Prairie Research Associates

CUSC 2010 *FIRST-YEAR UNIVERSITY STUDENT* SURVEY

UNIVERSITY OF VICTORIA REPORT

June 2010

Prepared for:

Canadian University Survey Consortium

PROTOCOL FOR DATA USE

CANADIAN UNIVERSITY SURVEY CONSORTIUM (CUSC)

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

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

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

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

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

4. Institutions will receive a data package that includes data for all participating institutions, along with the institutional identifiers, so that appropriate institutional comparisons can be made by each institution. This must be done in a way that protects the confidentiality of the institutional identities and respects the absolute right of each institution to decide what portions of its data should be disclosed.

5. Rankings may not be used for institutional promotion, recruiting, or other public dissemination. However, an institution's mean results, the aggregate mean results, and mean results for the comparable group of institutions in the survey report may be used, although the names of other institutions may not be used.

6. Access to the aggregate data for research purposes may be granted to interested persons, provided that the intended use is a legitimate, non-commercial one, and the researcher is qualified and agrees to acknowledge the ownership of the data by participating universities and provide the consortium with a copy of any report or publication that is produced. Decisions on such requests will be made by a subcommittee consisting of Michael O'Sullivan, Dan Pletzer, Tim Rahilly, and Lynn Smith in consultation with members of the full CUSC committee (all participating institutions) in the case of requests that seem problematic.

TABLE OF CONTENTS

PROTOCOL FOR DATA USE

EXECUTIVE SUMMARY i

1.0 Introduction 1
- 1.1 Methodology 2
- 1.2 University comparisons 4
- 1.3 Discipline or area of study 6
- 1.4 Comparison with previous first-year students surveys 6
- 1.5 Statistically significant differences 6
- 1.6 Non-response 7

2.0 Profile of first-year students 8
- 2.1 Personal profile 8
- 2.2 Living arrangements 10
- 2.3 Interest in campus living 11
- 2.4 Permanent residence 11
- 2.5 Parents' education 13
- 2.6 Disciplines 14
- 2.7 Academic profile 17

3.0 Financing education and current employment 24
- 3.1 Receiving financial awards 24
- 3.2 Current employment 25

4.0 Reasons motivating attendance and choice of university 28
- 4.1 Decision to attend university 28
- 4.2 Reasons for choosing their university 31
- 4.3 Applying to university 36
- 4.4 Contact before choosing a university 37

5.0 Experience prior to classes 44
- 5.1 Application process 44
- 5.2 Help in choice of program 44
- 5.3 Course registration 45
- 5.4 University orientation 46

6.0 University experience 48
- 6.1 Adjusting to university 48
- 6.2 Satisfaction with concern shown to students as individuals 51
- 6.3 Satisfaction with academic facilities and services 52
- 6.4 Personal safety 59
- 6.5 Satisfaction with faculty 59
- 6.6 Satisfaction with choice of university 60
- 6.7 University experience met students' expectations 61
- 6.8 Intention to return to this university in following academic year 61

7.0 Conclusion 62

Appendix A Survey of First-Year Students

Appendix B Methodology Guidelines

EXECUTIVE SUMMARY

Introduction

This is the 16th cooperative study undertaken by the Canadian University Survey Consortium (CUSC). Since 1996, the survey has run in a three-year cycle, with different student populations targeted each year: all undergraduates, first-year undergraduate students, and graduating students. This year's study presents the results for students in their first year of university in 2010 and compares results to the last three surveys of first-year students, conducted in 2007, 2004, and 2001.

The 2010 survey involved 39 universities. To participate, universities provided PRA Inc. with first names and email addresses for a random sample of up to 1,000 first-year students. Overall, the response rate for the 2010 survey was 39%, producing a sample of 12,488 students. The response rate is lower than that for the 2007 CUSC Survey of First-Year Students (45%).

Profile of first-year students

According to the survey, the typical first-year student is an 18-year-old, English-speaking female. Overall, female students outnumber male students by almost two to one, which is similar to results of past CUSC surveys of first-year students. Although female students are more common in our sample, for the most part, the experience and attitudes of students are very similar, regardless of gender.

Overall, 25% of students report being part of a visible minority, 4% identify themselves as Aboriginal people, and 7% of students self-report as having a disability.

In their first year of university, about half of students (47%) continue to live with their parents (or some other relative or guardian). Slightly more are living independently in either on-campus housing (37%) or rented accommodations (14%). Even among those who are not living on campus, there appears to be a strong desire to do so, as 28% of those who do not live on campus say they would if they had the opportunity. Regardless of where students go to school, the vast majority, about 9 in 10, stay in their home province to attend university.

About 7 students in 10 report that their father (68%) or mother (71%) had completed at least some post-secondary education. Slightly more than 1 in 10 students (14%) are first-generation students; that is, neither their father nor their mother took any post-secondary education.

Most students graduated from high school or CEGEP in the same year they began their first year of university. In other words, they went immediately from high school or CEGEP graduation to university in the fall, as 80% of students graduated from high school or CEGEP in 2009 or later. About 85% of students registered with a full course load, and about 10% of students switched to a partial load by the time of the survey.

Many students are finding university more academically challenging than high school or CEGEP. While 7 students in 10 report an average grade of A- or higher in high school or CEGEP, 1 in 3 expects such an average at the end of their first year of university. Typically,

students expect an average grade of slightly lower than a B+ at the end of first-year university, while the average grade achieved in high school or CEGEP was an A-.

Financing education and current employment

About half of students (51%) received a scholarship, financial award, or bursary for the 2009–10 academic year. Among those who received a scholarship, financial award, or bursary, almost 3 in 10 (29%) say they would not have been able to attend university without one.

Almost 4 in 10 students report being employed in the current academic year. Among employed students, the typical students work about 14 hours a week. About 3 in 10 employed students report that their work has a negative impact on their academic performance, including 3% who say it has a very negative impact. However, for 1 in 7 (14%), their work positively impacts their academic performance, including 5% who say it has a very positive impact.

Reasons motivating attendance and choice of university

We asked students to rate the importance of eight reasons for deciding to attend university. Almost all students (99%) report that at least one of these reasons was very important in their decision to attend university. Indeed, multiple reasons often play a role. For example, over half of the students (52%) rate five or more reasons as very important. Among the eight reasons, future employment appears to be the main motivation for students to attend university. About two-thirds of students say that either *preparing for a specific job or career* (43%) or *getting a good job* (24%) is the single most important reason for going to university.

We asked students to rate the importance of 17 different reasons for deciding to attend their current university. While many reasons are very important to students, when asked to choose one reason as the most important, three key reasons emerge: *specific career-related programs* (22%); *wanted to live close to home* (19%); and *quality of academic programs* (17%).

When selecting a university, about 6 students in 10 (58%) report applying to more than one. Among students who applied to more than one university, the average number was about three. Not only did students often apply to more than one university, a few (10%) also applied to a college. However, it appears that applying to many universities may simply have been a safety net for students, as the vast majority of first-year students (83%) report that they are attending their first choice of university.

Just over half of students (53%) say they received direct contact from their university before they graduated from high school or CEGEP, most of whom received such contact in Grade 12. When it comes to deciding which university to attend, students are divided about which contact was most important when making their decision. No single type of contact is rated as most important by more than 1 in 5 students. The most important types of contact tend to be divided between students' experiences, such as *campus visits and open houses* (19%), and information from others, such as *word of mouth* (17%) and *advice from high school guidance counsellors or teachers* (13%).

Experience prior to class

Almost all students (90%) report being at least somewhat satisfied with their university's handling of their application for admission, including 60% who are very satisfied.

About half of students (54%) report receiving assistance from their university before or while first registering. Among those who received such assistance, more than 9 in 10 (92%) report being at least somewhat satisfied, including 46% who are very satisfied.

Students often used multiple methods to register. While almost all students registered *online* (90%), many also registered *in person* (30%), *by mail* (20%), or *by phone* (16%). Regardless of the method, at least 3 students in 4 were satisfied with the registration process they experienced. More than 8 in 10 students say they are satisfied with being able to get into all of the courses they wanted to, including 44% who say they are very satisfied.

Two first-year students in 3 (66%) participated in a university orientation program. The vast majority of students who attended orientations report being satisfied with various aspects of the session. Students are most satisfied with their orientation in terms of *making them feel welcome to the university* (94%), and are least satisfied with how it *built their confidence* (77%).

University experience

We asked students to rate their success with a wide variety of personal, academic, and practical adjustments to university. Of the seven academic adjustments rated, students report having the most success *understanding content and information presented in courses* (96% report success), and the least success *getting academic advice* (71%).

Most students also report having at least some success in adjusting to personal aspects of university life, reporting the most success *organizing their time to complete academic work* (84%), and the least success *becoming involved in campus activities* (53%).

Most students report having at least some success with practical adjustments, although they report the least amount of success *finding useful information and resources on careers and occupations*. While 65% report having at least some success, just 22% says that they have had very much success in this regard.

On average, first-year students report that they are at least somewhat satisfied with the concern shown by their university for them as individuals, as just over 7 students in 10 (72%) are satisfied with the concern shown by their university for them as individuals. This includes 29% who are very satisfied. About 1 student in 5 is dissatisfied, including 6% who are very dissatisfied.

In terms of facilities and services at universities, the vast majority of students are satisfied. Of the services and facilities tested, at least 8 in 10 students are satisfied with these services, with the exception of their *university's commitment to environmental sustainability* (77%), *food services* (72%), and *parking facilities* (57%).

As we have seen in previous CUSC surveys, the vast majority of students report positive experiences with university faculty. At least 8 in 10 students agree with statements about their professors, and about 3 in 10 strongly agree.

Given students' satisfaction with many aspects of their university experiences, it is not surprising that more than 9 students in 10 (93%) agree that they are satisfied with their decision to attend their university, including about 45% who strongly agree. For most, their experience at their university has *met* (64%) or *exceeded* (25%) their expectations, with few reporting that their experiences *fell short* (11%).

Although most are satisfied with their experiences, slightly fewer (86%) plan on returning to their university for the following academic year. However, almost all of those who do not indicate that they plan on returning (11%) are undecided, with just a few (3%) having decided not to return.

Conclusion

Generally, students at Canadian universities report having positive experiences in their first year of university. As such, these results reflect much of what we found in previous CUSC surveys with first-year university students. While there are areas that might be improved, most students report that their universities fulfilled their expectations and that they are satisfied with their choice of university.

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 five broad purposes:

- to better understand and track student experience and satisfaction with many aspects of the universities they attend;
- to improve student educational outcomes;
- to improve the services available to students;
- to benchmark for purposes of internal management and decision-making, and
- to contribute to accountability reports for the governing bodies of member institutions, governments, and the public.

This institutional report is the confidential intellectual property of the University of Victoria. The data on which it is based is the property of the University of Victoria, the Consortium member institutions, and the CUSC/CCREU Corporation.

The use and publication of this report is governed by the CUSC/CCREU Membership Agreement. It is guided by the principle that a member institution may publish data from surveys of its own students, as long as it is not published in a manner that would harm the reputation of another member institution.

For more information about the *Canadian University Survey Consortium* / *Consortium canadien de recherche sur les étudiants universitaires*, visit the website at www.cusc-ccreu.ca.

This is the 16th cooperative study undertaken by the Canadian University Survey Consortium (CUSC). The surveys target three undergraduate sub-samples: first-year, graduating, and all students. This year's study surveyed students who were in their first year of undergraduate studies in the 2009–10 academic year.

Table 1 shows the types of students CUSC has surveyed and the number of participating universities each year.

Table 1: Past CUSC surveys		
Year	**Sample**	**Number of participating universities**
1994	All undergraduates	8
1996	All undergraduates	10
1997	Graduating students	9
1998	First-year students	19
1999	All undergraduates	23
2000	Graduating students	22
2001	First-year students	26
2002	All undergraduates	30
2003	Graduating students	26
2004	First-year students	27
2005	All undergraduates	28
2006	Graduating students	25
2007	First-year students	34
2008	All undergraduates	31
2009	Graduating students	34
2010	First-year students	39

1.1 Methodology

As shown in the table above, the CUSC survey runs in a three-year cycle, targeting particular types of students each year. The questionnaire used for each of these populations is different.

Each year, PRA Inc. and representatives from participating universities review past questionnaires and methodologies, discussing issues and considering possible changes. In the Fall of 2009, representatives of participating universities reviewed the questionnaire last used—in this case, the 2007 questionnaire. The goal of this review was to identify questions that were no longer appropriate, consider questions to add to the survey, and review problems or issues identified the last time the survey was run. As much as possible, the intent was to leave the questionnaire unchanged to allow for comparison across time. Based on the outcome of this meeting, PRA prepared a draft questionnaire for the CUSC Steering Committee to review. The finalized version can be found in Appendix A.

During the first few years, CUSC surveys were paper-based, which involved participating universities mailing the questionnaire to their students. From 2004 to 2008, universities had the option of participating in an online survey. For the past two years, the survey has been administered strictly online.

Each university supported the study by generating a random sample of 1,000 first-year students. Each institution provided PRA with an electronic database containing the email addresses for these students. Not all participating universities had 1,000 first-year students; in these cases, each university provided a census of its first-year students. Appendix B presents the methodology guidelines for universities participating in this survey.

PRA was responsible for managing the online survey. This involved liaising with the participating universities, providing the company contracted to host the online survey with a

database of student email addresses, preparing the introductory and reminder emails to students, and responding to students' questions about questionnaire content as well as technical questions about using the online survey.

Table 2 (next page) shows the response rates by university, which ranged from 22% to 72%, with an overall response rate of 39%. This yielded 12,488 students who completed the survey.[1] Compared to the 2007 survey (45% response rate for online survey), the response rate is slightly lower in 2010.

Table 2: 2010 CUSC Survey of First-Year Students response rate

University	Surveys		Response rate
	Sample	Completed	
Alberta	1,000	445	44.5%
Brandon	370	111	30.0%
Calgary	1,000	419	41.9%
Carleton	1,000	403	40.3%
Concordia (Alberta)	178	105	59.0%
Dalhousie	1,000	303	30.3%
Fraser Valley	1,000	433	43.3%
Grant MacEwan	1,000	348	34.8%
Lethbridge	983	509	51.8%
Manitoba	1,000	281	28.1%
McGill	1,000	427	42.7%
Memorial	1,000	288	28.8%
Montréal	1,000	478	47.8%
Mount Allison	826	407	49.3%
Mount Royal	1,000	323	32.3%
New Brunswick (Fredericton)	601	287	47.8%
New Brunswick (Saint John)	253	126	49.8%
Nipissing	879	435	49.5%
Northern British Columbia	401	240	59.9%
Ottawa	1,000	341	34.1%
Québec à Trois-Rivières	860	319	37.1%
Redeemer	165	119	72.1%
Regina	1,000	612	61.2%
Ryerson	1,000	286	28.6%
Saint Mary's	912	276	30.3%
Saskatchewan	1,000	349	34.9%
Simon Fraser	1,000	705	70.5%
St. Francis Xavier	815	305	37.4%
St. Thomas	1,000	294	29.4%
The King's	144	75	52.1%
Trent	1,000	293	29.3%
Trinity Western	490	185	37.8%
Tyndale	138	50	36.2%
Victoria	1,000	376	37.6%
Waterloo	1,000	218	21.8%
Wilfrid Laurier	997	252	25.3%
Windsor	1,000	384	38.4%
Winnipeg	1,000	386	38.6%
York	1,000	295	29.5%
Total	**32,012**	**12,488**	**39.0%**

[1] CUSC defined a completed survey as any student who answered at least 50% of the questions (approximately 75 questions).

1.2 University comparisons

For comparison purposes, we have categorized the participating universities into three groups.

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

Participating universities change from year to year. For 2010, seven universities that participated in the 2007 survey declined to participate in the 2010 survey; however, 12 universities that did not participate in 2007 decided to join this year's survey, 11 of which had never participated in the CUSC Survey of First-Year Students in the past. See Table 3 for a complete listing of universities, their Group, and their participation by year.

Table 3: Changes in participating universities				
University	**Participated**			
	2010	**2007**	**2004**	**2001**
Group 1 universities				
Brandon	●	●		●
British Columbia (Okanagan campus)		●		
Concordia (Alberta)	●			
Fraser Valley	●	●		
Grant MacEwan	●			
Lakehead			●	●
Lethbridge	●	●	●	●
Mount Allison	●			
Mount Royal	●			
Mount Saint Vincent		●	●	
New Brunswick (Saint John)	●	●		●
Nipissing	●	●	●	●
Northern British Columbia	●	●	●	
Ontario College of Art & Design			●	●
Ontario Institute of Technology		●		
Québec à Trois-Rivières	●			
Redeemer	●	●		
Saint Mary's	●	●	●	●
St. Francis Xavier	●			
St. Thomas	●			
The King's	●	●		
Trent	●	●		●
Trinity Western	●	●	●	●
Tyndale	●			
Winnipeg	●	●	●	●
Group 2 universities				
Brock		●		
Carleton	●	●	●	●
New Brunswick (Fredericton)	●	●		
Regina	●	●	●	●
Ryerson	●	●	●	●
Simon Fraser	●	●	●	●
Toronto at Scarborough			●	●
Victoria	●	●	●	
Waterloo	●			
Wilfrid Laurier*	●	●	●	●
Windsor	●	●	●	●
Group 3 universities				
Alberta	●	●		●
British Columbia (Vancouver campus)		●	●	●
Calgary	●	●	●	
Concordia (Quebec)		●	●	●
Dalhousie	●	●	●	●
Manitoba	●	●	●	●
McMaster		●	●	
McGill	●			
Memorial	●			
Montréal	●	●	●	●
Ottawa	●	●	●	●
Queens				●
Saskatchewan	●	●	●	●
York	●		●	

● indicates university participated in survey
* In 2001, 2004, and 2007, Wilfrid Laurier was classified as a Group 1 university.

1.3 Discipline or area of study

Each university provided students' discipline or subject area of concentration based on approximately 110 subject areas developed for this survey. PRA then grouped these subject areas into nine themes.

Each university supplied a code for their students' majors based on their administrative records. If universities provided more than one major field of study, the first major listed was used for the purposes of classifying students.

