CANADIAN UNIVERSITY SURVEY CONSORTIUM
2012 *SURVEY OF GRADUATING UNDERGRADUATE STUDENTS*

Nipissing University

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Prepared for:

Canadian University Survey Consortium

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AGREEMENT FOR DATA USE

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

1. TERMS AND CONDITIONS

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

A. The Corporation hereby known as the Canadian University Survey Consortium / *Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) coordinates surveys of students in member institutions, facilitates the exchange of the survey data among member institutions, and promotes awareness of the value of the surveys among university administrators and policy makers in the post-secondary educational system.

B. The survey data and analysis have five broad purposes for the members:
1) to better understand and track student experience and satisfaction with many aspects of the institutions they attend
2) to improve student educational outcomes
3) to improve the services available to students
4) to benchmark for purposes of internal management and decision making
5) to contribute to accountability reports to the governing bodies of member institutions, governments, and the public

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

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

E. The Corporation and each member institution define their respective obligations in relation to the use of the data that is shared between the Corporation and the Members as follows:

Definitions:

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

a. "Data" means an electronic record of the answers to the questions on the survey instrument given by each respondent at the universities that participated in the survey.

b. "Aggregate Data" means all of the data or data for groups of universities. Generally, aggregate data is expressed as statistics and research findings across data drawn from all universities or groups of universities.

c. "Member Institution" means a university that is a member of CUSC/CCREU.

d. "Publish" means dissemination of research findings beyond the senior administration of a member institution.

e. "Senior Administration" means the officer of a member institution with overall responsibility for academic programs and student services.

2. OWNERSHIP OF SURVEY DATA

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

3. EXCHANGE OF SURVEY DATA AMONG MEMBERS

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

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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

This is the 18th cooperative study undertaken by the Canadian University Survey Consortium (CUSC). Since 1996, the survey has run in a three-year cycle, with different student populations targeted each year. This year's study presents the results for graduating students, the last of which was conducted in 2009.

The current survey includes 37 participating universities and responses from over 15,000 students across Canada.

Profile of graduating students

Examining the profile of students participating in the survey shows the following:

- The majority of graduating students are female, 22 and younger, single, and living independently. Academically, the majority are attending full-time, are in a program that takes four or more years to complete, and are graduating with an average grade of B+ or higher. Although students' programs typically take about four years, they have been studying for slightly longer (about one year), which is likely due to the fact that many students are studying part-time and have had to interrupt or delay their studies.

- Students represent a variety of disciplines, with about 2 in 5 in generalist (i.e., Social Science or Arts and Humanities) or professional (i.e., Business, Professional, Engineering, or Education) programs. About 1 in 5 students are in a science program (i.e., Biological or Physical sciences).

- About 16% of students are first-generation students; that is, neither their mother nor their father had any post-secondary education. Older students are more likely to be first-generation students.

Experiences at university

Among 16 activities tested, several stand out as contributing most to students' growth and development. Most notably, *practicums*, *internships*, *co-ops*, and *work experiences related to their program* tend to contribute the most, with *classroom instruction* following slightly behind. *Online instruction* and *recommended readings* are viewed by students as contributing least to their growth and to development of the aspects tested.

Extracurricular activities

Among 17 extracurricular activities tested to show the impact they had on students' growth and development, students are most likely to say that *participating in international study or exchanges* had the most impact on their growth and development. However, just 11% of students had experience with this aspect. *Interacting with other students* is the second highest rated aspect contributing to students' development (among the 17), and 97% have experience with it. The aspect that students think contributed the least was *attending home games of university athletic teams*.

Use of and satisfaction with facilities and services

Among 19 different facilities and services at their universities, the vast majority of students are satisfied, as between 78% and 90% are satisfied with each. At the high end of this range is satisfaction with *library facilities* and *computer support services*.

Skill growth and development

Students rated their universities' contribution to their development in 33 specific skills. These skills were further segmented into academic, communication, analytical and learning, working and knowledge, and personal and relationship skills.

- **Academic skills**. Among academic skills, only universities' contribution to *broad knowledge of my major field of study* (76%) has more than half of students who say their university contributed much or very much to their development. The fewest students rate universities as contributing much or very much to *mathematical skills* (28%) among the academic skills tested.

- **Communication skills.** Among four communication skills tested, students are most likely to say that the university contributed much or very much to their *written communication* (66%) skills. They are least likely rate their universities' contribution to *second or third language skills* (17%) as much or very much.

- **Analytical and learning skills**. Among seven analytical and learning skills, students are most likely to rate their university as contributing much or very much to their ability to *think logically and analytically* (71%). Students are least likely to say that their university contributed much or very much to *identifying and solving problems* (52%).

- **Working and knowledge skills**. Students are much more likely to rate positively their universities' contribution to *working independently* (73%), which is much higher than the other working and knowledge skills. Students are least likely to say their universities contributed much or very much to their *entrepreneurial skills* (18%).

- **Personal and relationship skills**. Among the nine areas classified as personal and relationship skills, *persistence with difficult tasks* (58%) and *time management skills* (56%) receiving the highest ratings. Students are least likely to say their universities contributed much or very much to their *spiritual development* (16%).

Among the 33 areas, students were asked to rate twenty of them in order to identify the three most important areas for a student's development. When compared to how universities are doing with students' development, *broad knowledge of their major field of study* was the area students thought universities contributed most to, and it was the second highest rated in terms of importance. Conversely, *appreciation of the arts* and *spiritual development* were areas students thought universities contributed least to, and students also rate them as less important factors for universities to concentrate on.

Student satisfaction

Examining aspects of students' satisfaction show the following key results:

- Students are very positive about their interactions with faculty. The only exception is satisfaction that *most of their professors were knowledgeable of career opportunities in their field,* as 64% are satisfied (compared to 72% to 96% who are satisfied with other areas).
- Many students appear to be less satisfied with their university in terms of the concern shown by the institution for students as individuals. Fewer than 6 in 10 report being satisfied — including just 8% who are very satisfied — with the *concern their university showed for them as individuals*.
- Students are also positive about their education, as almost 9 students in 10 agree that *generally, they are satisfied with the quality of teaching they have received*, are satisfied *overall quality of education they received*, and are satisfied with *their decision to attend their university*.
- Although students are very positive about their educational experiences, about 2 students in 3 agree that they received *good value for their money*, while about 1 in 3 students disagree.

Education financing and debt

Overall, about 6 in 10 students report having some debt from financing their education, with the typical student reporting $14,453 in debt with 62% of this being accounted for by government student loans. When adjusted for inflation, students' total debt in 2000 was a reported $14,547, which is on par with debt reported by students in 2012.

Among 11 sources students may use to finance their education, the most commonly used sources of funding are parents or other family members (59%) and personal savings (50%). On average, students required $11,306 to finance their current year. Compared to 2003, the average amount students required to finance their education was substantially lower in 2012, when adjusted for inflation. In 2003, students needed about $12,972 to finance their current year of university studies, which is about 15% higher than the amount students required in 2012.

Among the 6 in 10 students who are currently employed, students spend about 18 hours a week working on average. Students' work appears to have some negative impact on their academic performance, as about 3 in 10 say it does. Those who are most likely to have their academic performance negatively affected by their employment are those attending school full-time and working between 11 to 20 hours a week.

Future education and employment

In their first year after graduating, about half plan on continuing their education. Students' decisions about whether to take further education after graduating are somewhat influenced by debt they have incurred, as 60% say their debt load has an impact on their decision about whether or not to take further education.

Just over 1 in 3 students have a job arranged once they graduate. These students report the following:

- Most say their job is permanent, a continuation of previous employment, does not require a degree, and is related to the knowledge and skills they acquired in their program.
- Over 8 in 10 are satisfied with the job they have secured.
- The average annual income students will receive is estimated to be $33,567. Compared to previous years, the average reported annual salary is much lower. In fact, the reported salary is 17% lower than 2009, when students reported an average salary of $39,226 (in 2012 dollars).

Slightly fewer than 6 students in 10 believe that there are at least some jobs available in their field of study, while 4 students in 10 think there are few jobs in their field of study. Students' perceptions of the job market have grown more negative over time. In 2000, 23% thought there were few or very few jobs available in their field of study compared to 38% in 2012.

Although students are more pessimistic about employment in their field of study, it does not appear to translate into students being proactive in preparing for employment. Among nine steps tested to determine how students are preparing for employment, only *creating a resume or CV* (81%) is reported by more than 2 in 3 students.

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 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 18th cooperative study undertaken by CUSC. The surveys target three undergraduate sub-samples: first-year, graduating, and all students. This year's study surveyed graduating undergraduate students. Table 1 shows the types of students CUSC has surveyed and the number of participating universities each year.

Table 1: Past CUSC surveys

Year	Sample	Number of participating universities
1994	All undergraduates	8
1996	All undergraduates	10
1997	Graduating students	9
1998	First-year students	19
1999	All undergraduates	23
2000	Graduating students	22
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	39
2011	All undergraduates	25
2012	Graduating students	37

1.1 Methodology

As shown in Table 1, the CUSC survey runs in a three-year cycle, targeting particular types of students each year. The questionnaire used for each of these populations is different.

Each year, PRA Inc. and representatives from participating universities review past questionnaires and methodology to discuss issues and possible changes. In the fall of 2011, representatives of participating universities reviewed the questionnaire last used — in this case, the 2009 questionnaire. The goal of this review was to identify questions that were no longer appropriate, consider questions that may be added to the survey, and review problems or issues identified the last time the survey was run. As much as possible, the intent was to leave the questionnaire unchanged to allow for comparison across time. Based on the outcome of this meeting, PRA prepared a draft and then, based on comments from CUSC members, produced a final questionnaire (Appendix A).

Each university supported the study by generating a sample of undergraduate students who were expected to graduate in 2012. Each institution provided PRA with an electronic database containing the email addresses for these 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.

1.1.1 Response rates

Table 2 shows the response rates by university, which ranged from 19% to 65%, with an overall response rate of 36.5%. This yielded 15,109 students who completed the survey.[1]

Table 2: Survey response rate

University	Surveys		Response rate
	Distributed	Completed	
Brock University	3,178	1,178	37.1%
Carleton University	1,500	608	40.5%
Concordia University College of Alberta	209	102	48.8%
Dalhousie University	1,626	572	35.2%
Grant MacEwan University	1,000	299	29.9%
Lakehead University	1,000	454	45.4%
McGill University	1,000	380	38.0%
Mount Royal University	1,235	616	49.9%
Nipissing University	746	231	31.0%
Redeemer University College	163	78	47.9%
Ryerson University	4,758	1,564	32.9%
Saint Mary's University	691	368	53.3%
Simon Fraser University	1,000	650	65.0%
St. Francis Xavier University	921	310	33.7%
The King's University College	122	49	40.2%
Thompson Rivers University	631	195	30.9%
Trent University	727	335	46.1%
Trinity Western University	274	119	43.4%
Tyndale University College and Seminary	78	47	60.3%
Université de Moncton	905	398	44.0%
Université de Montréal	1,000	620	62.0%
Université de Sherbrooke	1,322	368	27.8%
Université du Québec à Trois-Rivières	1,000	506	50.6%
University of Lethbridge	1,000	535	53.5%
University of Manitoba	1,000	463	46.3%
University of New Brunswick (Fredericton)	823	217	26.4%
University of New Brunswick (Saint John)	177	64	36.2%
University of Northern British Columbia	517	320	61.9%
University of Ontario Institute of Technology	1,919	486	25.3%
University of Ottawa	1,000	376	37.6%
University of Regina	1,364	430	31.5%
University of Saskatchewan	2,052	620	30.2%
University of the Fraser Valley	430	179	41.6%
University of Waterloo	1,992	432	21.7%
University of Winnipeg	1,495	418	28.0%
Wilfrid Laurier University	1,000	236	23.6%
York University	1,500	286	19.1%
Total	**41,355**	**15,109**	**36.5%**

[1] PRA defined a completed survey as any survey where a student completed at least 50% of the questions (approximately 80 questions).

1.1.2 Weighting

In previous years, CUSC capped the number of students who could be sampled to 1,000. However, for the 2012 survey, universities were able to provide a sample up to the number of students who qualified based on the CUSC criteria for inclusion. In most cases, institutions conducted a census of graduating students, although many larger institutions did not.

In order to compensate for the discrepancies between the population of graduating students among participating institutions and the sample population, the data in this report have been weighted. Because of weighting, n-sizes for groups may not sum to the total n-size, as shown in tables in this report. The applied weights are shown in Table 3.

Table 3: Applied weights

University	Population of graduating students		Completed surveys		Applied weight
	Population	% of population	Population	% of population	
Brock University	2,506	3.6%	1,178	7.8%	0.46
Carleton University	4,454	6.4%	608	4.0%	1.58
Concordia University College of Alberta	279	0.4%	102	0.7%	0.59
Dalhousie University	1,626	2.3%	572	3.8%	0.61
Grant MacEwan University	1,250	1.8%	299	2.0%	0.90
Lakehead University	1,500	2.1%	454	3.0%	0.71
McGill University	3,000	4.3%	380	2.5%	1.70
Mount Royal University	1,235	1.8%	616	4.1%	0.43
Nipissing University	746	1.1%	231	1.5%	0.70
Redeemer University College	163	0.2%	78	0.5%	0.45
Ryerson University	4,758	6.8%	1,564	10.4%	0.66
Saint Mary's University	691	1.0%	368	2.4%	0.41
Simon Fraser University	1,813	2.6%	650	4.3%	0.60
St. Francis Xavier University	921	1.3%	310	2.1%	0.64
The King's University College	122	0.2%	49	0.3%	0.54
Thompson Rivers University	718	1.0%	195	1.3%	0.70
Trent University	1,600	2.3%	335	2.2%	1.03
Trinity Western University	274	0.4%	119	0.8%	0.50
Tyndale University College and Seminary	78	0.1%	47	0.3%	0.36
Université de Moncton	905	1.3%	398	2.6%	0.49
Université de Montréal	2,404	3.4%	620	4.1%	0.84
Université de Sherbrooke	1,322	1.9%	368	2.4%	0.78
Université du Québec à Trois-Rivières	1,000	1.4%	506	3.3%	0.43
University of Lethbridge	1,387	2.0%	535	3.5%	0.56
University of Manitoba	2,500	3.6%	463	3.1%	1.17
University of New Brunswick (Fredericton)	823	1.2%	217	1.4%	0.82
University of New Brunswick (Saint John)	177	0.3%	64	0.4%	0.60
University of Northern British Columbia	517	0.7%	320	2.1%	0.35
University of Ontario Institute of Technology	1,409	2.0%	486	3.2%	0.63
University of Ottawa	7,526	10.7%	376	2.5%	4.32
University of Regina	1,364	1.9%	430	2.8%	0.68
University of Saskatchewan	2,052	2.9%	620	4.1%	0.71
University of the Fraser Valley	768	1.1%	179	1.2%	0.93
University of Waterloo	4,400	6.3%	432	2.9%	2.20
University of Winnipeg	1,496	2.1%	418	2.8%	0.77
Wilfrid Laurier University	3,643	5.2%	236	1.6%	3.33
York University	8,655	12.3%	286	1.9%	6.53

1.2 University comparisons

For comparison purposes, participating universities were categorized into three groups.

- 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 shows the institutions in each of the three groups.

Table 4: Categories of participating universities

Group 1 (n=18)	Group 2 (n=11)	Group 3 (n=8)
Concordia University College of Alberta	Brock University	Dalhousie University
Grant MacEwan University	Carleton University	McGill University
Mount Royal University	Lakehead University	Université de Montréal
Nipissing University	Ryerson university	Université de Sherbrooke
Redeemer University College	Simon Fraser University	University of Manitoba
Saint Mary's University	Thompson Rivers University	University of Ottawa
St. Francis Xavier University	Université de Moncton	University of Saskatchewan
The King's University College	University of New Brunswick (Fredericton)	York University
Trent University	University of Regina	
Trinity Western University	University of Waterloo	
Tyndale University College and Seminary	Wilfrid Laurier University	
Université du Québec à Trois-Rivières		
University of Lethbridge		
University of New Brunswick (Saint John)		
University of Northern British Columbia		
University of Ontario Institute of Technology		
University of the Fraser Valley		
University of Winnipeg		

As Table 5 on the next page shows, universities that participate in the *CUSC Graduating Student Survey* change from year to year. For instance, the 2012 survey included nine universities who had not participated in the *CUSC Graduating Student Survey* before.

