



CANADIAN UNDERGRADUATE SURVEY CONSORTIUM

2012 RESULTS SUMMARY

Office of Institutional Research & Analysis

www.uoit.ca/oira

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BACKGROUND

The Canadian University Survey Consortium (CUSC) coordinates a set of undergraduate satisfaction surveys across Canada based on a three year cycle. The three surveys include graduating students, first-year students and all undergraduates.

In spring 2012, **37** institutions across Canada participated in the Graduating Student Survey. The survey asks students, in their graduating year, about their level of satisfaction with various aspects of the university experience including university activities, the university's contribution to skill development and plans for future education and employment.

CUSC provides data for specific comparison groups including primarily undergraduate studies and smaller student populations (**Group 1**), undergraduate and graduate studies and medium student populations (Group 2) and undergraduate, graduate and professional schools and the largest student populations (Group 3). Data is also provided for all 37 institutions that participated in 2012, totalling over **15,000** respondents (**All Students**).

The following report provides an overview of UOIT's results compared with some results from Group 1 and from All Students.

RESPONDENTS

Response Rate

In the spring of 2012, students were e-mailed an invitation to participate in the survey of graduating students. A sample of 1,919 students who were in their graduating year was contacted. Of that, 486 students completed the survey for a response rate of **25.3%**. In 2009 UOIT's response rate was 45.4%, significantly higher than the current year. The average response rate for participating universities in 2012 was 36.5%.

Profile

The typical UOIT respondent is unique in comparison to the average survey participant, All Students. The All Students profile illustrates a female, 22 (or younger), single and living independently. The characteristics of a UOIT graduating student reveals a male, 23 (or younger), single and living with parents, guardians or relatives (see Table 1 and 2). The larger male response is rather reflective of UOIT's population where males outnumber females by 25%. Also worth noting, UOIT displays a slightly higher population of first generation students, where both mother and father's highest level of education was high school (21% vs. 16% for All Students).

A greater proportion of UOIT respondents self-identified themselves as a 'visible minority' (44%), which was more than double the amount found in similarly sized schools (21%) and a notably higher rate found with All Students (32%).

Table 1: Personal Profile

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Female	44%	45%	68%	66%
Male	56%	55%	32%	33%
Average Age	22.9	23.3	24.2	23.4
Self-Identified Disability	6%	8%	9%	8%
Self-Identified Visible Minority	45%	44%	21%	32%
Self-Identified Aboriginal	2%	2%	4%	3%

Table 2: Living Arrangements

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Rented home/apartment/room	34%	33%	47%	49%
With parents, guardians, or rel.	55%	52%	35%	40%
Personally owned home	5%	8%	11%	7%
On-campus residence	5%	6%	5%	3%
Other	1%	<1%	2%	1%

STUDENT SATISFACTION

With the University

The CUSC survey contains a number of questions pertaining to overall student satisfaction with the university. The following charts look at the different levels of satisfaction UOIT respondents had when asked about their satisfaction with the decision to attend UOIT (Figure 1), and the overall quality of education (Figure 2). In both questions, the rate that UOIT respondents reported that they were 'very satisfied' was considerably less than the rate for all students, and significantly less than the measure for respondents at comparable schools. UOIT's 'very satisfied' rate has also decreased from 29% in 2009 to 24% in 2012 with the respondent's decision to attend this university. As well, the 'very satisfied' with the overall quality of education response of UOIT students dropped from 24% in 2009 to 18% in 2012. Combining the two results, 'very satisfied' and 'satisfied', the 2012 percentage compared to 2009 and All Students is marginal; however sizeably less than the Group 1 comparator.

