

Students' Union, University of Calgary

# 2017 SU Survey Report

June 2017

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### Executive Summary

The Students' Union (SU) annual survey helps to identify key areas that impact student satisfaction and engagement at the University of Calgary. The survey informs the SU's strategic planning, service provision, and advocacy. In 2015, the SU divided the survey into two instruments to be administered in alternating years; one with questions that focus on satisfaction with the university, and another with questions relating to the SU's programs, services, and businesses. This change was made for two reasons: 1) to provide student leaders with more meaningful data every two years, and 2) to reduce the length of the survey.

The 2017 SU survey was administered in the winter semester. It asked questions relating to students' experiences with academic programs and services provided by the University of Calgary. 2104 students responded to the survey, representing an 8.2% response rate, a decrease from 2016 but an increase relative to 2015.

Themes evident in the 2017 SU survey results include rates of satisfaction and dissatisfaction that are much more equal between unique demographics, such as international and transfer students, than they were in 2015. Similarly, dissatisfaction with university services are generally consistent across faculties and between years of program, with a notable exception of increased dissatisfaction in the Faculty of Law. Results related to satisfaction with various aspects of the student experience may be used in conjunction with other resources, such as the National Survey of Student Engagement (NSSE) results and university policy, to better understand and advocate for the needs of students in these clearly defined groups.

Responses also indicate that the cost of education and campus infrastructure continue to rank as high priorities for students. Respondents increasingly identify maintenance, renovation, and expansion of student spaces as critical areas of importance. Students favor increased scholarships and awards as solutions to financial barriers to a post-secondary education. Similarly, respondents expressed a desire for increased advocacy efforts for broader healthcare and social issues, including LGBTQ+ and international students.

Regarding specific aspects of the student experience, responses indicate that most students are generally satisfied with their experiences in the classroom, especially those related to lecture content and the quality of faculty knowledge and expertise.

## Introduction

The annual SU survey was administered from Jan. 5 to Feb. 17, 2017.

In the past, results of the survey have been used to guide and inform executive strategic planning, the Quality Money Committee, and tuition consultation. Key performance indicators provide benchmarks for the SU's progress toward the goals and outcomes of strategic planning. The survey results demonstrate longitudinal trends surrounding student engagement and satisfaction. 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.

2104 undergraduate students at the University of Calgary responded to the survey, representing an 8.2% response rate, with an 86.8% completion rate. Though declining response rates for the SU Survey seemed to reverse from 2015-2016, the 2017 response rate shows a return to declining rates, as illustrated in Figure 1 below.

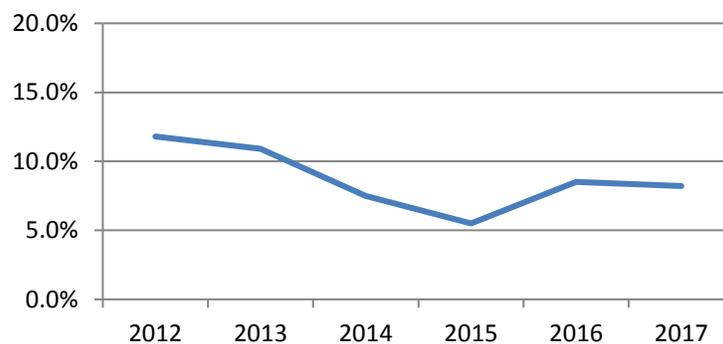


Figure 1. SU Survey response rates over time.

## Methodology

### Instrument

The 2017 SU Survey was developed by the SU, with many core questions retained from the 2009-10 SU Survey. Since 2015, the survey was divided in two parts to be used separately in alternating years. The 2016 survey asked questions measuring students' satisfaction with SU programs, services, and businesses. The 2017 survey focuses on satisfaction with aspects of academic programs and student services offered by the University of Calgary.

Open-ended survey responses were coded with a data dictionary developed by SU staff for use in analyzing the 2017 SU Survey (see Appendix III). This method of coding responses is intended to enable the SU to track trends in unprompted, open-ended student responses over time to better understand important aspects of the student experience. Several categories and subcategories were added this year to accurately capture new responses.

### Administration of Survey

The survey was administered online and took approximately 10 minutes to complete. SU staff managed the survey, and Campus Labs created the web-based questionnaire.<sup>1</sup>

As an incentive, the SU offered prizes through random draws to survey participants. Participants had the opportunity to provide 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). 200 \$10 MacHall gift certificates were available as prizes to students who completed the survey.

### Budget

The SU survey is a budgeted line item under the SU’s Student Government budget. For 2016-17, the budget for the SU survey was \$2000. Actual expenses included \$10 MacHall gift certificates. Not all \$10 MacHall gift certificates were redeemed by prize winners.

University of Calgary Student Enrollment Services allowed the SU to administer the survey at no cost and Jodi Magee, Director of the Office of Institutional Analysis, provided free support and consultation services.

### Communications

The online survey was open from Jan. 5 to Feb.17, 2017. The communication tactics detailed in Table 2 were executed by SU staff in administration of the survey. In addition, SU elected officials were encouraged to promote the survey within their faculty via D2L, mailing lists, social media, and classroom visits.

<b>Email</b>	<p>The email list was extracted from the SU internal list, which is the most up-to-date list available. The total number of individuals on the SU contact list is unknown.</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>Registered SU clubs received notice of the survey in the club newsletter.</p>
<b>Social Media</b>	<p>The survey link was shared from SU accounts on Twitter, Instagram and Facebook.</p>
<b>Print</b>	<p>The SU Communications department produced posters which were put up across campus.</p> <p>The Gauntlet also ran an article/advertisement promoting the survey.</p>

<sup>1</sup> Campus Labs specializes in higher education assessment survey research and is contracted by Student and Enrolment Services (SES) at the University of Calgary to administer online surveys for SES.

<b>Website</b>	There was a prominent SU survey link on the SU website ( <a href="http://www.su.ucalgary.ca/">http://www.su.ucalgary.ca/</a> ) throughout the duration of the survey.
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Table 1. 2017 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 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 Campus Labs and the SU, and the aggregate data, minus personal information, will be kept internally 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.

## Comparisons to previous surveys

The 2017 SU Survey was changed to incorporate 2014 feedback that the survey was too long, and requests for additional data regarding students' satisfaction with the university. As such, the SU survey was divided into two surveys to be administered in alternating years. The 2017 SU survey retained many questions from previous surveys regarding demographic information, living accommodations, student debt, employment, social media use, and the overall student experience. It also included questions designed to measure students' satisfaction with aspects of their experience regarding academic programs and student services offered by the University of Calgary. These questions can be analyzed per students' faculty of enrolment and other demographic data, and will be useful in faculty-specific advocacy efforts.

The 2018 SU survey will omit questions about satisfaction with the university, and will instead focus on satisfaction with the SU's programs, services, and businesses. Analysis of previous surveys showed that student satisfaction and awareness of the SU's programs, services, and businesses does not usually vary significantly from year to year. Additionally, it often takes time to accurately measure the success of new initiatives and changes to existing programming. The alternating-years method of collecting SU survey data provides SU departments with more meaningful data every two years.

## Student Demographic Characteristics

### Enrolment Data

As shown in Figure 2, survey respondents, by faculty, differ slightly compared to enrolment data provided by the university’s Office of Institutional Analysis. In particular, students in the Haskayne School of Business are overrepresented in the 2017 SU survey results. Business students represent 11.1% of the university’s population; however, they comprised 15.6% of the SU survey respondents. Most faculties are slightly underrepresented, including the Faculty of Arts and Cumming School of Medicine. The greatest number of students registered in the Faculty of Arts responded to the survey (n=436), followed by the Faculty of Science (n=420), the Haskayne School of Business (n=328), and the Schulich School of Engineering (n=319).

