CUSC CCREU

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

PRA
Prairie Research Associates

2022 First-Year Students Survey
Nipissing University
June 2022

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Appendix A – 2022 CUSC-CCREU Survey (© 2022)
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EXECUTIVE SUMMARY

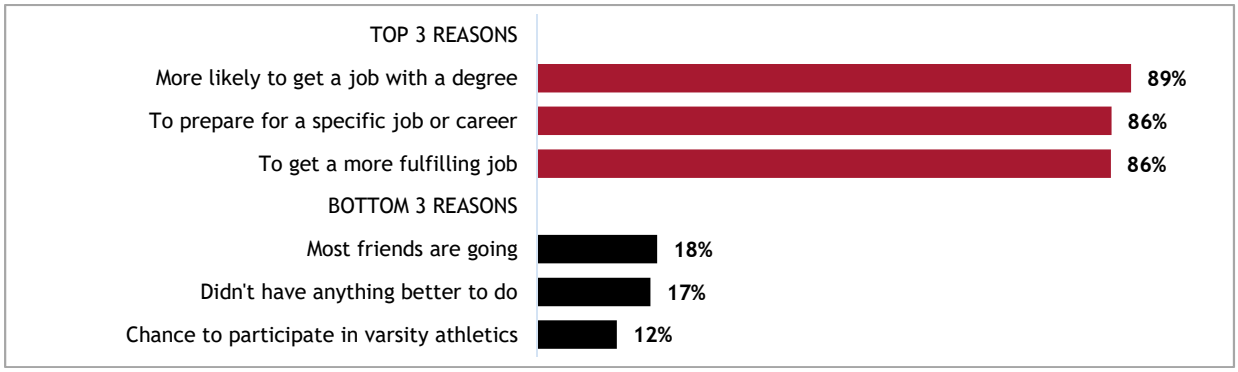
The 2022 *First-Year Student Survey* marks the 28th cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). Over 15,000 students from 44 universities across Canada participated in the survey.

Profile of first-year students

- The majority of students were female, 18 or younger, single, without children, and Canadian citizens.
- Slightly less than half self-identified as a visible minority, while 4% identified as Indigenous.
- About one third of first-year students reported having a disability or impairment, with mental health being the most common.
- Students are split almost equally between living with family and living independently.
- One in 10 first-year students are first-generation students; that is, neither parent had any post-secondary education.

Motivation for attending university

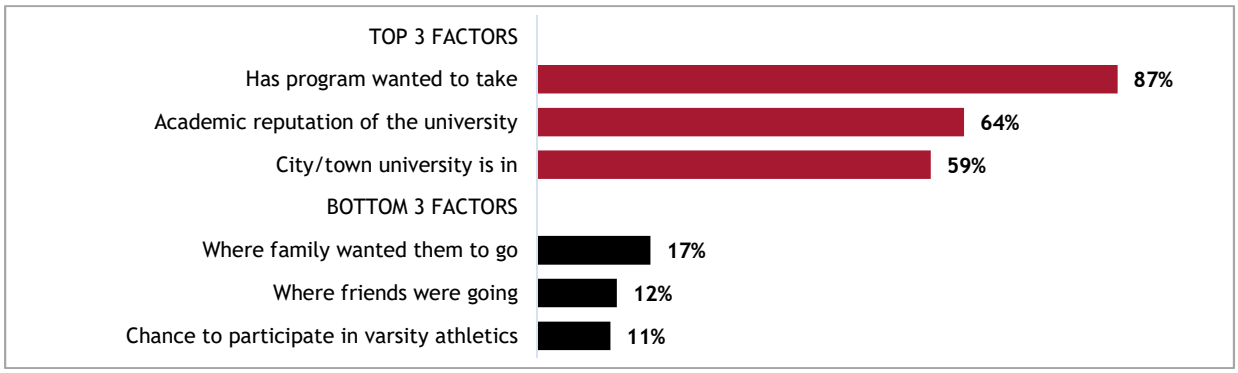
When rating the importance of 15 reasons that motivated them to attend university, the top reasons tend to be career-oriented. The top and bottom reasons are shown below.



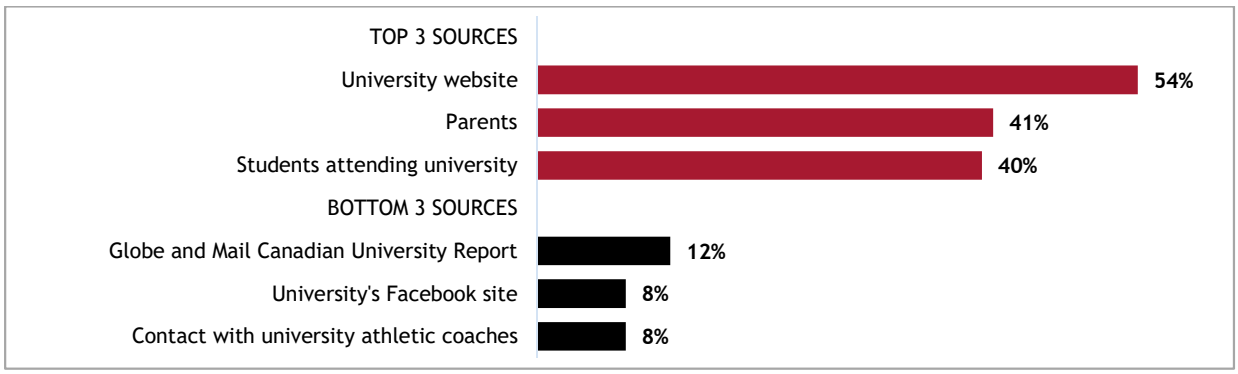
Choosing a university

Three quarters of first-year students applied to a university other than their current one, while 1 in 6 applied to a college. Despite this, 8 in 10 were attending their first-choice university.

Among 18 factors for selecting their specific university, students rated *the program they wanted to take* much higher than other factors. The top and bottom factors are shown below.



Among 19 sources of information students may have used to decide which university to attend, only one source was rated as important/very important by more than half of students. The top and bottom sources are shown below.



Orientation

Half of first-year students participated in orientation this past year. Among those who participated in orientation, most were satisfied with aspects related to orientation.

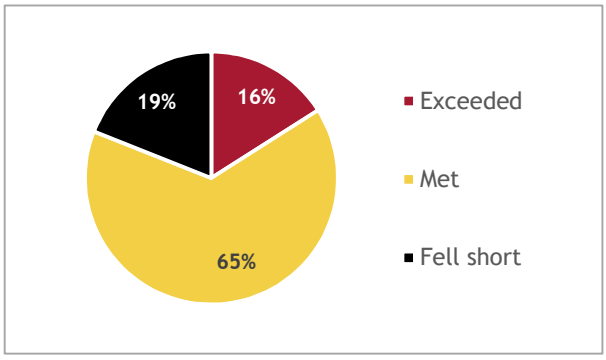
Registration

Overall, students were satisfied with aspects related to registration, with around 8 in 10 students indicating they were satisfied or very satisfied with each of two aspects.

Expectations and experience

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

When asked to summarize their overall experiences to date (as shown in the graph to the right), first-year students were about equally as likely to say their university experience *exceeded* versus *fell short* of their expectations.



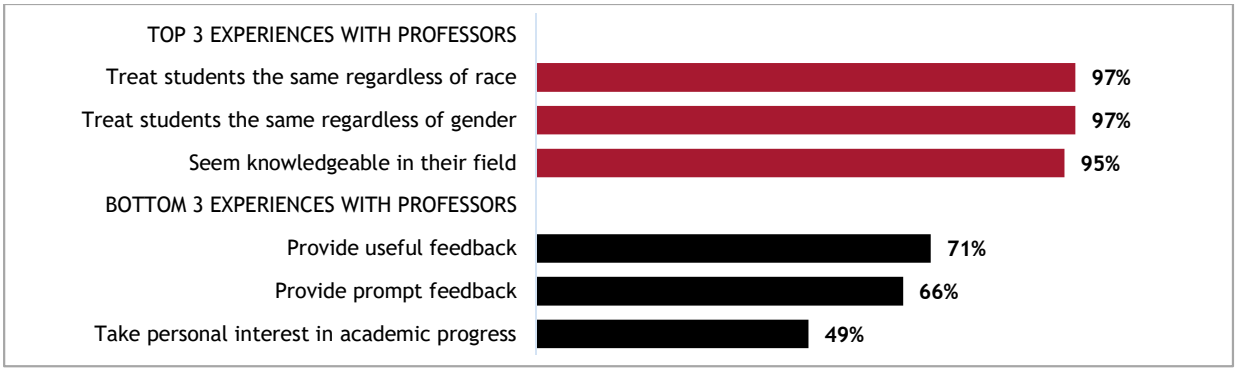
Transition to university

Generally, the majority of students indicated they found some or very much success in each of 18 areas of transitioning to university, with the exception of *becoming involved in campus activities*, which may not be surprising given the restrictions for on-campus activities imposed due to the COVID-19 pandemic during the 2021-22 academic year.

