



Canadian University Survey Consortium
Consortium canadien de recherche sur
les étudiants universitaires



2026 Middle-Years Students Survey Master Report

June 2026

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2026 CUSC-CCREU Survey of Middle-Years Students © 2026

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Appendix A - 2026 CUSC-CCREU Survey (© 2026)

Appendix B - Data Licensing & Membership Agreement

EXECUTIVE SUMMARY

Introduction

The 2026 *Middle-Years Students Survey* marks the 32nd cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). The survey involved 20 universities and over 8,000 students from across Canada.

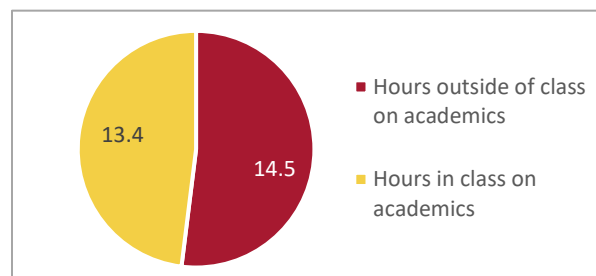
Profile of middle-years students

- The majority of middle-years students tend to be studying full-time, Canadian citizens, single, female, living separate from their parents/family, do not identify as a racialized person, 23 years old, and have a B- to B+ average.
- Over two-fifths of students report having a disability or impairment, with mental health conditions being the most common.
- Just 14% of middle-years students are first-generation students – that is, neither parent has had any post-secondary education.

Activities

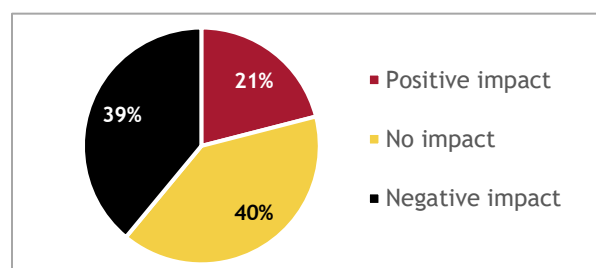
About 20% of students volunteer on or off campus for an average of three to four hours per week.

On average, students spend about 28 hours per week on their studies, with slightly more hours spent outside of class than in class.



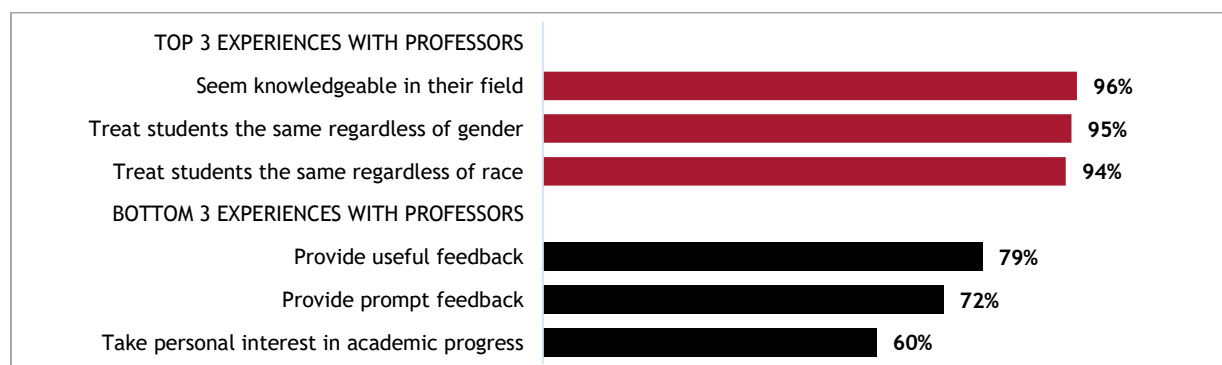
Employment

Fifty-seven percent of middle-years students are employed, working about 18 hours a week. Among those who are employed, almost twice as many say that their employment has had a negative rather than positive impact on their academic performance.



Professors and staff

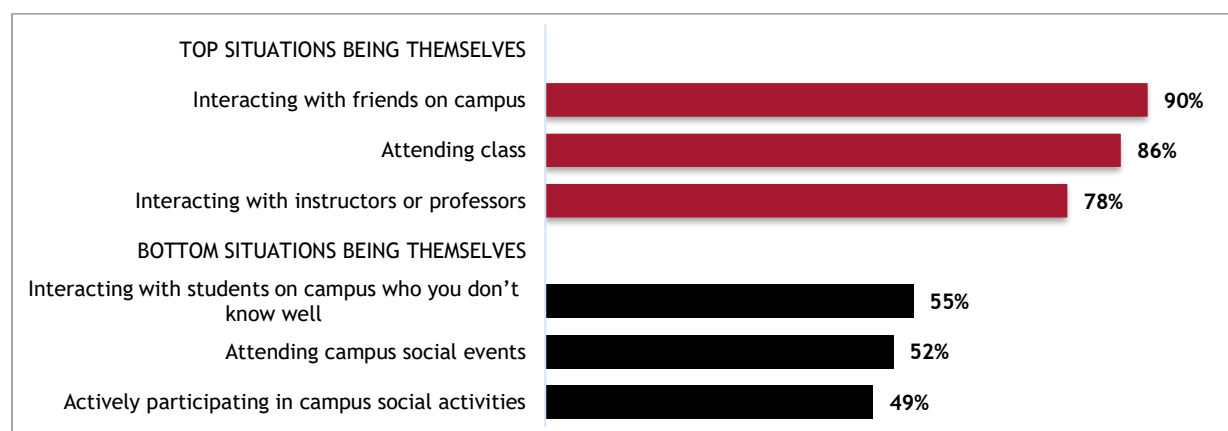
- Students reported having had positive experiences with professors, as only two out of 13 areas received less than 75% agreement – *professors provide prompt feedback on academic work* (72%) and *professors taking a personal interest in their academic progress* (60%).



- In addition, students say it is most important for professors to *communicate well in their teaching* (46% rated in their top three areas).
- Seventy percent of students said they *were given the chance to evaluate the quality of teaching in their courses* for all of their courses.
- Over 8 in 10 agreed that they are *generally satisfied with the quality of teaching they received*, including 18% who strongly agreed.

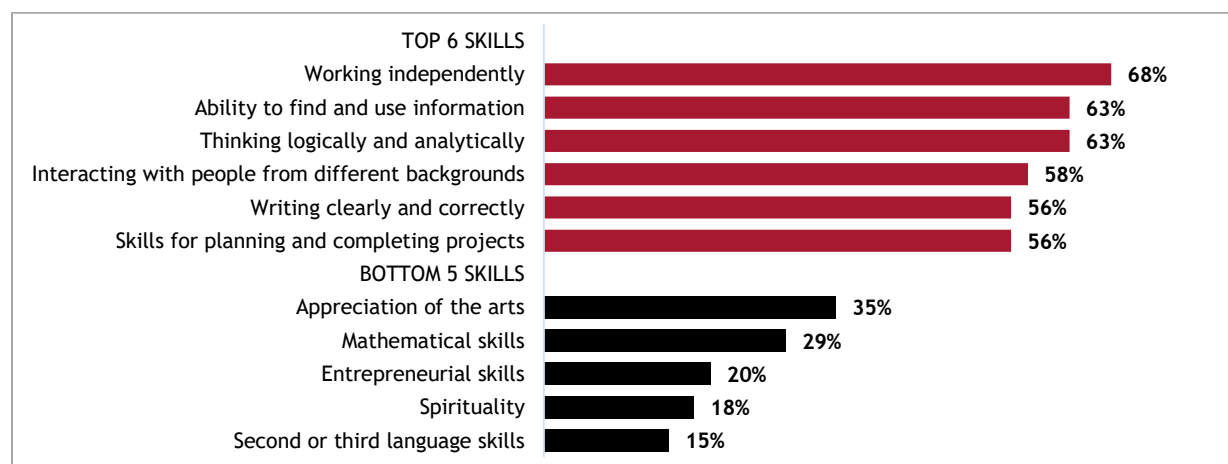
Inclusivity

The graph below shows the most and least common situations in which students say they feel at least quite a bit comfortable being themselves.



Growth and development

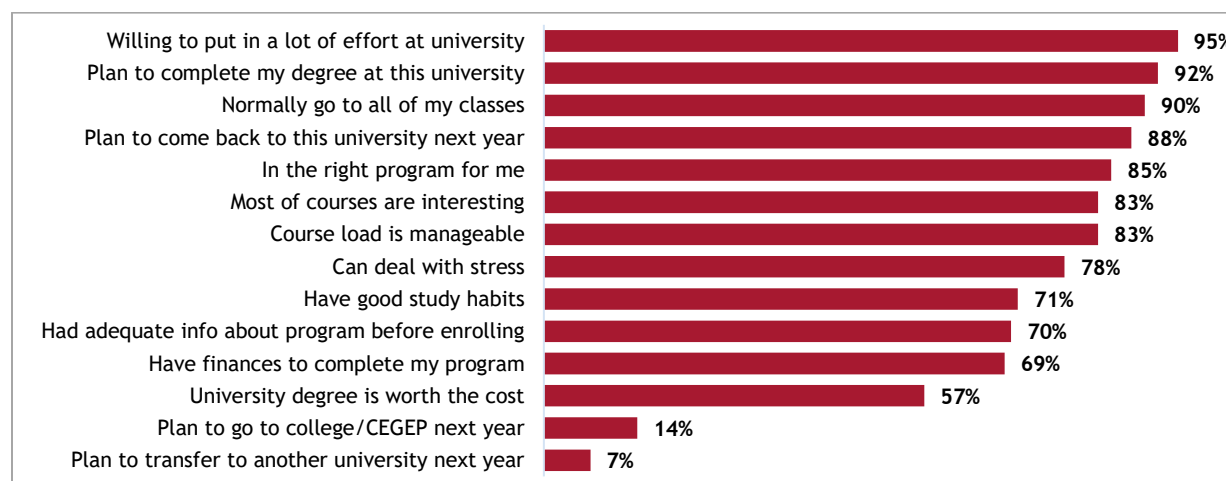
Students were asked to rate the extent to which their university experience contributed to 30 skills. The top and bottom skills that contributed much or very much to their growth and development are shown below.



Among the 30 areas, students were asked to rank the top three most important areas to which their university should be contributing and ranked *skills and knowledge for employment* (26%) highest.

Commitment to completion

Several measures were used to gauge students' commitment to completing their programs at their universities, and agreement with each statement is shown below.

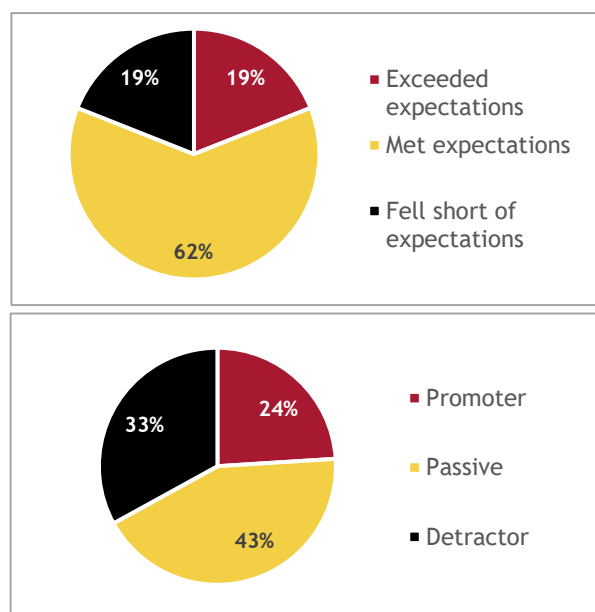


Expectations and experience

The majority of middle-years students say that their university *met their expectations*, while fewer say it *exceeded* and *fell short*.

Overall evaluation of student experiences

- Slightly less than nine in ten are satisfied with *their decision to attend their university* and seven in ten are satisfied with the *concern shown by the university for them as an individual*.
- Using the Net Promoter Score calculation, where detractors (rating of 0 to 6) are subtracted from promoters (rating of 9 or 10), participating universities have a score of -9 (24% promoters minus 33% detractors).