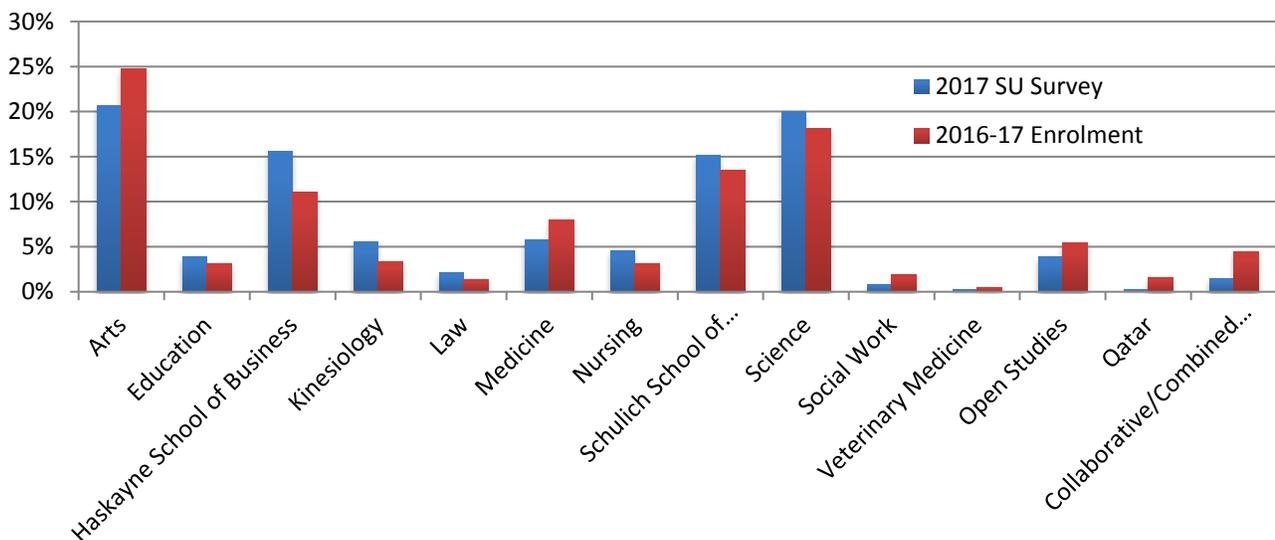


Figure 2. SU Survey participation by faculty percentage compared to university enrolment data.

As in previous years, female responses are overrepresented in the 2017 SU Survey; 67.2% of survey respondents are female, compared to 53.2% of the University of Calgary undergraduate population. 78.2% of survey respondents are between the ages of 18 and 22, while 15.2% are between 23 and 27. 65.6% of survey respondents are female and between the ages of 18 to 22. The National Survey of Student Engagement (NSSE) suggests that female students have higher expectations for academic engagement in college, and place more importance on a supportive campus environment with regards to academics and social well-being. Respondents’ year of program is mostly representative of University of Calgary undergraduates; however, first year students are underrepresented and students in their fifth year or higher are overrepresented in survey responses, as shown in Figure 3 below. 97.7% of survey respondents are full-time students.

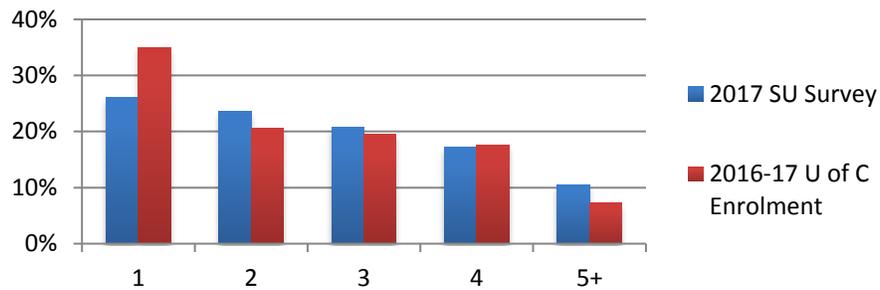


Figure 3. Survey participation by year of program compared to university enrolment data.

## Unique Demographics

### International Students

International students are slightly underrepresented in this year's survey, with only 4.7% of survey respondents identifying as such, compared to 7.3% of the total undergraduate population. Despite declining engagement after 2010, international student engagement in the SU survey has slightly surpassed its peak (4.6% in 2010), with a response rate of 4.7% in 2017. International student concerns will become even more important as the university pursues its goal to increase international enrolment to 10% of the undergraduate population<sup>2</sup>.

In fall 2016, the university's Office of Institutional Analysis reported that the greatest portion of undergraduate international students at the University of Calgary are enrolled in open studies and engineering programs; however, the SU survey received more responses from international students in the Faculty of Science. Only 6.3% of international students who responded to the survey said they are in open-studies. This suggests that international students in the arts and science faculties are more engaged than international students in other faculties, even where there is higher enrolment.

In the past, international students have been more likely than domestic students to be involved in campus clubs. This year, however, engagement in campus clubs was much more equally distributed, with international and domestic participation at 35.6% and 36.3% respectively.

International and domestic student satisfaction is also more similar than it has been in previous years. In 2015, international students were both more satisfied and less dissatisfied with their overall experience at the University of Calgary in comparison to domestic respondents. By contrast, 2017 international and domestic responses are much more similar in terms of satisfaction, as shown in Table 2 below. There is a marginal difference in the collective satisfaction of international and domestic students, responding at 69.7% and 71.4% respectively. Alternatively, domestic student dissatisfaction is higher than international dissatisfaction, with responses at 6.6% and 3.9% respectively.

<sup>2</sup> <http://www.ucalgary.ca/research/files/research/becoming-a-global-intellectual-hub.pdf>

	International	Domestic
<b>Very Satisfied</b>	17.1%	13.1%
<b>Satisfied</b>	52.6%	57.9%
<b>Neutral</b>	26.3%	22.5%
<b>Dissatisfied</b>	1.3%	5.6%
<b>Very Dissatisfied</b>	2.6%	1.0%

Table 2. International and domestic respondents' overall satisfaction with the University of Calgary.

Compared to 2015, responses regarding specific aspects of the student experience show that there are marginal differences between international and domestic student respondent dissatisfaction. In 2015, international students were disproportionately dissatisfied with lecture content and quality of teaching (15.4% and 17.3% respectively) compared to domestic students (5.9% and 11.3% respectively). This year, international students responded at a rate of 6.9% dissatisfaction with lecture content, and 16.4% with quality of teaching, while domestic students responded with 7.6% and 13.4%, respectively. This might indicate success in the breaking of language barriers through the International Foundations Program, which was underdeveloped in 2015. This program reflects the university's commitment to their International Strategy, promising to enhance teaching and learning resources to optimize the educational experiences of international students.

Another area of contrast with the 2015 SU Survey regarding international satisfaction lies in the areas of physical health and wellness services. Between 2015 and 2017, international student dissatisfaction with health and wellness services dropped from 11.8% to 8.2%, while domestic student dissatisfaction only dropped from 6.7% to 5.2%. The 2016 survey noted increased awareness of, and satisfaction with, SU health and wellness services among international students. For context, the 2016 report suggested that international students did not associate the Student Health and Dental Plan with the normal challenges of accessing health care in Alberta.

### Transfer Students

11.6% of survey respondents identified as transfer students from other post-secondary institutions, down from 16.5% in 2016 and 14.8% in 2015. As in previous years, most students transfer to the University of Calgary from other institutions in Alberta; the greatest portion transfer from Mount Royal University (22.5%), Southern Alberta Institute of Technology (SAIT) (11.7%), University of Alberta (5.0%), and Red Deer College (5.0%). As shown in Table 4, below, transfer students are older than most students at the University of Calgary. 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<sup>3</sup>. NSSE has 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 are less likely to interact with faculty<sup>4</sup> (see Table 3 below).

Consistent with these external findings, transfer student respondents in this survey are less likely to be members of campus clubs (29.1% compared to 37.2% of direct entry students). Additionally, transfer students are slightly more likely to work during the academic year: 6.0% report that they work more than 21 hours per week from September to April, compared to 3.9% of their direct entry peers.

	Transfer Students	Direct Entry
<b>17 or under</b>	1.7%	1.2%
<b>18-22</b>	45.7%	82.4%
<b>23-27</b>	35.4%	12.6%
<b>28 or older</b>	17.3%	3.8%

Table 3. Age ranges for students who identify as transfer students v. direct entry students.

In terms of overall satisfaction, transfer students respondents are slightly more satisfied with their experience at the University of Calgary compared to direct entry respondents than they were in 2015. Whereas 2015 transfer students were slightly more dissatisfied than direct entry students (12.5% compared to 8.0%), 2017 transfer students were slightly less dissatisfied than direct entry students (6.1% compared to 6.5%), as illustrated in Figure 4 below. Notably, direct entry students reported a greater rate of overall satisfaction with their experience at the university in comparison to transfer students (71.6% compared to 65.7%).

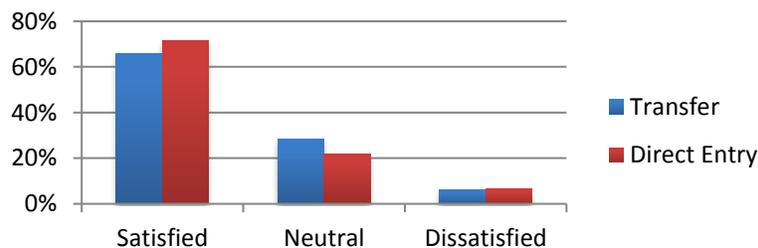


Figure 4. Satisfaction with their overall experience at the University of Calgary.

