

CANADIAN UNIVERSITY SURVEY CONSORTIUM

2016 FIRST-YEAR University Student Survey

Brandon University Selected Results



**INSTITUTIONAL DATA
& ANALYSIS OFFICE**



**BRANDON
UNIVERSITY**

Introduction

The First-Year Student Survey marks the 22nd cooperative study undertaken by the Canadian University Survey Consortium. The 2016 survey included 34 universities and almost 15,000 first-year students from across Canada. The survey data and analysis is intended to help universities better understand and track the student experience and satisfaction with their institution of choice. It can be used to improve the students' educational outcomes and improve services. It can also be used for benchmarking and accountability purposes.

For comparison purposes, participating universities were categorized based on size of student body and whether they are primarily undergraduate or both undergraduate and graduate. Brandon University is categorized with universities offering primarily undergraduate studies and having smaller student populations.

The survey focuses on the student profile, the student's motivation for attending university, how they chose their university, orientation, registration, expectations and experience, transition to university, educational experiences, commitment to completion, overall evaluation, goal development, satisfaction with facilities and services, academic profile, current employment and finances.

Selected results from the survey have been provided. The complete survey results and the survey are available at:

https://www.brandonu.ca/institutional-data/files/rpt_CUSC_2016-First-Year-Student-Survey_Institutional-Report-English-Brandon-Comparison.pdf

Profile of First-year Students

Of the 579 surveys distributed to Brandon University students 133 were completed for a response rate of 23.0%. The tables below represent the demographic and academic profile of the students responding.

The profile of first-year students is:

- 26% male and 74% female
- 50% of the respondents are 18 or under (comparison group = 75%)
- 67% are single (comparison group = 74%)
- 79% are Canadian citizens (comparison group = 86%)
- 23% have self-identified a disability (comparison group = 19%)
- Only 29% live with parents, guardians or relatives (comparison group = 58%)
- 17% are first-generation students (comparison group = 13%)
- 78% were full-time students (comparison group=96%)

Table 6: Personal profile			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Gender			
Male	34%	31%	26%
Female	66%	69%	74%
Other	<1%	-	-
Age at beginning of year			
18 and under	64%	75%	50%
19	20%	19%	21%
20 to 21	12%	4%	10%
22 to 24	3%	1%	5%
25 and over	1%	1%	14%
Average age	18.6	18.2	21.0
Marital status			
Single	77%	74%	67%
In a relationship	21%	25%	25%
Married or common-law	2%	1%	8%
Children			
Yes	1%	1%	10%
- Under 5 years old	<1%	1%	7%
- 5 to 11 years old	<1%	<1%	3%
- 12 years old or older	<1%	<1%	3%
Citizenship			
Canadian citizen	88%	86%	79%
International student	7%	6%	11%
Permanent resident	5%	8%	11%
Visible minority*			
Total self-identified	40%	29%	20%
Aboriginal**			
Total self-identified	3%	7%	11%
* 'Visible minority' includes respondents who self-identified as belonging to a group other than 'Aboriginal', 'Inuit', 'Métis', or 'White'.			
** 'Aboriginal' includes respondents who self-identified as 'Aboriginal'.			

Table 7: Disabilities			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Disability			
Total self-identified	22%	19%	23%
Require accommodation*			
Yes	32%	28%	30%
Accommodation is adequate**			
Yes	55%	56%	33%
Partly	31%	26%	33%
No	14%	18%	33%
* The proportion is out of those who identify as having a disability.			
** The proportion is out of those who identify as having a disability that requires accommodation.			

Table 8: Living arrangements			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Current living arrangements			
With parents, guardians, or relatives	43%	58%	29%
In on-campus housing	40%	23%	24%
In rented housing off campus (shared or alone)	15%	17%	38%
In personally-owned home	1%	2%	8%
Other	1%	1%	2%
Preference to live on campus if given the choice*			
Yes	33%	26%	14%
* The proportion is shown out of those not currently living on campus.			

Table 9: Parents' highest level of education			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
High school or less	11%	13%	17%
Some college or university	9%	9%	12%
College, CEGEP, or technical school graduate	18%	20%	24%
University or professional school graduate	38%	40%	32%
Graduate degree	20%	14%	11%
Other	<1%	<1%	-
Note: 'Don't know' responses are not shown in the table but are included in the calculations.			