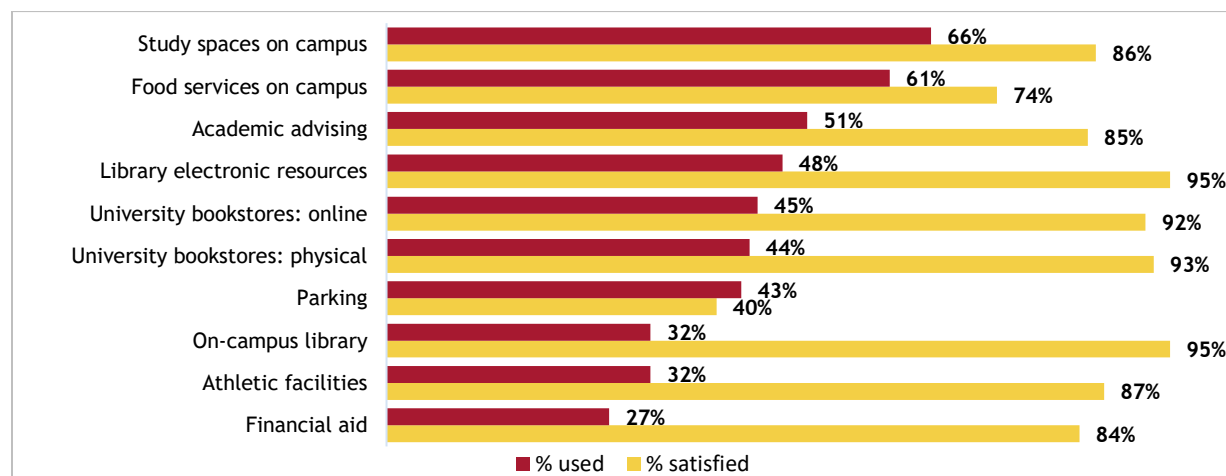


Goal development

- Eighty-four percent of middle-years students said they had selected their major or discipline.
- Middle-years students are more likely to intend to apply to a *graduate school* (33%) than a *professional program* (29%).
- Thirty-six percent of middle-years students have a specific career in mind, while 32% have several possible careers in mind. Despite many having a career (or two) in mind, just 21% said they know their career options very well.
- Almost all middle-years students have taken at least one step to prepare for employment or their career after graduation; most commonly, these were steps that might be considered casual – that is, *talking with parents, family, friends, or professors about employment*.

Satisfaction with facilities and services

Satisfaction with facilities and services used by at least 20% of students are shown below.



Finances

- Eighty-three percent have at least one credit card, carrying a balance of around \$4,000 for those with unpaid credit card debt.
- Forty-one percent of middle-years students have incurred debt related to their program, most commonly *government student loans*. The average debt among all students is over \$10,000, but this more than doubles when only those reporting debt are considered.
- Students required over \$18,000 to finance their current year of education, most commonly relying on *parents, family or spouse, government loans or bursaries, university scholarships, financial awards, or bursaries, and employment* (summer or current).

Equity and diversity

Among all respondents, 90% identified as either a man or woman only, while 3% identified as a man or woman and at least one other gender identity, and 4% identified as at least one identity other than man or woman.

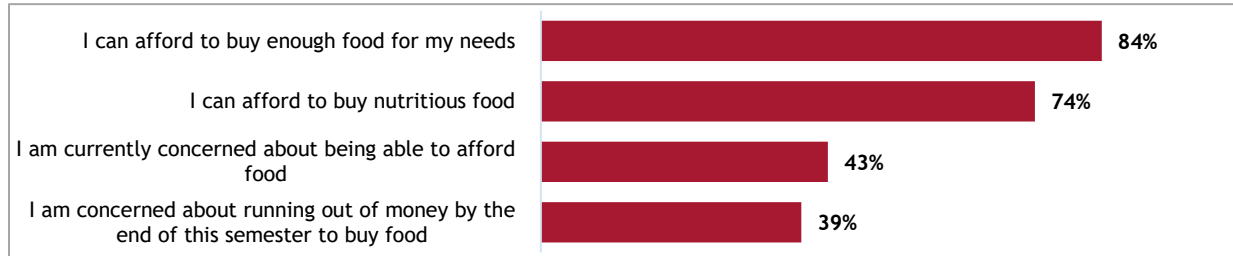
Overall, 61% of respondents identified as heterosexual/straight only, while 2% identified as heterosexual and at least one other sexuality, and 27% identified as a sexuality other than heterosexual/straight (mostly commonly bisexual).

Food accessibility module

- Over half of middle-years students indicated that they used food services on campus infrequently, either once a month or less or never. Among those who used food services on campus, the vast majority (93%) said they did so because of convenience.
- Over half of middle-years students indicated that they prepared food at home daily, while another one in four prepared food a few times a week.
- About two-thirds of middle-years students indicated that they used food services off campus at least a few times a month. Two-thirds of middle-years students who used food services off campus indicated they did so because of convenience, while over one in three indicated they did so because of the food quality or cost.
- The vast majority (89%) of middle-years students have not used a food bank this academic year. Amongst the 11% who have used a food bank, around three-quarters did so because of the *cost*, while one-third did so for *convenience*.

Around three-quarters of middle-years students are either satisfied or very satisfied with food on campus meeting their dietary restrictions.

Middle-year students' agreement with statements about their current food situation are shown in the graph below.



1.0 Introduction

Since 1994, the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU) has coordinated surveys of students attending member universities and facilitated sharing of the survey data among its member universities. The surveys and shared data have the following four broad purposes:

- Offer students an opportunity to assess their university experience.
- Provide access to a broad base of comparative and collective data on the Canadian university experience, including measures of student characteristics, experiences, participation, expectations, and satisfaction.
- Manage and provide reliable, consistent data to track over time the quality of the post-secondary experience as perceived by students in order to assess institutional strengths and educational outcomes and inform decisions about needed improvements.
- Contribute to accountability reports to institutional governing bodies, governments, and the public.

This is the 32nd cooperative study undertaken by CUSC-CCREU. Prior to 2014, the surveys ran in a three-year cycle, targeting first-year, graduating, and all undergraduate students in separate years. In 2014, the all-students survey was changed to a survey of middle-years students (i.e., students in the second or third year of a four-year program, the second year of a three-year program, or the second to fourth years of a five-year program).

Table 1 shows the number of participating universities in middle-years students surveys. The 2026 Survey of Middle-Years Students questionnaire can be found in Appendix A.

Year	Sample	Number of participating universities
2014	Middle-years students	28
2017	Middle-years students	24
2020	Middle-years students	29
2023	Middle-years students	29
2026	Middle-years students	20

1.1 Methodology

1.1.1 Surveying students

Each university supported the study by generating a sample of qualifying students. In some cases, universities provided all qualifying students, while others provided a random sample of students. PRA was responsible for programming and managing the online survey. This involved liaising with the participating universities, preparing the introductory and reminder emails to students, and responding to student questions about questionnaire content, as well as technical questions about using the online survey.

1.2 Response rates

Table 2 shows the response rates by university, which ranged from 3.6% to 40.0%, with an overall response rate of 18.1%. This yielded 8,397 students who completed the survey.¹

University (province)	Surveys		Response rate
	Distributed	Completed	
Canadian Mennonite University (Manitoba)	285	114	40.0%
Concordia University of Edmonton (Alberta)	765	227	29.7%
Lakehead University (Ontario)	3,005	798	26.6%
MacEwan University (Alberta)	6,521	1,193	18.3%
Mount Saint Vincent University (Nova Scotia)	1,093	250	22.9%
Nipissing University (Ontario)	1,214	245	20.2%
Redeemer University (Ontario)	454	131	28.9%
St. Francis Xavier University (Nova Scotia)	1,169	129	11.0%
St. Mary's University (Alberta)	211	56	26.5%
The King's University (Alberta)	304	72	23.7%
Trent University (Ontario)	1,000	111	11.1%
Trinity Western University (British Columbia)	968	214	22.1%
University Canada West (British Columbia)	2,978	108	3.6%
University of Lethbridge (Alberta)	2,775	514	18.5%
University of New Brunswick (New Brunswick)	3,758	1,167	31.1%
University of Northern British Columbia (British Columbia)	1,100	96	8.7%
University of Regina (Saskatchewan)	3,000	868	28.9%
University of the Fraser Valley (British Columbia)	2,811	535	19.0%
University of Winnipeg (Manitoba)	2,616	815	31.2%
Wilfrid Laurier University (Ontario)	10,303	754	7.3%
Total	46,330	8,397	18.1%

¹ PRA defined a completed survey as student who answered up to the *Living Arrangements* section (approximately 80% of the questions).

1.3 Weighting

In order to compensate for the discrepancies between the population of middle-years students among participating universities and the sample population, the results in every section and every table (except tables in Section 1) in this report have been weighted. The applied weights are shown in Table 3.

Table 3: Applied weights

University	Population of middle-years students		Completed surveys		Applied weight
	Population	% of population	Population	% of population	
Canadian Mennonite University (Manitoba)	285	0.51%	114	1.36%	0.375
Concordia University of Edmonton (Alberta)	765	1.37%	227	2.70%	0.506
Lakehead University (Ontario)	3,005	5.37%	798	9.50%	0.565
MacEwan University (Alberta)	6,521	11.65%	1,193	14.21%	0.820
Mount Saint Vincent University (Nova Scotia)	1,111	1.98%	250	2.98%	0.667
Nipissing University (Ontario)	1,214	2.17%	245	2.92%	0.743
Redeemer University (Ontario)	454	0.81%	131	1.56%	0.520
St. Francis Xavier University (Nova Scotia)	1,794	3.21%	129	1.54%	2.086
St. Mary's University (Alberta)	211	0.38%	56	0.67%	0.565
The King's University (Alberta)	304	0.54%	72	0.86%	0.633
Trent University (Ontario)	6,524	11.66%	111	1.32%	8.817
Trinity Western University (British Columbia)	968	1.73%	214	2.55%	0.679
University Canada West (British Columbia)	2,978	5.32%	108	1.29%	4.137
University of Lethbridge (Alberta)	2,775	4.96%	514	6.12%	0.810
University of New Brunswick (New Brunswick)	4,096	7.32%	1,167	13.90%	0.527
University of Northern British Columbia (British Columbia)	1,100	1.97%	96	1.14%	1.719
University of Regina (Saskatchewan)	6,137	10.96%	868	10.34%	1.061
University of the Fraser Valley (British Columbia)	2,811	5.02%	535	6.37%	0.788
University of Winnipeg (Manitoba)	2,616	4.67%	815	9.71%	0.482
Wilfrid Laurier University (Ontario)	10,303	18.41%	754	8.98%	2.050
Total	55,972		8,397		

1.4 University comparisons

For comparison purposes, participating universities are categorized into three groups, two of which are shown in Table 4.

- Group 1 consists of universities that offer primarily undergraduate studies and that have smaller student populations.
- Group 2 consists of universities that offer both undergraduate and graduate studies and tend to be of medium size in terms of student population.
- Group 3 consists of universities that offer both undergraduate and graduate degrees, with most having professional schools as well. These tend to be the largest universities in terms of student population. In 2026, there were no participating Group 3 universities.

Group 1 (n = 17)	Group 2 (n = 4)
Canadian Mennonite University Concordia University of Edmonton MacEwan University Mount Saint Vincent University Nipissing University Redeemer University St. Francis Xavier University St. Mary's University The King's University Trent University Trinity Western University University Canada West University of Lethbridge University of New Brunswick (Saint John)* University of Northern British Columbia University of the Fraser Valley University of Winnipeg	Lakehead University University of New Brunswick (Fredericton)* University of Regina Wilfrid Laurier University

* The University of New Brunswick was split between the two groups according to which campus students attended.

1.5 Statistically significant differences

Large sample sizes may inflate measures of statistical significance and may lead to false conclusions about the strength of association. The chi-square measure of association, in particular, is susceptible to this possibility. Therefore, the standards for determining whether a relationship can be termed *statistically significant* have been increased: the Pearson's chi-square must have a probability of a type 1 error of less than .001, and either the Phi coefficient or Cramer's V must have a value of .150 or greater. Throughout this document, any differences reported between groups meet these criteria, unless otherwise stated.

Test	Level for significance
Pearson's chi-square	<.001
Phi coefficient or Cramer's V	.150 or higher

1.6 Non-response

Non-responses have been excluded in the analyses. Therefore, throughout this report, unless explicitly stated as a subpopulation, overall results exclude those who did not respond to a particular question. The 'n' shown in table headers is the number of completed surveys including non-responses, while the percentages in tables are calculated from the valid responses.

2.0 Profile of middle-years students

2.1 Personal profile

- Around twice as many females as males completed the survey. Note: Values for gender were provided by universities from their information systems.
- Although the average age of students is just under 23, 67% of students are under 22 years of age.
- Given students' ages, it is not surprising that very few are married or have children.
- The vast majority of students are Canadian citizens. Those who are 22 and over or identify as a racialized person are less likely to be Canadian citizens than their counterparts.

Table 6: Personal profile			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Gender (GENDER)			
Male	35%	35%	36%
Female	64%	64%	64%
Other	<1%	1%	<1%
Age as of September 1, 2025 (AGE)			
18 and under	5%	4%	7%
19	21%	17%	26%
20 to 21	41%	41%	40%
22 and over	33%	37%	27%
Average age	22.7	22.8	22.5
Marital status (LIVE3)			
Single	68%	67%	68%
In a relationship other than married, common law, or living with partner	19%	19%	19%
Married, common law, or living with my partner	12%	13%	11%
Other	<1%	1%	<1%
Children (LIVE4-7)			
Has children	6%	6%	7%
Citizenship (CITIZENSHIP)			
Canadian citizen	81%	79%	84%
International/visa student	14%	17%	10%
Permanent resident	5%	4%	6%
Racialized person* (ETH1-17)			
Total self-identified	41%	40%	42%
Indigenous (ETH1-17)			
Total self-identified	6%	6%	7%
* 'Racialized person' includes respondents who self-identified as belonging to a group other than 'Indigenous person of Canada' or 'White/Caucasian'.			

