CUSC CCREU

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

PRA
Prairie Research Associates

2021 Graduating Student Survey
Nipissing University
June 2021

Acknowledgement:

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Appendix A – 2021 CUSC-CCREU Survey (© 2021)
Appendix B – Data Licensing & Membership Agreement

EXECUTIVE SUMMARY

Introduction

The 2021 *Graduating Student Survey* marks the 27th cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). Over 15,000 students from 32 universities across Canada participated in the survey.

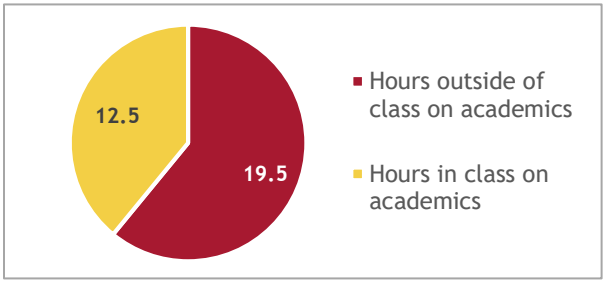
Profile of graduating students

- The majority of graduating students tend to be studying full-time, Canadian citizens, single, female, living with their parents/family, non-visible minority, 21 - 24 years old, and have a B- to B+ average.
- About one quarter of students report having a disability, with mental health conditions being the most common.
- Just 14% of graduating students are first-generation students — that is, neither parent has had any post-secondary education.
- Half of graduating students have had some work or learning program experience.
- Two in 5 have experienced a delay completing their program, most often because required courses were not available.

Student activities

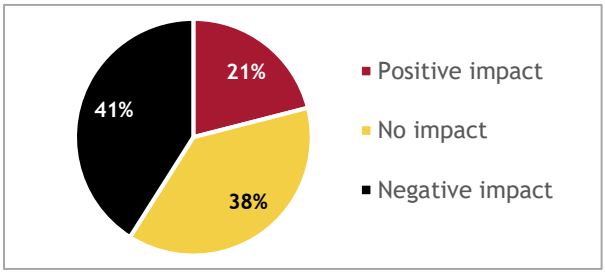
One third of students volunteer at least occasionally, on or off campus for an average of nearly five hours per week.

On average, students spend about 32 hours per week on their studies, with more hours spent outside of class than in class.



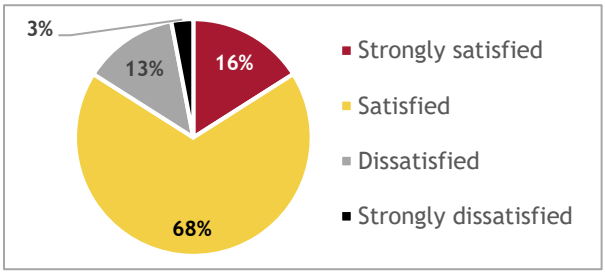
Employment

Over half of graduating students are employed in their final year, working about 20 hours a week. Among those who are employed, about twice as many say that their employment has had a negative rather than a positive impact on their academic performance.



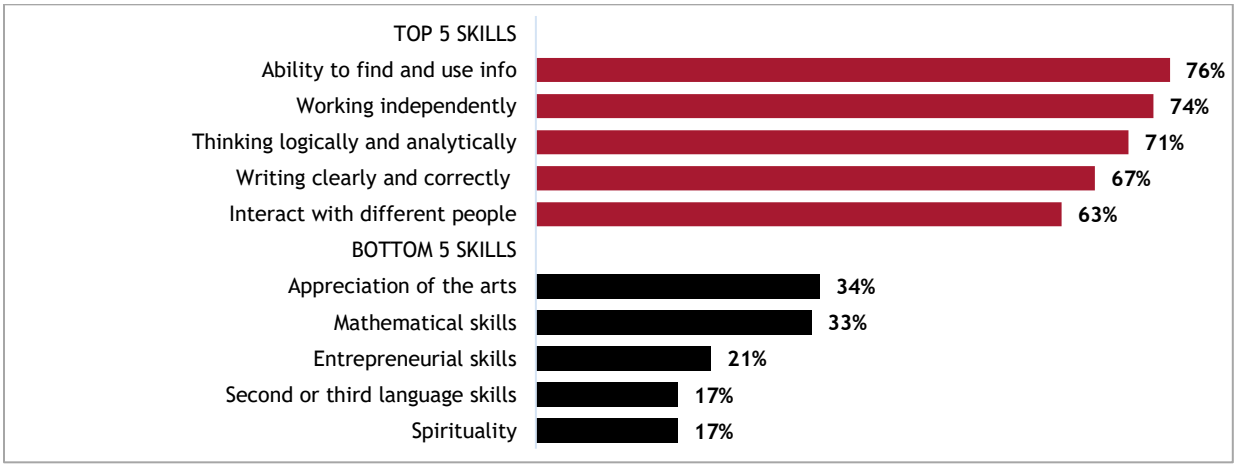
Professors

- Students reported having had positive experiences with professors, as only two areas received less than 70% agreement — *professors provide prompt feedback on academic work* (65%) and *take a personal interest in academic progress* (64%).
- Students say it is most important for professors to *communicate well in their teaching* (42% rated as most important).
- 55% of students said they *were given the chance to evaluate the quality of teaching in* all their courses.
- Over 8 in 10 agreed that they are *generally satisfied with the quality of teaching they received*, including 16% who strongly agreed.



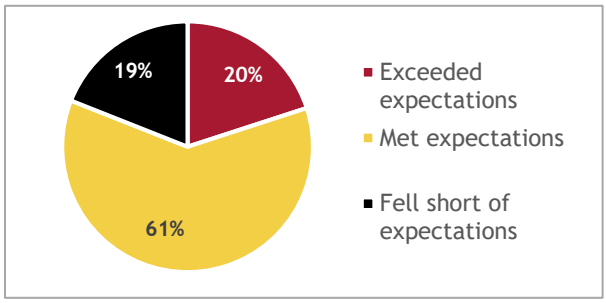
Growth and development

Students were asked to rate the extent to which their university contributed to their growth and development in 30 areas. The top and bottom skills (contributing much or very much) according to students' ratings are shown below.



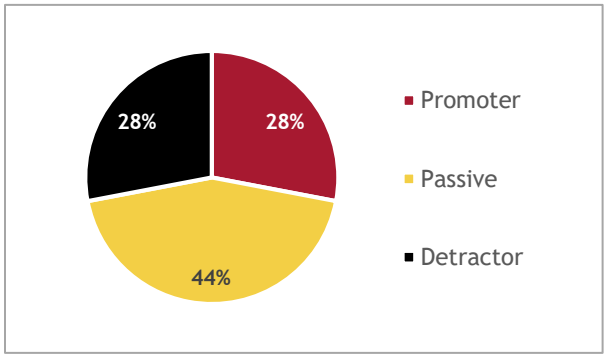
Expectations and experience

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



Overall evaluation of student experiences

- Nearly 9 in 10 are satisfied with the *overall quality of education at their university*, nearly two thirds agree they *received good value for money at their university*, and over half 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 0 (28% promoters minus 28% detractors).

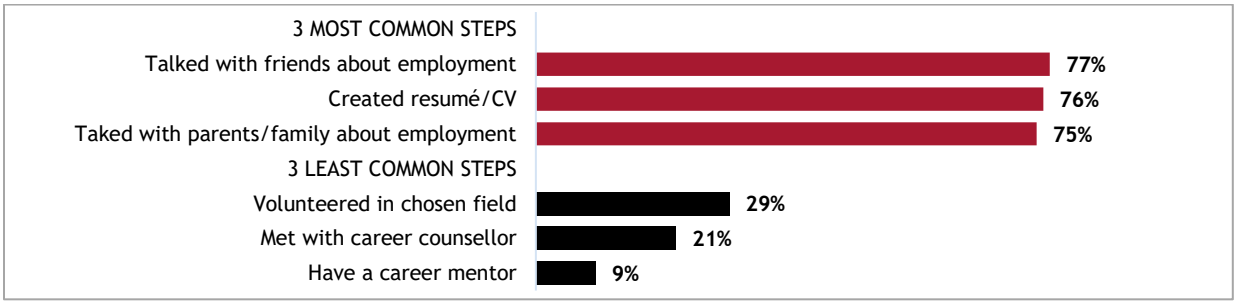


Indigenous education experiences

- Three quarters of graduating students agree that *Indigenous course content has enriched their university experience* and about two thirds say the same about par*ticipation in Indigenous activities or events*.

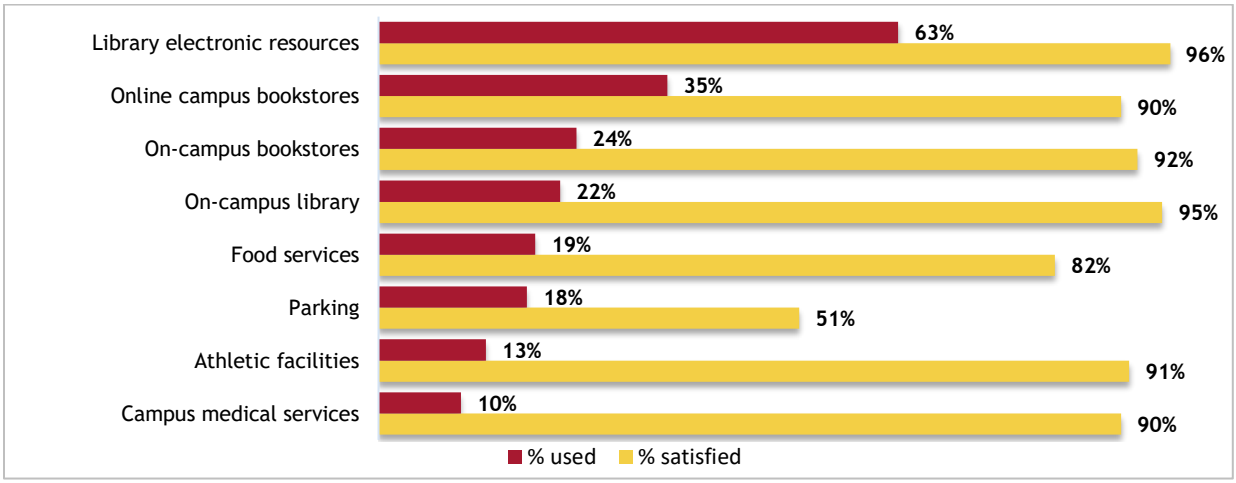
Educational and employment goals

- One third of graduating students said they had changed their major or program of study.
- More graduating students to intend to apply to a *graduate school* (39%) than a *professional program* (24%).
- About one third of graduating students have a specific career in mind. Despite many having a career (or two) in mind, just 21% said they know their career options very well.
- Almost all graduating students have taken at least one step to prepare for employment or their career after graduation. The most and least common employment preparation steps are shown below.



