1999 STUDENT INFORMATION SURVEY

Summary of Major Findings

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Introduction

The 1999 *Student Information Survey* represents the fifth study of undergraduate education completed by the *Canadian Undergraduate Survey Consortium (CUSC)*. Mr. Garth Wannan of the Department of Housing and Student Life at The University of Manitoba coordinated the project and the research and reports were prepared under contract by Dr. James Walker.[1]

The 1999 *Student Information Survey* repeated CUSC's comprehensive undergraduate survey. Besides including a core set of items included on CUSC's prior undergraduate surveys, this year's questionnaire also included a set of items assessing career and employment information. Twenty three universities participated in the 1999 *Student Information Survey* including the University of Alberta, Brandon University, University of British Columbia, Carleton University, Concordia University, Dalhousie University, University of Guelph, Lakehead University, Laurentian University, Wilfrid Laurier University, University of Lethbridge, The University of Manitoba, St. Mary's University, McMaster University, Memorial University, University of New Brunswick, Fredericton, University of New Brunswick, Saint John, Nipissing University, University of Ottawa, Queen's University, Ryerson Polytechnic University, University of Waterloo, and the University of Windsor.

Design

Surveys were distributed by mail in mid January 1999 to randomly selected groups of undergraduate students. All surveys returned to The University of Manitoba by April 23, 1999 were included in the database. Of the 13,800 surveys distributed, 6,151 surveys were returned and are included in the final data set. The overall response rate was 44.57%. The 1999 *Student Information Survey* contained 48 items coded for 237 variables.

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Respondent Demographics

For all respondents who reported their gender, 63% were female and 37% were male. The proportion of males and females in the final sample was similar to gender compositions obtained in prior CUSC surveys. The mean age of respondents was 22.5 years (standard deviation = 6.7 years) and the median age was 21.

English was spoken as the first language as a child by 79.3% of respondents. French was spoken as the first language by 5.23%, Chinese by 4.13%, and 11.3% first spoke other languages as children. About five percent of respondents came from farms or ranches; 13.4% lived in a town of less than 5,000; 9.6% lived in communities between 5,000 and 9,999; 16.9% were from communities between 10,000 and 49,999; 16.4% were from communities of 50,000 or more but less than 100,000; and 38.6% were from cities of 100,000 or more.

For all, 35% were living with their parents, guardians or relatives; 18% were living in on-campus housing; 39% were living in rented homes, apartments, or rooms; and somewhat more than 7% were living in personally owned homes. Older students were more likely to be living in personally owned homes while younger students were more likely to be living on-campus. Males were somewhat more likely than females to be living with their parents while females were more likely than males to be living on-campus.

Only 3.3% of survey respondents were international students here on a student authorization and 8.4% of respondents were currently enrolled in a co-op program. For those students enrolled in a co-op program, the average hours worked per week with the co-op firm was just under 30 hours.

About 13.5% of all students were not currently employed but were seeking work. Thirty-six percent were not employed and were not seeking work. About nine percent were employed on campus, and about 41% were employed off-campus. For all students who were employed, the mean hours employed per week was 18.12 hours.

While prior CUSC surveys have measured student employment, this is the first year we have also asked students to report if their employment was having a negative impact on their academic performance. For all students responding to this item, about one-third said their current employment was having no negative impact on their academic performance and about two-thirds felt their work was having some negative impact on their academic work.

For all students who provided this information, 13.6% classified themselves as members of a visible minority. Rates of self-classification as members of a visible minority ranged across universities from a high of 29.5% to a low of 3.3%. Among students who classified themselves as members of a visible minority, about 47% said they were Asian, nearly 10% said they were Aboriginal, about 15% said they were Black, 1% were Hispanic, and about 28% fell into other minority groups. Only 3.5% of respondents considered themselves to be a person with disability.

A substantial majority of all students (93.9%) planned to complete their undergraduate degree at the university at which they were currently enrolled. Younger students were somewhat more likely than older students to say they planned not to complete their degree at their present university.

