2025 First-Year Students Survey Master Report

June 2025

Nipissing University

2025 CUSC-CCREU Survey of First-Year Students © 2025

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

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EXECUTIVE SUMMARY

The 2025 *First-Year Student Survey* marks the 31st cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU). Over 11,000 students from 39 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 racialized person, while 5% 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 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.

TOP 3 REASONS	
More likely to get a job with a degree	90%
To prepare for a specific job or career	89%
To get a more fulfilling job	88%
BOTTOM 3 REASONS	
Most friends are going	22%
Didn't have anything better to do	18%
Chance to participate in varsity athletics	12%
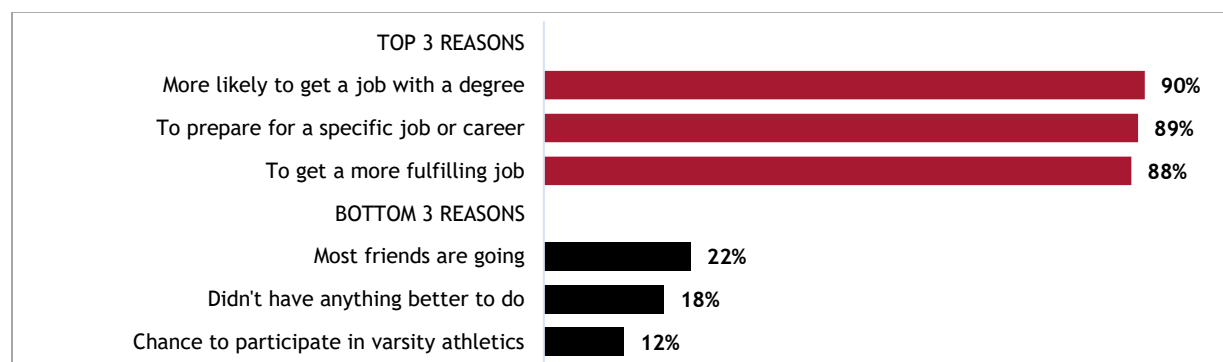
Choosing a university

Over 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, around 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.

TOP 3 FACTORS	
Has program wanted to take	87%
Academic reputation of the university	61%
City/town university is in	60%
BOTTOM 3 FACTORS	
Where family wanted them to go	21%
Where friends were going	15%
Chance to participate in varsity athletics	10%
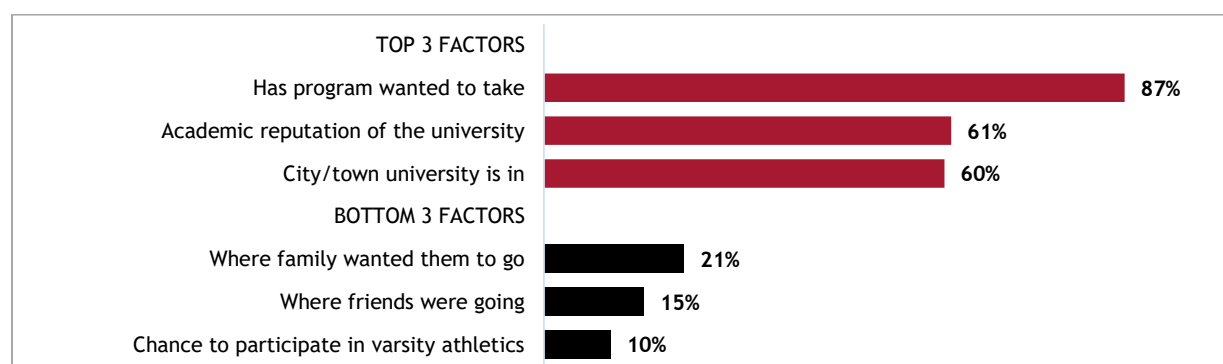
Among 19 sources of information students may have used to decide which university to attend, only one source was rated as important/very important by half of students. The top and bottom sources are shown below.

TOP 3 SOURCES

University website	50%
Parents	43%
Visit to campus for an open house	40%

BOTTOM 3 SOURCES

Globe and Mail Canadian University Report	11%
Contact with university athletic coaches	8%
University's Facebook site	6%
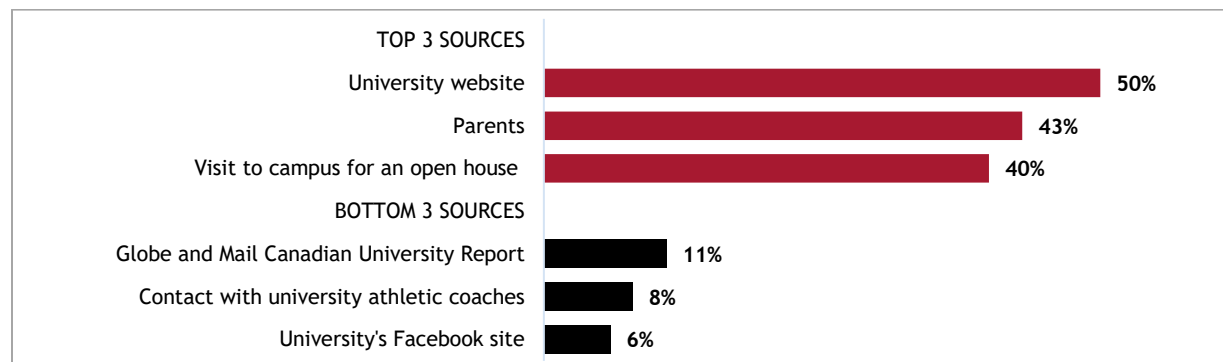
Orientation

Over 6 in 10 first-year students participated in orientation this past year. Among those who participated in orientation, most were satisfied with all aspects of orientation.

Registration

Overall, students were satisfied with 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 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 slightly more likely to say their university experience *exceeded* than *fell short* of their expectations.

Exceeded 19%
Met 68%
Fell short 13%
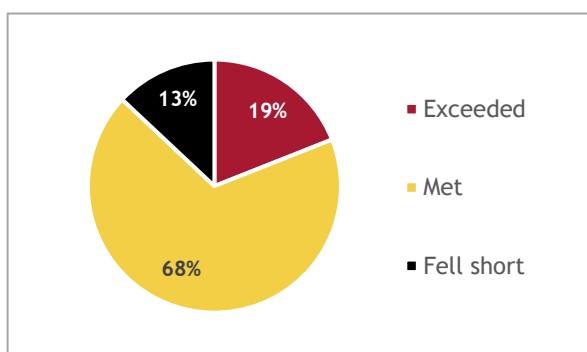
Transition to university

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*.

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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.

TOP 3 EXPERIENCES WITH PROFESSORS	
Treat students the same regardless of race	97%
Treat students the same regardless of gender	97%
Seem knowledgeable in their field	95%
BOTTOM 3 EXPERIENCES WITH PROFESSORS	
Provide useful feedback	72%
Provide prompt feedback	69%
Take personal interest in academic progress	52%
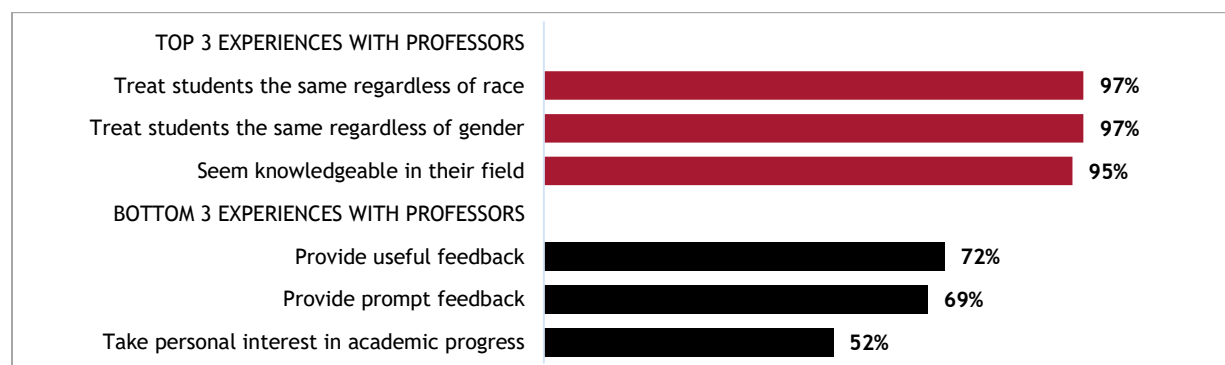
- More than 9 in 10 first-year students said they *were given the chance to evaluate the quality of teaching in their courses*, although just half said they were able to evaluate the teaching in all of their courses.