Figure 1: Satisfaction with decision to attend this university

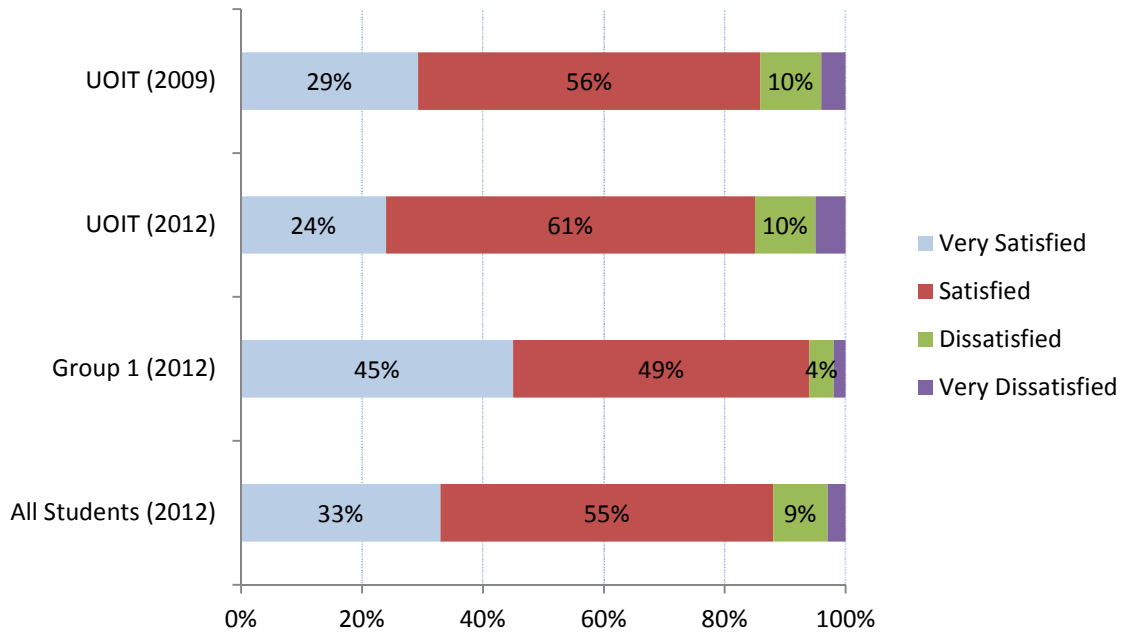
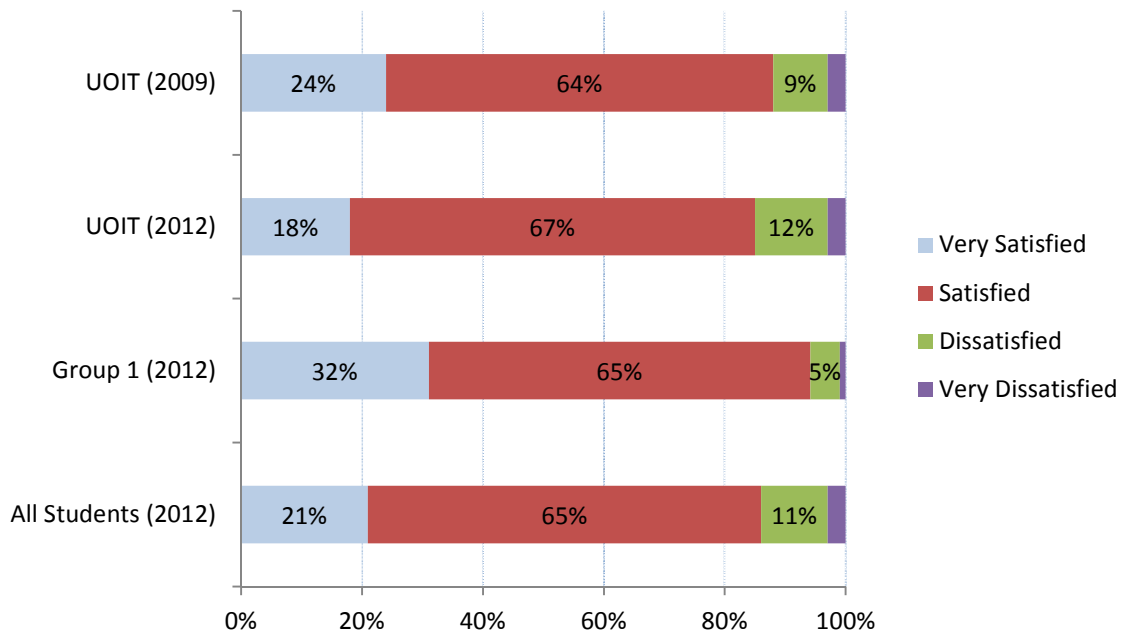


