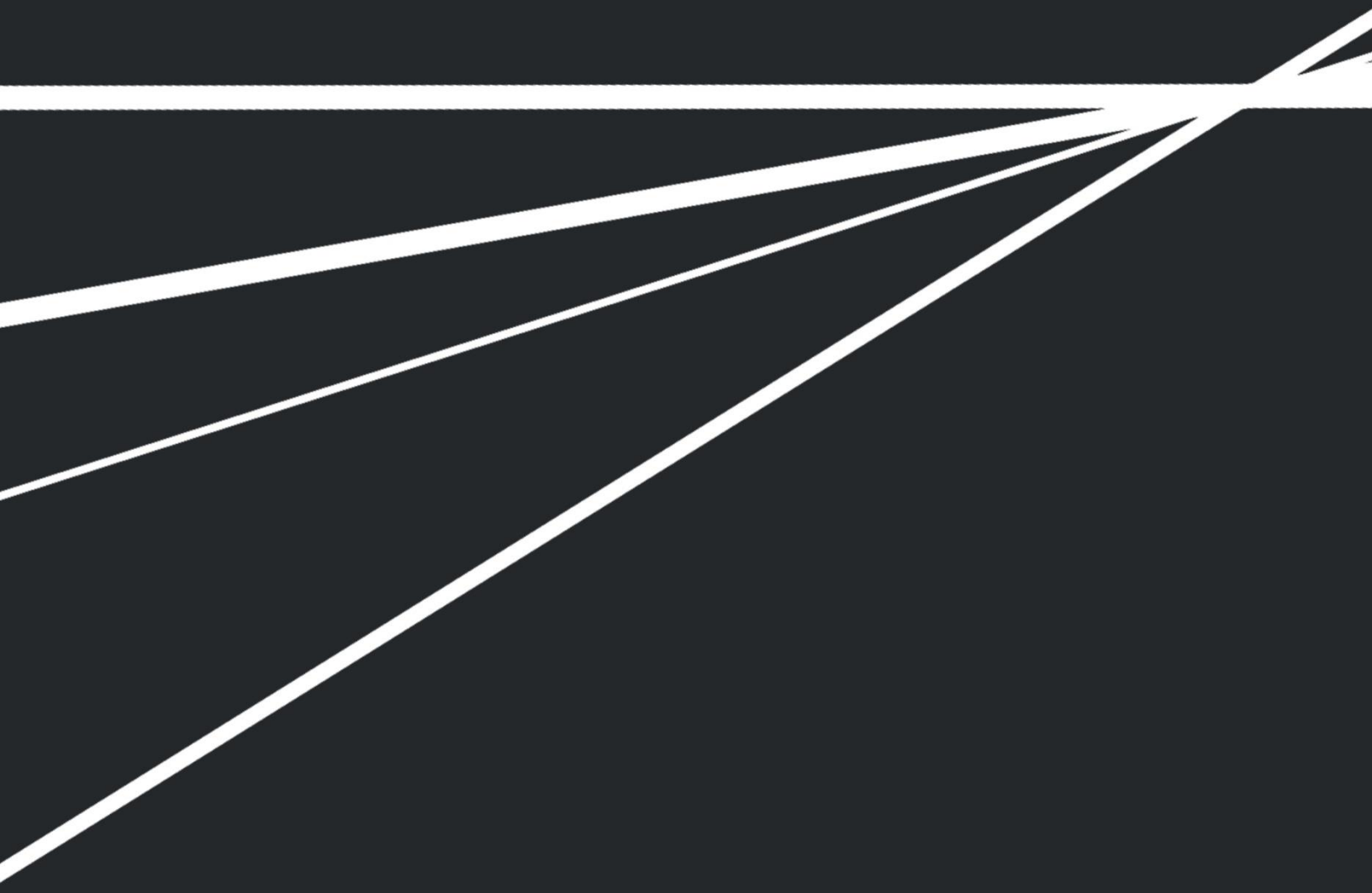
CUSC CCREU

Canadian University Survey Consortium
Consortium canadien de recherche sur les étudiants

30TH ANNIVERSARY
PRA
e ANNIVERSAIRE



2018 Graduating Student Survey Nipissing University:

June 2018

Data Licensing & Membership Agreement

WHEREAS:

PREAMBLE

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

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

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

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

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

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

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

DEFINITIONS

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

OWNERSHIP OF SURVEY DATA

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

EXCHANGE OF SURVEY DATA AMONG MEMBERS

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

COMPARISONS LIMITED TO AGGREGATE DATA

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

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

LIMITATIONS ON THE USE OF DATA

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

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

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

REQUIREMENTS FOR CONFIDENTIALITY

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

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

EXCLUSIVE USE OF INSTRUMENTS AND METHODOLOGY

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

INDEMNITY

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

SEVERABILITY

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

Table of Contents

AGREEMENT FOR DATA USE

EXECUTIVE SUMMARY i

1.0 Introduction 1
- 1.1 Methodology 2
- 1.2 Response rates 3
- 1.3 Weighting 4
- 1.4 University comparisons 5
- 1.5 Statistically significant differences 6
- 1.6 Non-response 6

2.0 Profile of graduating students 7
- 2.1 Personal profile 7
- 2.2 Disabilities 8
- 2.3 Living arrangements 8
- 2.4 Main method of commuting to campus 9
- 2.5 Parents' education 10

3.0 Academic history 11
- 3.1 Academic profile 11
- 3.2 Work and learning program experience 12
- 3.3 Delays in completion of program 13

4.0 Student activities 14
- 4.1 Involvement in campus activities 14
- 4.2 Involvement in community service and volunteer activities 15
- 4.3 Study patterns 16

5.0 Current employment 17

6.0 Educational experiences 18
- 6.1 Perceptions of professors 18
- 6.2 Ability to evaluate teaching 20
- 6.3 Satisfaction with quality of teaching 20
- 6.4 Perceptions of staff 20

7.0 University's contribution to students' growth and development 21
- 7.1 Contribution to communication skills 21
- 7.2 Contribution to analytical and learning skills 21
- 7.3 Contribution to working skills 22
- 7.4 Contribution to life skills 22
- 7.5 Most important areas 23

8.0 Evaluation of student experiences 24
8.1 Meeting students' expectations 24
8.2 Satisfaction with university experiences 24
8.3 Satisfaction with concern shown for student as an individual 25
8.4 Overall quality of education at this university 25
8.5 Satisfaction with decision to attend this university 25
8.6 Value for money 26
8.7 Feel as if they belong at this university 26
8.8 Recommend university to others 26

9.0 Educational goals 26
9.1 Change majors or programs since beginning studies 27
9.2 Post-graduation plans 27
9.3 Career planning 28
9.4 Steps taken for employment post-graduation 29

10.0 Satisfaction with facilities and services 30
10.1 General facilities and services 30
10.2 Academic services 32
10.3 Special services 33

11.0 Financing post-secondary education 34
11.1 Credit cards 34
11.2 Debt sources 35
11.3 Sources of university funding 36
11.4 Number of sources of financing 37

12.0 Post-graduation educational plans 39
12.1 Plans for additional schooling 39
12.2 Impact of debt on future education 40

13.0 Employment plans 41
13.1 Profile of post-graduation employment 41
13.2 Main way of finding job 42
13.3 Earnings 43
13.4 Satisfaction with employment 43

Appendix A – 2018 CUSC-CCREU Survey

EXECUTIVE SUMMARY

Introduction

The 2018 *Graduating Student Survey* marks the 24th cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). The 2018 survey involved 32 universities and almost 15,000 graduating university students from across Canada.

Profile of graduating students

The demographic profile of graduating students shows the following:

- Graduating students tend to be female (66%), about 23 years old, single (66%), without children (96%), and a Canadian citizen (87%). About 40% self-report as a being a member of a visible minority, with another 3% self-identifying as being Aboriginal.
- About 22% self-identify as having a disability, most often mental health (14%). Among those with a disability, 36% require accommodation for their disability.
- The majority of students live independently, most often in rented housing (53%).
- Graduating students most commonly take public transportation (45%) to campus, although about 1 in 3 use a vehicle, more often driving alone (27%) than with others (5%).
- About 14% of graduating students are first-generation students — that is, neither parent had any post-secondary education.

Academic history of graduating students

The typical student is studying full time (84%) with a B- to B+ (53%) average, and had some work or learning program experience (56%). Some students report issues with their post-secondary studies, as 37% have delayed completing their program, 21% have interrupted their studies for one or more terms, and 17% of students have transferred from another university.

Student activities

About 44% of graduating students have volunteered in the past year, on or off campus, spending about five hours per week (among those volunteering). Students spend about 32 hours per week on academic activities, divided fairly evenly between in class/lab time (14.4 hours) and outside class/lab time (18.1 hours).

Current employment

About 60% of graduating students are employed, working about 17.8 hours per week. Among those who are employed, 42% say their work has at least somewhat of a negative impact on their academic performance.

Educational experiences

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

- Most students report having had positive experiences with professors. In fact, among 15 aspects of interaction with professors, only two areas (*professors take a personal interest in their academic progress* and *professors provide prompt feedback on academic work*) receive less than 70% agreement.
- Students tend to say that professors *communicating well in their teaching* and *being knowledgeable in their fields* are most important to them.
- Overall, almost all students say they *were given the chance to evaluate the quality of teaching in their courses*, including 71% who say they were able to evaluate the teaching in all their courses.
- More than 8 in 10 agree that they are *generally satisfied with the quality of teaching they received*, including 17% who strongly agree.
- About 8 in 10 graduating students agree that *most university support staff are helpful* and 7 in 10 agree that *most teaching assistants in my academic program are helpful*.

