

2000 Undergraduate

Student Survey

Major Findings and Conclusions

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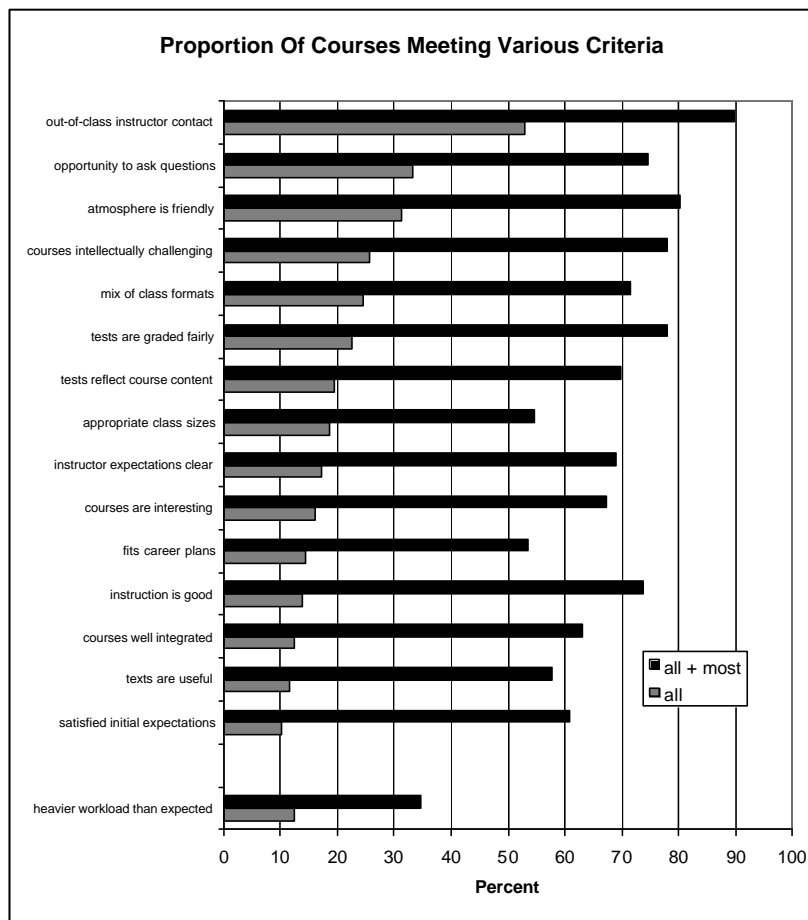
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1. Executive Summary

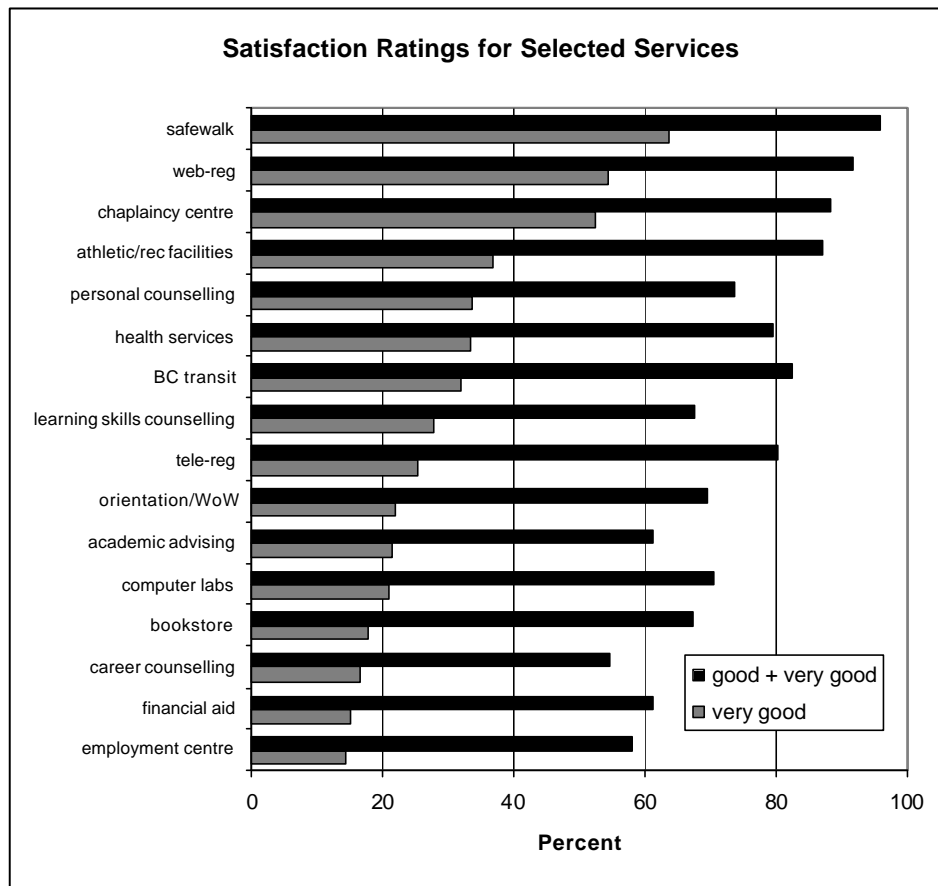
The 2000 Undergraduate Student Survey was conducted to benchmark student usage of and satisfaction with courses, support services and library services; and to measure diversity within the student population and its relationship to campus climate. Over 2,400 students responded to an in-class survey administered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

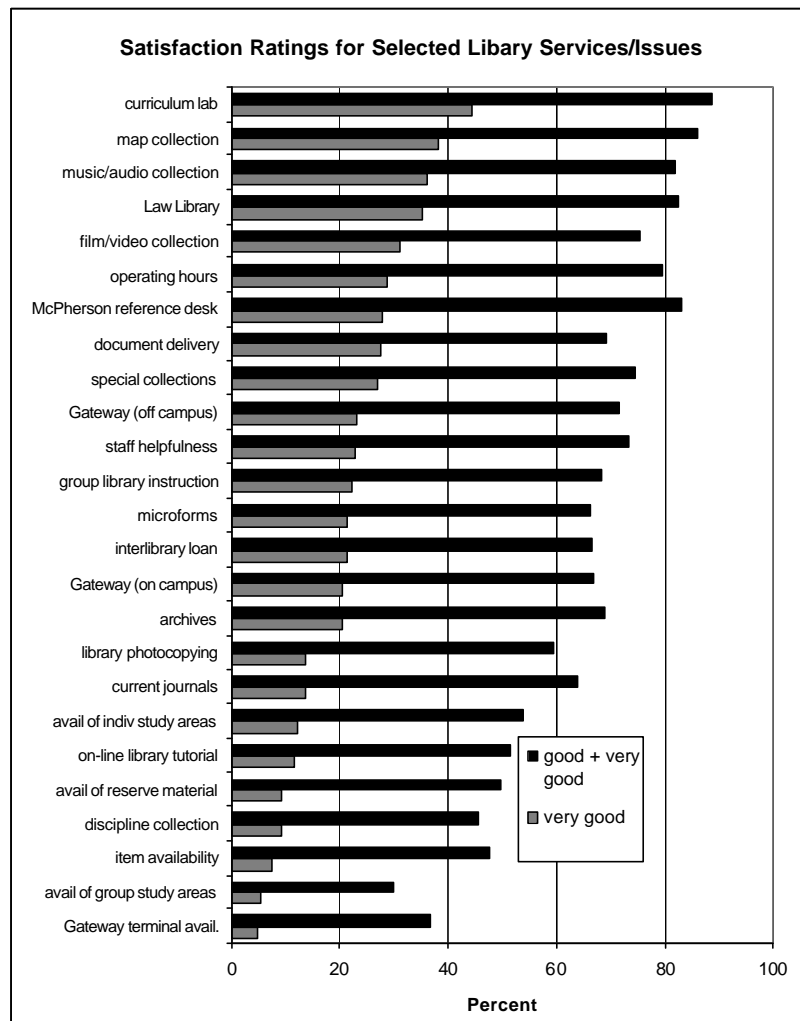
Student opinions toward their courses vary from very high satisfaction (out-of-class instructor contact, opportunities to ask questions, class atmosphere) to much lower satisfaction (integration among courses, usefulness of texts/materials, satisfaction of initial expectations). Variations in satisfaction 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.

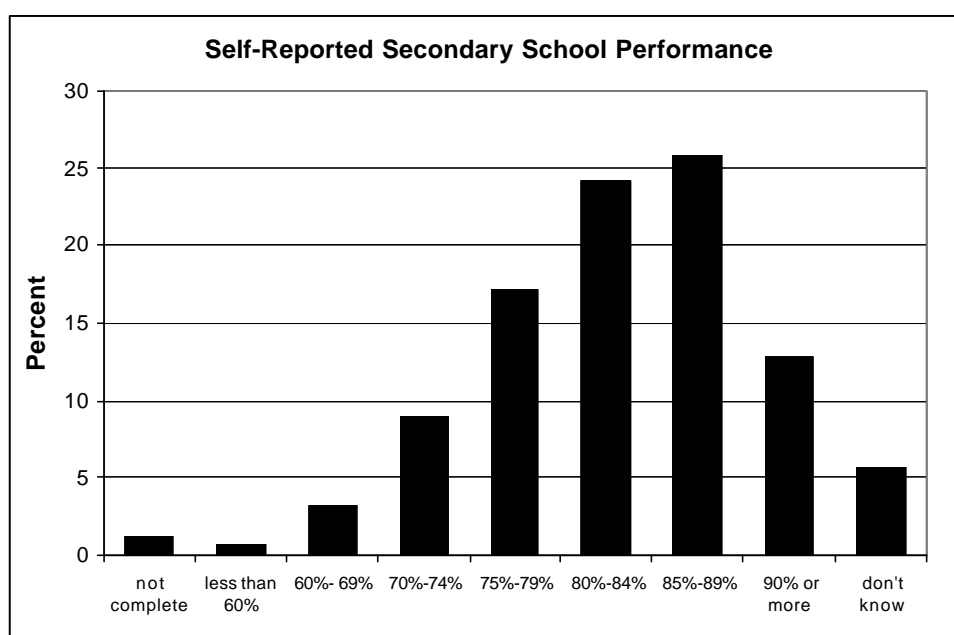
The project team is grateful for the cooperation of the 65 UVic faculty members who allowed us to conduct the survey in their classes, and of course to the over 2,000 undergraduate students who took the time to respond to the survey.

3. A Snapshot of UVic's Undergraduate Student Body

UVic's undergraduate students represent a wide range of demographic, personal and academic situations.

3.1 Secondary School Performance

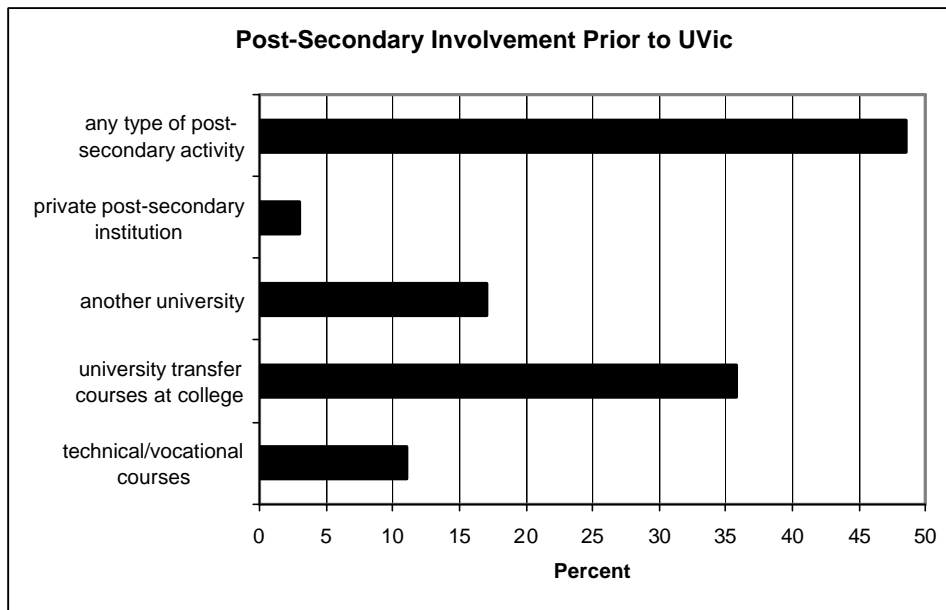
About two-thirds of UVic's students report earning secondary school grades of 80% or better, with 13% earning 90% or better. A small percentage indicated they did not complete secondary school (1%) or earned grades of less than 60%.



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.