Figure 2: Satisfaction with overall quality of education



With Facilities and Services

A couple of questions were asked about student satisfaction with the different types of facilities and services. Table 3 shows student satisfaction with general facilities and services. UOIT respondents were marginally more 'satisfied' or 'very satisfied' than small size universities and All Students with campus medical services and athletic facilities. However, UOIT graduating students were much less satisfied with the on campus Wi-Fi, university email, online course management systems and library facilities. The measure for UOIT survey participants that indicated that they were 'satisfied' or 'very satisfied' (65% - 82%) was outperformed by the measure for both peer institutions and All Students (80% - 90%).

Table 3: Satisfaction with general facilities and services (%very satisfied/satisfied)

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Library Facilities	87%	82%	90%	90%
Online Course Mgmt. Systems	75%	79%	88%	87%
Campus Medical Services	94%	91%	89%	86%
Athletic Facilities	95%	92%	91%	87%
Campus Bookstores	77%	78%	76%	78%
University Residences	82%	84%	83%	81%
Campus Email	n/a	77%	85%	86%
Campus Wi-Fi	n/a	65%	80%	81%

Students were also asked about their use and satisfaction with special services (Table 4). On average, UOIT students use computer support services (92% vs. 69%), financial aid services (56% vs. 38%), co-op/internship services (47% vs. 38%), and employment services (35% vs. 26%) more so than other students at small universities (Group 1). UOIT students were more satisfied than Group 1 and All Students in services for students with disabilities (97% vs. 90%) and services for First Nations students (95% vs. 87%). The satisfaction of UOIT students with all other services was either on par or inconsequentially lower than the comparative groups. UOIT has made impressive improvement in the satisfaction levels with international student services, services for students with disabilities and the First Nations student services from the 2009 results.

Table 4: Satisfaction with special services (%very satisfied/satisfied)

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Computer Support Services	n/a	83%	89%	90%
Study Skills/Learning Services	89%	89%	91%	88%
Employment Services	81%	82%	85%	82%
Services for Co-op, Internship	86%	85%	89%	82%
Financial Aid Services	82%	85%	88%	83%
International Student Services	67%	86%	89%	88%

Personal Counselling Services	80%	83%	87%	80%
Academic Advising	74%	76%	81%	79%
Services for Students with Disabilities	75%	97%	90%	89%
Career Counselling Services	82%	87%	82%	78%
First Nations Student Services	57%	95%	87%	86%

SENSE OF CARE AND BELONGING

The CUSC survey also provided an opportunity for students to express the degree to which they felt the university cared for them or created a sense of belonging. Many students appear to be less satisfied with their university in terms of the concerns shown by the institution for students as individuals. Figure 3 illustrates that 45% of UOIT respondents were ‘very dissatisfied’ or ‘dissatisfied’ with the concern shown by the university for them as an individual. This measure was identical to the mark for All Students and significantly higher than the mark for small universities (29%) and the 2009 result (34%). 61% of UOIT graduating students ‘strongly agreed’ or ‘agreed’ with the statement: *I sometimes feel like I get the run-around at this university* (Figure 4). This was particularly higher than the measures for comparable institutions (48%) and All Students (54%). Although students voiced their dissatisfaction with the lack of concern received and getting the run around, 76% of UOIT graduating students ‘agreed strongly’ or ‘agreed’ when asked if they felt a part of their university (Figure 5).

