



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



**2019 FIRST-YEAR
MARITIME UNIVERSITY STUDENTS**

Prepared for:
Maritime Provinces Higher Education Commission
(MPHEC)

Table of Contents

EXECUTIVE SUMMARY	i
1.0 Introduction	1
1.1 Statistically significant differences	1
1.2 Non-response	1
2.0 Profile of first-year students.....	2
2.1 Personal profile	2
2.2 Disabilities	4
2.3 Living arrangements.....	4
2.4 Highest parental education	5
3.0 Motivation for attending university	6
3.1 Importance of reasons for going to university.....	6
3.2 Most important reason	7
4.0 Choosing a university.....	7
4.1 Applications	7
4.2 Selecting their university.....	8
4.3 Selecting their university (International students)	9
4.4 Sources of information.....	10
5.0 Orientation	11
6.0 Registration	11
7.0 Expectations and experience	12
7.1 Mean ratings of experiences compared to expectations.....	12
7.2 Overall expectations	13
8.0 Transition to university	13
8.1 Academic aspects.....	13
8.2 Success with other aspects.....	14
9.0 Educational experiences.....	15
9.1 Perceptions of professors.....	15
9.2 Most important attributes of professors.....	16
9.3 Ability to evaluate teaching	17
9.4 Satisfaction with quality of teaching	17
9.5 Perceptions of staff	17
10.0 Commitment to completion.....	18
10.1 Perceptions of effort.....	18
10.2 Perceptions of university education	18
10.3 Perceptions of finances.....	19
10.4 Perceptions of persistence	19
11.0 Overall evaluation	20
11.1 Satisfaction with concern shown for student as an individual	20
11.2 Satisfaction with decision to attend this university	20

11.3	Recommend university to others	20
12.0	Goal development	21
12.1	Chosen a major or discipline.....	21
12.2	Post-graduation plans.....	21
12.3	Career planning.....	21
12.4	Knowledge of career options	22
12.5	Steps taken for employment post-graduation	22
13.0	Satisfaction with facilities and services.....	23
13.1	Use of general facilities and services.....	23
13.2	Satisfaction with facilities and services.....	24
13.3	Use of academic services.....	25
13.4	Satisfaction with academic services	25
13.5	Use of special services.....	26
13.6	Satisfaction with special services	26
14.0	Academic profile.....	27
14.1	Course load	27
14.2	Year began post-secondary studies	27
14.3	Transferred from another university	27
14.4	Reported university grade.....	27
15.0	Current employment	28
15.1	Employment status	28
15.2	Average hours worked	28
15.3	Impact of work on academic performance	28
16.0	Finances.....	29
16.1	Credit cards	29
16.2	Financial awards and assistance.....	29

Appendix A - 2019 CUSC-CCREU Survey

Appendix B - Weighting and response rates

EXECUTIVE SUMMARY

Since 1994, the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU) has coordinated surveys of students attending post-secondary institutions and facilitated sharing the survey response data among its member institutions. In 2019, CUSC undertook the first-year student survey with 47 participating universities across Canada. This report compares results from 14 Maritime universities to 33 universities elsewhere in Canada from the 2019 CUSC-CCREU First-Year Student Survey.

Profile of first-year students

The demographic profile of first-year students attending Maritime universities shows that 84% are Canadian citizens, 78% are 18 or younger, 75% are single, 70% are female, 29% report a disability, 24% self-identify as a member of a visible minority, 10% are first-generation post-secondary students, and 6% are Indigenous. These results are similar to those of students elsewhere in Canada, with the exception that students elsewhere are more likely to self-identify as a visible minority (47% versus 24%).

Motivation for attending university

When asked for the most important reason for attending university, the most common reasons are job related, with *preparing for a specific job or career* (32%) selected most often. The most common non-job related reason was *to apply what they learned to make a positive difference* (12%). The results for students attending non-Maritime universities are very similar.

Selecting a university

Overall, 66% of students studying at a Maritime university applied to a university other than the one they are currently attending, which is slightly lower (but not statistically significant) than among students attending non-Maritime universities (76%). Perhaps because they were slightly less likely to have applied to other post-secondary institutions, students attending Maritime universities are slightly more likely to say *they are attending the university that was their first choice* (86% versus 81%), although the difference is not statistically significant.

The single most important factor for students at Maritime universities was *their university has the program they wanted to take* (28%), which is more than double the proportion of the next most selected reason (*wanted to live close to home* at 11%). In general, results are similar to those of students studying elsewhere in Canada, with the exception that those studying elsewhere were about three times as likely to select *the program had the work experience they wanted* – 14% versus 5%; however, the difference is not statistically significant.

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 Maritime students, a couple of sources are said to be important for about half: *the university's website* (51%) and *visits to campus for an open house* (47%). While none of the differences between students at Maritime and non-Maritime universities are statistically significant, *contact with academic staff* appears to be important to more of those attending Maritime universities (42%) than students at non-Maritime universities (31%).

Orientation and registration

Around 66% of first-year students at Maritime universities participated in orientation, which is on par with results for students elsewhere in Canada (69%). Among those who participated in orientation, students at Maritime universities are most satisfied that orientation made them *feel welcome at their university* (90%) and least satisfied with orientation *building their confidence* (78%), with these results on par with students at other universities.

Although not statistically significant, students at Maritime universities show slightly higher rates of satisfaction with aspects of registration, including being satisfied with *getting into all the courses they wanted* (89% versus 85%) and the *process of registering for their courses* (84% versus 79%).

Expectations and experience

First-year students rated 15 experiences as to whether they exceeded, met, or fell below their expectations. Results seem to indicate that students are more likely to be surprised about the academic challenges of university (e.g., *time to put into their coursework* and *how demanding their courses are*) and cost-related aspects (e.g., *cost of going to university* and *debt to complete program*). Results were similar between students at Maritime and other Canadian universities.

When asked to summarize their overall experiences to date, first-year students at Maritime universities are slightly more likely to say their university experiences exceeded (25%) rather than fell short (13%) of their expectations. Again, results are on par with other universities in Canada.

Transition to university

In terms of academic aspects of transitioning to university life, students at Maritime universities report having the most success *finding their way around campus* (95%) and *understanding the course material* (94%), while they report the least success *becoming involved in campus activities* (57%). This pattern is the same for students studying elsewhere in Canada. Students studying at Maritime universities tend to have more success transitioning than students elsewhere, with the biggest gaps being *finding suitable housing* (82% versus 73%), *dealing with new living arrangements* (85% versus 77%), and *becoming involved in campus activities* (57% versus 49%). However, none of these are statistically significant.

Educational experiences

Students at Maritime universities rated their satisfaction with various educational experiences (all of which were similar to students' ratings from universities outside the Maritimes).

- Most students reported having had positive experiences with professors. In fact, among 15 aspects of interaction with professors, only one received less than 75% agreement – *professors taking a personal interest in their academic progress* (64%). In this case, students at Maritime schools appear to be more likely to agree that professors take a personal interest than do those at non-Maritime universities (53%).
- Among those 15 aspects, the same number of students say three are the most important for professors to do: *communicate well in their teaching* (32% rated as most important), *seem knowledgeable in their fields* (32%), and *treat students as individuals, not just numbers* (32%).
- Overall, almost all students said they *were given the chance to evaluate the quality of teaching in their courses*, although just 58% said they were able to evaluate the teaching in all their courses.
- Among first-year students, 9 in 10 agreed that they are *generally satisfied with the quality of teaching they received*, including 20% who strongly agreed.

Commitment to completion

Several measures were used to gauge students' commitment to completing their programs at their universities.

- **Perceptions of effort.** Almost all students attending Maritime universities agreed that they are *willing to put a lot of effort into being successful at university* (95%), which is reflected in the fact that almost as many agreed that they *normally go to all of their classes* (92%). Although Maritime students may feel that they can put in the effort, fewer agreed that they *can deal with stress* (72%) or *have good study habits* (70%). Results are similar to those of students at other universities in Canada.
- **Perceptions of university education.** Students at Maritime universities agreed that their *course load is manageable* (86%) and *most of their courses are interesting* (85%). While Maritime students appear to be slightly more likely to agree with all four of these statements, none of these differences are statistically significant.
- **Perceptions of finances.** About 7 in 10 students agreed that a *university degree is worth the cost* (70%) or that *they have the financial resources to complete their program* (71%), both of which are on par with results nationally.
- **Perceptions of persistence.** At the time of the survey, 86% of first-year students agreed that they *plan to come back to their university next year*, although slightly fewer *plan to complete their degree at their university* (81%). About 1 in 10 (11%) *plans to transfer to another university next year*, while 9% *plan on going to college/CEGEP next year*. These results are similar to results at other universities across Canada.

Overall evaluation of student experiences

When rating their experiences at university, students indicated the following:

- Over 3 in 4 first-year students at Maritime universities said they are satisfied with the *concern shown by the university for them as an individual*, although just 12% are very satisfied. These findings are very similar to those students attending non-Maritime universities.
- Over 9 in 10 first-year students are satisfied with *their decision to attend their university*, including 30% who are very satisfied. While students at Maritime universities appear to be slightly more satisfied than their non-Maritime counterparts, this difference is not statistically significant.
- Overall, 39% of students are classified as promoters of their university, while 18% are detractors, resulting in a Net Promoter Score (NPS) of 21%. Students attending non-Maritime universities are slightly less likely than Maritime students to be promoters, and thus, have a lower NPS (13%).

Goal development

The following bullets summarize information about students' goals, both for their current program and future career plans.

- Around 62% of first-year students at Maritime universities said they had selected their major or discipline. This appears lower compared to students attending universities outside the Maritimes (76%), although the difference is not statistically significant.
- At this early point in their university studies, about half of the students at Maritime universities have some plan to continue their post-secondary education by applying to either graduate or professional schools. Indeed, students are equally divided in planning to apply to *graduate*

school (35%) and a *professional program* (34%). These results are very similar for students attending non-Maritime universities.

- Overall, 36% of first-year students at Maritime universities have a specific career in mind, while another 31% have several possible careers in mind. Results are almost identical to students elsewhere in Canada.
- First-year students at Maritime universities have taken few concrete steps to prepare for employment, as most steps involve gathering information from talking with *parents/family* (79%), *friends* (67%), or *professors* (31%).

Satisfaction with facilities and services

Among 26 facilities and services, students at Maritime universities tend to be satisfied, as only in two cases do fewer than 8 in 10 students indicate they were not satisfied: *food services* (66%) and *parking* (47%). In both of these cases, students at Maritime universities appear to be less satisfied than those studying elsewhere in Canada, although these differences are not statistically significant.

Academic profile

Examining students' academic profiles shows that almost all first-year students at Maritime universities are attending full-time (99%), began their post-secondary studies (95%) or studies at their current university (90%) this academic year (2018-19), and did not transfer from another institution (97%). Most reported an average university grade of B- or higher (78%).

Current employment

Overall, 31% of first-year students at Maritime universities are currently employed, which is slightly lower than that reported among students outside the Maritimes (36%), but this is not statistically significant. Among those who are currently employed, results show that the typical student at a Maritime university works about 13 hours per week, and 36% said their employment has a negative impact on their academic performance.

Financing education

Students at Maritime universities are statistically less likely to have a credit card than students elsewhere in Canada, as just 36% of students at Maritime universities report having a card compared to 60% at other universities. Among those with a credit card, students at Maritime universities and those elsewhere in Canada are about equally as likely to say they *pay off their credit card balance each month*. However, the average debt for those with a credit card is about double for students at Maritime universities (\$346) compared to students elsewhere in Canada (\$192).

About 72% of first-year students attending Maritime universities said they have received a financial award from their university, which is slightly higher than students at other universities (62%), but the difference is not statistically significant. Among those who received an award, 37% of students studying at a Maritime university said they would not have been able to attend university without this financial assistance, which is on par with results among students at other universities (32%).

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 post-secondary institutions and facilitated sharing the survey response data among its member institutions. In 2019, CUSC undertook the first-year student survey with 47 participating universities across Canada.

Each university supported the study by generating a sample of qualifying students. In some cases, universities provided all qualifying students, while others provided a random sample of students. PRA was responsible for managing the online survey. This involved liaising with the participating universities, preparing the introductory and reminder emails to students, and responding to student questions about questionnaire content, as well as technical questions about using the online survey.

This report compares results from 14 Maritime universities (n = 3,620) to 33 universities (n = 14,571) outside the Maritimes. In order to compensate for the discrepancies between the population of first-year students among participating universities and the sample population, the results in this report have been weighted. When weighted, the sample sizes are corrected to 2,401 for Maritime universities and 15,790 for non-Maritime universities. The applied weights are shown in Appendix B.

1.1 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 1: Criteria for statistical significance	
Test	Level for significance
Pearson's chi-square	<.001
Phi coefficient or Cramer's V	.150 or higher

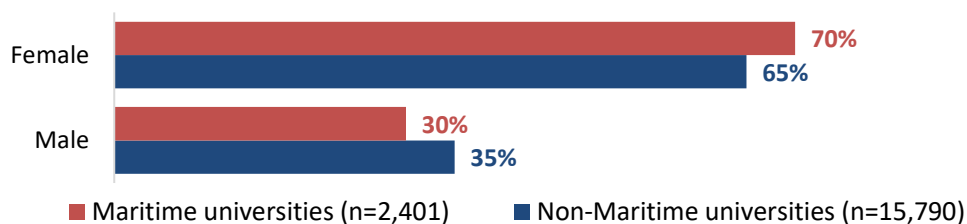
1.2 Non-response

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.

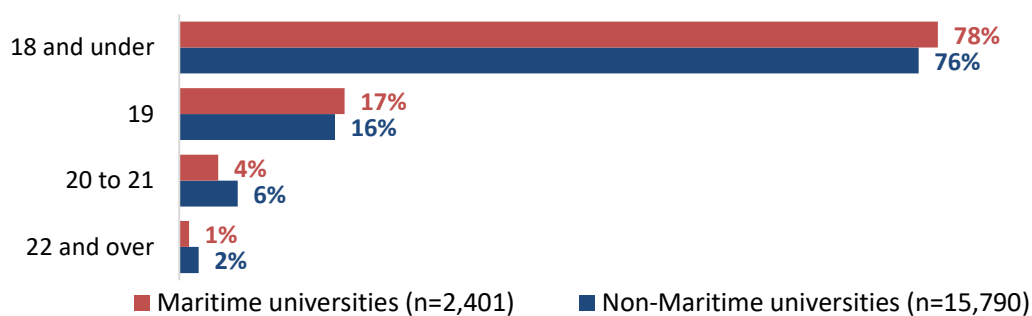
2.0 Profile of first-year students

2.1 Personal profile

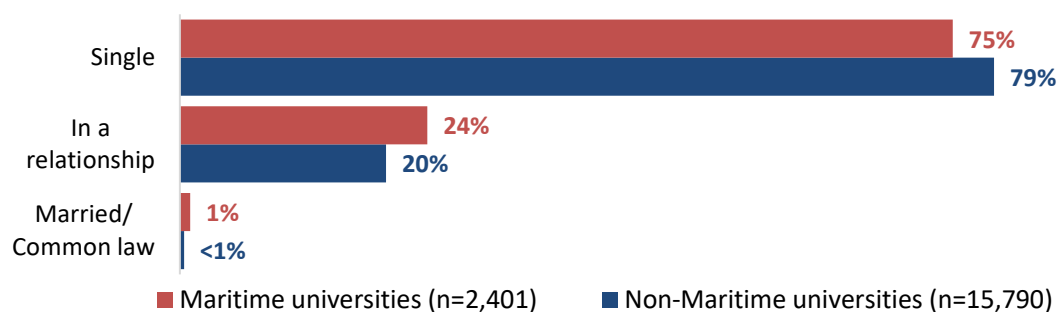
2.1.1 Gender



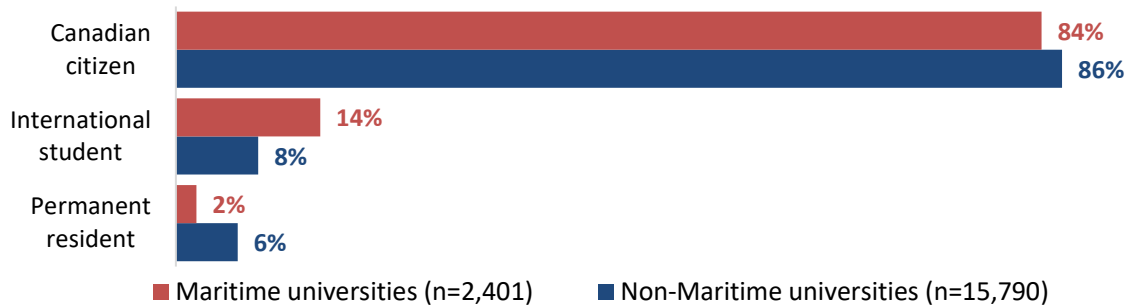
2.1.2 Age (as of September 1, 2018)



