



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

A decorative graphic consisting of several thick, yellow lines that originate from the left edge of the page and converge towards the right edge, creating a sense of movement and depth.

2020 Middle-Years Students Survey Master Report

June 2020

Acknowledgment:

The Canadian University Survey Consortium - Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU) wishes to acknowledge the excellent work of Prairie Research Associates Inc. (PRA) for assistance with all aspects of this research. The surveys could not proceed without the cooperation and support of institutional contacts at all our participating institutions; we are grateful for their support. And finally, we appreciate the willingness of the thousands of students who complete our surveys. Their willingness to take the time to complete the surveys and help Canadian institutions find ways to improve is appreciated.

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Appendix A - 2020 CUSC-CCREU Survey (© 2020)

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EXECUTIVE SUMMARY

Introduction

The 2020 *Middle-Years Student Survey* marks the 26th cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). The survey involved 29 universities and over 20,000 students from across Canada.

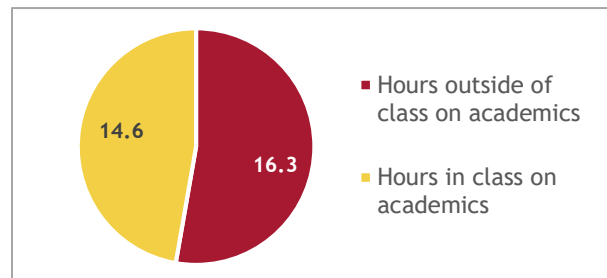
Profile of middle-years students

- ▶ The majority of middle-years students tend to be studying full-time, Canadian citizens, single, female, living separate from their parents/family, non-visible minority, 22 years old, and have a B- to B+ average.
- ▶ About one-third of students report having a disability, 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

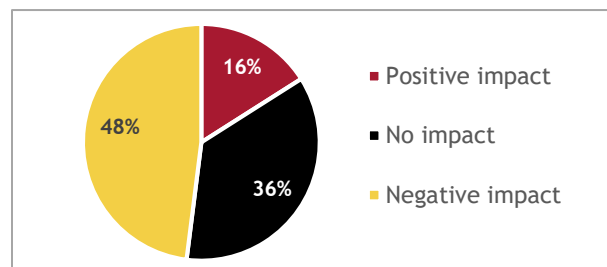
About 23% of students volunteer on or off campus for an average of three to four hours per week.

On average, students spend about 31 hours per week on their studies, with slightly more hours spent outside of class than in class.



Employment

Fifty-six percent of middle-years students are employed, working about 17 hours a week. Among those who are employed, three times as many say that their employment has had a negative rather than positive impact on their academic performance.

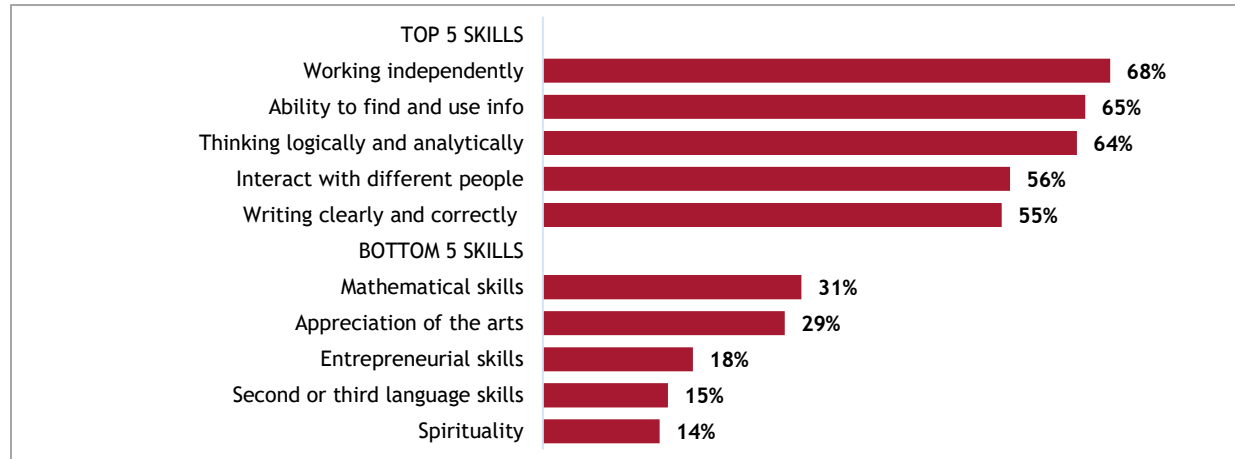


Professors and staff

- ▶ Students reported having had positive experiences with professors, as only one area received less than 70% agreement – *professors taking a personal interest in their academic progress* (57%). In addition, students say it is most important for professors to *communicate well in their teaching* (39% rated as most important).
- ▶ 71% of students said they *were given the chance to evaluate the quality of teaching in their courses* in all their courses.
- ▶ Almost 9 in 10 agreed that they are *generally satisfied with the quality of teaching they received*, including 15% who strongly agreed.
- ▶ The vast majority of students agreed that *most university support staff are helpful and most teaching assistants in their academic program are helpful*.

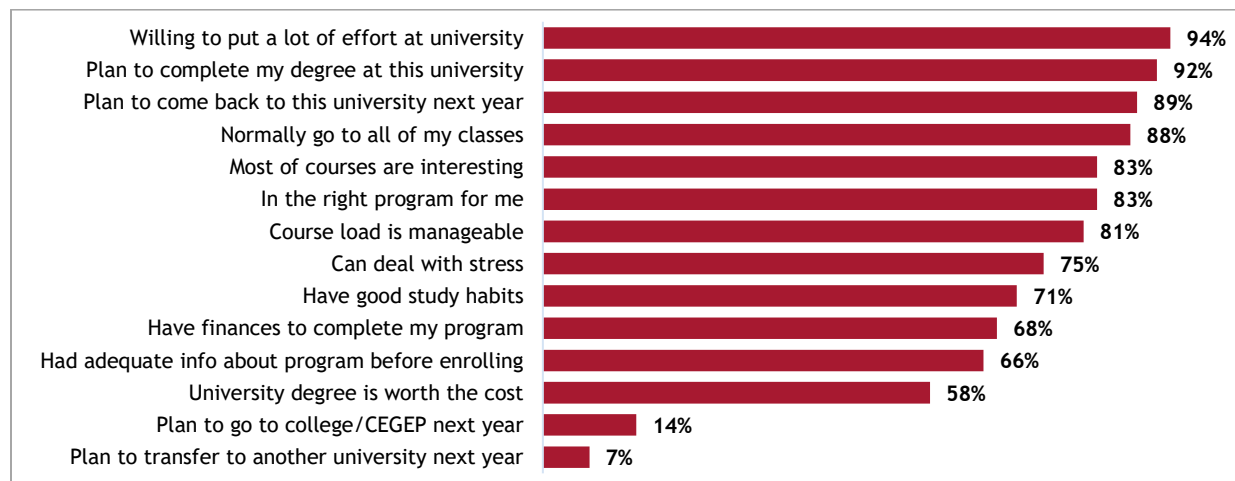
Growth and development

Students were asked to rate the extent to which their university contributes to 29 skills. The top and bottom skills according to ratings of institutions contributing much or very much are shown below.



