CANADIAN UNIVERSITY SURVEY CONSORTIUM

2014 *MIDDLE-YEARS UNIVERSITY STUDENT* SURVEY

UNIVERSITY OF THE FRASER VALLEY REPORT

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Prepared for:
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AGREEMENT FOR DATA USE

Members of the consortium are bound by the following Agreement 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. TERMS AND CONDITIONS

Each participating member institution of the Canadian University Survey Consortium / *Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) has committed, through a signed agreement, to terms and conditions regarding the collection, storage, and use of survey data and the dissemination of related reports as follows:

A. The Corporation hereby known as the Canadian University Survey Consortium / *Consortium canadien de recherche sur les étudiants universitaires* (CUSC/CCREU) coordinates surveys of students in member institutions, facilitates the exchange of the survey data among member institutions, and promotes awareness of the value of the surveys among university administrators and policy makers in the post-secondary educational system.

B. The survey data and analysis have five broad purposes for the members:
1) to better understand and track student experience and satisfaction with many aspects of the institutions they attend
2) to improve student educational outcomes
3) to improve the services available to students
4) to benchmark for purposes of internal management and decision making
5) to contribute to accountability reports to the governing bodies of member institutions, governments, and the public

C. The exchange of confidential data among member institutions requires goodwill and trust among the member institutions. This Agreement shall be guided by the principle that member institutions of CUSC/CCREU will act in the best interests of all member institutions of the Corporation. The primary consideration in issues of disclosure of research results shall be the avoidance of public comparisons that could damage the reputation of a member institution.

D. Statistical measures and analysis of survey data may be of interest to wider audiences than the members of the Corporation for policy formulation, advocacy, or publication of research. Members of the Corporation are encouraged to make best use of the survey data, including publication of research results while observing confidentiality requirements.

E. The Corporation and each member institution define their respective obligations in relation to the use of the data that is shared between the Corporation and the Members as follows:

Definitions:

In this Agreement, unless the context requires or specifies otherwise:

a. "Data" means an electronic record of the answers to the questions on the survey instrument given by each respondent at the universities that participated in the survey.
b. "Aggregate Data" means all of the data or data for groups of universities. Generally, aggregate data is expressed as statistics and research findings across data drawn from all universities or groups of universities.
c. "Member Institution" means a university that is a member of CUSC/CCREU.
d. "Publish" means dissemination of research findings beyond the senior administration of a member institution.
e. "Senior Administration" means the officer of a member institution with overall responsibility for academic programs and student services.

2. OWNERSHIP OF SURVEY DATA

The data collected in surveys of students attending a member institution is the property of that institution.

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Each member institution will make its survey data available to other member institutions for the general purposes as outlined in Parts A to E above. Each member institution is bound by restrictions on the use and disclosure of data belonging to other member institutions.

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The only interuniversity comparisons permitted for publication or circulation beyond a member institution's senior administration are those based on the aggregate data for all member institutions or the aggregate data for the groups of member institutions identified by CUSC/CCREU.

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A member institution may not publish statistical measures or analysis of data collected at another member institution with the name of the institution disclosed. Member institutions may publish statistical measures and analysis of their own data.

A member institution may not publish statistical measures or analysis of data collected at another member institution that would allow an informed reader to identify the institution by reference to location, uncommon programs, or other information contained in the published material.

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A member institution may make available to its senior administrators statistical measures and analysis of data from another member institution, with the identity of the member disclosed, for the purposes outlined in Parts A–E above. The member institution disclosing the identity of another member institution in these circumstances must ensure that those to whom the information is made available are aware of its confidential nature and restricted audience.

A member institution may be requested to disclose data or statistical measures under freedom of information legislation or other requirements for accountability. In these circumstances, member institutions may disclose their own data to fulfill the request. Member institutions shall not disclose data that belongs to other member institutions unless the request explicitly demands it and legal counsel advises that the request must be fulfilled. If it must be fulfilled, the member institution shall notify immediately the other member institution(s). If it does not have to be fulfilled the requester should be referred to the other member institution(s), which should be notified immediately.

7. EXCLUSIVE USE OF INSTRUMENTS AND METHODOLOGY

The survey instruments and methodology are for the exclusive use of the member institutions and are not to be shared with organizations outside the Corporation.

8. ACCESS TO AGGREGATE DATA

Access to the aggregate data for research purposes may be granted to interested persons, provided the intended use is a legitimate, non-commercial one, and the researcher is qualified and agrees to acknowledge 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 the CUSC/CCREU Board of Directors in consultation with members of the consortium (all participating institutions) in the case of requests that seem problematic.

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EXECUTIVE SUMMARY

Introduction

The 2014 *Middle-Years Student Survey* marks the 20th cooperative study undertaken by the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU) and marks the first survey conducted of middle-years students, replacing the survey of all undergraduates in the three-year cycle of surveys. The 2014 survey was redesigned by CUSC-CCREU to fit with objectives for surveying middle-years students and was tested via focus groups with students prior to launch to assess students' understanding of questions.

The 2014 survey involved 28 universities and over 22,500 middle-years university students from across Canada. The 2014 survey yielded a 30% response rate.

Demographic profile of middle-years students

The profile of middle-years students shows the following:

- Middle-years students tend to be female (61%), 20 or younger (55%), single (67%), without children (94%), and a Canadian citizen (86%).
- About 37% self-report as a being a member of a visible minority, with another 4% self-identifying as being Aboriginal.
- About 15% self-identify as having a disability, most often mental health (7%). Among those with a disability, 35% require accommodation for their disability. Although there is virtually no difference by age for students self-reporting a disability, as students get older, they are more likely to report that their disability requires them to have accommodations.
- The majority of middle-years students live independently, either in rented housing (47%), in on-campus housing (9%), or in a home they personally own (7%).
- Middle-years students most commonly take public transportation (42%) to campus, although about 3 in 10 use a vehicle, more often driving alone (23%) than with others (6%). Many students also report walking to campus (22%).
- Just over 1 in 10 (13%) middle-years students are first-generation students. That is, neither parent had any post-secondary education. Visible minority students (17%) are more likely than non-minority (11%) students to be first-generation university students.

Academic profile of middle-years students

The typical middle-years student is studying full-time (81%) with a B- to B + (53%) or A- or higher (29%) average. Almost all (91%) middle-years students have chosen their major, although 37% have changed their major or discipline of study since starting their post-secondary education. In addition, 23% have transferred to their current university from another institution. The older a student is, the more likely they are to be studying part-time and transferred from other institution.

On average, students spend about 32 hours a week on their academic work, almost evenly split between time spent in class (15 hours per week, on average) and out of class (17 hours per week, on average). As might be expected, students with lower grades tend to spend fewer hours outside of class on their academic work, although they spend virtually equal hours in class to students with higher grades.

Financing education and current employment

Just over half (52%) of middle-years students are currently employed, with about 11% being employed on campus. The typical employed student works an average of 17 hours per week. Employment does seem to have some impact on students' education, as students are more likely to say their employment has a negative (45%) than positive (19%) impact on their academic performance, although 36% say it has no impact.

When assessing employment, results show several interesting relationships:

- Visible minority students are less likely than non-minority students to be employed, although the average hours worked is virtually the same among these groups.
- The hours students work is very similar by students' grades, yet those with lower grades are more likely to report that work has a negative impact on their academic performance.
- The older a student is, the more likely they are to be employed and the more hours they tend to work per week.

About 4 in 10 students report having student debt, with the most common debt being *government student loans* (33%). Among all middle-years students, the average education-related debt at the time of the survey is about $8,822. When we consider only those who report having any debt, the average amount more than doubles to about $21,125. There is some relationship between age and student debt, with those 25 to 29 typically reporting the highest levels of student debt.

When financing their current year, the most common source of funding for students is *parents, family, or spouse* (64%), with many also using *earnings from summer* (46%) or *current* employment (41%). On average, students require about $16,059 to fund a single year of education.

As students get older, they are less likely to rely on some sources, such as *parents, family, or spouse; university scholarship, financial award, or bursary*; or *RESPs*. However, the average amount required to fund their education increases substantially, almost double when comparing the amount required for those 20 and younger ($14,143) to those 30 and older ($26,677).

About 85% of middle-years students report they have at least one credit card, including 29% who say they have two or more. Among those with an unpaid balance on their credit card(s), the average credit card debt students have is $2,959. The older a student is, the more likely they are to have a credit card and the higher the average credit card balance they carry.

About 7 in 10 middle-years students agree that they *have the financial resources to complete their program*, including 24% who strongly agree. As students get older, they are more likely to disagree that they have the financial resources to complete their program.

About 2 in 3 students agree that *a university degree is worth the cost*, including 28% who strongly agree. Those who disagree report higher levels of debt than those who agree.