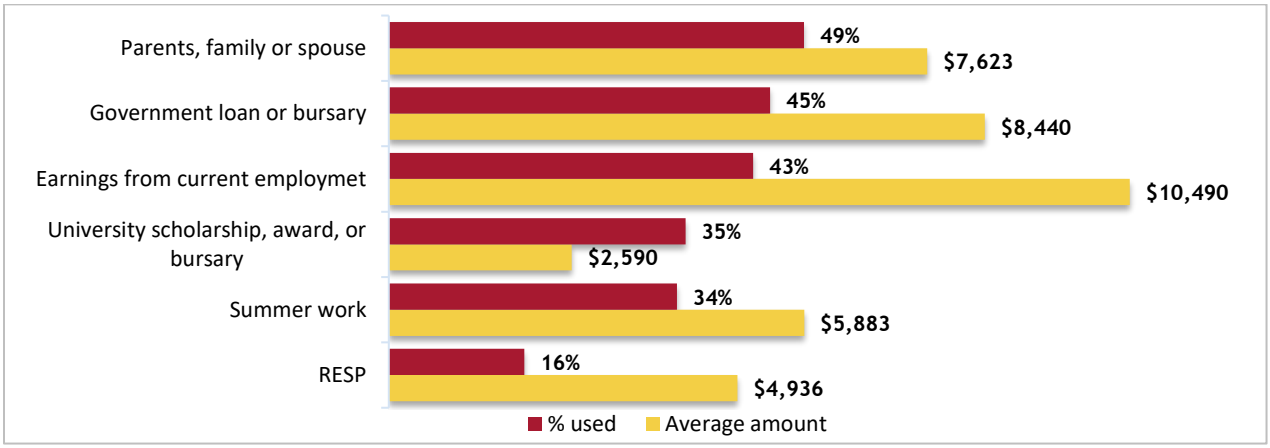
Satisfaction with facilities and services

Satisfaction with facilities and services used by at least 10% of students are shown below.



Finances

- Ninety-three percent of graduating students have at least one credit card, carrying a balance of just under $800.
- Forty-six percent of graduating students report having debt, most commonly *government student loans*. The average debt among all students is just over $13,000, but doubles to almost $29,000 when only those reporting debt are considered.
- Students required over $17,000 to finance their current year of education, most commonly relying on *parents, family or spouse*, *government loans*, and *current employment*.

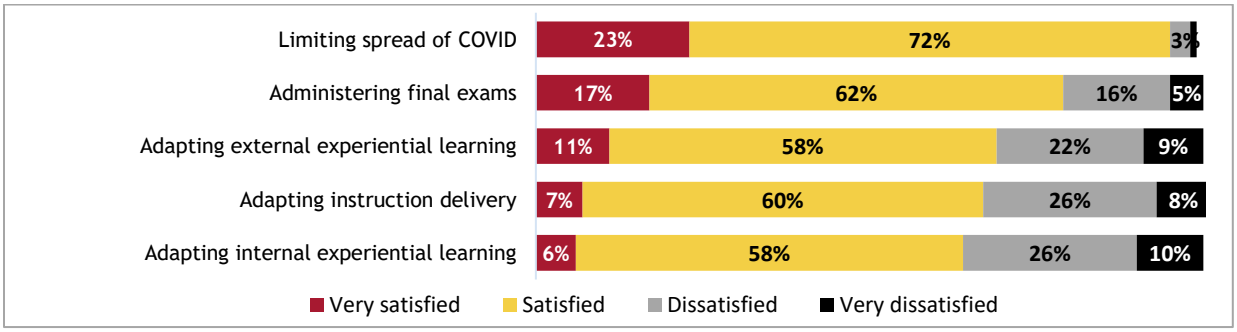


Post-graduation

- Just over two thirds of graduating students expect to take further education within the next five years, most often pursuing *graduate school*, with one quarter planning to continue their education at their current university.
- Nearly one third of students have post-graduation work arranged, with most expecting to work in full-time, permanent positions, earning an annual median salary of $48,000. Over half say their desired job requires a degree, with over a third who say it requires their specific degree.
- Over 8 in 10 students who have post-graduation employment arranged are satisfied with the employment they have arranged.

COVID impact

Graduating students were asked their satisfaction with various adaptations that their university took in regards to the COVID pandemic and how it impacted their final year of studies.



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 four 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 27th 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 graduating student cycle. The final questionnaire for the 2021 Graduating Student Survey can be found in Appendix A.

Table 1: CUSC-CCREU graduating student surveys

Year	Sample	Number of participating universities
2015	Graduating students	36
2018	Graduating students	32
2021	Graduating students	32

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 programming and 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 11.9% to 68.9%, with an overall response rate of 29.5%. This yielded 15,334 students who completed the survey.[1]

Table 2: Survey response rate

University	Surveys		Response rate
	Distributed	Completed	
Alberta University of the Arts (Alberta)	138	78	56.5%
Ambrose University (Alberta)	71	37	52.1%
Athabasca University (Alberta)	2,584	500	19.3%
Brock University (Ontario)	1000	299	29.9%
Burman University (Alberta)	73	47	64.4%
Carleton University (Ontario)	1,500	456	30.4%
Concordia University (Quebec)	5,634	1,733	30.8%
Concordia University of Edmonton (Alberta)	312	37	11.9%
Lakehead University (Ontario)	1,210	530	43.8%
MacEwan University (Alberta)	2,715	829	30.5%
McMaster University (Ontario)	7,287	1,321	18.1%
Mount Royal University (Alberta)	1,454	535	36.8%
Mount Saint Vincent University (Nova Scotia)	319	117	36.7%
Nipissing University (Ontario)	702	183	26.1%
Redeemer University (Ontario)	90	62	68.9%
Ryerson University (Ontario)	5,802	2,418	41.7%
Saint Mary's University (Nova Scotia)	844	244	28.9%
Simon Fraser University (British Columbia)	1,000	415	41.5%
St. Mary's University (Alberta)	96	63	65.6%
The King's University (Alberta)	123	83	67.5%
Thompson Rivers University (British Columbia)	1,000	299	29.9%
Trinity Western University (British Columbia)	607	171	28.2%
University of Calgary (Alberta)	6,270	1,559	24.9%
University of King's College (Nova Scotia)	109	67	61.5%
University of Lethbridge (Alberta)	771	325	42.2%
University of New Brunswick (New Brunswick)	1,801	239	13.3%
University of Northern British Columbia (British Columbia)	808	289	35.8%
University of Regina (Saskatchewan)	1,000	445	44.5%
University of the Fraser Valley (British Columbia)	996	277	27.8%
University of Victoria (British Columbia)	1,000	449	44.9%
University of Winnipeg (Manitoba)	1,059	480	45.3%
Wilfrid Laurier University (Ontario)	3,517	747	21.2%
Total	**51,892**	**15,334**	**29.5%**

[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 graduating students among participating institutions and the sample population, the results in every section and every table (except tables in Section 1) in this report have been weighted. The applied weights are shown in Table 3.

Table 3: Applied weights

University	Population of graduating students		Completed surveys		Applied weight
	Population	% of population	Population	% of population	
Alberta University of the Arts (Alberta)	138	0.2%	78	0.5%	0.432
Ambrose University (Alberta)	71	0.1%	37	0.2%	0.469
Athabasca University (Alberta)	2,584	4.1%	500	3.3%	1.263
Brock University (Ontario)	1,740	2.8%	299	1.9%	1.422
Burman University (Alberta)	73	0.1%	47	0.3%	0.379
Carleton University (Ontario)	7,478	11.9%	456	3.0%	4.006
Concordia University (Quebec)	5,364	8.5%	1,733	11.3%	0.756
Concordia University of Edmonton (Alberta)	312	0.5%	37	0.2%	2.060
Lakehead University (Ontario)	1,210	1.9%	530	3.5%	0.558
MacEwan University (Alberta)	2,715	4.3%	829	5.4%	0.800
McMaster University (Ontario)	7,287	11.6%	1,321	8.6%	1.348
Mount Royal University (Alberta)	1,454	2.3%	535	3.5%	0.664
Mount Saint Vincent University (Nova Scotia)	319	0.5%	117	0.8%	0.666
Nipissing University (Ontario)	702	1.1%	183	1.2%	0.937
Redeemer University (Ontario)	90	0.1%	62	0.4%	0.355
Ryerson University (Ontario)	5,802	9.2%	2,418	15.8%	0.586
Saint Mary's University (Nova Scotia)	844	1.3%	244	1.6%	0.845
Simon Fraser University (British Columbia)	3,848	6.1%	415	2.7%	2.265
St. Mary's University (Alberta)	96	0.2%	63	0.4%	0.372
The King's University (Alberta)	123	0.2%	83	0.5%	0.362
Thompson Rivers University (British Columbia)	1,402	2.2%	299	1.9%	1.146
Trinity Western University (British Columbia)	607	1.0%	171	1.1%	0.867
University of Calgary (Alberta)	6,270	10.0%	1,559	10.2%	0.983
University of King's College (Nova Scotia)	109	0.2%	67	0.4%	0.397
University of Lethbridge (Alberta)	771	1.2%	325	2.1%	0.580
University of New Brunswick (New Brunswick)	1,801	2.9%	239	1.6%	1.841
University of Northern British Columbia (British Columbia)	808	1.3%	289	1.9%	0.683
University of Regina (Saskatchewan)	1,207	1.9%	445	2.9%	0.663
University of the Fraser Valley (British Columbia)	996	1.6%	277	1.8%	0.878
University of Victoria (British Columbia)	1,970	3.1%	449	2.9%	1.072
University of Winnipeg (Manitoba)	1,059	1.7%	480	3.1%	0.539
Wilfrid Laurier University (Ontario)	3,517	5.6%	747	4.9%	1.150
Total	62,767	100%	**15,334**	100%	

