**SURVEY OF UNDERGRADUATE
UNIVERSITY STUDENTS
2002**

Master Report

May 10, 2002

Prepared for:
Canadian Undergraduate Survey Consortium ©

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.

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Methodology

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

This year, 30 universities across Canada participated in the study. Each participating university distributed a survey package consisting of a cover letter, questionnaire, and a postage-paid, self-addressed return envelope to a sample of about 1,000 undergraduate students. The overall response rate was about 42%, typical of a survey of this type, and produced a sample of 12,700.

Profile of undergraduate students

Personal profile

The typical undergraduate student is female and 23 years old, although almost half of the students are 20 years old or younger. Most students (60%) are living independently, either in a rented space, a home they own or in residence on campus. The remaining 40% live at home with their parents or other relatives. Students are likely to be in some type of relationship, either 'seeing someone' or in a long-term relationship. About 14% of undergraduate students self-identify as visible minority, while 3% report being Aboriginal. Some 5% of students report having a disability.

Academic profile

Typically, undergraduate students are going to university full-time (88%) and are majoring in Social Sciences, Arts and Humanities, or Business, with plans to complete their degree at the university they currently attend (87%). Most plan to finish their post-secondary education with a Master's, PhD, or some other degree than a single Bachelor's. The typical student reports ending this academic year with a grade point average of B/B+, however, the average grade tends to rise as undergraduates advance through their programs.

Undergraduate students spend an average of 16 hours a week in class or labs, and another 17 hours a week on academic work outside of class. They complete, on average, 11 papers, reports or assignments in the academic year.

Computer use

Almost all students have access to a computer at their current residence (93%) and generally report that it is very adequate (74%) for their academic work. Almost all students have access to the Internet (95%), most commonly from home or on campus. Typically, students spend 17 hours a week on computer doing academic work and other activities.

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Work and funding their education

Current and future employment

About half of these undergraduates report having a job either on campus, or more commonly, off campus. About one-third report that they are not employed and are not looking for work, while over one-tenth of students do not currently have a job, but are looking. Employed students spend an average of 18 hours a week at work, and most report that their jobs have at least some negative impact on their academic performance.

While 80% of part-time students are employed, only about half (49%) of full-time students have jobs. Typical part-time students devote far more hours per week (34 on average) to their jobs than do full-time students (17 on average0.

While not all students are currently employed, 6 students in 10 report they have decided on a career field or specific occupation. Another 3 students in 10 think they <u>may</u> have decided. The further along students are in their programs, the more likely they are to have decided on a career field or occupation. While two-thirds of those in the fourth year of their programs have decided, about half of first-year students believe they have already decided on a career field or occupation.

Almost three-quarters of students report having an up-to-date resume, suggesting that they are prepared for employment opportunities. That said, only 4 students in 10 believe that there are many job opportunities in their chosen field. About half believe there are only some, few or very few jobs. Students become more pessimistic about the availability of jobs in their chosen field as they get near graduation.

Current debt

About half of all undergraduate students report having some debt resulting from financing their university education. The most common form of debt is student loans -- reported by one-third of all respondents -- but money owed to parents, relatives or financial institutions is also common. Students, with debt, report owing $13,200 on average. However, this average is among all undergraduate students; those further along in their programs typically owe more.

Financing of education

Most students depend on multiple sources to fund their university education. The most commonly cited source by over half the students is their parents. About 4 students in 10 use earnings from summer employment and personal savings. One-third rely on scholarships from their university, government loans or bursaries, and earnings from current employment. The typical student estimates that these sources have financed $9,000 of their current year at university.

Since most students depend on multiple sources of funding, perhaps it is not surprising that 7 students in 10 have concerns about having sufficient funds to complete their education. The loss of any one source could prevent them from completing their post-secondary education.

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Credit cards are a common method of managing cash flow, but they also are another source of debt for some. Two-thirds of students have at least one credit card. The average balance on their credit cards is just over $1,000. About 7 in 10 report regularly paying off their credit card balance each month. However, one-fifth of students with credit cards report they do not.

Perceptions of university

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

The vast majority of students also have positive impressions of their universities in terms of treating students fairly, independent of race or gender (over 90% in both cases). They feel they have had an intellectually stimulating experience at their university (86%). Fewer, but still a majority (70%), feel they are a part of their university.

Services prior to classes

We tested a couple of services that take place prior to class. About half of these students remember taking part in an orientation or other transition program. Of those who participated, about 4 students in 5 were satisfied with their experience, leaving about 1 in 5 who were dissatisfied with the orientation. All students experience course registration, and three-quarters report they are satisfied with this process. Almost one-quarter of students are dissatisfied with the registration process.

Services and facilities

Most students report being satisfied -- although not very satisfied -- with various key educational services and facilities at their institutions. A majority report being satisfied with academic facilities such as class size (86%), library (80%), and the conditions of the buildings and grounds in general (78%). Among these types of facilities, students are least satisfied with study space; however, 70% report being satisfied. Student satisfaction varies by type of university. For example, students attending Group 3 universities are the most satisfied with their library facilities, and those in Group 1 the least. Conversely, students attending Group 1 universities tend to be more satisfied with class size than those at larger Group 3 institutions.

A majority of students also report being satisfied with most other on campus facilities and services, such as social events, bookstores, medical services and computer facilities. They are not as satisfied with very practical services such as on campus food and parking. In fact, only about one-third of students who use the parking facilities are satisfied with them.

Relatively few students report using many of the 'special' services tested. That said, most students who use these services are satisfied. Special services include such things as study skill support services, career counselling and academic advising.

Perception of faculty

Generally, students think highly of their professors. However, those attending Group 1 universities are more likely to have a positive impression of their professors than their counterparts in Group 2 or 3 universities.

Most report professors are available outside of class to help students, encourage student participation in class, and treat students as individuals, not numbers. In fact, 3 out of 4 report that professors generally look out for students' interest. In addition, some 6 in 10 students indicate that some professors have taken a personal interest in their academic progress. That said, more than one-fifth of students disagree with these assessments.

This generally positive perception of professors is reflected in the fact that 8 students in 10 report being satisfied with the quality of teaching they have experienced at their university. However, almost 1 student in 5 is dissatisfied.

Greatest improvements needed

Twice we asked students to rank from separate lists the three areas requiring the greatest improvement at their university. Opinions are diverse and no single facility or service was named by a majority of respondents. Among some 34 facilities and services tested, very practical concerns top the list. The most commonly cited area that requires improvement is parking facilities/student parking (41%), followed closely by food services (34%).

Other, more academic, issues are also seen as needing improvement. About 3 students in 10 cite such things as improving the emphasis on teaching excellence, computer facilities, and campus bookstore. About 1 in 4 cites the need to improve the size of undergraduate classes (to make them smaller) and university's spending on financial aid. About 1 in 5 cites academic advising and technology in the classroom as in need of the greatest improvement. Another one-fifth of students suggest priority should be given to improving the sense of community among students.

University experience: Personal growth and development

Generally, students' involvement on campus in non-academic activities appears to be limited. Although many students report attending events occasionally, few are often involved in any one activity. Two-thirds of students report at least occasionally going to campus social events, making it the most common event attended.

We asked students to rate their university's contributions to their personal growth and development in 22 different areas. On average, these universities receive a rating of between a 'C' and a 'B' on most items tested suggesting they were doing a fair to good job.

On average, universities tend to receive the highest score for contributing to students' growth and development in terms of working independently. Some 3 students in 4 rate their university's contribution as good or excellent in this regard. Universities also receive higher than average grades for their contribution to students' development of thinking logically and analytically, and

cooperative group interaction. In both cases, 6 students in 10 rate their universities as good or excellent.

Universities receive the lowest scores in terms of contributing to students' preparation for employment. Just less than 4 students in 10 rate their university as doing a good or excellent job in this regard.

Overall satisfaction

While universities do not necessarily receive high ratings in terms of their contribution to personal growth and development issues, students are generally satisfied with their experience at university. In particular, some 9 students in 10 report being satisfied with their decision to attend their current university, and almost as many are satisfied with the quality of education they have received from this university. However, according to students, universities do not perform as well in showing concern for students as individuals. One-third of students are dissatisfied with their institutions in this regard.

Conclusion

As in past years, undergraduate students generally appear to be satisfied, if not very satisfied, with their university experience. While parking and food services top students' lists, such areas as computer facilities, campus bookstores, teaching excellence, and academic advising are also cited by many students as priority areas for improvement. That said, it is important to remember that nearly all students report being satisfied with the overall quality of education they are receiving.

1.0   Introduction

This section of the report discusses some preliminary methodological issues.

1.1   Background

This is the eighth cooperative study undertaken by the Canadian Undergraduate Survey Consortium (CUSC). The surveys have targeted various undergraduate sub-samples; three of the surveys have focused on a sample of all undergraduates, while others have targeted specific types of students. The 2002 study presents the results for all undergraduate students regardless of the year of program.

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

Table 1: Past CUSC surveys		
Year	**Sample**	**Number of participating universities**
1994	All undergraduates	8
1996	All undergraduates	10
1997	Graduating students	9
1998	First-year students	19
1999	All undergraduates	23
2000	Graduating students	22
2001	First-year students	26
2002	All undergraduates	30

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.

1.2   How this research was conducted

Each year Prairie Research Associates (PRA) Inc. and representatives from several participating universities review past surveys and methodology to prepare the future questionnaire. Representatives of participating universities reviewed the draft for 2001/02, which PRA then revised to produce the final questionnaire (Appendix A.).

Each participating university supports the study by:

- Generating a random sample of 1,000 students who are undergraduate students in 2002. Both full-time and part-time students were eligible, although independent or special students were excluded.

- Mailing a package containing a cover letter, questionnaire, and a postage-paid, self-addressed return envelope to sampled students.

- Mailing a reminder letter to all non-respondents approximately two to three weeks after the original mailing.

- Mailing a final reminder letter to all non-respondents approximately four to six weeks after the original mailing.

- Reviewing and returning the completed questionnaires to 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 began coding responses to open-ended questions, entered the responses on computer, reconciled/corrected any data errors and programmed the tables using SPSS.

Table 2 shows the response rate by university, which ranged from about 23% to 56% with an average of 42.3%. This represents a good response rate for a survey of this type. In total, 12,695 complete surveys were returned as part of this study.

Table 2: Survey response rate		
University	**Number returned**	**Response rate**
Alberta	562	56.2%
British Columbia	281	28.1%
Calgary	526	52.6%
Carleton	401	40.1%
Concordia	538	53.8%
Dalhousie	426	42.6%
Lakehead	336	33.6%
Lethbridge	522	52.2%
Manitoba	413	41.3%
McMaster	347	34.7%
Montréal	550	55.0%
Mount Saint Vincent	420	42.0%
New Brunswick (Fredericton Campus)	320	32.0%
New Brunswick (Saint John Campus)	434	43.4%
Nipissing	463	46.3%
Ontario College of Art & Design	367	36.7%
Ottawa	510	51.0%
Queen's	510	51.0%
Regina	482	48.2%
Ryerson Polytechnic	436	43.6%
Saint Mary's	425	42.5%
Saskatchewan	450	45.0%
Simon Fraser	319	31.9%
Toronto at Scarborough	481	48.1%
Trent	277	27.7%
Trinity Western	348	34.8%
Waterloo	239	23.9%
Wilfrid Laurier	461	46.1%
Windsor	429	42.9%
Winnipeg	422	42.2%
Total	12,695	42.3%

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

- Group 1 consists of universities offering primarily undergraduate studies and with smaller student populations.

- Group 2 consists of universities offering both undergraduate and graduate studies and tend to be of medium size in terms of student population.

- Group 3 consists of universities offering both undergraduate and graduate degrees, with most having professional schools as well. These tend to be the largest institutions in terms of student populations.

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

1.3   Discipline or area of study

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

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

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

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

- If students provided more than one major field of study, all were recorded, but the first listed became primary for purposes of the classification shown in Table 4.

Table 4: Subject of major concentration	
Discipline	**% (n=12,695)**
Social Sciences	20%
Arts and Humanities	19%
Business	16%
Biological Sciences	9%
Professional	8%
Engineering	7%
Education	5%
Physical Sciences	4%
Other fields	11%
Don't know/No response	1%
Total	100%

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

2.0   Profile of respondents

In this section, we report that:

- The typical undergraduate student is a 23-year old female living in a rented space either on or off campus. Students are likely to be in some form of relationship, either 'seeing someone' or in a long-term relationship.

- About 14% of undergraduate students self-identify as visible minority, while 3% report being Aboriginal. Some 5% report having a disability.

- Typically, undergraduate students are going to university full-time and are majoring in Social Sciences, Arts and Humanities, or Business, with plans to complete their degree at the university they currently attend. They plan to finish their post-secondary education with a Master's, Ph.D, or some degree other than a single Bachelor's. Students report ending this academic year with a grade point average of B/B+.

- Undergraduate students spend an average of 16 hours a week in class or labs, and another 17 hours a week on academic work outside of class. They complete, on average, 11 papers, reports or assignments in the academic year.

- Almost all students have access to a computer at their current residence (93%) and generally report that it is very adequate (74%) for their academic work. Almost all students have access to the Internet (95%), most commonly from home or on campus. Typically, students spend 17 hours a week on computer doing academic work and other activities.

2.1   Personal profile

As shown in Table 6 (next page), the typical undergraduate student in our sample is female and about 23 years old.

- Almost two-thirds of our sample is female. Although female students tend to outnumber males at Canadian universities, our sample likely over-represents female students and under-represents males. Female respondents are the majority in each discipline except for Engineering (where only 24% of respondents are female) and Physical Sciences (where half are female).

- About half (47%) of undergraduate students are 20 years of age or younger. While the median age is close to 20, the average age of undergraduate students is 23. While only one-quarter of the students are 23 years of age or older, the average is influenced by students who are 30 years of age or older. The oldest undergraduate student in our sample is 86 years old.

- More than half (56%) of all students are in a personal relationship of some kind. About one-quarter of students are in *long-term relationships*, another one-fifth are *seeing someone*, but less than one-tenth are *married*. Over 40% report themselves as single and *not currently seeing someone*.

- About 8% report *having children*, with those attending Group 1 universities being slightly more likely to report young dependents (11%). Similarly, those attending Group 1 universities are also more likely than others to be *married*.

- About 5% of first-year students report *having a disability*, the most common being either learning or mental health disabilities (less than 1.5% each).

- Some 14% self-identify as *visible minority*, the most common being Chinese (3%), South Asian (Indian or Pakistani – 2%), and Black (2%). Students who self-report being a visible minority are more common in Group 2 universities (21%) and less common in Group 1 universities (9%).

- Overall, about 3% of respondents self-identify as *Aboriginal, First Nations, Métis, Inuit,* or *non-status*.

Table 6: Personal profile		Group		
Characteristic	**All students (n=12,695)**	**1 (n=4,475)**	**2 (n=3,107)**	**3 (n=5,113)**
Gender Q39				
Male	34%	30%	38%	37%
Female	65%	70%	62%	63%
Age Q40				
18 years or younger	14%	13%	13%	14%
19 years of age	17%	16%	18%	18%
20 years of age	16%	15%	15%	17%
21 years of age	15%	16%	15%	15%
22 years of age	11%	10%	11%	11%
23 years or older	26%	29%	26%	24%
Average age	23	23	22	22
Marital status Q45				
Single: 'not seeing someone'	42%	41%	43%	43%
Long-term relationship	27%	28%	26%	26%
Single: 'seeing someone'	20%	18%	20%	21%
Married	9%	11%	8%	7%
Number of children Q46				
Children	8%	11%	7%	6%
No children	88%	85%	89%	90%
Disability Q51				
Total self-identified	5%	7%	5%	5%
Visible minority Q48				
Total self-identified	14%	9%	21%	15%
Aboriginal status Q50				
Total self-identified	3%	3%	3%	3%
First Nations	1%	2%	1%	1%
Métis	1%	1%	<1%	2%
Inuit	<1%	<1%	<1%	<1%
Non-status	1%	1%	1%	1%

- Students in certain disciplines tend to be older; for example, over 35% of those in Professional and Education are 23 years of age or older.