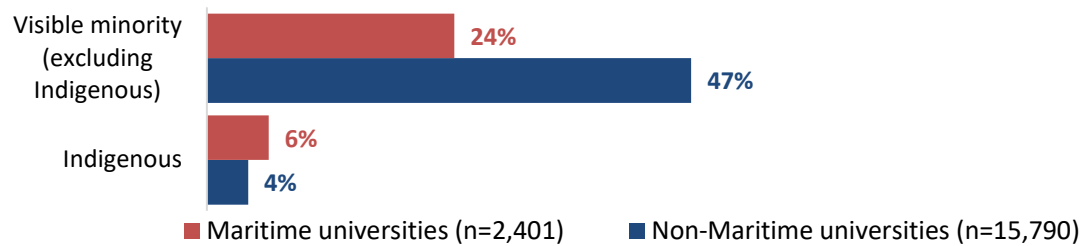
2.1.3 Marital status



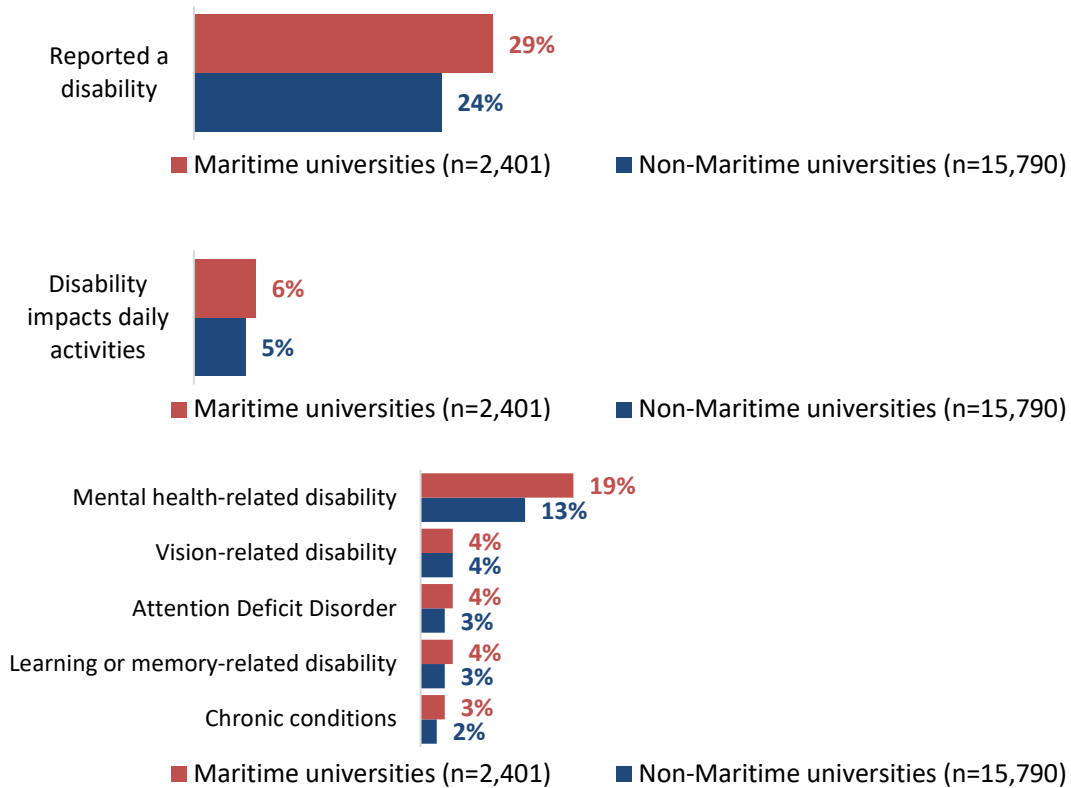
2.1.4 Citizenship



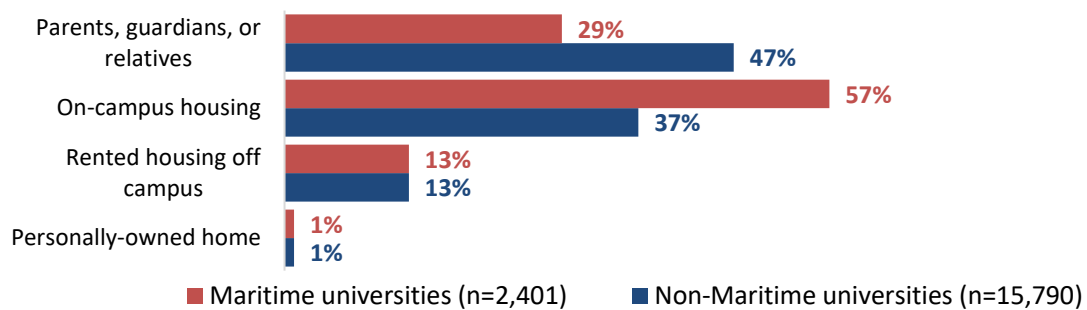
2.1.5 Ethnicity



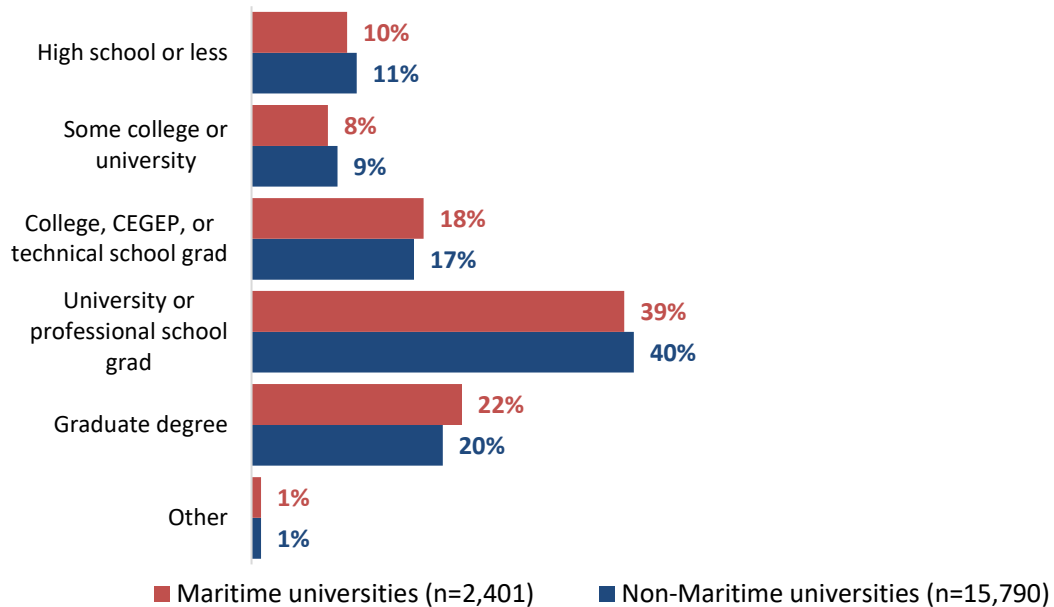
2.2 Disabilities



2.3 Living arrangements

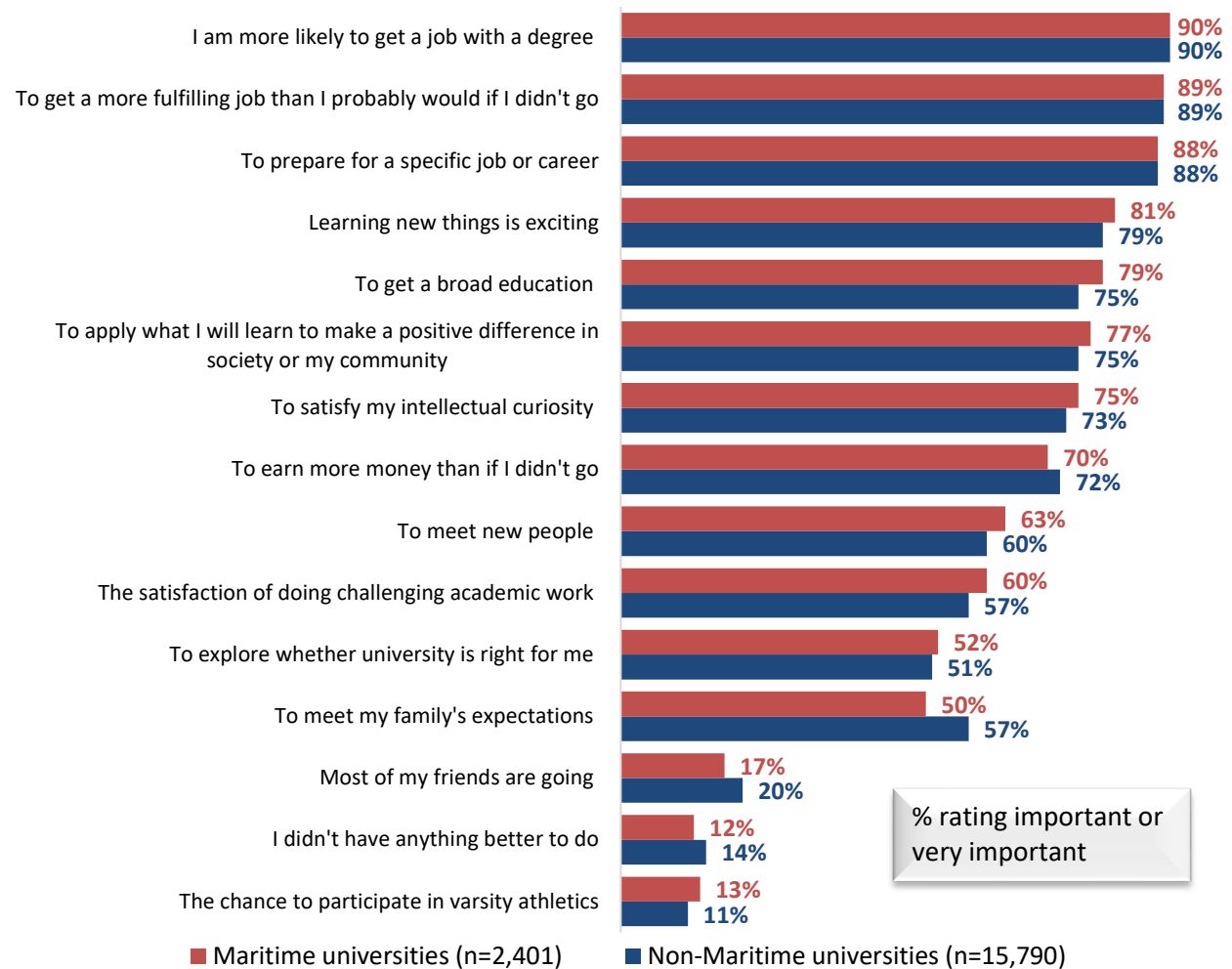


2.4 Highest parental education

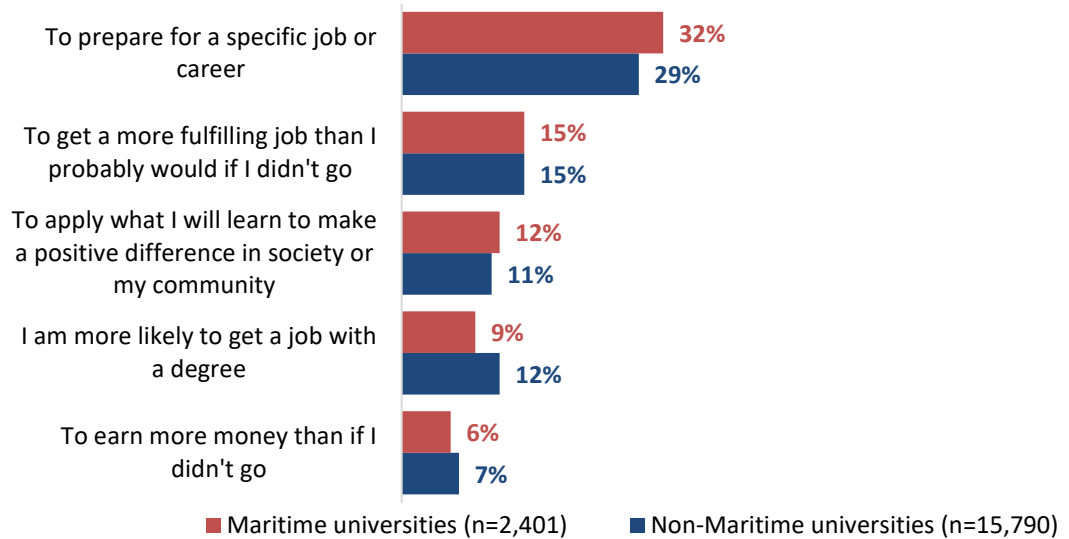


3.0 Motivation for attending university

3.1 Importance of reasons for going to university

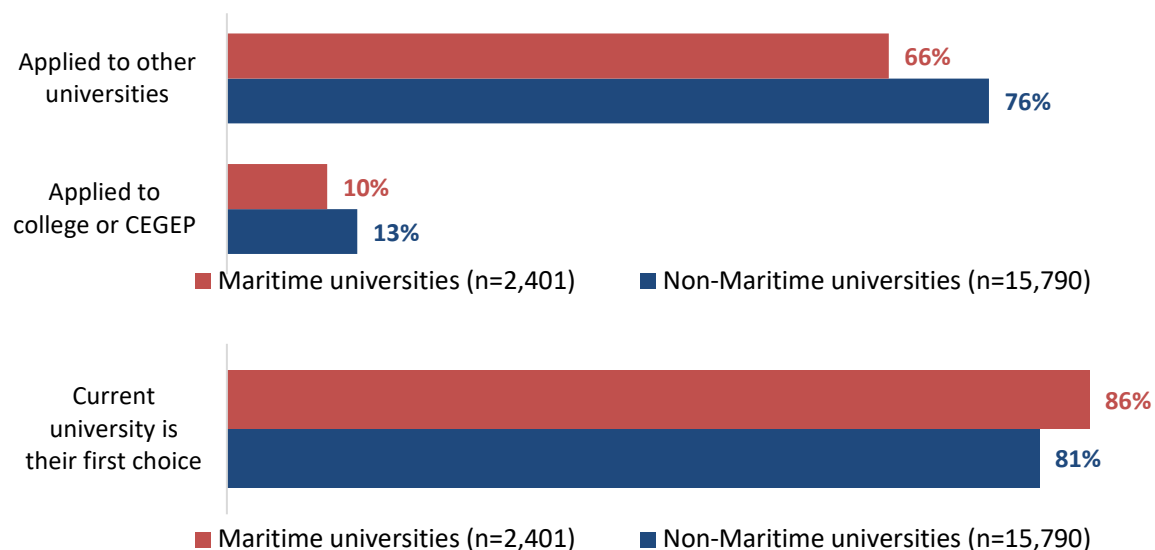


3.2 Most important reason

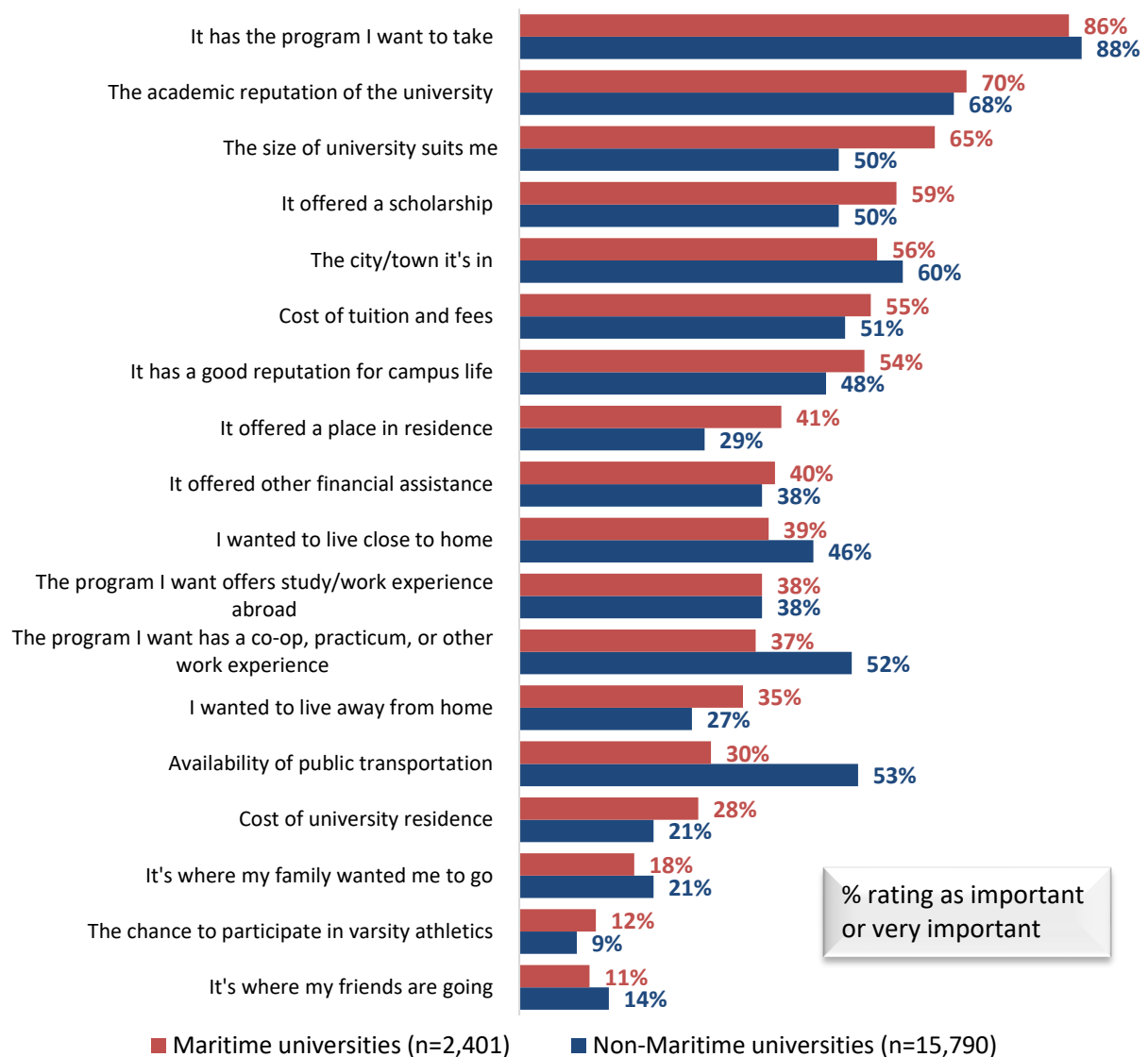


4.0 Choosing a university

