

2000 Undergraduate

Student Survey

Major Findings and Conclusions

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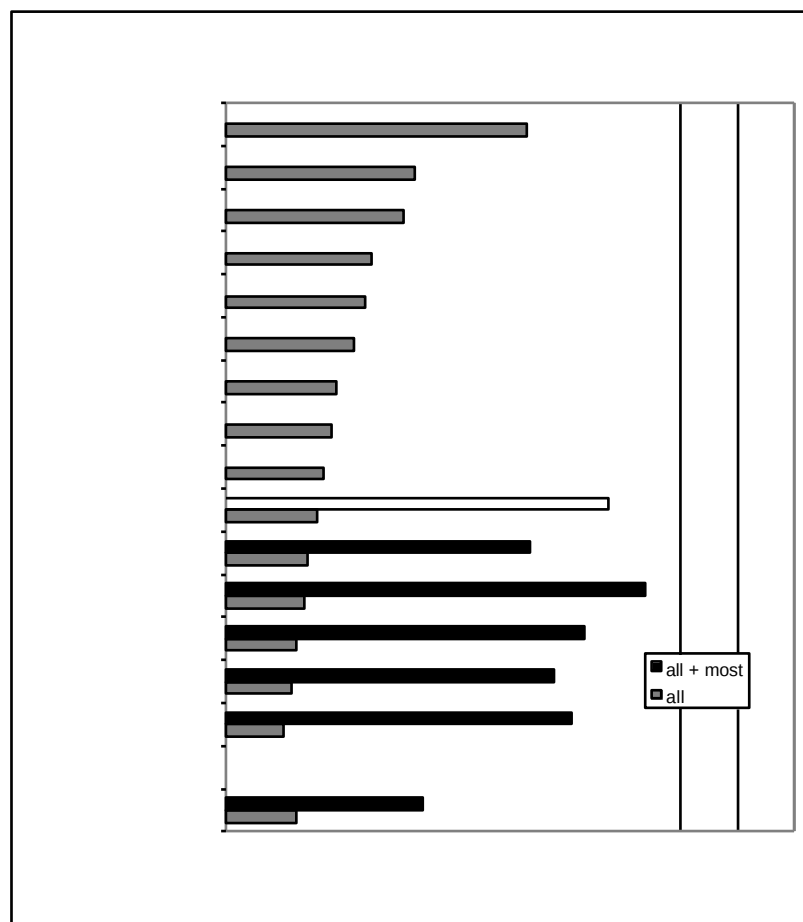
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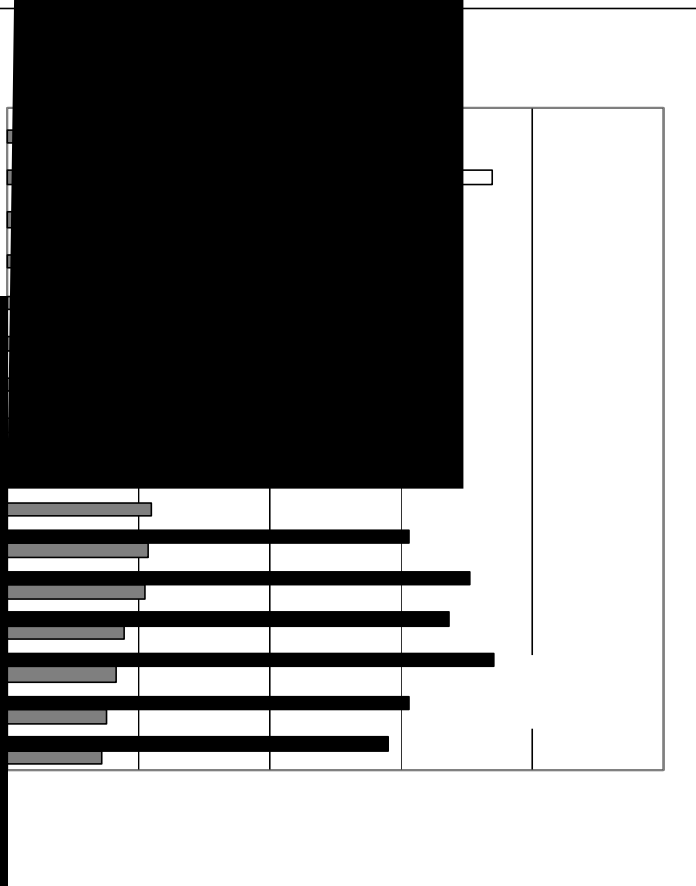
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5.		

f-class instructor contact
 opportunity to ask questions
 atmosphere is friendly
 is intellectually challenging
 mix of class formats
 tests are graded fairly
 s reflect course content
 appropriate class sizes
 uctor expectations clear
 courses are interesting
 fits career plans

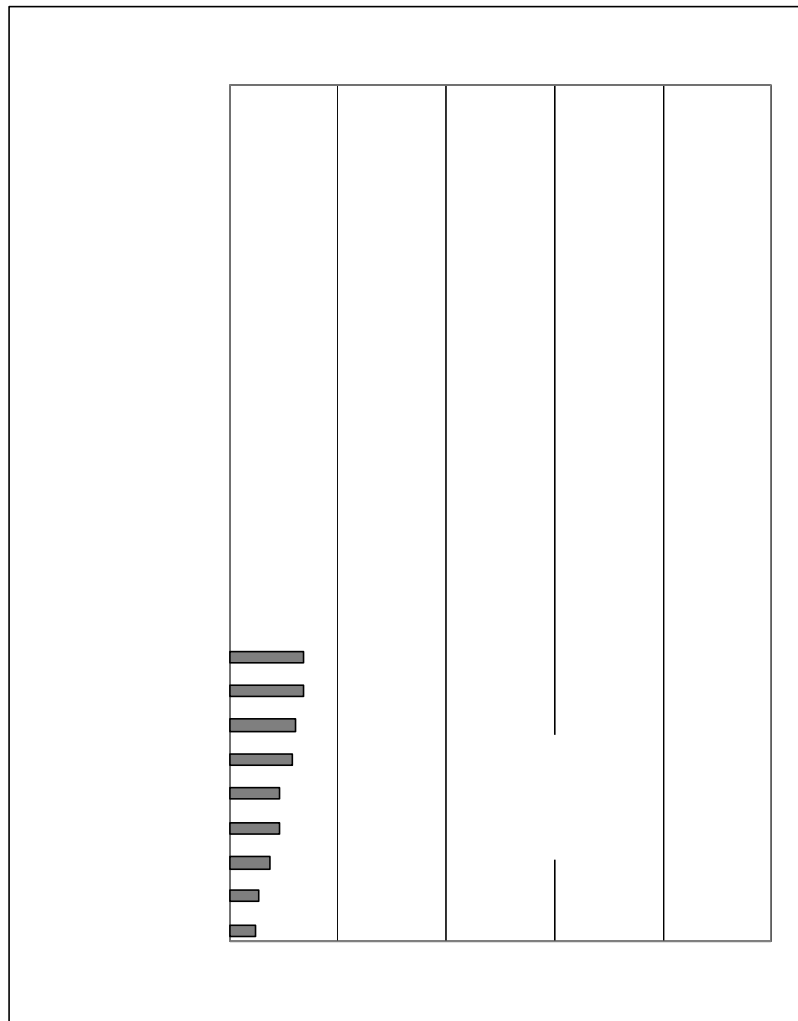


Service usage varies from near-universal (e.g., web-reg, computer labs) to highly selective usage (safewalk, chaplaincy). Across all service categories, between 15% and 55% rate service quality as “very good”; between 55% and 95% rate service quality as “poor” or “very poor” ratings from a significant number of users. Additional investigation should be conducted to determine the basis for these ratings.

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from such high-use services as photocopying, Gateway terminals and all at more than 50% usage among students) to such services as Law library and special collections (at 7% usage or less). “Very poor” ratings from at least 14% of all users, eT9padespyt rep examined to determine whether services can be improved.



Roughly one-fourth of all UVic students report national/ethnic origins that are generally consistent with the conventional “visible minority” designation. A significant minority (16%) wrote in that they were of “Canadian” origin. The majority of students report no faith or religion (46%) or Christianity (43%). The remainder follow various faiths, each comprising less than 3% of the total. Twenty-six percent of respondents reported that they were practicing members of their faith. Eight percent report a sensory, learning, psychiatric or physical disability.

Most students agree (74%) or strongly agree (17%) that UVic provides a respectful and equitable environment for study. A minority report disrespectful treatment by an instructor (11%) or another student (10%), or that they felt marginalized by course content (12%). Perceptions toward campus climate are generally less favourable among students of non-European and non-Canadian origin. For example, 8% of European-origin students report having been subject to student disrespect, compared with 16% of “other” origin students. No significant differences in perceptions toward campus climate exist across gender or age groups.