Figure 3: Satisfaction with concern shown by university for students as individuals

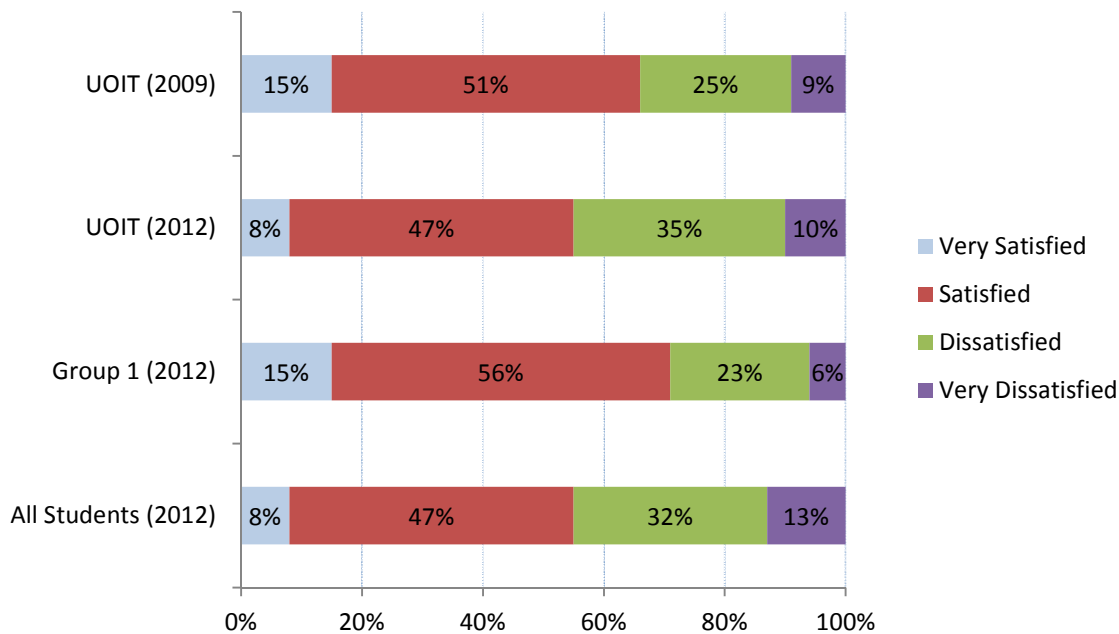


Figure 4: I sometimes feel I get the run-around at this university

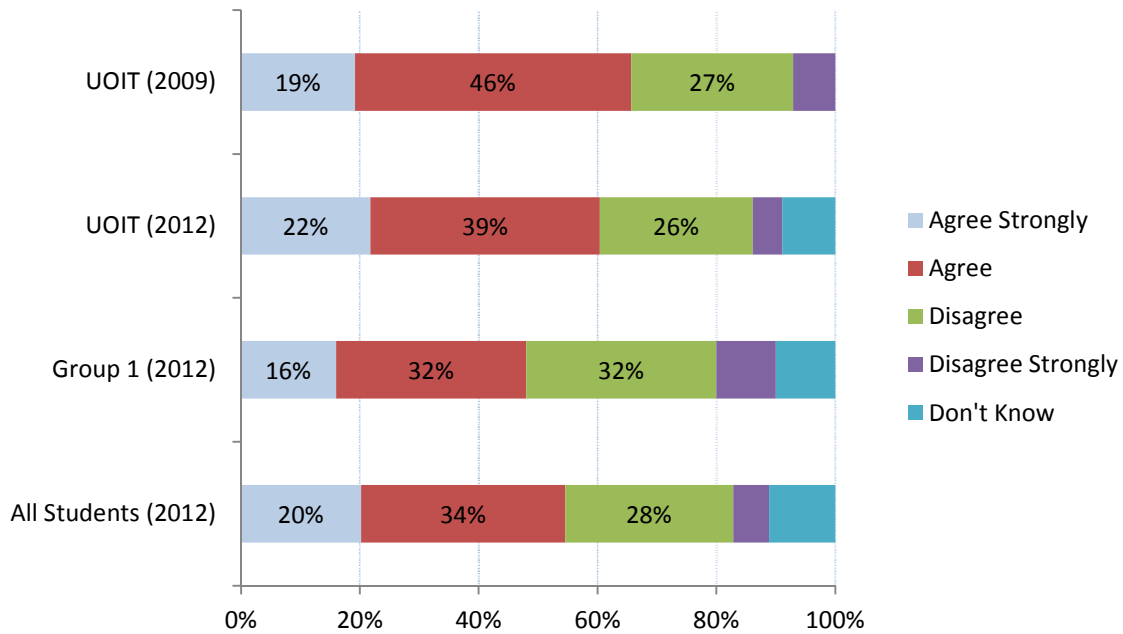
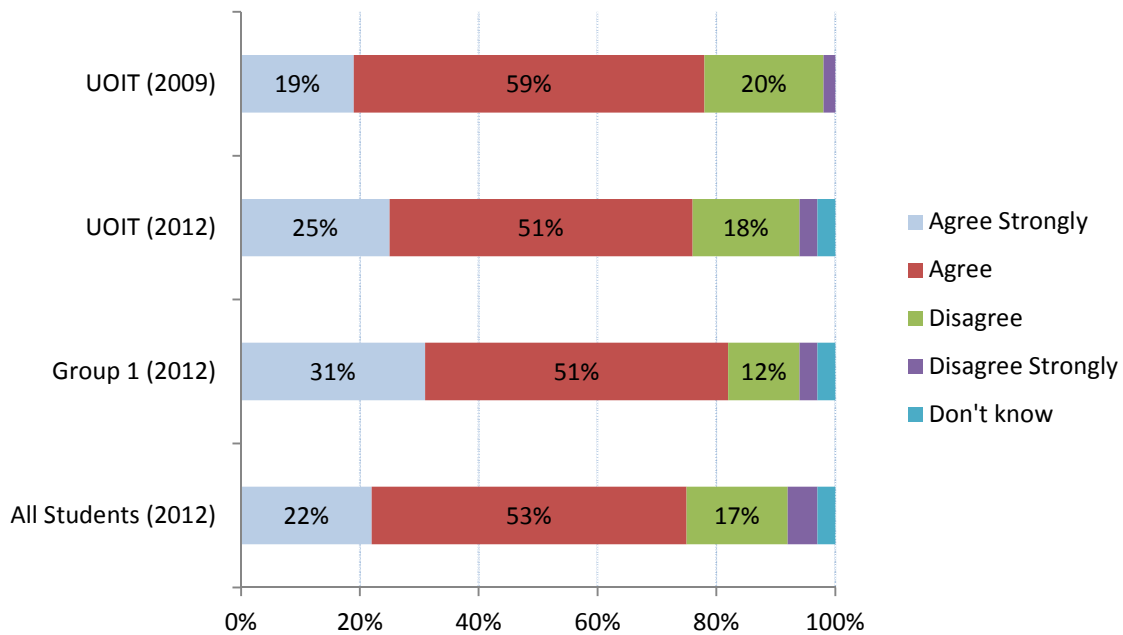


Figure 5: I feel as if I am a part of this university



RECOMMENDING THE UNIVERSITY

Reasons for Recommending the University

Students were asked if they would recommend their university to others. Of those that indicated they would recommend their institution (85%), a number of reasons were provided (Table 5). 75 - 81% of respondents, UOIT et al, reported that the program was a reason for recommendation. Along with that, close to half of those responding (40%) noted that they would recommend the university due to the relevance of the program for growth. This measure is noticeably higher than both comparable small institutions (33%) and All Students (33%). However, UOIT under performs strikingly at 27% for recommending the university based on the quality of student/campus life than Group 1 (45%) and All Students (43%).

Table 5: Reasons for recommending the university

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
The Program	81%	77%	75%	75%
The Professors	81%	71%	78%	65%
Quality of Student/Campus Life	32%	27%	45%	43%
Relevance of Program for Growth	42%	40%	33%	33%
Student Services	31%	22%	26%	25%
Other	6%	10%	12%	13%

Reasons for Not Recommending the University

Of those that indicated they would *not* recommend their institution (15%), a number of reasons were also provided (Table 6). The top reason for UOIT respondents not recommending the university to others was due to the professors with almost half (49%) stating so. The equivalent mark for small schools (44%) and All Students (44%) was not as high. 46% of UOIT graduating students indicated that there was an 'other' reason for not recommending the university, the second highest reason. For those that provided additional comments to 'other', fees appeared to be a common theme, as well as laptop use and costs.

