2000 Undergraduate
Student Survey

Major Findings and Conclusions

Prepared by: Chris Conway
Ciel McGuire
Robert Lee
Anna Swanson
Christina Holmes

Our Web Home Page is at http://www.inst.uvic.ca

Office of Institutional Analysis
University of Victoria
August 2000
# Table of Contents

1. Executive Summary  
   - 1

2. Introduction and Background  
   2.1 Purposes of the Survey  
   2.2 Survey Design and Administration  
   2.3 Reporting Formats  
   2.4 Personnel and Acknowledgements  
   - 4

3. A Snapshot of UVic's Undergraduate Student Body  
   3.1 Secondary School Performance  
   3.2 Previous Involvement in Post-Secondary Education  
   3.3 Preparedness for University Study  
   3.4 Gender and Age Composition  
   3.5 Place of Residence  
   3.6 Living Arrangements  
   3.7 Time Since Starting at UVic  
   3.8 Expected GPA for the Current Session  
   3.9 Faculty and Year of Study Composition  
   3.10 Certainty of Academic Specialization  
   3.11 Other Aspects of Academic Behaviour  
   - 5

4. Student Opinions Toward Current Winter Session Courses  
   4.1 Overview  
   4.2 Variation in Course Satisfaction Ratings by Student Type  
   4.3 Written-In Responses Related to Courses and Teaching  
   - 13

5. Student Usage of and Opinions Toward University Services  
   5.1 Overview  
   5.2 Variation in Service Usage and Satisfaction by Student Type  
   5.3 Written-In Responses Related to Non-Academic Services and Issues  
   - 21

6. Student Usage of and Opinions Toward Library Services  
   6.1 Overview  
   6.2 Variation in Library Usage and Satisfaction by Student Type  
   6.3 Other Library Service Issues  
   6.4 Written-In Responses Related to Library Services  
   - 31

7. Diversity and Campus Climate  
   7.1 Ethnic/National Origin  
   7.2 Faith and Faith Practices  
   7.3 Disability Status  
   7.4 Campus Climate  
   7.5 Variation in Perceptions Toward Campus Climate  
   7.6 Written-In Responses Related to Campus Climate and Diversity  
   - 43

8. Universal Bus Pass (UPASS)  
   - 48

9. Student Attrition Analysis  
   - 50

Appendix: Survey Instrument
1. Executive Summary

The 2000 Undergraduate Student Survey was conducted to benchmark student usage of and satisfaction with courses, support services and library services; and to measure diversity within the student population and its relationship to campus climate. Over 2,400 students responded to an in-class survey administered in February 2000.

UVic students present a wide variety of academic backgrounds, academic performance levels and behaviours, self-assessed preparedness ratings and personal circumstances. For example, almost half have post-secondary experience prior to UVic, and almost one-fourth are 25 years of age or older. This diversity translates into clusters of service usage patterns and service perceptions that justify a degree of “customization” that would not be necessary in a more homogeneous student body.

Student opinions toward their courses vary from very high satisfaction (out-of-class instructor contact, opportunities to ask questions, class atmosphere) to much lower satisfaction (integration among courses, usefulness of texts/materials, satisfaction of initial expectations). Variations in satisfaction by student group suggest the opportunity to target certain responses to specific areas of student concern. (Workload concerns employ a different scale than the other criteria, so are shown separately.)
Service usage varies from near-universal levels (bookstore, tele-reg/web-reg, computer labs) to highly selective usage (safewalk, chaplaincy centre, learning skills/career/personal counselling). Across all service categories, between 15% and 64% of all students rate service quality as “very good”; between 55% and 95% rate service quality as either “good” or “very good”. Certain services receive “poor” or “very poor” ratings from a significant minority of users (10% - 19%). Additional investigation should be conducted to determine the basis for these low ratings in the relevant services.

Usage of library services varies from such high-use services as photocopying, Gateway terminals and the McPherson reference desk (all at more than 50% usage among students) to such services as document delivery, archives, the Law library and special collections (at 7% usage or less). “Very good” satisfaction ratings were assigned by as few as 5% of users (Gateway terminal availability) to 44% (curriculum lab). With the exception of Gateway terminal availability, group study areas, item availability and the collection itself, all library services were rated as “good” or “very good” by at least half of all users. Two services (document delivery and the on-line user tutorial) received “poor” or “very poor” ratings from at least 14% of all users, and despite relatively low usage levels, should be examined to determine whether services can be improved.
Roughly one-fourth of all UVic students report national/ethnic origins that are generally consistent with the conventional “visible minority” designation. A significant minority (16%) wrote in that they were of “Canadian” origin. The majority of students report no faith or religion (46%) or Christianity (43%). The remainder follow various faiths, each comprising less than 3% of the total. Twenty-six percent of respondents reported that they were practicing members of their faith. Eight percent report a sensory, learning, psychiatric or physical disability.

Most students agree (74%) or strongly agree (17%) that UVic provides a respectful and equitable environment for study. A minority report disrespectful treatment by an instructor (11%) or another student (10%), or that they felt marginalized by course content (12%). Perceptions toward campus climate are generally less favourable among students of non-European and non-Canadian origin. For example, 8% of European-origin students report having been subject to student disrespect, compared with 16% of “other” origin students. No significant differences in perceptions toward campus climate exist across gender or age groups.

The introduction of UPASS has coincided with a significant (47%) increase in bus ridership to and from campus. Almost 60% of students use the bus at least one day in a 10-day period; almost 20% use it every day. Ridership decreases with distance from the campus.
2. Introduction and Background

2.1 Purposes of the Survey

The 2000 Undergraduate Student Survey had four major objectives:

- To benchmark student satisfaction with courses and programs of study and to examine variations in course/program satisfaction across different student groups;
- To benchmark student use of and satisfaction with university library services and various other academic and non-academic facilities and services, and to examine variations in service usage/satisfaction across different student groups;
- To measure diversity within the undergraduate student population, and to determine the campus climate as experienced by various student groups;
- To permit (in the future) an analysis of the contribution of service usage and satisfaction factors to student attrition behaviour.

2.2 Survey Design and Administration

The questionnaire (see Appendix 1) was designed by the Office of Institutional Analysis based on input from students, academic staff and university administrators. The final instrument consists of questions that reflect only a small proportion of the numerous and wide-ranging suggestions received from these groups.

The survey was conducted using a two-stage sampling process. In the first stage, a sample of course sections was constructed such that (a) the Faculty and year of study characteristics of registrants in the sampled courses coincided closely with known characteristics of the undergraduate population (excluding the Faculty of Law), and (b) a total of approximately 2,500 undergraduate students would be exposed to the survey. Letters were sent to the instructors of the 70 identified course sections asking them to provide a 15-minute block of time to allow in-class administration of the survey. Sixty-five of the faculty members agreed to this request, and survey dates for the various classes were established between February 7 and February 21, 2000. In the second stage of sampling, an enumeration was attempted of all students present in class on the survey dates. In total, 2,452 undergraduate students attended the selected classes on the survey dates; usable responses were received from 2,174, for an 89% response rate. (Graduate students attending the classes were excluded from the sample.) Students completed the questionnaire under the general direction of a survey team member who provided background information, fielded questions, and collected the completed forms.

A preliminary analysis of survey completions indicated relatively minor over- and under-representation of students in certain Faculties and years of study. As a result, survey responses were weighted to achieve Faculty and year of study proportions identical to those existing in the overall undergraduate population. Because the survey was administered on-campus during (mostly) daytime classes, the sample under-represents part-time students and those studying off-campus and at a distance. For the entire sample, responses should be accurate to within about 3%, 19 times out of 20.
2.3 Reporting Formats

The primary distribution mechanism for this report is through the web (www.inst.uvic.ca) as a PDF document. A limited number of print copies are available from the Office of Institutional Analysis (inst@uvic.ca or 250-721-8026) for those without web access. In addition to the report, Institutional Analysis is able to provide customized oral presentations dealing with issues of interest to particular groups on campus.

This report focuses on selected key issues of interest. It does not attempt to cover all possible aspects of the survey findings. If readers require additional analysis, they are invited to contact Institutional Analysis.

2.4 Personnel and Acknowledgements

The survey project was designed and coordinated by Chris Conway, who also designed the instrument and prepared this report. Robert Lee designed and evaluated the sample. Ciel McGuire provided secretarial and administrative support to all phases of the project. Anna Swanson and Christina Holmes administered the survey in the classroom and performed post-coding and computer entry of the data.

The project team is grateful for the cooperation of the 65 UVic faculty members who allowed us to conduct the survey in their classes, and of course to the over 2,000 undergraduate students who took the time to respond to the survey.
UVic’s undergraduate students represent a wide range of demographic, personal and academic situations.

### 3.1 Secondary School Performance

About two-thirds of UVic’s students report earning secondary school grades of 80% or better, with 13% earning 90% or better. A small percentage indicated they did not complete secondary school (1%) or earned grades of less than 60%.

Students with higher levels of secondary performance were more likely to arrive at UVic directly from secondary school without attending another post-secondary institution; they rated their academic preparedness for university to be slightly higher; and they had a slightly higher propensity to register in the Faculty of Engineering and the Faculty of Science.

### 3.2 Previous Involvement in Post-Secondary Education

About one-half of UVic’s students previously attended one or more post-secondary institutions. Most of these enrolled in university-transfer courses at a college (36%), some attended another university (17%), and some attended technical/vocational courses at a community college or attended a private post-secondary institution. Students in the Faculty of Engineering and the Faculty of Human and Social Development were more likely than others to have registered in college technical or vocational courses; those in the Faculty of Education and the Faculty of Human and Social Development were more likely to have previously registered in college university-transfer courses.
3.3 Preparedness for University Study

Generally speaking, students consider themselves to have been prepared for university study. In academic terms, 18% indicated their preparation was “very good”, while 45% stated it was “good”. These results are quite similar to student assessments of personal preparedness (15% “very good” and 50% “good”). Assessments of financial preparedness were slightly lower (13% and 35%). Faculty by faculty, ratings of academic, personal and financial preparedness varied slightly. For
example, assessments of “very good” financial preparedness ranged from 7% in the Faculty of Education to 15% in the Faculty of Humanities; assessments of “very good” personal preparedness varied from 12% in the Faculty of Science to 21% in the Faculty of Fine Arts. Despite known increases in student indebtedness from first to fourth year, there were no significant variations in financial preparedness ratings by year of study.

3.4 Gender and Age Composition

<table>
<thead>
<tr>
<th>Student Composition by Age and Sex</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 or less</td>
<td>23.0%</td>
<td>19.6%</td>
</tr>
<tr>
<td>20</td>
<td>11.8</td>
<td>15.5</td>
</tr>
<tr>
<td>21</td>
<td>15.3</td>
<td>13.7</td>
</tr>
<tr>
<td>22</td>
<td>12.0</td>
<td>13.4</td>
</tr>
<tr>
<td>23</td>
<td>7.7</td>
<td>11.0</td>
</tr>
<tr>
<td>24</td>
<td>7.0</td>
<td>5.3</td>
</tr>
<tr>
<td>25 to 29</td>
<td>13.4</td>
<td>13.7</td>
</tr>
<tr>
<td>30 or more</td>
<td>9.8</td>
<td>7.7</td>
</tr>
<tr>
<td>as % of total student body</td>
<td>58.5</td>
<td>41.5</td>
</tr>
</tbody>
</table>

Though the majority of UVic’s undergraduate students are of traditional university age (about three-quarters are 24 or less), about one-fourth are “mature” students (age 25 or more). The age distribution for men and women students is virtually identical. Women comprise almost 60% of the total student body.

3.5 Place of Residence

Most of UVic’s students live in relatively close proximity to the campus, either in university residence (14%), in Oak Bay or the City of Victoria (40%), or in Saanich (33%).

<table>
<thead>
<tr>
<th>Place of Residence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UVic residence</td>
<td>14.2%</td>
</tr>
<tr>
<td>Victoria/Oak Bay</td>
<td>40.4</td>
</tr>
<tr>
<td>Esquimalt</td>
<td>1.8</td>
</tr>
<tr>
<td>Western Communities</td>
<td>2.1</td>
</tr>
<tr>
<td>View Royal/Highlands/</td>
<td>2.0</td>
</tr>
<tr>
<td>Langford/Malahat</td>
<td></td>
</tr>
<tr>
<td>Saanich</td>
<td>32.7</td>
</tr>
<tr>
<td>Central Saanich</td>
<td>3.0</td>
</tr>
<tr>
<td>North Saanich/Sidney</td>
<td>2.1</td>
</tr>
<tr>
<td>outside Greater Victoria</td>
<td>1.8</td>
</tr>
</tbody>
</table>
3.6 Living Arrangements

UVic students tend to live with other students (37%), alone (21%) or with their parents (19%). Other key clusters include those students living with a spouse/partner (14%), with their children (4%), and with their children but no spouse/partner (1%).

![Student Living Arrangements](chart)

3.7 Time Since Starting at UVic

![Year of Entry by Year of Study](chart)
About 8% of the survey respondents commenced their studies at UVic in 1995 or earlier. The majority of these students are currently enrolled in their professional year in the Faculty of Education, or are in an unclassified year of study. By comparison, 27% of all students commenced their studies at UVic in 1999; this cohort contains almost 90% of all first year students and over 30% of all unclassified year students.

3.8 Expected GPA for the Current Session

On average, student expectations of their academic performance in the current session are higher than their actual grades warrant. Eleven percent of all students expect to earn a session GPA of 8 or higher, while 15% expect a GPA of 4 or less. The median expected GPA of 6.4 is significantly higher than the actual median (in recent winter sessions) of about 5.

3.9 Faculty and Year of Study Composition

Survey responses were weighted to match the Faculty and year of study composition of the actual student population. Unlike many universities, UVic’s 4th year class is its largest, followed by 3rd, 2nd and 1st year classes. The Faculties of Humanities, Science and Social Sciences contain almost 60% of all undergraduate students (excluding the Faculty of Law); the Faculties of Education, Engineering, Fine Arts and HSD each contain between 8% and 11% of the total student body.
3.10 Certainty of Academic Specialization

As students progress through their programs, they become increasingly confident of the area of academic specialization they will pursue. Even in their first year of study, about 60% of all students...
are “very” or “somewhat” certain of their specialization; this rate increases to 79% in second year and 87% in third year.

