

**UNDERGRADUATE STUDENT SURVEY  
2008**

**University of Winnipeg**

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Prepared for:

Canadian University Survey Consortium

## **PROTOCOL FOR DATA USE**

### **CANADIAN UNDERGRADUATE SURVEY CONSORTIUM (CUSC)**

Members of the consortium are bound by the following protocol for the control of survey data.

It was agreed by the participants that data are owned collectively and will be distributed only by collective agreement.

1. The purpose of the survey is to produce data that will allow participating institutions to assess their programs and services. Comparisons with other institutions are made to assist in these assessments. Ranking of institutions is not, in itself, a purpose of the survey.
2. The survey data are owned collectively by the participating institutions.
3. The report that has been prepared may be reproduced and distributed freely on the campuses of participating institutions. However, use of the institutional code key is restricted to members of the steering committee and senior administration at the various campuses on a confidential basis.
4. Institutions will receive a data package that includes data for all participating institutions along with the institutional identifiers so that appropriate institutional comparisons can be made by each institution. This must be done in a way that protects the confidentiality of the institutional identities and respects the absolute right of each institution to decide what portions of its data should be disclosed.
5. Rankings may not be used for institutional promotion, recruiting, or other public dissemination. However, an institution's mean results, the aggregate mean results, and mean results for the comparable group of institutions in the survey report may be used, although the names of other institutions may not be used.
6. Access to the aggregate data for research purposes may be granted to interested persons provided that the intended use is a legitimate, non-commercial one, and the researcher is qualified and agrees to acknowledge the ownership of the data by participating universities and provide the consortium with a copy of any report or publication that is produced. Decisions on such requests will be made by a sub-committee consisting of Ken Kush, Michael O'Sullivan, Dan Pletzer, and Lynn Smith with consultation with members of the full CUSC committee (all participating institutions) in the case of requests that seem problematic.

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## **EXECUTIVE SUMMARY**

This research involves almost 12,000 undergraduate students attending 1 of 31 participating universities from across Canada. The survey was conducted, depending on the university, with a random sample of up to 1,000 students attending in the 2007-08 academic year. Of those who were asked to participate, over 40% completed a survey.

### **Personal profile of undergraduate students**

The typical undergraduate student is a 22-year-old female. Indeed, female students outnumber male students by two to one. This is similar to past CUSC surveys of students. Although they are more common in our sample, for the most part, the experience and attitudes of female students appear to be similar to those of male students. Overall, 19% of students report being part of an ethnic or cultural group that might be considered a visible minority and 3% report being Aboriginal (that is, First Nations, Métis, or Inuit). About 8% of students self-report as having a disability, most commonly a learning or mental health disability. Some 6% report having children.

The vast majority of students attend a university in their home province, ranging from 67% in Alberta to 94% in Manitoba. Most undergraduate students are living independently either in rented accommodations (37%) or on-campus housing (18%). Some 28% of students continue to live with their parents (or some other relative or guardian).

On average, students take about 23 minutes to commute to their university's campus and use a variety of methods of transportation. About 33% commute by vehicle, while 29% walk to campus and 27% use public transportation.

Most students report that at least one of their parents has some post-secondary training. About 4 students in 10 report that at least one parent has completed a university degree, including 21% of students who report that both parents have completed a university degree. Another 1 in 3 says that at least one of their parents has no post-secondary education, including 13% who say neither parent has any post-secondary education.

### **Academic profile**

Most students report majoring in Arts and Humanities (24%), Social Science (22%), Business (13%), or Biological Science (13%) programs. Among the nine disciplines into which students were categorized, female students are overrepresented in Professional and Education programs, while male students make up the majority only in Engineering and Physical Science programs. Most students are studying in English (84%) with a few studying in French (4%).

Almost all students are attending university full-time (92%). On average, students began their post-secondary studies four years ago, but started at their current university three years ago. This suggests that some students began their post-secondary studies at another institution before their current studies. About 1 student in 5 reports having had to interrupt their studies at some time. The most common reasons for interruption relate to finances, either for employment (7%) or financial reasons (5%).

The average grade for all undergraduates is between a B and a B+. More than half of students report an average grade of B+ or higher, including 12% with an average grade of A or A+. Only 7% of students report an average grade of C or lower. As students progress in their studies, their grade average tends to increase.

Most students spend a considerable amount of time each week working on their education. On average, students spend about 33 hours a week on academics both in (16 hours) and out of class (17 hours), which is almost the equivalent of a full-time job. As students progress in their studies, they spend less time on average in class and more time on academic work outside of class.

Students have experienced a variety of types of instruction. They are most familiar with courses that include *classroom instruction with online supports* (80%) and *classroom based instruction* (71%). Fewer have experience with courses that are a mix of *classroom and online instruction* (16%) or *online only* (11%). Regardless of the type of instruction, the majority of students are satisfied with each, although each has its unique benefits according to students. For example, courses with a classroom component allow for interactions between professors and students, while courses with an online component allow students to work at their own pace, when they want to. However, if asked to select one type of instruction, 2 students in 3 prefer *classroom instruction with online support*.

## Work and financing education

Almost half (49%) of undergraduate students are currently employed, most commonly working off campus (35%). Many are not currently employed, but are not seeking employment (32%). Students who are employed work an average of 17 hours per week. Part-time students (77%) are more likely than full-time students (51%) to be employed and, on average, work more hours in a typical week (30 hours for part-time, 15 for full-time students). About 60% of those who are working say that their employment has at least some negative impact on their academic performance.

Many undergraduate students have not made a decision about a career. While a slim majority (53%) report that they have decided on a career path, many others report that they may have decided (28%) or have not decided (11%). Some students are optimistic about their job prospects, saying that many jobs (34%) are available in their chosen career field. Others are more pessimistic saying that there are only some jobs (35%) in their field or that they believe there are few jobs (16%).

Students report taking many steps to prepare for their career or employment. Indeed, 82% of students report taking at least one of the eight steps, including 49% who have taken three or more steps. Most commonly students report *creating a resume or CV* (53%), *talking with professors about employment or career* (46%), or *volunteering* (38%) or *working* (37%) *in their chosen field*. Not surprisingly, as students progress in their studies and get closer to graduation, they are more likely to have taken part in many of the steps to prepare for employment. Still many students in the fourth or fifth year of their program have not taken steps in preparation for their careers. For example, only 67% of students in fourth or fifth year have a resume.

About half of all undergraduate students (49%) report having at least some debt resulting from their university education. The most common source of debt is government student loans, which 34% of all students report using. Other common sources of debt are loans from parents or family (17%) and loans from financial institutions (14%). On average, students with debt report owing almost \$19,000 and, typically, as students progress in their studies, their debt load increases.

In terms of financing their education, students tend to use multiple sources to fund their current year of university. Of the eleven funding sources identified, on average, students use three. That being said, almost half of students (45%) rely on three or more sources to fund their university education. The most common source is parents, family, or a spouse (44%). Other common sources include earnings from summer work (42%), university scholarships, bursaries, or awards (33%), or government loans or bursaries (31%). On average, students report receiving about \$11,100 from these and other sources.

Credit cards appear to be a common source of managing cash flow as about 65% of students report having at least one credit card. However, credit cards do not seem to be a major source of debt for most students. About 78% of students with credit cards say that they pay off their balance each month, although the average outstanding balance for those who do not pay off their credit card each month is almost \$3,000.

Since most students depend on multiple sources of funding, perhaps it is not surprising that 65% of students have at least some concern about having sufficient funds to complete their education. The loss of any one source could prevent them from completing their university education.

### Perceptions of university

In general, students tend to have a positive impression of most aspects of their university.

- ▶ The vast majority of students are satisfied with the process of registering for courses (80%), although fewer are satisfied with course availability (68%).
- ▶ Most students report being satisfied – although not necessarily very satisfied – with key educational services and facilities at their institutions. A majority of students are satisfied with academic facilities such as average class sizes (93%), instructional facilities (84%), and the general condition of buildings and grounds (83%). Fewer students, although still a majority, are satisfied with the social and informal meeting places (77%) and available study space (72%).
- ▶ A majority of students are also satisfied with most other university facilities and special services offered such as *computer facilities* and *library facilities*. As has been the case in all surveys, students are less satisfied with practical services such as *parking* and *food services*. In fact, only 52% of students who have used the *parking facilities* are satisfied with them. These two facilities also most commonly identified as the areas needing the greatest improvement.
- ▶ Relatively few students report using many of the special services tested. That said, most students who use these services are satisfied. Special services include such things as *study skill support services*, *employment services*, and *tutoring services*. Those services that

students tend to be less satisfied with are those that are intended to be used by specific student populations, such as *services for students with disabilities* (71% satisfied) and *services for First Nations students* (62%).

Generally, students have had good experiences with their professors. More than 85% of students report that professors encourage student participation in class (92%), are accessible outside of class to help students (92%), and show sensitivity to racial (89%) or gender (86%) issues. Students are least likely to agree that they can turn to their professors for advice on personal matters (49%). This generally positive perception of professors is also reflected in the fact that 88% of students agree that they are satisfied with the quality of teaching they have experienced at their university, including 21% who strongly agree.

The vast majority of students also have positive impressions of their universities in terms of treating students fairly, independently of race or gender (over 95% in both cases). They also feel that they have had an intellectually stimulating experience at their university (89%). However, about half (49%) believe that sometimes their university gives them the run around.

We asked students to rate the need for improvement of ten facilities and services at their university. In general, less than half of students say that any of the areas tested need much or very much improvement. From this list of services and facilities tested, we asked students to rank the top three in terms of requiring the greatest need for improvement. The top three are: *emphasis on teaching excellence* – almost half of students selected this as an area that requires the greatest improvement; *university spending on financial aid* – slightly more than 4 students in 10 indicate this as a top priority for improvement; and *sense of community among students* – about 1 student in 3 says the community among students is one of the top priorities for improvement at their university.

## University experience

Generally, students' involvement in on-campus, non-academic activities appears to be restrained. Although most students report attending events occasionally, few are often involved in any one activity. For example, 7 students in 10 have *attended campus social events* at least occasionally in the current academic year, including 21% who have done so often or very often. Indeed, no more than 23% of students report attending any of the seven activities often or very often. Students are often involved in community service or volunteer activities either on or off campus. Almost half (49%) report that they spend some hours in a typical week involved in such activities.

We asked students to rate their university's contributions to their personal growth and development in 24 different areas. Typically universities receive an average rating of a C+ on most items tested, suggesting that they are doing a fair to good job.

- ▶ On average, universities tend to receive the highest score for contributing to students' growth and development in terms of *working independently* and *thinking logically and analytically*. About 8 students in 10 rate their university as excellent or good for *working independently*, while about 3 in 4 provide the same ratings for *thinking logically and analytically*.



- ▶ Universities receive the lowest grades in terms of contributing to students' *spiritual development* and *second or third language skills*. Only 4 students in 10 rate their university as doing a good or excellent job in these regards. Less than half also rate their universities as doing a good or excellent job in terms of developing students' *ability to address issues in personal life* and *mathematical skills*.

## Overall satisfaction

While universities do not necessarily receive high ratings in terms of their contribution to personal growth and development issues, students are generally satisfied with their experience at university. In particular, the vast majority of students (92%) report being satisfied with their decision to attend their current university, and almost as many (85%) are satisfied with the quality of education they have received from their university. However, according to students, universities do not perform as well in showing concern for students as individuals (26% are dissatisfied) or making students feel as if they are part of the university (23% disagree that this is the case).

## Conclusion

Generally, students at Canadian universities report having a positive experience in university. As such, these results reflect much of what we found in 2005 and 2002, the last two times such surveys were conducted with undergraduate students. While there are areas that might be improved, most students report that their universities fulfilled their expectations and that they are satisfied with their choice of university.

## 1.0 Introduction

This is the fourteenth cooperative study undertaken by the Canadian University Survey Consortium (CUSC). The surveys target three undergraduate sub-samples: first-year, graduating, and all students. This year's study surveyed all undergraduate students who were registered in the 2007-08 academic year.

Table 1 shows the types of students that CUSC has surveyed each year.

<b>Year</b>	<b>Sample</b>	<b>Number of participating universities</b>
1994	All undergraduates	8
1996	All undergraduates	10
1997	Graduating students	9
1998	First-year students	19
1999	All undergraduates	23
2000	Graduating students	22
2001	First-year students	26
2002	All undergraduates	30
2003	Graduating students	26
2004	First-year students	27
2005	All undergraduates	28
2006	Graduating students	25
2007	First-year students	34
2008	All undergraduates	31

### 1.1 How this research was conducted

As shown in the table above, the CUSC survey runs in a three-year cycle, targeting particular types of students each year: first-year students, all undergraduates, or graduating students. The questionnaire used for each of these populations is different.

Each year, PRA Inc. and representatives from participating universities review past questionnaires and methodology to discuss issues and possible changes. In the fall of 2007, representatives of participating universities reviewed the questionnaire last used – in this case, it was the 2005 questionnaire. The goal of this review was to identify questions that were no longer appropriate, consider questions that may be added to the survey, and review problems or issues identified the last time the survey was run. As much as possible, the intent was to leave the questionnaire unchanged to allow for comparison across time. Based on the outcome of this meeting, PRA prepared a draft and then, based on comments, produced a final questionnaire (Appendix A).

Traditionally, this has been a paper-based survey, which participating universities mailed to their students. After PRA pilot-tested an online version of the survey in 2005, all participating universities had the choice of conducting the survey by mail or online. In 2008, 29 universities used the online version, and 2 used the paper-based method.

Below we summarize the methodology used for each approach.

### **1.1.1 Online survey**

Each university participating in the online survey supported the study by generating a random sample of 1,000 undergraduate students registered in the 2007-08 academic year and providing PRA with an electronic database containing the email addresses for these students. Not all participating universities had 1,000 students; in these cases, each university provided a census of its students' email addresses.

Appendix B presents the methodology guidelines for universities participating in the online survey.

PRA was responsible for managing the online survey. This involved liaising with the participating universities, providing the company contracted to host the online survey with a database of student email addresses, preparing the introductory and reminder emails to students, and responding to student questions about questionnaire content as well as technical questions about using the online survey.

### **1.1.2 Paper-based survey**

Each university participating in the paper-based survey supported the study by:

- ▶ Generating a random sample of up to 1,000 undergraduate students in the 2007-08 academic year. Not all participating universities had 1,000 undergraduate students; in these cases, the university conducted a census of its undergraduate students.
- ▶ Mailing a package containing a cover letter, questionnaire, and postage-paid, self-addressed return envelope to sampled students.

- ▶ Mailing a reminder letter to all non-respondents approximately two to three weeks after the original mailing.
- ▶ Mailing another survey package (containing another letter, questionnaire, and return envelope) to all non-respondents approximately four to six weeks after the original mailing.
- ▶ Reviewing and returning the completed questionnaires to PRA for processing.

Appendix C presents the methodology guidelines for universities participating in the paper-based survey.

### 1.1.3 Outcomes and analysis

PRA was also responsible for compiling the data for the online and paper surveys. This involved reviewing completed questionnaires (online and paper-based), coding responses to a selection of open-ended questions, entering the responses from the paper survey on computer, merging the online and paper-based datasets, reconciling/correcting any data errors, and programming the data tables using SPSS.

Table 2 (next page) shows the response rates by university, which ranged from 17% to 83% with an average of 41.2%. This yielded 11,981 students who completed the survey.<sup>1</sup>

Comparing the response rate to previous undergraduate surveys conducted, the response rate is on par with the 2002 survey (42.3%), when all universities used the paper-based survey, and the 2005 survey (45.7%), when only six universities used the online version.

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<sup>1</sup> PRA defined a completed survey as any survey where a student completed at least 50% of the questions (approximately 75 questions).

<b>Table 2: Survey response rate</b>				
<b>University</b>	<b>Survey type</b>	<b>Number distributed</b>	<b>Number completed</b>	<b>Response rate</b>
Brandon	Web	796	138	17.3%
British Columbia (Okanagan Campus)	Web	1,000	332	33.2%
British Columbia (Vancouver Campus)	Web	1,000	416	41.6%
Calgary	Web	1,000	248	24.8%
Carleton	Web	1,000	475	47.5%
Concordia	Web	1,000	346	34.6%
Dalhousie	Web	1,000	375	37.5%
Fraser Valley	Web	1,000	520	52.0%
Lethbridge	Web	1,000	503	50.3%
Manitoba	Web	1,000	363	36.3%
Montréal	Web	1,000	254	25.4%
Mount Allison	Web	1,000	507	50.7%
New Brunswick (Fredericton Campus)	Web	1,000	560	56.0%
New Brunswick (Saint John Campus)	Web	1,000	531	53.1%
Nipissing	Web	1,000	516	51.6%
Northern British Columbia	Web	1,000	322	32.2%
Nova Scotia Agricultural	Web	524	286	54.6%
Ottawa	Web	935	356	38.1%
Redeemer	Web	621	294	47.3%
Regina	Web	1,000	356	35.6%
Ryerson	Paper	1,000	290	29.0%
Saskatchewan	Web	1,000	468	46.8%
Simon Fraser	Web	1,000	294	29.4%
St. Thomas	Web	1,000	529	52.9%
St. Francis Xavier	Web	1,000	834	83.4%
Trent	Web	1,000	358	35.8%
Trinity Western	Web	1,000	449	44.9%
Tyndale	Paper	225	97	43.1%
Victoria	Web	1,000	319	31.9%
Wilfrid Laurier	Web	1,000	387	38.7%
Winnipeg	Web	1,000	258	25.8%
<b>Total</b>		<b>29,101</b>	<b>11,981</b>	<b>41.2%</b>

## 1.2 University comparisons

For comparison purposes, we have categorized the participating universities into three groups (see Table 3):

- ▶ Group 1 consists of universities that offer primarily undergraduate studies and have smaller student populations.
- ▶ Group 2 consists of universities that offer both undergraduate and graduate studies and tend to be of medium size in terms of student population.
- ▶ Group 3 consists of universities that offer both undergraduate and graduate degrees, with most having professional schools as well. These tend to be the largest institutions in terms of student populations.