- Not surprisingly, the average age increases by about one year with year of program. Thus those in first year are about one year younger than those in second, who in turn are a year younger than those in third year and so on.

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- For many, university coincides with their first serious relationship. As Table 7 shows, while about half of those in first year are not currently *seeing anyone*, by third year about 70% report being in some type of relationship.

Table 7: Profile by year of program					
	Overall	**1ˢᵗ year**	**2ⁿᵈ year**	**3ʳᵈ year**	**4ᵗʰ year**
Average age	22.5	20.8	22.0	23.3	24.2
Relationship status					
Single: "not seeing someone"	43%	48%	44%	40%	40%
Long-term relationship	28%	24%	27%	30%	31%
Single: "seeing someone"	20%	21%	21%	21%	18%
Married	9%	7%	8%	10%	11%

2.1.1 Living arrangements

Table 8 shows the living arrangements of undergraduate students.

- Overall, 40% of students live *with their parents*. Those attending Group 1 universities are less likely to report this living arrangement.

- About 6 students in 10 are living independently, mainly in a *rented home, apartment or room*. This includes 14% who are in *on campus residences* and 8% who *personally own their home*.

Students report a commute time (one-way) ranging from just minutes to several hours, with an average of 26 minutes.

Table 8: Living arrangements				
Characteristic	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Living arrangements Q43				
With parents	39%	33%	47%	40%
Rented home/apartment/room	38%	40%	32%	40%
On campus residence	14%	16%	14%	12%
Personally own home	8%	11%	8%	6%
Distance from university (minutes) Q44				
5 or less	17%	20%	16%	15%
6 to 15	27%	30%	26%	24%
16 to 30	28%	28%	26%	29%
31 to 60	19%	13%	19%	23%
Over 60 minutes	6%	4%	9%	6%
Number of minutes it takes to get to campus				
Average	26	22	29	28

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It appears that undergraduates who start their post-secondary education living *with their parents* continue to do so throughout their undergraduate education (see Table 9). Likely, most students who live with their parents (or other relatives) are either comfortable with this arrangement or cannot afford the alternative. Some 41% of respondents report living with parents in the first year and this drops slightly to 37% in the third year.

Almost 30% of first-year students report living *on campus residence*. This sharply drops to 10% in the second year. Conversely, about one-quarter report living in a *rented home, apartment or room* in the first year, jumping to 40% in the second and even higher in subsequent years. In fourth year (or higher) almost half of students are living in a rented dwelling.

Table 9: Living arrangements by year of program					
	Overall	1st year	2nd year	3rd year	4th year
With parents	40%	41%	42%	37%	37%
Rented home/apartment/room	38%	24%	40%	45%	48%
On campus residence	14%	29%	10%	8%	5%
Personally owned home	8%	6%	8%	10%	10%

2.1.2 Permanent residence

Undergraduates come from communities of various sizes (see Table 10, next page). Almost half (48%) of the students come from communities of 100,000 or more, and about one-quarter come from farms or communities of 10,000 or fewer. Reflecting, in part, the communities in which they are situated, the composition of the universities differs depending on the group.

- Over half (52%) of the undergraduate students attending Group 3 universities are from communities with populations of 100,000 or more. Group 3 universities tend to be in large urban centres.

- Only some 38% of undergraduate students attending Group 1 universities are from large communities. Many Group 1 universities are situated in smaller centres.

Table 10: Size of community				
Population Q42	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Lived on a farm/ranch	5%	5%	4%	5%
Less than 5,000	11%	14%	9%	10%
5,000 to 9,999	7%	9%	6%	7%
10,000 to 49,999	14%	15%	13%	13%
50,000 to 99,999	11%	15%	11%	8%
100,000 to 300,000	17%	16%	23%	14%
Over 300,000	31%	22%	31%	38%
No response	4%	4%	5%	4%
Total	100%	100%	100%	100%

Table 11 shows the provinces of permanent residence:

- almost 40% of the students live in Ontario and some 25% of students live on the prairies

- some 14% live in the Atlantic provinces and less than 10% live in Québec or British Columbia

- some 6% are not permanent residents of Canada.

Table 11: Province of permanent residence				
Province Q41	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Province				
British Columbia	7%	5%	11%	7%
Alberta	12%	11%	1%	19%
Saskatchewan	7%	1%	14%	9%
Manitoba	6%	9%	<1%	7%
Ontario	38%	40%	57%	24%
Québec	8%	1%	1%	20%
Nova Scotia	8%	15%	1%	5%
Prince Edward Island	<1%	<1%	<1%	<1%
New Brunswick	5%	9%	7%	1%
Newfoundland	1%	1%	1%	<1%
Nunavut	<1%	<1%	-	-
North West Territories	<1%	<1%	<1%	<1%
Yukon	<1%	<1%	<1%	<1%
U.S.A.	1%	2%	<1%	1%
International	5%	5%	6%	5%
No response	<1%	<1%	<1%	<1%
Total	100%	35%	24%	40%

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The province of permanent residence is almost identical to the distribution of respondents by the province in which their university is located (see Table 12).

Table 12: Province in which attending university		Group		
Province	All students (n=12,695)	1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
British Columbia	7%	8%	10%	5%
Alberta	13%	12%	-	21%
Saskatchewan	7%	-	16%	9%
Manitoba	7%	9%	-	8%
Ontario	41%	43%	64%	27%
Québec	9%	-	-	21%
Nova Scotia	10%	19%	-	8%
New Brunswick	6%	10%	10%	-
Total	100%	100%	100%	100%

As Table 13 shows, most students attend a university in the province of their permanent residence.

- Approximately 9 students in 10 in Saskatchewan, Manitoba, and Ontario are permanent residents in the province in which they are attending university.

- Approximately 8 students in 10 who are attending universities in New Brunswick, Québec, and Alberta are permanent residents of these provinces.

- Nova Scotia and British Columbia have the highest number of students from outside their provinces. Still, over 7 students in 10 who are attending universities in these provinces also report being permanent residents there.

Table 13: Students whose university is in their province of permanent residence	
Location of university	% Students from province
Saskatchewan	93%
Manitoba	89%
Ontario	88%
Québec	85%
Alberta	84%
New Brunswick	78%
Nova Scotia	73%
British Columbia	71%

2.2 Academic profile

It is likely that many of the first-year undergraduate students are still deciding on their major and may switch disciplines over their three or four years of study. Table 14 shows the area of concentration (or major) of responding students, with the most common being Arts and Humanities, Social Sciences, and Business programs, which account for half of all responses. Other areas such as Biological Sciences, Professional, and Engineering programs are also well represented.

About half of the students in Group 1 universities are in Arts and Humanities or Social Sciences programs. In Group 2 and 3 universities, these programs account for about one-third of students, reflecting the higher proportion of professional faculties.

Table 14: Subject of major concentration				
Subject area Q4	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Major or subject of concentration				
Social Sciences	20%	24%	18%	18%
Arts and Humanities	19%	26%	14%	15%
Business	16%	17%	19%	13%
Biological Sciences	9%	8%	7%	11%
Professional	8%	4%	8%	12%
Engineering	7%	1%	10%	10%
Education	5%	4%	4%	5%
Physical Sciences	4%	3%	4%	5%
Other fields	11%	11%	14%	11%
Don't know/No response	1%	1%	1%	<1%

Table 15 (on the next page) provides an academic profile of respondents.

- Overall, almost 90% of these undergraduate students are full-time. Part-time students are slightly less common in Group 3 universities and are more common in Group 1 universities.

- Two-thirds (67%) of students began their studies at their current university within the last three years. Some 12% began their studies at the university more than four years ago (that is, in 1997 or earlier).

- About 30% of respondents are first-year students, and less than one-quarter in each of the remaining three years.

- Almost 9 students in 10 report that they plan to complete their degree at the university they are currently attending. However, only 3% explicitly said that they do not plan to complete their degree at their current institution. The remaining 10% did not know or simply did not respond.

- One-third of students report that the highest academic degree they plan to obtain is a Bachelor's. Another third report that they plan to get a Master's degree, and some 15% intend to go to a Ph.D.

Table 15: Academic profile		Group		
Characteristic	**All students (n=12,695)**	**1 (n=4,475)**	**2 (n=3,107)**	**3 (n=5,113)**
Student status Q1				
Part-time student	12%	15%	13%	9%
Full-time student	88%	85%	87%	91%
Year began studies Q5				
2002/2001	30%	29%	30%	32%
2000	20%	20%	19%	20%
1999	17%	17%	16%	18%
1998	13%	14%	13%	13%
1997 or earlier	12%	12%	15%	12%
Average year	1999	1999	1999	1999
Year currently registered in Q2				
First	30%	27%	30%	32%
Second	22%	23%	22%	22%
Third	24%	25%	23%	24%
Fourth	18%	20%	19%	16%
Fifth or more	5%	4%	5%	5%
Average	2.4	2.5	2.5	2.4
Plan to complete degree at this university Q7				
Yes	87%	83%	89%	90%
No	3%	5%	2%	2%
Not sure	10%	12%	9%	9%
Highest academic degree plan to obtain Q3				
Bachelor's degree	31%	33%	33%	29%
Second bachelor's degree	7%	9%	6%	7%
Vocational certificate	1%	2%	1%	1%
Master's degree	33%	31%	35%	34%
Ph.D. or Ed.D.	15%	15%	13%	15%
M.D., D.D.S., or D.V.M.	4%	2%	3%	6%
L.L.B. (Law)	4%	3%	3%	4%
Other	1%	1%	1%	1%
None	2%	2%	2%	1%

As Table 16 shows, the highest intended degree varies depending on the discipline in which students major. However, regardless of the discipline, a majority plan to go on to get another degree in addition to a Bachelor's.

- Some 40% or more in Engineering, Business, or Professional programs plan to get a Master's degree.

- About one-fifth to one-quarter in Arts and Humanities, Social Sciences, or Physical Sciences programs intend to get a Ph.D.

- Those in the Biological Sciences are the most likely to report plans to go on for another degree once they receive their Bachelor's. While one-fifth each plan to get their Master's or their Ph.D., one-quarter intend to get an M.D., D.D.S., or D.V.M.

Table 16: Highest intended degree by discipline			
	Bachelor's	**M.A.**	**Ph.D.**
Other fields	37%	30%	12%
Engineering	36%	41%	14%
Business	36%	44%	5%
Education	33%	35%	11%
OVERALL	31%	33%	15%
Professional	31%	40%	11%
Arts and Humanities	31%	31%	18%
Physical Sciences	30%	26%	25%
Social Sciences	29%	30%	20%
Biological Sciences	19%	22%	21%

About one-fifth of students report having had to interrupt their studies at some time (see Table 17). The most common reasons are due to money, either the need for employment or financial reasons in general. Some have interrupted their studies for personal reasons, to travel or to have children. Others mention reasons beyond their control: illness or family reasons. About 2% report that they were required to withdraw by their university.

Table 17: Interrupted studies		Group		
Reasons Q6	All students (n=12,695)	1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
For employment	5%	6%	6%	4%
For financial reasons	3%	4%	4%	3%
Due to illness	3%	4%	3%	2%
To travel	3%	3%	3%	3%
For other family reasons	3%	3%	3%	2%
Required to withdraw by the university	2%	1%	3%	1%
To have/raise children	2%	2%	2%	1%
Other reasons	2%	2%	2%	2%
Have not interrupted studies	82%	80%	81%	86%
No response	2%	2%	2%	1%

2.3 Study patterns

If the hours devoted to academic studies either in or out of class are any indication, attending university is the equivalent of a full-time job. The typical undergraduate student reports spending 33 hours a week either in class or in labs, or doing research, studying, or working on assignments.

On average, these students report spending:

- 16 hours a week in classes and labs with a range of fewer than 10 to over 20 hours a week.

- 17 hours a week on academic work outside class and labs, with a range of fewer than 10 to over 30 hours a week.

Students attending Group 3 universities tend to spend more hours in class than those attending Group 1 universities. In part, this may be a result of the larger number of part-time students among the Group 1 population or it may reflect the demands of professional programs (e.g., Engineering).

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Much of a student's time is spent on papers, reports, and assignments. A typical student reports completing 11 papers or reports in the school year with a range of two to over 20.

In a related aspect of study, 8% of students report being in a co-op program, which was most common for Group 2 students where 15% report involvement in this program.

Table 18: Study patterns				
Characteristic	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Hours spent in class and labs Q8A				
10 or less	21%	25%	22%	16%
11 to 15	37%	39%	38%	35%
16 to 20	22%	20%	21%	25%
More than 20	18%	13%	17%	23%
Average number of hours	16	14	15	17
Hours spent on academic work outside of class and labs Q8B				
10 or less	38%	41%	37%	35%
11 to 15	18%	18%	18%	19%
16 to 20	17%	16%	17%	17%
21 to 30	16%	15%	15%	18%
More than 30	9%	8%	10%	9%
Average number of hours	17	16	17	17
Total hours spent on academic work in and out of class				
15 or less	12%	15%	12%	9%
16 to 20	10%	11%	10%	8%
21 to 30	29%	30%	30%	27%
31 to 40	24%	23%	23%	26%
More than 40	24%	20%	24%	27%
Average number of hours	32	30	32	34
Number of papers/reports completed during school year Q9				
2 or fewer	11%	9%	15%	11%
3 to 5	19%	17%	20%	19%
6 to 10	31%	31%	29%	32%
11 to 15	16%	18%	15%	15%
16 to 20	10%	10%	9%	10%
More than 20	10%	11%	9%	9%
Average number of papers/reports	11	12	11	11
Currently in a co-op program Q11				
Yes	8%	6%	15%	7%

Students in Engineering programs are more likely than others to spend more time both in class and labs (22.5 hours) and on academic work outside class (22.1 hours). Thus they report over 44 hours a week, on average, devoted to their education. Those who identify their discipline to be Physical or Biological Sciences, or Professional, also spend more time on average in class and doing academic work.

Those in Arts and Humanities, Business, and Social Sciences programs spend less time on average both in class and studying.

That said, there does not seem to be a strong correlation between the number of hours spent on academic work and the typical number of papers, reports, and assignments required during the school year. On average, those in Education produce the most (15), while those in Business produce the least (10) papers per year.

Table 19 shows these averages by the various disciplines.

Table 19: Average hours/assignments by discipline				
	Average			
	Hours in class	Hours outside class	Total hours	Number of papers/reports
Engineering	22.5	22.1	44.4	11.7
Biological Sciences	19.4	19.1	38.2	13.8
Physical Sciences	18.5	20.0	38.2	10.4
Professional	18.4	17.7	35.7	11.4
Education	16.0	15.8	31.4	15.0
Other fields	15.3	16.2	31.3	10.4
Arts and Humanities	13.9	16.4	29.9	11.9
Business	13.1	16.1	29.0	9.9
Social Sciences	13.1	15.2	28.0	11.0
Overall	15.6	17.0	32.2	11.4

The typical first-year student spends more time in class than students in upper years and with each year, in-class time typically declines (see Table 20). Although not statistically significant, there is some suggestion that with the decline of in-class time, an increase occurs in hours spent on academic activities outside of class. Thus, typically students in each year of their program are spending similar amounts of time in total on academic work.

Table 20: Average hours/assignments by year in program				
	Average			
	Hours in class	**Hours outside class**	**Total hours**	**Number of papers/reports**
1st year	16.3	16.2	32.2	10.7
2nd year	16.0	16.6	32.3	11.4
3rd year	15.4	17.4	32.5	11.8
4th year or more	14.3	17.9	31.9	12.0
All years	15.5	17.0	32.2	11.4

2.4 Students' grades

Table 21 shows the grades of students attained to the point of completing the questionnaire.[1]

- The average grade for all undergraduates is between a B and a B+, that is, 4.6 out of 7 where 7 means A/A+.