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 = 20)		Group 2 (n = 10)
Alberta University of the Arts	Saint Mary's University	Brock University
Ambrose University	St. Mary's University	Carleton University
Athabasca University	The King's University	Lakehead University
Burman University	Trinity Western University	Ryerson University
Concordia University of Edmonton	University of King's College	Simon Fraser University
MacEwan University	University of Lethbridge	Thompson Rivers University
Mount Royal University	University of New Brunswick (Saint John)	University of New Brunswick (Fredericton)
Mount Saint Vincent University	University of Northern British Columbia	University of Regina
Nipissing University	University of the Fraser Valley	University of Victoria
Redeemer University	University of Winnipeg	Wilfrid Laurier University
		Group 3 (n = 3)
		Concordia University
		McMaster University
		University of Calgary

1.5 Statistically significant differences

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

Table 5: Criteria for statistical significance

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

1.6 Non-response

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

2.0 Profile of graduating students

2.1 Personal profile

- About twice as many females as males completed the survey, which aligns closely with the population of graduating students.
- The average age of students is just over 24, although the majority are 24 or younger. Students attending Group 1 universities are older on average than those at Group 2 or Group 3 universities.
- Given students' ages, it is not surprising that just few report being married or having children. Group 1 students are most likely to be married and have children.
- The vast majority of students are Canadian citizens, and there are more international students than permanent residents.
- Almost half of students identify as a visible minority, although few identify as Indigenous. Students at Group 3 universities are most likely to identify as a visible minority.

Table 6: Personal profile

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Gender (GENDER)					
Male	35%	30%	37%	36%	26%
Female	65%	70%	63%	64%	74%
Other	<1%	<1%		<1%	
Age at beginning of year (AGE)					
21 and under	32%	24%	35%	32%	56%
22 to 24	45%	38%	46%	49%	24%
25 to 29	12%	16%	11%	12%	8%
30 and older	11%	22%	8%	7%	12%
Average age	24.2	26.6	23.6	23.5	23.5
Marital status (LIVE3)					
Single	65%	54%	67%	69%	56%
In a relationship	24%	23%	25%	24%	31%
Married or common-law	11%	23%	8%	8%	13%
Children (LIVE4-7)					
Yes	7%	16%	4%	3%	9%
- Under 5 years old	3%	7%	1%	1%	4%
- 5 to 11 years old	3%	7%	2%	1%	5%
- 12 years old or older	3%	8%	2%	2%	3%
Citizenship (CITIZENSHIP)					
Canadian citizen	86%	90%	85%	85%	97%
International student	8%	7%	10%	8%	
Permanent resident	5%	3%	5%	7%	3%
Visible minority* (ETH1-13)					
Total self-identified	44%	31%	46%	51%	10%
Indigenous (ETH1-13)					
Total self-identified	3%	7%	3%	2%	9%

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

2.2 Disabilities and impairments

About one quarter of graduating students report having disability, with mental health being the most common. However, under 1 in 10 students (about one quarter of those with a disability) indicate it impacts them daily.

Table 7: Disabilities and impairments

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Most commonly reported disability/impairment (DIS1-12)					
Total self-identified	27%	29%	28%	25%	34%
- Mental health condition	17%	18%	17%	15%	25%
- Attention deficit disorder	6%	8%	6%	7%	8%
- Learning/memory	4%	5%	4%	3%	7%
- Chronic conditions	4%	4%	4%	3%	3%
- Vision	2%	2%	3%	2%	2%
Daily activities always limited by disability/impairment (DISF1-12)					
Yes	7%	8%	7%	7%	11%
- Mental health condition	4%	4%	4%	3%	6%
- Attention deficit disorder	3%	3%	2%	3%	6%
- Learning/memory	1%	1%	<1%	<1%	3%
- Chronic conditions	<1%	1%	1%	<1%	2%
- Vision	<1%	<1%	<1%	<1%	

2.3 Living arrangements

A slight majority of students live with their family, while those living independently are doing so off campus. Among those not living on campus, 1 in 5 students would prefer living on campus. Group 1 students are most likely to be living independent from family.

- The older a student is, the more likely they are to report living in a personally-owned home and less likely to be living with parents, guardians, or relatives.
- Students who self-identify as a member of a visible minority (25%) are more likely than those who do not (12%) to say they would live on campus if given the choice.

Table 8: Living arrangements

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Current living arrangement (LIVE1)					
With parents, guardians, or relatives	51%	42%	51%	57%	34%
In rented housing off campus (shared or alone)	37%	34%	39%	35%	48%
In personally-owned home	9%	19%	6%	6%	7%
In on-campus housing	2%	3%	1%	<1%	8%
Other	2%	2%	1%	1%	2%
Prefer to live on campus*					
Yes	18%	12%	20%	19%	11%

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

2.4 Main method of commuting to campus

Graduating students most commonly drive to campus, with most driving alone. However, one quarter say they do not attend campus, which is likely due to the impacts of the pandemic. Group 1 students are most likely to drive to campus.

- The younger a student is, the more likely they are to report *walking* to school. Compared to younger students, those 30 and older are less likely to report using *public transportation* to get to school, and more likely to report *not attending campus* at all.

Table 9: Methods of transportation (COMM1)

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Vehicle (alone)	30%	44%	26%	27%	45%
Public transportation	28%	15%	32%	31%	11%
Walk	11%	5%	11%	14%	3%
Vehicle (with others)	3%	4%	4%	3%	4%
Bicycle	1%	<1%	1%	1%	
Other	<1%	<1%	<1%	<1%	<1%
Don't attend campus	26%	30%	25%	24%	36%

2.5 Parents' education

Overall, 1 in 7 graduating students are first-generation students; that is, neither parent had any post-secondary education. In contrast, over half of students had at least one parent who completed a university or professional school degree or higher.

- The older a student is, the greater probability the student is a first-generation student. Just 10% of those 21 and younger are first-generation students, and this proportion increases across age groups up to 28% of those 30 and older.

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

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

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
High school or less	14%	17%	15%	12%	9%
Some college or university	10%	12%	10%	9%	9%
College, CEGEP, or technical school graduate	19%	23%	19%	15%	32%
University or professional school graduate	37%	32%	37%	41%	36%
Graduate degree	18%	14%	18%	22%	14%
Other	<1%	<1%	<1%	<1%	

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

3.0 Academic history

3.1 Academic profile

- Nearly 4 in 5 students are studying full-time in their final year. Students at Group 3 universities are most likely to be studying full-time.
- Less than 1 in 5 students began at their current university in 2015 or earlier, while one quarter began their post-secondary studies in that time period. Students at Group 1 universities enrolled at their university earlier than those at other universities.
- Just over 1 in 5 students transferred to their university from another post-secondary institution, and about a quarter interrupted their studies for one or more terms. The most common reasons students report for interrupting their studies are for *employment*, *financial reasons*, or *illness*.
- The majority of students report an average grade of B- or higher, with 2 in 5 reporting an average grade of A- or higher in university. Very few report an average grade of D or F.
- The older a student is, the more likely they are to be attending university part-time. The proportion of full-time students decreases from 94% of those 21 and younger attending full-time to just 45% of those 30 and older.
- Older students are also more likely to have transferred from another institution (rising from 5% of those 21 and younger to 47% of those 30 and older) and interrupted their studies (rising from 5% of those 21 and younger to 58% of those 30 and older).

Table 11: Academic profile

	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
Course load (LOAD)					
Full-time	79%	72%	77%	89%	90%
Part-time	21%	28%	23%	11%	10%
Year began post-secondary studies (HIST1)					
2019 or later	2%	3%	2%	1%	2%
2018	5%	8%	4%	5%	11%
2017	39%	35%	41%	40%	61%
2016	29%	25%	31%	30%	14%
2015 or earlier	25%	30%	22%	24%	13%
Year enrolled at this university (HIST2)					
2019 or later	5%	8%	6%	3%	4%
2018	10%	12%	9%	9%	18%
2017	40%	33%	41%	45%	58%
2016	27%	22%	29%	29%	13%
2015 or earlier	17%	25%	15%	14%	8%
Transferred from other institution (HIST3)					
Yes	22%	31%	22%	15%	27%
Reported university grade (HIST4)					
A-, A, or A+	40%	45%	38%	40%	40%
B-, B, or B+	52%	48%	54%	53%	48%
C-, C, or C+	7%	7%	8%	7%	11%
D	<1%	<1%	<1%	<1%	
F	<1%		<1%	<1%	
Interrupted studies for one or more terms (HIST5-13)					
Yes	24%	32%	23%	19%	18%

3.2 Practical program experience

Half of graduating students have been involved in a work or learning program. Although the total proportions are similar across groups, the percentage within various types differs, likely due to differences in the language used to define these experiences at each university.

Table 12: Practical program experience (HIST14-19)					
	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Any experience	50%	40%	55%	50%	54%
- Work experience	16%	11%	17%	16%	13%
- Co-op	14%	5%	19%	15%	7%
- Practicum	13%	20%	12%	9%	31%
- Service learning	11%	8%	12%	11%	16%
- Internship (paid)	11%	6%	8%	19%	2%
- Internship (unpaid)	6%	5%	8%	6%	4%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

3.3 Delays in completion of program

Over a third of students have experienced a delay completing their program at their university. Most commonly it was because a *required course was not available*. About 1 in 10 students mention that their *grades* delayed the completion of their program on time.

- The youngest students, those 21 and under (19%), are less likely than students in older age groups to have experienced a delay (ranging from 46% to 53% in older age groups).
- Students with an average university grade of A- or higher (25%) are less likely to have experienced a delay than those with a B- to B+ grade (43%) or C+ or lower (73%).

Table 13: Delays in completion of program (HIST21-25)					
	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Any delay	38%	43%	39%	34%	25%
- Required courses not available	20%	21%	22%	18%	14%
- Grades	11%	9%	12%	11%	9%
- Elective courses not available	9%	8%	10%	7%	3%
- Financial issues	8%	12%	8%	6%	3%
- Other	10%	13%	8%	10%	10%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

4.0 Student activities

4.1 Involvement in campus activities

In the past year, students' involvement in campus activities was (often or very often) primarily from those who participated in *student clubs*.

