**CANADIAN UNIVERSITY
SURVEY CONSORTIUM**

**2016 *FIRST-YEAR*
UNIVERSITY STUDENT SURVEY**

McGILL UNIVERSITY

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:

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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.

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

5. LIMITATIONS ON THE USE OF DATA

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.

6. REQUIREMENTS FOR CONFIDENTIALITY

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

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

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 2016 *First-Year Student Survey* marks the 22nd cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). The 2016 survey involved 34 universities and almost 15,000 first-year university students from across Canada.

Profile of first-year students

The demographic profile of first-year students shows the following:

► First-year students tend to be Canadian citizens (88%), female (66%), and 18 years old (64%). Many self-identify as a member of a visible minority (40%), while few self-identify as Aboriginal (3%).

► About 22% self-identify as having a disability; among those with a disability, it is most often a mental health issue (12%).

► Many first-year students live in on-campus housing (40%), and among those who do not live in on-campus housing, 33% would like to if given the opportunity.

► Just 11% of first-year students are first-generation students — that is, neither parent had any post-secondary education. Conversely, 20% have at least one parent/guardian who completed a graduate degree.

Motivation for attending university

When asked to select the most important reason for why they decided to attend university, *preparing for a specific job or career* (44%) was the most important reason. However, two other non-job related aspects land in the top five, and include *to apply what they learn to make a positive difference in society* (10%) and *to satisfy their intellectual curiosity* (7%).

Choosing a university

Overall, 76% of students applied to a university other than the one they are currently attending. On average, they applied to about two other universities. About 17% applied to a college or CEGEP in addition to their current university. Although many students applied elsewhere, 81% said they are attending their first choice.

Students said that, among the 18 aspects explored, *their university has the program they wanted to take* (33%), but also *wanting to live close to home* (16%) and *their program had a work experience program* (12%) were the most important reasons for selecting their university.

In terms of source of information, *visits to campus for an open house* (52%), *their university's website* (50%), and *parents* (46%) were the most important sources of information. At the lower end, *the university's Facebook site* (14%), *university's social media sites* (12%), and *contact with university athletic coaches* (8%) were not rated as being important relative to other aspects.

Orientation and registration

About 68% of first-year students participated in orientation. Among those who participated in orientation, most seemed to be satisfied with aspects related to orientation, and were most satisfied that orientation made them *feel welcome at their university* (93%) and least satisfied with orientation *building their confidence* (77%).

Overall, students seemed to be satisfied with registration, including 84% who were satisfied with *getting into all the courses they wanted* and 78% who were satisfied with the *process of registering for their courses*.

Expectations and experience

First-year students rated 17 experiences as to whether they exceeded, met, or fell below their expectations. Results seem to indicate that students are more likely to be surprised about the academic challenges of university (e.g., *time to put into their coursework* and *how demanding their courses are*) and cost-related aspects (e.g., *cost of going to university* and *debt to complete program*).

When asked to summarize their overall experiences to date, first-year students are slightly more likely to say their university experiences exceeded (23%) rather than fell short (13%) of their expectations. Another 64% said the university met their expectations.

Transition to university

Students found success in many aspects, with many aspects having more than 8 in 10 students saying they have had some or very much success. The two areas where students have found less success are *finding career information* (17% very much) and *becoming involved in campus activities* (14% very much).

Educational experiences

Students rated their satisfaction with various educational experiences:

► Most students reported having had positive experiences with professors. In fact, among 15 aspects of interaction with professors, only three areas (*professors take a personal interest in their academic progress*, *professors provide useful feedback on academic work*, and *professors provide prompt feedback on academic work*) received less than 70% agreement.

► Overall, almost all students said they *were given the chance to evaluate the quality of teaching in their courses*, although fewer than half (47%) said they were able to evaluate the teaching in all their courses.

► Among first-year students, almost 9 in 10 agreed that they are *generally satisfied with the quality of teaching they received*, including 18% who strongly agreed.

Commitment to completion

Several measures were used to gauge students' commitment to completing their programs at their universities.

► Almost all students agreed that they are *willing to put a lot of effort into being successful at university* (50% strongly agreed), which is reflected in the fact that almost as many agreed that they *normally go to all of their classes* (51% strongly agreed). Although students may feel they can put in the effort, about 7 in 10 agreed that they *can deal with stress*, but only 17% strongly agreed. Also, just 6 in 10 agreed that they have *good study habits*, and just 12% strongly agreed.

► Results show that at least 3 in 4 first-year students agreed with the survey's statements about their university education, including that *most of their courses are interesting* (25% strongly agreed), *their course load is manageable* (15% strongly agreed), *they had adequate information about their program from the university before they enrolled* (19% strongly agreed), and *they are in the right program* (32% strongly agreed).

► About 7 in 10 students agreed that a *university degree is worth the cost* (30% strongly agreed) or that *they have the financial resources to complete their program* (20% strongly agreed).

► At the time of the survey, 9 in 10 first-year students *plan to come back to their university next year* including 58% who strongly agreed. Slightly fewer (about 8 in 10) *plan to complete their degree at their university*, including 48% who strongly agreed. Just 9% *plan to transfer to another university next year*, while 5% *plan on going to college/CEGEP next year*.

► About 3 in 4 first-year students agreed that they *feel as if they belong at this university*, including 24% who strongly agreed.

Overall evaluation of student experiences

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

► Almost 3 in 4 first-year students said they are satisfied with the *concern shown by the university for them as an individual*, although just 6% are very satisfied.

► Over 9 in 10 first-year students are satisfied with *their decision to attend their university*, including 25% who are very satisfied.

► Overall, 95% of first-year students would *recommend their university to others*.

Goal development

The following bullets summarize information about students' goals, both for their current and future programs.

► About 73% of first-year students said they had selected their major or discipline.

► At this early point in their university studies, students seem to be equally likely to want to apply to a *professional program* (29%) as *graduate school* (34%), although many seem to be unsure at this point.

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► Overall, 31% of first-year students have a specific career in mind, while another 32% have several possible careers in mind. Despite many having a career (or two) in mind, just 19% said they know their career options very well.

► First-year students have taken few concrete steps to prepare for employment, as most steps involve gathering information from talking with *parents/family* (75%), *friends* (65%), or *professors* (23%). Among more concrete behaviours, 42% *have a resumé or CV*, while about 23% have *volunteered in their chosen field of employment*.

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 used each general service or facility, students are satisfied. Among 13 areas, two have satisfaction ratings below 80%: *parking facilities* (53%) and *food services* (71%).

► **Academic services**. Among those who have used each academic service, students reported very high levels of satisfaction, ranging from 86% to 92%.

► **Special services.** Satisfaction with special services is also very high, with at least 77% of those who used them saying they are satisfied or very satisfied with it. Interestingly, the special services that are used more frequently tend to be those that have a lower proportion of students satisfied, as *financial aid* and *personal counselling* are used most often.

Academic profile

Results show that the majority of first-year students are attending full-time (95%), began their post-secondary studies (83%) or studies at their current university (91%) in the current academic year (83%), did not transfer from another institution (94%), and reported an average grade of B- or higher (79%).

Current employment

Overall, 34% of first-year students are currently employed, most often off campus. Among those who are currently employed, results show that the typical student works about 14 hours per week and about 43% said their employment has a negative impact on their academic performance.

Financing education

About 60% of first-year students reported they have at least one credit card. Among those students who have credit cards, about 88% reported they pay off their balance each month and they carry an average balance of $487.

Overall, 58% of first-year students said they have received a financial award from their university. Among those who received an award, 71% said they would not have been able to attend university without this financial assistance.

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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 22nd 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 years 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
2016	First-year students	34

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 are common to all three surveys and questions that are specific to each group of students. The final questionnaire for the 2016 *First-Year 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 11.7% to 53.6%, with an overall response rate of 25.7%. This yielded 14,886 students who completed the survey.[1]

Table 2: Survey response rate			
University	**Surveys**		**Response rate**
	Distributed	**Completed**	
Brandon University	579	133	23.0%
Brock University	2,916	542	18.6%
Carleton University	4,069	1,017	25.0%
Concordia University	5,669	1,250	22.0%
Concordia University of Edmonton	396	154	38.9%
Dalhousie University	2,329	752	32.3%
Lakehead University	917	346	37.7%
McGill University	5,396	764	14.2%
McMaster University	4,940	675	13.7%
Mount Royal University	1,037	379	36.5%
Nipissing University	597	231	38.7%
Redeemer University College	144	75	52.1%
Ryerson University	1,000	205	20.5%
Saint Mary's University	894	298	33.3%
Simon Fraser University	1,000	499	49.9%
The King's University	181	97	53.6%
Thompson Rivers University	623	275	44.1%
Trent University	1,437	308	21.4%
Trinity Western University	345	124	35.9%
Université de Moncton	616	281	45.6%
Université de Sherbrooke	2,138	695	32.5%
University of King's College	230	84	36.5%
University of Lethbridge	1,000	357	35.7%
University of Manitoba	4,048	885	21.9%
University of New Brunswick (Fredericton)	920	252	27.4%
University of New Brunswick (Saint John)	400	149	37.3%
University of Northern British Columbia	347	153	44.1%
University of Regina	1,500	657	43.8%
University of Saskatchewan	1,944	553	28.4%
University of the Fraser Valley	2,059	241	11.7%
University of Victoria	1,000	287	28.7%
University of Waterloo	2,000	711	35.6%
University of Winnipeg	1,119	353	31.5%
Wilfrid Laurier University	4,139	1,104	26.7%
Total	**57,929**	**14,886**	**25.7%**

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[1]   PRA defined a completed survey as one on which a student 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 first-year students among participating institutions and the sample population, the data in this report have been weighted. The applied weights are shown in Table 3.