Table 5: Changes in participating universities

University	Participated				
	2012	2009	2006	2003	2000
Bishop's University					●
Brock University	●	●			
Carleton University	●	●	●	●	●
Concordia University			●	●	●
Concordia University College of Alberta	●				
Dalhousie University	●	●	●	●	●
Grant MacEwan University	●				
Lakehead University	●	●		●	●
McGill University	●	●			
McMaster University				●	●
Memorial University					●
Mount Allison University		●			
Mount Royal University	●				
Mount Saint Vincent University			●		
Nipissing University	●	●	●	●	●
Nova Scotia Agricultural College		●			
Ontario College of Art and Design				●	
Redeemer University College	●	●			
Ryerson University	●	●	●	●	●
Saint Mary's University	●	●	●	●	●
Simon Fraser University	●	●	●	●	●
St. Francis Xavier University	●	●			
St. Thomas University		●			
The King's University College	●	●	●		
Thompson Rivers University	●				
Trent University	●	●			●
Trinity Western University	●	●	●	●	●
Tyndale University College and Seminary	●				
Université de Moncton	●				
Université de Montréal	●	●	●	●	
Université de Sherbrooke	●				
Université du Québec à Trois-Rivières	●				
University of Toronto at Scarborough			●	●	
University of Windsor				●	●
University of Alberta		●		●	
University of British Columbia (Okanagan Campus)		●	●		
University of British Columbia (Vancouver Campus)		●	●	●	●
University of Calgary		●	●	●	
University of Lethbridge	●	●	●	●	●
University of Manitoba	●	●	●	●	●
University of New Brunswick (Fredericton Campus)	●		●	●	●
University of New Brunswick (Saint John Campus)	●	●		●	●
University of Northern British Columbia	●	●	●		
University of Ontario Institute of Technology	●	●			
University of Ottawa	●	●	●		●
University of Regina	●	●	●	●	●
University of Saskatchewan	●	●	●	●	
University of the Fraser Valley	●	●			
University of Victoria		●	●	●	
University of Waterloo	●				
University of Winnipeg	●	●	●	●	
Wilfrid Laurier University	●	●	●	●	●
York University	●		●		

● indicates university participated in survey

1.3 Comparison with previous graduating students surveys

Throughout this report, we compare the results of the current survey with results from previous surveys of graduating students (i.e., 2009, 2006, 2003, and 2000). However, not all universities that participated in the previous studies participated in 2012. In addition, sampling and data weighting procedures changed for the 2012 survey.

Therefore, any difference between surveys may be the result of these differences rather than actual changes over time. PRA includes these comparisons as a point of interest; further investigation may be necessary to assess true differences across time. That being said, there are a few differences in results between the five surveys.

1.4 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 6: Criteria for statistical significance

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

1.5 Non-response

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

2.0 Profile of graduating students

In this section, we provide a profile of graduating students who participated in the survey.

2.1 Student profile

Results in Table 7 show the following:

- Among respondents, graduating students are twice as likely to be women (66%) as men (33%). Although the sample slightly over represents female graduating students, it reflects the fact that more women than men graduate from university. It is also important to note that there are a few statistically significant differences between our female and male respondents; differences that are statistically significant are discussed throughout this report.

- While the typical graduating student is just over 23 years of age, 3 students in 4 are 23 years of age or younger. Given that most students are under 23 years of age, it is not surprising only 6% have children

- More than half of students are single (53%). About 2 in 5 are in a relationship (36%), not including those who are married or common-law (11%).

- Almost 1 student in 10 (8%) self-reports having some type of disability, most often a mental health (3%) or learning (2%) disability.

- About 1 in 3 students (32%) self-identify as belonging to an ethnic or cultural group. Among minority students, the largest proportion is Chinese (28%) students. Other ethnic groups with sizeable representation among respondents include South Asian (20%) and Black (14%). Group 1 universities (21%) have a lower proportion of visible minority students compared to Group 2 (33%) and Group 3 (35%) universities, although this difference is not statistically significant.

- A few students (3%) identify themselves as First Nation(s), Métis, Inuit, or Non-Status Aboriginal people.

Table 7: Personal profile					
	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Gender Q50					
Male	33%	32%	37%	30%	15%
Female	66%	68%	63%	69%	85%
Other	<1%	<1%	<1%	<1%	-
Age Q51					
20 or younger	12%	10%	12%	14%	12%
21	30%	25%	32%	31%	35%
22	22%	20%	24%	21%	32%
23	10%	12%	11%	9%	8%
24	6%	7%	6%	6%	2%
25 to 29	12%	16%	9%	12%	8%
30 or over	8%	11%	7%	7%	3%
Average age	23.4	24.2	23.2	23.1	22.2
Marital status Q56					
Single	53%	49%	53%	55%	45%
In a relationship (other than married or common-law)	36%	34%	37%	35%	46%
Married or common-law	11%	17%	9%	11%	8%
Number of children Q60					
Children	6%	9%	5%	5%	4%
No children	94%	91%	95%	95%	96%
Disability Q55					
Total self-identified	8%	9%	8%	8%	8%
Visible minority Q58*					
Total self-identified	32%	21%	33%	35%	4%
Aboriginal Q58**					
Total self-identified	3%	4%	2%	3%	5%

Note: Columns may not sum to 100% due to rounding.
* 'Visible minority' includes respondents that self-identified themselves as belonging to an ethnic/cultural group other than 'Aboriginal', 'Inuit', 'Métis', or 'White'.
** 'Aboriginal' includes respondents that self-identify themselves as 'Aboriginal', 'Inuit', or 'Métis'.

As shown in Table 8, the demographic profile of graduating students appears to have changed little over the past twelve years. The only exception is that graduating students appear to be graduating at a younger age, perhaps due to the phase out of Grade 13 in Ontario schools in 2003.

Table 8: Personal profile: Graduating students across time					
	2012 (n=15,109)	2009 (n=12,160)	2006 (n=10,464)	2003 (n=11,224)	2000 (n=6,388)
Gender					
Male	33%	33%	32%	34%	34%
Female	66%	67%	65%	65%	66%
Age					
Average age	23.4 years	23.7 years	23.8 years	24.6 years	25.0 years
Disability					
Total self-identified	8%	7%	6%	4%	5%

Note: Non-responses were removed in 2009 and are included (but not shown) in previous years.

2.2 Living arrangements

In their last undergraduate year, about 6 students in 10 are living independently (49% in rented housing, 7% in a home they own, and 3% in on-campus housing), and about 4 students in 10 lives with parents, guardians or relatives. See Table 9.

Table 9: Living arrangements Q54

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
In rented housing off-campus (shared or alone)	49%	47%	53%	46%	62%
With parents, guardians, or relatives	40%	35%	37%	45%	29%
Personally owned home	7%	11%	6%	6%	4%
On-campus residence	3%	5%	3%	2%	4%
Other	1%	2%	1%	1%	1%

Note: Columns may not sum to 100% due to rounding.

Not surprisingly, the older students are, the less likely they are to live with parents or relatives or in on-campus housing and the more likely they are to live in a home they own.

2.3 Permanent residence

Students were asked the size of the community in which they lived prior to attending university. Reflecting the location of the institutions, fewer students attending Group 1 (47%) universities are from communities with a population of 100,000 or more, than Group 2 (59%) or 3 (63%) universities. See Table 10.

Table 10: Size of community Q53

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Lived on a farm/ranch	3%	4%	3%	3%	6%
Less than 5,000	9%	12%	9%	8%	18%
5,000 to 9,999	6%	8%	6%	6%	13%
10,000 to 49,999	13%	14%	14%	13%	22%
50,000 to 99,999	10%	15%	10%	8%	20%
100,000 to 299,999	17%	13%	21%	15%	11%
300,000 to 499,999	6%	4%	7%	7%	2%
Over 500,000	35%	30%	31%	41%	8%

Note: Columns may not sum to 100% due to rounding.

Students in this study come from all provinces and territories, as well as the United States and other countries, but they generally reflect the location of universities participating in the survey. See Table 11.

Table 11: Province of permanent residence Q52

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
British Columbia	6%	11%	9%	1%	-
Alberta	7%	28%	1%	2%	<1%
Saskatchewan	5%	<1%	5%	6%	-
Manitoba	6%	10%	<1%	8%	-
Ontario	53%	29%	70%	49%	99%
Québec	11%	7%	<1%	22%	<1%
Nova Scotia	3%	6%	<1%	3%	-
Prince Edward Island	<1%	<1%	<1%	<1%	-
New Brunswick	3%	2%	5%	<1%	-
Newfoundland and Labrador	<1%	<1%	<1%	<1%	-
Territories	<1%	<1%	<1%	<1%	-
International/USA/other	6%	5%	6%	7%	-

Note: Columns may not sum to 100% due to rounding.

The provinces in which students are attending university are shown in Table 12. The distribution by province, as shown in Table 11, tends to reflect the universities that are participating in this year's study.

Table 12: Province in which attending university

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
British Columbia	6%	11%	9%	-	-
Alberta	6%	30%	-	-	-
Saskatchewan	5%	-	5%	7%	-
Manitoba	6%	11%	-	9%	-
Ontario	59%	28%	79%	56%	100%
Québec	11%	7%	-	23%	-
Nova Scotia	5%	11%	-	6%	-
New Brunswick	3%	1%	6%	-	-

Note: Columns may not sum to 100% due to rounding.

2.4 Disciplines

Based on information supplied by participating institutions, graduating students will be receiving degrees in the following:

- **Generalist disciplines.** Slightly more than 2 students in 5 are graduating from generalist disciplines, which include either Social Science (23%) or Arts and Humanities (18%) programs.

- **Professional disciplines.** About 2 students in 5 will receive a degree in a professional discipline, which includes Business (16%), Professional (12%), Engineering (6%), and Education (4%) programs.

- **Science disciplines.** About 1 in 5 students will graduate with a science degree either from a Biological (13%) or Physical Science (6%) program.

As Table 13 shows, there are some differences by group and students' areas of study:

- Students attending Group 1 (21%) universities are more likely than those attending a Group 2 (17%) or a Group 3 (13%) university to report that their major subject area is Business. They are also more likely to be enrolled in an Education program (9% of Group 1 students versus 5% of Group 2 students and 2% of Group 3 students).

- Students in Group 3 (17%) universities are more likely to be in a Biological Science program than Group 1 (12%) or Group 2 (8%) students.

- Group 2 (9%) students are more likely to be enrolled in an Engineering program than Group 3 (5%) or Group 1 (3%) students.

Table 13: Major/subject area of concentration

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Social Science	23%	21%	21%	26%	30%
Arts and Humanities	18%	14%	19%	19%	17%
Business	16%	21%	17%	13%	8%
Biological Science	13%	12%	8%	17%	3%
Professional	12%	13%	12%	12%	7%
Physical Science	6%	5%	8%	5%	2%
Engineering	6%	3%	9%	5%	-
Education	4%	9%	5%	2%	33%
Other fields	1%	<1%	1%	1%	-
Don't know	<1%	1%	<1%	<1%	-

Note: In cases where more than one major was provided, we took the first mention as the primary area of concentration. Columns may not sum to 100% due to rounding.

In 2012 (and in past CUSC surveys), male and female students tend to select different educational paths. As Figure 1 shows, female students outnumber male students in most disciplines. In fact, male students represent the majority in only two disciplines: *Physical Science* (54% versus 46%) and *Engineering* (78% versus 20%) programs. Conversely, female students mostly outnumber male students in *Professional* (85% versus 14%) programs.

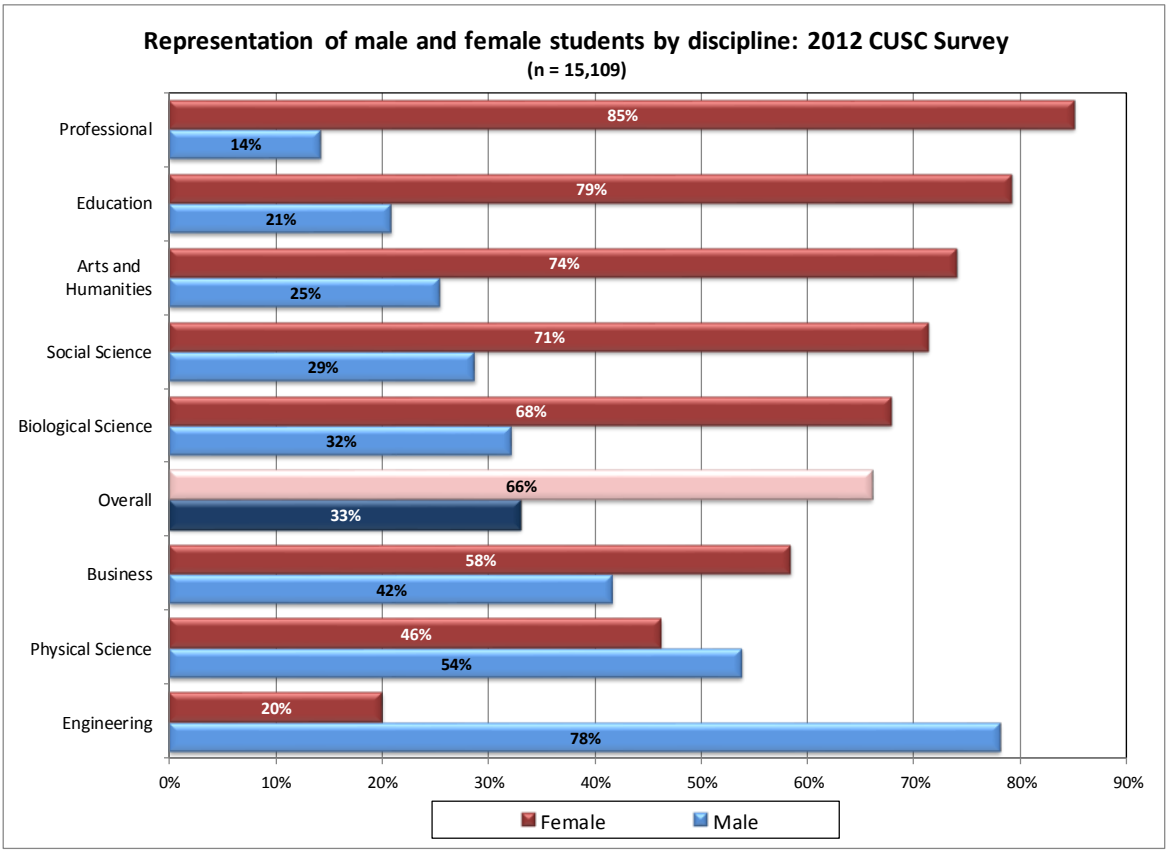

Figure 1

As shown in Table 14, students graduating from Education and Professional programs tend to be older on average. In fact, they are almost two years older on average than the typical graduating student. Biological Science students tend to be the youngest, just over 22 years of age on average.

Table 14: Average age of students by discipline

Discipline	Average age
Education	25.2 years
Professional	24.9 years
Social Science	23.5 years
Overall	**23.4 years**
Engineering	23.1 years
Business	23.0 years
Arts and Humanities	23.0 years
Physical Science	22.9 years
Biological Science	22.4 years

2.5 Academic profile

Examining questions related to students' academics shows the following:

- Most students (83%) intend to graduate in the spring, with another 9% intending to graduate in the fall. Another 7% say they do not plan on graduating in 2012.

- The vast majority (85%) of graduating students are attending full-time, although this seems to vary by age, as older students typically are less likely to report full-time enrolment. In fact, the proportion steadily decreases from 96% of those 20 and younger down to 61% of those 30 and older who report they are enrolled full-time.

- Graduating students are taking programs that typically require four years to complete, as 72% report that their program typically takes four years to complete. Students attending Group 3 (21%) universities are more likely to be enrolled in a three-year program than Group 1 (11%) or Group 2 (6%) students.

- It appears that many students began their post-secondary education prior to attending their current university. The typical student started his or her post-secondary studies six years ago in 2006, but has only been attending his or her university for four years (since about 2008).

- About half of students (51%) report being in a work experience program, most commonly a practicum (20%), service learning (14%), or work experience (13%) program.

- Overall, 86% of students are studying in English, while 12% are studying in French. Language of study varies by university type, as 22% of students in Group 3 universities report that French is their primary language of study, compared to 7% of Group 1 and 4% of Group 2 students. This difference likely reflects the location of participating universities in these groups.

- The majority of students are Canadian citizens (92%), while 5% are international students and another 3% are a permanent resident.

These and other findings are presented in Table 15.