Satisfaction with university experiences

Students rated their satisfaction with various services, facilities, and staff, which included the following groupings:

- **General facilities and services**. Among those who provided a rating of the service, students are most satisfied with *library electronic resources* (32% very satisfied), *athletic facilities* (30%), and *campus medical services* (30%). On the other end, students are least satisfied with *food services* (11%) and *parking facilities* (5%).
- **Academic services**. Among those who have used the academic service, students report very high levels of satisfaction, ranging from 83% to 89% who report being satisfied or very satisfied. Even when only very satisfied responses are examined, results are very similar, with proportions ranging from 22% for *tutoring* to 26% for *academic advising*.
- **Special services.** Satisfaction with special services is very high, with at least 78% of those who used the service saying there are satisfied or very satisfied with it. However, there are some noticeable differences among the proportion reporting they are very satisfied, ranging from 43% for *services for students with disabilities* to 16% for *financial aid*.
- **Faculty.** Most students report having had positive experiences with university faculty, most often that *most of my professors treat students the same regardless of gender* (57% strongly agree), *most of my professors treat students the same regardless of race* (56%), and *most professors seem knowledgeable in their fields* (43%). On the lower end, students are less positive that *most professors provide useful feedback on my academic work* (12% strongly agree), faculty *take a personal interest in my academic progress* (11%), and *most professors provide prompt feedback on my academic work* (10%).
- **Staff.** About 9 in 10 middle-years students agree that *most university support staff are helpful* (24% strongly agree), and 8 in 10 agree that *most teaching assistants in my academic program are helpful* (18%).

University experiences

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

- Overall, almost all students say they *were given the chance to evaluate the quality of teaching in their courses*, including 65% who say they were able to evaluate the teaching in all their courses.
- Almost 9 in 10 agree that they *generally satisfied with the quality of teaching they received*, including 19% who strongly agree. Students with lower grades are less likely to strongly agree that they are satisfied with the quality of teaching.
- About 9 in 10 students agree that they are *willing to put a lot of effort into being successful at university* (50% strongly), which is reflected in the fact that almost as many agree that they *normally go to all of their classes* (52%). About 8 in 10 students agree that they *can deal with stress*, but only 26% strongly agree. Also, just 7 in 10 agree that they have *good study habits*, with just 18% strongly agreeing. Students with lower grades are less likely to agree with many of these statements.
- More than 8 in 10 students agree that *they are in the right program* (39% strongly), *most of their courses are interesting* (29%), or *their course load is manageable* (19%). The lower a student's grades, the less likely they are to agree that *they are in the right program for them*.
- Students involvement in campus activities (often or very often) ranged from 1 in 4 who *participated in student clubs* to fewer than 1 in 10 who *attended home games of university athletic teams*, *attended public lectures and guest speakers on campus*, *participated in student government*, or *attended campus cultural events*.
- About 1 in 4 students are involved in *community service or volunteer activities*, putting in about four hours per week on such activities.

Contribution to growth and development

Overall, students rated the contribution their university made to 29 skills, which were grouped into four categories (discussed below):

- **Communication skills**. Universities contributed most to students' growth and development for *writing clearly and correctly* (19% very much) and *speaking to small groups* (16%). They contributed least to *second or third language skills* (6% very much).
- **Analytical and learning skills** Among the eight analytical and learning skills, students indicated that universities contributed most to *ability to find and use information* (22% very much) and *thinking logically and analytically* (21%), and least to *mathematical skills* (10%).

- **Working skills.** Among seven working skills, about 7 in 10 say their university contributed much or very much to *working independently* (28% very much), while just 2 in 10 say their university contributed much or very much to *entrepreneurial skills* (4%).
- **Life skills**. The ten life skills vary in terms of students' perceptions of the contribution their university made to each. At the upper end, universities contributed most to the *ability to interact with people from backgrounds different than their own* (20% very much) and *dealing successfully with obstacles to achieve an objective* (14%). On the lower end, universities contributed least to *spirituality* (5% very much).

Key outcomes

Students rated several key outcomes, including the following:

- Overall, the majority (61%) of middle-years students say that their experiences *met their expectations*, while 23% say their university experiences *exceeded their expectations*. Few (16%) say their experiences *fell short*.
- Almost 7 in 10 middle-years students say they are satisfied with the *concern shown by the university for them as an individual*, although just 7% are very satisfied.
- Almost 9 in 10 middle-years students are satisfied with *their decision to attend their university*, including 24% who are very satisfied. As students' grades increase, the likelihood of being very satisfied with *their decision to attend their university* also increases.
- About 8 in 10 agree that they *feel as if they belong at this university*, including 18% who strongly agree.
- Overall, 91% of middle-years students would *recommend their university to others*.

Given that many middle-years students have positive experiences, it may not be surprising that 90% *plan to come back to this university next year* (57% who strongly agree) and 89% agree that they *plan to complete their degree at this university* (64%).

Post-graduation plans

Overall, 32% of middle-years students *intend to apply to graduate school*, and 26% *intend to apply to a professional program*. In terms of employment, 34% have a *specific career in mind*, and 21% say they *know their career options very well*.

Overall, 95% of middle-years students have taken at least one step to prepare for employment or career after graduation. Most commonly, their preparation might be considered casual — that is, they have *talked with parents or family about employment or their career* (76%) or *talked with friends about employment or their career* (76%).

1.0 Introduction

Since 1994, the Canadian University Survey Consortium/Consortium canadien de recherche sur les étudiants universitaires (CUSC-CCREU) has coordinated surveys of students attending member institutions and facilitated sharing the survey data among its member institutions. The surveys and shared data have five broad purposes:

- to better understand and track students' experiences and satisfaction with many aspects of the universities they attend
- to improve students' educational outcomes
- to improve the services available to students
- to benchmark for purposes of internal management and decision making
- to contribute to accountability reports for the governing bodies of member institutions, governments, and the public

This is the 20th cooperative study undertaken by CUSC-CCREU. Prior to 2014, the surveys ran in a three-year cycle, targeting *first-year*, *graduating*, and *all students* in separate years.

In 2014, the *All Students* survey was changed to a survey of middle-years students (i.e., students in the second or third year of a four-year program, second year of a three-year program, or second to fourth year of a five-year program).

Table 1 shows the types of students CUSC-CCREU has surveyed and the number of participating universities each year.

Table 1: Past CUSC-CCREU surveys

Year	Sample	Number of participating universities
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
2009	Graduating students	34
2010	First-year students	38
2011	All undergraduates	25
2012	Graduating students	37
2013	First-year students	35
2014	Middle-years students	28

1.1 Methodology

1.1.1 Questionnaire design

CUSC-CCREU surveys run on a three-year cycle, targeting a different group of undergraduate Baccalaureate students each year. Starting in 2014, CUSC-CCREU redesigned the surveys with a core set of questions that is common to all three surveys and questions that are specific to each group of students.

The questions for the new 2014 *Survey of Middle-Years Students* were tested by PRA in focus groups with university students in December 2013 to determine areas where students had difficulty answering questions or did not interpret the question correctly or consistently. This resulted in wording and scale changes to several questions. The final questionnaire for the 2014 *Survey of Middle-Years Students* can be found in Appendix A. A summary of question topics by survey year can be found in Appendix B.

1.1.2 Surveying students

Each university supported the study by generating a sample of qualifying students. In some cases, institutions provided all qualifying students, while others provided a random sample of students.

PRA was responsible for managing the online survey. This involved liaising with the participating universities, 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.

2.0 Profile of middle-years students

2.1 Personal profile

Results in Table 6 show the following:

- There are about one-and-a-half times more females (61%) than males (39%) who completed the survey. Although not statistically significant, the female-to-male ratio is much higher at Group 1 universities (69% female) and Group 2 (63%) compared to Group 3 (53%) universities where the gender split is almost equal.
- Although the average age of students is just over 22, more than three-quarters of students are 22 or younger, with 55% being 20 and younger. Those attending Group 1 universities (24.2 years) tend to be older on average than those attending Group 2 (21.6) or Group 3 (21.4). In fact, 18% of Group 1 students are 30 years of age or older, which is more than three times more than those attending Group 2 (5%) or Group 3 (4%) universities.
- Given students' ages, it is not surprising that just 9% report being married and 6% have children. Also, because Group 1 students tend to be older than Group 2 or Group 3 students, it is not surprising they are most likely to have children (12%) or be married (19%) compared to Group 2 and Group 3 students.
- About 86% of students are Canadian citizens, with the remaining students equally split among those who are permanent residents (7%) and international students (7%). Those attending Group 3 (11%) universities are about twice as likely as those attending Group 2 (6%) or Group 1 (4%) universities to be international students.
- Overall, 37% of students report being a visible minority, and 4% self-identify as being Aboriginal. Among students nationally, the most common visible minority groups include Chinese (14% of all students), South Asian (6%), and Black (3%). Group 3 (45%) students are much more likely to self-identify as being a member of visible minority compared to Group 2 (39%) and Group 1 (23%) students. The fact that Group 3 universities are most likely to have international students likely accounts for some of this difference.

Table 6: Personal profile					
	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Gender					
Male	39%	31%	37%	47%	35%
Female	61%	69%	63%	53%	65%
Other	<1%		<1%		
Age at beginning of year					
20 and under	55%	40%	61%	58%	26%
21 to 22	22%	19%	20%	25%	37%
23 to 24	8%	9%	8%	7%	12%
25 to 29	8%	13%	6%	6%	11%
30 and above	8%	18%	5%	4%	14%
Average age	22.2	24.2	21.6	21.4	24.7
Marital status					
Single	67%	58%	68%	73%	58%
In a relationship	23%	23%	25%	21%	24%
Married or common-law	9%	19%	7%	5%	18%
Children					
Yes	6%	12%	4%	3%	14%
- Under 5 years	3%	7%	2%	1%	6%
- 5 to 11 years old	2%	5%	2%	1%	6%
- 12 years old or older	2%	4%	2%	1%	7%
Citizenship					
Canadian citizen	86%	93%	86%	81%	93%
Permanent resident	7%	3%	8%	8%	3%
International student	7%	4%	6%	11%	4%
Visible minority*					
Total self-identified	37%	23%	39%	45%	25%
Aboriginal**					
Total self-identified	4%	6%	4%	3%	6%

* "Visible minority" includes respondents who self-identified as belonging to a group other than "Aboriginal", "Inuit", "Métis", or "White".
** "Aboriginal" includes respondents who self-identified as "Aboriginal".