Table 3: Applied weights					
University	**Population of first-year students**		**Completed surveys**		**Applied weight**
	Population	**% of population**	**Population**	**% of population**	
Brandon University	579	0.82%	133	0.9%	0.918
Brock University	2916	4.13%	542	3.6%	1.134
Carleton University	4069	5.76%	1017	6.8%	0.844
Concordia University	5669	8.03%	1250	8.4%	0.956
Concordia University of Edmonton	396	0.56%	154	1.0%	0.542
Dalhousie University	2329	3.30%	752	5.1%	0.653
Lakehead University	917	1.30%	346	2.3%	0.559
McGill University	5396	7.64%	764	5.1%	1.489
McMaster University	4940	7.00%	675	4.5%	1.543
Mount Royal University	1037	1.47%	379	2.5%	0.577
Nipissing University	597	0.85%	231	1.6%	0.545
Redeemer University College	144	0.20%	75	0.5%	0.405
Ryerson University	5639	7.99%	205	1.4%	5.800
Saint Mary's University	894	1.27%	298	2.0%	0.633
Simon Fraser University	3185	4.51%	499	3.4%	1.346
The King's University	181	0.26%	97	0.7%	0.393
Thompson Rivers University	623	0.88%	275	1.8%	0.478
Trent University	1437	2.04%	308	2.1%	0.984
Trinity Western University	345	0.49%	124	0.8%	0.587
Université de Moncton	616	0.87%	281	1.9%	0.462
Université de Sherbrooke	2138	3.03%	695	4.7%	0.649
University of King's College	230	0.33%	84	0.6%	0.577
University of Lethbridge	1112	1.58%	357	2.4%	0.657
University of Manitoba	4048	5.73%	885	5.9%	0.964
University of New Brunswick (Fredericton)	920	1.30%	252	1.7%	0.770
University of New Brunswick (Saint John)	400	0.57%	149	1.0%	0.566
University of Northern British Columbia	347	0.49%	153	1.0%	0.478
University of Regina	1571	2.23%	657	4.4%	0.504
University of Saskatchewan	1944	2.75%	553	3.7%	0.741
University of the Fraser Valley	2059	2.92%	241	1.6%	1.801
University of Victoria	2583	3.66%	287	1.9%	1.898
University of Waterloo	6079	8.61%	711	4.8%	1.803
University of Winnipeg	1119	1.59%	353	2.4%	0.668
Wilfrid Laurier University	4139	5.86%	1104	7.4%	0.791

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 = 15)	**Group 2 (n = 12)**	**Group 3 (n = 7)**
Brandon University	Brock University	Concordia University
Concordia University of Edmonton	Carleton University	Dalhousie University
Mount Royal University	Lakehead University	McGill University
Nipissing University	Ryerson University	McMaster University
Redeemer University College	Simon Fraser University	Université de Sherbrooke
Saint Mary's University	Thompson Rivers University	University of Manitoba
The King's University	Université de Moncton	University of Saskatchewan
Trent University	University of New Brunswick (Fredericton)	
Trinity Western University	University of Regina	
University of King's College	University of Victoria	
University of Lethbridge	University of Waterloo	
University of New Brunswick (Saint John)	Wilfrid Laurier University	
University of Northern British Columbia		
University of the Fraser Valley		
University of Winnipeg		

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 first-year students

2.1   Personal profile

Results on the following page show the following:

► There is about double the number of females (66%) than males (34%). Although the survey does tend to over-represent females, females were still made up the majority of the sample provided by universities.

► The typical student is between 18 to 19 years of age, and 64% of students are 18 or younger. Given students' ages, it is not surprising that just 2% reported being married and 1% have children. Those attending Group 2 universities (18.0 years) tend to be about a year younger on average than those attending Group 3 (19.1 years) or Group 1 (19.3 years). This appears to be largely driven by the fact that 82% of those in Group 2 were 18 years old or younger compared to 57% in Group 1 and 44% in Group 3 universities.

► About 88% of students are Canadian citizens, with the remaining students almost equally split among those who are international students (7%) or permanent residents (5%). Although it falls just below the threshold for statistical significance, it appears that students attending a Group 3 (83%) university are much less likely than those attending Group 1 (92%) or Group 2 (91%) universities to be Canadian citizens.

► Overall, 40% of students reported being a visible minority, and 3% self-identify as being Aboriginal. Group 2 (46%) and Group 3 (38%) universities are much more likely than Group 1 (24%) universities to have students who self-identify as a member of a visible minority; however, they are about twice as likely to have students who self-identify as Aboriginal (although the difference among university groups for the proportion of Aboriginal students is not statistically significant).

Table 6: Personal profile	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Gender					
Male	34%	27%	37%	32%	30%
Female	66%	73%	63%	68%	70%
Other	<1%	-	<1%	-	-
Age at beginning of year					
18 and under	64%	57%	82%	44%	13%
19	20%	18%	15%	27%	41%
20 to 21	12%	14%	2%	23%	40%
22 to 24	3%	7%	1%	4%	4%
25 and over	1%	4%	<1%	2%	1%
Average age	18.6	19.3	18.0	19.1	19.7
Marital status					
Single	77%	70%	80%	77%	83%
In a relationship	21%	26%	19%	21%	16%
Married or common-law	2%	4%	1%	2%	1%
Children					
Yes	1%	2%	1%	1%	<1%
- Under 5 years old	<1%	1%	<1%	<1%	<1%
- 5 to 11 years old	<1%	1%	<1%	<1%	<1%
- 12 years old or older	<1%	1%	<1%	<1%	<1%
Citizenship					
Canadian citizen	88%	92%	91%	83%	69%
International student	7%	4%	4%	12%	28%
Permanent resident	5%	3%	5%	6%	3%
Visible minority*					
Total self-identified	40%	24%	46%	38%	44%
Aboriginal**					
Total self-identified	3%	7%	3%	3%	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, 22% of first-year students self-identify as having a disability. The most common disability reported by students is a mental health (12%) issue.

Among those with a disability, 32% said their disability requires accommodation from their university, with those with a learning disability (68%) being most likely to say their disability requires accommodation. The least likely of those are those with a vision impairment (16%), perhaps indicating that students who require glasses may have indicated having a vision impairment.

Among those who require accommodation for their disability, 55% said the accommodation was adequate, while 14% said it was not adequate.

Table 7: Disabilities	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Disability					
Total self-identified	22%	26%	22%	19%	18%
Require accommodation*					
Yes	32%	32%	33%	30%	33%
Accommodation is adequate**					
Yes	55%	62%	55%	51%	66%
Partly	31%	23%	32%	33%	27%
No	14%	15%	13%	16%	7%
* 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.					

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2.3 Living arrangements

As Table 8**Error! Reference source not found.** shows, a majority of students live on their own, most commonly renting their accommodations either off campus (15%) or on campus (40%). About 43% of first-year students live with parents, guardians, or relatives. Among those not currently living on campus, just 33% said they would prefer to live on campus if they had the choice.

Group 2 (48%) students are more likely than Group 1 (33%) and Group 3 (34%) students to be living in on-campus housing. Not only that, but Group 2 (41%) students not currently living on campus are more likely than Group 1 (25%) or Group 3 (28%) students to want to live in on-campus housing, although this difference falls just below the threshold for statistical significance.

Table 8: Living arrangements	All students (n=14,886)	Group 1 (n=3,136)	Group 2 (n=6,176)	Group 3 (n=5,574)	McGill University (n=764)
Current living arrangements					
With parents, guardians, or relatives	43%	50%	39%	45%	32%
In on-campus housing	40%	33%	48%	34%	49%
In rented housing off campus (shared or alone)	15%	14%	11%	19%	17%
In personally-owned home	1%	2%	1%	2%	1%
Other	1%	1%	1%	1%	1%
Preference to live on campus if given the choice*					
Yes	33%	25%	41%	28%	34%
* The proportion is shown out of those not currently living on campus.					

Difference by visible minority. Visible minority students (42%) not currently living on campus are more likely than non-visible minority students (25%) to say they would want to live on campus if given the opportunity.

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   Parents' education

Just 11% of first-year students are first-generation students. That is, neither parent had any post-secondary education. In contrast, 20% of students have at least one parent who has obtained a graduate-level degree.

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 with a graduate-level degree is higher among Group 3 (23%) students compared to Group 2 (19%) or Group 1 (14%) students; however, this difference falls just below the criteria for statistical significance.

Table 9: Parents' highest level of education	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
High school or less	11%	13%	12%	10%	6%
Some college or university	9%	11%	9%	7%	6%
College, CEGEP, or technical school graduate	18%	23%	18%	16%	8%
University or professional school graduate	38%	36%	38%	40%	41%
Graduate degree	20%	14%	19%	23%	38%
Other	<1%	<1%	<1%	<1%	<1%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

3.0 Motivation for attending university

3.1 Importance of reasons for going to university

The table below shows first-year students' motivation for attending university, ordered by the proportion who rated each as important or very important. Results show that the top three aspects are all career-oriented motivators, and include *more likely to get a job with a degree* (91%), *get a more fulfilling job* (90%), and *to prepare for a specific job* (90%).

At the lower end, few students said they were motivated by *the chance to participate in varsity athletics* (12%) or *they didn't have anything better to do* (12%).

