

2024 Graduating Student Survey

University of Victoria
June 2024

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Appendix A - 2024 CUSC-CCREU Survey (© 2024)
Appendix B - Data Licensing & Membership Agreement

EXECUTIVE SUMMARY

Introduction

The 2024 *Graduating Student Survey* marks the 30th cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). Over 12,000 students from 38 universities across Canada participated in the survey.

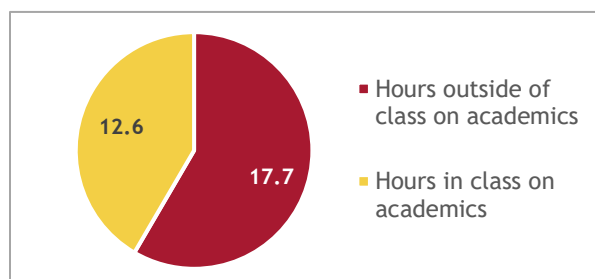
Profile of graduating students

- The majority of graduating students tend to be studying full-time, Canadian citizens, single, female, living separately from their parents/family, non-visible minorities, 22-24 years old, and have an A- to A+ average.
- Around one third of students report having a disability, with mental health conditions being the most common.
- Just 13% of graduating students are first-generation students – that is, neither parent has had any post-secondary education.
- Slightly more than half of graduating students have had some work or learning program experience.
- Over one third have experienced a delay completing their program, most often because required courses were not available.

Activities

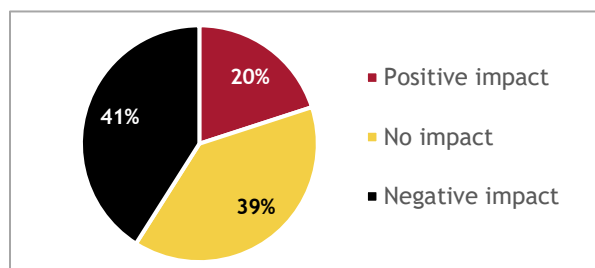
One fifth of students volunteer at least occasionally, on or off campus, for an average of nearly five hours per week.

On average, students spend about 30 hours per week on their studies, with more hours spent outside of class than in class.



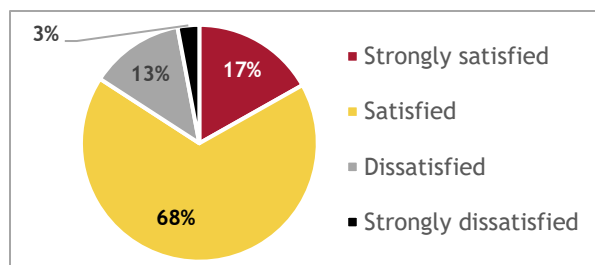
Employment

Over 6 in 10 graduating students are employed in their final year, working about 20 hours a week. Among those who are employed, about twice as many say that their employment has had a negative rather than a positive impact on their academic performance.



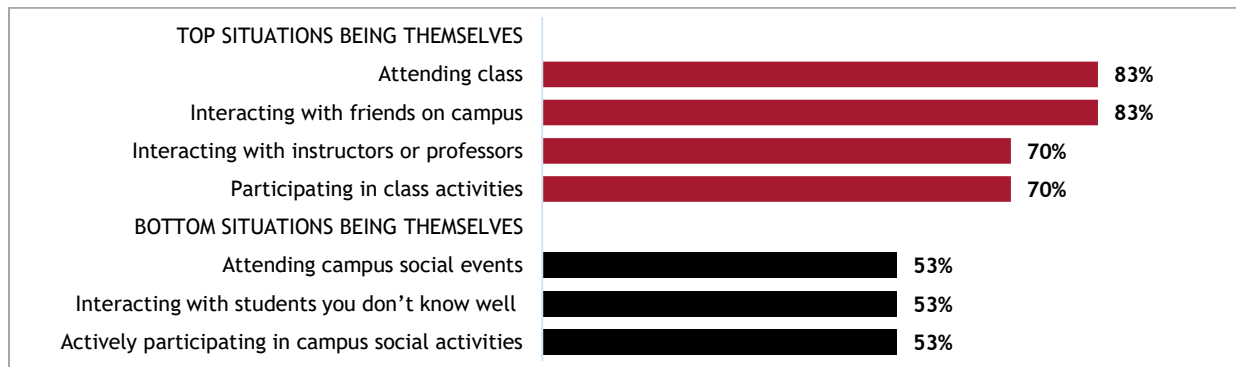
Professors and staff

- Students reported having had positive experiences with professors, as only two areas received less than 70% agreement – *professors provide prompt feedback on academic work* (69%) and *take a personal interest in academic progress* (56%).
- Students say it is most important for professors to *communicate well in their teaching* (44% rated as most important).
- 67% of students said they *were given the chance to evaluate the quality of teaching* in all their courses.
- Over 8 in 10 agreed that they are *generally satisfied with the quality of teaching* they received, including 17% who strongly agreed.



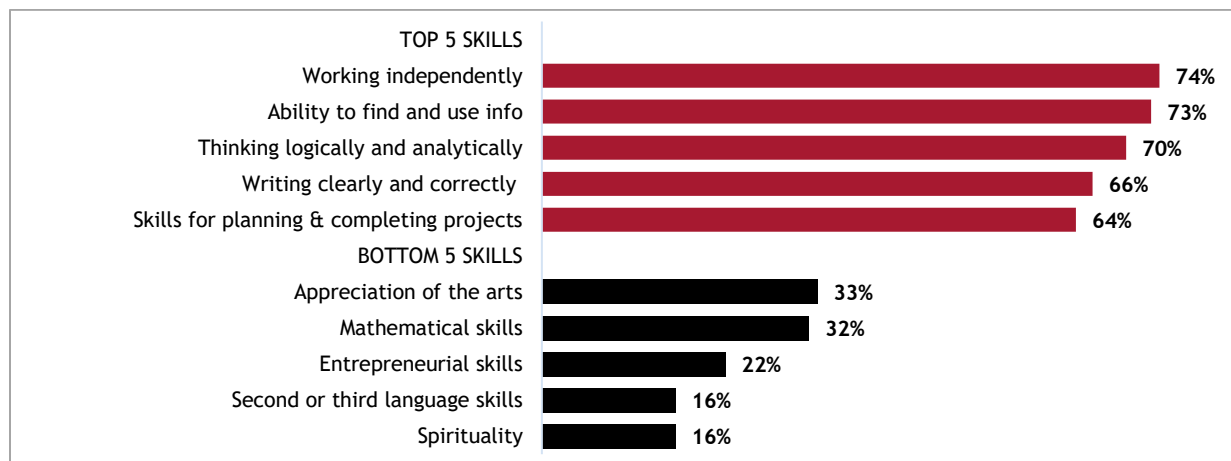
Inclusivity

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



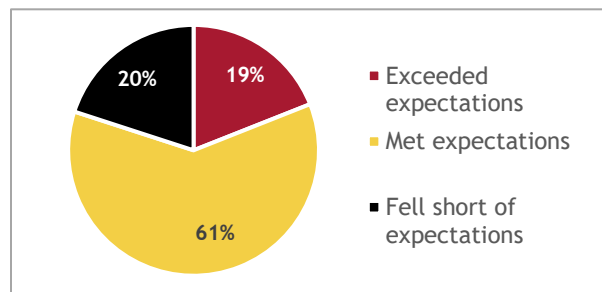
Growth and development

Students were asked to rate the extent to which their university contributed to their growth and development in 30 areas. The top and bottom skills (contributing much or very much) according to students' ratings are shown below.



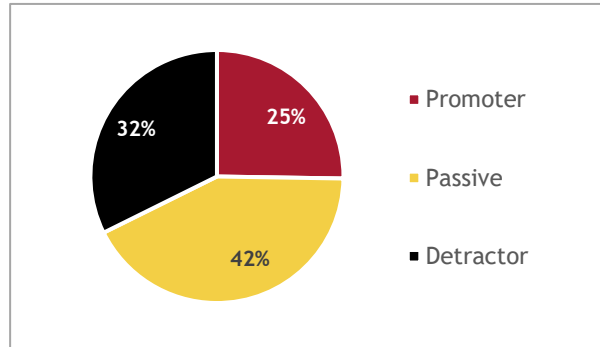
Expectations and experience

The majority of graduating students say that their university experiences *met their expectations*, while about equal numbers say their experiences *exceeded* or *fell short* of their expectations.



Overall evaluation of student experiences

- Over 8 in 10 are satisfied with the *overall quality of education at their university*, 6 in 10 agree they *received good value for money at their university*, and slightly less than 6 in 10 are satisfied with the *concern shown by the university for them as an individual*.
- Using the Net Promoter Score calculation, where detractors (rating of 0 to 6) are subtracted from promoters (rating of 9 or 10), participating universities have a score of -7 (25% promoters minus 32% detractors).

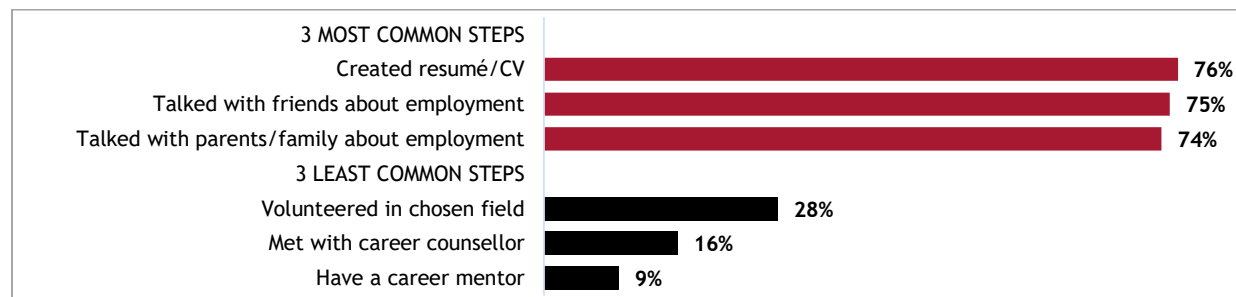


Indigenous education experiences

- Over half of graduating students agree that *Indigenous course content has enriched their university experience* and more than one third say the same about *participation in Indigenous activities or events*.

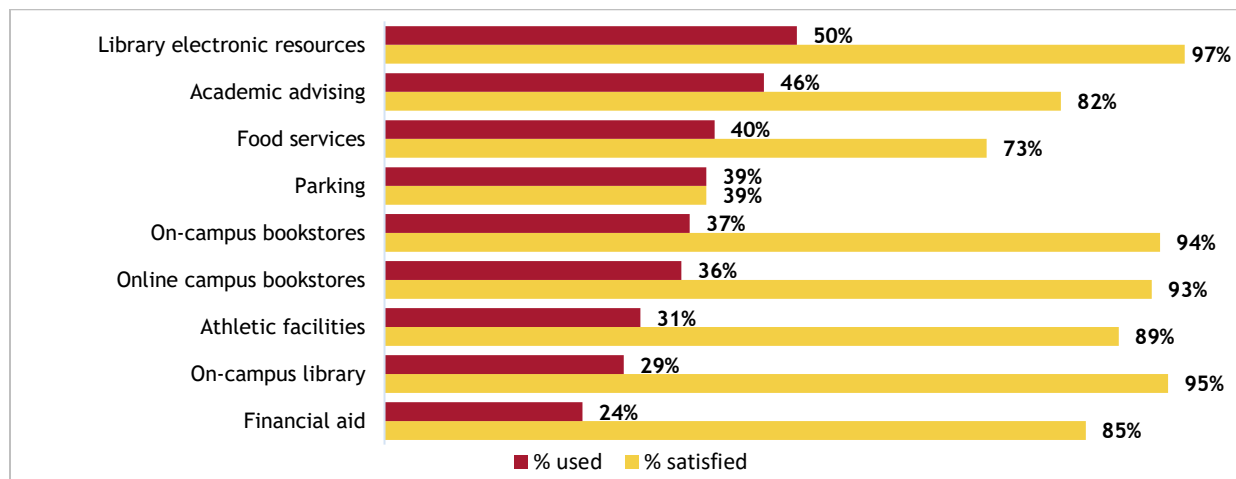
Educational and employment goals

- More graduating students intend to apply to a *graduate school* (39%) than a *professional program* (22%).
- Over one third of graduating students have a specific career in mind. Despite many having a career (or two) in mind, just 25% said they know their career options very well.
- Almost all graduating students have taken at least one step to prepare for employment or their career after graduation. The most and least common employment preparation steps are shown below.



