

**CANADIAN UNIVERSITY  
SURVEY CONSORTIUM**

**2015 GRADUATING  
UNIVERSITY STUDENT SURVEY**

**MCGILL UNIVERSITY**

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Prepared for:  
Canadian University Survey Consortium/  
Consortium canadien de recherche sur les étudiants  
universitaires

## AGREEMENT FOR DATA USE

*Members of the consortium are bound by the following Agreement for the control of survey data. It was agreed by the participants that data are owned collectively and will be distributed only by collective agreement.*

### 1. TERMS AND CONDITIONS

Each participating member institution of the Canadian University Survey Consortium / *Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) has committed, through a signed agreement, to terms and conditions regarding the collection, storage, and use of survey data and the dissemination of related reports as follows:

- A. The Corporation hereby known as the Canadian University Survey Consortium / *Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) coordinates surveys of students in member institutions, facilitates the exchange of the survey data among member institutions, and promotes awareness of the value of the surveys among university administrators and policy makers in the post-secondary educational system.
- B. The survey data and analysis have five broad purposes for the members:
  - 1) to better understand and track student experience and satisfaction with many aspects of the institutions they attend
  - 2) to improve student educational outcomes
  - 3) to improve the services available to students
  - 4) to benchmark for purposes of internal management and decision making
  - 5) to contribute to accountability reports to the governing bodies of member institutions, governments, and the public
- C. The exchange of confidential data among member institutions requires goodwill and trust among the member institutions. This Agreement shall be guided by the principle that member institutions of CUSC/CCREU will act in the best interests of all member institutions of the Corporation. The primary consideration in issues of disclosure of research results shall be the avoidance of public comparisons that could damage the reputation of a member institution.
- D. Statistical measures and analysis of survey data may be of interest to wider audiences than the members of the Corporation for policy formulation, advocacy, or publication of research. Members of the Corporation are encouraged to make best use of the survey data, including publication of research results while observing confidentiality requirements.
- E. The Corporation and each member institution define their respective obligations in relation to the use of the data that is shared between the Corporation and the Members as follows:

**Definitions:**

In this Agreement, unless the context requires or specifies otherwise:

- a. “Data” means an electronic record of the answers to the questions on the survey instrument given by each respondent at the universities that participated in the survey.
- b. “Aggregate Data” means all of the data or data for groups of universities. Generally, aggregate data is expressed as statistics and research findings across data drawn from all universities or groups of universities.
- c. “Member Institution” means a university that is a member of CUSC/CCREU.
- d. “Publish” means dissemination of research findings beyond the senior administration of a member institution.
- e. “Senior Administration” means the officer of a member institution with overall responsibility for academic programs and student services.

**2. OWNERSHIP OF SURVEY DATA**

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

**3. EXCHANGE OF SURVEY DATA AMONG MEMBERS**

Each member institution will make its survey data available to other member institutions for the general purposes as outlined in Parts A to E above. Each member institution is bound by restrictions on the use and disclosure of data belonging to other member institutions.

**4. COMPARISONS LIMITED TO AGGREGATE DATA**

The only interuniversity comparisons permitted for publication or circulation beyond a member institution’s senior administration are those based on the aggregate data for all member institutions or the aggregate data for the groups of member institutions identified by CUSC/CCREU.

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

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

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

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## **7. EXCLUSIVE USE OF INSTRUMENTS AND METHODOLOGY**

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

## **8. ACCESS TO AGGREGATE DATA**

Access to the aggregate data for research purposes may be granted to interested persons, provided the intended use is a legitimate, non-commercial one, and the researcher is qualified and agrees to acknowledge ownership of the data by participating universities and provide the consortium with a copy of any report or publication that is produced. Decisions on such requests will be made by the CUSC/CCREU Board of Directors in consultation with members of the consortium (all participating institutions) in the case of requests that seem problematic.

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## EXECUTIVE SUMMARY

### Introduction

The 2015 *Graduating Student Survey* marks the 21<sup>st</sup> cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). The 2015 survey involved 36 universities and over 18,000 graduating university students from across Canada.

### Profile of graduating students

The demographic profile of graduating students shows the following:

- ▶ Graduating students tend to be female (60%), about 24 years old, single (64%), and a Canadian citizen (89%). About 32% self-report as being a member of a visible minority, with another 4% self-identifying as being Aboriginal.
- ▶ About 17% self-identify as having a disability, most often mental health (8%). Among those with a disability, 31% require accommodation for their disability.
- ▶ The majority of students live independently, most often in rented housing (52%).
- ▶ Graduating students most commonly take public transportation (42%) to campus, although about 1 in 3 use a vehicle, more often driving alone (27%) than with others (5%).
- ▶ Just over 1 in 10 (13%) graduating students are first-generation students — that is, neither parent had any post-secondary education.

### Academic history of graduating students

The typical student is studying full time (82%) with a B- to B + (54%) or A- or higher (34%) average.

Students report some issues with their post-secondary studies, as 36% have delayed completing their program, 22% have interrupted their studies for one or more terms, and 19% of students have transferred from another university.

### Student activities

About 25% of graduating students have volunteered in the past year, on or off campus, spending about five hours per week (among those volunteering). Students spend about 32 hours per week on academic activities, divided fairly evenly between in class/lab time (14.5 hours) and outside class/lab time (17.9 hours). As might be expected, students with higher grades tend to spend more time on academic work outside of class than those with lower grades.

## Current employment

About 59% of graduating students are employed, working about 18 hours per week. Among those who are employed, 42% say their work has at least somewhat of a negative impact on their academic performance.

## Educational experiences

Students rated their satisfaction with various educational experiences, which included the following:

- ▶ Most students report having had positive experiences with professors. In fact, among 15 aspects of interaction with professors, only two areas (*professors take a personal interest in their academic progress* and *professors provide prompt feedback on academic work*) receive less than 70% agreement.
- ▶ Overall, almost all students say they *were given the chance to evaluate the quality of teaching in their courses*, including 71% who say they were able to evaluate the teaching in all their courses.
- ▶ Almost 9 in 10 agree that they are *generally satisfied with the quality of teaching they received*, including 21% who strongly agree. Those with higher grades tend to be more likely to agree with this statement.
- ▶ About 8 in 10 graduating students agree that *most university support staff are helpful* and 7 in 10 agree that *most teaching assistants in my academic program are helpful*.

## Contribution to growth and development

Overall, students rated the contribution their university made to 29 skills, which were grouped into four categories (discussed below):

- ▶ **Communication skills.** Universities contributed most to students' growth and development for *writing clearly and correctly* (63% much or very much) and *speaking to small groups* (63%). They contributed least to *second or third language skills* (20%).
- ▶ **Analytical and learning skills** Among the eight analytical and learning skills, students indicated that universities contributed most to *ability to find and use information* (75%) and *thinking logically and analytically* (73%), and least to *mathematical skills* (32%).
- ▶ **Working skills.** Universities contributed most to students' ability to *work independently* (75%) and least to *entrepreneurial skills* (22%).
- ▶ **Life skills.** Among the 10 life skills, universities contributed most to the *ability to interact with people from backgrounds different than their own* (64%), *dealing successfully with obstacles to achieve an objective* (63%), *time management skills* (61%) and *persistence with difficult tasks* (60%). On the lower end, universities contributed least to *spirituality* (17%).

Among all 29 areas, students ranked the top three most important areas their university should be contributing. Results indicate that *thinking logically and analytically* (46%) is ranked in the top three by almost half of students, more than doubling the next most ranked area (*skills and knowledge for employment* and *time management skills* at 21% each).



## Evaluation of student experiences

When rating their experiences at university, students indicate the following:

- ▶ Overall, the majority (59%) of students say that their experiences *met their expectations*, while 23% say their university experiences *exceeded their expectations*. Few (18%) say their experiences *fell short*.
- ▶ Almost 6 in 10 students say they are satisfied with the *concern shown by the university for them as an individual*, although just 10% are very satisfied.
- ▶ Almost 9 in 10 students are satisfied with *their decision to attend their university*, including 34% who are very satisfied.
- ▶ More than 8 in 10 say they are satisfied with the *overall quality of education at their university*, including 23% who are very satisfied.
- ▶ Although students are satisfied with the overall quality of their education, for many the value for the cost of their education may be an issue as about 2 in 3 agree that they *received good value for their money at their university*. This includes 15% who strongly agree.
- ▶ About 8 in 10 agree that they *feel as if they belong at this university*, including 24% who strongly agree.
- ▶ Overall, 88% of students would *recommend their university to others*.

## Educational goals

About 38% of graduating students expect to apply to graduate school and 22% expect to apply to a professional school after graduating. Overall, 37% of graduating students have a specific career in mind, while another 38% have several possible careers. About 7 in 10 students say they know their career options at least fairly well, with 25% saying they know their options very well.

Almost all graduating students have taken at least one step to prepare for employment or a career after graduation, most often these steps are informal, such as *talking with friends* (78%), *parents* (77%), or *professors* (51%) about career options. Among more concrete behaviours, about 3 in 4 *have a resume or CV* (76%), while about half have *worked in their chosen field of employment* (45%).

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## Satisfaction with facilities and services

Students indicated their use and satisfaction with several different facilities and services, which are categorized below.

- ▶ **General facilities and services.** Among those who provided a rating of the service, results show students are most satisfied with *library electronic resources* (39%), *campus medical services* (35%) *on-campus library* (35%), and *athletic facilities* (30%), and least satisfied with *food services* (11%) and *parking facilities* (6%).
- ▶ **Academic services.** Among those who have used the academic service, students report very high levels of satisfaction, ranging from 80% to 90% who report being satisfied or very satisfied. Even when only very satisfied responses are examined, results are very similar with proportions ranging from 26% to 30%.
- ▶ **Special services.** Satisfaction with special services is very high, with at least 79% of those who used the service saying there are satisfied or very satisfied with it. However, there are some noticeable differences among the proportion reporting they are very satisfied, ranging from 46% for *services for students with disabilities* to 20% for *employment services*.

## Financing education and current employment

Several questions regarding how students finance their university education were asked.

- ▶ **Credit cards.** About 92% of graduating students have at least one credit card, and just 23% of those with a credit card do not pay off their balance each month. Among those who do not pay their balance, their average unpaid debt is \$2,224.
- ▶ **Debt.** About 50% of students report debt related to financing their university education, most often from *government student loans* (40%). The average debt among those reporting any debt is \$26,819, with 29% of all students reporting debt of \$20,000 or greater.
- ▶ **Financing.** On average students use about three sources to fund their education, most commonly *parents, family or spouse* (60%), with many also using earnings from *current* (49%) or *summer* (44%) *employment* and *government loans or bursaries* (41%). To fund their current academic year, the typical student requires just under \$15,800 from all sources.

## Post-graduation education plans

Overall, 70% of students plan on taking further education, most commonly graduate school (53%). For some, debt plays a role in their decision about taking further education, as about 4 in 10 students say debt has some impact, either *discouraging them from taking more education* (23%), *preventing them from taking more education* (9%), or *encouraging them because they need more education to repay their debt* (8%).

## **Employment plans**

Overall, 31% of students have employment arranged for work after graduating. Among those who have arranged work, 44% say it is strongly related to the *skills and knowledge they acquired* and 38% say it *required their specific degree*. On average, students expect to be earning about \$7,000 per month, although the median (\$3,000) is much lower.

Overall, over 8 in 10 graduating students who have employment arranged for after graduation are satisfied with the employment they have arranged, including 28% who are very satisfied. Analyses reveal that students who are very satisfied are more likely to be working in jobs that are full time, permanent, new, strongly related to their skills and knowledge learned, and higher paying.

## 1.0 Introduction

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

- ▶ to better understand and track students' experiences and satisfaction with many aspects of the universities they attend
- ▶ to improve students' educational outcomes
- ▶ to improve the services available to students
- ▶ to benchmark for purposes of internal management and decision making
- ▶ to contribute to accountability reports for the governing bodies of member institutions, governments, and the public

This is the 21<sup>st</sup> cooperative study undertaken by CUSC-CCREU. Prior to 2014, the surveys ran in a three-year cycle, targeting *first-year*, *graduating*, and *all students* in separate years. In 2014, the *All Students* survey was changed to a survey of middle-years students (i.e., students in the second or third year of a four-year program, second year of a three-year program, or second to fourth year of a five-year program).