<sup>3</sup> [http://nsse.indiana.edu/NSSE\\_2011\\_Results/pdf/NSSE\\_2011\\_AnnualResults.pdf](http://nsse.indiana.edu/NSSE_2011_Results/pdf/NSSE_2011_AnnualResults.pdf)

<sup>4</sup> [http://nsse.indiana.edu/NSSE\\_2012\\_Results/pdf/NSSE\\_2012\\_Annual\\_Results.pdf#page=11](http://nsse.indiana.edu/NSSE_2012_Results/pdf/NSSE_2012_Annual_Results.pdf#page=11)

## Lifestyle

### Living arrangements

59.7% of survey respondents live rent-free with their parents, guardians, or relatives. Of those in the 18-22 age category, 68.7% live at home rent-free. Older students are less likely to live at home rent-free (31.4%). However, in comparison to the 2015 SU Survey that found that mature students (28 and older) tended to live in personally owned homes (44.4%), most mature in the 2017 Survey were more likely to live in rented housing (50.9%). Of the 20.1% of respondents living in rented housing, 39.9% live in an apartment or condominium, 21.7% in a house, and 16.4% in a basement suite.

Of respondents, 9.0% live in residence.

As depicted in Figure 5 below, 28.2% of those renting pay more than \$700 each month in rent, excluding utilities, internet, and phone. Another 37.5% pay between \$500 and \$699 each month.

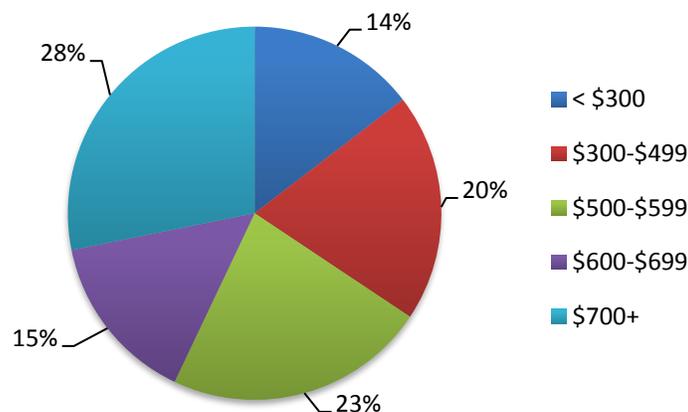


Figure 5. Monthly rent (excluding utilities)

Apartments and condominiums are the most expensive for students to rent, with 52.7% paying more than \$700 each month. This amount is down from 2016, when 54.5% of apartment/condo renting students were paying more than \$700 each month. This represents a continuation of the trend of decreasing apartment/condo rental prices that was noted in the 2016 SU survey.

In 2015, basement suites were one of the most affordable options, with 37.7% of students paying less than \$500 per month in rent. However, in 2016, responses showed that 46.2% of basement suite renters paid \$700 or more. Similarly, 2017 responses show that basement suites are still not the most affordable option, with 36.8% of renters paying \$700 or more per month. Responses suggest that the most

affordable option for students is renting a house, with 36.6% of students paying less than \$500 per month in rent.

It is also notable that though surveys over the past four years have indicated a steady increase in the cost of renting, respondents indicate a slight drop of renters paying \$600 or more per month: 43.0%, as compared to 48.6% in 2016. This decrease is in line with the general cost of rental units in Calgary during this time period.

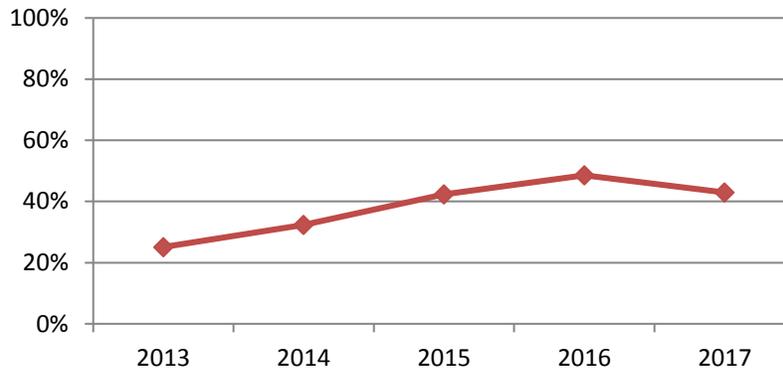


Figure 6. The percentage of renters paying \$600 or more each month in rent, excluding utilities.

### Student debt and finances

As shown in Figure 7 below, 48.6% of survey respondents have never experienced school related debt. 46.1% of students currently have school-related debt, and over one third of students (35.7%) expect to accumulate more debt before they graduate.

32.6% of respondents estimate that they will graduate with more than \$20,000 in debt. Students in the Faculty of Law and the Faculty of Veterinary Medicine expect to have the most debt upon graduation, with 35.0% and 16.7% expecting to accumulate more than \$50,000 in debt respectively. Students in the Schulich School of Engineering (47.6%) and Collaborative/Combined Programs (43.35%) are most likely to report that they anticipate having no debt upon graduation. Other faculties that reported anticipating no debt upon graduation were the Faculty of Social Work (41.2%), Haskayne School of Business (34.5%), the Faculty of Kinesiology (33.3%), and Werklund School of Education (30.4%).

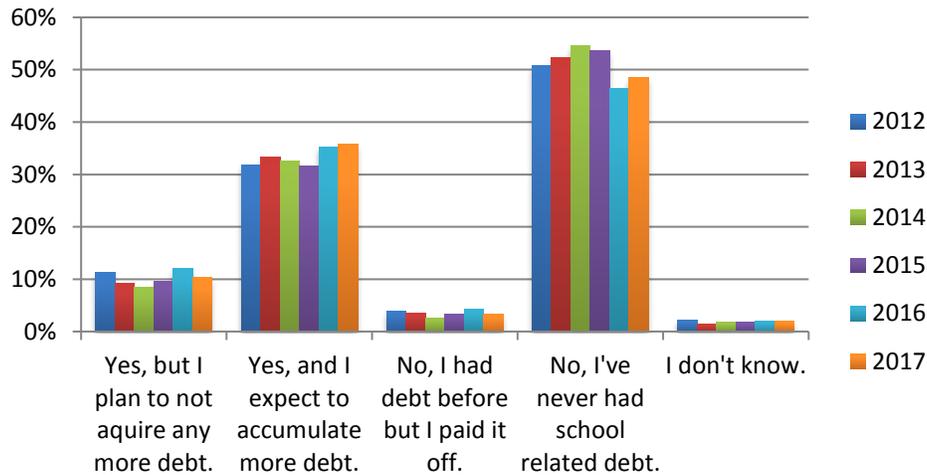


Figure 7. The percentage responses to the question, “Do you currently have school related debt?” over time.

45.8% of survey respondents reported that they did not work during the academic year, from September to April 2016. 27.4% work between 1 and 10 hours per week, while another one in five (19.0%) students work between 11 and 20 hours per week. Students in the Faculty of Law, Cumming School of Medicine, and Schulich School of Engineering are most likely to not work during the academic year. Alternatively, students in the Faculty of Arts, Haskayne School of Business, and Faculty of Social Work are most likely to work during the academic year (see Figure 8 below).

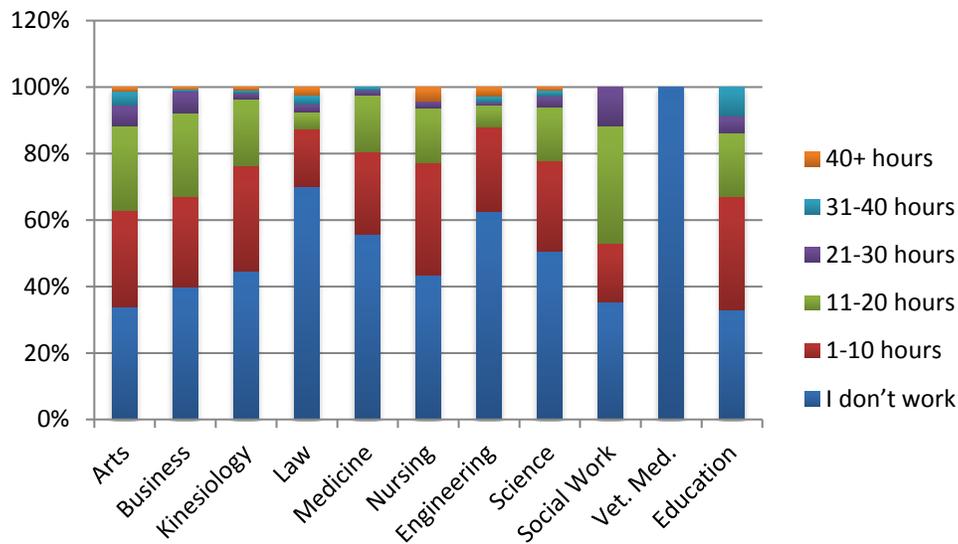


Figure 8. The percentage of students who work a given number of hours per week during the academic year (Faculty of Veterinary Medicine excluded in analysis due to low response rate)

In the past, high levels of student work during the academic year has impacted student engagement and academic achievement. However, it should be noted that student engagement in faculties that reported working frequently during the academic year are both considerably high. For example, 36.2% of arts students and 37.1% business students report membership in SU registered clubs (compared to the highest engagement in clubs from the Cumming School of Medicine at 53.0%, and the lowest in the Faculty of Nursing at 18.6%).

