**CANADIAN UNIVERSITY
SURVEY CONSORTIUM**

**2017 *MIDDLE-YEARS
UNIVERSITY STUDENT* SURVEY**

University of Victoria

June 2017

Prepared for:
Canadian University Survey Consortium/
Consortium canadien de recherche sur les étudiants
universitaires

Data Licensing & Membership Agreement

WHEREAS:

PREAMBLE

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

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

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

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

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

E. The Corporation and the Member wish to define their respective obligations in relation to the use of the Data that is shared between the Corporation and the Members;

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

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DEFINITIONS

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

OWNERSHIP OF SURVEY DATA

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

EXCHANGE OF SURVEY DATA AMONG MEMBERS

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

COMPARISONS LIMITED TO AGGREGATE DATA

4. The only interuniversity comparisons permitted for publication or circulation beyond a member's senior administrators are those that are based on the aggregate data for all members or the aggregate data for the groups of members identified by CUSC-CCREU.

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

LIMITATIONS ON THE USE OF DATA

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

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

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

REQUIREMENTS FOR CONFIDENTIALITY

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

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

EXCLUSIVE USE OF INSTRUMENTS AND METHODOLOGY
11. The survey instruments and methodology are for the exclusive use of the members and are not to be shared with organizations outside the Corporation.

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

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

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EXECUTIVE SUMMARY

Introduction

The 2017 *Middle-years Student Survey* marks the 23rd cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). The 2017 survey involved 24 universities and 15,248 middle-years university students from across Canada.

Profile of middle-years students

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

► Middle -year students tend to be Canadian citizens (85%), female (66%), and 22 years old. Many self-identify as a member of a visible minority (36%) or Aboriginal (5%).

► About 24% self-identify as having a disability; the most commonly selected disability was a mental health issue (15%).

► The majority of middle-years students live in off-campus housing (50%) in rented accommodations. Among those who do not live in on-campus housing, 23% would like to if given the opportunity.

► Just 13% of middle-years students are first-generation students — that is, neither parent has had any post-secondary education. Conversely, 19% have at least one parent/guardian who has completed a graduate degree.

► About 84% are studying full-time, and 31% report an average grade of A- or higher.

Activities

Student involvement in campus activities is inconsistent, with only *student club* (23%) activities being selected by more than 1 in 5 students as something they are involved in often or very often. About 24% of students volunteer on or off campus for an average of four hours per week.

On average, students spend about 32 hours per week on their academic work, almost evenly split between time spent in class and out of class.

Employment

About 54% of middle-years students are currently employed, working about 17 hours a week. Among those who are employed, 46% say their work has a negative impact on their academic performance.

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Professors

Most students reported having had positive experiences with professors. In fact, among 15 aspects of interaction with professors, only two areas (*professors take a personal interest in their academic progress* 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*, including 67% who said they were able to evaluate the teaching in all their courses.

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

Staff

About 9 in 10 middle-years students agreed that *most university support staff are helpful* and 8 in 10 agreed that *most teaching assistants in their academic program are helpful*.

Growth and development

Students were asked to rate the extent which their university contributes to 29 skills. Students rated that their university contributed most to *working independently* (67% much or very much), the *ability to find and use information* (66%), *thinking logically and analytically* (65%), and the *ability to interact with people from backgrounds different than their own* (60%). On the other end, students rated their university's contribution lowest for *entrepreneurial skills* (20%), *second or third language skills* (19%), and *spirituality* (18%).

Commitment to completion

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

► About 7 in 10 students agreed that a *university degree is worth the cost* (26% strongly agreed) or that *they have the financial resources to complete their program* (25% strongly agreed).

► Overall, 93% of students agreed that they are *willing to put a lot of effort into being successful at university*, which is reflected in the fact that 89% agreed that they *normally go to all of their classes*.

► Students are less positive that *they can deal with stress* (78%) or that they *have good study habits* (68%).

► At the time of the survey, 54% strongly agreed that they *plan to come back to this university next year,* while 63% strongly agreed that they *plan to complete their degree at this university*.

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Expectations and experience

Overall, the majority (63%) of middle-years students said that their experiences *met their expectations*, while 22% said their university experiences *exceeded their expectations*. Few (16%) said their experiences *fell short*.

Overall evaluation of student experiences

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

► About 7 in 10 middle-years students said they are satisfied with the *concern shown by the university for them as an individual*, although just 8% are very satisfied.

► About 9 in 10 are satisfied with *their decision to attend their university*, including 24% who are very satisfied.

► About 8 in 10 agreed that they *feel as if they belong at this university*, including 17% who strongly agreed.

► Overall, 91% of middle-years 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 92% of middle-years students said they had selected their major or discipline, although 38% have *changed their major or program of study*.

► Middle-years students seem to be somewhat more likely to want to apply to a *graduate school* (34%) than a *professional program* (24%).

► Overall, 26% of middle-years students have a specific career in mind. Despite many having a career (or two) in mind, just 20% said they know their career options very well.

► Even by middle-years, students have taken few concrete steps to prepare for employment, as most steps involve gathering information from talking with *parents/family* (76%), *friends* (76%), or *professors* (39%). Among more concrete behaviours, 57% *have a resumé or CV*, while about 31% have *volunteered or worked in their chosen field of employment*.

Satisfaction with facilities and services

Students indicated their use of 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* (42%) and *food services* (74%).

► **Academic services**. Among those who have used each academic service, students reported very high levels of satisfaction, ranging from 84% to 91%.

► **Special services.** As the name implies, special services are used by a smaller group of students, with use ranging from 2% to 24% of students among the eight services. Satisfaction with special services is very high, with at least 80% of those who used them having said they are satisfied or very satisfied with it.

Finances

About 85% of middle-years students reported they have at least one credit card. Among those students who have credit cards, about 79% reported they pay off their balance each month and they carry an average balance of $782.

About 41% of middle-years students reported owing money to at least one of the four sources tested, with *government student loans* (33%) being most common. Among all middle-years students, the average education-related debt at the time of the survey is about $9,789. When only those who reported having any debt are considered, the average amount more than doubles to about $24,007.

Overall, students required $17,922 of financing for their current year of university education; the most common sources are *parents, family or spouse* (64%), and *summer* (49%) or *current* (44%) employment.

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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 23rd cooperative study undertaken by CUSC-CCREU. Prior to 2014, the surveys ran in a three-year cycle, targeting *first-year*, *graduating*, and *all undergraduate students* in separate years. In 2014, the *all students* survey was changed to a survey of middle-years students (i.e., students in the second or third year of a four-year program, the second year of a three-year program, or the second to fourth years of a five-year program).

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

Table 1: Past CUSC-CCREU surveys		
Year	**Sample**	**Number of participating universities**
1994	All undergraduates	8
1996	All undergraduates	10
1997	Graduating students	9
1998	First-year students	19
1999	All undergraduates	23
2000	Graduating students	22
2001	First-year students	26
2002	All undergraduates	30
2003	Graduating students	26
2004	First-year students	27
2005	All undergraduates	28
2006	Graduating students	25
2007	First-year students	34
2008	All undergraduates	31
2009	Graduating students	34
2010	First-year students	38
2011	All undergraduates	25
2012	Graduating students	37
2013	First-year students	35
2014	Middle-years students	28
2015	Graduating students	36
2016	First-year students	34
2017	Middle-years students	24

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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 2017 *Middle-years 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 7.8% to 60.0%, with an overall response rate of 27.2%. This yielded 15,248 students who completed the survey.[1]

Table 2: Survey response rate			
University	**Surveys**		**Response rate**
	Distributed	**Completed**	
Canadian Mennonite University	233	137	58.8%
Capilano University	1,754	165	9.4%
Carleton University	10,877	3,350	30.8%
Concordia University of Edmonton	573	176	30.7%
Dalhousie University	5,569	1,616	29.0%
McGill University	8,261	642	7.8%
Mount Royal University	4,205	1,264	30.1%
Nipissing University	1,000	394	39.4%
Redeemer University College	282	156	55.3%
Simon Fraser University	1,000	600	60.0%
The King's University	259	133	51.4%
Thompson Rivers University	1,000	299	29.9%
Trinity Western University	859	288	33.5%
Université de Moncton	1,862	637	34.2%
University of Lethbridge	1,000	387	38.7%
University of New Brunswick (Fredericton)	1,000	331	33.1%
University of New Brunswick (Saint John)	883	290	32.8%
University of Regina	3,000	1,065	35.5%
University of Saskatchewan	1,500	362	24.1%
University of the Fraser Valley	2,069	596	28.8%
University of Victoria	1,000	295	29.5%
University of Winnipeg	2,644	825	31.2%
Vancouver Island University	1,682	452	26.9%
Wilfrid Laurier University	3,522	788	22.4%
Total	**56,034**	**15,248**	27.2%

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[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 middle-years students among participating institutions and the sample population, the results in every section and every table (except Section 1.0) in this report have been weighted. The applied weights are shown in Table 3.

