

Students' Union, University of Calgary

2018 SU Survey Report

June 2018

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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 2018 survey asked students about the SU's programs, services, and businesses. This survey has the same themes as that administered in 2016, making it possible to observe changes in student feelings over time.

1,358 students responded to the 2018 survey, representing a 5.2% response rate. This is the lowest response rate on an SU Survey since 2012. However, the sample size was proportionate to the demographic characteristics of the University of Calgary undergraduate student population. Nevertheless, decreasing response rates indicate that the SU should consider a new marketing strategy for the 2019 SU Survey.

Demographically, 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.

Overall satisfaction with the SU remains consistent from previous years. Awareness of SU services, programs, events, issues, and initiatives is increasing. This is especially true with initiatives like Stress Less Week, which implemented a new communication strategy this year. Similar increases in awareness were seen with Volunteer Services and programs associated with it. This suggests that innovations in SU communications are successful and should be used to target specific areas where respondents have indicated unawareness or dissatisfaction.

The 2018 survey saw a record high international student response rate. Whereas in 2016 international students were less satisfied than domestic students, the 2018 survey reveals that their overall satisfaction is either the same or higher than domestic student satisfaction. Transfer students were more likely to report neutral feelings regarding their satisfaction with the SU. This corroborates findings from the National Survey of Student Engagement (NSSE), which indicates that transfer students tend to be older and busier with employment outside of school, resulting in greater ambivalence to student programming than direct entry students.

As in previous years, students continue to be concerned with campus spaces, food choices, and the cost of education. Campus spaces and the food court were identified as best aspects of the student experience. Therefore, recommendations for improvement to campus spaces and the food court are especially important to students. Students continue to want more study spaces that are comfortable, quiet, and spacious; respondents also indicated that current spaces need renovation and maintenance. Students also desire more variable and affordable food options in MacEwan Building. Concerns with the cost of education included requests for more scholarships/awards and continued advocacy on tuition.

Introduction

The annual SU survey was administered from January 6 to February 16, 2018. 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 or findings that are significant for understanding student satisfaction and engagement. 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.

1,358 undergraduate students at the University of Calgary responded to the survey, representing a 5.2% response rate. 78.5% of respondents completed the survey. As shown in Figure 1 below, this is the lowest response rate for the SU Survey since tracking began in 2012.

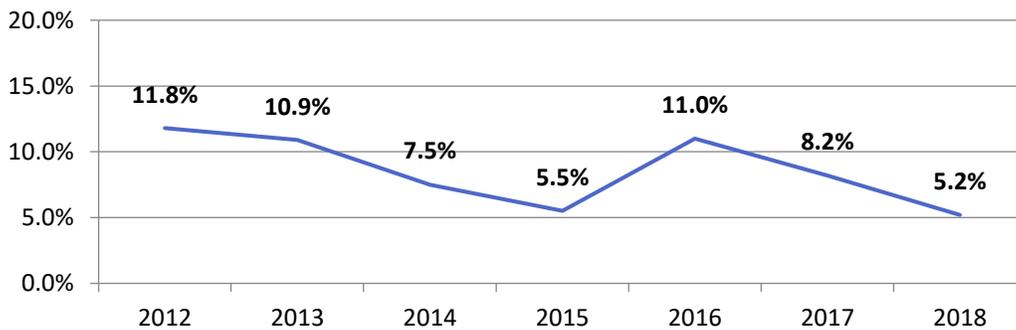


Figure 1. SU Survey response rates over time.

Methodology

Instrument

In 2015, the annual SU Survey was divided in two parts to be used separately in alternating years. The 2017 survey asked questions measuring students' satisfaction with aspects of academic programs and student services offered by the University of Calgary. The 2018 survey focused on students' satisfaction with SU programs, services, and businesses.

Open-ended survey 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. However, due to the very low response rate on this year's survey, many open-ended questions did not require coding and were either easily analyzed without a data dictionary or did not represent responses of statistical significance.

Administration of survey

The survey was administered online and took approximately 10 minutes to complete. SU staff managed the survey, and Simple Survey 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). One iPad valued at approximately \$500 and one-hundred \$10 MacEwan Building gift certificates 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 2017-18, the budget for the SU Survey was \$2,900. Actual expenses included one iPad and one-hundred \$10 MacEwan Building gift certificates. Total money spent was \$2,233.75. Not all \$10 MacEwan Building gift certificates were redeemed by prize winners. The survey was not administered through the University of Calgary’s Enrolment Services and, instead, a new software (Simple Survey) was used.

Communications

The online survey was open from January 6 to February 16, 2018. 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	<p>The survey link was shared from SU accounts on Twitter, Facebook and Instagram.</p>
Print	<p>The SU Communications department produced posters and table top ads which were displayed in MacEwan Student Centre.</p>
Website	<p>There was a prominent SU Survey link on the SU website (http://www.su.ucalgary.ca/) throughout the duration of the survey.</p>

Table 1. 2018 SU Survey communication tactics.

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

The decreasing response rates for the annual SU Survey indicate that these communication tactics are no longer meeting their goals and should be re-evaluated. This is especially the case if the communication tactics of the 2018 SU Survey are compared with that used to promote the 2018 Health and Dental Survey. Whereas the former adhered to the communication tactics detailed in Table 1, the latter used Constant Contact (an email marketing software) to send targeted emails to students who were signed up for health and/or dental coverage with the SU. Whereas the response rate for the 2018 SU Survey was 5.2%, the response rate on the Health and Dental Survey was 14.8%. As such Constant Contact, or a similar software, may be beneficial in future communications of the SU Survey.

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 Simple Survey 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). Students in the Faculty of Science are the most overrepresented in the 2018 SU Survey results, while students in the Cumming School of Medicine and Collaborative/Combined programs are underrepresented. However, these variances are statistically insignificant and survey responses are mostly proportional to enrolment data at the university.

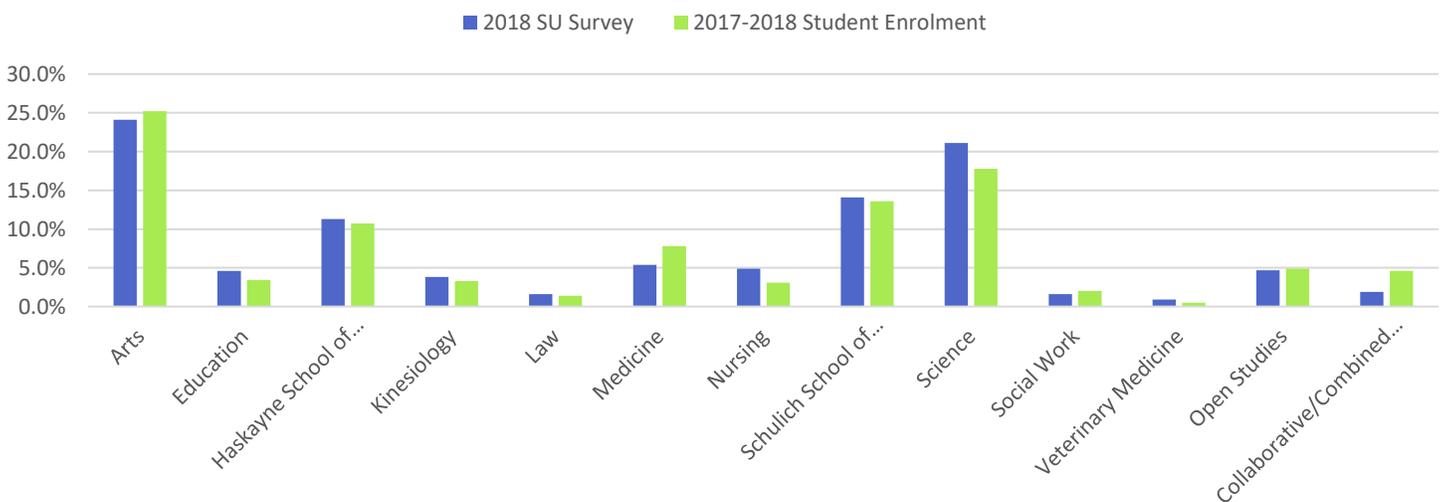


Figure 2. SU Survey participation by faculty percentage compared to university enrolment data.

Female undergraduates are significantly overrepresented in the 2018 SU Survey; 71.8% of survey respondents are female, compared to 54.1% of the University of Calgary undergraduate population. However, this overrepresentation is typical of SU Survey results in previous years. Similarly, as with previous years, the majority of survey respondents (75.5%) were between the ages of 18 and 22. This correlates with data from the university OIA, which reports that the median age for undergraduates is 22. Respondent year of program is in line with university enrolment, with 29.9%, 21.3%, 20.5%, and 15.4% in their first, second, third, or fourth year, respectively. 96.5% of survey respondents are full-time students.

Unique Demographics

International Students

7.5% of survey respondents are international students, which is proportionate to the composition of international students in the undergraduate population (7.9%). This is the highest percentage of international engagement on the SU Survey since tracking began in 2010, as illustrated in Figure 3 below.

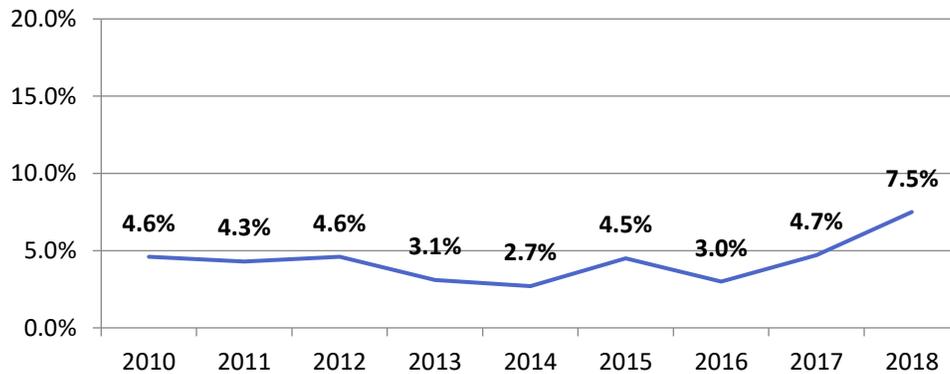


Figure 3. International student survey respondents over time.

In 2016, international student respondents were more of an anomaly for the SU in terms of satisfaction. For example, international respondents in the past 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 (42.9% and 44.8%, respectively). However, international students are still more likely than domestic students to select the “not sure” option for this question (13.3% and 9.1%, respectively). This suggests that international students are slightly less aware of the SU’s role in supporting these clubs.

Whereas in past survey years international students tended to be more dissatisfied, survey results since 2017 represent a marked trend where this is no longer the case. International student satisfaction is comparable, if not higher, than domestic student satisfaction. There is a marginal difference in the collective satisfaction of international and domestic students, responding at 74.2% and 69.0% respectively. Alternatively, domestic student dissatisfaction is higher than international dissatisfaction, with responses at 7.5% and 3.2% respectively.

These findings are consistent with specific SU services as well. As shown in Figure 4 below, international students are more satisfied with specific SU services. The only areas where this is not the case are Concerts in MacEwan Building, the Locker Rental Program, Bound and Copied, Stör, La Taqueria, the Den and Black Lounge, and De-Stress Packs.