Throughout the course of their degree program, students are increasingly likely to work during the academic year. Over half of first year students (61.7%) do not work during the academic year; by fourth year that number drops to 33.8%.

72.9% of survey respondents worked during the summer, May to Aug. 2016. Of those who were not employed during this time, 40.1% did not work because they were enrolled in spring and summer courses. Another 47.6% chose not to work for reasons that included family concerns, health problems, travelling, and other scheduling commitments such as sport activities. 15.8% of those who did not work were unable to find degree relevant work experience, and 23.2% were unable to find any employment at all.

### Transportation

54.2% of students take public transit to campus, compared to 21.6% that drive to campus in a single occupancy vehicle. As shown in Figure 9 below, student modes of transportation to campus have remained relatively consistent over the past five years. There were some exceptions: the number of students using public transit decreased, ending a six-year upward trend. Similarly, the use of single occupancy vehicles as transportation has also slightly declined since 2016. The responses from the 2017 survey indicate an increased utilization of carpools and walking to school.

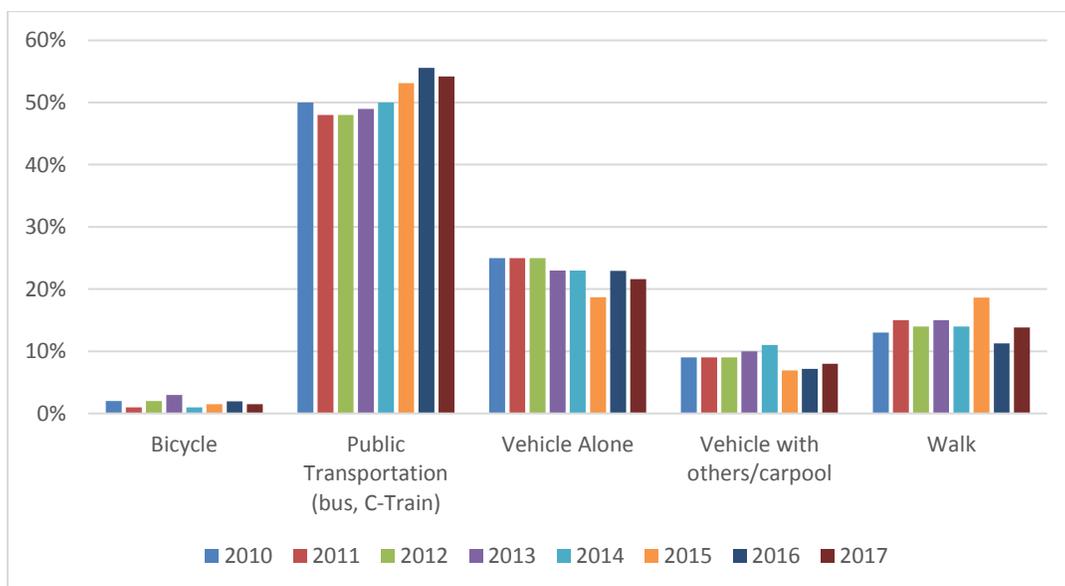


Figure 9. Student modes of transportation longitudinally.

### Club involvement

36.3% of survey respondents indicated that they are part of a registered SU club. As in previous years, first year students continue to be the least likely to report being a member of an SU club (25.8%). Compared to 2015-2016 SU survey respondents, even fewer first year students identified as club members (35.9% and 36.0% identified as club members in 2015 and 2016 respectively); however, first years were also the most likely to indicate that they are “not sure” if they were club members (17.7%). This may mean that first year students are members of clubs, but do not yet understand how the system works, or may mean that students are less likely to join clubs in their first year of university. By fourth year, this “not sure” response rate drops to 11.8%, suggesting that students learn how the system works and its connection to the SU over the course of their degree.

### Involvement in SU Elections

53.2% of survey respondents participated in the 2017 SU Elections in some way. Compared to results from the 2015 SU survey, fewer students participated in elections (58.4%), but the number of participants increased compared to results from the 2016 SU Survey (53.2%). 44.4% of respondents indicated that they voted in the general or by-election, suggesting that the survey is primarily representative of students who are already engaged with the SU.

Election involvement does not vary greatly by year of program, except for students in open studies, the Faculty of Law, and the Faculty of Social Work; respectively, 80%, 69.2%, and 100.0% of survey respondents for these faculties indicated that they took no part in the elections, indicating that students in these faculties are the least engaged in the SU elections. Students from their second through fourth years are most likely to vote, with only 7.7% of first-year respondents having voted, compared to 63.1% of fourth years as shown in Figure 10 below. This could show that first-year students are less aware of SU elections than older students. Notably however, voter participation drops for students in their fifth year or higher (52.6%), despite overrepresentation in attending forums (12.0%).

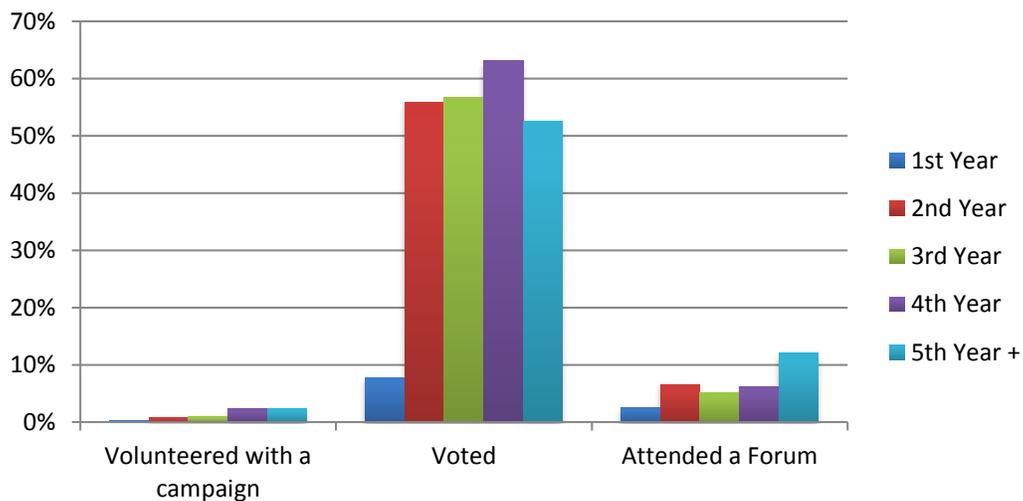


Figure 10. Survey respondent involvement in SU elections, by year of program (excluding candidates and election staff).

### Social Media Use

Over 97.0% of students use some sort of social media regularly; the most popular social media tools used by students include Facebook (86.8%), Instagram (66.7%), and Snapchat (65.9%). Regular usage of these three popular social media tools is similar to 2016 responses. However, usage of Instagram and Snapchat have risen from 2016 rates of 55.5% and 53.6%, respectively.

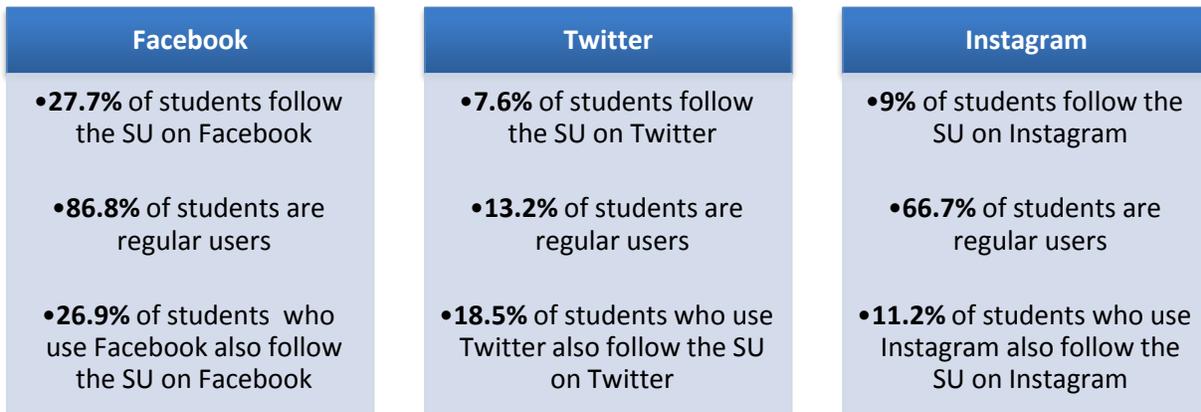


Figure 11. Survey respondents' use of popular social media tools.