The introduction of UPASS has coincided with a significant (47%) increase in bus ridership to and from campus. Almost 60% of students use the bus at least one day in a 10-day period; almost 20% use it every day. Ridership decreases with distance from the campus. **Satisfaction Ratings for Selected Library**

2. Introduction and Background

2.1 Purposes of the Survey

The 2000 Undergraduate Student Survey had four major objectives:

- To benchmark student satisfaction with courses and programs of study and to examine variations in course/program satisfaction across different student groups;
- To benchmark student use of and satisfaction with university library services and various other

2.3 Reporting Formats

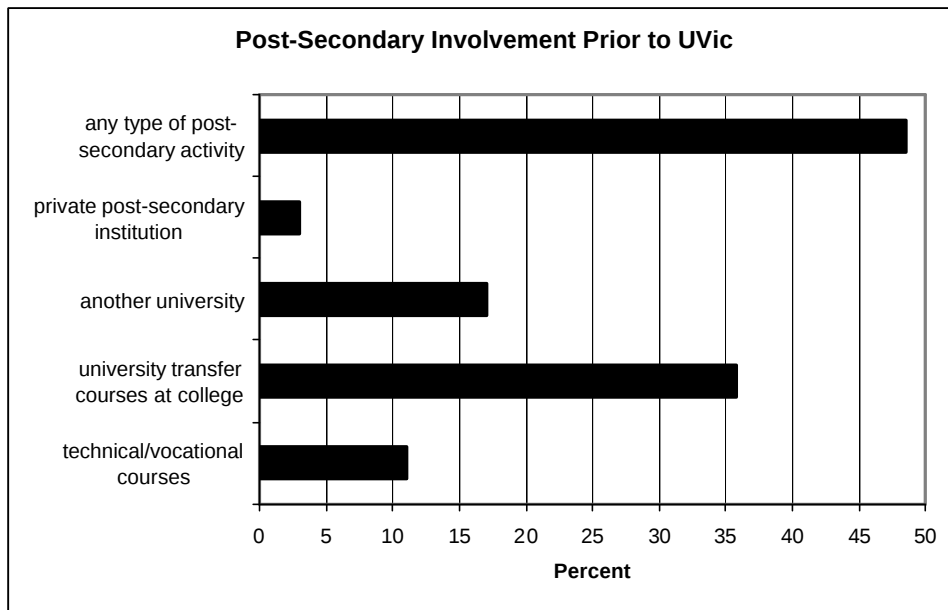
The primary distribution mechanism for this report is through the web (www.inst.uvic.ca) as a PDF document. A limited number of print copies are available from the Office of Institutional Analysis (inst@uvic.ca or 250-721-8026) for those without web access. In addition to the report, Institutional Analysis is able to provide customized oral presentations dealing with issues of interest to particular groups on campus.

This report focuses on selected key issues of interest. It does not attempt to cover all possible aspects of the survey findings. If readers require additional analysis, they are invited to contact Institutional Analysis.

2.4 Personnel and Acknowledgements

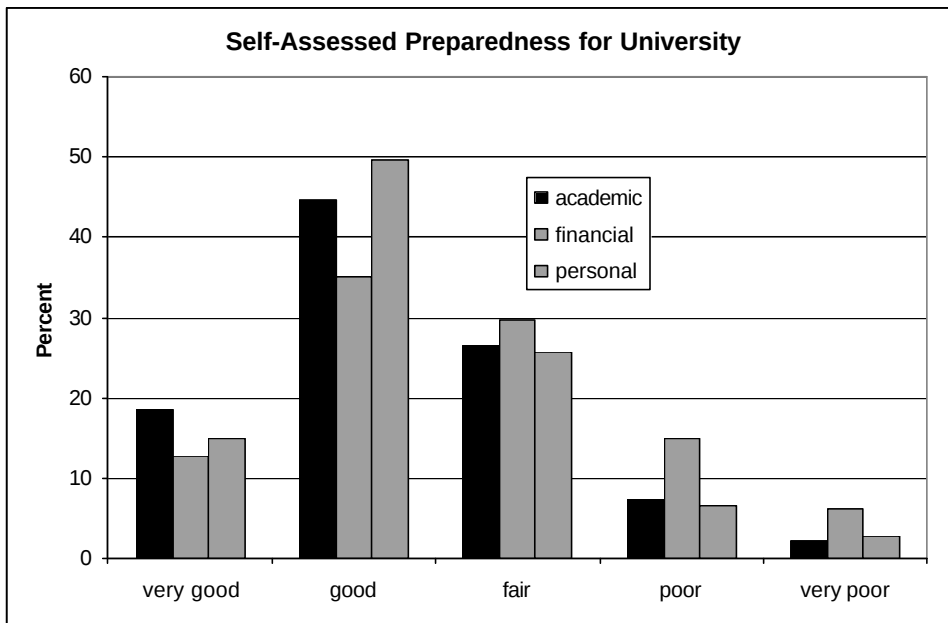
The survey project was designed and coordinated by Chris Conway, who also designed the instrument and prepared this report. Robert Lee designed and evaluated the sample. Ciel McGuire provided secretarial and administrative support to all phases of the project. Anna Swanson and Christina Holmes administered the survey in the classroom and performed post-coding and computer entry of the data.

The project team is grateful for the cooperation of the 65 UVic faculty members who allowed us to conduct the survey in their classes, and of course to the over 2,000 undergraduate students who took the time to respond to the survey.



3.3 Preparedness for University Study

Generally speaking, students consider themselves to have been prepared for university study. In academic terms, 18% indicated their preparation was “very good”, while 45% stated it was “good”. These results are quite similar to student assessments of personal preparedness (15% “very good” and 50% “good”). Assessments of financial preparedness were slightly lower (13% and 35%). Faculty by faculty, ratings of academic, personal and financial preparedness varied slightly. For



example, assessments of “very good” financial preparedness ranged from 7% in the Faculty of Education to 15% in the Faculty of Humanities; assessments of “very good” personal preparedness varied from 12% in the Faculty of Science to 21% in the Faculty of Fine Arts. Despite known increases in student indebtedness from first to fourth year, there were no significant variations in financial preparedness ratings by year of study.

3.4 Gender and Age Composition

Student Composition by Age and Sex		
	Female	Male
19 or less	23.0%	19.6%
20	11.8	15.5
21	15.3	13.7
22	12.0	13.4
23	7.7	11.0
24	7.0	5.3
25 to 29	13.4	13.7
30 or more	9.8	7.7
as % of total student body	58.5	41.5

Though the majority of UVic’s undergraduate students are of traditional university age (about three-quarters are 24 or less), about one-fourth are “mature” students (age 25 or more). The age distribution for men and women students is virtually identical. Women comprise almost 60% of the total student body.

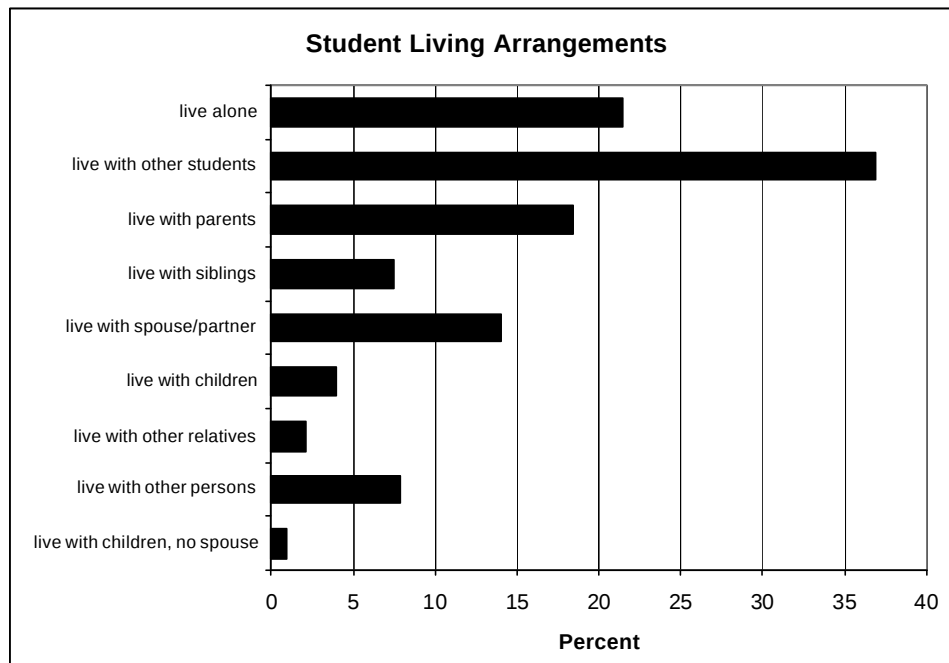
3.5 Place of Residence

Most of UVic’s students live in relatively close proximity to the campus, either in university residence (14%), in Oak Bay or the City of Victoria (40%), or in Saanich (33%).