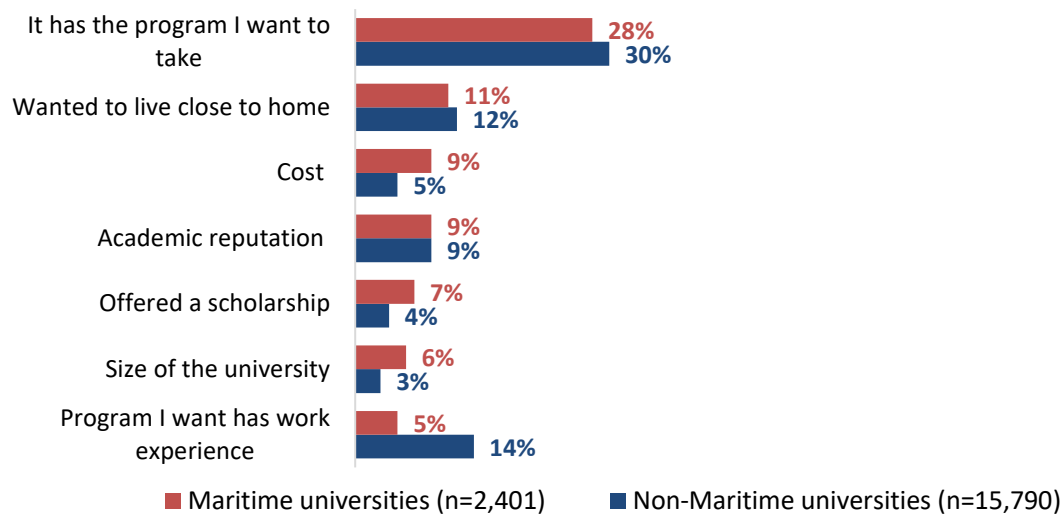
4.1 Applications



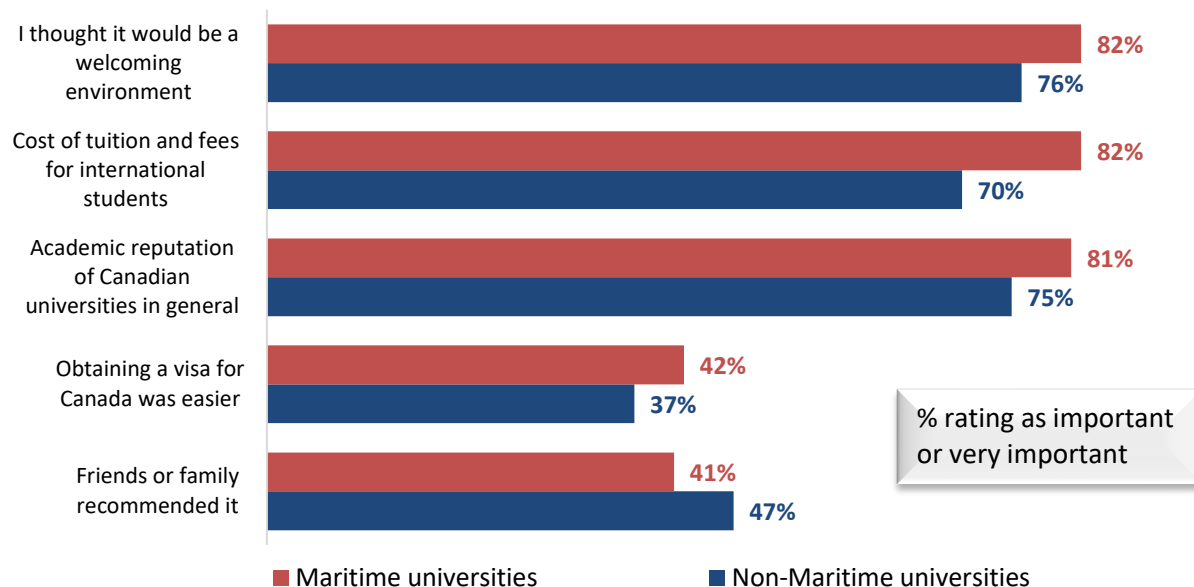
4.2 Selecting their university



4.2.1 Most important reasons for selecting their university

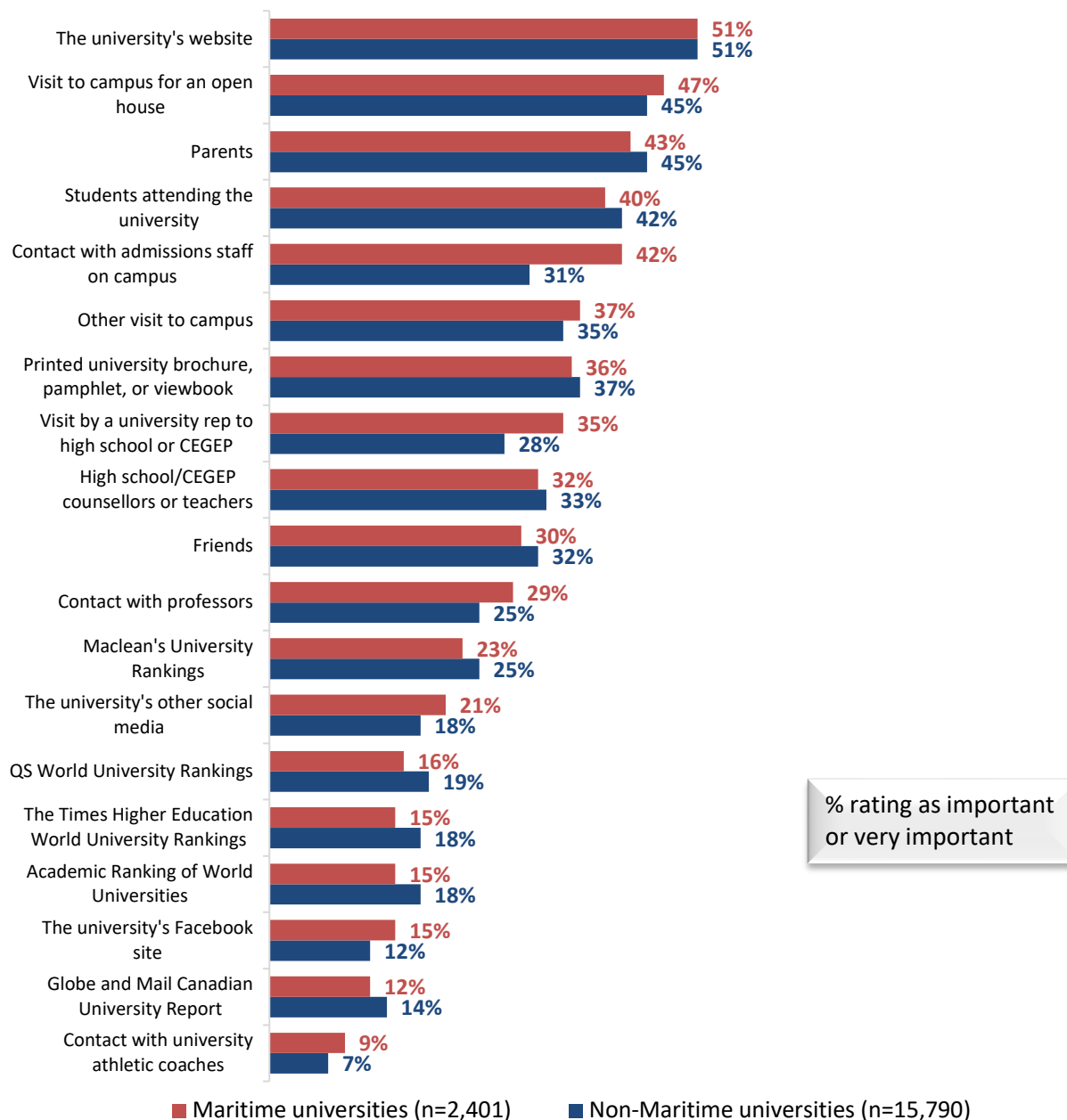


4.3 Selecting their university (International students)

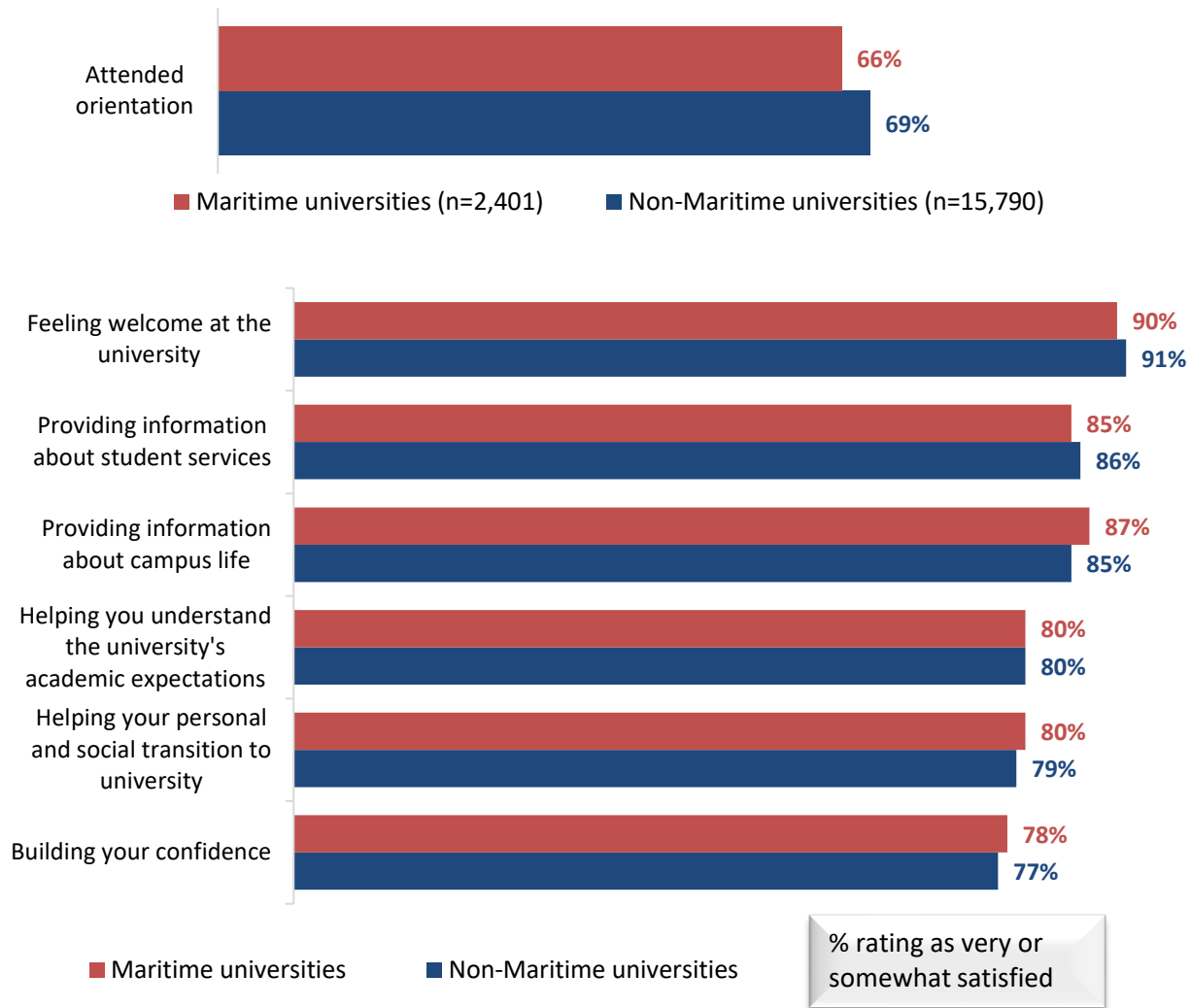


BASE: Students identified as international student in samples supplied by universities.

4.4 Sources of information

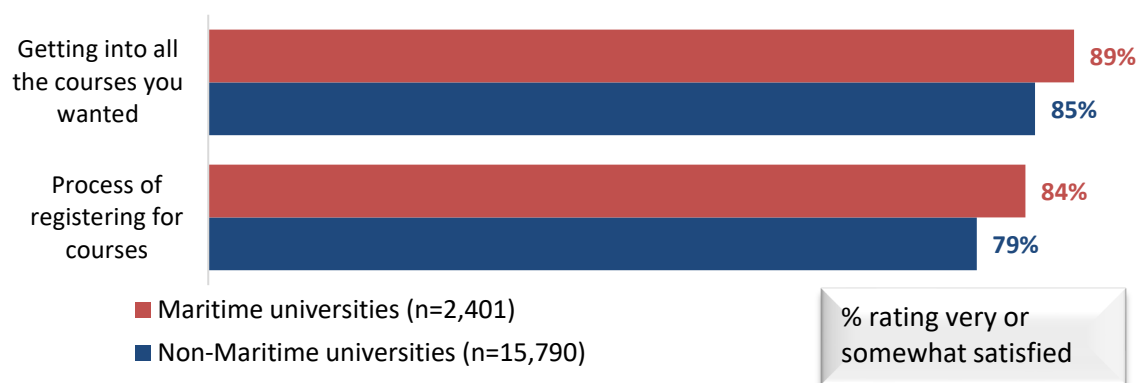


5.0 Orientation



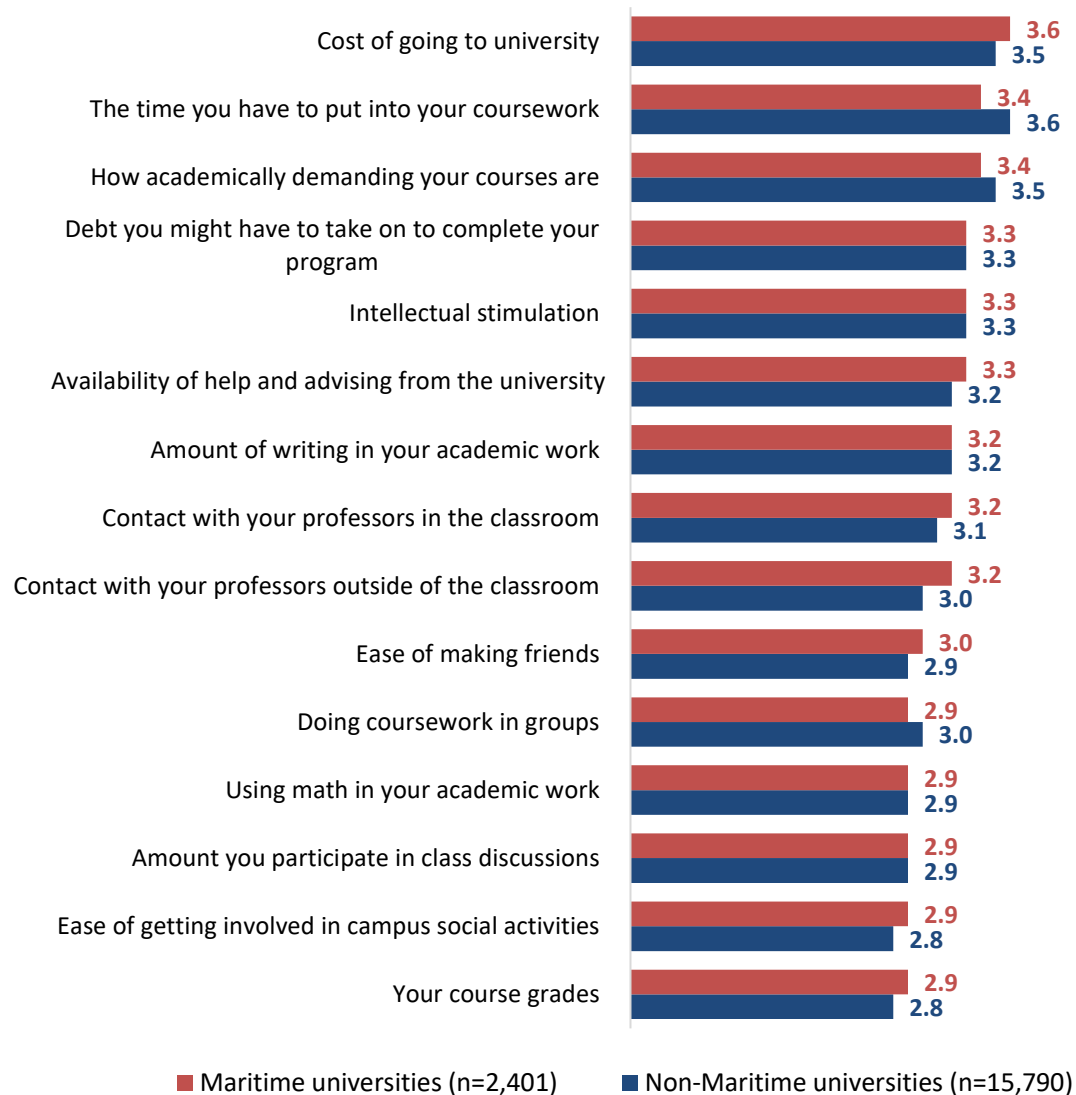
BASE: Students who participated in orientation.