Table 10: Motivation for attending university (% important or very important)	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
I am more likely to get a job with a degree	91%	90%	92%	90%	87%
To get a more fulfilling job than I probably would if I didn't go	90%	91%	91%	89%	88%
To prepare for a specific job or career	90%	89%	90%	89%	86%
To satisfy my intellectual curiosity	80%	77%	79%	83%	88%
Learning new things is exciting	80%	79%	79%	82%	89%
To apply what I will learn to make a positive difference in society or my community	78%	79%	76%	80%	83%
To get a broad education	78%	74%	77%	81%	86%
To earn more money than if I didn't go	73%	70%	76%	70%	67%
To explore whether university is right for me	41%	40%	45%	38%	32%
To meet my family's expectations	58%	52%	62%	56%	57%
The satisfaction of doing challenging academic work	57%	53%	56%	62%	68%
To meet new people	53%	45%	58%	50%	56%
Most of my friends are going	24%	17%	28%	23%	24%
The chance to participate in varsity athletics	12%	11%	13%	10%	9%
I didn't have anything better to do	12%	10%	13%	11%	12%

Difference by visible minority. Students who self-identify as a member of a visible minority (68%) are statistically more likely than non-visible minority (50%) students to rate *to meet their family's expectations* as important for motivating them to attending university.

3.2   Most important reason

After ranking each motivator individually, first-year students were asked to select the most important reason for why they decided to attend university. Not surprising, given the information in the previous table, *preparing for a specific job or career* (44%) was the most important reason. However, two other non-job related aspects land in the top five (although selected by 10% or fewer students), and include *to apply what they learn to make a positive difference in society* (10%) and *to satisfy their intellectual curiosity* (7%).

Table 11: Top five most important reasons	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
To prepare for a specific job or career	44%	48%	43%	44%	33%
To apply what I will learn to make a positive difference in society or my community	10%	10%	10%	11%	14%
I am more likely to get a job with a degree	10%	9%	12%	9%	7%
To get a more fulfilling job than I probably would if I didn't go	9%	8%	9%	9%	12%
To satisfy my intellectual curiosity	7%	6%	6%	8%	14%

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4.0   Choosing a university

4.1   Applications

Overall, 76% of students applied to a university other than the one they are currently attending. On average, they applied to about two other universities. About 17% applied to a college or CEGEP in addition to their current university. Although many students applied elsewhere, 81% said they are attending their first choice.

Group 2 (87%) students were statistically more likely than Group 1 (61%) and Group 3 (69%) students to apply to other universities; however, Group 3 (27%) university students were more likely to have applied to a college or CEGEP than Group 1 (12%) or Group 2 (11%) students.

Although Group 2 students are more likely to apply to university than Group 1 or Group 3 students, they are only slightly more likely to say that they are not attending their first choice. About 24% of Group 2 students are not attending their first choice, compared to 18% of Group 1 and 14% of Group 3 students, and this difference is not statistically significant.

Table 12: Applications					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
Applied to other universities					
Yes	76%	61%	87%	69%	88%
Average number overall	2.3	1.4	2.6	2.2	3.8
Average number in Canada	2.0	1.3	2.5	1.6	2.0
Average number outside Canada	.3	.1	.2	.5	1.8
Applied to college or CEGEP					
Yes	17%	12%	11%	27%	35%
Currently attending first choice					
Yes	81%	82%	76%	86%	84%

Difference by age. As students get older, they are less likely to apply to other universities (in or outside of Canada). For instance, 81% of students aged 18 and younger applied to more than one university, and this steadily decreases across age groups to 32% of those aged 25 and older. Conversely, younger students tended to be less likely to apply to college as well, as just 9% of those aged 18 or younger applied to college and this increases up to those who are aged 20 to 21 (48%) before decreasing back down to about 20% of those aged 25 and older.

PRA

4.2 Selecting their university

Students rated 18 aspects concerning their importance in selecting their university. When the aspects were ranked by the proportion who answered important or very important, students were most likely to say that their university *has the program they wanted to take* (87%) followed by their *university's academic reputation* (72%).

At the lower end, aspects such as *it's where their family wanted them to go* (18%), *where their friends were going* (14%), or *being able to participate in varsity athletics* (9%) are rated as less important.

There were several statistical differences by group:

► Group 1 students are most likely to say that *the size of the university suiting me* is important
► Group 2 students are more likely to say that *the program they wanted has a co-op, practicum, or other work experience* and *offered a scholarship* are important

Table 13: Importance for selecting their university (% important or very important)					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
It has the program I want to take	87%	84%	87%	87%	86%
The academic reputation of the university	72%	61%	71%	77%	93%
The city/town it's in	65%	68%	61%	69%	83%
Availability of public transportation	59%	45%	59%	64%	63%
The size of the university suits me	58%	74%	61%	49%	45%
It has a good reputation for campus life	53%	49%	53%	56%	66%
The program I want has a co-op, practicum, or other work experience	52%	40%	62%	43%	24%
It offered a scholarship	51%	53%	58%	40%	27%
Cost of tuition and fees	46%	56%	44%	44%	55%
I wanted to live close to home	45%	56%	43%	44%	29%
It offered other financial assistance	39%	41%	44%	32%	24%
The program I want offers study/work experience abroad	38%	31%	41%	37%	41%
It offered a place in residence	29%	26%	36%	22%	25%
I wanted to live away from home	25%	21%	29%	22%	33%
Cost of university residence	21%	21%	24%	17%	18%
It's where my family wanted me to go	18%	14%	19%	18%	20%
It's where my friends are going	14%	11%	14%	16%	9%
The chance to participate in varsity athletics	9%	8%	10%	8%	6%

Difference by age. As students get older, they are less likely to rate *offered a place in residence* and *it offered a scholarship* as important.

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4.2.1   Most important reasons for selecting their university

Students were presented with the same list of 18 aspects and asked to select the reason that was most important for selecting their university. Foremost, students said that *their university has the program they wanted to take* (33%), but also *wanting to live close to home* (16%) and *their program had a work experience program* (12%) were important.

The university group students attend seems to impact what is most important to them when selecting their university. Group 3 students tend to put more emphasis than other students on their university *having the program they wanted to take* and *the academic reputation of the university*, while Group 1 students put more emphasis on *wanting to live close to home* and *the cost of tuition and fees*. Group 2 students put more emphasis on *the program they wanted having a co-op, practicum or other work experience*, relative to other groups.

Table 14: Top five most important reasons for selecting their university	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
It has the program I want to take	33%	29%	32%	34%	26%
I wanted to live close to home	16%	21%	15%	14%	6%
The program I want has a co-op, practicum, or other work experience	12%	4%	17%	9%	2%
The academic reputation of the university	9%	5%	6%	14%	34%
Cost of tuition and fees	6%	10%	4%	8%	12%

4.3   Selecting their university (International students)

International students (identified through information supplied by each institution) were asked to rate the importance of five aspects that might specifically attract students living outside Canada. Three aspects seemed to be important, including *cost of tuition and fees for international students* (79%), *thinking their university would be a welcoming environment* (75%), and *the academic reputation of Canadian universities* (72%).

Least important appears to be *obtaining a visa for Canada was easier than for other countries* (34%); however, about one-third of international students indicate this was important.

Table 15: Importance for selecting their university for international students (% important or very important)	All students (n=997)	Group			McGill University (n=213)
		1 (n=141)	2 (n=290)	3 (n=566)	
Cost of tuition and fees for international students	79%	81%	71%	82%	80%
I thought it would be a welcoming environment	75%	82%	75%	74%	74%
Academic reputation of Canadian universities in general	72%	76%	81%	67%	62%
Friends or family recommended it	46%	50%	41%	48%	52%
Obtaining a visa for Canada was easier than for other countries	34%	40%	42%	29%	25%
Note: Only international students were asked the importance of these aspects.					

4.4   Sources of information

First-year students rated the importance of 19 sources of information they may have used when making a decision about whether or not to attend their university. Examining results in the table below shows that no single aspect seems to outweigh others, with several being selected as important by about half of students. These include *visits to campus for an open house* (52%), *their university's website* (50%), and *parents* (46%). Of interest, *parents* were an important source of information, but when students rated the importance of choosing their university because it was where their family wanted them to go (as seen in Section 4.2), family was not rated as an important influencer. This seems to indicate that students go to their parents for information, but ultimately where their parents want them to go does not weight heavily on their decision.

At the lower end, *the university's Facebook site* (14%), *university's social media sites* (12%), and *contact with university athletic coaches* (8%) were not rated as being important relative to other aspects.

Table 16: Importance of sources of information (% important or very important)					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
Visit to campus for an open house	52%	49%	55%	49%	36%
The university's website	50%	48%	50%	52%	45%
Parents	46%	41%	47%	46%	49%
Printed university brochure, pamphlet, or viewbook	44%	44%	47%	42%	31%
Students attending the university	44%	38%	45%	44%	40%
Other visit to campus	40%	37%	44%	35%	29%
Contact with admissions staff on campus	37%	42%	38%	33%	26%
High school/CEGEP counsellors or teachers	36%	35%	37%	34%	30%
Friends	32%	28%	32%	34%	29%
Visit by a university representative to your high school or CEGEP	29%	31%	32%	24%	15%
Maclean's university rankings	29%	20%	30%	30%	48%
Contact with professors	26%	30%	27%	23%	16%
The Times Higher Education World University Rankings	20%	12%	20%	24%	42%
QS World University Rankings	20%	10%	20%	25%	49%
Globe and Mail Canadian University Report	20%	13%	22%	22%	33%
Academic Ranking of World Universities	17%	10%	18%	20%	35%
The university's Facebook site	14%	11%	16%	12%	12%
The university's other social media sites	12%	9%	15%	9%	7%
Contact with university athletic coaches	8%	9%	9%	6%	3%

Differences by visible minority. Students who self-identify as a member of a visible minority group rated several of the sources of information as important/very important relative to those who did not self-identify. These include *Times Higher Education World University Rankings* (29% versus 14%), *QS World University Rankings* (29% versus 14%), *Globe and Mail Canadian University Report* (27% versus 15%), and *Academic Ranking of World Universities* (25% versus 11%).

