



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



**2022 FIRST-YEAR  
MARITIME UNIVERSITY STUDENTS**

Prepared for:  
Maritime Provinces Higher Education Commission  
(MPHEC)

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Appendix A - 2022 CUSC-CCREU Survey  
Appendix B - Weighting and response rates

## EXECUTIVE SUMMARY

This report compares results from 14 Maritime universities (n = 3,235) to 31 universities (n = 11,935) outside the Maritimes. When weighted, the sample sizes are corrected to 2,348 for Maritime universities and 12,822 for non-Maritime universities.

### Profile of first-year students

The demographic profile of first-year students attending Maritime universities showed that 84% were Canadian citizens, 81% were 18 or younger, 77% were single, 70% were female, 37% reported a disability, 25% self-identified as a member of a visible minority, 9% were first-generation post-secondary students, and 5% were Indigenous. These results were similar to those of students elsewhere in Canada, with the exception that students elsewhere were older (36% 19 or older versus 19% of Maritime students) and more likely to self-identify as a visible minority (47% versus 25%).

In addition, 65% of Maritime students were living away from their parents/family compared to 49% of students elsewhere.

### Motivation for attending university

When asked for the most important reason for attending university, the most common reasons were job related, with *preparing for a specific job or career* (33%) 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 were 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 was lower than among students attending non-Maritime universities (79%). This may be related to why students at Maritime universities were more likely to have indicated that the university they were attending was their first choice (87% versus 77%).

The single most important factor for students at Maritime universities was *their university has the program they wanted to take* (26%), which was more than double the proportion of the next most selected reason (*wanted to live close to home* at 12%). In general, results were similar to those of students studying elsewhere in Canada, with the exception that those studying elsewhere were about twice as likely to select *the program had the work experience they wanted* – 12% versus 5%; however, the difference was 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, only one source was rated as important or very important by more than half – *the university's website* (53%). Results tend to be fairly similar between Maritime students and students elsewhere, with only two differences greater than 5% (with Maritime students rating as more important in both cases) – *contact with admissions staff on campus* (37% versus 30%) and *visit by university representative to my high school* (21% versus 15%).

### Orientation and registration

Fifty-three percent of first-year students at Maritime universities participated in orientation, which was on par with results for students elsewhere in Canada (49%). Among those who participated in orientation, students at Maritime universities were most satisfied that orientation made them *feel welcome at their university* (91% very or somewhat satisfied) and least satisfied with orientation *helping their personal and social transition* (78%), with results on par with students at other universities.

Students at Maritime universities showed similar rates of satisfaction with aspects of registration as students elsewhere, including being satisfied with *getting into all the courses they wanted* (87% very or somewhat satisfied) and the *process of registering for their courses* (80%).

### Expectations and experience

First-year students rated 15 experiences as to whether they exceeded, met, or fell below their expectations. Results seemed to indicate that students were more likely to be surprised about the academic challenges of university (e.g., *time to put into their coursework* and *how demanding their courses are*) and cost-related aspects (e.g., *cost of going to university* and *debt to complete program*). 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 were equally as likely to say their university experiences exceeded (19%) rather than fell short (17%) of their expectations. Results were on par with other universities in Canada.

### Transition to university

Students at Maritime universities reported the most success *understanding the course material* (93% some or very much success), *finding their way around campus* (93%), or *finding information about academic integrity* (93%), while they reported the least success *becoming involved in campus activities* (48%). This pattern was the same for students studying elsewhere in Canada.

Students studying at Maritime universities tended to have more success transitioning than students elsewhere, with the biggest gap for *dealing with new living arrangements* (81% versus 70%), although differences between Maritime and non-Maritime students were not 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 70% agreement – *professors taking a personal interest in their academic progress* (55%).
- Among those 15 aspects, Maritime students rated professors *communicating well in their teaching* (40%) as the most important attribute. Least important was *providing prompt feedback on academic work* (6%).
- Just over half (51%) of Maritime students said they *were given the chance to evaluate the quality of teaching in all their courses*, which was higher than non-Maritime students (40%), but not statistically different.
- Among first-year Maritime students, 9 in 10 agreed that they are *generally satisfied with the quality of teaching they received*, including 18% who strongly agreed. These results were similar to students elsewhere in Canada.

### Commitment to completion

Several measures were used to gauge students' commitment to completing their programs at their universities, all of which were similar between Maritime and non-Maritime students.

- **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% agree or strongly agree), which is reflected in the fact that almost as many agreed that they *normally go to all of their classes* (90%). Although Maritime students may feel that they can put in the effort, fewer agreed that they *can deal with stress* (66%) or *have good study habits* (66%).

- **Perceptions of university education.** Students at Maritime universities were most likely to agree that *most of their courses were interesting* (86% agree or strongly agree) among four university education related aspects.
- **Perceptions of finances.** Maritime students were slightly more likely to agree that *they have the financial resources to complete their program* (73% agree or strongly agree) than *a university degree is worth the cost* (63%).
- **Perceptions of persistence.** At the time of the survey, 87% of first-year Maritime students agreed that they *plan to come back to their university next year*, although slightly fewer *plan to complete their degree at their university* (83%). About 1 in 10 *plan to transfer to another university next year* (8%) or *plan on going to college/CEGEP next year* (8%).

### Overall evaluation of student experiences

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

- Slightly less than 7 in 10 first-year students at Maritime universities said they are satisfied with the *concern shown by the university for them as an individual*, although just 7% were very satisfied. These findings are very similar to those students attending non-Maritime universities.
- Over 9 in 10 first-year Maritime students were satisfied with *their decision to attend their university*, including 26% who were very satisfied.
- Overall, 33% of Maritime students are classified as promoters of their university, while 21% are detractors, resulting in a Net Promoter Score (NPS) of +12. This compares to an NPS of -1 for students attending universities elsewhere, which may be telling, but is not statistically significant.

### Goal development

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

- Around 61% of first-year students at Maritime universities said they had selected their major or discipline. This compared to 78% of students attending universities outside the Maritimes, although the difference fell just above the threshold for statistical significance.
- Just over half of Maritime students (51%) plan to continue their education after their degree, either in *professional program* (32%) or *graduate school* (34%). These are slightly higher than the proportions amongst students elsewhere in Canada, but not significantly higher.
- Overall, 34% of first-year students at Maritime universities had a specific career in mind, while another 32% 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 simply gathering information from talking with *parents/family* (78%), *friends* (67%), or *professors* (24%).

### **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 3 in 4 students indicate they were satisfied: *food services* (62%) and *parking* (57%). Generally students at Maritime universities show similar levels of satisfaction as students elsewhere.

### **Academic profile**

Examining students' academic profiles shows that almost all first-year students at Maritime universities were attending full-time (98% versus 88% elsewhere) and did not transfer from another institution (98% versus 94% elsewhere). Most reported an average university grade of B- or higher (83% versus 84% elsewhere).

### **Current employment**

Overall, 32% of first-year students at Maritime universities were currently employed, which was lower than that reported among students outside the Maritimes (41%), 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 38% 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.

About 74% of first-year students attending Maritime universities said they have received a financial award from their university, which was slightly higher than students at other universities (59%), but the difference is not statistically significant. Among those who received an award, 36% 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.

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 = 3,235) to 31 universities (n = 11,935) 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 2,348 for Maritime universities and 12,822 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

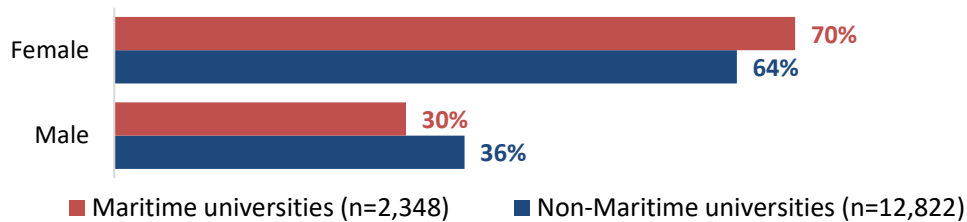
### 1.2 Non-response

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.

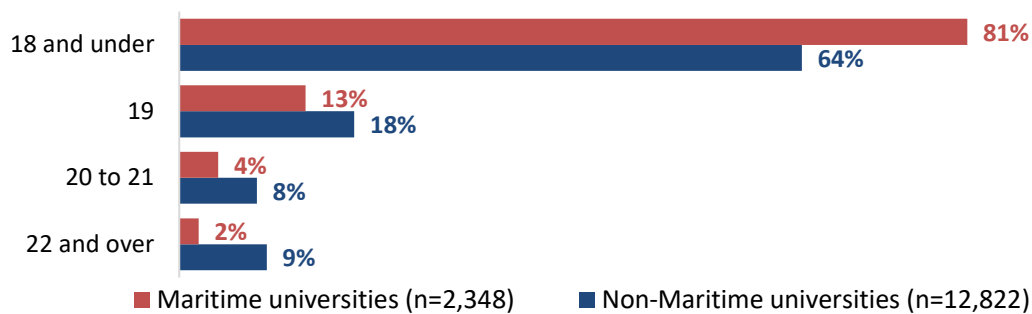
## 2.0 Profile of first-year students

### 2.1 Personal profile

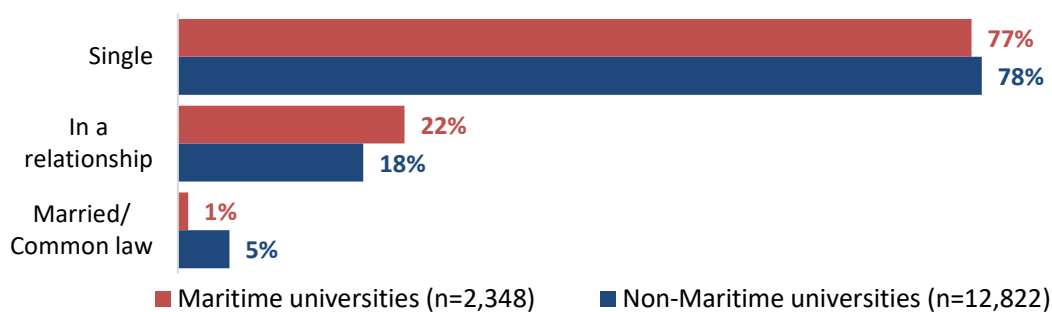
#### 2.1.1 Gender



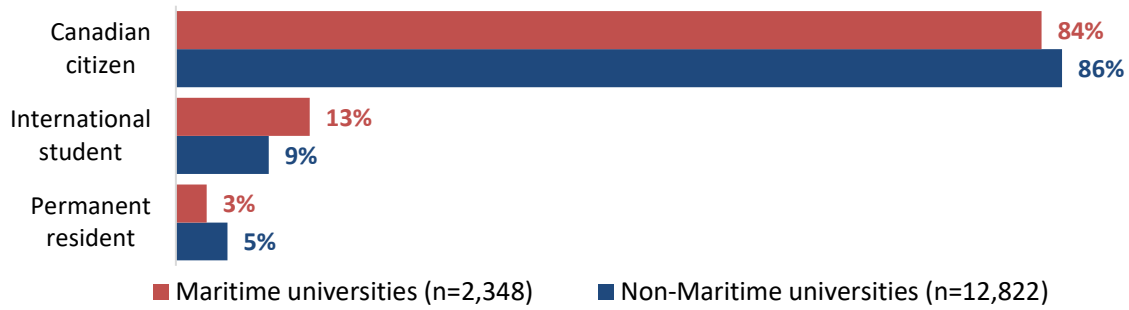
#### 2.1.2 Age (as of September 1, 2021)