2.2 Disabilities and impairments

About four in 10 students report having a disability or impairment, with mental health conditions being the most common. Overall, about one in six students report a disability or impairment that impacts them daily, with neurodivergence being the most common.

- Female (48%) students are more likely than male (32%) students to self-identify as having a disability or impairment.
- Students that identify as a racialized person (34%) are less likely than those who do not (52%) to self-identify as having a disability or impairment.

Table 7: Disabilities and impairments			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Most commonly reported disability/impairment (DIS1-12)			
Total self-identified	44%	44%	43%
- Mental health	24%	24%	24%
- Neurodivergence	21%	22%	20%
- Learning/memory	9%	9%	8%
- Chronic condition	6%	7%	5%
- Vision	5%	5%	4%
Daily activities always limited by disability/impairment (DISF1-12)			
Yes	15%	16%	13%
- Mental health	6%	6%	7%
- Neurodivergence	8%	9%	7%
- Learning/memory	3%	3%	3%
- Chronic condition	2%	2%	2%
- Vision	<1%	<1%	<1%

2.3 Living arrangements

A majority of students live away from their parents and family, most commonly in rented housing off campus. Among those not currently living on campus, about one in four students would prefer living on campus.

- Students aged 22 and older were less likely to report living with family or in on-campus housing and more likely to be living in their own home or in off-campus (rented) housing.
- Among those who are not currently living on campus, students who identify as a racialized person (32%) are twice as likely as those who do not (17%) to say they would prefer to live on campus if given the opportunity.

Table 8: Living arrangements			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Current living arrangement (LIVE1)			
Off campus with parents, guardians, or relatives	42%	44%	37%
In rented housing off campus (with others or alone)	41%	37%	46%
In on-campus housing	11%	12%	9%
In personally-owned home	6%	5%	7%
Other	1%	1%	1%
Prefer to live on campus* (LIVE2)			
Yes	24%	24%	24%
* The proportion is shown out of those not currently living on campus.			

* The proportion is shown out of those not currently living on campus.

2.4 Transportation to campus

Middle-years students most commonly report *using a vehicle* (either alone or in a carpool) to get to campus, followed by *public transportation*. Students attending Group 1 universities are more likely to report using public transportation to get to campus than Group 2 students, while Group 2 students are more likely to report walking to campus.

- Students aged 22 and older are less likely to walk to campus and more likely to say that they do not attend campus.
- Students who identify as a racialized person are more likely than those who do not to use *public transportation* (55% versus 32%) and less likely to *use a vehicle* (51% versus 77%).

Table 9: Methods of transportation to campus (COMM1-6)

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Vehicle (alone)	48%	49%	48%
Public transportation	43%	49%	35%
Walk	32%	25%	41%
Vehicle (with others)	16%	17%	14%
Bicycle	3%	3%	3%
Other	1%	1%	1%
Don't attend campus	2%	1%	3%

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

2.5 Parents' education

About one in seven middle-years students are first-generation students; that is, neither parent has had any post-secondary education. Conversely, over half had at least one parent graduate from university or professional school or had a graduate degree.

- As students get older, they are more likely to be first-generation students, increasing from 8% of those 19 and younger up to 23% of those 22 and older.

Table 10: Parents' highest level of education (MEDUC/PEDUC)

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
High school or less	14%	15%	12%
Some college or university	10%	11%	9%
College, CEGEP, or technical school graduate	20%	21%	20%
University or professional school graduate	36%	34%	39%
Graduate degree	17%	17%	18%
Other	<1%	<1%	<1%

Note: 'Don't know/not applicable' responses are not shown in the table but are included in the calculations.

2.6 Academic profile

- The vast majority of middle-years students are studying full-time. The older a student is, the less likely they are to be studying full-time.
- About one in five students have transferred from another institution, which likely explains why one in four began their post-secondary studies over three years ago compared to about one in five who registered at their university over three years ago. The older a student is, the more likely they are to have transferred from another institution.
- About one in five students say they interrupted their studies for one or more terms, most commonly for *financial reasons* (6%), *employment* (5%), or *illness* (5%). The older a student is, the more likely they are to have interrupted their studies.
- Most students report an average grade of B- or higher, with about four in 10 reporting a grade of A- or higher.

Table 11: Academic profile

Table 11: Academic profile			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Course load (LOAD)			
Full-time	92%	93%	90%
Part-time	8%	7%	10%
Year began post-secondary studies (HIST1)			
2025 or later	5%	5%	5%
2024	35%	35%	35%
2023	36%	35%	36%
2022	12%	12%	12%
2021 or earlier	13%	13%	12%
Year enrolled at this university (HIST2)			
2025 or later	11%	12%	9%
2024	35%	34%	35%
2023	35%	35%	36%
2022	11%	11%	11%
2021 or earlier	8%	8%	9%
Transferred from other institution (HIST3)			
Yes	18%	19%	16%
Interrupted studies for one or more terms (HIST5-13)			
Yes	21%	23%	17%
Reported university grade (HIST4)			
A-, A, or A+	39%	41%	36%
B-, B, or B+	45%	45%	46%
C-, C, or C+	15%	14%	17%
D	<1%	<1%	<1%
F	<1%	<1%	<1%

3.0 Activities

3.1 Involvement in campus activities

Although participation in various campus activities is not common, when looking at all activities, 43% of students report participating in at least one activity often or very often.

- As students get older, they are less likely to have attended home games of university athletic teams, decreasing from 15% of those 19 and younger down to 4% of those 22 and older.

Table 12: Involvement in campus activities (% often or very often)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Participated in student clubs (ACT5)	19%	17%	22%
Attended campus social events (ACT1)	17%	16%	18%
Participated in on-campus student recreational and sports programs (ACT6)	13%	11%	16%
Attended home games of university athletic teams (ACT7)	11%	10%	12%
Attended public lectures and guest speakers on campus (ACT2)	10%	10%	11%
Attended campus cultural events (ACT3)	9%	9%	9%
Participated in student government (ACT4)	6%	6%	7%

3.2 Involvement in community service and volunteer activities

About one in five students report volunteering often or very often, with students slightly more likely to volunteer off-campus than on-campus.

Table 13: Involvement in community service/volunteer activities (% often or very often)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Participated in on/off-campus community service/volunteer activities (ACT8/9)	20%	19%	22%
Participated in off-campus community service/volunteer activities (ACT9)	14%	13%	15%
Participated in on-campus community service/volunteer activities (ACT8)	11%	10%	12%

Among those who participate in volunteer activities, the typical student spends between three to four hours a week.

Table 14: Hours engaged in community service or volunteer activities per week (ACT10)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
None	65%	67%	63%
1 or 2	14%	13%	15%
3 to 5	13%	13%	14%
6 or more	8%	7%	9%
Average hours (all respondents)	1.6	1.5	1.8
Average hours (those who participate)	3.4	3.3	3.7

3.3 Study patterns

On average, students spend about 28 hours a week on their academic work, with slightly more time spent on academics outside of class than in class.

- The older a student is, the less time they spend in class; however, there are no differences by age for time spent on academics outside of class. Therefore, the ratio of time spent out of class to in class increases with age, from 1:1 for students 19 and younger to 1.2:1 for students 22 and older.
- On average, the lower a student's university grade, the less time they spend on academic activities in and outside of class, from 29.6 hours per week for students with an A- or higher average down to 25.5 hours per week for those with a C+ or lower average.

Table 15: Study patterns

Table 15: Study patterns			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Hours spent per week in scheduled classes and labs (ACT11)			
10 or fewer	38%	38%	40%
11 to 15	33%	35%	32%
16 to 20	16%	17%	16%
21 to 30	9%	8%	10%
More than 30	3%	2%	3%
Average number of hours	13.4	13.3	13.5
Hours spent per week on academic work outside of classes and labs (ACT12)			
10 or fewer	49%	51%	46%
11 to 15	17%	17%	17%
16 to 20	16%	16%	16%
21 to 30	13%	12%	14%
More than 30	6%	5%	7%
Average number of hours	14.5	13.9	15.3
Total hours spent per week on academic work in and out of class (ACT11/12)			
15 or fewer	18%	18%	18%
16 to 20	16%	17%	15%
21 to 30	30%	31%	29%
31 to 40	20%	20%	21%
More than 40	15%	14%	17%
Average number of hours	27.8	27.2	28.8

4.0 Current employment

Approximately six in ten middle-years students are currently employed, most often off-campus. The typical student works about 18 hours a week, with few working full-time (more than 30 hours a week).

Students are about twice as likely to indicate their work has negative (39%) than positive (21%) impact on their academic performance.

- The older a student is, the more hours they work, as the average hours per week increases from 14.6 hours for students 19 and younger up to 21.5 hours for students 22 and older.
- Students with a C+ or lower average report a more negative impact on their academic performance than students with an A- or higher average (49% versus 32%).
- Students who identify as a racialized person work more hours per week (19.0), than those who do not identify as a racialized person (16.5).

Table 16: Employment status			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Currently employed (WORK1)			
Yes, both on and off campus	4%	3%	4%
Yes, on campus	7%	7%	8%
Yes, off campus	46%	49%	42%
No, but seeking work	23%	22%	24%
No, not seeking work	20%	19%	21%
Number of hours worked per week* (WORK2)			
10 or less	31%	30%	34%
11 to 20	38%	39%	37%
21 to 30	20%	22%	17%
Over 30	11%	9%	13%
Average	17.6	17.5	17.7
Impact of employment on academic performance* (WORK3)			
Very positive	6%	6%	5%
Somewhat positive	15%	15%	15%
No impact	40%	41%	38%
Somewhat negative	36%	34%	39%
Very negative	3%	3%	3%
* Only students who are currently employed were asked how many hours they work per week and whether their employment has an impact on their academic performance.			

5.0 Professors

5.1 Perceptions of professors

Students report very positive experiences with professors. The most positive ratings for professors were for *seeming knowledgeable in their fields* (44% strongly agree), *treating students the same regardless of gender* (54% strongly agree), and *treating students the same regardless of race* (53% strongly agree). Students report that the least positive experience with professors was *taking a personal interest in their academic progress* (14% strongly agree).

Table 17: Perception of professors (% agree or strongly agree)

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Seem knowledgeable in their fields (PROF6)	96%	96%	96%
Treat students the same regardless of gender* (PROF13)	95%	96%	95%
Treat students the same regardless of race* (PROF14)	94%	95%	94%
Encourage students to participate in class discussions (PROF4)	91%	93%	88%
Are reasonably accessible outside of class (PROF1)	90%	91%	89%
Communicate well in their teaching (PROF7)	86%	89%	82%
Are well-organized in their teaching (PROF5)	85%	87%	82%
Look out for students' interests* (PROF15)	82%	84%	80%
Are consistent in their grading (PROF12)	82%	83%	80%
Are intellectually stimulating in their teaching (PROF8)	80%	83%	75%
Provide useful feedback on academic work (PROF9)	79%	82%	74%
Provide prompt feedback on academic work (PROF10)	72%	74%	69%
Take a personal interest in academic progress (PROF2)	60%	63%	56%
* These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.			

5.2 Most important aspect of teaching

Among the same 13 aspects related to professors, *communicating well in their teaching* and *being intellectually stimulating in their teaching* stand out as being the most important to students.

Table 18: Most important aspects of professors (PROF18-20)

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Communicate well in their teaching	46%	47%	46%
Are intellectually stimulating in their teaching	37%	36%	37%
Seem knowledgeable in their fields	34%	35%	32%
Are well organized in their teaching	31%	31%	32%
Provide useful feedback on my academic work	31%	30%	31%
Are consistent in their grading	21%	20%	23%
Treat students the same regardless of race	20%	19%	22%
Look out for students' interests	16%	17%	15%
Treat students the same regardless of gender	15%	14%	16%
Provide prompt feedback on my academic work	14%	14%	14%
Take a personal interest in my academic progress	13%	14%	13%
Are reasonably accessible outside of class	12%	12%	11%
Encourage students to participate in class discussions	9%	10%	8%
Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.			

5.3 Ability to evaluate teaching

Almost all students say they were given the chance to evaluate the quality of teaching in their courses, including seven in 10 who were able to evaluate the teaching in all of their courses.

Table 19: Ability to evaluate teaching (PROF16)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
All courses	70%	69%	72%
Most courses	17%	17%	18%
Some courses	10%	11%	8%
No courses	3%	3%	2%
Note: This question included an option for students to say "Not applicable" and those responses have been removed from the calculations.			

5.4 Satisfaction with quality of teaching

Middle-years students are generally satisfied with the quality of teaching they received, although many more tend to agree than strongly agree.

