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Information Into Strategy

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GRADUATING STUDENTS SURVEY
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Prepared for:
The Canadian Undergraduate Survey Consortium ©

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CANADIAN UNDERGRADUATE SURVEY CONSORTIUM ("CUSC")

PROTOCOL FOR DATA USE

Members of the consortium are bound by the following protocol for the control of survey data.

It was agreed by the participants that data were owned collectively and would be distributed only by collective agreement.

1. The purpose of the survey is to produce data that will allow participating institutions to assess their programmes and services. Comparisons with other institutions are made to assist in these assessments. Ranking of institutions is not, in itself, a purpose of the survey.

2. The survey data are owned collectively by the participating institutions.

3. The report that has been prepared may be reproduced and distributed freely on the campuses of participating institutions. However, use of the institutional code key is restricted to members of the steering committee and senior administration at the various campuses on a confidential basis.

4. Institutions will receive a data package that includes data for all participating institutions along with the institutional identifiers so that appropriate institutional comparisons can be made by each institution. This must be done in a way that protects the confidentiality of the portions of its data should be disclosed.

5. For institutional promotion, recruiting or other public dissemination, rankings may not be used. However, an institution's mean results and the aggregate mean results may be used.

6. Access to the aggregate data for research purposes may be granted to interested persons provided that the intended use is a legitimate, non-commercial one, the researcher is qualified and agrees to acknowledge the ownership of the data by participating universities and to provide the consortium with a copy of any report or publication that is produced. Decisions on such requests will be made by Garth Wannan and Eric McKee, with consultation with members of the full steering group in the case of requests that seem problematic.

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1.0 Introduction

This is the sixth co-operative study undertaken by the Canadian Undergraduate Survey Consortium (CUSC). The surveys have targeted various undergraduate groups: three of the surveys have focused on a sample of all undergraduates, while others have targeted specific types of students. The focus of this year's research is graduating students.

Table 1 shows the types of students surveyed each year by CUSC**.**

Table 1: Past CUSC surveys

Year	Sample	Number of participating Universities
1994	All undergraduates	8
1996	All undergraduates	10
1997	Graduating students	9
1998	First year students	19
1999	All undergraduates	23
2000	Graduating students	22

Each study has been coordinated through the University of Manitoba Department of Housing & Student Life by Garth Wannan. Each study has been a co-operative effort by all universities involved. This year's study is no different.

1.1 How this research was conducted

PRA Inc. and representatives from several of the participating universities reviewed past surveys to develop this year's instrument. The result of that meeting was a draft survey that was reviewed again by participating universities. A final version of the survey can be found in Appendix A.

This year's methodology is the same as that used in the past. Each university was to:

- Generate a random sample of 600 students who were graduating with an undergraduate degree in 2000. Only students in a first level Bachelor's program were eligible for inclusion. Students in professional schools such as medicine, dentistry and law were excluded. If a university did not have 600 graduates, all graduating students received the survey.

- Mail to the selected students a package containing a cover letter, questionnaire, and a postage-paid, self-addressed return envelope.

- Mail a reminder letter to all non-respondents approximately 2 to 3 weeks after the original mailing.

- Mail a final reminder letter to all non-respondents approximately 4 to 6 weeks after the original mailing.

- Return the completed surveys to the University of Manitoba (who would then forward them to PRA Inc. for processing).

A copy of the methodology guidelines that was sent to each participating university is found in Appendix B.

While all the universities were to select their sample, and conduct the survey by specified dates, in fact, many universities were unable to do this. Identifying the population of graduating students was difficult for many universities, since students in most institutions have until a fixed date to decide whether to apply for graduation in the spring.

Once the surveys had been returned to the University of Manitoba, PRA Inc. began the process of coding all open-ended questions and entering the responses on computer. The data was then analyzed using SPSS.

Table 2 (on the next page) shows the response rate by university. While ranging from about 34% to 67%, the average was 52%. This represents a good response rate for a survey of this type.

Table 2: Survey response rate			
University	**Number Distributed**	**Number Returned By cutoff**	**Response Rate**
Bishop's	390	191	49.0%
British Columbia	600	254	42.3%
Carleton	600	300	50.0%
Concordia	600	401	66.8%
Dalhousie	600	302	50.3%
Lakehead	600	331	55.2%
Lethbridge	600	358	59.7%
Manitoba	600	317	52.8%
McMaster	600	310	51.7%
Memorial	600	266	44.3%
New Brunswick (Fredericton)	600	205	34.2%
New Brunswick (Saint John)	285	118	41.4%
Nipissing	467	266	57.0%
Ottawa	600	317	52.8%
Regina	600	343	57.2%
Ryerson Polytechnic	600	309	51.5%
Saint Mary's	600	312	52.0%
Simon Fraser	600	219	36.5%
Trent	600	343	57.2%
Trinity Western	363	231	63.6%
Wilfrid Laurier	600	337	56.2%
Windsor	600	358	59.7%
Total	12,305	6,388	51.9%

For comparison purposes, we have categorized the participating universities into three groups:

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

Table 3 shows the groups into which participating universities were categorized.

Table 3: Categories of participating universities

Group 1	Group 2	Group 3
Bishop's	Carleton	Concordia
Lakehead	Regina	Dalhousie
Lethbridge	Ryerson	Manitoba
Nipissing	Simon Fraser	McMaster
Saint Mary's	Windsor	Memorial
Trent	UNB: Fredericton	Ottawa
Trinity Western		UBC
UNB: Saint John		
Wilfrid Laurier		

1.2 Statistically significant differences

Large sample sizes tend to artificially inflate significant levels. Therefore, we use a strict definition of statistical significance. At least two of the measures shown in Table 4 need to be met in order for it to be cited in this report.

Table 4: Criteria for statistical significance

Test	Level for significance
Pearson's chi square	.000
Phi coefficient	.150 or higher
Cramer's V	.150 or higher

2.0 Profile of respondents

In this section, we report that:

- The average respondent is a single female, who is 25 years old.
- Typically, these students are majoring in Social Science, Arts and Humanities, or Business (although many other disciplines are represented) and are working full-time on a 4-year degree or diploma with an average grade of B/B+.
- Almost one-third had transferred credits from another university or college, and a similar number have lived on campus at some point.
- About one-fifth of these students have interrupted their studies for employment, financial, and other reasons.

2.1 Personal profile

As shown in Table 5 (next page), the average student in our sample is a single female, who is 25 years old. Our sample tends to over-represent female students and under-represent males.

- The youngest student in our sample is 18, while the oldest is 76. The median age is younger, about 22.5 years old.
- Some 13% reported being a visible minority.
- About 5% reported having a disability. Of these, the most common were learning (1.2%); mental health (0.8%); and hearing (0.5%).
- Only some universities asked students to report on their sexual orientation. About one-quarter of our sample provided responses, of which about 3% indicated they were gay, lesbian, or bisexual.

There are some differences among the students in the three university groups.

- Group 2 universities tend to have older students; in fact, 45% are 24 years of age or older. While most of these students are single, it is more common for the students attending Group 2 universities to be married.

- Group 1 universities are less likely to have students who are visible minorities. This may be a location issue (most Group 1 universities are in smaller communities).

Table 5: Personal profile

Characteristic	All Students % (n=6,388)	Group 1 % (n=2,487)	Group 2 % (n=1,734)	Group 3 % (n=2,167)
Gender				
Male	34%	32%	35%	34%
Female	66%	68%	65%	66%
Age				
20 or younger	1%	1%	1%	2%
21	13%	13%	8%	16%
22	30%	36%	25%	27%
23	20%	21%	21%	18%
24	10%	8%	12%	10%
25 to 29	14%	12%	17%	13%
30 and over	12%	9%	16%	13%
Average age:	25	24	26	25
Disability				
None	90%	90%	89%	91%
Some	4%	5%	4%	4%
Marital Status				
Married	14%	11%	18%	14%
Single	79%	83%	74%	80%
Divorced/Separated	2%	2%	3%	2%
Widowed	<1%	<1%	<1%	<1%
Visible Minority				
Yes	13%	7%	18%	16%
Sexual Orientation	**(n=1,603)**	**(n=239)**	**(n=469)**	**(n=895)**
Heterosexual	97%	98%	97%	98%
Gay	1%	-	1%	1%
Lesbian	1%	<1%	1%	<1%
Bisexual	1%	2%	1%	1%

Note: Those who did not provide answers to particular questions are not shown, but are included in the calculation. Therefore, responses may not sum to 100%.

2.1.1 Permanent residence

The location of the students' permanent residences (see Table 6) closely parallels the location of the university that students are attending (see Table 7).

Table 6: Permanent residence

Province	All Students % (n=6,388)	Group 1 % (n=2,487)	Group 2 % (n=1,734)	Group 3 % (n=2,167)
British Columbia	10%	6%	13%	11%
Alberta	6%	13%	1%	1%
Saskatchewan	5%	1%	17%	<1%
Manitoba	5%	<1%	1%	13%
Ontario	43%	52%	49%	26%
Quebec	8%	4%	1%	18%
Nova Scotia	7%	10%	2%	8%
Prince Edward Island	1%	1%	1%	1%
New Brunswick	5%	6%	8%	2%
Newfoundland	5%	1%	1%	13%
Nunavut	<1%	-	<1%	<1%
NWT	<1%	<1%	-	-
Yukon	<1%	<1%	<1%	-
Other	4%	5%	3%	5%
No response	2%	2%	3%	2%
Total	101%	101%	100%	100%

Note: Totals may sum to more than 100% due to rounding.

Table 7: Province in which attending university

Province	All Students % (n=6,388)	Group 1 % (n=2,487)	Group 2 % (n=1,734)	Group 3 % (n=2,167)
British Columbia	11%	9%	13%	12%
Alberta	6%	14%	-	-
Saskatchewan	5%	-	20%	-
Manitoba	5%			15%
Ontario	45%	51%	56%	29%
Quebec	9%	8%	-	19%
Nova Scotia	10%	13%	-	14%
New Brunswick	5%	5%	12%	-
Newfoundland	4%	-	-	12%
Total	100%	100%	101%	101%

Note: Totals may sum to more than 100% due to rounding.

As Figure 1 shows, the majority of students attending these universities come from within the same province in which the university is located.

- Over 80% of the students attending universities in Newfoundland, Ontario, Manitoba, Saskatchewan, and Alberta also live permanently in those same provinces.

- Nova Scotia and Quebec have the highest number of students from outside their province. Only about two-thirds of the students attending the universities in these provinces also report living there permanently.

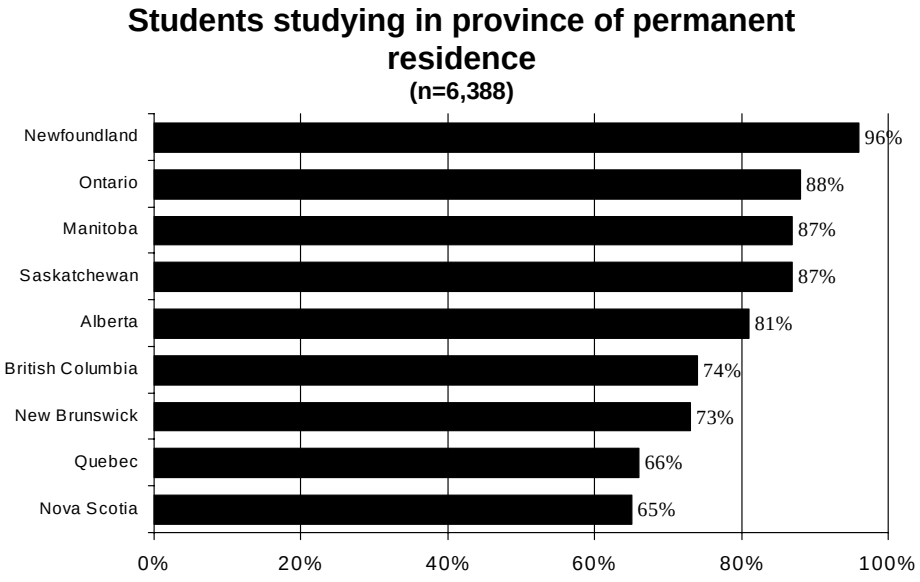

Figure 1

2.2 Academic profile

The subject area of concentration (or major) of responding students is shown in Table 8. Overall, three subject areas dominate our sample: Social Science, Arts and Humanities, and Business. Students who identified these disciplines as their major or area of concentration account for 57% of our sample.

Students in Professional and Engineering programs are more common in Group 2 and 3 universities.

Table 8: Major/subject area of concentration

	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Social Sciences	24%	28%	21%	21%
Arts and Humanities	17%	19%	14%	17%
Business	13%	16%	13%	10%
Professional	8%	3%	10%	13%
Biological Science	8%	9%	6%	9%
Engineering	5%	1%	6%	7%
Education	4%	3%	5%	3%
Physical Science	3%	3%	3%	5%
Agriculture	1%	1%	<1%	1%
Other fields	15%	15%	17%	13%
Don't know/ No response	3%	2%	4%	3%
Total	101%	100%	99%	102%

Note: Total may not sum to 100% due to rounding. In some cases, students provided more than one major. In this case, we took the first as the primary area of concentration.

- Only one-third of our sample was male, yet 81% of the respondents who cited Engineering as their main area of concentration were men. Also, men are over-represented in Physical Science (45%) and Business (44%).

- While two-thirds of our sample were female, women are over-represented in these fields: Professional (86%), Education (78%), and Arts and Humanities (75%).

- Those in Professional programs (mean age 27 years) tend to be older than the average, while those in Biological Science tend to be younger (average age 23 years).

- The typical graduating student is full-time, taking a four-year degree program (but over a slightly longer period) and is studying in English.

While not typical, it is common for students to have:

- *transferred credits* from another university or college toward their current degree. In fact, some 30% overall have transferred credits.

- *lived on campus*. Again, typically one-third of students have lived on campus at some point. It is most common among students attending Group 1 universities, where almost half of the students report having lived on campus.

- *interrupted study*. This is most common among students attending universities categorized as Group 2, where 25% report interrupting their studies. This compares with 20% of students attending Group 3 universities and only 15% of students in Group 1. Students reported interrupting their studies for the following reasons:

  – for employment (7.5%);
  – for financial reasons (4%);
  – due to illness (3%);
  – to travel (3%) ;
  – to have or raise children (3%);
  – for other family reasons (2.5%); and
  – required to withdraw by the university (2%).

While typically 80% of responding students are full-time, some 16% report being part-time. Students attending Group 2 institutions are more likely to be part-time (19%).

Students in Group 2 institutions are twice as likely to be enrolled in 5-year (or longer) degree programs and are more likely to take longer to complete their degree. Some 11% are enrolled in programs taking 5 years or more, while 43% report that it will take 5 or more years to complete their programs.

Group 3 students are more likely to take shorter programs. Almost one-third (32%) are in three-year programs, but still take a longer time on average to complete their program than Group 1 students (see Table 9).

Table 9: Academic profile				
Characteristic	**All Students % (n=6,388)**	**Group 1 % (n=2,487)**	**Group 2 % (n=1,734)**	**Group 3 % (n=2,167)**
Type of student				
Full-time	80%	85%	74%	80%
Part-time	16%	13%	19%	16%
Length of degree				
One year	1%	3%	<1%	1%
Two years	4%	4%	4%	3%
Three years	22%	19%	15%	32%
Four years	63%	67%	66%	55%
Five or more years	7%	5%	11%	6%
Mean	3.7	3.7	3.9	3.7
Time to complete degree				
One year	2%	4%	1%	1%
Two years	7%	8%	7%	6%
Three years	17%	15%	12%	23%
Four years	42%	51%	38%	36%
Five or more years	32%	22%	43%	34%
Mean	4.4	4.1	4.8	4.4
Transferred credits				
From another university	19%	17%	20%	21%
From another college	13%	15%	14%	11%
No	69%	69%	68%	68%
Live on campus				
Yes	33%	48%	25%	22%
Language of instruction				
English	95%	97%	98%	89%
French	5%	2%	2%	11%
Interrupted study				
Yes	19%	15%	25%	20%

Note: Those who did not provide answers to particular questions are not shown, but are included in the calculation. Therefore, responses may not sum to 100%.

2.3 Grade point

Overall, the average grade is B/B+ (this represents an average score of 4.7 out of 7 -- the median value is B+).[1] The average is slightly higher among Group 1 students and slightly lower among Group 2 students.