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

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	82%
Interacting with friends on campus	76%
Interacting with instructors or professors	62%
BOTTOM SITUATIONS BEING THEMSELVES	
Participating in extracurricular activities	47%
Attending campus social events	46%
Actively participating in campus social activities	46%
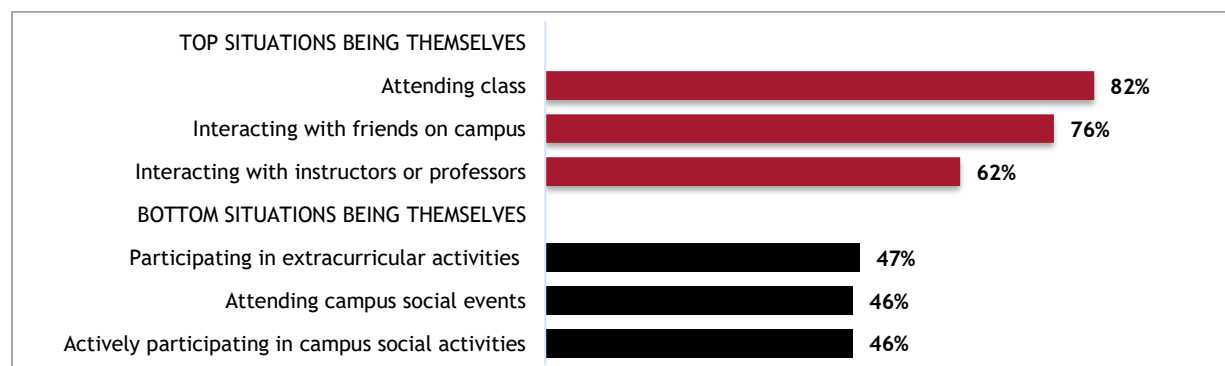
Commitment to completion

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

Statement	Percentage
Willing to put a lot of effort	95%
Plan to come back to this university next year	89%
Normally go to all classes	87%
Plan to complete degree at this university	84%
Most courses are interesting	83%
Course load is manageable	82%
In the right program	78%
Had adequate info about program before enrolling	78%
Have finances to complete program	74%
Can deal with stress	73%
University degree is worth the cost	68%
Have good study habits	63%
Plan to transfer to another university next year	10%
Plan to go to college/CEGEP next year	9%

Overall evaluation of student experiences

- Almost three quarters of first-year students were satisfied with the *concern shown by the university for them as an individual*.

- Around 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 +3.

Promoter 27%
Passive 49%
Detractor 24%
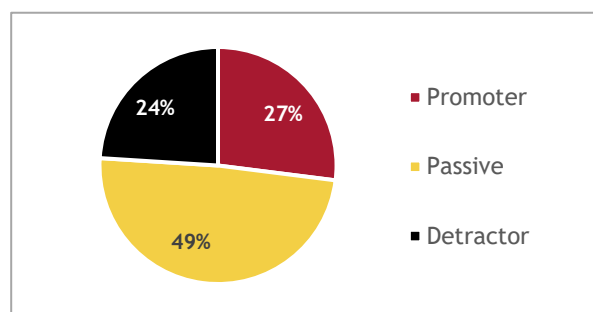
Goal development

- Nearly 8 in 10 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.

- Around 9 in 10 first-year students have taken at least one step to prepare for employment or a career after graduation; most often, they have 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.
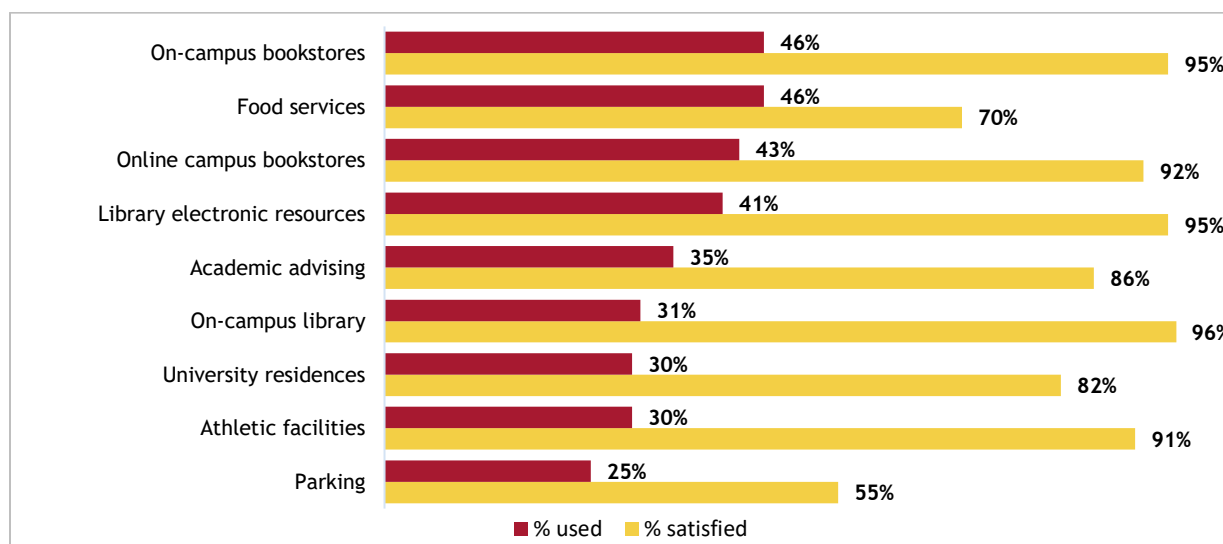
Facility/Service	% used	% satisfied
On-campus bookstores	46%	95%
Food services	46%	70%
Online campus bookstores	43%	92%
Library electronic resources	41%	95%
Academic advising	35%	86%
On-campus library	31%	96%
University residences	30%	82%
Athletic facilities	30%	91%
Parking	25%	55%

■ % used ■ % satisfied

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

Over 1 in 3 first-year students were employed at the time of the survey, most often off campus. Among those who were employed, the typical student worked 16 hours per week, with about three times more students reporting that their employment had a negative impact on their academic performance.

Financing education

Around half of 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 $3,800.

Overall, more than half of 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.

Equity and diversity

Among all respondents, 91% identified as either a man or woman only, while 3% identified as a man or woman and at least one other gender identity, and 3% identified as at least one identity other than man or woman.

Overall, 63% of respondents identified as heterosexual/straight only, while 2% identified as heterosexual and at least one other sexuality, and 24% identified as a sexuality other than heterosexual/straight (mostly commonly bisexual).

Housing module

First-year students' agreement with statements about their current housing situation are shown in the graph below.

Housing situation is a physically safe environment	93%
Living situation is adequate for my academic needs	87%
Able to afford rent and utilities	74%
Concerned I may be forced to move against my will in next 12 months	13%
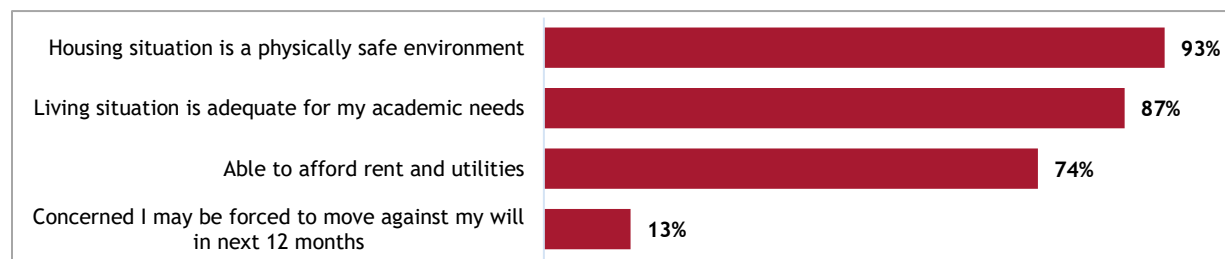
First-year students' top preferences for living accommodations for 2025-26 academic year are shown in the graph below.

Parents or family off campus	53%
University residence - own room	51%
Renting off campus – with others	49%
University residence - suite	41%
Renting off campus - alone	40%
House or condo - owned	24%
University residence - shared room	21%
Partner or spouse off campus	20%
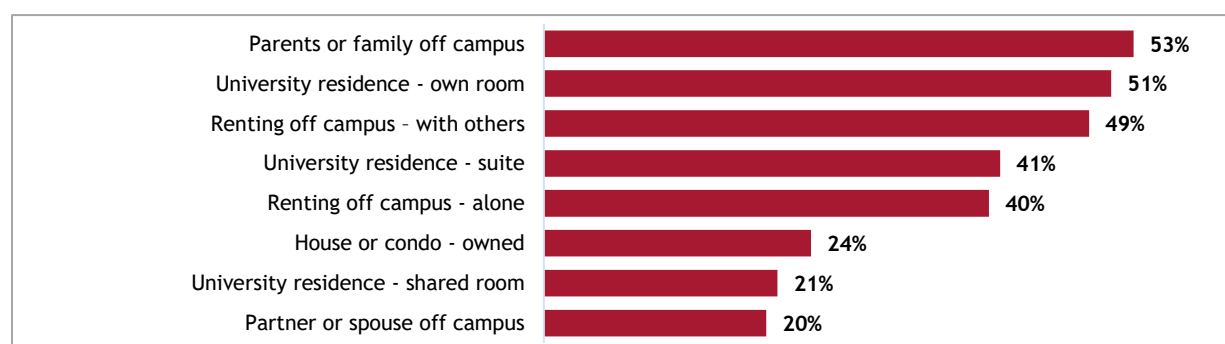
Those who selected an off-campus accommodation in their top three preferences for next year were asked about their anticipated costs. On average, students expect to pay approximately $1,100 per month, with most of it going towards their rent.