<b>Table 3: Categories of participating universities</b>		
<b>Group 1 (n=17)</b>	<b>Group 2 (n=6)</b>	<b>Group 3 (n=8)</b>
Brandon University	Carleton University	University of British Columbia (Vancouver Campus)
University of British Columbia (Okanagan Campus)	University of New Brunswick (Fredericton Campus)	University of Calgary
University College of the Fraser Valley	University of Regina	Concordia University
University of Lethbridge	Ryerson University	Dalhousie University
University of New Brunswick (Saint John Campus)	Simon Fraser University	University of Manitoba
University of Northern British Columbia	University of Victoria	Université de Montréal
Mount Allison University		University of Ottawa
Nipissing University		University of Saskatchewan
Nova Scotia Agricultural College		
Redeemer University College		
St. Thomas University		
St. Francis Xavier University		
Trent University		
Trinity Western University		
Tyndale University College & Seminary		
Wilfrid Laurier University		
University of Winnipeg		

Participating universities change from year to year. Eight universities that participated in the 2005 survey declined to participate in the 2008 survey. However, eleven universities that did not participate in 2005 decided to join this year's survey (two of which had participated in the 2002 survey). See Table 4 for a complete listing of universities and their participation by year.

<b>Table 4: Changes in participating universities</b>			
University	Participated		
	2008	2005	2002
Alberta		•	•
Brandon	•		
British Columbia (Okanagan Campus)	•		
British Columbia (Vancouver Campus)	•	•	•
Brock		•	
Calgary	•	•	•
Carleton	•	•	•
Concordia	•	•	•
Dalhousie	•	•	•
Fraser Valley	•		
Lakehead		•	•
Lethbridge	•	•	•
Manitoba	•	•	•
McMaster			•
Montréal	•	•	•
Mount Allison	•		
Mount Saint Vincent		•	•
New Brunswick (Fredericton Campus)	•	•	•
New Brunswick (Saint John Campus)	•		•
Nipissing	•	•	•
Northern British Columbia	•	•	
Nova Scotia Agricultural	•		
Ontario College of Art and Design			•
Ottawa	•	•	•
Queen's			•
Redeemer	•		
Regina	•	•	•
Ryerson	•	•	•
Saint Mary's		•	•
Saskatchewan	•	•	•
Simon Fraser	•	•	•
St. Thomas	•		
St. Francis Xavier	•		
Toronto at Scarborough		•	•
Trent	•		•
Trinity Western	•	•	•
Tyndale	•		
Victoria	•	•	
Waterloo			•
Wilfrid Laurier	•	•	•
Windsor		•	•
Winnipeg	•	•	•
York		•	

• indicates university participated in survey

### 1.3 Discipline or area of study

Students recorded their major or subject area of concentration, which either their university or PRA coded into approximately 110 subject areas. PRA then grouped these subject areas into nine themes.

The process for defining subject area of concentration (or major) included the following steps.

- ▶ For universities using the paper-based method, a representative from each university reviewed and categorized students' responses.<sup>2</sup> Those universities that did not code a student's area of study left the decision to PRA to make.
- ▶ Universities that participated using the web-based method supplied a code for their students' majors based on their administrative records. In those instances when a university did not know (most often because the student had not yet declared a major), PRA made the decision based on the student's response to the survey question about their major.
- ▶ If students provided more than one major field of study, PRA recorded all of them, but the first major listed became the primary major for purposes of classifying students.
- ▶ When a student's response was vague, unclear, or did not obviously fall into an existing category, they were classified as "other field."

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<sup>2</sup> Because some students recorded their personal area of interest rather than their current area of study, some participating universities based their coding on their administrative records rather than students' responses.



Table 5 shows this year’s distribution of major field of study. The results in 2008 are slightly different than those in 2005 and 2002. This may be due to several factors including the composition of participating universities and a decrease in the proportion of those classified as “other fields.” The latter results from the fact that universities participating in the online survey provided each students’ major. Previously, with paper-based surveys, many students provided responses that did not fit into the specified categories and as a result were coded as “other fields.”

<b>Table 5: Subject of major concentration Q6</b>			
	<b>2008 (n=11,981)</b>	<b>2005 (n=12,783)</b>	<b>2002 (n=12,695)</b>
Arts and Humanities	24%	17%	19%
Social Science	22%	23%	20%
Business	13%	15%	16%
Biological Science	13%	9%	9%
Professional	9%	9%	8%
Physical Science	8%	4%	4%
Engineering	5%	5%	7%
Education	4%	4%	5%
Other fields	2%	10%	11%
Don't know/No response	1%	3%	1%

#### 1.4 Comparison with previous student surveys

As mentioned, in both 2002 and 2005, CUSC conducted similar surveys with undergraduate students. Throughout this report, we compare the results of the current survey with results of the 2002 and 2005 surveys. As noted above, not all universities that participated in the previous studies also participated in 2008. Conversely, some of the universities participating this year did not participate in either or both of the previous years. Therefore, any difference may result from the inclusion of different universities rather than changes over time. PRA includes these comparisons as a point of interest; further investigation may be necessary to assess true differences across time. That being said, there are few differences in results between the three surveys.

## 1.5 Statistically significant differences

Large sample sizes may inflate measures of statistical significance and may lead to false conclusions about the strength of association. The chi square measure of association, in particular, is susceptible to this possibility. Therefore, we increased the standards for designating whether a relationship can be termed “statistically significant.” The benchmarks shown in Table 6 must be met for us to term an association “statistically significant”; the Pearson’s chi square must have probability of a type 1 error of .000 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.

<b>Test</b>	<b>Level for significance</b>
Pearson’s chi square	.000
Phi coefficient or Cramer’s V	.150 or higher

## 1.6 Data restrictions

For the online version of the survey, we applied ranges for open-ended questions that required numeric values, such as the year students began their post-secondary education and student financing. PRA also applied these ranges to students’ responses from the paper-based version of the survey. For the most part, few responses fell outside of the ranges imposed for the online version.

## 1.7 Non-response

As has been the practice for the last several years, non-responses have been included in the analysis. Throughout this report, unless explicitly stated in a table as a sub-population, overall results include those who did not respond to a particular question, although they are not shown in the tables. Therefore, responses to the majority of questions presented in this report will not sum to 100%.

## 2.0 Profile of undergraduate students

In this section, we provide a profile of undergraduate students who participated in the survey.

### 2.1 Student profile

As Table 7 (next page) shows, the typical undergraduate student is a 22-year-old, single, English-speaking female.

- ▶ As we have found in past surveys, female students outnumber male students by about 2 to 1. This year is no exception.
- ▶ The average age of undergraduate students is almost 22 years, including 3 in 10 who are 22 years of age or older. Students attending Group 1 universities are more likely to be 18 years of age or younger (20%) than those in Group 2 (16%) or Group 3 (13%) universities. On average, Group 1 students are half a year younger than those at other universities.
- ▶ About half of students report being single, while another 1 in 3 reports being in a non-marital relationship. Just 1 student in 10 is married or living common-law.
- ▶ Just 1 student in 20 reports having at least one child.
- ▶ About 3 students in 4 report that their first language is English, while 1 in 20 speaks French. The remaining students (about 1 in 10) report that the first language they learned and still speak is another language. There is a difference between Groups, although this is primarily because the two Québec universities are in Group 3 (which has the highest proportion of French-speaking students).<sup>3</sup>
- ▶ Some 8% of students self-report as being disabled. Most commonly, students report such disabilities to be mental health (3%) or learning (2%) related.
- ▶ Overall, about 1 student in 5 identifies with a cultural or ethnic group that might be considered a visible minority. The most common groups students identify with include Chinese (6%), South Asian (3%), or Black (2%). Students

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<sup>3</sup> Because this question allows for multiple responses, no test of statistical significance was performed. This difference is observational only.

attending Group 3 or Group 2 universities are most likely to self-identify as being part of a visible minority, while Group 1 students are least likely.

- ▶ Some 3% of students report that they are Aboriginal.

<b>Table 7: Personal profile</b>					
	<b>All students (n=11,981)</b>	<b>Group</b>			<b>University of Winnipeg (n=381)</b>
		<b>1 (n=6,861)</b>	<b>2 (n=2,294)</b>	<b>3 (n=2,826)</b>	
<b>Gender Q38</b>					
Male	29%	26%	37%	32%	20%
Female	62%	66%	55%	59%	73%
<b>Age Q39</b>					
18 years or younger	17%	20%	16%	13%	12%
19 years of age	15%	17%	13%	12%	12%
20 years of age	15%	15%	11%	16%	11%
21 years of age	13%	13%	12%	14%	9%
22 years of age	9%	7%	10%	10%	7%
23 to 25 years of age	12%	9%	19%	13%	19%
26 years of age or older	10%	10%	10%	12%	24%
Average age	21.8	21.6	22.0	22.3	25.0
<b>Marital status Q45</b>					
Single	48%	49%	48%	49%	38%
In a relationship	34%	34%	35%	32%	34%
Married or common-law	9%	9%	9%	10%	21%
<b>Children Q46/Q47</b>					
Yes	6%	6%	4%	5%	13%
- 5 years or younger	3%	3%	2%	3%	4%
- 6 to 11 years	2%	2%	1%	2%	5%
- 12 years or older	2%	3%	2%	2%	5%
<b>Language first learned and still understand Q49</b>					
English	75%	83%	73%	60%	83%
French	5%	2%	3%	13%	3%
Other	11%	7%	17%	18%	8%
<b>Disability Q53</b>					
Total self-identified	8%	8%	7%	6%	11%
<b>Visible minority Q52*</b>					
Total self-identified	19%	12%	27%	28%	14%
<b>Aboriginal Q52**</b>					
Total self-identified	3%	4%	2%	4%	9%
Note: * 'Visible minority' includes respondents that self-identified themselves as belonging to an ethnic/cultural group other than 'Aboriginal', 'Inuit', 'Métis' or 'White'. ** 'Aboriginal' includes respondents that self-identify themselves as 'Aboriginal', 'Inuit' or 'Métis'.					

As Table 8 (next page) shows, even with different universities participating each year of the survey, the personal characteristics of students who participated in the 2008 survey are very similar to those of students who participated in 2005 and 2002.

	<b>2008</b> (n=11,981)	<b>2005</b> (n=12,783)	<b>2002</b> (n=12,695)
<b>Gender</b>			
Male	29%	35%	35%
Female	62%	64%	65%
<b>Age</b>			
18 years or younger	17%	17%	14%
19 years of age	15%	16%	17%
20 years of age	15%	15%	16%
21 years or older	44%	51%	52%
Average age	22 years	22 years	23 years
<b>Children</b>			
Yes	6%	8%	8%
<b>Disability</b>			
Total self-identified	8%	6%	5%

### 2.1.1 Living arrangements

As Table 9 shows, the majority of undergraduate students live away from their parents.

- ▶ About 6 students in 10 are living independently, most commonly in rented accommodations (37%) or in on-campus housing (18%). Living on-campus is much more common among students attending Group 1 universities, where almost 1 student in 4 lives in residence. This compares to about 1 student in 10 in Group 2 or 3 universities.<sup>4</sup>
- ▶ Almost 3 students in 10 (28%) live with their parents or other relatives, although this is more common among students attending Group 2 and 3 universities than Group 1.

	<b>All students</b> (n=11,981)	<b>Group</b>			<b>University of Winnipeg</b> (n=381)
		<b>1</b> (n=6,861)	<b>2</b> (n=2,294)	<b>3</b> (n=2,826)	
In rented housing (shared/alone)	37%	37%	38%	36%	23%
With parents, guardians or relatives	28%	22%	37%	37%	50%
In on-campus housing (residence, dormitory, etc.)	18%	25%	11%	9%	<1%
In personally owned home	6%	7%	5%	6%	18%
Other	2%	1%	1%	2%	2%

<sup>4</sup> Because this question allows for multiple responses, no test of statistical significance was performed. This difference is observational only.

As students enter university, they are most likely to report living in on-campus housing (such as residences or dormitories). Some 38% of first-year students report living in on-campus housing, which steadily declines each year of studies to just 7% of those in the fourth or fifth year of their program. Conversely, as students go through their program they are more likely to rent accommodations off campus, either alone or with others. This proportion increases from 17% of students in their first year to 47% of students in their fourth or fifth year. Surprisingly, at about 30% of students, the proportion that live at home with their parents remains relatively stable with each passing year of university studies.

The distributions of students' living arrangements are slightly different in 2008, with fewer students living with their parents than in 2005 or 2002. However, this change should be viewed with caution. In part, this reflects a higher non-response to this question among students in 2008 (possibly due to the change in methodology). It may also reflect differences in the universities that participated. See Table 10.

	<b>2008 (n=11,981)</b>	<b>2005 (n=12,783)</b>	<b>2002 (n=12,695)</b>
Rented home/apartment/room	37%	37%	38%
With parents	28%	42%	39%
On-campus residence	18%	12%	14%
Personally owned home	6%	8%	8%
Note: Respondents could provide more than one answer.			

### 2.1.2 Permanent residence

We asked students to indicate the population of the community in which they lived before starting university. As Table 11 shows:

- ▶ About 4 students in 10 come from large urban centres (with populations of 100,000 or more), including almost 1 in 4 who is from a city with a population of 300,000 or more.
- ▶ Reflecting both where they live and the location of the university, students attending Group 3 universities are more likely to be from the largest communities. Indeed, twice as many Group 3 students (36%) as Group 1 students (16%) are from communities with populations of 300,000 or more.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Lived on a farm/ranch	5%	5%	3%	5%	6%
Less than 5,000	13%	15%	11%	8%	11%
5,000 to 9,999	8%	9%	7%	7%	7%
10,000 to 49,999	16%	18%	15%	14%	4%
50,000 to 99,999	12%	14%	10%	6%	3%
100,000 to 300,000	15%	14%	17%	14%	7%
Over 300,000	23%	16%	28%	36%	54%

We asked students to indicate their province of permanent residence; the distribution reflects the provinces in which participating universities are located (see Table 13). Table 12 shows these results.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
British Columbia	17%	18%	21%	12%	
Alberta	7%	8%	3%	8%	<1%
Saskatchewan	6%	<1%	13%	14%	
Manitoba	5%	5%	<1%	10%	93%
Ontario	23%	25%	28%	13%	
Québec	4%	<1%	<1%	17%	
Nova Scotia	9%	11%	2%	7%	
Prince Edward Island	1%	1%	<1%	<1%	
New Brunswick	12%	15%	16%	<1%	
Newfoundland and Labrador	<1%	<1%	<1%	<1%	
Territories	<1%	<1%	<1%	<1%	
International/USA/other	6%	6%	6%	8%	1%

Table 13 shows the distribution of students by the province in which they are attending university. The 2008 survey includes universities in eight provinces across Canada.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
British Columbia	22%	24%	27%	15%	
Alberta	6%	7%		9%	
Saskatchewan	7%		16%	17%	
Manitoba	6%	6%		13%	100%
Ontario	23%	24%	33%	13%	
Québec	5%			21%	
Nova Scotia	12%	16%		13%	
New Brunswick	18%	23%	24%		

Figure 1 shows two ways of looking at students and province of permanent residence. It shows the province of permanent residence of students and the proportion who are studying in their home province. It also shows the province in which the participating institutions are located and the proportion of their students who come from that same province.

- ▶ The vast majority of students attend university in their home province. Manitoba students lead the way at 94% studying in their home province, while just 67% of Alberta students are studying in Alberta.
- ▶ The majority of students attending a university tend to be from the province where it is located; however, in most cases the proportion is lower than that of students studying in their home province. This would seem to indicate that many universities draw students from other provinces and countries. Most notably is Nova Scotia where 74% of Nova Scotians are studying in their home province, but just 55% of the Nova Scotia university student population comes from the province.
- ▶ There are two exceptions to this: Alberta and Ontario. In these provinces, the proportion of students attending in their home province is lower than the proportion of the student population, suggesting that many students in these provinces end up studying outside their home province.