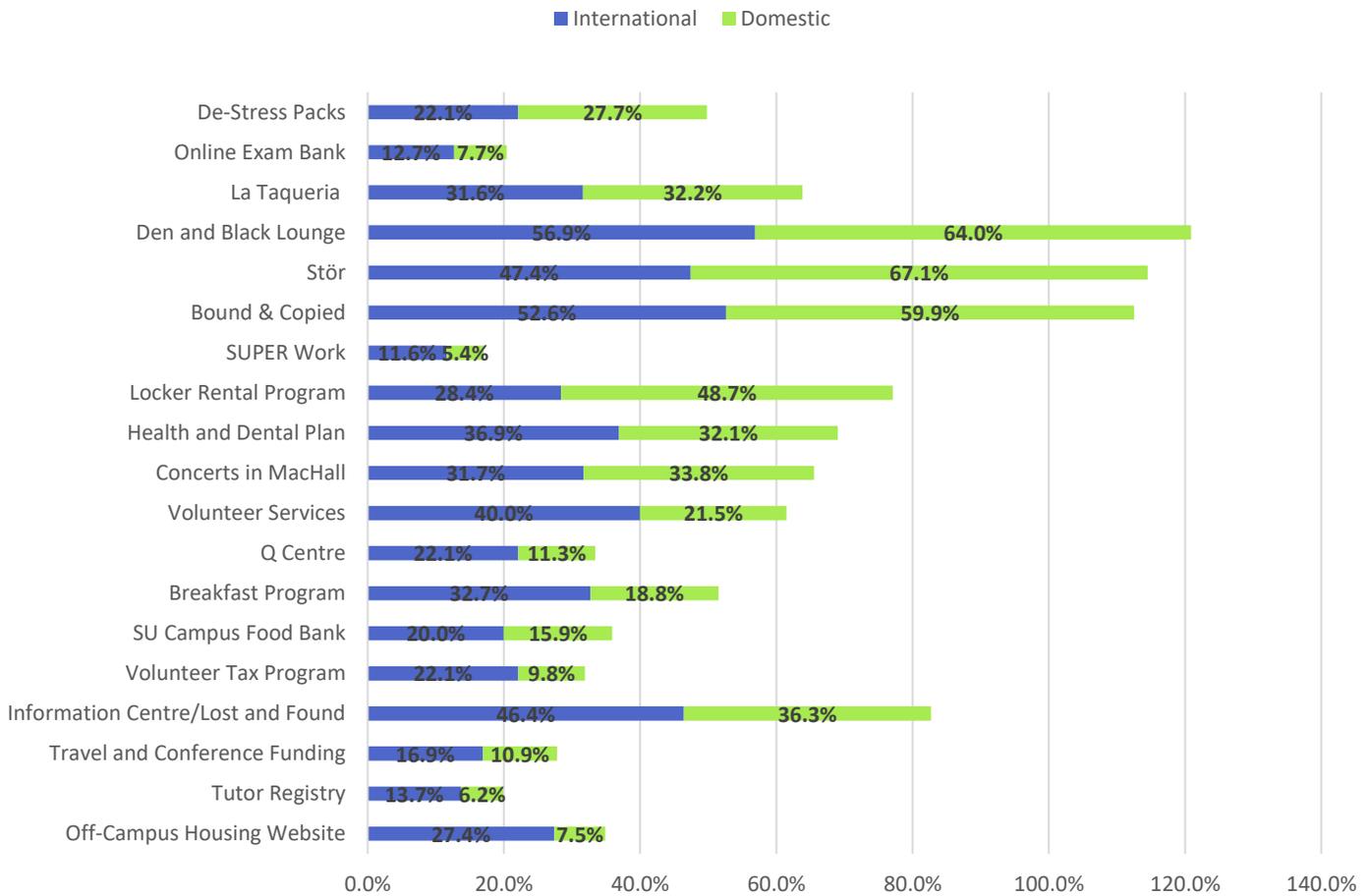


Figure 4. International and domestic respondents' satisfaction with the Students' Union services (n=1284).

Transfer Students

12.6% of survey respondents identified as transfer students from other post-secondary institutions, a slight increase from the 11.6% in 2017. Transfer students make up 8.6% of the actual undergraduate population and are therefore overrepresented in survey responses. Most transfer students come to the University of Calgary from another institution in Alberta, primarily Mount Royal University (16.8%) or the Southern Alberta Institute of Technology (SAIT) (7.8%). Other

popular schools of origin included University of Alberta (5.4%), Medicine Hat College (4.2%), University of British Columbia (4.2%), the Alberta College of Art and Design (ACAD) (3.6%), and Red Deer College (3.6%).

54.4% of transfer students indicated that they were 23 years of age or older. This compares with the 81.6% 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 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 less likely to interact with faculty.³ Services provided by universities may be less effective for transfer students.⁴

Consistent with these external findings, responses this year show that transfer students are less likely to be members of SU clubs (36.6% compared to 45.8% 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, 66.6% of transfer students indicated that they work between 1-40+ hours of the week. Figure 5 below compares numbers of hours worked during the academic year between transfer and direct-entry students.

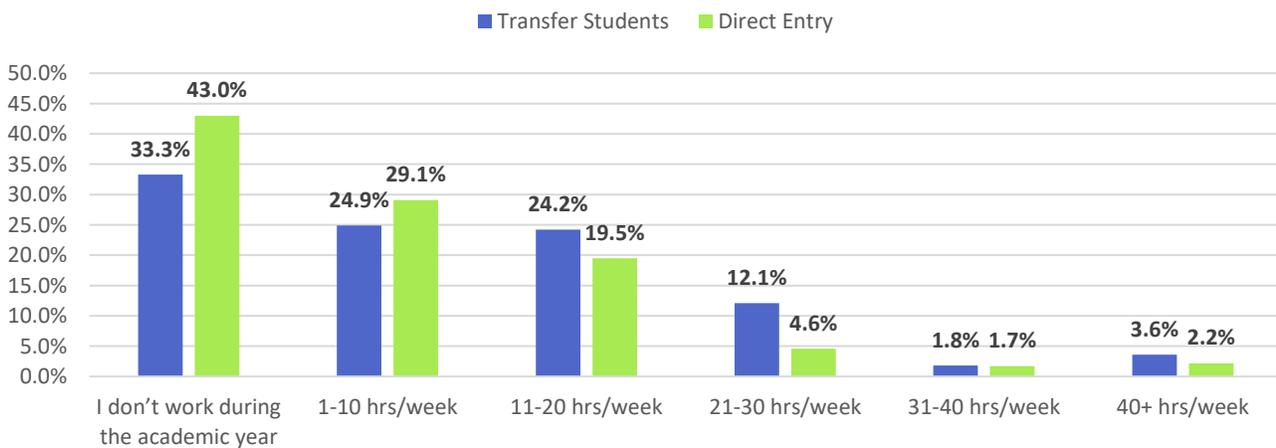


Figure 5. Transfer and direct-entry employment during academic year (n=1325).

In terms of overall satisfaction with the SU, direct-entry students are significantly more satisfied than transfer students. However, as depicted in Figure 6 below, transfer students are more likely to report neutral feelings regarding their satisfaction with the SU, and dissatisfaction between groups is practically identical. This may be influenced by the general

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.

⁴“A Fresh Look at Student Engagement: Annual Results 2013,” National Survey of Student Engagement (2013), pg. 19, http://nsse.indiana.edu/NSSE_2013_Results/pdf/NSSE_2013_Annual_Results.pdf.

tendency of transfer students to be less engaged with the specific services offered by the SU because of differences in age and employment commitments that have been detailed above.

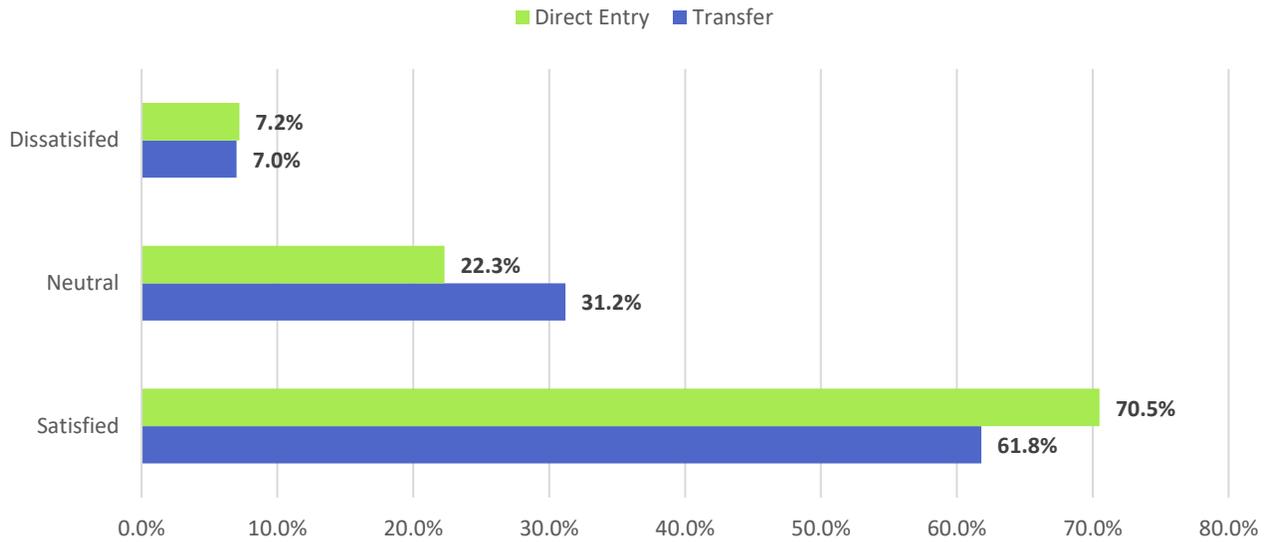


Figure 6. Transfer and direct entry respondents' satisfaction with the Students' Union services (n=1255).

Lifestyle

Living arrangements

As shown in Figure 7 (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 (63.9% of these live at home rent-free). Alternatively, only 25.2% of respondents above the age of 23 live at home rent-free.

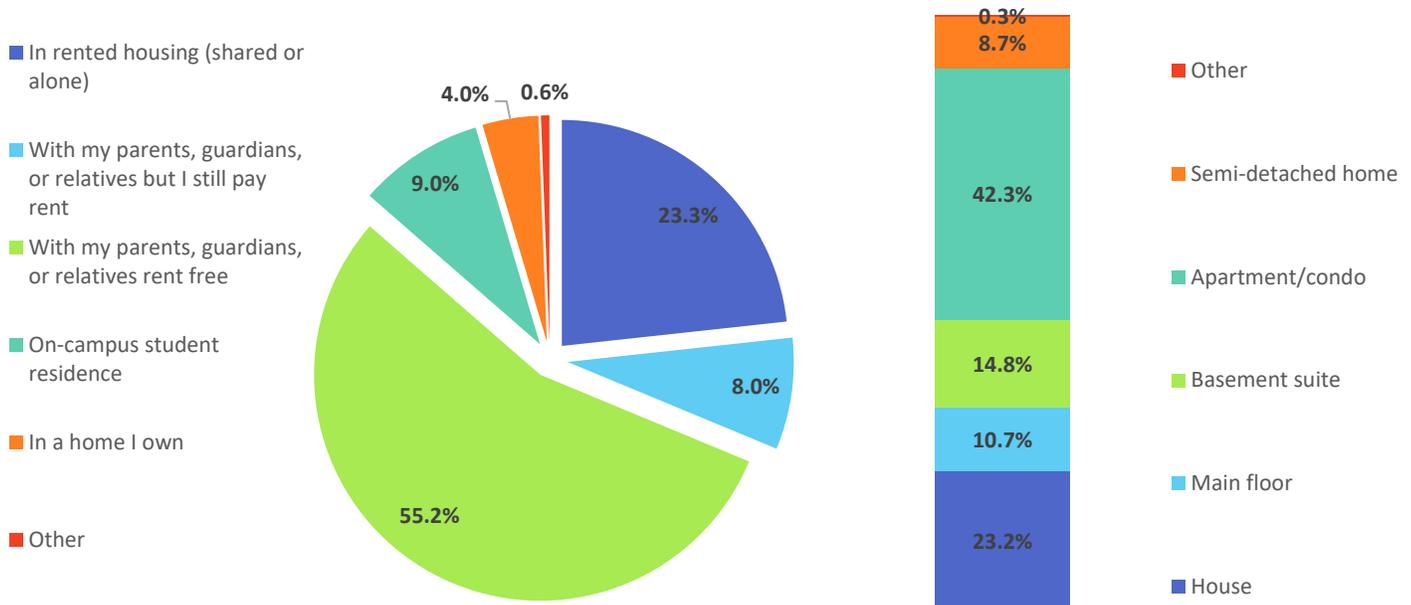


Figure 7. Living arrangements of survey respondents (left) (n=1337). Types of housing rented by respondents (right) (n=310).

Figure 7 (right) also illustrates the types of rented housing that 23.3% of respondents live in. Apartments/condominiums are the most popular, but they were also identified as the most expensive option. 62.8% of those renting apartments/condominiums indicated that they are paying more than \$700 each month. This is an increase from 2017, when 52.7% of apartment and condominium renters were paying \$700 or more a month.

In 2017, renting a house was the most affordable option for students, with 36.6% of students paying less than \$500 per month in rent. This year, semi-detached housing appears to be the most affordable option, with 60.0% of these renters paying \$300 or less per month. Those renting a main floor are the least likely to pay over \$700 or more per month (6.6%). The distribution of monthly rent identified by respondents is illustrated in Figure 8 below.