- As students' university grades decrease, they are less likely to strongly agree that, generally, they are satisfied with the quality of teaching they received.

Table 20: Agreement with statement "Generally, I am satisfied with the quality of teaching I have received" (PROF17)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Strongly agree	18%	20%	16%
Agree	68%	69%	66%
Disagree	11%	8%	14%
Strongly disagree	3%	2%	3%

6.0 Perceptions of staff

Middle-years students agree that *most university support staff are helpful* (30% strongly agree) and *most teaching assistants in my academic program are helpful* (23% strongly agree).

Table 21: Perception of staff (% agree or strongly agree)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Most university support staff are helpful (STAFF2)	88%	89%	87%
Most teaching assistants are helpful (STAFF1)	79%	81%	76%
Note: These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.			

7.0 Inclusivity

Students indicate that they feel most comfortable being themselves while *interacting with friends on campus* (73% very much) or *attending class* (63% very much). They feel least comfortable *attending campus social events* (27% very much) or *actively participating in campus social activities* (25% very much).

Table 22: Situations where students feel comfortable being themselves (% quite a bit or very much)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Interacting with friends on campus (INCL6)	90%	91%	90%
Attending class (INCL1)	86%	87%	86%
Interacting with instructors or professors (INCL3)	78%	80%	76%
Interacting with university staff (INCL4)	75%	76%	73%
Participating in class activities (INCL2)	74%	76%	72%
Participating in extracurricular activities (INCL7)	56%	54%	58%
Interacting with students on campus who you don't know well (INCL5)	55%	55%	55%
Attending campus social events (INCL8)	52%	52%	53%
Actively participating in campus social activities (INCL9)	49%	49%	50%
Note: These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.			

8.0 Growth and development

8.1 Contribution to communication skills

Among communication skills, universities contributed most to students' growth and development in *writing clearly and correctly* (18% very much).

- Students who identify as a racialized person (23%) are more likely than those who do not identify (9%) to indicate their university contributed much or very much to their *second or third language skills*.

Table 23: Contribution to communication skills (% much or very much)

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Writing clearly and correctly (DVL8)	56%	58%	53%
Speaking to small groups (DVL6)	51%	52%	50%
Speaking to a class or audience (DVL7)	41%	42%	39%
Second or third language skills (DVL12)	15%	16%	14%

8.2 Contribution to analytical and learning skills

Among analytical and learning skills, students indicated that universities contributed most to their *ability to find and use information* (24% very much) and *thinking logically and analytically* (23% very much). Students rated their university as contributing least to *mathematical skills* (11% very much).

Table 24: Contribution to analytical and learning skills (% much or very much)

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Ability to find and use information (DVL11)	63%	64%	62%
Thinking logically and analytically (DVL1)	63%	63%	62%
Listening to others to absorb information accurately (DVL10)	54%	55%	53%
Understanding abstract concepts (DVL5)	52%	52%	53%
Effective study and learning skills (DVL14)	52%	52%	52%
Thinking creatively to find ways to achieve an objective (DVL4)	50%	50%	50%
Reading to absorb information accurately (DVL9)	49%	50%	48%
Mathematical skills (DVL2)	29%	28%	30%

8.3 Contribution to working skills

Students' perceptions of their university's contribution to their working skills varied greatly, from *working independently* (32% very much) to *entrepreneurial skills* (6% very much).

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Working independently (DVL15)	68%	68%	69%
Skills for planning and completing projects (DVL13)	56%	56%	56%
Cooperative interaction in groups (DVL16)	49%	49%	49%
Skills and knowledge for employment (DVL20)	43%	42%	43%
Knowledge of career options (DVL22)	41%	40%	43%
Computer literacy skills (DVL17)	36%	35%	37%
Entrepreneurial skills (DVL19)	20%	20%	20%

8.4 Contribution to life skills

Students' perceptions varied as to the contribution that their university made to each of 11 skills, deemed "life skills," from *ability to interact with people from backgrounds different from your own* (24% very much) to *spirituality* (7% very much).

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Ability to interact with people from backgrounds different from your own (DVL25)	58%	58%	58%
Time management skills (DVL28)	55%	53%	57%
Persistence with difficult tasks (DVL18)	53%	52%	55%
Ability to evaluate your own strengths and weaknesses (DVL24)	53%	52%	55%
Dealing successfully with obstacles to achieve an objective (DVL3)	52%	51%	53%
Moral and ethical judgment (DVL29)	49%	49%	48%
Understanding Indigenous worldviews, experiences, issues, and peoples of Canada (DVL30)	48%	49%	46%
Ability to lead a group to achieve an objective (DVL21)	43%	42%	44%
Self-confidence (DVL23)	42%	44%	40%
Appreciation of the arts (DVL26)	35%	36%	34%
Spirituality (DVL27)	18%	19%	16%

8.5 Most important areas

Among the 30 areas, students were asked to rank the top three most important areas to which their university should be contributing. The table below shows the percentage of students who ranked each area in their top three choices (among those selected by at least 10% of students).

Students rated *skills and knowledge for employment* in their top three most often, followed by *time management skills* and *thinking logically and analytically*.

Table 27: Most important areas for university to contribute (DVL1ST-DVL3RD)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Skills and knowledge for employment	26%	25%	26%
Time management skills	24%	23%	26%
Thinking logically and analytically	22%	20%	25%
Effective study and learning skills	20%	21%	20%
Dealing successfully with obstacles to achieve an objective	17%	17%	17%
Self-confidence	17%	16%	18%
Knowledge of career options	15%	14%	15%
Ability to find and use information	14%	15%	12%
Persistence with difficult tasks	13%	13%	13%
Ability to evaluate your own strengths and weaknesses	11%	10%	12%
Ability to interact with people from backgrounds different from your own	10%	11%	10%
Writing clearly and correctly	10%	10%	9%
Thinking creatively to find ways to achieve an objective	10%	9%	11%
Moral and ethical judgment	10%	9%	10%
Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.			
Note: Only those that are 10% or more nationally are shown in the table.			

9.0 Commitment to completion

9.1 Financial resources to complete program

About seven in 10 students agree or strongly agree that *they have the financial resources to complete their program*.

Table 28: Agreement that they have financial resources to complete program (CMT1)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Strongly agree	25%	25%	25%
Agree	44%	45%	43%
Disagree	17%	17%	17%
Strongly disagree	7%	6%	8%
Don't know	7%	6%	7%

9.2 Perceptions of university education

Students are more likely to agree that they are *in the right program for them* (46% strongly agree) and *most of their courses are interesting* (30% strongly agree). Conversely, students are less likely to agree that they *had adequate information about their program from the university before they enrolled* (23% strongly agree).

Table 29: Agreement with statements about university education (% agree or strongly agree)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
I am in the right program for me (CMT3)	85%	86%	84%
Most of my courses are interesting (CMT4)	83%	85%	80%
My course load is manageable (CMT5)	83%	84%	81%
I had adequate information about my program from the university before I enrolled (CMT2)	70%	70%	70%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.			

9.3 Perceptions of effort

Students are most likely to agree that they are *willing to put a lot of effort into being successful at university* (55% strongly agree), which is reflected in the fact that almost as many agree that they *normally go to all of their classes* (56% strongly agree). Although students may feel that they can put in the effort, fewer say that they *can deal with stress* (22% strongly agree) or have *good study habits* (20% strongly agree).

- Students with an A- or higher average are more likely to agree or strongly agree that they *can deal with stress* and *have good study habits* than those with lower average grades.

Table 30: Agreement with statements about students' abilities and effort (% agree or strongly agree)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
I am willing to put a lot of effort into being successful at university (CMT7)	95%	95%	94%
I normally go to all of my classes (CMT6)	90%	92%	87%
I can deal with stress (CMT8)	78%	79%	77%
I have good study habits (CMT9)	71%	72%	68%

Note: 'Don't know' responses are not shown in the table but are included in the calculations.

9.4 Commitment to completion

The vast majority of students agree or strongly agree that they *plan to come back to their university next year*; however, one in 20 disagree or strongly disagree.

- Students who identify as a racialized person (50%) are less likely than those who do not identify (65%) to strongly agree that they *plan to come back to their university next year*.

Table 31: Plan to come back to this university next year (CMT10)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Strongly agree	57%	57%	58%
Agree	31%	30%	31%
Disagree	3%	3%	2%
Strongly disagree	3%	3%	3%
Don't know	7%	7%	6%

Compared to the previous table, results show that students are slightly more likely to say that they *plan to complete their degree at this university* than *plan to come back to this university next year*. The slight shift may indicate that some may not plan on returning the following year, but are planning to eventually return to complete their degree.

Table 32: Plan to complete my degree at this university (CMT13)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Strongly agree	67%	65%	69%
Agree	26%	26%	26%
Disagree	2%	2%	1%
Strongly disagree	1%	2%	1%
Don't know	4%	5%	4%

9.5 Plans to change institutions

Students are about twice as likely to say that they plan to *go to college or CEGEP next year* as they are to say that they plan to *transfer to another university next year*.

Table 33: Plans to change (% agree or strongly agree)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
I plan to go to college/CEGEP next year (CMT12)	14%	15%	12%
I plan to transfer to another university next year (CMT11)	7%	8%	7%

9.6 University is worth the cost

Around 6 in 10 middle-years students agree or strongly agree that *a university degree is worth the cost*.

Table 34: Agreement that university degree is worth the cost (CMT14)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Strongly agree	19%	20%	19%
Agree	38%	38%	37%
Disagree	21%	21%	22%
Strongly disagree	9%	9%	10%
Don't know	12%	12%	12%

10.0 Expectations and experience

The majority of middle-years students say that their experiences *met their expectations*, while equal proportions say their experiences *fell short of* or *exceeded their expectations*.

- Results show that those with higher average university grades are more likely to say that their university *exceeded their expectations* than those with lower average grades. In fact, 25% of those with an average grade of A- or higher said that their expectations were exceeded, compared to 11% of those with an average grade of C+ or lower.

Table 35: Meeting expectations (EXP18)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Exceeded	19%	21%	17%
Met	62%	62%	63%
Fell short	19%	17%	20%

11.0 Overall evaluation

11.1 Satisfaction with concern shown by university

About seven in 10 middle-years students say that they are satisfied or very satisfied with the *concern shown by the university for them as an individual*.

Table 36: Satisfaction with concern shown by the university for student as an individual (EVAL3)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Very satisfied	9%	10%	7%
Satisfied	61%	61%	61%
Dissatisfied	23%	22%	25%
Very dissatisfied	7%	7%	7%

11.2 Satisfaction with decision to attend this university

Slightly less than nine in 10 middle-years students are satisfied with *their decision to attend their university*.

Table 37: Satisfaction with decision to attend this university (EVAL9)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Very satisfied	22%	23%	20%
Satisfied	65%	64%	66%
Dissatisfied	10%	9%	12%
Very dissatisfied	3%	3%	3%

11.3 Recommend university to others

Students were asked to rate the likelihood that they would recommend their university on a scale from 0 (not at all likely) to 10 (extremely likely). Using the Net Promoter Score calculation, where detractors (rating of 0 to 6) are subtracted from promoters (rating of 9 or 10), participating universities have a score of -9 (24% promoters minus 33% detractors). Results indicate that Group 2 universities have a lower Net Promoter Score than Group 1 universities.

- Students 20 to 21 years old have the lowest Net Promoter Score at -14, while students that are 19 and under or 22 and over have higher scores at -5 and -4, respectively.
- Male students (-16) have a much lower score than female students (-4).
- Net Promoter Score is directly related to grades, with those who have a grade of A or higher having a score of +2, with those with a C or lower having a score of -26.
- Students that self-identify as a racialized person have a much lower score (-15) than those who do not self-identify (-2).

Table 38: Recommend university to others (EVAL14)

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Promoter (rating of 9 or 10)	24%	26%	22%
Passive (rating of 7 or 8)	43%	43%	42%
Detractor (rating of 0 to 6)	33%	31%	35%
Net Promoter Score (promoter minus detractor)	-9	-5	-13
Note: The Net Promoter Score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.			

12.0 Goal development

12.1 Choosing a discipline or major

By their middle years, almost all students say that they have chosen a major or discipline.

Table 39: Chosen a major or discipline (GOAL1)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Yes	84%	85%	83%
No	16%	15%	17%

12.2 Plans for additional schooling

After completing their undergraduate studies, around one-third plan on *applying to graduate school*, while slightly fewer plan on *applying to a professional program*.

Table 40: Post-graduation plans			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Apply to graduate school (GOAL4)			
Yes	33%	33%	33%
No	27%	27%	26%
Unsure	40%	40%	41%
Apply to professional program (GOAL3)			
Yes	29%	30%	28%
No	39%	38%	41%
Unsure	31%	31%	31%

12.3 Career plans

Overall, around one-third of middle-year students have a specific career in mind, while another third have several possible careers. Despite many having a career (or two) in mind, just 1 in 5 said they know their career options very well.

