

Students' Union, University of Calgary

2019 SU Survey Report

June 2019

Contents

Executive Summary	3
Introduction	4
Methodology	4
Instrument.....	4
Administration of survey.....	5
Budget.....	5
Communications	5
Ethical considerations	5
Comparisons to previous surveys	Error! Bookmark not defined.
Student Demographic Characteristics	6
Enrolment Data	6
Unique Demographics	7
International Students	7
Transfer Students.....	8
Lifestyle	9
Living arrangements.....	9
Student debt and finances	12
Transportation	14
Student Engagement	15
Clubs	15
General Election	15
Government Advocacy Issues	16
Satisfaction with the University of Calgary	16
The Student Experience.....	16
Physical Spaces	18
Important Aspects of the Student Experience	18
Enhancing the Student Experience.....	20
Concluding thoughts	20
Appendix I: 2019 Survey Questions	21
Appendix II: 2019 Survey Prize Draw Rules	28
Appendix III: Sample Coding Dictionary	29

Executive Summary

The Students' Union (SU) annual survey assists the SU in identifying key areas of impact and contribution to student satisfaction and engagement at the University of Calgary. The survey helps to inform the SU's strategic planning, advocacy to university administration and the government, and service provision. The 2019 survey asked students about their satisfaction and experience with the University of Calgary. This survey has the same themes as that administered in 2017, making it possible to observe changes in student feelings over time.

1,476 students responded to the 2019 survey, representing 6.0% of undergraduate students. The 2019 survey response and completion rate (88.0%) represent a reversal in the downward trajectory of survey engagement reported last year, suggesting an improvement in communications and receptiveness to the new software used this year, Qualtrics Survey Software. This new software allowed for new question formats, such as ranking style questions, to be leveraged in this survey.

The sample size was proportionate to the demographic characteristics of the University of Calgary undergraduate student population. Variances in the representation of demographic characteristics are consistent with the profile of the typical undergraduate student who is hyper-engaged with the SU. Specifically, the typical survey respondents continue to be full-time female undergraduates between the age of 18 and 22. Science students are overrepresented in these results, and Cumming School of Medicine and Collaborative/Combined students are underrepresented. This survey received the highest percentage of international student responses since 2010. Transfer student respondents are proportional to the university population.

Most respondents are satisfied with their experience at the University of Calgary. Overall, this satisfaction is slightly down from previous years' surveys (69.6% in 2019, 70.4% in 2017); however, overall dissatisfaction is proportionally lower than in 2017 (4.8% in 2019, 6.5% in 2017), suggesting that decreased satisfaction is not a notable concern. These trends do not differ significantly in relation to specific demographic characteristics. As was the case in 2017, international student satisfaction is essentially the same as domestic student satisfaction. Transfer student are slightly less satisfied and slightly more dissatisfied, but this is expected and consistent with external data previous years' findings detailed in this report.

As in previous years' surveys, students are most satisfied with the quality and accessibility of instructors and faculty on campus. Conversely, key concerns for 2019 respondents were the cost of education, campus infrastructure, and mental health and wellness services available to students. Students continued to emphasize the need for the SU to advocate on financial issues to government and indicated proportionally lower satisfaction with financial aid services on campus. The maintenance, renovation, and expansion of student spaces – especially clean, comfortable, and quiet study spaces – were repeated as priorities for respondents as well. To facilitate this, respondents also indicated that SU funding should be leveraged for improved campus spaces and support for students struggling with the cost of education. Lastly, students expressed frustration with the mental health and wellness services available to them and insisted that mental health support should continue to be an advocacy priority for the SU.

Introduction

The annual SU survey was administered from Jan. 7 to Feb. 15, 2019. In the past, results of the survey have been used to guide and inform strategic planning, the Quality Money Committee, and tuition consultation. Key performance indicators have been identified to align with goals and outcomes of strategic planning which will continue to help benchmark the SU's progress. Results reported demonstrate longitudinal trends and findings that are significant for understanding student satisfaction and engagement with the University of Calgary. Data from multiple questions may be cross-tabulated to determine how different factors impact student satisfaction and help the SU to provide better programs and advocate effectively.

1,476 undergraduate students at the University of Calgary responded to the survey, representing a 6.0% response rate. 88.0% of respondents completed the survey. Both the survey response and completion rate are improvements from previous years' surveys. In 2018, 78.5% of respondents completed the survey. Furthermore, as shown in Figure 1 below, the 2019 response rate is an increase from the rate of 5.2% in 2018, which was the lowest response rate seen on an annual SU Survey since tracking began in 2012.

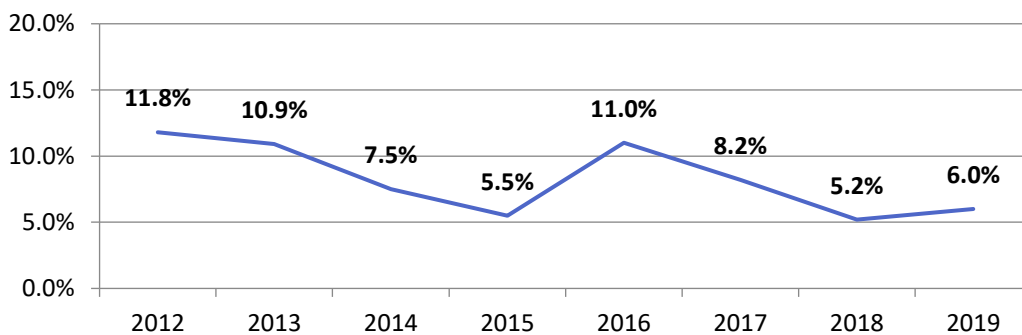


Figure 1. SU Survey response rates over time.

Methodology

Instrument

In 2015, the annual SU Survey was divided in two parts to be used separately in alternating years. The 2018 survey focused on students' satisfaction with SU programs, services, and businesses. The 2019 survey asked questions measuring students' satisfaction with aspects of academic programs and student services offered by the University of Calgary.

Open-ended survey responses with a statistically significant amount of responses were coded with a data dictionary developed by SU staff for use in analyzing the survey (see Appendix III). This method of coding responses enables the SU to track trends in unprompted, open-ended student responses over time to better understand important aspects of the student experience.

Administration of survey

The survey was administered online and took approximately 10 minutes to complete. SU staff managed the survey and Qualtrics Survey Software created the web-based questionnaire.¹

As an incentive, the SU offered prizes through random draws to survey participants. Participants provided their names and email addresses through a separate link upon completion of the survey. Respondents' personal information was in no way connected to their survey responses. Full contest rules were made available on the SU website (see Appendix II). Two \$250 flight vouchers and 100 \$10 SU food court vouchers were available as prizes to students who completed the survey.

Budget

Expenses for the SU Survey are budgeted for in the SU's Communications budget. For 2018-19, the budget for the SU Survey was \$1,065. Actual expenses included the two \$250 flight vouchers and 100 \$10 SU food court vouchers. Not all \$10 food court vouchers were redeemed by prize winners. The survey was not administered through the University of Calgary's Student and Enrolment Services and, instead, a new software (Qualtrics Survey) was used.

Communications

The online survey was open from Jan.7 to Feb. 15, 2019. The traditional communications tactics used for SU surveys were executed by SU staff, as detailed in Table 1 below. In addition, SU elected officials were encouraged to promote the survey within their faculty via D2L, mailing lists, and classroom visits.

Email	<p>The email list was extracted from the SU internal list. The total number individuals on the SU contact list is unknown but this is known to be the most up-to-date student list.</p> <p>Students received an initial email from the President's email account inviting them to participate in the survey and a subsequent reminder email.</p> <p>SU registered clubs received notice of the survey in the club's newsletter.</p>
Social Media	The survey link was shared from SU accounts on Twitter, Facebook and Instagram.
Print/Digital	The SU Communications department produced posters and digital ads which were displayed in the MacEwan Building.
Website	There was a prominent SU Survey link on the SU website (http://www.su.ucalgary.ca/) throughout the duration of the survey.

Table 1. 2019 SU Survey communication tactics.

Ethical considerations

All students were informed in a cover letter that participation in the survey was voluntary and confidential. Respondents were free to withdraw at any time with no penalty. For privacy reasons, personal information (student names and email

¹ Qualtrics was used for the SU Survey first time this year because the contracted use of Campus Labs through Student and Enrolment Services (SES) at the University of Calgary expired.

addresses) will not be shared and the information will be disposed of except to contact winners of the prizes. Students were notified that the winners would be contacted by email. The survey data file will reside with Qualtrics Survey Software and the SU; the aggregate data, minus personal information, will be reserved for internal use by the SU. The SU did not go through the university ethics approval process as this survey was administered by the SU for internal use.