Table 6: Reasons for not recommending the university

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
The Program	45%	27%	38%	42%
The Professors	35%	49%	44%	44%
Quality of Student/Campus Life	25%	36%	35%	38%
Relevance of Program for Growth	27%	28%	27%	27%
Student Services	47%	39%	35%	36%
Other	35%	46%	41%	38%

ACTIVITIES

Students were asked a number of questions around various university activities and specifically to rate how much they contributed to personal growth and development.

In-Class Activities

Students were asked about several in-class activities. Table 7 shows that almost one-third of UOIT respondents (28%) felt that online instruction ‘very much’ contributed to personal growth and development. That number was notably higher than the measure for small schools (19%) and All Students (17%). When asked about interactions with teaching assistants and laboratory experiences, UOIT respondents again felt significantly stronger about the contributions of these in-class activities to their personal growth and development than both peer institutions and All Students.

Table 7: In-class activities: contributed ‘very much’ to personal growth and development

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Classroom Instruction	61%	60%	72%	60%
Participation in Classroom Discussions	39%	39%	52%	43%
Laboratory Experiences	46%	44%	38%	36%
Interaction with Teaching Assistants	33%	33%	24%	24%
Online Instruction	36%	28%	19%	17%

Academic Activities

When asked about academic activities, 73% of UOIT graduating students reported undergraduate thesis experience, considerably higher than their peer institutions and All Students (57%). About half rate undergraduate thesis, self-directed study or senior project as contributing very much to their growth and development (see Table 6). Among various practical experiences, students are most likely to say that practicums, internships, and co-ops contributed very much to their growth with 74% of UOIT students stating so. This statistic was comparable with similar sized schools (78%) and All Students (75%). On average, UOIT students believed far less (29%) than similar universities (39%) and All Students (40%) that the use of library resources contributed to their personal development.

Table 6: Academic activities: contributed ‘very much’ to personal growth and development

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Co-op, Internship, Practicum, Work Experience	56%	74%	78%	75%
Written Assignments and Essays	47%	43%	54%	49%
Thesis, Self-Directed Study	51%	47%	50%	47%
Required Reading	38%	41%	40%	40%

Use of Library Resources	32%	29%	39%	40%
Examinations	36%	36%	27%	25%
Recommended Reading	22%	22%	18%	16%

On-Campus Activities

With respect to on-campus activities, UOIT students reported being a teaching assistant contributed the most to their growth and development (66%), higher than that of peer schools (61%) and all students (54%). The percentage of UOIT respondents that felt attending campus lectures 'very much' contributed to their personal growth and development (41%) was also notably higher than the mark for their peer group and All Students (34/33%). UOIT graduates rated attending campus cultural events, social events and attending athletic home games the least likely to contribute to growth and development (16 – 21%).

Table 7: On-campus activities: contributed 'very much' to personal growth and development

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Being a Teaching Assistant	62%	66%	61%	54%
Living on Campus	51%	43%	53%	48%
Having other On-Campus Employment	55%	54%	53%	48%
Participating in recreation/sport	28%	29%	33%	31%
Attending Campus Lectures	39%	41%	34%	33%
Attending Campus Social Events	22%	21%	25%	23%
Attending Campus Cultural Events	22%	16%	22%	20%
Attending Athletic Home Games	13%	20%	19%	16%

EDUCATION FINANCING AND DEBT

The CUSC survey asks students to report on how they are financing their education, as well as to describe their accumulated debt load. 74% of UOIT students report having debt. Table 8 reveals that over half of UOIT respondents (51%) are carrying a total debt load of \$20,000 or more. That is well above the totals for small schools (37%) and all students (33%). Even more telling is the median debt load of UOIT graduating students. At \$20,000, it is over double the amount for peer school students (\$9,000) and almost three times the amount for All Students (\$7,000). The higher debt load carried by UOIT students is something that has been noted in the past. A possible explanation, also considered previously, for such a dramatic difference might be the additional cost of the mobile learning program.