Around 1 in 3 first year students were at least somewhat concerned with securing housing for the 2025-26 academic year. The most common reason for concern was *affordability*, followed by *difficulty finding suitable housing*, and *distance from campus*.

Almost 8 in 10 students expected to have housing secured by the end of their 2024-25 academic year, which includes half who have *already secured housing*.

Pie chart:
- Already secured housing: 52%
- Prior to end of this semester: 17%
- Summer 2025: 11%
- Fall 2025: <1%
- Unsure/don't know: 19%

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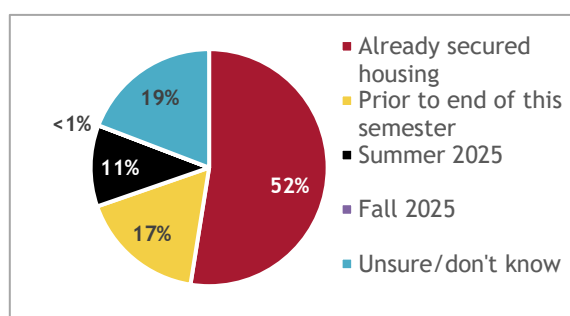
1.0   Introduction

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 31st 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 2025 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
2025	First-year students	39

1.1   Methodology

1.1.1   Surveying students

Each university supported the study by generating a sample of students that met the criteria for the standard sample. In some cases, universities provided all 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 14.2% to 55.6%, with an overall response rate of 24.9%. This yielded 11,901 students who completed the survey.[1]

Table 2: Survey response rate	Surveys		Response rate
University (province)	Distributed	Completed	
Acadia University (Nova Scotia)	716	171	23.9%
Alberta University of the Arts (Alberta)	259	97	37.5%
Ambrose University (Alberta)	64	16	25.0%
Athabasca University (Alberta)	3,554	594	16.7%
Burman University (Alberta)	54	30	55.6%
Capilano University (British Columbia)	358	53	14.8%
Carleton University (Ontario)	1,500	257	17.1%
Concordia University (Quebec)	4,236	830	19.6%
Concordia University of Edmonton (Alberta)	541	252	46.6%
Dalhousie University (Nova Scotia)	1,000	142	14.2%
Lakehead University (Ontario)	1,694	587	34.7%
Laurentian University (Ontario)	595	165	27.7%
MacEwan University (Alberta)	2,316	615	26.6%
Mount Allison University (New Brunswick)	754	151	20.0%
Mount Royal University (Alberta)	1,638	323	19.7%
Mount Saint Vincent University (Nova Scotia)	264	86	32.6%
Nipissing University (Ontario)	510	135	26.5%
Redeemer University (Ontario)	288	119	41.3%
Saint Mary's University (Nova Scotia)	1,184	223	18.8%
Simon Fraser University (British Columbia)	1,000	379	37.9%
St. Francis Xavier University (Nova Scotia)	850	191	22.5%
St. Mary's University (Alberta)	125	62	49.6%
St. Thomas University (New Brunswick)	301	135	44.9%
The King's University (Alberta)	91	50	54.9%
Toronto Metropolitan University (Ontario)	2,000	465	23.3%
Trent University (Ontario)	1,000	185	18.5%
Université de Moncton (New Brunswick)	851	262	30.8%
University Canada West (British Columbia)	507	80	15.8%
University of Calgary (Alberta)	4,567	1,048	22.9%
University of King's College (Nova Scotia)	243	100	41.2%
University of Lethbridge (Alberta)	761	319	41.9%
University of New Brunswick (New Brunswick)	1,569	282	18.0%
University of Prince Edward Island (Prince Edward Island)	696	247	35.5%
University of Regina (Saskatchewan)	1,448	449	31.0%
University of the Fraser Valley (British Columbia)	712	178	25.0%
University of Victoria (British Columbia)	1,000	230	23.0%
University of Waterloo (Ontario)	2,910	1,255	43.1%
University of Winnipeg (Manitoba)	860	300	34.9%
Wilfrid Laurier University (Ontario)	4,743	838	17.7%
Total	**47,759**	**11,901**	**24.9%**

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[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 their 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)	716	1.2%	171	1.4%	0.815
Alberta University of the Arts (Alberta)	259	0.4%	97	0.8%	0.520
Ambrose University (Alberta)	64	0.1%	16	0.1%	0.778
Athabasca University (Alberta)	3,554	5.8%	594	5.0%	1.164
Burman University (Alberta)	54	0.1%	30	0.3%	0.350
Capilano University (British Columbia)	358	0.6%	53	0.4%	1.315
Carleton University (Ontario)	4,331	7.1%	257	2.2%	3.280
Concordia University (Quebec)	4,236	6.9%	830	7.0%	0.993
Concordia University of Edmonton (Alberta)	541	0.9%	252	2.1%	0.418
Dalhousie University (Nova Scotia)	1,513	2.5%	142	1.2%	2.074
Lakehead University (Ontario)	1,694	2.8%	587	4.9%	0.562
Laurentian University (Ontario)	595	1.0%	165	1.4%	0.702
MacEwan University (Alberta)	2,316	3.8%	615	5.2%	0.733
Mount Allison University (New Brunswick)	754	1.2%	151	1.3%	0.972
Mount Royal University (Alberta)	1,638	2.7%	323	2.7%	0.987
Mount Saint Vincent University (Nova Scotia)	264	0.4%	86	0.7%	0.597
Nipissing University (Ontario)	510	0.8%	135	1.1%	0.735
Redeemer University (Ontario)	288	0.5%	119	1.0%	0.471
Saint Mary's University (Nova Scotia)	1,184	1.9%	223	1.9%	1.033
Simon Fraser University (British Columbia)	3,133	5.1%	379	3.2%	1.609
St. Francis Xavier University (Nova Scotia)	850	1.4%	191	1.6%	0.866
St. Mary's University (Alberta)	125	0.2%	62	0.5%	0.392
St. Thomas University (New Brunswick)	301	0.5%	135	1.1%	0.434
The King's University (Alberta)	91	0.1%	50	0.4%	0.354
Toronto Metropolitan University (Ontario)	6,372	10.4%	465	3.9%	2.667
Trent University (Ontario)	1,600	2.6%	185	1.6%	1.683
Université de Moncton (New Brunswick)	851	1.4%	262	2.2%	0.632
University Canada West (British Columbia)	507	0.8%	80	0.7%	1.233
University of Calgary (Alberta)	4,567	7.5%	1,048	8.8%	0.848
University of King's College (Nova Scotia)	243	0.4%	100	0.8%	0.473
University of Lethbridge (Alberta)	761	1.2%	319	2.7%	0.464
University of New Brunswick (New Brunswick)	1,569	2.6%	282	2.4%	1.083
University of Prince Edward Island (Prince Edward Island)	696	1.1%	247	2.1%	0.548
University of Regina (Saskatchewan)	1,448	2.4%	449	3.8%	0.628
University of the Fraser Valley (British Columbia)	712	1.2%	178	1.5%	0.778
University of Victoria (British Columbia)	3,941	6.4%	230	1.9%	3.335
University of Waterloo (Ontario)	2,910	4.8%	1,255	10.5%	0.451
University of Winnipeg (Manitoba)	860	1.4%	300	2.5%	0.558
Wilfrid Laurier University (Ontario)	4,743	7.8%	838	7.0%	1.102
Total	**61,149**	**100%**	**11,901**	**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 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 = 27)	**Group 2 (n = 10)**	**Group 3 (n = 3)**
Acadia University Alberta University of the Arts Ambrose University Athabasca University Burman University Capilano University Concordia University of Edmonton Laurentian University MacEwan University Mount Allison University Mount Royal University Mount Saint Vincent University Nipissing University Redeemer University Saint Mary's University St. Francis Xavier University St. Mary's University St. Thomas University The King's University Trent University University Canada West University of King's College University of Lethbridge University of New Brunswick (Saint John) University of Prince Edward Island University of the Fraser Valley University of Winnipeg	Carleton University Lakehead University Simon Fraser University Toronto Metropolitan University Université de Moncton University of New Brunswick (Fredericton) University of Regina University of Victoria University of Waterloo Wilfrid Laurier University	Concordia University Dalhousie 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 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

- Nearly 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. Racialized students were more likely than non-racialized students to be single (83% versus 69%).

- 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 racialized person. Few self-identified as Indigenous. Students at Group 2 and Group 3 universities were most likely to self-identify as a racialized person.

- 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=11,901)	**Group**			**Nipissing University (n=135)**
		1 (n=4,977)	**2 (n=4,904)**	**3 (n=2,020)**	
Gender (GENDER)					
Male	36%	30%	40%	35%	25%
Female	63%	69%	58%	63%	74%
Other	1%	1%	1%	2%	<1%
Age as of September 1, 2024 (AGE)					
18 and under	67%	58%	79%	50%	84%
19	17%	16%	15%	24%	10%
20 to 21	8%	7%	4%	20%	<1%
22 and over	8%	19%	2%	6%	4%
Average age	19.2	20.9	18.2	19.1	18.4
Marital status (LIVE3)					
Single	76%	69%	80%	79%	77%
In a relationship	19%	20%	18%	19%	23%
Married or common-law	5%	11%	1%	2%	<1%
Children (LIVE4-7)					
Has children	3%	7%	<1%	<1%	2%
Citizenship (CITIZENSHIP)					
Canadian citizen	87%	86%	88%	87%	99%
International/visa student	8%	10%	6%	8%	<1%
Permanent resident	5%	4%	5%	5%	
Racialized person* (ETH1-17)					
Total self-identified	49%	36%	58%	51%	10%
Indigenous (ETH1-17)					
Total self-identified	5%	7%	3%	3%	8%
* 'Racialized person' includes respondents who self-identified as belonging to a group other than 'Indigenous person of Canada' 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.