Educational experiences

Students rated their satisfaction with various educational experiences:

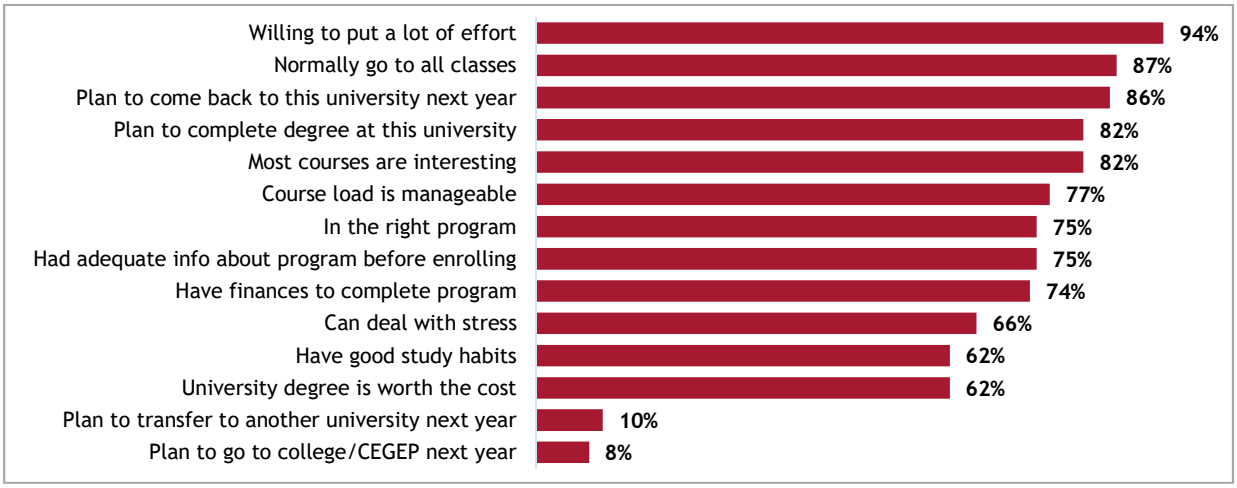
- The majority of students reported positive relationships with professors, with at least two thirds agreeing with each statement, with the exception of *taking a personal interest in academic progress*. The top and bottom experiences with professors are shown below.



- Nine in 10 first-year students said they *were given the chance to evaluate the quality of teaching in their courses*, although just 4 in 10 said they were able to evaluate the teaching in all their courses.
- The majority of first-year students agreed that they were *generally satisfied with the quality of teaching they received*.

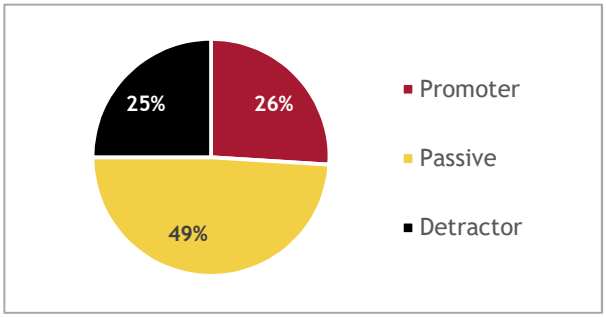
Commitment to completion

Several measures were used to gauge students' commitment to completing their program at their university. Agreement with each statement is shown below.



Overall evaluation of student experiences

- Almost two thirds of first-year students were satisfied with the *concern shown by the university for them as an individual*.
- Close to 9 in 10 first-year students were satisfied with *their decision to attend their university*.
- Using the Net Promoter Score calculation, where detractors are subtracted from promoters, universities have a score of +1.

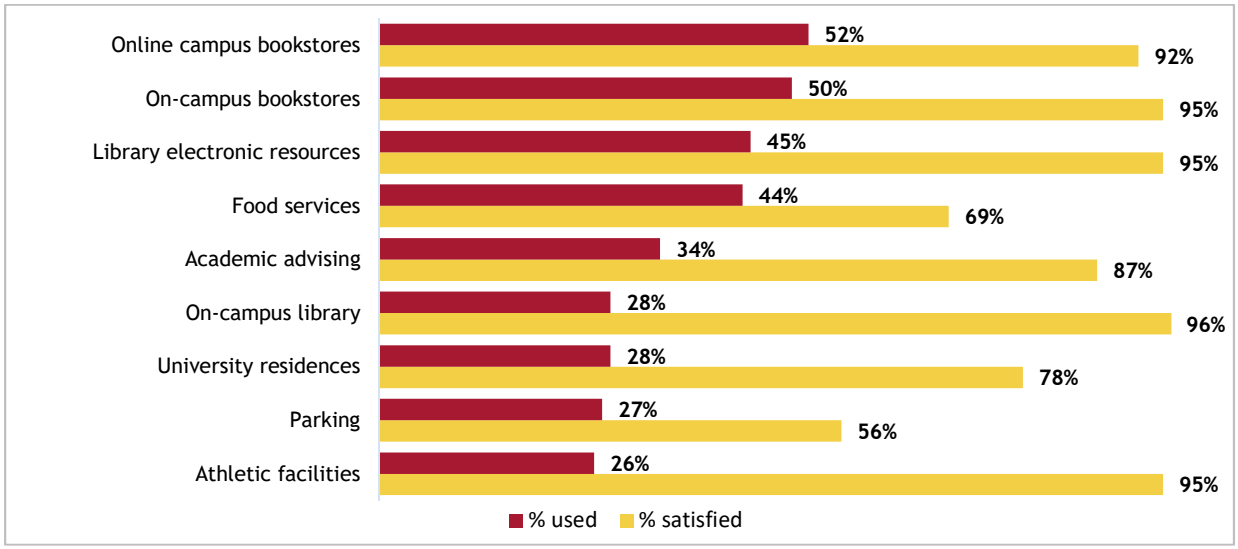


Goal development

- Three quarters of first-year students said they had already selected their major or discipline. About 3 in 10 were planning on applying to a professional program or graduate school after completing their degree.
- Overall, one third of first-year students have a specific career in mind, while another third have several possible careers. Despite many having a career (or two) in mind, just 1 in 5 said they know their career options very well.
- Slightly less than 9 in 10 first-year students have taken at least one step to prepare for employment or a career after graduation, although they have most often talked to people about it.

Satisfaction with facilities and services

Satisfaction with facilities and services used by at least 25% of students is shown below.



Academic profile

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

Current employment

About 4 in 10 first-year students were employed at the time of the survey, most often off campus. Among those who were employed, the typical student worked 17 hours per week, with about three and a half times more students reporting that their employment had a negative impact on their academic performance.

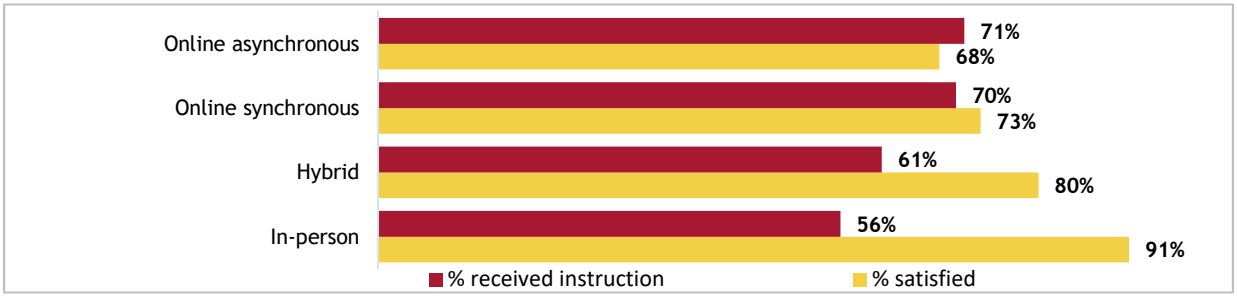
Financing education

Close to 6 in 10 first-year students indicated they had at least one credit card. Among those students who have credit cards, the vast majority reported that they pay off their balance each month. Among those with an unpaid balance, the average credit card debt is over $3,000.

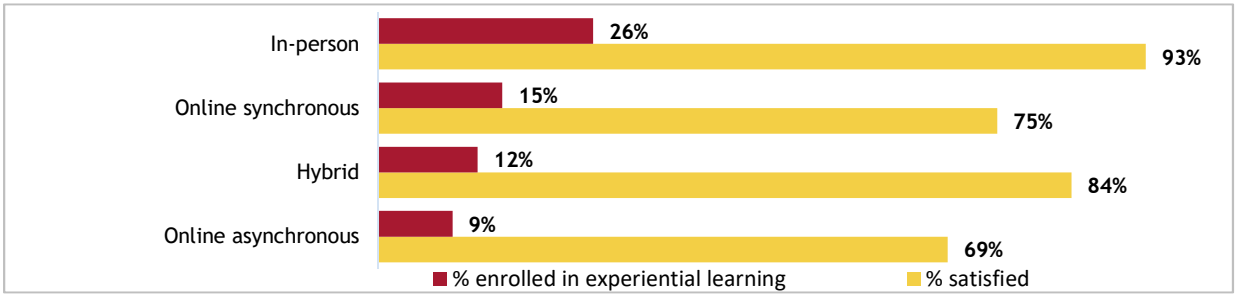
Overall, 6 in 10 first-year students said they received a financial award from their university. Among those who said they received an award, one-third said they would not have been able to attend university without this financial assistance.

Course delivery and assessment module

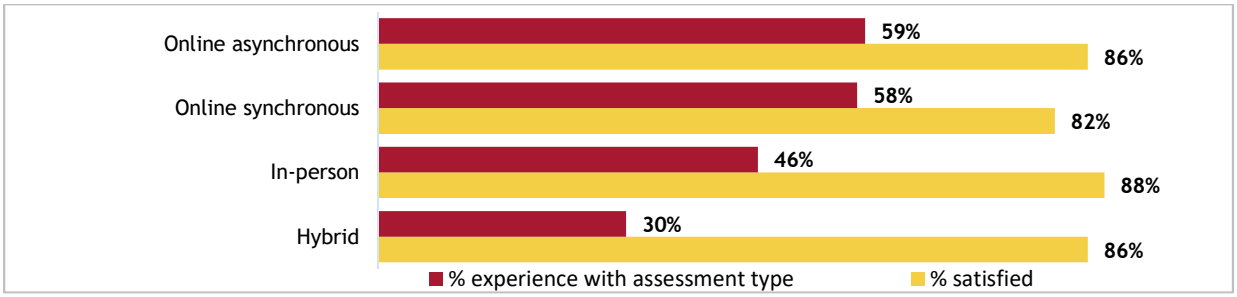
First-year students' experience and satisfaction with various instructional methods are shown in the graph below.