5.0   Orientation

About 68% of first-year students participated in orientation. Among those who participated in orientation, most seemed to be satisfied with aspects related to orientation, being most satisfied that orientation made them *feel welcome at their university* (93%) and least satisfied with orientation *building their confidence* (77%).

Table 17: Orientation participation and satisfaction					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
Participated in an orientation					
Yes	68%	70%	73%	60%	65%
Satisfaction with aspects of orientation (% very or somewhat satisfied)*					
Feeling welcome at the university	93%	95%	93%	93%	93%
Providing information about campus life	87%	88%	87%	86%	89%
Providing information about student services	86%	90%	86%	83%	85%
Helping you understand the university's academic expectations	86%	90%	86%	83%	77%
Helping your personal and social transition to university	81%	84%	82%	79%	80%
Building your confidence	77%	80%	77%	76%	75%
* Only those who participated in an orientation program were asked how satisfied they were.					

Differences by age. As students get older, they are statistically less likely to participate in orientation, dropping from 73% of those 18 and younger to 44% of those 25 and older.

6.0   Registration

Overall, students seemed to be satisfied with registration, including 84% who were satisfied with *getting into all the courses they wanted* and 78% satisfied with the *process of registering for their courses*.

Table 18: Satisfaction with registration (% very or somewhat satisfied)					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
Getting into all the courses you wanted	84%	85%	84%	84%	80%
Process of registering for courses	78%	84%	79%	74%	71%

7.0   Expectations and experience

First-year students rated 17 experiences as to whether they exceeded, met, or fell below their expectations. The average was calculated based on ratings of *much less than expected* (1), *less than expected* (2), *about what expected* (3), *more than expected* (4), and *much more than expected* (5).

In some cases, experiences, such as *making friends* or *intellectual stimulation*, should hopefully exceed students' expectations, while others, such as *cost of going to university* or *getting lost in the crowd*, should hopefully be less than expected. Others are hard to gauge as they might depend on the students' preferences (e.g., *doing course work on their own*, *doing course work in groups*).

However, the results start to paint a picture that students are more likely to be surprised about the academic challenges of university (e.g., *time to put into their coursework* and *how demanding their courses are*) and cost-related aspects (e.g., *cost of going to university* and *debt to complete program*).

Although students may select their university for different reasons, their expectations seem to be consistently met. The only noticeable, albeit not statistically different, difference is that Group 1 students are more likely than Group 2 and Group 3 students to say that *contact with professors in the classroom* and *contact with professors outside of the classroom* is more or much more than expected.

Table 19: Mean ratings of experiences compared to expectations					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
The time you have to put into your coursework	3.6	3.5	3.6	3.6	3.6
How academically demanding your courses are	3.5	3.4	3.5	3.5	3.4
Cost of going to university	3.5	3.4	3.5	3.4	3.2
Debt you might have to take on to complete your program	3.3	3.2	3.4	3.2	3.0
Intellectual stimulation	3.2	3.2	3.2	3.2	3.2
Doing coursework on your own	3.2	3.1	3.2	3.2	3.2
Writing in your academic work	3.2	3.2	3.2	3.1	2.9
Doing coursework in groups	3.1	3.1	3.1	3.0	2.9
The university has help and advising available when I need it	3.0	3.2	3.0	3.0	3.0
Class participation	3.0	3.2	3.0	2.9	2.8
Using math in your academic work	3.0	2.8	3.0	3.0	3.0
Contact with your professors in the classroom	3.0	3.2	2.9	2.9	2.7
Contact with your professors outside of the classroom	2.9	3.1	2.9	2.8	2.6
Making friends	2.9	2.9	2.9	2.8	2.8
Your course grades	2.8	3.0	2.7	2.7	2.7
I get lost in the crowd	2.6	2.4	2.6	2.7	2.9
Getting involved in campus social activities	2.6	2.6	2.6	2.6	2.7

Differences by university grades. There are a few statistically significant differences marked by students' grades. First, students with lower grades are more likely to say that *the time they have to put into their course work* is more or much more than they expected, as the proportion increases from 43% of those with an A- or higher to 65% with a C+ or lower.

Second, students with lower grades are more likely to say *their course grades* are lower or much lower than expected. The proportion increases from 14% of those with an A- or higher up to 74% of those with a C+ or lower. Of interest, 45% of those with an A- or higher said their grades are higher or much higher than they expected (compared to just 3% of those with a C+ or lower).

Table 20: Ratings of experiences compared to expectations	McGill University (n=764)		
	Less/much less than I expected	**About what I expected**	**More/much more than I expected**
Doing coursework on your own	5%	73%	22%
Cost of going to university	10%	59%	30%
The time you have to put into your coursework	11%	37%	52%
How academically demanding your courses are	11%	42%	47%
Intellectual stimulation	15%	54%	31%
Debt you might have to take on to complete your program	18%	57%	25%
Using math in your academic work	19%	63%	19%
The university has help and advising available when I need it	27%	48%	25%
Writing in your academic work	27%	55%	18%
I get lost in the crowd	32%	43%	25%
Class participation	34%	46%	19%
Doing coursework in groups	35%	37%	27%
Making friends	39%	36%	25%
Contact with your professors in the classroom	40%	43%	17%
Contact with your professors outside of the classroom	42%	43%	15%
Getting involved in campus social activities	45%	34%	21%
Your course grades*	46%	37%	17%
* This question was asked using a scale from 'much lower than expected' to 'much higher than expected'.			

7.1   Overall expectations

When asked to summarize their overall experiences to date, first-year students are slightly more likely to say their university experiences exceeded (23%) rather than fell short (13%) of their expectations.

Table 21: Meeting expectations	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
Exceeded	23%	28%	22%	21%	25%
Met	64%	62%	63%	66%	65%
Fell short	13%	11%	15%	13%	10%

Differences by university grades. As students' grades increase, they are more likely to say their experiences have exceed their expectations and less likely to say their expectations fell short.

8.0   Transition to university

Students rated their success in transitioning to university through 17 aspects of university life. The table below shows the proportion that rated their success as some or very much success (top two ratings on a four-point scale), with answers from those who said 'no basis for opinion' removed.

Students found success in many aspects, with many aspects having more than 8 in 10 students saying they have had some or very much success. The two areas where students have found less success are *finding career information* (17% very much) and *becoming involved in campus activities* (14% very much).

Table 22: Success transitioning to university (% some or very much)					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
Finding your way around campus	95%	95%	95%	95%	96%
Understanding the course material	95%	97%	94%	94%	96%
Finding information about academic integrity	91%	92%	91%	89%	92%
Choosing a program of study	91%	92%	91%	90%	89%
Meeting academic demands	91%	94%	90%	90%	89%
Performing well in written assignments	88%	90%	88%	87%	88%
Commuting to campus	85%	86%	84%	85%	89%
Dealing with new living arrangements	80%	78%	80%	82%	85%
Using the library	80%	83%	77%	81%	88%
Finding suitable housing	79%	79%	78%	81%	82%
Managing your finances	77%	81%	75%	78%	80%
Performing well in courses that require math	75%	74%	73%	78%	81%
Getting academic advice	74%	80%	75%	71%	69%
Managing your time	73%	80%	71%	74%	72%
Making friends	71%	69%	73%	70%	73%
Finding career information	61%	63%	62%	59%	60%
Becoming involved in campus activities	46%	45%	47%	44%	53%
Note: These questions included an option for students to say 'No basis for opinion' and those responses have been removed from the calculations.					

Differences by university grades. As students' grades increase, students are more likely to report having some or very much success transitioning to the following: *meeting academic demands*, *performing well in written assignments*, *performing well in courses that require math*, *understanding course material*, and *managing their time*.

9.0   Educational experiences

9.1   Perceptions of professors

Students rated their levels of agreement with a series of statements about their professors. Most students reported having had positive experiences with university faculty. At the high end, at least 9 in 10 first-year students agreed with the following:

► *Most of my professors treat students the same regardless of race* (55% strongly agreed)
► *Most of my professors treat students the same regardless of gender* (55% strongly agreed)
► *Most of my professors seem knowledgeable in their fields* (36% strongly agreed)
► *Most of my professors are reasonably accessible outside of class* (14% strongly agreed)

At the lower end, about 2 in 3 first-year students agreed with the following:

► *Most of my professors provide useful feedback on my academic work* (9% strongly agreed)
► *Most of my professors provide prompt feedback on my academic work* (7% strongly agreed)
► *Most of my professors take a personal interest in my academic progress* (9% strongly agreed)

Generally, students indicate similar experiences with professors across groups, although Group 1 students tend to be more likely than students in other groups to agree or strongly agree; however, none of these differences meet the criteria for being statistically different.