- Students that identify as a racialized person (26%) are less likely than those who do not (41%) to self-identify as having a disability or impairment.

Table 7: Disabilities and impairments	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Most commonly reported disability/impairment (DIS1-12)					
Total self-identified	33%	40%	29%	31%	44%
- Mental health	17%	22%	14%	16%	27%
- Neurodivergence	14%	19%	11%	14%	19%
- Learning/memory	6%	8%	5%	6%	12%
- Vision	4%	5%	4%	4%	3%
- Chronic conditions	4%	5%	3%	4%	2%
Daily activities always limited by disability/impairment (DISF1-12)					
Yes	11%	15%	9%	10%	20%
- Mental health	5%	7%	4%	5%	13%
- Neurodivergence	6%	8%	4%	5%	10%
- Learning/memory	2%	3%	1%	2%	<1%
- Vision	<1%	<1%	<1%	<1%	
- Chronic conditions	1%	2%	<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, 3 in 10 would have preferred living on campus.

- Group 1 and 2 students were more likely to be living independent from family than Group 3 students.

- Racialized students were less likely to be living on campus than non-racialized students (27% versus 44%).

- 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.

Table 8: Living arrangements	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Current living arrangement (LIVE1)					
With parents, guardians, or relatives	50%	45%	49%	62%	24%
In on-campus housing	34%	31%	40%	25%	73%
In rented housing off campus (shared or alone)	12%	15%	9%	11%	3%
In personally owned home	3%	7%	1%	1%	
Other	<1%	2%	<1%	<1%	<1%
Prefer to live on campus* (LIVE2)					
Yes	30%	24%	36%	28%	22%
* Percentages are based on 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, twice as many first-year students had at least one parent who completed a graduate degree.

- Students who self-identified as a racialized person were more likely than non-racialized students to be first-generation students (14% versus 8%).

- 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=11,901)	**Group**			**Nipissing University (n=135)**
		1 (n=4,977)	**2 (n=4,904)**	**3 (n=2,020)**	
High school or less	11%	13%	11%	8%	6%
Some college or university	10%	11%	10%	8%	9%
College, CEGEP, or technical school graduate	15%	19%	14%	10%	31%
University or professional school graduate	38%	36%	38%	43%	40%
Graduate degree	22%	18%	23%	28%	12%
Other	<1%	<1%	<1%		<1%
Note: 'Don't know/not applicable' 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 racialized person (69%) were more likely than non-racialized (47%) 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=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
I am more likely to get a job with a degree (MOTIV5)	90%	88%	92%	90%	96%
To prepare for a specific job or career (MOTIV1)	89%	88%	89%	88%	96%
To get a more fulfilling job than I probably would if I didn't go (MOTIV9)	88%	88%	88%	90%	90%
Learning new things is exciting (MOTIV11)	77%	78%	76%	79%	80%
To earn more money than if I didn't go (MOTIV3)	76%	73%	78%	76%	67%
To apply what I will learn to make a positive difference in society or my community (MOTIV7)	75%	77%	74%	76%	85%
To get a broad education (MOTIV4)	73%	73%	74%	73%	74%
To satisfy my intellectual curiosity (MOTIV2)	70%	71%	69%	73%	64%
To meet new people (MOTIV13)	59%	52%	63%	61%	67%
To meet my family's expectations (MOTIV10)	58%	51%	64%	56%	50%
The satisfaction of doing challenging academic work (MOTIV6)	54%	54%	52%	57%	53%
To explore whether university is right for me (MOTIV15)	45%	44%	46%	41%	49%
Most of my friends are going (MOTIV12)	22%	16%	25%	21%	14%
I didn't have anything better to do (MOTIV8)	18%	16%	20%	19%	10%
The chance to participate in varsity athletics (MOTIV14)	12%	12%	13%	9%	13%

3.2 Most important reason for going to university

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=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
To prepare for a specific job or career	31%	33%	29%	31%	46%
To get a more fulfilling job than I probably would if I didn't go	14%	13%	14%	14%	6%
I am more likely to get a job with a degree	14%	11%	15%	13%	6%
To apply what I will learn to make a positive difference in society or my community	10%	11%	8%	11%	19%
To earn more money than if I didn't go	8%	7%	9%	9%	3%

4.0   Choosing a university

4.1   Applications

Over 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, around 8 in 10 were attending their first-choice institution.

- Group 2 students were most likely to have applied to other universities.

- 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.

- Students that self-identify as a racialized person (72%) are less likely to say that they are attending their first choice than those who do not self-identify (86%).

Table 12: Applications	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Applied to other universities (APP1/APP2)					
Yes	77%	65%	87%	74%	90%
Average number overall	2.3	1.6	2.9	2.0	2.6
Average number in Canada	2.1	1.4	2.7	1.6	2.5
Average number outside Canada	0.2	0.2	0.2	0.4	0.1
Applied to college or CEGEP (APP3)					
Yes	16%	15%	13%	27%	14%
Currently attending first choice (APP4)					
Yes	79%	81%	75%	86%	82%

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* 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*.

- Racialized students were more likely than non-racialized students to rate *the program having a co-op, practicum, or other work experience* (60% versus 41%) and *availability of public transportation* (56% versus 35%) as important or very important.

- 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, cost of tuition and fees*, and *the university offered other financial assistance,* which were similar across age groups.

Table 13: Importance for selecting their university (% important or very important)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
It has the program I want to take (SEL6)	87%	85%	88%	87%	94%
The academic reputation of the university (SEL9)	61%	59%	61%	66%	61%
The city/town it's in (SEL14)	60%	51%	61%	76%	45%
Cost of tuition and fees (SEL5)	52%	56%	50%	49%	70%
I wanted to live close to home (SEL1)	51%	48%	52%	52%	33%
The program I want has a co-op, practicum, or other work experience (SEL7)	51%	35%	64%	47%	52%
The size of the university suits me (SEL13)	49%	56%	47%	39%	78%
Availability of public transportation (SEL15)	46%	34%	49%	59%	39%
It offered a scholarship (SEL11)	44%	42%	50%	31%	63%
It has a good reputation for campus life (SEL10)	42%	41%	43%	41%	65%
The program I want offers study/work experience abroad (SEL8)	35%	28%	38%	36%	19%
It offered other financial assistance (SEL12)	33%	35%	33%	28%	52%
It offered a place in residence (SEL3)	29%	29%	31%	22%	67%
I wanted to live away from home (SEL2)	24%	22%	26%	22%	44%
Cost of university residence (SEL4)	21%	22%	22%	18%	50%
It's where my family wanted me to go (SEL17)	21%	16%	23%	22%	19%
It's where my friends are going (SEL16)	15%	10%	18%	17%	10%
The chance to participate in varsity athletics (SEL18)	10%	10%	11%	8%	10%

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 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.

- Racialized students were more likely to say the most important reason for selecting their university is *the program they wanted had a co-op, practicum, or other work experience* than non-racialized students.

Table 14: Top five most important reasons for selecting their university (SELTOP)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
It has the program I want to take	29%	31%	26%	32%	30%
I wanted to live close to home	14%	12%	15%	16%	9%
The program I want has a co-op, practicum, or other work experience	11%	5%	17%	9%	4%
Cost of tuition and fees	6%	9%	5%	6%	8%
The academic reputation of the university	6%	7%	6%	7%	2%

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, the university being a welcoming environment,* and *the cost of tuition and fees for international students* relative to other aspects.

- As age increases, international students were less likely to rate *friends or family recommended it* as important.

Table 15: Importance for selecting their university for international students (% important or very important)	All students (n=1,027)	Group			Nipissing University (n=1)
		1 (n=482)	2 (n=389)	3 (n=156)	
Academic reputation of Canadian universities in general (VSEL1)	74%	75%	74%	72%	100%
I thought it would be a welcoming environment (VSEL4)	71%	72%	72%	69%	100%
Cost of tuition and fees for international students (VSEL2)	68%	73%	63%	67%	
Friends or family recommended it (VSEL3)	47%	42%	49%	51%	
Obtaining a visa for Canada was easier than for other countries (VSEL5)	34%	37%	31%	36%	
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 half of first-year students.

- More students who self-identified as a racialized person rated *QS World University Rankings* (22% versus 9%) and *The Times Higher Education World University Rankings* (21% versus 10%) as being important/very important than those who did not self-identify.

- The older a student was, the less likely they were to rate *parents* and a *visit to campus for an open house* as important or very important.