First-year students' experience and satisfaction with types of courses that had an experiential learning component are shown in the graph below.



First-year students' experience and satisfaction with methods used to administer course assessments are shown in the graph below.



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 of 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 inform decisions about needed improvements.
- Contribute to accountability reports to institutional governing bodies, governments, and the public.

This is the 28th 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 number of participating universities for first-year students. The final questionnaire for the 2022 First-Year Student Survey can be found in Appendix A.

Table 1: CUSC-CCREU first-year student surveys

Year	Sample	Number of participating universities
2016	First-year students	35
2019	First-year students	34
2022	First-year students	44

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 10.4% to 65.3%, with an overall response rate of 30.9%. This yielded 15,157 students who completed the survey.[1]

Table 2: Survey response rate

University (province)	Surveys		Response rate
	Distributed	Completed	
Acadia University (Nova Scotia)	864	246	28.5%
Alberta University of the Arts (Alberta)	219	97	44.3%
Ambrose University (Alberta)	115	49	42.6%
Athabasca University (Alberta)	3,564	735	20.6%
Brandon University (Manitoba)	411	147	35.8%
Brock University (Ontario)	1,000	245	24.5%
Burman University (Alberta)	34	20	58.8%
Cape Breton University (Nova Scotia)	313	119	38.0%
Capilano University (British Columbia)	328	34	10.4%
Carleton University (Ontario)	1,500	392	26.1%
Concordia University (Quebec)	4,246	1,051	24.8%
Concordia University of Edmonton (Alberta)	587	289	49.2%
Dalhousie University (Nova Scotia)	2,768	945	34.1%
Lakehead University (Ontario)	731	343	46.9%
MacEwan University (Alberta)	1,940	845	43.6%
Mount Allison University (New Brunswick)	682	123	18.0%
Mount Royal University (Alberta)	1,338	383	28.6%
Mount Saint Vincent University (Nova Scotia)	301	84	27.9%
Nipissing University (Ontario)	423	127	30.0%
NSCAD University (Nova Scotia)	157	47	29.9%
Redeemer University (Ontario)	198	122	61.6%
Saint Mary's University (Nova Scotia)	1,036	286	27.6%
Simon Fraser University (British Columbia)	1,000	574	57.4%
St. Francis Xavier University (Nova Scotia)	923	138	15.0%
St. Mary's University (Alberta)	131	61	46.6%
St. Thomas University (New Brunswick)	316	147	46.5%
The King's University (Alberta)	144	94	65.3%
Thompson Rivers University (British Columbia)	1,000	369	36.9%
Toronto Metropolitan University (Ontario)	2,000	615	30.8%
Trent University (Ontario)	1,000	280	28.0%
Trinity Western University (British Columbia)	443	104	23.5%
Université de Moncton (New Brunswick)	682	410	60.1%
University of Calgary (Alberta)	4,409	1,434	32.5%
University of King's College (Nova Scotia)	231	77	33.3%
University of Lethbridge (Alberta)	901	414	45.9%
University of New Brunswick (New Brunswick)	873	305	34.9%
University of Northern British Columbia (British Columbia)	388	64	16.5%
University of Prince Edward Island (Prince Edward Island)	750	295	39.3%
University of Regina (Saskatchewan)	1,294	488	37.7%
University of the Fraser Valley (British Columbia)	734	180	24.5%
University of Victoria (British Columbia)	1,000	319	31.9%
University of Waterloo (Ontario)	1,909	667	34.9%
University of Winnipeg (Manitoba)	869	379	43.6%
Wilfrid Laurier University (Ontario)	5,233	1,014	19.4%
Total	**48,985**	15,157	30.9%

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

1.3 Weighting

In order to compensate for the discrepancies between the population of first-year students among participating 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 first-year students		Completed surveys		Applied weight
	Population	% of population	Population	% of population	
Acadia University (Nova Scotia)	864	1.3%	246	1.6%	0.829
Alberta University of the Arts (Alberta)	219	0.3%	97	0.6%	0.533
Ambrose University (Alberta)	115	0.2%	49	0.3%	0.554
Athabasca University (Alberta)	3,564	5.5%	735	4.8%	1.144
Brandon University (Manitoba)	411	0.6%	147	1.0%	0.660
Brock University (Ontario)	2,955	4.6%	245	1.6%	2.846
Burman University (Alberta)	34	0.1%	20	0.1%	0.401
Cape Breton University (Nova Scotia)	313	0.5%	119	0.8%	0.621
Capilano University (British Columbia)	328	0.5%	34	0.2%	2.276
Carleton University (Ontario)	4,857	7.6%	392	2.6%	2.924
Concordia University (Quebec)	4,246	6.6%	1,051	6.9%	0.953
Concordia University of Edmonton (Alberta)	587	0.9%	289	1.9%	0.479
Dalhousie University (Nova Scotia)	2,768	4.3%	945	6.2%	0.691
Lakehead University (Ontario)	731	1.1%	343	2.3%	0.503
MacEwan University (Alberta)	1,940	3.0%	845	5.6%	0.542
Mount Allison University (New Brunswick)	682	1.1%	123	0.8%	1.308
Mount Royal University (Alberta)	1,338	2.1%	383	2.5%	0.824
Mount Saint Vincent University (Nova Scotia)	301	0.5%	84	0.6%	0.846
Nipissing University (Ontario)	423	0.7%	127	0.8%	0.786
NSCAD University (Nova Scotia)	157	0.2%	47	0.3%	0.788
Redeemer University (Ontario)	198	0.3%	122	0.8%	0.383
Saint Mary's University (Nova Scotia)	1,036	1.6%	286	1.9%	0.855
Simon Fraser University (British Columbia)	3,195	5.0%	574	3.8%	1.313
St. Francis Xavier University (Nova Scotia)	923	1.4%	138	0.9%	1.578
St. Mary's University (Alberta)	131	0.2%	61	0.4%	0.507
St. Thomas University (New Brunswick)	316	0.5%	147	1.0%	0.507
The King's University (Alberta)	144	0.2%	94	0.6%	0.361
Thompson Rivers University (British Columbia)	1,576	2.5%	369	2.4%	1.008
Toronto Metropolitan University (Ontario)	6,025	9.4%	615	4.1%	2.312
Trent University (Ontario)	1,806	2.8%	280	1.8%	1.522
Trinity Western University (British Columbia)	443	0.7%	104	0.7%	1.005
Université de Moncton (New Brunswick)	682	1.1%	410	2.7%	0.393
University of Calgary (Alberta)	4,409	6.9%	1,434	9.5%	0.726
University of King's College (Nova Scotia)	231	0.4%	77	0.5%	0.708
University of Lethbridge (Alberta)	901	1.4%	414	2.7%	0.514
University of New Brunswick (New Brunswick)	873	1.4%	305	2.0%	0.675
University of Northern British Columbia (British Columbia)	388	0.6%	64	0.4%	1.431
University of Prince Edward Island (Prince Edward Island)	750	1.2%	295	1.9%	0.600
University of Regina (Saskatchewan)	1,294	2.0%	488	3.2%	0.626
University of the Fraser Valley (British Columbia)	734	1.1%	180	1.2%	0.962
University of Victoria (British Columbia)	3,333	5.2%	319	2.1%	2.466
University of Waterloo (Ontario)	1,909	3.0%	667	4.4%	0.675
University of Winnipeg (Manitoba)	869	1.4%	379	2.5%	0.541
Wilfrid Laurier University (Ontario)	5,233	8.1%	1,014	6.7%	1.218
Total	**64,232**	**100%**	**15,157**	**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 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 = 30)	Group 2 (n = 12)	Group 3 (n = 3)
Acadia University	Brock University	Concordia University
Alberta University of the Arts	Carleton University	Dalhousie University
Ambrose University	Lakehead University	University of Calgary
Athabasca University	Simon Fraser University	
Brandon University	Thompson Rivers University	
Burman University	Toronto Metropolitan University	
Cape Breton University	Université de Moncton	
Capilano University	University of New Brunswick (Fredericton)	
Concordia University of Edmonton	University of Regina	
MacEwan University	University of Victoria	
Mount Allison University	University of Waterloo	
Mount Royal University	Wilfrid Laurier University	
Mount Saint Vincent University		
Nipissing University		
NSCAD University		
Redeemer University		
Saint Mary's University		
St. Francis Xavier University		
St. Mary's University		
St. Thomas University		
The King's University		
Trent University		
Trinity Western University		
University of King's College		
University of Lethbridge		
University of New Brunswick (Saint John)		
University of Northern British Columbia		
University of Prince Edward Island		
University of the Fraser Valley		
University of Winnipeg		

1.5 Statistically significant differences

Large sample sizes may inflate measures of statistical significance and may lead to false conclusions about the strength of association. The chi-square measure of association, in particular, is susceptible to this possibility. Therefore, the standards for determining whether a relationship can be termed *statistically significant* have been increased: the Pearson's chi-square must have a 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 been excluded in the analyses. Therefore, throughout this report, unless explicitly stated as a subpopulation, overall results exclude those who did not respond to a particular question.

