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

PRA Prairie Research Associates

2023 Middle-Years Students Survey

University of the Fraser Valley

June 2023

Acknowledgement:
The Canadian University Survey Consortium – Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU) wishes to acknowledge the excellent work of Prairie Research Associates Inc. (PRA) for assistance with all aspects of this research. The surveys could not proceed without the cooperation and support of institutional contacts at all our participating institutions; we are grateful for their support. And finally, we appreciate the willingness of the thousands of students who complete our surveys. Their willingness to take the time to complete the surveys and help Canadian institutions find ways to improve is appreciated.

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EXECUTIVE SUMMARY

Introduction

The 2023 *Middle-Years Student Survey* marks the 29th cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). The survey involved 29 universities and almost 12,000 students from across Canada.

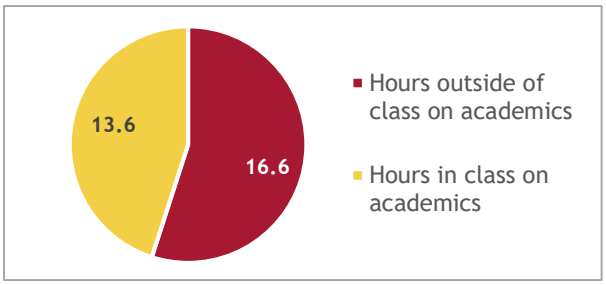
Profile of middle-years students

- The majority of middle-years students tend to be studying full-time, Canadian citizens, single, female, living separate from their parents/family, non-visible minority, 23 years old, and have a B- to B+ average.
- About two fifths of students report having a disability or impairment, with mental health conditions being the most common.
- Just 13% of middle-years students are first-generation students — that is, neither parent has had any post-secondary education.

Activities

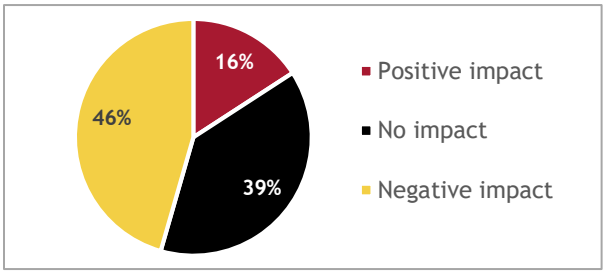
About 16% of students volunteer on or off campus for an average of three to four hours per week.

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



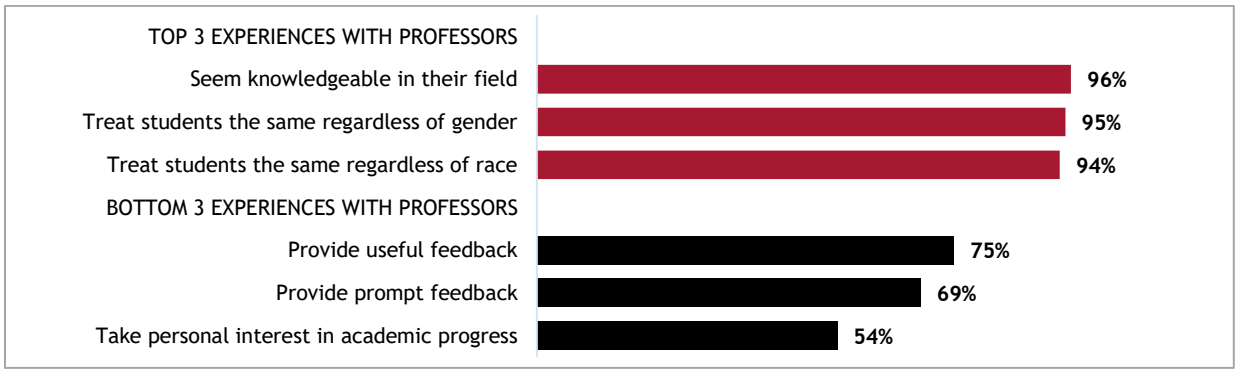
Employment

Fifty-eight percent of middle-years students are employed, working about 18 hours a week. Among those who are employed, almost three times as many say that their employment has had a negative rather than positive impact on their academic performance.



Professors and staff

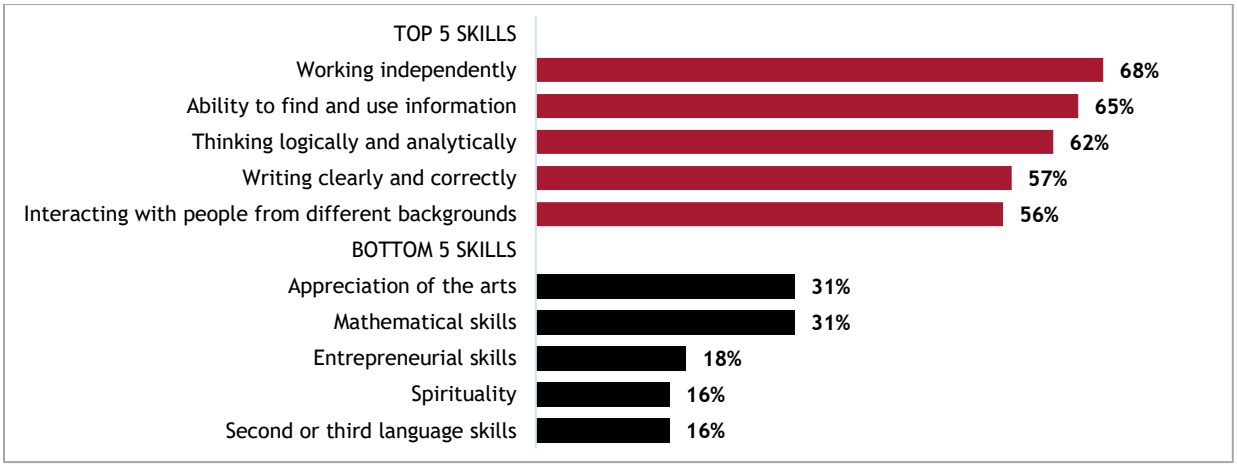
- Students reported having had positive experiences with professors, as only two out of 13 areas received less than 70% agreement — *professors provide prompt feedback on academic work* (69%) and *professors taking a personal interest in their academic progress* (54%).



- In addition, students say it is most important for professors to *communicate well in their teaching* (41% rated in their top three areas).
- Sixty-five percent of students said they *were given the chance to evaluate the quality of teaching in their courses* for all of their courses.
- Over 8 in 10 agreed that they are *generally satisfied with the quality of teaching they received*, including 14% who strongly agreed.

Growth and development

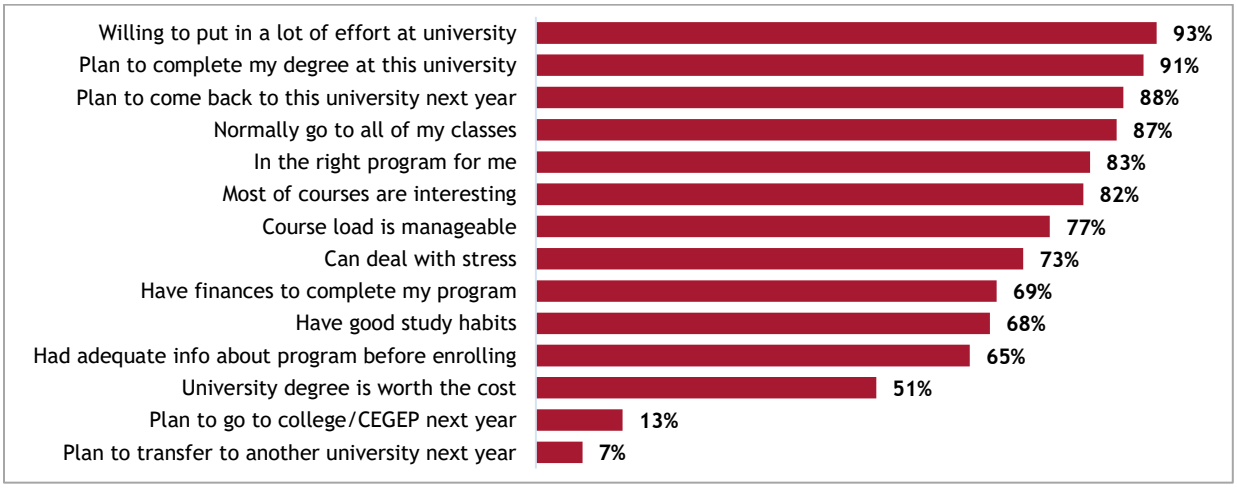
Students were asked to rate the extent to which their university experience contributed to 30 skills. The top and bottom skills that contributed much or very much to their growth and development are shown below.



Among the 30 areas, students were asked to rank the top three most important areas to which their university should be contributing and ranked *skills and knowledge for employment* (28%) highest.

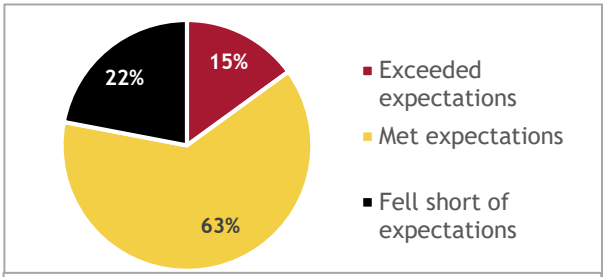
Commitment to completion

Several measures were used to gauge students' commitment to completing their programs at their universities, and agreement with each statement is shown below.



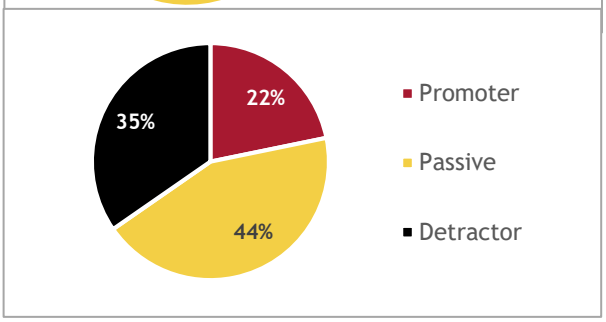
Expectations and experience

The majority of middle-years students say that their university *met their expectations*, while fewer say it *exceeded* and *fell short*.