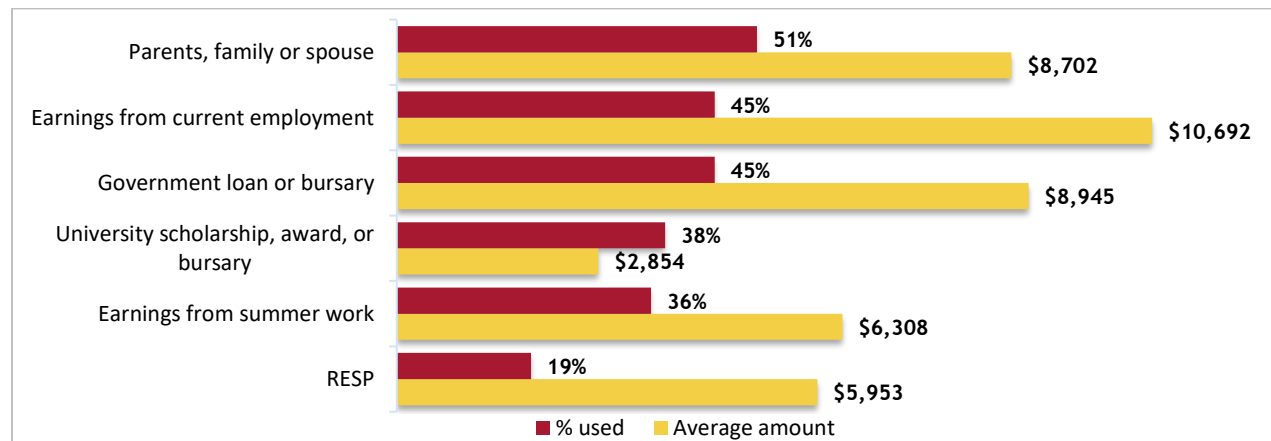
Satisfaction with facilities and services

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



Finances

- Ninety-three percent of graduating students have at least one credit card, carrying a balance of just under \$1,400.
- Forty-five percent of graduating students report having debt, most commonly *government student loans*. The average debt among all students is just under \$13,000 but more than doubles to almost \$29,000 when only those reporting debt are considered.
- Students required over \$19,000 to finance their current year of education, most commonly relying on *parents, family or spouse, current employment, and government loans*.



Post-graduation

- Just over two thirds of graduating students expect to take further education within the next five years, most often pursuing *graduate school*, with one fifth planning to continue their education at their current university.
- Over one third of students have post-graduation work arranged, with most expecting to work in full-time, permanent positions. The expected median salary for these jobs is \$48,000. About 6 in 10 say their desired job requires a degree, which includes 42% who say it requires their specific degree.
- Nearly 9 in 10 students who have post-graduation employment arranged are satisfied with the employment they have arranged.

Equity, diversity, and accessibility

- Among all respondents, 91% identified as either a man or woman only, while 2% identified as a man or woman and at least one other gender identity, and 2% identified as at least one identity other than man or woman.
- Overall, 67% of respondents identified as heterosexual/straight only, while 2% identified as heterosexual and at least one other sexuality, and 22% identified as a sexuality other than heterosexual/straight (mostly commonly bisexual).

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 four broad purposes:

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

This is the 30th cooperative study undertaken by CUSC-CCREU. Prior to 2014, the surveys ran in a three-year cycle, targeting first-year, graduating, and all undergraduate students in separate years. In 2014, the all-students survey was changed to a survey of middle-years students (i.e., students in the second or third year of a four-year program, the second year of a three-year program, or the second to fourth years of a five-year program).

Table 1 shows the number of participating universities for the graduating student cycle. The final questionnaire for the 2024 Graduating Student Survey can be found in Appendix A.

Table 1: CUSC-CCREU graduating student surveys		
Year	Sample	Number of participating universities
2015	Graduating students	36
2018	Graduating students	32
2021	Graduating students	32
2024	Graduating students	38

1.1 Methodology

1.1.1 Surveying students

Each university supported the study by generating a sample of qualifying students. In some cases, universities provided all qualifying students, while others provided a random sample of students. PRA was responsible for programming and managing the online survey. This involved liaising with the participating universities, sending the invitation 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 8.4% to 54.8%, with an overall response rate of 21.3%. This yielded 12,668 students who completed the survey.¹

University	Surveys		Response rate
	Distributed	Completed	
Acadia University (Nova Scotia)	397	82	20.7%
Alberta University of the Arts (Alberta)	314	99	31.5%
Ambrose University (Alberta)	82	18	22.0%
Athabasca University (Alberta)	2,860	388	13.6%
Burman University (Alberta)	48	22	45.8%
Capilano University (British Columbia)	530	51	9.6%
Carleton University (Ontario)	1,500	322	21.5%
Concordia University (Quebec)	4,788	922	19.3%
Concordia University of Edmonton (Alberta)	389	148	38.0%
Lakehead University (Ontario)	1,161	406	35.0%
Laurentian University (Ontario)	1,997	420	21.0%
MacEwan University (Alberta)	2,759	739	26.8%
McMaster University (Ontario)	9,072	897	9.9%
Mount Royal University (Alberta)	1,836	424	23.1%
Mount Saint Vincent University (Nova Scotia)	286	135	47.2%
Nipissing University (Ontario)	533	127	23.8%
Redeemer University (Ontario)	252	91	36.1%
Saint Mary's University (Nova Scotia)	787	152	19.3%
Simon Fraser University (British Columbia)	1,000	146	14.6%
St. Francis Xavier University (Nova Scotia)	500	48	9.6%
St. Mary's University (Alberta)	104	57	54.8%
The King's University (Alberta)	116	57	49.1%
Thompson Rivers University (British Columbia)	1,000	120	12.0%
Toronto Metropolitan University (Ontario)	6,027	1942	32.2%
Trent University (Ontario)	1,000	84	8.4%
Trinity Western University (British Columbia)	639	110	17.2%
Université de Moncton (New Brunswick)	1,000	244	24.4%
University of Calgary (Alberta)	5,964	1073	18.0%
University of Lethbridge (Alberta)	674	300	44.5%
University of New Brunswick (New Brunswick)	1,300	189	14.5%
University of Northern British Columbia (British Columbia)	320	83	25.9%
University of Regina (Saskatchewan)	998	335	33.6%
University of the Fraser Valley (British Columbia)	940	223	23.7%
University of Victoria (British Columbia)	1,000	311	31.1%
University of Waterloo (Ontario)	2,792	1053	37.7%
University of Winnipeg (Manitoba)	982	332	33.8%
Wilfrid Laurier University (Ontario)	3,188	476	14.9%
Yorkville University (Ontario)	240	42	17.5%
Total	59,375	12,668	21.3%

¹ PRA defined a completed survey as one in 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 graduating students among participating institutions and the sample population, the results in every section and every table (except tables in Section 1) in this report have been weighted. The applied weights are shown in Table 3.

Table 3: Applied weights

University	Population of graduating students		Completed surveys		Applied weight
	Population	% of population	Population	% of population	
Acadia University (Nova Scotia)	397	0.6%	82	0.6%	0.887
Alberta University of the Arts (Alberta)	314	0.5%	99	0.8%	0.581
Ambrose University (Alberta)	82	0.1%	18	0.1%	0.835
Athabasca University (Alberta)	2,860	4.1%	388	3.1%	1.351
Burman University (Alberta)	48	0.1%	22	0.2%	0.400
Capilano University (British Columbia)	530	0.8%	51	0.4%	1.905
Carleton University (Ontario)	3,288	4.8%	322	2.5%	1.872
Concordia University (Quebec)	4,788	6.9%	922	7.3%	0.952
Concordia University of Edmonton (Alberta)	389	0.6%	148	1.2%	0.482
Lakehead University (Ontario)	1,161	1.7%	406	3.2%	0.524
Laurentian University (Ontario)	1,997	2.9%	420	3.3%	0.871
MacEwan University (Alberta)	2,759	4.0%	739	5.8%	0.684
McMaster University (Ontario)	9,072	13.1%	897	7.1%	1.854
Mount Royal University (Alberta)	1,836	2.7%	424	3.3%	0.794
Mount Saint Vincent University (Nova Scotia)	286	0.4%	135	1.1%	0.388
Nipissing University (Ontario)	533	0.8%	127	1.0%	0.769
Redeemer University (Ontario)	224	0.3%	91	0.7%	0.451
Saint Mary's University (Nova Scotia)	787	1.1%	152	1.2%	0.949
Simon Fraser University (British Columbia)	3,523	5.1%	146	1.2%	4.423
St. Francis Xavier University (Nova Scotia)	689	1.0%	48	0.4%	2.631
St. Mary's University (Alberta)	104	0.2%	57	0.4%	0.334
The King's University (Alberta)	116	0.2%	57	0.4%	0.373
Thompson Rivers University (British Columbia)	1,312	1.9%	120	0.9%	2.004
Toronto Metropolitan University (Ontario)	6,027	8.7%	1,942	15.3%	0.569
Trent University (Ontario)	5,100	7.4%	84	0.7%	11.128
Trinity Western University (British Columbia)	639	0.9%	110	0.9%	1.065
Université de Moncton (New Brunswick)	1,300	1.9%	244	1.9%	0.976
University of Calgary (Alberta)	5,964	8.6%	1,073	8.5%	1.019
University of Lethbridge (Alberta)	674	1.0%	300	2.4%	0.412
University of New Brunswick (New Brunswick)	1,300	1.9%	189	1.5%	1.261
University of Northern British Columbia (British Columbia)	320	0.5%	83	0.7%	0.707
University of Regina (Saskatchewan)	998	1.4%	335	2.6%	0.546
University of the Fraser Valley (British Columbia)	940	1.4%	223	1.8%	0.773
University of Victoria (British Columbia)	1,559	2.3%	311	2.5%	0.919
University of Waterloo (Ontario)	2,792	4.0%	1,053	8.3%	0.486
University of Winnipeg (Manitoba)	982	1.4%	332	2.6%	0.542
Wilfrid Laurier University (Ontario)	3,188	4.6%	476	3.8%	1.228
Yorkville University (Ontario)	240	0.3%	42	0.3%	1.047
Total	69,118		12,668		

1.4 University comparisons

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

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

Table 4: Categories of participating universities		
Group 1 (n = 25)		Group 2 (n = 11)
Acadia University	Saint Mary's University	Carleton University
Alberta University of the Arts	St. Francis Xavier University	Lakehead University
Ambrose University	St. Mary's University	Simon Fraser University
Athabasca University	The King's University	Thompson Rivers University
Burman University	Trent University	Toronto Metropolitan University
Capilano University	Trinity Western University	Université de Moncton
Concordia University of Edmonton	University of Lethbridge	University of New Brunswick (Fredericton)
Laurentian University	University of New Brunswick (Saint John)	University of Regina
MacEwan University	University of Northern British Columbia	University of Victoria
Mount Royal University	University of the Fraser Valley	University of Waterloo
Mount Saint Vincent University	University of Winnipeg	Wilfrid Laurier University
Nipissing University	Yorkville University	
Redeemer University		
		Group 3 (n = 3)
		Concordia University
		McMaster University
		University of Calgary

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.

2.0 Profile of graduating students

2.1 Personal profile

- About twice as many females as males completed the survey. Note: Values for gender were provided by universities from their information systems.
- The average age of students is 24.5, although the majority are 24 or younger. Students attending Group 1 universities are older on average than those at Group 2 or Group 3 universities.
- Given students' ages, it is not surprising that just a few report being married or having children. Group 1 students are most likely to be married and have children.
- The vast majority of students are Canadian citizens. Those who identify as a visible minority are less likely to be Canadian citizens.
- Almost half of students identify as a visible minority, although a few identify as Indigenous. Students at Group 3 universities are most likely to identify as a visible minority.

Table 6: Personal profile					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Gender (GENDER)					
Male	32%	28%	35%	33%	26%
Female	68%	72%	65%	67%	74%
Other	<1%	<1%	<1%	<1%	
Age as of September 1, 2023 (AGE)					
21 and under	31%	27%	35%	29%	13%
22 to 24	46%	38%	48%	51%	63%
25 to 29	12%	15%	10%	13%	16%
30 and older	11%	20%	7%	7%	9%
Average age	24.5	26.3	23.5	23.6	24.8
Marital status (LIVE3)					
Single	63%	55%	66%	69%	54%
In a relationship	22%	23%	22%	21%	30%
Married or common-law	14%	22%	12%	9%	16%
Children (LIVE4-7)					
Has children	7%	12%	5%	3%	4%
Citizenship (CITIZENSHIP)					
Canadian citizen	87%	91%	85%	83%	92%
International/visa student	9%	6%	9%	11%	6%
Permanent resident	5%	3%	6%	6%	2%
Visible minority* (ETH1-13)					
Total self-identified	44%	31%	48%	55%	24%
Indigenous (ETH1-13)					
Total self-identified	5%	8%	4%	2%	7%
* 'Visible minority' includes respondents who self-identified as belonging to a group other than 'Indigenous' or 'White/Caucasian.'					