2.2 Disabilities

Overall, 15% of middle-years students self-identify as having a disability. The most common disabilities reported by students are mental health (7%), vision impairment (3%), and learning (3%).

Among those with a disability, 35% say their disability requires accommodation from their university, with those with a learning disability (65%) being most likely to say their disability requires accommodation.

Among those who require accommodation for their disability, 61% say the accommodation was adequate, while just 10% say it was not adequate.

Table 7: Disabilities

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Disability					
Total self-identified	15%	17%	15%	15%	14%
Require accommodation*					
Yes	35%	37%	36%	33%	19%
Accommodation is adequate**					
Yes	61%	69%	62%	53%	60%
Partly	29%	25%	27%	34%	30%
No	10%	7%	11%	13%	10%

* The proportion is out of those who identify as having a disability.
** The proportion is out of those who identify as having a disability that requires accommodation.

Difference by age. Although older participants are not more likely to report having a disability, among those who self-declare, the older a student is, the more likely they are to say their disability requires accommodation (rising from 29% of those 20 and younger to 53% of those 30 and older).

2.3 Living arrangements

As Table 8 shows, a majority of students live on their own, most commonly renting their accommodations either off campus (47%) or on campus (9%). Just over 1 in 3 (35%) middle-years students live with parents, guardians, or relatives. Among those not currently living on campus, just 23% say they would prefer to live on campus if they had the choice.

The fact that Group 1 (16%) students are four times more likely than Group 2 (4%) or Group 3 (4%) students to own their own home is likely due to the fact that they have a higher proportion of students 30 years of age and older.

Table 8: Living arrangements

	All students (n=22,537)	Group			University of the Fraser Valley (n=386)
		1 (n=7,117)	2 (n=7,054)	3 (n=8,366)	
In rented housing off-campus (shared or alone)	47%	34%	51%	50%	23%
With parents, guardians, or relatives	35%	38%	36%	31%	61%
In on-campus housing	9%	9%	6%	13%	1%
In personally-owned home	7%	16%	4%	4%	13%
Other	2%	3%	1%	2%	2%

Difference by visible minority. Students who self-identify as a visible minority (40%) are more likely than non-minority students (31%) to be living with family (although this difference is not statistically significant). Among those who are not currently living on campus, visible minority (34%) students are about twice as likely as non-minority students (17%) to say they would prefer to live on campus if given the chance.

2.4 Main method of commuting to campus

Middle-years students most commonly take public transportation (42%) to campus, although about 3 in 10 use a vehicle, more often driving alone (23%) than with others (6%). Many students also report walking to campus (22%).

Likely based on where the universities are located, students in Group 3 (49%) and Group 2 (46%) universities are more likely than those in Group 1 (27%) universities to use public transportation. They are also more likely to walk, with 32% of Group 3 students reporting most often walking compared to 20% of Group 2 and 11% of Group 1 students.

Table 9: Methods of transportation

	All students (n=22,537)	Group			University of the Fraser Valley (n=386)
		1 (n=7,117)	2 (n=7,054)	3 (n=8,366)	
Public transportation	42%	27%	46%	49%	8%
Vehicle (alone)	23%	37%	25%	11%	74%
Walk	22%	11%	20%	32%	4%
Vehicle (with others)	6%	8%	6%	4%	12%
Bicycle	2%	<1%	2%	3%	<1%
Other	<1%	1%	<1%	<1%	<1%
Don't attend campus	5%	15%	<1%	<1%	<1%

2.5 Parents' education

Just over 1 in 10 (13%) middle-years students are first-generation students. That is, neither parent had any post-secondary education. Indeed, over half (55%) of students had at least one parent who completed a university or professional school degree or higher.

Although there is very little difference among groups and the proportion of students that are first-generation, the proportion of students who had a least one parent graduate from university (or higher) is much higher among Group 3 (64%) students compared to Group 2 (54%) or Group 1 (43%) students.

Table 10: Parents' highest level of education

	All students (n=22,537)	Group			University of the Fraser Valley (n=386)
		1 (n=7,117)	2 (n=7,054)	3 (n=8,366)	
High school or less	13%	16%	14%	11%	21%
Some college or university	11%	13%	11%	8%	16%
College, CEGEP, or technical school graduate	19%	25%	19%	15%	21%
University or professional school graduate	36%	31%	35%	41%	32%
Graduate degree	18%	12%	18%	23%	8%
Other	<1%	<1%	<1%	<1%	<1%

Note: "Don't know" responses are not shown in the table but are included in the calculations.

Difference by visible minority. Visible minority students (17%) are more likely than non-minority (11%) students to be first-generation university students.

2.6 Academic profile

The academic profile in Table 11 shows the following:

- About 81% of middle-years students are studying full-time, with those attending Group 1 (68%) universities being less likely than Group 2 (82%) or Group 3 (89%) students to be studying full-time.
- Given that these are middle-years students, it is not surprising that the vast majority of students began studying at their university in the past three years. About 8 in 10 began at their university in 2011 or later. Because Group 1 students tend to be older, it is not surprising that a higher proportion of Group 1 students compared to Group 2 or Group 3 students started their post-secondary education at their current university in 2008 or earlier.
- About 1 in 4 (23%) students say they have transferred to their university from another post-secondary institution, with a similar proportion saying they interrupted their studies for one or more terms (22%). The most common reasons students report for interrupting their studies are for employment (8%), financial reasons (5%), or illness (5%). Group 1 students are more likely to have transferred from another university or interrupted their studies for one or more semesters than students from Group 2 or Group 3 universities (although the differences among the proportions of students who have transferred falls below the threshold for statistical significance).

- Most students report an average grade of B- or higher, with 29% reporting an average grade of A- or higher in university. Very few (less than 1%) report an average grade of D or F.
- By their middle years, almost all students (91%) say they have chosen a major or discipline, although many (37%) have changed their major or program of study since they began their post-secondary studies.

Table 11: Academic profile

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Course load					
Full-time	81%	68%	82%	89%	23%
Part-time	19%	32%	18%	11%	77%
Year began post-secondary studies					
2013 or later	3%	4%	4%	2%	2%
2012	33%	27%	35%	36%	14%
2011	34%	30%	35%	36%	33%
2010	14%	15%	13%	13%	25%
2009	6%	7%	5%	5%	9%
2008 or earlier	10%	17%	8%	7%	16%
Year began studies at this university					
2013 or later	12%	12%	15%	9%	1%
2012	37%	30%	37%	42%	15%
2011	32%	29%	31%	35%	36%
2010	11%	14%	11%	9%	26%
2009	3%	5%	3%	2%	10%
2008 or earlier	5%	9%	3%	4%	12%
Transferred from other institution					
Yes	23%	31%	23%	18%	19%
Interrupted studies for one or more terms					
Yes	22%	32%	22%	16%	33%
Reported university grade					
A-, A, or A+	29%	32%	25%	32%	34%
B-, B, or B+	53%	54%	54%	51%	59%
C-, C, or C+	17%	14%	20%	16%	6%
D	<1%	<1%	<1%	<1%	
F	<1%	<1%	<1%	<1%	
Chosen a major or discipline					
Yes	91%	92%	89%	92%	93%
Changed major or program of study					
Yes	37%	36%	39%	34%	41%

Differences by age. The older a student is, the more likely they are to be attending university part-time. The proportion of full-time students decreases from 91% of those 20 and younger attending full-time to just 38% of those 30 and older. Older students are also more likely to have transferred from another institution (rising from 11% of those 20 and younger to 47% of those 30 and older) and interrupted their studies (rising from 8% of those 20 and younger to 58% of those 30 and older).

2.7 Study patterns

On average, students spend about 32 hours a week on their academic work, almost evenly split between time spent in class (15 hours per week, on average) and out of class (17 hours per week, on average).

Group 3 students spent more time on their academic work, both in and out of class, compared to Group 1 and Group 2 students. This difference is likely driven by the fact that Group 3 students were most likely to be studying full-time.