2.0 Profile of first-year students

2.1 Personal profile

- About twice as many females as males completed the survey, which aligned closely with the population of first-year students.
- The average age of first-year students was just over 19, although the majority were 18 or younger. Students attending Group 1 universities were older on average than those at Group 2 or Group 3 universities.
- Given students' ages, it is not surprising that few reported being married or having children. Likely related to their age, Group 1 students were most likely to be married and have children. Visible minority students were more likely than non-visible minority students to be single (85% versus 70%).
- The vast majority of students are Canadian citizens, with about twice as many international students as permanent residents.
- Almost half of students self-identified as a visible minority. Few self-identified as Indigenous. Students at Group 2 and Group 3 universities were most likely to self-identify as a visible minority.
- The older a student is, the more likely they are to be a permanent resident, married, and have children.

Table 6: Personal profile

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Gender (GENDER)					
Male	35%	28%	38%	38%	20%
Female	65%	71%	62%	62%	80%
Other	<1%	<1%	<1%	<1%	-
Age as of September 1, 2021 (AGE)					
18 and under	67%	62%	74%	56%	87%
19	17%	14%	18%	21%	13%
20 to 21	7%	6%	5%	18%	1%
22 and over	8%	19%	3%	5%	-
Average age	19.4	21.2	18.3	18.9	17.9
Marital status (LIVE3)					
Single	77%	70%	81%	80%	75%
In a relationship	18%	19%	17%	19%	24%
Married or common-law	4%	11%	1%	1%	1%
Children (LIVE4-7)					
Has children	3%	9%	<1%	<1%	-
Citizenship (CITIZENSHIP)					
Canadian citizen	86%	88%	86%	80%	92%
International/visa student	9%	8%	9%	14%	6%
Permanent resident	5%	4%	5%	5%	2%
Visible minority* (ETH1-13)					
Total self-identified	44%	29%	51%	49%	18%
Indigenous (ETH1-13)**					
Total self-identified	4%	7%	3%	3%	8%

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

2.2 Disabilities and impairments

About one third of first-year students report having a disability or impairment, with mental health being the most common. However, 1 in 10 students (about one third of those with a disability) indicate it impacts them daily.

- Women (36%) are more likely than men (21%) to self-identify as having a disability or impairment.

Table 7: Disabilities and impairments

	All students (n=15,157)	Group 1 (n=6,083)	Group 2 (n=5,644)	Group 3 (n=3,430)	Nipissing University (n=127)
Most commonly reported disability/impairment (DIS1-12)					
Total self-identified	31%	36%	28%	29%	30%
- Mental health	20%	24%	18%	17%	22%
- Neurodivergence	8%	10%	7%	7%	5%
- Learning/memory	5%	7%	4%	5%	5%
- Vision	4%	4%	5%	4%	4%
- Chronic conditions	3%	4%	2%	3%	2%
Daily activities always limited by disability/impairment (DISF1-12)					
Yes	10%	11%	9%	9%	7%
- Mental health	6%	7%	6%	5%	5%
- Neurodivergence	3%	4%	3%	2%	2%
- Learning/memory	2%	2%	1%	2%	1%
- Vision	1%	<1%	1%	1%	-
- Chronic conditions	1%	1%	<1%	1%	-

2.3 Living arrangements

Half of first-year students live with their family, while those living independently were most likely to be residing on campus. Among those not living on campus, nearly 1 in 3 would have preferred living on campus.

- Group 1 students were most likely to be living independent from family, while Group 2 students were most likely to have preferred living on campus.
- Visible minority students were less likely to be living on campus than non-visible minority students (24% versus 37%).
- Students aged 22 and older were less likely to report living with family or in on-campus housing and more likely to be living in their own home or in off-campus (rented) housing. They were also less likely to want to live on campus if given the opportunity.

Table 8: Living arrangements

	All students (n=15,157)	Group 1 (n=6,083)	Group 2 (n=5,644)	Group 3 (n=3,430)	Nipissing University (n=127)
Current living arrangement (LIVE1)					
With parents, guardians, or relatives	49%	44%	50%	55%	28%
In on-campus housing	30%	28%	34%	24%	65%
In rented housing off campus (shared or alone)	15%	16%	14%	18%	2%
In personally owned home	5%	11%	2%	2%	2%
Other	1%	2%	1%	<1%	2%
Prefer to live on campus* (LIVE2)					
Yes	30%	21%	37%	29%	25%
* The proportion is shown out of those not currently living on campus.					

2.4 Parents' education

One in 10 first-year students are first-generation students; that is, neither parent had any post-secondary education. In contrast, almost twice as many first-year students had at least one parent who completed a graduate degree.

- Students who self-identified as visible minority were more likely than non-visible minority students to be first-generation students (15% versus 9%).
- The older a student was, the more likely they were to report being a first-generation student.

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

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
High school or less	11%	14%	11%	8%	9%
Some college or university	9%	10%	8%	8%	6%
College, CEGEP, or technical school graduate	17%	20%	17%	13%	33%
University or professional school graduate	38%	34%	39%	42%	30%
Graduate degree	21%	18%	21%	26%	17%
Other	<1%	<1%	<1%	<1%	-

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

3.0 Motivation for attending university

3.1 Importance of reasons for going to university

Results show the three most important reasons for going to university are all career-oriented motivators, followed by motivators related to learning and education.

- Students who self-identified as a member of a visible minority (64%) were more likely than non-visible minority (45%) students to rate *to meet their family's expectations* as important or very important for motivating them to attend university.
- The younger the student was, the more likely they were to rate *to meet their family's expectations* or *to meet new people* as important or very important.

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

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
I am more likely to get a job with a degree (MOTIV5)	89%	86%	90%	88%	89%
To prepare for a specific job or career (MOTIV1)	86%	86%	87%	86%	92%
To get a more fulfilling job than I probably would if I didn't go (MOTIV9)	86%	85%	87%	86%	88%
Learning new things is exciting (MOTIV11)	78%	79%	77%	79%	74%
To apply what I will learn to make a positive difference in society or my community (MOTIV7)	74%	76%	74%	73%	74%
To get a broad education (MOTIV4)	74%	74%	74%	75%	68%
To earn more money than if I didn't go (MOTIV3)	72%	69%	74%	73%	65%
To satisfy my intellectual curiosity (MOTIV2)	71%	71%	70%	74%	60%
To meet new people (MOTIV13)	62%	54%	66%	66%	75%
To meet my family's expectations (MOTIV10)	54%	47%	58%	55%	47%
The satisfaction of doing challenging academic work (MOTIV6)	52%	54%	49%	55%	48%
To explore whether university is right for me (MOTIV15)	49%	48%	51%	47%	53%
Most of my friends are going (MOTIV12)	18%	14%	21%	21%	13%
I didn't have anything better to do (MOTIV8)	17%	14%	18%	18%	9%
The chance to participate in varsity athletics (MOTIV14)	12%	11%	13%	11%	17%

3.2 Most important reason

After ranking each motivator individually, first-year students were asked to select the most important reason for why they decided to attend university. The top three reasons were all job related, with *preparing for a specific job or career* selected most often.

Table 11: Top five most important reasons (MOTIVTOP)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
To prepare for a specific job or career	29%	31%	28%	28%	42%
To get a more fulfilling job than I probably would if I didn't go	14%	13%	14%	15%	12%
I am more likely to get a job with a degree	12%	10%	13%	11%	9%
To apply what I will learn to make a positive difference in society or my community	11%	12%	10%	11%	9%
To earn more money than if I didn't go	7%	7%	8%	7%	7%

4.0 Choosing a university

4.1 Applications

Three quarters of first-year students also applied to a university other than the one they were currently attending. On average, they applied to about two universities. About 1 in 6 students also applied to a college or CEGEP. Despite many students having applied elsewhere, 8 in 10 were attending their first-choice institution.

- Group 2 students were most likely to have applied to other universities, while Group 3 students were most likely to have applied to a college/CEGEP. In spite of these differences, the proportion who were attending their first choice is similar across groups.
- As students get older, they are less likely to apply to other universities in Canada.
- Students 20 to 21 years old were most likely to have also applied to a college/CEGEP.

Table 12: Applications

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Applied to other universities (APP1/APP2)					
Yes	77%	61%	87%	74%	91%
Average number overall	2.3	1.6	2.8	2.2	2.9
Average number in Canada	2.0	1.4	2.6	1.7	2.7
Average number outside Canada	0.2	0.2	0.2	0.5	0.2
Applied to college or CEGEP (APP3)					
Yes	15%	13%	13%	24%	9%
Currently attending first choice (APP4)					
Yes	79%	82%	75%	84%	74%

4.2 Selecting their university

Students rated the importance of 18 reasons in their decision to select their university. When the factors were ranked by the proportion who answered important or very important, most students say that their university *has the program they wanted to take*.

- Group 2 students were more likely than Group 1 or Group 3 students to rate *the program they wanted had a co-op, practicum, or other work experience* and *it offered a scholarship* as important.
- Group 3 students were most likely to say they selected their university because of *the city/town it is in* and *the availability of public transportation*.
- Visible minority students were more likely than non-visible minority students to rate *the program having a co-op, practicum, or other work experience* (58% versus 39%) and *availability of public transportation* (55% versus 36%) as important or very important.
- Generally, the older a student was, the less likely they were to rate each factor as important, with the exception of *having the program they wanted to take, the academic reputation of the university,* and *cost of tuition and fees*, which were similar across age groups.