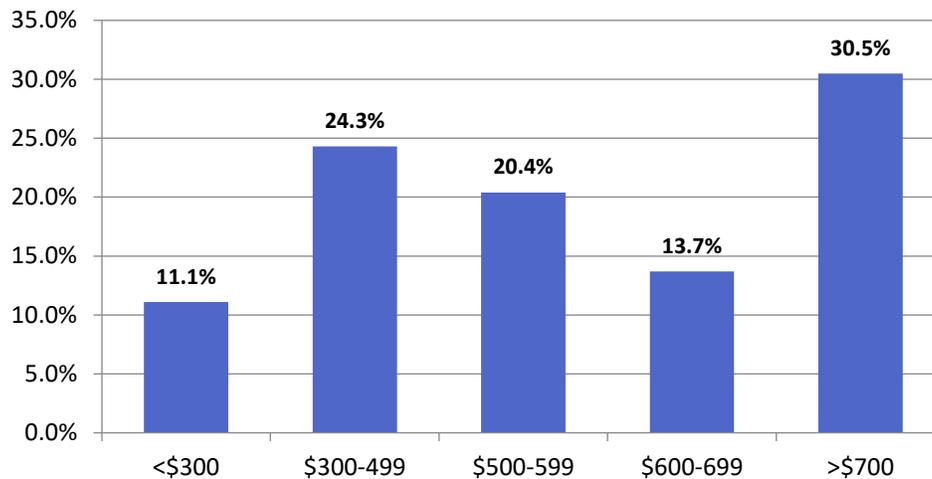


Figure 8. Monthly rent (excluding utilities) (n=416).

Though surveys over the past four years have illustrated a steady increase in the cost of renting, 2018 results indicate a slight increase from 2017, as illustrated in Figure 9 below. This change 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 average two-bedroom apartment rent has stabilized after declining for the second consecutive year; the cost of rent is projected to rise in 2019.⁵

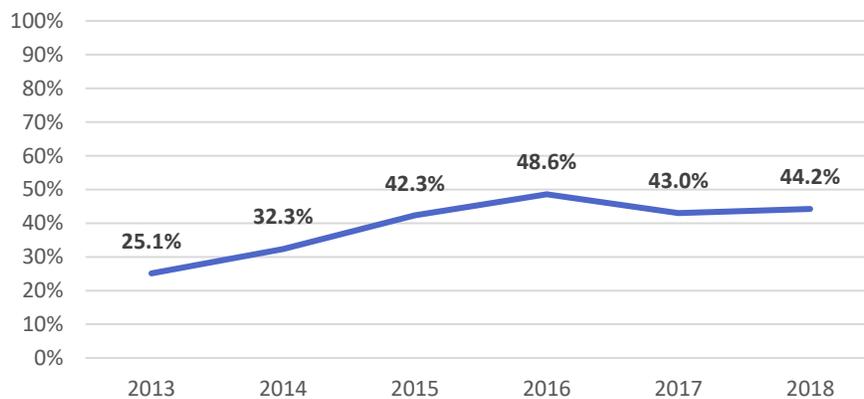


Figure 9. The percentage of renters paying \$600 or more each month in rent, excluding utilities.

⁵ "Housing Market Outlook – Calgary (Fall 2017)," Canada Mortgage and Housing Corporation (2017), pg. 3, https://www.cmhc-schl.gc.ca/odpub/esub/64339/64339_2017_B02.pdf?fr=1527182582935.

Student debt and finances

46.3% of survey respondents have never experienced school-related debt. 48.6% of students currently have school-related debt, and over one third of these students (37.4%) expect to accumulate more debt before they graduate. As shown in Figure 10 below, the expectation of more debt has increased steadily since 2015.

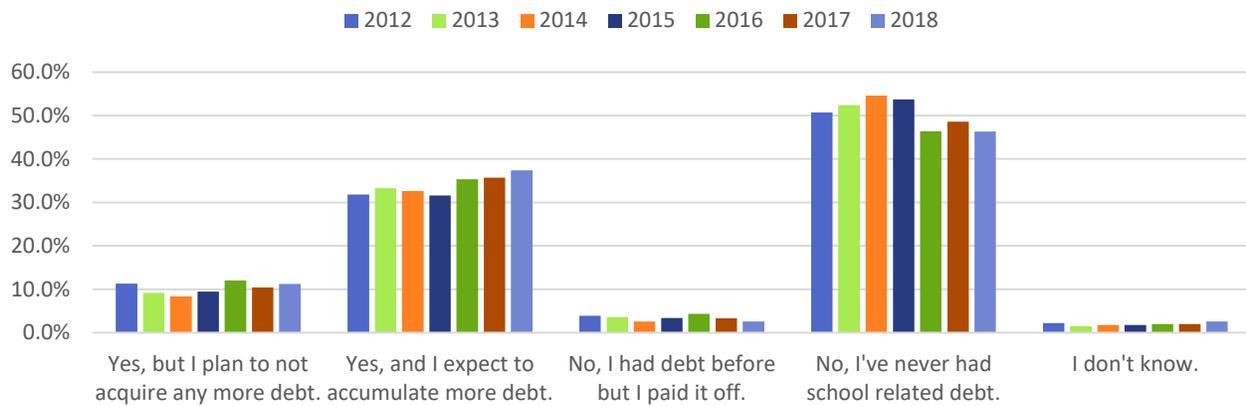


Figure 10. The percentage responses to the question, "Do you currently have school related debt?" over time.

The experiences of faculties with school-related debt is depicted in Figure 11 below. Overall, most students have not experienced school-related debt. This is especially the case for the Faculty of Kinesiology (57.7%) and the Schulich School of Engineering (52.4%). Alternatively, students in the Faculty of Law and Veterinary Medicine are the most likely to currently have debt and/or expect to accumulate more (68.5% and 66.7%, respectively).

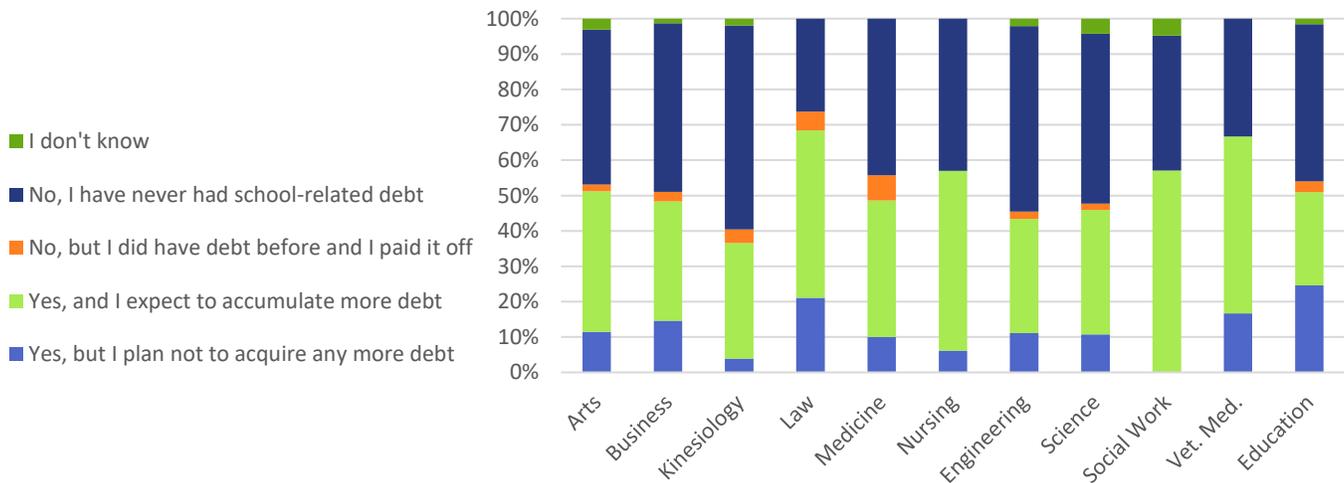


Figure 11. Faculty experiences with debt (n=1330).

The majority (58.2%) of respondents worked during the academic year, from September to April. 28.5% work between one and ten hours per week, while another 20.1% work between 11-20 hours per week. As shown in Figure 12 below, students in the Faculty of Law (68.4%), Schulich School of Engineering (56.9%), and Cumming School of Medicine (55.7%) are least likely to work during the academic year, perhaps due to their demanding course loads in comparison to other faculties.

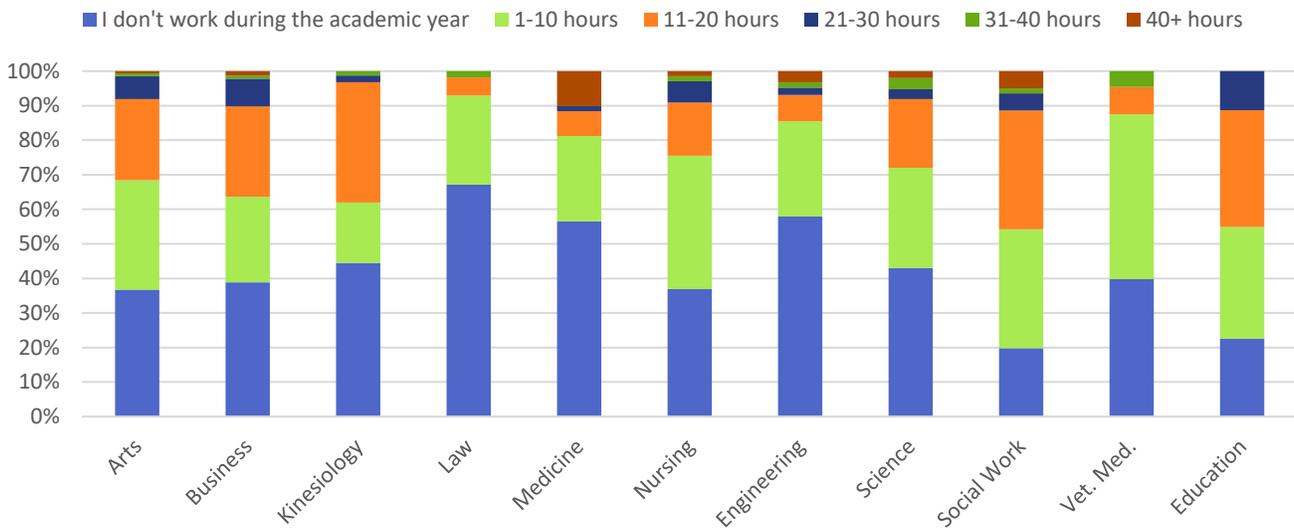


Figure 12. The percentage of students, by faculty, who work a given number of hours per week during the academic year (n=1325).

As shown in Figure 13 below, first-year students are least likely to work during the academic year (44.5%), while fourth-year students or higher are the most likely (67.8%). This is perhaps due to a greater need for financial independence in the later years of education.

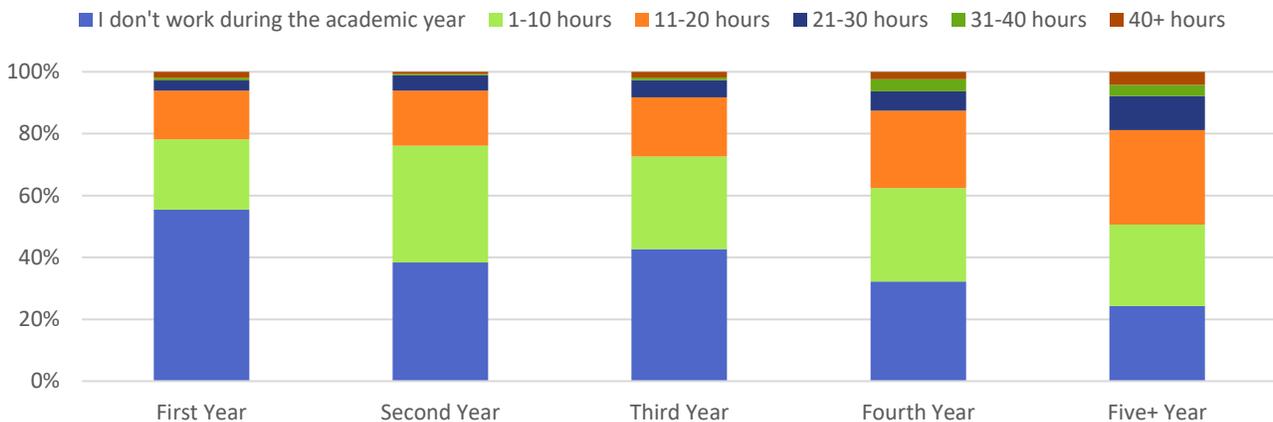


Figure 13. The percentage of students, by year of program, who work a given number of hours per week during the academic year (n=1325).

72.3% of survey respondents worked during the summer, from May to August 2017. Of those who were not employed during that time, 39.5% were enrolled in classes, and 37.0% indicated that they could not work for reasons that included family concerns, health problems, travelling, or other scheduling commitments such as sport activities. 17.7% could not find degree-related work, and 23.5% were unable to find any employment at all.

Transportation

67.4% of students take public transportation to campus; 31.4% drive to campus in a single occupancy vehicle. As shown in Figure 14 below, student modes of transportation to campus have remained consistent in previous years findings. This year, however, all modes of transportation spiked significantly because the option to “check all that apply” was introduced for the first time. The greatest jump was seen with the percentage of respondents who indicated that public transit was their primary mode of transportation to the university. 13.2% more respondents selected this option in 2018 (54.2% selected this mode of transportation in 2017).