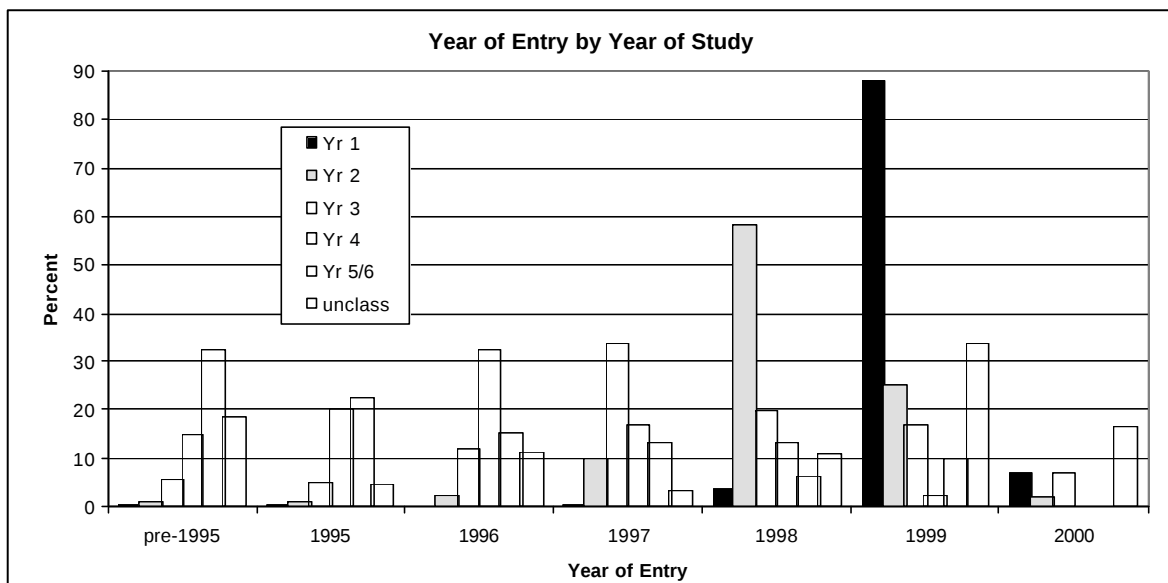
Place of Residence	
UVic residence	14.2%
Victoria/Oak Bay	40.4
Esquimalt	1.8
Western Communities	2.1
View Royal/Highlands/ Langford/Malahat	2.0
Saanich	32.7
Central Saanich	3.0
North Saanich/Sidney	2.1
outside Greater Victoria	1.8

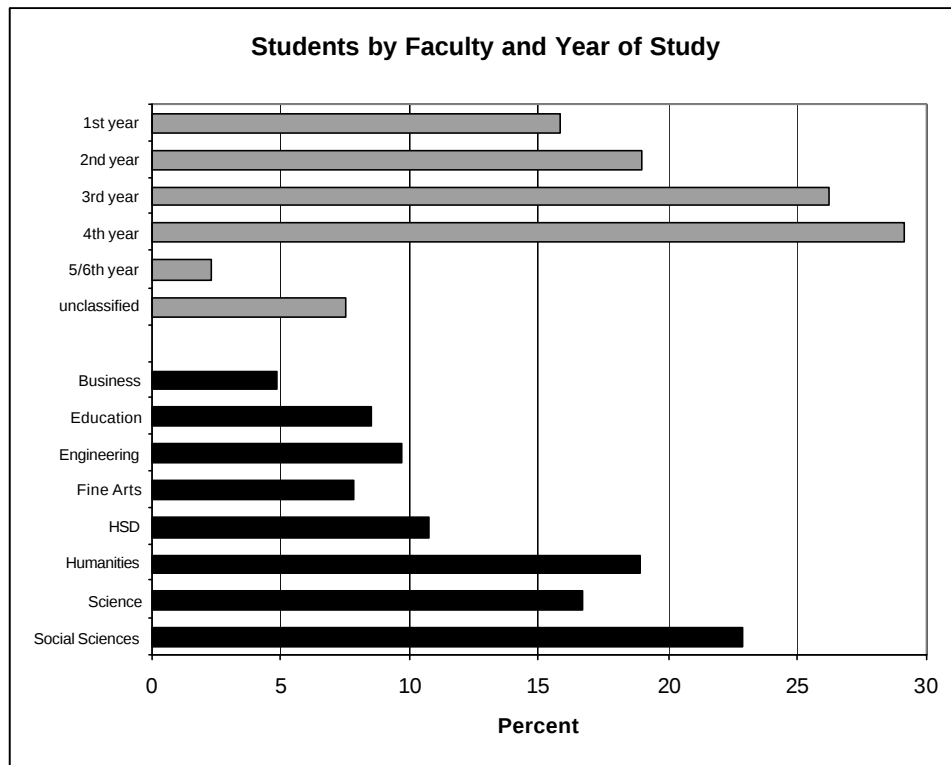
3.6 Living Arrangements

UVic students tend to live with other students (37%), alone (21%) or with their parents (19%). Other key clusters include those students living with a spouse/partner (14%), with their children (4%), and with their children but no spouse/partner (1%).

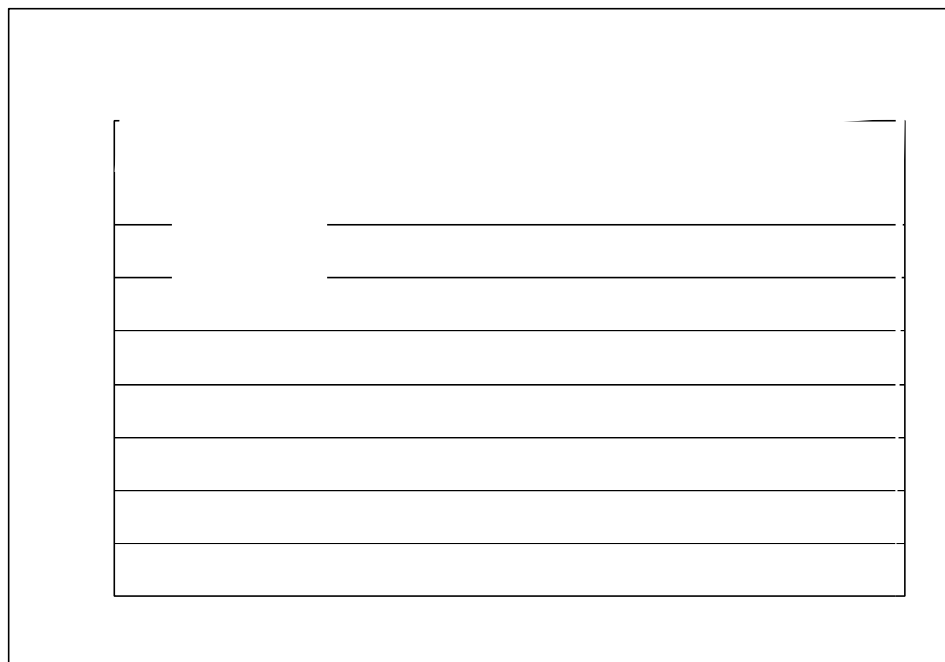


3.7 Time Since Starting at UVic





3.10 *Certainty of Academic Specialization*



As students progress through their programs, they become increasingly confident of the area of academic specialization they will pursue. Even in their first year of study, about 60% of all students

are “very” or “somewhat” certain of their specialization; this rate increases to 79% in second year and 87% in third year.

3.11 *Other Aspects of Academic Behaviour*

About 90% of the survey respondents reported that they were currently studying full-time. This percentage overstates the actual rate of full-time study in the student population overall, but is reasonably accurate for the daytime campus-based population that was most likely to be selected for the survey sample.

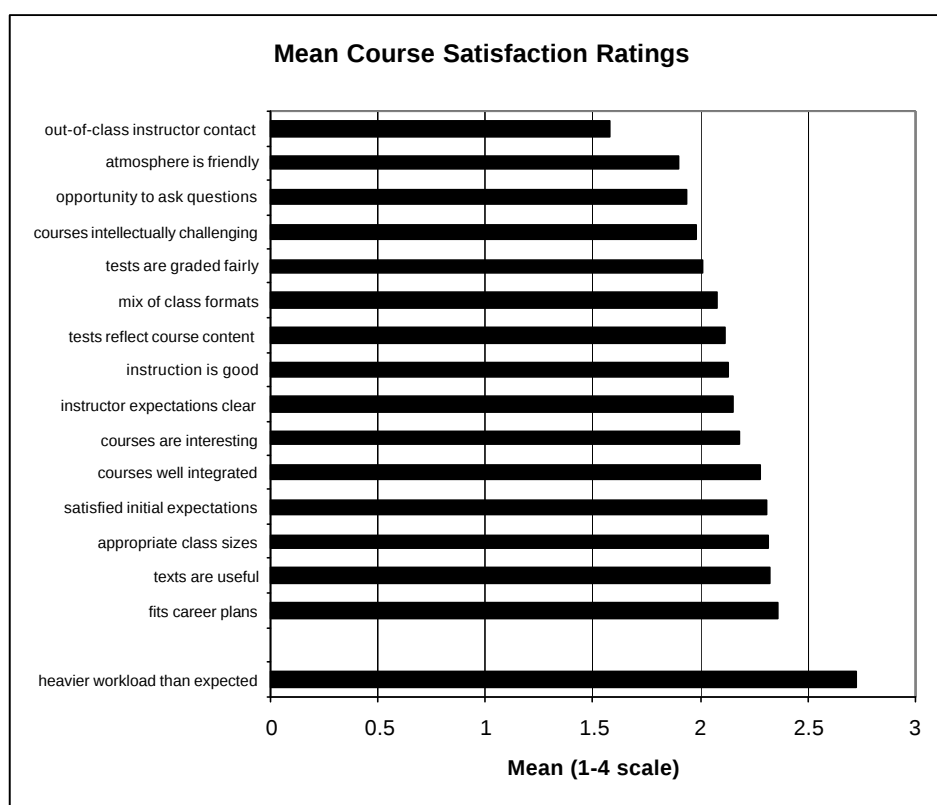
About 19% of the survey respondents indicated they were enrolled in a co-operative education program.

Four percent of students reported they were studying at UVic on a student or diplomatic visa.