6.0 Registration



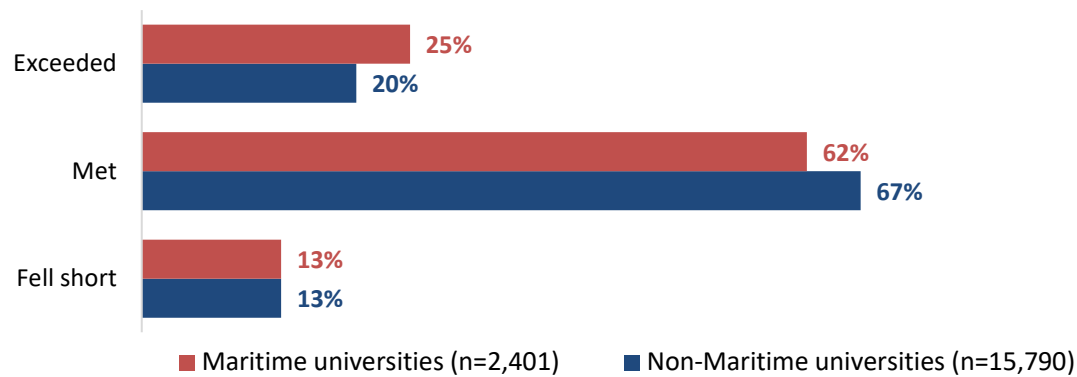
7.0 Expectations and experience

7.1 Mean ratings of experiences compared to expectations¹



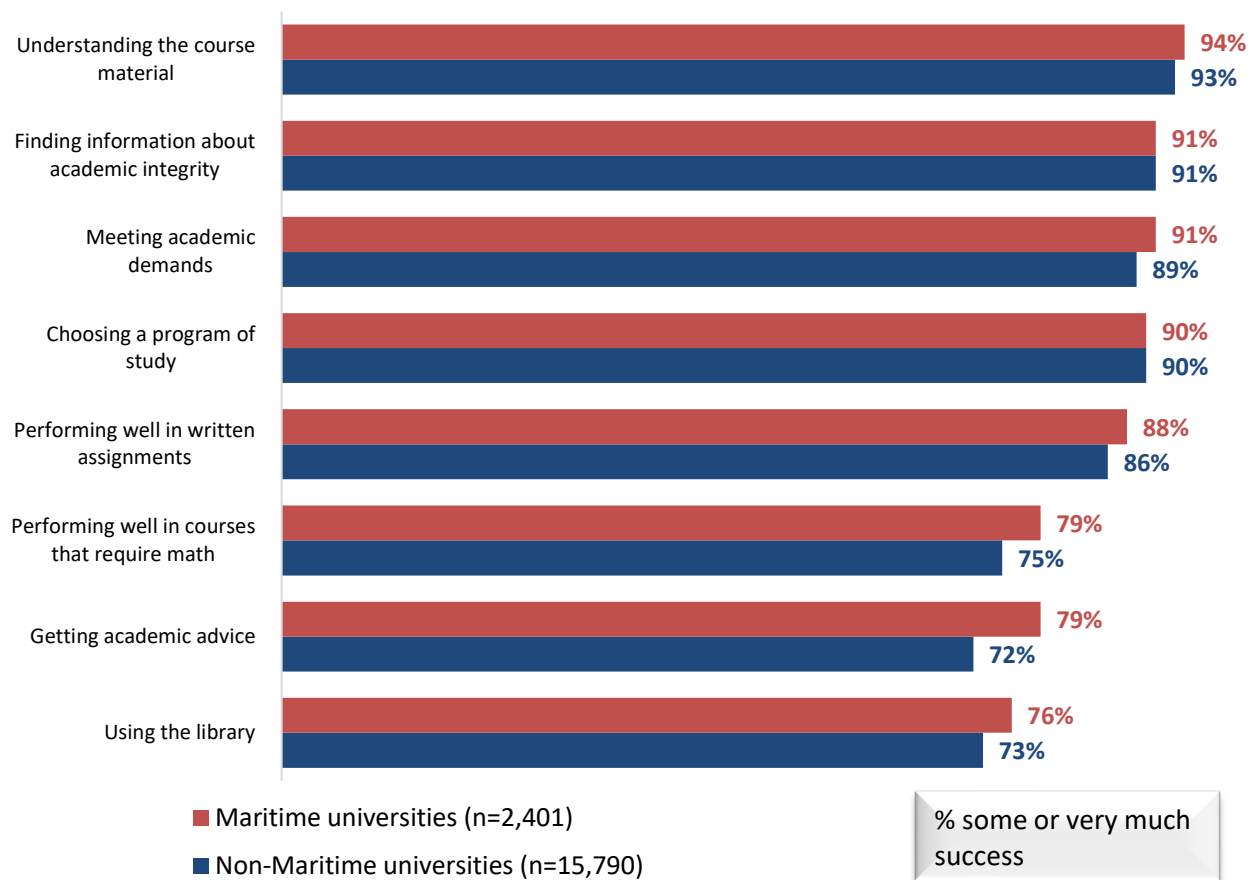
¹ First-year students rated 15 experiences as to whether they were much less than expected (1), less than expected (2), about what expected (3), more than expected (4), and much more than expected (5).

7.2 Overall expectations

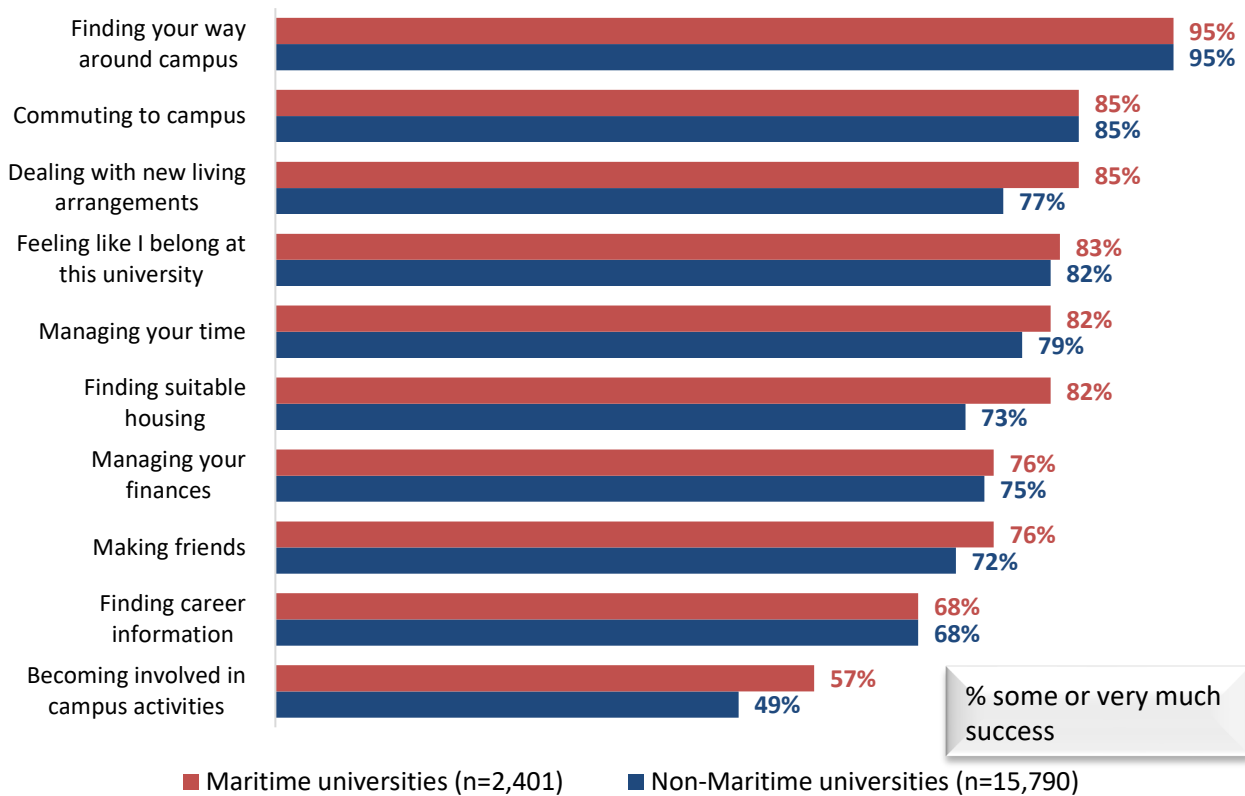


8.0 Transition to university

8.1 Academic aspects

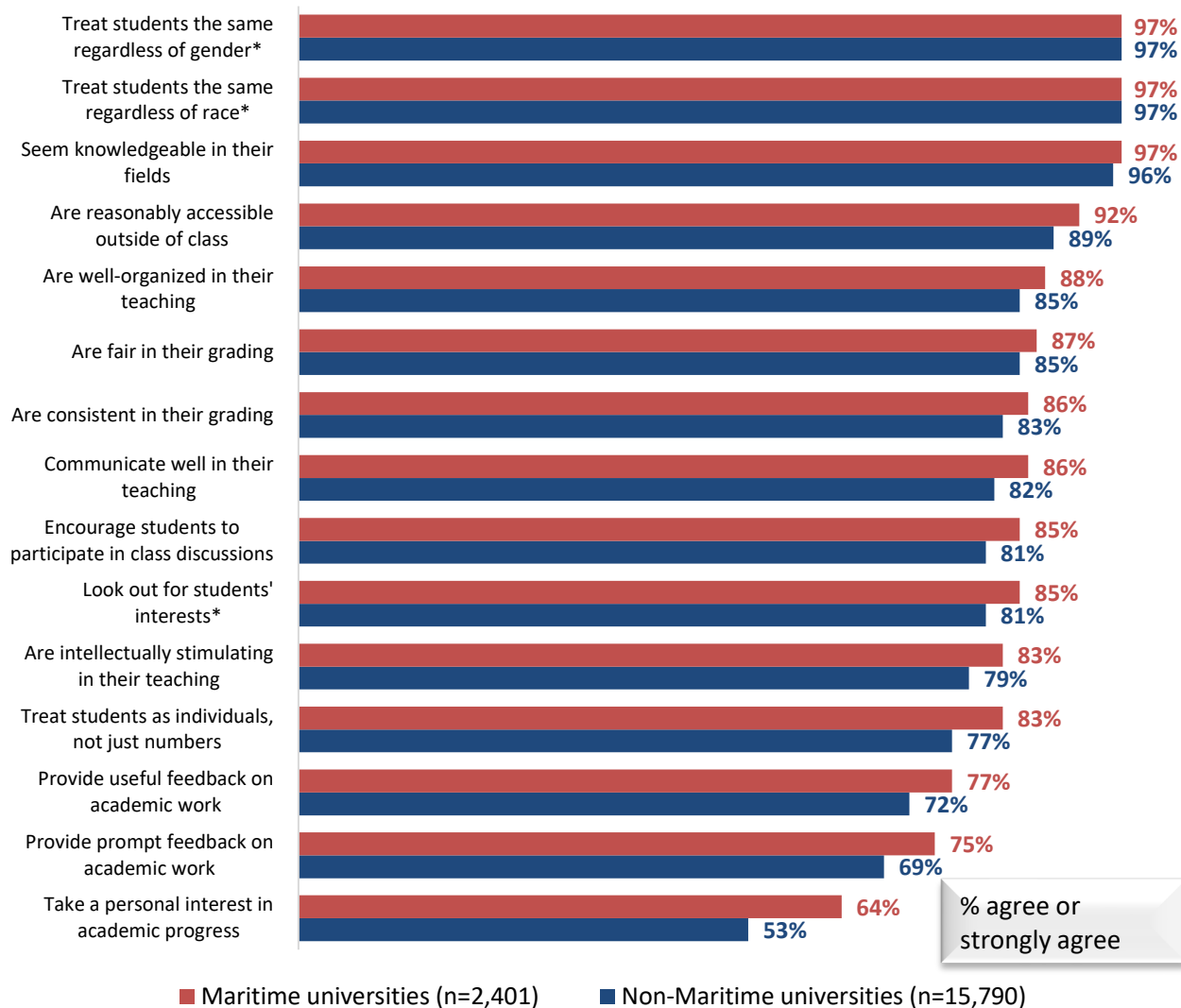


8.2 Success with other aspects



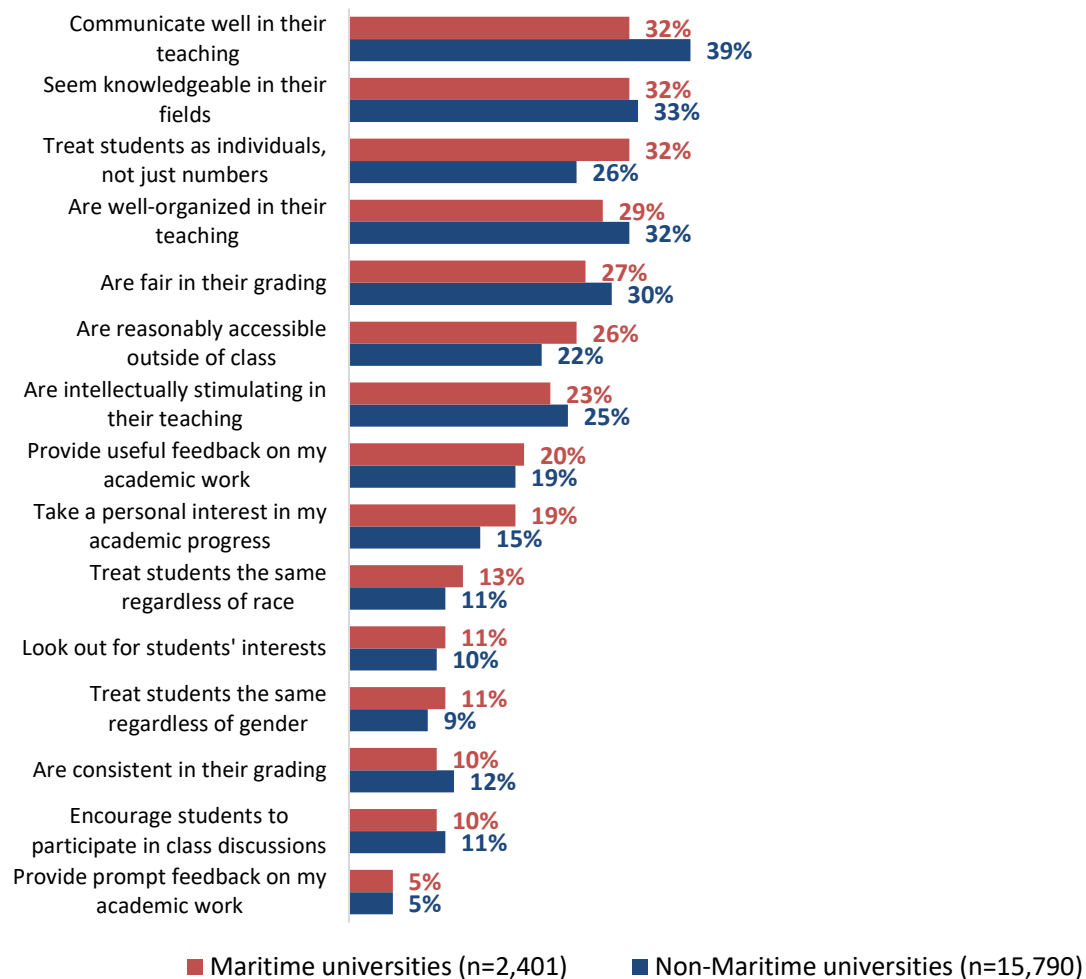
9.0 Educational experiences

9.1 Perceptions of professors²

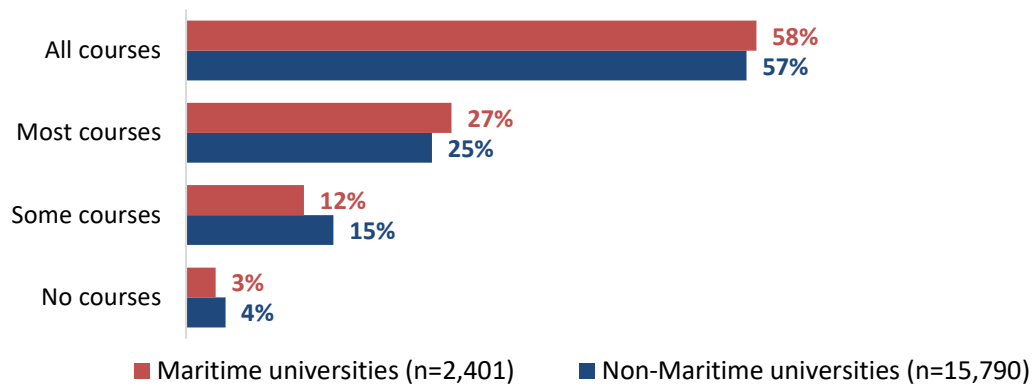


² * These questions included an option for students to say "No basis for opinion" and those responses have been removed from the calculations.