### 3.11 Other Aspects of Academic Behaviour

About 90% of the survey respondents reported that they were currently studying full-time. This percentage overstates the actual rate of full-time study in the student population overall, but is reasonably accurate for the daytime campus-based population that was most likely to be selected for the survey sample.

About 19% of the survey respondents indicated they were enrolled in a co-operative education program.

Four percent of students reported they were studying at UVic on a student or diplomatic visa.
4. Student Opinions Toward Current Winter Session Courses

4.1 Overview

Respondents were asked to indicate whether each of a series of statements applied to “all”, “most”, “some” or “none” of their courses in the current winter session. They could also check whether each statement was “not applicable” to their current situation. The results in this section exclude the “not applicable” responses (which typically represented less than 1% of all responses).

Course ratings data can also be summarized using a mean score (1=all courses, 2=most courses, 3=some courses, 4=no courses). Lower mean scores for a particular item indicate a higher overall level of satisfaction (except for the course workload item).
4.2 Variation in Course Satisfaction Ratings by Student Type

Opinions toward the various aspects of course design and delivery vary across student groups. Some of the key differences are noted below:

- **Quality of course instruction:** Higher satisfaction ratings are generally assigned by students with higher session GPA’s; those in the Faculties of Fine Arts, Humanities and Social Sciences; and those in lower years of study. Women assign slightly higher ratings than men.

- **Interest level of courses:** Students with higher session GPA’s show substantially higher satisfaction than those with lower session GPA’s, as do students in the Faculties of Fine Arts and Humanities, students in upper years of study, and female students.

- **Class atmosphere:** The highest satisfaction levels are achieved in the Faculties of Education and HSD.

- **Intellectual challenge:** Apart from somewhat lower satisfaction ratings in the Faculties of Education and Business, opinions toward courses are generally similar across student groups.

- **Opportunities to ask questions in class:** First year students and those with lower session GPA’s feel less able to ask questions in class.

- **Class sizes:** Satisfaction with class size generally increases with year of study. By faculty, it is highest in the Faculties of Education and HSD, and lowest in Engineering, Science and Social Sciences.
• Test and materials covered: Students with lower session GPA’s show less satisfaction with the connection between tests and course content. Satisfaction with test materials is lowest in the Faculties of Engineering and HSD, and highest in Humanities.

• Fairness of grading: Students in the Faculties of Engineering and HSD, and those with lower session GPA’s are less satisfied with grading fairness.

• Instructor expectations: Opinions are generally similar across student groups, with one exception: students in the Faculty of Engineering are substantially less satisfied with the clarity of instructor expectations.

• Course workload: As might be expected, concerns over heavy course workload are expressed most strongly by students with lower session GPA’s, and by those in lower years of study. Students in Business and Engineering show greater concern than those in other faculties.

• Usefulness of texts/materials: The perceived value of texts and other course materials declines with year of study; satisfaction is lower in the Faculties of Education, Business and Engineering and highest in Humanities.

• Satisfaction of initial expectations: Students with lower session GPA’s indicate relatively low fulfillment of initial expectations, as do those in Business, Education and Engineering.

• Career relevance: The Faculties of Education and HSD score highest on the connection between course content and student career plans. Older students (and those in higher years of study) are similarly more satisfied. As with several other items, students with lower session GPA’s tend to assign somewhat lower satisfaction ratings.

• Integration of course content: The Faculty of Human and Social Development stands out as having the highest student satisfaction on this issue.

• Instructor contact outside of class: Across virtually all student groups, satisfaction with instructor contact outside of class is high.

• Mix of class formats: Students with prior university-level education are slightly less satisfied with the mix of lectures, labs and tutorials; satisfaction is also slightly lower in the Faculty of Business and in higher years of study.

4.3 Written-In Responses Related to Courses and Teaching

Written-in responses to an open-ended question at the end of the questionnaire gave students an opportunity to comment on any issue of their choice. Such questions typically generate far more negative than positive responses. Each response was assigned up to 2 2-digit numeric codes; a total of 1,320 numeric codes were assigned to the 1,132 written responses.

The key course- and teaching-related responses involved quality of instruction, class sizes, course availability/waitlists and course/program interest and appropriateness.
### Variations in Course Satisfaction Ratings

<table>
<thead>
<tr>
<th>Statement applies to</th>
<th>The instruction in my courses is good</th>
<th>My courses are interesting</th>
<th>The class atmosphere is friendly</th>
<th>My courses are intellectually challenging</th>
<th>I have adequate opportunities to ask questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>all courses</td>
<td>13.8%</td>
<td>16.1%</td>
<td>31.3%</td>
<td>25.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>most courses</td>
<td>59.9</td>
<td>51.2</td>
<td>48.8</td>
<td>52.3</td>
<td>41.3%</td>
</tr>
<tr>
<td>some courses</td>
<td>25.5</td>
<td>31.6</td>
<td>18.5</td>
<td>20.8</td>
<td>23.7%</td>
</tr>
<tr>
<td>no courses</td>
<td>0.8</td>
<td>1.2</td>
<td>1.4</td>
<td>1.3</td>
<td>1.6%</td>
</tr>
<tr>
<td>Overall</td>
<td>73.7</td>
<td>67.2</td>
<td>79.9</td>
<td>77.9</td>
<td>74.6%</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>77.3</td>
<td>69.4</td>
<td>82.2</td>
<td>78.2</td>
<td>78.3%</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>71.8</td>
<td>65.0</td>
<td>79.4</td>
<td>77.6</td>
<td>74.1%</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>73.6</td>
<td>65.0</td>
<td>79.6</td>
<td>78.9</td>
<td>73.9%</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>73.7</td>
<td>70.1</td>
<td>80.7</td>
<td>76.7</td>
<td>75.7%</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>75.6</td>
<td>72.9</td>
<td>82.0</td>
<td>76.7</td>
<td>79.1%</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>73.2</td>
<td>65.5</td>
<td>79.9</td>
<td>78.8</td>
<td>73.2%</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>62.9</td>
<td>47.2</td>
<td>72.9</td>
<td>82.1</td>
<td>70.4%</td>
</tr>
<tr>
<td>Business</td>
<td>65.3</td>
<td>48.4</td>
<td>79.3</td>
<td>67.8</td>
<td>77.3%</td>
</tr>
<tr>
<td>Education</td>
<td>72.1</td>
<td>68.0</td>
<td>89.8</td>
<td>58.0</td>
<td>85.3%</td>
</tr>
<tr>
<td>Engineering</td>
<td>35.0</td>
<td>48.8</td>
<td>74.2</td>
<td>80.0</td>
<td>69.3%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>80.9</td>
<td>79.7</td>
<td>79.3</td>
<td>72.5</td>
<td>79.0%</td>
</tr>
<tr>
<td>HSD</td>
<td>74.1</td>
<td>71.1</td>
<td>89.7</td>
<td>79.3</td>
<td>80.3%</td>
</tr>
<tr>
<td>Humanities</td>
<td>86.5</td>
<td>77.6</td>
<td>80.3</td>
<td>83.2</td>
<td>75.2%</td>
</tr>
<tr>
<td>Science</td>
<td>70.4</td>
<td>58.1</td>
<td>74.7</td>
<td>82.8</td>
<td>68.3%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>81.6</td>
<td>70.9</td>
<td>78.7</td>
<td>79.9</td>
<td>72.5%</td>
</tr>
<tr>
<td>Year 1</td>
<td>80.1</td>
<td>55.4</td>
<td>76.7</td>
<td>80.0</td>
<td>64.6%</td>
</tr>
<tr>
<td>Year 2</td>
<td>76.0</td>
<td>66.7</td>
<td>77.8</td>
<td>80.1</td>
<td>76.0%</td>
</tr>
<tr>
<td>Year 3</td>
<td>69.3</td>
<td>68.4</td>
<td>80.3</td>
<td>79.2</td>
<td>76.2%</td>
</tr>
<tr>
<td>Year 4</td>
<td>72.4</td>
<td>70.1</td>
<td>81.6</td>
<td>74.3</td>
<td>79.2%</td>
</tr>
<tr>
<td>Female</td>
<td>77.9</td>
<td>71.3</td>
<td>80.9</td>
<td>78.9</td>
<td>73.4%</td>
</tr>
<tr>
<td>Male</td>
<td>68.2</td>
<td>61.1</td>
<td>79.1</td>
<td>76.3</td>
<td>76.9%</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>75.2</td>
<td>64.3</td>
<td>79.9</td>
<td>77.3</td>
<td>74.3%</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>69.7</td>
<td>76.6</td>
<td>82.7</td>
<td>80.5</td>
<td>78.6%</td>
</tr>
<tr>
<td>Statement applies to</td>
<td>Class sizes are conducive to learning</td>
<td>Tests reflect the materials covered</td>
<td>Tests and assignments are graded fairly</td>
<td>Instructor expectations are clear</td>
<td>Course workload is heavier than expected</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>all courses</td>
<td>18.6%</td>
<td>19.6%</td>
<td>22.6%</td>
<td>17.2%</td>
<td>12.4%</td>
</tr>
<tr>
<td>most courses</td>
<td>36.1%</td>
<td>50.1%</td>
<td>55.3%</td>
<td>51.7%</td>
<td>22.3%</td>
</tr>
<tr>
<td>some courses</td>
<td>39.5%</td>
<td>28.4%</td>
<td>20.5%</td>
<td>29.7%</td>
<td>44.9%</td>
</tr>
<tr>
<td>no courses</td>
<td>5.8%</td>
<td>1.8%</td>
<td>1.6%</td>
<td>1.4%</td>
<td>20.4%</td>
</tr>
<tr>
<td>Overall</td>
<td>54.6%</td>
<td>65.5%</td>
<td>76.1%</td>
<td>68.8%</td>
<td>34.3%</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>59.5%</td>
<td>70.9%</td>
<td>80.7%</td>
<td>73.6%</td>
<td>36.0%</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>52.2%</td>
<td>69.8%</td>
<td>77.7%</td>
<td>67.1%</td>
<td>33.9%</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>52.0%</td>
<td>69.3%</td>
<td>79.1%</td>
<td>67.8%</td>
<td>37.5%</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>58.2%</td>
<td>70.3%</td>
<td>76.4%</td>
<td>70.3%</td>
<td>31.2%</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>59.3%</td>
<td>75.0%</td>
<td>81.6%</td>
<td>72.9%</td>
<td>29.0%</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>52.5%</td>
<td>67.9%</td>
<td>76.2%</td>
<td>67.5%</td>
<td>36.3%</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>51.5%</td>
<td>60.6%</td>
<td>73.8%</td>
<td>62.5%</td>
<td>55.2%</td>
</tr>
<tr>
<td>Business</td>
<td>51.7%</td>
<td>64.9%</td>
<td>75.6%</td>
<td>63.9%</td>
<td>42.1%</td>
</tr>
<tr>
<td>Education</td>
<td>79.9%</td>
<td>71.7%</td>
<td>84.4%</td>
<td>74.7%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>44.8%</td>
<td>59.7%</td>
<td>68.6%</td>
<td>53.0%</td>
<td>47.2%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>67.6%</td>
<td>76.0%</td>
<td>78.6%</td>
<td>65.7%</td>
<td>32.9%</td>
</tr>
<tr>
<td>HSD</td>
<td>75.2%</td>
<td>59.7%</td>
<td>68.5%</td>
<td>66.0%</td>
<td>28.5%</td>
</tr>
<tr>
<td>Humanities</td>
<td>54.4%</td>
<td>82.6%</td>
<td>83.6%</td>
<td>79.3%</td>
<td>30.9%</td>
</tr>
<tr>
<td>Science</td>
<td>46.9%</td>
<td>66.3%</td>
<td>74.9%</td>
<td>65.5%</td>
<td>37.4%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>42.1%</td>
<td>68.8%</td>
<td>82.0%</td>
<td>70.9%</td>
<td>33.2%</td>
</tr>
<tr>
<td>Year 1</td>
<td>49.0%</td>
<td>75.1%</td>
<td>79.8%</td>
<td>64.7%</td>
<td>46.8%</td>
</tr>
<tr>
<td>Year 2</td>
<td>48.5%</td>
<td>72.2%</td>
<td>77.7%</td>
<td>68.2%</td>
<td>34.3%</td>
</tr>
<tr>
<td>Year 3</td>
<td>54.3%</td>
<td>68.7%</td>
<td>76.7%</td>
<td>67.2%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Year 4</td>
<td>57.9%</td>
<td>69.4%</td>
<td>80.1%</td>
<td>74.0%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Female</td>
<td>57.5%</td>
<td>72.3%</td>
<td>78.5%</td>
<td>70.3%</td>
<td>33.1%</td>
</tr>
<tr>
<td>Male</td>
<td>51.3%</td>
<td>65.8%</td>
<td>77.4%</td>
<td>67.2%</td>
<td>36.8%</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>52.5%</td>
<td>71.0%</td>
<td>78.7%</td>
<td>69.1%</td>
<td>34.8%</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>63.5%</td>
<td>65.2%</td>
<td>76.4%</td>
<td>69.5%</td>
<td>32.8%</td>
</tr>
</tbody>
</table>
### Variations in Course Satisfaction Ratings (continued)

<table>
<thead>
<tr>
<th>Statement applies to</th>
<th>Texts/materials are relevant and useful</th>
<th>Courses satisfied my expectations</th>
<th>Course content fits my career plans</th>
<th>Content is well integrated across courses</th>
<th>I have opportunity to contact instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>all courses</td>
<td>11.5%</td>
<td>10.2%</td>
<td>14.4%</td>
<td>12.3%</td>
<td>52.8%</td>
</tr>
<tr>
<td>most courses</td>
<td>46.2</td>
<td>50.6</td>
<td>39.0</td>
<td>50.7</td>
<td>37.1</td>
</tr>
<tr>
<td>some courses</td>
<td>40.2</td>
<td>37.3</td>
<td>42.5</td>
<td>34.2</td>
<td>9.5</td>
</tr>
<tr>
<td>no courses</td>
<td>2.1</td>
<td>1.9</td>
<td>4.1</td>
<td>2.8</td>
<td>0.6</td>
</tr>
</tbody>
</table>