Table 15: Academic profile					
	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Intending to graduate in 2012 Q1					
Yes, in the spring	83%	84%	88%	78%	99%
Yes, in the fall	9%	8%	7%	12%	<1%
Intend on graduating after 2012	7%	8%	5%	10%	-
Do not intend on graduating	<1%	<1%	<1%	<1%	-
Student status Q2					
Full-time	85%	83%	85%	86%	94%
Part-time	11%	11%	9%	12%	6%
Not currently registered	4%	6%	6%	2%	<1%
Length of degree Q5					
One year	<1%	2%	<1%	<1%	12%
Two years	3%	4%	3%	4%	-
Three years	13%	11%	6%	21%	11%
Four years	72%	74%	76%	68%	50%
Five or more years	10%	9%	15%	6%	27%
Average number of years*	3.9	3.8	4.0	3.8	3.8
Year began post-secondary education Q3					
2011	<1%	<1%	<1%	<1%	-
2010	<1%	<1%	<1%	<1%	-
2009	4%	3%	2%	6%	3%
2008	35%	34%	39%	33%	41%
2007/2006	40%	39%	41%	40%	46%
2005 or earlier	20%	24%	17%	20%	11%
Average year	2006	2006	2006	2006	2007
Year began at this university Q4					
2011	<1%	2%	<1%	<1%	-
2010	6%	9%	5%	7%	3%
2009	14%	13%	8%	20%	9%
2008	42%	39%	45%	40%	42%
2007 or earlier	37%	38%	42%	32%	46%
Average year	2008	2007	2007	2008	2008
Enrolled in work experiences Q8					
Yes	51%	53%	54%	48%	67%
Language of instruction Q9					
English	86%	91%	94%	76%	99%
French	12%	7%	4%	22%	<1%
Other	2%	2%	2%	1%	-
Citizenship Q61					
Canadian citizen	92%	94%	92%	91%	100%
Permanent resident	3%	2%	3%	4%	<1%
International student	5%	5%	5%	5%	-

Note: Columns may not sum to 100% due to rounding.
*In calculating the average length of degree, five or more years was treated as five years.

As shown in Table 16, the academic profile of students in 2012 is very similar to that of students who participated in CUSC's previous graduating student surveys.

Table 16: Academic profile by year

	2012 (n=15,109)	2009 (n=12,160)	2006 (n=10,464)	2003 (n=11,224)	2000 (n=6,388)
Type of student					
Full-time	85%	89%	85%	84%	80%
Part-time	11%	11%	14%	13%	16%
Length of degree					
Average number of years*	3.9 years	3.9 years	3.8 years	3.8 years	3.7 years
Years at current university					
Average number of years	4.5 years	4.5 years	4.5 years	4.4 years	4.4 years
Interrupted studies					
Yes	21%	23%	22%	18%	19%

Note: Non-responses were removed starting in 2009 and are included (but not shown) in previous years.
*In calculating the average length of degree, five or more years was treated as five years.

2.5.1 Academic profile by discipline

Examining the academic profile by discipline shows the following statistically significant differences:

- Education and Engineering students are most likely to report having programs five-year or longer, while students in Professional degrees are least likely. The length of their programs likely accounts for the fact that students in Education and Engineering have been enrolled at their institution the longest.

- Students in Education and Professional programs are most likely to have taken a work experience program while in university. Students in Social Sciences and Arts and Humanities programs are the least likely.

- Students in Business and Physical Sciences are least likely to report being a Canadian citizen, and, in turn, most likely to report being a permanent resident or international student.

Table 17: Academic profile by discipline		
	Discipline	**%**
Length of degree – five years or more	Education	36%
	Engineering	34%
	Overall	10%
	Professional	2%
Began post-secondary education in 2005 or earlier	Education	33%
	Overall	20%
	Biological Science	15%
Began at institution in 2007 or earlier	Engineering	60%
	Education	51%
	Overall	37%
	Professional	23%
Enrolled in work experience	Education	94%
	Professional	83%
	Overall	51%
	Social Science	40%
	Arts and Humanities	37%
Canadian citizen	Education	98%
	Overall	92%
	Physical Science	86%
	Business	86%

2.6 Scholarships

Over half of students (51%) report receiving an academic scholarship from their university at some point during their studies. Among those who received a scholarship, they most often received them for academic merit (84%) or financial need (27%). The older students are, the less likely they are to have received a scholarship from their university.

Table 18: Academic scholarship, financial award, or bursary					
	All students (n=15,109)	**Group**			**Nipissing University (n=161)**
		1 (n=3,046)	**2 (n=5,784)**	**3 (n=6,278)**	
Received academic scholarship from this university Q28					
Yes	51%	49%	52%	50%	58%
Source of scholarship, financial award, or bursary Q66					
Academic merit	84%	87%	86%	81%	87%
Financial need	27%	26%	25%	29%	40%
Athletics	3%	4%	2%	2%	3%
Other	10%	10%	8%	12%	7%
Note: Only students who received an academic scholarship were asked the source of their scholarship, financial award, or bursary. Respondents could provide more than one answer for the source of scholarship, financial award, or bursary. Therefore, columns may not sum to 100%.					

The younger a student is, the more likely they are to have received an academic scholarship from their university. About 63% of those 20 and younger report receiving such a scholarship, compared to 29% of those 30 and older.

2.7 Interruption of studies

As shown in Table 19, about 1 in 5 students have interrupted their studies at some point during their academic career. In 2012, the most common reasons students interrupted their studies were for *employment* (7%), *family reasons* (5% — either to raise children or other family reasons), or for *financial reasons* (4%).

The older a student is, the more likely they are to report that they interrupted their studies, rising from 5% of those 20 or younger up to 52% of those 30 and older.

Table 19: Interrupted studies Q7

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Have not interrupted studies	79%	75%	81%	79%	93%
For employment	7%	10%	7%	7%	2%
For financial reasons	4%	6%	4%	4%	<1%
To travel	3%	4%	3%	3%	<1%
Due to illness	3%	3%	3%	4%	3%
For other family reasons	3%	3%	3%	3%	1%
To have/raise children	2%	3%	1%	2%	-
Required to withdraw by the university	2%	2%	2%	1%	<1%
Other reasons	5%	6%	5%	6%	<1%

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

Overall, more than 1 in 3 students (36%) say something delayed the completion of their program at their university.

- The most common reasons appear to be related to the availability of courses, as many students delayed their program due to *required* (15%) or *elective* (7%) *courses not being available.*

- About 1 in 10 students delayed their program because of their *grades* (11%), while another 1 in 10 students say it was for *financial issues* (9%).

Table 20: Delays in completion of program Q64

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Did not have a delay	64%	65%	66%	62%	82%
Required courses not available	15%	15%	16%	14%	6%
Grades	11%	8%	11%	11%	6%
Financial issues	9%	9%	7%	10%	4%
Elective courses not available	7%	6%	7%	7%	3%
Other	12%	11%	10%	13%	5%

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

Students in Education and Professional programs are much less likely than students in other programs to delay the completion of their program (about half the rate among students overall). Physical Science students are most likely to have delayed completing their program, although they are just slightly above the overall proportion.

Table 21: Delay in completion of program by discipline		
	Discipline	**%**
Delay in completion	Physical Science	44%
	Overall	36%
	Education	20%
	Professional	19%

2.8 Students' grades

Students reported their average grade for the courses they had completed at the time of the survey. Students' average grade is close to a B+ (an average of 4.9 out of 7; a 5 is equivalent to a B+). Students' average grades have increased each year, increasing from 4.7 in 2000 to 4.9 in the current survey.

Table 22: Average grade for courses completed so far Q10					
	All students (n=15,109)	**Group**			**Nipissing University (n=161)**
		1 (n=3,046)	**2 (n=5,784)**	**3 (n=6,278)**	
A or A+	13%	15%	12%	14%	17%
A-	21%	24%	21%	20%	25%
B+	26%	25%	25%	26%	23%
B	27%	26%	30%	25%	28%
C+	10%	8%	9%	11%	6%
C or lower	3%	2%	3%	4%	<1%
Average	4.9	5.1	4.9	4.9	5.2
Note: This grade scale is based on the following: A/A+=7, A-=6, B+=5, B=4, C+=3, C=2, D=1. Columns may not sum to 100% due to rounding.					

Students' grades differ significantly by disciplines. On average, students in Education and Professional programs tend to have higher grades, averaging over a B+ (an average of 5 out of 7). Students in Business programs report slightly lower average grades than students in other programs, an average grade lower than a B+.

Table 23: Average grade by discipline	
	Average grade
Education	5.4
Professional	5.3
Biological Science	5.0
Arts and Humanities	4.9
Overall	4.9
Social Science	4.8
Physical Science	4.8
Engineering	4.8
Business	4.7

2.9 Parents' education

About 7 students in 10 report that their father (71%) or mother (71%) had completed at least some post-secondary education. When examining the highest level of education for both parents, 16% are first-generation students; that is, neither their father nor their mother took any post-secondary education. As might be expected, the older a student is, the more likely they are to be a first-generation student. Just 11% of those 20 and younger report being first-generation students compared to 41% of those 30 and older.

See Table 24 and Table 25 for the highest level of education students report their mother and father achieved.

Table 24: Highest level of education of mother Q70

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Less than high school	8%	8%	7%	7%	4%
High school graduate	18%	20%	19%	16%	23%
Some college, CEGEP, or technical school	9%	11%	7%	8%	11%
College, CEGEP, or technical school graduate	21%	22%	22%	20%	38%
Some university (no degree or diploma)	5%	5%	4%	5%	3%
University graduate (e.g., B.A., B.Sc.)	25%	22%	26%	25%	17%
Professional degree (e.g., Medicine, Law)	4%	3%	3%	4%	1%
Graduate degree (e.g., Master's, Ph.D.)	8%	6%	8%	10%	2%
Other	<1%	<1%	<1%	1%	<1%
Don't know	3%	2%	3%	3%	<1%

Note: Columns may not sum to 100% due to rounding.

Table 25: Highest level of education of father Q70

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Less than high school	10%	12%	9%	9%	14%
High school graduate	15%	17%	15%	13%	18%
Some college, CEGEP, or technical school	7%	8%	7%	7%	9%
College, CEGEP, or technical school graduate	19%	22%	19%	18%	29%
Some university (no degree or diploma)	5%	5%	5%	6%	4%
University graduate (e.g., B.A., B.Sc.)	23%	19%	24%	23%	16%
Professional degree (e.g., Medicine, Law)	6%	5%	5%	7%	2%
Graduate degree (e.g., Master's, Ph.D.)	12%	8%	12%	13%	4%
Other	<1%	1%	1%	<1%	2%
Don't know	4%	3%	4%	4%	2%

Note: Columns may not sum to 100% due to rounding.

3.0 Experiences at university

This section summarizes students' assessments of the contribution of 16 experiences they may have had at university to their growth and development. Students rated each for whether it contributed *none*, *very little*, *some*, or *very much* to their growth. If they did not have experience in a particular area, students were asked to indicate that it was *not applicable.*

3.1 Class-based experiences

Students rated the contribution that five class-based activities have made to their growth and development. The proportion of students who rated these activities (that is, did not select *not applicable*) are shown in Table 26.

Almost all students report experience with *classroom instruction* and *participation in classroom discussions*, while about 9 in 10 have had experience *interacting with teaching assistants*. Fewer have had experience with *online instruction* or *laboratory experiences*.

Table 26: Percent reporting experience with in-class activities Q11

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
a. Classroom instruction	99%	99%	99%	100%	100%
b. Participation in classroom discussions	99%	99%	99%	99%	99%
i. Interaction with teaching assistants	90%	74%	94%	94%	65%
p. Online instruction	75%	77%	83%	67%	72%
c. Laboratory experiences	71%	73%	72%	68%	71%

Table 27 shows the proportion of students who had experience with these in-class activities and rate each as contributing *very much* to their growth and development.

- Students are most likely to rate *classroom instruction* as having contributed very much to their growth and development, as 6 in 10 say it contributed very much. This ranks well ahead of *participation in classroom discussions* and *laboratory experiences,* which about 4 in 10 say contributed very much.

- Among these in-class activities, students rate *online instruction* as contributing the least to their growth and development. Fewer than 1 in 5 students say it contributed very much to their growth and development.

Table 27: In-class activities: contributed very much to growth and development Q11

	All students	Group			Nipissing University
		1	2	3	
a. Classroom instruction	60%	72%	59%	56%	71%
b. Participation in classroom discussions	43%	52%	43%	38%	52%
c. Laboratory experiences	36%	38%	36%	36%	35%
i. Interaction with teaching assistants	24%	24%	24%	24%	15%
p. Online instruction	17%	19%	17%	16%	13%

Note: Percentages are based on those reporting experience.

3.1.1 Class-based experiences by discipline

Students' perceptions of a number of these class-based activities and their contributions to growth and development appear to vary by discipline.

- *Participation in classroom discussions* is more likely to be rated as contributing very much to students' growth and development among those in Education and Arts and Humanities programs. Classroom discussions are less likely to be rated as contributing very much by students in Engineering or Physical Science programs.

- *Laboratory experiences* have more impact on students in Biological Science, Physical Science, and Professional programs, and much less impact on students in disciplines not generally associated with labs (Business).

- *Interaction with teaching assistants* appears to have contributed more to students in Physical and Biological Science than to those in Business programs.

See Table 28.

Table 28: Contribution of class-based activities by discipline

Activity	Discipline	% very much
Participation in classroom discussions	Education	54%
	Arts and Humanities	52%
	Overall	43%
	Physical Science	27%
	Engineering	25%
Laboratory experiences	Biological Science	54%
	Physical Science	53%
	Professional	51%
	Overall	36%
	Business	19%
Interaction with teaching assistants	Biological Science	32%
	Physical Science	29%
	Overall	24%
	Business	17%

3.2 Academic experiences

Almost all students had participated in many of the academic activities.

- Almost all students report experience with written assignments and essays, required readings, examinations, use of library resources, and recommended readings.

- About 6 in 10 students have experience in writing an undergraduate thesis or taking a self-directed study course.

- About half of students have experience in a co-op, internship, or practical experience program related to their program of studies.

Table 29: Percent reporting experience with academic activities Q11					
	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
l. Written assignments and essays	99%	99%	99%	99%	100%
e. Required reading	99%	99%	99%	99%	99%
d. Examinations	99%	99%	99%	99%	98%
h. Use of library resources	97%	98%	97%	97%	97%
f. Recommended reading	96%	97%	96%	94%	97%
g. Undergraduate thesis, self-directed study, or senior project	57%	57%	62%	53%	61%
q. Co-op, work experience, practicum, internship, service learning related to your program	48%	51%	51%	45%	65%

The following results are apparent among students who participated in these academic activities:

- Among various practical experiences, students are most likely to say that *practicums, internships,* and *co-ops related to their program* contributed very much to their growth and development, and less likely to say that *service learning* contributed very much.
- About half rate *written assignments* or *undergraduate thesis or self-directed study* as contributing very much to their growth and development.
- Among academic activities, students are least likely to say that *recommended readings* contributed very much to their growth and development.

The older students are, the more likely they are to say *required* and *recommended readings* contributed very much to their growth.

Table 30: Academic activities: contributed very much to growth and development Q11					
	All students	Group			Nipissing University
		1	2	3	
qc. Practicum related to your program	85%	88%	86%	83%	91%
qd. Internship related to your program	76%	84%	78%	70%	100%
qa. Co-op related to your program	73%	69%	76%	69%	67%
qb. Work experience related to your program	69%	72%	68%	68%	57%
l. Written assignments and essays	49%	54%	48%	48%	44%
g. Undergraduate thesis, self-directed study, or senior project	47%	50%	48%	45%	47%
qe. Service learning related to your program	46%	51%	43%	45%	46%
h. Use of library resources	40%	39%	38%	43%	33%
e. Required reading	40%	40%	37%	43%	24%
d. Examinations	25%	27%	24%	26%	16%
f. Recommended reading	16%	18%	15%	17%	15%
Note: Percentages are based on those reporting experience.					

3.2.1 Academic activities by discipline

Students' perceptions of the impact that various academic activities had on their growth and development appear to vary by discipline.

- *Written assignments and essays*. Arts and Humanities and Social Science students are most likely to say that written assignments contributed very much to their growth. Students in Physical Science and Engineering programs are least likely to say that written assignments contributed very much.
- *Undergraduate thesis, self-directed study, or senior project.* Students in Professional, or Education programs are the least likely to say that a thesis contributed very much to their growth, while those in Biological Science or Engineering are the most likely.
- *Required readings.* Students in Arts and Humanities programs are the most likely to say that required readings contributed very much to their growth and development. Those in Engineering or Education programs are the least likely.
- *Use of library resources.* Those in Arts and Humanities or Social Science programs are most likely to rate their use of library resources as contributing very much to their growth, while students in Physical Science and Engineering programs are least likely.
- *Examinations.* Engineering students value the contribution examinations had on their growth and development much more than students in other programs. Arts and Humanities and Education students are the least likely.

