AGREEMENT FOR DATA USE

Members of the consortium are bound by the following Agreement 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. TERMS AND CONDITIONS

Each participating member institution of the Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires (CUSC/CCREU) has committed, through a signed agreement, to terms and conditions regarding the collection, storage, and use of survey data and the dissemination of related reports as follows:

A. The Corporation hereby known as the Canadian University Survey Consortium / Consortium canadien de recherche sur les étudiants universitaires (CUSC/CCREU) coordinates surveys of students in member institutions, facilitates the exchange of the survey data among member institutions, and promotes awareness of the value of the surveys among university administrators and policy makers in the post-secondary educational system.

B. The survey data and analysis have five broad purposes for the members:
   1) to better understand and track student experience and satisfaction with many aspects of the institutions they attend
   2) to improve student educational outcomes
   3) to improve the services available to students
   4) to benchmark for purposes of internal management and decision making
   5) to contribute to accountability reports to the governing bodies of member institutions, governments, and the public

C. The exchange of confidential data among member institutions requires goodwill and trust among the member institutions. This Agreement shall be guided by the principle that member institutions of CUSC/CCREU will act in the best interests of all member institutions of the Corporation. The primary consideration in issues of disclosure of research results shall be the avoidance of public comparisons that could damage the reputation of a member institution.

D. Statistical measures and analysis of survey data may be of interest to wider audiences than the members of the Corporation for policy formulation, advocacy, or publication of research. Members of the Corporation are encouraged to make best use of the survey data, including publication of research results while observing confidentiality requirements.

E. The Corporation and each member institution define their respective obligations in relation to the use of the data that is shared between the Corporation and the Members as follows:
Definitions:

In this Agreement, unless the context requires or specifies otherwise:

a. “Data” means an electronic record of the answers to the questions on the survey instrument given by each respondent at the universities that participated in the survey.
b. “Aggregate Data” means all of the data or data for groups of universities. Generally, aggregate data is expressed as statistics and research findings across data drawn from all universities or groups of universities.
c. “Member Institution” means a university that is a member of CUSC/CCREU.
d. “Publish” means dissemination of research findings beyond the senior administration of a member institution.
e. “Senior Administration” means the officer of a member institution with overall responsibility for academic programs and student services.

2. OWNERSHIP OF SURVEY DATA

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

3. EXCHANGE OF SURVEY DATA AMONG MEMBERS

Each member institution will make its survey data available to other member institutions for the general purposes as outlined in Parts A to E above. Each member institution is bound by restrictions on the use and disclosure of data belonging to other member institutions.

4. COMPARISONS LIMITED TO AGGREGATE DATA

The only interuniversity comparisons permitted for publication or circulation beyond a member institution’s senior administration are those based on the aggregate data for all member institutions or the aggregate data for the groups of member institutions identified by CUSC/CCREU.

A member institution may prepare and circulate reports based on aggregated data from selected groups of member institutions for internal use only to senior administrators of its institution.

5. LIMITATIONS ON THE USE OF DATA

A member institution may not publish statistical measures or analysis of its own data for purposes of institutional promotion in a manner that would harm the reputation of another member institution.

A member institution may not publish statistical measures or analysis of data collected at another member institution with the name of the institution disclosed. Member institutions may publish statistical measures and analysis of their own data.

A member institution may not publish statistical measures or analysis of data collected at another member institution that would allow an informed reader to identify the institution by reference to location, uncommon programs, or other information contained in the published material.
6. REQUIREMENTS FOR CONFIDENTIALITY

A member institution may make available to its senior administrators statistical measures and analysis of data from another member institution, with the identity of the member disclosed, for the purposes outlined in Parts A–E above. The member institution disclosing the identity of another member institution in these circumstances must ensure that those to whom the information is made available are aware of its confidential nature and restricted audience.

A member institution may be requested to disclose data or statistical measures under freedom of information legislation or other requirements for accountability. In these circumstances, member institutions may disclose their own data to fulfill the request. Member institutions shall not disclose data that belongs to other member institutions unless the request explicitly demands it and legal counsel advises that the request must be fulfilled. If it must be fulfilled, the member institution shall notify immediately the other member institution(s). If it does not have to be fulfilled the requester should be referred to the other member institution(s), which should be notified immediately.

7. EXCLUSIVE USE OF INSTRUMENTS AND METHODOLOGY

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

8. ACCESS TO AGGREGATE DATA

Access to the aggregate data for research purposes may be granted to interested persons, provided the intended use is a legitimate, non-commercial one, and the researcher is qualified and agrees to acknowledge 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 the CUSC/CCREU Board of Directors in consultation with members of the consortium (all participating institutions) in the case of requests that seem problematic.
Table of Contents

AGREEMENT FOR DATA USE

EXECUTIVE SUMMARY ........................................................................................................... i

1.0 Introduction .......................................................................................................................... 1
  1.1 Methodology ...................................................................................................................... 2
  1.2 Response rates ................................................................................................................... 3
  1.3 Weighting .......................................................................................................................... 4
  1.4 University comparisons .................................................................................................... 5
  1.5 Statistically significant differences ................................................................................. 5
  1.6 Non-response .................................................................................................................... 5

2.0 Profile of first-year students ................................................................................................ 6
  2.1 Personal profile ................................................................................................................. 6
  2.2 Disabilities ........................................................................................................................ 8
  2.3 Living arrangements ....................................................................................................... 9
  2.4 Parents’ education .......................................................................................................... 10

3.0 Motivation for attending university ................................................................................... 11
  3.1 Importance of reasons for going to university ................................................................. 11
  3.2 Most important reason .................................................................................................... 12

4.0 Choosing a university ........................................................................................................ 13
  4.1 Applications .................................................................................................................... 13
  4.2 Selecting their university ................................................................................................ 14
  4.3 Selecting their university (International students) ............................................................ 15
  4.4 Sources of information ................................................................................................... 16

5.0 Orientation ........................................................................................................................ 17

6.0 Registration ........................................................................................................................ 17

7.0 Expectations and experience ............................................................................................. 18
  7.1 Overall expectations ....................................................................................................... 19

8.0 Transition to university ..................................................................................................... 20

9.0 Educational experiences ..................................................................................................... 21
  9.1 Perceptions of professors ............................................................................................... 21
  9.2 Ability to evaluate teaching ........................................................................................... 22
  9.3 Satisfaction with quality of teaching .............................................................................. 22
  9.4 Perceptions of staff ........................................................................................................ 23

10.0 Commitment to completion .............................................................................................. 24
  10.1 Perceptions of effort ..................................................................................................... 24
  10.2 Perceptions of university education .............................................................................. 25
  10.3 Perceptions of finances ................................................................................................ 25
  10.4 Perceptions of persistence ............................................................................................ 26
  10.5 Feel as if they belong at this university ........................................................................ 26
### 11.0 Overall evaluation

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1 Satisfaction with concern shown by student as an individual</td>
<td>27</td>
</tr>
<tr>
<td>11.2 Satisfaction with decision to attend this university</td>
<td>27</td>
</tr>
<tr>
<td>11.3 Recommend university to others</td>
<td>27</td>
</tr>
</tbody>
</table>

### 12.0 Goal development

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 Chosen a major or discipline</td>
<td>28</td>
</tr>
<tr>
<td>12.2 Post-graduation plans</td>
<td>28</td>
</tr>
<tr>
<td>12.3 Career planning</td>
<td>29</td>
</tr>
<tr>
<td>12.4 Steps taken for employment post-graduation</td>
<td>29</td>
</tr>
</tbody>
</table>

### 13.0 Satisfaction with facilities and services

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1 General facilities and services</td>
<td>30</td>
</tr>
<tr>
<td>13.2 Academic services</td>
<td>31</td>
</tr>
<tr>
<td>13.3 Special services</td>
<td>32</td>
</tr>
</tbody>
</table>

### 14.0 Academic profile

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.0</td>
<td>33</td>
</tr>
</tbody>
</table>

### 15.0 Current employment

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.0</td>
<td>34</td>
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</table>

### 16.0 Finances

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
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<tbody>
<tr>
<td>16.1 Credit cards</td>
<td>35</td>
</tr>
<tr>
<td>16.2 Financial awards and assistance</td>
<td>36</td>
</tr>
</tbody>
</table>

Appendix A – 2015 CUSC-CCREU Survey
EXECUTIVE SUMMARY

Introduction

The 2016 First-Year Student Survey marks the 22nd cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). The 2016 survey involved 34 universities and almost 15,000 first-year university students from across Canada.

Profile of first-year students

The demographic profile of first-year students shows the following:

► First-year students tend to be Canadian citizens (88%), female (66%), and 18 years old (64%). Many self-identify as a member of a visible minority (40%), while few self-identify as Aboriginal (3%).

► About 22% self-identify as having a disability; among those with a disability, it is most often a mental health issue (12%).

► Many first-year students live in on-campus housing (40%), and among those who do not live in on-campus housing, 33% would like to if given the opportunity.

► Just 11% of first-year students are first-generation students — that is, neither parent had any post-secondary education. Conversely, 20% have at least one parent/guardian who completed a graduate degree.

Motivation for attending university

When asked to select the most important reason for why they decided to attend university, preparing for a specific job or career (44%) was the most important reason. However, two other non-job related aspects land in the top five, and include to apply what they learn to make a positive difference in society (10%) and to satisfy their intellectual curiosity (7%).

Choosing a university

Overall, 76% of students applied to a university other than the one they are currently attending. On average, they applied to about two other universities. About 17% applied to a college or CEGEP in addition to their current university. Although many students applied elsewhere, 81% said they are attending their first choice.

Students said that, among the 18 aspects explored, their university has the program they wanted to take (33%), but also wanting to live close to home (16%) and their program had a work experience program (12%) were the most important reasons for selecting their university.

In terms of source of information, visits to campus for an open house (52%), their university’s website (50%), and parents (46%) were the most important sources of information. At the lower end, the university’s Facebook site (14%), university’s social media sites (12%), and contact with university athletic coaches (8%) were not rated as being important relative to other aspects.
Orientation and registration

About 68% of first-year students participated in orientation. Among those who participated in orientation, most seemed to be satisfied with aspects related to orientation, and were most satisfied that orientation made them feel welcome at their university (93%) and least satisfied with orientation building their confidence (77%).

Overall, students seemed to be satisfied with registration, including 84% who were satisfied with getting into all the courses they wanted and 78% who were satisfied with the process of registering for their courses.

Expectations and experience

First-year students rated 17 experiences as to whether they exceeded, met, or fell below their expectations. Results seem to indicate that students are more likely to be surprised about the academic challenges of university (e.g., time to put into their coursework and how demanding their courses are) and cost-related aspects (e.g., cost of going to university and debt to complete program).

When asked to summarize their overall experiences to date, first-year students are slightly more likely to say their university experiences exceeded (23%) rather than fell short (13%) of their expectations. Another 64% said the university met their expectations.

Transition to university

Students found success in many aspects, with many aspects having more than 8 in 10 students saying they have had some or very much success. The two areas where students have found less success are finding career information (17% very much) and becoming involved in campus activities (14% very much).

Educational experiences

Students rated their satisfaction with various educational experiences:

► Most students reported having had positive experiences with professors. In fact, among 15 aspects of interaction with professors, only three areas (professors take a personal interest in their academic progress, professors provide useful feedback on academic work, and professors provide prompt feedback on academic work) received less than 70% agreement.

► Overall, almost all students said they were given the chance to evaluate the quality of teaching in their courses, although fewer than half (47%) said they were able to evaluate the teaching in all their courses.

► Among first-year students, almost 9 in 10 agreed that they are generally satisfied with the quality of teaching they received, including 18% who strongly agreed.
Commitment to completion

Several measures were used to gauge students’ commitment to completing their programs at their universities.

► Almost all students agreed that they are willing to put a lot of effort into being successful at university (50% strongly agreed), which is reflected in the fact that almost as many agreed that they normally go to all of their classes (51% strongly agreed). Although students may feel they can put in the effort, about 7 in 10 agreed that they can deal with stress, but only 17% strongly agreed. Also, just 6 in 10 agreed that they have good study habits, and just 12% strongly agreed.

► Results show that at least 3 in 4 first-year students agreed with the survey’s statements about their university education, including that most of their courses are interesting (25% strongly agreed), their course load is manageable (15% strongly agreed), they had adequate information about their program from the university before they enrolled (19% strongly agreed), and they are in the right program (32% strongly agreed).

► About 7 in 10 students agreed that a university degree is worth the cost (30% strongly agreed) or that they have the financial resources to complete their program (20% strongly agreed).

► At the time of the survey, 9 in 10 first-year students plan to come back to their university next year including 58% who strongly agreed. Slightly fewer (about 8 in 10) plan to complete their degree at their university, including 48% who strongly agreed. Just 9% plan to transfer to another university next year, while 5% plan on going to college/CEGEP next year.

► About 3 in 4 first-year students agreed that they feel as if they belong at this university, including 24% who strongly agreed.

Overall evaluation of student experiences

When rating their experiences at university, students indicated the following:

► Almost 3 in 4 first-year students said they are satisfied with the concern shown by the university for them as an individual, although just 6% are very satisfied.

► Over 9 in 10 first-year students are satisfied with their decision to attend their university, including 25% who are very satisfied.

► Overall, 95% of first-year students would recommend their university to others.

Goal development

The following bullets summarize information about students’ goals, both for their current and future programs.

► About 73% of first-year students said they had selected their major or discipline.

► At this early point in their university studies, students seem to be equally likely to want to apply to a professional program (29%) as graduate school (34%), although many seem to be unsure at this point.
Overall, 31% of first-year students have a specific career in mind, while another 32% have several possible careers in mind. Despite many having a career (or two) in mind, just 19% said they know their career options very well.

First-year students have taken few concrete steps to prepare for employment, as most steps involve gathering information from talking with parents/family (75%), friends (65%), or professors (23%). Among more concrete behaviours, 42% have a résumé or CV, while about 23% have volunteered in their chosen field of employment.

Satisfaction with facilities and services

Students indicated their use and satisfaction with several different facilities and services, which are categorized below.

- **General facilities and services.** Among those who used each general service or facility, students are satisfied. Among 13 areas, two have satisfaction ratings below 80%: parking facilities (53%) and food services (71%).

- **Academic services.** Among those who have used each academic service, students reported very high levels of satisfaction, ranging from 86% to 92%.