Table 4 shows this year's distribution of major field of study. The results in 2010 are slightly different than those in previous years; this is because, in previous years, when universities did not know a student's major, the student's response on the survey was used to classify their discipline. However, this question was removed in the 2010 survey; since many universities do not require first-year students to declare a major until their second year, this accounts for the higher rate of missing information. When non-responses are removed, results are very similar across years.

Table 4: Subject of major concentration

	2010 (n = 12,488)	2007 (n=12,648)	2004 (n=11,132)	2001 (n=7,093)
Arts and Humanities	17%	26%	21%	20%
Social Science	11%	15%	19%	18%
Biological Science	12%	13%	12%	10%
Business	10%	13%	13%	12%
Physical Science	8%	9%	4%	4%
Professional	6%	7%	7%	6%
Engineering	5%	6%	5%	5%
Education	4%	3%	3%	4%
Other fields	1%	3%	8%	11%
Don't know/no response	24%	6%	7%	10%

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

1.4 Comparison with previous first-year students surveys

As mentioned, CUSC conducted similar surveys with undergraduate students in 2001, 2004, and 2007. Throughout this report, we compare the results of the current survey with results from previous ones. However, as discussed in the previous section, not all universities that participated in the previous studies participated in 2010. Conversely, some of the universities participating this year did not participate in any of the previous years. Therefore, any differences found from year to year may be the result of different universities participating in each year rather than changes in students' experiences and perceptions.

PRA includes these comparisons as a point of interest; further investigation may be necessary to assess true differences across time. That being said, there are few differences in results from previous surveys compared to 2010.

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, we increased the standards for designating whether a relationship can be termed "statistically significant". The benchmarks shown in Table 5 must be met for us to term an association "statistically significant"; the Pearson's chi-square must have probability of a type 1 error of .000 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.

Table 5: Criteria for statistical significance

Test	Level required for significance*
Pearson's chi-square	.000
Phi coefficient or Cramer's V	.150 or higher

* As displayed in SPSS output.

1.6 Non-response

Unlike previous years, non-responses have not been included in the analysis. Therefore, throughout this report, unless explicitly stated as a subpopulation, overall results do not include those who did not respond to a particular question. However, for questions where 'Don't know' is a valid response, overall results include those who selected 'Don't know' to a particular question, although they are not shown in the tables. Therefore, responses to some questions will not sum to 100%.

2.0 Profile of first-year students

In this section, we provide a profile of first-year students who participated in the survey.

2.1 Personal profile

As Table 6 (next page) shows, the typical first-year student is an 18-year-old, English-speaking female.

- As we have found in past surveys, female students outnumber male students by about 2 to 1. This year is no exception.
- The average age of first-year students is just over 18 years. In fact, 75% of students are 18 years of age or younger. About 4% are 21 years of age or older.
- About 8 students in 10 report that their first language is English. The remaining students report that the first language they learned and still speak is French (9%) or another language (13%). There is a statistically significant difference in first language learned between Groups, which is most likely due to where universities are located. Indeed, among the three universities in Quebec, two are in Group 3.
- Some 7% of students self-report as having a disability. Most commonly, students report learning (2% of all students) or mental health (2%) related disabilities.
- Overall, 1 in 4 students report being in a visible minority, with the most common being Chinese (8% of all students), South Asian (4%), and Black (3%). Students attending Group 2 (36%) and Group 3 (29%) universities are statistically most likely to self-identify as being part of a visible minority, while Group 1 students (16%) are least likely.
- About 1 in 25 students identify themselves as Aboriginal, including 2% who identify as Métis.

Table 6: Personal profile					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Gender Q43					
Female	67%	70%	63%	67%	62%
Male	32%	29%	37%	33%	37%
Other	<1%	<1%	<1%	<1%	1%
Age Q44					
18 years or younger	75%	74%	83%	71%	85%
19 years of age	16%	16%	12%	19%	11%
20 years of age	5%	6%	3%	5%	3%
21 years or older	4%	5%	2%	5%	1%
Average age	18.3	18.4	18.0	18.4	18.0
Language first learned and still understand Q45					
English	78%	86%	77%	67%	86%
French	9%	8%	2%	18%	1%
Other	13%	7%	21%	16%	13%
Disability Q55					
Total self-identified	7%	8%	6%	6%	10%
Visible minority Q52*					
Total self-identified	25%	16%	36%	29%	20%
Aboriginal Q52**					
Total self-identified	4%	4%	3%	3%	3%

* 'Visible minority' includes respondents who self-identified themselves as belonging to an ethnic/cultural group other than 'Aboriginal', 'Inuit', 'Métis', or 'White'.
** 'Aboriginal' includes respondents who self-identify themselves as 'Aboriginal', 'Inuit', or 'Métis'.

As Table 7 shows, the personal characteristics of students who participated in the 2010 survey are slightly different than those of students who participated in earlier surveys. Most notably, first-year students appear to be younger in 2010 and 2007 than in earlier surveys. This appears to be primarily the result of the elimination of Grade 13 in Ontario, which was last offered in 2003. This would explain the higher proportion of 19-year-olds in the 2004 and 2001 surveys.

Over time, there also appears to be a growing number of students who self-identify as a visible minority, although this difference is not statistically significant.[2]

[2] This may be due to a wording change for this question in the 2010 survey.

Table 7: Personal profile: First-year students over time				
	2010 (n=12,488)	**2007 (n=12,648)**	**2004 (n=11,132)**	**2001 (n=7,093)**
Gender*				
Female	67%	65%	67%	66%
Male	33%	35%	33%	34%
Age				
18 years or younger	75%	78%	54%	38%
19 years of age	16%	14%	32%	41%
20 years of age	5%	5%	6%	10%
21 years or older	4%	4%	8%	11%
Average age	18.3 years	18.2 years	19.5 years	19.9 years
Disability				
Total self-identified	7%	6%	5%	5%
Visible minority				
Total self-identified	25%	19%	16%	14%
Aboriginal status				
Total self-identified	4%	3%	3%	3%
* The 'other' category for gender has been removed for analysis. Therefore, proportions for 2010 may not match those reported in Table 6.				

2.2 Living arrangements

As Table 8 shows, in their first year of university, the majority of students continue to live with their parents (or some other relative or guardian).

- About half of students live with their parents or other relatives. This is more common at larger institutions, primarily because parents or relatives are more likely to live in the same large centre as students.

- Conversely, about half are living independently, most commonly in on-campus housing (37%) or in rented accommodations (14%). Living on-campus is much more common among students attending Group 1 (43%) or Group 2 (36%) universities than those attending Group 3 universities (28%).

Table 8: Living arrangements Q49					
	All students (n=12,488)	**Group**			**University of Victoria (n=376)**
		1 (n=5,339)	**2 (n=3,523)**	**3 (n=3,626)**	
With parents, guardians, or relatives	47%	41%	50%	54%	23%
In on-campus housing	37%	43%	36%	28%	63%
Rented housing (shared or alone)	14%	15%	12%	16%	13%
In personally owned home	1%	1%	<1%	1%	<1%
Other	<1%	<1%	1%	<1%	1%
Note: Respondents could provide more than one answer. Therefore, columns may sum to more than 100%.					

The distribution of students' living arrangements has changed slightly over time, with more students living independently in on-campus residences. Slightly more students in 2010 and 2007 than in earlier surveys report this to be the case. This may reflect which universities participated each year, rather than any significant change in students' choice of accommodation. See Table 9.

Table 9: Living arrangements over time				
	2010 (n=12,488)	2007 (n=12,648)	2004 (n=11,132)	2001 (n=7,093)
With parents	47%	49%	56%	50%
On-campus residence	37%	35%	27%	29%
Rented home/apartment/room	14%	14%	16%	19%
Personally owned home	1%	<1%	1%	2%
Note: Respondents could provide more than one answer. Therefore, columns may sum to more than 100%.				

2.3 Interest in campus living

As reported, about 4 students in 10 live on campus. Overall, about another 1 student in 5 would choose to live on campus if given a chance (or 28% of those not already living on campus). See Table 10.

Table 10: Would choose to live on campus Q50					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Yes	18%	13%	22%	20%	9%
No	31%	31%	27%	35%	16%
Already living on campus	37%	43%	36%	28%	63%

2.4 Permanent residence

We asked students to indicate the population of the community in which they lived before starting university. As Table 11 shows, about half of the students come from large urban centres (with populations of 100,000 or more), including almost 1 in 4 who is from a city with a population of 500,000 or more.

Reflecting both where they live and the location of the university, students attending Group 3 universities are more likely to be from the largest communities. Indeed, almost twice as many students attending Group 3 universities (43%) compared to Group 1 students (24%) are from communities with populations of 300,000 or more.

Table 11: Population of community lived in before attending university Q48A					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Lived on a farm/ranch	5%	6%	4%	5%	2%
Less than 5,000	13%	16%	11%	11%	7%
5,000 to 9,999	9%	12%	7%	7%	10%
10,000 to 49,999	17%	19%	16%	14%	22%
50,000 to 99,999	11%	13%	10%	8%	13%
100,000 to 299,999	14%	11%	21%	12%	15%
300,000 to 499,999	6%	4%	8%	6%	12%
500,000 or more	26%	20%	23%	37%	20%

The distribution of students' permanent province of residence (Table 12) reflects the province in which participating universities are located (Table 13). Slightly fewer than 1 in 10 students live outside of Canada.

Table 12: Permanent residence Q47

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
British Columbia	14%	15%	25%	3%	79%
Alberta	17%	24%	2%	22%	11%
Saskatchewan	8%	<1%	17%	9%	<1%
Manitoba	6%	8%	<1%	7%	
Ontario	25%	19%	40%	21%	3%
Québec	8%	6%	<1%	18%	
Nova Scotia	6%	10%	<1%	4%	<1%
Prince Edward Island	<1%	<1%	<1%	<1%	
New Brunswick	6%	9%	7%	1%	<1%
Newfoundland and Labrador	2%	<1%	<1%	6%	
Territories	<1%	<1%	<1%	<1%	
International	7%	5%	8%	8%	6%

Table 13: Province in which attending university

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
British Columbia	16%	16%	31%		100%
Alberta	18%	25%		24%	
Saskatchewan	8%		17%	10%	
Manitoba	6%	9%		8%	
Ontario	25%	17%	44%	18%	
Québec	10%	6%		25%	
Nova Scotia	7%	11%		8%	
New Brunswick	9%	15%	8%		
Newfoundland	2%			8%	

Figure 1 shows that among the students surveyed in 2010, the vast majority attend university in their home province. In most cases, about 9 in 10 students choose to attend a university in their home province. The exception is students from Nova Scotia, where about 7 in 10 study in their home province. Of those who do not attend university in their home province, most are attending university in a neighbouring province. For example, 25% of students whose permanent province of residence is Nova Scotia are studying in New Brunswick.

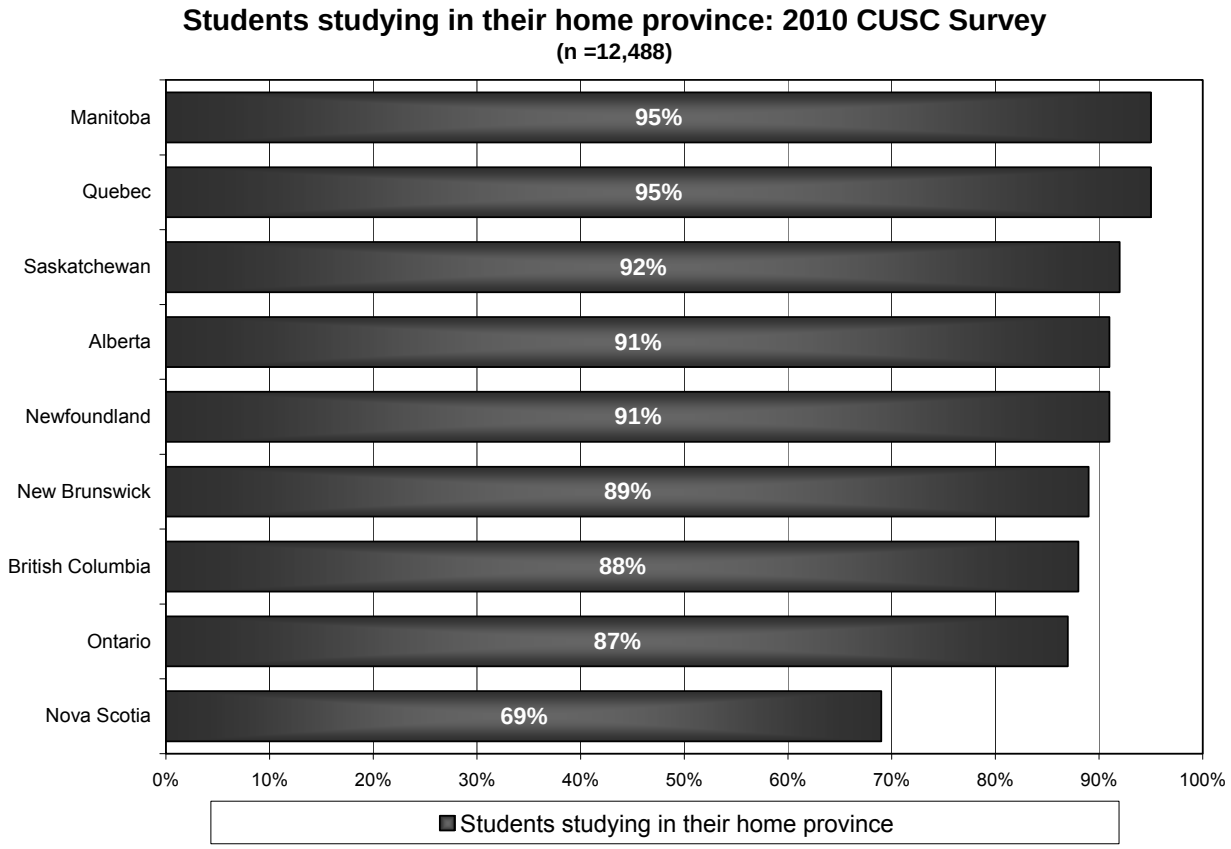

Figure 1

2.5 Parents' education

We asked students what levels of education their mother and father had completed. About 7 students in 10 report that their father (68%) or mother (71%) had completed at least some post-secondary education. Slightly more than 1 in 10 students (14%) are first-generation students; that is, neither their father nor their mother took any post-secondary education.

See Table 14 and Table 15 for the levels of education students report their mother and father achieved.

Table 14: Mother's education Q56					
	All students (n=12,488)	Group 1 (n=5,339)	Group 2 (n=3,523)	Group 3 (n=3,626)	University of Victoria (n=376)
Less than high school	8%	8%	8%	9%	5%
High school graduate	53%	55%	53%	51%	55%
Some college, technical school, or CEGEP	13%	14%	12%	12%	11%
College, technical school, or CEGEP graduate	26%	27%	25%	26%	22%
Some university	9%	9%	10%	8%	11%
University graduate	31%	28%	31%	35%	41%
Professional degree	6%	6%	5%	7%	6%
Graduate degree	8%	7%	8%	10%	10%
Other	1%	1%	1%	2%	2%
Don't know	2%	2%	3%	2%	1%
Note: Respondents could provide more than one answer. Therefore, columns may not sum to 100%.					

Table 15: Father's education Q56					
	All students (n=12,488)	Group 1 (n=5,339)	Group 2 (n=3,523)	Group 3 (n=3,626)	University of Victoria (n=376)
Less than high school	12%	13%	12%	12%	6%
High school graduate	49%	50%	48%	47%	49%
Some college, technical school, or CEGEP	11%	12%	10%	11%	13%
College, technical school, or CEGEP graduate	25%	27%	23%	24%	20%
Some university	8%	8%	8%	8%	10%
University graduate	29%	25%	31%	33%	37%
Professional degree	8%	7%	7%	10%	12%
Graduate degree	11%	10%	11%	14%	17%
Other	2%	2%	1%	2%	<1%
Don't know	3%	4%	4%	3%	1%
Note: Respondents could provide more than one answer. Therefore, columns may not sum to 100%.					

2.6 Disciplines

Institutions submitted students' program of study. These programs were grouped into nine broadly defined disciplines, as shown in Table 16. First-year students plan on receiving degrees in:

- **Generalist disciplines.** About 3 students in 10 plan on getting a degree in a generalist discipline, which includes either Social Science (11%) or Arts and Humanities (17%) programs.

- **Professional disciplines.** About 1 student in 4 plans on graduating from a professional discipline, which includes Business (10%), Professional (6%), Engineering (5%), and Education (4%) programs. Group 1 students (<1%) are much less likely to be in an Engineering program than Group 2 (8%) and Group 3 (6%) students.

- **Science disciplines.** About 1 student in 5 plans on graduating with a science degree either from a Biological (12%) or Physical Science (8%) program. Group 1 students

(16%) are less likely than Group 2 (23%) or Group 3 (25%) students to be in a science discipline.

Table 16: Major/subject area of concentration

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Arts and Humanities	17%	17%	18%	17%	26%
Biological Science	12%	10%	11%	15%	14%
Social Science	11%	9%	12%	13%	26%
Business	10%	10%	14%	8%	6%
Physical Science	8%	5%	12%	10%	16%
Professional	6%	7%	6%	6%	1%
Engineering	5%	<1%	8%	6%	8%
Education	4%	6%	3%	3%	3%
Other fields	1%	<1%	2%	1%	
Don't know	24%	34%	13%	20%	

Note: In cases where more than one major was provided, we took the first mention as the primary area of concentration.

In 2010, as in past CUSC surveys, male and female students tend to select different educational paths. As Figure 2 shows, female students tend to be overrepresented in Professional, Education, Social Science, and Arts and Humanities majors, while male students are more common in Business, Physical Science, and Engineering programs. In fact, Engineering is the only discipline in which male students are the majority.

