CUSC / CCREU
30 years/ans
1994-2024

PRA
Prairie Research Associates

2024 Graduating Student Survey

Nipissing University

June 2024

Acknowledgement:

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

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

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

Table of Contents

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

PRA

EXECUTIVE SUMMARY

Introduction

The 2024 *Graduating Student Survey* marks the 30th cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). Over 12,000 students from 38 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 separately from their parents/family, non-visible minorities, 22–24 years old, and have an A- to A+ average.
- Around one third of students report having a disability, with mental health conditions being the most common.
- Just 13% of graduating students are first-generation students — that is, neither parent has had any post-secondary education.
- Slightly more than half of graduating students have had some work or learning program experience.
- Over one third have experienced a delay completing their program, most often because required courses were not available.

Activities

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

On average, students spend about 30 hours per week on their studies, with more hours spent outside of class than in class.
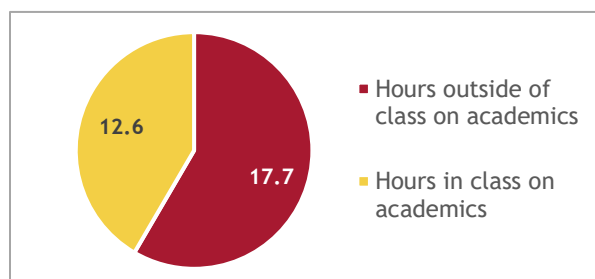
Employment

Over 6 in 10 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.
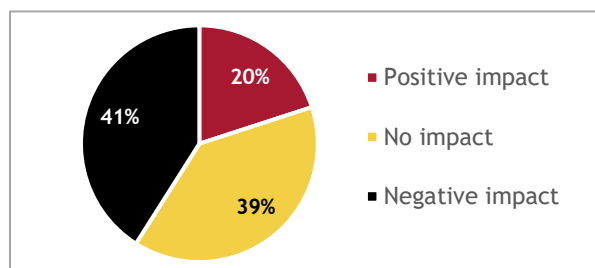
Professors and staff

- Students reported having had positive experiences with professors, as only two areas received less than 70% agreement — *professors provide prompt feedback on academic work* (69%) and *take a personal interest in academic progress* (56%).

- Students say it is most important for professors to *communicate well in their teaching* (44% rated as most important).

- 67% 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 17% who strongly agreed.
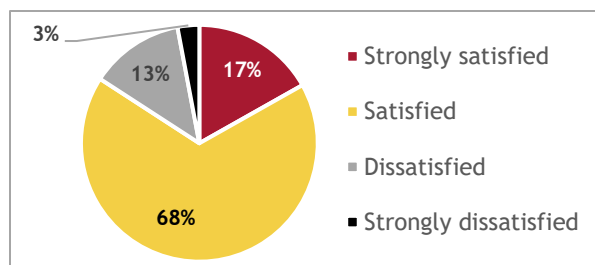
Inclusivity

The graph below shows the most and least common situations in which students say they feel at least quite a bit comfortable being themselves.

TOP SITUATIONS BEING THEMSELVES	
Attending class	83%
Interacting with friends on campus	83%
Interacting with instructors or professors	70%
Participating in class activities	70%
BOTTOM SITUATIONS BEING THEMSELVES	
Attending campus social events	53%
Interacting with students you don't know well	53%
Actively participating in campus social activities	53%
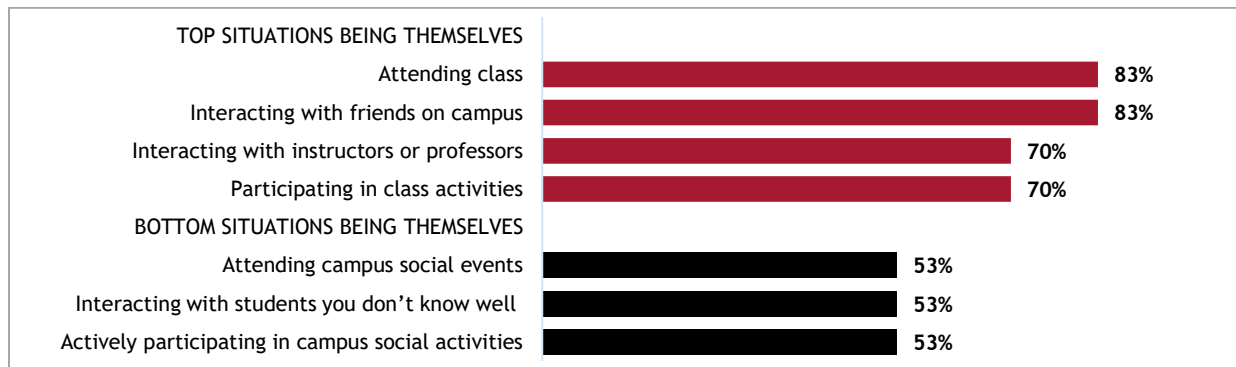
Growth and development

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.

TOP 5 SKILLS	
Working independently	74%
Ability to find and use info	73%
Thinking logically and analytically	70%
Writing clearly and correctly	66%
Skills for planning & completing projects	64%
BOTTOM 5 SKILLS	
Appreciation of the arts	33%
Mathematical skills	32%
Entrepreneurial skills	22%
Second or third language skills	16%
Spirituality	16%
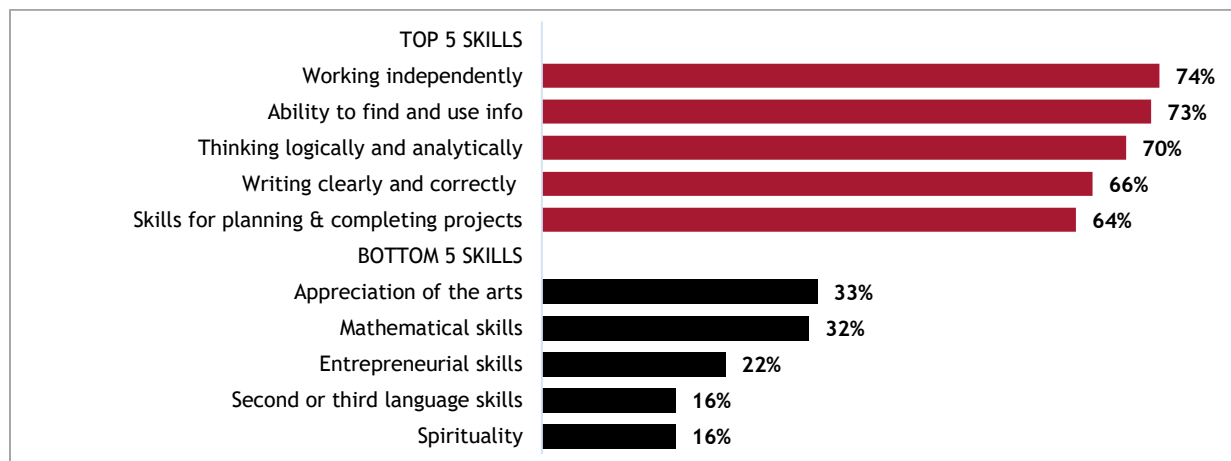
Expectations and experience

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

Exceeded expectations: 19%
Met expectations: 61%
Fell short of expectations: 20%
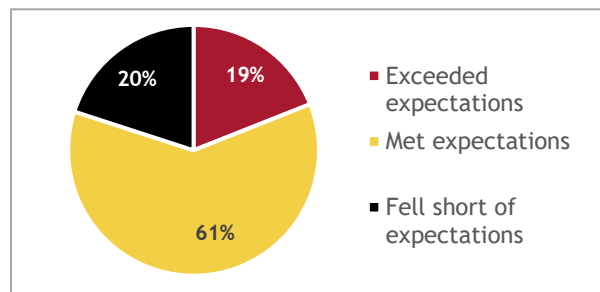
Overall evaluation of student experiences

- Over 8 in 10 are satisfied with the *overall quality of education at their university*, 6 in 10 agree they *received good value for money at their university,* and slightly less than 6 in 10 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 -7 (25% promoters minus 32% detractors).
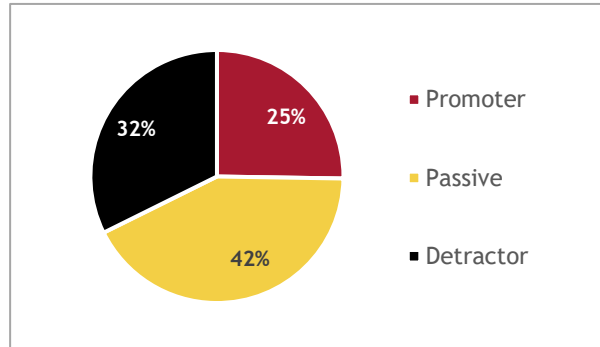
Indigenous education experiences

- Over half of graduating students agree that *Indigenous course content has enriched their university experience* and more than one third say the same about *participation in Indigenous activities or events*.

Educational and employment goals

- More graduating students intend to apply to a *graduate school* (39%) than a *professional program* (22%).