Academic Program and Plans

Nearly 89% of all students said they were currently enrolled as a full-time student. There were substantial differences in the respondent samples between universities in enrollment status. Enrollment as a full-time student, for example, ranged from a low of 72.4% at one university to a high of 99.3% at another. As would be expected based on the sampling procedures used in the study, there was a reasonably even split across all respondents by year in program.

About 39% of respondents planned to obtain a Bachelor's degree as their highest intended degree while about 48% planned to obtain a postgraduate degree. About half of all students planned to complete their undergraduate degree in a total of four years while about 36% planned to take five or more years to complete their degrees. About 39% of students in the sample were in a Bachelor of Arts program and about 32% were in a Bachelor of Science program.

For all students, the most frequently cited majors included:

- ✓ Psychology (by 8.2%)
- ✓ Biology (by 5.3%)
- ✓ Sociology/Anthropology (by 4.4%)
- ✓ English (by 4.3%)

Following the same procedure used in prior CUSC surveys, the 91 majors were also classified into ten "subject groups." For all students, classifications by subject group were:

✓ Social Science	(21.62%)
✓ Arts & Humanities	(15.26%)
✓ Business	(15.10%)
✓ Biological Science	(12.12%)
✓ Other	(10.90%)
✓ Engineering	(8.13%)
✓ Professional	(7.84%)
✓ Physical Science	(4.00%)
✓ Education	(3.88%)
✓ Agriculture	(1.15%)

About 82% of all students said they had not interrupted their studies since starting university. For those students who had interrupted their studies for one or more terms, employment or for other financial reasons were the most frequently cited reasons for the interruption.

Study Patterns and Grades

Excluding time spent in classes and laboratories, students estimated that they spend an average of 16.8 hours per week on academic work. Differences between universities were statistically significant and ranged from 13.4 hours per week to 21.1hours per week spent on academic work. Students in Engineering reported the largest mean time devoted to academic work (22.2 hours per week) while students in Education reported the lowest mean times spent on academic work per week (14.2 hours).

An average of 16.1 hours per week was reported spent in scheduled labs and classes. Differences between universities were statistically significant and ranged from a low of 11.2 hours at one university to a high of 19.2hours at another university.

The 1999 *Student Information Survey* also asked students to estimate about how many hours they spend in other activities including time spent watching television, surfing the Internet, and reading non-assigned books. During a typical week in the current term, students reported spending an average of 8.3 hours each week watching television. Across universities, responses ranged from a low of 5.7 hours per week to a high of 10.1 hours per week.

Although students reported spending considerably less time each week on the Internet than watching television, the average weekly time spent on the Internet was still quite substantial at

nearly 2 ½ hours. Across universities, responses ranged from a high of slightly more than 4 hours per week to a low of 1.75 hours.

Students said they expected to read a mean of 3.7 non-assigned books during the current academic year. Differences between universities ranged from an average of 2.16 to 4.98 non-assigned books expected to be read.

Students were also asked to estimate how many term papers and other written reports they will have completed by the end of the current academic year. The mean number was 10.5 (the median was 8). Differences between universities ranged from 8.06 to 13.13. Students in Education and Arts & Humanities reported the largest mean number of papers and written reports and students in the Physical Science and Professional groups reported the smallest.

As in prior comprehensive CUSC surveys, we asked students to report the average grade they have achieved to date in the courses completed at university. Responses for all universities are presented in the body of the report. For all students, about 24% had an average grade of A. Grades in the B range were reported by about 50%, and 23% had an average grade in the C range. Nearly three percent reported average grades in the D range. Females reported higher mean grades than males. Students in Education reported the highest average grades, while students in Engineering and Agriculture reported the lowest average grades.

