CUSC CCREU
Canadian University Survey Consortium
Consortium canadien de recherche sur les étudiants

PRA
Prairie Research Associates

2020 Middle-Years Students Survey
Nipissing University
June 2020

Acknowledgment:

The Canadian University Survey Consortium – Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU) wishes to acknowledge the excellent work of Prairie Research Associates Inc. (PRA) for assistance with all aspects of this research. The surveys could not proceed without the cooperation and support of institutional contacts at all our participating institutions; we are grateful for their support. And finally, we appreciate the willingness of the thousands of students who complete our surveys. Their willingness to take the time to complete the surveys and help Canadian institutions find ways to improve is appreciated.

2020 CUSC-CCREU Survey of Middle Years Students © 2020

The 2020 CUSC-CCREU Survey of Middle Years Students is copyrighted and cannot be used or reproduced without written consent.

Canadian University Survey Consortium – Consortium canadien de recherche sur les étudiants universitaires
Office of Institutional Analysis
University of Winnipeg
515 Portage Ave
Winnipeg MB R3B 2E9

Email: admin@cusc-ccreu.ca
Twitter: @CUSC_CCREU

CUSC CCREU
Canadian University Survey Consortium
Consortium canadien de recherche sur les étudiants universitaires

PRA

Table of Contents

EXECUTIVE SUMMARY i

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

2.0 Profile of middle-years students 5
- 2.1 Personal profile 5
- 2.2 Disabilities 6
- 2.3 Living arrangements 6
- 2.4 Main method of commuting to campus 7
- 2.5 Parents' education 7
- 2.6 Academic profile 8

3.0 Activities 9
- 3.1 Involvement in campus activities 9
- 3.2 Involvement in community service and volunteer activities 9
- 3.3 Study patterns 10

4.0 Current employment 11

5.0 Professors 12
- 5.1 Perceptions of professors 12
- 5.2 Most important aspect of teaching 12
- 5.3 Ability to evaluate teaching 13
- 5.4 Satisfaction with quality of teaching 13

6.0 Perceptions of staff 13

7.0 Growth and development 14
- 7.1 Contribution to communication skills 14
- 7.2 Contribution to analytical and learning skills 14
- 7.3 Contribution to working skills 14
- 7.4 Contribution to life skills 15

8.0 Commitment to completion 15
- 8.1 Financial resources to complete program 15
- 8.2 Perceptions of university education 16
- 8.3 Perceptions of effort 16
- 8.4 Commitment to completion 17
- 8.5 Plans to change institutions 17
- 8.6 University is worth the cost 18

9.0 Expectations and experience 18

10.0 Overall evaluation 19
- 10.1 Satisfaction with concern shown by university 19
- 10.2 Satisfaction with decision to attend this university 19
- 10.3 Recommend university to others 19

11.0 Goal development 20
11.1 Choosing a discipline or major 20
11.2 Plans for additional schooling 20
11.3 Career plans 21
11.4 Steps taken to prepare for employment 21

12.0 Satisfaction with facilities and services 22
12.1 General facilities and services 22
12.2 Academic services 23
12.3 Special services 23

13.0 Finances 24
13.1 Credit cards 24
13.2 Debt from financing post-secondary education 25
13.3 Sources of university funding 26

Appendix A – 2020 CUSC-CCREU Survey (© 2020)
Appendix B – Data Licensing & Membership Agreement

EXECUTIVE SUMMARY

Introduction

The 2020 *Middle-Years Student Survey* marks the 26th cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). The survey involved 29 universities and over 20,000 students from across Canada.

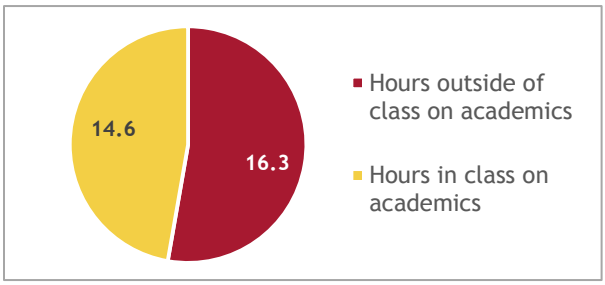
Profile of middle-years students

- The majority of middle-years students tend to be studying full-time, Canadian citizens, single, female, living separate from their parents/family, non-visible minority, 22 years old, and have a B- to B+ average.
- About one-third of students report having a disability, with mental health conditions being the most common.
- Just 14% of middle-years students are first-generation students — that is, neither parent has had any post-secondary education.

Activities

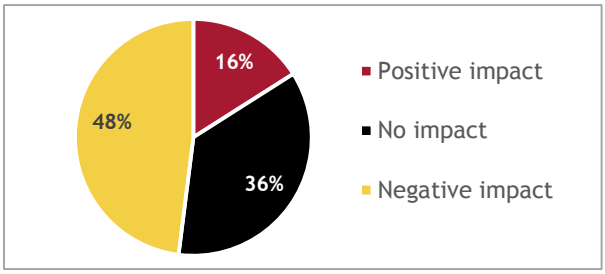
About 23% of students volunteer on or off campus for an average of three to four hours per week.

On average, students spend about 31 hours per week on their studies, with slightly more hours spent outside of class than in class.



Employment

Fifty-six percent of middle-years students are employed, working about 17 hours a week. Among those who are employed, three times as many say that their employment has had a negative rather than positive impact on their academic performance.

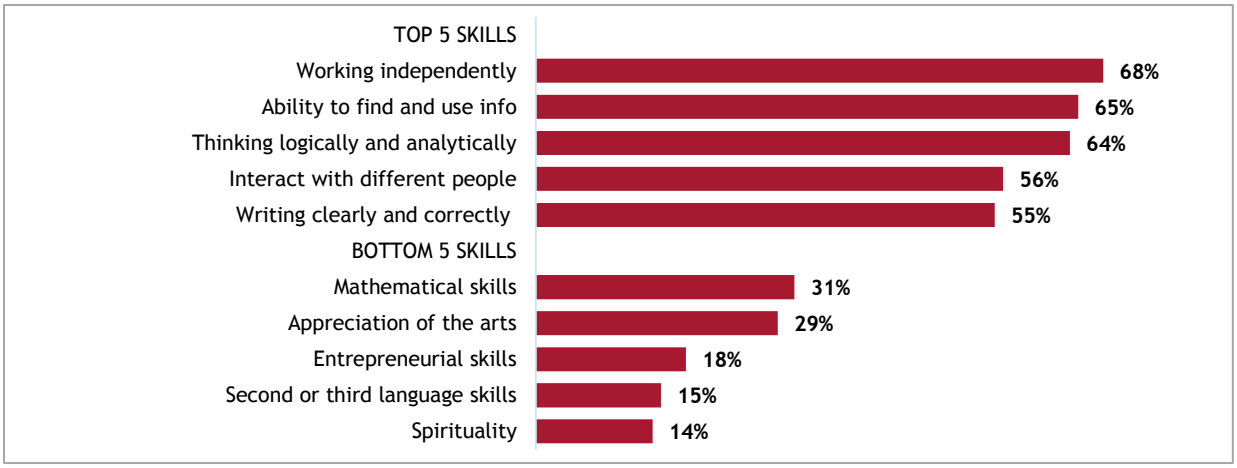


Professors and staff

- Students reported having had positive experiences with professors, as only one area received less than 70% agreement — *professors taking a personal interest in their academic progress* (57%). In addition, students say it is most important for professors to *communicate well in their teaching* (39% rated as most important).
- 71% of students said they *were given the chance to evaluate the quality of teaching in their courses* in all their courses.
- Almost 9 in 10 agreed that they are *generally satisfied with the quality of teaching they received*, including 15% who strongly agreed.
- The vast majority of students agreed that *most university support staff are helpful* and *most teaching assistants in their academic program are helpful*.