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

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
It has the program I want to take (SEL6)	87%	87%	88%	86%	94%
The academic reputation of the university (SEL9)	64%	63%	62%	70%	52%
The city/town it's in (SEL14)	59%	50%	59%	74%	44%
Cost of tuition and fees (SEL5)	53%	57%	51%	52%	68%
It offered a scholarship (SEL11)	51%	47%	58%	36%	77%
The program I want has a co-op, practicum, or other work experience (SEL7)	48%	30%	59%	44%	41%
The size of the university suits me (SEL13)	47%	55%	45%	40%	72%
I wanted to live close to home (SEL1)	46%	47%	46%	47%	28%
It has a good reputation for campus life (SEL10)	46%	45%	47%	46%	59%
Availability of public transportation (SEL15)	45%	32%	49%	59%	36%
It offered other financial assistance (SEL12)	36%	38%	38%	30%	50%
The program I want offers study/work experience abroad (SEL8)	32%	26%	35%	37%	20%
It offered a place in residence (SEL3)	28%	26%	31%	23%	65%
I wanted to live away from home (SEL2)	25%	22%	28%	25%	34%
Cost of university residence (SEL4)	22%	21%	24%	19%	50%
It's where my family wanted me to go (SEL17)	17%	14%	19%	20%	9%
It's where my friends are going (SEL16)	12%	8%	13%	14%	10%
The chance to participate in varsity athletics (SEL18)	11%	10%	11%	10%	11%

4.3 Most important reasons for selecting their university

Among the 18 reasons, students were asked to choose the one that was most important for selecting their university. Foremost, students said that *their university has the program they wanted to take*, which was chosen two and a half times more often than the second highest reason.

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

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

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
It has the program I want to take	29%	30%	29%	28%	28%
I wanted to live close to home	12%	11%	12%	14%	8%
The program I want has a co-op, practicum, or other work experience	11%	4%	15%	10%	6%
The academic reputation of the university	7%	7%	7%	10%	2%
Cost of tuition and fees	7%	9%	5%	8%	9%

4.4 Selecting their university (international students)

International students (identified through information supplied by each university) were asked to rate the importance of five aspects that might specifically attract students from outside Canada. Results indicate that international students placed more importance on *the academic reputation of Canadian universities in general* and *the university being a welcoming environment* relative to other aspects.

- Visible minority international students were more likely than non-visible minority students to rate *academic reputation of Canadian universities in general* (81% versus 54%) as important.

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

	All students (n=1,480)	Group			Nipissing University (n=8)
		1 (n=506)	2 (n=484)	3 (n=490)	
Academic reputation of Canadian universities in general (VSEL1)	79%	77%	79%	82%	88%
I thought it would be a welcoming environment (VSEL4)	78%	82%	74%	78%	88%
Cost of tuition and fees for international students (VSEL2)	74%	76%	70%	78%	100%
Friends or family recommended it (VSEL3)	41%	46%	38%	42%	38%
Obtaining a visa for Canada was easier than for other countries (VSEL5)	40%	45%	37%	40%	38%

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

4.5 Sources of information

First-year students rated the importance of 19 sources of information they may have used when making a decision about whether or not to attend their university. Among them, only one source — *the university's website* — was rated as important/very important by more than half of first-year students.

- Students who self-identified as a member of a visible minority group rated several of the sources of information as being more important/very important relative to those who did not self-identify. These include *QS World University Rankings* (25% versus 11%), *Academic Ranking of World Universities* (24% versus 11%), and *Times Higher Education World University Rankings* (24% versus 10%).
- The older a student was, the less likely they were to rate *parents* as important or very important.

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

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
The university's website (INF2)	54%	56%	53%	54%	57%
Parents (INF14)	41%	35%	44%	43%	43%
Students attending the university (INF12)	40%	35%	43%	39%	37%
Contact with admissions staff on campus (INF8)	31%	36%	28%	30%	37%
Friends (INF13)	30%	26%	32%	33%	24%
Contact with professors (INF9)	27%	32%	24%	23%	27%
High school/CEGEP counsellors or teachers (INF11)	27%	26%	28%	27%	32%
Printed university brochure, pamphlet, or viewbook (INF5)	26%	26%	27%	22%	45%
Visit to campus for an open house (INF6)	25%	26%	25%	22%	28%
Other visit to campus (INF7)	24%	24%	26%	21%	33%
The university's other social media (INF4)	22%	21%	24%	19%	31%
Maclean's university rankings (INF15)	21%	17%	23%	23%	17%
QS World University Rankings (INF18)	18%	13%	18%	24%	9%
Academic Ranking of World Universities (INF19)	17%	13%	18%	22%	9%
The Times Higher Education World University Rankings (INF17)	17%	13%	17%	22%	7%
Visit by a university representative to your high school or CEGEP (INF1)	16%	15%	16%	16%	11%
Globe and Mail Canadian University Report (INF16)	13%	10%	14%	13%	7%
The university's Facebook site (INF3)	8%	9%	8%	8%	9%
Contact with university athletic coaches (INF10)	8%	8%	8%	7%	10%

5.0 Orientation

Half of first-year students participated in orientation this past year. Among those who participated, most were satisfied with all aspects of orientation.

- The older a student was, the less likely they were to have participated in orientation.

Table 17: Orientation participation and satisfaction

	All students (n=15,157)	Group 1 (n=6,083)	Group 2 (n=5,644)	Group 3 (n=3,430)	Nipissing University (n=127)
Participated in an orientation (ORIENT1)					
Yes	50%	51%	50%	45%	63%
Satisfaction with aspects of orientation (% very or somewhat satisfied)*					
Feeling welcome at the university (ORIENT2)	89%	92%	87%	87%	88%
Providing information about student services (ORIENT6)	86%	89%	86%	83%	89%
Providing information about campus life (ORIENT5)	84%	86%	83%	81%	91%
Helping you understand the university's academic expectations (ORIENT3)	81%	85%	80%	80%	85%
Building your confidence (ORIENT7)	78%	82%	77%	75%	80%
Helping your personal and social transition to university (ORIENT4)	76%	79%	75%	72%	81%

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

6.0 Registration

Overall, 8 in 10 students indicated they were satisfied or very satisfied with each of two aspects related to registration.

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

	All students (n=15,157)	Group 1 (n=6,083)	Group 2 (n=5,644)	Group 3 (n=3,430)	Nipissing University (n=127)
Getting into all the courses you wanted (REGIST2)	84%	88%	84%	79%	91%
Process of registering for courses (REGIST1)	79%	85%	78%	74%	82%

7.0 Expectations and experience

First-year students rated 15 experiences as to whether they were *much less than expected* (1), *less than expected* (2), *about what expected* (3), *more than expected* (4), and *much more than expected* (5).

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

However, the results seem to indicate that students were more likely to be surprised about the academic challenges of university (e.g., *time to put into their coursework* and *how demanding their courses are*) and cost-related aspects (e.g., *cost of going to university* and *debt to complete program*).

- Students with lower grades were more likely to say their course grades were lower or much lower than expected. The proportion increased from 10% of those with an A- or higher up to 74% of those with a C+ or lower.

Table 19: Mean ratings of experiences compared to expectations

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
The time you have to put into your coursework (EXP4)	3.6	3.6	3.6	3.7	3.7
How academically demanding your courses are (EXP3)	3.6	3.5	3.6	3.6	3.6
Cost of going to university (EXP1)	3.5	3.5	3.5	3.5	3.3
Amount of writing in your academic work (EXP8)	3.3	3.3	3.3	3.2	3.4
Debt you might have to take on to complete your program (EXP2)	3.2	3.3	3.2	3.2	3.0
Intellectual stimulation (EXP12)	3.2	3.2	3.2	3.2	3.1
Availability of help and advising from the university (EXP15)	3.0	3.1	3.0	2.9	3.1
Using math in your academic work (EXP9)	3.0	2.9	3.0	3.1	3.0
Contact with your professors in the classroom (EXP5)	2.9	3.1	2.8	2.8	3.0
Your course grades (EXP17)	2.9	3.0	2.8	2.8	2.7
Amount you participate in class discussions (EXP7)	2.9	2.9	2.9	2.8	3.1
Contact with your professors outside of the classroom (EXP6)	2.8	3.1	2.8	2.7	2.9
Doing coursework in groups (EXP10)	2.8	2.8	2.8	2.9	2.9
Ease of making friends (EXP13)	2.7	2.7	2.7	2.7	2.7
Ease of getting involved in campus social activities (EXP14)	2.6	2.6	2.6	2.6	2.5

7.1 Overall expectations

When asked to summarize their overall experience to date, first-year students were about equally as likely to say their experience at their university *exceeded* versus *fell short* of their expectations.

Table 20: Meeting expectations (EXP18)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Exceeded	16%	22%	13%	13%	23%
Met	65%	61%	67%	66%	60%
Fell short	19%	17%	19%	22%	17%

8.0 Transition to university

Students rated their success in 18 areas of transitioning to university. Generally, the majority of students indicated they found some or very much success in each area, with the exception *becoming involved in campus activities*, which may not be surprising given the restrictions for on-campus activities due to the COVID-19 pandemic during the 2021-22 academic year.

- As students' grades decrease, they were less likely to report having some or very much success transitioning to the following: *meeting academic demands*, *performing well in written assignments*, *performing well in courses that require math*, *understanding course material*, and *managing their time*.
- The older a student was, the less success they reported *making friends*.