Table 23: Perception of professors (% agree or strongly agree)					
	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Treat students the same regardless of race*	97%	98%	97%	98%	98%
Treat students the same regardless of gender*	97%	98%	96%	98%	99%
Seem knowledgeable in their fields	97%	98%	96%	97%	99%
Are reasonably accessible outside of class	90%	94%	90%	88%	86%
Encourage students to participate in class discussions	87%	93%	87%	85%	83%
Are consistent in their grading	86%	88%	84%	87%	88%
Are fair in their grading	85%	89%	83%	87%	87%
Look out for students' interests*	85%	89%	84%	85%	85%
Communicate well in their teaching	85%	90%	84%	84%	86%
Are well-organized in their teaching	84%	89%	84%	83%	82%
Are intellectually stimulating in their teaching	81%	87%	79%	81%	83%
Treat students as individuals, not just numbers	79%	88%	78%	76%	71%
Provide useful feedback on academic work	68%	79%	67%	65%	60%
Provide prompt feedback on academic work	65%	76%	66%	61%	54%
Take a personal interest in academic progress	64%	76%	65%	57%	46%
* These questions included an option for students to say 'No basis for opinion' and those responses have been removed from the calculations.					

9.2   Ability to evaluate teaching

Overall, almost all students said they *were given the chance to evaluate the quality of teaching in their courses*, although fewer than half (47%) said they were able to evaluate the teaching in all their courses.

Table 24: Ability to evaluate teaching	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
All courses	47%	46%	45%	49%	69%
Most courses	25%	28%	26%	23%	17%
Some courses	23%	22%	25%	21%	11%
No courses	5%	5%	4%	7%	3%

9.3   Satisfaction with quality of teaching

Among first-year students, almost 9 in 10 agreed that they are *generally satisfied with the quality of teaching they received*, including 18% who strongly agreed.

Table 25: Satisfaction with statement "Generally, I am satisfied with the quality of teaching I have received"	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Strongly agree	18%	23%	16%	19%	21%
Agree	70%	69%	71%	70%	70%
Disagree	9%	5%	10%	9%	8%
Strongly disagree	3%	3%	3%	3%	1%

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 25% of those with an average university grade of A- or higher strongly agreed, compared with 17% of those with a B-, B, or B+ average and just 10% of those with a C+ or lower average.

Difference by evaluating teaching. Of interest, students who are more likely to strongly agree with this question are also more likely to say that they were able to evaluate the teaching in all their courses. For instance, only 36% of those who strongly disagreed that they *are satisfied with the quality of teaching* indicated that they were able to *evaluate teaching in all courses*, which compares to 60% of those who strongly agreed that they are satisfied with the quality of teaching. There is a number of factors that may explain this, including biases in remembering (e.g., if I am not satisfied, I must not have been given the opportunity to provide my opinion) or that those who are less satisfied may also be those who attend fewer classes and may simply have missed the opportunity to complete the evaluation in class (or to have been told by the instructor about the evaluation if it is available online).

9.4   Perceptions of staff

About 90% of first-year students agreed that *most university support staff are helpful* (24% strongly agreed) and 81% agreed that *most teaching assistants in my academic program are helpful* (23% strongly agreed).

Table 26: Perception of staff (% agree or strongly agree)	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Most university support staff are helpful*	90%	93%	91%	88%	84%
Most teaching assistants are helpful*	81%	87%	80%	81%	80%
* These questions included an option for students to say 'No basis for opinion' and those responses have been removed from the calculations.					

10.0   Commitment to completion

10.1   Perceptions of effort

Almost all students agreed that they are *willing to put a lot of effort into being successful at university* (50% strongly agreed), which is reflected in the fact that almost as many agreed that they *normally go to all of their classes* (51% strongly agreed).

Although students may feel they can put in the effort, about 7 in 10 agreed that they *can deal with stress*, but only 17% strongly agreed. Also, just 6 in 10 agreed that they have *good study habits*, with just 12% who strongly agreed.

Table 27: Agreement with statements about student's abilities and effort (% agree or strongly agree)	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
I am willing to put a lot of effort into being successful at university	96%	97%	95%	96%	96%
I normally go to all of my classes	90%	95%	90%	88%	81%
I can deal with stress	73%	74%	72%	73%	73%
I have good study habits	61%	63%	59%	62%	62%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

Differences by university grades. Students seem to have some self-awareness when it comes to how their ability relates to their grades. Specifically, results show that as university grades decrease, agreement also decreases for the following:

► *I can deal with stress* declined from 81% of those with an average university grade of A- or higher to 60% of those with an average grade of C+ or lower.
► *I have good study habits* declined from 75% of those with an average university grade of A- or higher to 40% of those with an average grade of C+ or lower.

Of interest, there is very little difference by university grades in agreement that students *normally go to all their classes*. About 93% of those with an average of A- or higher agreed, and this drops slightly to 85% of those with an average of C+ or lower.

Differences by gender. Among all questions, the only statistically significant difference between male and female students is the agreement that *they can deal with stress*, as male (82%) students are more likely to agree with this statement than female (68%) students.

PRA

10.2   Perceptions of university education

Results show that at least 3 in 4 first-year students agreed with statements about their university education, including the following:

► *most of their courses are interesting*, including 25% who strongly agreed
► *their course load is manageable*, including 15% who strongly agreed
► *they had adequate information about their program from the university before they enrolled*, including 19% who strongly agreed
► *they are in the right program*, including 32% who strongly agreed

Table 28: Agreement with statements about university education (% agree or strongly agree)					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
Most of my courses are interesting	85%	89%	84%	85%	85%
My course load is manageable	81%	85%	79%	81%	82%
I had adequate information about my program from the university before I enrolled	77%	77%	79%	76%	69%
I am in the right program for me	75%	78%	75%	75%	77%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

Difference by university grades. The lower students' university grades are the less likely they are to agree that *their course load is manageable*. The proportion drops from 86% of those with an average university grade of A- or higher to 68% of those with a C+ or lower.

10.3   Perceptions of finances

About 7 in 10 students agreed that a *university degree is worth the cost* (30% strongly agreed) or that *they have the financial resources to complete their program* (20% strongly agreed).

Table 29: Agreement with statements about finance-related aspects (% agree or strongly agree)					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
A university degree is worth the cost	71%	71%	68%	75%	83%
I have the financial resources to complete my program	71%	70%	71%	73%	79%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

PRA

10.4   Perceptions of persistence

At the time of the survey, 9 in 10 first-year students *plan to come back to their university next year* including 58% who strongly agreed. Slightly fewer (about 8 in 10) *plan to complete their degree at their university*, including 48% who strongly agreed.

Just 9% *plan to transfer to another university next year*, while 5% *plan on going to college/CEGEP next year*.

Table 30: Agreement with statements about persistence (% agree or strongly agree)					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
I plan to come back to this university next year	91%	87%	92%	92%	96%
I plan to complete my degree at this university	82%	80%	84%	79%	89%
I plan to transfer to another university next year	9%	10%	10%	8%	4%
I plan to go to college/CEGEP next year	5%	6%	6%	4%	2%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

10.5   Feel as if they belong at this university

About 3 in 4 first-year students agreed that they *feel as if they belong at this university*, including 24% who strongly agreed. About 1 in 10 disagreed, including 3% who strongly disagreed. Of interest, 13% said they do not know if they belong at their current university, indicating that they do not have enough information to decide if they belong or are still weighing whether or not they belong at their current university.

Table 31: Feel as if student belongs at this university					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
Strongly agree	24%	24%	23%	24%	29%
Agree	51%	50%	51%	52%	51%
Disagree	9%	9%	9%	9%	9%
Strongly disagree	3%	3%	3%	3%	2%
Don't know	13%	14%	13%	12%	9%

11.0   Overall evaluation

11.1   Satisfaction with concern shown by student as an individual

Almost 3 in 4 first-year students said they are satisfied with the *concern shown by the university for them as an individual*, although just 6% are very satisfied. Among the approximately 1 in 4 who are dissatisfied, including 5% are very dissatisfied.

Table 32: Satisfaction with concern shown by the university for student as an individual					
	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Very satisfied	6%	8%	5%	6%	4%
Satisfied	69%	72%	70%	66%	62%
Dissatisfied	21%	16%	21%	23%	28%
Very dissatisfied	5%	3%	4%	5%	6%

11.2   Satisfaction with decision to attend this university

Over 9 in 10 first-year students are satisfied with *their decision to attend their university*, including 25% who are very satisfied.

Table 33: Satisfaction with decision to attend this university					
	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Very satisfied	25%	25%	23%	27%	32%
Satisfied	67%	67%	68%	66%	63%
Dissatisfied	7%	7%	7%	6%	4%
Very dissatisfied	2%	2%	2%	1%	1%

11.3   Recommend university to others

Overall, 95% of first-year students would *recommend their university to others*.

Table 34: Recommend university to others					
	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Would recommend	95%	95%	94%	96%	97%
Would not recommend	5%	5%	6%	4%	3%

PRA

12.0   Goal development

12.1   Chosen a major or discipline

At the time of their survey, 73% of first-year students said they had selected their major or discipline.

Table 35: Chosen a major or discipline	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Yes	73%	78%	77%	68%	81%
No	27%	22%	23%	32%	19%

12.2   Post-graduation plans

At this early point in their university studies, students seem to be equally likely to want to apply to a *professional program* (29%) as *graduate school* (34%). Many seem to be unsure at this point.

Table 36: Post-graduation plans	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Apply to professional program					
Yes	29%	31%	27%	31%	29%
No	34%	35%	34%	35%	38%
Unsure	36%	34%	39%	34%	33%
Apply to graduate school					
Yes	34%	32%	31%	37%	50%
No	21%	24%	21%	19%	11%
Unsure	46%	44%	48%	44%	39%

PRA

12.3   Career planning

Overall, 31% of first-year students have a specific career in mind, while another 32% have several possible careers in mind. Despite many having a career (or two) in mind, just 19% said they know their career options very well.