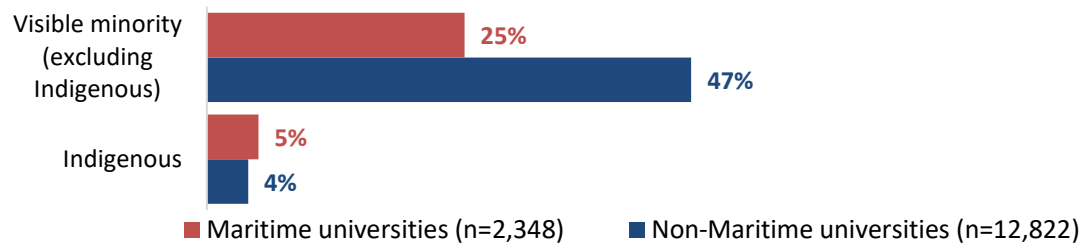
#### 2.1.3 Marital status



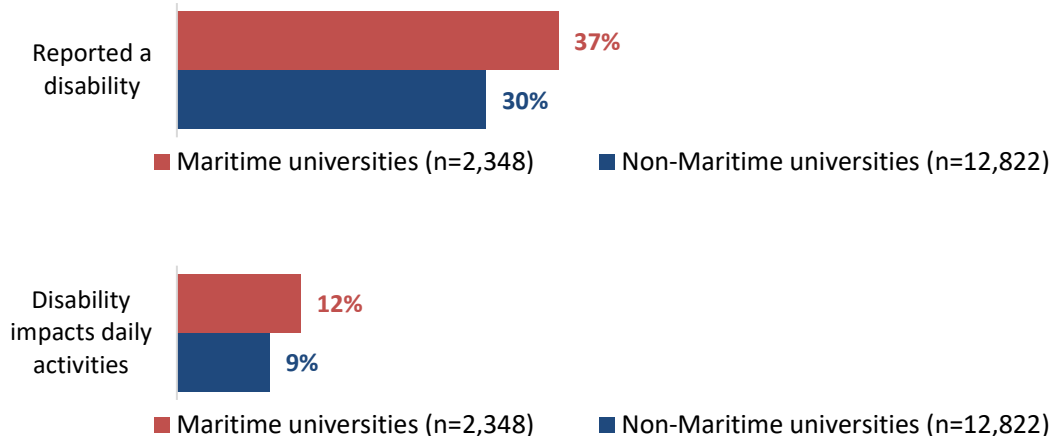
### 2.1.4 Citizenship



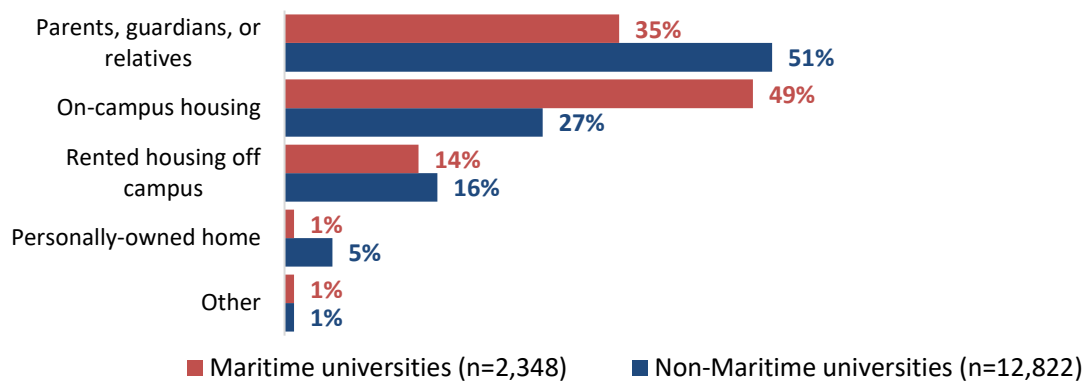
### 2.1.5 Ethnicity



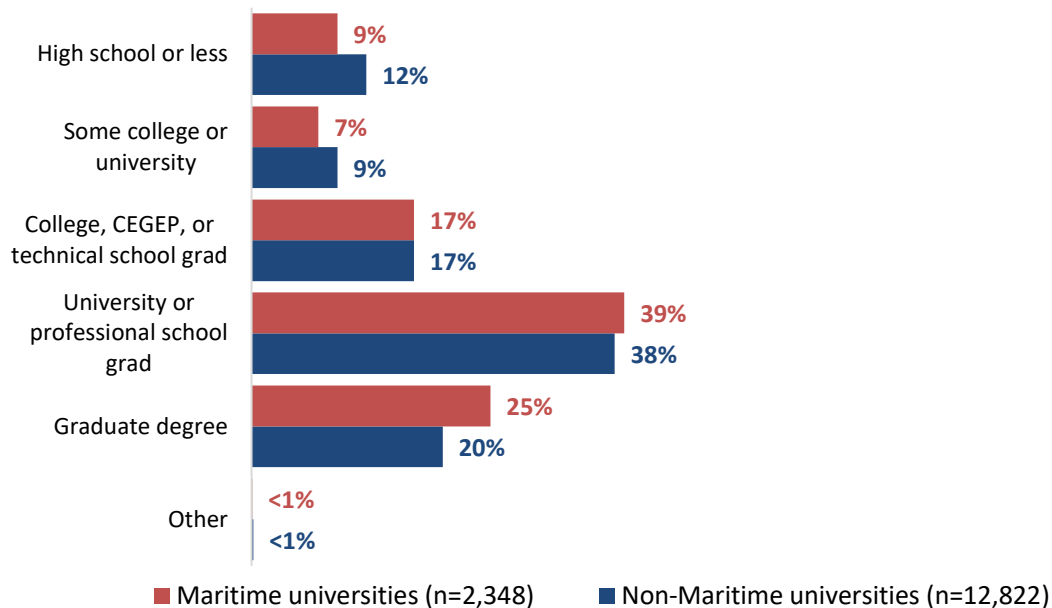
## 2.2 Disabilities



## 2.3 Living arrangements

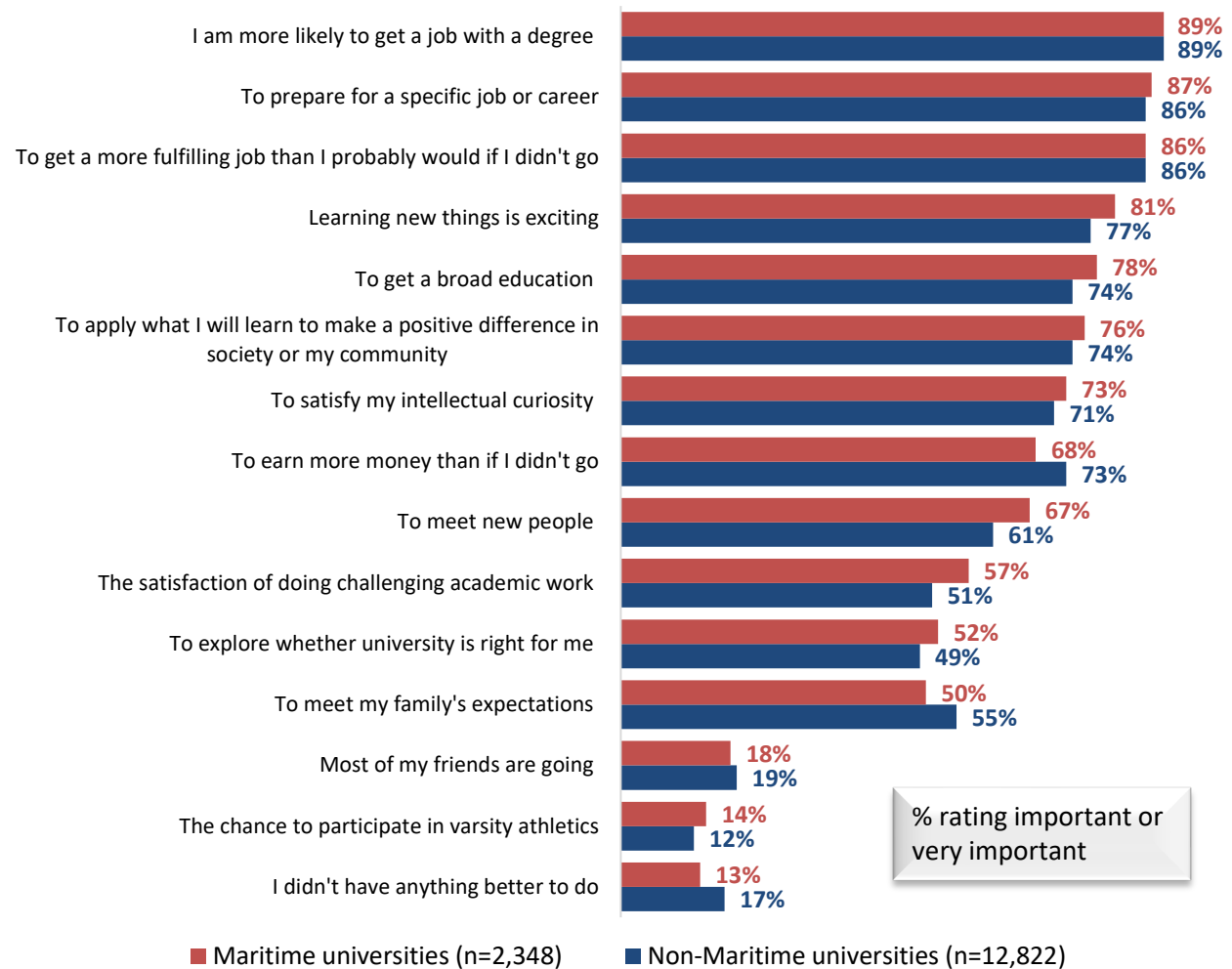


## 2.4 Highest parental education

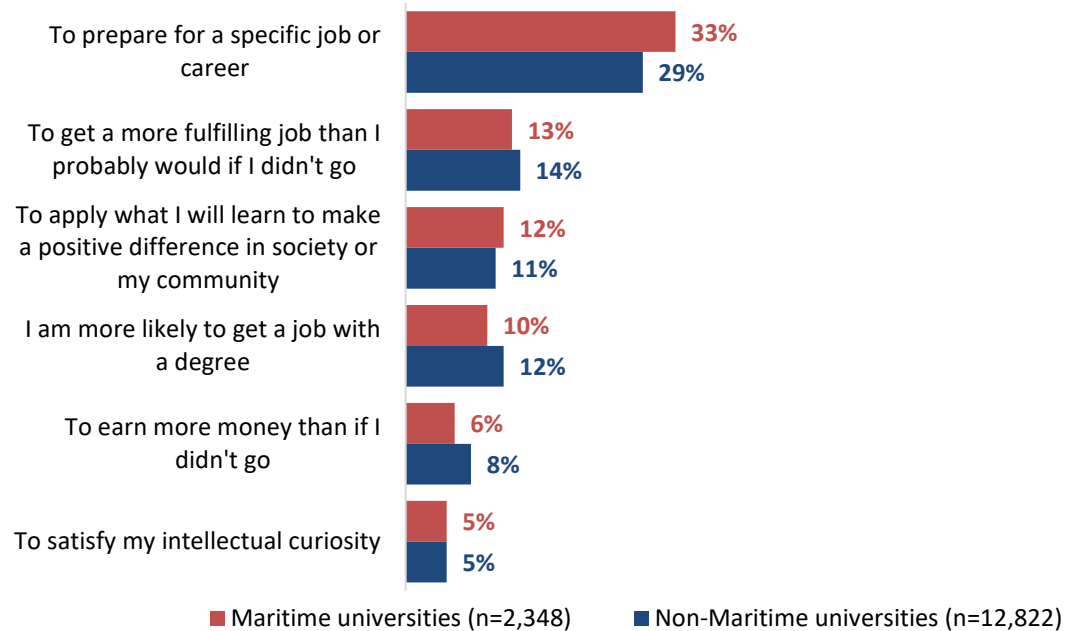


### 3.0 Motivation for attending university

#### 3.1 Importance of reasons for going to university

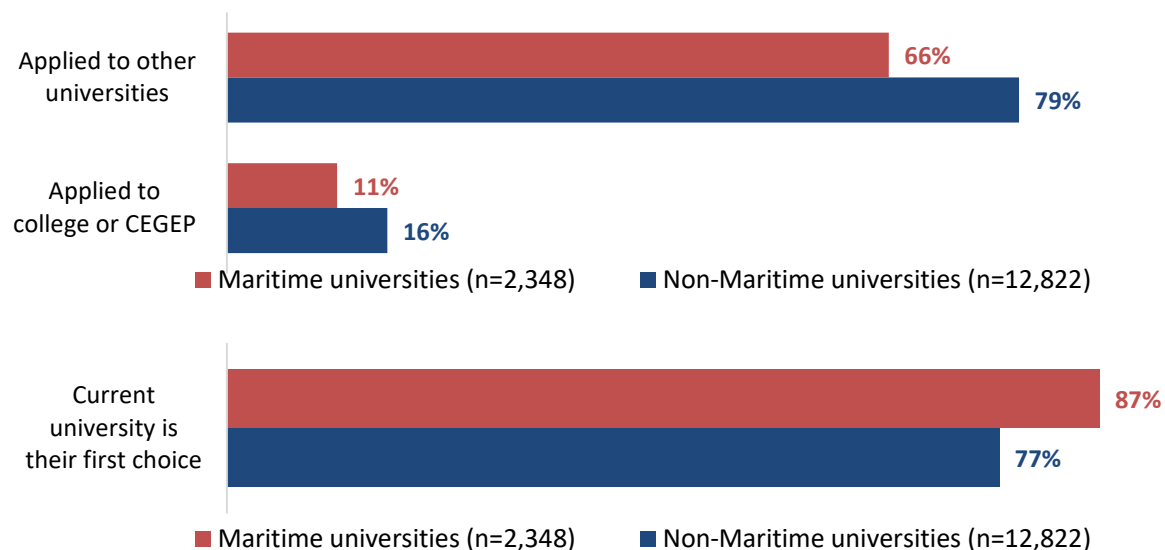


### 3.2 Most important reason

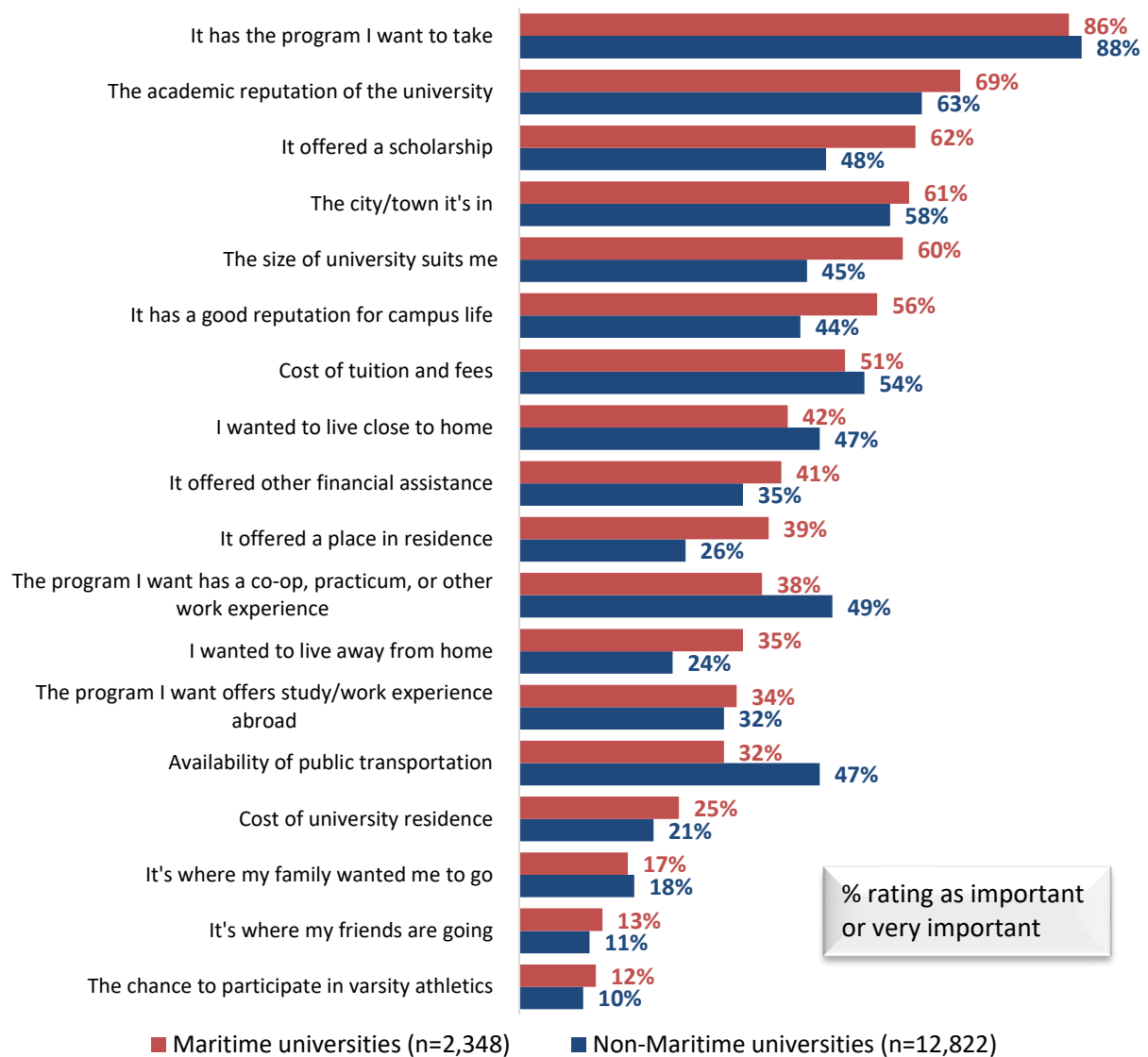