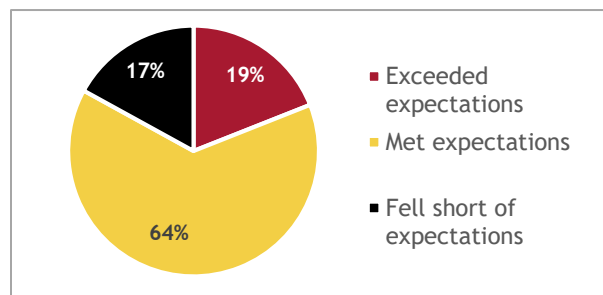
Commitment to completion

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



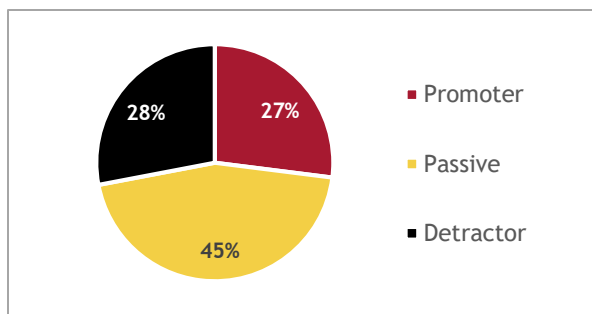
Expectations and experience

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



Overall evaluation of student experiences

- ▶ Nine in 10 are satisfied with *their decision to attend their university* and 2 in 3 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 -1 (27% promoters minus 28% detractors).

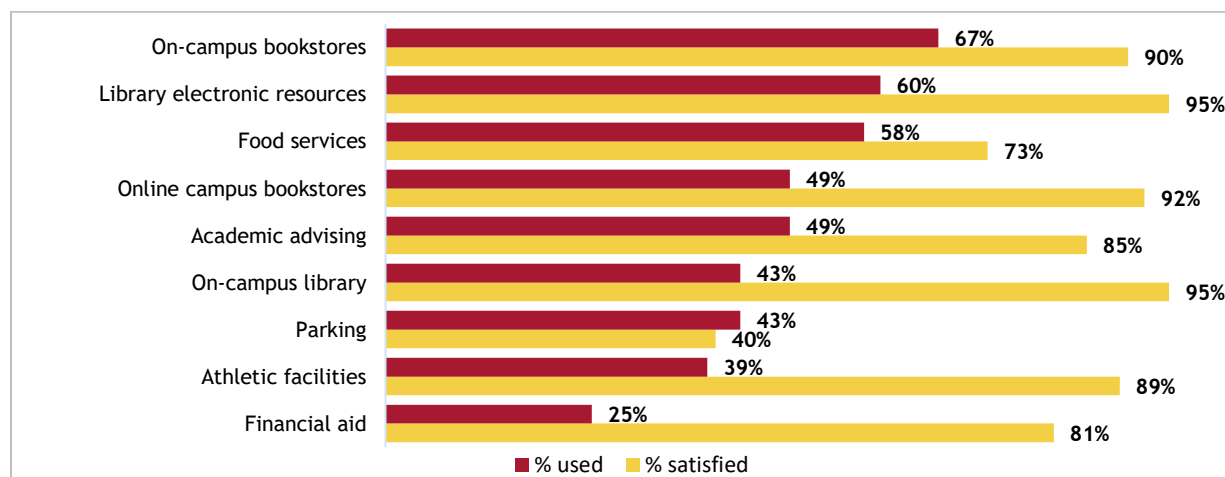


Goal development

- ▶ 92% 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* (34%) than a *professional program* (28%).
- ▶ 32% of middle-years students have a specific career in mind. Despite many having a career (or two) in mind, just 20% 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, steps that might be considered casual – that is, *talking with parents, family, or friends about employment*.

Satisfaction with facilities and services

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



Finances

- ▶ 86% have at least one credit card, carrying a balance of just over \$1,000.
- ▶ 43% of middle-years students owe money, most commonly *government student loans*. The average debt among all students is almost \$10,000, but this more than doubles when only those reporting debt are considered.
- ▶ Students required just over \$17,000 to finance their current year of education, most commonly relying on *parents, family or spouse, employment* (summer or current), and *government loans*.

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 institutions and facilitated sharing the survey data among its member institutions. The surveys and shared data have the following five 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 to inform decisions about needed improvements.
- ▶ Contribute to accountability reports to institutional governing bodies, governments, and the public.

This is the 26th 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 types of students CUSC-CCREU has surveyed and the number of participating universities for the first-year cycle. The final questionnaire for the 2020 Middle-Years Student Survey 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

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 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 16.1% to 58.3%, with an overall response rate of 28.5%. This yielded 20,449 students who completed the survey.¹

University (province)	Surveys		Response rate
	Distributed	Completed	
Ambrose University (Alberta)	203	90	44.3%
Athabasca University (Alberta)	1,084	401	37.0%
Burman University (Alberta)	171	78	45.6%
Canadian Mennonite University (Manitoba)	265	147	55.5%
Capilano University (British Columbia)	1,127	183	16.2%
Carleton University (Ontario)	3,000	683	22.8%
Concordia University of Edmonton (Alberta)	759	354	46.6%
Lakehead University (Ontario)	2,396	1,148	47.9%
MacEwan University (Alberta)	5,199	1,914	36.8%
McMaster University (Ontario)	13,162	2,115	16.1%
Mount Royal University (Alberta)	4,639	1,587	34.2%
Mount Saint Vincent University (Nova Scotia)	1,393	347	24.9%
Nipissing University (Ontario)	1,220	308	25.2%
Redeemer University (Ontario)	297	149	50.2%
Simon Fraser University (British Columbia)	1,000	583	58.3%
St. Mary's University (Alberta)	222	108	48.6%
The King's University (Alberta)	289	149	51.6%
Thompson Rivers University (British Columbia)	1,000	360	36.0%
Trent University (Ontario)	1,000	251	25.1%
Trinity Western University (British Columbia)	1,034	182	17.6%
University of Calgary (Alberta)	8,973	3,094	34.5%
University of Lethbridge (Alberta)	3,376	1,619	48.0%
University of Northern British Columbia (British Columbia)	1,101	419	38.1%
University of Regina (Saskatchewan)	3,000	1,158	38.6%
University of Saskatchewan (Saskatchewan)	1,500	306	20.4%
University of the Fraser Valley (British Columbia)	2,367	529	22.3%
University of Victoria (British Columbia)	1,000	197	19.7%
University of Winnipeg (Manitoba)	2,000	537	26.9%
Wilfrid Laurier University (Ontario)	8,920	1,453	16.3%
Total	71,697	20,449	28.5%

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 institutions and the sample population, the results in every section and every table (except Section 1.0) 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	
Ambrose University (Alberta)	203	0.2%	90	0.4%	0.407
Athabasca University (Alberta)	1,084	1.0%	401	2.0%	0.488
Burman University (Alberta)	171	0.2%	78	0.4%	0.396
Canadian Mennonite University (Manitoba)	265	0.2%	147	0.7%	0.325
Capilano University (British Columbia)	1,127	1.0%	183	0.9%	1.112
Carleton University (Ontario)	9,373	8.3%	683	3.3%	2.478
Concordia University of Edmonton (Alberta)	759	0.7%	354	1.7%	0.387
Lakehead University (Ontario)	2,396	2.1%	1,148	5.6%	0.377
MacEwan University (Alberta)	5,199	4.6%	1,914	9.4%	0.490
McMaster University (Ontario)	13,162	11.6%	2,115	10.3%	1.124
Mount Royal University (Alberta)	4,639	4.1%	1,587	7.8%	0.528
Mount Saint Vincent University (Nova Scotia)	1,393	1.2%	347	1.7%	0.725
Nipissing University (Ontario)	1,220	1.1%	308	1.5%	0.715
Redeemer University (Ontario)	297	0.3%	149	0.7%	0.360
Simon Fraser University (British Columbia)	11,938	10.5%	583	2.9%	3.697
St. Mary's University (Alberta)	222	0.2%	108	0.5%	0.371
The King's University (Alberta)	289	0.3%	149	0.7%	0.350
Thompson Rivers University (British Columbia)	3,108	2.7%	360	1.8%	1.559
Trent University (Ontario)	5,629	5.0%	251	1.2%	4.049
Trinity Western University (British Columbia)	1,034	0.9%	182	0.9%	1.026
University of Calgary (Alberta)	8,973	7.9%	3,094	15.1%	0.524
University of Lethbridge (Alberta)	3,376	3.0%	1,619	7.9%	0.376
University of Northern British Columbia (British Columbia)	1,101	1.0%	419	2.0%	0.474
University of Regina (Saskatchewan)	5,680	5.0%	1,158	5.7%	0.886
University of Saskatchewan (Saskatchewan)	8,331	7.4%	306	1.5%	4.915
University of the Fraser Valley (British Columbia)	2,367	2.1%	529	2.6%	0.808
University of Victoria (British Columbia)	7,639	6.7%	197	1.0%	7.001
University of Winnipeg (Manitoba)	3,370	3.0%	537	2.6%	1.133
Wilfrid Laurier University (Ontario)	8,920	7.9%	1,453	7.1%	1.108
Total	113,265	100.0%	20,449	100.0%	

1.4 University comparisons

For comparison purposes, participating universities are categorized into three groups, 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 that tend to be of medium size in terms of student population.
- ▶ Group 3 consists of universities that offer both undergraduate and graduate degrees, with most having professional schools as well. These tend to be the largest institutions in terms of student population.