Table 12: Study patterns

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Hours spent per week in scheduled classes and labs					
10 or fewer	25%	37%	25%	16%	35%
11 to 15	37%	32%	41%	35%	35%
16 to 20	21%	17%	20%	26%	15%
21 to 30	14%	11%	12%	19%	11%
More than 30	3%	3%	3%	4%	4%
Average number of hours	15.2	13.0	14.9	17.1	13.8
Hours spent per week on academic work outside of classes and labs					
10 or fewer	42%	49%	45%	34%	47%
11 to 15	17%	17%	17%	17%	17%
16 to 20	16%	15%	16%	18%	15%
21 to 30	15%	13%	13%	18%	14%
More than 30	10%	7%	9%	12%	6%
Average number of hours	16.8	15.0	16.1	18.9	15.1
Total hours spent per week on academic work in and out of class					
15 or fewer	13%	22%	13%	7%	18%
16 to 20	12%	14%	14%	9%	15%
21 to 30	29%	28%	32%	27%	31%
31 to 40	22%	19%	21%	26%	18%
More than 40	24%	18%	21%	31%	19%
Average number of hours	32.0	28.0	31.0	36.0	29.0

Differences by university grades. On average, the lower a students' university grade, the less time they spend on academic activities overall. Specifically, those with an A- or higher average spend 35.4 hours per week on academic activities (in and out of class) compared to 31.2 hours for those with a B-, B, or B+ average and 28.5 hours for those with a C+ or lower average. This difference is largely due to a difference in time spent on academic activities outside of class, as time spent decreases as grade decreases — from 19.6 hours for those with an A- or higher average down to 13.9 hours for those with a C+ or lower average.

***Difference by age*.** Likely due to the fact that older students are more likely to be studying part-time, results show that the older a student is, the less time they spend in classes and labs, dropping from 16.5 hours per week for those 20 and younger to 8.1 hours for those 30 and older. However, the time spent outside of class on academic work is virtually the same across age groups, ranging narrowly from 15.5 to 17.1 hours across groups. This seems to indicate that older students are spending a greater ratio of time outside of class to in class than younger students.

3.0 Financing education and current employment

3.1 Current employment

Just over half (52%) of middle-years students are currently employed, with about 11% being employed on campus (8% exclusively on campus and 3% employed both on and off campus). Group 1 (66%) and Group 2 (50%) students are more likely to be employed than Group 3 (42%) students.

Among those who are currently employed, results show the following:

- The typical student works about 17 hours a week, with 3 in 4 students working 20 or fewer hours per week. Not only are Group 1 students more likely to be employed, they also work more hours, on average, per week. Group 1 students work 22 hours per week, on average, compared to 16 hours for Group 2 students and 13 hours for Group 3 students.

- Students are more likely to say their employment has a negative (45%) impact than positive (19%) impact on their academic performance, although 36% say it has no impact. Although Group 1 students work more hours than Group 2 and Group 3 students, there is very little difference among the groups and students' perceptions of the impact their employment has on their academic performance.

Table 13 presents students' current employment status.

Table 13: Employment status

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Currently employed					
Yes, both on and off campus	3%	3%	3%	2%	2%
Yes, on campus	8%	6%	7%	11%	4%
Yes, off campus	41%	57%	40%	29%	67%
No, but seeking work	19%	13%	21%	22%	10%
No, not seeking work	30%	21%	29%	36%	17%
Number of hours worked per week*					
10 or less	38%	26%	37%	52%	28%
11 to 20	37%	32%	41%	36%	33%
21 to 30	12%	14%	14%	7%	21%
Over 30	14%	27%	8%	5%	18%
Average	17.2	22.1	15.9	13.3	20.2
Impact of employment on academic performance*					
Very positive	5%	5%	5%	6%	6%
Somewhat positive	14%	12%	14%	16%	10%
No impact	36%	32%	37%	39%	36%
Somewhat negative	41%	45%	42%	36%	45%
Very negative	4%	6%	3%	3%	3%

* Only students who are currently employed were asked how many hours they work per week and whether their employment has an impact on their academic performance.

Difference by visible minority. Students who self-identify as a member of a visible minority group (45%) are statistically less likely than non-minority students (56%) to be employed. However, among those who are employed, visible minority (16.0 hours) and non-minority (17.8 hours) students work about the same average hours per week.

Difference by university grades. Although the average hours worked per week is virtually the same by university grades (A- or higher work 16.2 hours per week compared to 17.6 for both those with a B- to B+ average or C+ or lower), the lower students' grades, the more likely they are to say their work has a negative impact on their grades. Specifically, 36% of those with an A- or higher grade say their work has a negative impact on their grades compared to 48% of those with a B-, B, or B+ average and 53% of those with a C+ or lower average.

***Difference by age*.** Older students are more likely to be employed and work more hours per week than younger students. The proportion of students who are employed ranges from 47% of those 20 and younger to 73% of those 30 and older. In addition, the average hours worked increases from 13.2 hours per week for those 20 and younger up to 30.5 hours for those 30 and older. Indeed, just 3% of students 20 and younger report working full-time hours (i.e., 30 or more hour per week) compared to 58% of those 30 and older.

Older students are also more likely to report that their work has a negative impact on their academic performance, although the difference is not as sizeable as might be expected given the disparity in the number of hours students work per week by age groups. In fact, the lowest group are those 20 and younger, of which 40% say their work has a negative impact on their academic performance, while the highest are those 25 to 29 (56%) followed by those 30 and older (53%).

Average hours worked by impact on education. It would be logical that the relationship between the impact work has on students' education and the number of hours worked per week would be linear. That is, those who work more would perceive their work to have more of a negative impact on their studies. However, the relationship appears to be curvilinear, as shown in Table 14. Those who say work has a negative impact on their academic performance work the most hours per week, on average (25.8 hours). This decreases as the impact becomes less negative and then increases again as the impact becomes more positive, with those saying it has a very positive impact reporting 17.4 hours per week.

Table 14: Average hours worked per week by impact of employment on academic performance

	All students Average hours worked per week (n=22,537)
Very positive	17.4 hours
Somewhat positive	15.7 hours
No impact	13.7 hours
Somewhat negative	19.9 hours
Very negative	25.8 hours

Note: Only students who are currently employed were asked these questions.

3.2 Debt from financing post-secondary education

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

About 4 in 10 students report owing money to at least one of the four sources tested, although some sources are more common than others. As Table 15 shows, 33% report debt from government student loans, which is about three times as much as those who report debt from parents or family (12%) or financial institutions (10%).

Table 15: Sources of debt

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Any debt	42%	43%	42%	40%	34%
Government student loans	33%	32%	33%	34%	24%
Loans from parents/family	12%	12%	14%	11%	9%
Loans from financial institutions	10%	13%	10%	9%	9%
Debt from other sources	5%	6%	5%	4%	5%

Among all middle-years students, the average education-related debt at the time of the survey is about $8,822. When we consider only those who report having any debt, the average amount more than doubles to about $21,125.

Looking at the debt among students who report debt from that source shows that not only do students rely on government student loans more often, they also account for the highest levels of debt at $18,030. Loans from financial institutions, although used by just 10% of middle-year students, account for $13,345 in debt, indicating that those who do use these loans rely on them fairly heavily. Students also have a fair amount of debt from family and friends ($9,564), but not to the same degree as government student loans or loans from financial institutions.

Table 16: Average amount of repayable debt

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Average total debt					
All respondents	$8,822	$9,535	$8,174	$9,017	$6,386
Those with debt	$21,125	$21,925	$19,486	$22,382	$18,674
Average among those with these sources					
Government student loans	$18,031	$19,606	$17,166	$17,859	$18,311
Loans from financial institutions	$13,345	$13,643	$10,422	$16,361	$17,029
Loans from parents/family	$9,565	$8,725	$8,917	$11,114	$4,532
Debt from other sources	$5,939	$6,584	$5,738	$5,509	$3,871

Although the average amount owed (among those with debt) was just over $21,000, the distribution of total student debt tends to skew towards those with $20,000 or more in debt. Indeed, among those reporting debt, students with $20,000 or more in debt make up 43%, but they make up just 18% of all middle-years students. See Table 17.

Table 17: Total debt

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
No debt	58%	57%	58%	60%	66%
Less than $5,000	5%	6%	5%	4%	8%
$5,000 to $9,999	6%	7%	6%	6%	6%
$10,000 to $14,999	7%	7%	8%	7%	5%
$15,000 to $19,999	5%	6%	5%	5%	3%
$20,000 or more	18%	18%	17%	18%	12%

Difference by age. As students get older, they are more likely to report having debt from all sources, with the exception of government student loans. However, the relationship is not quite linear. The proportion with debt and the average debt tends to rise from those 20 and younger to those 25 to 29 years; however, those 30 and older tend to report less debt, and a lower proportion of these students have education-related debt than those 25 to 29. For instance, the proportion with debt rises from 36% of those 20 and younger to 61% of those 25 to 29, before falling to 49% of those 30 and above. This pattern is likely because many older participants are working (and working full-time) and financing their education through employment income (as discussed in the following section).

3.3 Sources of university funding

3.3.1 Use of sources

We asked students to indicate which of 11 different sources they are using to fund their current year of university education. The most common source is *parents, family or spouse* (64%), with many also using earnings from *summer* (46%) or *current* (41%) employment. The proportion who use government loans or bursaries (36%) are in line with the proportion that had debt from government student loans (33%).

Group 3 (72%) and Group 2 (65%) students are more likely than Group 1 (53%) students to rely on *parents, family or spouse* to finance their current year, but less likely to rely on *earnings from current employment* (34% of Group 3, 40% of Group 2, and 53% of Group 1). This is expected, given that Group 1 students tend to be older and less likely to be living at home with their parents.

These and other sources are shown in Table 18.