Table 3: Applied weights					
University	**Population of middle-years students**		**Completed surveys**		**Applied weight**
	Population	**% of population**	**Population**	**% of population**	
Canadian Mennonite University	233	0.3%	137	0.9%	0.295
Capilano University	1,754	2.0%	165	1.1%	1.842
Carleton University	10,877	12.4%	3,350	22.0%	0.563
Concordia University of Edmonton	573	0.7%	176	1.2%	0.564
Dalhousie University	5,569	6.3%	1,616	10.6%	0.597
McGill University	8,261	9.4%	642	4.2%	2.230
Mount Royal University	4,205	4.8%	1,264	8.3%	0.577
Nipissing University	2,417	2.7%	394	2.6%	1.063
Redeemer University College	282	0.3%	156	1.0%	0.313
Simon Fraser University	12,201	13.9%	600	3.9%	3.524
The King's University	259	0.3%	133	0.9%	0.337
Thompson Rivers University	1,877	2.1%	299	2.0%	1.088
Trinity Western University	859	1.0%	288	1.9%	0.517
Université de Moncton	1,862	2.1%	637	4.2%	0.507
University of Lethbridge	3,548	4.0%	387	2.5%	1.589
University of New Brunswick (Fredericton)	2,516	2.9%	331	2.2%	1.317
University of New Brunswick (Saint John)	883	1.0%	290	1.9%	0.528
University of Regina	5,572	6.3%	1,065	7.0%	0.907
University of Saskatchewan	2,541	2.9%	362	2.4%	1.216
University of the Fraser Valley	2,069	2.4%	596	3.9%	0.602
University of Victoria	7,375	8.4%	295	1.9%	4.332
University of Winnipeg	3,530	4.0%	825	5.4%	0.741
Vancouver Island University	1,682	1.9%	452	3.0%	0.645
Wilfrid Laurier University	7,044	8.0%	788	5.2%	1.549
Total	**87,989**	**100.0%**	**15,248**	**100.0%**	

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1.4   University comparisons

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

► Group 1 consists of universities that offer primarily undergraduate studies and that have smaller student populations.

► Group 2 consists of universities that offer both undergraduate and graduate studies and that tend to be of medium size in terms of student population.

► Group 3 consists of universities that offer both undergraduate and graduate degrees, with most having professional schools as well. These tend to be the largest institutions in terms of student populations.

Table 4: Categories of participating universities		
Group 1 (n = 13)	**Group 2 (n = 8)**	**Group 3 (n = 3)**
Canadian Mennonite University Capilano University Concordia University of Edmonton Mount Royal University Nipissing University Redeemer University College The King's University Trinity Western University University of Lethbridge University of New Brunswick (Saint John) University of the Fraser Valley University of Winnipeg Vancouver Island University	Carleton University Simon Fraser University Thompson Rivers University Université de Moncton University of New Brunswick (Fredericton) University of Regina University of Victoria Wilfrid Laurier University	Dalhousie University McGill University University of Saskatchewan

1.5   Statistically significant differences

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

Table 5: Criteria for statistical significance	
Test	**Level for significance**
Pearson's chi-square	<.001
Phi coefficient or Cramer's V	.150 or higher

1.6   Non-response

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

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2.0   Profile of middle-years students

2.1   Personal profile

Results in Table 6 show the following:

► There are about twice as many females (66%) as males (34%) who completed the survey.

► Although the average age of students is just over 22, almost 70% are under 22. Those attending Group 1 universities (23.4 years) tend to be older on average than those attending Group 2 (21.7) or Group 3 (21.8).

► Given students' ages, it is not surprising that just 8% report being married and 5% have children.

► About 85% of students are Canadian citizens, with more international students (11%) than permanent residences (4%).

► Overall, 36% of students report being a visible minority, and 5% self-identify as Aboriginal. Although the result is just above the threshold for statistical significance, Group 2 (42%) students appear to be more likely to self-identify as a member of a visible minority compared to Group 3 (33%) and Group 1 (26%) students.

Table 6: Personal profile		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Gender (GENDER)					
Male	34%	29%	37%	30%	34%
Female	66%	71%	63%	70%	66%
Age (AGE)					
18 and under	5%	3%	7%	2%	-
19	21%	17%	25%	16%	7%
20 to 21	43%	40%	42%	51%	60%
22 to 24	16%	18%	14%	18%	20%
25 and over	14%	22%	11%	12%	13%
Average age	22.1	23.4	21.7	21.8	22.5
Marital status (LIVE3)					
Single	67%	62%	68%	71%	66%
In a relationship	25%	25%	25%	23%	27%
Married or common-law	8%	14%	7%	5%	7%
Children (LIVE4-7)					
Yes	5%	9%	5%	3%	5%
- Under 5 years old	2%	4%	2%	1%	3%
- 5 to 11 years old	2%	4%	2%	1%	2%
- 12 years old or older	3%	5%	2%	1%	3%
Citizenship (CITIZENSHIP)					
Canadian citizen	85%	91%	84%	79%	85%
Permanent resident	4%	4%	5%	4%	2%
International student	11%	5%	12%	17%	13%
Visible minority* (ETH1-13)					
Total self-identified	36%	26%	42%	33%	32%
Aboriginal (ETH1-13)**					
Total self-identified	5%	7%	4%	3%	5%
* "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."					

2.2   Disabilities

Overall, 24% of middle-years students self-identify as having a disability. The most common disabilities reported by students are mental health (15%) and attention deficit disorder (4%).

Among those with a disability, 34% say their disability requires accommodation from their university, with those with a learning disability (73%) being most likely to say their disability requires accommodation.

Table 7: Disabilities					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
Disability (DIS1-11)					
Total self-identified	24%	25%	23%	27%	23%
Require accommodation* (ACOM1-10)					
Yes	34%	35%	33%	34%	32%
* The proportion is out of those who identify as having a disability.					

2.3   Living arrangements

A majority of students live on their own, most commonly renting their accommodations either off campus (50%) or on campus (7%). About 36% of middle-years students live with parents, guardians, or relatives. Among those not currently living on campus, just 23% say they would prefer to live on campus if they had the choice.

Group 1 students are more likely than Group 2 or Group 3 students to be living with parents, guardians, or relatives and less likely to be in rented housing.

Table 8: Living arrangements (LIVE1)					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
In rented housing off campus (shared or alone)	50%	36%	51%	64%	66%
With parents, guardians, or relatives	36%	43%	36%	26%	21%
In on-campus housing	7%	10%	6%	6%	5%
In personally-owned home	6%	10%	5%	4%	6%
Other	1%	1%	1%	1%	1%

Difference by visible minority. Among those who are not currently living on campus, visible minority (32%) students are about twice as likely as non-visible minority students (17%) to say they would prefer to live on campus if given the chance.

2.4   Main method of commuting to campus

Middle-years students most commonly take *public transportation* (39%) to campus, although about 1 in 3 use a vehicle, more often *driving alone* (28%) than *with others* (7%). Many students also report *walking* to campus (22%).

Likely based on where the universities are located, students in Group 2 and Group 3 universities are more likely than students in Group 1 universities to use *public transportation* and *walk* and are less likely to use *a vehicle* (either alone or with others).

Table 9: Methods of transportation (COMM1)		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Public transportation	39%	26%	44%	39%	47%
Vehicle (alone)	28%	46%	26%	12%	16%
Walk	22%	13%	19%	42%	16%
Vehicle (with others)	7%	11%	6%	4%	5%
Bicycle	2%	<1%	2%	2%	12%
Other	<1%	<1%	<1%	<1%	-
Don't attend campus	2%	3%	2%	1%	3%

Difference by visible minority. Visible minority students are more likely than non-visible minority students to use *public transportation* (51% versus 30%) and less likely to use a *vehicle* (40% versus 28%) to commute to campus.

Difference by age. As students get older, they are more likely to report driving, and less likely to report walking, to campus.

2.5 Parents' education

About 13% of middle-years students are first-generation students. That is, neither parent has had any post-secondary education. Indeed, over half (55%) of students had at least one parent who had completed a university or professional school degree or higher.

Students attending Group 1 and Group 2 universities are more likely than Group 3 university students to be first-generation students, and are also less likely to have at least one parent with a graduate degree.

Table 10: Parents' highest level of education (MEDUC/PEDUC)					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
High school or less	13%	14%	15%	8%	12%
Some college or university	10%	11%	11%	8%	11%
College, CEGEP, or technical school graduate	20%	25%	19%	14%	15%
University or professional school graduate	36%	33%	36%	39%	36%
Graduate degree	19%	13%	18%	29%	25%
Other	<1%	<1%	<1%	<1%	-
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

Difference by age. As students get older, they are more likely to be first-generation students, increasing from 10% of those 19 and younger to 25% of those 25 and older.

2.6 Academic profile

The academic profile in Table 11 shows the following:

► About 84% of middle-years students are studying full-time, with Group 2 (79%) universities having fewer full-time students than Group 1 (87%) or Group 3 (94%).

► Given that these are middle-years students, it is not surprising that the vast majority of students began studying at their university in the past three years. About 8 in 10 began at their university in 2014 or later.

► About 1 in 4 (23%) students say they have transferred to their university from another post-secondary institution, with a similar proportion saying they interrupted their studies for one or more terms (22%). The most common reasons students report for interrupting their studies are for employment (7%), financial reasons (5%), or illness (5%).

► Most students report an average grade of B- or higher, with 31% reporting an average grade of A- or higher in university. Very few (fewer than 1%) report an average grade of D or F.

Table 11: Academic profile					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
Course load (LOAD)					
Full-time	84%	87%	79%	94%	77%
Part-time	16%	13%	21%	6%	23%
Year began post-secondary studies (HIST1)					
2016 or later	4%	3%	4%	2%	5%
2015	30%	26%	35%	19%	36%
2014	34%	34%	34%	33%	35%
2013	16%	17%	13%	23%	13%
2012	6%	7%	5%	11%	3%
2011 or earlier	10%	13%	8%	12%	8%
Year began studies at this university (HIST2)					
2016 or later	12%	11%	14%	5%	19%
2015	35%	29%	39%	33%	39%
2014	32%	33%	31%	36%	29%
2013	12%	14%	10%	14%	8%
2012	4%	5%	3%	5%	2%
2011 or earlier	5%	8%	3%	6%	2%
Transferred from other institution (HIST3)					
Yes	23%	23%	24%	19%	31%
Interrupted studies for one or more terms (HIST5-13)					
Yes	22%	26%	22%	17%	19%
Reported university grade (HIST4)					
A-, A, or A+	31%	37%	26%	39%	30%
B-, B, or B+	53%	51%	55%	49%	55%
C-, C, or C+	15%	11%	18%	12%	14%
D	<1%	<1%	<1%	<1%	<1%
F	<1%	<1%	<1%	-	-

Difference by age. The older a student is, the more likely they are to be attending university part-time. The proportion of full-time students decreases from 89% of those 19 and younger attending full-time to just 65% of those 25 and older. Also, older students are also more likely to have transferred from another institution (rising from 7% of those 19 and younger to 41% of those 25 and older) and interrupted their studies (rising from 7% of those 19 and younger to 54% of those 25 and older).