Overall evaluation of student experiences

- Slightly less than nine in ten are satisfied with *their decision to attend their university* and two thirds are satisfied with the *concern shown by the university for them as an individual*.
- Using the Net Promoter Score calculation, where detractors (rating of 0 to 6) are subtracted from promoters (rating of 9 or 10), participating universities have a score of -13 (22% promoters minus 35% detractors).

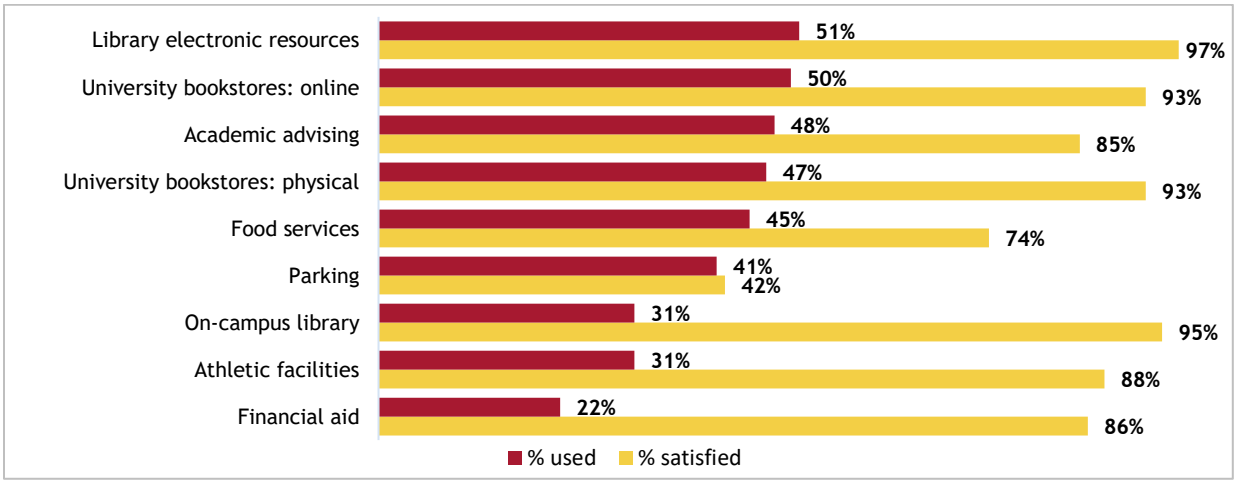


Goal development

- Ninety-one percent of middle-years students said they had selected their major or discipline.
- Middle-years students are more likely to intend to apply to a *graduate school* (34%) than a *professional program* (27%).
- Thirty-two percent of middle-years students have a specific career in mind. Despite many having a career (or two) in mind, just 20% said they know their career options very well.
- Almost all middle-years students have taken at least one step to prepare for employment or their career after graduation; most commonly, these were steps that might be considered casual — that is, *talking with parents, family, friends, or professors about employment*.

Satisfaction with facilities and services

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



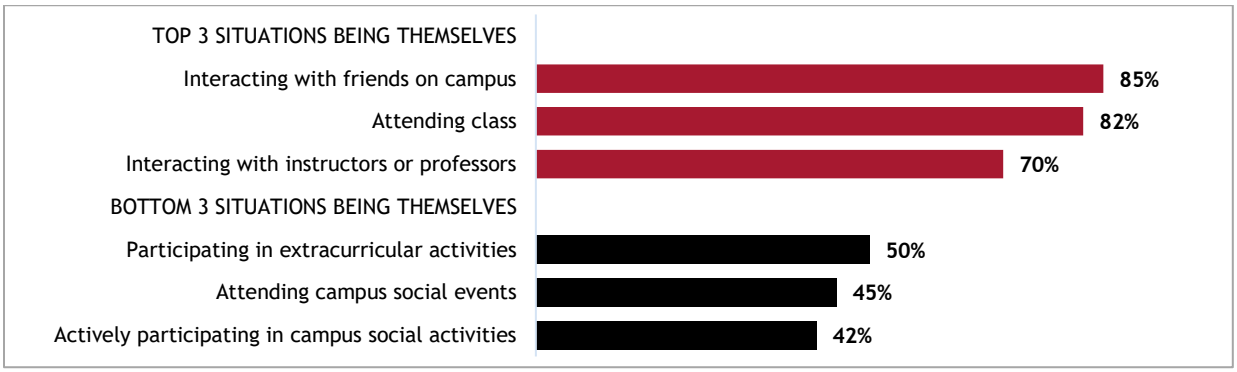
Finances

- Eighty-three percent have at least one credit card, carrying a balance of just over $1,000.
- Thirty-seven percent of middle-years students have incurred debt related to their program, most commonly *government student loans*. The average debt among all students is almost $8,000, but this more than doubles when only those reporting debt are considered.
- Students required over $17,000 to finance their current year of education, most commonly relying on *parents, family or spouse*, *employment* (summer or current), *university scholarship, awards, or bursaries*, and *government loans*.

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

- Among all respondents, 90% identified as either a man or woman only, while 3% identified as a man or woman and at least one other gender identity, and 4% identified as at least one-identity other than man or woman.
- Overall, 62% of respondents identified as heterosexual/straight only, while 2% identified as heterosexual and at least one other sexuality, and 27% identified as a sexuality other than heterosexual/straight (mostly commonly bisexual).

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



1.0 Introduction

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

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

This is the 29th cooperative study undertaken by CUSC-CCREU. Prior to 2014, the surveys ran in a three-year cycle, targeting first-year, graduating, and all undergraduate students in separate years. In 2014, the all-students survey was changed to a survey of middle-years students (i.e., students in the second or third year of a four-year program, the second year of a three-year program, or the second to fourth years of a five-year program).

Table 1 shows the number of participating universities in middle-years students surveys. The 2023 Survey of Middle-Years Students questionnaire can be found in Appendix A.

Table 1: Past CUSC-CCREU surveys

Year	Sample	Number of participating universities
2014	Middle-years students	28
2017	Middle-years students	24
2020	Middle-years students	29
2023	Middle-years students	29

1.1 Methodology

1.1.1 Surveying students

Each university supported the study by generating a sample of qualifying students. In some cases, universities provided all qualifying students, while others provided a random sample of students. PRA was responsible for programming and managing the online survey. This involved liaising with the participating universities, preparing the introductory and reminder emails to students, and responding to student questions about questionnaire content, as well as technical questions about using the online survey.

1.2 Response rates

Table 2 shows the response rates by university, which ranged from 7.5% to 51.3%, with an overall response rate of 21.5%. This yielded 11,585 students who completed the survey.[1]

Table 2: Survey response rate

University (province)	Surveys		Response rate
	Distributed	Completed	
Alberta University of the Arts (Alberta)	517	137	26.5%
Ambrose University (Alberta)	175	35	20.0%
Brock University (Ontario)	2,000	325	16.3%
Capilano University (British Columbia)	1,436	108	7.5%
Carleton University (Ontario)	1,500	208	13.9%
Concordia University of Edmonton (Alberta)	771	287	37.2%
Lakehead University (Ontario)	2,382	1,044	43.8%
Laurentian University (Ontario)	2,541	850	33.5%
MacEwan University (Alberta)	5,039	1,274	25.3%
Mount Royal University (Alberta)	4,799	745	15.5%
Mount Saint Vincent University (Nova Scotia)	1,208	341	28.2%
Nipissing University (Ontario)	1,113	296	26.6%
NSCAD University (Nova Scotia)	389	122	31.4%
Redeemer University (Ontario)	461	217	47.1%
Simon Fraser University (British Columbia)	1,000	304	30.4%
St. Mary's University (Alberta)	244	72	29.5%
The King's University (Alberta)	232	119	51.3%
Thompson Rivers University (British Columbia)	1,000	186	18.6%
Trent University (Ontario)	1,000	171	17.1%
Trinity Western University (British Columbia)	887	153	17.2%
University of Lethbridge (Alberta)	1,000	273	27.3%
University of New Brunswick (New Brunswick)	4,620	724	15.7%
University of Northern British Columbia (British Columbia)	1,034	204	19.7%
University of Regina (Saskatchewan)	3,000	982	32.7%
University of the Fraser Valley (British Columbia)	2,439	473	19.4%
University of Victoria (British Columbia)	1,000	236	23.6%
University of Winnipeg (Manitoba)	2,000	513	25.7%
Wilfrid Laurier University (Ontario)	9,195	990	10.8%
Yorkville University (Ontario)	1,000	196	19.6%
Total	**53,982**	**11,585**	**21.5%**

[1] PRA defined a completed survey as student who answered up to the *Living Arrangements* section (approximately 80% of the questions).

1.3 Weighting

In order to compensate for the discrepancies between the population of middle-years students among participating universities and the sample population, the results in every section and every table (except tables in Section 1) in this report have been weighted. The applied weights are shown in Table 3.