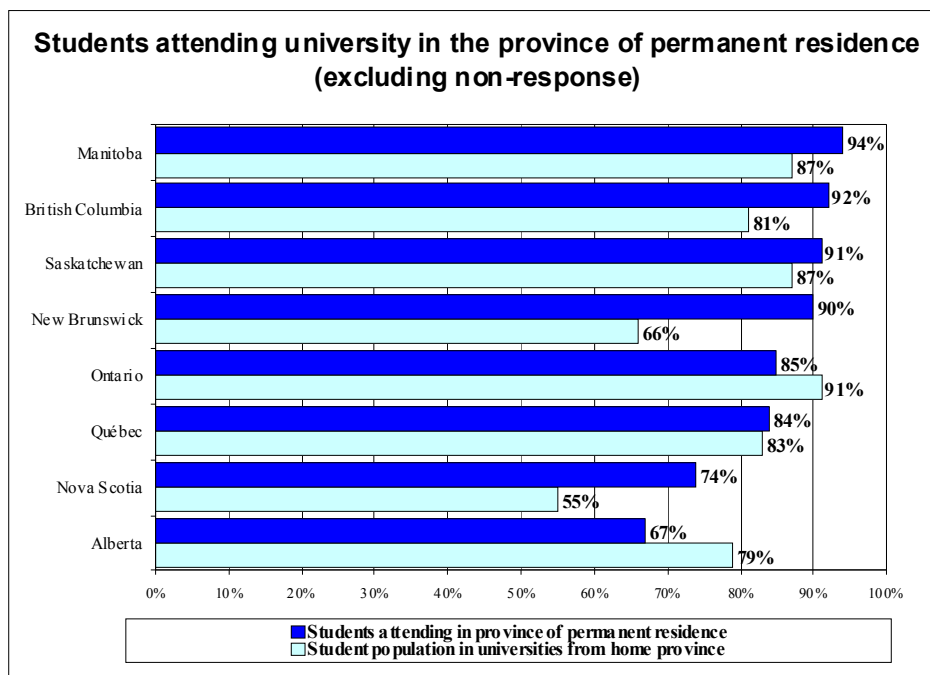


Figure 1



## 2.2 Methods of transportation to university

As shown in Table 14:

- ▶ Students use a variety of methods to commute to and from their campus. The most common methods are in a vehicle, either alone or with others (33%); walking (29%); or using public transportation (27%).
- ▶ About half of students (51%) live within a 20-minute commute of their campus, although 1 in 6 (15%) reports that it takes 45 minutes or more.

Students attending Group 1 universities have about half the commute time to campus as Group 2 and Group 3 students. On average, Group 1 students take about 18 minutes to get to campus compared to 28 minutes for Group 2 and 31 minutes for Group 3 students. In part, this may reflect the size of community in which these universities are located, but also the fact that Group 1 students are more likely to live in residences than Group 2 or Group 3 students.

Table 14: Methods of transportation					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Main method to commute to campus Q43</b>					
Walk	29%	34%	25%	21%	12%
Public transportation (bus, train, subway)	27%	17%	35%	44%	48%
Vehicle (alone)	25%	30%	23%	17%	24%
Vehicle (with others/car pool)	8%	9%	7%	6%	8%
Bicycle	1%	<1%	2%	1%	2%
Other	<1%	<1%	<1%	<1%	<1%
<b>Time to travel to campus Q44</b>					
Less than 10 minutes	27%	36%	18%	13%	4%
10 to 19 minutes	24%	24%	23%	22%	21%
20 to 29 minutes	13%	12%	15%	15%	21%
30 to 44 minutes	11%	9%	14%	14%	24%
45 minutes or more	15%	9%	21%	25%	24%
Average (minutes)	22.7	17.6	28.1	30.8	30.3

First-year students (38%) are most likely to report living within a 10-minute commute of their university's campus. After their first year, between 22% and 28% of students live within a 10-minute commute. This difference most likely reflects the fact that first-year students are more likely to report living in on-campus residences.

## 2.3 Parent's education

Table 15 shows the highest level of education of students' parents (as reported by students). Nine students in 10 knew the level of education of at least one of their parents, including 87% who knew the level of education of both parents.

- ▶ About 4 students in 10 report that at least one parent has completed some type of university education. This includes 21% of students who report that both parents have completed a university degree.
- ▶ About half (51%) say that their mother completed post-secondary training, most commonly university (31%). Similarly, half (51%) report that their father completed post-secondary education, again, most often university (33%).
- ▶ About 1 student in 3 reports that their mother's or father's highest level of education is high school or less, including 13% where both parents do not have any post-secondary education.

Table 15: Parents' education Q51					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Mother's education</b>					
Less than high school	7%	6%	7%	7%	13%
High school or CEGEP	18%	19%	19%	16%	23%
Some post-secondary	14%	15%	13%	14%	16%
College/technical/trade school graduate	20%	21%	18%	18%	13%
University graduate/professional	31%	29%	32%	33%	24%
Other/don't know/no response	11%	10%	11%	12%	10%
<b>Father's education</b>					
Less than high school	10%	11%	9%	9%	19%
High school or CEGEP	15%	16%	16%	13%	17%
Some post-secondary	12%	12%	12%	11%	14%
College/technical/trade school graduate	18%	19%	17%	14%	15%
University graduate/professional	33%	30%	34%	38%	24%
Other/don't know/no response	13%	12%	12%	13%	11%

## 2.4 Disciplines

We grouped students into nine broadly defined disciplines based on their major. As shown in Table 16, in 2008, undergraduate students are pursuing degrees in:

- ▶ **“Generalist” disciplines.** Almost half of students cite programs classified as Arts and Humanities (24%) or Social Sciences (22%).
- ▶ **“Professional” disciplines.** Three students in 10 are in disciplines such as Business (13%), Professional (9%), Engineering (5%), or Education (4%).
- ▶ **“Science” disciplines.** About 1 student in 5 is currently in a science program, mainly Biological (13%) or Physical Science (8%).

Students attending Group 1 universities are more likely than students at Group 2 or Group 3 universities to report that their major subject area is a generalist discipline (Arts and Humanities or Social Science). Conversely, students in Group 2 and 3 universities are more likely than those in Group 1 to report being in Engineering and Physical Science programs.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Arts and Humanities	24%	28%	19%	19%	14%
Social Science	22%	24%	19%	18%	18%
Business	13%	12%	16%	14%	4%
Biological Science	13%	14%	10%	14%	9%
Professional	9%	8%	11%	12%	<1%
Physical Science	8%	6%	10%	10%	1%
Engineering	5%	1%	11%	9%	
Education	4%	4%	4%	3%	52%
Other fields	2%	2%	1%	1%	1%
Don't know/no response	<1%	<1%	<1%	<1%	<1%

Note: In cases where more than one major was provided, we took the first mention as the primary area of concentration.

In 2008 (and in past CUSC surveys), male and female students tend to select different educational paths. As Figure 2 shows female students outnumber male students in most disciplines. In fact, male students represent the majority in only two disciplines: Physical Science and Engineering programs. Conversely, the ratio of female to male students is 3 to 1 or higher in Professional, Education, and Social Science programs.

The difference among disciplines is the only statistically significant difference between genders in the 2008 CUSC survey.

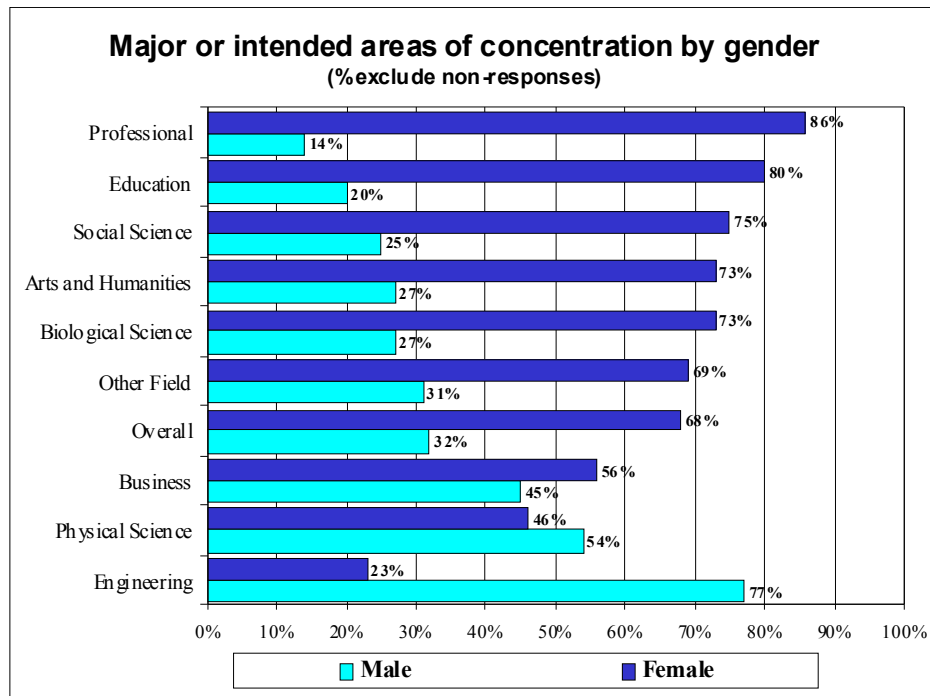


Figure 2

## 2.5 Academic profile

Table 17 provides an academic profile of students. In 2008:

- ▶ The vast majority of students (92%) are attending university full-time.
- ▶ Almost 6 students in 10 (56%) began their post-secondary studies within the last three years, while 7 in 10 (70%) began attending their current university within the same time frame. This suggests that some students began their post-secondary studies at another institution before their current studies.
- ▶ Students are evenly distributed across the four years that it typically takes to complete a degree. About 1 student in 4 is in his or her first, second, third, or fourth (or more) year of university.
- ▶ About 1 student in 3 says that the highest degree they plan to complete is a Bachelor's degree (32%), while just as many plan to obtain their Master's degree (32%). Interestingly, 2% of students indicate that they do not intend to complete a degree.
- ▶ Some students (6%) are studying at their current university on a student visa.
- ▶ The vast majority of students (91%) plan to complete their degree at their current university. Only 3% of students explicitly say that they do not plan to complete their degree at their current university.
- ▶ Four in 10 students (39%) have changed their major since starting university.
- ▶ Almost 4 students in 10 (41%) have received a scholarship from their current university at some point. Such scholarships appear to be more common in Group 1 than Group 2 or 3 universities (although this is not statistically significant).

<b>Table 17: Academic profile</b>					
	<b>All students (n=11,981)</b>	<b>Group</b>			<b>University of Winnipeg (n=381)</b>
		<b>1 (n=6,861)</b>	<b>2 (n=2,294)</b>	<b>3 (n=2,826)</b>	
<b>Student status Q1</b>					
Full-time	92%	93%	91%	90%	75%
Part-time	8%	7%	9%	10%	25%
<b>Year began post-secondary studies Q3</b>					
2007 or 2008	19%	21%	18%	13%	12%
2006	18%	19%	16%	15%	15%
2005	19%	20%	14%	19%	14%
2004	17%	17%	15%	18%	12%
2002 or 2003	16%	13%	22%	19%	21%
2001 or earlier	11%	9%	15%	14%	26%
Average year	2004	2004	2004	2004	2002
<b>Year began studies at this university Q4</b>					
2007 or 2008	27%	29%	26%	24%	13%
2006	23%	23%	21%	22%	16%
2005	20%	20%	18%	21%	15%
2004	16%	16%	15%	16%	12%
2003 or earlier	14%	11%	21%	17%	45%
Average year	2005	2005	2005	2005	2002
<b>Year of current program Q5</b>					
First	24%	25%	21%	22%	18%
Second	23%	23%	20%	26%	21%
Third	26%	27%	24%	28%	29%
Fourth or more	27%	25%	34%	23%	32%
Average*	2.6	2.6	2.8	2.6	2.9
<b>Highest academic degree plan to obtain Q2</b>					
Bachelor's degree	32%	32%	34%	32%	34%
Second/third Bachelor's degree	6%	7%	5%	6%	13%
Vocational certificate/diploma	<1%	<1%	<1%	<1%	<1%
Master's degree	32%	32%	36%	31%	27%
Ph.D. or Ed.D.	16%	17%	13%	16%	20%
M.D., D.D.S., or D.V.M.	5%	5%	3%	7%	1%
L.L.B. (Law)	4%	4%	4%	3%	1%
Other	1%	1%	<1%	1%	1%
None	2%	2%	3%	3%	2%
<b>Language of instruction Q50</b>					
English	84%	88%	86%	74%	91%
French	4%	1%	1%	12%	1%
Other	3%	2%	4%	4%	1%
<b>Studying in Canada on a visa Q48</b>					
Yes	6%	6%	6%	7%	<1%
<b>Received academic scholarship from this university Q29</b>					
Yes	41%	44%	38%	36%	46%
<b>Plan to complete degree at this university Q9**</b>					
Yes	90%	89%	92%	93%	92%
No	3%	4%	2%	2%	3%
<b>Intended major changed Q7</b>					
Yes	39%	39%	38%	41%	42%
Note: * In calculating the average year of the current program, five or more years was treated as five years.					
** The 'not sure' category is not shown here.					

As one might expect, the more years students have been in their program, the more likely they are to say that they intend to complete their degree at their current university. Just 78% of first-year students plan to complete their degree at their current university; this proportion steadily rises up to 99% of students in their fourth or fifth year.

## 2.6 Changes to studies

According to results in Table 18, about 1 student in 5 (21%) reports having had to interrupt their studies at some time. The most common reasons relate to finances, either for employment (7%) or financial reasons (5%). Students often have multiple reasons for interrupting their studying.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Have not interrupted studies	79%	82%	74%	77%	64%
For employment	7%	6%	9%	8%	16%
For financial reasons	5%	4%	6%	5%	8%
To travel	4%	3%	6%	4%	8%
For other family reasons	4%	3%	5%	4%	7%
Due to illness	4%	3%	4%	3%	7%
To have/raise children	2%	2%	1%	2%	7%
Required to withdraw by the university	2%	1%	3%	2%	2%
Other reasons	4%	3%	4%	4%	4%

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

## 2.7 Student's grades

Table 19 shows the grades students attained in courses completed at the time they participated in this survey.

- ▶ The average grade for all undergraduates is between a B and a B+, that is 4.7 out of 7, where 7 means an A or A+.
- ▶ More than half of students report an average grade of B+ or higher, including 12% with an average grade of A or A+.
- ▶ Only 7% of students report an average grade of C or lower.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
A or A+	12%	12%	11%	13%	14%
A-	19%	19%	17%	19%	20%
B+	22%	22%	23%	23%	22%
B	28%	28%	31%	27%	26%
C+	12%	12%	12%	12%	12%
C or lower	7%	7%	6%	7%	6%
Average	4.7	4.7	4.6	4.7	4.8

Note: This grade scale is based on the following: A/A+=7, A-=6, B+=5, B=4, C+=3, C=2, D=1.

Students' average grades can vary by discipline. Those in Education and Professional (5.1 each) programs tend to have higher average grades, while those in Engineering (4.4) programs tend to have lower average grades. See Table 20.

Discipline	Average grade
Education	5.1
Professional	5.1
Arts and Humanities	4.7
Biological Science	4.7
Physical Science	4.7
Overall	4.7
Business	4.6
Social Science	4.6
Other fields	4.4
Engineering	4.4

Note: This grade scale is based on the following: A/A+=7, A-=6, B+=5, B=4, C+=3, C=2, D=1.



Typically, as undergraduates advance through their programs, their reported grades increase. As shown in Table 21, average grades increase from 4.5 in first year to 4.9 by their fourth or fifth year at university. This difference primarily appears to be due to a lower proportion of students with an average grade of C or lower. In first year, 12% of students report a C or lower grade-point average; this steadily declines across years to 3% of students in fourth or fifth year.

Year of program	Average grade
1 <sup>st</sup>	4.5
2 <sup>nd</sup>	4.6
3 <sup>rd</sup>	4.7
4 <sup>th</sup> or more	4.9
Overall	4.7

Note: This grade scale is based on the following: A/A+=7, A-=6, B+=5, B=4, C+=3, C=2, D=1.

As shown in Table 22, the average grades among undergraduate students is virtually unchanged over time.

	2008 (n=11,981)	2005 (n=12,783)	2002 (n=12,695)
<b>Average grade for courses completed so far</b>			
A or A+	12%	10%	10%
A-	19%	17%	16%
B+	22%	22%	22%
B	28%	29%	29%
C+	12%	13%	13%
C or lower	7%	8%	8%
Average	4.7	4.6	4.6

Note: This grade scale is based on the following: A/A+=7, A-=6, B+=5, B=4, C+=3, C=2, D=1.

## 2.8 Study patterns

We asked students about the time they spend studying and doing other academic work. The typical student spends 33 hours per week on these activities, which is almost equivalent to a full-time job.

- ▶ On average, students report spending 16 hours in class and labs and almost another 17 hours on academic work outside of class. In each case, the number of weekly hours spent on these activities ranges from less than 10 to more than 30.

- ▶ As part of their academic program, most students are required to complete assignments and write papers or reports. The typical student has to complete about 12 papers or reports per year. However, about 20% of students say they have to complete 16 or more reports, with a few students indicating that they have to complete 100 or more papers or reports.
- ▶ Although there is no difference among university groups in terms of students spending time on their education in or out of classes, students attending Group 1 universities indicate that they have slightly more papers or reports than students at Group 2 or Group 3 universities.

See Table 23.