3.0 Activities

3.1 Involvement in campus activities

Student involvement in campus activities (often or very often) ranged from 23% who
participated in student clubs to 7% who *attended campus cultural events*.

Table 12: Involvement in campus activities (% often or very often)		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Participated in student clubs (ACT5)	23%	16%	22%	33%	23%
Participated in on-campus student recreational and sports programs (ACT6)	17%	13%	18%	21%	21%
Attended campus social events (ACT1)	13%	11%	12%	17%	7%
Attended home games of university athletic teams (ACT7)	10%	12%	10%	8%	9%
Participated in student government (ACT4)	10%	8%	10%	12%	6%
Attended public lectures and guest speakers on campus (ACT2)	8%	8%	7%	12%	6%
Attended campus cultural events (ACT3)	7%	7%	7%	9%	8%

Difference by age. The older a student is, the less likely they are to participate in *student clubs*
often or very often, decreasing from 29% of those 19 and younger to 7% of those 25 and older.

3.2   Involvement in community service and volunteer activities

Overall, 50% of students volunteer at least occasionally on or off campus, including 24% of students who often or very often participate in *community service or volunteer activities*.

Table 13: Involvement in community service/volunteer activities (% often or very often)		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Participated in on/off-campus community service/volunteer activities (ACT8/9)	24%	22%	23%	26%	22%
Participated in off-campus community service/volunteer activities (ACT9)	18%	18%	18%	19%	19%
Participated in on-campus community service/volunteer activities (ACT8)	12%	10%	12%	15%	11%

Among those who participate in volunteer activities, the typical student spends about four hours a week volunteering.

Table 14: Hours engaged in community service or volunteer activities per week (ACT10)		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
None	50%	54%	51%	43%	52%
1 or 2	25%	23%	25%	29%	29%
3 to 5	15%	14%	14%	18%	11%
6 or more	9%	9%	9%	10%	8%
Average hours (all respondents)	2.0	1.9	2.0	2.2	1.7
Average hours (those who participate)	4.0	4.2	4.0	3.9	3.5

3.3 Study patterns

On average, students spend about 32 hours a week on their academic work, almost evenly split between time spent in class (15 hours per week, on average) and out of class (17 hours per week, on average).

Group 3 students spend about 20% more time on their academic work outside of class per week (19.6 hours), compared to students in Group 2 (16.4 hours) or Group 1 (15.5) universities.

Table 15: Study patterns	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Hours spent per week in scheduled classes and labs (ACT11)					
10 or fewer	25%	29%	27%	16%	21%
11 to 15	40%	38%	39%	45%	35%
16 to 20	20%	18%	20%	23%	27%
21 to 30	12%	12%	12%	13%	14%
More than 30	3%	3%	3%	3%	3%
Average number of hours	15.0	14.7	14.8	16.0	15.7
Hours spent per week on academic work outside of classes and labs (ACT12)					
10 or fewer	41%	47%	42%	31%	40%
11 to 15	17%	16%	17%	18%	19%
16 to 20	17%	16%	16%	18%	15%
21 to 30	15%	13%	15%	19%	17%
More than 30	10%	7%	9%	14%	10%
Average number of hours	16.8	15.5	16.4	19.6	16.8
Total hours spent per week on academic work in and out of class (ACT11/12)					
15 or fewer	12%	14%	12%	8%	9%
16 to 20	12%	15%	13%	8%	12%
21 to 30	30%	31%	31%	27%	32%
31 to 40	23%	22%	22%	25%	24%
More than 40	23%	19%	22%	31%	23%
Average number of hours	31.8	30.1	31.2	35.6	32.6

Difference by university grades. On average, the lower a students' university grade, the less time they spend on academic activities outside of class. Those with an average grade of A- or higher spend about 19.3 hours per week on academics outside of class, compared to 16.0 hours for those with a B- to B+ average and 14.6 hours for those with a C+ or lower average. Conversely, time spent in class ranges from 15.8 hours for those with an A- or higher down to 14.1 hours for those with a C+ or lower.

Difference by age. Likely due to the fact that older students are more likely to be studying part-time, results show that the older a student is, the less time they spend in classes and labs, dropping from 15.9 hours per week for those 19 and younger to 12.0 hours for those 25 and older. However, the time spent outside of class on academic work is virtually the same across age groups, ranging narrowly from 15.8 to 17.2 hours across groups. This indicates that older students spend a greater ratio of out-of-class hours to in-class hours than younger students.

4.0   Employment

4.1   Current employment

Just over half (54%) of middle-years students are currently employed, with about 11% being employed on campus (8% exclusively on campus and 3% employed both on and off campus). Group 1 (65%) students are more likely to be employed than Group 2 (52%) and Group 3 (48%) students.

Among those who are currently employed, results show the following:

► The typical student works about 17 hours a week, with 3 in 4 students working 20 or fewer hours per week. Not only are Group 1 students more likely to be employed, they also work more hours, on average, per week. Group 1 students work about 19 hours per week, on average, compared to 16 hours for Group 2 students and 13 hours for Group 3 students.

► Students are more likely to say their employment has a negative (46%) impact than positive (19%) impact on their academic performance, although 35% say it has no impact. Although Group 1 students work more hours than Group 2 and Group 3 students, there is very little difference among the groups and students' perceptions of the impact their employment has on their academic performance.

Table 16: Employment status		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Currently employed (WORK1)					
Yes, both on and off campus	3%	4%	2%	3%	2%
Yes, on campus	8%	7%	7%	13%	6%
Yes, off campus	43%	54%	42%	31%	37%
No, but seeking work	18%	14%	20%	17%	20%
No, not seeking work	28%	21%	28%	35%	35%
Number of hours worked per week* (WORK2)					
10 or less	36%	30%	35%	49%	30%
11 to 20	41%	38%	43%	37%	46%
21 to 30	14%	18%	13%	9%	14%
Over 30	10%	14%	9%	4%	9%
Average	16.6	18.7	16.5	13.3	17.1
Impact of employment on academic performance* (WORK3)					
Very positive	5%	5%	5%	5%	3%
Somewhat positive	14%	14%	14%	16%	17%
No impact	35%	35%	35%	39%	27%
Somewhat negative	43%	43%	44%	39%	50%
Very negative	3%	3%	3%	2%	2%
* 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 visible minority. Students who self-identify as a member of a visible minority (25%) are almost twice as likely as non-visible minority students (13%) to say they are seeking work.

***Difference by age*.** Older students are more likely to be employed and work more hours per week than younger students. The proportion of students who are employed ranges from 48% of those 19 and younger to 64% of those 25 and older. In addition, the average hours worked increases from 13.4 hours for those 19 and younger up to 24.6 hours for those 25 and older. In spite of this, there is very little difference among age groups and the perceived impact it has on their academics.

***Average hours worked by impact on education*.** It would be logical that the relationship between the impact work has on students' education and the number of hours worked per week would be linear. That is, those who work more hours per week would perceive their work to have more of a negative impact on their studies. However, the relationship is only somewhat linear, as those who report a positive or no impact report similar hours worked per week, with those having no impact reporting the least hours per week.

Table 17: Average hours worked per week by impact of employment on academic performance	
Impact	**Average hours worked per week**
Very positive	15.9 hours
Somewhat positive	15.4 hours
No impact	13.8 hours
Somewhat negative	18.8 hours
Very negative	25.2 hours
BASE: Students employed during the current year.	

5.0   Professors

5.1   Perceptions of professors

Students rated their level of agreement with a series of statements about their professors. Most students report having had positive experiences with university faculty. At the high end, more than 9 in 10 middle-years students agree with the following:

> ► *Most of my professors seem knowledgeable in their fields* (45% strongly agree)
> ► *Most of my professors treat students the same regardless of gender* (54% strongly agree)
> ► *Most of my professors treat students the same regardless of race* (54% strongly agree)
> ► *Most of my professors are reasonably accessible outside of class* (20% strongly agree)

At the lower end, fewer than 7 in 10 middle-years students agree with the following:

> ► *Most of my professors provide prompt feedback on my academic work* (12% strongly agree)
> ► *Most of my professors take a personal interest in my academic progress* (13% strongly agree)

The only statistically significant difference across groups is that those in Group 1 (79%) are more likely than those in Group 2 (64%) or Group 3 (59%) to agree or strongly agree that *professors take a personal interest in their academic progress*.