Table 3: Applied weights

University	Population of middle-years students		Completed surveys		Applied weight
	Population	% of population	Population	% of population	
Alberta University of the Arts (Alberta)	517	0.52%	137	1.18%	0.437
Ambrose University (Alberta)	175	0.18%	35	0.30%	0.579
Brock University (Ontario)	7,332	7.33%	325	2.81%	2.614
Capilano University (British Columbia)	1,436	1.44%	108	0.93%	1.541
Carleton University (Ontario)	11,409	11.41%	208	1.80%	6.356
Concordia University of Edmonton (Alberta)	771	0.77%	287	2.48%	0.311
Lakehead University (Ontario)	2,382	2.38%	1,044	9.01%	0.264
Laurentian University (Ontario)	2,541	2.54%	850	7.34%	0.346
MacEwan University (Alberta)	5,039	5.04%	1,274	11.00%	0.458
Mount Royal University (Alberta)	4,799	4.80%	745	6.43%	0.746
Mount Saint Vincent University (Nova Scotia)	1,208	1.21%	341	2.94%	0.410
Nipissing University (Ontario)	1,113	1.11%	296	2.56%	0.436
NSCAD University (Nova Scotia)	389	0.39%	122	1.05%	0.369
Redeemer University (Ontario)	461	0.46%	217	1.87%	0.246
Simon Fraser University (British Columbia)	11,386	11.39%	304	2.62%	4.340
St. Mary's University (Alberta)	244	0.24%	72	0.62%	0.393
The King's University (Alberta)	232	0.23%	119	1.03%	0.226
Thompson Rivers University (British Columbia)	2,728	2.73%	186	1.61%	1.700
Trent University (Ontario)	6,200	6.20%	171	1.48%	4.201
Trinity Western University (British Columbia)	887	0.89%	153	1.32%	0.672
University of Lethbridge (Alberta)	2,871	2.87%	273	2.36%	1.219
University of New Brunswick (New Brunswick)	4,620	4.62%	724	6.25%	0.739
University of Northern British Columbia (British Columbia)	1,034	1.03%	204	1.76%	0.587
University of Regina (Saskatchewan)	5,783	5.78%	982	8.48%	0.682
University of the Fraser Valley (British Columbia)	2,439	2.44%	473	4.08%	0.598
University of Victoria (British Columbia)	7,837	7.84%	236	2.04%	3.848
University of Winnipeg (Manitoba)	3,291	3.29%	513	4.43%	0.743
Wilfrid Laurier University (Ontario)	9,195	9.20%	990	8.55%	1.076
Yorkville University (Ontario)	1,657	1.66%	196	1.69%	0.980
Total	**99,976**		**11,585**		

1.4 University comparisons

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

- Group 1 consists of universities that offer primarily undergraduate studies and that have smaller student populations.
- Group 2 consists of universities that offer both undergraduate and graduate studies and tend to be of medium size in terms of student population.
- Group 3 consists of universities that offer both undergraduate and graduate degrees, with most having professional schools as well. These tend to be the largest universities in terms of student population. In 2023, there were no participating Group 3 universities.

Table 4: Categories of participating universities

Group 1 (n = 21)	Group 2 (n = 9)
Alberta University of the Arts	Brock University
Ambrose University	Carleton University
Capilano University	Lakehead University
Concordia University of Edmonton	Simon Fraser University
Laurentian University	Thompson Rivers University
MacEwan University	University of New Brunswick (Fredericton)*
Mount Royal University	University of Regina
Mount Saint Vincent University	University of Victoria
Nipissing University	Wilfrid Laurier University
NSCAD University	
Redeemer University	
St. Mary's University	
The King's University	
Trent University	
Trinity Western University	
University of Lethbridge	
University of New Brunswick (Saint John)*	
University of Northern British Columbia	
University of the Fraser Valley	
University of Winnipeg	
Yorkville University	

* The University of New Brunswick was split between the two groups according to which campus students attended.

1.5 Statistically significant differences

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

Table 5: Criteria for statistical significance

Test	Level for significance
Pearson's chi-square	<.001
Phi coefficient or Cramer's V	.150 or higher

1.6 Non-response

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

1.7 Experiment

For the 2023 survey, CUSC-CCREU conducted an experiment with participating universities to support or reject the hypothesis that *shortening the survey improves completion rates*. For the 2023 experiment, the questionnaire was split in half (Version A and Version B), so that experimental students received approximately half the survey (with some sections completed in both Version A and Version B). The sections assigned to each experimental group are shown below with the maximum number of questions students could answer in each version.

Table 6: Survey sections by experiment group

Question section	Maximum number of questions		
	Version A	**Version B**	**Full version**
Academic history	5		5
Activities	12		12
Employment	3		3
Professors	16		16
Staff	2		2
Growth and development		31	31
Commitment to completion		14	14
Expectations and experience	1	1	1
Overall evaluation	4	4	4
Goal development		6	6
Services	52		52
Finances		3	3
Debt		5	5
Income		12	12
Living arrangements	7	7	7
Commuting	1	1	1
Disabilities/Impairments	11	11	11
Parental educational attainment	2	2	2
Ethnicity	2	2	2
Comments	2	2	2
Total	**120**	**101**	**191**

Universities opted into the experiment, and PRA randomly assigned 10% of their sample to the experiment, equally distributed to Version A and Version B. Students assigned to the experiment received emails that stated: “The survey takes less than 15 minutes to complete.” Rather than the standard text which indicated the survey takes 20 minutes to complete.

Because of the experiment, not all tables shown in the report will be out of the full sample of 11,585 students that completed the survey.

2.0 Profile of middle-years students

2.1 Personal profile

- About twice as many females as males completed the survey. Note: Values for gender were provided by universities from their information systems.
- Although the average age of students is just under 23, 69% of students are under 22 years of age. Students attending Group 1 universities are almost two years older than Group 2 students on average.
- Given students' ages, it is not surprising that very few are married or have children.
- The vast majority of students are Canadian citizens. Those who identify as a visible minority are less likely to be Canadian citizens.

Table 7: Personal profile

	All students (n=11,585)	Group 1 (n=6,785)	Group 2 (n=4,800)	University of the Fraser Valley (n=473)
Gender (GENDER)				
Male	32%	26%	36%	28%
Female	68%	74%	64%	71%
Other	<1%	<1%	<1%	<1%
Age as of September 1, 2022 (AGE)				
18 and under	6%	3%	8%	<1%
19	21%	16%	25%	6%
20 to 21	41%	39%	42%	50%
22 and over	31%	41%	26%	44%
Average age	22.6	23.7	21.8	23.1
Marital status (LIVE3)				
Single	68%	63%	71%	65%
In a relationship	23%	24%	21%	26%
Married or common-law	9%	13%	7%	8%
Children (LIVE4-7)				
Has children	7%	10%	5%	5%
Citizenship (CITIZENSHIP)				
Canadian citizen	85%	89%	82%	83%
Permanent resident	4%	3%	5%	4%
International/visa student	11%	9%	12%	13%
Visible minority* (ETH1-13)				
Total self-identified	39%	33%	42%	40%
Indigenous (ETH1-13)				
Total self-identified	6%	7%	5%	6%

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

2.2 Disabilities and impairments

About four in 10 students report having a disability or impairment, with mental health conditions being the most common. Overall, about one in six students report a disability or impairment that impacts them daily, again with mental health conditions being the most common.

- Female (46%) students are more likely than male (26%) students to self-identify as having a disability or impairment.

Table 8: Disabilities and impairments

	All students (n=11,585)	Group 1 (n=6,785)	Group 2 (n=4,800)	University of the Fraser Valley (n=473)
Most commonly reported disability/impairment (DIS1-12)				
Total self-identified	40%	43%	38%	37%
- Mental health	25%	27%	24%	24%
- Neurodivergence	15%	17%	13%	11%
- Learning/memory	7%	9%	6%	5%
- Chronic conditions	5%	5%	5%	4%
- Vision	4%	4%	3%	4%
Daily activities always limited by disability/impairment (DISF1-12)				
Yes	15%	17%	14%	13%
- Mental health	8%	9%	8%	9%
- Neurodivergence	7%	8%	7%	4%
- Learning/memory	2%	3%	2%	<1%
- Chronic conditions	2%	2%	1%	<1%
- Vision	<1%	<1%	<1%	<1%

2.3 Living arrangements

A majority of students live away from their parents and family, most commonly in rented housing off campus. Among those not currently living on campus, about one in five students would prefer living on campus.

- Among those who are not currently living on campus, visible minority (31%) students are twice as likely as non-visible minority students (15%) to say they would prefer to live on campus if given the opportunity.

Table 9: Living arrangements

	All students (n=11,585)	Group 1 (n=6,785)	Group 2 (n=4,800)	University of the Fraser Valley (n=473)
Current living arrangement (LIVE1)				
In rented housing off campus (shared or alone)	43%	37%	47%	24%
With parents, guardians, or relatives	40%	42%	38%	67%
In on-campus housing	8%	9%	7%	3%
In personally-owned home	7%	9%	5%	5%
Other	2%	2%	1%	<1%
Prefer to live on campus* (LIVE2)				
Yes	22%	18%	25%	17%

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

2.4 Transportation to campus

Middle-years students most commonly report *using a vehicle* (either alone or in a carpool) to get to campus, followed by *public transportation*. Students attending Group 1 universities are more likely to report using a vehicle to get to campus than Group 2 students.

- Visible minority students are more likely than non-visible minority students to use *public transportation* (48% versus 27%) and less likely to *use a vehicle* (34% versus 50%).
- Older respondents are more likely to use a *vehicle* and less likely to use *public transportation* to commute.

Table 10: Methods of transportation to campus (COMM1)

	All students (n=11,585)	Group		University of the Fraser Valley (n=473)
		1 (n=6,785)	2 (n=4,800)	
Public transportation	36%	32%	40%	16%
Vehicle (alone)	35%	43%	30%	64%
Walk	14%	9%	17%	5%
Vehicle (with others)	7%	8%	7%	10%
Bicycle	<1%	<1%	1%	<1%
Other	1%	1%	1%	3%
Don't attend campus	5%	7%	4%	2%

2.5 Parents' education

About one in eight middle-years students are first-generation students; that is, neither parent has had any post-secondary education. Conversely, over half had at least one parent graduate from university or professional school or higher.

- Visible minority students are more likely than non-visible minority students to be first-generation students (17% versus 10%).
- As students get older, they are more likely to be first-generation students, increasing from 9% of those 19 and younger up to 20% of those 22 and older.