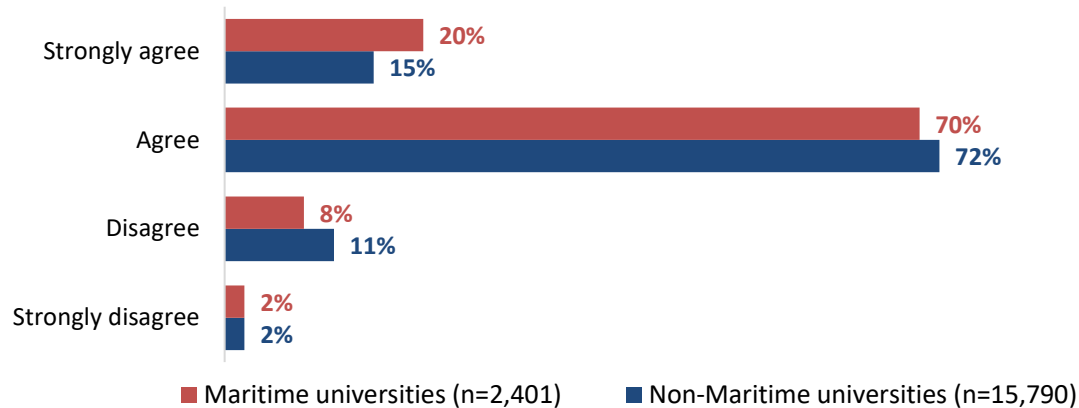
9.2 Most important attributes of professors



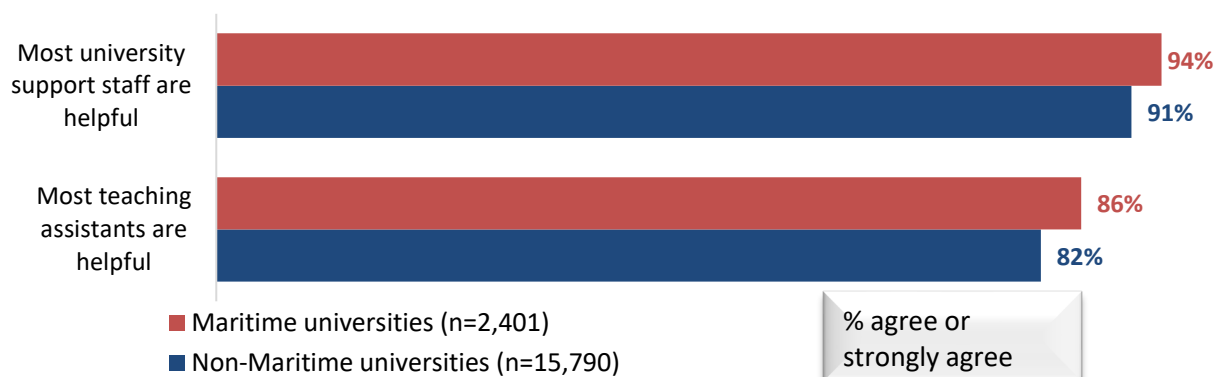
9.3 Ability to evaluate teaching



9.4 Satisfaction with quality of teaching

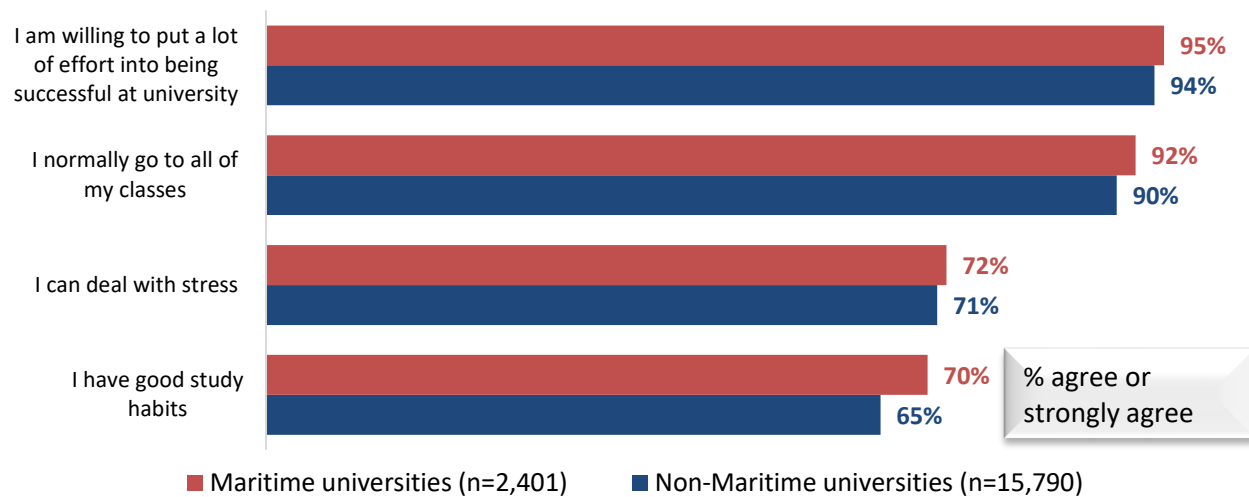


9.5 Perceptions of staff

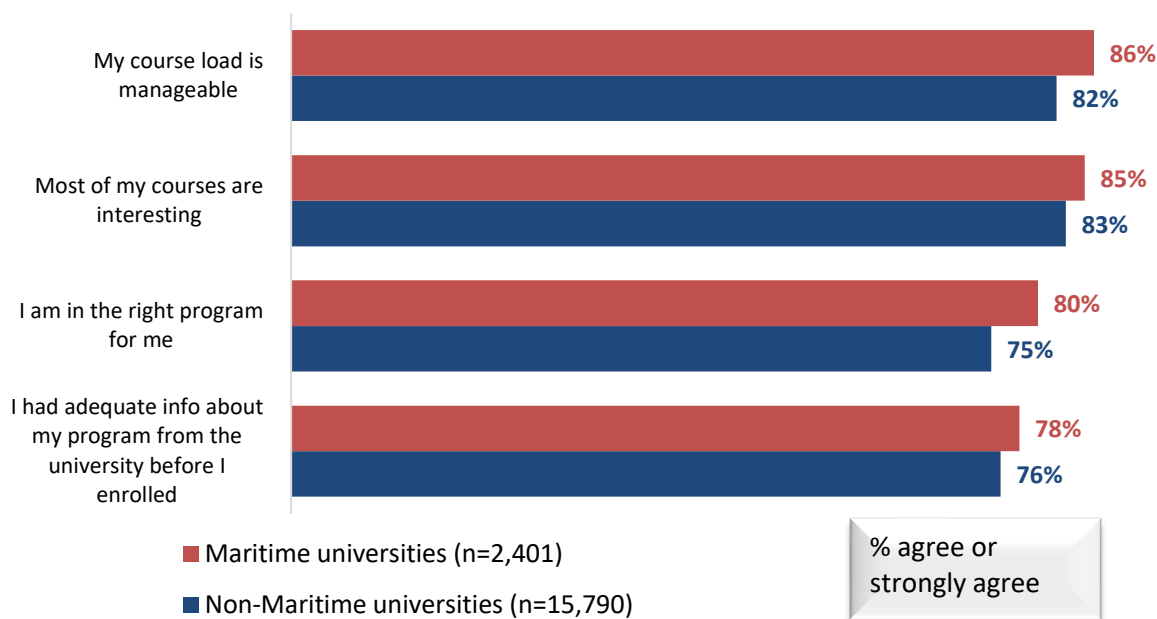


10.0 Commitment to completion

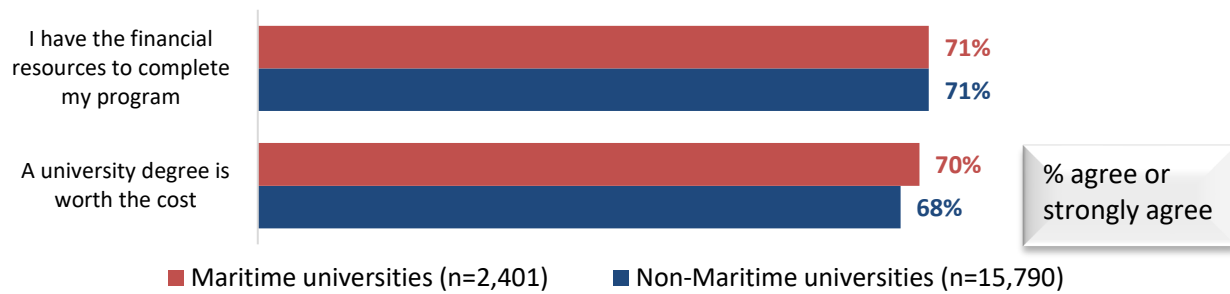
10.1 Perceptions of effort



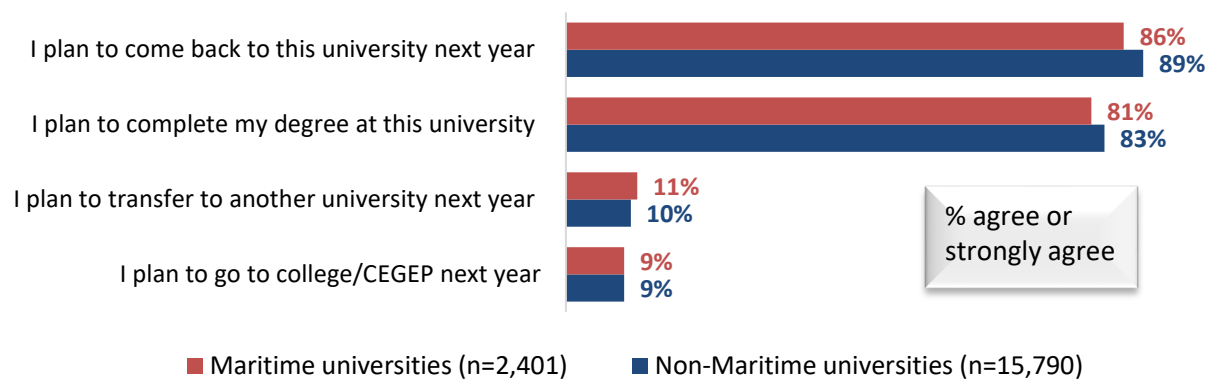
10.2 Perceptions of university education



10.3 Perceptions of finances

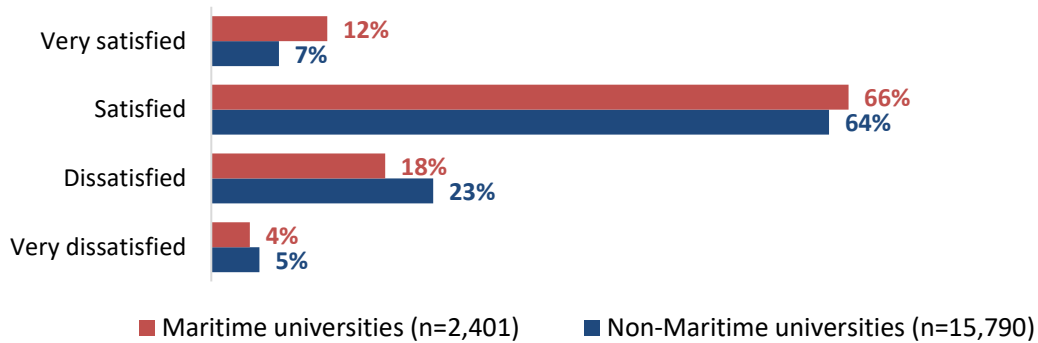


10.4 Perceptions of persistence

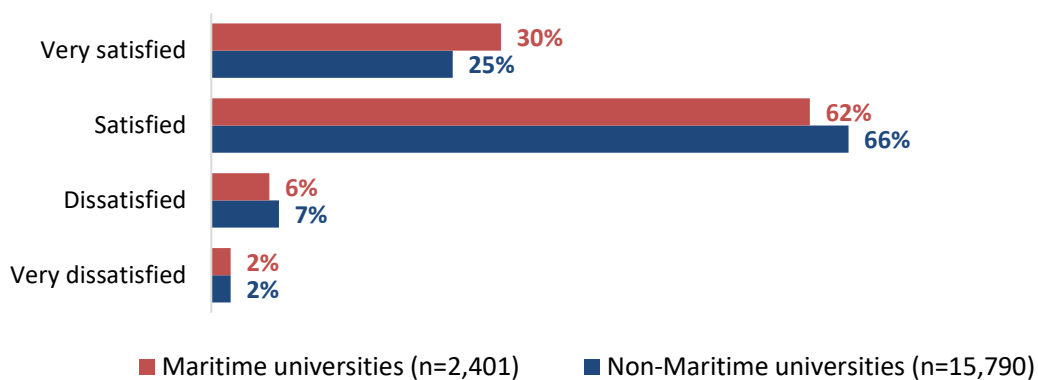


11.0 Overall evaluation

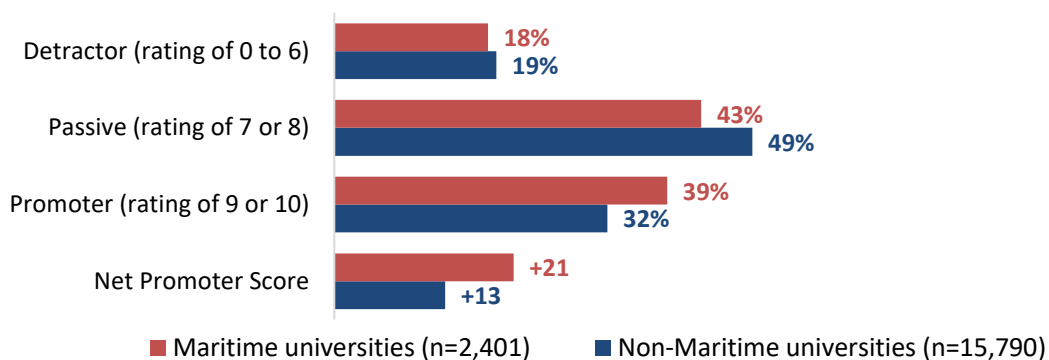
11.1 Satisfaction with concern shown for student as an individual



11.2 Satisfaction with decision to attend this university



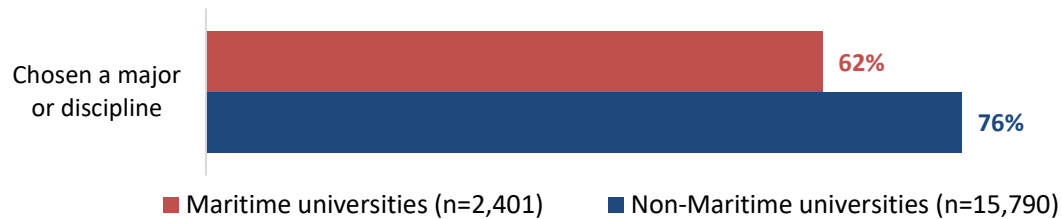
11.3 Recommend university to others³



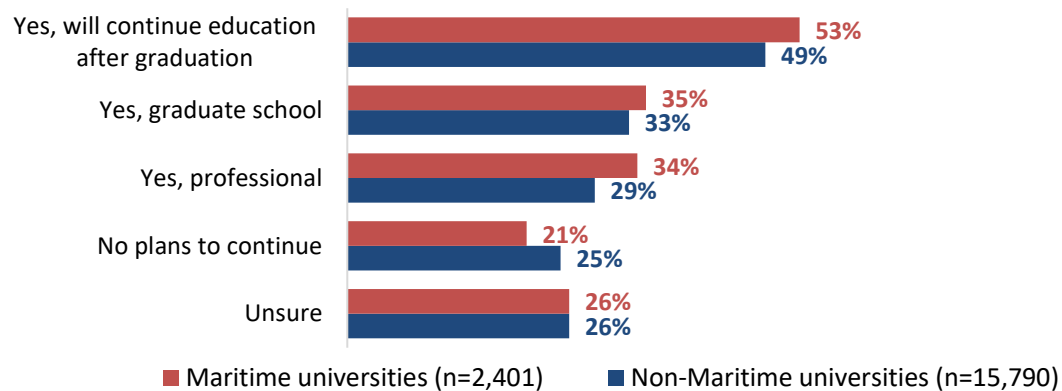
³ Students were asked to rate the likelihood they would recommend their university on a scale from 0 (not at all likely) to 10 (extremely likely). The Net Promoter Score is calculated by subtracting detractors (rating of 0 to 6) from promoters (rating of 9 or 10).