Student Demographic Characteristics

Enrolment Data

As shown in Figure 2 below, survey respondents by faculty differ slightly compared to enrolment data provided by the university’s Office of Institutional Analysis (OIA). However, over- and under-representation of survey respondents by faculty is consistent with previous years’ surveys. Students in the Faculty of Science are the most over-represented in the 2019 SU Survey results, while students in the Cumming School of Medicine and Collaborative/Combined programs are under-represented. However, these variances are statistically insignificant and survey responses are mostly proportional to enrolment data at the university.

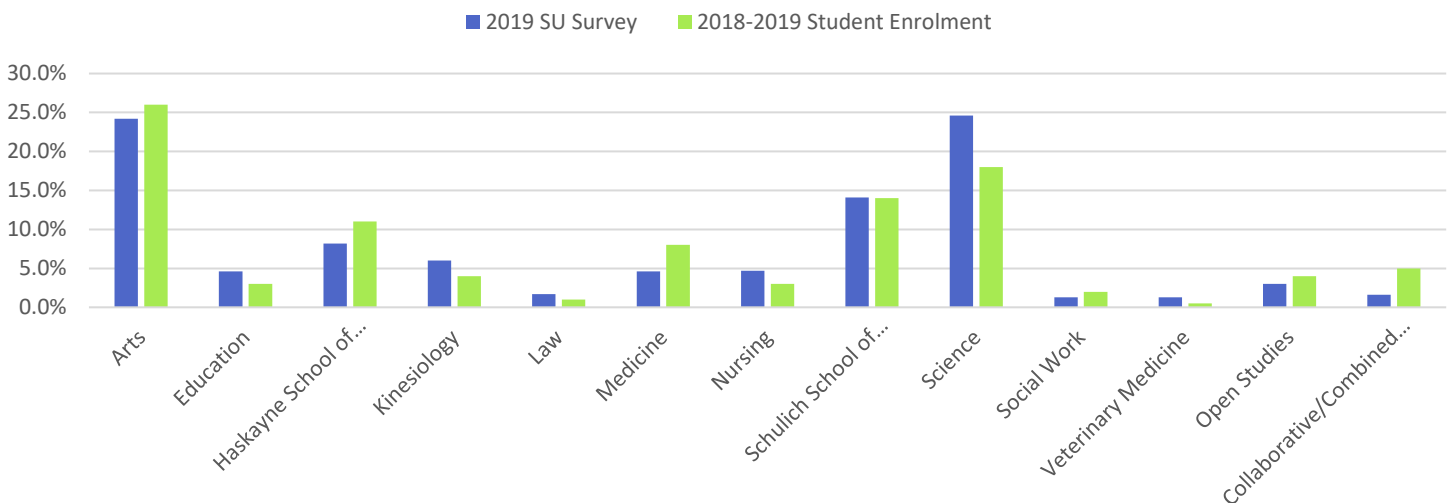


Figure 2. SU Survey participation by faculty percentage compared to university enrolment data.

Female undergraduates are significantly overrepresented in the 2019 SU Survey; 71.4% of survey respondents are female, compared to 54.0% of the University of Calgary undergraduate population. However, this overrepresentation is typical of past SU Survey results. Similarly, as in previous years, the majority of survey respondents (75.8%) were between the ages of 18 and 22. This correlates with data from the university OIA, which reports that the majority (67.0%) of undergraduate students are between the ages of 18 and 22. Respondent year of program is also in line with university enrolment, with 26.5%, 23.0%, 22.7%, and 17.4% in their first, second, third, or fourth year, respectively. 97.0% of survey respondents are

full-time students. Overall, these trends are consistent with the typical student profile that has historically engaged with SU surveys.

Unique Demographics

International Students

7.6% of survey respondents are international students, which is lower than the composition of international students in the undergraduate population (9.0%). This is slightly higher than the percentage of international student engagement with the SU Survey in 2018 (7.5%) and is the highest level of international student engagement since tracking began in 2011 (see Figure 3 below). This suggests that there is an upward trend in international student engagement and interest in SU programs and activities more broadly.

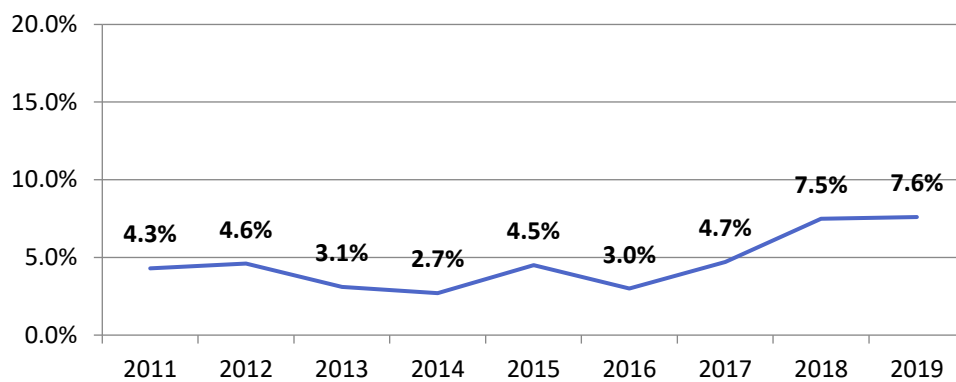


Figure 3. International student survey respondents over time.

In previous years, international student responses tended to differ from non-international student responses. For example, in 2016, international respondents were more likely than domestic students to be involved in campus clubs, but at the same time, were more likely than domestic students to indicate that they are “not sure” of their affiliation with an SU club. This year, international and domestic student respondents participate in clubs much more evenly (35.0% and 37.0%, respectively). However, international students are still more likely than domestic students to select the “not sure” option for this question (23.0% and 14.0%, respectively). This suggests that international students are less aware of the SU’s role in supporting these clubs, which is consistent with previous years’ surveys.

In past survey years international students tended to be more dissatisfied. However, survey results since 2017 represent a marked trend where this is no longer the case. Collective satisfaction and dissatisfaction are essentially the same for international and domestic students this year, as seen in Table 2 below. This indicates that international students are becoming increasingly familiar with programs and services offered on campus.

	International	Domestic
Very Satisfied	17.0%	12.0%
Satisfied	51.0%	58.0%

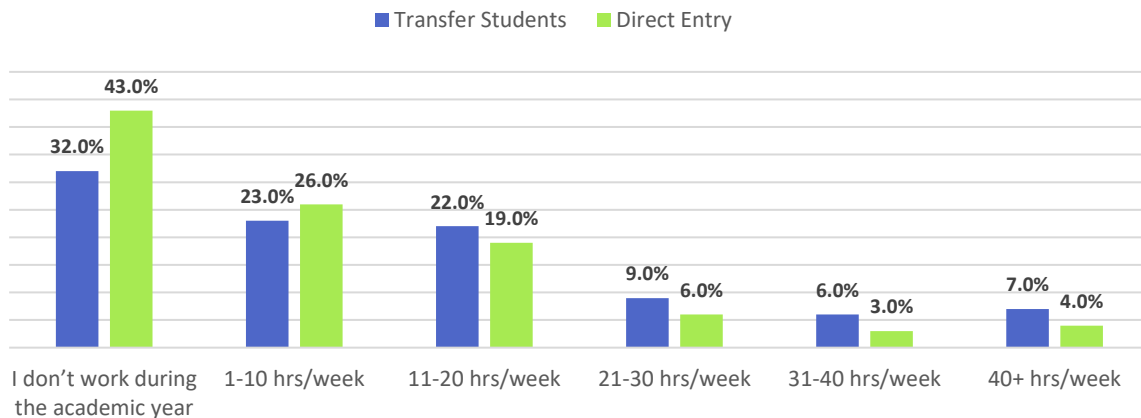
Neutral	27.0%	25.0%
Dissatisfied	5.0%	4.0%
Very Dissatisfied	0%	1.0%

Table 2. International and domestic respondents' overall satisfaction with the University of Calgary (n=1375).

Transfer Students

14.5% of survey respondents identified as transfer students from other post-secondary institutions, a slight increase from 12.6% of respondents in 2018, and 11.6% in 2017. Transfer students make up 7.0% of the actual undergraduate population and are therefore overrepresented in survey responses. Most transfer students come to the University of Calgary from other institutions in Alberta, primarily Mount Royal University (21.8%) or the Southern Alberta Institute of Technology (SAIT) (9.2%). Other notable schools of origin included University of Lethbridge (6.3%), University of Alberta (5.3%) and Red Deer College (5.0%).