Table 18: Sources of financing					
	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Parents, family, or spouse	64%	53%	65%	72%	52%
Earnings from summer work	46%	46%	46%	48%	37%
Earnings from current employment	41%	53%	40%	34%	59%
Government loan or bursary	36%	34%	38%	37%	25%
University scholarship, financial award, or bursary	33%	32%	32%	35%	19%
RESP	18%	14%	19%	20%	13%
Loans from financial institution	9%	11%	8%	9%	8%
Co-op program, internship, and other practical experiences related to program	7%	3%	9%	9%	2%
Investment income	5%	5%	5%	6%	6%
Other	5%	8%	5%	4%	9%

Difference by university grades. As might be expected, students with an average university grade of A- or higher (53%) are about two to three times more likely than those with an average grade of B-, B, or B+ (27%) or C+ or lower (18%) to say they have received *university scholarship, financial award, or bursary*.

Difference by age. The older a student is, the less likely they are to be financing their education through *parents, family and spouse* (decreasing from 73% of those 20 and younger to 30% of those 30 and older), *university scholarship, financial award, or bursary* (decreasing from 39% of those 20 and younger to 17% of those 30 and older), and *RESPs* (decreasing from 25% of those 20 and younger to 1% of those 30 and older).

Most students do not just rely on one source to finance their education. In fact, the average number of sources reported is about three, with about half relying on three or more sources. See Table 19.

Table 19: Number of sources of financing					
	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
One	24%	27%	24%	23%	30%
Two	24%	25%	25%	24%	32%
Three	24%	23%	25%	24%	22%
Four or more	27%	25%	26%	29%	16%
Average	2.7	2.6	2.7	2.7	2.3

Difference by visible minority. On average, visible minority students require fewer sources to fund their current year than non-minority students. Visible minority students use 2.3 sources on average compared to 2.9 sources for non-minority students. Further proof is that 32% of non-minority students report using four or more sources to fund their current year, versus 19% of minority students.

3.3.2 Average financing

Overall, students required $16,059 of financing for their current year of university education. The largest single sources of financing, based on their average amount, include the following:

- *Co-op program, internship, and other practical experiences related to program* ($9,735)
- *Loans from financial institutions* ($8,363)
- *Earnings from current employment* ($7,986)
- *Parents, family, or spouse* ($7,896)
- *Government loan or bursary* ($7,577)

Worth noting is that the average amount contributed by each source is not perfectly in line with the proportion who report using each source. For example, just 7% use *co-op program, internship, and other practical experiences related to program*, but it provides the highest average amount to those using that source. Conversely, the most used source was *parents, family, or spouse*, yet it contributed about the same as several other sources.

Because Group 1 students worked more hours on average than Group 2 or Group 3 students, it is not surprising that they finance more on average through *earnings from current employment.* However, the amount students require for financing tends to be very similar across groups, ranging from $14,975 among Group 2 students to $17,629 for Group 1 students.

Table 20: Average amount from each financing source

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
All respondents					
Overall	$16,058	$17,629	$14,975	$16,117	$12,601
Average among those with these sources					
Co-op program, internship, and other practical experiences related to program	$9,725	$9,592	$8,557	$11,034	$8,800
Loans from financial institution	$8,363	$7,461	$7,498	$10,103	$15,611
Earnings from current employment	$7,986	$13,389	$5,804	$4,622	$8,144
Parents, family, or spouse	$7,895	$5,704	$8,009	$8,935	$4,974
Government loan or bursary	$7,577	$7,798	$7,200	$7,855	$7,410
Earnings from summer work	$4,715	$5,272	$4,551	$4,490	$4,728
RESP	$4,346	$4,060	$4,608	$4,223	$3,442
Investment income (e.g., bonds, dividends)	$3,676	$5,852	$2,568	$3,440	$3,656
University scholarship, financial award, or bursary	$2,585	$2,467	$2,695	$2,553	$1,674
Other	$8,719	$9,758	$7,331	$9,197	$3,620

Differences by visible minority. Although non-minority students required more sources to fund their current year, the average amount required comparing non-minority ($16,179) to visible minority ($15,881) is virtually the same.

Difference by age. As age increases, the average amount students require to finance their current year of education increases, from $14,143 for those 20 and younger to $26,677 for those 30 and older. This result is somewhat perplexing, given that older students are more likely to be studying full-time, and therefore, would assume that it would require less financing to pay for courses and associated costs. However, it is likely that older students may have considered other expenses, such as living expenses, as what they pay when financing their education.

3.4 Credit cards

About 85% of middle-years students report they have at least one credit card, including 29% who say they have two or more. Among those students who have credit cards, about 80% report they pay off their balance each month and, as such, their current credit card balance is zero; however, when asked what their current credit card balance is just 37% say it is zero. Among those with an unpaid balance the average credit card debt students have is $2,959.

Although differences in credit card use fall below the threshold for statistical significance, results indicate that Group 1 students are less likely than Group 2 or Group 3 students to regularly pay off their credit card debt and hold higher levels of credit card debt on average.

Table 21: Credit cards

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Number of credit cards					
None	15%	13%	16%	14%	9%
One	57%	54%	56%	59%	60%
Two	15%	15%	14%	15%	12%
Three or more	14%	18%	14%	12%	19%
Average number	6.0	7.2	5.7	5.6	9.2
Regularly pay off balance each month*					
Yes	80%	73%	79%	85%	79%
Total credit card balance*					
Zero	37%	34%	36%	39%	35%
$500 or less	41%	36%	44%	42%	39%
$501 to $1,000	11%	11%	10%	11%	8%
Over $1,000	12%	19%	10%	8%	18%
Average (all with credit card)	$932	$1,534	$695	$743	$925
Average (those with unpaid balance)	$2,959	$4,740	$1,896	$2,109	$3,110

* Total credit card balance and payment of the balance were asked of those who had at least one credit card.

Difference by age. The older a student is, the more likely they are to have at least one credit card (increasing from 81% of those 20 and younger to 92% of those 30 and older) and carry a debt on their credit card (increasing from 12% of those 20 and younger to 39% of those 30 and older). In addition, the average unpaid debt (among those carrying a balance), increases with age from $955 for those 20 and younger to $8,493 for those 30 and older.

Credit card debt by number of credit cards. As might be expected, the more credit cards a student has, the higher their reported credit card debt. The average credit card balance among all students with one card is $582. This compares to $1,213 for those with two cards and $2,034 for those with three or more.

3.5 Financial resources to complete program

About 7 in 10 middle-years students agree that they *have the financial resources to complete their program*, including 24% who strongly agree. Conversely, about 1 in 4 disagree that they have the financial resources, including 7% who strongly disagree.

Table 22: Agreement that they have financial resources to complete program

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Strongly agree	24%	22%	23%	25%	24%
Agree	46%	45%	46%	46%	47%
Disagree	18%	19%	19%	17%	17%
Strongly disagree	7%	8%	8%	7%	5%
Don't know	5%	6%	5%	5%	7%

Difference by age. As students get older, they are more likely to disagree that they *have the financial resources to complete their program*, increases from 22% of those 20 and younger to 34% of those 30 and older.

Average debt by agreement that have financial resources to complete program. Table 23 shows that students' perceptions of having enough financial resources to complete their program seem to be very much tied to their current debt levels. The less likely students are to agree (or more likely to disagree), the higher their average debt, increasing from $3,174 for those who strongly agree to $18,421 for those who strongly disagree.

Table 23: Agreement that have financial resources to complete program by average debt

	All students Average debt (n=22,537)
Strongly agree	$3,174
Agree	$7,353
Disagree	$15,352
Strongly disagree	$18,421

3.6 University is worth the cost

About 2 in 3 students agree that *a university degree is worth the cost*, including 28% who strongly agree. About 1 in 4 disagrees, including 7% who strongly disagree.

Table 24: Agreement that university degree is worth the cost

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Strongly agree	28%	34%	25%	27%	36%
Agree	37%	36%	37%	39%	34%
Disagree	17%	13%	19%	16%	14%
Strongly disagree	7%	6%	8%	6%	5%
Don't know	12%	10%	12%	13%	11%

Average debt by agreement that university degree is worth the cost. Although not nearly as pronounced as the relationship between debt and students' perception that they have the financial resources to complete their education, Table 25 shows that the less likely students are to agree that *a university degree is worth the cost*, the more debt they have. Those who strongly agree carry about $7,654 in debt compared to $11,726 for those who strongly disagree.

Table 25: Agreement that university degree is worth the cost by average debt

	All students Average debt (n=22,537)
Strongly agree	$7,654
Agree	$8,697
Disagree	$9,953
Strongly disagree	$11,726

4.0 Satisfaction with facilities and services

4.1 General facilities and services

As Table 26 shows that some services are used by middle-years students more often than others. For instance, the most commonly used resources are *on-campus bookstores* (74%) and *electronic library resources* (73%), while few report using *facilities for student associations, clubs, etc.* (14%), *university residences* (14%), and *computing services help desk* (13%).

Given that Group 1 students tend to drive to campus more often than students in other groups, it might be expected that they are most likely to have used *parking facilities* (44% compared to 37% of Group 2 and 25% of Group 3 students).

