CUSC / CCREU

Canadian University Survey Consortium
Consortium canadien de recherche sur les étudiants

PRA
Prairie Research Associates

2019 First Year Students Survey Nipissing University:

June 2019

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.

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EXECUTIVE SUMMARY

Introduction

The 2019 *First-Year Student Survey* marks the 25th cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). The 2019 survey involved 46 universities and over 18,000 first-year university students from across Canada.

Profile of first-year students

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

- First-year students tend to be Canadian citizens (85%), 18 years or younger (77%), and female (65%). Many self-identify as a member of a visible minority (44%), while few self-identify as Indigenous (4%).
- About 24% self-identify as having a disability; among those with a disability, it is most often a mental health issue (14%). Although 24% self-identify with a disability, just 5% of all students say they have a disability that always impacts their daily activities.
- Many first-year students live in on-campus housing (40%), and among those who do not live in on-campus housing, 34% would like to if given the opportunity.
- Just 11% of first-year students are first-generation students — that is, neither parent had any post-secondary education. Conversely, 20% have at least one parent/guardian who completed a graduate degree.

Motivation for attending university

When asked to select the most important reason for why they decided to attend university, job-related reasons dominate, as they are the three most important reasons. These include *preparing for a specific job or career* (30%), *get a more fulfilling job than if they did not go to university* (15%), and *more likely to get a job with a degree* (12%). The highest non-job related reason was to *apply what they learn to make a positive difference in society* (11%).

Choosing a university

Overall, 75% of students applied to a university other than the one they are currently attending. On average, they applied to about two other universities. About 13% applied to a college or CEGEP in addition to their current university. Although many students applied elsewhere, 81% said they are attending their first choice.

Students said that, among the 18 aspects explored, the fact that *their university has the program they wanted to take* (29%) was the most important reason for selecting their university. This was more than double the next most selected reason — *the program had a co-op, practicum, or other work experience* (13%).

Among 19 sources of information, *their university's website* (51%), a *visit to campus open houses* (46%), and *parents* (45%) were most likely to be rated as important or very important. At the lower end, *the Globe and Mail Canadian University Report* (14%), the *university's Facebook site* (12%), and *contact with university athletic coaches* (8%) were least likely to be selected as important or very important.

Orientation and registration

About 69% of first-year students participated in orientation. Those who participated in orientation were most satisfied that orientation made them *feel welcome at their university* (91%) and least satisfied with orientation *building their confidence* (78%).

Overall, students appeared to be satisfied with registration, including 85% who were satisfied with *getting into all the courses they wanted* and 80% who were satisfied with the *process of registering for their courses*.

Expectations and experience

First-year students rated 15 experiences as to whether they exceeded, met, or fell below their expectations. Results seem to indicate that students are more likely to be surprised about the academic challenges of university (e.g., *time to put into their coursework* and *how demanding their courses are*) and cost-related aspects (e.g., *cost of going to university* and *debt to complete program*).

When asked to summarize their overall experiences to date, first-year students are slightly more likely to say their university experiences exceeded (21%) rather than fell short (13%) of their expectations. Another 66% said the university met their expectations.

Transition to university

More than 8 in 10 students said they have had some or very much success with aspects related to their transition to university. The one area that appears to be much lower than others is *becoming involved in campus activities* (50%).

Educational experiences

Students rated their satisfaction with various educational experiences:

- Most students reported having had positive experiences with professors. In fact, among 15 aspects of interaction with professors, only one received less than 70% agreement — *professors taking a personal interest in their academic progress* (54%). Among those 15 aspects, students say it is most important for professors to *communicate well in their teaching* (38% rated as most important).
- Overall, almost all students said they *were given the chance to evaluate the quality of teaching in their courses*, although just 57% said they were able to evaluate the teaching in all their courses.
- Among first-year students, almost 9 in 10 agreed that they are *generally satisfied with the quality of teaching they received*, including 16% who strongly agreed.

Commitment to completion

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

- **Perceptions of effort.** Almost all students agreed that they are *willing to put a lot of effort into being successful at university* (95% agree or strongly agree), which is reflected in the fact that almost as many agreed that they *normally go to all of their classes* (90%). Although students may feel they can put in the effort, fewer agreed that they *can deal with stress* (71%) or *have good study habits* (65%).
- **Perceptions of university education.** Results show that at least 3 in 4 first-year students agreed with the survey's statements about their university education, including that *most of their courses are interesting* (83%), *their course load is manageable* (82%), *they are in the right program* (76%), and they had *adequate information about their program from the university before they enrolled* (76%).
- **Perceptions of finances.** About 7 in 10 students agreed that a *university degree is worth the cost* (68%) or that *they have the financial resources to complete their program* (71%).
- **Perceptions of persistence.** At the time of the survey, 88% of first-year students agreed that they *plan to come back to their university next year*, although slightly fewer *plan to complete their degree at their university* (83%). Just 10% *plan to transfer to another university next year*, while 9% *plan on going to college/CEGEP next year*.

Overall evaluation of student experiences

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

- Almost 3 in 4 first-year students said they are satisfied with the *concern shown by the university for them as an individual*, although just 8% are very satisfied.
- Over 9 in 10 first-year students are satisfied with *their decision to attend their university*, including 26% who are very satisfied.
- Overall, 33% of students are classified as promoters of their university, while 19% are detractors, resulting in a Net Promoter Score of 14%.

Goal development

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

- Around 74% of first-year students said they had selected their major or discipline.
- At this early point in their university studies, students are equally likely to want to apply to a *professional program* (30%) as *graduate school* (33%), although many are unsure at this point.
- Overall, 33% of first-year students have a specific career in mind, while another 32% have several possible careers in mind. Despite many having a career (or two) in mind, just 20% said they know their career options very well.
- First-year students have taken few concrete steps to prepare for employment, as most steps involve gathering information from talking with *parents/family* (78%), *friends* (69%), or *professors* (25%). Among more concrete behaviours, 44% *have a resumé or CV*.

Satisfaction with facilities and services

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

- **General facilities and services.** Among those who used each general service or facility, students are satisfied. Among 13 areas, two have satisfaction ratings below 80%: *parking facilities* (53%) and *food services* (74%).
- **Academic services.** Among those who have used each academic service, students reported very high levels of satisfaction, ranging from 87% to 93%.
- **Special services.** Satisfaction with special services is also very high, with at least 82% of those who used them saying they are satisfied or very satisfied; however, use is lower among these services, with just 1% to 21% of students having used them.

Academic profile

Examining students' academic profiles shows that the majority are attending full-time (95%), began their post-secondary studies (92%) or studies at their current university (91%) this academic year, did not transfer from another institution (97%), and reported an average grade of B- or higher (78%).

Current employment

Overall, 36% of first-year students are currently employed, most often off campus. Among those who are currently employed, results show that the typical student works about 14 hours per week and about 43% said their employment has a negative impact on their academic performance.

Financing education

About 57% of first-year students reported they have at least one credit card. Among those students who have credit cards, 87% reported they pay off their balance each month. Among those with an outstanding balance, the typical student owes $1,047.

Overall, 64% of first-year students said they have received a financial award from their university. Among those who received an award, 33% said they would not have been able to attend university without this financial assistance.

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 post-secondary institutions and facilitated sharing the survey response data among its member institutions. The surveys and shared data have the following broad purposes:

- 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.

This is the 25th 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 for the first-year cycle. The final questionnaire for the 2019 *First-Year Student Survey* can be found in Appendix A.