60.0% of transfer students indicated that they were 23 years of age or older. This compares with the 84.0% of direct-entry students who indicated that they are between the ages of 17-22. According to the National Survey on Student Engagement (NSSE), transfer students tend to be older, are more likely to belong to underrepresented racial-ethnic groups, and have more family and work commitments than their direct entry peers.² NSSE, as well as external scholarly sources, have further shown that senior transfer students are less likely to participate in co-curricular activities, such as internships, study



abroad, and undergraduate research opportunities, and less likely to interact with faculty.³ Services provided by universities may be less effective for transfer students.⁴Consistent with these external findings, responses this year show

²"Fostering Student Engagement Campuswide: Annual Results 2011," National Survey of Student Engagement (2011), pg. 13-14, http://nsse.indiana.edu/NSSE_2011_Results/pdf/NSSE_2011_AnnualResults.pdf.

³"Promoting Student Learning and Institutional Improvement: Lessons from NSSE at 13," National Survey of Student Engagement (2012), pg. 11, http://nsse.indiana.edu/NSSE_2012_Results/pdf/NSSE_2012_Annual_Results.pdf; "The Relationship Between Transfer Student Status, Student Engagement, and High-Impact Practice Participation," John Zilvinskis and Amber D. Dumford (2018), <https://journals.sagepub.com/doi/pdf/10.1177/0091552118781495>.

⁴"A Fresh Look at Student Engagement: Annual Results 2013," National Survey of Student Engagement (2013), pg. 19,

that transfer students are less likely to be members of SU clubs (28.0% compared to 38.0% of direct entry students). Additionally, transfer students are more likely to work during the academic year; whereas 43.0% of direct-entry respondents stated that they do not work during the academic year, 68.0% of transfer students indicated that they work between 1-40+ hours a week. Figure 4 below compares numbers of hours worked during the academic year between transfer and direct-entry students.

Figure 4. Transfer and direct-entry employment during academic year (n=1420).

In terms of overall satisfaction with the university, direct-entry students are more satisfied than transfer students. However, as depicted in Table 3, transfer students are slightly more likely to report neutral feelings regarding their satisfaction with the university, and dissatisfaction between groups is practically identical. This may be influenced by the general tendency of transfer students to be less engaged with the specific services offered by the University of Calgary because of differences in age and employment commitments that have been detailed above. This is consistent with overall satisfaction with the university reported in 2017, which found that transfer students were slightly less dissatisfied than direct entry students (6.1% compared to 6.5%), and that direct entry students were more satisfied overall in comparison to transfer students (71.6% compared to 65.7%).

	Transfer Students	Direct Entry Students
Very Satisfied	14.0%	12.0%
Satisfied	52.0%	59.0%
Neutral	29.0%	25.0%
Dissatisfied	4.0%	4.0%
Very Dissatisfied	2.0%	1.0%

Table 3. International and domestic respondents' overall satisfaction with the University of Calgary (n=1376).

Lifestyle

Living arrangements

As shown in Figure 5 (left) below, the majority of students live with their parents, guardians or relatives, rent-free. This is especially the case with respondents in the 18-22 age category (62.0% of these live at home rent-free). Alternatively, only 45.0% of respondents above the age of 23 live at home rent-free.

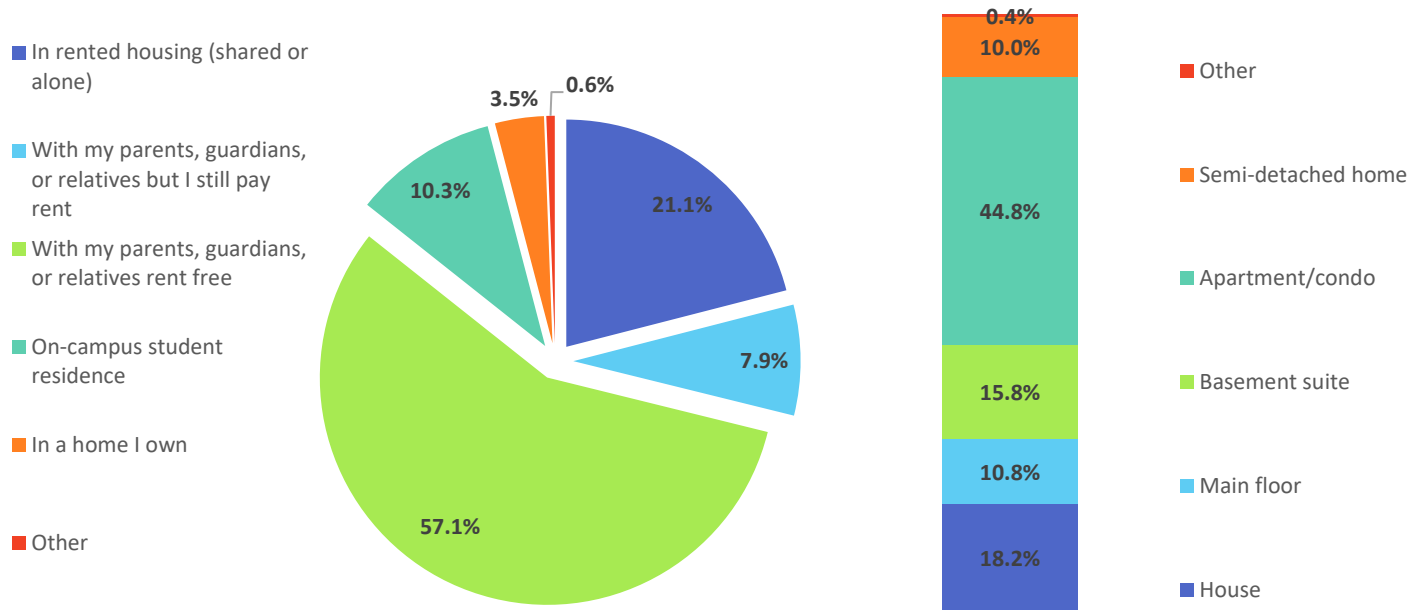


Figure 5. Living arrangements of survey respondents (left) (n=1337). Types of housing rented by respondents (right) (n=310).

Figure 5 (right) also illustrates the types of rented housing that 21.1% of respondents live in. Apartments/condominiums are the most popular, but they were also identified as the most expensive option. 60.0% of those renting apartments/condominiums indicated that they are paying more than \$700 each month. This is a slight decrease from 2018, when 62.8% of apartment and condominium renters were paying \$700 or more a month.

In 2018, semi-detached housing was the most affordable option for students, with 60.0% of these renters paying \$300 or less per month. This year, as was the case in 2017, renting a house is the most affordable option for students, with 36.0% of students paying less than \$500 per month in rent. Those renting a house or a main floor are the least likely to pay over \$700 or more per month (11.0% for both renting options). The distribution of monthly rent identified by respondents is illustrated in Figure 6 below.

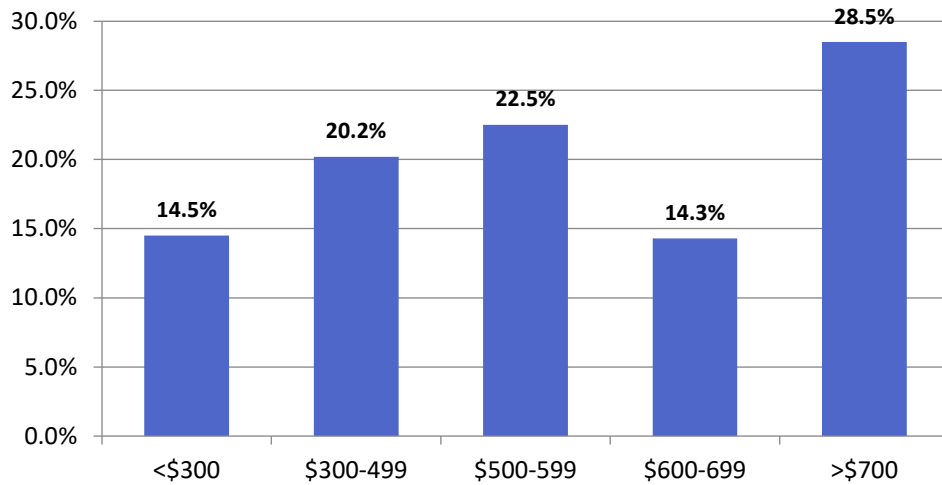


Figure 6. Monthly rent (excluding utilities) (n=351).