- Over one third of graduating students have a specific career in mind. Despite many having a career (or two) in mind, just 25% 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.
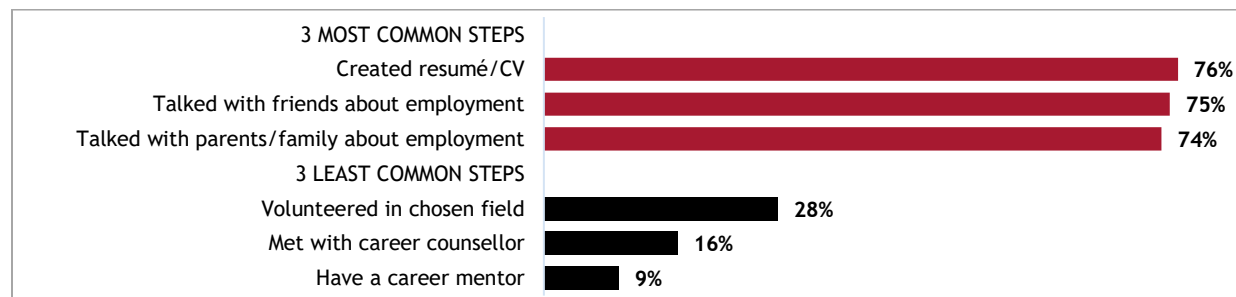
Satisfaction with facilities and services

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

Facility/Service	% used	% satisfied
Library electronic resources	50%	97%
Academic advising	46%	82%
Food services	40%	73%
Parking	39%	39%
On-campus bookstores	37%	94%
Online campus bookstores	36%	93%
Athletic facilities	31%	89%
On-campus library	29%	95%
Financial aid	24%	85%

■ % used ■ % satisfied
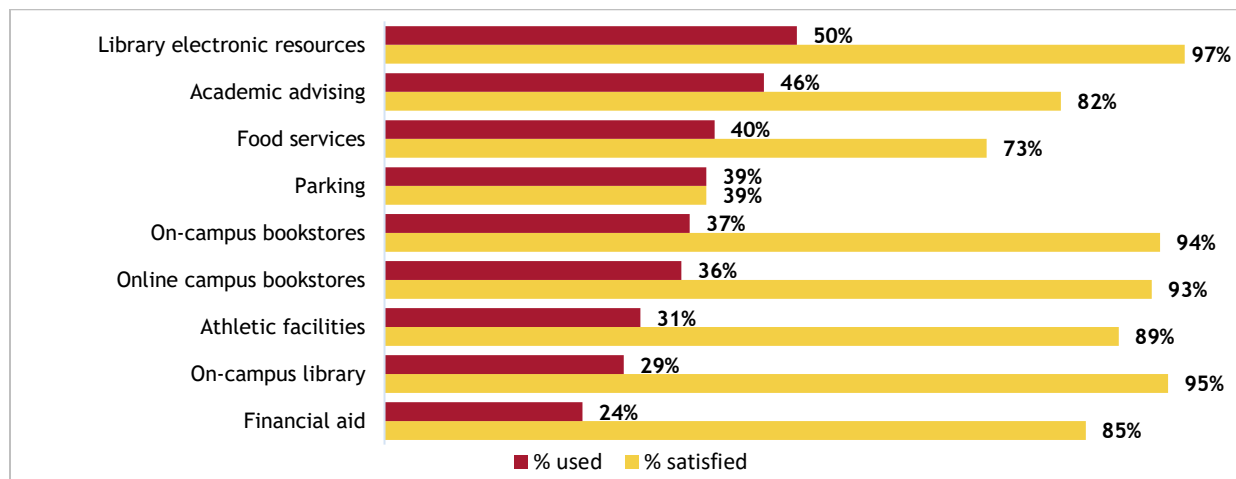
Finances

- Ninety-three percent of graduating students have at least one credit card, carrying a balance of just under $1,400.

- Forty-five percent of graduating students report having debt, most commonly *government student loans*. The average debt among all students is just under $13,000 but more than doubles to almost $29,000 when only those reporting debt are considered.

- Students required over $19,000 to finance their current year of education, most commonly relying on *parents*, *family or spouse*, *current employment*, and *government loans*.

Source	% used	Average amount
Parents, family or spouse	51%	$8,702
Earnings from current employment	45%	$10,692
Government loan or bursary	45%	$8,945
University scholarship, award, or bursary	38%	$2,854
Earnings from summer work	36%	$6,308
RESP	19%	$5,953

■ % used ■ Average amount
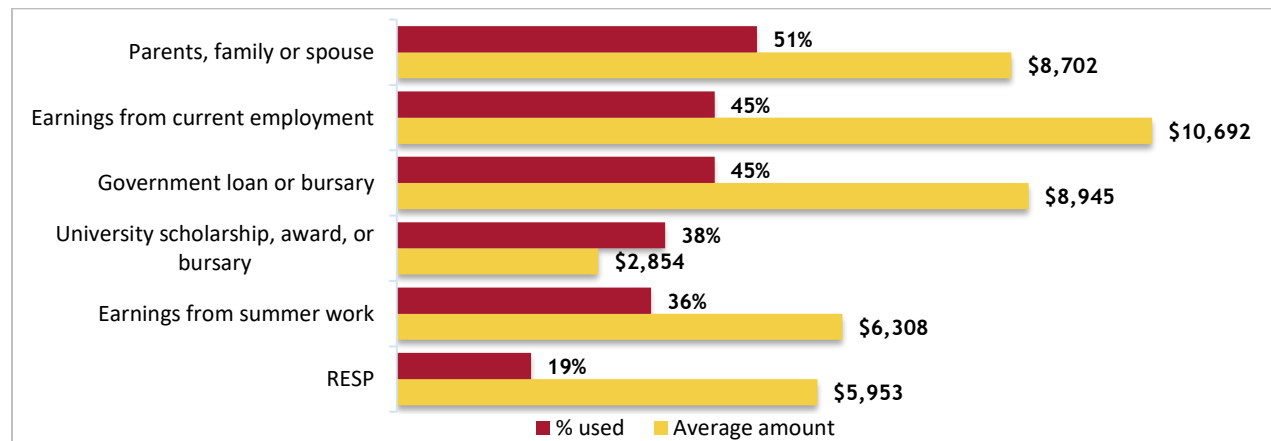
Post-graduation

- Just over two thirds of graduating students expect to take further education within the next five years, most often pursuing *graduate school*, with one fifth planning to continue their education at their current university.

- Over one third of students have post-graduation work arranged, with most expecting to work in full-time, permanent positions. The expected median salary for these jobs is $48,000. About 6 in 10 say their desired job requires a degree, which includes 42% who say it requires their specific degree.

- Nearly 9 in 10 students who have post-graduation employment arranged are satisfied with the employment they have arranged.

Equity, diversity, and accessibility

- Among all respondents, 91% identified as either a man or woman only, while 2% identified as a man or woman and at least one other gender identity, and 2% identified as at least one identity other than man or woman.

- Overall, 67% of respondents identified as heterosexual/straight only, while 2% identified as heterosexual and at least one other sexuality, and 22% identified as a sexuality other than heterosexual/straight (mostly commonly bisexual).

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 the quality of the post-secondary experience over time 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 30th 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 the graduating student cycle. The final questionnaire for the 2024 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
2024	Graduating students	38

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, sending the invitation 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 8.4% to 54.8%, with an overall response rate of 21.3%. This yielded 12,668 students who completed the survey.[1]

Table 2: Survey response rate			
University	**Surveys**		**Response rate**
	Distributed	**Completed**	
Acadia University (Nova Scotia)	397	82	20.7%
Alberta University of the Arts (Alberta)	314	99	31.5%
Ambrose University (Alberta)	82	18	22.0%
Athabasca University (Alberta)	2,860	388	13.6%
Burman University (Alberta)	48	22	45.8%
Capilano University (British Columbia)	530	51	9.6%
Carleton University (Ontario)	1,500	322	21.5%
Concordia University (Quebec)	4,788	922	19.3%
Concordia University of Edmonton (Alberta)	389	148	38.0%
Lakehead University (Ontario)	1,161	406	35.0%
Laurentian University (Ontario)	1,997	420	21.0%
MacEwan University (Alberta)	2,759	739	26.8%
McMaster University (Ontario)	9,072	897	9.9%
Mount Royal University (Alberta)	1,836	424	23.1%
Mount Saint Vincent University (Nova Scotia)	286	135	47.2%
Nipissing University (Ontario)	533	127	23.8%
Redeemer University (Ontario)	252	91	36.1%
Saint Mary's University (Nova Scotia)	787	152	19.3%
Simon Fraser University (British Columbia)	1,000	146	14.6%
St. Francis Xavier University (Nova Scotia)	500	48	9.6%
St. Mary's University (Alberta)	104	57	54.8%
The King's University (Alberta)	116	57	49.1%
Thompson Rivers University (British Columbia)	1,000	120	12.0%
Toronto Metropolitan University (Ontario)	6,027	1942	32.2%
Trent University (Ontario)	1,000	84	8.4%
Trinity Western University (British Columbia)	639	110	17.2%
Université de Moncton (New Brunswick)	1,000	244	24.4%
University of Calgary (Alberta)	5,964	1073	18.0%
University of Lethbridge (Alberta)	674	300	44.5%
University of New Brunswick (New Brunswick)	1,300	189	14.5%
University of Northern British Columbia (British Columbia)	320	83	25.9%
University of Regina (Saskatchewan)	998	335	33.6%
University of the Fraser Valley (British Columbia)	940	223	23.7%
University of Victoria (British Columbia)	1,000	311	31.1%
University of Waterloo (Ontario)	2,792	1053	37.7%
University of Winnipeg (Manitoba)	982	332	33.8%
Wilfrid Laurier University (Ontario)	3,188	476	14.9%
Yorkville University (Ontario)	240	42	17.5%
Total	**59,375**	**12,668**	**21.3%**