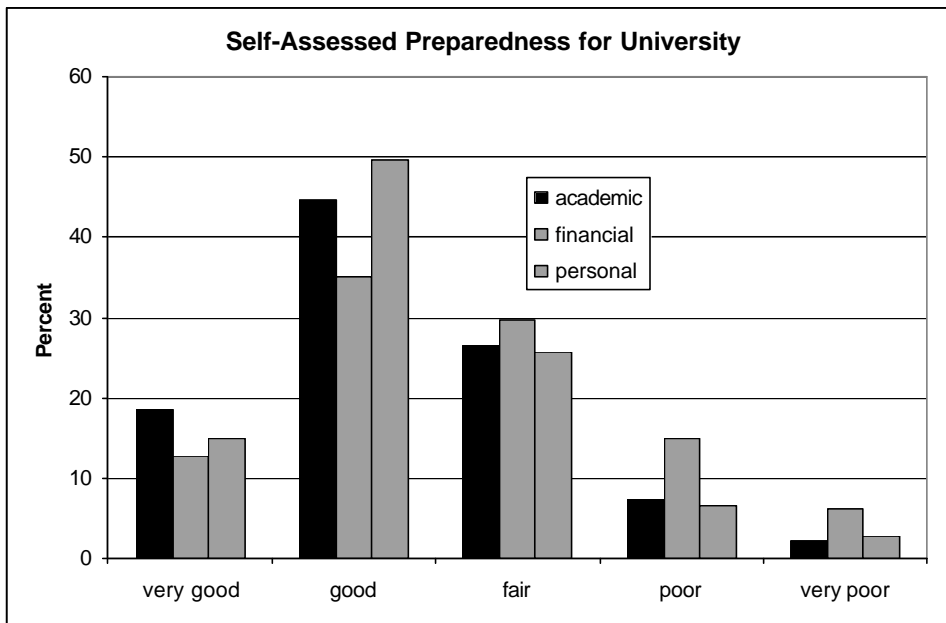
3.2 Previous Involvement in Post-Secondary Education

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

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

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.

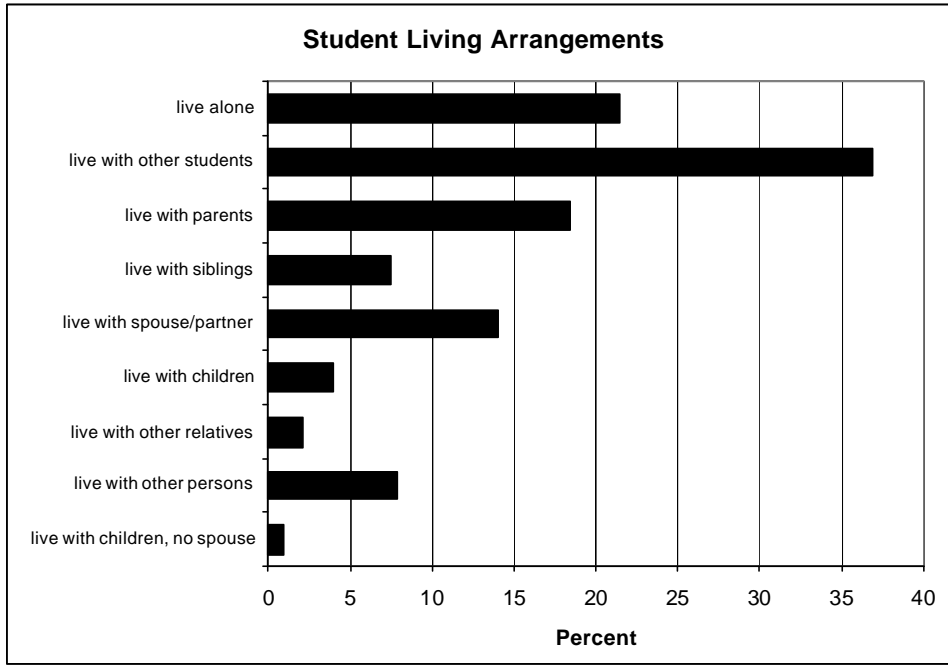
3.5 Place of Residence

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%).

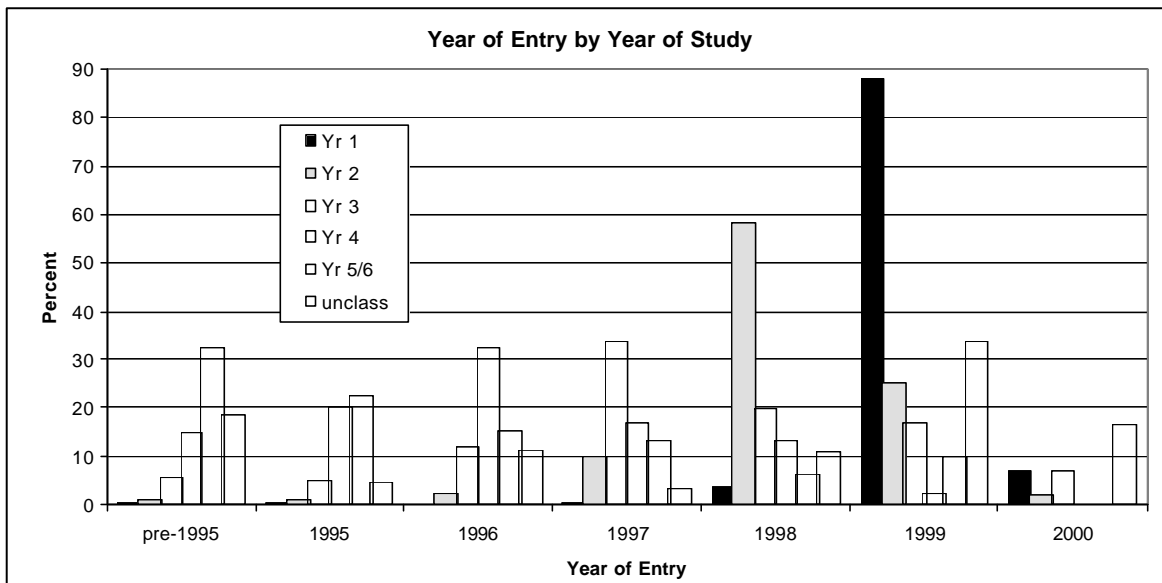
Place of Residence	
UVic residence	14.2%
Victoria/Oak Bay	40.4
Esquimalt	1.8
Western Communities	2.1
View Royal/Highlands/ Langford/Malahat	2.0
Saanich	32.7
Central Saanich	3.0
North Saanich/Sidney	2.1
outside Greater Victoria	1.8

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%).

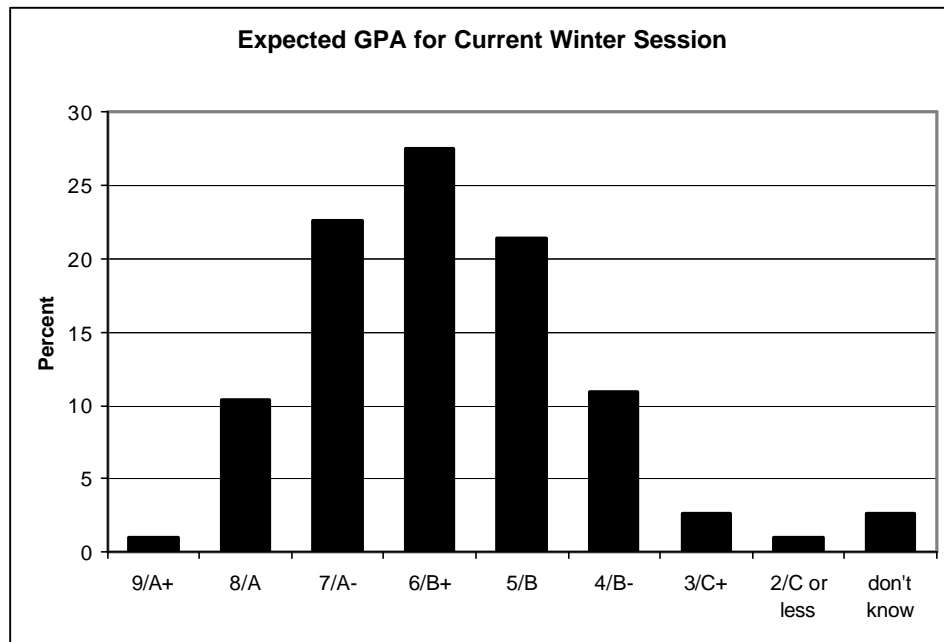


3.7 Time Since Starting at UVic



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.

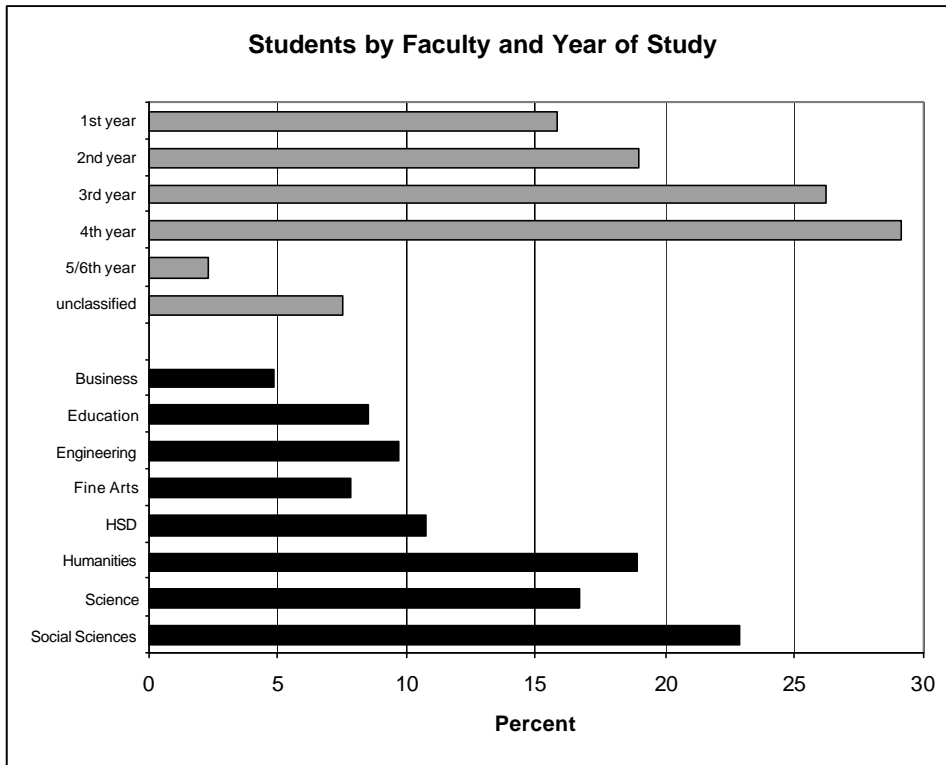
3.8 Expected GPA for the Current Session



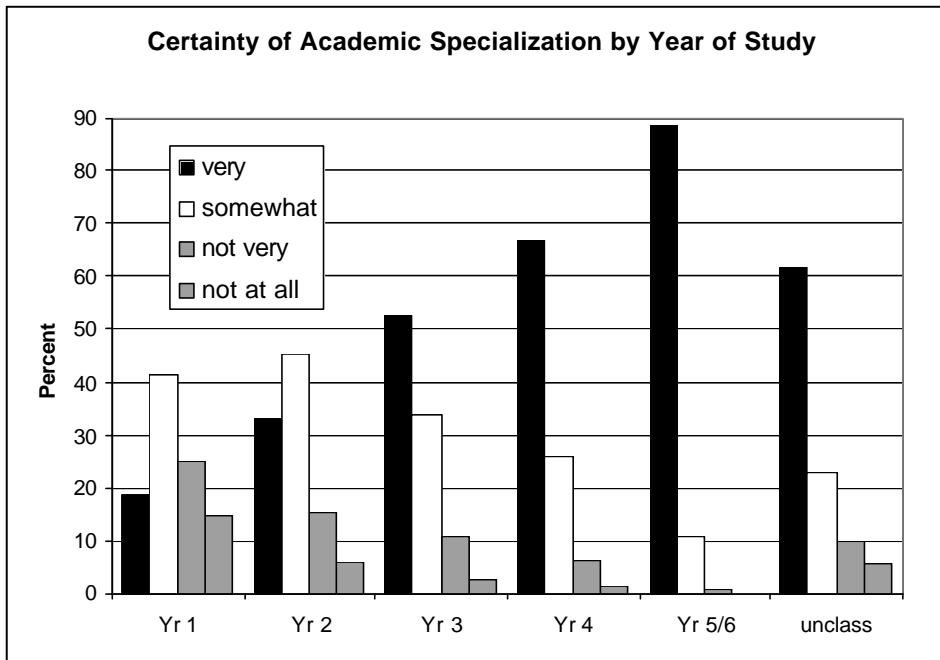
On average, student expectations of their academic performance in the current session are higher than their actual grades warrant. Eleven percent of all students expect to earn a session GPA of 8 or higher, while 15% expect a GPA of 4 or less. The median expected GPA of 6.4 is significantly higher than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