Contribution to growth and development

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

- **Communication skills**. Universities contributed most to students' growth and development for *writing clearly and correctly* (63% much or very much) and *speaking to small groups* (60%). They contributed least to *second or third language skills* (18%).
- **Analytical and learning skills** Among the eight analytical and learning skills, students indicated that universities contributed most to *ability to find and use information* (73%) and *thinking logically and analytically* (71%), and least to *mathematical skills* (31%).
- **Working skills.** Universities contributed most to students' ability to *work independently* (73%) and least to *entrepreneurial skills* (20%).
- **Life skills**. Among the 10 life skills, universities contributed most to the *ability to interact with people from backgrounds different than their own* (63%). On the lower end, universities contributed least to *spirituality* (16%).

Among all 29 areas, students ranked the top three most important areas their university should be contributing. Results indicate that *thinking logically and analytically* (36%) is ranked in the top three most often by students, followed by *skills and knowledge for employment* (25%).

Evaluation of student experiences

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

- Overall, the majority (59%) of students say that their experiences *met their expectations*, while 22% say their university experiences *exceeded their expectations*. Few (19%) say their experiences *fell short*.
- Almost 6 in 10 students say they are satisfied with the *concern shown by the university for them as an individual*, although just 8% are very satisfied.
- More than 8 in 10 say they are satisfied with the *overall quality of education at their university*, including 20% who are very satisfied.
- Almost 9 in 10 students are satisfied with *their decision to attend their university*, including 29% who are very satisfied.
- Although students are satisfied with the overall quality of their education, for many the value for the cost of their education may be an issue as only 2 in 3 agree that they *received good value for their money at their university*. This includes 12% who strongly agree.
- About 8 in 10 agree that they *feel as if they belong at this university*, including 19% who strongly agree.
- Overall, 29% of students are classified as promoters (rating of 9 or 10 out of 10), while 28% are detractors (rating of 0 to 6 out of 10), yielding a Net Promoter Score of +1.

Educational goals

About 37% of graduating students expect to apply to graduate school and 21% expect to apply to a professional school after graduating. Overall, 35% of graduating students have a specific career in mind, while another 37% have several possible careers. About 7 in 10 students say they know their career options at least fairly well, with 23% saying they know their options very well.

Almost all graduating students have taken at least one step to prepare for employment or a career after graduation; most often these steps are informal, such as *talking with friends* (79%), *parents* (77%), or *professors* (49%) about career options. Among more concrete behaviours, most commonly they *have a resumé or CV* (78%).

Satisfaction with facilities and services

Students indicated their use and satisfaction with several different facilities and services. Areas of least satisfaction include *parking* (46%), *food services* (74%), *personal counselling* (78%), and *career counselling* (79%).

Financing education

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

- **Credit cards.** About 93% of graduating students have at least one credit card, and just 21% of those with a credit card do not pay off their balance each month. Among those who do not pay off their balance, their average unpaid debt is $2,771.
- **Debt.** About 50% of students report debt related to financing their university education, most often from *government student loans* (43%). The average debt among students is $13,925; however, 32% report debt loads of $20,000 or more upon graduating.
- **Financing.** On average, students use about three sources to fund their education, most commonly *parents, family or spouse* (56%), with many also using earnings from *current* (47%) or *summer* (41%) *employment*, and *government loans or bursaries* (48%). To fund their current academic year, the typical student requires just under $17,135 from all sources.

Post-graduation education plans

Overall, 69% of students plan on taking further education within the next five years, most commonly graduate school (52%). For some, debt plays a role in their decision about taking further education, as about 4 in 10 students say debt has some impact, either *discouraging them from taking more education* (24%), *preventing them from taking more education* (9%), or *encouraging them because they need more education to repay their debt* (8%).

Employment plans

Overall, 34% of students have employment arranged for work after graduating. Among those who have arranged work, 40% say it is strongly related to the *skills and knowledge they acquired* and 36% say it *required their specific degree*. On average, students expect to be earning about $12,048 per month, although the median ($4,000) is much lower. Overall, over 8 in 10 graduating students who have employment arranged for after graduation are satisfied with the employment they have arranged, including 27% who are very satisfied.

1.0 Introduction

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

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

This is the 24th cooperative study undertaken by CUSC-CCREU. Prior to 2014, the surveys ran in a three-year cycle, targeting *first-year*, *graduating*, and *all undergraduate students* in separate years. In 2014, the *all students* survey was changed to a survey of middle-years students (i.e., students in the second or third year of a four-year program, the second year of a three-year program, or the second to fourth years of a five-year program).

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

Table 1: Past CUSC-CCREU surveys

Year	Sample	Number of participating universities
1994	All undergraduates	8
1996	All undergraduates	10
1997	Graduating students	9
1998	First-year students	19
1999	All undergraduates	23
2000	Graduating students	22
2001	First-year students	26
2002	All undergraduates	30
2003	Graduating students	26
2004	First-year students	27
2005	All undergraduates	28
2006	Graduating students	25
2007	First-year students	34
2008	All undergraduates	31
2009	Graduating students	34
2010	First-year students	38
2011	All undergraduates	25
2012	Graduating students	37
2013	First-year students	35
2014	Middle-years students	28
2015	Graduating students	36
2016	First-year students	34
2017	Middle-years	24
2018	Graduating students	32

1.1 Methodology

1.1.1 Questionnaire design

CUSC-CCREU surveys run on a three-year cycle, targeting a different group of undergraduate Baccalaureate students each year. Starting in 2014, CUSC-CCREU redesigned the surveys with a core set of questions that is common to all three surveys and questions that are specific to each group of students. The final questionnaire for the 2018 *Graduating Student Survey* can be found in Appendix A.

1.1.2 Surveying students

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

PRA was responsible for managing the online survey. This involved liaising with the participating universities, preparing the introductory and reminder emails to students, and responding to student questions about questionnaire content, as well as technical questions about using the online survey.

1.2 Response rates

Table 2 shows the response rates by university, which ranged from 12.9% to 65.3%, with an overall response rate of 29.1%. This yielded 14,760 students who completed the survey.[1]

Table 2: Survey response rate

University	Surveys		Response rate
	Distributed	Completed	
Cape Breton University	360	141	39.2%
Capilano University	704	91	12.9%
Carleton University	3,000	812	27.1%
Concordia University	4,929	1313	26.6%
Concordia University of Edmonton	351	124	35.3%
Dalhousie University	1,515	449	29.6%
Lakehead University	1,000	472	47.2%
MacEwan University	2,247	706	31.4%
McMaster University	5,590	988	17.7%
Mount Royal University	841	385	45.8%
Nipissing University	765	328	42.9%
Redeemer University	90	46	51.1%
Ryerson University	5,119	1636	32.0%
Saint Mary's University	652	166	25.5%
Simon Fraser University	1,000	634	63.4%
The King's University	167	109	65.3%
Trent University	1,000	282	28.2%
Trinity Western University	261	136	52.1%
Université de Moncton	635	262	41.3%
University of King's College	108	52	48.1%
University of Lethbridge	1,000	425	42.5%
University of Manitoba	1,803	581	32.2%
University of New Brunswick Fredericton	828	303	36.6%
University of New Brunswick Saint John	242	76	31.4%
University of Ottawa	6000	1411	23.5%
University of Regina	987	372	37.7%
University of Saskatchewan	1,000	249	24.9%
University of the Fraser Valley	1,024	179	17.5%
University of Victoria	1,000	339	33.9%
University of Waterloo	2,000	744	37.2%
University of Winnipeg	1,076	285	26.5%
Wilfrid Laurier University	3,416	664	19.4%
Total	**50,710**	**14,760**	**29.1%**

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

1.3 Weighting

In order to compensate for the discrepancies between the population of middle-years students among participating institutions and the sample population, the results in every section and every table (except Section 1.0) in this report have been weighted. The applied weights are shown in Table 3.

Table 3: Applied weights

University	Population of middle-years students		Completed surveys		Applied weight
	Population	% of population	Population	% of population	
Cape Breton University	360	0.6%	141	1.0%	0.589
Capilano University	704	1.1%	91	0.6%	1.786
Carleton University	6476	10.1%	812	5.5%	1.841
Concordia University	4,929	7.7%	1313	8.9%	0.867
Concordia University of Edmonton	351	0.5%	124	0.8%	0.653
Dalhousie University	1,515	2.4%	449	3.0%	0.779
Lakehead University	1,329	2.1%	472	3.2%	0.650
MacEwan University	2,247	3.5%	706	4.8%	0.735
McMaster University	5,590	8.7%	988	6.7%	1.306
Mount Royal University	841	1.3%	385	2.6%	0.504
Nipissing University	765	1.2%	328	2.2%	0.538
Redeemer University	90	0.1%	46	0.3%	0.452
Ryerson University	5,119	8.0%	1636	11.1%	0.722
Saint Mary's University	652	1.0%	166	1.1%	0.907
Simon Fraser University	1,730	2.7%	634	4.3%	0.630
The King's University	167	0.3%	109	0.7%	0.354
Trent University	1,542	2.4%	282	1.9%	1.262
Trinity Western University	261	0.4%	136	0.9%	0.443
Université de Moncton	635	1.0%	262	1.8%	0.559
University of King's College	108	0.2%	52	0.4%	0.479
University of Lethbridge	1,284	2.0%	425	2.9%	0.697
University of Manitoba	1,803	2.8%	581	3.9%	0.716
University of New Brunswick Fredericton	828	1.3%	303	2.1%	0.631
University of New Brunswick Saint John	242	0.4%	76	0.5%	0.735
University of Ottawa	8196	12.8%	1411	9.6%	1.341
University of Regina	987	1.5%	372	2.5%	0.612
University of Saskatchewan	2,895	4.5%	249	1.7%	2.684
University of the Fraser Valley	1,024	1.6%	179	1.2%	1.321
University of Victoria	1816	2.8%	339	2.3%	1.237
University of Waterloo	4962	7.8%	744	5.0%	1.540
University of Winnipeg	1,076	1.7%	285	1.9%	0.872
Wilfrid Laurier University	3,416	5.3%	664	4.5%	1.188
Total	**63,940**	**100.0%**	**14,760**	**100.0%**	