Table 16: Importance of sources of information (% important or very important)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
The university's website (INF2)	50%	53%	47%	51%	61%
Parents (INF14)	43%	37%	47%	43%	43%
Visit to campus for an open house (INF6)	40%	40%	41%	37%	63%
Students attending the university (INF12)	40%	36%	43%	40%	44%
Friends (INF13)	33%	27%	36%	36%	22%
High school/CEGEP counsellors or teachers (INF11)	30%	29%	32%	28%	43%
Other visit to campus (INF7)	29%	28%	31%	24%	42%
Printed university brochure, pamphlet, or viewbook (INF5)	28%	30%	29%	24%	44%
Contact with admissions staff on campus (INF8)	27%	33%	25%	24%	34%
Contact with professors (INF9)	22%	28%	20%	15%	30%
Visit by a university representative to your high school or CEGEP (INF1)	22%	22%	23%	17%	27%
The university's other social media (INF4)	20%	20%	22%	16%	27%
Maclean's university rankings (INF15)	16%	15%	18%	15%	9%
The Times Higher Education World University Rankings (INF17)	16%	14%	17%	18%	4%
QS World University Rankings (INF18)	16%	13%	18%	18%	7%
Academic Ranking of World Universities (INF19)	16%	13%	17%	19%	2%
Globe and Mail Canadian University Report (INF16)	11%	10%	12%	10%	4%
Contact with university athletic coaches (INF10)	8%	8%	8%	6%	9%
The university's Facebook site (INF3)	6%	8%	6%	3%	7%

5.0   Orientation

Over 6 in 10 first-year students participated in orientation this past year, most of whom were satisfied with all aspects of orientation.

- As age increases, students are less likely to have participated in orientation.

Table 17: Orientation participation and satisfaction	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Participated in an orientation (ORIENT1)					
Yes	62%	61%	65%	56%	68%
Satisfaction with aspects of orientation (% very or somewhat satisfied)*					
Feeling welcome at the university (ORIENT2)	89%	90%	89%	87%	96%
Providing information about student services (ORIENT6)	87%	88%	87%	82%	95%
Providing information about campus life (ORIENT5)	84%	85%	85%	81%	95%
Helping you understand the university's academic expectations (ORIENT3)	80%	84%	79%	77%	85%
Building your confidence (ORIENT7)	80%	83%	80%	78%	92%
Helping your personal and social transition to university (ORIENT4)	80%	81%	80%	78%	85%
* Only those who participated in an orientation program were asked how satisfied they were.					

6.0   Registration

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

Table 18: Satisfaction with registration (% very or somewhat satisfied)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Getting into all the courses you wanted (REGIST2)	86%	88%	86%	80%	90%
Process of registering for courses (REGIST1)	81%	85%	80%	73%	83%

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).

The results 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 academically demanding their courses are*) and cost-related aspects (e.g., *cost of going to university* and *debt to complete program*).

- Group 1 students were more likely to say that *contact with their professors in the classroom* and *contact with their professors outside of the classroom* was more or much more than they expected as compared to Group 2 or 3 students.

- Students with lower grades were more likely to say their *course grades* were lower or much lower than expected. They were also more likely to say *how academically demanding their courses are* more or much more than they expected.

Table 19: Mean ratings of experiences compared to expectations	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
The time you have to put into your coursework (EXP4)	3.5	3.5	3.5	3.6	3.4
Cost of going to university (EXP1)	3.5	3.5	3.5	3.5	3.2
How academically demanding your courses are (EXP3)	3.5	3.4	3.5	3.5	3.4
Debt you might have to take on to complete your program (EXP2)	3.2	3.3	3.2	3.2	3.2
Intellectual stimulation (EXP12)	3.2	3.3	3.2	3.2	3.3
Amount of writing in your academic work (EXP8)	3.2	3.3	3.2	3.0	3.2
Availability of help and advising from the university (EXP15)	3.1	3.2	3.1	2.9	3.4
Contact with your professors in the classroom (EXP5)	3.0	3.3	2.9	2.9	3.5
Using math in your academic work (EXP9)	3.0	2.9	3.0	3.0	2.7
Contact with your professors outside of the classroom (EXP6)	2.9	3.1	2.8	2.7	3.2
Amount you participate in class discussions (EXP7)	2.9	3.0	2.9	2.8	3.2
Your course grades (EXP17)	2.9	3.0	2.8	2.9	2.9
Doing coursework in groups (EXP10)	2.9	2.9	2.9	3.0	2.8
Ease of getting involved in campus social activities (EXP14)	2.8	2.9	2.8	2.7	3.0
Ease of making friends (EXP13)	2.8	2.8	2.8	2.8	2.9

7.1   Overall expectations

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

- Students with higher grades were more likely to say their university *exceeded* their expectations than those with lower grades (falling from 25% of those with an average grade of A to 11% of those with an average grade of C or lower).

Table 20: Meeting expectations (EXP18)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Exceeded	19%	24%	17%	13%	30%
Met	68%	65%	69%	71%	60%
Fell short	13%	11%	14%	16%	10%

8.0   Transition to university

Students rated their success in 18 areas of transitioning to university. The majority of students indicated they found some or very much success in each area, with the exception of *becoming involved in campus activities*.

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

- The older a student was, the less success they reported at *making friends.*

Table 21: Success transitioning to university (% some or very much)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Finding your way around campus (TRAN13)	93%	94%	93%	93%	97%
Understanding the course material (TRAN6)	93%	94%	92%	92%	93%
Finding information about academic integrity (TRAN18)	91%	93%	91%	90%	96%
Choosing a program of study (TRAN2)	91%	92%	91%	89%	96%
Meeting academic demands (TRAN1)	89%	91%	88%	89%	96%
Performing well in written assignments (TRAN4)	89%	90%	88%	87%	91%
Commuting to campus (TRAN16)	84%	86%	84%	85%	94%
Feeling like I belong at this university (TRAN17)	80%	81%	80%	80%	84%
Managing your time (TRAN8)	78%	79%	77%	77%	72%
Managing your finances (TRAN7)	76%	76%	77%	76%	86%
Using the library (TRAN14)	75%	75%	74%	80%	83%
Performing well in courses that require math (TRAN5)	75%	75%	74%	77%	63%
Dealing with new living arrangements (TRAN12)	75%	74%	75%	73%	85%
Getting academic advice (TRAN3)	73%	77%	73%	67%	82%
Finding career information (TRAN15)	68%	69%	70%	64%	72%
Making friends (TRAN9)	68%	64%	70%	71%	79%
Finding suitable housing (TRAN11)	67%	69%	67%	65%	84%
Becoming involved in campus activities (TRAN10)	50%	49%	52%	48%	57%
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 over 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=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Treat students the same regardless of race* (PROF14)	97%	97%	97%	97%	95%
Treat students the same regardless of gender* (PROF13)	97%	97%	97%	97%	97%
Seem knowledgeable in their fields (PROF6)	95%	96%	95%	94%	99%
Are reasonably accessible outside of class (PROF1)	87%	88%	86%	85%	93%
Encourage students to participate in class discussions (PROF4)	83%	85%	83%	80%	94%
Are well-organized in their teaching (PROF5)	82%	85%	82%	77%	84%
Look out for students' interests* (PROF15)	81%	85%	80%	77%	87%
Are consistent in their grading (PROF12)	80%	85%	77%	80%	87%
Communicate well in their teaching (PROF7)	80%	84%	79%	75%	88%
Are intellectually stimulating in their teaching (PROF8)	76%	80%	75%	72%	80%
Provide useful feedback on academic work (PROF9)	72%	80%	68%	66%	80%
Provide prompt feedback on academic work (PROF10)	69%	77%	66%	62%	77%
Take a personal interest in academic progress (PROF2)	52%	62%	49%	42%	64%
* 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* and *seeming knowledgeable in their fields*. They were least concerned with professors *providing prompt feedback on academic work*.

Table 23: Most important aspects of professors (PROF18-20)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Communicate well in their teaching	46%	40%	49%	47%	39%
Are well organized in their teaching	45%	40%	46%	50%	39%
Seem knowledgeable in their fields	40%	43%	39%	39%	40%
Provide useful feedback on my academic work	29%	32%	27%	27%	30%
Are intellectually stimulating in their teaching	26%	24%	26%	31%	24%
Are reasonably accessible outside of class	25%	28%	24%	22%	23%
Take a personal interest in my academic progress	18%	19%	18%	15%	18%
Are consistent in their grading	17%	16%	18%	16%	10%
Encourage students to participate in class discussions	15%	16%	15%	13%	16%
Treat students the same regardless of race	12%	11%	12%	12%	15%
Look out for students' interests	10%	10%	10%	11%	23%
Treat students the same regardless of gender	10%	10%	10%	10%	12%
Provide prompt feedback on my academic work	7%	10%	6%	5%	12%
Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.					

9.2 Ability to evaluate teaching

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

- As students' grades increase, they are more likely to say they were able to evaluate the quality of the teaching in all of their courses, from 39% of students with a C or lower average, to 58% of those with an A average.

Table 24: Ability to evaluate teaching (PROF16)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
All courses	50%	54%	46%	50%	56%
Most courses	25%	25%	25%	25%	29%
Some courses	20%	16%	22%	20%	13%
No courses	5%	4%	6%	4%	2%
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*.