59.5% of survey respondents indicated that they do not follow the SU on social media. Though significant, this response represents a decline from 76.1% of students who did not follow the SU on social media in 2016. However, this likely reaffirms that 2017 respondents are students who are already engaged with the SU, thus over representing the SU’s social media following. When students were asked in an open-ended question why they did not follow the SU on social media, most responses suggested either lack of awareness of SU social media (38.5%), or general apathy (40.0%).

### Government Advocacy Issues

An open-ended question was asked about the issues on which the SU should be advocating to government. 77.8% of respondents identified issues related to affordability and accessibility in post-secondary education (see Figure 12) with increased frequency. 32.6% of students stated that tuition (including differential tuition) is a concern.

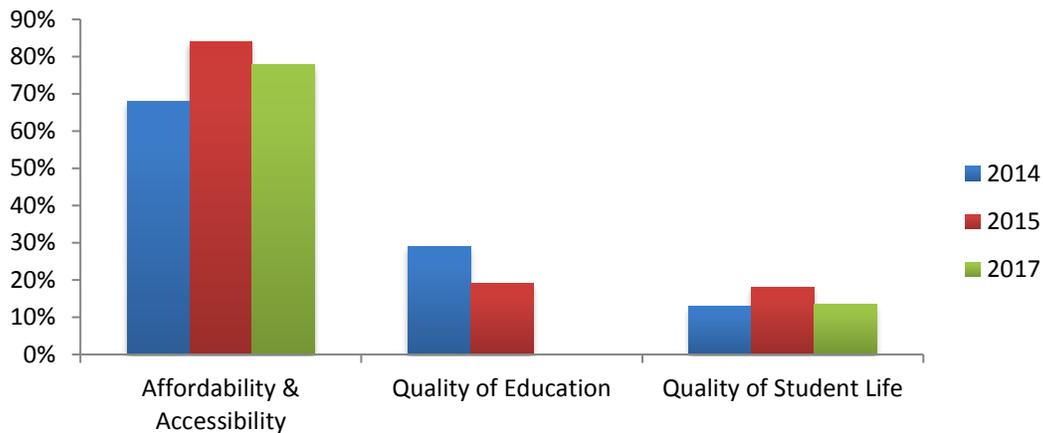


Figure 12. Issues on which students believe the SU should advocate to government.

As in 2015, the quality of student life remains a primary area of concern for 2017 respondents. 40.9% identified a need for better health care advocacy; specifically, mental health support was identified as pertinent. 42.2% suggested that the quality of student life could be advocated for with greater attention to social issues, including gender equality, minority rights, and environmental issues.

## Student 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. 70.4% of respondents indicated that they are very/somewhat satisfied with their overall experience at the university. Only 6.5% of respondents indicated that they are dissatisfied with the institution.

The survey asked students, in an open-ended question, to identify the areas of their experience at the University of Calgary that need improvement. 9.1% were satisfied and saw no areas for improvement on campus. However, many respondents indicated concern for the quality of student life/daily experiences on campus (46.4%), and the quality/cost of instruction (20.8%).

Firstly, as seen in Figure 13 below, students expressed primary concern for the different services and resources that underpin the quality of the student experience. Respondent suggestions for improvement included more university events for students (24.8%), heightened engagement with the university (24.1%), different food options (12.3%), and better quality of transportation (6.1%).

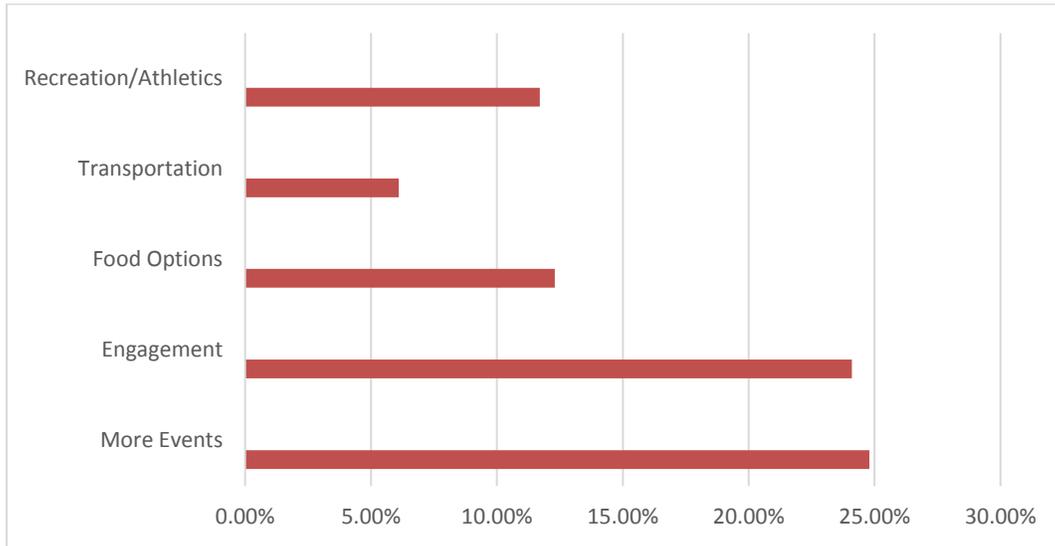


Figure 13. Areas of improvement pertaining to quality of student life and daily experiences.

Secondly, respondents expressed concern with the quality of education they are receiving. 3.9% expressed concern for the rising costs of education, and 11.7% suggested that quality of teaching, program characteristics, and class sizes are pertinent areas for improvement. In another open-ended question, students were asked how the quality of teaching and learning at the University of Calgary could be improved. 45.1% of respondents emphasized quality of teaching again, 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%), as shown in Figure 14 below.

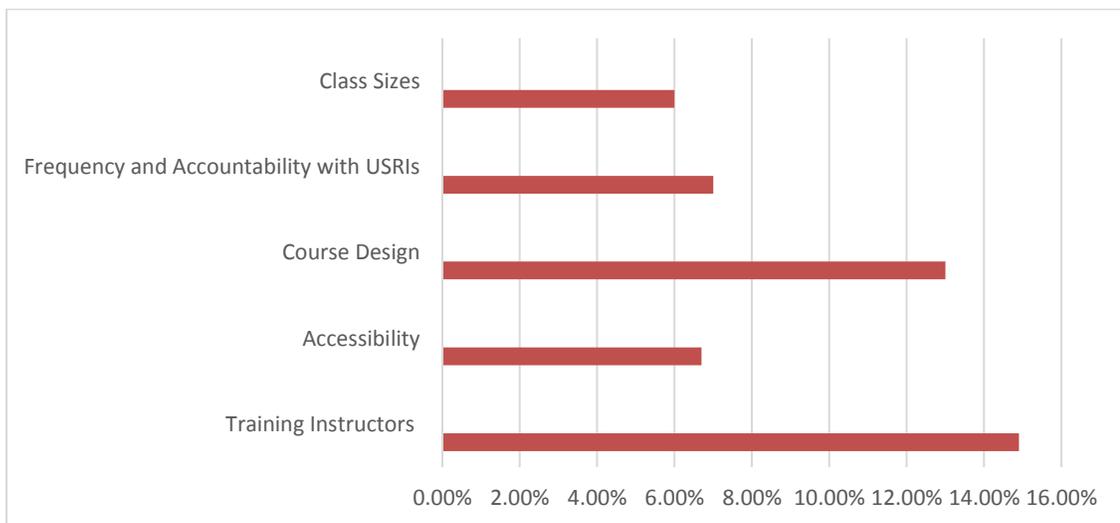


Figure 14. Areas of improvement pertaining to quality of education and instruction.

## Physical Spaces

Physical spaces continue to be a concern for respondents in relation to their experience and satisfaction at the University of Calgary. When asked what areas of the University require improvement, 22.9% of respondents indicated concern for the facilities and infrastructures on campus.

Another open-ended question asked what physical spaces the university should improve. 12.2% of respondents identified furniture, specifically classroom and lecture theatre chairs, tables, and desks, which needs to be fixed or replaced. 20.2% of respondents would like to see general improvements to infrastructure and spaces. Available and functional electrical outlets are a priority for 6.2% of respondents. 6.7% of respondents expressed concern about maintenance and cleanliness of spaces on campus. Use of space continues to be a concern for many students; 23.5% of respondents identified a lack of quiet study spaces at peak times during the day.

Additionally, 5.0% of respondents identified specific classrooms that require repairs or renovations to optimize the student experience. This list includes TFDL, MacHall, Science Theatres, and Science A as priorities.