Table 18: Perception of professors (% agree or strongly agree)		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Seem knowledgeable in their fields (PROF6)	97%	97%	96%	98%	97%
Treat students the same regardless of gender* (PROF13)	96%	96%	96%	95%	94%
Treat students the same regardless of race* (PROF14)	95%	96%	95%	96%	94%
Are reasonably accessible outside of class (PROF1)	92%	94%	91%	92%	93%
Encourage students to participate in class discussions (PROF4)	90%	95%	88%	89%	86%
Are fair in their grading (PROF11)	87%	91%	86%	87%	87%
Communicate well in their teaching (PROF7)	86%	90%	84%	85%	85%
Are consistent in their grading (PROF12)	85%	88%	84%	85%	85%
Are well-organized in their teaching (PROF5)	85%	88%	84%	82%	84%
Look out for students' interests* (PROF15)	84%	89%	83%	83%	81%
Treat students as individuals, not just numbers (PROF3)	83%	91%	80%	79%	78%
Are intellectually stimulating in their teaching (PROF8)	80%	86%	78%	80%	79%
Provide useful feedback on academic work (PROF9)	73%	83%	72%	64%	68%
Provide prompt feedback on academic work (PROF10)	68%	77%	67%	59%	67%
Take a personal interest in academic progress (PROF2)	67%	79%	64%	59%	60%
* These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.					

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5.2 Ability to evaluate teaching

Overall, almost all students say they *were given the chance to evaluate the quality of teaching in their courses*, including 67% who say they were able to evaluate the teaching in all their courses.

Group 3 (81%) students are more likely than Group 2 (67%) and Group 1 (58%) students to indicate that they were able to evaluate the teaching in all their courses.

Table 19: Ability to evaluate teaching (PROF16)	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
All courses	67%	58%	67%	81%	75%
Most courses	21%	23%	23%	14%	14%
Some courses	10%	16%	9%	4%	8%
No courses	2%	3%	2%	<1%	3%

5.3 Satisfaction with quality of teaching

Among middle-years students, almost 9 in 10 agree that they are *generally satisfied with the quality of teaching they received*, including 18% who strongly agree.

Table 20: Agreement with statement "Generally, I am satisfied with the quality of teaching I have received" (PROF17)	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Strongly agree	18%	24%	15%	20%	18%
Agree	69%	68%	71%	66%	69%
Disagree	10%	6%	12%	11%	10%
Strongly disagree	2%	2%	2%	3%	3%

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 26% of those with an average university grade of A- or higher strongly agree, compared with 16% of those with a B-, B, or B+ average and just 11% of those with a C+ or lower average.

6.0   Perceptions of staff

About 9 in 10 middle-years students agree that *most university support staff are helpful* (26% strongly agree) and 8 in 10 agree that *most teaching assistants in my academic program are helpful* (20% strongly agree).

Table 21: Perception of staff (% agree or strongly agree)		Group			University of Victoria
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	(n=295)
Most university support staff are helpful (STAFF2)	88%	90%	89%	82%	91%
Most teaching assistants are helpful (STAFF1)	81%	85%	79%	82%	78%
* These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.					

7.0   Growth and development

7.1   Contribution to communication skills

Among the four communication skills rated, universities contributed most to students' growth and development in *writing clearly and correctly* (20% very much) and *speaking to small groups* (18% very much). They contributed least to *second or third language skills* (6% very much).

Table 22: Contribution to communication skills (% much or very much)		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Writing clearly and correctly (DVL8)	59%	66%	58%	53%	57%
Speaking to small groups (DVL6)	54%	61%	52%	52%	47%
Speaking to a class or audience (DVL7)	44%	55%	41%	41%	36%
Second or third language skills (DVL12)	19%	15%	19%	24%	21%

7.2   Contribution to analytical and learning skills

Among the eight analytical and learning skills for which students assessed their university's contribution, students indicated that universities contributed most to *ability to find and use information* (23% very much) and *thinking logically and analytically* (22% very much).

Students rated their university as contributing least (among the analytical and learning skills) to *mathematical skills* (10% very much).

Table 23: Contribution to analytical and learning skills (% much or very much)		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Ability to find and use information (DVL11)	66%	69%	64%	68%	62%
Thinking logically and analytically (DVL1)	65%	67%	64%	65%	66%
Understanding abstract concepts (DVL5)	59%	61%	58%	60%	59%
Listening to others to absorb information accurately (DVL10)	58%	61%	56%	58%	52%
Reading to absorb information accurately (DVL9)	55%	58%	54%	56%	52%
Thinking creatively to find ways to achieve an objective (DVL4)	55%	61%	53%	51%	52%
Effective study and learning skills (DVL14)	51%	53%	50%	51%	50%
Mathematical skills (DVL2)	31%	29%	32%	31%	33%

Difference by gender. Male (42%) students are more likely than female (26%) students to say that universities contributed much or very much to their *mathematical skills*.

7.3 Contribution to working skills

Students' perceptions of their university's contribution to their working skills varied greatly depending on the skills. For instance, about 2 in 3 say their university contributed much or very much to *working independently* (26% very much), while 2 in 10 say their university contributed much or very much to *entrepreneurial skills* (5% very much).

Table 24: Contribution to work skills (% much or very much)	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Working independently (DVL15)	67%	67%	67%	68%	66%
Cooperative interaction in groups (DVL16)	53%	59%	51%	50%	47%
Skills for planning and completing projects (DVL13)	50%	53%	48%	49%	45%
Skills and knowledge for employment (DVL20)	39%	46%	37%	36%	33%
Knowledge of career options (DVL22)	39%	43%	37%	36%	31%
Computer literacy skills (DVL17)	36%	35%	36%	36%	36%
Entrepreneurial skills (DVL19)	20%	24%	19%	17%	14%

7.4 Contribution to life skills

The 10 skills (deemed "life skills") vary in terms of students' perceptions of the contribution their university made to each. At the upper end, more than half of students say their university contributed much or very much to several skills, most notably in the *ability to interact with people from backgrounds different than their own* (22% very much). On the lower end, fewer than 2 in 10 say their university contributed much or very much to their *spirituality* (6% very much).

Table 25: Contribution to life skills (% much or very much)	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Ability to interact with people from backgrounds different from your own (DVL25)	60%	63%	58%	61%	55%
Dealing successfully with obstacles to achieve an objective (DVL3)	55%	59%	54%	55%	57%
Persistence with difficult tasks (DVL18)	54%	55%	53%	58%	56%
Time management skills (DVL28)	53%	55%	53%	52%	56%
Ability to evaluate your own strengths and weaknesses (DVL24)	53%	58%	52%	50%	51%
Moral and ethical judgment (DVL29)	48%	54%	46%	44%	47%
Self-confidence (DVL23)	43%	51%	42%	38%	39%
Ability to lead a group to achieve an objective (DVL21)	42%	48%	39%	41%	31%
Appreciation of the arts (DVL26)	35%	41%	33%	31%	30%
Spirituality (DVL27)	18%	23%	17%	13%	17%

8.0   Commitment to completion

8.1   Financial resources to complete program

About 7 in 10 middle-years students agree that they *have the financial resources to complete their program*, including 25% who strongly agree.

Table 26: Agreement that they have financial resources to complete program (CMT1)					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
Strongly agree	25%	22%	24%	33%	24%
Agree	46%	48%	46%	44%	46%
Disagree	17%	18%	18%	15%	19%
Strongly disagree	6%	6%	7%	5%	8%
Don't know	5%	6%	5%	4%	2%

Average debt by agreement that they have financial resources to complete program. As students' agreement that they have the financial resources to complete their program decreases, the average debt load students report increases. Of interest, the amount they require to fund their current year is very similar by levels of agreement, indicating that students' consideration of resources is more closely linked to their debt levels than the amount they have to pay per year.

Table 27: Agreement that they have financial resources to complete program by average debt and financing per year		
	Average debt	**Funding per year**
Strongly agree	$3,847	$20,004
Agree	$8,986	$17,500
Disagree	$16,335	$16,955
Strongly disagree	$20,281	$17,980
Don't know	$10,519	$14,873

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8.2   Perceptions of university education

Results show that more than 8 in 10 students agree with statements about their university education, including the following:

► *Most of their courses are interesting*, including 31% who strongly agree
► *They are in the right program*, including 41% who strongly agree
► *Their course load is manageable*, including 19% who strongly agree

However, students are less likely to agree that they *had adequate information about their program from the university before they enrolled*, including 18% who strongly agree.

Table 28: Agreement with statements about university education (% agree or strongly agree)					
	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Most of my courses are interesting (CMT4)	85%	89%	84%	85%	86%
I am in the right program for me (CMT3)	84%	88%	82%	83%	84%
My course load is manageable (CMT5)	80%	83%	80%	77%	77%
I had adequate information about my program from the university before I enrolled (CMT2)	70%	74%	69%	65%	65%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

8.3   Perceptions of effort

About 9 in 10 students agree that they are *willing to put a lot of effort into being successful at university* (54% strongly agree), which is reflected in the fact that almost as many agree that they *normally go to all of their classes* (53% strongly agree).

Although students may feel they can put in the effort, about 8 in 10 agree that they *can deal with stress*, but only 21% strongly agree. Also, just 7 in 10 agree that they have *good study habits*, with just 16% who strongly agree.

Table 29: Agreement with statements about student's abilities and effort (% agree or strongly agree)		Group			University of Victoria
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	(n=295)
I am willing to put a lot of effort into being successful at university (CMT7)	93%	95%	93%	93%	90%
I normally go to all of my classes (CMT6)	89%	92%	88%	86%	85%
I can deal with stress (CMT8)	78%	80%	77%	77%	76%
I have good study habits (CMT9)	68%	71%	66%	68%	66%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

Difference by university grades. Students seem to have some self-awareness when it comes to their ability and efforts and its impact on their grades. Specifically, 81% with an A- or higher average agree or strongly agree they *have good study habits,* compared to 66% of those with a B- to B+ average and 46% with a C+ or lower average.

8.4   Commitment to completion

Given that many middle-years students have positive experiences, it may not be surprising that 91% agree that they *plan to come back to this university next year,* including 54% who strongly agree.