Table 37: Career plans	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Description of career plans					
I have a specific career in mind	31%	41%	28%	31%	26%
I have several possible careers in mind	32%	30%	32%	33%	33%
I have some general ideas but I need to clarify them	24%	20%	26%	24%	27%
I am unsure, but I want to develop a career plan	10%	8%	11%	10%	11%
I am not thinking about a career at this stage of my studies	2%	2%	2%	2%	3%
How well students know career options					
Very well	19%	22%	19%	18%	15%
Fairly well	48%	49%	48%	47%	47%
Only a little	29%	26%	29%	31%	34%
Not at all	4%	3%	4%	4%	4%

12.4   Steps taken for employment post-graduation

About 9 in 10 first-year 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 parents/family* (75%), *friends* (65%), or *professors* (23%) about career options. Among more concrete behaviours, 42% of first-year students *have a resumé or CV*, while about 23% have *volunteered in their chosen field of employment*.

Table 38: Steps taken to prepare for employment or career after graduation	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Talked with parents/family about employment/career	75%	78%	74%	75%	79%
Talked with friends about employment/career	65%	64%	64%	66%	73%
Created resumé/curriculum vitae	42%	29%	43%	45%	64%
Volunteered in chosen field of employment	23%	29%	22%	22%	29%
Talked with professors about employment/career	23%	29%	22%	22%	20%
Attended an employment fair	18%	18%	18%	19%	18%
Met with a career counsellor	16%	20%	13%	19%	20%
Worked in chosen field of employment	13%	13%	12%	15%	16%
Created an e-portfolio	10%	6%	11%	11%	13%
I have a career mentor	5%	6%	5%	5%	5%
None	9%	8%	9%	8%	7%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

PRA

13.0   Satisfaction with facilities and services

13.1   General facilities and services

The table below shows that some services are used by first-year students more often than others. For instance, the most commonly used resources are *on-campus bookstores* (76%), *food services* (66%), and *library electronic resources* (62%), while few students reported using the *computing services help desk* (9%). Group 1 students (45%) are much more likely than Group 2 (24%) or Group 3 (20%) students to have used parking.

Table 39: Use of general facilities and services	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
On-campus bookstores	76%	83%	77%	71%	80%
Food services	66%	68%	68%	63%	68%
Library electronic resources	62%	68%	61%	60%	66%
On-campus library	45%	53%	41%	47%	56%
Athletic facilities	37%	35%	40%	35%	44%
University residences	34%	29%	40%	30%	46%
Online campus bookstores	33%	34%	35%	29%	25%
Parking	26%	45%	24%	20%	2%
Campus medical services	18%	13%	20%	18%	26%
Other recreational facilities	17%	17%	20%	14%	16%
Facilities for university-based social activities	14%	14%	14%	14%	21%
Facilities for student associations	11%	11%	10%	12%	23%
Computing services help desk	9%	10%	10%	7%	6%

Difference by visible minority. Students who self-identify as a member of a visible minority (15%) are statistically less likely to report using *parking* than those who did not self-identify (34%).

Difference by age. As students get older, they are less likely to report using *food services*, *athletic facilities*, and *university residences*.

Among those who used each general service or facility, the table below shows very little difference in the satisfaction of general facilities and services, with the exception of *parking facilities* (53%) and *food services* (71%).

Table 40: Satisfaction with general facilities and services (% satisfied or very satisfied)	All students	Group			McGill University
		1	2	3	
On-campus library	96%	95%	96%	96%	97%
Library electronic resources	95%	95%	95%	96%	97%
Other recreational facilities	95%	96%	95%	96%	97%
Facilities for university-based social activities	95%	95%	94%	96%	98%
Facilities for student associations	94%	93%	94%	94%	93%
Athletic facilities	93%	95%	93%	93%	95%
Computing services help desk	93%	90%	94%	93%	91%
Online campus bookstores	91%	91%	92%	91%	86%
On-campus bookstores	90%	90%	90%	91%	87%
Campus medical services	84%	89%	85%	82%	63%
University residences	82%	86%	80%	83%	83%
Food services	71%	67%	70%	74%	76%
Parking	53%	54%	52%	56%	71%
Note: Percentages are based on those who have used the service.					

13.2 Academic services

With the exception of *academic advising* (of which 38% have used), between 7% and 14% used the academic services shown in the table below.

Table 41: Use of academic services	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Academic advising	38%	48%	36%	38%	52%
Tutoring	14%	11%	14%	15%	18%
Study skills and learning supports	14%	13%	17%	10%	8%
Writing skills	10%	14%	11%	9%	6%
Co-op offices and supports	7%	3%	8%	7%	1%

Among those who have used each academic service, students reported very high levels of satisfaction, ranging from 86% to 92%.

Table 42: Satisfaction with academic services (% satisfied or very satisfied)	All students	Group			McGill University
		1	2	3	
Study skills and learning supports	92%	93%	92%	90%	92%
Co-op offices and supports	89%	93%	88%	90%	91%
Writing skills	88%	90%	87%	89%	90%
Tutoring	88%	92%	86%	88%	87%
Academic advising	86%	89%	86%	83%	79%
Note: Percentages are based on those who have used the service.					

13.3 Special services

As the name implies, special services are those that tend to be created for specific groups of students, although they are often not accessible for all students, as only one service (*financial aid* – 25%) is used by more than 10% of students.

Table 43: Use of special services	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Financial aid	25%	26%	28%	21%	15%
Personal counselling	9%	10%	9%	7%	9%
Career counselling	8%	10%	8%	8%	12%
Advising for students who need financial aid	7%	8%	7%	6%	7%
Employment services	6%	6%	7%	6%	8%
Services for international students	6%	4%	4%	9%	20%
Services for students with disabilities	5%	6%	5%	4%	6%
Services for First Nations students	1%	2%	1%	1%	1%

Difference by visible minority. As might be expected, students who self-identify as a member of a visible minority (10%) are statistically more likely to report using *services for international students* than those who did not self-identify (3%).

Satisfaction with special services is also very high, with at least 77% of those who used a service saying there are satisfied or very satisfied with it. Interestingly, the special services that are used more frequently tend to be those that have a lower proportion of students satisfied, as *financial aid* and *personal counselling* are used most often.

Table 44: Satisfaction with special services (% satisfied or very satisfied)	All students	Group			McGill University
		1	2	3	
Services for First Nations students	91%	93%	87%	96%	75%
Career counselling	88%	87%	89%	88%	90%
Services for international students	88%	85%	87%	89%	88%
Services for students with disabilities	88%	90%	85%	91%	95%
Employment services	85%	88%	85%	83%	83%
Financial aid	83%	86%	82%	83%	86%
Personal counselling	81%	81%	82%	80%	78%
Advising for students who need financial aid	77%	85%	74%	77%	77%
Note: Percentages are based on those who have used the service.					

14.0   Academic profile

Examining students' academic profiles shows that the majority are attending full-time (95%), began their post-secondary studies (83%) or studies at their current university (91%) this academic year, did not transfer from another institution (94%), and reported an average grade of B- or higher (79%).

Given that Group 2 students tended to be younger than Group 1 and Group 3 students, it is not surprising that they are more likely to have enrolled in post-secondary studies and at their university this year.

Table 45: Academic profile		Group			McGill
	All students (n=14,886)	**1 (n=3,136)**	**2 (n=6,176)**	**3 (n=5,574)**	**University (n=764)**
Course load					
Full-time	95%	95%	94%	96%	98%
Part-time	5%	5%	6%	4%	2%
Year began post-secondary studies					
2015/2016	83%	79%	97%	68%	62%
2014	2%	4%	1%	1%	1%
2013	8%	6%	<1%	17%	27%
2012	4%	4%	1%	8%	6%
2011 or earlier	4%	7%	1%	6%	3%
Year first enrolled at this university					
2015/2016	91%	73%	93%	95%	98%
2014 or earlier	9%	27%	7%	5%	2%
Transferred from other institution					
Yes	6%	2%	2%	12%	19%
Reported university grade					
A-, A, or A+	31%	30%	28%	34%	45%
B-, B, or B+	49%	50%	49%	48%	47%
C-, C, or C+	18%	18%	20%	15%	7%
D	2%	2%	3%	2%	1%
F	<1%	<1%	1%	<1%	<1%

15.0   Current employment

Overall, 34% of first-year students are currently employed, most often off campus. Although not statistically significant, Group 1 (46%) students are more likely than Group 2 (29%) and Group 3 (34%) students to be employed.

Among those who are currently employed, results show that the typical student works about 14 hours per week and about 43% said their employment has a negative impact on their academic performance. Not only are Group 1 students more likely to work, they are also working more hours, as 24% are working more than 20 hours per week compared to 11% of Group 2 and 12% of Group 3 students who are employed.