Table 11: Parents' highest level of education (MEDUC/PEDUC)

	All students (n=11,585)	Group		University of the Fraser Valley (n=473)
		1 (n=6,785)	2 (n=4,800)	
High school or less	13%	15%	12%	18%
Some college or university	11%	12%	10%	16%
College, CEGEP, or technical school graduate	19%	22%	17%	18%
University or professional school graduate	36%	34%	38%	30%
Graduate degree	18%	15%	20%	16%
Other	<1%	<1%	<1%	<1%

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

2.6 Academic profile

- The vast majority of middle-years students are studying full-time. The older a student is, the less likely they are to be studying full-time.
- About one in five students have transferred from another institution, which likely explains why three in ten began their post-secondary studies over three years ago compared to about two in ten who registered at their university over three years ago. The older a student is, the more likely they are to have transferred from another institution.
- About one in five students say they interrupted their studies for one or more terms, most commonly for *employment* (6%), *financial reasons* (6%), or *illness* (5%). The older a student is, the more likely they are to have interrupted their studies.
- Most students report an average grade of B- or higher, with four in 10 reporting a grade of A- or higher.

Table 12: Academic profile

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
Course load (LOAD)*				
Full-time	86%	91%	82%	87%
Part-time	14%	9%	18%	13%
Year began post-secondary studies (HIST1)				
2022 or later	5%	5%	5%	3%
2021	33%	30%	35%	27%
2020	34%	34%	33%	33%
2019	15%	16%	15%	23%
2018 or earlier	13%	15%	12%	13%
Year enrolled at this university (HIST2)				
2022 or later	12%	10%	13%	10%
2021	34%	32%	36%	29%
2020	32%	33%	31%	29%
2019	14%	14%	13%	20%
2018 or earlier	8%	10%	7%	13%
Transferred from other institution (HIST3)				
Yes	21%	20%	22%	16%
Interrupted studies for one or more terms (HIST5-13)				
Yes	22%	23%	21%	28%
Reported university grade (HIST4)				
A-, A, or A+	39%	44%	36%	49%
B-, B, or B+	48%	45%	50%	46%
C-, C, or C+	12%	11%	13%	5%
D	<1%	<1%	<1%	
F	<1%	<1%	<1%	

* Course load is out of all students (n=11,585).

3.0 Activities

3.1 Involvement in campus activities

Although participation in various campus activities is not common, when looking at all activities, 36% of students report participating in at least one activity often or very often.

Table 13: Involvement in campus activities (% often or very often)

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
Participated in student clubs (ACT5)	15%	11%	17%	8%
Participated in on-campus student recreational and sports programs (ACT6)	13%	9%	16%	8%
Attended campus social events (ACT1)	12%	11%	13%	12%
Attended public lectures and guest speakers on campus (ACT2)	9%	8%	9%	7%
Attended home games of university athletic teams (ACT7)	9%	8%	9%	5%
Attended campus cultural events (ACT3)	7%	7%	7%	6%
Participated in student government (ACT4)	5%	5%	6%	2%

3.2 Involvement in community service and volunteer activities

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

Table 14: Involvement in community service/volunteer activities (% often or very often)

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
Participated in on/off-campus community service/volunteer activities (ACT8/9)	16%	14%	17%	15%
Participated in off-campus community service/volunteer activities (ACT9)	11%	10%	11%	11%
Participated in on-campus community service/volunteer activities (ACT8)	8%	6%	9%	6%

Among those who participate in volunteer activities, the typical student spends between three to four hours a week.

Table 15: Hours engaged in community service or volunteer activities per week (ACT10)

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
None	69%	70%	68%	70%
1 or 2	13%	13%	14%	11%
3 to 5	11%	10%	12%	11%
6 or more	6%	6%	7%	8%
Average hours (all respondents)	1.4	1.3	1.5	1.5
Average hours (those who participate)	3.5	3.5	3.5	3.8

3.3 Study patterns

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

- On average, the lower a student's university grade, the less time they spend on academic activities outside of class, from 18.4 hours per week for students with an A- or higher average down to 14.1 hours per week for those with a C+ or lower average.
- The older a student is, the less time they spend in class; however, there are no differences by age for time spent on academics outside of class. Therefore, the ratio of time spent out of class to in class increases with age, from 1:1 for students 19 and younger to 1.3:1 for students 22 and older.

Table 16: Study patterns

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
Hours spent per week in scheduled classes and labs (ACT11)				
10 or fewer	38%	38%	39%	50%
11 to 15	32%	33%	32%	34%
16 to 20	17%	16%	17%	9%
21 to 30	9%	9%	9%	5%
More than 30	3%	4%	3%	2%
Average number of hours	13.6	13.6	13.6	11.4
Hours spent per week on academic work outside of classes and labs (ACT12)				
10 or fewer	42%	42%	41%	39%
11 to 15	18%	18%	18%	17%
16 to 20	16%	17%	16%	19%
21 to 30	15%	14%	15%	16%
More than 30	9%	9%	9%	10%
Average number of hours	16.6	16.5	16.7	17.3
Total hours spent per week on academic work in and out of class (ACT11/12)				
15 or fewer	16%	15%	16%	15%
16 to 20	14%	15%	14%	15%
21 to 30	29%	30%	29%	32%
31 to 40	21%	20%	21%	22%
More than 40	20%	20%	20%	16%
Average number of hours	30.2	30.0	30.3	28.7

4.0 Current employment

Approximately six in ten middle-years students are currently employed, most often off-campus. The typical student works about 18 hours a week, with few working full-time (more than 30 hours a week).

Students are three-times more likely to indicate their work has negative (46%) than positive (16%) impact on their academic performance.

- Female (63%) students are more likely to be currently employed than male (47%) students.
- The older a student is, the more hours they work, as the average hours per week increases from 14 hours for students 19 and younger up to 23 hours for students 22 and older.
- Students with a C+ or lower average report a more negative impact on their academic performance than students with an A- or higher average (59% versus 38%).

Table 17: Employment status

	All students (n=11,438)	Group		University of the Fraser Valley (n=451)
		1 (n=6,716)	2 (n=4,722)	
Currently employed (WORK1)				
Yes, both on and off campus	3%	3%	2%	4%
Yes, on campus	6%	6%	7%	3%
Yes, off campus	49%	56%	45%	67%
No, but seeking work	19%	16%	21%	14%
No, not seeking work	23%	20%	25%	12%
Number of hours worked per week* (WORK2)				
10 or less	30%	26%	34%	18%
11 to 20	41%	41%	41%	49%
21 to 30	16%	17%	15%	24%
Over 30	13%	15%	10%	9%
Average	18.0	19.3	17.1	19.4
Impact of employment on academic performance* (WORK3)				
Very positive	5%	5%	4%	3%
Somewhat positive	11%	12%	10%	9%
No impact	39%	37%	40%	38%
Somewhat negative	42%	42%	42%	48%
Very negative	4%	4%	4%	2%

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

5.0 Professors

5.1 Perceptions of professors

Students report very positive experiences with professors. The most positive ratings for professors were for *seeming knowledgeable in their fields* (42% strongly agree), *treating students the same regardless of gender* (52% strongly agree), and *treating students the same regardless of race* (52% strongly agree). Students report that the least positive experience with professors was *taking a personal interest in their academic progress* (11% strongly agree).

Table 18: Perception of professors (% agree or strongly agree)

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
Seem knowledgeable in their fields (PROF6)	96%	97%	95%	96%
Treat students the same regardless of gender* (PROF13)	95%	95%	95%	95%
Treat students the same regardless of race* (PROF14)	94%	93%	95%	95%
Are reasonably accessible outside of class (PROF1)	89%	90%	88%	87%
Encourage students to participate in class discussions (PROF4)	87%	90%	86%	90%
Communicate well in their teaching (PROF7)	83%	86%	81%	85%
Are well-organized in their teaching (PROF5)	82%	84%	81%	82%
Are consistent in their grading (PROF12)	81%	82%	80%	80%
Look out for students' interests* (PROF15)	80%	82%	79%	83%
Are intellectually stimulating in their teaching (PROF8)	75%	80%	73%	80%
Provide useful feedback on academic work (PROF9)	75%	80%	72%	77%
Provide prompt feedback on academic work (PROF10)	69%	72%	67%	67%
Take a personal interest in academic progress (PROF2)	54%	61%	51%	56%

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

5.2 Most important aspect of teaching

Among the same 13 aspects related to professors, *communicating well in their teaching* and *being intellectually stimulating in their teaching* standout as being the most important to students.

Table 19: Most important aspects of professors (PROF18-20)

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
Communicate well in their teaching	41%	40%	41%	38%
Are intellectually stimulating in their teaching	38%	36%	39%	35%
Provide useful feedback on my academic work	33%	34%	33%	38%
Are well organized in their teaching	31%	30%	32%	28%
Seem knowledgeable in their fields	28%	31%	26%	33%
Treat students the same regardless of race	23%	22%	24%	24%
Are consistent in their grading	21%	18%	22%	19%
Treat students the same regardless of gender	18%	17%	18%	18%
Look out for students' interests	16%	17%	16%	14%
Are reasonably accessible outside of class	14%	14%	14%	12%
Provide prompt feedback on my academic work	14%	14%	13%	16%
Take a personal interest in my academic progress	13%	15%	11%	12%
Encourage students to participate in class discussions	10%	11%	10%	12%

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

5.3 Ability to evaluate teaching

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

Table 20: Ability to evaluate teaching (PROF16)

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
All courses	65%	64%	66%	34%
Most courses	21%	19%	22%	32%
Some courses	11%	13%	10%	29%
No courses	3%	4%	2%	5%

Note: This question included an option for students to say "Not applicable" and those responses have been removed from the calculations.

5.4 Satisfaction with quality of teaching

Middle-years students are generally satisfied with the quality of teaching they received, although much more tend to agree than strongly agree.

- As students' university grades decrease, they are less likely to strongly agree that, generally, they are satisfied with the quality of teaching they received.

Table 21: Agreement with statement "Generally, I am satisfied with the quality of teaching I have received" (PROF17)

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
Strongly agree	14%	18%	12%	16%
Agree	69%	68%	70%	71%
Disagree	14%	11%	16%	10%
Strongly disagree	3%	3%	3%	3%

6.0 Perceptions of staff

Middle-years students agree that *most university support staff are helpful* (28% strongly agree) and *most teaching assistants in my academic program are helpful* (23% strongly agree).