Satisfaction with the University

The 1999 *Student Information Survey* invited students to express their satisfaction with 31 aspects of the university. Including only those students who had personally experienced each aspect of the university, student's were most satisfied with personal safety on the campus, health education programs, average size of classes, and campus medical services. Students were least satisfied with parking facilities, the process for resolving complaints, concern shown them as individuals by the university, and campus bookstores. Students were most satisfied with personal safety on campus, health education outreach programming, and average size of their classes. By contrast, students expressed the lowest levels of satisfaction for the concern shown them by the university as individuals, the process for resolving complaints, and parking facilities.

In nearly every aspect of the university assessed in the survey, satisfaction ratings differed significantly by subject group. These differences are described in detail in the full report.

Of the 31 aspects of the university receiving student satisfaction ratings, eight were things common to all students and 23 included facilities and services which not all students would be expected to have personally experienced. For each of these items, students were also asked to indicate if they had ever personally used the facility or service. The items personally experienced most frequently by students included the campus bookstore(s), computer services, faculty course advising, and athletic facilities. The services/facilities used least frequently by students included services for international students, services for disabled students, services for First Nation students, and daycare services.

Student Reactions to the University

Repeating items which have occurred in prior CUSC comprehensive surveys, this year's survey contained seventeen attitudinal statements about the university and students were asked to rate their disagreement-agreement with each statement. Responses from all students are summarized below.

Student experience at university	Mean	% Agree strongly or agree
In most classes I've been able to evaluate the course	1.550	91.93
I'm satisfied with my decision to come here	1.785	89.29
University treats students fairly independent of race	1.787	95.04
University treats students fairly independent of gender	1.790	94.57
Professors are reasonably accessible	1.838	88.82
Professors encourage class discussions	1.850	86.40
My learning experiences here have been stimulating	1.872	88.36
Support staff are helpful	2.010	81.60
I'm satisfied with the quality of teaching	2.011	84.87
Professors show sensitivity to racial issues	2.024	85.32
Professors treat students as individuals	2.123	71.78
Professors show sensitivity to gender issues	2.137	77.48
Professors look out for student interests	2.137	74.58
I feel like I'm part of the university	2.157	69.70
Some professors have had major influence	2.158	65.52
Some professors have taken personal interest	2.375	57.86
Feel free to turn to professors for advice	2.762	34.26

As shown by this pattern of responses, for all but one of these attitudinal statements, a majority of students perceived their university experience in a positive manner. Most students agreed that they have been given the chance to evaluate most of their courses and a very substantial percentage of all students (around 95%) agreed that the university treats students fairly independently of their race or gender. Students seemed satisfied that their professors are reasonably accessible outside of class to help students and a large percentage of students felt that professors encourage class discussions.

Students reacted very favorably to their learning experiences—over 88% agreed that their learning experiences at their current university have been intellectually stimulating and 85% were satisfied with the quality of teaching they have received at university. Professors seemed to receive high marks from large percentages of students. Nearly three-fourths of all students felt that their professors generally look out for student interests, and about 70% of students agreed that they felt like they were a part of the university community. Nearly two-thirds of students agreed that some of their professors have had a major positive influence on their academic careers. Over one-third of students would even feel free to turn to some of their professors for advice on personal matters.

There were statistically significant subject group differences for nearly every item in this series. In general, students with majors in the Arts & Humanities group tended to agree most strongly with positive statements about their professors. Selected subject groups differences included:

- ✓ Arts & Humanities students showed the strongest agreement that some of their professors have taken a personal interest in their academic careers while Engineering students showed the weakest agreement to this statement.
- ✓ Arts & Humanities students had the highest agreement that their professors show sensitivity to gender issues. The lowest agreement was from Engineering students.
- ✓ Arts & Humanities students agreed most strongly and Engineering students agreed least that their professors show sensitivity to racial issues.
- ✓ Arts & Humanities and Education students were most likely to agree that some of their professors have had a major positive influence on their academic career. Engineering and Business students had the lowest agreement.
- ✓ Arts & Humanities and Education students were most likely to agree that their professors generally look out for student interests. Engineering and Business students were least likely to agree with this statement.
- ✓ Students in Education and Arts & Humanities agreed most strongly that their professors encourage student participation in class. Students in Biological Science and Engineered had the lowest agreement scores on this item.
- ✓ Arts & Humanities students were most likely to agree that their professors treat students as individuals. Engineering students had the lowest agreement scores with this item.
- ✓ Arts & Humanities students were the most likely to agree that their professors were generally accessible outside of class to help students with academic problems. Engineering students were the least likely to agree with this statement.
- ✓ Arts & Humanities and Education students were most likely to agree that they are generally satisfied with the quality of teaching they have received at university. Business and Engineering students were least likely to express agreement with this statement.

- ✓ Physical Science and Biological Science students were most likely to agree that they feel as if they are a part of the university. Students in Business and the Professional group were least likely to agree.

- ✓ Students in Arts & Humanities and Social Science were most likely to agree that their learning experiences have been intellectually stimulating. Students in Agriculture and Business were least likely to agree.

Student Perceptions of Improvements Needed at their University

The *Student Information Survey* presented fifteen aspects of the university and asked students to indicate the degree of improvement (if any) needed in each at their university. The issue at all universities that students felt needed the most improvement was keeping tuition increases at or below inflation. For those students who responded to this item, 71.8% felt that the issue needed much or very much improvement. The second and third most frequently cited areas that need much or very much improvement were parking and university spending on financial aid (by 58.9% and 53.8% of students, respectively).

From 34% to nearly 40% of all students also felt that work-study opportunities, student employment services, and additional daycare spaces needed much or very much improvement. Between 24% and nearly 30% of all students felt that much or very much improvement was needed for student sense of community, international study or exchange opportunities, student academic advising, course accessibility, and balance between academics and social life.

Twenty-four percent of all students felt that teaching excellence needed much or very much improvement. About one-fifth of all students felt that class sizes needed much or very much improvement. AIDS-related issues and student alcohol and drug issues had the lowest percentages of students feeling these issues needed improvement (less than 20% felt much or very much improvement was needed in either of these areas).

Student financial issues, especially keeping tuition increases at or below inflation and university spending on financial aid occupied top ranks (of improvement needed) at most of the participating universities.

Educational Financing

The mean educational debt across all students in the survey was $6,611, the median debt load was zero, and reported debt ranged from zero to $85,000 with a standard deviation of $10,002.

For all respondents, there was nearly a fifty-fifty split between students who had no debt incurred to help finance their education and students who have educational debt. Students with no debt represented 50.4% of the sample while students with dept included 49.6% of respondents. Including only those students who said they have some educational debt, the mean educational debt load was $13,322 with a standard deviation of $10,593.

Among students with educational debt, mean debt loads differed across subject groups. Students intending majors in the Professional group had the highest mean debt levels, while students in the Engineering group had the lowest mean educational debt loads.

The top three most frequently cited sources of educational funding for all students included earnings from summer work (cited by 59.5%), parents/relatives (by 59%), and personal savings (50%). Forty percent of all students also cited current employment as a source of educational financing and government loans or bursaries were cited by 37.2%. Between ten and seventeen percent of all students used money from university scholarships, credit card debts, bank loans, investment income, and university bursaries. The three sources of financing cited least frequently included work-study (by 5.6%), money from a spouse (by 4.6%), and Employment Insurance or other government assistance (cited by 2.02%).

With some minor differences in rankings, the top sources of student financing were similar across universities. At most universities, for example, student earnings from summer and current employment were among the top most frequently cited sources of educational financing. Money from parents and relatives was also at or near the top of the list of most frequently cited sources of money at most universities. A complete description of sources of educational financing at each university is presented in the full report.

The *Student Information Survey* also asked students to indicate the three largest sources of funds for educational expenses. The most frequently cited largest source of educational funding across all students was from parents/relatives. This funding source was listed by 30.42% of students as the largest source of money for educational funding.