---

[1]   PRA defined a completed survey as one in which a student 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**	
Acadia University (Nova Scotia)	397	0.6%	82	0.6%	0.887
Alberta University of the Arts (Alberta)	314	0.5%	99	0.8%	0.581
Ambrose University (Alberta)	82	0.1%	18	0.1%	0.835
Athabasca University (Alberta)	2,860	4.1%	388	3.1%	1.351
Burman University (Alberta)	48	0.1%	22	0.2%	0.400
Capilano University (British Columbia)	530	0.8%	51	0.4%	1.905
Carleton University (Ontario)	3,288	4.8%	322	2.5%	1.872
Concordia University (Quebec)	4,788	6.9%	922	7.3%	0.952
Concordia University of Edmonton (Alberta)	389	0.6%	148	1.2%	0.482
Lakehead University (Ontario)	1,161	1.7%	406	3.2%	0.524
Laurentian University (Ontario)	1,997	2.9%	420	3.3%	0.871
MacEwan University (Alberta)	2,759	4.0%	739	5.8%	0.684
McMaster University (Ontario)	9,072	13.1%	897	7.1%	1.854
Mount Royal University (Alberta)	1,836	2.7%	424	3.3%	0.794
Mount Saint Vincent University (Nova Scotia)	286	0.4%	135	1.1%	0.388
Nipissing University (Ontario)	533	0.8%	127	1.0%	0.769
Redeemer University (Ontario)	224	0.3%	91	0.7%	0.451
Saint Mary's University (Nova Scotia)	787	1.1%	152	1.2%	0.949
Simon Fraser University (British Columbia)	3,523	5.1%	146	1.2%	4.423
St. Francis Xavier University (Nova Scotia)	689	1.0%	48	0.4%	2.631
St. Mary's University (Alberta)	104	0.2%	57	0.4%	0.334
The King's University (Alberta)	116	0.2%	57	0.4%	0.373
Thompson Rivers University (British Columbia)	1,312	1.9%	120	0.9%	2.004
Toronto Metropolitan University (Ontario)	6,027	8.7%	1,942	15.3%	0.569
Trent University (Ontario)	5,100	7.4%	84	0.7%	11.128
Trinity Western University (British Columbia)	639	0.9%	110	0.9%	1.065
Université de Moncton (New Brunswick)	1,300	1.9%	244	1.9%	0.976
University of Calgary (Alberta)	5,964	8.6%	1,073	8.5%	1.019
University of Lethbridge (Alberta)	674	1.0%	300	2.4%	0.412
University of New Brunswick (New Brunswick)	1,300	1.9%	189	1.5%	1.261
University of Northern British Columbia (British Columbia)	320	0.5%	83	0.7%	0.707
University of Regina (Saskatchewan)	998	1.4%	335	2.6%	0.546
University of the Fraser Valley (British Columbia)	940	1.4%	223	1.8%	0.773
University of Victoria (British Columbia)	1,559	2.3%	311	2.5%	0.919
University of Waterloo (Ontario)	2,792	4.0%	1,053	8.3%	0.486
University of Winnipeg (Manitoba)	982	1.4%	332	2.6%	0.542
Wilfrid Laurier University (Ontario)	3,188	4.6%	476	3.8%	1.228
Yorkville University (Ontario)	240	0.3%	42	0.3%	1.047
Total	**69,118**		**12,668**		

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 = 25)		Group 2 (n = 11)
Acadia University	Saint Mary's University	Carleton University
Alberta University of the Arts	St. Francis Xavier University	Lakehead University
Ambrose University	St. Mary's University	Simon Fraser University
Athabasca University	The King's University	Thompson Rivers University
Burman University	Trent University	Toronto Metropolitan University
Capilano University	Trinity Western University	Université de Moncton
Concordia University of Edmonton	University of Lethbridge	University of New Brunswick (Fredericton)
Laurentian University	University of New Brunswick (Saint John)	University of Regina
MacEwan University	University of Northern British Columbia	University of Victoria
Mount Royal University	University of the Fraser Valley	University of Waterloo
Mount Saint Vincent University	University of Winnipeg	Wilfrid Laurier University
Nipissing University	Yorkville University	Group 3 (n = 3)
Redeemer University		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. Note: Values for gender were provided by universities from their information systems.

- The average age of students is 24.5, 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 a 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. Those who identify as a visible minority are less likely to be Canadian citizens.

- Almost half of students identify as a visible minority, although a 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=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Gender (GENDER)					
Male	32%	28%	35%	33%	30%
Female	68%	72%	65%	67%	69%
Other	<1%	<1%	<1%	<1%	2%
Age as of September 1, 2023 (AGE)					
21 and under	31%	27%	35%	29%	57%
22 to 24	46%	38%	48%	51%	28%
25 to 29	12%	15%	10%	13%	6%
30 and older	11%	20%	7%	7%	9%
Average age	24.5	26.3	23.5	23.6	23.3
Marital status (LIVE3)					
Single	63%	55%	66%	69%	59%
In a relationship	22%	23%	22%	21%	29%
Married or common-law	14%	22%	12%	9%	13%
Children (LIVE4-7)					
Has children	7%	12%	5%	3%	5%
Citizenship (CITIZENSHIP)					
Canadian citizen	87%	91%	85%	83%	98%
International/visa student	9%	6%	9%	11%	
Permanent resident	5%	3%	6%	6%	2%
Visible minority* (ETH1-13)					
Total self-identified	44%	31%	48%	55%	6%
Indigenous (ETH1-13)					
Total self-identified	5%	8%	4%	2%	7%
* 'Visible minority' includes respondents who self-identified as belonging to a group other than 'Indigenous' or 'White/Caucasian.'					

2.2 Disabilities and impairments

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

Table 7: Disabilities and impairments	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Most commonly reported disability/impairment (DIS1-12)					
Total self-identified	35%	40%	34%	31%	40%
- Mental health	20%	23%	19%	17%	21%
- Neurodivergence	15%	19%	13%	13%	19%
- Learning/memory	7%	9%	6%	5%	15%
- Chronic conditions	5%	6%	4%	4%	8%
- Vision	3%	3%	3%	3%	4%
Daily activities always limited by disability/impairment (DISF1-12)					
Yes	11%	13%	10%	9%	15%
- Mental health	5%	5%	5%	4%	8%
- Neurodivergence	6%	8%	5%	5%	8%
- Learning/memory	2%	3%	1%	1%	5%
- Chronic conditions	1%	2%	1%	1%	<1%
- Vision	<1%	<1%	<1%	<1%	<1%

2.3 Living arrangements

A majority of students live away from their parents and family, most commonly in rented housing off campus. Among those not currently living on campus, about 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 are less likely to be living with parents, guardians, or relatives.

- Among those who are not currently living on campus, visible minority (28%) students are more than twice as likely as non-visible minority students (13%) to say they would prefer to live on campus if given the opportunity.

Table 8: Living arrangements	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Current living arrangement (LIVE1)					
In rented housing off campus (shared or alone)	45%	44%	46%	46%	53%
With parents, guardians, or relatives	41%	35%	43%	47%	22%
In personally-owned home	8%	15%	6%	5%	6%
In on-campus housing	4%	5%	4%	2%	15%
Other	1%	2%	1%	<1%	4%
Prefer to live on campus* (LIVE2)					
Yes	20%	13%	22%	26%	12%
* Percentages are based on those not currently living on campus.					

2.4   Main method of commuting to campus

Graduating students most commonly report using a *vehicle (either alone or in a carpool)* to get to campus, followed by *public transportation*. Group 1 students are most likely to drive to campus, while Group 3 students are most likely to use public transportation.

- 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.

- Visible minority students are more likely than non-visible minority students to use public transportation (47% versus 25%) and less likely to use a vehicle (34% versus 48%).

Table 9: Methods of transportation to campus (COMM1)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Vehicle (alone)	36%	48%	31%	29%	60%
Public transportation	36%	23%	39%	45%	12%
Walk	15%	9%	19%	18%	6%
Vehicle (with others)	5%	5%	5%	4%	11%
Bicycle	<1%	<1%	1%	1%	
Other	1%	1%	1%	1%	<1%
Don't attend campus	6%	13%	3%	2%	10%

2.5   Parents' education

About 1 in 8 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.

- As students get older, they are more likely to be first-generation students, increasing from 10% of those 21 and younger up to 29% of those 30 and older.

Table 10: Parents' highest level of education (MEDUC/PEDUC)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
High school or less	13%	14%	14%	10%	11%
Some college or university	11%	13%	10%	9%	11%
College, CEGEP, or technical school graduate	17%	20%	17%	15%	34%
University or professional school graduate	38%	35%	38%	40%	31%
Graduate degree	18%	14%	19%	23%	12%
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

Four in 5 students are studying full-time in their final year. Students at Group 3 universities are most likely to be studying full-time.

About 1 in 6 students began at their current university in 2018 or earlier, while more than 1 in 5 began their post-secondary studies in that time period.

One in 5 students transferred to their university from another post-secondary institution, and 1 in 5 interrupted their studies for one or more terms. The most common reasons students report for interrupting their studies are *employment*, *financial reasons*, or *illness*.

The majority of students report an average grade of B- or higher, with nearly half reporting an average grade of A- or higher in university. Very few report an average grade of D, while none report a grade of 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 92% of those 21 and younger attending full-time to just 50% of those 30 and older.

- Older students are also more likely to have transferred from another institution (rising from 6% of those 21 and younger to 40% of those 30 and older) and interrupted their studies (rising from 4% of those 21 and younger to 52% of those 30 and older).

Table 11: Academic profile					
	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Course load (LOAD)					
Full-time	81%	75%	78%	91%	93%
Part-time	19%	25%	22%	9%	7%
Year began post-secondary studies (HIST1)					
2022 or later	3%	4%	2%	2%	3%
2021	5%	8%	4%	5%	6%
2020	39%	38%	36%	43%	58%
2019	31%	26%	37%	28%	24%
2018 or earlier	22%	23%	22%	22%	9%
Year enrolled at this university (HIST2)					
2022 or later	5%	7%	5%	4%	10%
2021	10%	12%	9%	8%	9%
2020	40%	38%	37%	47%	54%
2019	29%	24%	34%	28%	21%
2018 or earlier	16%	19%	16%	14%	5%
Transferred from other institution (HIST3)					
Yes	20%	25%	20%	13%	17%
Reported university grade (HIST4)					
A-, A, or A+	49%	51%	47%	51%	40%
B-, B, or B+	44%	42%	46%	43%	51%
C-, C, or C+	6%	7%	7%	6%	9%
D	<1%	<1%	<1%	<1%	
Interrupted studies for one or more terms (HIST5-13)					
Yes	21%	26%	20%	17%	13%

3.2 Practical program experience

More than 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=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Any experience	55%	47%	61%	57%	57%
- Practicum	17%	21%	15%	14%	39%
- Co-op	17%	7%	27%	16%	4%
- Work experience	16%	13%	18%	17%	8%
- Internship (paid)	12%	6%	11%	20%	2%
- Service learning	10%	10%	10%	9%	14%
- Internship (unpaid)	7%	6%	8%	6%	3%
Note: Respondents could provide more than one answer.					

3.3 Delays in completion of program

Over one 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 (18%), are less likely than students in older age groups to have experienced a delay (ranging from 44% to 55% 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 (47%) or C+ or lower (71%).

Table 13: Delays in completion of program (HIST21-25)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Any delay	37%	43%	37%	32%	28%
- Required courses not available	21%	23%	22%	16%	14%
- Financial issues	9%	12%	8%	6%	2%
- Elective courses not available	9%	9%	10%	7%	6%
- Grades	9%	8%	10%	10%	8%
- Other	10%	13%	8%	9%	9%
Note: Respondents could provide more than one answer.					