4. Student Opinions Toward Current Winter Session Courses

4.1 Overview

Respondents were asked to indicate whether each of a series of statements applied to “all”, “most”, “some” or “none” of their courses in the current winter session. They could also check whether each statement was “not applicable” to their current situation. The results in this section exclude the “not applicable” responses

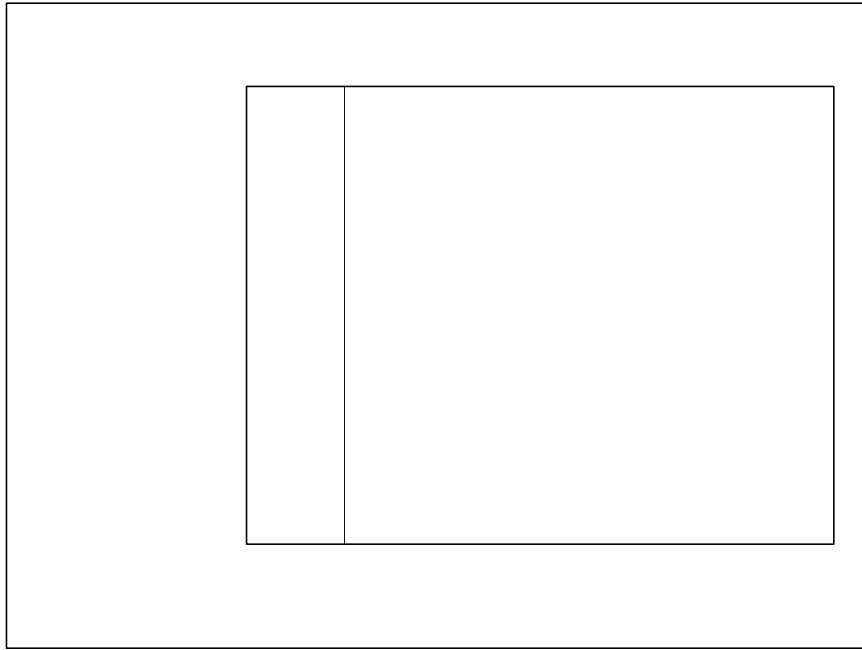


4.2 Variation in Course Satisfaction Ratings by Student Type

Opinions toward the various aspects of course design and delivery vary across student groups. Some of the key differences are noted below:

- **Quality of course instruction:** Higher satisfaction ratings are generally assigned by students with higher session GPA's; those in the Faculties of Fine Arts, Humanities and Social Sciences; and those in lower years of study. Women assign slightly higher ratings than men.
- **Interest level of courses:** Students with higher session GPA's show substantially higher satisfaction than those with lower session GPA's, as do students in the Faculties of Fine Arts and Humanities, students in upper years of study, and female students.
- **Class atmosphere:** The highest satisfaction levels are achieved in the Faculties of Education and HSD.
- **Intellectual challenge:** Apart from somewhat lower satisfaction ratings in the Faculties of Education and Business, opinions toward courses are generally similar across student groups.
- **Opportunities to ask questions in class:** First year students and those with lower session GPA's feel less able to ask questions in class.
- **Class sizes:** Satisfaction with class size generally increases with year of study. By faculty, it is highest in the Faculties of Education and HSD, and lowest in Engineering, Science and Social Sciences.

- Test and materials covered: Students with lower session GPA's show less satisfaction with the connection between tests and course content. Satisfaction with test materials is lowest in the Faculties of Engineering and HSD, and highest in Humanities.
- Fairness of grading: Students in the Faculties of Engineering and HSD, and those with lower session GPA's are less satisfied with grading fairness.
- Instructor expectations: Opinions are generally similar across student groups, with one exception: students in the Faculty of Engineering are substantially less satisfied with the clarity of instructor expectations.
-



		Variations in Course Satisfaction Ratings				
		The instruction in my courses is good	My courses are interesting	The class atmosphere is friendly	My courses are intellectually challenging	I have adequate opportunities to ask questions
Statement applies to	all courses	13.8%	16.1%	31.3%	25.7%	33.3
	most courses	59.9	51.2	48.8	52.3	41.3
	some courses	25.5	31.6	18.5	20.8	23.7
	no courses	0.8	1.2	1.4	1.3	1.6
Percentage saying statement applies to "all" or "most" courses	Overall	73.7	67.2	79.9	77.9	74.6
	secondary GPA 79% or less	77.3	69.4	82.2	78.2	78.3
	secondary GPA 80% or more	71.8	65.0	79.4	77.6	74.1
	no prior university or UT	73.6	65.0	79.6	78.9	73.9
	prior university or UT	73.7	70.1	80.7	76.7	75.7
	expected session GPA A- or more	75.6	72.9	82.0	76.7	79.1
	expected session GPA B- to B+	73.2	65.5	79.9	78.8	73.2
	expected session GPA C+ or less	62.9	47.2	72.9	82.1	70.4
	Business	65.3	48.4	79.3	67.8	77.3
	Education	72.1	68.0	89.8	58.0	85.3
	Engineering	35.0	48.8	74.2	80.0	69.3
	Fine Arts	80.9	79.7	79.3	72.5	79.0
	HSD	74.1	71.1	89.7	79.3	80.3
	Humanities	86.5	77.6	80.3	83.2	75.2
	Science	70.4	58.1	74.7	82.8	68.3
	Social Sciences	81.6	70.9	78.7	79.9	72.5
	Year 1	80.1	55.4	76.7	80.0	64.6
	Year 2	76.0	66.7	77.8	80.1	76.0
	Year 3	69.3	68.4	80.3	79.2	76.2
	Year 4	72.4	70.1	81.6	74.3	79.2
	Female	77.9	71.3	80.9	78.9	73.4
	Male	68.2	61.1	79.1	76.3	76.9
	24 years of age or less	75.2	64.3	79.9	77.3	74.3
	25 years of age or more	69.7	76.6	82.7	80.5	78.6

Variations in Course Satisfaction Ratings (continued)

		Class sizes are conducive to learning	Tests reflect the materials covered	Tests and assignments are graded fairly	Instructor expectations are clear	Course workload is heavier than expected
Statement applies to	all courses	18.6%	19.6%	22.6%	17.2%	12.4%
	most courses	36.1	50.1	55.3	51.7	22.3
	some courses	39.5	28.4	20.5	29.7	44.9
	no courses	5.8	1.8	1.6	1.4	20.4
Percentage saying statement applies to "all" or "most" courses	Overall	54.6	65.5	76.1	68.8	34.3
	secondary GPA 79% or less	59.5	70.9	80.7	73.6	36.0
	secondary GPA 80% or more	52.2	69.8	77.7	67.1	33.9
	no prior university or UT	52.0	69.3	79.1	67.8	37.5
	prior university or UT	58.2	70.3	76.4	70.3	31.2
	expected session GPA A- or more	59.3	75.0	81.6	72.9	29.0
	expected session GPA B- to B+	52.5	67.9	76.2	67.5	36.3
	expected session GPA C+ or less	51.5	60.6	73.8	62.5	55.2
	Business	51.7	64.9	75.6	63.9	42.1
	Education	79.9	71.7	84.4	74.7	33.0
	Engineering	44.8	59.7	68.6	53.0	47.2
	Fine Arts	67.6	76.0	78.6	65.7	32.9
	HSD	75.2	59.7	68.5	66.0	28.5
	Humanities	54.4	82.6	83.6	79.3	30.9
	Science	46.9	66.3	74.9	65.5	37.4
	Social Sciences	42.1	68.8	82.0	70.9	33.2
	Year 1	49.0	75.1	79.8	64.7	46.8
	Year 2	48.5	72.2	77.7	68.2	34.3
	Year 3	54.3	68.7	76.7	67.2	38.5
	Year 4	57.9	69.4	80.1	74.0	28.1
	Female	57.5	72.3	78.5	70.3	33.1
	Male	51.3	65.8	77.4	67.2	36.8
	24 years of age or less	52.5	71.0	78.7	69.1	34.8
	25 years of age or more	63.5	65.2	76.4	69.5	32.8

**Texts/materials
are relevant**

**Courses
satisfied my**

**Course content
fits my career**

**Content is
well integrated**

I have oppor-

Variations in Course Satisfaction Ratings (continued)

		Courses involve right mix of lectures, labs	
Statement applies to	all courses	24.4%	Notes: The overall percentage saying the statement applies to "all" or "most" classes is based on the total number of responses. This number is often larger than the number of responses included in a sub-table, due to the existence of missing data on the second variable. As a result, the range of sub-table percentage values does not always "bracket" the overall percentage value. The table excludes all "not applicable" and missing responses.
	most courses	47.1	
	some courses	24.4	
	no courses	4.0	
Percentage saying statement applies to "all" or "most" courses	Overall	65.8	
	secondary GPA 79% or less	76.9	
	secondary GPA 80% or more	70.6	
	no prior university or UT	75.7	
	prior university or UT	66.0	
	expected session GPA A- or more	73.3	
	expected session GPA B- to B+	70.8	
	expected session GPA C+ or less	69.8	
	Business	60.1	
	Education	73.7	
	Engineering	64.2	
	Fine Arts	73.9	
	HSD	67.0	
	Humanities	77.7	
	Science	71.1	
	Social Sciences	73.5	
	Year 1	77.9	
	Year 2	75.7	
	Year 3	74.4	
	Year 4	68.7	
	Female	71.8	
	Male	71.3	
	24 years of age or less	73.4	
	25 years of age or more	65.9	