Table 21: Success transitioning to university (% some or very much)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Finding information about academic integrity (TRAN18)	92%	93%	92%	92%	94%
Understanding the course material (TRAN6)	92%	93%	91%	91%	93%
Meeting academic demands (TRAN1)	89%	91%	88%	87%	93%
Choosing a program of study (TRAN2)	89%	90%	89%	87%	95%
Performing well in written assignments (TRAN4)	88%	89%	88%	86%	90%
Finding your way around campus (TRAN13)	86%	90%	82%	90%	81%
Commuting to campus (TRAN16)	81%	82%	78%	86%	80%
Managing your time (TRAN8)	75%	77%	75%	73%	80%
Managing your finances (TRAN7)	75%	76%	74%	74%	84%
Feeling like I belong at this university (TRAN17)	74%	77%	73%	74%	81%
Dealing with new living arrangements (TRAN12)	72%	73%	72%	73%	83%
Performing well in courses that require math (TRAN5)	72%	72%	71%	77%	68%
Getting academic advice (TRAN3)	67%	71%	66%	64%	73%
Finding suitable housing (TRAN11)	66%	71%	62%	67%	86%
Using the library (TRAN14)	64%	67%	58%	77%	66%
Finding career information (TRAN15)	64%	64%	65%	60%	68%
Making friends (TRAN9)	59%	55%	60%	63%	63%
Becoming involved in campus activities (TRAN10)	40%	39%	41%	39%	39%

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

9.0 Educational experiences

9.1 Perceptions of professors

Students rated their levels of agreement with a series of statements about their professors. The majority of students reported positive experiences with professors, with at least two thirds agreeing with each statement, with the exception of *take a personal interest in academic progress*.

Table 22: Perception of professors (% agree or strongly agree)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Treat students the same regardless of race* (PROF14)	97%	97%	97%	98%	99%
Treat students the same regardless of gender* (PROF13)	97%	97%	97%	97%	98%
Seem knowledgeable in their fields (PROF6)	95%	96%	95%	95%	98%
Are reasonably accessible outside of class (PROF1)	84%	86%	84%	81%	92%
Encourage students to participate in class discussions (PROF4)	81%	83%	80%	80%	88%
Are consistent in their grading (PROF12)	81%	83%	79%	79%	80%
Are well-organized in their teaching (PROF5)	80%	84%	80%	77%	83%
Look out for students' interests* (PROF15)	79%	83%	77%	77%	85%
Communicate well in their teaching (PROF7)	79%	82%	78%	78%	87%
Are intellectually stimulating in their teaching (PROF8)	75%	78%	75%	74%	76%
Provide useful feedback on academic work (PROF9)	71%	77%	68%	68%	70%
Provide prompt feedback on academic work (PROF10)	66%	73%	63%	63%	70%
Take a personal interest in academic progress (PROF2)	49%	57%	46%	43%	54%

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

9.1.1 Most important attributes of professors

When asked to select the three most important attributes of professors, first-year students selected having instructors who *communicate well in their teaching* the most often, followed by *being well organized in their teaching*. They were least concerned with professors *providing prompt feedback on academic work*.

Table 23: Most important aspects of professors (PROF18-20)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Communicate well in their teaching	43%	39%	45%	44%	43%
Are well organized in their teaching	39%	34%	40%	43%	36%
Seem knowledgeable in their fields	33%	34%	33%	33%	32%
Provide useful feedback on my academic work	32%	36%	31%	29%	39%
Are intellectually stimulating in their teaching	27%	24%	27%	29%	16%
Are reasonably accessible outside of class	23%	28%	22%	21%	28%
Are consistent in their grading	19%	20%	18%	18%	13%
Treat students the same regardless of race	19%	17%	19%	19%	18%
Take a personal interest in my academic progress	16%	18%	16%	15%	17%
Treat students the same regardless of gender	15%	14%	15%	16%	20%
Look out for students' interests	14%	14%	14%	15%	17%
Encourage students to participate in class discussions	11%	11%	11%	11%	9%
Provide prompt feedback on my academic work	9%	11%	8%	7%	9%

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

9.2 Ability to evaluate teaching

Nine in 10 first-year students said they *were given the chance to evaluate the quality of teaching in their courses*, although just 4 in 10 said they were able to evaluate the teaching in all of their courses.

- Students at Group 3 universities were more likely than students at Group 1 or Group 2 universities to report they were not able to evaluate teaching in any of their courses.
- Students 20 to 21 years old (31%) were least likely to report being able to evaluate the quality of teaching in all their courses amongst age groups.

Table 24: Ability to evaluate teaching (PROF16)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
All courses	42%	49%	42%	27%	43%
Most courses	24%	22%	25%	22%	22%
Some courses	24%	21%	24%	29%	23%
No courses	11%	7%	8%	22%	13%

Note: This question included an option for students to say “Not applicable” and those responses have been removed from the calculations.

9.3 Satisfaction with quality of teaching

The majority of first-year students agreed that they were *generally satisfied with the quality of teaching they received*.

Table 25: Satisfaction with statement "Generally, I am satisfied with the quality of teaching I have received (PROF17)"

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Strongly agree	13%	18%	11%	11%	18%
Agree	69%	69%	70%	70%	69%
Disagree	14%	11%	16%	16%	11%
Strongly disagree	3%	3%	3%	3%	2%

9.4 Perceptions of staff

The majority of first-year students agreed that *most university support staff are helpful* (29% strongly agreed) and *most teaching assistants in my academic program are helpful* (28% strongly agreed).

Table 26: Perception of staff (% agree or strongly agree)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Most university support staff are helpful* (STAFF2)	90%	93%	89%	89%	93%
Most teaching assistants are helpful* (STAFF1)	85%	88%	84%	83%	87%

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

10.0 Commitment to completion

10.1 Perceptions of effort

Almost all students agreed that they are *willing to put a lot of effort into being successful at university* (47% strongly agreed), which is reflected in the fact that almost as many agreed that they *normally go to all of their classes* (46% strongly agreed). Fewer students agreed that they *can deal with stress* (14% strongly agreed) or *have good study habits* (14% strongly agreed).

- As university grades decreased, agreement also decreased for *dealing with stress* and *having good study habits*.

Table 27: Agreement with statements about student's abilities and effort (% agree or strongly agree)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
I am willing to put a lot of effort into being successful at university (CMT7)	94%	95%	93%	95%	98%
I normally go to all of my classes (CMT6)	87%	90%	87%	84%	97%
I can deal with stress (CMT8)	66%	67%	66%	67%	65%
I have good study habits (CMT9)	62%	64%	61%	63%	72%

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

10.2 Perceptions of university education

Results show that at least 3 in 4 first-year students agreed with the statements about their courses and program of studies.

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

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Most of my courses are interesting (CMT4)	82%	85%	81%	82%	87%
My course load is manageable (CMT5)	77%	81%	75%	76%	81%
I am in the right program for me (CMT3)	75%	78%	76%	70%	86%
I had adequate information about my program from the university before I enrolled (CMT2)	75%	76%	75%	73%	80%

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

10.3 Perceptions of finances

Three quarters of first-year students agreed that *they have the financial resources to complete their program* (23% strongly agreed), while slightly less than two thirds agreed that *a university degree is worth the cost* (20% strongly agreed).

Table 29: Agreement with statements about finance-related aspects (% agree or strongly agree)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
I have the financial resources to complete my program (CMT1)	74%	71%	74%	75%	71%
A university degree is worth the cost (CMT14)	62%	63%	60%	63%	67%

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

10.4 Perceptions of persistence

At the time of the survey, almost 9 in 10 first-year students agreed that they *plan to come back to their university next year,* although just 51% strongly agreed. About the same proportion *planned to complete their degree at their current university* (47% strongly agreed). About 1 in 10 *planned to transfer to another university* or *go to college/CEGEP next year*.

Table 30: Agreement with statements about persistence (% agree or strongly agree)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
I plan to come back to this university next year (CMT10)	86%	83%	88%	88%	82%
I plan to complete my degree at this university (CMT13)	82%	77%	83%	86%	80%
I plan to transfer to another university next year (CMT11)	10%	10%	9%	9%	9%
I plan to go to college/CEGEP next year (CMT12)	8%	10%	7%	7%	6%

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

11.0 Overall evaluation of student experiences

11.1 Satisfaction with concern shown for student as an individual

Almost two thirds of first-year students were 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=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Very satisfied	6%	8%	6%	5%	11%
Satisfied	59%	62%	59%	56%	67%
Dissatisfied	26%	23%	26%	30%	15%
Very dissatisfied	8%	7%	9%	9%	7%

11.2 Satisfaction with decision to attend this university

Close to 9 in 10 first-year students were satisfied with *their decision to attend their university*.

Table 32: Satisfaction with decision to attend this university (EVAL9)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Very satisfied	22%	26%	20%	20%	31%
Satisfied	67%	64%	69%	69%	57%
Dissatisfied	9%	8%	9%	9%	9%
Very dissatisfied	2%	2%	2%	2%	2%

11.3 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), participating universities have a score of +1. Although it was not statistically significant, Group 1 students gave a higher Net Promoter Score than Group 2 and Group 3 students.

Table 33: Recommend university to others (EVAL14)

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Promoter (rating of 9 or 10)	26%	33%	22%	25%	36%
Passive (rating of 7 or 8)	49%	44%	52%	51%	45%
Detractor (rating of 0 to 6)	25%	23%	27%	24%	19%
Net Promoter Score (promoter minus detractor)	+1	+10	-5	+1	+17
Note: The Net Promoter Score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.					

12.0 Goal development

12.1 Chosen a major or discipline

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

Table 34: Chosen a major or discipline (GOAL1)					
	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Yes	76%	74%	75%	81%	90%
No	24%	26%	25%	19%	10%

12.2 Post-graduation plans

At this early point in their university studies, first-year students are equally likely to want to apply to a *professional program* as *graduate school*, although the highest proportion were unsure.

