GRADUATING STUDENT SURVEY
2009

University of Victoria

June 2009

Prepared for:

Canadian University Survey Consortium

PROTOCOL FOR DATA USE

CANADIAN UNIVERSITY SURVEY CONSORTIUM (CUSC)

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

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

1. The purpose of the survey is to produce data that will allow participating institutions to assess their programs and services. Comparisons with other institutions are made to assist in these assessments. Ranking of institutions is not, in itself, a purpose of the survey.

2. The survey data are owned collectively by the participating institutions.

3. The report that has been prepared may be reproduced and distributed freely on the campuses of participating institutions. However, use of the institutional code key is restricted to members of the steering committee and senior administration at the various campuses on a confidential basis.

4. Institutions will receive a data package that includes data for all participating institutions along with the institutional identifiers so that appropriate institutional comparisons can be made by each institution. This must be done in a way that protects the confidentiality of the institutional identities and respects the absolute right of each institution to decide what portions of its data should be disclosed.

5.

EXECUTIVE SUMMARY

This is the 15

Experiences at university

Skill growth and development

We asked students to grade their universities in terms of contributing to their growth and development of 31 specific skills.

Students provide the highest grades to their universities for contributing to growth and development in terms of providing a broad knowledge of their major field of study and thinking critically. In each case, almost 9 students in 10 rate their university as good or excellent in this regard.

On average, universities also receive high marks from students for contributing to students' growth and development in terms of: written communications, skills for planning and completing projects, commitment to lifelong learning, interpersonal skills, working independently, and oral communications skills. In each case, among the students who provide a rating, at least 8 out of 10 rate their university as doing a good or excellent job.

Universities also receive good marks from students for contributing to students' growth and development in the following areas: accepting people from different cultures, identifying and solving problems, effective study and learning skills, ability to access information, ability to understand abstract reasoning, cooperative group interaction, persistence with difficult tasks, moral and ethical development, personal self-confidence, and personal time management. In each case, among the students who provide a rating, at least 7 in 10 rate their university as doing a good or excellent job.

Universities receive lower marks for understanding national and global issues, leadership skills, computer literacy skills, living in an international world, preparation for postgraduate study or professional school, ability to address issues in personal life, general skills and knowledge relevant for employment, analyzing quantitative problems, understanding and applying scientific principles and methods, and specific employment-related skills and knowledge. In each case, among the students who provide a rating, at least 6 in 10 rate their university as doing a good or excellent job.

Students rate their universities particularly poorly in terms of their institutions' contribution to growth and development in five areas: appreciation of the arts, mathematical skills, second or third language skills, spiritual development, and en

Student satisfaction

Many students credit their university with playing an important role in their growth and development. Thus, it is not surprising that, for the most part, students are satisfied with their university experiences.

Most students are very positive about their experience with their professors. In particular,

Future education and employment

As mentioned earlier, many students are dissatisfied with faculty in terms of their knowledge of career opportunities in their field. Similarly, many students report that their university as a whole is not as knowledgeable as it could be about career opportunities. While close to 2 students in 3 are satisfied with their university's knowledge of career options in their area of study, the remaining 1 in 3 are dissatisfied.

Most students are somewhat prepared for employment, as demonstrated by the fact that some 3 students in 4 have created a resume or curriculum vitae, and almost 6 in 10 have spoken to one of their professors about employment. However, many have not decided what they want to do with their lives; only 6 students in 10 report having a specific career field. For many, this decision does not yet have to be made, since half of students intend to continue their education in the first year after graduating.

About 1 graduating student in 3 has arranged for full- or part-time employment other than a summer job, including 23% who have arranged a full-time job. Slightly less than half of all students were seeking work at the time of the survey. Of those with full-time jobs, about 6 in 10 report that these jobs are permanent. Among the students who have arranged full- or part-time employment, half report that a degree in their area of study was required, while slightly more, about 6 students in 10, report that their degree helped them get their job. Two students in 3 report that their job is related to the knowledge and skills acquired from study at university. Among those with an arranged job, their university education appears to be more relevant to those who have arranged full-time, rather than part-time, jobs.

Among those with arranged jobs, almost 9 students in 10 are satisfied with them, including 4 in 10 who are very satisfied with their job. On average, students with arranged jobs anticipate earning almost $36,600 annually, although the amount is considerably lower for those with part-time (about $25,700) than full-time employment (about $40,700).

Among all students, a majority, 6 in 10, believe there are at least some jobs in Canada in their major area of study. However, about 3 students in 10 feel there are few or very few jobs in their field of study.

Conclusion

Although the report highlights some areas for improvement, graduating students are generally satisfied with their university and have had positive experiences while attending it. As noted, the vast majority would recommend their university to others, suggesting that students typically believe that the years they spent working toward their undergraduate degree were worthwhile.

1.0 Introduction

This is the 15th cooperative study undertaken by the Cana

Each university supported the study by generating a random sample of 1,000 undergraduate students who graduated in the fall of 2008 or were graduating in 2009. Each institution provided PRA with an electronic database containing the email addresses for these students. Not all participating universities had

Table 2: Survey response rate			
University	**Surveys**		**Response rate**
	Distributed	**Completed**	
Alberta	1,000	508	50.8%
British Columbia (Okanagan)	858	308	35.9%
British Columbia (Vancouver)	1,000	345	34.5%
Brock	967	437	45.2%
Calgary	1,000	435	43.5%
Carleton	1,000	500	50.0%
Dalhousie	1,000	395	39.5%
Fraser Valley	372	239	64.2%
King's	101	24	23.8%
Lakehead	1,000	588	58.8%
Lethbridge	1,000	550	55.0%
Manitoba	1,000	499	49.9%
McGill	1,000	278	27.8%
Montreal	1,000	366	36.6%
Mount Allison	534	229	42.9%
New Brunswick (Saint John)	367	157	42.8%
Nipissing	594	300	50.5%

Table 4: Changes in participating universities				
University	Participated			
	2009	2006	2003	2000
Alberta				
Bishop's				
British Columbia (Okanagan Campus)				
British Columbia (Vancouver Campus)				
Brock				
Calgary				
Carleton				
Concordia				
Dalhousie				

1.4 Comparison with previous graduating students surveys

As mentioned, CUSC conducted similar surveys with undergraduate students in 2000, 2003, and 2006. Throughout this report, we compare the results of the current survey with results from previous ones. However, as discussed in the previous section, not all universities that participated in the previous studies participated in 2009. Conversely, some of the universities participating this year did not participate in either or both of the previous years. Therefore, any difference may result from the inclusion of different universities rather than changes over time. PRA includes these comparisons as a point of interest; further investigation may be necessary to assess true differences across time. That being said, there are a few differences in results between the three surveys.

1.5 Statistically significant differences

Large sample sizes may inflate measures of statistical significance and may lead to false conclusions about the strength of association. The chi-square measure of association, in particular, is susceptible to this possibility. Therefore, we increased the standards for designating whether a relationship can be termed "statistically significant." The benchmarks shown in Table 6 must be met for us to term an association "statistically significant"; the Pearson's chi-square must have probability of a type 1 error of .000 and either the Phi coefficient or Cramer's V must have a value of .150 or greater. Through

2.0 Profile of graduating students

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

2.1 Student profile

As shown in Table 7 (next page), in 2009, the typical graduating student is a single female who is almost 24 years of age.

- Among our sample, graduating students are twice as likely to be women (67%) as men (33%). Although the sample slightly over represents female graduating students, it reflects the fact that more women than men are attending university. It is also important to note that there are a few statistically significant differences between our female and male respondents; differences that are statistically significant are discussed throughout this report.

- While the typical graduating student is almost 24 years of age, 8 students in 10 are 24 years of age or younger. In fact, the median age is considerably younger at 22, ranging from 16 to 98 years.

- Almost half of students are single (47%). About 4 in 10 are in a relationship (40%), not including those who are married or common-law (14%).

- Given that most students are under 24 years of age, it is not surprising only 7% have children.

- Over 1 student in 20 (7%) self-reports having somec-uTc-.004of studbilis se11 -28ounger 2 age.