**Percentage saying statement applies to "all" or "most" courses**

| Overall              | 57.6                                   | 60.7                            | 51.3                                | 61.7                                       | 89.4                                    |
| secondary GPA 79% or less | 59.0                               | 64.7                            | 56.8                                | 66.0                                       | 91.6                                    |
| secondary GPA 80% or more | 58.1                               | 58.7                            | 52.4                                | 61.0                                       | 89.6                                    |
| no prior university or UT | 58.1                              | 59.5                            | 50.8                                | 62.8                                       | 91.0                                    |
| prior university or UT  | 57.1                                 | 62.5                            | 56.8                                | 63.1                                       | 88.6                                    |
| expected session GPA A- or more | 59.7                              | 65.6                            | 60.5                                | 67.4                                       | 92.2                                    |
| expected session GPA B- to B+  | 55.6                               | 59.5                            | 50.4                                | 61.3                                       | 89.6                                    |
| expected session GPA C+ or less | 62.2                             | 44.9                            | 44.5                                | 54.1                                       | 81.3                                    |
| Business             | 48.4                                   | 44.6                            | 48.6                                | 54.3                                       | 84.1                                    |
| Education            | 42.1                                   | 49.2                            | 73.6                                | 57.5                                       | 91.9                                    |
| Engineering          | 47.3                                   | 48.2                            | 59.3                                | 56.0                                       | 77.2                                    |
| Fine Arts            | 58.5                                   | 63.1                            | 51.6                                | 68.2                                       | 93.5                                    |
| HSD                  | 40.7                                   | 64.9                            | 68.9                                | 77.0                                       | 94.7                                    |
| Humanities           | 67.4                                   | 70.7                            | 50.5                                | 69.5                                       | 92.7                                    |
| Science              | 57.7                                   | 57.9                            | 40.4                                | 53.6                                       | 87.2                                    |
| Social Sciences      | 60.1                                   | 65.1                            | 49.1                                | 63.1                                       | 92.1                                    |
| Year 1               | 68.7                                   | 62.5                            | 43.7                                | 64.7                                       | 94.0                                    |
| Year 2               | 60.8                                   | 63.1                            | 47.4                                | 64.5                                       | 89.3                                    |
| Year 3               | 55.4                                   | 62.2                            | 60.0                                | 63.0                                       | 90.0                                    |
| Year 4               | 52.1                                   | 55.1                            | 53.3                                | 58.7                                       | 88.9                                    |
| Female               | 60.7                                   | 61.7                            | 55.0                                | 64.7                                       | 91.4                                    |
| Male                 | 53.8                                   | 59.6                            | 51.3                                | 60.9                                       | 88.4                                    |
| 24 years of age or less | 57.4                               | 60.1                            | 51.1                                | 62.4                                       | 90.5                                    |
| 25 years of age or more | 60.1                              | 64.3                            | 62.0                                | 65.8                                       | 90.2                                    |
Courses involve right mix of lectures, labs

<table>
<thead>
<tr>
<th>Statement applies to</th>
<th>all courses</th>
<th>24.4%</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>most courses</td>
<td>47.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>some courses</td>
<td>24.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>no courses</td>
<td>4.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage saying statement applies to &quot;all&quot; or &quot;most&quot; courses</th>
<th>Overall</th>
<th>65.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>secondary GPA 79% or less</td>
<td>76.9</td>
<td></td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>70.8</td>
<td></td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>75.7</td>
<td></td>
</tr>
<tr>
<td>prior university or UT</td>
<td>66.0</td>
<td></td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>73.3</td>
<td></td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>70.8</td>
<td></td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>69.8</td>
<td></td>
</tr>
</tbody>
</table>

Business                                      60.1
Education                                     73.7
Engineering                                   64.2
Fine Arts                                     73.9
HSD                                           67.0
Humanities                                    77.7
Science                                       71.1
Social Sciences                                73.5

Year 1                                         77.9
Year 2                                         75.7
Year 3                                         74.4
Year 4                                         68.7

Female                                         71.8
Male                                           71.3

24 years of age or less                        73.4
25 years of age or more                        65.9

The overall percentage saying the statement applies to "all" or "most" classes is based on the total number of responses. This number is often larger than the number of responses included in a sub-table, due to the existence of missing data on the second variable. As a result, the range of sub-table percentage values does not always "bracket" the overall percentage value.

The table excludes all "not applicable" and missing responses.
5. Student Usage of and Opinions Toward University Services

5.1 Overview

Respondents were asked to indicate whether they had used each of a number of selected services during the current winter session, and to indicate their level of satisfaction with each of the services utilized on a 5-point scale (very good, good, fair, poor, very poor). They could also check whether they had no opinion of the service. The satisfaction responses reported in this section exclude “no opinion” responses, which typically represented less than 2% of total responses.

Usage of services in the current winter session ranged from a high of 99% (bookstore) to a low of 2% (safewalk).

![Current Session Usage Rates of Selected Services](chart)

Overall satisfaction with the services utilized also varied widely. With respect to “very good” service ratings, satisfaction ranged from the safewalk service (64% of all users) to the student employment centre (14% of all users). In terms of combined “very good” and “good” ratings, service satisfaction varied from a low of 55% for career counselling to a high of 96% for the safewalk service.
5.2 Variation in Service Usage and Satisfaction by Student Type

Usage of and opinions toward various university services differ from student group to student group. Among the key differences:

- **Academic advising:** Usage levels are generally higher among students with lower secondary GPA’s and among upper-year students, and are substantially lower than average in the Faculties of Engineering and HSD. Satisfaction levels are relatively consistent across various student groups.

- **Career counselling:** The relatively low utilization rate (6%) makes it impossible to differentiate usage rates or satisfaction ratings across student groups.

- **Personal counselling:** The relatively low utilization rate (7%) makes it impossible to differentiate usage rates or satisfaction ratings across student groups.

- **Learning skills counselling:** The relatively low utilization rate (5%) makes it impossible to differentiate usage rates or satisfaction ratings across student groups.

- **Chaplaincy centre:** The relatively low utilization rate (3%) makes it impossible to differentiate usage rates or satisfaction ratings across student groups.
• Employment centre: Usage is slightly lower among those who rank their personal preparedness for university as “poor”, and among those with expected session GPA’s of C+ or less (presumably as a reflection of their lower interest in part-time work). Usage is also lower in the Faculties of Business and Engineering, both of which have universal co-op programs. Though not shown in the table, the utilization rate increases with declining levels of self-assessed financial preparedness. Satisfaction levels are consistent across student groups, though female students appear to express slightly more favourable ratings.

• Orientation/week of welcome: Usage rates are higher for direct-from-secondary students in the lower years of study, and particularly for female students in these groups. Apart from older students (age 25 or more) who assign lower satisfaction ratings, opinions toward orientation are relatively consistent.

• Financial aid: Usage of financial aid is slightly higher in the Faculty of Education and among upper-year students. Though not shown in the table, usage rates vary by self-assessed financial preparedness for university (13% for those with “very good” preparation, 26% for “good”, 40% for “fair”, and 53% for “poor”). There are no significant differences in satisfaction ratings across student groups.

• Bookstore: usage of the bookstore is nearly universal among all students. With the exception of students in the Faculties of Business and Engineering who assign it somewhat lower satisfaction ratings, opinions toward the bookstore are consistent.

• Athletics/recreational facilities: Usage is higher in the direct-from-secondary group, among male students, and among younger and non-HSD students (both of which reflect lower usage among part-time students). Satisfaction ratings are consistent across all groups.

• Health services: Women and younger students are heavier users of health services; all user groups assign comparable satisfaction ratings.

• BC Transit: Older and part-time students use BC transit at a lower rate. Though not shown in the table, transit usage rates vary significantly by student location. Transit usage this session is reported by 85% of those living in residence, 71% of those in Victoria and Oak Bay, 21% - 60% of those living in other CRD municipalities, and 15% of those living outside the CRD. All user groups hold similar opinions toward the bus service.

• Safewalk service: The relatively low utilization rate (2%) makes it impossible to differentiate usage rates or satisfaction ratings across student groups.

• Computer labs: Use of the labs is highest in the Faculties of Business and Engineering and lowest in Fine Arts and HSD. Male students and younger students are heavier users than older and female students. Opinion across all groups is relatively consistent, except in the Faculty of Engineering, where satisfaction is somewhat lower.

• Tele-reg and web-reg: All students use either tele-reg or web-reg or both, and can choose which of the registration systems to use. As a result, student groups with a higher usage rate for, or higher satisfaction with one system will generally tend to show a lower usage rate and lower satisfaction with the other system. Usage of the registration systems varies by Faculty, gender and student age. Satisfaction ratings for each of the systems are consistent across all student groups.
5.3 Written-In Responses Related to Non-Academic Services and Issues

Written-in responses at the end of the questionnaire covered a wide range of non-academic services and issues. The key responses revolved around computer labs and computing facilities (11%), UPASS (10%), staffing levels and satisfaction with services staff (10%), and the bookstore and book prices (7%).
## Variations in Service Usage and Satisfaction Ratings

<table>
<thead>
<tr>
<th></th>
<th>Academic Advising</th>
<th>Career Counselling</th>
<th>Personal Counselling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Variations in usage rate</td>
<td>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</td>
<td>Variations in usage rate</td>
</tr>
<tr>
<td>Satisfaction among users</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very good</td>
<td>21.5%</td>
<td></td>
<td>16.9%</td>
</tr>
<tr>
<td>good</td>
<td>40.1</td>
<td></td>
<td>38.6</td>
</tr>
<tr>
<td>fair</td>
<td>24.2</td>
<td></td>
<td>25.1</td>
</tr>
<tr>
<td>poor/very poor</td>
<td>14.2</td>
<td></td>
<td>19.3</td>
</tr>
<tr>
<td>Overall</td>
<td>36.7</td>
<td>61.6</td>
<td>5.9</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>43.2</td>
<td>60.9</td>
<td>6.9</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>33.6</td>
<td>61.5</td>
<td>5.6</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>35.3</td>
<td>59.5</td>
<td>6.1</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>38.5</td>
<td>63.7</td>
<td>5.6</td>
</tr>
<tr>
<td>academic preparedness very good</td>
<td>35.4</td>
<td>56.6</td>
<td>6.6</td>
</tr>
<tr>
<td>academic preparedness good</td>
<td>36.7</td>
<td>65.7</td>
<td>5.1</td>
</tr>
<tr>
<td>academic preparedness fair</td>
<td>36.1</td>
<td>59.6</td>
<td>6.2</td>
</tr>
<tr>
<td>academic preparedness poor</td>
<td>37.7</td>
<td>70.4</td>
<td>6.1</td>
</tr>
<tr>
<td>personal preparedness very good</td>
<td>36.4</td>
<td>59.7</td>
<td>7.2</td>
</tr>
<tr>
<td>personal preparedness good</td>
<td>37.5</td>
<td>66.4</td>
<td>4.8</td>
</tr>
<tr>
<td>personal preparedness fair</td>
<td>36.3</td>
<td>56.4</td>
<td>7.1</td>
</tr>
<tr>
<td>personal preparedness poor</td>
<td>28.2</td>
<td>62.0</td>
<td>5.3</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>36.4</td>
<td>61.8</td>
<td>4.7</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>37.4</td>
<td>62.0</td>
<td>6.6</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>35.9</td>
<td>58.6</td>
<td>6.2</td>
</tr>
<tr>
<td>Business</td>
<td>46.4</td>
<td>56.8</td>
<td>11.5</td>
</tr>
<tr>
<td>Education</td>
<td>56.2</td>
<td>65.7</td>
<td>4.5</td>
</tr>
<tr>
<td>Engineering</td>
<td>13.7</td>
<td>46.7</td>
<td>3.6</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>24.6</td>
<td>70.7</td>
<td>4.0</td>
</tr>
<tr>
<td>HSD</td>
<td>18.6</td>
<td>87.3</td>
<td>5.2</td>
</tr>
<tr>
<td>Humanities</td>
<td>40.5</td>
<td>59.9</td>
<td>3.6</td>
</tr>
<tr>
<td>Science</td>
<td>36.5</td>
<td>60.5</td>
<td>10.7</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>46.7</td>
<td>57.4</td>
<td>5.5</td>
</tr>
<tr>
<td>Year 1 or 2</td>
<td>30.6</td>
<td>61.0</td>
<td>6.9</td>
</tr>
<tr>
<td>Year 3 or 4</td>
<td>42.0</td>
<td>63.2</td>
<td>5.9</td>
</tr>
<tr>
<td>Female</td>
<td>38.5</td>
<td>62.8</td>
<td>5.7</td>
</tr>
<tr>
<td>Male</td>
<td>34.0</td>
<td>58.5</td>
<td>6.5</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>37.6</td>
<td>61.6</td>
<td>6.7</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>33.8</td>
<td>59.2</td>
<td>3.1</td>
</tr>
<tr>
<td>Satisfactory among users</td>
<td>Learning Skills Counselling</td>
<td>Chaplaincy Centre</td>
<td>Employment Centre</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>very good</td>
<td>28.0%</td>
<td>53.0%</td>
<td>14.4%</td>
</tr>
<tr>
<td>good</td>
<td>40.6</td>
<td>36.7</td>
<td>44.1</td>
</tr>
<tr>
<td>fair</td>
<td>25.4</td>
<td>8.8</td>
<td>33.1</td>
</tr>
<tr>
<td>poor/very poor</td>
<td>6.0</td>
<td>1.4</td>
<td>8.4</td>
</tr>
</tbody>
</table>

Variations in Service Usage and Satisfaction Ratings (continued)