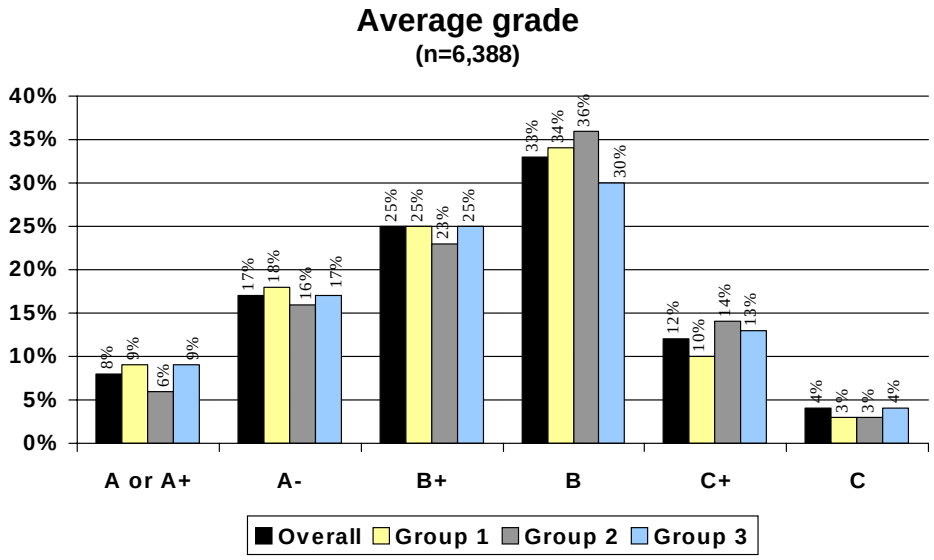

Figure 2

The average grade by discipline ranges from a high of B+ (an average of 5 or higher out of 7) for students in Education and Professional programs, to a low of B for students in Business and Engineering programs (average of about 4 out of 7).

Table 10: Average grade by discipline

Discipline	Average (where 7 is A/A+)
Education	5.2
Professional	5.1
Arts and Humanities	4.8
Agriculture	4.8
Physical Science	4.7
Biological Science	4.7
Overall	4.7
Other fields	4.6
Social Science	4.5
Engineering	4.4
Business	4.4

[1] The scale values are 7= A+, 6=A-, 5=B+, 4=B, 3=C+, 2=C, and 1=D.

3.0 Academic activities

In this section, we report on students' assessment of the contribution a number of academic activities to their personal growth and development. We asked students to rate 17 academic activities in terms of contributing *very little, some* or *very much* to their growth. If they had not experienced a particular activity, participants were asked to indicate it was not applicable.[2]

Of the academic activities students participated in, five stand out as having contributed very much to students' personal growth and development:

- *Co-op or internship programs*
- *Undergraduate thesis or self-study*
- *Classroom instruction*
- *Faculty knowledge of discipline*
- *Written assignments.*

However, some of these were experienced by a small subset of students. If we consider those having the largest impact on the most students, then the top five are:

- *Classroom instruction*
- *Faculty knowledge of discipline*
- *Written assignments*
- *Faculty enthusiasm for subject material*
- *Personal interaction with faculty.*

These are explored in more detail below.

[2] In fact, students were asked to rate each academic activity on a four-point scale, with "none" being the low end of the scale. However, in many cases students indicated 'none' when, in fact, they meant that they had no experience and thus were trying to convey it contributed nothing to their personal growth. For this reason, we treat those who said 'none' as if they meant 'not applicable,' recognizing that in a few cases students actually meant they had experience, but it had no impact. While we recognize this is not ideal, it is the best method to fairly compare the impact each academic activity had on students.

3.1 Class-based activities/resources

We asked students to rate the contribution that class-based activities have on their growth and development. Some students did not rate these items, some indicated that they were not applicable, while others said that they had no impact. The percentages of students who rated these activities are shown in Table 11.

While the vast majority rated classroom instruction and participation in classroom discussions, fewer had experience with:

- *Computer-based technology* (approximately 8 students in 10)
- *Laboratory experience* (approximately 6 students in 10, although lab experience is less common among students attending Group 1 universities).
- *Teaching assistants, lab demonstrators or assistants* (approximately 1 student in 2. Again, students in Group 1 are less likely to have had experience).

Table 11: Experience with class-based activities

% Reporting experience	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Classroom instruction	98%	98%	98%	97%
Participation in classroom discussions	96%	97%	96%	96%
Experience with computer-based technology	79%	80%	82%	77%
Laboratory experience	58%	54%	60%	61%
Teaching assistant, lab demonstrator or assistant	49%	44%	52%	53%

The percentage of students who felt these class-based activities contributed *very much* to their personal growth and development are presented in Table 12.

- Overall, about half the students felt *classroom instruction* contributed *very much* to their growth and development. This is true regardless of the type of university they attended. Overall, about 6% felt that classroom instruction contributed *very little* to their growth and development.

- About 4 students in 10 felt that *participation in classroom discussion* contributed *very much* to their personal growth and development. Fewer students in larger universities felt this way. In fact, about 20% of students in both Group 2 and 3 universities indicated that participation in classroom discussion had *very little* impact on their growth and development (this compares with about 14% in Group 1 universities).

- Of those students with experience, over one-third rated *computer-based technology*, and *laboratory experience* as having contributed *very much* to their growth. In each case, one-quarter or more said these activities contributed *very little.*

- Of these classroom-based activities, students considered *teaching assistants, lab demonstrators or assistants* to have contributed the least in terms of their growth and development. While one-fifth said that such assistants contributed v*ery much*, over one-third said that they contributed *very little.*

Table 12: Class-based activities: contributed very much to growth and development
(Q 18) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

% Very much	Overall	Group		
		1	2	3
Classroom instruction	50%	52%	49%	47%
Participation in classroom discussions	38%	42%	39%	32%
Experience with computer based technology	34%	30%	37%	35%
Laboratory experience	33%	30%	38%	33%
Teaching assistant, lab demonstrator or assistant	21%	24%	20%	19%

3.1.1 Class-based activities by discipline

Table 13 (next page) shows the significant difference by discipline, that is, student's major or area of concentration. The table shows only those who rated each item, excluding those who said it was *not applicable* or rated it as *none*.

- Students in Professional and Educational programs are more likely to see *participation in class discussion* as contributing *very much* to their growth and development. Conversely, far fewer students in Agriculture, Biological Science and Engineering thought this contributed to their growth.

- Students in Engineering and Business programs are more likely to feel *experience with computer-based technology* contributed *very much* to their growth and development. Students in these two disciplines are also more likely to have experienced such technology (97% and 92% respectively). Computer-based technology was seen as contributing less to those in Arts and Humanities and Professional programs. Those in Arts and Humanities also were less likely to have experienced it (59%).

- Students in Sciences are not only more likely to have *laboratory experiences*, but they attribute a greater impact on their growth and development than other students, especially those in Arts and Humanities, Social Science, and Business. Also, students in these latter three disciplines are less likely to report lab experience.

- *Teaching assistants and lab demonstrators* have a greater impact on students in the Science programs, and much less impact on those in Business and Agriculture programs.

Table 13 shows more differences by discipline.

Table 13: Contribution of class-based activities by discipline

Issue	Discipline	% very much
Participation in classroom discussions	Professional	51%
	Education	50%
	Overall	38%
	Agriculture	26%
	Biological Science	26%
	Engineering	19%
Experience with computer-based technology	Engineering	54%
	Business	42%
	Overall	34%
	Social Science	26%
	Professional	23%
	Arts and Humanities	22%
Laboratory experiences	Biological Science	61%
	Physical Science	53%
	Overall	33%
	Arts and Humanities	23%
	Social Science	22%
	Business	15%
Teaching assistant/lab demonstrator	Physical Science	36%
	Biological Science	29%
	Overall	21%
	Agriculture	13%
	Business	13%

3.2 Self-directed academic activities

By 'self-directed' academic activities we mean those activities completed independently or outside the classroom or other formal academic setting.

While many of these activities - such as written assignments and assigned readings - were experienced by almost all students, others like co-op or internship programs and undergraduate thesis were used by relatively few. Experience with these latter two programs was slightly more common among students in Group 2 universities.

Table 14: Experience with self-directed academic activities

% Reporting Experience	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Written assignments	98%	98%	98%	98%
Assigned readings	96%	96%	96%	96%
Use of library	92%	90%	91%	94%
Examinations	94%	92%	91%	92%
Extra, unassigned readings	75%	73%	74%	77%
Co-op program, internships or other practical experience related to your program	35%	30%	40%	35%
Undergraduate thesis/self-directed study	30%	28%	34%	28%

Of the activities tested, participating in *co-op/internship programs* and *undergraduate thesis/self-directed study* receive the highest ratings in terms of contributing to growth and development.

- In fact, participating in a *co-op or internship program* receives the highest mark of all the activities tested in terms of its contribution to growth and development. About 7 students out of 10 who recorded a contribution rated it as *very much.* Fewer than 1 student in 10 thought it contributed *very little.* Students who experienced co-op or internship programs in Group 3 universities are the most likely to say it contributed *very much* to their growth and development.

- About half said that the experience of an *undergraduate thesis/self-directed study* contributed *very much* to their personal growth and development. About 16% said it contributed *very little.*

- About half also rated *written assignments* as contributing *very much* to their growth. In fact, fewer than 10% indicated that such assignments contributed *very little.*

- About one-third thought *assigned readings* and *use of the library* contributed much to their personal growth. Between one-fifth (*assigned readings*) and one-quarter (*use of the library*) said these had *very little* impact. As shown in Table 15, use of the library receives a significantly higher rating from those students attending Group 3 universities.

- About one-fifth thought *examinations* contributed *very much* to their development, but over one-quarter thought they contributed *very little.*

- Perhaps reflecting their choice of material, *unassigned readings* receives the lowest rating of this set. About one-fifth stated these readings contributed *very much* to their development, while 37% said they contributed *very little.*

Table 15: Self-directed activities: contributed very much *to* growth and development

(Q 18) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

% Very much	Overall	Group		
		1	2	3
Co-op program, internships or other practical experience related to your program	72%	68%	72%	77%
Undergraduate thesis/self-directed study	51%	54%	49%	50%
Written assignments	49%	48%	49%	49%
Assigned readings	32%	31%	34%	33%
Use of library	33%	27%	32%	41%
Examinations	21%	17%	22%	24%
Extra, unassigned readings	19%	20%	18%	17%

3.2.1 Self-directed academic activities by discipline

Table 16 (next page) shows the impact self-directed academic activities have on students in different areas of study.

- While *co-op and internship programs* generally receive very high marks in terms of contribution to growth and development, students in Education and Professional programs are especially likely to feel such programs contributed much to their growth. While most still rate it highly, those in Biological Science, Social Science, and Agriculture are less likely than the average student to say it contributed very much.

- While students in Biological Science give lower than average ratings to *co-op and internship programs,* they give higher than average ratings to *undergraduate thesis/self-directed study*. Those in Education, Agriculture, and Business tend to give lower ratings to the latter program in terms of its contribution to their growth and development.

- Students in Arts and Humanities programs are more likely than other students to credit *written assignments* and *assigned readings* as contributing to their growth and development. Students in Agriculture, Education, and Physical Science programs are less enthusiastic about the contribution of *written assignments*. On average, students in Education also see *assigned readings* as having less of an impact, as do students in Biological Science and Engineering programs.

- *Library use* contributes more to the growth and development of students in Professional and Arts and Humanities, and less to students in Business and Agriculture programs.

Table 16: Contribution of self-directed activities to growth and development by discipline

Issue	Discipline	% very much
Co-op/internship program	Education	86%
	Professional	83%
	Overall	72%
	Biological Science	63%
	Social Science	58%
	Agriculture	55%
Undergraduate thesis/self-directed thesis	Biological Science	71%
	Overall	51%
	Education	42%
	Agriculture	42%
	Business	31%
Written assignments	Arts and Humanities	59%
	Overall	49%
	Agriculture	37%
	Education	37%
	Physical Science	35%
Assigned readings	Arts and Humanities	41%
	Overall	32%
	Engineering	23%
	Education	23%
	Biological Science	23%
Use of library	Professional	46%
	Arts and Humanities	39%
	Overall	33%
	Business	22%
	Agriculture	25%

3.3 Faculty

Faculty play a key role in students' growth and development. This is reflected in students' rating of faculty in terms of contribution of knowledge in their discipline, and their enthusiasm for the subject matter.

With the exception of *faculty research activities*, the vast majority of these students could rate the contribution faculty made in terms of their personal growth and development (see Table 17).

Table 17: Experience with faculty activities

% Reporting Experience	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Faculty enthusiasm for subject material	97%	98%	96%	96%
Faculty knowledge of their discipline	96%	98%	96%	95%
Faculty feedback on assignments or projects	96%	96%	95%	94%
Personal interactions with faculty	93%	96%	92%	91%
Faculty research activities	64%	65%	64%	64%

Table 18 shows the percentage of students who feel faculty contributed *very much* to their personal growth and development.

- Overall, about half indicated that *faculty knowledge of their discipline* contributed *very much*, while about 10% felt it contributed *very little* to their growth and development.

- Just over 4 students in 10 recognized that *faculty enthusiasm for subject material* contributed *very much*, while about 1 student in 10 said it contributed *very little* to their personal growth and development.

- About 4 students in 10 also thought *personal interactions with faculty* contributed *very much* to their personal growth and development, some 20% said it contributed *very little*.

Students in Group 1 universities tend to give their professors greater credit for affecting their personal growth and development on the items mentioned above.

Faculty had *less* of an impact when it comes to the *feedback they give on assignments or projects* and their *research activities*.

- Less than one-third reported that feedback from faculty on assignments contributed *very much.* In fact, one-fifth said that such feedback contributed *very little* to their growth and development.

- From these students' point of view, faculty research activities contributed the least to their own growth and development. Remember, only 64% of students could even comment on their professors' research activity and of these, fewer than 1 student in 5 felt it contributed *very much* to their growth. In fact, almost 4 of these students in 10 said it contributed *very little.*

Table 18: Faculty activities: contributed very much to growth and development
(Q 18) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

% Very much	Overall	Group		
		1	2	3
Faculty knowledge of their discipline	49%	55%	47%	45%
Faculty enthusiasm for subject material	43%	47%	41%	40%
Personal interactions with faculty	41%	49%	37%	34%
Faculty feedback on assignments or projects	31%	32%	29%	30%
Faculty research activities	17%	16%	17%	19%

3.3.1 Contribution of faculty by discipline

Students in Education and Arts and Humanities programs credit *faculty enthusiasm for subject material* as contributing more to their growth and development than do students in Engineering, Business, or Agriculture. Otherwise, there is little difference in the contribution given by students across disciplines to their faculty (see Table 19).

Table 19: Contribution of self-directed activities to growth and development by discipline

Issue	Discipline	% very much
Faculty enthusiasm for subject material	Education	54%
	Arts and Humanities	53%
	Overall	43%
	Engineering	33%
	Business	31%
	Agriculture	29%

3.4 Use of support staff

Table 20 shows students' use of support staff.

The vast majority of students had at least occasional interaction with *academic advisors.* About one-quarter report using these advisors *often* or *very often.*

About half had interactions with *university support staff*. Fewer had interactions with career counselors, peer advisors, or personal counselors.

Students attending Group 1 universities are more likely to have interaction with a *peer residence advisor*. This is not surprising since these students are also more likely to have lived in residence.

Table 20: Use of support staff

Support Staff	Use	Overall (n=6,388)	Group		
			1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Academic advisors	At all	82%	84%	79%	81%
	Often/very often	24%	28%	25%	20%
University support staff	At all	50%	51%	53%	48%
	Often/very often	16%	17%	16%	13%
Career counselor	At all	32%	34%	28%	32%
	Often/very often	5%	5%	4%	5%
Peer or residence advisors	At all	25%	33%	21%	19%
	Often/very often	7%	10%	5%	5%
Personal counselors	At all	23%	23%	24%	22%
	Often/very often	4%	4%	5%	4%

Note: Overall % refers to those who said they used student support services at least once (occasionally, often, or very often).

4.0 Extra-curricular activities

In this section we report on the impact students felt extra-curricular activities had on their personal growth and development.

In general, students rated most extra-curricular activities as having *very little* impact on their growth and development.

There are exceptions, including:

- *interactions with other students*
- *living on-campus*
- *international placement or exchanges*
- *on-campus employment.*

4.1 Impact of student services and supports

Table 21 shows the use of various student services and supports.