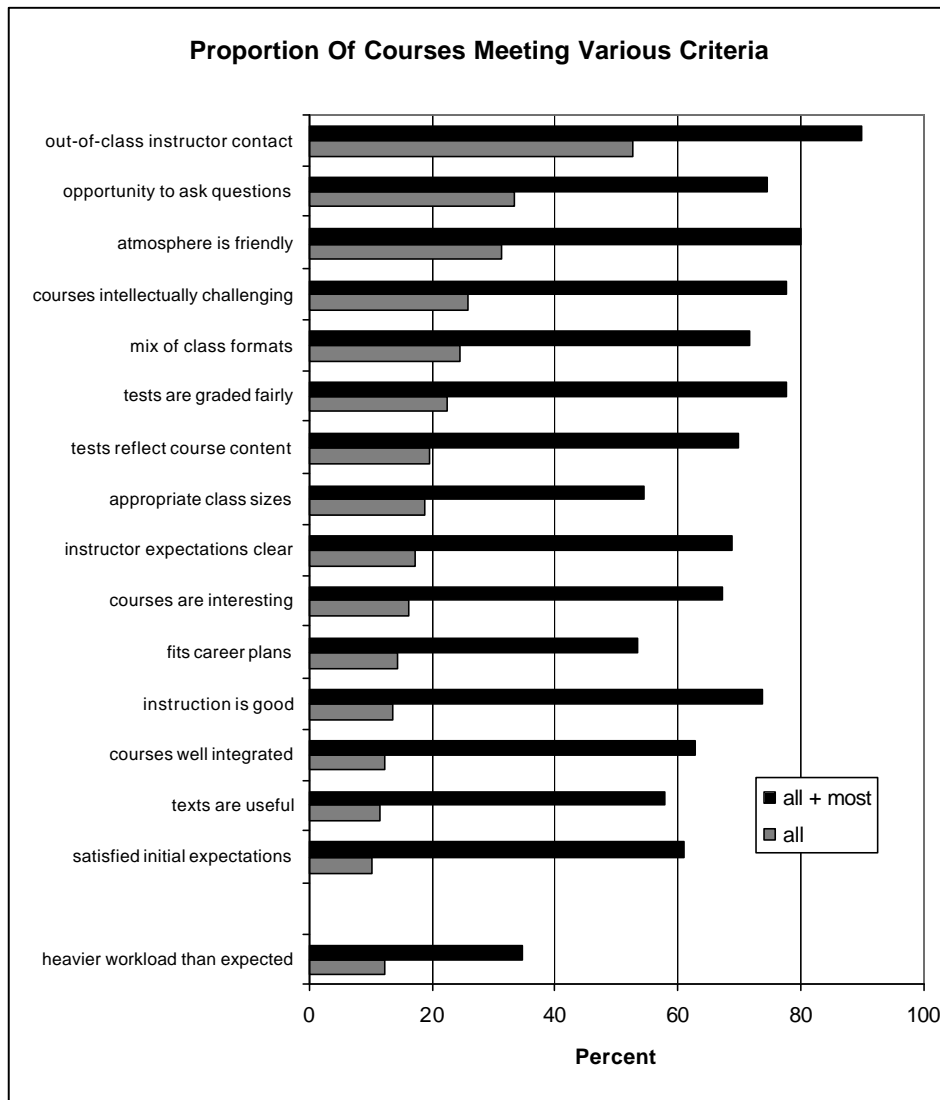
About 19% of the survey respondents indicated they were enrolled in a co-operative education program.

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:

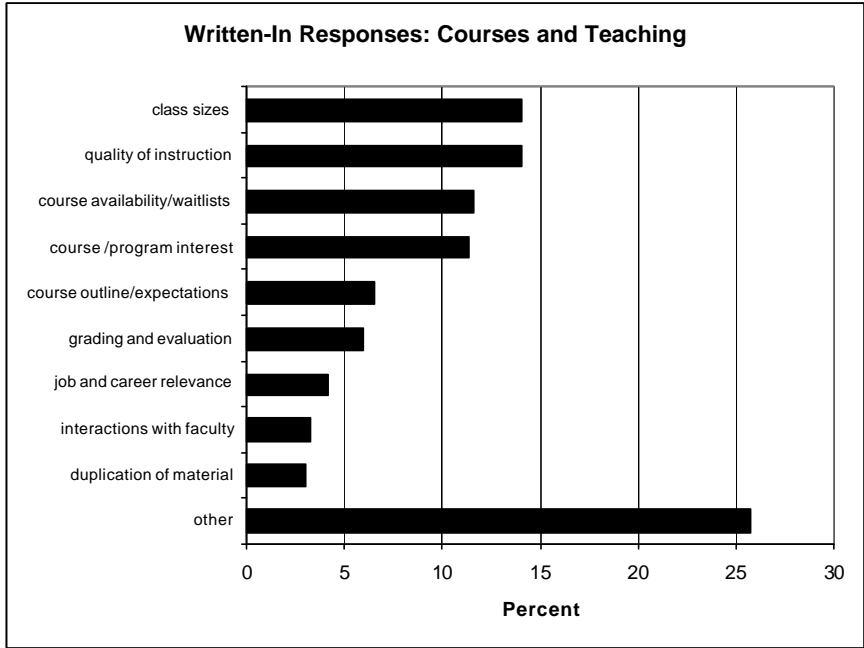
- Quality of course instruction: Higher satisfaction ratings are generally assigned by students with higher session GPA's; those in the Faculties of Fine Arts, Humanities and Social Sciences; and those in lower years of study. Women assign slightly higher ratings than men.
- Interest level of courses: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

Statement applies to	The instruction in my courses is good	My courses are interesting	The class atmosphere is friendly	My courses are intellectually challenging	I have adequate opportunities to ask questions	
all courses	13.8%	16.1%	31.3%	25.7%	33.3	
most courses	59.9	51.2	48.8	52.3	41.3	
some courses	25.5	31.6	18.5	20.8	23.7	
no courses	0.8	1.2	1.4	1.3	1.6	
Percentage saying statement applies to "all" or "most" courses	Overall	73.7	67.2	79.9	77.9	74.6
	secondary GPA 79% or less	77.3	69.4	82.2	78.2	78.3
	secondary GPA 80% or more	71.8	65.0	79.4	77.6	74.1
	no prior university or UT	73.6	65.0	79.6	78.9	73.9
	prior university or UT	73.7	70.1	80.7	76.7	75.7
	expected session GPA A- or more	75.6	72.9	82.0	76.7	79.1
	expected session GPA B- to B+	73.2	65.5	79.9	78.8	73.2
	expected session GPA C+ or less	62.9	47.2	72.9	82.1	70.4
	Business	65.3	48.4	79.3	67.8	77.3
	Education	72.1	68.0	89.8	58.0	85.3
	Engineering	35.0	48.8	74.2	80.0	69.3
	Fine Arts	80.9	79.7	79.3	72.5	79.0
	HSD	74.1	71.1	89.7	79.3	80.3
	Humanities	86.5	77.6	80.3	83.2	75.2
	Science	70.4	58.1	74.7	82.8	68.3
	Social Sciences	81.6	70.9	78.7	79.9	72.5
	Year 1	80.1	55.4	76.7	80.0	64.6
	Year 2	76.0	66.7	77.8	80.1	76.0
	Year 3	69.3	68.4	80.3	79.2	76.2
	Year 4	72.4	70.1	81.6	74.3	79.2
	Female	77.9	71.3	80.9	78.9	73.4
	Male	68.2	61.1	79.1	76.3	76.9
	24 years of age or less	75.2	64.3	79.9	77.3	74.3
	25 years of age or more	69.7	76.6	82.7	80.5	78.6

Variations in Course Satisfaction Ratings (continued)

Statement applies to	Class sizes are conducive to learning	Tests reflect the materials covered	Tests and assignments are graded fairly	Instructor expectations are clear	Course workload is heavier than expected
all courses	18.6%	19.6%	22.6%	17.2%	12.4%
most courses	36.1	50.1	55.3	51.7	22.3
some courses	39.5	28.4	20.5	29.7	44.9
no courses	5.8	1.8	1.6	1.4	20.4
Percentage saying statement applies to "all" or "most" courses					
Overall	54.6	65.5	76.1	68.8	34.3
secondary GPA 79% or less	59.5	70.9	80.7	73.6	36.0
secondary GPA 80% or more	52.2	69.8	77.7	67.1	33.9
no prior university or UT	52.0	69.3	79.1	67.8	37.5
prior university or UT	58.2	70.3	76.4	70.3	31.2
expected session GPA A- or more	59.3	75.0	81.6	72.9	29.0
expected session GPA B- to B+	52.5	67.9	76.2	67.5	36.3
expected session GPA C+ or less	51.5	60.6	73.8	62.5	55.2
Business	51.7	64.9	75.6	63.9	42.1
Education	79.9	71.7	84.4	74.7	33.0
Engineering	44.8	59.7	68.6	53.0	47.2
Fine Arts	67.6	76.0	78.6	65.7	32.9
HSD	75.2	59.7	68.5	66.0	28.5
Humanities	54.4	82.6	83.6	79.3	30.9
Science	46.9	66.3	74.9	65.5	37.4
Social Sciences	42.1	68.8	82.0	70.9	33.2
Year 1	49.0	75.1	79.8	64.7	46.8
Year 2	48.5	72.2	77.7	68.2	34.3
Year 3	54.3	68.7	76.7	67.2	38.5
Year 4	57.9	69.4	80.1	74.0	28.1
Female	57.5	72.3	78.5	70.3	33.1
Male	51.3	65.8	77.4	67.2	36.8
24 years of age or less	52.5	71.0	78.7	69.1	34.8
25 years of age or more	63.5	65.2	76.4	69.5	32.8

Variations in Course Satisfaction Ratings (continued)

Statement applies to		Texts/materials are relevant and useful	Courses satisfied my expectations	Course content fits my career plans	Content is well integrated across courses	I have opportunity to contact instructors
	all courses	11.5%	10.2%	14.4%	12.3%	52.8%
	most courses	46.2	50.6	39.0	50.7	37.1
	some courses	40.2	37.3	42.5	34.2	9.5
	no courses	2.1	1.9	4.1	2.8	0.6
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	60.7	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

Variations in Course Satisfaction Ratings (continued)

	Courses involve right mix of lectures, labs	
Statement applies to		
all courses	24.4%	
most courses	47.1	
some courses	24.4	
no courses	4.0	
Percentage saying statement applies to "all" or "most" courses		
Overall	65.8	
secondary GPA 79% or less	76.9	
secondary GPA 80% or more	70.6	
no prior university or UT	75.7	
prior university or UT	66.0	
expected session GPA A- or more	73.3	
expected session GPA B- to B+	70.8	
expected session GPA C+ or less	69.8	
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	

Notes:

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.

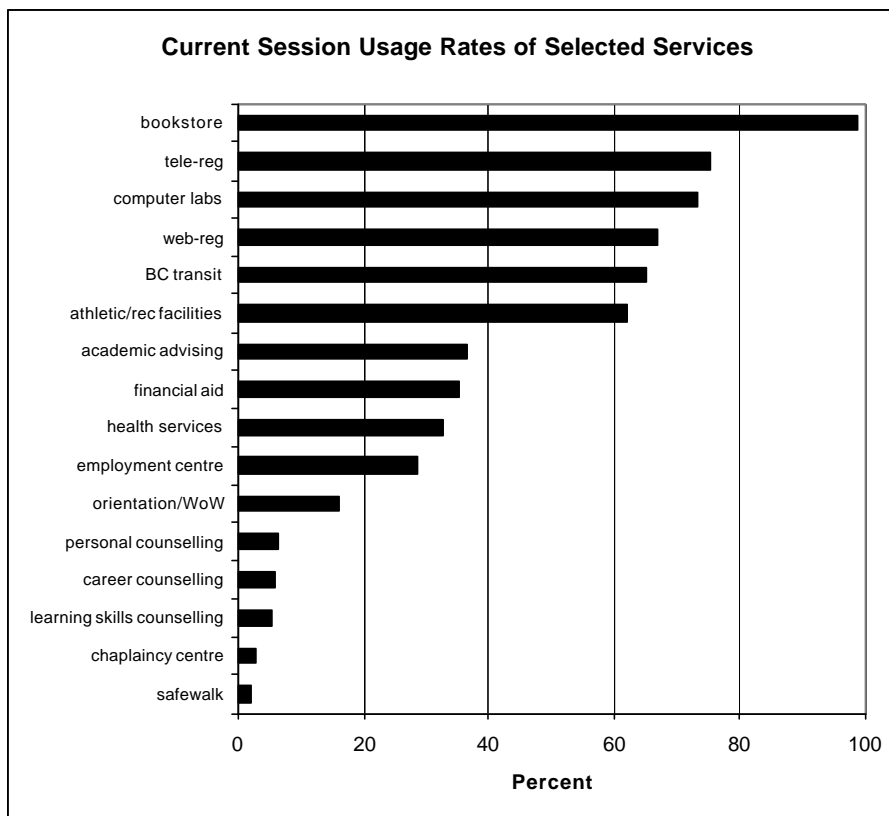
The table excludes all "not applicable" and missing responses.