Table 41: Career plans			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Description of career plans (GOAL5)			
I have a specific career in mind	36%	38%	34%
I have several possible careers in mind	32%	31%	33%
I have some general ideas but I need to clarify them	20%	20%	20%
I am unsure, but I want to develop a career plan	7%	7%	8%
I am not thinking about a career at this stage of my studies	2%	2%	1%
I am already working/been offered a job in my desired career	3%	2%	4%
How well students know career options (GOAL6)			
Very well	21%	21%	22%
Fairly well	51%	50%	53%
Only a little	25%	26%	22%
Not at all	3%	3%	3%

12.4 Steps taken to prepare for employment

Almost all middle-years students have taken at least one step to prepare for employment or their career after graduation. Most commonly, they have taken steps that might be considered casual – that is, *talking with parents, family, friends, or professors about employment*.

- As students get older, they are less likely to have *talked with parents/family* about their career options.

Table 42: Steps taken to prepare for employment or career after graduation			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Talked with parents/family about employment/career (GOAL8)	74%	74%	74%
Talked with friends about employment/career (GOAL9)	70%	69%	71%
Created resume, CV, e-portfolio, or online profile (GOAL10)	55%	53%	59%
Talked with professors about employment/career (GOAL7)	40%	43%	36%
Attended an employment fair (GOAL12)	28%	27%	29%
Worked in chosen field of employment (GOAL14)	28%	26%	31%
Volunteered in chosen field of employment (GOAL15)	27%	27%	26%
Met with a career counsellor (GOAL13)	16%	16%	15%
I have a career mentor (GOAL16)	5%	5%	5%
None (GOAL17)	6%	6%	5%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.			

13.0 Satisfaction with facilities and services

13.1 General facilities and services

The table below shows that some services are used by middle-years students more often than others.

- The younger a student is, the more likely they are to use *university residences* and *athletic facilities*.
- Students that self-identify as a racialized person are less likely than those who do not self-identify to use *online university bookstores* (35% versus 54%), *physical university bookstores* (35% versus 53%), and *parking* (31% versus 54%).

Table 43: Use of general facilities and services

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Study spaces on campus (SRV27)	66%	66%	66%
Food services on campus (SRV25)	61%	62%	59%
Library electronic resources (SRV5)	48%	49%	46%
University bookstores: online (SRV19)	45%	46%	42%
University bookstores: physical stores (SRV18)	44%	48%	38%
Parking (SRV26)	43%	45%	39%
On-campus library (SRV4)	32%	32%	32%
Athletic facilities (SRV16)	32%	28%	37%
Other recreational facilities (SRV17)	15%	14%	16%
Facilities for university-based social activities (SRV22)	14%	15%	13%
University residences (SRV13)	14%	15%	13%
Campus medical services (SRV20)	12%	11%	14%
Computing services help desk (SRV24)	10%	11%	9%
Facilities for student associations (SRV23)	9%	9%	9%

Among those who used the facilities and services, results show little difference in satisfaction with general facilities and services, with the exception of *parking* (7% very satisfied).

Table 44: Satisfaction with general facilities and services (% satisfied or very satisfied)

	All students	Group	
		1	2
Library electronic resources (SRV5SAT)	95%	95%	96%
On-campus library (SRV4SAT)	95%	95%	94%
Computing services help desk (SRV24SAT)	94%	94%	94%
Other recreational facilities (SRV17SAT)	93%	94%	93%
University bookstores: physical stores (SRV18SAT)	93%	93%	93%
University bookstores: online (SRV19SAT)	92%	92%	92%
Facilities for student associations (SRV23SAT)	90%	91%	90%
Facilities for university-based social activities (SRV22SAT)	89%	88%	92%
Campus medical services (SRV20SAT)	88%	86%	91%
Athletic facilities (SRV16SAT)	87%	85%	88%
Study spaces on campus (SRV27SAT)	86%	86%	86%
University residences (SRV13SAT)	79%	81%	74%
Food services on campus (SRV25SAT)	74%	73%	75%
Parking (SRV26SAT)	40%	42%	36%

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

13.2 Academic services

Academic advising is used much more than the other four academic services.

Table 45: Use of academic services			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Academic advising (SRV9)	51%	52%	51%
Study skills and learning supports (SRV11)	12%	11%	13%
Writing skills supports (SRV12)	8%	8%	8%
Co-op offices and supports (SRV21)	8%	5%	13%
Tutoring (SRV10)	7%	7%	7%

Students who have used academic services report very high levels of satisfaction.

Table 46: Satisfaction with academic services (% satisfied or very satisfied)			
	All students	Group	
		1	2
Writing skills supports (SRV12SAT)	95%	95%	95%
Study skills and learning supports (SRV11SAT)	91%	90%	91%
Tutoring (SRV10SAT)	89%	91%	85%
Co-op offices and supports (SRV21SAT)	85%	92%	82%
Academic advising (SRV9SAT)	85%	86%	84%
Note: Percentages are based on those who have used the service.			

13.3 Special services

As the name implies, special services are those that tend to be created for specific groups of students, although they are often accessible to all students. Use of these special services has a wide range.

- Students that self-identify as a racialized person are more likely to have used *services for international students* (10% versus 1%) and *services for Indigenous students* (5% versus <1%).

Table 47: Use of special services			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Financial aid (SRV15)	27%	28%	26%
Personal counselling (SRV8)	13%	14%	12%
Services for students with disabilities (SRV3)	13%	14%	12%
Employment services (SRV6)	8%	7%	10%
Advising for students who need financial aid (SRV14)	7%	7%	6%
Career counselling (SRV7)	7%	6%	8%
Services for international students (SRV2)	5%	5%	5%
Services for Indigenous students (SRV1)	2%	2%	3%

Satisfaction with special services is very high, with at least 82% of those who used each service saying that they are satisfied or very satisfied with it.

Table 48: Satisfaction with special services (% satisfied or very satisfied)			
	All students	Group	
		1	2
Services for Indigenous students (SRV1SAT)	93%	94%	91%
Services for students with disabilities (SRV3SAT)	87%	88%	84%
Services for international students (SRV2SAT)	87%	87%	86%
Personal counselling (SRV8SAT)	85%	86%	83%
Financial aid (SRV15SAT)	84%	86%	80%
Advising for students who need financial aid (SRV14SAT)	82%	84%	79%
Career counselling (SRV7SAT)	82%	82%	83%
Employment services (SRV6SAT)	82%	77%	86%
Note: Percentages are based on those who have used the service.			

14.0 Finances

14.1 Credit cards

Eighty-three percent of middle-years students report that they have at least one credit card, including 24% with two or more. Among those students who have credit cards, three-quarters pay off their balance each month. The average credit card debt for students who have an unpaid balance is just under \$4,000.

- The older the student, the more likely they are to have a credit card or multiple credit cards, and the less likely they are to pay off their balance each month. Older students also carry a higher credit card balance, increasing from \$116 for those 19 and younger to \$1,857 for those 22 and older.
- As middle-years students' grades increase, so does the likelihood of regularly paying off their balance each month, increasing from 59% of those with a C+ or lower average to 84% of those with an A- or higher average.

Table 49: Credit cards			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Number of credit cards (FIN1)			
None	17%	17%	18%
One	59%	59%	59%
Two	16%	17%	15%
Three or more	8%	7%	8%
Regularly pay off balance each month* (FIN2)			
Yes	76%	75%	79%
Total credit card balance* (FIN3)			
Zero	77%	75%	79%
\$500 or less	3%	3%	3%
\$501 to \$1,000	4%	4%	4%
Over \$1,000	11%	12%	10%
Don't know	5%	5%	5%
Average (all with credit card)	\$784	\$740	\$849
Average (those with unpaid balance)	\$3,936	\$3,466	\$4,784
* Total credit card balance and payment of the balance were asked of those who had at least one credit card.			

14.2 Debt from financing post-secondary education

Two-fifths of middle-years students report owing money, although some sources are more common than others. For instance, students are about four times more likely to report debt from *government student loans* than from *loans from parents or family*.

- The older a student is the more likely they are to report having debt, increasing from 33% of those 19 and younger to 52% of those 22 and older.

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Any debt	41%	41%	41%
Government student loans	36%	35%	37%
Loans from parents/family	9%	9%	9%
Loans from financial institutions	7%	7%	8%
Debt from other sources	4%	4%	4%

Among all middle-years students, the average education-related debt at the time of the survey was just over \$10,000. When only those who report having debt are considered, the average amount of debt is about 2.5 times higher.

Government student loans account for the most debt at about \$22,000, about 54% higher than *loans from financial institutions* and 83% more than debt from *loans from parents or family*.

- The older the student, the more debt they report, increasing from \$6,693 for those 19 and younger up to \$14,518 for those 22 and older.
- As students' grades decrease, the amount of debt they report increases, from \$8,666 of those with an A- or higher average to \$11,723 of those with a C+ or lower average.

Table 51: Average amount of repayable debt			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Average total debt (DEBT1AMT-DEBT4AMT)			
All respondents	\$10,227	\$10,162	\$10,324
Those with debt	\$24,944	\$24,768	\$25,208
Average among those with these sources			
Government student loans (DEBT1AMT)	\$21,807	\$22,401	\$20,951
Loans from financial institutions (DEBT2AMT)	\$14,136	\$14,090	\$14,197
Loans from parents/family (DEBT3AMT)	\$11,926	\$11,005	\$13,383
Debt from other sources (DEBT4AMT)	\$7,054	\$6,305	\$8,040

Although the majority of students do not have any debt, the distribution of total student debt skews towards those who are \$20,000 or more in debt.

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
No debt	59%	59%	59%
Less than \$5,000	3%	3%	4%
\$5,000 to \$9,999	5%	6%	4%
\$10,000 to \$14,999	6%	6%	6%
\$15,000 to \$19,999	5%	5%	5%
\$20,000 or more	22%	22%	23%

14.3 Sources of university funding

14.3.1 Use of sources

The most common source that students use to fund their current year is *parents, family, or spouse*, with many also using earnings from *summer* or *current* employment. The proportion who are currently using *government loans or bursaries* is slightly higher than the proportion who reported debt from this source (Section 14.2).

- The older the student, the less likely they are to be financing their education through *parents, family or spouses, earnings from summer work, or RESPs*.
- As might be expected, students with an average university grade of A- or higher (60%) are more likely than those with an average grade of B- to B+ (34%) or C+ or lower (25%) to say that they have received a *university scholarship, financial award, or bursary*.
- Students who self-identify as a racialized person are less likely than those who do not to rely on *earnings from summer work* (28% versus 55%) and *RESPs* (13% versus 29%).

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Parents, family, or spouse (INC3)	51%	49%	53%
Government loan or bursary (INC1)	45%	43%	47%
University scholarship, financial award, or bursary (INC2)	42%	45%	38%
Earnings from summer work (INC8)	42%	43%	41%
Earnings from current employment (INC6/7)	41%	42%	40%
RESP (INC10)	21%	21%	22%
Loans from financial institution (INC4)	7%	7%	7%
Investment income (INC9)	5%	5%	5%
Co-op program, internship, etc. related to your program (INC5)	5%	3%	9%
Other (INC11)	5%	5%	5%

Most students rely on multiple sources to fund their education, with one quarter of students using four or more sources.

- As age increases, so does the reliance on one source of financing, from 19% of students 19 and under to 31% of those 22 and over.
- Students who self-identify as a racialized person are less likely than those who do not to rely on one source of financing (30% versus 18%).

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
One	24%	24%	25%
Two	26%	27%	25%
Three	24%	24%	22%
Four or more	26%	25%	28%
Average	2.7	2.6	2.7

14.3.2 Average financing

Students require over \$18,000 to finance their current year. It is worth noting that the average amount contributed by each source is not perfectly in line with the proportion who report using each source. For example, just 5% cite using a *co-op program, internship, or other practical experiences related to their program*, but it provides the second highest average amount. Conversely, the most common source reported was *parents, family, or spouse*, and yet it contributed the fourth highest amount on average.

- As age increases, the average amount that students require to finance their current year of education increases, from \$17,722 for those 19 and under to \$19,559 for those 22 and over.
- The average amount that male students require to finance their current year of education (\$20,100) is higher than the amount for female students (\$17,885).
- As grades increase, the average amount increases, from \$16,657 for those with an average grade of C+ or lower to \$19,119 for those with an average of A- or higher.