<table>
<thead>
<tr>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>5.3</td>
<td>67.7</td>
<td>2.9</td>
<td>88.5</td>
<td>28.6</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>7.7</td>
<td>73.9</td>
<td>2.1</td>
<td>56.7</td>
<td>27.3</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>4.0</td>
<td>59.3</td>
<td>3.3</td>
<td>97.1</td>
<td>29.7</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>6.7</td>
<td>64.6</td>
<td>2.2</td>
<td>77.0</td>
<td>27.8</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>3.6</td>
<td>75.2</td>
<td>3.8</td>
<td>97.5</td>
<td>29.5</td>
</tr>
<tr>
<td>academic preparedness very good</td>
<td>4.1</td>
<td>63.6</td>
<td>2.1</td>
<td>100.0</td>
<td>27.7</td>
</tr>
<tr>
<td>academic preparedness good</td>
<td>4.1</td>
<td>64.7</td>
<td>3.3</td>
<td>93.2</td>
<td>28.2</td>
</tr>
<tr>
<td>academic preparedness fair</td>
<td>6.9</td>
<td>67.7</td>
<td>2.2</td>
<td>68.9</td>
<td>29.9</td>
</tr>
<tr>
<td>academic preparedness poor</td>
<td>11.2</td>
<td>82.0</td>
<td>4.5</td>
<td>100.0</td>
<td>31.7</td>
</tr>
<tr>
<td>personal preparedness very good</td>
<td>2.7</td>
<td>51.3</td>
<td>3.1</td>
<td>100.0</td>
<td>30.1</td>
</tr>
<tr>
<td>personal preparedness good</td>
<td>5.6</td>
<td>70.0</td>
<td>2.4</td>
<td>96.7</td>
<td>28.7</td>
</tr>
<tr>
<td>personal preparedness fair</td>
<td>6.5</td>
<td>62.0</td>
<td>3.1</td>
<td>67.1</td>
<td>30.4</td>
</tr>
<tr>
<td>personal preparedness poor</td>
<td>4.0</td>
<td>100.0</td>
<td>2.8</td>
<td>100.0</td>
<td>23.1</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>3.5</td>
<td>68.0</td>
<td>2.7</td>
<td>100.0</td>
<td>32.2</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>6.1</td>
<td>65.6</td>
<td>3.1</td>
<td>81.6</td>
<td>27.0</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>6.6</td>
<td>75.4</td>
<td>3.3</td>
<td>100.0</td>
<td>17.7</td>
</tr>
<tr>
<td>Business</td>
<td>4.5</td>
<td>48.8</td>
<td>2.2</td>
<td>100.0</td>
<td>18.4</td>
</tr>
<tr>
<td>Education</td>
<td>1.2</td>
<td>84.0</td>
<td>6.2</td>
<td>100.0</td>
<td>39.8</td>
</tr>
<tr>
<td>Engineering</td>
<td>1.7</td>
<td>53.5</td>
<td>2.0</td>
<td>79.5</td>
<td>12.2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>5.7</td>
<td>83.8</td>
<td>1.9</td>
<td>100.0</td>
<td>27.5</td>
</tr>
<tr>
<td>HSD</td>
<td>4.0</td>
<td>63.6</td>
<td>3.3</td>
<td>100.0</td>
<td>29.0</td>
</tr>
<tr>
<td>Humanities</td>
<td>9.2</td>
<td>62.7</td>
<td>2.7</td>
<td>75.5</td>
<td>28.5</td>
</tr>
<tr>
<td>Science</td>
<td>6.8</td>
<td>65.4</td>
<td>1.9</td>
<td>100.0</td>
<td>30.3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4.9</td>
<td>76.8</td>
<td>3.1</td>
<td>76.9</td>
<td>32.2</td>
</tr>
<tr>
<td>Year 1 or 2</td>
<td>7.8</td>
<td>71.0</td>
<td>3.3</td>
<td>78.7</td>
<td>24.5</td>
</tr>
<tr>
<td>Year 3 or 4</td>
<td>3.5</td>
<td>62.5</td>
<td>2.1</td>
<td>92.8</td>
<td>30.0</td>
</tr>
<tr>
<td>Female</td>
<td>5.5</td>
<td>73.6</td>
<td>3.6</td>
<td>91.4</td>
<td>33.2</td>
</tr>
<tr>
<td>Male</td>
<td>5.2</td>
<td>59.1</td>
<td>1.9</td>
<td>80.5</td>
<td>21.7</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>4.9</td>
<td>60.8</td>
<td>2.6</td>
<td>85.1</td>
<td>28.5</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>7.6</td>
<td>84.1</td>
<td>3.7</td>
<td>94.9</td>
<td>29.5</td>
</tr>
</tbody>
</table>
### Variations in Service Usage and Satisfaction Ratings (continued)

<table>
<thead>
<tr>
<th></th>
<th>Orientation/Week of Welcome</th>
<th>Financial Aid</th>
<th>Bookstore</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfaction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very good among users</td>
<td>22.2%</td>
<td>15.6%</td>
<td>17.8%</td>
</tr>
<tr>
<td>good</td>
<td>47.6</td>
<td>47.0</td>
<td>49.5</td>
</tr>
<tr>
<td>fair</td>
<td>24.1</td>
<td>23.8</td>
<td>23.6</td>
</tr>
<tr>
<td>poor/very poor</td>
<td>6.1</td>
<td>13.6</td>
<td>9.1</td>
</tr>
<tr>
<td><strong>Variations in Service Usage Rate</strong></td>
<td>Variations in usage rate</td>
<td>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</td>
<td>Variations in usage rate</td>
</tr>
<tr>
<td>Overall</td>
<td>16.3</td>
<td>69.5</td>
<td>35.2</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>12.3</td>
<td>72.0</td>
<td>42.5</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>18.1</td>
<td>72.8</td>
<td>32.0</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>19.7</td>
<td>71.9</td>
<td>29.6</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>11.8</td>
<td>64.5</td>
<td>42.5</td>
</tr>
<tr>
<td>academic preparedness very good</td>
<td>17.3</td>
<td>62.1</td>
<td>33.5</td>
</tr>
<tr>
<td>academic preparedness good</td>
<td>16.3</td>
<td>78.2</td>
<td>35.1</td>
</tr>
<tr>
<td>academic preparedness fair</td>
<td>15.0</td>
<td>76.0</td>
<td>32.8</td>
</tr>
<tr>
<td>academic preparedness poor</td>
<td>15.5</td>
<td>63.3</td>
<td>43.5</td>
</tr>
<tr>
<td>personal preparedness very good</td>
<td>14.7</td>
<td>64.3</td>
<td>38.1</td>
</tr>
<tr>
<td>personal preparedness good</td>
<td>15.8</td>
<td>71.6</td>
<td>33.3</td>
</tr>
<tr>
<td>personal preparedness fair</td>
<td>18.4</td>
<td>79.5</td>
<td>75.6</td>
</tr>
<tr>
<td>personal preparedness poor</td>
<td>19.8</td>
<td>39.1</td>
<td>30.3</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>13.3</td>
<td>67.0</td>
<td>39.6</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>17.8</td>
<td>71.3</td>
<td>33.1</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>16.9</td>
<td>65.0</td>
<td>29.2</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>20.0</td>
<td>70.0</td>
<td>32.6</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>4.9</td>
<td>80.7</td>
<td>53.7</td>
</tr>
<tr>
<td><strong>Engineering</strong></td>
<td>14.2</td>
<td>71.6</td>
<td>34.4</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>13.7</td>
<td>66.0</td>
<td>38.5</td>
</tr>
<tr>
<td><strong>HSD</strong></td>
<td>21.6</td>
<td>51.3</td>
<td>41.3</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>20.8</td>
<td>71.7</td>
<td>27.0</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>18.4</td>
<td>68.9</td>
<td>38.8</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>13.6</td>
<td>79.8</td>
<td>29.4</td>
</tr>
<tr>
<td><strong>Year 1 or 2</strong></td>
<td>29.5</td>
<td>70.6</td>
<td>25.6</td>
</tr>
<tr>
<td><strong>Year 3 or 4</strong></td>
<td>7.4</td>
<td>71.7</td>
<td>43.1</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>19.0</td>
<td>68.0</td>
<td>33.9</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>12.7</td>
<td>74.1</td>
<td>36.5</td>
</tr>
<tr>
<td><strong>24 years of age or less</strong></td>
<td>18.7</td>
<td>73.3</td>
<td>31.8</td>
</tr>
<tr>
<td><strong>25 years of age or more</strong></td>
<td>8.7</td>
<td>45.2</td>
<td>47.2</td>
</tr>
<tr>
<td>Satisfaction among users</td>
<td>Athletic/Rec Facilities</td>
<td>Health Services</td>
<td>BC Transit</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>very good</td>
<td>37.1%</td>
<td>33.3%</td>
<td>32.0%</td>
</tr>
<tr>
<td>good</td>
<td>50.3</td>
<td>46.6</td>
<td>50.6</td>
</tr>
<tr>
<td>fair</td>
<td>10.2</td>
<td>14.5</td>
<td>13.2</td>
</tr>
<tr>
<td>poor/very poor</td>
<td>2.4</td>
<td>5.5</td>
<td>4.3</td>
</tr>
</tbody>
</table>

Variations in Service Usage and Satisfaction Ratings (continued)

<table>
<thead>
<tr>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>62.1</td>
<td>87.2</td>
<td>32.7</td>
<td>79.5</td>
<td>65.1</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>60.9</td>
<td>83.2</td>
<td>30.8</td>
<td>78.6</td>
<td>60.1</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>65.6</td>
<td>89.8</td>
<td>34.3</td>
<td>79.6</td>
<td>68.3</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>68.3</td>
<td>89.4</td>
<td>35.6</td>
<td>79.7</td>
<td>66.4</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>54.2</td>
<td>83.6</td>
<td>29.1</td>
<td>79.2</td>
<td>63.5</td>
</tr>
<tr>
<td>academic preparedness very good</td>
<td>57.9</td>
<td>88.1</td>
<td>29.5</td>
<td>80.2</td>
<td>62.9</td>
</tr>
<tr>
<td>academic preparedness good</td>
<td>63.7</td>
<td>90.0</td>
<td>32.5</td>
<td>78.0</td>
<td>68.2</td>
</tr>
<tr>
<td>academic preparedness fair</td>
<td>61.2</td>
<td>82.9</td>
<td>31.5</td>
<td>78.9</td>
<td>62.9</td>
</tr>
<tr>
<td>academic preparedness poor</td>
<td>67.3</td>
<td>85.2</td>
<td>38.8</td>
<td>84.9</td>
<td>68.7</td>
</tr>
<tr>
<td>personal preparedness very good</td>
<td>62.4</td>
<td>86.8</td>
<td>29.1</td>
<td>78.0</td>
<td>62.7</td>
</tr>
<tr>
<td>personal preparedness good</td>
<td>63.4</td>
<td>88.5</td>
<td>33.9</td>
<td>80.4</td>
<td>67.1</td>
</tr>
<tr>
<td>personal preparedness fair</td>
<td>60.5</td>
<td>88.1</td>
<td>33.5</td>
<td>77.3</td>
<td>65.1</td>
</tr>
<tr>
<td>personal preparedness poor</td>
<td>57.1</td>
<td>72.1</td>
<td>37.8</td>
<td>84.9</td>
<td>58.1</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>60.0</td>
<td>87.6</td>
<td>30.1</td>
<td>76.6</td>
<td>65.1</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>63.6</td>
<td>87.8</td>
<td>34.9</td>
<td>80.4</td>
<td>64.6</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>72.2</td>
<td>83.0</td>
<td>29.4</td>
<td>91.7</td>
<td>69.0</td>
</tr>
<tr>
<td>Business</td>
<td>70.0</td>
<td>86.0</td>
<td>28.6</td>
<td>72.5</td>
<td>58.6</td>
</tr>
<tr>
<td>Education</td>
<td>73.3</td>
<td>89.6</td>
<td>35.8</td>
<td>80.7</td>
<td>53.8</td>
</tr>
<tr>
<td>Engineering</td>
<td>69.0</td>
<td>88.0</td>
<td>25.3</td>
<td>74.9</td>
<td>62.1</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>53.8</td>
<td>77.8</td>
<td>36.7</td>
<td>81.6</td>
<td>70.0</td>
</tr>
<tr>
<td>HSD</td>
<td>34.3</td>
<td>84.8</td>
<td>30.4</td>
<td>76.8</td>
<td>50.2</td>
</tr>
<tr>
<td>Humanities</td>
<td>57.6</td>
<td>84.9</td>
<td>33.2</td>
<td>73.8</td>
<td>74.3</td>
</tr>
<tr>
<td>Science</td>
<td>70.3</td>
<td>89.8</td>
<td>32.4</td>
<td>90.1</td>
<td>67.4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>67.2</td>
<td>88.9</td>
<td>35.2</td>
<td>79.0</td>
<td>67.9</td>
</tr>
<tr>
<td>Year 1 or 2</td>
<td>64.9</td>
<td>88.2</td>
<td>37.2</td>
<td>80.0</td>
<td>73.7</td>
</tr>
<tr>
<td>Year 3 or 4</td>
<td>61.4</td>
<td>86.7</td>
<td>32.5</td>
<td>78.7</td>
<td>60.6</td>
</tr>
<tr>
<td>Female</td>
<td>56.0</td>
<td>86.5</td>
<td>36.9</td>
<td>80.6</td>
<td>65.0</td>
</tr>
<tr>
<td>Male</td>
<td>71.0</td>
<td>87.9</td>
<td>27.0</td>
<td>77.4</td>
<td>64.9</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>67.7</td>
<td>88.3</td>
<td>35.7</td>
<td>78.4</td>
<td>68.0</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>44.8</td>
<td>82.4</td>
<td>24.0</td>
<td>85.0</td>
<td>55.6</td>
</tr>
<tr>
<td></td>
<td>Safewalk Service</td>
<td>Computer Labs</td>
<td>Tele-Reg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variations in usage rate</td>
<td>Pct. assigning “good”/“very good” rating</td>
<td>Variations in usage rate</td>
<td>Pct. assigning “good”/“very good” rating</td>
<td>Variations in usage rate</td>
</tr>
<tr>
<td>Satisfaction among users</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very good</td>
<td>63.6%</td>
<td>20.8%</td>
<td>25.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>32.1</td>
<td>50.0</td>
<td>55.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fair</td>
<td>3.1</td>
<td>22.9</td>
<td>16.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>poor/very poor</td>
<td>1.1</td>
<td>6.3</td>
<td>3.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variations in “good”/“very good” rating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2.0</td>
<td>95.8</td>
<td>73.4</td>
<td>70.6</td>
<td>75.4</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>1.4</td>
<td>85.5</td>
<td>70.8</td>
<td>73.4</td>
<td>76.7</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>2.3</td>
<td>98.8</td>
<td>74.5</td>
<td>70.9</td>
<td>75.3</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>2.5</td>
<td>100.0</td>
<td>74.8</td>
<td>73.5</td>
<td>78.2</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>1.4</td>
<td>97.0</td>
<td>71.6</td>
<td>66.7</td>
<td>71.7</td>
</tr>
<tr>
<td>academic preparedness very good</td>
<td>2.3</td>
<td>100.0</td>
<td>71.1</td>
<td>72.6</td>
<td>73.4</td>
</tr>
<tr>
<td>academic preparedness good</td>
<td>2.0</td>
<td>100.0</td>
<td>73.4</td>
<td>71.8</td>
<td>75.6</td>
</tr>
<tr>
<td>academic preparedness fair</td>
<td>2.0</td>
<td>94.6</td>
<td>73.6</td>
<td>73.7</td>
<td>77.2</td>
</tr>
<tr>
<td>academic preparedness poor</td>
<td>2.3</td>
<td>64.5</td>
<td>77.3</td>
<td>60.5</td>
<td>69.4</td>
</tr>
<tr>
<td>personal preparedness very good</td>
<td>1.3</td>
<td>100.0</td>
<td>69.9</td>
<td>73.3</td>
<td>71.0</td>
</tr>
<tr>
<td>personal preparedness good</td>
<td>2.1</td>
<td>100.0</td>
<td>72.9</td>
<td>74.4</td>
<td>76.1</td>
</tr>
<tr>
<td>personal preparedness fair</td>
<td>2.1</td>
<td>95.9</td>
<td>74.7</td>
<td>67.8</td>
<td>76.4</td>
</tr>
<tr>
<td>personal preparedness poor</td>
<td>2.1</td>
<td>100.0</td>
<td>81.1</td>
<td>54.1</td>
<td>77.2</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>2.9</td>
<td>97.8</td>
<td>71.3</td>
<td>71.0</td>
<td>76.2</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>1.6</td>
<td>92.9</td>
<td>74.6</td>
<td>70.3</td>
<td>75.2</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>1.6</td>
<td>100.0</td>
<td>71.7</td>
<td>69.6</td>
<td>76.7</td>
</tr>
<tr>
<td>Business</td>
<td>2.3</td>
<td>100.0</td>
<td>94.8</td>
<td>70.9</td>
<td>67.7</td>
</tr>
<tr>
<td>Education</td>
<td>1.1</td>
<td>78.5</td>
<td>65.3</td>
<td>71.4</td>
<td>67.2</td>
</tr>
<tr>
<td>Engineering</td>
<td>1.9</td>
<td>100.0</td>
<td>86.5</td>
<td>58.1</td>
<td>55.2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3.0</td>
<td>100.0</td>
<td>63.3</td>
<td>71.8</td>
<td>77.4</td>
</tr>
<tr>
<td>HSD</td>
<td>1.0</td>
<td>100.0</td>
<td>57.9</td>
<td>66.2</td>
<td>82.8</td>
</tr>
<tr>
<td>Humanities</td>
<td>3.9</td>
<td>100.0</td>
<td>68.1</td>
<td>77.4</td>
<td>78.1</td>
</tr>
<tr>
<td>Science</td>
<td>1.2</td>
<td>69.7</td>
<td>74.9</td>
<td>70.5</td>
<td>81.2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>1.6</td>
<td>100.0</td>
<td>80.3</td>
<td>72.2</td>
<td>77.6</td>
</tr>
<tr>
<td>Year 1 or 2</td>
<td>2.0</td>
<td>100.0</td>
<td>76.6</td>
<td>75.5</td>
<td>76.1</td>
</tr>
<tr>
<td>Year 3 or 4</td>
<td>1.7</td>
<td>100.0</td>
<td>71.7</td>
<td>68.1</td>
<td>77.1</td>
</tr>
<tr>
<td>Female</td>
<td>3.1</td>
<td>100.0</td>
<td>70.1</td>
<td>73.1</td>
<td>80.1</td>
</tr>
<tr>
<td>Male</td>
<td>0.6</td>
<td>69.3</td>
<td>77.5</td>
<td>68.4</td>
<td>68.4</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>2.3</td>
<td>64.4</td>
<td>76.0</td>
<td>72.1</td>
<td>76.5</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>1.3</td>
<td>88.3</td>
<td>64.1</td>
<td>66.5</td>
<td>71.1</td>
</tr>
</tbody>
</table>
## Variations in Service Usage and Satisfaction Ratings (continued)

