graduating from an undergraduate program. This year's survey also builds on a similar survey conducted three years ago.

This report is intended to provide an overview of the findings and is not intended to be an exhaustive analysis of the results. Thus, the data represents a valuable resource for further study.

Little has changed since 2000, the last time graduating students were surveyed. Students graduating in 2003 are very similar to those who graduated three years ago. In both years, students share the same attitudes toward their universities; tend to give similar assessments as to the contribution of specific activities to their personal growth and development; and tend to have the same perceptions of the impacts made by their university on the growth of specific skills.

As was the case in 2000, most graduating students in 2003 have positive impressions of the faculty. The vast majority agree that their professors seem knowledgeable in their field, are accessible outside of class, are well organized, communicate well, and encourage participation in class discussions. Indeed, a great majority of students are satisfied with the quality of the teaching at their university. However, students identify two main areas of weakness, which appear to reflect personal needs; some believe that professors do not provide enough useful feedback on their work and do not know enough about career opportunities in their field. This last point is also one of the weaknesses students identify for their university overall; many are not satisfied with their university's knowledge of career options in their area of study.

Another area of weakness students identify for their university might be summed up in the term "inclusion." Universities receive some of their lowest scores in terms of: helping students feel as if they are part of the university, giving students the run-around, and showing concern for students as individuals. In spite of these weaknesses, the vast majority of students report being satisfied with the overall quality of the education they received and, thus,

with their choice of university. Indeed, most would recommend their university to others.

This is not surprising when one reviews students' self-assessed contribution of academic-related activities to their personal growth, as well as their university's contribution to the growth and development of specific skills.

Interestingly, the single item students most often credit with contributing very much to their personal growth and development is interaction with other students. Thus, for many students, a significant benefit of undergraduate education is that it allows them to meet, interact with, and develop relationships with peers. The importance of such interactions seems to be reinforced by the fact that the vast majority of students are satisfied with the opportunity to develop lasting friendships while at university.

Most of the other activities that a large number of students say contribute very much to their growth and development also involve interactions with others. Specifically, their professor's knowledge of discipline, enthusiasm for subject material, and feedback on academic performance contribute very much to many, as does classroom instruction. Indeed, of the top five activities, only one – assigned reading – might be considered a solitary learning experience.

Students give their universities particularly high marks for contributing to their development of particular skills. Interestingly enough, given the value placed on interactions with others, universities receive their highest marks from students for contributing to their growth and development in working independently. That said, students give good marks to their university for developing a broad range of skills including such academic and learning skills as thinking logically and analytically, planning and completing projects, and identifying and solving problems. Students also credit their university with assisting in developing such life skills as accepting people from other cultures and learning to interact cooperatively in groups.

As mentioned, generally, students are graduating with a positive impression of their university and their experiences while attending. As noted, the vast majority (85%) would recommend their university to others, suggesting that, typically, students believe that the four years they spent working on their undergraduate education was worthwhile.

APPENDIX A

SURVEY OF GRADUATING STUDENTS

Graduating Student Survey: 2003

As a student who is scheduled to complete a degree or diploma this year, please take a few minutes to complete this survey and tell us how well the university has helped you reach your educational goals. Use either a pen or a pencil to complete your survey. Please be sure to answer the items on both sides of the page. All of your responses are confidential. Please read each question carefully then enter a check (✓) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

Your current university program

1. Are you currently enrolled as a:
   ± 1 Full-time student ± 2 Part-time student

2 In what year did you begin studying at this university for this degree or diploma?
   Year: _____

3. If pursued full-time, what is the length of your degree or diploma program as stated in the university calendar?
   ± 1 One year ± 2 Two years ± 3 Three years
   ± 4 Four years ± 5 Five or more years

4. What is your major or subject of concentration?
   _____

5. Did you transfer degree credits to this university from another university or college? (Check all that apply)
   ± 1 Yes, from another university ± 2 Yes, from a college ± 3 No

6. Since starting university, have you ever interrupted your studies for one or more terms (not including intersessions, summer sessions, or a work term)? (Check all that apply)
   ± 0 No
   ± 1 Yes, due to illness
   ± 2 Yes, for employment
   ± 3 Yes, for financial reasons
   ± 4 Yes, to have/raise children
   ± 5 Yes, for other family reasons
   ± 6 Yes, to travel
   ± 7 Yes, required to withdraw by the university
   ± 8 Yes, other reasons