Table 22: Perception of staff (% agree or strongly agree)

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
Most university support staff are helpful (STAFF2)	88%	89%	87%	93%
Most teaching assistants are helpful (STAFF1)	78%	80%	78%	78%

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

7.0 Growth and development

7.1 Contribution to communication skills

Among communication skills, universities contributed most to students' growth and development in *writing clearly and correctly* (21% very much).

- Students who identify as a visible minority (23%) are more likely than those who do not identify (11%) to indicate their university contributed much or very much to their *second or third language skills*.

Table 23: Contribution to communication skills (% much or very much)

	All students (n=11,409)	Group		University of the Fraser Valley (n=445)
		1 (n=6,698)	2 (n=4,711)	
Writing clearly and correctly (DVL8)	57%	61%	55%	65%
Speaking to small groups (DVL6)	48%	51%	45%	51%
Speaking to a class or audience (DVL7)	34%	38%	32%	42%
Second or third language skills (DVL12)	16%	16%	16%	19%

7.2 Contribution to analytical and learning skills

Among analytical and learning skills, students indicated that universities contributed most to their *ability to find and use information* (25% very much) and *thinking logically and analytically* (21% very much). Students rated their university as contributing least to *mathematical skills* (11% very much).

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

Table 24: Contribution to analytical and learning skills (% much or very much)

	All students (n=11,409)	Group		University of the Fraser Valley (n=445)
		1 (n=6,698)	2 (n=4,711)	
Ability to find and use information (DVL11)	65%	69%	63%	69%
Thinking logically and analytically (DVL1)	62%	64%	60%	64%
Listening to others to absorb information accurately (DVL10)	52%	54%	51%	54%
Understanding abstract concepts (DVL5)	52%	53%	51%	52%
Thinking creatively to find ways to achieve an objective (DVL4)	50%	53%	48%	53%
Effective study and learning skills (DVL14)	49%	52%	47%	51%
Reading to absorb information accurately (DVL9)	47%	49%	45%	49%
Mathematical skills (DVL2)	31%	29%	32%	32%

7.3 Contribution to working skills

Students' perceptions of their university's contribution to their working skills varied greatly, from *working independently* (32% very much) to *entrepreneurial skills* (5% very much).

Table 25: Contribution to work skills (% much or very much)

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Working independently (DVL15)	68%	69%	67%	65%
Skills for planning and completing projects (DVL13)	53%	55%	53%	53%
Cooperative interaction in groups (DVL16)	45%	49%	43%	50%
Skills and knowledge for employment (DVL20)	41%	42%	40%	45%
Knowledge of career options (DVL22)	37%	38%	37%	40%
Computer literacy skills (DVL17)	36%	37%	35%	39%
Entrepreneurial skills (DVL19)	18%	20%	17%	20%

7.4 Contribution to life skills

Students' perceptions varied as to the contribution that their university made to each of 11 skills, deemed "life skills," from *ability to interact with people from backgrounds different from your own* (23% very much) to *spirituality* (6% very much).

Table 26: Contribution to life skills (% much or very much)

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Ability to interact with people from backgrounds different from your own (DVL25)	56%	58%	55%	56%
Persistence with difficult tasks (DVL18)	51%	52%	50%	51%
Time management skills (DVL28)	50%	51%	49%	52%
Ability to evaluate your own strengths and weaknesses (DVL24)	49%	52%	48%	52%
Dealing successfully with obstacles to achieve an objective (DVL3)	49%	50%	48%	49%
Understanding Indigenous worldviews, experiences, issues, and peoples of Canada (DVL30)	47%	53%	44%	53%
Moral and ethical judgment (DVL29)	44%	49%	41%	49%
Ability to lead a group to achieve an objective (DVL21)	40%	42%	39%	47%
Self-confidence (DVL23)	37%	41%	34%	42%
Appreciation of the arts (DVL26)	31%	35%	28%	36%
Spirituality (DVL27)	16%	19%	14%	16%

7.5 Most important areas

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

Students rated *skills and knowledge for employment* in their top three most often, followed by *effective study and learning skills* and *time management skills*.

Table 27: Most important areas for university to contribute (DVL1ST-DVL3RD)

	All students (n=11,409)	Group		University of the Fraser Valley (n=445)
		1 (n=6,698)	2 (n=4,711)	
Skills and knowledge for employment	28%	27%	28%	27%
Effective study and learning skills	22%	23%	22%	22%
Time management skills	22%	23%	22%	22%
Thinking logically and analytically	21%	20%	22%	20%
Dealing successfully with obstacles to achieve an objective	18%	17%	18%	16%
Knowledge of career options	16%	16%	16%	18%
Ability to find and use information	16%	14%	17%	14%
Self-confidence	15%	15%	14%	13%
Ability to interact with people from backgrounds different from your own	13%	13%	13%	13%
Ability to evaluate your own strengths and weaknesses	12%	12%	12%	13%
Thinking creatively to find ways to achieve an objective	12%	11%	12%	11%
Persistence with difficult tasks	11%	10%	11%	9%

Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.
Note: Only those that are 10% or more nationally are shown in the table.

8.0 Commitment to completion

8.1 Financial resources to complete program

About seven in 10 students agree or strongly agree that *they have the financial resources to complete their program*.

Table 28: Agreement that they have financial resources to complete program (CMT1)

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Strongly agree	24%	22%	25%	20%
Agree	45%	46%	45%	48%
Disagree	16%	18%	15%	18%
Strongly disagree	7%	8%	6%	5%
Don't know	7%	7%	8%	9%

8.2 Perceptions of university education

Students are more likely to agree that they are *in the right program for them* (42% strongly agree) and *most of their courses are interesting* (27% strongly agree). Conversely, students are less likely to agree that they *had adequate information about their program from the university before they enrolled* (18% strongly agree).

Table 29: Agreement with statements about university education (% agree or strongly agree)

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
I am in the right program for me (CMT3)	83%	85%	82%	87%
Most of my courses are interesting (CMT4)	82%	85%	80%	82%
My course load is manageable (CMT5)	77%	79%	77%	79%
I had adequate information about my program from the university before I enrolled (CMT2)	65%	67%	63%	65%

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

8.3 Perceptions of effort

Students are most likely to agree that they are *willing to put a lot of effort into being successful at university* (50% strongly agree), which is reflected in the fact that almost as many agree that they *normally go to all of their classes* (52% strongly agree). Although students may feel that they can put in the effort, fewer say that they *can deal with stress* (19% strongly agree) or have *good study habits* (19% strongly agree).

- Male (26%) students are more likely than female (15%) students to strongly agree that *they can deal with stress*.
- Students with an A- or higher average are more likely to agree or strongly agree that they *have good study habits* and *can deal with stress* than those with lower average grades.

Table 30: Agreement with statements about students' abilities and effort (% agree or strongly agree)

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
I am willing to put a lot of effort into being successful at university (CMT7)	93%	94%	93%	94%
I normally go to all of my classes (CMT6)	87%	90%	86%	95%
I can deal with stress (CMT8)	73%	72%	73%	71%
I have good study habits (CMT9)	68%	73%	65%	72%

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

8.4 Commitment to completion

The vast majority of students agree or strongly agree that they *plan to come back to their university next year*; however, one in 20 disagree or strongly disagree.

Table 31: Plan to come back to this university next year (CMT10)

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Strongly agree	56%	56%	56%	52%
Agree	32%	31%	33%	35%
Disagree	2%	2%	3%	2%
Strongly disagree	3%	4%	3%	2%
Don't know	7%	7%	6%	9%

Compared to the previous table, results show that students are slightly more likely to say that they *plan to complete their degree at this university* than *plan to come back to this university next year*. The slight shift may indicate that some may not plan on returning the following year, but are planning to eventually return to complete their degree.

Table 32: Plan to complete my degree at this university (CMT13)

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Strongly agree	62%	63%	62%	55%
Agree	29%	28%	30%	33%
Disagree	1%	2%	1%	2%
Strongly disagree	1%	2%	1%	1%
Don't know	6%	6%	6%	8%

8.5 Plans to change institutions

Students are about twice as likely to say that they plan to *go to college or CEGEP next year* as they are to say that they plan to *transfer to another university next year*.

Table 33: Plans to change (% agree or strongly agree)				
	All students (n=11,409)	Group		University of the Fraser Valley (n=445)
		1 (n=6,698)	2 (n=4,711)	
I plan to go to college/CEGEP next year (CMT12)	13%	15%	12%	22%
I plan to transfer to another university next year (CMT11)	7%	7%	6%	6%

8.6 University is worth the cost

A slight majority agree or strongly agree that *a university degree is worth the cost*.

Table 34: Agreement that university degree is worth the cost (CMT14)				
	All students (n=11,409)	Group		University of the Fraser Valley (n=445)
		1 (n=6,698)	2 (n=4,711)	
Strongly agree	15%	17%	14%	18%
Agree	36%	37%	36%	38%
Disagree	26%	25%	26%	24%
Strongly disagree	12%	11%	12%	8%
Don't know	11%	10%	12%	11%

9.0 Expectations and experience

The majority of middle-years students say that their experiences *met their expectations*, while fewer say their experiences *fell short of* or *exceeded their expectations*.

- Results show that those with higher average university grades are more likely to say that their university *exceeded their expectations* than those with lower average grades. In fact, 20% of those with an average grade of A- or higher said that their expectations were exceeded, compared to 7% of those with an average grade of C+ or lower.

Table 35: Meeting expectations (EXP18)				
	All students (n=11,585)	Group		University of the Fraser Valley (n=473)
		1 (n=6,785)	2 (n=4,800)	
Exceeded	15%	18%	13%	17%
Met	63%	60%	64%	66%
Fell short	22%	22%	22%	16%

10.0 Overall evaluation

10.1 Satisfaction with concern shown by university

About two thirds of middle-years students say that they are satisfied or very satisfied with the *concern shown by the university for them as an individual*.