Table 45: Academic profile			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Course load			
Full-time	95%	96%	78%
Part-time	5%	4%	22%
Year began post-secondary studies			
2015/2016	83%	97%	89%
2014	2%	1%	1%
2013	8%	<1%	-
2012	4%	<1%	1%
2011 or earlier	4%	1%	9%
Year first enrolled at this university			
2015/2016	91%	91%	94%
2014 or earlier	9%	9%	6%
Transferred from other institution			
Yes	6%	2%	5%
Reported university grade			
A-, A, or A+	31%	24%	29%
B-, B, or B+	49%	48%	51%
C-, C, or C+	18%	25%	17%
D	2%	3%	3%
F	<1%	<1%	-

Motivation for Attending University

The tables below provide information on the students' motivation for attending university. The three highest reasons for students to attend university are to get a more fulfilling job (90%), prepare for a specific job or career (89%), and they feel they are more likely to get a job if they have a degree (86%).

Table 10: Motivation for attending university (% important or very important)			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
I am more likely to get a job with a degree	91%	92%	86%
To get a more fulfilling job than I probably would if I didn't go	90%	91%	90%
To prepare for a specific job or career	90%	92%	89%
To satisfy my intellectual curiosity	80%	74%	77%
Learning new things is exciting	80%	75%	75%
To apply what I will learn to make a positive difference in society or my community	78%	77%	74%
To get a broad education	78%	74%	70%
To earn more money than if I didn't go	73%	74%	68%
To explore whether university is right for me	41%	42%	41%
To meet my family's expectations	58%	59%	44%
The satisfaction of doing challenging academic work	57%	51%	52%
To meet new people	53%	45%	37%
Most of my friends are going	24%	19%	13%
The chance to participate in varsity athletics	12%	11%	15%
I didn't have anything better to do	12%	9%	11%

Table 11: Top five most important reasons why students decided to attend university			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
To prepare for a specific job or career	44%	53%	51%
To apply what I will learn to make a positive difference in society or my community	10%	8%	12%
I am more likely to get a job with a degree	10%	8%	5%
To get a more fulfilling job than I probably would if I didn't go	9%	8%	9%
To satisfy my intellectual curiosity	7%	4%	6%

Choosing a University

The top reasons students selected Brandon University include; it has the program they want to take (78%), the size of the university suits them (73%), and because of the city we are in (71%).

Table 13: Importance for selecting their university (% important or very important)

	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
It has the program I want to take	87%	82%	78%
The academic reputation of the university	72%	60%	49%
The city/town it's in	65%	67%	71%
Availability of public transportation	59%	47%	28%
The size of the university suits me	58%	54%	73%
It has a good reputation for campus life	53%	45%	39%
The program I want has a co-op, practicum, or other work experience	52%	42%	28%
It offered a scholarship	51%	58%	47%
Cost of tuition and fees	46%	47%	59%
I wanted to live close to home	45%	60%	67%
It offered other financial assistance	39%	40%	32%
The program I want offers study/work experience abroad	38%	30%	29%
It offered a place in residence	29%	19%	14%
I wanted to live away from home	25%	15%	20%
Cost of university residence	21%	17%	22%
It's where my family wanted me to go	18%	23%	18%
It's where my friends are going	14%	20%	9%
The chance to participate in varsity athletics	9%	8%	10%

Table 14: Top five most important reasons for selecting their university

	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
It has the program I want to take	33%	30%	20%
I wanted to live close to home	16%	25%	34%
The program I want has a co-op, practicum, or other work experience	12%	5%	-
The academic reputation of the university	9%	5%	5%
Cost of tuition and fees	6%	9%	17%

Table 15: Importance for selecting their university for international students (% important or very important)			
	All students (n=997)	Comparison Group (n=171)	Brandon University (n=14)
Cost of tuition and fees for international students	79%	85%	86%
I thought it would be a welcoming environment	75%	69%	71%
Academic reputation of Canadian universities in general	72%	67%	86%
Friends or family recommended it	46%	41%	64%
Obtaining a visa for Canada was easier than for other countries	34%	35%	29%
Note: Only international students were asked the importance of these aspects.			

The most important sources of information students' use when deciding whether or not to attend their university are the university's website (55%), parents (44%), students attending the university (41%) and contact with admission staff on campus (41%).