- The older a student is, the less likely they are to have *participated in student clubs*, dropping from 26% of those 21 and younger to only 3% of those 30 and older.

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

	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
Participated in student clubs (ACT5)	18%	11%	18%	22%	24%
Participated in on-campus student recreational and sports programs (ACT6)	9%	8%	11%	8%	15%
Attended campus social events (ACT1)	8%	7%	8%	9%	11%
Attended public lectures and guest speakers on campus (ACT2)	7%	6%	8%	6%	8%
Participated in student government (ACT4)	7%	6%	8%	8%	10%
Attended home games of university athletic teams (ACT7)	5%	6%	6%	4%	21%
Attended campus cultural events (ACT3)	4%	4%	4%	4%	4%

4.2 Involvement in community service and volunteer activities

Overall, one third (33%) of graduating students volunteered at least occasionally on- or off-campus in the past year. Of those students who participate in community service or volunteer activities often or very often, nearly twice as many participate off campus than on campus.

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

	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
Participated in on/off-campus community service/volunteer activities (ACT8/9)	16%	15%	16%	17%	17%
Participated in off-campus community service/volunteer activities (ACT9)	13%	13%	13%	14%	14%
Participated in on-campus community service/volunteer activities (ACT8)	7%	6%	7%	8%	9%

Among those who participate in volunteer activities, the typical student spends nearly five hours a week volunteering. Just under 1 in 10 students overall spend more than five hours per week volunteering.

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

	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
None	67%	70%	67%	66%	64%
1 or 2	11%	11%	11%	11%	13%
3 to 5	13%	11%	13%	14%	12%
6 or more	9%	7%	9%	9%	11%
Average hours (all respondents)	1.8	1.5	1.8	1.8	1.9
Average hours (those who participate)	4.7	4.5	4.7	4.8	5.0

4.3 Study patterns

On average, students spend about 32 hours a week on their academic work, spending more than 50% more time studying outside of class (20 hours per week, on average) than in class (13 hours per week, on average).

- Results show that the older a student is, the less time they spend in scheduled classes and labs, dropping from 13.8 hours per week for those 21 and younger to 8.9 hours for those 30 and older.
- Students with lower grades spend less time on academic work outside of class. Students with an A- or higher spend 21.4 hours per week compared to 16.3 hours for those with a C+ or lower.

Table 17: Study patterns

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Hours spent per week in scheduled classes and labs (ACT11)					
10 or fewer	48%	59%	43%	48%	56%
11 to 15	28%	22%	31%	29%	27%
16 to 20	13%	10%	14%	13%	9%
21 to 30	7%	6%	7%	7%	4%
More than 30	4%	4%	4%	3%	3%
Average number of hours	12.5	10.6	13.3	12.7	10.3
Hours spent per week on academic work outside of classes and labs (ACT12)					
10 or fewer	34%	40%	33%	32%	29%
11 to 15	16%	15%	17%	14%	15%
16 to 20	18%	16%	18%	18%	20%
21 to 30	18%	16%	17%	19%	16%
More than 30	15%	13%	15%	16%	20%
Average number of hours	19.5	17.9	19.7	20.4	21.2
Total hours spent per week on academic work in and out of class (ACT11/12)					
15 or fewer	18%	26%	16%	16%	16%
16 to 20	12%	13%	11%	12%	13%
21 to 30	24%	22%	25%	23%	23%
31 to 40	20%	19%	21%	21%	21%
More than 40	26%	21%	27%	28%	26%
Average number of hours	32.0	28.5	33.0	33.1	31.5

5.0 Current employment

Over half of graduating students are currently employed, with about 1 in 10 being employed on campus (including those employed both on and off campus).

Among those who are currently employed, results indicate that the typical student works about 20 hours a week, although the majority work 20 or fewer hours per week. Students who are working are twice as likely to say their employment has a negative impact than a positive impact on their academic performance, although over a third say it has no impact. While the proportion of students working is similar, students at Group 1 universities work the most hours per week on average.

- Although it falls outside the threshold for statistical significance, female (62%) students are more likely than male (50%) students to be currently employed.
- Despite older students being not much more likely to be employed, those who are employed work more hours. Specifically, those 21 and under work 16.5 hours per week, increasing to 30.9 hours for those 30 and older.
- Even though the proportion of students who are employed is virtually identical by university grades, the average time that students work per week increases as their grades decrease, from 18.5 hours per week for those with an average grade of A- or higher to 23.5 hours per week for those with an average grade of C+ or lower. Those with a higher grade are less likely to say their work has a negative impact on their academics, dropping from 56% of those with a C+ or lower to 34% of those with an A- or higher, although these results fall just outside the threshold for statistical significance.

Table 18: Employment status

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Currently employed (WORK1)					
Yes, both on and off campus	3%	4%	4%	3%	7%
Yes, on campus	6%	5%	6%	8%	10%
Yes, off campus	47%	57%	45%	43%	45%
No, but seeking work	22%	17%	23%	25%	16%
No, not seeking work	21%	18%	21%	22%	22%
Number of hours worked per week* (WORK2)					
10 or less	26%	21%	26%	30%	21%
11 to 20	38%	32%	40%	40%	27%
21 to 30	18%	18%	18%	17%	26%
Over 30	19%	29%	16%	14%	25%
Average	20.4	23.5	19.6	18.6	23.7
Impact of employment on academic performance* (WORK3)					
Very positive	6%	6%	6%	6%	8%
Somewhat positive	15%	15%	15%	14%	10%
No impact	38%	36%	38%	41%	42%
Somewhat negative	38%	39%	39%	36%	33%
Very negative	3%	4%	3%	3%	7%

* 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.

6.0 Educational experiences

6.1 Perceptions of professors

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

- *Most of my professors seem knowledgeable in their fields* (40% strongly agree)
- *Most of my professors treat students the same regardless of gender* (51% strongly agree)
- *Most of my professors treat students the same regardless of race* (50% strongly agree)

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

- *Most of my professors take a personal interest in my academic progress* (12% strongly agree)
- *Most of my professors provide prompt feedback on my academic work* (11% strongly agree)

Although it is not statistically significant, Group 1 students appear more likely to agree with statements where overall agreement is lower.

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

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Seem knowledgeable in their fields (PROF6)	96%	97%	96%	96%	98%
Treat students the same regardless of gender* (PROF13)	94%	95%	94%	94%	98%
Treat students the same regardless of race* (PROF14)	93%	94%	92%	93%	96%
Are reasonably accessible outside of class (PROF1)	91%	93%	90%	90%	96%
Encourage students to participate in class discussions (PROF4)	90%	88%	90%	90%	96%
Communicate well in their teaching (PROF7)	82%	87%	80%	81%	89%
Look out for students' interests* (PROF15)	81%	87%	79%	80%	89%
Are well-organized in their teaching (PROF5)	80%	85%	78%	78%	83%
Are consistent in their grading (PROF12)	80%	84%	79%	79%	86%
Are intellectually stimulating in their teaching (PROF8)	75%	81%	73%	73%	84%
Provide useful feedback on academic work (PROF9)	73%	82%	72%	69%	81%
Provide prompt feedback on academic work (PROF10)	65%	75%	63%	61%	73%
Take a personal interest in academic progress (PROF2)	64%	75%	62%	60%	78%

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

When asked to select the three most important aspects when considering their interactions with faculty, graduating students selected having instructors who *communicate well in their teaching* in the top three most often, followed by *being well organized in their teaching* and *providing useful feedback on academic work*.

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

	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
Communicate well in their teaching	42%	37%	42%	46%	29%
Are well organized in their teaching	37%	35%	35%	42%	36%
Provide useful feedback on my academic work	30%	34%	29%	28%	31%
Seem knowledgeable in their fields	29%	33%	29%	28%	31%
Are intellectually stimulating in their teaching	28%	25%	28%	30%	26%
Are reasonably accessible outside of class	24%	28%	25%	21%	28%
Take a personal interest in my academic progress	19%	22%	21%	16%	28%
Look out for students' interests	19%	18%	19%	19%	20%
Are consistent in their grading	19%	19%	18%	20%	19%
Treat students the same regardless of race	17%	15%	19%	16%	15%
Treat students the same regardless of gender	14%	12%	15%	14%	13%
Encourage students to participate in class discussions	12%	12%	12%	11%	14%
Provide prompt feedback on my academic work	9%	12%	8%	7%	10%

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

6.2 Ability to evaluate teaching

Nearly all graduating students say they were given the chance to evaluate the quality of teaching in their courses, with over half being able to evaluate the teaching in all their courses.

Table 21: Ability to evaluate teaching (PROF16)

	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
All courses	55%	64%	53%	53%	69%
Most courses	28%	23%	30%	29%	22%
Some courses	14%	11%	15%	14%	8%
No courses	3%	3%	3%	3%	2%

6.3 Satisfaction with quality of teaching

The majority of graduating students agree that they are *generally satisfied with the quality of teaching they received*.

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

	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
Strongly agree	16%	23%	14%	14%	22%
Agree	68%	66%	69%	69%	67%
Disagree	13%	9%	14%	14%	7%
Strongly disagree	3%	3%	3%	3%	4%

6.4 Perceptions of staff

The majority of graduating students agree that *most university support staff are helpful* (24% strongly agree) and that *most teaching assistants in my academic program are helpful* (20% strongly agree).

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

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Most university support staff are helpful* (STAFF2)	86%	88%	86%	84%	88%
Most teaching assistants are helpful* (STAFF1)	80%	85%	77%	80%	79%

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

7.0 University's contribution to students' growth and development

7.1 Contribution to communication skills

Among four communication skills rated, universities contributed most to students' growth and development in *writing clearly and correctly* (29% very much) and least to *second or third language skills* (6% very much).

- The younger a student is, the more likely they are to say university contributed to their ability of *speaking to small groups*, as 67% of those 21 and younger said it contributed much or very much, dropping to 39% of those 30 and older.
- Although just outside the threshold for statistical significance, students who identify in a visible minority group (23%) are more likely than those who do not (12%) to say university contributed to *second or third language skills*.