The second most frequently cited largest source of money for educational funding was from government loans or bursaries. This source was listed as largest by 27.34% of all students. Summer work was listed by 10.54% as the largest source of funding. The remaining sources of funding were each listed by fewer than ten percent of all students as the largest source of educational funding.

Summer work was listed most frequently (by 26.51% of all students) as the second largest source of educational financing followed by parents (by 15.85%) and by personal savings (by 14.08%). Current employment was listed by 13.94% as the second largest source of funding. All the remaining possible sources of funding were identified by fewer than six percent as the second largest source of money for educational expenses.

Savings (listed by 19.7%0, summer work (by 18.1%), and parents (by 15.5%) were identified most frequently as the third largest source of money for educational expenses.

Involvement in Campus Activities

The 1999 *Student Information Survey* measured student involvement in a number of campus activities. Across all universities, the three most frequently attended campus activities or facilities included campus social events, fitness or exercise facilities, and visits to the campus for extracurricular events. From 58% to nearly 68% of respondents said they had attended these activities/facilities from occasionally to very often.

From 42% to about 54% of respondents had been involved occasionally to very often for campus lectures (other than regular class lectures), campus cultural events, to attend games of university athletic teams, and to participate in student clubs.

The fourth most frequently cited activity was having five or more alcoholic drinks in one sitting. Nearly 54% of all respondents had engaged in this definition of "binge" drinking from occasionally to very often.

About 31% of all respondents had participated in student intramural athletic programs and 11.4% had participated in student government. The three activities with the lowest rates of student involvement (from 5% to 8%) included drama or music productions, serving as a peer advisor, and involvement with fraternities/sororities.

There were a number of statistically significant gender differences in involvement in various campus activities. Males were more likely than females to attend campus social events while females were more likely to attend campus cultural events. Males were more likely to have participated in student government and to have served as a peer advisor. Males were also more likely to have participated in student clubs and in student intramural athletic programs. Participation in fraternities/sororities was also higher in males. Males were also more likely than females to have more frequent use of campus fitness/exercise facilities and to have visited the campus for extracurricular events.

There was also a highly significant gender difference in rates of binge drinking. Males were more likely than females to report having five or more alcoholic drinks at one sitting. Over 30% of males reported having five or more drinks in one sitting often or very often. Nearly one-fifth of females reported comparable levels of binge drinking episodes.

There were also numerous differences for participation rates in campus activities related to subject group. These differences are documented in the body of the report. Differences of interest include:

- ✓ Engineering students attended campus social events most frequently, Professional students attended least frequently.
- ✓ Attendance at campus cultural events was most frequent among Arts & Humanities students and lowest for students in the Professional and Business groups.
- ✓ Participation in Dramatic or music productions was greatest among Arts & Humanities students and lowest among Engineering and Business students.
- ✓ Participation in student clubs was greatest among Engineering students and lowest among Professional and Education students.
- ✓ Participation in intramural athletic programs was most frequent for Biological Science and Engineering students and least frequent among Arts & Humanities students.
- ✓ Education students had the highest rates of attendance at home games of university athletic teams and Arts & Humanities and Professional students had the lowest attendance rates.
- ✓ Use of campus fitness/exercise facilities was most frequent among Biological Science e and Education students and lowest among Arts & Humanities students.
- ✓ Visiting the campus for extracurricular events was most frequent for the Biological Science and Physical Science groups and lowest for Business and Professional students.
- ✓ Rates of Binge drinking were highest among Agriculture and Engineering students and lowest for students with majors in the Professional group.

Career/Employment Information

This year's *Student Information Survey* contained a special section addressing student career and employment issues. This survey section investigated student career decisions, factors related to career decisions, student perceptions of job opportunities, student awareness and use of university career/employment resources, and student expectations about finding career-related employment.