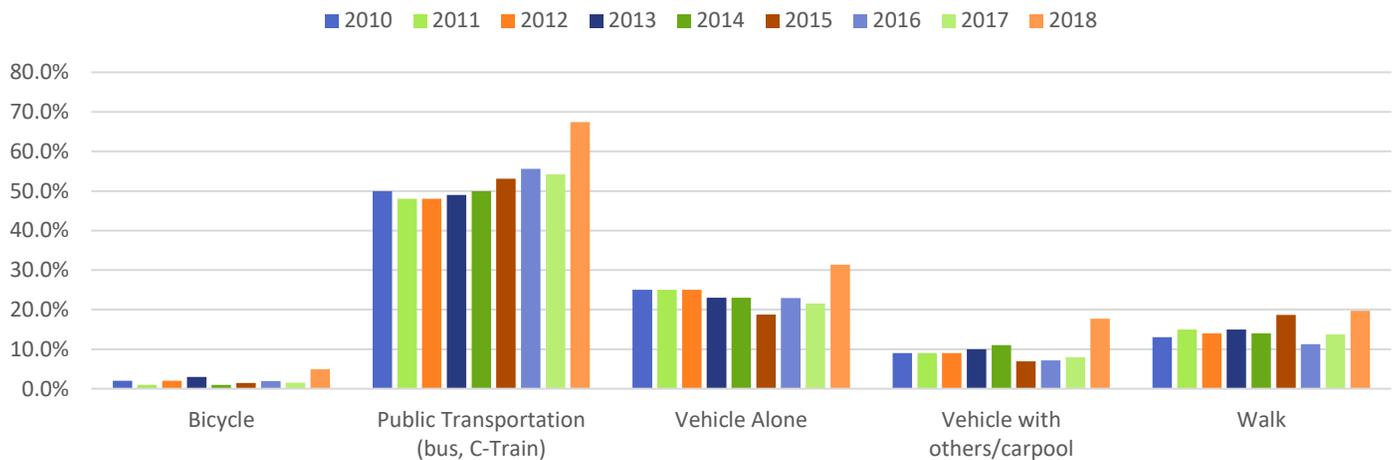


Figure 14. Student modes of transportation, longitudinally.

SU Communication

Social Media Use

Figure 15 illustrates the social media platforms that are used regularly by respondents in comparison to previous survey years. Facebook remains the most popular, though it has declined in use from 2017 (86.8%) to 2018 (83.0%). Instagram is increasing in use, and respondent selection in 2018 (70.5%) is 15.0% higher than it was in 2016. Though Snapchat usage peaked in 2016 (65.9%), it has dropped this year to 62.6%. This is probably related to the general decline in Snapchat usage described by Inc. Magazine; the combination of low levels on the stock market, competition with Instagram, and several platform redesigns has reportedly contributed to a challenging year for Snapchat overall.⁶ Twitter usage continues to decline, while LinkedIn and Pinterest have remained consistent over the years.

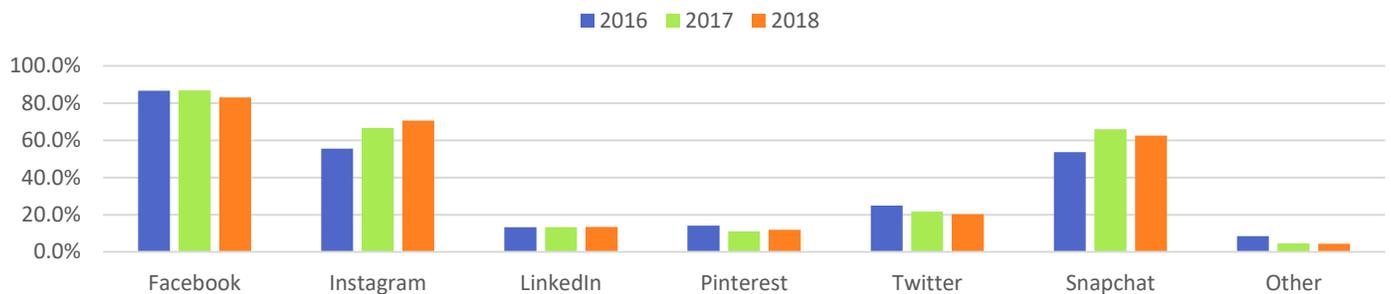


Figure 15. Social media platforms used regularly by survey respondents, longitudinally.

Figure 16 below illustrates engagement of survey respondents with SU social media since 2016. More respondents follow the SU on Facebook (29.3%) and Instagram (14.5%) than in previous years. Twitter engagement has dropped to 7.5%. Other social media accounts followed by respondents included SU Clubs on Facebook (12.5%), the Den and Black Lounge on Facebook (10.3%), and Volunteer Services on Facebook (8.8%). The least popular SU social media accounts were the Den and Black Lounge (1.5%) and Q Centre (1.4%) on Twitter.

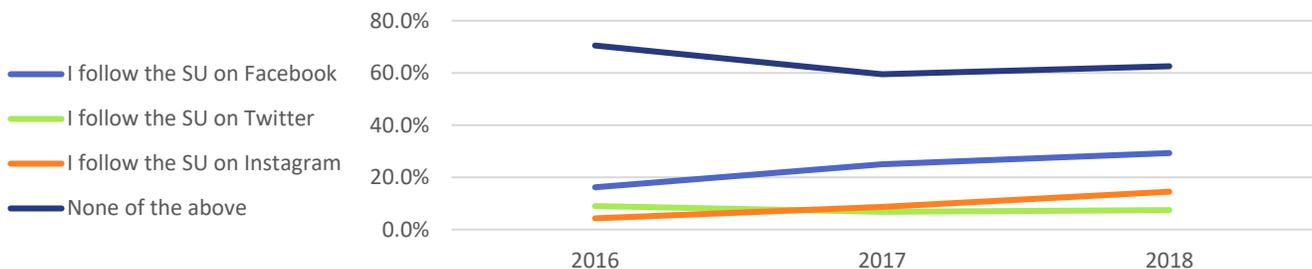


Figure 16. SU social media platforms followed by survey respondents, longitudinally.

⁶ "Sizing Up Snap's First Year as a Public Company: Not Hood, but There's Still Hope," Sonya Mann for *Inc. Magazine* (March 2, 2018), <https://www.inc.com/sonya-mann/snapchat-first-year-public-company.html?cid=search>.

Promotion of the SU

As illustrated in Figure 17 below, students are most likely to hear about SU businesses and services by word of mouth, printed posters and banners, and social media. Respondents were least likely to learn through the CJSW SU Radio Show and the Gauntlet. “Other” means of hearing about SU businesses include through Orientation Week, postings on Desire2Learn, or by walking past the SU business. These responses are mostly consistent with 2016 results; however, previous respondents were more likely to select the SU President’s Email as a way they learned about SU programs, services, and businesses.

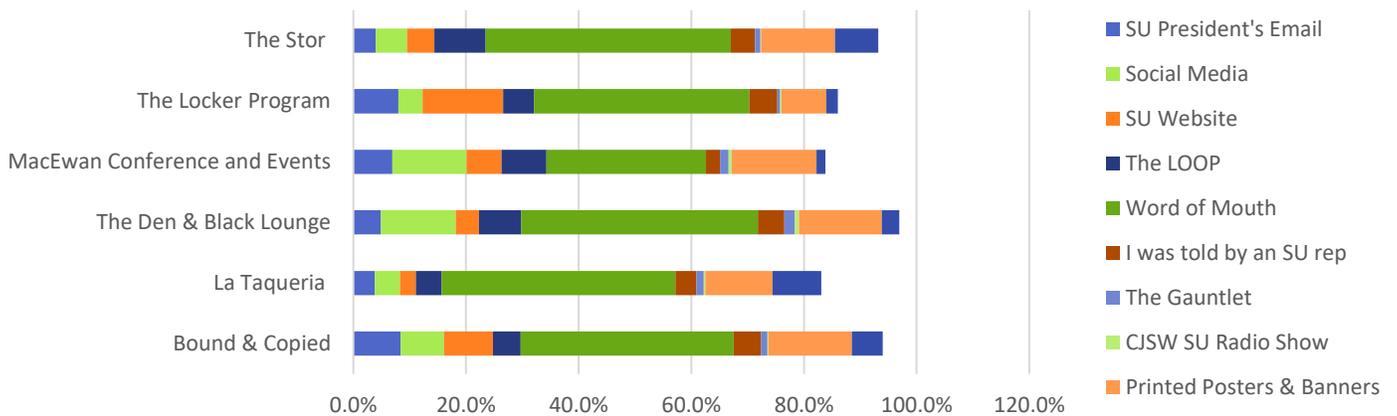


Figure 17. Percentage of ways respondents hear about SU businesses and services (n=1253). Responses do not equal 100% because respondents were asked to check all that applied.

In another question, depicted in Figure 18 below, students were asked how they were made aware of SU issues and initiatives. Responses indicate that the SU President’s Email and word of mouth is usually how this occurs. Few students learn about SU initiatives through the Gauntlet or CJSW SU Radio Show.

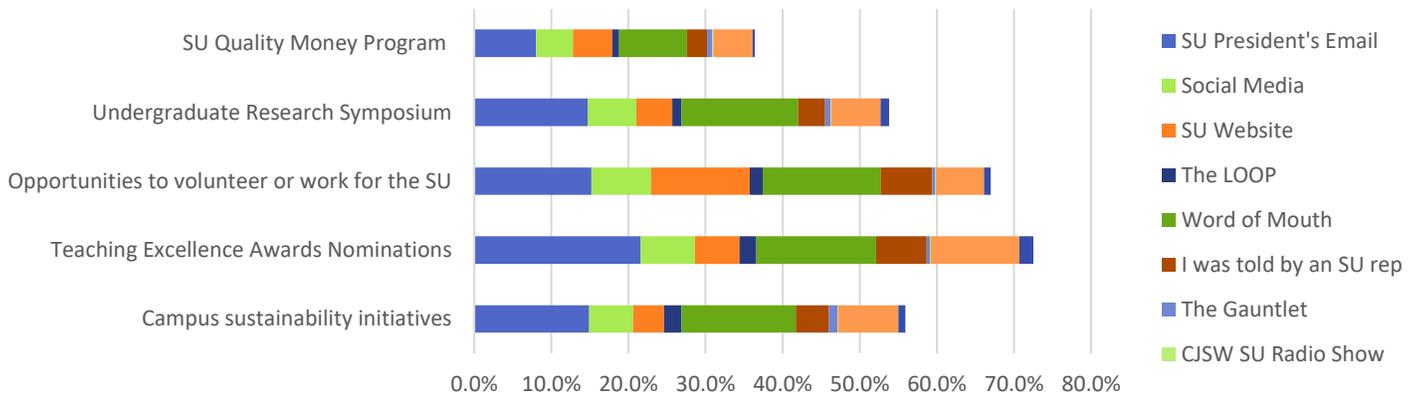


Figure 18. Percentage of ways respondents hear about SU issues and initiatives (n=1228). Responses do not equal 100% because respondents were asked to check all that applied.

Satisfaction and Awareness

Satisfaction with the SU

Overall, thinking of all SU events, programs, businesses, services and representation provided by the Students' Union, respondents were mostly (69.4%) in agreement with the statement "I am satisfied with the SU." Overall satisfaction is consistent with previous years, as depicted in Figure 19 below.

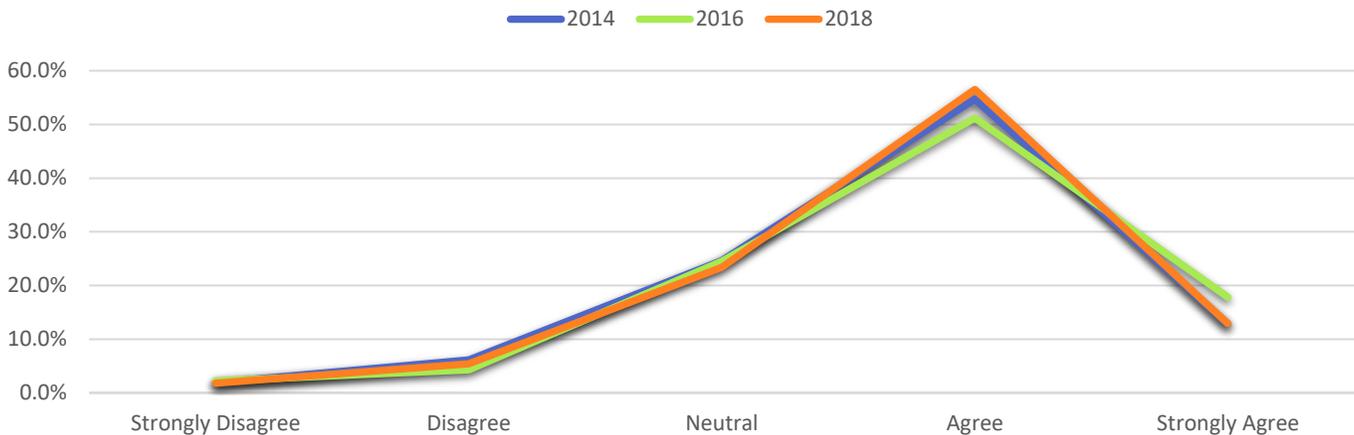


Figure 19. Overall satisfaction of survey respondents with the Students' Union, longitudinally.