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

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Writing clearly and correctly (DVL8)	67%	71%	67%	65%	76%
Speaking to small groups (DVL6)	59%	58%	58%	63%	62%
Speaking to a class or audience (DVL7)	49%	52%	46%	51%	55%
Second or third language skills (DVL12)	17%	16%	16%	19%	13%

7.2 Contribution to analytical and learning skills

Among eight analytical and learning skills rated, graduating students indicated that universities contributed most to the *ability to find and use information* (32% very much) and *thinking logically and analytically* (27% very much). Students rated their university as contributing least to *mathematical skills* (11% very much).

- Male (47%) students are more likely than female (26%) students to say that their university contributed much or very much to their *mathematical skills*.

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

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Ability to find and use information (DVL11)	76%	77%	74%	78%	75%
Thinking logically and analytically (DVL1)	71%	72%	69%	73%	74%
Understanding abstract concepts (DVL5)	63%	64%	61%	64%	64%
Reading to absorb information accurately (DVL9)	60%	62%	58%	62%	62%
Thinking creatively to find ways to achieve an objective (DVL4)	59%	62%	58%	58%	62%
Listening to others to absorb information accurately (DVL10)	59%	56%	58%	62%	60%
Effective study and learning skills (DVL14)	57%	59%	55%	59%	55%
Mathematical skills (DVL2)	33%	28%	34%	38%	30%

7.3 Contribution to working skills

Among seven work skills rated, universities contributed most to students' growth and development in *working independently* (37% very much) and least to *entrepreneurial skills* (7% very much).

- The younger a student is, the more likely they are to say university contributed to *cooperative interaction in groups*, as 66% of those 21 and younger said it contributed much or very much, dropping to 39% of those 30 and older.

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

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Working independently (DVL15)	74%	73%	74%	75%	79%
Skills for planning and completing projects (DVL13)	59%	59%	58%	62%	58%
Cooperative interaction in groups (DVL16)	59%	54%	59%	64%	55%
Computer literacy skills (DVL17)	47%	45%	48%	46%	42%
Skills and knowledge for employment (DVL20)	42%	45%	42%	39%	43%
Knowledge of career options (DVL22)	38%	39%	39%	35%	37%
Entrepreneurial skills (DVL19)	21%	22%	20%	21%	23%

7.4 Contribution to life skills

Among 11 life skills rated, graduating students indicated that universities contributed most to the *ability to interact with people from backgrounds different from their own* (27% very much). Students rated their university as contributing least to *spirituality* (6% very much).

- Although it falls outside the threshold for statistical significance, female (46%) students are more likely than male (33%) students to say that universities contributed to *understanding Indigenous worldviews, experiences, issues, and peoples of Canada.*
- Younger students are more likely than older students to say universities contribute to their *ability to interact with people from backgrounds different from their own* (71% of those 21 and younger, decreasing to 45% of those 30 and older).

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

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Ability to interact with people from backgrounds different from your own (DVL25)	63%	60%	63%	66%	58%
Dealing successfully with obstacles to achieve an objective (DVL3)	61%	63%	59%	63%	64%
Persistence with difficult tasks (DVL18)	61%	61%	60%	61%	61%
Time management skills (DVL28)	58%	59%	57%	58%	61%
Ability to evaluate your own strengths and weaknesses (DVL24)	54%	58%	53%	54%	56%
Moral and ethical judgment (DVL29)	50%	55%	49%	48%	56%
Ability to lead a group to achieve an objective (DVL21)	49%	47%	49%	52%	50%
Self-confidence (DVL23)	46%	52%	43%	45%	51%
Understanding Indigenous worldviews, experiences, issues, and peoples of Canada (DVL30)	41%	47%	43%	34%	47%
Appreciation of the arts (DVL26)	34%	37%	34%	33%	35%
Spirituality (DVL27)	17%	20%	16%	16%	20%

7.5 Most important areas

Students rated their university's contribution to all 30 areas, and students were asked to rank the top three most important areas to which their university should be contributing. The table below shows the percentage of students who ranked each area in their top three choices (among those selected by at least 10% of students).

Students rated *thinking logically and analytically* as most important, followed by *skills and knowledge for employment* and *dealing successfully with obstacles to achieve an objective*.

- Male students (50%) are more likely than female students (30%) to say that *thinking logically and analytically* is important. Female students rate many other aspects as more important than male students, although the differences are not as evident as *thinking logically and analytically*.
- As student age increases, so does the perceived importance of *thinking logically and analytically*, as 33% of those 21 and younger believe it is important, rising to 42% of those 30 and older.

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

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Thinking logically and analytically	37%	35%	37%	39%	30%
Skills and knowledge for employment	24%	24%	24%	25%	27%
Dealing successfully with obstacles to achieve an objective	23%	22%	23%	23%	23%
Ability to find and use information	19%	19%	19%	19%	21%
Writing clearly and correctly	16%	18%	17%	14%	16%
Thinking creatively to find ways to achieve an objective	16%	16%	15%	16%	10%
Time management skills	14%	13%	15%	13%	15%
Effective study and learning skills	13%	14%	13%	13%	13%
Knowledge of career options	11%	11%	11%	12%	15%
Self-confidence	10%	11%	10%	10%	10%
Speaking to a class or audience	10%	10%	10%	9%	10%

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

8.0 Evaluation of student experiences

8.1 Meeting students' expectations

The majority of graduating students say their university experiences met their expectations. A near equal proportion say their experiences exceeded compared to fell short of expectations.

- Students with an average grade of A- or higher (26%) are more likely than those with a B- to B+ (16%) or C+ or lower (12%) to report that their university exceeded their expectations.

Table 29: Meeting expectations (EXP18)

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Exceeded	20%	26%	18%	17%	29%
Met	61%	59%	61%	62%	52%
Fell short	19%	15%	20%	20%	19%

8.2 Satisfaction with university experiences

Students rated their satisfaction with several aspects of their university experience and were most satisfied with their *personal safety on campus* (24% very satisfied) and least satisfied with the *availability of information about career options in their study area* (10% very satisfied).

- As students get older, they are less likely to be satisfied with *opportunities to develop lasting friendships*, as 79% of those 21 and younger are satisfied, which drops to 66% of those 30 and older.

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

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Personal safety on campus (EVAL7)	88%	88%	86%	92%	92%
Your university's commitment to environmental sustainability (EVAL8)	79%	84%	77%	78%	81%
Opportunities to become involved in campus life (EVAL6)	76%	74%	75%	77%	84%
Opportunities to develop lasting friendships (EVAL1)	74%	71%	75%	74%	83%
Opportunities to enhance your education through activities beyond the classroom (EVAL5)	69%	70%	69%	69%	73%
Opportunities to participate in international study or student exchanges (EVAL13)	65%	65%	63%	69%	73%
Availability of information about career options in your area of study (EVAL2)	60%	62%	62%	56%	62%

8.3 Satisfaction with concern shown for student as an individual

Over half of graduating students are satisfied or very satisfied with the concern shown by the university for them as an individual.

Table 31: Satisfaction with concern shown by the university for student as an individual (EVAL3)					
	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Very satisfied	8%	11%	7%	6%	15%
Satisfied	48%	55%	47%	45%	55%
Dissatisfied	30%	24%	31%	33%	19%
Very dissatisfied	14%	10%	15%	16%	11%

8.4 Overall quality of education at this university

The vast majority of graduating students are satisfied or very satisfied with the overall quality of education at their university, with very few who are very dissatisfied.

Table 32: Satisfaction with overall quality of education at this university (EVAL4)					
	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Very satisfied	20%	26%	17%	19%	22%
Satisfied	66%	64%	67%	66%	67%
Dissatisfied	11%	8%	13%	12%	8%
Very dissatisfied	3%	2%	3%	3%	3%

8.5 Value for money

Most graduating students agree they received good value for their money at their university, however, over a third disagree.

- Students with an average grade of A- or higher (68%) are more likely than those with a B- to B+ (60%) or C+ or lower (51%) to agree they received good value for money at their university, although this falls just outside the threshold for statistical significance.

Table 33: Received good value for money at this university (EVAL10)					
	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Strongly agree	9%	14%	8%	8%	15%
Agree	53%	56%	51%	55%	55%
Disagree	27%	23%	30%	27%	21%
Strongly disagree	10%	7%	11%	9%	9%

8.6 Feel as if they belong at this university

Just over three quarters of students feel as if they belong at their university.

Table 34: Agreement with statement "I feel as if I belong at this university" (EVAL11)					
	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Strongly agree	17%	19%	16%	18%	23%
Agree	60%	61%	60%	59%	56%
Disagree	17%	16%	18%	18%	16%
Strongly disagree	5%	5%	6%	5%	5%

8.7 Impact of Indigenous experiences

The questions shown in the tables below were added to the 2021 survey. Three quarters of graduating students agree that *Indigenous course content has enriched their university experience* (32% strongly agree), and about two thirds say the same about par*ticipation in Indigenous activities or events* (25% strongly agree).

- Female (82%) students are more likely than male (60%) students to agree that *Indigenous course content has enriched their university experience*. Similarly, female (75%) students are more likely than male (53%) students to agree that *participation in Indigenous activities or events has enriched their university experience*.

Table 35: Agreement with "Indigenous course content has enriched my university experience" (IDG1)					
	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Strongly agree	19%	22%	20%	14%	23%
Agree	25%	29%	26%	21%	26%
Disagree	8%	7%	9%	8%	7%
Strongly disagree	6%	5%	6%	6%	4%
Not applicable/did not participate	42%	37%	39%	50%	40%

Table 36: Agreement with "Participation in Indigenous activities or events has enriched my university experience" (IDG2)					
	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Strongly agree	11%	14%	12%	8%	17%
Agree	19%	23%	19%	16%	24%
Disagree	9%	8%	10%	8%	5%
Strongly disagree	6%	5%	6%	6%	3%
Not applicable/did not participate	55%	51%	53%	62%	50%

8.8 Recommend university to others

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

Table 37: Recommend university to others (EVAL14)

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Promoter (rating of 9 or 10)	28%	36%	24%	29%	35%
Passive (rating of 7 or 8)	44%	41%	44%	45%	41%
Detractor (rating of 0 to 6)	28%	23%	31%	26%	24%
Net Promoter Score (promoter minus detractor)	0	+13	-7	+3	+11

Note: The Net Promoter Score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.