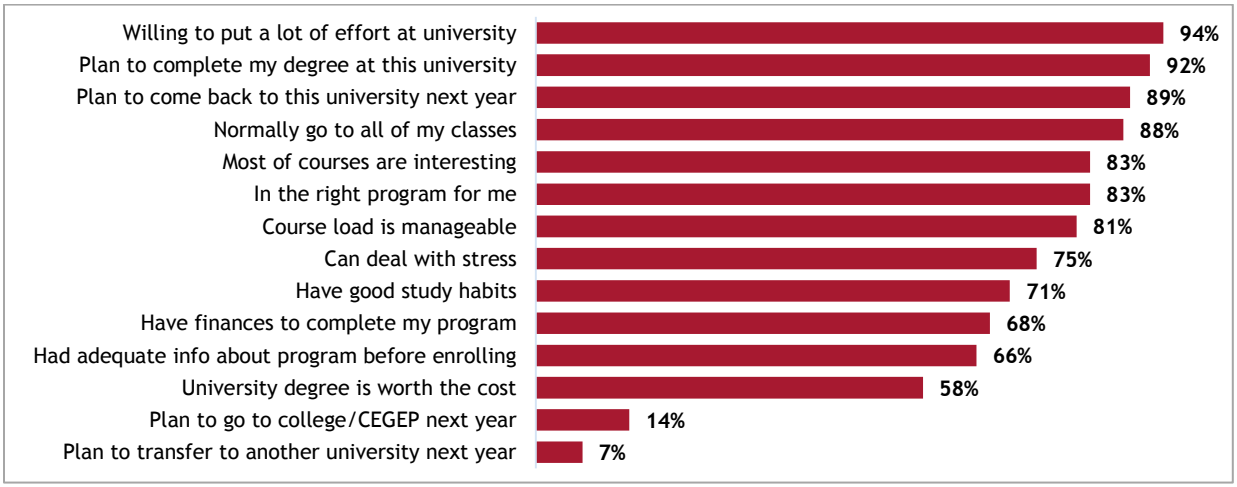
Growth and development

Students were asked to rate the extent to which their university contributes to 29 skills. The top and bottom skills according to ratings of institutions contributing much or very much are shown below.



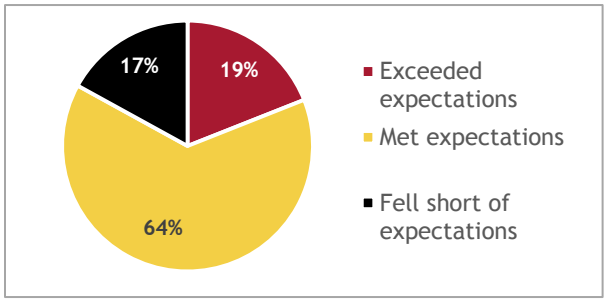
Commitment to completion

Several measures were used to gauge students' commitment to completing their programs at their universities, and agreement with each statement is shown below.



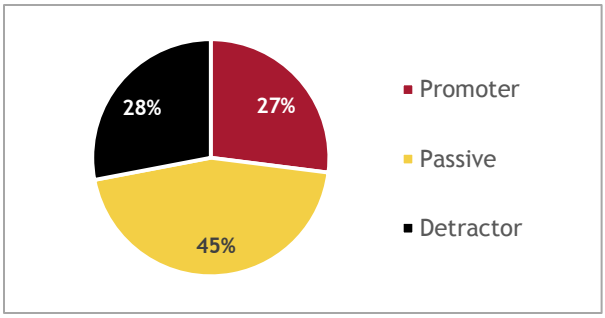
Expectations and experience

The majority of middle-years students say that their experiences *met their expectations*, while about equal numbers say their experiences *exceeded* and *fell short*.



Overall evaluation of student experiences

- Nine in 10 are satisfied with *their decision to attend their university* and 2 in 3 are satisfied with the *concern shown by the university for them as an individual*.
- 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 -1 (27% promoters minus 28% detractors).

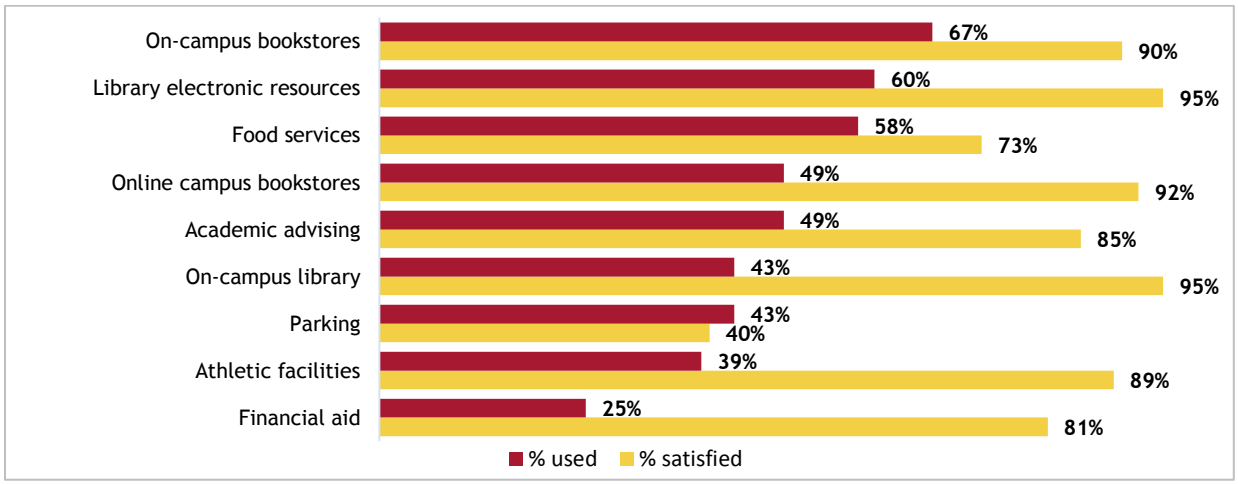


Goal development

- 92% of middle-years students said they had selected their major or discipline.
- Middle-years students are more likely to intend to apply to a *graduate school* (34%) than a *professional program* (28%).
- 32% of middle-years students have a specific career in mind. Despite many having a career (or two) in mind, just 20% said they know their career options very well.
- Almost all middle-years students have taken at least one step to prepare for employment or their career after graduation; most commonly, steps that might be considered casual — that is, *talking with parents, family, or friends about employment*.

Satisfaction with facilities and services

Satisfaction with facilities and services used by at least 20% of students are shown below.



Finances

- 86% have at least one credit card, carrying a balance of just over $1,000.
- 43% of middle-years students owe money, most commonly *government student loans*. The average debt among all students is almost $10,000, but this more than doubles when only those reporting debt are considered.
- Students required just over $17,000 to finance their current year of education, most commonly relying on *parents, family or spouse*, *employment* (summer or current), and *government loans*.

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:

- 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 26th 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 2020 Middle-Years Student Survey can be found in Appendix A.

Table 1: Past CUSC-CCREU surveys

Year	Sample	Number of participating universities
2014	Middle-years students	28
2017	Middle-years students	24
2020	Middle-years students	29

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 16.1% to 58.3%, with an overall response rate of 28.5%. This yielded 20,449 students who completed the survey.[1]

Table 2: Survey response rate

University (province)	Surveys		Response rate
	Distributed	Completed	
Ambrose University (Alberta)	203	90	44.3%
Athabasca University (Alberta)	1,084	401	37.0%
Burman University (Alberta)	171	78	45.6%
Canadian Mennonite University (Manitoba)	265	147	55.5%
Capilano University (Alberta)	1,127	183	16.2%
Carleton University (Ontario)	3,000	683	22.8%
Concordia University of Edmonton (Alberta)	759	354	46.6%
Lakehead University (Ontario)	2,396	1,148	47.9%
MacEwan University (Alberta)	5,199	1,914	36.8%
McMaster University (Ontario)	13,162	2,115	16.1%
Mount Royal University (Alberta)	4,639	1,587	34.2%
Mount Saint Vincent University (Nova Scotia)	1,393	347	24.9%
Nipissing University (Ontario)	1,220	308	25.2%
Redeemer University (Ontario)	297	149	50.2%
Simon Fraser University (British Columbia)	1,000	583	58.3%
St. Mary's University (Alberta)	222	108	48.6%
The King's University (Alberta)	289	149	51.6%
Thompson Rivers University (British Columbia)	1,000	360	36.0%
Trent University (Ontario)	1,000	251	25.1%
Trinity Western University (British Columbia)	1,034	182	17.6%
University of Calgary (Alberta)	8,973	3,094	34.5%
University of Lethbridge (Alberta)	3,376	1,619	48.0%
University of Northern British Columbia (British Columbia)	1,101	419	38.1%
University of Regina (Saskatchewan)	3,000	1,158	38.6%
University of Saskatchewan (Saskatchewan)	1,500	306	20.4%
University of the Fraser Valley (British Columbia)	2,367	529	22.3%
University of Victoria (British Columbia)	1,000	197	19.7%
University of Winnipeg (Manitoba)	2,000	537	26.9%
Wilfrid Laurier University (Ontario)	8,920	1,453	16.3%
Total	**71,697**	**20,449**	**28.5%**