The SU Survey has historically asked students, in an open-ended question, to identify the best aspects of their experience with the SU. In previous years, these responses have been coded to identify trends in student satisfaction. However, due to the lower than usual response rate on the 2018 SU Survey, open-ended responses were insufficient in contributing to this longitudinal trend. Only seven students responded to this question; of these responses, five were unusable. One complimented the Quality Money Program, and another the period product initiative introduced by the 75th Vice-President Student Life.

Alternatively, when asked in an open-ended question how the SU can serve and represent students better, 1,342 useable responses were identified. Students indicated that better communication/engagement (17.5%), better representation (9.5%), and more/cheaper food options (6.8%) are priorities. Regarding communication/engagement, students indicated that they wanted shorter, more frequent emails sent to targeted groups, fewer posters during elections, and more activity on social media. Regarding representation, students indicated that they felt as though the Students' Union was quick to side with the university on issues, resulting in the sense that both groups lacked transparency. Smaller faculties were particularly frustrated by their lack of a voice in student issues. Lastly, respondents indicated that a greater variety of more affordable food was desirable, especially healthier food options. These three areas of priority, as well as other less frequently mentioned concerns, are depicted in Figure 20 below.

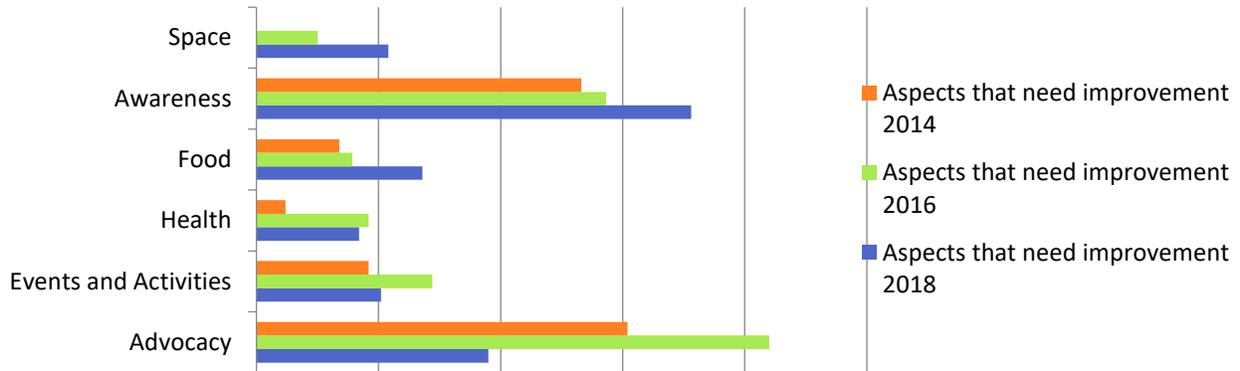


Figure 20. Ways the SU can serve and represent students better in 2016, 2014, and 2018.

Compared to 2016, satisfaction with specific services seems to have decreased. However, as depicted in Figure 22 below, this decrease is marginal. Furthermore, this decline in satisfaction does not necessarily mean students are dissatisfied with SU Services. According to Figure 23 in the following section of this report, many respondents are unaware of the variety of services offered to them by the SU. Therefore, low satisfaction, such as with services like SUPER Work, cannot be completely credited to high dissatisfaction.

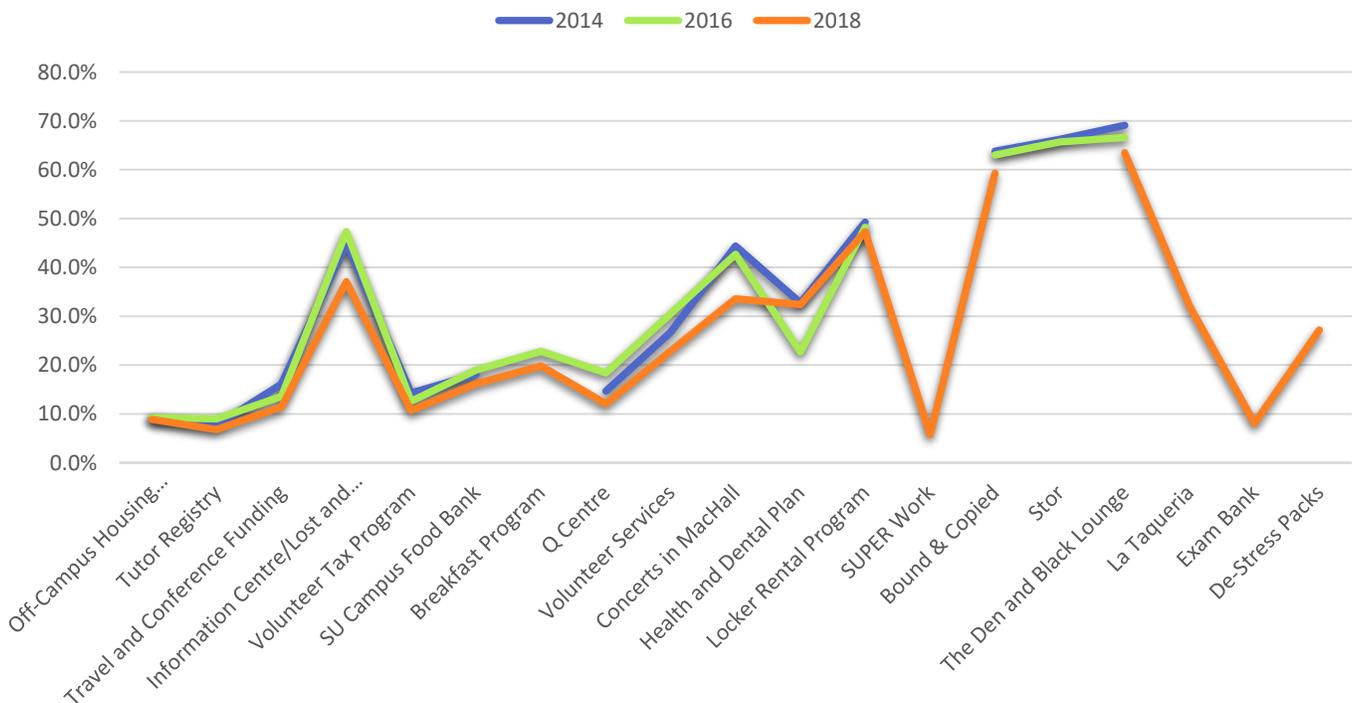


Figure 21. Percentage of respondents who indicated they are satisfied with an SU service, longitudinally. Gaps in data represent years in which a given service was not surveyed.

When asked what aspects of the SU respondents were most satisfied with, programs and services (44.3%) and SU clubs (44.9%) captured the highest percentage. As depicted in Figure 22 below, satisfaction in these areas are significantly higher than in previous years. However, this may have been influenced by the changed formatting of this question from open-ended, to a pre-determined list of choices based off typical responses in previous years.

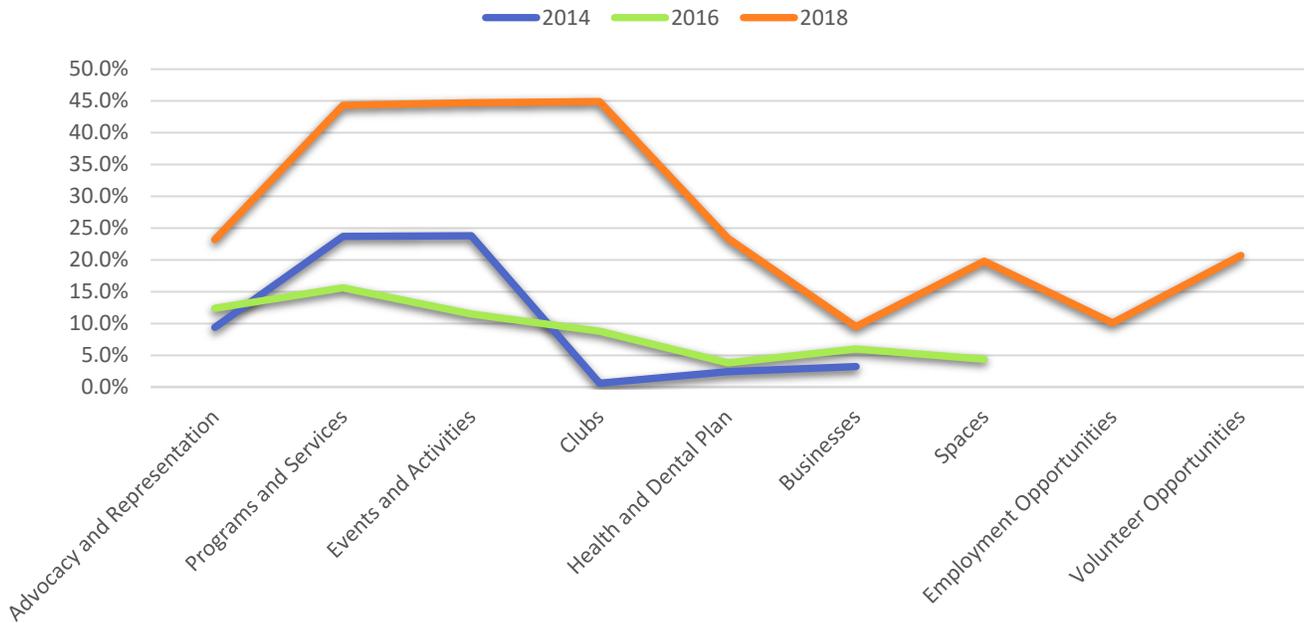


Figure 22. Aspects of the SU respondents are most satisfied with, longitudinally. Gaps in data represent years in which a given service was not surveyed.

Awareness of the SU

Survey respondents were asked to rate their level of satisfaction and awareness with various SU services. As shown in Figure 23 below, the percentage of students who indicated that they were aware of a given SU service has remained relatively consistent for each program, service, or business since 2014. For the most part, awareness in 2018 is similar to that in 2016.

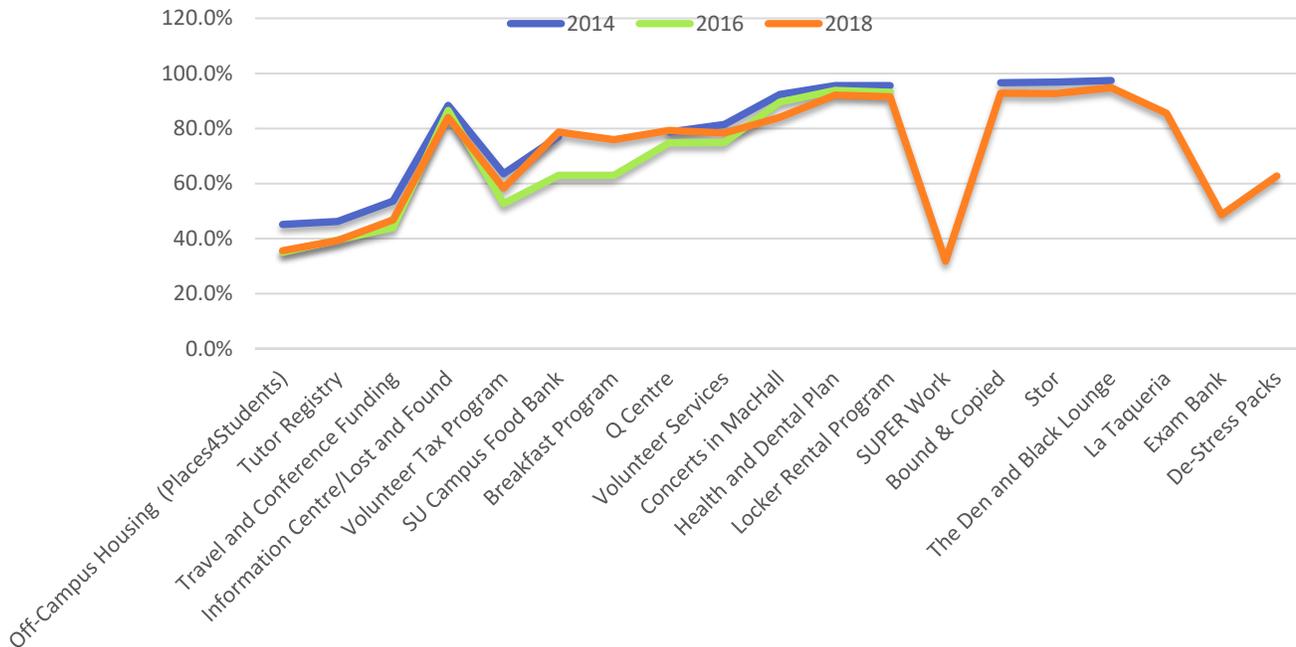


Figure 23. Percentage of respondents who indicated they are aware of an SU service, longitudinally. Gaps in data represent years in which a given service was not surveyed.