Table 7: Personal profile					
	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
Gender Q50					
Male	33%	32%	32%	37%	31%
Female	67%	68%	68%	63%	69%
Age Q51					
20 or younger	10%	10%	10%	10%	5%
21	29%	32%	25%	26%	18%
22	22%	21%	24%	24%	24%
23	12%	10%	13%	13%	16%
24	7%	7%	7%	7%	11%
25 to 29	12%	11%	13%	12%	15%
30 or over	8%	8%	8%	8%	11%
Average age	23.7	23.6	23.8	23.6	24.9
Marital status Q56					
Single, divorced, or widowed	47%	46%	47%	48%	48%
In a relationship (other than married or common-law)	40%	39%	41%	38%	34%
Married or in a common-law union	14%	14%	13%	14%	18%
Number of children Q60					
Children	7%	7%	7%	6%	8%
No children	93%	93%	93%	94%	92%
Disability Q55					
Total self-identified	7%	8%	8%	6%	8%
Visible minority Q58*					
Total self-identified	22%	17%	30%	24%	20%
Aboriginal Q58**					
Total self-identified	3%	4%	3%	4%	4%

Note: Columns may not sum to 100% due to rounding.
* 'Visible minority' includes respondents that self-identified themselves as belonging to an ethnic/cultural group other than 'Aboriginal', 'Inuit', 'Métis' or 'White'.
** 'Aboriginal' includes respondents that self-identify themselves as 'Aboriginal', 'Inuit' or 'Métis'.

2.1.2 Permanent residence

We asked students to indicate the size of the community of their permanent residence (that is, the size of the community in which they lived prior to attending university).

- About half of these graduating students (49%) report that they lived in a city with a population of 100,000 or more.
- Reflecting the location of the institutions, fewer students attending Group 1 universities are from communities with a population of 100,000 or more (39%), than Group 2 (59%) or 3 (56%) universities.

See Table 10.

Table 10: Size of community Q53

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
Lived on a farm/ranch	5%	5%	3%	6%	2%
Less than 5,000	11%	14%	7%	9%	7%
5,000 to 9,999	8%	11%	6%	7%	7%
10,000 to 49,999	15%	17%	15%	13%	22%
50,000 to 99,999	12%	15%	10%	8%	11%
100,000 to 299,999	17%	18%	22%	11%	15%
300,000 to 499,999	7%	5%	10%	5%	16%
Over 500,000	26%	16%	26%	39%	20%

Note: Columns may not sum to 100% due to rounding.

Students in this study come from all provinces and territories, as well as the United States and other countries, but generally reflect the location of universities participating in the survey.

- Almost half (45%) of students report being from Western Canada, most commonly from British Columbia (19%).
- About 3 in 10 students (30%) are from Ontario.
- Slightly less than 1 student in 25 (4%) is from Québec.
- About 1 student in 10 is from the Atlantic provinces (13%), most often Nova Scotia (8%) or New Brunswick (4%).
- About 1 student in 10 reports being from outside of Canada (7%).

Table 11: Province of permanent residence Q52					
	All students (n=12,160)	Group 1 (n=5,339)	Group 2 (n=3,294)	Group 3 (n=3,527)	University of Victoria (n=497)

In 2009 (and in past CUSC surveys), male and female students tend to select different educational paths. As Figure 1 shows, female students outnumber male students in most disciplines. In fact, male students represent the majority in only two disciplines: Physical Science and Engineering programs.

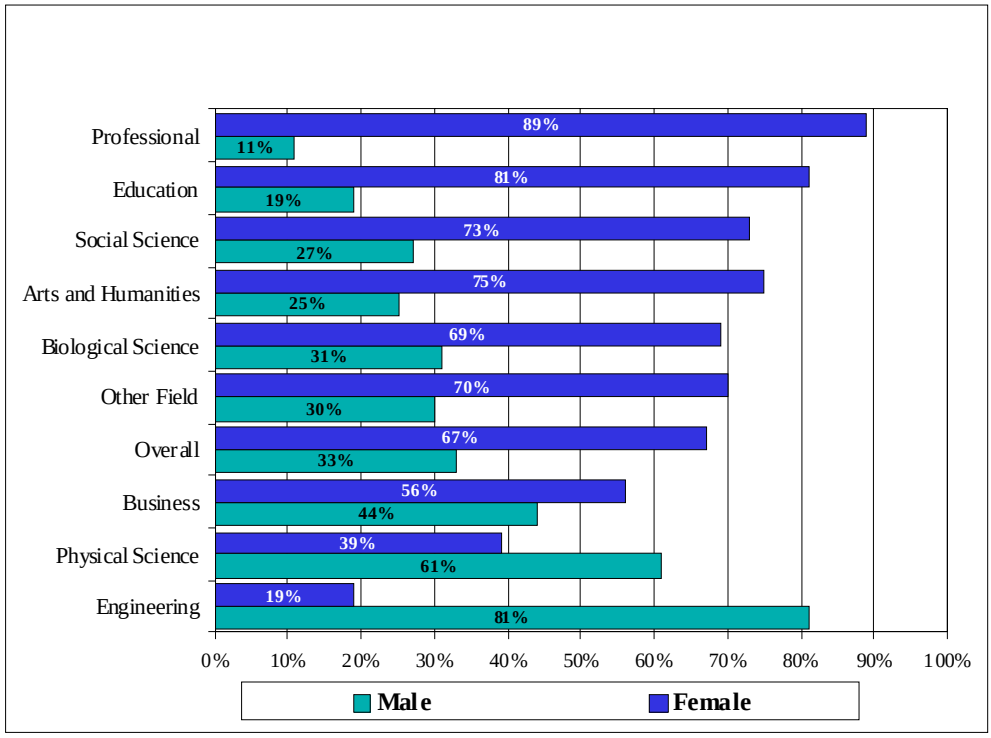

Table 15: Visible minority by discipline	
	% identifying as visible minority (includes Aboriginal students)
Business	37%
Physical Science	34%
Engineering	34%
Professional	27%
Biological Science	26%
Overall	25%
Social Science	25%
Arts and Humanities	15%

4 Almost half of students (47%) report receiving an academic scholarship from their university at some point during their studies. Among those who received a scholarship, they most often received them for academic merit (89%) or financial need (26%). The older students are, the less likely they are to have received a scholarship from their university.

These and other findings are presented in Table 16.

Table 16: Academic profile

	All students (n=12,160)	Group	University of Victoria (n=497)

As shown in Table 17, the academic profile of students in 2009 is very similar to that of students who participated in CUSC's previous graduating student surveys.

Table 17: Academic profile by year

	2009 (n=12,160)	2006 (n=10,464)	2003 (n=11,224)	2000 (n=6,388)
Type of student				
Full-time	89%	85%	84%	80%
Part-time	11%	14%	13%	16%
Length of degree				
One year	<1%	<1%	<1%	1%
Two years	3%	3%	4%	4%
Three years	9%	18%	18%	22%
Four years	78%	70%	66%	63%

2.3.1 Academic profile by discipline

As shown in Table 18:

- Education and Engineering students are most likely to report having five-year or longer programs and have the longest programs on average (just over four years). Students in Professional degrees are least likely to report having programs that are five years in length or longer.

- Students in Education and Professional programs are most likely to have taken a work experience program while in university. Students in Social Sciences and Arts and Humanities programs are the least likely.

- Students in Business and Physical Sciences are most likely to report studying in Canada on a student authorization, student permit, or visa, which may account for why these programs reported the highest proportion of visible minority students.

Table 18: Academic profile by discipline

	Discipline	%
Program length (five years or more)	Education	47%
	Engineering	29%
	Overall	9%

2.3.2 Interruption of studies

As mentioned in the previous section, it is common for students to have interrupted their studies for one or more terms since starting their post-secondary education. In 2009, the most common reasons students interrupted their studies were for *employment* (8%), *family reasons* (7% - either to raise children or other family reasons), to *travel* (5%), or for *financial reasons* (5%). See Table 19.

Table 19: Interrupted studies Q7

	All students (n=12,160)	Group

2.3.3 Students' grades

We asked students to tell us their average grade for the courses they had completed at the time of the survey. We also asked students to convert their grade point to a letter grade equivalent.