### Web-Reg

<table>
<thead>
<tr>
<th>Satisfaction among users</th>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>very good</td>
<td>54.7%</td>
<td>91.6</td>
</tr>
<tr>
<td>good</td>
<td>37.1</td>
<td></td>
</tr>
<tr>
<td>fair</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>poor/very poor</td>
<td>1.1</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

- The overall percentage assigning a "very good" or "good" rating, and the overall percentage using the service are based on the total number of responses. This number is often larger than the number of responses included in a sub-table, due to the existence of missing data on the second variable. As a result, the range of sub-table percentage values does not always "bracket" the overall percentage value.

- The table excludes all "not applicable" and missing responses.

- Low usage rates for some services (and hence the number of observations on which percentages are based) warrant some caution when interpreting the results.

- In particular, results for services with utilization rates of less than about 10% should be read with caution.

- Usage and satisfaction ratings are presented for a standardized set of factors (secondary GPA, academic preparedness, etc.). Some of these factors may have greater relevance for a particular service than others; all have been presented for the sake of consistency.

---

<table>
<thead>
<tr>
<th>Variations in Service Usage and Satisfaction Ratings (continued)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Engineering</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>HSD</td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Sciences</td>
</tr>
<tr>
<td>Year 1 or 2</td>
</tr>
<tr>
<td>Year 3 or 4</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>24 years of age or less</td>
</tr>
<tr>
<td>25 years of age or more</td>
</tr>
</tbody>
</table>
6. Student Usage of and Opinions Toward Library Services

6.1 Overview

Respondents were asked to indicate whether they had used each of a number of library services or facilities during the current winter session, and to indicate their level of satisfaction with library services utilized on a 5-point scale (very good, good, fair, poor, very poor). They could also check whether they had no opinion of the service. The satisfaction responses reported in this section exclude “no opinion” responses, which typically accounted for less than 1% of total responses.

Utilization rates for library services and facilities in the current winter session varied from a high of 67% (library photocopying) to a low of 5% (document delivery from another library). The four services with the highest utilization rates are library photocopying, Gateway use (from on- and off-campus), the McPherson reference desk, and current journals.

![Current Session Usage Rates of Selected Library Services](image)

Students rated their satisfaction with the services shown above and with an additional list of services and facilities. Satisfaction levels were highest for such services as the curriculum lab, the map collection and the music/audio collection; and lowest for item availability (on the shelves), the availability of group study areas, and availability of Gateway terminals.
6.2 Variation in Library Usage and Satisfaction by Student Type

Student groups differ in their usage of, and satisfaction with, various library services. Some variation exists across students with high and low secondary GPA’s, students with and without previous university-level exposure, female and male students, and younger and older students. However, the key usage and satisfaction variations occur by faculty and year of study. In particular:

- Use of the McPherson reference desk, current journals and library photocopying services is slightly lower in the Faculties of Business and Engineering.

- The music/audio collection, film/video collection, map collection and curriculum lab are utilized more heavily in Fine Arts (music/audio), Fine Arts and Humanities (film/video), Social Sciences (maps) and Education (curriculum).
• Usage of the curriculum lab, current journals, the Law Library and photocopying is higher among students in the upper years of study.

• Satisfaction ratings for library services are generally consistent across Faculties, with the exception of discipline/program collection ratings, which are slightly higher in Education and lower in HSD.

• Where satisfaction ratings vary by year of study, ratings generally decline with increasing year of study. This is true for library operating hours, item availability, the discipline/program collection, individual and group study areas and photocopying.

6.3 Other Library Service Issues

Respondents were asked to identify up to two most frequently used campus study locations, and up to two types of library user support/information they would find most convenient. The library provides the most commonly used study space on campus (41%), followed by lounges and common areas (22%), vacant classrooms (13%), cafeterias (10%) and labs (5%). In terms of library user support, about one-third of students would prefer direct (face-to-face) staff help when they require assistance; another 30% would prefer web-based support (interactive tutorials and help screens). Only a small percentage preferred library tours, in-class instruction or group training sessions.
6.4 Written-In Responses Related to Library Services

Respondents used the written-in response section of the questionnaire to identify library issues related primarily to Gateway terminal availability, library operating hours, and the quality of the library collection.
<table>
<thead>
<tr>
<th></th>
<th>McPherson Reference Desk</th>
<th>Interlibrary Loan</th>
<th>Document Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfaction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>among users</td>
<td>very good</td>
<td>27.9%</td>
<td>21.8%</td>
</tr>
<tr>
<td></td>
<td>good</td>
<td>55.5</td>
<td>46.0</td>
</tr>
<tr>
<td></td>
<td>fair</td>
<td>13.3</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>poor/very poor</td>
<td>3.4</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>Variations in “good”/“very good” rating</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>Variations in usage rate</td>
<td>54.3</td>
<td>83.4</td>
</tr>
<tr>
<td></td>
<td>Pct. assigning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“good”/“very good” rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>Variations in usage rate</td>
<td>60.0</td>
<td>84.9</td>
</tr>
<tr>
<td></td>
<td>Pct. assigning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“good”/“very good” rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>Variations in usage rate</td>
<td>51.7</td>
<td>84.3</td>
</tr>
<tr>
<td></td>
<td>Pct. assigning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“good”/“very good” rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>Variations in usage rate</td>
<td>53.9</td>
<td>83.2</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>Variations in usage rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pct. assigning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“good”/“very good” rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>Variations in usage rate</td>
<td>53.4</td>
<td>89.7</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>Variations in usage rate</td>
<td>54.5</td>
<td>80.0</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>Variations in usage rate</td>
<td>59.6</td>
<td>80.7</td>
</tr>
<tr>
<td></td>
<td>Pct. assigning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“good”/“very good” rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>Variations in usage rate</td>
<td>35.6</td>
<td>84.7</td>
</tr>
<tr>
<td>Education</td>
<td>Variations in usage rate</td>
<td>45.6</td>
<td>83.9</td>
</tr>
<tr>
<td>Engineering</td>
<td>Variations in usage rate</td>
<td>30.6</td>
<td>80.7</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Variations in usage rate</td>
<td>58.5</td>
<td>84.3</td>
</tr>
<tr>
<td>HSD</td>
<td>Variations in usage rate</td>
<td>52.0</td>
<td>76.8</td>
</tr>
<tr>
<td>Humanities</td>
<td>Variations in usage rate</td>
<td>65.8</td>
<td>87.6</td>
</tr>
<tr>
<td>Science</td>
<td>Variations in usage rate</td>
<td>54.7</td>
<td>79.7</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Variations in usage rate</td>
<td>61.1</td>
<td>84.0</td>
</tr>
<tr>
<td></td>
<td>Pct. assigning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>Variations in usage rate</td>
<td>55.3</td>
<td>83.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>Variations in usage rate</td>
<td>58.5</td>
<td>79.6</td>
</tr>
<tr>
<td>Year 3</td>
<td>Variations in usage rate</td>
<td>53.2</td>
<td>85.5</td>
</tr>
<tr>
<td>Year 4</td>
<td>Variations in usage rate</td>
<td>51.2</td>
<td>84.6</td>
</tr>
<tr>
<td></td>
<td>Pct. assigning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“good”/“very good” rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Variations in usage rate</td>
<td>55.8</td>
<td>82.9</td>
</tr>
<tr>
<td>Male</td>
<td>Variations in usage rate</td>
<td>51.8</td>
<td>83.8</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>Variations in usage rate</td>
<td>54.2</td>
<td>83.8</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>Variations in usage rate</td>
<td>54.1</td>
<td>81.8</td>
</tr>
</tbody>
</table>
### Variations in Library Usage and Satisfaction Ratings (continued)

<table>
<thead>
<tr>
<th></th>
<th>Music/Audio Collection</th>
<th>Film/Video Collection</th>
<th>Curriculum Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfaction among users</strong></td>
<td>very good 36.2%</td>
<td>31.3%</td>
<td>44.5%</td>
</tr>
<tr>
<td></td>
<td>good 46.0</td>
<td>44.2</td>
<td>44.9</td>
</tr>
<tr>
<td></td>
<td>fair 12.6</td>
<td>15.3</td>
<td>10.1</td>
</tr>
<tr>
<td></td>
<td>poor/very poor 4.1</td>
<td>9.2</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Variations in usage rate</strong></td>
<td>Variations in usage rate</td>
<td>Variations in usage rate</td>
<td>Variations in usage rate</td>
</tr>
<tr>
<td>Overall</td>
<td>13.3</td>
<td>82.2</td>
<td>11.9</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>11.0</td>
<td>86.3</td>
<td>11.9</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>14.7</td>
<td>79.8</td>
<td>11.9</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>14.0</td>
<td>79.6</td>
<td>11.8</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>12.3</td>
<td>85.5</td>
<td>12.1</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>13.7</td>
<td>81.5</td>
<td>12.2</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>12.5</td>
<td>83.5</td>
<td>11.8</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>14.0</td>
<td>61.8</td>
<td>10.2</td>
</tr>
<tr>
<td>Business</td>
<td>4.3</td>
<td>84.1</td>
<td>4.3</td>
</tr>
<tr>
<td>Education</td>
<td>17.3</td>
<td>85.5</td>
<td>10.5</td>
</tr>
<tr>
<td>Engineering</td>
<td>5.6</td>
<td>47.3</td>
<td>3.7</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>34.6</td>
<td>86.5</td>
<td>25.4</td>
</tr>
<tr>
<td>HSD</td>
<td>6.0</td>
<td>68.5</td>
<td>6.7</td>
</tr>
<tr>
<td>Humanities</td>
<td>16.0</td>
<td>80.2</td>
<td>21.4</td>
</tr>
<tr>
<td>Science</td>
<td>11.1</td>
<td>89.8</td>
<td>5.6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>12.3</td>
<td>81.6</td>
<td>12.3</td>
</tr>
<tr>
<td><strong>Year 1</strong></td>
<td>6.9</td>
<td>80.4</td>
<td>7.3</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>16.2</td>
<td>79.7</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>13.1</td>
<td>83.0</td>
<td>11.5</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>15.6</td>
<td>81.5</td>
<td>13.9</td>
</tr>
<tr>
<td>Female</td>
<td>12.7</td>
<td>81.9</td>
<td>13.3</td>
</tr>
<tr>
<td>Male</td>
<td>13.8</td>
<td>81.3</td>
<td>9.8</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>13.8</td>
<td>82.4</td>
<td>11.7</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>10.7</td>
<td>80.5</td>
<td>12.0</td>
</tr>
<tr>
<td>Satisfaction among users</td>
<td>Microforms</td>
<td>Current Journals</td>
<td>Special Collections</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------</td>
<td>-----------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>very good</td>
<td>21.5%</td>
<td>13.7%</td>
<td>27.1%</td>
</tr>
<tr>
<td>good</td>
<td>44.9</td>
<td>50.4</td>
<td>47.9</td>
</tr>
<tr>
<td>fair</td>
<td>24.1</td>
<td>26.8</td>
<td>17.8</td>
</tr>
<tr>
<td>poor/very poor</td>
<td>9.5</td>
<td>9.1</td>
<td>7.2</td>
</tr>
</tbody>
</table>