7. Are you enrolled in a co-op program?
   1 Yes 2 No 8 Not sure

8. What was your primary language of instruction?
   ± 1 English ± 2 French

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

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

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

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

▼ **(Please check one)**

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

Growth and development

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

Academic experiences	Impact on growth & development: None	Very little	Some	Very much	Not applicable
a. Classroom instruction	1	2	3	4	7
b. Participation in classroom discussions	1	2	3	4	7
c. Laboratory experiences	1	2	3	4	7
d. Faculty feedback on assignments or projects	1	2	3	4	7
e. Personal interactions with faculty	1	2	3	4	7
f. Faculty knowledge of their discipline	1	2	3	4	7
g. Faculty enthusiasm for subject material	1	2	3	4	7
h. Faculty research activities	1	2	3	4	7
i. Examinations	1	2	3	4	7
j. Assigned reading	1	2	3	4	7
k. Extra (unassigned) reading	1	2	3	4	7
l. Experience with computer-based technology	1	2	3	4	7
m. Co-op program, internship, or other practical experience related to your program	1	2	3	4	7
n. Teaching Assistant, Lab Demonstrator or Assistant	1	2	3	4	7
o. Undergraduate thesis, self directed study	1	2	3	4	7
p. Use of library	1	2	3	4	7

INSTRUCTIONS:

Please read each question carefully then enter a check (✓) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

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

	Have you had experience with this?		Impact on growth & development			
	Yes	No	None	Very little	Some	Very much
a. International placements or exchanges	1	2	1	2	3	4
b. Study skills/ learning support services	1	2	1	2	3	4
c. Attending campus cultural activities	1	2	1	2	3	4
d. Living on-campus	1	2	1	2	3	4
e. Interactions with other students	1	2	1	2	3	4
f. Serving as a peer or residence advisor	1	2	1	2	3	4
g. Exposure to students from different cultures	1	2	1	2	3	4
h. Involvement in campus media (e.g., radio, tv, newspaper)	1	2	1	2	3	4
i. Participation in student government	1	2	1	2	3	4
j. Participation in student clubs	1	2	1	2	3	4
k. On-campus employment	1	2	1	2	3	4
l. Campus social events	1	2	1	2	3	4
m. Campus lectures (in addition to regular classes)	1	2	1	2	3	4
n. Participation in fraternities/ sororities	1	2	1	2	3	4
o. Participation in student intramural athletic programs	1	2	1	2	3	4
p. Attending home games of university athletic teams	1	2	1	2	3	4
q. Participation in on-campus community service/ volunteer activities	1	2	1	2	3	4
r. Participation in off-campus community service/ volunteer activities	1	2	1	2	3	4
s. Other experience (Specify) _____ _____	1	2	1	2	3	4

12. On average, during the academic year, how many hours per week do you normally engage in community service/volunteer activities?

_____ (hours per week)

13. During the time you have been at this university, about how often have you had interaction with ... (Check one for each item)

	Never	Occasionally	Often	Very often
a. Academic advisors	1	2	3	4
b. Personal counsellors	1	2	3	4
c. Career counsellors	1	2	3	4
d. Peer or residence advisors	1	2	3	4
e. University support staff	1	2	3	4

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

A=Excellent B=Good C=Fair D=Poor F=Fail
NA=Not applicable

	Excellent	Good	Fair	Poor	Fail	Not applicable
a. Written communication skills	A	B	C	D	F	N/A
b. Oral communication skills	A	B	C	D	F	N/A
c. Effective study and learning skills	A	B	C	D	F	N/A
d. Ability to understand abstract reasoning	A	B	C	D	F	N/A
e. Thinking logically and analytically	A	B	C	D	F	N/A
f. Working independently	A	B	C	D	F	N/A
g. Cooperative interaction in groups	A	B	C	D	F	N/A
h. Ability to address issues in personal life	A	B	C	D	F	N/A
i. Mathematical skills	A	B	C	D	F	N/A
j. Ability to access information	A	B	C	D	F	N/A
k. Skills for planning and completing projects	A	B	C	D	F	N/A
l. New computer skills	A	B	C	D	F	N/A