## 4.0 Choosing a university

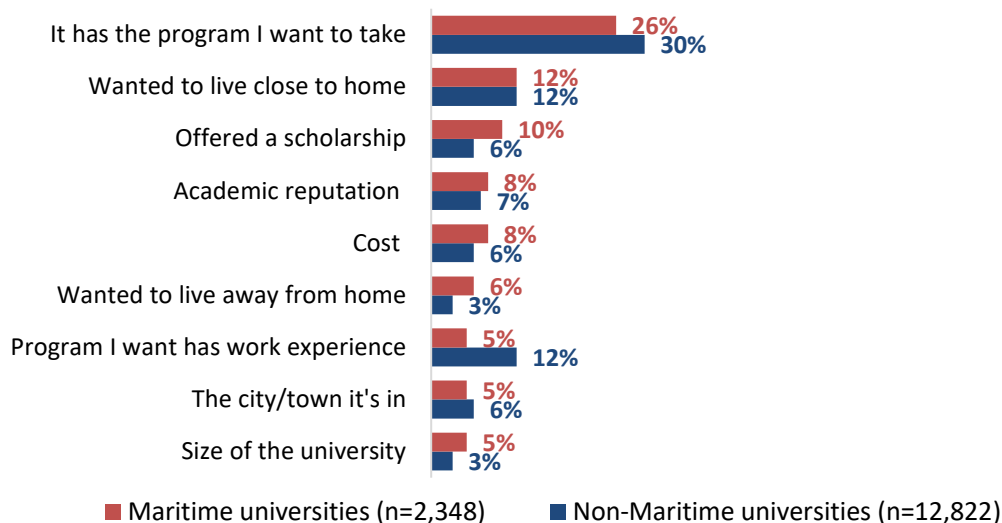
### 4.1 Applications



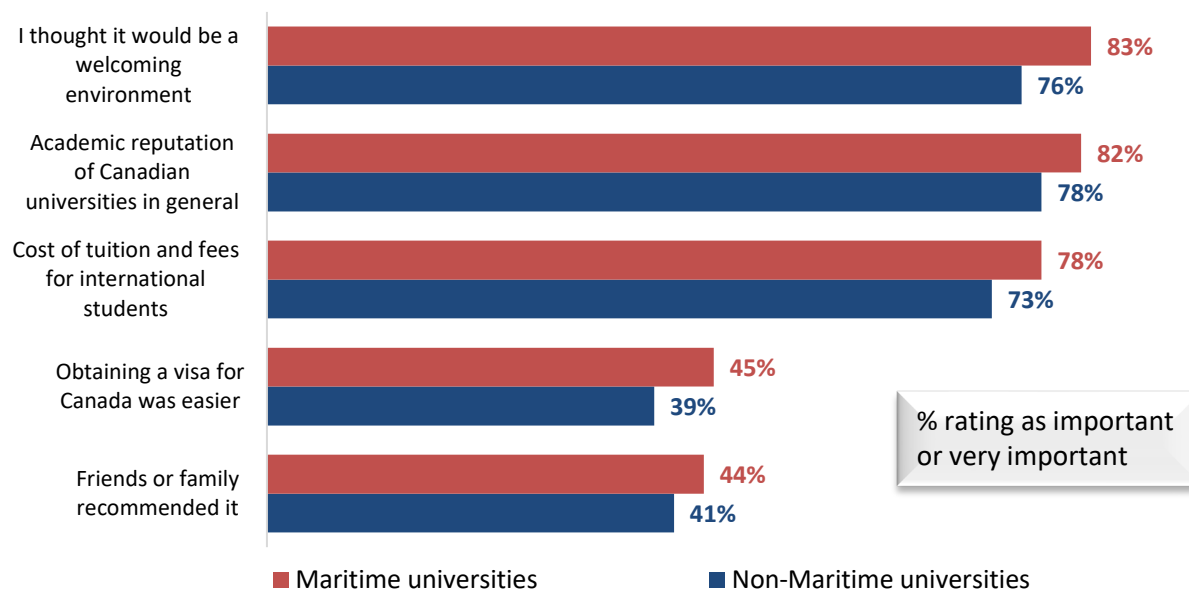
## 4.2 Selecting their university



#### 4.2.1 Most important reasons for selecting their university

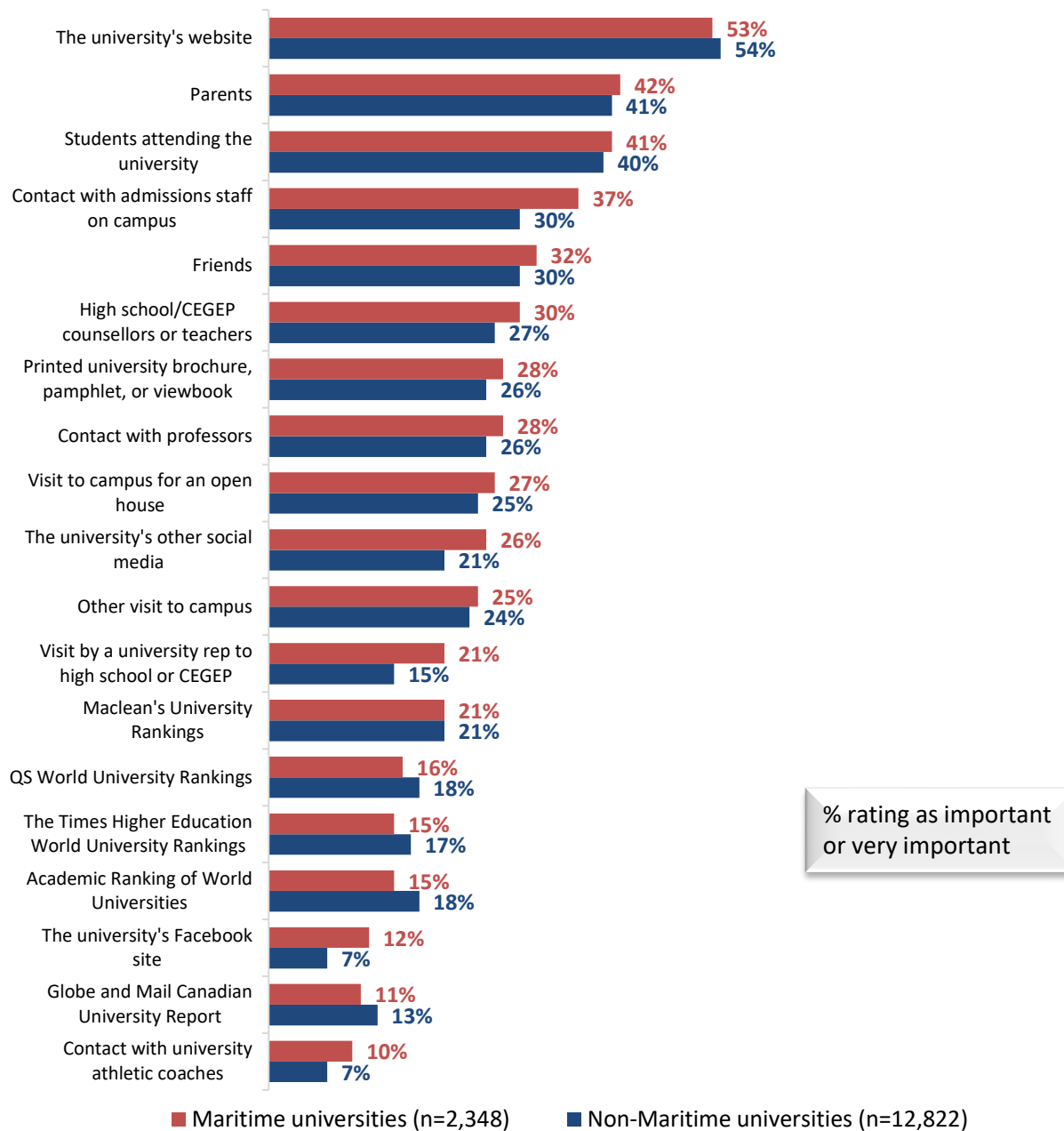


#### 4.3 Selecting their university (International students)

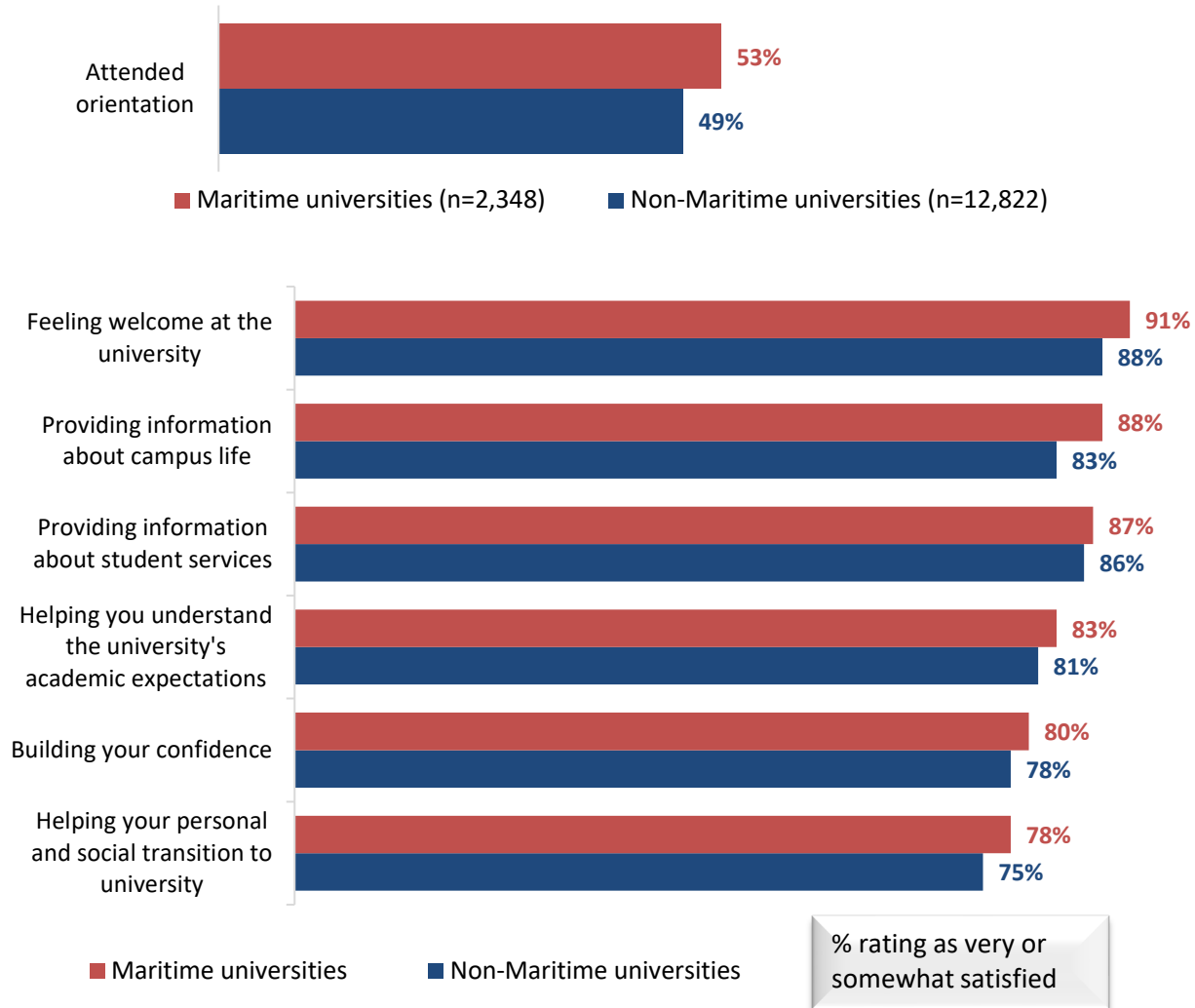


BASE: Students identified as international student in samples supplied by universities.

#### 4.4 Sources of information

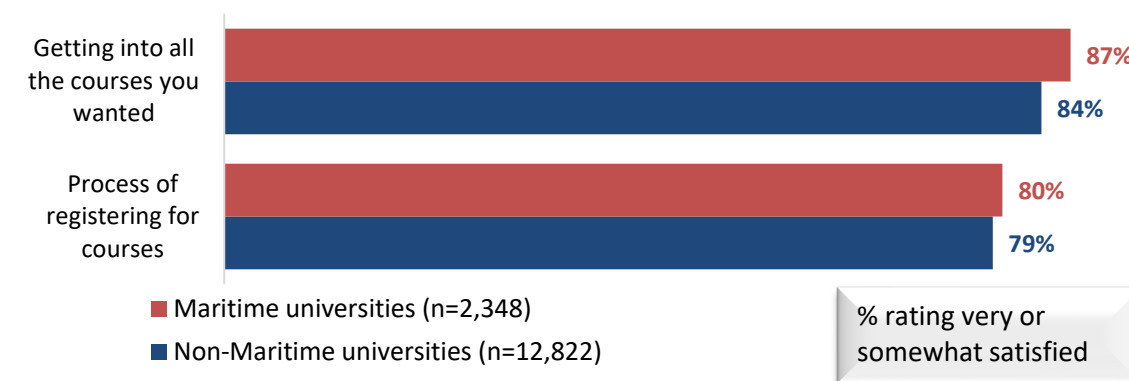


## 5.0 Orientation



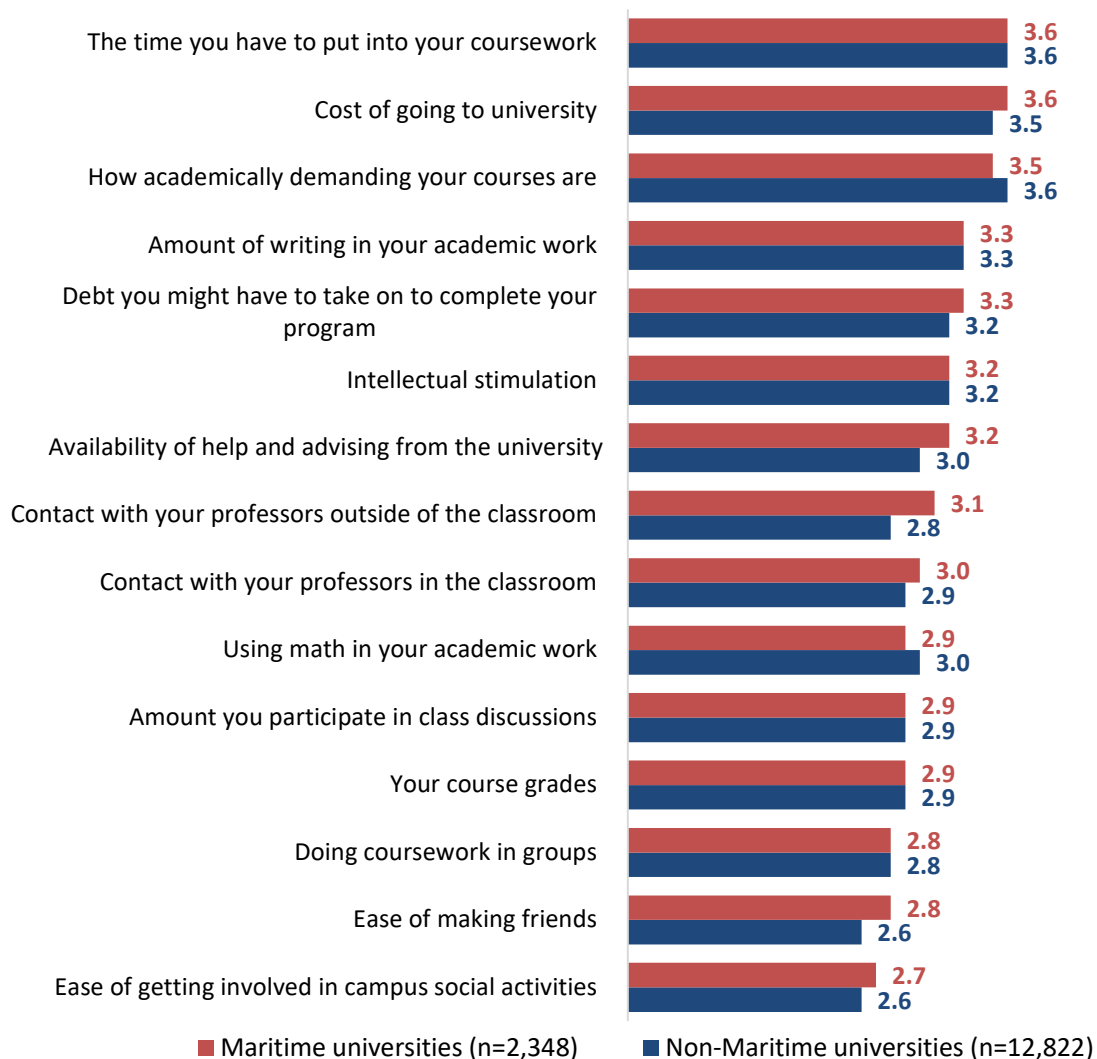
BASE: Students who participated in orientation.