Table 31 shows these results.

Table 31: Contribution of academic activities by discipline

Activity	Discipline	Very much
Written assignments and essays	Arts and Humanities	59%
	Social Science	57%
	Overall	49%
	Physical Science	37%
	Engineering	37%
Undergraduate thesis, self-directed study, or senior project	Biological Science	58%
	Engineering	56%
	Overall	47%
	Professional	37%
	Education	35%
Required readings	Arts and Humanities	50%
	Overall	40%
	Education	29%
	Engineering	26%
Use of library resources	Arts and Humanities	50%
	Social Science	48%
	Overall	40%
	Physical Science	27%
	Engineering	24%
Examinations	Engineering	34%
	Overall	25%
	Arts and Humanities	17%
	Education	13%

3.3 Experiences with faculty

Almost all students indicate that they had experience with university faculty, although much fewer report experience with *faculty research activities* (58%). See Table 32.

Table 32: Percent reporting experience with faculty Q11

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
k. Faculty feedback on assignments or projects	99%	100%	99%	99%	99%
j. Personal interactions with faculty in class	98%	99%	99%	98%	100%
r. Personal interactions with faculty outside of class	94%	96%	94%	93%	96%
o. Involvement in faculty research activities	58%	58%	61%	57%	56%

According to students, their experiences with faculty do not contribute as much as some other aspects of their university experiences.

- Around 4 in 10 students say that *personal interactions with faculty in class, faculty feedback on assignments or projects,* and *personal interactions with faculty outside of class* contributed very much to their growth.

- About 1 in 4 students report that *involvement in faculty research activities* contributed very much to their growth.

Students in Group 1 universities are more satisfied with faculty activities than those in Group 2 or Group 3 universities; however, this difference is statistically significant for *personal interactions with faculty in class*.

Table 33: Faculty activities: contributed very much to growth and development Q11

	All students	Group			Nipissing University
		1	2	3	
j. Personal interactions with faculty in class	44%	60%	44%	36%	65%
k. Faculty feedback on assignments or projects	44%	55%	45%	37%	66%
r. Personal interactions with faculty outside of class	38%	49%	39%	32%	50%
o. Involvement in faculty research activities	25%	29%	24%	25%	24%

Note: Percentages are based on those reporting experience.

Over surveys of graduating students, the proportion of students who say that *involvement in faculty research activities* has contributed very much to their growth and development increased from 15% in 2000 up to 25% in the current survey.

3.3.1 Contribution of faculty by discipline

Two activities show a significant difference in students' ratings of faculty's contribution by discipline:

- Students in Education and Arts and Humanities programs are typically most likely to report *personal interactions with faculty in class* contributed very much to their growth and development, while Engineering students are least likely.

- Physical Science and Biological Science students are most likely to say that *involvement in faculty research activities* very much contributed to their growth. Business students are least likely to say this activity contributed very much to their growth.

Table 34: Contribution of faculty activities by discipline

Activity	Discipline	Very much
Personal interactions with faculty in class	Education	56%
	Arts and Humanities	55%
	Overall	44%
	Engineering	32%
Involvement in faculty research activities	Physical Science	36%
	Biological Science	34%
	Overall	25%
	Business	19%

4.0 Extracurricular activities

This section summarizes the impact that 17 extracurricular activities had on students' growth and development. Students were first asked if they had experience with each of these activities, and for those they had experience, they indicated whether that experience contributed *none*, *very little*, *some*, or *very much* to their growth and development.

4.1 Student services and supports

Among five on-campus student services and supports tested, about half of the students *participated in student clubs and organizations* and *used study skills and learning support services*. Slightly more than 1 in 10 students report *serving as a peer or residence advisor*, participating in *student government*, or participating *in international placement or exchanges*. See Table 35.

Table 35: Use of on-campus student services/supports Q12

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
k. Participating in student clubs and organizations	51%	52%	57%	46%	60%
a. Using study skills/learning support services	46%	49%	48%	42%	44%
b. Serving as a peer or residence advisor	12%	14%	13%	11%	26%
m. Participating in student government	12%	10%	11%	13%	9%
h. Participating in international study or exchanges	11%	11%	12%	11%	13%

Examining experience with on-campus services and supports by groups shows the following:

- Students in Engineering (66%) programs are most likely to have experience *participating in student clubs and organizations*, while students in Professional (35%) and Education (37%) are least likely.
- The older a student is, the less likely they are to report experience *participating in student clubs and organizations*, decreasing from 58% of those 20 and younger to 27% of those 30 and older.

4.1.1 Contribution of student services and supports

Table 36 shows the proportion of students who considered each to contribute very much to their growth and development (among those with experience with each). As in previous years, those involving the fewest students tend to have the biggest impact on students' growth.

- Although few students had participated in *international placements or exchanges*, almost 3 in 4 say that they contributed very much to their growth, which is the highest among the five student services tested.

- About half say that participating in *student government* contributed very much to their growth and development, while 4 in 10 report that participating in *student clubs or organizations* or serving as a *peer or residence advisor* contributed very much. The proportion of students who say that *participating in student government* (15% in 2000 to 46% in 2012) or *in student clubs and organizations* (from 24% in 2000 to 43% in 2012) contributed very much to their growth and development has steadily increased over time.

- However 3 in 10 students say *study skills or learning support services* contributed very much to their growth, making this the lowest proportion among the five student services tested.

Table 36: Student services: contributed very much to growth and development Q12

	All students	Group			Nipissing University
		1	2	3	
h. Participating in international study or exchanges	74%	71%	75%	74%	93%
m. Participating in student government	46%	46%	45%	46%	48%
k. Participating in student clubs and organizations	43%	43%	44%	41%	46%
b. Serving as a peer or residence advisor	36%	42%	38%	31%	40%
a. Using study skills/learning support services	30%	34%	28%	30%	36%

Note: Percentages are based on those reporting experience.

There are several differences among demographic groups and how much student services contributed to their growth and development.

- Female (80%) students are more likely than male (64%) students to report that *participating in international study or exchanges* contributed very much to their growth.

- The older a student is, the less likely he or she is to say that *participating in international study or exchanges* and *participating in student government* contributed very much to his or her growth.

- Students 23 and younger are more likely than those 24 and older to say that *serving as a peer or residence advisor* contributed very much to their growth.

4.1.2 Contribution by discipline

Among the five student services, two show statistically significant differences by discipline.

- Arts and Humanities students are most likely to report that *participating in international placements or exchanges* and *serving as a peer or residence advisor* contributed very much to their growth, while Engineering students are least likely.

Table 37: Contribution of student services to growth and development by discipline		
Service	**Discipline**	**% very much**
Participating in international study or exchanges	Arts and Humanities	81%
	Overall	74%
	Physical Science	50%
	Engineering	48%
Serving as a peer or residence advisor	Arts and Humanities	48%
	Biological Science	46%
	Overall	36%
	Business	25%
	Engineering	23%

4.2 Non-academic campus activities

As shown in Table 38, many students report taking part in non-academic events on campus, most often attending *campus social events*, *campus lectures*, and *campus cultural events*. Among the non-academic activities, students are least likely to report having been a *teaching assistant*. Group 2 (44%) students are more likely than Group 1 (31%) or Group 3 (27%) students to report having experience *living on campus*. See Table 38.

Table 38: Involved in non-academic campus activities Q12					
	All students (n=15,109)	**Group**			**Nipissing University (n=161)**
		1 (n=3,046)	**2 (n=5,784)**	**3 (n=6,278)**	
o. Attending campus social events	63%	63%	66%	60%	80%
e. Attending campus lectures	59%	63%	59%	57%	65%
f. Attending campus cultural events	56%	57%	57%	54%	62%
q. Participating in on-campus student recreational and sports programs	36%	33%	41%	33%	39%
p. Attending home games of university athletic teams	36%	39%	40%	30%	63%
i. Living on campus	34%	31%	44%	27%	71%
d. Having other on-campus employment	24%	25%	27%	22%	33%
c. Being a teaching assistant	8%	10%	9%	6%	10%

There are several differences among students and involvement in non-academic campus activities.

- Students in Arts and Humanities (70%) programs are most likely to *attend campus cultural events*, while students in Professional programs (42%) are the least likely.

- *Participation in on-campus student recreational and sports programs* also varies by discipline. Students in Engineering (57%) programs are the most likely to report such participation, while those in Professional programs (29%) are the least likely.

- Younger students are more likely to report experience with many of these non-academic activities. Typically, the older a student is, the less likely they are to report experience *attending campus social events*, *participating in on-campus student recreational and sports programs*, *attending home games of university athletic teams*, and *living on campus*.

4.2.1 Contribution of non-academic activities

Among the students who participated in these on-campus non-academic activities, about half credited three activities with contributing very much to their growth and development (*being a teaching assistant*, *having on-campus employment*, *and living on campus*). Similar to student service activities, those areas that the fewest students were involved in had the greatest impact.

At about 1 in 5, students are least likely to report that *attending campus social events*, *attending campus cultural events*, and *attending home games of university athletic teams* contributed very much to their growth and development. See Table 39.

Table 39: On-campus activities: contributed very much to growth and development Q12

	All students	Group			Nipissing University
		1	2	3	
c. Being a teaching assistant	54%	61%	53%	51%	67%
d. Having other on-campus employment	48%	53%	48%	46%	46%
i. Living on campus	48%	53%	49%	44%	56%
e. Attending campus lectures	33%	34%	32%	32%	39%
q. Participating in on-campus student recreational and sports programs	31%	33%	30%	30%	31%
o. Attending campus social events	23%	25%	23%	23%	34%
f. Attending campus cultural events	20%	22%	19%	19%	24%
p. Attending home games of university athletic teams	16%	19%	15%	15%	18%

Note: Percentages are based on those reporting experience.

Female (61%) students are more likely than male (46%) students to say that *being a teaching assistant* contributed very much to their growth and development.

4.2.2 Contribution by discipline

As shown in Table 40, there is one statistically significant difference among disciplines and the contribution on-campus activities made to students' growth and development. Students in Arts and Humanities programs are most likely to report that *attending campus cultural events* contributed very much to their growth, while Physical Science students are least likely.

Table 40: Contribution of on-campus activities by discipline

Activity	Discipline	% very much
Attending campus cultural events	Arts and Humanities	30%
	Overall	20%
	Physical Science	12%

4.3 Interactions with others

Table 41 shows the proportion of students who report interactions with other students, including involvement in community service activities. Almost all students report having *interactions with other students* and *exposure to students from different cultures*. Slightly less than half report being involved in either *on- or off-campus community service or volunteer activities*.

Table 41: Interaction with others Q12

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
j. Interacting with other students	97%	97%	96%	97%	99%
g. Being exposed to students from different cultures	88%	86%	88%	88%	76%
Any community service/volunteer activity (net)	47%	46%	51%	45%	61%
s. Participating in off-campus community service/volunteer activities	36%	36%	38%	35%	47%
r. Participating in on-campus community service/volunteer activities	31%	31%	35%	27%	46%

4.3.1 Contribution of interactions with others

Among those who report interactions with others:

- Six students in 10 report *interacting with other students* contributed very much to their growth and development.
- Almost half of students indicate that *off-campus community service and volunteer activities* contributed very much to their growth and 4 in 10 indicate that *on-campus community service and volunteer activities* contributed very much.
- About 1 in 3 students reports that *exposure to students from different cultures* contributed very much to their growth and development.

See Table 42.

Table 42: Interaction with others: contributed very much to growth and development Q12

	All students	Group			Nipissing University
		1	2	3	
j. Interacting with other students	60%	64%	61%	58%	70%
s. Participating in off-campus community service/volunteer activities	48%	49%	49%	48%	50%
r. Participating in on-campus community service/volunteer activities	41%	40%	42%	39%	40%
g. Being exposed to students from different cultures	32%	30%	32%	33%	26%

Note: Percentages are based on those reporting experience.

4.3.1 Contribution of interactions with others by discipline

Although there was not any difference between disciplines and the proportion who participate in community service or volunteer activities, students in Biological Science programs are most likely to say that *participating in off-campus community service or volunteer activities* contributed very much to their growth and development. Conversely, Engineering students are least likely to report that this activity contributed very much.

Table 43: Contribution of interaction with others by discipline

Activity	Discipline	% very much
Participating in off-campus community service/volunteer activities	Biological Science	57%
	Overall	48%
	Engineering	29%

4.3.2 Hours engaged in community service or volunteer activities

As shown in Table 44, the typical student spends about two and a half hours a week volunteering (on or off campus). Just among the 47% of students who report participating in community service or volunteer activities, the average number of hours doubles to just over five hours per week.

Table 44: Average number of hours engaged in community service/volunteer activities per week Q13

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
None	53%	54%	49%	55%	39%
1 or 2	19%	21%	21%	16%	24%
3 to 5	17%	16%	18%	18%	26%
6 or more	11%	9%	12%	12%	10%
Average hours (all respondents)	2.5	2.1	2.6	2.6	2.5
Average hours (those who participate)	5.2	4.5	5.1	5.8	4.1

Note: Columns may not sum to 100% due to rounding.

5.0 Use of and satisfaction with facilities and services

Students rated their use of and satisfaction with nineteen different facilities and services at their universities. Students were first asked if they had used the facility or service, and for those they had used, they rated their whether they were *very dissatisfied*, *dissatisfied*, *satisfied*, or *very satisfied* with the facility or service.

5.1 General facilities and services

Students rated their use of and satisfaction with eight general services.

5.1.1 Use of general facilities and services

Some facilities and services are, by their very nature, used by almost all students, while the use of others is based on the students' circumstances. Table 45 shows the following:

- As might be expected, more than 9 in 10 students have used the *library facilities*, *campus bookstores*, *university email*, and *on-campus Wi-Fi*, while slightly fewer than 9 in 10 have used *online course management systems*.
- About 7 students in 10 have used campus *athletic facilities*, while around 4 in 10 have used *campus medical services*.
- Although about 1 in 3 students nationally have used *university residences*, students attending Group 3 (27%) and Group 1 (32%) universities are much less likely than those attending a Group 2 (45%) university to report such use.

Table 45: Use of facilities/services Q16

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
h. Library facilities	96%	96%	96%	97%	95%
g. Campus bookstores	96%	95%	96%	96%	94%
u. University email	96%	96%	95%	96%	97%
s. On-campus Wi-Fi	92%	91%	93%	92%	98%
t. Online course management systems	89%	89%	87%	91%	98%
j. Athletic facilities	70%	73%	71%	67%	79%
l. Campus medical services	45%	40%	52%	42%	66%
r. University residences	35%	32%	45%	27%	68%

Examining use of general facilities and services by groups shows the following statistically significant differences:

- Use of the university's *university residences* is more common among students in Engineering (43%) and Arts and Humanities (42%) programs and less common among students in Professional (19%) programs.
- The older a student is, the less likely he or she is to use *on-campus Wi-Fi*, *athletic facilities*, and *university residences*.

5.1.2 Satisfaction with general facilities and services

As shown in Table 46, among students who used these services, around 8 to 9 in 10 students are satisfied with each. Among the eight general facilities and services, students are most satisfied with *library facilities* (90%) and least satisfied with *campus bookstores* (78%).

Table 46: Satisfaction with general facilities/services (% very satisfied/satisfied) Q16

	All students	Group			Nipissing University
		1	2	3	
h. Library facilities	90%	90%	91%	89%	85%
t. Online course management systems	87%	88%	86%	86%	81%
j. Athletic facilities	87%	91%	84%	86%	77%
l. Campus medical services	86%	89%	88%	82%	72%
u. University email	86%	85%	86%	86%	95%
r. University residences	81%	83%	84%	74%	92%
s. On-campus Wi-Fi	81%	80%	76%	85%	91%
g. Campus bookstores	78%	76%	77%	80%	64%

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

5.2 Special services

Students rated their use of and satisfaction with eleven special services.

5.2.1 Use of special services

Among the eleven special services, the most commonly-used special service is *academic advising*, used by 7 in 10 students. This is followed by *computer support services* at about 6 in 10 students.

Other services are used much less often, by 4 in 10 students or fewer, with *services for First Nations students* (3%) and *services for students with disabilities* (7%) used least often (although the proportions are in line with the proportion of students who self-identify as being Aboriginal or having a disability).