[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	
Ambrose University (Alberta)	203	0.2%	90	0.4%	0.407
Athabasca University (Alberta)	1,084	1.0%	401	2.0%	0.488
Burman University (Alberta)	171	0.2%	78	0.4%	0.396
Canadian Mennonite University (Manitoba)	265	0.2%	147	0.7%	0.325
Capilano University (Alberta)	1,127	1.0%	183	0.9%	1.112
Carleton University (Ontario)	9,373	8.3%	683	3.3%	2.478
Concordia University of Edmonton (Alberta)	759	0.7%	354	1.7%	0.387
Lakehead University (Ontario)	2,396	2.1%	1,148	5.6%	0.377
MacEwan University (Alberta)	5,199	4.6%	1,914	9.4%	0.490
McMaster University (Ontario)	13,162	11.6%	2,115	10.3%	1.124
Mount Royal University (Alberta)	4,639	4.1%	1,587	7.8%	0.528
Mount Saint Vincent University (Nova Scotia)	1,393	1.2%	347	1.7%	0.725
Nipissing University (Ontario)	1,220	1.1%	308	1.5%	0.715
Redeemer University (Ontario)	297	0.3%	149	0.7%	0.360
Simon Fraser University (British Columbia)	11,938	10.5%	583	2.9%	3.697
St. Mary's University (Alberta)	222	0.2%	108	0.5%	0.371
The King's University (Alberta)	289	0.3%	149	0.7%	0.350
Thompson Rivers University (British Columbia)	3,108	2.7%	360	1.8%	1.559
Trent University (Ontario)	5,629	5.0%	251	1.2%	4.049
Trinity Western University (British Columbia)	1,034	0.9%	182	0.9%	1.026
University of Calgary (Alberta)	8,973	7.9%	3,094	15.1%	0.524
University of Lethbridge (Alberta)	3,376	3.0%	1,619	7.9%	0.376
University of Northern British Columbia (British Columbia)	1,101	1.0%	419	2.0%	0.474
University of Regina (Saskatchewan)	5,680	5.0%	1,158	5.7%	0.886
University of Saskatchewan (Saskatchewan)	8,331	7.4%	306	1.5%	4.915
University of the Fraser Valley (British Columbia)	2,367	2.1%	529	2.6%	0.808
University of Victoria (British Columbia)	7,639	6.7%	197	1.0%	7.001
University of Winnipeg (Manitoba)	3,370	3.0%	537	2.6%	1.133
Wilfrid Laurier University (Ontario)	8,920	7.9%	1,453	7.1%	1.108
Total	113,265	**100.0%**	**20,449**	**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 population.

Table 4: Categories of participating universities

Group 1 (n = 19)	Group 2 (n = 7)	Group 3 (n = 3)
Ambrose University	Carleton University	McMaster University
Athabasca University	Lakehead University	University of Calgary
Burman University	Simon Fraser University	University of Saskatchewan
Canadian Mennonite University	Thompson Rivers University	
Capilano University	University of Regina	
Concordia University of Edmonton	University of Victoria	
MacEwan University	Wilfrid Laurier University	
Mount Royal University		
Mount Saint Vincent University		
Nipissing University		
Redeemer University		
St. Mary's University		
The King's University		
Trent University		
Trinity Western University		
University of Lethbridge		
University of Northern British Columbia		
University of the Fraser Valley		
University of Winnipeg		

1.5 Statistically significant differences

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

Table 5: Criteria for statistical significance

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

1.6 Non-response

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

2.0 Profile of middle-years students

2.1 Personal profile

- About twice as many females as males completed the survey.
- Although the average age of students is just about 22, 71% of students are under 22 years age, which seems to indicate the typical middle year student is between 19 and 21. Those attending Group 1 universities tend to be older on average than those attending Group 2 or Group 3.
- Given students' ages, it is not surprising that very few are married or have children. Visible minority students (76%) are more likely than non-visible minority students (61%) to report being single.
- The vast majority of students are Canadian citizens.
- Although it falls below the threshold for statistical significance, it appears that students attending Group 1 institutions are less likely to self-identify as a member of visible minority group than students at Group 2 or Group 3 institutions.

Table 6: Personal profile

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Gender (GENDER)					
Male	33%	29%	37%	33%	24%
Female	67%	71%	63%	67%	76%
Other	<1%	<1%	<1%	<1%	<1%
Age as of September 1, 2019 (AGE)					
18 and under	7%	4%	7%	9%	7%
19	23%	17%	24%	27%	30%
20 to 21	41%	39%	44%	40%	44%
22 to 24	14%	19%	12%	12%	6%
25 and over	15%	21%	14%	11%	12%
Average age	22.1	23.2	21.9	21.3	21.6
Marital status (LIVE3)					
Single	68%	64%	69%	70%	62%
In a relationship	23%	24%	24%	22%	29%
Married or common-law	9%	12%	7%	8%	9%
Children (LIVE4-7)					
Yes	6%	8%	6%	4%	8%
- Under 5 years old	3%	3%	2%	2%	3%
- 5 to 11 years old	3%	4%	3%	2%	4%
- 12 years old or older	3%	4%	3%	2%	3%
Citizenship (CITIZENSHIP)					
Canadian citizen	86%	90%	83%	88%	98%
Permanent resident	5%	4%	5%	7%	2%
International student	9%	6%	12%	6%	<1%
Visible minority* (ETH1-13)					
Total self-identified	39%	31%	42%	44%	6%
Indigenous (ETH1-13)					
Total self-identified	6%	8%	5%	5%	8%

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

2.2 Disabilities

About one-third of students report having a disability, with mental health conditions being the most common. However, only about one-third of students who report a disability indicate that it impacts them daily.

Table 7: Disabilities

	All students (n=20,449)	Group 1 (n=9,352)	Group 2 (n=5,582)	Group 3 (n=5,515)	Nipissing University (n=308)
Most commonly reported disability (DIS1-12)					
Total self-identified	30%	33%	31%	27%	38%
- Mental health condition	19%	21%	18%	17%	28%
- Attention deficit disorder	6%	7%	7%	5%	7%
- Learning/memory	5%	5%	5%	4%	9%
- Vision	4%	4%	4%	3%	5%
- Chronic conditions	4%	4%	3%	3%	5%
Daily activities always limited by disability (DISF1-12)					
Yes	9%	10%	9%	7%	12%
- Mental health condition	6%	6%	6%	5%	6%
- Attention deficit disorder	3%	3%	3%	2%	3%
- Learning/memory	2%	2%	2%	1%	3%
- Vision	<1%	<1%	<1%	<1%	1%
- Chronic conditions	<1%	1%	<1%	<1%	1%

2.3 Living arrangements

A slight majority of students live away from their parents and family, most commonly in rented housing off campus. Among those not living on campus, one in five students would prefer living on campus.

- Among those who are not currently living on campus, visible minority (30%) students are twice as likely as non-visible minority students (15%) to say they would prefer to live on campus if given the chance.
- The older a student is, the more likely they are to own their own home, and the less likely they are to be living with family.

Table 8: Living arrangements

	All students (n=20,449)	Group 1 (n=9,352)	Group 2 (n=5,582)	Group 3 (n=5,515)	Nipissing University (n=308)
Current living arrangement (LIVE1)					
In rented housing off campus (shared or alone)	47%	40%	51%	51%	49%
With parents, guardians, or relatives	38%	41%	37%	38%	17%
In on-campus housing	6%	9%	6%	4%	25%
In personally-owned home	6%	8%	6%	5%	7%
Other	2%	2%	2%	1%	2%
Prefer to live on campus* (LIVE2)					
Yes	22%	17%	23%	26%	13%

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

2.4 Main method of commuting to campus

Middle-years students most commonly take public transportation to campus, although almost as many report using a vehicle (either alone or in a carpool).