Variations in Library Usage and Satisfaction Ratings (continued)

<table>
<thead>
<tr>
<th>Factors</th>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>11.0</td>
<td>66.4</td>
<td>41.9</td>
<td>64.1</td>
<td>7.3</td>
<td>75.0</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>11.0</td>
<td>64.4</td>
<td>45.0</td>
<td>62.1</td>
<td>8.2</td>
<td>71.6</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>11.2</td>
<td>69.1</td>
<td>39.9</td>
<td>64.6</td>
<td>5.9</td>
<td>69.6</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>12.3</td>
<td>68.0</td>
<td>42.6</td>
<td>62.7</td>
<td>6.2</td>
<td>69.0</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>9.3</td>
<td>63.6</td>
<td>41.0</td>
<td>65.7</td>
<td>8.6</td>
<td>79.9</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>10.7</td>
<td>64.6</td>
<td>45.7</td>
<td>67.2</td>
<td>9.0</td>
<td>79.6</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>11.4</td>
<td>68.0</td>
<td>40.6</td>
<td>60.4</td>
<td>6.3</td>
<td>72.4</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>10.6</td>
<td>85.7</td>
<td>34.2</td>
<td>94.7</td>
<td>8.0</td>
<td>77.5</td>
</tr>
<tr>
<td>Business</td>
<td>4.3</td>
<td>49.6</td>
<td>12.2</td>
<td>88.7</td>
<td>1.4</td>
<td>100.0</td>
</tr>
<tr>
<td>Education</td>
<td>10.2</td>
<td>62.3</td>
<td>38.9</td>
<td>77.0</td>
<td>10.2</td>
<td>76.5</td>
</tr>
<tr>
<td>Engineering</td>
<td>3.1</td>
<td>75.9</td>
<td>13.1</td>
<td>59.2</td>
<td>2.5</td>
<td>38.1</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>8.5</td>
<td>68.7</td>
<td>24.9</td>
<td>69.9</td>
<td>13.0</td>
<td>79.8</td>
</tr>
<tr>
<td>HSD</td>
<td>3.2</td>
<td>79.8</td>
<td>40.8</td>
<td>72.5</td>
<td>8.0</td>
<td>84.0</td>
</tr>
<tr>
<td>Humanities</td>
<td>23.0</td>
<td>69.1</td>
<td>42.2</td>
<td>62.0</td>
<td>9.1</td>
<td>78.1</td>
</tr>
<tr>
<td>Science</td>
<td>3.3</td>
<td>81.6</td>
<td>54.0</td>
<td>59.1</td>
<td>3.8</td>
<td>49.3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>16.3</td>
<td>60.5</td>
<td>58.6</td>
<td>61.0</td>
<td>8.0</td>
<td>75.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>11.0</td>
<td>83.0</td>
<td>30.2</td>
<td>66.2</td>
<td>3.3</td>
<td>68.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>12.4</td>
<td>77.0</td>
<td>41.6</td>
<td>62.9</td>
<td>4.5</td>
<td>69.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>10.3</td>
<td>53.4</td>
<td>41.4</td>
<td>68.1</td>
<td>6.2</td>
<td>73.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>11.7</td>
<td>63.2</td>
<td>48.3</td>
<td>58.9</td>
<td>9.1</td>
<td>70.2</td>
</tr>
<tr>
<td>Female</td>
<td>10.9</td>
<td>67.3</td>
<td>44.4</td>
<td>63.5</td>
<td>6.9</td>
<td>76.9</td>
</tr>
<tr>
<td>Male</td>
<td>10.7</td>
<td>63.7</td>
<td>38.4</td>
<td>64.4</td>
<td>7.6</td>
<td>70.5</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>12.2</td>
<td>67.4</td>
<td>41.6</td>
<td>62.2</td>
<td>6.3</td>
<td>69.8</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>7.0</td>
<td>56.0</td>
<td>43.4</td>
<td>68.6</td>
<td>10.7</td>
<td>82.3</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Archives</td>
<td>Map Collection</td>
<td>Law Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
<td>---------------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very good</td>
<td>20.4%</td>
<td>38.7%</td>
<td>36.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>48.5</td>
<td>48.4</td>
<td>48.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fair</td>
<td>22.3</td>
<td>11.4</td>
<td>12.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>poor/very poor</td>
<td>8.7</td>
<td>1.5</td>
<td>3.6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Variations in Library Usage and Satisfaction Ratings (continued)

<table>
<thead>
<tr>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>5.8</td>
<td>68.9</td>
<td>8.8</td>
<td>87.1</td>
<td>6.8</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>6.7</td>
<td>69.5</td>
<td>10.3</td>
<td>84.4</td>
<td>8.5</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>5.5</td>
<td>69.0</td>
<td>8.4</td>
<td>88.3</td>
<td>6.0</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>5.7</td>
<td>66.6</td>
<td>9.0</td>
<td>84.5</td>
<td>6.8</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>6.1</td>
<td>71.8</td>
<td>8.5</td>
<td>88.7</td>
<td>6.8</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>6.6</td>
<td>72.7</td>
<td>9.7</td>
<td>88.4</td>
<td>7.9</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>5.4</td>
<td>64.1</td>
<td>8.9</td>
<td>85.4</td>
<td>6.4</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>6.7</td>
<td>100.0</td>
<td>5.1</td>
<td>70.2</td>
<td>4.8</td>
</tr>
<tr>
<td>Business</td>
<td>4.5</td>
<td>53.6</td>
<td>1.4</td>
<td>100.0</td>
<td>15.7</td>
</tr>
<tr>
<td>Education</td>
<td>5.1</td>
<td>49.5</td>
<td>3.7</td>
<td>93.4</td>
<td>4.9</td>
</tr>
<tr>
<td>Engineering</td>
<td>2.9</td>
<td>83.5</td>
<td>1.4</td>
<td>100.0</td>
<td>4.1</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>8.1</td>
<td>88.8</td>
<td>3.5</td>
<td>80.2</td>
<td>0.9</td>
</tr>
<tr>
<td>HSD</td>
<td>2.6</td>
<td>82.7</td>
<td>0.0</td>
<td>81.2</td>
<td>6.2</td>
</tr>
<tr>
<td>Humanities</td>
<td>9.3</td>
<td>77.0</td>
<td>5.5</td>
<td>86.9</td>
<td>4.2</td>
</tr>
<tr>
<td>Science</td>
<td>3.9</td>
<td>59.1</td>
<td>8.0</td>
<td>86.7</td>
<td>11.1</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>7.0</td>
<td>60.0</td>
<td>24.4</td>
<td>86.7</td>
<td>11.1</td>
</tr>
<tr>
<td>Year 1</td>
<td>4.0</td>
<td>56.7</td>
<td>4.0</td>
<td>88.7</td>
<td>2.1</td>
</tr>
<tr>
<td>Year 2</td>
<td>5.6</td>
<td>62.6</td>
<td>14.8</td>
<td>87.4</td>
<td>4.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>5.0</td>
<td>70.7</td>
<td>9.3</td>
<td>84.9</td>
<td>9.1</td>
</tr>
<tr>
<td>Year 4</td>
<td>6.7</td>
<td>69.4</td>
<td>8.9</td>
<td>85.0</td>
<td>10.2</td>
</tr>
<tr>
<td>Female</td>
<td>5.2</td>
<td>67.9</td>
<td>8.2</td>
<td>87.3</td>
<td>6.7</td>
</tr>
<tr>
<td>Male</td>
<td>6.9</td>
<td>70.0</td>
<td>9.2</td>
<td>84.0</td>
<td>6.5</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>5.9</td>
<td>68.0</td>
<td>9.3</td>
<td>84.1</td>
<td>6.5</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>5.0</td>
<td>65.0</td>
<td>6.6</td>
<td>94.6</td>
<td>6.3</td>
</tr>
</tbody>
</table>
### Variations in Library Usage and Satisfaction Ratings (continued)

<table>
<thead>
<tr>
<th></th>
<th>Library Photocopying</th>
<th>Gateway Access (Off Campus)</th>
<th>Gateway Access (On Campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfaction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>among users</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very good</td>
<td>14.0%</td>
<td>23.3%</td>
<td>20.6%</td>
</tr>
<tr>
<td>good</td>
<td>45.9</td>
<td>48.2</td>
<td>46.5</td>
</tr>
<tr>
<td>fair</td>
<td>29.6</td>
<td>17.5</td>
<td>21.5</td>
</tr>
<tr>
<td>poor/very poor</td>
<td>10.5</td>
<td>11.0</td>
<td>11.4</td>
</tr>
<tr>
<td>Variations in &quot;good&quot;/&quot;very good&quot; rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variations in usage rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>66.8</td>
<td>59.9</td>
<td>39.2</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>66.1</td>
<td>58.9</td>
<td>39.8</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>66.9</td>
<td>59.6</td>
<td>41.4</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>66.6</td>
<td>59.5</td>
<td>36.3</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>69.0</td>
<td>57.2</td>
<td>43.1</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>66.4</td>
<td>61.1</td>
<td>37.7</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>53.1</td>
<td>59.2</td>
<td>38.2</td>
</tr>
<tr>
<td>Business</td>
<td>51.0</td>
<td>59.2</td>
<td>29.9</td>
</tr>
<tr>
<td>Education</td>
<td>71.9</td>
<td>52.7</td>
<td>59.5</td>
</tr>
<tr>
<td>Engineering</td>
<td>44.0</td>
<td>43.0</td>
<td>23.9</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>63.1</td>
<td>58.3</td>
<td>35.7</td>
</tr>
<tr>
<td>HSD</td>
<td>64.2</td>
<td>73.1</td>
<td>37.1</td>
</tr>
<tr>
<td>Humanities</td>
<td>69.5</td>
<td>62.6</td>
<td>40.2</td>
</tr>
<tr>
<td>Science</td>
<td>70.7</td>
<td>81.1</td>
<td>34.0</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>75.0</td>
<td>57.6</td>
<td>45.2</td>
</tr>
<tr>
<td>Year 1</td>
<td>54.0</td>
<td>69.7</td>
<td>42.4</td>
</tr>
<tr>
<td>Year 2</td>
<td>64.8</td>
<td>69.9</td>
<td>30.5</td>
</tr>
<tr>
<td>Year 3</td>
<td>67.1</td>
<td>59.0</td>
<td>34.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>72.2</td>
<td>50.3</td>
<td>46.1</td>
</tr>
<tr>
<td>Female</td>
<td>70.9</td>
<td>59.8</td>
<td>41.8</td>
</tr>
<tr>
<td>Male</td>
<td>61.2</td>
<td>59.2</td>
<td>36.1</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>67.3</td>
<td>58.8</td>
<td>38.7</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>66.3</td>
<td>61.7</td>
<td>42.9</td>
</tr>
</tbody>
</table>
Variations in Library Usage and Satisfaction Ratings (continued)

<table>
<thead>
<tr>
<th>On-Line Library Use Tutorial</th>
<th>Classroom/Group Library Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction among users</td>
<td></td>
</tr>
<tr>
<td>very good</td>
<td>11.7%</td>
</tr>
<tr>
<td>good</td>
<td></td>
</tr>
<tr>
<td>fair</td>
<td>30.9</td>
</tr>
<tr>
<td>poor/very poor</td>
<td>17.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
<th>Variations in usage rate</th>
<th>Pct. assigning &quot;good&quot;/&quot;very good&quot; rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>15.6</td>
<td>51.9</td>
<td>10.2</td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>13.6</td>
<td>55.4</td>
<td>12.2</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>16.9</td>
<td>51.0</td>
<td>9.0</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>20.0</td>
<td>50.3</td>
<td>8.9</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>10.0</td>
<td>54.5</td>
<td>11.8</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>13.4</td>
<td>59.1</td>
<td>11.9</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>16.4</td>
<td>46.2</td>
<td>9.2</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>25.3</td>
<td>69.3</td>
<td>9.9</td>
</tr>
</tbody>
</table>

| Business                  | 15.6                                    | 59.8                     | 18.4                                    | 52.9                                    |
| Education                 | 3.5                                     | 45.7                     | 8.8                                     | 78.2                                    |
| Engineering               | 14.7                                    | 42.9                     | 2.3                                     | 42.7                                    |
| Fine Arts                 | 16.9                                    | 50.3                     | 6.3                                     | 85.2                                    |
| HSD                       | 8.1                                     | 68.9                     | 12.6                                    | 78.9                                    |
| Humanities                | 21.4                                    | 59.5                     | 13.4                                    | 75.6                                    |
| Science                   | 16.5                                    | 45.1                     | 8.2                                     | 70.7                                    |
| Social Sciences           | 18.1                                    | 46.6                     | 11.1                                    | 56.6                                    |
| Year 1                    | 46.3                                    | 54.7                     | 10.7                                    | 67.6                                    |
| Year 2                    | 18.9                                    | 45.8                     | 8.8                                     | 63.7                                    |
| Year 3                    | 7.8                                     | 54.9                     | 11.5                                    | 64.2                                    |
| Year 4                    | 5.7                                     | 46.4                     | 8.8                                     | 81.1                                    |

| Female                    | 17.1                                    | 51.4                     | 12.5                                    | 70.2                                    |
| Male                      | 13.5                                    | 51.0                     | 6.8                                     | 63.4                                    |

| 24 years of age or less   | 17.4                                    | 49.9                     | 9.3                                     | 65.1                                    |
| 25 years of age or more   | 9.9                                     | 58.1                     | 13.5                                    | 75.3                                    |

Notes:
The overall percentage assigning a "very good" or "good" rating, and the overall percentage using the service are based on the total number of responses. This number is often larger than the number of responses included in a sub-table, due to the existence of missing data on the second variable. As a result, the range of sub-table percentage values does not always "bracket" the overall percentage value.

The table excludes all "not applicable" and missing responses.

Usage and satisfaction ratings are presented for a standardized set of factors (secondary GPA, year of study, etc.). Some of these factors may have greater relevance for a particular service than others; all have been presented for the sake of consistency.