- Almost 80% of students report an average grade of B or higher, including about 26% who report an average of A-, A, or A+.

Table 21: Average grade for courses completed so far				
Q10	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
A or A+	10%	11%	8%	11%
A-	16%	17%	15%	17%
B+	22%	22%	20%	22%
B	29%	30%	30%	28%
C+	13%	12%	15%	13%
C or lower	8%	7%	10%	7%
Average	4.6	4.6	4.4	4.6

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

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The average reported grades are slightly higher for students in these disciplines: Education, Arts and Humanities, and Professional. Reported grades are slightly lower on average for students in: Engineering, Social Sciences, and Business (see Table 22).

Table 22: Average grades to date by discipline	
Discipline	**Average grade (7=A/A+)**
Education	4.9
Arts and Humanities	4.8
Professional	4.8
Biological Sciences	4.6
Physical Sciences	4.6
Overall	4.6
Business	4.4
Social Sciences	4.4
Other fields	4.4
Engineering	4.3

Typically, as undergraduates advance through their programs, their grades improve. As Table 23 shows, the average grade increases with the years in their program.

For example, about 27% of first-year students report a grade point average of C+ or lower, compared with about half as many (14%) students in fourth year.

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

2.5   Computer use

Most students (93%) have access to a computer where they currently live, and most think the computer is adequate for academic work. In fact, three-quarters indicated that their home computer is very adequate.

Table 24: Access to a computer at home		Group		
	All students (n=12,695)	1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Have access to a computer where you currently live Q20				
Yes	93%	91%	93%	93%
No	6%	8%	5%	6%
Adequacy of computer for academic work Q21				
Very adequate	74%	72%	74%	76%
Somewhat adequate	23%	25%	23%	21%
Not adequate	3%	3%	2%	2%

Some 95% of students have access to the Internet (see Table 25).

- Some 8 students in 10 report having Internet access from home. Over half of all students have *high-speed access from their current residence*, and over one-third have *dial-up access*.

- Overall, 80% of students have Internet access on campus, ranging between 76% for first-year to 85% for fourth-year students.

- About one-fifth also report access to the Internet from their place of work. Possibly reflecting the types of jobs they have, senior students are more likely to report having access to the Internet from work. While 14% of first-year students with a job report access, 34% of those in fourth year have access from work.

- Almost 4 students in 10 have Internet access from their family's home.

Table 25: Internet access		Group		
Q22	All students (n=12,695)	1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Access to the Internet	95%	95%	95%	95%
c. On campus	80%	80%	81%	80%
a. High-speed from current residence	53%	50%	55%	55%
e. At family's home (if not living at home)	39%	41%	36%	39%
b. Dial-up from current residence	36%	37%	36%	35%
d. At work	22%	22%	25%	21%

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Most of those with Internet access are satisfied with the access they have (see Table 26).

- Of those with *high-speed* access from their residence, almost 9 students in 10 are satisfied, including 43% who are very satisfied.

- Among those with *dial-up* access from home, fewer are satisfied. While two-thirds are satisfied, only 10% are very satisfied.

- Over three-quarters of those with access to the Internet *on campu*s are satisfied, including almost one-fifth who are very satisfied.

- Over 8 students in 10 indicate that they are satisfied with their access to the Internet *at work,* including 3 in 10 who are very satisfied.

- Three-quarters are satisfied with the access they have from their *family's home*, including one-quarter who are very satisfied.

Table 26: Satisfaction with Internet access	All students	Group		
		1	2	3
High-speed from current residence				
Very satisfied	43%	39%	40%	47%
Satisfied	42%	45%	46%	38%
Dissatisfied/Very dissatisfied	14%	14%	13%	14%
Dial-up from current residence				
Very satisfied	10%	10%	10%	11%
Satisfied	56%	58%	56%	53%
Dissatisfied/Very dissatisfied	31%	28%	32%	33%
On campus				
Very satisfied	18%	17%	18%	19%
Satisfied	60%	61%	60%	59%
Dissatisfied/Very dissatisfied	19%	18%	19%	19%
At work				
Very satisfied	30%	28%	30%	31%
Satisfied	53%	52%	52%	53%
Dissatisfied/Very dissatisfied	13%	15%	13%	12%
At family's home (if not living at home)				
Very satisfied	26%	25%	25%	26%
Satisfied	51%	53%	50%	49%
Dissatisfied/Very dissatisfied	20%	18%	22%	21%

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As Table 27 shows, among those with a computer:

- The typical undergraduate spends 17 hours a week on the computer.

- On average, this time is divided fairly evenly, with about three hours devoted to each: *preparing material for course work; doing specific course requirements; gathering general research or information;* and *sending and receiving e-mail.*

- Another 2 hours are spent on *games or other entertainment,* and students report that less than 1 hour is devoted to *chat rooms.*

- Another 2 hours are spent on other activities.

Table 27: Average number of hours on computer				
Q23	**All students (n=12,044)**	**Group**		
		1 (n=4,241)	**2 (n=2,941)**	**3 (n=4,862)**
Preparing material for course work	3.4	3.4	3.6	3.3
Gathering general research or information	3.3	3.3	3.6	3.2
Doing specific course requirements	3.3	3.1	3.7	3.1
Sending and receiving e-mail	2.9	2.9	3.1	2.9
Playing games or other entertainment	2.1	2	2.4	2
Doing other activities	2.1	2	2.4	2
Participating in chat rooms	0.6	0.6	0.7	0.6
Total hours spent on above mentioned activities	17.3	16.9	19.1	16.6

As mentioned above, the average number of hours spent on the computer a week is 17. However, this ranges from those who spend no hours on the computer to those who spend almost every waking hour on the computer (80 or more per week).

- Over half of the students with computer access report being on the computer for 12 hours or more a week, including about one-fifth who spend over 24 hours a week.

Table 28: Total average number of hours on computer				
Q23	**All students (n=12,044)**	**Group**		
		1 (n=4,241)	**2 (n=2,941)**	**3 (n=4,862)**
None	<1%	1%	<1%	<1%
1 to 2 hours	3%	3%	2%	3%
3 to 6 hours	14%	15%	13%	15%
7 to 12 hours	29%	30%	26%	30%
13 to 24 hours	32%	31%	32%	32%
Over 24 hours	21%	20%	25%	19%

Most students check their e-mail regularly (see Table 29):

- Some 7 students in 10 who have Internet access check their e-mail at least once a day, including 1 in 3 who check it several times a day.

- About 1 student in 5 checks it several times a week.

- About 1 in 10 checks it once a week or less.

Table 29: Use of e-mail				
Q24	**All students (n=12,044)**	**Group**		
		1 (n=4,241)	**2 (n=2,941)**	**3 (n=4,862)**
Several times a day	36%	35%	36%	37%
Once a day	34%	32%	36%	34%
Several times a week	18%	20%	18%	18%
Once a week	6%	7%	6%	6%
Less than once a week	5%	5%	4%	4%
No response	1%	1%	1%	<1%

Students in certain disciplines appear to access their e-mail more frequently than others. While a majority of students in each discipline check their e-mail at least once a day, those in some fields such as Education and Professional are less likely to check it several times a day. Conversely, those in Business or Engineering programs are more likely to check it several times a day.

Table 30: Use of e-mail by discipline		
	Several times a day	**At least once a day**
Business	46%	33%
Other fields	43%	34%
Engineering	43%	37%
Physical Sciences	40%	34%
Overall	36%	34%
Social Sciences	35%	31%
Biological Sciences	32%	39%
Arts and Humanities	31%	32%
Education	27%	37%
Professional	25%	36%

3.0   Work and financing education

In this section we report that:

- About half of these undergraduates report having a job either on campus, or more commonly, off campus. Employed students spend an average of 18 hours a week at work, and most report that their jobs have at least some negative impact on their academic performance.

- While not all students are currently employed, 6 students in 10 report they have decided on a career field or specific occupation.

- Almost three-quarters report having an up-to-date resume, suggesting that they are prepared for employment opportunities. That said, only 4 in 10 believe that there are many job opportunities in their chosen field.

- About half of all undergraduate students report having some debt as a result of financing their university education. The most common form of debt is student loans, reported by one-third of all respondents.

- Students with debt report owing an average of $13,200. However, this average is among all undergraduate students; those further along in their programs typically owe more.

- Most students depend on multiple sources to fund their university education. The most common sources are parents or other family members, earnings from summer work, personal savings, scholarships, government loans or bursaries, and earnings from current employment. Students report that funding the current year of university costs an average of $9,000.

- Since most students depend on multiple sources of funding, perhaps it is not surprising that 7 students in 10 have concerns about having sufficient funds to complete their education.

- Most students report having at least one credit card with a typical balance of $1,000 (in total). Students generally pay off their balance each month. However, one-fifth of students with credit cards report they do not.

3.1   Current employment profile

Over half (52%) of students report being employed, including 1 in 10 who is employed on campus. Among those who are employed, the typical student works 18 hours a week ranging from 30% who are employed 10 or fewer hours a week to 14% who are employed over 30 hours a week.

Among those who are working, some 6 students in 10 say that their employment has some negative impact on their academic performance. This includes about 32% who feel that their job has a moderate, significant, or substantial negative impact on their performance in school.

Table 31: Employment status		Group		
	All students (n=12,695)	1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Currently employed Q27				
Yes, both on and off campus	2%	2%	3%	2%
Yes, on campus	8%	11%	7%	7%
Yes, off campus	42%	43%	41%	42%
No, but seeking work	12%	11%	14%	12%
No, not seeking work	35%	32%	34%	37%
Number of hours worked per week Q28				
10 hours or less	30%	29%	29%	33%
11 to 20 hours	40%	37%	40%	42%
21 to 30 hours	14%	15%	14%	14%
Over 30 hours	14%	17%	15%	10%
Average number of hours	18	19	19	17
Negative impact of non-co-op related employment on academic performance Q29				
None	30%	31%	31%	29%
Some	29%	28%	29%	30%
Moderate	20%	18%	20%	21%
Significant	9%	9%	8%	9%
Substantial	3%	3%	4%	3%
Not applicable/No response	9%	10%	8%	9%

- Upper year students are more likely to report a job either on or off campus. In first year about 4 in 10 report having a job, while 6 in 10 fourth-year students report employment.

- Although a student's likelihood of being employed increases with the year of their program, among students with jobs, the average number of hours worked does not change significantly regardless of what year they are in.

- Part-time students (80%) are more likely than full-time students (49%) to be employed. For a typical part-time student with a job, employment consumes about 34 hours a week. This compares with about half as many hours (17 hours) per week among full-time students who are employed.

- The more hours students devote to their jobs, the fewer hours they spend on academic work either in or outside class. However, even when working, the typical student continues to devote large numbers of hours to studying. For example, the students who are employed between 21 and 30 hours a week also devote 27 hours per week, on average, to their studies.

- On average, students who are employed devote 48 hours per week to both academic study and their job. In fact, half of those who are employed spend over 47 hours a week balancing their paid and academic work.

Table 32: Average hours on academic study by hours employed	
Hours employed per week	**Average hours per week on academic work: in or out of class**
None – no job	35 hours
10 hours or less	35 hours
11 to 20 hours	30 hours
21 to 30 hours	27 hours
31 hours or more	17 hours
Overall	32 hours

Depending on their major area of study, students are more likely to be working at a job during their academic term (see Table 33). Excluding work study or co-op programs, students in Education, Arts and Humanities, Social Sciences, and Business programs are more likely to be employed compared to those in Engineering.

Table 33: Employment by discipline		
	Employed on or off campus	**Not employed**
Education	60%	39%
Arts and Humanities	59%	41%
Social Sciences	58%	41%
Business	56%	43%
Professional	56%	43%
Overall	52%	47%
Biological Sciences	48%	52%
Other fields	46%	53%
Physical Sciences	44%	55%
Engineering	25%	74%

Both the likelihood of employment and the hours spent in working varies with discipline (see Table 34).

Table 34: Average number of hours per week by discipline		
	Average hours per week	
	Employed hours	**Job and academic work**
Business	21.3	48.0
Social Sciences	19.3	46.2
Other fields	18.7	46.7
Overall	18.3	48.1
Arts and Humanities	18.0	46.8
Professional	17.8	51.3
Education	16.9	46.3
Biological Sciences	15.2	52.0
Physical Sciences	14.3	51.8
Engineering	13.0	54.3

Table 35 below shows that:

- Almost 6 students in 10 report that they have decided on a career field or specific occupation while another 30% think they <u>may</u> have decided.

- Three-quarters of students say that they have current curriculum vitae or resume.

- Only 4 students in 10 believe that there are many jobs in their intended major area of study. About half feel there are only some, few or very few jobs. Some 1 in 10 did not know.

Table 35: Career considerations		Group		
	All students (n=12,695)	1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Decided on a career field or specific occupation Q36				
Yes	58%	59%	58%	57%
Maybe	28%	28%	28%	28%
No	14%	13%	14%	14%
Have a current curriculum vitae (CV) or resume Q37				
Yes	73%	70%	74%	75%
No	26%	29%	24%	24%
Perceived availability of job opportunities Q38				
Many jobs	39%	40%	34%	41%
Some jobs	35%	34%	39%	33%
Few jobs	15%	14%	16%	16%
Don't know	10%	11%	11%	9%

- While two-thirds of students in their fourth year or higher report having decided on a career field, even in first-year, half say they have decided. That said, among fourth-year students, one-quarter report that they have not decided for sure, and another 10% say they have not decided at all.

- Most fourth-year students (81%) have a current resume, compared with about 66% of first-year students.

As students near their graduation, they become more pessimistic about the job opportunities.

- About 21% of students in their fourth year feel that there are few or very few jobs in their major area of study, compared with 11% first-year students.

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- Conversely, only 33% of fourth-year students feel that there are many jobs in their intended area of study, compared with 42% of first-year students.

Students in Education, Professional, and Engineering programs are the most likely to have decided on a career field. In part, this may reflect the fact that these students believe that there are *many jobs* in their major area of study (see Table 36).

Table 36: Career prospects by discipline		
	Decided on a career field	**Many jobs available**
Education	85%	55%
Professional	81%	65%
Engineering	66%	49%
Overall	58%	39%
Biological Sciences	56%	37%
Arts and Humanities	55%	28%
Business	55%	47%
Social Sciences	52%	30%
Physical Sciences	51%	38%
Other fields	50%	37%

3.2 Debt from financing post-secondary education

We asked students to identify the debt they have incurred from financing their university education. Of the four sources of debt tested, about half of the students report owing money to at least one.

As shown in Table 37:

- About one-third of students have debt from student loans.

- About one-fifth of students have debt resulting from loans from family or parents.

- Over one-tenth have debt from loans from financial institutions.

- Less than one-tenth have debt from other sources.

Table 37: Debt from financing university education

Q25	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Student loans	34%	36%	36%	32%
Loans from parents/family	18%	18%	19%	16%
Loans from financial institutions	13%	15%	12%	11%
Debt from other sources	7%	7%	7%	6%
Any debt	51%	54%	53%	48%

The average debt is about $13,000 with the largest share owed to student loans.

- Among those with student loans, the average amount owed is over $12,000.

- Debt to these other sources can also be substantial. Among those who have debt with financial institutions, the average amount owing is just under $8,000, while money owed to parents or family averages over $7,000.

- Among those with debt from other sources, the average amount owing is over $4,000.