5. Student Usage of and Opinions Toward University Services

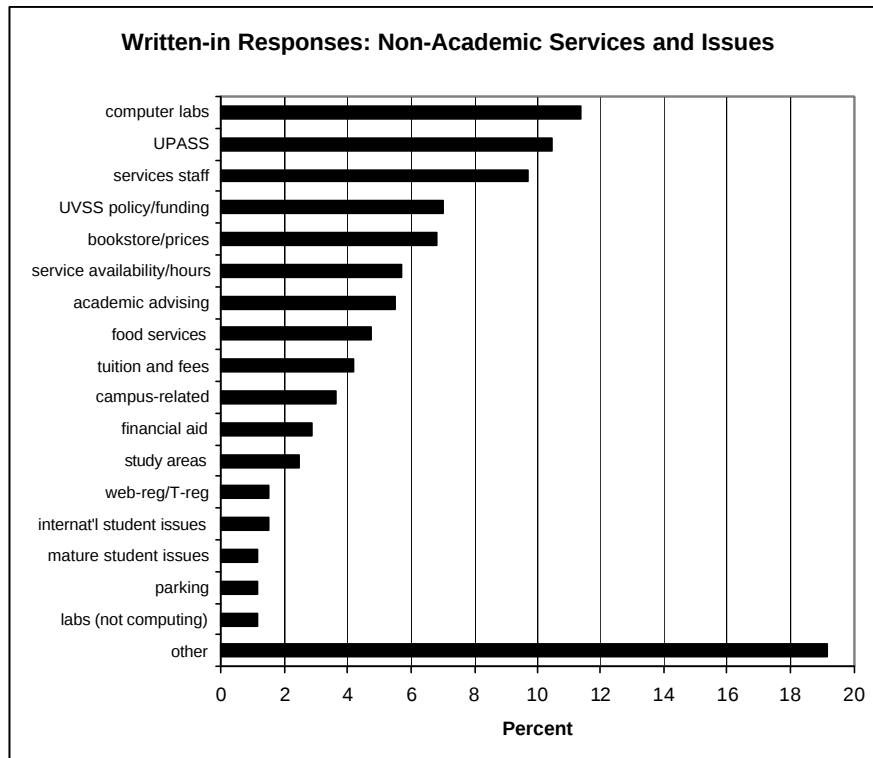
5.1 Overview

5.2 Variation in Service Usage and Satisfaction by Student Type

- Employment centre: Usage is slightly lower among those who rank their personal preparedness for university as “poor”, and among those with expected session GPA’s of C+ or less (presumably as a reflection of their lower interest in part-time work). Usage is also lower in the Faculties of Business and Engineering, both of which have universal co-op programs. Though not shown in the table, the utilization rate increases with declining levels of self-assessed financial preparedness. Satisfaction levels are consistent across student groups, though female students appear to express slightly more favourable ratings.
- Orientation/week of welcome: Usage rates are higher for direct-from-secondary students in the lower years of study, and particularly for female students in these groups. Apart from older students (age 25 or more) who assign lower satisfaction ratings, opinions toward orientation are relatively consistent.
- Financial aid: Usage of financial aid is slightly higher in the Faculty of Education and among upper-year students. Though not shown in the table, usage rates vary by self-assessed financial preparedness for university (13% for those with “very good” preparation, 26% for “good”, 40% for “fair”, and 53% for “poor”). There are no significant differences in satisfaction ratings across student groups.
- Bookstore: usage of the bookstore is nearly universal among all students. With the exception of students in the Faculties of Business and Engineering who assign it somewhat lower satisfaction ratings, opinions toward the bookstore are consistent.
- Athletics/recreational facilities: Usage is higher in the direct-from-secondary group, among male students, and among younger and non-HSD students (both of which reflect lower usage among part-time students). Satisfaction ratings are consistent across all groups.
- Health services: Women and younger students are heavier users of health services; all user groups assign comparable satisfaction ratings.
- BC Transit: Older and part-time students use BC transit at a lower rate. Though not shown in the table, transit usage rates vary significantly by student location. Transit usage this session is reported by 85% of those living in residence, 71% of those in Victoria and Oak Bay, 21% - 60% of those living in other CRD municipalities, and 15% of those living outside the CRD. All user groups hold similar opinions toward the bus service.
- Safewalk service: The relatively low utilization rate (2%) makes it impossible to differentiate usage rates or satisfaction ratings across student groups.
- Computer labs: Use of the labs is highest in the Faculties of Business and Engineering and lowest in Fine Arts and HSD. Male students and younger students are heavier users than older and female students. Opinion across all groups is relatively consistent, except in the Faculty of Engineering, where satisfaction is somewhat lower.
- Tele-reg and web-reg: All students use either tele-reg or web-reg or both, and can choose which of the registration systems to use. As a result, student groups with a higher usage rate for, or higher satisfaction with one system will generally tend to show a lower usage rate and lower satisfaction with the other system. Usage of the registration systems varies by Faculty, gender and student age. Satisfaction ratings for each of the systems are consistent across all student groups.

5.3 Written-In Responses Related to Non-Academic Services and Issues

Written-in responses at the end of the questionnaire covered a wide range of non-academic services and issues. The key responses revolved around computer labs and computing facilities (11%), UPASS (10%), staffing levels and satisfaction with services staff (10%), and the bookstore and book prices (7%).



Satisfaction among users	very good	21.5%		16.9%		34.6%
	good	40.1		38.6		41.4
	fair	24.2		25.1		15.0
	poor/very poor	14.2		19.3		11.0

	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall	36.7	61.6	5.9	55.5	6.5	73.9
secondary GPA 79% or less	43.2	60.9	6.9	50.8	8.0	78.7
secondary GPA 80% or more	33.6	61.5	5.6	57.8	5.5	73.7
no prior university or UT	35.3	59.5	6.1	54.0	5.6	68.6
prior university or UT	38.5	63.7	5.6	56.3	7.6	79.1
academic preparedness very good	35.4	56.6	6.6	66.8	6.4	68.8
academic preparedness good	36.7	65.7	5.1	58.7	5.5	80.8
academic preparedness fair	36.1	59.6	6.2	48.6	8.2	66.6
academic preparedness poor	37.7	70.4	6.1	34.9	5.2	70.9

Satisfaction among users	very good	28.0%		53.0%		14.4%	
	good	40.6		36.7		44.1	
	fair	25.4		8.8		33.1	
	poor/very poor	6.0		1.4		8.4	
		Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall		5.3	67.7	2.9	88.5	28.6	58.1
secondary GPA 79% or less		7.7	73.9	2.1	56.7	27.3	61.3
secondary GPA 80% or more		4.0					

Satisfaction
among users

very good
good
fair
poor/very poor

22.2%
47.6
24.1
6.1

15.6%
47.0
23.8
13.6

17.8%
49.5
23.6
9.1

Variations in
usage rate

Pct. assigning
"good"/"very
good" rating

Variations in
usage rate

Pct. assigning
"good"/"very
good" rating

Variations in
usage rate

Pct. assigning
"good"/"very
good" rating

Overall

Satisfaction

Variations in Service Usage and Satisfaction Ratings (continued)

	Safewalk Service		Computer Labs		Tele-Reg	
Satisfaction among users	very good	63.6%		20.8%		25.2%
	good	32.1		50.0		55.3
	fair	3.1		22.9		16.1
	poor/very poor	1.1		6.3		3.3
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall	2.0	95.8	73.4	70.6	75.4	80.5
secondary GPA 79% or less	1.4	85.5	70.8	73.4	76.7	77.6
secondary GPA 80% or more	2.3	98.6	74.5	70.9	75.3	81.6
no prior university or UT	2.5	100.0	74.8	73.5	78.2	79.5
prior university or UT	1.4	87.0	71.6	66.7	71.7	81.8
academic preparedness very good	2.3	100.0	71.1	72.6	73.4	83.9
academic preparedness good	2.0	100.0	73.4	71.8	75.6	83.2
academic preparedness fair	2.0	94.6	73.6	73.7	77.2	77.1
academic preparedness poor	2.3	64.5	77.3	60.5	69.4	65.8
personal preparedness very good	1.3	100.0	69.9	73.3	71.0	83.3
personal preparedness good	2.1	100.0	72.9	74.4	76.1	80.0
personal preparedness fair	2.1	95.9	74.7	67.8	76.4	82.3
personal preparedness poor	2.1	100.0	81.1	54.1	77.2	78.5
expected session GPA A- or more	2.9	97.8	71.3	71.0	76.2	84.6
expected session GPA B- to B+	1.6	92.9	74.6	70.3	75.2	78.0
expected session GPA C+ or less	1.6	100.0	71.7	69.6	76.7	80.8
Business	2.3	100.0	94.8	70.9	67.7	80.2
Education	1.1	78.5	65.3	71.4	67.2	83.7
Engineering	1.9	100.0	86.5	58.1	55.2	84.6
Fine Arts	3.0	100.0	63.3	71.8	77.4	75.4
HSD	1.0	100.0	57.9	66.2	82.8	85.2
Humanities	3.9	100.0	68.1	77.4	78.1	78.1
Science	1.2	69.7	74.9	70.5	81.2	80.7
Social Sciences	1.6	100.0	80.3	72.2	77.6	79.4
Year 1 or 2	2.0	100.0	76.6	75.5	76.1	79.1
Year 3 or 4	1.7	100.0	71.7	68.1	77.1	80.7
Female	3.1	100.0	70.1	73.1	80.1	81.9
Male	0.6	69.3	77.5	68.4	68.4	78.3
24 years of age or less	2.3	64.4	76.0	72.1	76.5	79.2
25 years of age or more	1.3	88.3	64.1	66.5	71.1	85.9