4.0   Student activities

4.1   Involvement in campus activities

Although participation in various campus activities is not common, when looking at all activities, 39% of students report participating in at least one activity often or very often.

-   The older a student is, the less likely they are to have *participated in student clubs* and *on-campus student recreational and sports programs*.

Table 14: Involvement in campus activities since last September (% often or very often)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Participated in student clubs (ACT5)	21%	16%	21%	27%	15%
Participated in on-campus student recreational and sports programs (ACT6)	14%	10%	16%	15%	15%
Attended campus social events (ACT1)	13%	12%	14%	14%	20%
Attended public lectures and guest speakers on campus (ACT2)	10%	9%	10%	11%	5%
Attended home games of university athletic teams (ACT7)	8%	11%	7%	6%	31%
Participated in student government (ACT4)	7%	8%	7%	7%	16%
Attended campus cultural events (ACT3)	7%	6%	7%	8%	5%

4.2   Involvement in community service and volunteer activities

About 1 in 5 students report volunteering often or very often, with students slightly more likely to volunteer off-campus than on-campus.

Table 15: Involvement in community service/volunteer activities since last September (% often or very often)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Participated in on/off-campus community service/volunteer activities (ACT8/9)	20%	19%	19%	23%	24%
Participated in off-campus community service/volunteer activities (ACT9)	15%	14%	14%	17%	17%
Participated in on-campus community service/volunteer activities (ACT8)	11%	10%	10%	14%	9%

Among those who participate in volunteer activities, the typical student spends between four and five hours a week volunteering.

Table 16: Hours engaged in community service or volunteer activities per week (ACT10)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
None	61%	63%	62%	58%	56%
1 or 2	14%	13%	15%	15%	23%
3 to 5	13%	12%	13%	15%	15%
6 or more	11%	11%	10%	12%	6%
Average hours (all respondents)	2.1	2.0	2.1	2.3	1.9
Average hours (those who participate)	4.6	4.6	4.5	4.6	3.6

4.3   Study patterns

On average, students spend about 30 hours a week on their academic work, with slightly more time spent on academics outside of class than in class.

- The older a student is, the less time they spend in class; however, there is little difference by age for time spent on academics outside of class.
- Students with lower grades spend less time on academic work outside of class. Students with an A- or higher spend 19.1 hours per week compared to 15.1 hours for those with a C+ or lower.

Table 17: Study patterns					
	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Hours spent per week in scheduled classes and labs (ACT11)					
10 or fewer	46%	49%	42%	47%	47%
11 to 15	31%	28%	34%	30%	35%
16 to 20	13%	14%	13%	13%	10%
21 to 30	6%	5%	7%	7%	6%
More than 30	4%	4%	4%	3%	2%
Average number of hours	12.6	11.9	13.1	12.7	12.0
Hours spent per week on academic work outside of classes and labs (ACT12)					
10 or fewer	39%	41%	37%	38%	46%
11 to 15	17%	18%	16%	15%	15%
16 to 20	17%	16%	18%	18%	18%
21 to 30	16%	15%	17%	17%	15%
More than 30	12%	10%	12%	12%	6%
Average number of hours	17.7	17.0	18.2	18.0	15.7
Total hours spent per week on academic work in and out of class (ACT11/12)					
15 or fewer	18%	20%	16%	18%	19%
16 to 20	13%	14%	12%	13%	15%
21 to 30	27%	27%	27%	25%	33%
31 to 40	21%	21%	20%	21%	17%
More than 40	22%	18%	25%	23%	16%
Average number of hours	30.3	28.8	31.3	30.7	27.7

5.0   Current employment

Over 6 in 10 graduating students are currently employed, with about 1 in 7 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 one 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.

- Female (68%) students are more likely than male (52%) 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 16.1 hours per week, increasing to 30.0 hours for those 30 and older.

Table 18: Employment status	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Currently employed (WORK1)					
Yes, both on and off campus	5%	6%	5%	4%	6%
Yes, on campus	9%	9%	8%	9%	10%
Yes, off campus	49%	54%	47%	46%	49%
No, but seeking work	18%	13%	19%	20%	9%
No, not seeking work	20%	18%	21%	20%	27%
Number of hours worked per week* (WORK2)					
10 or less	29%	24%	30%	33%	27%
11 to 20	37%	35%	39%	37%	38%
21 to 30	18%	17%	18%	18%	12%
Over 30	17%	25%	13%	12%	23%
Average	19.5	21.8	18.5	17.8	20.3
Impact of employment on academic performance* (WORK3)					
Very positive	6%	7%	6%	6%	7%
Somewhat positive	14%	13%	15%	14%	13%
No impact	39%	34%	40%	43%	30%
Somewhat negative	37%	40%	35%	36%	45%
Very negative	4%	5%	3%	2%	4%
* 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 report very positive experiences with professors. The most positive ratings for professors were for *seeming knowledgeable in their fields* (40% strongly agree), *treating students the same regardless of gender* (48% strongly agree), and *treating students the same regardless of race* (51% strongly agree). Students report that the least positive experiences with professors were *providing prompt feedback on academic work* (11% strongly agree) and *taking a personal interest in their academic progress* (13% strongly agree).

Table 19: Perception of professors (% agree or strongly agree)					
	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Seem knowledgeable in their fields (PROF6)	95%	95%	95%	96%	94%
Treat students the same regardless of gender* (PROF13)	94%	93%	94%	94%	88%
Treat students the same regardless of race* (PROF14)	93%	93%	94%	94%	93%
Are reasonably accessible outside of class (PROF1)	88%	88%	88%	88%	87%
Encourage students to participate in class discussions (PROF4)	88%	88%	87%	88%	91%
Communicate well in their teaching (PROF7)	82%	83%	82%	83%	78%
Are well-organized in their teaching (PROF5)	81%	83%	79%	82%	79%
Look out for students' interests* (PROF15)	79%	81%	79%	77%	75%
Are consistent in their grading (PROF12)	79%	81%	77%	78%	80%
Provide useful feedback on academic work (PROF9)	76%	79%	74%	75%	73%
Are intellectually stimulating in their teaching (PROF8)	76%	77%	75%	77%	75%
Provide prompt feedback on academic work (PROF10)	69%	73%	68%	67%	59%
Take a personal interest in academic progress (PROF2)	56%	63%	55%	51%	71%
* These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.					

6.2 Most important perceptions of professors

Among the same 13 perceptions related to professors, *communicating well in their teaching* and *being well organized in their teaching* are the most important to students.

Table 20: Most important perceptions of professors (PROF18-20)					
	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Communicate well in their teaching	44%	40%	46%	47%	39%
Are well organized in their teaching	40%	37%	41%	43%	44%
Seem knowledgeable in their fields	35%	37%	35%	34%	32%
Are intellectually stimulating in their teaching	31%	30%	31%	32%	32%
Provide useful feedback on my academic work	31%	36%	29%	27%	24%
Are reasonably accessible outside of class	20%	21%	20%	18%	28%
Take a personal interest in my academic progress	18%	20%	18%	18%	25%
Are consistent in their grading	16%	16%	16%	17%	13%
Encourage students to participate in class discussions	15%	15%	15%	15%	19%
Look out for students' interests	15%	15%	15%	15%	16%
Treat students the same regardless of race	14%	13%	14%	14%	9%
Treat students the same regardless of gender	11%	9%	11%	11%	7%
Provide prompt feedback on my academic work	9%	11%	8%	8%	11%
Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.					

6.3 Ability to evaluate teaching

Nearly all graduating students say they were given the chance to evaluate the quality of teaching in their courses, including two thirds who were able to evaluate the teaching in all of their courses.

Table 21: Ability to evaluate teaching (PROF16)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
All courses	67%	67%	68%	67%	67%
Most courses	19%	18%	19%	21%	21%
Some courses	10%	11%	10%	11%	9%
No courses	3%	4%	4%	2%	4%
Note: This question included an option for students to say "Not applicable" and those responses have been removed from the calculations.					

6.4 Satisfaction with quality of teaching

Over 8 in 10 graduating students agree that they are *generally satisfied with the quality of teaching they received*, including 17% who strongly agree.

Table 22: Agreement with statement "Generally, I am satisfied with the quality of teaching I have received" (PROF17)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Strongly agree	17%	20%	15%	15%	19%
Agree	68%	64%	69%	69%	61%
Disagree	13%	13%	13%	13%	13%
Strongly disagree	3%	3%	3%	3%	6%

7.0 Perceptions of staff

The majority of graduating students agree that *most university support staff are helpful* (25% strongly agree) and that *most teaching assistants in my academic program are helpful* (21% strongly agree).

Table 23: Perception of staff (% agree or strongly agree)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Most university support staff are helpful* (STAFF2)	83%	84%	85%	79%	87%
Most teaching assistants are helpful* (STAFF1)	76%	79%	74%	76%	64%
* These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.					

8.0   Inclusivity

Students indicate that they feel most comfortable being themselves while *attending class* (51% very much) or *interacting with friends on campus* (54% very much). They feel least comfortable *attending campus social events* (26% very much), *interacting with students on campus they don't know well* (24% very much), and *actively participating in campus social activities* (25% very much).

- The older a student is, the less likely they are to say they feel quite a bit or very much comfortable *interacting with friends on campus*, decreasing from 87% of those 21 and under to 66% of those 30 and older.

Table 24: Situations where students feel comfortable being themselves (% quite a bit or very much)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Attending class (INCL1)	83%	81%	83%	83%	86%
Interacting with friends on campus (INCL6)	83%	79%	84%	85%	83%
Interacting with instructors or professors (INCL3)	70%	72%	69%	68%	71%
Participating in class activities (INCL2)	70%	69%	69%	71%	73%
Interacting with university staff (INCL4)	65%	66%	65%	64%	67%
Participating in extracurricular activities (INCL7)	56%	51%	57%	60%	53%
Attending campus social events (INCL8)	53%	52%	54%	54%	54%
Interacting with students on campus who you don't know well (INCL5)	53%	51%	53%	55%	50%
Actively participating in campus social activities (INCL9)	53%	51%	53%	55%	50%

9.0   University's contribution to students' growth and development

9.1   Contribution to communication skills

Among four communication skills rated, universities contributed most to students' growth and development in *writing clearly and correctly* (27% very much) and least to *second or third language skills* (7% very much).