12.0 Goal development

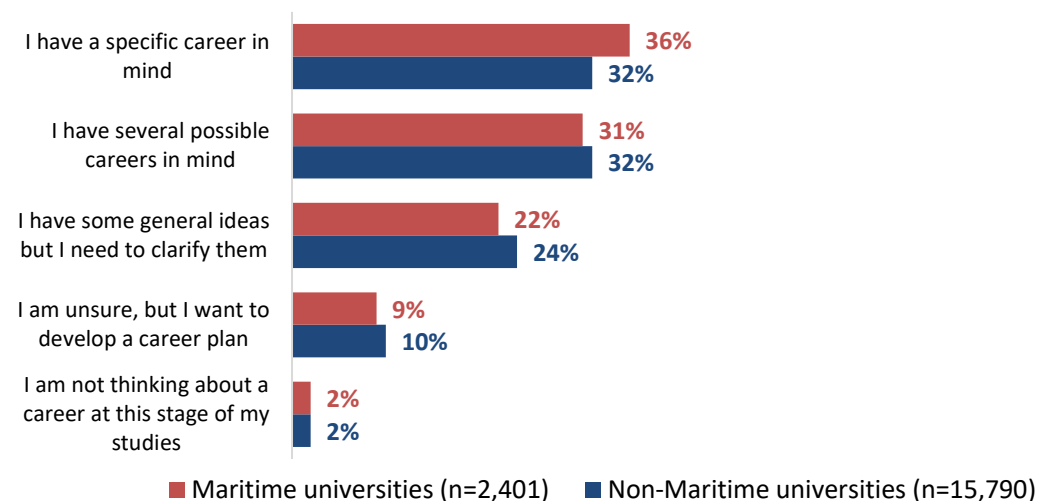
12.1 Chosen a major or discipline



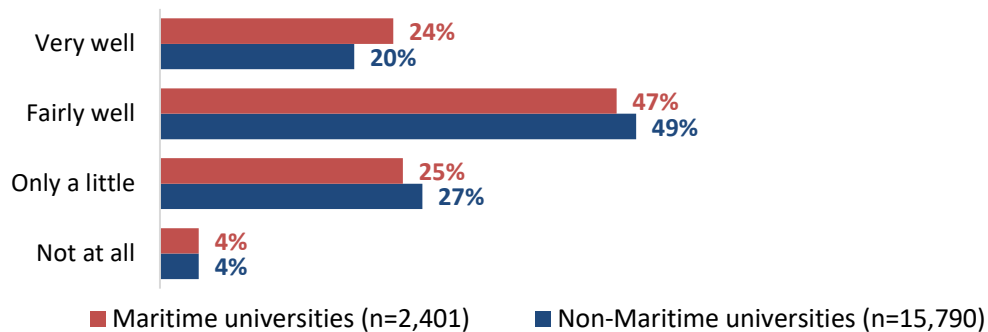
12.2 Post-graduation plans



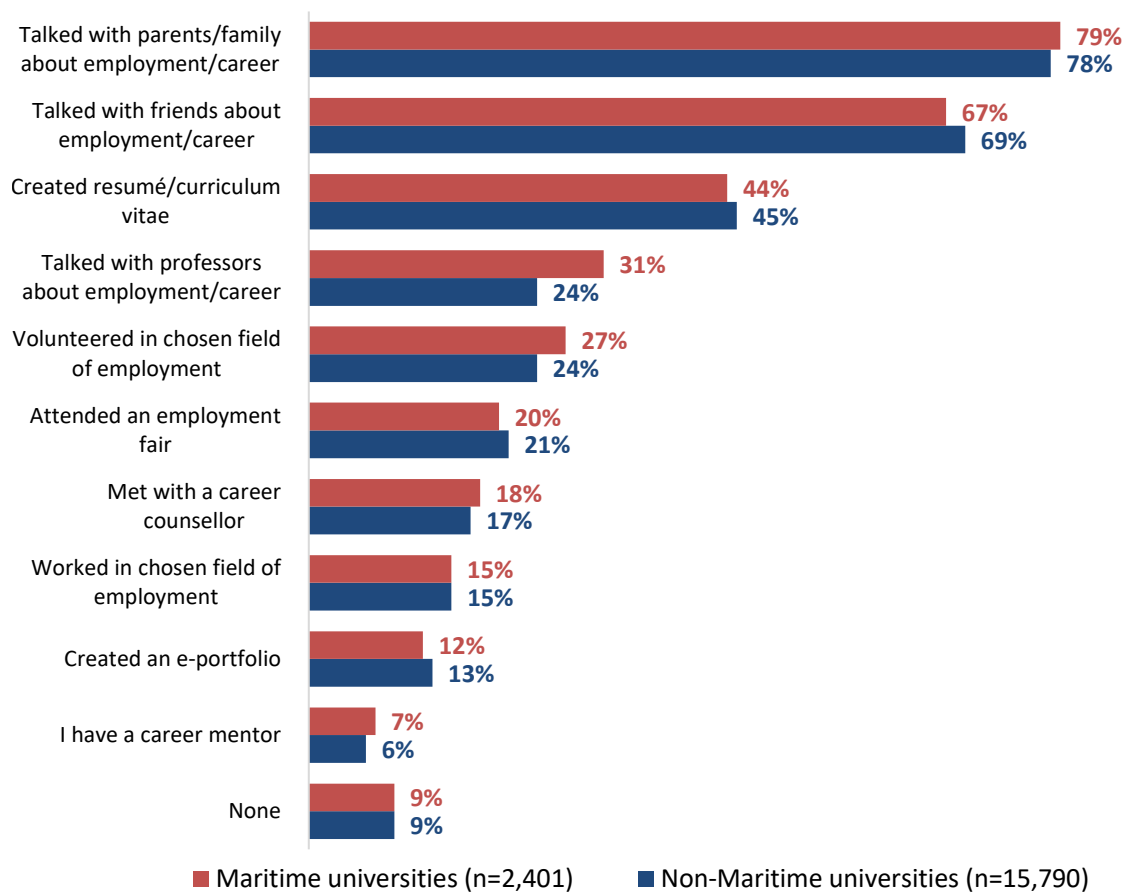
12.3 Career planning



12.4 Knowledge of career options

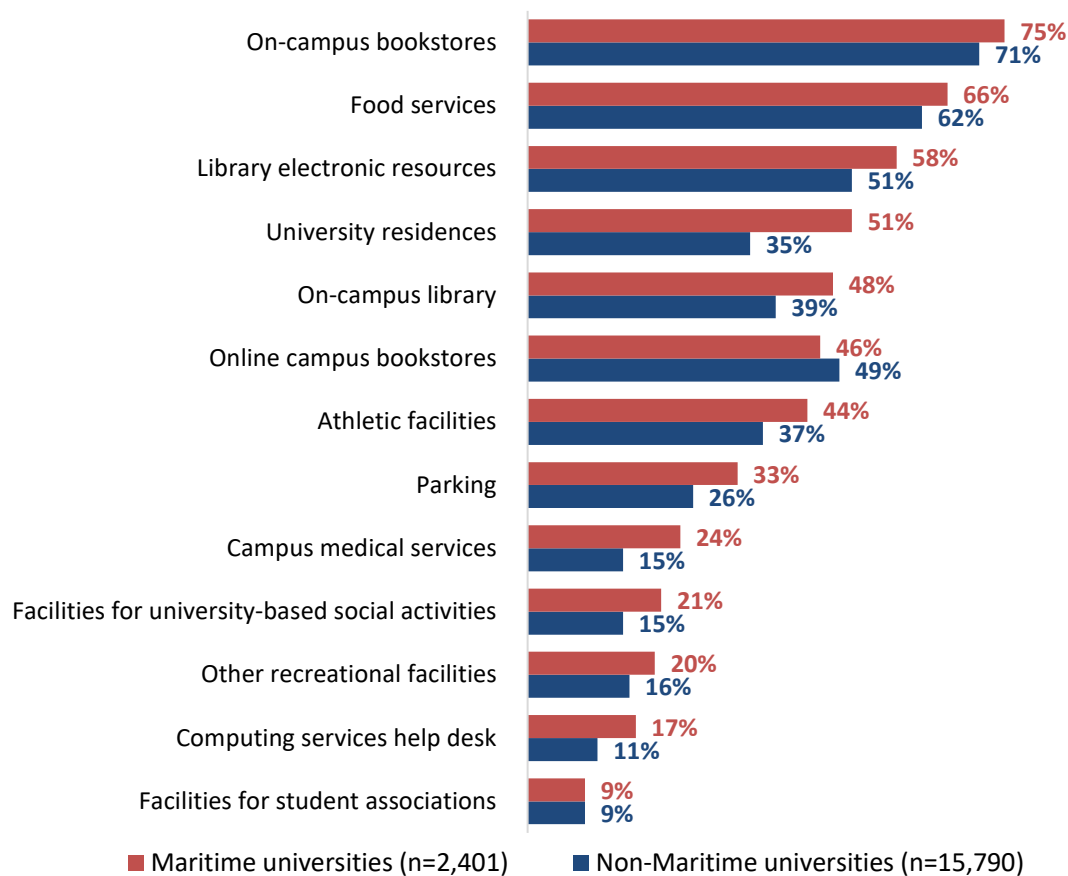


12.5 Steps taken for employment post-graduation

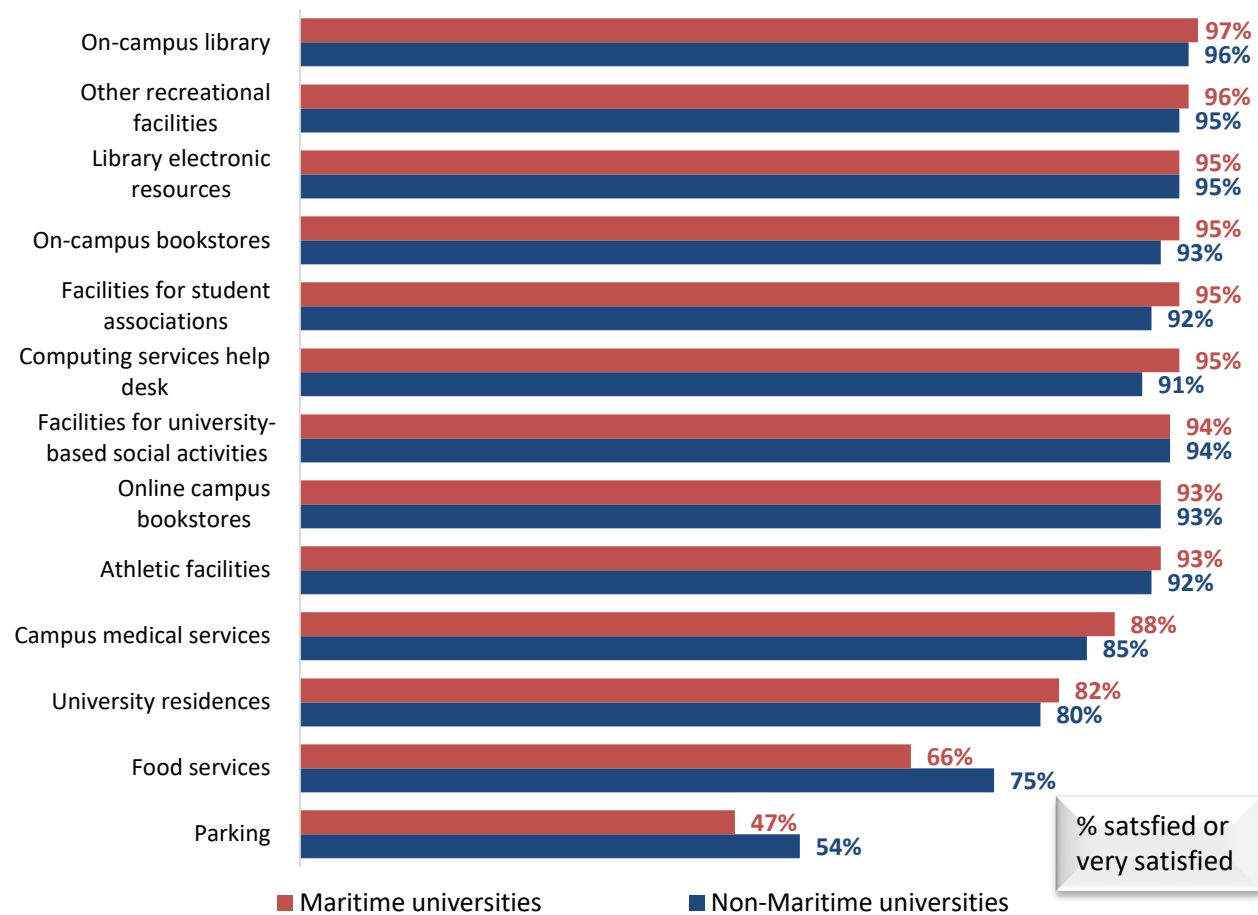


13.0 Satisfaction with facilities and services

13.1 Use of general facilities and services

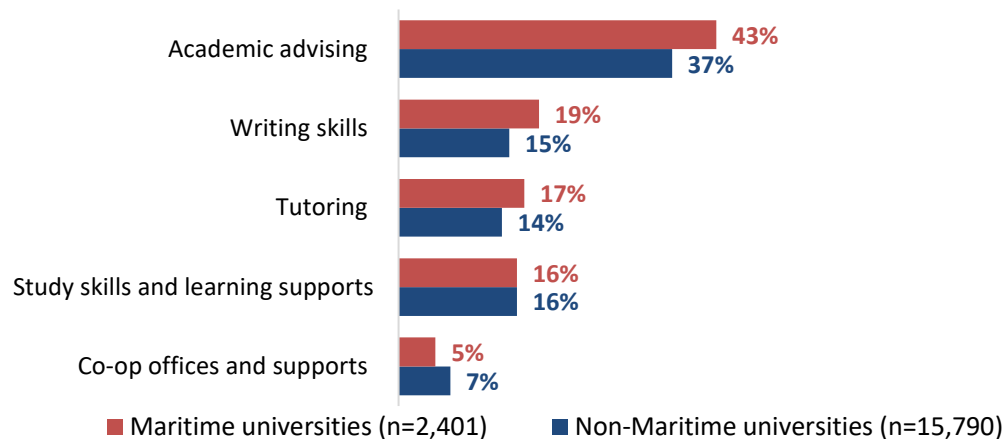


13.2 Satisfaction with facilities and services

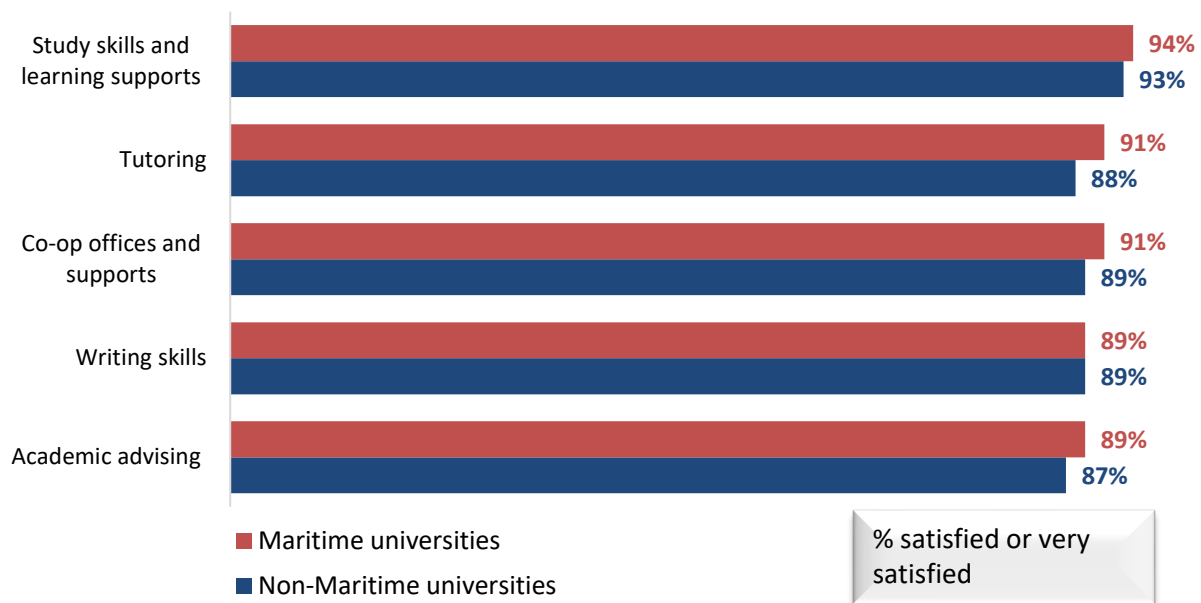


BASE: Students who have used the service.