Table 38: Average amount of repayable debt

	All students	Group		
		1	2	3
Student loans	$12,265	$13,155	$12,618	$11,140
Loans from financial institutions	$7,759	$8,155	$7,760	$7,296
Loans from parents/family	$7,397	$6,866	$8,409	$7,180
Debt from other sources	$4,170	$4,373	$4,611	$3,657
Total debt from these sources	$13,201	$13,811	$14,056	$12,020

While 49% either report they have no debt or do not provide any information, the remaining 51% report at least some debt. While the average debt is just over $13,000, about 20% owe less than $8,000 and 12% owe $20,000 or more (see Table 39).

Table 39: Breakdown of total debt

Q25	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
None	34%	31%	32%	38%
Less than $4,000	9%	8%	8%	9%
$4,000 to $7,999	11%	11%	11%	11%
$8,000 to $11,999	9%	10%	10%	9%
$12,000 to $19,999	10%	11%	9%	9%
$20,000 or more	12%	14%	14%	10%
No response	15%	15%	15%	15%

Table 40 shows the average amount owing by students in various disciplines. On average, those in Education owe much more than the typical undergraduate students, while those in Biological Sciences owe less.

Table 40: Debt by discipline

	Average	
	All students	Of those with debt
Education	$9,994	$15,252
Engineering	$8,152	$14,316
Professional	$8,719	$13,900
Social Sciences	$8,196	$13,188
Arts and Humanities	$7,920	$13,007
Business	$7,476	$13,234
Physical Sciences	$7,305	$12,791
Biological Sciences	$7,537	$12,527
Other fields	$7,117	$12,132
Overall	$7,917	$13,201

For straightforward reasons, the amount of debt increases the longer a student is in school.

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

- As Table 41 shows, the amount of debt almost triples over the four years of their program. At the end of the first year, the typical student owes an average of $4,800. By fourth year, the amount of debt is over $12,300.

- The money owing for student loans and loans from financial institutions grows at a faster rate than that from parents, family or other sources. The typical amount owing for a student loan in the first year is $2,400. By the fourth year, this average has increased to over $7,600.

Table 41: Debt by year of program				
	1st year (n=3,802)	2nd year (n=2,847)	3rd year (n=3,052)	4th year (n=2,896)
All students				
Average total debt	$4,801	$6,733	$9,045	$12,359
Student loans	$2,406	$4,148	$5,787	$7,669
Loans from financial institutions	$568	$934	$1,243	$1,903
Loans from parents/family	$900	$1,419	$1,622	$2,273
Debt from other sources	$207	$231	$394	$514
Students with debt				
Average total debt	$7,595	$11,276	$14,805	$18,624

3.3   Sources of university funding

We asked students to itemize the sources of their funding for their education in the current year.

The most common sources in the 2001-02 academic year are:

- *Parents, family, or spouse.* This is the single most common source; over half of the students cite this source as helping finance their education.

- *Earnings from summer work.* More than 4 students in 10 say that their savings from summer employment help fund their education.

- *Personal savings.* Almost 4 students in 10 also report using their savings to pay for their education.

- *Scholarships from the university.* About 1 student in 3 uses this source to fund his/her education. Scholarships appear to be slightly more common among students attending Group 1 universities compared to students attending Group 2 or 3 universities.

- *Government loans or bursaries.* About 1 student in 3 uses this source to fund his or her education.

- *Earnings from current employment.* About 1 in 3 also uses earnings from current employment.

- Less common sources of financing are *university bursaries*; however, they are slightly more common as a financing source among students attending Group 1 universities and are less common among students attending Group 3 universities.

These and other sources are shown in Table 42.

Table 42: Sources of financing		Group		
Q26A	All students (n=12,695)	1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Sources used to help pay for university				
Parents/family/spouse	54%	51%	54%	58%
Earnings from summer work	44%	45%	39%	46%
Personal savings	39%	40%	39%	39%
Scholarship from university (Q30)	31%	34%	29%	29%
Government loan or bursary	31%	32%	31%	30%
Earnings from current employment	31%	33%	29%	30%
University bursary	19%	23%	18%	16%
Investment income (bonds, dividends, interest, etc.)	4%	5%	4%	4%
Co-op program/work-term	3%	1%	5%	3%
Work study program	2%	2%	2%	1%
RESP	2%	2%	2%	2%
Multiple other	13%	15%	12%	12%
No response	4%	4%	3%	3%

Most students rely on a number of sources to finance their education (on average, over two different sources - see Table 43). About one-quarter depend on a single source of financing, while one-fifth report four or more different sources.

Table 43: Number of sources of financing				
Q26A	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
One	25%	24%	29%	24%
Two	26%	25%	24%	27%
Three	24%	24%	24%	24%
Four or more	21%	23%	20%	21%
No response	4%	4%	3%	3%
Average	2.5	2.6	2.4	2.5

Typically, students report that the various sources contribute about $9,000 toward financing their education this year. The largest sources typically contributing about half or more of their financing are:

- *government loan or bursary*

- *co-op program/work-term*

- *parent, family, spouse.*

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

- *RESP*

- *investment income*

- *earnings from summer work.*

As seen in Table 44, while university bursaries are less common in Group 2 or 3 universities (compared with Group 1), they appear to be of a higher dollar amount. The average amount of a bursary reported by a student attending a Group 3 university is almost $1,900 and just over $1,500 for a student from a Group 1 university.

Table 44: Average amount from each source				
Q26B	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Overall	$9,037	$9,325	$8,758	$8,957
Average among those with these sources				
Government loan or bursary	$6,217	$6,560	$6,285	$5,850
Co-op program/work-term	$5,724	$5,180	$5,530	$6,191
Parents/family/spouse	$4,751	$4,818	$4,664	$4,750
RESP	$3,513	$3,574	$2,817	$3,808
Investment income (bonds, dividends, interest, etc.)	$3,030	$2,950	$2,670	$3,289
Earnings from summer work	$2,980	$3,004	$2,738	$3,085
Earnings from current employment	$2,374	$2,184	$2,585	$2,435
Personal savings	$2,373	$2,436	$2,380	$2,313
Work study program	$1,832	$1,648	$1,447	$2,377
University bursary	$1,713	$1,537	$1,774	$1,886
Multiple other	$4,497	$4,633	$4,301	$4,464

3.3.1 Concern for funding

We asked students to rate their level of concern with having sufficient funding to complete their university education.

- Some 7 students in 10 have at least some concern, including 43% who, while concerned, believe they probably will have enough, and 28% who are very concerned and feel they may not have enough funds.

Students just starting their post-secondary education are more concerned about having sufficient funding to complete their education than students who are closer to completion.

- Three-quarters (76%) of students in first year have concerns, while less than two-thirds (62%) of fourth-year students feel the same way.

Table 45: Sufficient funds to complete education				
Q31	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Concerned about having sufficient funding to complete education				
Very concerned	28%	29%	30%	25%
Some concern	43%	43%	44%	43%
Not concerned	28%	26%	25%	31%
Not sure	1%	1%	1%	1%

3.4   Most students follow a budget

About two-thirds of students report following a budget each month. Little variation exists among responses from the three types of post-secondary institutions.

Table 46: Budget				
Q32	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Yes	64%	66%	62%	64%
No	28%	27%	30%	29%
Not sure	7%	7%	8%	7%

3.5   Credit cards

Two-thirds of students also report having at least one credit card, including about 10% who report having three or more credit cards.

- Among those who have credit cards, about 3 in 10 reports having a zero balance on all credit cards. However, typically these students owe over $1,000 on their credit card.

- That said, among those with credit cards, three-quarters regularly pay off the balance each month.

- Over one-fifth report that they do not regularly pay off the monthly balance.

Table 47: Credit cards				
	All students (n=12,695)	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Number of credit cards Q33				
None	27%	27%	25%	28%
One	40%	39%	38%	42%
Two	15%	15%	18%	15%
Three or more	10%	10%	12%	9%
No response	8%	9%	7%	7%
Average number	1.3	1.3	1.4	1.2
Of those with credit cards				
Total credit card balance Q34				
Zero	30%	28%	27%	34%
$500 or less	29%	29%	31%	29%
$501 to $1,000	14%	13%	14%	13%
Over $1,000	20%	22%	22%	17%
No response	7%	8%	6%	7%
Average	$1,015	$1,184	$1,051	$848
Regularly pay off your balance each month Q35				
Yes	75%	70%	75%	78%

Many students seem to acquire credit cards once they are at university. While only 47% of first-year students report having at least one credit card, some 81% of fourth-year students report having one.

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4.0 Perceptions of university

In this section we report that:

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

- A majority report being satisfied, if not very satisfied, with academic facilities such as library, class size, and the conditions of the buildings and grounds. Among these types of facilities, students are least satisfied with study space. Yet 7 out of 10 report still being satisfied.

- A majority of students also report being satisfied with most other on campus facilities and services, such as social events, bookstores, medical services and computer facilities. They are not as satisfied with very practical services such as on campus food and parking. In fact, only about one-third of students who use the parking facilities are satisfied with them.

- Relatively few students report using many of the 'special' services tested. That said, most students who use these services are satisfied. Special services include such things as study skill support services, career counselling and academic advising.

- Generally, students think highly of their professors. Most report professors are available outside of class to help students, encourage student participation in class, and treat students as individuals, not numbers. In fact, 3 out of 4 report that professors generally look out for students' interest. And some 6 in 10 indicate that some professors have taken a personal interest in their academic progress. That said, more than one-fifth of students disagree with these assessments.

- This generally positive perception of professors is reflected in the fact that 8 students in 10 report being satisfied with the quality of teaching they have experienced at their university. However, almost 1 student in 5 is dissatisfied.

- Also of concern is the perception that sometimes their university gives them the run around. Half agreed that this is the case.

- Twice in the survey we asked students to rank from separate lists the three areas requiring the greatest improvement at their university. Opinions are diverse and no single facility or service was named by a majority of respondents. Among some 34 facilities and services tested, very practical concerns top the list. The most commonly cited area that requires improvement is parking facilities/student parking, followed closely by food services. Other, more academic, issues are also seen as needing improvement. About 3 students in 10 cite such things as improving the emphasis on teaching excellence, computer facilities, and campus bookstore. About 1 in 4 cites the need to improve the size of undergraduate classes (to make them smaller) and university's spending on financial aid.

4.1   Satisfaction with services prior to classes

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

4.1.1 Orientation

About half of the students report having used an orientation or transition program for new students at some point, most likely in their first undergraduate year.

- Some 8 students in 10 who used the orientation program report being satisfied or very satisfied with the experience.

- About 1 student in 5 (18%) was dissatisfied or very dissatisfied with the services received.

Participation in and satisfaction with the orientation or other transition programs for new students were similar regardless of the university group (see Table 48).

Table 48: Orientation/transition programs for new students				
Q13N	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Use of program	49%	50%	50%	47%
Satisfaction				
Very satisfied	23%	26%	22%	21%
Satisfied	58%	59%	60%	57%
Dissatisfied	14%	12%	14%	16%
Very dissatisfied	4%	2%	3%	5%
No response	2%	2%	2%	2%

4.1.2 Course registration

The vast majority of students report being satisfied with the process of registering for courses. As shown in Table 49:

- Among all students, over three-quarters report being satisfied (50%) or very satisfied (27%) with the process of course registration.

- Just less than one-quarter report being dissatisfied (17%) or very dissatisfied (6%) with the process.

Table 49: Satisfaction with the process of registering for your courses				
Q12C	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Very satisfied	27%	22%	26%	31%
Satisfied	50%	53%	48%	48%
Dissatisfied	17%	18%	17%	15%
Very dissatisfied	6%	6%	7%	5%
No response	1%	1%	1%	1%

4.2   Satisfaction with safety

Over 9 students in 10 report being satisfied with their personal safety on campus (see Table 50, next page).

- While over half of the students are satisfied (52%), almost 40% are very satisfied with their personal safety on campus.

- About 6% of students report being dissatisfied with their personal safety on campus.

- Few differences exist in responses among the three types of universities, although there is some suggestion that students on the smaller campuses of Group 1 universities are more likely to be very satisfied with their safety (44%). Those attending Group 2 universities are slightly less likely to be very satisfied (31%).

- Regardless whether male or female, about 9 students in 10 are satisfied with their personal safety on campus. That said, women are less likely to be very satisfied (32%) compared to men (47%).

Table 50: Satisfaction with personal safety on campus				
Q12G	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Very satisfied	37%	44%	31%	36%
Satisfied	52%	48%	56%	53%
Dissatisfied	5%	4%	7%	5%
Very dissatisfied	1%	1%	2%	1%
No response	4%	4%	4%	5%

4.3 Satisfaction with academic facilities

We asked students to rate their satisfaction with a number of general facilities on their campus. In each case, a majority was satisfied with each of the items tested, as shown in Table 51 (next page).

- Almost 9 students in 10 are satisfied (57%) or very satisfied (29%) with the *average size of their classes*. Those attending Group 1 universities tend to be more satisfied with their class sizes when compared to the larger campuses of Groups 2 or 3. Among Group 1 students, some 47% are very satisfied with their average class sizes compared with only 23% of Group 2 students and 17% of Group 3 students.

- Some 8 students in 10 are satisfied (52%) or very satisfied (28%) with the *library facilities* on their campus. Here the satisfaction is the opposite that of class size. Those attending larger universities tend to be more satisfied with these facilities. Some 35% of those attending Group 3 universities are very satisfied with the library facilities compared to 23% of students attending either Group 1 or 2 universities.

- Just fewer than 8 students in 10 are *satisfied* (58%) or very satisfied (20%) with the *general condition of buildings and grounds* of their university. By inference, 1 student in 5 is dissatisfied (very or somewhat).

- Similarly, just fewer than 8 students in 10 are satisfied (62%) or very satisfied (16%) with *instructional facilities*. Again, 1 student in 5 is dissatisfied.

- Some 7 students in 10 are satisfied (49%) or very satisfied (20%) with *study space*. Approximately 1 student in 4 is dissatisfied.

Table 51: Satisfaction with facilities: Percent satisfied/very satisfied				
Q12	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
a. Average size of your classes	86%	94%	85%	79%
d. Library facilities	80%	73%	79%	86%
f. General conditions of buildings and grounds	78%	81%	72%	79%
b. Instructional facilities (e.g., classrooms, labs)	77%	81%	73%	76%
e. Study space	70%	71%	67%	70%

As shown in Table 52 (next page), the longer students have been on campus, the less satisfied they tend to be with some facilities. In part, this may reflect first-year students' enthusiasm at the new experience of university.

- Students in their first year are much more satisfied (86%) with the *instructional facilities* than are students who have been on campus longer. For example, only 70% of those in fourth year are satisfied with the facilities for instruction.

- Some 84% of first-year students are satisfied with *library facilities,* including 33% who are very satisfied. Few are dissatisfied (10%), and many do not know (6%). Students who are in the fourth year of their program are less satisfied with the library facilities. In fact, almost one-quarter are dissatisfied or very dissatisfied *(*23%).

- Similarly, first-year students tend to be more satisfied with *study space* (77%). While some first-year students are dissatisfied (18%), by second year, this has increased to 26%, and by fourth, to 32%.

Table 52: Satisfaction with facilities by year of program					
% satisfied/very satisfied	**Overall**	**Year**			
		1st	**2nd**	**3rd**	**4th or more**
a. Average size of your classes	86%	85%	85%	86%	88%
b. Instructional facilities (e.g., classrooms, labs, equipment)	77%	86%	77%	74%	70%
d. Library facilities	80%	84%	82%	79%	74%
e. Study space	70%	77%	70%	65%	65%
f. General conditions of buildings and grounds	78%	84%	76%	75%	75%

4.4   Use of and satisfaction with facilities and services

4.4.1 Use of general facilities and services

Some facilities and services are, by their very nature, used by almost all students, while the use of others is based on circumstances. As Table 53 shows:

- Over 9 students in 10 have used the *campus bookstore*.

- Some 8 students in 10 report using the university's *computer facilities* and its *food services;* and over half report using the *parking* and *athletic facilities* on campus.