Table 25: Contribution to communication skills (% much or very much)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Writing clearly and correctly (DVL8)	66%	69%	64%	64%	59%
Speaking to small groups (DVL6)	57%	53%	58%	62%	57%
Speaking to a class or audience (DVL7)	50%	50%	47%	54%	54%
Second or third language skills (DVL12)	16%	15%	16%	19%	5%

9.2   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* (29% very much). Students rated their university as contributing least to *mathematical skills* (13% very much).

- Male (45%) students are more likely than female (27%) students to say that their university contributed much or very much to their *mathematical skills*.

Table 26: Contribution to analytical and learning skills (% much or very much)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Ability to find and use information (DVL11)	73%	71%	73%	74%	68%
Thinking logically and analytically (DVL1)	70%	68%	70%	72%	59%
Understanding abstract concepts (DVL5)	59%	58%	59%	62%	53%
Thinking creatively to find ways to achieve an objective (DVL4)	58%	58%	57%	58%	58%
Listening to others to absorb information accurately (DVL10)	58%	55%	60%	61%	55%
Reading to absorb information accurately (DVL9)	57%	57%	57%	57%	58%
Effective study and learning skills (DVL14)	57%	55%	57%	57%	54%
Mathematical skills (DVL2)	32%	28%	34%	36%	25%

9.3   Contribution to working skills

Among seven work skills rated, universities contributed most to students' growth and development in *working independently* (38% very much) and least to *entrepreneurial skills* (8% very much).

Table 27: Contribution to work skills (% much or very much)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Working independently (DVL15)	74%	73%	75%	73%	72%
Skills for planning and completing projects (DVL13)	64%	62%	65%	67%	59%
Cooperative interaction in groups (DVL16)	56%	51%	57%	60%	50%
Skills and knowledge for employment (DVL20)	48%	49%	50%	44%	40%
Computer literacy skills (DVL17)	43%	40%	46%	41%	27%
Knowledge of career options (DVL22)	40%	40%	43%	38%	45%
Entrepreneurial skills (DVL19)	22%	23%	21%	23%	21%

9.4   Contribution to life skills

Among 11 life skills rated, graduating students indicated that universities contributed most to the *persistence with difficult tasks* (24% very much), *time management skills* (25% very much), and *ability to interact with people from backgrounds different from their own* (28% very much). Students rated their university as contributing least to *spirituality* (6% very much).

Table 28: Contribution to life skills (% much or very much)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Persistence with difficult tasks (DVL18)	61%	59%	62%	62%	57%
Time management skills (DVL28)	61%	59%	62%	61%	59%
Ability to interact with people from backgrounds different from your own (DVL25)	61%	58%	62%	65%	54%
Dealing successfully with obstacles to achieve an objective (DVL3)	60%	58%	61%	61%	58%
Ability to evaluate your own strengths and weaknesses (DVL24)	58%	58%	58%	59%	59%
Ability to lead a group to achieve an objective (DVL21)	53%	50%	53%	57%	49%
Moral and ethical judgment (DVL29)	50%	52%	51%	48%	54%
Self-confidence (DVL23)	47%	49%	46%	47%	52%
Understanding Indigenous worldviews, experiences, issues, and peoples of Canada (DVL30)	46%	53%	46%	39%	48%
Appreciation of the arts (DVL26)	33%	35%	32%	30%	28%
Spirituality (DVL27)	16%	18%	15%	16%	20%

9.5 Most important areas

Among the 30 areas, 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 *skills and knowledge for employment* in their top three most often, followed by *thinking logically and analytically,* and *time management skills.*

Table 29: Most important areas for university to contribute (DVL1ST-DVL3RD)					
	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Skills and knowledge for employment	29%	29%	30%	29%	28%
Thinking logically and analytically	24%	24%	24%	23%	22%
Time management skills	20%	20%	19%	20%	27%
Dealing successfully with obstacles to achieve an objective	18%	17%	19%	18%	18%
Effective study and learning skills	17%	18%	17%	17%	21%
Ability to find and use information	16%	17%	16%	16%	11%
Knowledge of career options	15%	15%	15%	16%	17%
Ability to interact with people from backgrounds different from your own	14%	14%	13%	15%	13%
Self-confidence	13%	13%	13%	13%	15%
Ability to evaluate your own strengths and weaknesses	12%	12%	13%	13%	14%
Thinking creatively to find ways to achieve an objective	12%	12%	11%	12%	13%
Persistence with difficult tasks	11%	9%	11%	12%	11%
Skills for planning and completing projects	10%	10%	11%	10%	11%
Writing clearly and correctly	10%	10%	10%	9%	9%
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.					

10.0   Evaluation of student experiences

10.1   Meeting students' expectations

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

Table 30: Meeting expectations (EXP18)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Exceeded	19%	22%	16%	17%	27%
Met	61%	56%	64%	63%	52%
Fell short	20%	22%	19%	19%	21%

10.2   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* (25% very satisfied) and least satisfied with the *availability of information about career options in their study area* (11% very satisfied).

Table 31: Satisfaction with university experiences (% satisfied or very satisfied)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Personal safety on campus (EVAL7)	86%	87%	81%	93%	93%
Your university's commitment to environmental sustainability (EVAL8)	77%	79%	76%	75%	83%
Opportunities to become involved in campus life (EVAL6)	74%	72%	74%	74%	81%
Opportunities to develop lasting friendships (EVAL1)	73%	73%	72%	73%	84%
Opportunities to enhance your education through activities beyond the classroom (EVAL5)	69%	68%	71%	70%	69%
Opportunities to participate in international study or student exchanges (EVAL13)	64%	63%	66%	65%	60%
Availability of information about career options in your area of study (EVAL2)	61%	60%	64%	58%	65%

10.3   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 32: Satisfaction with concern shown by the university for student as an individual (EVAL3)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Very satisfied	9%	10%	8%	8%	13%
Satisfied	48%	47%	49%	48%	50%
Dissatisfied	29%	27%	30%	30%	26%
Very dissatisfied	14%	15%	13%	15%	11%

10.4 Satisfaction with quality of education

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 33: Satisfaction with overall quality of education at this university (EVAL4)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Very satisfied	19%	22%	17%	18%	25%
Satisfied	64%	61%	66%	66%	54%
Dissatisfied	13%	12%	13%	12%	16%
Very dissatisfied	4%	4%	4%	3%	5%

10.5 Value for money

Most graduating students agree they received good value for their money at their university. However, 2 in 5 disagree.

Table 34: Received good value for money at this university (EVAL10)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Strongly agree	9%	10%	9%	9%	17%
Agree	51%	52%	50%	51%	53%
Disagree	29%	27%	30%	28%	22%
Strongly disagree	11%	11%	11%	11%	8%

10.6 Feel as if they belong at this university

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

Table 35: Agreement with statement "I feel as if I belong at this university" (EVAL11)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Strongly agree	16%	16%	16%	17%	24%
Agree	60%	60%	60%	61%	57%
Disagree	18%	18%	18%	17%	13%
Strongly disagree	6%	6%	6%	6%	5%

10.7   Impact of Indigenous experiences

Just over half of graduating students agree that *Indigenous course content has enriched their university experience* (22% strongly agree), although just less than one third indicated that it was not applicable. More than one third agree that *participation in Indigenous activities or events enriched their university experiences* (14% strongly agree), with more than 4 in 10 indicating it was not applicable.

Table 36: Agreement with "Indigenous course content has enriched my university experience" (IDG1)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Strongly agree	22%	26%	22%	17%	22%
Agree	29%	33%	29%	26%	32%
Disagree	10%	9%	11%	10%	11%
Strongly disagree	9%	9%	9%	9%	6%
Not applicable/did not participate	30%	24%	30%	39%	29%

Table 37: Agreement with "Participation in Indigenous activities or events has enriched my university experience" (IDG2)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Strongly agree	14%	18%	13%	10%	17%
Agree	23%	26%	23%	20%	27%
Disagree	11%	11%	11%	11%	11%
Strongly disagree	8%	8%	8%	9%	6%
Not applicable/did not participate	44%	37%	45%	50%	39%

10.8   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 -7. The low score is due to the fact that the largest group is made up of passives (rating of 7 or 8). Group 2 universities have a lower score than Group 1 and Group 3 universities.

- Students 22 to 24 years old have the lowest Net Promoter Score at -13, while students 30 and older have the highest score at +11.

- Male students (-14) have a much lower score than female students (-4).

- Net Promoter Score is inversely related to grades, with those who have a grade of A or higher having a score of +2, with those with a C or lower having a score of -26.

Table 38: Recommend university to others (EVAL14)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Promoter (rating of 9 or 10)	25%	29%	21%	26%	35%
Passive (rating of 7 or 8)	42%	38%	44%	46%	35%
Detractor (rating of 0 to 6)	32%	33%	35%	28%	31%
Net Promoter Score (promoter minus detractor)	-7	-4	-14	-2	+4
Note: The Net Promoter Score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.					

11.0   Educational goals

11.1   Post-graduation plans

After graduation, 2 in 5 students plan to apply to graduate school, while about 1 in 5 plan to apply to a professional program.

- As students' grades increase, they are more likely to say they expect to apply to graduate school, up from 20% of those with a C+ or lower average to 45% of those with an A- or higher average.

Table 39: Post-graduation plans	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Apply to graduate school (GOAL4)					
Yes	39%	40%	36%	42%	37%
No	29%	28%	30%	28%	36%
Unsure	32%	32%	34%	29%	27%
Apply to professional program (GOAL3)					
Yes	22%	23%	20%	24%	31%
No	54%	53%	55%	53%	53%
Unsure	24%	24%	24%	23%	16%

11.2   Career planning

Nearly 4 in 10 graduating students *have a specific career in mind*, while one third *have several possible careers*. Over 7 in 10 students say they know their career options at least fairly well.

- Older students are more likely to be working towards a specific career, as 51% of those 30 and older report that they *have a specific career in mind*, compared to 33% to 40% of those under 30.