13.3 Use of academic services

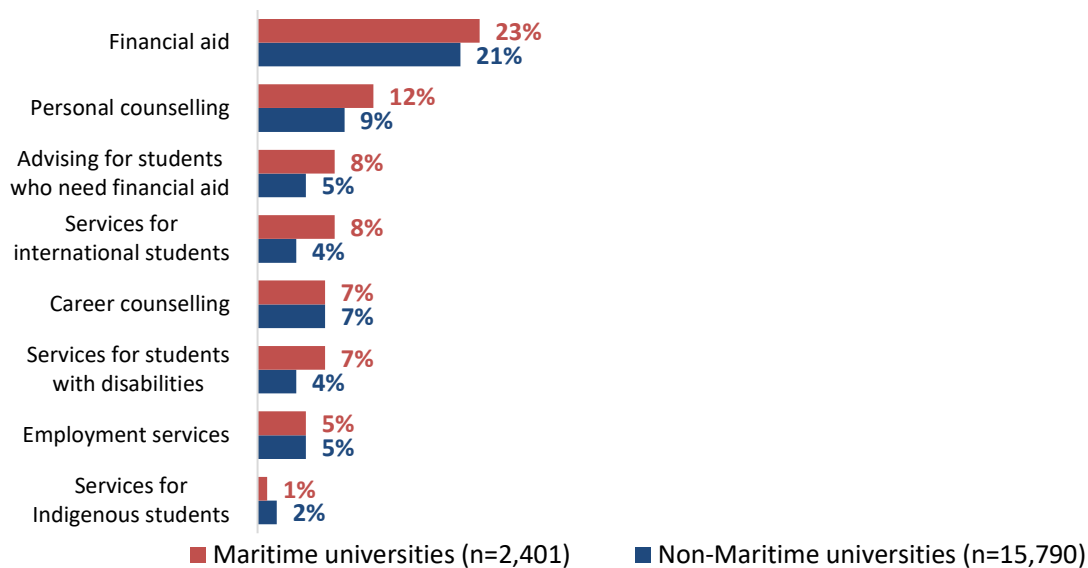


13.4 Satisfaction with academic services

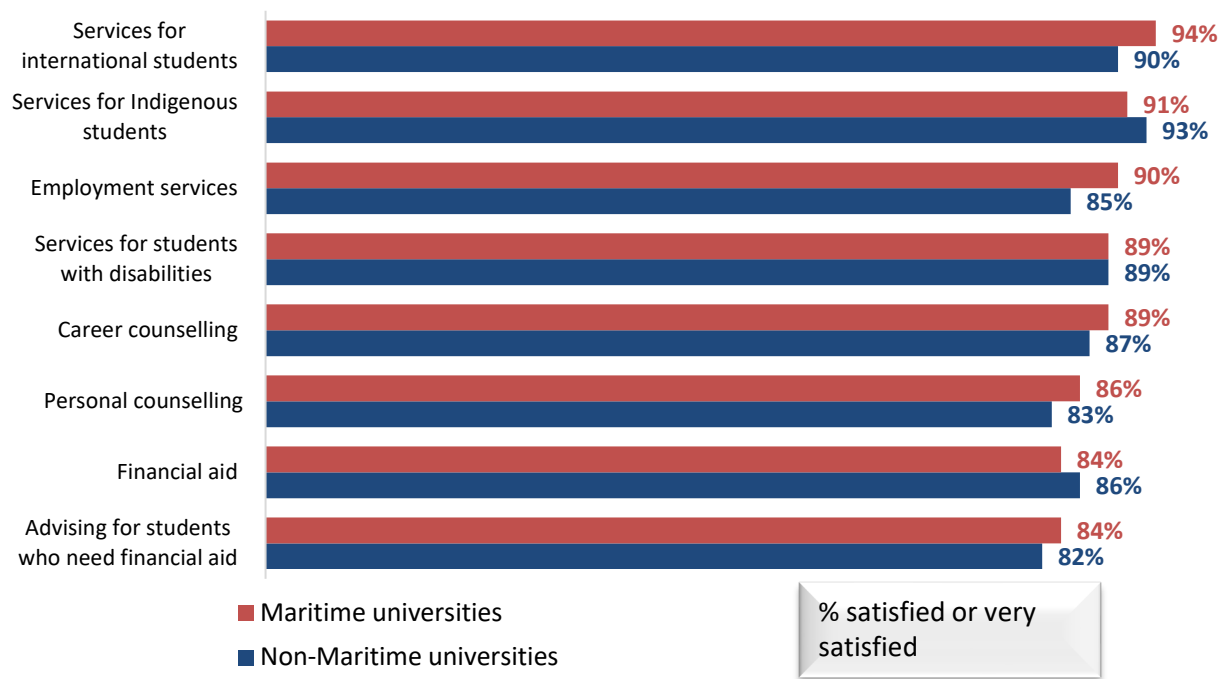


BASE: Students who have used the service.

13.5 Use of special services



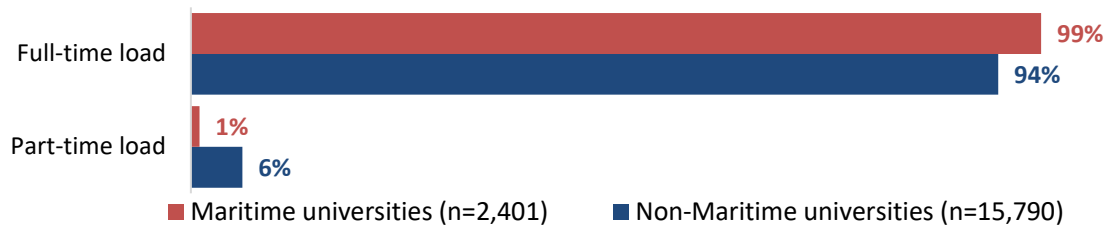
13.6 Satisfaction with special services



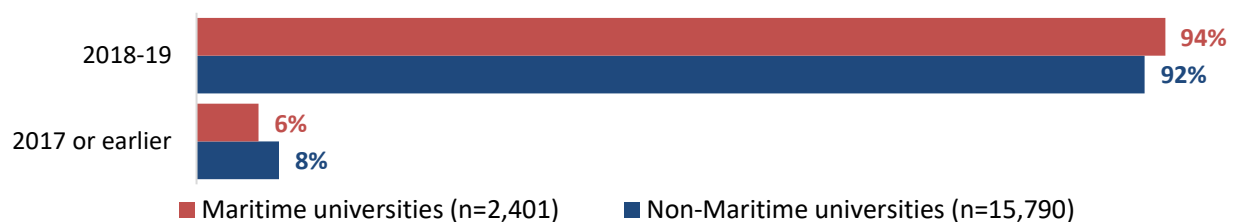
BASE: Students who have used the service.

14.0 Academic profile

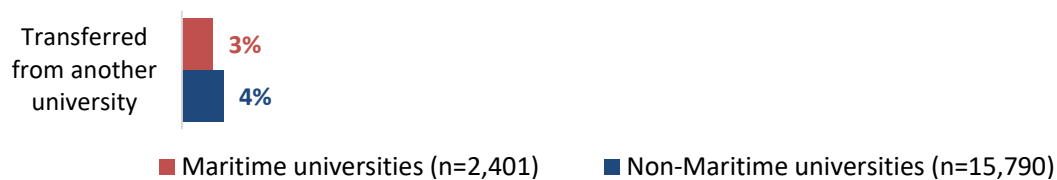
14.1 Course load



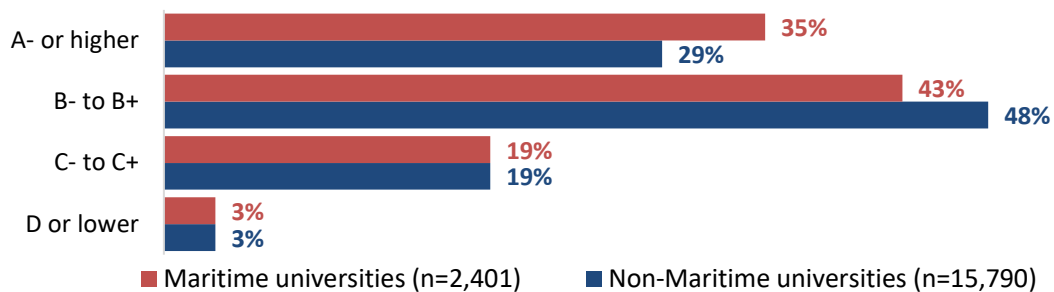
14.2 Year began post-secondary studies



14.3 Transferred from another university

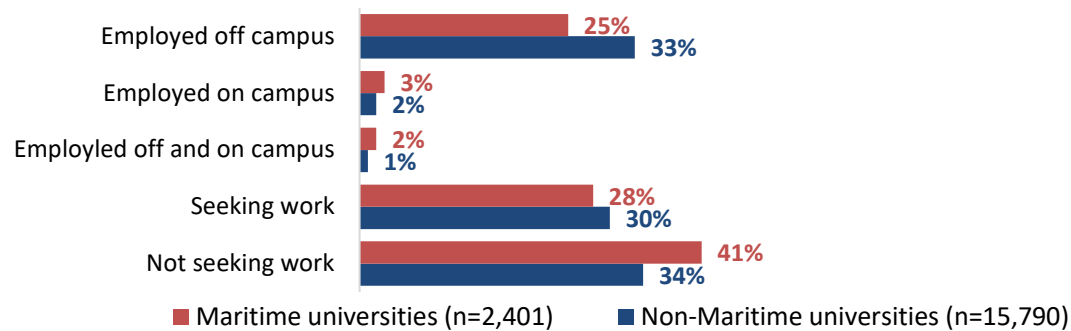


14.4 Reported university grade

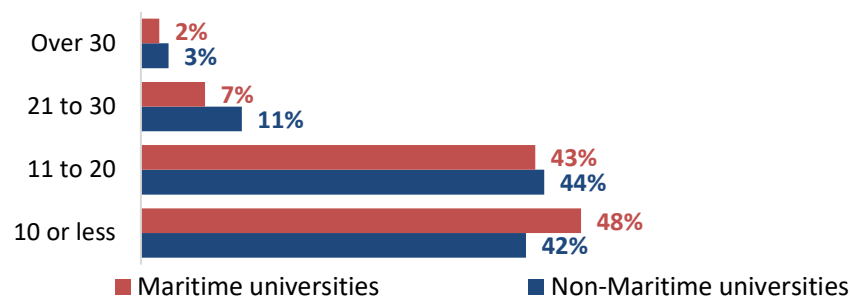


15.0 Current employment

15.1 Employment status

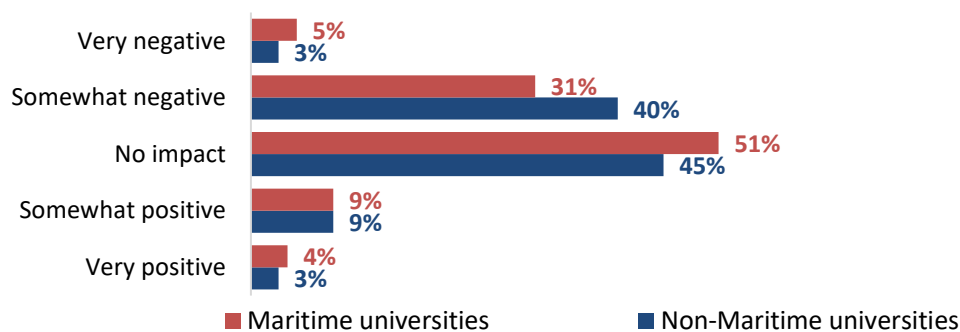


15.2 Average hours worked



BASE: Those currently employed.

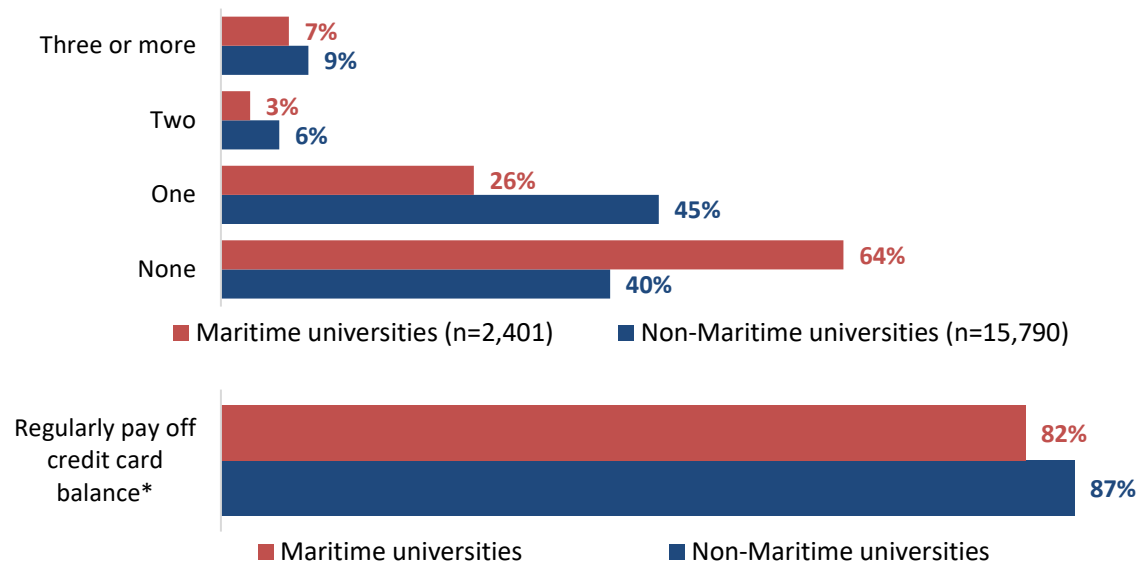
15.3 Impact of work on academic performance



BASE: Those currently employed.

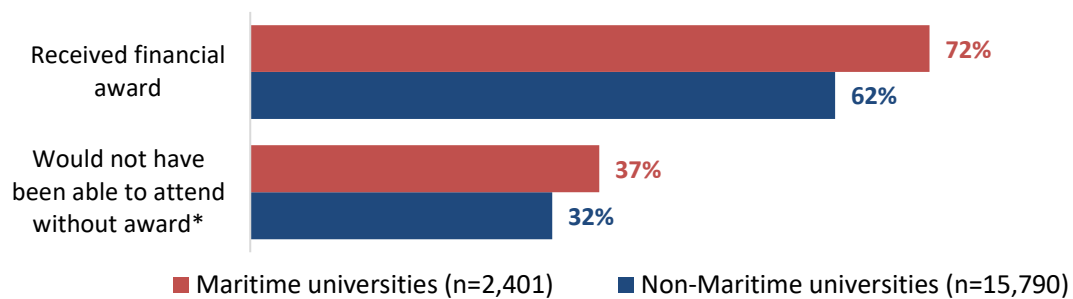
16.0 Finances

16.1 Credit cards



* BASE: Among those who have a credit card.

16.2 Financial awards and assistance



* BASE: Among those who received financial awards and assistance.

Appendix A - 2019 CUSC-CCREU Survey

2019 Survey of First-Year Students

This survey is being completed by first-year students at approximately 70 Canadian universities. We want to learn more about our new students to help them make a successful transition to university.

If you cannot finish the survey in one sitting, you can close it and return to it using the link in the email we sent you. You will be returned to the page you were on when you closed. All of your responses are confidential.

shading	description
No shading	Question only in the First-Year Survey
	Question in all 3 surveys
	Question in the First-Year Survey and the Middle Years Survey

Motivation

How important were each of the following possible reasons in your decision to go to university?

		Not important	Somewhat important	Important	Very important
motiv1	To prepare for a specific job or career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv2	To satisfy my intellectual curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv3	To earn more money than if I didn't go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv4	To get a broad education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv5	I am more likely to get a job with a degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv6	The satisfaction of doing challenging academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv7	To apply what I will learn to make a positive difference in society or my community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv8	I didn't have anything better to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv9	To get a more fulfilling job than I probably would if I didn't go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv10	To meet my family's expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv11	Learning new things is exciting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv12	Most of my friends are going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv13	To meet new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv14	The chance to participate in varsity athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv15	To explore whether university is right for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motiv16	Other reason (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
motivtxt					
motivtop	Which one was the most important to you? _____				

Applications

How many universities besides <university name> did you apply to?

app1 in Canada: _____ app2 in other countries: _____

app3 Did you apply to a college or CEGEP? Yes ☐ No ☐

app4 Is <university name> your first choice? Yes ☐ No ☐

[If app4 = "No" branch to apptxt, otherwise branch to the Selection section.]

apptxt What was your first choice university? _____

Selection

How important were each of the following in your decision to choose <university name>?

		Not important	Somewhat important	Important	Very important
sel1	I wanted to live close to home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel2	I wanted to live away from home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel3	It offered a place in residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel4	Cost of university residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel5	Cost of tuition and fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel6	It has the program I want to take	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel7	The program I want has a co-op, practicum or other work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel8	The program I want offers study/work experience abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel9	The academic reputation of the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel10	It has a good reputation for campus life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel11	It offered a scholarship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel12	It offered other financial assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel13	The size of the university suits me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel14	The city/town it's in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel15	Availability of public transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel16	It's where my friends are going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel17	It's where my family wanted me to go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel18	The chance to participate in varsity athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sel19	Other reason (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
seltxt	_____				
seltop	Which one was the most important to you? _____				

[Students identified in the university's sample file as international/visa students will be branched to vsel1;
other students will be branched to the Sources of information section.]

How important were each of the following in your decision to study at <university name>?

		Not important	Somewhat important	Important	Very important
vsel1	Academic reputation of Canadian universities in general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vsel2	Cost of tuition and fees for international students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vsel3	Friends or family recommended it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

vsel4	I thought it would be a welcoming environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vsel5	Obtaining a visa for Canada was easier than for other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vsel6	Other reason (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vseltxt	_____				

Sources of information

How important were each of the following sources of information in your decision to study at <university name>?

		Not important	Somewhat important	Important	Very important
inf1	Visit by a university representative to your high school or CEGEP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf2	The university's web site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf3	The university's Facebook site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf4	The university's other social media (e.g., Twitter, Tumblr, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf5	Printed university brochure, pamphlet or viewbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf6	Visit to campus for an open house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf7	Other visit to campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf8	Contact with admissions staff on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf9	Contact with professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf10	Contact with university athletic coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf11	High school/CEGEP counsellors or teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf12	Students attending the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf13	Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf14	Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf15	Maclean's University Rankings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf16	Globe and Mail Canadian University Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf17	The Times Higher Education World University Rankings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf18	QS World University Rankings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf19	Academic Ranking of World Universities ("Shanghai rankings")	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inf20	Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
inftxt	_____				

Orientation

orient1 Did you participate in an orientation program before or after arriving on campus last fall?
☐ Yes ☐ No

[If "No" skip to regist1]

How satisfied were you with each of the following aspects of the orientation?

		Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied	Don't know
orient2	Feeling welcome at the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

orient3	Helping you understand the university's academic expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
orient4	Helping your personal and social transition to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
orient5	Providing information about campus life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
orient6	Providing information about student services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
orient7	Building your confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Registration

		Very dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
regist1	How satisfied are you with the process of registering for courses at <UNIVERSITY NAME>?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
regist2	Thinking about all the courses in which you wanted to register this year, how satisfied were you with getting into these courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Expectations and experience

Now that you have been at <university name> for a while, how does your experience compare to what you expected in these areas?