- The average grade of these students is close to a B+ (an average of 4.9 out of 7; a 5 is equivalent to a B+).

- One student in 3 (33%) reports an average that is an A- or higher, while over half (55%) report an average that is a B or B+.

- Students' grades consistently decline by age while students are in their twenties, from an average of about a B+ for those 20 years of age and younger (5.0) to between a B and a B+ for those 25 to 29 (4.7); however, grades rebound for students 30 years of age and older (5.2).

Table 21: Average grade for courses completed so far Q10

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	

Students' grades differ significantly by disciplines. On average:

- Students in Education and Professional programs tend to have higher grades, averaging over a B+ (an average of 5 or higher out of 7). About 4 in 10 students in each program have an A- average or higher.

- Students in Business and Engineering programs report slightly lower average grades than students in other programs. About 1 in 4 students report an average grade of A- or higher in each of these programs.

Table 22: Average grade by discipline

	Average (1 = D and 7 = A or A+)
Education	5.2
Professional	5.2
Arts and Humanities	5.0
Biological Science	4.9
Overall	4.9
Physical Science	4.8
Social Science	4.8
Other fields	4.7
Business	4.7
Engineering	4.5

3.0 Experiences at university

In this section, we report on students' assessments of the contribution of a number of experiences they may have had at university to their personal growth and development. We asked students to rate 17 of these experiences for whether they contribute *none, very little, some*, or *very much*

Table 26 shows the proportion of students, who had experience with these in-class activities, who rate each as contributing *very much* to their personal growth and development.

- About 6 students in 10 rate *classroom instruction* as having contributed very much to their personal growth and development. Just 1% say it did not contribute to their personal growth.

- About 4 students in 10 report that *ersonal*

Table 29: Academic activities: contributed very much to personal growth and development Q11			
	All students	Group	University of Victoria

Table 30 shows these results.

3.3.1 Contribution of faculty by discipline

Two activities show a significant difference in students' ratings of faculty's contribution by discipline. Among these activities:

- Students in Arts and Humanities programs are typically most likely to report faculty's *enthusiasm for subject material* contributed very much to their personal growth and development, while Engineering students are least likely.

- Biological Science students are most likely to say that *faculty research activities* very much contributed to their growth. Business students are least likely to say this activity contributed very much to their growth.

Table 33: Contribution of faculty activities to growth and development by discipline

Activity	Discipline	Very much
Faculty enthusiasm for subject material	Arts and Humanities	74%
	Overall	64%
	Engineering	49%
Faculty research activities	Biological Science	32%
	Overall	24%
	Business	16%

4.0 Extracurricular activities

In this section, we report on the impact that 17 extracurricular activities had on students' personal growth and development.

4.1 Student services and supports

We asked students about their use of various on-campus student services and supports.

- About 6 students in 10 *participated in student clubs and organizations*, while about half *used study skills and learning support services*. *Participating in student clubs and organizations* decreases as students get older.

- Slightly more than 1 student in 10 reports *serving as a peer or residence advisor*, participating *in international placement or exchanges*, or *student government*

4.2 Non-academic campus activities

There are several differences among students and involvement in non-academic campus activities.

- Male (52%) students are more likely than female (34%) to have participated in *on-campus recreational or sports programs*.

- Students in Arts and Humanities (76%) programs are most likely to *attend campus cultural events*, while students in Professional programs (47%) are the least likely.

- *Participation in student recreational and sports programs* also varies by discipline. Students in Engineering (59%) and Biological Science (53%) programs are the most likely to report such participation, while those in Professional programs (27%) are the least likely.

- Younger students are more likely to report experience with many of these non-academic activities. Typically, the older a student is, the less likely they are to report experience *attending social events, attending home games of university athletic teams, participating in on-campus student recreational and sports programs,* and *living on campus*.

4.2.1 Contribution of non-academic activities

Among the students who participated in these on-campus non-academic activities, about half credited two activities with contributing very much to their personal growth and development.

- Although very few students had experience *being a teaching assistant,* over half of those with such experience indicate that it contributed very much to their personal growth and development. Just 3% say that it contributed nothing to their growth.
- Over half of those who experienced *living on campus* say that it contributed very much to their personal growth, while 4% say that it contributed nothing to their growth. The proportion of students who report *living on campus* contributed very much to their personal growth decreases with the age of the students, from 57% of students 20 and younger to 20% of those 30 and older.

Fewer of those who participated in other activities report that these activities contributed very much to their growth.

- About 4 students in 10 report that *having other on-campus employment* contributed very much to their personal growth, while 6% think it contributed nothing.

- About 3 students in 10 report *participating in on-campus student recreational and sports programs* and *campus lectures* contributed very much to their personal growth. Just 5% say *participating in on-campus student recreational and sports programs* and 2% say *campus lectures* did not contribute to their growth and development.

- About 1 student in 5 reports that attending *campus cultural activities* and *social events* contributed very much to his/her growth and development. In each case, 5% think they contributed nothing to their growth.

4 About 1 student in 7 says that *attending home games of university athletic teams* contributed very much to his/her growth. Almost as many (12%) say that attending such

4.3 Interactions with others

Table 40 shows the proportion of students who report interactions with other students, including involvement in community service activities.

As would be expected, almost all students report having *interactions with other students* and *exposure to students from different cultures*. Half report being involved in either *on- or off-campus community service or volunteer activities*. *Participating in on-campus community service and volunteer activities* is less likely the older a graduating student is.

Table 40: Interaction with others Q12

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
j. Interacting with other students	99%	99%	98%	98%	99%
g. Being exposed to students from different cultures	89%	91%	89%	88%	89%
Any community service/volunteer activity (net)	50%	53%	49%	46%	47%
s. Participating in off-campus community service/volunteer activities	40%	44%	38%	36%	39%
r. Participating in on-campus community service/volunteer activities	31%	35%	29%	28%	23%

4.3.1 Contribution of interactions with others

Among those who report such interactions:

- Six students in 10 report *interacting with other students* contributed very much to their personal growth and development. Only 1% say interacting with other students did not contribute to their personal growth.

- About 4 in 10 indicate that either *off-campus* or *on-campus community service and volunteer activities* contributed very much to their personal growth. In each case, 3% report that such activities contributed nothing to their growth.

- About 3 students in 10 report that *exposure to students from different cultures* contributed very much to their personal growth and development. Just 4% say it contributed nothing to their personal growth.

Table 41: Interaction with others: contributed very much to personal growth and development Q12

	All students	Group			University of Victoria
		1	2	3	
j. Interacting with other students	60%	63%	58%	59%	57%
s. Participating in off-campus community service/volunteer activities					

out students personal port.18.165 0 TD.0006.8(
service/volunteer activities

4.3.2 Hours engaged in community service

As shown in Table 42, although half of students had experience with volunteering, either on or off-campus, more than 4 students in 10 (45%) devote time to volunteering on a weekly basis. On average, the typical student spends about 2 hours a week on such activities. Among those who spend time volunteering, the average number of hours doubles to about 4 hours per week.

Table 42: Average number of hours engaged in community service/volunteer activities per week Q13

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
None	55%	52%	56%	59%	56%
1 or 2	19%	22%	17%	18%	20%
3 to 5	17%	17%			

Table 45: Use of special services Q16					
	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
a. Academic advising	76%	81%	77%	68%	83%
k. Services for co-op program, internship, and other practical experiences related to your program	35%	34%	37%	34%	42%
b. Study skills/learning support services	34%	39%	35%	27%	36%
p. Services for students needing financial aid	33%	40%	33%	23%	34%
e. Career counselling services	31%	29%	34%	31%	32%
m. Employment services	30%	30%	27%	33%	25%
c. Personal counselling services	21%	23%	21%	18%	27%
o. International student services	11%	10%	12%	12%	12%
n. Services for students with disabilities	8%	8%	7%	7%	5%
q. Services for First Nations students	4%	5%	4%	4%	5%

For some special services, students' use varies by discipline. Special services that differ include:

- *Academic advising*. Use of academic advising appears to vary by discipline. For example, while a significant majority of students in Arts and Humanities (81%), Social Science (81%), and Education (81%) programs report using academic advising, over half of students in Professional (55%) and Engineering (57%) programs report using it.