* 'Visible minority' includes respondents who self-identified as belonging to a group other than 'Indigenous' or 'White/Caucasian.'

2.2 Disabilities and impairments

Around one third of graduating students report having a disability, with mental health conditions being the most common. However, under 1 in 10 students (about one third of those with a disability) indicate it impacts them daily.

Table 7: Disabilities and impairments					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Most commonly reported disability/impairment (DIS1-12)					
Total self-identified	35%	40%	34%	31%	47%
- Mental health	20%	23%	19%	17%	23%
- Neurodivergence	15%	19%	13%	13%	23%
- Learning/memory	7%	9%	6%	5%	8%
- Chronic conditions	5%	6%	4%	4%	5%
- Vision	3%	3%	3%	3%	3%
Daily activities always limited by disability/impairment (DISF1-12)					
Yes	11%	13%	10%	9%	15%
- Mental health	5%	5%	5%	4%	4%
- Neurodivergence	6%	8%	5%	5%	9%
- Learning/memory	2%	3%	1%	1%	2%
- Chronic conditions	1%	2%	1%	1%	2%
- Vision	<1%	<1%	<1%	<1%	<1%

2.3 Living arrangements

A majority of students live away from their parents and family, most commonly in rented housing off campus. Among those not currently living on campus, about 1 in 5 students would prefer living on campus. Group 1 students are most likely to be living independent from family.

- The older a student is, the more likely they are to report living in a personally owned home and are less likely to be living with parents, guardians, or relatives.
- Among those who are not currently living on campus, visible minority (28%) students are more than twice as likely as non-visible minority students (13%) to say they would prefer to live on campus if given the opportunity.

Table 8: Living arrangements					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Current living arrangement (LIVE1)					
In rented housing off campus (shared or alone)	45%	44%	46%	46%	68%
With parents, guardians, or relatives	41%	35%	43%	47%	24%
In personally-owned home	8%	15%	6%	5%	4%
In on-campus housing	4%	5%	4%	2%	<1%
Other	1%	2%	1%	<1%	2%
Prefer to live on campus* (LIVE2)					
Yes	20%	13%	22%	26%	16%
* Percentages are based on those not currently living on campus.					

* Percentages are based on those not currently living on campus.

2.4 Main method of commuting to campus

Graduating students most commonly report using a *vehicle (either alone or in a carpool)* to get to campus, followed by *public transportation*. Group 1 students are most likely to drive to campus, while Group 3 students are most likely to use public transportation.

- The younger a student is, the more likely they are to report *walking* to school. Compared to younger students, those 30 and older are less likely to report using *public transportation* to get to school and more likely to report *not attending campus* at all.
- Visible minority students are more likely than non-visible minority students to use public transportation (47% versus 25%) and less likely to use a vehicle (34% versus 48%).

Table 9: Methods of transportation to campus (COMM1)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Vehicle (alone)	36%	48%	31%	29%	33%
Public transportation	36%	23%	39%	45%	37%
Walk	15%	9%	19%	18%	11%
Vehicle (with others)	5%	5%	5%	4%	5%
Bicycle	<1%	<1%	1%	1%	7%
Other	1%	1%	1%	1%	2%
Don't attend campus	6%	13%	3%	2%	5%

2.5 Parents' education

About 1 in 8 graduating students are first-generation students; that is, neither parent had any post-secondary education. In contrast, over half of students had at least one parent who completed a university or professional school degree or higher.

- As students get older, they are more likely to be first-generation students, increasing from 10% of those 21 and younger up to 29% of those 30 and older.

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

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
High school or less	13%	14%	14%	10%	12%
Some college or university	11%	13%	10%	9%	8%
College, CEGEP, or technical school graduate	17%	20%	17%	15%	13%
University or professional school graduate	38%	35%	38%	40%	41%
Graduate degree	18%	14%	19%	23%	24%
Other	<1%	<1%	<1%	<1%	

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

3.0 Academic history

3.1 Academic profile

Four in 5 students are studying full-time in their final year. Students at Group 3 universities are most likely to be studying full-time.

About 1 in 6 students began at their current university in 2018 or earlier, while more than 1 in 5 began their post-secondary studies in that time period.

One in 5 students transferred to their university from another post-secondary institution, and 1 in 5 interrupted their studies for one or more terms. The most common reasons students report for interrupting their studies are *employment*, *financial reasons*, or *illness*.

The majority of students report an average grade of B- or higher, with nearly half reporting an average grade of A- or higher in university. Very few report an average grade of D, while none report a grade of F.

- The older a student is, the more likely they are to be attending university part-time. The proportion of full-time students decreases from 92% of those 21 and younger attending full-time to just 50% of those 30 and older.
- Older students are also more likely to have transferred from another institution (rising from 6% of those 21 and younger to 40% of those 30 and older) and interrupted their studies (rising from 4% of those 21 and younger to 52% of those 30 and older).

Table 11: Academic profile					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Course load (LOAD)					
Full-time	81%	75%	78%	91%	69%
Part-time	19%	25%	22%	9%	31%
Year began post-secondary studies (HIST1)					
2022 or later	3%	4%	2%	2%	1%
2021	5%	8%	4%	5%	2%
2020	39%	38%	36%	43%	36%
2019	31%	26%	37%	28%	36%
2018 or earlier	22%	23%	22%	22%	25%
Year enrolled at this university (HIST2)					
2022 or later	5%	7%	5%	4%	11%
2021	10%	12%	9%	8%	9%
2020	40%	38%	37%	47%	37%
2019	29%	24%	34%	28%	30%
2018 or earlier	16%	19%	16%	14%	14%
Transferred from other institution (HIST3)					
Yes	20%	25%	20%	13%	36%
Reported university grade (HIST4)					
A-, A, or A+	49%	51%	47%	51%	57%
B-, B, or B+	44%	42%	46%	43%	37%
C-, C, or C+	6%	7%	7%	6%	6%
D	<1%	<1%	<1%	<1%	
Interrupted studies for one or more terms (HIST5-13)					
Yes	21%	26%	20%	17%	21%

3.2 Practical program experience

More than half of graduating students have been involved in a work or learning program. Although the total proportions are similar across groups, the percentage within various types differs, likely due to differences in the language used to define these experiences at each university.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Any experience	55%	47%	61%	57%	52%
- Practicum	17%	21%	15%	14%	18%
- Co-op	17%	7%	27%	16%	20%
- Work experience	16%	13%	18%	17%	17%
- Internship (paid)	12%	6%	11%	20%	4%
- Service learning	10%	10%	10%	9%	7%
- Internship (unpaid)	7%	6%	8%	6%	2%

Note: Respondents could provide more than one answer.

3.3 Delays in completion of program

Over one third of students have experienced a delay completing their program at their university. Most commonly it was because a *required course was not available*. About 1 in 10 students mention that their *grades* delayed the completion of their program on time.

- The youngest students, those 21 and under (18%), are less likely than students in older age groups to have experienced a delay (ranging from 44% to 55% in older age groups).
- Students with an average university grade of A- or higher (25%) are less likely to have experienced a delay than those with a B- to B+ grade (47%) or C+ or lower (71%).

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Any delay	37%	43%	37%	32%	41%
- Required courses not available	21%	23%	22%	16%	27%
- Financial issues	9%	12%	8%	6%	8%
- Elective courses not available	9%	9%	10%	7%	7%
- Grades	9%	8%	10%	10%	6%
- Other	10%	13%	8%	9%	15%

Note: Respondents could provide more than one answer.

4.0 Student activities

4.1 Involvement in campus activities

Although participation in various campus activities is not common, when looking at all activities, 39% of students report participating in at least one activity often or very often.

- The older a student is, the less likely they are to have *participated in student clubs and on-campus student recreational and sports programs*.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Participated in student clubs (ACT5)	21%	16%	21%	27%	19%
Participated in on-campus student recreational and sports programs (ACT6)	14%	10%	16%	15%	18%
Attended campus social events (ACT1)	13%	12%	14%	14%	10%
Attended public lectures and guest speakers on campus (ACT2)	10%	9%	10%	11%	10%
Attended home games of university athletic teams (ACT7)	8%	11%	7%	6%	9%
Participated in student government (ACT4)	7%	8%	7%	7%	4%
Attended campus cultural events (ACT3)	7%	6%	7%	8%	6%

4.2 Involvement in community service and volunteer activities

About 1 in 5 students report volunteering often or very often, with students slightly more likely to volunteer off-campus than on-campus.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Participated in on/off-campus community service/volunteer activities (ACT8/9)	20%	19%	19%	23%	16%
Participated in off-campus community service/volunteer activities (ACT9)	15%	14%	14%	17%	13%
Participated in on-campus community service/volunteer activities (ACT8)	11%	10%	10%	14%	8%

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

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
None	61%	63%	62%	58%	59%
1 or 2	14%	13%	15%	15%	22%
3 to 5	13%	12%	13%	15%	12%
6 or more	11%	11%	10%	12%	8%
Average hours (all respondents)	2.1	2.0	2.1	2.3	1.6
Average hours (those who participate)	4.6	4.6	4.5	4.6	3.1

4.3 Study patterns

On average, students spend about 30 hours a week on their academic work, with slightly more time spent on academics outside of class than in class.

- The older a student is, the less time they spend in class; however, there is little difference by age for time spent on academics outside of class.
- Students with lower grades spend less time on academic work outside of class. Students with an A- or higher spend 19.1 hours per week compared to 15.1 hours for those with a C+ or lower.

Table 17: Study patterns					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Hours spent per week in scheduled classes and labs (ACT11)					
10 or fewer	46%	49%	42%	47%	34%
11 to 15	31%	28%	34%	30%	36%
16 to 20	13%	14%	13%	13%	19%
21 to 30	6%	5%	7%	7%	7%
More than 30	4%	4%	4%	3%	4%
Average number of hours	12.6	11.9	13.1	12.7	14.1
Hours spent per week on academic work outside of classes and labs (ACT12)					
10 or fewer	39%	41%	37%	38%	37%
11 to 15	17%	18%	16%	15%	16%
16 to 20	17%	16%	18%	18%	18%
21 to 30	16%	15%	17%	17%	19%
More than 30	12%	10%	12%	12%	10%
Average number of hours	17.7	17.0	18.2	18.0	17.8
Total hours spent per week on academic work in and out of class (ACT11/12)					
15 or fewer	18%	20%	16%	18%	16%
16 to 20	13%	14%	12%	13%	11%
21 to 30	27%	27%	27%	25%	24%
31 to 40	21%	21%	20%	21%	22%
More than 40	22%	18%	25%	23%	27%
Average number of hours	30.3	28.8	31.3	30.7	32.0

5.0 Current employment

Over 6 in 10 graduating students are currently employed, with about 1 in 7 being employed on campus (including those employed both on and off campus).

Among those who are currently employed, results indicate that the typical student works about 20 hours a week, although the majority work 20 or fewer hours per week. Students who are working are twice as likely to say their employment has a negative impact than a positive impact on their academic performance, although over one third say it has no impact. While the proportion of students working is similar, students at Group 1 universities work the most hours per week on average.

- Female (68%) students are more likely than male (52%) students to be currently employed.
- Despite older students being not much more likely to be employed, those who are employed work more hours. Specifically, those 21 and under work 16.1 hours per week, increasing to 30.0 hours for those 30 and older.

Table 18: Employment status					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Currently employed (WORK1)					
Yes, both on and off campus	5%	6%	5%	4%	3%
Yes, on campus	9%	9%	8%	9%	10%
Yes, off campus	49%	54%	47%	46%	48%
No, but seeking work	18%	13%	19%	20%	15%
No, not seeking work	20%	18%	21%	20%	24%
Number of hours worked per week* (WORK2)					
10 or less	29%	24%	30%	33%	38%
11 to 20	37%	35%	39%	37%	44%
21 to 30	18%	17%	18%	18%	11%
Over 30	17%	25%	13%	12%	8%
Average	19.5	21.8	18.5	17.8	15.7
Impact of employment on academic performance* (WORK3)					
Very positive	6%	7%	6%	6%	3%
Somewhat positive	14%	13%	15%	14%	15%
No impact	39%	34%	40%	43%	41%
Somewhat negative	37%	40%	35%	36%	39%
Very negative	4%	5%	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					

6.0 Educational experiences

6.1 Perceptions of professors

Students report very positive experiences with professors. The most positive ratings for professors were for *seeming knowledgeable in their fields* (40% strongly agree), *treating students the same regardless of gender* (48% strongly agree), and *treating students the same regardless of race* (51% strongly agree). Students report that the least positive experiences with professors were *providing prompt feedback on academic work* (11% strongly agree) and *taking a personal interest in their academic progress* (13% strongly agree).