Table 1 shows the types of students CUSC-CCREU has surveyed and the number of participating universities each year.

Table 1: Past CUSC-CCREU 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
2001	First-year students	26
2002	All undergraduates	30
2003	Graduating students	26
2004	First-year students	27
2005	All undergraduates	28
2006	Graduating students	25
2007	First-year students	34
2008	All undergraduates	31
2009	Graduating students	34
2010	First-year students	38
2011	All undergraduates	25
2012	Graduating students	37
2013	First-year students	35
2014	Middle-years students	28
2015	Graduating students	36

## **1.1 Methodology**

### **1.1.1 Questionnaire design**

CUSC-CCREU surveys run on a three-year cycle, targeting a different group of undergraduate Baccalaureate students each year. Starting in 2014, CUSC-CCREU redesigned the surveys with a core set of questions that is common to all three surveys and questions that are specific to each group of students. The final questionnaire for the 2015 *Graduating Student Survey* can be found in Appendix A.

### **1.1.2 Surveying students**

Each university supported the study by generating a sample of qualifying students. In some cases, institutions provided all qualifying students, while others provided a random sample of students.

PRA was responsible for managing the online survey. This involved liaising with the participating universities, providing the company contracted to host the online survey with a database of student email addresses, preparing the introductory and reminder emails to students, and responding to student questions about questionnaire content, as well as technical questions about using the online survey.

## 1.2 Response rates

Table 2 shows the response rates by university, which ranged from 15.7% to 61.8%, with an overall response rate of 31.5%. This yielded 18,144 students who completed the survey.<sup>1</sup>

University	Surveys		Response rate
	Distributed	Completed	
Brock University	3,071	941	30.6%
Carleton University	3,000	1030	34.3%
Concordia University	4,624	1037	22.4%
Concordia University College of Alberta	263	88	33.5%
Dalhousie University	1,750	795	45.4%
Lakehead University	1,000	418	41.8%
MacEwan University	2,788	507	18.2%
McGill University	3,475	564	16.2%
Memorial University of Newfoundland	1,785	449	25.2%
Mount Royal University	1,477	573	38.8%
Nipissing University	956	408	42.7%
Redeemer University College	168	83	49.4%
Ryerson University	5,259	1785	33.9%
Saint Mary's University	888	339	38.2%
Simon Fraser University	1,000	606	60.6%
St. Francis Xavier University	860	484	56.3%
St. Thomas University	371	214	57.7%
The King's University College	110	68	61.8%
Thompson Rivers University	792	261	33.0%
Trinity Western University	287	136	47.4%
Université de Moncton	807	377	46.7%
Université de Sherbrooke	1,492	376	25.2%
University of Lethbridge	1,322	392	29.7%
University of Manitoba	2,125	607	28.6%
University of New Brunswick (Fredericton)	1,000	331	33.1%
University of New Brunswick (Saint John)	496	157	31.7%
University of Ontario Institute of Technology	2,328	850	36.5%
University of Ottawa	1,000	357	35.7%
University of Regina	1,000	461	46.1%
University of Saskatchewan	1,500	431	28.7%
University of the Fraser Valley	1,085	434	40.0%
University of Victoria	1,000	454	45.4%
University of Waterloo	2,000	314	15.7%
University of Winnipeg	1,761	638	36.2%
Vancouver Island University	1,295	241	18.6%
Wilfrid Laurier University	3,413	938	27.5%
<b>Total</b>	<b>57,548</b>	<b>18,144</b>	<b>31.5%</b>

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

### 1.3 Weighting

In order to compensate for the discrepancies between the population of graduating students among participating institutions and the sample population, the data in this report have been weighted. The applied weights are shown in Table 3.

University	Population of graduating students		Completed surveys		Applied weight
	Population	% of population	Population	% of population	
Brock University	3071	4.02%	941	5.19%	0.77
Carleton University	5211	6.81%	1030	5.68%	1.20
Concordia University	4624	6.05%	1037	5.72%	1.06
Concordia University College of Alberta	263	0.34%	88	0.49%	0.71
Dalhousie University	1750	2.29%	795	4.38%	0.52
Lakehead University	1557	2.04%	418	2.30%	0.88
MacEwan University	2788	3.65%	507	2.79%	1.30
McGill University	6949	9.09%	564	3.11%	2.92
Memorial University of Newfoundland	1785	2.33%	449	2.47%	0.94
Mount Royal University	1477	1.93%	573	3.16%	0.61
Nipissing University	956	1.25%	408	2.25%	0.56
Redeemer University College	168	0.22%	83	0.46%	0.48
Ryerson University	5259	6.88%	1785	9.84%	0.70
Saint Mary's University	683	0.89%	339	1.87%	0.48
Simon Fraser University	1778	2.32%	606	3.34%	0.70
St. Francis Xavier University	860	1.12%	484	2.67%	0.42
St. Thomas University	332	0.43%	214	1.18%	0.37
The King's University College	110	0.14%	68	0.37%	0.38
Thompson Rivers University	640	0.84%	261	1.44%	0.58
Trinity Western University	475	0.62%	136	0.75%	0.83
Université de Moncton	807	1.06%	377	2.08%	0.51
Université de Sherbrooke	1493	1.95%	376	2.07%	0.94
University of Lethbridge	1340	1.75%	392	2.16%	0.81
University of Manitoba	2125	2.78%	607	3.35%	0.83
University of New Brunswick (Fredericton)	1636	2.14%	331	1.82%	1.17
University of New Brunswick (Saint John)	496	0.65%	157	0.87%	0.75
University of Ontario Institute of Technology	2328	3.04%	850	4.68%	0.65
University of Ottawa	7615	9.96%	357	1.97%	5.06
University of Regina	1016	1.33%	461	2.54%	0.52
University of Saskatchewan	2532	3.31%	431	2.38%	1.39
University of the Fraser Valley	1085	1.42%	434	2.39%	0.59
University of Victoria	1966	2.57%	454	2.50%	1.03
University of Waterloo	4831	6.32%	314	1.73%	3.65
University of Winnipeg	1761	2.30%	638	3.52%	0.65
Vancouver Island University	1305	1.71%	241	1.33%	1.28
Wilfrid Laurier University	3413	4.46%	938	5.17%	0.86

## 1.4 University comparisons

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

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

**Table 4: Categories of participating universities**

Group 1 (n = 16)	Group 2 (n = 12)	Group 3 (n = 8)
Concordia University College of Alberta MacEwan University Mount Royal University Nipissing University Redeemer University College Saint Mary's University St. Francis Xavier University St. Thomas University The King's University College Trinity Western University University of Lethbridge University of New Brunswick (Saint John) University of Ontario Institute of Technology University of the Fraser Valley University of Winnipeg Vancouver Island University	Brock University Carleton University Lakehead University Ryerson University Simon Fraser University Thompson Rivers University Université de Moncton University of New Brunswick (Fredericton) University of Regina University of Victoria University of Waterloo Wilfrid Laurier University	Concordia University Dalhousie University McGill University Memorial University of Newfoundland Université de Sherbrooke University of Manitoba University of Ottawa University of Saskatchewan

## 1.5 Statistically significant differences

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

**Table 5: Criteria for statistical significance**

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

## 1.6 Non-response

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



## 2.0 Profile of graduating students

### 2.1 Personal profile

Results in Table 6 show the following:

- ▶ There are about one-and-a-half times more females (60%) than males (40%) who completed the survey. Although it is not statistically significant, it appears that the larger the institution, the smaller the gap between males and females, as the proportion of males increases from 34% among Group 1 universities to 44% among Group 3 universities.
- ▶ Although the average age of students is just under 24, 53% of students are 21 or 22. Those attending Group 1 universities (24.4 years) tend to be older on average than those attending Group 2 (23.4) or Group 3 (23.2), although the difference is not statistically different.
- ▶ Given students' ages, it is not surprising that just 10% report being married and 5% have children.
- ▶ About 89% of students are Canadian citizens, with the remaining students almost equally split among those who are international students (7%) or permanent residents (5%).
- ▶ Overall, 32% of students report being a visible minority, and 4% self-identify as being Aboriginal. Among students nationally, the most common visible minority groups include Chinese (9% of all students), South Asian (6%), and Black (4%).

<b>Table 6: Personal profile</b>					
	<b>All students (n=18,144)</b>	<b>Group</b>			<b>McGill University (n=564)</b>
		<b>1 (n=5,612)</b>	<b>2 (n=7,916)</b>	<b>3 (n=4,616)</b>	
<b>Gender</b>					
Male	40%	34%	40%	44%	32%
Female	60%	66%	60%	56%	68%
Other	<1%	<1%			
<b>Age at beginning of year</b>					
20 and under	8%	6%	7%	10%	26%
21 to 22	53%	46%	57%	52%	61%
23 to 24	20%	22%	20%	19%	9%
25 to 29	12%	16%	9%	12%	4%
30 and above	7%	10%	7%	6%	1%
Average age	23.6	24.4	23.4	23.2	21.4
<b>Marital status</b>					
Single	64%	59%	65%	65%	73%
In a relationship	26%	25%	26%	26%	24%
Married or common-law	10%	16%	9%	9%	3%
<b>Children</b>					
Yes	5%	8%	5%	4%	1%
- Under 5 years old	2%	4%	2%	2%	<1%
- 5 to 11 years old	2%	4%	2%	2%	<1%
- 12 years old or older	2%	3%	2%	2%	
<b>Citizenship</b>					
Canadian citizen	89%	92%	89%	86%	80%
International student	7%	5%	6%	8%	15%
Permanent resident	5%	3%	5%	5%	5%
<b>Visible minority*</b>					
Total self-identified	32%	24%	36%	33%	43%
<b>Aboriginal**</b>					
Total self-identified	4%	6%	3%	4%	1%
* "Visible minority" includes respondents who self-identified as belonging to a group other than "Aboriginal", "Inuit", "Métis", or "White".					
** "Aboriginal" includes respondents who self-identified as "Aboriginal".					

**Difference by age.** As expected, older students are more likely to report having children and being married/common-law.

## 2.2 Disabilities

Overall, 17% of graduating students self-identify as having a disability. The most common disabilities reported by students are mental health (8%), vision impairment (3%), and attention deficit (3%).

Among those with a disability, 31% say their disability requires accommodation from their university, with those with a learning disability (62%) being most likely to say their disability requires accommodation. The least likely of those are those with a vision impairment (9%), perhaps indicating that students who require glasses may have indicated having a vision impairment.

Among those who require accommodation for their disability, 61% say the accommodation was adequate, while just 9% say it was not adequate. Students at Group 1 universities (70%) are more likely than those attending Group 2 (64%) or Group 3 (54%) universities to say the accommodations are adequate.

<b>Table 7: Disabilities</b>					
	<b>All students (n=18,144)</b>	<b>Group</b>			<b>McGill University (n=564)</b>
		<b>1 (n=5,612)</b>	<b>2 (n=7,916)</b>	<b>3 (n=4,616)</b>	
<b>Disability</b>					
Total self-identified	17%	16%	18%	16%	18%
<b>Require accommodation*</b>					
Yes	31%	29%	31%	32%	33%
<b>Accommodation is adequate**</b>					
Yes	61%	70%	64%	54%	48%
Partly	30%	23%	31%	32%	36%
No	9%	7%	6%	14%	15%
* The proportion is out of those who identify as having a disability.					
** The proportion is out of those who identify as having a disability that requires accommodation.					

### 2.3 Living arrangements

As Table 8 shows, a majority of students live on their own, most commonly renting their accommodations either off campus (52%) or on campus (3%). Slightly less than 4 in 10 (37%) graduating students live with parents, guardians, or relatives. Among those not currently living on campus, just 18% say they would prefer to live on campus if they had the choice.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
In rented housing off-campus (shared or alone)	52%	41%	56%	54%	62%
With parents, guardians, or relatives	37%	41%	34%	37%	33%
In personally-owned home	6%	10%	6%	5%	2%
In on-campus housing	3%	5%	3%	2%	2%
Other	2%	2%	1%	2%	<1%

*Difference by age.* The older a student is, the more likely they are to report living in a personally-owned home and less likely to be living with parents, guardians, or relatives.

### 2.4 Main method of commuting to campus

Graduating students most commonly take public transportation (42%) to campus, although about 1 in 3 use a vehicle, more often driving alone (27%) than with others (5%). Many students also report walking to campus (21%).