<b>Table 23: Study patterns</b>					
	<b>All students (n=11,981)</b>	<b>Group</b>			<b>University of Winnipeg (n=381)</b>
		<b>1 (n=6,861)</b>	<b>2 (n=2,294)</b>	<b>3 (n=2,826)</b>	
<b>Hours spent in scheduled classes and labs Q10A</b>					
10 or fewer	20%	17%	22%	24%	45%
11 to 15	39%	41%	36%	37%	27%
16 to 20	23%	24%	25%	20%	19%
21 to 30	15%	15%	14%	15%	10%
More than 30	3%	2%	2%	4%	<1%
Average number of hours	15.7	16.0	15.4	15.5	12.0
<b>Hours spent on academic work outside of classes and labs Q10B</b>					
10 or fewer	38%	38%	38%	36%	54%
11 to 15	18%	18%	18%	19%	19%
16 to 20	17%	17%	16%	18%	11%
21 to 30	17%	17%	17%	16%	10%
More than 30	10%	10%	10%	10%	6%
Average number of hours	17.4	17.2	17.7	17.6	13.2
<b>Total hours spent on academic work in and out of class</b>					
15 or fewer	9%	7%	10%	12%	27%
16 to 20	10%	11%	10%	9%	14%
21 to 30	30%	31%	30%	29%	30%
31 to 40	25%	26%	24%	24%	15%
More than 40	26%	25%	26%	27%	13%
Average number of hours	33.1	33.1	33.1	33.1	25.2
<b>Number of papers/reports completed during school year Q11</b>					
2 or fewer	9%	6%	13%	14%	9%
3 to 5	20%	18%	21%	23%	15%
6 to 10	33%	35%	31%	31%	34%
11 to 15	17%	19%	15%	15%	17%
16 to 20	10%	11%	10%	8%	12%
More than 20	10%	11%	10%	8%	13%
Average number of papers/reports	11.5	12.0	11.2	10.3	11.9

Of course, full-time students spend more time than part-time students on their academic work in and out of class. On average, part-time students spend 19 hours, while full-time spend almost twice as many (34 hours).

The time students devote to their academic work varies with their major. Those in Engineering programs are likely to spend more time in class (22 hours) and on academic work outside of class (22 hours) than students in other disciplines. Other programs that require students to devote more time to their studies than the typical student are Biological Science, Professional, and Physical Science.

The number of papers and reports students have to write does not necessarily reflect the amount of time they devote to their studies. For example, students in Education and Arts and Humanities programs (13 each) tend to have to write more papers and reports than the typical student (12), yet spend less time on average than students overall on their work outside of class.

Of interest, when these results are compared to Table 20 (average grade by discipline), it appears that in some disciplines extra work both in and out of class does not correlate with higher grades. For instance, Engineering students who spend the most hours in and out of class on academics have the lowest average grade, while Education students (who spend the least hours on academics outside of class) have the highest grades.

See Table 24.

	Average			
	Hours in class*	Hours outside of class	Total hours*	Number of papers/reports*
Engineering	22.0	21.8	43.8	10.6
Biological Science	18.8	18.6	37.5	11.1
Professional	18.8	19.7	38.4	11.0
Other fields	18.4	15.8	34.2	13.1
Physical Science	17.4	19.3	36.7	9.0
Overall	15.7	17.4	33.2	11.5
Education	15.3	15.8	31.1	12.8
Arts and Humanities	14.1	16.4	30.5	12.8
Business	13.7	16.2	29.8	9.6
Social Science	13.6	16.4	30.0	12.3

Note: Hours in and outside class may not sum to total hours due to rounding.  
\* Statistically significant difference among disciplines.

The typical first-year student spends more time in class than students in later years, and with each additional year of study, the time in class appears to decline. However, it also appears that for each successive year students are in university, they typically spend, on average, an additional hour outside of class on academic work (although this difference is not statistically significant). Thus, students in each year of their program are typically spending about the same amount of time on academic work, when both in and out of class work is considered.

**Table 25: Average hours/assignments by year in program**

	Average			
	Hours in class*	Hours outside class	Total hours	Number of papers/reports
1 <sup>st</sup> year	16.6	15.4	32.0	10.0
2 <sup>nd</sup> year	16.4	16.8	33.2	11.1
3 <sup>rd</sup> year	15.6	17.9	33.5	11.7
4 <sup>th</sup> year or more	14.5	19.2	33.7	12.9
Overall	15.7	17.4	33.1	11.5

\* Statistically significant difference.

## 2.9 Type of academic instruction: experience and satisfaction

We asked students what types of academic instruction they are receiving at their university. Most commonly, students report classroom-based courses, with far fewer reporting mixed online and classroom or strictly online courses. As shown in Table 26:

- ▶ The single most commonly reported instruction is *classroom-based courses with online supports* (that is, instruction is carried out in class, with supports such as study notes and lecture notes available online). Eight students in 10 (80%) report this type of instruction.
- ▶ Also very common is instruction that is *strictly classroom-based* (that is, instruction is all in class, with no online supports). Slightly more than 7 students in 10 (71%) report this type of instruction.
- ▶ Other formats for instruction are less common. About 1 student in 6 (16%) reports that he or she had at least one course that used a *mix of classroom and online instruction* (that is, involving reduced classroom instruction and some instruction online).
- ▶ About 1 student in 10 reports (11%) that he or she had at least one course that was *online instruction* (that is, taught completely online with no classroom instruction).

On average, students' course complement includes courses that are taught using two of four different types of instruction. The course load of about 1 student in 4 (26%) includes only one type of instruction. Less than 1 student in 20 (3%) has a course load that includes all four types of instruction.

**Table 26: Type of academic instruction Q21A-D**

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
c. Classroom instruction with online supports	80%	80%	82%	80%	72%
d. Strictly classroom-based instruction	71%	75%	69%	65%	77%
b. Mix of classroom with online instruction	16%	15%	19%	16%	10%
a. Online instruction	11%	9%	12%	14%	9%

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

We asked students to rate their satisfaction with the type of instruction they have received.

- ▶ More than 9 students in 10 are satisfied with *classroom instruction with online supports*, including 40% who are very satisfied.
- ▶ Slightly more than 8 students in 10 are satisfied with instruction that is a *mix of classroom and online instruction* (including 15% who are very satisfied) or *strictly classroom-based* (including 22% who are very satisfied.)
- ▶ Students are least satisfied with courses that provide *online instruction* only. Still 3 students in 4 are satisfied, including just 16% who are very satisfied.

See Table 27.

**Table 27: Satisfaction with type of instruction (% satisfied/very satisfied) Q21A-D**

	All students	Group			University of Winnipeg
		1	2	3	
c. Classroom instruction with online supports	94%	95%	93%	93%	95%
b. A mix of classroom and online instruction	83%	84%	85%	79%	82%
d. Strictly classroom-based instruction	82%	85%	76%	77%	84%
a. Online instruction	73%	75%	75%	67%	74%

Note: Percentages are based on those who have been exposed to this type of instruction.

## 2.10 Preferred type of instruction

We asked students what type of instruction they prefer and why. The results are shown in Tables 28 and 29.

- ▶ The majority of students – 2 in 3 – prefer *classroom instruction with online support*. They prefer this approach because of the amount of information it provides (75%); the quality of instruction (60%); and the interaction with professors (57%).
- ▶ About 1 student in 7 prefers a *mix of classroom and online instruction*, mainly because it is easier for students to schedule (74%), gives students the freedom to learn at their own pace (66%), and provides the right amount of information (50%).
- ▶ About 1 student in 10 prefers *strictly classroom-based instruction*. The most common reason for this is that it offers face-to-face interaction with professors (80%) and students (63%), while allowing for a higher quality of instruction (79%).
- ▶ Less than 1 in 20 prefers *online instruction* to any of the other three methods. They prefer it primarily because it allows them to learn on their own schedule (89%) and they can learn at their own pace (76%).

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Classroom instruction with online supports	65%	66%	65%	64%	67%
A mix of classroom and online instruction	15%	15%	16%	16%	13%
Strictly classroom-based instruction	10%	11%	9%	9%	13%
Online instruction	3%	2%	3%	4%	3%

	All students (n=11,182)	Group			University of Winnipeg (n=363)
		1 (n=6,428)	2 (n=2,144)	3 (n=2,610)	
Amount of information provided	66%	67%	66%	65%	66%
Quality of instruction	57%	59%	53%	55%	56%
Interaction with professors	55%	57%	50%	52%	58%
Easier for me to schedule	46%	46%	46%	48%	45%
Interaction with students	43%	44%	40%	43%	43%
I can learn at my own pace	38%	38%	39%	40%	39%
Other	9%	9%	10%	9%	13%

Note: Those who did not indicate a preferred type of instruction were not asked this question. Respondents could provide more than one answer. Therefore, columns will not sum to 100%.

### 3.0 Work and financing education

In this section, we report on students' employment while attending university as well as the methods they use to finance their education.

#### 3.1 Current employment profile

Half of undergraduate students (48%) are employed, including more than 1 in 10 who is employed on a university campus.

- ▶ Among those students who are employed, the typical student works about 17 hours a week.
- ▶ Most students work on a part-time basis, with 3 students in 4 working 20 hours or less per week. This includes 37% who work 10 hours or less.
- ▶ Few students work full-time. Just over 1 student in 10 reports working over 30 hours a week, including some who report working more than 60 hours a week.
- ▶ Among those students who are working, 6 in 10 say that their employment has at least *some* negative impact on their academic performance. This includes over 1 in 4 who feels that their job has a *moderate, significant, or substantial* negative impact on their performance in school.

See Table 30.

Table 30: Employment status					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Currently employed Q26 (all respondents)</b>					
Yes, both on and off campus	3%	4%	3%	3%	6%
Yes, on campus	10%	13%	8%	6%	5%
Yes, off campus	35%	31%	39%	41%	64%
No, but seeking work	12%	11%	12%	13%	7%
No, not seeking work	32%	33%	31%	29%	14%
<b>Number of hours worked per week Q27*</b>					
10 hours or less	37%	41%	30%	33%	25%
11 to 20 hours	38%	35%	43%	40%	35%
21 to 30 hours	15%	14%	15%	16%	18%
Over 30 hours	11%	10%	11%	11%	22%
Average number of hours	16.8	16.2	17.7	17.6	21.4
<b>Negative impact of non-co-op related employment on academic performance Q28*</b>					
None	39%	42%	33%	35%	28%
Some	32%	33%	31%	32%	39%
Moderate	18%	16%	20%	21%	21%
Significant	7%	6%	10%	8%	8%
Substantial	3%	3%	4%	4%	5%
Note: * Only students who are currently employed were asked how many hours they work per week and whether their employment has a negative impact on their academic performance.					

As students progress in their studies, they are more likely to be employed while in university. The proportion of students employed rises steadily each year of a student's study. While 36% of first-year students report being employed, 58% of students in their fourth or fifth year report the same. However, among those who are working, there is no statically significant difference among students' year of program and the number of hours they work.

One of the key factors associated with work is student status.

- ▶ Part-time students (77%) are more likely to be employed than full-time students (51%). A typical part-time student who is employed spends an average of 30 hours per week at a job. This compares to 15 hours per week for full-time students who are employed.
- ▶ Typically, as the number of hours students spend working increases, the number of hours they devote to their studies decreases. This is particularly true of students who spend more than 30 hours per week working for pay. Even so, regardless of the hours employed, students tend to devote considerable time to their studies. For example, those who work 21 to 30 hours per week also report spending an average of 29 hours per week on academic work in and out of class.
- ▶ On average, students who are employed devote 49 hours to both their academic work and their job, while those who do not work spend 35 hours on academics only.

Results shown in Table 31 present the difference in employment hours by academic status.

<b>Table 31: Average hours employed per week by academic status</b>			
<b>Hours employed per week</b>	<b>Academic status</b>		
	<b>All students</b>	<b>Full-time students</b>	<b>Part-time students</b>
None – no job	34.5	35.0	23.6
10 hours or less	35.6	36.0	23.6
11 to 20 hours	32.1	32.8	21.3
21 to 30 hours	29.4	31.4	17.6
31 hours or more	21.3	31.2	14.0
Overall	33.1	34.4	18.6



Depending on their major area of study, some students are more likely to be working at a job during their academic term (see Table 32). Students in Education programs are most likely to report working for pay, while those in Engineering programs are the least likely to be employed.

	<b>Employed on or off campus</b>	<b>Not employed</b>
Education	62%	31%
Professional	52%	40%
Social Sciences	51%	41%
Other fields	51%	44%
Arts and Humanities	50%	41%
Overall	49%	43%
Business	48%	44%
Physical Sciences	46%	47%
Biological Sciences	45%	46%
Engineering	29%	62%

The average number of hours devoted to paid and academic work varies by discipline (although the difference is not statistically significant).

- ▶ Overall, students spend an average of over 40 hours per week working either on their studies (33 hours) or for pay (8 hours).
- ▶ The typical Engineering student spends the most time per week working (48 hours), but spends most of it on academic study (44 hours) and much less on paid employment (4 hours).
- ▶ Conversely, the typical Business, Arts and Humanities, and Social Science students spend the least amount of time on work and education (39 hours), but spend a greater amount working for pay (9 hours each) than most students.
- ▶ Education students on average spend the most time on paid employment (10 hours per week).

Table 33 provides the average number of hours devoted to study and paid work for all students by discipline.

Table 33: Average number of hours per week by discipline		
All students	Average hours per week	
	Employed hours	Job and academic work
Education	10.0	41.1
Social Sciences	9.0	39.0
Business	8.9	38.7
Professional	8.7	47.0
Arts and Humanities	8.6	39.1
Overall	8.2	41.3
Other fields	7.6	41.1
Physical Sciences	7.1	43.8
Biological Sciences	6.7	44.1
Engineering	4.2	48.0

### 3.2 Career prospects

Table 34 below shows that:

- ▶ Over half of students (53%) say that they have *definitely* decided on a specific career field, while 28% indicate that they may have decided on a specific career path.
- ▶ One student in 3 (34%) believes that there will be *many* jobs available in their career field when they graduate, while another 1 in 3 (35%) thinks that there will be at least *some* jobs. One student in 6 thinks that there will only be *few* or *very few* jobs available in his or her career field.

Table 34: Career considerations					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Decided on a specific career field Q35</b>					
Yes	53%	53%	51%	54%	65%
Maybe	28%	28%	29%	27%	23%
No	11%	10%	13%	10%	6%
<b>Perceived availability of job opportunities Q37</b>					
Many jobs	34%	34%	32%	35%	30%
Some jobs	35%	36%	34%	31%	41%
Few/very few jobs	16%	14%	17%	18%	15%
Don't know/no response	16%	16%	16%	16%	14%

While there is some indication that with more years of study students are more likely to have decided on a specific career field, the difference is not statistically significant. First year students are the least likely to have decided, but still 47% claim they have chosen a career field. While the proportion of students who have decided rises slowly with each year, still only 58% of students in the fourth or fifth year of their program report having made a decision.

Students in certain disciplines are more likely to have decided on a career field.

- ▶ Not surprisingly, students in Education and Professional programs are the most likely to have decided on a career field, while those in Social Science programs are the least likely.
- ▶ Students in Professional and Engineering programs are the most likely to believe that there are many jobs available in their career field, while those in Arts and Humanities and Social Science programs are the least likely to believe there are many jobs.

See Table 35.

	<b>Discipline</b>	<b>%</b>
Decided on a career field	Education	78%
	Professional	77%
	----- Overall	53%
	----- Social Science	46%
Many jobs available	Professional	60%
	Engineering	53%
	----- Overall	34%
	----- Social Science	25%
	Arts and Humanities	21%

### 3.3 Steps taken for employment after graduation

Students report taking many steps to prepare for their career or employment. Indeed, 82% of students report taking at least one of the eight steps, including 49% who have taken three or more steps. Overall:

- ▶ About half of students have created a resume or curriculum vitae (53%) or talked with professors about their career (46%).
- ▶ Slightly less than 4 in 10 have volunteered (38%) or worked (37%) in their chosen field of employment. This includes 22% who have done both.
- ▶ About 1 student in 3 has attended an employment fair (35%).
- ▶ One student in 5 has met with a career counsellor (21%), while about 1 in 10 has a career mentor (13%) or an e-portfolio (8%).

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
b. Created resume or CV	53%	49%	58%	59%	49%
a. Talked with professors about employment/career	46%	49%	42%	41%	54%
g. Volunteered in my chosen field of employment	38%	42%	32%	31%	56%
f. Worked in my chosen field of employment	37%	35%	38%	40%	49%
d. Attended an employment fair	35%	32%	40%	40%	37%
e. Met with a career counsellor	21%	22%	18%	21%	27%
h. Have a career mentor	13%	13%	10%	14%	16%
c. Created an e-portfolio	8%	6%	11%	10%	8%

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

Not surprisingly, as students progress in their studies (and get closer to graduating) they are more likely to have taken many of these steps to prepare for employment. Specifically, we find that students are more likely to have:

- ▶ *Created a resume or curriculum vitae.* Just 41% of first-year students have a resume or CV, whereas 67% of fourth or fifth year students do.
- ▶ *Talked with professors about employment or career.* About 32% of first-year students have talked to their professors, compared to 57% of fourth-year or more students.
- ▶ *Worked in chosen field of employment.* Fourth or fifth year students (49%) are almost twice as likely as first-year students (25%) to have worked in their chosen field.

As shown in Table 37, students in different disciplines differ in the steps they have taken to prepare themselves for employment after graduation.

- ▶ Students in Education are the most likely to have *volunteered in their chosen field of employment*, while Engineering students are least likely.
- ▶ Students in Education and Professional programs are most likely to have *worked in their chosen field of employment*. Students in Social Science programs are least likely.
- ▶ Engineering students are most likely to have *attended an employment fair*, while Arts and Humanities students are least likely.