- *Career counselling.* Students in Business (43%) and Engineering (39%) programs are the most likely to report using this service, while those in Education (21%) and Professional (16%) programs are the least.

- *Employment services*. About half of students in Engineering (51%) programs and about one-third of students in Business programs (36%) report using employment services. Less than 1 student in 5 who is in a Professional program (15%) used these services.

- *Services for co-op program, internship, and other practical experiences related to their program*. Students in Education (76%), Professional (59%), and Engineering (54%) programs are most likely to use this service, compared to students in Arts and Humanities (21%) and Social Science (24%) programs.

5.2.2 Satisfaction wi

Among disciplines, there are a few differences in students' satisfaction with special services. As shown in Table 47:

- Students in other fields are the most likely to be very satisfied with their *co-op programs,* whereas students in Engineering programs (30%) are the least likely.

- Students in Arts and Humanities and Professional programs are more likely to be very satisfied with *personal counselling services,* while students in Engineering programs are less likely to be very satisfied.

Table 47: Satisfaction with special services by discipline

Service	Discipline	% very satisfied
Services for co-op, internship, etc.	Other fields	50%
	Overall	36%
	Engineering	30%
Personal counselling services	Arts and Humanities	36%
	Professional	36%

6.0 Skill growth and development

We asked students to grade their universities in terms of contributing to their growth and development of specific skills. In each case, students were asked to use a five-point grading scale:

5 = A or Excellent
4 = B or Good
3 = C or Fair
2 = D or Poor
1 = F or Fail.

In this section, we group each of 31 skills into broad themes and report the average ratings students gave to their universities for contributing to their growth and development.

6.1 Academic skills

We asked students to rate their university experience in terms of how it contributed to the growth and development of six academic skills.

All students rate their universities in terms of contributing to students' *broad knowledge of their major field of study,* and almost all did for *computer literacy skills* and *preparation for postgraduate study or professional school.* Most also rate their universities' contribution to their ability to *analyze quantitative problems, mathematical skills,* and *understanding and applying scientific principles and methods.*

Of these academic skills, only one received an average higher than a B:

- On average, students give *broad knowledge of my major field of study* a rating of almost a B+ (falling between good and excellent). Almost 9 in 10 rate their university as doing a good or excellent job. In fact, 50% of students rate their university as excellent (giving it a grade of an A) for its contribution to their growth in this area.

On average, students rate the growth and development of four of the other academic skills as a B-. This means that, for most of these, about 2 students in 3 rate their university as doing a good or excellent job.

- In each case, many students rate their university as excellent, giving them a grade of an A for contributing to their: *preparation for postgraduate study or professional school* (29%); *computer literacy skills* (25%); *understanding and applying scientific principles and methods* (23%); and *analyzing quantitative problems* (22%). On the last skill, male students (73%) are more likely than female (61%) to rate their university's contribution to their growth and development in terms of analyzing quantitative problems as good or excellent.

For one academic skill, participants rated their university a C+.

4 *Mathematical skills* received the lowest ratings of this group, at 3.6. Of students who provide a rating, about as many give a rating of excellent (19%) as rate their institution as poor (11%) or fail (3%) combined. Male students (62%) are more likely to rate their university's contribution to their growth and development in this area as good or excellent than are female students (51%).

Table 48 shows the percentage of students who rate their university and the average rating out of 5 that students give to their universities for each of the six academic skills.

Table 48: Academic skills: growth and development Q14/Q15

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
15o. Broad knowledge of my major field of study	100%	100%	100%	100%	100%
14k. Computer literacy skills	93%	93%	92%	93%	93%
15q. Preparation for post-graduate study or professional school	92%	92%	92%	91%	92%
14j. Analyzing quantitative problems	90%	90%	90%	90%	88%
14i. Mathematical skills	84%	85%	82%	86%	80%
15b. Understanding and applying scientific principles and methods	78%	78%	74%	82%	75%
Average grade (out of 5)					
15o. Broad knowledge of my major field of study	4.4	4.4	4.4	4.3	4.3
14k. Computer literacy skills	3.8	3.9	3.8	3.7	3.8
14j. Analyzing quantitative problems	3.8	3.8	3.8	3.8	3.8
15q. Preparation for post-graduate study or professional school	3.8	3.9	3.8	3.7	3.7
15b. Understanding and applying scientific principles and methods	3.8	3.8	3.7	3.8	3.9
14i. Mathematical skills	3.6	3.6	3.5	3.6	3.5

Note: Those students who did not respond or claimed that it was 'not applicable' have been excluded from the calculation of the average. 5=A:Excellent, 4=B:Good, 3=C:Fair, 2=D:Poor, 1=F:Fail.

On average, ratings provided by students of their university's contribution to their growth and development in these academic areas appears to be somewhat higher than in 2006, the last time we surveyed graduates. Although these differences are not statistically significant, they do suggest that students are more positive about their experiences at university.

6.1.1 Growth and development of academic skills by discipline

It is not surprising that various disciplines emphasize different knowledge and skills. Depending on the discipline, students often provide significantly different ratings of their university on these academic skills.

- Students in Engineering and Physical Science programs tend to give higher grades to their universities for contributing to their growth and development of *computer literacy skills, analyzing quantitative problems, understanding and applying scientific principles and methods* (as did those in the Biological Science programs), and *mathematical skills*.

- With the exception of *computer literacy*, students in Arts and Humanities programs tend to give their universities significantly lower grades on these same items than students in other disciplines. Students in Social Science, Professional, and Business programs also give lower than average grades to some of these skills.

Table 49 presents the significant differences for academic skills.

Table 49: Contribution to academic skills by discipline

Academic skill	Discipline	Average
Computer literacy skills	Engineering	4.2
	Physical Science	4.2
	Overall	3.8
Analyzing quantitative problems	Engineering	4.5
	Physical Science	4.3
	Overall	3.8
	Arts and Humanities	3.4
Understanding and applying scientific principles and methods	Biological Science	4.3
	Engineering	4.2
	Physical Science	4.1
	Overall	3.8
	Business	3.5
	Arts and Humanities	3.4
Mathematical skills	Engineering	4.5
	Physical Science	4.2
	Overall	3.6
	Professional	3.3
	Social Sciences	3.3
	Arts and Humanities	3.1

6.2 Communication skills

Almost all students rate their universities in terms of contribution to communication skills, with the exception of *second or third language skills,* which just over half (52%) of students are able to rate.

For three of the four skills, students give their university an average rating of a B, which suggests that most students think their university did a good job in these areas. Indeed, about 8 in 10 of those who rate these items say their university did a good or excellent job.

4 Generally, students rate their universities' contribution to their growth and development of *written communication* as either good (48%) or excellent (35%), while just a few rate it as poor (2%) or fair (15%).

6.2.1 Growth and development of communication skills by discipline

As shown in Table 51, there are significant differences among disciplines for all communication skills tested.

4 For almost all communication skills, students in Physical Science or Engineering programs give the lowest grades. Arts and Humanities and Social Science students give

6.3 Learning skills

Virtually all students are able to provide a rating of the seven items grouped as learning skills. On average, students tend to provide a rating of good – that is, a B – for each learning skill.

Almost 9 students in 10 rate their university as good or excellent in terms of contribution to students' growth and development in terms of *thinking logically and analytically.* Some 44% rate their university as good, while another 43% rate it as excellent.

About 8 students in 10 rate their university as good or excellent in terms of contributing to their:

- *Ability to access information.* Some 44% rate their university as good and 39% as excellent.
- *Skills for planning and completing projects* (45% good and 36% excellent)
- *Ability to understand abstract reasoning* (47% good and 32% excellent)
- *Commitment to lifelong learning* (39% good and 43% excellent)

About 3 students in 4 rate their university as good or excellent in terms of contributing to their growth and development in the following areas:

- *Effective study and learning skills.* Some 47% rate their university as good, while another 28% rate it as excellent.
- *Identifying and solving problems.* Some 52% rate their university as good, while 27% rate it as excellent.

See Table 52 for their ratings of analytical and learning skills.