Table 47: Use of special services Q16

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
a. Academic advising	70%	77%	69%	67%	89%
v. Computer support services	59%	69%	57%	56%	70%
p. Services for students needing financial aid	37%	38%	40%	33%	55%
k. Services for co-op program, internship, and other practical experiences related to your program	36%	38%	39%	33%	48%
b. Study skills or learning support services	34%	35%	38%	30%	30%
e. Career counselling services	31%	28%	35%	28%	23%
m. Employment services	28%	26%	30%	26%	28%
c. Personal counselling services	20%	20%	22%	18%	21%
o. International student services	10%	10%	11%	9%	11%
n. Services for students with disabilities	7%	8%	7%	7%	8%
q. Services for First Nations students	3%	4%	3%	3%	4%

For some special services, students' use varies by discipline. Special services that differ statistically include the following:

- *Academic advising*. Use of academic advising varies by discipline. For example, while a significant majority of students in Social Science (78%) and Biological Science (77%) programs report using academic advising, around half of students in Professional (45%) and Engineering (56%) programs report using it.

- *Services for co-op program, internship, and other practical experiences related to their program*. Students in Education (68%) and Engineering (58%) programs are most likely to use this service, compared to students in Arts and Humanities (23%) and Social Science (26%) programs.

- *Employment services.* Almost half of students in Engineering (47%) programs report using employment services. Fewer than 1 in 5 students who are in a Professional program (16%) use these services.

5.2.2 Satisfaction with special services

As shown in Table 48, the majority of students — ranging from 78% to 90% — who have used these special services are satisfied with them. Students are most satisfied with *computer support services* (90%), *services for students with disabilities* (89%), *study skills or learning support services* (88%), and *international student services* (88%). They are least satisfied with *career counselling services* (78%) and *academic advising* (79%).

Table 48: Satisfaction with special services (% very satisfied/satisfied) Q16

	All students	Group			Nipissing University
		1	2	3	
v. Computer support services	90%	89%	91%	89%	89%
n. Services for students with disabilities	89%	90%	90%	86%	100%
b. Study skills or learning support services	88%	91%	89%	86%	91%
o. International student services	88%	89%	89%	87%	80%
q. Services for First Nations students	86%	87%	92%	80%	100%
p. Services for students needing financial aid	83%	88%	82%	81%	94%
k. Services for co-op program, internship, and other practical experiences related to your program	82%	89%	82%	79%	92%
m. Employment services	82%	85%	83%	81%	94%
c. Personal counselling services	80%	87%	80%	75%	81%
a. Academic advising	79%	81%	82%	74%	90%
e. Career counselling services	78%	82%	79%	74%	77%

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

6.0 Skill growth and development

Students rated their universities' contribution to their development in thirty-three specific skills. For each skill, students rated their university as contributing *none, very little, some, much,* or *very much* to their development.

6.1 Academic skills

Among six academic skills tested:

- Only the academic skill *broad knowledge of my major field of study* (76%) has more than half of students who say their university contributed much or very much to their development.
- Among the other academic skills, slightly less than half say the university contributed much or very much to their *preparation for postgraduate study or professional school* (45%), while slightly more than 1 in 3 students say their university contributed much or very much to their *analyzing quantitative problems* (37%), *computer literacy skills* (35%), and *understanding and applying scientific principles and methods* (34%).
- The fewest students rate universities as contributing much or very much to *mathematical skills* (28%) among the academic skills tested.

Table 49 shows the proportion of students who say their university contributed much or very much to each academic skill.

Table 49: Academic skills: development Q14/Q15 (percent much/very much)

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
15o. Broad knowledge of my major field of study	76%	81%	76%	73%	79%
15q. Preparation for post-graduate study or professional school	45%	52%	45%	41%	52%
14j. Analyzing quantitative problems	37%	42%	41%	31%	33%
14k. Computer literacy skills	35%	39%	39%	30%	38%
15b. Understanding and applying scientific principles and methods	34%	36%	33%	35%	26%
14i. Mathematical skills	28%	30%	31%	23%	23%

There were a few statistically significant differences by gender and their perceptions of how much their universities contributed to their academic skills.

- Male students are more likely than female students to say that their universities contributed much or very much to their ability to *analyze quantitative problems* (49% versus 31%) and *mathematical skills* (39% versus 22%).

6.1.1 Growth and development of academic skills by discipline

Among academic skills, four show statistically significant differences between disciplines. In each of these cases, students in Engineering and Physical Science disciplines are generally most likely to say their universities contributed much or very much to their development. Conversely, Arts and Humanities students are least likely. Table 50 presents the significant differences for academic skills.

Table 50: Contribution to academic skills by discipline

Academic skill	Discipline	% much or very much
Analyzing quantitative problems	Engineering	80%
	Physical Science	64%
	Overall	37%
	Arts and Humanities	15%
Computer literacy skills	Engineering	64%
	Physical Science	59%
	Overall	35%
	Arts and Humanities	23%
Understanding and applying scientific principles and methods	Engineering	72%
	Biological Science	68%
	Overall	34%
	Education	18%
	Arts and Humanities	11%
Mathematical skills	Engineering	79%
	Physical Science	64%
	Overall	28%
	Arts and Humanities	8%

6.2 Communication skills

Among four communication skills tested, students are most likely to say that the university contributed much or very much to their *written communication* (66%) skills, followed by contribution to *oral communication* (61%) and to *cooperative interaction in groups* (57%). Students are least likely to rate their universities' contribution to *second or third language skills* (17%) as much or very much.

See Table 51 for students' ratings of their university's contribution to their communication skills.

Table 51: Communication skills: development Q14/Q15 (percent much/very much)

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
14a. Written communication skills	66%	74%	67%	62%	68%
14b. Oral communication skills	61%	71%	63%	55%	71%
14g. Cooperative interaction in groups	57%	65%	59%	52%	68%
15a. Second or third language skills	17%	13%	14%	21%	6%

6.2.1 Growth and development of communication skills by discipline

As shown in Table 52, there are significant differences among disciplines for most of the communication skills tested. Arts and Humanities students are most likely to say their university contributed much or very much to their *written communication skills* and *second or third language skills*. Students in Business programs are most likely to say their universities contributed to their *cooperative interaction in groups*.

Table 52: Contribution to communication skills by discipline

Communication skill	Discipline	% much or very much
Written communication skills	Arts and Humanities	77%
	Overall	66%
	Engineering	52%
	Physical Science	45%
Cooperative interaction in groups	Business	73%
	Overall	57%
	Arts and Humanities	48%
	Physical Science	46%
Second or third language skills	Arts and Humanities	24%
	Overall	17%
	Professional	8%

6.3 Analytical and learning skills

Among seven analytical and learning skills, at about 7 in 10, students are most likely to rate their university as contributing much or very much to their ability to *think logically and analytically* (71%). This is followed by five other skills that about 6 in 10 rate as contributing much or very much, which include the following:

- *ability to access information* (63%)
- *ability to understand abstract reasoning* (62%)
- *skills for planning and completing projects* (61%)
- *effective study and learning skills* (60%)
- *commitment to lifelong learning* (58%)

Students are least likely to say that their university contributed much or very much to *identifying and solving problem* (52%), although more than half say it contributed much or very much.

Group 1 students are more likely than Group 2 and Group 3 students to say their universities contributed much or very much to their analytical and learning skills, although none of the differences meet the threshold for statistical significance.

See Table 53 for students' ratings of analytical and learning skills.

Table 53: Analytical/learning skills: development Q14/Q15 (percent much/very much)					
	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
14e. Thinking logically and analytically	71%	77%	73%	67%	75%
14l. Ability to access information	63%	67%	65%	59%	60%
14d. Ability to understand abstract reasoning	62%	68%	63%	59%	65%
14m. Skills for planning and completing projects	61%	66%	63%	56%	65%
14c. Effective study and learning skills	60%	66%	62%	56%	63%
15p. Commitment to lifelong learning	58%	69%	59%	51%	75%
15c. Identifying and solving problems	52%	59%	55%	47%	48%

6.3.1 Growth and development of learning skills by discipline

As shown in Table 54, there was only one statistically significant difference by discipline and students' rating of the contribution universities made to their learning skills.

- Students in Engineering and Physical Science programs are most likely to say their universities contributed much or very much to their ability to *identify and solve problems*, while students in Education, and Arts and Humanities programs were least likely.

Table 54: Contribution to analytical and learning skills by discipline		
Analytical or learning skill	**Discipline**	**% much or very much**
Identifying and solving problems	Engineering	76%
	Physical Science	66%
	Overall	52%
	Arts and Humanities	38%
	Education	34%

6.4 Life skills: working and knowledge skills

Seven skills were grouped together as working and knowledge skills. Results in Table 55 show the following:

- Students are much more likely to rate their universities' contribution to *working independently* (73%) much higher than the rest.
- Among working and knowledge skills, students are least likely to say their universities contributed much or very much to their *appreciation of the arts* (29%) or *entrepreneurial skills* (18%).

Similar to analytical and learning skills, Group 1 students are more likely than Group 2 and Group 3 students to say their university contributed much or very much to their working and knowledge skills, although none of the differences meet the threshold for statistical significance.

Table 55: Life skills: working and knowledge skills Q14/Q15 (percent much/very much)

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
14f. Working independently	73%	76%	74%	71%	73%
15r. General skills and knowledge relevant for employment	51%	60%	52%	45%	64%
15l. Understanding national and global issues	47%	51%	49%	45%	44%
15s. Specific employment-related skills and knowledge	44%	54%	46%	38%	56%
15m. Living in an international world	44%	46%	45%	42%	34%
15j. Appreciation of the arts	29%	33%	31%	26%	32%
15t. Entrepreneurial skills	18%	22%	19%	16%	17%

6.4.1 Growth and development of working and knowledge skills by discipline

Table 56 shows the significant differences by discipline. Six of these seven working and knowledge skills have significantly different ratings depending on the students' disciplines.

- Students in Education and Professional programs are most likely to say their universities contributed much or very much to *general skills and knowledge relevant for employment* and *specific employment-related skills and knowledge*. Students in Social Science programs are least likely to say their universities contributed for both skills.

- Students in Social Science and Business programs are most likely to say their universities contributed to their ability to *understand national and global issues*. Students in Physical Science and Engineering are least likely.

- Students in Arts and Humanities programs are much more likely than students in other disciplines to say their universities contributed much or very much to their *appreciation of the arts.* Engineering students are least likely.

- As might be expected, students in Business programs are most likely to say their universities contributed much or very much to their *entrepreneurial skills*. They are also most likely to say their universities contributed to *living in an international world*, which may be because Business students were most likely to be permanent residents or international students.

Table 56: Contribution to working and knowledge skills by discipline

Working and knowledge skill	Discipline	% much or very much
General skills and knowledge relevant for employment	Education	63%
	Professional	63%
	Overall	51%
	Social Science	42%
Understanding national and global issues	Social Science	57%
	Business	57%
	Overall	47%
	Physical Science	30%
	Engineering	30%
Specific employment-related skills and knowledge	Education	62%
	Professional	62%
	Overall	44%
	Social Science	32%
Living in an international world	Business	54%
	Overall	44%
	Education	32%
Appreciation of the arts	Arts and Humanities	56%
	Overall	29%
	Engineering	13%
Entrepreneurial skills	Business	37%
	Overall	18%
	Education	12%

6.5 Life skills: personal and relationship skills

Among the nine areas classified as personal and relationship skills, many group together, as seven of the nine receive between 48% and 58% of students who say their university contributed much or very much to their development, with *persistence with difficult tasks* (58%) and *time management skills* (56%) receiving the highest ratings. Students are least likely to say their universities contributed much or very much to their *spiritual development* (16%).

Students attending Group 1 universities are more likely than those attending Group 2 or Group 3 universities to say their universities contributed much or very much to their personal and relationship skills. However, these differences are statistically significant only for *leadership skills*.

Table 57: Life skills: personal and relationship skills Q14/Q15 (percent much/very much)

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
15e. Persistence with difficult tasks	58%	65%	60%	53%	62%
15d. Time management skills	56%	62%	59%	50%	66%
15h. Interpersonal skills	54%	63%	57%	47%	70%
15g. Self-confidence	54%	63%	57%	47%	69%
15k. Accepting people from different cultures	49%	53%	50%	46%	37%
15f. Leadership skills	48%	58%	52%	40%	59%
15i. Moral and ethical development	48%	57%	50%	41%	52%
14h. Ability to address issues in personal life	38%	45%	40%	33%	49%
15n. Spiritual development	16%	21%	17%	13%	15%

6.5.1 Growth and development of personal/relationship skills by discipline

Among personal and relationship skills, the only statistically significant difference by discipline is perceptions of contribution to *leadership skills*. Students in Business programs are most likely to say universities contributed much or very much to these skills, while students in Physical Science and Social Science are least likely (although not that far off from the overall proportion).

Table 58: Contribution to personal and relationship skills by discipline

Personal and relationship skill	Discipline	% much or very much
Leadership skills	Business	60%
	Overall	48%
	Physical Science	41%
	Social Science	41%

6.6 Most important factors

Among the thirty-three areas, students were asked to rate twenty of them in order to identify the three most important areas for a student's development. As shown in Table 59, students' choices are diverse, and only one factor is seen as most important to more than 1 in 3 students.

At just over 1 in 3, students most commonly identify *time management skills* (35%) as the area that is most important in a student's development. This is followed closely by slightly fewer than 3 students in 10 who select *self-confidence* (29%), *broad knowledge of their major field of study* (29%), and *identifying and solving problems* (28%) as the most important areas for a student's development. The areas that students choose least often as the most important were *entrepreneurial skills* (3%), *spiritual development* (2%), and *appreciation of the arts* (2%).

When compared to how universities are doing with students' development, there is considerable overlap between the areas where universities contributed most to students' development and the areas students think are most important for universities to help them develop. For instance, *broad knowledge of their major field of study* was the area students thought universities contributed most to, and was the second highest rated in terms of importance. Conversely, *appreciation of the arts* and *spiritual development* were areas students thought universities contributed least to and they were also rated as less important factors for universities to concentrate on.

Table 59: Most important factor to a student's development Q15_2

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Time management skills	35%	31%	35%	36%	40%
Self-confidence	29%	31%	29%	29%	38%
Broad knowledge of my major field of study	29%	31%	29%	28%	28%
Identifying and solving problems	28%	26%	30%	28%	15%
General skills and knowledge relevant for employment	25%	23%	25%	26%	24%
Specific employment-related skills and knowledge	22%	23%	22%	21%	30%
Commitment to lifelong learning	18%	21%	17%	17%	28%
Interpersonal skills	17%	17%	19%	16%	13%
Persistence with difficult tasks	16%	14%	15%	17%	10%
Leadership skills	15%	17%	17%	12%	22%
Preparation for post-graduate study or professional school	13%	14%	13%	13%	13%
Moral and ethical development	12%	14%	10%	12%	10%
Understanding national and global issues	10%	10%	10%	10%	10%
Understanding and applying scientific principles and methods	9%	8%	9%	10%	3%
Second or third language skills	6%	4%	4%	8%	3%
Accepting people from different cultures	5%	5%	5%	5%	3%
Living in an international world	4%	4%	4%	4%	4%
Entrepreneurial skills	3%	2%	3%	3%	<1%
Spiritual development	2%	4%	2%	2%	1%
Appreciation of the arts	2%	2%	2%	2%	2%

Note: Respondents provided three responses. Therefore, columns may not sum to 100%.

7.0 Student satisfaction

This section highlights graduating students' satisfaction with their university experiences.

7.1 Satisfaction with faculty

Students rated their level of agreement with a series of ten statements about their professors and teaching assistants. As has been the case in previous CUSC surveys of graduating students, the vast majority of students report positive experiences, with the majority agreeing or strongly agreeing with each statement.

Among the ten statements tested, students are most likely to agree that *most of their professors seemed knowledgeable in their field* (96%). This ranked slightly ahead of the proportion of students who agree that *most professors were well organized in their teaching* (89%) and *most professors were reasonably accessible outside of class to help students* (89%).

Students were least likely to agree with two statements, g*enerally, I am satisfied with my experience with teaching assistants* (67%) and *most professors were knowledgeable of career opportunities in my field* (64%); however, for the latter statement, the proportion of students who strongly agree with this statement has increased over time from 15% in 2000 to 26% in 2012.

Students attending Group 1 universities appear to be more positive about their professors and thus tend to be more likely to agree with some of these statements than students attending Group 2 or Group 3 universities. However, the differences between groups shown in Table 60 are only statistically significant for agreement that *most of their professors provided useful feedback on their academic performance*.