Table 30: Plan to come back to this university next year (CMT10)					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
Strongly agree	54%	56%	55%	52%	53%
Agree	36%	36%	38%	33%	39%
Disagree	3%	2%	2%	5%	2%
Strongly disagree	2%	1%	1%	5%	1%
Don't know	5%	4%	4%	5%	5%

Difference by age. Students 19 and younger (61%) and 20 to 21 (55%) are more likely than those 22 to 24 (43%) and 25 and older (51%) to strongly agree they plan to come back to this university next year.

Difference by university grades. Results show that those with higher average university grades are more likely to strongly agree that *they plan to come back to this university next year*. In fact, 64% of those with an average grade of A- or higher strongly agree, compared to 53% of those with a B- to B+ average and 41% of those with an average grade of C+ or lower.

Results on whether students *plan to complete their degree at this university* are virtually identical to whether they plan to return next year, with 63% strongly agreeing. The slight shift in strongly agree for planning to complete their degree versus whether they plan to return next year may indicate that some may not plan on returning the following year, but are planning to eventually return to complete their degree.

Table 31: Plan to complete my degree at this university (CMT13)					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
Strongly agree	63%	62%	62%	70%	59%
Agree	29%	29%	31%	26%	34%
Disagree	2%	2%	2%	1%	2%
Strongly disagree	1%	2%	1%	<1%	1%
Don't know	5%	5%	5%	3%	4%

8.5   Plans to change institutions

Results indicate that approximately 7% *plan to transfer to another university next year* and 6% *plan on going to college or CEGEP next year*.

Table 32: Plans to change (% agree or strongly agree)		Group			University of Victoria
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	(n=295)
I plan to transfer to another university next year (CMT11)	7%	8%	7%	6%	7%
I plan to go to college/CEGEP next year (CMT12)	6%	7%	7%	4%	7%

8.6   University is worth the cost

About 2 in 3 students agree that *a university degree is worth the cost*, including 26% who strongly agree.

Table 33: Agreement that university degree is worth the cost (CMT14)		Group			University of Victoria
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	(n=295)
Strongly agree	26%	30%	23%	29%	17%
Agree	39%	40%	38%	40%	42%
Disagree	17%	14%	19%	15%	21%
Strongly disagree	7%	6%	8%	5%	8%
Don't know	11%	10%	12%	10%	12%

Average debt by agreement that university degree is worth the cost. The relationship between debt and agreement that *university is worth the cost* is quite linear, with the average debt level increasing the less students are likely to agree. Of interest, although the relationship with debt is linear, the cost to finance per year is virtually the same across groups. This seems to indicate that costs are more related to students' ability to avoid debt, rather than paying more per year for their studies.

Table 34: Agreement that university degree is worth the cost by average debt and total funding per year		
	Average debt	Total funding
Strongly agree	$8,518	$18,630
Agree	$9,353	$17,839
Disagree	$11,368	$17,264
Strongly disagree	$14,033	$17,929
Don't know	$9,304	$17,576

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9.0   Expectations and experience

Overall, the majority (63%) of middle-years students say that their experiences *met their expectations*, while 22% say their university experiences *exceeded their expectations*. Few (16%) say their experiences *fell short*.

Table 35: Meeting expectations (EXP18)	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Exceeded	22%	29%	19%	19%	21%
Met	63%	61%	64%	61%	67%
Fell short	16%	11%	17%	19%	12%

Difference by university grades. Results show that those with higher average university grades are more likely to say that their university *exceeded their expectations* than those with lower average grades. In fact, 29% of those with an average grade of A- or higher say their expectations were exceeded, compared to 14% of those with an average grade of C+ or lower.

10.0   Overall evaluation

10.1   Satisfaction with concern shown by university

About 7 in 10 middle-years students say they are satisfied with the *concern shown by the university for them as an individual*, although just 8% are very satisfied. Among the approximately 3 in 10 who are dissatisfied, just 6% are very dissatisfied.

Perhaps because Group 1 institutions tend to have smaller student populations, students are more likely to be satisfied with the *concern shown by the university for them as an individual* than those at Group 2 or Group 3 institutions.

Table 36: Satisfaction with concern shown by the university for student as an individual (EVAL3)					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
Very satisfied	8%	12%	6%	5%	6%
Satisfied	64%	69%	65%	55%	65%
Dissatisfied	23%	16%	23%	30%	23%
Very dissatisfied	6%	3%	6%	10%	5%

10.2   Satisfaction with decision to attend this university

About 9 in 10 middle-years students are satisfied with *their decision to attend their university*, including 24% who are very satisfied. Among the 1 in 10 who are dissatisfied, just 2% are very dissatisfied.

Table 37: Satisfaction with decision to attend this university (EVAL9)					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
Very satisfied	24%	28%	22%	27%	23%
Satisfied	65%	65%	67%	61%	70%
Dissatisfied	9%	6%	10%	10%	6%
Very dissatisfied	2%	1%	2%	2%	1%

Difference by university grades. As students' grades increase, the likelihood of being very satisfied with *their decision to attend their university* also increases. About 32% of those with an average grade of A- or higher are very satisfied with their decision compared to 16% of those with an average grade of C+ or lower.

10.3 Feel as if they belong at this university

About 8 in 10 agree that they *feel as if they belong at this university*, including 17% who strongly agree.

Table 38: Feel as if student belongs at this university (EVAL11)		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Strongly agree	17%	19%	16%	19%	16%
Agree	64%	66%	64%	61%	65%
Disagree	15%	12%	17%	16%	15%
Strongly disagree	3%	2%	3%	5%	3%

10.4 Recommend university to others

Overall, 91% of middle-years students would *recommend their university to others*.

Table 39: Recommend university to others (EVAL12)		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Would recommend	91%	95%	90%	89%	94%
Would not recommend	9%	5%	10%	11%	6%

PRA

11.0   Goal development

11.1   Choosing a discipline or major

By their middle years, almost all students (92%) say they have chosen a major or discipline, although many (38%) have changed their major or program of study since they began their post-secondary studies.

Table 40: Choosing an academic path	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Chosen a major or discipline (GOAL1)					
Yes	92%	93%	90%	97%	93%
Changed major or program of study (GOAL2)					
Yes	38%	37%	38%	41%	41%

11.2   Plans for additional schooling

After completing their undergraduate studies, students' plans include the following:

► About 34% *intend to apply to graduate school*, while 39% are unsure.
► About 24% *intend to apply to a professional program,* while 28% are unsure.

Combined, 46% of students plan on applying to graduate school or a professional program after their undergraduate studies, indicating that there is a small proportion (slightly more than 10%) who plan on doing both.

Table 41: Post-graduation plans	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Apply to graduate school (GOAL4)					
Yes	34%	30%	33%	42%	34%
No	27%	30%	27%	21%	25%
Unsure	39%	40%	40%	36%	41%
Apply to professional program (GOAL3)					
Yes	24%	25%	24%	25%	23%
No	48%	47%	47%	51%	50%
Unsure	28%	28%	29%	25%	27%

PRA

11.3   Career plans

Given that these are middle-years students, it is not surprising that many have not formed concrete career plans. Results show the following:

►   About 1 in 4 have a *specific career in mind* (26%), while about the same *have several possible careers in mind* (29%). Just 2% are *not thinking about career options at this stage in their studies*.

►   Students are somewhat knowledgeable about their career options, with 20% saying they know their career options very well. Another 48% say they know them fairly well.

Table 42: Career plans					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
Description of career plans (GOAL5)					
I have a specific career in mind	26%	23%	28%	26%	26%
I have several possible careers in mind	29%	25%	30%	30%	33%
I have some general ideas but I need to clarify them	33%	43%	28%	32%	29%
I am unsure, but I want to develop a career plan	11%	8%	12%	11%	11%
I am not thinking about a career at this stage of my studies	2%	2%	2%	2%	1%
How well students know career options (GOAL6)					
Very well	20%	26%	17%	20%	17%
Fairly well	48%	47%	48%	49%	45%
Only a little	29%	25%	31%	28%	36%
Not at all	3%	3%	3%	4%	2%

Difference by age. The older a student is, the less likely they are to say they *have a specific career in mind*, declining from 29% of those 19 and younger to 17% of those 25 and older.

11.4   Steps taken to prepare for employment

Overall, 95% of middle-years students have taken at least one step to prepare for employment or their career after graduation. Most commonly, student preparation might be considered casual — that is, they have *talked with parents or family about employment or their career* (76%), *talked with friends about employment or their career* (76%), or *talked with professors about employment or their career* (39%).

Of the more concrete steps taken, 57% have *created a resumé or curriculum vitae*, while 31% have *volunteered in their chosen field of employment,* and 31% have *worked in their chosen field of employment*.

Group 3 (76%) students are more likely than students at Group 2 (56%) or Group 1 (45%) institutions to have *created a resumé or curriculum vitae*.

Table 43: Steps taken to prepare for employment or career after graduation					
	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Talked with parents/family about employment/career (GOAL8)	76%	74%	75%	81%	78%
Talked with friends about employment/career (GOAL9)	76%	72%	75%	81%	78%
Created resumé or curriculum vitae (GOAL10)	57%	45%	56%	76%	51%
Talked with professors about employment/career (GOAL7)	39%	47%	35%	41%	34%
Volunteered in chosen field of employment (GOAL15)	31%	35%	29%	35%	27%
Worked in chosen field of employment (GOAL14)	31%	32%	28%	38%	24%
Attended an employment fair (GOAL12)	29%	25%	29%	37%	21%
Met with a career counsellor (GOAL13)	23%	19%	24%	26%	26%
Created an e-portfolio (GOAL11)	17%	16%	17%	21%	11%
I have a career mentor (GOAL16)	7%	7%	6%	7%	6%
None (GOAL17)	5%	6%	6%	3%	6%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

Difference by age. As students get older, they are less likely to have *talked with parents/family*, decreasing from 82% of those 19 and younger to 52% of those 25 and older.