1.4 University comparisons

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

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

Table 4: Categories of participating universities

Group 1 (n = 16)	Group 2 (n = 10)	Group 3 (n = 6)
Cape Breton University	Carleton University	Concordia University
Capilano University	Lakehead University	Dalhousie University
Concordia University of Edmonton	Ryerson University	McMaster University
MacEwan University	Simon Fraser University	University of Manitoba
Mount Royal University	Université de Moncton	University of Ottawa
Nipissing University	University of New Brunswick (Fredericton)	University of Saskatchewan
Redeemer University	University of Regina	
Saint Mary's University	University of Victoria	
The King's University	University of Waterloo	
Trent University	Wilfrid Laurier University	
Trinity Western University		
University of King's College		
University of Lethbridge		
University of New Brunswick (Saint John)		
University of the Fraser Valley		
University of Winnipeg		

1.5 Statistically significant differences

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

Table 5: Criteria for statistical significance

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

1.6 Non-response

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

2.0 Profile of graduating students

2.1 Personal profile

Results in Table 6 show the following:

- There are about twice as many females (66%) as males (34%) who completed the survey.
- The average age of students is just over 23, with 49% of students 22 to 24.
- Given students' ages, it is not surprising that just 9% report being married and 4% have children.
- About 87% of students are Canadian citizens, with slightly more international students (8%) than permanent residents (5%).
- Overall, 40% of students report being a visible minority, and 3% self-identify as being Aboriginal. Among students nationally, the most common visible minority groups include Chinese (12% of all students), South Asian (8%), and Black (6%).

Table 6: Personal profile

	All students (n=14,760)	Group 1 (n=3,531)	Group 2 (n=6,238)	Group 3 (n=4,991)	Nipissing University (n=328)
Gender (GENDER)					
Male	34%	28%	37%	35%	18%
Female	66%	72%	63%	65%	82%
Age at beginning of year (AGE)					
21 and under	33%	32%	36%	31%	42%
22 to 24	49%	43%	50%	50%	41%
25 to 29	12%	15%	9%	13%	6%
30 and older	6%	10%	5%	6%	11%
Average age	23.4	24.2	23.1	23.5	23.9
Marital status (LIVE3)					
Single	66%	59%	68%	67%	56%
In a relationship	25%	27%	26%	25%	31%
Married or common-law	9%	14%	7%	8%	13%
Children (LIVE4-7)					
Yes	4%	8%	3%	4%	9%
- Under 5 years old	2%	4%	1%	2%	3%
- 5 to 11 years old	2%	4%	1%	2%	4%
- 12 years old or older	2%	3%	1%	2%	5%
Citizenship (CITIZENSHIP)					
Canadian citizen	87%	91%	86%	86%	99%
International student	8%	6%	9%	8%	<1%
Permanent resident	5%	4%	5%	5%	<1%
Visible minority* (ETH1-13)					
Total self-identified	40%	28%	46%	40%	12%
Aboriginal (ETH1-13)**					
Total self-identified	3%	6%	3%	3%	5%

* "Visible minority" includes respondents who self-identified as belonging to a group other than "Aboriginal," "Inuit," "Métis," or "White."
** "Aboriginal" includes respondents who self-identified as "Aboriginal."

Differences by age. As expected, older students are more likely to report having children and being married/common-law. Also, the older a student is, the less likely they are to be a Canadian citizen and more likely to be a permanent resident.

2.2 Disabilities

Overall, 22% of graduating students self-identify as having a disability. The most common disabilities reported by students are mental health (14%), attention deficit (3%), and learning (2%).

Among those with a disability, 36% say their disability requires accommodation from their university, with those with a learning disability (73%) being most likely to say their disability requires accommodation. The least likely of those are those with a speech (17%) or vision impairment (18%).

Table 7: Disabilities

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Disability (DIS1-11)					
Total self-identified	22%	24%	21%	20%	26%
Require accommodation* (ACOM1-10)					
Yes	36%	33%	37%	37%	35%
* The proportion is out of those who identify as having a disability.					

2.3 Living arrangements

A majority of students live on their own, most commonly renting their accommodations either off campus (53%) or on campus (3%). About 37% of graduating students live with parents, guardians, or relatives. Among those not currently living on campus, just 18% say they would prefer to live on campus if they had the choice.

Table 8: Living arrangements

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Current living arrangement (LIVE1)					
In rented housing off campus (shared or alone)	53%	44%	56%	53%	44%
With parents, guardians, or relatives	37%	42%	35%	38%	32%
In personally-owned home	6%	9%	5%	5%	11%
In on-campus housing	3%	4%	3%	2%	12%
Other	1%	2%	1%	1%	<1%
Prefer to live on campus*					
Yes	18%	13%	20%	18%	9%
* The proportion is out of those not currently living on campus.					

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

***Difference by visible minority*.** Students who self-identify as a member of a visible minority (26%) are more likely than those who do not (12%) to say they would live on campus if given the choice.

2.4 Main method of commuting to campus

Graduating students most commonly take public transportation (45%) to campus, although about 1 in 3 use a vehicle, more often driving alone (27%) than with others (5%). Many students also report walking to campus (20%).

Likely based on where the universities are located, students in Group 3 (51%) and Group 2 (46%) universities are more likely than those in Group 1 (29%) universities to use public transportation. They are also more likely to walk, with 22% of Group 2 and Group 3 students reporting most often walking compared 8% of Group 1 students. Conversely, Group 1 (51%) students are more likely to drive alone to universities than Group 2 (24%) or Group 3 (18%) students.

Table 9: Methods of transportation (COMM1)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Public transportation	45%	29%	46%	51%	16%
Vehicle (alone)	27%	51%	24%	18%	49%
Walk	20%	8%	22%	22%	7%
Vehicle (with others)	5%	8%	4%	5%	14%
Bicycle	1%	<1%	2%	2%	<1%
Other	<1%	<1%	<1%	<1%	<1%
Don't attend campus	1%	2%	1%	<1%	13%

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

2.5 Parents' education

Overall, 14% of graduating students are first-generation students. That is, neither parent had any post-secondary education. In contrast, over half (55%) of students had at least one parent who completed a university or professional school degree or higher.

Table 10: Parents' highest level of education (MEDUC/PEDUC)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
High school or less	14%	16%	14%	12%	12%
Some college or university	10%	12%	9%	9%	14%
College, CEGEP, or technical school graduate	20%	23%	20%	17%	35%
University or professional school graduate	38%	34%	37%	39%	29%
Graduate degree	18%	14%	17%	21%	7%
Other	<1%	<1%	<1%	<1%	-

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

Difference by visible minority. Visible minority students (18%) are more likely than non-minority (11%) students to be first-generation university students.

Difference by age. The older a student is, the greater probability the student is a first-generation student. Just 10% of those 21 and younger are first-generation students, and this proportion increases across age groups up to 31% of those 30 and older.

3.0 Academic history

3.1 Academic profile

The academic profile in the table below shows the following:

- About 84% of students are studying full time in their final year.
- About 44% of students began at their current university in 2014 or earlier; however, 54% began their post-secondary studies in that time period, which indicates that many students started their education at another institution before graduating from their current university.
- About 17% of students say they have transferred to their university from another post-secondary institution, with a similar proportion saying they interrupted their studies for one or more terms (21%). The most common reasons students report for interrupting their studies are for employment (7%), illness (5%), or financial reasons (4%). Although it falls just above the threshold for statistically significant, Group 1 (25%) students are more likely to have transferred from another institution than students from Group 2 (17%) or Group 3 (14%) universities.
- Most students report an average grade of B- or higher, with 35% reporting an average grade of A- or higher in university. Very few (less than 1%) report an average grade of D or F.

Table 11: Academic profile

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Course load (LOAD)					
Full-time	84%	86%	81%	86%	71%
Part-time	16%	14%	19%	14%	29%
Year began post-secondary studies (HIST1)					
2016 or later	1%	2%	1%	<1%	<1%
2015	4%	5%	3%	5%	2%
2014	41%	37%	41%	42%	46%
2013	31%	29%	36%	26%	42%
2012 or earlier	23%	26%	18%	26%	9%
Year began studies at this university (HIST2)					
2016 or later	4%	7%	5%	3%	5%
2015	9%	11%	7%	11%	4%
2014	42%	36%	41%	46%	47%
2013	29%	25%	34%	25%	39%
2012 or earlier	16%	21%	13%	16%	5%
Transferred from other institution (HIST3)					
Yes	17%	25%	17%	14%	12%
Reported university grade (HIST4)					
A-, A, or A+	35%	39%	34%	34%	45%
B-, B, or B+	53%	52%	55%	51%	51%
C-, C, or C+	12%	9%	11%	14%	4%
D	<1%	<1%	<1%	<1%	-
F	<1%	<1%	<1%	<1%	-
Interrupted studies for one or more terms (HIST5-13)					
Yes	21%	25%	20%	20%	13%

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

- The older a student is, the more likely they are to be attending university part time. The proportion of full-time students decreases from 94% of those 21 and younger attending full time to just 62% of those 30 and older.
- Older students are also more likely to have transferred from another institution (rising from 6% of those 21 and younger to 34% of those 30 and older) and interrupted their studies (rising from 6% of those 21 and younger to 49% of those 30 and older).

3.2 Work and learning program experience

More than half (56%) of graduating students say they have been involved in some type of work and learning program experience. Although the total proportions are similar across groups, the percentage within various types differs, likely due to differences in the language used to define these experiences at each university.