Table 1: Past CUSC-CCREU first-year surveys

Year	Sample	Number of participating universities
1998	First-year students	19
2001	First-year students	26
2004	First-year students	27
2007	First-year students	34
2010	First-year students	38
2013	First-year students	35
2016	First-year students	34
2019	First-year students	46

1.1 Methodology

1.1.1 Surveying students

Each university supported the study by generating a sample of qualifying students. In some cases, universities 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 17.2% to 63.9%, with an overall response rate of 34.1%. This yielded 18,092 students who completed the survey.[1]

Table 2: Survey response rate

University (province)	Surveys		Response rate
	Distributed	Completed	
Acadia University (Nova Scotia)	744	278	37.4%
Ambrose University (Alberta)	112	65	58.0%
Athabasca University (Alberta)	20	9	45.0%
Brandon University (Manitoba)	561	160	28.5%
Brock University (Ontario)	1000	213	21.3%
Burman University (Alberta)	84	36	42.9%
Cape Breton University (Nova Scotia)	384	226	58.9%
Capilano University (British Columbia)	262	45	17.2%
Carleton University (Ontario)	4209	1264	30.0%
Concordia University (Quebec)	4482	880	19.6%
Concordia University of Edmonton (Alberta)	360	138	38.3%
Dalhousie University (Nova Scotia)	2262	767	33.9%
Lakehead University (Ontario)	801	394	49.2%
MacEwan University (Alberta)	2076	907	43.7%
Mount Allison University (New Brunswick)	624	187	30.0%
Mount Royal University (Alberta)	1329	643	48.4%
Mount Saint Vincent University (Nova Scotia)	296	86	29.1%
Nipissing University (Ontario)	444	133	30.0%
Redeemer University College (Ontario)	119	76	63.9%
Ryerson University (Ontario)	2000	651	32.6%
Saint Mary's University (Nova Scotia)	879	262	29.8%
Simon Fraser University (British Columbia)	1000	622	62.2%
St. Francis Xavier University (Nova Scotia)	865	255	29.5%
St. Mary's University (Alberta)	137	45	32.8%
St. Thomas University (New Brunswick)	393	205	52.2%
The King's University (Alberta)	188	84	44.7%
Thompson Rivers University (British Columbia)	810	376	46.4%
Trent University (Ontario)	1351	376	27.8%
Trinity Western University (British Columbia)	343	127	37.0%
Université de Moncton (New Brunswick)	726	417	57.4%
University of Calgary (Alberta)	3580	1378	38.5%
University of King's College (Nova Scotia)	197	112	56.9%
University of Lethbridge (Alberta)	1033	588	56.9%
University of Manitoba (Manitoba)	1000	230	23.0%
University of New Brunswick (New Brunswick)	1151	426	37.0%
University of Northern British Columbia (British Columbia)	405	204	50.4%
University of Ottawa (Ontario)	5000	1477	29.5%
University of Prince Edward Island (Prince Edward Island)	725	300	41.4%
University of Regina (Saskatchewan)	1500	444	29.6%
University of Saskatchewan (Saskatchewan)	1000	313	31.3%
University of the Fraser Valley (British Columbia)	743	168	22.6%
University of Victoria (British Columbia)	1000	378	37.8%
University of Waterloo (Ontario)	2000	905	45.3%
University of Winnipeg (Manitoba)	1072	494	46.1%
Wilfrid Laurier University (Ontario)	3761	748	19.9%
Total	**53,028**	**18,092**	**34.1%**

For historical comparability, the respondents from the University of New Brunswick are divided by their campuses between groups 1 and 2. The 126 respondents from the Saint John campus are in group 1, and the 300 respondents from the Fredericton campus are in group 2.

[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 first-year students among participating universities 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 first-year students		Completed surveys		Applied weight
	Population	% of population	Population	% of population	
Acadia University	744	1.0	278	1.5	0.66622
Ambrose University	112	0.2	65	0.4	0.428938
Athabasca University	20	0.0	9	0.0	0.553194
Brandon University	561	0.8	160	0.9	0.872836
Brock University	2939	4.0	213	1.2	3.434864
Burman University	84	0.1	36	0.2	0.580853
Cape Breton University	384	0.5	226	1.2	0.422973
Capilano University	262	0.4	45	0.2	1.449367
Carleton University	4209	5.8	1264	7.0	0.828937
Concordia University	4482	6.2	880	4.9	1.267882
Concordia University of Edmonton	360	0.5	138	0.8	0.649401
Dalhousie University	2262	3.1	767	4.2	0.734153
Lakehead University	801	1.1	394	2.2	0.506088
MacEwan University	2076	2.9	907	5.0	0.569783
Mount Allison University	624	0.9	187	1.0	0.830678
Mount Royal University	1329	1.8	643	3.6	0.514522
Mount Saint Vincent University	296	0.4	86	0.5	0.856807
Nipissing University	444	0.6	133	0.7	0.831038
Redeemer University College	119	0.2	76	0.4	0.389783
Ryerson University	5808	8.0	651	3.6	2.220932
Saint Mary's University	879	1.2	262	1.4	0.835174
Simon Fraser University	3008	4.1	622	3.4	1.203863
St. Francis Xavier University	865	1.2	255	1.4	0.844434
St. Mary's University	137	0.2	45	0.2	0.757875
St. Thomas University	393	0.5	205	1.1	0.477231
The King's University	188	0.3	84	0.5	0.557145
Thompson Rivers University	810	1.1	376	2.1	0.536274
Trent University	1351	1.9	376	2.1	0.894452
Trinity Western University	343	0.5	127	0.7	0.672326
Université de Moncton	726	1.0	417	2.3	0.433401
University of Calgary	3580	4.9	1378	7.6	0.646731
University of King's College	197	0.3	112	0.6	0.437863
University of Lethbridge	1033	1.4	588	3.3	0.437333
University of Manitoba	5134	7.1	230	1.3	5.556709
University of New Brunswick	1151	1.6	426	2.4	0.672598
University of Northern British Columbia	405	0.6	204	1.1	0.494213
University of Ottawa	5903	8.1	1477	8.2	0.994906
University of Prince Edward Island	725	1.0	300	1.7	0.601598
University of Regina	1503	2.1	444	2.5	0.842686
University of Saskatchewan	2196	3.0	313	1.7	1.746536
University of the Fraser Valley	743	1.0	168	0.9	1.100954
University of Victoria	2382	3.3	378	2.1	1.568699
University of Waterloo	6276	8.6	905	5.0	1.72633
University of Winnipeg	1072	1.5	494	2.7	0.540204
Wilfrid Laurier University	3761	5.2	748	4.1	1.251674

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 universities in terms of student populations.

Table 4: Categories of participating universities

Group 1 (n = 28)	Group 2 (n = 12)	Group 3 (n = 6)
Acadia University	Brock University	Concordia University
Ambrose University	Carleton University	Dalhousie University
Athabasca University	Lakehead University	University of Calgary
Brandon University	Ryerson University	University of Manitoba
Burman University	Simon Fraser University	University of Ottawa
Cape Breton University	Thompson Rivers University	University of Saskatchewan
Capilano University	Université de Moncton	
Concordia University of Edmonton	University of New Brunswick (Fredericton)	
MacEwan University	University of Regina	
Mount Allison University	University of Victoria	
Mount Royal University	University of Waterloo	
Mount Saint Vincent University	Wilfrid Laurier University	
Nipissing University		
Redeemer University College		
Saint Mary's University		
St. Francis Xavier University		
St. Mary's University		
St. Thomas University		
The King's University		
Trent University		
Trinity Western University		
University of King's College		
University of Lethbridge		
University of New Brunswick (Saint John)		
University of Northern British Columbia		
University of Prince Edward Island		
University of the Fraser Valley		
University of Winnipeg		

1.5 Statistically significant differences

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

Table 5: Criteria for statistical significance

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

1.6 Non-response

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

2.0 Profile of first-year students

2.1 Personal profile

Results below show the following:

- There are about twice as many female students (65%) as there are male students (35%).
- The typical student is just over 18 years of age, with 77% identified as 18 or younger. Given students' ages, it is not surprising that less than 1% reported being married and less than 1% have children. Those attending Group 3 universities tend to be slightly older, as 36% are 19 and older compared to 21% among Group 1 universities and 16% among Group 2 universities.
- About 85% of students are Canadian citizens, with the remaining students split among those who are international students (9%) or permanent residents (5%).