Table 26: Use of general facilities and services

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
On-campus book stores	74%	68%	74%	79%	81%
Library electronic resources	73%	75%	71%	74%	82%
Food services	63%	55%	64%	69%	60%
On-campus library	53%	50%	54%	53%	59%
Athletic facilities	42%	32%	44%	46%	11%
Parking	35%	44%	37%	25%	79%
Online campus book stores	33%	30%	36%	33%	32%
Campus medical services	23%	15%	25%	27%	2%
Other recreational facilities	18%	15%	16%	22%	13%
Facilities for university-based social activities	16%	11%	15%	20%	11%
Facilities for student associations	14%	10%	13%	17%	13%
University residences	14%	10%	12%	19%	2%
Computing services help desk	13%	13%	15%	10%	11%

Difference by age. The younger a student is, the more likely they are to use many of these services, including the following:

- *on-campus book stores*, decreasing from 81% of those 20 and younger to 46% of those 30 and older
- *food services*, decreasing from 70% of those 20 and younger to 34% of those 30 and older
- *athletic facilities*, decreasing from 50% of those 20 and younger to 11% of those 30 and older
- *facilities for social based activities*, decreasing from 21% of those 20 and younger to just 4% of those 30 and older
- *university residences*, decreasing from 20% of those 20 and younger to just 2% of those 30 and older

Among those who used the service, Table 27 shows very little difference in the satisfaction of general facilities and services, with the exception of *parking facilities*, which only 40% are satisfied with.

The differentiator among these services is the proportion that are very satisfied with each service. When these proportions are examined, results show students are most satisfied with *library electronic resources* (32%), *athletic facilities* (30%), and *campus medical services* (30%) and least satisfied with *food services* (11%) and *parking facilities* (5%).

Table 27: Satisfaction with general facilities and services (% satisfied or very satisfied)

	All students	Group			University of the Fraser Valley
		1	2	3	
Library electronic resources	95%	94%	95%	95%	95%
On-campus library	94%	93%	94%	96%	93%
Facilities for university-based social activities	94%	93%	92%	95%	86%
Other recreational facilities	93%	94%	94%	91%	90%
Computing services help desk	93%	93%	94%	90%	91%
Athletic facilities	90%	93%	91%	88%	70%
Facilities for student associations, clubs, etc.	90%	93%	88%	90%	82%
Online campus book store	90%	91%	89%	89%	94%
Campus medical services	86%	90%	84%	86%	100%
On-campus book stores	86%	85%	86%	86%	89%
University residences	82%	86%	80%	82%	75%
Food services	73%	69%	75%	72%	64%
Parking	40%	46%	34%	42%	42%

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

4.2 Academic services

With the exception of *academic advising* (of which 47% have used), between 9% and 14% provide a rating of academic services shown in Table 28. Students attending Group 2 (20%) and Group 3 (14%) universities are more likely than those attending Group 1 (5%) universities to have used *co-op offices and supports*.

Table 28: Use of academic services

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Academic advising	47%	48%	46%	47%	47%
Co-op offices and supports	14%	5%	20%	14%	7%
Tutoring	12%	11%	13%	12%	6%
Writing skills	10%	10%	11%	8%	14%
Study skills and learning supports	9%	8%	12%	7%	10%

Among those who have used the academic service, students report very high levels of satisfaction, ranging from 83% to 89% who report being satisfied or very satisfied. Even when only very satisfied responses are examined, results are very similar with proportions ranging from 22% for *tutoring* to 26% for *academic advising*.

Table 29: Satisfaction with academic services (% satisfied or very satisfied)

	All students	Group 1	Group 2	Group 3	University of the Fraser Valley
Study skills and learning supports	89%	91%	91%	83%	95%
Writing skills	88%	92%	85%	87%	89%
Tutoring	87%	91%	87%	84%	91%
Co-op offices and supports	84%	86%	85%	83%	81%
Academic advising	83%	85%	84%	80%	86%

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

4.3 Special services

As the name implies, special services are those that tend to be created for specific groups of students, although often are accessible for all students. Use of these special services ranges from 26% for use of *financial aid* to 2% for use of *services for First Nations students*.

Table 30: Use of special services

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Financial aid	26%	24%	27%	25%	20%
Employment services	15%	9%	16%	17%	8%
Career counselling	13%	9%	15%	14%	17%
Personal counselling	10%	10%	10%	11%	7%
Advising for students who need financial aid	7%	7%	8%	7%	5%
Services for international students	7%	3%	8%	8%	3%
Services for students with disabilities	5%	6%	5%	5%	2%
Services for First Nations students	2%	2%	2%	2%	2%

Satisfaction with special services is very high, with at least 78% of those who used the service saying there are satisfied or very satisfied with it. However, there are some noticeable differences among the proportion reporting they are very satisfied, ranging from 43% for *services for students with disabilities* to 16% for *financial aid*.

Table 31: Satisfaction with special services (% satisfied or very satisfied)

	All students	Group 1	Group 2	Group 3	University of the Fraser Valley
Services for First Nations students	92%	92%	91%	95%	100%
Services for students with disabilities	89%	89%	96%	83%	89%
Services for international students	89%	90%	88%	88%	85%
Career counselling	83%	85%	82%	84%	84%
Financial aid	82%	82%	81%	82%	88%
Employment services	82%	87%	79%	83%	76%
Personal counselling	81%	88%	79%	78%	96%
Advising for students who need financial aid	78%	82%	75%	78%	90%

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

5.0 Educational experiences

5.1 Perceptions of professors

Students rated their level of agreement with a series of statements about their professors. Most students report having had positive experiences with university faculty. At the high end, more than 9 in 10 middle-years students agree with the following:

- *Most of my professors seem knowledgeable in their fields* (43% strongly agree)
- *Most of my professors treat students the same regardless of gender* (57% strongly agree)
- *Most of my professors treat students the same regardless of race* (56% strongly agree)
- *Most of my professors are reasonably accessible outside of class* (20% strongly agree)

At the lower end, about 7 in 10 middle-years students agree with the following:

- *Most of my professors provide useful feedback on my academic work* (12% strongly agree)
- *Most of my professors provide prompt feedback on my academic work* (10% strongly agree)
- *Most of my professors take a personal interest in my academic progress* (11% strongly agree)

Table 32: Perception of professors (% agree or strongly agree)

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Seem knowledgeable in their fields	97%	97%	98%	98%	98%
Treat students the same regardless of gender*	96%	96%	96%	97%	96%
Treat students the same regardless of race*	96%	97%	94%	97%	96%
Are reasonably accessible outside of class	92%	93%	92%	92%	97%
Encourage students to participate in class discussions	89%	88%	88%	90%	94%
Are well-organized in their teaching	88%	90%	88%	86%	91%
Are fair in their grading	87%	90%	87%	86%	93%
Communicate well in their teaching	86%	89%	85%	85%	91%
Are consistent in their grading	86%	88%	85%	85%	90%
Look out for students' interests*	84%	88%	81%	84%	90%
Treat students as individuals, not just numbers	83%	89%	81%	79%	95%
Are intellectually stimulating in their teaching	79%	83%	77%	79%	85%
Provide useful feedback on academic work	72%	82%	71%	65%	83%
Provide prompt feedback on academic work	69%	78%	69%	62%	78%
Take a personal interest in academic progress	68%	75%	65%	64%	81%

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

Difference by visible minority. Although it falls just below the threshold for statistical significance, visible minority students (93%) are slightly less likely than non-minority (98%) to agree that *most of their professors treat students the same regardless of race*.

5.2 Ability to evaluate teaching

Overall, almost all students say they *were given the chance to evaluate the quality of teaching in their courses*, including 65% who say they were able to evaluate the teaching in all their courses.

Although it falls below the threshold for statistical significance, Group 3 (71%) students were more likely than Group 2 (64%) and Group 1 (59%) students to indicate that they were able to evaluate the teaching in all their courses.

Table 33: Ability to evaluate teaching

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
All courses	65%	59%	64%	71%	25%
Most courses	22%	23%	23%	19%	39%
Some courses	11%	14%	11%	9%	34%
No courses	3%	5%	2%	1%	2%

***Difference by age group*.** The older a student is, the less likely they are to say they *were given the chance to evaluate the quality of teaching in all their courses*. About 69% of those 20 and younger say they were able to evaluate all their courses, compared to 52% of those 30 and older. Conversely, the proportion who say they did not evaluate any courses, rises from 1% of those 20 and younger to 8% of those 30 and older.

5.3 Satisfaction with quality of teaching

Among middle-years students, almost 9 in 10 agree that they are *generally satisfied with the quality of teaching they received*, including 19% who strongly agree.

Table 34: Satisfaction with statement "Generally, I am satisfied with the quality of teaching I have received"

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Strongly agree	19%	25%	16%	17%	24%
Agree	68%	64%	70%	68%	66%
Disagree	10%	7%	11%	12%	6%
Strongly disagree	4%	4%	3%	3%	4%

Difference by university grades. As students' university grades decrease, they are less likely to strongly agree that *generally, they are satisfied with the quality of teaching they received*. About 27% of those with an average university grade of A- or higher strongly agree compared with 16% of those with a B-, B, or B+ average and just 11% of those with a C+ or lower average.

5.4 Perceptions of effort

About 9 in 10 students agree that they are *willing to put a lot of effort into being successful at university* (50% strongly agree), which is reflected in the fact that almost as many agree that they *normally go to all of their classes* (52% strongly agree).

Although students may feel they can put in the effort, about 8 in 10 agree that they *can deal with stress*, but only 26% who strongly agree. Also, just 7 in 10 agree that they have *good study habits*, with just 18% who strongly agree.