## 6.0 Registration



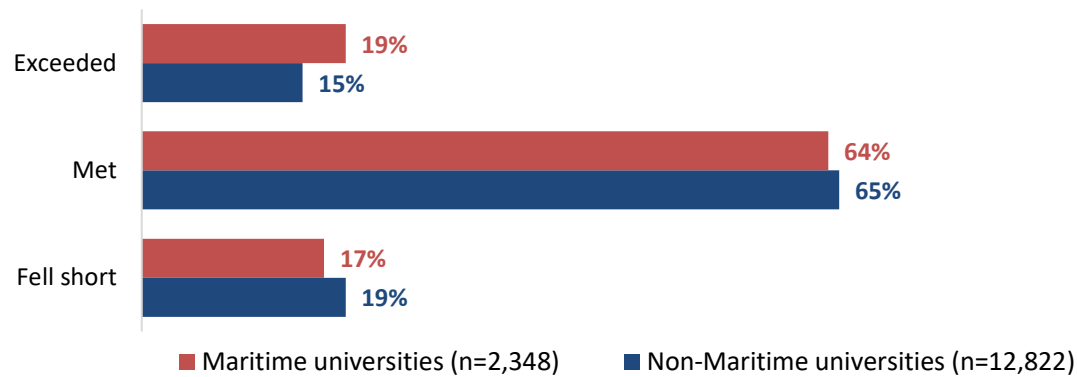
## 7.0 Expectations and experience

### 7.1 Mean ratings of experiences compared to expectations<sup>1</sup>



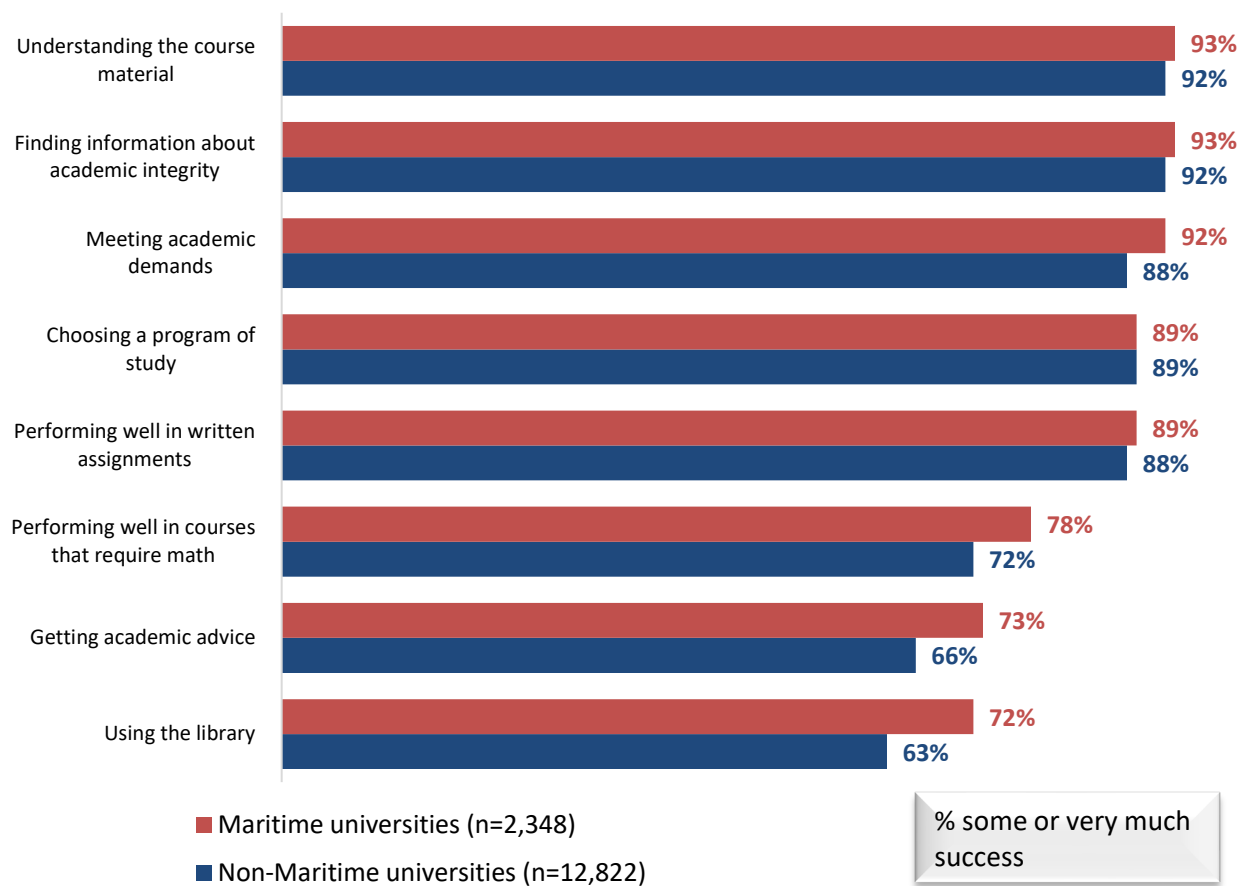
<sup>1</sup> First-year students rated 15 experiences as to whether they were much less than expected (1), less than expected (2), about what expected (3), more than expected (4), and much more than expected (5).

## 7.2 Overall expectations

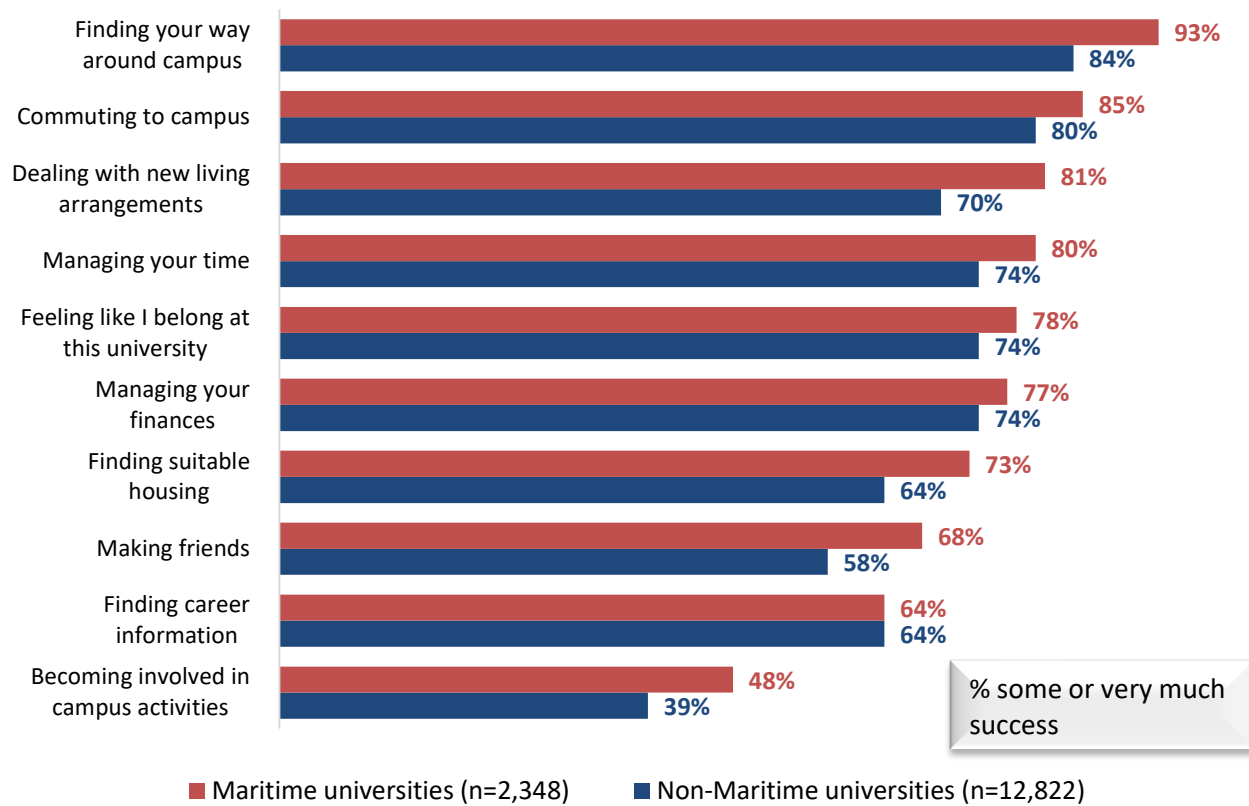


## 8.0 Transition to university

### 8.1 Academic aspects

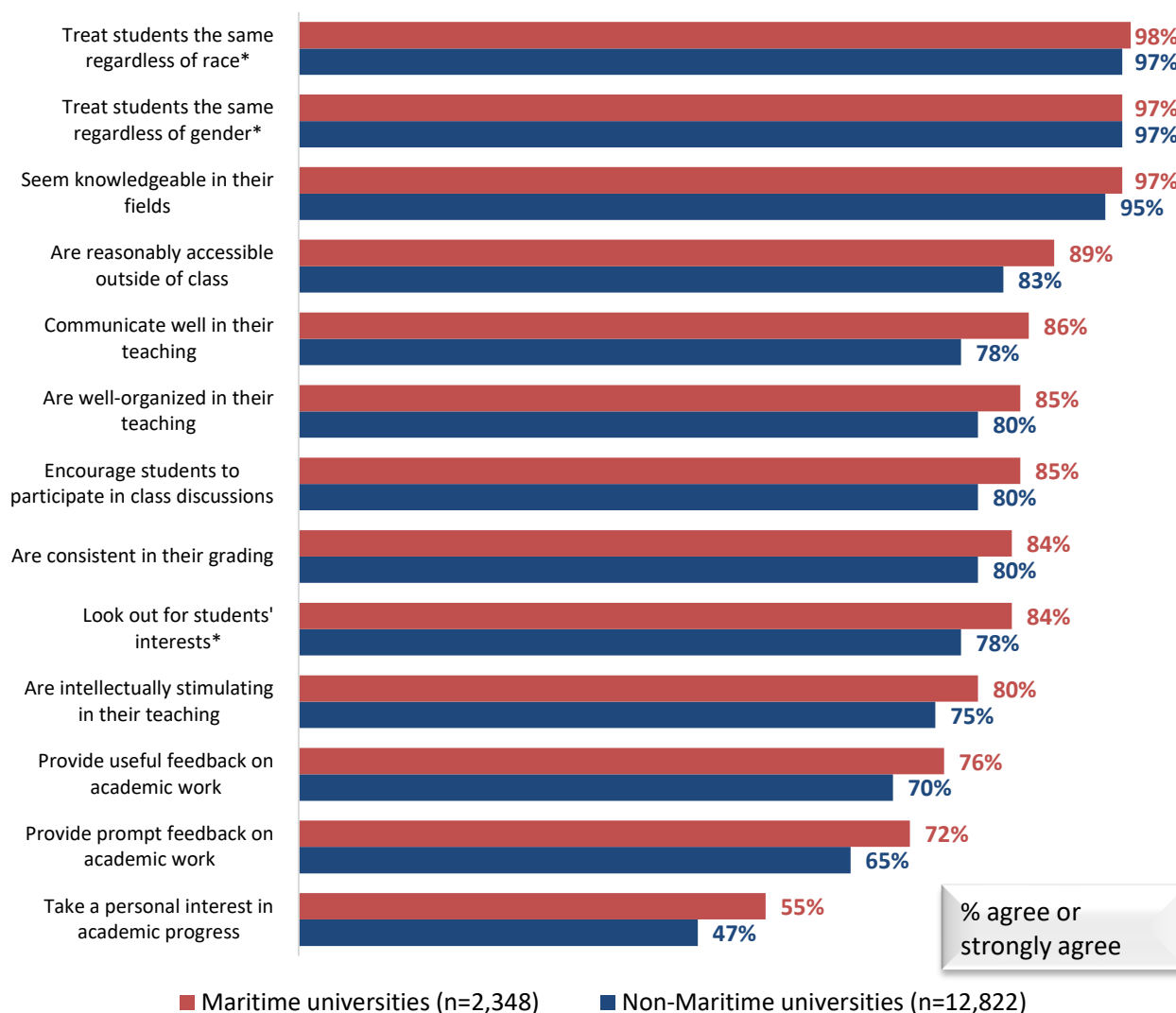


## 8.2 Success with other aspects



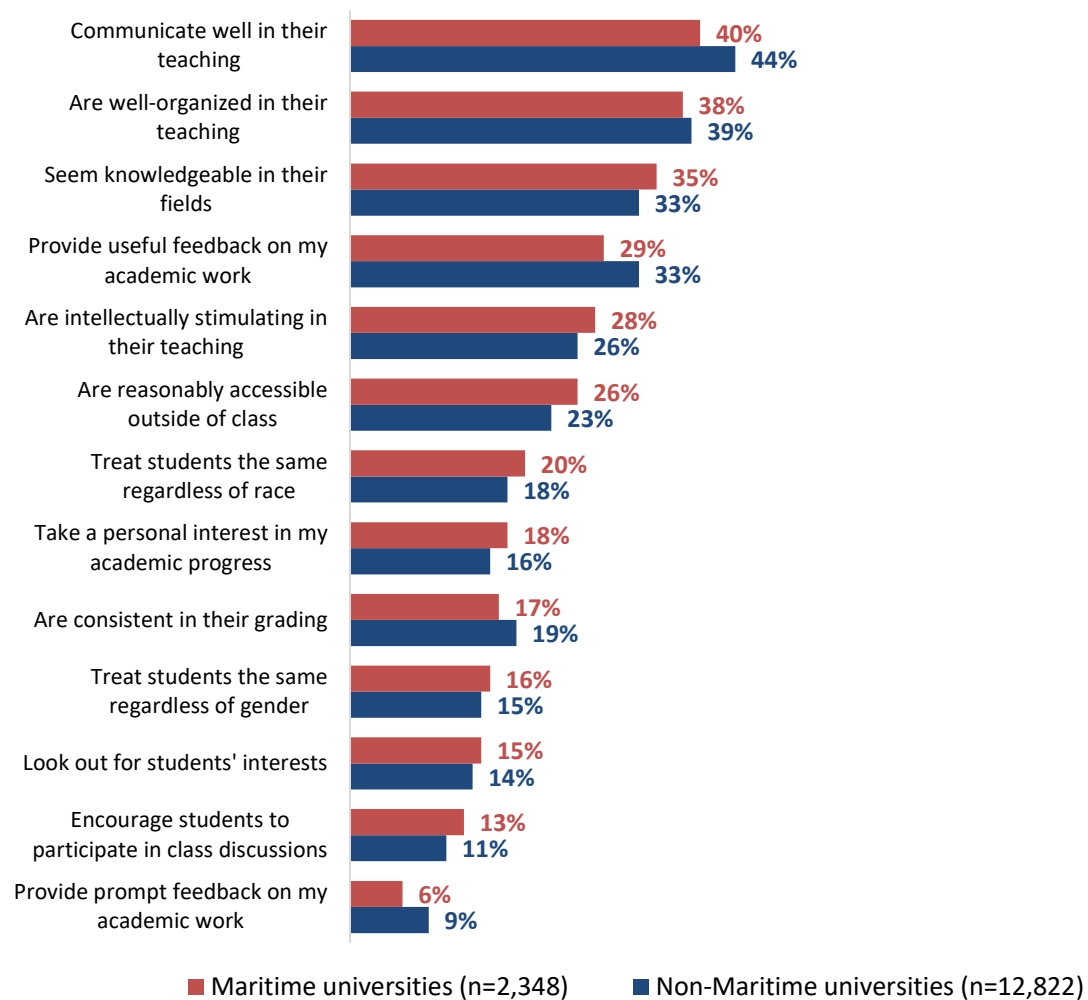
## 9.0 Educational experiences

### 9.1 Perceptions of professors<sup>2</sup>

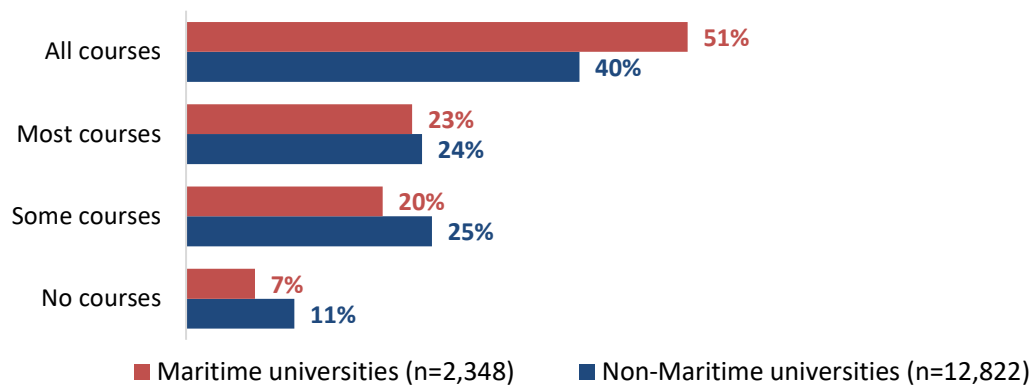


<sup>2</sup> \* These questions included an option for students to say “No basis for opinion” and those responses have been removed from the calculations.