- Almost 6 students in 10 report using *study skills and learning support services*. This level of use is fairly consistent across all groups.

- About 4 students in 10 report *participating in student clubs*. Participation is higher among students attending Group 1 universities than those in Group 2 or 3.

- Few report *serving as a peer or residence advisor*, participating in *international placement or exchanges*, or *participating in student government*.

Table 21: Use of on-campus student services/supports

Activity	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Study skills/learning support services	57%	58%	58%	55%
Participation in student clubs	40%	47%	35%	35%
Serving as a peer or residence advisor	12%	15%	12%	10%
International placements or exchanges	11%	11%	11%	10%
Participation in student government	11%	11%	11%	11%

4.1.1 Contribution to growth and development

Of these items, those involving the fewest students tend to have the biggest impact (see Table 22).

- While few had experience with *international placement and exchanges,* this program generally had a large impact on those who did participate. About half of those who participated indicated that this program contributed *very much* to their personal growth and development. About one-quarter said the experience contributed *very little* to their growth.

- Overall, almost 4 students in 10 who *served as a peer or residence advisor* said this activity contributed *very much* to their growth. Again, about 1 student in 4 felt this activity contributed *very little* to their growth.

- Overall, about one-third felt *participating in student government* was an experience that contributed much to their personal growth and development. However, just as many (33%) said it contributed *very little.*

- Similarly, about 30% of those who *participated in a student club* felt the experience contributed much to their growth and development. Almost as many (27%) said it contributed *very little.*

- Perhaps most surprising is the very low rating given by users of services to enhance *study skills or provide learning support*. Only about one-fifth felt these services contributed *very much* to their personal growth. One-third felt their experience using these services contributed *very little.*

Table 22: Student services: Contributed very much to growth and development
(Q 19) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

% Very much	Overall	Group		
		1	2	3
International placements or exchanges	51%	52%	48%	50%
Serving as a peer or residence advisor	38%	42%	29%	40%
Participation in student government	34%	40%	26%	33%
Participation in student clubs	30%	31%	26%	33%
Study skills/learning support services	19%	17%	20%	21%

4.2 Non-academic campus activities

We asked students about a number of non-academic campus activities. Generally, students attending Group 1 universities are slightly more likely to be involved in all of these activities. Partly, this reflects the fact that they are more likely to live on campus and thus be more involved with on-campus activities.

- Attending campus social events is very common, even more so among students attending a Group 3 university.

- Among these non-academic activities, the least common in terms of student involvement was *campus media*. However, once again, such involvement is higher in Group 1 universities.

Table 23 provides an indication of students' involvement in these activities.

Table 23: Involved in non-academic campus activities

Activity	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Attending campus social events	65%	74%	58%	60%
Athletic programs/facilities	53%	60%	50%	47%
Attending campus cultural events	45%	53%	39%	40%
Living on-campus	33%	47%	25%	23%
On-campus employment	26%	30%	25%	22%
Involvement in campus media	14%	17%	14%	12%

4.2.1 Contribution of non-academic campus activities

As Table 24 shows, of these activities, *living on-campus* was perceived as having the greatest impact on student growth and development.

- Over half of those who had *lived on campus* said it contributed *very much* to their growth. In fact, only about 14% felt it contributed *very little* to their growth.

- *On-campus employment* was also reported as contributing greatly to an individual's growth by about half of those who had this experience. Overall, about 17% felt it contributed *very little.*

- One-fifth felt *athletic programs*, *attending campus social events*, and *involvement in campus media* contributed greatly to their growth and development. A large number felt these activities contributed *very little*: *athletic programs* (35% rated it as *very little*); *campus social events* (38%); and *campus media* (44%).

- Just over 10% of students who had *attended on-campus cultural events* felt they contributed *very much* to their growth and development. Almost half (48%) felt these events contributed *very little.*

Table 24: On-campus activities: Contribution to growth and development
(Q 19) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

% Very much	Overall	Group		
		1	2	3
Living on-campus	54%	55%	47%	55%
On-campus employment	46%	50%	43%	44%
Athletic programs/facilities	22%	23%	20%	21%
Attending campus social events	21%	25%	15%	19%
Involvement in campus media	21%	19%	22%	22%
Attending campus cultural events	12%	14%	10%	10%

4.3 Interaction with others

Almost all students rated the impact of *interaction with other students* and *exposure to students from different cultures* on their own growth and development. Fewer than half were involved in *community service or volunteer activities,* although this is more common among students in Group 1 universities.

Table 25: Interaction with others

Activity	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Interactions with other students	96%	97%	96%	96%
Exposure to students from different cultures	82%	82%	84%	81%
Community service/volunteer activities	45%	50%	43%	41%

4.3.1 Impact of interactions with others

Respondents saw *interaction with other students* as one of the biggest contributors to their personal growth and development. Almost two-thirds rated it as contributing *very much.* Some 6% said this interaction contributed *very little.* Students in Group 1 universities credit this interaction as having a greater impact than did students in other universities.

While some 37% felt *community service or volunteer activities* contributed *very much* to their growth, some 20% said it contributed *very little*. However, this may depend on where they volunteered.

While some 80% reported on *exposure to students from different cultures,* only 30% reported that this had contributed greatly to their growth. In fact, one-quarter said it contributed *very little*.

Table 26: Interaction with others: Contributing very much to growth and development

(Q 19) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

% Very much	Overall	Group		
		1	2	3
Interactions with other students	62%	67%	58%	59%
Community service/volunteer activities	37%	37%	35%	37%
Exposure to students from different cultures	30%	27%	31%	33%

5.0 Skill growth and development

We asked students to grade their university in terms of contributing to their growth and development of specific skills.

In each case, students were asked to use a five-point grading scale:

5 = A or Excellent

4 = B or Good

3 = C or Fair

2 = D or Poor

1 = F or Fail.

In this section, we show the average ratings given by students to their universities in contributing to the growth and development of these skills.

We find that the universities receive their highest marks for contributing to students' growth in the following areas:

- *Broad knowledge of their major field of study*
- *Working independently*
- *Thinking logically and analytically*
- *Skills for planning and completing projects*
- *Cooperative interaction in groups*
- *Written communication skills.*

5.1 Academic skills

We asked students to rate their experience at university in terms of growth and development of a number of academic skills.

- On average, students said their institution did a good job (an average rating of 4.2 or a B) of providing *a broad knowledge of their major field of study*. In fact, 43% of those rated their institution as *excellent*, while another 41% rated it as *good.*

- On average, students rated growth and development of other academic skills as a C+ (better than fair, but not good).

- Some 19% of students indicated that *understanding and applying scientific principals and methods* did not apply to their experience at university. Of those who rated this, 40% rated their university as doing a *good* job, but only 20% said their university was doing an *excellent* job.

- A very similar rating was reported for *preparation for post-graduate study or professional school.* While some 11% said this did not apply to them, of those who thought it applied, over half rated their university as *good* (39%) or *excellent* (20%).

- Another 10% said *new computer skills* did not apply to them. Of those who did rate it, over half rated it as *good* (33%) or *excellent* (22%).

- *Mathematical skills* received one of the lowest ratings of this group. About 21% said this did not apply to them. Of those who did provide a rating, 20% rated their institution as *poor* or *fail*, while many rated it as *good* (32%) or *excellent* (14%).

Table 27 provides the mean rating out of 5 for these items.

Table 27: Academic skills: growth and development

(Q 21& 22) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

Average Rating (5=Excellent; 4=Good; 3=Fair; 2=Poor; 1=Fail)	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Broad knowledge of my major field of study	4.2	4.3	4.2	4.2
Understanding and applying scientific principals and methods	3.7	3.7	3.6	3.8
Preparation for post-graduate study or professional school	3.6	3.7	3.5	3.6
New computer skills	3.5	3.5	3.6	3.5
Mathematical skills	3.4	3.3	3.4	3.4

Note: Those students who did not respond or claimed it was not applicable have been excluded from the calculation of the mean and the percentage presented here.

5.1.1 Grading by discipline

Those students whose major or area of concentration was Engineering tended to give higher ratings to their universities in terms of *understanding and applying scientific principles and methods* (as did those in the Sciences), *mathematical skills*, and *new computer skills.*

Students in Arts and Humanities programs tend to rate their universities significantly lower on these items.

Table 28 presents these and other significant differences.

Table 28: Contributed very much by discipline

Issues	Discipline	Mean
Understanding and applying scientific principles and methods	Engineering	4.2
	Biological Sciences	4.2
	Physical Sciences	4.2
	Overall	3.7
	Business	3.4
	Arts and Humanities	3.2
Preparation for post-graduate study or professional school	Education	3.8
	Overall	3.6
	Agriculture	3.3
	Engineering	3.3
New computer skills	Engineering	4.0
	Agriculture	3.8
	Physical sciences	3.8
	Business	3.7
	Education	3.7
	Overall	3.5
	Professional	3.3
	Arts and Humanities	3.3
Mathematical skills	Engineering	4.4
	Physical Sciences	4.3
	Overall	3.4
	Professional	3.1
	Social Sciences	3.1
	Arts and Humanities	2.8

5.2 Communication skills

We asked students to rate three items (see Table 29 below) under the broad heading of communication skills. On average, these students give their university a **'B.**' Overall, about 70% of students rated their universities as *good* or *excellent* in contributing to student growth and development of these three skills.

- Some 32% rated their university as *excellent* in terms of *cooperative interaction in groups*. Another 42% rated their university as *good*.

- *Written* and *oral communication skills* received similar ratings. In each case, about 23% of students gave their university an *excellent* rating, and about half rated it as *good*.

Table 29: Communication skills

(Q. 21 & 22) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

Average Rating (5=Excellent; 4=Good; 3=Fair; 2=Poor; 1=Fail)	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Cooperative interaction in groups	4.0	4.0	3.9	4.0
Written communication skills	4.0	4.0	3.9	3.9
Oral communication skills	3.9	4.0	3.8	3.8

5.2.1 Contribution by discipline

Arts and Humanities students give significantly higher marks to *written communications*, while those in Education, Business, and Professional programs tend to give higher marks for *oral communication* and *cooperative interaction in groups*.

Physical Sciences students give significantly lower ratings on all three. These and other differences can be seen in Table 30.

Table 30: Contributed very much by discipline

Issues	Discipline	Mean
Written communication skills	Arts and Humanities	4.1
	Overall	4.0
	Physical Sciences	3.7
	Agriculture	3.7
	Engineering	3.6
Oral communication skills	Education	4.2
	Business	4.1
	Professional	4.1
	Overall	3.9
	Agriculture	3.7
	Biological Sciences	3.7
	Physical Sciences	3.7
	Engineering	3.7
Cooperative interaction in groups	Business	4.3
	Professional	4.3
	Education	4.3
	Overall	4.0
	Social Sciences	3.8
	Physical Sciences	3.8
	Arts and Humanities	3.8

5.3 Learning skills

Among the seven items grouped as learning skills, the average ratings tend to be a 'B' or 'B-.'

Approximately 3 out of 4 students rated their universities as *good* (approximately 46%) or *excellent* (approximately 27%) in contributing to growth and development in the following areas:

- *Thinking logically and analytically.*
- *Skills for planning and completing a project.*

Seven out of 10 students rated their universities as *good* or *excellent* in terms of contributing to their growth and development in the following areas:

- *Ability to access information.* Some 26% rated their institution as *excellent*, while another 45% rated it as *good.*
- *Identifying and solving problems;* only 18% rated their institution as *excellent*, while 55% rated it as *good.*

About 2 out of 3 students rated their universities as *good* or *excellent* in contributing to growth and development in the following areas:

- *Commitment to life-long learning.* Some 30% rated their university as *excellent* in this regard, while 38% rated it as *good.*
- *Ability to understand abstract reasoning.* Some 22% rated their university as *excellent*, and another 47% rated it as *good*.
- *Effective study and learning skills.* Only 18% felt their university had done an *excellent* job, while another 47% rated it as *good.*

See Table 31.

Table 31: Learning skills

(Q. 21 & 22) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

Average Rating (5=Excellent; 4=Good; 3=Fair; 2=Poor; 1=Fail)	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Thinking logically and analytically	4.0	4.1	4.0	4.0
Skills for planning and completing projects	4.0	3.9	3.9	4.0
Ability to access information	3.9	3.8	3.9	4.0
Identifying and solving problems	3.9	3.9	3.9	3.8
Commitment to lifelong learning	3.9	3.9	3.8	3.8
Ability to understand abstract reasoning	3.8	3.9	3.8	3.8
Effective study and learning skills	3.7	3.8	3.7	3.7

5.3.1 Contribution by discipline

There were few significant differences by discipline. Students in Engineering programs give higher grades to their universities for contributing to their growth and development in *identifying and solving problems*, but lower ratings for *commitment to life-long learning* (see Table 32).

Table 32: Contribution by discipline

Issues	Discipline	Mean
Thinking logically and analytically	Engineering	4.3
	Physical sciences	4.3
	Overall	4.0
Identifying and solving problems	Engineering	4.1
	Overall	3.9
	Arts and Humanities	3.7
Commitment to life-long learning	Education	4.3
	Professional	4.1
	Overall	3.9
	Engineering	3.5

5.4 Life skills

We grouped a number of skills that are neither academic nor learning skills specifically, but apply throughout one's life. Further, we have grouped these skills into two categories: work and knowledge skills, and personal and relationship skills. The universities receive high marks on some, and lower marks on others.

Work and knowledge skills

- Over 8 students in 10 reported that their university had done a *good* (41%) or *excellent* (44%) job at contributing to their growth and development in terms of *working independently*. This item received the single highest average rating of the skills tested.

- Approximately 6 students in 10 rated their university as *good* (39%) or *excellent* (22%) in contributing to their growth and development of g*eneral skills and knowledge relevant to employment.*

About half of students rated their university as *good* or *excellent* in their contribution to:

- s*pecific employment-related skills and knowledge (*33% *good*, 18% *excellent*).

- *understanding national and global issues* (35% *good*, 15% *excellent*)

Over 4 students in 10 rated their university as *good* or *excellent* in contributing to students' growth and development of *appreciation of the arts* (26% *good*, 17% *excellent* – excludes 12% who said it was not applicable).

About 1 student in 4 rated their university's contribution to growth and development of *entrepreneurial skills* as *good* (21%) or *excellent* (5%). Another one-quarter did not think rating their institution on its contribution to growth in this area was applicable.

See Table 33 on the next page.

Table 33: Life skills: knowledge and work ethic

(Q. 21 & 22) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

Average Rating (5=Excellent; 4=Good; 3=Fair; 2=Poor; 1=Fail)	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Working independently	4.3	4.3	4.3	4.3
General skills and knowledge relevant for employment	3.7	3.7	3.7	3.6
Understanding national and global issues	3.5	3.5	3.5	3.4
Specific employment related skills and knowledge	3.4	3.4	3.5	3.4
Appreciation of the arts	3.3	3.4	3.3	3.2
Entrepreneurial skills	2.9	2.9	2.9	2.8

5.4.1 Life skills - knowledge/work ethic: difference by discipline

Table 34 shows the significant differences by discipline. For example, students in Education, Professional, and Business programs give their universities higher grades for contributing to *specific employment related skills and knowledge.* Students in Biological or Social Sciences give this a lower rating.

Table 34: Contribution by discipline

Issues	Discipline	Mean
General skills and knowledge relevant for employment	Education	4.2
	Professional	4.0
	Business	3.9
	Overall	3.7
	Social Sciences	3.4
Understanding national and global issues	Overall	3.5
	Biological Sciences	3.3
	Physical Sciences	3.1
	Engineering	3.0
Specific employment related skills and knowledge	Education	4.1
	Professional	3.9
	Business	3.7
	Overall	3.4
	Biological Sciences	3.2
	Social Sciences	3.1
Appreciation of the Arts	Arts and Humanities	4.0
	Overall	3.3
	Biological Sciences	3.0
	Physical Sciences	3.0
	Agriculture	2.9
	Business	2.7
	Engineering	2.5
Entrepreneurial skills	Business	3.4
	Overall	2.9
	Social Sciences	2.7
	Physical Sciences	2.7
	Biological Sciences	2.6

5.5 Personal and relationship skills

Approximately 7 out of 10 students rated their university as *good* or *excellent* contributing to their growth and development in the following areas:

- *Accepting people from different cultures.* About 32% credited their university as *excellent* in this regard, while some 40% rated it as *good*.
- *Interpersonal skills.* About 24% rated their university as *excellent*, while twice as many thought it was *good* (47%).