Table 35: Agreement with statements about student's abilities and effort (% agree or strongly agree)

	All students (n=22,537)	Group			University of the Fraser Valley (n=386)
		1 (n=7,117)	2 (n=7,054)	3 (n=8,366)	
I am willing to put a lot of effort into being successful at university	93%	95%	93%	93%	94%
I normally go to all of my classes	88%	84%	90%	88%	97%
I can deal with stress	81%	83%	80%	79%	84%
I have good study habits	69%	72%	67%	68%	75%

Note: "Don't know" responses are not shown in the table but are included in the calculations.

Differences by university grades. Students seem to have some self-awareness when it comes to their ability and efforts and its impact on their grades. Specifically, results show that as university grades decrease, agreement also decreases for the following:

- *I am willing to put a lot of effort into being successful at university*, declining from 96% of those with an average university grade of A- or higher to 87% of those with an average grade of C+ or lower (not statistically significant).
- *I can deal with stress*, declining from 86% of those with an average university grade of A- or higher to 70% of those with an average grade of C+ or lower (not statistically significant).
- *I have good study habits*, declining from 82% of those with an average university grade of A- or higher to 48% of those with an average grade of C+ or lower (not statistically significant).

The one area where there is almost no noticeable difference by students' university grades is their agreement that *they normally go to all of their classes*, as the proportion ranges from 89% of those with an A- or higher average to 83% of those with a C+ or lower average. This result seems to be in line with the hours student spent in class, as there was virtually no difference in the average hours spent in class per week by university grades (ranging from 15.8 hours per week for those with an A- or higher average to 14.6 hours for those with a C+ or lower average).

5.5 Perceptions of university education

Results in Table 36 show that more than 8 in 10 students agree with statements about their university education, including the following:

- *Most of their courses are interesting*, including 29% who strongly agree
- *They are in the right program*, including 39% who strongly agree
- *Their course load is manageable*, including 19% who strongly agree

However, students are less likely to agree that they *had adequate information about their program from the university before they enrolled*, including 18% who strongly agree.

Table 36: Agreement with statements about university education (% agree or strongly agree)

	All students (n=22,537)	Group			University of the Fraser Valley (n=386)
		1 (n=7,117)	2 (n=7,054)	3 (n=8,366)	
Most of my courses are interesting	85%	88%	83%	85%	90%
I am in the right program for me	83%	87%	83%	79%	89%
My course load is manageable	81%	85%	80%	79%	89%
I had adequate information about my program from the university before I enrolled	71%	76%	71%	68%	73%

Note: "Don't know" responses are not shown in the table but are included in the calculations.

Difference by university grades. The lower students' university grades are the less likely they are to agree that *they are in the right program for them*. The proportion drops from 88% of those with an average university grade of A- or higher to 72% of those with a C+ or lower.

5.6 Perceptions of staff

As shown in Table 37, about 9 in 10 middle-years students agree that *most university support staff are helpful* (24% strongly agree) and 8 in 10 agree that *most teaching assistants in my academic program are helpful* (18% strongly agree).

Table 37: Perception of staff (% agree or strongly agree)

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Most university support staff are helpful	86%	89%	87%	84%	90%
Most teaching assistants are helpful	79%	84%	78%	78%	91%

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

5.7 Involvement in campus activities

Students involvement in campus activities (often or very often) ranged from 1 in 4 who *participated in student clubs* (10% very often) to fewer than 1 in 10 *attended home games of university athletic teams* (3% very often), *attended public lectures and guest speakers on campus* (2% very often), *participated in student government* (3% very often), or *attended campus cultural events* (2% very often).

Table 38: Involvement in campus activities (% often or very often)

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Participated in student clubs	24%	17%	22%	30%	11%
Participated in on-campus student recreational and sports programs	19%	15%	18%	22%	7%
Attended campus social events	13%	11%	12%	16%	6%
Attended home games of university athletic teams	9%	10%	8%	10%	6%
Attended public lectures and guest speakers on campus	9%	8%	8%	9%	4%
Participated in student government	9%	7%	8%	10%	4%
Attended campus cultural events	7%	8%	6%	8%	5%

Difference by age. The older a student is the less likely he or she is to participate in *student clubs* often or very often. The proportion of students who participated in *student clubs* often or very often drops from 28% of those 20 and younger to 7% of those 30 and older.

5.8 Involvement in community service and volunteer activities

Overall, just over half (53%) volunteer at least occasionally on or off campus, including 24% of students who participate often or very often in *community service or volunteer activities*.

Table 39: Involvement in community service/volunteer activities (% often or very often)

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Participated in on/off-campus community service/volunteer activities	24%	20%	23%	28%	22%
Participated in off-campus community service/volunteer activities	19%	17%	18%	22%	19%
Participated in on-campus community service/volunteer activities	12%	9%	11%	15%	9%

Among those who participate in volunteer activities, the typical student spends about four hours a week volunteering. Although Group 3 students are more likely than Group 1 or Group 2 students to devote some hours to *community service or volunteer activities* (not statistically different), the average number of hours students devote is virtually the same across groups, among those who devote at least some hours.

Table 40: Hours engaged in community service or volunteer activities per week

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
None	47%	55%	48%	42%	60%
1 or 2	27%	25%	27%	29%	16%
3 to 5	17%	13%	17%	19%	12%
6 or more	9%	8%	9%	10%	12%
Average hours (all respondents)	2.0	1.7	2.0	2.4	2.1
Average hours (those who participate)	3.9	3.8	3.8	4.0	5.2

6.0 University's contribution to students' growth and development

6.1 Contribution to communication skills

Among the four communication skills rated, universities contributed most to students growth and development *writing clearly and correctly* (19% very much) and *speaking to small groups* (16% very much). They contributed least to *second or third language skills* (6% very much).

Table 41: Contribution to communication skills (% much or very much)

	All students (n=22,537)	Group			University of the Fraser Valley (n=386)
		1 (n=7,117)	2 (n=7,054)	3 (n=8,366)	
Writing clearly and correctly	56%	63%	55%	51%	70%
Speaking to small groups	51%	49%	52%	51%	63%
Speaking to a class or audience	40%	43%	41%	37%	61%
Second or third language skills	19%	16%	20%	21%	18%

6.2 Contribution to analytical and learning skills

Among the eight analytical and learning skills students assessed their university's contribution, students indicated that universities contributed most to *ability to find and use information* (22% very much) and *thinking logically and analytically* (21% very much).

Students rated their university as contributing least (among the analytical and learning skills) to *mathematical skills* (10% very much).

Table 42: Contribution to analytical and learning skills (% much or very much)

	All students (n=22,537)	Group			University of the Fraser Valley (n=386)
		1 (n=7,117)	2 (n=7,054)	3 (n=8,366)	
Ability to find and use information	66%	69%	64%	67%	71%
Thinking logically and analytically	65%	68%	62%	66%	73%
Understanding abstract concepts	56%	58%	54%	56%	61%
Reading to absorb information accurately	53%	57%	52%	53%	54%
Listening to others to absorb information accurately	53%	50%	53%	55%	55%
Thinking creatively to find ways to achieve an objective	51%	56%	49%	50%	58%
Effective study and learning skills	50%	52%	48%	49%	47%
Mathematical skills	32%	30%	31%	36%	33%

6.3 Contribution to working skills

Students' perceptions of their university's contribution to their working skills varied greatly depending on the skills. For instance, about 7 in 10 say their university contributed much or very much to *working independently* (28% very much), while just 2 in 10 say their university contributed much or very much to *entrepreneurial skills* (4% very much). See Table 43 for complete results for working skills.

Table 43: Contribution to work skills (% much or very much)

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Working independently	69%	71%	68%	69%	65%
Cooperative interaction in groups	51%	49%	51%	53%	61%
Skills for planning and completing projects	48%	50%	48%	48%	49%
Skills and knowledge for employment	37%	40%	36%	36%	41%
Computer literacy skills	36%	36%	36%	38%	36%
Knowledge of career options	36%	36%	35%	36%	40%
Entrepreneurial skills	19%	21%	19%	18%	25%

6.4 Contribution to life skills

The ten skills (deemed 'life skills') shown in Table 44, vary in terms of students' perceptions of the contribution their university made to each. At the upper end, more than half of students say their university contributed much or very much to several skills, most notably *ability to interact with people from backgrounds different than their own* (20% very much) and *dealing successfully with obstacles to achieve an objective* (14% very much).

On the lower end, fewer than 2 in 10 say their university contributed much or very much to their *spirituality* (5% very much).

Table 44: Contribution to life skills (% much or very much)

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Ability to interact with people from backgrounds different from your own	55%	52%	55%	58%	61%
Dealing successfully with obstacles to achieve an objective	55%	57%	52%	56%	56%
Persistence with difficult tasks	53%	55%	50%	55%	55%
Time management skills	52%	54%	50%	52%	50%
Ability to evaluate your own strengths and weaknesses	51%	54%	50%	50%	59%
Moral and ethical judgment	43%	47%	42%	42%	46%
Self-confidence	43%	48%	43%	41%	52%
Ability to lead a group to achieve an objective	38%	38%	38%	39%	47%
Appreciation of the arts	31%	33%	31%	30%	31%
Spirituality	17%	19%	16%	16%	15%

7.0 Key outcomes

7.1 Meeting students' expectations

Overall, the majority (61%) of middle-years students say that their experiences *met their expectations*, while 23% say their university experiences *exceeded their expectations*. Few (16%) say their experiences *fell short*.