Table 55: Average amount from each financing source

	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
All respondents			
Overall (INC1AMT-INC11AMT)	\$18,564	\$17,978	\$19,451
Average among those with these sources			
Government loan or bursary (INC1AMT)	\$10,517	\$10,386	\$10,696
Co-op program, internship, and other practical experiences related to program (INC5AMT)	\$9,689	\$9,578	\$9,733
Loans from financial institution (INC4AMT)	\$9,656	\$9,971	\$9,171
Parents, family, or spouse (INC3AMT)	\$8,885	\$8,714	\$9,119
RESP (INC10AMT)	\$7,170	\$7,399	\$6,848
Earnings from current employment (INC6AMT/INC7AMT)	\$6,365	\$6,213	\$6,607
Earnings from summer work (INC8AMT)	\$6,212	\$6,214	\$6,209
Investment income (e.g., bonds, dividends) (INC9AMT)	\$5,642	\$4,455	\$7,389
University scholarship, financial award, or bursary (INC2AMT)	\$3,501	\$3,770	\$3,033
Other (INC11AMT)	\$9,152	\$7,896	\$10,921

15.0 Equity and diversity

15.1 Gender identity

The proportion who self-identify as a woman or man is fairly in line with information provided by universities (shown in Section 2.1). Among all respondents, 90% identified as either a man or woman only, while 3% identified as a man or woman and at least one other gender identity and 4% identified as at least one identity other than man or woman.

Table 56: Gender identity (GENDI1-11)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Agender	<1%	<1%	<1%
Gender non-conforming	2%	2%	1%
Genderfluid	1%	1%	<1%
Man	33%	32%	33%
Non-binary	2%	3%	2%
Questioning	<1%	<1%	<1%
Trans	2%	2%	1%
Two Spirit	<1%	<1%	<1%
Woman	61%	60%	61%
Another gender identity	<1%	1%	<1%
Prefer not to answer	3%	3%	3%

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

15.2 Sexual orientation

Overall, 61% of respondents identified as heterosexual/straight only, while 2% identified as heterosexual and at least one other sexuality and 27% identified as at least one sexuality other than heterosexual/straight.

Table 57: Sexual orientation (SEXO1-11)			
	All students (n=8,397)	Group	
		1 (n=5,123)	2 (n=3,274)
Asexual	7%	8%	7%
Bisexual	11%	12%	10%
Demisexual	2%	2%	2%
Gay	1%	1%	1%
Heterosexual/straight	63%	60%	66%
Lesbian	3%	3%	3%
Pansexual, multisexual, omnisexual	3%	4%	3%
Queer	5%	5%	4%
Questioning	2%	2%	2%
Another sexual orientation	1%	1%	<1%
Prefer not to answer	11%	11%	10%

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

16.0 Food accessibility module

For the 2026 survey, CUSC-CCREU added a module of questions about food accessibility. This module was optional for universities. The results reported are only from middle-year students at universities that opted to participate in the module.

16.1 Food services on campus

Almost 3 in 10 students use food services on campus at least once a week, including 5% who report using it daily.

- Use of food services on campus tends to decrease with age as 29% of those 19 and under report they never used food services on campus, increasing to 45% for those 22 and over.

Table 58: Frequency of using food services on campus (FOOD1)			
	All students (n=8,019)	Group	
		1 (n=4,745)	2 (n=3,274)
Daily	5%	6%	4%
A few times a week	13%	14%	12%
Once a week	10%	11%	8%
A few times a month	18%	19%	17%
Once a month or less	16%	15%	17%
Never	38%	35%	42%

Among those who used food services on campus in the past 12 months, the vast majority (93%) said they did so because of *convenience*.

Table 59: Reasons for using food services on campus (FOOD1A-F)*			
	All students	Group	
		1	2
Convenience	93%	92%	94%
Opportunities for social interaction	13%	11%	14%
Cost	8%	7%	8%
Food quality	6%	6%	5%
Nutritional concerns	3%	3%	2%
Other	7%	8%	6%

* Only those who used food services on campus since September are included.

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

16.2 Food at home

Almost 9 in 10 middle-years students prepare food at home at least once a week, including over half who prepare food at home daily.

- Students who self-identify as a racialized person are less likely than those who do not identify to have prepared food at home daily (47% versus 62%).

Table 60: Frequency of preparing food at home (FOOD2)			
	All students (n=8,019)	Group	
		1 (n=4,745)	2 (n=3,274)
Daily	56%	55%	57%
A few times a week	27%	28%	26%
Once a week	5%	5%	5%
A few times a month	6%	6%	6%
Once a month or less	3%	3%	3%
Never	3%	3%	3%

16.3 Food services off campus

About 4 in 10 students use food services off campus weekly, including 2% who use it daily.

Table 61: Frequency of using food services off campus (FOOD3)			
	All students (n=8,019)	Group	
		1 (n=4,745)	2 (n=3,274)
Daily	2%	2%	3%
A few times a week	19%	17%	22%
Once a week	18%	17%	19%
A few times a month	29%	29%	28%
Once a month or less	20%	21%	18%
Never	12%	13%	10%

Two-thirds of middle-years students who used food services off campus indicated they did so because of *convenience*, while over one in three indicated they did so because of the *food quality* or *cost*.

Table 62: Reasons for using food services off campus (FOOD3A-F)*			
	All students	Group	
		1	2
Convenience	66%	62%	71%
Food quality	38%	38%	38%
Cost	37%	38%	35%
Nutritional concerns	17%	17%	16%
Opportunities for social interaction	16%	16%	15%
Other	6%	6%	5%
* Only those who used food services off campus since September are included. Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.			

16.4 Food banks

The vast majority of middle-years students did not use a food bank this academic year, with 11% reporting using one at least once.

	All students (n=8,019)	Group	
		1 (n=4,745)	2 (n=3,274)
Daily	<1%	<1%	<1%
A few times a week	<1%	<1%	<1%
Once a week	<1%	<1%	1%
A few times a month	2%	3%	2%
Once a month or less	6%	6%	6%
Never	89%	89%	89%

Of those who have used a food bank since September, around three-quarters did so because of the *cost*, while one-third did so for *convenience*.

- Students who self-identify as a racialized person are less likely than those who do not identify to use food banks due to *cost* (67% versus 82%), and more likely to use them for *convenience* (36% versus 28%) or *opportunities for social interaction* (7% versus 2%).

	All students	Group	
		1	2
Cost	73%	73%	74%
Convenience	32%	32%	32%
Nutritional concerns	11%	13%	9%
Food quality	8%	7%	8%
Opportunities for social interaction	5%	4%	6%
Other	7%	8%	6%

* Only those who used food banks since September are included.
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.

16.5 Satisfaction with food on campus meeting dietary restrictions

Around three-quarters of middle-years students are either satisfied or very satisfied with food on campus meeting their dietary restrictions.

	All students (n=8,019)	Group	
		1 (n=4,745)	2 (n=3,274)
Very satisfied	13%	13%	13%
Satisfied	59%	58%	59%
Dissatisfied	19%	18%	19%
Very dissatisfied	10%	10%	9%

Note: This question included an option for students to say, "Not applicable" and those responses have been removed from the calculations.

16.6 Perception of current food situation

The majority of middle-years students agree or strongly agree that they can afford to buy enough food for their needs and can afford to buy nutritious food. Around four in 10 are currently concerned about being able to afford food or are concerned about running out of money by the end of the semester to buy food.

- As grades decrease, agreement that students are concerned about running out of money by the end of this semester to buy food increases, from 30% of those with an average grade of A- or higher to 52% of those with an average grade of C+ or lower.

Table 66: Perception of current food situation (% agree or strongly agree)

	All students (n=8,019)	Group	
		1 (n=4,745)	2 (n=3,274)
I can afford to buy enough food for my needs (FOOD6C)	84%	85%	83%
I can afford to buy nutritious food (FOOD6B)	74%	74%	76%
I am currently concerned about being able to afford food (FOOD6A)	43%	43%	42%
I am concerned about running out of money by the end of this semester to buy food (FOOD6D)	39%	38%	39%
Note: These questions included an option for students to say, "Not applicable" and those responses have been removed from the calculations.			

Appendix A - 2026 CUSC-CCREU Survey (© 2026)

This survey is being completed by first-year students at approximately 30 Canadian universities. We want to learn more about our new students to help them make a successful transition to university.

If you cannot finish the survey in one sitting, you can close it and return to it using the link in the email we sent you. You will be returned to the page you were on when you closed. All of your responses are confidential.

shading	description
No shading	Question only in the Middle Years survey
	Question in all 3 surveys
	Question in the First Year Survey and the Middle Years Survey
	Question in the Middle Years Survey and the Graduating Survey

Academic history

- hist1 In what year did you begin your postsecondary studies? Year: _____
- hist2 In what year did you first enrol at <institution name>? Year: _____
- hist3 Have you transferred to <institution name> from another postsecondary institution?
☐ Yes ☐ No
- hist4 Please choose the letter grade that best reflects your overall average grade:
☐ A (includes A+, A and A-)
☐ B (includes B+, B and B-)
☐ C (includes C+, C and C-)
☐ D
☐ F

Since starting your post-secondary education, have you ever interrupted your studies for one or more terms (not including inter-sessions, summer sessions or work terms)? Please select all that apply.

- hist5 ☐ No, I did not interrupt my studies
- hist6 ☐ Yes, due to illness
- hist7 ☐ Yes, for financial reasons
- hist8 ☐ Yes, to have/raise children
- hist9 ☐ Yes, required to withdraw by the university
- hist10 ☐ Yes, for employment
- hist11 ☐ Yes, for other family reasons
- hist12 ☐ Yes, to travel
- hist13 ☐ Yes, for other reasons (please specify) _____

Activities

Since last September how often have you ...	Never	Occasionally	Often	Very often
act1 Attended campus social events	☐	☐	☐	☐
act2 Attended public lectures and guest speakers on campus	☐	☐	☐	☐
act3 Attended campus cultural events (theatre, concerts, art exhibits, etc.)	☐	☐	☐	☐
act4 Participated in student government (excluding voting in student elections)	☐	☐	☐	☐
act5 Participated in student clubs	☐	☐	☐	☐
act6 Participated in on-campus student recreational and sports programs	☐	☐	☐	☐
act7 Attended home games of university athletic teams	☐	☐	☐	☐
act8 Participated in on-campus community service/ volunteer activities	☐	☐	☐	☐
act9 Participated in off-campus community service/ volunteer activities	☐	☐	☐	☐

[If act8 or act9 < "Never" branch to act10, otherwise branch to act11]

act10 During a typical week in the current term, about how many hours do you spend in community service/ volunteer activities?
Hours: _____

During a typical week in the current term, about how many hours do you spend on the following academic activities?

act11 In scheduled classes, labs, seminars and tutorials (hours per week) _____
act12 Academic work outside of class time (hours per week) _____

Current employment

work1 Excluding work related to a co-op program are you employed during the current academic term?

- ☐ Yes, off campus
- ☐ Yes, on campus
- ☐ Yes, both off campus and on campus
- ☐ No, but I am looking for work
- ☐ No, and I am not looking for work

[If work1= "Yes ..." branch to work2, otherwise branch to Professors section]

work2 In a typical week, about how many hours are you employed in this work? _____

work3 What impact has this employment had on your academic performance?

- ☐ Very negative
- ☐ Somewhat negative
- ☐ No impact
- ☐ Somewhat positive
- ☐ Very positive

Professors

Please indicate your level of agreement or disagreement with the following statements about your professors.

Most of my professors ...		Strongly disagree	Disagree	Agree	Strongly agree
prof1	are reasonably accessible outside of class	☐	☐	☐	☐
prof2	take a personal interest in my academic progress	☐	☐	☐	☐
prof4	encourage students to participate in class discussions	☐	☐	☐	☐
prof5	are well organized in their teaching	☐	☐	☐	☐
prof6	seem knowledgeable in their fields	☐	☐	☐	☐
prof7	communicate well in their teaching	☐	☐	☐	☐
prof8	are intellectually stimulating in their teaching	☐	☐	☐	☐
prof9	provide useful feedback on my academic work	☐	☐	☐	☐
prof10	provide prompt feedback on my academic work	☐	☐	☐	☐
prof12	are consistent in their grading	☐	☐	☐	☐

Most of my professors ...		Strongly disagree	Disagree	Agree	Strongly agree	No basis for opinion
prof13	treat students the same regardless of gender	☐	☐	☐	☐	☐
prof14	treat students the same regardless of race	☐	☐	☐	☐	☐
prof15	look out for students' interests	☐	☐	☐	☐	☐

Regardless of how well you think your professors did, which three statements do you think are the most important? prof18 _____ prof19 _____ prof20 _____

		Yes, all courses	Yes, most courses	Yes, some courses	No courses	Not applicable
prof16	Were you given the chance to evaluate the quality of teaching in your courses this past fall?	☐	☐	☐	☐	☐

Considering all of your professors and courses, please indicate your level of agreement or disagreement with the following statement.

prof17 Generally, I am satisfied with the quality of teaching I have received.
☐ Strongly disagree ☐ Disagree ☐ Agree ☐ Strongly agree

Staff

Please indicate your level of agreement or disagreement with the following statements.

		Strongly disagree	Disagree	Agree	Strongly agree	No basis for opinion
staff1	Most teaching assistants in my academic program are helpful	☐	☐	☐	☐	☐
staff2	Most university support staff (e.g., clerks, secretaries, etc.) are helpful	☐	☐	☐	☐	☐

Inclusivity

A person's identity may be comprised of many parts, such as gender, race or ethnicity, sexual orientation, disability/impairment, or other aspects. When you think of your identity as a whole, to what extent do you feel comfortable being yourself in the following situations or environments?