Likely based on where the universities are located, students in Group 3 (49%) and Group 2 (45%) universities are more likely than those in Group 1 (25%) universities to use public transportation. They are also more likely to walk, with 26% of Group 3 students reporting most often walking compared to 20% of Group 2 and 15% of Group 1 students. Conversely, Group 1 (48%) students are more likely to drive alone to universities than Group 2 (25%) or Group 3 (17%) students.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Public transportation	42%	25%	45%	49%	44%
Vehicle (alone)	27%	48%	25%	17%	4%
Walk	21%	15%	20%	26%	47%
Vehicle (with others)	5%	8%	5%	5%	1%
Bicycle	2%	1%	2%	2%	3%
Other	<1%	<1%	<1%	<1%	<1%
Don't attend campus	1%	2%	2%	<1%	<1%

*Difference by age.* The older a student is, the more likely they are to report driving to school alone, and less likely to take public transportation or walk.

## 2.5 Parents' education

Just over 1 in 10 (13%) graduating students are first-generation students. That is, neither parent had any post-secondary education. In contrast, over half (53%) of students had at least one parent who completed a university or professional school degree or higher.

Although there is very little difference among groups and the proportion of students that are first-generation, the proportion of students who had a least one parent graduate from university (or higher) is much higher among Group 3 (60%) students compared to Group 2 (52%) or Group 1 (42%) students; however, this difference falls just below the criteria for statistical significance.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
High school or less	13%	16%	14%	10%	6%
Some college or university	11%	14%	11%	10%	7%
College, CEGEP, or technical school graduate	20%	25%	21%	18%	6%
University or professional school graduate	35%	30%	35%	38%	45%
Graduate degree	18%	12%	17%	22%	35%
Other	<1%	<1%	<1%	<1%	<1%

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

**Difference by visible minority.** Although it falls just below the threshold for statistical significance, visible minority students (17%) are more likely than non-minority (11%) students to be first-generation university students.

**Difference by age.** The older a student is, the greater probability the student is a first-generation student. Just 8% of those 20 and younger are first-generation students, and this proportion increases across age groups up to 31% of those 30 and older.

### 3.0 Academic history

#### 3.1 Academic profile

The academic profile in Table 11 shows the following:

- ▶ About 82% of students are studying full time.
- ▶ About 59% of students began at their current university in 2011 or later; however, 48% began their post-secondary studies in that time period, which indicates that many students started their education at another institution before graduating from their current university.
- ▶ About 1 in 5 (19%) students say they have transferred to their university from another post-secondary institution, with a similar proportion saying they interrupted their studies for one or more terms (22%). The most common reasons students report for interrupting their studies are for employment (7%), financial reasons (5%), or illness (4%). Group 1 (26%) students are more likely to have transferred from another institution than students from Group 2 (19%) or Group 3 (16%) universities, although the differences are not statistically significant.
- ▶ Most students report an average grade of B- or higher, with 34% reporting an average grade of A- or higher in university. Very few (less than 1%) report an average grade of D or F. There is very little difference in the grades of students who are studying full or part time in their last year of studies, as 35% of those who are studying full time report a grade of A- or higher compared to 30% of those who are studying part time.

<b>Table 11: Academic profile</b>					
	<b>All students (n=18,144)</b>	<b>Group</b>			<b>McGill University (n=564)</b>
		<b>1 (n=5,612)</b>	<b>2 (n=7,916)</b>	<b>3 (n=4,616)</b>	
<b>Course load</b>					
Full-time	82%	87%	81%	80%	89%
Part-time	18%	13%	19%	20%	11%
<b>Year began post-secondary studies</b>					
2013 or later	1%	2%	2%	<1%	1%
2012	8%	6%	4%	13%	26%
2011	39%	37%	41%	38%	39%
2010	29%	29%	35%	21%	21%
2009	11%	12%	10%	12%	8%
2008 or earlier	12%	13%	9%	15%	5%
<b>Year began studies at this university</b>					
2013 or later	5%	7%	6%	4%	3%
2012	14%	11%	8%	21%	42%
2011	40%	37%	40%	43%	43%
2010	25%	25%	32%	18%	9%
2009	8%	11%	8%	6%	1%
2008 or earlier	8%	9%	7%	7%	1%
<b>Transferred from other institution</b>					
Yes	19%	26%	19%	16%	14%
<b>Interrupted studies for one or more terms</b>					
Yes	22%	25%	21%	21%	9%
<b>Reported university grade</b>					
A-, A, or A+	34%	35%	32%	35%	44%
B-, B, or B+	54%	54%	56%	52%	51%
C-, C, or C+	12%	10%	11%	13%	5%
D	<1%	<1%	<1%	<1%	
F	<1%	<1%	<1%	<1%	<1%

**Differences by age.** There are several statistically significant differences by students' age, as shown below.

- ▶ The older a student is, the more likely they are to be attending university part time. The proportion of full-time students decreases from 92% of those 20 and younger attending full time to just 58% of those 30 and older.
- ▶ Older students are also more likely to have transferred from another institution (rising from 5% of those 20 and younger to 35% of those 30 and older) and interrupted their studies (rising from 3% of those 20 and younger to 55% of those 30 and older).
- ▶ Grades are related to age, but the pattern is not linear. The proportion of students reporting an average grade of A- or higher drops from 42% of those 20 and under down to 26% of those 23 to 24 before increasing back to 44% of those 30 and older.

**Difference by parental education.** First-generation students tend to have similar academic grades as those whose parent(s) had at least some post-secondary education, as 29% of first-generation students report an average grade of A- or higher compared to 35% of students who are not first generation.

### 3.2 Work and learning program experience

More than half (55%) of graduating students say they have been involved in some type of work and learning program experience. Although the total proportions are similar across group, the percentage within various types differs, likely due to differences in the language used to define these experiences at each university.

Students in a work and learning program have much higher grades than those who did not participate in a program. About 39% of those who participated in such a program report grades of A- or higher compared to 28% of those who did not participate in a program.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Any experience	55%	52%	59%	51%	51%
- Practicum	16%	26%	16%	12%	11%
- Work experience	16%	12%	16%	18%	21%
- Service learning	15%	14%	16%	15%	12%
- Co-op	14%	7%	20%	12%	3%
- Internship (unpaid)	9%	6%	9%	11%	17%
- Internship (paid)	7%	6%	6%	8%	18%

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

### 3.3 Delays in completion of program

Overall, slightly more than 1 in 3 students (36%) say that they experienced some type of delay in completing their program at their university. Most commonly it was because a *required course was not available* (18%), although 7% also mention *elective courses not being available*. Of interest, 12% of students mention that their grades delayed the completion of their courses on time, yet less than 1% of students reported an average grade of D or lower.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Any delay	36%	38%	35%	37%	29%
- Required courses not available	18%	19%	17%	17%	10%
- Grades	12%	9%	12%	13%	11%
- Financial issues	8%	10%	8%	8%	5%
- Elective courses not available	7%	8%	7%	8%	5%
- Other	10%	10%	8%	11%	11%

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



## 4.0 Student activities

### 4.1 Involvement in campus activities

In the past year, students involvement in campus activities (often or very often) ranged from 1 in 5 who *participated in student clubs* (11% very often) or *on-campus student recreational and sports programs* (8% very often) to fewer than 1 in 10 *attended home games of university athletic teams* (3% very often), *participated in student government* (3% very often), or *attended campus cultural events* (2% very often).

Table 14: Involvement in campus activities since last September (% often or very often)					
	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Participated in student clubs	22%	19%	21%	23%	37%
Participated in on-campus student recreational and sports programs	18%	14%	20%	18%	23%
Attended campus social events	14%	13%	14%	16%	22%
Attended public lectures and guest speakers on campus	10%	11%	9%	10%	13%
Attended home games of university athletic teams	8%	9%	9%	6%	6%
Participated in student government	7%	4%	5%	11%	13%
Attended campus cultural events	7%	7%	6%	8%	10%

**Difference by age.** The older a student is, the less likely he or she is to participate in *student clubs* often or very often. The proportion of students who participated in *student clubs* often or very often drops from 31% of those 20 and younger to 7% of those 30 and older.

## 4.2 Involvement in community service and volunteer activities

Overall, about half of graduating students (51%) volunteered at least occasionally on or off campus since September 2014, including 25% of students who participate often or very often in *community service or volunteer activities*.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Participated in on/off-campus community service/volunteer activities	25%	24%	25%	26%	32%
Participated in off-campus community service/volunteer activities	20%	19%	19%	20%	25%
Participated in on-campus community service/volunteer activities	13%	12%	14%	13%	15%

Among those who participate in volunteer activities, the typical student spends about five hours a week volunteering; however, just 11% of students overall spend more than five hours per week volunteering.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
None	49%	51%	50%	48%	41%
1 or 2	22%	23%	21%	22%	24%
3 to 5	17%	16%	17%	18%	23%
6 or more	11%	11%	12%	11%	12%
Average hours (all respondents)	2.4	2.2	2.5	2.4	2.8
Average hours (those who participate)	4.7	4.5	4.9	4.7	4.7

**Difference by age.** The older a student is, the less likely that he or she is to spend any time engaging in any hours for volunteering. About 59% of those 20 and under spend at least some time per week volunteering; however, the proportion steadily drops to 32% of those 30 and older.

### 4.3 Study patterns

On average, students spend about 32 hours a week on their academic work, almost evenly split between time spent in class (15 hours per week, on average) and out of class (18 hours per week, on average).

<b>Table 17: Study patterns</b>					
	<b>All students (n=18,144)</b>	<b>Group</b>			<b>McGill University (n=564)</b>
		<b>1 (n=5,612)</b>	<b>2 (n=7,916)</b>	<b>3 (n=4,616)</b>	
<b>Hours spent per week in scheduled classes and labs</b>					
10 or fewer	30%	34%	31%	27%	17%
11 to 15	39%	38%	38%	40%	47%
16 to 20	18%	14%	18%	19%	23%
21 to 30	10%	10%	10%	9%	9%
More than 30	4%	4%	4%	4%	3%
Average number of hours	14.5	14.1	14.4	14.9	15.8
<b>Hours spent per week on academic work outside of classes and labs</b>					
10 or fewer	39%	43%	38%	37%	27%
11 to 15	17%	16%	16%	19%	18%
16 to 20	17%	16%	17%	16%	18%
21 to 30	16%	15%	16%	17%	22%
More than 30	12%	10%	13%	11%	15%
Average number of hours	17.9	16.6	18.4	18.0	21.0
<b>Total hours spent per week on academic work in and out of class</b>					
15 or fewer	14%	16%	14%	12%	5%
16 to 20	11%	12%	11%	10%	8%
21 to 30	28%	29%	27%	28%	29%
31 to 40	22%	20%	21%	24%	28%
More than 40	25%	22%	26%	25%	30%
Average number of hours	32.4	30.6	32.8	32.9	36.7

**Difference by university grades.** On average, the lower a students' university grade, the less time they spend on academic activities overall. Specifically, those with an A- or higher average spend 35.5 hours per week on academic activities (in and out of class) compared to 31.1 hours for those with a B-, B, or B+ average and 29.2 hours for those with a C+ or lower average. This difference is largely due to a difference in time spent on academic activities outside of class, as time spent decreases as grade decreases — from 20.8 hours for those with an A- or higher average down to 14.9 hours for those with a C+ or lower average.

**Difference by age.** Likely due to the fact that older students are more likely to be studying part time, results show that the older a student is, the less time they spend in classes and labs, dropping from 15.9 hours per week for those 20 and younger to 11.2 hours for those 30 and older. However, the time spent outside of class on academic work is virtually the same across age groups, indicating that older students are spending a greater ratio of time outside of class to in class than younger students.

## 5.0 Current employment

Almost 6 in 10 (59%) graduating students are currently employed, with about 15% being employed on campus (10% exclusively on campus and 5% employed both on and off campus). Although not statistically significant, Group 1 (68%) students are more likely to be employed than Group 2 (56%) and Group 3 (57%) students.

Among those who are currently employed, results show the following:

- ▶ The typical student works about 18 hours a week, although 7 in 10 report working 20 or fewer hours per week.
- ▶ Students are more likely to say their employment has a negative (42%) impact than positive (22%) impact on their academic performance, although 37% say it has no impact.