- **Special services.** Satisfaction with special services is also very high, with at least 77% of those who used them saying they are satisfied or very satisfied with it. Interestingly, the special services that are used more frequently tend to be those that have a lower proportion of students satisfied, as financial aid and personal counselling are used most often.

Academic profile

Results show that the majority of first-year students are attending full-time (95%), began their post-secondary studies (83%) or studies at their current university (91%) in the current academic year (83%), did not transfer from another institution (94%), and reported an average grade of B- or higher (79%).

Current employment

Overall, 34% of first-year students are currently employed, most often off campus. Among those who are currently employed, results show that the typical student works about 14 hours per week and about 43% said their employment has a negative impact on their academic performance.

Financing education

About 60% of first-year students reported they have at least one credit card. Among those students who have credit cards, about 88% reported they pay off their balance each month and they carry an average balance of $487.

Overall, 58% of first-year students said they have received a financial award from their university. Among those who received an award, 71% said they would not have been able to attend university without this financial assistance.
1.0 Introduction

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

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

This is the 22nd cooperative study undertaken by CUSC-CCREU. Prior to 2014, the surveys ran in a three-year cycle, targeting first-year, graduating, and all students in separate years. In 2014, the all students survey was changed to a survey of middle-years students (i.e., students in the second or third year of a four-year program, second year of a three-year program, or second to fourth years of a five-year program).

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Sample</th>
<th>Number of participating universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>All undergraduates</td>
<td>8</td>
</tr>
<tr>
<td>1996</td>
<td>All undergraduates</td>
<td>10</td>
</tr>
<tr>
<td>1997</td>
<td>Graduating students</td>
<td>9</td>
</tr>
<tr>
<td>1998</td>
<td>First-year students</td>
<td>19</td>
</tr>
<tr>
<td>1999</td>
<td>All undergraduates</td>
<td>23</td>
</tr>
<tr>
<td>2000</td>
<td>Graduating students</td>
<td>22</td>
</tr>
<tr>
<td>2001</td>
<td>First-year students</td>
<td>26</td>
</tr>
<tr>
<td>2002</td>
<td>All undergraduates</td>
<td>30</td>
</tr>
<tr>
<td>2003</td>
<td>Graduating students</td>
<td>26</td>
</tr>
<tr>
<td>2004</td>
<td>First-year students</td>
<td>27</td>
</tr>
<tr>
<td>2005</td>
<td>All undergraduates</td>
<td>28</td>
</tr>
<tr>
<td>2006</td>
<td>Graduating students</td>
<td>25</td>
</tr>
<tr>
<td>2007</td>
<td>First-year students</td>
<td>34</td>
</tr>
<tr>
<td>2008</td>
<td>All undergraduates</td>
<td>31</td>
</tr>
<tr>
<td>2009</td>
<td>Graduating students</td>
<td>34</td>
</tr>
<tr>
<td>2010</td>
<td>First-year students</td>
<td>38</td>
</tr>
<tr>
<td>2011</td>
<td>All undergraduates</td>
<td>25</td>
</tr>
<tr>
<td>2012</td>
<td>Graduating students</td>
<td>37</td>
</tr>
<tr>
<td>2013</td>
<td>First-year students</td>
<td>35</td>
</tr>
<tr>
<td>2014</td>
<td>Middle-years students</td>
<td>28</td>
</tr>
<tr>
<td>2015</td>
<td>Graduating students</td>
<td>36</td>
</tr>
<tr>
<td>2016</td>
<td>First-year students</td>
<td>34</td>
</tr>
</tbody>
</table>
1.1  Methodology

1.1.1  Questionnaire design

CUSC-CCREU surveys run on a three-year cycle, targeting a different group of undergraduate Baccalaureate students each year. Starting in 2014, CUSC-CCREU redesigned the surveys with a core set of questions that are common to all three surveys and questions that are specific to each group of students. The final questionnaire for the 2016 First-Year Student Survey can be found in Appendix A.

1.1.2  Surveying students

Each university supported the study by generating a sample of qualifying students. In some cases, institutions provided all qualifying students, while others provided a random sample of students.

PRA was responsible for managing the online survey. This involved liaising with the participating universities, 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 student questions about questionnaire content, as well as technical questions about using the online survey.
1.2 Response rates

Table 2 shows the response rates by university, which ranged from 11.7% to 53.6%, with an overall response rate of 25.7%. This yielded 14,886 students who completed the survey.¹

<table>
<thead>
<tr>
<th>University</th>
<th>Surveys Distributed</th>
<th>Surveys Completed</th>
<th>Response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon University</td>
<td>579</td>
<td>133</td>
<td>23.0%</td>
</tr>
<tr>
<td>Brock University</td>
<td>2,916</td>
<td>542</td>
<td>18.6%</td>
</tr>
<tr>
<td>Carleton University</td>
<td>4,069</td>
<td>1,017</td>
<td>25.0%</td>
</tr>
<tr>
<td>Concordia University</td>
<td>5,669</td>
<td>1,250</td>
<td>22.0%</td>
</tr>
<tr>
<td>Concordia University of Edmonton</td>
<td>396</td>
<td>154</td>
<td>38.9%</td>
</tr>
<tr>
<td>Dalhousie University</td>
<td>2,329</td>
<td>752</td>
<td>32.3%</td>
</tr>
<tr>
<td>Lakehead University</td>
<td>917</td>
<td>346</td>
<td>37.7%</td>
</tr>
<tr>
<td>McGill University</td>
<td>5,396</td>
<td>764</td>
<td>14.2%</td>
</tr>
<tr>
<td>McMaster University</td>
<td>4,940</td>
<td>675</td>
<td>13.7%</td>
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<tr>
<td>Mount Royal University</td>
<td>1,037</td>
<td>379</td>
<td>36.5%</td>
</tr>
<tr>
<td>Nipissing University</td>
<td>597</td>
<td>231</td>
<td>38.7%</td>
</tr>
<tr>
<td>Redeemer University College</td>
<td>144</td>
<td>75</td>
<td>52.1%</td>
</tr>
<tr>
<td>Ryerson University</td>
<td>1,000</td>
<td>205</td>
<td>20.5%</td>
</tr>
<tr>
<td>Saint Mary's University</td>
<td>894</td>
<td>298</td>
<td>33.3%</td>
</tr>
<tr>
<td>Simon Fraser University</td>
<td>1,000</td>
<td>499</td>
<td>49.9%</td>
</tr>
<tr>
<td>The King's University</td>
<td>181</td>
<td>97</td>
<td>53.6%</td>
</tr>
<tr>
<td>Thompson Rivers University</td>
<td>623</td>
<td>275</td>
<td>44.1%</td>
</tr>
<tr>
<td>Trent University</td>
<td>1,437</td>
<td>308</td>
<td>21.4%</td>
</tr>
<tr>
<td>Trinity Western University</td>
<td>345</td>
<td>124</td>
<td>35.9%</td>
</tr>
<tr>
<td>Université de Moncton</td>
<td>616</td>
<td>281</td>
<td>45.6%</td>
</tr>
<tr>
<td>Université de Sherbrooke</td>
<td>2,138</td>
<td>695</td>
<td>32.5%</td>
</tr>
<tr>
<td>University of King's College</td>
<td>230</td>
<td>84</td>
<td>36.5%</td>
</tr>
<tr>
<td>University of Lethbridge</td>
<td>1,000</td>
<td>357</td>
<td>35.7%</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>4,048</td>
<td>885</td>
<td>21.9%</td>
</tr>
<tr>
<td>University of New Brunswick (Fredericton)</td>
<td>920</td>
<td>252</td>
<td>27.4%</td>
</tr>
<tr>
<td>University of New Brunswick (Saint John)</td>
<td>400</td>
<td>149</td>
<td>37.3%</td>
</tr>
<tr>
<td>University of Northern British Columbia</td>
<td>347</td>
<td>153</td>
<td>44.1%</td>
</tr>
<tr>
<td>University of Regina</td>
<td>1,500</td>
<td>657</td>
<td>43.8%</td>
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<tr>
<td>University of Saskatchewan</td>
<td>1,944</td>
<td>553</td>
<td>28.4%</td>
</tr>
<tr>
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<td>2,059</td>
<td>241</td>
<td>11.7%</td>
</tr>
<tr>
<td>University of Victoria</td>
<td>1,000</td>
<td>287</td>
<td>28.7%</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>2,000</td>
<td>711</td>
<td>35.6%</td>
</tr>
<tr>
<td>University of Winnipeg</td>
<td>1,119</td>
<td>353</td>
<td>31.5%</td>
</tr>
<tr>
<td>Wilfrid Laurier University</td>
<td>4,139</td>
<td>1,104</td>
<td>26.7%</td>
</tr>
<tr>
<td>Total</td>
<td>57,929</td>
<td>14,886</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

¹ PRA defined a completed survey as one on which a student answered up to the Living Arrangements section (approximately 80% of the questions).
1.3 Weighting

In order to compensate for the discrepancies between the population of first-year students among participating institutions and the sample population, the data in this report have been weighted. The applied weights are shown in Table 3.

<table>
<thead>
<tr>
<th>University</th>
<th>Population of first-year students</th>
<th>Completed surveys</th>
<th>Applied weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brandon University</td>
<td>579</td>
<td>133</td>
<td>0.9% 0.918</td>
</tr>
<tr>
<td>Brock University</td>
<td>2916</td>
<td>542</td>
<td>3.6% 1.134</td>
</tr>
<tr>
<td>Carleton University</td>
<td>4069</td>
<td>1017</td>
<td>6.8% 0.844</td>
</tr>
<tr>
<td>Concordia University</td>
<td>5669</td>
<td>1250</td>
<td>8.4% 0.956</td>
</tr>
<tr>
<td>Concordia University of Edmonton</td>
<td>396</td>
<td>154</td>
<td>1.0% 0.542</td>
</tr>
<tr>
<td>Dalhousie University</td>
<td>2329</td>
<td>752</td>
<td>5.1% 0.653</td>
</tr>
<tr>
<td>Lakehead University</td>
<td>917</td>
<td>346</td>
<td>2.3% 0.559</td>
</tr>
<tr>
<td>McGill University</td>
<td>5396</td>
<td>764</td>
<td>5.1% 1.489</td>
</tr>
<tr>
<td>McMaster University</td>
<td>4940</td>
<td>675</td>
<td>4.5% 1.543</td>
</tr>
<tr>
<td>Mount Royal University</td>
<td>1037</td>
<td>379</td>
<td>2.5% 0.577</td>
</tr>
<tr>
<td>Nipissing University</td>
<td>597</td>
<td>231</td>
<td>1.6% 0.545</td>
</tr>
<tr>
<td>Redeemer University College</td>
<td>144</td>
<td>75</td>
<td>0.5% 0.405</td>
</tr>
<tr>
<td>Ryerson University</td>
<td>5639</td>
<td>205</td>
<td>1.4% 5.800</td>
</tr>
<tr>
<td>Saint Mary's University</td>
<td>894</td>
<td>298</td>
<td>2.0% 0.633</td>
</tr>
<tr>
<td>Simon Fraser University</td>
<td>3185</td>
<td>499</td>
<td>3.4% 1.346</td>
</tr>
<tr>
<td>The King's University</td>
<td>181</td>
<td>97</td>
<td>0.7% 0.393</td>
</tr>
<tr>
<td>Thompson Rivers University</td>
<td>623</td>
<td>275</td>
<td>1.8% 0.478</td>
</tr>
<tr>
<td>Trent University</td>
<td>1437</td>
<td>308</td>
<td>2.1% 0.984</td>
</tr>
<tr>
<td>Trinity Western University</td>
<td>345</td>
<td>124</td>
<td>0.8% 0.587</td>
</tr>
<tr>
<td>Université de Moncton</td>
<td>616</td>
<td>281</td>
<td>1.9% 0.462</td>
</tr>
<tr>
<td>Université de Sherbrooke</td>
<td>2138</td>
<td>695</td>
<td>4.7% 0.649</td>
</tr>
<tr>
<td>University of King's College</td>
<td>230</td>
<td>84</td>
<td>0.6% 0.577</td>
</tr>
<tr>
<td>University of Lethbridge</td>
<td>1112</td>
<td>357</td>
<td>2.4% 0.657</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>4048</td>
<td>885</td>
<td>5.9% 0.964</td>
</tr>
<tr>
<td>University of New Brunswick (Fredericton)</td>
<td>920</td>
<td>252</td>
<td>1.7% 0.770</td>
</tr>
<tr>
<td>University of New Brunswick (Saint John)</td>
<td>400</td>
<td>149</td>
<td>1.0% 0.566</td>
</tr>
<tr>
<td>University of Northern British Columbia</td>
<td>347</td>
<td>153</td>
<td>1.0% 0.478</td>
</tr>
<tr>
<td>University of Regina</td>
<td>1571</td>
<td>657</td>
<td>4.4% 0.504</td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td>1944</td>
<td>553</td>
<td>3.7% 0.741</td>
</tr>
<tr>
<td>University of the Fraser Valley</td>
<td>2059</td>
<td>241</td>
<td>1.6% 1.801</td>
</tr>
<tr>
<td>University of Victoria</td>
<td>2583</td>
<td>287</td>
<td>1.9% 1.898</td>
</tr>
<tr>
<td>University of Waterloo</td>
<td>6079</td>
<td>711</td>
<td>4.8% 1.803</td>
</tr>
<tr>
<td>University of Winnipeg</td>
<td>1119</td>
<td>353</td>
<td>2.4% 0.668</td>
</tr>
<tr>
<td>Wilfrid Laurier University</td>
<td>4139</td>
<td>1104</td>
<td>7.4% 0.791</td>
</tr>
</tbody>
</table>
1.4 University comparisons

For comparison purposes, participating universities were categorized into three groups, shown in Table 4.