As shown in Figure 7 below, the percentage of students paying over \$600 in monthly rent has decreased slightly. This decrease is in line with the general cost of rental units in Calgary during this time period. According to the Canada Mortgage and Housing Corporation (CMHC), the housing and renting market has continued to stabilize since the historic high in 2016; however, the increasing demand for apartments and smaller dwellings due to population aging is expected to partly offset this downward trend in the long-term.⁵

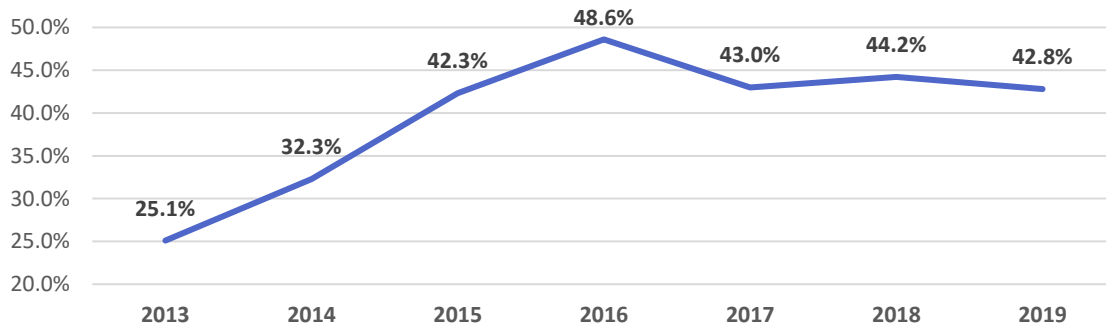


Figure 7. The percentage of renters paying \$600 or more each month in rent, excluding utilities.

⁵ “Housing Market Outlook – Calgary (Fall 2018),” Canada Mortgage and Housing Corporation (2018), pg. 2, https://eppdscrmssa01.blob.core.windows.net/cmhcprodcontainer/sf/project/cmhc/pubsandreports/housing-market-outlook-highlights/2018%20fall/housing-market-outlook-canada-61500-2018_b02-en.pdf?sv=2017-07-29&ss=b&srt=sco&sp=r&se=2019-05-09T06:10:51Z&st=2018-03-11T22:10:51Z&spr=https,http&sig=0Ketq0sPGtnokWOe66BpqqguDljVgBRH9wLOCg8HfE3w%3D.

Student debt and finances

49.8% of survey respondents have never experienced school-related debt. 45.2% of students currently have school-related debt, and over one third of these students (35.3%) expect to accumulate more debt before they graduate. As shown in Figure 8 below, the expectation of more debt has increased steadily since 2015, but 2019 rates appear to indicate a slight decrease in overall student debt. This seems to be an anomaly as a survey data from the Canadian University Survey Consortium indicates that the percentage of students reporting debt related to financing their university education has remained consistent from 2015 to 2017, and the percentage of respondents indicating that this debt is mostly from government student loans has increased (40.0% and 43.0%, respectively).⁶

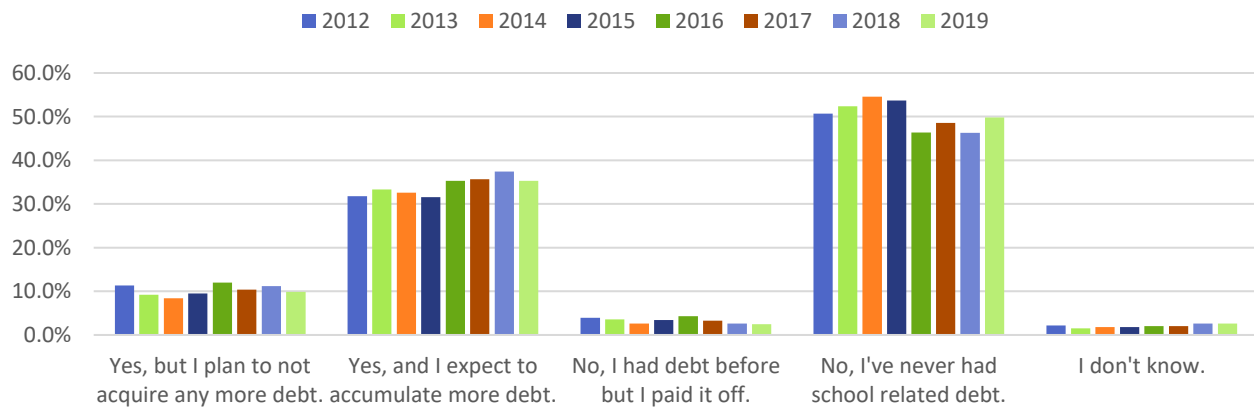


Figure 8. The percentage responses to the question, “Do you currently have school related debt?” over time.

The experiences of faculties with school-related debt is depicted in Figure 9 below. Overall, most students surveyed have not experienced school-related debt. This is especially the case for the Schulich School of Engineering (56.0%) and the Faculty of Kinesiology (55.0%), which was also the case in 2018. Alternatively, students in the Faculty of Law and Veterinary Medicine are the most likely to currently have debt and/or expect to accumulate more (80.0% and 67.0%, respectively), which is typical of previous years’ surveys.

⁶ “2015 CUSC Survey of Graduating Students,” Canadian University Survey Consortium (2015), pg. iv; ⁶ “2018 CUSC Survey of Graduating Students,” Canadian University Survey Consortium (2018), pg. iv, http://cusc-ccreu.ca/?page_id=32&lang=en.

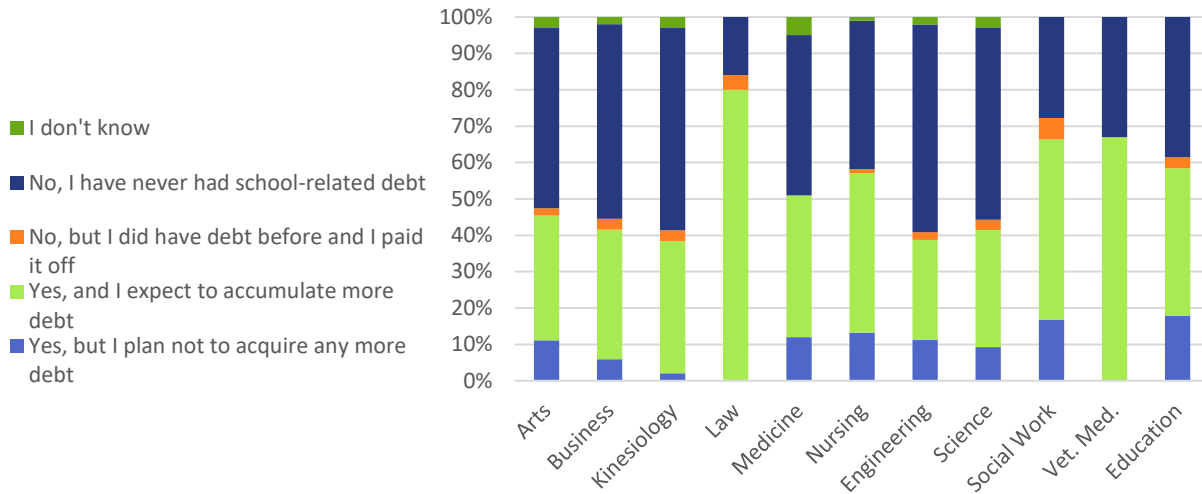


Figure 9. Faculty experiences with debt (n=1431).

The majority (58.4%) of respondents worked during the academic year, from Sept. to April 2018. 25.3% work between one and ten hours per week, while another 19.1% work between 11-20 hours per week. As shown in Figure 10 below, students in Veterinary Medicine (78.0%), the Faculty of Law (64.0%), and the Schulich School of Engineering (56.0%) are least likely to work during the academic year, perhaps due to their demanding course loads in comparison to other faculties.

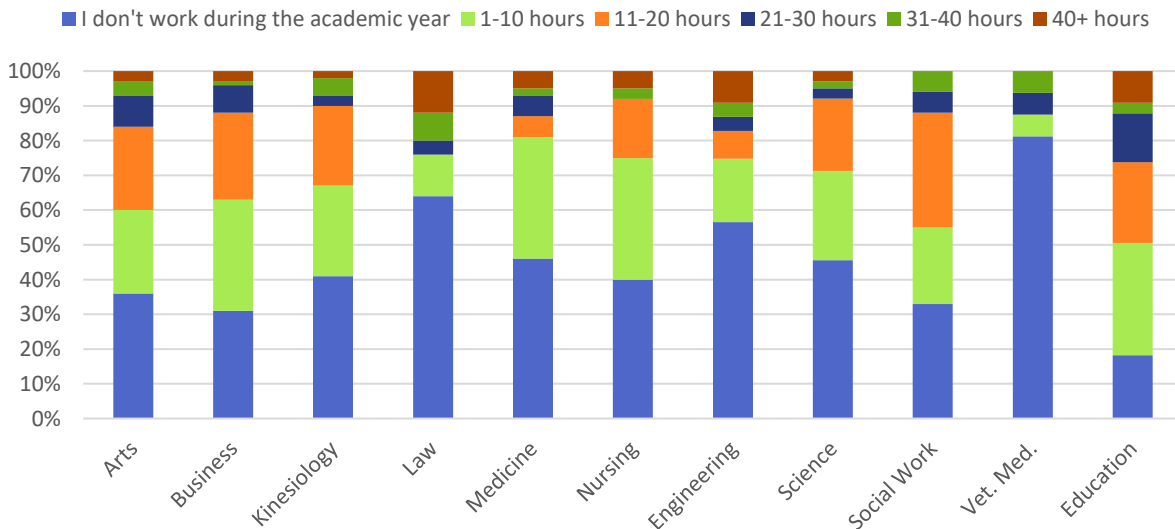


Figure 10. The percentage of students, by faculty, who work a given number of hours per week during the academic year (n=1421).