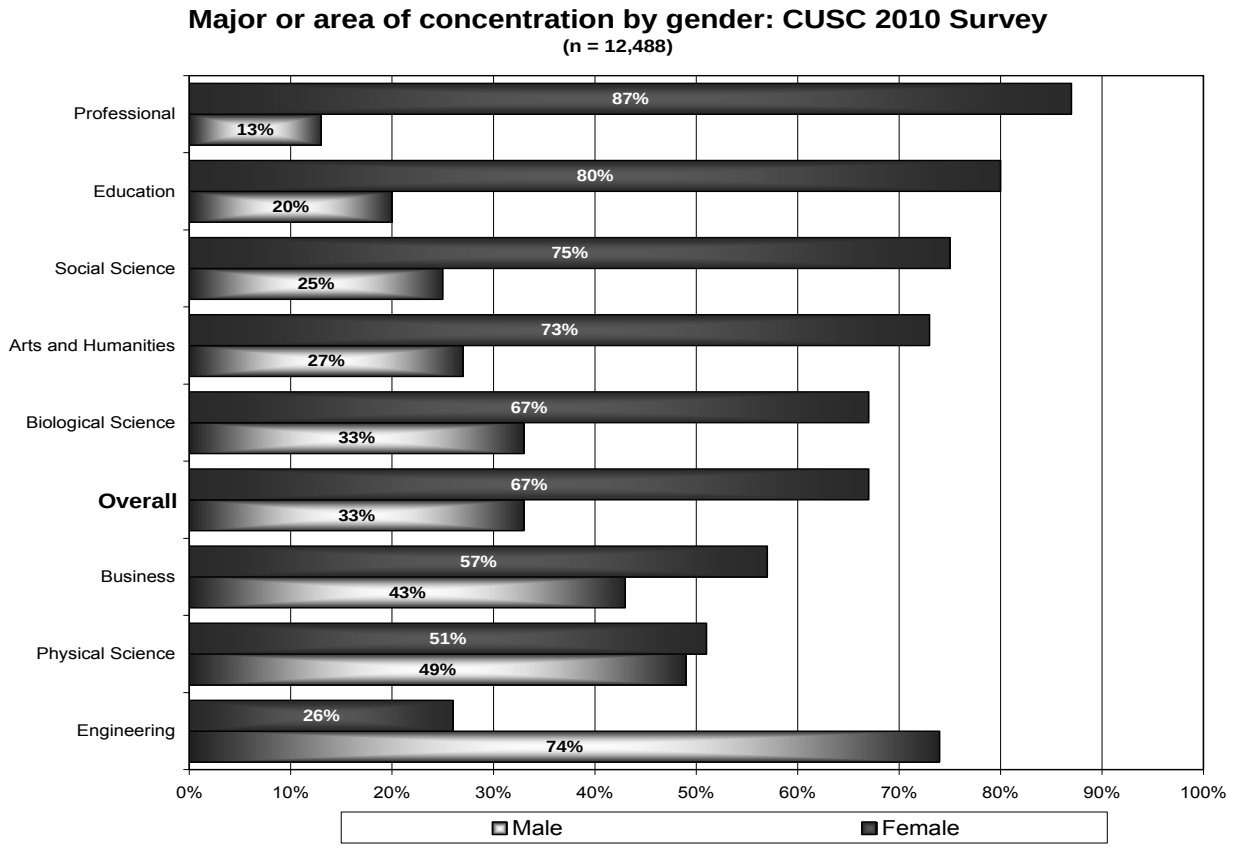

Figure 2

As shown in Table 17, there is a difference among disciplines and the proportion of students in these disciplines that identify as being a visible minority. Engineering (37%) and Business (36%) programs have the highest proportion of minority students. Conversely, students in Education (11%) have the lowest proportion.

Table 17: Visible minority by discipline	
	% identifying as visible minority (excluding Aboriginal) Q52
Engineering	37%
Business	36%
Biological Science	32%
Physical Science	31%
Overall	**25%**
Social Science	23%
Professional	21%
Arts and Humanities	19%
Other fields	19%
Education	11%

Age also appears to play a role in students' selection of discipline, as those 20 or older are overrepresented in Education and Professional disciplines and under-represented in Physical Science programs. Overall, 9% of students are 20 years or older, but 17% of Education and

Professional students are 20 or older, while just 5% of Physical and Biological Science students are 20 or older.

2.7 Academic profile

Academically, the typical first-year student is attending university right after graduating from high school or CEGEP, taking a full course load, and studying in English.

- For the most part, the degree students intend to graduate university with reflects their intended major (Table 16), which is reflected in the fact that Group 3 students (37%) are more likely than Group 2 (25%) and Group 1 (25%) students to be pursuing a Bachelor of Science degree. Not surprisingly, given their majors shown in Figure 2, female students are: more likely than male students to report pursuing a Bachelor of Arts (40% to 30%) or Bachelor of Education (7% to 2%) degree and less likely than male students to attempt a Bachelor of Commerce degree (5% to 9%).

- Most students graduated from high school or CEGEP in the same year they began their first year of university. In other words, they went immediately from high school or CEGEP graduation to university in the Fall, as 8 in 10 students graduated from high school or CEGEP in 2009 or later. About 1 in 5 students report taking a break in their education, finishing high school or CEGEP a year or more before beginning their university education.

- Most students (85%) signed up for a full course load at registration, which decreased only slightly throughout the year, with 82% reporting a full course load at the time of the survey (the survey was administered between January and April 2010).

- Most likely reflecting their primary language, almost 9 in 10 are studying in English, while about 1 in 10 are students in French, and 4% are studying in another language. Again, reflecting the location of the universities, students in Group 3 universities (18%) are most likely to report studying in French.

- About 1 student in 10 is studying in Canada on a visa, which is in line with the proportion of students who report living outside of Canada (as shown in Table 12).

See Table 18 for results.

Table 18: Academic profile

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Degree Q30					
Bachelor of Arts	36%	41%	37%	29%	39%
Bachelor of Science	29%	25%	25%	37%	31%
Bachelor of Social Work	1%	<1%	2%	1%	1%
Bachelor of Commerce	6%	6%	8%	6%	7%
Bachelor of Education	5%	7%	5%	3%	4%
Mixed degree	5%	6%	3%	4%	3%

Other	16%	13%	20%	16%	13%
Year graduated from high school or CEGEP Q26					
2009 or later	80%	75%	84%	84%	84%
2008	14%	17%	12%	11%	11%
2007 or before	6%	8%	4%	5%	5%
Did not graduate	<1%	<1%	<1%	<1%	<1%
Full course load at registration Q27					
Yes	85%	84%	84%	88%	84%
Full course load at time of survey Q28					
Yes	82%	81%	81%	82%	77%
Language of instruction Q46					
English	87%	90%	91%	78%	96%
French	9%	7%	2%	18%	1%
Other	4%	2%	7%	3%	2%
Studying in Canada on a student authorization study permit or visa Q51					
Yes	8%	6%	9%	8%	6%

The change in course load is deceiving. While it appears that only about 3% of students reduced their course load between registration and the time of the survey, many more students drop or add courses throughout the term.

- More than 8 students in 10 (83%) appear to make no changes to their course load, that is, at least not enough to change their status from having a full to a partial course load or vice versa. In fact, 75% of students registered with a full course load and maintained a full course load at the time of the survey, while 8% registered as part-time students and maintained this status.

- The remaining students—about in 1 in 5—report changing their course load status between registration and the survey. These students are split between those who registered with a full course load but at the time of the survey had a partial load (10%) and those who registered with a partial load but added courses to take on a full course load (7%).

See Table 19.

Table 19: Changes in course load

	All students (n=12,488)
No change	83%
Full course load at both points in time	75%
Partial load at both points in time	8%
Change in course load	17%
Full load at registration/partial load at survey	10%
Partial load at registration/full load at survey	7%

2.7.1 Grade point average

We asked students to tell us their average grade in high school or CEGEP, as well as their expected average grade at the end of their first year of university. We also asked students to convert their grade point to a letter grade equivalent.

- In high school or CEGEP, the average grade of these students is close to an A- (an average of 5.9 out of 7; an A- is a 6), while 7 students in 10 report that their average grade at the end of their secondary schooling was an A- or better.

- Students' marks fall in their first year of university compared to their grades in high school or CEGEP, as the average grade falls from an A- to a B+ (an average of 4.8 out of 7; a B+ is a 5), and just 1 in 3 expect that their average grade will be an A- or higher at the end of their first year.

Statistically, students attending Group 2 and Group 3 universities (just over an A-) had higher grades in high school or CEGEP than students attending Group 1 universities (between a B+ and an A-). However, there is somewhat of a levelling effect that occurs in their first year of

university, as there is no difference by Group between students' expected grades at the end of their first year of university. See Table 20.

Table 20: Student grades

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Average grade in high school or CEGEP Q25*					
A or A+	41%	34%	46%	47%	51%
A-	29%	28%	31%	30%	27%
B+	16%	18%	14%	14%	13%
B	10%	13%	8%	7%	7%
C+	3%	4%	1%	1%	2%
C or lower	1%	2%	<1%	<1%	
Average	5.9	5.7	6.1	6.1	6.2
Average grade expected at end of first year of university Q24*					
A or A+	11%	12%	9%	13%	9%
A-	21%	22%	21%	21%	22%
B+	25%	25%	24%	25%	27%
B	27%	26%	28%	26%	24%
C+	10%	9%	12%	10%	11%
C or lower	6%	6%	6%	5%	6%
Average	4.8	4.8	4.7	4.8	4.8

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

While, on average, students' grades are lower in their first year of university than in high school or CEGEP, some students expect to do better in university than when they were in secondary school.

- Four in 10 students (40%) who had an A average (i.e., A+, A, or A-) in high school or CEGEP expect to maintain this average at the end of their first year of university, while 6 in 10 expect a lower grade than they obtained in high school. This includes 11% who expect to have an average of C+ or lower.

- It is somewhat encouraging that about 1 in 7 students (14%) who had a B or B+ average in high school expect to improve on this average by the end of their first year of university by achieving an average grade of A- or higher. The majority (58%) of those students who had a B or B+ average in high school expect to maintain their high school average, while about 3 in 10 (28%) expect to finish with a grade of C+ or lower.

- Those who graduate high school with the lowest grades (C+ average or lower) tend to be the most likely to expect that their academic performance will improve in university. In fact, almost 2 in 3 students (64%) who enter university with an average of C+ or lower expect a higher grade at the end of their first year, including 10% who say it will be at least an A-. Just over 1 in 3 (36%) expect to maintain a similar average to what they had in high school, that is, an average of C+ or lower.

See Table 21.

Table 21: Average grades at end of first year by secondary grade*			
	Expected university grade at end of first year Q24		
	A-, A, or A+	B or B+	C+ or lower
Overall	32%	52%	16%
Grade in high school or CEGEP Q25			
A- or higher	**40%**	**49%**	**11%**
B or B+	**14%**	**58%**	**28%**
C+ or lower	**10%**	**54%**	**36%**
Note: **Bolded** percentages indicate a statistically significant difference between groups. * Only students who answered Q24 and Q25 are included in this table.			

Examining grades by age, we find that younger students had higher grades in high school than older students. In fact, the average grade for students 18 or younger was an A-, with 74% achieving a grade of A- or higher, while the average grade in high school for those 21 or older was about a B+, with 53% achieving a grade of A- or higher.

However, by the end of their first year, students expect virtually the same grades, regardless of their age. In fact, students 21 years of age or older expect to do slightly better, although this difference is not statistically significant.

Table 22: Student grades by age		
	High school grade of A- or higher Q25	University grade of A- or higher Q24
Overall	71%	32%
Age		
18 years or younger	**74%**	31%
19 years of age	**64%**	34%
20 years of age	**55%**	33%
21 years or older	**53%**	42%
Note: **Bolded** percentages indicate a statistically significant difference between groups.		

2.7.2 Grades across time

Table 23 compares results from 2010 to previous CUSC surveys of first-year students in 2007, 2004, and 2001. Over time, we have seen a slight increase in students' grades, in high school or CEGEP and in their first year of university, although the increase in high school or CEGEP is practically the same as the increase in university. Although informative, these differences are not statistically significant.

Table 23: Student grades across time

	2010 (n=12,488)	2007 (n=12,648)	2004 (n=11,132)	2001 (n=7,093)
Average grade in high school or CEGEP Q25*				
A or A+	41%	41%	37%	33%
A-	29%	30%	29%	27%
B+	16%	16%	18%	19%
B	10%	10%	13%	15%
C+	3%	2%	3%	5%
C or lower	1%	1%	1%	2%
Average	5.9	5.9	5.8	5.6
Average grade expected at end of first year Q24*				
A or A+	11%	10%	9%	9%
A-	21%	20%	19%	19%
B+	25%	24%	25%	23%
B	27%	29%	31%	31%
C+	10%	11%	11%	11%
C or lower	6%	6%	5%	7%
Average	4.8	4.7	4.7	4.6

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

2.7.3 Grades by discipline

As shown in Figure 3, although high school and CEGEP grades vary by discipline, expected grades at the end of the first year are remarkably similar, ranging from 4.4 to 5.0 out of 7. On average, students expect their grades at the end of their first year of university to be lower than in secondary school, regardless of discipline, although the drop is much less pronounced for students in Education, Social Science and Arts and Humanities.

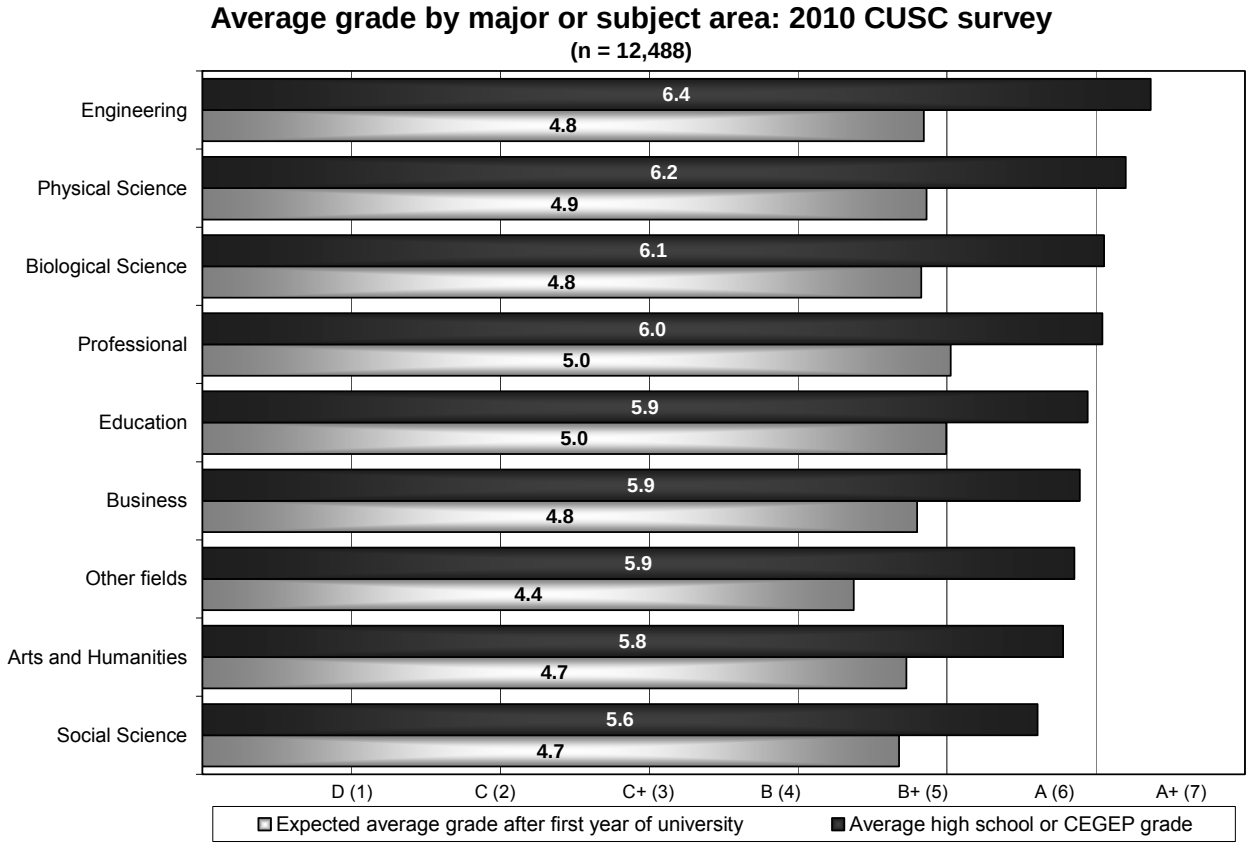

Figure 3

3.0 Financing education and current employment

In this section, we report on some areas of students' current employment and financing of their university education.

3.1 Receiving financial awards

As shown in Table 24, about half of students received a scholarship, financial award, or bursary for the 2009–10 academic year. Among those who received a scholarship, financial award, or bursary, almost 3 in 10 say they would not have been able to attend university without one.

Table 24: Financing university education

	All students (n=12,488)	Group 1 (n=5,339)	Group 2 (n=3,523)	Group 3 (n=3,626)	University of Victoria (n=376)
Received scholarship, financial award, or bursary for 2009-10 academic year Q60					
Yes	51%	49%	56%	50%	57%
No	49%	51%	44%	50%	43%
Unable to attend university without financial assistance Q35*					
Yes	29%	31%	29%	27%	28%

*Note: Only students who had received a university scholarship, financial award or bursary were asked if they would have been able to attend university without this financial assistance.

Younger students are more likely to report receiving scholarships, financial awards, or bursaries. The proportion of students reporting such awards decreases from 59% of those 18 or younger to 20% of students 21 years or older. This may result from a combination of factors, including the greater availability of awards for high school/CEGEP students, older students' awareness of such assistance, and the marks of these older students, which tend to be lower on average than those of students who go immediately to university after high school or CEGEP.

Although older participants are less likely to have received a scholarship, financial award, or bursary, those who did receive assistance are more likely than younger participants to report it was required for them to be able to attend university. Even though this difference is informative, it falls below the threshold for statistical significance.

See Table 25 for results of financial assistance by age.

Table 25: Financing university education by age

	Received scholarship, financial award, or bursary Q60	Unable to attend university without financial assistance Q35
Overall	51%	29%
Age		
18 years or younger	**59%**	28%
19 years of age	**34%**	35%
20 years of age	**21%**	40%
21 years or older	**20%**	60%

Note: **Bolded** percentages indicate a statistically significant difference between groups.

3.1.1 Financial awards by discipline

As shown in Table 26, there is a significant difference by discipline in receiving a scholarship, financial award, or bursary. Engineering students are most likely to have received one of these awards, while Education students are least likely. Although there is a difference in receiving one of these awards, there is no difference by discipline in the proportion of students who received them who also say they would have been unable to attend university without one of these awards.