Table 36: Satisfaction with concern shown by the university for student as an individual (EVAL3)

	All students (n=11,585)	Group 1 (n=6,785)	Group 2 (n=4,800)	University of the Fraser Valley (n=473)
Very satisfied	7%	8%	6%	8%
Satisfied	57%	57%	56%	69%
Dissatisfied	27%	25%	28%	20%
Very dissatisfied	9%	9%	10%	4%

10.2 Satisfaction with decision to attend this university

Slightly less than nine in 10 middle-years students are satisfied with *their decision to attend their university*.

Table 37: Satisfaction with decision to attend this university (EVAL9)

	All students (n=11,585)	Group 1 (n=6,785)	Group 2 (n=4,800)	University of the Fraser Valley (n=473)
Very satisfied	18%	21%	17%	17%
Satisfied	67%	65%	68%	70%
Dissatisfied	12%	12%	13%	11%
Very dissatisfied	3%	3%	3%	1%

10.3 Recommend university to others

Students were asked to rate the likelihood that they would recommend their university on a scale from 0 (not at all likely) to 10 (extremely likely). Using the Net Promoter Score calculation, where detractors (rating of 0 to 6) are subtracted from promoters (rating of 9 or 10), participating universities have a score of -13 (22% promoters minus 35% detractors). Results indicate that Group 2 universities have a lower Net Promoter Score than Group 1 universities.

Table 38: Recommend university to others (EVAL14)

	All students (n=11,585)	Group 1 (n=6,785)	Group 2 (n=4,800)	University of the Fraser Valley (n=473)
Promoter (rating of 9 or 10)	22%	26%	19%	25%
Passive (rating of 7 or 8)	44%	41%	45%	44%
Detractor (rating of 0 to 6)	35%	33%	36%	32%
Net Promoter Score (promoter minus detractor)	-13	-7	-17	-7
Note: The Net Promoter Score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.				

11.0 Goal development

11.1 Choosing a discipline or major

By their middle years, almost all students say that they have chosen a major or discipline.

Table 39: Chosen a major or discipline (GOAL1)

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Yes	91%	92%	90%	82%
No	9%	8%	10%	18%

11.2 Plans for additional schooling

After completing their undergraduate studies, about one third plan on *applying to graduate school* and about one quarter plan on *applying to a professional program*.

Table 40: Post-graduation plans

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Apply to graduate school (GOAL4)				
Yes	34%	35%	33%	40%
No	28%	29%	27%	27%
Unsure	39%	35%	40%	33%
Apply to professional program (GOAL3)				
Yes	27%	29%	25%	33%
No	44%	41%	45%	36%
Unsure	29%	30%	29%	31%

11.3 Career plans

Given that these are middle-years students, it is not surprising that many have not formed concrete career plans, as about one third *know their career options* only a little or not at all.

Table 41: Career plans

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Description of career plans (GOAL5)				
I have a specific career in mind	32%	37%	29%	38%
I have several possible careers in mind	35%	34%	36%	33%
I have some general ideas but I need to clarify them	23%	20%	25%	21%
I am unsure, but I want to develop a career plan	9%	7%	10%	5%
I am not thinking about a career at this stage of my studies	2%	2%	2%	2%
How well students know career options (GOAL6)				
Very well	20%	22%	19%	22%
Fairly well	48%	47%	48%	50%
Only a little	28%	27%	29%	26%
Not at all	4%	4%	4%	2%

11.4 Steps taken to prepare for employment

Almost all middle-years students have taken at least one step to prepare for employment or their career after graduation. Most commonly, they have taken steps that might be considered casual — that is, *talking with parents, family, friends, or professors about employment*.

- As students get older, they are less likely to have *talked with parents/family* about their career options.

Table 42: Steps taken to prepare for employment or career after graduation

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Talked with parents/family about employment/career (GOAL8)	74%	73%	75%	77%
Talked with friends about employment/career (GOAL9)	73%	71%	74%	73%
Created resume, CV, e-portfolio, or online profile (GOAL10)	56%	52%	59%	48%
Talked with professors about employment/career (GOAL7)	35%	39%	32%	39%
Worked in chosen field of employment (GOAL14)	30%	31%	29%	25%
Volunteered in chosen field of employment (GOAL15)	25%	28%	23%	28%
Attended an employment fair (GOAL12)	21%	18%	22%	10%
Met with a career counsellor (GOAL13)	16%	15%	16%	30%
I have a career mentor (GOAL16)	6%	6%	6%	5%
None (GOAL17)	6%	7%	6%	4%

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

12.0 Satisfaction with facilities and services

12.1 General facilities and services

The table below shows that some services are used by middle-years students more often than others.

- Female (55%) students are more likely than male (39%) students to say they used *online university bookstores*.
- The younger a student is, the more likely they are to use *university residences* and *athletic facilities*.
- Visible minority students are less likely than non-visible minority students to use *online university bookstores* (39% versus 58%), *physical university bookstores* (38% versus 55%), and *parking* (31% versus 50%).

Table 43: Use of general facilities and services

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
Library electronic resources (SRV5)	51%	53%	50%	53%
University bookstores: online (SRV19)	50%	53%	48%	58%
University bookstores: physical stores (SRV18)	47%	49%	46%	53%
Food services (SRV25)	45%	45%	46%	37%
Parking (SRV26)	41%	45%	38%	59%
On-campus library (SRV4)	31%	32%	30%	29%
Athletic facilities (SRV16)	31%	27%	33%	11%
Campus medical services (SRV20)	14%	11%	15%	2%
Facilities for university-based social activities (SRV22)	13%	11%	13%	7%
Other recreational facilities (SRV17)	12%	10%	13%	5%
University residences (SRV13)	11%	11%	11%	4%
Facilities for student associations (SRV23)	9%	9%	10%	7%
Computing services help desk (SRV24)	9%	9%	9%	14%

Among those who used the facilities and services, results show very little difference in satisfaction with general facilities and services, with the exception of *parking facilities* (5% very satisfied).

Table 44: Satisfaction with general facilities and services (% satisfied or very satisfied)

	All students	Group 1	Group 2	University of the Fraser Valley
Library electronic resources (SRV5SAT)	97%	96%	97%	97%
On-campus library (SRV4SAT)	95%	96%	95%	98%
Facilities for university-based social activities (SRV22SAT)	94%	93%	94%	85%
University bookstores: online (SRV19SAT)	93%	92%	94%	94%
University bookstores: physical stores (SRV18SAT)	93%	92%	94%	93%
Other recreational facilities (SRV17SAT)	92%	93%	92%	96%
Computing services help desk (SRV24SAT)	92%	91%	92%	94%
Facilities for student associations (SRV23SAT)	91%	91%	91%	88%
Athletic facilities (SRV16SAT)	88%	88%	87%	94%
Campus medical services (SRV20SAT)	82%	86%	80%	86%
University residences (SRV13SAT)	78%	80%	76%	63%
Food services (SRV25SAT)	74%	74%	74%	72%
Parking (SRV26SAT)	42%	49%	37%	45%

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

12.2 Academic services

Academic advising is used much more than the other four academic services. Students attending Group 2 universities are more likely than those attending Group 1 universities to have used *co-op offices and supports*.

Table 45: Use of academic services

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
Academic advising (SRV9)	48%	46%	49%	52%
Co-op offices and supports (SRV21)	13%	5%	19%	8%
Study skills and learning supports (SRV11)	11%	11%	12%	9%
Writing skills (SRV12)	9%	10%	8%	7%
Tutoring (SRV10)	7%	7%	7%	9%

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

Table 46: Satisfaction with academic services (% satisfied or very satisfied)

	All students	Group 1	Group 2	University of the Fraser Valley
Writing skills (SRV12SAT)	92%	92%	91%	97%
Study skills and learning supports (SRV11SAT)	91%	92%	91%	95%
Academic advising (SRV9SAT)	85%	84%	85%	91%
Tutoring (SRV10SAT)	84%	87%	82%	90%
Co-op offices and supports (SRV21SAT)	84%	86%	84%	71%
Note: Percentages are based on those who have used the service.				

12.3 Special services

As the name implies, special services are those that tend to be created for specific groups of students, although they are often accessible to all students. Use of these special services ranges quite drastically.

- Students who self-identify as a visible minority are more likely than those who do not to use *services for international students* (10% versus 1%).

Table 47: Use of special services

	All students (n=11,438)	Group 1 (n=6,716)	Group 2 (n=4,722)	University of the Fraser Valley (n=451)
Financial aid (SRV15)	22%	26%	19%	12%
Personal counselling (SRV8)	13%	14%	12%	12%
Services for students with disabilities (SRV3)	10%	12%	10%	5%
Career counselling (SRV7)	7%	7%	7%	15%
Advising for students who need financial aid (SRV14)	6%	7%	5%	4%
Employment services (SRV6)	6%	5%	7%	3%
Services for international students (SRV2)	5%	5%	5%	6%
Services for Indigenous students (SRV1)	2%	3%	2%	2%

Satisfaction with special services is very high, with at least 76% of those who used each service saying that they are satisfied or very satisfied with it.

Table 48: Satisfaction with special services (% satisfied or very satisfied)

	All students	Group		University of the Fraser Valley
		1	2	
Services for Indigenous students (SRV1SAT)	92%	88%	96%	88%
Services for international students (SRV2SAT)	89%	90%	89%	92%
Services for students with disabilities (SRV3SAT)	87%	86%	89%	92%
Financial aid (SRV15SAT)	86%	87%	85%	88%
Career counselling (SRV7SAT)	83%	85%	82%	91%
Personal counselling (SRV8SAT)	80%	83%	79%	78%
Employment services (SRV6SAT)	79%	79%	80%	79%
Advising for students who need financial aid (SRV14SAT)	76%	83%	71%	85%

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

13.0 Finances

13.1 Credit cards

Eighty-three percent of middle-years students report that they have at least one credit card, including 21% with two or more. Among those students who have credit cards, more than three quarters pay off their balance each month and, as such, their current credit card balance should be zero; however, when asked what their current credit card balance is, just 34% say it is zero. The average credit card debt for students who have an unpaid balance is just under $4,000.