Table 52: Analytical/learning skills: growth and development Q14/Q15

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
14c. Effective study and learning skills	100%	100%	100%	99%	100%
14e. Thinking logically and analytically	100%	100%	100%	99%	100%
14l. Ability to access information	99%	99%	100%	99%	100%
14d. Ability to understand abstract reasoning	99%	99%	99%	99%	99%
14m. Skills for planning and completing projects	99%	99%	99%	99%	99%
15p. Commitment to lifelong learning	99%	99%	99%	97%	98%
15c. Identifying and solving problems	98%	98%	97%	98%	97%
Average grade (out of 5)					
14e. Thinking logically and analytically	4.3	4.3	4.2	4.2	4.3
14l. Ability to access information	4.2	4.2	4.2	4.2	4.2
15p. Commitment to lifelong learning	4.2	4.3	4.2	4.1	4.2
14d. Ability to understand abstract reasoning	4.1	4.1	4.1	4.0	4.1
14m. Skills for planning and completing projects	4.1	4.2	4.1	4.0	4.1
14c. Effective study and learning skills	4.0	4.1	4.0	3.9	3.9

Students give their universities a C+ in two areas, with about 6 in 10 rating their university as good or excellent for the contribution to:

- *Specific employment-related skills and knowledge*. Although many rate their university as good (36%) or excellent (24%) for its contribution to *specific employment-related skills and knowledge,* some give their university a poor (11%) or failing (5%) grade.

- *Appreciation of the arts*. Many rate their university as good (32%) or excellent (24%) in contributing to students' *appreciation of the arts.* Again, many rate their university as poor (12%) or failing (4%) in this regard.

Students give the lowest average grade, a little over a C, to *entrepreneurial skills.* About 4 students in 10 rate their university's contribution to these skills as good (28%) or excellent (12%). However, many give their university a poor (18%) or failing (8%) grade.

See Table 54 for students' ratings of working and knowledge skills.

Table 54: Life skills: working and knowledge skills Q14/Q15

	All students (n=12,160)	Group 1 (n=5,339)	Group 2 (n=3,294)	Group 3 (n=3,527)	University of Victoria (n=497)
14f. Working independently	100%	100%	100%	100%	100%
15r. General skills and knowledge relevant for employment	99%	99%	99%	99%	98%
15s. Specific employment-related skills and knowledge	97%	97%	97%	97%	95%
15l. Understanding national and global issues	96%	97%	96%	95%	96%
15m. Living in an international world	93%	93%	93%	92%	93%
15j. Appreciation of the arts	89%	91%	89%	88%	86%
15t. Entrepreneurial skills	79%	77%	78%	82%	69%
Average grade (out of 5)					
14f. Working independently	4.4	4.4	4.4	4.4	4.4
15l. Understanding national and global issues	3.9	4.0	3.9	3.8	3.9
15m. Living in an international world	3.9	3.9	3.9	3.8	3.8
15r. General skills and knowledge relevant for employment	3.8	3.9	3.8	3.7	3.7
15s. Specific employment-related skills and knowledge	3.6	3.7	3.6	3.5	3.5
15j. Appreciation of the arts	3.6	3.7	3.6	3.4	3.6
15t. Entrepreneurial skills	3.2	3.3	3.1	3.0	2.9

Note: Tho.000.o6 Tm4i000fQ419.4m8 3.8

Again, graduating students in 2009 appear to give their institutions higher grades than did graduating students in 2006. In all cases, the average ratings are higher in 2009 than they were three years earlier. Again, most of these changes are not statistically significant, although a couple are:

- *Understanding national and global issues.* Students' ratings of their universities as excellent has steadily increased in each year of the survey from 15% in 2000 to 30% in 2009.

- *Entrepreneurial skills.* Students' ratings of their universities have increased steadily since 2003, when 25% rated them as good or excellent, to 40% in 2009.

6.4.1 Growth and development of working and knowledge skills by discipline

Table 55 (next page) shows the significant differences by discipline. Five out of six of these working and knowledge skills have significantly different ratings depending on the students' disciplines. For example, on average:

- Students in Physical Science and Engineering programs give their universities lower grades for contributing to their ability to *understand national and global issues* as well as *living in an international world*. Students in Biological Science ineent ha mw sg5 TD46823.0004 Tw[20

- Similarly, 3 students in 4 rate their university as good (46%) or excellent (29%) in terms of contributing to their *persistence with difficult tasks.*

- Again, about 3 in 4 rate their university as good (43%) or excellent (31%) in terms of contributing to their *personal self-confidence.*

Students grade their university a B-, on average, on three skills.

- Over 7 students in 10 rate their university as good (43%) or excellent (28%) in contributing to their growth and development in terms of *personal time management skills.*

- Similarly, 7 in 10 rate their university as good (40%) or excellent (29%) in contributing to their *leadership skills.*

- About 2 in 3 rate their university as good (41%) or excellent (26%) in contributing to their *ability to address issues in personal life.*

On average, students rate their university a C, or fair, for contributing to their *spiritual development*, as approximately 4 students in 10 rate their university as good (26%) or excellent

Again, the average grades assigned by students to their universities in 2009 tend to be higher

7.0 Student satisfaction

In this section, we report on graduating students' satisfaction with their university experiences.

7.1 Satisfaction with faculty

We asked students to rate their level of agreement with a series of 10 statements about their professors and teaching assistants. As has been the case in previous CUSC surveys of graduating students, the vast majority of students report positive experiences, either agreeing or strongly agreeing with each statement.

At least 9 students in 10 agree or strongly agree with the following statements:

- *Most professors seemed knowledgeable in their field,* including 49% who strongly agree.
- *Most professors were reasonably accessible outside of class to help students,* including 34% who strongly agree.
- *Most professors were well organized in their teaching,* including 25% who strongly agree.

More than 8 students in 10 agree or strongly agree with the following statements:

- *Most professors communicated well in their teaching,* including 25% who strongly agree.
- *Most professors encouraged participation in class discussions,* including 31% who strongly agree.
- *Some professors have had a major positive influence on my academic career,* including 45% who strongly agree.
- *Most professors' teaching was intellectually stimulating,* including 24% who strongly agree.

About 3 students in 4 agree or strongly agree that *most professors provided useful feedback on my academic performance,* including 22% who strongly agree.

Some 2 students in 3 agree or strongly agree that:

- *Generally, I am satisfied with my experience with teaching assistants,* including 17% who strongly agree. The proportion of students who rated their agreement with this statement has increased significantly since 2006. In 2006, 71% of students agreed, compared to 81% in 2009.
- *Most professors were knowledgeable of career opportunities in my field,* including 18% who strongly agree. About 1 student in 5 disagrees and, interestingly, many simply do not know (15%), suggesting that professors have never demonstrated such knowledge to students.

Students attending Group 1 universities appear to be more positive about their professors and thus tend to be more likely to agree with some of these statements. In particular, Group 1 students are more likely than students attending a Group 2 or Group 3 university to ***strongly*** agree with these three statements: *most of my professors were reasonably accessible outside of class to help students, most of my professors encouraged students to participate in class discussions,* and *most professors provided useful feedback on my academic performance*. They are also most likely to ***strongly*** agree with the statement: *generally, I am satisfied with my experience with teaching assistants.*

Table 59: Assessment of faculty: percent strongly agree/agree Q17

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
a. Most of my professors seemed knowledgeable in their field	97%	98%	97%	96%	96%
g. Most of my professors were reasonably accessible outside of class to help students	91%	93%	91%	88%	93%
b. Most of my professors were well organized in their teaching	90%	92%	90%	86%	91%
c. Most of my professors communicated well in their teaching	88%	91%	87%	84%	90%
e. Most of my professors encouraged students to participate in class discussions	85%	90%	85%	78%	85%
i. Some professors at this university have had a major positive influence on my academic career	85%	88%	83%	82%	86%
d. Most professors' teaching was intellectually stimulating	82%	86%	81%	78%	82%
f. Most of my professors provided useful feedback on my academic performance	77%	83%	77%	68%	77%
k. Generally, I am satisfied with my experience with teaching assistants	66%	63%	70%	68%	66%
h. Most of my professors were knowledgeable of career opportunities in my field	64%	69%	61%	59%	54%

7.2 Overall satisfaction with quality of teaching

We asked students whether they agree or disagree with the statement: *Generally, I am satisfied with the quality of teaching I have received.*

- About 9 students in 10 agree with this statement, including 27% who strongly agree.
- Conversely, 1 student in 10 disagrees with this statement, suggesting that, for these students, the quality of teaching did no

7.3 Overall satisfaction with university

In this section, we consider students' measures of satisfaction with their university. We asked students whether they agree or disagree with a series of statements about their university experience.