Table 40: Career plans	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Description of career plans (GOAL5)					
I have a specific career in mind	38%	41%	36%	35%	55%
I have several possible careers in mind	35%	34%	36%	37%	25%
I have some general ideas but I need to clarify them	19%	17%	20%	20%	13%
I am unsure, but I want to develop a career plan	7%	6%	7%	8%	6%
I am not thinking about a career at this stage of my studies	1%	2%	<1%	<1%	2%
How well students know career options (GOAL6)					
Very well	25%	28%	25%	21%	29%
Fairly well	47%	43%	49%	48%	43%
Only a little	25%	26%	22%	27%	23%
Not at all	4%	4%	3%	4%	5%

11.3   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 *creating a resumé, CV, e-portfolio, or online profile,* or *talking with friends, parents or family about employment options.*

- As students get older, they are less likely to have *talked 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 29% of those with a C+ or lower grade to 53% of those with an A- or higher grade.

Table 41: Steps taken to prepare for employment or career after graduation	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Created resume, CV, e-portfolio, or online profile (GOAL10)	76%	68%	78%	82%	61%
Talked with friends about employment/career (GOAL9)	75%	71%	76%	78%	75%
Talked with parents/family about employment/career (GOAL8)	74%	71%	75%	76%	84%
Worked in chosen field of employment (GOAL14)	47%	44%	50%	45%	43%
Talked with professors about employment/career (GOAL7)	45%	46%	44%	46%	50%
Attended an employment fair (GOAL12)	29%	25%	29%	33%	12%
Volunteered in chosen field of employment (GOAL15)	28%	30%	27%	26%	36%
Met with a career counsellor (GOAL13)	16%	12%	17%	21%	6%
I have a career mentor (GOAL16)	9%	10%	10%	9%	6%
None (GOAL17)	4%	6%	3%	2%	5%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

12.0 Satisfaction with facilities and services

12.1 General facilities and services

The most commonly used service among graduating students is *library electronic resources*, while few report using the *computing services help desk* or *university residences*.

- Older students are less likely to report using *athletic facilities*, dropping from 40% of those 21 and under to 8% of those 30 and older.

Table 42: Use of general facilities and services	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Library electronic resources (SRV5)	50%	53%	51%	47%	56%
Food services (SRV25)	40%	40%	39%	40%	37%
Parking (SRV26)	39%	44%	38%	34%	63%
University bookstores: physical stores (SRV18)	37%	37%	34%	39%	37%
University bookstores: online (SRV19)	36%	39%	34%	36%	50%
Athletic facilities (SRV16)	31%	26%	34%	32%	35%
On-campus library (SRV4)	29%	30%	29%	29%	46%
Other recreational facilities (SRV17)	15%	14%	15%	16%	17%
Campus medical services (SRV20)	14%	13%	15%	15%	13%
Facilities for university-based social activities (SRV22)	14%	13%	14%	14%	20%
Facilities for student associations (SRV23)	11%	10%	11%	12%	13%
Computing services help desk (SRV24)	9%	10%	9%	5%	8%
University residences (SRV13)	6%	8%	7%	4%	19%

The table below shows satisfaction with general facilities and services among those who have used them. Only about 2 in 5 are satisfied with *parking facilities*, while the majority are satisfied with all other services and facilities.

Table 43: Satisfaction with general facilities and services (% satisfied or very satisfied)	All students	Group			Nipissing University
		1	2	3	
Library electronic resources (SRV5SAT)	97%	95%	97%	98%	90%
Facilities for university-based social activities (SRV22SAT)	95%	96%	93%	95%	92%
On-campus library (SRV4SAT)	95%	95%	95%	96%	92%
Other recreational facilities (SRV17SAT)	95%	95%	94%	96%	86%
University bookstores: physical stores (SRV18SAT)	94%	93%	93%	95%	83%
University bookstores: online (SRV19SAT)	93%	92%	92%	94%	91%
Computing services help desk (SRV24SAT)	92%	92%	92%	91%	80%
Facilities for student associations (SRV23SAT)	91%	92%	90%	90%	94%
Campus medical services (SRV20SAT)	90%	95%	87%	90%	76%
Athletic facilities (SRV16SAT)	89%	88%	87%	93%	93%
University residences (SRV13SAT)	74%	72%	75%	75%	83%
Food services (SRV25SAT)	73%	66%	79%	75%	64%
Parking (SRV26SAT)	39%	38%	39%	43%	65%
Note: Percentages are based on those who have used the service.					

12.2   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=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Academic advising (SRV9)	46%	49%	44%	45%	63%
Writing skills (SRV12)	9%	12%	9%	6%	5%
Study skills and learning supports (SRV11)	8%	9%	8%	7%	7%
Co-op offices and supports (SRV21)	8%	4%	12%	8%	4%
Tutoring (SRV10)	4%	4%	4%	5%	2%

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

Table 45: Satisfaction with academic services (% satisfied or very satisfied)	All students	Group			Nipissing University
		1	2	3	
Writing skills (SRV12SAT)	94%	95%	95%	92%	100%
Study skills and learning supports (SRV11SAT)	92%	91%	93%	91%	78%
Tutoring (SRV10SAT)	87%	83%	91%	88%	50%
Co-op offices and supports (SRV21SAT)	84%	84%	83%	84%	60%
Academic advising (SRV9SAT)	82%	84%	86%	76%	90%
Note: Percentages are based on those who have used the service.					

12.3   Special services

As the name implies, special services are those that tend to be created for specific groups of students, although they are often accessible to all students. Use of these special services ranges from 2% of graduating students using *services for Indigenous students* to 24% using *financial aid*.

- Students who identify as belonging to a visible minority group (8%) 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=12,668)	Group 1 (n=4,273)	Group 2 (n=5,503)	Group 3 (n=2,892)	Nipissing University (n=127)
Financial aid (SRV15)	24%	28%	24%	21%	32%
Personal counselling (SRV8)	11%	13%	10%	10%	13%
Services for students with disabilities (SRV3)	10%	10%	9%	10%	16%
Career counselling (SRV7)	10%	8%	9%	13%	<1%
Employment services (SRV6)	8%	7%	8%	7%	9%
Advising for students who need financial aid (SRV14)	5%	7%	5%	4%	8%
Services for international students (SRV2)	5%	3%	5%	5%	2%
Services for Indigenous students (SRV1)	2%	3%	1%	<1%	2%

Satisfaction with special services is very high, with at least 80% of those who used each service saying that they are satisfied or very satisfied with it.

- Satisfaction with *services for international students* decreases with age, as 90% of those 21 and under indicate they are satisfied, dropping to 51% of those 30 and older.

Table 47: Satisfaction with special services (% satisfied or very satisfied)	All students	Group 1	Group 2	Group 3	Nipissing University
Services for international students (SRV2SAT)	86%	81%	89%	84%	100%
Advising for students who need financial aid (SRV14SAT)	85%	89%	79%	85%	70%
Financial aid (SRV15SAT)	85%	83%	87%	85%	88%
Services for students with disabilities (SRV3SAT)	83%	84%	83%	82%	90%
Personal counselling (SRV8SAT)	83%	84%	83%	81%	75%
Services for Indigenous students (SRV1SAT)	83%	76%	92%	92%	67%
Career counselling (SRV7SAT)	80%	84%	80%	78%	100%
Employment services (SRV6SAT)	80%	78%	83%	79%	83%
Note: Percentages are based on those who have used the service.					

13.0   Financing post-secondary education

13.1   Credit cards

The vast majority of graduating students have at least one credit card, with most having just one. Among those students who have credit cards, 8 in 10 pay off their balance each month and, as such, their current credit card balance should be zero; however, when asked what their current credit card balance is, just 35% say it is zero. The average credit card debt for students who have an unpaid balance is over $5,000. Group 1 students have higher credit card debt ($1,800) than those in Group 2 ($1,315) and Group 3 ($1,063).

- The older the student, the more likely they are to have multiple credit cards, and the less likely they are to pay off their balance each month. Older students also carry a higher credit card balance, increasing from $419 for those 21 and younger to $4,156 for those 30 and older. Among those with credit card debt, the average debt also increases with age from $2,149 for those 21 and younger to $10,348 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.

- As students' grades increase, they are more likely to say they usually pay off their credit card balance every month, up from 61% of those with a C+ or lower average to 85% of those with an A- or higher average. Additionally, as grades decrease, students are also more likely to have a higher balance, increasing from $1,183 for those with an A- or higher average to $2,363 for those with a C+ or lower average.

Table 48: Credit cards	All students (n=12,668)	Group 1 (n=4,273)	Group 2 (n=5,503)	Group 3 (n=2,892)	Nipissing University (n=127)
Number of credit cards (FIN1)					
None	7%	8%	7%	6%	3%
One	63%	63%	62%	63%	74%
Two	22%	21%	22%	23%	21%
Three or more	9%	8%	9%	9%	2%
Regularly pay off balance each month* (FIN2)					
Yes	80%	73%	82%	84%	79%
Total credit card balance* (FIN3)					
Zero	35%	33%	36%	36%	38%
$500 or less	12%	11%	11%	12%	13%
$501 to $1,000	6%	6%	6%	6%	7%
Over $1,000	13%	17%	12%	11%	11%
Don't know	34%	32%	35%	35%	30%
Average (all with credit card)	$1,407	$1,800	$1,315	$1,063	$937
Average (those with unpaid balance)	$5,210	$5,607	$5,165	$4,536	$3,457
* Total credit card balance and payment of the balance were asked of those who had at least one credit card.					

13.2 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=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Any debt	45%	47%	44%	43%	53%
Government student loans	40%	41%	40%	39%	47%
Loans from parents/family	9%	10%	10%	8%	14%
Loans from financial institutions	8%	10%	8%	7%	13%
Debt from other sources	4%	5%	4%	4%	6%

Among all graduating students, the average education-related debt at the time of the survey was just under $13,000. When only those who report having debt are considered, the average amount of debt more than doubles. Group 1 students report the highest overall debt at $32,145, compared to Group 2 ($27,128) and Group 3 ($26,162).

Government student loans account for the most debt at over $25,000, about 60% higher than *loans from financial institutions* and 120% more than *loans from parents or family*.

- The older the student, the more debt they report, increasing from $8,804 for those 21 and younger up to $20,107 for those 30 and older.

- As grades increase, debt decreases, from $16,574 of those with a C+ or lower average to $11,477 of those with an A- or higher average.