- Just over 4 students in 10 have utilized *university-based social activities*; and about 1 student in 3 has used *facilities for student associations, clubs, etc.*; *campus medical services*; and *university residences*.

Table 53: Use of facilities/services				
Q13	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
i. Campus bookstore(s)	94%	90%	96%	96%
c. Computer services	82%	80%	86%	82%
t. Food services	78%	79%	82%	76%
g. Parking facilities	57%	62%	60%	52%
d. Athletic facilities	56%	54%	57%	58%
h. University-based social activities	42%	45%	37%	42%
f. Facilities for student associations, clubs, etc.	34%	33%	33%	36%
r. Campus medical services	32%	31%	31%	34%
e. University residences	28%	32%	26%	26%

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Use of *computer facilities* is more common among students in the Engineering, Physical Sciences, and Business programs, and less common among those in Arts and Humanities. Compared to Arts and Humanities, students in Engineering, Physical Sciences, and Biological Sciences are also more likely to report using the *athletic facilities*.

Table 54: Use of general facilities by discipline		
Issue	**Discipline**	**Personally used**
Computer facilities	Engineering	96%
	Physical Sciences	90%
	Business	88%
	Overall	82%
	Arts and Humanities	72%
Athletic facilities	Engineering	68%
	Biological Sciences	67%
	Other fields	64%
	Physical Sciences	63%
	Education	61%
	Overall	56%
	Professional	51%
	Arts and Humanities	45%

4.4.2 Satisfaction with general facilities and services

The satisfaction rating provided by students who use these facilities or services is shown in Table 55 (next page).

- Almost 9 students in 10 report being satisfied (70%) or very satisfied (16%) with *university-based social activities.*

- About 8 students in 10 report being:

    - satisfied (51%) or very satisfied (33%) with the *campus medical service*
    - satisfied (53%) or very satisfied (26%) with the *athletic facilities* on campus
    - satisfied (60%) or very satisfied (19%) with the *computer facilities* on campus. About 1 student in 5 is dissatisfied with these facilities.
    - satisfied (64%) or very satisfied (16%) with *facilities for student associations, clubs, etc.*

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- Some 3 students in 4 report being:

    – satisfied (53%) or very satisfied (23%) with *university residences.*

    – satisfied (55%) or very satisfied (17%) with *campus bookstores.*

Two very practical services receive some of the lowest satisfaction ratings of all services tested.

- Just under half of students indicated that they were satisfied (54%) or very satisfied (9%) with *food services.* Over one-third of users (36%) are dissatisfied or very dissatisfied with the food services on campus.

- Just over one-third of students report being satisfied (31%) or very satisfied (5%) with *parking facilities* at their university. Two-thirds are dissatisfied (33%) or very dissatisfied (30%) with parking facilities.

Table 55: Satisfaction with general facilities/services: percent satisfied/very satisfied				
Q13	All students	Group		
		1	2	3
h. University-based social activities	86%	87%	81%	88%
r. Campus medical services	84%	85%	84%	82%
c. Computer services	79%	81%	77%	79%
d. Athletic facilities	79%	81%	76%	79%
f. Facilities for student associations, clubs, etc.	79%	79%	76%	81%
e. University residences	75%	78%	74%	74%
i. Campus bookstore(s)	72%	74%	69%	72%
t. Food services	63%	64%	60%	63%
g. Parking facilities	36%	44%	29%	32%

4.5   Use of special services

Table 56 shows (next page) undergraduates' use of various special services.

- The most commonly used special service is *academic advising,* with over half of students reporting having used this service. Compared with larger universities, students from Group 1 universities report using this service more often (65%).

- About one-third report using *services for students in need of financial aid.*

- Fewer than 1 student in 5 used:

  – *employment services*

  – *career counselling*

  – *tutoring services*

  – *Study skills-learning support services.*

- About 1 student in 10 used *personal counselling services.*

- Some 5% have used *services for international students,* which is consistent with the 6% who identify themselves as being students from outside Canada.

- While about 5% self-identify as persons with disabilities, 3% report using *services for students with disabilities.* Similarly, 3% of students self-identify as Aboriginal, and 2% report using services designed for *First Nations students.*

Table 56: Use of special services				
Q13	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
a. Academic advising	55%	65%	50%	51%
l. Services for students in need of financial aid	32%	36%	32%	29%
s. Employment services	19%	18%	19%	20%
p. Career counselling	16%	14%	16%	17%
b. Tutoring services	15%	12%	19%	15%
q. Study skills/learning support services	14%	15%	15%	12%
o. Personal counselling services	12%	12%	13%	12%
k. Services for international students	5%	5%	5%	5%
j. Services for students with disabilities	3%	4%	3%	2%
m. Services for First Nations students	2%	2%	2%	1%

4.5.1 Satisfaction with special services

Most students express satisfaction with special services.

- Some 8 students in 10 who used *study skills/learning support services* are satisfied (63%) or very satisfied (21%) with their experience.

- Three-quarters of those who used:

  – *personal counselling services* report being satisfied (48%) or very satisfied (29%). The remaining one-fifth are dissatisfied or very dissatisfied with their experience.
  – *academic advising services* report being satisfied (54%) or very satisfied (22%). The remaining quarter are dissatisfied or very dissatisfied with their experience.
  – *career counselling services* are satisfied (51%) or very satisfied (22%). One-quarter were dissatisfied with their experience.
  – *tutoring services* are satisfied (55%) or very satisfied (20%).

- Some 7 students in 10 who used services for:

  – *students with disabilities* are satisfied (32%) or very satisfied (37%) with their experience. One-quarter are dissatisfied.
  – *international students* are satisfied (46%) or very satisfied (18%).

- Two-thirds of those who used services for:

  – *students in need of financial aid* report being satisfied (49%) or very satisfied (17%). The remaining one-third are dissatisfied or very dissatisfied with their experience.
  – *First Nations students* are satisfied (40%) or very satisfied (22%). Some 14% are dissatisfied, the remaining 24% did not rate their satisfaction.

Table 57: Satisfaction with special services: percent satisfied/very satisfied				
Q13	**All students**	**Group**		
		1	**2**	**3**
q. Study skills/learning support services	83%	86%	80%	83%
o. Personal counselling services	77%	78%	74%	79%
a. Academic advising	76%	76%	76%	75%
b. Tutoring services	76%	74%	76%	76%
p. Career counselling	73%	72%	68%	77%
s. Employment services	71%	73%	65%	74%
j. Services for students with disabilities	70%	65%	78%	70%
l. Services for students in need of financial aid	65%	67%	62%	65%
k. Services for international students	64%	57%	64%	70%
m. Services for First Nations students	62%	64%	65%	58%

4.5.2 Areas requiring biggest improvements

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

- *Parking facilities.* Some 4 students in 10 cite this as one of their top three areas requiring improvement.
- *Food services.* About 1 student in 3 cites this as one of the top three.
- *Computer facilities.* Almost 3 students in 10 identify this as one of the three areas requiring the greatest improvement.
- *Campus bookstore.* Over 1 student in 4 mention this service as one of the areas requiring the biggest improvement.

Other areas cited by a significant proportion of students include:

- *Academic advising.* One-fifth of students mention this service as needing improvement.

- *Athletic facilities.* Again, almost one-fifth of students cite these facilities as needing improvement.

Table 58: Biggest improvements: top three improvements				
Q13U	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
g. Parking facilities	41%	40%	45%	40%
t. Food services	34%	35%	34%	32%
c. Computer facilities	28%	27%	29%	28%
i. Campus bookstore(s)	27%	26%	27%	28%
a. Academic advising	21%	22%	19%	21%
d. Athletic facilities	17%	17%	18%	17%
l. Services for students in need of financial aid	14%	14%	14%	14%
e. University residences	11%	12%	10%	10%
s. Employment services	9%	9%	10%	10%
f. Facilities for student associations, clubs, etc.	8%	8%	7%	8%
n. Orientation for new students	8%	8%	8%	9%
p. Career counselling	8%	8%	8%	8%
h. University-based social activities	7%	8%	7%	6%
b. Tutoring services	6%	5%	8%	7%
r. Campus medical services	5%	4%	4%	6%
q. Study skills/learning support services	4%	4%	4%	4%
o. Personal counselling services	4%	3%	4%	4%
j. Services for students with disabilities	2%	3%	2%	2%
k. Services for international students	2%	2%	2%	2%
m. Services for First Nations students	1%	1%	1%	1%

4.6   Satisfaction with faculty

Regardless of the type of university, students report positive experiences with faculty.

- Over 8 students in 10 agree that:

    - *Professors encourage students to participate in class discussions,* including 27% who strongly agree. There appears to be greater agreement among students attending Group 1 universities.

    - *Most of their professors are reasonably accessible outside class to help students,* including 24% who strongly agree.

    - *Their professors show sensitivity to racial issues*, including 13% who strongly agree. Some 15% disagree with this statement. While a majority still agree, students who self-identify as visible minority are more likely to disagree with this statement. Some 27% of visible minority students disagree, compared with only 11% of students who are not visible minority.

- Some 3 students in 4 agree that:

    - *My professors show sensitivity to gender issues* including 11% who strongly agree. About 1 student in 5 disagrees. Men and women are both as likely to agree with this statement.

    - *Professors treat students as individuals,* including about 20% who strongly agree. About one-quarter disagree with this statement. Again, students attending Group 1 universities are slightly more likely to agree; 33% of Group 1 students strongly agree compared to less than half as many from Group 2 (14%) or Group 3 (12%) universities.

    - *Professors generally look out for students' interests*, including 13% who strongly agree. Some 23% of students disagree. Students attending Group 1 universities are more likely to agree with this statement.

- Some 7 students in 10 agree that s*ome professors at this university have had a major positive influence on their academic career*, including 24% who strongly agree. Some 30% disagree with this statement.

- Some 6 students in 10 agree (47%) or strongly agree (14%) that *some professors have taken a personal interest in my academic progress.* Students attending Group 1 (70%) universities are more likely to agree with this statement than are those in Group 2 or 3 universities (55%).

- Over 1 student in 3 agrees (28%) or strongly agrees (9%) that they *feel free to turn to some of their professors for advice on personal matters.* Some two-thirds disagree, including 18% who strongly disagree.

Table 59: Perception of professors				
Strongly agree/agree Q14	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
j. Most of my professors are reasonably accessible outside of class to help students	88%	89%	86%	88%
g. Most of my professors encourage students to participate in class discussions	87%	92%	85%	84%
c. My professors show sensitivity to racial issues	82%	88%	80%	79%
b. My professors show sensitivity to gender issues	76%	83%	72%	73%
e. My professors generally look out for students' interests	76%	84%	71%	73%
h. At this university, professors treat students as individuals, not just numbers	74%	86%	68%	66%
d. Some professors at this university have had a major positive influence on my academic career	69%	74%	64%	67%
a. Some of my professors have taken a personal interest in my academic progress	61%	72%	55%	55%
f. I feel free to turn to some of my professors for advice on personal matters	37%	44%	34%	32%

Generally, students in Engineering programs are less positive with their assessment of their professors. Conversely, students in Arts and Humanities and, to a lesser extent, Education programs are more likely to agree or strongly agree with several statements.

- Only half of the Engineering students agreed that *some of their professors have taken a personal interest in their academic progress*. This compares with almost three-quarters of the students in Arts and Humanities programs.

- Although almost two-thirds agree, students in Engineering programs are the least likely to agree that *their professors show sensitivity to gender or racial issues*. Again, those in Arts and Humanities are some of the most likely to agree.

These and other findings are presented in Table 60. Included in this table are those disciplines where the level of agreement was significantly higher or lower than the overall.

Table 60: Perception of faculty by discipline		
Issue	**Discipline**	**Agree/ Strongly Agree**
a. Some of my professors have taken a personal interest in my academic progress.	Arts and Humanities	73%
	Education	72%
	Overall	61%
	Engineering	53%
b. My professors show sensitivity to gender issues.	Arts and Humanities	84%
	Education	83%
	Overall	76%
	Physical Sciences	70%
	Engineering	65%
c. My professors show sensitivity to racial issues.	Education	89%
	Arts and Humanities	88%
	Social Sciences	87%
	Overall	83%
	Engineering	71%
d. Some professors at this university have had a major positive influence on my academic career.	Arts and Humanities	76%
	Overall	69%
	Engineering	64%
	Business	64%
h. At this university, professors treat students as individuals, not just numbers.	Arts and Humanities	83%
	Overall	74%
	Biological Sciences	67%
	Engineering	62%

4.6.1   Overall quality of teaching

Over 80% of students agree or strongly agree that they are satisfied with the quality of teaching they have received. Some 16% disagree. Students attending Group 1 universities are not only more likely to agree with this statement, they are also more likely to strongly agree compared with those attending Group 2 or 3 institutions. (See Table 61.)

Table 61: Satisfaction with quality of teaching				
Q14K	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Agree strongly	18%	25%	14%	14%
Agree	65%	64%	66%	66%
Disagree	13%	8%	16%	16%
Disagree strongly	3%	2%	3%	4%

4.7   Other perceptions of university

Table 62 shows the percentage of students who agree with statements about their university.

- Over 9 students in 10 agree that:

    – *The university treats students fairly, independently of their gender,* but only 23% strongly agree. Some 4% disagree.
    – *The university treats students fairly, independently of their race*, but only 22% strongly agree. Some 5% disagree.
    – *In most of their classes, they have been given the chance to evaluate the course*, including 47% who strongly agree. Only 8% disagree.

- Over 8 students in 10 agree that:

    – *Their learning experience at this university has been intellectually stimulating,* including 22% who strongly agree. Some 14% disagree.
    – *Most university support staff are helpful*, including 18% who strongly agree. Some 18% disagree.

- Some 7 students in 10 agree that:

    – *They feel as if they are part of the university*, including 10% who strongly agree. Some 28% disagree and, perhaps surprisingly, the size of the university does not appear to make any difference in this feeling.

- Of concern is the fact that half of the students agree (13% strongly) that they *sometimes feel they get the run around at this university.*

Table 62: Learning and participation				
Strongly agree/agree Q14	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
q. The university treats students fairly, independently of their gender	94%	94%	94%	95%
p. The university treats students fairly, independently of their race	93%	93%	92%	92%
i. In most of my classes, I have been given the chance to evaluate the course	91%	87%	92%	94%
l. My learning experience at the university have been intellectually stimulating	86%	89%	83%	84%
m. Most university support staff (e.g., clerks, secretaries, etc.) are helpful	81%	86%	78%	79%
o. I feel as if I am part of the university	70%	75%	66%	69%
n. I sometimes feel I get the run around at this university	50%	43%	54%	54%

4.8 Areas requiring improvement

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

4.8.1 Academic services and facilities

In general, students are pleased with academic services. At the same time, a percentage of respondents report that improvement is needed. Table 63 (next page) shows the percentage of students who rated these areas in terms of their need for improvement and below the percentage that say much or very much improvement is needed. For example, overall, 96% provide a rating for *emphasis on teaching excellence,* while only 54% provide a rating for *course accessibility for mature and part-time students.*

For the various academic services and facilities tested, respondents report that much or very much improvement is needed in the following areas:

- Less than one-third in *student academic advising* and *use of technology in the classroom.*

- About one-quarter in *course accessibility for mature and part-time students* and *emphasis on teaching excellence.* On the latter point, students in Group 1 universities are less likely to rate teaching excellence as requiring much or very much improvement. Students in Group 2 and 3 universities are almost twice as likely to report this needed improvement.

- One-fifth in *undergraduate class size* (meaning smaller numbers of students per class). Again, less concern appears among students at Group 1 universities compared to larger institutions.