Table 26: Visible minority by discipline

	% received scholarship Q60	% unable to attend without awards Q35
Engineering	67%	26%
Physical Science	58%	28%
Biological Science	55%	28%
Overall	**51%**	**29%**
Arts and Humanities	51%	33%
Business	49%	27%
Other fields	49%	38%
Social Science	44%	31%
Professional	41%	30%
Education	32%	24%

3.2 Current employment

About 4 students in 10 report being currently employed, most often off campus (35%). Another 1 student in 4 is seeking work. Students reporting a full course load at the time of the survey are slightly less likely to report working (37%) compared to students with only a partial course load (46%), although this difference is not statistically significant.

Among those who are currently employed:

- The typical student works about 14 hours a week. Many report working infrequently, less than 10 hours per week (41%), while 3% work the equivalent of a full-time job, that is, 30 hours a week or more. Students who are employed and have a full course load (13.1 hours) work fewer hours per week on average than students with only a partial course load (17.3 hours).

- Although the majority says their employment has no impact on their academic performance (56%), about 3 students in 10 report that their employment (other than employment related to co-op requirements) has at least some negative impact on their academic performance, including 3% who say it has a very negative impact. Conversely, about 1 in 7 say it has a positive impact on their academic performance, including 5% who say it has a very positive impact. Those who report a negative impact are more likely to report, on average, lower expected marks at the end of their first year of university.

- Not surprisingly, the more hours per week they work, the more likely students are to report that their employment is having a negative impact on their academic performance. Of those students who work 10 hours or less a week, 19% report a negative impact compared to 47% of those who work 30 hours a week or more. Of interest is that those who worked more were also more likely to say their work had a positive impact on their academic performance, as 22% of students who work 30 hours a week or more say it had a positive impact compared to 17% of students who worked 10 hours a week or less.

Table 27 presents the results of students' employment in their first year of university.

Table 27: Employment status

	All students (n=12,488)	Group 1 (n=5,339)	Group 2 (n=3,523)	Group 3 (n=3,626)	University of Victoria (n=376)
Currently employed Q36 (all respondents)					
Yes, both on and off campus	<1%	<1%	<1%	<1%	<1%
Yes, on campus	3%	4%	3%	3%	2%
Yes, off campus	35%	36%	31%	36%	18%
No, but I am seeking work	23%	20%	27%	22%	26%
No, and I am not seeking work	39%	39%	38%	39%	54%
Number of hours worked per week Q37*					
10 hours or less	41%	39%	41%	45%	47%
11 to 20 hours	44%	43%	46%	44%	43%
21 to 30 hours	12%	14%	11%	9%	7%
Over 30 hours	3%	4%	2%	2%	3%
Average number of hours	14.0	14.7	13.6	13.2	12.8
Impact of non-co-op-related employment on academic performance Q38A*					
Very positive	5%	5%	4%	4%	3%
Somewhat positive	9%	10%	8%	9%	8%
Neither positive or negative	56%	56%	56%	56%	51%
Somewhat negative	27%	27%	27%	27%	35%
Very negative	3%	3%	4%	3%	3%

*Note: Only students who are currently employed were asked how many hours they work per week and what impact their employment has on their academic performance.

As Table 28 shows, the older a student is, the more likely they are to be employed and the more hours they work per week, although the difference for employment falls just below the criteria set for statistical significance. However, although older participants are more likely to be employed and work more hours per week, there is practically no difference by age in terms of the impact this employment has on students, as between 30% and 34% in each age group say their employment has a negative impact on their academic performance.

Table 28: Employment status by age

	Employed Q36	Over 20 hours a week Q37	Negative impact Q38A
Overall	39%	15%	30%
Age			
18 years or younger	36%	**12%**	30%
19 years of age	42%	**15%**	30%
20 years of age	48%	**22%**	30%
21 years or older	55%	**33%**	34%

Note: **Bolded** percentages indicate a statistically significant difference between groups.

3.2.1 Employment by discipline

Students in certain disciplines are more likely than students in other disciplines to be employed. Students in Education (57%) are most likely to be employed, while Engineering students (25%) are least likely. Not only are Engineering students the least likely to work, but those who do work fewer hours per week on average than students in other disciplines. See Table 29.

Table 29: Employment by discipline

	Employed Q36	Average hours worked per week Q37
Education	57%	14.4
Professional	46%	13.4
Social Science	44%	14.8
Arts and Humanities	42%	14.5
Overall	**39%**	**14.0**
Other fields	39%	13.3
Business	37%	14.9
Biological Science	32%	12.0
Physical Science	31%	12.8
Engineering	25%	11.0

4.0 Reasons motivating attendance and choice of university

In this section, we report on students' reasons for deciding to attend university, in general, and for deciding to attend their current university, in particular.

4.1 Decision to attend university

We asked students to rate the importance of eight different reasons for deciding to attend university in general. Almost all students (99%) report that at least one of these reasons was very important in their decision to attend university, and over half of the students (52%) rate five or more of these reasons as very important.

As Table 30 shows:

- The reason most commonly rated as very important is *to get a good job.* Over 8 students in 10 rate it as a very important reason for why they decided to attend university.
- About 3 in 4 students rate three other reasons as very important. One is another reason related to employment, which is *to prepare for a specific job or career*. Two other reasons are related to pursuit of knowledge, which are *to get a good general education* and *to increase their knowledge in an academic field.*
- About 6 students in 10 rate *to develop a broad base of skills* and just over 4 in 10 rate *to prepare for graduate or professional school* as very important motivators for attending university.
- Two factors related to social motivators, *to meet parental expectations* and *to make new friends*, are least often rated as very important, but still about 1 in 4 students rate each as such. The younger a student is, the more likely they are to say that *meeting parental expectations* and *making new friends* were very important motivators in their decision to attend university, although the difference for *making new friends* falls just below the criteria for statistical significance.

Table 30: Motivation to attend university ('very important') Q1

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
f. Get a good job	84%	83%	86%	84%	79%
a. Prepare for a specific job or career	75%	75%	75%	75%	65%
b. Get a good general education	74%	73%	75%	75%	74%
e. Increase my knowledge in an academic field	71%	70%	70%	74%	69%
c. Develop a broad base of skills	57%	54%	58%	59%	53%
d. Prepare for graduate/professional school	44%	42%	43%	49%	34%
h. Meet parental expectations	27%	23%	31%	28%	26%
i. Make new friends	23%	22%	26%	22%	26%

Depending on their major or discipline, the importance students placed on reasons for attending university differ.

- The majority of students in all disciplines say that *preparing for a specific job or career* was a very important reason for attending university. Nevertheless, it is most common for students in Education and Professional programs to say it was very important and least common for students in Arts and Humanities programs to say it was very important. Still, almost 7 in 10 students in Arts and Humanities programs say that *preparing for a specific job or career* was very important in their decision to attend university.

- The majority of students in Biological Science programs say that *preparing for graduate or professional school* was a very important reason for deciding to attend university. Students in Engineering and Education programs are least likely to say that this was very important.

Table 31 provides an overview of those disciplines that diverge most from the overall proportion in terms of students' reasons for attending university.

Table 31: Motivation to attend university by discipline

Reason	Discipline	% very important
Q1a. Prepare for a specific job or career	Education	93%
	Professional	92%
	Overall	**75%**
	Arts and Humanities	69%
Q1d. Prepare for graduate/professional school	Biological Science	61%
	Overall	**44%**
	Engineering	31%
	Education	31%

4.1.1 Most important reason

We asked students to choose one of the eight reasons as the single most important in their decision to attend university. As we found in previous surveys, most students' primary motivation to attend university is related to future employment either in a specific field or in general.

- About 2 students in 3 chose either *preparing for a specific job or career* (43%) or *getting a good job* (24%) as the single most important reason for going to university.

- Each of the other reasons is the most important to fewer than 1 student in 10.

See Table 32 for complete results.

Table 32: What was the single most important reason in your decision to attend university? Q2					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
a. Prepare for a specific job or career	43%	46%	40%	40%	38%
f. Get a good job	24%	22%	27%	25%	25%
b. Get a good general education	9%	9%	9%	9%	11%
d. Prepare for graduate/professional school	8%	8%	7%	10%	6%
e. Increase my knowledge in an academic field	8%	8%	7%	8%	10%
c. Develop a broad base of skills	4%	3%	4%	4%	5%
h. Meet parental expectations	3%	2%	3%	3%	3%
i. Make new friends	<1%	<1%	<1%	<1%	<1%
j. Other	2%	2%	2%	1%	2%

As with their ratings of the importance of different factors, students in particular disciplines are more likely to cite specific reasons as the most important in their decision to attend university.

- Students in Education, Professional, and Other programs are more likely than others to say that *preparing for a specific job or career* was their most important reason to attend university.

- Students in Business and Engineering programs are more likely than other students to consider *getting a good job* as the single most important reason. This reason is significantly less common among students in Education programs, because they choose *preparing for a specific career*.

- Students in Biological Science programs are significantly most likely to say that *preparing for graduate or professional school* was the most important reason.

See Table 33.

Table 33: Most important reason by discipline		
Reason	**Discipline**	**% most important**
Prepare for a specific job or career	Education	74%
	Professional	64%
	Other	60%
	Overall	**43%**
	Physical Science	36%
Get a good job	Business	37%
	Engineering	32%
	Overall	**24%**
	Education	14%
To prepare for graduate/professional school	Biological Science	19%
	Overall	**8%**
	Engineering	2%
	Education	2%

4.2 Reasons for choosing their university

We asked students to rate the importance of 17 different reasons for their decision to attend their current university. We have grouped these reasons into four broad themes: personal, university programs and services, general aspects of university life, and other considerations. Overall, results for how important these reasons were for students choosing their current university are very similar to results from the 2007, 2004, and 2001 CUSC First-Year Student surveys.

4.2.1 Personal reasons

The location of the chosen university was a very important reason for many students in their decision about which institution to attend.

- For slightly more than 1 student in 3, *wanting to live close to home* was very important in choosing their current university.
- About 1 in 10 say the fact that their *parents wanted them to enrol at this university, they wanted to live away from home,* or *friends were attending the university* were very important.

Table 34 shows the percentages of those who rated these personal reasons as being very important in their decision to attend their current university.

Table 34: Motivation to attend current university - Personal reasons ('very important') Q7

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
a. Wanted to live close to home	36%	34%	38%	39%	26%
m. Parents/relatives wanted me to enrol here	12%	9%	13%	14%	10%
b. Wanted to live away from home	11%	12%	12%	10%	27%
o. Friends attending here	9%	7%	10%	11%	10%

4.2.2 University programs and services

Among universities' programs and services, *quality of academic programs* and *specific career-related programs* are most often rated as very important in students' choice of university.

- Almost 6 students in 10 report that the *quality of academic programs* at their current university was very important in their decision. This is the single most common reason rated as very important by first-year students.
- Over half of the students say that the fact that their current university offered a *specific career-related program* was very important in their decision.
- About 1 student in 5 rates the *co-op program, internship, and other practical experiences,* the *availability of on-campus residence,* and *opportunities for international work or studies* as very important.

- Slightly more than 1 student in 20 rates *athletic or varsity sports* as very important in their decision to attend their current university.

Co-op programs, internships, and other practical experiences were more important for Group 2 students (33%) than Group 3 (20%) or Group 1 (15%) students. It also appears that the *availability of on-campus residences* was more often very important to students attending Group 1 (24%) than Group 3 (15%) universities; however, while this difference is suggestive, it is not statistically significant. It appears that, in 2010, more students than in previous CUSC First-Year Student surveys report that *co-op, internship, and other practical experiences* were somewhat or very important in their choice of university.[3] Table 35 presents this year's results.

Table 35: Motivation to attend current university - University programs and services ('very important') Q7

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
d. Quality of academic programs	59%	60%	57%	59%	44%
e. Specific career-related program	55%	55%	55%	54%	35%
r. Co-op program, internship, and other practical experiences	22%	15%	33%	20%	26%
k. Availability of on-campus residence	20%	24%	21%	15%	35%
s. Opportunities for international work/study abroad	19%	15%	22%	21%	22%
u. Athletic/varsity sports	7%	7%	8%	7%	9%

4.2.3 General aspects of university life

Many students consider other aspects of university life when deciding which institution to attend.

- Over half of the first-year students report that their *university's reputation* was very important in their decision about which university to attend.

- Almost 4 students in 10 say that the *size of the university* was very important. *Size of the university* is more important to those attending Group 1 than Group 2 or Group 3 universities, as 54% of Group 1 university students say *size* is important compared to 27% of Group 2 and 20% of Group 3 students.

- Financial considerations appear to be somewhat important, although less important than other aspects, as about 1 student in 4 says that *tuition fees* and *an offer of financial assistance or scholarships* were very important. Given that younger students were more likely to receive a scholarship, financial award, or bursary for the 2009–10 academic year, it is not surprising that older students are more likely than younger students to say that *an offer of financial assistance or scholarships* was not important in their choosing a university. About 60% of students 20 or older say such financial assistance, although received, was not important in their decision, compared with just 35% of students 18 years of age or younger.

Table 36 shows these results.

[3] This difference may be due to a change in wording to this question in the 2010 survey.

Table 36: Motivation to attend current university - Other aspects of university ('very important') Q7					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
f. University has a good reputation	55%	58%	50%	56%	48%
g. Size of university	36%	54%	27%	20%	39%
l. Tuition fees	28%	31%	24%	29%	21%
c. Offered financial assistance/scholarships	24%	23%	28%	23%	26%

4.2.4 Other considerations

The remaining reasons for students' choice of university are shown in Table 37.

- One student in 4 indicates that the *size of the city or town* was very important in their choice of university.
- One student in 5 reports that the *availability of public transportation* was very important. The *availability of public transportation* was significantly more important to students attending Group 3 universities (29%) than to those attending Group 1 institutions (15%).
- About 1 student in 7 reports that the *physical appearance of the campus* was very important.

Table 37: Motivation to attend current university - Other considerations ('very important') Q7					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
j. Size of city/town	25%	29%	23%	23%	36%
q. Availability of public transportation	20%	15%	21%	29%	19%
w. Physical appearance of the campus	14%	15%	13%	12%	22%

4.2.5 Reasons by discipline

Table 38 shows the reasons for choosing a university that were statistically significant by discipline.

- *Specific career-related program*s were more often very important to students in Professional and Education programs than to students in other disciplines.
- Students in Engineering, Education, and Business programs are much more likely than others students to say that the *co-op programs, internships, and other practical experiences* were very important.

Table 38: Motivation to attend current university by discipline		
Reason	**Discipline**	**% very important**
Q7e. Specific career-related program	Professional	86%
	Education	84%
	Overall	**55%**
	Physical Science	45%
Q7r. Co-op program, internship, and other practical experiences	Engineering	44%
	Education	40%
	Business	34%
	Overall	**22%**
	Arts and Humanities	15%

4.2.6 Most important reason

We asked students to choose the single most important reason influencing their choice of university. Three reasons stand out as being the most important: *specific career-related programs* (22%), *wanting to live close to home* (19%), and *the quality of academic programs* (17%). These three reasons are the most common, regardless of university Group.

The relative importance of all other reasons is similar by university Group, with a few notable exceptions.

- *Size of university* – which more students attending Group 1 universities (11%) say was the most important reason in choosing their university than students attending Group 2 (3%) or Group 3 (<1%) universities.

- *Co-op program, internship, and other practical experiences* – which were rated as the most important reason more often by Group 2 (6%) than Group 3 (2%) or Group 1 (<1%) students.

Table 39 shows the most important reasons. Reasons that were collapsed into the *Other* category were each selected by 2% or fewer students. Overall, the pattern of response is very similar to CUSC First-Year Student surveys from 2007, 2004, and 2001.

Table 39: Single most important reason in decision to attend this university Q8					
	All students (n=12,488)	**Group**			**University of Victoria (n=376)**
		1 (n=5,339)	**2 (n=3,523)**	**3 (n=3,626)**	
e. Specific career-related program	22%	23%	20%	21%	13%
a. Wanted to live close to home	19%	15%	21%	22%	14%
d. Quality of academic programs	17%	16%	16%	20%	11%
f. University has a good reputation	10%	11%	8%	11%	13%
g. Size of university	6%	11%	3%	<1%	5%
c. Offered financial assistance/scholarships	5%	5%	7%	4%	6%
b. Wanted to live away from home	3%	3%	4%	4%	11%
l. Tuition fees	3%	4%	2%	4%	<1%
m. Parents/relatives wanted me to enrol here	3%	2%	4%	4%	4%
r. Co-op program, internship, other practical experiences	3%	<1%	6%	2%	5%
Other	9%	9%	9%	8%	17%

As shown in Figure 4, when examining the most important reason for choosing a university by age, we find that:

- *Specific career-related program* is the most important reason across age groups, but the importance increases as students get older, rising from 20% of those 18 or younger to 30% of those 21 or older.

- *Wanting to live close to home* is more commonly cited as the most important reason for students 18 or younger. Indeed, it ties with *specific career-related program* as the most important reason for students in this age group.

- As students get older, they are more likely to say that *quality of academic programs* was the most important reason for attending their current university. As students get older, they are less likely to report that *being offered financial assistance or scholarships* was the most important reason, reflecting the fact that they are less likely to report receiving such financial assistance.