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

<table>
<thead>
<tr>
<th>Table 4: Categories of participating universities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1 (n = 15)</strong></td>
</tr>
<tr>
<td>Brandon University</td>
</tr>
<tr>
<td>Concordia University of Edmonton</td>
</tr>
<tr>
<td>Mount Royal University</td>
</tr>
<tr>
<td>Nipissing University</td>
</tr>
<tr>
<td>Redeemer University College</td>
</tr>
<tr>
<td>Saint Mary's University</td>
</tr>
<tr>
<td>The King's University</td>
</tr>
<tr>
<td>Trent University</td>
</tr>
<tr>
<td>Trinity Western University</td>
</tr>
<tr>
<td>University of King's College</td>
</tr>
<tr>
<td>University of Lethbridge</td>
</tr>
<tr>
<td>University of New Brunswick (Saint John)</td>
</tr>
<tr>
<td>University of Northern British Columbia</td>
</tr>
<tr>
<td>University of the Fraser Valley</td>
</tr>
<tr>
<td>University of Winnipeg</td>
</tr>
</tbody>
</table>

1.5 Statistically significant differences

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

<table>
<thead>
<tr>
<th>Table 5: Criteria for statistical significance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test</strong></td>
</tr>
<tr>
<td>Pearson’s chi-square</td>
</tr>
<tr>
<td>Phi coefficient or Cramer’s V</td>
</tr>
</tbody>
</table>

1.6 Non-response

Non-responses have not been included in the analysis. Therefore, throughout this report, unless explicitly stated as a subpopulation, overall results exclude those who did not respond to a particular question.
2.0 Profile of first-year students

2.1 Personal profile

Results on the following page show the following:

► There is about double the number of females (66%) than males (34%). Although the survey does tend to over-represent females, females were still made up the majority of the sample provided by universities.

► The typical student is between 18 to 19 years of age, and 64% of students are 18 or younger. Given students’ ages, it is not surprising that just 2% reported being married and 1% have children. Those attending Group 2 universities (18.0 years) tend to be about a year younger on average than those attending Group 3 (19.1 years) or Group 1 (19.3 years). This appears to be largely driven by the fact that 82% of those in Group 2 were 18 years old or younger compared to 57% in Group 1 and 44% in Group 3 universities.

► About 88% of students are Canadian citizens, with the remaining students almost equally split among those who are international students (7%) or permanent residents (5%). Although it falls just below the threshold for statistical significance, it appears that students attending a Group 3 (83%) university are much less likely than those attending Group 1 (92%) or Group 2 (91%) universities to be Canadian citizens.

► Overall, 40% of students reported being a visible minority, and 3% self-identify as being Aboriginal. Group 2 (46%) and Group 3 (38%) universities are much more likely than Group 1 (24%) universities to have students who self-identify as a member of a visible minority; however, they are about twice as likely to have students who self-identify as Aboriginal (although the difference among university groups for the proportion of Aboriginal students is not statistically significant).
Table 6: Personal profile

<table>
<thead>
<tr>
<th></th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>34%</td>
<td>27%</td>
<td>37%</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>Female</td>
<td>66%</td>
<td>73%</td>
<td>63%</td>
<td>68%</td>
<td>65%</td>
</tr>
<tr>
<td>Other</td>
<td>&lt;1%</td>
<td>-</td>
<td>&lt;1%</td>
<td>-</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Age at beginning of year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 and under</td>
<td>64%</td>
<td>57%</td>
<td>82%</td>
<td>44%</td>
<td>25%</td>
</tr>
<tr>
<td>19</td>
<td>20%</td>
<td>18%</td>
<td>15%</td>
<td>27%</td>
<td>66%</td>
</tr>
<tr>
<td>20 to 21</td>
<td>12%</td>
<td>14%</td>
<td>2%</td>
<td>23%</td>
<td>7%</td>
</tr>
<tr>
<td>22 to 24</td>
<td>3%</td>
<td>7%</td>
<td>1%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>25 and over</td>
<td>1%</td>
<td>4%</td>
<td>&lt;1%</td>
<td>2%</td>
<td>-</td>
</tr>
<tr>
<td>Average age</td>
<td>18.6</td>
<td>19.3</td>
<td>18.0</td>
<td>19.1</td>
<td>18.9</td>
</tr>
<tr>
<td><strong>Marital status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>77%</td>
<td>70%</td>
<td>80%</td>
<td>77%</td>
<td>76%</td>
</tr>
<tr>
<td>In a relationship</td>
<td>21%</td>
<td>26%</td>
<td>19%</td>
<td>21%</td>
<td>23%</td>
</tr>
<tr>
<td>Married or common-law</td>
<td>2%</td>
<td>4%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Children</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>- Under 5 years old</td>
<td>&lt;1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>-</td>
</tr>
<tr>
<td>- 5 to 11 years old</td>
<td>&lt;1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>- 12 years old or older</td>
<td>&lt;1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Canadian citizen</td>
<td>88%</td>
<td>92%</td>
<td>91%</td>
<td>83%</td>
<td>90%</td>
</tr>
<tr>
<td>International student</td>
<td>7%</td>
<td>4%</td>
<td>4%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Permanent resident</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Visible minority</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total self-identified</td>
<td>40%</td>
<td>24%</td>
<td>46%</td>
<td>38%</td>
<td>29%</td>
</tr>
<tr>
<td><strong>Aboriginal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total self-identified</td>
<td>3%</td>
<td>7%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

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

** 'Aboriginal' includes respondents who self-identified as 'Aboriginal'.

**by age. As expected, older students are more likely to report having children and being married/common-law.
2.2 Disabilities

Overall, 22% of first-year students self-identify as having a disability. The most common disability reported by students is a mental health (12%) issue.

Among those with a disability, 32% said their disability requires accommodation from their university, with those with a learning disability (68%) being most likely to say their disability requires accommodation. The least likely of those are those with a vision impairment (16%), perhaps indicating that students who require glasses may have indicated having a vision impairment.

Among those who require accommodation for their disability, 55% said the accommodation was adequate, while 14% said it was not adequate.

<table>
<thead>
<tr>
<th>Table 7: Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disability</strong></td>
</tr>
<tr>
<td>Total self-identified</td>
</tr>
<tr>
<td>Require accommodation*</td>
</tr>
<tr>
<td>Accommodation is adequate**</td>
</tr>
<tr>
<td>Partly</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

* The proportion is out of those who identify as having a disability.
** The proportion is out of those who identify as having a disability that requires accommodation.
2.3 Living arrangements

As Table 8 shows, a majority of students live on their own, most commonly renting their accommodations either off campus (15%) or on campus (40%). About 43% of first-year students live with parents, guardians, or relatives. Among those not currently living on campus, just 33% said they would prefer to live on campus if they had the choice.

Group 2 (48%) students are more likely than Group 1 (33%) and Group 3 (34%) students to be living in on-campus housing. Not only that, but Group 2 (41%) students not currently living on campus are more likely than Group 1 (25%) or Group 3 (28%) students to want to live in on-campus housing, although this difference falls just below the threshold for statistical significance.

### Table 8: Living arrangements

<table>
<thead>
<tr>
<th>Current living arrangements</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>With parents, guardians, or relatives</td>
<td>43%</td>
<td>50%</td>
<td>39%</td>
<td>45%</td>
<td>24%</td>
</tr>
<tr>
<td>In on-campus housing</td>
<td>40%</td>
<td>33%</td>
<td>48%</td>
<td>34%</td>
<td>64%</td>
</tr>
<tr>
<td>In rented housing off campus (shared or alone)</td>
<td>15%</td>
<td>14%</td>
<td>11%</td>
<td>19%</td>
<td>11%</td>
</tr>
<tr>
<td>In personally-owned home</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>-</td>
</tr>
<tr>
<td><strong>Preference to live on campus if given the choice</strong></td>
<td><strong>33%</strong></td>
<td><strong>25%</strong></td>
<td><strong>41%</strong></td>
<td><strong>28%</strong></td>
<td><strong>21%</strong></td>
</tr>
</tbody>
</table>

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

**Difference by visible minority.** Visible minority students (42%) not currently living on campus are more likely than non-visible minority students (25%) to say they would want to live on campus if given the opportunity.

**Difference by age.** The older a student is, the more likely they are to report living in a personally owned home and less likely to be living with parents, guardians, or relatives.
2.4 Parents’ education

Just 11% of first-year students are first-generation students. That is, neither parent had any post-secondary education. In contrast, 20% of students have at least one parent who has obtained a graduate-level degree.

Although there is very little difference among groups and the proportion of students that are first-generation, the proportion of students who had at least one parent graduate with a graduate-level degree is higher among Group 3 (23%) students compared to Group 2 (19%) or Group 1 (14%) students; however, this difference falls just below the criteria for statistical significance.

<table>
<thead>
<tr>
<th></th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school or less</td>
<td>11%</td>
<td>13%</td>
<td>12%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Some college or university</td>
<td>9%</td>
<td>11%</td>
<td>9%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>College, CEGEP, or technical school graduate</td>
<td>18%</td>
<td>23%</td>
<td>18%</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>University or professional school graduate</td>
<td>38%</td>
<td>36%</td>
<td>38%</td>
<td>40%</td>
<td>44%</td>
</tr>
<tr>
<td>Graduate degree</td>
<td>20%</td>
<td>14%</td>
<td>19%</td>
<td>23%</td>
<td>28%</td>
</tr>
<tr>
<td>Other</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: ‘Don’t know’ responses are not shown in the table but are included in the calculations.
3.0 Motivation for attending university

3.1 Importance of reasons for going to university

The table below shows first-year students’ motivation for attending university, ordered by the proportion who rated each as important or very important. Results show that the top three aspects are all career-oriented motivators, and include *more likely to get a job with a degree* (91%), *get a more fulfilling job* (90%), and *to prepare for a specific job* (90%).

At the lower end, few students said they were motivated by *the chance to participate in varsity athletics* (12%) or *they didn’t have anything better to do* (12%).

<table>
<thead>
<tr>
<th>Motivation for attending University</th>
<th>All Students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am more likely to get a job with a degree</td>
<td>91%</td>
<td>90%</td>
<td>92%</td>
<td>90%</td>
<td>91%</td>
</tr>
<tr>
<td>To get a more fulfilling job than I probably would if I didn’t go</td>
<td>90%</td>
<td>91%</td>
<td>91%</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>To prepare for a specific job or career</td>
<td>90%</td>
<td>89%</td>
<td>90%</td>
<td>89%</td>
<td>82%</td>
</tr>
<tr>
<td>To satisfy my intellectual curiosity</td>
<td>80%</td>
<td>77%</td>
<td>79%</td>
<td>83%</td>
<td>78%</td>
</tr>
<tr>
<td>Learning new things is exciting</td>
<td>80%</td>
<td>79%</td>
<td>79%</td>
<td>82%</td>
<td>79%</td>
</tr>
<tr>
<td>To apply what I will learn to make a positive difference in society or my community</td>
<td>78%</td>
<td>79%</td>
<td>76%</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td>To get a broad education</td>
<td>78%</td>
<td>74%</td>
<td>77%</td>
<td>81%</td>
<td>73%</td>
</tr>
<tr>
<td>To earn more money than if I didn’t go</td>
<td>73%</td>
<td>70%</td>
<td>76%</td>
<td>70%</td>
<td>76%</td>
</tr>
<tr>
<td>To explore whether university is right for me</td>
<td>41%</td>
<td>40%</td>
<td>45%</td>
<td>38%</td>
<td>46%</td>
</tr>
<tr>
<td>To meet my family's expectations</td>
<td>58%</td>
<td>52%</td>
<td>62%</td>
<td>56%</td>
<td>55%</td>
</tr>
<tr>
<td>The satisfaction of doing challenging academic work</td>
<td>57%</td>
<td>53%</td>
<td>56%</td>
<td>62%</td>
<td>52%</td>
</tr>
<tr>
<td>To meet new people</td>
<td>53%</td>
<td>45%</td>
<td>58%</td>
<td>50%</td>
<td>56%</td>
</tr>
<tr>
<td>Most of my friends are going</td>
<td>24%</td>
<td>17%</td>
<td>28%</td>
<td>23%</td>
<td>27%</td>
</tr>
<tr>
<td>The chance to participate in varsity athletics</td>
<td>12%</td>
<td>11%</td>
<td>13%</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>I didn’t have anything better to do</td>
<td>12%</td>
<td>10%</td>
<td>13%</td>
<td>11%</td>
<td>11%</td>
</tr>
</tbody>
</table>

**Difference by visible minority.** Students who self-identify as a member of a visible minority (68%) are statistically more likely than non-visible minority (50%) students to rate *to meet their family’s expectations* as important for motivating them to attending university.
3.2 Most important reason

After ranking each motivator individually, first-year students were asked to select the most important reason for why they decided to attend university. Not surprising, given the information in the previous table, preparing for a specific job or career (44%) was the most important reason. However, two other non-job related aspects land in the top five (although selected by 10% or fewer students), and include to apply what they learn to make a positive difference in society (10%) and to satisfy their intellectual curiosity (7%).

<table>
<thead>
<tr>
<th>Reason</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To prepare for a specific job or career</td>
<td>44%</td>
<td>48%</td>
<td>43%</td>
<td>44%</td>
<td>33%</td>
</tr>
<tr>
<td>To apply what I will learn to make a positive difference in society or my community</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>I am more likely to get a job with a degree</td>
<td>10%</td>
<td>9%</td>
<td>12%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>To get a more fulfilling job than I probably would if I didn't go</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>To satisfy my intellectual curiosity</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td>7%</td>
</tr>
</tbody>
</table>
4.0 Choosing a university

4.1 Applications

Overall, 76% of students applied to a university other than the one they are currently attending. On average, they applied to about two other universities. About 17% applied to a college or CEGEP in addition to their current university. Although many students applied elsewhere, 81% said they are attending their first choice.

Group 2 (87%) students were statistically more likely than Group 1 (61%) and Group 3 (69%) students to apply to other universities; however, Group 3 (27%) university students were more likely to have applied to a college or CEGEP than Group 1 (12%) or Group 2 (11%) students.

Although Group 2 students are more likely to apply to university than Group 1 or Group 3 students, they are only slightly more likely to say that they are not attending their first choice. About 24% of Group 2 students are not attending their first choice, compared to 18% of Group 1 and 14% of Group 3 students, and this difference is not statistically significant.