Table 19: Perception of professors (% agree or strongly agree)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Seem knowledgeable in their fields (PROF6)	95%	95%	95%	96%	97%
Treat students the same regardless of gender* (PROF13)	94%	93%	94%	94%	91%
Treat students the same regardless of race* (PROF14)	93%	93%	94%	94%	94%
Are reasonably accessible outside of class (PROF1)	88%	88%	88%	88%	91%
Encourage students to participate in class discussions (PROF4)	88%	88%	87%	88%	89%
Communicate well in their teaching (PROF7)	82%	83%	82%	83%	83%
Are well-organized in their teaching (PROF5)	81%	83%	79%	82%	84%
Look out for students' interests* (PROF15)	79%	81%	79%	77%	80%
Are consistent in their grading (PROF12)	79%	81%	77%	78%	76%
Provide useful feedback on academic work (PROF9)	76%	79%	74%	75%	77%
Are intellectually stimulating in their teaching (PROF8)	76%	77%	75%	77%	77%
Provide prompt feedback on academic work (PROF10)	69%	73%	68%	67%	70%
Take a personal interest in academic progress (PROF2)	56%	63%	55%	51%	51%

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

6.2 Most important perceptions of professors

Among the same 13 perceptions related to professors, *communicating well in their teaching* and *being well organized in their teaching* are the most important to students.

Table 20: Most important perceptions of professors (PROF18-20)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Communicate well in their teaching	44%	40%	46%	47%	51%
Are well organized in their teaching	40%	37%	41%	43%	41%
Seem knowledgeable in their fields	35%	37%	35%	34%	32%
Are intellectually stimulating in their teaching	31%	30%	31%	32%	37%
Provide useful feedback on my academic work	31%	36%	29%	27%	34%
Are reasonably accessible outside of class	20%	21%	20%	18%	17%
Take a personal interest in my academic progress	18%	20%	18%	18%	15%
Are consistent in their grading	16%	16%	16%	17%	14%
Encourage students to participate in class discussions	15%	15%	15%	15%	8%
Look out for students' interests	15%	15%	15%	15%	11%
Treat students the same regardless of race	14%	13%	14%	14%	17%
Treat students the same regardless of gender	11%	9%	11%	11%	16%
Provide prompt feedback on my academic work	9%	11%	8%	8%	5%

Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.

6.3 Ability to evaluate teaching

Nearly all graduating students say they were given the chance to evaluate the quality of teaching in their courses, including two thirds who were able to evaluate the teaching in all of their courses.

Table 21: Ability to evaluate teaching (PROF16)					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
All courses	67%	67%	68%	67%	77%
Most courses	19%	18%	19%	21%	16%
Some courses	10%	11%	10%	11%	5%
No courses	3%	4%	4%	2%	2%
Note: This question included an option for students to say "Not applicable" and those responses have been removed from the calculations.					

6.4 Satisfaction with quality of teaching

Over 8 in 10 graduating students agree that they are *generally satisfied with the quality of teaching they received*, including 17% who strongly agree.

Table 22: Agreement with statement "Generally, I am satisfied with the quality of teaching I have received" (PROF17)					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Strongly agree	17%	20%	15%	15%	13%
Agree	68%	64%	69%	69%	72%
Disagree	13%	13%	13%	13%	11%
Strongly disagree	3%	3%	3%	3%	5%

7.0 Perceptions of staff

The majority of graduating students agree that *most university support staff are helpful* (25% strongly agree) and that *most teaching assistants in my academic program are helpful* (21% strongly agree).

Table 23: Perception of staff (% agree or strongly agree)					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Most university support staff are helpful* (STAFF2)	83%	84%	85%	79%	82%
Most teaching assistants are helpful* (STAFF1)	76%	79%	74%	76%	74%
* These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.					

8.0 Inclusivity

Students indicate that they feel most comfortable being themselves while *attending class* (51% very much) or *interacting with friends on campus* (54% very much). They feel least comfortable *attending campus social events* (26% very much), *interacting with students on campus they don't know well* (24% very much), and *actively participating in campus social activities* (25% very much).

- The older a student is, the less likely they are to say they feel quite a bit or very much comfortable *interacting with friends on campus*, decreasing from 87% of those 21 and under to 66% of those 30 and older.

Table 24: Situations where students feel comfortable being themselves (% quite a bit or very much)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Attending class (INCL1)	83%	81%	83%	83%	81%
Interacting with friends on campus (INCL6)	83%	79%	84%	85%	86%
Interacting with instructors or professors (INCL3)	70%	72%	69%	68%	70%
Participating in class activities (INCL2)	70%	69%	69%	71%	70%
Interacting with university staff (INCL4)	65%	66%	65%	64%	65%
Participating in extracurricular activities (INCL7)	56%	51%	57%	60%	58%
Attending campus social events (INCL8)	53%	52%	54%	54%	58%
Interacting with students on campus who you don't know well (INCL5)	53%	51%	53%	55%	56%
Actively participating in campus social activities (INCL9)	53%	51%	53%	55%	52%

9.0 University's contribution to students' growth and development

9.1 Contribution to communication skills

Among four communication skills rated, universities contributed most to students' growth and development in *writing clearly and correctly* (27% very much) and least to *second or third language skills* (7% very much).

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Writing clearly and correctly (DVL8)	66%	69%	64%	64%	68%
Speaking to small groups (DVL6)	57%	53%	58%	62%	59%
Speaking to a class or audience (DVL7)	50%	50%	47%	54%	46%
Second or third language skills (DVL12)	16%	15%	16%	19%	9%

9.2 Contribution to analytical and learning skills

Among eight analytical and learning skills rated, graduating students indicated that universities contributed most to the *ability to find and use information* (32% very much) and *thinking logically and analytically* (29% very much). Students rated their university as contributing least to *mathematical skills* (13% very much).

- Male (45%) students are more likely than female (27%) students to say that their university contributed much or very much to their *mathematical skills*.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Ability to find and use information (DVL11)	73%	71%	73%	74%	77%
Thinking logically and analytically (DVL1)	70%	68%	70%	72%	73%
Understanding abstract concepts (DVL5)	59%	58%	59%	62%	60%
Thinking creatively to find ways to achieve an objective (DVL4)	58%	58%	57%	58%	50%
Listening to others to absorb information accurately (DVL10)	58%	55%	60%	61%	59%
Reading to absorb information accurately (DVL9)	57%	57%	57%	57%	55%
Effective study and learning skills (DVL14)	57%	55%	57%	57%	59%
Mathematical skills (DVL2)	32%	28%	34%	36%	26%

9.3 Contribution to working skills

Among seven work skills rated, universities contributed most to students' growth and development in *working independently* (38% very much) and least to *entrepreneurial skills* (8% very much).

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Working independently (DVL15)	74%	73%	75%	73%	71%
Skills for planning and completing projects (DVL13)	64%	62%	65%	67%	66%
Cooperative interaction in groups (DVL16)	56%	51%	57%	60%	60%
Skills and knowledge for employment (DVL20)	48%	49%	50%	44%	43%
Computer literacy skills (DVL17)	43%	40%	46%	41%	39%
Knowledge of career options (DVL22)	40%	40%	43%	38%	30%
Entrepreneurial skills (DVL19)	22%	23%	21%	23%	10%

9.4 Contribution to life skills

Among 11 life skills rated, graduating students indicated that universities contributed most to the *persistence with difficult tasks* (24% very much), *time management skills* (25% very much), and *ability to interact with people from backgrounds different from their own* (28% very much). Students rated their university as contributing least to *spirituality* (6% very much).

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Persistence with difficult tasks (DVL18)	61%	59%	62%	62%	62%
Time management skills (DVL28)	61%	59%	62%	61%	57%
Ability to interact with people from backgrounds different from your own (DVL25)	61%	58%	62%	65%	58%
Dealing successfully with obstacles to achieve an objective (DVL3)	60%	58%	61%	61%	57%
Ability to evaluate your own strengths and weaknesses (DVL24)	58%	58%	58%	59%	56%
Ability to lead a group to achieve an objective (DVL21)	53%	50%	53%	57%	47%
Moral and ethical judgment (DVL29)	50%	52%	51%	48%	47%
Self-confidence (DVL23)	47%	49%	46%	47%	39%
Understanding Indigenous worldviews, experiences, issues, and peoples of Canada (DVL30)	46%	53%	46%	39%	54%
Appreciation of the arts (DVL26)	33%	35%	32%	30%	31%
Spirituality (DVL27)	16%	18%	15%	16%	7%

9.5 Most important areas

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

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

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Skills and knowledge for employment	29%	29%	30%	29%	33%
Thinking logically and analytically	24%	24%	24%	23%	25%
Time management skills	20%	20%	19%	20%	14%
Dealing successfully with obstacles to achieve an objective	18%	17%	19%	18%	18%
Effective study and learning skills	17%	18%	17%	17%	20%
Ability to find and use information	16%	17%	16%	16%	18%
Knowledge of career options	15%	15%	15%	16%	13%
Ability to interact with people from backgrounds different from your own	14%	14%	13%	15%	15%
Self-confidence	13%	13%	13%	13%	6%
Ability to evaluate your own strengths and weaknesses	12%	12%	13%	13%	13%
Thinking creatively to find ways to achieve an objective	12%	12%	11%	12%	12%
Persistence with difficult tasks	11%	9%	11%	12%	12%
Skills for planning and completing projects	10%	10%	11%	10%	13%
Writing clearly and correctly	10%	10%	10%	9%	9%
Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.					
Note: Only those that are 10% or more nationally are shown in the table.					

10.0 Evaluation of student experiences

10.1 Meeting students' expectations

The majority of graduating students say their university experiences met their expectations. A near equal proportion say their expectations were exceeded or fell short of expectations.

Table 30: Meeting expectations (EXP18)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Exceeded	19%	22%	16%	17%	14%
Met	61%	56%	64%	63%	67%
Fell short	20%	22%	19%	19%	20%

10.2 Satisfaction with university experiences

Students rated their satisfaction with several aspects of their university experience and were most satisfied with their *personal safety on campus* (25% very satisfied) and least satisfied with the *availability of information about career options in their study area* (11% very satisfied).

Table 31: Satisfaction with university experiences (% satisfied or very satisfied)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Personal safety on campus (EVAL7)	86%	87%	81%	93%	91%
Your university's commitment to environmental sustainability (EVAL8)	77%	79%	76%	75%	69%
Opportunities to become involved in campus life (EVAL6)	74%	72%	74%	74%	74%
Opportunities to develop lasting friendships (EVAL1)	73%	73%	72%	73%	77%
Opportunities to enhance your education through activities beyond the classroom (EVAL5)	69%	68%	71%	70%	70%
Opportunities to participate in international study or student exchanges (EVAL13)	64%	63%	66%	65%	60%
Availability of information about career options in your area of study (EVAL2)	61%	60%	64%	58%	52%

10.3 Satisfaction with concern shown for student as an individual

Over half of graduating students are satisfied or very satisfied with the *concern shown by the university for them as an individual*.

Table 32: Satisfaction with concern shown by the university for student as an individual (EVAL3)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Very satisfied	9%	10%	8%	8%	5%
Satisfied	48%	47%	49%	48%	43%
Dissatisfied	29%	27%	30%	30%	33%
Very dissatisfied	14%	15%	13%	15%	19%

10.4 Satisfaction with quality of education

The vast majority of graduating students are satisfied or very satisfied with the *overall quality of education at their university*, with very few who are very dissatisfied.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Very satisfied	19%	22%	17%	18%	15%
Satisfied	64%	61%	66%	66%	66%
Dissatisfied	13%	12%	13%	12%	16%
Very dissatisfied	4%	4%	4%	3%	4%

10.5 Value for money

Most graduating students agree they received good value for their money at their university. However, 2 in 5 disagree.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Strongly agree	9%	10%	9%	9%	8%
Agree	51%	52%	50%	51%	45%
Disagree	29%	27%	30%	28%	31%
Strongly disagree	11%	11%	11%	11%	15%

10.6 Feel as if they belong at this university

Just over three quarters of students *feel as if they belong at their university*.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Strongly agree	16%	16%	16%	17%	14%
Agree	60%	60%	60%	61%	60%
Disagree	18%	18%	18%	17%	17%
Strongly disagree	6%	6%	6%	6%	8%

10.7 Impact of Indigenous experiences

Just over half of graduating students agree that *Indigenous course content has enriched their university experience* (22% strongly agree), although just less than one third indicated that it was not applicable. More than one third agree that *participation in Indigenous activities or events enriched their university experiences* (14% strongly agree), with more than 4 in 10 indicating it was not applicable.