INSTRUCTIONS:

Please read each question carefully then enter a check (✓) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

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

A=Excellent B=Good C=Fair D=Poor
F=Fail NA=Not applicable

	Excellent	Good	Fair	Poor	Fail	Not applicable
a. Identifying and solving problems	A	B	C	D	F	N/A
b. Personal time management skills	A	B	C	D	F	N/A
c. Leadership skills	A	B	C	D	F	N/A
d. Moral and ethical development	A	B	C	D	F	N/A
e. Appreciation of the Arts	A	B	C	D	F	N/A
f. Interpersonal skills	A	B	C	D	F	N/A
g. Broad knowledge of my major field of study	A	B	C	D	F	N/A
h. General skills and knowledge relevant for employment	A	B	C	D	F	N/A
i. Specific employment related skills and knowledge	A	B	C	D	F	N/A
j. Entrepreneurial skills	A	B	C	D	F	N/A
k. Accepting people from different cultures	A	B	C	D	F	N/A
l. Understanding and applying scientific principles and methods	A	B	C	D	F	N/A
m. Understanding national and global issues	A	B	C	D	F	N/A
n. Commitment to life long learning	A	B	C	D	F	N/A
o. Preparation for post-graduate study or professional school	A	B	C	D	F	N/A
p. Dealing with personal crises	A	B	C	D	F	N/A

Satisfaction with university experience

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

	Agree strongly	Agree	Disagree	Disagree strongly
a. Most of my professors seemed knowledgeable in their field	4	3	2	1
b. Most of my professors were well organized in their teaching	4	3	2	1
c. Most of my professors communicated well in their teaching	4	3	2	1
d. Most of my professors encouraged students to participate in class discussions	4	3	2	1
e. Most of my professors were reasonably accessible outside of class to help students	4	3	2	1
f. Some professors at this university have had a major positive influence on my academic career	4	3	2	1
g. Most professors' teaching was intellectually stimulating	4	3	2	1
h. Most of my professors provided useful feedback on my academic performance	4	3	2	1
i. Most of my professors were knowledgeable of career opportunities in my field	4	3	2	1
j. Generally, I am satisfied with the quality of teaching I have received	4	3	2	1
k. My learning experiences at this university have been intellectually stimulating	4	3	2	1

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

	Agree strongly	agree	Disagree	Disagree strongly
a. My **non-academic** learning experiences at this university have been intellectually stimulating	4	3	2	1
b. I sometimes feel I get the runaround at this university	4	3	2	1
c. I feel as if I am part of the university	4	3	2	1

INSTRUCTIONS:

Please read each question carefully then enter a check (✓) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

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

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

19. Would you recommend your university to others?

± 1 Yes ± 1 No

20. Why did you respond as you did to question 19? (Check all applicable reasons)

± 1 The program
± 1 The professors
± 1 Student services
± 1 Relevance of my program for job opportunities
± 1 Relevance of my program for growth and development
± 1 Quality of student/campus life
± 1 Other reasons (Specify)

_____

_____

_____

Financing your education

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

	Amount in Cdn $
Debt from government student loans	$_____
Debt from loans from financial institutions	$_____
Debt from loans from parents/family	$_____
Debt from other sources	$_____
No debt	0

22. 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 in Cdn $
1 Government loan or bursary	$_____
1 University bursary	$_____
1 Parents/family/spouse	$_____
1 Personal savings	$_____
1 Loan from financial institution	$_____
1 Earnings from summer work	$_____
1 Earnings from current employment	$_____
1 Work-study program	$_____
1 Co-op program/Workterm	$_____
1 Investment income (bonds, dividends, interest, etc.)	$_____
1 RESP	$_____
Other (specify)_____	$_____

23. 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 26)
2 No, but I am seeking work (GO TO QUESTION 26)
3 Yes, on-campus (GO TO QUESTION 24)
4 Yes, off-campus (GO TO QUESTION 24)
5 Yes, both on and off-campus (GO TO QUESTION 24)

24. (IF "YES" TO 23) On average, how many hours are you employed per week? (Excluding work related to a co-op program)