Approximately 6 students in 10 rated their university as *good* or *excellent* in contributing to their growth and development in the following areas. In each case, one-fifth rated their university as *excellent*:

- *Personal time management skills* (43% *good*, 22% *excellent*)
- *Leadership skills* (40% *good*, 22% *excellent*).
- *Moral and ethical development* (40% *good*, 19% *excellent*)
- *Ability to address issues in personal life* (39% *good*, 20% *excellent*).

Approximately 4 students in 10 rated their university as *good* or *excellent* for contributing to their growth and development in terms of *dealing with personal crises* (31% *good*, 12% *excellent* – excludes about 20% who said it was not applicable).

Table 35: Life skills: personal and relationship skills

(Q. 21 & 22) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

Average Rating (5=Excellent; 4=Good; 3=Fair; 2=Poor; 1=Fail)	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Accepting people from different cultures	3.9	3.9	4.0	3.9
Interpersonal skills	3.9	4.0	3.9	3.8
Personal time management skills	3.8	3.8	3.8	3.7
Leadership skills	3.7	3.8	3.7	3.6
Moral and ethical development	3.6	3.7	3.6	3.5
Ability to address issues in personal life	3.6	3.7	3.5	3.6
Dealing with personal crises	3.2	3.3	3.2	3.1

5.5.1 Life skills: personal/relationship by discipline

Students in Professional and Education programs tend to give higher marks to their universities' contribution to *leadership skills* and *moral and ethical development* (see Table 36).

Table 36: Contribution by discipline

Issues	Discipline	Mean
Accepting people from different cultures	Education	4.1
	Overall	3.9
	Agriculture	3.6
Interpersonal skills	Education	4.1
	Overall	3.9
	Physical Sciences	3.7
	Engineering	3.6
	Agriculture	3.4
Leadership skills	Education	4.1
	Professional	3.9
	Overall	3.7
	Biological Sciences	3.5
Moral and ethical development	Professional	4.0
	Education	3.9
	Overall	3.6
	Engineering	3.4
	Physical Sciences	3.4
Ability to deal with issues in personal life	Education	4.0
	Professional	3.8
	Overall	3.6
	Engineering	3.3
Dealing with personal crisis	Education	3.6
	Professional	3.4
	Overall	3.2
	Engineering	3.0
	Agriculture	2.9

6.0 Student satisfaction

As we have seen, many students credit their university with playing an important role in their growth and development, in a broad range of areas. Thus, it is not surprising that for the most part, students are satisfied with their university experiences.

In this section we report that:

- Generally, students are satisfied with their university experience as demonstrated by the fact that over 85% of students would recommend their university to others.
- Similarly, the vast majority is satisfied with the quality of the education they received from their university.
- As well, most are satisfied with their professors, especially in terms of their knowledge of their field, organization of their teaching, accessibility, and quality of teaching.
- However, there are weaknesses. Students are less satisfied with both faculty and the university as a whole, in terms of knowledge of career opportunities in students' area of study.
- Many students are also not satisfied with the concern shown by their university for them as individuals.

6.1 Students recommend their institutions

As already noted, students tend to report a mixed experience with their university in terms of its contribution to their growth and development. That said, the vast majority of students would recommend their university to others.

As shown in Figure 3, students in Group 1 universities are slightly more likely (90%) than those attending Group 2 or 3 universities (85%) to say they would make such a recommendation.

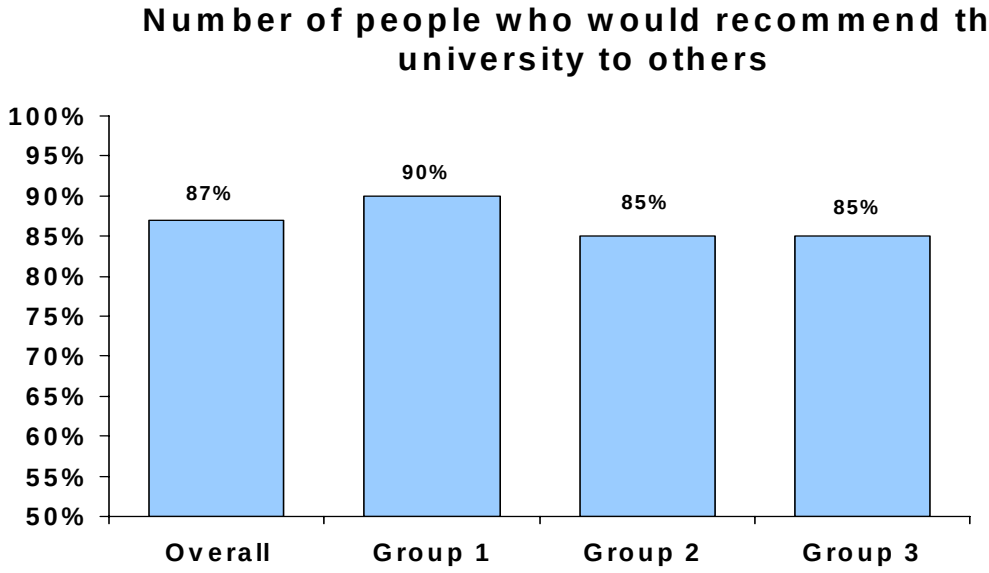

Figure 3

6.1.1 Reason for recommending their universities

Those who would recommend their university (see Table 37) did so because of its:

- *Program flexibility/quality/accessibility.*
- *Professors*
- *Quality of campus life/atmosphere.*

Students from Group 1 universities place much more emphasis on the *quality of campus life or atmosphere* than do students in Group 2 or 3 universities. They also mentioned their *professors* more often than do those in these other universities.

Students attending Group 2 or 3 universities are more likely to mention the relevance of their program to job opportunities as a reason for recommending their institution.

Table 37: Reasons for recommending university
(Q. 26) Those who would recommend the university—Why did you answer as you did to the above question?

Satisfied because…	Overall (n=5,563)	Group		
		1 (n=2,242)	2 (n=1,477)	3 (n=1,844)
Program flexibility/quality/accessibility	70%	67%	72%	71%
The professors	60%	69%	54%	55%
Quality of campus life/atmosphere	41%	60%	27%	33%
Relevance for job opportunities	35%	29%	41%	39%
Relevance for growth and development	32%	32%	33%	32%
Student services	17%	18%	13%	18%
Student/teacher ratio and class size	3%	6%	1%	1%
Location/city	2%	3%	3%	2%
Other	4%	4%	3%	5%
No response/no reason	1%	<1%	1%	1%

Note: Respondents could provide more than one answer. Totals may not sum to 100%.

6.1.2 Reasons for NOT recommending their universities

The main reasons students give for NOT recommending their universities are similar to those given by those who would.

- *Program flexibility/quality/accessibility.*
- *The professors*
- *Quality of campus life/atmosphere.*

In addition, poor *student services* and *relevance for job opportunities* were mentioned (see Table 38).

Table 38: Reasons for NOT recommending university
Those who would not recommend the university--Why did you answer as you did to the above question?

Dissatisfied because…	Overall (n=756)	Group		
		1 (n=221)	2 (n=240)	3 (n=295)
Program flexibility/quality/accessibility	51%	50%	56%	49%
The professors	45%	36%	55%	45%
Student services	37%	37%	33%	41%
Quality of campus life/atmosphere	34%	34%	35%	33%
Relevance for job opportunities	31%	33%	32%	28%
Relevance for growth and development	16%	15%	20%	14%
Administration/politics/management	15%	17%	14%	13%
Cost	7%	5%	3%	12%
Student/teacher ratio and class size	4%	2%	1%	6%
Facilities/labs/technology	3%	4%	3%	3%
Discriminate: race, religion, age…	3%	1%	1%	5%
Other	7%	7%	6%	6%
No response	2%	1%	1%	2%

Note: Respondents could choose more than one answer. Totals may not sum to 100%.

6.2 Satisfaction with faculty

We asked students to rate their level of agreement or disagreement with a number of statements about faculty.

Generally, students are more likely to give strong endorsement to the academic performance of faculty, and indeed many report that specific faculty members had a major positive influence on their academic career.

Weaknesses appear in communicating with students in key areas such as providing useful feedback, and in being knowledgeable about job opportunities.

Students attending Group 1 universities tend to be slightly more positive about their professors and thus are more likely to agree with all these statements.

Table 39: Assessment of faculty

(Q 23) Please consider your experience at this university and how each of the following may have contributed to your growth and development.

(Agree/strongly agree)	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Most of my professors seemed knowledgeable in their field	95%	96%	94%	95%
Most of my professors were well organized in their teaching	86%	89%	83%	85%
Most of my professors were reasonably accessible outside of class to help students	86%	89%	84%	85%
Generally, I am satisfied with the quality of teaching I have received	86%	89%	82%	84%
Most of my professors communicated well in their teaching	82%	86%	79%	80%
Most of my professors encouraged students to participate in class discussions	81%	85%	78%	78%
Some professors at this university have had a major positive influence on my academic career	79%	83%	77%	76%
Most professors' teaching was intellectually stimulating	77%	81%	74%	75%
Most of my professors provided useful feedback on my academic performance	71%	76%	68%	69%
Most of my professors were knowledgeable of career opportunities in my field	63%	66%	61%	62%

Note: In each case about 2% of students did not provide a response.

Students were less generous in *strongly agreeing* with these statements. About 40% or more *strongly agreed* that*:*

- their professors seemed *knowledgeable in their field* (44%)
- their professors had a *major positive influence on their academic career* (41%).

About 30% *strongly agreed* that:

- their professors were *accessible outside of class* (31%)
- their professors *encouraged students to participate in class discussion* (28%)
- they are *generally satisfied with the quality of teaching received* (27%).

About 20% *strongly agreed* that:

- their professors were *well organized* (22%)
- teaching *was intellectually stimulating* (21%)
- their professors *communicated well* in their teaching (20%).

Over 10% *strongly agreed* that their professors:

- provided *useful feedback* on academic performance (16%)
- were *knowledgeable of career opportunities* in students' field (14%).

6.2.1 Faculty by discipline

Students in Arts and Humanities and Education programs tend to be more positive about the professors and are more likely to *strongly agree* with a number of these statements.

Conversely, students in Engineering programs tend to be more negative and are less likely to *strongly agree* with many of these same statements (see Table 40).

Table 40: Perception of faculty by discipline

Issues	Discipline	Strongly agree
Most of my professors seemed knowledgeable in their field	Arts and Humanities	55%
	Professional	51%
	Overall	42%
	Agriculture	31%
	Business	29%
Most of my professors were well organized in their teaching	Arts and Humanities	30%
	Overall	22%
	Engineering	12%
Generally, I am satisfied with the quality of teaching I have had	Arts and Humanities	37%
	Education	33%
	Overall	27%
	Business	21%
	Agriculture	20%
	Engineering	14%
Most of my professors communicated well in their teaching	Arts and Humanities	30%
	Education	26%
	Overall	20%
	Engineering	8%
Most of my professors encouraged students to participate in class discussions	Arts and Humanities	36%
	Education	36%
	Overall	28%
	Biological Science	18%
	Engineering	11%
Some professors had a major positive influence on my academic career	Arts and Humanities	52%
	Education	51%
	Overall	40%
	Business	30%
	Engineering	28%
Most of my professors provided useful feedback on my academic performance	Arts and Humanities	23%
	Education	23%
	Overall	16%
	Engineering	8%
Most of my professors were knowledgeable of career opportunities in my field	Education	30%
	Professional	24%
	Overall	14%
	Biological Science	9%

6.3 Satisfaction with other aspects of the university

We asked students to rate their level of satisfaction with a number of aspects of their university experience (see Table 41).

- Generally, the vast majority of students were satisfied (27% were *very satisfied*) with the overall quality of education they received at their university.

- Thus, the vast majority feels they made the correct decision in attending a particular university. In fact, 30% of students were *very satisfied* with that decision.

- Again, the students were generally satisfied (36% were *very satisfied*) with the opportunity afforded them in developing lasting friendships through their attendance at a particular university.

Fewer students were *satisfied* with their university in two areas:

- *Knowledge of career opportunities in their area of study*. Less than two-thirds report being *satisfied* and only 14% were *very satisfied*. In fact, one-third was dissatisfied with their university on this aspect.

- *Concern shown by the university for them as individuals*. Just half of students were *satisfied* with their university and fewer than 1 in 10 students were *very satisfied* (8%). Some 43% were *dissatisfied.*

Table 41: Satisfaction with university
(Q 24) How satisfied are you with each of the following aspects of the university?

% Satisfied/Very satisfied	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
The overall quality of the education you have received at this university	89%	91%	87%	88%
Your decision to attend this university	86%	90%	84%	84%
Opportunity to develop lasting friendships	85%	88%	83%	83%
Knowledge of career options in my area of study	63%	64%	63%	62%
Concern shown by the university for you as an individual	55%	63%	52%	48%

Note: Respondents could choose more than one answer. Totals may not sum to 100%.

In key areas, students attending Group 1 universities are slightly more likely to be satisfied than students attending other universities. In particular, they are more likely to be satisfied with:

- *their decision to attend this university;*
- *developing lasting friendships*; and
- *concern shown by their university for them as individuals.*

6.3.1 Satisfaction by discipline

These opinions on universities are shared regardless of discipline, with one exception: *knowledge of career options in my area of study*. Those in Education, Engineering and Professional programs are more likely to be satisfied than are those in Arts and Humanities, Biological Science, or Social Science programs (see Table 42).

Table 42: Satisfaction by discipline

Issues	Discipline	Satisfied
Knowledge of career options in my area	Education	84%
	Engineering	79%
	Professional	78%
	Overall	63%
	Arts and Humanities	56%
	Biological Science	54%
	Social Science	53%

7.0 Student education financing and debt

In this section we report that:

- Just over half report having debt from financing their education. Among those reporting debt, the average amount was just over $20,000.

- The top sources of funds for financing their education were *summer work, parents or relatives, current employment income,* and *government loans or bursaries.*

7.1 Debt from financing education

Upon completion of their degree or diploma, some 56% of students report they will have debt. This debt will range from a few hundred dollars to a quarter of a million dollars.

Table 43 shows the distribution of that debt.

Table 43: Accumulated debt
(Q. 11) When you complete this degree or diploma, about how much debt, if any, will you have accumulated?

	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
No Debt	44%	40%	45%	48%
Less than $10,000	17%	17%	17%	18%
$10,001 to $20,000	15%	17%	14%	14%
$20,001 to $30,000	12%	15%	12%	10%
Over 30,000	11%	11%	11%	11%
Total	99%	100%	99%	101%
Mean (all respondents)	$11,250	$11,840	$11,294	$10,538
Mean (of respondents with debt)	$20,286	$19,980	$20,782	$20,273

Note: Totals may sum to more than 100% due to rounding

The students in Professional, Agriculture, and Education programs are more likely to report some debt. While those in Professional programs will have one of the highest accumulated debts on average, Engineering students are second.

Table 44: Debt by discipline

Discipline	% with debt	Average (among those with debt)
Professional	65%	$25,894
Agriculture	63%	$21,304
Education	61%	$17,850
Physical Science	59%	$18,898
Engineering	58%	$22,421
Biological Science	57%	$20,758
Overall	56%	$20,286
Other fields	56%	$19,143
Arts and Humanities	55%	$19,559
Social Science	54%	$20,722
Business	50%	$17,054

7.2 Sources of funding education

We asked students to list any sources they have to help pay for their education. The most common sources are:

- *earnings from summer work* (students attending Group 1 universities are the most likely to cite this source)
- *parents or relatives*
- *earnings from current employment*
- *government loan or bursary* (students attending Group 1 universities are the most likely to cite this source, and Group 2 students are the least likely to cite it)
- *personal savings*.

Students attending a Group 1 university are also more likely than other students to cite a university bursary as a source of their funding.

See Table 45 (on the next page) for details of these sources.

Table 45: Source of funding education
(Q.12) Which of the following are you currently using to help pay for your education?