<table>
<thead>
<tr>
<th>Table 12: Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Applied to other universities</td>
</tr>
<tr>
<td>Average number overall</td>
</tr>
<tr>
<td>Average number in Canada</td>
</tr>
<tr>
<td>Average number outside Canada</td>
</tr>
<tr>
<td>Applied to college or CEGEP</td>
</tr>
<tr>
<td>Currently attending first choice</td>
</tr>
</tbody>
</table>

*Difference by age.* As students get older, they are less likely to apply to other universities (in or outside of Canada). For instance, 81% of students aged 18 and younger applied to more than one university, and this steadily decreases across age groups to 32% of those aged 25 and older. Conversely, younger students tended to be less likely to apply to college as well, as just 9% of those aged 18 or younger applied to college and this increases up to those who are aged 20 to 21 (48%) before decreasing back down to about 20% of those aged 25 and older.
4.2 Selecting their university

Students rated 18 aspects concerning their importance in selecting their university. When the aspects were ranked by the proportion who answered important or very important, students were most likely to say that their university has the program they wanted to take (87%) followed by their university’s academic reputation (72%).

At the lower end, aspects such as it’s where their family wanted them to go (18%), where their friends were going (14%), or being able to participate in varsity athletics (9%) are rated as less important.

There were several statistical differences by group:

- Group 1 students are most likely to say that the size of the university suiting me is important
- Group 2 students are more likely to say that the program they wanted has a co-op, practicum, or other work experience and offered a scholarship are important

<table>
<thead>
<tr>
<th>Table 13: Importance for selecting their university (% important or very important)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (n=14,886)</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>It has the program I want to take</td>
</tr>
<tr>
<td>The academic reputation of the university</td>
</tr>
<tr>
<td>The city/town it’s in</td>
</tr>
<tr>
<td>Availability of public transportation</td>
</tr>
<tr>
<td>The size of the university suits me</td>
</tr>
<tr>
<td>It has a good reputation for campus life</td>
</tr>
<tr>
<td>The program I want has a co-op, practicum, or other work experience</td>
</tr>
<tr>
<td>It offered a scholarship</td>
</tr>
<tr>
<td>Cost of tuition and fees</td>
</tr>
<tr>
<td>I wanted to live close to home</td>
</tr>
<tr>
<td>It offered other financial assistance</td>
</tr>
<tr>
<td>The program I want offers study/work experience abroad</td>
</tr>
<tr>
<td>It offered a place in residence</td>
</tr>
<tr>
<td>I wanted to live away from home</td>
</tr>
<tr>
<td>Cost of university residence</td>
</tr>
<tr>
<td>It’s where my family wanted me to go</td>
</tr>
<tr>
<td>It’s where my friends are going</td>
</tr>
<tr>
<td>The chance to participate in varsity athletics</td>
</tr>
</tbody>
</table>

**Difference by age.** As students get older, they are less likely to rate offered a place in residence and it offered a scholarship as important.
4.2.1 Most important reasons for selecting their university

Students were presented with the same list of 18 aspects and asked to select the reason that was most important for selecting their university. Foremost, students said that *their university has the program they wanted to take* (33%), but also *wanting to live close to home* (16%) and *their program had a work experience program* (12%) were important.

The university group students attend seems to impact what is most important to them when selecting their university. Group 3 students tend to put more emphasis than other students on *their university having the program they wanted to take* and *the academic reputation of the university*, while Group 1 students put more emphasis on *wanting to live close to home* and *the cost of tuition and fees*. Group 2 students put more emphasis on *the program they wanted having a co-op, practicum or other work experience*, relative to other groups.

<table>
<thead>
<tr>
<th>Table 14: Top five most important reasons for selecting their university</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (n=14,886)</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>It has the program I want to take</td>
</tr>
<tr>
<td>I wanted to live close to home</td>
</tr>
<tr>
<td>The program I want has a co-op, practicum, or other work experience</td>
</tr>
<tr>
<td>The academic reputation of the university</td>
</tr>
<tr>
<td>Cost of tuition and fees</td>
</tr>
</tbody>
</table>

4.3 Selecting their university (International students)

International students (identified through information supplied by each institution) were asked to rate the importance of five aspects that might specifically attract students living outside Canada. Three aspects seemed to be important, including *cost of tuition and fees for international students* (79%), *thinking their university would be a welcoming environment* (75%), and *the academic reputation of Canadian universities* (72%).

Least important appears to be *obtaining a visa for Canada was easier than for other countries* (34%); however, about one-third of international students indicate this was important.

<table>
<thead>
<tr>
<th>Table 15: Importance for selecting their university for international students (% important or very important)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (n=997)</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Cost of tuition and fees for international students</td>
</tr>
<tr>
<td>I thought it would be a welcoming environment</td>
</tr>
<tr>
<td>Academic reputation of Canadian universities in general</td>
</tr>
<tr>
<td>Friends or family recommended it</td>
</tr>
<tr>
<td>Obtaining a visa for Canada was easier than for other countries</td>
</tr>
</tbody>
</table>

Note: Only international students were asked the importance of these aspects.
4.4 Sources of information

First-year students rated the importance of 19 sources of information they may have used when making a decision about whether or not to attend their university. Examining results in the table below shows that no single aspect seems to outweigh others, with several being selected as important by about half of students. These include *visits to campus for an open house* (52%), *their university’s website* (50%), and *parents* (46%). Of interest, parents were an important source of information, but when students rated the importance of choosing their university because it was where their family wanted them to go (as seen in Section 4.2), family was not rated as an important influencer. This seems to indicate that students go to their parents for information, but ultimately where their parents want them to go does not weight heavily on their decision.

At the lower end, *the university’s Facebook site* (14%), *university’s social media sites* (12%), and *contact with university athletic coaches* (8%) were not rated as being important relative to other aspects.

| Table 16: Importance of sources of information (% important or very important) |
|-----------------------------|----------------|-------------------|-------------------|
|                             | All students  | University of Victoria  |
|                             | (n=14,886)    | (n=3,136)         | (n=6,176)         | (n=5,574)         | (n=287)         |
| Visit to campus for an open house | 52%            | 49%               | 55%               | 49%               | 43%               |
| The university's website | 50%            | 48%               | 50%               | 52%               | 46%               |
| Parents | 46%            | 41%               | 47%               | 46%               | 41%               |
| Printed university brochure, pamphlet, or viewbook | 44%            | 44%               | 47%               | 42%               | 39%               |
| Students attending the university | 44%            | 38%               | 45%               | 44%               | 47%               |
| Other visit to campus | 40%            | 37%               | 44%               | 35%               | 44%               |
| Contact with admissions staff on campus | 37%            | 42%               | 38%               | 33%               | 36%               |
| High school/CEGEP counsellors or teachers | 36%            | 35%               | 37%               | 34%               | 32%               |
| Friends | 32%            | 28%               | 32%               | 34%               | 37%               |
| Visit by a university representative to your high school or CEGEP | 29%            | 31%               | 32%               | 24%               | 31%               |
| Maclean's university rankings | 29%            | 20%               | 30%               | 30%               | 29%               |
| Contact with professors | 25%            | 30%               | 27%               | 23%               | 20%               |
| The Times Higher Education World University Rankings | 20%            | 12%               | 20%               | 24%               | 22%               |
| QS World University Rankings | 20%            | 10%               | 20%               | 25%               | 21%               |
| Globe and Mail Canadian University Report | 20%            | 13%               | 22%               | 22%               | 19%               |
| Academic Ranking of World Universities | 17%            | 10%               | 18%               | 20%               | 19%               |
| The university's Facebook site | 14%            | 11%               | 16%               | 12%               | 8%                |
| The university's other social media sites | 12%            | 9%                | 15%               | 9%                | 10%               |
| Contact with university athletic coaches | 8%             | 9%                | 9%                | 6%                | 10%               |

**Differences by visible minority.** Students who self-identify as a member of a visible minority group rated several of the sources of information as important/very important relative to those who did not self-identify. These include *Times Higher Education World University Rankings* (29% versus 14%), *QS World University Rankings* (29% versus 14%), *Globe and Mail Canadian University Report* (27% versus 15%), and *Academic Ranking of World Universities* (25% versus 11%).
5.0 Orientation

About 68% of first-year students participated in orientation. Among those who participated in orientation, most seemed to be satisfied with aspects related to orientation, being most satisfied that orientation made them feel welcome at their university (93%) and least satisfied with orientation building their confidence (77%).

Table 17: Orientation participation and satisfaction

<table>
<thead>
<tr>
<th>Participated in an orientation</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>68%</td>
<td>70%</td>
<td>73%</td>
<td>60%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Satisfaction with aspects of orientation (% very or somewhat satisfied)*

<table>
<thead>
<tr>
<th></th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling welcome at the university</td>
<td>93%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>Providing information about campus life</td>
<td>87%</td>
<td>88%</td>
<td>87%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Providing information about student services</td>
<td>86%</td>
<td>90%</td>
<td>86%</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>Helping you understand the university’s academic expectations</td>
<td>86%</td>
<td>90%</td>
<td>86%</td>
<td>83%</td>
<td>82%</td>
</tr>
<tr>
<td>Helping your personal and social transition to university</td>
<td>81%</td>
<td>84%</td>
<td>82%</td>
<td>79%</td>
<td>84%</td>
</tr>
<tr>
<td>Building your confidence</td>
<td>77%</td>
<td>80%</td>
<td>77%</td>
<td>76%</td>
<td>75%</td>
</tr>
</tbody>
</table>

* Only those who participated in an orientation program were asked how satisfied they were.

Differences by age. As students get older, they are statistically less likely to participate in orientation, dropping from 73% of those 18 and younger to 44% of those 25 and older.

6.0 Registration

Overall, students seemed to be satisfied with registration, including 84% who were satisfied with getting into all the courses they wanted and 78% satisfied with the process of registering for their courses.

Table 18: Satisfaction with registration (% very or somewhat satisfied)

<table>
<thead>
<tr>
<th></th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting into all the courses you wanted</td>
<td>84%</td>
<td>85%</td>
<td>84%</td>
<td>84%</td>
<td>91%</td>
</tr>
<tr>
<td>Process of registering for courses</td>
<td>78%</td>
<td>84%</td>
<td>79%</td>
<td>74%</td>
<td>82%</td>
</tr>
</tbody>
</table>
7.0 Expectations and experience

First-year students rated 17 experiences as to whether they exceeded, met, or fell below their expectations. The average was calculated based on ratings of much less than expected (1), less than expected (2), about what expected (3), more than expected (4), and much more than expected (5).

In some cases, experiences, such as making friends or intellectual stimulation, should hopefully exceed students’ expectations, while others, such as cost of going to university or getting lost in the crowd, should hopefully be less than expected. Others are hard to gauge as they might depend on the students’ preferences (e.g., doing course work on their own, doing course work in groups).

However, the results start to paint a picture that students are more likely to be surprised about the academic challenges of university (e.g., time to put into their coursework and how demanding their courses are) and cost-related aspects (e.g., cost of going to university and debt to complete program).

Although students may select their university for different reasons, their expectations seem to be consistently met. The only noticeable, albeit not statistically different, difference is that Group 1 students are more likely than Group 2 and Group 3 students to say that contact with professors in the classroom and contact with professors outside of the classroom is more or much more than expected.

<table>
<thead>
<tr>
<th>Table 19: Mean ratings of experiences compared to expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (n=14,886)</td>
</tr>
<tr>
<td>The time you have to put into your coursework</td>
</tr>
<tr>
<td>How academically demanding your courses are</td>
</tr>
<tr>
<td>Cost of going to university</td>
</tr>
<tr>
<td>Debt you might have to take on to complete your program</td>
</tr>
<tr>
<td>Intellectual stimulation</td>
</tr>
<tr>
<td>Doing coursework on your own</td>
</tr>
<tr>
<td>Writing in your academic work</td>
</tr>
<tr>
<td>Doing coursework in groups</td>
</tr>
<tr>
<td>The university has help and advising available when I need it</td>
</tr>
<tr>
<td>Class participation</td>
</tr>
<tr>
<td>Using math in your academic work</td>
</tr>
<tr>
<td>Contact with your professors in the classroom</td>
</tr>
<tr>
<td>Contact with your professors outside of the classroom</td>
</tr>
<tr>
<td>Making friends</td>
</tr>
<tr>
<td>Your course grades</td>
</tr>
<tr>
<td>I get lost in the crowd</td>
</tr>
<tr>
<td>Getting involved in campus social activities</td>
</tr>
</tbody>
</table>
Differences by university grades. There are a few statistically significant differences marked by students’ grades. First, students with lower grades are more likely to say that the time they have to put into their course work is more or much more than they expected, as the proportion increases from 43% of those with an A- or higher to 65% with a C+ or lower.

Second, students with lower grades are more likely to say their course grades are lower or much lower than expected. The proportion increases from 14% of those with an A- or higher up to 74% of those with a C+ or lower. Of interest, 45% of those with an A- or higher said their grades are higher or much higher than they expected (compared to just 3% of those with a C+ or lower).

| Table 20: Ratings of experiences compared to expectations | University of Victoria (n=287) |
| --- | --- | --- |
|  | Less/much less than I expected | About what I expected | More/much more than I expected |
| Cost of going to university | 4% | 48% | 47% |
| Doing coursework on your own | 5% | 74% | 22% |
| The time you have to put into your coursework | 10% | 37% | 53% |
| Debt you might have to take on to complete your program | 10% | 46% | 44% |
| How academically demanding your courses are | 11% | 38% | 51% |
| Intellectual stimulation | 11% | 60% | 29% |
| Writing in your academic work | 13% | 61% | 26% |
| Using math in your academic work | 16% | 63% | 21% |
| Class participation | 26% | 56% | 17% |
| The university has help and advising available when I need it | 26% | 59% | 16% |
| Doing coursework in groups | 30% | 34% | 35% |
| Contact with your professors in the classroom | 32% | 49% | 18% |
| Contact with your professors outside of the classroom | 33% | 45% | 21% |
| Making friends | 40% | 34% | 26% |
| I get lost in the crowd | 44% | 37% | 19% |
| Your course grades* | 48% | 35% | 16% |
| Getting involved in campus social activities | 54% | 33% | 14% |

* This question was asked using a scale from 'much lower than expected' to 'much higher than expected'.

7.1 Overall expectations

When asked to summarize their overall experiences to date, first-year students are slightly more likely to say their university experiences exceeded (23%) rather than fell short (13%) of their expectations.