Table 45: Meeting expectations

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Exceeded	23%	29%	20%	21%	28%
Met	61%	59%	63%	60%	61%
Fell short	16%	11%	17%	19%	12%

Differences by university grades. Although it falls just below the threshold for statistical significance, results show that those with higher average university grades were more likely to say that their university *exceeded their expectations* than those with lower average grades. In fact, 30% of those with an average grade of A- or higher say their expectations were exceeded compared to 16% of those with an average grade of C+ or lower.

7.2 Satisfaction with concern shown by student as an individual

Almost 7 in 10 middle-years students say they are satisfied with the *concern shown by the university for them as an individual*, although just 7% are very satisfied. Among the approximately 3 in 10 who are dissatisfied, just 8% are dissatisfied.

Perhaps because Group 1 institutions tend to have smaller student populations, students are more likely to be satisfied with the *concern shown by the university for them as an individual* than those at Group 2 or Group 3 institutions.

Table 46: Satisfaction with concern shown by the university for student as an individual

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Very satisfied	7%	12%	6%	5%	11%
Satisfied	61%	65%	63%	56%	69%
Dissatisfied	24%	18%	24%	29%	17%
Very dissatisfied	8%	5%	7%	9%	3%

7.3 Satisfaction with decision to attend this university

Almost 9 in 10 middle-years students are satisfied with *their decision to attend their university*, including 24% who are very satisfied. Among the 1 in 10 who are dissatisfied, just 2% are very dissatisfied.

Table 47: Satisfaction with decision to attend this university

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Very satisfied	24%	29%	21%	24%	26%
Satisfied	64%	63%	66%	63%	66%
Dissatisfied	9%	6%	10%	10%	7%
Very dissatisfied	2%	2%	3%	2%	1%

Differences by university grades. As students' grades increase, the likelihood of being very satisfied with *their decision to attend their university* also increases. About 31% of those with an average grade of A- or higher are very satisfied with their decision compared to 17% of those with an average grade of C+ or lower.

7.4 Feel as if they belong at this university

About 8 in 10 agree that they *feel as if they belong at this university*, including 18% who strongly agree. Among the 2 in 10 who disagree, just 5% strongly disagree.

Table 48: Feel as if student belongs at this university

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Strongly agree	18%	20%	17%	18%	17%
Agree	63%	63%	63%	62%	66%
Disagree	14%	11%	16%	15%	13%
Strongly disagree	5%	6%	5%	5%	4%

7.5 Recommend university to others

Overall, 91% of middle-years students would *recommend their university to others*. Although there have been statistically significant differences among the three university groups, the proportion who would recommend their university is virtually the same across groups, ranging from 89% among Group 3 students to 93% among Group 1 students.

Table 49: Recommend university to others

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Would recommend	91%	93%	90%	89%	92%
Would not recommend	9%	7%	10%	11%	8%

7.6 Commitment to completion

Given that many middle-years students have positive experiences, it may not be surprising that 90% agree that they *plan to come back to this university next year,* including 57% who strongly agree. Looking at Table 50, shows that more students don't know (6%) than disagree (4%), indicating that a larger proportion have not made up their mind than made up their mind not to return.

Table 50: Plan to come back to this university next year

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Strongly agree	57%	57%	57%	57%	55%
Agree	33%	32%	33%	34%	28%
Disagree	2%	3%	2%	2%	5%
Strongly disagree	2%	2%	2%	2%	4%
Don't know	6%	6%	5%	5%	6%

Results in Table 51 are virtually identical to Table 50, with 64% strongly agreeing that they *plan to complete their degree at this university*. The slight shift in strongly agree compared to Table 50 may indicate that some may not plan on returning the following year, but may return after to complete their degree.

Table 51: Plan to complete my degree at this university

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Strongly agree	64%	65%	62%	65%	65%
Agree	25%	23%	26%	26%	25%
Disagree	2%	2%	2%	2%	3%
Strongly disagree	2%	2%	3%	2%	3%
Don't know	6%	7%	7%	5%	5%

7.7 Plans to change institutions

Middle-years students were asked two questions about their plans to change institutions for the following academic year. Results in Table 51 show that approximately 1 in 6 students plan on changing institutions next year, with 9% agreeing (3% strongly) that they *plan to transfer to another university next year* and 7% agreeing (2% strongly) that they *plan on going to college or CEGEP next year*.

Table 52: Plans to change (% agree or strongly agree)

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
I plan to transfer to another university next year	9%	9%	9%	8%	10%
I plan to go to college/CEGEP next year	7%	8%	8%	7%	9%

8.0 Post-graduation plans

8.1 Plans for additional schooling

After completing their undergraduate studies, students' plans include the following:

- About 32% *intend to apply to graduate school*, while 40% are unsure.
- About 26% *intend to apply to a professional program*, while 29% are unsure.

Combined, 47% of students plan on applying to graduate school or a professional program after their undergraduate studies, indicating that there is a small proportion (fewer than 10%) who plan on doing both.

Table 53: Post-graduation plans

	All students (n=22,537)	Group			University of the Fraser Valley (n=386)
		1 (n=7,117)	2 (n=7,054)	3 (n=8,366)	
Apply to graduate school					
Yes	32%	29%	29%	36%	32%
No	28%	31%	28%	26%	24%
Unsure	40%	40%	42%	39%	44%
Apply to professional program					
Yes	26%	26%	25%	28%	31%
No	45%	45%	46%	45%	40%
Unsure	29%	29%	29%	28%	29%

8.2 Career plans

Given that these are middle-years students, it is not surprising that many have not formed concrete career plans. Results in Table 53 show the following:

- About 1 in 3 have a *specific career in mind* (34%), while about the same *have several possible careers in mind* (36%). About 1 in 4 *have some general ideas about their career but need to clarify them*.
- Students are somewhat knowledgeable about their career options, with 21% saying they know their career options very well. Another 46% say they know them fairly well.

Table 54: Career plans

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Description of career plans					
I have a specific career in mind	34%	42%	31%	32%	43%
I have several possible careers in mind	36%	34%	37%	37%	32%
I have some general ideas but I need to clarify them	27%	22%	28%	29%	23%
I am not thinking about a career at this stage of my studies	3%	2%	3%	3%	2%
How well students know career options					
Very well	21%	26%	19%	19%	25%
Fairly well	46%	44%	46%	47%	45%
Only a little	29%	26%	31%	30%	27%
Not at all	4%	4%	4%	4%	2%

***Difference by age*.** The older a student is, the more likely they are to say they *have a specific career in mind* (increasing from 31% of those 20 and younger to 53% of those 30 and older) or *know their career options very well* (increasing from 17% of those 20 and younger to 38% of those 30 and older).

Differences by use of career counselling. Of interest, there is not statistical or practical relationship between those who have used *career counselling* and their knowledge of career options. Results show that regardless of use of *career counselling*, students have virtually the same knowledge of career options. Of those who have used *career counselling*, 21% say they *know their career options very well*, which is identical to the proportion of those who have not used *career counselling* (21%).

8.3 Steps taken to prepare for employment

Overall, 95% of middle-years students have taken at least one step to prepare for employment or career after graduation. Most commonly their preparation might be considered casual — that is, they have *talked with parents or family about employment or their career* (76%), *talked with friends about employment or their career* (76%), or *talked with professors about employment or their career* (38%).

Of the more concrete steps taken, 59% have *created a resume or curriculum vitae*, while 32% have *volunteered in their chosen field of employment* and 32% have *worked in their chosen field of employment*.

Group 3 (68%) students are more likely than students at Group 2 (59%) or Group 1 (46%) institutions to have *created a resume or curriculum vitae*.

Table 55: Steps taken to prepare for employment or career after graduation

	All students (n=22,537)	Group 1 (n=7,117)	Group 2 (n=7,054)	Group 3 (n=8,366)	University of the Fraser Valley (n=386)
Talked with parents/family about employment/career	76%	71%	77%	79%	76%
Talked with friends about employment/career	76%	72%	77%	78%	79%
Created resumé or curriculum vitae	59%	46%	59%	68%	48%
Talked with professors about employment/career	38%	39%	37%	37%	56%
Volunteered in chosen field of employment	32%	33%	32%	33%	45%
Attended an employment fair	32%	28%	33%	35%	21%
Worked in chosen field of employment	32%	36%	30%	30%	35%
Met with a career counsellor	24%	21%	27%	24%	34%
Created an e-portfolio	15%	13%	15%	17%	10%
I have a career mentor	7%	8%	7%	7%	7%
None	5%	7%	5%	5%	4%

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

Difference by age. As might be expected, there are many differences among these steps by age. As students get older, they are less likely to have *talked with parents or family about employment or their career* (decreasing from 84% of those 20 and younger to 40% of those 30 and older) or *talked with friends about employment or their career* (decreasing from 81% of those 20 and younger to 52% of those 30 and older). Conversely, older students are more likely than younger ones to have *worked in their chosen field of employment* (increasing from 26% of those 20 and younger to 52% of those 30 and older).