<b>Table 18: Employment status</b>					
	<b>All students (n=18,144)</b>	<b>Group</b>			<b>McGill University (n=564)</b>
		<b>1 (n=5,612)</b>	<b>2 (n=7,916)</b>	<b>3 (n=4,616)</b>	
<b>Currently employed</b>					
Yes, both on and off campus	5%	6%	4%	4%	3%
Yes, on campus	10%	9%	10%	11%	15%
Yes, off campus	44%	53%	41%	42%	29%
No, but seeking work	14%	12%	15%	15%	17%
No, not seeking work	27%	20%	29%	28%	37%
<b>Number of hours worked per week*</b>					
10 or less	32%	31%	33%	33%	49%
11 to 20	39%	36%	39%	41%	39%
21 to 30	16%	18%	15%	16%	10%
Over 30	12%	14%	13%	10%	2%
Average	18.0	18.7	18.1	17.3	13.1
<b>Impact of employment on academic performance*</b>					
Very positive	7%	7%	7%	7%	5%
Somewhat positive	15%	14%	15%	15%	14%
No impact	37%	35%	36%	39%	45%
Somewhat negative	39%	41%	39%	37%	34%
Very negative	3%	3%	3%	3%	2%
* Only students who are currently employed were asked how many hours they work per week and whether their employment has an impact on their academic performance.					

***Difference by university grades.*** Although the proportion of students who are employed is virtually identical by university grades, the average time students work per week increases as their grades decrease, from 15.9 hours per week for those with an average grade of A- or higher to 21.0 hours per week for those with an average grade of C or lower. Not surprisingly, those with a higher grade are less likely to say their work has a negative impact on their academics, dropping from 54% of those with a C or lower to 33% of those with an A- or higher.

***Difference by age.*** Older students are more likely to be employed and work more hours per week than younger students. The proportion of students who are employed ranges from 55% of those 20 and younger to 66% of those 30 and older. In addition, the average hours worked increases from 14.3 hours per week for those 20 and younger up to 27.4 hours for those 30 and older. This work appears to have a negative impact for older students, as the proportion who say work had a somewhat or very negative impact on their academic performance increases from 33% of those 20 and younger to 50% of those 30 and older (although the difference is not statistically significant).

***Average hours worked by impact on education.*** Those who report their work has a negative impact, report working more hours than those who say work has a positive or no impact. For those who say their work has a positive impact, students report working about 17 hours per week. This compares to about 20 hours per work for those who say it has a *somewhat negative impact* and 25 hours for those who say it has a *very negative impact*.

## 6.0 Educational experiences

### 6.1 Perceptions of professors

Students rated their level of agreement with a series of statements about their professors. Most students report having had positive experiences with university faculty. At the high end, more than 9 in 10 graduating students agree with the following:

- ▶ *Most of my professors seem knowledgeable in their fields* (43% strongly agree)
- ▶ *Most of my professors treat students the same regardless of race* (59% strongly agree)
- ▶ *Most of my professors treat students the same regardless of gender* (58% strongly agree)
- ▶ *Most of my professors are reasonably accessible outside of class* (23% strongly agree)
- ▶ *Most of my professors encourage students to participate in class discussions* (31% strongly agree)

At the lower end, about 7 in 10 graduating students agree with the following:

- ▶ *Most of my professors provide useful feedback on my academic work* (13% strongly agree)
- ▶ *Most of my professors take a personal interest in my academic progress* (14% strongly agree)
- ▶ *Most of my professors provide prompt feedback on my academic work* (11% strongly agree)

Generally, students indicate similar experiences with professors across groups, with the exception of the three lowest rate aspects. For these three, Group 1 students are more likely to agree with each statement than Group 2 or Group 3 students.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Seem knowledgeable in their fields	97%	97%	97%	97%	98%
Treat students the same regardless of race*	95%	96%	95%	95%	95%
Treat students the same regardless of gender*	95%	95%	94%	95%	95%
Are reasonably accessible outside of class	93%	96%	93%	93%	90%
Encourage students to participate in class discussions	91%	95%	90%	90%	86%
Are fair in their grading	88%	92%	88%	86%	83%
Are well-organized in their teaching	85%	89%	84%	84%	77%
Communicate well in their teaching	85%	91%	84%	83%	79%
Are consistent in their grading	84%	88%	83%	84%	79%
Look out for students' interests*	84%	89%	83%	82%	76%
Treat students as individuals, not just numbers	84%	92%	84%	78%	71%
Are intellectually stimulating in their teaching	79%	86%	78%	75%	73%
Provide useful feedback on academic work	72%	83%	73%	64%	49%
Take a personal interest in academic progress	69%	81%	70%	60%	51%
Provide prompt feedback on academic work	67%	78%	70%	56%	38%

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

## 6.2 Ability to evaluate teaching

Overall, almost all students say they *were given the chance to evaluate the quality of teaching in their courses*, including 71% who say they were able to evaluate the teaching in all their courses.

Although it falls below the threshold for statistical significance, Group 3 (76%) students were more likely than Group 2 (70%) and Group 1 (65%) students to indicate that they were able to evaluate the teaching in all their courses.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
All courses	71%	65%	70%	76%	86%
Most courses	21%	23%	22%	19%	11%
Some courses	7%	11%	7%	4%	3%
No courses	<1%	<1%	<1%	<1%	

## 6.3 Satisfaction with quality of teaching

Among graduating students, almost 9 in 10 agree that they are *generally satisfied with the quality of teaching they received*, including 21% who strongly agree. Although not statistically significant, Group 1 (29%) students are more likely than Group 2 or Group 3 (19% each) to strongly agree with this statement.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Strongly agree	21%	29%	19%	19%	19%
Agree	65%	62%	66%	66%	59%
Disagree	10%	5%	11%	12%	17%
Strongly disagree	4%	4%	4%	3%	5%

**Difference by university grades.** As students' university grades decrease, they are less likely to strongly agree that *generally, they are satisfied with the quality of teaching they received*. About 27% of those with an average university grade of A- or higher strongly agree compared with 19% of those with a B-, B, or B+ average and just 13% of those with a C+ or lower average. Although informative, the difference is just below the threshold for statistical significance.

## 6.4 Perceptions of staff

About 8 in 10 graduating students agree that *most university support staff are helpful* (24% strongly agree) and 7 in 10 agree that *most teaching assistants in my academic program are helpful* (16% strongly agree).

	<b>All students (n=18,144)</b>	<b>Group</b>			<b>McGill University (n=564)</b>
		<b>1 (n=5,612)</b>	<b>2 (n=7,916)</b>	<b>3 (n=4,616)</b>	
Most university support staff are helpful*	82%	86%	84%	76%	64%
Most teaching assistants are helpful*	73%	81%	73%	70%	68%

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



## 7.0 University's contribution to students' growth and development

### 7.1 Contribution to communication skills

Among the four communication skills rated, universities contributed most to students' growth and development *writing clearly and correctly* (27% very much) and *speaking to small groups* (26% very much). They contributed least to *second or third language skills* (8% very much).

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Writing clearly and correctly	63%	73%	64%	57%	46%
Speaking to small groups	63%	72%	63%	57%	52%
Speaking to a class or audience	56%	68%	56%	50%	39%
Second or third language skills	20%	18%	17%	25%	27%

### 7.2 Contribution to analytical and learning skills

Among the eight analytical and learning skills students assessed their university's contribution, students indicated that universities contributed most to *ability to find and use information* (32% very much) and *thinking logically and analytically* (30% very much).

Students rated their university as contributing least (among the analytical and learning skills) to *mathematical skills* (11% very much).

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Ability to find and use information	75%	79%	75%	73%	70%
Thinking logically and analytically	73%	77%	74%	69%	66%
Understanding abstract concepts	63%	67%	63%	60%	60%
Listening to others to absorb information accurately	61%	65%	60%	59%	52%
Reading to absorb information accurately	61%	65%	60%	59%	53%
Thinking creatively to find ways to achieve an objective	60%	67%	62%	53%	46%
Effective study and learning skills	57%	62%	57%	55%	54%
Mathematical skills	32%	31%	33%	31%	30%

**Difference by gender.** Although it falls just below the threshold for statistical significance, male (40%) students are more likely than female (26%) students to say that their university contributed much or very much to their *mathematical skills*.

### 7.3 Contribution to working skills

Students' perceptions of their university's contribution to their working skills varied greatly, depending on the skill. For instance, about 3 in 4 say their university contributed much or very much to *working independently* (36% very much), while just 2 in 10 say their university contributed much or very much to *entrepreneurial skills* (7% very much).

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

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Working independently	75%	75%	75%	74%	77%
Cooperative interaction in groups	61%	68%	63%	55%	49%
Skills for planning and completing projects	59%	65%	59%	55%	52%
Skills and knowledge for employment	43%	50%	45%	37%	30%
Computer literacy skills	42%	45%	45%	37%	32%
Knowledge of career options	38%	44%	40%	32%	25%
Entrepreneurial skills	22%	26%	23%	19%	13%

### 7.4 Contribution to life skills

The ten skills (deemed “life skills”) shown in Table 26, vary in terms of students' perceptions of the contribution their university made to each. At the upper end, at least 6 in 10 students say their university contributed much or very much to several skills, including *ability to interact with people from backgrounds different than their own* (27% very much), *dealing successfully with obstacles to achieve an objective* (20% very much), *time management skills* (24% very much), and *persistence with difficult tasks* (21% very much).

On the lower end, fewer than 2 in 10 say their university contributed much or very much to their *spirituality* (6% very much).

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

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Ability to interact with people from backgrounds different from your own	64%	68%	66%	60%	63%
Dealing successfully with obstacles to achieve an objective	63%	67%	64%	59%	57%
Time management skills	61%	65%	62%	57%	55%
Persistence with difficult tasks	60%	64%	61%	57%	57%
Ability to evaluate your own strengths and weaknesses	58%	66%	59%	53%	46%
Self-confidence	52%	60%	53%	45%	37%
Moral and ethical judgment	51%	60%	51%	47%	40%
Ability to lead a group to achieve an objective	50%	58%	52%	43%	36%
Appreciation of the arts	32%	38%	32%	29%	32%
Spirituality	17%	23%	17%	14%	12%

## 7.5 Most important areas

Among the 29 areas students rated their university's contribution, students were asked to rank the top three most important areas their university should be contributing. Table 27 shows the percentage of students who ranked each in their top three choices (among those selected by at least 10% of students).

Results indicate that *thinking logically and analytically* (46%) is ranked in the top three by almost half of students, more than doubling the next most ranked area (*skills and knowledge for employment* and *time management skills* at 21% each). In fact, it was selected first by 29% of students, whereas the next highest area was selected by 10% of students.

Table 27: Most important areas for university to contribute					
	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Thinking logically and analytically	46%	46%	46%	45%	42%
Skills and knowledge for employment	21%	21%	21%	21%	19%
Time management skills	21%	21%	22%	20%	20%
Dealing successfully with obstacles to achieve an objective	20%	20%	20%	21%	24%
Self-confidence	19%	20%	19%	19%	20%
Thinking creatively to find ways to achieve an objective	16%	15%	16%	17%	20%
Ability to find and use information	15%	15%	15%	14%	14%
Writing clearly and correctly	15%	15%	14%	14%	14%
Moral and ethical judgment	11%	14%	10%	11%	13%
Cooperative interaction in groups	10%	10%	11%	9%	9%
Effective study and learning skills	10%	10%	9%	10%	11%

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

## 8.0 Evaluation of student experiences

### 8.1 Satisfaction with university experiences

Students rated their satisfaction with several aspects of their university experience. Students were most satisfied with their *personal safety on campus* (32% very satisfied) as more than 9 in 10 said they were satisfied. Meanwhile, students were least satisfied with *the availability of information about career options in their study area* (11% very satisfied).