Activity	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Earnings from summer work	57%	66%	50%	52%
Parents or relatives	51%	54%	46%	52%
Earnings from current employment	45%	44%	47%	43%
Government loan or bursary	41%	44%	39%	38%
Personal savings	29%	32%	28%	27%
Bank loan	16%	18%	16%	15%
Credit card debts	15%	16%	16%	13%
University scholarship	14%	19%	11%	12%
University bursary	13%	21%	8%	8%
Investment income	8%	9%	7%	7%
Work-study program	6%	4%	7%	7%
Spouse	5%	5%	6%	6%
Employment insurance/other government assistance	2%	2%	2%	2%
Scholarship/ Bursaries/ Awards	2%	3%	2%	2%
Other	3%	2%	3%	2%
No response	2%	2%	2%	1%

Note: Respondents could choose more than one answer. Totals may not sum to 100%.

7.3 Top sources of funding

A very similar pattern results when students rank the top three sources in funding their undergraduate education.

1) *Earnings from summer work* was the single most important source with about 45% citing it as one of the top three. This source was of more importance to students attending Group 1 universities and of less importance to those attending universities in the other two groups.

2) *Parents or relatives* are a close second, being cited by 43% of students as the top three. It is also the single most important source for students attending Group 2 and 3 universities.

3) *Earnings from current employment* was mentioned by 35% as one of the top three sources of funding their education. This source of funding was slightly more important to those attending Group 2 universities than those in Group 1.

4) *Government loan or bursary* almost ties for third spot, with 34% naming it as one of the top three. It is a more important source for those attending Group 1 universities than those at other universities.

Other sources are less common. *University bursary* was named by about 11% in Group 1 but by only 4% in Groups 2 or 3 as one of the top three sources of funding their education.

See Table 46.

Table 46: Top 3 sources of funding

(Q. 13) Using the above sources, list and rank the three largest sources of funds you use to pay for your educational expenses. (n=6,388)

	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Earnings from summer work	45%	53%	38%	41%
Parents or relatives	43%	45%	39%	45%
Earnings from current employment	35%	32%	39%	35%
Government loan or bursary	34%	38%	30%	32%
Personal savings	18%	17%	19%	19%
Bank loan	12%	12%	12%	12%
University scholarship	9%	11%	7%	7%
Credit card debts	8%	7%	10%	7%
University bursary	7%	11%	4%	4%
Spouse	5%	4%	5%	5%
Investment income	4%	4%	4%	4%
Work-study program	4%	2%	5%	4%
Employment insurance/other government assistance	2%	2%	2%	2%
Scholarship/ Bursaries/ Awards	2%	2%	2%	2%
Other	2%	2%	3%	2%
No response	10%	9%	12%	11%

Note: Respondents could choose more than one answer. Totals may not sum to 100%.

8.0 Future education and employment

In this section we report that:

- About 4 students in 10 intend to continue their education in the first year after graduating. About one-third also intend to travel for an extended period, and one-quarter will be involved in unpaid volunteer work in that first year.

- About half the students report that they will take university studies in the future, including about three-quarters of those who had no immediate plans to further their education.

- About half the students are also actively seeking work, while about one-third have arranged a part-time or full-time job for after graduation. At the time of this survey, 15% of all graduating students reported having arranged a full-time permanent job.

- Of those with jobs, about half report a degree in their area of study was required, while about 6 students in 10 reported both that their degree helped them get their job, and that their job was related to the knowledge and skills acquired from study at university.

- About 8 students in 10 report being *satisfied* with their jobs, although only one-third are *very satisfied*.

- The importance of degrees and knowledge from university study varies by field of study. Those in Engineering, Professional, and Business programs are more likely to report that their degrees were required for their jobs or helped them get their job. They are also more likely to report they use the knowledge and skills from their university study. Those in the Arts and Humanities, Social Science and Biological Science programs are less likely to report this to be true in each case.

- Among all respondents, most have the perception that there are at least some jobs in Canada in their major area of study. However, only about 3 students in 10 feel there are many such jobs.

8.1 Immediate plans after graduation

In the first year after graduating, less than half plan to continue their education, one-third plan to travel, almost as many will do unpaid volunteer work, and about one-fifth will take time off.

Obviously, some students plan to do more than one of these activities in the first year (see Table 47).

Those attending Group 1 and 3 universities are slightly more likely than those in Group 2 to plan to continue their education within the first year of graduating. Group 1 students are slightly more likely to report unpaid volunteer work, reflecting the fact that they were more likely to be doing this work during their university schooling.

Table 47: Activities in the first year after graduation

(Q. 14) Do you expect to be involved in any of the following educational activities during the first year after you graduate?

(Q. 17) Do you expect to be involved in any of the following activities for a significant amount of time during the first year after you graduate?

	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Continue education	44%	47%	40%	45%
Travel	31%	31%	29%	32%
Unpaid volunteer work	26%	29%	24%	23%
Take time off	17%	16%	19%	19%

Note: Respondents could choose more than one answer. Totals may not sum to 100%.

As shown in Table 48, over half these students have no plans to undertake additional educational activities in the first year after graduating.

However, about 1 student in 6 (17%) has plans to go on to graduate studies within the first year after graduating. Another 1 in 10 plans to get another bachelors degree, and about the same number plan to go into a professional school.

Whether they have immediate plans to further their education or not, over half will or may return to university sometime in the future. About three-quarters of those who do not plan to immediately go back to school, say they will or may return to university.

Table 48: Future plans

(Q. 14) Do you expect to be involved in any of the following educational activities during the first year after you graduate?

(Q16) If you do not have immediate plans to study, do you expect to take additional studies at university in the future?

	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
No immediate educational plans	53%	51%	57%	52%
Plan more education within first year of graduating	44%	46%	40%	45%
Graduate school	17%	16%	16%	19%
Obtain another Bachelors degree	10%	11%	8%	10%
Professional school	9%	9%	8%	8%
Community college	3%	4%	3%	3%
Technical/vocational school	1%	1%	1%	2%
Other education	8%	9%	7%	8%
Will take additional university studies in future	28%	27%	28%	29%
May take additional university studies in future	26%	25%	28%	25%

Note: Totals will not add to 100% due to multiple responses.

8.2 Employment opportunities

About half of these graduates are actively seeking work, while about one-third report already having arranged a job.

Those attending Group 2 or 3 universities are more likely than those in Group 1 to report already having a full-time job. This may reflect the age of students at these institutions (they tend to be older) and their status (more are part-time).

See Table 49.

Table 49: Future employment
(Q. 27) Do you have employment arranged for after you graduate other than a summer job?

Plans…	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
I am actively seeking work	47%	49%	45%	46%
I am not seeking work	20%	24%	15%	20%
Have a job	33%	28%	41%	34%
A full-time job	22%	18%	27%	23%
A part-time job	7%	6%	8%	7%
Self-employment or contract work	2%	2%	3%	2%
Two or more part-time jobs	2%	2%	3%	2%
No response	1%	1%	2%	1%

Note: Respondents could choose more than one response. Therefore, columns will not add to 100%

8.3 Arranged job

We asked those 22% of students about the full-time job they currently have arranged. Of the students with full-time jobs, about half report that their jobs are permanent.

Of the students with either full or part-time jobs,

- about half report that their degree was required to get their job
- more than half (about 60%) report that their degree helped them get their job
- almost as many (58%) report that their job is *very much* (39%) or *quite a bit* (19%) related to the knowledge and skills acquired from their studies (see Table 50).

Table 50: Current employment

	Overall (n=2,049)	Group		
		1 (n=664)	2 (n=668)	3 (n=717)
Is this full-time job permanent or temporary? (Q28)				
Permanent	69%	67%	69%	70%
Temporary	20%	23%	20%	17%
Don't know/no response	12%	11%	12%	13%
Arranged employment that requires a degree (Q29)	53%	48%	54%	57%
Degree or diploma helped get a job (Q30)	60%	57%	61%	63%
Job is related to knowledge and skills acquired from studies at university (Q32)*	58%	54%	59%	60%

* Includes those who said *very much* and *quite a bit*.

8.3.1 Arranged employment by discipline

Overall, some 15% of students report having a permanent full-time job arranged. Business students are not only more likely to have full-time employment arranged (37%), they are twice as likely as students overall to report permanent full-time jobs (30%). Students in Arts and Humanities (8%) or Biological Science programs are the least likely to have such jobs (see Table 51).

Table 51: Permanent full-time employment

	(n=6,388)	
	Have full-time job arranged	**Full-time job is permanent**
Business	37%	30%
Engineering	28%	25%
Professional	32%	23%
Other fields	28%	20%
Overall	**22%**	**15%**
Physical Science	18%	12%
Education	17%	11%
Agriculture	23%	11%
Social Science	17%	10%
Arts and Humanities	16%	8%
Biological Science	9%	4%

8.4 Value of university training by full/part-time job

Students who report having arranged a full-time job are much more likely than those with only part-time work to report that their university training was an asset in both getting and doing their job.

- Two-thirds of those with full-time work arranged report that not only did their degree help them get the job, but that their degree was required for the job, and that their job is related to their knowledge and skills acquired from studies.

- Far fewer students with part-time jobs make these claims.

See Table 52.

Table 52: Value of university education by type of job

	Full-time (n=1,429)	**Part-time (n=514)**
Degree/diploma helped get job	70%	37%
Degree/diploma required for job	66%	23%
Job related to knowledge/skills acquired from studies	66%	37%

8.5 Value of university training in employment by discipline

Students in certain disciplines are more likely to report that their degree/diploma was either required for their employment or helped them get their job.

- Some 90% of students graduating from an Engineering program state that not only did their degree help them get a job, but that it was required.

- Some 79% of those in Professional programs report that while their degree helped them get their job, only 66% report that it was required.

- Almost three-quarters of those earning a Business degree report that it helped, including 68% who said it was required.

- At the other extreme are those in the Arts and Humanities or in Biological Science programs. While some 40% said their degree was helpful in getting their current job, only 35% of those with Arts degrees and 27% of those with Biology degrees said their jobs required them (see Figures 4 and 5).

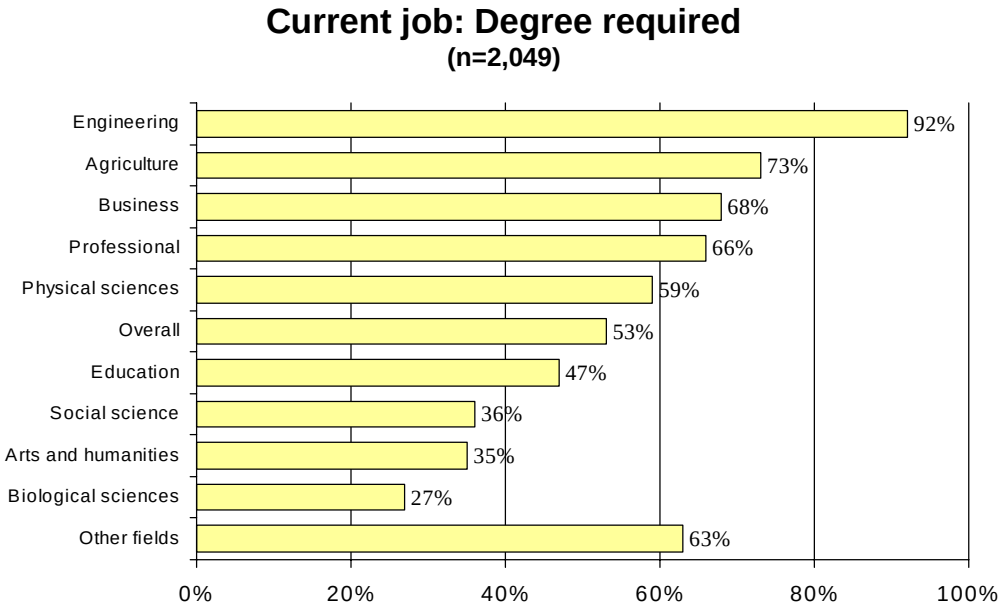

Figure 4

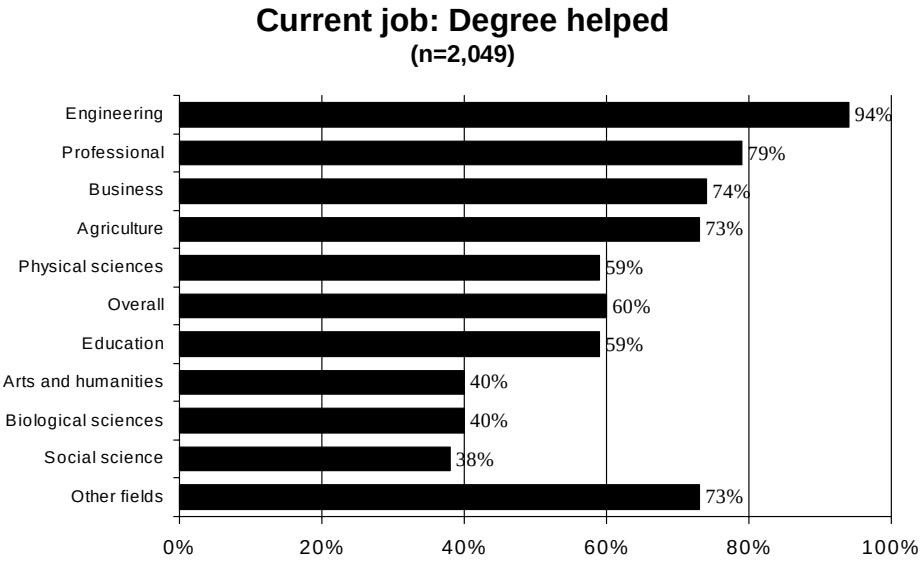

Figure 5

A similar pattern is found by discipline when we asked students whether their current or arranged jobs are related to the knowledge or skills acquired from study.

- Those graduating from Professional, Engineering, Business or Education programs were much more likely to say their job was *quite a bit* or *very much* related to their studies.
- Conversely, those in Biological Science, Social Science, or Arts and Humanities programs were less likely to say their jobs were related to the knowledge and skills acquired from study.

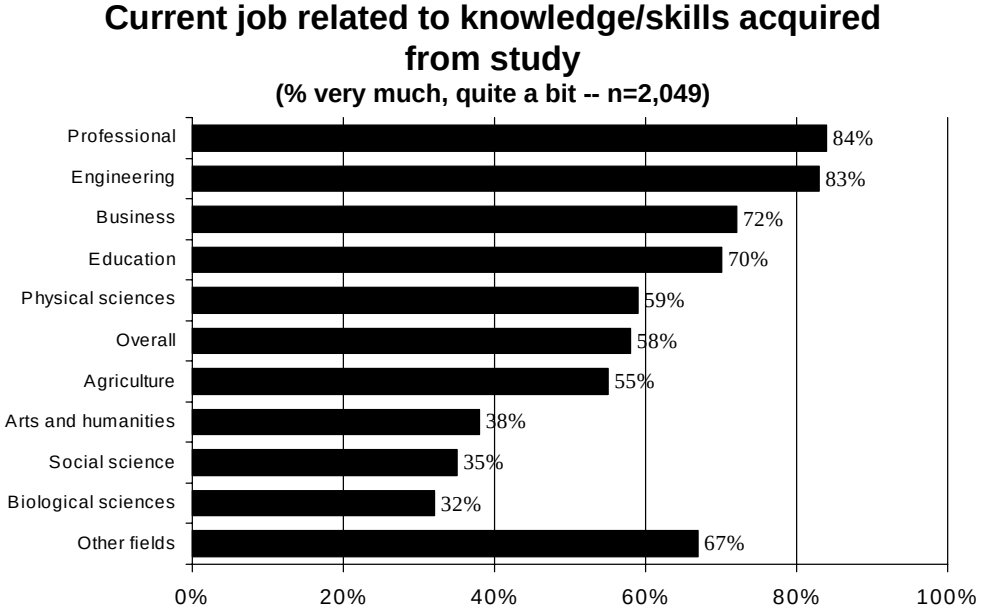

Figure 6

8.6 Job source

In finding their job, these students are split between those who reported having help and those who reported finding a job themselves.

- About 48% report having assistance in finding their current job (the most common being a referral by family or friend). However, campus career/employment centre and co-op placements account for many as well. In fact, university-based programs or individuals (campus career/employment centre, co-op placements, professors) are credited with about one-fifth of these job placements.

- Some 46% report finding their current job independently - the most common method being contacting the employer directly. Others answered a job ad or contacted a previous employer.

Table 53: Source of Job
(Q. 33) How did you find your job?