Table 60: Assessment of faculty: percent strongly agree/agree Q17

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
a. Most of my professors seemed knowledgeable in their field	96%	98%	96%	95%	99%
b. Most of my professors were well organized in their teaching	89%	93%	89%	87%	90%
g. Most of my professors were reasonably accessible outside of class to help students	89%	94%	90%	85%	95%
c. Most of my professors communicated well in their teaching	86%	93%	86%	84%	95%
i. Some professors at this university have had a major positive influence on my academic career	85%	91%	85%	83%	92%
e. Most of my professors encouraged students to participate in class discussions	82%	92%	81%	78%	93%
d. Most professors' teaching was intellectually stimulating	80%	88%	80%	76%	91%
f. Most of my professors provided useful feedback on my academic performance	72%	86%	75%	64%	88%
k. Generally, I am satisfied with my experience with teaching assistants	67%	58%	67%	70%	49%
h. Most of my professors were knowledgeable of career opportunities in my field	64%	75%	64%	59%	81%

7.1.1 Rating of faculty by discipline

As Table 61 shows, there are a few statistically significant differences by discipline and ratings of faculty.

- Students in Professional programs are most likely to agree that *most of their professors encouraged students to participate in class discussions* and *were knowledgeable of career opportunities in their field*. For the former, Engineering and Physical Science students are least likely to agree, while Social Science students are least likely to agree with the latter.
- Biological Science students are most likely to agree that *generally, they are satisfied with their experience with teaching assistants*, while Education students are least likely to agree with this statement.

Table 61: Perception of faculty by discipline

Assessment of faculty	Discipline	% agree or strongly agree
Most of my professors encouraged students to participate in class discussions	Professional	90%
	Overall	82%
	Physical Science	69%
	Engineering	63%
Generally, I am satisfied with my experience with teaching assistants	Biological Science	77%
	Overall	67%
	Education	53%
Most of my professors were knowledgeable of career opportunities in my field	Professional	80%
	Education	76%
	Overall	64%
	Social Science	57%

7.2 Satisfaction with support staff

About 8 in 10 agree that *most university support staff are helpful*, including 26% who strongly agree. Conversely, 1 in 7 students disagree that support staff are helpful, including 5% who strongly disagree. Group 1 students are more likely than Group 2 and Group 3 students to strongly agree with this statement.

Table 62: Most university support staff are helpful Q17Q

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Agree strongly	26%	34%	26%	22%	32%
Agree	54%	53%	57%	53%	59%
Disagree	11%	8%	9%	14%	7%
Disagree strongly	5%	3%	4%	7%	1%
Don't know	4%	2%	4%	4%	1%

Note: Columns may not sum to 100% due to rounding.

7.3 Overall satisfaction with quality of teaching

Almost 9 students in 10 agree that *generally, I am satisfied with the quality of teaching I have received,* including 31% who strongly agree. Conversely, 1 in 10 students disagree with this statement, suggesting that, for these students, the quality of teaching did not meet their expectations or needs. Students attending Group 1 universities are more likely than students attending Group 2 or Group 3 universities to strongly agree with this statement.

Table 63: Satisfaction with the quality of teaching Q17J

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Agree strongly	31%	44%	28%	27%	48%
Agree	56%	49%	59%	57%	47%
Disagree	10%	5%	10%	12%	4%
Disagree strongly	2%	1%	3%	3%	-
Don't know	<1%	<1%	<1%	<1%	<1%

Note: Columns may not sum to 100% due to rounding.

7.4 Overall satisfaction with university

In this section, we consider students' measures of satisfaction with their university. We asked students whether they agree or disagree with a series of statements about their university experience.

7.4.1 Lasting friendships

As shown in Table 64, almost 9 students in 10 are satisfied with the *opportunity to develop lasting friendships,* including 30% who are very satisfied. Almost 1 in 5 students are dissatisfied with this aspect of their university experience, including 4% who are very dissatisfied.

Table 64: Satisfaction with opportunity to develop lasting friendships Q18A

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Very satisfied	30%	35%	32%	27%	46%
Satisfied	54%	55%	53%	54%	48%
Dissatisfied	13%	9%	12%	15%	6%
Very dissatisfied	4%	2%	3%	4%	<1%

Note: Columns may not sum to 100% due to rounding.

7.4.2 Personal safety on campus

Overall, almost 9 students in 10 are satisfied with their *personal safety on campus*, including 28% who are very satisfied. About 1 in 7 students are dissatisfied with their safety on campus, including 5% who are very dissatisfied. Students attending smaller, Group 1 universities are more likely to be very satisfied with their *personal safety on campus* than Group 2 or Group 3 students.

Table 65: Satisfaction with personal safety on campus Q18F

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Very satisfied	28%	37%	27%	25%	33%
Satisfied	58%	57%	63%	54%	57%
Dissatisfied	9%	5%	8%	12%	7%
Very dissatisfied	5%	2%	2%	9%	3%

Note: Columns may not sum to 100% due to rounding.

7.4.3 Commitment to the environment

About 8 students in 10 are satisfied with their *university's commitment to environmental sustainability*, including 15% who are very satisfied. About 1 in 5 students are dissatisfied with their university's commitment, including 4% who are very dissatisfied. Group 1 students are about twice as likely as Group 2 and Group 3 students to be very satisfied with their *university's commitment to environmental sustainability*.

Table 66: Satisfaction with university's commitment to environmental sustainability Q18G

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Very satisfied	15%	26%	12%	14%	15%
Satisfied	65%	62%	66%	64%	63%
Dissatisfied	16%	10%	17%	19%	18%
Very dissatisfied	4%	2%	5%	3%	4%

Note: Columns may not sum to 100% due to rounding.

7.4.4 Concern shown by university for students as individuals

Many students appear to be less satisfied with their university in terms of the concern shown by the institution for students as individuals. Fewer than 6 in 10 report being satisfied — including just 8% who are very satisfied — with the *concern their university showed for them as individuals*. Over 4 students in 10 report being dissatisfied, including 13% who are very dissatisfied (about one and a half times the proportion who are very satisfied). As in past CUSC surveys, students attending smaller universities are more likely to be very satisfied with their university on this aspect, as Group 1 students are about two to three times more likely to be very satisfied than Group 2 or Group 3 students.

Table 67: Satisfaction with concern shown by university for students as individuals Q18C

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Very satisfied	8%	15%	8%	5%	14%
Satisfied	47%	56%	49%	40%	58%
Dissatisfied	32%	23%	32%	37%	23%
Very dissatisfied	13%	6%	11%	18%	5%
Note: Columns may not sum to 100% due to rounding.					

7.4.5 Getting the run-around from their university

Whether universities are concerned for students as individuals may partly be reflected in how students feel in terms of being given the run-around. More than half of students agree that they *sometimes feel they get the run-around at their university*, including 20% who strongly agree. About 1 in 3 students disagree, including 6% who strongly disagree.

Unlike the issue of the university's concern shown to students as individuals, there appears to be no significant difference by university group. Students at small universities are just as likely as students at large institutions to feel that they at least sometimes get the run-around. See Table 68.

Table 68: I sometimes feel I get the run-around at this university Q17N

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Agree strongly	20%	16%	16%	26%	15%
Agree	34%	32%	36%	34%	30%
Disagree	28%	32%	29%	26%	33%
Disagree strongly	6%	10%	7%	4%	7%
Don't know	11%	10%	12%	10%	14%
Note: Columns may not sum to 100% due to rounding.					

Students 30 and older are much more likely than those under 30 to disagree strongly that they *feel they get the run-around at their university*.

7.4.6 Being part of their university

Although many students are dissatisfied with how their universities show concern for them and have concerns about getting the run-around, these do not appear to have a major impact on whether students feel as if they are part of that university. In fact, about 3 students in 4 agree with the statement: *I feel as if I am part of the university,* including 22% who strongly agree. About 1 in 5 students disagree, including just 5% who strongly disagree. See Table 69.

Table 69: I feel as if I am a part of this university Q17O

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Agree strongly	22%	31%	22%	17%	35%
Agree	53%	51%	54%	53%	50%
Disagree	17%	12%	17%	20%	12%
Disagree strongly	5%	3%	4%	6%	1%
Don't know	3%	3%	3%	3%	2%

Note: Columns may not sum to 100% due to rounding.

7.4.7 Overall quality of education

Despite some negative responses about their universities, the vast majority of students report being satisfied with the overall quality of education they received. Almost 9 students in 10 report being satisfied with the *overall quality of education they received,* including 21% who are very satisfied. The remaining 1 in 7 students report being dissatisfied, including just 3% who are very dissatisfied.

As shown in Table 70, those attending a Group 1 university appear to be more likely than students attending Group 2 or Group 3 universities to be very satisfied with the *overall quality of education*.

Table 70: Satisfaction with overall quality of education Q18D

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Very satisfied	21%	32%	21%	17%	30%
Satisfied	65%	61%	66%	66%	64%
Dissatisfied	11%	5%	10%	13%	5%
Very dissatisfied	3%	1%	2%	4%	<1%

Note: Columns may not sum to 100% due to rounding.

7.4.8 Satisfaction with choice of university

Given that the vast majority of students are satisfied with the quality of education they received, it is not surprising that the vast majority are also satisfied with their decision to attend their particular university. About 9 students in 10 are satisfied with their *decision to attend the university*, including 33% who are very satisfied. About 1 in 10 students are dissatisfied with their choice of university, including 3% who are very dissatisfied.

Once again, those attending smaller universities (Group 1) are more likely to be very satisfied than those attending large institutions (that is, Group 2 or 3). See Table 71.

Table 71: Satisfaction with decision to attend this university Q18E

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Very satisfied	33%	45%	33%	27%	50%
Satisfied	55%	49%	56%	56%	45%
Dissatisfied	9%	4%	9%	12%	4%
Very dissatisfied	3%	2%	2%	4%	<1%
Note: Columns may not sum to 100% due to rounding.					

7.4.9 Satisfaction with opportunities to enhance education through activities beyond the classroom

For the first time in the CUSC survey of graduating students, students were asked about their satisfaction with *opportunities to enhance education through activities beyond the classroom*. About 7 students in 10 are satisfied with o*pportunities to enhance education through activities beyond the classroom*, including 16% who are very satisfied. About 3 students in 10 are dissatisfied, including 5% who are very dissatisfied.

Table 72: Satisfaction with opportunities to enhance education through activities beyond the classroom Q18H

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Very satisfied	16%	21%	16%	13%	29%
Satisfied	56%	57%	57%	55%	58%
Dissatisfied	23%	19%	23%	26%	11%
Very dissatisfied	5%	3%	4%	6%	2%
Note: Columns may not sum to 100% due to rounding.					

7.4.10 Satisfaction with opportunities to become involved in campus life

Also for the first time in CUSC surveys of graduating students, students were asked about their satisfaction with opportunities to become involved in campus life. Almost 8 students in 10 are satisfied with *opportunities to become involved in campus life*, including 16% who are very satisfied. About 1 in 5 students are dissatisfied with opportunities, including 3% who are very dissatisfied.

Table 73: Satisfaction with opportunities to become involved in campus life Q18l

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Very satisfied	16%	20%	17%	13%	27%
Satisfied	63%	62%	63%	63%	58%
Dissatisfied	18%	15%	17%	21%	13%
Very dissatisfied	3%	3%	3%	4%	2%

Note: Columns may not sum to 100% due to rounding.

7.5 Meeting students' expectations

As shown in Table 74, about 1 in 3 students say their university *exceeded their expectations*. About half indicate that their university *met their expectations* and slightly fewer than 1 in 5 say their university *fell short of their expectations*. Students attending a Group 1 university are more likely than those attending a Group 2 or Group 3 university to say their university exceeded their expectations.

Table 74: University met students' expectations Q19

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Exceeded	32%	42%	29%	29%	38%
Met	51%	49%	55%	48%	54%
Fallen short	17%	9%	16%	23%	8%

Note: Columns may not sum to 100% due to rounding.

7.6 Value for money

As shown in Table 75, about 2 students in 3 agree that they received *good value for their money*, including 16% who strongly agree. Another 3 students in 10 disagree, including 8% who strongly disagree. Group 1 students are almost twice as likely as Group 2 and Group 3 students to strongly agree with this statement.

Table 75: Agreement with university is good value for money Q17P

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Agree strongly	16%	24%	15%	13%	18%
Agree	49%	52%	51%	45%	60%
Disagree	22%	16%	22%	26%	16%
Disagree strongly	8%	4%	7%	11%	4%
Don't know	5%	4%	5%	5%	3%

Note: Columns may not sum to 100% due to rounding.

7.7 Students recommend their university

Given that the vast majority of students are satisfied with their decision to attend their university, perhaps it is not surprising that almost 9 students in 10 would *recommend their university to others*. Just over 1 in 10 students would not recommend their university to others.

Although they reported more positive experiences than Group 2 and Group 3 students, Group 1 students are only slightly more likely to say they would recommend their university to others. In fact, the difference between groups does not meet the criteria for statistical significance.

Table 76: Recommend this university Q21

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Yes	86%	93%	88%	80%	95%
No	14%	7%	12%	20%	5%

Note: Columns may not sum to 100% due to rounding.

7.7.1 Reasons for recommending university

Among students who would recommend their university to others, the most common reasons are as follows:

- **The program.** About 3 students in 4 who say they would recommend their university would do so because of the program of studies they took at their university.
- **The professors.** About 2 students in 3 who say they would recommend their university say they would do so because of the professors (or a particular professor).

There were several other common reasons for recommending a university.

- **Quality of student or campus life.** Some 4 students in 10 would recommend their university because of the quality of student or campus life.
- **Relevance of program for growth and development.** 1 in 3 students would recommend their university because of the program's relevance for growth and development.
- **Student services.** About 1 in 4 students would recommend their university because of the services offered for students.

See Table 77.

Table 77: Reasons for recommending the university Q22

	All students (n=12,608)	Group			Nipissing University (n=149)
		1 (n=2,769)	2 (n=4,956)	3 (n=4,883)	
The program	75%	75%	77%	73%	79%
The professors	65%	78%	62%	61%	81%
Quality of student/campus life	43%	45%	42%	42%	59%
Relevance of my program for growth and development	33%	33%	34%	32%	32%
Student services	25%	26%	25%	25%	27%
Other	13%	12%	14%	12%	8%

Note: The base reflects those students that would recommend their university to others. Respondents could provide more than one answer. Therefore, columns may not sum to 100%.

7.7.2 Reasons for *not* recommending university

Students' most common reasons for not recommending their universities typically mirror the reasons students recommend their university.

- **The program.** More than 4 students in 10 say their experiences in the program are the reason for not recommending it.
- **The professors and quality of student or campus life.** About 4 students in 10 say they would not recommend their university because of a poor experience with faculty. A similar proportion says it is because of the poor quality of student or campus life.
- **Student services.** Of those who would not recommend their university, about 1 in 3 students say it is because of student services, which suggests that they had a poor experience or found the services unsatisfactory.
- **Lack of relevance of program for growth and development.** About 1 in 4 would not recommend their university because the program is not relevant for growth and development.

See Table 78 for students' reasons for not recommending their university.

Table 78: Reasons for not recommending the university Q22

	All students (n=2,091)	Group			Nipissing University (n=8)
		1 (n=206)	2 (n=673)	3 (n=1,211)	
The professors	44%	44%	43%	44%	50%
The program	42%	38%	46%	41%	50%
Quality of student/campus life	38%	35%	38%	38%	25%
Student services	36%	35%	24%	44%	50%
Relevance of my program for growth and development	27%	27%	31%	25%	17%
Other	38%	41%	38%	38%	50%

Note: The base reflects those students that would not recommend their university to others. Respondents could provide more than one answer. Therefore, columns may not sum to 100%.

8.0 Education financing and debt

This section reports on how students are financing their university education and the impact this has on them.

8.1 Debt from financing education

Students recorded the amount of repayable debt they had acquired to date to help finance their university education from four sources: government student loans, loans from financial institutions, loans from parents and other family members, and debt from other sources. As shown in Table 79, almost 6 in 10 students report at least some education-related debt from these sources.

The most common source of debt is *student loans*, as more than 4 students in 10 report this as a source of debt. About 1 in 5 students report debt from *loans from financial institutions* or *parents or family*. Fewer than 1 in 10 students report some debt from other sources.

Table 79: Sources of debt Q23

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Any debt	59%	61%	60%	57%	75%
Government student loans	43%	45%	45%	40%	65%
Loans from parents/family	18%	17%	19%	17%	14%
Loans from financial institutions	17%	21%	16%	17%	23%
Debt from other sources	6%	7%	6%	6%	4%

Examining debt by various groups shows a few statistically significant differences by age.

- The proportion reporting debt increases as students age, up to 30 years of age. The proportion with debt increases from 49% of those 20 and younger to 71% of those 25 to 29, but falls to 65% for those 30 and older.
- As students' age increases, so does the likelihood of relying on *loans from financial institutions* to support their education. Just 10% of those 20 and younger report debt from this source, compared to 27% of those 30 and older.