<table>
<thead>
<tr>
<th>Table 21: Meeting expectations</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>23%</td>
<td>28%</td>
<td>22%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>Met</td>
<td>64%</td>
<td>62%</td>
<td>63%</td>
<td>66%</td>
<td>62%</td>
</tr>
<tr>
<td>Fell short</td>
<td>13%</td>
<td>11%</td>
<td>15%</td>
<td>13%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Differences by university grades. As students’ grades increase, they are more likely to say their experiences have exceed their expectations and less likely to say their expectations fell short.
8.0 Transition to university

Students rated their success in transitioning to university through 17 aspects of university life. The table below shows the proportion that rated their success as some or very much success (top two ratings on a four-point scale), with answers from those who said ‘no basis for opinion’ removed.

Students found success in many aspects, with many aspects having more than 8 in 10 students saying they have had some or very much success. The two areas where students have found less success are finding career information (17% very much) and becoming involved in campus activities (14% very much).

<table>
<thead>
<tr>
<th>Table 22: Success transitioning to university (% some or very much)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (n=14,886)</td>
</tr>
<tr>
<td>Finding your way around campus</td>
</tr>
<tr>
<td>Understanding the course material</td>
</tr>
<tr>
<td>Finding information about academic integrity</td>
</tr>
<tr>
<td>Choosing a program of study</td>
</tr>
<tr>
<td>Meeting academic demands</td>
</tr>
<tr>
<td>Performing well in written assignments</td>
</tr>
<tr>
<td>Commuting to campus</td>
</tr>
<tr>
<td>Dealing with new living arrangements</td>
</tr>
<tr>
<td>Using the library</td>
</tr>
<tr>
<td>Finding suitable housing</td>
</tr>
<tr>
<td>Managing your finances</td>
</tr>
<tr>
<td>Performing well in courses that require math</td>
</tr>
<tr>
<td>Getting academic advice</td>
</tr>
<tr>
<td>Managing your time</td>
</tr>
<tr>
<td>Making friends</td>
</tr>
<tr>
<td>Finding career information</td>
</tr>
<tr>
<td>Becoming involved in campus activities</td>
</tr>
</tbody>
</table>

Note: These questions included an option for students to say ‘No basis for opinion’ and those responses have been removed from the calculations.

**Differences by university grades.** As students’ grades increase, students are more likely to report having some or very much success transitioning to the following: meeting academic demands, performing well in written assignments, performing well in courses that require math, understanding course material, and managing their time.
9.0 Educational experiences

9.1 Perceptions of professors

Students rated their levels of agreement with a series of statements about their professors. Most students reported having had positive experiences with university faculty. At the high end, at least 9 in 10 first-year students agreed with the following:

- Most of my professors treat students the same regardless of race (55% strongly agreed)
- Most of my professors treat students the same regardless of gender (55% strongly agreed)
- Most of my professors seem knowledgeable in their fields (36% strongly agreed)
- Most of my professors are reasonably accessible outside of class (14% strongly agreed)

At the lower end, about 2 in 3 first-year students agreed with the following:

- Most of my professors provide useful feedback on my academic work (9% strongly agreed)
- Most of my professors provide prompt feedback on my academic work (7% strongly agreed)
- Most of my professors take a personal interest in my academic progress (9% strongly agreed)

Generally, students indicate similar experiences with professors across groups, although Group 1 students tend to be more likely than students in other groups to agree or strongly agree; however, none of these differences meet the criteria for being statistically different.

<table>
<thead>
<tr>
<th>Table 23: Perception of professors (% agree or strongly agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Treat students the same regardless of race*</td>
</tr>
<tr>
<td>Treat students the same regardless of gender</td>
</tr>
<tr>
<td>Seem knowledgeable in their fields</td>
</tr>
<tr>
<td>Are reasonably accessible outside of class</td>
</tr>
<tr>
<td>Encourage students to participate in class discussions</td>
</tr>
<tr>
<td>Are consistent in their grading</td>
</tr>
<tr>
<td>Are fair in their grading</td>
</tr>
<tr>
<td>Look out for students’ interests*</td>
</tr>
<tr>
<td>Communicate well in their teaching</td>
</tr>
<tr>
<td>Are well-organized in their teaching</td>
</tr>
<tr>
<td>Are intellectually stimulating in their teaching</td>
</tr>
<tr>
<td>Treat students as individuals, not just numbers</td>
</tr>
<tr>
<td>Provide useful feedback on academic work</td>
</tr>
<tr>
<td>Provide prompt feedback on academic work</td>
</tr>
<tr>
<td>Take a personal interest in academic progress</td>
</tr>
</tbody>
</table>

* These questions included an option for students to say ‘No basis for opinion’ and those responses have been removed from the calculations.
9.2 Ability to evaluate teaching

Overall, almost all students said they were given the chance to evaluate the quality of teaching in their courses, although fewer than half (47%) said they were able to evaluate the teaching in all their courses.

<table>
<thead>
<tr>
<th>Table 24: Ability to evaluate teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (n=14,886)</td>
</tr>
<tr>
<td>All courses</td>
</tr>
<tr>
<td>Most courses</td>
</tr>
<tr>
<td>Some courses</td>
</tr>
<tr>
<td>No courses</td>
</tr>
</tbody>
</table>

9.3 Satisfaction with quality of teaching

Among first-year students, almost 9 in 10 agreed that they are generally satisfied with the quality of teaching they received, including 18% who strongly agreed.

<table>
<thead>
<tr>
<th>Table 25: Satisfaction with statement &quot;Generally, I am satisfied with the quality of teaching I have received&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (n=14,886)</td>
</tr>
<tr>
<td>Strongly agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

**Difference by university grades.** As students’ university grades decrease, they are less likely to strongly agree that generally, they are satisfied with the quality of teaching they received. About 25% of those with an average university grade of A- or higher strongly agreed, compared with 17% of those with a B-, B, or B+ average and just 10% of those with a C+ or lower average.

**Difference by evaluating teaching.** Of interest, students who are more likely to strongly agree with this question are also more likely to say that they were able to evaluate the teaching in all their courses. For instance, only 36% of those who strongly disagreed that they are satisfied with the quality of teaching indicated that they were able to evaluate teaching in all courses, which compares to 60% of those who strongly agreed that they are satisfied with the quality of teaching. There is a number of factors that may explain this, including biases in remembering (e.g., if I am not satisfied, I must not have been given the opportunity to provide my opinion) or that those who are less satisfied may also be those who attend fewer classes and may simply have missed the opportunity to complete the evaluation in class (or to have been told by the instructor about the evaluation if it is available online).
9.4 Perceptions of staff

About 90% of first-year students agreed that most university support staff are helpful (24% strongly agreed) and 81% agreed that most teaching assistants in my academic program are helpful (23% strongly agreed).

<table>
<thead>
<tr>
<th>Table 26: Perception of staff (% agree or strongly agree)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>All students (n=14,886)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Most university support staff are helpful*</td>
</tr>
<tr>
<td>90%</td>
</tr>
<tr>
<td>93%</td>
</tr>
<tr>
<td>91%</td>
</tr>
<tr>
<td>88%</td>
</tr>
<tr>
<td>92%</td>
</tr>
<tr>
<td>Most teaching assistants are helpful*</td>
</tr>
<tr>
<td>81%</td>
</tr>
<tr>
<td>87%</td>
</tr>
<tr>
<td>80%</td>
</tr>
<tr>
<td>81%</td>
</tr>
<tr>
<td>82%</td>
</tr>
</tbody>
</table>

* These questions included an option for students to say 'No basis for opinion' and those responses have been removed from the calculations.
10.0 Commitment to completion

10.1 Perceptions of effort

Almost all students agreed that they are willing to put a lot of effort into being successful at university (50% strongly agreed), which is reflected in the fact that almost as many agreed that they normally go to all of their classes (51% strongly agreed).

Although students may feel they can put in the effort, about 7 in 10 agreed that they can deal with stress, but only 17% strongly agreed. Also, just 6 in 10 agreed that they have good study habits, with just 12% who strongly agreed.

| Table 27: Agreement with statements about student’s abilities and effort (% agree or strongly agree) |
|-----------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| I am willing to put a lot of effort into being successful at university | 96%              | 97%              | 95%              | 96%              | 93%              |
| I normally go to all of my classes           | 90%              | 95%              | 90%              | 88%              | 85%              |
| I can deal with stress                        | 73%              | 74%              | 72%              | 73%              | 72%              |
| I have good study habits                      | 61%              | 63%              | 59%              | 62%              | 63%              |

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

Differences by university grades. Students seem to have some self-awareness when it comes to how their ability relates to their grades. Specifically, results show that as university grades decrease, agreement also decreases for the following:

- I can deal with stress declined from 81% of those with an average university grade of A- or higher to 60% of those with an average grade of C+ or lower.
- I have good study habits declined from 75% of those with an average university grade of A- or higher to 40% of those with an average grade of C+ or lower.

Of interest, there is very little difference by university grades in agreement that students normally go to all their classes. About 93% of those with an average of A- or higher agreed, and this drops slightly to 85% of those with an average of C+ or lower.

Differences by gender. Among all questions, the only statistically significant difference between male and female students is the agreement that they can deal with stress, as male (82%) students are more likely to agree with this statement than female (68%) students.
10.2 Perceptions of university education

Results show that at least 3 in 4 first-year students agreed with statements about their university education, including the following:

► most of their courses are interesting, including 25% who strongly agreed
► their course load is manageable, including 15% who strongly agreed
► they had adequate information about their program from the university before they enrolled, including 19% who strongly agreed
► they are in the right program, including 32% who strongly agreed

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of my courses are interesting</td>
<td>85%</td>
<td>89%</td>
<td>84%</td>
<td>85%</td>
<td>82%</td>
</tr>
<tr>
<td>My course load is manageable</td>
<td>81%</td>
<td>85%</td>
<td>79%</td>
<td>81%</td>
<td>75%</td>
</tr>
<tr>
<td>I had adequate information about my program from the university before I enrolled</td>
<td>77%</td>
<td>77%</td>
<td>79%</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>I am in the right program for me</td>
<td>75%</td>
<td>78%</td>
<td>75%</td>
<td>75%</td>
<td>69%</td>
</tr>
</tbody>
</table>

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

Difference by university grades. The lower students’ university grades are the less likely they are to agree that their course load is manageable. The proportion drops from 86% of those with an average university grade of A- or higher to 68% of those with a C+ or lower.

10.3 Perceptions of finances

About 7 in 10 students agreed that a university degree is worth the cost (30% strongly agreed) or that they have the financial resources to complete their program (20% strongly agreed).

Table 29: Agreement with statements about finance-related aspects (% agree or strongly agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A university degree is worth the cost</td>
<td>71%</td>
<td>71%</td>
<td>68%</td>
<td>75%</td>
<td>67%</td>
</tr>
<tr>
<td>I have the financial resources to complete my program</td>
<td>71%</td>
<td>70%</td>
<td>71%</td>
<td>73%</td>
<td>66%</td>
</tr>
</tbody>
</table>

Note: ‘Don’t know’ responses are not shown in the table but are included in the calculations.
10.4 Perceptions of persistence

At the time of the survey, 9 in 10 first-year students plan to come back to their university next year including 58% who strongly agreed. Slightly fewer (about 8 in 10) plan to complete their degree at their university, including 48% who strongly agreed.

Just 9% plan to transfer to another university next year, while 5% plan on going to college/CEGEP next year.

Table 30: Agreement with statements about persistence (% agree or strongly agree)

<table>
<thead>
<tr>
<th></th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan to come back to this university next year</td>
<td>91%</td>
<td>87%</td>
<td>92%</td>
<td>92%</td>
<td>89%</td>
</tr>
<tr>
<td>I plan to complete my degree at this university</td>
<td>82%</td>
<td>80%</td>
<td>84%</td>
<td>79%</td>
<td>78%</td>
</tr>
<tr>
<td>I plan to transfer to another university next year</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>I plan to go to college/CEGEP next year</td>
<td>5%</td>
<td>6%</td>
<td>6%</td>
<td>4%</td>
<td>7%</td>
</tr>
</tbody>
</table>

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

10.5 Feel as if they belong at this university

About 3 in 4 first-year students agreed that they feel as if they belong at this university, including 24% who strongly agreed. About 1 in 10 disagreed, including 3% who strongly disagreed. Of interest, 13% said they do not know if they belong at their current university, indicating that they do not have enough information to decide if they belong or are still weighing whether or not they belong at their current university.

Table 31: Feel as if student belongs at this university

<table>
<thead>
<tr>
<th></th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>24%</td>
<td>24%</td>
<td>23%</td>
<td>24%</td>
<td>21%</td>
</tr>
<tr>
<td>Agree</td>
<td>51%</td>
<td>50%</td>
<td>51%</td>
<td>52%</td>
<td>57%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Don't know</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
<td>12%</td>
<td>10%</td>
</tr>
</tbody>
</table>
11.0 Overall evaluation

11.1 Satisfaction with concern shown by student as an individual

Almost 3 in 4 first-year students said they are satisfied with the concern shown by the university for them as an individual, although just 6% are very satisfied. Among the approximately 1 in 4 who are dissatisfied, including 5% are very dissatisfied.

| Table 32: Satisfaction with concern shown by the university for student as an individual |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
|                                 | All students (n=14,886) | Group 1 (n=3,136) | Group 2 (n=6,176) | Group 3 (n=5,574) |
|                                 | University of Victoria (n=287) |
| Very satisfied                  | 6% | 8% | 5% | 6% | 3% |
| Satisfied                       | 69% | 72% | 70% | 66% | 69% |
| Dissatisfied                    | 21% | 16% | 21% | 23% | 23% |
| Very dissatisfied               | 5% | 3% | 4% | 5% | 5% |

11.2 Satisfaction with decision to attend this university

Over 9 in 10 first-year students are satisfied with their decision to attend their university, including 25% who are very satisfied.

<table>
<thead>
<tr>
<th>Table 33: Satisfaction with decision to attend this university</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (n=14,886)</td>
</tr>
<tr>
<td>University of Victoria (n=287)</td>
</tr>
<tr>
<td>Very satisfied</td>
</tr>
<tr>
<td>Satisfied</td>
</tr>
<tr>
<td>Dissatisfied</td>
</tr>
<tr>
<td>Very dissatisfied</td>
</tr>
</tbody>
</table>

11.3 Recommend university to others

Overall, 95% of first-year students would recommend their university to others.