	Overall (n=2,049)	Group 1 (n=664)	Group 2 (n=668)	Group 3 (n=717)
Assisted by others				
Referred by family or friends	25%	27%	23%	24%
Campus career/employment centre/job fair	10%	11%	9%	11%
From co-op placement	8%	6%	12%	8%
Professors	3%	2%	3%	3%
Public employment agency	2%	1%	3%	2%
Private employment agency	2%	1%	2%	3%
Independently				
Contacted employer directly	19%	20%	19%	18%
Answered job ad	11%	10%	11%	11%
Contacted previous employer/continue with same job	10%	10%	9%	10%
Internet	3%	4%	2%	2%
Recruited/approached by employer	2%	2%	1%	2%
Created my own job/self-employed	1%	1%	2%	1%
Response to ad I placed	<1%	<1%	<1%	1%
Other	2%	2%	1%	2%
No response	3%	3%	3%	4%
Total	100%	101%	100%	102%

Note: Totals may sum to more than 100% due to rounding.

8.7 Satisfaction with job

As Figure 7 shows, about 80% of students who have jobs are *satisfied* (45%) or *very satisfied* (33%) with them.

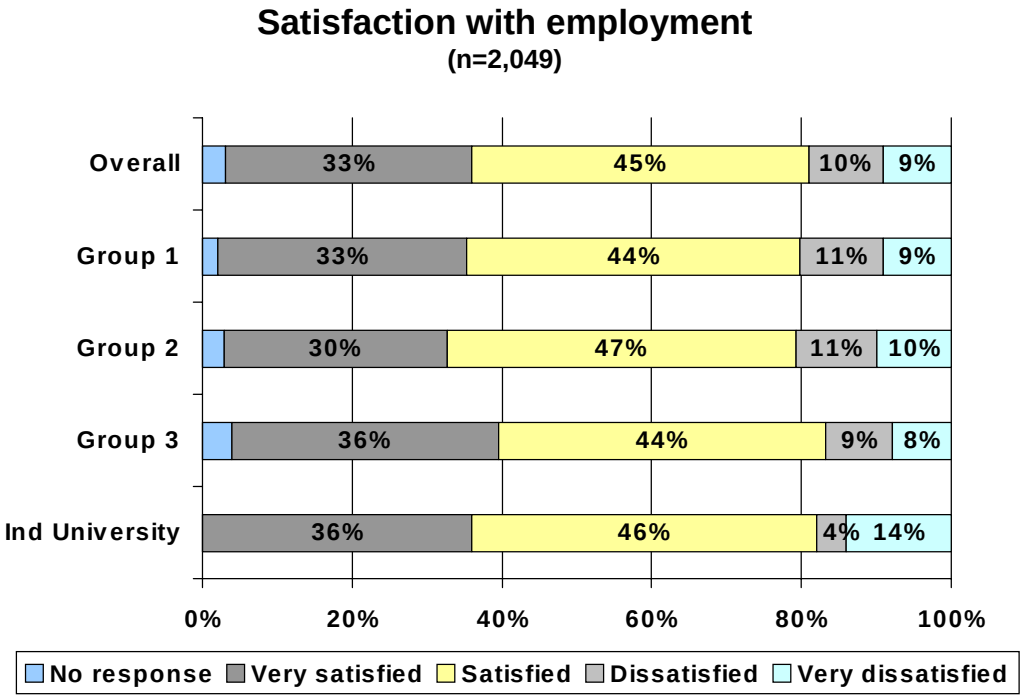

Figure 7

Students with full-time jobs are much more likely to *be very satisfied* (41%). This compares with only 14% of students who have part-time jobs who reported that they are *very satisfied*.

Students in Engineering programs tend to be the most satisfied with their jobs. This may reflect the fact that their jobs are more likely to be in their major field of study. Those majoring in Biological Science or Social Science tend to be less satisfied (see Figure 8).

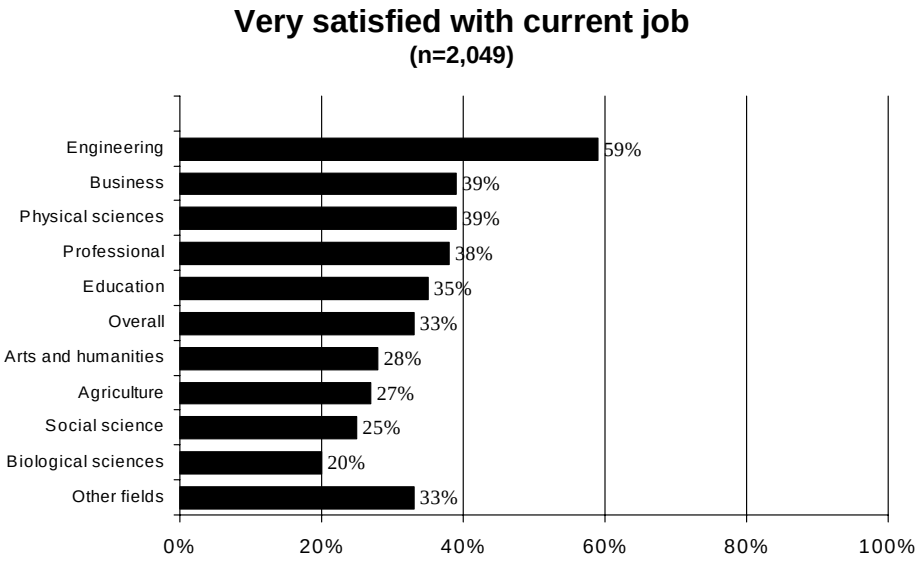

Figure 8

8.8 Anticipated earnings

Those with jobs were asked to estimate how much they anticipated earning from employment after graduation.

As Table 54 shows, the average student expects to be making about $30,000 annually. [3]

Group 1 students tend to expect slightly less, while Group 3 students expect the most. As we will see below, this may be a function of discipline rather than university.

Table 54: Annual anticipated earnings: full and part-time jobs(Q. 35) What are your anticipated monthly earnings from employment after graduation?

	Overall (n=2,049)	Group		
		1 (n=664)	2 (n=668)	3 (n=717)
Less than $15,000	15%	18%	13%	14%
$15,001 to $20,000	7%	8%	7%	5%
$20,001 to $25,000	10%	11%	9%	10%
$25,001 to $30,000	11%	13%	11%	10%
$30,001 to $35,000	6%	5%	8%	6%
$35,001 to $40,000	11%	9%	12%	11%
$40,001 to $45,000	7%	6%	6%	8%
$45,001 to $50,000	6%	4%	6%	7%
$50,001 to $60,000	5%	4%	7%	6%
Over $60,000	2%	2%	2%	1%
DK/NR	21%	21%	20%	21%
Total	101%	101%	101%	99%
Mean expected yearly income	$30,575	$28,248	$32,139	$31,247

Note: Totals may sum to more than 100% due to rounding.
The mean annual income was calculated by taking the monthly estimate multiplied by 12. There were some exceptions. Respondents who anticipated making $10,000 or more per month were assumed to be stating a yearly salary. These answers were divided by 12 to reflect monthly income. Also, respondents expecting to earn less than $150 per month were excluded from these results.

[3] Although we asked students for their anticipated monthly earnings, we multiplied this by 12 to estimate an annual amount.

8.9 Future job prospects

We asked all respondents for their perceptions on the availability of jobs in their major field of study.

While the majority of students feel there are at least *some* jobs in their major area of study, only about 3 students in 10 feel there are *many*. One student in 20 feels there are *few* or *very few* jobs in their field (see Table 55).

Table 55: Job prospects
(Q. 36) What is your perception of the job market in Canada for your major area of study?

	Overall (n=6,388)	Group		
		1 (n=2,487)	2 (n=1,734)	3 (n=2,167)
Many jobs	29%	29%	28%	29%
Some jobs	40%	42%	42%	37%
Few jobs	11%	10%	13%	13%
Very few jobs	9%	8%	10%	10%
No response	10%	11%	8%	11%
Total	99%	100%	101%	100%

Note: Totals may sum to more than 100% due to rounding.

8.9.1 Job prospects by discipline

Students who have majored in Engineering or Professional programs are the most positive about the job prospects, with over half are predicting there are *many* jobs in their field. Students in Business and Education programs are also slightly more positive than the average student.

The least optimistic about job prospects in their major field of study are students in Arts and Humanities, Biological Science, and Social Science programs (see Figure 9).

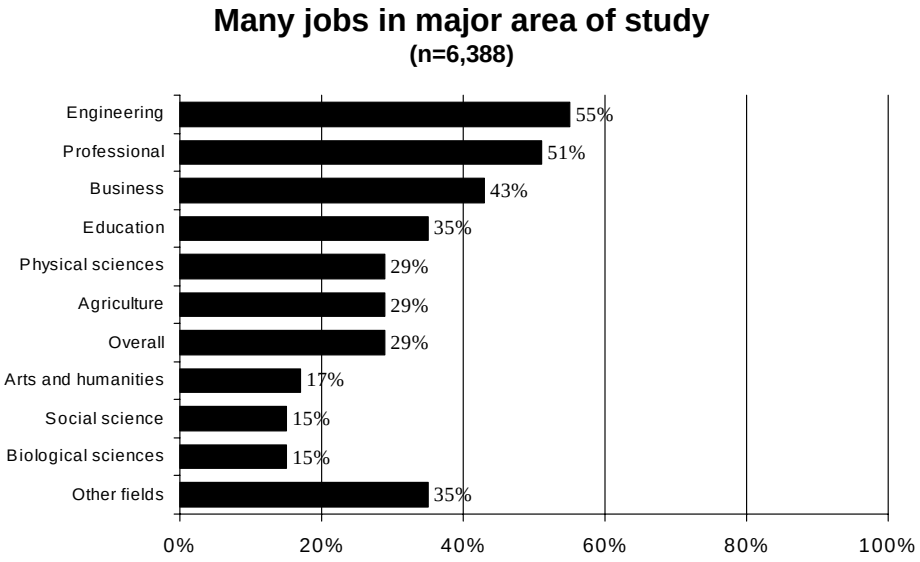

Figure 9

9.0 Conclusion

This study provides the results of a survey involving over 6,000 students who were in the final year of an undergraduate program at one of 22 universities. The survey gathered over 100 pieces of information on students' attitudes, opinions, and behaviours. As such, this research is one of the most comprehensive studies conducted with undergraduate students in Canada.

The purpose of this report was to provide an overview of the findings and was not intended to be exhaustive analysis of the results. This data represents a valuable resource for further study.

A particular focus of this study was the impact various aspects of university experience had on students' personal growth and development. Students identified the following aspects of university experience as having a significant impact on them:

- A number of academic activities are thought by students to contribute to their personal growth and development. In particular, students participating in co-op or internship programs reported that these programs contributed very much to their growth and development. Equally important were undergraduate thesis or self-study programs; classroom instruction; faculty knowledge of their discipline, and written assignments.

- In terms of non-academic activities, students reported interactions with other students, living on-campus, and international placement or exchanges as making a large contribution to their growth and development.

- Students give their universities particularly high marks for contributing to their development of particular skills. Students said that their universities did a good job of enhancing their academic and learning skills, such as: giving students a broad knowledge of their major field of study, the ability to plan and complete projects, and the ability to think logically and analytically. Universities were also credited with doing a good job in assisting the development of students' life skills, such as the ability to accept people from different cultures, and learning to interact co-operatively in groups.

The positive influences of universities on students are reflected in the fact that the vast majority of students appear to be satisfied with their experience at their university - so much so, that over 85% of students would recommend their university to others.

APPENDIX A

Survey

Survey Instrument Not Including Sexual Orientation Questions

Graduating Student Survey
2000

As a student who is scheduled to complete a degree or diploma this year, please take a few minutes to complete this survey and tell us how well the university has helped you reach your educational goals. Use either a pen or pencil to complete your survey. Please be sure to answer the items on both sides of the page. All of your responses are confidential.

Your current university program

1. Are you currently enrolled as a :

   O_1 full-time student
   O_2 part-time student

2. What degree or diploma will you be completing this year?

   _____

3. In what year did you begin studying at this university for this degree or diploma?

   19_____

4. If pursued full-time, what is the length of your degree or diploma program as stated in the university calendar?

   O_1 One year O_2 Two years O_3 Three years
   O_4 Four years O_5 Five or more years

5. What is your major or subject of concentration?

   _____

6. Did you transfer degree credits to this university from another university or college? (Check all that apply)

   O_1 Yes, from another university
   O_2 Yes, from another college
   O_3 No

7. While enrolled in your current undergraduate program of studies, did you ever live in on-campus housing?

   O_1 yes
   O_2 no

8. What was your primary language of instruction?

   O_1 English
   O_2 French

9. Since starting university, have you ever interrupted your studies for one or more terms (not including intersessions, summer sessions, or a work term)? (Check all that apply)

   O_0 No

   O_1 Yes, due to illness
   O_2 Yes, for employment
   O_3 Yes, for financial reasons
   O_4 Yes, to have/raise children
   O_5 Yes, for other family reasons
   O_6 Yes, to travel
   O_7 Yes, required to withdraw by the university
   O_8 Yes, other reasons

10. What is your average grade so far in the courses you have completed at university?

If your university uses a grade-point system, please select the letter grade which best reflects the letter grade equivalent of your grade point average.

If your university uses percentage grades, please use this guide to select the approximate letter grade equivalent of your percentage grade:

Percentage	Equivalent for Survey Response
85% - 100%	A or A+
80% - 84.99%	A-
76% - 79.99%	B+
70% - 75.99%	B
66% - 69.99%	C+
60% - 65.99%	C
50% - 59.99%	D

(Please check one)

A or A+	A-	B+	B	C+	C	D
O_7	O_6	O_5	O_4	O_3	O_2	O_1

INSTRUCTIONS:

Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

Financing your education

11. When you complete this degree or diploma, about how much total debt (if any) will you have acquired to help finance your university education? (Please check the appropriate box and enter amount of debt - if any)

    O_0 No debt O_1 Debt will be about $_____

12. Please indicate which of the following you are currently using to help pay for your university education. (Check all that apply)

    O_1 government loan or bursary O_1 bank loan
    O_1 university bursary O_1 university scholarship
    O_1 parents or relatives O_1 spouse
    O_1 credit card debts O_1 personal savings
    O_1 earnings from summer work O_1 work-study program
    O_1 earnings from current employment
    O_1 employment insurance/other government assistance
    O_1 investment income (bonds, dividends, interest, etc.)
    O_1 other: _____

13. Using the sources listed above, please list and rank the three largest sources of funds you use to pay for this year's educational expenses (room, board, tuition, and fees).
    _____ (1ST LARGEST)
    _____ (2ND LARGEST)
    _____ (3RD LARGEST)

Plans after graduation

14. Do you expect to be involved in any of the following educational activities during the first year after you graduate? (Check all that apply)

    O_{00} Have no immediate educational plans (GO TO 16)
    O_{01} Obtain another Bachelor's degree
    O_{02} Graduate school
    O_{03} Professional school
    O_{04} Technical/vocational school
    O_{05} Community college
    O_{66} Other education

15. Which educational institution do you plan to attend in your first year after graduating?

    Name: _____

    City: _____

16. If you do not have immediate plans to study, do you expect to take additional studies at university in the future?

O_{01} Yes (which university)_____

O_{02} Maybe (which university?)_____

O_{00} No

17. Do you expect to be involved in any of the following activities for a significant amount of time (for example, several months) during the first year after you graduate? (Check all that apply)

    O_1 Unpaid volunteer activities
    O_2 Travel
    O_3 Take time off

Growth and development

18. Please consider your experience at this university and how each of the following may have contributed to your growth and development. (Circle one number for each item. Use "N/A" for "Not applicable" if you have not used a resource or if you have not participated in an activity.)

Academic experiences	**Impact on growth & development**				
	None	Very little	Some	Very much	Not applicable
Classroom instruction	1	2	3	4	N/A
Participation in classroom discussions	1	2	3	4	N/A
Laboratory experiences	1	2	3	4	N/A
Written assignments (term papers, essays, etc.)	1	2	3	4	N/A
Faculty feedback on assignments or projects	1	2	3	4	N/A
Personal interactions with faculty	1	2	3	4	N/A
Faculty knowledge of their discipline	1	2	3	4	N/A
Faculty enthusiasm for subject material	1	2	3	4	N/A
Faculty research activities	1	2	3	4	N/A
Examinations	1	2	3	4	N/A
Assigned reading	1	2	3	4	N/A
Extra (unassigned) reading	1	2	3	4	N/A
Experience with computer-based technology	1	2	3	4	N/A
Co-op program Internship or other practical experience related to your program	1	2	3	4	N/A
Teaching Assistant, Lab demonstrator or assistant	1	2	3	4	N/A
Undergraduate thesis, self directed study	1	2	3	4	N/A
Use of library	1	2	3	4	N/A

INSTRUCTIONS:

Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

19. Please consider your experience at university and how each of the following may have contributed to your growth and development.