Table 12: Work and learning program experience (HIST14-19)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Any experience	56%	52%	61%	51%	71%
- Work experience	18%	14%	19%	17%	12%
- Co-op	17%	7%	24%	14%	4%
- Practicum	15%	28%	14%	9%	55%
- Service learning	13%	10%	12%	15%	12%
- Internship (paid)	9%	5%	10%	10%	<1%
- Internship (unpaid)	8%	7%	9%	8%	6%

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

Difference by university grades. Students with an average university grade of A- or higher (64%) are more likely to have participated in a work experience program than those with a B- to B+ grade (54%) or C+ or lower (39%).

3.3 Delays in completion of program

Overall, 37% say that they experienced some type of delay in completing their program at their university. Most commonly it was because a *required course was not available* (18%), although 8% also mention *elective courses not being available*. Of interest, 12% of students mention that their grades delayed the completion of their program on time, yet less than 1% of students reported an average grade of D or lower.

Table 13: Delays in completion of program (HIST21-25)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Any delay	37%	40%	34%	38%	20%
- Required courses not available	18%	23%	17%	17%	12%
- Grades	12%	9%	12%	13%	3%
- Elective courses not available	8%	10%	7%	8%	4%
- Financial issues	8%	8%	7%	8%	3%
- Other	10%	11%	9%	11%	7%

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

Difference by university grades. Students with an average university grade of A- or higher (22%) are less likely to have experienced a delay than those with a B- to B+ grade (39%) or C+ or lower (67%).

Difference by age. The youngest students, those 21 and under (20%), are generally much less likely than students in older age groups to have experienced a delay (ranging from 42% to 54% in older age groups).

4.0 Student activities

4.1 Involvement in campus activities

In the past year, students' involvement in campus activities (often or very often) ranged from those who participated in *student clubs* (21%) to *student government* (5%).

Table 14: Involvement in campus activities since last September (% often or very often)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Participated in student clubs (ACT5)	21%	17%	22%	23%	18%
Participated in on-campus student recreational and sports programs (ACT6)	16%	11%	17%	16%	16%
Attended campus social events (ACT1)	12%	11%	13%	11%	12%
Attended public lectures and guest speakers on campus (ACT2)	9%	9%	9%	9%	8%
Attended home games of university athletic teams (ACT7)	7%	8%	7%	6%	14%
Attended campus cultural events (ACT3)	7%	7%	6%	7%	4%
Participated in student government (ACT4)	5%	4%	5%	6%	3%

4.2 Involvement in community service and volunteer activities

Overall, 44% of graduating students volunteered at least occasionally on or off campus in the past year, including 24% of students who participate often or very often in *community service or volunteer activities.*

Table 15: Involvement in community service/volunteer activities since last September (% often or very often)

	All students (n=14,760)	Group 1 (n=3,531)	Group 2 (n=6,238)	Group 3 (n=4,991)	Nipissing University (n=328)
Participated in on/off-campus community service/volunteer activities (ACT8/9)	24%	24%	23%	26%	21%
Participated in off-campus community service/volunteer activities (ACT9)	19%	20%	17%	20%	16%
Participated in on-campus community service/volunteer activities (ACT8)	12%	11%	12%	13%	11%

Among those who participate in volunteer activities, the typical student spends about five hours a week volunteering; however, just 12% of students overall spend more than five hours per week volunteering.

Table 16: Hours engaged in community service or volunteer activities per week (ACT10)

	All students (n=14,760)	Group 1 (n=3,531)	Group 2 (n=6,238)	Group 3 (n=4,991)	Nipissing University (n=328)
None	56%	55%	57%	54%	56%
1 or 2	15%	15%	15%	14%	13%
3 to 5	17%	18%	16%	19%	18%
6 or more	12%	11%	11%	12%	13%
Average hours (all respondents)	2.3	2.2	2.3	2.5	2.3
Average hours (those who participate)	4.5	4.2	4.6	4.7	4.4

4.3 Study patterns

On average, students spend about 32 hours a week on their academic work, almost evenly split between time spent in class (14 hours per week, on average) and out of class (18 hours per week, on average).

Table 17: Study patterns

	All students (n=14,760)	Group 1 (n=3,531)	Group 2 (n=6,238)	Group 3 (n=4,991)	Nipissing University (n=328)
Hours spent per week in scheduled classes and labs (ACT11)					
10 or fewer	33%	38%	31%	32%	31%
11 to 15	37%	36%	37%	38%	38%
16 to 20	16%	14%	18%	16%	16%
21 to 30	9%	8%	10%	9%	9%
More than 30	4%	4%	4%	4%	6%
Average number of hours	14.4	13.5	14.6	14.6	14.5
Hours spent per week on academic work outside of classes and labs (ACT12)					
10 or fewer	39%	45%	37%	37%	47%
11 to 15	16%	17%	15%	17%	20%
16 to 20	17%	14%	16%	18%	13%
21 to 30	17%	14%	18%	17%	12%
More than 30	12%	9%	13%	12%	8%
Average number of hours	18.1	16.0	18.7	18.2	15.2
Total hours spent per week on academic work in and out of class (ACT11/12)					
15 or fewer	14%	18%	13%	14%	17%
16 to 20	12%	14%	11%	11%	11%
21 to 30	27%	29%	27%	26%	31%
31 to 40	21%	20%	21%	22%	21%
More than 40	26%	20%	27%	27%	20%
Average number of hours	32.4	29.5	33.4	32.8	29.7

Difference by university grades. Students with lower grades spend less time on academic work outside of class. Students with an A- or higher spend 20.3 hours per week compared to 15.7 hours for those with a C+ or lower.

***Difference by age*.** Likely due to the fact that older students are more likely to be studying part time, results show that the older a student is, the less time they spend in classes and labs, dropping from 15.5 hours per week for those 21 and younger to 11.3 hours for those 30 and older. However, the time spent outside of class on academic work is virtually the same across age groups, indicating that older students are spending a greater ratio of time outside of class to in class than younger students.

5.0 Current employment

About 60% of graduating students are currently employed, with about 15% being employed on campus (10% exclusively on campus and 5% employed both on and off campus).

Among those who are currently employed, results indicate that the typical student works about 18 hours a week, and almost three-quarters report working 20 or fewer hours per week. Students who are working are more likely to say their employment has a negative (42%) impact than positive (22%) impact on their academic performance, although 36% say it has no impact.

Table 18: Employment status

	All students (n=14,760)	Group 1 (n=3,531)	Group 2 (n=6,238)	Group 3 (n=4,991)	Nipissing University (n=328)
Currently employed (WORK1)					
Yes, both on and off campus	5%	6%	5%	5%	5%
Yes, on campus	10%	8%	11%	10%	14%
Yes, off campus	45%	53%	41%	46%	50%
No, but seeking work	15%	12%	16%	15%	8%
No, not seeking work	25%	21%	27%	24%	24%
Number of hours worked per week* (WORK2)					
10 or less	31%	30%	32%	30%	35%
11 to 20	41%	39%	41%	41%	31%
21 to 30	17%	17%	17%	18%	15%
Over 30	11%	14%	10%	11%	18%
Average	17.8	18.6	17.5	17.8	19.1
Impact of employment on academic performance* (WORK3)					
Very positive	6%	6%	6%	7%	8%
Somewhat positive	15%	15%	15%	15%	17%
No impact	36%	35%	35%	37%	42%
Somewhat negative	39%	41%	40%	38%	30%
Very negative	3%	2%	3%	3%	2%

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

Difference by gender. Although it falls just outside the threshold for statistical significance, women (66%) are more likely than men (51%) to be currently employed.

Difference by university grades. Although the proportion of students who are employed is virtually identical by university grades, the average time students work per week increases as their grades decrease, from 16.0 hours per week for those with an average grade of A- or higher to 20.8 hours per week for those with an average grade of C+ or lower. Not surprisingly, those with a higher grade are less likely to say their work has a negative impact on their academics, dropping from 54% of those with a C+ or lower to 34% of those with an A- or higher.

Difference by age. Although older students are not more likely to be employed, among those who are employed, they work more hours. For instance, those 21 and under work 15.1 hours per week, increasing to 25.9 hours for those 30 and older. These additional hours do not necessarily translate to a significant increase in perceived negative impact on academic performance, as 40% of those 21 and under believe it has a negative impact compared to 50% of those 30 and older.

6.0 Educational experiences

6.1 Perceptions of professors

Students rated their level of agreement with a series of statements about their professors. Most students report having had positive experiences with faculty. At the high end, students are most likely to agree with the following statements:

- *Most of my professors seem knowledgeable in their fields* (40% strongly agree)
- *Most of my professors treat students the same regardless of gender* (53% strongly agree)
- *Most of my professors treat students the same regardless of race* (52% strongly agree)

At the lower end, graduating students are least likely to agree with the following:

- *Most of my professors take a personal interest in my academic progress* (13% strongly agree)
- *Most of my professors provide prompt feedback on my academic work* (10% strongly agree)

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

Table 19: Perception of professors (% agree or strongly agree)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Seem knowledgeable in their fields (PROF6)	96%	96%	96%	96%	95%
Treat students the same regardless of gender* (PROF13)	94%	95%	94%	94%	93%
Treat students the same regardless of race* (PROF14)	94%	95%	93%	94%	95%
Are reasonably accessible outside of class (PROF1)	92%	94%	91%	92%	92%
Encourage students to participate in class discussions (PROF4)	90%	95%	89%	90%	94%
Are fair in their grading (PROF11)	87%	91%	87%	86%	92%
Communicate well in their teaching (PROF7)	84%	90%	83%	82%	88%
Are well-organized in their teaching (PROF5)	83%	89%	82%	81%	87%
Are consistent in their grading (PROF12)	83%	87%	82%	82%	87%
Look out for students' interests* (PROF15)	82%	89%	81%	81%	89%
Treat students as individuals, not just numbers (PROF3)	82%	92%	80%	78%	91%
Are intellectually stimulating in their teaching (PROF8)	77%	85%	75%	75%	79%
Provide useful feedback on academic work (PROF9)	73%	84%	73%	70%	77%
Provide prompt feedback on academic work (PROF10)	67%	77%	68%	63%	72%
Take a personal interest in academic progress (PROF2)	65%	79%	64%	60%	78%

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

Graduating students were asked to select the three most important aspects when considering their interactions with faculty. Having instructors who *communicate well in their teaching* (38%) was selected most often in the top three, followed by *seeming knowledgeable in their field* (32%), *being intellectually stimulating in their teaching* (30%), and *being well-organized in their teaching* (30%).