Satisfaction among users	very good	54.7%
	good	37.1
	fair	7.0
	poor/very poor	1.1

	Variations in usage rate	Pct. assigning "good"/"very good" rating	
Overall	67.0	91.6	Notes:
secondary GPA 79% or less	68.6	91.7	The overall percentage assigning a "very good" or "good" rating, and the overall percentage using the service are based on the total number of responses. This number is often larger than the number of responses included in a sub-table, due to the existence of missing data on the second variable. As a result, the range of sub-table percentage values does not always "bracket" the overall percentage value.
secondary GPA 80% or more	67.8	91.8	
no prior university or UT	72.4	93.4	
prior university or UT	60.0	88.8	
academic preparedness very good	66.7	94.4	The table excludes all "not applicable" and missing responses.
academic preparedness good	67.5	92.5	
academic preparedness fair	66.2	89.3	
academic preparedness poor	69.6	87.7	Low usage rates for some services (and hence the number of observations on which percentages are based) warrant some caution when interpreting the results. In particular, results for services with utilization rates of less than about 10% should be read with caution.
personal preparedness very good	62.4	91.1	
personal preparedness good	66.5	92.8	
personal preparedness fair	71.9	91.2	Usage and satisfaction ratings are presented for a standardized set of factors (secondary GPA, academic preparedness, etc.). Some of these factors may have greater relevance for a particular service than others; all have been presented for the sake of consistency.
personal preparedness poor	61.2	92.1	
expected session GPA A- or more	64.1	92.1	
expected session GPA B- to B+	67.7	91.5	
expected session GPA C+ or less	78.5	89.2	
Business	76.4	91.1	
Education	43.1	90.7	
Engineering	91.4	93.8	
Fine Arts	59.1	88.2	
HSD	43.2	89.9	
Humanities	65.8	92.2	
Science	75.4	90.4	
Social Sciences	72.4	92.7	
Year 1 or 2	78.7	92.9	
Year 3 or 4	62.7	91.3	
Female	60.1	92.3	
Male	76.8	91.5	
24 years of age or less	71.1	92.6	

6. Student Usage of and Opinions Toward Library Services

6.1 Overview

Respondents were asked to indicate whether they had used each of a number of library services or facilities during the current winter session, and to indicate their level of satisfaction with library services utilized on a 5-point scale (very good, good, fair, poor, very poor). They could also check whether they had no opinion of the service. The satisfaction responses reported in this section exclude “no opinion” responses, which typically accounted for less than 1% of total responses.

Utilization rates for library services and facilities in the current winter session varied from a high of 67% (library photocopying) to a low of 5% (document delivery from another library). The four services with the highest utilization rates are library photocopying, Gateway use (from on- and off-campus), the McPherson reference desk, and current journals.

Students rated their satisfaction with the services shown above and with an additional list of services and facilities. Satisfaction levels were highest for such services as the curriculum lab, the map

6.2 Variation in Library Usage and Satisfaction by Student Type

Student groups differ in their usage of, and satisfaction with, various library services. Some variation exists across students with high and low secondary GPA's, students with and without previous university-level exposure, female and male students, and younger and older students. However, the key usage and satisfaction variations occur by faculty and year of study. In particular:

- Use of the McPherson reference desk, current journals and library photocopying services is slightly lower in the Faculties of Business and Engineering.
- The music/audio collection, film/video collection, map collection and curriculum lab are utilized more heavily in Fine Arts (music/audio), Fine Arts and Humanities (film/video), Social Sciences

- Usage of the curriculum lab, current journals, the Law Library and photocopying is higher

6.4 Written-In Responses Related to Library Services

Respondents used the written-in response section of the questionnaire to identify library issues related primarily to Gateway terminal availability, library operating hours, and the quality of the library collection.

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Variations in Library Usage and Satisfaction Ratings							
Satisfaction among users	McPherson Reference Desk		Interlibrary Loan		Document Delivery		
	very good	27.9%		21.8%		27.6%	
	good	55.5		46.0		41.9	
	fair	13.3		21.4		16.9	
	poor/very poor	3.4		10.9		13.6	
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	
Overall	54.3	83.4	12.1	67.8	5.0	69.5	
secondary GPA 79% or less	60.0	84.9	13.0	62.8	5.5	65.0	
secondary GPA 80% or more	51.7	84.3	11.4	69.2	5.0	70.1	
no prior university or UT	53.9	83.2	12.0	67.9	4.5	65.5	
prior university or UT	54.8	83.3	12.2	64.7	5.5	72.9	
expected session GPA A- or more	53.4	89.7	15.1	70.1	6.8	70.6	
expected session GPA B- to B+	54.5	80.0	10.3	62.5	4.3	68.7	
expected session GPA C+ or less	59.6	80.7	11.0	85.3	0.0	—	
Business	35.6	84.7	4.3	84.1	1.4	100.0	
Education	45.6	83.9	9.9	61.1	3.3	64.6	
Engineering	30.6	80.7	8.8	59.0	4.0	61.8	
Fine Arts	58.5	84.3	13.3	75.8	5.3	80.7	
HSD	52.0	76.8	10.8	76.7	2.3	64.1	
Humanities	65.8	87.6	10.3	60.9	3.7	70.4	
Science	54.7	79.7	16.9	55.3	10.5	66.1	
Social Sciences	61.1	84.0	14.2	75.2	4.9	71.2	
Year 1	55.3	83.3	7.8	75.2	1.1	76.3	
Year 2	58.5	79.6	11.8	64.8	2.3	59.2	
Year 3	53.2	85.5	8.7	79.3	3.0	74.5	
Year 4	51.2	84.6	18.6	61.0	10.4	66.6	
Female	55.8	82.9	12.4	68.1	4.9	68.1	
Male	51.8	83.8	11.5	63.1	4.9	69.8	
24 years of age or less	54.2	83.8	11.5	68.0	4.9	69.5	
25 years of age or more	54.1	81.8	14.5	60.6	5.2	65.1	

Satisfaction among users	very good	36.2%		31.3%		44.5%
	good	46.0		44.2		44.9
	fair	12.6		15.3		10.1
	poor/very poor	4.1		9.2		0.4

	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall	13.3	82.2	11.9	75.5	15.9	89.4
secondary GPA 79% or less	11.0	86.3	11.9	73.1	16.5	83.7
secondary GPA 80% or more	14.7	79.8	11.9	78.2	15.3	91.6
no prior university or UT	14.0	79.6	11.8	72.3	12.7	88.6
prior university or UT	12.3	85.5	12.1	79.5	20.0	88.9
expected session GPA A- or more	13.7	81.5	12.2	70.7	18.1	90.0
expected session GPA B- to B+	12.5	83.5	11.8	76.1	15.5	90.3
expected session GPA C+ or less	14.0	61.8	10.2	90.6	6.0	50.0
Business	4.3	84.1	4.3	67.0	3.8	100.0
Education	17.3	85.5	10.5	74.2	87.6	95.8
Engineering	5.6	47.3	3.7	74.6	5.7	66.5
Fine Arts	34.6	86.5	25.4	80.2	13.6	92.2
HSD	6.0	68.5	6.7	72.3	19.8	78.1
Humanities	16.0	80.2	21.4	76.5	9.5	87.3
Science	11.1	89.8	5.6	69.8	4.0	66.8
Social Sciences	12.3	81.6	12.3	74.6	8.8	84.8
Year 1	6.9	80.4	7.3	74.9	5.5	79.1
Year 2	16.2	79.7	13.3	67.3	8.5	80.8
Year 3	13.1	83.0	11.5	84.6	14.7	86.5
Year 4	15.6	81.5	13.9	74.7	22.0	90.7

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Variations in Library Usage and Satisfaction Ratings (continued)

	Microforms		Current Journals		Special Collections	
	Satisfaction among users					
	very good	21.5%		13.7%		27.1%
	good	44.9		50.4		47.9
	fair	24.1		26.8		17.8
	poor/very poor	9.5		9.1		7.2
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall	11.0	66.4	41.9	64.1	7.3	75.0
secondary GPA 79% or less	11.0	64.4	45.0	62.1	8.2	71.6
secondary GPA 80% or more	11.2	69.1	39.9	64.6	5.9	69.6
no prior university or UT	12.3	68.0	42.6	62.7	6.2	69.0
prior university or UT	9.3	63.6	41.0	65.7	8.6	79.9
expected session GPA A- or more	10.7	64.6	45.7	67.2	9.0	79.6
expected session GPA B- to B+	11.4	68.0	40.6	60.4	6.3	72.4
expected session GPA C+ or less	10.6	85.7	34.2	94.7	8.0	77.5
Business	4.3	49.6	12.2	88.7	1.4	100.0
Education	10.2	62.3	38.9	77.0	10.2	76.5
Engineering	3.1	75.9	13.1	59.2	2.5	38.1
Fine Arts	8.5	68.7	24.9	69.9	13.0	79.8
HSD	3.2	79.8	40.8	72.5	8.0	84.0
Humanities	23.0	69.1	42.2	62.0	9.1	78.1
Science	3.3	81.6	54.0	59.1	3.8	49.3
Social Sciences	16.3	60.5	58.6	61.0	8.0	75.2
Year 1	11.0	83.0	30.2	66.2	3.3	68.8
Year 2	12.4	77.0	41.6	62.9	4.5	69.7
Year 3	10.3	53.4	41.4	68.1	6.2	73.8
Year 4	11.7	63.2	48.3	58.9	9.1	70.2
Female	10.9	67.3	44.4	63.5	6.9	76.9
Male	10.7	63.7	38.4	64.4	7.6	70.5
24 years of age or less	12.2	67.4	41.6	62.2	6.3	69.8
25 years of age or more	7.0	56.0	43.4	68.6	10.7	82.3