- Visible minority students are more likely than non-visible minority students to use *public transportation* (50% versus 35%) and less likely to *use a vehicle* (30% versus 42%).
- The older a student is, the more likely they are to report *driving*, and the less likely they are to report using *public transportation* or *walking*.

Table 9: Methods of transportation (COMM1)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Public transportation	42%	38%	41%	46%	33%
Vehicle (alone)	30%	40%	28%	22%	43%
Walk	17%	9%	19%	22%	8%
Vehicle (with others)	7%	7%	6%	7%	11%
Bicycle	1%	<1%	2%	1%	
Other	<1%	1%	<1%	<1%	1%
Don't attend campus	3%	4%	3%	<1%	4%

2.5 Parents' education

About 1 in 7 middle-years students are first-generation students; that is, neither parent has had any post-secondary education. Conversely, over 5 in 10 had at least one parent graduate from university or professional school.

- As students get older, they are more likely to be first-generation students, increasing from 11% of those 19 and younger to 27% of those 25 and older.

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

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
High school or less	14%	16%	15%	12%	13%
Some college or university	11%	12%	11%	10%	10%
College, CEGEP, or technical school graduate	19%	23%	17%	18%	38%
University or professional school graduate	37%	34%	37%	40%	32%
Graduate degree	17%	14%	19%	19%	7%
Other	<1%	<1%	<1%	<1%	

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

2.6 Academic profile

- The vast majority of middle-years students are studying full-time, with Group 3 students much more likely to be studying full-time than Group 1 or Group 2 students. The older a student is, the less likely they are to be studying full-time.
- About 1 in 5 students have transferred from another institution, which explains why about one-third began their post-secondary studies over three years ago compared to about one-fifth who registered at their university over three years ago. The older a student is, the more likely they are to have transferred from another institution.
- The most common reasons students report for interrupting their studies are for employment (7%), illness (6%), or financial reasons (5%). The older a student is, the more likely they are to have interrupted their studies.
- Most students report an average grade of B- or higher, with one-third reporting a grade of A- or higher.

Table 11: Academic profile

	All students (n=20,449)	Group 1 (n=9,352)	Group 2 (n=5,582)	Group 3 (n=5,515)	Nipissing University (n=308)
Course load (LOAD)					
Full-time	86%	89%	77%	97%	96%
Part-time	14%	11%	23%	3%	4%
Year began post-secondary studies (HIST1)					
2019 or later	4%	4%	5%	2%	4%
2018	32%	26%	35%	33%	35%
2017	36%	36%	35%	39%	45%
2016	15%	17%	13%	14%	6%
2015	5%	6%	4%	4%	5%
2014 or earlier	9%	11%	8%	8%	5%
Year enrolled at this university (HIST2)					
2019 or later	10%	9%	14%	5%	8%
2018	34%	29%	38%	35%	40%
2017	35%	34%	32%	40%	43%
2016	13%	16%	11%	12%	5%
2015	3%	5%	2%	3%	2%
2014 or earlier	5%	8%	3%	5%	2%
Transferred from other institution (HIST3)					
Yes	20%	22%	24%	12%	17%
Interrupted studies for one or more terms (HIST5-13)					
Yes	21%	24%	23%	16%	15%
Reported university grade (HIST4)					
A-, A, or A+	32%	35%	28%	35%	32%
B-, B, or B+	52%	51%	55%	48%	53%
C-, C, or C+	15%	14%	16%	16%	15%
D	<1%	<1%	<1%	1%	<1%
F	<1%	<1%	<1%	<1%	

3.0 Activities

3.1 Involvement in campus activities

Although participation in various campus activities is not common, when looking at all activities, 42% of students report participating in at least one activity often or very often.

- The older a student is, the less likely they are to participate in student clubs.

Table 12: Involvement in campus activities (% often or very often)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Participated in student clubs (ACT5)	20%	15%	19%	27%	15%
Participated in on-campus student recreational and sports programs (ACT6)	14%	11%	15%	18%	11%
Attended campus social events (ACT1)	13%	12%	12%	14%	13%
Attended public lectures and guest speakers on campus (ACT2)	9%	9%	9%	9%	6%
Attended home games of university athletic teams (ACT7)	8%	10%	7%	8%	24%
Attended campus cultural events (ACT3)	8%	8%	8%	7%	5%
Participated in student government (ACT4)	7%	7%	6%	9%	6%

3.2 Involvement in community service and volunteer activities

Students are more likely to volunteer off-campus than on-campus.

Table 13: Involvement in community service/volunteer activities (% often or very often)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Participated in on/off-campus community service/volunteer activities (ACT8/9)	23%	21%	21%	28%	21%
Participated in off-campus community service/volunteer activities (ACT9)	16%	15%	15%	20%	10%
Participated in on-campus community service/volunteer activities (ACT8)	12%	10%	11%	15%	15%

Among those who participate in volunteer activities, the typical student spends between three to four hours a week.

Table 14: Hours engaged in community service or volunteer activities per week (ACT10)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
None	58%	61%	59%	53%	58%
1 or 2	18%	16%	18%	19%	17%
3 to 5	16%	15%	15%	19%	15%
6 or more	9%	9%	8%	10%	10%
Average hours (all respondents)	1.9	1.8	1.7	2.1	2.0
Average hours (those who participate)	3.5	3.8	3.3	3.6	3.7

3.3 Study patterns

On average, students spend about 31 hours a week on their academic work, almost evenly split between time spent in and out of class. Group 3 students spend more time on academics in and out of class than Group 1 or Group 2 students.

- On average, the lower a students' university grade, the less time they spend on academic activities in and out of class, with a bigger gap in hours spent outside of class (18.5 versus 14.2) than in class (15.4 versus 13.5) when comparing students with an A- or higher average to those with a C+ or lower average.
- The older a student is, the less time they spend in class; however, there are no differences by age for time spent on academics outside of class. Therefore, the ratio of time spent out of class to in class increases with age, from 1:1 for students 19 and younger to 1.3:1 for students 25 and older.

Table 15: Study patterns

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Hours spent per week in scheduled classes and labs (ACT11)					
10 or fewer	29%	32%	33%	21%	13%
11 to 15	36%	38%	38%	32%	49%
16 to 20	20%	18%	17%	26%	22%
21 to 30	12%	10%	9%	18%	13%
More than 30	3%	3%	3%	5%	3%
Average number of hours	14.6	13.8	13.8	16.7	15.8
Hours spent per week on academic work outside of classes and labs (ACT12)					
10 or fewer	43%	47%	43%	38%	42%
11 to 15	17%	18%	17%	17%	23%
16 to 20	16%	15%	16%	18%	16%
21 to 30	14%	13%	14%	16%	14%
More than 30	9%	8%	10%	11%	6%
Average number of hours	16.3	15.1	16.3	17.6	15.4
Total hours spent per week on academic work in and out of class (ACT11/12)					
15 or fewer	14%	16%	15%	10%	7%
16 to 20	13%	15%	14%	9%	11%
21 to 30	30%	31%	31%	28%	38%
31 to 40	21%	21%	20%	25%	23%
More than 40	22%	17%	20%	29%	20%
Average number of hours	30.9	29.0	30.1	34.3	31.3

4.0 Current employment

- Just over half of middle-years students are currently employed, most often off-campus. Although not statistically significant, Group 1 students are more likely to be employed than Group 2 and Group 3 students.
- The typical student works about 17 hours a week, with few working full-time (more than 30 hours a week). Group 1 students work more hours (on average, per week) compared to Group 2 and Group 3 students.
- Students are three-times more likely to indicate their work has negative than positive impact on their academic performance. Although Group 1 students work more hours than Group 2 and Group 3 students, there is very little difference among the groups and students' perceptions of the impact their employment has on their academic performance.
- Students who self-identify as a member of a visible minority (26%) are about twice as likely as non-visible minority students (12%) to say they are seeking work.
- The older a student is, the more likely they are to be employed and the more hours they work, as the average hours per week increases from 13 hours for students 19 and younger up to 25 hours for students 25 and older.
- Students with a C+ or lower average (18.1 hours) work more hours per week on average than those with a A+ or higher (15.4) and report a more negative impact on their academic performance (56% versus 39%).