12.0   Satisfaction with facilities and services

12.1   General facilities and services

The table below shows that some services are used by middle-years students more often than others. For instance, the most commonly used resources are *on-campus bookstores* (76%) and *electronic library resources* (73%), while few report using *facilities for student associations, clubs, etc.* (14%), *computing services help desk* (12%), and *university residences* (12%).

Given that Group 1 students tend to drive to campus more often than students in other groups, it might be expected that they are most likely to have used *parking facilities* (56% compared to 41% of Group 2 and 19% of Group 3 students).

Table 44: Use of general facilities and services					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
On-campus book stores (SRV18)	76%	79%	75%	76%	82%
Library electronic resources (SRV5)	73%	76%	71%	77%	76%
Food services (SRV25)	64%	64%	66%	61%	79%
On-campus library (SRV4)	53%	57%	50%	55%	52%
Parking (SRV26)	41%	56%	41%	19%	45%
Athletic facilities (SRV16)	40%	35%	42%	45%	45%
Online campus book stores (SRV19)	38%	40%	39%	32%	39%
Campus medical services (SRV20)	24%	16%	25%	35%	30%
Other recreational facilities (SRV17)	18%	18%	18%	17%	17%
Facilities for university-based social activities (SRV22)	15%	12%	14%	21%	14%
Facilities for student associations (SRV23)	14%	12%	12%	22%	9%
Computing services help desk (SRV24)	12%	12%	12%	11%	17%
University residences (SRV13)	12%	12%	12%	11%	12%

Difference by age. The younger a student is, the more likely they are to use a few of these services, including the following:

► *athletic facilities,* decreasing from 49% of those 19 and younger to 20% of those 25 and older
► *university residences,* decreasing from 21% of those 19 and younger to 3% of those 25 and older

Among those who used the facilities and services shown in the previous table, results show very little difference in the satisfaction of general facilities and services, with the exception of *parking facilities,* which only 42% are satisfied with.

The differentiator among these services is the proportion who are very satisfied with each service. When these proportions are examined, results show students are most satisfied with *library electronic resources* (35%), *campus medical services* (32%), and *on-campus university libraries* (31%); they are least satisfied with *food services* (13%) and *parking facilities* (6%).

Table 45: Satisfaction with general facilities and services (% satisfied or very satisfied)	All students	Group			University of Victoria
		1	2	3	
Library electronic resources (SRV5SAT)	96%	96%	96%	97%	95%
On-campus library (SRV4SAT)	96%	95%	96%	97%	95%
Computing services help desk (SRV24SAT)	94%	95%	94%	92%	98%
Other recreational facilities (SRV17SAT)	93%	95%	93%	88%	94%
Facilities for university-based social activities (SRV22SAT)	93%	95%	92%	93%	95%
Facilities for student associations (SRV23SAT)	91%	93%	90%	91%	89%
Online campus book store (SRV19SAT)	90%	91%	91%	84%	92%
Athletic facilities (SRV16SAT)	88%	90%	89%	84%	87%
On-campus book stores (SRV18SAT)	86%	88%	88%	81%	88%
Campus medical services (SRV20SAT)	84%	93%	84%	77%	84%
University residences (SRV13SAT)	81%	85%	79%	79%	77%
Food services (SRV25SAT)	74%	73%	73%	77%	61%
Parking (SRV26SAT)	42%	47%	39%	40%	35%
Note: Percentages are based on those who have used the service.					

12.2   Academic services

With the exception of *academic advising* (of which 50% of students have used), between 10% and 14% have used each of the academic services shown in the table below. Students attending Group 2 (20%) universities are more likely than those attending Group 3 (7%) and Group 1 (6%) universities to have used *co-op offices and supports*.

Table 46: Use of academic services	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Academic advising (SRV9)	50%	52%	48%	53%	41%
Co-op offices and supports (SRV21)	14%	6%	20%	7%	24%
Tutoring (SRV10)	11%	9%	12%	11%	11%
Writing skills (SRV12)	10%	12%	10%	11%	8%
Study skills and learning supports (SRV11)	10%	10%	10%	7%	8%

Among those who have used academic services, students report very high levels of satisfaction, ranging from 84% to 91% who report being satisfied or very satisfied. Even when only very satisfied responses are examined, results are very similar with proportions ranging from 24% for *tutoring* to 28% for *academic advising*.

Table 47: Satisfaction with academic services (% satisfied or very satisfied)	All students	Group			University of Victoria
		1	2	3	
Writing skills (SRV12SAT)	91%	94%	90%	88%	92%
Study skills and learning supports (SRV11SAT)	91%	93%	91%	87%	80%
Tutoring (SRV10SAT)	88%	90%	89%	87%	90%
Co-op offices and supports (SRV21SAT)	87%	91%	86%	83%	77%
Academic advising (SRV9SAT)	84%	85%	85%	79%	86%
Note: Percentages are based on those who have used the service.					

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12.3 Special services

As the name implies, special services are those that tend to be created for specific groups of students, although they are often accessible for all students. Use of these special services ranges from 24% for the use of *financial aid* to 2% for the use of *services for First Nations students*.

Table 48: Use of special services	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Financial aid (SRV15)	24%	27%	24%	20%	15%
Personal counselling (SRV8)	13%	13%	12%	17%	17%
Employment services (SRV6)	13%	9%	13%	16%	15%
Career counselling (SRV7)	12%	9%	12%	16%	11%
Services for international students (SRV2)	8%	5%	9%	11%	12%
Advising for students who need financial aid (SRV14)	7%	8%	7%	6%	6%
Services for students with disabilities (SRV3)	7%	7%	6%	9%	7%
Services for First Nations students (SRV1)	2%	3%	2%	1%	2%

Difference by visible minority. Students who self-identify as a member of a visible minority are more likely than those who do not identify to use *services for First Nations students* (5% versus <1%) and *services for international students* (15% versus 3%).

Satisfaction with special services is very high, with at least 80% of those who used the service saying they are satisfied or very satisfied with it. However, there are some noticeable differences among the proportion reporting they are very satisfied, ranging from 42% for *services for students with disabilities* to 20% for *financial aid* and *employment services*.

Table 49: Satisfaction with special services (% satisfied or very satisfied)	All students	Group			University of Victoria
		1	2	3	
Services for First Nations students (SRV1SAT)	93%	95%	91%	96%	100%
Services for students with disabilities (SRV3SAT)	88%	92%	87%	84%	81%
Services for international students (SRV2SAT)	87%	84%	87%	89%	91%
Career counselling (SRV7SAT)	85%	86%	85%	81%	84%
Employment services (SRV6SAT)	84%	88%	83%	82%	84%
Financial aid (SRV15SAT)	84%	85%	83%	84%	77%
Advising for students who need financial aid (SRV14SAT)	81%	79%	83%	76%	74%
Personal counselling (SRV8SAT)	80%	86%	78%	75%	68%
Note: Percentages are based on those who have used the service.					

Difference by age. Satisfaction with *personal counselling* is higher among those 25 and older (90%) and 22 to 24 (87%), compared to those 19 and younger (80%) or 20 to 21 (74%).

13.0   Finances

13.1   Credit cards

About 85% of middle-years students report they have at least one credit card, including 26% who say they have two or more. Among those students who have credit cards, 79% report they pay off their balance each month and, as such, their current credit card balance should be zero; however, when asked what their current credit card balance is, just 34% say it is zero. Among those with an unpaid balance, the average credit card debt students have is $2,501.

Although there are only slight differences in the number of credit cards and repaying balances each month across groups, students in Group 1 carry more credit card debt on average than those in Group 2 and Group 3.

Table 50: Credit cards		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Number of credit cards (FIN1)					
None	15%	14%	16%	13%	13%
One	59%	59%	58%	61%	62%
Two	16%	16%	15%	18%	18%
Three or more	11%	10%	11%	8%	7%
Average number	4.3	4.4	4.4	3.6	2.3
Regularly pay off balance each month* (FIN2)					
Yes	79%	73%	80%	81%	83%
Total credit card balance* (FIN3)					
Zero	34%	32%	34%	35%	35%
$500 or less	43%	40%	43%	44%	46%
$501 to $1,000	11%	12%	11%	11%	9%
Over $1,000	12%	17%	12%	10%	10%
Average (all with credit card)	$782	$1,120	$697	$579	$536
Average (those with unpaid balance)	$2,501	$3,138	$2,341	$1,806	$2,045
* 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 at least one credit card (increasing from 75% of those 19 and younger to 90% of those 25 and older) and carry a debt on their credit card (increasing from 12% of those 19 and younger to 43% of those 25 and older). In addition, the average unpaid debt (among those carrying a balance) increases with age, from $864 for those 19 and younger to $4,835 for those 25 and older.

13.2 Debt from financing post-secondary education

We asked students to identify the repayable debt they have incurred from financing their university education, which was defined as money students had acquired to help finance their education that they owe and will have to pay back.

About 41% of middle-years students report owing money to at least one of the four sources tested, although some sources are more common than others. For instance, 33% report debt from *government student loans*, which is about three times as much as those who report debt from *parents or family* (11%) or *financial institutions* (10%).

Table 51: Sources of debt (DEBT)	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Any debt	41%	46%	39%	40%	28%
Government student loans	33%	37%	31%	33%	20%
Loans from parents/family	11%	12%	11%	9%	12%
Loans from financial institutions	10%	11%	10%	11%	8%
Debt from other sources	5%	6%	5%	4%	5%

Among all middle-years students, the average education-related debt at the time of the survey is about $9,789. When only those who report having any debt are considered, the average amount of debt more than doubles to about $24,007.