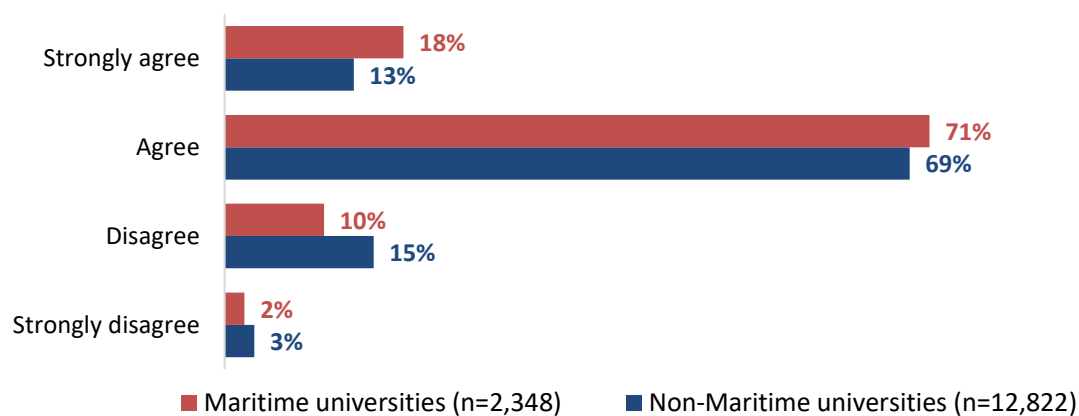
## 9.2 Most important attributes of professors



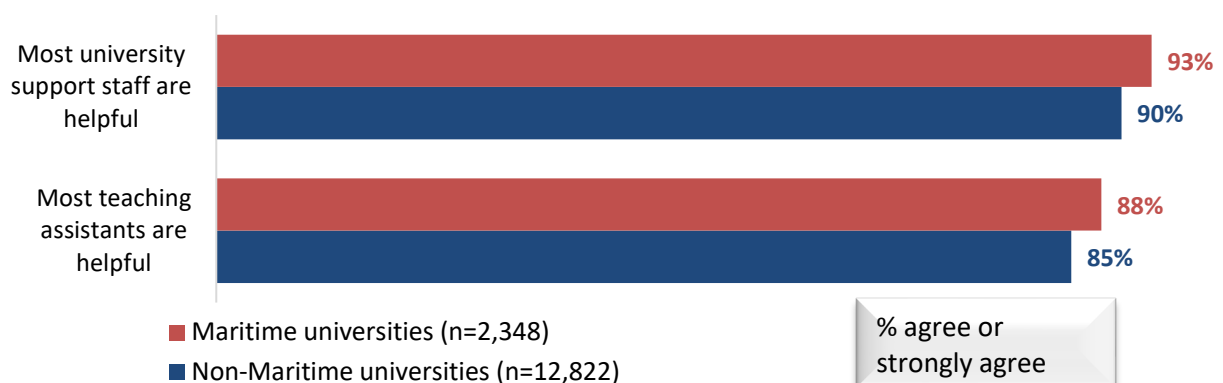
### 9.3 Ability to evaluate teaching



### 9.4 Satisfaction with quality of teaching

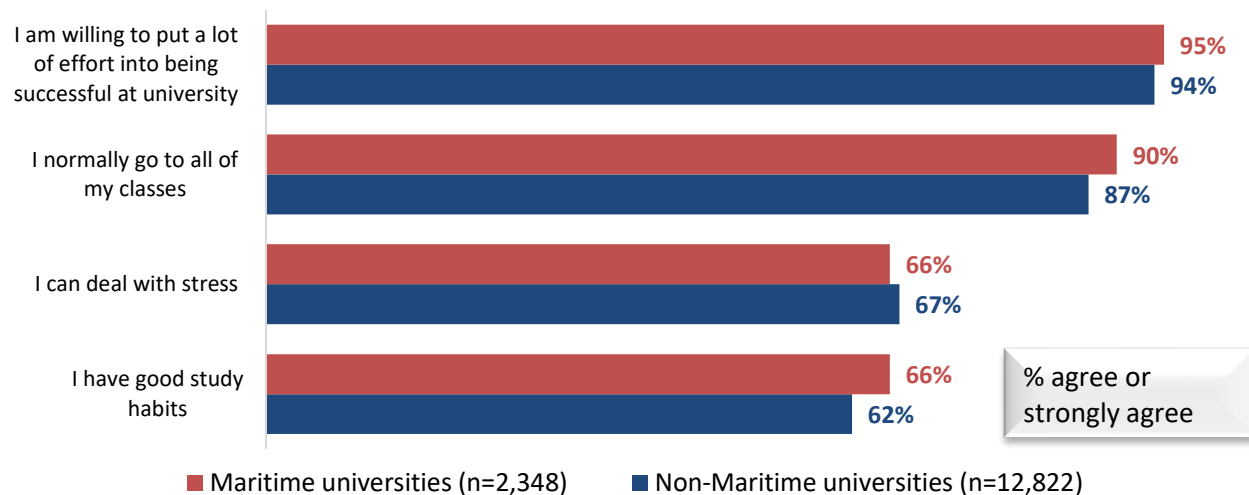


### 9.5 Perceptions of staff

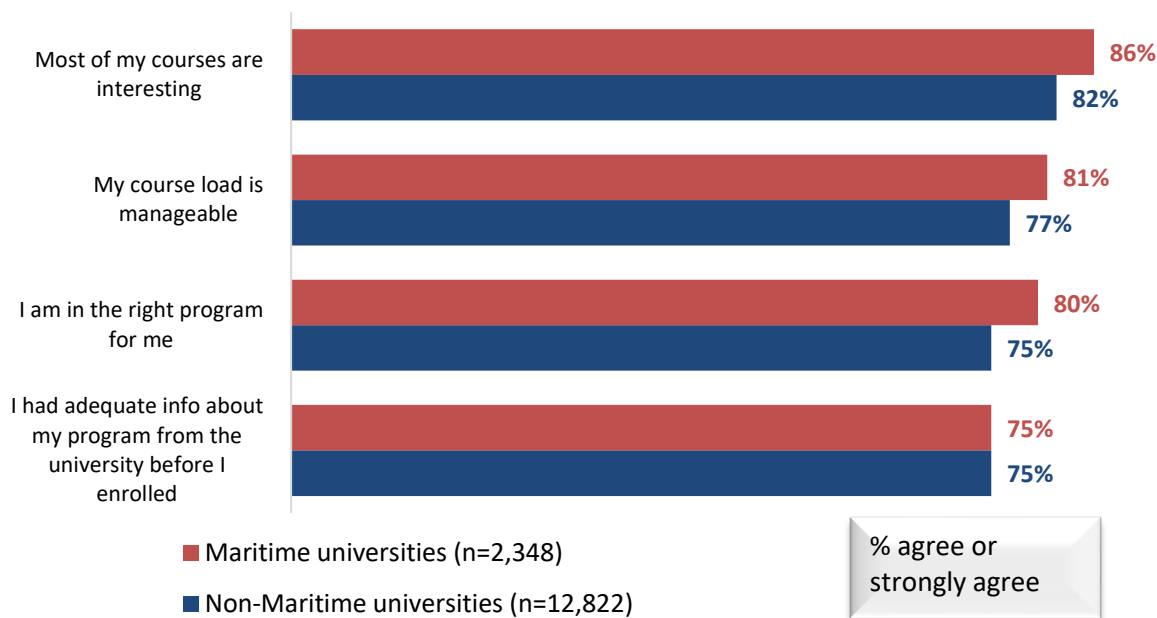


## 10.0 Commitment to completion

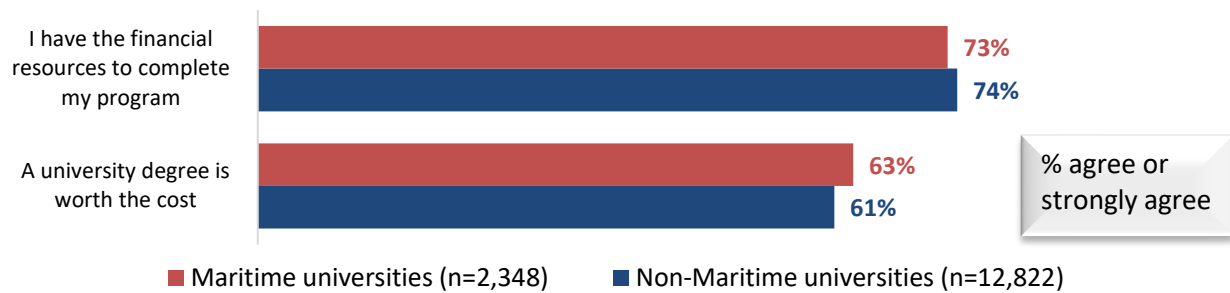
### 10.1 Perceptions of effort



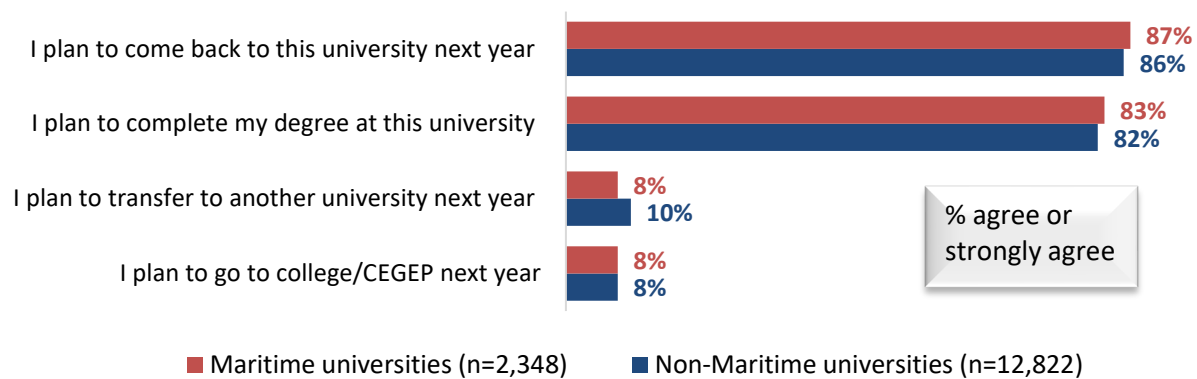
### 10.2 Perceptions of university education



### 10.3 Perceptions of finances

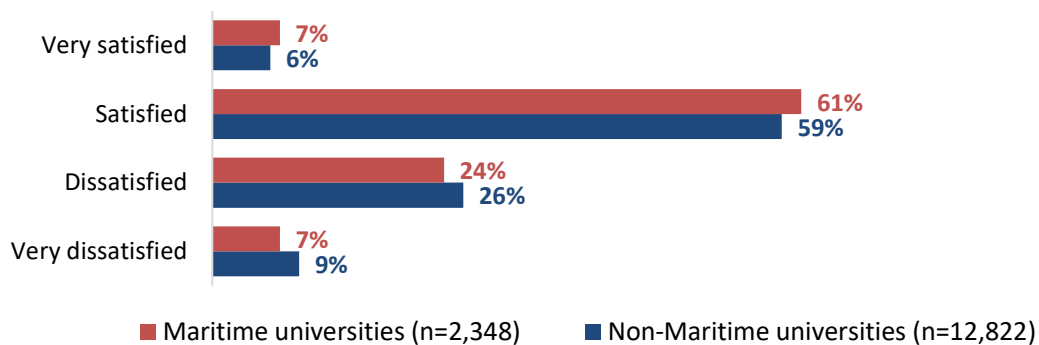


### 10.4 Perceptions of persistence

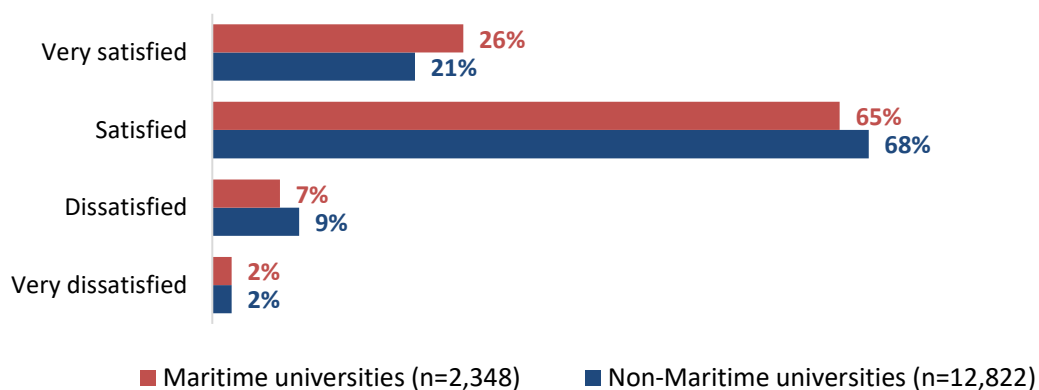


## 11.0 Overall evaluation

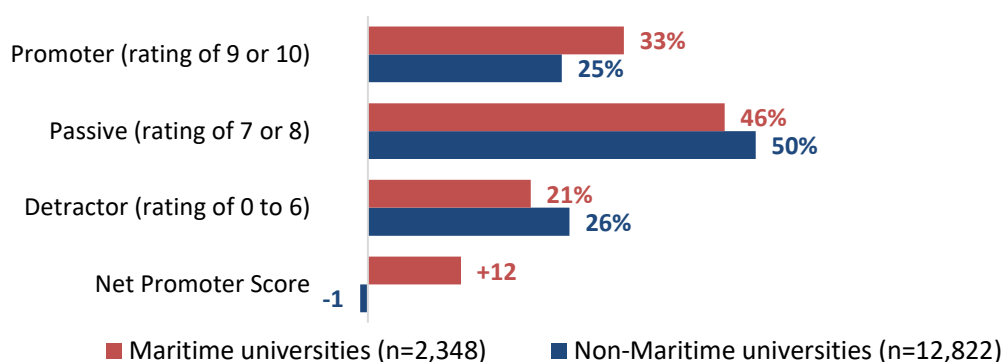
### 11.1 Satisfaction with concern shown for student as an individual



### 11.2 Satisfaction with decision to attend this university



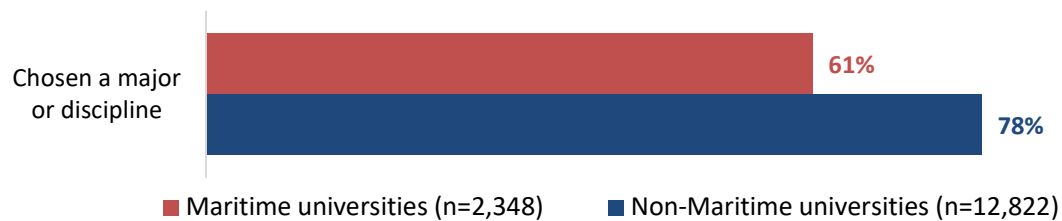
### 11.3 Recommend university to others<sup>3</sup>



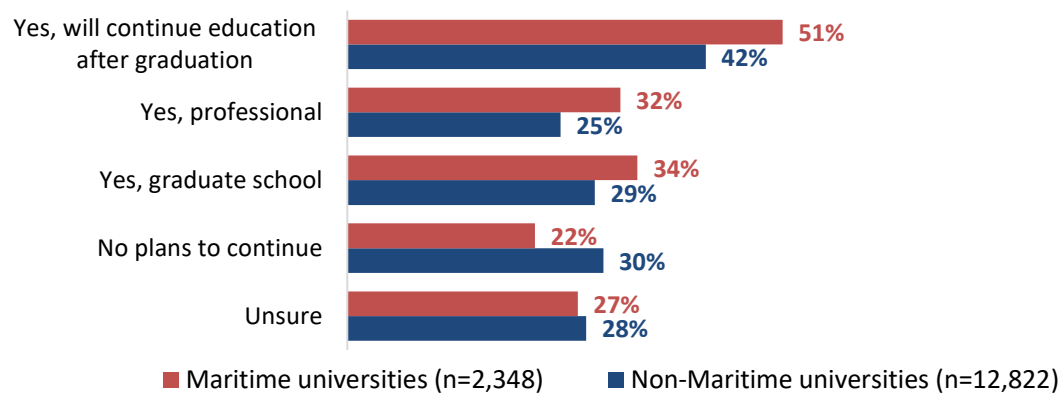
<sup>3</sup> Students were asked to rate the likelihood they would recommend their university on a scale from 0 (not at all likely) to 10 (extremely likely). The Net Promoter Score is calculated by subtracting detractors (rating of 0 to 6) from promoters (rating of 9 or 10).