Volunteer Services and programs associated with it are the most prominent category in which awareness has increased. For example, more students are aware of the Volunteer Tax Program this year (58.3%) in comparison to in 2016 (52.7%). Similar rises in awareness are seen with respect to the Campus Food Bank, Breakfast Program, and Q Centre.

Conversely, respondents this year are slightly less aware of Concerts in MacEwan Building, the Health and Dental Plan, Stör, and the Den and Black Lounge. Off-Campus Housing, the Online Exam Bank, and the Tutor Registry have consistently been reported as services students are unaware of since 2014. SUPER Work represents the lowest level of awareness.

Respondents were also asked to indicate how they became aware of different SU initiatives and issues. Students are more aware of campus sustainability initiatives and opportunities to work and volunteer with the SU in 2018 (55.7% and 66.9%, respectively) than they were in 2016 (31.2% and 63.0%, respectively). Awareness of the Teaching Excellence Awards is consistent with 2016. Students are most unaware of the Undergraduate Research Symposium and the SU Quality Money Program; however, this cannot be compared to previous years because it was not surveyed in 2016.

SU Programs, Businesses and Services

Stör

Most students (93.1%) are aware of the Stör and heard about it by word of mouth (48.4%). Most students are satisfied with the Stör (65.7%). 17.7% said that they are aware of the service, but haven't used it; however, many of these respondents are students who aren't typically on main campus. For example, 50.0% of veterinary medicine students (who usually attend classes at the Spy Hill campus) are unaware of the Stör or have never used it.

Respondents were asked to select from a list of options of what they would like to see offered in the Stör. Figure 24 below summarizes the results. Reduced prices (69.1%) and healthier food choices/accommodating dietary restrictions (50.3%) are clear priorities for respondents. Open-ended responses from the "Other" category included varying iterations of healthy/specific food options (gluten-free, nut-free, halal, vegan), the desire for UniCard as an accepted form of payment, and price tags on store items.

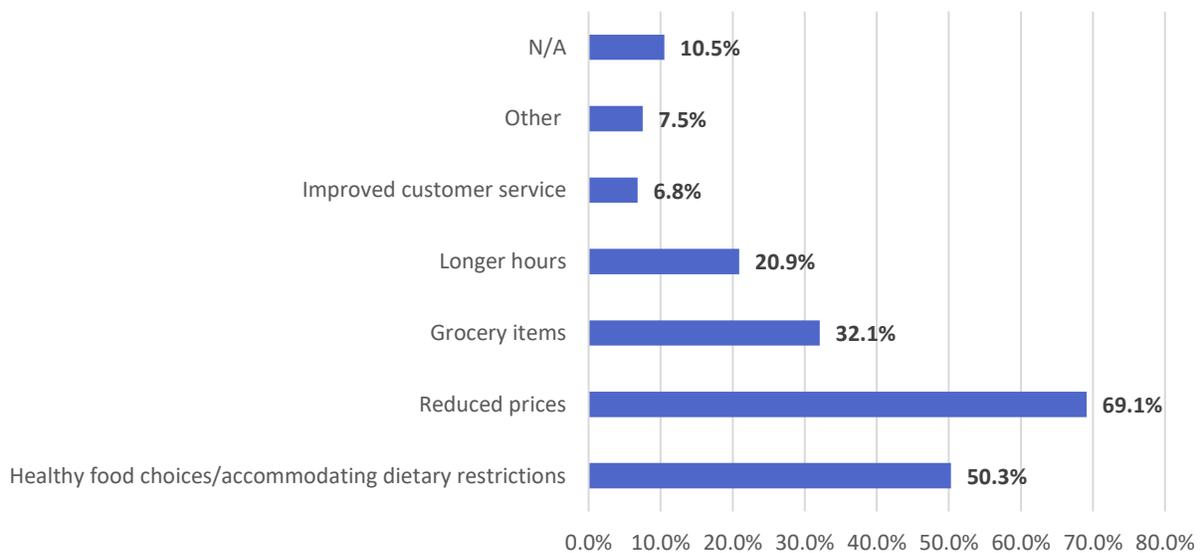


Figure 24. Percentage of student responses when asked what they would like to see offered in the Stör (n=1273).

Bound and Copied

Of respondents who have utilized Bound and Copied, 88.9% of respondents are very/somewhat satisfied; this is slightly higher than satisfaction in 2016 (85.7%). Most students are aware of this SU business (92.7%) and heard about it by word of mouth (37.8%) or printed posters and banners (14.9%). Students in Social Work (33.3%), Open Studies (24.6%) and Medicine (17.7%) least likely to be aware of Bound and Copied.

24.5% of students indicated that they have used the Bound and Copied consignment table in the MacEwan Building North Courtyard to sell textbooks at the beginning or end of the semester; this is down from 32.5% in 2016. Reasons why students indicated that they have not used this service are illustrated in Figure 25 below. Most students want to keep their textbooks, or simply don't know about the service. Of the respondents that selected "Other," open-ended responses included selling through another means, such as online or to friends (42.9%), being enrolled in a program that doesn't require many textbooks (16.3%), or laziness/forgetfulness (5.4%).

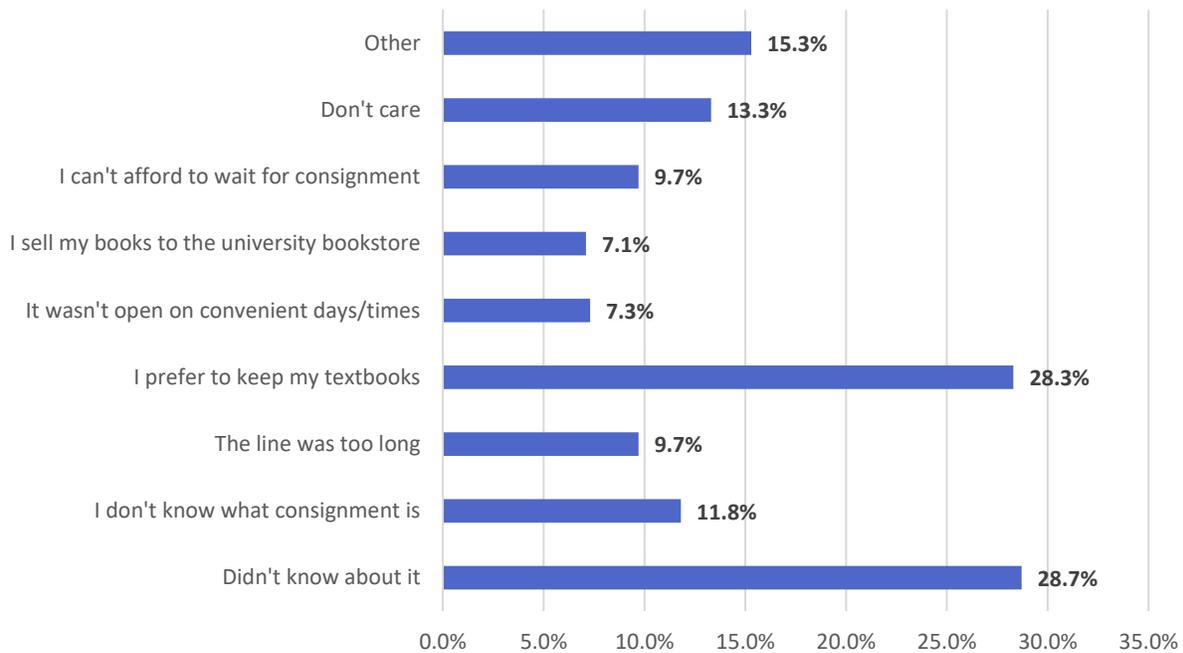


Figure 25. Percentage of student responses when asked why they have not consigned their books with Bound & Copied (n=955).

Students in Arts (32.9%), Business (33.3%), Education (34.4%), and Combined/Collaborative programs (32.0%) were the most likely to have consigned their books at Bound and Copied. Alternatively, students in Veterinary Medicine (91.7%), Open Studies (89.5%), Engineering (86.5%) and Law (83.3%) were the least likely to have consigned their books.

Locker Program

Responses to the survey indicate that 45.9% of students rent a locker on campus. 19.6% of these rent one by themselves and 10.1% share with a friend to save money (48.0%) or because they don't use it very often (36.2%). Of those who use a locker, 89.1% are very/somewhat satisfied with the program, slightly higher than 84.0% in 2016. 38.5% respondents are aware of the Locker Rental Program but have not used it. Students primarily hear about the locker program by word of mouth (38.2%) or through the SU website (14.3%).

Students in Open Studies (23.2%) are the most unaware of the locker program, despite being based on main campus. However, according to the OIA, Open Studies students make up 24.9% of part-time undergraduates at the University of

Calgary. As such, these students likely spend less time on campus than other students, making them unaware or not in need of a rented locker. Students in the Faculty of Law (28.2%) are also unaware of the SU's locker program but have access their own in the Professional Faculties building. Students in Social Work (56.8%), Education (45.1%), Medicine (44.2%), and Veterinary Medicine programs (41.2%) were the most likely to indicate that they are aware of the program, but don't use it. All these programs are either based at the Spy Hill or Foothills campuses or have a practicum component that reduces the time students in these programs spend on main campus.

MacEwan Building

Respondents were given a list of categories regarding MacEwan Building and were asked to select the best aspects and those in need of improvement. Figure 26 below compares categories ranked as a best aspect versus those identified as in need of improvement. These answers are difficult to track longitudinally because this question historically been asked in open-ended format.

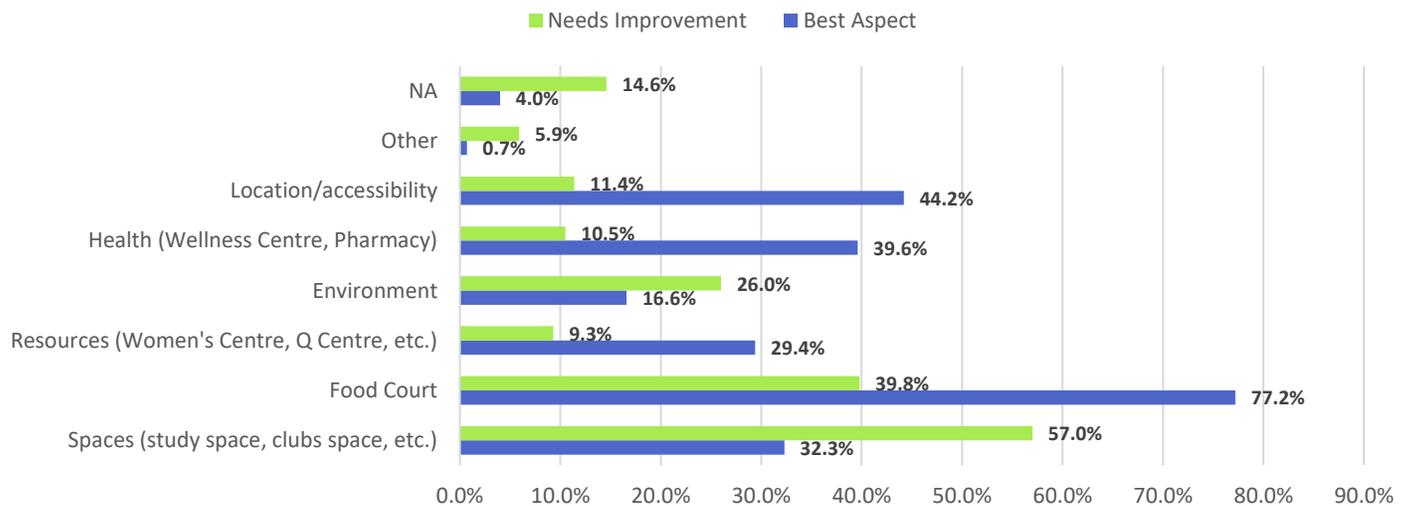


Figure 26. Percentage of student responses when asked what areas of MacEwan Building are best, and which areas were needed improvement (n=1247).