7.3.1 Learning experience intellectually stimulating

We asked students whether they agree or disagree with the statement: *My learning experiences at this university have been intellectually stimulating.* The vast majority of students agree. As presented in Table 64:

- More than 9 students in 10 agree, including 29% who strongly agree.
- Just 1 student in 10 disagrees, including 1% who strongly disagree.

Table 64: Academic learning experience at this university intellectually stimulating Q17L

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
Agree strongly	29%	34%	25%	24%	29%
Agree	62%	58%	66%	64%	64%
Disagree	8%	6%	8%	10%	6%
Disagree strongly	1%	<1%	<1%	2%	<1%

Note: Columns may not sum to 100% due to rounding.

We asked students if they agree or disagree with the statement: *My **non-academic** learning experiences at this university have been intellectually stimulating.* As Table 65 shows, fewer students found their *non-academic* learning at university stimulating than their academic learning.

- About 8 students in 10 agree, including 22% who strongly agree.
- Conversely, 1 student in 5 disagrees, including 3% who strongly disagree. This suggests that, for many students, intellectually stimulating experiences were limited to their classroom experiences.

Table 65: Non-academic learning experience at this university intellectually stimulating Q17M

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
Agree strongly	22%	27%	19%	19%	18%
Agree	56%	55%	58%	57%	63%
Disagree	18%	16%	20%	21%	17%

7.3.4 Commitment to the environment

For the first time in CUSC surveys, we asked students about their satisfaction with their university's commitment to environmental sustainability.

- About 8 students in 10 are satisfied with their university's commitment to environmental

7.3.6 Getting the run-around from their university

Whether universities are concerned for students as individuals may partly be reflected in how students feel in terms of being given the run-

7.3.10 Satisfaction by discipline

Regardless of discipline, students are as likely to be satisfied with their universities on almost all aspects tested. The only area where we find a difference by discipline is for students' ratings of whether

7.5 Value for money

We asked students if they received good value for the money they paid for their education. As Table 76 shows:

- About 7 students in 10 agree that they received good value for their money, including 12% who strongly agree.
- The remaining 3 students in 10 disagree, including 7% who strongly disagree.

Table 76: Agreement with university is good value for money Q17P

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
Agree strongly	12%	16%	9%	9%	9%
Agree	57%	58%	56%	55%	59%
Disagree	25%	21%	27%	28%	26%
Disagree strongly	7%	6%	8%	9%	6%

Note: Columns may not sum to 100% due to rounding.

7.6 Students recommend their university

We asked students if they would recommend their university to others.

- Given that the vast majority of students are satisfied with their decision to attend their university, perhaps it is not surprising that almost 9 students in 10 would recommend their university to others.
- Just over 1 in 10 students would not recommend their university to others.

Table 77: Recommend this university Q21

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
Yes	89%	90%	91%	85%	94%
No	11%	10%	9%	15%	6%

Note: Columns may not sum to 100% due to rounding.

7.6.1 Reasons for recommending university

Among students who would recommend their university to others, the most common reasons are:

- **The program.** About 3 students in 4 who say they would recommend their university would do so because of the program of studies they took at their university.

- **The professors.** About 7 students in 10 who say they would recommend their university say they would do so because of the professors (or a particular professor). It appears this reason is more common among students attending Group 1 universities (81%) and less common among students attending either Group 2 (67%) or Group 3 (64%) universities.[5]

There were several other common reasons for recommending a university.

- **Quality of student or campus life.** Some 4 students in 10 would recommend their university because of the quality of student or campus life.

- **Relevance of program for growth and development or job opportunities.** More than 1 student in 3 would recommend his/her university because of the program's relevance for job opportunities or for growth and development.

- **Student services.** About 1 in 4 students would recommend their university because of the services offered for students.

See Table 78.

Table 78: Reasons for recommending the university Q22

	All students (n=10,025)	Group			University of Victoria (n=433)
		1 (n=4,487)	2 (n=2,775)	3 (n=2,763)	
The program	73%	72%	75%	72%	68%
The professors	72%	81%	67%	64%	66%
Quality of student/campus life	44%	49%	42%	40%	59%

7.6.2 Reasons for *not* recommending university

Students' most common reasons for not recommending their universities typically mirror the reasons students recommend their university.

- **The program.** About half of students say their experiences in the program are the reason for not recommending it.

- **The professors and quality of student or campus life.** About 4 students in 10 say they would not recommend their university because of a poor experience with faculty. A similar proportion says it is because of the poor quality of student or campus life.

- **Student services and relevance of program for job opportunities.** Of those who would not recommend their university, about 1 in 3 say it is because of student services, which suggests that they had a poor experience or found the services unsatisfactory. A similar number say they would not recommend their university because of a lack of relevance of their program for job opportunities.

-

8.0 Education financing and debt

In this section, we report on how students are financing their university education and the impact

Among the 58% of students who report having any repayable, education-related debt, the value of that debt ranges from $12 to one student who claims total debt of $500,000. While these outliers are extreme, they make little difference in the calculations shown below. Table 81 shows the total amount of debt graduating students accumulated from these four sources.

4 Slightly less than half of graduating students

8.2 Average debt by source

Table 83 shows the total average and median debt for those students reporting any debt. It also shows the average and median debt for students with each source of debt.

Table 83: Average/median debt by source for those with debt Q23

	All students (n=6,421)	Group			University of Victoria (n=248)
		1 (n=3,145)	2 (n=1,657)	3 (n=1,619)	
Average debt					
Total average debt	$26,680	$28,141	$26,183	$24,352	$27,718
- Government student loans	$22,973	$24,297	$22,745	$20,445	$24,529
- Loans from financial institutions	$14,862	$15,242	$13,860	$14,954	$11,609
- Loans from parents/family	$14,436	$13,711	$16,199	$13,844	$15,705
- Debt from other sources	$8,500	$9,173	$7,667	$7,824	$7,287
Median debt					
Total median debt	$23,500	$26,000	$21,000	$20,000	$20,000
- Government student loans	$20,000	$23,000	$20,000	$17,000	$20,000
- Loans from financial institutions	$10,000	$11,000	$10,000	$10,000	$8,000
- Loans from parents/family	$7,000	$8,000	$6,250	$6,000	$5,000

Table 87 shows the median amounts for the same sources of financing presented in the previous table.

Table 87: Median amount from each financing source Q24					
	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
All respondents					
Overall	$8,600	$10,000	$7,350	$7,500	$10,000
Median among those using these sources					
Government loan or bursary	$7,000	$8,000	$7,000	$6,000	$9,000
Co-op program/work term	$7,000	$5,000	$8,000	$7,000	$8,000
Loan from financial institution	$6,000	$6,000	$5,000	$6,000	$5,000
Parents/family/spouse	$5,000	$5,000	$5,000	$5,000	$5,000
RESP	$4,000	$4,000	$4,000	$3,600	$4,500
Earnings from summer work	$4,000	$4,000	$4,000	$4,000	$4,000
Earnings from current employment	$2,000	$2,000	$2,000	$2,000	$2,000
Personal savings	$2,000	$2,000	$2,000	$2,000	$2,500
Investment income (bonds, dividends, etc.)	$2,000	$2,400	$1,500	$1,500	$2,250
Work-study program	$1,600	$1,500	$1,500	$2,000	$1,100
University scholarship/financial award/bursary	$1,600	$1,500	$1,500	$1,700	$2,000
Multiple other	$3,000	$3,000	$3,000	$3,000	$3,000

8.5 Current employment

We asked students a series of questions about their current employment situation.