Table 16: Employment status

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Currently employed (WORK1)					
Yes, both on and off campus	3%	4%	2%	3%	6%
Yes, on campus	8%	7%	7%	9%	12%
Yes, off campus	45%	53%	45%	36%	34%
No, but seeking work	18%	16%	19%	20%	18%
No, not seeking work	26%	20%	26%	32%	29%
Number of hours worked per week* (WORK2)					
10 or less	35%	30%	34%	46%	40%
11 to 20	41%	42%	41%	40%	40%
21 to 30	13%	14%	14%	9%	9%
Over 30	11%	13%	11%	6%	12%
Average	16.7	18.1	17.2	14.0	16.6
Impact of employment on academic performance* (WORK3)					
Very positive	4%	4%	5%	4%	3%
Somewhat positive	12%	13%	12%	13%	12%
No impact	36%	34%	36%	38%	44%
Somewhat negative	44%	45%	44%	42%	38%
Very negative	4%	4%	4%	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.

5.0 Professors

5.1 Perceptions of professors

Students report very positive experiences with professors. The most positive ratings for professors were for *seeming knowledgeable in their fields* (41% strongly agree), *treating students the same regardless of gender* (53% strongly agree), and *treating students the same regardless of race* (53% strongly agree). Students report that the least positive experience with professors was *taking a personal interest in their academic progress* (11% strongly agree).

Table 17: Perception of professors (% agree or strongly agree)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Seem knowledgeable in their fields (PROF6)	97%	97%	96%	97%	98%
Treat students the same regardless of gender* (PROF13)	96%	96%	96%	96%	96%
Treat students the same regardless of race* (PROF14)	95%	95%	95%	95%	97%
Are reasonably accessible outside of class (PROF1)	90%	91%	90%	91%	91%
Encourage students to participate in class discussions (PROF4)	88%	91%	86%	88%	93%
Are fair in their grading (PROF11)	87%	89%	84%	88%	91%
Are well-organized in their teaching (PROF5)	85%	87%	84%	84%	88%
Communicate well in their teaching (PROF7)	84%	88%	82%	85%	92%
Are consistent in their grading (PROF12)	83%	86%	81%	82%	87%
Look out for students' interests* (PROF15)	82%	86%	80%	83%	87%
Treat students as individuals, not just numbers (PROF3)	82%	88%	79%	78%	91%
Are intellectually stimulating in their teaching (PROF8)	79%	83%	76%	80%	86%
Provide useful feedback on academic work (PROF9)	76%	83%	73%	72%	86%
Provide prompt feedback on academic work (PROF10)	71%	77%	68%	68%	81%
Take a personal interest in academic progress (PROF2)	57%	66%	54%	52%	63%

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

5.2 Most important aspect of teaching

Among the same 15 aspects related to professors, students rated *communicating well in their teaching*, *being intellectually stimulating in their teaching*, and *being fair in their grading* as the three most important.

Table 18: Most important aspects of professors (PROF18-20)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Communicate well in their teaching	39%	37%	39%	42%	27%
Are intellectually stimulating in their teaching	34%	32%	32%	38%	32%
Are fair in their grading	32%	29%	34%	34%	25%
Seem knowledgeable in their fields	29%	32%	28%	28%	34%
Are well organized in their teaching	27%	24%	28%	30%	23%
Provide useful feedback on my academic work	24%	25%	26%	22%	25%
Treat students as individuals, not just numbers	22%	26%	20%	20%	34%
Are consistent in their grading	14%	13%	15%	15%	13%
Treat students the same regardless of race	13%	12%	14%	14%	12%
Look out for students' interests	12%	14%	12%	11%	14%
Treat students the same regardless of gender	11%	10%	12%	11%	13%
Take a personal interest in my academic progress	11%	13%	10%	10%	14%
Provide prompt feedback on my academic work	10%	11%	11%	9%	11%
Are reasonably accessible outside of class	10%	11%	10%	9%	12%
Encourage students to participate in class discussions	9%	10%	10%	7%	12%

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

5.3 Ability to evaluate teaching

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

Table 19: Ability to evaluate teaching (PROF16)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
All courses	71%	69%	70%	74%	81%
Most courses	18%	17%	19%	19%	15%
Some courses	7%	9%	7%	5%	4%
No courses	4%	5%	4%	2%	1%

5.4 Satisfaction with quality of teaching

Middle-years students are generally satisfied with the quality of teaching they received, although more tend to agree than strongly agree.

- As students' university grades decrease, they are less likely to strongly agree that, generally, they are satisfied with the quality of teaching they received.

Table 20: Agreement with statement "Generally, I am satisfied with the quality of teaching I have received" (PROF17)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Strongly agree	15%	21%	13%	13%	27%
Agree	71%	68%	71%	73%	69%
Disagree	12%	8%	14%	12%	4%
Strongly disagree	2%	2%	3%	2%	<1%

6.0 Perceptions of staff

Middle-years students agree that *most university support staff are helpful* (25% strongly agree) and *most teaching assistants in my academic program are helpful* (21% strongly agree).

Table 21: Perception of staff (% agree or strongly agree)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Most university support staff are helpful (STAFF2)	87%	89%	86%	87%	91%
Most teaching assistants are helpful (STAFF1)	79%	81%	77%	79%	77%

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

7.0 Growth and development

7.1 Contribution to communication skills

Among communication skills, universities contributed most to students' growth and development in *writing clearly and correctly* (17% very much) and *speaking to small groups* (16% very much).

Table 22: Contribution to communication skills (% much or very much)					
	All students (n=20,449)	Group 1 (n=9,352)	Group 2 (n=5,582)	Group 3 (n=5,515)	Nipissing University (n=308)
Writing clearly and correctly (DVL8)	55%	62%	52%	52%	59%
Speaking to small groups (DVL6)	49%	53%	44%	51%	53%
Speaking to a class or audience (DVL7)	38%	45%	34%	37%	41%
Second or third language skills (DVL12)	15%	14%	16%	14%	10%

7.2 Contribution to analytical and learning skills

Among analytical and learning skills, students indicated that universities contributed most to their *ability to find and use information* (22% very much) and *thinking logically and analytically* (21% very much). Students rated their university as contributing least to *mathematical skills* (11% very much).

- Male (43%) students are more likely than female (25%) students to say that universities contributed much or very much to their *mathematical skills*.

Table 23: Contribution to analytical and learning skills (% much or very much)					
	All students (n=20,449)	Group 1 (n=9,352)	Group 2 (n=5,582)	Group 3 (n=5,515)	Nipissing University (n=308)
Ability to find and use information (DVL11)	65%	67%	63%	66%	62%
Thinking logically and analytically (DVL1)	64%	65%	63%	65%	62%
Listening to others to absorb information accurately (DVL10)	53%	53%	51%	55%	51%
Understanding abstract concepts (DVL5)	52%	53%	50%	54%	54%
Effective study and learning skills (DVL14)	52%	52%	49%	56%	48%
Reading to absorb information accurately (DVL9)	50%	51%	49%	51%	49%
Thinking creatively to find ways to achieve an objective (DVL4)	48%	50%	46%	47%	46%
Mathematical skills (DVL2)	31%	27%	32%	34%	24%

7.3 Contribution to working skills

Students' perceptions of their university's contribution to their working skills varied greatly, from *working independently* (28% very much) to *entrepreneurial skills* (5% very much).

Table 24: Contribution to work skills (% much or very much)					
	All students (n=20,449)	Group 1 (n=9,352)	Group 2 (n=5,582)	Group 3 (n=5,515)	Nipissing University (n=308)
Working independently (DVL15)	68%	66%	68%	70%	66%
Skills for planning and completing projects (DVL13)	53%	55%	50%	55%	51%
Cooperative interaction in groups (DVL16)	49%	50%	45%	53%	44%
Skills and knowledge for employment (DVL20)	41%	43%	39%	42%	45%
Knowledge of career options (DVL22)	37%	38%	36%	39%	38%
Computer literacy skills (DVL17)	33%	32%	34%	33%	26%
Entrepreneurial skills (DVL19)	18%	19%	17%	17%	15%

7.4 Contribution to life skills

Students' perceptions varied as to the contribution that their university made to each of 10 skills, deemed "life skills," from *ability to interact with people from backgrounds different from your own* (21% very much) to *spirituality* (5% very much).