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Personal safety on campus	92%	93%	91%	93%	97%
Your university commitment to environmental sustainability	81%	86%	79%	80%	76%
Opportunities to develop lasting friendships	80%	83%	80%	79%	74%
Opportunities to become involved in campus life	77%	78%	77%	77%	80%
Opportunities to enhance your education through activities beyond the classroom (e.g., undergraduate research, service-learning, students exchange)	70%	74%	70%	68%	66%
Opportunities to participate in international study or student exchanges	68%	69%	69%	67%	69%
Availability of information about career options in your area of study	58%	61%	60%	55%	51%

### 8.2 Meeting students' expectations

Overall, the majority (59%) of graduating students say that their experiences *met their expectations*, while 23% say their university experiences *exceeded their expectations*. Few (18%) say their experiences *fell short*. Group 1 (33%) students are more likely than Group 2 (24%) and Group 3 (17%) students to say their university *exceeded their expectations*, and less likely to say their university *fell short of their expectations*.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Exceeded	23%	33%	24%	17%	17%
Met	59%	55%	59%	61%	51%
Fell short	18%	12%	17%	22%	32%

### 8.3 Satisfaction with concern shown by student as an individual

Almost 6 in 10 graduating students say they are satisfied with the *concern shown by the university for them as an individual*, although just 10% are very satisfied. Among the approximately 4 in 10 who are dissatisfied, 13% are dissatisfied.

Perhaps because Group 1 institutions tend to have smaller student populations, students are more likely to be satisfied with the *concern shown by the university for them as an individual* than those at Group 2 or Group 3 institutions.

**Table 30: Satisfaction with concern shown by the university for student as an individual**

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Very satisfied	10%	16%	9%	6%	3%
Satisfied	48%	55%	49%	44%	34%
Dissatisfied	29%	22%	29%	33%	37%
Very dissatisfied	13%	7%	13%	17%	26%

### 8.4 Satisfaction with decision to attend this university

Almost 9 in 10 graduating students are satisfied with *their decision to attend their university*, including 34% who are very satisfied. Among the 1 in 10 who are dissatisfied, just 3% are very dissatisfied.

**Table 31: Satisfaction with decision to attend this university**

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Very satisfied	34%	40%	33%	31%	33%
Satisfied	55%	53%	55%	56%	51%
Dissatisfied	8%	6%	8%	10%	12%
Very dissatisfied	3%	2%	3%	3%	5%

## 8.5 Overall quality of education at this university

Overall, more than 8 in 10 say they are satisfied with the *overall quality of education at their university*, including 23% who are very satisfied.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Very satisfied	23%	30%	22%	20%	25%
Satisfied	63%	61%	63%	63%	52%
Dissatisfied	12%	7%	12%	15%	18%
Very dissatisfied	2%	2%	3%	3%	4%

## 8.6 Value for money

Although students are satisfied with the overall quality of their education, for many the value for the cost of their education may be an issue, as about 2 in 3 agree that they *received good value for their money at their university*. This includes 15% who strongly agree. Conversely, about 1 in 3 disagree, including 9% who strongly disagree.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Strongly agree	15%	18%	12%	17%	26%
Agree	53%	56%	51%	52%	49%
Disagree	24%	20%	27%	23%	19%
Strongly disagree	9%	7%	10%	8%	6%

## 8.7 Feel as if they belong at this university

About 8 in 10 agree that they *feel as if they belong at this university*, including 24% who strongly agree. Among the 2 in 10 who disagree, just 6% strongly disagree.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Strongly agree	24%	28%	23%	21%	26%
Agree	54%	55%	55%	53%	47%
Disagree	17%	13%	17%	19%	18%
Strongly disagree	6%	4%	6%	7%	9%

## 8.8 Recommend university to others

Overall, 88% of graduating students would *recommend their university to others*.

Table 35: Recommend university to others					
	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Would recommend	88%	92%	87%	87%	83%
Would not recommend	12%	8%	13%	13%	17%

## 9.0 Educational goals

### 9.1 Change majors or programs since beginning studies

Since beginning their post-secondary studies, 37% of graduating students have changed their major or program of studies at some point.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Yes	37%	37%	34%	39%	35%
No	63%	63%	66%	61%	65%

### 9.2 Post-graduation plans

Graduating students are more likely to be applying to graduate school (38%) than a professional program (23%). Of interest, the proportion applying professional schools is similar among groups, yet the proportion applying to graduate school is higher among large Group 3 institutions (42%) than smaller Group 1 institutions (33%), perhaps due to the fact that many Group 1 institutions do not have graduate programs (or as many options for graduate programs). Although interesting, the difference is not statistically significant.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
<b>Apply to professional program</b>					
Yes	22%	23%	21%	24%	26%
No	55%	52%	57%	53%	53%
Unsure	23%	25%	22%	23%	21%
<b>Apply to graduate school</b>					
Yes	38%	33%	36%	42%	49%
No	30%	32%	32%	27%	20%
Unsure	32%	35%	32%	31%	31%

*Difference by university grades.* As students' grades increase, they are more likely to say expect to apply to graduate school, up from 21% of those with a C+ or lower average to 49% of those with an A- or higher average.

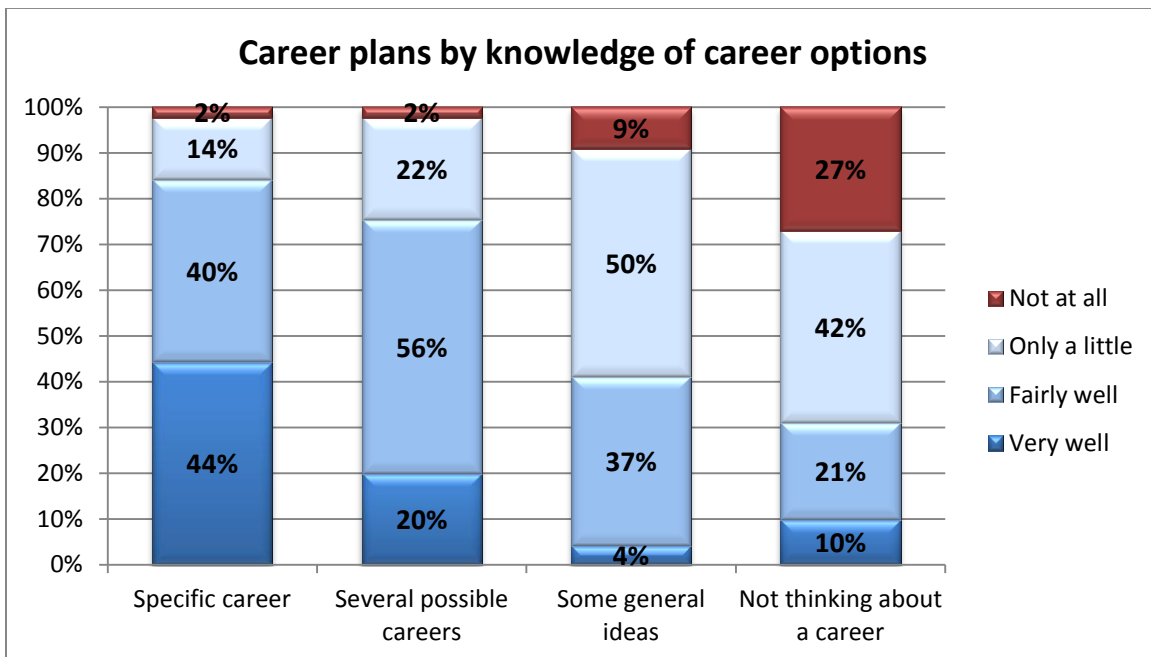


### 9.3 Career planning

Overall, 37% of graduating students have a specific career in mind, while another 38% have several possible careers. About 7 in 10 students say they know their career options at least fairly well, with 25% saying they know their options very well.

Description of career plans	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
<b>Description of career plans</b>					
I have a specific career in mind	37%	42%	37%	33%	32%
I have several possible careers in mind	38%	36%	38%	39%	40%
I have some general ideas but I need to clarify them	24%	21%	24%	26%	26%
I am not thinking about a career at this stage of my studies	2%	1%	1%	2%	2%
<b>How well students know career options</b>					
Very well	25%	30%	26%	21%	19%
Fairly well	45%	44%	46%	44%	43%
Only a little	26%	23%	24%	30%	32%
Not at all	4%	3%	4%	5%	5%

The figure below shows that those who have a specific career or several possible careers in mind are more likely than those with only a general idea or not thinking about their career to say they know their options very well.



**Difference by participation in work and study program.** Of those who participated in a work or study program (31%) they are about twice as likely as those who did not participate in a program (18%) to say they know their career options very well.

## 9.4 Steps taken for employment post-graduation

Almost all graduating students have taken at least one step to prepare for employment or a career after graduation, most often these steps are informal, such as *talking with friends* (78%), *parents* (77%), or *professors* (51%) about career options. Among more concrete behaviours, about 3 in 4 *have a resume or CV* (76%), while about half have *worked in their chosen field of employment* (45%).

**Table 39: Steps taken to prepare for employment or career after graduation**

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Talked with friends about employment/career	78%	78%	78%	78%	85%
Talked with parents/family about employment/career	77%	76%	77%	77%	84%
Created resume/curriculum vitae	76%	70%	76%	80%	90%
Talked with professors about employment/career	51%	58%	51%	48%	50%
Worked in chosen field of employment	45%	43%	46%	45%	47%
Volunteered in chosen field of employment	36%	38%	37%	35%	37%
Attended an employment fair	35%	37%	35%	35%	42%
Met with a career counsellor	22%	21%	21%	23%	32%
Created an e-portfolio	18%	17%	18%	18%	18%
I have a career mentor	9%	9%	8%	10%	11%
None	3%	4%	3%	3%	2%

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

**Difference by university grades.** Students with higher grades are more likely to report that they *talked with professors about employment/career*, as the proportion increases from 33% of those with a C+ or lower grade to 62% of those with an A- or higher grade.

**Differences by age.** As might be expected, given that older students are more likely to be working in their final year, they are less likely to have talked with *parents/family* or *friends* about employment.

## 10.0 Satisfaction with facilities and services

### 10.1 General facilities and services

As Table 40 shows that some services are used by graduating students more often than others. For instance, the most commonly used resources are *electronic library resources* (78%) and *on-campus bookstores* (71%) and, while few report *university residences* (6%).

Given that Group 1 students tend to drive to campus more often than students in other groups, it might be expected that they are most likely to have used *parking facilities* (52% compared to 39% of Group 2 and 27% of Group 3 students).

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Library electronic resources	78%	81%	77%	77%	80%
On-campus bookstores	71%	76%	69%	70%	71%
Food services	58%	63%	61%	53%	54%
On-campus library	55%	57%	52%	58%	66%
Athletic facilities	42%	37%	46%	41%	51%
Parking	38%	52%	39%	27%	5%
Online campus bookstores	32%	33%	33%	32%	25%
Campus medical services	26%	18%	27%	29%	28%
Facilities for university-based social activities	16%	14%	16%	17%	25%
Other recreational facilities	16%	17%	17%	14%	16%
Facilities for student associations	16%	14%	14%	18%	29%
Computing services help desk	14%	17%	14%	13%	10%
University residences	6%	7%	6%	4%	6%

*Difference by age.* The younger a student is, the more likely they are to use *athletic facilities*.

Among those who used the service, Table 41 shows very little difference in the satisfaction of general facilities and services, with the exception of *parking facilities*, which only 42% are satisfied with. The differentiator among these services is the proportion that are very satisfied with each service. When these proportions are examined, results show students are most satisfied with *library electronic resources* (39%), *campus medical services* (35%) *on-campus library* (35%), and *athletic facilities* (30%), and least satisfied with *food services* (11%) and *parking facilities* (6%).

	All students	Group			McGill University
		1	2	3	
Library electronic resources	96%	95%	96%	96%	96%
On-campus library	95%	94%	95%	96%	97%
Other recreational facilities	93%	94%	93%	93%	98%
Facilities for university-based social activities	91%	93%	92%	90%	87%
Computing services help desk	91%	91%	91%	91%	82%
Online campus bookstores	91%	91%	91%	92%	90%
Athletic facilities	89%	89%	90%	89%	94%
Facilities for student associations	88%	89%	87%	88%	83%
Campus medical services	88%	90%	91%	84%	69%
On-campus bookstores	87%	87%	87%	86%	86%
University residences	83%	84%	86%	78%	86%
Food services	70%	67%	72%	68%	64%
Parking	42%	43%	42%	41%	68%

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

## 10.2 Academic services

With the exception of *academic advising* (of which 42% have used), between 5% and 9% provide a rating of academic services shown in Table 42.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Academic advising	42%	50%	39%	41%	51%
Co-op offices and supports	9%	5%	10%	9%	3%
Tutoring	6%	5%	5%	6%	7%
Writing skills	7%	9%	7%	7%	5%
Study skills and learning supports	5%	5%	6%	4%	3%

Among those who have used the academic service, students report very high levels of satisfaction, ranging from 80% to 90% who report being satisfied or very satisfied. Even when only very satisfied responses are examined, results are very similar, with proportions ranging from 26% to 30%.