Only about 14% of all respondents said that they had not yet decided on a career or occupation. About one-third felt they had probably decided on a career/occupation, and around 53% felt they had definitely decided on a career or occupation. There were wide differences across universities in student career decisions. For example, the percentage of students who have not yet decided on a career ranged from a low of only 8% of respondents at one university to a high of 20% of respondents at another university.

Across all students, there were marked subject group differences in the state of student career/occupation decisions. Only 3.3% of students in the Professional group said they had not decided on a career or occupation compared to 18.4% of students in the "Other" group and 18.3% of students in the Biology subject group. Students selecting the "Maybe" response ranged from a low of 20.8% among Education students to a high of 42.7% among Agriculture students. Students indicating they had decided on a major or occupation ranged from a high of nearly 80% among Professional students to a low of 41.7% among students in the Biology subject group.

Although student career decisions did not differ by gender, there were (as might have been expected) differences associated with year of undergraduate program. From year one through year five, for example, the percentage of students who have decided on their careers or occupations increased from 45% to 62%. Correspondingly, the percentages of students who had not decided on a career or occupation decreased from 18% in year one to about 12% in year five.

There were also statistically significant age differences. Older students were more likely than younger students to have decided on their careers or occupations. Students who had not decided on a career or occupation had a mean age of 21.87 years; students who selected the "maybe" response had a mean age of 21.06 years; and students who had decided on a career or occupation had a mean age of 22.79 years.

Across all students, the factors rated as most important in selecting current programs of study were personal interests and personal abilities and skills. Over ninety percent of students rated personal interests as of medium or high importance when they selected their academic programs. The third highest importance ratings were given to the relevancy of the selected academic program to employability. This factor was rated of medium or high importance by nearly three-fourths of students. After these top three most important factors, importance ratings dropped substantially for the remaining factors in the series. For example, the fourth top-ranked factor (advice from parents) was rated as of medium or high importance by 35.4% — less than half the percentage of students who gave similar importance ratings to the third-most important factor.

The next four ranked factors were rated as medium or high importance by 27% to slightly more than 35% of students. These factors included advice from parents which was rated as of medium or high importance by 35.4%; prior work experience in the area, rated as of medium or high importance by 31.4%; advice from friends which was rated as medium or high importance by 28.5%; and availability of a co-op program—rated as medium or highly important by 26.7%.

The three factors receiving the lowest importance ratings were advice from faculty (rated of medium or high importance by 19.3%); assistance from a career/placement service at the university (rated as medium or highly important by 15.1%); and assistance from a university counselling centre (rated as medium or highly important by 8.9%).

The importance ratings of nearly every factor for selecting an academic program differed between subject groups. Some differences of interest:

- ✓ Education and Arts & Humanities students gave the greatest importance to personal interests in choosing their academic programs. Physical Science and Business students gave the lowest importance ratings to personal interests.
- ✓ Education and Professional students gave the highest importance to personal abilities or skills. Social Science students gave personal abilities/skills the lowest importance ratings as a reason for selecting their current academic program.
- ✓ The relevance of the program to employability was given the highest importance ratings by students in Business and Engineering and the lowest importance ratings by students in the Social Science and Arts & Humanities groups.
- ✓ Students in Engineering and Business gave the availability of a co-op program the highest importance ratings. Students in the Social Science and Arts groups gave this factor the lowest importance ratings.
- ✓ Students in Arts & Humanities gave the highest importance rating to faculty advice while Engineering students gave the lowest importance ratings to advice from faculty.

✓ Advice from parents was rated most important by Agriculture and Engineering students. Students in the Arts & Social Sciences gave parental advice the lowest importance ratings.

The survey also measured student perceptions of the availability of Canadian job opportunities in work related to their intended area of study. For all respondents, 5.9% felt that there were very few jobs; 10.1% said there were few jobs; 41.9% felt there were some jobs; and 32.97% felt there were many jobs. The "don't know" option was selected by 9.1% of respondents. There was a very clear regional effect in student perceptions of the availability of jobs with perceived job opportunities being perceived as poorest on the West and East coasts.