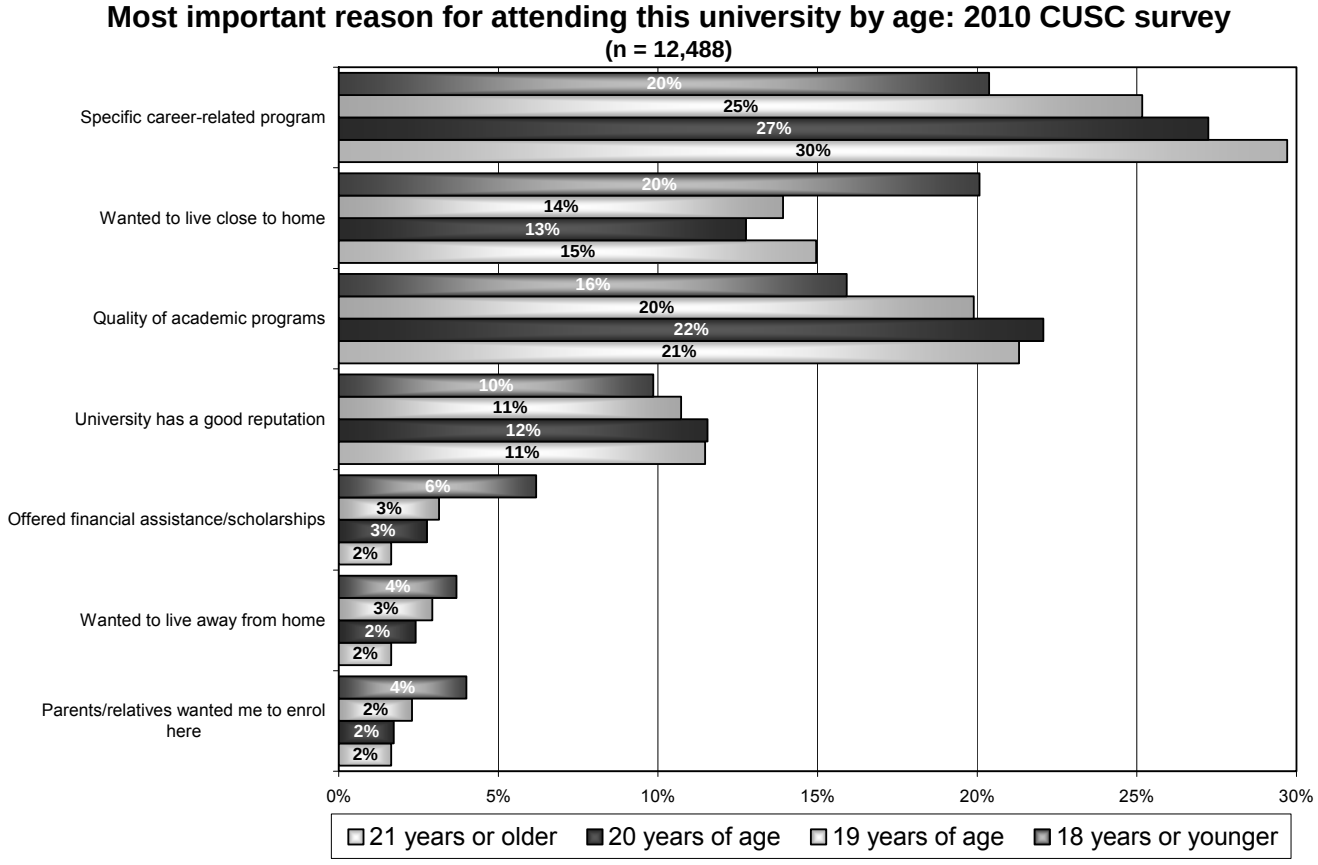

Figure 4

4.3 Applying to university

We asked students about the process of applying to university. As Table 40 shows, about 6 students in 10 applied to more than one university.

Among those who applied to more than one university:

- On average, students applied to between 3 and 4 universities, including the one they are currently attending, although 18% applied to five or more universities.
- Almost 4 in 10 students applied to a university outside their home province. Students attending a Group 2 university (30%) are statistically much less likely to have applied to a university outside their home province than those attending a Group 3 (49%) or Group 1 (40%) university.
- One student in 10 applied to college as well as to university.

Even though many students applied to more than one university, more than 8 students in 10 report that the university they are currently attending was their first choice. Among those who applied to more than one university, 75% report that they are attending their first choice, whereas 94% of those who applied to just the university they are attending say it was their first choice.

Table 40: Application process

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Applied to more than one university Q3					
Yes	58%	54%	69%	54%	65%
Total number applied to Q3A*					
Two	33%	36%	29%	36%	29%
Three	34%	34%	38%	29%	42%
Four	15%	14%	16%	14%	13%
Five or more	18%	16%	18%	20%	16%
Average	3.4	3.2	3.4	3.6	3.3
Number outside home province Q3B*					
None	61%	60%	70%	51%	47%
One	17%	18%	13%	20%	22%
Two	11%	12%	8%	13%	16%
Three or more	11%	10%	9%	17%	16%
Average	0.9	0.8	0.7	1.3	1.2
Applied to college as well (other than a CEGEP) Q4					
Yes	10%	10%	11%	7%	13%
Currently attending first choice Q5					
Yes	83%	84%	79%	86%	86%

*Note: Only students who applied to more than one university were asked the total number to which they had applied, and the total number to which they applied outside their home province.

4.3.1 Applying to university by discipline

Although there appears to be no difference by discipline as to whether students applied to more than one university, there is a difference in whether students applied to a university outside their home provinces. As shown in Table 41, students in Engineering and Physical Science were most likely to have applied to a university outside their home province, while Professional and Education students were least likely.

Table 41: Applied to university outside of home province by discipline

Reason	Discipline	% very important
Applied to university outside of home province Q3B	Engineering	53%
	Physical Science	45%
	Overall	**39%**
	Professional	23%
	Education	18%

4.4 Contact before choosing a university

We asked students about 13 different types of contact that they might have had before choosing their current university. Most appear to have had multiple types of contact before making their decision.

4.4.1 Direct contact

Overall, just over half of students (53%) say they received some form of contact from their university before graduating from high school or CEGEP. Most often, they received contact in their final year of high school (50%). See Table 42.

Table 42: Direct contact from this university Q12/Q12A

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Grade 9 or earlier	<1%	<1%	<1%	<1%	<1%
Grade 10	2%	2%	2%	2%	3%
Grade 11	11%	11%	11%	11%	12%
Grade 12	50%	51%	56%	41%	59%
CEGEP	2%	1%	<1%	4%	
Did not receive contact	47%	45%	42%	53%	39%

Note: Respondents could select more than one answer. Therefore, columns may sum to more than 100%.

Younger students are more likely to report having direct contact from their university while still in high school or CEGEP. The proportion that had direct contact falls from 62% among students 18 or younger to 13% of those 21 or older. Although this may speak to the influence of contact when convincing students to attend a university (or any university), it may also speak to students' inability to remember the contact they may have had several years ago.

See Table 43.

Table 43: Direct contact by age	
	Received direct contact while in high school or CEGEP Q12
Overall	53%
Age	
18 years or younger	**62%**
19 years of age	**34%**
20 years of age	**21%**
21 years or older	**13%**
Note: **Bolded** percentages indicate a statistically significant difference between groups.	

4.4.2 Personal contact

Table 44 shows the proportion of students who rate each of the 10 methods of personal contact when choosing their current university. Although respondents rate the method, it does not necessarily mean they had this experience. For example, it is unlikely that 57% of students had contact with university athletic coaches. Some students most likely chose 'not very important' rather than 'not applicable' if they did not have any contact.

Table 44: Considerations when choosing current university - Personal contact (percent who offered a rating) Q9					
	All students (n=12,488)	**Group**			**University of Victoria (n=376)**
		1 (n=5,339)	**2 (n=3,523)**	**3 (n=3,626)**	
o. Word of mouth	93%	92%	93%	93%	93%
b. Viewbooks, brochures, or pamphlets	92%	91%	93%	92%	90%
n. Advice from high school counsellors or teachers	86%	84%	88%	86%	85%
c. Campus visit/open house	83%	82%	85%	81%	81%
f. Contact from faculty/staff of the university	80%	80%	84%	76%	78%
g. Contact from students of the university	80%	78%	81%	80%	77%
a. Visit by a university rep. to my high school or CEGEP	75%	73%	80%	75%	79%
d. Recruitment fairs	72%	70%	76%	72%	69%
e. Meeting with univ. recruitment/admissions staff on the campus	72%	73%	75%	69%	66%
j. Contact from university athletic coaches	57%	57%	59%	57%	55%

Table 45 shows the proportion of students who rate each contact as very important in their decision about which university to attend out of those who rated the type of contact.

- Of the 83% of students who rated a *campus visit or attended an open house*, just over 4 students in 10 say that a *campus visit or open house* was very important in their decision.

- Of the 93% who rated *word of mouth*, about 4 in 10 rated it as very important in their decision.

- Among those who provided a rating, approximately 3 students in 10 rate *advice from high school counsellors or teachers*; *viewbooks, brochures, or pamphlets*; and *contact from faculty or staff of the university* as very important. Female students (35%) are more likely than male students (22%) to say that *viewbooks, brochures, or pamphlets* were very important when choosing a university.

- Of those who offered a rating, about 1 student in 4 says each of *contact from students of the university*, *visit by a university rep to their high school or CEGEP*, or *a meeting with the university recruitment or admissions staff on campus* was very important. Given that younger students were more likely to recall having direct contact with someone from their university while in high school or CEGEP (refer to Table 43), it is not surprising that a higher proportion of younger students rate *a visit by a university representative to their high school or CEGEP* as very important—from 26% of those 18 or younger to 11% of those 21 or older.

- Of those who rated the contact, about 1 in 6 rates *recruitment fairs* as very important, while less than 1 student in 10 who offered a rating indicates that contact from *university athletic coaches* was very important in their decision.

We do not find any statistically significant differences in the importance of these forms of contact when choosing a university by university Group.

Table 45: Considerations when choosing current university - Personal contact ('very important') Q9

	All students	Group			University of Victoria
		1	2	3	
c. Campus visit/open house	43%	47%	44%	37%	42%
o. Word of mouth	38%	41%	34%	37%	40%
n. Advice from high school counsellors or teachers	31%	30%	33%	31%	28%
b. Viewbooks, brochures, or pamphlets	30%	29%	32%	30%	26%
f. Contact from faculty/staff of the university	30%	32%	30%	26%	29%
g. Contact from students of the university	24%	25%	22%	25%	23%
a. Visit by a university rep. to my high school or CEGEP	24%	25%	24%	21%	23%
e. Meeting with univ. recruitment/admissions staff on the campus	23%	25%	23%	21%	15%
d. Recruitment fairs	16%	16%	17%	15%	12%
j. Contact from university athletic coaches	8%	10%	8%	7%	10%

Note: Percentages are based on those who offered a rating.

In 2010, students appear to be more likely to rate many of these items as very important. This is especially true with interactions with faculty, staff, or students from the university. In 2010, more students report contact with faculty or staff of the university was very important (30%) than in 2001 to 2007 (between 14% or 15%). Similarly, in 2010, 24% report that contact with students of the university was very important in their decision, compared with 12% or less in earlier surveys. Meeting with university recruitment or admissions staff on campus has steadily grown in importance over time. In 2010, 23% report this was very important in choosing a university compared with 14% in 2001.

4.4.3 Contact through media

Many students provided a rating of the importance of various media sources when choosing their university. See Table 46.

Table 46: Considerations when choosing current university - Media (percent who offered a rating) Q9

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
i. University website	94%	94%	94%	94%	93%
k. Maclean's university rankings	78%	77%	81%	75%	84%
l. The Globe and Mail's Canadian University Report	70%	70%	71%	67%	69%

Table 47 shows the proportion of students who used these media sources that rate each as very important.

- Among the 94% who rate their *university's website*, about 4 in 10 say it was very important in choosing their current university.
- Of the 78% who use *Maclean's university rankings*, about 1 in 5 say they were very important in their decision.
- Of the 70% who use *The Globe and Mail's Canadian University Report*, 1 in 10 say it was very important.

Table 47: Considerations when choosing current university - Media ('very important') Q9

	All students	Group			University of Victoria
		1	2	3	
i. University website	41%	41%	40%	43%	37%
k. Maclean's university rankings	18%	19%	17%	17%	20%
l. The Globe and Mail's Canadian University Report	11%	11%	11%	10%	11%

Note: Percentages are based on those who offered a rating.

In addition to the influence of media on their decision about which university to attend, we also asked students if they recalled seeing any advertisements about their university. Overall, just over half of students recalled seeing advertising about their university.

- The most common type of advertising is *online advertising* and *billboards*; in each case, about 1 in 4 recalls seeing them.
- Slightly less than 1 in 5 recalls seeing a *newspaper ad* for their university.
- About 1 in 10 recalls hearing an ad for their university on the *radio* or seeing an ad on *TV*.

See Table 48.

Table 48: Recall seeing advertising through various media sources Q11					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Recall any media (net)	53%	57%	46%	55%	36%
- Online advertising	24%	24%	23%	25%	22%
- Billboard	23%	23%	15%	29%	4%
- Newspaper ad	17%	17%	15%	19%	8%
- Radio ad	11%	14%	6%	9%	2%
- TV ad	10%	14%	6%	9%	4%
- Other	8%	9%	8%	6%	9%
Note: Respondents could provide more than one answer. Therefore, columns may sum to more than 100%.					

4.4.4 Most important contact in choice of university

We asked students to consider all contacts, personal and media, and identify which was the most important in their decision to attend their current university. Of these contacts, two stand out as the most important: *campus visit or open house* (19%) and *word of mouth* (17%).

About 1 in 10 indicates that *advice from high school counsellors or teachers* (13%); the *university's website* (11%); *viewbooks, brochures, or pamphlets* (9%); or *a visit by a university representative to their high school or CEGEP* (8%) was most important. After increasing from 9% in 2001 to 19% in 2007, it appears that fewer students (11%) are relying on a *university's website* as the most important contact.

Other reasons were most important to about 1 in 20 students or fewer. The *other* category includes those reasons that are selected by 2% or fewer of students. See Table 49.

Table 49: Single most important contact in decision to attend this university Q10					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
c. Campus visit/open house	19%	21%	19%	16%	19%
o. Word of mouth	17%	18%	15%	18%	18%
n. Advice from high school counsellors or teachers	13%	12%	14%	13%	9%
i. University website	11%	10%	9%	15%	9%
b. Viewbooks, brochures, or pamphlets	9%	7%	10%	10%	8%
a. Visit by a university rep. to my high school or CEGEP	8%	8%	10%	7%	12%
g. Contact from students of the university	6%	7%	5%	7%	7%
f. Contact from faculty/staff of the university	4%	5%	5%	3%	3%
e. Meet with univ. recruitment/admissions staff on campus	3%	4%	3%	3%	3%
k. Maclean's university rankings	3%	3%	4%	3%	4%
Other	6%	6%	7%	5%	8%

Examining results by age, we find several differences for what was the single most important influence on students' decision about which university to attend.

- The younger a student is, the more likely they are to indicate that *campus visits or open houses* and *visits by a university representative to their high school or CEGEP* were the most importance influence on their decision about which university to attend.

- The older a student is, the more likely they are to rely on *word of mouth*, the *university's website*, and *contact from faculty or staff of the university*.

Figure 5 shows some of the most important influences on students' decision to attend their university by age.

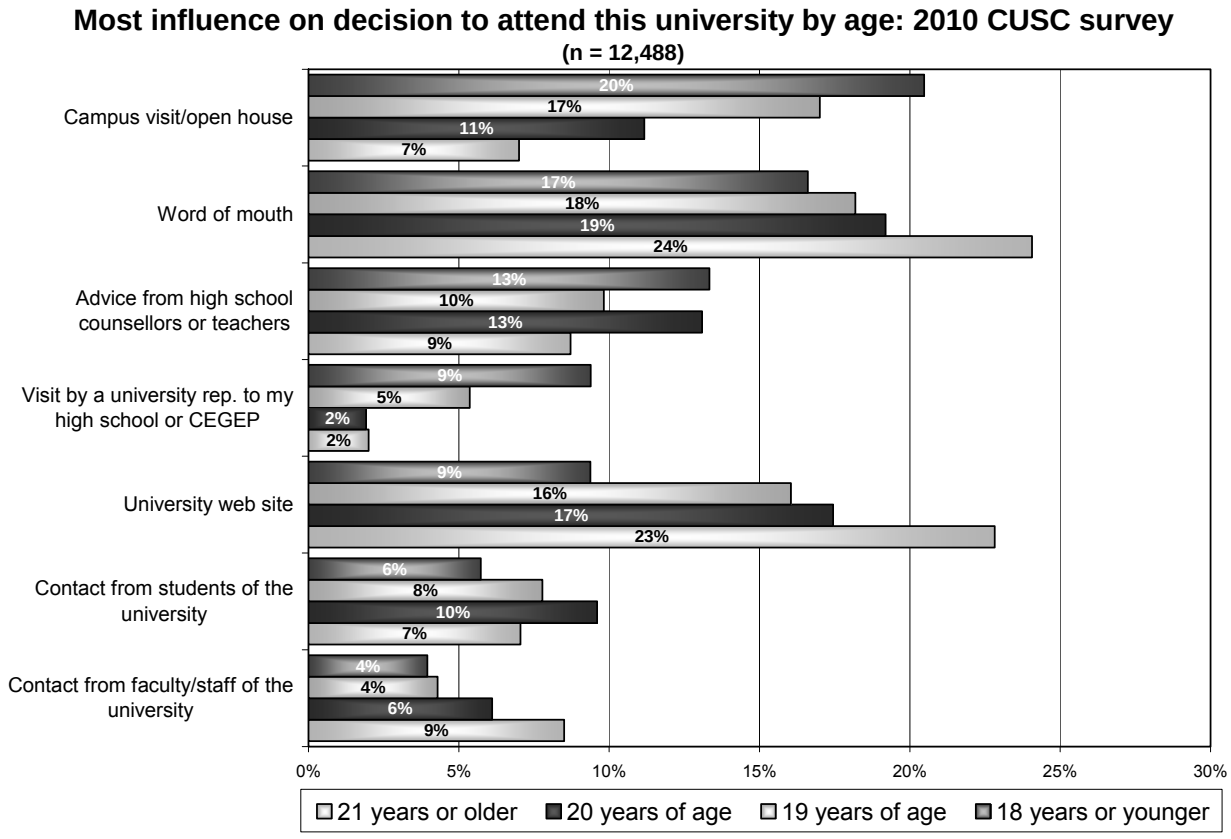

Figure 5

Although it falls just below the threshold for statistical significance, we do see some differences between male and female students and what most influenced their decision about which university to attend. As shown in Figure 6:

- Female students are more likely than male students to have been influenced by *campus visits and open houses* and *viewbooks, brochures, and pamphlets*.
- Male students were more likely than female students to rely on second-hand information, such as *word of mouth* and *contact from students of the university*.