_____ (hours per week)

25. (IF "YES" TO 23) Is your current non-co-op-related employment having a negative impact on your academic performance? (Please check one rating)

Negative impact of employment on academic performance

None	Some	Moderate	Significant	Substantial
0	1	2	3	4

26. Have you ever received an academic scholarship from your academic institution?

1 Yes 2 No 8 Not sure

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

Number of cards: _____ (IF "NONE," GO TO QUESTION 30)

28. What is your current total balance on all your credit cards?

Total balance $ _____

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

1 Yes 2 No 8 Not sure

INSTRUCTIONS: ©

Please read each question carefully then enter a check (✓) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

Plans after graduation

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

± 00 Have no immediate educational plans (GO TO 32)
± 01 Obtain another Bachelor's degree
± 02 Graduate school
± 03 Professional school
± 04 Technical/vocational school
± 05 Community college
± 66 Other education

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

Name: _____

City: _____

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

± 1 Yes ± 2 Maybe ± 0 No

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

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

33b. If you are **not** planning to travel or take time off, are financial considerations one of the main reasons?

1 Yes 2 No

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

1 Yes 2 Maybe 3 No

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

1 Yes 2 No

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

± 1 No, but I am seeking work (GO TO 45)
± 1 No, and I am not seeking work (GO TO 45)
± 1 Yes, a full-time job
± 1 Yes, one part-time job
± 1 Yes, two or more part-time jobs
± 1 Yes, self-employment or contract work

36b. Is your job new or a continuation of a job you had previously?

1 New job 2 Continuation

37. (If you have arranged a full-time job) Is this full-time job permanent or temporary?

± 1 Permanent ± 2 Temporary ± 8 Don't know

38. Does your arranged employment require a degree?

± 1 Yes ± 1 No

39. Did your degree or diploma help get you your job?

± 1 Yes ± 1 No

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

± 1 Not at all ± 2 Slightly ± 3 Quite a bit
± 4 Very much ± 8 Don't know

41. Where is your job?

Province _____

Outside Canada _____

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

± 01 Campus career/Employment centre
± 02 Public employment agency
± 03 Private employment agency
± 04 Answered job ad
± 05 Response to ad I placed
± 06 Referred by family, friends
± 07 Professors
± 08 Contacted employer directly
± 09 Contacted previous employer
± 10 Internet
± 11 From co-op placement
± 12 Other (Specify) _____
± 88 Don't know/unsure

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

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

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

$ _____

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

± 1 Very few jobs ± 2 Some jobs ± 3 Few jobs
± 4 Many jobs ± 8 Don't know/not sure

Background

46. What is your gender?

± 1 Male ± 2 Female

47. How old are you? _____ (years)

INSTRUCTIONS:

Please read each question carefully then enter a check (✓) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

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

± 01 British Columbia
± 01 Alberta
± 01 Saskatchewan
± 01 Manitoba
± 01 Ontario
± 01 Quebec
± 01 Nova Scotia
± 01 Prince Edward Island
± 01 New Brunswick
± 01 Newfoundland
± 01 Nunavut
± 01 Northwest Territories
± 01 Yukon
± 01 Other (Specify) _____

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

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

50. Where are you currently living? (Check only one)

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

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

± 00 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) _____

52. What is your marital status?

± 1 Married/Common-law
± 2 Single (never married)
± 3 Divorced/Separated
± 4 Widowed

53. 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
± 1 No

54. (IF "YES" TO QUESTION 53) Please specify the visible minority with which you identify.

_____

55. Do you consider yourself an Aboriginal person?

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

56. 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

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

1 Yes
2 No

58. Looking back on your experience at this university, what do you think the university did particularly **well**?

_____
_____
_____
_____
_____
_____
_____

59. What is the **single** most important change that this university could make to enhance the education experience of its students?

_____
_____
_____
_____
_____
_____
_____

THANK YOU FOR YOUR HELP.

PLEASE RETURN THE COMPLETED QUESTIONNAIRE IN THE ENCLOSED ENVELOPE TODAY.