Group 1 (n = 19)	Group 2 (n = 7)	Group 3 (n = 3)
Ambrose University Athabasca University Burman University Canadian Mennonite University Capilano University Concordia University of Edmonton MacEwan University Mount Royal University Mount Saint Vincent University Nipissing University Redeemer University St. Mary's University The King's University Trent University Trinity Western University University of Lethbridge University of Northern British Columbia University of the Fraser Valley University of Winnipeg	Carleton University Lakehead University Simon Fraser University Thompson Rivers University University of Regina University of Victoria Wilfrid Laurier University	McMaster University University of Calgary University of Saskatchewan

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 designating whether a relationship can be termed *statistically significant* have been increased: the Pearson's chi-square must have 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 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 not been included in the analysis. Therefore, throughout this report, unless explicitly stated as a subpopulation, overall results exclude those who did not respond to a particular question.

2.0 Profile of middle-years students

2.1 Personal profile

- ▶ About twice as many females as males completed the survey.
- ▶ Although the average age of students is just about 22, 71% of students are under 22 years age, which seems to indicate the typical middle year student is between 19 and 21. Those attending Group 1 universities tend to be older on average than those attending Group 2 or Group 3.
- ▶ Given students' ages, it is not surprising that very few are married or have children. Visible minority students (76%) are more likely than non-visible minority students (61%) to report being single.
- ▶ The vast majority of students are Canadian citizens.
- ▶ Although it falls below the threshold for statistical significance, it appears that students attending Group 1 institutions are less likely to self-identify as a member of visible minority group than students at Group 2 or Group 3 institutions.

Table 6: Personal profile

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Gender (GENDER)				
Male	33%	29%	37%	33%
Female	67%	71%	63%	67%
Other	<1%	<1%	<1%	<1%
Age as of September 1, 2019 (AGE)				
18 and under	7%	4%	7%	9%
19	23%	17%	24%	27%
20 to 21	41%	39%	44%	40%
22 to 24	14%	19%	12%	12%
25 and over	15%	21%	14%	11%
Average age	22.1	23.2	21.9	21.3
Marital status (LIVE3)				
Single	68%	64%	69%	70%
In a relationship	23%	24%	24%	22%
Married or common-law	9%	12%	7%	8%
Children (LIVE4-7)				
Yes	6%	8%	6%	4%
- Under 5 years old	3%	3%	2%	2%
- 5 to 11 years old	3%	4%	3%	2%
- 12 years old or older	3%	4%	3%	2%
Citizenship (CITIZENSHIP)				
Canadian citizen	86%	90%	83%	88%
Permanent resident	5%	4%	5%	7%
International student	9%	6%	12%	6%
Visible minority* (ETH1-13)				
Total self-identified	39%	31%	42%	44%
Indigenous** (ETH1-13)				
Total self-identified	6%	8%	5%	5%

* "Visible minority" includes respondents who self-identified as belonging to a group other than "Indigenous," "Inuit," "Métis," or "White."

2.2 Disabilities

About one-third of students report having a disability, with mental health conditions being the most common. However, only about one-third of students who report a disability indicate that it impacts them daily.

Table 7: Disabilities				
	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Most commonly reported disability (DIS1-12)				
Total self-identified	30%	33%	31%	27%
- Mental health condition	19%	21%	18%	17%
- Attention deficit disorder	6%	7%	7%	5%
- Learning/memory	5%	5%	5%	4%
- Vision	4%	4%	4%	3%
- Chronic conditions	4%	4%	3%	3%
Daily activities always limited by disability (DISF1-12)				
Yes	9%	10%	9%	7%
- Mental health condition	6%	6%	6%	5%
- Attention deficit disorder	3%	3%	3%	2%
- Learning/memory	2%	2%	2%	1%
- Vision	<1%	<1%	<1%	<1%
- Chronic conditions	<1%	1%	<1%	<1%

2.3 Living arrangements

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

- ▶ Among those who are not currently living on campus, visible minority (30%) students are twice as likely as non-visible minority students (15%) to say they would prefer to live on campus if given the chance.
- ▶ The older a student is, the more likely they are to own their own home, and the less likely they are to be living with family.

Table 8: Living arrangements				
	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Current living arrangement (LIVE1)				
In rented housing off campus (shared or alone)	47%	40%	51%	51%
With parents, guardians, or relatives	38%	41%	37%	38%
In on-campus housing	6%	9%	6%	4%
In personally-owned home	6%	8%	6%	5%
Other	2%	2%	2%	1%
Prefer to live on campus* (LIVE2)				
Yes	22%	17%	23%	26%

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

2.4 Main method of commuting to campus

Middle-years students most commonly take public transportation to campus, although almost as many report using a vehicle (either alone or in a carpool).

- ▶ Visible minority students are more likely than non-visible minority students to use *public transportation* (50% versus 35%) and less likely to use *a vehicle* (30% versus 42%).
- ▶ The older a student is, the more likely they are to report *driving*, and the less likely they are to report using *public transportation* or *walking*.

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Public transportation	42%	38%	41%	46%
Vehicle (alone)	30%	40%	28%	22%
Walk	17%	9%	19%	22%
Vehicle (with others)	7%	7%	6%	7%
Bicycle	1%	<1%	2%	1%
Other	<1%	1%	<1%	<1%
Don't attend campus	3%	4%	3%	<1%

2.5 Parents' education

About 1 in 7 middle-years students are first-generation students; that is, neither parent has had any post-secondary education. Conversely, over 5 in 10 had at least one parent graduate from university or professional school.

- ▶ As students get older, they are more likely to be first-generation students, increasing from 11% of those 19 and younger to 27% of those 25 and older.

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
High school or less	14%	16%	15%	12%
Some college or university	11%	12%	11%	10%
College, CEGEP, or technical school graduate	19%	23%	17%	18%
University or professional school graduate	37%	34%	37%	40%
Graduate degree	17%	14%	19%	19%
Other	<1%	<1%	<1%	<1%

Note: "Don't know" 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, with Group 3 students much more likely to be studying full-time than Group 1 or Group 2 students. The older a student is, the less likely they are to be studying full-time.
- ▶ About 1 in 5 students have transferred from another institution, which explains why about one-third began their post-secondary studies over three years ago compared to about one-fifth 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.
- ▶ The most common reasons students report for interrupting their studies are for employment (7%), illness (6%), or financial reasons (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 one-third reporting a grade of A- or higher.