<table>
<thead>
<tr>
<th>Table 34: Recommend university to others</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students (n=14,886)</td>
</tr>
<tr>
<td>University of Victoria (n=287)</td>
</tr>
<tr>
<td>Would recommend</td>
</tr>
<tr>
<td>Would not recommend</td>
</tr>
</tbody>
</table>
12.0 Goal development

12.1 Chosen a major or discipline

At the time of their survey, 73% of first-year students said they had selected their major or discipline.

Table 35: Chosen a major or discipline

<table>
<thead>
<tr>
<th></th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>73%</td>
<td>78%</td>
<td>77%</td>
<td>68%</td>
<td>64%</td>
</tr>
<tr>
<td>No</td>
<td>27%</td>
<td>22%</td>
<td>23%</td>
<td>32%</td>
<td>36%</td>
</tr>
</tbody>
</table>

12.2 Post-graduation plans

At this early point in their university studies, students seem to be equally likely to want to apply to a professional program (29%) as graduate school (34%). Many seem to be unsure at this point.

Table 36: Post-graduation plans

<table>
<thead>
<tr>
<th></th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply to professional program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>29%</td>
<td>31%</td>
<td>27%</td>
<td>31%</td>
<td>24%</td>
</tr>
<tr>
<td>No</td>
<td>34%</td>
<td>35%</td>
<td>34%</td>
<td>35%</td>
<td>41%</td>
</tr>
<tr>
<td>Unsure</td>
<td>36%</td>
<td>34%</td>
<td>39%</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Apply to graduate school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>34%</td>
<td>32%</td>
<td>31%</td>
<td>37%</td>
<td>27%</td>
</tr>
<tr>
<td>No</td>
<td>21%</td>
<td>24%</td>
<td>21%</td>
<td>19%</td>
<td>25%</td>
</tr>
<tr>
<td>Unsure</td>
<td>46%</td>
<td>44%</td>
<td>48%</td>
<td>44%</td>
<td>48%</td>
</tr>
</tbody>
</table>
12.3 Career planning

Overall, 31% of first-year students have a specific career in mind, while another 32% have several possible careers in mind. Despite many having a career (or two) in mind, just 19% said they know their career options very well.

<table>
<thead>
<tr>
<th>Description of career plans</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a specific career in mind</td>
<td>31%</td>
<td>41%</td>
<td>28%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>I have several possible careers in mind</td>
<td>32%</td>
<td>30%</td>
<td>32%</td>
<td>33%</td>
<td>27%</td>
</tr>
<tr>
<td>I have some general ideas but I need to clarify them</td>
<td>24%</td>
<td>20%</td>
<td>26%</td>
<td>24%</td>
<td>28%</td>
</tr>
<tr>
<td>I am unsure, but I want to develop a career plan</td>
<td>10%</td>
<td>8%</td>
<td>11%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>I am not thinking about a career at this stage of my studies</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>

How well students know career options

<table>
<thead>
<tr>
<th>How well students know career options</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very well</td>
<td>19%</td>
<td>22%</td>
<td>19%</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Fairly well</td>
<td>48%</td>
<td>49%</td>
<td>48%</td>
<td>47%</td>
<td>43%</td>
</tr>
<tr>
<td>Only a little</td>
<td>29%</td>
<td>26%</td>
<td>29%</td>
<td>31%</td>
<td>38%</td>
</tr>
<tr>
<td>Not at all</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

12.4 Steps taken for employment post-graduation

About 9 in 10 first-year students have taken at least one step to prepare for employment or a career after graduation. Most often these steps are informal, such as talking with parents/family (75%), friends (65%), or professors (23%) about career options. Among more concrete behaviours, 42% of first-year students have a resumé or CV, while about 23% have volunteered in their chosen field of employment.

<table>
<thead>
<tr>
<th>Table 38: Steps taken to prepare for employment or career after graduation</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talked with parents/family about employment/career</td>
<td>75%</td>
<td>78%</td>
<td>74%</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>Talked with friends about employment/career</td>
<td>65%</td>
<td>64%</td>
<td>64%</td>
<td>66%</td>
<td>69%</td>
</tr>
<tr>
<td>Created resumé/curriculum vitae</td>
<td>42%</td>
<td>29%</td>
<td>43%</td>
<td>45%</td>
<td>40%</td>
</tr>
<tr>
<td>Volunteered in chosen field of employment</td>
<td>23%</td>
<td>29%</td>
<td>22%</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Talked with professors about employment/career</td>
<td>23%</td>
<td>29%</td>
<td>22%</td>
<td>22%</td>
<td>18%</td>
</tr>
<tr>
<td>Attended an employment fair</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>Met with a career counsellor</td>
<td>16%</td>
<td>20%</td>
<td>13%</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Worked in chosen field of employment</td>
<td>13%</td>
<td>13%</td>
<td>12%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>Created an e-portfolio</td>
<td>10%</td>
<td>6%</td>
<td>11%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>I have a career mentor</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>None</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.
13.0 Satisfaction with facilities and services

13.1 General facilities and services

The table below shows that some services are used by first-year students more often than others. For instance, the most commonly used resources are on-campus bookstores (76%), food services (66%), and library electronic resources (62%), while few students reported using the computing services help desk (9%). Group 1 students (45%) are much more likely than Group 2 (24%) or Group 3 (20%) students to have used parking.

<table>
<thead>
<tr>
<th>Service</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus bookstores</td>
<td>76%</td>
<td>83%</td>
<td>77%</td>
<td>71%</td>
<td>84%</td>
</tr>
<tr>
<td>Food services</td>
<td>66%</td>
<td>68%</td>
<td>68%</td>
<td>63%</td>
<td>82%</td>
</tr>
<tr>
<td>Library electronic resources</td>
<td>62%</td>
<td>68%</td>
<td>61%</td>
<td>60%</td>
<td>72%</td>
</tr>
<tr>
<td>On-campus library</td>
<td>45%</td>
<td>53%</td>
<td>41%</td>
<td>47%</td>
<td>54%</td>
</tr>
<tr>
<td>Athletic facilities</td>
<td>37%</td>
<td>35%</td>
<td>40%</td>
<td>35%</td>
<td>45%</td>
</tr>
<tr>
<td>University residences</td>
<td>34%</td>
<td>29%</td>
<td>40%</td>
<td>30%</td>
<td>52%</td>
</tr>
<tr>
<td>Online campus bookstores</td>
<td>33%</td>
<td>34%</td>
<td>35%</td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>Parking</td>
<td>26%</td>
<td>45%</td>
<td>24%</td>
<td>20%</td>
<td>27%</td>
</tr>
<tr>
<td>Campus medical services</td>
<td>18%</td>
<td>13%</td>
<td>20%</td>
<td>18%</td>
<td>32%</td>
</tr>
<tr>
<td>Other recreational facilities</td>
<td>17%</td>
<td>17%</td>
<td>20%</td>
<td>14%</td>
<td>21%</td>
</tr>
<tr>
<td>Facilities for university-based social activities</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Facilities for student associations</td>
<td>11%</td>
<td>11%</td>
<td>10%</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>Computing services help desk</td>
<td>9%</td>
<td>10%</td>
<td>10%</td>
<td>7%</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Difference by visible minority.** Students who self-identify as a member of a visible minority (15%) are statistically less likely to report using parking than those who did not self-identify (34%).

**Difference by age.** As students get older, they are less likely to report using food services, athletic facilities, and university residences.
Among those who used each general service or facility, the table below shows very little difference in the satisfaction of general facilities and services, with the exception of parking facilities (53%) and food services (71%).

Table 40: Satisfaction with general facilities and services (% satisfied or very satisfied)

<table>
<thead>
<tr>
<th>Service</th>
<th>All students</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>University of Victoria</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus library</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Library electronic resources</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
</tr>
<tr>
<td>Other recreational facilities</td>
<td>95%</td>
<td>96%</td>
<td>95%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>Facilities for university-based social activities</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>96%</td>
<td>92%</td>
</tr>
<tr>
<td>Facilities for student associations</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>Athletic facilities</td>
<td>93%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>Computing services help desk</td>
<td>93%</td>
<td>90%</td>
<td>94%</td>
<td>93%</td>
<td>98%</td>
</tr>
<tr>
<td>Online campus bookstores</td>
<td>91%</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>On-campus bookstores</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Campus medical services</td>
<td>84%</td>
<td>89%</td>
<td>85%</td>
<td>82%</td>
<td>92%</td>
</tr>
<tr>
<td>University residences</td>
<td>82%</td>
<td>86%</td>
<td>80%</td>
<td>83%</td>
<td>81%</td>
</tr>
<tr>
<td>Food services</td>
<td>71%</td>
<td>67%</td>
<td>70%</td>
<td>74%</td>
<td>55%</td>
</tr>
<tr>
<td>Parking</td>
<td>53%</td>
<td>54%</td>
<td>52%</td>
<td>56%</td>
<td>51%</td>
</tr>
</tbody>
</table>

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

13.2 Academic services

With the exception of academic advising (of which 38% have used), between 7% and 14% used the academic services shown in the table below.

Table 41: Use of academic services

<table>
<thead>
<tr>
<th>Service</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising</td>
<td>38%</td>
<td>48%</td>
<td>36%</td>
<td>38%</td>
<td>44%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>14%</td>
<td>11%</td>
<td>14%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Study skills and learning supports</td>
<td>14%</td>
<td>13%</td>
<td>17%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Writing skills</td>
<td>10%</td>
<td>14%</td>
<td>11%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Co-op offices and supports</td>
<td>7%</td>
<td>3%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Among those who have used each academic service, students reported very high levels of satisfaction, ranging from 86% to 92%.

Table 42: Satisfaction with academic services (% satisfied or very satisfied)

<table>
<thead>
<tr>
<th>Service</th>
<th>All students</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>University of Victoria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study skills and learning supports</td>
<td>92%</td>
<td>93%</td>
<td>92%</td>
<td>90%</td>
<td>96%</td>
</tr>
<tr>
<td>Co-op offices and supports</td>
<td>89%</td>
<td>93%</td>
<td>88%</td>
<td>90%</td>
<td>78%</td>
</tr>
<tr>
<td>Writing skills</td>
<td>88%</td>
<td>90%</td>
<td>87%</td>
<td>89%</td>
<td>82%</td>
</tr>
<tr>
<td>Tutoring</td>
<td>88%</td>
<td>92%</td>
<td>86%</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td>Academic advising</td>
<td>86%</td>
<td>89%</td>
<td>86%</td>
<td>83%</td>
<td>85%</td>
</tr>
</tbody>
</table>

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

As the name implies, special services are those that tend to be created for specific groups of students, although they are often not accessible for all students, as only one service (financial aid – 25%) is used by more than 10% of students.

<table>
<thead>
<tr>
<th>Table 43: Use of special services</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial aid</td>
<td>25%</td>
<td>26%</td>
<td>28%</td>
<td>21%</td>
</tr>
<tr>
<td>Personal counselling</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Career counselling</td>
<td>8%</td>
<td>10%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Advising for students who need financial aid</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Employment services</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Services for international students</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>Services for students with disabilities</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Services for First Nations students</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Difference by visible minority.** As might be expected, students who self-identify as a member of a visible minority (10%) are statistically more likely to report using services for international students than those who did not self-identify (3%).

Satisfaction with special services is also very high, with at least 77% of those who used a service saying there are satisfied or very satisfied with it. Interestingly, the special services that are used more frequently tend to be those that have a lower proportion of students satisfied, as financial aid and personal counselling are used most often.

<table>
<thead>
<tr>
<th>Table 44: Satisfaction with special services (% satisfied or very satisfied)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>All students</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>University of Victoria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for First Nations students</td>
<td>91%</td>
<td>93%</td>
<td>87%</td>
<td>96%</td>
</tr>
<tr>
<td>Career counselling</td>
<td>88%</td>
<td>87%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>Services for international students</td>
<td>88%</td>
<td>85%</td>
<td>87%</td>
<td>89%</td>
</tr>
<tr>
<td>Services for students with disabilities</td>
<td>88%</td>
<td>90%</td>
<td>85%</td>
<td>91%</td>
</tr>
<tr>
<td>Employment services</td>
<td>85%</td>
<td>88%</td>
<td>85%</td>
<td>83%</td>
</tr>
<tr>
<td>Financial aid</td>
<td>83%</td>
<td>86%</td>
<td>82%</td>
<td>83%</td>
</tr>
<tr>
<td>Personal counselling</td>
<td>81%</td>
<td>81%</td>
<td>82%</td>
<td>80%</td>
</tr>
<tr>
<td>Advising for students who need financial aid</td>
<td>77%</td>
<td>85%</td>
<td>74%</td>
<td>77%</td>
</tr>
</tbody>
</table>

**Note:** Percentages are based on those who have used the service.
14.0 Academic profile

Examining students’ academic profiles shows that the majority are attending full-time (95%), began their post-secondary studies (83%) or studies at their current university (91%) this academic year, did not transfer from another institution (94%), and reported an average grade of B- or higher (79%).

Given that Group 2 students tended to be younger than Group 1 and Group 3 students, it is not surprising that they are more likely to have enrolled in post-secondary studies and at their university this year.

Table 45: Academic profile

<table>
<thead>
<tr>
<th>Course load</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>96%</td>
<td>93%</td>
</tr>
<tr>
<td>Part-time</td>
<td>5%</td>
<td>5%</td>
<td>6%</td>
<td>4%</td>
<td>7%</td>
</tr>
<tr>
<td>Year began post-secondary studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015/2016</td>
<td>83%</td>
<td>79%</td>
<td>97%</td>
<td>68%</td>
<td>95%</td>
</tr>
<tr>
<td>2014</td>
<td>2%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>2013</td>
<td>8%</td>
<td>6%</td>
<td>&lt;1%</td>
<td>17%</td>
<td>1%</td>
</tr>
<tr>
<td>2012</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>2011 or earlier</td>
<td>4%</td>
<td>7%</td>
<td>1%</td>
<td>6%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Year first enrolled at this university</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015/2016</td>
<td>91%</td>
<td>73%</td>
<td>93%</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>2014 or earlier</td>
<td>9%</td>
<td>27%</td>
<td>7%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Transferred from other institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>6%</td>
<td>2%</td>
<td>2%</td>
<td>12%</td>
<td>2%</td>
</tr>
<tr>
<td>Reported university grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-, A, or A+</td>
<td>31%</td>
<td>30%</td>
<td>28%</td>
<td>34%</td>
<td>24%</td>
</tr>
<tr>
<td>B-, B, or B+</td>
<td>49%</td>
<td>50%</td>
<td>49%</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>C-, C, or C+</td>
<td>18%</td>
<td>18%</td>
<td>20%</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td>D</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>-</td>
</tr>
</tbody>
</table>
15.0 Current employment

Overall, 34% of first-year students are currently employed, most often off campus. Although not statistically significant, Group 1 (46%) students are more likely than Group 2 (29%) and Group 3 (34%) students to be employed.