## 12.0 Goal development

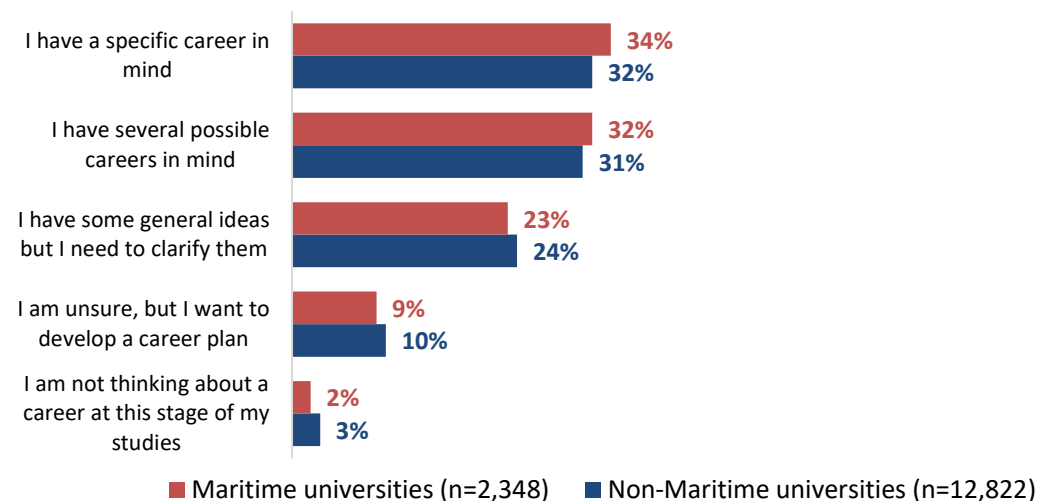
### 12.1 Chosen a major or discipline



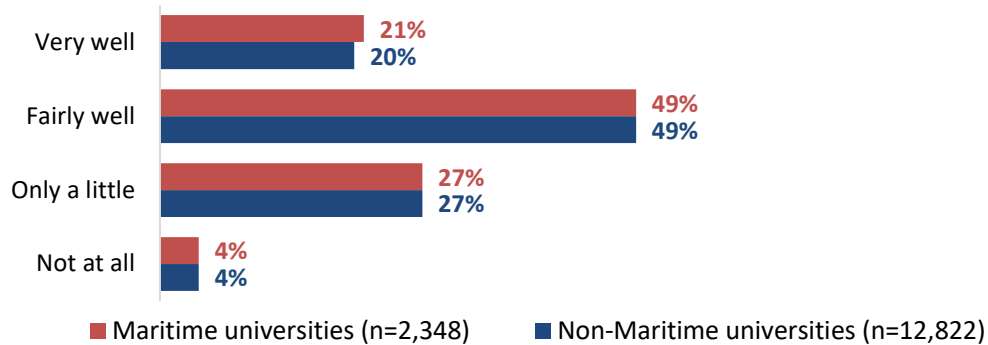
### 12.2 Post-graduation plans



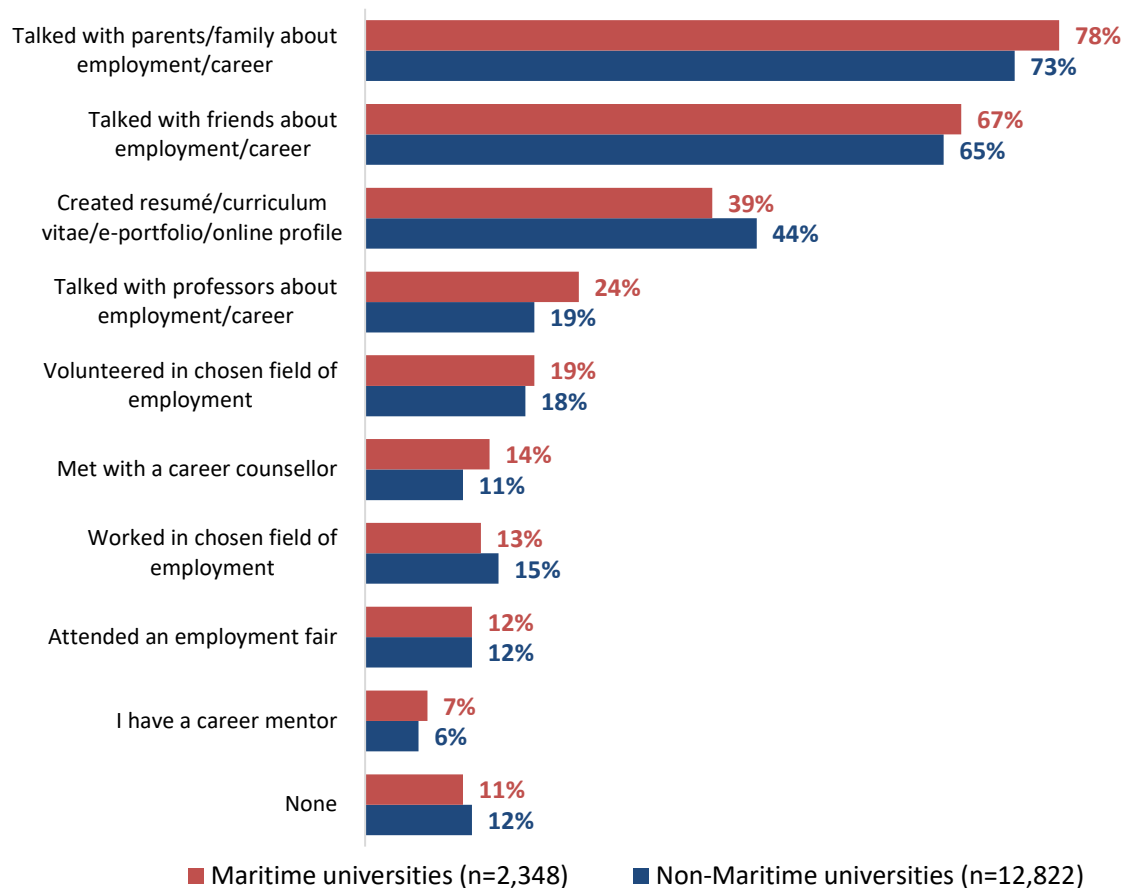
### 12.3 Career planning



## 12.4 Knowledge of career options

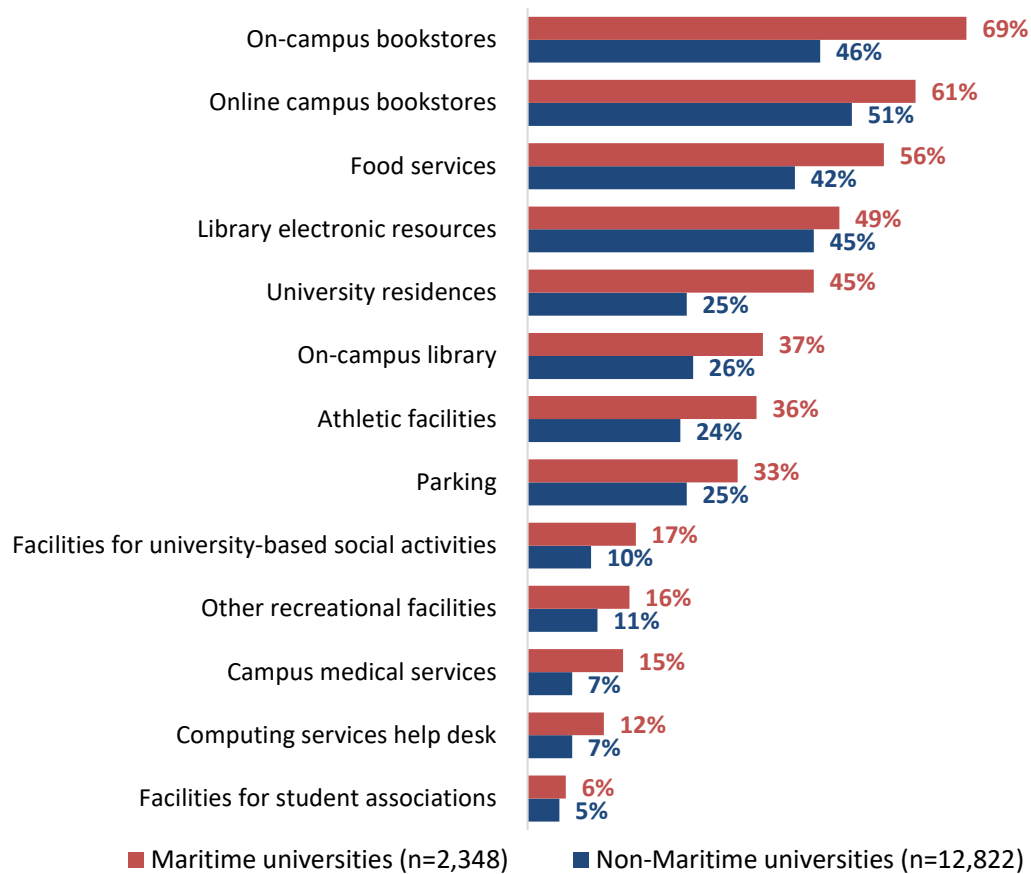


## 12.5 Steps taken for employment post-graduation

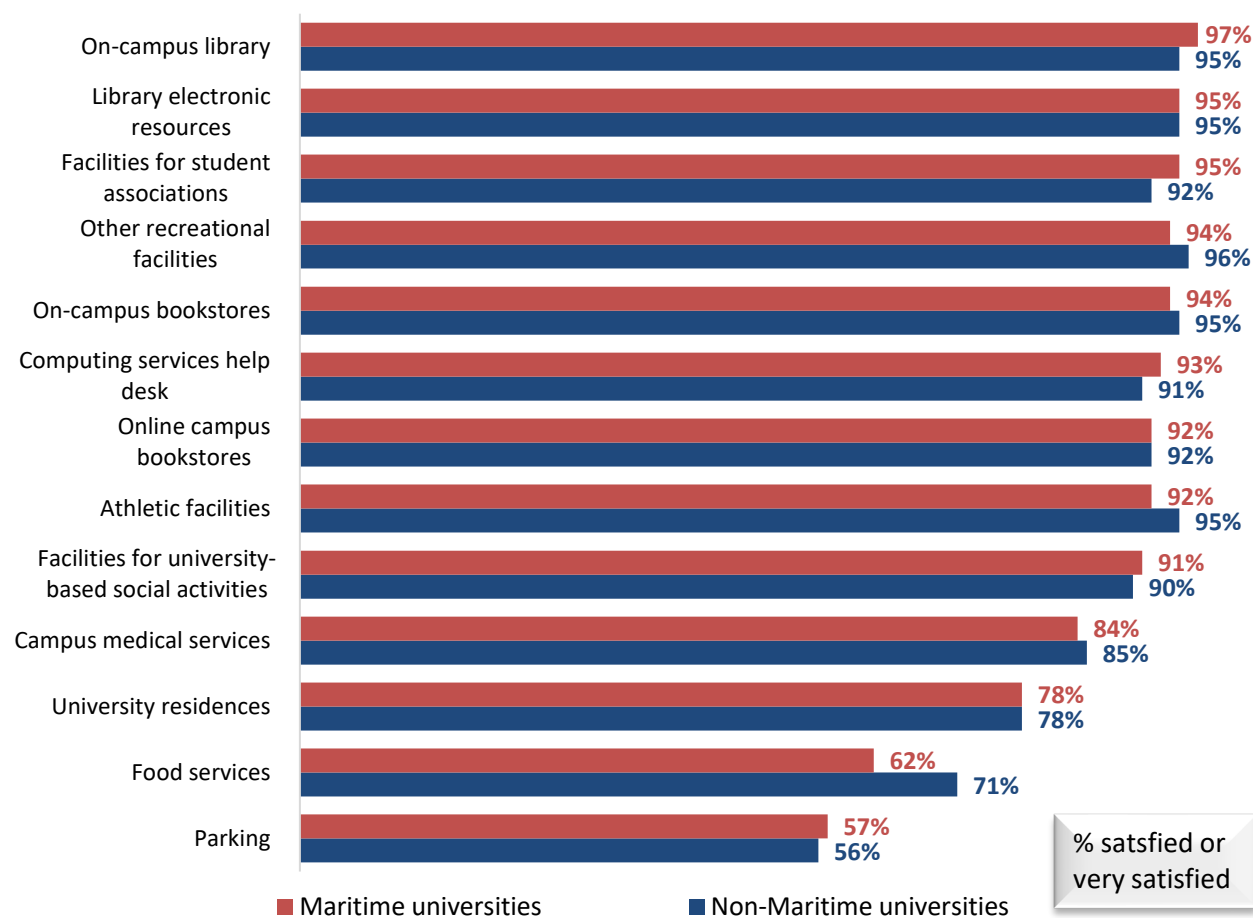


## 13.0 Satisfaction with facilities and services

### 13.1 Use of general facilities and services

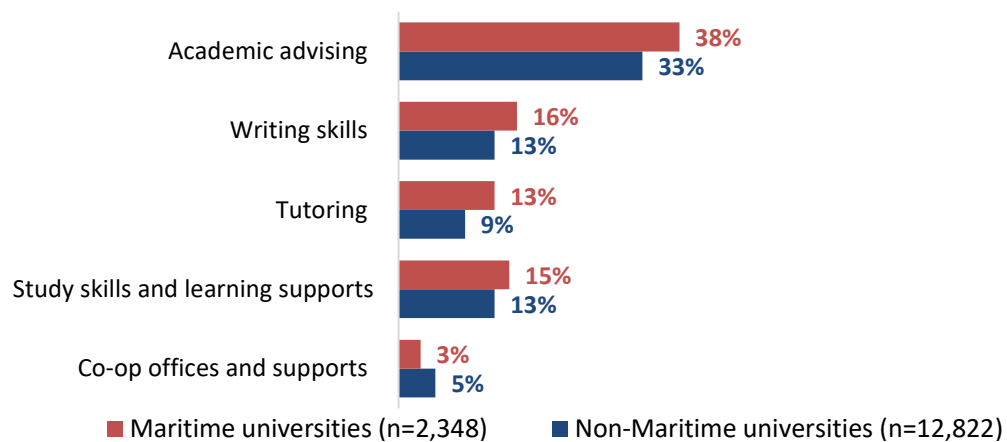


### 13.2 Satisfaction with general facilities and services

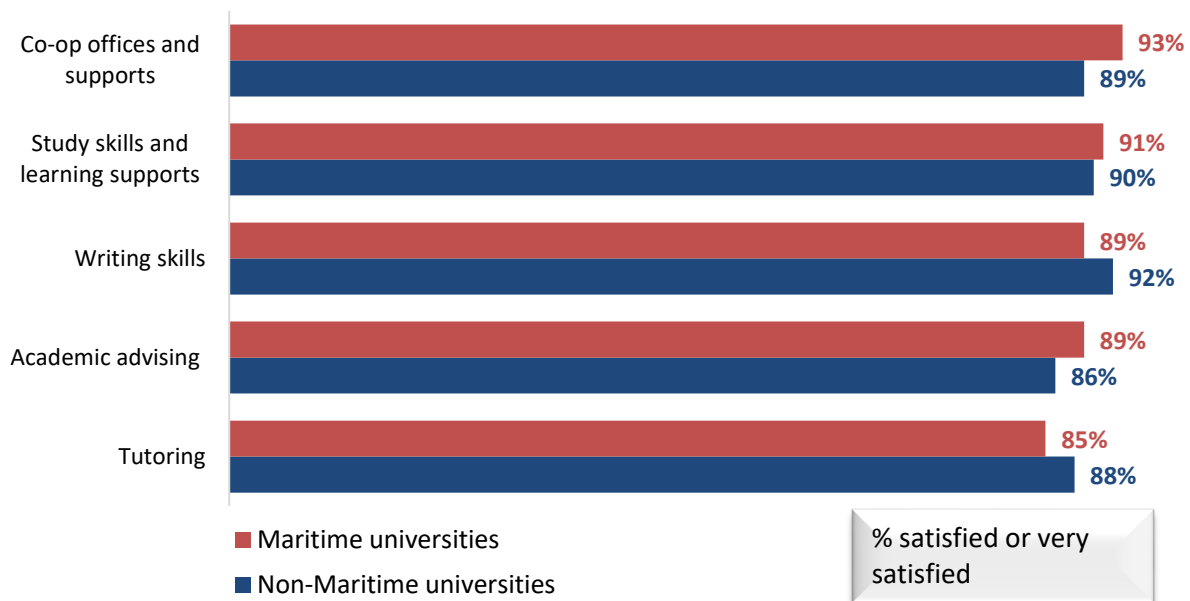


BASE: Students who have used the service.

### 13.3 Use of academic services

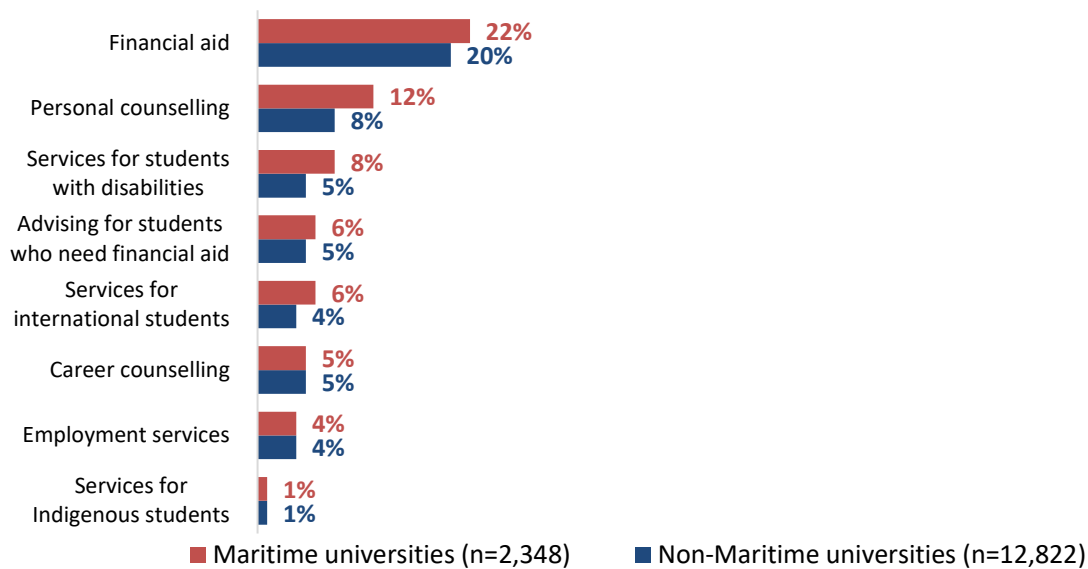


### 13.4 Satisfaction with academic services

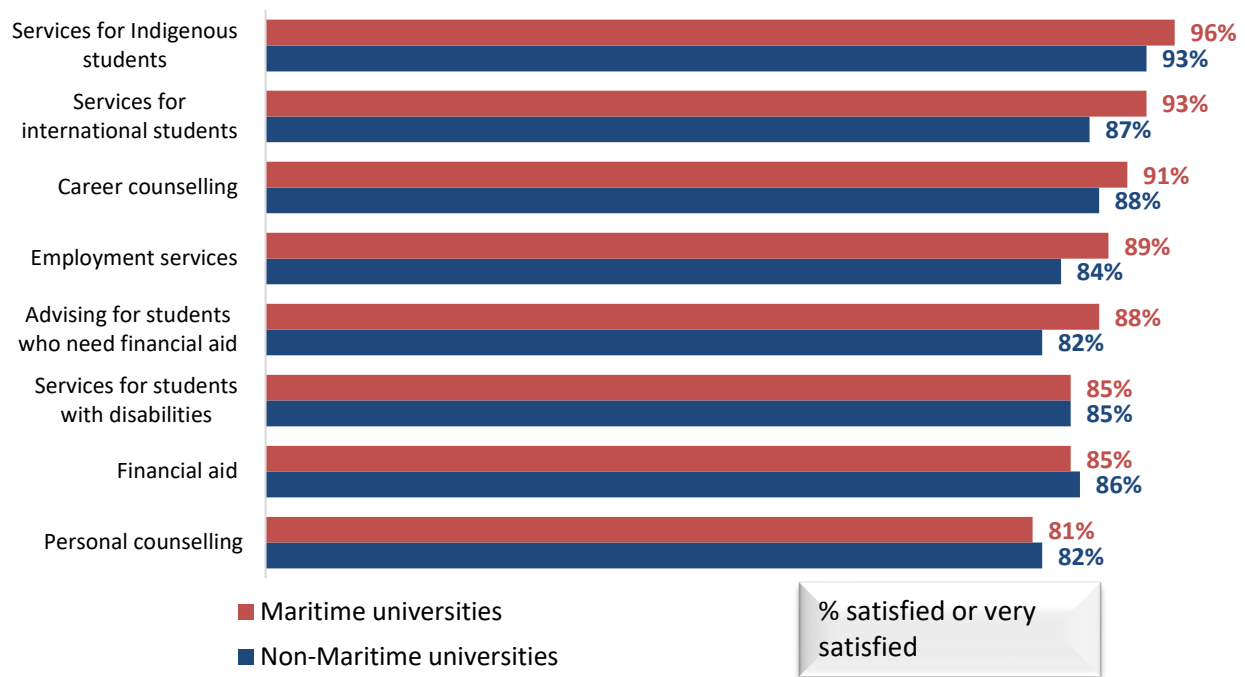