9.0 Educational goals

9.1 Changed majors or programs since beginning studies

Since beginning their post-secondary studies, one third of graduating students had changed their major or program of study.

- Students 21 and under (23%) are less likely than other age groups (ranging from 32% to 45%) to say they have changed their major or program of study.

Table 38: Changed major or program of study since beginning post-secondary studies (GOAL2)

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Yes	33%	35%	33%	32%	27%
No	67%	65%	67%	68%	73%

9.2 Post-graduation plans

After graduation, 2 in 5 students plan to apply to graduate school, while about a quarter plan to apply to a professional program.

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

Table 39: Post-graduation plans

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Apply to professional program (GOAL3)					
Yes	24%	26%	23%	24%	23%
No	52%	47%	53%	54%	50%
Unsure	24%	27%	25%	22%	27%
Apply to graduate school (GOAL4)					
Yes	39%	36%	39%	41%	38%
No	29%	29%	29%	28%	31%
Unsure	33%	35%	33%	31%	31%

9.3 Career planning

One third of graduating students *have a specific career in mind* or *have several possible careers*. About 7 in 10 students say they know their career options at least fairly well.

Table 40: Career plans

	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
Description of career plans (GOAL5)					
I have a specific career in mind	34%	40%	32%	33%	37%
I have several possible careers in mind	36%	35%	37%	36%	38%
I have some general ideas but I need to clarify them	21%	18%	22%	22%	17%
I am unsure, but I want to develop a career plan	8%	7%	8%	8%	7%
I am not thinking about a career at this stage of my studies	<1%	1%	<1%	<1%	2%
How well students know career options (GOAL6)					
Very well	21%	26%	20%	19%	22%
Fairly well	48%	45%	50%	46%	49%
Only a little	27%	25%	26%	30%	27%
Not at all	4%	4%	4%	5%	2%

9.4 Steps taken for employment post-graduation

Almost all graduating students have taken at least one step to prepare for employment or a career after graduation, most often *talking with friends, parents or family about employment options*. Although it falls just below the threshold for statistical significance, it is worth noting that students at Group 1 universities are least likely to have *created a resumé/CV*.

- Although it falls just outside the threshold for statistical significance, female (34%) students are more likely than male (20%) students to have *volunteered in their chosen field of employment*.
- The younger students are, the more likely they are to have t*alked with parents/family about employment*, *talked with friends about employment*, or *created a resumé/CV*.
- Students with higher grades are more likely to report that they *talked with professors about employment/career*, as the proportion increases from 23% of those with a C+ or lower grade to 52% of those with an A- or higher grade.

Table 41: Steps taken to prepare for employment or career after graduation

	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
Talked with friends about employment/career (GOAL9)	77%	72%	78%	80%	81%
Created resume, CV, e-portfolio, or online profile (GOAL10)	76%	65%	77%	82%	69%
Talked with parents/family about employment/career (GOAL8)	75%	70%	75%	77%	85%
Talked with professors about employment/career (GOAL7)	44%	47%	43%	42%	52%
Worked in chosen field of employment (GOAL14)	43%	41%	45%	42%	44%
Attended an employment fair (GOAL12)	33%	27%	34%	36%	13%
Volunteered in chosen field of employment (GOAL15)	29%	30%	30%	29%	47%
Met with a career counsellor (GOAL13)	21%	17%	22%	23%	9%
I have a career mentor (GOAL16)	9%	9%	9%	10%	7%
None (GOAL17)	4%	6%	4%	3%	3%

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

10.0 Satisfaction with facilities and services

10.1 General facilities and services

The most commonly used service among graduating students is *library electronic resources*, while few report using *facilities for university-based social activities* or *university residences*.

- Although falling outside the threshold for statistical significance, female (68%) students are more likely to report using *library electronic resources* than male (55%) students.

Table 42: Use of general facilities and services

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Library electronic resources (SRV5)	63%	67%	65%	58%	71%
Online campus bookstores (SRV19)	35%	37%	33%	37%	43%
On-campus bookstores (SRV18)	24%	30%	23%	21%	28%
On-campus library (SRV4)	22%	25%	21%	20%	25%
Food services (SRV25)	19%	19%	19%	19%	14%
Parking (SRV26)	18%	23%	17%	17%	26%
Athletic facilities (SRV16)	13%	13%	16%	10%	21%
Campus medical services (SRV20)	10%	8%	11%	11%	11%
Computing services help desk (SRV24)	7%	8%	8%	5%	6%
Other recreational facilities (SRV17)	6%	6%	7%	5%	5%
Facilities for student associations (SRV23)	6%	5%	6%	5%	4%
Facilities for university-based social activities (SRV22)	5%	5%	5%	5%	5%
University residences (SRV13)	5%	4%	5%	4%	11%

The table below shows satisfaction with general facilities and services among those who have used them. Only about half are satisfied with *parking facilities*, while the majority are satisfied with all other services and facilities.

- Although falling just outside the threshold for statistical significance, female (85%) students are more likely than male (73%) students to be satisfied with *university residences*.

Table 43: Satisfaction with general facilities and services (% satisfied or very satisfied)

	All students	Group			Nipissing University
		1	2	3	
Library electronic resources (SRV5SAT)	96%	95%	96%	96%	88%
On-campus library (SRV4SAT)	95%	94%	95%	95%	98%
Other recreational facilities (SRV17SAT)	94%	94%	94%	93%	100%
Computing services help desk (SRV24SAT)	94%	94%	93%	95%	91%
Facilities for university-based social activities (SRV22SAT)	93%	91%	94%	92%	89%
Facilities for student associations (SRV23SAT)	92%	92%	90%	93%	88%
On-campus book stores (SRV18SAT)	92%	91%	91%	93%	81%
Athletic facilities (SRV16SAT)	91%	92%	90%	91%	97%
Campus medical services (SRV20SAT)	90%	96%	88%	89%	95%
Online campus book store (SRV19SAT)	90%	90%	90%	91%	81%
Food services (SRV25SAT)	82%	75%	85%	84%	77%
University residences (SRV13SAT)	80%	84%	81%	76%	90%
Parking (SRV26SAT)	51%	52%	53%	45%	77%

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

10.2 Academic services

Less than half of graduating students used *academic advising*, and few used other academic services.

Table 44: Use of academic services					
	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Academic advising (SRV9)	42%	45%	41%	41%	60%
Writing skills (SRV12)	7%	9%	7%	5%	7%
Co-op offices and supports (SRV21)	7%	3%	9%	7%	2%
Tutoring (SRV10)	5%	6%	5%	5%	7%
Study skills and learning supports (SRV11)	5%	6%	5%	4%	8%

The majority of graduating students are satisfied with all academic services used.

Table 45: Satisfaction with academic services (% satisfied or very satisfied)					
	All students	Group			Nipissing University
		1	2	3	
Study skills and learning supports (SRV11SAT)	94%	96%	95%	89%	93%
Writing skills (SRV12SAT)	92%	95%	93%	86%	100%
Tutoring (SRV10SAT)	90%	92%	90%	89%	83%
Co-op offices and supports (SRV21SAT)	86%	85%	86%	86%	100%
Academic advising (SRV9SAT)	85%	86%	86%	81%	80%
Note: Percentages are based on those who have used the service.					

10.3 Special services

Less than a quarter of students used *financial aid*, while fewer made use of other special services.

- Students who identify as belonging to a visible minority group (10%) are more likely than those who do not (1%) to report using *services for international students*.

Table 46: Use of special services					
	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Financial aid (SRV15)	22%	24%	21%	21%	27%
Employment services (SRV6)	11%	7%	12%	12%	7%
Career counselling (SRV7)	11%	7%	12%	12%	4%
Personal counselling (SRV8)	10%	11%	10%	9%	10%
Services for students with disabilities (SRV3)	6%	6%	6%	6%	11%
Services for international students (SRV2)	5%	4%	6%	5%	1%
Advising for students who need financial aid (SRV14)	3%	4%	3%	3%	5%
Services for Indigenous students (SRV1)	1%	2%	1%	<1%	4%

The majority of graduating students are satisfied with all special services used. Although not significant, it is worth noting that students at Group 3 universities are least likely to be satisfied with *personal counselling*.

Table 47: Satisfaction with special services (% satisfied or very satisfied)

	All students	Group			Nipissing University
		1	2	3	
Services for Indigenous students (SRV1SAT)	88%	89%	89%	85%	88%
Services for international students (SRV2SAT)	88%	82%	89%	91%	100%
Financial aid (SRV15SAT)	87%	91%	87%	85%	98%
Services for students with disabilities (SRV3SAT)	87%	87%	84%	92%	85%
Employment services (SRV6SAT)	83%	85%	85%	79%	85%
Career counselling (SRV7SAT)	83%	81%	84%	83%	86%
Personal counselling (SRV8SAT)	80%	87%	81%	73%	100%
Advising for students who need financial aid (SRV14SAT)	79%	84%	81%	71%	100%

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

11.0 Financing post-secondary education

11.1 Credit cards

The vast majority of graduating students have at least one credit card, with most having just one. Most students with credit cards pay off their balance each month; however, when asked what their current credit card balance is, 2 in 5 say it is zero.

- The older a student is, the more likely they are to have two or more credit cards (increasing from 20% of those 21 and younger to 50% of those 30 and older). Younger students are also more likely to pay off their balance each month, with 90% of those 21 and younger saying that they paid off their last balance compared to 64% of those 30 and older.
- Among those with credit card debt, the average debt also increases with age from $1,578 for those 21 and younger to $6,986 for those 30 and older. This difference in age may also explain why Group 1 students carry the highest credit card debt, as these students were older on average than students at other universities.

Table 48: Credit cards

	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
Number of credit cards (FIN1)					
None	7%	8%	8%	6%	11%
One	65%	61%	65%	68%	69%
Two	20%	20%	20%	21%	12%
Three or more	8%	10%	8%	6%	8%
Regularly pay off balance each month* (FIN2)					
Yes	83%	75%	84%	87%	81%
Total credit card balance* (FIN3)					
Zero	39%	35%	38%	42%	36%
$500 or less	13%	13%	13%	12%	20%
$501 to $1,000	5%	5%	5%	4%	5%
Over $1,000	8%	14%	7%	6%	11%
Don't know	36%	33%	38%	37%	28%
Average (those with credit card)	$786	$1,341	$687	$503	$966
Average (those with unpaid balance)	$3,588	$4,401	$3,306	$2,882	$3,473

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

11.2 Debt sources

Nearly half of graduating students incurred debt to help finance their education, most often from *government student loans*.