5. Student Usage of and Opinions Toward University Services

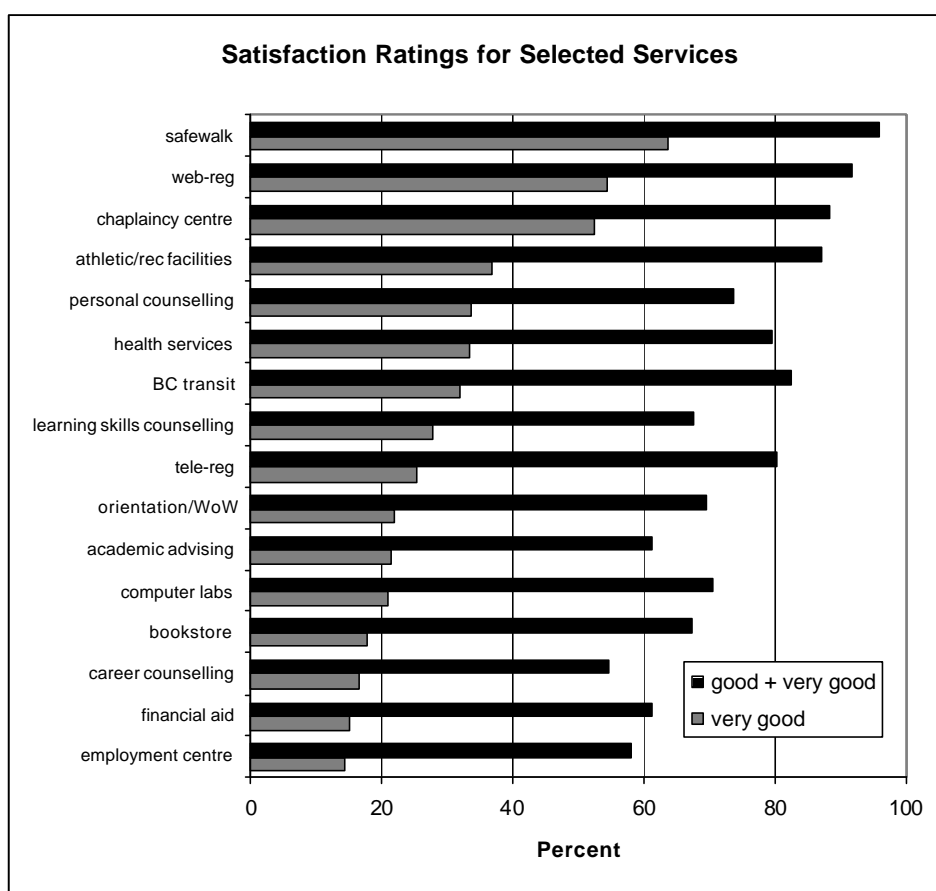
5.1 Overview

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).



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

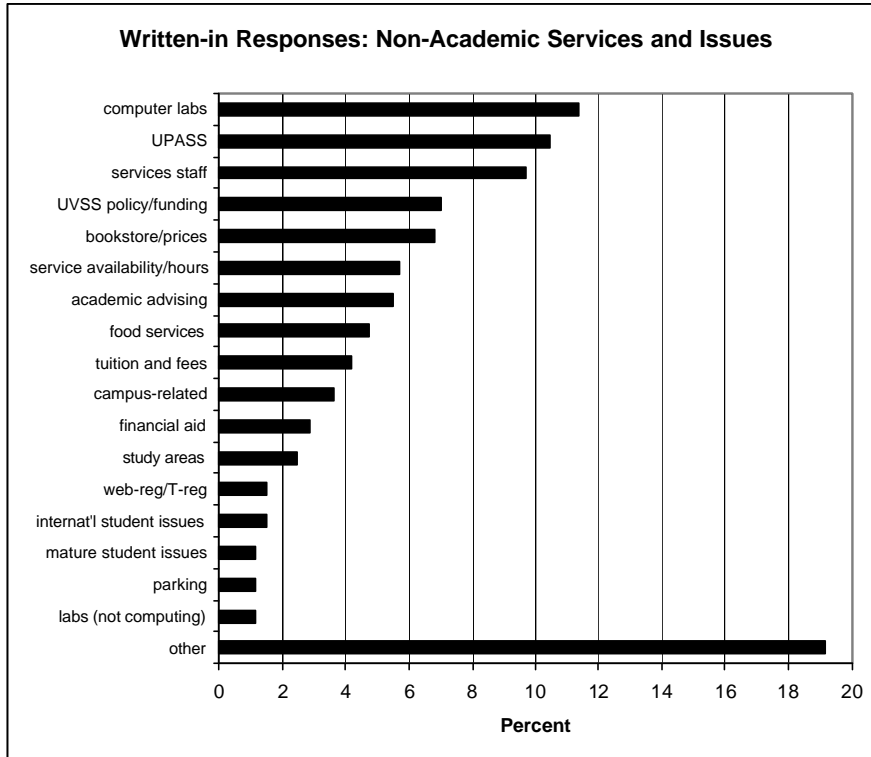
Usage of and opinions toward various university services differ from student group to student group. Among the key differences:

- 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

	Academic Advising		Career Counselling		Personal Counselling	
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Satisfaction among users						
very good		21.5%		16.9%		34.6%
good		40.1		38.6		41.4
fair		24.2		25.1		15.0
poor/very poor		14.2		19.3		11.0
Overall	36.7	61.6	5.9	55.5	6.5	73.9
secondary GPA 79% or less	43.2	60.9	6.9	50.8	8.0	78.7
secondary GPA 80% or more	33.6	61.5	5.6	57.8	5.5	73.7
no prior university or UT	35.3	59.5	6.1	54.0	5.6	68.6
prior university or UT	38.5	63.7	5.6	56.3	7.6	79.1
academic preparedness very good	35.4	56.6	6.6	66.8	6.4	68.8
academic preparedness good	36.7	65.7	5.1	58.7	5.5	80.8
academic preparedness fair	36.1	59.6	6.2	48.6	8.2	66.6
academic preparedness poor	37.7	70.4	6.1	34.9	5.2	100.0
personal preparedness very good	36.4	59.7	7.2	56.9	9.2	61.4
personal preparedness good	37.5	66.4	4.8	56.8	5.3	86.4
personal preparedness fair	36.3	56.4	7.1	52.1	6.4	68.8
personal preparedness poor	28.2	62.0	5.3	39.7	5.2	55.5
expected session GPA A- or more	36.4	61.8	4.7	69.4	7.0	69.2
expected session GPA B- to B+	37.4	62.0	6.6	49.6	6.1	78.0
expected session GPA C+ or less	35.9	58.6	6.2	54.7	3.2	47.0
Business	46.4	56.8	11.5	32.4	6.7	66.1
Education	56.2	65.7	4.5	51.4	6.2	73.1
Engineering	13.7	46.7	3.6	54.7	2.8	85.4
Fine Arts	24.6	70.7	4.0	86.7	7.7	68.5
HSD	18.6	87.3	5.2	100.0	7.9	64.4
Humanities	40.5	59.9	3.6	32.4	7.7	77.4
Science	36.5	60.5	10.7	54.2	6.6	72.9
Social Sciences	46.7	57.4	5.5	53.0	5.8	79.3
Year 1 or 2	30.6	61.0	6.9	58.0	3.7	83.1
Year 3 or 4	42.0	63.2	5.9	51.8	8.6	70.4
Female	38.5	62.8	5.7	60.4	7.7	73.4
Male	34.0	58.5	6.5	48.3	4.8	78.6
24 years of age or less	37.6	61.6	6.7	56.0	6.2	73.1
25 years of age or more	33.8	59.2	3.1	53.3	7.6	81.5

Variations in Service Usage and Satisfaction Ratings (continued)

	Learning Skills Counselling		Chaplaincy Centre		Employment Centre	
Satisfaction among users	very good	28.0%		53.0%		14.4%
	good	40.6		36.7		44.1
	fair	25.4		8.8		33.1
	poor/very poor	6.0		1.4		8.4
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall	5.3	67.7	2.9	88.5	28.6	58.1
secondary GPA 79% or less	7.7	73.9	2.1	56.7	27.3	61.3
secondary GPA 80% or more	4.0	59.3	3.3	97.1	29.7	57.0
no prior university or UT	6.7	64.6	2.2	77.0	27.8	60.1
prior university or UT	3.6	75.2	3.8	97.5	29.5	55.6
academic preparedness very good	4.1	63.6	2.1	100.0	27.7	60.4
academic preparedness good	4.1	64.7	3.3	93.2	28.2	61.5
academic preparedness fair	6.9	67.7	2.2	68.9	29.9	53.2
academic preparedness poor	11.2	82.0	4.5	100.0	31.7	56.4
personal preparedness very good	2.7	51.3	3.1	100.0	30.1	55.5
personal preparedness good	5.6	70.0	2.4	96.7	28.7	55.9
personal preparedness fair	6.5	62.0	3.1	67.1	30.4	63.0
personal preparedness poor	4.0	100.0	2.8	100.0	23.1	53.2
expected session GPA A- or more	3.5	68.0	2.7	100.0	32.2	56.6
expected session GPA B- to B+	6.1	65.6	3.1	81.6	27.0	57.6
expected session GPA C+ or less	6.6	75.4	3.3	100.0	17.7	76.1
Business	4.5	48.8	2.2	100.0	18.4	42.9
Education	1.2	84.0	6.2	100.0	39.8	78.1
Engineering	1.7	53.5	2.0	79.5	12.2	37.6
Fine Arts	5.7	83.8	1.9	100.0	27.5	59.6
HSD	4.0	63.6	3.3	100.0	29.0	48.3
Humanities	9.2	62.7	2.7	75.5	28.5	53.9
Science	6.8	65.4	1.9	100.0	30.3	52.2
Social Sciences	4.9	76.8	3.1	76.9	32.2	64.7
Year 1 or 2	7.8	71.0	3.3	78.7	24.5	58.1
Year 3 or 4	3.5	62.5	2.1	92.8	30.0	58.9
Female	5.5	73.6	3.6	91.4	33.2	62.0
Male	5.2	59.1	1.9	80.5	21.7	49.8
24 years of age or less	4.9	60.6	2.6	85.1	28.5	59.5
25 years of age or more	7.6	84.1	3.7	94.9	29.5	54.6

Variations in Service Usage and Satisfaction Ratings (continued)

	Orientation/Week of Welcome		Financial Aid		Bookstore		
Satisfaction among users	very good	22.2%		15.6%		17.8%	
	good	47.6		47.0		49.5	
	fair	24.1		23.8		23.6	
	poor/very poor	6.1		13.6		9.1	
		Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall		16.3	69.5	35.2	61.2	98.9	67.2
secondary GPA 79% or less		12.3	72.0	42.5	58.7	98.2	65.9
secondary GPA 80% or more		18.1	72.8	32.0	64.4	99.2	68.0
no prior university or UT		19.7	71.9	29.6	64.0	99.5	67.2
prior university or UT		11.8	64.5	42.5	58.8	98.1	67.1
academic preparedness very good		17.3	62.1	33.5	61.3	98.9	67.1
academic preparedness good		16.3	78.2	35.1	63.1	99.3	68.3
academic preparedness fair		15.0	75.4	32.8	58.9	97.7	67.3
academic preparedness poor		15.5	63.3	43.5	54.7	99.5	63.9
personal preparedness very good		14.7	64.3	38.1	60.2	99.1	68.2
personal preparedness good		15.8	71.6	33.3	63.0	99.0	69.1
personal preparedness fair		18.4	79.5	75.6	58.7	98.3	66.0
personal preparedness poor		19.8	39.1	30.3	55.8	99.4	66.5
expected session GPA A- or more		13.3	67.0	39.6	60.7	98.6	68.8
expected session GPA B- to B+		17.8	71.3	33.1	63.5	99.3	66.0
expected session GPA C+ or less		16.9	65.0	29.2	48.2	96.2	76.5
Business		20.0	70.0	32.6	66.6	98.6	52.4
Education		4.9	80.7	53.7	63.3	98.3	78.4
Engineering		14.2	71.6	34.4	65.9	99.7	51.8
Fine Arts		13.7	66.0	38.5	55.2	95.8	71.3
HSD		21.6	51.3	41.3	64.2	99.0	80.1
Humanities		20.8	71.7	27.0	50.2	98.9	68.9
Science		18.4	68.9	38.8	66.5	99.4	63.4
Social Sciences		13.6	79.8	29.4	60.6	99.3	66.4
Year 1 or 2		29.5	70.6	25.6	61.9	99.5	70.3
Year 3 or 4		7.4	71.7	43.1	61.2	98.4	65.0
Female		19.0	68.0	33.9	58.2	99.1	73.5
Male		12.7	74.1	36.5	65.2	98.4	58.2
24 years of age or less		18.7	73.3	31.8	61.4	99.1	67.0
25 years of age or more		8.7	45.2	47.2	61.5	97.9	67.9