As shown in Figure 11 below, second-year students are least likely to work during the academic year (52.0%), which is slightly higher than first-year students (48.0%) who are historically less likely to work during the academic year. Students

in their third-year or higher are most likely to work during the academic year, perhaps due to a greater need for financial independence in the later years of education.

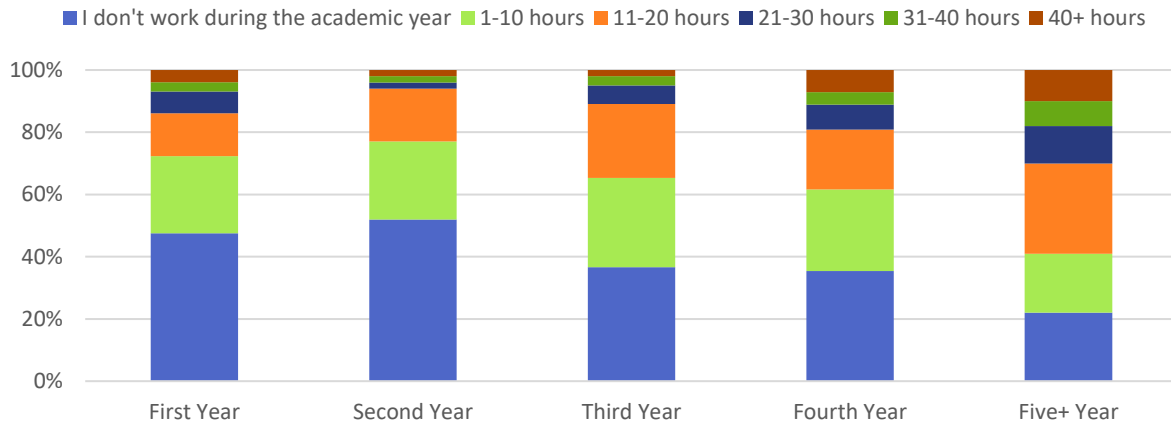


Figure 11. The percentage of students, by year of program, who work a given number of hours per week during the academic year (n=1419).

69.9% of survey respondents worked during the summer, from May to August 2018. Of those who were not employed during that time, 36.6% chose not to work because of other commitments (e.g. travelling, health concerns) and 25.2% were enrolled in classes. 5.9% of respondents were unable to find degree related employment, and 10.5% were unable to find any employment at all. 13.3% of respondents spent their summer doing unpaid work (e.g. volunteering, unpaid internship).

Transportation

53.6% of students take public transportation to campus; 21.3% drive to campus in a single occupancy vehicle. As shown in Figure 12 below, student modes of transportation to campus have remained consistent to previous years' findings. The significant increase in 2018 occurred as a result of introducing the option to "check all that apply" from the list of transportation options. This year, however, students only selected the primary mode they used to get to university, resulting in data much more comparable to pre-2018 survey years.

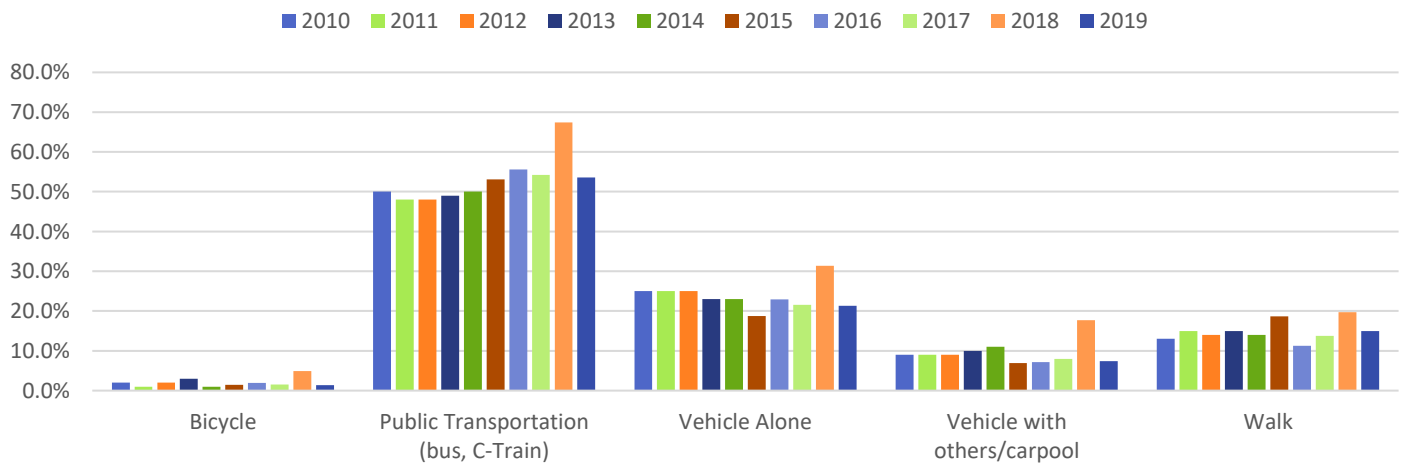


Figure 12. Student modes of transportation, longitudinally.

Student Engagement with the SU

Clubs

36.7% of survey respondents indicated that they are part of a registered SU club. Consistent with previous years' findings, first-year students continue to be the least likely to report being a member of an SU registered club (29.0%); however, first-year respondents were also the most likely to indicate that they are "not sure" if they were club members (22.0%). This may mean that even if first-year students are members of clubs, many do not understand how the club system works or the SU's role within it. By fourth-year, this "not sure" response rate drops to 10.0%, suggesting that students learn how the system works and its connection to the SU over the course of their degree.

Respondents were also asked to indicate how they hear about SU clubs, club events, and club-related programs provided by the SU. The most popular means by which students received this information included Clubs Week (18.4%), word of mouth (18.2%), posters and banners on campus (10.9%), and the SU President's email (10.2%).

General Election

In 2019, 21.1% of eligible undergraduates voted in the annual SU General Election. This voter turnout is down slightly from 2018, which was 24.8%. Of respondents from the 2019 SU Survey, 55.6% of students participated in some way in the General Election, lower than 64.1% of respondents in 2018. This overrepresentation suggests that those participating in the annual SU Survey are hyper-engaged in SU services and activities.

Students from the Faculty of Social Work (33.0%), Veterinary Medicine and Open Studies (22.0%) were the least likely among respondents to have participated in SU Elections. Lack of engagement among Open Studies students has, historically, been common; in 2016, 2017, and 2018, Open Studies students were the most likely to report that they had no engagement with the SU elections (86.1%, 80.0%, 74.1%, respectively).

As shown in Figure 13 below, students in their second to fourth-year are most likely to be involved in SU elections. This suggests that first-year students are less aware of SU elections than more mature students, and therefore do not become engaged until their later years in university. Students in their fifth-year or higher or who "don't know" which year they are in may also be more disinterested after several years at the university.

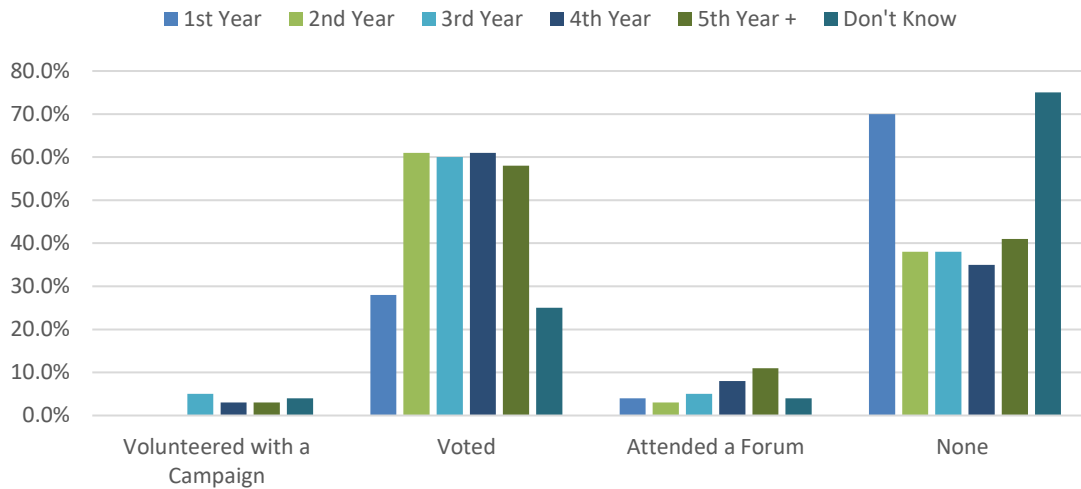


Figure 13. Survey respondent involvement in SU elections, by year of program.