Looking at the debt among students who report debt from that source shows that not only do students rely on government student loans more often, they also account for the highest levels of debt at $20,455. Loans from financial institutions, although used by just 10% of middle-years students, account for $14,765 in debt, indicating that those who do use these loans rely on them fairly heavily. Students also have a fair amount of debt from family and friends ($11,500), but not to the same degree as government student loans or loans from financial institutions.

Table 52: Average amount of repayable debt	All students (n=15,248)	Group			University of Victoria (n=295)
		1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
Average total debt (DEBT1AMT-DEBT4AMT)					
All respondents	$9,789	$11,048	$8,861	$10,872	$5,343
Those with debt	$24,007	$24,229	$22,788	$27,236	$18,763
Average among those with these sources					
Government student loans (DEBT1AMT)	$20,455	$22,214	$19,086	$21,706	$18,115
Loans from financial institutions (DEBT2AMT)	$14,765	$14,332	$13,439	$18,764	$9,608
Loans from parents/family (DEBT3AMT)	$11,500	$8,593	$11,651	$16,120	$6,740
Debt from other sources (DEBT4AMT)	$5,357	$5,435	$5,261	$5,560	$1,513

Although the average amount owed (among those with debt) was just over $24,000, the distribution of total student debt tends to skew towards those with $20,000 or more in debt. Indeed, among those reporting debt, students with $20,000 or more in debt make up 47%, but they make up just 19% of all middle-years students.

Table 53: Total debt (DEBT1AMT-DEBT4AMT)					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
No debt	59%	54%	61%	60%	72%
Less than $5,000	5%	5%	5%	3%	5%
$5,000 to $9,999	6%	6%	5%	6%	3%
$10,000 to $14,999	6%	7%	6%	5%	3%
$15,000 to $19,999	5%	5%	5%	4%	5%
$20,000 or more	19%	21%	18%	22%	12%

Difference by age. As students get older, they are more likely to report having debt (increasing from 35% of those 19 and younger to 59% of those 25 and older) and debt from financial institutions (increasing from 6% of those 19 and younger to 21% of those 25 and older). In addition, the average debt among all students increases from $6,518 for those 19 and younger to $16,525 for those 25 and older.

13.3   Sources of university funding

13.3.1   Use of sources

Students were asked to indicate which of 11 different sources they are using to fund their current year of university education. The most common source is *parents, family or spouse* (64%), with many also using earnings from *summer* (49%) or *current* (44%) employment. The proportion who use *government loans or bursaries* (36%) is in line with the proportion who had debt from government student loans (33%).

Table 54: Sources of financing					
	All students (n=15,248)	**Group**			**University of Victoria (n=295)**
		1 (n=5,263)	**2 (n=7,365)**	**3 (n=2,620)**	
Parents, family, or spouse (INC3)	64%	55%	66%	72%	70%
Earnings from summer work (INC8)	49%	51%	46%	54%	55%
Earnings from current employment (INC6/7)	44%	53%	41%	38%	43%
Government loan or bursary (INC1)	36%	39%	35%	35%	20%
University scholarship, financial award, or bursary (INC2)	35%	39%	34%	34%	33%
RESP (INC10)	22%	20%	23%	20%	31%
Loans from financial institution (INC4)	9%	9%	9%	10%	7%
Co-op program, internship, and other practical experiences related to program (INC5)	6%	2%	8%	6%	12%
Investment income (INC9)	4%	4%	4%	5%	5%
Other (INC11)	4%	5%	4%	3%	2%

Difference by visible minority. Students who self-identify as a member of a visible minority are less likely than those who do not identify to rely on *earnings from summer work* (60% versus 33%).

Difference by university grades. As might be expected, students with an average university grade of A- or higher (56%) are about two to three times more likely than those with an average grade of B- to B+ (28%) or C+ or lower (19%) to say they have received a *university scholarship, financial award, or bursary*.

Difference by age. The older a student is, the less likely they are to be financing their education through *parents, family and spouse* (decreasing from 73% of those 19 and younger to 35% of those 25 and older), *earnings from summer work* (decreasing from 54% of those 19 and younger to 24% of those 25 and older), and *RESPs* (decreasing from 30% of those 19 and younger to 4% of those 25 and older).

Most students do not just rely on one source to finance their education. In fact, the average number of sources reported is about three, with more than half relying on three or more sources.

Table 55: Number of sources of financing (INC1-11)		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
One	24%	21%	25%	24%	22%
Two	23%	24%	23%	21%	23%
Three	25%	26%	24%	25%	25%
Four or more	29%	29%	29%	30%	30%
Average	2.7	2.8	2.7	2.8	2.8

Difference by visible minority. On average, visible minority students rely on fewer sources than non-visible minority students to fund their current year. Visible minority students use 2.4 sources on average, compared to 3.0 sources for non-visible minority students. Further proof is that 16% of non-visible minority students report using one source to fund their current year, compared to 35% of minority students.

Difference by age. As students get older, they rely on fewer sources to fund their education, as 21% of those 19 and younger rely on just one source compared to 36% of those 25 and older.

13.3.2   Average financing

Overall, students required $17,922 of financing for their current year of university education. The largest single source of financing, based on their average amount, include the following:

 ‣ *Loans from financial institutions* ($11,537)
 ‣ *Parents, family, or spouse* ($9,723)
 ‣ *Co-op program, internship, and other practical experiences related to program* ($8,894)
 ‣ *Government loan or bursary* ($8,581)
 ‣ *Earnings from current employment* ($7,132)

It is worth noting that the average amount contributed by each source is not perfectly in line with the proportion who report using each source. For example, just 6% cite using a *co-op program, internship, and other practical experiences related to program*, but it provides the third highest average amount to those using that source. Conversely, the most used source was *parents, family, or spouse*, and yet it contributed about the same as several other sources.

How students finance their education tends to vary among the three groups, but students at Group 1 universities require about $1,500 to $2,000 less per year to finance their education than students at Group 2 and Group 3 universities.

Table 56: Average amount from each financing source		Group			University of Victoria (n=295)
	All students (n=15,248)	1 (n=5,263)	2 (n=7,365)	3 (n=2,620)	
All respondents					
Overall (INC1AMT-INC11AMT)	$17,922	$16,628	$18,321	$18,465	$20,959
Average among those with these sources					
Loans from financial institution (INC4AMT)	$11,537	$7,761	$12,316	$13,616	$27,217
Parents, family, or spouse (INC3AMT)	$9,723	$6,441	$10,627	$10,553	$13,440
Co-op program, internship, and other practical experiences related to program (INC5AMT)	$8,894	$6,075	$9,217	$8,930	$8,374
Government loan or bursary (INC1AMT)	$8,581	$9,420	$8,157	$8,597	$8,474
Earnings from current employment (INC6AMT/INC7AMT)	$7,132	$8,419	$7,049	$5,019	$6,475
RESP (INC10AMT)	$5,286	$4,695	$5,465	$5,468	$7,033
Earnings from summer work (INC8AMT)	$4,987	$4,966	$4,955	$5,097	$4,648
Investment income (e.g., bonds, dividends) (INC9AMT)	$3,522	$3,266	$3,051	$4,948	$6,225
University scholarship, financial award, or bursary (INC2AMT)	$2,689	$2,492	$2,589	$3,296	$2,989
Other (INC11AMT)	$12,669	$14,279	$12,879	$8,340	$9,917

Difference by age. As age increases, the average amount students require to finance their current year of education increases, from $16,243 for those 19 and younger to $23,404 for those 25 and older. This result is somewhat difficult to understand, given that older students are more likely to be studying part-time, and therefore, would assume that it would require less financing to pay for courses and associated costs. However, it is likely that older students may have considered other expenses, such as living expenses, to be included in what they pay when financing their education.
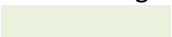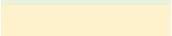
Appendix A – 2017 CUSC-CCREU Survey

2017 Survey of Middle Years Students

This survey is being completed by second and third year students at approximately 30 Canadian universities. We want to learn more about what our students think of their university experience and how they are developing as they move through their programs of study.

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

All of your responses are confidential.

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

Academic history

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

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

hist5	No	☐
hist6	Yes, due to illness	☐
hist7	Yes, for financial reasons	☐
hist8	Yes, to have/raise children	☐
hist9	Yes, required to withdraw by the university	☐
hist10	Yes, for employment	☐
hist11	Yes, for other family reasons	☐
hist12	Yes, to travel	☐
hist13	Yes, for other reasons (please specify):	☐
hist13txt	_____	

PRA

Activities

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

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

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

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

act11 In scheduled classes, labs, seminars and tutorials (hours per week): ____

act12 Academic work outside of class time (hours per week): ____

Employment

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

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

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

work2 On average, how many hours per week are you employed in this work? _____

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

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

PRA

Professors

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

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

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

		Yes, all courses	Yes, most courses	Yes, some courses	No courses
prof16	Were you given the chance to evaluate the quality of teaching in your courses?	☐	☐	☐	☐