Table 46: Employment status	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Currently employed					
Yes, both on and off campus	1%	2%	1%	1%	2%
Yes, on campus	3%	3%	3%	2%	3%
Yes, off campus	30%	40%	25%	31%	21%
No, but seeking work	29%	24%	32%	29%	33%
No, not seeking work	37%	31%	39%	37%	42%
Number of hours worked per week*					
10 or less	43%	37%	46%	43%	55%
11 to 20	43%	40%	43%	45%	37%
21 to 30	11%	16%	8%	10%	7%
Over 30	4%	8%	3%	2%	1%
Average	14.1	16.4	13.3	13.6	11.9
Impact of employment on academic performance*					
Very positive	3%	3%	2%	3%	5%
Somewhat positive	10%	11%	10%	9%	13%
No impact	45%	41%	46%	46%	45%
Somewhat negative	39%	40%	38%	39%	34%
Very negative	4%	4%	4%	3%	4%
* 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 age. Older students are more likely than younger students to be employed and work more hours per week. The proportion of students who are employed increases from 29% of those aged 18 and younger to 60% of those aged 22 to 24, before dropping to 50% of those aged 25 and older. The hours students who are employed work also increases with age, as students aged 18 and younger reported working about 13 hours per week, up to 22 hours per week for those aged 25 and older. Of interest, even though older students work more, they are not significantly more likely to report that their work has a negative impact on their academic performance.

Difference by university grades. Although there is virtually no difference in the proportion of students working by their university grades, there is some evidence to suggest that those with lower grades work more on average. Students with an A- or higher reported working about 12 hours per week, compared to about 15 hours per week for those with a C+ or lower. Although potentially telling, the difference falls just below the threshold for statistical significance.

PRA

16.0 Finances

16.1 Credit cards

About 60% of first-year students reported they have at least one credit card, although just 15% have two or more cards. Among those students who have credit cards, about 88% reported 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 7% said it is zero. Among those with an unpaid balance, the average credit card debt students have is $1,549.

Group 1 students tend to carry a higher balance on their credit cards than Group 2 and Group 3 students.

Table 47: Credit cards	All students (n=14,886)	Group			McGill University (n=764)
		1 (n=3,136)	2 (n=6,176)	3 (n=5,574)	
Number of credit cards					
None	40%	42%	45%	32%	22%
One	45%	42%	42%	50%	53%
Two	7%	6%	6%	8%	12%
Three or more	8%	10%	7%	9%	14%
Average number	1.8	2.8	1.2	2.2	3.6
Regularly pay off balance each month*					
Yes	88%	83%	88%	89%	90%
Total credit card balance*					
Zero	7%	2%	14%	2%	4%
$500 or less	83%	83%	79%	87%	85%
$501 to $1,000	5%	7%	4%	6%	5%
Over $1,000	5%	8%	4%	6%	7%
Average (all with credit card)	$487	$652	$352	$564	$471
Average (those with unpaid balance)	$1,549	$1,954	$1,249	$1,648	$1,871
* 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 two or more credit cards (increasing from 12% of those aged 18 and younger to 39% of those aged 25 and older). Younger students are also more likely to pay off their balance each month, with 89% of those aged 18 and younger saying they pay their last balance, compared to 56% of those aged 25 and older. Among those with credit card debt, the average debt also increases with age from $1,401 (aged 18 and younger) to $4,858 (aged 25 and older).

16.2 Financial awards and assistance

Overall, 58% of first-year students said they have received a financial award from their university. Among those who received an award, 71% said they would not have been able to attend university without this financial assistance.

Group 2 (69%) students are much more likely than Group 1 (53%) and Group 3 (46%) to report receiving a financial award from their university, although the proportion who would not have been able to attend without the award/assistance is somewhat similar across university groups.

Table 48: Financial awards and assistance					
	All students (n=14,886)	**Group**			**McGill University (n=764)**
		1 (n=3,136)	**2 (n=6,176)**	**3 (n=5,574)**	
Received financial award from this university					
Yes	58%	53%	69%	46%	24%
Would have been able to attend without financial assistance*					
Yes	71%	65%	70%	74%	58%
No	29%	35%	30%	26%	42%
* Only students who received a financial award or bursary from this university were asked if they would have been able to attend without financial assistance.					

Differences by university grades. As students' university grades decrease, students are less likely to report they received a financial award from their university, declining from 70% of those with a grade of A- or higher to 48% of those with a C+ or lower.

Appendix A – 2016 CUSC-CCREU Survey

2016 Survey of First Year Students

This survey is being completed by first-year students at approximately [___] Canadian universities. We want to learn more about our new students to help them make a successful transition to university. 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.

_____

Motivation

How important were each of the following possible reasons in your decision to go to university?

		Not important	Somewhat important	Important	Very important
motiv1	To prepare for a specific job or career	☐	☐	☐	☐
motiv2	To satisfy my intellectual curiosity	☐	☐	☐	☐
motiv3	To earn more money than if I didn't go	☐	☐	☐	☐
motiv4	To get a broad education	☐	☐	☐	☐
motiv5	I am more likely to get a job with a degree	☐	☐	☐	☐
motiv6	The satisfaction of doing challenging academic work	☐	☐	☐	☐
motiv7	To apply what I will learn to make a positive difference in society or my community	☐	☐	☐	☐
motiv8	I didn't have anything better to do	☐	☐	☐	☐
motiv9	To get a more fulfilling job than I probably would if I didn't go	☐	☐	☐	☐
motiv10	To meet my family's expectations	☐	☐	☐	☐
motiv11	Learning new things is exciting	☐	☐	☐	☐
motiv12	Most of my friends are going	☐	☐	☐	☐
motiv13	To meet new people	☐	☐	☐	☐
motiv14	The chance to participate in varsity athletics	☐	☐	☐	☐
motiv15	To explore whether university is right for me	☐	☐	☐	☐
motiv16	Other reason (please specify below):	☐	☐	☐	☐

motivtxt   _____

motivtop   Which one was the most important to you? _____

Applications

How many universities besides <university name> did you apply to?

app1   in Canada: _____   app2   in other countries: _____

app3   Did you apply to a college or CEGEP?   Yes ☐ No ☐

app4   Is <university name> your first choice?   Yes ☐ No ☐
[If app4 = "No" branch to apptxt, otherwise branch to the Selection section.]

Apptxt   What was your first choice university? _____

Selection

How important were each of the following in your decision to choose <university name>?

		Not important	Somewhat important	Important	Very important
sel1	I wanted to live close to home	☐	☐	☐	☐
sel2	I wanted to live away from home	☐	☐	☐	☐
sel3	It offered a place in residence	☐	☐	☐	☐
sel4	Cost of university residence	☐	☐	☐	☐
sel5	Cost of tuition and fees	☐	☐	☐	☐
sel6	It has the program I want to take	☐	☐	☐	☐
sel7	The program I want has a co-op, practicum or other work experience	☐	☐	☐	☐
sel8	The program I want offers study/work experience abroad	☐	☐	☐	☐
sel9	The academic reputation of the university	☐	☐	☐	☐
sel10	It has a good reputation for campus life	☐	☐	☐	☐
sel11	It offered a scholarship	☐	☐	☐	☐
sel12	It offered other financial assistance	☐	☐	☐	☐
sel13	The size of the university suits me	☐	☐	☐	☐
sel14	The city/town it's in	☐	☐	☐	☐
sel15	Availability of public transportation	☐	☐	☐	☐
sel16	It's where my friends are going	☐	☐	☐	☐
sel17	It's where my family wanted me to go	☐	☐	☐	☐
sel18	The chance to participate in varsity athletics	☐	☐	☐	☐
sel19	Other reason (please specify below):	☐	☐	☐	☐

seltxt _____

seltop Which one was the most important to you? _____

[Students identified in the university's sample file as international/visa students will be branched to vsel1; other students will be branched to the Sources of information section.]

How important were each of the following in your decision to study at <university name>?

		Not important	Somewhat important	Important	Very important
vsel1	Academic reputation of Canadian universities in general	☐	☐	☐	☐
vsel2	Cost of tuition and fees for international students	☐	☐	☐	☐
vsel3	Friends or family recommended it	☐	☐	☐	☐
vsel4	I thought it would be a welcoming environment	☐	☐	☐	☐
vsel5	Obtaining a visa for Canada was easier than for other countries	☐	☐	☐	☐
vsel6	Other reason (please specify below):	☐	☐	☐	☐

vseltxt _____

PRA

Sources of information

How important were each of the following sources of information in your decision to study at <university name>?

		Not important	Somewhat important	Important	Very important
inf1	Visit by a university representative to your high school or CEGEP	☐	☐	☐	☐
inf2	The university's web site	☐	☐	☐	☐
inf3	The university's Facebook site	☐	☐	☐	☐
inf4	The university's other social media sites (e.g., Twitter, tumblr, etc.)	☐	☐	☐	☐
inf5	Printed university brochure, pamphlet or viewbook	☐	☐	☐	☐
inf6	Visit to campus for an open house	☐	☐	☐	☐
inf7	Other visit to campus	☐	☐	☐	☐
inf8	Contact with admissions staff on campus	☐	☐	☐	☐
inf9	Contact with professors	☐	☐	☐	☐
Inf10	Contact with university athletic coaches	☐	☐	☐	☐
inf11	High school/CEGEP counsellors or teachers	☐	☐	☐	☐
inf12	Students attending the university	☐	☐	☐	☐
inf13	Friends	☐	☐	☐	☐
inf14	Parents	☐	☐	☐	☐
inf15	Maclean's university rankings	☐	☐	☐	☐
inf16	Globe and Mail Canadian University Report	☐	☐	☐	☐
inf17	The Times Higher Education World University Rankings	☐	☐	☐	☐
inf18	QS World University Rankings	☐	☐	☐	☐
inf19	Academic Ranking of World Universities ("Shanghai rankings")	☐	☐	☐	☐
inf20	Other (please specify below:)	☐	☐	☐	☐
inftxt	_____				

orient1   Did you participate in an orientation program before or after arriving on campus last fall?
Yes ☐ No ☐ [IF NO SKIP TO REGIST1]

How Satisfied were you with each of the following aspects of the orientation?

		Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	Don't Know
orient2	Feeling welcome at the university	☐	☐	☐	☐	☐
orient3	Helping you understand the university's academic expectations	☐	☐	☐	☐	☐
orient4	Helping your personal and social transition to university	☐	☐	☐	☐	☐
orient5	Providing information about campus life	☐	☐	☐	☐	☐
orient6	Providing information about student services	☐	☐	☐	☐	☐
orient7	Building your confidence	☐	☐	☐	☐	☐
regist1	How satisfied are you with the process of registering for courses at <UNIVERSITY NAME>?	☐	☐	☐	☐	
regist2	Thinking about all the courses in which you wanted to register this year, how satisfied	☐	☐	☐	☐	

PRA

Expectations and experience

Now that you have been at <university name> for a while, how does your experience compare to what you expected in these areas?

		Much less than I expected	Less than I expected	About what I expected	More than I expected	Much more than I expected
exp1	Cost of going to university	☐	☐	☐	☐	☐
exp2	Debt you might have to take on to complete your program	☐	☐	☐	☐	☐
exp3	How academically demanding your courses are	☐	☐	☐	☐	☐
exp4	The time you have to put into your coursework	☐	☐	☐	☐	☐
exp5	Contact with your professors in the classroom	☐	☐	☐	☐	☐
exp6	Contact with your professors outside of the classroom	☐	☐	☐	☐	☐
exp7	Class participation	☐	☐	☐	☐	☐
exp8	Writing in your academic work	☐	☐	☐	☐	☐
exp9	Using math in your academic work	☐	☐	☐	☐	☐
exp10	Doing course work in groups	☐	☐	☐	☐	☐
exp11	Doing course work on your own	☐	☐	☐	☐	☐
exp12	Intellectual stimulation	☐	☐	☐	☐	☐
exp13	Making friends	☐	☐	☐	☐	☐
exp14	Getting involved in campus social activities	☐	☐	☐	☐	☐
exp15	The university has help and advising available when I need it	☐	☐	☐	☐	☐
exp16	I get lost in the crowd	☐	☐	☐	☐	☐
exp17	Your course grades	☐	☐	☐	☐	☐

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

PRA

Transition to university

How much success have you had adjusting to <university name> in the following areas?

		None	Very little	Some	Very much	No basis for opinion
tran1	Meeting academic demands	☐	☐	☐	☐	☐
tran2	Choosing a program of study	☐	☐	☐	☐	☐
tran3	Getting academic advice	☐	☐	☐	☐	☐
tran4	Performing well in written assignments	☐	☐	☐	☐	☐
tran5	Performing well in courses that require math	☐	☐	☐	☐	☐
tran6	Understanding the course material	☐	☐	☐	☐	☐
tran7	Managing your finances	☐	☐	☐	☐	☐
tran8	Managing your time	☐	☐	☐	☐	☐
tran9	Making friends	☐	☐	☐	☐	☐
tran10	Becoming involved in campus activities	☐	☐	☐	☐	☐
tran11	Finding suitable housing	☐	☐	☐	☐	☐
tran12	Dealing with new living arrangements	☐	☐	☐	☐	☐
tran13	Finding your way around campus	☐	☐	☐	☐	☐
tran14	Using the library	☐	☐	☐	☐	☐
tran15	Finding career information	☐	☐	☐	☐	☐
tran16	Commuting to campus	☐	☐	☐	☐	☐
tran18	Finding information about academic integrity (plagiarism, proper citation, etc.)	☐	☐	☐	☐	☐

PRA

Professors

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

Most of my professors …	Strongly disagree	Disagree	Agree	Strongly agree
prof1 are reasonably accessible outside of class	☐	☐	☐	☐
prof2 take a personal interest in my academic progress	☐	☐	☐	☐
prof3 treat students as individuals, not just numbers	☐	☐	☐	☐
prof4 encourage students to participate in class discussions	☐	☐	☐	☐
prof5 are well organized in their teaching	☐	☐	☐	☐
prof6 seem knowledgeable in their fields	☐	☐	☐	☐
prof7 communicate well in their teaching	☐	☐	☐	☐
prof8 are intellectually stimulating in their teaching	☐	☐	☐	☐
prof9 provide useful feedback on my academic work	☐	☐	☐	☐
prof10 provide prompt feedback on my academic work	☐	☐	☐	☐
prof11 are fair in their grading	☐	☐	☐	☐
prof12 are consistent in their grading	☐	☐	☐	☐

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

	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?	☐	☐	☐	☐

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	☐	☐	☐	☐

PRA

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	☐	☐	☐	☐	☐
staff2	Most university support staff (e.g., clerks, secretaries, etc.) are helpful	☐	☐	☐	☐	☐

Commitment to completion

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

		Strongly disagree	Disagree	Agree	Strongly agree	Don't know
cmt1	I have the financial resources to complete my program	☐	☐	☐	☐	☐
cmt2	I had adequate information about my program from the university before I enrolled	☐	☐	☐	☐	☐
cmt3	I am in the right program for me	☐	☐	☐	☐	☐
cmt4	Most of my courses are interesting	☐	☐	☐	☐	☐
cmt5	My course load is manageable	☐	☐	☐	☐	☐
cmt6	I normally go to all of my classes	☐	☐	☐	☐	☐
cmt7	I am willing to put a lot of effort into being successful at university	☐	☐	☐	☐	☐
cmt8	I can deal with stress	☐	☐	☐	☐	☐
cmt9	I have good study habits	☐	☐	☐	☐	☐
cmt10	I plan to come back to this university next year	☐	☐	☐	☐	☐
cmt11	I plan to transfer to another university next year	☐	☐	☐	☐	☐
cmt12	I plan to go to college/CEGEP next year	☐	☐	☐	☐	☐
cmt13	I plan to complete my degree at this university	☐	☐	☐	☐	☐
cmt14	A university degree is worth the cost	☐	☐	☐	☐	☐
eval11	I feel as if I belong at this university	☐	☐	☐	☐	

PRA

Overall evaluation

How satisfied or dissatisfied are you with the following aspects of <university name>?

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

eval12   Would you recommend <university name> to others?   Yes ☐   No ☐

[If eval12 = "No" branch to eval12txt, otherwise branch to the Goal development section.]

Why wouldn't you recommend <university name>?

eval12txt _____

_____

Goal development

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

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

goal3	apply to a professional program (e.g., Medicine, Law, etc.)	Yes ☐	No ☐	Unsure ☐
goal4	apply to graduate school	Yes ☐	No ☐	Unsure ☐

goal5   Which of the following best describes your career plans?

I have 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 unsure but I want to develop a career plan ☐
I am not thinking about a career at this stage of my studies ☐

goal6   How well do you know the career options your program or intended program could open for you?

Very well ☐
Fairly well ☐
Only a little ☐
Not at all ☐

Please indicate what steps if any you have taken to prepare for employment/your career after graduation? 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	☐

PRA

Services

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

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

PRA

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 ☐

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 Finances 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 ☐

Finances

fin1   How many credit cards do you have? _____   [If <> 0 branch to fin3, otherwise fin5.]

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

fin3   What is the total unpaid balance on all of your cards? $_____

fin4   Did you receive a scholarship, financial award or bursary from <university name> for the 2015-2016 academic year? Yes ☐ No ☐

fin5   Would you have been able to attend <university name> without financial assistance from <university name>?   Yes ☐ No ☐

PRA

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 = "Yes" branch to live5, otherwise branch to Disability section]
live5   How many up to age 5? _____
live6   How many age 5 to 11? _____
live7   How many 12 or older? _____

Disability

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 ☐		acom1 yes ☐	needs1 ☐	☐	☐
Hearing	dis2 ☐		acom2 yes ☐	needs2 ☐	☐	☐
Speech	dis3 ☐		acom3 yes ☐	needs3 ☐	☐	☐
Vision impairment	dis4 ☐		acom4 yes ☐	needs4 ☐	☐	☐
Learning	dis5 ☐		acom5 yes ☐	needs5 ☐	☐	☐
Head injury	dis6 ☐		acom6 yes ☐	needs6 ☐	☐	☐
Other physical disability	dis7 ☐		acom7 yes ☐	needs7 ☐	☐	☐
Attention deficit disorder	dis8 ☐		acom8 yes ☐	needs8 ☐	☐	☐
Mental health	dis9 ☐		acom9 yes ☐	needs9 ☐	☐	☐
Other (specify below:)	dis10 ☐		acom10 yes ☐	needs10 ☐	☐	☐

distxt   _____

I do not have a disability   dis11 ☐

PRA

Parental educational attainment

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

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

Ethnicity

Are you … (check all that apply)

eth1	Aboriginal (e.g., status, non-status, Métis, Inuit)	☐
eth2	Arab (e.g., Saudi, Egyptian, etc.)	☐
eth3	Black	☐
eth4	Chinese	☐
eth5	Filipino	☐
eth6	Japanese	☐
eth7	Korean	☐
eth8	Latin American	☐
eth9	South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)	☐
eth10	Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)	☐
eth11	West Asian (e.g., Afghan, Iranian, etc.)	☐
eth12	White	☐
eth13	Other (please specify below):	☐
ethtxt	_____	

[If eth1 = "Aboriginal" branch to ab1, otherwise branch to the Comments section.]

Which of the following describes your Aboriginal background?

ab1	First Nations status	☐
ab2	First Nations non-status	☐
ab3	Metis	☐
ab4	Inuit	☐
ab5	Other	☐

PRA

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?

_____

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

_____

PRA