Low usage rates for services with utilization rates of less than about 10% warrant some caution when interpreting the results.
Variations in Library Satisfaction Ratings

<table>
<thead>
<tr>
<th>Satisfaction among users</th>
<th>Operating hours</th>
<th>Staff helpfulness</th>
<th>On-shelf item availability</th>
<th>Collection for discipline</th>
<th>Gateway terminal availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>very good</td>
<td>30.8%</td>
<td>25.6%</td>
<td>8.1%</td>
<td>10.8%</td>
<td>5.5%</td>
</tr>
<tr>
<td>good</td>
<td>54.9</td>
<td>56.9</td>
<td>45.4</td>
<td>43.3</td>
<td>36.7</td>
</tr>
<tr>
<td>fair</td>
<td>11.7</td>
<td>14.5</td>
<td>34.3</td>
<td>32.3</td>
<td>39.5</td>
</tr>
<tr>
<td>poor/very poor</td>
<td>2.6</td>
<td>2.9</td>
<td>12.2</td>
<td>13.5</td>
<td>18.3</td>
</tr>
</tbody>
</table>

Percentage assigning "good" or "very good" rating

| Overall                  | 85.6            | 82.5             | 53.5                      | 54.1                      | 42.2                        |
| secondary GPA 79% or less| 84.5            | 85.8             | 52.9                      | 53.2                      | 42.3                        |
| secondary GPA 80% or more| 86.8            | 81.2             | 54.1                      | 54.5                      | 43.1                        |
| no prior university or UT| 88.4            | 81.6             | 53.1                      | 54.6                      | 45.0                        |
| prior university or UT   | 82.0            | 83.7             | 54.2                      | 53.6                      | 38.4                        |
| expected session GPA A- or more | 84.9           | 85.0             | 51.5                      | 50.8                      | 40.2                        |
| expected session GPA B- to B+ | 85.8           | 81.5             | 54.6                      | 55.9                      | 43.0                        |
| expected session GPA C+ or less | 88.9           | 75.5             | 58.6                      | 60.0                      | 48.5                        |

| Business                 | 78.9            | 78.9             | 62.1                      | 53.9                      | 59.6                        |
| Education                | 81.0            | 90.0             | 61.0                      | 71.9                      | 53.2                        |
| Engineering              | 75.7            | 78.3             | 62.4                      | 47.9                      | 45.0                        |
| Fine Arts                | 84.5            | 76.3             | 50.8                      | 52.3                      | 52.0                        |
| HSD                      | 92.1            | 85.8             | 50.0                      | 37.2                      | 36.3                        |
| Humanities               | 90.4            | 83.2             | 52.5                      | 57.8                      | 40.5                        |
| Science                  | 86.1            | 81.2             | 54.3                      | 56.8                      | 41.5                        |
| Social Sciences          | 85.4            | 82.6             | 49.2                      | 51.5                      | 35.1                        |

| Year 1                   | 91.8            | 84.2             | 66.7                      | 69.5                      | 50.3                        |
| Year 2                   | 88.3            | 77.2             | 53.5                      | 56.6                      | 43.0                        |
| Year 3                   | 85.0            | 82.5             | 51.9                      | 52.8                      | 39.9                        |
| Year 4                   | 81.9            | 82.9             | 48.7                      | 44.0                      | 42.3                        |

| Female                   | 86.2            | 82.0             | 50.3                      | 51.5                      | 43.3                        |
| Male                     | 85.0            | 83.4             | 58.7                      | 58.6                      | 40.6                        |

| 24 years of age or less  | 86.4            | 82.0             | 53.8                      | 54.8                      | 44.3                        |
| 25 years of age or more  | 84.6            | 86.8             | 53.2                      | 54.4                      | 34.3                        |
## Variations in Library Satisfaction Ratings (continued)

<table>
<thead>
<tr>
<th>Satisfaction among users</th>
<th>Avail. individual study areas</th>
<th>Avail. group study areas</th>
<th>Avail. reserve materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>very good</td>
<td>14.2%</td>
<td>7.3%</td>
<td>11.0%</td>
</tr>
<tr>
<td>good</td>
<td>47.9%</td>
<td>32.5%</td>
<td>48.6%</td>
</tr>
<tr>
<td>fair</td>
<td>28.5%</td>
<td>33.6%</td>
<td>32.0%</td>
</tr>
<tr>
<td>poor/very poor</td>
<td>9.4%</td>
<td>26.6%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>secondary GPA 79% or less</td>
<td>60.8%</td>
<td>41.0%</td>
<td>65.6%</td>
</tr>
<tr>
<td>secondary GPA 80% or more</td>
<td>64.7%</td>
<td>40.4%</td>
<td>57.5%</td>
</tr>
<tr>
<td>no prior university or UT</td>
<td>67.3%</td>
<td>41.3%</td>
<td>61.1%</td>
</tr>
<tr>
<td>prior university or UT</td>
<td>55.0%</td>
<td>37.5%</td>
<td>57.6%</td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>61.5%</td>
<td>40.2%</td>
<td>57.2%</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>62.7%</td>
<td>39.5%</td>
<td>60.5%</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>62.8%</td>
<td>38.7%</td>
<td>58.1%</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expected session GPA A- or more</td>
<td>54.0%</td>
<td>30.4%</td>
<td>52.1%</td>
</tr>
<tr>
<td>expected session GPA B- to B+</td>
<td>67.7%</td>
<td>53.4%</td>
<td>77.0%</td>
</tr>
<tr>
<td>expected session GPA C+ or less</td>
<td>66.4%</td>
<td>37.3%</td>
<td>56.3%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>63.1%</td>
<td>44.1%</td>
<td>58.1%</td>
</tr>
<tr>
<td>HSD</td>
<td>51.0%</td>
<td>33.6%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Humanities</td>
<td>66.8%</td>
<td>48.0%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Science</td>
<td>69.1%</td>
<td>35.6%</td>
<td>59.0%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>58.8%</td>
<td>35.2%</td>
<td>55.0%</td>
</tr>
<tr>
<td>Year 1</td>
<td>77.2%</td>
<td>58.7%</td>
<td>71.2%</td>
</tr>
<tr>
<td>Year 2</td>
<td>67.7%</td>
<td>40.9%</td>
<td>59.3%</td>
</tr>
<tr>
<td>Year 3</td>
<td>60.5%</td>
<td>35.7%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Year 4</td>
<td>57.0%</td>
<td>35.5%</td>
<td>59.1%</td>
</tr>
<tr>
<td>Female</td>
<td>63.1%</td>
<td>42.4%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Male</td>
<td>61.1%</td>
<td>35.9%</td>
<td>55.8%</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>65.6%</td>
<td>41.9%</td>
<td>60.5%</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>48.8%</td>
<td>30.6%</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

### Notes
- The overall percentage assigning a "very good" or "good" rating is based on the total number of responses. This number is often larger than the number of responses included in a sub-table, due to the existence of missing data on the second variable. As a result, the range of sub-table percentage values does not always "bracket" the overall percentage value.
- The table excludes all "not applicable" and missing responses.
- Satisfaction ratings are presented for a standardized set of factors (secondary GPA, year of study, etc.). Some of these factors may have greater relevance for a particular service than others; all have been presented for the sake of consistency.
7. **Diversity and Campus Climate**

7.1 **Ethnic/National Origin**

Sixty percent of all responding students reported European ancestry. Another 16% indicated Canadian ancestry by writing “Canadian” in the space provided for “other” responses. Twenty-four percent reported other origins, including multiple origins (8%), East and Southeast Asia (6%) and southern Asia (3%); this group corresponds reasonably well to the conventional “visible minority” designation.

![Student Ethnic/National Origins](chart1)

![Composition of "Other" Ethnic/National Origins](chart2)

7.2 **Faith and Faith Practices**

Almost one-half (46%) of students reported that they did not identify with any faith. Of the remainder, the majority identified most closely with Christianity (43%); no other faith constituted more than 3% of the total. Slightly fewer than half of all students reporting a faith indicated that they were practicing members of that faith.
7.3 Disability Status

### Student Disability Status

<table>
<thead>
<tr>
<th>Reported Disability by Type</th>
<th>% of Total Student Body</th>
<th>% of Reported Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory impairment</td>
<td>0.94</td>
<td>10.5</td>
</tr>
<tr>
<td>Learning impairment</td>
<td>1.36</td>
<td>15.5</td>
</tr>
<tr>
<td>Mental/psychiatric</td>
<td>2.15</td>
<td>24.8</td>
</tr>
<tr>
<td>Mobility/physical</td>
<td>0.80</td>
<td>8.9</td>
</tr>
<tr>
<td>Medical</td>
<td>2.33</td>
<td>26.5</td>
</tr>
<tr>
<td>Other</td>
<td>1.22</td>
<td>14.1</td>
</tr>
</tbody>
</table>

(Students could report more than one disability)

About 8% of UVic undergraduate students report having a long-term physical or mental condition or health problem that affected their ability to learn or study. Each of the disabilities or conditions listed captured 1% - 2% of all respondents.

7.4 Campus Climate

The majority of UVic students strongly agree (17%) or agree (74%) that “UVic provides students with a respectful and equitable environment for academic study”. A minority of students indicated that during the current winter session, they had been exposed to disrespectful treatment by a UVic instructor (11%) or a UVic student (10%) or that they had felt marginalized or excluded because of course or program content (12%). About one-fourth of all students reported that they had experienced some form of disrespect or marginalization.
Variation in Perceptions Toward Campus Climate

Perceptions toward the climate at UVic (occurrence of disrespectful treatment, marginalization due to course content, overall perception toward climate) vary somewhat by student group:

- Reported occurrences of disrespectful treatment from instructors are lower in Humanities and Social Sciences, and increase from 1st to 4th year. They do not vary with ethnic/national origin, faith/faith practices, gender or age, but are significantly higher among disabled students.

- Reported disrespect from other UVic students appears somewhat lower in Humanities, Science and Social Sciences and higher in 4th year than in other years of study. Students in the visible minority groups, practicing Christians and members of other religions also report higher levels of disrespect from students. Disabled students report receiving twice as much disrespect (21% vs. 9%) as non-disabled students.

- Feelings of marginalization or exclusion resulting from course content are more common in the Faculty of Human and Social Development and appear somewhat higher among students of “other” national/ethnic origins and those practicing a non-Christian religion. Disabled students are again more likely to feel marginalized.

- More positive general perceptions toward campus climate are generally found within the Faculty of Humanities, among students in the lower years of study, among students of

7.5 Variation in Perceptions Toward Campus Climate

Perceptions toward the climate at UVic (occurrence of disrespectful treatment, marginalization due to course content, overall perception toward climate) vary somewhat by student group:

- Reported occurrences of disrespectful treatment from instructors are lower in Humanities and Social Sciences, and increase from 1st to 4th year. They do not vary with ethnic/national origin, faith/faith practices, gender or age, but are significantly higher among disabled students.

- Reported disrespect from other UVic students appears somewhat lower in Humanities, Science and Social Sciences and higher in 4th year than in other years of study. Students in the visible minority groups, practicing Christians and members of other religions also report higher levels of disrespect from students. Disabled students report receiving twice as much disrespect (21% vs. 9%) as non-disabled students.

- Feelings of marginalization or exclusion resulting from course content are more common in the Faculty of Human and Social Development and appear somewhat higher among students of “other” national/ethnic origins and those practicing a non-Christian religion. Disabled students are again more likely to feel marginalized.

- More positive general perceptions toward campus climate are generally found within the Faculty of Humanities, among students in the lower years of study, among students of
European and Canadian origin, among students reporting no faith/religion, among non-practicing Christians, and among non-disabled students.

7.6 Written-In Responses Related to Campus Climate and Diversity

Respondents provided only a few (23 in total) responses related to campus climate and diversity issues. About half were positive about the climate and/or the university’s efforts to improve it; the other half were concerned that too much attention was being paid to diversity/climate issues.
<table>
<thead>
<tr>
<th>Variations in Perceptions Toward Campus Climate</th>
<th>Responded &quot;Yes&quot; to Experiencing</th>
<th>&quot;Strongly Agree&quot; that UVic provides an equitable/respectful environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespect from UVic instructor</td>
<td>Disrespect from UVic student</td>
<td>Marginalization due to course content</td>
</tr>
<tr>
<td>Overall</td>
<td>11.0%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Business</td>
<td>11.9</td>
<td>13.8</td>
</tr>
<tr>
<td>Education</td>
<td>15.4</td>
<td>13.4</td>
</tr>
<tr>
<td>Engineering</td>
<td>10.7</td>
<td>10.7</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>17.3</td>
<td>14.6</td>
</tr>
<tr>
<td>HSD</td>
<td>13.8</td>
<td>11.7</td>
</tr>
<tr>
<td>Humanities</td>
<td>6.3</td>
<td>9.4</td>
</tr>
<tr>
<td>Science</td>
<td>14.1</td>
<td>6.4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>7.7</td>
<td>9.6</td>
</tr>
<tr>
<td>Year 1</td>
<td>4.8</td>
<td>6.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>9.3</td>
<td>10.1</td>
</tr>
<tr>
<td>Year 3</td>
<td>13.4</td>
<td>6.9</td>
</tr>
<tr>
<td>Year 4</td>
<td>14.1</td>
<td>15.3</td>
</tr>
<tr>
<td>European</td>
<td>10.7</td>
<td>8.1</td>
</tr>
<tr>
<td>Canadian</td>
<td>9.0</td>
<td>10.5</td>
</tr>
<tr>
<td>other</td>
<td>13.5</td>
<td>16.0</td>
</tr>
<tr>
<td>no faith/religion</td>
<td>10.2</td>
<td>6.4</td>
</tr>
<tr>
<td>practicing Christian</td>
<td>12.0</td>
<td>16.4</td>
</tr>
<tr>
<td>non-practicing Christian</td>
<td>11.5</td>
<td>9.4</td>
</tr>
<tr>
<td>practicing other religion</td>
<td>12.9</td>
<td>17.7</td>
</tr>
<tr>
<td>non-practicing other religion</td>
<td>9.5</td>
<td>16.0</td>
</tr>
<tr>
<td>disabled</td>
<td>24.0</td>
<td>20.8</td>
</tr>
<tr>
<td>not disabled</td>
<td>10.0</td>
<td>9.4</td>
</tr>
<tr>
<td>female</td>
<td>11.4</td>
<td>10.3</td>
</tr>
<tr>
<td>male</td>
<td>10.6</td>
<td>10.1</td>
</tr>
<tr>
<td>24 years of age or less</td>
<td>10.6</td>
<td>9.5</td>
</tr>
<tr>
<td>25 years of age or more</td>
<td>11.8</td>
<td>11.1</td>
</tr>
<tr>
<td>Canadian citizen/permanent resident</td>
<td>10.9</td>
<td>10.0</td>
</tr>
<tr>
<td>student visa</td>
<td>14.3</td>
<td>14.8</td>
</tr>
</tbody>
</table>
8. Universal Bus Pass (UPASS)

Students were asked to document their use of BC Transit to and from campus now and (if they were then enrolled at UVic) last April.