Government Advocacy Issues

An open-ended question was asked about the issues the SU should be advocating to government on. As in previous years, most students were concerned about the financial issues that accompany their undergraduate experience. 53.0% of respondents expressed concern regarding the affordability of university; this is down from 77.8% in 2017, though it should be noted that this 2017 percentage captured both affordability and accessibility concerns together. Of the 53.0% 2019 respondents who believe that the SU should advocate on financial issues to government, 79.0% were specifically concerned with tuition and fees, the cost of textbooks, debt assistance, and threats to an affordable education more generally. 14.0% of respondents who want financial advocacy expressed a desire for increased funding, scholarships, and research grants; the remaining 8.0% were concerned with the cost of the student lifestyle in general, such as with respect to the lack of affordable parking and housing.

18.0% of respondents to this question believed that the SU should be advocating on social issues to government. A predominant concern in this category was mental health advocacy which has been a concern for survey respondents answering this question since 2015. Of the 18.0% of respondents concerned with social issues, 41.0% indicated that mental health on campus was an issue worth advocating on. 22.0% were interested in sustainability advocacy, and 14.0% believed that promoting diversity and equity should be a priority.

Satisfaction with the University of Calgary

The Student Experience

Thinking of all aspects of student life, including their program of study, co-curricular experiences, and extra-curricular experiences, students were asked to about their satisfaction with the University of Calgary. 69.9% of respondents indicated that they are very/somewhat satisfied with their overall experience at the university, which is down marginally from in 2017 (70.4%). Only 4.8% of respondents indicated that they are very/somewhat dissatisfied with the institution, which is down from 6.5% in 2017.

The survey asked students, in an open-ended question, to identify the areas of their experience at the University of Calgary that need improvement. 4.0% were satisfied and saw no areas for improvement on campus. However, many respondents indicated concern for facilities and maintenance of infrastructure on campus (35.0%), the quality of student life (31.0%), and the quality/cost of the academic experience (23.0%).

Firstly, as seen with Figure 14 below, the primary concern for students concerned with facilities and the maintenance of infrastructure is study spaces on campus. This issue of insufficient study spaces on campus is a concern that has been expressed by SU survey respondents for several years and is therefore a clear priority for students on campus.

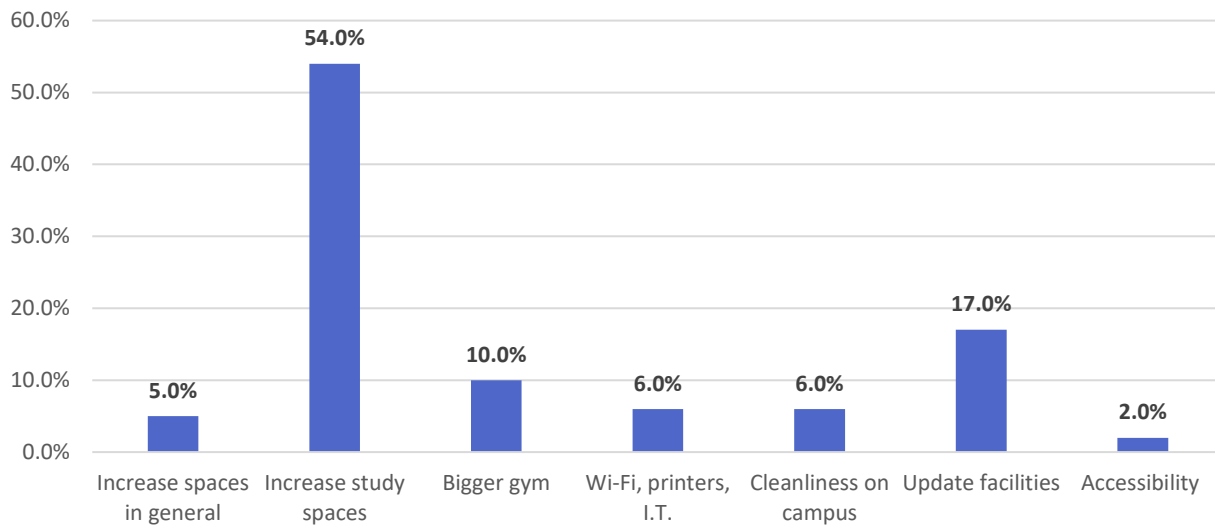


Figure 14. Areas of improvement pertaining to facilities and infrastructure on campus (n=402).

Secondly, as seen in Figure 15 below, many students believe that the quality of the student experience at the University of Calgary would be improved with more social events. This, as well the cost and quality of food options on campus and the quality of transportation (i.e. cost of parking and transit routes), are concerns that were also expressed in 2017, suggesting another clear priority for undergraduates at the University of Calgary.

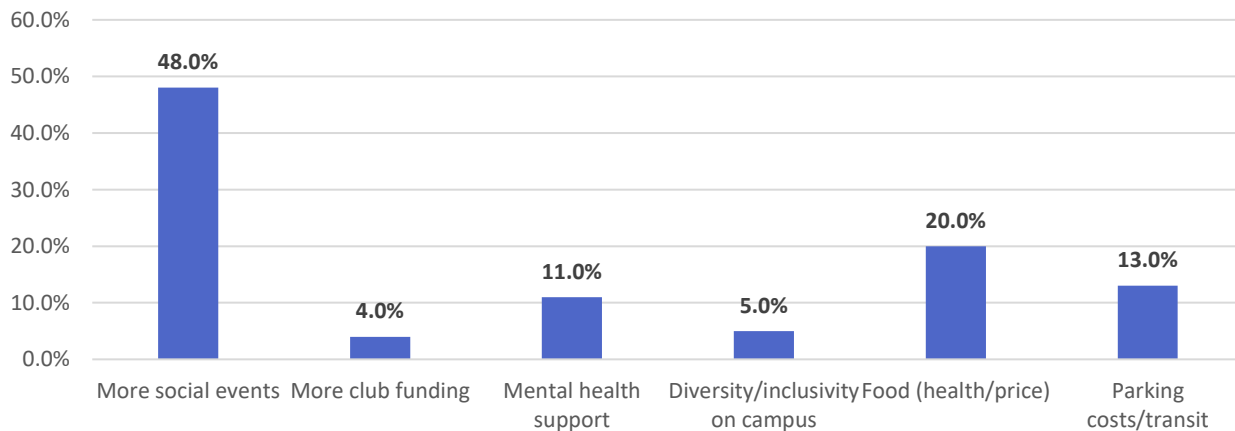


Figure 15. Areas of improvement pertaining to the quality of student life (n=360).

Lastly, as shown in Figure 16 below, the quality of instruction is an area that students concerned with the academic experience on campus think should be improved. In 2017, respondents were asked in an open-ended question how the quality of teaching and learning at the University of Calgary could be improved. 45.1% of respondents emphasized quality of teaching, suggesting more thorough training of instructors to allow for higher quality lesson planning and delivery skills (14.9%), as well as experiential course designs and formatting (13.0%). This question was not asked in the 2019, but coded responses in the general question regarding improvements to the University of Calgary reflected similar themes with respect to respondents’ concern with their quality of education.

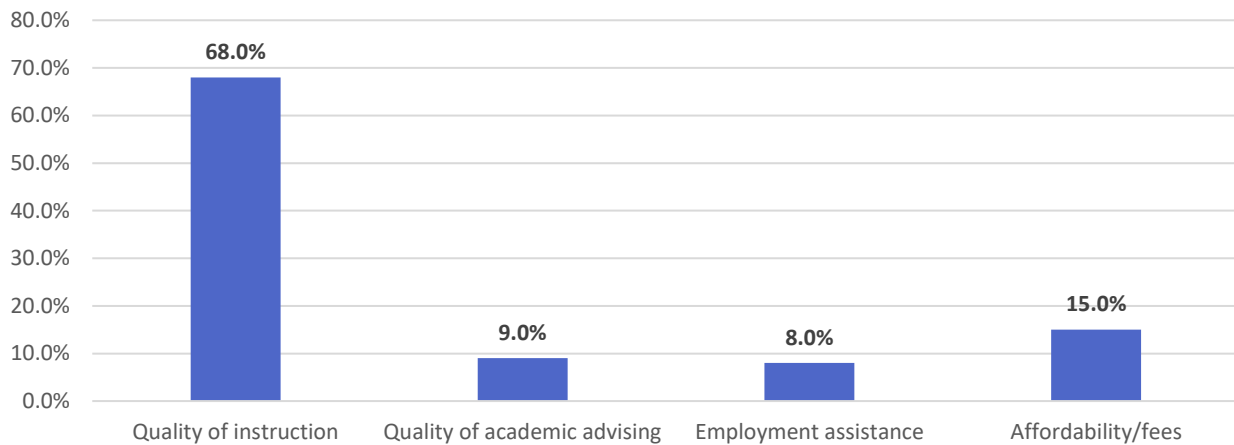


Figure 16. Areas of improvement pertaining to the quality and cost of the academic experience (n=255).