		Not at all	Somewhat	Quite a bit	Very much	No basis for opinion
incl1	Attending class	☐	☐	☐	☐	☐
incl2	Participating in class activities (e.g., discussions, group projects)	☐	☐	☐	☐	☐
incl3	Interacting with instructors or professors	☐	☐	☐	☐	☐
incl4	Interacting with university staff	☐	☐	☐	☐	☐
incl5	Interacting with students on campus who you don't know well	☐	☐	☐	☐	☐
incl6	Interacting with friends on campus	☐	☐	☐	☐	☐
incl7	Participating in extracurricular activities (e.g., clubs, sports)	☐	☐	☐	☐	☐
incl8	Attending campus social events	☐	☐	☐	☐	☐
incl9	Actively participating in campus social activities	☐	☐	☐	☐	☐

Growth and development

How much has your experience at <institution name> contributed to your growth and development in the following areas?

		None	Very little	Some	Much	Very much
dvl1	Thinking logically and analytically	☐	☐	☐	☐	☐
dvl2	Mathematical skills	☐	☐	☐	☐	☐
dvl3	Dealing successfully with obstacles to achieve an objective	☐	☐	☐	☐	☐
dvl4	Thinking creatively to find ways to achieve an objective	☐	☐	☐	☐	☐
dvl5	Understanding abstract concepts	☐	☐	☐	☐	☐
dvl6	Speaking to small groups	☐	☐	☐	☐	☐
dvl7	Speaking to a class or audience	☐	☐	☐	☐	☐
dvl8	Writing clearly and correctly	☐	☐	☐	☐	☐
dvl9	Reading to absorb information accurately	☐	☐	☐	☐	☐
dvl10	Listening to others to absorb information accurately	☐	☐	☐	☐	☐
dvl11	Ability to find and use information	☐	☐	☐	☐	☐
dvl12	Second or third language skills	☐	☐	☐	☐	☐
dvl13	Skills for planning and completing projects	☐	☐	☐	☐	☐
dvl14	Effective study and learning skills	☐	☐	☐	☐	☐
dvl15	Working independently	☐	☐	☐	☐	☐
dvl16	Cooperative interaction in groups	☐	☐	☐	☐	☐
dvl17	Computer literacy skills	☐	☐	☐	☐	☐
dvl18	Persistence with difficult tasks	☐	☐	☐	☐	☐
dvl19	Entrepreneurial skills	☐	☐	☐	☐	☐
dvl20	Skills and knowledge for employment	☐	☐	☐	☐	☐
dvl21	Ability to lead a group to achieve an objective	☐	☐	☐	☐	☐
dvl22	Knowledge of career options	☐	☐	☐	☐	☐
dvl23	Self-confidence	☐	☐	☐	☐	☐
dvl24	Ability to evaluate your own strengths and weaknesses	☐	☐	☐	☐	☐
dvl25	Ability to interact with people from backgrounds different from your own	☐	☐	☐	☐	☐
dvl26	Appreciation of the arts	☐	☐	☐	☐	☐
dvl27	Spirituality	☐	☐	☐	☐	☐
dvl28	Time management skills	☐	☐	☐	☐	☐
dvl29	Moral and ethical judgment	☐	☐	☐	☐	☐
dvl30	Understanding Indigenous worldviews, experiences, issues, and peoples of Canada	☐	☐	☐	☐	☐

Regardless of how well you think your university did, which three areas of your growth and development do you think are the most important?

dvl1st _____ dvl2nd _____ dvl3rd _____

Commitment to completion

Please indicate your level of agreement or disagreement with the following statements.

		Strongly disagree	Disagree	Agree	Strongly agree	Don't know
cmt1	I have the financial resources to complete my program	☐	☐	☐	☐	☐
cmt2	I had adequate information about my program from the university before I enrolled	☐	☐	☐	☐	☐
cmt3	I am in the right program for me	☐	☐	☐	☐	☐
cmt4	Most of my courses are interesting	☐	☐	☐	☐	☐
cmt5	My course load is manageable	☐	☐	☐	☐	☐
cmt6	I normally go to all of my classes	☐	☐	☐	☐	☐
cmt7	I am willing to put a lot of effort into being successful at university	☐	☐	☐	☐	☐
cmt8	I can deal with stress	☐	☐	☐	☐	☐
cmt9	I have good study habits	☐	☐	☐	☐	☐
cmt10	I plan to come back to this university next year	☐	☐	☐	☐	☐
cmt11	I plan to transfer to another university next year	☐	☐	☐	☐	☐
cmt12	I plan to go to college/CEGEP next year	☐	☐	☐	☐	☐
cmt13	I plan to complete my degree at this university	☐	☐	☐	☐	☐
cmt14	A university degree is worth the cost	☐	☐	☐	☐	☐

Expectations and experience

exp18 Has <institution name> exceeded, met or fallen short of your expectations?

☐ Exceeded ☐ Met ☐ Fallen short

Overall evaluation

Please indicate your level of satisfaction or dissatisfaction with <institution name> in the following areas.

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
eval3	Concern shown by the university for you as an individual	☐	☐	☐	☐
eval9	Your decision to attend this university	☐	☐	☐	☐
eval14	How likely is it that you would recommend <institution name> to a friend or family member? ☐ 0 Not at all likely ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 Extremely likely				

[If eval14 =< 6 branch to eval14txt, otherwise branch to Goal development section]

eval14txt Please explain why you gave a rating of [EVAL14] out of 10 for recommending this university.

Goal development

goal1 Have you declared a major or discipline?

☐ Yes ☐ No

After you have completed your undergraduate studies do you intend to:

goal3 Apply to a professional program (e.g., dentistry, law, medicine, etc.)

☐ Yes ☐ No ☐ Unsure

goal4 Apply to graduate school

☐ Yes ☐ No ☐ Unsure

goal5 Which of the following best describes your career plans?

☐ I have a specific career in mind

☐ I have several possible careers in mind

☐ I have some general ideas but I need to clarify them

☐ I am unsure, but I want to develop a career plan

☐ I am not thinking about a career at this stage of my studies

☐ I am already working/ been offered a job in my desired career

goal6 How well do you know the career options your program or intended program could open for you?

☐ Very well ☐ Fairly well ☐ Only a little ☐ Not at all

Please indicate what steps, if any, you have taken to prepare for employment/ your career after graduation.
Please choose all that apply.

goal7 ☐ Talked with professors about employment/ career

goal8 ☐ Talked with parents/ family about employment/ career

goal9 ☐ Talked with friends about employment/ career

goal10 ☐ Created resume, CV, e-portfolio, or online profile (e.g., LinkedIn)

goal12 ☐ Attended an employment fair

goal13 ☐ Met with a career counsellor

goal14 ☐ Worked in my chosen field of employment

goal15 ☐ Volunteered in my chosen field of employment

goal16 ☐ I have a career mentor

goal17 ☐ None of the above

Services

Please indicate which of the following services you have used since last September.

		Satisfaction if service used					
		Used		Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied
srv1	Services for Indigenous students	☐	srv1sat	☐	☐	☐	☐
srv2	Services for international students	☐	srv2sat	☐	☐	☐	☐
srv3	Services for students with disabilities	☐	srv3sat	☐	☐	☐	☐
srv4	University libraries: physical books, magazines, stacks	☐	srv4sat	☐	☐	☐	☐
srv5	University libraries: electronic resources	☐	srv5sat	☐	☐	☐	☐
srv6	Employment services	☐	srv6sat	☐	☐	☐	☐
srv7	Career counselling	☐	srv7sat	☐	☐	☐	☐
srv8	Personal counselling	☐	srv8sat	☐	☐	☐	☐
srv9	Academic advising	☐	srv9sat	☐	☐	☐	☐
srv10	Tutoring	☐	srv10sat	☐	☐	☐	☐
srv11	Study skills and learning supports	☐	srv11sat	☐	☐	☐	☐
srv12	Writing skills supports	☐	srv12sat	☐	☐	☐	☐
srv13	University residences	☐	srv13sat	☐	☐	☐	☐
srv14	Advising for students who need financial aid	☐	srv14sat	☐	☐	☐	☐
srv15	Financial aid	☐	srv15sat	☐	☐	☐	☐
srv16	Athletic facilities	☐	srv16sat	☐	☐	☐	☐
srv17	Other recreational facilities	☐	srv17sat	☐	☐	☐	☐
srv18	University bookstores: physical stores	☐	srv18sat	☐	☐	☐	☐
srv19	University bookstores: online inventory check, ordering, etc.	☐	srv19sat	☐	☐	☐	☐
srv20	Campus medical services	☐	srv20sat	☐	☐	☐	☐
srv21	Co-op offices and supports	☐	srv21sat	☐	☐	☐	☐
srv22	Facilities for university-based social activities	☐	srv22sat	☐	☐	☐	☐
srv23	Facilities for student associations	☐	srv23sat	☐	☐	☐	☐
srv24	Computing services help desk	☐	srv24sat	☐	☐	☐	☐
srv25	Food services on campus (e.g., cafeteria, coffee shop, convenience store, food court, etc.)	☐	srv25sat	☐	☐	☐	☐
srv26	Parking	☐	srv26sat	☐	☐	☐	☐
srv27	Study spaces on campus	☐	srv27sat	☐	☐	☐	☐

Finances

The following questions about credit cards are used to better understand the ways in which students help pay for and finance their education. The information collected is confidential.

fin1 How many credit cards do you have?

- ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 or more
☐ I prefer not to answer

[If fin1 = "0" branch to debt, otherwise branch to fin2]

fin2 Do you usually pay off the whole balance every month on all of your credit cards? ☐ Yes ☐ No

[If fin2 = "Yes" branch to Debt section, otherwise branch to fin3]

fin3 What is the approximate total unpaid balance (in Canadian dollars) on all of your credit cards?

\$ _____ ☐ Don't know

Debt

debt Have you acquired repayable debt to finance your university education? By repayable debt, we mean money you owe and have to pay back. We are interested in repayable debt that is directly helping to finance your university education, such as tuition, fees, books, but also might include basic living expenses that are incurred while attending university.
☐ Yes ☐ No

[If debt = "Yes" branch to debt1, otherwise branch to Sources of income section]

Please enter the approximate amount of debt (in Canadian dollars) from each source used to finance your university education.

Repayable debt from government student loans:	debt1 ☐	debt1amt \$ _____
Repayable debt from loans from financial institutions:	debt2 ☐	debt2amt \$ _____
Repayable debt from loans from parents/family:	debt3 ☐	debt3amt \$ _____
Repayable debt from other sources:	debt4 ☐	debt4amt \$ _____

Sources of income

Please enter the approximate amount that you received or expect to receive (in Canadian dollars) from each source to pay for your university education this academic year.

Government loan or bursary	inc1 ☐	inc1amt \$ _____
University scholarship, financial award, or bursary	inc2 ☐	inc2amt \$ _____
Parents, family, or spouse	inc3 ☐	inc3amt \$ _____
Loans from financial institution(s)	inc4 ☐	inc4amt \$ _____
Co-op program, internship, etc. related to your program	inc5 ☐	inc5amt \$ _____
Earnings from current employment on campus	inc6 ☐	inc6amt \$ _____
Earnings from current employment off campus	inc7 ☐	inc7amt \$ _____
Earnings from summer work	inc8 ☐	inc8amt \$ _____
Investment income (bonds, dividends, interest, etc.)	inc9 ☐	inc9amt \$ _____
Registered Education Savings Plan (RESP)	inc10 ☐	inc10amt \$ _____
Other (please specify) _____	inc11 ☐	inc11amt \$ _____

Living arrangements

- live1 Where are you currently living?
- ☐ In on-campus housing (university residence, dorm, suite, etc.)
 - ☐ Off campus with parents, guardians, family, or relatives
 - ☐ In rented off-campus housing with others
 - ☐ In rented off-campus housing on your own
 - ☐ In a home you own
- livetxt ☐ Other (please specify) _____

[If live1 <> "In on-campus housing" branch to live2, otherwise branch to live3]

- live2 Would you prefer to live in on-campus housing if you had the choice?
- ☐ Yes ☐ No
- live3 What is your marital status?
- ☐ Single
 - ☐ Married, common law, or living with my partner
 - ☐ In a relationship other than married, common law, or living with my partner
 - ☐ I prefer not to answer
- live3txt ☐ Other (please specify) _____
- live4 Do you have children? ☐ Yes ☐ No

[If live4 = "Yes" branch to live5, otherwise branch to Transportation to campus section]

- live5 How many up to age 5? _____
- live6 How many age 5 to 11? _____
- live7 How many 12 or older? _____

Transportation to campus

What methods of transportation do you use to get to campus? Please select all that apply.