Table 36: Agreement with "Indigenous course content has enriched my university experience" (IDG1)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Strongly agree	22%	26%	22%	17%	30%
Agree	29%	33%	29%	26%	35%
Disagree	10%	9%	11%	10%	9%
Strongly disagree	9%	9%	9%	9%	6%
Not applicable/did not participate	30%	24%	30%	39%	20%

Table 37: Agreement with "Participation in Indigenous activities or events has enriched my university experience" (IDG2)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Strongly agree	14%	18%	13%	10%	21%
Agree	23%	26%	23%	20%	32%
Disagree	11%	11%	11%	11%	8%
Strongly disagree	8%	8%	8%	9%	6%
Not applicable/did not participate	44%	37%	45%	50%	33%

10.8 Recommend university to others

Students were asked to rate the likelihood they would recommend their university on a scale from 0 (not at all likely) to 10 (extremely likely). Using the Net Promoter Score calculation, where detractors (rating of 0 to 6) are subtracted from promoters (rating of 9 or 10), universities have a score of -7. The low score is due to the fact that the largest group is made up of passives (rating of 7 or 8). Group 2 universities have a lower score than Group 1 and Group 3 universities.

- Students 22 to 24 years old have the lowest Net Promoter Score at -13, while students 30 and older have the highest score at +11.
- Male students (-14) have a much lower score than female students (-4).
- Net Promoter Score is inversely related to grades, with those who have a grade of A or higher having a score of +2, with those with a C or lower having a score of -26.

Table 38: Recommend university to others (EVAL14)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Promoter (rating of 9 or 10)	25%	29%	21%	26%	23%
Passive (rating of 7 or 8)	42%	38%	44%	46%	45%
Detractor (rating of 0 to 6)	32%	33%	35%	28%	32%
Net Promoter Score (promoter minus detractor)	-7	-4	-14	-2	-9

Note: The Net Promoter Score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.

11.0 Educational goals

11.1 Post-graduation plans

After graduation, 2 in 5 students plan to apply to graduate school, while about 1 in 5 plan to apply to a professional program.

- As students' grades increase, they are more likely to say they expect to apply to graduate school, up from 20% of those with a C+ or lower average to 45% of those with an A- or higher average.

Table 39: Post-graduation plans					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Apply to graduate school (GOAL4)					
Yes	39%	40%	36%	42%	40%
No	29%	28%	30%	28%	25%
Unsure	32%	32%	34%	29%	35%
Apply to professional program (GOAL3)					
Yes	22%	23%	20%	24%	24%
No	54%	53%	55%	53%	53%
Unsure	24%	24%	24%	23%	23%

11.2 Career planning

Nearly 4 in 10 graduating students *have a specific career in mind*, while one third *have several possible careers*. Over 7 in 10 students say they know their career options at least fairly well.

- Older students are more likely to be working towards a specific career, as 51% of those 30 and older report that they *have a specific career in mind*, compared to 33% to 40% of those under 30.

Table 40: Career plans					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Description of career plans (GOAL5)					
I have a specific career in mind	38%	41%	36%	35%	34%
I have several possible careers in mind	35%	34%	36%	37%	37%
I have some general ideas but I need to clarify them	19%	17%	20%	20%	23%
I am unsure, but I want to develop a career plan	7%	6%	7%	8%	5%
I am not thinking about a career at this stage of my studies	1%	2%	<1%	<1%	<1%
How well students know career options (GOAL6)					
Very well	25%	28%	25%	21%	19%
Fairly well	47%	43%	49%	48%	46%
Only a little	25%	26%	22%	27%	31%
Not at all	4%	4%	3%	4%	4%

11.3 Steps taken for employment post-graduation

Almost all graduating students have taken at least one step to prepare for employment or a career after graduation, most often *creating a resumé, CV, e-portfolio, or online profile, or talking with friends, parents or family about employment options.*

- As students get older, they are less likely to have *talked with parents/family about employment, talked with friends about employment, or created a resumé/CV.*
- Students with higher grades are more likely to report that they *talked with professors about employment/career*, as the proportion increases from 29% of those with a C+ or lower grade to 53% of those with an A- or higher grade.

Table 41: Steps taken to prepare for employment or career after graduation

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Created resume, CV, e-portfolio, or online profile (GOAL10)	76%	68%	78%	82%	74%
Talked with friends about employment/career (GOAL9)	75%	71%	76%	78%	81%
Talked with parents/family about employment/career (GOAL8)	74%	71%	75%	76%	77%
Worked in chosen field of employment (GOAL14)	47%	44%	50%	45%	48%
Talked with professors about employment/career (GOAL7)	45%	46%	44%	46%	43%
Attended an employment fair (GOAL12)	29%	25%	29%	33%	17%
Volunteered in chosen field of employment (GOAL15)	28%	30%	27%	26%	31%
Met with a career counsellor (GOAL13)	16%	12%	17%	21%	19%
I have a career mentor (GOAL16)	9%	10%	10%	9%	8%
None (GOAL17)	4%	6%	3%	2%	3%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

12.0 Satisfaction with facilities and services

12.1 General facilities and services

The most commonly used service among graduating students is *library electronic resources*, while few report using the *computing services help desk* or *university residences*.

- Older students are less likely to report using *athletic facilities*, dropping from 40% of those 21 and under to 8% of those 30 and older.

Table 42: Use of general facilities and services

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Library electronic resources (SRV5)	50%	53%	51%	47%	61%
Food services (SRV25)	40%	40%	39%	40%	64%
Parking (SRV26)	39%	44%	38%	34%	54%
University bookstores: physical stores (SRV18)	37%	37%	34%	39%	60%
University bookstores: online (SRV19)	36%	39%	34%	36%	50%
Athletic facilities (SRV16)	31%	26%	34%	32%	38%
On-campus library (SRV4)	29%	30%	29%	29%	38%
Other recreational facilities (SRV17)	15%	14%	15%	16%	14%
Campus medical services (SRV20)	14%	13%	15%	15%	21%
Facilities for university-based social activities (SRV22)	14%	13%	14%	14%	17%
Facilities for student associations (SRV23)	11%	10%	11%	12%	11%
Computing services help desk (SRV24)	9%	10%	9%	5%	16%
University residences (SRV13)	6%	8%	7%	4%	4%

The table below shows satisfaction with general facilities and services among those who have used them. Only about 2 in 5 are satisfied with *parking facilities*, while the majority are satisfied with all other services and facilities.

Table 43: Satisfaction with general facilities and services (% satisfied or very satisfied)

	All students	Group			University of Victoria
		1	2	3	
Library electronic resources (SRV5SAT)	97%	95%	97%	98%	98%
Facilities for university-based social activities (SRV22SAT)	95%	96%	93%	95%	100%
On-campus library (SRV4SAT)	95%	95%	95%	96%	97%
Other recreational facilities (SRV17SAT)	95%	95%	94%	96%	100%
University bookstores: physical stores (SRV18SAT)	94%	93%	93%	95%	96%
University bookstores: online (SRV19SAT)	93%	92%	92%	94%	95%
Computing services help desk (SRV24SAT)	92%	92%	92%	91%	94%
Facilities for student associations (SRV23SAT)	91%	92%	90%	90%	94%
Campus medical services (SRV20SAT)	90%	95%	87%	90%	82%
Athletic facilities (SRV16SAT)	89%	88%	87%	93%	87%
University residences (SRV13SAT)	74%	72%	75%	75%	92%
Food services (SRV25SAT)	73%	66%	79%	75%	56%
Parking (SRV26SAT)	39%	38%	39%	43%	31%

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

12.2 Academic services

Less than half of graduating students used *academic advising*, and few used other academic services.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Academic advising (SRV9)	46%	49%	44%	45%	49%
Writing skills (SRV12)	9%	12%	9%	6%	7%
Study skills and learning supports (SRV11)	8%	9%	8%	7%	8%
Co-op offices and supports (SRV21)	8%	4%	12%	8%	17%
Tutoring (SRV10)	4%	4%	4%	5%	3%

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

	All students	Group			University of Victoria
		1	2	3	
Writing skills (SRV12SAT)	94%	95%	95%	92%	91%
Study skills and learning supports (SRV11SAT)	92%	91%	93%	91%	88%
Tutoring (SRV10SAT)	87%	83%	91%	88%	100%
Co-op offices and supports (SRV21SAT)	84%	84%	83%	84%	81%
Academic advising (SRV9SAT)	82%	84%	86%	76%	85%
Note: Percentages are based on those who have used the service.					

12.3 Special services

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

- Students who identify as belonging to a visible minority group (8%) are more likely than those who do not (1%) to report using *services for international students*.

Table 46: Use of special services

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Financial aid (SRV15)	24%	28%	24%	21%	23%
Personal counselling (SRV8)	11%	13%	10%	10%	8%
Services for students with disabilities (SRV3)	10%	10%	9%	10%	14%
Career counselling (SRV7)	10%	8%	9%	13%	9%
Employment services (SRV6)	8%	7%	8%	7%	9%
Advising for students who need financial aid (SRV14)	5%	7%	5%	4%	5%
Services for international students (SRV2)	5%	3%	5%	5%	4%
Services for Indigenous students (SRV1)	2%	3%	1%	<1%	<1%

Satisfaction with special services is very high, with at least 80% of those who used each service saying that they are satisfied or very satisfied with it.

- Satisfaction with *services for international students* decreases with age, as 90% of those 21 and under indicate they are satisfied, dropping to 51% of those 30 and older.

Table 47: Satisfaction with special services (% satisfied or very satisfied)

	All students	Group			University of Victoria
		1	2	3	
Services for international students (SRV2SAT)	86%	81%	89%	84%	83%
Advising for students who need financial aid (SRV14SAT)	85%	89%	79%	85%	75%
Financial aid (SRV15SAT)	85%	83%	87%	85%	92%
Services for students with disabilities (SRV3SAT)	83%	84%	83%	82%	78%
Personal counselling (SRV8SAT)	83%	84%	83%	81%	83%
Services for Indigenous students (SRV1SAT)	83%	76%	92%	92%	67%
Career counselling (SRV7SAT)	80%	84%	80%	78%	75%
Employment services (SRV6SAT)	80%	78%	83%	79%	81%

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

13.0 Financing post-secondary education

13.1 Credit cards

The vast majority of graduating students have at least one credit card, with most having just one. Among those students who have credit cards, 8 in 10 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 35% say it is zero. The average credit card debt for students who have an unpaid balance is over \$5,000. Group 1 students have higher credit card debt (\$1,800) than those in Group 2 (\$1,315) and Group 3 (\$1,063).

- The older the student, the more likely they are to have multiple credit cards, and the less likely they are to pay off their balance each month. Older students also carry a higher credit card balance, increasing from \$419 for those 21 and younger to \$4,156 for those 30 and older. Among those with credit card debt, the average debt also increases with age from \$2,149 for those 21 and younger to \$10,348 for those 30 and older. This difference in age may also explain why Group 1 students carry the highest credit card debt, as these students were older on average than students at other universities.
- As students' grades increase, they are more likely to say they usually pay off their credit card balance every month, up from 61% of those with a C+ or lower average to 85% of those with an A- or higher average. Additionally, as grades decrease, students are also more likely to have a higher balance, increasing from \$1,183 for those with an A- or higher average to \$2,363 for those with a C+ or lower average.

Table 48: Credit cards					
	All students (n=12,668)	Group 1 (n=4,273)	Group 2 (n=5,503)	Group 3 (n=2,892)	University of Victoria (n=311)
Number of credit cards (FIN1)					
None	7%	8%	7%	6%	5%
One	63%	63%	62%	63%	73%
Two	22%	21%	22%	23%	18%
Three or more	9%	8%	9%	9%	4%
Regularly pay off balance each month* (FIN2)					
Yes	80%	73%	82%	84%	85%
Total credit card balance* (FIN3)					
Zero	35%	33%	36%	36%	38%
\$500 or less	12%	11%	11%	12%	13%
\$501 to \$1,000	6%	6%	6%	6%	4%
Over \$1,000	13%	17%	12%	11%	11%
Don't know	34%	32%	35%	35%	34%
Average (all with credit card)	\$1,407	\$1,800	\$1,315	\$1,063	\$586
Average (those with unpaid balance)	\$5,210	\$5,607	\$5,165	\$4,536	\$2,851
* Total credit card balance and payment of the balance were asked of those who had at least one credit card.					