BASE: Students who have used the service.

### 13.5 Use of special services



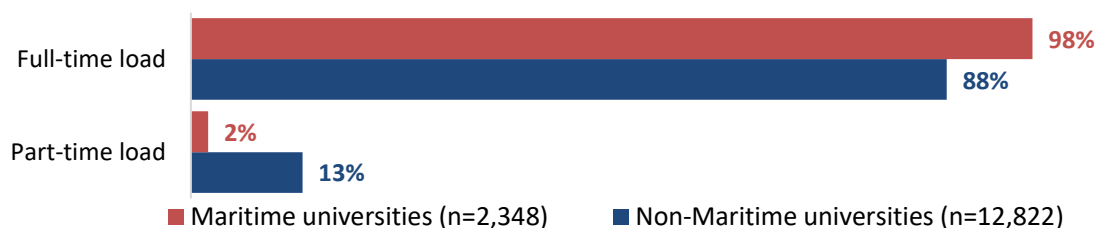
### 13.6 Satisfaction with special services



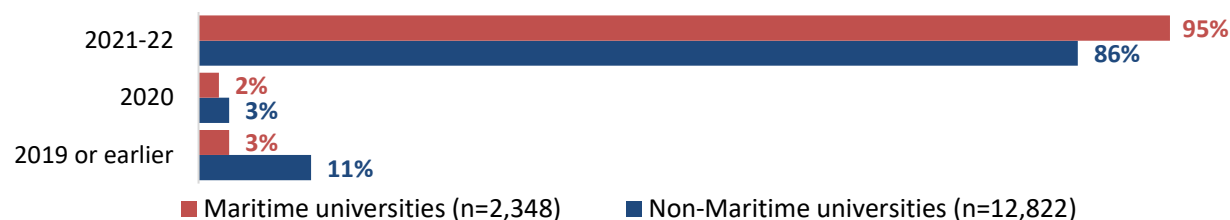
BASE: Students who have used the service.

## 14.0 Academic profile

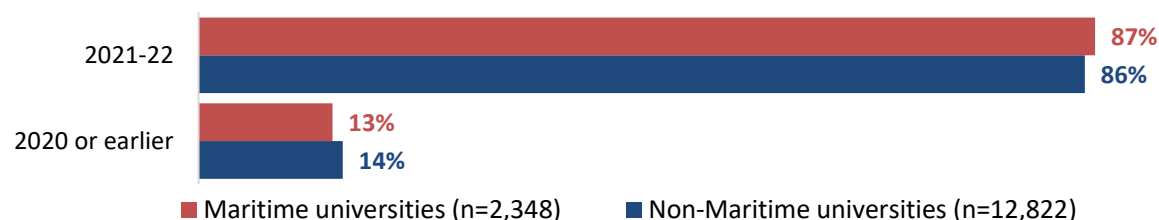
### 14.1 Course load



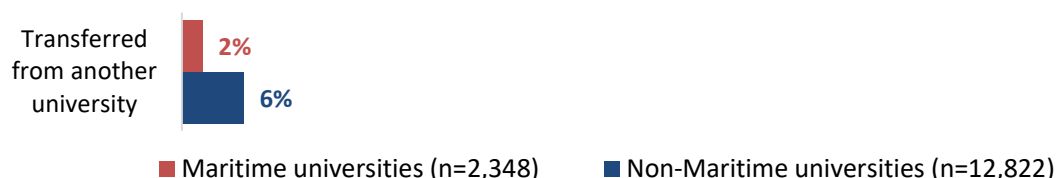
### 14.2 Year began post-secondary studies



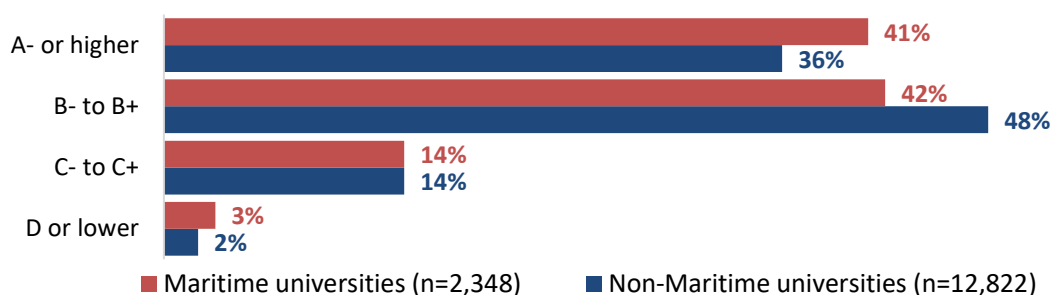
### 14.3 Year first enrolled at this university



### 14.4 Transferred from another university

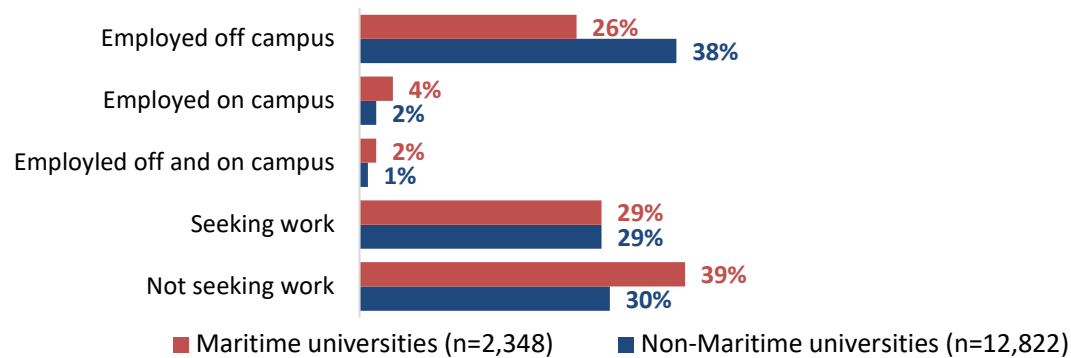


### 14.5 Reported university grade

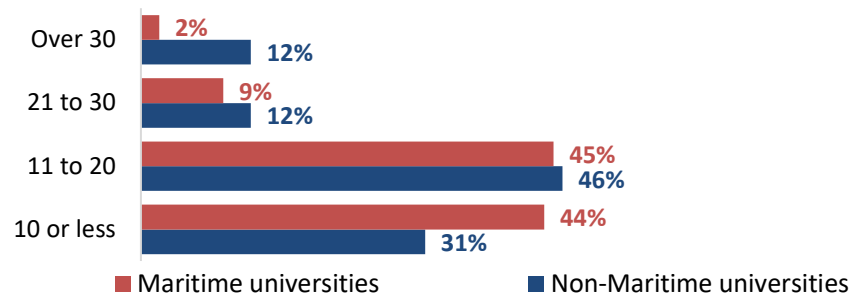


## 15.0 Current employment

### 15.1 Employment status

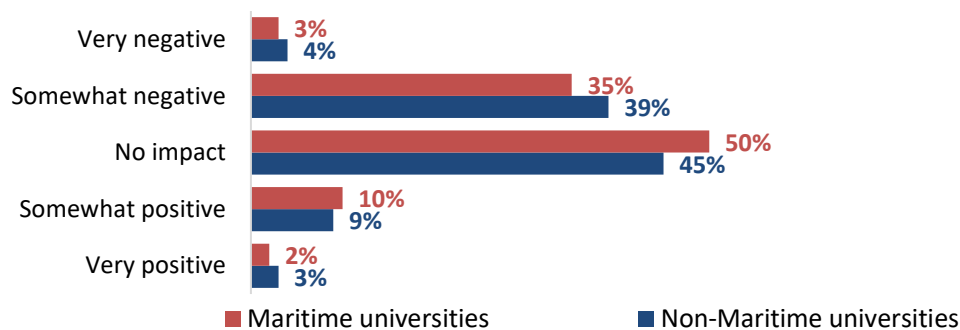


### 15.2 Average hours worked



BASE: Those currently employed.