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

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Ability to interact with people from backgrounds different from your own (DVL25)	56%	56%	54%	59%	49%
Time management skills (DVL28)	54%	53%	53%	58%	53%
Persistence with difficult tasks (DVL18)	52%	53%	50%	55%	52%
Ability to evaluate your own strengths and weaknesses (DVL24)	51%	53%	48%	52%	49%
Dealing successfully with obstacles to achieve an objective (DVL3)	49%	51%	47%	51%	52%
Moral and ethical judgment (DVL29)	44%	49%	41%	43%	51%
Ability to lead a group to achieve an objective (DVL21)	41%	44%	37%	46%	41%
Self-confidence (DVL23)	37%	42%	35%	36%	42%
Appreciation of the arts (DVL26)	29%	32%	28%	25%	23%
Spirituality (DVL27)	14%	18%	13%	13%	14%

8.0 Commitment to completion

8.1 Financial resources to complete program

Two-thirds of students agree or strongly agree that *they have the financial resources to complete their program*.

Table 26: Agreement that they have financial resources to complete program (CMT1)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Strongly agree	23%	22%	23%	25%	21%
Agree	45%	43%	45%	46%	43%
Disagree	18%	19%	17%	17%	23%
Strongly disagree	7%	8%	7%	7%	5%
Don't know	7%	7%	7%	5%	7%

There appears to be a correlation between average debt and the belief that they have the financial resources to complete their program, as those who are less likely to agree carry higher debt loads. However, this does not appear to be driven by higher costs per year, as the average funding is virtually the same.

Table 27: Agreement that they have financial resources to complete program by average debt and financing per year

	Average total debt	Funding per year
Strongly agree	$4,998	$17,936
Agree	$8,764	$16,623
Disagree	$14,751	$16,906
Strongly disagree	$20,539	$17,735
Don't know	$10,499	$15,850

8.2 Perceptions of university education

Students are more likely to agree that *most of their courses are interesting* (26% strongly agree) and that they are *in the right program for them* (43% strongly agree). Conversely, students are less likely to agree that they *had adequate information about their program from the university before they enrolled*, including 18% who strongly agree.

Table 28: Agreement with statements about university education (% agree or strongly agree)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Most of my courses are interesting (CMT4)	83%	86%	81%	83%	87%
I am in the right program for me (CMT3)	83%	86%	83%	81%	90%
My course load is manageable (CMT5)	81%	84%	81%	79%	85%
I had adequate information about my program from the university before I enrolled (CMT2)	66%	68%	65%	64%	74%

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

8.3 Perceptions of effort

Students are most likely to agree that they are *willing to put a lot of effort into being successful at university* (51% strongly agree), which is reflected in the fact that almost as many agree that they *normally go to all of their classes* (53% strongly agree). Although students may feel that they can put in the effort, fewer say that they *can deal with stress* (21% strongly agree) and have *good study habits* (20% strongly agree).

- Male (29%) students are more likely than female (17%) students to strongly agree that *they can deal with stress*.
- Students with an A- or higher average (84%) are more likely to agree or strongly agree that they *have good study habits* compared to those with a B- to B+ (70%) or C+ or lower (49%) average.

Table 29: Agreement with statements about students' abilities and effort (% agree or strongly agree)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
I am willing to put a lot of effort into being successful at university (CMT7)	94%	95%	93%	95%	96%
I normally go to all of my classes (CMT6)	88%	91%	87%	88%	91%
I can deal with stress (CMT8)	75%	76%	75%	76%	78%
I have good study habits (CMT9)	71%	73%	69%	72%	78%

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

8.4 Commitment to completion

The vast majority of students agree or strongly agree that they *plan to come back to their university next year*; however, 1 in 20 disagree or strongly disagree.

Table 30: Plan to come back to this university next year (CMT10)					
	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Strongly agree	57%	57%	55%	59%	64%
Agree	32%	30%	34%	31%	31%
Disagree	3%	3%	3%	2%	1%
Strongly disagree	2%	3%	2%	2%	<1%
Don't know	6%	7%	6%	6%	4%

Students are slightly more likely to say that they *plan to complete their degree at this university* than *plan to come back to the university next year*. The slight shift may indicate that some may not plan on returning the following year, but are planning to eventually return to complete their degree.

Table 31: Plan to complete my degree at this university (CMT13)					
	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Strongly agree	63%	63%	61%	67%	67%
Agree	29%	27%	31%	26%	28%
Disagree	2%	2%	1%	1%	1%
Strongly disagree	1%	2%	1%	<1%	<1%
Don't know	5%	6%	5%	4%	4%

8.5 Plans to change institutions

Students are about twice as likely to say that they plan to *go to college or CEGEP next year* than they are to say that they plan to *transfer to another university next year*.

Table 32: Plans to change (% agree or strongly agree)					
	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
I plan to go to college/CEGEP next year (CMT12)	14%	15%	13%	14%	8%
I plan to transfer to another university next year (CMT11)	7%	8%	7%	6%	6%

8.6 University is worth the cost

A slight majority agree or strongly agree that *a university degree is worth the cost*.

Table 33: Agreement that university degree is worth the cost (CMT14)					
	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Strongly agree	19%	22%	18%	19%	18%
Agree	39%	38%	38%	40%	36%
Disagree	22%	20%	24%	21%	26%
Strongly disagree	9%	8%	9%	10%	6%
Don't know	11%	12%	11%	10%	14%

There appears to be a correlation between debt and the belief that university is worth the cost, as the average debt level increases the less students agree. However, the cost to finance per year is virtually the same across groups. This seems to indicate that feelings about the cost may be more related to how students finance their education rather than the cost of their education.

Table 34: Agreement that university degree is worth the cost by average debt and total funding per year		
	Average debt	Total funding
Strongly agree	$8,758	$18,075
Agree	$9,169	$16,832
Disagree	$10,848	$16,939
Strongly disagree	$13,364	$16,772
Don’t know	$9,968	$16,100

9.0 Expectations and experience

The majority of middle-years students say that their experiences *met their expectations*, while nearly an equal number say that their expectations were *exceeded* or *fell short*.

- Results show that those with higher average university grades are more likely to say that their university *exceeded their expectations* than those with lower average grades. In fact, 28% of those with an average grade of A- or higher said that their expectations were exceeded, compared to 12% of those with an average grade of C+ or lower.

Table 35: Meeting expectations (EXP18)					
	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Exceeded	19%	26%	15%	17%	33%
Met	64%	60%	66%	65%	54%
Fell short	17%	14%	19%	18%	13%

10.0 Overall evaluation

10.1 Satisfaction with concern shown by university

Two-thirds of middle-years students say that they are satisfied or very satisfied with the *concern shown by the university for them as an individual*.

Table 36: Satisfaction with concern shown by the university for student as an individual (EVAL3)					
	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Very satisfied	7%	12%	6%	5%	14%
Satisfied	59%	63%	57%	58%	63%
Dissatisfied	25%	19%	28%	27%	18%
Very dissatisfied	9%	7%	9%	10%	5%

10.2 Satisfaction with decision to attend this university

About 9 in 10 middle-years students are satisfied with *their decision to attend their university*.

Table 37: Satisfaction with decision to attend this university (EVAL9)					
	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Very satisfied	21%	26%	17%	21%	31%
Satisfied	67%	64%	68%	67%	64%
Dissatisfied	10%	8%	11%	10%	5%
Very dissatisfied	2%	2%	3%	2%	<1%

10.3 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 -1 (27% promoters minus 28% detractors).

Table 38: Recommend university to others (EVAL14)					
	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Promoter (rating of 9 or 10)	27%	34%	21%	28%	41%
Passive (rating of 7 or 8)	45%	44%	46%	46%	36%
Detractor (rating of 0 to 6)	28%	23%	33%	26%	23%
Net promoter score (promoter minus detractor)	-1	+11	-12	+2	+18
Note: The net promoter score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.					

11.0 Goal development

11.1 Choosing a discipline or major

By their middle years, almost all students say that they have chosen a major or discipline.

Table 39: Chosen a major or discipline (GOAL1)					
	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Yes	92%	93%	91%	93%	97%
No	8%	7%	9%	7%	3%

11.2 Plans for additional schooling

After completing their undergraduate studies, about one-third plan on applying to graduate school or a professional program.