Table 16: Importance of sources of information (% important or very important)			
	All students (n=997)	Comparison Group (n=171)	Brandon University (n=14)
Visit to campus for an open house	52%	48%	33%
The university's website	50%	47%	55%
Parents	46%	51%	44%
Printed university brochure, pamphlet, or viewbook	44%	38%	30%
Students attending the university	44%	43%	41%
Other visit to campus	40%	35%	35%
Contact with admissions staff on campus	37%	36%	41%
High school/CEGEP counsellors or teachers	36%	41%	37%
Friends	32%	34%	29%
Visit by a university representative to your high school or CEGEP	29%	31%	20%
Maclean's university rankings	29%	15%	11%
Contact with professors	26%	23%	36%
The Times Higher Education World University Rankings	20%	10%	9%
QS World University Rankings	20%	9%	8%
Globe and Mail Canadian University Report	20%	11%	9%
Academic Ranking of World Universities	17%	9%	9%
The university's Facebook site	14%	8%	13%
The university's other social media sites	12%	8%	10%
Contact with university athletic coaches	8%	8%	10%

Among students responding to the survey, 36% of Brandon University students applied to other universities and 82% are currently attending the university that was their 1st choice.

Table 12: Applications			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Applied to other universities			
Yes	76%	45%	36%
Average number overall	2.3	1.0	.7
Average number in Canada	2.0	.8	.5
Average number outside Canada	.3	.1	.2
Applied to college or CEGEP			
Yes	17%	11%	8%
Currently attending first choice			
Yes	81%	87%	82%

84% of responding students participated in orientation and 96% said orientation made them feel welcome at the university.

Table 17: Orientation participation and satisfaction			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Participated in an orientation			
Yes	68%	77%	84%
Satisfaction with aspects of orientation (% very or somewhat satisfied)*			
Feeling welcome at the university	93%	93%	96%
Providing information about campus life	87%	84%	83%
Providing information about student services	86%	85%	91%
Helping you understand the university's academic expectations	86%	86%	91%
Helping your personal and social transition to university	81%	78%	82%
Building your confidence	77%	76%	71%
* Only those who participated in an orientation program were asked how satisfied they were.			

95% of first year students were satisfied they got into all the courses they wanted.

Table 18: Satisfaction with registration (% very or somewhat satisfied)			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Getting into all the courses you wanted	84%	87%	95%
Process of registering for courses	78%	82%	92%

Satisfaction with Facilities and Services

Students were generally very satisfied with facilities and services. Only 40% of students say they used academic advising services however 92% said they found satisfaction with study skills and learning supports. Students were also generally very satisfied with special services such as services for First Nations students, career counselling and advising related to financial aid.

Table 39: Use of general facilities and services

	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
On-campus bookstores	76%	81%	75%
Food services	66%	68%	40%
Library electronic resources	62%	58%	59%
On-campus library	45%	45%	56%
Athletic facilities	37%	38%	38%
University residences	34%	21%	20%
Online campus bookstores	33%	36%	11%
Parking	26%	46%	44%
Campus medical services	18%	12%	7%
Other recreational facilities	17%	18%	12%
Facilities for university-based social activities	14%	11%	11%
Facilities for student associations	11%	6%	5%
Computing services help desk	9%	6%	13%

Table 40: Satisfaction with general facilities and services (% satisfied or very satisfied)

	All students	Comparison Group	Brandon University
On-campus library	96%	97%	99%
Library electronic resources	95%	94%	97%
Other recreational facilities	95%	96%	100%
Facilities for university-based social activities	95%	95%	93%
Facilities for student associations	94%	96%	100%
Athletic facilities	93%	96%	94%
Computing services help desk	93%	94%	100%
Online campus bookstores	91%	91%	93%
On-campus bookstores	90%	92%	92%
Campus medical services	84%	90%	100%
University residences	82%	80%	74%
Food services	71%	79%	57%
Parking	53%	52%	76%

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

Table 41: Use of academic services

	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Academic advising	38%	44%	40%
Tutoring	14%	15%	31%
Study skills and learning supports	14%	12%	28%
Writing skills	10%	14%	20%
Co-op offices and supports	7%	2%	2%

Table 42: Satisfaction with academic services (% satisfied or very satisfied)			
	All students	Comparison Group	Brandon University
Study skills and learning supports	92%	93%	92%
Co-op offices and supports	89%	90%	100%
Writing skills	88%	88%	88%
Tutoring	88%	89%	93%
Academic advising	86%	88%	91%
Note: Percentages are based on those who have used the service.			