## Important Aspects of the Student Experience

Survey respondents were asked to rate their satisfaction with aspects of their experience at the University of Calgary, as shown in Table 4 below. Overall, students are satisfied with most aspects of their programs of study. Over 75% of students' report being very/somewhat satisfied with lecture content and the quality of faculty members at the University of Calgary.

	2017 SU Survey % Respondents				
	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Lecture Content	1.7	5.8	16.2	57.8	18.1
Lab Components	2.4	10.3	22.1	39.9	12.7
Class Sizes	2.8	11.1	22.6	47.9	15.3
The Quality of Teaching	2.8	10.7	21.1	50.2	14.8
The Quality of Faculty	1.6	4.9	14.8	49.3	29.0
Instructors' Availability to Students	1.6	5.5	16.6	48.8	27.1
Quality of Teaching Assistants	5.5	13.3	23.3	39.6	13.4
Classroom and Lab Facilities	2.2	8.8	23.6	48.7	14.6
Academic Support Services	3.6	7.4	25.5	42.8	17.2
Undergraduate Research Opportunities	4.9	13.7	30.7	29.8	10.8
Library Services	2.7	8.9	19.0	47.4	20.4
Career Services	3.3	7.6	31.1	38.8	13.7

Course Registration Process	8.1	15.9	21.3	38.7	14.3
Financial Aid Services	4.1	13.6	29.2	26.4	7.4
IT Services	4.6	13.1	24.2	41.6	14.0
Active Living Services	2.4	6.2	20.9	41.4	19.9
Physical Health and Wellness Services	1.7	3.6	26.0	37.0	12.7
Mental Health and Wellness Services	2.9	8.2	27.9	26.8	9.3

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

This set of questions reveals that key areas for improvements that would benefit all students are related to the Financial Aids Services and the Mental Health and Wellness Services. Only 33.8% of students expressed satisfaction with the financial aid available to them. Likewise, only 36.1% of respondents reported satisfaction with mental health and wellness services. In an open-ended question on government advocacy priorities, 64.1% of students who suggested health care expressed specific concern about mental health service provision.

Of the 72.0% of respondents concerned with affordability in an open-ended question on how the SU should advocate for students, 54.5% desired more scholarship and awards services, and 72.1% desired more job opportunities on campus.

Generally, responses were consistent between faculties. However, there were some important areas of disproportionate faculty representation in the dissatisfied categories. Faculty of Arts and Faculty of Science students reported dissatisfaction with the ability to participate in research activities (23.2% and 22.3% respectively), which is notable as these are the two largest faculties within the university. Due to high enrolment in these faculties, research opportunities for undergraduate students may be competitive and difficult to find especially with faculty members who are under budget constraints. It should be noted that this rate of dissatisfaction in the mentioned faculties has decreased from 26.1% and 27.8% in 2015, respectively. Respondents from the Faculty of Nursing, the Haskayne School of Business, and Combined/Collaborative Programs were similarly dissatisfied with undergraduate research opportunities (21.1%, 22.0%, and 34.4% respectively), suggesting that the dissatisfaction is relatively widespread.

Other areas of faculty dissatisfaction include the 25.9% of respondents from the Schulich School of Engineering who reported dissatisfaction with the quality of teaching, a category characterized by the course design and instructor practices in the classroom. 28.1% of respondents from the Haskayne School of Business were dissatisfied with the quality of TAs, and 30.2% of respondents from the Faculty of Science were dissatisfied with the university's registration processes. The Faculty of Law reported higher levels of dissatisfaction in several categories, including IT services (28.6%), library services (17.2%), active living services (17.2%), physical health/wellness services (14.3%) and registration processes (37.1%).

### Enhancing the Student Experience

When asked what they believe the SU should prioritize in allocating Quality Money funds, students chose "creating more/renovating existing spaces" and "increasing or adding to existing scholarships and

awards.” These priorities are consistent with responses to other questions related to improving the student experience at the University of Calgary, as well as previous SU surveys. Increased/renovated study space was especially popular, with 66.5% of respondents selecting it. The desire for increased/renovated club spaces and funding has risen since 2015; 2015 respondents answered 27.4% and 18.4% respectively, while 2017 respondents answered 30.9% and 20.4% respectively. Responses for prioritized funding on scholarship and award provision has declined from 2015 responses (65.3%), but still appears pertinent to 2017 respondents at 61.9%. The coded responses in the open-ended area for response found that 38.8% of respondents also wanted to expand/renovate existing spaces, and 12.5% wanted varying kinds of enhanced funding. These responses were consistent across faculties. Longitudinal responses to this question are displayed in Figure 14 below.

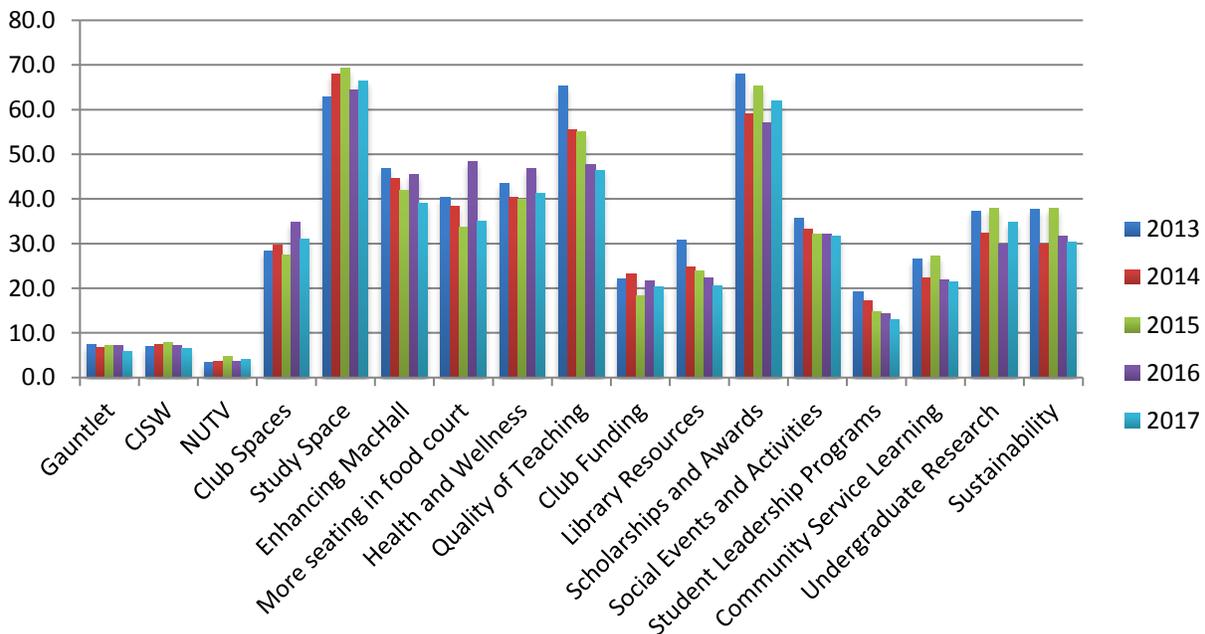


Figure 15. Areas that SU Survey respondents (by percentage) believe the SU should prioritize spending money on.

## Select Findings

### Fall Term Reading Week

When asked if students want the Students’ Union to advocate to the university to implement a full fall term reading week, 76.0% of respondents indicated support, knowing that it would necessitate changes to the university’s academic schedule. These changes potentially included sacrificing the two-day break before exams, or elimination of the days from the holiday break. Support for this implementation has risen since students were asked in 2014 (58.2% support). However, it is worth noting that the 2014 SU Survey provided students with a series of options detailing the kinds of days that might be impacted by change to the academic calendar. This suggests that theoretically, students would prefer a full fall term

reading week, but when the reality of the sacrifices this implementation necessitates are detailed, support dwindles.

24.0% of respondents indicated that they are not interested in having a fall reading week. Results were generally consistent across faculties and between years of program. However, first-year students were the most opposed to a full fall term reading week (not including those who identified as “don’t know” for their year of program), with 27.3% of students opposed. At the faculty level, students from the Faculty of Law were most opposed, with 34.2% of respondents selecting no. Students from the Schulich School of Engineering and the Faculty of Veterinary Medicine were also opposed, responding 30.1% and 33.3% respectively.

## Appendix I: Actual 2017 SU Survey Questions

Page 1 - 2017 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](http://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](mailto: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.

Required answers: 0 Allowed answers: 0

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Q1 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

Required answers: 1 Allowed answers: 1

Next Page: Sequential

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Q2 What is your gender?

Male

Female

Other (please specify)

Required answers: 1 Allowed answers: 1

Next Page: Sequential

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Q3 What is your age range?

17 or under]

18 - 22

23 - 27

28 or older

Required answers: 1

Allowed answers: 1

Next Page: Sequential

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Q4 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 9 units or less each session)

Required answers: 1

Allowed answers: 1

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Q5 What is your year of program?