Table 35: Post-graduation plans					
	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Apply to professional program (GOAL3)					
Yes	26%	27%	25%	27%	21%
No	36%	35%	37%	37%	43%
Unsure	38%	38%	38%	36%	36%
Apply to graduate school (GOAL4)					
Yes	30%	32%	28%	32%	22%
No	21%	22%	22%	20%	31%
Unsure	49%	47%	50%	48%	46%

12.3 Career planning

Overall, one third of first-year students have a specific career in mind, while another third have several possible careers. Despite many having a career (or two) in mind, just 1 in 5 said they know their career options very well.

Table 36: Career plans					
	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Description of career plans (GOAL5)					
I have a specific career in mind	32%	37%	30%	29%	55%
I have several possible careers in mind	31%	31%	31%	32%	23%
I have some general ideas but I need to clarify them	24%	20%	26%	25%	10%
I am unsure, but I want to develop a career plan	10%	9%	11%	11%	9%
I am not thinking about a career at this stage of my studies	2%	3%	2%	2%	2%
How well students know career options (GOAL6)					
Very well	20%	23%	19%	16%	31%
Fairly well	49%	47%	51%	48%	47%
Only a little	27%	26%	26%	31%	18%
Not at all	4%	4%	3%	5%	4%

12.4 Steps taken for employment post-graduation

Slightly less than 9 in 10 first-year students have taken at least one step to prepare for employment or a career after graduation. They have most often talked to people (e.g., parents, family, friends, etc.) about it.

- The older a student was, the less likely they were to have *talked with parents/family*, but the more likely they were to have *worked in their chosen field of employment*.

Table 37: Steps taken to prepare for employment or career after graduation

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Talked with parents/family about employment/career (GOAL8)	74%	71%	76%	74%	83%
Talked with friends about employment/career (GOAL9)	65%	62%	67%	67%	72%
Created resumé, CV, e-portfolio, or online profile (GOAL10)	43%	33%	47%	48%	34%
Talked with professors about employment/career (GOAL7)	20%	21%	20%	19%	13%
Volunteered in chosen field of employment (GOAL15)	18%	19%	19%	16%	37%
Worked in chosen field of employment (GOAL14)	14%	17%	13%	13%	17%
Met with a career counsellor (GOAL13)	12%	12%	11%	13%	2%
Attended an employment fair (GOAL12)	12%	9%	13%	12%	2%
I have a career mentor (GOAL16)	6%	6%	6%	7%	4%
None (GOAL17)	12%	15%	11%	11%	10%

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

13.0 Satisfaction with facilities and services

13.1 General facilities and services

The most commonly used services among first-year students were *bookstores* (online or on-campus), while few report using *facilities for student associations*.

- Students who self-identified as a member of a visible minority were less likely to report using *online campus bookstores* (44% versus 60%), *on-campus bookstores* (40% versus 59%), and *parking* (18% versus 35%) than their counterparts.
- The older a student was, the less likely they were to have used *bookstores (online or on-campus)*, *university residences*, or *food services*.

Table 38: Use of general facilities and services

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Online campus bookstores (SRV19)	52%	53%	51%	52%	69%
On-campus bookstores (SRV18)	50%	52%	46%	57%	65%
Library electronic resources (SRV5)	45%	48%	43%	47%	39%
Food services (SRV25)	44%	43%	44%	43%	36%
On-campus library (SRV4)	28%	31%	24%	32%	37%
University residences (SRV13)	28%	27%	31%	23%	65%
Parking (SRV26)	27%	32%	26%	19%	38%
Athletic facilities (SRV16)	26%	23%	29%	24%	32%
Other recreational facilities (SRV17)	12%	11%	13%	10%	5%
Facilities for university-based social activities (SRV22)	11%	12%	11%	10%	9%
Campus medical services (SRV20)	9%	8%	9%	10%	6%
Computing services help desk (SRV24)	8%	10%	7%	6%	4%
Facilities for student associations (SRV23)	5%	5%	6%	5%	6%

The table below shows very little difference in the satisfaction of those who used each general facility or service, with the exception of *parking* (12% very satisfied) and *food services* (14% very satisfied).

Table 39: Satisfaction with general facilities and services (% satisfied or very satisfied)

	All students	Group			Nipissing University
		1	2	3	
On-campus library (SRV4SAT)	96%	97%	94%	96%	98%
Library electronic resources (SRV5SAT)	95%	95%	95%	95%	98%
Other recreational facilities (SRV17SAT)	95%	95%	95%	94%	100%
Athletic facilities (SRV16SAT)	95%	94%	95%	94%	93%
On-campus bookstores (SRV18SAT)	95%	94%	94%	96%	84%
Facilities for student associations (SRV23SAT)	92%	94%	92%	92%	100%
Online campus bookstores (SRV19SAT)	92%	92%	91%	93%	93%
Computing services help desk (SRV24SAT)	92%	91%	91%	93%	100%
Facilities for university-based social activities (SRV22SAT)	90%	90%	91%	89%	100%
Campus medical services (SRV20SAT)	85%	89%	85%	79%	100%
University residences (SRV13SAT)	78%	81%	77%	73%	92%
Food services (SRV25SAT)	69%	69%	66%	75%	80%
Parking (SRV26SAT)	56%	61%	54%	51%	79%

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

13.2 Academic services

With the exception of *academic advising* (used by one third), fewer than 1 in 7 first-year students reported using academic services in the past year.

Table 40: Use of academic services

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Academic advising (SRV9)	34%	36%	32%	37%	43%
Writing skills (SRV12)	14%	17%	13%	10%	3%
Study skills and learning supports (SRV11)	13%	14%	14%	12%	6%
Tutoring (SRV10)	9%	10%	9%	10%	1%
Co-op offices and supports (SRV21)	4%	2%	5%	6%	1%

Students who used each academic service reported very high levels of satisfaction.

Table 41: Satisfaction with academic services (% satisfied or very satisfied)

	All students	Group			Nipissing University
		1	2	3	
Writing skills (SRV12SAT)	92%	91%	93%	88%	100%
Study skills and learning supports (SRV11SAT)	90%	93%	89%	88%	100%
Co-op offices and supports (SRV21SAT)	89%	88%	92%	85%	100%
Tutoring (SRV10SAT)	88%	89%	87%	86%	-
Academic advising (SRV9SAT)	87%	89%	86%	84%	93%
Note: Percentages are based on those who have used the service.					

13.3 Special services

As the category of services implies, special services are those that tend to be created for specific groups of students. Only one service (*financial aid*) was used by more than 8% of first-year students in the past year.

- Students who self-identified as a member of a visible minority were more likely to report using *services for international students* (7% versus 1%) than those who did not self-identify.

Table 42: Use of special services

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Financial aid (SRV15)	20%	26%	18%	16%	28%
Personal counselling (SRV8)	8%	10%	8%	7%	10%
Services for students with disabilities (SRV3)	6%	7%	5%	5%	6%
Advising for students who need financial aid (SRV14)	5%	8%	4%	3%	9%
Career counselling (SRV7)	5%	4%	5%	5%	2%
Services for international students (SRV2)	4%	4%	4%	6%	3%
Employment services (SRV6)	4%	3%	4%	2%	2%
Services for Indigenous students (SRV1)	1%	2%	1%	1%	1%

Satisfaction with special services is also very high, with at least 82% of those who used a service saying that they were satisfied or very satisfied with it.

Table 43: Satisfaction with special services (% satisfied or very satisfied)

	All students	Group			Nipissing University
		1	2	3	
Services for Indigenous students (SRV1SAT)	93%	95%	92%	93%	100%
Services for international students (SRV2SAT)	88%	93%	86%	87%	100%
Career counselling (SRV7SAT)	88%	88%	89%	86%	100%
Financial aid (SRV15SAT)	86%	89%	85%	81%	100%
Employment services (SRV6SAT)	85%	86%	85%	84%	67%
Services for students with disabilities (SRV3SAT)	85%	86%	85%	83%	86%
Advising for students who need financial aid (SRV14SAT)	83%	86%	81%	75%	100%
Personal counselling (SRV8SAT)	82%	83%	79%	86%	85%
Note: Percentages are based on those who have used the service.					

14.0 Academic profile

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

- Group 1 students were most likely to be studying part-time. Group 3 students were most likely to have started their post-secondary education in 2019 or earlier.
- The older a student was, the more likely they were to have started their post-secondary studies earlier or transferred from another institution.

Table 44: Academic profile

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Course load (LOAD)					
Full-time	89%	80%	92%	96%	100%
Part-time	11%	20%	8%	4%	-
Year began post-secondary studies (HIST1)					
2021/2022	87%	83%	95%	74%	95%
2020	3%	6%	2%	1%	1%
2019 or earlier	10%	11%	3%	25%	4%
Year began studies at this university (HIST2)					
2021/2022	86%	76%	90%	90%	91%
2020 or earlier	14%	24%	10%	10%	9%
Transferred from other institution (HIST3)					
Yes	6%	8%	2%	11%	2%
Reported university grade (HIST4)					
A-, A, or A+	37%	37%	36%	38%	24%
B-, B, or B+	47%	46%	47%	47%	58%
C-, C, or C+	14%	14%	14%	12%	15%
D	2%	2%	2%	1%	2%
F	1%	1%	1%	1%	1%

15.0 Current employment

About 4 in 10 first-year students were employed at the time of the survey, most often off campus. Among those who were employed, results show that the typical student worked 17 hours per week. About three and a half times more students reported that their employment had a negative rather than positive impact on their academic performance.