**Table 43: Satisfaction with academic services (% satisfied or very satisfied)**

	All students	Group			McGill University
		1	2	3	
Writing skills	90%	93%	89%	88%	89%
Study skills and learning supports	89%	90%	91%	86%	89%
Tutoring	88%	90%	88%	87%	88%
Co-op offices and supports	82%	82%	81%	84%	100%
Academic advising	80%	82%	83%	75%	67%

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

### 10.3 Special services

As the name implies, special services are those that tend to be created for specific groups of students, although often are accessible for all students. Use of these special services ranges from 30% for use of *financial aid* to 1% for use of *services for First Nations students*.

**Table 44: Use of special services**

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Financial aid	30%	30%	34%	26%	20%
Employment services	16%	14%	18%	15%	19%
Career counselling	15%	13%	16%	15%	24%
Personal counselling	10%	9%	11%	10%	16%
Advising for students who need financial aid	7%	9%	6%	6%	9%
Services for international students	5%	4%	5%	6%	7%
Services for students with disabilities	5%	5%	5%	5%	7%
Services for First Nations students	1%	2%	1%	1%	<1%

Satisfaction with special services is very high, with at least 79% of those who used the service saying there are satisfied or very satisfied with it. However, there are some noticeable differences among the proportion reporting they are very satisfied, ranging from 46% for *services for students with disabilities* to 20% for *employment services*.

**Table 45: Satisfaction with special services (% satisfied or very satisfied)**

	All students	Group			McGill University
		1	2	3	
Services for First Nations students	91%	91%	92%	88%	100%
Services for international students	90%	91%	88%	91%	88%
Services for students with disabilities	87%	94%	86%	86%	82%
Financial aid	83%	87%	84%	81%	82%
Personal counselling	83%	87%	84%	78%	69%
Employment services	81%	85%	81%	79%	77%
Career counselling	80%	85%	82%	76%	73%
Advising for students who need financial aid	79%	83%	80%	75%	76%

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

## 11.0 Financing post-secondary education

### 11.1 Credit cards

About 92% of graduating students report they have at least one credit card, including 31% who say they have two or more. Among those students who have credit cards, about 77% report they pay off their balance each month and, as such, their current credit card balance is zero; however, when asked what their current credit card balance is, just 33% say it is zero. Among those with an unpaid balance the average credit card debt students have is \$2,224.

Although differences in credit card use fall below the threshold for statistical significance, results indicate that Group 1 students are less likely than Group 2 or Group 3 students to regularly pay off their credit card debt and hold higher levels of credit card debt on average.

<b>Table 46: Credit cards</b>					
	<b>All students (n=18,144)</b>	<b>Group</b>			<b>McGill University (n=564)</b>
		<b>1 (n=5,612)</b>	<b>2 (n=7,916)</b>	<b>3 (n=4,616)</b>	
<b>Number of credit cards</b>					
None	8%	9%	7%	7%	8%
One	62%	62%	60%	63%	65%
Two	19%	18%	19%	18%	19%
Three or more	12%	11%	13%	11%	8%
Average number	3.7	3.9	3.1	4.3	2.5
<b>Regularly pay off balance each month*</b>					
Yes	77%	71%	78%	81%	90%
<b>Total credit card balance*</b>					
Zero	33%	29%	32%	36%	37%
\$500 or less	41%	40%	42%	41%	45%
\$501 to \$1,000	12%	12%	13%	10%	11%
Over \$1,000	14%	18%	13%	13%	7%
Average (all with credit card)	\$752	\$1,009	\$731	\$632	\$357
Average (those with unpaid balance)	\$2,224	\$2,654	\$2,076	\$2,049	\$1,419

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

**Difference by age.** The older a student is, the more likely they are to have at two or more credit cards (increasing from 24% of those 20 and younger to 52% of those 30 and older). Younger students are also more likely to pay off their balance each month, with 89% of those 20 and younger saying they pay their last balance compared to 58% of those 30 and older. Among those with credit card debt, the average debt also increases with age from \$1002 (20 and younger) to \$5099 (30 and older).

## 11.2 Debt sources

We asked students to identify the repayable debt they have incurred from financing their university education, which was defined as money students had acquired to help finance their education that they owe and will have to pay back.

Half of students report owing money to at least one of the four sources tested, although some sources are more common than others. As Table 47 shows, 40% report debt from government student loans, which is about three times as much as those who report debt from financial institutions (15%) or parents or family (13%).

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Any debt	50%	53%	53%	44%	32%
Government student loans	40%	42%	45%	35%	27%
Loans from financial institutions	15%	16%	14%	15%	7%
Loans from parents/family	13%	14%	14%	11%	7%
Debt from other sources	5%	7%	5%	4%	3%

Among all graduating students, the average education-related debt at the time of the survey is about \$13,331. When we consider only those who report having any debt, the average amount doubles to about \$26,819.

Looking at the debt among students who report debt from that source shows that not only do students rely on government student loans more often, they also account for the highest levels of debt at \$23,550. Loans from financial institutions, although used by just 15% of graduating students, account for \$14,729 in debt, indicating that those who do use these loans rely on them fairly heavily. Students also have a fair amount of debt from family and friends (\$10,165), but not to the same degree as government student loans or loans from financial institutions.

Among those with debt, Group 1 (\$29,367) students tend to carry more debt on average than Group 2 (\$27,484) and Group 3 (\$24,195) students. The driver of this difference appears to be government student loans, as the average debt from the other three sources is very similar across university groups.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
<b>Average total debt</b>					
All respondents	\$13,331	\$15,571	\$14,663	\$10,617	\$6,621
Those with debt	\$26,819	\$29,367	\$27,484	\$24,195	\$20,747
<b>Average among those with these sources</b>					
Government student loans	\$23,550	\$27,332	\$24,036	\$20,312	\$17,742
Loans from financial institutions	\$14,729	\$14,674	\$14,360	\$15,146	\$14,154
Loans from parents/family	\$10,165	\$9,834	\$10,808	\$9,501	\$9,588
Debt from other sources	\$5,816	\$6,206	\$5,781	\$5,504	\$5,700



Although the average amount owed (among those with debt) was almost \$27,000, the distribution of total student debt tends to skew towards those with \$20,000 or more in debt. Indeed, among those reporting debt, students with \$20,000 or more in debt make up 58%, but they make up just 29% of all graduating students.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
No debt	50%	47%	47%	56%	68%
Less than \$5,000	4%	4%	4%	4%	4%
\$5,000 to \$9,999	5%	6%	5%	6%	5%
\$10,000 to \$14,999	6%	6%	6%	7%	5%
\$15,000 to \$19,999	5%	4%	5%	5%	3%
\$20,000 or more	29%	33%	33%	23%	15%

**Differences by age.** As students get older, the average debt level (among those reporting debt) increases steadily from \$22,505 for those 20 and younger to \$36,135 for those 30 and older. Also, as students get older, they are more likely to report acquiring debt from financial institutions (increasing from 6% of those 20 and younger to 25% of those 30 and older).

## 11.3 Sources of university funding

### 11.3.1 Use of sources

We asked students to indicate which of 11 different sources they are using to fund their current year of university education. The most common source is *parents, family or spouse* (60%), with many also using earnings from *current* (49%) or *summer* (44%) employment. The proportion who use *government loans or bursaries* (41%) are in line with the proportion that had debt from government student loans (40%), as shown in Table 50.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Parents, family, or spouse	60%	55%	58%	65%	80%
Earnings from current employment	49%	56%	47%	47%	37%
Earnings from summer work	44%	50%	43%	43%	48%
Government loan or bursary	41%	41%	45%	35%	29%
University scholarship, financial award, or bursary	33%	40%	34%	29%	23%
RESP	15%	13%	16%	14%	18%
Loans from financial institution	12%	13%	11%	11%	7%
Co-op program, internship, and other practical experiences related to program	11%	5%	15%	10%	5%
Investment income	5%	5%	5%	5%	5%
Other	4%	5%	4%	4%	2%



**Difference by visible minority.** Students who self-identify as a member of a visible minority (30%) are less likely than those who do not (52%) to indicate they rely on *earnings from summer work* to pay for the current year of university.

**Difference by university grades.** As might be expected, students with an average university grade of A- or higher (53%) are about two to three times more likely than those with an average grade of B-, B, or B+ (25%) or C+ or lower (16%) to say they have received *university scholarship, financial award, or bursary*.

**Difference by age.** The older a student is, the less likely they are to be financing their education through *parents, family and spouse* (decreasing from 76% of those 20 and younger to 33% of those 30 and older), *earnings from summer work* (decreasing from 51% of those 20 and younger to 17% of those 30 and older), and *RESPs* (decreasing from 21% of those 20 and younger to 1% of those 30 and older).

Most students do not just rely on one source to finance their education. In fact, the average number of sources reported is about three, with more than half relying on three or more sources.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
One	23%	21%	21%	25%	28%
Two	23%	23%	23%	25%	26%
Three	26%	25%	26%	25%	24%
Four or more	28%	32%	30%	25%	22%
Average	2.7	2.8	2.8	2.6	2.5

**Difference by visible minority.** On average, visible minority students require fewer sources to fund their current year than non-minority students. Visible minority students use 2.5 sources on average compared to 2.9 sources for non-minority students. Further evidence is that 30% of visible minority students report using only one source to fund their current year, versus 19% of non-visible minority students (although this difference is not statistically significant).

### 11.3.2 Average financing

Overall, students required \$15,798 of financing for their current year of university education. The largest single sources of financing, based on their average amount, include the following:

- ▶ *Co-op program, internship, and other practical experiences related to program* (\$9,838)
- ▶ *Government loan or bursary* (\$7,961)
- ▶ *Loans from financial institutions* (\$7,955)
- ▶ *Earnings from current employment* (\$7,420)
- ▶ *Parents, family, or spouse* (\$6,504)

Worth noting is that the average amount contributed by each source is not perfectly in line with the proportion who report using each source. For example, just 11% use *co-op program, internship, and other practical experiences related to program*, but it provides the highest average amount to those using that source. Conversely, the most used source was *parents, family, or spouse*, yet it contributed about the same as several other sources.

Although Group 1 students tended to take on more debt than Group 2 or Group 3 students, it does not appear that they require significantly more to finance their education, as the average amount is very similar across groups.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
<b>All respondents</b>					
Overall	\$15,798	\$16,219	\$16,232	\$15,095	\$14,352
<b>Average among those with these sources (among those using source)</b>					
Co-op program, internship, and other practical experiences related to program	\$9,838	\$7,417	\$11,077	\$8,577	\$8,788
Government loan or bursary	\$7,961	\$8,475	\$8,224	\$7,259	\$6,440
Loans from financial institution	\$7,955	\$7,443	\$7,342	\$8,912	\$9,923
Earnings from current employment	\$7,420	\$8,148	\$7,052	\$7,322	\$4,366
Parents, family, or spouse	\$6,504	\$5,816	\$6,885	\$6,462	\$8,529
Earnings from summer work	\$5,107	\$5,417	\$5,161	\$4,846	\$3,892
RESP	\$4,164	\$4,242	\$4,082	\$4,220	\$5,560
Investment income	\$3,370	\$2,994	\$2,619	\$4,335	\$3,539
University scholarship, financial award, or bursary	\$2,567	\$2,405	\$2,367	\$2,940	\$3,861
Other	\$8,479	\$10,518	\$9,604	\$6,003	\$5,567

**Difference by visible minority.** Although non-minority students required more sources to fund their current year, the average amount required by non-minority (\$16,215) and visible minority (\$15,028) students is very similar.

**Difference by age.** As age increases, the average amount students require to finance their current year of education increases, from \$13,991 for those 20 and younger to \$24,603 for those 30 and older. This result is somewhat puzzling, given that older students are less likely to be studying full time, and therefore, would assume that it would require less financing to pay for courses and associated costs. However, it is likely that older students may have considered other expenses, such as living expenses, as what they pay to finance their education.