1st year

2nd year

3rd year

4th year

5th year or higher

Don't know/ N/A

Required answers: 1

Allowed answers: 1

Next Page: Sequential

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Q6 Are you an international student?

Yes

No

Required answers: 1

Allowed answers: 1

Next Page: Sequential

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Q7 Are you a transfer student? (i.e., you began your post-secondary education at another institution before coming to the UofC)

Yes[Code = 1]

No[Code = 2]

Required answers: 1

Allowed answers: 1

Next Page: Sequential

## Page - 9

Q8 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

MacEwan University (previously Grant MacEwan University)

Grand Prairie Regional College

Other (please specify)

Required answers: 1

Allowed answers: 1

Display if Q7='Yes'

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Q9 What is your current living arrangement?

In rented housing (shared or alone)

With my parents, guardians, or relatives but I still pay rent

With my parents, guardians, or relatives, they allow me to live rent-free

On-campus student residence

In personally-owned home

Other (please specify)

Required answers: 1

Allowed answers: 1

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Q10 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)

Required answers: 1

Allowed answers: 1

Display if Q9='In rented housing (shared or alone) '

Q11 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	
	<i>Required answers: 1    Allowed answers: 1</i>
Display if Q9='In rented housing (shared or alone)' OR Q9='With my parents, guardians or relatives but I still pay rent'	
<i>Next Page: Sequential</i>	

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<b>Q12 Do you currently have school-related debt?</b>	
Yes, but I plan not to acquire any more debt	
Yes, and I expect to accumulate more debt	
No, but I did have debt before and I paid it off	
No, I have never had school-related debt	
I don't know	
	<i>Required answers: 1    Allowed answers: 1</i>
<b>Q13 What is the total debt you expect to have upon graduation?</b>	
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	
	<i>Required answers: 1    Allowed answers: 1</i>
<i>Next Page: Sequential</i>	

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<b>Q14 What is your paid-employment status during the academic year (September-April)?</b>	
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	
	<i>Required answers: 1    Allowed answers: 1</i>
<b>Q15 Were you employed (i.e., did you receive compensation for work) during the period of May to August 2016?</b>	
Yes	
No	
	<i>Required answers: 1    Allowed answers: 1</i>
<i>Next Page: Sequential</i>	

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<b>Q16 Why weren't you employed from May to August 2016? (Check all that apply)</b>		
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)		
	<i>Required answers: 1</i>	<i>Allowed answers: 6</i>
Display if Q15='No'		

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<b>Q17 What is your primary method of transportation to the university?</b>		
Bicycle		
Public transportation (bus, C-Train)		
Vehicle (alone)		
Vehicle (with others/carpool)		
Walk		
Other (please specify)		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

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<b>Q18 Are you a member of a Students' Union accredited club?</b>		
Yes		
No		
Not sure		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

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<b>Q 19 How do you hear about SU clubs, club events, and club-related programs and services provided by the SU?</b>		
ClubHub		
Clubs Newsletter		
Clubs Week		
SU President's Email		
SU Social Media		
Clubs Social Media		
SU Website		
Digital screens in MacHall (The Loop)		
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
<i>Required answers: 1      Allowed answers: 14</i>

*Next Page: Sequential*

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<b>Q20 In what ways did you participate in this year's SU General Election or fall By-Election? (Check all that apply)</b>
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
<i>Required answers: 1      Allowed answers: 6</i>

*Next Page: Sequential*

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<b>Q21 How often do you use social media in a regular day?</b>
Never
Rarely
Infrequently (1-3 times per day)
Moderately (4-9 times per hour)
Frequently (10+ times per hour)
<i>Required answers: 1      Allowed answers: 1</i>
<b>Q22 What social media do you use regularly? (Check all that apply)</b>
Facebook
Instagram
LinkedIn
Pinterest
Twitter
Snapchat
I don't use social media
Other (please specify)
<i>Required answers: 1      Allowed answers: 8</i>
<b>Q23 Do you follow the SU on social media? (Check all that apply)</b>
I follow the SU on Facebook
I follow the SU on Twitter

I follow the SU on Instagram		
None of the above		
	<i>Required answers: 1</i>	<i>Allowed answers: 4</i>
<b>Q24 Why do you not follow the SU on social media?</b>		
Optional/open-ended		
	<i>Required answers: 0</i>	<i>Allowed answers: 1</i>
<i>Next Page: Sequential</i>		

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<b>Q25 <u>Advocacy</u></b>		
What issues do you think the SU should be advocating on to government?		
Optional/open-ended		
	<i>Required answers: 0</i>	<i>Allowed answers: 1</i>
<i>Next Page: Sequential</i>		

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<b>Q26 <u>Satisfaction with the University of Calgary</u></b>		
Thinking of all aspects of student life, including your program of study, co-curricular experiences, and extra-curricular experiences, how satisfied are you with the overall experience at the University of Calgary?		
Very satisfied		
Satisfied		
Neutral		
Dissatisfied		
Very dissatisfied		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<i>Next Page: Sequential</i>		

**Q27 Experience with the University of Calgary**

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

**Meet other students with similar interest**

Very dissatisfied

Dissatisfied

Neutral

Satisfied

Very satisfied

Not applicable for my program

*Required answers: 1      Allowed answers: 1*

**Study space**

Very dissatisfied

Dissatisfied

Neutral

Satisfied

Very satisfied

Not applicable for my program

*Required answers: 1      Allowed answers: 1*

**Athletics**

Very dissatisfied

Dissatisfied

Neutral

Satisfied

Very satisfied

Not applicable for my program

*Required answers: 1      Allowed answers: 1*

**Social events**

Very dissatisfied

Dissatisfied

Neutral

Satisfied

Very satisfied

Not applicable for my program

*Required answers: 1      Allowed answers: 1*

**Academics**

Very dissatisfied

Dissatisfied

Neutral

Satisfied

Very satisfied		
Not applicable for my program		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>Clubs</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable for my program		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

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<b>Q28 What aspects of your experience at the University of Calgary need improvement?</b>		
Optional/open-ended		
	<i>Required answers: 0</i>	<i>Allowed answers: 1</i>

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<b>Q29 Thinking of specific classrooms, study spaces, and other facilities, how can the university improve physical spaces on campus?</b>		
Optional/open-ended		
	<i>Required answers: 0</i>	<i>Allowed answers: 1</i>

*Next Page: Sequential*

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<b>Q30 <u>Program Quality</u></b>		
	<i>Required answers: 0</i>	<i>Allowed answers: 0</i>
<b>Please rate your satisfaction with the following aspects of your program of study at the University of Calgary:</b>		
<b>Lecture Content (concepts and information learned in lectures)</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		

Not applicable for my program		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>Lab Components (the application of methods and principles)</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable for my program		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>Class Sizes</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable for my program		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>The Quality of Teaching (e.g., course design and instructor's practices in the classroom)</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable for my program		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>The Quality of Faculty (e.g., professors' level of knowledge and expertise)</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable for my program/		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>Instructors' Availability and Willingness to Help Students</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		

Not applicable for my program		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>The Quality of TAs (e.g., Graduate students' level of knowledge and expertise)</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable for my program		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>Classroom and Lab Facilities</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable for my program		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>Academic Support Services (e.g., academic advising)</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable for my program		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>Students' ability to participate in undergraduate research activities</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable for my program		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>Library Services (e.g., resources, physical spaces)</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		

Not applicable for my program	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>Career Services (e.g., resources and advising)</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable for my program	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>Course registration process (e.g., availability of courses, Peoplesoft, customer service in the Registrar's office)</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable for my program	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

*Next Page: Sequential*

**Q31 Please rate your satisfaction with the following services at the University of Calgary:**

<b>Financial Aid Services (e.g., customer service, awareness of awards processes)</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>IT Services (e.g., AIRUC Wi-Fi, Office 365 e-mail)</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
<b>Active Living services (e.g., fitness centre facilities and services)</b>		

Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

<b>Physical health and wellness services</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

<b>Mental health and wellness services</b>		
Very dissatisfied		
Dissatisfied		
Neutral		
Satisfied		
Very satisfied		
Not applicable		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

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<b>Q32 How can the quality of teaching and learning at the University of Calgary be improved?</b>		
Optional/open-ended		
	<i>Required answers: 0</i>	<i>Allowed answers: 1</i>

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<b>Q33 If you have contacted the Ombuds Office in the past year, please rate your experience with the office:</b>		
Very satisfied		
Satisfied		
Neutral		
Dissatisfied		
Very dissatisfied		
I did not contact the Ombuds Office in the past year		
	<i>Required answers: 1</i>	<i>Allowed answers: 1</i>

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Q34 Why were you dissatisfied with the Ombuds Office?