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

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Communicate well in their teaching	38%	34%	38%	40%	24%
Seem knowledgeable in their fields	32%	33%	32%	33%	32%
Are intellectually stimulating in their teaching	30%	28%	30%	32%	25%
Are well organized in their teaching	30%	25%	30%	32%	27%
Are fair in their grading	28%	25%	28%	29%	22%
Treat students as individuals, not just numbers	27%	33%	27%	24%	38%
Provide useful feedback on my academic work	19%	21%	20%	18%	17%
Take a personal interest in my academic progress	19%	22%	19%	17%	21%
Are reasonably accessible outside of class	18%	20%	18%	18%	23%
Look out for students' interests	12%	13%	13%	11%	13%
Encourage students to participate in class discussions	12%	12%	11%	13%	17%
Are consistent in their grading	10%	10%	11%	10%	15%
Treat students the same regardless of race	10%	9%	10%	10%	10%
Treat students the same regardless of gender	9%	8%	9%	9%	8%
Provide prompt feedback on my academic work	5%	6%	5%	4%	9%

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

6.2 Ability to evaluate teaching

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

Table 21: Ability to evaluate teaching (PROF16)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
All courses	71%	65%	71%	74%	76%
Most courses	22%	24%	22%	20%	20%
Some courses	6%	10%	6%	5%	4%
No courses	<1%	<1%	<1%	<1%	<1%

6.3 Satisfaction with quality of teaching

Among graduating students, more than 8 in 10 agree that they are *generally satisfied with the quality of teaching they received*, including 17% who strongly agree. Although not statistically significant, Group 1 (27%) students are more likely than Group 2 or Group 3 (15% each) to strongly agree with this statement.

Table 22: Agreement with statement "Generally, I am satisfied with the quality of teaching I have received (PROF17)"

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Strongly agree	17%	27%	15%	15%	22%
Agree	69%	64%	70%	69%	67%
Disagree	12%	7%	12%	13%	9%
Strongly disagree	3%	2%	3%	3%	2%

6.4 Perceptions of staff

About 8 in 10 graduating students agree that *most university support staff are helpful* (23% strongly agree) and 7 in 10 agree that *most teaching assistants in my academic program are helpful* (16% strongly agree).

Table 23: Perception of staff (% agree or strongly agree)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Most university support staff are helpful* (STAFF2)	81%	84%	84%	78%	86%
Most teaching assistants are helpful* (STAFF1)	71%	79%	70%	69%	73%

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

7.0 University's contribution to students' growth and development

7.1 Contribution to communication skills

Among the four communication skills rated, universities contributed most to students' growth and development in *writing clearly and correctly* (25% very much) and least to *second or third language skills* (7% very much).

Table 24: Contribution to communication skills (% much or very much)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Writing clearly and correctly (DVL8)	63%	71%	61%	61%	67%
Speaking to small groups (DVL6)	60%	69%	58%	57%	68%
Speaking to a class or audience (DVL7)	53%	66%	51%	51%	64%
Second or third language skills (DVL12)	18%	15%	17%	22%	12%

7.2 Contribution to analytical and learning skills

Students assessed their university's contribution to eight analytical and learning skills, and students indicated that universities contributed most to the *ability to find and use information* (30% very much) and *thinking logically and analytically* (27% very much).

Students rated their university as contributing least (among the analytical and learning skills) to *mathematical skills* (10% very much).

Table 25: Contribution to analytical and learning skills (% much or very much)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Ability to find and use information (DVL11)	73%	76%	72%	73%	72%
Thinking logically and analytically (DVL1)	71%	74%	69%	72%	67%
Understanding abstract concepts (DVL5)	60%	62%	60%	59%	59%
Listening to others to absorb information accurately (DVL10)	59%	63%	58%	59%	59%
Reading to absorb information accurately (DVL9)	58%	60%	56%	58%	59%
Effective study and learning skills (DVL14)	56%	58%	55%	56%	58%
Thinking creatively to find ways to achieve an objective (DVL4)	56%	62%	55%	54%	60%
Mathematical skills (DVL2)	31%	26%	32%	32%	25%

***Difference by gender*.** Male (44%) students are more likely than female (24%) students to say that their university contributed much or very much to their *mathematical skills*.

7.3 Contribution to working skills

Students' perceptions of their university's contribution to their working skills varied greatly, depending on the skill. For instance, about 3 in 4 say their university contributed much or very much to *working independently* (34% very much), while just 2 in 10 say their university contributed much or very much to *entrepreneurial skills* (6% very much).

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

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Working independently (DVL15)	73%	72%	73%	73%	70%
Cooperative interaction in groups (DVL16)	59%	64%	59%	57%	67%
Skills for planning and completing projects (DVL13)	58%	60%	57%	57%	58%
Skills and knowledge for employment (DVL20)	43%	49%	45%	39%	52%
Computer literacy skills (DVL17)	40%	38%	43%	37%	36%
Knowledge of career options (DVL22)	38%	42%	40%	35%	45%
Entrepreneurial skills (DVL19)	20%	21%	21%	18%	20%

7.4 Contribution to life skills

The ten skills (deemed "life skills") vary in terms of students' perceptions of the contribution their university made to each. At the upper end, students were most likely to say the university contributed to *their ability to interact with people from backgrounds different from their own* (26% very much), while on the lower end, fewer than 2 in 10 say their university contributed much or very much to their *spirituality* (5% very much).

Table 27: Contribution to life skills (% much or very much)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Ability to interact with people from backgrounds different from your own (DVL25)	63%	65%	63%	61%	58%
Persistence with difficult tasks (DVL18)	59%	61%	59%	58%	58%
Time management skills (DVL28)	59%	60%	59%	60%	60%
Dealing successfully with obstacles to achieve an objective (DVL3)	59%	62%	59%	58%	57%
Ability to evaluate your own strengths and weaknesses (DVL24)	54%	62%	53%	52%	65%
Ability to lead a group to achieve an objective (DVL21)	50%	56%	49%	48%	61%
Moral and ethical judgment (DVL29)	49%	57%	48%	46%	53%
Self-confidence (DVL23)	47%	55%	45%	45%	58%
Appreciation of the arts (DVL26)	31%	37%	32%	28%	31%
Spirituality (DVL27)	16%	19%	16%	14%	15%

7.5 Most important areas

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

Results indicate that *thinking logically and analytically* (36%) is ranked as most important, well ahead of *skills and knowledge for employment* (25%) and *dealing successfully with obstacles to achieve an objective* (21%).

Table 28: Most important areas for university to contribute (DVL1ST-DVL3RD)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Thinking logically and analytically	36%	35%	38%	36%	28%
Skills and knowledge for employment	25%	25%	25%	25%	26%
Dealing successfully with obstacles to achieve an objective	21%	19%	22%	20%	23%
Time management skills	18%	16%	18%	19%	17%
Ability to find and use information	18%	17%	18%	18%	19%
Writing clearly and correctly	16%	16%	16%	16%	11%
Thinking creatively to find ways to achieve an objective	15%	15%	16%	14%	13%
Effective study and learning skills	13%	13%	13%	14%	13%
Speaking to a class or audience	13%	17%	12%	11%	20%
Self-confidence	13%	14%	12%	12%	14%
Knowledge of career options	12%	12%	12%	13%	18%

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

***Difference by gender*.** Male (47%) students are more likely than female (31%) students to say that *thinking logically and analytically* is important. Otherwise, female students tend to rate many as more important, but the difference is not as noticeable as it is for *thinking logically and analytically*.

8.0 Evaluation of student experiences

8.1 Meeting students' expectations

Overall, 59% of graduating students say that their experiences *met their expectations*, while 22% say their university experiences *exceeded their expectations*. Few (19%) say their experiences *fell short*. Although it fails to meet the criteria for statistical significance, Group 1 (32%) students are more likely than Group 2 (22%) and Group 3 (18%) students to say their university *exceeded their expectations*.

Table 29: Meeting expectations (EXP18)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Exceeded	22%	32%	22%	18%	28%
Met	59%	54%	59%	62%	51%
Fell short	19%	14%	19%	20%	21%

Difference by university grades. Students with an average grade of A- or higher (29%) are more likely than those with a B- to B+ (20%) or C+ or lower (12%) to report that their university exceeded their expectations.

8.2 Satisfaction with university experiences

Students rated their satisfaction with several aspects of their university experience. Students were most satisfied with their *personal safety on campus* (29% very satisfied) and least satisfied with *the availability of information about career options in their study area* (11% very satisfied).

Table 30: Satisfaction with university experiences (% satisfied or very satisfied)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Personal safety on campus (EVAL7)	90%	90%	90%	91%	89%
Your university's commitment to environmental sustainability (EVAL8)	80%	86%	78%	80%	77%
Opportunities to develop lasting friendships (EVAL1)	78%	81%	78%	77%	85%
Opportunities to become involved in campus life (EVAL6)	77%	76%	76%	78%	75%
Opportunities to enhance your education through activities beyond the classroom (EVAL5)	70%	72%	70%	70%	74%
Opportunities to participate in international study or student exchanges (EVAL13)	70%	73%	69%	69%	72%
Availability of information about career options in your area of study (EVAL2)	59%	62%	62%	54%	61%

8.3 Satisfaction with concern shown for student as an individual

Almost 6 in 10 graduating students say they are satisfied with the *concern shown by the university for them as an individual*, although just 8% are very satisfied. Among the approximately 4 in 10 who are dissatisfied, 13% are very dissatisfied.