In terms of current usage, 41% of all students do not use BC Transit to travel to and from campus. Over a typical 10-day period, 18% of students use transit on 10 days; 14% use it between 7 and 9 days, 11% use it between 4 and 6 days, and 17% use it 1 to 3 days. Usage varies by geographic location. On average, students ride transit 3.7 out of 10 days. The heaviest users are those students residing in Victoria and Oak Bay (average 4.8 days of use per 10-day period). Students living in residence use transit an average of 3 days per 10-day period. Usage generally declines with distance from the campus, dropping from Esquimalt (4.3 days) to North Saanich/Sidney (1.1 days) and locations outside Greater Victoria (0.5 days).
The effect of the UPASS on generating increased ridership was estimated by examining the BC Transit usage of respondents who were enrolled at UVic both last year and this year, and whose municipality of residence was the same in both periods. Overall and across most municipalities, students are using BC Transit to travel to and from campus to a greater degree than they did last year. Usage days have increased from 2.4 days out of 10 last year to 3.6 days this year, a 47% increase.

<table>
<thead>
<tr>
<th>Municipality</th>
<th>Mean # Trips per 10-day Period</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>last April</td>
<td>This Term</td>
</tr>
<tr>
<td>residence</td>
<td>2.33</td>
<td>3.02</td>
</tr>
<tr>
<td>Victoria/Oak Bay</td>
<td>3.19</td>
<td>4.33</td>
</tr>
<tr>
<td>Esquimalt *</td>
<td>3.65</td>
<td>2.63</td>
</tr>
<tr>
<td>Western Communities</td>
<td>2.61</td>
<td>3.51</td>
</tr>
<tr>
<td>View Royal/Malahat</td>
<td>3.27</td>
<td>3.66</td>
</tr>
<tr>
<td>Saanich</td>
<td>1.54</td>
<td>2.59</td>
</tr>
<tr>
<td>Central Saanich</td>
<td>2.37</td>
<td>2.59</td>
</tr>
<tr>
<td>North Saanich/Sidney *</td>
<td>0.95</td>
<td>0.39</td>
</tr>
<tr>
<td>outside Victoria *</td>
<td>0.76</td>
<td>0.25</td>
</tr>
<tr>
<td>Mean</td>
<td>2.41</td>
<td>3.55</td>
</tr>
</tbody>
</table>

* should be interpreted with caution due to low cell counts
9. Student Attrition Analysis

Student attrition (i.e. termination of studies prior to degree completion) has its origin in one or more academic, personal, financial, institutional and/or social factors. Respondents were asked to provide their UVic student ID number so their future study behaviour (particularly in regard to attrition and degree completion) could be monitored and analyzed to determine whether it was related in any way to their survey responses. Approximately 600 of the 2,174 respondents provided valid UVic student ID numbers.

In due course, the study behaviours (attrition, degree completion, stopout patterns, full-time/part-time shifts) of these 600 students for the 1999/2000, 2000/2001 and possible subsequent academic years will be pulled from the student records system and attached to the survey responses. In this fashion, it will be possible to examine whether satisfaction levels, academic performance and other factors assist in explaining attrition behaviour.

Of particular interest will be whether any of the following survey responses predict attrition/degree completion behaviour:

- secondary school graduation average
- UVic GPA (both reported on the survey for 1999/2000, actual 1999/2000, and future session GPA’s)
- pre-UVic post-secondary involvement
- self-assessed preparedness for university
- year of study
- certainty of academic specialization
- course/program satisfaction ratings
- campus climate satisfaction ratings
- service usage/satisfaction ratings
- library usage/satisfaction ratings
- personal characteristics (age, gender, national/ethnic origin, disability, family situation)
This survey is being administered to about 1700 undergraduate students in a cross-section of UVic courses. The survey results will help us design services and programs that match student needs and preferences as they relate to your UVic courses; diversity on the UVic campus; and your usage of, and satisfaction with, selected services including the library.

Your instructor has provided class time to allow this survey to be conducted. We ask that you take 10-15 minutes to complete the questionnaire, and that you return it to the survey team member when you’re finished. You are not obliged to complete the questionnaire, and you will not be penalized in any way if you choose not to. If you do participate, you can choose not to answer any specific questions. If you’ve already completed the questionnaire in another class, please do not do so again! The final question invites you to provide us with your UVic student ID number. This will allow the study team to examine whether student dropout, time to complete degree and other study patterns are related to service usage and satisfaction. If you do choose to provide your student ID, your survey responses will remain completely confidential, and will never be attached to your student record. If you would rather your responses remain anonymous, please feel free not to provide your ID number. By returning your completed questionnaire, you are agreeing to participate in the survey under the terms described above.

If you have any questions about the survey, please contact UVic’s Office of Institutional Analysis at inst@uvic.ca, or at 721-8026.

Dr. Penelope Codding
Vice President Academic and Provost

A. Academic Background and Current Educational Activities

1. To the best of your recollection, what was your secondary school graduation average?
   - didn’t complete secondary
   - less than 60%
   - 60% to 69.9%
   - 70% to 74.9%
   - 75% to 79.9%
   - 80% to 84.9%
   - 85% to 89.9%
   - 90% or more
   - don’t know/can’t remember

2. Please indicate whether you enrolled in any of the following before attending UVic.
   - yes          no
   - technical or vocational courses at a community college
   - college university-transfer courses
   - courses at another university
   - a private post-secondary institution

3. Based on your experience to date, how would you rate your preparation for university study?
   - very good                  good                    fair                   poor                  very poor                  no opinion
   - academic preparation
   - financial preparation
   - personal preparation

4. In what month and year did you first enrol in UVic courses?  month    year

5. What do you expect your final grade point average (GPA) to be for the current winter session?
   - 9 (A+)
   - 8 (A)
   - 7 (A-)
   - 6 (B+)
   - 5 (B)
   - 4 (B-)
   - 3 (C+)
   - 2 (C)
   - 1 (D)
   - below 1.0
   - don’t know

6. In what faculty are you currently enrolled?
   - Business
   - Fine Arts
   - Education
   - Human and Social Devt
   - Social Sciences
   - Engineering
   - Humanities

7. In what year of study are you currently enrolled?
   - year 1
   - year 2
   - year 3
   - year 4
   - year 5/6 (Education only)
   - unclassified year of study
   - don’t know

8. Are you currently studying full-time or part-time?
   - full-time (generally 12+ units in winter session)
   - part-time (generally less than 12 units in winter session)

9. Are you currently registered in a co-op program?
   - yes          no
10. How certain are you of the specific area of specialization you will pursue in your UVic studies?

[ ] very certain  [ ] not very certain
[ ] fairly certain  [ ] not at all certain

B. Opinions Toward UVic Courses

11. Please indicate whether each of the following statements applies to all, most, some, or none of the UVic course(s) you are registered in this winter session:

<table>
<thead>
<tr>
<th>Statement</th>
<th>all</th>
<th>most</th>
<th>some</th>
<th>none</th>
<th>not appl.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instruction in my courses is good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My courses are interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The class atmosphere is friendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My courses are intellectually challenging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have adequate opportunities to ask questions in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class sizes are conducive to learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests reflect the materials covered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tests and assignments are graded fairly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor expectations are clear</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My course workload is heavier than I’d expected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texts and other course materials are relevant and useful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses satisfied my initial expectations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course content fits my career plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course content is well integrated across courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the opportunity to contact instructors outside of class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My courses involve the right mix of lectures, labs and tutorials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Diversity and Campus Climate

(UVic is committed to developing a positive, supportive and safe learning environment for all its members. The following questions help us measure diversity within the student body, and student perceptions toward the “climate” for various groups on campus.)

12. Please identify your ethnic or national origin. (Check all that apply.)

[ ] Aboriginal/First Nations  [ ] Middle Eastern
[ ] African     [ ] South Asian
[ ] Central or South American  [ ] South Pacific
[ ] East or Southeast Asian  [ ] Other (specify): ______________________________
[ ] European

13. Please indicate which faith you most closely identify with. (Check one only.)

[ ] none (skip to Question #15)  [ ] Judaism
[ ] Aboriginal spirituality  [ ] Muslim
[ ] Buddhism     [ ] Sikhism
[ ] Christianity  [ ] Other (specify): ______________________________
[ ] Hinduism

14. Are you a practicing member of the faith you identified above?

[ ] yes  [ ] no

15. Do you currently suffer from a long-term physical condition, mental condition or health problem that affects your ability to learn or study?

[ ] yes  [ ] no (skip to Question #17)

16. Please indicate which of the following conditions or problems you suffer from. (Check all that apply.)

[ ] sensory impairment (hearing, speech or visual)
[ ] learning impairment
[ ] mental or psychiatric disability
[ ] mobility or physical impairment
[ ] medical condition
[ ] other

17. Please indicate your agreement or disagreement with the following statement: “UVic provides students with a respectful and equitable environment for academic study.”

[ ] strongly agree
[ ] agree
[ ] disagree
[ ] strongly disagree
[ ] don’t know/no opinion
18. Please answer each of the following questions concerning your experiences at UVic this winter session.

Relative to other students, have you experienced disrespectful treatment from a UVic instructor? [ ] yes [ ] no
Relative to other students, have you experienced disrespectful treatment from another UVic student? [ ] yes [ ] no
Have you felt marginalized or excluded because of the content of your program or courses? [ ] yes [ ] no

D. Service Usage and Satisfaction

19. Were you a UVic student during April 1999? [ ] yes [ ] no

20. Where do you currently live, and where did you live in April 1999?

- in UVic residence [ ] now [ ] last April
- City of Victoria/Oak Bay [ ] [ ]
- Esquimalt [ ] [ ]
- Colwood/Metchosin/Sooke [ ] [ ]
- View Royal/Langford/Highlands/Malahat [ ] [ ]
- Saanich [ ] [ ]
- Central Saanich [ ] [ ]
- North Saanich/Sidney [ ] [ ]
- Outside Greater Victoria [ ] [ ]

21. Over a typical 10-day period this term, about how many days do you use the bus to travel to and from UVic? If you were a UVic student last April, about how many days over a 10-day period did you use the bus last April?

Number of days out of 10 using bus last April: ________
Number of days out of 10 using bus this term to travel to and from UVic: ________ (if you were a UVic student last April)

22. Please indicate whether you have used each of the following UVic services, and if you have, your satisfaction with the service. Your usage and ratings should apply to this winter session only.

<table>
<thead>
<tr>
<th>Service Usage and Satisfaction</th>
<th>Used this Winter Session</th>
<th>Satisfaction if Used</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>academic advising</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>career counselling</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>personal counselling</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>learning skills counselling (exam prep, study skills, etc.)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>chaplaincy centre</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>employment centre</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>orientation/week of welcome</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>financial aid (student loans)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>UVic bookstore</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>athletic and recreational facilities</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>UVic health services</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>BC Transit bus service to and from campus</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>safewalk service</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>computer labs</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>tele-reg (telephone course registration)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>web-reg (web-based course registration)</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

23. Please indicate whether you have used each of the following UVic library services, and if you have, your satisfaction with the service. Your usage and ratings should apply to this winter session only.

<table>
<thead>
<tr>
<th>Library Services</th>
<th>Used this Winter Session</th>
<th>Satisfaction if Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>reference desk in the McPherson library</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>interlibrary loan</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>document delivery from another library</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>music/audio</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>film/video</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>curriculum lab</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>microforms</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>current journals</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>special collections</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>archives</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>map collection</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Law library</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>library photocopying</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>using library Gateway from off campus</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>using library Gateway from a campus location</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>on-line library use tutorial</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>classroom or group instruction given by librarians</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
24. Please indicate your level of satisfaction with the quality of each of the following aspects of library operations this winter session.

<table>
<thead>
<tr>
<th>Aspect of Library Operations</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of Operation</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Helpfulness of Library Staff</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Availability of Items on the Shelves</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Availability of Gateways</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Availability of Individual Study Areas</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Availability of Group Study Areas</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Availability of Materials on Course Reserve</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

25. In which on-campus locations do you do most of your studying, reading and assignment preparation? (Check up to 2 locations.)

[ ] McPherson library
[ ] Cafeterias
[ ] Vacant classrooms
[ ] Common areas (lounges, hallways)
[ ] Other (please specify): ______________________________

26. Support to library users can be provided in various formats. Please indicate which of the following formats you would find most convenient. (Check up to 2.)

[ ] Interactive tutorials on the web
[ ] Help screens on the web
[ ] Printed library handouts
[ ] Hands-on small group training/information sessions
[ ] Instruction during class time
[ ] Asking library staff for help
[ ] Library tours
[ ] Other (please specify): ______________________________

E. Wrap-Up Questions

(Your answers to the following questions will allow us to compare responses across groups of students.)

27. Are you

[ ] Female   [ ] Male

28. What is your current age? ____________

29. Who do you currently live with? (Check all that apply.)

[ ] I live alone (including a single room in residence)
[ ] I live with one or more other post-secondary students
[ ] I live with my parent(s)
[ ] I live with my brother(s) and/or sister(s)
[ ] I live with my spouse/partner
[ ] I live with my child/children
[ ] I live with other relative(s) not mentioned above
[ ] I live with one or more other people not listed above

30. Are you attending UVic on either a student visa or diplomatic visa?

[ ] Yes       [ ] No

31. Please feel free to make any additional comments about your UVic courses, university services, the library, or campus diversity.

______________________________________________________________________________________________________________
______________________________________________________________________________________________________________
______________________________________________________________________________________________________________

32. What is your UVic student ID number? (Please refer to the introductory note. You are not required to provide your student number.)

______________________________

Thank you very much for taking the time to participate in this survey. Your responses will help us as we develop and revise our services. Good luck with your studies!

Please return your completed questionnaire to the survey team member.