  Overall, 44% of students reported being a visible minority, and 4% self-identify as being Indigenous. Group 2 (52%) and Group 3 (44%) universities are much more likely than Group 1 (29%) universities to have students who self-identify as a member of a visible minority.

Table 6: Personal profile

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
Gender (GENDER)					
Male	35%	28%	38%	34%	16%
Female	65%	72%	61%	66%	84%
Other	<1%	<1%	<1%	<1%	-
Age as of September 1, 2018 (AGE)					
18 and under	77%	79%	84%	64%	90%
19	16%	15%	13%	22%	8%
20 to 21	6%	5%	2%	11%	2%
22 and over	1%	<1%	<1%	3%	-
Average age	18.2	18.2	18.0	18.6	17.9
Marital status (LIVE3)					
Single	79%	75%	81%	78%	75%
In a relationship	21%	24%	18%	22%	24%
Married or common-law	<1%	<1%	<1%	<1%	<1%
Children (LIVE4-7)					
Yes	<1%	<1%	<1%	<1%	-
- Under 5 years old	<1%	<1%	<1%	<1%	-
- 5 to 11 years old	<1%	<1%	<1%	<1%	-
- 12 years old or older	<1%	<1%	<1%	<1%	-
Citizenship (CITIZENSHIP)					
Canadian citizen	85%	88%	87%	81%	100%
International student	9%	8%	8%	12%	-
Permanent resident	5%	4%	5%	7%	-
Visible minority* (ETH1-13)					
Total self-identified	44%	29%	52%	44%	6%
Indigenous (ETH1-13)**					
Total self-identified	4%	6%	2%	5%	7%

* 'Visible minority' includes respondents who self-identified as belonging to a group other than 'Indigenous', 'Inuit', 'Métis', or 'White/Caucasian'.

Difference by age. The older a student is, the more likely they are to be a permanent resident, married, and have children.

2.2 Disabilities

Overall, 24% of first-year students self-identify as having a disability. The most common disability reported by students is a mental health (14%) issue. Although 24% indicate that they have a disability, just 5% say they have a disability that always limits their daily activities.

Table 7: Disabilities

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
Most commonly reported disability (DIS1-12)					
Total self-identified	24%	29%	22%	23%	35%
- Mental health	14%	18%	13%	14%	22%
- Vision	4%	4%	4%	4%	7%
- Attention deficit disorder	3%	4%	3%	3%	4%
- Learning/memory	3%	4%	3%	3%	5%
- Chronic conditions	2%	2%	1%	2%	5%
Daily activities always limited by disability (DISF1-12)					
Yes	5%	6%	5%	6%	5%
- Mental health	3%	4%	3%	3%	2%
- Attention deficit disorder	1%	1%	<1%	1%	<1%
- Learning/memory	<1%	<1%	<1%	<1%	-
- Vision	<1%	<1%	<1%	<1%	-
- Chronic conditions	<1%	<1%	<1%	<1%	<1%

2.3 Living arrangements

A majority of students live on their own, most commonly renting their accommodations either off campus (13%) or on campus (40%). About 45% of first-year students live with parents, guardians, or relatives. Among those not currently living on campus, 34% said they would prefer to live on campus if they had the choice.

Group 2 (47%) and Group 1 (42%) students are more likely than Group 3 (29%) students to be living in on-campus housing.

Table 8: Living arrangements

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
Current living arrangement (LIVE1)					
With parents, guardians, or relatives	45%	45%	39%	53%	19%
In on-campus housing	40%	42%	47%	29%	77%
In rented housing off campus (shared or alone)	13%	12%	12%	15%	4%
In personally-owned home	1%	<1%	1%	1%	<1%
Other	<1%	<1%	<1%	1%	-
Prefer to live on campus* (LIVE2)					
Yes	34%	27%	39%	32%	19%

* The proportion is shown out of those not currently living on campus.

Difference by visible minority. Visible minority students (33%) are less likely to be living on-campus than non-visible minority (46%) students.

Difference by age. The older a student is, the less likely they are to report living in on-campus housing, declining from 43% of those 18 and younger to just 4% of those 22 and older.

2.4 Parents' education

Just 11% of first-year students are first-generation students. That is, neither parent had any post-secondary education. Although the proportion of first-year students who are first-generation has been decreasing according to CUSC-CCREU results, the 11% is unchanged from 2016.

Table 9: Parents' highest level of education (MEDUC/PEDUC)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
High school or less	11%	11%	12%	8%	8%
Some college or university	9%	10%	9%	9%	10%
College, CEGEP, or technical school graduate	17%	22%	17%	15%	32%
University or professional school graduate	40%	37%	39%	43%	34%
Graduate degree	20%	17%	21%	22%	15%
Other	<1%	<1%	<1%	<1%	-

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

3.0 Motivation for attending university

3.1 Importance of reasons for going to university

The table below shows first-year students' motivation for attending university, ordered by the proportion who rated each as important or very important. Results show that the top three aspects are all career-oriented motivators, and include *more likely to get a job with a degree* (90%), *get a more fulfilling job* (89%), and *to prepare for a specific job* (88%).

At the lower end, few students said they were motivated by *the chance to participate in varsity athletics* (11%) or *they didn't have anything better to do* (14%).

Table 10: Motivation for attending university (% important or very important)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
I am more likely to get a job with a degree (MOTIV5)	90%	90%	91%	90%	92%
To get a more fulfilling job than I probably would if I didn't go (MOTIV9)	89%	90%	89%	89%	92%
To prepare for a specific job or career (MOTIV1)	88%	90%	88%	88%	95%
Learning new things is exciting (MOTIV11)	79%	78%	80%	79%	75%
To get a broad education (MOTIV4)	76%	74%	76%	77%	67%
To apply what I will learn to make a positive difference in society or my community (MOTIV7)	76%	76%	75%	76%	74%
To satisfy my intellectual curiosity (MOTIV2)	73%	72%	74%	74%	70%
To earn more money than if I didn't go (MOTIV3)	72%	71%	72%	72%	60%
To meet new people (MOTIV13)	60%	56%	64%	57%	60%
The satisfaction of doing challenging academic work (MOTIV6)	57%	55%	56%	59%	47%
To meet my family's expectations (MOTIV10)	56%	52%	59%	54%	46%
To explore whether university is right for me (MOTIV15)	51%	52%	52%	49%	46%
Most of my friends are going (MOTIV12)	20%	16%	22%	20%	10%
I didn't have anything better to do (MOTIV8)	14%	12%	15%	15%	9%
The chance to participate in varsity athletics (MOTIV14)	11%	11%	12%	10%	8%

Difference by visible minority. Students who self-identify as a member of a visible minority (66%) are statistically more likely than non-visible minority (47%) students to rate *to meet their family's expectations* as important for motivating them to attending university.

3.2 Most important reason

After ranking each motivator individually, first-year students were asked to select the most important reason for why they decided to attend university. The top three reasons were all job related, with *preparing for a specific job or career* (30%) selected most often. The most common non-job related reason was *to apply what they learned to make a positive difference* (11%).

Table 11: Top five most important reasons (MOTIVTOP)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
To prepare for a specific job or career	30%	34%	27%	30%	47%
To get a more fulfilling job than I probably would if I didn't go	15%	16%	15%	15%	12%
I am more likely to get a job with a degree	12%	10%	13%	12%	6%
To apply what I will learn to make a positive difference in society or my community	11%	11%	11%	12%	12%
To earn more money than if I didn't go	7%	6%	8%	6%	2%

4.0 Choosing a university

4.1 Applications

Overall, 75% of students applied to a university other than the one they are currently attending. On average, they applied to about two other universities. About 13% applied to a college or CEGEP in addition to their current university. Although many students applied elsewhere, 81% said they are attending their first choice.