Table 8: Accumulated debt

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
No debt	31%	26%	39%	41%
Less than \$4,000	3%	3%	4%	4%

\$4,000-\$7,999	4%	5%	6%	6%
\$8,000-\$11,999	3%	5%	6%	7%
\$12,000-\$19,999	8%	9%	9%	9%
\$20,000 or more	51%	51%	37%	33%
Average	\$20,941	\$21,254	\$15,944	\$14,453
Median	\$20,000	\$20,000	\$9,000	\$7,000

The typical graduating student uses about three sources to help finance their education with the most prevalent being government student loans (Table 9). More than half of UOIT respondents (54%) indicated that government loans or bursaries were a source of financing. That measure is significantly more than the mark for like-sized institutions (41%) and all students (38%). Most other sources reported by UOIT respondents were comparable with the peer group and All Students.

Table 9: Sources of financing education

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Parents/Family/Spouse	44%	52%	55%	59%
Earnings from Summer Work	40%	38%	44%	41%
Scholarship/Financial Award/Bursary	30%	31%	34%	28%
Government Loan/Bursary	49%	54%	41%	38%
Earnings from Current Employment	29%	35%	41%	37%
Personal Savings	28%	49%	52%	50%
Loan from Financial Institution	15%	17%	15%	13%
RESP	8%	8%	8%	10%
Co-op Program/Work Term	5%	7%	4%	9%
Investment Income (bonds, dividends)	2%	2%	4%	3%
Work-study Program	4%	7%	3%	4%
Other	<1%	4%	4%	4%

FUTURE EDUCATION AND EMPLOYMENT

Future Education

Students were asked a series of questions around their plans for future education and/or employment. In recognition of the debt load that many students carry, and the possible effects of it, the survey asked students to assess the impact of their repayable debt on any further education in the first year after graduation (Table 10). More than one-third of UOIT respondents (37%) felt that their repayable debt would have a 'great impact' on their future education in the first year after graduation. This was greater than the rate for small schools (32%) and All Students (30%). Debt load may be a factor in UOIT students choice to pursue graduate studies (44%), being far less than their peer institutions (53%) and All Students (58%), but more

importantly a drastic decrease from 2009 where 71% reported their intent to pursue graduate studies (see Table 11).

Table 10: Impact of repayable debt on further education in first year after graduation

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Great Impact	38%	37%	32%	30%
Some Impact	34%	34%	31%	30%
No Impact	29%	29%	37%	40%

Table 11: Future education plans

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
None	21%	28%	20%	18%
Graduate School	71%	44%	53%	58%
Professional School (e.g. Law, Med)	20%	22%	20%	22%
Further Undergraduate Studies	18%	18%	22%	20%
Community college or CEGEP	n/a	9%	6%	9%
Technical/Vocational School	6%	6%	6%	6%
Other Education	20%	24%	24%	21%

Future Employment

Preparedness for employment was also explored by the survey as students were asked about the steps taken to prepare for employment/career after graduation (Table 12). 84% of UOIT graduating students reported that they had created a resume/CV, which was slightly higher in comparison to their peer group (79%) and All Students (81%). 62% of UOIT graduating students have chosen a career field or occupation, again comparable to other small institutions and All Students. Over half of the respondents (52%) have indicated that they have worked in their chosen field.

Table 12: Steps taken to prepare for employment/career after graduation

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Created Resume or CV	84%	84%	79%	81%
Chosen a Career Field or Occupation	64%	62%	64%	61%
Talked with Professors about Career	62%	57%	63%	54%
Worked in my Chosen Field	46%	49%	52%	52%
Attended an Employment Fair	64%	51%	44%	43%
Volunteered in my Chosen Field	29%	35%	43%	41%
Met with a Career Counsellor	27%	29%	24%	22%
Have a Career Mentor	9%	16%	17%	16%
Created an E-portfolio	18%	27%	19%	21%

The survey also asked students about their future employment prospects (Table 13). 30% of UOIT respondents noted that they had a job, lower than the measures for both small schools (38%) and All Students (36%). Further, UOIT graduating students indicated they didn't have a job but were seeking work (61%) more so than their peer group and All Students (50%).