Among the 59% of students who report having any repayable education-related debt, the value of that debt ranges from $21 to one student who claims a total debt of $600,000. While these outliers are extreme, they make little difference in the calculations shown below. Table 80 shows the total amount of debt graduating students accumulated from these four sources.

- About half of graduating students report debt of $8,000 or less, while 1 in 3 students have debt of $20,000 or more.
- The average amount of debt per student (including those without any debt) is $14,453. The median amount of debt is about half of that at $7,000.
- As one would expect, older students report having more debt than younger students. Among those with debt, the average debt rises across age groups from $19,546 for students 20 and younger to about $32,499 for students 30 and older. Also telling is that 22% of those 20 and younger report education-related debt of greater than $20,000 compared to 45% of those 25 and older.

Table 80: Accumulated debt Q23

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
No debt	41%	39%	40%	43%	25%
Less than $4,000	4%	4%	4%	4%	1%
$4,000 to $7,999	6%	6%	5%	7%	3%
$8,000 to $11,999	7%	6%	6%	7%	4%
$12,000 to $19,999	9%	9%	9%	10%	13%
$20,000 or more	33%	37%	35%	29%	54%
Average	$14,453	$15,944	$15,308	$12,883	$20,990
Median	$7,000	$9,000	$7,500	$5,000	$21,151
Note: Columns may not sum to 100% due to rounding.					

When adjusted for inflation (29.31% in Canada since 2000)[2], students' total debt in 2000 was a reported $14,547, which is on par with debt reported by students in 2012.

[2] Bank of Canada . Inflation Calculator. Retrieved from http://www.bankofcanada.ca/rates/related/inflation-calculator/ on June 5, 2012.

8.2 Average debt by source

The source of much of this debt appears to be student loans (see Table 81). Among all students, *government student loans* account for the bulk of the debt at $9,138. *Loans from financial institutions* ($2,521) and *loans from parents or other family members* ($2,376) are about one-quarter the size of the average *government student loan* debt.

Table 81: Average debt by source (all respondents) Q23

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Total average debt	$14,453	$15,944	$15,308	$12,883	$20,990
- Government student loans	$9,138	$10,309	$9,594	$8,109	$15,545
- Loans from financial institutions	$2,521	$3,087	$2,402	$2,347	$3,751
- Loans from parents/family	$2,376	$2,067	$2,845	$2,087	$1,502
- Debt from other sources	$419	$480	$467	$342	$193

Results for students reporting debt show the following:

- The average total debt among these graduating students reporting debt is approximately $24,579. The median value of total debt is only slightly lower at $20,000.
- On average, *government student loans* account for approximately 62% of all debt. Among those with this type of debt, the average is $21,278. The median value is slightly lower at $20,000.
- *Loans from financial institutions* account for about 17% of the total. Among those with this type of debt, the average amount owing is $14,482. The median value of the debt is lower at $10,000.
- *Loans from parents or other family members* account for about 18% of the total. Among those with debt owed to family, the average amount owing is $13,442. However, the median value is lower at $8,000.
- *Other sources* account for about 3% of the total. Those with debt from other sources report that it averages $7,028. Again, the median value of this debt is considerably lower at just under $4,000.

Table 82 shows the total average and median debt for those students reporting any debt. It also shows the average and median debt for students with each source of debt.

Table 82: Average/median debt by source for those with debt Q23					
	All students (n=7,545)	Group			Nipissing University (n=107)
		1 (n=1,624)	2 (n=2,969)	3 (n=2,952)	
Average debt					
Total average debt	$24,579	$26,009	$25,593	$22,772	$27,942
- Government student loans	$21,278	$22,659	$21,465	$20,282	$23,782
- Loans from financial institutions	$14,482	$14,945	$15,152	$13,613	$16,360
- Loans from parents/family	$13,442	$12,290	$14,773	$12,566	$10,617
- Debt from other sources	$7,028	$7,361	$8,116	$5,825	$4,389
Median debt					
Total median debt	$20,000	$23,000	$21,855	$20,000	$28,000
- Government student loans	$20,000	$20,000	$20,000	$17,800	$23,500
- Loans from financial institutions	$10,000	$10,000	$10,000	$10,000	$14,849
- Loans from parents/family	$8,000	$5,764	$10,000	$8,000	$6,748
- Debt from other sources	$3,965	$4,149	$3,000	$4,000	$3,217

8.3 Sources of funding education

Students indicated which sources they used to help pay for their current academic year. At about 6 in 10, money from *parents and other family members* is the most common source graduating students use to help pay for their current year of education. This is followed by about half of students using *personal savings* to finance their current year.

Other common sources of financing, at about 4 in 10 students, are *earnings from summer work*; *government loans or bursaries*, and *earnings from current employment*. The proportion of students who report using *government loans or bursaries* in the current year (38%) is slightly lower than the proportion of students who reported having any debt from this source (43%).

See Table 83 for a complete list of the sources graduating students are using in their graduating year to finance their education.

Table 83: Sources of financing education Q24					
	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Parents, family, or spouse	59%	55%	58%	61%	55%
Personal savings	50%	52%	49%	49%	63%
Earnings from summer work	41%	44%	40%	40%	60%
Government loan or bursary	38%	41%	38%	35%	58%
Earnings from current employment	37%	41%	35%	37%	41%
University scholarship, financial award, or bursary	28%	34%	28%	26%	44%
Loan from financial institution	13%	15%	13%	13%	18%
RESP	10%	8%	12%	9%	6%
Co-op program, internship, and other practical experiences	9%	4%	12%	8%	<1%
Work-study program	4%	3%	3%	5%	2%
Investment income	3%	4%	3%	3%	3%
Other	4%	4%	4%	3%	3%
Note: Respondents could provide more than one answer. Therefore, columns may not sum to 100%.					

8.3.1 Number of sources of financing

As shown in Table 84, the typical graduating student uses about three sources to help finance his or her education during the current academic year, although there is much variation among students. For example, about 1 in 5 students report using only one source to finance their current year, while 1 in 3 report using four or more sources.

Table 84: Number of sources of financing Q24

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
One	22%	19%	21%	23%	10%
Two	21%	20%	22%	20%	16%
Three	22%	23%	22%	23%	23%
Four or more	35%	37%	36%	34%	51%
Average	2.9	3.0	3.0	2.9	3.5

Note: Columns may not sum to 100% due to rounding.

Younger students report relying on more sources to finance their education than older students. The proportion using four or more sources to finance their education drops from 41% among students 20 and younger to 14% of students 30 and older.

8.3.2 Average contribution by source

Overall, the typical student reports that these sources contribute $11,306 toward paying for his or her education this academic year. Among those students who report receiving something from each source, the highest sources of funding (contributing more than $5,000 on average) include the following:

- *co-op program or work term*, with an average of $8,356
- *government loan or bursary*, with an average of $8,039
- *loan from a financial institution*, with an average of $7,497
- *parents or other family*, with an average of $6,273

See Table 85.

Table 85: Average amount from each financing source Q24

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
All respondents					
Overall	$11,306	$11,948	$11,381	$10,910	$14,740
Average among those using these sources					
Co-op program, internship, and other practical experiences related to your program	$8,356	$5,113	$8,899	$8,283	-
Government loan or bursary	$8,039	$8,671	$8,163	$7,555	$9,795
Loans from financial institution	$7,497	$7,719	$7,904	$6,992	$9,466
Parents, family, or spouse	$6,273	$6,009	$6,544	$6,163	$7,439
Earnings from summer work	$4,469	$4,236	$4,526	$4,560	$4,412
RESP	$4,294	$5,015	$4,239	$4,020	$2,900
Earnings from current employment	$4,060	$4,185	$3,681	$4,305	$2,961
Investment income	$3,378	$5,433	$3,095	$2,677	$1,875
Work-study program	$2,740	$2,100	$3,074	$2,689	$1,833
Personal savings	$2,695	$2,848	$2,767	$2,547	$3,247
University scholarship, financial award, or bursary	$2,636	$2,787	$2,528	$2,640	$1,661
Other	$5,647	$6,936	$5,026	$5,546	$11,500

Compared to 2003 (financing questions were not asked in the 2000 survey), the average amount students required to finance their education was substantially lower in 2012 when adjusted for inflation (19.34% from 2003 to 2012).[3] In 2003, students needed about $12,972 to finance their current year of university studies, which is about 15% higher than the amount students required in 2012.

[3] Bank of Canada . Inflation Calculator. Retrieved from http://www.bankofcanada.ca/rates/related/inflation-calculator/ on June 5, 2012.

Table 86 shows the median amounts for the same sources of financing presented in the previous table.

Table 86: Median amount from each financing source Q24

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
All respondents					
Overall	$8,452	$9,000	$8,000	$8,000	$12,000
Median among those using these sources					
Government loan or bursary	$7,000	$7,193	$7,000	$6,000	$10,000
Co-op program, internship, and other practical experiences related to your program	$6,747	$3,599	$7,000	$8,000	-
Loan from financial institution	$5,000	$6,000	$5,000	$5,000	$5,000
Parents, family, or spouse	$4,000	$4,000	$4,093	$4,000	$5,000
RESP	$3,000	$3,581	$3,000	$3,000	$2,609
Earnings from summer work	$3,000	$3,000	$3,000	$3,000	$3,000
Earnings from current employment	$2,000	$2,000	$2,000	$2,000	$2,000
Personal savings	$2,000	$2,000	$2,000	$1,800	$2,000
Work-study program	$2,000	$1,524	$2,000	$2,000	$1,924
University scholarship, financial award, or bursary	$1,800	$1,500	$1,500	$2,000	$775
Investment income	$1,000	$1,189	$1,000	$732	$1,859
Other	$3,000	$4,000	$3,000	$3,437	$13,940

8.4 Credit cards

As one might expect, almost 9 students in 10 report having at least one credit card, including 26% with two or more cards. Among those with credit cards, most do not carry a balance from month to month, as over 8 students in 10 report regularly paying off the balance on their credit cards each month. Among the 18% of students with a credit card who carry a balance each month, the average amount carried is $3,444.

On average, while older students are not more likely than younger students to have credit cards, they report having more credit cards than younger students. About 20% of those 30 and older report having three credit cards or more, while 3% of students 20 and younger do. Given this fact, it is not surprising that older students are more likely to report owing money on their credit cards and carrying a higher balance from month to month.

See Table 87 for a summary of students' credit card use.

Table 87: Credit cards Q29/Q30/Q31

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Number of credit cards Q29 (all respondents)					
None	11%	11%	10%	11%	8%
One	63%	63%	62%	64%	64%
Two	19%	19%	20%	18%	21%
Three or more	7%	7%	7%	7%	6%
Average number	1.6	1.7	1.5	1.7	2.2
Regularly pay off your balance each month Q30*					
Yes	82%	79%	83%	84%	85%
Total credit card balance Q31*					
Zero	87%	84%	88%	88%	88%
$500 or less	2%	2%	2%	1%	2%
$501 to $1,000	3%	3%	3%	3%	2%
Over $1,000	8%	10%	7%	7%	7%
Average balance (including zero)	$433	$552	$367	$437	$398
Average of those with a balance	$3,444	$3,533	$3,087	$3,724	$3,217

*Total credit card balance and payment of the balance were asked of those who had at least one credit card.
Columns may not sum to 100% due to rounding.

8.5 Current employment

Students were asked a series of questions about their current employment situation. About 6 students in 10 report that they are currently employed, either off-campus (44%), on campus (10%), or both (5%). Among those who are currently employed:

- Students spend an average of 18 hours a week at work. This ranges from 32% of employed students who work 10 hours or less a week to 12% who work full-time; that is, more than 30 hours a week.

- About 3 in 10 students report that their current non-co-op related employment is having a negative impact on their academic performance, including 3% who say it is having a very negative impact. Conversely, 1 in 3 say their current employment has had a positive impact on their academic performance, including 15% who say it has had a very positive impact

While about 4 students in 10 are unemployed, only 15% are currently looking for work. In other words, most students who are not working are unemployed by choice.

See Table 88.

Table 88: Employment status Q25/Q26/Q27

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Currently employed Q25 (all respondents)					
Yes, both on and off campus	5%	6%	5%	5%	10%
Yes, on campus	10%	10%	11%	9%	14%
Yes, off campus	44%	47%	39%	47%	34%
No, but seeking work	15%	11%	15%	16%	12%
No, not seeking work	26%	25%	29%	24%	30%
Number of hours worked per week Q26*					
10 hours or less	32%	30%	33%	32%	43%
11 to 20 hours	39%	37%	38%	41%	35%
21 to 30 hours	17%	18%	16%	17%	13%
Over 30 hours	12%	15%	13%	10%	9%
Average number of hours	17.9	19.1	17.8	17.4	15.7
Impact of non-co-op related employment on academic performance Q27*					
Very positive	15%	17%	16%	14%	15%
Somewhat positive	20%	20%	21%	18%	22%
No impact	33%	31%	31%	37%	34%
Somewhat negative	28%	28%	29%	28%	27%
Very negative	3%	3%	4%	4%	2%

*Only students who are currently employed were asked how many hours they work per week and whether their employment has an impact on their academic performance.
Columns may not sum to 100% due to rounding.

There are several differences for students' employment status.

- Although age does not appear to be related to whether students worked in the current year, it is related to the hours they worked. About 46% of students 30 and older who currently have a job report working over 30 hours a week or more, compared to just 4% of those age 20 and younger who have a job. In fact, the typical student 20 and younger who is employed works about 15 hours per week on average, compared to 27 hours a week for those 30 and older.

- The impact work has on students' academic performance is not linear. It might be expected that the more hours students work during the term, the more likely they would be to report that their work has a negative impact on their academic performance. However, those who work 11 to 20 hours a week are most likely to report such an impact (81%). This compares to 30% of those working 10 hours or less, 51% of those working 21 to 30 hours, and 38% of those working more than 30 hours. In part, this may be because the vast majority of those working 11 to 20 hours a week are attending school full-time, whereas fewer of those working 21 hours or more are registered full-time. For many working 11 to 20 hours, they may be having problems balancing their work and academics, but may not be able to reduce their working hours each week due to financial needs.

8.5.1 Employment by discipline

Results in Table 89 show the following:

- Engineering students are much less likely than students in other disciplines to be employed in their current year, either on- or off-campus.

- Among those who are currently employed, Business students are most likely to report working full-time hours; that is, 30 hours or more per week. Students in Biological Science programs are least likely to be doing so.

Table 89: Employment status by discipline

Assessment of faculty	Discipline	%
Employed (on or off campus)	Arts and Humanities	66%
	Overall	59%
	Engineering	29%
Over 30 hours a week	Business	18%
	Overall	12%
	Biological Science	7%

9.0 Future education and employment

This section highlights students' plans after graduation.

9.1 Satisfaction with information about career options

As shown in Table 90, slightly fewer than 2 in 3 students report that they are satisfied with the *availability of information of career options in their area of study*, including 11% who are very satisfied. Nearly 4 in 10 students are dissatisfied, including 7% who are very dissatisfied.

Table 90: Satisfaction with availability of information about career options in my area of study Q18B

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Very satisfied	11%	13%	11%	9%	15%
Satisfied	51%	55%	52%	47%	53%
Dissatisfied	31%	27%	30%	34%	26%
Very dissatisfied	7%	6%	6%	9%	6%

Note: Columns may not sum to 100% due to rounding.

9.1.1 Satisfaction with information about career options by discipline

In terms of students' satisfaction with the *availability of information of career options in their area of study*, Education and Engineering students are most likely to be satisfied with this information. On the other end, Arts and Humanities and Social Science students are least likely to be satisfied.

Table 91: Satisfaction with knowledge of career options by discipline

	Discipline	%
Satisfied or very satisfied	Education	78%
	Engineering	74%
	Overall	62%
	Social Science	53%
	Arts and Humanities	52%

9.2 Preparedness for employment

Among steps students have taken to prepare for employment after graduation, the most common is *creating a resume or curriculum vitae (CV)*, as 8 in 10 students have taken this step. This is followed by about 6 in 10 who have *decided on a career field or specific occupation*. At around 2 in 10 students, among the nine steps taken, students are least likely to have *met with a career counsellor*, *created an e-portfolio*, or to *have a career mentor*.

See Table 92 for the steps students had taken.

Table 92: Steps taken to prepare for employment/career after graduation Q68

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
b. Created resume or CV	81%	79%	82%	81%	88%
i. Decided on a career field or specific occupation	61%	64%	60%	62%	73%
a. Talked with professors about employment/career	54%	63%	54%	51%	68%
f. Worked in chosen field of employment	52%	52%	52%	52%	57%
d. Attended an employment fair	43%	44%	43%	42%	51%
g. Volunteered in chosen field of employment	41%	43%	40%	41%	64%
e. Met with a career counsellor	22%	24%	22%	21%	24%
c. Created an e-portfolio	21%	19%	20%	22%	25%
h. Have a career mentor	16%	17%	14%	18%	12%

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

Female (46%) students are more likely than male (30%) students to report that they have *volunteered in their chosen field of employment*.