The food court was identified by students as the best aspect of MacEwan Building (77.2%). However, as in 2016, there is also a significant desire for improving the food court. In 2016, students asked that the food court be improved by adding a greater variety of vendors, especially cheaper or healthier food alternatives. Similarly, in 2018 respondents suggested the food court be improved in this way when asked what SU funding priorities should be. The location/accessibility (44.2%), health services (39.6%), and various resources located in MacEwan Building (29.4%) were also identified as best aspects of the building.

2016 responses found that students were frustrated with the lack of organization and seating in MacEwan Building during peak hours. Similarly, 2018 responses indicate that MacEwan Building spaces are an important aspect (32.3%), but still require improvement (57.0%). Other areas in need of improvement included the environment (26.0%) and location/accessibility (11.4%). 14.6% of respondents indicated this question was not applicable, suggesting they are satisfied with MacEwan Building as it is.

Student Engagement

Involvement in SU Elections

In 2018, 24.8% of eligible undergraduates voted in the annual SU General Election. This voter turnout is down marginally from 2017, which was 25.2%. Of respondents from the 2018 SU Survey, 64.1% of students participated in some way in the General Election, higher than 53.2% of respondents in 2017. This overrepresentation suggests that those participating in the annual SU Survey are hyper-engaged in SU services and activity.

Students from the Faculty of Social Work (23.8%) and Open Studies (25.9%) 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 and 2017, Open Studies students were the most likely to report that they had no engagement with the SU elections (86.1% and 80%, respectively). Since the Faculty of Open Studies has no SU representative, this may suggest that the lack of faculty representation prompts disinterest in election outcomes.

As shown in Figure 27 below, students in their second year onwards are most likely to be involved in SU elections. This suggests that first-year students are less aware of SU elections than older students, and therefore don't become engaged until their later years in university.

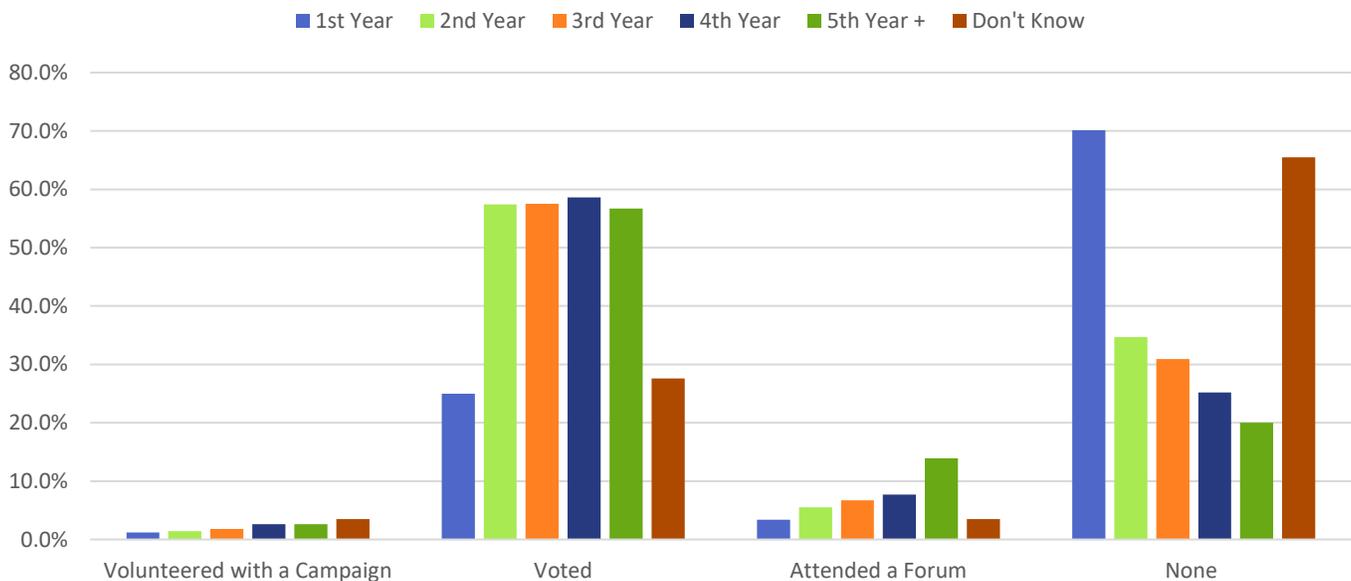


Figure 27. Survey respondent involvement in SU elections, by year of program.

Clubs

44.7% of survey respondents indicated that they are part of an SU registered club. Consistent with previous years, first year students continue to be the least likely to report being a member of an SU registered club (36.0%); however, first year students are also the most likely to indicate that they are “not sure” if they are club members (13.4%). 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 5.9%, suggesting that students learn how the system works and its connection to the SU over the course of their degree.

As depicted in Figure 28 below, Clubs Week (46.5%) and club spaces (43.7%) were identified by respondents as the best aspect of student clubs on campus. However, at the same time, 25.8% of respondents indicated that club’s spaces needed improvement. When considered in proportion to praise, the most pertinent area identified as in need of improvement is Club Hub. Only 8.4% of respondents thought it was the best aspect of clubs, and 16.4% indicated that it needed improvement.

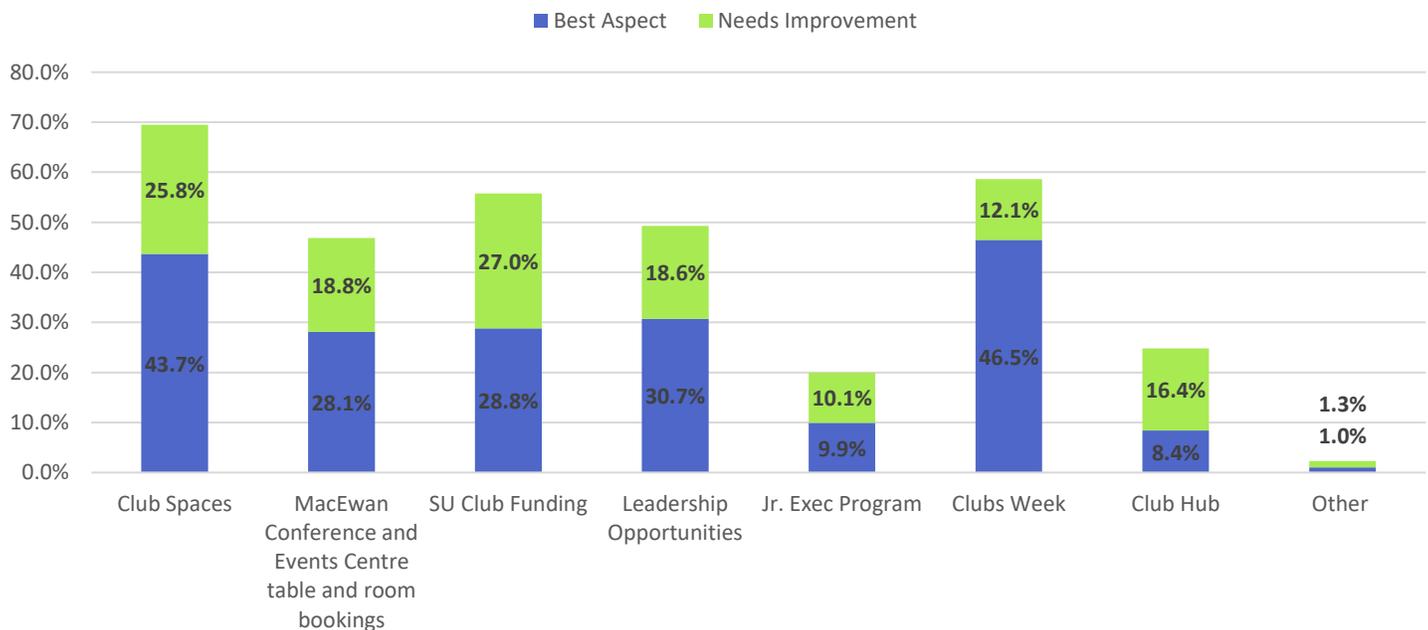


Figure 28. Best aspects of clubs compared by areas in need of improvement (n=694).

Events

Respondents were asked to select the SU events they attended or planned to attend during the academic year. Of these events, the three most popular were O-Week (65.1%), Clubs Week (61.6%), and Bermuda Shorts Day (46.8%). As shown in Figure 29 below, engagement with O-Week, Clubs Week, Frostbite, Sex Week, Pet Therapy, Stress-Less Week, and the Breakfast Program have increased. Most significantly, engagement with Stress Less Week is 17.4% higher in 2018 (23.3%) than it was in 2016 (5.9%). This seems to have been the result of a new communication plan that was implemented this year for the event.

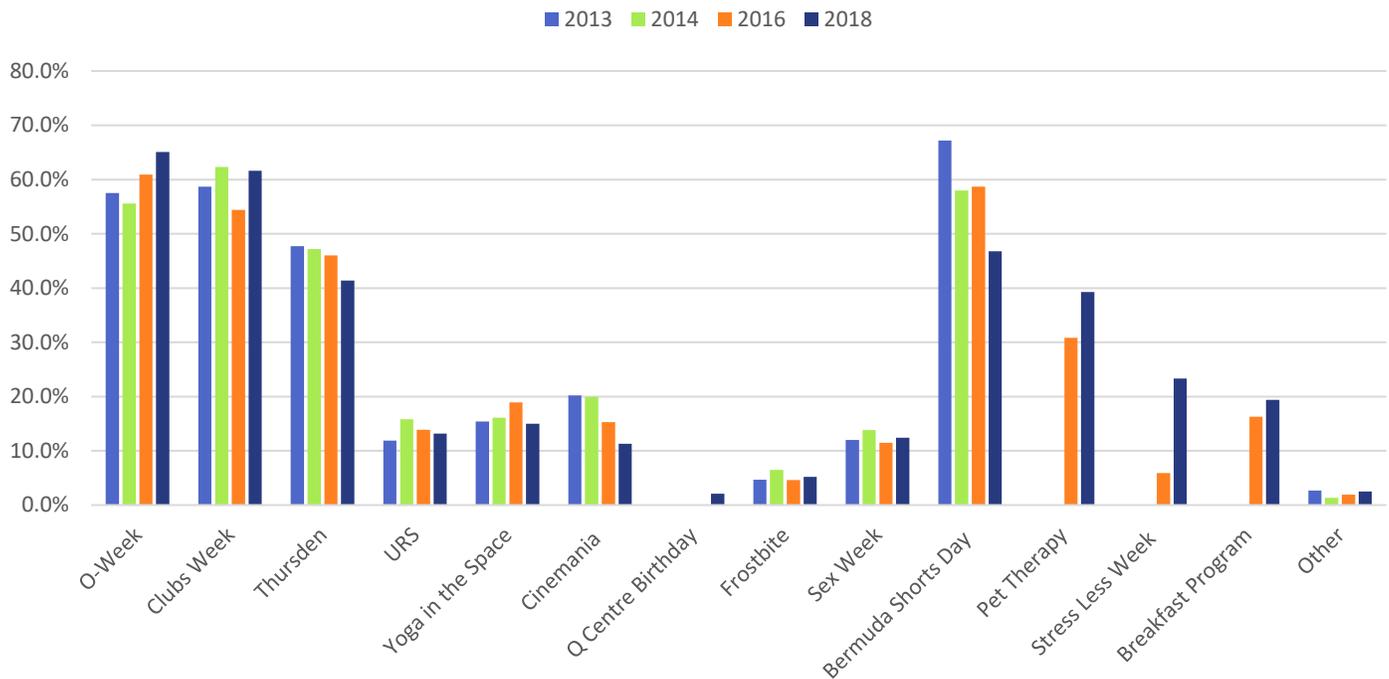


Figure 29. SU events that students attended or planned to attend (n=694).

In 2016 46.0% of respondents indicated that they have attended or planned to attend Thursden, in 2018 41.4% of respondents indicated the same. Similarly, attendance or planned attendance at Bermuda Shorts Day dropped from 2016 (58.7%) by 11.9%.

As shown in Figure 30 below, engagement with events is generally proportionate across faculties. Exceptions to this include the greater likelihood of students in the Cumming School of Medicine (10.4%) and Veterinary Medicine (12.5%) to attend the Undergraduate Research Symposium, and respondents in Open Studies (15.6%) to attend Pet Therapy. Students in the Faculty of Law tend to be less engaged in SU events, except for with Cinemania (8.6%), Frostbite (5.7%), and Bermuda Shorts Day (17.1%).