- About 6 students in 10 report that they are currently employed, either off-campus (43%), on campus (13%), or both (5%).

- While almost 4 students in 10 are unemployed, only 10% are currently looking for work. In other words, most students who are not working are unemployed by choice.

- Among those who are currently employed, students spend an average of 18 hours a week at work. This ranges from 32% of employed students who work 10 hours or less a week to 13% who work full-time, that is, more than 30 hours a week.

- Among those who work, about 3 students in 10 report that their current non-co-op related employment is having a negative impact on their academic performance, including 3% who say it is having a very negative impact. Conversely, 1 in 3 say their current employment had a positive impact on their academic performance, including 12% who say it had a very positive impact.

Table 89: Employment status Q25/Q26/Q27

	All students (n=12,160)	Group 1 (n=5,339)	Group 2 (n=3,294)	Group 3 (n=3,527)	University of Victoria (n=497)
Currently employed Q25 (all respondents)					
Yes, both on and off campus	5%	6%	4%	4%	4%
Yes, on campus	13%	15%	12%	11%	11%
Yes, off campus	43%	39%	47%	46%	45%
No, but seeking work	10%	10%	12%	9%	10%
No, not seeking work	28%	29%	25%	30%	29%
Number of hours worked per week Q26*					
10 hours or less	32%	34%	30%	31%	32%
11 to 20 hours	38%	38%	37%	40%	34%
21 to 30 hours	16%	16%	18%	15%	16%
Over 30 hours	13%	12%	15%	13%	18%
Average number of hours	17.9	17.4	18.6	17.9	19.0
Impact of non-co-op related employment on academic performance Q27*					
Very positive	12%	13%	13%	11%	13%
Somewhat positive	20%	19%	20%	20%	17%
Neither positive or negative	39%	40%	38%	39%	40%
Somewhat negative	26%	25%	26%	27%	27%
Very negative	3%	3%	3%	3%	3%

Note: *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.
Columns may not sum to 100% due to rounding.

Table 93: Steps taken for employment after graduation by discipline		
Step	**Discipline**	**Taken step**
Created resume or CV	Engineering	89%
	Overall	77%

9.4 Job arranged

Among those who have a job arranged

9.4.2 Value of university training by full/part-time job

Perhaps not surprisingly, students' education appears to be more important in their acquiring full-time, rather than part-time, employment. As Table 100 shows:

4 Of the students who have full-time employment arranged, about 3 in 4 report their job is moderately or significantly related to the knowledge and skills acquired from their university studies. This compares to about ha

9.5 Source of job

Among those with an arranged job, almost half say they found the job through the assistance of others, most often through a family member, friend, or associate (25%), or from their work experience program (10%). Among the 4 in 10 who found it independently, most say they contacted the employer directly (20%) or found the job on the Internet (9%) or through a job ad (9%).

See Table 101 for complete results of how students found their jobs for after graduation.

Table 101: Source of job Q46

	All students (n=3,607)	Group 1 (n=1,447)V	i	University of Victoria (n=150)	c

9.6 Satisfaction with job

Among those with a job arranged, most, 8 in 10, report being satisfied with the employment they have secured, including 40% who are very satisfied. See Table 102.

Table 102: Satisfaction with employment you have secured Q47

9.7 Anticipated earnings

We asked students who currently have work arranged for after graduation what they anticipate their monthly earnings will be. These monthly earnings were then converted to annual amounts.

- On average, these students report gross annual earnings before taxes and other deductions of about $36,600 (the median income is almost identical at $36,000).
- About 1 student in 3 anticipates an annual income of $25,000 or less.
- About 1 student in 5 anticipates a salary of over $50,000 annually.

[redacted] having higher earnings after
,100) counterparts. However,
nts' income may reflect the cost
to find a job in the town or city
universities (which are located in
of living.

arnings.

roup		University of Victoria (n=150)
2 =967)	3 (n=1,193)	
15%	10%	8%
8%	5%	10%
15%	11%	1752.7(8%)-4080.8(

9.8 Job prospects

We asked all students about their perceptions of the Canadian job market for students in their major area of study.

- About 2 students in 3 believe that there are at least some jobs for graduating students in their field of study, including 23% who think there are many jobs.
- About 3 students in 10 think there are few jobs in their field of study.
- About 1 in 25 students indicates they do not know what the job prospects are like in their area of study.

See Table 105.

Table 105: Job prospects Q49

	All students (n=12,160)	Group			University of Victoria (n=497)
		1 (n=5,339)	2 (n=3,294)	3 (n=3,527)	
Many jobs	23%	24%	19%	26%	19%
Some jobs	42%	43%	42%	39%	40%
Few/very few jobs	31%	29%	35%	30%	39%
Don't know/not sure	4%	5%	4%	5%	2%

Note: Columns may not sum to 100% due to rounding.

9.8.1 Job prospects by discipline

Students' confidence about job prospects within their area of study varies by their discipline.

- At 6 students in 10, students graduating from Professional programs are by far the most likely to believe that there are many jobs in their area of study.
- At just 1 in 10, students graduating from Arts and Humanities programs are the least likely to think that there are many jobs. They are also the most likely to think that there are few or very few jobs in their major area of study.

See Table 106.

Table 106: Job prospects by discipline

10.0 Conclusion

The Canadian University Survey Consortium surveys students annually to understand their opinions, attitudes, and behaviours. This year, over 12,100 graduating students from 34 universities participated in a survey gathering over 150 pieces of information. This survey is one of the most comprehensive studies conducted with students graduating from an undergraduate program in Canada, and builds on similar surveys conducted in 2000, 2003, and 2006.

This report is intended to provide an overview of the findings and is not intended to be an exhaustive analysis of the results. Indeed, as we report each year, it provides a rich source for further research.

As we found three years ago, there is remarkable consistency among students over time. This year's results, with some exceptions, are very similar to findings from the previous three CUSC surveys of graduating students. As was the case in previous years, most students who are graduating had positive experiences at their university. These experiences led almost 9 students in 10 to report they are satisfied with the overall quality of education they received and their decision to attend their university. Much of their positive impressions of their university appear to extend from their impression of faculty. The vast majority of students agree that their professors seem knowledgeable in their fields, are accessible outside of class, are well organized, communicate well, and encourage participation in class discussions.

Generally, universities also rate well for their contribution to students' personal growth and development in particular areas, although only seven out of 34 academic and non-academic activities are rated by a clear majority of students as contributing very much to their personal growth and development. All these activities involve interactions with others. Three involve the faculty: professors' knowledge of their discipline, their enthusiasm for subject material, and classroom instruction. Another involves being a teaching assistant. Two involve learning activities that take students outside the confines of the university: participating in international study or exchanges; and co-op, internship, or practical experience programs. One is non-academic: interactions with others.

In assessing their university for its contribution to their growth and development in 33 areas, students give good grades in many of them. However, they give particularly high marks in two: a broad knowledge of their major field of study, and thinking critically. In most other skill areas, students typically rate their universities as making a good, if not excellent, contribution. However, as we have found in the past, universities also receive particularly poor grades from students for contributing to their growth of entrepreneurial skills, and spiritual development. Asked to choose from a list of 20 areas they think are most important to a student's growth and development, students' results are diverse. No one area is selected by more than 3 students in 10, and the top three are general life skills: personal self-confidence, personal time management skills, and identifying and solving problems.

While students do not always rate their universities highly for contributing to specific areas of personal growth and development, the vast majority say that their university experience has been intellectually stimulating. Indeed, 9 in 10 students agree that their learning experiences at their university have been intellectually stimulating. However, fewer, 8 in 10, agree that their non-

academic learning experiences at their university have been intellectually stimulating. Further, the university experience extends beyond the intellectual, as almost 9 students in 10 report being satisfied with their opportunity to develop lasting friendships at their university.

As identified in previous research, a key area of weakness for universities as identified by students can be summed up with the word "inclusion." Universities receive some of their lowest scores for helping students feel as if they are part of the university because they are perceived as giving students the run-around and not showing enough concern for students as individuals. These concerns also appear equally among students in all fields of study and regardless of the size of the university they attend.