	<b>Discipline</b>	<b>%</b>
Volunteered in my chosen field of employment	Education	70%
	Professional	46%
	Overall	38%
	Business	23%
	Engineering	12%
Worked in my chosen field of employment	Professional	56%
	Education	55%
	Engineering	44%
	Overall	37%
	Social Science	29%
Attended an employment fair	Engineering	56%
	Other fields	45%
	Business	43%
	Overall	35%
	Arts and Humanities	26%

### 3.4 Debt from financing post-secondary education

We asked students to identify the repayable debt that they have incurred from financing their university education. We defined repayable debt as money students had acquired to help finance their education that they owe and will have to pay back.

About half (49%) of the students report owing money to at least one of the four sources tested. As Table 38 shows, overall:

- ▶ One student in 3 has debt from *government student loans* (34%).
- ▶ Just under 1 student in 5 has debt from *loans from parents or family* (17%).
- ▶ About 1 in 7 has debt from *loans from financial institutions* (14%).
- ▶ About 1 in 20 has debt from *other sources* (5%).

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Any debt	49%	52%	50%	42%	37%
Government student loans	34%	37%	34%	28%	17%
Loans from parents/family	17%	17%	18%	15%	13%
Loans from financial institutions	14%	15%	14%	12%	16%
Debt from other sources	5%	5%	5%	4%	7%

Among all students, the average debt is about \$10,300 (\$18,900 among those reporting any debt) with the largest share owed to student loans. The median debt is much lower at \$3,000 (\$15,000 for those reporting any debt).

- ▶ Among those with *student loans*, the average debt from this source is \$16,800.
- ▶ Among those with *loans from financial institutions*, the amount they owe averages about \$11,700.
- ▶ Students who have *loans from their parents or other family members* report owing their relatives an average of over \$9,400.
- ▶ Those using *other sources* owe an average of \$6,300.

Table 39 shows the average amount of debt, while Table 40 provides the median.

Table 39: Average amount of repayable debt Q24					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Average total debt</b>					
- All respondents	\$10,281	\$10,969	\$10,638	\$8,315	\$4,388
- Those with debt	\$18,935	\$19,148	\$19,450	\$17,807	\$11,111
<b>Average among those with these sources</b>					
-Government student loans	\$16,800	\$16,930	\$17,620	\$15,582	\$8,895
-Loans from financial institutions	\$11,686	\$11,652	\$11,218	\$12,229	\$9,510
-Loans from parents/family	\$9,439	\$9,169	\$9,951	\$9,694	\$4,619
-Debt from other sources	\$6,277	\$6,619	\$5,996	\$5,547	\$5,721

Table 40: Median amount of repayable debt Q24					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Median total debt</b>					
- All respondents	\$3,000	\$4,000	\$3,000	\$0	\$0
- Those with debt	\$15,000	\$15,000	\$15,000	\$13,000	\$8,000
<b>Median among those with these sources</b>					
-Government student loans	\$13,000	\$13,000	\$14,000	\$12,000	\$6,000
-Loans from financial institutions	\$8,500	\$9,000	\$8,000	\$8,000	\$7,000
-Loans from parents/family	\$5,000	\$5,000	\$5,000	\$5,000	\$2,000
-Debt from other sources	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000

Overall, 42% of students report that they have no debt. The half with at least some debt report owing various amounts of money, including 14% who owe less than \$8,000 and 20% who owe \$20,000 or more. See Table 41.

Table 41: Total debt Q24					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
No debt	42%	39%	41%	48%	57%
Less than \$4,000	6%	6%	5%	5%	10%
\$4,000 to \$7,999	8%	8%	8%	8%	8%
\$8,000 to \$11,999	7%	8%	7%	6%	5%
\$12,000 to \$19,999	9%	10%	9%	7%	7%
\$20,000 or more	20%	21%	21%	16%	7%

As one would expect, students appear to be more likely to have education-related debt the longer they have been in their program. Among students in their first year, 42% report having debt; this slowly increases the longer students have been in their program. About 55% of students in the fourth or fifth year of their program report education-related debt. Although this increase seems logical, it is not statistically significant.

Not only does the proportion of students with debt seem to increase over time, so does the amount of debt these students have. As Table 42 shows, among all students:

- ▶ The average amount of debt more than triples over the course of four or more years of study. Those in their first year of studies owe an average of about \$4,800, while those in their fourth or fifth year owe an average of about \$15,800.
- ▶ As students progress in their studies, they rely less on their parents or family for financial support and more on loans from financial institutions.

<b>Table 42: Average debt by year of program</b>				
	<b>1<sup>st</sup> year (n=2,820)</b>	<b>2<sup>nd</sup> year (n=2,807)</b>	<b>3<sup>rd</sup> year (n=3,164)</b>	<b>4<sup>th</sup> or 5<sup>th</sup> year (n=3,182)</b>
<b>All students</b>				
Average total debt	\$4,791	\$7,883	\$11,602	\$15,840
Government student loans	\$2,889	\$4,752	\$7,321	\$9,775
Loans from parents/family	\$1,028	\$1,478	\$1,837	\$2,605
Loans from financial institutions	\$665	\$1,395	\$1,962	\$3,031
Debt from other sources	\$207	\$258	\$482	\$429
<b>Students with debt</b>				
Average total debt	\$10,122	\$15,131	\$20,596	\$26,288



### 3.5 Sources of university funding

We asked students to indicate which of 11 different sources they are using to fund their education in the current year. The most common sources in the 2007-08 academic year are:

- ▶ **Parents/family/spouse.** Four students in 10 (44%) report receiving financial support from their family.
- ▶ **Earnings from summer work.** Some 4 students in 10 (42%) finance their post-secondary education through summer employment.
- ▶ **University scholarship, financial award, or bursary.** About 1 student in 3 (33%) reports receiving university-based financial assistance.
- ▶ **Government loan or bursary.** About 3 students in 10 (31%) also say that they received some type of government loan or bursary.
- ▶ **Personal savings.** Slightly more than 1 student in 4 (27%) finances his or her education through personal savings.
- ▶ **Earnings from current employment.** One student in 4 (25%) uses earnings from current employment to fund their university education. Since half of students report that they are currently employed, it is interesting that only 1 in 4 is using this income to support their education.

Less common sources of financing, each used by 1 student in 10 or less, are: loans from financial institutions, RESPs, investment income, co-op program/work term, or work-study programs. These and other sources are shown in Table 43.

**Table 43: Sources of financing Q25**

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Parents/family/spouse	44%	44%	46%	43%	35%
Earnings from summer work	42%	48%	35%	36%	31%
University scholarship/financial award/bursary	33%	37%	30%	26%	24%
Government loan or bursary	31%	34%	30%	23%	14%
Personal savings	27%	29%	25%	24%	30%
Earnings from current employment	25%	25%	25%	23%	33%
Loans from financial institution	10%	11%	9%	9%	10%
RESP	7%	8%	7%	7%	8%
Investment income (bonds, dividends, etc.)	3%	3%	4%	3%	1%
Co-op program/work term	3%	1%	6%	3%	<1%
Work-study program	1%	1%	2%	1%	2%
Multiple other	3%	3%	3%	2%	5%

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

Almost 2 students in 3 rely on two or more of these sources to finance their education. On average, students report using almost three different sources to help pay for their education. See Table 44.

**Table 44: Number of sources of financing Q25**

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
One	17%	14%	19%	20%	25%
Two	20%	19%	23%	21%	25%
Three	21%	22%	22%	19%	17%
Four or more	24%	28%	20%	18%	14%
No response	18%	17%	16%	21%	18%
Average	2.8	2.9	2.6	2.5	2.4

Typically, students report that various sources contribute just over \$11,000 toward financing their university education this year. The largest sources, on average, contributing more than half of their financing are:

- ▶ *Government loan or bursary* (over \$7,800)
- ▶ *Loans from financial institutions* (almost \$7,700)
- ▶ *Co-op program or work term* (about \$7,400)
- ▶ *Parents, family, or spouse* (almost \$6,800)

Of less importance, but still contributing one-third or more are:

- ▶ *RESP* (over \$5,000)
- ▶ *Summer work* (almost \$4,000)

See Table 45 for complete results.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>All respondents</b>					
Overall	\$11,147	\$11,866	\$10,730	\$9,741	\$5,699
<b>Average among those with these sources</b>					
Government loan or bursary	\$7,813	\$7,857	\$7,970	\$7,497	\$4,411
Loans from financial institution	\$7,693	\$7,942	\$7,222	\$7,316	\$5,132
Co-op program/work term	\$7,411	\$6,184	\$7,177	\$8,777	\$2,100
Parents/family/spouse	\$6,771	\$7,087	\$6,208	\$6,461	\$3,245
RESP	\$5,022	\$5,322	\$4,543	\$4,562	\$3,840
Earnings from summer work	\$3,987	\$3,867	\$4,179	\$4,223	\$3,441
Investment income (bonds, dividends, etc.)	\$3,392	\$3,327	\$3,715	\$3,250	\$2,833
Personal savings	\$2,985	\$3,009	\$2,936	\$2,957	\$2,218
University scholarship/financial award/bursary	\$2,971	\$3,068	\$2,553	\$3,023	\$1,731
Earnings from current employment	\$2,843	\$2,388	\$3,575	\$3,399	\$2,514
Work-study program	\$1,582	\$1,360	\$1,696	\$2,081	\$1,133
Multiple other	\$4,957	\$4,977	\$4,622	\$5,246	\$2,644

Note: Non-numeric amounts have been excluded from the calculation of averages.

A similar pattern can be found in Table 46, which shows the median values for these same sources.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>All respondents</b>					
Overall	\$9,000	\$10,000	\$8,000	\$7,000	\$3,900
<b>Median among those with these sources</b>					
Government loan or bursary	\$7,000	\$7,000	\$6,000	\$6,500	\$3,625
Loans from financial institution	\$6,000	\$6,000	\$5,000	\$5,000	\$4,500
Co-op program/work term	\$5,000	\$3,000	\$5,000	\$6,500	\$2,100
Parents/family/spouse	\$5,000	\$5,000	\$4,000	\$4,000	\$2,000
RESP	\$4,000	\$4,000	\$3,500	\$4,000	\$2,150
Earnings from summer work	\$3,000	\$3,000	\$3,000	\$3,000	\$2,000
Personal savings	\$2,000	\$2,000	\$2,000	\$2,000	\$1,500
University scholarship/financial award/bursary	\$2,000	\$2,000	\$1,500	\$2,000	\$1,100
Earnings from current employment	\$1,500	\$1,200	\$2,000	\$1,600	\$1,500
Investment income (bonds, dividends, etc.)	\$1,000	\$1,250	\$1,200	\$1,000	\$1,000
Work-study program	\$1,000	\$1,000	\$1,000	\$1,550	\$1,000
Multiple other	\$2,741	\$3,000	\$2,671	\$2,000	\$1,595

Note: Non-numeric amounts have been excluded from the calculation of medians.

### 3.5.1 Concern for funding

We asked students to rate their level of concern with having sufficient funding to complete their university education (Table 47).

- ▶ About 2 students in 3 are at least somewhat concerned, including 23% who are *very concerned*.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Very concerned, may not have enough funds	23%	24%	24%	18%	19%
Somewhat concerned, but will probably have enough funds	42%	42%	41%	41%	45%
Not concerned, should have sufficient funds	27%	26%	27%	31%	30%

### 3.6 Most students follow a budget

As Table 48 shows, about 6 in 10 students report following a budget.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Yes	60%	62%	60%	56%	60%
No	25%	24%	26%	28%	28%

Note: The 'not sure' category is not shown here.

### 3.7 Credit cards

About 2 students in 3 (65%) report that they have at least one credit card, including 6% who say that they have three or more credit cards. Among those students who have credit cards:

- ▶ About 8 in 10 report that they pay off their balance each month and, as such, their current credit card balance is zero.
- ▶ Conversely, 1 in 5 carries a balance each month, most often over \$1,000. Overall, the average balance each month is almost \$600. Among those who do not pay off their credit cards each month, the outstanding balance is much higher, about \$3,000.

See Table 49.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Number of credit cards Q32 (all respondents)</b>					
None	25%	29%	23%	18%	21%
One	47%	46%	46%	51%	48%
Two	12%	11%	14%	15%	12%
Three or more	6%	5%	7%	7%	12%
No response	9%	9%	10%	10%	8%
Average number	1.4	1.4	1.4	1.6	2.6
<b>Regularly pay off your balance each month Q33*</b>					
Yes	78%	77%	77%	82%	66%
<b>Total credit card balance Q34*</b>					
Zero	80%	79%	79%	83%	67%
\$500 or less	4%	5%	4%	4%	6%
\$501 to \$1,000	4%	4%	4%	4%	7%
Over \$1,000	11%	11%	12%	8%	19%
No response	1%	1%	<1%	1%	<1%
Average	\$571	\$613	\$639	\$432	\$1,031
Note: * Total credit card balance and payment of the balance were asked of those who had at least one credit card.					

As students advance in university, they are more likely to have obtained a credit card. Some 45% of those in first year have at least one credit card compared to 78% of those in fourth or fifth year. Likewise, the total number of credit cards that students have also increases. However, students' likelihood of paying off the balance each month or the total outstanding balance they carry does not appear to significantly change over time in university.

## 4.0 Perceptions of university

In this section, we report on students' satisfaction with services prior to class, their personal safety, and academic, general, and special services and facilities.

### 4.1 Satisfaction with services prior to classes

Below we examine some services typically used by students prior to the start of classes.

#### 4.1.1 Course registration

About 4 students in 5 (80%) report being satisfied with the process of registering for courses, including 30% who are very satisfied with the process. The remaining 1 in 5 is dissatisfied, including 5% who are very dissatisfied. See Table 50.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Very satisfied	30%	30%	29%	29%	7%
Satisfied	50%	50%	51%	48%	36%
Dissatisfied	15%	14%	15%	16%	34%
Very dissatisfied	5%	5%	4%	6%	22%
Don't know/no response	<1%	<1%	<1%	<1%	<1%

### 4.1.2 Course availability

Slightly more than 2 students in 3 (68%) are satisfied with the availability of courses required for their program, including 19% who are very satisfied. The remaining 3 students in 10 are dissatisfied with course availability, which includes 7% who are very dissatisfied. See Table 51 for results.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Very satisfied	19%	20%	18%	16%	14%
Satisfied	49%	48%	49%	52%	45%
Dissatisfied	23%	23%	25%	23%	30%
Very dissatisfied	7%	7%	7%	8%	9%
Don't know/no response	1%	1%	1%	1%	1%

Satisfaction with course availability decreases as students progress through university. Some 80% of first-year students report being satisfied or very satisfied with the availability of courses for their program. By third year or more (62%), significantly fewer students are satisfied with the courses available.

## 4.2 Satisfaction with safety

As shown in Table 52, 9 students in 10 report being satisfied with their personal safety on campus, including 43% who are very satisfied. That being said, 1 student in 20 reports that he or she is dissatisfied with his or her personal safety on campus.

Students attending smaller universities (Group 1 – 50%) are more likely to report being very satisfied with their personal safety on campus than those attending larger Group 2 (35%) or Group 3 (33%) universities.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Very satisfied	43%	50%	35%	33%	27%
Satisfied	48%	43%	52%	56%	58%
Dissatisfied	5%	4%	7%	5%	10%
Very dissatisfied	1%	1%	2%	1%	4%
Don't know/no response	3%	2%	3%	4%	<1%

Regardless of gender, about 9 students in 10 are at least satisfied with their personal safety on campus. That said, it appears that males (51%) are slightly more likely than females (40%) to be very satisfied. However, this difference is not statistically significant.



### 4.3 Satisfaction with academic facilities

We asked students to rate their satisfaction with a number of academic facilities on their campus. In each case, a majority of students are satisfied with each of the items tested, as shown in Table 53.

- ▶ More than 9 students in 10 are satisfied (46%) or very satisfied (47%) with the *average size of their classes*. Those attending smaller universities tend to be more satisfied than those attending larger universities. Among Group 1 students, some 63% are very satisfied with their average class sizes compared with only 30% of Group 2 students and 22% of Group 3 students.
- ▶ Slightly more than 8 students in 10 are satisfied with the *instructional facilities* (24% very satisfied) and *general condition of buildings and grounds* (28% very satisfied). Group 1 students (33%) are more likely to be very satisfied with the *general conditions of buildings and grounds* than Group 2 (22%) or Group 3 (19%) students.
- ▶ About 3 students in 4 are satisfied with *social and informal meeting places* and *study space*. For each, 22% are very satisfied.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
a. Average size of your classes	93%	97%	90%	84%	96%
b. Instructional facilities (e.g., classrooms, labs, equipment)	84%	88%	81%	77%	78%
f. General condition of buildings and grounds	83%	87%	80%	75%	81%
d. Social and informal meeting places	77%	80%	74%	74%	73%
e. Study space	72%	74%	68%	68%	71%

#### 4.4 Use of and satisfaction with facilities and services

We asked students to rate their use of and satisfaction with 23 different facilities and services at their universities.

##### 4.4.1 Use of general facilities and services

Some facilities and services are, by their very nature, used by almost all students, while the use of others is based on circumstances. As Table 54 shows:

- ▶ Virtually all students (98%) have used their *campus bookstore*, *library facilities* (96%), or *computer facilities* (90%).
- ▶ Over 8 students in 10 have used *food services* (85%), while 2 in 3 have used their university's *athletic facilities* (67%).
- ▶ About 6 students in 10 have used their university's *parking facilities* (59%).
- ▶ Slightly more than half have participated in *university-based social activities* (54%) or used *other recreational facilities* (51%).
- ▶ About 4 students in 10 have used *facilities for student associations and clubs* (44%), *student life program* (43%), *university residences* (42%), or *campus medical services* (38%).