Table 11: Academic profile

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Course load (LOAD)				
Full-time	86%	89%	77%	97%
Part-time	14%	11%	23%	3%
Year began post-secondary studies (HIST1)				
2019 or later	4%	4%	5%	2%
2018	32%	26%	35%	33%
2017	36%	36%	35%	39%
2016	15%	17%	13%	14%
2015	5%	6%	4%	4%
2014 or earlier	9%	11%	8%	8%
Year enrolled at this university (HIST2)				
2019 or later	10%	9%	14%	5%
2018	34%	29%	38%	35%
2017	35%	34%	32%	40%
2016	13%	16%	11%	12%
2015	3%	5%	2%	3%
2014 or earlier	5%	8%	3%	5%
Transferred from other institution (HIST3)				
Yes	20%	22%	24%	12%
Interrupted studies for one or more terms (HIST5-13)				
Yes	21%	24%	23%	16%
Reported university grade (HIST4)				
A-, A, or A+	32%	35%	28%	35%
B-, B, or B+	52%	51%	55%	48%
C-, C, or C+	15%	14%	16%	16%
D	<1%	<1%	<1%	1%
F	<1%	<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, 42% of students report participating in at least one activity often or very often.

- The older a student is, the less likely they are to participate in student clubs.

Table 12: Involvement in campus activities (% often or very often)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Participated in student clubs (ACT5)	20%	15%	19%	27%
Participated in on-campus student recreational and sports programs (ACT6)	14%	11%	15%	18%
Attended campus social events (ACT1)	13%	12%	12%	14%
Attended public lectures and guest speakers on campus (ACT2)	9%	9%	9%	9%
Attended home games of university athletic teams (ACT7)	8%	10%	7%	8%
Attended campus cultural events (ACT3)	8%	8%	8%	7%
Participated in student government (ACT4)	7%	7%	6%	9%

3.2 Involvement in community service and volunteer activities

Students are more likely to volunteer off-campus than on-campus.

Table 13: Involvement in community service/volunteer activities (% often or very often)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Participated in on/off-campus community service/volunteer activities (ACT8/9)	23%	21%	21%	28%
Participated in off-campus community service/volunteer activities (ACT9)	16%	15%	15%	20%
Participated in on-campus community service/volunteer activities (ACT8)	12%	10%	11%	15%

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=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
None	58%	61%	59%	53%
1 or 2	18%	16%	18%	19%
3 to 5	16%	15%	15%	19%
6 or more	9%	9%	8%	10%
Average hours (all respondents)	1.9	1.8	1.7	2.1
Average hours (those who participate)	3.5	3.8	3.3	3.6

3.3 Study patterns

On average, students spend about 31 hours a week on their academic work, almost evenly split between time spent in and out of class. Group 3 students spend more time on academics in and out of class than Group 1 or Group 2 students.

- ▶ On average, the lower a students' university grade, the less time they spend on academic activities in and out of class, with a bigger gap in hours spent outside of class (18.5 versus 14.2) than in class (15.4 versus 13.5) when comparing students with an A- or higher average to those with a C+ or lower average.
- ▶ 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 1.3:1 for students 25 and older.

Table 15: Study patterns

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Hours spent per week in scheduled classes and labs (ACT11)				
10 or fewer	29%	32%	33%	21%
11 to 15	36%	38%	38%	32%
16 to 20	20%	18%	17%	26%
21 to 30	12%	10%	9%	18%
More than 30	3%	3%	3%	5%
Average number of hours	14.6	13.8	13.8	16.7
Hours spent per week on academic work outside of classes and labs (ACT12)				
10 or fewer	43%	47%	43%	38%
11 to 15	17%	18%	17%	17%
16 to 20	16%	15%	16%	18%
21 to 30	14%	13%	14%	16%
More than 30	9%	8%	10%	11%
Average number of hours	16.3	15.1	16.3	17.6
Total hours spent per week on academic work in and out of class (ACT11/12)				
15 or fewer	14%	16%	15%	10%
16 to 20	13%	15%	14%	9%
21 to 30	30%	31%	31%	28%
31 to 40	21%	21%	20%	25%
More than 40	22%	17%	20%	29%
Average number of hours	30.9	29.0	30.1	34.3

4.0 Current employment

- ▶ Just over half of middle-years students are currently employed, most often off-campus. Although not statistically significant, Group 1 students are more likely to be employed than Group 2 and Group 3 students.
- ▶ The typical student works about 17 hours a week, with few working full-time (more than 30 hours a week). Group 1 students work more hours (on average, per week) compared to Group 2 and Group 3 students.
- ▶ Students are three-times more likely to indicate their work has negative than positive impact on their academic performance. Although Group 1 students work more hours than Group 2 and Group 3 students, there is very little difference among the groups and students' perceptions of the impact their employment has on their academic performance.
- ▶ Students who self-identify as a member of a visible minority (26%) are about twice as likely as non-visible minority students (12%) to say they are seeking work.
- ▶ The older a student is, the more likely they are to be employed and the more hours they work, as the average hours per week increases from 13 hours for students 19 and younger up to 25 hours for students 25 and older.
- ▶ Students with a C+ or lower average (18.1 hours) work more hours per week on average than those with a A+ or higher (15.4) and report a more negative impact on their academic performance (56% versus 39%).

Table 16: Employment status

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Currently employed (WORK1)				
Yes, both on and off campus	3%	4%	2%	3%
Yes, on campus	8%	7%	7%	9%
Yes, off campus	45%	53%	45%	36%
No, but seeking work	18%	16%	19%	20%
No, not seeking work	26%	20%	26%	32%
Number of hours worked per week* (WORK2)				
10 or less	35%	30%	34%	46%
11 to 20	41%	42%	41%	40%
21 to 30	13%	14%	14%	9%
Over 30	11%	13%	11%	6%
Average	16.7	18.1	17.2	14.0
Impact of employment on academic performance* (WORK3)				
Very positive	4%	4%	5%	4%
Somewhat positive	12%	13%	12%	13%
No impact	36%	34%	36%	38%
Somewhat negative	44%	45%	44%	42%
Very negative	4%	4%	4%	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* (41% strongly agree), *treating students the same regardless of gender* (53% 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* (11% strongly agree).

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

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Seem knowledgeable in their fields (PROF6)	97%	97%	96%	97%
Treat students the same regardless of gender* (PROF13)	96%	96%	96%	96%
Treat students the same regardless of race* (PROF14)	95%	95%	95%	95%
Are reasonably accessible outside of class (PROF1)	90%	91%	90%	91%
Encourage students to participate in class discussions (PROF4)	88%	91%	86%	88%
Are fair in their grading (PROF11)	87%	89%	84%	88%
Are well-organized in their teaching (PROF5)	85%	87%	84%	84%
Communicate well in their teaching (PROF7)	84%	88%	82%	85%
Are consistent in their grading (PROF12)	83%	86%	81%	82%
Look out for students' interests* (PROF15)	82%	86%	80%	83%
Treat students as individuals, not just numbers (PROF3)	82%	88%	79%	78%
Are intellectually stimulating in their teaching (PROF8)	79%	83%	76%	80%
Provide useful feedback on academic work (PROF9)	76%	83%	73%	72%
Provide prompt feedback on academic work (PROF10)	71%	77%	68%	68%
Take a personal interest in academic progress (PROF2)	57%	66%	54%	52%

* 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 15 aspects related to professors, students rated *communicating well in their teaching*, *being intellectually stimulating in their teaching*, and *being fair in their grading* as the three most important.

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

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Communicate well in their teaching	39%	37%	39%	42%
Are intellectually stimulating in their teaching	34%	32%	32%	38%
Are fair in their grading	32%	29%	34%	34%
Seem knowledgeable in their fields	29%	32%	28%	28%
Are well organized in their teaching	27%	24%	28%	30%
Provide useful feedback on my academic work	24%	25%	26%	22%
Treat students as individuals, not just numbers	22%	26%	20%	20%
Are consistent in their grading	14%	13%	15%	15%
Treat students the same regardless of race	13%	12%	14%	14%
Look out for students' interests	12%	14%	12%	11%
Treat students the same regardless of gender	11%	10%	12%	11%
Take a personal interest in my academic progress	11%	13%	10%	10%
Provide prompt feedback on my academic work	10%	11%	11%	9%
Are reasonably accessible outside of class	10%	11%	10%	9%
Encourage students to participate in class discussions	9%	10%	10%	7%

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 71% who were able to evaluate the teaching in all their courses.