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

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

PRA

Staff

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

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

Growth and development

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

		None	Very little	Some	Much	Very much
dvl1	Thinking logically and analytically	☐	☐	☐	☐	☐
dvl2	Mathematical skills	☐	☐	☐	☐	☐
dvl3	Dealing successfully with obstacles to achieve an objective	☐	☐	☐	☐	☐
dvl4	Thinking creatively to find ways to achieve an objective	☐	☐	☐	☐	☐
dvl5	Understanding abstract concepts	☐	☐	☐	☐	☐
dvl6	Speaking to small groups	☐	☐	☐	☐	☐
dvl7	Speaking to a class or audience	☐	☐	☐	☐	☐
dvl8	Writing clearly and correctly	☐	☐	☐	☐	☐
dvl9	Reading to absorb information accurately	☐	☐	☐	☐	☐
dvl10	Listening to others to absorb information accurately	☐	☐	☐	☐	☐
dvl11	Ability to find and use information	☐	☐	☐	☐	☐
dvl12	Second or third language skills	☐	☐	☐	☐	☐
dvl13	Skills for planning and completing projects	☐	☐	☐	☐	☐
dvl14	Effective study and learning skills	☐	☐	☐	☐	☐
dvl15	Working independently	☐	☐	☐	☐	☐
dvl16	Cooperative interaction in groups	☐	☐	☐	☐	☐
dvl17	Computer literacy skills	☐	☐	☐	☐	☐
dvl18	Persistence with difficult tasks	☐	☐	☐	☐	☐
dvl19	Entrepreneurial skills	☐	☐	☐	☐	☐
dvl20	Skills and knowledge for employment	☐	☐	☐	☐	☐
dvl21	Ability to lead a group to achieve an objective	☐	☐	☐	☐	☐
dvl22	Knowledge of career options	☐	☐	☐	☐	☐

PRA

		Strongly disagree	Disagree	Agree	Strongly agree	Don't know
dvl23	Self-confidence	☐	☐	☐	☐	☐
dvl24	Ability to evaluate your own strengths and weaknesses	☐	☐	☐	☐	☐
dvl25	Ability to interact with people from backgrounds different from your own	☐	☐	☐	☐	☐
dvl26	Appreciation of the arts	☐	☐	☐	☐	☐
dvl27	Spirituality	☐	☐	☐	☐	☐
dvl28	Time management skills	☐	☐	☐	☐	☐
dvl29	Moral and ethical judgment	☐	☐	☐	☐	☐

Commitment to completion

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

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

Expectations and experience

		Exceeded	Met	Fallen short
exp18	Has <university name> exceeded, met or fallen short of your expectations?	☐	☐	☐

PRA

Overall evaluation

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

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
eval3	concern shown by the university for you as an individual	☐	☐	☐	☐
eval9	your decision to attend the university	☐	☐	☐	☐

		Strongly disagree	Disagree	Agree	Strongly agree
eval11	I feel as if I belong at <university name>	☐	☐	☐	☐

eval12   Would you recommend <university name> to others? Yes ☐ No ☐

[If eval12 eq "No" branch to eval12txt, otherwise branch to Goal Development section.]

Why wouldn't you recommend <university name>?

eval12txt _____

Goal development

goal1   Have you chosen a major or discipline? Yes ☐ No ☐

goal2   Have you changed your major or program of study since you began your postsecondary studies? Yes ☐ No ☐

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

goal3	apply to a professional program (e.g., Medicine, Law, etc.)	Yes ☐	No ☐	Unsure ☐
goal4	apply to graduate school	Yes ☐	No ☐	Unsure ☐

goal5   Which of the following best describes your career plans?

I have a specific career in mind	☐
I have several possible careers in mind	☐
I have some general ideas but I need to clarify them	☐
I am unsure, but I want to develop a career plan	☐
I am not thinking about a career at this stage of my studies	☐

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

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

PRA

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

goal7	Talked with professors about employment/career	☐
goal8	Talked with parents/family about employment/career	☐
goal9	Talked with friends about employment/career	☐
goal10	Created resume or curriculum vitae (CV)	☐
goal11	Created an e-portfolio (an inventory of skills, abilities and experience maintained on the web)	☐
goal12	Attended an employment fair	☐
goal13	Met with a career counsellor	☐
goal14	Worked in my chosen field of employment	☐
goal15	Volunteered in my chosen field of employment	☐
goal16	I have a career mentor	☐
goal17	None of the above	☐

Services

Please indicate which of the following services you have used since last September and how satisfied you are with the ones you have used.

		Used		Satisfaction if service used			
				Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied
srv1	Services for First Nations students	☐	srv1sat	☐	☐	☐	☐
srv2	Services for international students	☐	srv2sat	☐	☐	☐	☐
srv3	Services for students with disabilities	☐	srv3sat	☐	☐	☐	☐
srv4	University libraries: physical books, magazines, stacks	☐	srv4sat	☐	☐	☐	☐
srv5	University libraries: electronic resources	☐	srv5sat	☐	☐	☐	☐
srv6	Employment services	☐	srv6sat	☐	☐	☐	☐
srv7	Career counselling	☐	srv7sat	☐	☐	☐	☐
srv8	Personal counselling	☐	srv8sat	☐	☐	☐	☐
srv9	Academic advising	☐	srv9sat	☐	☐	☐	☐
srv10	Tutoring	☐	srv10sat	☐	☐	☐	☐
srv11	Study skills and learning supports	☐	srv11sat	☐	☐	☐	☐
srv12	Writing skills	☐	srv12sat	☐	☐	☐	☐
srv13	University residences	☐	srv13sat	☐	☐	☐	☐
srv14	Advising for students who need financial aid	☐	srv14sat	☐	☐	☐	☐
srv15	Financial aid	☐	srv15sat	☐	☐	☐	☐
srv16	Athletic facilities	☐	srv16sat	☐	☐	☐	☐
srv17	Other recreational facilities	☐	srv17sat	☐	☐	☐	☐
srv18	University bookstores: physical stores	☐	srv18sat	☐	☐	☐	☐

PRA

srv19	University bookstores: online inventory check, ordering, etc.	☐	srv19sat	☐	☐	☐	☐
srv20	Campus medical services	☐	srv20sat	☐	☐	☐	☐
srv21	Co-op offices and supports	☐	srv21sat	☐	☐	☐	☐
srv22	Facilities for university-based social activities	☐	srv22sat	☐	☐	☐	☐
srv23	Facilities for student associations	☐	srv23sat	☐	☐	☐	☐
srv24	Computing services help desk	☐	srv24sat	☐	☐	☐	☐
srv25	Food services	☐	srv25at	☐	☐	☐	☐
srv26	Parking	☐	srv26at	☐	☐	☐	☐

Finances

fin1 How many credit cards do you have? _____

[If fin1 <> 0 branch to fin2, otherwise to Debt.]

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

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

Debt

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

By repayable debt, we mean money you owe and have to pay back. We are interested in repayable debt that is directly helping to finance you university education, such as tuition, fees, books, but also might include basic living expenses that are incurred while attending university.

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

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

Repayable debt from government student loans: debt1 ☐   debt1amt $_____

Repayable debt from loans from financial institutions: debt2 ☐   debt2amt $_____

Repayable debt from loans from parents/family: debt3 ☐   debt3amt $_____

Repayable debt from other sources: debt4 ☐   debt4amt $_____

PRA

Income

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

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

Living arrangements

live1   Where are you currently living?

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

livetxt   Other (please specify): _____ ☐

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

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

live3   What is your marital status?

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

live4   Do you have children? Yes ☐ No ☐

[If live4 eq "Yes" branch to live5, otherwise branch to Commuting section.]

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

Commuting

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

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

commtxt _____

Don't attend the campus	☐

Disability

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

I do not have a disability   dis11 ☐

Do you require accommodation for learning?

Mobility	dis1 ☐	acom1 yes ☐ no ☐
Hearing	dis2 ☐	acom2 yes ☐ no ☐
Speech	dis3 ☐	acom3 yes ☐ no ☐
Vision impairment	dis4 ☐	acom4 yes ☐ no ☐
Learning	dis5 ☐	acom5 yes ☐ no ☐
Head injury	dis6 ☐	acom6 yes ☐ no ☐
Other physical disability	dis7 ☐	acom7 yes ☐ no ☐
Attention deficit disorder	dis8 ☐	acom8 yes ☐ no ☐
Mental health	dis9 ☐	acom9 yes ☐ no ☐
Other (please specify)	dis10 ☐	acom10 yes ☐ no ☐

distxt _____

Parental educational attainment

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

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

Ethnicity

Are you ... (check all that apply)

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

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

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

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

Comments

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

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

PRA

Appendix B – Question summary

New suite of surveys – questions summary

✓ = all of the questions in this theme are on the survey
some = some of the questions are on the survey
O = none of the questions are on the survey

Question themes	Focus: first year *making transitions*	middle years *persistence*	graduating *retrospective and career pathway*
Academic history	some	some	✓
Applications to post-secondary	✓	O	O
Activities - academic, on-campus, volunteer	O	✓	✓
Comments (open ended) - negative, positive	✓	✓	✓
Commitment to completion	✓	✓	O
Commuting to campus	O	✓	✓
Current employment	✓	✓	✓
Current living arrangements	✓	✓	✓
Demographics - marital status, children	✓	✓	O
Disability - types, accommodation	✓	✓	✓
Ethnicity	✓	✓	✓
Expectations versus experience	✓	some	some
Facilities and services - use, satisfaction	✓	✓	✓
Finances - credit cards	✓	✓	✓
Finances - financial assistance from this university	✓	O	O
Finances - income sources, amount	O	✓	✓
Finances - repayable debt sources, amount	O	✓	✓
Goal development - career/ employment plans	✓	✓	✓
Goal development - major	✓	✓	O
Growth and development - knowledge, skills	O	✓	✓
Motivation - reasons to attend university	✓	O	O
Overall evaluation of this university	some	some	✓
Parental educational attainment	✓	✓	✓
Post-graduation - education plans	O	O	✓
Post-graduation - employment plans	O	O	✓
Professors, teaching	✓	✓	✓
Selection - reasons to attend this university	✓	O	O
Sources of information - about this university	✓	O	O
Staff	✓	✓	✓
Transition to university	✓	O	O

PRA