Table 63: Areas requiring improvement: academic services/facilities				
Q15	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Percent of those who rated services/facilities				
b. Emphasis on teaching excellence (ability)	96%	96%	96%	97%
a. Undergraduate class size (too large)	95%	95%	95%	96%
m. Use of technology in the classroom	89%	88%	89%	90%
h. Student academic advising	71%	78%	70%	67%
e. Course accessibility for mature and part-time students	54%	60%	56%	47%
Percent much/very much improvement (of those who rated)				
b. Emphasis on teaching excellence (ability)	25%	15%	28%	33%
a. Undergraduate class size (too large)	21%	8%	21%	32%
m. Use of technology in the classroom	29%	26%	34%	30%
h. Student academic advising	29%	27%	30%	32%
e. Course accessibility for mature and part-time students	26%	24%	29%	27%

4.8.2 Work study programs

In Table 64 we present reaction to work study type programs. Most are satisfied with these services, however some stated that they needed much or very much improvement:

- About 4 in 10 for *work study opportunities, co-op programs,* and *work opportunities on campus.*

- Some 3 in 10 for *opportunities for international study and exchange programs.*

- Another 1 in 3 for *student employment services.*

Table 64: Areas requiring improvement: work/employment programs				
Q15	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Percent of those who rated services/facilities				
n. Work opportunities on campus	58%	59%	60%	57%
i. Student employment services	56%	57%	58%	55%
j. Work study opportunities	53%	52%	57%	51%
g. Opportunities for international study and exchange programs	49%	49%	50%	48%
k. Co-op programs	44%	42%	54%	41%
Percent much/very much improvement (of those who rated)				
n. Work opportunities on campus	37%	30%	40%	41%
i. Student employment services	34%	29%	37%	36%
j. Work study opportunities	41%	34%	42%	45%
g. Opportunities for international study and exchange programs	28%	24%	29%	32%
k. Co-op programs	42%	40%	41%	43%

4.8.3 Other issues

Table 65 shows some other issues tested for improvement with students. The rating for services needing much or very much improvement is as follows:

- *student parking* at 65% (but note that 76% of students use this service)

- *university spending on financial aid* identified by 54%.

- *sense of community between students* cited by 32%

- *balance between academic and social life* at 28%.

Table 65: Areas requiring improvement: other issues				
Q15	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Percent of those who rated services/facilities				
c. Sense of community between students	94%	94%	94%	94%
d. Balance between academic and social life (too little)	92%	91%	92%	93%
f. Student parking	76%	81%	77%	71%
l. University spending on financial aid	62%	61%	63%	61%
Percent much/very much improvement (of those who rated)				
c. Sense of community between students	32%	24%	37%	34%
d. Balance between academic and social life (too little)	28%	22%	34%	30%
f. Student parking	65%	58%	68%	69%
l. University spending on financial aid	54%	47%	56%	58%

4.8.4 Top priorities for improvements

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

- *Student parking.* Some 4 students in 10 name this as the first, second, or third most important improvement. This is the service most commonly cited as requiring improvement (parking is one of the only two services/facilities included in both lists of improvements from which students were to choose the top three).

- *Emphasis on teaching excellence (ability).* Some 3 students in 10 name this as one of their top three improvements. As we saw above, most students have very positive impressions of their professors; however, there is room for improvement.

- *Undergraduate class size (too large).* About 1 student in 4 cites this as one of the top improvements.

- *University spending on financial aid.* Again, about 1 student in 4 cites this as one of the top three improvements.

- *Sense of community among students.* About 1 student in 5 cites this as one of the top three improvements at their university.

- *Balance between academic and social life (too little).* Again, about 1 student in 5 says that a priority should be to create a better balance between academic and social life at university.

- *Use of technology in the classroom.* About 1 student in 5 identifies the need to improve the technology in the classroom as a top priority.

Table 66: Areas requiring improvement: top three improvements				
Q15Q	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
f. Student parking	41%	43%	42%	39%
b. Emphasis on teaching excellence (ability)	30%	23%	31%	35%
a. Undergraduate class size (too large)	24%	13%	24%	34%
l. University spending on financial aid	23%	23%	22%	22%
c. Sense of community among students	20%	19%	22%	20%
m. Use of technology in the classroom	19%	21%	19%	17%
d. Balance between academics and social life (too little)	19%	18%	20%	18%
h. Student academic advising	16%	19%	14%	14%
n. Work opportunities on campus	12%	12%	13%	12%
i. Student employment services	11%	13%	11%	10%
e. Course accessibility for mature and part-time students	10%	12%	11%	7%
k. Co-op programs	10%	10%	12%	8%
j. Work study opportunities	10%	10%	10%	10%
g. Opportunities for international study and exchange	7%	7%	7%	8%

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5.0   University experience

In this section we report that:

- Generally, students' involvement on campus in non-academic activities appears to be limited. Although many students report attending events occasionally, few are often involved in any one activity. Two-thirds of students report at least occasionally going to campus social events, making it the most common event attended.

- Students rate their university as doing a fair to good job in contributing to their personal growth and development in most of the 22 areas tested.

- On average, universities tend to receive the highest score for contributing to students' growth and development in terms of working independently. Some 3 students in 4 rate their university's contribution as good or excellent in this regard.

- Universities typically receive higher than average grades for their contribution to students' development of thinking logically and analytically, and cooperative group interaction. In both cases, 6 students in 10 rate their universities as good or excellent.

- Universities receive the lowest scores in terms of contributing to students' preparation for employment. Just less than 4 in 10 students rate their university as doing a good or excellent job in this regard.

- While universities do not necessarily receive high ratings in terms of their contribution to personal growth and development issues, students are generally satisfied with their experience at university. In particular, some 9 students in 10 report being satisfied with their decision to attend their current university, and almost as many are satisfied with the quality of education they have received from this university. However, according to students, universities do not perform as well in showing concern for students as individuals. One-third of students are dissatisfied with their institutions in this regard.

5.1   Involvement in campus activities

The tables in this section show students who report attending various campus activities often and very often.

- Two-thirds of students report having attended a *campus social event* at least occasionally. However, as shown in Table 67, only 13% have done so often or very often.

- About half of these undergraduate students (52%) report attending a *campus lecture* in addition to regular classes, including 17% who have done so often or very often.

- Almost as many (46%) report attending a *campus cultural event* at least occasionally, including 10% who have done so often or very often.

- About one-third have attended *a home game of their university athletic teams,* including about 11% who have done so often or very often.

Table 67: Involvement in campus activities				
Very often/often Q16	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
b. Attended campus lectures (in addition to regular classes)	17%	15%	21%	16%
a. Attended campus social events	13%	15%	10%	13%
h. Attended home games of university athletic teams	11%	14%	8%	11%
c. Attended campus cultural events (theatre, concerts, art exhibits, etc.)	10%	12%	8%	8%

As Table 68 shows:

- Over one-third (36%) of students report participating at least occasionally in *student clubs,* including 15% who do so often or very often.

- One-quarter (24%) have participated in *intramural athletic programs,* including 12% who have done so often or very often.

- Some 12% report participating at least occasionally in *student government,* including 4% who do so often or very often.

- Some 4% report participating in *fraternities or sororities,* including just 1% who do so often or very often.

Table 68: Involvement in student activities		Group		
Very often/often Q16	**All students (n=12,695)**	**1 (n=4,475)**	**2 (n=3,107)**	**3 (n=5,113)**
e. Participated in student clubs	15%	14%	14%	16%
f. Participated in student intramural athletic programs	12%	11%	10%	13%
d. Participated in student government	4%	3%	3%	5%
g. Participated in fraternities/sororities	1%	1%	1%	2%

About 1 student in 5 often or very often participates in community service or volunteer activities on or off campus (see Table 69):

- About one-third (35%) report participating in *off campus community service or volunteer activities*, among whom half (16%) do so often or very often.

- About one-quarter (24%) report that they have participated in *on campus community service or volunteer activities,* among whom one-third (8%) do so often or very often.

Table 69: Involvement in community service/volunteer activities		Group		
Very often/often Q16	**All students (n=12,695)**	**1 (n=4,475)**	**2 (n=3,107)**	**3 (n=5,113)**
i. Participated in on campus community service/volunteer activities	8%	9%	7%	8%
j. Participated in off campus community service/volunteer activities	16%	16%	15%	16%
Participated in on or off campus community service/volunteer activities	20%	21%	18%	20%

Table 70 shows students' participation in community service or volunteer activities.

- In a typical week, 43% report some hours engaged in community service or volunteer activities either on or off campus.

- While 8% devote six or more hours to these activities, about 18% devote only an hour or two.

- The typical student spends two hours per week in such activities. If only those who participate in such volunteer activities are considered, the average doubles to four hours.

Table 70: Average number of hours engaged in community service/volunteer activities per week				
Q17	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
None	45%	43%	47%	47%
1 or 2	18%	18%	17%	19%
3 to 5	17%	18%	16%	16%
6 or more	8%	8%	8%	8%
Average	2	2.2	1.9	1.9
Average hours for students who participate	4.1	4.3	4.1	3.9

5.1.1 Participation by discipline

There are few differences in participation in various campus activities by discipline. The exceptions are: *attending campus cultural events,* which students in Arts and Humanities are twice as likely as students overall to do often or very often; *student intramural athletic programs* and *student clubs,* which Engineering students are more likely to participate often or very often.

These and other differences are shown in Table 71.

Table 71: Attendance at various campus activities by discipline		
Issue	**Discipline**	**% often/ very often**
Attend campus cultural events	Arts and Humanities	20%
	Overall	10%
	Physical Sciences	7%
	Business	6%
Student intramural athletic programs	Engineering	18%
	Other fields	17%
	Physical Sciences	17%
	Overall	12%
	Arts and Humanities	7%
Participate in student clubs	Engineering	21%
	Biological Sciences	19%
	Overall	15%
	Professional	11%

5.2   Personal growth and development

We asked students to "grade" their university on a number of attributes that might contribute to their personal growth and development.

5.2.1 Academic skills

About 9 students in 10 rate their university in terms of the institution's contribution to their development of *language skills* and *computer literacy skills.* Almost as many (7 in 10) grade their university in terms of *mathematical skills* development.

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

- *Language skills*. It receives an average rating of a C+ with 45% rating their school as good and 10% giving it an excellent. At the same time, about 1 student in 10 rates their institution as poor or as a failure in this regard.

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

- *Mathematical skills*. Over 4 students in 10 grade their university as good (30%) or excellent (12%) in contributing to their mathematical skills. About 1 in 4 (23%) rates their university as poor or gives it a failing grade.

- *Computer literacy skills*. Over 4 students in 10 grade their university as good (34%) or excellent (12%) in contributing to their mathematical skills. About 1 in 5 (20%) rates their university as poor or gives it a failing grade.

Table 72: Academic skills				
Q18	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Percent who graded the university				
k. Library resources	95%	95%	94%	95%
j. Language skills	90%	91%	91%	90%
r. Computer literacy skills	88%	88%	89%	88%
i. Mathematical skills	77%	75%	80%	78%
Average grade (out of 5)				
k. Library resources	3.5	3.5	3.4	3.5
j. Language skills	3.5	3.6	3.5	3.5
r. Computer literacy skills	3.3	3.3	3.4	3.3
i. Mathematical skills	3.2	3.2	3.3	3.3

The typical student in Engineering or Physical Sciences programs gives their university much higher marks for contributing to the development of *mathematical skill* than the typical student in Arts and Humanities programs.

Conversely, those in Arts and Humanities or Education give higher marks to their universities for contributing to *language skills.* Those in Engineering or Physical Sciences programs give relatively lower marks to their universities for this same academic skill.

On average, students in Business and Engineering programs give their universities lower marks for their contribution to *effective use of library resources,* but both of these groups of students (and those in Physical Sciences) give their universities higher than average marks in terms of *computer literacy skills*. Arts and Humanities students give their universities lower marks in contributing to this skill.

Table 73: Contribution to academic skills by discipline		
Contribution to…	**Discipline**	**Average grade (5=A)**
Mathematical skill (Q18i)	Engineering	4.2
	Physical Sciences	4.0
	Overall	3.2
	Education	3.1
	Professional	3.0
	Arts and Humanities	2.6
Language skills (Q18j)	Education	3.7
	Arts and Humanities	3.7
	Overall	3.5
	Physical Sciences	3.3
	Engineering	3.1
Effective use of library resources (Q18k)	Overall	3.5
	Business	3.3
	Engineering	3.2
Computer literacy skills (Q18r)	Engineering	3.7
	Physical Sciences	3.6
	Business	3.5
	Overall	3.3
	Arts and Humanities	3.1

5.2.2 Communication skills

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

While the average grade given by students is a C+, a majority of students grade their universities a "B – good" or "A – excellent" in terms of developing these communication skills:

- *Cooperative interaction in groups*. Some 6 in 10 rate their university as good (42%) or excellent (16%) in terms of contributing to their growth in cooperative interaction in groups. About 1 student in 10 (11%) rates her university as poor or gives a failing grade.

- *Written communication skills.* Over half rate their university as good (45%) or excellent (11%) in contributing to their written communication skills. About 12% rate their university as poor or give a failing grade.

- *Oral communication skills.* About half rate their university as good (41%) or excellent (10%) in contributing to their oral communication skills. Some 14% rate it as poor or as a failure.

Table 74: Communication skills				
Q18	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Percent who graded the university				
a. Written communication skills	96%	96%	95%	95%
b. Oral communication skills	95%	95%	94%	95%
g. Cooperative interaction in groups	95%	96%	95%	95%
Average grade (out of 5)				
a. Written communication skills	3.5	3.6	3.4	3.5
b. Oral communication skills	3.4	3.6	3.4	3.3
g. Cooperative interaction in groups	3.6	3.7	3.6	3.5

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

Students in Education, Business, and Professional programs tend to give higher grades to their universities for contributing to the growth of their *oral communication skills* and *cooperative group interaction.*

On average, students in Engineering programs tend to give their universities lower marks for developing both their *written* and *oral communication skills.* Those in Physical Sciences give lower than average ratings on *oral communication skills*, while Biological Sciences students give lower ratings in terms of *cooperative group interaction.*

Table 75: University contribution to communication skills by discipline		
Contribution to…	**Discipline**	**Average grade (5=A)**
Written communication skills (Q18a)	Education	3.8
	Arts and Humanities	3.7
	Overall	3.5
	Engineering	3.2
Oral communication skills (Q18b)	Education	3.7
	Business	3.6
	Professional	3.6
	Overall	3.4
	Physical Sciences	3.2
	Engineering	3.2
Cooperative group interaction (Q18g)	Business	3.9
	Education	3.9
	Professional	3.8
	Overall	3.6
	Biological Sciences	3.4

5.2.3 Analytical and learning skills

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

Again, the average grade tends to be a C+, although a majority of students grade their universities a "B – good" or "A – excellent" in terms of developing these analytical and learning skills:

- *Thinking logically and analytically.* Some two-thirds of students rate their university as good (48%) or excellent (16%). Less than 1 in 10 think it did a poor job or failed outright (7%).

- *Identifying and solving problems.* Almost 6 in 10 rate their university as good (45%) or excellent (11%). Some 7% rate their university as poor or as a failure.

- *Skills to understand abstract reasoning.* Over half rate their university as good (41%) or excellent (11%). Some 12% grade their university as D or F.

- *Skills for planning and completing projects.* Just over half rate their university as good (42%) or excellent (10%). Again, 1 in 10 grades it a D or F (11%).

- *Effective study and learning skills.* Half grade their university as either good (41%) or excellent (9%). Some 14% grade their university a "D" (meaning poor) or an "F" for fail.