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
All courses	71%	69%	70%	74%
Most courses	18%	17%	19%	19%
Some courses	7%	9%	7%	5%
No courses	4%	5%	4%	2%

5.4 Satisfaction with quality of teaching

Middle-years students are generally satisfied with the quality of teaching they received, although 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.

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Strongly agree	15%	21%	13%	13%
Agree	71%	68%	71%	73%
Disagree	12%	8%	14%	12%
Strongly disagree	2%	2%	3%	2%

6.0 Perceptions of staff

Middle-years students agree that *most university support staff are helpful* (25% strongly agree) and *most teaching assistants in my academic program are helpful* (21% strongly agree).

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Most university support staff are helpful (STAFF2)	87%	89%	86%	87%
Most teaching assistants are helpful (STAFF1)	79%	81%	77%	79%
* These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.				

7.0 Growth and development

7.1 Contribution to communication skills

Among communication skills, universities contributed most to students' growth and development in *writing clearly and correctly* (17% very much) and *speaking to small groups* (16% very much).

Table 22: Contribution to communication skills (% much or very much)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Writing clearly and correctly (DVL8)	55%	62%	52%	52%
Speaking to small groups (DVL6)	49%	53%	44%	51%
Speaking to a class or audience (DVL7)	38%	45%	34%	37%
Second or third language skills (DVL12)	15%	14%	16%	14%

7.2 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* (22% very much) and *thinking logically and analytically* (21% very much). Students rated their university as contributing least to *mathematical skills* (11% very much).

- Male (43%) students are more likely than female (25%) students to say that universities contributed much or very much to their *mathematical skills*.

Table 23: Contribution to analytical and learning skills (% much or very much)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Ability to find and use information (DVL11)	65%	67%	63%	66%
Thinking logically and analytically (DVL1)	64%	65%	63%	65%
Listening to others to absorb information accurately (DVL10)	53%	53%	51%	55%
Understanding abstract concepts (DVL5)	52%	53%	50%	54%
Effective study and learning skills (DVL14)	52%	52%	49%	56%
Reading to absorb information accurately (DVL9)	50%	51%	49%	51%
Thinking creatively to find ways to achieve an objective (DVL4)	48%	50%	46%	47%
Mathematical skills (DVL2)	31%	27%	32%	34%

7.3 Contribution to working skills

Students' perceptions of their university's contribution to their working skills varied greatly, from *working independently* (28% very much) to *entrepreneurial skills* (5% very much).

Table 24: Contribution to work skills (% much or very much)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Working independently (DVL15)	68%	66%	68%	70%
Skills for planning and completing projects (DVL13)	53%	55%	50%	55%
Cooperative interaction in groups (DVL16)	49%	50%	45%	53%
Skills and knowledge for employment (DVL20)	41%	43%	39%	42%
Knowledge of career options (DVL22)	37%	38%	36%	39%
Computer literacy skills (DVL17)	33%	32%	34%	33%
Entrepreneurial skills (DVL19)	18%	19%	17%	17%

7.4 Contribution to life skills

Students' perceptions varied as to the contribution that their university made to each of 10 skills, deemed "life skills," from *ability to interact with people from backgrounds different from your own* (21% very much) to *spirituality* (5% very much).

Table 25: Contribution to life skills (% much or very much)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Ability to interact with people from backgrounds different from your own (DVL25)	56%	56%	54%	59%
Time management skills (DVL28)	54%	53%	53%	58%
Persistence with difficult tasks (DVL18)	52%	53%	50%	55%
Ability to evaluate your own strengths and weaknesses (DVL24)	51%	53%	48%	52%
Dealing successfully with obstacles to achieve an objective (DVL3)	49%	51%	47%	51%
Moral and ethical judgment (DVL29)	44%	49%	41%	43%
Ability to lead a group to achieve an objective (DVL21)	41%	44%	37%	46%
Self-confidence (DVL23)	37%	42%	35%	36%
Appreciation of the arts (DVL26)	29%	32%	28%	25%
Spirituality (DVL27)	14%	18%	13%	13%

8.0 Commitment to completion

8.1 Financial resources to complete program

Two-thirds of students agree or strongly agree that *they have the financial resources to complete their program*.

Table 26: Agreement that they have financial resources to complete program (CMT1)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Strongly agree	23%	22%	23%	25%
Agree	45%	43%	45%	46%
Disagree	18%	19%	17%	17%
Strongly disagree	7%	8%	7%	7%
Don't know	7%	7%	7%	5%

There appears to be a correlation between average debt and the belief that they have the financial resources to complete their program, as those who are less likely to agree carry higher debt loads. However, this does not appear to be driven by higher costs per year, as the average funding is virtually the same.

Table 27: Agreement that they have financial resources to complete program by average debt and financing per year

	Average total debt	Funding per year
Strongly agree	\$4,998	\$17,936
Agree	\$8,764	\$16,623
Disagree	\$14,751	\$16,906
Strongly disagree	\$20,539	\$17,735
Don't know	\$10,499	\$15,850

8.2 Perceptions of university education

Students are more likely to agree that *most of their courses are interesting* (26% strongly agree) and that they are *in the right program for them* (43% strongly agree). Conversely, students are less likely to agree that they *had adequate information about their program from the university before they enrolled*, including 18% who strongly agree.

Table 28: Agreement with statements about university education (% agree or strongly agree)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Most of my courses are interesting (CMT4)	83%	86%	81%	83%
I am in the right program for me (CMT3)	83%	86%	83%	81%
My course load is manageable (CMT5)	81%	84%	81%	79%
I had adequate information about my program from the university before I enrolled (CMT2)	66%	68%	65%	64%

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

8.3 Perceptions of effort

Students are most likely to agree that they are *willing to put a lot of effort into being successful at university* (51% strongly agree), which is reflected in the fact that almost as many agree that they *normally go to all of their classes* (53% strongly agree). Although students may feel that they can put in the effort, fewer say that they *can deal with stress* (21% strongly agree) and have *good study habits* (20% strongly agree).

- ▶ Male (29%) students are more likely than female (17%) students to strongly agree that *they can deal with stress*.
- ▶ Students with an A- or higher average (84%) are more likely to agree or strongly agree that they *have good study habits* compared to those with a B- to B+ (70%) or C+ or lower (49%) average.

Table 29: Agreement with statements about students' abilities and effort (% agree or strongly agree)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
I am willing to put a lot of effort into being successful at university (CMT7)	94%	95%	93%	95%
I normally go to all of my classes (CMT6)	88%	91%	87%	88%
I can deal with stress (CMT8)	75%	76%	75%	76%
I have good study habits (CMT9)	71%	73%	69%	72%

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

8.4 Commitment to completion

The vast majority of students agree or strongly agree that they *plan to come back to their university next year*; however, 1 in 20 disagree or strongly disagree.

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Strongly agree	57%	57%	55%	59%
Agree	32%	30%	34%	31%
Disagree	3%	3%	3%	2%
Strongly disagree	2%	3%	2%	2%
Don't know	6%	7%	6%	6%

Students are slightly more likely to say that they *plan to complete their degree at this university* than *plan to come back to the 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.

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Strongly agree	63%	63%	61%	67%
Agree	29%	27%	31%	26%
Disagree	2%	2%	1%	1%
Strongly disagree	1%	2%	1%	<1%
Don't know	5%	6%	5%	4%

8.5 Plans to change institutions

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

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
I plan to go to college/CEGEP next year (CMT12)	14%	15%	13%	14%
I plan to transfer to another university next year (CMT11)	7%	8%	7%	6%

8.6 University is worth the cost

A slight majority agree or strongly agree that *a university degree is worth the cost*.