Table 40: Post-graduation plans					
	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Apply to graduate school (GOAL4)					
Yes	34%	34%	33%	34%	25%
No	25%	27%	24%	26%	36%
Unsure	41%	39%	43%	40%	39%
Apply to professional program (GOAL3)					
Yes	28%	27%	26%	32%	29%
No	41%	42%	41%	41%	42%
Unsure	31%	31%	33%	27%	30%

11.3 Career plans

Given that these are middle-years students, it is not surprising that many have not formed concrete career plans, as about one-third only *know their career options* a little or not at all.

Table 41: Career plans

	All students (n=20,449)	Group 1 (n=9,352)	Group 2 (n=5,582)	Group 3 (n=5,515)	Nipissing University (n=308)
Description of career plans (GOAL5)					
I have a specific career in mind	32%	36%	27%	34%	44%
I have several possible careers in mind	35%	35%	35%	36%	32%
I have some general ideas but I need to clarify them	23%	20%	26%	21%	18%
I am unsure, but I want to develop a career plan	9%	7%	10%	8%	6%
I am not thinking about a career at this stage of my studies	2%	2%	2%	<1%	<1%
How well students know career options (GOAL6)					
Very well	20%	22%	17%	21%	27%
Fairly well	49%	48%	50%	48%	48%
Only a little	28%	25%	29%	28%	22%
Not at all	4%	4%	4%	4%	3%

11.4 Steps taken to prepare for employment

Almost all middle-years students have taken at least one step to prepare for employment or their career after graduation. Most commonly, they have taken steps that might be considered casual — that is, *talking with parents, family, or friends about employment*.

- As students get older, they are less likely to have *talked with parents/family* or *friends* about their career options.

Table 42: Steps taken to prepare for employment or career after graduation

	All students (n=20,449)	Group 1 (n=9,352)	Group 2 (n=5,582)	Group 3 (n=5,515)	Nipissing University (n=308)
Talked with parents/family about employment/career (GOAL8)	78%	77%	77%	80%	83%
Talked with friends about employment/career (GOAL9)	78%	76%	78%	80%	81%
Created resumé or curriculum vitae (GOAL10)	58%	50%	59%	65%	49%
Talked with professors about employment/career (GOAL7)	40%	46%	37%	39%	42%
Volunteered in chosen field of employment (GOAL15)	32%	35%	28%	34%	49%
Worked in chosen field of employment (GOAL14)	30%	31%	30%	31%	40%
Attended an employment fair (GOAL12)	30%	27%	31%	34%	15%
Met with a career counsellor (GOAL13)	23%	21%	24%	25%	9%
Created an e-portfolio (GOAL11)	18%	17%	19%	18%	10%
I have a career mentor (GOAL16)	7%	8%	6%	7%	6%
None (GOAL17)	5%	6%	6%	4%	5%

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

12.0 Satisfaction with facilities and services

12.1 General facilities and services

The table below shows that some services are used by middle-years students more often than others.

- The younger a student is, the more likely they are to use *university residences* and *athletic facilities*.
- Visible minority students are less likely than non-visible minority students to use *parking* (34% versus 51%).

Table 43: Use of general facilities and services

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
On-campus book stores (SRV18)	67%	68%	65%	68%	70%
Library electronic resources (SRV5)	60%	63%	58%	58%	72%
Food services (SRV25)	58%	59%	56%	61%	54%
Online campus book stores (SRV19)	49%	52%	48%	47%	59%
On-campus library (SRV4)	43%	47%	43%	40%	53%
Parking (SRV26)	43%	48%	41%	41%	53%
Athletic facilities (SRV16)	39%	36%	37%	45%	52%
Campus medical services (SRV20)	19%	16%	20%	23%	26%
Other recreational facilities (SRV17)	16%	14%	15%	19%	12%
Facilities for university-based social activities (SRV22)	15%	14%	15%	17%	14%
Computing services help desk (SRV24)	13%	14%	13%	9%	9%
Facilities for student associations (SRV23)	11%	11%	11%	13%	10%
University residences (SRV13)	11%	13%	11%	10%	31%

Among those who used the facilities and services, results show very little difference in satisfaction with general facilities and services, with the exception of *parking facilities* and, to a lesser extent, *food services*.

Table 44: Satisfaction with general facilities and services (% satisfied or very satisfied)

	All students	Group			Nipissing University
		1	2	3	
Library electronic resources (SRV5SAT)	95%	95%	95%	95%	95%
On-campus library (SRV4SAT)	95%	96%	94%	95%	97%
Other recreational facilities (SRV17SAT)	95%	96%	93%	95%	100%
Facilities for university-based social activities (SRV22SAT)	95%	95%	94%	95%	98%
Computing services help desk (SRV24SAT)	94%	94%	94%	93%	89%
Online campus book store (SRV19SAT)	92%	90%	92%	93%	87%
Facilities for student associations (SRV23SAT)	90%	92%	87%	94%	94%
On-campus book stores (SRV18SAT)	90%	89%	91%	92%	84%
Athletic facilities (SRV16SAT)	89%	91%	88%	90%	95%
Campus medical services (SRV20SAT)	86%	89%	81%	90%	85%
University residences (SRV13SAT)	81%	82%	81%	79%	87%
Food services (SRV25SAT)	73%	68%	76%	75%	80%
Parking (SRV26SAT)	40%	44%	38%	39%	49%

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

12.2 Academic services

A*cademic advising* is used much more than the other four academic services. Students attending Group 2 universities are more likely than those attending Group 1 and Group 3 universities to have used *co-op offices and supports*.

Table 45: Use of academic services

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Academic advising (SRV9)	49%	50%	48%	49%	57%
Co-op offices and supports (SRV21)	15%	7%	21%	13%	2%
Writing skills (SRV12)	12%	12%	13%	11%	6%
Study skills and learning supports (SRV11)	12%	12%	13%	11%	7%
Tutoring (SRV10)	9%	9%	9%	8%	8%

Students who have used academic services report very high levels of satisfaction.

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

	All students	Group			Nipissing University
		1	2	3	
Study skills and learning supports (SRV11SAT)	91%	93%	90%	90%	96%
Writing skills (SRV12SAT)	89%	93%	87%	87%	95%
Tutoring (SRV10SAT)	87%	87%	87%	88%	80%
Academic advising (SRV9SAT)	85%	86%	85%	83%	78%
Co-op offices and supports (SRV21SAT)	84%	86%	83%	85%	100%

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

12.3 Special services

As the name implies, special services are those that tend to be created for specific groups of students, although they are often accessible to all students. Use of these special services ranges quite drastically.

- Students who self-identify as a visible minority are more likely than those who do not to use *services for international students* (9% versus 2%).

Table 47: Use of special services

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Financial aid (SRV15)	25%	30%	22%	27%	37%
Personal counselling (SRV8)	14%	16%	13%	13%	25%
Career counselling (SRV7)	10%	10%	10%	11%	4%
Employment services (SRV6)	9%	8%	9%	10%	12%
Services for students with disabilities (SRV3)	8%	8%	8%	7%	15%
Advising for students who need financial aid (SRV14)	7%	9%	7%	5%	11%
Services for international students (SRV2)	5%	4%	6%	3%	4%
Services for Indigenous students (SRV1)	2%	3%	2%	2%	3%

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

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

	All students	Group			Nipissing University
		1	2	3	
Services for Indigenous students (SRV1SAT)	90%	93%	88%	90%	100%
Services for students with disabilities (SRV3SAT)	88%	89%	85%	91%	89%
Career counselling (SRV7SAT)	86%	86%	88%	83%	82%
Employment services (SRV6SAT)	85%	85%	86%	83%	86%
Services for international students (SRV2SAT)	85%	85%	85%	86%	100%
Personal counselling (SRV8SAT)	81%	86%	77%	81%	90%
Financial aid (SRV15SAT)	81%	83%	81%	77%	94%
Advising for students who need financial aid (SRV14SAT)	78%	80%	78%	76%	91%

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

13.0 Finances

13.1 Credit cards

Eighty-six percent of middle-years students report that they have at least one credit card, including 23% with two or more. Among those students who have credit cards, three-quarters pay off their balance each month and, as such, their current credit card balance should be zero; however, when asked what their current credit card balance is, just 33% say it is zero. The average credit card debt for students who have an unpaid balance is over $3,000.