Table 31: Satisfaction with concern shown by the university for student as an individual (EVAL3)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Very satisfied	8%	14%	8%	6%	15%
Satisfied	50%	57%	49%	48%	51%
Dissatisfied	29%	21%	30%	31%	23%
Very dissatisfied	13%	8%	13%	15%	11%

8.4 Overall quality of education at this university

Overall, more than 8 in 10 say they are satisfied with the *overall quality of education at their university*, including 20% who are very satisfied.

Table 32: Satisfaction with overall quality of education at this university (EVAL4)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Very satisfied	20%	30%	18%	18%	21%
Satisfied	65%	60%	66%	66%	66%
Dissatisfied	12%	8%	12%	13%	11%
Very dissatisfied	3%	2%	3%	3%	2%

8.5 Satisfaction with decision to attend this university

Almost 9 in 10 graduating students are satisfied with *their decision to attend their university*, including 29% who are very satisfied. Among the 1 in 10 who are dissatisfied, just 3% are very dissatisfied.

Table 33: Satisfaction with decision to attend this university (EVAL9)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Very satisfied	29%	37%	28%	27%	34%
Satisfied	58%	53%	59%	60%	55%
Dissatisfied	9%	7%	10%	10%	8%
Very dissatisfied	3%	3%	3%	4%	3%

8.6 Value for money

Although students are satisfied with the overall quality of their education, for many the value for the cost of their education may be an issue, as only 2 in 3 agree that they *received good value for their money at their university*. This includes 12% who strongly agree. Conversely, about 1 in 3 disagree, including 9% who strongly disagree.

Table 34: Received good value for money at this university (EVAL10)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Strongly agree	12%	17%	11%	10%	15%
Agree	55%	58%	53%	54%	58%
Disagree	25%	19%	26%	26%	19%
Strongly disagree	9%	6%	10%	9%	8%

8.7 Feel as if they belong at this university

About 3 in 4 agree that they *feel as if they belong at this university*, including 19% who strongly agree. Among 1 in 4 who disagree, just 6% strongly disagree.

Table 35: Agreement with statement "I feel as if I belong at this university (EVAL11)"

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Strongly agree	19%	25%	19%	17%	25%
Agree	58%	56%	58%	58%	55%
Disagree	17%	15%	18%	18%	15%
Strongly disagree	6%	4%	6%	6%	5%

8.8 Recommend university to others

Students were asked to rate the likelihood they would recommend their university on a scale from 0 (not at all likely) to 10 (extremely likely). Using the Net Promoter Score calculation, where detractors (rating of 0 to 6) are subtracted from promoters (rating of 9 or 10), universities have a score of +1 (29% promoters minus 28% detractors). The low score is due to the fact that the largest group is passives (rating of 7 or 8) at 43%. Although it is not statistically significant, Group 1 universities (+15) have a higher score than Group (-2) and Group 3 (-2) universities.

Table 36: Recommend university to others (EVAL14)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Promoter (rating of 9 or 10)	29%	38%	28%	27%	32%
Passive (rating of 7 or 8)	43%	39%	43%	44%	40%
Detractor (rating of 0 to 6)	28%	23%	30%	29%	28%
Net promoter score (promoter minus detractor)	+1	+15	-2	-2	+4

9.0 Educational goals

9.1 Change majors or programs since beginning studies

Since beginning their post-secondary studies, 35% of graduating students have changed their major or program of study at some point.

Table 37: Changed major or program of study since beginning post-secondary studies (GOAL2)					
	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Yes	35%	39%	32%	37%	15%
No	65%	61%	68%	63%	85%

***Difference by age*.** Students 21 and under (25%) are much less likely than other age groups (ranging from 38% to 48%) to say they have changed their major or program of study.

9.2 Post-graduation plans

Graduating students are more likely to be applying to graduate school (37%) than a professional program (21%).

Table 38: Post-graduation plans					
	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Apply to professional program (GOAL3)					
Yes	21%	24%	19%	22%	16%
No	56%	50%	57%	56%	68%
Unsure	23%	25%	23%	22%	16%
Apply to graduate school (GOAL4)					
Yes	37%	34%	36%	41%	26%
No	32%	31%	34%	30%	44%
Unsure	31%	35%	30%	30%	30%

***Difference by university grades*.** As students' grades increase, they are more likely to say expect to apply to graduate school, up from 19% of those with a C+ or lower average to 48% of those with an A- or higher average.

9.3 Career planning

Overall, 35% of graduating students have a specific career in mind, while another 37% have several possible careers. About 7 in 10 students say they know their career options at least fairly well, with 23% saying they know their options very well.

Table 39: Career plans

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Description of career plans (GOAL5)					
I have a specific career in mind	35%	41%	33%	33%	50%
I have several possible careers in mind	37%	35%	37%	37%	31%
I have some general ideas but I need to clarify them	20%	17%	21%	21%	13%
I am unsure, but I want to develop a career plan	7%	6%	8%	8%	5%
I am not thinking about a career at this stage of my studies	<1%	<1%	1%	<1%	<1%
How well students know career options (GOAL6)					
Very well	23%	27%	23%	22%	34%
Fairly well	47%	47%	49%	46%	40%
Only a little	26%	23%	25%	28%	22%
Not at all	4%	4%	4%	5%	3%

9.4 Steps taken for employment post-graduation

Almost all graduating students have taken at least one step to prepare for employment or a career after graduation, and most often these steps are informal, such as *talking with friends* (79%), *parents* (77%), or *professors* (49%) about career options. Among more concrete behaviours, most commonly they *have a resumé or CV* (78%).

Table 40: Steps taken to prepare for employment or career after graduation

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Talked with friends about employment/career (GOAL9)	79%	79%	79%	79%	80%
Created resume/curriculum vitae (GOAL10)	78%	70%	79%	80%	67%
Talked with parents/family about employment/career (GOAL8)	77%	79%	77%	77%	81%
Talked with professors about employment/career (GOAL7)	49%	58%	47%	48%	57%
Worked in chosen field of employment (GOAL14)	48%	46%	50%	47%	46%
Volunteered in chosen field of employment (GOAL15)	37%	41%	35%	36%	54%
Attended an employment fair (GOAL12)	35%	34%	35%	36%	36%
Created an e-portfolio (GOAL11)	26%	24%	28%	25%	21%
Met with a career counsellor (GOAL13)	22%	19%	23%	22%	12%
I have a career mentor (GOAL16)	10%	11%	10%	10%	9%
None (GOAL17)	3%	3%	3%	3%	2%

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

Difference by gender. Female students (42%) are more likely than male students (26%) to have *volunteered in their chosen field of employment*.

Difference by university grades. Students with higher grades are more likely to report that they *talked with professors about employment/career*, as the proportion increases from 32% of those with a C+ or lower grade to 61% of those with an A- or higher grade.

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

10.0 Satisfaction with facilities and services

10.1 General facilities and services

Some services are used by graduating students more often than others. For instance, the most commonly used resources are *electronic library resources* (72%), while few report *university residences* (6%). Given that Group 1 students tend to drive to campus more often than students in other groups, it might be expected that they are most likely to have used *parking facilities* (56% compared to 37% of Group 2 and 31% of Group 3 students).

Table 41: Use of general facilities and services

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Library electronic resources (SRV5)	72%	78%	70%	71%	70%
On-campus bookstores (SRV18)	62%	69%	58%	62%	49%
Food services (SRV25)	61%	66%	62%	56%	47%
On-campus library (SRV4)	48%	50%	47%	48%	41%
Parking (SRV26)	38%	56%	37%	31%	49%
Athletic facilities (SRV16)	34%	30%	38%	33%	38%
Online campus bookstores (SRV19)	30%	33%	27%	30%	33%
Campus medical services (SRV20)	24%	16%	24%	28%	22%
Facilities for student associations (SRV23)	13%	13%	12%	14%	5%
Facilities for university-based social activities (SRV22)	13%	13%	13%	13%	7%
Other recreational facilities (SRV17)	13%	12%	13%	13%	12%
Computing services help desk (SRV24)	11%	16%	12%	9%	8%
University residences (SRV13)	6%	6%	6%	5%	17%

Difference by visible minority. Students who identify in a visible minority group are less likely to report using *on-campus bookstores* (53% versus 68%) and *parking* (29% versus 45%) than those who do not identify.

Among those who used the services, the table below shows very little difference in the satisfaction of general facilities and services, with the exception of *parking facilities*, which only 46% are satisfied with. Otherwise, at least 74% are satisfied with each facility and service.

Table 42: Satisfaction with general facilities and services (% satisfied or very satisfied)

	All students	Group			Nipissing University
		1	2	3	
Library electronic resources (SRV5SAT)	96%	95%	96%	96%	96%
On-campus library (SRV4SAT)	95%	94%	95%	95%	96%
Computing services help desk (SRV24SAT)	94%	93%	94%	95%	85%
Facilities for university-based social activities (SRV22SAT)	93%	94%	93%	94%	82%
Other recreational facilities (SRV17SAT)	93%	92%	94%	92%	97%
Online campus book store (SRV19SAT)	92%	90%	92%	93%	81%
Facilities for student associations (SRV23SAT)	89%	89%	90%	89%	89%
Campus medical services (SRV20SAT)	88%	90%	87%	89%	92%
On-campus book stores (SRV18SAT)	88%	85%	89%	88%	76%
Athletic facilities (SRV16SAT)	87%	90%	87%	86%	84%
University residences (SRV13SAT)	81%	78%	84%	80%	91%
Food services (SRV25SAT)	74%	67%	77%	74%	65%
Parking (SRV26SAT)	46%	41%	48%	47%	64%

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

10.2 Academic services

With the exception of *academic advising* (of which 41% have used), between 4% and 9% have used academic services.