- The older the student, the more likely they are to have a credit card or multiple credit cards, and the less likely they are to pay off their balance each month. Older students also carry a higher credit card balance, increasing from $279 for those 19 and younger to $2,162 for those 22 and older.

Table 49: Credit cards

	All students (n=11,409)	Group		University of the Fraser Valley (n=445)
		1 (n=6,698)	2 (n=4,711)	
Number of credit cards (FIN1)				
None	17%	16%	18%	14%
One	62%	60%	63%	64%
Two	14%	16%	12%	16%
Three or more	7%	7%	7%	6%
Regularly pay off balance each month* (FIN2)				
Yes	79%	75%	82%	81%
Total credit card balance* (FIN3)				
Zero	34%	32%	35%	34%
$500 or less	14%	14%	14%	18%
$501 to $1,000	6%	5%	6%	5%
Over $1,000	11%	14%	9%	11%
Don't know	36%	35%	36%	33%
Average (all with credit card)	$1,019	$1,262	$860	$743
Average (those with unpaid balance)	$3,712	$3,908	$3,539	$2,703

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

13.2 Debt from financing post-secondary education

Just under two fifths of middle-years students report owing money, although some sources are more common than others. For instance, students are about three times more likely to report debt from *government student loans* than from *loans from parents or family*.

- The older a student is the more likely they are to report having debt, increasing from 28% of those 19 and younger to 50% of those 22 and older.

Table 50: Sources of debt (DEBT)

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Any debt	37%	42%	33%	23%
Government student loans	32%	37%	29%	18%
Loans from parents/family	9%	9%	9%	5%
Loans from financial institutions	7%	8%	6%	5%
Debt from other sources	4%	5%	3%	3%

Among all middle-years students, the average education-related debt at the time of the survey was just under $8,000. When only those who report having debt are considered, the average amount of debt is about 2.5 times higher.

Government student loans account for the most debt at about $17,000, about 25% higher than *loans from financial institutions* and 43% more than debt from *loans from parents or family*.

- The older the student, the more debt they report, increasing from $4,287 for those 19 and younger up to $12,762 for those 22 and older.

Table 51: Average amount of repayable debt

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Average total debt (DEBT1AMT-DEBT4AMT)				
All respondents	$7,853	$9,546	$6,780	$4,141
Those with debt	$21,254	$22,482	$20,265	$17,718
Average among those with these sources				
Government student loans (DEBT1AMT)	$17,059	$19,149	$15,330	$15,191
Loans from financial institutions (DEBT2AMT)	$13,683	$12,049	$14,959	$12,112
Loans from parents/family (DEBT3AMT)	$11,924	$11,234	$12,364	$9,700
Debt from other sources (DEBT4AMT)	$9,325	$9,588	$9,103	$9,431

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

Table 52: Total debt (DEBT1AMT-DEBT4AMT)

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
No debt	63%	58%	67%	77%
Less than $5,000	5%	5%	5%	4%
$5,000 to $9,999	6%	6%	6%	4%
$10,000 to $14,999	6%	7%	6%	4%
$15,000 to $19,999	4%	5%	4%	3%
$20,000 or more	16%	20%	13%	9%

13.3 Sources of university funding

13.3.1 Use of sources

The most common source that students use to fund their current year is *parents, family, or spouse*, with many also using earnings from *summer* or *current* employment. The proportion who are currently using *government loans or bursaries* is slightly higher than the proportion who reported debt from this source (Section 13.2).

- Students who self-identify as a member of a visible minority are less likely than those who do not to rely on *earnings from summer work* (26% versus 52%) and *RESPs* (15% versus 29%).
- As might be expected, students with an average university grade of A- or higher (57%) are more likely than those with an average grade of B- to B+ (30%) or C+ or lower (17%) to say that they have received a *university scholarship, financial award, or bursary*.
- The older the student, the more likely they are to be financing their education through *government loans or bursaries*, but less likely through *parents, family or spouses, earnings from summer work, university scholarships, awards, or bursaries,* or *RESPs*.

Table 53: Sources of financing

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
Parents, family, or spouse (INC3)	56%	49%	60%	52%
Earnings from current employment (INC6/7)	42%	48%	38%	55%
Earnings from summer work (INC8)	40%	41%	40%	34%
University scholarship, financial award, or bursary (INC2)	39%	40%	38%	19%
Government loan or bursary (INC1)	38%	45%	34%	22%
RESP (INC10)	22%	19%	24%	19%
Loans from financial institution (INC4)	6%	6%	5%	4%
Co-op program, internship, etc. related to your program (INC5)	6%	2%	8%	2%
Investment income (INC9)	4%	4%	4%	4%
Other (INC11)	5%	5%	5%	6%

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

Table 54: Number of sources of financing (INC1-11)

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
One	27%	26%	27%	33%
Two	25%	25%	25%	33%
Three	23%	24%	23%	22%
Four or more	25%	25%	25%	12%
Average	2.6	2.6	2.6	2.2

13.3.2 Average financing

Students require over $17,000 to finance their current year. It is worth noting that the average amount contributed by each source is not perfectly in line with the proportion who report using each source. For example, just 6% cite using a *co-op program, internship, or other practical experiences related to their program*, but it provides the highest average amount. Conversely, the most common source reported was *parents, family, or spouse*, and yet it contributed the fourth highest amount on average.

Table 55: Average amount from each financing source

	All students (n=11,409)	Group 1 (n=6,698)	Group 2 (n=4,711)	University of the Fraser Valley (n=445)
All respondents				
Overall (INC1AMT-INC11AMT)	$17,518	$17,146	$17,756	$13,630
Average among those with these sources				
Co-op program, internship, and other practical experiences related to program (INC5AMT)	$10,406	$6,713	$11,057	$6,917
Earnings from current employment (INC6AMT/INC7AMT)	$8,758	$9,301	$8,324	$9,994
Government loan or bursary (INC1AMT)	$8,571	$9,382	$7,885	$7,787
Parents, family, or spouse (INC3AMT)	$8,381	$6,619	$9,295	$4,908
Loans from financial institution (INC4AMT)	$7,209	$7,292	$7,146	$6,100
Earnings from summer work (INC8AMT)	$5,878	$5,724	$5,978	$5,330
RESP (INC10AMT)	$5,639	$5,431	$5,747	$4,268
Investment income (e.g., bonds, dividends) (INC9AMT)	$4,330	$3,802	$4,604	$3,643
University scholarship, financial award, or bursary (INC2AMT)	$2,859	$2,555	$3,059	$2,100
Other (INC11AMT)	$8,816	$9,717	$8,165	$9,933

14.0 Equity, diversity, inclusivity, and accessibility (EDIA) module

For the 2023 survey, CUSC-CCREU added a module of questions about gender identification, sexual orientation, and acceptance in a variety of situations on campus. This module was optional for universities. The results reported are only from universities that chose to participate in the EDIA module.

14.1 Gender identity

The proportion who self-identify as a woman or man is fairly in line with information provided by universities (shown in Section 2.1). Among all respondents, 90% identified as either a man or woman only, while 3% identified as a man or woman and at least one other gender identity and 4% identified as an at least one identity other than man or woman.

Table 56: Gender identity (GENDI1-10)

	All students (n=10,410)	Group		University of the Fraser Valley (n=473)
		1 (n=5,935)	2 (n=4,475)	
Agender	<1%	<1%	<1%	<1%
Gender non-conforming	2%	2%	2%	2%
Man	30%	24%	34%	25%
Non-binary	3%	3%	3%	2%
Questioning	1%	1%	1%	<1%
Trans	2%	2%	1%	<1%
Two Spirit	<1%	<1%	<1%	
Woman	63%	70%	59%	67%
Another gender identity	<1%	1%	<1%	1%
Prefer not to answer	3%	3%	3%	4%

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

14.2 Sexual orientation

Overall, 62% of respondents identified as heterosexual/straight only, while 2% identified as heterosexual and at least one other sexuality and 27% identified as at least one sexuality other than heterosexual/straight.

Table 57: Sexual orientation (SEXO1-11)

	All students (n=10,410)	Group		University of the Fraser Valley (n=473)
		1 (n=5,935)	2 (n=4,475)	
Asexual	7%	6%	7%	6%
Bisexual	13%	14%	13%	10%
Gay	2%	2%	2%	2%
Heterosexual/straight	64%	64%	64%	66%
Lesbian	3%	2%	3%	2%
Pansexual	3%	3%	3%	2%
Queer	5%	5%	5%	5%
Questioning	3%	2%	3%	2%
Two Spirit	<1%	<1%	<1%	<1%
Another sexual orientation	<1%	1%	<1%	2%
Prefer not to answer	9%	9%	9%	10%

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

14.3 Inclusivity

Students indicate that they feel most comfortable being themselves while *interacting with friends on campus* (58% very much) or *attending class* (51% very much). They feel least comfortable *attending campus social events* (20% very much) or *actively participating in campus social activities* (20% very much).

Table 58: Situations where students feel comfortable being themselves (% quite a bit or very much)

	All students (n=10,410)	Group		University of the Fraser Valley (n=473)
		1 (n=5,935)	2 (n=4,475)	
Interacting with friends on campus (INCL6)	85%	85%	86%	84%
Attending class (INCL1)	82%	81%	83%	79%
Interacting with instructors or professors (INCL3)	70%	73%	68%	72%
Participating in class activities (INCL2)	68%	68%	67%	70%
Interacting with university staff (INCL4)	67%	68%	66%	67%
Interacting with students on campus who you don't know well (INCL5)	50%	49%	50%	49%
Participating in extracurricular activities (INCL7)	50%	45%	53%	44%
Attending campus social events (INCL8)	45%	43%	46%	44%
Actively participating in campus social activities (INCL9)	42%	40%	43%	43%

Appendix A – 2023 CUSC-CCREU Survey (© 2023)

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

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

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

Academic history

hist1 In what year did you begin your post-secondary studies? Year: _____

hist2 In what year did you first enrol at <university name>? Year: _____

hist3 Have you transferred to <university name> from another post-secondary institution?