Table 33: Agreement that university degree is worth the cost (CMT14)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Strongly agree	19%	22%	18%	19%
Agree	39%	38%	38%	40%
Disagree	22%	20%	24%	21%
Strongly disagree	9%	8%	9%	10%
Don't know	11%	12%	11%	10%

There appears to be a correlation between debt and the belief that university is worth the cost, as the average debt level increases the less students agree. However, the cost to finance per year is virtually the same across groups. This seems to indicate that feelings about the cost may be more related to how students finance their education rather than the cost of their education.

Table 34: Agreement that university degree is worth the cost by average debt and total funding per year

	Average debt	Total funding
Strongly agree	\$8,758	\$18,075
Agree	\$9,169	\$16,832
Disagree	\$10,848	\$16,939
Strongly disagree	\$13,364	\$16,772
Don't know	\$9,968	\$16,100

9.0 Expectations and experience

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

- 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, 28% of those with an average grade of A- or higher said that their expectations were exceeded, compared to 12% of those with an average grade of C+ or lower.

Table 35: Meeting expectations (EXP18)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Exceeded	19%	26%	15%	17%
Met	64%	60%	66%	65%
Fell short	17%	14%	19%	18%

10.0 Overall evaluation

10.1 Satisfaction with concern shown by university

Two-thirds of 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=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Very satisfied	7%	12%	6%	5%
Satisfied	59%	63%	57%	58%
Dissatisfied	25%	19%	28%	27%
Very dissatisfied	9%	7%	9%	10%

10.2 Satisfaction with decision to attend this university

About 9 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=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Very satisfied	21%	26%	17%	21%
Satisfied	67%	64%	68%	67%
Dissatisfied	10%	8%	11%	10%
Very dissatisfied	2%	2%	3%	2%

10.3 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 -1 (27% promoters minus 28% detractors).

Table 38: Recommend university to others (EVAL14)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Promoter (rating of 9 or 10)	27%	34%	21%	28%
Passive (rating of 7 or 8)	45%	44%	46%	46%
Detractor (rating of 0 to 6)	28%	23%	33%	26%
Net promoter score (promoter minus detractor)	-1	+11	-12	+2

Note: The net promoter score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.

11.0 Goal development

11.1 Choosing a discipline or major

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

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Yes	92%	93%	91%	93%
No	8%	7%	9%	7%

11.2 Plans for additional schooling

After completing their undergraduate studies, about one-third plan on applying to graduate school or a professional program.

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Apply to graduate school (GOAL4)				
Yes	34%	34%	33%	34%
No	25%	27%	24%	26%
Unsure	41%	39%	43%	40%
Apply to professional program (GOAL3)				
Yes	28%	27%	26%	32%
No	41%	42%	41%	41%
Unsure	31%	31%	33%	27%

11.3 Career plans

Given that these are middle-years students, it is not surprising that many have not formed concrete career plans, as about one-third only *know their career options* a little or not at all.

Table 41: Career plans				
	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Description of career plans (GOAL5)				
I have a specific career in mind	32%	36%	27%	34%
I have several possible careers in mind	35%	35%	35%	36%
I have some general ideas but I need to clarify them	23%	20%	26%	21%
I am unsure, but I want to develop a career plan	9%	7%	10%	8%
I am not thinking about a career at this stage of my studies	2%	2%	2%	<1%
How well students know career options (GOAL6)				
Very well	20%	22%	17%	21%
Fairly well	49%	48%	50%	48%
Only a little	28%	25%	29%	28%
Not at all	4%	4%	4%	4%

11.4 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, or friends about employment*.

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

Table 42: Steps taken to prepare for employment or career after graduation				
	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Talked with parents/family about employment/career (GOAL8)	78%	77%	77%	80%
Talked with friends about employment/career (GOAL9)	78%	76%	78%	80%
Created resumé or curriculum vitae (GOAL10)	58%	50%	59%	65%
Talked with professors about employment/career (GOAL7)	40%	46%	37%	39%
Volunteered in chosen field of employment (GOAL15)	32%	35%	28%	34%
Worked in chosen field of employment (GOAL14)	30%	31%	30%	31%
Attended an employment fair (GOAL12)	30%	27%	31%	34%
Met with a career counsellor (GOAL13)	23%	21%	24%	25%
Created an e-portfolio (GOAL11)	18%	17%	19%	18%
I have a career mentor (GOAL16)	7%	8%	6%	7%
None (GOAL17)	5%	6%	6%	4%

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

12.0 Satisfaction with facilities and services

12.1 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*.
- ▶ Visible minority students are less likely than non-visible minority students to use *parking* (34% versus 51%).

Table 43: Use of general facilities and services

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
On-campus book stores (SRV18)	67%	68%	65%	68%
Library electronic resources (SRV5)	60%	63%	58%	58%
Food services (SRV25)	58%	59%	56%	61%
Online campus book stores (SRV19)	49%	52%	48%	47%
On-campus library (SRV4)	43%	47%	43%	40%
Parking (SRV26)	43%	48%	41%	41%
Athletic facilities (SRV16)	39%	36%	37%	45%
Campus medical services (SRV20)	19%	16%	20%	23%
Other recreational facilities (SRV17)	16%	14%	15%	19%
Facilities for university-based social activities (SRV22)	15%	14%	15%	17%
Computing services help desk (SRV24)	13%	14%	13%	9%
Facilities for student associations (SRV23)	11%	11%	11%	13%
University residences (SRV13)	11%	13%	11%	10%

Among those who used the facilities and services, results show very little difference in satisfaction with general facilities and services, with the exception of *parking facilities* and, to a lesser extent, *food services*.

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

	All students	Group		
		1	2	3
Library electronic resources (SRV5SAT)	95%	95%	95%	95%
On-campus library (SRV4SAT)	95%	96%	94%	95%
Other recreational facilities (SRV17SAT)	95%	96%	93%	95%
Facilities for university-based social activities (SRV22SAT)	95%	95%	94%	95%
Computing services help desk (SRV24SAT)	94%	94%	94%	93%
Online campus book store (SRV19SAT)	92%	90%	92%	93%
Facilities for student associations (SRV23SAT)	90%	92%	87%	94%
On-campus book stores (SRV18SAT)	90%	89%	91%	92%
Athletic facilities (SRV16SAT)	89%	91%	88%	90%
Campus medical services (SRV20SAT)	86%	89%	81%	90%
University residences (SRV13SAT)	81%	82%	81%	79%
Food services (SRV25SAT)	73%	68%	76%	75%
Parking (SRV26SAT)	40%	44%	38%	39%

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

12.2 Academic services

Academic advising is used much more than the other four academic services. Students attending Group 2 universities are more likely than those attending Group 1 and Group 3 universities to have used *co-op offices and supports*.

Table 45: Use of academic services

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Academic advising (SRV9)	49%	50%	48%	49%
Co-op offices and supports (SRV21)	15%	7%	21%	13%
Writing skills (SRV12)	12%	12%	13%	11%
Study skills and learning supports (SRV11)	12%	12%	13%	11%
Tutoring (SRV10)	9%	9%	9%	8%

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	3
Study skills and learning supports (SRV11SAT)	91%	93%	90%	90%
Writing skills (SRV12SAT)	89%	93%	87%	87%
Tutoring (SRV10SAT)	87%	87%	87%	88%
Academic advising (SRV9SAT)	85%	86%	85%	83%
Co-op offices and supports (SRV21SAT)	84%	86%	83%	85%

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

12.3 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 ranges quite drastically.

- Students who self-identify as a visible minority are more likely than those who do not to use *services for international students* (9% versus 2%).