- On average, Group 1 students worked five hours a week more than Group 2 and Group 3 students.
- The older a student was, the more likely they were be employed and work more than 30 hours per week.

Table 45: Employment status

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Currently employed (WORK1)					
Yes, both on and off campus	1%	1%	1%	1%	-
Yes, on campus	2%	2%	2%	2%	2%
Yes, off campus	36%	42%	32%	37%	29%
No, but seeking work	29%	25%	31%	29%	20%
No, not seeking work	32%	29%	34%	31%	48%
Number of hours worked per week* (WORK2)					
10 or less	32%	26%	36%	35%	30%
11 to 20	46%	40%	49%	49%	53%
21 to 30	12%	13%	11%	12%	15%
Over 30	10%	22%	4%	4%	3%
Average	17.0	20.6	14.9	15.0	15.1
Impact of employment on academic performance* (WORK3)					
Very positive	3%	3%	3%	2%	-
Somewhat positive	9%	9%	9%	9%	10%
No impact	46%	42%	48%	47%	58%
Somewhat negative	38%	40%	37%	38%	28%
Very negative	4%	5%	3%	4%	5%

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

16.0 Finances

16.1 Credit cards

Close to 6 in 10 first-year students have at least one credit card. Among these students, the vast majority pay off their balance each month and, as such, their current credit card balance is zero. Among those with an unpaid balance, the average credit card debt is over $3,000.

- Group 1 students carried higher credit card debt than Group 2 or Group 3 students.
- The older a student was, the more likely they were to have a credit card, and the more likely they were to carry a balance on their credit card.

Table 46: Credit cards

	All students (n=15,157)	Group 1 (n=6,083)	Group 2 (n=5,644)	Group 3 (n=3,430)	Nipissing University (n=127)
Number of credit cards (FIN1)					
None	44%	45%	47%	33%	42%
One	43%	39%	43%	52%	48%
Two	7%	9%	5%	9%	6%
Three or more	6%	7%	6%	5%	4%
Regularly pay off balance each month* (FIN2)					
Yes	86%	79%	89%	90%	97%
Total credit card balance* (FIN3)					
Zero	35%	34%	35%	36%	45%
$500 or less	9%	8%	9%	11%	7%
$501 to $1,000	3%	4%	2%	2%	4%
Over $1,000	4%	9%	1%	3%	-
Don't know	49%	44%	53%	48%	43%
Average (all with credit card)	$602	$1,175	$305	$331	$88
Average (those with unpaid balance)	$3,299	$4,648	$1,295	$2,304	$500

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

16.2 Financial awards and assistance

Overall, 6 in 10 first-year students said they received a financial award from their university. Among those who received an award, one-third said they would not have been able to attend university without this financial assistance.

- Group 2 students were most likely to have reported receiving a financial award from their university.
- As students' university grades decreased, students were less likely to report receiving a financial award from their university, declining from 72% of those with a grade of A- or higher to 46% of those with a C+ or lower.
- The older a student was, the less likely they were to report that they received a financial award.

Table 47: Financial awards and assistance

	All students (n=15,157)	Group			Nipissing University (n=127)
		1 (n=6,083)	2 (n=5,644)	3 (n=3,430)	
Received financial award from this university (FIN4)					
Yes	61%	55%	73%	37%	91%
Would have been able to attend without financial assistance* (FIN5)					
Yes	67%	64%	69%	65%	77%
No	33%	36%	31%	35%	23%

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

17.0 Course delivery and assessment module

Starting in March 2020, the worldwide COVID-19 pandemic brought many challenges for post-secondary institutions and students. Post-secondary institutions across Canada closed physically, and most in person (face-to-face) courses transitioned to online (remote delivery), as did many student services. Some courses were postponed or cancelled entirely. Courses with experiential learning components were also affected.

Continuing on with its learning from the 2021 *Graduating Student Survey*, CUSC-CCREU added a module of questions about the impacts of the pandemic on course delivery and assessment. This module was optional for universities. The results reported are only from first-year students at universities that opted to participate in the course delivery and assessment module.

17.1 Academic courses instruction and delivery

In the 2021-22 academic year, first-year students indicated that online was the most common method of instruction for their courses.

- Group 1 students were least likely to have experience with *online synchronous* instruction.
- Students aged 22 or older were less likely than other age groups to have taken *online synchronous*, *hybrid*, and *in-person* instruction in 2021-22, but more likely to have taken *other* types.

Table 48: Methods of instruction in 2021-22 (CDAA)

	All students (n=13,065)	Group 1 (n=5,346)	Group 2 (n=5,234)	Group 3 (n=2,485)	Nipissing University (n=127)
Online asynchronous (e.g. learning modules, recorded lectures)	71%	67%	74%	70%	87%
Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.)	70%	56%	77%	72%	78%
Hybrid (combination of in-person and online)	61%	56%	59%	78%	65%
In-person	56%	55%	53%	69%	63%
Other	1%	2%	<1%	<1%	-

Satisfaction by instruction method varied considerably, with first-year students most satisfied with *in-person instruction* (32% very satisfied).

Table 49: Satisfaction with instruction method (% satisfied or very satisfied)

	All students	Group 1	Group 2	Group 3	Nipissing University
In-person (CDAA1)	91%	94%	91%	88%	91%
Hybrid (combination of in-person and online) (CDAA2)	80%	80%	81%	75%	87%
Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) (CDAA3)	73%	75%	74%	69%	83%
Online asynchronous (e.g. learning modules, recorded lectures) (CDAA4)	68%	71%	67%	67%	70%
Other (CDAA5A)	49%	51%	38%	69%	-
Note: Percentages are based on those with experience with the method of instruction.					

17.2 Internal experiential learning

Overall, about 4 in 10 first-year students were currently enrolled in an internal experiential learning component (e.g. co-op, lab, practicum, studio, applied project), most commonly taking it in person.

- The older a student was, the less likely they were to be currently enrolled in internal experiential learning.

Table 50: Internal experiential learning

	All students (n=13,065)	Group			Nipissing University (n=127)
		1 (n=5,346)	2 (n=5,234)	3 (n=2,485)	
Currently enrolled in internal experiential learning (e.g. co-op, lab, practicum, studio, applied project) (CDAB)	44%	39%	47%	40%	46%
Internal experiential method of delivery (CDAB1)					
In-person	26%	25%	27%	27%	24%
Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.)	15%	12%	18%	14%	27%
Hybrid (combination of in-person and online)	12%	12%	13%	12%	12%
Online asynchronous (e.g. learning modules, recorded lectures)	9%	7%	11%	8%	8%
Other	1%	1%	1%	<1%	-

Similar to academic instruction, first-year students were most satisfied with *in-person internal experiential learning* (34% very satisfied).

Table 51: Satisfaction with internal experiential learning instruction method (% satisfied or very satisfied)

	All students	Group			Nipissing University
		1	2	3	
In-person (CDAB2)	93%	95%	92%	92%	100%
Hybrid (combination of in-person and online) (CDAB3)	84%	83%	86%	76%	93%
Other (CDAB6A)	82%	72%	84%	87%	-
Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) (CDAB4)	75%	77%	76%	69%	79%
Online asynchronous (e.g. learning modules, recorded lectures) (CDAB5)	69%	73%	66%	75%	70%

Note: Percentages are based on those with experience with experiential learning instruction method.

17.3 Course assessment

Different methods of course assessments were used in the 2021-22 year, with a greater proportion of students having online rather than in-person assessments.

- Group 3 students were most likely to have had *in-person* assessments, while Group 2 students were most likely to have had *online synchronous* assessments.
- Students 22 and older were less likely to have assessments that were *online synchronous*, *in-person*, or *hybrid*, but more likely to have assessments classified as *other*.

Table 52: Assessment experiences in 2021-22 (CDAC)

	All students (n=13,065)	Group 1 (n=5,346)	Group 2 (n=5,234)	Group 3 (n=2,485)	Nipissing University (n=127)
Online asynchronous (e.g. learning modules, recorded lectures)	59%	54%	62%	60%	79%
Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.)	58%	44%	67%	57%	67%
In-person	46%	50%	39%	61%	35%
Hybrid (combination of in-person and online)	30%	33%	25%	42%	19%
Other	2%	3%	1%	1%	2%

Unlike learning experiences, satisfaction by assessment method is very similar by assessment type.

Table 53: Satisfaction with assessment methods (% satisfied or very satisfied)

	All students	Group 1	Group 2	Group 3	Nipissing University
In-person (CDAC1)	88%	91%	87%	84%	84%
Hybrid (combination of in-person and online) (CDAC2)	86%	90%	86%	81%	92%
Online asynchronous (e.g. learning modules, recorded lectures) (CDAC4)	86%	86%	85%	88%	84%
Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) (CDAC3)	82%	87%	81%	80%	89%
Other (CDAC5A)	76%	79%	69%	75%	33%

Note: Percentages are based on those with experience with assessment method.

17.4 Satisfaction with university's efforts to limit spread of COVID-19

Almost 9 in 10 first-year students were satisfied with their university's *safety measures to limit the spread of the COVID-19 virus*.

Table 54: Satisfaction with efforts university has taken to limit spread of COVID-19 (COVID8)

	All students (n=13,065)	Group 1 (n=5,346)	Group 2 (n=5,234)	Group 3 (n=2,485)	Nipissing University (n=127)
Very satisfied	23%	28%	19%	23%	26%
Satisfied	65%	62%	67%	64%	63%
Dissatisfied	8%	6%	9%	9%	6%
Very dissatisfied	5%	4%	5%	5%	6%