Table 50: Average amount of repayable debt	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Average total debt (DEBT1AMT-DEBT4AMT)					
All respondents	$12,795	$15,004	$12,042	$11,210	$13,179
Those with debt	$28,615	$32,145	$27,128	$26,162	$24,981
Average among those with these sources					
Government student loans (DEBT1AMT)	$25,285	$29,265	$23,003	$23,509	$21,424
Loans from financial institutions (DEBT2AMT)	$15,796	$18,063	$16,489	$10,859	$15,550
Loans from parents/family (DEBT3AMT)	$11,590	$9,276	$11,693	$14,832	$5,667
Debt from other sources (DEBT4AMT)	$7,517	$7,081	$9,306	$5,656	$5,359

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

Table 51: Total debt (DEBT1AMT-DEBT4AMT)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
No debt	55%	53%	56%	57%	47%
Less than $5,000	3%	3%	4%	4%	3%
$5,000 to $9,999	4%	4%	5%	4%	4%
$10,000 to $14,999	5%	4%	6%	6%	6%
$15,000 to $19,999	4%	4%	4%	4%	6%
$20,000 or more	27%	32%	25%	24%	34%

13.3   Sources of university funding

13.3.1   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 *earnings from employment* and *government loans or bursaries*. Group 1 students are less likely to use *co-op program, internship, etc. related to your program* (3%) than students from Group 2 (16%) and Group 3 (13%).

-   Male students (17%) are more likely than female students (8%) to be financing their education through a *co-op program, internship, etc. related to your program*.

-   The older a student is, the less likely they are to be financing their education through *parents, family, or spouse* (decreasing from 61% of those 21 and younger to 26% of those 30 and older); *earnings from summer work* (decreasing from 46% of those 21 and younger to 11% of those 30 and older); or *RESPs* (decreasing from 29% of those 21 and younger to 1% of those 30 and older).

-   Students who self-identify as a member of a visible minority (27%) are less likely than those who do not (46%) 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 (51%) are more likely than those with an average grade of B-, B, or B+ (26%) or C+ or lower (16%) to say they have received a *university scholarship, financial award, or bursary*.

Table 52: Sources of financing	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Parents, family, or spouse (INC3)	51%	44%	54%	55%	51%
Earnings from current employment (INC6/7)	45%	52%	42%	41%	45%
Government loan or bursary (INC1)	45%	47%	46%	43%	51%
University scholarship, financial award, or bursary (INC2)	38%	41%	37%	35%	60%
Earnings from summer work (INC8)	36%	40%	34%	35%	66%
RESP (INC10)	19%	19%	19%	20%	30%
Co-op program, internship, etc. related to your program (INC5)	11%	3%	16%	13%	<1%
Loans from financial institution (INC4)	6%	6%	5%	6%	11%
Investment income (INC9)	5%	4%	5%	5%	8%
Other (INC11)	4%	7%	4%	2%	6%

13.4   Number of sources of financing

Most students rely on multiple sources to fund their education, with one quarter of students using four or more sources.

- The older a student is, the fewer sources they use to finance their education. Students 21 and younger use about 2.9 sources on average compared to 2.0 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 2.8 sources compared to 2.5 for those with an average grade of B-, B, or B+ and 2.2 for those with an average grade of C+ or lower.

Table 53: Number of sources of financing (INC1-11)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
One	27%	25%	25%	31%	13%
Two	25%	27%	25%	22%	20%
Three	23%	22%	25%	22%	27%
Four or more	25%	26%	25%	25%	41%
Average	2.6	2.6	2.6	2.6	3.3

13.4.1   Average financing

Students required an average of over $19,000 of financing for their current year of university education. It is worth noting that the average amount contributed by each source is not perfectly in line with the proportion who report using each source. For example, just 11% use *co-op program, internship, and other practical experiences related to program*, but it provides the highest average amount to those using that source. Conversely, the most used source was *parents, family, or spouse*, yet it contributed the fifth highest amount on average.

- As age increases, the average amount that students require to finance their current year of education increases, from $16,935 for those 21 and younger to $27,895 for those 30 and older.

Table 54: Average amount from each financing source	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
All respondents					
Overall (INC1AMT-INC11AMT)	$19,363	$20,186	$18,978	$18,925	$18,466
Average among those with these sources					
Co-op program, internship, and other practical experiences related to program (INC5AMT)	$11,542	$6,560	$11,543	$13,002	$5,000
Earnings from current employment (INC6AMT/INC7AMT)	$10,692	$13,055	$8,995	$9,620	$8,905
Government loan or bursary (INC1AMT)	$8,945	$9,463	$8,487	$8,917	$7,414
Loans from financial institution (INC4AMT)	$8,910	$9,054	$10,173	$7,116	$7,900
Parents, family, or spouse (INC3AMT)	$8,702	$6,656	$8,991	$10,169	$4,811
Earnings from summer work (INC8AMT)	$6,308	$6,610	$6,398	$5,769	$6,369
RESP (INC10AMT)	$5,953	$5,735	$5,938	$6,211	$4,315
Investment income (e.g., bonds, dividends) (INC9AMT)	$4,699	$6,693	$4,498	$3,059	$2,188
University scholarship, financial award, or bursary (INC2AMT)	$2,854	$2,941	$3,013	$2,508	$2,659
Other (INC11AMT)	$10,591	$11,327	$9,439	$10,136	$12,450

14.0   Post-graduation educational plans

14.1   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*.

Table 55: Future education plans within next five years	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Take further education (EDPLAN)	68%	69%	65%	73%	80%
- Graduate school (EDPLAN2_1/EDPLAN2_2)	52%	50%	51%	57%	47%
- A professional program (e.g., law) (EDPLAN3_1/EDPLAN3_2)	24%	22%	23%	27%	27%
- Further undergraduate studies (EDPLAN1_1/EDPLAN1_2)	13%	16%	11%	12%	16%
- Community college or CEGEP (EDPLAN4_1/EDPLAN4_2)	6%	6%	6%	6%	7%
- Technical/vocational school (EDPLAN5_1/EDPLAN5_2)	5%	5%	5%	5%	2%
- Other formal education (EDPLAN6_1/EDPLAN6_2)	12%	14%	11%	11%	17%
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=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Graduate school (EDPLAN2_3)	16%	12%	16%	20%	19%
A professional program (e.g., law) (EDPLAN3_3)	5%	5%	4%	7%	12%
Further undergraduate studies (EDPLAN1_3)	4%	6%	3%	4%	9%
Note: Respondents could provide more than one answer.					

14.2   Impact of debt on future education

Nearly a quarter of graduating students say their debt *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 46% of those 21 and younger say they have no debt compared to 25% of those 30 and older.

Table 57: Impact of debt on future education in year after graduation (EDPLAN7)					
	All students (n=12,668)	**Group**			**Nipissing University (n=127)**
		1 (n=4,273)	**2 (n=5,503)**	**3 (n=2,892)**	
I have no debt	38%	34%	39%	42%	32%
It does not affect my decision	22%	22%	22%	22%	26%
It discourages me from taking further education	23%	25%	24%	21%	28%
It prevents me from taking further education	9%	11%	9%	7%	5%
I need more education to earn enough to repay it	8%	9%	7%	8%	9%

15.0   Employment plans

15.1   Profile of post-graduation employment

Over one third of students have employment arranged after graduating.

- The older a student, the more likely they are to report having employment arranged after they graduate, increasing from 33% of those 21 and under to 55% of those 30 and older.

Among those with employment arranged, results show the following:

- Over half say their job requires a degree, with over 2 in 5 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. Seven in 10 will be working full-time, nearly two thirds will be in a permanent job, over a quarter will be working a new job, and very few will be self-employed.

- Male (82%) students are more likely than female (67%) students to have a full-time job arranged.

- As age increases, students are more likely to report their job is a full-time job, permanent, and a continuation of a job they had before starting their program.

Table 58: Post-graduation employment	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Have employment arranged (EMPLAN1)					
Yes	37%	40%	35%	34%	44%
No, looking for work	54%	50%	55%	55%	49%
No, not looking for work	10%	10%	9%	11%	7%
Degree requirements* (EMPLAN2)					
Requires specific degree	42%	36%	46%	44%	36%
Requires any degree	17%	16%	18%	18%	13%
Degree helps, but not required	22%	28%	19%	19%	18%
Does not require degree	18%	19%	17%	19%	34%
Relation to skills and knowledge learned* (EMPLAN3)					
Strongly	45%	45%	48%	43%	36%
Moderately	23%	23%	23%	23%	21%
Slightly	15%	16%	14%	17%	16%
Not at all	16%	16%	15%	16%	27%
Not sure	<1%	<1%	<1%	<1%	
Employment status* (EMPLAN4)					
Full-time	71%	70%	75%	69%	75%
Part-time	21%	21%	20%	23%	20%
Several part-time jobs	7%	9%	6%	8%	5%
Self-employed* (EMPLAN5)					
Yes	4%	5%	4%	3%	4%
Permanent or temporary* (EMPLAN6)					
Permanent	65%	68%	64%	63%	60%
Temporary with end date	18%	17%	20%	18%	24%
Temporary without end date	17%	15%	16%	19%	16%
Continuation of previous employment* (EMPLAN7)					
New job	27%	22%	31%	30%	29%
Continuation of job while in program	51%	48%	52%	54%	35%
Continuation of job before program	22%	31%	17%	16%	36%
Job in Canada* (EMPLAN10)					
Yes	97%	98%	96%	98%	100%
* Percentages are based on those who have employment arranged.					

15.2   Main way of finding job

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

Table 59: Main way of finding the job* (EMPLAN8)	All students	Group			Nipissing University
		1	2	3	
Workplace experience in your program	21%	15%	26%	22%	9%
Direct contact with the employer	18%	22%	17%	16%	26%
A jobs web site	17%	19%	15%	17%	17%
Friends	13%	14%	12%	12%	17%
Family	11%	11%	11%	11%	15%
Professor(s)	3%	3%	4%	4%	
External career or employment centre/agency	3%	3%	4%	4%	6%
Job fair or recruiters at your university	3%	3%	3%	5%	2%
Other employer contact through your program	2%	3%	2%	3%	2%
University career or employment centre	1%	1%	1%	1%	2%
Other	6%	7%	6%	6%	6%
* Percentages are based on those who have employment arranged.					