9.2.1 Preparedness by discipline

As Table 93 shows, students in some disciplines have taken more steps towards preparing for employment than others.

- Students in Education programs are most likely to have *worked* or *volunteered in their chosen field of employment*, and also very likely to have *attended an employment fair*.
- Engineering students are most likely to have *attended an employment fair* and also very likely to have *worked in their chosen field of employment*, but least likely to have *volunteered in their field.*
- Business students are most likely to have *met with a career counsellor*.

Table 93: Steps taken for employment after graduation by discipline

Step	Discipline	Taken step
Worked in my chosen field of employment	Education	68%
	Professional	66%
	Engineering	65%
	Overall	52%
	Social Science	40%
Attended an employment fair	Engineering	68%
	Education	60%
	Overall	43%
	Arts and Humanities	30%
Volunteered in my chosen field of employment	Education	68%
	Overall	41%
	Engineering	12%
Met with a career counsellor	Business	32%
	Overall	22%
	Professional	12%

9.3 Immediate plans after graduation

In the year after graduating, students are planning several different activities. As shown in Table 94, students plan to do several things in their first year after graduation:

- Half of students plan to *continue their education*.
- About 4 in 10 plan to *travel*.
- About 3 in 10 plan to do some *unpaid volunteer work*.
- About 1 in 5 plan to simply *take time off*.

Table 94: Activities in the first year after graduation Q32/Q35

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Continue education	49%	47%	48%	52%	54%
Travel	38%	35%	40%	37%	27%
Unpaid volunteer work	30%	30%	30%	32%	35%
Take time off	20%	17%	22%	20%	7%
None of the above	22%	25%	23%	21%	23%

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

Students in Biological Science (64%) programs are the most likely to report plans for further post-secondary education within the first year after graduating, while students in Engineering (28%) programs are least likely.

While half of students plan to continue their education in the first year after graduating, about 8 in 10 plan to further their education within the next five years. As shown in Table 95:

- Students most often plan on attending *graduate school* (58%), although many plan on attending a *professional school* (22%) or taking *further undergraduate studies* (20%).

- About 1 in 10 students plan on attending a *community college or CEGEP* (9%), while about 1 in 20 students plan on attending a *technical or vocational school* (6%) in the next five years.

Table 95: Impact of repayable debt on further education in first year after graduation Q67

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Great impact	30%	32%	32%	27%	46%
Some impact	30%	31%	29%	31%	32%
No impact	40%	37%	39%	42%	22%

Note: Columns may not sum to 100% due to rounding.

9.3.1 Impact of debt on plans for first year after graduation

When asked about the impact their debt had on their education plans in the year after graduating, about 6 in 10 students report that debt had at least some impact on their decision, including 30% who say it had a *great* impact. The proportion who say debt has an impact is similar to the 59% who report having repayable debt.

Table 96: Future education plans Q32

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
None	18%	20%	19%	16%	23%
Graduate school	58%	53%	58%	61%	38%
Professional school	22%	20%	20%	24%	9%
Further undergraduate studies	20%	22%	18%	20%	16%
Community college or CEGEP	9%	6%	11%	8%	8%
Technical/vocational school	6%	6%	7%	6%	<1%
Other education	21%	24%	20%	20%	31%

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

As might be expected, given the fact that older students report higher levels of education-related debt, the older a student is, the more likely he or she is to report that the amount of debt they have has had a great impact on their decision not to take further education in their first year after graduation. The proportion increases steadily from 24% of those 20 and younger to 41% of those 30 and older.

9.4 Future employment

When asked about employment after graduation — other than a summer job — about 1 in 3 students report having a job arranged after graduation, including 19% who have a full-time job. Conversely, about half report that at the time of the survey, they did not have a job, but were seeking work, while another 1 in 7 reports they neither have a job nor are looking for one. See Table 97.

Table 97: Future employment Q39

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Have a job (net)	36%	38%	34%	37%	26%
- Yes, a full-time job	19%	20%	19%	19%	10%
- Yes, one part-time job	10%	11%	9%	11%	10%
- Yes, two or more part-time jobs	4%	5%	4%	4%	6%
- Yes, self-employment or contract work	5%	4%	5%	5%	1%
No, but I am seeking work	50%	50%	52%	47%	63%
No, and I am not seeking work	14%	12%	13%	16%	11%

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

9.5 Job arranged

Among the 36% who have a job arranged for after graduation, results in Table 98 show the following:

- About 6 students in 10 report that their full-time job is permanent. . As age increases, generally, students are more likely to be working in a job that is permanent. Among those who have arranged for a job after graduation, 45% of those 20 and younger say it is permanent, compared to 77% of those 30 and older.
- About 2 in 3 students report the job is a continuation of a position they previously held, while 1 in 3 students report having found a new job
- Just under half report the job they arranged requires a degree, although slightly more report their degree helped them get their job.
- About 6 students in 10 also report that their job is moderately (20%) or significantly (39%) related to the knowledge and skills they acquired from studies at university. About 1 in 4 (23%) say it is not at all related.

Table 98: Post graduation employment

	All students (n=5,207)	Group 1 (n=1,108)	Group 2 (n=1,898)	Group 3 (n=2,201)	Nipissing University (n=41)
Is this full-time job permanent or temporary? Q41 (Full-time employment only)					
Permanent	63%	63%	62%	63%	41%
Temporary	25%	25%	27%	23%	59%
Not sure	12%	12%	11%	14%	-
Is your job new or a continuation of a job you had previously? Q40					
Continuation	67%	69%	68%	65%	75%
New	33%	31%	32%	35%	25%
Arranged employment requires a degree Q42					
Yes	46%	45%	45%	47%	41%
No	54%	55%	55%	53%	59%
Degree or diploma helped get a job Q43					
Yes	54%	54%	53%	55%	46%
No	46%	46%	47%	45%	54%
Job is related to knowledge/skills acquired from studies at university Q44					
Yes*	59%	62%	58%	58%	46%
No	41%	38%	42%	42%	54%

Note: The base reflects those that have arranged employment.
*The 'yes' category includes those who said 'significantly' and 'moderately'. Columns may not sum to 100% due to rounding.

9.5.1 Post-graduation employment by discipline

Students' post-graduation employment is significantly related to their discipline.

- Students in Engineering are most likely to report that their job is permanent, new, and requires a degree. They are also most likely to say their degree helped them get their job, and one of the most likely to say their job is significantly related to the knowledge and skills they learned in as part of their program (students in Professional programs are most likely to say the latter).

- Generally, students in Social Science and, to a lesser extent, Arts and Humanities are least likely to report that their job is new, requires a degree, that their degree helped them get a job, and that their job is significantly related to their program.

- Biological Science students are least likely to report their job is permanent, which is likely because they are most likely to report that they are continuing their education in the first year after graduating.

Table 99: Post-graduation employment by discipline

	Discipline	%
Permanent job	Engineering	86%
	Business	77%
	Overall	63%
	Biological Science	38%
New job	Engineering	59%
	Overall	33%
	Arts and Humanities	24%
	Social Science	22%
Requires a degree	Engineering	87%
	Overall	46%
	Social Science	29%
	Arts and Humanities	28%
Degree helped get a job	Engineering	88%
	Overall	54%
	Arts and Humanities	39%
	Social Science	36%
Job is significantly related to knowledge and skills	Professional	70%
	Engineering	65%
	Overall	39%
	Social Science	18%

9.6 Source of job

Among the 36% of students with an arranged job, almost half say they found the job through the assistance of others, most often through a *family member or friend* (26%), or *from their work experience program* (11%). Among the 4 in 10 who found it independently, most say they *contacted the employer directly* (18%), *found the job on the Internet* (11%), or found it *through a job ad* (8%). See Table 100 for complete results of how students found their jobs for after graduation.

Table 100: Source of job Q46

	All students (n=5,207)	Group 1 (n=1,108)	Group 2 (n=1,898)	Group 3 (n=2,201)	Nipissing University (n=41)
Assisted by others (net)	48%	42%	50%	49%	46%
- Referred by family or friends	26%	26%	26%	26%	31%
- From co-op program, internship, practical experiences	11%	7%	13%	11%	3%
- Campus career or employment centre	6%	3%	5%	7%	3%
- Professors	4%	4%	4%	3%	5%
- Employment agency	2%	2%	2%	2%	3%
Independently (net)	40%	44%	38%	39%	47%
- Contacted employer directly	18%	20%	16%	18%	19%
- Internet	11%	12%	12%	11%	8%
- Answered a job ad	8%	10%	7%	7%	19%
- Contacted previous employer	2%	2%	2%	2%	2%
Other	13%	14%	13%	12%	7%

Note: The base reflects those that have arranged employment. Columns may not sum to 100% due to rounding.

9.7 Satisfaction with job

Among the 36% with an arranged job, more than 8 in 10 report being satisfied with the employment they have secured, including 33% who are very satisfied. See Table 101.

Table 101: Satisfaction with employment you have secured Q47

	All students (n=5,207)	Group 1 (n=1,108)	Group 2 (n=1,898)	Group 3 (n=2,201)	Nipissing University (n=41)
Very satisfied	33%	33%	33%	32%	22%
Satisfied	52%	52%	50%	53%	63%
Dissatisfied	10%	10%	12%	9%	10%
Very dissatisfied	5%	6%	5%	6%	5%

Note: The base reflects those that have arranged employment. Columns may not sum to 100% due to rounding.

Students in Engineering (47%) programs are most likely to be very satisfied with the employment they have secured. On the other hand, students in Social Science (24%) are least likely to be very satisfied.

9.8 Anticipated earnings

Students with an arranged job for after graduation reported their anticipated monthly earnings. These monthly earnings were then converted to annual amounts.

On average, students report gross annual earnings before taxes and other deductions of about $33,600 (the median income is slightly lower at $30,000). However, more than 4 students in 10 anticipate an annual income of $25,000 or less, while slightly fewer than 1 in 5 students anticipate a salary of over $50,000 annually. See Table 102 for a breakdown of students' anticipated annual earnings.

Table 102: Annual anticipated earnings Q48

	All students (n=5,207)	Group			Nipissing University (n=41)
		1 (n=1,108)	2 (n=1,898)	3 (n=2,201)	
$15,000 or less	20%	19%	18%	22%	29%
$15,001 to $20,000	9%	8%	8%	10%	9%
$20,001 to $25,000	16%	17%	16%	14%	22%
$25,001 to $30,000	8%	9%	9%	8%	14%
$30,001 to $35,000	3%	3%	3%	3%	-
$35,001 to $40,000	12%	13%	10%	13%	14%
$40,001 to $45,000	6%	7%	5%	5%	3%
$45,001 to $50,000	9%	10%	9%	8%	3%
$50,001 to $60,000	10%	9%	12%	10%	5%
Over $60,000	7%	6%	9%	6%	-
Mean expected yearly income	$33,567	$33,505	$35,168	$32,210	$24,941
Median expected yearly income	$30,000	$30,000	$30,000	$30,000	$24,000

Note: The base reflects those that have arranged employment. Columns may not sum to 100% due to rounding.
From stated anticipated monthly earnings, we calculated anticipated yearly earnings. Respondents who had anticipated making $10,000 or more per month were assumed to be stating yearly salary.
These answers were divided by 12 to reflect monthly income. Also, respondents expecting to earn less than $150 per month were excluded from these results.

Not only are students' perceptions of the job market more pessimistic in 2012 than in previous years, their annual income is also lower than previous years when adjusted for inflation (29.31% from 2000 to 2012).[4] In 2003, students' annual income would be $39,536 in 2012 dollars, which is almost 18% higher than the average income students report in 2012. It is also a marked dropped from just three years ago, when the average annual income was approximately $39,226 in 2012 dollars. This marks a 17% decrease in just three years.

We find several differences for anticipated earnings after graduation.

- On average, male students ($40,103) anticipate higher annual earnings compared to female students ($30,102). In fact, 28% of male students expect to earn $50,000 or more after graduating, compared to 12% of females.

- The average annual salary is highly related to age, although the pattern is not exactly linear. Those 20 and younger expect to be earning about $27,435 on average, while those 21 to 29 expect to be earning between just over $31,400 to $35,567. However, the average income jumps substantially to $42,259 for those 30 and older.

9.8.1 Anticipated earnings by discipline

Students in Engineering programs anticipate the highest average salary at $54,232 annually. This is considerably higher than the next highest discipline, Professional programs, at $40,170. Students in Arts and Humanities programs have the lowest starting annual salary at around $24,764. See Table 103.

Table 103: Anticipated annual earnings by discipline

Discipline	Mean earnings	Median earnings
Engineering	$54,232	$54,000
Professional	$40,170	$36,000
Business	$37,651	$36,000
Physical Science	$37,506	$30,000
Overall	**$33,567**	**$30,000**
Education	$30,782	$24,000
Social Science	$27,493	$24,000
Biological Science	$27,399	$24,000
Arts and Humanities	$24,764	$20,400

[4] Bank of Canada . Inflation Calculator. Retrieved from http://www.bankofcanada.ca/rates/related/inflation-calculator/ on June 5, 2012.

9.9 Job prospects

When asked about the prospects for future jobs in their field of study, slightly fewer than 6 students in 10 believe that there are at least some jobs, including 19% who think there are many jobs. About 4 students in 10 think there are few jobs in their field of study. See Table 104.

Table 104: Job prospects Q49

	All students (n=15,109)	Group			Nipissing University (n=161)
		1 (n=3,046)	2 (n=5,784)	3 (n=6,278)	
Many jobs	19%	21%	15%	22%	8%
Some jobs	38%	40%	41%	35%	28%
Few/very few jobs	38%	34%	40%	37%	61%
Don't know	5%	5%	5%	6%	3%

Note: Columns may not sum to 100% due to rounding.

Students' perceptions of the job market have grown more negative over time. In 2000, 23% thought there were few or very few jobs available in their field of study compared to 38% in 2012.

9.9.1 Job prospects by discipline

Students' confidence about job prospects within their area of study varies by their discipline, although no single discipline has a majority of students who think there are many jobs available within their field of study. In fact, at about 4 in 10, Engineering students are most likely to perceive that there are many jobs available. On the other end, Arts and Humanities programs are the least likely to think that there are many jobs and the most likely to think that there are few or very few jobs in their major area of study. In fact, more than seven times as many Arts and Humanities students think there are few or very few jobs available than those who think there are many jobs available. See Table 105.

Table 105: Job prospects by discipline

Discipline	Many jobs	Few or very few jobs
Engineering	39%	18%
Professional	36%	21%
Physical Science	24%	29%
Business	23%	27%
Overall	**19%**	**38%**
Biological Science	15%	38%
Education	13%	53%
Social Science	13%	46%
Arts and Humanities	7%	54%

10.0 Conclusion

As has been found in previous *CUSC Surveys of Graduating Students*, students are generally very positive about their university experiences. They view institutions has contributing very much to their growth and development in a number of academic, learning, and personal areas. Even with changes to survey methodology and the addition of weighting, overall results are very similar to previous surveys and trends that have been established over time were generally still apparent in the current survey.

As previously stated, this report is not meant to be an exhaustive examination of the results. Indeed, with over 15,000 students participating in this survey, which collects over 200 pieces of information, there are many lines of research that can be followed with this data.

Among the multitude of results summarized in this report, a few key results are most informative.

- Although working while attending university has positive and negative impacts on students' academic performance, students that tend to be most negatively affected are those attending full-time and working between 11 and 20 hours per week. It may be of interest to analyze those who are most negatively affected by their work to identify their other sources of financing, debt situation, and characteristics.

- Student debt appeared to be on par with previous years and students required less to finance their education than they had in previous years (when adjusted for inflation).

- Students tend to be most negative about their universities and faculty having information about career aspects while at university. When coupled with the fact that students are less optimistic about jobs available in their field of study in 2012 than in previous years, it demonstrates a need for universities and faculty to help students identify career options and prepare for employment post-graduation. Indeed, students have taken few steps to prepare for graduation beyond creating a resume.

- Students' average income for jobs obtained post-graduation is much lower in 2012 than they were in previous years. In part, this may be due to recessionary factors, such as the availability of jobs, but may speak to the fact that students in some disciplines do not believe there are many jobs available in their field of study. Perhaps rather than searching out jobs that might be available, they are accepting lower paying jobs in retail and service industries in order to make ends meet and repay any debt they may have accumulated.