Group 2 (87%) students were statistically more likely than Group 1 (66%) and Group 3 (62%) students to apply to other universities. In spite of this difference, the proportion who are attending their first choice is similar across groups.

Table 12: Applications

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Applied to other universities (APP1/APP2)					
Yes	75%	66%	87%	62%	95%
Average number overall	2.2	1.7	2.8	1.8	2.4
Average number in Canada	2.0	1.5	2.6	1.5	2.4
Average number outside Canada	.3	.2	.2	.4	-
Applied to college or CEGEP (APP3)					
Yes	13%	13%	12%	15%	17%
Currently attending first choice (APP4)					
Yes	81%	82%	78%	85%	85%

Difference by age. As students get older, they are less likely to apply to other universities in Canada, as 76% of those 18 and younger applied to more than one university compared to 41% of those 22 and older. With that being said, older students are more likely to also have applied to a college or CEGEP, as just 10% of those 18 and younger applied compared to 41% of those 22 and older.

4.2 Selecting their university

Students rated the importance of 18 factors in their decision to select their university. When the factors were ranked by the proportion who answered important or very important, students were most likely to say that their university *has the program they wanted to take* (88%) followed by their *university's academic reputation* (69%) and *the city/town the institution is in* (60%).

At the lower end, aspects such as *where their friends were going* (14%), or *being able to participate in varsity athletics* (10%) are rated by the fewest students as important or very important.

There are several statistical differences by group:

- Group 1 students are most likely to say that *the size of the university suiting me* was important in their decision.
- Group 2 students are most likely to say that *the program they wanted has a co-op, practicum, or other work experience* was important.
- Group 3 students are most likely to say they selected their university *because of the city/town it is in*.

Table 13: Importance for selecting their university (% important or very important)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
It has the program I want to take (SEL6)	88%	86%	89%	88%	94%
The academic reputation of the university (SEL9)	69%	64%	71%	69%	63%
The city/town it's in (SEL14)	60%	56%	53%	72%	40%
The size of the university suits me (SEL13)	52%	70%	51%	42%	80%
Cost of tuition and fees (SEL5)	52%	58%	48%	53%	67%
It offered a scholarship (SEL11)	51%	49%	54%	49%	80%
The program I want has a co-op, practicum, or other work experience (SEL7)	51%	35%	62%	45%	48%
Availability of public transportation (SEL15)	50%	40%	49%	58%	44%
It has a good reputation for campus life (SEL10)	49%	52%	48%	47%	57%
I wanted to live close to home (SEL1)	45%	46%	42%	48%	30%
It offered other financial assistance (SEL12)	38%	38%	39%	37%	60%
The program I want offers study/work experience abroad (SEL8)	38%	31%	41%	38%	29%
It offered a place in residence (SEL3)	31%	33%	35%	23%	62%
I wanted to live away from home (SEL2)	28%	27%	32%	23%	39%
Cost of university residence (SEL4)	22%	24%	23%	20%	48%
It's where my family wanted me to go (SEL17)	20%	16%	21%	23%	16%
It's where my friends are going (SEL16)	14%	10%	13%	17%	5%
The chance to participate in varsity athletics (SEL18)	10%	10%	10%	9%	7%

Difference by visible minority. Visible minority students were more likely than non-visible minority students to say that *the program having a co-op, practicum, or other work experience* (59% versus 43%) and *availability of public transportation* (59% versus 42%) were important.

4.2.1 Most important reasons for selecting their university

Students were presented with the same list of 18 aspects and asked to select the reason that was most important for selecting their university. Foremost, students said that *their university has the program they wanted to take* (29%), which is more than double the proportion of the next most selected reason.

Group 2 students put much more emphasis on *the program they wanted had a co-op, practicum or other work experience* relative to Group 1 and Group 3 students.

Table 14: Top five most important reasons for selecting their university (SELTOP)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
It has the program I want to take	29%	28%	29%	31%	20%
The program I want has a co-op, practicum, or other work experience	13%	5%	20%	8%	15%
I wanted to live close to home	12%	12%	10%	13%	6%
The academic reputation of the university	9%	7%	9%	9%	5%
Cost of tuition and fees	6%	9%	4%	7%	8%

4.3 Selecting their university (International students)

International students (identified through information supplied by each university) were asked to rate the importance of five aspects that might specifically attract students living outside Canada. Three aspects seemed to be important, including *thinking their university would be a welcoming environment* (77%), *the academic reputation of Canadian universities* (76%), and the *cost of tuition and fees for international students* (73%). Least important appears to be *obtaining a visa for Canada was easier than for other countries* (38%).

International students attending Group 2 universities were much less likely than Group 1 or Group 3 international students to say that the *cost of tuition and fees* was important in their decision.

Table 15: Importance for selecting their university for international students (% important or very important)

	All students (n=1,707)	Group		
		1 (n=500)	2 (n=589)	3 (n=618)
I thought it would be a welcoming environment (VSEL4)	77%	82%	73%	78%
Academic reputation of Canadian universities in general (VSEL1)	76%	73%	77%	78%
Cost of tuition and fees for international students (VSEL2)	73%	81%	64%	78%
Friends or family recommended it (VSEL3)	45%	39%	44%	50%
Obtaining a visa for Canada was easier than for other countries (VSEL5)	38%	44%	35%	39%

Note: Only international students were asked the importance of these aspects.

4.4 Sources of information

First-year students rated the importance of 19 sources of information they may have used when making a decision about whether or not to attend their university. Examining results in the table below shows that no single aspect outweighs others, with several being selected as important by about half of students, including *the university's website* (51%) and *visits to campus for an open house* (46%).

At the lower end, *the Globe and Mail Canadian University Report* (14%), *the university's Facebook site* (12%), and *contact with university athletic coaches* (8%) were least likely to be selected as important or very important.

Table 16: Importance of sources of information (% important or very important)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
The university's website (INF2)	51%	52%	50%	51%	51%
Visit to campus for an open house (INF6)	46%	48%	47%	42%	67%
Parents (INF14)	45%	42%	45%	46%	35%
Students attending the university (INF12)	42%	41%	44%	41%	41%
Printed university brochure, pamphlet, or viewbook (INF5)	37%	37%	38%	36%	53%
Other visit to campus (INF7)	35%	35%	37%	32%	50%
High school/CEGEP counsellors or teachers (INF11)	33%	31%	32%	34%	26%
Contact with admissions staff on campus (INF8)	32%	39%	30%	31%	36%
Friends (INF13)	32%	30%	31%	34%	18%
Visit by a university representative to your high school or CEGEP (INF1)	29%	31%	28%	29%	38%
Contact with professors (INF9)	25%	32%	24%	23%	31%
Maclean's university rankings (INF15)	24%	19%	28%	23%	20%
QS World University Rankings (INF18)	19%	12%	20%	21%	8%
The university's other social media (INF4)	18%	17%	19%	17%	20%
The Times Higher Education World University Rankings (INF17)	18%	12%	18%	20%	12%
Academic Ranking of World Universities (INF19)	17%	12%	19%	19%	8%
Globe and Mail Canadian University Report (INF16)	14%	10%	15%	15%	7%
The university's Facebook site (INF3)	12%	11%	13%	12%	14%
Contact with university athletic coaches (INF10)	8%	9%	7%	7%	6%

Differences by visible minority. Students who self-identify as a member of a visible minority group rated several of the sources of information as important/very important relative to those who did not self-identify. These include *Times Higher Education World University Rankings* (25% versus 11%), *QS World University Rankings* (27% versus 11%), and *Academic Ranking of World Universities* (24% versus 11%).