- As students' grades increase, they are more likely to strongly agree that they are *satisfied with the quality of teaching they received*, from 9% of students with a C or lower average, to 20% of those with an A average.

Table 25: Satisfaction with statement "Generally, I am satisfied with the quality of teaching I have received (PROF17)"	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Strongly agree	15%	20%	13%	12%	22%
Agree	71%	69%	73%	70%	70%
Disagree	11%	8%	12%	15%	6%
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* (30% strongly agreed) and *most teaching assistants in my academic program are helpful* (25% strongly agreed).

Table 26: Perception of staff (% agree or strongly agree)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Most university support staff are helpful* (STAFF2)	91%	93%	91%	87%	98%
Most teaching assistants are helpful* (STAFF1)	84%	88%	82%	82%	86%
* These questions included an option for students to say 'No basis for opinion' and those responses have been removed from the calculations.					

10.0   Inclusivity

Students indicate that they feel most comfortable being themselves while *attending class* (47% very much) or *interacting with friends on campus* (43% very much). They feel least comfortable *interacting with students on campus they don't know well* (18% very much), *attending campus social events* (19% very much), and *actively participating in campus social activities* (18% 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 79% of those 18 and under to 53% of those 22 and older.

Table 27: Situations where students feel comfortable being themselves (% quite a bit or very much)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Attending class (INCL1)	82%	82%	82%	81%	87%
Interacting with friends on campus (INCL6)	76%	71%	78%	81%	84%
Interacting with instructors or professors (INCL3)	62%	65%	60%	61%	66%
Participating in class activities (INCL2)	60%	59%	61%	60%	57%
Interacting with university staff (INCL4)	59%	61%	58%	58%	65%
Interacting with students on campus who you don't know well (INCL5)	48%	46%	49%	50%	48%
Participating in extracurricular activities (INCL7)	47%	44%	48%	49%	50%
Attending campus social events (INCL8)	46%	44%	47%	48%	50%
Actively participating in campus social activities (INCL9)	46%	44%	47%	47%	50%

11.0   Commitment to completion

11.1   Perceptions of effort

Almost all students agreed that they are *willing to put a lot of effort into being successful at university* (51% strongly agree), which is reflected in the fact that almost as many agreed that they *normally go to all of their classes* (49% strongly agree). Fewer students agreed that they *can deal with stress* (18% strongly agree) or *have good study habits* (15% strongly agree).

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

Table 28: Agreement with statements about student's abilities and effort (% agree or strongly agree)					
	All students (n=11,901)	**Group**			**Nipissing University (n=135)**
		1 (n=4,977)	**2 (n=4,904)**	**3 (n=2,020)**	
I am willing to put a lot of effort into being successful at university (CMT7)	95%	96%	94%	95%	99%
I normally go to all of my classes (CMT6)	87%	90%	85%	85%	88%
I can deal with stress (CMT8)	73%	74%	73%	73%	63%
I have good study habits (CMT9)	63%	66%	60%	66%	59%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

11.2   Perceptions of university education

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

- As university grades decreased, agreement also decreased for *their course load is manageable*.

Table 29: Agreement with statements about university education (% agree or strongly agree)					
	All students (n=11,901)	**Group**			**Nipissing University (n=135)**
		1 (n=4,977)	**2 (n=4,904)**	**3 (n=2,020)**	
Most of my courses are interesting (CMT4)	83%	86%	82%	80%	92%
My course load is manageable (CMT5)	82%	84%	81%	80%	85%
I am in the right program for me (CMT3)	78%	82%	77%	76%	91%
I had adequate information about my program from the university before I enrolled (CMT2)	78%	80%	78%	73%	84%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

11.3   Perceptions of finances

Around three quarters of first-year students agreed that *they have the financial resources to complete their program* (24% strongly agree), while about two thirds agreed that *a university degree is worth the cost* (24% strongly agree).

Table 30: Agreement with statements about finance-related aspects (% agree or strongly agree)					
	All students (n=11,901)	**Group**			**Nipissing University (n=135)**
		1 (n=4,977)	**2 (n=4,904)**	**3 (n=2,020)**	
I have the financial resources to complete my program (CMT1)	74%	71%	75%	74%	79%
A university degree is worth the cost (CMT14)	68%	68%	68%	68%	77%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

11.4   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 56% strongly agreed. Slightly fewer *planned to complete their degree at their current university* (51% strongly agree). About 1 in 10 *planned to transfer to another university* or *go to college/CEGEP next year.*

Table 31: Agreement with statements about persistence (% agree or strongly agree)					
	All students (n=11,901)	**Group**			**Nipissing University (n=135)**
		1 (n=4,977)	**2 (n=4,904)**	**3 (n=2,020)**	
I plan to come back to this university next year (CMT10)	89%	86%	89%	91%	87%
I plan to complete my degree at this university (CMT13)	84%	80%	86%	87%	87%
I plan to transfer to another university next year (CMT11)	10%	13%	10%	7%	7%
I plan to go to college/CEGEP next year (CMT12)	9%	12%	8%	7%	7%
Note: 'Don't know' responses are not shown in the table but are included in the calculations.					

12.0   Overall evaluation of student experiences

12.1   Satisfaction with concern shown for student as an individual

Nearly three quarters of first-year students were 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=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Very satisfied	8%	11%	7%	5%	10%
Satisfied	65%	68%	65%	61%	78%
Dissatisfied	21%	17%	23%	26%	9%
Very dissatisfied	5%	5%	5%	8%	3%

12.2   Satisfaction with decision to attend this university

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

Table 33: Satisfaction with decision to attend this university (EVAL9)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Very satisfied	25%	29%	23%	23%	36%
Satisfied	66%	64%	67%	67%	59%
Dissatisfied	7%	5%	8%	8%	3%
Very dissatisfied	2%	2%	2%	2%	2%

12.3   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 +3.

- Group 1 universities have a higher score (+12) than Group 2 (-1) and Group 3 (+1) universities.

- Students 22 years old and over have the highest Net Promoter Score at +21, while students that are 19 years old or 18 and under have the lowest scores at +1 and +2, respectively.

- Male students (-3) have a much lower score than female students (+8).

- Net Promoter Score is directly related to grades, with those who have a grade of A or higher having a score of +11, with those with a C or lower having a score of -13.

- Students that self-identify as a racialized person have a much lower score (-2) than those who do not self-identify (+11).

Table 34: Recommend university to others (EVAL14)					
	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Promoter (rating of 9 or 10)	27%	33%	25%	24%	40%
Passive (rating of 7 or 8)	49%	47%	49%	53%	39%
Detractor (rating of 0 to 6)	24%	21%	26%	23%	21%
Net Promoter Score (promoter minus detractor)	+3	+12	-1	+1	+19
Note: The Net Promoter Score may not exactly equal the difference between 'promoter' and 'detractor' due to rounding.					

13.0   Goal development

13.1   Chosen a major or discipline

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

Table 35: Chosen a major or discipline (GOAL1)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Yes	79%	75%	79%	87%	90%
No	21%	25%	21%	13%	10%

13.2   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 36: Post-graduation plans	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Apply to professional program (GOAL3)					
Yes	29%	32%	27%	29%	30%
No	34%	30%	36%	37%	43%
Unsure	37%	38%	37%	34%	27%
Apply to graduate school (GOAL4)					
Yes	31%	33%	30%	34%	27%
No	21%	21%	21%	21%	26%
Unsure	47%	46%	49%	45%	47%

13.3   Career planning

Overall, around 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 37: Career plans	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Description of career plans (GOAL5)					
I have a specific career in mind	36%	42%	33%	30%	61%
I have several possible careers in mind	32%	31%	32%	35%	27%
I have some general ideas but I need to clarify them	23%	18%	25%	25%	7%
I am unsure, but I want to develop a career plan	8%	7%	8%	7%	3%
I am not thinking about a career at this stage of my studies	2%	2%	2%	2%	1%
How well students know career options (GOAL6)					
Very well	21%	25%	20%	16%	36%
Fairly well	51%	48%	53%	49%	45%
Only a little	25%	24%	25%	31%	16%
Not at all	3%	3%	2%	4%	3%

13.4   Steps taken for employment post-graduation

Around 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 38: Steps taken to prepare for employment or career after graduation	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Talked with parents/family about employment/career (GOAL8)	75%	70%	77%	76%	81%
Talked with friends about employment/career (GOAL9)	65%	60%	68%	68%	71%
Created resumé, CV, e-portfolio, or online profile (GOAL10)	47%	38%	52%	50%	38%
Talked with professors about employment/career (GOAL7)	23%	23%	23%	18%	24%
Volunteered in chosen field of employment (GOAL15)	19%	21%	18%	17%	42%
Attended an employment fair (GOAL12)	17%	15%	18%	18%	5%
Worked in chosen field of employment (GOAL14)	14%	17%	13%	12%	23%
Met with a career counsellor (GOAL13)	12%	12%	12%	11%	7%
I have a career mentor (GOAL16)	5%	6%	5%	5%	5%
None (GOAL17)	10%	12%	9%	9%	8%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

14.0   Satisfaction with facilities and services

14.1   General facilities and services

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

- Students who self-identified as a racialized person were less likely to report using *on-campus bookstores* (37% versus 57%), *university residences* (23% versus 40%), and *parking* (18% versus 34%) than their counterparts.