## 12.0 Post-graduation educational plans

### 12.1 Plans for additional schooling

Overall, 70% of graduating students expect to take some type of education within the next five years, most often pursuing *graduate schools* (53%).

**Table 53: Future education plans within next five years**

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Take further education	70%	67%	68%	75%	84%
- Graduate school	53%	47%	51%	59%	71%
- A professional program (e.g., law)	28%	27%	25%	30%	36%
- Further undergraduate studies	17%	20%	15%	18%	13%
- Community college or CEGEP	8%	7%	11%	6%	2%
- Technical/vocational school	6%	7%	7%	6%	5%
- Other formal education	12%	14%	13%	11%	10%

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

**Difference by university grades.** Getting better grades seems to be related to increased desire for further education, as 79% of those with an A- or higher average plan on taking further education compared to 68% of those with a B+, B, or B- average and 57% of those with a C+ or lower average.

Overall, 13% of students plan on pursuing graduate schooling at their current university, while 5% plan on pursuing further undergraduate studies or a professional program at their university.

**Table 54: Plan to take further education at current university**

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Graduate school	13%	7%	12%	16%	14%
Further undergraduate studies	5%	6%	4%	7%	2%
A professional program (e.g., law)	5%	3%	3%	8%	6%

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

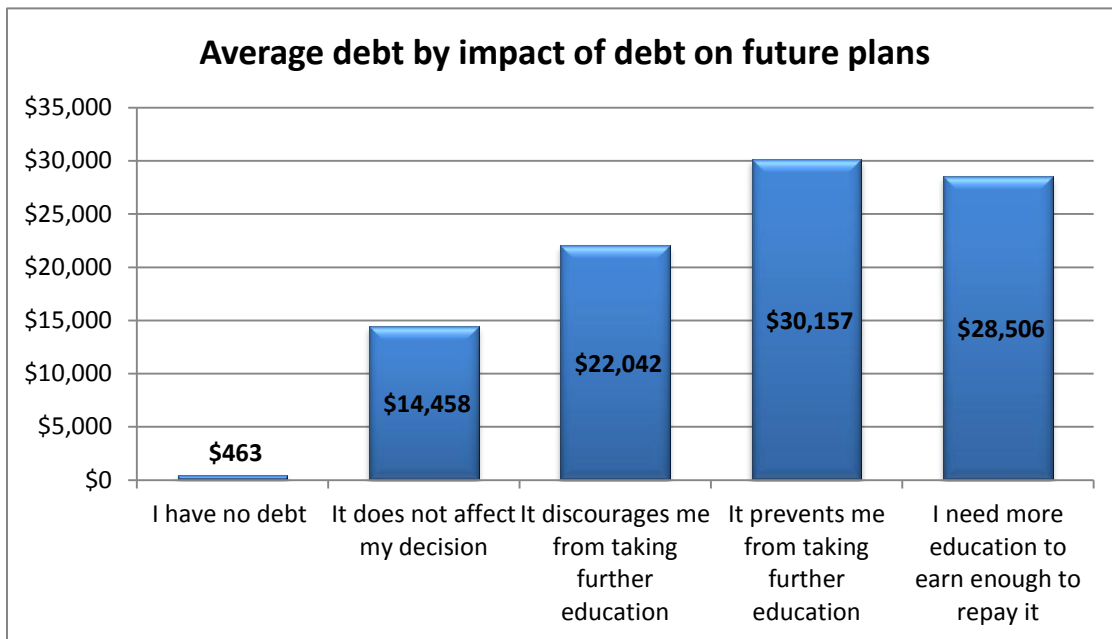
## 12.2 Impact of debt on future education

Debt plays a role in students' decisions about future education, as about 4 in 10 students say debt has some impact, either *discouraging them from taking more education* (23%), *preventing them from taking more education* (9%), or *encouraging them because they need more education to repay their debt* (8%). Although Group 1 and Group 2 students tended to report higher levels of debt than students attending a Group 3 university, it does not seem to have much impact on their decision to take further education after graduating, as results are very similar across groups.

**Table 55: Impact of debt on future education in year after graduation**

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
I have no debt	39%	35%	35%	45%	56%
It does not affect my decision	21%	21%	21%	21%	18%
It discourages me from taking further education	23%	26%	26%	19%	15%
It prevents me from taking further education	9%	11%	11%	7%	5%
I need more education to earn enough to repay it	8%	7%	7%	8%	6%

The figure below shows that students' perception of the impact of debt is highly correlated with their debt; students with the highest average debt levels are those who say *their debt prevents them from taking further education*, at over \$30,150 in average debt. Also, those who say they need to take more education to repay their debt have similar debt levels at about \$28,500. Thus, it appears that those with the highest debt levels either make a decision to work in order to start repaying their debt or try to take more education to increase their salary potential in order to repay their debt.



## 13.0 Employment plans

### 13.1 Profile of post-graduation employment

Overall, 31% of students have employment arranged for work after graduating. Among those with employment arranged, results show the following:

- ▶ About half say their job requires a degree, including 38% who say it required their specific degree.
- ▶ About 2 in 3 say their job is at least moderately related to the skills and knowledge they acquired, including 44% who say their job is strongly related.
- ▶ About 95% are working in Canada, 67% are working full time, 58% are permanent, 30% are working a new job, and 5% are self-employed.

Table 56: Post-graduation employment					
	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
<b>Have employment arranged</b>					
Yes	31%	34%	31%	30%	22%
No, looking for work	57%	58%	59%	55%	55%
No, not looking for work	12%	8%	10%	16%	23%
<b>Degree requirements*</b>					
Requires specific degree	38%	34%	36%	43%	47%
Requires any degree	16%	12%	18%	16%	20%
Degrees help, but not required	21%	25%	21%	19%	15%
Does not require degree	25%	29%	25%	22%	18%
<b>Relation to skills and knowledge learned*</b>					
Strongly	44%	42%	41%	47%	47%
Moderately	20%	19%	22%	18%	20%
Slightly	15%	15%	15%	14%	18%
Not at all	21%	22%	20%	21%	16%
Not sure	<1%	<1%	<1%	<1%	
<b>Employment status*</b>					
Full-time	67%	66%	70%	66%	72%
Part-time	26%	26%	23%	29%	22%
Several part-time	7%	8%	7%	6%	6%
<b>Self-employed*</b>					
Yes	5%	5%	5%	5%	4%
<b>Permanent or temporary*</b>					
Permanent	58%	61%	57%	56%	58%
Temporary with end date	20%	17%	21%	21%	22%
Temporary without end date	23%	22%	22%	23%	20%
<b>Continuation of previous employment*</b>					
New job	30%	29%	29%	31%	33%
Continuation of job while in program	48%	46%	49%	48%	46%
Continuation of job before program	22%	25%	22%	21%	21%
<b>Job in Canada*</b>					
Yes	95%	97%	93%	95%	84%

\* Out of those who have employment arranged

**Difference by university grades.** As students university grades increase, they are more likely to say their current job is *strongly related to the knowledge and skills they learned in university*, up from 25% of those with a C+ or lower average to 51% of those with an A- or higher.

**Differences by age.** The older a student is the more likely they are to report their job was a continuation of a previous job (70% of those 20 and younger to 81% of those 30 and older) and is a permanent job (increasing from 44% of those 20 and younger to 82% 30 and older).

### 13.2 Earnings

The typical student expects to be making about \$6,941 per month after graduating (over \$83,000 annually). However, the average is likely skewed by some high reported incomes, as the median income is a more reasonable \$3,000 per month (or \$36,000 annually). The differences the average monthly incomes between groups is quite noticeable, yet again, are likely skewed by outliers, as the median incomes are all relatively similar.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Less than \$2,000	19%	19%	18%	20%	18%
\$2,000 to \$2,999	14%	14%	14%	14%	9%
\$3,000 to \$4,999	18%	19%	20%	16%	13%
\$5,000 to \$7,499	8%	10%	9%	7%	8%
\$7,500 or more	8%	6%	9%	9%	13%
Average monthly earnings	\$6,941	\$5,271	\$6,807	\$8,227	\$9,937
Median monthly earnings	\$3,000	\$3,000	\$3,000	\$2,700	\$3,550
Out of those who have employment arranged					

**Difference by age.** As students get older, they report a higher monthly income. The average salary among those 20 and under is \$4,810 per month and increases to \$9,567 for those 30 and older. Outliers do not appear to be an issue with these groups, as the median income also increases across age groups from \$2,000 among those 20 and under to \$4,000 among those 30 and older.

### 13.3 Satisfaction with employment

Overall, over 8 in 10 graduating students who have employment arranged for after graduation are satisfied with the employment they have arranged, including 28% who are very satisfied.

	All students (n=18,144)	Group			McGill University (n=564)
		1 (n=5,612)	2 (n=7,916)	3 (n=4,616)	
Very satisfied	28%	28%	29%	29%	37%
Satisfied	54%	54%	54%	53%	48%
Dissatisfied	13%	15%	14%	11%	10%
Very dissatisfied	5%	4%	3%	7%	5%
Out of those who have employment arranged					

### 13.3.1 Factors related to satisfaction with employment

Table 59 shows that those who are very satisfied with their arranged employment are more likely to say their job is *strongly related to the skills and learned in university, full time, permanent, or a new job* than those who are less than very satisfied. Of interest, the relationship among satisfaction and these four factors is not linear — that is, the proportion among each group does not consistently decrease. The proportion who are very dissatisfied tend to report higher levels of their job being *strongly related to the skills and learned in university, full time, permanent, or a new job* than those who are dissatisfied or satisfied. Also, although those who are very satisfied report the highest average monthly salary, those who are very dissatisfied report similar or higher salaries than those who are satisfied or dissatisfied. This seems to indicate that students’ dissatisfaction with their employment is related to something other than aspects measured on this survey.

**Table 59: Factors related to satisfaction with employment (among those employed)**

	<b>Strongly related to skills and knowledge</b>	<b>Full-time job</b>	<b>Permanent</b>	<b>New job</b>	<b>Average monthly salary</b>
Overall	44%	67%	58%	30%	\$6,941
Very satisfied	66%	84%	72%	38%	\$10,802
Satisfied	40%	64%	53%	29%	\$5,717
Dissatisfied	13%	47%	46%	16%	\$3,438
Very dissatisfied	28%	62%	59%	26%	\$5,729

**Appendix A – 2015 CUSC-CCREU Survey**



**CUSC**

**Canadian University  
Survey Consortium**

**CCREU**

**Consortium Canadien de Recherche  
sur les Étudiants Universitaires**



## 2015 Survey of Graduating Students

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

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

All of your responses are confidential.

**grad1** Do you expect to graduate in 2015?

- Yes, in the Spring
- Yes, in the Fall
- Expect to graduate after 2015
- Do not expect to graduate

### Academic history

**hist1** In what year did you begin your postsecondary studies? Year: \_\_\_\_\_

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

**hist3** Have you transferred to <university name> from another postsecondary institution?  
Yes  No

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

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

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

**hist5** No

**hist6** Yes, due to illness

**hist7** Yes, for financial reasons

**hist8** Yes, to have/raise children

**hist9** Yes, required to withdraw by the university

**hist10** Yes, for employment

**hist11** Yes, for other family reasons

**hist12** Yes, to travel

**hist13** Yes, for other reasons (please specify):

**hist13txt** \_\_\_\_\_

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

- |        |                                                                                                 |                          |
|--------|-------------------------------------------------------------------------------------------------|--------------------------|
| hist14 | Co-op                                                                                           | <input type="checkbox"/> |
| hist15 | Work experience                                                                                 | <input type="checkbox"/> |
| hist16 | Practicum                                                                                       | <input type="checkbox"/> |
| hist17 | Internship (unpaid)                                                                             | <input type="checkbox"/> |
| hist18 | Internship (paid)                                                                               | <input type="checkbox"/> |
| hist19 | Service learning (community service or<br>volunteer activities recognized by the<br>university) | <input type="checkbox"/> |
| hist20 | None of the above                                                                               | <input type="checkbox"/> |

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

- |           |                                |                          |
|-----------|--------------------------------|--------------------------|
| hist21    | Required courses not available | <input type="checkbox"/> |
| hist22    | Elective courses not available | <input type="checkbox"/> |
| hist23    | Grades                         | <input type="checkbox"/> |
| hist24    | Financial issues               | <input type="checkbox"/> |
| hist25    | Other (please specify):        | <input type="checkbox"/> |
| hist25txt | _____                          |                          |
| hist26    | None of the above              | <input type="checkbox"/> |

## Activities

Since last September how often have you ...