Most influence on decision to attend this university by gender: 2010 CUSC Survey
(n = 12,488)

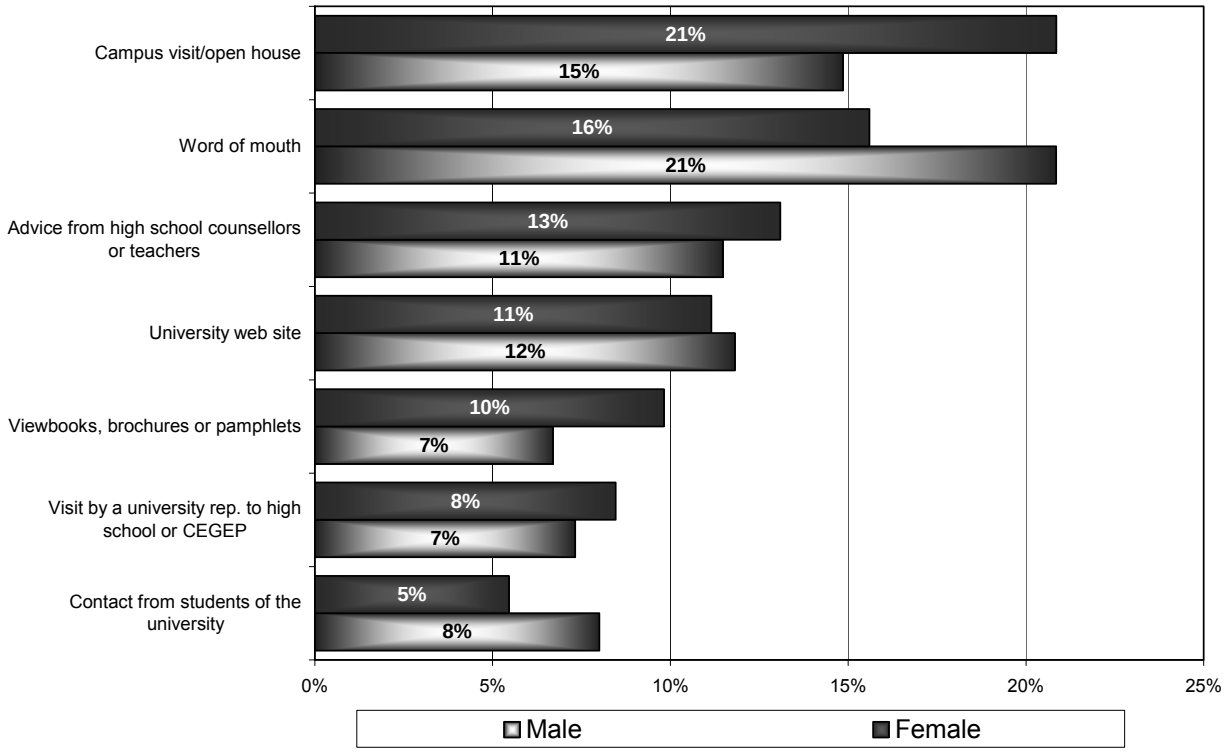

Figure 6

5.0 Experience prior to classes

In this section, we report on first-year students' experiences with their university prior to starting their first year of classes there.

5.1 Application process

Most students report that they are satisfied with the way their university handled their application for admission, as 9 students in 10 report that they are satisfied, including 30% who are very satisfied. About 1 in 10 are dissatisfied, including 5% who are very dissatisfied. Students attending Group 1 universities appear more likely to be very satisfied with the handling of their application for admission than do students attending Group 3 institutions, although this difference is not statistically significant.

See Table 50.

Table 50: Satisfied with handling of application for admission Q13

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Very satisfied	60%	65%	58%	55%	56%
Somewhat satisfied	30%	27%	31%	35%	33%
Somewhat dissatisfied	5%	4%	5%	6%	6%
Very dissatisfied	5%	4%	5%	5%	5%

5.2 Help in choice of program

Just over half of students report receiving assistance or help with their program or course selection. Among those who received help, slightly more than 9 in 10 report being satisfied, including 46% who are very satisfied with the help they received from their university in deciding on their program or course selection. Less than 1 in 10 is dissatisfied, including 2% who are very dissatisfied. Again, while not statistically significant, students attending Group 1 institutions are not only more likely to receive advice or help, they are more likely to be very satisfied with the advice or help they received.

See Table 51 for complete results.

Table 51: University assistance with program or course selection

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Received advice about or help with program or course selection from university Q14A					
Yes	54%	59%	53%	49%	44%
Satisfaction with advice or help Q15*					
Very satisfied	46%	50%	47%	37%	38%
Somewhat satisfied	46%	43%	45%	52%	48%
Somewhat dissatisfied	6%	5%	6%	8%	11%
Very dissatisfied	2%	2%	2%	3%	3%
*Note: Only those who received assistance were asked how satisfied they were.					

5.3 Course registration

Online registration continues to be the most common type, as 9 in 10 students report registering this way. Fewer register *in person* (3 in 10), *by mail* (1 in 5), or *by phone* (1 in 6). About 4 students in 10 (43%) registered using more than one method, including 4% who used four or more methods.

Perhaps due to the size of their university and student population, students attending a Group 1 university (38%) are more likely than students in a Group 2 (26%) or Group 3 (22%) university to have registered *in person*. See Table 52.

Table 52: Experience with method of registration Q16

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Online	90%	87%	90%	93%	93%
In person	30%	38%	26%	22%	13%
By mail	20%	23%	20%	16%	19%
By phone	16%	17%	16%	14%	17%
Other	<1%	<1%	<1%	<1%	<1%

Note: Respondents could provide more than one answer. Therefore, columns may sum to more than 100%.

Although the vast majority of students are at least somewhat satisfied with each method of registration, it appears that students are more likely to be very satisfied depending on the method used.

- Slightly less than 9 in 10 students who used *in person* or *online* registration are satisfied with each method, although slightly more are very satisfied with *in person* (53%) rather than *online* (48%) registration.
- About 8 in 10 who registered *by mail* are satisfied with this method, including 33% who are very satisfied.
- About 3 in 4 who registered *by phone* are satisfied, including 35% who are very satisfied.

Table 53: Satisfaction with the method of registration ('very'/'somewhat' satisfied) Q16

	All students	Group			University of Victoria
		1	2	3	
In person	88%	89%	85%	87%	80%
Online	87%	89%	84%	85%	84%
By mail	82%	83%	79%	83%	80%
By phone	77%	82%	73%	73%	70%
Other	82%	86%	88%	65%	100%

Note: Percentages are based on those who have had experience with each method of registration.

More than 8 in 10 students say they are satisfied with being able to get into all of the courses they wanted to, including 44% who say they are very satisfied. Just over 1 in 10 are dissatisfied, including 3% who are very dissatisfied. See Table 54.

Table 54: Satisfaction with getting into all of the courses students wanted Q17					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Very satisfied	44%	47%	42%	43%	47%
Somewhat satisfied	41%	40%	42%	43%	41%
Somewhat dissatisfied	11%	10%	12%	11%	8%
Very dissatisfied	3%	3%	4%	4%	3%

5.4 University orientation

Among our first-year students, 2 in 3 participated in a university orientation program, and a majority of these students report that they had a positive experience. Of those who participated in an orientation program:

- Over 9 students in 10 say they are satisfied with orientation making them *feel welcome at the university,* including 61% who say they are very satisfied.
- More than 8 students in 10 say they are satisfied with the orientation in terms of *providing information about campus life* (45% very satisfied) and *providing information about student services* (43% very satisfied).
- About 8 in 10 students are satisfied with how orientation *helped them understand university's academic expectations* (35% very satisfied) and *helped their personal and social transition to university* (38% very satisfied).
- About 3 students in 4 say they are satisfied with how orientation *built their confidence,* including 33% who are very satisfied.

These findings are presented in Table 55.

Table 55: Orientation					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Participated in an orientation Q18					
Yes	66%	65%	70%	62%	66%
Satisfaction with aspects of orientation - 'very satisfied'/'somewhat satisfied' Q19*					
a. Feeling welcome at the university	94%	95%	93%	92%	92%
d. Providing information about campus life	86%	88%	86%	82%	90%
e. Providing information about student services	84%	86%	85%	81%	87%
b. Helping you understand university's academic expectations	82%	84%	82%	79%	72%
c. Helping your personal and social transition to university	80%	82%	81%	75%	80%
f. Building your confidence	77%	80%	77%	71%	75%
*Note: Only those who participated in an orientation program were asked how satisfied they were.					

As shown in Table 56, older first-year students are less likely to have participated in an orientation program. About 3 students in 4 who are 18 years of age or younger participated in orientation, compared to 1 in 3 of those 21 years of age or older.

Even though younger students were more likely to have taken part in orientation than older students, both groups tend to be equally satisfied with their orientation experiences and outcomes.

Table 56: Orientation by age

	Participated in orientation Q18
Overall	66%
Age	
18 years or younger	**73%**
19 years of age	**51%**
20 years of age	**39%**
21 years or older	**33%**

Note: **Bolded** percentages indicate a statistically significant difference between groups.

While participation in orientation has remained unchanged over the last four surveys, in our most recent survey, students appear more satisfied with their orientation experience. Compared with past results, in 2010, more students who attended orientation are very satisfied with each of the aspects tested, although this difference is only statistically significant for *feeling welcome at university* and *helping understand the university's academic expectations*. See Table 57 for complete results by year.

Table 57: Orientation over time

	2010 (n=12,488)	2007 (n=12,681)	2004 (n=10,932)	2001 (n=6,950)
Participated in orientation Q18	66%	66%	63%	64%
Very satisfied with… Q19				
a. Feeling welcome at university*	**61%**	**47%**	**45%**	-
d. Providing information about campus life	45%	34%	30%	33%
e. Providing information about student services	43%	32%	28%	29%
c. Helping personal and social transition to university	38%	27%	23%	26%
f. Building your confidence	33%	24%	19%	22%
b. Helping understand the university's academic expectations	**35%**	**24%**	**20%**	**16%**

Note: **Bolded** percentages indicate a statistically significant difference.
* This questions was asked with options of 'Yes' or 'No' in 2001.

6.0 University experience

In this section, we report on students' experience at university, including their self-assessed success in adjusting to various aspects of university life and their satisfaction with university programs, services, and faculty.

6.1 Adjusting to university

We asked students to rate their success in adjusting to 16 aspects of university life, which we grouped into three broad categories: academic, personal, and practical. In each case, students were asked to indicate whether they had been very successful, or whether they had experienced some success, little success, or no success in adjusting to each aspect of university life.

6.1.1 Adjusting to academic demands of university

Not all students rate all aspects of university life. Table 58 shows the percentage of students who could offer a rating of their success in adjusting to academic aspects. With the exception of *performing adequately in courses requiring mathematical skills* (73%), at least 94% of students provide ratings of their success in adjusting to academic aspects of university life.

Table 58: Success adjusting to university - Academic (percent who offered a rating) Q20

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
a. Meeting academic demands	100%	100%	100%	100%	99%
j. Understanding content and information presented in courses	100%	99%	100%	100%	99%
f. Choosing a program of studies to meet my objectives	99%	99%	99%	99%	97%
n. Finding help with questions or problems	98%	98%	98%	97%	98%
h. Performing adequately in written assignments	97%	98%	98%	96%	98%
g. Getting academic advice	94%	94%	95%	92%	94%
i. Performing adequately in courses requiring mathematical skills	73%	69%	75%	76%	70%

Among those who rate their success in adjusting to academic aspects of university, more than 9 students in 10 report at least some success:

- *Understanding content and information presented in courses,* including 48% who report having very much success.
- *Meeting academic demands,* including 40% who report having very much success.
- *Choosing a program of studies to meet their objectives,* including 53% who report having very much success.

- *Performing adequately in written assignments*, including 40% who report having very much success.

Of those who rate their success, about 8 students in 10 report having at least some success:

- *Finding help with questions or problems*, although only 37% report having very much success.
- *Performing adequately in courses requiring mathematical skills*, including 36% who report having very much success.

Among those who rate it, about 7 in 10 report having had at least some success *getting academic advice*, including only 26% who report having had very much success. Group 1 students appear to have more success than Group 3 students in this regard, although this difference is not statistically significant.

Table 59 shows this year's results.

Table 59: Success adjusting to university - Academic ('very much'/'some' success) Q20

	All students	Group			University of Victoria
		1	2	3	
j. Understanding content and information presented in courses	96%	97%	95%	96%	95%
a. Meeting academic demands	92%	94%	90%	91%	93%
f. Choosing a program of studies to meet my objectives	92%	93%	91%	90%	87%
h. Performing adequately in written assignments	91%	91%	90%	91%	90%
n. Finding help with questions or problems	85%	88%	83%	82%	80%
i. Performing adequately in courses requiring mathematical skills	79%	80%	78%	80%	70%
g. Getting academic advice	71%	75%	70%	66%	62%

Note: Percentages are based on those who offered a rating.

6.1.2 Personal adjustments

Almost all students rate their success in adjusting to various personal aspects of university life, except for adjusting to *new living arrangements*, which just 2 in 3 students rate. See Table 60.

Table 60: Success adjusting to university - Personal (percent who offered a rating) Q20

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
o. Organizing my time to complete academic work	99%	99%	100%	99%	100%
b. Making new friends with other students	99%	99%	99%	99%	99%
k. Feeling as if I belong at university	98%	98%	99%	98%	99%
c. Becoming involved in campus activities	95%	94%	96%	95%	98%
d. New living arrangements	66%	69%	67%	60%	84%

Among those who rate their success, more than 8 students in 10 report success adjusting to:

- *Organizing their time to complete academic work,* including 34% who report very much success.
- *Making new friends with other students,* including 49% who report very much success.
- *Feeling as if they belong at university,* including 44% who report very much success.

Among those who provide a rating, about 3 in 4 report success adjusting to *new living arrangements,* including 49% who report having very much success.

Among the personal adjustments to university, students report the least success in terms of *becoming involved in campus activities*. About half report having at least some success, including 20% who report having very much success. Those reporting very much success in *becoming involved in campus activities* has steadily increased over the last three surveys, doubling in the last six years. Only 9% reported very much success in 2004 and 13% in 2007, but 20% reported the same in 2010. See Table 61.

Table 61: Success adjusting to university - Personal ('very much'/'some' success) Q20

	All students	Group			University of Victoria
		1	2	3	
o. Organizing my time to complete academic work	84%	86%	81%	84%	82%
b. Making new friends with other students	83%	85%	83%	81%	84%
k. Feeling as if I belong at university	83%	84%	83%	80%	85%
d. New living arrangements	77%	80%	76%	74%	86%
c. Becoming involved in campus activities	53%	56%	51%	49%	56%

Note: Percentages are based on those who offered a rating.

6.1.3 Practical adjustments

Most students—about 9 in 10 or more—rate three of the four practical adjustments involved in university life. The one exception is *finding suitable, affordable housing,* which about 6 in 10 rated—this is likely because only those who had moved (or planned to move) when attending university would have answered this question. See Table 62.

Table 62: Success adjusting to university - Practical (percent who offered a rating) Q20

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
l. Finding my way around the campus	98%	98%	98%	98%	98%
m. Using the library	96%	96%	95%	97%	97%
p. Finding useful information and resources on careers and occupations	89%	89%	90%	89%	93%
e. Finding suitable and affordable housing	61%	64%	60%	56%	78%

Among those rating their success making practical adjustments:

- Almost all report having had at least some success in *finding their way around the campus,* including 76% who report having had very much success.
- Slightly more than 8 students in 10 report having had at least some success *using the library,* including 44% who report having had very much success.

- About 3 students in 4 report having had at least some success *finding suitable, affordable housing*, including 38% who report having had very much success.
- About 2 students in 3 report having had at least some success *finding useful information and resources on careers and occupations*, including 22% who had very much success.

See Table 63.

Table 63: Success adjusting to university - Practical ('very much'/'some' success) Q20

	All students	Group			University of Victoria
		1	2	3	
l. Finding my way around the campus	97%	97%	96%	96%	98%
m. Using the library	82%	83%	79%	82%	81%
e. Finding suitable and affordable housing	77%	81%	73%	74%	77%
p. Finding useful information and resources on careers and occupations	65%	67%	65%	64%	59%

Note: Percentages are based on those who offered a rating.

6.1.4 Success by discipline

Table 64 shows the two areas of significant difference by discipline in students' ratings of success adjusting to university life.

- Students in Education and Professional programs are much more likely than students in other disciplines to say they had very much success *choosing a program of studies to meet my objectives*, while Physical Science students are least likely.
- In *performing adequately in courses requiring mathematical skills,* students in Engineering and Professional programs are more likely to say they had very much success. Students in Social Science and Arts and Humanities programs report that they had the least success.

Table 64: Success in adapting by discipline

Reason	Discipline	% very much
Q20f. Choosing a program of studies to meet my objectives	Education	73%
	Professional	73%
	Overall	**53%**
	Physical Science	48%
Q20i. Performing adequately in courses requiring mathematical skills	Engineering	51%
	Professional	45%
	Overall	**36%**
	Arts and Humanities	28%
	Social Science	26%

6.2 Satisfaction with concern shown to students as individuals

On average, first-year students report that they are at least somewhat satisfied with the concern shown by their university for them as individuals, as just over 7 students in 10 say they are

satisfied with this, including 29% who are very satisfied. About 1 student in 5 is dissatisfied, including 6% who are very dissatisfied.

Students attending Group 1 universities (39%) are more likely than students attending Group 2 (25%) or Group 3 (18%) universities to be very satisfied. This is perhaps not surprising, since Group 1 universities tend to be smaller, both in student population and size of campus, and as such, these universities may have more opportunity to interact with students and demonstrate concern. See Table 65.

Table 65: Concern shown by the university for students as individuals Q21D

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Very satisfied	29%	39%	25%	18%	21%
Somewhat satisfied	43%	41%	45%	42%	47%
Somewhat dissatisfied	16%	10%	17%	22%	20%
Very dissatisfied	6%	3%	5%	9%	5%

Since 2004, the proportion of students reporting that they are very satisfied has been increasing from 15% in 2004 to 19% in 2007 and 31% by 2010. This increase may be driven by the larger population of students attending Group 1 universities in our sample in 2010, as students who report being very satisfied increased slightly across all university types, with the greatest increase coming from students attending Group 1 universities.