Table 76: Analytical/learning skills		Group		
Q18	All students (n=12,695)	1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Percent who graded the university				
c. Effective study and learning skills	96%	96%	96%	96%
e. Thinking logically and analytically	96%	97%	96%	96%
l. Skills for planning and completing projects	95%	95%	95%	94%
d. Skills to understand abstract reasoning	95%	95%	95%	94%
m. Identifying and solving problems	94%	95%	95%	94%
Average grade (out of 5)				
c. Effective study and learning skills	3.4	3.5	3.4	3.4
e. Thinking logically and analytically	3.7	3.8	3.7	3.7
l. Skills for planning and completing projects	3.5	3.6	3.4	3.5
d. Skills to understand abstract reasoning	3.5	3.6	3.5	3.5
m. Identifying and solving problems	3.6	3.6	3.5	3.6

Engineering students give their universities much higher grades in terms of contributing to their ability to identify and solve problems.

Table 77: Contribution to analytical skills by discipline		
Contribution to…	Discipline	Average grade (5=A)
m. Identifying and solving problems (Q18m)	Engineering	3.9
	Overall	3.6

5.2.4 Life skills: work and knowledge skills

While most students grade their universities on their contributions to *working independently* or *persistence with difficult tasks,* 13% or more did not feel they could rate their universities on these items.

The typical university receives grades ranging from Cs to Bs. About three-quarters of students grade their universities a "B– good" or "A – excellent" in terms of:

- *Working independently.* Three-quarters grade their university good (49%) or excellent (25%) in developing their ability to work independently. Some 5% rate their university as poor or as a failure.

Half or fewer grade their universities a B or A on these items, with the average grade being less than a C+:

- *Persistence with difficult task.* About half grade their university's contribution to developing their persistence with a difficult task as good (38%) or excellent (11%). Some 13% grade its contribution as poor or as a failure.

- *Appreciation for the arts.* Approximately 1 student in 3 rates their university's contribution to their appreciation of the arts as good (23%) or excellent (12%). Almost as many (32%) indicate that their university contribution is poor or that it failed to contribute anything.

- *Preparation for employment*. About 4 students in 10 rate their university's contribution to their preparation for employment as good (28%) or excellent (9%). Over 1 in 4 (26%) rate their university's contribution as poor or as a failure.

- *Living in an international world.* Over 4 students in 10 rate their university as good (32%) or very good (13%) in contributing to their growth. Some 1 student in 5 grade their university as contributing little (giving it a grade of D or F - 21%.)

Table 78: Life skills: work and knowledge skills				
Q18	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Percent who graded the university				
f. Working independently	96%	97%	96%	96%
o. Persistence with difficult tasks	93%	93%	93%	93%
s. Preparation for employment	87%	86%	89%	87%
v. Living in an international world	85%	84%	86%	85%
t. Appreciation of the arts	82%	85%	81%	81%
Average grade (out of 5)				
f. Working independently	3.9	4	3.9	3.9
o. Persistence with difficult tasks	3.4	3.5	3.4	3.4
s. Preparation for employment	3.1	3.2	3.1	3
v. Living in an international world	3.3	3.4	3.4	3.2
t. Appreciation of the arts	3.1	3.3	3	2.9

5.2.5 Life skills: personal and relationship skills

Typically, students give their universities a rating of a C or C+ on these personal and relationship skills:

- *Personal time management skills*. Almost half report their university's contribution to the development of time management skills as good (35%) or excellent (12%). Almost 1 in 5 grade it as poor or as a failure (17%).

- *Moral and ethical development*. Almost half the students who rate their university, grade its contribution as good (35%) or excellent (11%). Again, 1 in 5 thinks of it as poor or as a failure (18%).

- *Development of interpersonal skills.* Almost half of the students rate their university's contribution as good (38%) or excellent (9%). Some 14% grade their university a D or F.

- *Leadership skills.* Over 4 students in 10 grade their university as being good (32%) or excellent (10%) in contributing to the development of their leadership skills. One student in 5 thinks their university has contributed little (20%).

- *Ability to address issues in personal life.* Almost 4 students in 10 grade their university's contribution as good (29%) or excellent (8%). One-quarter of students think their university's contribution is poor or a failure (25%). Those attending Group 1 rate their universities higher in this regard than students in Groups 2 or 3.

Table 79: Life skills: personal and relationship skills				
Q18	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Percent who graded the university				
n. Personal time management skills	94%	94%	95%	93%
u. Development of interpersonal skills	91%	92%	92%	90%
p. Leadership skills	90%	90%	90%	90%
q. Moral and ethical development	89%	90%	89%	89%
h. Ability to address issues in personal life	88%	89%	88%	88%
Average grade (out of 5)				
n. Personal time management skills	3.4	3.5	3.4	3.3
u. Development of interpersonal skills	3.4	3.5	3.3	3.3
p. Leadership skills	3.3	3.4	3.2	3.2
q. Moral and ethical development	3.3	3.5	3.3	3.2
h. Ability to address issues in personal life	3.1	3.3	3.1	3

Of the life skills tested, two show significant differences by discipline (see Table 80).

- Students in both Engineering and Physical Sciences programs grade their universities lower than average on their contributions to their *moral and ethical development.*

- Students in Education and Professional programs tend to give their universities higher than average grades in terms of *preparation for employment,* while Biological Sciences students grade their universities lower than average.

Table 80: Contribution to life skills by discipline		
Contribution to…	**Discipline**	**Average grade (5=A)**
Moral and ethical development (Q18q)	Overall	3.4
	Engineering	3.1
	Physical Sciences	3.1
Preparation for employment (Q18s)	Education	3.5
	Professional	3.4
	Overall	3.1
	Biological Sciences	2.9

5.3   Overall satisfaction

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

5.3.1 Concern with students as individuals

We asked students to rate how satisfied they are in terms of the concern shown by their universities for them as individuals. About 6 students in 10 report they are satisfied or very satisfied with their universities in this regard (see Table 81).

- Overall, about 1 student in 10 is very satisfied. Those attending a Group 1 university are more than twice as likely to be very satisfied (20%) as their counterparts attending a Group 2 (9%) or Group 3 (8%) university.

- Overall, one-third are dissatisfied with their university regarding the concern it shows them as individuals. As might be expected, fewer students attending the smaller Group 1 universities are dissatisfied, although even here, one-quarter are dissatisfied. In Group 2 or Group 3 universities almost 4 students in 10 are dissatisfied with the concern shown to them as individuals.

Table 81: Satisfaction with concern shown by the university for students as individuals				
Q12H	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Very satisfied	12%	20%	9%	8%
Satisfied	47%	50%	46%	45%
Dissatisfied	24%	17%	26%	27%
Very dissatisfied	10%	7%	11%	12%
No response	7%	6%	7%	7%

5.3.2 Satisfaction with choice of university

We asked students to rate their level of agreement with the statement: "*I am satisfied with my decision to attend this university.*" Some 9 students in 10 agree with this statement, including 3 in 10 who strongly agree. Approximately 1 student in 10 disagrees with the statement, suggesting that they are dissatisfied with their decision to attend their current university (see Table 82).

Table 82: Satisfied with decision to attend this university				
Agreement rating Q14R	**All students (n=12,695)**	**Group**		
		1 (n=4,475)	**2 (n=3,107)**	**3 (n=5,113)**
Agree strongly	30%	37%	26%	27%
Agree	59%	55%	62%	62%
Disagree	8%	6%	9%	8%
Disagree strongly	2%	2%	2%	2%
Average	3.2	3.3	3.1	3.1

5.3.3 Overall quality of education

The vast majority of students are satisfied or very satisfied (87%) with the overall quality of the education they have received at their university. One student in 5 is very satisfied and those attending Group 1 universities appear slightly more so (26% being very satisfied) than those attending Group 2 or 3 universities (16% are very satisfied). About 10% are dissatisfied or very dissatisfied with the quality of their education.

Table 83: Satisfaction with overall quality of education				
Q19	All students (n=12,695)	Group		
		1 (n=4,475)	2 (n=3,107)	3 (n=5,113)
Very satisfied	19%	26%	16%	16%
Satisfied	68%	65%	69%	70%
Dissatisfied	8%	5%	9%	9%
Very dissatisfied	2%	1%	2%	2%
No response	3%	3%	4%	3%

Students appear to link quality of education with the concern shown by their university for them as individuals. Almost three-quarters of those who are dissatisfied with the quality of their education are also dissatisfied with the concern shown to them by their university.

6.0   Summary

Now in its eighth year, the survey of undergraduate student has grown to include over 12,000 students in 30 universities across the country. As such, it represents one of the most comprehensive national studies undertaken with Canadian undergraduates.

As in past years, undergraduate students generally appear to be satisfied, if not very satisfied, with their university experience. Almost 90% of students report being satisfied with the overall quality of education they are receiving, and almost as many report being satisfied with their choice of university. Students' positive attitudes toward their educational experience is supported by the fact that when it comes to naming the area that needs the most improvement, the most commonly mentioned are non-academic concerns: parking and food service. While parking may be inconvenient and the food could be better, if these are students' most pressing concerns, then it should not be surprising that students are generally satisfied.

That said, students do identify priority areas for change that would improve their experience at university.

- Besides parking, other campus facilities were thought to need improving. In particular, computer facilities and campus bookstores were identified by about 3 students in 10 as being priority areas for improvement.

- Students' professors generally receive high marks. In fact, some 83% report being satisfied with the quality of teaching they have received. However, 3 students in 10 also say a priority for their university must be a greater emphasis on teaching excellence. Although this may appear somewhat contradictory, many of those who are satisfied also see room for improvement.

- The desire for an emphasis on teaching excellent may partly be working in tandem with class size. About 1 student in 4 indicates that reducing the size of undergraduate classes should be a priority. Smaller class size may be seen as enhancing the ability of professors to teach.

- Although three-quarters of students who have used academic advising are satisfied with the service provided, some 1 in 5 cites it as a priority area in need of improvement. This suggests that better or more accessible advise is needed.

- We noted that some 7 students in 10 have concerns with having sufficient funding to complete their education. However, the fact that 1 student in 4 says their university needs to make spending on student financial aid a priority seems somewhat low.

- Some students also feel their university experience misses a social component that makes them part of a larger community. This may present students with difficulties adapting to the university environment. About 1 student in 5 indicates that a priority for their university should be to develop a sense of community among students. Partly, this complements another priority identified by students: creating a better balance between academics (too much) and social life (too little). The average student spends 32 hours a week on academic work. Half also have jobs and typically spend 48 hours a week balancing their academic requirements with the demands of their jobs. Possibly one reason few students often participate in extra-curricular activities on campus is that they are too busy pursuing their academic studies between the hours they work. The potential role of universities in regard to this issue is not always clear. However, for many students the sense of not belonging to a larger community may begin with a feeling that their university is not concerned about them as individuals (40%). Further, one half of students report feeling they get 'the-run-around' from their university. All this, coupled with the fact that for many it is the first time living away from their family, can create an environment that challenges students' sense of belonging.

While we have attempted to identify some of the challenges universities face in making students' experiences more positive, again it should be emphasized that the vast majority of students report being satisfied with their university.

APPENDIX A

SURVEY OF UNDERGRADUATE STUDENTS

Survey of University Students: 2002

This survey is being completed by undergraduate students at a number of Canadian universities so that we may learn more about our students and their experience at university. Using either a pen or pencil, please take a few minutes to complete and return your survey and be sure to answer the items on both sides of the page. All of your responses are confidential.

INSTRUCTIONS: Read each question carefully then enter a check (**U**) in the appropriate circles or fill in blank lines as necessary.

Please return your completed questionnaire today**.**

Your academic program and plans

1. Are you currently enrolled as a: (Check one)
   F_1 Part-time student F_2 Full-time student

2. In what year of your current undergraduate program are you currently registered? (Check one)
   F_1 1st F_2 2nd F_3 3rd F_4 4th F_5 5th or more

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

   F_{00} None

   F_{01} Bachelor's degree F_{05} Ph.D. or Ed.D.
   F_{02} Second Bachelor's degree F_{06} M.D., D.D.S., or D.V.M.
   F_{03} Vocational certificate or diploma F_{07} L.L.B. (Law)
   F_{04} Master's degree F_{66} Other_____
   _____

4. What is your major, intended major, or subject of concentration?

   _____

5. In what year did you first begin your studies at this university?
   Year: _____

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

   F_{00} No

   F_1 Yes, due to illness F_1 Yes, for employment
   F_1 Yes, for financial reasons F_1 Yes, to have/raise children
   F_1 Yes, for other family reasons F_1 Yes, to travel
   F_1 Yes, required to withdraw by the university
   F_1 Yes, other reasons_____

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

   F_1 Yes F_2 No F_8 Not sure

Your study patterns and grades

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

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

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

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

   _____ (term papers/written reports completed)

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

   If your university uses a grade-point system, please select the letter grade equivalent that best reflects your grade point 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+	A-	B+	B	C+	C	D
F_7	F_6	F_5	F_4	F_3	F_2	F_1

11. Are you currently enrolled in a co-op program?
   F_1 Yes F_2 No F_8 Not sure

Perception of the university

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

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Don't know
a. Average size of your classes	F_1	F_2	F_3	F_4	F_8
b. Instructional facilities (e.g., classrooms, labs, equipment)	F_1	F_2	F_3	F_4	F_8
c. The process of registering for your courses	F_1	F_2	F_3	F_4	F_8
d. Library facilities	F_1	F_2	F_3	F_4	F_8
e. Study space	F_1	F_2	F_3	F_4	F_8
f. General condition of buildings and grounds	F_1	F_2	F_3	F_4	F_8
g. Personal safety on campus	F_1	F_2	F_3	F_4	F_8
h. Concern shown by the university for you as an individual	F_1	F_2	F_3	F_4	F_8

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

	Have you personally used this?		Satisfaction ratings				
	Yes	No	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Don't know
a. Academic advising	F_1	F_2	F_1	F_2	F_3	F_4	F_8
b. Tutoring services	F_1	F_2	F_1	F_2	F_3	F_4	F_8
c. Computer facilities	F_1	F_2	F_1	F_2	F_3	F_4	F_8
d. Athletic facilities	F_1	F_2	F_1	F_2	F_3	F_4	F_8
e. University residences	F_1	F_2	F_1	F_2	F_3	F_4	F_8
f. Facilities for student associations, clubs, etc.	F_1	F_2	F_1	F_2	F_3	F_4	F_8
g. Parking facilities	F_1	F_2	F_1	F_2	F_3	F_4	F_8
h. University-based social activities	F_1	F_2	F_1	F_2	F_3	F_4	F_8
i. Campus book store(s)	F_1	F_2	F_1	F_2	F_3	F_4	F_8
j. Services for students with disabilities	F_1	F_2	F_1	F_2	F_3	F_4	F_8
k. Services for international students	F_1	F_2	F_1	F_2	F_3	F_4	F_8
l. Services for students in need of financial aid	F_1	F_2	F_1	F_2	F_3	F_4	F_8
m. Services for First Nations students	F_1	F_2	F_1	F_2	F_3	F_4	F_8
n. Orientation/transition programs for new students	F_1	F_2	F_1	F_2	F_3	F_4	F_8
o. Personal counselling services	F_1	F_2	F_1	F_2	F_3	F_4	F_8
p. Career counselling services	F_1	F_2	F_1	F_2	F_3	F_4	F_8
q. Study skills/learning support services	F_1	F_2	F_1	F_2	F_3	F_4	F_8
r. Campus medical services	F_1	F_2	F_1	F_2	F_3	F_4	F_8
s. Employment services	F_1	F_2	F_1	F_2	F_3	F_4	F_8
t. Food services	F_1	F_2	F_1	F_2	F_3	F_4	F_8

Using the alphabetic characters from question 13 (a, b, c, etc.), please indicate the top three priorities for improvement at your university.