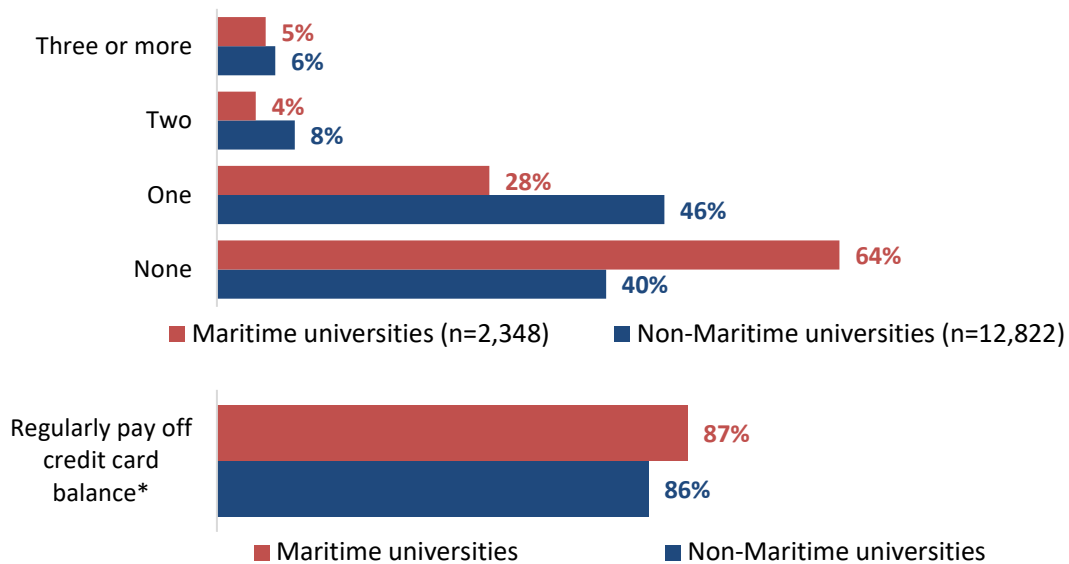
### 15.3 Impact of work on academic performance



BASE: Those currently employed.

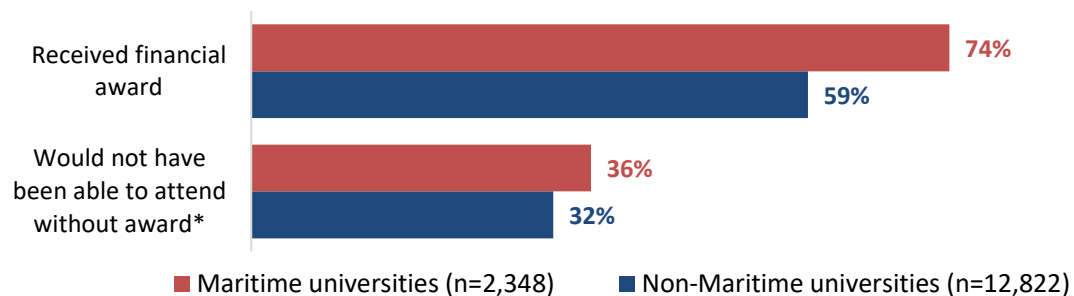
## 16.0 Finances

### 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 - 2022 CUSC-CCREU Survey**

## 2022 Survey of First Year Students

This survey is being completed by first-year students at approximately 30 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
<a href="#">motiv1</a>	To prepare for a specific job or career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv2</a>	To satisfy my intellectual curiosity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv3</a>	To earn more money than if I didn't go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv4</a>	To get a broad education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv5</a>	I am more likely to get a job with a degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv6</a>	The satisfaction of doing challenging academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv7</a>	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"/>
<a href="#">motiv8</a>	I didn't have anything better to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv9</a>	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"/>
<a href="#">motiv10</a>	To meet my family's expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv11</a>	Learning new things is exciting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv12</a>	Most of my friends are going	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv13</a>	To meet new people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv14</a>	The chance to participate in varsity athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv15</a>	To explore whether university is right for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motiv16</a>	Other reason (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">motivtxt</a>					
<a href="#">motivtop</a>	Which one was the most important to you? _____				

## Applications

How many universities besides [UCODE.TEXT] did you apply to?

app1 in Canada: \_\_\_\_\_ app2 in other countries: \_\_\_\_\_

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

app4 Is [UCODE.TEXT] 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 [UCODE.TEXT]?

		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 [UCODE.TEXT]?

		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 [UCODE.TEXT]?

		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 [UCODE.TEXT]?	<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 [UCODE.TEXT] 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"/>

exp18	Has [UCODE.TEXT] exceeded, met or fallen short of your expectations?	Exceeded	Met	Fallen short
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Transition to university

How much success have you had adjusting to [UCODE.TEXT] 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"/>

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"/>
prof12	Are consistent in their grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Most of my professors ...	Strongly disagree	Disagree	Agree	Strongly agree	No basis for opinion
prof13	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? prof18 \_\_\_\_\_ prof19 \_\_\_\_\_ prof20 \_\_\_\_\_

		Yes, all courses	Yes, most courses	Yes, some courses	No courses	Not applicable
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"/>	<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 [UCODE.TEXT] 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"/>

- eval14 How likely is it that you would recommend <university name> to a friend or family member?
- ☐ 0 Not at all likely
  - ☐ 1
  - ☐ 2
  - ☐ 3
  - ☐ 4
  - ☐ 5
  - ☐ 6
  - ☐ 7
  - ☐ 8
  - ☐ 9
  - ☐ 10 Extremely likely

[If eval14 =< 6 branch to eval14txt, otherwise branch to the Goal development section.]

Please explain why you gave a rating of <EVAL14> out of 10 for recommending this university.

eval14txt

## Goal development

goal1 Have you chosen a major or discipline? ☐ Yes ☐ 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, CV, e-portfolio, or online profile (e.g., LinkedIn)
- 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 Indigenous 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 post-secondary studies? Year: \_\_\_\_\_

hist2 In what year did you first enrol at [UCODE.TEXT]? Year: \_\_\_\_\_

hist3 Have you transferred to [UCODE.TEXT] from another post-secondary 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** The following questions about credit cards are used to better understand the ways in which students help pay for and finance their education. The information collected is confidential. How many credit cards do you have?  
options: 0 through 10, 11 or more

[If fin1 = 0 branch to fin4, 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 [UCODE.TEXT] for the 2021-2022 academic year? ☐ Yes ☐ No

- fin5** Would you have been able to attend [UCODE.TEXT] without financial assistance from [UCODE.TEXT]? ☐ Yes ☐ No

## Method of instruction/delivery (optional module)

- cdaa** Since September 2021, which methods of instruction/delivery have you used to take academic courses from this institution? Select all that apply.
- ☐ In-person [if checked, BRANCH to cdaa1]
  - ☐ Hybrid (combination of in-person and online) [if checked, BRANCH to cdaa2]
  - ☐ Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) [if checked, BRANCH to cdaa3]
  - ☐ Online asynchronous (e.g. learning modules, recorded lectures) [if checked, BRANCH to cdaa4]
  - ☐ Other (specify) \_\_\_\_\_ [if checked, BRANCH to cdaa5]

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
<a href="#">cdaa1</a>	How satisfied are you with in-person instruction/delivery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">cdaa2</a>	How satisfied are you with hybrid (combination of in-person and online) instruction/delivery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">cdaa3</a>	How satisfied are you with online synchronous (e.g. real-time audio or video) instruction/delivery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">cdaa4</a>	How satisfied are you with online asynchronous (e.g. learning modules, recorded lectures) instruction/ delivery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">cdaa5a</a>	How satisfied are you with [recall other] method of instruction/delivery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Internal experiential learning (optional module)

- [cdab](#) Are you currently enrolled in a course or program that includes an internal experiential learning component (e.g. co-op, lab, practicum, studio, applied project)?
- ☐ Yes [BRANCH to [cdab1](#)]
- ☐ No [BRANCH to [cdac](#)]
- ☐ Don't know [BRANCH to [cdac](#)]
- [cdab1](#) Which methods of instruction/delivery are you using for an internal experiential learning component (e.g. co-op, lab, practicum, studio, applied project)? Select all that apply.
- ☐ In-person [if checked, BRANCH to [cdab2](#)]
- ☐ Hybrid (combination of in-person and online) [if checked, BRANCH to [cdab3](#)]
- ☐ Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) [if checked, BRANCH to [cdab4](#)]
- ☐ Online asynchronous (e.g. learning modules, recorded lectures) [if checked, BRANCH to [cdab5](#)]
- ☐ Other (specify) \_\_\_\_\_ [if checked, BRANCH to [cdab6](#)]

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
<a href="#">cdab2</a>	How satisfied are you with in-person instruction/delivery for internal experiential learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">cdab3</a>	How satisfied are you with hybrid (combination of in-person and online) instruction/delivery for internal experiential learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">cdab4</a>	How satisfied are you with online synchronous (e.g. real-time audio or video) instruction/delivery for internal experiential learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<a href="#">cdab5</a>	How satisfied are you with online asynchronous (e.g. learning modules,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	recorded lectures) instruction/delivery for internal experiential learning?				
cdab6a	How satisfied are you with [recall other] method of instruction/delivery for internal experiential learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Assessment (optional module)

- cdac Since September 2021, which methods were used to administer assessments (e.g. exam, final paper/essay, presentation, test) in your courses? Select all that apply.
- ☐ In-person [if checked, BRANCH to [cdac1](#)]
- ☐ Hybrid (combination of in-person and online) [if checked, BRANCH to [cdac2](#)]
- ☐ Online synchronous (e.g. real-time audio or video, such as Zoom, Teams, etc.) [if checked, BRANCH to [cdac3](#)]
- ☐ Online asynchronous (e.g. learning modules, recorded lectures) [if checked, BRANCH to [cdac4](#)]
- ☐ Other (specify) \_\_\_\_\_ [if checked, BRANCH to [cdac5](#)]

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
cdac1	How satisfied are you with in-person assessments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cdac2	How satisfied are you with hybrid (combination of in-person and online) assessments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cdac3	How satisfied are you with online synchronous (e.g. real-time audio or video) assessments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cdac4	How satisfied are you with online asynchronous (e.g. learning modules, recorded lectures) assessments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cdac5a	How satisfied are you with [recall other] method of assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Safety (optional module)

		Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
Covid8	Since September 2021, how satisfied are you with the safety measures taken by your institution to limit the spread of the COVID-19 virus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[If Covid8 = Dissatisfied or very dissatisfied, branch to Covid8a]

Covid8a Please comment on the safety measures taken by your institution to limit the spread of COVID-19.

### Living arrangements

- live1 Where are you currently living?
- ☐ In on-campus housing (university residence, dorm, etc.)
- ☐ With parents, guardians or relatives

	<input type="checkbox"/> In rented off-campus housing shared with others <input type="checkbox"/> In rented off-campus housing on your own <input type="checkbox"/> In a home you own <input type="checkbox"/> Other (please specify) _____
livetxt	
	[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? <input type="checkbox"/> Yes <input type="checkbox"/> No
live3	What is your marital status? <input type="checkbox"/> Single <input type="checkbox"/> Married or common law <input type="checkbox"/> In a relationship other than married or common law
live4	Do you have children? <input type="checkbox"/> Yes <input type="checkbox"/> 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., learning disability)	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"/> Neurodivergence (e.g., autism spectrum, attention deficit disorder)	disf8 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dis9	<input type="checkbox"/> Mental health	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) <a href="#">meductxt</a>	<hr/>	
Other Parent/Guardian 2 (please specify) <a href="#">peductxt</a>	<hr/>	
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](#) 

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[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](#) ☐ Métis
- [ab4](#) ☐ Inuit/Inuk
- [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 [UCODE.TEXT] 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 [UCODE.TEXT] 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	864	1.3%	246	1.6%	0.829	28.5%
Cape Breton University	313	0.5%	119	0.8%	0.621	38.0%
Dalhousie University	2,768	4.3%	945	6.2%	0.691	34.1%
Mount Allison University	682	1.1%	123	0.8%	1.308	18.0%
Mount Saint Vincent University	301	0.5%	84	0.6%	0.846	27.9%
NSCAD University	157	0.2%	47	0.3%	0.788	29.9%
Saint Mary's University	1,036	1.6%	286	1.9%	0.855	27.6%
Université Sainte-Anne*	34	N/A	13	N/A	1.000	38.2%
St. Francis Xavier University	923	1.4%	138	0.9%	1.578	15.0%
St. Thomas University	316	0.5%	147	1.0%	0.507	46.5%
Université de Moncton	682	1.1%	410	2.7%	0.393	60.1%
University of King's College	231	0.4%	77	0.5%	0.708	33.3%
University of New Brunswick	873	1.4%	305	2.0%	0.675	34.5%
University of Prince Edward Island	750	1.2%	295	1.9%	0.600	39.3%
Other universities						
Alberta University of the Arts	219	0.3%	97	0.6%	0.533	44.3%
Ambrose University	115	0.2%	49	0.3%	0.554	42.6%
Athabasca University	3,564	5.5%	735	4.8%	1.144	20.6%
Brandon University	411	0.6%	147	1.0%	0.660	35.8%
Brock University	2,955	4.6%	245	1.6%	2.846	8.3%
Burman University	34	0.1%	20	0.1%	0.401	58.8%
Capilano University	328	0.5%	34	0.2%	2.276	10.4%
Carleton University	4,857	7.6%	392	2.6%	2.924	8.1%
Concordia University	4,246	6.6%	1,051	6.9%	0.953	24.8%
Concordia University of Edmonton	587	0.9%	289	1.9%	0.479	49.2%
Lakehead University	731	1.1%	343	2.3%	0.503	46.9%
MacEwan University	1,940	3.0%	845	5.6%	0.542	43.6%
Mount Royal University	1,338	2.1%	383	2.5%	0.824	28.6%
Nipissing University	423	0.7%	127	0.8%	0.786	30.0%
Redeemer University College	198	0.3%	122	0.8%	0.383	61.6%
Simon Fraser University	3,195	5.0%	574	3.8%	1.313	18.0%
St. Mary's University	131	0.2%	61	0.4%	0.507	46.6%
The King's University	144	0.2%	94	0.6%	0.361	65.3%
Thompson Rivers University	1,576	2.5%	369	2.4%	1.008	23.4%
Toronto Metropolitan University	6,025	9.4%	615	4.1%	2.312	10.2%
Trent University	1,806	2.8%	280	1.8%	1.522	15.5%
Trinity Western University	443	0.7%	104	0.7%	1.005	23.5%
University of Calgary	4,409	6.9%	1,434	9.5%	0.726	32.5%
University of Lethbridge	901	1.4%	414	2.7%	0.514	45.9%
University of Northern British Columbia	388	0.6%	64	0.4%	1.431	16.5%
University of Regina	1,294	2.0%	488	3.2%	0.626	37.7%
University of the Fraser Valley	734	1.1%	180	1.2%	0.962	24.5%
University of Victoria	3,333	5.2%	319	2.1%	2.466	9.6%
University of Waterloo	1,909	3.0%	667	4.4%	0.675	34.9%
University of Winnipeg	869	1.4%	379	2.5%	0.541	43.6%
Wilfrid Laurier University	5,233	8.1%	1,014	6.7%	1.218	19.4%
* Université Sainte-Anne participated as a non-member. For analyses in this report, their results were assigned a weight of 1.						

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