Variations in Service Usage and Satisfaction Ratings (continued)

	Athletic/Rec Facilities		Health Services		BC Transit	
Satisfaction among users	very good	37.1%		33.3%		32.0%
	good	50.3		46.6		50.6
	fair	10.2		14.5		13.2
	poor/very poor	2.4		5.5		4.3
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall	62.1	87.2	32.7	79.5	65.1	82.4
secondary GPA 79% or less	60.9	83.2	30.8	78.6	60.1	80.2
secondary GPA 80% or more	65.6	89.8	34.3	79.6	68.3	84.0
no prior university or UT	68.3	89.4	35.6	79.7	66.4	83.0
prior university or UT	54.2	83.6	29.1	79.2	63.5	81.7
academic preparedness very good	57.9	88.1	29.5	80.2	62.9	87.8
academic preparedness good	63.7	90.0	32.5	78.0	68.2	82.4
academic preparedness fair	61.2	82.9	31.5	78.9	62.9	81.2
academic preparedness poor	67.3	85.2	38.8	84.9	68.7	77.8
personal preparedness very good	62.4	86.8	29.1	78.0	62.7	84.6
personal preparedness good	63.4	88.5	33.9	80.4	67.1	83.1
personal preparedness fair	60.5	88.1	33.5	77.3	65.1	81.6
personal preparedness poor	57.1	72.1	37.8	84.9	58.1	76.8
expected session GPA A- or more	60.0	87.6	30.1	76.6	65.1	83.2
expected session GPA B- to B+	63.6	87.8	34.9	80.4	64.6	82.6
expected session GPA C+ or less	72.2	83.0	29.4	91.7	69.0	75.9
Business	70.0	86.0	28.6	72.5	58.6	86.0
Education	73.3	89.6	35.8	80.7	53.8	83.4
Engineering	69.0	88.0	25.3	74.9	62.1	83.5
Fine Arts	53.8	77.8	36.7	81.6	70.0	78.6
HSD	34.3	84.8	30.4	76.8	50.2	83.6
Humanities	57.6	84.9	33.2	73.8	74.3	85.0
Science	70.3	89.8	32.4	90.1	67.4	79.7
Social Sciences	67.2	88.9	35.2	79.0	67.9	81.8
Year 1 or 2	64.9	88.2	37.2	80.0	73.7	87.2
Year 3 or 4	61.4	86.7	32.5	78.7	60.6	79.8
Female	56.0	86.5	36.9	80.6	65.0	83.6
Male	71.0	87.9	27.0	77.4	64.9	81.3
24 years of age or less	67.7	88.3	35.7	78.4	68.0	82.8
25 years of age or more	44.8	82.4	24.0	85.0	55.6	83.0

Variations in Service Usage and Satisfaction Ratings (continued)

	Safewalk Service		Computer Labs		Tele-Reg	
Satisfaction among users	very good	63.6%		20.8%		25.2%
	good	32.1		50.0		55.3
	fair	3.1		22.9		16.1
	poor/very poor	1.1		6.3		3.3
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall	2.0	95.8	73.4	70.6	75.4	80.5
secondary GPA 79% or less	1.4	85.5	70.8	73.4	76.7	77.6
secondary GPA 80% or more	2.3	98.6	74.5	70.9	75.3	81.6
no prior university or UT	2.5	100.0	74.8	73.5	78.2	79.5
prior university or UT	1.4	87.0	71.6	66.7	71.7	81.8
academic preparedness very good	2.3	100.0	71.1	72.6	73.4	83.9
academic preparedness good	2.0	100.0	73.4	71.8	75.6	83.2
academic preparedness fair	2.0	94.6	73.6	73.7	77.2	77.1
academic preparedness poor	2.3	64.5	77.3	60.5	69.4	65.8
personal preparedness very good	1.3	100.0	69.9	73.3	71.0	83.3
personal preparedness good	2.1	100.0	72.9	74.4	76.1	80.0
personal preparedness fair	2.1	95.9	74.7	67.8	76.4	82.3
personal preparedness poor	2.1	100.0	81.1	54.1	77.2	78.5
expected session GPA A- or more	2.9	97.8	71.3	71.0	76.2	84.6
expected session GPA B- to B+	1.6	92.9	74.6	70.3	75.2	78.0
expected session GPA C+ or less	1.6	100.0	71.7	69.6	76.7	80.8
Business	2.3	100.0	94.8	70.9	67.7	80.2
Education	1.1	78.5	65.3	71.4	67.2	83.7
Engineering	1.9	100.0	86.5	58.1	55.2	84.6
Fine Arts	3.0	100.0	63.3	71.8	77.4	75.4
HSD	1.0	100.0	57.9	66.2	82.8	85.2
Humanities	3.9	100.0	68.1	77.4	78.1	78.1
Science	1.2	69.7	74.9	70.5	81.2	80.7
Social Sciences	1.6	100.0	80.3	72.2	77.6	79.4
Year 1 or 2	2.0	100.0	76.6	75.5	76.1	79.1
Year 3 or 4	1.7	100.0	71.7	68.1	77.1	80.7
Female	3.1	100.0	70.1	73.1	80.1	81.9
Male	0.6	69.3	77.5	68.4	68.4	78.3
24 years of age or less	2.3	64.4	76.0	72.1	76.5	79.2
25 years of age or more	1.3	88.3	64.1	66.5	71.1	85.9

Variations in Service Usage and Satisfaction Ratings (continued)

Web-Reg

Satisfaction among users	very good	54.7%
	good	37.1
	fair	7.0
	poor/very poor	1.1

	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall	67.0	91.6
secondary GPA 79% or less	68.6	91.7
secondary GPA 80% or more	67.8	91.8
no prior university or UT	72.4	93.4
prior university or UT	60.0	88.8
academic preparedness very good	66.7	94.4
academic preparedness good	67.5	92.5
academic preparedness fair	66.2	89.3
academic preparedness poor	69.6	87.7
personal preparedness very good	62.4	91.1
personal preparedness good	66.5	92.8
personal preparedness fair	71.9	91.2
personal preparedness poor	61.2	92.1
expected session GPA A- or more	64.1	92.1
expected session GPA B- to B+	67.7	91.5
expected session GPA C+ or less	78.5	89.2
Business	76.4	91.1
Education	43.1	90.7
Engineering	91.4	93.8
Fine Arts	59.1	88.2
HSD	43.2	89.9
Humanities	65.8	92.2
Science	75.4	90.4
Social Sciences	72.4	92.7
Year 1 or 2	78.7	92.9
Year 3 or 4	62.7	91.3
Female	60.1	92.3
Male	76.8	91.5
24 years of age or less	71.1	92.6
25 years of age or more	54.5	88.4

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.

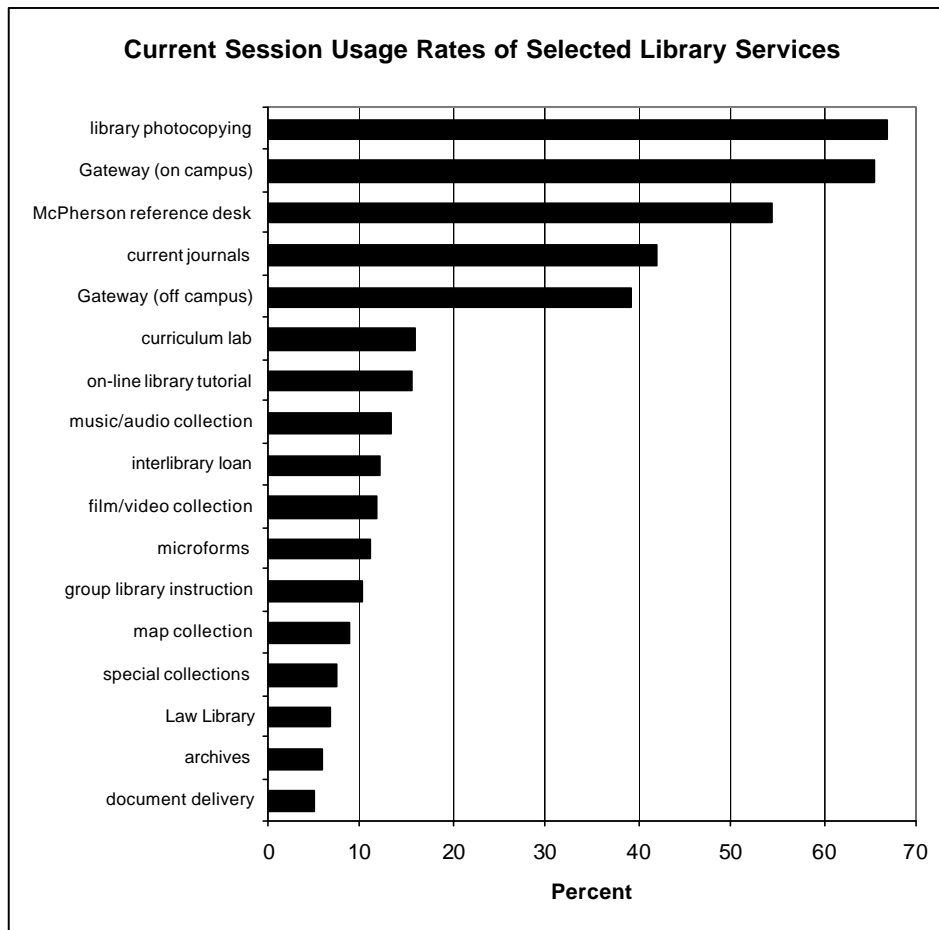
Usage and satisfaction ratings are presented for a standardized set of factors (secondary GPA, academic preparedness, etc.). Some of these factors may have greater relevance for a particular service than others; all have been presented for the sake of consistency.

6. Student Usage of and Opinions Toward Library Services

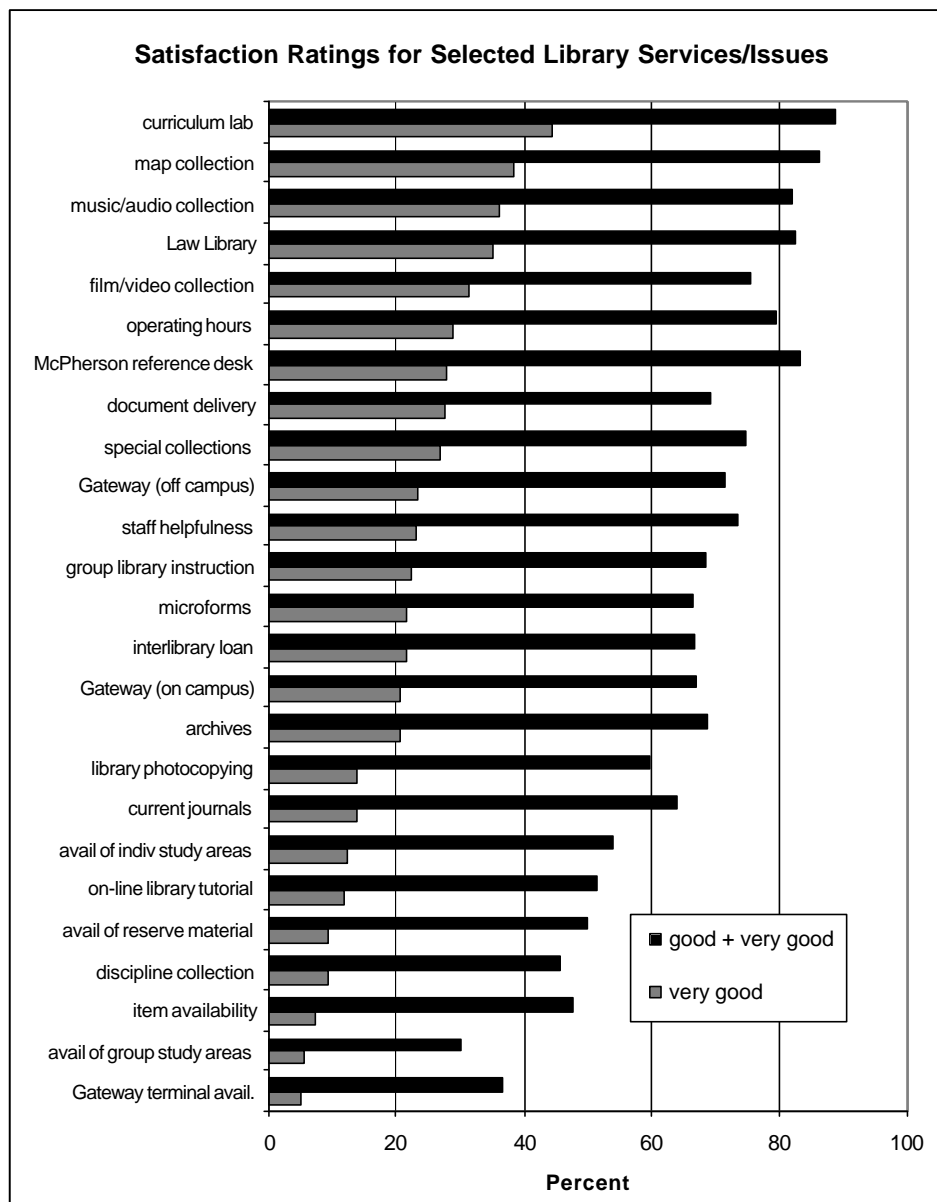
6.1 Overview

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.