Among those who are currently employed, results show that the typical student works about 14 hours per week and about 43% said their employment has a negative impact on their academic performance. Not only are Group 1 students more likely to work, they are also working more hours, as 24% are working more than 20 hours per week compared to 11% of Group 2 and 12% of Group 3 students who are employed.

Table 46: Employment status

<table>
<thead>
<tr>
<th>currently employed</th>
<th>All students</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>University of Victoria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, both on and off campus</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Yes, on campus</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Yes, off campus</td>
<td>30%</td>
<td>40%</td>
<td>25%</td>
<td>31%</td>
<td>20%</td>
</tr>
<tr>
<td>No, but seeking work</td>
<td>29%</td>
<td>24%</td>
<td>32%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>No, not seeking work</td>
<td>37%</td>
<td>31%</td>
<td>39%</td>
<td>37%</td>
<td>47%</td>
</tr>
<tr>
<td>number of hours worked per week*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 or less</td>
<td>43%</td>
<td>37%</td>
<td>46%</td>
<td>43%</td>
<td>58%</td>
</tr>
<tr>
<td>11 to 20</td>
<td>43%</td>
<td>40%</td>
<td>43%</td>
<td>45%</td>
<td>30%</td>
</tr>
<tr>
<td>21 to 30</td>
<td>11%</td>
<td>16%</td>
<td>8%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Over 30</td>
<td>4%</td>
<td>8%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Average</td>
<td>14.1</td>
<td>16.4</td>
<td>13.3</td>
<td>13.6</td>
<td>12.7</td>
</tr>
<tr>
<td>Impact of employment on academic performance*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very positive</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Somewhat positive</td>
<td>10%</td>
<td>11%</td>
<td>10%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>No impact</td>
<td>45%</td>
<td>41%</td>
<td>46%</td>
<td>46%</td>
<td>44%</td>
</tr>
<tr>
<td>Somewhat negative</td>
<td>39%</td>
<td>40%</td>
<td>38%</td>
<td>39%</td>
<td>44%</td>
</tr>
<tr>
<td>Very negative</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

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

Difference by age. Older students are more likely than younger students to be employed and work more hours per week. The proportion of students who are employed increases from 29% of those aged 18 and younger to 60% of those aged 22 to 24, before dropping to 50% of those aged 25 and older. The hours students who are employed work also increases with age, as students aged 18 and younger reported working about 13 hours per week, up to 22 hours per week for those aged 25 and older. Of interest, even though older students work more, they are not significantly more likely to report that their work has a negative impact on their academic performance.

Difference by university grades. Although there is virtually no difference in the proportion of students working by their university grades, there is some evidence to suggest that those with lower grades work more on average. Students with an A- or higher reported working about 12 hours per week, compared to about 15 hours per week for those with a C+ or lower. Although potentially telling, the difference falls just below the threshold for statistical significance.
16.0 Finances

16.1 Credit cards

About 60% of first-year students reported they have at least one credit card, although just 15% have two or more cards. Among those students who have credit cards, about 88% reported they pay off their balance each month and, as such, their current credit card balance is zero; however, when asked what their current credit card balance is, just 7% said it is zero. Among those with an unpaid balance, the average credit card debt students have is $1,549.

Group 1 students tend to carry a higher balance on their credit cards than Group 2 and Group 3 students.

<table>
<thead>
<tr>
<th>Number of credit cards</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>40%</td>
<td>42%</td>
<td>45%</td>
<td>32%</td>
<td>56%</td>
</tr>
<tr>
<td>One</td>
<td>45%</td>
<td>42%</td>
<td>42%</td>
<td>50%</td>
<td>31%</td>
</tr>
<tr>
<td>Two</td>
<td>7%</td>
<td>6%</td>
<td>6%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Three or more</td>
<td>8%</td>
<td>10%</td>
<td>7%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Average number</td>
<td>1.8</td>
<td>2.8</td>
<td>1.2</td>
<td>2.2</td>
<td>1.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Regularly pay off balance each month*</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>88%</td>
<td>83%</td>
<td>88%</td>
<td>89%</td>
<td>89%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total credit card balance*</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>7%</td>
<td>2%</td>
<td>14%</td>
<td>2%</td>
<td>-</td>
</tr>
<tr>
<td>$500 or less</td>
<td>83%</td>
<td>83%</td>
<td>79%</td>
<td>87%</td>
<td>94%</td>
</tr>
<tr>
<td>$501 to $1,000</td>
<td>5%</td>
<td>7%</td>
<td>4%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Over $1,000</td>
<td>5%</td>
<td>8%</td>
<td>4%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Average (all with credit card)</td>
<td>$487</td>
<td>$652</td>
<td>$352</td>
<td>$564</td>
<td>$161</td>
</tr>
<tr>
<td>Average (those with unpaid balance)</td>
<td>$1.549</td>
<td>$1.954</td>
<td>$1.249</td>
<td>$1.648</td>
<td>$681</td>
</tr>
</tbody>
</table>

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

**Difference by age.** The older a student is, the more likely they are to have two or more credit cards (increasing from 12% of those aged 18 and younger to 39% of those aged 25 and older). Younger students are also more likely to pay off their balance each month, with 89% of those aged 18 and younger saying they pay their last balance, compared to 56% of those aged 25 and older. Among those with credit card debt, the average debt also increases with age from $1,401 (aged 18 and younger) to $4,858 (aged 25 and older).
16.2 Financial awards and assistance

Overall, 58% of first-year students said they have received a financial award from their university. Among those who received an award, 71% said they would not have been able to attend university without this financial assistance.

Group 2 (69%) students are much more likely than Group 1 (53%) and Group 3 (46%) to report receiving a financial award from their university, although the proportion who would not have been able to attend without the award/assistance is somewhat similar across university groups.

<table>
<thead>
<tr>
<th>Received financial award from this university</th>
<th>All students (n=14,886)</th>
<th>Group 1 (n=3,136)</th>
<th>Group 2 (n=6,176)</th>
<th>Group 3 (n=5,574)</th>
<th>University of Victoria (n=287)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58%</td>
<td>53%</td>
<td>69%</td>
<td>46%</td>
<td>63%</td>
</tr>
<tr>
<td>Would have been able to attend without financial assistance*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>71%</td>
<td>65%</td>
<td>70%</td>
<td>74%</td>
<td>78%</td>
</tr>
<tr>
<td>No</td>
<td>29%</td>
<td>35%</td>
<td>30%</td>
<td>26%</td>
<td>22%</td>
</tr>
</tbody>
</table>

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

**Differences by university grades.** As students’ university grades decrease, students are less likely to report they received a financial award from their university, declining from 70% of those with a grade of A- or higher to 48% of those with a C+ or lower.
Appendix A – 2016 CUSC-CCREU Survey
2016 Survey of First Year Students

This survey is being completed by first-year students at approximately [____] Canadian universities. We want to learn more about our new students to help them make a successful transition to university. If you cannot finish the survey in one sitting, you can close it and return to it using the link in the email we sent you. You will be returned to the page you were on when you closed.

All of your responses are confidential.

Motivation

How important were each of the following possible reasons in your decision to go to university?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Not important</th>
<th>Somewhat important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>motiv1 To prepare for a specific job or career</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv2 To satisfy my intellectual curiosity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv3 To earn more money than if I didn’t go</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv4 To get a broad education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv5 I am more likely to get a job with a degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv6 The satisfaction of doing challenging academic work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv7 To apply what I will learn to make a positive difference in society or my community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv8 I didn’t have anything better to do</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv9 To get a more fulfilling job than I probably would if I didn’t go</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv10 To meet my family’s expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv11 Learning new things is exciting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv12 Most of my friends are going</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv13 To meet new people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv14 The chance to participate in varsity athletics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv15 To explore whether university is right for me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motiv16 Other reason (please specify below):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>motivtop Which one was the most important to you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Applications

How many universities besides <university name> did you apply to?

app1 in Canada: _______ app2 in other countries: _______

app3 Did you apply to a college or CEGEP? Yes ☐ No ☐

app4 Is <university name> your first choice? Yes ☐ No ☐

[If app4 = “No” branch to apptxt, otherwise branch to the Selection section.]

Apptxt What was your first choice university? _______________________________
### Selection

How important were each of the following in your decision to choose <university name>?

<table>
<thead>
<tr>
<th>Selection</th>
<th>Description</th>
<th>Not important</th>
<th>Somewhat important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>sel1</td>
<td>I wanted to live close to home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel2</td>
<td>I wanted to live away from home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel3</td>
<td>It offered a place in residence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel4</td>
<td>Cost of university residence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel5</td>
<td>Cost of tuition and fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel6</td>
<td>It has the program I want to take</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel7</td>
<td>The program I want has a co-op, practicum or other work experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel8</td>
<td>The program I want offers study/work experience abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel9</td>
<td>The academic reputation of the university</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel10</td>
<td>It has a good reputation for campus life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel11</td>
<td>It offered a scholarship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel12</td>
<td>It offered other financial assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel13</td>
<td>The size of the university suits me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel14</td>
<td>The city/town it’s in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel15</td>
<td>Availability of public transportation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel16</td>
<td>It’s where my friends are going</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel17</td>
<td>It’s where my family wanted me to go</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel18</td>
<td>The chance to participate in varsity athletics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel19</td>
<td>Other reason (please specify below):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seltxt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Students identified in the university’s sample file as international/visa students will be branched to sel1; other students will be branched to the Sources of information section.]

### Academic Reasons

How important were each of the following in your decision to study at <university name>?

<table>
<thead>
<tr>
<th>Academic Reason</th>
<th>Not important</th>
<th>Somewhat important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>sel1 Academic reputation of Canadian universities in general</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel2 Cost of tuition and fees for international students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel3 Friends or family recommended it</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel4 I thought it would be a welcoming environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel5 Obtaining a visa for Canada was easier than for other countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sel6 Other reason (please specify below):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seltxt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Sources of information**

How important were each of the following sources of information in your decision to study at <university name>?

<table>
<thead>
<tr>
<th>Source</th>
<th>Not important</th>
<th>Somewhat important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>inf1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inf2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>inf3</td>
<td></td>
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<tr>
<td>inf4</td>
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<td>inf5</td>
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<tr>
<td>inf6</td>
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<td>inf7</td>
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<tr>
<td>inf8</td>
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<td></td>
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<tr>
<td>inf9</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>inf10</td>
<td></td>
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<tr>
<td>inf11</td>
<td></td>
<td></td>
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<tr>
<td>inf12</td>
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<tr>
<td>inf13</td>
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<td>inf14</td>
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<tr>
<td>inf15</td>
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<tr>
<td>inf16</td>
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<td>inf17</td>
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<td>inf18</td>
<td></td>
<td></td>
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<tr>
<td>inf19</td>
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</tr>
<tr>
<td>inf20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>infxt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

orient1 Did you participate in an orientation program before or after arriving on campus last fall? Yes ☐ No ☐ [IF NO SKIP TO REGIST1]

How Satisfied were you with each of the following aspects of the orientation?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Somewhat satisfied</th>
<th>Very satisfied</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>orient2</td>
<td>Feeling welcome at the university</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>orient3</td>
<td>Helping you understand the university’s academic expectations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>orient4</td>
<td>Helping your personal and social transition to university</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>orient5</td>
<td>Providing information about campus life</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>orient6</td>
<td>Providing information about student services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>orient7</td>
<td>Building your confidence</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>regist1</td>
<td>How satisfied are you with the process of registering for courses at &lt;UNIVERSITY NAME&gt;?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>regist2</td>
<td>Thinking about all the courses in which you wanted to register this year, how satisfied</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
were you with getting into these courses?

**Expectations and experience**

Now that you have been at <university name> for a while, how does your experience compare to what you expected in these areas?

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Much less than I expected</th>
<th>Less than I expected</th>
<th>About what I expected</th>
<th>More than I expected</th>
<th>Much more than I expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>exp1</td>
<td>Cost of going to university</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp2</td>
<td>Debt you might have to take on to complete your program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp3</td>
<td>How academically demanding your courses are</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp4</td>
<td>The time you have to put into your coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp5</td>
<td>Contact with your professors in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp6</td>
<td>Contact with your professors outside of the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp7</td>
<td>Class participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp8</td>
<td>Writing in your academic work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp9</td>
<td>Using math in your academic work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp10</td>
<td>Doing course work in groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp11</td>
<td>Doing course work on your own</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp12</td>
<td>Intellectual stimulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp13</td>
<td>Making friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp14</td>
<td>Getting involved in campus social activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp15</td>
<td>The university has help and advising available when I need it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp16</td>
<td>I get lost in the crowd</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp17</td>
<td>Your course grades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exp18</td>
<td>Has &lt;university name&gt; exceeded, met or fallen short of your expectations?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exceeded</th>
<th>Met</th>
<th>Fallen short</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Transition to university

How much success have you had adjusting to <university name> in the following areas?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>None</th>
<th>Very little</th>
<th>Some</th>
<th>Very much</th>
<th>No basis for opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>tran1</td>
<td>Meeting academic demands</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran2</td>
<td>Choosing a program of study</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran3</td>
<td>Getting academic advice</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran4</td>
<td>Performing well in written assignments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran5</td>
<td>Performing well in courses that require math</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran6</td>
<td>Understanding the course material</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran7</td>
<td>Managing your finances</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran8</td>
<td>Managing your time</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran9</td>
<td>Making friends</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran10</td>
<td>Becoming involved in campus activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran11</td>
<td>Finding suitable housing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran12</td>
<td>Dealing with new living arrangements</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran13</td>
<td>Finding your way around campus</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran14</td>
<td>Using the library</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran15</td>
<td>Finding career information</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran16</td>
<td>Commuting to campus</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tran18</td>
<td>Finding information about academic integrity (plagiarism, proper citation, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Please indicate your level of agreement or disagreement with the following statements about your professors.