Group 1 students are more likely than Group 2 or Group 3 students to report using *university based social activities*, *student life programs*, and *university residences*.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
i. Campus book stores	98%	99%	97%	98%	99%
v. Library facilities	96%	97%	95%	95%	98%
c. Computer facilities	90%	90%	92%	89%	85%
t. Food services	85%	88%	84%	78%	83%
d. Athletic facilities	67%	69%	64%	63%	42%
g. Parking facilities	59%	64%	56%	49%	27%
h. University-based social activities	54%	61%	44%	44%	25%
e. Other recreational facilities	51%	54%	47%	46%	23%
f. Facilities for student associations, clubs, etc.	44%	48%	38%	40%	33%
w. Student life program	43%	52%	31%	30%	10%
u. University residences	42%	52%	34%	26%	4%
r. Campus medical services	38%	40%	37%	34%	8%

The longer students have been at university, the more likely they are to have used particular services or facilities.

- ▶ While 81% of first-year students have used their university's *computer facilities*, almost all (95%) fourth or fifth year students have used them.
- ▶ Some 49% of first-year students have used the *parking facilities*, which rises to 69% of fourth or fifth year students.

#### 4.4.2 Satisfaction with general facilities and services

Students who had used particular facilities or services provided satisfaction ratings. As shown in Table 55:

- ▶ Around 9 students in 10 report being satisfied with:
  - *computer facilities*, including 33% who are very satisfied
  - *library facilities*, including 33% who are very satisfied
  - *other recreational facilities*, including 24% who are very satisfied
- ▶ Slightly less than 9 in 10 are satisfied with:
  - *student life program*, including 25% who are very satisfied
  - *university-based social activities*, including 19% who are very satisfied
  - *athletic facilities*, including 35% who are very satisfied
- ▶ About 8 students in 10 are satisfied with:
  - *facilities for student associations and clubs*, including 18% who are very satisfied
  - *campus medical services*, including 34% who are very satisfied
  - *campus bookstore*, including 23% who are very satisfied
  - *university residences*, including 28% who are very satisfied

Students are least satisfied with two of the practical services:

- ▶ Almost 2 students in 3 are satisfied (52%) or very satisfied (12%) with the *food services*.
- ▶ Half of students are either satisfied (43%) or very satisfied (9%) with the *parking facilities*. Many students are dissatisfied (30%) or very dissatisfied (17%) with this service.

Although there were several differences by university group in terms of students' use of general facilities and services, there is only one statistically significant difference in terms of their satisfaction. Twice as many Group 1 (12%) students are very satisfied with *parking facilities* than Group 2 (5%) or Group 3 (6%) students.

	All students	Group			University of Winnipeg
		1	2	3	
c. Computer facilities	90%	91%	90%	88%	89%
v. Library facilities	90%	88%	91%	92%	90%
e. Other recreational facilities	88%	87%	86%	89%	86%
w. Student life program	87%	89%	81%	84%	82%
h. University-based social activities	86%	87%	83%	86%	83%
d. Athletic facilities	86%	85%	86%	88%	94%
f. Facilities for student associations, clubs, etc.	83%	85%	79%	81%	86%
r. Campus medical services	82%	81%	83%	85%	86%
i. Campus book stores	81%	81%	79%	83%	76%
u. University residences	80%	82%	76%	77%	57%
t. Food services	64%	63%	65%	68%	54%
g. Parking facilities	52%	57%	42%	47%	24%

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

## 4.5 Use of special services

Table 56 shows undergraduates' use of various special services.

- ▶ The most commonly used special service is *academic advising*. Seven students in 10 used this service.
- ▶ About 1 student in 3 used *services for students in need of financial aid*.
- ▶ About 1 student in 5 reports using *tutoring services, employment services, career counselling services, and study skills/learning support services*.
- ▶ About 1 student in 6 reports using *work experience programs or personal counselling services*.
- ▶ Few students report using services designed for specific types of students, such as *services for international students* (10%), *services for students with disabilities* (7%), and *services for First Nations students* (3%).

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
a. Academic advising	71%	75%	69%	63%	84%
l. Services for students needing financial aid	34%	38%	32%	26%	21%
b. Tutoring services	21%	21%	22%	21%	25%
s. Employment services	21%	22%	18%	21%	12%
p. Career counselling services	20%	21%	19%	18%	16%
q. Study skills/learning support services	19%	22%	17%	15%	10%
n. Work experience programs	16%	13%	23%	17%	9%
o. Personal counselling services	15%	17%	15%	12%	9%
k. International student services	10%	10%	10%	11%	2%
j. Services for students with disabilities	7%	7%	5%	5%	7%
m. Services for First Nations students	3%	4%	3%	3%	5%

The longer students are in university, the more likely they are to use certain services:

- ▶ About 61% of first-year students used *academic advising* compared to 80% of fourth or fifth year students.
- ▶ Fourth and fifth year students (24%) are three times more likely than first year students (8%) to have used *work experience programs*.
- ▶ Some 12% of first-year students used *employment services* compared to 29% of fourth or fifth year students.

Students' use of two special services varies by discipline. As shown in Table 57:

- ▶ Students in Engineering, Physical Science, and Biological Science programs are more likely to use *tutoring services* compared to students in Arts and Humanities programs.
- ▶ Business and Engineering students are most likely to have taken part in *work experience programs*, while Arts and Humanities students are least likely.

<b>Service</b>	<b>Discipline</b>	<b>Use</b>
Tutoring services	Engineering	31%
	Physical Science	28%
	Biological Science	28%
	Overall	21%
	Arts and Humanities	14%
Work experience program	Engineering	34%
	Business	26%
	Overall	16%
	Arts and Humanities	8%

#### 4.5.1 Satisfaction with special services

Most students who have used the special services tested are satisfied with them (see Table 57). Among those who have experience with a service:

- ▶ More than 8 students in 10 are satisfied with:
  - *study skills/learning support services*, including 27% who are very satisfied with their experience
  - *employment services*, including 25% who are very satisfied.
  
- ▶ About 8 students in 10 are satisfied with:
  - *personal counselling services*, including 36% who are very satisfied
  - *tutoring services*, including 25% who are very satisfied
  - *academic advising*, including 28% who are very satisfied
  - *international student services*, including 29% who are very satisfied
  - *services for students in need of financial aid*, including 24% who are very satisfied
  - *work experience programs*, including 34% who are very satisfied
  - *career counselling services*, including 27% who are very satisfied
  
- ▶ About 7 students in 10 are satisfied with *services for students with disabilities*, including 34% who are very satisfied with their experience.
  
- ▶ Another 6 students in 10 are satisfied with *services for First Nations*, including 22% who are very satisfied.

Students attending Group 1 (41%) universities are more likely than students attending Group 2 (28%) or Group 3 (24%) universities to be very satisfied with *personal counselling services*.

**Table 58: Satisfaction with special services (% satisfied/very satisfied) Q14**

	All students	Group			University of Winnipeg
		1	2	3	
q. Study skills/learning support services	85%	87%	79%	82%	74%
s. Employment services	83%	83%	85%	83%	61%
o. Personal counselling services	81%	84%	78%	77%	83%
b. Tutoring services	81%	82%	80%	79%	84%
a. Academic advising	80%	83%	79%	74%	86%
k. International student services	79%	78%	73%	87%	22%
l. Services for students needing financial aid	79%	80%	74%	79%	66%
n. Work experience programs	79%	78%	81%	78%	77%
p. Career counselling services	79%	80%	76%	77%	72%
j. Services for students with disabilities	71%	70%	70%	75%	79%
m. Services for First Nations students	62%	59%	59%	69%	67%

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

Students in other fields (91%) and Education programs (87%) are most likely to be satisfied with *work experience programs*. Conversely, students in Arts and Humanities and Social Science programs (74% each) are least likely to be satisfied.

#### 4.5.2 Areas requiring biggest improvements

We asked students to identify the top three areas that require the most improvement at their university. The most commonly cited areas for improvement are practical concerns.

- ▶ About 1 student in 3 indicates that *food services* or *parking facilities* are the top priorities requiring improvement. This reflects the relatively low levels of satisfaction that students report with these services.

The most common academic improvements are around advising and library services.

- ▶ About 3 students in 10 mention that *academic advising* requires improvements, even though the vast majority who have used the service are satisfied.
- ▶ Another 1 student in 4 mentions *library facilities*. Similarly, while most users of the library facilities are satisfied, many still report that improvements are needed.



Other services are mentioned by 1 student in 5 or fewer. See Table 59 for a complete list of all facilities and services.

While the order of most priorities for improvement remains similar across all university groups, students attending Group 1 universities are more likely than their Group 2 or 3 counterparts to name *food services* and *university residences* as priorities for improvement. Students attending Group 3 institutions are slightly more likely to cite *academic advising* and *computer facilities* as areas in need of improvement.<sup>5</sup>

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
t. Food services	35%	38%	33%	29%	34%
g. Parking facilities	33%	32%	37%	31%	49%
a. Academic advising	30%	27%	32%	37%	27%
v. Library facilities	26%	28%	24%	26%	34%
c. Computer facilities	18%	15%	20%	23%	25%
d. Athletic facilities	17%	18%	16%	14%	7%
i. Campus book stores	16%	17%	16%	15%	26%
l. Services for students needing financial aid	15%	15%	15%	15%	15%
u. University residences	12%	15%	9%	9%	4%
n. Work experience programs	12%	11%	13%	13%	9%
p. Career counselling services	10%	9%	9%	12%	9%
b. Tutoring services	9%	8%	10%	12%	10%
s. Employment services	8%	8%	9%	10%	8%
r. Campus medical services	8%	9%	7%	6%	2%
h. University-based social activities	8%	8%	8%	7%	4%
f. Facilities for student associations, clubs, etc.	8%	7%	7%	8%	4%
w. Student life program	6%	6%	6%	6%	3%
e. Other recreational facilities	6%	7%	5%	5%	4%
q. Study skills/learning support services	6%	5%	6%	7%	7%
j. Services for students with disabilities	5%	6%	4%	3%	5%
o. Personal counselling services	4%	4%	4%	5%	4%
k. International student services	3%	2%	3%	3%	1%
m. Services for First Nations students	2%	2%	1%	2%	3%

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

<sup>5</sup> Because this question allows for multiple responses, no test of statistical significance are performed. Differences noted are those greater than 5 percentage points between groups.

## 4.6 Satisfaction with faculty

Regardless of the type of university, students tend to report positive experiences with faculty.

About 9 students in 10 agree that:

- ▶ *professors encourage students to participate in class discussions*, including 33% who strongly agree.
- ▶ *most of [their] professors are reasonably accessible outside of class to help students*, including 28% who strongly agree.
- ▶ *professors show sensitivity to racial issues*, including 20% who strong agree. While a majority of students still agree, students who self-identify as being part of a visible minority are more likely to disagree. Some 22% of visible minority students disagree compared to 7% of students who are not in a visible minority.

More than 8 students in 10 agree that *professors*:

- ▶ *show sensitivity to gender issues*, including 18% who strongly agree. Men and women are equally likely to agree with this statement.
- ▶ *treat students as individuals*, including 30% who strongly agree.
- ▶ *generally look out for students' interests*, including 21% who strongly agree.
- ▶ *had a major positive influence on [their] academic career*, including 34% who strongly agree.

Three students in 4 agree that *some professors have taken a personal interest in [their] academic progress*, including 23% who strongly agree.

Half of students agree that *they feel free to turn to some of [their] professors for advice on personal matters*, including only 13% who strongly agree. Conversely, about half (51%) disagree with this statement, including 13% who strongly disagree.

In several areas, students attending Group 1 universities have more positive impressions of the professors than do those attending the larger Group 2 and 3 institutions.

- ▶ About 39% of Group 1 students strongly agree that *professors encourage students to participate in class discussions* compared with 25% of students in both Group 2 and Group 3.
- ▶ Among Group 1 students, 35% strongly agree that, *most of [their] professors are reasonably accessible outside of class to help students* compared with 20% in both Group 2 and Group 3.
- ▶ About 22% of Group 1 students strongly agree that their professors *show sensitivity to gender issues* which compares to 13% of Group 2 and Group 3 students.
- ▶ At 27%, Group 1 students are about twice as likely to strongly agree that their professors *generally look out for students' interests* as Group 2 (13%) or Group 3 (11%) students.
- ▶ About 40% of Group 1 students strongly agree that their professors *had a major positive influence on [their] academic career* compared to 27% of both Group 2 and Group 3 students.
- ▶ About 30% of Group 1 students strongly agree that *some professors have taken a personal interest in [their] academic progress* compared to 15% for both Group 2 and Group 3 students.
- ▶ Although just 17% of Group 1 students strongly agree that *they feel free to turn to some of [their] professors for advice on personal matters*; this is double the proportion of students attending Group 2 (9%) or Group 3 (7%) universities.

See Table 60.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
g. Most of my professors encourage students to participate in class discussions	92%	95%	89%	88%	94%
j. Most of my professors are reasonably accessible outside of class to help students	92%	94%	89%	88%	94%
c. My professors show sensitivity to racial issues	89%	92%	86%	85%	93%
b. My professors show sensitivity to gender issues	86%	90%	82%	82%	91%
h. At this university, professors treat students as individuals, not just numbers	84%	92%	77%	73%	91%
e. My professors generally look out for students' interests	84%	89%	79%	75%	85%
d. Some professors at this university have had a major positive influence on my academic career	81%	84%	76%	75%	82%
a. Some of my professors have taken a personal interest in my academic progress	74%	81%	66%	63%	81%
f. I feel free to turn to some of my professors for advice on personal matters	49%	55%	41%	40%	45%

As students progress in their studies, they become more likely to strongly agree that:

- ▶ *some of [their] professors have taken a personal interest in [their] academic progress.* About 15% of first-year students strongly agree with this statement, compared with 32% of students in their fourth year of studies or more.
- ▶ *had a major positive influence on [their] academic career.* While 24% of first-year students strongly agree, 44% of fourth and fifth year students do.

Overall, perceptions of professors do not differ significantly based on the program of study. Regardless of the discipline, a majority of students agree with these statements. However, there are a few differences. Table 61 shows the proportion of students that agree or strongly agree with these statements.

- ▶ Students in some disciplines are more likely to agree that *professors show sensitivity to gender issues.* Students in Arts and Humanities (22%) and Education (26%) programs are most likely to strongly agree. Conversely, Engineering (9%) and Business (13%) students are the least likely to strongly agree. Of interest is that these two programs have some of the highest proportions of male students (whereas

Arts and Humanities and Education have some of the highest proportions of female students).

- ▶ Similarly, students in some disciplines are not only more likely to strongly agree that their *professors show sensitivity to racial issues*, they are more likely to strongly agree. Students in Education (29%), Arts and Humanities (23%), and Social Science (23%) programs are more likely to strong agree. Again, students in Engineering (9%) and Business (15%) are the least likely to strongly agree (or agree).
- ▶ Students in some disciplines are more likely to strongly agree that *most of their professors encourage students to participate in class discussion*. Students in Arts and Humanities (40%), Education (38%), and Professional (32%) are also most likely to strongly agree. Engineering students are the least likely to agree, and, in particular, to strongly agree (13%).

<b>Issue</b>	<b>Discipline</b>	<b>% Agree/Strongly Agree</b>
My professors show sensitivity to gender issues	Arts and Humanities	91%
	Education	91%
	----- Overall	86%
	----- Business	79%
	----- Engineering	74%
My professors show sensitivity to racial issues	Arts and Humanities	93%
	Education	93%
	Social Sciences	92%
	----- Overall	89%
	----- Business	83%
Most of my professors encourage students to participate in class discussion	----- Engineering	79%
	Professional	96%
	Arts and Humanities	95%
	----- Overall	92%
	----- Engineering	83%

#### 4.6.1 Overall quality of teaching

Almost 9 students in 10 agree that they are satisfied with the quality of teaching they have received, including 21% who strongly agree. Some 12% disagree that they are satisfied with the quality of teaching.

Students attending Group 1 universities are about twice as likely to strongly agree compared with those attending Group 2 or 3 institutions. See Table 62 for complete results.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Agree strongly	21%	27%	14%	12%	19%
Agree	67%	65%	70%	70%	71%
Disagree	10%	7%	13%	15%	8%
Disagree strongly	2%	1%	3%	3%	2%
No response	<1%		<1%		

Regardless of the program in which students are studying, at least 78% agree or strongly agree that they are satisfied with the quality of teaching they have received. Engineering students are the least likely to agree, including only 9% who strongly agree. Conversely, about 9 students in 10 in each of the following programs agree: Arts and Humanities (including 26% strongly agree), Education (26%), and Social Sciences (23%).

#### 4.7 Other perceptions of university

Students also rated eight other statements about learning, participation, and other staff at their university. Table 63 shows the percentage of students who agree with statements about their university.

Almost all students agree that:

- ▶ *the university treats students fairly, independently of their gender*, including 30% who strongly agree. Only 3% disagree. Students' perceptions do not appear to vary with gender, as there is virtually no difference in the proportion who agree between males (96%) and females (97%).
- ▶ *the university treats students fairly, independently of their race*, including 30% who strongly agree. Just 4% disagree.

Although the difference is not statistically significant, it appears that students who self-identify as being part of a visible minority (8%) are slightly more likely to disagree compared to those who are not part of a visible minority (3%).