Table 43: Use of academic services					
	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Academic advising (SRV9)	41%	53%	38%	39%	54%
Co-op offices and supports (SRV21)	9%	4%	11%	9%	2%
Writing skills (SRV12)	7%	8%	8%	7%	4%
Tutoring (SRV10)	6%	4%	6%	7%	2%
Study skills and learning supports (SRV11)	4%	4%	5%	4%	5%

Among those who have used the academic services, students report very high levels of satisfaction, ranging from 80% to 89% who report being satisfied or very satisfied.

Table 44: Satisfaction with academic services (% satisfied or very satisfied)					
	All students	Group			Nipissing University
		1	2	3	
Study skills and learning supports (SRV11SAT)	89%	91%	88%	90%	87%
Tutoring (SRV10SAT)	88%	87%	87%	91%	88%
Writing skills (SRV12SAT)	88%	87%	89%	87%	92%
Academic advising (SRV9SAT)	81%	81%	84%	78%	83%
Co-op offices and supports (SRV21SAT)	80%	87%	80%	78%	83%
Note: Percentages are based on those who have used the service.					

10.3 Special services

As the name implies, special services are those that tend to be created for specific groups of students, although often are accessible for all students. Use of these special services ranges from 29% for use of *financial aid* to 1% for use of *services for First Nations students*.

Table 45: Use of special services

	All students (n=14,760)	Group 1 (n=3,531)	Group 2 (n=6,238)	Group 3 (n=4,991)	Nipissing University (n=328)
Financial aid (SRV15)	29%	27%	30%	29%	31%
Employment services (SRV6)	14%	11%	16%	14%	9%
Career counselling (SRV7)	14%	10%	16%	13%	5%
Personal counselling (SRV8)	11%	14%	11%	10%	11%
Services for students with disabilities (SRV3)	6%	7%	6%	6%	9%
Services for international students (SRV2)	5%	4%	6%	6%	<1%
Advising for students who need financial aid (SRV14)	4%	5%	4%	4%	4%
Services for First Nations students (SRV1)	1%	3%	1%	1%	2%

Difference by visible minority. Students who identify in a visible minority group (10%) are more likely to report using *services for international students* than those who do not identify (2%).

Satisfaction with special services is very high, with at least 78% of those who used the service saying there are satisfied or very satisfied with it.

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

	All students	Group 1	Group 2	Group 3	Nipissing University
Services for First Nations students (SRV1SAT)	93%	96%	90%	93%	100%
Services for international students (SRV2SAT)	89%	86%	89%	91%	50%
Services for students with disabilities (SRV3SAT)	89%	92%	89%	88%	90%
Financial aid (SRV15SAT)	86%	88%	86%	85%	95%
Employment services (SRV6SAT)	81%	84%	80%	81%	76%
Advising for students who need financial aid (SRV14SAT)	80%	87%	80%	75%	86%
Career counselling (SRV7SAT)	79%	82%	78%	78%	94%
Personal counselling (SRV8SAT)	78%	86%	76%	75%	83%

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

11.0 Financing post-secondary education

11.1 Credit cards

About 93% of graduating students report they have at least one credit card, including 29% who say they have two or more. Among those students who have credit cards, about 79% report they pay off their balance each month and, as such, their current credit card balance is zero; however, when asked what their current credit card balance is, just 37% say it is zero. Among those with an unpaid balance, the average credit card debt students have is $2,771.

Table 47: Credit cards

	All students (n=14,760)	Group 1 (n=3,531)	Group 2 (n=6,238)	Group 3 (n=4,991)	Nipissing University (n=328)
Number of credit cards (FIN1)					
None	7%	8%	7%	7%	8%
One	64%	65%	62%	66%	68%
Two	21%	19%	22%	20%	15%
Three or more	8%	7%	8%	7%	9%
Regularly pay off balance each month* (FIN2)					
Yes	79%	70%	81%	80%	72%
Total credit card balance* (FIN3)					
Zero	37%	34%	37%	38%	32%
$500 or less	14%	14%	13%	14%	14%
$501 to $1,000	6%	6%	6%	7%	6%
Over $1,000	10%	14%	8%	10%	10%
Don't know	33%	32%	36%	31%	37%
Average (those with credit card)	$792	$1,176	$655	$753	$1,012
Average (those with unpaid balance)	$2,771	$3,366	$2,395	$2,745	$3,462

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

Difference by age. The older a student is, the more likely they are to have two or more credit cards (increasing from 22% of those 21 and younger to 47% of those 30 and older). Younger students are also more likely to pay off their balance each month, with 85% of those 21 and younger saying they paid their last balance compared to 59% of those 30 and older. Among those with credit card debt, the average debt also increases with age from $1,276 for those 21 and younger to $6,295 for those 30 and older.

11.2 Debt sources

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

Half of students report owing money to at least one of the four sources tested, although some sources are more common than others. As shown in the table below, 43% report debt from government student loans, which is about four times as much as those who report debt from financial institutions (12%) or parents or family (11%).

Table 48: Sources of debt (DEBT)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Any debt	50%	52%	51%	48%	66%
Government student loans	43%	45%	46%	41%	59%
Loans from financial institutions	12%	13%	10%	12%	18%
Loans from parents/family	11%	12%	11%	11%	13%
Debt from other sources	4%	5%	4%	4%	7%

Among all graduating students, the average education-related debt at the time of the survey is about $13,925. When we consider only those who report having any debt, the average amount doubles to about $27,929. Students with government student loan debt carry $24,472 in debt, which is about one and a half to four times as much as those with debt from other sources.

Table 49: Average amount of repayable debt

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Average total debt (DEBT1AMT-DEBT4AMT)					
All respondents	$13,925	$16,095	$14,413	$12,372	$19,043
Those with debt	$27,929	$31,091	$28,404	$25,777	$28,652
Average among those with these sources					
Government student loans (DEBT1AMT)	$24,472	$28,462	$24,363	$22,547	$23,573
Loans from financial institutions (DEBT2AMT)	$15,090	$13,854	$15,937	$14,949	$18,744
Loans from parents/family (DEBT3AMT)	$11,361	$9,783	$13,021	$10,378	$8,716
Debt from other sources (DEBT4AMT)	$6,253	$7,379	$5,606	$6,198	$7,493

Although the average amount owed (among those with debt) was almost $28,000, the distribution of total student debt tends to skew towards those with $20,000 or more in debt.

Table 50: Total debt (DEBT1AMT-DEBT4AMT)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
No debt	50%	48%	49%	52%	34%
Less than $5,000	3%	3%	3%	4%	5%
$5,000 to $9,999	5%	5%	5%	6%	5%
$10,000 to $14,999	5%	5%	4%	6%	6%
$15,000 to $19,999	4%	4%	4%	5%	5%
$20,000 or more	32%	35%	34%	28%	45%

11.3 Sources of university funding

11.3.1 Use of sources

We asked students to indicate which of 11 different sources they are using to fund their current year of university education. The most common source is *parents, family, or spouse* (56%), with many also using earnings from *current* (47%) or *summer* (41%) employment. The proportion who use *government loans or bursaries* (48%) are in line with the proportion that had debt from government student loans (43%), as shown in Table 48. Students at Group 2 (16%) universities are more likely than Group 3 (9%) or Group 1 (3%) to report using *practical experiences related to their program* to finance their education.

Table 51: Sources of financing

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Parents, family, or spouse (INC3)	56%	52%	56%	59%	47%
Government loan or bursary (INC1)	48%	45%	52%	44%	66%
Earnings from current employment (INC6/7)	47%	53%	44%	48%	56%
Earnings from summer work (INC8)	41%	47%	39%	41%	56%
University scholarship, financial award, or bursary (INC2)	37%	41%	34%	39%	50%
RESP (INC10)	17%	16%	18%	16%	16%
Co-op program, internship, and other practical experiences related to program (INC5)	11%	3%	16%	9%	<1%
Loans from financial institution (INC4)	9%	10%	8%	10%	16%
Investment income (INC9)	5%	4%	5%	5%	4%
Other (INC11)	3%	5%	3%	3%	6%

***Difference by visible minority*.** Students who self-identify as a member of a visible minority (28%) are less likely than those who do not (51%) to indicate they rely on *earnings from summer work* to pay for the current year of university.

***Difference by university grades*.** As might be expected, students with an average university grade of A- or higher (57%) are about two to three times more likely than those with an average grade of B-, B, or B+ (28%) or C+ or lower (20%) to say they have received *university scholarship, financial award, or bursary*.

Difference by age. The older a student is, the less likely they are to be financing their education through *parents, family, or spouse* (decreasing from 64% of those 21 and younger to 32% of those 30 and older), *earnings from summer work* (decreasing from 50% of those 21 and younger to 14% of those 30 and older), and *RESPs* (decreasing from 26% of those 21 and younger to 1% of those 30 and older).

11.4 Number of sources of financing

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

Table 52: Number of sources of financing (INC1-11)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
One	23%	21%	22%	24%	13%
Two	24%	25%	25%	23%	19%
Three	24%	25%	25%	24%	28%
Four or more	29%	29%	28%	29%	40%
Average	2.7	2.8	2.7	2.7	3.2

Difference by age. The older a student is, the fewer sources they use to finance their education. Students 21 and younger use about 3.0 sources on average compared to 2.1 for students 30 and older.