Physical Spaces

Respondents were asked in an open-ended question how the university could improve physical spaces on campus with respect to specific classrooms, study spaces, and other facilities. In previous surveys, respondents identified specific classrooms that they believed required repairs or renovations to optimize the student experience, such as TFDL, Mac Hall, Science Theatres, and Science A. This year, however, responses were much more general and focused on trends across campus. For example, 14.0% of respondents to this question stated that campus facilities should be improved in general on campus.

A specific concern for respondents with respect to physical spaces continues to be increasing and improving study spaces on campus. 22.0% of respondents to this question stated that they were unsatisfied with the study spaces available to them on campus, especially at peak times during the day when comfortable, clean, and quiet spaces to study are much more difficult to find. Other concerns for students with respect to physical spaces included a lack of adequate seating (12.0%), both with respect to the number of seats available on campus, as well as the comfortability of said seats. Students also requested that more tables and desks be made available (8.0%). 5.0% of respondents stated that they were satisfied with physical spaces on campus and that this question was not applicable for them.

Important Aspects of the Student Experience

This year respondents were asked to rank specific aspects of their university experience on a scale of 1-100.

The average ranking for each of these aspects is provided in Table 4 below. Overall, students are satisfied with most aspects of their programs of study, especially the quality of faculty on campus and the availability and willingness of instructors to assist students. A high degree of satisfaction with the quality of faculty on campus and the accessibility of instructors on campus was also the case in the 2017 SU Survey, which saw 78.3% and 75.9% of respondents expressing that they were very/somewhat satisfied with these aspects of their university experience, respectively.

Aspect of the Student Experience	Average Ranking from 1-100
Lecture Content	72.6
Lab Components	64.9
Class Sizes	66.4
The Quality of Teaching	69.7
The Quality of Faculty	75.9
Instructors' Availability to Students	75.9
Quality of Teaching Assistants	65.8
Classroom and Lab Facilities	68.4
Academic Support Services	65.6
Undergraduate Research Opportunities	59.1
Library Services	71.0
Career Services	63.9
Course Registration Process	61.1
Financial Aid Services	57.8
IT Services	66.8
Active Living Services	69.3
Physical Health and Wellness Services	65.2
Mental Health and Wellness Services	59.5

Table 4. Students' ranked satisfaction with aspects of their experience at the University of Calgary.

As was the case in 2017, respondents this year are much less satisfied with mental health and wellness services and financial aid services. In 2017, only 33.8% of students expressed satisfaction with the financial aid available to them. Furthermore, only 36.1% of 2017 respondents reported satisfaction with mental health and wellness services. Similarly, these two aspects of the student experience were of the lowest ranking in 2019 responses. This corresponds with data found elsewhere in the survey; for example, more than half of respondents (53.0%) stated that the SU should prioritize

student finances in their government advocacy, and a significant percentage of students concerned with social issues (41.0%) believed that mental health should a priority.

Enhancing the Student Experience

Students were asked in an open-ended question what they believe the SU should prioritize in allocating Quality Money funds. Identified priorities are provided in Figure 17 below.

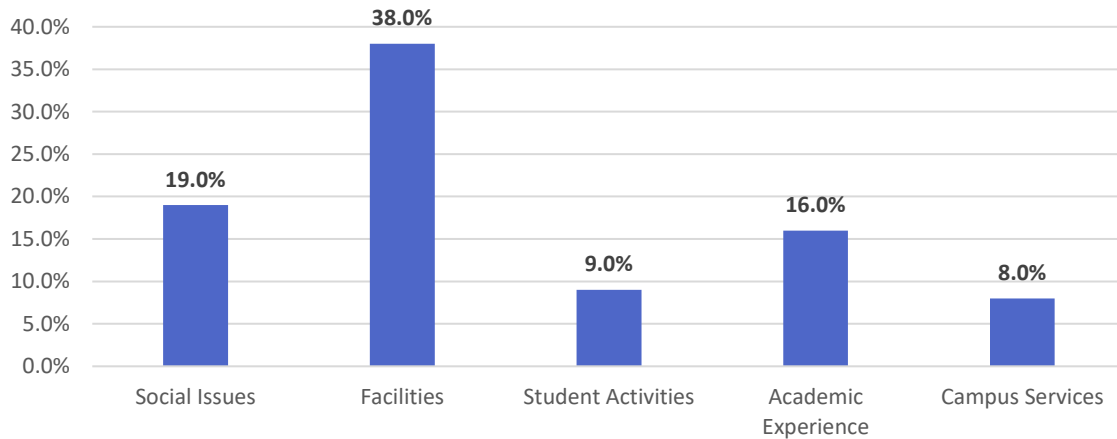


Figure 17. Funding priorities for survey respondents (n=1283).

Facilities was the clear funding priority for survey respondents, with a particular emphasis on general building updates around campus (32.0% of this category) and an increase in comfortable and quiet study spaces (45.0% of this category). With respect to social issues, 76.0% of respondents in this category emphasized that funding should go to increased and improved mental health services on campus. With respect to the academic experience, 58.0% of these respondents stated that this Quality Money funding should be used to address financial concerns by allocating more scholarships and funds for students. Respondents in the campus services category emphasized more affordable and healthy food options (83.0%). Overall, these funding priorities are consistent with previous years’ surveys, which have seen a repeated emphasis on prioritizing funding for campus spaces and the cost of education.

Concluding thoughts

At the end of the survey, students were asked if there was anything else they wished to share in an open-ended format. Many respondents indicated that this question was not applicable (68.0%), suggesting that the survey had already addressed all their concerns. 9.0% of respondents took the opportunity to praise the SU for its work, and 10.0% took the opportunity to reiterate their concerns about the student experience, emphasizing issues such as tuition and fees (3.0%), a desire for more issue specific resources and services (6.0%), and mental health (1.0%).

Appendix I: 2019 Survey Questions

2019 SU Survey

Thank- you for taking 10 minutes from your busy day to help us with this survey! Feedback from students in the past has led to the creation of new services and programs to meet student needs as well as helped in directing advocacy and policy work through the Students' Union (SU). Respondents who complete the survey will be entered in a prize draw.

Full contest rules for the survey prize draw are available on the SU website: www.su.ucalgary.ca/survey

Participation in the survey is voluntary and you may withdraw at any time. There are no foreseen risks or direct benefits to completing the survey. Your responses are anonymous; no individual responses will be shared. Comments may be quoted but will be edited to remove portions that may reveal an individual's identity. All responses will be aggregated and analyzed. Contact information is being collected for the purpose of the prize draw only and will not be connected to your responses. By clicking NEXT you are consenting to participate in the survey.

If you have any questions or concerns about this survey please contact Whitney Hunter at the Students' Union, University of Calgary at whunte@ucalgary.ca.

Please do not forget to click the FINISH button when you reach the end of the survey or your prize draw entry will not be submitted.