Satisfaction among users	very good	20.4%	38.7%	36.0%
	good	48.5	48.4	48.3
	fair	22.3	11.4	12.1
	poor/very poor	8.7	1.5	3.6

	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall	5.8	68.9	8.8	87.1	6.8	84.3
secondary GPA 79% or less	6.7	69.5	10.3	84.4	8.5	74.0
secondary GPA 80% or more	5.5	69.0	8.4	88.3	6.0	86.8
no prior university or UT	5.7	66.6	9.0	84.5	6.8	81.7
prior university or UT	6.1	71.8	8.5	88.7	6.8	83.8
expected session GPA A- or more	6.6	72.7	9.7	88.4	7.9	84.6
expected session GPA B- to B+	5.4	64.1	8.9	85.4	6.4	81.0
expected session GPA C+ or less	6.7	100.0	5.1	70.2	4.8	100.0

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Satisfaction among users	very good	14.0%	23.3%	20.6%
	good	45.9	48.2	46.5
	fair	29.6	17.5	21.5
	poor/very poor	10.5	11.0	11.4

	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating
Overall	66.8	59.9	39.2	72.5	65.5	67.1
secondary GPA 79% or less	66.9	60.4	39.5	74.9	64.6	65.1
secondary GPA 80% or more	66.1	58.9	39.8	70.8	66.8	68.5
no prior university or UT	66.9	59.6	41.4	71.1	68.6	68.4
prior university or UT	66.6	59.5	36.3	72.0	61.5	64.6
expected session GPA A- or more	69.0	57.2	43.1	71.4	66.5	67.4
expected session GPA B- to B+	66.4	61.1	37.7	72.2	65.6	66.9
expected session GPA C+ or less	53.1	59.2	38.2	69.4	63.2	66.0
Business	51.0	59.2	29.9	71.6	43.7	78.3
Education	71.9	52.7	59.5	80.3	80.5	72.0
Engineering	44.0	43.0	23.9	62.1	39.0	59.4
Fine Arts	63.1	58.3	35.7	71.7	59.4	62.1
HSD	64.2	73.1	37.1	76.4	43.9	75.5
Humanities	69.5	62.6	40.2	69.6	74.9	65.7
Science						

Variations in Library Usage and Satisfaction Ratings (continued)

	On-Line Library Use Tutorial		Classroom/Group Library Instruction		
	very good	11.7%	22.3%		
Satisfaction among users	good	40.2	46.4		
	fair	30.9	24.9		
	poor/very poor	17.2	6.4		
	Variations in usage rate	Pct. assigning "good"/"very good" rating	Variations in usage rate	Pct. assigning "good"/"very good" rating	
Overall	15.6	51.9	10.2	68.7	Notes:
secondary GPA 79% or less	13.6	55.4	12.2	74.6	The overall percentage assigning a "very good" or "good" rating, and the overall percentage using the service are based on the total number of responses. This number is often larger than the number of responses included in a sub-table, due to the existence of missing data on the second variable. As a result, the range of sub-table percentage values does not always "bracket" the overall percentage value.
secondary GPA 80% or more	16.9	51.0	9.0	68.9	
no prior university or UT	20.0	50.3	8.9	72.9	
prior university or UT	10.0	54.5	11.8	64.5	
expected session GPA A- or more	13.4	59.1	11.9	70.6	
expected session GPA B- to B+	16.4	46.2	9.2	68.6	The table excludes all "not applicable" and missing responses.
expected session GPA C+ or less	25.3	69.3	9.9	59.6	
Business	15.6	59.8	18.4	52.9	
Education	3.5	45.7	8.8	78.2	
Engineering	14.7	42.9	2.3	42.7	
Fine Arts	16.9	50.3	6.3	85.2	Usage and satisfaction ratings are presented for a standardized set of factors (secondary GPA, year of study, etc.). Some of these factors may have greater relevance for a particular service than others; all have been presented for the sake of consistency.
HSD	8.1	68.9	12.6	78.9	
Humanities	21.4	59.5	13.4	75.6	
Science	16.5	45.1	8.2	70.7	
Social Sciences	18.1	46.6	11.1	56.6	
Year 1	46.3	54.7	10.7	67.6	Low usage rates for services with utilization rates of less than about 10% warrant some caution when interpreting the results.
Year 2	18.9	45.8	8.8	63.7	
Year 3	7.8	54.9	11.5	64.2	
Year 4	5.7	46.4	8.8	81.1	
Female	17.1	51.4	12.5	70.2	
Male	13.5	51.0	6.8	63.4	
24 years of age or less	17.4	49.9	9.3	65.1	
25 years of age or more	9.9	58.1	13.5	75.3	

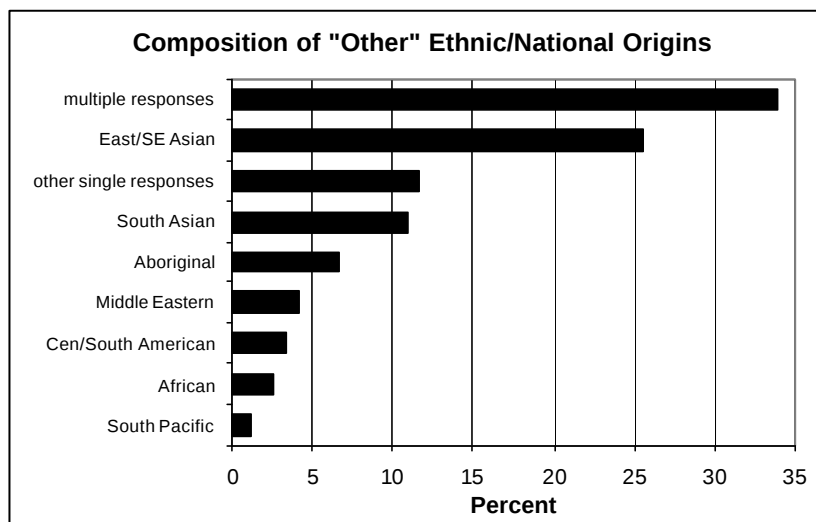
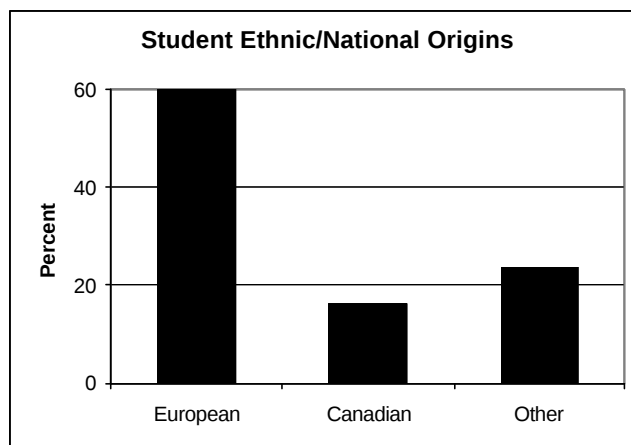
		Operating hours	Staff helpfulness	On-shelf item availability	Collection for discipline	Gateway terminal availability
Satisfaction among users	very good	30.8%	25.6%	8.1%	10.8%	5.5%
	good	54.9	56.9	45.4	43.3	36.7
	fair	11.7	14.5	34.3	32.3	39.5
	poor/very poor	2.6	2.9	12.2	13.5	18.3
Percentage assigning "good" or "very good" rating	Overall	85.6	82.5	53.5	54.1	42.2

	Avail. individual study areas	Avail. group study areas	Avail. reserve materials	Notes
Satisfaction				

7. Diversity and Campus Climate

7.1 Ethnic/National Origin

Sixty percent of all responding students reported European ancestry. Another 16% indicated Canadian ancestry by writing “Canadian” in the space provided for “other” responses. Twenty-four percent reported other origins, including multiple origins (8%), East and Southeast Asia (6%) and southern Asia (3%); this group corresponds reasonably well to the conventional “visible minority” designation.



7.2 Faith and Faith Practices

Almost one-half (46%) of students reported that they did not identify with any faith. Of the remainder, the majority identified most closely with Christianity (43%); no other faith constituted more than 3% of the total. Slightly fewer than half of all students reporting a faith indicated that they were practicing members of that faith.

Student Faith and Faith Practices			
	Practicing	Non-practicing	Total
none			45.5
Christian	19.5	23.1	42.6
Buddhist	1.0	2.0	3.0
Aboriginal	0.7	1.1	1.8
Jewish	0.5	0.7	1.2
Sikh	0.6	0.4	1.0
Muslim	0.6	0.2	0.8
Hindu	0.2	0.3	0.5
Other	2.5	1.3	3.8

7.3 Disability Status

Student Disability Status		
Percentage of Students Reporting a Disability		7.7%
	% of Total Student Body	% of Reported Disabilities
Reported Disability by Type		
Sensory impairment	0.94	10.5
Learning impairment	1.36	15.5
Mental/psychiatric	2.15	24.8
Mobility/physical	0.80	8.9
Medical	2.33	26.5
Other	1.22	14.1
(students could report more than one disability)		

About 8% of UVic undergraduate students report having a long-term physical or mental condition or health problem that affected their ability to learn or study. Each of the disabilities or conditions listed captured 1% - 2% of all respondents.