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

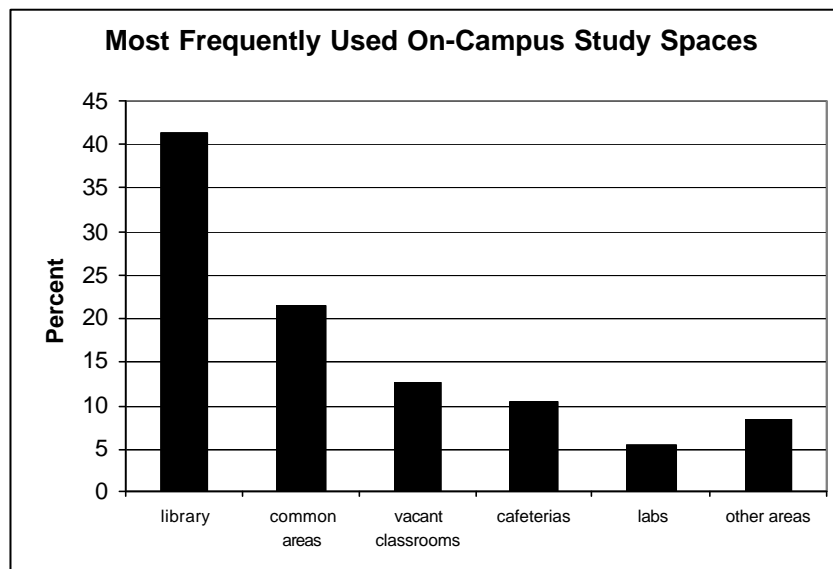
Student groups differ in their usage of, and satisfaction with, various library services. Some variation exists across students with high and low secondary GPA's, students with and without previous university-level exposure, female and male students, and younger and older students. However, the key usage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

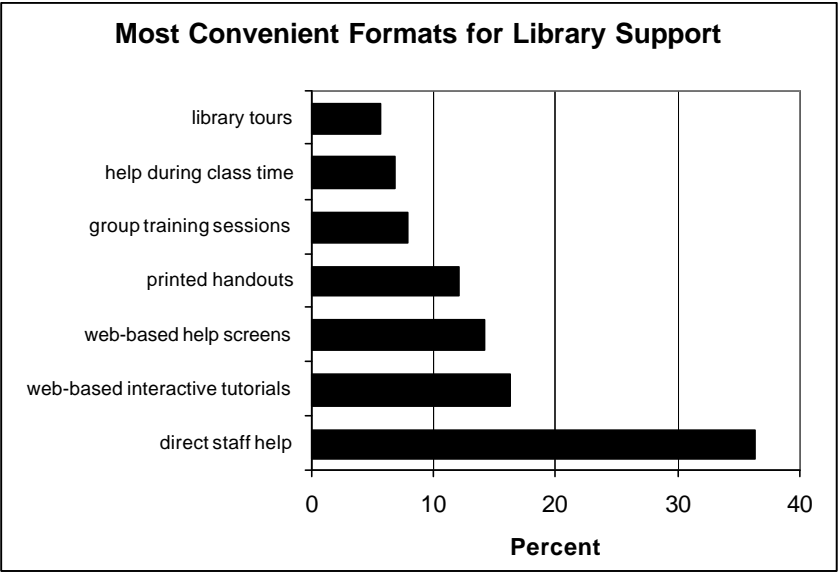
- Use of the McPherson reference desk, current journals and library photocopying services is slightly lower in the Faculties of Business and Engineering.
- The music/audio collection, film/video collection, map collection and curriculum lab are utilized more heavily in Fine Arts (music/audio), Fine Arts 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

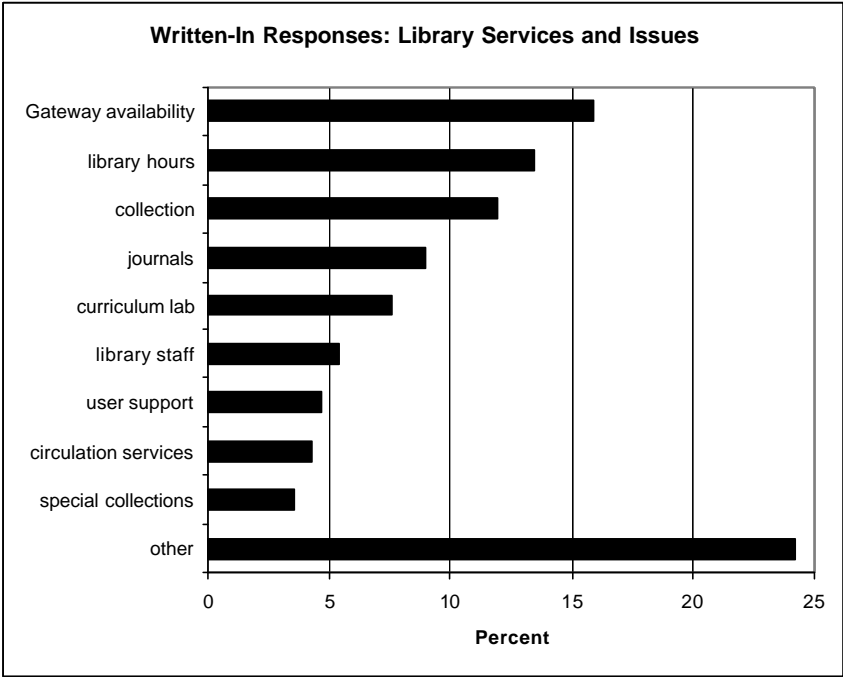
Respondents were asked to identify up to two most frequently used campus study locations, and up to two types of library user support/information they would find most convenient. The library provides the most commonly used study space on campus (41%), followed by lounges and common areas (22%), vacant 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.



Variations in Library Usage and Satisfaction Ratings

	McPherson Reference Desk		Interlibrary Loan		Document Delivery	
Satisfaction among users	very good	27.9%		21.8%		27.6%
	good	55.5		46.0		41.9
	fair	13.3		21.4		16.9
	poor/very poor	3.4		10.9		13.6
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall	54.3	83.4	12.1	67.8	5.0	69.5
secondary GPA 79% or less	60.0	84.9	13.0	62.8	5.5	65.0
secondary GPA 80% or more	51.7	84.3	11.4	69.2	5.0	70.1
no prior university or UT	53.9	83.2	12.0	67.9	4.5	65.5
prior university or UT	54.8	83.3	12.2	64.7	5.5	72.9
expected session GPA A- or more	53.4	89.7	15.1	70.1	6.8	70.6
expected session GPA B- to B+	54.5	80.0	10.3	62.5	4.3	68.7
expected session GPA C+ or less	59.6	80.7	11.0	85.3	0.0	—
Business	35.6	84.7	4.3	84.1	1.4	100.0
Education	45.6	83.9	9.9	61.1	3.3	64.6
Engineering	30.6	80.7	8.8	59.0	4.0	61.8
Fine Arts	58.5	84.3	13.3	75.8	5.3	80.7
HSD	52.0	76.8	10.8	76.7	2.3	64.1
Humanities	65.8	87.6	10.3	60.9	3.7	70.4
Science	54.7	79.7	16.9	55.3	10.5	66.1
Social Sciences	61.1	84.0	14.2	75.2	4.9	71.2
Year 1	55.3	83.3	7.8	75.2	1.1	76.3
Year 2	58.5	79.6	11.8	64.8	2.3	59.2
Year 3	53.2	85.5	8.7	79.3	3.0	74.5
Year 4	51.2	84.6	18.6	61.0	10.4	66.6
Female	55.8	82.9	12.4	68.1	4.9	68.1
Male	51.8	83.8	11.5	63.1	4.9	69.8
24 years of age or less	54.2	83.8	11.5	68.0	4.9	69.5
25 years of age or more	54.1	81.8	14.5	60.6	5.2	65.1

Variations in Library Usage and Satisfaction Ratings (continued)

Satisfaction among users	very good good fair poor/very poor	Music/Audio Collection		Film/Video Collection		Curriculum Lab	
		Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
			36.2%		31.3%		44.5%
			46.0		44.2		44.9
			12.6		15.3		10.1
			4.1		9.2		0.4
Overall		13.3	82.2	11.9	75.5	15.9	89.4
secondary GPA 79% or less		11.0	86.3	11.9	73.1	16.5	83.7
secondary GPA 80% or more		14.7	79.8	11.9	78.2	15.3	91.6
no prior university or UT		14.0	79.6	11.8	72.3	12.7	88.6
prior university or UT		12.3	85.5	12.1	79.5	20.0	88.9
expected session GPA A- or more		13.7	81.5	12.2	70.7	18.1	90.0
expected session GPA B- to B+		12.5	83.5	11.8	76.1	15.5	90.3
expected session GPA C+ or less		14.0	61.8	10.2	90.6	6.0	50.0
Business		4.3	84.1	4.3	67.0	3.8	100.0
Education		17.3	85.5	10.5	74.2	87.6	95.8
Engineering		5.6	47.3	3.7	74.6	5.7	66.5
Fine Arts		34.6	86.5	25.4	80.2	13.6	92.2
HSD		6.0	68.5	6.7	72.3	19.8	78.1
Humanities		16.0	80.2	21.4	76.5	9.5	87.3
Science		11.1	89.8	5.6	69.8	4.0	66.8
Social Sciences		12.3	81.6	12.3	74.6	8.8	84.8
Year 1		6.9	80.4	7.3	74.9	5.5	79.1
Year 2		16.2	79.7	13.3	67.3	8.5	80.8
Year 3		13.1	83.0	11.5	84.6	14.7	86.5
Year 4		15.6	81.5	13.9	74.7	22.0	90.7
Female		12.7	81.9	13.3	76.3	19.5	90.4
Male		13.8	81.3	9.8	75.2	11.0	84.3
24 years of age or less		13.8	82.4	11.7	74.8	15.4	88.6
25 years of age or more		10.7	80.5	12.0	80.1	18.1	90.4

Variations in Library Usage and Satisfaction Ratings (continued)

Satisfaction among users	Microforms		Current Journals		Special Collections										
	very good	21.5%	13.7%	27.1%	good	44.9	50.4	47.9	fair	24.1	26.8	17.8	poor/very poor	9.5	9.1
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating									
Overall	11.0	66.4	41.9	64.1	7.3	75.0									
secondary GPA 79% or less	11.0	64.4	45.0	62.1	8.2	71.6									
secondary GPA 80% or more	11.2	69.1	39.9	64.6	5.9	69.6									
no prior university or UT	12.3	68.0	42.6	62.7	6.2	69.0									
prior university or UT	9.3	63.6	41.0	65.7	8.6	79.9									
expected session GPA A- or more	10.7	64.6	45.7	67.2	9.0	79.6									
expected session GPA B- to B+	11.4	68.0	40.6	60.4	6.3	72.4									
expected session GPA C+ or less	10.6	85.7	34.2	94.7	8.0	77.5									
Business	4.3	49.6	12.2	88.7	1.4	100.0									
Education	10.2	62.3	38.9	77.0	10.2	76.5									
Engineering	3.1	75.9	13.1	59.2	2.5	38.1									
Fine Arts	8.5	68.7	24.9	69.9	13.0	79.8									
HSD	3.2	79.8	40.8	72.5	8.0	84.0									
Humanities	23.0	69.1	42.2	62.0	9.1	78.1									
Science	3.3	81.6	54.0	59.1	3.8	49.3									
Social Sciences	16.3	60.5	58.6	61.0	8.0	75.2									
Year 1	11.0	83.0	30.2	66.2	3.3	68.8									
Year 2	12.4	77.0	41.6	62.9	4.5	69.7									
Year 3	10.3	53.4	41.4	68.1	6.2	73.8									
Year 4	11.7	63.2	48.3	58.9	9.1	70.2									
Female	10.9	67.3	44.4	63.5	6.9	76.9									
Male	10.7	63.7	38.4	64.4	7.6	70.5									
24 years of age or less	12.2	67.4	41.6	62.2	6.3	69.8									
25 years of age or more	7.0	56.0	43.4	68.6	10.7	82.3									