- The older a student was, the less likely they were to have used *bookstores (online or on-campus), food services, athletic facilities,* or *university residences*.

Table 39: Use of general facilities and services	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
On-campus bookstores (SRV18)	46%	46%	44%	53%	63%
Food services (SRV25)	46%	41%	51%	39%	63%
Online campus bookstores (SRV19)	43%	43%	43%	41%	64%
Library electronic resources (SRV5)	41%	42%	42%	41%	53%
On-campus library (SRV4)	31%	31%	30%	32%	56%
University residences (SRV13)	30%	27%	35%	23%	64%
Athletic facilities (SRV16)	30%	24%	34%	27%	40%
Parking (SRV26)	25%	27%	24%	21%	44%
Facilities for university-based social activities (SRV22)	14%	12%	15%	13%	20%
Other recreational facilities (SRV17)	13%	11%	14%	13%	14%
Campus medical services (SRV20)	10%	8%	10%	11%	10%
Computing services help desk (SRV24)	9%	12%	9%	6%	12%
Facilities for student associations (SRV23)	8%	7%	9%	9%	8%

The table below shows very little difference in the satisfaction of those who used each general facility or service, with the exception of *food services* (13% very satisfied) and *parking* (10% very satisfied).

Table 40: Satisfaction with general facilities and services (% satisfied or very satisfied)	All students	Group			Nipissing University
		1	2	3	
On-campus library (SRV4SAT)	96%	95%	96%	96%	96%
On-campus bookstores (SRV18SAT)	95%	95%	95%	95%	89%
Other recreational facilities (SRV17SAT)	95%	95%	94%	96%	95%
Computing services help desk (SRV24SAT)	95%	95%	94%	96%	100%
Library electronic resources (SRV5SAT)	95%	94%	95%	94%	97%
Facilities for university-based social activities (SRV22SAT)	94%	94%	94%	93%	96%
Facilities for student associations (SRV23SAT)	93%	93%	95%	91%	91%
Online campus bookstores (SRV19SAT)	92%	93%	92%	92%	88%
Athletic facilities (SRV16SAT)	91%	92%	90%	93%	91%
Campus medical services (SRV20SAT)	87%	90%	85%	89%	71%
University residences (SRV13SAT)	82%	83%	82%	81%	90%
Food services (SRV25SAT)	70%	70%	69%	73%	80%
Parking (SRV26SAT)	55%	59%	53%	50%	75%
Note: Percentages are based on those who have used the service.					

14.2   Academic services

With the exception of *academic advising* (used by about one third), fewer than 1 in 6 first-year students reported using academic services in the past year.

Table 41: Use of academic services	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Academic advising (SRV9)	35%	41%	31%	37%	44%
Study skills and learning supports (SRV11)	15%	15%	15%	12%	13%
Writing skills (SRV12)	12%	15%	11%	8%	11%
Tutoring (SRV10)	10%	9%	11%	10%	7%
Co-op offices and supports (SRV21)	6%	3%	8%	6%	1%

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

- Group 3 students are less satisfied with *co-op offices and supports* than Group 1 or 2 students.

- Students that are 20 to 21 (70%) or 22 and over (85%) are less likely than those that are 19 (91%) or 18 and under (93%) to be satisfied with *co-op offices and supports*.

Table 42: Satisfaction with academic services (% satisfied or very satisfied)	All students	Group			Nipissing University
		1	2	3	
Study skills and learning supports (SRV11SAT)	93%	93%	93%	89%	94%
Writing skills (SRV12SAT)	92%	91%	93%	88%	80%
Co-op offices and supports (SRV21SAT)	90%	95%	91%	81%	100%
Tutoring (SRV10SAT)	89%	88%	90%	85%	90%
Academic advising (SRV9SAT)	86%	90%	85%	81%	90%
Note: Percentages are based on those who have used the service.					

14.3   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.

Table 43: Use of special services	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Financial aid (SRV15)	22%	27%	20%	16%	37%
Services for students with disabilities (SRV3)	8%	10%	7%	7%	15%
Personal counselling (SRV8)	8%	9%	7%	7%	8%
Advising for students who need financial aid (SRV14)	6%	9%	5%	4%	11%
Career counselling (SRV7)	6%	5%	6%	5%	
Employment services (SRV6)	4%	4%	5%	2%	4%
Services for international students (SRV2)	4%	4%	3%	4%	
Services for Indigenous students (SRV1)	2%	2%	1%	1%	2%

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

Table 44: Satisfaction with special services (% satisfied or very satisfied)	All students	Group			Nipissing University
		1	2	3	
Services for Indigenous students (SRV1SAT)	94%	94%	97%	84%	100%
Services for international students (SRV2SAT)	93%	90%	94%	95%	
Career counselling (SRV7SAT)	88%	85%	91%	84%	
Services for students with disabilities (SRV3SAT)	87%	90%	88%	76%	100%
Personal counselling (SRV8SAT)	87%	90%	87%	81%	91%
Financial aid (SRV15SAT)	85%	88%	83%	82%	96%
Advising for students who need financial aid (SRV14SAT)	85%	86%	85%	80%	93%
Employment services (SRV6SAT)	82%	89%	81%	70%	100%
Note: Percentages are based on those who have used the service.					

15.0   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 2022 or earlier or transferred from another institution.

- The older a student was, the more likely they were to be studying part-time, have started their post-secondary studies earlier, or transferred from another institution.

| Table 45: Academic profile	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Course load (LOAD)					
Full-time	89%	81%	93%	95%	99%
Part-time	11%	19%	7%	5%	<1%
Year began post-secondary studies (HIST1)					
2024/2025	89%	88%	95%	74%	97%
2023	2%	3%	2%	<1%	1%
2022 or earlier	9%	9%	3%	25%	1%
Year began studies at this university (HIST2)					
2024/2025	91%	87%	92%	92%	90%
2023 or earlier	9%	13%	8%	8%	10%
Transferred from other institution (HIST3)					
Yes	7%	10%	2%	12%	1%
Reported university grade (HIST4)					
A-, A, or A+	39%	40%	37%	43%	21%
B-, B, or B+	44%	44%	45%	43%	53%
C-, C, or C+	14%	13%	16%	12%	26%
D	2%	2%	2%	2%	
F	<1%	<1%	<1%	<1%	

16.0   Current employment

Over one third of 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 an average of 16 hours per week. About three times more students reported that their employment had a negative rather than positive impact on their academic performance.

- On average, Group 1 students worked six 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.

- Students that self-identify as a racialized person are more likely to report that they are seeking work than those who do not self-identify.

Table 46: Employment status	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Currently employed (WORK1)					
Yes, both on and off campus	1%	1%	1%	<1%	<1%
Yes, on campus	2%	2%	2%	1%	3%
Yes, off campus	33%	40%	27%	36%	26%
No, but seeking work	37%	31%	42%	33%	34%
No, not seeking work	28%	26%	28%	29%	36%
Number of hours worked per week* (WORK2)					
10 or less	41%	31%	49%	46%	30%
11 to 20	38%	37%	38%	42%	48%
21 to 30	11%	14%	9%	10%	20%
Over 30	10%	19%	4%	2%	3%
Average	15.6	19.4	13.0	13.1	15.9
Impact of employment on academic performance* (WORK3)					
Very positive	4%	5%	3%	3%	5%
Somewhat positive	9%	9%	9%	9%	8%
No impact	48%	45%	51%	50%	45%
Somewhat negative	35%	37%	34%	34%	38%
Very negative	4%	4%	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.					

17.0   Finances

17.1   Credit cards

Around half of 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 $3,800.

- Group 1 students are less likely to pay off their whole balance every month and 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, to carry a balance on their credit card, and have higher credit card debt.

Table 47: Credit cards	All students (n=11,901)	Group 1 (n=4,977)	Group 2 (n=4,904)	Group 3 (n=2,020)	Nipissing University (n=135)
Number of credit cards (FIN1)					
None	47%	47%	50%	36%	43%
One	41%	38%	40%	52%	50%
Two	6%	8%	5%	7%	2%
Three or more	6%	8%	5%	5%	4%
Regularly pay off balance each month* (FIN2)					
Yes	85%	77%	89%	90%	87%
Total credit card balance* (FIN3)					
Zero	34%	32%	34%	38%	51%
$500 or less	10%	10%	11%	8%	11%
$501 to $1,000	3%	3%	2%	3%	3%
Over $1,000	6%	11%	3%	3%	4%
Don't know	47%	44%	50%	47%	32%
Average (all with credit card)	$740	$1,520	$311	$294	$448
Average (those with unpaid balance)	$3,829	$5,313	$2,003	$1,721	$2,924
* Total credit card balance and payment of the balance were asked of those who had at least one credit card.					

17.2   Financial awards and assistance

Overall, more than half of 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 66% of those with a grade of A- or higher to 42% 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 48: Financial awards and assistance	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Received financial award from this university (FIN4)					
Yes	56%	50%	65%	40%	84%
Would have been able to attend without financial assistance* (FIN5)					
Yes	66%	61%	69%	68%	67%
No	34%	39%	31%	32%	33%
* 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.					