15.3 Earnings

The typical student expects to be making over $8,700 per month after graduating (over $104,000 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). 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 $5,608 per month and increases to $15,047 for those 30 and older.

Table 60: Monthly earnings* (EMPLAN9)	All students	Group			Nipissing University
		1	2	3	
Less than $2,000	11%	11%	10%	11%	6%
$2,000 to $2,999	7%	8%	7%	8%	7%
$3,000 to $4,999	16%	18%	16%	15%	15%
$5,000 to $7,499	14%	12%	15%	18%	9%
$7,500 or more	10%	11%	11%	8%	17%
Unsure	41%	42%	41%	40%	46%
Median monthly earnings	$4,000	$4,000	$4,245	$4,007	$4,278
* Percentages and median are based on those who have employment arranged.					

15.4 Satisfaction with employment

Overall, nearly 9 in 10 graduating students who have employment arranged after graduation are satisfied with the employment they have arranged, including 3 in 10 who are very satisfied.

Table 61: Satisfaction with post-graduation employment* (EMPLAN12)	All students	Group			Nipissing University
		1	2	3	
Very satisfied	29%	27%	31%	27%	25%
Satisfied	60%	61%	58%	59%	66%
Dissatisfied	10%	9%	9%	12%	9%
Very dissatisfied	2%	2%	2%	1%	
* Percentages are based on those who have employment arranged.					

16.0   Equity, diversity, inclusivity, and accessibility (EDIA)

16.1   Gender identity

The proportion who self-identify as a woman or man is fairly in line with information provided by universities (shown in Section 2.1). Among all respondents, 91% identified as either a man or woman only, while 2% identified as a man or woman and at least one other gender identity, and 2% identified as at least one identity other than man or woman.

Table 62: Gender identity (GENDI1-10)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Agender	<1%	<1%	<1%	<1%	<1%
Gender non-conforming	1%	1%	1%	1%	2%
Man	30%	25%	32%	31%	28%
Non-binary	2%	3%	2%	2%	3%
Questioning	<1%	<1%	<1%	<1%	<1%
Trans	<1%	1%	<1%	<1%	2%
Two Spirit	<1%	<1%	<1%		<1%
Woman	64%	69%	62%	62%	65%
Another gender identity	<1%	2%	<1%	<1%	<1%
Prefer not to answer	4%	4%	4%	4%	3%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

16.2   Sexual orientation

Overall, 67% of respondents identified as heterosexual/straight only, while 2% identified as heterosexual and at least one other sexuality, and 22% identified as at least one sexuality other than heterosexual/straight.

Table 63: Sexual orientation (SEXO1-11)	All students (n=12,668)	Group			Nipissing University (n=127)
		1 (n=4,273)	2 (n=5,503)	3 (n=2,892)	
Asexual	4%	4%	5%	4%	4%
Bisexual	11%	12%	10%	11%	10%
Gay	2%	2%	3%	2%	
Heterosexual/straight	68%	68%	68%	69%	76%
Lesbian	2%	2%	2%	2%	<1%
Pansexual	3%	4%	2%	2%	2%
Queer	4%	4%	4%	4%	3%
Questioning	2%	2%	2%	2%	2%
Two Spirit	<1%	<1%	<1%	<1%	<1%
Another sexual orientation	<1%	<1%	<1%	<1%	<1%
Prefer not to answer	10%	10%	10%	10%	11%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

17.0 Generative AI module

For the 2024 survey, CUSC-CCREU added a module of questions about generative Artificial Intelligence (AI). This module was optional for universities. The results reported are only from graduating students at universities that opted to participate in the Generative AI module.

17.1 Familiarity with generative AI

The majority of graduating students are at least slightly familiar with generative AI, with one third indicating they are very or extremely familiar.

- Male students (44%) are more likely than female students (28%) to say they are very or extremely familiar with generative AI.

- As age increases, students are more likely to say they have never heard of generative AI.

Table 64: Familiarity with generative AI (GAI1)	All students (n=10,404)	Group 1 (n=4,273)	Group 2 (n=3,239)	Group 3 (n=2,892)	Nipissing University (n=127)
		1	**2**	**3**	
Extremely familiar	10%	8%	10%	12%	2%
Very familiar	23%	18%	26%	28%	15%
Somewhat familiar	36%	36%	34%	36%	34%
Slightly familiar	26%	32%	26%	21%	39%
Never heard of it	5%	6%	4%	3%	11%

17.2 Generative AI tools used

Students who were at least slightly familiar with generative AI were asked which tools they have used for any purpose (academic or non-academic). By far, the most commonly used tool was ChatGPT. However, about one third of students who have heard of AI tools have never used them.

Table 65: Generative AI tools used for any purpose* (GAI2)	All students (n=9,916)	Group 1 (n=4,026)	Group 2 (n=3,094)	Group 3 (n=2,796)	Nipissing University (n=113)
		1	**2**	**3**	
ChatGPT	61%	53%	64%	68%	41%
GPT-4	9%	7%	10%	12%	5%
Bing AI	7%	6%	7%	8%	2%
Dall-E 2	6%	5%	6%	7%	2%
Midjourney	3%	2%	4%	3%	3%
GitHub Copilot	3%	2%	4%	3%	<1%
Stable Diffusion	2%	2%	3%	2%	3%
Bard	2%	2%	2%	2%	
Hugging Face	<1%	<1%	1%	<1%	<1%
Claude	<1%	<1%	<1%	<1%	
AlphaCode	<1%	<1%	<1%	<1%	2%
LaMDA	<1%	<1%	<1%	<1%	<1%
Synthesia	<1%	<1%	<1%	<1%	
ChatFlash	<1%	<1%	<1%	<1%	
Chatsonic h	<1%	<1%	<1%	<1%	
Cohere Generate	<1%	<1%	<1%		
GrowthBar Chat	<1%	<1%	<1%		
Other	3%	3%	3%	2%	2%
None	35%	43%	33%	28%	56%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					
* Percentages are based on those who are at least slightly familiar with generative AI.					

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

PRA

17.3 Use of generative AI to help with academic tasks

Students who had used at least one generative AI tool were asked how often they had used these tools to help with various academic tasks. Over a quarter of students used these tools often or very often for *brainstorming ideas,* while about 1 in 5 used them for *understanding class materials* or *researching information.*

Table 66: Use of generative AI to help with academic tasks* (% often or very often)	All students (n=6,389)	Group			Nipissing University (n=50)
		1 (n=2,288)	2 (n=2,094)	3 (n=2,007)	
Brainstorming ideas (GAI3U2)	28%	25%	28%	31%	18%
Understanding class materials (GAI3U1)	21%	16%	22%	24%	12%
Researching information (GAI3U5)	19%	14%	19%	22%	12%
Solving problems (GAI3U4)	12%	10%	12%	12%	2%
Writing assignments (GAI3U3)	9%	6%	9%	11%	2%
Generating code (GAI3U6)	8%	4%	10%	10%	4%
* Percentages are based on those who have used at least one generative AI program.					

17.4 Regulating use of generative AI

Nearly half of graduating students who were familiar with generative AI say their university regulates students' use of generative AI, while nearly 6 in 10 say their instructors regulate its use in classes. In both cases, a large proportion of students were unsure whether the use of generative AI was regulated.

- As age increases, students are less likely to say that their instructors regulate the use of generative AI in classes, from 62% of those 21 and under to 37% of those 30 and older. However, this is due to older students being less likely to know if their instructors regulate its use, increasing from 27% of those 21 and under to 51% of those 30 and older.

Table 67: Regulating use of generative AI*	All students (n=9,916)	Group			Nipissing University (n=113)
		1 (n=4,026)	2 (n=3,094)	3 (n=2,796)	
University regulates students' use of generative AI (GAI4)					
Yes	48%	45%	52%	50%	35%
No	7%	7%	7%	7%	6%
Unsure/don't know	45%	49%	41%	44%	59%
Instructors regulate the use of generative AI in classes (GAI5)					
Yes	58%	53%	63%	58%	44%
No	11%	10%	11%	12%	14%
Unsure/don't know	31%	36%	26%	30%	42%
* Percentages are based on those who are at least slightly familiar with generative AI.					

17.5   Impact of generative AI on the learning environment

Of those familiar with generative AI, about one third of graduating students say that it is having a positive impact on the learning environment at their university, while one quarter say it is having a negative impact. Group 1 students (25%) are less likely to say that generative AI is having a positive impact, compared to those in Group 2 (32%) and Group 3 (41%).

- Older students are less likely to say that generative AI is having a positive impact on the learning environment (15% for those 30 and older compared to 30% to 36% of those in the younger age groups); however, they are more likely to say they don't know (51% compared to 25% to 36%).

Table 68: Impact of generative AI on the learning environment* (GAI6)		Group			Nipissing
	All students (n=9,916)	1 (n=4,026)	2 (n=3,094)	3 (n=2,796)	University (n=113)
Very positive	8%	7%	7%	10%	4%
Somewhat positive	24%	18%	25%	31%	12%
No impact	11%	12%	13%	10%	17%
Somewhat negative	20%	21%	21%	19%	19%
Very negative	6%	6%	6%	5%	5%
Don't know	30%	37%	28%	25%	42%
* Percentages are based on those who are at least slightly familiar with generative AI.					

17.6   Impact of generative AI on work in field of study

Students are mixed about the impact of generative AI on their field of study. Of those familiar, about 4 in 10 say it has a positive impact, while 3 in 10 say it has a negative impact. In addition, a large number (about 2 in 10) could not assess the impact of AI on their field of study.

Table 69: Impact of generative AI on work in field of study (GAI7)*		Group			Nipissing
	All students (n=9,916)	1 (n=4,026)	2 (n=3,094)	3 (n=2,796)	University (n=113)
Very positive	13%	11%	12%	16%	6%
Somewhat positive	29%	25%	30%	33%	26%
No impact	9%	10%	9%	9%	4%
Somewhat negative	20%	20%	20%	18%	25%
Very negative	9%	10%	9%	7%	11%
Don't know	20%	24%	19%	17%	28%
* Percentages are based on those who are at least slightly familiar with generative AI.					