Optional/open-ended

Required answers: 0 Allowed answers: 1

Display if Q47=' Dissatisfied ' OR Q47=' Very dissatisfied '

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**Q35 Quality Money and the Student Experience**

The Students' Union receives approximately \$1.6 million annually from the university to spend on projects that improve the quality of the student experience. What areas should the SU prioritize spending this money on? (Check all that apply)

Campus newspaper operations (e.g., The Gauntlet)

Campus radio operations (e.g., CJSW)

Campus TV operations (e.g., NUTV)

Creating more/renovating existing student group and club spaces

Creating more/renovating existing study space

Enhancing the functionality of MacEwan Student Centre

Expanding seating in the food court

Improving support for student health and wellness

Improving the quality of teaching (e.g., increasing professional development opportunities for instructors, improving course evaluation metrics)

Increasing club funding support (e.g., special event funding)

Enhancing library resources (e.g., electronic resources, the catalogue, research support, etc.)

Increasing or adding to existing scholarships and awards

Offering more campus social events and activities

Supporting student leadership programs (e.g., Emerging Leaders Program, Camp LEAD, Peer Helpers, etc.)

Supporting community service learning programs (coursework and volunteer programs that offer an experience in the community that builds knowledge and skills)

Supporting undergraduate research (e.g., providing opportunities and funding)

Supporting sustainability initiatives (e.g., compostable materials, awareness initiatives, energy conservation projects)

Required answers: 1 Allowed answers: 17

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Q36 The University of Calgary currently has a short fall term reading break (four days off including a weekend and Remembrance Day). Recently, many universities across Canada have begun implementing a full fall term reading break (nine days off including two weekends and Remembrance Day) believing it can contribute positively to student mental health by reducing stress and improving academic performance. However, in order to implement a full Fall term reading week at the University of Calgary changes would have to be made to the university's academic schedule. These changes are likely to be either an earlier start date to the semester or a condensed class schedule (the same number of class hours over a shorter number of weeks). Knowing all this, do you want the Students' Union to advocate that the university implement a full fall term reading week?

Yes

No

<i>Required answers: 0</i>	<i>Allowed answers: 1</i>
<i>Next Page: Sequential</i>	

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**Concerts**

Q 37 Have you attended a concert in MacEwan Hall or the Ballroom?

Yes

No

*Required answers: 1      Allowed answers: 1*

Q 38 How did you hear about the concert you attended?

Radio

Social media

Word of mouth

Posters around campus

Other (please specify)

*Required answers: 1      Allowed answers: 5*

Q 39 How do you discover new music?

Online

Live shows

Word of mouth

Other (please specify)

*Required answers: 1      Allowed answers: 4*

Q 40 How do you listen to music?

SoundCloud

Spotify

YouTube

iTunes

Apple Music

Bandcamp

Google Music

Other (please specify)

*Required answers: 1      Allowed answers: 8*

*Next Page: Sequential*

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**The Den**

Q 41 How often do you go to The Den or Black Lounge?

Never

Once per year
Once per semester
2-3 times per semester
Once per month
2-3 times per month
Once per week
More than once per week
<i>Required answers: 1      Allowed answers: 1</i>

<b>Q 42 If you rarely go to The Den or Black Lounge, why not?</b>	
Bad service	
Time constraints	
Atmosphere	
Cultural/religious reasons	
Quality	
Limited choices	
Too expensive	
Other (please specify)	
<i>Required answers: 1      Allowed answers: 8</i>	

<b>Q 43 What would you like to see more of at The Den or Black Lounge?</b>	
Sporting Events	
Party Nights	
Themed ThursDens	
Weekly Events	
Food Choices	
Food and Drink Specials	
Other (please specify)	
<i>Required answers: 1      Allowed answers: 7</i>	

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<b>Q51 Is there anything else about the Students' Union or the University of Calgary that you would like to share with us?</b>	
Optional/open-ended	
<i>Required answers: 0      Allowed answers: 1</i>	

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### Appendix II: 2017 SU Survey Prize Draw Rules

#### Full Contest Rules

Current students enrolled full- or part-time in an undergraduate program at the University of Calgary who complete the 2015 SU Annual Survey may enter to win one of the following prizes:

- One of 200 \$10 MacHall food court vouchers.

Chances of winning are approximately 1 in 15 (based on 3000 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 January 5, 2017 at 12:00am and will close on February 17, 2017 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. 21, 2017. The Students' Union will make reasonable efforts to notify winners by Feb. 24, 2017 and is not responsible for misspelled email addresses or emails that are undeliverable to the recipient. New prize winners may be selected at random in the event that an email address is invalid or an email is undeliverable to the recipient. Prize winners must redeem their prize at the SU Main Office by 4:30PM on March 3, 2017. New prize winners will be selected at random for prizes unredeemed after 4:30PM on March 6, 2017; these prize winners will be notified by March 8, 2017 and must redeem their prize at the SU Main Office by 4:30PM on March 15, 2017.

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: Coding Dictionary for Select Questions

Affordability		
Breakdown	General	
	Tuition Costs	
	Scholarships	
	Job Opportunities	
	Student Debt	
	Textbooks	
	Parking	
	Residence	
Health Care		
Breakdown	General	
	Mental Health	
	Health & Dental Plan	
Accessibility		
Breakdown	Healthy Food	
	Engagement	
	General	
Social Issues		
Breakdown	General	
	Minority Rights	
	Gender Equality	
	Income Equality	
Environmental Issues		
Other		
Unusable Data		
N/A		

Figure 17. Coded responses for Q25: What issues do you think the SU should be advocating to the government?

Quality of education		
Breakdown	Quality teaching	
	Course material	
	Program characteristics	
	Class sizes	
	Accessibility services	
	Experiential learning	
	Advising	
	Research	
	Library Resources	

	Other quality of education	
<b>Quality of Student Life</b>		
Breakdown	Clubs/student groups	
	Leadership Opportunities	
	Volunteer Opportunities	
	Events	
	Student services	
	Campus employment	
	Campus Rec/Athletics	
	Residence	
	Mental Health and Wellness	
	Food Options	
	Engagement	
<b>Facilities and Infrastructure</b>		
Breakdown	Classrooms	
	Libraries	
	MacHall	
	Outdoor spaces	
	Study space	
	Cleaning and maintenance	
	IT	
	Other infrastructure	
<b>Cost of Education</b>		
Breakdown	Tuition	
	Fees (MNIFs)	
	Other cost of education	
<b>Daily experiences</b>		
Breakdown	Registrar/Enrolment services	
	Customer Service	
	Financial aid	
	Transportation	
	Safety	
	Sustainability	
	Other daily experiences	
<b>None/Not Applicable</b>		
<b>Other</b>		
<b>Unusable Data</b>		

Figure 18. Coded responses for Q33: What aspects of your experience at the University of Calgary need improvement?

Furniture		
Breakdown	Couches	
	Chairs	
	Tables/Desks	
	Other	
Facilities/Infrastructure		
Breakdown	Electrical Outlets	
	Air Conditioning	
	Ventilation	
	Microwaves	
	Parking	
	Gym	
	Tunnels	
	Wi-fi	
	Accessibility/Construction	
	Classroom tech	
	More space	
	Fountains	
	Other	
Aesthetics		
Breakdown	Natural Lighting	
	Art	
	Green Space	
Use of Space		
Breakdown	Quiet Study Space =	
	Lounge/Social Space =	
	Other	
Classroom Renovations		
Breakdown	Science A	
	Science B	
	Craigie Hall	
	KNB	
	ST	
	ENGG	
	Admin/Professional	
	Scurfield	
	Earth Sciences	
	Education	
	General classroom renos	
Maintenance		

Breakdown	Clean washrooms	
	Clean desks	
	General maintenance	
Breakdown	TFDL	
	EEEL	
	Science Theatres	
	Craigie Hall	
	MacHall/MSC	
	Science A	
	Science B	
<b>None/Not Applicable</b>		
<b>Other</b>		
<b>Unusable Data</b>		

Figure 19. Coded responses for Q34: Thinking of specific classrooms, study spaces, and other facilities, how can the university improve physical space on campus?

<b>Quality of teaching</b>		
Breakdown	English language proficiency	
	Lesson planning and delivery skills	
	Instructor characteristics	
	Better TAs	
	Accessibility	
<b>Course design and grading</b>		
Breakdown	Consistency in grading/grading scale	
	Course design/format	
<b>Teaching metrics and student feedback</b>		
Breakdown	USRIs used more effectively	
	Use of mid-term evaluations	
<b>Undergraduate research opportunities</b>		
<b>Variety of course offerings</b>		
<b>Class size</b>		
<b>Study Groups</b>		
<b>Better facilities and services =</b>		
<b>Other</b>		
<b>None/Not applicable</b>		
<b>Unusable Data</b>		

Figure 20. Coded responses for Q53: How can the quality of teaching and learning at the University of Calgary be improved?