Impact on growth & development

Resources, services and non-academic experiences	None	Very little	Some	Very much	Not applicable
International placements or exchanges	1	2	3	4	N/A
Study skills/learning support services	1	2	3	4	N/A
Athletic programs/facilities	1	2	3	4	N/A
Attending campus social activities	1	2	3	4	N/A
Attending campus cultural activities	1	2	3	4	N/A
Living on-campus	1	2	3	4	N/A
Interactions with other students	1	2	3	4	N/A
Serving as a peer or residence advisor	1	2	3	4	N/A
Exposure to students from different cultures	1	2	3	4	N/A
Involvement in campus media (e.g., radio, tv, newspaper)	1	2	3	4	N/A
Participation in student government	1	2	3	4	N/A
Participation in student clubs	1	2	3	4	N/A
Community service/volunteer activities	1	2	3	4	N/A
On-campus employment	1	2	3	4	N/A
Other experience (Specify):	1	2	3	4	N/A
_____					
_____	1	2	3	4	N/A

20. During the time you have been at this university, about how often have you had interaction with ... (Circle one number for each item)

	Never	Occasionally	Often	Very often
Academic advisors	1	2	3	4
Personal counsellors	1	2	3	4
Career counsellors	1	2	3	4
Peer or residence advisors	1	2	3	4
University support staff	1	2	3	4

21. How would you grade your experience at this university for contributing to your growth and development in each of the following areas? (Circle one for each item.)

A=Excellent B=Good C=Fair D=Poor F=Fail
NA=Not applicable

	Excellent	Good	Fair	Poor	Fail	Not applicable
Written communication skills	A	B	C	D	F	N/A
Oral communication skills	A	B	C	D	F	N/A
Effective study and learning skills	A	B	C	D	F	N/A
Ability to understand abstract reasoning	A	B	C	D	F	N/A
Thinking logically and analytically	A	B	C	D	F	N/A
Working independently	A	B	C	D	F	N/A
Cooperative interaction in groups	A	B	C	D	F	N/A
Ability to address issues in personal life	A	B	C	D	F	N/A
Mathematical skills	A	B	C	D	F	N/A
Ability to access information	A	B	C	D	F	N/A
Skills for planning and completing projects	A	B	C	D	F	N/A
New computer skills	A	B	C	D	F	N/A

INSTRUCTIONS:
Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

22. How would you grade this university for contributing to your personal growth and development in each of the following? (Circle one for each item)

A=Excellent B=Good C=Fair D=Poor F=Fail
NA=Not applicable

	Excellent	Good	Fair	Poor	Fail	Not applicable
Identifying and solving problems	A	B	C	D	F	N/A
Personal time management skills	A	B	C	D	F	N/A
Leadership skills	A	B	C	D	F	N/A
Moral and ethical development	A	B	C	D	F	N/A
Appreciation of the Arts	A	B	C	D	F	N/A
Interpersonal skills	A	B	C	D	F	N/A
Broad knowledge of my major field of study	A	B	C	D	F	N/A
General skills and knowledge relevant for employment	A	B	C	D	F	N/A
Specific employment related skills and knowledge	A	B	C	D	F	N/A
Entrepreneurial skills	A	B	C	D	F	N/A
Accepting people from different cultures	A	B	C	D	F	N/A
Understanding and applying scientific principles and methods	A	B	C	D	F	N/A
Understanding national and global issues	A	B	C	D	F	N/A
Commitment to life-long learning	A	B	C	D	F	N/A
Preparation for post-graduate study or professional school	A	B	C	D	F	N/A
Dealing with personal crises	A	B	C	D	F	N/A

Satisfaction with university experience

23. Please indicate your level of agreement with each item in the following list. (Circle only one per item)

	Agree strongly	Agree	Disagree	Disagreestrongly
Most of my professors seemed knowledgeable in their field	4	3	2	1
Most of my professors were well organized in their teaching	4	3	2	1
Most of my professors communicated well in their teaching	4	3	2	1
Most of my professors encouraged students to participate in class discussions	4	3	2	1
Most of my professors were reasonably accessible outside of class to help students	4	3	2	1
Some professors at this university have had a major positive influence on my academic career	4	3	2	1
Most professors' teaching was intellectually stimulating	4	3	2	1
Generally, I am satisfied with the quality of teaching I have received	4	3	2	1
Most of my professors provided useful feedback on my academic performance	4	3	2	1
Most of my professors were knowledgeable of career opportunities in my field	4	3	2	1

24. How satisfied are you with each of the following aspects of the university? (Circle one for each item)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Concern shown by the university for you as an individual	4	3	2	1
Your decision to attend this university	4	3	2	1
The overall quality of the education you have received at this university	4	3	2	1
Opportunity to develop lasting friendships	4	3	2	1
Knowledge of career options in my area of study	4	3	2	1

INSTRUCTIONS:

Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

25. Would you recommend your university to others?

    O1 yes O2 no

26. Why did you respond as you did to question 25? (Check all applicable reasons)

    O1 the program
    O1 the professors
    O1 student services
    O1 relevance of my program for job opportunities
    O1 relevance of my program for growth and development
    O1 quality of student/campus life
    O1 other reasons (Specify)
    _____

    _____

    _____

Future employment

27. Do you have employment arranged for after you graduate other than a summer job? (Check all that apply)

    O1 Yes, a full-time job
    O1 Yes, one part-time job
    O1 Yes, two or more part-time jobs
    O1 Yes, self-employment or contract work
    O1 No, but I am seeking work (GO TO 36)
    O1 No, and I am not seeking work (GO TO 36)

28. (If you have arranged a full-time job) Is this full-time job permanent or temporary?

    O1 Permanent
    O2 Temporary
    O8 Don't know

29. Does your arranged employment require a degree?

    O1 yes O2 no

30. Did your degree or diploma help get you your job?

    O1 yes O2 no

31. Where is your job?

    Province _____

    Outside Canada _____

32. Is your job related to knowledge and skills acquired from your studies at university? (Check only one)

    O1 Not at all O2 Slightly O3 Quite a bit O4 Very much
    O8 Don't know

33. How did you find your job? (Check one)

    O01 Campus career/Employment centre
    O02 Public employment agency
    O03 Private employment agency
    O04 Answered job ad
    O05 Response to ad I placed
    O06 Referred by family, friends
    O07 Professors
    O08 Contacted employer directly
    O09 Contacted previous employer
    O10 Internet
    O11 From Co-op placement
    O66 Other (Specify) _____
    O88 Don't know/unsure

34. How satisfied are you with the employment you have been able to secure? (Check one)

    O1 Very dissatisfied O2 Dissatisfied
    O3 Satisfied O4 Very satisfied

35. (If you have arranged one or more jobs for after you graduate) What are your anticipated monthly earnings from employment after graduation? (Please list expected monthly gross earnings before taxes and other deductions for all jobs.)

    $ _____

36. What is your perception of the job market in Canada for your major area of study? Would you say there are ... (Check one)

    O1 Very few jobs O2 Few jobs
    O3 Some jobs O4 Many jobs
    O8 Don't know/not sure

Background

37. What is your gender?

    O1 male O2 female

38. How old are you? _____ (years)

INSTRUCTIONS: ©
Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

39. Where was your permanent home before you came to this university? (Check one)

O01 British Columbia
O02 Alberta
O03 Saskatchewan
O04 Manitoba
O05 Ontario
O06 Quebec
O07 Nova Scotia
O08 Prince Edward Island
O09 New Brunswick
O10 Newfoundland
O11 Nunavut
O12 North West Territories
O13 Yukon
O66 Other (Specify) _____

40. Do you have a disability? (Check all that apply)

O00 None

O01 Mobility
O02 Hearing
O03 Speech
O04 Partial sight or blind
O05 Learning
O06 Head Injury
O07 Other physical disability
O08 Mental health
O66 Other (Specify) _____

41. Do you consider yourself to be a member of a visible minority? (Note: visible minorities are those who are because of their race or colour, in a visible minority in Canada)

O1 yes O2 no

42. What is your marital status?

O1 Married/Common law
O2 Single (never married)
O3 Divorced/Separated
O4 Widowed

43. Looking back on your experience at this university, what do you think the university did particularly well?

_____

_____

_____

_____

_____

_____

_____

44. What is the single most important change that this university could make to enhance the education experience of its students?

_____

_____

_____

_____

_____

_____

_____

THANK YOU FOR YOUR HELP.

PLEASE RETURN THE COMPLETED QUESTIONNAIRE
IN THE ENCLOSED ENVELOPE TODAY.

INSTRUCTIONS: ©
Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

Survey Instrument Including Sexual Orientation Questions

Graduating Student Survey
2000

As a student who is scheduled to complete a degree or diploma this year, please take a few minutes to complete this survey and tell us how well the university has helped you reach your educational goals. Use either a pen or pencil to complete your survey. Please be sure to answer the items on both sides of the page. All of your responses are confidential.

Your current university program

1. Are you currently enrolled as a :

   O_1 full-time student
   O_2 part-time student

2. What degree or diploma will you be completing this year?

   _____

3. In what year did you begin studying at this university for this degree or diploma?

   19_____

4. If pursued full-time, what is the length of your degree or diploma program as stated in the university calendar?

   O_1 One year O_2 Two years O_3 Three years
   O_4 Four years O_5 Five or more years

5. What is your major or subject of concentration?

   _____

6. Did you transfer degree credits to this university from another university or college? (Check all that apply)

   O_1 Yes, from another university
   O_2 Yes, from another college
   O_3 No

7. While enrolled in your current undergraduate program of studies, did you ever live in on-campus housing?

   O_1 yes
   O_2 no

8. What was your primary language of instruction?

   O_1 English
   O_2 French

9. Since starting university, have you ever interrupted your studies for one or more terms (not including intersessions, summer sessions, or a work term)? (Check all that apply)

   O_0 No

   O_1 Yes, due to illness
   O_2 Yes, for employment
   O_3 Yes, for financial reasons
   O_4 Yes, to have/raise children
   O_5 Yes, for other family reasons
   O_6 Yes, to travel
   O_7 Yes, required to withdraw by the university
   O_8 Yes, other reasons

10. What is your average grade so far in the courses you have completed at university?

If your university uses a grade-point system, please select the letter grade which best reflects the letter grade equivalent of your grade point average.

If your university uses percentage grades, please use this guide to select the approximate letter grade equivalent of your percentage grade:

Percentage	Equivalent for Survey Response
85% - 100%	A or A+
80% - 84.99%	A-
76% - 79.99%	B+
70% - 75.99%	B
66% - 69.99%	C+
60% - 65.99%	C
50% - 59.99%	D

(Please check one)

A or A+	A-	B+	B	C+	C	D
O_7	O_6	O_5	O_4	O_3	O_2	O_1

INSTRUCTIONS:

Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

Financing your education

11. When you complete this degree or diploma, about how much total debt (if any) will you have acquired to help finance your university education? (Please check the appropriate box and enter amount of debt - if any)

    O_0 No debt O_1 Debt will be about $_____

12. Please indicate which of the following you are currently using to help pay for your university education. (Check all that apply)

    O_1 government loan or bursary O_1 bank loan
    O_1 university bursary O_1 university scholarship
    O_1 parents or relatives O_1 spouse
    O_1 credit card debts O_1 personal savings
    O_1 earnings from summer work O_1 work-study program
    O_1 earnings from current employment
    O_1 employment insurance/other government assistance
    O_1 investment income (bonds, dividends, interest, etc.)
    O_1 other: _____

13. Using the sources listed above, please list and rank the three largest sources of funds you use to pay for this year's educational expenses (room, board, tuition, and fees).
    _____ (1ST LARGEST)
    _____ (2ND LARGEST)
    _____ (3RD LARGEST)

Plans after graduation

14. Do you expect to be involved in any of the following educational activities during the first year after you graduate? (Check all that apply)

    O_{00} Have no immediate educational plans (GO TO 16)
    O_{01} Obtain another Bachelor's degree
    O_{02} Graduate school
    O_{03} Professional school
    O_{04} Technical/vocational school
    O_{05} Community college
    O_{66} Other education

15. Which educational institution do you plan to attend in your first year after graduating?

    Name: _____

    City: _____

16. If you do not have immediate plans to study, do you expect to take additional studies at university in the future?

O_{01} Yes (which university)_____

O_{02} Maybe (which university?)_____

O_{00} No

17. Do you expect to be involved in any of the following activities for a significant amount of time (for example, several months) during the first year after you graduate? (Check all that apply)

    O_1 Unpaid volunteer activities
    O_2 Travel
    O_3 Take time off

Growth and development

18. Please consider your experience at this university and how each of the following may have contributed to your growth and development. (Circle one number for each item. Use "N/A" for "Not applicable" if you have not used a resource or if you have not participated in an activity.)

Academic experiences	**Impact on growth & development**				
	None	Very little	Some	Very much	Not applicable
Classroom instruction	1	2	3	4	N/A
Participation in classroom discussions	1	2	3	4	N/A
Laboratory experiences	1	2	3	4	N/A
Written assignments (term papers, essays, etc.)	1	2	3	4	N/A
Faculty feedback on assignments or projects	1	2	3	4	N/A
Personal interactions with faculty	1	2	3	4	N/A
Faculty knowledge of their discipline	1	2	3	4	N/A
Faculty enthusiasm for subject material	1	2	3	4	N/A
Faculty research activities	1	2	3	4	N/A
Examinations	1	2	3	4	N/A
Assigned reading	1	2	3	4	N/A
Extra (unassigned) reading	1	2	3	4	N/A
Experience with computer-based technology	1	2	3	4	N/A
Co-op program Internship or other practical experience related to your program	1	2	3	4	N/A
Teaching Assistant, Lab demonstrator or assistant	1	2	3	4	N/A
Undergraduate thesis, self directed study	1	2	3	4	N/A
Use of library	1	2	3	4	N/A

INSTRUCTIONS: ©
Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

19. Please consider your experience at university and how each of the following may have contributed to your growth and development.

Impact on growth & development

Resources, services and non-academic experiences	None	Very little	Some	Very much	Not applicable
International placements or exchanges	1	2	3	4	N/A
Study skills/learning support services	1	2	3	4	N/A
Athletic programs/facilities	1	2	3	4	N/A
Attending campus social activities	1	2	3	4	N/A
Attending campus cultural activities	1	2	3	4	N/A
Living on-campus	1	2	3	4	N/A
Interactions with other students	1	2	3	4	N/A
Serving as a peer or residence advisor	1	2	3	4	N/A
Exposure to students from different cultures	1	2	3	4	N/A
Involvement in campus media (e.g., radio, tv, newspaper)	1	2	3	4	N/A
Participation in student government	1	2	3	4	N/A
Participation in student clubs	1	2	3	4	N/A
Community service/volunteer activities	1	2	3	4	N/A
On-campus employment	1	2	3	4	N/A
Other experience (Specify):	1	2	3	4	N/A
_____					
_____	1	2	3	4	N/A

20. During the time you have been at this university, about how often have you had interaction with ... (Circle one number for each item)

	Never	Occasionally	Often	Very often
Academic advisors	1	2	3	4
Personal counsellors	1	2	3	4
Career counsellors	1	2	3	4
Peer or residence advisors	1	2	3	4
University support staff	1	2	3	4

21. How would you grade your experience at this university for contributing to your growth and development in each of the following areas? (Circle one for each item.)