11.4.1 Average financing

Overall, students required $17,135 of financing for their current year of university education. The largest single sources of financing, based on their average amount, include the following:

- *Co-op program, internship, and other practical experiences related to program* ($10,561)
- *Government loan or bursary* ($8,302)
- *Parents, family, or spouse* ($7,131)
- *Loans from financial institutions* ($6,967)
- *Earnings from current employment* ($6,946)

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

Table 53: Average amount from each financing source

	All students (n=14,760)	Group 1 (n=3,531)	Group 2 (n=6,238)	Group 3 (n=4,991)	Nipissing University (n=328)
All respondents					
Overall (INC1AMT-INC11AMT)	$17,135	$16,956	$17,838	$16,453	$19,742
Average among those using each source					
Co-op program, internship, and other practical experiences related to program (INC5AMT)	$10,561	$6,919	$11,598	$9,150	$7,000
Government loan or bursary (INC1AMT)	$8,302	$9,236	$8,191	$7,990	$9,559
Parents, family, or spouse (INC3AMT)	$7,131	$5,805	$8,116	$6,674	$4,634
Loans from financial institution (INC4AMT)	$6,967	$6,836	$7,016	$6,982	$7,763
Earnings from current employment (INC6AMT/INC7AMT)	$6,946	$7,713	$6,305	$7,184	$8,548
Earnings from summer work (INC8AMT)	$5,579	$5,651	$5,543	$5,577	$5,128
RESP (INC10AMT)	$4,796	$5,060	$4,539	$4,985	$4,253
Investment income (e.g., bonds, dividends) (INC9AMT)	$3,670	$4,694	$4,758	$2,053	$3,100
University scholarship, financial award, or bursary (INC2AMT)	$2,358	$2,356	$2,521	$2,211	$2,192
Other (INC11AMT)	$8,995	$9,680	$8,324	$9,243	$15,167

***Difference by age*.** As age increases, the average amount students require to finance their current year of education increases, from $16,233 for those 21 and younger to $21,402 for those 30 and older (although the difference is not statistically significant). This result is somewhat puzzling, given that older students are less likely to be studying full time, and therefore, would assume that it would require less financing to pay for courses and associated costs. However, it is likely that older students may have considered other expenses, such as living expenses, as what they pay to finance their education.

12.0 Post-graduation educational plans

12.1 Plans for additional schooling

Overall, 69% of graduating students expect to take some type of education within the next five years, most often pursuing *graduate school* (52%).

Table 54: Future education plans within next five years

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Take further education (EDPLAN)	69%	69%	66%	72%	63%
- Graduate school (EDPLAN2_1/EDPLAN2_2)	52%	47%	51%	55%	38%
- A professional program (e.g., law) (EDPLAN3_1/EDPLAN3_2)	25%	26%	22%	27%	16%
- Further undergraduate studies (EDPLAN1_1/EDPLAN1_2)	13%	16%	11%	13%	10%
- Community college or CEGEP (EDPLAN4_1/EDPLAN4_2)	9%	7%	11%	8%	10%
- Technical/vocational school (EDPLAN5_1/EDPLAN5_2)	6%	5%	6%	6%	3%
- Other formal education (EDPLAN6_1/EDPLAN6_2)	11%	13%	11%	11%	19%

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

Difference by university grades. Getting better grades seems to be related to increased desire for further education, as 78% of those with an A- or higher average plan on taking further education compared to 67% of those with a B+, B, or B- average and 52% of those with a C+ or lower average.

Overall, 15% of students plan on pursuing graduate schooling at their current university, while 5% plan on pursuing further undergraduate studies and 6% plan on pursuing a professional program at their university. Likely because of the programs available at their schools, students at Group 3 (19%) and Group 2 (15%) are more likely than those at Group 1 (8%) to say they plan on taking graduate schooling at their current university.

Table 55: Plan to take further education at current university

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Graduate school (EDPLAN2_3)	15%	8%	15%	19%	7%
A professional program (e.g., law) (EDPLAN3_3)	6%	4%	4%	8%	4%
Further undergraduate studies (EDPLAN1_3)	5%	6%	4%	6%	4%

Note: Respondents could provide more than one answer.

12.2 Impact of debt on future education

Debt plays a role in students' decisions about future education, as about 4 in 10 students say debt has some impact, either *discouraging them from taking more education* (24%), *preventing them from taking more education* (9%), or *encouraging them because they need more education to repay their debt* (8%).

Table 56: Impact of debt on future education in year after graduation (EDPLAN7)

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
I have no debt	37%	36%	35%	41%	21%
It does not affect my decision	22%	20%	22%	22%	30%
It discourages me from taking further education	24%	25%	25%	22%	31%
It prevents me from taking further education	9%	10%	9%	8%	10%
I need more education to earn enough to repay it	8%	9%	8%	8%	8%

***Difference by age*.** Younger students are more likely to say that they have no debt, thus it does not impact their decisions. About 42% of those 21 and younger say they have no debt compared to 27% of those 30 and older.

13.0 Employment plans

13.1 Profile of post-graduation employment

Overall, 34% of students have employment arranged for work after graduating. Among those with employment arranged, results show the following:

- About 6 in 10 say their job requires a degree, including 36% who say it required their specific degree.
- About 2 in 3 say their job is at least moderately related to the skills and knowledge they acquired, including 40% who say their job is strongly related.
- About 96% are working in Canada, 69% are working full time, 58% are permanent, 30% are working a new job, and 4% are self-employed.

Table 57: Post-graduation employment

	All students (n=14,760)	Group			Nipissing University (n=328)
		1 (n=3,531)	2 (n=6,238)	3 (n=4,991)	
Have employment arranged (EMPLAN1)					
Yes	34%	35%	33%	34%	33%
No, looking for work	56%	58%	58%	54%	62%
No, not looking for work	10%	7%	9%	13%	5%
Degree requirements* (EMPLAN2)					
Requires specific degree	36%	34%	37%	36%	41%
Requires any degree	21%	12%	22%	23%	6%
Degree helps, but not required	21%	25%	20%	19%	21%
Does not require degree	23%	29%	21%	22%	31%
Relation to skills and knowledge learned* (EMPLAN3)					
Strongly	40%	42%	41%	40%	44%
Moderately	23%	20%	24%	23%	20%
Slightly	16%	15%	17%	16%	14%
Not at all	20%	23%	18%	21%	22%
Not sure	<1%	<1%	<1%	<1%	-
Employment status* (EMPLAN4)					
Full-time	69%	65%	71%	68%	62%
Part-time	24%	26%	21%	25%	27%
Several part-time	7%	9%	7%	7%	11%
Self-employed* (EMPLAN5)					
Yes	4%	5%	4%	4%	<1%
Permanent or temporary* (EMPLAN6)					
Permanent	58%	59%	59%	57%	56%
Temporary with end date	20%	20%	20%	22%	20%
Temporary without end date	21%	21%	21%	21%	23%
Continuation of previous employment* (EMPLAN7)					
New job	30%	27%	30%	32%	18%
Continuation of job while in program	53%	48%	55%	52%	46%
Continuation of job before program	17%	25%	15%	16%	36%
Job in Canada* (EMPLAN10)					
Yes	96%	98%	93%	97%	96%

* Out of those who have employment arranged.

Difference by gender. Men (82%) are more likely than women (62%) to have a full-time job arranged.

Differences by age. The older a student is the more likely they are to report their job was a continuation of a job they had before starting their program (15% of those 21 and younger to 46% of those 30 and older) and is a permanent job (increasing from 51% of those 21 and younger to 80% 30 and older).

13.2 Main way of finding job

For those with employment arranged, students used a variety of means to find their job, most commonly through *workplace experience programs* (19%), *direct contact with the employer* (18%), *friends* (14%), or *family* (13%).

Table 58: Main way of finding the job* (EMPLAN8)

	All students	Group			Nipissing University
		1	2	3	
Workplace experience in your program	19%	15%	24%	16%	12%
Direct contact with the employer	18%	19%	18%	16%	21%
Friends	14%	16%	12%	15%	16%
Family	13%	15%	11%	13%	18%
A jobs web site	12%	13%	11%	13%	12%
Job fair or recruiters at your university	4%	4%	4%	5%	4%
Professor(s)	3%	2%	3%	4%	-
External career or employment centre/agency	3%	3%	3%	2%	5%
University career or employment centre	2%	1%	3%	2%	<1%
Other employer contact through your program	2%	2%	2%	2%	2%
Other	9%	9%	9%	10%	10%

* Out of those who have employment arranged.

13.3 Earnings

The typical student expects to be making about $12,048 per month after graduating (over $140,000 annually). However, the average is likely skewed by some high reported incomes, as the median income is a more reasonable $4,000 per month (or $48,000 annually). However, the average may also be skewed because 42% are unsure of what their monthly income may be and perhaps those with higher salary are more likely to be aware of what they will be earning.

Table 59: Monthly earnings* (EMPLAN9)

	All students	Group			Nipissing University
		1	2	3	
Less than $2,000	11%	13%	11%	11%	15%
$2,000 to $2,999	10%	10%	9%	10%	6%
$3,000 to $4,999	15%	15%	14%	17%	12%
$5,000 to $7,499	7%	6%	9%	6%	7%
$7,500 or more	14%	11%	15%	16%	14%
Unsure	42%	45%	43%	40%	46%
Average monthly earnings	$12,048	$10,345	$12,310	$12,523	$15,011
Median monthly earnings	$4,000	$3,200	$4,000	$4,000	$3,800

* Out of those who have employment arranged.

***Difference by age*.** As students get older, they report a higher monthly income. The average salary among those 21 and under is $9,996 per month and increases to $19,747 for those 30 and older.

13.4 Satisfaction with employment

Overall, over 8 in 10 graduating students who have employment arranged for after graduation are satisfied with the employment they have arranged, including 27% who are very satisfied.

Table 60: Satisfaction with post-graduation employment* (EMPLAN12)

	All students	Group			Nipissing University
		1	2	3	
Very satisfied	27%	23%	27%	28%	19%
Satisfied	58%	61%	59%	56%	67%
Dissatisfied	12%	14%	10%	12%	8%
Very dissatisfied	4%	3%	3%	4%	6%

* Out of those who have employment arranged.