Demographic

1. In what faculty are you currently registered?

- Open Studies
- Arts
- Haskayne School of Business
- Kinesiology
- Law
- Cumming School of Medicine
- Nursing
- Schulich School of Engineering
- Science
- Social Work
- Veterinary Medicine
- Werklund School of Education
- Qatar
- Collaborative/Combined Program

2. What is your gender?

- Male
- Female
- Other (non-binary, two-spirit, intersex, etc.)
- Prefer not to specify

3. What is your age range?

- 17 or under

- 18 – 22
- 23 – 27
- 28 or older

4. Which best describes you?

- Full-time student (registered in three or more half-courses or 9 units or more each session)
- Part-time student (registered in less than three half-courses or fewer than nine units each session)

5. What is your year of program?

- 1st year
- 2nd year
- 3rd year
- 4th year
- 5th year or higher
- Don't know/Does not apply

6. Are you an international student?

- Yes
- No

7. Are you a transfer student? (i.e., you began your post-secondary schooling at another institution before coming to the University of Calgary)

- Yes [display question 8](#)
- No [display question 9](#)

8. Where did you previously attend?

- Mount Royal University
- SAIT
- Red Deer College
- University of Alberta
- University of Lethbridge
- St. Mary's University College
- University of Saskatchewan
- University of Victoria
- Grant MacEwan University
- Grand Prairie Regional College
- Other (please specify)

9. What is your current living arrangement?

- In rented housing (shared or alone) [display questions 10 and 11](#)
- With my parents, guardians or relatives but I still pay rent [display question 11](#)
- With my parents, guardians or relatives, they allow me to live rent-free
- On-campus student residence
- In personally-owned home
- Other (please specify)

10. What type of rented housing do you live in?

- House
- Main floor
- Basement suite
- Apartment/condo
- Semi-detached home (e.g. townhouse, duplex, or fourplex)
- Other (please specify)

11. How much is your monthly rent (excluding utilities and other fees such as internet and phone)?

- Less than \$300
- \$300 - \$499
- \$500 - \$599
- \$600 - \$699
- \$700 or more

12. Do you currently have school-related debt?

- Yes, but I plan not to acquire any more debt [display question 13](#)
- Yes, and I expect to accumulate more debt [display question 13](#)
- No, but I did have debt before and I paid it off [display question 14](#)
- No, I have never had school-related debt [display question 14](#)
- I don't know [display question 14](#)

13. What is the total debt you expect to have upon graduation?

- None
- Less than \$5,000
- \$5,000 - \$9,999
- \$10,000 - \$14,999
- \$15,000 - \$19,999
- \$20,000 - \$29,999
- \$30,000 - \$39,999
- \$40,000 - \$50,000
- More than \$50,000

14. What was your paid-employment status during the 2017-18 academic year (September-April)?

- I don't work during the academic year
- 1 to 10 hours/week
- 11 to 20 hours/week
- 21 to 30 hours/week
- 31 to 40 hours/week
- 40 or more hours/week

15. Were you employed (i.e. did you receive compensation for work) during the period of May to August 2018?

- Yes
- No ([display next question](#))

16. Why weren't you employed from May to August 2018? (Check all that apply)

- I was enrolled in classes
- I did unpaid work (e.g. volunteering, unpaid internship)

- I chose not to work (e.g. travelling/vacation, health reasons, other scheduling commitments)
- I was unable to find a job that was related to my field of study or career goals
- I was unable to find any employment at all
- Other (please specify)

17. What is your primary method of transportation to the university?

- Bicycle
- Public transportation (bus, C-Train)
- Vehicle (alone)
- Vehicle (with others/carpool)
- Walk
- Other (please specify)

SU Clubs

18. Are you a member of a Students' Union-registered club?

- Yes (**display next question**)
- No
- Not sure

19. How do you hear about SU clubs, club events, and club-related programs and services provided by the SU? (check all that apply)

- ClubHub
- Clubs Newsletter
- Clubs Week
- SU President's email
- SU social media
- Club social media
- SU website
- Digital screens in MacHall
- Word of mouth
- SU representatives
- The Gauntlet
- CJSW
- Posters or banners
- Other (please specify)
- I was unaware of SU clubs, club events, and club-related programs and services

SU Election

20. In what ways did you participate in this year's SU General Election? (check all that apply)

- I was a candidate
- I volunteered for a candidate's campaign or a campaign group
- I was a member of the SU's elections staff
- I voted
- I attended a forum
- None of the above **display question 22**

21. How do you hear about the SU Elections? (Check all that apply)

- SU President's email
- Social media (Facebook, Twitter, Instagram)
- SU website
- Digital screens in MacHall
- Word of mouth (e.g. through friends)
- I was told by an SU representative in class or elsewhere on campus
- I was told by an SU candidate in class or elsewhere on campus
- The Gauntlet
- The CJSW SU radio show
- Printed SU posters and banners
- Printed candidate posters and banners
- Other (please specify)
- I was unaware of SU Elections

Advocacy

22. What issues do you think the SU should be advocating on to government? (Open ended)

Satisfaction with the University of Calgary

23. Thinking of all aspects of your experience at the University of Calgary including your program of study, co-curricular experiences, and extra-curricular experiences, how satisfied are you with the overall experience?

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

24. Please rate the following aspects of your experience at the University of Calgary:

- Very Dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very Satisfied
- Not applicable for my program

- Meet students with similar interest
- Study space
- Athletics
- Social events
- Academics
- Clubs
- University facilities
- Other

25. What aspects of your experience at the University of Calgary need improvement? (Open ended)

26. Thinking of specific classrooms, study spaces, and other facilities, how can the university improve physical spaces on campus? (Open ended)

27. Please rate your satisfaction with the following aspects of your program of study at the University of Calgary:

Very Dissatisfied

Dissatisfied

Neutral

Satisfied

Very Satisfied

Not applicable for my program

Lecture content (concepts and information learned in lectures)

Lab components (the application of methods and principles)

Class sizes

The quality of teaching (e.g. course design and instructor's practices in the classroom)

The quality of faculty (e.g. professors' level of knowledge and expertise)

Instructors' availability and Willingness to Help Students

The quality of TAs (e.g. graduate students' level of knowledge and expertise)

Classroom and lab facilities

Academic support services (e.g. academic advising)

Students' ability to participate in undergraduate research

Library services (e.g. resources, physical spaces)

Career Services (e.g. resources and advising)

Course registration process (e.g. availability of courses, Peoplesoft, customer service in the Registrar's office)

28. Please rate your satisfaction with the following services at the University of Calgary?

Very Dissatisfied

Dissatisfied

Neutral

Satisfied

Very Satisfied

Not applicable

Financial Aid services (e.g. customer service, awareness of awards processes)

IT services (e.g. AIRUC Wi-Fi, Office 365 email, etc.)

Active Living services (e.g. fitness centre facilities and services)

Physical health services

Mental health services

Quality Money and the Student Experience

29. The Students' Union receives approximately \$1.65 million annually from the University of Calgary Board of Governors to spend on projects that improve the quality of the student experience. Which areas should the SU prioritize spending this money? (open-ended)

Students' Union

30. What do you consider to be the Students' Union's strengths? (open-ended)

31. What do you consider to be the Students' Union's weaknesses or areas to be improved upon? (open-ended)
32. Is there anything else about the Students' Union or the University of Calgary that you would like to share with us? (open-ended)

Appendix II: 2019 Survey Prize Draw Rules

Current students enrolled full- or part-time in an undergraduate program at the University of Calgary who complete the 2019 SU annual Survey may enter to win one of the following prizes:

- One of two \$250 flight vouchers.
- One of 100 \$10 SU food court vouchers.

Chances of winning are approximately 1 in 29 (based on 3,000 survey respondents). Odds of winning may decrease based on the actual number of students who complete the survey, choose to enter the draw, and correctly answer the skill testing question. Duplicate entries will be disqualified.

The survey draw will be open from Jan. 7, 2019 at 12:00am and will close on Feb. 15 at 11:59pm.

Prize winners will be selected at random from email addresses provided. Each individual entrant is only eligible to win one prize.

Winners will be selected and notified on Feb. 19, 2019. The Students' Union will make reasonable efforts to notify winners by Feb. 25, 2019 and are not responsible for misspelled email addresses or emails that are undeliverable to the recipient. Prize winners must redeem their prize at the SU Main Office by 4:30PM on March 8, 2019.

Names and email addresses provided for entry into the survey draw are collected and stored separately from SU annual Survey data. Personal information collected for the survey draw will only be used for the purpose of notifying prize winners. All data will be stored through Campus Labs servers and will only be accessible through a unique username and password. Campus Labs has implemented various security measures at the application, network, and physical level to ensure that data will not be compromised.

Appendix III: Sample Coding Dictionary

Financial		
Breakdown	1-Funding/Scholarships/Bursaries/Grants	
	5-Tuition Lowering	
	6- More Affordable Schooling	
	16- Funding for Research	
	17- Change Student Fees	
	14- Decrease Parking Costs	
	15- Affordable Housing for Students	
	19- Student Debt Assistance	
	23- Textbook Fees	
On Campus		
Breakdown	2- Improve Public Transit	
	11- Improve Teaching Instruction	
	12- Improve Study Spaces	
	20- Improve Health Plan	
	21- Renovate MacHall	
	24- Employment Assistance	
	25- Improve Health and Recreation Centres	
Social Issues		
Breakdown	4-Diversity/Equity	
	7- Mental Health	
	9- Sexual Violence	
	10- Drug Safety	
	13- Sustainability	
	18- Accessibility	
	22- Cannabis	
	26- Indigeneity	
	27- Pipeline/Oil	
3-N/A		
8- Other		

Table 2. Data dictionary for Q 23. “What issues do you think the SU should be advocating to government?”