☐ Yes ☐ No

hist4 Please choose the letter grade that best reflects your overall average grade:

☐ A (includes A+, A and A-)
☐ B (includes B+, B and B-)
☐ C (includes C+, C and C-)
☐ D
☐ F

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

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

Activities

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

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

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

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

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

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

Employment

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

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

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

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

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

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

Professors

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

	Most of my professors …	Strongly disagree	Disagree	Agree	Strongly agree
prof1	Are reasonably accessible outside of class	☐	☐	☐	☐
prof2	Take a personal interest in my academic progress	☐	☐	☐	☐
prof4	Encourage students to participate in class discussions	☐	☐	☐	☐
prof5	Are well organized in their teaching	☐	☐	☐	☐
prof6	Seem knowledgeable in their fields	☐	☐	☐	☐
prof7	Communicate well in their teaching	☐	☐	☐	☐
prof8	Are intellectually stimulating in their teaching	☐	☐	☐	☐
prof9	Provide useful feedback on my academic work	☐	☐	☐	☐
prof10	Provide prompt feedback on my academic work	☐	☐	☐	☐
prof12	Are consistent in their grading	☐	☐	☐	☐

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

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

		Yes, all courses	Yes, most courses	Yes, some courses	No courses	Not applicable
prof16	Were you given the chance to evaluate the quality of teaching in your courses this past fall?	☐	☐	☐	☐	☐

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

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

Staff

Please indicate your level of agreement with the following statements.

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

Inclusivity (optional module)

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

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

Growth and development

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

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

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

dvl1st _____ dvl2nd _____ dvl3rd _____

Commitment to completion

Please indicate your level of agreement with the following statements.

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

Expectations and experience

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

Overall evaluation

Please indicate your level of satisfaction with <university name> in the following areas.

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

eval14 How likely is it that you would recommend <university name> to a friend or family member?

☐ 0 Not at all likely ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 Extremely likely

[If eval14 =< 6 branch to eval14txt, otherwise branch to Goal development goal1]

eval14txt Please explain why you gave a rating of <EVAL14> out of 10 for recommending this university. _____

Goal development

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

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

goal3 Apply to a professional program (e.g., Medicine, Law, etc.)
☐ Yes ☐ No ☐ Unsure

goal4 Apply to graduate school
☐ Yes ☐ No ☐ Unsure

goal5 Which of the following best describes your career plans?
☐ I have a specific career in mind
☐ I have several possible careers in mind
☐ I have some general ideas but I need to clarify them
☐ I am unsure, but I want to develop a career plan
☐ I am not thinking about a career at this stage of my studies

goal6 How well do you know the career options your program or intended program could open for you?
☐ Very well ☐ Fairly well ☐ Only a little ☐ Not at all

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

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

Services

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

		Used		Satisfaction if service used: Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied
srv1	Services for Indigenous students	☐	srv1sat	☐	☐	☐	☐
srv2	Services for international students	☐	srv2sat	☐	☐	☐	☐
srv3	Services for students with disabilities	☐	srv3sat	☐	☐	☐	☐
srv4	University libraries: physical books, magazines, stacks	☐	srv4sat	☐	☐	☐	☐
srv5	University libraries: electronic resources	☐	srv5sat	☐	☐	☐	☐
srv6	Employment services	☐	srv6sat	☐	☐	☐	☐
srv7	Career counselling	☐	srv7sat	☐	☐	☐	☐
srv8	Personal counselling	☐	srv8sat	☐	☐	☐	☐
srv9	Academic advising	☐	srv9sat	☐	☐	☐	☐
srv10	Tutoring	☐	srv10sat	☐	☐	☐	☐
srv11	Study skills and learning supports	☐	srv11sat	☐	☐	☐	☐
srv12	Writing skills	☐	srv12sat	☐	☐	☐	☐
srv13	University residences	☐	srv13sat	☐	☐	☐	☐
srv14	Advising for students who need financial aid	☐	srv14sat	☐	☐	☐	☐
srv15	Financial aid	☐	srv15sat	☐	☐	☐	☐
srv16	Athletic facilities	☐	srv16sat	☐	☐	☐	☐
srv17	Other recreational facilities	☐	srv17sat	☐	☐	☐	☐
srv18	University bookstores: physical stores	☐	srv18sat	☐	☐	☐	☐
srv19	University bookstores: online inventory check, ordering, etc.	☐	srv19sat	☐	☐	☐	☐
srv20	Campus medical services	☐	srv20sat	☐	☐	☐	☐
srv21	Co-op offices and supports	☐	srv21sat	☐	☐	☐	☐
srv22	Facilities for university-based social activities	☐	srv22sat	☐	☐	☐	☐
srv23	Facilities for student associations	☐	srv23sat	☐	☐	☐	☐
srv24	Computing services help desk	☐	srv24sat	☐	☐	☐	☐
srv25	Food services	☐	srv25at	☐	☐	☐	☐
srv26	Parking	☐	srv26at	☐	☐	☐	☐

Finances

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

fin1 How many credit cards do you have?
☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 or more
☐ I prefer not to answer

[If fin1 = 0 branch to fin3, otherwise fin2]

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

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

Debt

debt Have you acquired repayable debt to finance your university education? By repayable debt, we mean money you owe and have to pay back. We are interested in repayable debt that is directly helping to finance your university education, such as tuition, fees, books, but also might include basic living expenses that are incurred while attending university.
☐ Yes ☐ No

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

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

Repayable debt from government student loans:	debt1 ☐	debt1amt $_____
Repayable debt from loans from financial institutions:	debt2 ☐	debt2amt $_____
Repayable debt from loans from parents/family:	debt3 ☐	debt3amt $_____
Repayable debt from other sources:	debt4 ☐	debt4amt $_____

Income

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

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

Living arrangements

live1	Where are you currently living? ☐ In on-campus housing (university residence, dorm, etc.) ☐ With parents, guardians or relatives ☐ In rented off-campus housing shared with others ☐ In rented off-campus housing on your own ☐ In a home you own
livetxt	☐ Other (please specify) _____
	[If live1 <> "In on-campus housing" branch to live2, otherwise branch to live3]
live2	Would you prefer to live in on-campus housing if you had the choice? ☐ Yes ☐ No
live3	What is your marital status? ☐ Single ☐ Married or common law ☐ In a relationship other than married or common law ☐ I prefer not to answer
live4	Do you have children? ☐ Yes ☐ No
	[If live4 = "Yes" branch to live5, otherwise branch to Disabilities/ Impairments dis11]
live5	How many up to age 5? _____
live6	How many age 5 to 11? _____
live7	How many 12 or older? _____

Commuting

comm1	At present, what method of transportation do you use most often to get to campus? ☐ Vehicle (alone) ☐ Vehicle (with others or in a car pool) ☐ Public transportation ☐ Walk ☐ Bicycle
commtxt	☐ Other (please specify): _____ ☐ Don't attend the campus

Disabilities/ Impairments

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

dis11 ☐ I do not have a disability/ impairment

			How often are your daily activities limited by this disability/ impairment?		
			Sometimes	Often	Always
dis1	☐ Mobility/ Dexterity	disf1	☐	☐	☐
dis2	☐ Hearing	disf2	☐	☐	☐
dis3	☐ Speech	disf3	☐	☐	☐
dis4	☐ Vision (e.g., blindness, low vision)	disf4	☐	☐	☐
dis5	☐ Learning/ Memory (e.g., learning disability)	disf5	☐	☐	☐
dis7	☐ Other physical disability	disf7	☐	☐	☐
dis8	☐ Neurodivergence (e.g., autism spectrum, attention deficit disorder)	disf8	☐	☐	☐
dis9	☐ Mental health condition	disf9	☐	☐	☐
dis12	☐ Chronic conditions (e.g., Multiple Sclerosis, Crohn's, Autoimmune)	disf12	☐	☐	☐
dis10	☐ Other (please specify)	disf10	☐	☐	☐
distxt	_____				
dis13	☐ I prefer not to answer				

Parental educational attainment

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

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

Ethnicity

Are you … (check all that apply)

eth1 ☐ Indigenous person of Canada (e.g., status, non-status, Métis, Inuit)
eth2 ☐ Arab (e.g., Saudi, Egyptian, etc.)
eth3 ☐ Black
eth4 ☐ Chinese
eth5 ☐ Filipino
eth6 ☐ Japanese
eth7 ☐ Korean
eth8 ☐ Latin American
eth9 ☐ South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
eth10 ☐ Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)
eth11 ☐ West Asian (e.g., Afghan, Iranian, etc.)
eth12 ☐ White/ Caucasian
eth13 ☐ Other (please specify)
ethtxt _____
eth14 ☐ I prefer not to answer

[If eth1 is checked branch to ab1, otherwise branch to Comments negativ]

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

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

Gender identity (optional module)

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

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

Sexual orientation (optional module)

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

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

Comments

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

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

positiv Looking back on your experiences as a student, what aspects of your experience at <university name> have been most positive?
Comments (specify) _____ ☐ Don't know

Appendix B – Data Licensing & Membership Agreement

Data Licensing & Membership Agreement

WHEREAS:

PREAMBLE

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

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

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

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

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

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

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

DEFINITIONS

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

OWNERSHIP OF SURVEY DATA

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

EXCHANGE OF SURVEY DATA AMONG MEMBERS

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

COMPARISONS LIMITED TO AGGREGATE DATA

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

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

LIMITATIONS ON THE USE OF DATA

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

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

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

REQUIREMENTS FOR CONFIDENTIALITY

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

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

EXCLUSIVE USE OF INSTRUMENTS AND METHODOLOGY

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

INDEMNITY

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

SEVERABILITY

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