Engineering, Business, and Education students were the most optimistic in perceiving some or many jobs in their area of study while Social Science and Arts & Humanities students were the least optimistic.

Sixty-one percent of students said they plan to seek full-time work within a few months after the completion of their current program; 19% did not plan to seek full-time work in this interval; and about 19% were not sure.

Across all students, those in Business, Engineering, and the Professional groups were most likely to plan to seek full-time work within a few months after completion of their current academic program. Students in Arts & Humanities and the Biological Science group were least likely to plan to seek full-time work in the few months after graduation.

Nearly three-fourths of all students said they had a current curriculum vitae or resume. Business and Engineering students were most likely to have a current resume while Social Science students were least likely to have an up-to-date resume.

The 1999 *Student Information Survey* assessed student awareness and use of nineteen career/placement services frequently available at Canadian universities. For each service, students were asked to indicate if the service is available at their university, and if they have ever used the service. Across all universities, the three career services students cited most frequently as available on their campuses included postings of job openings (by 78.3%), career counselling (by 67.5%), and career fairs (by 60.1%).

Another group of career/employment services were cited as locally available by a majority of students ranging from 50% to 57% and included: help with resumes, help with job search skills,

informational career seminars, help arranging co-op programs, and on-line job search resources.

Fewer students (from 31% to 46%) believed that these services were available at their university: information on career outlooks, career resource libraries, help getting a work-study job, and career publications.

Less than one-third of all students believed that these career/employment services were available on their campus: help arranging interviews, help arranging an internship, help getting early job experience, help with entrepreneurial skills, and help using the Internet for job searches.

The career/employment services cited by the smallest percentages of students as locally available included help getting job shadowing experience (by 13.8%) and help getting a career mentor experience (by 12.5%).

Among students who said that a career service was available at their university, the most frequently used career/employment services were career resource libraries, job postings, on-line job resources, Career Fairs, and career publications. Among students who said that these services were available and who reported if they used the service or not, these services were used by 40% to nearly 55% of respondents.

From 34% to about 39% of these students reported using information on career outlooks, help getting early job experiences, and attending informational career seminars.

From 20% to 30% reported receiving help arranging interviews, help with resumes, help using the Internet for job searches, help getting a work-study job, help with job search skills, help arranging a co-op program, help getting a career mentor experience, and help getting a job shadowing experience.

From 15% to 20% reported using career counselling services, help arranging an internship, and help with entrepreneurial skills.

Students were also asked to estimate how much difficulty they anticipate finding suitable career-related employment when they seek work after completing university. About 15% anticipated no difficulty finding suitable employment; nearly 48% anticipated some difficulty;

about 18% anticipated much difficulty; and approximately 12% anticipated very much difficulty. About 8% of students didn't know how much difficulty to expect when they seek employment. Students in Engineering and the Professional groups expected the least difficulty finding suitable employment while students in the Social Sciences and Arts & Humanities anticipated the most difficulty.

The survey also gave students the opportunity to express their satisfaction with student career/employment services at their university. Nearly half (46.8%) of all students didn't feel they knew enough about career/employment services at their university to provide a rating. Among the remaining students, about 5% were very satisfied, nearly 36% were satisfied, dissatisfaction was expressed by 10.5%, and 2.6% were very dissatisfied.

Across all students, those in Arts & Humanities, Social Science, and Biological Science subject groups expressed the lowest level of satisfaction with the career/employment services at their university.

University Contributions to Personal Growth

Using a format similar to that used in several prior CUSC surveys, the 1999 *Student Information Survey* invited students to grade their university for contributions to personal growth and development.