		Much less than I expected	Less than I expected	About what I expected	More than I expected	Much more than I expected
exp1	Cost of going to university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp2	Debt you might have to take on to complete your program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp3	How academically demanding your courses are	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp4	The time you have to put into your coursework (e.g. studying, assignments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp5	Contact with your professors in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp6	Contact with your professors outside of the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp7	Amount you participate in class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp8	Amount of writing in your academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp9	Using math in your academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp10	Doing course work in groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp12	Intellectual stimulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp13	Ease of making friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
exp14	Ease of getting involved in campus social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

exp15	Availability of help and advising from the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Much lower than I expected	Lower than I expected	About what I expected	Higher than I expected	Much higher than I expected
exp17	Your course grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Exceeded	Met	Fallen short
exp18	Has <university name> exceeded, met or fallen short of your expectations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transition to university

How much success have you had adjusting to <university name> in the following areas?

		None	Very little	Some	Very much	No basis for opinion
tran1	Meeting academic demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran2	Choosing a program of study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran3	Getting academic advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran4	Performing well in written assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran5	Performing well in courses that require math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran6	Understanding the course material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran7	Managing your finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran8	Managing your time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran9	Making friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran10	Becoming involved in campus activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran11	Finding suitable housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran12	Dealing with new living arrangements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran13	Finding your way around campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran14	Using the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran15	Finding career information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran16	Commuting to campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran17	Feeling like I belong at this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tran18	Finding information about academic integrity (plagiarism, proper citation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professors

Please indicate your level of agreement with the following statements about your professors.

		Strongly disagree	Disagree	Agree	Strongly agree
prof1	Most of my professors ... Are reasonably accessible outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof2	Take a personal interest in my academic progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

prof3	Treat students as individuals, not just numbers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof4	Encourage students to participate in class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof5	Are well organized in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof6	Seem knowledgeable in their fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof7	Communicate well in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof8	Are intellectually stimulating in their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof9	Provide useful feedback on my academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof10	Provide prompt feedback on my academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof11	Are fair in their grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof12	Are consistent in their grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly disagree	Disagree	Agree	Strongly agree	No basis for opinion
prof13	Most of my professors ... Treat students the same regardless of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof14	Treat students the same regardless of race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prof15	Look out for students' interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

profxx Regardless of how well you think your professors did, which three statements do you think are the most important? choose from [prof1](#) to [prof15](#)

		Yes, all courses	Yes, most courses	Yes, some courses	No courses
prof16	Were you given the chance to evaluate the quality of teaching in your courses this past fall?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Considering all of your professors and courses, please indicate your level of agreement with the following statement.		Strongly disagree	Disagree	Agree	Strongly agree
prof17	Generally, I am satisfied with the quality of teaching I have received	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Staff						
Please indicate your level of agreement with the following statements.						
		Strongly disagree	Disagree	Agree	Strongly agree	No basis for opinion
staff1	Most teaching assistants in my academic program are helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

staff2	Most university support staff (e.g., clerks, secretaries, etc.) are helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------	---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Commitment to completion

Please indicate your level of agreement with the following statements.

		Strongly disagree	Disagree	Agree	Strongly agree	Don't know
cmt1	I have the financial resources to complete my program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt2	I had adequate information about my program from the university before I enrolled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt3	I am in the right program for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt4	Most of my courses are interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt5	My course load is manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt6	I normally go to all of my classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt7	I am willing to put a lot of effort into being successful at university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt8	I can deal with stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt9	I have good study habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt10	I plan to come back to this university next year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt11	I plan to transfer to another university next year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt12	I plan to go to college/CEGEP next year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt13	I plan to complete my degree at this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cmt14	A university degree is worth the cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall evaluation

Please indicate your level of satisfaction with <university name> in the following areas.

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
eval3	Concern shown by the university for you as an individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval9	Your decision to attend this university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eval12	How likely is it that you would recommend <university name> to a friend or family member? <input type="checkbox"/> 0 Not at all likely through to <input type="checkbox"/> 10 Extremely likely				

[If eval12 =< 6 branch to eval12txt, otherwise branch to the Goal development section.]

eval12txt	Please explain why you gave a rating of [EVAL12] out of 10 for recommending this university.
-----------	--

Goal development

goal1	Have you chosen a major or discipline? <input type="checkbox"/> Yes <input type="checkbox"/> No
-------	---

After you have completed your undergraduate studies do you intend to:

- goal3** Apply to a professional program (e.g., Medicine, Law, etc.) ☐ Yes ☐ No ☐ Unsure
goal4 Apply to graduate school ☐ Yes ☐ No ☐ Unsure

goal5 Which of the following best describes your career plans?

- ☐ I have a specific career in mind
☐ I have several possible careers in mind
☐ I have some general ideas but I need to clarify them
☐ I am unsure, but I want to develop a career plan
☐ I am not thinking about a career at this stage of my studies

goal6 How well do you know the career options your program or intended program could open for you?

- ☐ Very well
☐ Fairly well
☐ Only a little
☐ Not at all

Please indicate what steps, if any, you have taken to prepare for employment/your career after graduation.
Please choose all that apply.

- goal7** ☐ Talked with professors about employment/career
goal8 ☐ Talked with parents/family about employment/career
goal9 ☐ Talked with friends about employment/career
goal10 ☐ Created resume or curriculum vitae (CV)
goal11 ☐ Created an e-portfolio (an inventory of skills, abilities and experience maintained on the web)
goal12 ☐ Attended an employment fair
goal13 ☐ Met with a career counsellor
goal14 ☐ Worked in my chosen field of employment
goal15 ☐ Volunteered in my chosen field of employment
goal16 ☐ I have a career mentor
goal17 ☐ None of the above

Services

Please indicate which of the following services you have used since last September and how satisfied you are with the ones you have used.

				Satisfaction if service used			
			Used	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied
srv1	Services for First Nations students	<input type="checkbox"/>	srv1sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv2	Services for international students	<input type="checkbox"/>	srv2sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv3	Services for students with disabilities	<input type="checkbox"/>	srv3sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv4	University libraries: physical books, magazines, stacks	<input type="checkbox"/>	srv4sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv5	University libraries: electronic resources	<input type="checkbox"/>	srv5sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

srv6	Employment services	<input type="checkbox"/>	srv6sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv7	Career counselling	<input type="checkbox"/>	srv7sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv8	Personal counselling	<input type="checkbox"/>	srv8sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv9	Academic advising	<input type="checkbox"/>	srv9sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv10	Tutoring	<input type="checkbox"/>	srv10sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv11	Study skills and learning supports	<input type="checkbox"/>	srv11sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv12	Writing skills	<input type="checkbox"/>	srv12sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv13	University residences	<input type="checkbox"/>	srv13sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv14	Advising for students who need financial aid	<input type="checkbox"/>	srv14sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv15	Financial aid	<input type="checkbox"/>	srv15sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv16	Athletic facilities	<input type="checkbox"/>	srv16sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv17	Other recreational facilities	<input type="checkbox"/>	srv17sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv18	University bookstores: physical stores	<input type="checkbox"/>	srv18sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv19	University bookstores: online inventory check, ordering, etc.	<input type="checkbox"/>	srv19sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv20	Campus medical services	<input type="checkbox"/>	srv20sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv21	Co-op offices and supports	<input type="checkbox"/>	srv21sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv22	Facilities for university-based social activities	<input type="checkbox"/>	srv22sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv23	Facilities for student associations	<input type="checkbox"/>	srv23sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv24	Computing services help desk	<input type="checkbox"/>	srv24sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv25	Food services	<input type="checkbox"/>	srv25sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
srv26	Parking	<input type="checkbox"/>	srv26sat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Academic history

hist1 In what year did you begin your postsecondary studies? Year: _____

hist2 In what year did you first enrol at <university name>? Year: _____

hist3 Have you transferred to <university name> from another postsecondary institution?
☐ Yes ☐ No

hist4 Please choose the letter grade that best reflects your overall average grade:
☐ A (includes A+, A and A-)
☐ B (includes B+, B and B-)
☐ C (includes C+, C and C-)
☐ D
☐ F

Employment

work1 Excluding work related to a co-op program, are you employed during the current academic term?

- ☐ Yes, off campus
- ☐ Yes, on campus
- ☐ Yes, both off campus and on campus
- ☐ No, but I am looking for work
- ☐ No, and I am not looking for work

[If work1= "Yes ..." branch to work2, otherwise branch to Finances section.]

work2 On average, how many hours per week are you employed in this work? _____

work3 What impact has this employment had on your academic performance?

- ☐ Very negative
- ☐ Somewhat negative
- ☐ No impact
- ☐ Somewhat positive
- ☐ Very positive

Finances

fin1 How many credit cards do you have?
options: 0 through 10, 11 or more

[If fin1 = 0 branch to fin3, otherwise fin2.]

fin2 Do you usually pay off the whole balance every month? ☐ Yes ☐ No

fin3 What is the total unpaid balance on all of your cards? \$ _____ ☐ Don't know

fin4 Did you receive a scholarship, financial award or bursary from <university name> for the 2018-2019 academic year? ☐ Yes ☐ No

[If fin4 = No branch to live1, otherwise fin5]

fin5 Would you have been able to attend <university name> without financial assistance from <university name>? ☐ Yes ☐ No

Living arrangements

- live1 Where are you currently living?
- ☐ In on-campus housing (university residence, dorm, etc.)
 - ☐ With parents, guardians or relatives
 - ☐ In rented off-campus housing shared with others
 - ☐ In rented off-campus housing on your own
 - ☐ In a home you own

livetxt ☐ Other (please specify) _____

[If live1 <> "In on-campus housing" branch to live2, otherwise branch to live3]

live2 Would you prefer to live in on-campus housing if you had the choice? ☐ Yes ☐ No

live3 What is your marital status?

- ☐ Single
- ☐ Married or common law
- ☐ In a relationship other than married or common law

live4 Do you have children? ☐ Yes ☐ No

[If live4 = "Yes" branch to live5, otherwise branch to Disabilities/ Impairments section.]

live5 How many up to age 5? _____
live6 How many age 5 to 11? _____
live7 How many 12 or older? _____

Disabilities/ Impairments

Do you have any of the following disabilities/ impairments? Select all that apply.

dis11 ☐ I do not have a disability/ impairment

				How often are your daily activities limited by this disability/ impairment?		
				Sometimes	Often	Always
dis1	<input type="checkbox"/>	Mobility/ Dexterity	disf1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis2	<input type="checkbox"/>	Hearing	disf2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis3	<input type="checkbox"/>	Speech	disf3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis4	<input type="checkbox"/>	Vision (e.g. blindness, low vision)	disf4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis5	<input type="checkbox"/>	Learning/ Memory (e.g. dyslexia)	disf5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis7	<input type="checkbox"/>	Other physical disability	disf7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis8	<input type="checkbox"/>	Attention deficit disorder	disf8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis9	<input type="checkbox"/>	Mental health condition	disf9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis12	<input type="checkbox"/>	Chronic conditions (e.g. Multiple Sclerosis, Crohn's, Autoimmune)	disf12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis10	<input type="checkbox"/>	Other (please specify)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
distxt						

Parental educational attainment

What is the highest level of education your parent(s)/guardian(s) have completed?

	meduc Parent/ Guardian1	peduc Parent/ Guardian2
Less than high school	<input type="checkbox"/>	<input type="checkbox"/>
High school graduate	<input type="checkbox"/>	<input type="checkbox"/>
Some college, CEGEP or technical school (no certificate or diploma)	<input type="checkbox"/>	<input type="checkbox"/>
College, CEGEP or technical school graduate	<input type="checkbox"/>	<input type="checkbox"/>
Some university (no degree or diploma)	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate university degree (e.g., BA, BSc, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Professional degree (e.g., law, medicine, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Graduate degree (e.g., Master's, PhD)	<input type="checkbox"/>	<input type="checkbox"/>
Other Parent/Guardian 1 (please specify) meductxt		
Other Parent/Guardian 2 (please specify) peductxt		
Don't know/Not applicable	<input type="checkbox"/>	<input type="checkbox"/>

Ethnicity

Are you ... (check all that apply)

eth1 ☐ Indigenous (e.g., status, non-status, Métis, Inuit)
eth2 ☐ Arab (e.g., Saudi, Egyptian, etc.)
eth3 ☐ Black

- eth4 ☐ Chinese
eth5 ☐ Filipino
eth6 ☐ Japanese
eth7 ☐ Korean
eth8 ☐ Latin American
eth9 ☐ South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
eth10 ☐ Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)
eth11 ☐ West Asian (e.g., Afghan, Iranian, etc.)
eth12 ☐ White/ Caucasian
eth13 ☐ Other (please specify)
ethtxt _____

[If eth1 is checked branch to ab1, otherwise branch to the Comments section.]

- Which of the following describes your Indigenous background? (check all that apply)
- ab1 ☐ First Nations status
ab2 ☐ First Nations non-status
ab3 ☐ Metis
ab4 ☐ Inuit
ab5 ☐ Other

Comments

Please take this opportunity to comment fully about your overall university experience. Your remarks will provide valuable information to the institution.

- negativ Looking back on your experiences as a student, what aspects of your experience at <university name> have been most negative? How could we have helped or done a better job?
Comments (specify) _____ ☐ Don't know
- positiv Looking back on your experiences as a student, what aspects of your experience at <university name> have been most positive?
Comments (specify) _____ ☐ Don't know

Appendix B - Weighting and response rates

Table: Applied weights and response rates

University	Population of first-year students		Completed surveys		Applied weight	Response rate
	Population	% of population	Population	% of population		
Maritime universities						
Acadia University	744	1.0	278	1.5	0.666	37.4%
Cape Breton University	384	0.5	226	1.2	0.423	58.9%
Dalhousie University	2,262	3.1	767	4.2	0.734	33.9%
Mount Allison University	624	0.9	187	1.0	0.831	30.0%
Mount Saint Vincent University	296	0.4	86	0.5	0.857	29.1%
NSCAD University*	178	N/A	74	N/A	1.000	41.6%
Saint Mary's University	879	1.2	262	1.4	0.835	29.8%
Université Sainte-Anne*	68	N/A	25	N/A	1.000	36.8%
St. Francis Xavier University	865	1.2	255	1.4	0.844	29.5%
St. Thomas University	393	0.5	205	1.1	0.477	52.2%
Université de Moncton	726	1.0	417	2.3	0.433	57.4%
University of King's College	197	0.3	112	0.6	0.438	56.9%
University of New Brunswick	1,151	1.6	426	2.4	0.673	37.0%
University of Prince Edward Island	725	1.0	300	1.7	0.602	41.4%
Other universities						
Ambrose University	112	0.2	65	0.4	0.429	58.0%
Athabasca University	20	0.0	9	0.0	0.553	45.0%
Brandon University	561	0.8	160	0.9	0.873	28.5%
Brock University	2,939	4.0	213	1.2	3.435	7.2%
Burman University	84	0.1	36	0.2	0.581	42.9%
Capilano University	262	0.4	45	0.2	1.449	17.2%
Carleton University	4,209	5.8	1,264	7.0	0.829	30.0%
Concordia University	4,482	6.2	880	4.9	1.268	19.6%
Concordia University of Edmonton	360	0.5	138	0.8	0.649	38.3%
Lakehead University	801	1.1	394	2.2	0.506	49.2%
MacEwan University	2,076	2.9	907	5.0	0.570	43.7%
Mount Royal University	1,329	1.8	643	3.6	0.515	48.4%
Nipissing University	444	0.6	133	0.7	0.831	30.0%
Redeemer University College	119	0.2	76	0.4	0.390	63.9%
Ryerson University	5,808	8.0	651	3.6	2.221	11.2%
Simon Fraser University	3,008	4.1	622	3.4	1.204	20.7%
St. Mary's University	137	0.2	45	0.2	0.758	32.8%
The King's University	188	0.3	84	0.5	0.557	44.7%
Thompson Rivers University	810	1.1	376	2.1	0.536	46.4%
Trent University	1,351	1.9	376	2.1	0.894	27.8%
Trinity Western University	343	0.5	127	0.7	0.672	37.0%
University of Calgary	3,580	4.9	1,378	7.6	0.647	38.5%
University of Lethbridge	1,033	1.4	588	3.3	0.437	56.9%
University of Manitoba	5,134	7.1	230	1.3	5.557	4.5%
University of Northern British Columbia	405	0.6	204	1.1	0.494	50.4%
University of Ottawa	5,903	8.1	1,477	8.2	0.995	25.0%
University of Regina	1,503	2.1	444	2.5	0.843	29.5%
University of Saskatchewan	2,196	3.0	313	1.7	1.747	14.3%
University of the Fraser Valley	743	1.0	168	0.9	1.101	22.6%
University of Victoria	2,382	3.3	378	2.1	1.569	15.9%
University of Waterloo	6,276	8.6	905	5.0	1.726	14.4%
University of Winnipeg	1,072	1.5	494	2.7	0.540	46.1%
Wilfrid Laurier University	3,761	5.2	748	4.1	1.252	19.9%

* Université Sainte-Anne and NSCAD University participated as a non-member. For analyses in this report, their results were assigned a weight of 1.