13.2 Debt sources

Nearly half of graduating students incurred debt to help finance their education, most often from *government student loans*.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Any debt	45%	47%	44%	43%	39%
Government student loans	40%	41%	40%	39%	34%
Loans from parents/family	9%	10%	10%	8%	7%
Loans from financial institutions	8%	10%	8%	7%	5%
Debt from other sources	4%	5%	4%	4%	2%

Among all graduating students, the average education-related debt at the time of the survey was just under \$13,000. When only those who report having debt are considered, the average amount of debt more than doubles. Group 1 students report the highest overall debt at \$32,145, compared to Group 2 (\$27,128) and Group 3 (\$26,162).

Government student loans account for the most debt at over \$25,000, about 60% higher than *loans from financial institutions* and 120% more than *loans from parents or family*.

- The older the student, the more debt they report, increasing from \$8,804 for those 21 and younger up to \$20,107 for those 30 and older.
- As grades increase, debt decreases, from \$16,574 of those with a C+ or lower average to \$11,477 of those with an A- or higher average.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Average total debt (DEBT1AMT-DEBT4AMT)					
All respondents	\$12,795	\$15,004	\$12,042	\$11,210	\$12,524
Those with debt	\$28,615	\$32,145	\$27,128	\$26,162	\$32,458
Average among those with these sources					
Government student loans (DEBT1AMT)	\$25,285	\$29,265	\$23,003	\$23,509	\$31,580
Loans from financial institutions (DEBT2AMT)	\$15,796	\$18,063	\$16,489	\$10,859	\$13,066
Loans from parents/family (DEBT3AMT)	\$11,590	\$9,276	\$11,693	\$14,832	\$16,955
Debt from other sources (DEBT4AMT)	\$7,517	\$7,081	\$9,306	\$5,656	\$1,685

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

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
No debt	55%	53%	56%	57%	61%
Less than \$5,000	3%	3%	4%	4%	3%
\$5,000 to \$9,999	4%	4%	5%	4%	2%
\$10,000 to \$14,999	5%	4%	6%	6%	4%
\$15,000 to \$19,999	4%	4%	4%	4%	2%
\$20,000 or more	27%	32%	25%	24%	28%

13.3 Sources of university funding

13.3.1 Use of sources

Out of 11 different sources, the most common sources used to fund graduating students' current year of university education are *parents, family, or spouse*, followed by *earnings from employment* and *government loans or bursaries*. Group 1 students are less likely to use *co-op program, internship, etc. related to your program* (3%) than students from Group 2 (16%) and Group 3 (13%).

- Male students (17%) are more likely than female students (8%) to be financing their education through a *co-op program, internship, etc. related to your program*.
- The older a student is, the less likely they are to be financing their education through *parents, family, or spouse* (decreasing from 61% of those 21 and younger to 26% of those 30 and older); *earnings from summer work* (decreasing from 46% of those 21 and younger to 11% of those 30 and older); or *RESPs* (decreasing from 29% of those 21 and younger to 1% of those 30 and older).
- Students who self-identify as a member of a visible minority (27%) are less likely than those who do not (46%) to indicate that they rely on *earnings from summer work* to pay for the current year of university.
- Students with an average university grade of A- or higher (51%) are more likely than those with an average grade of B-, B, or B+ (26%) or C+ or lower (16%) to say they have received a *university scholarship, financial award, or bursary*.

Table 52: Sources of financing

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Parents, family, or spouse (INC3)	51%	44%	54%	55%	50%
Earnings from current employment (INC6/7)	45%	52%	42%	41%	50%
Government loan or bursary (INC1)	45%	47%	46%	43%	39%
University scholarship, financial award, or bursary (INC2)	38%	41%	37%	35%	40%
Earnings from summer work (INC8)	36%	40%	34%	35%	50%
RESP (INC10)	19%	19%	19%	20%	26%
Co-op program, internship, etc. related to your program (INC5)	11%	3%	16%	13%	14%
Loans from financial institution (INC4)	6%	6%	5%	6%	3%
Investment income (INC9)	5%	4%	5%	5%	5%
Other (INC11)	4%	7%	4%	2%	3%

13.4 Number of sources of financing

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

- The older a student is, the fewer sources they use to finance their education. Students 21 and younger use about 2.9 sources on average compared to 2.0 for students 30 and older.
- Students with higher grades generally rely on more sources to finance their education. Students with an average university grade of A- or higher use about 2.8 sources compared to 2.5 for those with an average grade of B-, B, or B+ and 2.2 for those with an average grade of C+ or lower.

Table 53: Number of sources of financing (INC1-11)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
One	27%	25%	25%	31%	22%
Two	25%	27%	25%	22%	22%
Three	23%	22%	25%	22%	26%
Four or more	25%	26%	25%	25%	30%
Average	2.6	2.6	2.6	2.6	2.8

13.4.1 Average financing

Students required an average of over \$19,000 of financing for their current year of university education. 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 11% use *co-op program, internship, and other practical experiences related to program*, but it provides the highest average amount to those using that source. Conversely, the most used source was *parents, family, or spouse*, yet it contributed the fifth highest amount on average.

- As age increases, the average amount that students require to finance their current year of education increases, from \$16,935 for those 21 and younger to \$27,895 for those 30 and older.

Table 54: Average amount from each financing source

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
All respondents					
Overall (INC1AMT-INC11AMT)	\$19,363	\$20,186	\$18,978	\$18,925	\$21,185
Average among those with these sources					
Co-op program, internship, and other practical experiences related to program (INC5AMT)	\$11,542	\$6,560	\$11,543	\$13,002	\$9,435
Earnings from current employment (INC6AMT/INC7AMT)	\$10,692	\$13,055	\$8,995	\$9,620	\$9,181
Government loan or bursary (INC1AMT)	\$8,945	\$9,463	\$8,487	\$8,917	\$14,285
Loans from financial institution (INC4AMT)	\$8,910	\$9,054	\$10,173	\$7,116	\$13,120
Parents, family, or spouse (INC3AMT)	\$8,702	\$6,656	\$8,991	\$10,169	\$6,917
Earnings from summer work (INC8AMT)	\$6,308	\$6,610	\$6,398	\$5,769	\$5,903
RESP (INC10AMT)	\$5,953	\$5,735	\$5,938	\$6,211	\$5,653
Investment income (e.g., bonds, dividends) (INC9AMT)	\$4,699	\$6,693	\$4,498	\$3,059	\$1,880
University scholarship, financial award, or bursary (INC2AMT)	\$2,854	\$2,941	\$3,013	\$2,508	\$4,907
Other (INC11AMT)	\$10,591	\$11,327	\$9,439	\$10,136	\$2,292

14.0 Post-graduation educational plans

14.1 Plans for additional schooling

Just over two thirds of graduating students expect to take further education within the next five years, most often pursuing *graduate school*.

Table 55: Future education plans within next five years					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Take further education (EDPLAN)	68%	69%	65%	73%	72%
- Graduate school (EDPLAN2_1/EDPLAN2_2)	52%	50%	51%	57%	56%
- A professional program (e.g., law) (EDPLAN3_1/EDPLAN3_2)	24%	22%	23%	27%	26%
- Further undergraduate studies (EDPLAN1_1/EDPLAN1_2)	13%	16%	11%	12%	9%
- Community college or CEGEP (EDPLAN4_1/EDPLAN4_2)	6%	6%	6%	6%	3%
- Technical/vocational school (EDPLAN5_1/EDPLAN5_2)	5%	5%	5%	5%	6%
- Other formal education (EDPLAN6_1/EDPLAN6_2)	12%	14%	11%	11%	12%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

Fewer than 1 in 5 students plan on pursuing *graduate school* at their current university, and fewer plan on pursuing a *professional program* or *further undergraduate studies* at their university.

Table 56: Plan to take further education at current university					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Graduate school (EDPLAN2_3)	16%	12%	16%	20%	15%
A professional program (e.g., law) (EDPLAN3_3)	5%	5%	4%	7%	8%
Further undergraduate studies (EDPLAN1_3)	4%	6%	3%	4%	2%
Note: Respondents could provide more than one answer.					

14.2 Impact of debt on future education

Nearly a quarter of graduating students say their debt *discourages them from taking further education*.

- Younger students are more likely to say that they have no debt, thus it does not impact their decisions. About 46% of those 21 and younger say they have no debt compared to 25% of those 30 and older.

Table 57: Impact of debt on future education in year after graduation (EDPLAN7)

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
I have no debt	38%	34%	39%	42%	48%
It does not affect my decision	22%	22%	22%	22%	14%
It discourages me from taking further education	23%	25%	24%	21%	23%
It prevents me from taking further education	9%	11%	9%	7%	7%
I need more education to earn enough to repay it	8%	9%	7%	8%	6%

15.0 Employment plans

15.1 Profile of post-graduation employment

Over one third of students have employment arranged after graduating.

- The older a student, the more likely they are to report having employment arranged after they graduate, increasing from 33% of those 21 and under to 55% of those 30 and older.

Among those with employment arranged, results show the following:

- Over half say their job requires a degree, with over 2 in 5 saying it requires their specific degree.
- About 2 in 3 say their job is at least moderately related to the skills and knowledge they acquired.
- The vast majority will be working in Canada. Seven in 10 will be working full-time, nearly two thirds will be in a permanent job, over a quarter will be working a new job, and very few will be self-employed.
- Male (82%) students are more likely than female (67%) students to have a full-time job arranged.
- As age increases, students are more likely to report their job is a full-time job, permanent, and a continuation of a job they had before starting their program.

Table 58: Post-graduation employment					
	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Have employment arranged (EMPLAN1)					
Yes	37%	40%	35%	34%	34%
No, looking for work	54%	50%	55%	55%	57%
No, not looking for work	10%	10%	9%	11%	9%
Degree requirements* (EMPLAN2)					
Requires specific degree	42%	36%	46%	44%	36%
Requires any degree	17%	16%	18%	18%	14%
Degree helps, but not required	22%	28%	19%	19%	23%
Does not require degree	18%	19%	17%	19%	26%
Relation to skills and knowledge learned* (EMPLAN3)					
Strongly	45%	45%	48%	43%	40%
Moderately	23%	23%	23%	23%	19%
Slightly	15%	16%	14%	17%	19%
Not at all	16%	16%	15%	16%	22%
Not sure	<1%	<1%	<1%	<1%	
Employment status* (EMPLAN4)					
Full-time	71%	70%	75%	69%	67%
Part-time	21%	21%	20%	23%	28%
Several part-time jobs	7%	9%	6%	8%	5%
Self-employed* (EMPLAN5)					
Yes	4%	5%	4%	3%	3%
Permanent or temporary* (EMPLAN6)					
Permanent	65%	68%	64%	63%	57%
Temporary with end date	18%	17%	20%	18%	17%
Temporary without end date	17%	15%	16%	19%	26%
Continuation of previous employment* (EMPLAN7)					
New job	27%	22%	31%	30%	25%
Continuation of job while in program	51%	48%	52%	54%	57%
Continuation of job before program	22%	31%	17%	16%	18%
Job in Canada* (EMPLAN10)					
Yes	97%	98%	96%	98%	98%
* Percentages are based on those who have employment arranged.					

* Percentages are based on those who have employment arranged.

15.2 Main way of finding job

Students with employment arranged most commonly found work through *workplace experience programs, direct contact with the employer, a jobs website, friends, or family.*

Table 59: Main way of finding the job* (EMPLAN8)					
	All students	Group			University of Victoria
		1	2	3	
Workplace experience in your program	21%	15%	26%	22%	24%
Direct contact with the employer	18%	22%	17%	16%	18%
A jobs web site	17%	19%	15%	17%	12%
Friends	13%	14%	12%	12%	17%
Family	11%	11%	11%	11%	14%
Professor(s)	3%	3%	4%	4%	7%
External career or employment centre/agency	3%	3%	4%	4%	<1%
Job fair or recruiters at your university	3%	3%	3%	5%	2%
Other employer contact through your program	2%	3%	2%	3%	2%
University career or employment centre	1%	1%	1%	1%	
Other	6%	7%	6%	6%	4%

* Percentages are based on those who have employment arranged.

15.3 Earnings

The typical student expects to be making over \$8,700 per month after graduating (over \$104,000 annually). However, the average is likely skewed by some high reported incomes, as the median income is a more reasonable \$4,000 per month (or \$48,000 annually). The average may also be skewed because many are unsure of what their monthly income may be and perhaps those with a higher salary are more likely to be aware of what they will be earning.