Table 47: Use of special services

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Financial aid (SRV15)	25%	30%	22%	27%
Personal counselling (SRV8)	14%	16%	13%	13%
Career counselling (SRV7)	10%	10%	10%	11%
Employment services (SRV6)	9%	8%	9%	10%
Services for students with disabilities (SRV3)	8%	8%	8%	7%
Advising for students who need financial aid (SRV14)	7%	9%	7%	5%
Services for international students (SRV2)	5%	4%	6%	3%
Services for Indigenous students (SRV1)	2%	3%	2%	2%

Satisfaction with special services is very high, with at least 78% 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	3
Services for Indigenous students (SRV1SAT)	90%	93%	88%	90%
Services for students with disabilities (SRV3SAT)	88%	89%	85%	91%
Career counselling (SRV7SAT)	86%	86%	88%	83%
Employment services (SRV6SAT)	85%	85%	86%	83%
Services for international students (SRV2SAT)	85%	85%	85%	86%
Personal counselling (SRV8SAT)	81%	86%	77%	81%
Financial aid (SRV15SAT)	81%	83%	81%	77%
Advising for students who need financial aid (SRV14SAT)	78%	80%	78%	76%

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

13.0 Finances

13.1 Credit cards

Eighty-six percent of middle-years students report that they have at least one credit card, including 23% with two or more. Among those students who have credit cards, three-quarters pay off their balance each month and, as such, their current credit card balance should be zero; however, when asked what their current credit card balance is, just 33% say it is zero. The average credit card debt for students who have an unpaid balance is over \$3,000.

- ▶ Although there are only slight differences in the number of credit cards and repaying balances each month across groups, students in Group 1 carry the most credit card debt.
- ▶ The older the student, the more likely they are to have 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 \$378 for those 19 and younger to \$3,228 for those 25 and older.

Table 49: Credit cards

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Number of credit cards (FIN1)				
None	14%	14%	14%	12%
One	63%	61%	62%	66%
Two	15%	16%	15%	16%
Three or more	8%	9%	9%	6%
Regularly pay off balance each month* (FIN2)				
Yes	77%	72%	79%	81%
Total credit card balance* (FIN3)				
Zero	33%	31%	33%	35%
\$500 or less	15%	15%	15%	14%
\$501 to \$1,000	6%	7%	5%	6%
Over \$1,000	10%	13%	8%	8%
Don't know	36%	33%	38%	36%
Average (all with credit card)	\$1,049	\$1,387	\$944	\$827
Average (those with unpaid balance)	\$3,434	\$3,764	\$3,540	\$2,714

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

13.2 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 three times more likely to report debt from *government student loans* than from *loans from parents or family*.

Table 50: Sources of debt (DEBT)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Any debt	43%	47%	37%	48%
Government student loans	38%	40%	32%	44%
Loans from parents/family	11%	11%	10%	10%
Loans from financial institutions	8%	10%	7%	9%
Debt from other sources	4%	5%	4%	4%

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

Government student loans account for the most debt at almost \$20,000, one and half times higher than *loans from financial institutions* and double the debt from *loans from parents or family*.

- ▶ Group 3 students have more debt on average than Group 1 and Group 2 students, largely driven by carrying more debt from *loans from financial institutions*.
- ▶ The older the student, the more debt they report, increasing from \$6,067 for those 19 and younger up to \$18,871 for those 25 and older.

Table 51: Average amount of repayable debt

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Average total debt (DEBT1AMT-DEBT4AMT)				
All respondents	\$9,922	\$11,126	\$7,575	\$12,369
Those with debt	\$23,032	\$23,826	\$20,321	\$25,544
Average among those with these sources				
Government student loans (DEBT1AMT)	\$19,779	\$21,418	\$17,267	\$21,014
Loans from financial institutions (DEBT2AMT)	\$13,570	\$11,271	\$10,654	\$20,596
Loans from parents/family (DEBT3AMT)	\$9,653	\$8,591	\$10,072	\$10,205
Debt from other sources (DEBT4AMT)	\$6,725	\$8,173	\$6,166	\$5,570

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

- ▶ The older the student, the more likely they are to report having debt. Just 36% of those 19 and younger report having debt compared to 60% of those 25 and older.

Table 52: Total debt (DEBT1AMT-DEBT4AMT)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
No debt	57%	53%	63%	52%
Less than \$5,000	4%	4%	5%	4%
\$5,000 to \$9,999	5%	5%	5%	6%
\$10,000 to \$14,999	7%	7%	7%	7%
\$15,000 to \$19,999	6%	5%	5%	6%
\$20,000 or more	21%	25%	16%	26%

13.3 Sources of university funding

13.3.1 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 higher than the proportion who reported debt from this source (Section 13.2).

- ▶ Students who self-identify as a member of a visible minority are less likely than those who do not to rely on *earnings from summer work* (31% versus 56%).
- ▶ As might be expected, students with an average university grade of A- or higher (57%) are more likely than those with an average grade of B- to B+ (31%) or C+ or lower (20%) to say that they have received a *university scholarship, financial award, or bursary*.
- ▶ The older the student, the less likely they are to be financing their education through their *parents, family, or spouse*, their *earnings from summer work*, or *RESPs*.

Table 53: Sources of financing

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
Parents, family, or spouse (INC3)	58%	51%	62%	61%
Earnings from summer work (INC8)	45%	46%	42%	47%
Government loan or bursary (INC1)	45%	46%	39%	53%
Earnings from current employment (INC6/7)	43%	49%	42%	37%
University scholarship, financial award, or bursary (INC2)	37%	40%	33%	41%
RESP (INC10)	23%	20%	23%	26%
Loans from financial institution (INC4)	7%	8%	6%	7%
Co-op program, internship, and other practical experiences related to program (INC5)	6%	2%	8%	6%
Investment income (INC9)	5%	4%	5%	5%
Other (INC11)	4%	5%	4%	3%

Most students rely on about three sources to fund their education, although more than a quarter of students use four or more sources.

- ▶ On average, visible minority students rely on fewer sources (2.4) than non-visible minority students (2.9). In addition, 31% of visible minority students report using one source to fund their current year, compared to 18% of non-visible minority students.
- ▶ As students get older, they rely on fewer sources to fund their education; 20% of those 19 and younger rely on just one source compared to 35% of those 25 and older.
- ▶ The higher a student's grade, the more sources they rely on to fund their current year.

Table 54: Number of sources of financing (INC1-11)

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
One	24%	23%	27%	19%
Two	24%	24%	24%	23%
Three	24%	24%	24%	26%
Four or more	28%	29%	26%	31%
Average	2.7	2.7	2.6	2.9

13.3.2 Average financing

Students require just over \$17,000 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 6% cite using a *co-op program, internship, or other practical experiences related to their program*, but it provides the highest average amount. Conversely, the most common source reported was *parents, family, or spouse*, and yet it contributed the fourth most.

- ▶ Male students (\$18,746) require more to finance their current year than female students (\$16,155).
- ▶ As students get older, they report needing more to finance their current year. The average amount needed increases from \$15,168 for those 19 and younger to \$22,451 for those 25 and older.

Table 55: Average amount from each financing source

	All students (n=20,449)	Group		
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)
All respondents				
Overall (INC1AMT-INC11AMT)	\$17,012	\$16,457	\$17,141	\$17,422
Average among those with these sources				
Co-op program, internship, and other practical experiences related to program (INC5AMT)	\$10,669	\$8,400	\$9,633	\$13,697
Government loan or bursary (INC1AMT)	\$8,273	\$8,920	\$7,274	\$8,816
Loans from financial institution (INC4AMT)	\$8,231	\$6,444	\$7,414	\$11,636
Parents, family, or spouse (INC3AMT)	\$7,566	\$5,509	\$9,199	\$6,805
Earnings from current employment (INC6AMT/INC7AMT)	\$7,173	\$8,321	\$7,135	\$5,575
Earnings from summer work (INC8AMT)	\$5,476	\$5,575	\$5,454	\$5,398
RESP (INC10AMT)	\$5,152	\$4,750	\$5,360	\$5,211
Investment income (e.g., bonds, dividends) (INC9AMT)	\$3,091	\$3,748	\$2,963	\$2,662
University scholarship, financial award, or bursary (INC2AMT)	\$2,312	\$2,285	\$2,339	\$2,306
Other (INC11AMT)	\$8,090	\$7,323	\$8,219	\$9,181

Appendix A - 2020 CUSC-CCREU Survey (© 2020)

2020 Survey of Middle Years Students

This survey is being completed by students in the middle year(s) of their program, including second, third, and in some cases, fourth year students at approximately 50 Canadian universities. We want to learn more about what our students think of their university experience and how they are developing as they move through their programs of study.