- ▶ *in most of [their] classes, [they] have been given the chance to evaluate the course*, including 52% who strongly agree. About 5% disagree.

Almost 9 students in 10 agree that:

- ▶ *[their] learning experience at the university has been intellectually stimulating*, including 25% who strongly agree. Some 11% disagree.
- ▶ *most university support staff are helpful*, including 22% who strongly agree. About 13% disagree.

About 3 students in 4 agree that *grading is consistent and fair*, although only 11% strongly agree. However, 1 student in 4 (24%) disagrees that this is the case.

More than half agree that *teaching assistants have been helpful in [their] academic program*. This includes 10% who strongly agree. However, some 44% disagree.

Of concern, is that about half feel that they get the run around at their university, although only 10% strongly agree. A slim majority (51%) disagrees, suggesting that they feel that their university has not given them the run around.

Similar to ratings of professors, there are several statistically significant differences by university group. Specifically, Group 1 students are more likely to strongly agree than Group 2 or 3 students that:

- ▶ *grading is consistent and fair*. About 14% of Group 1 students agree compared to 7% of both Group 2 and 3 students.
- ▶ *learning experience at the university has been intellectually stimulating*. Around 31% of Group 1 students strongly agree, while far fewer attending Group 2 (18%) or Group 3 (16%) do.

- ▶ *most university support staff are helpful.* Group 1 students (27%) are about twice as likely as Group 2 and Group 3 students (15% each) to strongly agree.

Table 63: Learning and participation (% agree/strongly agree) Q15					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
s. The university treats students fairly, independently of their gender	97%	97%	96%	95%	98%
r. The university treats students fairly, independently of their race	96%	97%	95%	94%	98%
i. In most of my classes, I have been given the chance to evaluate the course	95%	95%	92%	96%	95%
n. My learning experiences at this university have been intellectually stimulating	89%	92%	86%	85%	90%
o. Most university support staff (e.g., clerks, secretaries, etc.) are helpful	87%	90%	85%	81%	85%
l. Grading is consistent and fair at this university	76%	81%	72%	68%	78%
k. Teaching assistants have been helpful in my academic program	56%	55%	58%	57%	43%
p. I sometimes feel I get the run around at this university	49%	45%	53%	57%	45%

## 4.8 Areas requiring improvement

We asked students to consider various facilities and services and indicate if each needs no or very little improvement, some improvement, much improvement, or very much improvement. Anyone who did not provide a rating is assumed not to have used the service or facility and therefore is not included in the calculation of the ratings.

### 4.8.1 Improvement of academic services and facilities

Table 64 shows the percentage of students who provided a rating of these academic services. Most could provide ratings for *emphasis on teaching excellence* and *use of technology in the classroom*.

Table 64: Areas requiring improvement: academic services (percent who offered a rating) Q16					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
a. Emphasis on teaching excellence (ability)	97%	97%	97%	97%	96%
i. Use of technology in the classroom	96%	97%	96%	96%	97%



Table 65 shows the proportion of students who indicated that these services need much or very much improvement. While students are generally pleased with academic services, overall at least 1 student in 5 reports that improvements are needed. Among those students who provide a rating:

- ▶ Almost 1 in 4 reports that the *use of technology in the classroom* needs much improvement, including 7% who indicate that it needs very much improvement.
- ▶ Just over 1 in 5 says the *emphasis on teaching excellence (ability)* needs much improvement, including 9% who say it needs very much.

Students in Group 2 and 3 universities are more likely than Group 1 students to indicate improvements are needed. Indeed, students in Group 2 and Group 3 (12% each) universities are more likely than those in Group 1 (6%) universities to say that this area needs very much improvement.

	All students	Group			University of Winnipeg
		1	2	3	
i. Use of technology in the classroom	23%	19%	29%	26%	30%
a. Emphasis on teaching excellence (ability)	21%	15%	28%	31%	24%

Note: Percentages are based on those who offered a rating.

Students in Engineering (17%) and Physical Science (13%) are most likely to say that *emphasis on teaching excellence* needs very much improvement. Conversely, Arts and Humanities and Social Science program students are least likely (6% each).

#### 4.8.2 Work study programs

In Table 66, we present the percentage of students who rated each of four work study programs. In each case, more than 8 in 10 provide a rating.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
e. Opportunities for study abroad	88%	89%	86%	86%	84%
f. Student employment services	84%	85%	83%	83%	79%
j. Work opportunities on campus	84%	85%	82%	82%	78%
g. Work study opportunities	82%	82%	82%	83%	75%

Most students do not appear to think much improvement is needed with these services. However, over 1 in 4 states that they need much or very much improvement. As Table 67 shows, of the students who provide a rating:

- ▶ About 3 in 10 say that much improvement is needed for *work-study opportunities* (including 11% who say very much) or *student employment services* (including 9% who say very much is needed).
- ▶ More than 1 in 4 says the same for *opportunities to study abroad* (including 9% who say very much is needed) or *work opportunities on campus* (including 9% who say very much).

	All students	Group			University of Winnipeg
		1	2	3	
g. Work study opportunities	32%	30%	32%	38%	33%
f. Student employment services	29%	27%	33%	32%	32%
e. Opportunities for study abroad	27%	25%	28%	31%	30%
j. Work opportunities on campus	27%	24%	31%	29%	30%

Note: Percentages are based on those who offered a rating.

### 4.8.3 Other issues

Table 68 shows some other issues tested for improvement with students and the proportion of students who provide ratings. The vast majority of students could provide a rating for each of the four other issues.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
c. Emphasis on academics	97%	98%	97%	97%	96%
b. Sense of community among students	97%	97%	96%	96%	96%
d. Opportunities for a social life	95%	95%	95%	94%	92%
h. University spending on financial aid	84%	84%	84%	81%	78%

Among students who provide a rating:

- ▶ About 4 students in 10 report much improvement is needed to *university spending on financial aid*, including 19% who say it needs very much improvement.
- ▶ Some 3 in 10 say that much improvement is needed to the *sense of community among students*, including 11% who say it needs improving very much. Students attending Group 1 universities (9%) are least likely to say this area requires very much improvement compared to Group 2 (15%) or Group 3 (14%) students.
- ▶ About 1 in 4 thinks there needs to be improvement in the *opportunities for a social life*, including 8% who say it needs it very much.
- ▶ Fewer than 1 in 5 think there needs to be improvement in the *emphasis on academics*, including 5% who think it needs very much improvement.

See Table 69.

	All students	Group			University of Winnipeg
		1	2	3	
h. University spending on financial aid	43%	40%	45%	47%	45%
b. Sense of community among students	30%	24%	37%	37%	30%
d. Opportunities for a social life	25%	22%	30%	26%	28%
c. Emphasis on academics	18%	16%	21%	20%	13%

Note: Percentages are based on those who offered a rating.

#### 4.8.4 Top priorities for improvements

From the list of services and facilities tested, we asked students to rank the top three in terms of having the greatest need for improvement. Those most often cited as requiring improvements are:

- ▶ *Emphasis on teaching excellence (ability)*. Almost half of students indicate that the university’s emphasis on teaching excellence is one of the top three areas that require improvement.
- ▶ *University spending on financial aid*. Slightly more than 4 students in 10 indicate that their university’s spending is a top priority for improvement.
- ▶ *Sense of community among students*. About 1 student in 3 says the community among students is one of the top three priorities at their university.

Among the other seven areas, each is ranked as one of the top three areas for improvement by 21% to 25% of students. See Table 70 for these and other priority areas for improvement.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
a. Emphasis on teaching excellence (ability)	47%	40%	53%	59%	52%
h. University spending on financial aid	41%	44%	38%	37%	38%
b. Sense of community among students	33%	31%	36%	34%	30%
c. Emphasis on academics	25%	24%	26%	27%	22%
g. Work study opportunities	25%	25%	21%	26%	19%
i. Use of technology in the classroom	23%	23%	23%	22%	32%
j. Work opportunities on campus	22%	24%	22%	18%	22%
f. Student employment services	22%	23%	21%	21%	22%
d. Opportunities for a social life	22%	22%	23%	19%	22%
e. Opportunities for study abroad	21%	22%	16%	20%	21%
Other mentions	8%	9%	8%	8%	13%

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

## 5.0 University experience

In this section, we report on students' involvement in campus activities and their personal growth and development while at university.

### 5.1 Involvement in campus activities

The tables in this section show students who report attending various campus activities often or very often. Table 71 shows students' involvement in four campus activities.

- ▶ Almost 2 students in 3 (63%) have *attended campus lectures* (in addition to regular classes) at least occasionally during the current academic year. This includes about 1 student in 4 who has done so often or very often.
- ▶ Almost 7 in 10 (70%) have *attended campus social events* at least occasionally during the current academic year. This includes about 1 in 5 who reports attending such events often or very often. Students attending a Group 1 university are more likely than those at Group 2 or 3 universities to attend campus social events. In part, this may be because Group 1 students are most likely to have experiences living in university residences.
- ▶ About 4 students in 10 (42%) have *attended home games of university athletic teams* at least occasionally during the current academic year. This includes about 1 student in 6 who has done so often or very often. Group 1 students are much more likely to have attended home games of university athletic teams than those attending Group 2 or Group 3 institutions.
- ▶ Almost 6 in 10 (56%) have *attended campus cultural events* at least occasionally, including about 1 in 7 who has done so often or very often.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
b. Attended campus lectures (in addition to regular classes)	23%	23%	23%	21%	14%
a. Attended campus social events	21%	27%	15%	14%	4%
g. Attended home games of university athletic teams	16%	21%	11%	8%	5%
c. Attended campus cultural events (theatre, concerts, art exhibits, etc.)	14%	18%	9%	10%	6%

Table 72 shows those students who are involved often or very often in student-based activities.

- ▶ Less than half (45%) report participating in *on-campus student recreational and sports programs* at least occasionally during the current academic year, including about 1 student in 5 who has done so often or very often.
- ▶ Similarly, less than half (45%) have participated in *student clubs* at least occasionally, including 1 in 5 who reports participating often or very often.
- ▶ About 1 in 5 (19%) reports participating at least occasionally in *student government*, including more than 1 in 20 who participates often or very often.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
f. Participated in on-campus student recreational and sports programs	22%	23%	20%	20%	5%
e. Participated in student clubs	20%	23%	16%	17%	10%
d. Participated in student government	7%	7%	5%	8%	3%

There is only one area of participation that was statistically significant by discipline. Students in Arts and Humanities programs (22%) are the most likely to report *attending campus cultural* events often or very often. Engineering students (7%) are least likely to attend such events often or very often.

## 5.2 Volunteer activities

Table 73 shows those students who report volunteering either on or off campus often or very often.

- ▶ About 4 students in 10 (40%) report participating at least occasionally in off-campus community service volunteer activities during the current academic year, including almost 1 in 5 who has done so often or very often.
- ▶ About 1 in 3 (35%) has participated at least occasionally in on-campus community service or volunteer activity during the current academic year, including over 1 student in 10 has done so often or very often.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
i. Participated in off-campus community service/volunteer activities	17%	18%	15%	15%	17%
h. Participated in on-campus community service/volunteer activities	12%	14%	9%	10%	4%
Participated in on/off-campus community service/volunteer activities	22%	24%	19%	19%	19%

Although 22% of students report participating in volunteer activities often or very often (Table 73), overall 49% report some hours engaged in community service or volunteer activities in a typical week. Table 74 shows the number of hours students participate in community service or volunteer activities.

- ▶ Most who volunteer spend five hours or less a week (41%), but a few are involved for six or more hours a week (8%).
- ▶ The typical student spends about two hours per week volunteering. Among those who report community service and volunteer activity, the average doubles to four hours.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
None	51%	47%	58%	55%	62%
1 or 2	24%	26%	21%	22%	19%
3 to 5	17%	18%	14%	16%	13%
6 or more	8%	8%	7%	7%	6%
Average hours (all respondents)	1.8	2.0	1.6	1.7	1.4
Average hours (those who participate)	3.8	3.8	3.8	3.8	3.5

### 5.3 Personal growth and development

We asked students to “grade” their university in 24 skill areas in terms of contributing to their personal growth and development. We have grouped these various attributes under broad categories of academic skills, communication skills, analytical and learning skills, and life skills.

#### 5.3.1 Academic skills

Among the four academic skills tested, the proportion of students who rate each differs. About 9 students in 10 rate their university in terms of the institution’s contribution to their development of *ability to access information*, while 8 in 10 rate *computer literacy skills*. Three students in 4 are able to rate their university’s contribution to their *mathematical skills*, while only 6 in 10 rate the contribution to *second or third language skills*.

- ▶ *Ability to access information*. This skill receives an average rating of a C+ with almost 7 students in 10 rating their university as good (48%) or excellent (21%). Just over 1 student in 20 rates his or her university as poor or as a failure in this regard.
- ▶ *Computer literacy skills*. Slightly more than half of the students rate their university as good (40%) or excellent (14%). Less than 1 in 7 rates it as poor or as a failure.
- ▶ *Mathematical skills*. Almost half of students rate their university as good (34%) or excellent (13%). About 1 in 5 rates his or her university as poor or as a failure.
- ▶ *Second or third language skills*. Four students in 10 rate their university as good (28%) or excellent (11%). One student in 3 gives it a poor or failing grade.

See Table 75.



	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Percent who graded the university</b>					
k. Ability to access information	92%	93%	92%	91%	94%
r. Computer literacy skills	84%	84%	86%	82%	85%
i. Mathematical skills	74%	73%	76%	75%	71%
j. Second or third language skills	60%	59%	60%	63%	50%
<b>Average grade (out of 5)</b>					
k. Ability to access information	3.8	3.9	3.8	3.7	3.8
r. Computer literacy skills	3.5	3.5	3.5	3.4	3.5
i. Mathematical skills	3.3	3.3	3.4	3.3	3.3
j. Second or third language skills	3.1	3.1	3.0	3.1	3.1
Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the average. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.					

Perceptions of contribution to the growth and development of two of these academic skills varies by discipline.

- ▶ Typically, students in Engineering or Physical Science programs give their universities much higher marks for contributing to the development of *mathematical skills* than students in Arts and Humanities programs.
- ▶ Those in Arts and Humanities or Education programs give higher marks to their universities for contributing to *second or third language skills*, while those in Engineering programs or other fields give lower marks to their universities for these same academic skills.

See Table 76.

Contribution to...	Discipline	Average grade (5=A)
Mathematical skills	Engineering	4.1
	Physical Science	3.9
	Overall	3.3
	Arts and Humanities	2.9
Second or third language skills	Arts and Humanities	3.3
	Education	3.2
	Overall	3.1
	Other fields	2.6
	Engineering	2.6

### 5.3.2 Communication skills

Almost all students rate their universities in terms of developing three types of communication skills.

While the average grade given by students is a C+, the majority of students give their universities a good or excellent grade in terms of developing these communication skills.

- ▶ *Written communication skills.* About 2 students in 3 rate their university as good (47%) or excellent (19%) in terms of contributing to their written communication skills. Less than 1 in 10 gives his or her university a poor or failing grade.
- ▶ *Cooperative interaction in groups.* Again, about 2 students in 3 rate their university as good (45%) or excellent (20%) in contributing to their growth in cooperative interaction in groups. Slightly less than 1 in 10 gives his or her university a poor or failing grade.
- ▶ *Oral communication skills.* About 6 students in 10 rate their university as good (44%) or excellent (16%) in terms of contributing to their oral communication skills. One in 10 gives his or her university a poor or failing grade.

See Table 77.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Percent who graded the university</b>					
a. Written communication skills	92%	92%	92%	90%	95%
g. Cooperative interaction in groups	92%	92%	92%	90%	95%
b. Oral communication skills	91%	92%	92%	89%	94%
<b>Average grade (out of 5)</b>					
a. Written communication skills	3.8	3.8	3.6	3.6	4.0
g. Cooperative interaction in groups	3.8	3.8	3.7	3.6	3.8
b. Oral communication skills	3.6	3.7	3.5	3.5	3.7
Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the average. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.					

As students progress in their university studies, they are more likely to rate their university as excellent for contributing to their *oral communication skills*. Just 11% of first-year students rate their universities as excellent, compared to 23% of fourth and fifth year students.

When comparing contribution to communication skills by discipline we find that:

- ▶ On average, students in Education, Arts and Humanities, and Social Science programs give their universities higher marks for contributing to the growth of their *written communication skills*, while students in Engineering and Physical Science programs give their universities lower marks on this item.
- ▶ Students in Education, Professional, and Business programs tend to give higher grades to their universities for contributing to the growth of their *cooperative group interaction*. Students in Physical Science programs give their universities the lowest average grade.

Contribution to...	Discipline	Average grade (5=A)
Written communication skills	Education	3.9
	Arts and Humanities	3.9
	Social Science	3.9
	Overall	3.8
	Physical Science	3.5
Cooperative interaction in groups	Education	4.0
	Professional	4.0
	Business	4.0
	Overall	3.8
	Physical Science	3.5

### 5.3.3 Analytical and learning skills

Almost all students graded their universities in terms of developing analytical and learning skills.

Once again, the average grade is about a C+, and the majority of students grade their universities as good or excellent on each analytical and learning skill. Specifically:

- ▶ *Thinking logically and analytically*. Three in 4 grade their university as good (50%) or excellent (25%). Just over 1 in 20 gives it a poor or failing grade.