Table 43: Use of special services			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Financial aid	25%	19%	15%
Personal counselling	9%	7%	8%
Career counselling	8%	8%	11%
Advising for students who need financial aid	7%	4%	3%
Employment services	6%	4%	9%
Services for international students	6%	5%	8%
Services for students with disabilities	5%	3%	4%
Services for First Nations students	1%	3%	3%

Table 44: Satisfaction with special services (% satisfied or very satisfied)			
	All students	Comparison Group	Brandon University
Services for First Nations students	91%	94%	100%
Career counselling	88%	94%	93%
Services for international students	88%	91%	90%
Services for students with disabilities	88%	89%	80%
Employment services	85%	84%	83%
Financial aid	83%	89%	90%
Personal counselling	81%	88%	73%
Advising for students who need financial aid	77%	82%	100%
Note: Percentages are based on those who have used the service.			

Educational Experiences

100% of students' perception of their professors is they treat students the same regardless of race. 99% said they treat students the same regardless of gender. 78% of students said that generally they are satisfied with the quality of teaching they received. 98% agree university support staff are helpful.

Table 23: Perception of professors (% agree or strongly agree)

	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Treat students the same regardless of race*	97%	97%	100%
Treat students the same regardless of gender*	97%	97%	99%
Seem knowledgeable in their fields	97%	98%	98%
Are reasonably accessible outside of class	90%	91%	94%
Encourage students to participate in class discussions	87%	86%	94%
Are consistent in their grading	86%	87%	91%
Are fair in their grading	85%	86%	90%
Look out for students' interests*	85%	84%	90%
Communicate well in their teaching	85%	85%	92%
Are well-organized in their teaching	84%	86%	91%
Are intellectually stimulating in their teaching	81%	82%	89%
Treat students as individuals, not just numbers	79%	77%	86%
Provide useful feedback on academic work	68%	70%	82%
Provide prompt feedback on academic work	65%	68%	77%
Take a personal interest in academic progress	64%	63%	74%
* These questions included an option for students to say 'No basis for opinion' and those responses have been removed from the calculations.			

Table 25: Satisfaction with statement "Generally, I am satisfied with the quality of teaching I have received"

	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Strongly agree	18%	15%	17%
Agree	70%	74%	78%
Disagree	9%	8%	4%
Strongly disagree	3%	3%	2%

Table 26: Perception of staff (% agree or strongly agree)

	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Most university support staff are helpful*	90%	93%	98%
Most teaching assistants are helpful*	81%	80%	94%
* These questions included an option for students to say 'No basis for opinion' and those responses have been removed from the calculations.			

Overall Satisfaction

Students were asked of their satisfaction with concern shown for them as an individual, satisfaction with their decision to attend this university and if they would recommend Brandon University to others. 74% of BU students are satisfied with the decision to attend the university and 98% would recommend BU to others.

Table 32: Satisfaction with concern shown by the university for student as an individual

	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Very satisfied	6%	4%	3%
Satisfied	69%	68%	80%
Dissatisfied	21%	23%	11%
Very dissatisfied	5%	5%	5%

Table 33: Satisfaction with decision to attend this university

	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Very satisfied	25%	18%	19%
Satisfied	67%	73%	74%
Dissatisfied	7%	7%	5%
Very dissatisfied	2%	2%	2%

Table 34: Recommend university to others

	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Would recommend	95%	95%	98%
Would not recommend	5%	5%	2%

Overall Expectations

In summarizing overall experiences to date, 75% of responding Brandon University students are more likely to say their university experiences met expectations, while 14% will say they exceeded their expectations.

Table 21: Meeting expectations

	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Exceeded	23%	16%	14%
Met	64%	71%	75%
Fell short	13%	13%	11%

Career Planning

46% of students already have a specific career in mind while 27% have several possible options they are considering.

Table 37: Career plans			
	All students (n=14,886)	Comparison Group (n=3,151)	Brandon University (n=133)
Description of career plans			
I have a specific career in mind	31%	43%	46%
I have several possible careers in mind	32%	29%	27%
I have some general ideas but I need to clarify them	24%	18%	19%
I am unsure, but I want to develop a career plan	10%	8%	7%
I am not thinking about a career at this stage of my studies	2%	2%	2%
How well students know career options			
Very well	19%	20%	29%
Fairly well	48%	48%	41%
Only a little	29%	28%	28%
Not at all	4%	4%	3%