- As students get older, they report a higher monthly income. The average salary among those 21 and under is \$5,608 per month and increases to \$15,047 for those 30 and older.

Table 60: Monthly earnings* (EMPLAN9)					
	All students	Group			University of Victoria
		1	2	3	
Less than \$2,000	11%	11%	10%	11%	11%
\$2,000 to \$2,999	7%	8%	7%	8%	10%
\$3,000 to \$4,999	16%	18%	16%	15%	20%
\$5,000 to \$7,499	14%	12%	15%	18%	18%
\$7,500 or more	10%	11%	11%	8%	8%
Unsure	41%	42%	41%	40%	33%
Median monthly earnings	\$4,000	\$4,000	\$4,245	\$4,007	\$4,000
* Percentages and median are based on those who have employment arranged.					

15.4 Satisfaction with employment

Overall, nearly 9 in 10 graduating students who have employment arranged after graduation are satisfied with the employment they have arranged, including 3 in 10 who are very satisfied.

Table 61: Satisfaction with post-graduation employment* (EMPLAN12)					
	All students	Group			University of Victoria
		1	2	3	
Very satisfied	29%	27%	31%	27%	26%
Satisfied	60%	61%	58%	59%	57%
Dissatisfied	10%	9%	9%	12%	14%
Very dissatisfied	2%	2%	2%	1%	3%
* Percentages are based on those who have employment arranged.					

16.0 Equity, diversity, inclusivity, and accessibility (EDIA)

16.1 Gender identity

The proportion who self-identify as a woman or man is fairly in line with information provided by universities (shown in Section 2.1). Among all respondents, 91% identified as either a man or woman only, while 2% identified as a man or woman and at least one other gender identity, and 2% identified as at least one identity other than man or woman.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Agender	<1%	<1%	<1%	<1%	<1%
Gender non-conforming	1%	1%	1%	1%	3%
Man	30%	25%	32%	31%	23%
Non-binary	2%	3%	2%	2%	1%
Questioning	<1%	<1%	<1%	<1%	<1%
Trans	<1%	1%	<1%	<1%	2%
Two Spirit	<1%	<1%	<1%		<1%
Woman	64%	69%	62%	62%	70%
Another gender identity	<1%	2%	<1%	<1%	<1%
Prefer not to answer	4%	4%	4%	4%	4%

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

16.2 Sexual orientation

Overall, 67% of respondents identified as heterosexual/straight only, while 2% identified as heterosexual and at least one other sexuality, and 22% identified as at least one sexuality other than heterosexual/straight.

	All students (n=12,668)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Asexual	4%	4%	5%	4%	4%
Bisexual	11%	12%	10%	11%	15%
Gay	2%	2%	3%	2%	4%
Heterosexual/straight	68%	68%	68%	69%	63%
Lesbian	2%	2%	2%	2%	2%
Pansexual	3%	4%	2%	2%	3%
Queer	4%	4%	4%	4%	8%
Questioning	2%	2%	2%	2%	2%
Two Spirit	<1%	<1%	<1%	<1%	<1%
Another sexual orientation	<1%	<1%	<1%	<1%	<1%
Prefer not to answer	10%	10%	10%	10%	11%

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

17.0 Generative AI module

For the 2024 survey, CUSC-CCREU added a module of questions about generative Artificial Intelligence (AI). This module was optional for universities. The results reported are only from graduating students at universities that opted to participate in the Generative AI module.

17.1 Familiarity with generative AI

The majority of graduating students are at least slightly familiar with generative AI, with one third indicating they are very or extremely familiar.

- Male students (44%) are more likely than female students (28%) to say they are very or extremely familiar with generative AI.
- As age increases, students are more likely to say they have never heard of generative AI.

	All students (n=10,404)	Group			University of Victoria (n=311)
		1 (n=4,273)	2 (n=3,239)	3 (n=2,892)	
Extremely familiar	10%	8%	10%	12%	9%
Very familiar	23%	18%	26%	28%	22%
Somewhat familiar	36%	36%	34%	36%	36%
Slightly familiar	26%	32%	26%	21%	30%
Never heard of it	5%	6%	4%	3%	3%

17.2 Generative AI tools used

Students who were at least slightly familiar with generative AI were asked which tools they have used for any purpose (academic or non-academic). By far, the most commonly used tool was ChatGPT. However, about one third of students who have heard of AI tools have never used them.

	All students (n=9,916)	Group			University of Victoria (n=303)
		1 (n=4,026)	2 (n=3,094)	3 (n=2,796)	
ChatGPT	61%	53%	64%	68%	62%
GPT-4	9%	7%	10%	12%	4%
Bing AI	7%	6%	7%	8%	6%
Dall-E 2	6%	5%	6%	7%	6%
Midjourney	3%	2%	4%	3%	3%
GitHub Copilot	3%	2%	4%	3%	1%
Stable Diffusion	2%	2%	3%	2%	2%
Bard	2%	2%	2%	2%	<1%
Hugging Face	<1%	<1%	1%	<1%	<1%
Claude	<1%	<1%	<1%	<1%	<1%
AlphaCode	<1%	<1%	<1%	<1%	<1%
LaMDA	<1%	<1%	<1%	<1%	<1%
Synthesia	<1%	<1%	<1%	<1%	<1%
ChatFlash	<1%	<1%	<1%	<1%	<1%
Chatsonic h	<1%	<1%	<1%	<1%	<1%
Cohere Generate	<1%	<1%	<1%		<1%
GrowthBar Chat	<1%	<1%	<1%		
Other	3%	3%	3%	2%	<1%
None	35%	43%	33%	28%	36%

Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.
* Percentages are based on those who are at least slightly familiar with generative AI.

17.3 Use of generative AI to help with academic tasks

Students who had used at least one generative AI tool were asked how often they had used these tools to help with various academic tasks. Over a quarter of students used these tools often or very often for *brainstorming ideas*, while about 1 in 5 used them for *understanding class materials* or *researching information*.

Table 66: Use of generative AI to help with academic tasks* (% often or very often)

	All students (n=6,389)	Group			University of Victoria (n=194)
		1 (n=2,288)	2 (n=2,094)	3 (n=2,007)	
Brainstorming ideas (GAI3U2)	28%	25%	28%	31%	24%
Understanding class materials (GAI3U1)	21%	16%	22%	24%	18%
Researching information (GAI3U5)	19%	14%	19%	22%	14%
Solving problems (GAI3U4)	12%	10%	12%	12%	6%
Writing assignments (GAI3U3)	9%	6%	9%	11%	7%
Generating code (GAI3U6)	8%	4%	10%	10%	6%

* Percentages are based on those who have used at least one generative AI program.

17.4 Regulating use of generative AI

Nearly half of graduating students who were familiar with generative AI say their university regulates students' use of generative AI, while nearly 6 in 10 say their instructors regulate its use in classes. In both cases, a large proportion of students were unsure whether the use of generative AI was regulated.

- As age increases, students are less likely to say that their instructors regulate the use of generative AI in classes, from 62% of those 21 and under to 37% of those 30 and older. However, this is due to older students being less likely to know if their instructors regulate its use, increasing from 27% of those 21 and under to 51% of those 30 and older.

Table 67: Regulating use of generative AI*

Table 67: Regulating use of generative AI*					
	All students (n=9,916)	Group			University of Victoria (n=303)
		1 (n=4,026)	2 (n=3,094)	3 (n=2,796)	
University regulates students' use of generative AI (GAI4)					
Yes	48%	45%	52%	50%	45%
No	7%	7%	7%	7%	6%
Unsure/don't know	45%	49%	41%	44%	50%
Instructors regulate the use of generative AI in classes (GAI5)					
Yes	58%	53%	63%	58%	61%
No	11%	10%	11%	12%	10%
Unsure/don't know	31%	36%	26%	30%	28%
* Percentages are based on those who are at least slightly familiar with generative AI.					

* Percentages are based on those who are at least slightly familiar with generative AI.

17.5 Impact of generative AI on the learning environment

Of those familiar with generative AI, about one third of graduating students say that it is having a positive impact on the learning environment at their university, while one quarter say it is having a negative impact. Group 1 students (25%) are less likely to say that generative AI is having a positive impact, compared to those in Group 2 (32%) and Group 3 (41%).

- Older students are less likely to say that generative AI is having a positive impact on the learning environment (15% for those 30 and older compared to 30% to 36% of those in the younger age groups); however, they are more likely to say they don't know (51% compared to 25% to 36%).

Table 68: Impact of generative AI on the learning environment* (GA16)

	All students (n=9,916)	Group			University of Victoria (n=303)
		1 (n=4,026)	2 (n=3,094)	3 (n=2,796)	
Very positive	8%	7%	7%	10%	5%
Somewhat positive	24%	18%	25%	31%	20%
No impact	11%	12%	13%	10%	14%
Somewhat negative	20%	21%	21%	19%	23%
Very negative	6%	6%	6%	5%	9%
Don't know	30%	37%	28%	25%	29%

* Percentages are based on those who are at least slightly familiar with generative AI.

17.6 Impact of generative AI on work in field of study

Students are mixed about the impact of generative AI on their field of study. Of those familiar, about 4 in 10 say it has a positive impact, while 3 in 10 say it has a negative impact. In addition, a large number (about 2 in 10) could not assess the impact of AI on their field of study.

Table 69: Impact of generative AI on work in field of study (GA17)*

	All students (n=9,916)	Group			University of Victoria (n=303)
		1 (n=4,026)	2 (n=3,094)	3 (n=2,796)	
Very positive	13%	11%	12%	16%	11%
Somewhat positive	29%	25%	30%	33%	31%
No impact	9%	10%	9%	9%	9%
Somewhat negative	20%	20%	20%	18%	17%
Very negative	9%	10%	9%	7%	13%
Don't know	20%	24%	19%	17%	19%

* Percentages are based on those who are at least slightly familiar with generative AI.

Appendix A - 2024 CUSC-CCREU Survey (© 2024)



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

2024 Survey of Graduating Students

This survey is being completed by undergraduate students in their last year of study at about 30 Canadian universities. We want to learn more about how university contributed to the development of our students and what our students think of their university experience.

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 Graduating 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

- grad1** Do you expect to graduate in 2024?
- ☐ Yes, in the Spring
 - ☐ Yes, in the Fall
 - ☐ Expect to graduate after 2024 [If selected, terminate survey]
 - ☐ Do not expect to graduate [If selected, terminate survey]

Academic history

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

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

- hist5 ☐ No, I did not interrupt my studies
- hist6 ☐ Yes, due to illness
- hist7 ☐ Yes, for financial reasons
- hist8 ☐ Yes, to have/raise children
- hist9 ☐ Yes, required to withdraw by the university
- hist10 ☐ Yes, for employment
- hist11 ☐ Yes, for other family reasons
- hist12 ☐ Yes, to travel
- hist13 ☐ Yes, for other reasons (please specify):
- hist13txt _____

As part of your current program, did you participate in any of the following?
Please select all that apply.

- hist14 ☐ Co-op
- hist15 ☐ Work experience
- hist16 ☐ Practicum
- hist17 ☐ Internship (unpaid)
- hist18 ☐ Internship (paid)
- hist19 ☐ Service learning (community service or activities recognized by the university)
- hist20 ☐ None of the above

Did any of the following delay the completion of your program at <institution name>?
Please select all that apply.

- hist21 ☐ Required courses not available
- hist22 ☐ Elective courses not available
- hist23 ☐ Grades
- hist24 ☐ Financial issues
- hist25 ☐ Other (please specify):
- hist25txt _____
- hist26 ☐ None of the above

Activities

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

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

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

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

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

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

Current employment

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

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

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

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

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

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

Professors

Please indicate your level of agreement 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof2	take a personal interest in my academic progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof4	encourage students to participate in class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof5	are well organized in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof6	seem knowledgeable in their fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof7	communicate well in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof8	are intellectually stimulating in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof9	provide useful feedback on my academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof10	provide prompt feedback on my academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof12	are consistent in their grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

		Yes, all courses	Yes, most courses	Yes, some courses	No courses	Not applicable
prof16	Were you given the chance to evaluate the quality of teaching in your courses this past fall?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Staff

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

		Strongly disagree	Disagree	Agree	Strongly agree	No basis for opinion
staff1	Most teaching assistants in my academic program are helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staff2	Most university support staff (e.g., clerks, secretaries, etc.) are helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Inclusivity

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

		Not at all	Some	Quite a bit	Very much
incl1	Attending class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
incl2	Participating in class activities, e.g. discussions, group projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
incl3	Interacting with instructors or professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
incl4	Interacting with university staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
incl5	Interacting with students on campus who you don't know well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
incl6	Interacting with friends on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
incl7	Participating in extracurricular activities, e.g. clubs, sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
incl8	Attending campus social events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
incl9	Actively participating in campus social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Experiment message #1 (optional)

Your valuable feedback is like a compass guiding <institution name> toward an even better undergraduate experience. Keep the insights coming!