1. _____   2. _____   3. _____

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

	Disagree strongly	Disagree	Agree	Agree Strongly
a. Some of my professors have taken a personal interest in my academic progress	F_1	F_2	F_3	F_4
b. My professors show sensitivity to gender issues	F_1	F_2	F_3	F_4
c. My professors show sensitivity to racial issues	F_1	F_2	F_3	F_4
d. Some professors at this university have had a major positive influence on my academic career	F_1	F_2	F_3	F_4
e. My professors generally look out for students' interests	F_1	F_2	F_3	F_4
f. I feel free to turn to some of my professors for advice on personal matters	F_1	F_2	F_3	F_4
g. Most of my professors encourage students to participate in class discussions	F_1	F_2	F_3	F_4
h. At this university, professors treat students as individuals, not just numbers	F_1	F_2	F_3	F_4
i. In most of my classes, I have been given the chance to evaluate the course	F_1	F_2	F_3	F_4
j. Most of my professors are reasonably accessible outside of class to help students	F_1	F_2	F_3	F_4
k. Generally, I am satisfied with the quality of teaching I have received	F_1	F_2	F_3	F_4
l. My learning experiences at this university have been intellectually stimulating	F_1	F_2	F_3	F_4
m. Most university support staff (e.g., clerks, secretaries, etc.) are helpful	F_1	F_2	F_3	F_4
n. I sometimes feel I get the run around at this university	F_1	F_2	F_3	F_4
o. I feel as if I am part of the university	F_1	F_2	F_3	F_4
p. The university treats students fairly, independently of their race	F_1	F_2	F_3	F_4
q. The university treats students fairly, independently of their gender	F_1	F_2	F_3	F_4
r. I am satisfied with my decision to attend this university	F_1	F_2	F_3	F_4

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

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

	Improvement needed					
	None	Very Little	Some	Much	Very much	Don't know
a. Undergraduate class size (classes too large)	F_0	F_1	F_2	F_3	F_4	F_8
b. Emphasis on teaching excellence (ability)	F_0	F_1	F_2	F_3	F_4	F_8
c. Sense of community among students	F_0	F_1	F_2	F_3	F_4	F_8
d. Balance between academics and social life (too little social life)	F_0	F_1	F_2	F_3	F_4	F_8
e. Course accessibility for mature and part-time students	F_0	F_1	F_2	F_3	F_4	F_8
f. Student parking	F_0	F_1	F_2	F_3	F_4	F_8
g. Opportunities for international study and exchange	F_0	F_1	F_2	F_3	F_4	F_8
h. Student academic advising	F_0	F_1	F_2	F_3	F_4	F_8
i. Student employment services	F_0	F_1	F_2	F_3	F_4	F_8
j. Work study opportunities	F_0	F_1	F_2	F_3	F_4	F_8
k. Co-op programs	F_0	F_1	F_2	F_3	F_4	F_8
l. University spending on financial aid	F_0	F_1	F_2	F_3	F_4	F_8
m. Use of technology in the classroom	F_0	F_1	F_2	F_3	F_4	F_8
n. Work opportunities on campus	F_0	F_1	F_2	F_3	F_4	F_8

Other student services (Please describe/rate)

	None	Very Little	Some	Much	Very much	Don't know
o. _____ _____	F_0	F_1	F_2	F_3	F_4	F_8
p. _____ _____	F_0	F_1	F_2	F_3	F_4	F_8

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

1. _____   2. _____   3. _____

Your involvement in activities

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

	Never	Occasionally	Often	Very often	Not applicable
a. Attended campus social events	F_1	F_2	F_3	F_4	F_7
b. Attended campus lectures (in addition to regular classes)	F_1	F_2	F_3	F_4	F_7
c. Attended campus cultural events (theatre, concerts, art exhibits, etc.)	F_1	F_2	F_3	F_4	F_7
d. Participated in student government	F_1	F_2	F_3	F_4	F_7
e. Participated in student clubs	F_1	F_2	F_3	F_4	F_7
f. Participated in student intramural athletic programs	F_1	F_2	F_3	F_4	F_7
g. Participated in fraternities/sororities	F_1	F_2	F_3	F_4	F_7
h. Attended home games of university athletic teams	F_1	F_2	F_3	F_4	F_7
i. Participated in on-campus community service/volunteer activities	F_1	F_2	F_3	F_4	F_7
j. Participated in off-campus community service/volunteer activities	F_1	F_2	F_3	F_4	F_7

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

_____ (hours per week)

Personal growth and development

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

	Excellent	Good	Fair	Poor	Fail	Not applicable
	A	**B**	**C**	**D**	**F**	**n/a**
a. Written communication skills	F_5	F_4	F_3	F_2	F_1	F_7
b. Oral communication skills	F_5	F_4	F_3	F_2	F_1	F_7
c. Effective study and learning skills	F_5	F_4	F_3	F_2	F_1	F_7
d. Skills to understand abstract reasoning	F_5	F_4	F_3	F_2	F_1	F_7
e. Thinking logically and analytically	F_5	F_4	F_3	F_2	F_1	F_7
f. Working independently	F_5	F_4	F_3	F_2	F_1	F_7
g. Cooperative interaction in groups	F_5	F_4	F_3	F_2	F_1	F_7
h. Ability to address issues in personal life	F_5	F_4	F_3	F_2	F_1	F_7
i. Mathematical skills	F_5	F_4	F_3	F_2	F_1	F_7

continued on next page $

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

©

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

		Excellent	Good	Fair	Poor	Fail	Not applicable
		A	**B**	**C**	**D**	**F**	**n/a**
j.	Language skills	F_5	F_4	F_3	F_2	F_1	F_7
k.	Effective use of library resources	F_5	F_4	F_3	F_2	F_1	F_7
l.	Skills for planning and completing projects	F_5	F_4	F_3	F_2	F_1	F_7
m.	Identifying and solving problems	F_5	F_4	F_3	F_2	F_1	F_7
n.	Personal time management skills	F_5	F_4	F_3	F_2	F_1	F_7
o.	Persistence with difficult tasks	F_5	F_4	F_3	F_2	F_1	F_7
p.	Leadership skills	F_5	F_4	F_3	F_2	F_1	F_7
q.	Moral and ethical development	F_5	F_4	F_3	F_2	F_1	F_7
r.	Computer literacy skills	F_5	F_4	F_3	F_2	F_1	F_7
s.	Preparation for employment	F_5	F_4	F_3	F_2	F_1	F_7
t.	Appreciation of the arts	F_5	F_4	F_3	F_2	F_1	F_7
u.	Development of interpersonal skills	F_5	F_4	F_3	F_2	F_1	F_7
v.	Living in an international world	F_5	F_4	F_3	F_2	F_1	F_7

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

F_1 Very satisfied
F_2 Satisfied
F_3 Dissatisfied
F_4 Very dissatisfied
F_8 Don't know

Computer use

20. Do you have access to a computer where you currently live?

F_1 Yes (GO TO 21)
F_0 No (GO TO 22)

21. How adequate is this computer for your academic work?

F_3 Very adequate
F_2 Somewhat adequate
F_1 Not adequate

22. Please indicate whether you have access to the Internet from these various locations and how satisfied you are with this access.

Type of Internet access	Have access to Internet?		Satisfaction ratings			
	Yes	No	Very **dissatisfied**	**Dissatisfied**	**Satisfied**	Very **satisfied**
a. High speed from current residence	F_1	F_2	F_1	F_2	F_3	F_4
b. Dial-up from current residence	F_1	F_2	F_1	F_2	F_3	F_4
c. On-campus	F_1	F_2	F_1	F_2	F_3	F_4
d. At work	F_1	F_2	F_1	F_2	F_3	F_4
e. At family's home (if not living at home)	F_1	F_2	F_1	F_2	F_3	F_4

23. In a typical week, how many hours do you spend on a computer doing each of the following?

a. Sending and receiving e-mails _____ hours

b. Gathering general research or information _____ hours

c. Preparing material for course work _____ hours

d. Doing specific course requirements _____ hours

e. Playing games or other entertainment _____ hours

f. Participating in chat rooms _____ hours

g. Doing other activities _____ hours

Total number of hours per week _____ hours

24. How often do you check your e-mail?

F_5 Several times a day
F_4 Once a day
F_3 Several times a week
F_2 Once a week
F_1 Less than once a week

Financing your education

25. To date, about how much <u>repayable</u> debt (if any) have you acquired to help finance your university education from the following sources? (Please enter the approximate amount of debt for each).

Debt from government student loans $_____

Debt from loans from financial institutions $_____

Debt from loans from parents/family $_____

Debt from other sources $_____

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

26. 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**

  F_1 Government loan or bursary $_____

  F_1 University bursary $_____

  F_1 Parents/family/spouse $_____

  F_1 Personal savings $_____

  F_1 Earnings from summer work $_____

  F_1 Earnings from current employment $_____

  F_1 Work-study program $_____

  F_1 Co-op program/Workterm $_____

  F_1 Investment income (bonds, dividends,
          interest, etc.) $_____

  F_1 RESP $_____

  F Other (specify)_____ $_____

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

  F_1 No, and I am not seeking work   (GO TO QUESTION 30)

  F_2 No, but I am seeking work   (GO TO QUESTION 30)

  F_3 Yes, on-campus   (GO TO QUESTION 28)

  F_4 Yes, off-campus   (GO TO QUESTION 28)

  F_5 Yes, both on and off-campus   (GO TO QUESTION 28)

28. (IF YES TO 27) On average, how many hours are you employed per week? (Excluding work related to a co-op program)

  _____ (hours per week)

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

Negative impact of employment on academic performance

None	Some	Moderate	Significant	Substantial	Not Applicable
F_0	F_1	F_2	F_3	F_4	F_7

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

  F_1 Yes F_2 No F_8 Not sure

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

  F_1 Not concerned, should have sufficient funds

  F_2 Some concern, but will probably have enough funds

  F_3 Very concerned, may not have enough funds

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

  F_1 Yes F_2 No F_8 Not sure

33. How many credit cards do you have?

  Number of cards: _____ (IF NONE GO TO QUESTION 36)

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

  Total balance $ _____

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

  F_1 Yes F_2 No F_8 Not sure

Career/employment

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

  F_1 Yes F_2 Maybe F_3 No

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

  F_1 Yes F_2 No

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

  F_1 Very few jobs

  F_2 Few jobs

  F_3 Some jobs

  F_4 Many jobs

  F_8 Don't know

Background information

39. What is your gender? F_1 Female F_2 Male

40. How old were you on September 1, 2001? _____ (years)

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

  F_{01} British Columbia F_{02} Alberta F_{03} Saskatchewan

  F_{04} Manitoba F_{05} Ontario F_{06} Quebec

  F_{07} Nova Scotia F_{08} Prince Edward Island

  F_{09} New Brunswick F_{10} Newfoundland

  F_{11} Nunavut F_{12} North West Territories

  F_{13} Yukon

  F_{66} Other (specify)_____

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

  F_1 Lived on a farm/ranch F_5 50,000 to 99,000

  F_2 Less than 5,000 F_6 100,000 to 300,000

  F_3 5,000 to 9,999 F_7 Over 300,000

  F_4 10,000 to 49,000

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

  F_1 With parents/guardians/relatives

  F_2 In on-campus housing (residence hall, dormitory, etc.)

  F_3 In rented home/apartment/room

  F_4 In personally owned home

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

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

_____ minutes

45. Are you…? (Check one)

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

46. 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 **F** 77

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

F 1 Yes   **F** 2 No

48. 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.)

F 1 Yes   **F** 2 No   **F** 8 Not sure

49. (IF YES TO QUESTION 48) Please specify the visible minority with which you identify.

_____

50. Do you consider yourself an Aboriginal person?

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

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

F 00 None

F 1 Mobility   **F** 1 Hearing

F 1 Speech   **F** 1 Partial sight or blind

F 1 Learning   **F** 1 Head injury

F 1 Other physical disability   **F** 1 Mental health

F 1 Other (specify)_____

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

_____
_____
_____
_____
_____
_____
_____
_____

53. Looking back on your experiences as a student, what aspects of your experience at university have been most negative? How could we have helped or done a better job? (Note: Please add pages if you need more space to write.)

_____
_____
_____
_____
_____
_____
_____
_____
_____

Thank you for your help.

Please return the completed questionnaire in the enclosed envelope today.

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

APPENDIX B

METHODOLOGY GUIDELINES FOR PARTICIPATING UNIVERSITIES

**COMPREHENSIVE SURVEY OF
UNDERGRADUATES
2002**

PROCEDURES MANUAL

ACTIVITY TIMELINE
(see Manual for details)

1.   Ethical review (if necessary at your university) .... now

2.   Selection of random sample of students .... early December 2001

3.   Preparation of cover letters, mailing lists, envelopes, etc....... .... early December 2001

4.   First survey mailing .... around .... January 10, 2002

5.   First reminder letter to non-responders .... around .... January 24, 2002

6.   Second mailing to non-responders .... around .... February 7, 2002

7.   Mid-project return of completed surveys to U of M .... around .... February 14, 2002

8.   Final return of all completed surveys and documentation
     of your sampling procedures .... around .... March 7, 2002

9.   FINAL RETURNS MUST BE RECEIVED BY U of M .... March 12, 2002

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1. INTRODUCTION

Standardized Research Methodology

At the present time there are close to 30 universities participating in the 2002 *Comprehensive Survey of Undergraduates.* 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 essential to the project and will be greatly appreciated. All survey activities including data analyses and preparation of final research reports must be completed by early May 2002. 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 .... early December 2001

3. Preparation of cover letters, mailing lists, envelopes, etc....... .... early December 2001

4. First survey mailing .... around .... January 10, 2002

5. First reminder letter to non-responders .... around .... January 24, 2002

6. Second mailing to non-responders .... around .... February 7, 2002

7. Mid-project return of completed surveys to U of M .... around .... February 14, 2002

8. Final return of all completed surveys and documentation
   of your sampling procedures .... around .... March 7, 2002

9. FINAL RETURNS MUST BE RECEIVED BY U of M .... March 12, 2002

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2.   SAMPLING PROCEDURES

Sample Size

It has been agreed that each participating university will distribute surveys to a random sample of 1000 undergraduates. 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 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.

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Sampling Procedures and Requirements

Please use simple random sampling to select your sample of 1000 students. It is essential that your selection procedures ensure that each undergraduate student has an equal chance of being selected for inclusion in the sample. Please make sure that the pool from which students are selected includes all undergraduates 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 in EARLY DECEMBER 2001 to ensure that labels will be available when needed.

3. SURVEY DISTRIBUTION AND RESPONSE TRACING PROCEDURES

All Surveys Will Be Mailed

All surveys 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 *Comprehensive Survey of Undergraduates* (provided);

- a #9 postage-paid business reply envelope which has been coded (more on this under **Response Tracking Procedures**).

Please mail surveys around January 10, 2002.

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First Reminder Letter

Two weeks following the first mailing, non-responders should be sent a reminder letter (see Appendix). This mailing includes only the reminder letter and is restricted to only those students who have not yet returned a completed survey.

<mark>Mail reminder letters around January 24, 2002.</mark>

Final Reminder Letter

Two weeks after the mailing of the first reminder letter, 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.

<mark>Mail final reminder letters around February 7, 2002.</mark>

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. (We place the code on the bottom left front of the response envelope at the time of stuffing the envelopes.) 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 <u>reminder</u> letters.

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.

<mark>Send the early returns to the University of Manitoba by courier around February 14, 2002.</mark>

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

Please endeavour to <u>courier</u> all remaining completed surveys to us by March 7, 2002.

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 March 12, 2002 will be included in the data. **<u>If you know you will experience difficulty meeting this schedule, please let us know as soon as possible.</u>**

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 the University of Manitoba by March 12, 2002.

<u>Please Return Materials to the U of M By Courier</u>

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.

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 all undergraduates.

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.)

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,

©

First Reminder Letter to Non-Responders

Dear Student:

Remember receiving the *Comprehensive Survey of Undergraduates?* 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.

Hoping to receive your survey soon, I offer our best wishes for your present and future activities.

Sincerely,

Final Reminder Letter to Non-Responders

Dear Student:

Although the majority of students have now returned their *Comprehensive Survey of Undergraduates,* 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 first-year 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 again 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.

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