INSTRUCTIONS:

Please read each question carefully then enter a check (✓) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

APPENDIX B

METHODOLOGY GUIDELINES FOR PARTICIPATING UNIVERSITIES

SURVEY OF GRADUATING STUDENTS 2003

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 December 2002
4.	First survey mailing	around	January 13, 2003
5.	Reminder card to non-responders	around	January 27, 2003
6.	Second mailing to non-responders	around	February 10, 2003
7.	Mid-project return of completed surveys to U of M	around	February 14, 2003
8.	Final return of all completed surveys and documentation of your sampling procedures	around	May 15, 2003
9.	FINAL RETURNS MUST BE RECEIVED BY U of M		May 19, 2003

While we recognize that not all participants will be able to follow this timeline due to the variation in dates by which we can identify graduating students, please conform as closely to the schedule as you can. All first mailings should go out in early March at the latest.

1. INTRODUCTION

Standardized Research Methodology

At the present time there are approximately 25 universities participating in the 2003 *Survey of Graduating 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 co-operation 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 June 2003. 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.

Overview of Major Project Activities and Timelines

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 December 2002
4. First survey mailing .....around ..... January 13, 2003
5. Reminder card to non-responders .....around ..... January 27, 2003
6. Second mailing to non-responders.....around ..... February 10, 2003
7. Mid-project return of completed surveys to U of M.....around ..... February 14, 2003
8. Final return of all completed surveys and documentation of your sampling procedures.....around ..... May 15, 2003
9. FINAL RETURNS MUST BE RECEIVED BY U of M .... May 19, 2003

2. SAMPLING PROCEDURES

Sample Size

It has been agreed that each participating university will distribute surveys to a random sample of 1000 graduating students, or all those eligible to graduate if fewer than 1000. Unless you have made prior arrangements with us, please DO NOT USE A SAMPLE LARGER THAN 1000 STUDENTS.

Restrict Sampling to Undergraduate Students

Please ensure that ONLY undergraduate students who are about to graduate 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. sampled students may include both part-time and full-time students;

c. independent, special or Continuing Education students should be excluded from the sample.

Definition of "Undergraduate"

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

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 of undergraduates by faculty.

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 graduating 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 graduating students, including full-time and part-time students, and students from in-province, out-of-country, 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 begin your sampling process as early as possible to expedite the survey distribution.

3. SURVEY DISTRIBUTION AND RESPONSE TRACING 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 Graduating 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 13, 2003 as possible.

First Reminder Letter

Two weeks following the first mailing, non-responders should be sent a reminder letter (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.

Mail reminder cards two weeks after your initial mailing.

Final Reminder Letter

Two weeks after the mailing of the first 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 need not be coded.

Mail final reminder letters two weeks after the reminder card.

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 of reminders.

In order to determine whether there is a difference in employment rates between early and late responders, please date stamp the surveys on return.

4. MID-PROJECT RETURN OF COMPLETED SURVEYS TO THE UNIVERSITY OF MANITOBA

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 us. 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.

Send the early returns to the University of Manitoba by courier around February 14, 2003.

5. FINAL RETURN OF ALL COMPELTED SURVEYS TO THE UNIVERSITY OF MANITOBA

Please endeavour to courier all remaining completed surveys to us by May 15, 2003.

In order to achieve our completion schedule it is important that your completed student surveys are received by us as soon as possible. Although we will make every effort to include late surveys, we cannot guarantee that those received after May 19, 2003 will be included in the data. **If you know you will experience difficulty meeting this schedule, please let us know as soon as possible.**

6. SUBMSSION OF DOCUMENTATION

To facilitate preparation of the Methods section of the final report, please provide the following information to us 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 the University of Manitoba by May 19, 2003.

Please Return Materials to the U of M 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:

Housing & Student Life
416 University Centre
University of Manitoba
Winnipeg MB R3T 2N2

Telephone: (204) 474-9717

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 and is directed to undergraduate students who expect to graduate in the spring.

The survey will help us learn more about our students and their expectations and reactions to university. Survey results will allow comparison of 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 only to allow us to send you a reminder letter, if necessary. Envelopes are separated from surveys immediately upon opening.)

While 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 Graduating 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. 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.

Sincerely,

Final Mailing to Non-Responders

Dear Student:

Although the majority of students have now returned their *Survey of Graduating 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 graduating 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.

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 co-operation 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.