Please click the forward navigation button below to continue.

Growth and development

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

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

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

dvl1st _____ dvl2nd _____ dvl3rd _____

Expectations and experience

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

Overall evaluation

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

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
eval1	Opportunities to develop lasting friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval2	Availability of information about career options in your area of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval3	Concern shown by the university for you as an individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval4	The overall quality of the education you have received at this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval5	Opportunities to enhance your education through activities beyond the classroom (e.g., undergraduate research, service learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval13	Opportunities to participate in international study or student exchanges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval6	Opportunities to become involved in campus life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval7	Personal safety on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval8	Your university's commitment to environmental sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

		Strongly disagree	Disagree	Agree	Strongly agree
eval10	I have received good value for money at this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval11	I feel as if I belong at this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly disagree	Disagree	Agree	Strongly agree	Not applicable/ did not participate
idg1	Indigenous course content has enriched my university experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
idg2	Participation in Indigenous activities or events has enriched my university experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

eval14 How likely is it that you would recommend <institution name> to a friend or family member?
☐ 0 Not at all likely ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 Extremely likely
 [If eval14 =< 6 branch to eval14txt, otherwise branch to Goal development section]

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

Experiment message #2 (optional)

You're cruising past the halfway point, and we're thrilled to hear more about your experiences! Keep the momentum going!

Please click the forward navigation button below to continue.

Goal development

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

goal3 Apply to a professional program (e.g., Medicine, Law, etc.)

☐ Yes ☐ No ☐ Unsure

goal4 Apply to graduate school

☐ Yes ☐ No ☐ Unsure

goal5 Which of the following best describes your career plans?

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

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

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

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

- goal7** ☐ Talked with professors about employment/ career
- goal8** ☐ Talked with parents/ family about employment/ career
- goal9** ☐ Talked with friends about employment/ career
- goal10** ☐ Created resume, CV, e-portfolio, or online profile (e.g. LinkedIn)
- goal12** ☐ Attended an employment fair
- goal13** ☐ Met with a career counsellor
- goal14** ☐ Worked in my chosen field of employment
- goal15** ☐ Volunteered in my chosen field of employment
- goal16** ☐ I have a career mentor
- goal17** ☐ None of the above

Services

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

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

Finances

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

fin1 How many credit cards do you have?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 or more

☐ I prefer not to answer

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

fin2 Do you usually pay off the whole balance every month? ☐ 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? By repayable debt, we mean money you owe and have to pay back. We are interested in repayable debt that is directly helping to finance your university education, such as tuition, fees, books, but also might include basic living expenses that are incurred while attending university.

☐ Yes ☐ No

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

Please enter the approximate amount of debt 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** \$ _____

Sources of 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

Experiment message #3 (optional)

You're on the brink of completing the survey – keep up the great work! Your insights are invaluable.

Please click the forward navigation button below to continue.

Generative Artificial Intelligence (AI) (optional survey module)

- gai1** Generative artificial intelligence (AI) (i.e. ChatGPT, Bing AI) is a subset of artificial intelligence that produces new content (e.g., text, images, audio, video, software code) in response to prompts. How familiar are you with generative AI?
- ☐ Never heard of it
[If “Never ...” selected, exit survey module/ branch to Post-graduation education plans section]
 - ☐ Slightly familiar
 - ☐ Somewhat familiar
 - ☐ Very familiar
 - ☐ Extremely familiar

Which of the following generative AI tools have you used for any purpose (academic or non-academic)? Please select all that apply.

- gai2t1** ☐ None [If “None” selected, branch to gai4]
- gai2t2** ☐ AlphaCode
- gai2t3** ☐ Bard
- gai2t4** ☐ Bing AI
- gai2t5** ☐ ChatFlash
- gai2t6** ☐ ChatGPT
- gai2t7** ☐ Chatsonic h
- gai2t8** ☐ Claude
- gai2t9** ☐ Cohere Generate
- gai2t10** ☐ Dall-E 2
- gai2t11** ☐ GitHub Copilot
- gai2t12** ☐ GPT-4
- gai2t13** ☐ GrowthBar Chat
- gai2t14** ☐ Hugging Face
- gai2t15** ☐ LaMDA
- gai2t16** ☐ Midjourney
- gai2t17** ☐ Stable Diffusion
- gai2t18** ☐ Synthesia
- gai2t19** ☐ Other (please specify)
- gai2tl19txt** _____

How often do you use generative AI tools to help you with the following academic tasks?

		Never	Occasionally	Often	Very often
gai3u1	Understanding class materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gai3u2	Brainstorming ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gai3u3	Writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gai3u4	Solving problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gai3u5	Researching information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gai3u6	Generating code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gai3u7	Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gai3u7txt	_____				

gai4 Does <institution name> regulate students' use of generative AI?

☐ Yes ☐ No ☐ Unsure/ don't know

gai5 Do any of your instructors regulate the use of generative AI in your classes?

☐ Yes ☐ No ☐ Unsure/ don't know

gai6 What impact is generative AI having on the learning environment at <institution name>?

- ☐ Very negative
- ☐ Somewhat negative
- ☐ No impact
- ☐ Somewhat positive
- ☐ Very positive
- ☐ Don't know

gai7 What future impact do you think generative AI will have on work in your field of study?

- ☐ Very negative
- ☐ Somewhat negative
- ☐ No impact
- ☐ Somewhat positive
- ☐ Very positive
- ☐ Don't know

Post-graduation education plans

edplan Do you expect to take further education in the first year or in 2 to 5 years after you graduate?
☐ Yes ☐ No

[If edplan = "Yes" branch to edplan1-1, otherwise branch to edplan7]

	edplan1-1 to edplan6-1	edplan1-2 to edplan6-2	edplan1-3 to edplan3-3		
	1 st year after graduation	2 to 5 years after graduation	Do you plan to take any of the following at your current university?		
Please select all that apply:			Yes	No	Not sure
Further undergraduate study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A professional program (e.g., law)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community college/cegep	<input type="checkbox"/>	<input type="checkbox"/>			
Technical/vocational school	<input type="checkbox"/>	<input type="checkbox"/>			
Other formal education	<input type="checkbox"/>	<input type="checkbox"/>			
None [EXCLUSIVE]	<input type="checkbox"/>	<input type="checkbox"/>			

[If "Further undergraduate study" selected and "At current university" <> Yes]

edplan1txt What other university is your preferred choice for further undergraduate study?

[If "Graduate school" selected and "At current university" <> Yes]

edplan2txt What other university is your preferred choice for graduate school?

[If "Professional program" selected and "At current university" <> Yes]

edplan3txt What other university is your preferred choice for a professional program?

[If any of edplan1-1 through edplan6-1 are checked, branch to edplan7, otherwise branch to Post-graduation employment section]

edplan7 Does the debt you may have accumulated to help finance your university education affect your decision whether or not to take further education in the first year after you graduate?

☐ I have no debt

☐ It does not affect my decision

☐ It discourages me from taking further education

☐ It prevents me from taking further education

☐ I need more education to earn enough to repay it

Post-graduation employment

emplan1 Do you have employment arranged for after you graduate later this year?

- ☐ Yes
- ☐ No, I am looking for work
- ☐ No, I am not looking for work

[If emplan1 = "Yes" branch to emplan2, otherwise branch to Living arrangements section]

emplan2 Does your job require a degree?

- ☐ It requires my specific degree
- ☐ It requires a degree but isn't specific
- ☐ A degree is a help but is not required
- ☐ A degree doesn't matter

emplan3 Is your job related to the knowledge and skills you learned in your studies at <institution name>?

- ☐ Not at all
- ☐ Slightly
- ☐ Moderately
- ☐ Strongly
- ☐ Not sure

emplan4 Is your employment ...

- ☐ a full time job
- ☐ a part time job
- ☐ several part time jobs

emplan5 Will you have an employer ☐ or be self-employed ☐.

emplan6 Is your job ...

- ☐ permanent, as far as you know
- ☐ temporary, with a definite end date
- ☐ temporary, without a definite end date

emplan7 Is your job ...

- ☐ new to you
- ☐ continuation of a job you found while in your program
- ☐ continuation of a job you had before you started your program

emplan8 What is the main way you found your job?

- ☐ workplace experience in your program (co-op, internship, practicum, etc.)
- ☐ other employer contact through your program
- ☐ job fair or recruiters at your university
- ☐ university career or employment centre
- ☐ external career or employment centre/agency
- ☐ a jobs web site (e.g., CareerBeacon.com, Workopolis.com, etc.)
- ☐ professor(s)
- ☐ family
- ☐ friends
- ☐ direct contact with the employer

emplan8txt ☐ other way (please specify:) _____

emplan9 What are your anticipated gross **monthly** earnings from your job, before deductions for taxes and other things? If you have several jobs arranged include the total for all of them.
Monthly gross earnings: \$_____ ☐ Unsure

emplan10 Is your job in Canada? ☐ Yes ☐ No
[If emplan10 = "Yes" branch to emplan11, otherwise branch to emplan11txt]

emplan11 In which province? [pull down list of provinces]

emplan11txt In which country? _____

emplan12 How satisfied or dissatisfied are you with your post-graduation employment?
☐ Very dissatisfied ☐ Dissatisfied ☐ Satisfied ☐ Very satisfied

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 living with my partner
☐ In a relationship other than married or living with my partner
☐ I prefer not to answer

live4 Do you have children? ☐ Yes ☐ No

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

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

Transportation to campus

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

commtxt ☐ Other (please specify): _____

☐ Don't attend the campus

Disabilities/ Impairments

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

dis11 ☐ I do not have a disability/ impairment

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

Sometimes Often Always

dis1 ☐ Mobility/ Dexterity

disf1 ☐ ☐ ☐

dis2 ☐ Hearing

disf2 ☐ ☐ ☐

dis3 ☐ Speech

disf3 ☐ ☐ ☐

dis4 ☐ Vision (e.g., blindness, low vision)

disf4 ☐ ☐ ☐

dis5 ☐ Learning/ Memory (e.g., learning disability)

disf5 ☐ ☐ ☐

dis7 ☐ Other physical disability

disf7 ☐ ☐ ☐

dis8 ☐ Neurodivergence (e.g., autism spectrum,
attention deficit disorder)

disf8 ☐ ☐ ☐

dis9 ☐ Mental health condition

disf9 ☐ ☐ ☐

dis12 ☐ Chronic conditions (e.g., Multiple Sclerosis,
Crohn's, Autoimmune)

disf12 ☐ ☐ ☐

dis10 ☐ Other (please specify)

disf10 ☐ ☐ ☐

distxt _____

dis13 ☐ I prefer not to answer

Parents' education

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

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

Ethnicity

Are you ... (check all that apply)

- [eth1](#) ☐ Indigenous person of Canada (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](#)
- [eth14](#) ☐ I prefer not to answer

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

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

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

Gender identity

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

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

Sexual orientation

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

- sexo1** ☐ Asexual
sexo2 ☐ Bisexual
sexo3 ☐ Gay
sexo4 ☐ Heterosexual/ straight
sexo5 ☐ Lesbian
sexo6 ☐ Pansexual
sexo7 ☐ Queer
sexo8 ☐ Questioning
sexo9 ☐ Two Spirit
sexo10 ☐ Another sexual orientation (please specify): _____
sexo11 ☐ I prefer not to answer

Comments

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

- negativ** Looking back on your experiences as a student, what aspects of your experience at <institution name> have been most negative? How could we have helped or done a better job?
Comments (specify) _____ ☐ Don't know
- positiv** Looking back on your experiences as a student, what aspects of your experience at <institution name> have been most positive?
Comments (specify) _____ ☐ Don't know

Appendix B - Data Licensing & Membership Agreement

Data Licensing & Membership Agreement

WHEREAS:

PREAMBLE

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

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

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

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

DEFINITIONS

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

OWNERSHIP OF SURVEY DATA

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

EXCHANGE OF SURVEY DATA AMONG MEMBERS

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

COMPARISONS LIMITED TO AGGREGATE DATA

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

LIMITATIONS ON THE USE OF DATA

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

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

REQUIREMENTS FOR CONFIDENTIALITY

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

EXCLUSIVE USE OF INSTRUMENTS AND METHODOLOGY

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

INDEMNITY

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

SEVERABILITY

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