Table 49: Sources of debt (DEBT)					
	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
Any debt	46%	47%	47%	44%	64%
Government student loans	42%	40%	43%	41%	61%
Loans from financial institutions	8%	10%	8%	6%	14%
Loans from parents/family	8%	8%	9%	7%	9%
Debt from other sources	3%	5%	3%	2%	3%

Among all graduating students, the average education-related debt at the time of the survey was just over $13,000. Among only those with debt, the average amount more than doubles, while students with *government student loans* carry the most debt.

Table 50: Average amount of repayable debt					
	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
Average total debt (DEBT1AMT-DEBT4AMT)					
All respondents	$13,119	$15,392	$12,909	$11,729	$15,349
Those with debt	$28,533	$32,676	$27,748	$26,490	$24,007
Average among those with these sources					
Government student loans (DEBT1AMT)	$26,041	$31,140	$24,580	$24,614	$21,357
Loans from financial institutions (DEBT2AMT)	$13,169	$14,501	$12,793	$12,257	$11,796
Loans from parents/family (DEBT3AMT)	$12,454	$11,495	$12,953	$12,221	$5,356
Debt from other sources (DEBT4AMT)	$6,668	$9,299	$5,685	$4,696	$4,075

The distribution of total student debt skews towards those with $20,000 or more in debt, accounting for nearly one third of all graduating students.

Table 51: Total debt (DEBT1AMT-DEBT4AMT)					
	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
No debt	54%	53%	53%	56%	36%
Less than $5,000	3%	3%	3%	3%	4%
$5,000 to $9,999	4%	4%	3%	4%	8%
$10,000 to $14,999	5%	4%	5%	5%	7%
$15,000 to $19,999	5%	4%	5%	5%	6%
$20,000 or more	30%	32%	30%	27%	39%

11.3 Sources of university funding

11.3.1 Use of sources

Out of 11 different sources, the most common sources used to fund graduating students' current year of university education are *parents, family, or spouse*, followed by *government loans or bursaries* and *earnings from employment*. Although not statistically significant, financing does appear to differ slightly by university type, as those at Group 1 universities are most likely to rely on *current employment* and least likely to rely on *parents, family, or spouses* and *work experience programs*.

- The older a student is, the less likely they are to be financing their education through *parents, family, or spouse* (decreasing from 60% of those 21 and younger to 24% of those 30 and older); a *university scholarship, financial award, or bursary* (decreasing from 46% of those 21 and younger to 23% of those 30 and older); *earnings from summer work* (decreasing from 44% of those 21 and younger to 11% of those 30 and older); or *RESPs* (decreasing from 26% of those 21 and younger to 1% of those 30 and older).
- Students who self-identify as a member of a visible minority (24%) are less likely than those who do not (43%) to indicate that they rely on *earnings from summer work* to pay for the current year of university.
- Students with an average university grade of A- or higher (52%) are more likely than those with an average grade of B-, B, or B+ (24%) or C+ or lower (14%) to say they have received a *university scholarship, financial award, or bursary*.

Table 52: Sources of financing

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Parents, family, or spouse (INC3)	49%	40%	51%	53%	41%
Government loan or bursary (INC1)	45%	42%	47%	44%	63%
Earnings from current employment (INC6/7)	43%	51%	41%	39%	53%
University scholarship, financial award, or bursary (INC2)	35%	38%	34%	34%	62%
Earnings from summer work (INC8)	34%	33%	35%	32%	57%
RESP (INC10)	16%	13%	17%	17%	22%
Co-op program, internship, and other practical experiences related to program (INC5)	9%	3%	11%	12%	
Loans from financial institution (INC4)	6%	7%	6%	5%	10%
Investment income (INC9)	5%	4%	5%	6%	4%
Other (INC11)	5%	7%	4%	4%	7%

11.4 Number of sources of financing

Most students rely on multiple sources to finance their education, with an average of nearly three sources of financing.

- The older a student is, the fewer sources they use to finance their education. Students 21 and younger use about 2.8 sources on average compared to 1.9 for students 30 and older.
- Students with higher grades generally rely on more sources to finance their education. Students with an average university grade of A- or higher use about 2.7 sources compared to 2.3 for those with an average grade of B-, B, or B+ and 2.1 for those with an average grade of C+ or lower.

Table 53: Number of sources of financing (INC1-11)

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
One	30%	33%	29%	32%	16%
Two	26%	27%	26%	25%	18%
Three	22%	21%	23%	21%	25%
Four or more	22%	20%	23%	22%	41%
Average	2.5	2.4	2.5	2.4	3.2

11.4.1 Average financing

Students required an average of over $17,000 of financing for their current year of university education. The largest single sources of financing, based on their average amount, include the following:

- *co-op program, internship, and other practical experiences related to program*
- *earnings from current employment*
- *government loan or bursary*
- *parents, family, or spouse*
- *loans from financial institutions*

Worth noting is that the average amount contributed by each source is not perfectly in line with the proportion who report using each source. For example, just 9% use *co-op program, internship, and other practical experiences related to program*, but it provides the highest average amount to those using that source. Conversely, the most used source was *parents, family, or spouse*, yet it contributed at a level similar to other sources.

- As age increases, the average amount that students require to finance their current year of education increases, from $15,734 for those 21 and younger to $25,232 for those 30 and older.

Table 54: Average amount from each financing source

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
All respondents					
Overall (INC1AMT-INC11AMT)	$17,357	$18,782	$17,050	$16,759	$17,962
Average among those using each source					
Co-op program, internship, and other practical experiences related to program (INC5AMT)	$11,136	$6,845	$10,078	$13,327	
Earnings from current employment (INC6AMT/INC7AMT)	$10,490	$14,765	$8,806	$9,071	$9,151
Government loan or bursary (INC1AMT)	$8,440	$9,698	$8,007	$8,261	$7,735
Parents, family, or spouse (INC3AMT)	$7,623	$5,743	$8,130	$7,932	$4,283
Loans from financial institution (INC4AMT)	$7,071	$6,251	$7,899	$6,273	$6,935
Earnings from summer work (INC8AMT)	$5,883	$6,289	$5,833	$5,650	$6,076
RESP (INC10AMT)	$4,936	$5,014	$4,801	$5,096	$3,546
Investment income (e.g., bonds, dividends) (INC9AMT)	$4,355	$5,780	$3,776	$4,370	$2,175
University scholarship, financial award, or bursary (INC2AMT)	$2,590	$2,808	$2,610	$2,373	$2,173
Other (INC11AMT)	$8,213	$8,392	$8,074	$8,231	$6,490

12.0 Post-graduation educational plans

12.1 Plans for additional schooling

Just over two thirds of graduating students expect to take further education within the next five years, most often pursuing *graduate school*. Students at Group 2 and Group 3 universities are more likely than Group 1 students to plan to go to *graduate school*.

- Although falling just outside the threshold for statistical significance, female (73%) students are more likely than male (60%) students to say they expect to take further education within the next five years.

- Getting better grades seems to be related to increased desire for further education, as 76% of those with an A- or higher average plan on taking further education compared to 65% of those with a B+, B, or B- average and 52% of those with a C+ or lower average.

Table 55: Future education plans within next five years

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Take further education (EDPLAN)	68%	67%	68%	71%	75%
- Graduate school (EDPLAN2_1/EDPLAN2_2)	52%	47%	52%	55%	49%
- A professional program (e.g., law) (EDPLAN3_1/EDPLAN3_2)	24%	25%	22%	26%	27%
- Further undergraduate studies (EDPLAN1_1/EDPLAN1_2)	11%	14%	11%	11%	15%
- Community college or CEGEP (EDPLAN4_1/EDPLAN4_2)	6%	4%	8%	5%	7%
- Technical/vocational school (EDPLAN5_1/EDPLAN5_2)	4%	4%	5%	4%	2%
- Other formal education (EDPLAN6_1/EDPLAN6_2)	11%	12%	11%	9%	12%

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

Fewer than 1 in 5 students plan on pursuing *graduate school* at their current university, and fewer plan on pursuing a *professional program* or *further undergraduate studies* at their university.

Table 56: Plan to take further education at current university

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
Graduate school (EDPLAN2_3)	16%	11%	16%	20%	10%
A professional program (e.g., law) (EDPLAN3_3)	5%	5%	4%	7%	9%
Further undergraduate studies (EDPLAN1_3)	4%	6%	3%	4%	7%

Note: Respondents could provide more than one answer.

12.2 Impact of debt on future education

Less than half of graduating students say that debt has a negative impact on their future education; however, nearly a quarter say it *discourages them from taking further education*.

- Younger students are more likely to say that they have no debt, thus it does not impact their decisions. About 42% of those 21 and younger say they have no debt compared to 29% of those 30 and older.

Table 57: Impact of debt on future education in year after graduation (EDPLAN7)

	All students (n=15,334)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=6,240)	3 (n=4,613)	
I have no debt	40%	37%	39%	43%	25%
It does not affect my decision	22%	21%	22%	23%	27%
It discourages me from taking further education	23%	23%	24%	20%	26%
It prevents me from taking further education	8%	9%	8%	6%	5%
I need more education to earn enough to repay it	8%	9%	7%	8%	16%

13.0 Employment plans

13.1 Profile of post-graduation employment

Nearly a third of students have employment arranged after graduating. Among those with employment arranged, results show the following:

- Over half say their job requires a degree, with over a third saying it requires their specific degree.
- About 2 in 3 say their job is at least moderately related to the skills and knowledge they acquired.
- The vast majority will be working in Canada. Over two thirds will be working full-time, about two thirds will be in a permanent jog, over a quarter will be working a new job, and very few will be self-employed. Group 1 students are most likely to have a job that is a continuation of a job they had before starting their program.
- Male (83%) students are more likely than female (63%) students to have a full-time job arranged.
- The older a student, the more likely they are to report that their job is a continuation of a job they had before starting their program (from 15% of those 21 and younger to 55% of those 30 and older) and is a permanent job (increasing from 54% of those 21 and younger to 87% of those 30 and older).
- Although falling outside the threshold for statistical significance, students who self-identify as a member of a visible minority (25%) are less likely than those who do not (37%) to indicate that they have employment arranged for after graduation.