5.0 Orientation

Around 69% of first-year students participated in orientation. Among those who participated in orientation, most are satisfied with aspects related to orientation, being most satisfied that orientation made them *feel welcome at their university* (91%) and least satisfied with orientation *building their confidence* (78%).

Table 17: Orientation participation and satisfaction

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
Participated in an orientation (ORIENT1)					
Yes	69%	70%	72%	64%	83%
Satisfaction with aspects of orientation (% very or somewhat satisfied)*					
Feeling welcome at the university (ORIENT2)	91%	92%	91%	89%	91%
Providing information about campus life (ORIENT5)	86%	88%	85%	85%	92%
Providing information about student services (ORIENT6)	86%	87%	86%	84%	88%
Helping you understand the university's academic expectations (ORIENT3)	80%	83%	79%	78%	87%
Helping your personal and social transition to university (ORIENT4)	79%	82%	80%	75%	85%
Building your confidence (ORIENT7)	78%	80%	78%	75%	81%

* Only those who participated in an orientation program were asked how satisfied they were.

6.0 Registration

Overall, students are satisfied with registration, including 85% who were satisfied with *getting into all the courses they wanted* and 80% satisfied with the *process of registering for their courses*.

Table 18: Satisfaction with registration (% very or somewhat satisfied)

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
Getting into all the courses you wanted (REGIST2)	85%	87%	86%	84%	94%
Process of registering for courses (REGIST1)	80%	84%	79%	77%	92%

7.0 Expectations and experience

First-year students rated 15 experiences as to whether they exceeded, met, or fell below their expectations. The average was calculated based on ratings of *much less than expected* (1), *less than expected* (2), *about what expected* (3), *more than expected* (4), and *much more than expected* (5).

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

However, the results paint a picture that students are more likely to be surprised about the academic challenges of university (e.g., *time to put into their coursework* and *how demanding their courses are*) and cost-related aspects (e.g., *cost of going to university* and *debt to complete program*), as all these have an average leaning towards being more than expected.

Table 19: Mean ratings of experiences compared to expectations

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
The time you have to put into your coursework (EXP4)	3.6	3.5	3.5	3.7	3.4
Cost of going to university (EXP1)	3.5	3.5	3.6	3.5	3.4
How academically demanding your courses are (EXP3)	3.5	3.4	3.5	3.6	3.5
Debt you might have to take on to complete your program (EXP2)	3.3	3.3	3.4	3.3	3.3
Intellectual stimulation (EXP12)	3.3	3.3	3.3	3.3	3.2
Availability of help and advising from the university (EXP15)	3.2	3.3	3.2	3.1	3.3
Amount of writing in your academic work (EXP8)	3.2	3.3	3.2	3.1	3.1
Contact with your professors in the classroom (EXP5)	3.1	3.3	3.1	3.0	3.5
Contact with your professors outside of the classroom (EXP6)	3.1	3.3	3.0	2.9	3.5
Doing coursework in groups (EXP10)	3.0	3.0	3.0	2.9	3.0
Using math in your academic work (EXP9)	2.9	2.8	3.0	3.0	2.9
Amount you participate in class discussions (EXP7)	2.9	3.1	3.0	2.8	3.2
Ease of making friends (EXP13)	2.9	3.0	2.9	2.8	3.0
Ease of getting involved in campus social activities (EXP14)	2.8	2.9	2.8	2.7	3.1
Your course grades (EXP17)	2.8	2.9	2.8	2.7	2.8

Differences by university grades. There are a few statistically significant differences marked by students' grades.

- As students' grades decrease, they are more likely to say that *how academically demanding their courses are* was more or much more than they expected, increasing from 37% of those with an A- or higher to 63% of those with a C+ or lower.
- Students with lower grades are more likely to say *their course grades* are lower or much lower than expected. The proportion increases from 12% of those with an A- or higher up to 75% of those with a C+ or lower.

Table 20: Ratings of experiences compared to expectations

	Nipissing University (n=133)		
	Less/much less than I expected	About what I expected	More/much more than I expected
Cost of going to university (EXP1)	6%	59%	35%
Intellectual stimulation (EXP12)	7%	65%	28%
Availability of help and advising from the university (EXP15)	8%	56%	36%
Contact with your professors in the classroom (EXP5)	8%	41%	50%
How academically demanding your courses are (EXP3)	10%	43%	47%
Debt you might have to take on to complete your program (EXP2)	10%	54%	36%
Contact with your professors outside of the classroom (EXP6)	11%	39%	50%
Amount you participate in class discussions (EXP7)	13%	59%	28%
The time you have to put into your coursework (EXP4)	15%	38%	47%
Amount of writing in your academic work (EXP8)	20%	53%	27%
Ease of getting involved in campus social activities (EXP14)	23%	50%	26%
Using math in your academic work (EXP9)	26%	52%	22%
Doing coursework in groups (EXP10)	27%	43%	30%
Ease of making friends (EXP13)	28%	41%	31%
Your course grades* (EXP17)	37%	43%	20%

* This question was asked using a scale from 'much lower than expected' to 'much higher than expected'.

7.1 Overall expectations

When asked to summarize their overall experiences to date, first-year students are slightly more likely to say their university experiences exceeded (21%) rather than fell short (13%) of their expectations.

Table 21: Meeting expectations (EXP18)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Exceeded	21%	27%	21%	15%	43%
Met	66%	62%	66%	70%	47%
Fell short	13%	11%	13%	14%	11%

Differences by university grades. As students' grades increase, they are more likely to say their experiences have exceed their expectations and less likely to say their expectations fell short. Among those with an A- or higher average, 27% say their experiences exceeded expectations compared to 12% of those with a C+ or lower.

8.0 Transition to university

Students rated their success in transitioning to university through 18 aspects of university life. The table below shows the proportion of first-year students who rated that they had some or very much success (top two ratings on a four-point scale), with answers from those who said "no basis for opinion" removed.

More than 8 in 10 students said they have had some or very much success with aspects related to their transition to university. The one area that appears to be much lower than others is *becoming involved in campus activities* (50%).

Table 22: Success transitioning to university (% some or very much)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Finding your way around campus (TRAN13)	95%	97%	95%	95%	100%
Understanding the course material (TRAN6)	93%	95%	93%	91%	97%
Finding information about academic integrity (TRAN18)	91%	92%	91%	90%	94%
Choosing a program of study (TRAN2)	90%	91%	90%	88%	98%
Meeting academic demands (TRAN1)	89%	92%	89%	88%	94%
Performing well in written assignments (TRAN4)	87%	89%	87%	85%	90%
Commuting to campus (TRAN16)	85%	86%	84%	85%	93%
Feeling like I belong at this university (TRAN17)	82%	84%	83%	80%	91%
Managing your time (TRAN8)	79%	83%	78%	78%	86%
Dealing with new living arrangements (TRAN12)	79%	78%	80%	76%	89%
Performing well in courses that require math (TRAN5)	75%	77%	74%	77%	79%
Managing your finances (TRAN7)	75%	76%	74%	74%	85%
Finding suitable housing (TRAN11)	74%	76%	75%	72%	93%
Using the library (TRAN14)	74%	77%	70%	76%	84%
Getting academic advice (TRAN3)	73%	78%	73%	70%	78%
Making friends (TRAN9)	73%	74%	75%	69%	77%
Finding career information (TRAN15)	69%	67%	70%	67%	75%
Becoming involved in campus activities (TRAN10)	50%	52%	52%	47%	60%

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

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

9.0 Educational experiences

9.1 Perceptions of professors

Students rated their levels of agreement with a series of statements about their professors. Most students reported having had positive experiences with university faculty. At the high end, students were most likely to agree with the following: *most of my professors treat students the same regardless of gender* (97%), *most of my professors treat students the same regardless of race* (97%), and *most of my professors seem knowledgeable in their fields* (96%).