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 <university name>? Year: _____

hist3 Have you transferred to <university 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)? Check all that apply.

hist5 No

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):

hist13txt _____

Activities		Never	Occasionally	Often	Very often
act1	attended campus social events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
act2	attended public lectures and guest speakers on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
act3	attended campus cultural events (theatre, concerts, art exhibits, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
act4	participated in student government (excluding voting in student elections)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
act5	participated in student clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
act6	participated in on-campus student recreational and sports programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
act7	attended home games of university athletic teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
act8	participated in on-campus community service/volunteer activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
act9	participated in off-campus community service/volunteer activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

act10 During an average week how many hours do you spend in community service/volunteer activities? Hours: ____

During an average 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): ____

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** On average, how many hours per week 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 with the following statements about your professors.

		Strongly disagree	Disagree	Agree	Strongly agree
prof1	Most of my professors ... Are reasonably accessible outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof2	Take a personal interest in my academic progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof3	Treat students as individuals, not just numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof4	Encourage students to participate in class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof5	Are well organized in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof6	Seem knowledgeable in their fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof7	Communicate well in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof8	Are intellectually stimulating in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof9	Provide useful feedback on my academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof10	Provide prompt feedback on my academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof11	Are fair in their grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof12	Are consistent in their grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly disagree	Disagree	Agree	Strongly agree	No basis for opinion
Most of my professors ...					
prof13 Treat students the same regardless of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof14 Treat students the same regardless of race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof15 Look out for students' interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

profxx Regardless of how well you think your professors did, which three statements do you think are the most important? choose from **prof1** to **prof15**

	Yes, all courses	Yes, most courses	Yes, some courses	No courses
prof16 Were you given the chance to evaluate the quality of teaching in your courses this past fall?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Strongly disagree	Disagree	Agree	Strongly agree
prof17 Generally, I am satisfied with the quality of teaching I have received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staff2 Most university support staff (e.g., clerks, secretaries, etc.) are helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Growth and development

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

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt2	I had adequate information about my program from the university before I enrolled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt3	I am in the right program for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt4	Most of my courses are interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt5	My course load is manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt6	I normally go to all of my classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt7	I am willing to put a lot of effort into being successful at university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt8	I can deal with stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt9	I have good study habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt10	I plan to come back to this university next year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt11	I plan to transfer to another university next year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt12	I plan to go to college/CEGEP next year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt13	I plan to complete my degree at this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt14	A university degree is worth the cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expectations and experience

		Exceeded	Met	Fallen short
exp18	Has <university name> exceeded, met or fallen short of your expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall evaluation

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

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
eval3	Concern shown by the university for you as an individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval9	Your decision to attend this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

eval14 How likely is it that you would recommend <university name> to a friend or family member?
 0 Not at all likely through to 10 Extremely likely

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

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

eval14txt _____

Goal development

goal1 Have you chosen 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., Medicine, Law, 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

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 or curriculum vitae (CV)
- goal11 Created an e-portfolio (an inventory of skills, abilities and experience maintained on the web)
- 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 and how satisfied you are with the ones you have used.

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

Finances

fin1 How many credit cards do you have?
options: 0 through 10, 11 or more

[If fin1 = 0 branch to fin3, otherwise fin2.]

fin2 Do you usually pay off the whole balance every month? Yes No

fin3 What is the total unpaid balance on all of your cards? \$ _____ Don't know

Debt

debt Have you acquired repayable debt to finance your university education? Yes No
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.

[If debt = "Yes" branch to debt1, otherwise branch to the Income section.]

Please enter the approximate amount of debt from each source, in Canadian dollars.

Repayable debt from government student loans:	debt1 <input type="checkbox"/>	debt1amt \$ _____
Repayable debt from loans from financial institutions:	debt2 <input type="checkbox"/>	debt2amt \$ _____
Repayable debt from loans from parents/family:	debt3 <input type="checkbox"/>	debt3amt \$ _____
Repayable debt from other sources:	debt4 <input type="checkbox"/>	debt4amt \$ _____

Income

Thinking about the current academic year, please indicate which of the following sources of income you are using to help pay for your university education. For each source please provide the approximate amount in Canadian dollars you expect to receive for the current academic year.

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

Living arrangements

- live1** Where are you currently living?
- In on-campus housing (university residence, dorm, etc.)
 - With parents, guardians or relatives
 - In rented off-campus housing shared 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 or common law
 - In a relationship other than married or common law

live4 Do you have children? Yes No

[If live4 = "Yes" branch to live5, otherwise branch to Disabilities/ Impairments section.]

live5 How many up to age 5? _____

live6 How many age 5 to 11? _____

live7 How many 12 or older? _____

Commuting

comm1 At present, what method of transportation do you use most often to get to campus?

- Vehicle (alone)
- Vehicle (with others or in a car pool)
- Public transportation
- Walk
- Bicycle
- Other (please specify below):

commtxt _____

Don't attend the campus

Disabilities/ Impairments

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

dis11 I do not have a disability/ impairment

		How often are your daily activities limited by this disability/ impairment?		
		Sometimes	Often	Always
dis1	<input type="checkbox"/> Mobility/ Dexterity	disf1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis2	<input type="checkbox"/> Hearing	disf2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis3	<input type="checkbox"/> Speech	disf3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis4	<input type="checkbox"/> Vision (e.g. blindness, low vision)	disf4 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis5	<input type="checkbox"/> Learning/ Memory (e.g. dyslexia)	disf5 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis7	<input type="checkbox"/> Other physical disability	disf7 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis8	<input type="checkbox"/> Attention deficit disorder	disf8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis9	<input type="checkbox"/> Mental health condition	disf9 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis12	<input type="checkbox"/> Chronic conditions (e.g. Multiple Sclerosis, Crohn's, Autoimmune)	disf12 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis10	<input type="checkbox"/> Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
distxt	_____			

Parental educational attainment

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

	meduc Parent/ Guardian1	peduc Parent/ Guardian2
Less than high school	<input type="checkbox"/>	<input type="checkbox"/>
High school graduate	<input type="checkbox"/>	<input type="checkbox"/>
Some college, CEGEP or technical school (no certificate or diploma)	<input type="checkbox"/>	<input type="checkbox"/>
College, CEGEP or technical school graduate	<input type="checkbox"/>	<input type="checkbox"/>
Some university (no degree or diploma)	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate university degree (e.g., BA, BSc, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Professional degree (e.g., law, medicine, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Graduate degree (e.g., Master's, PhD)	<input type="checkbox"/>	<input type="checkbox"/>
Other Parent/Guardian 1 (please specify) meductxt	_____	_____
Other Parent/Guardian 2 (please specify) peductxt	_____	_____
Don't know/Not applicable	<input type="checkbox"/>	<input type="checkbox"/>

Ethnicity

Are you ... (check all that apply)

- eth1 Indigenous (e.g., status, non-status, Métis, Inuit)
- eth2 Arab (e.g., Saudi, Egyptian, etc.)
- eth3 Black
- eth4 Chinese
- eth5 Filipino
- eth6 Japanese
- eth7 Korean
- eth8 Latin American
- eth9 South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- eth10 Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)
- eth11 West Asian (e.g., Afghan, Iranian, etc.)
- eth12 White/ Caucasian
- eth13 Other (please specify)
- ethtxt _____

[If eth1 is checked branch to ab1, otherwise branch to the Comments section.]

Which of the following describes your Indigenous background? (check all that apply)

- ab1 First Nations status
- ab2 First Nations non-status
- ab3 Metis
- ab4 Inuit
- ab5 Other

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 <university 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 <university 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.