- ▶ *Identifying and solving problems.* Similarly, 7 in 10 grade their university as good (52%) or excellent (18%). One in 20 gives it a poor or failing grade.
- ▶ *Ability to understand abstract reasoning.* About 2 students in 3 give their university a rating of good (48%) or excellent (18%) for this ability. About 1 in 20 gives it a poor or failing grade.
- ▶ *Skills for planning and completing projects.* Again, about 2 in 3 also rate their university as good (48%) or excellent (17%) for these skills. Slightly less than 1 student in 10 gives it a poor or failing grade.
- ▶ *Effective study and learning skills.* About 6 in 10 rate their university as good (44%) or excellent (15%). One in 10 gives it a poor or failing grade. Students attending Group 1 universities (18%) are more likely to give their university a rating of excellent for this skill than those attending Group 2 (12%) or Group 3 (11%) universities.

See Table 79.

Table 79: Analytical/learning skills Q19					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Percent who graded the university</b>					
c. Effective study and learning skills	93%	93%	93%	91%	95%
e. Thinking logically and analytically	93%	93%	93%	91%	95%
d. Ability to understand abstract reasoning	92%	92%	92%	90%	94%
m. Identifying and solving problems	92%	92%	92%	90%	93%
l. Skills for planning and completing projects	91%	92%	92%	90%	94%
<b>Average grade (out of 5)</b>					
e. Thinking logically and analytically	3.9	4.0	3.8	3.8	3.9
m. Identifying and solving problems	3.8	3.9	3.7	3.7	3.8
d. Ability to understand abstract reasoning	3.8	3.8	3.6	3.7	3.8
l. Skills for planning and completing projects	3.7	3.8	3.6	3.6	3.7
c. Effective study and learning skills	3.6	3.7	3.5	3.4	3.6
Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the average. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.					

### 5.3.4 Life skills: work and knowledge skills

About 9 students in 10 or more grade their universities in terms of their contributions to students' *working independently, persistence with difficult tasks, or general skills and knowledge relevant for employment.* Some 8 students in 10 provide a rating for *living in an international world and appreciation of the arts.*

For work and knowledge skills, universities tend to receive an average grade of a B to C+. As shown in Table 80, at least half of students give their university a grade of “B-good” or “A-excellent” in terms of:

- ▶ *Working independently.* Almost 8 in 10 rate their university as good (49%) or excellent (29%). Less than 1 student in 20 gives his or her university a poor or failing grade in this area.
- ▶ *Persistence with difficult tasks.* Over 6 in 10 grade their university as good (45%) or excellent (17%). Almost 1 in 10 grades it as poor or failing.
- ▶ *General skills and knowledge relevant for employment.* Less than 6 students in 10 grade their university as good (40%) or excellent (16%). Over 1 in 7 grades it as poor or failing.
- ▶ *Living in an international world.* Over half of students rate their university as good (37%) or excellent (18%). About 1 in 6 rates it as poor or fail.
- ▶ *Appreciation of the arts.* More than half of students rate their university as good (32%) or excellent (18%). Another 1 in 5 rates it as poor or fail. Group 1 students (21%) are more likely to give their university an excellent grade than Group 2 (14%) and Group 3 (12%) students.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Percent who graded the university</b>					
f. Working independently	92%	93%	93%	91%	94%
o. Persistence with difficult tasks	91%	92%	91%	89%	93%
s. General skills and knowledge relevant for employment	89%	89%	90%	88%	88%
v. Living in an international world	83%	84%	83%	82%	85%
t. Appreciation of the arts	81%	83%	80%	78%	84%
<b>Average grade (out of 5)</b>					
f. Working independently	4.0	4.1	3.9	4.0	4.1
o. Persistence with difficult tasks	3.7	3.8	3.6	3.6	3.6
s. General skills and knowledge relevant for employment	3.5	3.6	3.5	3.4	3.6
v. Living in an international world	3.5	3.6	3.4	3.4	3.7
t. Appreciation of the arts	3.4	3.5	3.2	3.1	3.7
Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the average. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.					

Students in Professional or Education programs tend to give higher grades to their universities for contributing to their *general skills and knowledge relevant for employment*, while those in Arts and Humanities and Physical Science programs give their universities a lower rating for this item.

Those in Arts and Humanities programs rate their universities higher in terms of contributing to their *appreciation of the arts*, while those in Engineering and Physical Science programs rate their universities lower for this item.

Contribution to...	Discipline	Average grade (5=A)
General skills and knowledge relevant for employment	Professional	3.9
	Education	3.8
	Overall	3.5
	Arts and Humanities	3.4
	Physical Science	3.4
Appreciation of the arts	Arts and Humanities	3.9
	Overall	3.4
	Physical Science	3.0
	Engineering	2.6

### 5.3.5 Life skills: personal and relationship skills

Generally, the vast majority of students are able to rate personal and relationship skills, except for *spiritual development*, for which only 73% of students provide a rating.

Typically, students give their universities a rating of a C or C+ on personal and relationship skills.

- ▶ *Moral and ethical development.* Almost 2 in 3 rate their university as good (41%) or excellent (22%). Just over 1 in 10 rates it as poor or fail.
- ▶ *Self-confidence.* Similarly, almost 2 in 3 rate their university as good (43%) or excellent (20%). Slightly more than 1 in 10 rates it as poor or fail.
- ▶ *Interpersonal skills.* About 6 students in 10 rate their university as good (44%) or excellent (17%). One in 10 rates it as poor or fail.
- ▶ *Personal time management skills.* Just less than 6 in 10 rate their university as good (40%) or excellent (18%). About 1 in 7 rates it as poor or fail.

- ▶ *Leadership skills.* Less than 6 in 10 rate their university as good (38%) or excellent (19%). Almost 1 in 7 rates it as poor or fail.
- ▶ *Ability to address issues in personal life.* Less than half of students rate their university as good (34%) or excellent (13%). Almost 1 in 5 rates it as poor or fail.
- ▶ *Spiritual development.* Slightly less than 4 in 10 say that their university made a good (24%) or excellent (13%) contribution in this regard. About 1 student in 3 rates it as poor or fail.

With the exception of *personal time management skills*, Group 1 students are more likely than Group 2 and Group 3 students to give their universities excellent marks for the personal and relationship skills.

See Table 82 for complete results.

Table 82: Life skills: personal and relationship Q19					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
<b>Percent who graded the university</b>					
n. Personal time management skills	91%	92%	91%	90%	93%
x. Self-confidence	90%	91%	90%	88%	92%
u. Interpersonal skills	90%	90%	90%	87%	92%
p. Leadership skills	88%	89%	88%	86%	90%
q. Moral and ethical development	88%	89%	87%	86%	89%
h. Ability to address issues in personal life	86%	87%	86%	83%	85%
w. Spiritual development	73%	75%	71%	69%	68%
<b>Average grade (out of 5)</b>					
q. Moral and ethical development	3.7	3.9	3.5	3.5	3.8
x. Self-confidence	3.7	3.8	3.5	3.5	3.8
u. Interpersonal skills	3.7	3.8	3.5	3.5	3.7
n. Personal time management skills	3.6	3.7	3.4	3.5	3.5
p. Leadership skills	3.6	3.7	3.4	3.4	3.6
h. Ability to address issues in personal life	3.3	3.5	3.1	3.1	3.3
w. Spiritual development	3.0	3.2	2.7	2.7	3.0
Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the average. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.					

As shown in Table 83:

- ▶ Students in Engineering and Physical Science programs give their universities lower ratings than students overall in terms of contributing to the *moral and ethical development* and *interpersonal skills*. Students in Education programs give the highest ratings to their universities for both of these items (along with Professional students for *moral and ethical development*).
- ▶ Education students give the highest average rating for their university's contribution to their *spiritual development*, while Engineering students give the lowest average rating.

<b>Contribution to...</b>	<b>Discipline</b>	<b>Average grade (5=A)</b>
Moral and ethical development	Professional	3.9
	Education	3.9
	Overall	3.7
	Physical Science	3.4
	Engineering	3.4
Interpersonal skills	Education	3.9
	Overall	3.7
	Physical Science	3.4
	Engineering	3.4
Spiritual development	Education	3.4
	Overall	3.0
	Engineering	2.5



## 6.0 Overall satisfaction

Below, we consider students' measures of satisfaction with their university.

### 6.1 Concern with students as individuals

We asked students to rate how satisfied they are in terms of the concern shown by their universities for them as individuals.

- ▶ Overall, about 7 students in 10 report that they are satisfied or very satisfied with their universities in this regard, including 21% who are very satisfied.
- ▶ One student in 4 is dissatisfied with the concern shown for him or her as an individual, including 7% who are very dissatisfied.

Students attending Group 1 universities (29%) are twice as likely as students attending Group 2 (14%) and three times as likely as students attending Group 3 (9%) universities to report being very satisfied with the concern shown to them as individuals.

Conversely, students attending Group 3 (38%) and Group 2 (33%) institutions are more likely than those attending Group 1 (19%) to be dissatisfied or very dissatisfied.

See Table 84.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Very satisfied	21%	29%	14%	9%	22%
Satisfied	47%	48%	47%	47%	54%
Dissatisfied	19%	14%	24%	26%	12%
Very dissatisfied	7%	5%	9%	12%	6%
Don't know/no response	5%	5%	6%	6%	5%

## 6.2 Students feel like part of the university

We asked students if they feel as if they are part of the university.

- ▶ Overall, almost 8 students in 10 agree that they feel as if they are part of the university, although only 16% strongly agree.
- ▶ Almost 1 student in 4 disagrees that he or she feels like part of the university, although only 3% of students strongly disagree.

Students attending Group 1 universities are much more likely to strongly agree that they feel like part of their university than either Group 2 or Group 3 students. See Table 85.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Agree strongly	16%	22%	9%	8%	12%
Agree	61%	61%	63%	60%	66%
Disagree	20%	15%	24%	27%	20%
Disagree strongly	3%	2%	4%	5%	3%
No response	<1%	<1%	<1%		

### 6.3 Satisfaction with choice of university

We asked students to rate their level of agreement with the statement: “*I am satisfied with my decision to attend this university.*”

- ▶ More than 9 students in 10 agree with this statement, including more than 36% who strongly agree.
- ▶ Few (9%) disagree that they are satisfied with their choice of university, including just 2% who disagree strongly.

Given that Group 1 students provide more positive ratings for many aspects of their university experience, it may not be surprising that they are more likely to strongly agree that they are satisfied with their decision to attend their university than those attending Group 2 or Group 3 institutions.

See Table 86.

Table 86: Agreement level: I am satisfied with my decision to attend this university Q15T					
	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Agree strongly	36%	43%	28%	24%	45%
Agree	56%	51%	63%	63%	50%
Disagree	7%	5%	7%	10%	3%
Disagree strongly	2%	1%	2%	2%	2%
No response	<1%		<1%		

## 6.4 Overall quality of education

We asked students to rate their satisfaction with the overall quality of education they received from their university. As shown in Table 87:

- ▶ Overall, almost 9 students in 10 are at least satisfied with the overall quality of the education they have received at their university. This includes 35% who are very satisfied.
- ▶ Fewer than 1 student in 10 is dissatisfied, including just 2% who are very dissatisfied.

Again, those attending Group 1 universities are more likely than those attending Group 2 or Group 3 universities to be very satisfied.

	All students (n=11,981)	Group			University of Winnipeg (n=381)
		1 (n=6,861)	2 (n=2,294)	3 (n=2,826)	
Very satisfied	35%	43%	25%	22%	40%
Satisfied	50%	44%	58%	57%	48%
Dissatisfied	5%	3%	7%	9%	3%
Very dissatisfied	2%	2%	2%	3%	3%
Don't know/no response	8%	7%	8%	9%	5%

Students appear to associate the overall quality of education with several other aspects.

- ▶ Among those who are satisfied with the overall quality of their education, almost all (96%) are satisfied with their decision to attend their university. Conversely, among those who are dissatisfied with the quality of education, fewer than half (46%) are satisfied with their decision.
- ▶ Students' perceptions of the quality of their education also appears to be associated with whether they feel as if they are a part of the university. Nine in 10 students (91%) who are satisfied with the quality of education agree that they feel part of their university. Only 4 in 10 (42%) who are dissatisfied with the quality agree.
- ▶ To a lesser extent, students also may associate the concern shown to them as individuals with the overall quality of their education. Slightly more than 7 in 10 (72%) who are satisfied with the quality of their education are also satisfied with the concern shown to them by their university. Those who are dissatisfied with the quality of education are less likely to be satisfied with the concern shown to them – 1 student in 3 (35%).

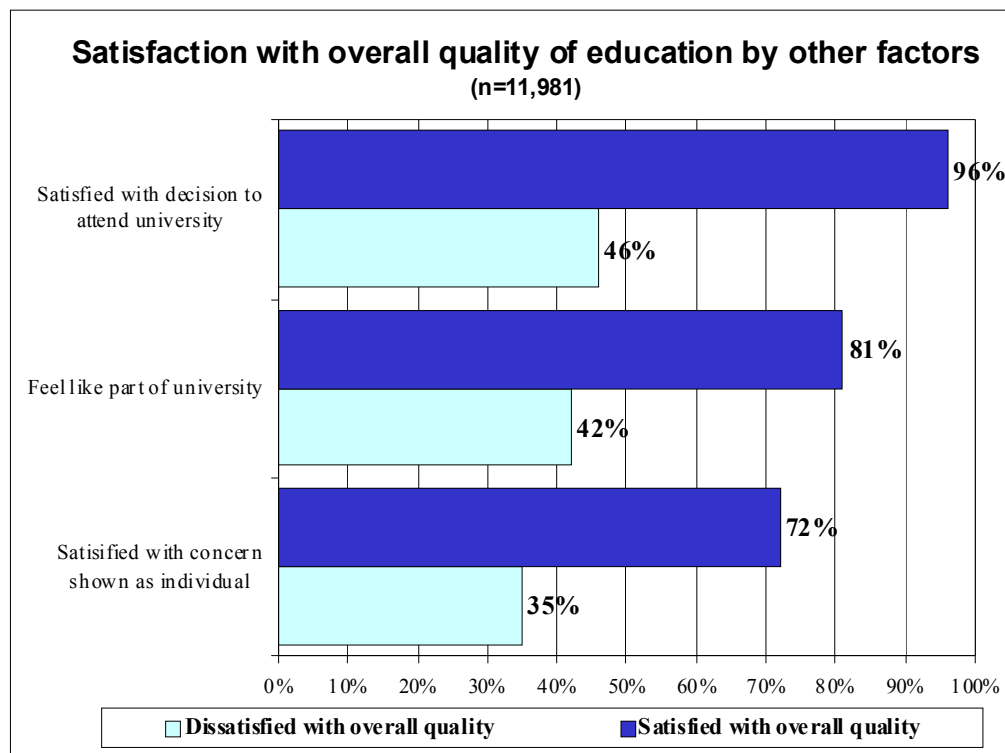


Figure 3

## 7.0 Conclusion

In 2008, nearly 12,000 students at 31 universities took part in one of the most comprehensive surveys of undergraduates in Canada. This year's survey involved a random sample of students from all undergraduate years, thus providing an opportunity to examine differences among students as they progress through their studies.

Although the methodology for this survey changes from year to year, and participating universities vary, there is remarkable consistency among students across time. As in past years, undergraduate students are generally satisfied, if not very satisfied, with their university experience. Almost all students report being satisfied with two key facets: the overall quality of education they are receiving (85%) and their choice of university (92%).

Many of these positive perceptions may be related to positive interactions that students have with professors. Indeed, the vast majority of students are satisfied with how they interact with and are treated by their professors. These positive perceptions of faculty also contribute to the fact that 88% of undergraduate students are satisfied with the quality of teaching they have received.

However, students can identify areas that may not be fully meeting their needs. When students are asked to name the top areas needing improvement at their university, two issues stand out:

- ▶ *Emphasis on teaching excellence.* Almost half of students (47%) cite teaching excellence as one of the top areas for improvement at their university. While this might appear to be at odds with the finding that 88% agree that they are satisfied with the quality of teaching they have received, it is not uncommon for individuals to report that they are satisfied but still think something can be improved. The quality of teaching is likely seen as a primary component to a student's own success at university and, therefore, while they are generally satisfied, they likely think there are aspects of teaching or individual teaching abilities that can be improved. Remember, too, that only 1 student in 5 strongly agrees that they are satisfied with the quality of teaching, suggesting that few are very satisfied.
- ▶ *University spending on financial aid.* Many students (41%) say that university spending on financial aid needs improvement. Perhaps this is not surprising, given that most students (65%) have at least some concerns about

having sufficient funding to complete their university education, and about half of students (49%) report having at least some debt related to their university education. In fact, the average debt for students overall – both those who report having debt and those who do not – is about \$10,300. When one considers only those that have debt, it rises to almost \$19,000. Given that students take on about \$10,000 in debt in their first year and add another \$5,000 every year after that (about \$26,300 by their fourth year), it may not be surprising that spending on financial aid is of such importance.

Students also give low marks to their universities for contributing to their growth in several areas. Specifically, universities receive the lowest average marks for contributing to students' growth in life skills, such as *spiritual development* and *ability to address issues in their personal life*. However, some students might not expect their university experience to lead to personal growth and development in these areas. Universities do receive high marks for contributing to how students *work independently* and *think logically and analytically*, areas that are more traditionally associated with university training.

Although students identify some areas for improvement, on the whole the vast majority of students report being satisfied with their university experiences, regardless of type of university, area of study, or years spent at their university.