At the lower end, students were least likely to agree that *professors take a personal interest in their academic progress* (54%).

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

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Treat students the same regardless of gender* (PROF13)	97%	97%	97%	97%	98%
Treat students the same regardless of race* (PROF14)	97%	97%	97%	97%	99%
Seem knowledgeable in their fields (PROF6)	96%	97%	96%	95%	98%
Are reasonably accessible outside of class (PROF1)	90%	92%	89%	88%	89%
Are well-organized in their teaching (PROF5)	85%	88%	85%	84%	83%
Are fair in their grading (PROF11)	85%	88%	84%	85%	82%
Are consistent in their grading (PROF12)	84%	86%	83%	83%	80%
Communicate well in their teaching (PROF7)	83%	87%	82%	81%	85%
Encourage students to participate in class discussions (PROF4)	82%	89%	81%	78%	90%
Look out for students' interests* (PROF15)	81%	86%	81%	78%	88%
Are intellectually stimulating in their teaching (PROF8)	80%	85%	79%	77%	84%
Treat students as individuals, not just numbers (PROF3)	78%	86%	78%	73%	89%
Provide useful feedback on academic work (PROF9)	73%	81%	71%	69%	86%
Provide prompt feedback on academic work (PROF10)	70%	77%	70%	65%	80%
Take a personal interest in academic progress (PROF2)	54%	65%	55%	47%	66%

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

9.1.1 Most important attributes of professors

Students were asked to select the top three aspects that they believe are most important for professors to focus on. Among the list of 15, no single aspect tends to stand out, with several selected by about one third of students. The most selected aspect was *communicating well in their teaching*, with 38% selecting it in their top three. The aspect that appears to be least important is *providing prompt feedback on students' academic work*, which just 5% selected in their top three.

Table 24: Most important aspects of professors (PROF18-20)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Communicate well in their teaching	38%	33%	40%	39%	26%
Seem knowledgeable in their fields	33%	33%	33%	34%	29%
Are well organized in their teaching	32%	27%	31%	37%	26%
Are fair in their grading	30%	26%	30%	31%	23%
Treat students as individuals, not just numbers	27%	33%	27%	24%	40%
Are intellectually stimulating in their teaching	25%	22%	25%	26%	20%
Are reasonably accessible outside of class	23%	26%	22%	22%	27%
Provide useful feedback on my academic work	19%	21%	19%	18%	23%
Take a personal interest in my academic progress	15%	18%	15%	13%	14%
Are consistent in their grading	12%	11%	12%	11%	17%
Treat students the same regardless of race	11%	12%	11%	11%	12%
Encourage students to participate in class discussions	11%	11%	11%	11%	11%
Look out for students' interests	10%	11%	11%	9%	12%
Treat students the same regardless of gender	9%	10%	9%	9%	13%
Provide prompt feedback on my academic work	5%	5%	5%	5%	8%

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

9.2 Ability to evaluate teaching

Overall, almost all students said they *were given the chance to evaluate the quality of teaching in their courses*, with 57% saying they were able to evaluate the teaching in all of their courses.

Table 25: Ability to evaluate teaching (PROF16)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
All courses	57%	54%	55%	61%	62%
Most courses	25%	26%	25%	24%	32%
Some courses	15%	15%	16%	13%	5%
No courses	4%	4%	4%	3%	2%

Differences by university grades. As students' grades decrease, they are less likely to say that they were able to evaluate the teaching in all of their courses, dropping from 67% of those with an A- or higher to 46% of those with a C+ or lower.

9.3 Satisfaction with quality of teaching

Among first-year students, almost 9 in 10 agreed that they are *generally satisfied with the quality of teaching they received*, including 16% who strongly agreed.

Table 26: Satisfaction with statement "Generally, I am satisfied with the quality of teaching I have received (PROF17)"

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Strongly agree	16%	20%	14%	14%	23%
Agree	72%	71%	73%	72%	73%
Disagree	10%	7%	11%	12%	2%
Strongly disagree	2%	2%	2%	2%	2%

Difference by university grades. As students' university grades decrease, they are less likely to strongly agree that *generally, they are satisfied with the quality of teaching they received*. About 22% of those with an average university grade of A- or higher strongly agreed, compared with 14% of those with a B-, B, or B+ average and just 10% of those with a C+ or lower average.

Difference by evaluating teaching. The more that students say they were able to evaluate the teaching in all of their courses, the more likely they are to agree that they are *satisfied with the quality of teaching they received*, as the proportion rises from 78% of those who were unable to evaluate any courses to 90% of those who evaluated all of their courses.

9.4 Perceptions of staff

Students tend to be positive about their interactions with staff, with 91% agreeing or strongly agreeing that *most university support staff are helpful* and 82% agreeing or strongly agreeing that *most teaching assistants in their academic program are helpful*.

Table 27: Perception of staff (% agree or strongly agree)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Most university support staff are helpful* (STAFF2)	91%	94%	91%	90%	97%
Most teaching assistants are helpful* (STAFF1)	82%	89%	82%	79%	80%

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

10.0 Commitment to completion

10.1 Perceptions of effort

Almost all students agreed that they are *willing to put a lot of effort into being successful at university* (95% agree or strongly agree), which is reflected in the fact that almost as many agreed that they *normally go to all of their classes* (90%).

Although students may feel that they can put in the effort, fewer agreed that they *can deal with stress* (71%) or *have good study habits* (65%).

Table 28: Agreement with statements about student's abilities and effort (% agree or strongly agree)

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
I am willing to put a lot of effort into being successful at university (CMT7)	95%	96%	94%	95%	97%
I normally go to all of my classes (CMT6)	90%	93%	89%	89%	94%
I can deal with stress (CMT8)	71%	72%	72%	70%	73%
I have good study habits (CMT9)	65%	68%	64%	66%	75%

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

Differences by university grades. Results show that, as university grades decrease, agreement also decreases:

- *I can deal with stress* declined from 80% of those with an average university grade of A- or higher to 58% of those with an average grade of C+ or lower.
- *I have good study habits* declined from 79% of those with an average university grade of A- or higher to 46% of those with an average grade of C+ or lower.

10.2 Perceptions of university education

Results show that at least 3 in 4 first-year students agreed with the statements in the table below about their university education.

Table 29: Agreement with statements about university education (% agree or strongly agree)

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
Most of my courses are interesting (CMT4)	83%	87%	82%	82%	86%
My course load is manageable (CMT5)	82%	85%	81%	82%	88%
I am in the right program for me (CMT3)	76%	78%	76%	75%	87%
I had adequate information about my program from the university before I enrolled (CMT2)	76%	78%	77%	73%	86%

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

10.3 Perceptions of finances

About 7 in 10 students agreed that *they have the financial resources to complete their program* (71%) or that *a university degree is worth the cost* (68%).

Table 30: Agreement with statements about finance-related aspects (% agree or strongly agree)					
	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
I have the financial resources to complete my program (CMT1)	71%	70%	70%	74%	65%
A university degree is worth the cost (CMT14)	68%	70%	66%	71%	72%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

10.4 Perceptions of persistence

At the time of the survey, 88% of first-year students agreed that they *plan to come back to their university next year*, although slightly fewer *plan to complete their degree at their university* (83%).

Just 10% *plan to transfer to another university next year*, while 9% *plan on going to college/CEGEP next year*.

Table 31: Agreement with statements about persistence (% agree or strongly agree)					
	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
I plan to come back to this university next year (CMT10)	88%	84%	90%	90%	94%
I plan to complete my degree at this university (CMT13)	83%	75%	85%	86%	89%
I plan to transfer to another university next year (CMT11)	10%	13%	10%	9%	5%
I plan to go to college/CEGEP next year (CMT12)	9%	9%	8%	8%	4%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

11.0 Overall evaluation

11.1 Satisfaction with concern shown for student as an individual

Almost 3 in 4 first-year students said that they are satisfied with the *concern shown by the university for them as an individual*, although just 8% are very satisfied. Approximately 1 in 4 are dissatisfied, including 5% who are very dissatisfied.