6.3 Satisfaction with academic facilities and services

We asked students to rate various academic facilities and services. As Table 66 shows, at least 9 students in 10 could rate each facility or service, with two exceptions— 7 in 10 rate their university's *computing services* and about 1 in 10 rates their university's *services for co-op programs, internships, and other practical experiences related to their program.*

Table 66: Academic facilities and services (percent who offered a rating) Q21/Q22

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
q21a. Average size of your classes	100%	100%	100%	100%	100%
q21b. Instructional facilities	100%	100%	100%	100%	100%
q21e. General condition of buildings and grounds	100%	100%	100%	100%	100%
q21f. Study space	100%	100%	100%	100%	100%
q21g. University's commitment to environmental sustainability	100%	100%	100%	100%	100%
q22a. Library facilities	90%	89%	89%	91%	96%
q22b. Computing services	70%	69%	68%	73%	70%
q22p. Services for co-op program, internship, and other practical experiences related to your program	12%	11%	15%	11%	12%

The vast majority of students are satisfied or very satisfied with each of the academic facilities and services. About 9 students in 10 are satisfied with:

- *Library facilities*, including 52% who are very satisfied. Satisfaction with library facilities has steadily grown over time. For example, 33% were very satisfied in 2004 with library facilities.
- *Computing services*, including 45% who are very satisfied.
- *Services for co-op programs, internships, and other practical experiences related to their program*, including 43% who are very satisfied.

- *Average size of classes*, including 52% who are very satisfied. Given that Group 1 universities (73%) tend to have fewer students, it may not be surprising that students attending these universities are more likely to be very satisfied than those attending Group 2 (43%) or Group 3 (32%) universities. Over time, students appear to be more satisfied with their class size, and this appears to be the case regardless of Group. In 2001 and 2004, about 28% of students were very satisfied; this increased to 34% in 2007, and 52% in our current survey.
- *Instructional facilities*, including 45% who are very satisfied. Students attending Group 1 universities tend to be more likely to be very satisfied with the instructional facilities at their universities. About 55% of Group 1 university students are very satisfied, compared to 43% of Group 2 students and 35% of Group 3 students. Again, students in our current survey appear to be more satisfied than those in previous CUSC surveys, when 28% or fewer were very satisfied. This increase in satisfaction appears to be similar, regardless of the institution students are attending.
- *General condition of buildings and grounds*, including 48% who are very satisfied. Again, students attending Group 1 universities (59%) are more likely than Group 2 (44%) or Group 3 (36%) students to be very satisfied with the *general conditions of buildings and grounds*. Students in our current survey appear to be more satisfied with the general condition of buildings and grounds than those surveyed in 2007. In 2007, 30% were very satisfied, compared to 48% in 2010. This increase in satisfaction exists among students across all university types (Group 1, 2, or 3).

About 8 students in 10 are satisfied with their university's *study space*, including 45% who are very satisfied.

About 3 in 4 students are satisfied with their *university's commitment to environmental sustainability*, including 39% who are very satisfied. Students at Group 1 universities (55%) are much more likely to be very satisfied with their *university's commitment to environmental sustainability* than those at Group 2 (40%) and Group 3 (35%) universities. This may reflect that smaller universities are more active in this regard, or that smaller universities have been better able to communicate their environmental policies to their students.

Table 67 presents the percentages of those who are satisfied or very satisfied with the various academic facilities and services.

Table 67: Academic facilities and services ('very satisfied'/'somewhat satisfied') Q21/Q22

	All students	Group			University of Victoria
		1	2	3	
q22a. Library facilities	94%	94%	93%	94%	97%
q22b. Computing services	93%	94%	93%	92%	95%
q22p. Services for co-op program, internship, and other practical experiences related to your program	91%	92%	90%	90%	91%
q21a. Average size of your classes	90%	97%	89%	81%	89%
q21b. Instructional facilities	90%	93%	90%	84%	93%
q21e. General condition of buildings and grounds	89%	93%	87%	84%	92%
q21f. Study space	84%	86%	84%	82%	88%
q21g. University's commitment to environmental sustainability	77%	81%	75%	74%	83%

Note: Percentages are based on those who offered a rating.

6.3.1 General facilities/services

As Table 68 shows, while some facilities and services are rated by most students, such as *campus bookstores* and *food services*, others are rated by fewer students, such as *campus medical services* and *facilities for student associations and clubs*. Students at Group 1 universities (51%) are more likely than those at Group 2 (42%) or Group 3 (32%) universities to have experience using *parking facilities*, which may explain why the *availability of public transportation* was more important to Group 3 students when selecting a university (refer to Table 37).

In terms of use of general facilities and services, we find a couple of differences by age:

- Students 18 or younger (98%) and 19 years old (95%) are much more likely than those 20 (87%) or 21 or older (87%) to have used *campus bookstores*.
- As one might expect, younger students are more likely to have used *university residences* than older students. About half of students 18 years of age or younger (48%) have used this service, and it steadily drops across age groups to about 1 in 5 students who are 21 or older (17%).

Table 68: General facilities and services (percent who offered a rating) Q22

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
h. Campus bookstores	96%	96%	97%	96%	98%
o. Food services	81%	83%	82%	78%	92%
c. Athletic facilities	57%	59%	56%	56%	67%
g. University-based social activities	50%	54%	49%	44%	52%
e. University residences	43%	49%	45%	34%	70%
f. Parking facilities	43%	51%	42%	32%	35%
d. Other recreational facilities	42%	45%	41%	39%	56%
s. Facilities for student associations, clubs, etc.	29%	28%	29%	30%	32%
n. Campus medical services	23%	22%	23%	23%	40%

Of those who provided a rating, the vast majority of students are satisfied with these services. About 9 students in 10 report being satisfied with:

- *Other recreational facilities*, including 47% who are very satisfied.
- *Athletic facilities*, including 55% who are very satisfied.
- *Facilities for student associations and clubs*, including 38% who are very satisfied.
- *University-based social activities*, including 36% who are very satisfied. Over time, students taking part in social activities appear to be more satisfied with the experience.
- *Campus bookstores*, including 44% who are very satisfied.

Of those students who provided a rating, over 8 students in 10 report being satisfied with:

- *Campus medical services*, including 47% who are very satisfied.
- *University residences*, including 39% who are very satisfied.

About 7 students in 10 are satisfied with *food services*, including 28% who are very satisfied.

As we found in previous CUSC surveys of first-year students, of those students who provided a rating, their lowest level of satisfaction appears to be with *parking facilities*, as about 6 in 10 are satisfied, including just 21% who are very satisfied. Conversely, 18% are very dissatisfied with *parking facilities*.

See Table 69.

Table 69: General facilities and services ('very satisfied'/'somewhat satisfied') Q22

	All students	Group			University of Victoria
		1	2	3	
d. Other recreational facilities	93%	94%	91%	94%	94%
c. Athletic facilities	92%	92%	91%	92%	93%
s. Facilities for student associations, clubs, etc.	91%	93%	90%	90%	91%
g. University-based social activities	89%	91%	85%	89%	78%
h. Campus bookstores	87%	88%	85%	89%	93%
n. Campus medical services	85%	86%	86%	83%	88%
e. University residences	82%	85%	82%	78%	86%
o. Food services	72%	73%	71%	71%	72%
f. Parking facilities	57%	63%	50%	55%	69%

Note: Percentages are based on those who offered a rating.

6.3.2 Special services

As their name implies, special services tend to be used by far fewer students. With the exception of *academic advising*—which about half rate—about 1 student in 5 or fewer rates their satisfaction with various special services. See Table 70.

Table 70: Special services (percent who offered a rating) Q22

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
q. Academic advising	46%	49%	45%	42%	37%
t. Services for students needing financial aid	22%	24%	23%	17%	13%
m. Study skills/learning support services	21%	21%	26%	18%	26%
r. Tutoring services	17%	14%	20%	18%	17%
l. Personal counselling services	15%	15%	16%	14%	16%
i. Employment services	11%	11%	11%	10%	11%
v. Career counselling services	10%	10%	9%	10%	11%
k. International student services	7%	7%	8%	7%	7%
j. Services for students with disabilities	5%	6%	5%	4%	4%
u. Services for First Nations students	3%	3%	3%	2%	2%

Generally, students who use these services report being satisfied with their experience. Among students who rate these services, 9 in 10 are satisfied with:

- *Study skills/learning support services*, including 41% who are very satisfied. Students using this service appear to be more satisfied over time. The proportion of students who report being very satisfied with *study skills and learning support services* increased from 24% in 2001 to 32% in 2007 and to 41% by 2010.
- *Services for students with disabilities*, including 48% who are very satisfied.
- *International student services*, including 44% who are very satisfied.
- *Personal counselling services*, including 43% who are very satisfied.
- *Career counselling services*, including 42% who are very satisfied.
- *Academic advising*, including 43% who are very satisfied.
- *Tutoring services*, including 43% who are very satisfied.
- *Services for First Nations students*, including 44% who are very satisfied.

Among those who offered a rating, more than 8 students in 10 are satisfied with:

- *Services for students needing financial aid*, including 41% who are very satisfied.
- *Employment services*, including 37% who are very satisfied.

See Table 71.

Table 71: Special services ('very satisfied'/'somewhat satisfied') Q22

	All students	Group			University of Victoria
		1	2	3	
m. Study skills/learning support services	91%	92%	90%	92%	89%
j. Services for students with disabilities	90%	92%	89%	88%	93%
k. International student services	90%	91%	88%	91%	84%
l. Personal counselling services	90%	91%	88%	90%	89%
v. Career counselling services	89%	90%	88%	89%	86%
q. Academic advising	88%	90%	89%	84%	82%
r. Tutoring services	88%	89%	89%	85%	84%
u. Services for First Nations students	88%	89%	88%	84%	89%
t. Services for students needing financial aid	86%	88%	86%	83%	84%
i. Employment services	84%	86%	82%	85%	77%

Note: Percentages are based on those who offered a rating.

6.3.3 Use and satisfaction with services by discipline

Table 72 shows those services and facilities that students in certain disciplines are more or less likely to have used.

- Students in Engineering programs are most likely to use on-campus *computing services,* while students in Education and Other programs are least likely.

- Students in Other and Engineering programs are most likely to have used their university's *tutoring services*. On the other hand, Social Science and Arts and Humanities students are less likely to have used this service.

- Most likely due to the structure of their academic programs, students in Education and Engineering are most likely to have experience with *services for co-op programs, internships, and other practical experiences related to students' programs*. Students in Arts and Humanities are least likely to have used these services.

Table 72: Use of services by discipline

Reason	Discipline	Percent using service
Q22b. Computing services	Engineering	89%
	Overall	**70%**
	Education	56%
	Other	53%
Q22r. Tutoring services	Other	28%
	Engineering	27%
	Overall	**17%**
	Social Science	11%
	Arts and Humanities	10%
Q22p. Services for co-op programs, internships, and other practical experiences related to program	Education	34%
	Engineering	26%
	Overall	**12%**
	Arts and Humanities	7%

Although we find several differences in students' use of facilities and services by discipline, as shown in Table 73, there is just one difference by discipline in students' satisfaction with their facilities or services. Students in Arts and Humanities and Education programs tend to be the most satisfied with the *average size of their classes,* while students in Engineering programs are the least *satisfied*.

Table 73: Satisfaction with services by discipline

Service	Discipline	% very satisfied
Q21a. Average size of your classes	Arts and Humanities	62%
	Education	60%
	Overall	**52%**
	Engineering	31%

6.4 Personal safety

About 9 students in 10 report that they are satisfied with their personal safety on campus, including 66% who are very satisfied. Although about 4% report being dissatisfied, this indicates that about 1 in 25 students may have concerns with their safety on campus. Female (68%) and male (71%) students appear equally as likely to report being very satisfied with their personal safety on campus.

See Table 74.

Table 74: Satisfaction with personal safety on campus Q21C

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Very satisfied	66%	72%	64%	58%	68%
Somewhat satisfied	26%	22%	27%	31%	26%
Somewhat dissatisfied	3%	2%	3%	4%	2%
Very dissatisfied	<1%	<1%	1%	1%	1%

Compared with earlier surveys, in 2010 far more first-year students report feeling very satisfied with their *personal safety on campus*. In previous surveys, about 45% reported being very satisfied. This increase in satisfaction with personal safety is true, regardless of whether the student is attending a Group 1, 2, or 3 university.

6.5 Satisfaction with faculty

We asked students to agree or disagree with a series of statements about their professors. Most students report having had positive experiences with university faculty. Students attending Group 1 universities are statistically more likely than Group 2 or Group 3 students to strongly agree with each of these statements.

About 9 students in 10 agree that:

- *Most of their professors are reasonably accessible outside of class to help students,* including 31% who strongly agree.
- *Generally, they are satisfied with the quality of teaching they have received,* including 29% who strongly agree.

More than 8 in 10 agree that *most of their professors encourage students to participate in class discussions,* including 27% who strongly agree.

Eight students in 10 agree that *at this university, professors treat students as individuals, not just numbers,* including 28% who strongly agree.

Please refer to Table 75 for results.

Table 75: Agreement rating ('strongly agree'/'agree') Q23					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
c. Most of my professors are reasonably accessible outside of class to help students	91%	94%	91%	88%	93%
d. Generally, I am satisfied with the quality of teaching I have received	90%	94%	88%	87%	91%
a. Most of my professors encourage students to participate in class discussions	85%	91%	84%	78%	83%
b. At this university, professors treat students as individuals, not just numbers	80%	90%	77%	70%	78%

6.5.1 Satisfaction with faculty by discipline

Generally, students in Education programs are more likely to strongly agree that their *professors encourage students to participate in class discussions* and *at their university, professors treat students as individuals, not just numbers*, while those in Engineering programs are less likely to strongly agree with each statement. See Table 76.

Table 76: Satisfaction with faculty by discipline		
Reason	**Discipline**	**% strongly agree**
Q23a. Most of my professors encourage students to participate in class discussions	Education	36%
	Overall	**27%**
	Engineering	15%
Q23b. At this university, professors treat students as individuals, not just numbers	Education	36%
	Overall	**28%**
	Engineering	16%

6.6 Satisfaction with choice of university

We asked students to rate their level of agreement with the statement: *I am satisfied with my decision to attend this university.* Table 77 shows that slightly more than 9 students in 10 agree with this statement, including 45% who strongly agree. Less than 1 student in 10 disagrees, including only 2% who strongly disagree.

While it appears that students in Group 1 (53%) universities are more likely than the students at Group 2 (39%) or Group 3 (40%) universities to strongly agree, the difference is not statistically significant.

Table 77: Satisfaction with decision to attend this university Q23E					
	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Strongly agree	45%	53%	39%	40%	36%
Agree	47%	41%	52%	51%	56%
Disagree	5%	4%	7%	6%	5%
Strongly disagree	2%	2%	2%	2%	3%

6.7 University experience met students' expectations

We asked students whether their experience at their university had met, exceeded, or fallen short of their expectations. Almost 9 students in 10 report that their experience at their university has *met* (64%) or *exceeded* (25%) their expectations. Conversely, 1 in 10 students reports that their experience *fell short* of their expectations.

Students attending Group 1 (32%) universities appear to be more likely to report that their expectations were *exceeded* than those attending a Group 2 (21%) or Group 3 (19%) university, although this difference falls just below criteria established for statistical significance.

See Table 78.

Table 78: Degree to which university experience met expectations Q29A

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Exceeded	25%	32%	21%	19%	23%
Met	64%	60%	66%	67%	63%
Fell short	11%	9%	13%	14%	14%

6.8 Intention to return to this university in following academic year

Given how positive most students are about their university experiences, it is not surprising that almost 9 in 10 first-year students plan to return to their university for the following academic year. Few students (3%) do not plan on returning, although 1 in 10 were undecided when they took the survey.

Although we find many instances of Group 1 students reporting higher levels of satisfaction with many aspects of their first-year experiences, there is no difference in whether students plan on returning to their university next year by Group.

Table 79: Intend to return to university to continue studies in 2010-11 Q59

	All students (n=12,488)	Group			University of Victoria (n=376)
		1 (n=5,339)	2 (n=3,523)	3 (n=3,626)	
Yes	86%	84%	87%	88%	80%
No	3%	5%	2%	3%	6%
Not sure/undecided	11%	12%	11%	10%	15%

7.0 Conclusion

This study involved a survey of about 12,500 first-year undergraduate students at 39 universities. As such, it is one of the most comprehensive studies conducted with first-year undergraduate students in Canada. This report provides an overview of the findings and is not intended to be an exhaustive analysis of the results. This data represents a valuable resource for further study.

First-year students at Canadian universities generally have had a positive experience at their university. As such, these results confirm much of what we found in earlier surveys of first-year students. As we found in the past, students' impressions of their university begin even before classes start. Generally, students entering university report having good experiences choosing a university, registering at their chosen institution, selecting courses or programs, and adjusting to university life. Further, they are generally satisfied with the services and facilities offered by their university and have very positive impressions of their professors.

For most students, the main objective of obtaining a university education is to prepare for employment. Indeed, the most important reasons for deciding to go to university are to prepare for a specific job or career or, more generally, to get a good job. While many say that attending university is about getting a good general education or developing a broad base of skills, fewer cite these as the most important reasons for deciding to attend.

When choosing a university, issues about employment and career-goals appear to be less important in this decision. Although about 1 in 5 says that the most important reason they chose to attend their university was its specific, career-related programs, just as many say it was because they wanted to live close to home. This may indicate that for many students, career aspirations are not linked to a particular university and, therefore, are not considered as important as other factors when choosing which university to attend.

When considering their post-secondary education, most students left their options open by applying to multiple institutions. Most say they are attending their first choice, suggesting that multiple applications are simply a safeguard in case they do not get into their favoured university.

Applying to several universities may also indicate that students have not made up their mind about where to attend. This may indicate that contact with students prior to their making a decision is important for institutions if they want to influence students' choices. According to students, campus visits or open houses and university websites are the most important contacts in helping them to decide where to attend. While students say these contacts with universities are important, they may not be using them to make a decision, but rather, to confirm what they have already decided.