While 7 students 10 agree that they have received good value for the money they paid for their education, many students do not. In part, this may result from the fact that students appear to be accumulating greater debt in paying for their education. Indeed, this research suggests that student debt-load is rising faster than the cost of living. On average, debt increased 37% between 2000 and 2009. During the same period, the cost of living rose only 21%. This increase in debt may in part make some students question the value of their education given the money necessary to complete their undergraduate program.

In spite of these weaknesses, the vast majority of students, regardless of field of study, are graduating with very positive impressions of their university experience. Most students report that their university met or exceeded their expectations (85%), they would recommend their university to others (89%), and they are satisfied with their decision to attend their university (90%). This all suggests that students typically believe that the years they spent working on their undergraduate education were worthwhile and beneficial.

2009 Graduating Student Survey

As a student who may be graduating this Spring, please take a few minutes to complete this survey and tell us how well the university has helped you reach your educational goals. This survey is being completed by graduating students at a number of Canadian universities so that we may learn more about our students and their experience at university. If you cannot finish the survey in one sitting, you can close the survey and return to it using the link in the email we sent you. It will return you to the last page that you were on. Even if you are not planning to graduate this spring, please take the time to complete this survey. All of your responses are confidential.

Your current university program

2. Are you currently enrolled at this university as a: ◯1 Part-time student ◯2 Full-time student ◯8 Not currently registered

3. In what year did you first begin your post-secondary education? (e.g., 2003) Year _____

4. In what year did you first begin your studies at this university? (e.g., 2005) Year _____

5. If pursued full-time, what is the length of your current degree program as stated in the university calendar?

◯1 One year ◯2 Two years ◯3 Three years ◯4 Four years ◯5 Five or more years

7. Since starting university, have you ever interrupted your studies for one or more terms (not including inter-sessions, summer sessions, or a work term)? Please select all that apply

◯00 No

◯01 Yes, due to illness
◯02 Yes, for financial reasons
◯03 Yes, for other family reasons
◯04 Yes, required to withdraw by the university
◯05 Yes, for employment
◯06 Yes, to have/raise children
◯07 Yes, to travel
◯66 Yes, other reasons (specify) _____

8. As part of your current program, did you participate in any of the following work experiences? Please select all that apply

Co-op ◯1
Work experience ◯2
Practicum ◯3
Internship ◯4
Service learning (community service or volunteer activities recognized by the university) ◯5
None ◯0

64. Did any of the following delay the completion of your program at this university? Please select all that apply

Required courses not available ◯1
Elective courses not available ◯2
Grades ◯3
Financial issues ◯4
Other (specify):

Growth and development

11. Please consider your exper

12. Please indicate whether you have had experience at this university with each of the following, and if so, how it contributed to your growth and development.

14. How would you grade your experience at this university for contributing to your personal **growth and development** in each of the following?

	Excellent	Good	Fair	Poor	Fail	Not applicable
	A	B	C	D	F	n/a

[redacted]

he most important in

				Dissatisfied	Satisfied	Very satisfied	Don't know
				Satisfaction ratings			
			2	3	4	8
[redacted]	1	2	1	2	3	4	8
c. Personal counselling services	1	2	1	2	3	4	8
r. University residences....	1	2	1	2	3	4	8
e. Career counselling services	1	2	1	2	3	4	8

17. Please indicate your level of agreement with each item in the following list.

	Disagree strongly	Disagree	Agree	Agree strongly	Don't know
a. Most of my professors seemed knowledgeable in their field					

24. Thinking about the **current academic year**, please provide the approximate amount you have received from each of the following sources to help pay for your university education. Please enter whole numbers only and do not include commas, dollar signs or decimal places. For example, enter 2000 rather than $2,000.

Current academic year	**Amount ($ CDN)**
01 Government loan or bursary	$_____
02 University scholarship/financial award/bursary	$_____
03 Parents/family/spouse	$_____
04 Personal savings	$_____
05 Loan from financial institution	$_____
06 Co-op program/Work term	$_____
07 Work-study program	$_____
08 Earnings from current employment	$_____
09 Earnings from summer work	$_____
10 Investment income (bonds, dividends, interest, etc.)	$_____
11 RESP	$_____
66 Other (specify)_____	$_____

25. Are you employed during the current academic term? (Excluding work related to a co-op program)

◯1 No, and I am not seeking work (GO TO QUESTION 29)
◯2 No, but I am seeking work (GO TO QUESTION 29)
◯3 Yes, on-campus (GO TO QUESTION 26)
◯4 Yes, off-campus (GO TO QUESTION 26)
◯5 Yes, both on- and off-campus (GO TO QUESTION 26)

26. On average, how many hours are you employed per week? (Excluding work related to a co-op program)

_____ (hours per week)

27. What impact has your current non-co-op related employment had on your academic performance? (Please rate the impact by checking one rating)

Impact of employment on academic performance

Very negative	Somewhat negative	Neither positive or negative	Somewhat positive	Very positive
◯0	◯1	◯2	◯3	◯4

29. How many credit cards do you have?

Number of cards: _____
None ◯00 (IF NONE GO TO QUESTION 32)

30. Do you regularly pay off your balance on your credit cards each month?

◯1 Yes ◯2 No ◯8 Not sure

31. (IF NO TO QUESTION 30) What is your most recent unpaid balance on all your credit cards?

Please enter whole numbers only and do not include commas, dollar signs or decimal places. For example, enter 2000 rather than $2,000.

Total balance $ _____ ($ CDN)

Plans after graduation

32. Do you expect to be involved in any of the following educational activities during the first year after you graduate, or in the next 2 to 5 years? (Select all that apply)

	Q32a. First year after graduation	Q32b. 2 to 5 years after graduation
Further undergraduate studies	◯01	◯01
Graduate school	◯0 2	◯02
Professional school (e.g., Law, Medicine)	◯03	◯03
Technical/vocational school	◯04	◯04
Community college or CEGEP	◯05	◯05
Other education	◯06	◯06
None	◯00	◯00

33. [IF 01 to 06 in Q32a] Which educational institution do you plan to attend in your first year after graduating?

Name: _____

City: _____

67. Thinking about the repayable debt you have acquired to finance your university education, how much of an impact does this debt have on your decision [IF Q32a =00, not] to take further education in your first year after graduation?

No impact	◯1
Some impact	◯2
Great impact	◯3

35. Do you expect to be involved in any of the following activities for a significant amount of time (for example, several months) during the

39. Do you have employment arranged after you graduate other than a summer job? Please select all that apply

◯1 No, and I am not seeking work (GO TO QUESTION 49)
◯2 No, but I am seeking work (GO TO QUESTION 49)
◯3 Yes, a full-time job
◯4 Yes, one part-time job
◯5 Yes, two or more part-time jobs
◯6 Yes, self-employment or contract work

40. Is your job new or a continuation of a job you had previously? ◯1 New job ◯2 Continuation

41. (IF YOU HAVE ARRANGED A FULL-TIME JOB) Is this full-time job permanent or temporary?

◯1 Permanent ◯2 Temporary ◯8 Not sure

42. Does your arranged employment require a degree? ◯1 Yes ◯2 No

43. Did your degree help get you your job? ◯1 Yes ◯2 No

44. Is your job related to knowledge and skills acquired from your studies at this

60. Do you have any children?

1 Yes 2 No

69. (If yes to 60) How many children do you have in each of the following age groups?

5 years old or younger _____
6 to 11 years old _____
12 years or older _____

61. Are you studying in Canada on a student authorization, study permit, or visa?

◯1 Yes ◯2 No

70. What levels of education have your mother and father completed? (Click all that apply)

	Mother	**Father**
Less than high school	01	01
High school graduate	02	02
Some college, CEGEP or technical school (no certificate or diploma)	03	03
College, CEGEP or technical school graduate	04	04
Some university (no degree or diploma)	05	05
University graduate (B.A., B.Sc.)	06	06
Professional degree (e.g., Medicine, Law)	07	07
Graduate degree (Master's, Ph.D.)	08	08
Other (specify) _____	66	66
Don't know	88	88

62. Looking back on your experience at this university, what do you think the university did particularly **well**?

_____

_____

_____

_____

63. What is the **single**