Across all universities, the three areas in which students gave universities the highest marks for contributing to personal growth and development included contributions to working independently, thinking logically and analytically, and cooperative interaction in groups. Nearly 77% of all students gave their university either an "A" or a "B" grade for contributing to student growth in ability to work independently. The second highest overall mark was given for contributions to thinking logically and analytically where 66.8% of all students gave their university either an "A" or a "B" grade. The third highest mark was given for contributions to growth in cooperative interaction in groups where 61.5% gave their university an "A" or a "B" grade.

A majority of students (from 50% to 59%) also gave their university high marks ("A" or "B" grades) for contributions to growth and development in each of the following areas:

- ✓ Identifying and solving problems
- ✓ Written communication skills
- ✓ Language skills
- ✓ Effective use of library skills
- ✓ Planning and completing projects
- ✓ Understanding abstract reasoning
- ✓ Persistence with difficult tasks
- ✓ Effective study/learning skills
- ✓ Oral communication skills

Although they had lower mean grades than items mentioned above, from 41% to 49% of all students gave their university an "A" or a "B" grade for contributing to personal growth and development in:

- ✓Interpersonal skills
- ✓ Computer literacy skills
- ✓Mathematical skills
- ✓ Time management skills
- ✓ Leadership skills
- ✓ Moral and ethical development

The aspects of personal growth in which universities received the lowest grades (from 25% to 38% giving "A" or "B" grades) included:

- ✓ Preparation for employment
- ✓ Addressing personal issues
- ✓ Appreciation of the arts
- ✓ Dealing with personal crisis

Across all students, there were a number of interesting subject group differences in grades assigned for university contributions to growth and development. Some selected differences:

- ✓ Students in Arts & Humanities gave the highest grades for contributions to written communication skills. Engineering students gave the lowest grades in this area.

- ✓ Students in Business gave the highest grades for contributing to growth in oral communication skills. Students in Biological Science gave the lowest grades.

- ✓ Physical Science and Arts & Humanities assigned the highest marks for contributions to skills for understanding abstract reasoning. Students in Education and Agriculture gave the lowest grades.

- ✓ Engineering and Physical Science students gave the highest grades for contributions toward thinking logically and analytically. Education students gave the lowest marks.

- ✓ Business students assigned the highest grades for contributing to growth in skills for cooperative interaction in groups. Students in the Physical Science group gave the lowest marks.

- ✓ Engineering and Physical Science students gave the highest marks for contributions to mathematical skills and Arts & Humanities and Social Science students gave the lowest marks for growth in math skills.

- ✓ Marks from Arts & Humanities and Education students were highest for contributions to growth in language skills. Engineering students gave the lowest grades.

- ✓ Professional and Engineering students gave universities the highest grades for contributing to growth in skills for planning and completing projects.

- ✓ Engineering students gave the highest marks for contributing to skills for identifying and solving problems. Education students gave the lowest grades.

- ✓ Engineering students gave the highest grades for skills relating to persistence with difficult tasks.

- ✓ Professional and Business students gave their universities the highest grades for contributions to leadership skills. Students in the Biological Science and Physical Science groups gave the lowest grades.

- ✓ Professional and Social Science students gave the highest marks for contributions to moral and ethical development. Physical Science students gave the lowest marks.

- ✓ Contributions to computer literacy were graded highest by Engineering students and lowest among Professional students.

- ✓ Preparation for employment was graded highest by Engineering and Professional students and lowest among Biological Science and Social Science students.
- ✓ Contributions to appreciation of the arts were graded highest among Arts & Humanities students and lowest among Engineering students.

- ✓ Professional and Arts & Humanities students gave the highest marks for contributions to the development of interpersonal skills and Engineering students gave the lowest grades in this area.

Overall Satisfaction with the Quality of Education

Across all students, 23.3% were very satisfied with the overall quality of the education received at their present university, 67.5% were satisfied, 7.9% were dissatisfied, and only 1.3% were very dissatisfied. Students in the Arts & Humanities and the Professional subject groups expressed the highest satisfaction with the overall quality of education received, while students in Business and Agriculture expressed the lowest satisfaction levels.