- comm1 ☐ Vehicle (alone)
- comm2 ☐ Vehicle (with others or in a car pool)
- comm3 ☐ Public transportation
- comm4 ☐ Walk
- comm5 ☐ Bicycle
- commtxt ☐ Other (please specify): _____
- comm6 ☐ Don't attend the campus

Food Accessibility (optional survey module)

[If Services srv25 “Food services on campus” was NOT selected, branch to food2]

food1 Since September, how often have you used food services **on campus** (e.g., cafeteria, coffee shop, convenience store, dining hall, food court)?

- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Daily

Why did you use food services **on campus**? Please select all that apply.

food1a ☐ Cost

food1b ☐ Convenience

food1c ☐ Nutritional concerns

food1d ☐ Food quality

food1e ☐ Opportunities for social interaction

food1f ☐ Other (please specify) _____

food2 Since September, how often have you prepared food at home?

- ☐ Never
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Daily

food3 Since September, how often have you used food services **off campus** (e.g., restaurant, food delivery service, take-out)

- ☐ Never
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Daily

[If food3 <> “Never” branch to food3a, otherwise branch to food4]

Why did you use food services **off campus**? Please select all that apply.

food3a ☐ Cost

food3b ☐ Convenience

food3c ☐ Nutritional concerns

food3d ☐ Food quality

food3e ☐ Opportunities for social interaction

food3f ☐ Other (please specify) _____

food4 Since September, how often have you used a food bank?

- ☐ Never
- ☐ Once a month or less
- ☐ A few times a month
- ☐ Once a week
- ☐ A few times a week
- ☐ Daily

[If food4 <> "Never" branch to food4a, otherwise branch to food5]

Why did you use a food bank? Please select all that apply.

food4a ☐ Cost

food4b ☐ Convenience

food4c ☐ Nutritional concerns

food4d ☐ Food quality

food4e ☐ Opportunities for social interaction

food4f ☐ Other (please specify) _____

food5 How satisfied are you with food **on campus** that meets your dietary restrictions or practices (e.g., vegan, vegetarian, gluten free, lactose free, kosher, halal)?

- ☐ Very dissatisfied
- ☐ Dissatisfied
- ☐ Satisfied
- ☐ Very satisfied
- ☐ Not applicable

Please indicate your level of agreement or disagreement with the following statements about your current food situation.

		Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
food6a	I am currently concerned about being able to afford food	☐	☐	☐	☐	☐
food6b	I can afford to buy nutritious food	☐	☐	☐	☐	☐
food6c	I can afford to buy enough food for my needs	☐	☐	☐	☐	☐
food6d	I am concerned about running out of money by the end of this semester to buy food	☐	☐	☐	☐	☐

Disabilities/ Impairments

Do you have any of the following disabilities/ impairments? Please select all that apply.

dis11 ☐ I do not have a disability/ impairment

How often are your daily activities limited by
this disability/ impairment?

			Never	Sometimes	Often	Always
dis1	☐ Mobility/ Dexterity	disf1	☐	☐	☐	☐
dis2	☐ Hearing	disf2	☐	☐	☐	☐
dis3	☐ Speech	disf3	☐	☐	☐	☐
dis4	☐ Vision (e.g., blindness, low vision)	disf4	☐	☐	☐	☐
dis5	☐ Learning/ Memory (e.g., dyslexia, learning disability)	disf5	☐	☐	☐	☐
dis7	☐ Other physical disability	disf7	☐	☐	☐	☐
dis8	☐ Neurodivergence (e.g., autism spectrum, attention deficit hyperactivity disorder)	disf8	☐	☐	☐	☐
dis9	☐ Mental health condition	disf9	☐	☐	☐	☐
dis12	☐ Chronic condition (e.g., Multiple Sclerosis, Crohn's, Autoimmune)	disf12	☐	☐	☐	☐
dis10	☐ Other (please specify) _____	disf10	☐	☐	☐	☐
dis13	☐ I prefer not to answer					

Parents' education

What is the highest level of education your parent(s)/guardian(s) have completed?

	meduc Parent/Guardian1	peduc Parent/Guardian2
Less than high school	☐	☐
High school graduate (including GED)	☐	☐
Some college, CEGEP or technical school (no certificate or diploma)	☐	☐
College, CEGEP or technical school graduate (e.g., certificate, diploma, journeyman, Red Seal)	☐	☐
Some university (no degree or diploma)	☐	☐
Undergraduate degree (Bachelor)	☐	☐
Professional degree (e.g., dentistry, law, medicine, etc.)	☐	☐
Graduate degree (e.g., Master's, Doctoral)	☐	☐
Other Parent/Guardian 1 (please specify) meductxt	_____	
Other Parent/Guardian 2 (please specify) peductxt		_____
Don't know/Not applicable	☐	☐

Ethnicity

Which of the following groups best describe your ethnic or cultural background? Please select all that apply.

- eth1 ☐ Indigenous person of Canada (First Nations status, First Nations non-status, Inuit/ Inuk, Metis, etc.)
- eth15 ☐ Indigenous person from outside of Canada (Australian Aborigine, New Zealand Maori, etc.)
- eth16 ☐ Middle Eastern (Arab, Egyptian, Israeli, Palestinian, Syrian, Turkish, etc.)
- eth3 ☐ Black (African, African American, Afro-Brazilian, African British, African Canadian, Afro-Caribbean, Afro-Latine, other African descent, etc.)
- eth8 ☐ Latin American (Caribbean, Central American, South American, etc.)
- eth17 ☐ East Asian (Chinese, Japanese, Korean, Taiwanese, etc.)
- eth9 ☐ South Asian (Indian, Pakistani, Sri Lankan, etc.)
- eth10 ☐ Southeast Asian (Cambodian, Fijian, Filipino, Indonesian, Laotian, Vietnamese, etc.)
- eth11 ☐ West Asian (Afghan, Iranian, etc.)
- eth12 ☐ White/ Caucasian
- eth13 ☐ Other (please specify) _____
- eth14 ☐ I prefer not to answer

[If eth1 is checked branch to ab1, otherwise branch to Gender identity section]

Which of the following describes your Indigenous background? Please select all that apply.

- ab1 ☐ First Nations status
- ab2 ☐ First Nations non-status
- ab3 ☐ Métis
- ab4 ☐ Inuit/ Inuk
- ab5 ☐ Other
- ab6 ☐ I prefer not to answer

Gender identity

Please select the gender identity/ identities with which you identify. Select all that apply.

- gendi1 ☐ Woman (includes cis woman, trans woman, and everyone else who identifies as a woman)
- gendi2 ☐ Man (includes cis man, trans man, and everyone else who identifies as a man)
- gendi3 ☐ Gender non-conforming
- gendi4 ☐ Non-binary
- gendi5 ☐ Agender
- gendi6 ☐ Questioning
- gendi7 ☐ Trans
- gendi8 ☐ Two Spirit
- gendi11 ☐ Genderfluid
- gendi9 ☐ Another gender identity (please specify): _____
- gendi10 ☐ I prefer not to answer

Sexual orientation

Please select the sexual orientation(s) with which you identify. Select all that apply.

- sexo1 ☐ Asexual
- sexo2 ☐ Bisexual
- sexo12 ☐ Demisexual
- sexo3 ☐ Gay
- sexo4 ☐ Heterosexual/ straight
- sexo5 ☐ Lesbian
- sexo6 ☐ Pansexual, multisexual, omnisexual
- sexo7 ☐ Queer
- sexo8 ☐ Questioning
- sexo10 ☐ Another sexual orientation (please specify): _____
- sexo11 ☐ I prefer not to answer

Comments

Please take this opportunity to comment fully about your overall university experience. Your remarks will provide valuable information to the institution.

negativ Looking back on your experiences as a student, what aspects of your experience at <institution name> have been most negative? How could we have helped or done a better job?

Comments (specify) _____ ☐ Don't know

positiv Looking back on your experiences as a student, what aspects of your experience at <institution name> have been most positive?

Comments (specify) _____ ☐ Don't know

Appendix B - Data Licensing & Membership Agreement

Data Licensing & Membership Agreement

WHEREAS:

PREAMBLE

- A. The mission of the Canadian University Survey Consortium - Consortium canadien de recherche sur les étudiants universitaires (the Corporation, or CUSC-CCREU) is to assess the Canadian university experience by surveying representative student populations enrolled in participating universities.

The Consortium is a membership not-for-profit corporation. It supports the annual collection, management, analysis and dissemination of survey data. Results provide measures of student characteristics, activities, and perceptions of the quality of their educational experience at their universities as well as a broad base of comparative information for the benefit of participating institutions.

- B. The purpose of the Consortium is to:
- Offer students an opportunity to assess their university experience.
 - Provide access to a broad base of comparative and collective data on the Canadian university experience, including measures of student characteristics, experiences, participation, expectations and satisfaction.
 - Manage and provide reliable, consistent data to track over time the quality of the post-secondary experience as perceived by students, in order to assess institutional strengths and educational outcomes, and to inform decisions about needed improvements.
 - Contribute to accountability reports to institutional governing bodies, governments and the public.
- C. The exchange of confidential data among member institutions requires goodwill and trust among the members. This Agreement shall be guided by the principle that members of CUSC-CCREU will act in the best interests of all members of the Corporation. The primary consideration in issues of disclosure of research results shall be the avoidance of public comparisons that could damage the reputation of a member institution;
- D. Statistical measures and analysis of survey data may be of interest to wider audiences than the members of the Corporation for policy formulation, advocacy or publication of research. Members are encouraged to make best use of the survey data, including publication of research results, observing confidentiality requirements;
- E. The Corporation and the Member wish to define their respective obligations in relation to the use of the Data that is shared between the Corporation and the Members;

NOW THEREFORE, in consideration of the premises and the mutual promises herein made, and in consideration of the representations, warranties, undertakings and covenants herein contained, of the Corporation and the Member, the parties hereby agree as follows:

DEFINITIONS

1. In this Agreement, unless the context otherwise specifies or requires:
- a) “Data” means an electronic record of the answers to the questions on the survey instrument given by each respondent at the universities which participated in the survey.
 - b) “Aggregate Data” means all of the data or data for groups of universities. Generally, aggregate data is expressed as statistics and research findings across data drawn from all universities or groups of universities.
 - c) “Member Institution” and “Member” mean a university which is a member of CUSC-CCREU.
 - d) “Publish” means dissemination of research findings beyond the senior administration of a member institution.
 - e) “Senior Administration” means the officers of a member institution with overall responsibility for academic programs and student services.

OWNERSHIP OF SURVEY DATA

2. The data collected in surveys of students attending a member institution is the property of that institution.

EXCHANGE OF SURVEY DATA AMONG MEMBERS

3. Each member will make its survey data available to the other members for the general purposes as outlined in the Preamble herein. Each member is bound by restrictions on the use and disclosure of data belonging to other members.

COMPARISONS LIMITED TO AGGREGATE DATA

4. The only interuniversity comparisons permitted for publication or circulation beyond a member's senior administrators are those that are based on the aggregate data for all members or the aggregate data for the groups of members identified by CUSC-CCREU.
5. A member may prepare and circulate reports based on aggregated data from selected groups of member institutions for internal use only to senior administrators of its institution.

LIMITATIONS ON THE USE OF DATA

6. A member may not publish statistical measures or analysis of its own data for purposes of institutional promotion in a manner that would harm the reputation of another member institution.
7. Members may not publish statistical measures or analysis of data collected at another member institution with the name of the institution disclosed. Members may publish statistical measures and analysis of their own data.
8. A member may not publish statistical measures or analysis of data collected at another member institution that would allow an informed reader to identify the institution by reference to location, uncommon programs or other information contained in the published material.

REQUIREMENTS FOR CONFIDENTIALITY

9. A member may make available to its senior administrators statistical measures and analysis of data from another member, with the identity of the member disclosed, for the purposes outlined in the Preamble above. The member disclosing the identity of another member in these circumstances must ensure that those to whom the information is made available are aware of its confidential nature and restricted audience.
10. A member institution may be requested to disclose data or statistical measures under freedom of information legislation or other requirements for accountability. In these circumstances members may disclose their own data in order to fulfill the request. Members shall not disclose data that belongs to other member institutions unless the request explicitly demands it and legal counsel advises that the request must be fulfilled. If it must be fulfilled the member institution shall notify immediately the other member institution(s). If it does not have to be fulfilled the requester should be referred to the other member institution(s) which should be notified immediately.

EXCLUSIVE USE OF INSTRUMENTS AND METHODOLOGY

11. The survey instruments and methodology are for the exclusive use of the members and are not to be shared with organizations outside the Corporation.

INDEMNITY

12. The Member indemnifies and holds the Corporation, its directors, officers, employees or agents harmless in respect of any claim which may be brought against the Corporation, or which may be suffered or incurred directly or indirectly as a result of a breach of the Member's obligations under this Agreement or as a result of the negligent or willful act of the Member, its directors, officers, employees or agents.

SEVERABILITY

13. Should any portion of this Agreement be declared invalid or unenforceable, then such portion shall be deemed to be severable from this Agreement and shall not affect the remainder hereof.