A=Excellent B=Good C=Fair D=Poor F=Fail
NA=Not applicable

	Excellent	Good	Fair	Poor	Fail	Not applicable
Written communication skills	A	B	C	D	F	N/A
Oral communication skills	A	B	C	D	F	N/A
Effective study and learning skills	A	B	C	D	F	N/A
Ability to understand abstract reasoning	A	B	C	D	F	N/A
Thinking logically and analytically	A	B	C	D	F	N/A
Working independently	A	B	C	D	F	N/A
Cooperative interaction in groups	A	B	C	D	F	N/A
Ability to address issues in personal life	A	B	C	D	F	N/A
Mathematical skills	A	B	C	D	F	N/A
Ability to access information	A	B	C	D	F	N/A
Skills for planning and completing projects	A	B	C	D	F	N/A
New computer skills	A	B	C	D	F	N/A

INSTRUCTIONS:
Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

22. How would you grade this university for contributing to your personal growth and development in each of the following? (Circle one for each item)

A=Excellent B=Good C=Fair D=Poor F=Fail
NA=Not applicable

	Excellent	Good	Fair	Poor	Fail	Not applicable
Identifying and solving problems	A	B	C	D	F	N/A
Personal time management skills	A	B	C	D	F	N/A
Leadership skills	A	B	C	D	F	N/A
Moral and ethical development	A	B	C	D	F	N/A
Appreciation of the Arts	A	B	C	D	F	N/A
Interpersonal skills	A	B	C	D	F	N/A
Broad knowledge of my major field of study	A	B	C	D	F	N/A
General skills and knowledge relevant for employment	A	B	C	D	F	N/A
Specific employment related skills and knowledge	A	B	C	D	F	N/A
Entrepreneurial skills	A	B	C	D	F	N/A
Accepting people from different cultures	A	B	C	D	F	N/A
Understanding and applying scientific principles and methods	A	B	C	D	F	N/A
Understanding national and global issues	A	B	C	D	F	N/A
Commitment to life-long learning	A	B	C	D	F	N/A
Preparation for post-graduate study or professional school	A	B	C	D	F	N/A
Dealing with personal crises	A	B	C	D	F	N/A

Satisfaction with university experience

23. Please indicate your level of agreement with each item in the following list. (Circle only one per item)

	Agree strongly	Agree	Disagree	Disagreestrongly
Most of my professors seemed knowledgeable in their field	4	3	2	1
Most of my professors were well organized in their teaching	4	3	2	1
Most of my professors communicated well in their teaching	4	3	2	1
Most of my professors encouraged students to participate in class discussions	4	3	2	1
Most of my professors were reasonably accessible outside of class to help students	4	3	2	1
Some professors at this university have had a major positive influence on my academic career	4	3	2	1
Most professors' teaching was intellectually stimulating	4	3	2	1
Generally, I am satisfied with the quality of teaching I have received	4	3	2	1
Most of my professors provided useful feedback on my academic performance	4	3	2	1
Most of my professors were knowledgeable of career opportunities in my field	4	3	2	1

24. How satisfied are you with each of the following aspects of the university? (Circle one for each item)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Concern shown by the university for you as an individual	4	3	2	1
Your decision to attend this university	4	3	2	1
The overall quality of the education you have received at this university	4	3	2	1
Opportunity to develop lasting friendships	4	3	2	1
Knowledge of career options in my area of study	4	3	2	1

INSTRUCTIONS:

Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

25. Would you recommend your university to others?

    O1 yes O2 no

26. Why did you respond as you did to question 25? (Check all applicable reasons)

    O1 the program
    O1 the professors
    O1 student services
    O1 relevance of my program for job opportunities
    O1 relevance of my program for growth and development
    O1 quality of student/campus life
    O1 other reasons (Specify)
    _____

    _____

    _____

Future employment

27. Do you have employment arranged for after you graduate other than a summer job? (Check all that apply)

    O1 Yes, a full-time job
    O1 Yes, one part-time job
    O1 Yes, two or more part-time jobs
    O1 Yes, self-employment or contract work
    O1 No, but I am seeking work (GO TO 36)
    O1 No, and I am not seeking work (GO TO 36)

28. (If you have arranged a full-time job) Is this full-time job permanent or temporary?

    O1 Permanent
    O2 Temporary
    O8 Don't know

29. Does your arranged employment require a degree?

    O1 yes O2 no

30. Did your degree or diploma help get you your job?

    O1 yes O2 no

31. Where is your job?

    Province _____

    Outside Canada _____

32. Is your job related to knowledge and skills acquired from your studies at university? (Check only one)

    O1 Not at all O2 Slightly O3 Quite a bit O4 Very much
    O8 Don't know

33. How did you find your job? (Check one)

    O01 Campus career/Employment centre
    O02 Public employment agency
    O03 Private employment agency
    O04 Answered job ad
    O05 Response to ad I placed
    O06 Referred by family, friends
    O07 Professors
    O08 Contacted employer directly
    O09 Contacted previous employer
    O10 Internet
    O11 From Co-op placement
    O66 Other (Specify) _____
    O88 Don't know/unsure

34. How satisfied are you with the employment you have been able to secure? (Check one)

    O1 Very dissatisfied O2 Dissatisfied
    O3 Satisfied O4 Very satisfied

35. (If you have arranged one or more jobs for after you graduate) What are your anticipated monthly earnings from employment after graduation? (Please list expected monthly gross earnings before taxes and other deductions for all jobs.)

    $ _____

36. What is your perception of the job market in Canada for your major area of study? Would you say there are ... (Check one)

    O1 Very few jobs O2 Few jobs
    O3 Some jobs O4 Many jobs
    O8 Don't know/not sure

Background

37. What is your gender?

    O1 male O2 female

38. How old are you? _____ (years)

INSTRUCTIONS: ©
Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

39. Where was your permanent home before you came to this university? (Check one)

O01 British Columbia
O02 Alberta
O03 Saskatchewan
O04 Manitoba
O05 Ontario
O06 Quebec
O07 Nova Scotia
O08 Prince Edward Island
O09 New Brunswick
O10 Newfoundland
O11 Nunavut
O12 North West Territories
O13 Yukon
O66 Other (Specify) _____

40. Do you have a disability? (Check all that apply)

O00 None

O01 Mobility
O02 Hearing
O03 Speech
O04 Partial sight or blind
O05 Learning
O06 Head Injury
O07 Other physical disability
O08 Mental health
O66 Other (Specify) _____

41. Do you consider yourself to be a member of a visible minority? (Note: visible minorities are those who are because of their race or colour, in a visible minority in Canada)

O1 yes O2 no

42. What is your marital status?

O1 Married/Common law
O2 Single (never married)
O3 Divorced/Separated
O4 Widowed

43. What is your sexual orientation?

O1 Heterosexual
O1 Gay
O1 Lesbian
O1 Bisexual

44. Looking back on your experience at this university, what do you think the university did particularly well?

45. What is the single most important change that this university could make to enhance the education experience of its students?

THANK YOU FOR YOUR HELP.

PLEASE RETURN THE COMPLETED QUESTIONNAIRE
IN THE ENCLOSED ENVELOPE TODAY.

INSTRUCTIONS:
Please read each question carefully then enter a check ( ) in the appropriate circles, circle the appropriate number, or fill in blank lines as necessary. Return your completed questionnaire today.

APPENDIX B

Methodology guidelines for participating universities

GRADUATING STUDENT SURVEY
2000
PROCEDURES MANUAL

ACTIVITY TIMELINE
(see Manual for details)

1. Ethical review (if necessary at your university) ..... now
2. Selection of random sample of students ..... now
3. Preparation of cover letters, mailing lists, envelopes, etc. ..... now
4. First survey mailing ..... January 14, 2000
5. First reminder letter to non-responders ..... January 28, 2000
6. Second mailing to non-responders ..... February 11, 2000
7. Mid-project return of completed surveys to U of M ..... February 18, 2000
8. Final return of all completed surveys and documentation of your sampling procedures ..... March 10, 2000
9. FINAL RETURNS MUST BE RECEIVED BY U of M ..... March 13, 2000

1. INTRODUCTION

Standardized Research Methodology

At the present time there are 21 universities participating in the 2000 *Graduation Student Survey*. To ensure the procedural uniformity necessary to make meaningful comparisons, we request that each university follow the administrative procedures outlined in this manual.

Importance of Meeting Activity Deadlines

Your co-operation in meeting the activity schedule and timelines presented in this manual is essential to the project and will be greatly appreciated. All survey activities including data analyses and preparation of final research reports must be completed by late May 2000. This schedule leaves little time for unforeseen difficulties or delays.

It is essential to the successful completion of the project that all activities be completed on schedule. Although we will make every effort to accommodate late survey submissions, if your surveys are not received on schedule, we cannot guarantee that missing surveys can be included in the final data analyses.

For your convenience, all activity deadlines are presented on the following timeline and are also highlighted in paragraphs where activities are described.

Overview of Major Project Activities and Timelines

1. Ethical review (if necessary at your university) ..... now
2. Selection of random sample of students ..... now
3. Preparation of cover letters, mailing lists, envelopes, etc. ..... now
4. First survey mailing ..... January 14, 2000
5. First reminder letter to non-responders ..... January 28, 2000
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7. Mid-project return of completed surveys to U of M ..... February 18, 2000
8. Final return of all completed surveys and documentation of your sampling procedures ..... March 10, 2000
9. FINAL RETURNS MUST BE RECEIVED BY U of M ..... March 13, 2000

2. SAMPLING PROCEDURES

Sample Size

It has been agreed that each participating university will distribute surveys to a random sample of 600 graduating undergraduates. Unless you have made prior arrangements with us, please DO NOT USE A SAMPLE LARGER THAN 600 STUDENTS.

Restrict Sampling to Graduating Undergraduates

Please ensure that ONLY undergraduate students who are about to graduate are included in your final sample. Every graduating undergraduate student (see definitions below) should have an equal chance of being selected for inclusion in your final sample of 600.

For purposes of uniformity, it was agreed that:

a. the sample should be restricted to undergraduate students in a first-level Bachelor's program;

b. as long as they meet the above criteria, sampled students may include both part-time and full-time students;

c. independent or special students should be excluded from the sample.

Definition of "Undergraduate"

Please include only students who are graduating from a first level Bachelor's program. For example, in our research at the University of Manitoba, we usually define undergraduates as students enrolled in a Bachelor's degree program in the faculties/schools of: Arts, Science, Engineering, Human Ecology, Management, Agricultural & Food Sciences, Education, Environmental Design, Social Work, Nursing, Fine Arts, Dental Hygiene, Music, Physical Education/Recreational Studies, and Interior Design.

PLEASE KEEP A RECORD OF THE FACULTIES/SCHOOLS YOU INCLUDE IN YOUR FINAL SAMPLE. To help us understand how representative our sample is of the student population, if possible, please note the number of students sampled by faculty. We will also ask you for the total population by faculty.

Sampling Procedures and Requirements

Please use simple random sampling to select your sample of 600 students. It is essential that your selection procedures ensure that each graduating undergraduate student has an equal chance of being selected for inclusion in the sample. Please make sure that the pool from which students are selected includes all graduating undergraduates including full-time and part-time students, and students from in-province, out-of-country, etc.

(Please note that it was agreed that classroom administration of the survey is NOT acceptable since it would not guarantee a representative sample and uniform sampling procedures across universities.)

As a point of information, at the University of Manitoba, sampling is conducted with the co-operation of the Student Records Office. Once we inform them of the sampling requirements, faculties/schools to be included, etc., Student Records personnel conduct the random selection and provide us with master lists of names and three sets of address labels which we then use for mailing surveys and reminders.

Please begin your sampling process NOW to ensure that labels will be available when needed.

3. SURVEY DISTRIBUTION AND RESPONSE TRACING PROCEDURES

All Surveys Will Be Mailed

All surveys and reminder letters should be distributed via Canada Post. Up to two separate reminders should be mailed to non-responders. In our experience, this procedure produces an acceptable student participation rate.

Initial Survey Distribution

The initial mailing should include three things:

- A cover letter (see Appendix) which should be under the letterhead of your university and should bear the signature of a senior Student Affairs Administrator at your university;
- the *Graduating Student Survey*
- a postage-paid, addressed, and coded (more on this later) response envelope.

Please mail surveys on January 14, 2000.

First Reminder Letter

Two weeks following the first mailing, non-responders should be sent a reminder letter (see Appendix). This mailing includes only the reminder letter and is restricted to only those students who have not yet returned a completed survey.

Mail reminder letters on January 28, 2000.

Final Reminder Letter

Two weeks after the mailing of the first reminder letter, send a final mailing to non-responders. This mailing duplicates the first mailing (It should include a cover letter (see Appendix), another survey and another response envelope.) Please note that the response envelopes for the final reminder letters need not be coded.

Mail final reminder letters on February 11, 2000.

4. MID-PROJECT RETURN OF COMPLETED SURVEYS TO THE UNIVERSITY OF MANITOBA

Because of the tight time frame for project completion, we respectfully request that mid-way during the distribution period you return (via courier) all completed surveys to us. This will allow us to get a "head start" on response coding and computer entry and will make it considerably easier for us to meet the final research completion date.

Send the early returns to the University of Manitoba by courier by February 18, 2000.

5. FINAL RETURN OF ALL COMPELTED SURVEYS TO THE UNIVERSITY OF MANITOBA

March 13, 2000 is the cut-off date for accepting completed surveys for inclusion in the study. Please courier all remaining completed surveys to us no later than March 10, 2000.

In order to achieve our completion schedule it is essential that your completed student surveys are received by us no later than March 13, 2000.

Courier ALL the remaining completed surveys to the University of Manitoba by March 10, 2000.

6. SUBMSSION OF DOCUMENTATION

To facilitate preparation of the Methods section of the final report, please provide the following information to us when you return your surveys:

1. list of faculties/schools included in your sample, as well as the number sampled in each;
2. brief description of the procedures used to select your random sample of students;
3. dates of the initial mailing, mailing of first reminders and mailing of final reminders;
4. one copy of the three different cover letters you included in mailings.

Include with the surveys you courier to the University of Manitoba on March 10, 2000.

Please Return Materials to the U of M By Courier

Please note that we request that all completed surveys be returned by courier to ensure their prompt delivery. (We have found parcel return via Canada Post to be slow and sometimes unpredictable.) Also please ensure that persons responsible for returning surveys are alerted to the importance of timely dispatch of all materials.

7. APPENDIX OF COVER LETTERS

Cover Letter for Initial Survey Mailing

(Please use your letterhead and the signature of a senior Student Affairs administrator.)

Dear Student:

I am writing to request your participation in a confidential survey of your experiences at university. This study is being conducted at a number of Canadian universities and is directed to undergraduate students who plan to graduate this spring.

The survey will help us learn more about student backgrounds, expectations, and reactions to university. Survey results will allow comparison of student experiences at our university with those of graduating students from other Canadian universities.

Please participate in this important project by completing and returning the enclosed survey. Naturally, all of your survey responses will be held in strict confidence and will be used **only** to produce overall response profiles. (You will notice that your return envelope has been numbered – this has been done only to allow us to send you a reminder letter, if necessary.)

Although the survey is voluntary, we hope you will participate to help create a representative sampling of opinion and reactions from our graduating students. The survey should only take about 20 minutes, and you may find that it will give you an interesting chance to review your university experiences.

We hope you will help with this important project by completing and returning your survey within the next few days. (Please use the enclosed postage-paid envelope to return your survey.)

Thank you in advance for providing this important feedback.

Sincerely,

First Reminder Letter to Non-Responders

Dear Student:

Remember receiving the *Graduating Student Survey*? Your input on the survey is very important to us and we are concerned that we have not yet heard from you.

If you haven't done so already, please take a few minutes now or in the next few days to complete and return your survey. As a graduating student, your responses are very important in helping provide the student feedback we need to continue working to improve the quality of undergraduate education at the university.

Please use the addressed, postage-paid envelope that came with your survey to return it. We look forward to hearing from you. If you have already returned your survey, I am sure that we will be receiving it soon. Thank you for your help.

Hoping to receive your survey soon, I offer our best wishes for your present and future activities.

Sincerely,

Final Reminder Letter to Non-Responders

Dear Student:

Although the majority of students have now returned their *Graduating Student Survey,* we are concerned that we have not yet received your survey.

Students like yourself who were asked to participate in this survey were randomly selected to give a representative sample of our graduating undergraduate students. Because of this, your responses are very important for helping produce a true picture of student experiences in their undergraduate programs.

Please help in this important research by completing and returning your survey. Another copy is enclosed, along with a return envelope. (If you have already returned your survey, I'm sure we will be receiving it shortly – thank you.) Naturally, participation in the survey is voluntary and strictly confidential.

We know that this is probably a busy time for you, but if you haven't done so already, please complete your survey and return it to us in the enclosed pre-addressed, postage-paid envelope.

Hoping to hear from you soon, I again offer our best wishes for your present and future activities.

Sincerely,

THANK YOU

We appreciate your help and co-operation in following the procedures and meeting the deadlines outlined in this Manual. Your assistance will help us meet the final project completion schedule so that survey findings can be distributed to your university as early as possible. Thank you again for your help.