Table 13: Future employment

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Have a Job (net)	26%	30%	38%	36%
- Yes, a full-time job	19%	16%	20%	19%
- Yes, one part-time job	6%	10%	11%	10%
- Yes, two or more part-time jobs	1%	1%	2%	2%
- Yes, self-employment/contract work	2%	3%	5%	4%
No, but I am seeking work	63%	61%	50%	50%
No, and I am not seeking work	11%	9%	12%	14%

Approximately one-third of UOIT graduating students believe there are few to very few jobs available in their field of study (see Table 14). This perception could explain the low rate for future employment and demonstrate a need for UOIT to help students identify career options and prepare for employment post-graduation. Indeed, students have taken few steps to prepare for graduation beyond creating a resume.

Table 14: Job Prospect

	UOIT (2009)	UOIT (2012)	Group 1 (2012)	All Students (2012)
Many jobs	21%	19%	21%	19%
Some jobs	42%	43%	40%	38%
Few/very few jobs	32%	33%	34%	38%
Don't know	5%	5%	5%	5%

OTHER FINDINGS

The CUSC survey contained a number of other questions, and responses, that are worth noting. Here is a brief summary:

- Over half of All Students (51%) reported receiving an academic scholarship from their university, where as only 42% of UOIT graduating students reported the same.
- 14% of UOIT graduating students reported that their grades caused a delay in completing their program, higher than both other comparison groups (8% Group 1, 11% All Students). It was also the most common reason given by UOIT students that reported a delay in the completion of their program.

- Although UOIT students reported experience with teaching assistants, online instruction and laboratory experiences more so than similar sized institutions (80 – 99% vs. 73 – 74%), less than half acknowledged these activities contributing very much to their growth and development.
- Almost all students indicate that they had experience with university faculty, although UOIT graduating students reported having more experience with the involvement in faculty research activities (73%) than their peer group and All Students (58%).
- Over half of the students surveyed reported participating in student clubs and organizations (57%), slightly higher than the comparison groups (52%). Of those that participated in student clubs, only 35% said that is contributed ‘very much’ to their growth and development.
- UOIT students are far less likely to participate in campus cultural events, university athletic home games, and on-campus student recreations and sports programs than similar sized universities and All Students.
- The proportion of UOIT students who report interactions with other students, including community service/volunteer activities was significantly lower than the comparison groups (37% vs. 47%). The same students also rate this activity relatively low for contributing their growth and development (38%).
- On average UOIT graduating students said they have less working and knowledge skills in the areas of understanding national and global issues, living in an international world, and an appreciation of the arts than their counterparts (17 – 39% vs. 29 – 51%).
- In regards to life skills: 65% of UOIT respondents say the university contributed ‘much/very much’ to their persistence with difficult tasks.
- 81% of students ‘agree/agree strongly’ that most university support staff are helpful.
- 86% of respondents ‘agree/strongly agree’ that they are satisfied with the quality of teaching.
- 93% of UOIT graduating students are ‘satisfied/very satisfied’ with their personal safety on campus.
- 90% of UOIT students were ‘very satisfied’ or ‘satisfied’ with the university’s commitment to environmental sustainability.
- Approximately 4 out 10 students ‘disagree/disagree strongly’ that they received good value for their money.

UOIT plans to again participate in the CUSC survey for graduating students during the winter of 2015.

Group 1 Comparative Group (n = 18)

Concordia University College of Alberta
Grant MacEwan University
Mount Royal University
Nipissing University
Redeemer University College
Saint Mary's University
St. Francis Xavier University
The King's University College
Trent University
Trinity Western University
Tyndale University College and Seminary
Université du Québec à Trois-Rivières
University of Lethbridge
University of New Brunswick (Saint John)
University of Northern British Columbia
University of Ontario Institute of Technology
University of the Fraser Valley
University of Winnipeg