18.0   Equity and diversity

18.1   Gender identity

The proportion who self-identify as a woman or man is fairly in line with gender information provided by universities (shown in Section 2.1). Among all respondents, 91% identified as either a man or woman only, while 3% identified as a man or woman and at least one other gender identity, and 3% identified as at least one identity other than man or woman.

Table 49: Gender identity (GENDI1-10)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Agender	<1%	<1%	<1%	<1%	
Gender non-conforming	2%	2%	1%	3%	<1%
Man	34%	28%	38%	33%	24%
Non-binary	3%	3%	2%	3%	2%
Questioning	<1%	<1%	<1%	<1%	<1%
Trans	2%	2%	1%	2%	2%
Two Spirit	<1%	<1%	<1%	<1%	
Woman	60%	65%	56%	60%	71%
Another gender identity	<1%	1%	<1%	1%	2%
Prefer not to answer	3%	4%	3%	4%	<1%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

18.2   Sexual orientation

Overall, 65% of respondents self-identified as heterosexual/straight only, while 2% identified as heterosexual and at least one other sexuality, and 24% identified as at least one sexuality other than heterosexual/straight.

Table 50: Sexual orientation (SEXO1-11)	All students (n=11,901)	Group			Nipissing University (n=135)
		1 (n=4,977)	2 (n=4,904)	3 (n=2,020)	
Asexual	6%	7%	6%	6%	6%
Bisexual	11%	12%	10%	12%	16%
Gay	2%	3%	2%	2%	3%
Heterosexual/straight	65%	61%	67%	64%	65%
Lesbian	2%	3%	2%	3%	2%
Pansexual	3%	3%	2%	3%	3%
Queer	4%	4%	4%	6%	4%
Questioning	2%	2%	2%	2%	<1%
Two Spirit	<1%	<1%	<1%	<1%	
Another sexual orientation	1%	1%	1%	1%	<1%
Prefer not to answer	11%	11%	11%	10%	7%
Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

19.0 Housing module

For the 2025 survey, CUSC-CCREU added a module of questions about student housing. This module was optional for universities. The results reported are only from first-year students at universities that opted to participate in the housing module.

19.1 Perceptions of housing situation

The majority of first-year students indicated that their housing situation *is a physically safe environment*, is *adequate for their academic needs*, and they are *able to afford rent and utilities*. Slightly more than 1 in 10 first-year students agree that they are *concerned that they may be forced to move against their will in the next 12 months*.

Table 51: Agreement with statements about housing (% agree or strongly agree)	All students (n=10,842)	Group			Nipissing University (n=135)
		1 (n=4,383)	2 (n=4,439)	3 (n=2,020)	
Housing situation is a physically safe environment (HOUS1C)	93%	93%	93%	94%	95%
Living situation is adequate for my academic needs (HOUS1B)	87%	87%	88%	87%	92%
Able to afford rent and utilities (HOUS1A)	74%	74%	75%	71%	86%
Concerned I may be forced to move against my will in next 12 months (HOUS1D)	13%	13%	15%	11%	11%
These questions included an option for students to say, "Not applicable" and those responses have been removed from the calculations.					

19.2 Preference for living accommodations for 2025-26 academic year

When asked for their top preferences for living accommodations for the 2025-26 academic year, three tend to stand out: *parents or family off campus*, *university residences* (own room), and *renting off campus with others*.

- The older a student was, the more likely they were to indicate their top preference was living off campus.

Table 52: Top preferences for living accommodations for 2025-26 academic year (HOUS2)	All students (n=10,842)	Group			Nipissing University (n=135)
		1 (n=4,383)	2 (n=4,439)	3 (n=2,020)	
Parents or family off campus	53%	53%	49%	63%	29%
University residence - own room	51%	54%	52%	44%	60%
Renting off campus – with others	49%	46%	51%	49%	59%
University residence - suite	41%	40%	45%	35%	70%
Renting off campus - alone	40%	37%	41%	42%	29%
House or condo - owned	24%	22%	23%	28%	15%
University residence - shared room	21%	23%	21%	17%	15%
Partner or spouse off campus	20%	24%	17%	22%	21%
Other	<1%	<1%	<1%	<1%	2%
Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.					

19.3   Reason for living in university residence

Among first-year students who selected any form of university residence in their top three, the most common reason is the *convenience of living on campus* with *cost* and *difficulty commuting to campus* as secondary reasons.

Table 53: Top reasons for living in university residence (HOUS3)	All students	Group			Nipissing University
		1	2	3	
Convenience of living on campus	74%	76%	72%	77%	75%
Cost	38%	39%	37%	37%	49%
Difficulty commuting to campus	30%	28%	31%	34%	30%
Student life activities	27%	26%	26%	31%	20%
Difficulty searching for off campus housing	27%	23%	30%	25%	16%
Lack of availability of off campus housing	23%	23%	23%	24%	24%
Other friends are living on campus	22%	26%	19%	22%	22%
Availability of on campus food/dining options	20%	19%	21%	15%	4%
Physically safe environment	14%	16%	15%	11%	25%
Length of lease	13%	11%	14%	12%	21%
Quality of housing options	9%	9%	10%	7%	12%
Other	2%	2%	2%	4%	3%
Percentages are based on those who ranked university residence as their top choice for 2025-26 academic year. Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.					

19.4   Reason for living off-campus

Among first-year students who selected any form of living off campus in their top three, the most common reasons are the *cost, the convenience of living close to other amenities and/or employment* and *fewer rules*.

Table 54: Top reasons for living off campus (HOUS4)	All students	Group			Nipissing University
		1	2	3	
Cost	71%	73%	70%	69%	74%
Convenience of living close to other amenities and/or employment	59%	59%	58%	61%	49%
Fewer rules	58%	59%	55%	61%	60%
Other friends are living off campus	33%	30%	36%	29%	32%
Physically safe environment	29%	32%	26%	30%	26%
Lack of availability of on campus residence/housing	21%	17%	24%	21%	19%
Length of lease	16%	15%	17%	16%	21%
Other	14%	15%	13%	13%	19%
Percentages are based on those who ranked living off campus as their top choice for 2025-26 academic year. Note: Respondents provided top three choices. Therefore, columns will not sum to 100%.					

19.5 Anticipated costs for off campus housing

Those who selected an off campus accommodation in their top three were asked about their anticipated monthly costs. On average, students expect to pay approximately $1,100 per month, with the majority of it going towards their rent. Students that self-identify as a racialized person expect to pay more in rent and utilities than those who do not self-identify.

| Table 55: Anticipated costs for off campus housing for 2025-26 academic year	All students (n=10,842)	Group			Nipissing University (n=135)
		1 (n=4,383)	2 (n=4,439)	3 (n=2,020)	
Monthly rent (HOUS5A)					
Average	$903.42	$824.95	$945.20	$929.22	$632.64
Median	$750.00	$650.00	$800.00	$700.00	$693.38
Monthly utilities (HOUS5B)					
Average	$205.87	$221.18	$192.22	$211.92	$170.00
Median	$100.00	$100.00	$80.44	$100.00	$93.38
Percentages are based on those who ranked living off campus as their top choice for 2025-26 academic year.					

19.6 Concern for finding housing

Around 1 in 3 first year students were at least somewhat concerned with *securing housing for the 2025-26 academic year*, including 5% who are very concerned. The most common reason for concern was *affordability*, followed by *difficult to find suitable housing* and *distance from campus*.

Table 56: Concern for finding housing for 2025-26 academic year	All students (n=10,842)	Group			Nipissing University (n=135)
		1 (n=4,383)	2 (n=4,439)	3 (n=2,020)	
Concern for securing housing (HOUS6)					
Not at all concerned	64%	65%	60%	71%	47%
Somewhat concerned	24%	24%	26%	20%	36%
Concerned	7%	7%	8%	5%	9%
Very concerned	5%	4%	5%	5%	9%
Reasons concerned* (HOUS6B)					
Affordability	76%	73%	76%	80%	65%
Difficult to find suitable housing	58%	51%	63%	58%	70%
Distance from campus	53%	45%	56%	58%	54%
Quality	45%	42%	45%	49%	36%
Amenities	26%	25%	27%	24%	26%
Accessible to persons with disabilities	3%	3%	3%	3%	3%
Other	4%	5%	3%	6%	12%
* Percentage based on those who somewhat concerned, concerned or very concerned with securing housing. Note: Respondents could provide more than one answer. Therefore, columns will not sum to 100%.					

19.7 Anticipated timeline for finalizing housing for 2025-26

Almost 8 in 10 students have already secured housing or expect to finalize their housing plans by the end of 2025 winter semester.

Table 57: Anticipated timeline for finalizing housing for 2025-26 (HOUS7)	All students (n=10,842)	Group			Nipissing University (n=135)
		1 (n=4,383)	2 (n=4,439)	3 (n=2,020)	
Already secured housing	52%	53%	50%	59%	38%
Prior to end of this semester	17%	16%	20%	12%	37%
Summer 2025	11%	10%	13%	8%	9%
Fall 2025	<1%	1%	<1%	<1%	
Unsure/don't know	19%	21%	17%	20%	16%

Appendix A – 2025 CUSC-CCREU Survey (© 2025)