Table 32: Satisfaction with concern shown by the university for student as an individual (EVAL3)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Very satisfied	8%	11%	7%	7%	11%
Satisfied	65%	68%	64%	63%	72%
Dissatisfied	22%	17%	24%	24%	17%
Very dissatisfied	5%	4%	5%	6%	-

11.2 Satisfaction with decision to attend this university

Over 9 in 10 first-year students are satisfied with *their decision to attend their university*, including 26% who are very satisfied.

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

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Very satisfied	26%	30%	25%	23%	35%
Satisfied	66%	63%	66%	68%	59%
Dissatisfied	7%	6%	8%	7%	5%
Very dissatisfied	2%	2%	2%	2%	2%

11.3 Recommend university to others

Students were asked to rate the likelihood that 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), participating universities have a score of 14% (33% promoters minus 19% detractors).

Table 34: Recommend university to others (EVAL14)

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Promoter (rating of 9 or 10)	33%	39%	31%	31%	51%
Passive (rating of 7 or 8)	48%	45%	49%	49%	35%
Detractor (rating of 0 to 6)	19%	17%	20%	20%	14%
Net promoter score (promoter minus detractor)	+14	+22	+11	+12	+38
Note: The net promoter score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.					

12.0 Goal development

12.1 Chosen a major or discipline

At the time of the survey, 74% of first-year students said they had selected their major or discipline.

Table 35: Chosen a major or discipline (GOAL1)					
	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Yes	74%	71%	77%	74%	92%
No	26%	29%	23%	26%	8%

12.2 Post-graduation plans

At this early point in their university studies, students are equally likely to want to apply to a *professional program* (30%) as *graduate school* (33%), although many are unsure at this point.

Table 36: Post-graduation plans					
	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Apply to professional program (GOAL3)					
Yes	30%	33%	26%	33%	29%
No	33%	29%	35%	32%	34%
Unsure	38%	38%	39%	35%	38%
Apply to graduate school (GOAL4)					
Yes	33%	33%	32%	34%	20%
No	20%	20%	20%	20%	29%
Unsure	47%	47%	48%	46%	51%

12.3 Career planning

Overall, 33% of first-year students have a specific career in mind, while another 32% have several possible careers in mind. Despite many having a career (or two) in mind, just 20% said they know their career options very well.

Table 37: Career plans					
	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Description of career plans (GOAL5)					
I have a specific career in mind	33%	40%	29%	32%	55%
I have several possible careers in mind	32%	30%	33%	32%	24%
I have some general ideas but I need to clarify them	24%	20%	25%	25%	14%
I am unsure, but I want to develop a career plan	10%	8%	10%	10%	6%
I am not thinking about a career at this stage of my studies	2%	2%	2%	2%	2%
How well students know career options (GOAL6)					
Very well	20%	22%	20%	19%	35%
Fairly well	49%	49%	51%	47%	48%
Only a little	27%	25%	26%	30%	14%
Not at all	4%	4%	3%	4%	3%

12.4 Steps taken for employment post-graduation

About 9 in 10 first-year students have taken at least one step to prepare for employment or a career after graduation. Most often these steps are informal, such as *talking with parents/family* (78%), *talking with friends* (69%), or *talking with professors* (25%) about career options. Among more concrete behaviours, 44% of first-year students *have a resumé or CV*.

Table 38: Steps taken to prepare for employment or career after graduation

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Talked with parents/family about employment/career (GOAL8)	78%	79%	78%	77%	85%
Talked with friends about employment/career (GOAL9)	69%	68%	70%	68%	68%
Created resumé/curriculum vitae (GOAL10)	44%	35%	48%	46%	41%
Talked with professors about employment/career (GOAL7)	25%	28%	25%	23%	36%
Volunteered in chosen field of employment (GOAL15)	24%	28%	23%	23%	42%
Attended an employment fair (GOAL12)	21%	17%	21%	23%	8%
Met with a career counsellor (GOAL13)	17%	16%	16%	20%	7%
Worked in chosen field of employment (GOAL14)	15%	13%	15%	15%	19%
Created an e-portfolio (GOAL11)	13%	10%	14%	13%	10%
I have a career mentor (GOAL16)	6%	6%	5%	8%	8%
None (GOAL17)	9%	9%	9%	10%	4%

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

13.0 Satisfaction with facilities and services

13.1 General facilities and services

The table below shows that some services are used by first-year students more often than others. For instance, the most commonly used resources are *on-campus bookstores* (71%), *food services* (62%), and *library electronic resources* (52%), while few students reported using the *facilities for student associations* (9%).

Table 39: Use of general facilities and services

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
On-campus bookstores (SRV18)	71%	75%	69%	72%	83%
Food services (SRV25)	62%	65%	64%	58%	61%
Library electronic resources (SRV5)	52%	57%	51%	51%	80%
Online campus bookstores (SRV19)	48%	49%	49%	48%	69%
On-campus library (SRV4)	40%	44%	38%	40%	65%
Athletic facilities (SRV16)	38%	38%	40%	36%	61%
University residences (SRV13)	37%	37%	43%	28%	71%
Parking (SRV26)	27%	38%	25%	24%	41%
Campus medical services (SRV20)	16%	15%	16%	17%	27%
Other recreational facilities (SRV17)	16%	18%	17%	14%	11%
Facilities for university-based social activities (SRV22)	15%	17%	16%	14%	18%
Computing services help desk (SRV24)	12%	15%	12%	10%	6%
Facilities for student associations (SRV23)	9%	8%	9%	10%	6%

Difference by visible minority. Students who self-identify as a member of a visible minority (17%) are statistically less likely to report using *parking* than those who did not self-identify (37%).

The table below shows very little difference in the satisfaction of those who used each general facility or service, with the exception of *parking* (53%) and *food services* (74%).

Table 40: Satisfaction with general facilities and services (% satisfied or very satisfied)

	All students	Group 1	Group 2	Group 3	Nipissing University
On-campus library (SRV4SAT)	96%	96%	96%	97%	98%
Library electronic resources (SRV5SAT)	95%	95%	95%	95%	96%
Other recreational facilities (SRV17SAT)	95%	96%	94%	97%	93%
Facilities for university-based social activities (SRV22SAT)	94%	95%	93%	95%	96%
On-campus bookstores (SRV18SAT)	93%	94%	93%	94%	91%
Online campus bookstores (SRV19SAT)	93%	94%	92%	94%	92%
Facilities for student associations (SRV23SAT)	93%	96%	92%	92%	100%
Computing services help desk (SRV24SAT)	92%	94%	91%	93%	100%
Athletic facilities (SRV16SAT)	92%	94%	91%	92%	94%
Campus medical services (SRV20SAT)	85%	88%	84%	85%	89%
University residences (SRV13SAT)	80%	84%	81%	75%	93%
Food services (SRV25SAT)	74%	72%	74%	74%	79%
Parking (SRV26SAT)	53%	54%	53%	52%	61%

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

13.2 Academic services

With the exception of *academic advising* (which 38% have used), between 7% and 16% of first-year students have used the academic services shown in the table below.

Table 41: Use of academic services

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
Academic advising (SRV9)	38%	41%	37%	38%	56%
Study skills and learning supports (SRV11)	16%	15%	17%	15%	14%
Writing skills (SRV12)	15%	18%	13%	16%	9%
Tutoring (SRV10)	14%	13%	14%	15%	11%
Co-op offices and supports (SRV21)	7%	3%	11%	5%	<1%

Students who have used each academic service reported very high levels of satisfaction, ranging from 87% to 93%.