Variations in Library Usage and Satisfaction Ratings (continued)

	Archives		Map Collection		Law Library	
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Satisfaction among users						
very good		20.4%		38.7%		36.0%
good		48.5		48.4		48.3
fair		22.3		11.4		12.1
poor/very poor		8.7		1.5		3.6
Overall	5.8	68.9	8.8	87.1	6.8	84.3
secondary GPA 79% or less	6.7	69.5	10.3	84.4	8.5	74.0
secondary GPA 80% or more	5.5	69.0	8.4	88.3	6.0	86.8
no prior university or UT	5.7	66.6	9.0	84.5	6.8	81.7
prior university or UT	6.1	71.8	8.5	88.7	6.8	83.8
expected session GPA A- or more	6.6	72.7	9.7	88.4	7.9	84.6
expected session GPA B- to B+	5.4	64.1	8.9	85.4	6.4	81.0
expected session GPA C+ or less	6.7	100.0	5.1	70.2	4.8	100.0
Business	4.5	53.6	1.4	100.0	15.7	89.9
Education	5.1	49.5	3.7	93.4	4.9	92.2
Engineering	2.9	83.5	1.4	100.0	4.1	87.3
Fine Arts	8.1	86.8	3.5	80.2	0.9	100.0
HSD	2.6	82.7	0.0	—	6.2	57.3
Humanities	9.3	77.0	5.5	81.2	6.6	72.3
Science	3.9	59.1	8.0	86.9	4.2	85.4
Social Sciences	7.0	60.0	24.4	86.7	11.1	88.6
Year 1	4.0	56.7	4.0	88.7	2.1	82.7
Year 2	5.6	62.6	14.8	87.4	4.0	79.2
Year 3	5.0	70.7	9.3	84.9	9.1	82.9
Year 4	6.7	69.4	8.9	85.0	10.2	85.9
Female	5.2	67.9	8.2	87.3	6.7	85.8
Male	6.9	70.0	9.2	84.0	6.5	76.5
24 years of age or less	5.9	68.0	9.3	84.1	6.5	83.1
25 years of age or more	5.0	65.0	6.6	94.6	6.3	74.8

Variations in Library Usage and Satisfaction Ratings (continued)

Satisfaction among users	very good good fair poor/very poor	Library Photocopying		Gateway Access (Off Campus)		Gateway Access (On Campus)	
		Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
			14.0%		23.3%		20.6%
			45.9		48.2		46.5
			29.6		17.5		21.5
			10.5		11.0		11.4
Overall		66.8	59.9	39.2	72.5	65.5	67.1
secondary GPA 79% or less		66.9	60.4	39.5	74.9	64.6	65.1
secondary GPA 80% or more		66.1	58.9	39.8	70.8	66.8	68.5
no prior university or UT		66.9	59.6	41.4	71.1	68.6	68.4
prior university or UT		66.6	59.5	36.3	72.0	61.5	64.6
expected session GPA A- or more		69.0	57.2	43.1	71.4	66.5	67.4
expected session GPA B- to B+		66.4	61.1	37.7	72.2	65.6	66.9
expected session GPA C+ or less		53.1	59.2	38.2	69.4	63.2	66.0
Business		51.0	59.2	29.9	71.6	43.7	78.3
Education		71.9	52.7	59.5	80.3	80.5	72.0
Engineering		44.0	43.0	23.9	62.1	39.0	59.4
Fine Arts		63.1	58.3	35.7	71.7	59.4	62.1
HSD		64.2	73.1	37.1	76.4	43.9	75.5
Humanities		69.5	62.6	40.2	69.6	74.9	65.7
Science		70.7	61.1	34.0	63.0	70.4	65.2
Social Sciences		75.0	57.6	45.2	73.3	76.9	66.0
Year 1		54.0	69.7	42.4	72.5	64.0	73.8
Year 2		64.8	69.9	30.5	67.0	71.5	66.6
Year 3		67.1	59.0	34.3	70.4	58.9	63.0
Year 4		72.2	50.3	46.1	73.0	68.4	68.0
Female		70.9	59.8	41.8	73.1	67.5	70.0
Male		61.2	59.2	36.1	68.7	63.3	61.7
24 years of age or less		67.3	58.8	38.7	71.0	68.8	67.6
25 years of age or more		66.3	61.7	42.9	71.7	55.7	62.3

Variations in Library Usage and Satisfaction Ratings (continued)

	On-Line Library Use Tutorial		Classroom/Group Library Instruction	
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Satisfaction among users				
very good		11.7%		22.3%
good		40.2		46.4
fair		30.9		24.9
poor/very poor		17.2		6.4
Overall	15.6	51.9	10.2	68.7
secondary GPA 79% or less	13.6	55.4	12.2	74.6
secondary GPA 80% or more	16.9	51.0	9.0	68.9
no prior university or UT	20.0	50.3	8.9	72.9
prior university or UT	10.0	54.5	11.8	64.5
expected session GPA A- or more	13.4	59.1	11.9	70.6
expected session GPA B- to B+	16.4	46.2	9.2	68.6
expected session GPA C+ or less	25.3	69.3	9.9	59.6
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

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

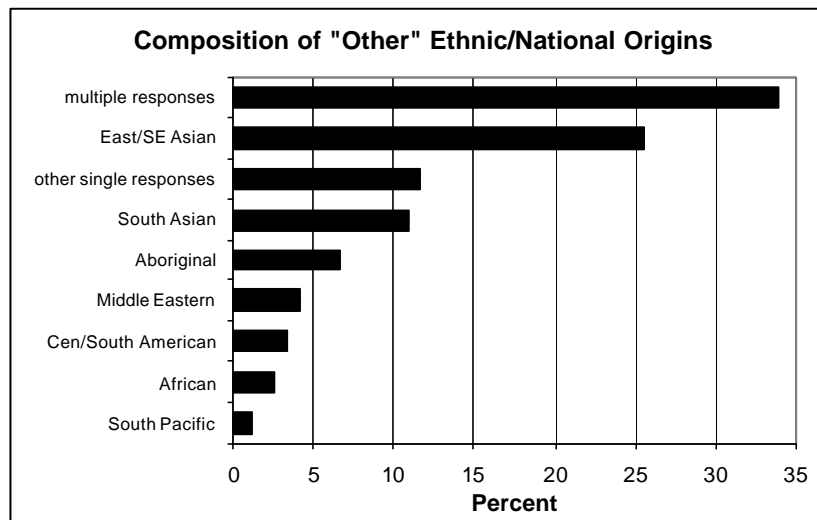
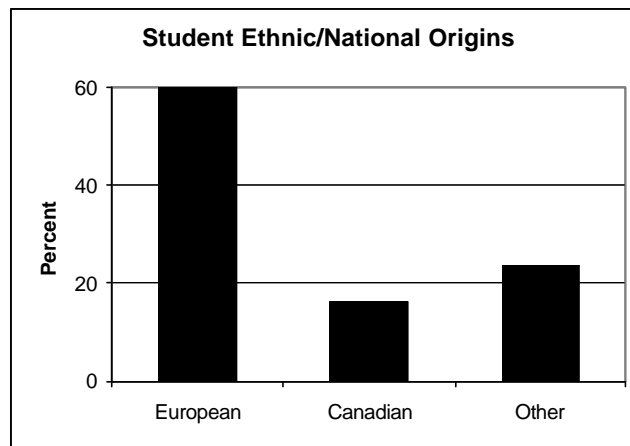
Variations in Library Satisfaction Ratings (continued)

		Avail. individual study areas	Avail. group study areas	Avail. reserve materials	Notes
Satisfaction among users	very good	14.2%	7.3%	11.0%	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.
	good	47.9	32.5	48.6	
	fair	28.5	33.6	32.0	
	poor/very poor	9.4	26.6	8.4	
Percentage assigning "good" or "very good" rating	Overall	62.1	39.8	59.6	The table excludes all "not applicable" and missing responses.
	secondary GPA 79% or less	60.8	41.0	65.6	
	secondary GPA 80% or more	64.7	40.4	57.5	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.
	no prior university or UT	67.3	41.3	61.1	
	prior university or UT	55.0	37.5	57.6	
	expected session GPA A- or more	61.5	40.2	57.2	
	expected session GPA B- to B+	62.7	39.5	60.5	
	expected session GPA C+ or less	62.8	38.7	58.1	
	Business	54.0	30.4	52.1	
	Education	67.7	53.4	77.0	
	Engineering	56.4	37.3	56.3	
	Fine Arts	63.1	44.1	58.1	
	HSD	51.0	33.6	55.4	
	Humanities	66.8	48.0	63.2	
	Science	69.1	35.6	59.0	
	Social Sciences	58.8	35.2	55.0	
Year 1	77.2	58.7	71.2		
Year 2	67.7	40.9	59.3		
Year 3	60.5	35.7	55.4		
Year 4	57.0	35.5	59.1		
Female	63.1	42.4	62.5		
Male	61.1	35.9	55.8		
24 years of age or less	65.6	41.9	60.5		
25 years of age or more	48.8	30.6	57.1		

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.



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.

Student Faith and Faith Practices			
	Practicing	Non-practicing	Total
none			45.5
Christian	19.5	23.1	42.6
Buddhist	1.0	2.0	3.0
Aboriginal	0.7	1.1	1.8
Jewish	0.5	0.7	1.2
Sikh	0.6	0.4	1.0
Muslim	0.6	0.2	0.8
Hindu	0.2	0.3	0.5
Other	2.5	1.3	3.8

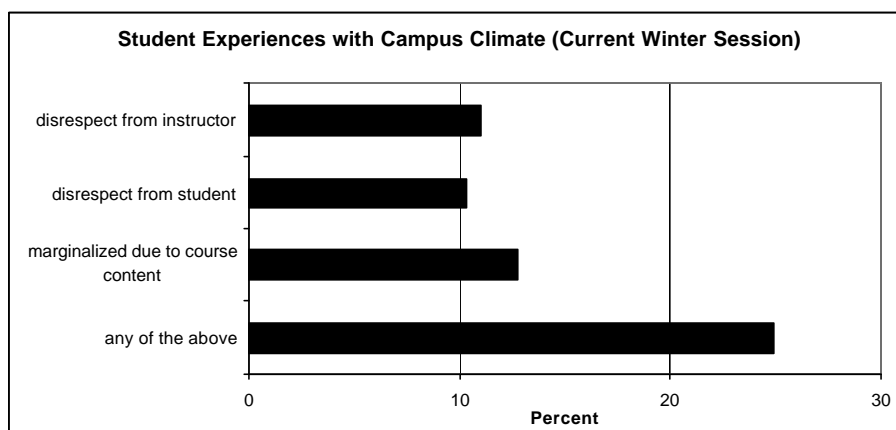
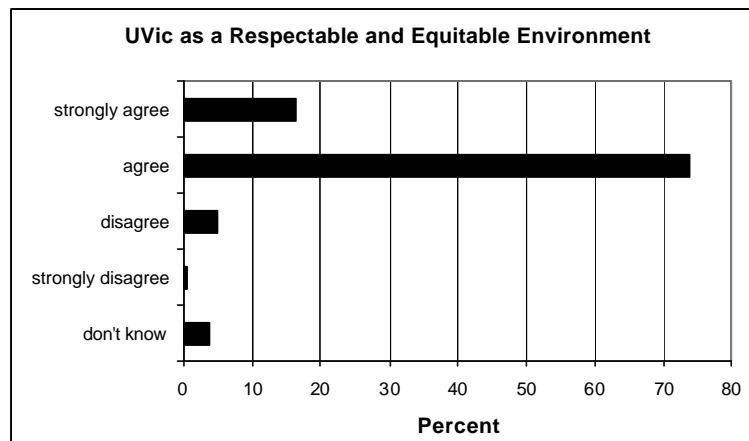
7.3 Disability Status

Student Disability Status		
Percentage of Students Reporting a Disability		7.7%
	% of Total Student Body	% of Reported Disabilities
Reported Disability by Type		
Sensory impairment	0.94	10.5
Learning impairment	1.36	15.5
Mental/psychiatric	2.15	24.8
Mobility/physical	0.80	8.9
Medical	2.33	26.5
Other	1.22	14.1
(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.