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

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

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

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

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

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

## Employment

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

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

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

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

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

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

## Professors

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

	<b>Most of my professors ...</b>	Strongly disagree	Disagree	Agree	Strongly agree	
prof1	are reasonably accessible outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
prof2	take a personal interest in my academic progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
prof3	treat students as individuals, not just numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
prof4	encourage students to participate in class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
prof5	are well organized in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
prof6	seem knowledgeable in their fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
prof7	communicate well in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
prof8	are intellectually stimulating in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
prof9	provide useful feedback on my academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
prof10	provide prompt feedback on my academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
prof11	are fair in their grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
prof12	are consistent in their grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<b>Most of my professors ...</b>	Strongly disagree	Disagree	Agree	Strongly agree	No basis for opinion
prof13	treat students the same regardless of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof14	treat students the same regardless of race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof15	look out for students' interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Yes, all courses	Yes, most courses	Yes, some courses	No courses	
prof16	Were you given the chance to evaluate the quality of teaching in your courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

		Strongly disagree	Disagree	Agree	Strongly agree
prof17	Generally, I am satisfied with the quality of teaching I have received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Staff

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

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

## Growth and development

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

		None	Very little	Some	Much	Very much
dv11	Thinking logically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv12	Mathematical skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv13	Dealing successfully with obstacles to achieve an objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv14	Thinking creatively to find ways to achieve an objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv15	Understanding abstract concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv16	Speaking to small groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv17	Speaking to a class or audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv18	Writing clearly and correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv19	Reading to absorb information accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv110	Listening to others to absorb information accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv111	Ability to find and use information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv112	Second or third language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv113	Skills for planning and completing projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv114	Effective study and learning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv115	Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv116	Cooperative interaction in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv117	Computer literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv118	Persistence with difficult tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv119	Entrepreneurial skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv120	Skills and knowledge for employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv121	Ability to lead a group to achieve an objective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv122	Knowledge of career options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv123	Self-confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv124	Ability to evaluate your own strengths and weaknesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dv125	Ability to interact with people from backgrounds different from your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

dvl26	Appreciation of the arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dvl27	Spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dvl28	Time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dvl29	Moral and ethical judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Regardless of how well you think your university did, which three do you think are the most important? dvl1st \_\_\_\_\_ dvl2nd \_\_\_\_\_ dvl3rd \_\_\_\_\_

### Expectations and experience

		Exceeded	Met	Fallen short
exp18	Has <university name> exceeded, met or fallen short of your expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Overall evaluation

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

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
eval1	opportunities to develop lasting friendships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval2	availability of information about career options in your area of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval3	concern shown by the university for you as an individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval4	the overall quality of the education you have received at this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval5	opportunities to enhance your education through activities beyond the classroom (e.g., undergraduate research, service-learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval13	Opportunities to participate in international study or student exchanges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval6	opportunities to become involved in campus life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval7	personal safety on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval8	your university's commitment to environmental sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval9	your decision to attend this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate your level of satisfaction or dissatisfaction with the following statements.

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

eval12 Would you recommend <university name> to others? Yes  No   
 [If eval12 eq "No" branch to eval12txt, otherwise branch to Goal Development section.]  
 Why wouldn't you recommend <university name>?  
 eval12txt \_\_\_\_\_

**Goal development**

goal2 Have you changed your major or program of study since you began your postsecondary studies? Yes  No

After you have completed your undergraduate studies do you intend to:  
 goal3 apply to a professional program (e.g., Medicine, Law, etc.) Yes  No  Unsure   
 goal4 apply to graduate school Yes  No  Unsure

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

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

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

- goal7 Talked with professors about employment/career
- goal8 Talked with parents/family about employment/career
- goal9 Talked with friends about employment/career
- goal10 Created resume or curriculum vitae (CV)
- goal11 Created an e-portfolio (an inventory of skills, abilities and experience maintained on the web)
- goal12 Attended an employment fair
- goal13 Met with a career counsellor
- goal14 Worked in my chosen field of employment
- goal15 Volunteered in my chosen field of employment
- goal16 I have a career mentor
- goal17 None of the above



## Services

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

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

## Finances

- fin1 How many credit cards do you have? \_\_\_\_\_ [If < 0 branch to fin2, otherwise to Debt.]
- fin2 Do you usually pay off the whole balance every month? Yes  No
- fin3 What is the most recent unpaid balance on all of your cards? \$ \_\_\_\_\_

## Debt

- debt Have you acquired repayable debt to finance your university education? Yes  No

By repayable debt, we mean money you owe and have to pay back. We are interested in repayable debt that is directly helping to finance you university education, such as tuition, fees, books, but also might include basic living expenses that are incurred while attending university.

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

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

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

## Income

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

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

**Post-graduation education plans**

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

[If edplan eq “Yes” branch to edplan1-1, otherwise branch to edplan7.]

	edplan1-1 to edplan6-1	edplan1-2 to edplan6-2	edplan1-3 to edplan3-3		
	1 <sup>st</sup> year after graduation	2 to 5 years after graduation	Do you plan to take any of the following at your current university?		
			Yes	No	Not sure
<u>Please select all that apply:</u>					
Further undergraduate study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A professional program (e.g., law)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community college/cegep	<input type="checkbox"/>	<input type="checkbox"/>			
Technical/vocational school	<input type="checkbox"/>	<input type="checkbox"/>			
Other formal education	<input type="checkbox"/>	<input type="checkbox"/>			

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

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

edplan1txt

\_\_\_\_\_

–

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

What other university is your preferred choice for graduate school?

edplan2txt

\_\_\_\_\_

–

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

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

edplan3txt

\_\_\_\_\_

–

[If any of edplan1-1 through edplan6-1 are checked branch to edplan7, otherwise branch to emplan1]

edplan7

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

- I have no debt
- It does not affect my decision
- It discourages me from taking further education
- It prevents me from taking further education
- I need more education to earn enough to repay it

## Post-graduation employment

emplan1 Do you have employment arranged for after you graduate later this year?  
Yes   
No, I am looking for work   
No, I am not looking for work

[If emplan1 = "Yes" branch to emplan2, otherwise branch to Living Arrangements.]  
emplan2 Does your job require a degree?  
it requires my specific degree   
it requires a degree but isn't specific   
a degree is a help but is not required   
a degree doesn't matter

emplan3 Is your job related to the knowledge and skills you learned in your studies at <university name>?  
Not at all                      Slightly                      Moderately                      Strongly                      Not sure  
                                                                                                                                                       

emplan4 Is your employment  
a full time job   
a part time job   
several part time jobs

emplan5 Will you have an employer  or be self-employed ?

emplan6 Is your job  
permanent, as far as you know   
temporary, with a definite end date   
temporary, without a definite end date

emplan7 Is your job  
new to you   
continuation of a job you found while in your program   
continuation of a job you had before you started your program

- emplan8 What is the main way you found your job?
- workplace experience in your program (co-op, internship, practicum, etc.)
  - other employer contact through your program
  - job fair or recruiters at your university
  - university career or employment centre
  - external career or employment centre/agency
  - a jobs web site (e.g., CareerBeacon.com, Workopolis.com, etc.)
  - professor(s)
  - family
  - friends
  - direct contact with the employer
  - other way (please specify:)

emplan8txt \_\_\_\_\_

What are your anticipated gross monthly earnings from your job, before deductions for taxes and other things? If you have several jobs arranged include the total for all of them.

emplan9 Monthly gross earnings: \$ \_\_\_\_\_ Unsure

emplan10 Is your job in Canada? Yes  No

[If emplan10 eq "Yes" branch to emplan11, otherwise branch to emplan12]

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

[Branch to emplan12]

emplan11txt In which country: \_\_\_\_\_

emplan12 How satisfied or dissatisfied are you with your post-graduation employment?

Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Living arrangements

live1 Where are you currently living?

In on-campus housing (university residence, dorm, etc.)

With parents, guardians or relatives

In rented off-campus housing shared with others

In rented off-campus housing on your own

In a home you own

livetxt Other (please specify): \_\_\_\_\_

[If live1 <> "In on-campus housing" branch to live2, otherwise branch to live3]

live2 Would you prefer to live in on-campus housing if you had the choice?

Yes  No

live3 What is your marital status? Single

Married or common law

In a relationship other than married or common law

live4 Do you have children? Yes  No

[If live4 eq "Yes" branch to live5, otherwise branch to Commuting section.]

live5 How many up to age 5? \_\_\_\_\_

live6 How many age 5 to 11? \_\_\_\_\_

live7 How many 12 or older? \_\_\_\_\_

## Commuting

comm1 At present, what method of transportation do you use most often to get to campus?

Vehicle (alone)

Vehicle (with others or in a car pool)

Public transportation

Walk

Bicycle

Other (please specify):

commtxt \_\_\_\_\_

Don't attend the campus

## Disability

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

		Do you require accommodation for learning?	Is the accommodation at your university adequate?		
			Yes	Partly	No
Mobility	dis1 <input type="checkbox"/>	acom1 yes <input type="checkbox"/>	needs1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing	dis2 <input type="checkbox"/>	acom2 yes <input type="checkbox"/>	needs2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speech	dis3 <input type="checkbox"/>	acom3 yes <input type="checkbox"/>	needs3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision impairment	dis4 <input type="checkbox"/>	acom4 yes <input type="checkbox"/>	needs4 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning	dis5 <input type="checkbox"/>	acom5 yes <input type="checkbox"/>	needs5 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Head injury	dis6 <input type="checkbox"/>	acom6 yes <input type="checkbox"/>	needs6 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other physical disability	dis7 <input type="checkbox"/>	acom7 yes <input type="checkbox"/>	needs7 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attention deficit disorder	dis8 <input type="checkbox"/>	acom8 yes <input type="checkbox"/>	needs8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	dis9 <input type="checkbox"/>	acom9 yes <input type="checkbox"/>	needs9 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify:)	dis10 <input type="checkbox"/>	acom10 yes <input type="checkbox"/>	needs10 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
distxt _____ I do not have a disability					
	dis11 <input type="checkbox"/>				

## Parental educational attainment

What is the highest level of education your mother and father have completed?

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

## Ethnicity

Are you ... (check all that apply)

- |        |                                                                          |                          |
|--------|--------------------------------------------------------------------------|--------------------------|
| eth1   | Aboriginal (e.g., status, non-status, Métis, Inuit)                      | <input type="checkbox"/> |
| eth2   | Arab (e.g., Saudi, Egyptian, etc.)                                       | <input type="checkbox"/> |
| eth3   | Black                                                                    | <input type="checkbox"/> |
| eth4   | Chinese                                                                  | <input type="checkbox"/> |
| eth5   | Filipino                                                                 | <input type="checkbox"/> |
| eth6   | Japanese                                                                 | <input type="checkbox"/> |
| eth7   | Korean                                                                   | <input type="checkbox"/> |
| eth8   | Latin American                                                           | <input type="checkbox"/> |
| eth9   | South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)             | <input type="checkbox"/> |
| eth10  | Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.) | <input type="checkbox"/> |
| eth11  | West Asian (e.g., Afghan, Iranian, etc.)                                 | <input type="checkbox"/> |
|        | White/Caucasian                                                          | <input type="checkbox"/> |
| eth12  | Other (please specify:)                                                  | <input type="checkbox"/> |
| ethtxt | _____                                                                    |                          |

[If eth1 is checked branch to ab1, otherwise branch to the Comments section.]

Which of the following describes your Aboriginal background?

- |     |                          |                          |
|-----|--------------------------|--------------------------|
| ab1 | First Nations status     | <input type="checkbox"/> |
| ab2 | First Nations non-status | <input type="checkbox"/> |
| ab3 | Metis                    | <input type="checkbox"/> |
| ab4 | Inuit                    | <input type="checkbox"/> |
| ab5 | Other                    | <input type="checkbox"/> |



## Comments

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

**negativ** Looking back on your experiences as a student, what aspects of your experience at <university name> have been most negative? How could we have helped or done a better job?

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**positiv** Looking back on your experiences as a student, what aspects of your experience at <university name> have been most positive?

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