Table 42: Satisfaction with academic services (% satisfied or very satisfied)

	All students	Group 1	Group 2	Group 3	Nipissing University
Study skills and learning supports (SRV11SAT)	93%	94%	92%	93%	94%
Co-op offices and supports (SRV21SAT)	90%	94%	89%	90%	100%
Writing skills (SRV12SAT)	89%	91%	88%	88%	92%
Tutoring (SRV10SAT)	89%	92%	87%	89%	80%
Academic advising (SRV9SAT)	87%	89%	87%	87%	92%

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

13.3 Special services

As the name implies, special services are those that tend to be created for specific groups of students. Only one service (*financial aid* - 21%) is used by more than 10% of students.

Table 43: Use of special services

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
Financial aid (SRV15)	21%	23%	22%	19%	36%
Personal counselling (SRV8)	10%	10%	10%	9%	17%
Career counselling (SRV7)	7%	7%	8%	8%	2%
Advising for students who need financial aid (SRV14)	6%	7%	6%	5%	10%
Employment services (SRV6)	5%	4%	6%	4%	4%
Services for students with disabilities (SRV3)	5%	6%	5%	4%	11%
Services for international students (SRV2)	5%	5%	4%	6%	<1%
Services for Indigenous students (SRV1)	1%	2%	1%	2%	2%

Difference by visible minority. As might be expected, students who self-identify as a member of a visible minority (8%) are statistically more likely to report using *services for international students* than those who did not self-identify (2%).

Satisfaction with special services is also very high, with at least 82% of those who used a service saying that they are satisfied or very satisfied with it. Interestingly, the special services that are used more frequently tend to be those that have a lower proportion of students satisfied, as *financial aid* and *personal counselling* are used most often.

Table 44: Satisfaction with special services (% satisfied or very satisfied)

	All students	Group			Nipissing University
		1	2	3	
Services for Indigenous students (SRV1SAT)	93%	93%	93%	92%	100%
Services for international students (SRV2SAT)	91%	95%	90%	89%	100%
Services for students with disabilities (SRV3SAT)	89%	90%	88%	90%	93%
Career counselling (SRV7SAT)	87%	88%	87%	87%	50%
Employment services (SRV6SAT)	86%	85%	85%	88%	100%
Financial aid (SRV15SAT)	86%	89%	84%	87%	98%
Personal counselling (SRV8SAT)	84%	86%	84%	82%	91%
Advising for students who need financial aid (SRV14SAT)	82%	88%	78%	82%	92%

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

14.0 Academic profile

Examining students' academic profiles shows that the majority are attending full-time (95%), began their post-secondary studies this academic year (92%) at their current university (91%), did not transfer from another institution (97%), and reported an average grade of B- or higher (78%).

Group 3 students are more likely to have started their post-secondary studies in 2017 or earlier when compared to Group 2 and Group 1 students.

Table 45: Academic profile

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Course load (LOAD)					
Full-time	95%	98%	92%	97%	98%
Part-time	5%	2%	8%	3%	2%
Year began post-secondary studies (HIST1)					
2018/2019	92%	95%	97%	84%	99%
2017	3%	3%	1%	4%	<1%
2016	2%	<1%	<1%	5%	-
2015	1%	<1%	<1%	4%	-
2014 or earlier	2%	<1%	1%	3%	-
Year began studies at this university (HIST2)					
2018/2019	91%	88%	94%	89%	94%
2017 or earlier	9%	12%	6%	11%	6%
Transferred from other institution (HIST3)					
Yes	3%	3%	2%	6%	-
Reported university grade (HIST4)					
A-, A, or A+	30%	29%	30%	30%	21%
B-, B, or B+	48%	49%	48%	46%	62%
C-, C, or C+	19%	19%	19%	20%	16%
D	2%	2%	2%	3%	<1%
F	<1%	<1%	<1%	<1%	-

Difference by age. The older a student is, the more likely they are to have started their post-secondary studies in 2017 or earlier and to have transferred from another institution.

15.0 Current employment

Overall, 36% of first-year students are currently employed, most often off campus. Among those who are currently employed, results show that the typical student works about 14 hours per week and about 43% said that their employment has a negative impact on their academic performance.

Table 46: Employment status

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
Currently employed (WORK1)					
Yes, both on and off campus	1%	2%	1%	1%	3%
Yes, on campus	3%	3%	3%	2%	3%
Yes, off campus	32%	36%	27%	36%	17%
No, but seeking work	30%	27%	31%	29%	34%
No, not seeking work	35%	33%	38%	32%	43%
Number of hours worked per week* (WORK2)					
10 or less	42%	41%	46%	39%	45%
11 to 20	44%	46%	41%	47%	48%
21 to 30	10%	11%	9%	11%	6%
Over 30	3%	2%	3%	3%	-
Average	13.8	14.0	13.4	14.1	12.0
Impact of employment on academic performance* (WORK3)					
Very positive	3%	4%	3%	3%	6%
Somewhat positive	9%	9%	10%	9%	13%
No impact	45%	45%	47%	44%	42%
Somewhat negative	39%	39%	37%	40%	32%
Very negative	4%	3%	4%	4%	6%

* 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.

16.0 Finances

16.1 Credit cards

About 57% of first-year students reported having at least one credit card, although just 15% have two or more cards. Among those students who have credit cards, 87% reported that 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 36% said it is zero. Among those with an unpaid balance, the average credit card debt is $1,047.

Table 47: Credit cards

	All students (n=18,092)	Group 1 (n=6,335)	Group 2 (n=6,712)	Group 3 (n=5,045)	Nipissing University (n=133)
Number of credit cards (FIN1)					
None	43%	53%	43%	36%	41%
One	42%	35%	42%	48%	47%
Two	6%	4%	6%	6%	6%
Three or more	9%	9%	9%	9%	6%
Regularly pay off balance each month* (FIN2)					
Yes	87%	83%	88%	87%	86%
Total credit card balance* (FIN3)					
Zero	36%	34%	35%	38%	38%
$500 or less	9%	9%	9%	9%	8%
$501 to $1,000	3%	3%	2%	3%	8%
Over $1,000	2%	2%	1%	2%	1%
Don't know	51%	52%	53%	48%	45%
Average (all with credit card)	$196	$268	$158	$205	$225
Average (those with unpaid balance)	$1,047	$1,450	$803	$1,041	$1,214

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

Differences by age. The older a student is, the more likely they are to have two or more credit cards, increasing from 13% of those aged 18 and younger to 32% of those aged 22 and older. Older students also carry more credit card debt, as the average credit card debt load among those with unpaid debt is $753 for those 18 and younger compared to $1,807 for those 22 and older.

16.2 Financial awards and assistance

Overall, 64% of first-year students said they have received a financial award from their university. Among those who received an award, 33% said they would not have been able to attend university without this financial assistance.

Group 2 (73%) students are much more likely than Group 1 (57%) and Group 3 (56%) to report receiving a financial award from their university, although the proportion who would not have been able to attend without the award/assistance is somewhat similar across university groups.

Table 48: Financial awards and assistance

	All students (n=18,092)	Group			Nipissing University (n=133)
		1 (n=6,335)	2 (n=6,712)	3 (n=5,045)	
Received financial award from this university (FIN4)					
Yes	64%	57%	73%	56%	87%
Would have been able to attend without financial assistance* (FIN5)					
Yes	67%	63%	67%	70%	63%
No	33%	37%	33%	30%	37%

* Only students who received a financial award or bursary from this university were asked if they would have been able to attend without financial assistance.

Difference by university grades. As students' university grades decrease, students are less likely to report receiving a financial award from their university, declining from 78% of those with a grade of A- or higher to 51% of those with a C+ or lower.

Difference by age. The older a student is, the less likely they are to report that they received a financial award, decreasing from 69% of students 18 and younger to 24% of those 22 and older.