7.4 Campus Climate

The majority of UVic students strongly agree (17%) or agree (74%) that “UVic provides students with a respectful and equitable environment for academic study”. A minority of students indicated that during the current winter session, they had been exposed to disrespectful treatment by a UVic instructor (11%) or a UVic student (10%) or that they had felt marginalized or excluded because of course or program content (12%). About one-fourth of all students reported that they had experienced some form of disrespect or marginalization.

7.5 Variation in Perceptions Toward Campus Climate

Perceptions toward the climate at UVic (occurrence of disrespectful treatment, marginalization due to course content, overall perception toward climate) vary somewhat by student group:

- Reported occurrences of disrespectful treatment from instructors are lower in Humanities and Social Sciences, and increase from 1st to 4th year. They do not vary with ethnic/national origin, faith/faith practices, gender or age, but are significantly higher among disabled students.
- Reported disrespect from other UVic students appears somewhat lower in Humanities, Science and Social Sciences and higher in 4th year than in other years of study. Students in the visible minority groups, practicing Christians and members of other religions also report higher levels of disrespect from students. Disabled students report receiving twice as much disrespect (21% vs. 9%) as non-disabled students.
- Feelings of marginalization or exclusion resulting from course content are more common in the Faculty of Human and Social Development and appear somewhat higher among students of “other” national/ethnic origins and those practicing a non-Christian religion. Disabled students are again more likely to feel marginalized.
- More positive general perceptions toward campus climate are generally found within the

European and Canadian origin, among students reporting no faith/religion, among non-practicing Christians, and among non-disabled students.

7.6 Written-In Responses Related to Campus Climate and Diversity

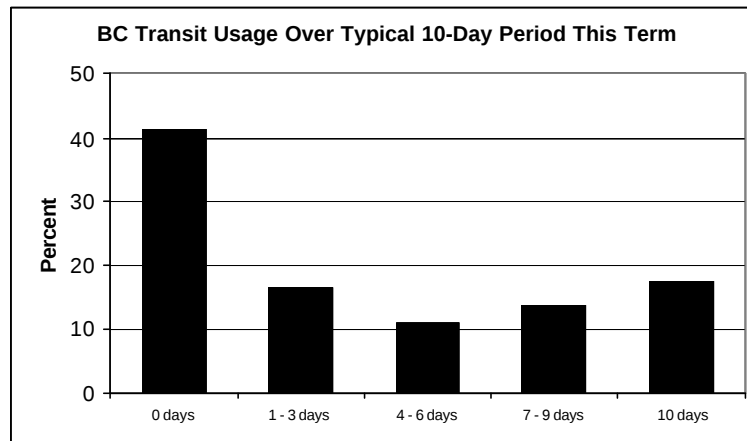
Respondents provided only a few (23 in total) responses related to campus climate and diversity issues. About half were positive about the climate and/or the university's efforts to improve it; the other half were concerned that too much attention was being paid to diversity/climate issues.

	Disrespect from UVic instructor	Disrespect from UVic student	Marginalization due to course content	"Strongly Agree" that UVic provides an equitable/respectful environment
Overall	11.0%	10.3%	12.8%	17.2%
Business	11.9	13.8	12.9	13.6
Education	15.4	13.4	12.7	15.4

8. Universal Bus Pass (UPASS)

Students were asked to document their use of BC Transit to and from campus now and (if they were then enrolled at UVic) last April.

In terms of current usage, 41% of all students do not use BC Transit to travel to and from campus. Over a typical 10-day period, 18% of students use transit on 10 days; 14% use it between 7 and 9 days, 11% use it between 4 and 6 days, and 17% use it 1 to 3 days. Usage varies by geographic location. On average, students ride transit 3.7 out of 10 days. The heaviest users are those students residing in Victoria and Oak Bay (average 4.8 days of use per 10-day period). Students living in residence use transit an average of 3 days per 10-day period. Usage generally declines with distance from the campus, dropping from Esquimalt (4.3 days) to North Saanich/Sidney (1.1 days) and locations outside Greater Victoria (0.5 days).



The effect of the UPASS on generating increased ridership was estimated by examining the BC Transit usage of respondents who were enrolled at UVic both last year and this year, and whose municipality of residence was the same in both periods. Overall and across most municipalities, students are using BC Transit to travel to and from campus to a greater degree than they did last year. Usage days have increased from 2.4 days out of 10 last year to 3.6 days this year, a 47% increase.

BC Transit Ridership Change ("Matched Group" Analysis)			
	Mean # Trips per 10-day Period		Percent Change
	last April	This Term	
residence	2.33	3.02	29.6
Victoria/Oak Bay	3.19	4.33	35.7
Esquimalt *	3.65	2.63	-27.9
Western Communities	2.61	3.51	34.5
View Royal/Malahat	3.27	3.66	11.9
Saanich	1.54	2.59	68.2
Central Saanich	2.37	2.59	9.3
North Saanich/Sidney *	0.95	0.39	-58.9
outside Victoria *	0.76	0.25	-67.1
Mean	2.41	3.55	47.3
* should be interpreted with caution due to low cell counts			

9. Student Attrition Analysis

Student attrition (i.e. termination of studies prior to degree completion) has its origin in one or more academic, personal, financial, institutional and/or social factors. Respondents were asked to provide their UVic student ID number so their future study behaviour (particularly in regard to attrition and degree completion) could be monitored and analyzed to determine whether it was related in any way to their survey responses. Approximately 600 of the 2,174 respondents provided valid UVic student ID numbers.

In due course, the study behaviours (attrition, degree completion, stopout patterns, full-time/part-time shifts) of these 600 students for the 1999/2000, 2000/2001 and possible subsequent academic years will be pulled from the student records system and attached to the survey responses. In this fashion, it will be possible to examine whether satisfaction levels, academic performance and other factors assist in explaining attrition behaviour.

Of particular interest will be whether any of the following survey responses predict attrition/degree completion behaviour:

- secondary school graduation average
- UVic GPA (both reported on the survey for 1999/2000, actual 1999/2000, and future session GPA's)
- pre-UVic post-secondary involvement
- self-assessed preparedness for university
- year of study
- certainty of academic specialization
- course/program satisfaction ratings
- campus climate satisfaction ratings
- service usage/satisfaction ratings
- library usage/satisfaction ratings
- personal characteristics (age, gender, national/ethnic origin, disability, family situation)



University of Victoria
2000 Undergraduate Student Survey

10. How certain are you of the specific area of specialization you will pursue in your UVic studies?

- | | |
|---|---|
| ☐ very certain | ☐ not very certain |
| ☐ fairly certain | ☐ not at all certain |

B. Opinions Toward UVic Courses

11. Please indicate whether each of the following statements applies to all, most, some, or none of the UVic course(s) you are registered in this winter session.

	<i>all</i>	<i>most</i>	<i>some</i>	<i>none</i>	<i>not appl.</i>
The instruction in my courses is good	☐	☐	☐	☐	☐
My courses are interesting	☐	☐	☐	☐	☐
The class atmosphere is friendly	☐	☐	☐	☐	☐
My courses are intellectually challenging	☐	☐	☐	☐	☐
I have adequate opportunities to ask questions in class	☐	☐	☐	☐	☐
Class sizes are conducive to learning	☐	☐	☐	☐	☐
Tests reflect the materials covered	☐	☐	☐	☐	☐
Tests and assignments are graded fairly	☐	☐	☐	☐	☐
Instructor expectations are clear	☐	☐	☐	☐	☐
My course workload is heavier than I'd expected	☐	☐	☐	☐	☐
Texts and other course materials are relevant and useful	☐	☐	☐	☐	☐
Courses satisfied my initial expectations	☐	☐	☐	☐	☐
Course content fits my career plans	☐	☐	☐	☐	☐
Course content is well integrated across courses	☐	☐	☐	☐	☐
I have the opportunity to contact instructors outside of class	☐	☐	☐	☐	☐
My courses involve the right mix of lectures, labs and tutorials	☐	☐	☐	☐	☐

C. Diversity and Campus Climate

(UVic is committed to developing a positive, supportive and safe learning environment for all its members. The following questions help us measure diversity within the student body, and student perceptions toward the "climate" for various groups on campus.)

12. Please identify your ethnic or national origin. (Check all that apply.)

- | | |
|--|---|
| ☐ Aboriginal/First Nations | ☐ Middle Eastern |
| ☐ African | ☐ South Asian |
| ☐ Central or South American | ☐ South Pacific Sou21503 T |

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18. Please answer each of the following questions concerning your experiences at UVic this winter session

24. Please indicate your level of satisfaction with the quality of each of the following aspects of library operations this winter session.

	<i>very good</i>	<i>good</i>	<i>fair</i>	<i>poor</i>	<i>very poor</i>	<i>no opinion</i>
hours of operation	[]	[]	[]	[]	[]	[]
helpfulness of library staff	[]	[]	[]	[]	[]	[]
availability of items on the shelves	[]	[]	[]	[]	[]	[]
the collection in your discipline/program area	[]	[]	[]	[]	[]	[]
availability of Gateway terminals	[]	[]	[]	[]	[]	[]
availability of individual study area	[]	[]	[]	[]	[]	[]

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