Most students report positive experiences in the registration process, selection of classes, and in orientation. Of these, orientations appear to play an important role in making students feel welcome, providing information on campus life, and introducing student services. Most students report that their orientations also helped them with their personal and social transition to university and helped them to build confidence. They also helped students understand their universities' academic expectations. Indeed, it would appear universities are getting better at delivering these supports through their orientations, since more students were very satisfied with

the orientation in 2010 than in previous surveys. While about 2 students in 3 go to orientations, given these benefits, more students should be encouraged to attend.

The vast majority of first-year students report they have had at least some success in adjusting to various aspects of university life. That said, many students face challenges in making this adjustment. An ongoing area of concern is academic advice. About 7 students in 10 feel that they have had at least some success in getting academic advice, and only 1 in 4 reports having very much success. In part, students' perceived lack of success in this regard may relate to the fact that, for many, their grades are less than what they might have expected. Overall, just 3 students in 10 expect an A- average or higher at the end of their first year, even though 7 in 10 report graduating from high school or CEGEP with an A- average or higher. However, what students mean when they say they are not having much success getting academic advice may be an area that requires further understanding since it could refer to anything from advice on course selection to support in deciding how to manage their course load.

Students report being satisfied with the academic services and programs offered by their university. They hold a similar view of their professors, whom students say are accessible, encourage participation, and treat students as individuals. In fact, almost 9 in 10 students agree that they are satisfied with the quality of teaching they have received.

Students in our current survey are also more positive than in past surveys about the facilities and services. Compared with past surveys, students are more likely to be satisfied with the size of their classes, the instructional facilities, and the general conditions of buildings and grounds. Whether this is a function of lowered expectations, or the fact that universities have taken steps to address problems in these areas is not known, but these more positive experiences likely result in greater loyalty to the institution overall.

Even though students are finding university more academically challenging than high school or CEGEP, students remain very positive about their university experience and choice of institution. Indeed, about 9 in 10 report that their university experience has met or exceeded their expectations, more than 9 students in 10 are satisfied with their decision to attend their current university, and almost 9 in 10 plan to return to their university for the following academic year.

2010 Survey of First-Year University Students

This survey is being completed by first-year university students at a number of Canadian universities so that we may learn more about our new students and help them make a more successful transition to university. This includes both in and out of class experience. If you cannot finish the survey in one sitting, you can close the survey and return to it using the link in the email we sent you. It will return you to the last page that you were on. All of your responses are confidential.

[At bottom of each page: If you have any problems, please contact Nicholas borodenko of PRA Inc. at cusc@pra.ca]

Your decision to attend university

1. How important were the following reasons in your decision to attend university?

   a. To prepare for a specific job or career
   b. To get a good general education
   c. To develop a broad base of skills
   d. To prepare for graduate/professional school
   e. To increase my knowledge in an academic field
   f. To get a good job
   h. To meet parental expectations
   i. To make new friends
   j. Other reasons (please specify) _____

   Not important 1
   Somewhat important 2
   Very important 3

2. Which was the single most important reason in your decision to attend university? [ONLY SHOW THOSE IN Q1 THAT ARE RATED 2 AND 3; IF ALL IN Q1=1, SHOW ALL. SINGLE SELECT]

   a. To prepare for a specific job or career
   b. To get a good general education
   c. To develop a broad base of skills
   d. To prepare for graduate/professional school
   e. To increase my knowledge in an academic field
   f. To get a good job
   h. To meet parental expectations
   i. To make new friends
   j. Other reason _____

3. Did you apply for admission to more than one university?

   Yes..... 1
   No ..... 0 => Q4

   3a. How many in total did you apply to? _____ [2 -99]
   3b. How many outside of your home province? _____ [0 – 99. Must = or < 3a]

4. Did you also apply to a college (other than a CEGEP)?

   Yes..... 1
   No 0

5. Is the university you are attending your first choice?

   Yes..... 1 => Q7
   No 0

6. What university was your first choice?

   _____ 66

Your decision to attend <UNIVERSITY NAME>

7. How important were the following reasons in your choosing <UNIVERSITY NAME>?

a. Wanted to live close to home
b. Wanted to live away from home
c. Offered financial assistance/scholarships
d. Quality of academic programs
e. Specific career-related program
f. University has a good reputation
g. Size of university
j. Size of city/town
k. Availability of on-campus residence
l. Tuition fees
m. Parents/relatives wanted me to enroll here
o. Friends attending here
q. Availability of public transportation
r. Co-op program, internship, and other practical experiences
s. Opportunities for international work/study abroad
u. Athletic/varsity sports
w. Physical appearance of the campus
x. Other important reasons (please list) _____

Not important 1
Somewhat important 2
Very important 3

8. Which was the single most important reason in your decision to attend <UNIVESRITY NAME>? [ONLY SHOW THOSE IN Q7 THAT ARE RATED 2 AND 3; IF ALL IN Q7=1, SHOW ALL. SINGLE SELECT]

a. Wanted to live close to home
b. Wanted to live away from home
c. Offered financial assistance/scholarships
d. Quality of academic programs
e. Specific career-related program
f. University has a good reputation
g. Size of university
j. Size of city/town
k. Availability of on-campus residence
l. Tuition fees
m. Parents/relatives wanted me to enroll here
o. Friends attending here
q. Availability of public transportation
r. Co-op program, internship, and other practical experiences
s. Opportunities for international work/study abroad
u. Athletic/varsity sports
w. Physical appearance of the campus
x. Other important reasons _____

9. How important were each of the following sources of information when you considered choosing <UNIVESRITY NAME>?

a. Visit by a university representative to my high school or CEGEP
b. Viewbooks, brochures or pamphlets
c. Campus visit / open house
d. Recruitment fairs
e. Meeting with university recruitment / admissions staff on the campus
f. Contact from faculty / staff of the university (e.g., phone calls, emails, letters, online, etc.)
g. Contact from students of the university
i. University web site
j. Contact from university athletic coaches
k. Maclean's university rankings
l. The Globe and Mail's Canadian University Report
n. Advice from high school counsellors or teachers
o. Word of mouth
m. Other (please specify) _____

Not important 1
Somewhat important 2
Very important 3
Not applicable 7

10. Which one of these sources of information had the single most influence on your decision to attend <UNIVESRITY NAME>? [SHOW THOSE RATED 2 OR 3 IN Q9. IF ALL=1, SHOW ALL. SINGLE SELECT. DO NOT SHOW THOSE THAT ARE NOT APPLICABLE (Q9=7).]

a. Visit by a university representative to my high school or CEGEP
b. Viewbooks, brochures or pamphlets
c. Campus visit / open house
d. Recruitment fairs
e. Meeting with university recruitment / admissions staff on the campus
f. Contact from faculty / staff of the university (e.g., phone calls, emails, letters, online, etc.)
g. Contact from students of the university
i. University web site
j. Contact from university athletic coaches
k. Maclean's university rankings
l. The Globe and Mail's Canadian University Report
n. Advice from high school counsellors or teachers
o. Word of mouth
m. Other (please specify) _____

11. Universities often advertise to make potential students aware of their institution. Do you recall seeing, hearing, or reading any advertising about <UNIVESRITY NAME>? Select all that apply.

No 0
Yes, TV ad 1
Yes, radio ad 2
Yes, billboard 3
Yes, newspaper ad 4
Yes, online advertising 5
Yes, other (please specify) 66

12. Did you receive any direct contact from <UNIVESRITY NAME> while still in high school or CEGEP?

Yes 1
No ..... 0 => Q13

12a. In which grade(s) did you receive any direct contact? Select all that apply.

Grade 9 or earlier 1
Grade 10 2
Grade 11 3
Grade 12 4
CEGEP 5

13. How satisfied were you with the way <UNIVESRITY NAME> handled your application for admission?

Very satisfied ..... 4 => Q14a
Somewhat satisfied ..... 3 => Q14a
Somewhat dissatisfied 2
Very dissatisfied 1

13a. Please explain why you were dissatisfied with how your university handled your application for admission.
_____ 66

Your choice of program

14a. Before or while first registering, did you receive advice or help about your program or course selection from <UNIVESRITY NAME>?

Yes 1
No ..... 0 => Q16a

14b. Who or what office provided you with help or advice?
_____ 66

15. Overall, how satisfied were you with the help you received from <UNIVESRITY NAME> in deciding on your program and course selection?

Very satisfied ..... 4 => Q16a
Somewhat satisfied ..... 3 => Q16a
Somewhat dissatisfied 2
Very dissatisfied 1

15a. Please explain why you were dissatisfied with help you received from this university in deciding on your program and course selection.
_____ 66

Your experience with registration

16a. Have you had experience with these methods of registering for courses at <UNIVESRITY NAME>?

a. On-line
b. By phone
c. In person
d. By mail
e. Other (please specify) _____

Yes 1
No 0

16b. How satisfied are you with this method of registering for courses? [ONLY SHOW THOSE WITH YES IN Q16a]

a. On-line
b. By phone
c. In person
d. By mail
e. Other _____

Very satisfied ..... 4 => Q17
Somewhat satisfied ..... 3 => Q17
Somewhat dissatisfied 2
Very dissatisfied 1

16c. Please explain why you are dissatisfied with registering [INSERT Q16b IF = 1 OR 2] at <UNIVESRITY NAME>. [REPEAT FOR EACH METHOD IN Q16b THAT IS 2 OR 1]

_____ 66

17. Thinking about all the courses in which you wanted to register this year, how satisfied were you with getting into these courses?

Very satsified 4
Somewhat satisfied 3
Somewhat dissatisfied 2
Very dissatisfied 1

Your experience with orientation

18. Did you participate in an orientation program before or after arriving on campus last fall?

Yes 1
No ..... 0 => Q20

19. How satisfied were you with each of the following aspects of the orientation?

a. Feeling welcome at the university
b. Helping you understand the university's academic expectations
c. Helping your personal and social transition to university
d. Providing information about campus life
e. Providing information about student services
f. Building your confidence
g. Other (please specify): _____

Very satisfied 4
Somewhat satisfied 3
Somewhat dissatisfied 2
Very dissatisfied 1
Don't know 8

Adjusting to university

20. How much success have you had in adjusting to the following at university?

Academic
a. Meeting academic demands
f. Choosing a program of studies to meet my objectives
g. Getting academic advice
h. Performing adequately in written assignments
i. Performing adequately in courses requiring mathematical skills
j. Understanding content and information presented in courses
n. Finding help with questions or problems

Personal
b. Making new friends with other students
c. Becoming involved in campus activities
d. New living arrangements
k. Feeling as if I belong at university
o. Organizing my time to complete academic work

Practical
e. Finding suitable and affordable housing
l. Finding my way around the campus
m. Using the library
p. Finding useful information and resources on careers and occupations

Very much 4
Some 3
Very little 2
None 1
Not applicable 7

Your experience at <UNIVERSITY NAME>

21. How satisfied are you with each of the following aspects of <UNIVESRITY NAME>?

a. Average size of your classes
b. Instructional facilities (e.g., classrooms, labs, equipment)
c. Personal safety on campus
d. Concern shown by the university for you as an individual
e. General condition of buildings and grounds
f. Study space
g. Your university's commitment to environmental sustainability

Very satisfied 4
Somewhat satisfied 3
Somewhat dissatisfied 2
Very dissatisfied 1
Don't know 8

22. a. Please indicate whether you have used each of the following services at <UNIVESRITY NAME>.

a. Library facilities
b. Computing services
c. Athletic facilities
d. Other recreational facilities
e. University residences
f. Parking facilities
g. University-based social activities
h. Campus bookstores
i. Employment services
j. Services for students with disabilities
k. International student services
l. Personal counselling services
m. Study skills/ learning support services
n. Campus medical services
o. Food services
p. Services for co-op program, internship, and other practical experiences related to your program
q. Academic advising
r. Tutoring services
s. Facilities for student associations, clubs, etc.
t. Services for students needing financial aid
u. Services for First Nations students
v. Career counselling services

Yes 1
No 0

22b. Rate your level of satisfaction with the service. [RECALL THOSE WITH 1 IN Q22A]

a. Library facilities
b. Computing services
c. Athletic facilities
d. Other recreational facilities
e. University residences
f. Parking facilities
g. University-based social activities
h. Campus bookstores
i. Employment services
j. Services for students with disabilities
k. International student services
l. Personal counselling services
m. Study skills/ learning support services
n. Campus medical services
o. Food services
p. Services for co-op program, internship, and other practical experiences related to your program
q. Academic advising
r. Tutoring services
s. Facilities for student associations, clubs, etc.
t. Services for students needing financial aid
u. Services for First Nations students
v. Career counselling services

Very satisfied 4
Somewhat satisfied 3
Somewhat dissatisfied 2
Very dissatisfied 1

23. Please indicate your level of agreement with each of these statements.

a. Most of my professors encourage students to participate in class discussions
b. At this university, professors treat students as individuals, not just numbers
c. Most of my professors are reasonably accessible outside of class to help students
d. Generally, I am satisfied with the quality of teaching I have received
e. I am satisfied with my decision to attend this university

Strongly agree 4
Agree 3
Disagree 2
Strongly disagree 1

29a. Has your experience at <UNIVESRITY NAME> met, exceeded, or fallen short of your expectation?

Met 3
Exceeded 2
Fallen short 1

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

58. What aspects of your experience at university have been most negative? How could we have helped or done a better job?
_____ 66

57. Looking back on your experiences as a first-year student, what aspects of your experience at university have been most positive?
_____ 66

59. Do you intend to return to <UNIVESRITY NAME> to continue your studies in the 2010-11 academic year?

Yes 1
No 0
Not sure/undecided 9

Academic profile

24. What average grade do you expect to have at the end of your first year at university?

If your university uses a grade point system, please select the letter grade that best reflects the letter grade equivalent of your grade point average. If your university uses percentage grades, please use this guide to select the approximate letter grade equivalent of your percentage grade.

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

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

25. What was your overall average grade in high school (or CEGEP)?

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

26. In what year did you graduate from high school or CEGEP? YEAR: _____ [PULL DOWN YEAR 1935-2010]
□0 Did not graduate

27. When you registered last fall, were you taking a full course load?

Yes.....1
No 0

28. Are you currently taking a full course load?

Yes.....1
No 0

30. In what degree program are you registered? (For example: B.A., B.Sc., B.S.W., B. Com., B.Ed., etc.)

Bachelor of Arts (B.A.) 1
Bachelor of Science (B.Sc.) 2
Bachelor of Social Work (B.S.W.) 3
Bachelor of Commerce (B. Com.) 4
Bachelor of Education (B. Ed.) 5
Mixed degree (e.g., B.A. & B.Sc.) 6
Other (please specify) 66

Financing your university education

60. Did you receive a scholarship, financial award, or bursary from <UNIVESRITY NAME> this university for the 2009-10 academic year?

Yes.....1
No .....0 => Q36

35. Would you have been able to attend university without financial assistance from <UNIVESRITY NAME>?

Yes.....1
No 0

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

Yes, both on and off-campus.....5
Yes, off campus.....4
Yes, on campus.....3
No, and I am not seeking work .....2 => Q43
No, but I am seeking work .....1 => Q43

37. Excluding work related to a co-op program, on average, how many hours are you employed per week?

AVERAGE HOURS/WEEK: _____ [.5 to 100]

38. What impact has your current non-co-op related employment had on your academic performance? (Please rate the impact by checking one rating)

Impact of employment on academic performance

Very negative	Somewhat negative	Neither positive or negative	Somewhat positive	Very positive
0	1	2	3	4

Please tell us about yourself

43. Are you…

Male.....1
Female.....2
Other.....3

44. How old were you on September 1, 2009? _____ [14 to 99]

45. What language did you first learn in childhood and still understand?

English.....1
French.....2
Other.....3

46. What is your primary language of instruction?

English.....1
French.....2
Other.....3

47. Where was your permanent home before you came to this university?

British Columbia....1
Alberta....2
Saskatchewan....3
Manitoba....4
Ontario....5
Quebec....6
Nova Scotia....7
Prince Edward Island....8
New Brunswick....9
Newfoundland and Labrador....10
Nunavut....11
North West Territories....12
Other (please specify)....66

48. What is the population of the community in which you lived before starting university?

Lived on a farm/ranch....1
Less than 5,000....2
5,000 to 9,999....3
10,000 to 49,999....4
50,000 to 99,999....5
100,000 to 299,999....6
300,000 to 499,999....7
500,000 or more....8

49. Where are you currently living?

With parents, guardians, or relatives....1
In on-campus housing (residence, dormitory, etc.)....2 => Q51
In housing rented off-campus, sharing costs with others such as roommates....3
In housing rented off-campus, paying all costs yourself....4
In a home that you personally own....5
Other (please specify)....66

50. Would you choose to live on-campus if given a chance?

Yes....1
No....0
Don't know....8

51. Are you studying in Canada on a student authorization, study permit or visa?

Yes....1
No....0

52. Are you… (Click all that apply)

☐ 01 Aboriginal ☐ 02 Arab (e.g. Saudi, Egyptian, etc.)
☐ 03 Black ☐ 04 Chinese
☐ 05 Filipino ☐ 06 Inuit
☐ 07 Japanese ☐ 08 Korean
☐ 09 Latin American ☐ 10 Métis
☐ 11 South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
☐ 12 Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)
☐ 13 West Asian (e.g., Arghan, Iranian, etc.)
☐ 14 White

☐ 66 Other (please specify)_____

55. Do you have a disability? Select all that apply.

None	0
Mobility	1
Hearing	2
Speech	3
Partial sight or blind	4
Learning	5
Head injury	6
Other physical disability	7
Mental health	8
Other (please specify)	66

56. What levels of education have your mother and father completed? Click all that apply.

	Mother	**Father**
Less than high school	☐01	☐01
High school graduate	☐02	☐02
Some college, CEGEP or technical school (no certificate or diploma)	☐03	☐03
College, CEGEP or technical school graduate	☐04	☐04
Some university (no degree or diploma)	☐05	☐05
University graduate (B.A., B.Sc.)	☐06	☐06
Professional degree (e.g., Medicine, Law)	☐07	☐07
Graduate degree (Master's, Ph.D.)	☐08	☐08
Other (please specify) _____	☐66	☐66
Don't know	☐88	☐88

That is the end of the survey. Thank you very much for your help.
If your university is offering a prize for participating, you have been automatically entered in the draw by completing the survey.