- Although there are only slight differences in the number of credit cards and repaying balances each month across groups, students in Group 1 carry the most credit card debt.
- The older the student, the more likely they are to have multiple credit cards, and the less likely they are to pay off their balance each month. Older students also carry a higher credit card balance, increasing from $378 for those 19 and younger to $3,228 for those 25 and older.

Table 49: Credit cards

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Number of credit cards (FIN1)					
None	14%	14%	14%	12%	14%
One	63%	61%	62%	66%	67%
Two	15%	16%	15%	16%	11%
Three or more	8%	9%	9%	6%	8%
Regularly pay off balance each month* (FIN2)					
Yes	77%	72%	79%	81%	78%
Total credit card balance* (FIN3)					
Zero	33%	31%	33%	35%	38%
$500 or less	15%	15%	15%	14%	16%
$501 to $1,000	6%	7%	5%	6%	6%
Over $1,000	10%	13%	8%	8%	9%
Don't know	36%	33%	38%	36%	31%
Average (all with credit card)	$1,049	$1,387	$944	$827	$721
Average (those with unpaid balance)	$3,434	$3,764	$3,540	$2,714	$2,717

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

13.2 Debt from financing post-secondary education

Two-fifths of middle-years students report owing money, although some sources are more common than others. For instance, students are about three times more likely to report debt from *government student loans* than from *loans from parents or family*.

Table 50: Sources of debt (DEBT)

	All students (n=20,449)	Group 1 (n=9,352)	Group 2 (n=5,582)	Group 3 (n=5,515)	Nipissing University (n=308)
Any debt	43%	47%	37%	48%	56%
Government student loans	38%	40%	32%	44%	51%
Loans from parents/family	11%	11%	10%	10%	12%
Loans from financial institutions	8%	10%	7%	9%	10%
Debt from other sources	4%	5%	4%	4%	6%

Among all middle-years students, the average education-related debt at the time of the survey was almost $10,000. When only those who report having debt are considered, the average amount of debt is almost 2.5 times higher.

Government student loans account for the most debt at almost $20,000, one and half times higher than *loans from financial institutions* and double the debt from *loans from parents or family*.

- Group 3 students have more debt on average than Group 1 and Group 2 students, largely driven by carrying more debt from *loans from financial institutions*.
- The older the student, the more debt they report, increasing from $6,067 for those 19 and younger up to $18,871 for those 25 and older.

Table 51: Average amount of repayable debt

	All students (n=20,449)	Group 1 (n=9,352)	Group 2 (n=5,582)	Group 3 (n=5,515)	Nipissing University (n=308)
Average total debt (DEBT1AMT-DEBT4AMT)					
All respondents	$9,922	$11,126	$7,575	$12,369	$10,957
Those with debt	$23,032	$23,826	$20,321	$25,544	$19,395
Average among those with these sources					
Government student loans (DEBT1AMT)	$19,779	$21,418	$17,267	$21,014	$15,674
Loans from financial institutions (DEBT2AMT)	$13,570	$11,271	$10,654	$20,596	$13,350
Loans from parents/family (DEBT3AMT)	$9,653	$8,591	$10,072	$10,205	$8,450
Debt from other sources (DEBT4AMT)	$6,725	$8,173	$6,166	$5,570	$10,883

Although the majority of students do not have any debt, the distribution of total student debt tends to skew towards those who are $20,000 or more in debt.

- The older the student, the more likely they are to report having debt. Just 36% of those 19 and younger report having debt compared to 60% of those 25 and older.

Table 52: Total debt (DEBT1AMT-DEBT4AMT)

	All students (n=20,449)	Group 1 (n=9,352)	Group 2 (n=5,582)	Group 3 (n=5,515)	Nipissing University (n=308)
No debt	57%	53%	63%	52%	44%
Less than $5,000	4%	4%	5%	4%	5%
$5,000 to $9,999	5%	5%	5%	6%	11%
$10,000 to $14,999	7%	7%	7%	7%	9%
$15,000 to $19,999	6%	5%	5%	6%	7%
$20,000 or more	21%	25%	16%	26%	24%

13.3 Sources of university funding

13.3.1 Use of sources

The most common source that students use to fund their current year is *parents, family, or spouse*, with many also using earnings from *summer* or *current* employment. The proportion who are currently using *government loans or bursaries* is higher than the proportion who reported debt from this source (Section 13.2).

- Students who self-identify as a member of a visible minority are less likely than those who do not to rely on *earnings from summer work* (31% versus 56%).
- As might be expected, students with an average university grade of A- or higher (57%) are more likely than those with an average grade of B- to B+ (31%) or C+ or lower (20%) to say that they have received a *university scholarship, financial award, or bursary*.
- The older the student, the less likely they are to be financing their education through their *parents, family, or spouse*, their *earnings from summer work*, or *RESPs*.

Table 53: Sources of financing

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
Parents, family, or spouse (INC3)	58%	51%	62%	61%	52%
Earnings from summer work (INC8)	45%	46%	42%	47%	67%
Government loan or bursary (INC1)	45%	46%	39%	53%	63%
Earnings from current employment (INC6/7)	43%	49%	42%	37%	48%
University scholarship, financial award, or bursary (INC2)	37%	40%	33%	41%	58%
RESP (INC10)	23%	20%	23%	26%	30%
Loans from financial institution (INC4)	7%	8%	6%	7%	9%
Co-op program, internship, and other practical experiences related to program (INC5)	6%	2%	8%	6%	
Investment income (INC9)	5%	4%	5%	5%	2%
Other (INC11)	4%	5%	4%	3%	6%

Most students rely on about three sources to fund their education, although more than a quarter of students use four or more sources.

- On average, visible minority students rely on fewer sources (2.4) than non-visible minority students (2.9). In addition, 31% of visible minority students report using one source to fund their current year, compared to 18% of non-visible minority students.
- As students get older, they rely on fewer sources to fund their education; 20% of those 19 and younger rely on just one source compared to 35% of those 25 and older.
- The higher a student's grade, the more sources they rely on to fund their current year.

Table 54: Number of sources of financing (INC1-11)

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
One	24%	23%	27%	19%	12%
Two	24%	24%	24%	23%	14%
Three	24%	24%	24%	26%	27%
Four or more	28%	29%	26%	31%	47%
Average	2.7	2.7	2.6	2.9	3.4

13.3.2 Average financing

Students require just over $17,000 to finance their current year. It is worth noting that the average amount contributed by each source is not perfectly in line with the proportion who report using each source. For example, just 6% cite using a *co-op program, internship, or other practical experiences related to their program*, but it provides the highest average amount. Conversely, the most common source reported was *parents, family, or spouse*, and yet it contributed the fourth most.

- Male students ($18,746) require more to finance their current year than female students ($16,155).
- As students get older, they report needing more to finance their current year. The average amount needed increases from $15,168 for those 19 and younger to $22,451 for those 25 and older.

Table 55: Average amount from each financing source

	All students (n=20,449)	Group			Nipissing University (n=308)
		1 (n=9,352)	2 (n=5,582)	3 (n=5,515)	
All respondents					
Overall (INC1AMT-INC11AMT)	$17,012	$16,457	$17,141	$17,422	$18,062
Average among those with these sources					
Co-op program, internship, and other practical experiences related to program (INC5AMT)	$10,669	$8,400	$9,633	$13,697	
Government loan or bursary (INC1AMT)	$8,273	$8,920	$7,274	$8,816	$7,922
Loans from financial institution (INC4AMT)	$8,231	$6,444	$7,414	$11,636	$5,700
Parents, family, or spouse (INC3AMT)	$7,566	$5,509	$9,199	$6,805	$4,863
Earnings from current employment (INC6AMT/INC7AMT)	$7,173	$8,321	$7,135	$5,575	$6,740
Earnings from summer work (INC8AMT)	$5,476	$5,575	$5,454	$5,398	$5,501
RESP (INC10AMT)	$5,152	$4,750	$5,360	$5,211	$4,668
Investment income (e.g., bonds, dividends) (INC9AMT)	$3,091	$3,748	$2,963	$2,662	$7,100
University scholarship, financial award, or bursary (INC2AMT)	$2,312	$2,285	$2,339	$2,306	$1,889
Other (INC11AMT)	$8,090	$7,323	$8,219	$9,181	$8,753