### Most of my professors ...

<table>
<thead>
<tr>
<th>prof1</th>
<th>are reasonably accessible outside of class</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>prof2</td>
<td>take a personal interest in my academic progress</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>prof3</td>
<td>treat students as individuals, not just numbers</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>prof4</td>
<td>encourage students to participate in class discussions</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>prof5</td>
<td>are well organized in their teaching</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>prof6</td>
<td>seem knowledgeable in their fields</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>prof7</td>
<td>communicate well in their teaching</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>prof8</td>
<td>are intellectually stimulating in their teaching</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>prof9</td>
<td>provide useful feedback on my academic work</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>prof10</td>
<td>provide prompt feedback on my academic work</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>prof11</td>
<td>are fair in their grading</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>prof12</td>
<td>are consistent in their grading</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

### Most of my professors ...

<table>
<thead>
<tr>
<th>prof13</th>
<th>treat students the same regardless of gender</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>No basis for opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>prof14</td>
<td>treat students the same regardless of race</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>prof15</td>
<td>look out for students' interests</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**prof16**

Were you given the chance to evaluate the quality of teaching in your courses?

- Yes, all courses
- Yes, most courses
- Yes, some courses
- No courses

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

<table>
<thead>
<tr>
<th>prof17</th>
<th>Generally, I am satisfied with the quality of teaching I have received</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
</table>
### Staff

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

<table>
<thead>
<tr>
<th>Staff</th>
<th>Most teaching assistants in my academic program are helpful</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>No basis for opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff</th>
<th>Most university support staff (e.g., clerks, secretaries, etc.) are helpful</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>No basis for opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

### Commitment to completion

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

<table>
<thead>
<tr>
<th>Commitment</th>
<th>I have the financial resources to complete my program</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>cmt1</td>
<td>I have the financial resources to complete my program</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt2</td>
<td>I had adequate information about my program from the university before I enrolled</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt3</td>
<td>I am in the right program for me</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt4</td>
<td>Most of my courses are interesting</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt5</td>
<td>My course load is manageable</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt6</td>
<td>I normally go to all of my classes</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt7</td>
<td>I am willing to put a lot of effort into being successful at university</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt8</td>
<td>I can deal with stress</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt9</td>
<td>I have good study habits</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt10</td>
<td>I plan to come back to this university next year</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt11</td>
<td>I plan to transfer to another university next year</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt12</td>
<td>I plan to go to college/CEGEP next year</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt13</td>
<td>I plan to complete my degree at this university</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>cmt14</td>
<td>A university degree is worth the cost</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>eval11</td>
<td>I feel as if I belong at this university</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
## Overall evaluation

How satisfied or dissatisfied are you with the following aspects of <university name>?

<table>
<thead>
<tr>
<th>eval3</th>
<th>concern shown by the university for you as an individual</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>eval9</td>
<td>your decision to attend this university</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eval12</td>
<td>Would you recommend &lt;university name&gt; to others? Yes ☐ No ☐ [If eval12 = “No” branch to eval12txt, otherwise branch to the Goal development section.]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eval12txt</td>
<td>Why wouldn’t you recommend &lt;university name&gt;?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Goal development

<table>
<thead>
<tr>
<th>goal1</th>
<th>Have you chosen a major or discipline? Yes ☐ No ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>goal3</td>
<td>After you have completed your undergraduate studies do you intend to: apply to a professional program (e.g., Medicine, Law, etc.) Yes ☐ No ☐ Unsure ☐</td>
</tr>
<tr>
<td>goal4</td>
<td>apply to graduate school Yes ☐ No ☐ Unsure ☐</td>
</tr>
<tr>
<td>goal5</td>
<td>Which of the following best describes your career plans?  I have some general ideas but I need to clarify them ☐  I have several possible careers in mind ☐  I have a specific career in mind ☐  I am unsure but I want to develop a career plan ☐  I am not thinking about a career at this stage of my studies ☐</td>
</tr>
<tr>
<td>goal6</td>
<td>How well do you know the career options your program or intended program could open for you? Very well ☐ Fairly well ☐ Only a little ☐ Not at all ☐</td>
</tr>
<tr>
<td>goal7</td>
<td>Please indicate what steps if any you have taken to prepare for employment/your career after graduation? Check all that apply.  Talked with professors about employment/career ☐  Talked with parents/family about employment/career ☐  Talked with friends about employment/career ☐  Created resume or curriculum vitae (CV) ☐  Created an e-portfolio (an inventory of skills, abilities and experience maintained on the web) ☐  Attended an employment fair ☐  Met with a career counsellor ☐  Worked in my chosen field of employment ☐  Volunteered in my chosen field of employment ☐  I have a career mentor ☐  None of the above ☐</td>
</tr>
</tbody>
</table>
Please indicate which of the following services you have used since last September and how satisfied you are with the ones you have used.

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Used</th>
<th>Satisfaction if Service Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for First Nations students</td>
<td>☐</td>
<td>svr1sat</td>
</tr>
<tr>
<td>Services for international students</td>
<td>☐</td>
<td>svr2sat</td>
</tr>
<tr>
<td>Services for students with disabilities</td>
<td>☐</td>
<td>svr3sat</td>
</tr>
<tr>
<td>University libraries: physical books, magazines, stacks</td>
<td>☐</td>
<td>svr4sat</td>
</tr>
<tr>
<td>University libraries: electronic resources</td>
<td>☐</td>
<td>svr5sat</td>
</tr>
<tr>
<td>Employment services</td>
<td>☐</td>
<td>svr6sat</td>
</tr>
<tr>
<td>Career counselling</td>
<td>☐</td>
<td>svr7sat</td>
</tr>
<tr>
<td>Personal counselling</td>
<td>☐</td>
<td>svr8sat</td>
</tr>
<tr>
<td>Academic advising</td>
<td>☐</td>
<td>svr9sat</td>
</tr>
<tr>
<td>Tutoring</td>
<td>☐</td>
<td>svr10sat</td>
</tr>
<tr>
<td>Study skills and learning supports</td>
<td>☐</td>
<td>svr11sat</td>
</tr>
<tr>
<td>Writing skills</td>
<td>☐</td>
<td>svr12sat</td>
</tr>
<tr>
<td>University residences</td>
<td>☐</td>
<td>svr13sat</td>
</tr>
<tr>
<td>Advising for students who need financial aid</td>
<td>☐</td>
<td>svr14sat</td>
</tr>
<tr>
<td>Financial aid</td>
<td>☐</td>
<td>svr15sat</td>
</tr>
<tr>
<td>Athletic facilities</td>
<td>☐</td>
<td>svr16sat</td>
</tr>
<tr>
<td>Other recreational facilities</td>
<td>☐</td>
<td>svr17sat</td>
</tr>
<tr>
<td>University bookstores: physical stores</td>
<td>☐</td>
<td>svr18sat</td>
</tr>
<tr>
<td>University bookstores: online inventory check, ordering, etc.</td>
<td>☐</td>
<td>svr19sat</td>
</tr>
<tr>
<td>Campus medical services</td>
<td>☐</td>
<td>svr20sat</td>
</tr>
<tr>
<td>Co-op offices and supports</td>
<td>☐</td>
<td>svr21sat</td>
</tr>
<tr>
<td>Facilities for university-based social activities</td>
<td>☐</td>
<td>svr22sat</td>
</tr>
<tr>
<td>Facilities for student associations</td>
<td>☐</td>
<td>svr23sat</td>
</tr>
<tr>
<td>Computing services help desk</td>
<td>☐</td>
<td>svr24sat</td>
</tr>
<tr>
<td>Food services</td>
<td>☐</td>
<td>svr25sat</td>
</tr>
<tr>
<td>Parking</td>
<td>☐</td>
<td>svr26sat</td>
</tr>
</tbody>
</table>
### Academic history

<table>
<thead>
<tr>
<th>hist1</th>
<th>In what year did you begin your postsecondary studies?</th>
<th>Year: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>hist2</td>
<td>In what year did you first enrol at &lt;university name&gt;?</td>
<td>Year: _______</td>
</tr>
<tr>
<td>hist3</td>
<td>Have you transferred to &lt;university name&gt; from another postsecondary institution?</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>hist4</td>
<td>Please choose the letter grade that best reflects your overall average grade:</td>
<td>A ☐ B ☐ C ☐ D ☐ F ☐</td>
</tr>
<tr>
<td></td>
<td>A ☐ (includes A+, A and A-)</td>
<td>B ☐ (includes B+, B and B-)</td>
</tr>
</tbody>
</table>

### Employment

<table>
<thead>
<tr>
<th>work1</th>
<th>Excluding work related to a co-op program are you employed during the current academic term?</th>
<th>Yes, off campus ☐ Yes, on campus ☐ Yes, both off campus and on campus ☐ No, but I am looking for work ☐ No, and I am not looking for work ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[If work1 = “Yes ...” branch to work2, otherwise branch to the Finances section.]</td>
<td></td>
</tr>
<tr>
<td>work2</td>
<td>On average, how many hours per week are you employed in this work?</td>
<td>__________</td>
</tr>
<tr>
<td>work3</td>
<td>What impact has this employment had on your academic performance?</td>
<td>Very negative ☐ Somewhat negative ☐ No impact ☐ Somewhat positive ☐ Very positive ☐</td>
</tr>
</tbody>
</table>

### Finances

| fin1 | How many credit cards do you have? | _____ [If <> 0 branch to fin3, otherwise fin5.] |
| fin2 | Do you usually pay off the whole balance every month? | Yes ☐ No ☐ |
| fin3 | What is the total unpaid balance on all of your cards? | $___________ |
| fin4 | Did you receive a scholarship, financial award or bursary from <university name> for the 2015-2016 academic year? | Yes ☐ No ☐ |
| fin5 | Would you have been able to attend <university name> without financial assistance from <university name>? | Yes ☐ No ☐ |
**Living arrangements**

**live1** Where are you currently living?

- In on-campus housing (university residence, dorm, etc.)  ☐
- With parents, guardians or relatives  ☐
- In rented off-campus housing shared with others  ☐
- In rented off-campus housing on your own  ☐
- In a home you own  ☐
- Other (please specify): ____________________________________  ☐

**livetxt**

If live1 <> “In on-campus housing” branch to live2, otherwise branch to live3

**live2** Would you prefer to live in on-campus housing if you had the choice?  Yes ☐
- No ☐

**live3** What is your marital status?

- Single ☐
- Married or common law ☐
- In a relationship other than married or common law ☐

**live4** Do you have children?  Yes ☐
- No ☐

If live4 = “Yes” branch to live5, otherwise branch to Disability section

**live5** How many up to age 5? _____

**live6** How many age 5 to 11? _____

**live7** How many 12 or older? _____

**Disability**

**disability** Do you have any of the following disabilities? Select all that apply.

<table>
<thead>
<tr>
<th>Disability</th>
<th>Do you require accommodation for learning?</th>
<th>Is the accommodation at your university adequate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobility</td>
<td>dis1 ☐</td>
<td>acom1 yes ☐</td>
</tr>
<tr>
<td>Hearing</td>
<td>dis2 ☐</td>
<td>acom2 yes ☐</td>
</tr>
<tr>
<td>Speech</td>
<td>dis3 ☐</td>
<td>acom3 yes ☐</td>
</tr>
<tr>
<td>Vision impairment</td>
<td>dis4 ☐</td>
<td>acom4 yes ☐</td>
</tr>
<tr>
<td>Learning</td>
<td>dis5 ☐</td>
<td>acom5 yes ☐</td>
</tr>
<tr>
<td>Head injury</td>
<td>dis6 ☐</td>
<td>acom6 yes ☐</td>
</tr>
<tr>
<td>Other physical disability</td>
<td>dis7 ☐</td>
<td>acom7 yes ☐</td>
</tr>
<tr>
<td>Attention deficit disorder</td>
<td>dis8 ☐</td>
<td>acom8 yes ☐</td>
</tr>
<tr>
<td>Mental health</td>
<td>dis9 ☐</td>
<td>acom9 yes ☐</td>
</tr>
<tr>
<td>Other (specify below:)</td>
<td>dis10 ☐</td>
<td>acom10 yes ☐</td>
</tr>
<tr>
<td>I do not have a disability</td>
<td>dis11 ☐</td>
<td></td>
</tr>
</tbody>
</table>
### Parental educational attainment

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

<table>
<thead>
<tr>
<th></th>
<th>meduc</th>
<th>peduc</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent/Guardian 1</td>
<td>Parent/Guardian 2</td>
</tr>
<tr>
<td>Less than high school</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>High school</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Some college, CEGEP or technical school (no certificate or diploma)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>College, CEGEP or technical school graduate</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Some university (no degree or diploma)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Undergraduate university degree (e.g., BA, BSc, etc.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Professional degree (e.g., law, medicine, etc.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Graduate degree (e.g., Master’s, PhD)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other – Mother (please specify)</td>
<td>meductxt</td>
<td></td>
</tr>
<tr>
<td>Other – Father (please specify)</td>
<td>peductxt</td>
<td></td>
</tr>
<tr>
<td>Don’t know/Not applicable</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Ethnicity

Are you ... (check all that apply)

- [ ] Aboriginal (e.g., status, non-status, Métis, Inuit)
- [ ] Arab (e.g., Saudi, Egyptian, etc.)
- [ ] Black
- [ ] Chinese
- [ ] Filipino
- [ ] Japanese
- [ ] Korean
- [ ] Latin American
- [ ] South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- [ ] Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)
- [ ] West Asian (e.g., Afghan, Iranian, etc.)
- [ ] White
- [ ] Other (please specify below):
  __________________________

[If eth1 = “Aboriginal” branch to ab1, otherwise branch to the Comments section.]

Which of the following describes your Aboriginal background?

- [ ] First Nations status
- [ ] First Nations non-status
- [ ] Métis
- [ ] Inuit
- [ ] Other
<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please take this opportunity to comment fully about your overall university experience. Your remarks will provide valuable information to the institution.</td>
</tr>
<tr>
<td><strong>negativ</strong> Looking back on your experiences as a student, what aspects of your experience at &lt;university name&gt; have been most negative? How could we have helped or done a better job?</td>
</tr>
<tr>
<td><strong>positiv</strong> Looking back on your experiences as a student, what aspects of your experience at &lt;university name&gt; have been most positive?</td>
</tr>
</tbody>
</table>