Table 58: Post-graduation employment					
	All students (n=15,334)	Group 1 (n=4,481)	Group 2 (n=6,240)	Group 3 (n=4,613)	Nipissing University (n=183)
Have employment arranged (EMPLAN1)					
Yes	31%	36%	30%	30%	31%
No, looking for work	60%	56%	62%	59%	57%
No, not looking for work	9%	8%	8%	11%	11%
Degree requirements* (EMPLAN2)					
Requires specific degree	37%	32%	36%	43%	30%
Requires any degree	19%	16%	18%	22%	11%
Degree helps, but not required	24%	30%	24%	17%	28%
Does not require degree	21%	22%	22%	18%	32%
Relation to skills and knowledge learned* (EMPLAN3)					
Strongly	43%	44%	41%	44%	39%
Moderately	22%	22%	22%	21%	9%
Slightly	17%	16%	17%	16%	18%
Not at all	18%	17%	19%	19%	35%
Not sure	<1%	<1%	<1%	<1%	
Employment status* (EMPLAN4)					
Full-time	70%	70%	69%	70%	61%
Part-time	24%	24%	25%	23%	35%
Several part-time jobs	6%	6%	7%	7%	4%
Self-employed* (EMPLAN5)					
Yes	5%	5%	5%	4%	4%
Permanent or temporary* (EMPLAN6)					
Permanent	66%	73%	61%	67%	58%
Temporary with end date	17%	12%	19%	18%	23%
Temporary without end date	17%	15%	20%	15%	19%
Continuation of previous employment* (EMPLAN7)					
New job	29%	22%	29%	36%	37%
Continuation of job while in program	48%	42%	52%	49%	30%
Continuation of job before program	22%	36%	19%	15%	33%
Job in Canada* (EMPLAN10)					
Yes	97%	97%	97%	96%	100%
* The proportion is out of those who have employment arranged.					

13.2 Main way of finding job

Students with employment arranged most commonly found work through *direct contact with the employer*, *workplace experience programs*, *a jobs website*, *friends*, or *family*.

Table 59: Main way of finding the job* (EMPLAN8)					
	All students	Group 1	Group 2	Group 3	Nipissing University
Direct contact with the employer	19%	24%	18%	16%	25%
Workplace experience in your program	17%	11%	20%	19%	18%
A jobs web site	16%	18%	16%	16%	21%
Friends	14%	14%	14%	15%	18%
Family	12%	12%	12%	12%	9%
External career or employment centre/agency	3%	4%	3%	3%	2%
Professor(s)	3%	2%	3%	4%	
Job fair or recruiters at your university	3%	2%	3%	4%	
University career or employment centre	2%	2%	1%	3%	
Other employer contact through your program	2%	2%	2%	1%	
Other	8%	8%	8%	7%	9%
* The proportion is out of those who have employment arranged.					

13.3 Earnings

The typical student expects to be making over $13,000 per month after graduating (over $160,000 annually). However, the average is likely skewed by some high reported incomes, as the median income is a more reasonable $4,000 per month (or $48,000 annually). However, the average may also be skewed because many are unsure of what their monthly income may be and perhaps those with a higher salary are more likely to be aware of what they will be earning.

- As students get older, they report a higher monthly income. The average salary among those 21 and under is $9,190 per month and increases to $20,774 for those 30 and older.

Table 60: Monthly earnings* (EMPLAN9)

	All students	Group			Nipissing University
		1	2	3	
Less than $2,000	9%	9%	8%	9%	11%
$2,000 to $2,999	9%	8%	10%	9%	20%
$3,000 to $4,999	15%	16%	14%	14%	13%
$5,000 to $7,499	10%	9%	9%	12%	7%
$7,500 or more	15%	17%	13%	15%	11%
Unsure	43%	42%	45%	42%	39%
Median monthly earnings	$4,000	$4,079	$4,000	$4,201	$2,958

* The proportion is out of those who have employment arranged.

13.4 Satisfaction with employment

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

Table 61: Satisfaction with post-graduation employment* (EMPLAN12)

	All students	Group			Nipissing University
		1	2	3	
Very satisfied	26%	26%	25%	29%	25%
Satisfied	60%	60%	60%	58%	63%
Dissatisfied	12%	10%	12%	11%	9%
Very dissatisfied	2%	3%	3%	2%	4%

* The proportion is out of those who have employment arranged.

14.0 COVID impact

Starting in March 2020, the worldwide COVID-19 pandemic brought many challenges for post-secondary institutions and students. There was physical closure of post-secondary institutions across Canada, most face-to-face courses transitioned to online (remote delivery), as did many student services. Some courses were postponed or cancelled. Experiential learning classes were also affected.

For the 2021 survey, CUSC-CCREU added a module of questions about the impacts of the pandemic on graduating students' final year of studies. This module was optional for universities. The results reported are only from graduating students at universities that opted to participate in the COVID module.

14.1 Method of instruction

Graduating students most commonly had *online lectures with or without synchronous instruction*. Few had *in-class seminars or labs*.

Table 62: Method of instruction this term (COVID1)

	All students (n=12,916)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=3,822)	3 (n=4,613)	
Online with live/synchronous instruction (e.g., real-time audio or video)	90%	78%	92%	95%	69%
Online without live/asynchronous instruction (e.g., learning modules, recorded lectures)	84%	84%	85%	83%	94%
In a seminar room, classroom or lecture hall	16%	20%	16%	14%	15%
In a lab or studio	12%	12%	12%	12%	9%
Other	3%	5%	3%	2%	2%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

14.2 Satisfaction with adapting instruction

Three quarters of graduating students say that their method of instruction changed from what was anticipated due to the pandemic, with two-thirds saying they were satisfied or very satisfied with the change.

Table 63: Satisfaction with adapting instruction

	All students (n=12,916)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=3,822)	3 (n=4,613)	
Method of instruction/delivery changed from anticipated (COVID2)					
Yes	74%	67%	77%	76%	78%
No	26%	33%	23%	24%	22%
Satisfaction with adapting (COVID2B)*					
Very satisfied	7%	9%	6%	7%	10%
Satisfied	60%	61%	59%	60%	48%
Dissatisfied	26%	23%	27%	27%	34%
Very dissatisfied	8%	8%	8%	7%	8%
* The proportion is out of those who indicated instruction has changed from anticipated.					

14.3 Satisfaction with adapting experiential learning

About one- fifth of graduating students were enrolled in external experiential learning opportunities (e.g. practicum, placement, co-op) in their last year, with two- thirds of them experiencing changes to the method of providing this learning component.

Table 64: Satisfaction with adapting external experiential learning

	All students (n=12,916)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=3,822)	3 (n=4,613)	
Enrollment in external experiential learning (COVID3/COVID3A)					
Enrolled in external experiential learning, with changes	12%	13%	14%	10%	22%
Enrolled in external experiential learning, no changes	6%	8%	6%	6%	8%
Not enrolled	81%	79%	80%	84%	69%
Satisfaction with adapting (COVID3B)*					
Very satisfied	11%	14%	10%	9%	15%
Satisfied	58%	63%	57%	56%	53%
Dissatisfied	22%	16%	23%	25%	18%
Very dissatisfied	9%	7%	10%	10%	15%
* The proportion is out of those who indicated external experiential learning has changed from anticipated.					

About two- fifths of graduating students were enrolled in internal experiential learning (e.g. lab, studio, applied project), with three- quarters of them experiencing changes to the method of providing this learning component.

Table 65: Satisfaction with adapting internal experiential learning

	All students (n=12,916)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=3,822)	3 (n=4,613)	
Enrollment in internal experiential learning (COVID4/COVID4A)					
Enrolled in internal experiential learning, with changes	28%	21%	31%	30%	31%
Enrolled in internal experiential learning, no changes	10%	9%	10%	10%	3%
Not enrolled	62%	70%	59%	59%	66%
Satisfaction with adapting (COVID4B)*					
Very satisfied	6%	9%	5%	7%	4%
Satisfied	58%	63%	57%	56%	56%
Dissatisfied	26%	20%	28%	26%	30%
Very dissatisfied	10%	8%	11%	11%	11%
* The proportion is out of those who indicated internal experiential learning has changed from anticipated.					

14.4 Delays from COVID-19

About 1 in 6 graduating students say their plans to complete their program were delayed because of COVID-19. Although not statistically significant, those at Group 1 universities were most likely to have experienced a delay.

Table 66: Plans to complete program have been delayed by COVID (COVID6)

	All students (n=12,916)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=3,822)	3 (n=4,613)	
Yes, plans to complete have been delayed	15%	19%	16%	11%	8%
No, plans unchanged	85%	81%	84%	89%	92%

14.5 Ability to access services

About 4 out of 10 graduating students say that it was more difficult to access services they use at their university, although the majority say it was the same.

Table 67: Ability to access services (COVID7)

	All students (n=12,916)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=3,822)	3 (n=4,613)	
Less difficult	4%	3%	4%	4%	3%
The same	52%	55%	51%	52%	52%
More difficult	44%	42%	45%	45%	45%

14.6 Satisfaction with university's efforts

About 8 in 10 graduating students were satisfied or very satisfied with their *university's efforts to administer final exams in their courses*, and almost all graduating students were at satisfied with their university's *safety measures to limit the spread of the COVID-19 virus*.

Table 68: Satisfaction with efforts university has taken

	All students (n=12,916)	Group			Nipissing University (n=183)
		1 (n=4,481)	2 (n=3,822)	3 (n=4,613)	
Administer final exams (COVID5)					
Very satisfied	17%	21%	14%	16%	19%
Satisfied	62%	64%	60%	63%	62%
Dissatisfied	16%	11%	19%	16%	14%
Very dissatisfied	5%	4%	6%	5%	6%
Limit spread of COVID-19 (COVID8)					
Very satisfied	23%	25%	22%	23%	20%
Satisfied	72%	70%	73%	72%	73%
Dissatisfied	3%	3%	3%	3%	3%
Very dissatisfied	1%	2%	1%	2%	4%