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.

Variations in Perceptions Toward Campus Climate

Responded "Yes" to Experiencing

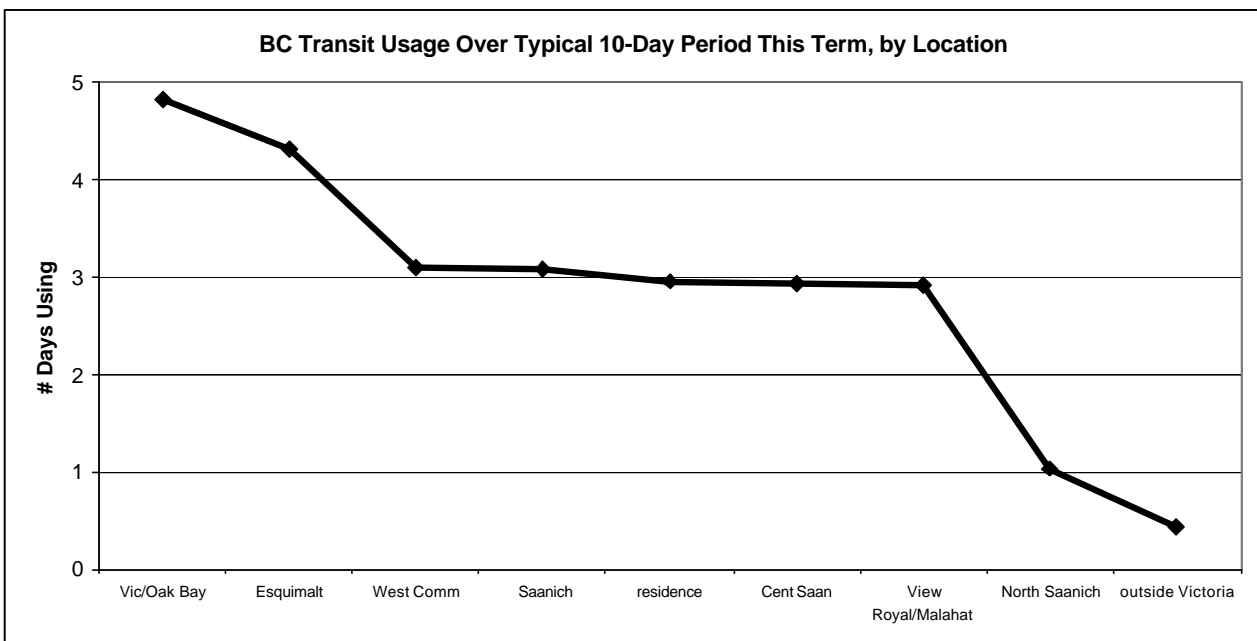
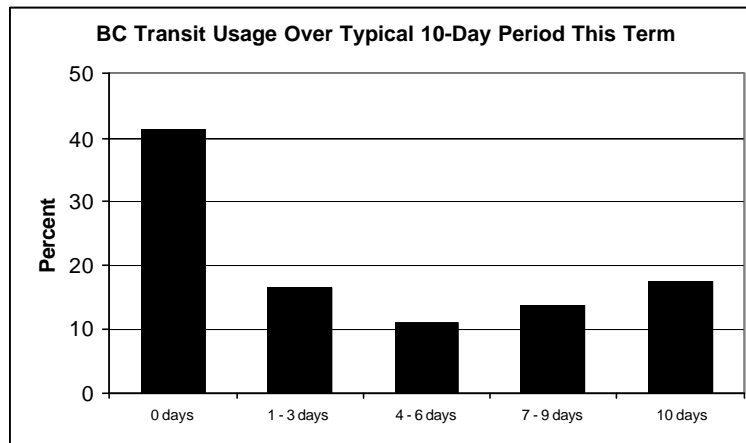
"Strongly Agree" that
UVic provides an
equitable/respectful
environment

	Disrespect from UVic instructor	Disrespect from UVic student	Marginalization due to course content	
Overall	11.0%	10.3%	12.8%	17.2%
Business	11.9	13.8	12.9	13.6
Education	15.4	13.4	12.7	15.4
Engineering	10.7	10.7	13.5	14.2
Fine Arts	17.3	14.6	17.2	11.0
HSD	13.8	11.7	23.4	11.9
Humanities	6.3	9.4	12.5	22.6
Science	14.1	6.4	11.0	15.0
Social Sciences	7.7	9.6	7.6	18.6
Year 1	4.8	6.8	6.8	24.8
Year 2	9.3	10.1	15.1	19.1
Year 3	13.4	6.9	14.3	15.3
Year 4	14.1	15.3	12.3	15.6
European	10.7	8.1	11.9	17.5
Canadian	9.0	10.5	12.1	20.2
other	13.5	16.0	16.4	11.7
no faith/religion	10.2	6.4	9.3	16.5
practicing Christian	12.0	16.4	13.2	14.6
non-practicing Christian	11.6	9.4	14.6	22.0
practicing other religion	12.9	17.7	26.6	12.9
non-practicing other religion	9.5	16.0	13.8	8.2
disabled	24.0	20.8	23.4	7.4
not disabled	10.0	9.4	12.0	18.1
female	11.4	10.3	13.0	16.3
male	10.6	10.1	12.5	18.5
24 years of age or less	10.6	9.5	12.4	18.7
25 years of age or more	11.8	11.1	13.2	12.4
Canadian citizen/permanent resident	10.9	10.0	12.9	17.2
student visa	14.3	14.8	10.1	18.8

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.

BC Transit Ridership Change ("Matched Group" Analysis)			
	Mean # Trips per 10-day Period		Percent Change
	last April	This Term	
residence	2.33	3.02	29.6
Victoria/Oak Bay	3.19	4.33	35.7
Esquimalt *	3.65	2.63	-27.9
Western Communities	2.61	3.51	34.5
View Royal/Malahat	3.27	3.66	11.9
Saanich	1.54	2.59	68.2
Central Saanich	2.37	2.59	9.3
North Saanich/Sidney *	0.95	0.39	-58.9
outside Victoria *	0.76	0.25	-67.1
Mean	2.41	3.55	47.3

* 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)



University of Victoria
2000 Undergraduate Student Survey

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 Coddling
 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?

- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> didn't complete secondary | <input type="checkbox"/> 70% to 74.9% | <input type="checkbox"/> 85% to 89.9% |
| <input type="checkbox"/> less than 60% | <input type="checkbox"/> 75% to 79.9% | <input type="checkbox"/> 90% or more |
| <input type="checkbox"/> 60% to 69.9% | <input type="checkbox"/> 80% to 84.9% | <input type="checkbox"/> 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 | <input type="checkbox"/> | <input type="checkbox"/> |
| college university-transfer courses | <input type="checkbox"/> | <input type="checkbox"/> |
| courses at another university | <input type="checkbox"/> | <input type="checkbox"/> |
| a private post-secondary institution | <input type="checkbox"/> | <input type="checkbox"/> |

3. Based on your experience to date, how would you rate your preparation for university study?

- | | | | | | | |
|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | <i>very good</i> | <i>good</i> | <i>fair</i> | <i>poor</i> | <i>very poor</i> | <i>no opinion</i> |
| academic preparation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| financial preparation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| personal preparation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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?

- | | | |
|---------------------------------|---------------------------------|-------------------------------------|
| <input type="checkbox"/> 9 (A+) | <input type="checkbox"/> 5 (B) | <input type="checkbox"/> 1 (D) |
| <input type="checkbox"/> 8 (A) | <input type="checkbox"/> 4 (B-) | <input type="checkbox"/> below 1.0 |
| <input type="checkbox"/> 7 (A-) | <input type="checkbox"/> 3 (C+) | <input type="checkbox"/> don't know |
| <input type="checkbox"/> 6 (B+) | <input type="checkbox"/> 2 (C) | |

6. In what faculty are you currently enrolled?

- | | | |
|--------------------------------------|--|--|
| <input type="checkbox"/> Business | <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Science |
| <input type="checkbox"/> Education | <input type="checkbox"/> Human and Social Devt | <input type="checkbox"/> Social Sciences |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Humanities | |

7. In what year of study are you currently enrolled?

- | | |
|---------------------------------|---|
| <input type="checkbox"/> year 1 | <input type="checkbox"/> year 5/6 (Education only) |
| <input type="checkbox"/> year 2 | <input type="checkbox"/> unclassified year of study |
| <input type="checkbox"/> year 3 | <input type="checkbox"/> don't know |
| <input type="checkbox"/> year 4 | |

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.

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

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.

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

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?

	<i>now</i>	<i>last April</i>
in UVic residence	[]	[]
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 this term to travel to and from UVic _____

Number of days out of 10 using bus last April 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.

	<u>Used this Winter Session:</u>		<u>Satisfaction if Used:</u>					
	yes	no	<i>very good</i>	<i>good</i>	<i>fair</i>	<i>poor</i>	<i>very poor</i>	<i>no opinion</i>
academic advising	[]	[]	[]	[]	[]	[]	[]	[]
career counselling	[]	[]	[]	[]	[]	[]	[]	[]
personal counselling	[]	[]	[]	[]	[]	[]	[]	[]
learning skills counselling (exam prep, study skills, etc.)	[]	[]	[]	[]	[]	[]	[]	[]
chaplainsy centre	[]	[]	[]	[]	[]	[]	[]	[]
employment centre	[]	[]	[]	[]	[]	[]	[]	[]
orientation/week of welcome	[]	[]	[]	[]	[]	[]	[]	[]
financial aid (student loans)	[]	[]	[]	[]	[]	[]	[]	[]
UVic bookstore	[]	[]	[]	[]	[]	[]	[]	[]
athletic and recreational facilities	[]	[]	[]	[]	[]	[]	[]	[]
UVic health services	[]	[]	[]	[]	[]	[]	[]	[]
BC Transit bus service to and from campus	[]	[]	[]	[]	[]	[]	[]	[]
safewalk service	[]	[]	[]	[]	[]	[]	[]	[]
computer labs	[]	[]	[]	[]	[]	[]	[]	[]
tele-reg (telephone course registration)	[]	[]	[]	[]	[]	[]	[]	[]
web-reg (web-based course registration)	[]	[]	[]	[]	[]	[]	[]	[]

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.

	<u>Used this Winter Session:</u>		<u>Satisfaction if Used:</u>					
	yes	no	<i>very good</i>	<i>good</i>	<i>fair</i>	<i>poor</i>	<i>very poor</i>	<i>no opinion</i>
reference desk in the McPherson library	[]	[]	[]	[]	[]	[]	[]	[]
interlibrary loan	[]	[]	[]	[]	[]	[]	[]	[]
document delivery from another library	[]	[]	[]	[]	[]	[]	[]	[]
music/audio	[]	[]	[]	[]	[]	[]	[]	[]
film/video	[]	[]	[]	[]	[]	[]	[]	[]
curriculum lab	[]	[]	[]	[]	[]	[]	[]	[]
microforms	[]	[]	[]	[]	[]	[]	[]	[]
current journals	[]	[]	[]	[]	[]	[]	[]	[]
special collections	[]	[]	[]	[]	[]	[]	[]	[]
archives	[]	[]	[]	[]	[]	[]	[]	[]
map collection	[]	[]	[]	[]	[]	[]	[]	[]
Law library	[]	[]	[]	[]	[]	[]	[]	[]
library photocopying	[]	[]	[]	[]	[]	[]	[]	[]
using library Gateway from <u>off campus</u>	[]	[]	[]	[]	[]	[]	[]	[]
using library Gateway from <u>a campus location</u>	[]	[]	[]	[]	[]	[]	[]	[]
on-line library use tutorial	[]	[]	[]	[]	[]	[]	[]	[]
classroom or group instruction given by librarians	[]	[]	[]	[]	[]	[]	[]	[]

24. Please indicate your level of satisfaction with the quality of each of the following aspects of library operations this winter session.

	<i>very good</i>	<i>good</i>	<i>fair</i>	<i>poor</i>	<i>very poor</i>	<i>no opinion</i>
hours of operation	[]	[]	[]	[]	[]	[]
helpfulness of library staff	[]	[]	[]	[]	[]	[]
availability of items on the shelves	[]	[]	[]	[]	[]	[]
the collection in your discipline/program area	[]	[]	[]	[]	[]	[]
availability of Gateway terminals	[]	[]	[]	[]	[]	[]
availability of individual study areas	[]	[]	[]	[]	[]	[]
availability of group study areas	[]	[]	[]	[]	[]	[]
availability of materials on course reserve	[]	[]	[]	[]	[]	[]

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.