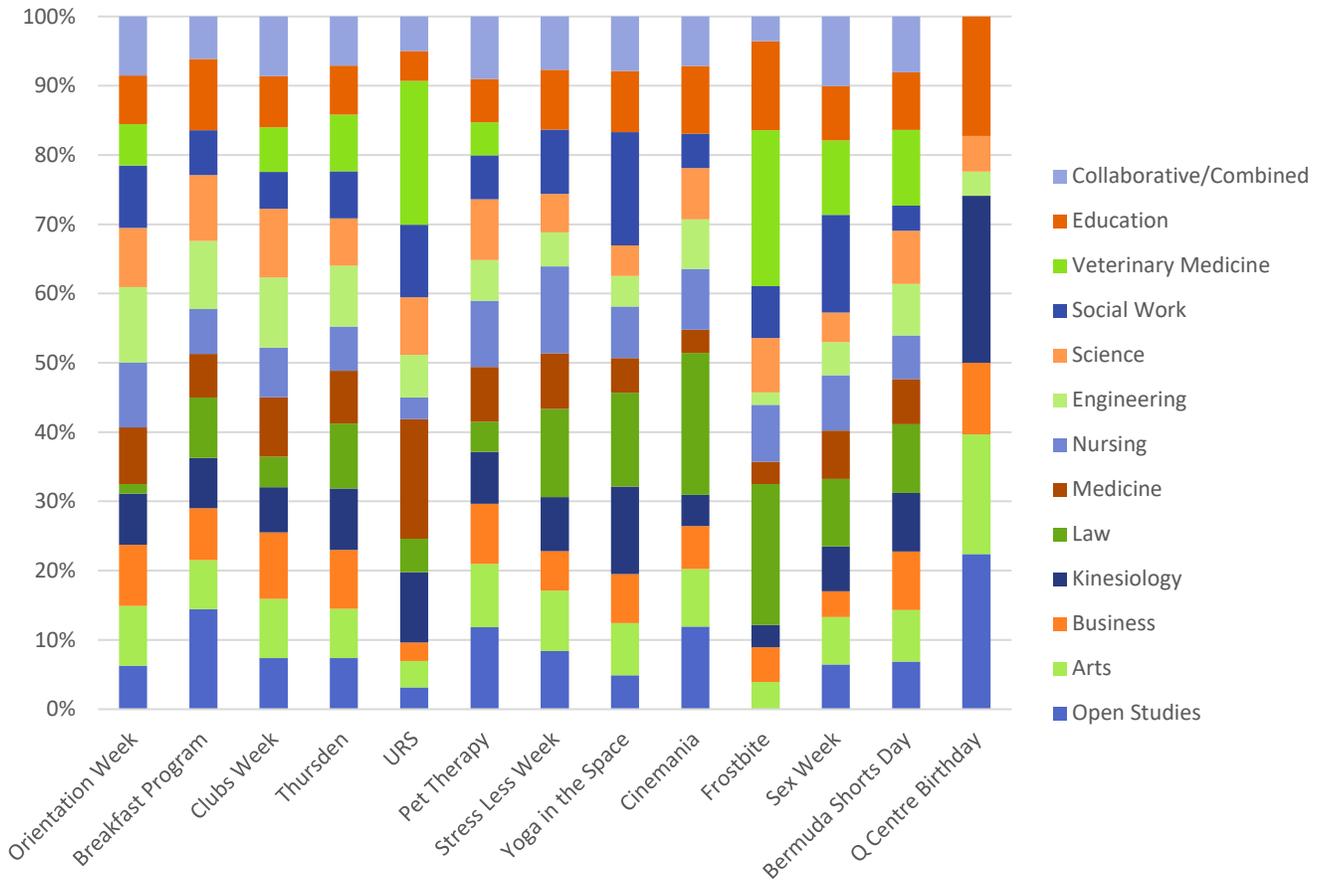


Figure 30. SU events that students attended or planned to attend, by faculty (n=694). This graph should be compared

Funding Priorities

Each year, the SU receives approximately \$1.65 million in funding from the University of Calgary to spend on projects that improve the student experience. In past surveys, respondents were given a list of options to choose from. Trends from this type of question format are depicted in Figure 31 below.

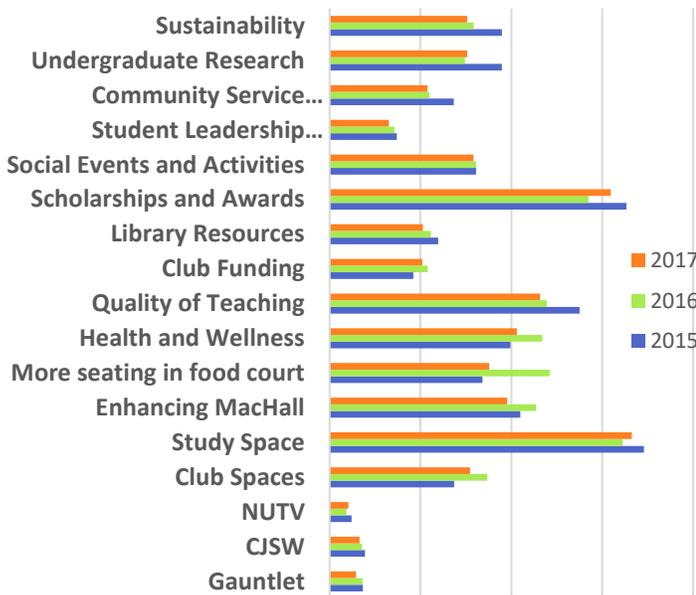


Figure 31. Funding priorities for survey respondents over time.

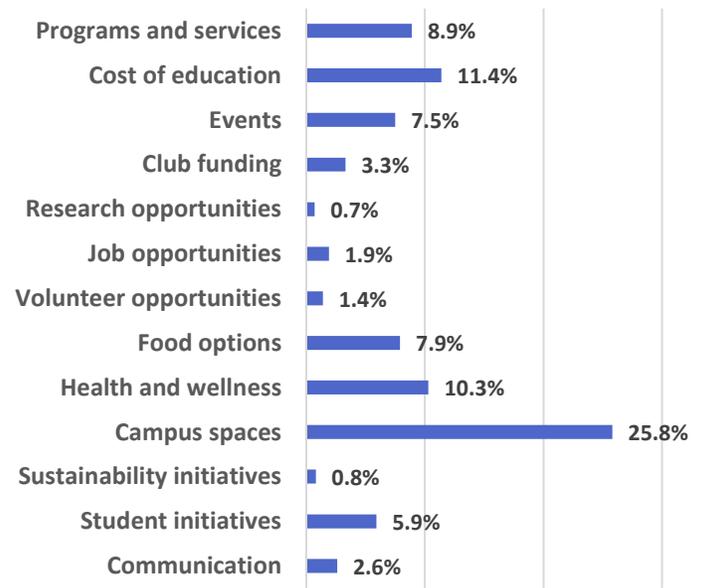


Figure 32. Funding priorities for 2018 survey respondents (n=1599).

This year, this question format was changed to an open-ended one to provide students with the opportunity to voice their opinions more freely. Responses aggregated and coded from this un-prompted forum are illustrated in Figure 32 above. As in previous years, campus spaces and the cost of education remain a priority. Subcategories identified within these categories are detailed in Figures 33 and 34 below.

Campus Spaces



Figure 33. Types of responses regarding campus spaces.

Cost of Education

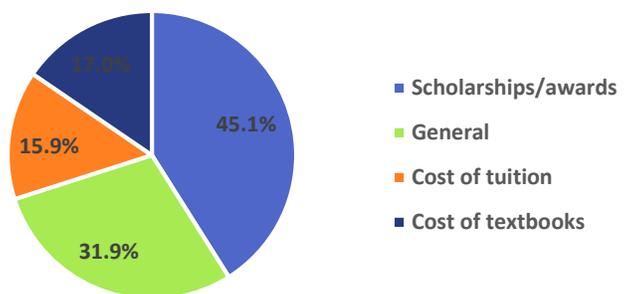


Figure 34. Types of responses regarding cost of education.

Other

At the end of the survey, students were asked “Is there anything else about the Students’ Union or the University of Calgary that you would like to share with us?” in an open-ended format. Many respondents chose not to answer this question (40.7%); furthermore, 64.7% of the students who did answer this question responded “not applicable.” This could be because they felt the previous questions adequately addressed their thoughts or they were simply tired of the survey.

Useable responses were coded into four general categories: praise (14.6%), complaints (5.6%), concerns (3.8%), and requests (9.6%). Responses of praise tended to be general platitudes of good will towards the SU with many respondents noting the SU’s hard work. The types of responses for the complaints, concerns, and requests categories are illustrated in Figure 35 below.

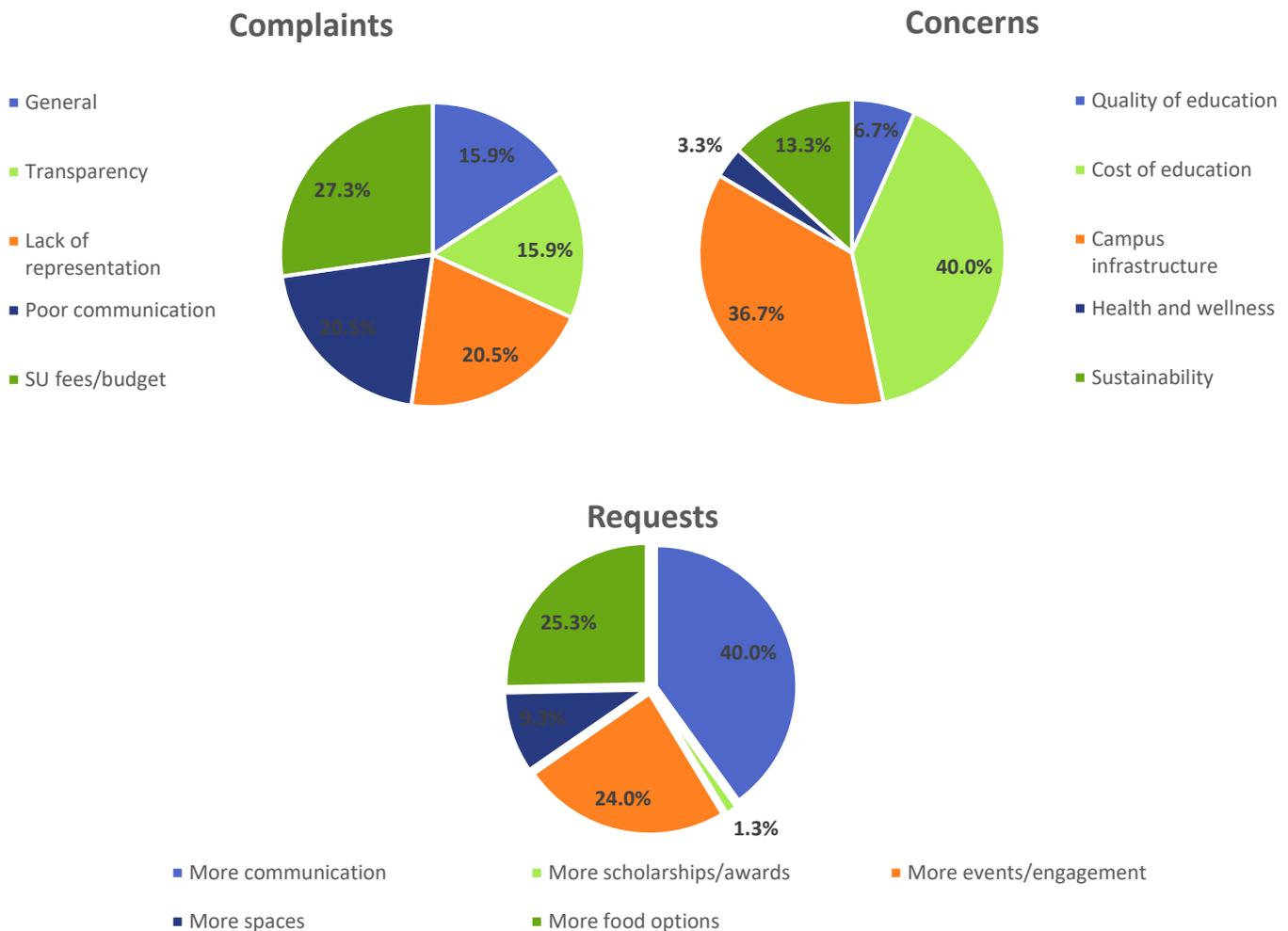


Figure 35. Categories of closing thoughts on the survey (n=785).

Appendix I: 2018 Survey Questions

2018 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, and helped direct advocacy and policy work throughout 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 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 Information

Q 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

Q 2 What is your gender?

- Male
- Female

Other (non-binary, two-spirited, intersex, etc.)
Prefer not to specify

Q 3 What is your age range?

17 or under
18 – 22
23 – 27
28 or older

Q 4 What is your year of program?

1st year
2nd year
3rd year
4th year
5th year or higher
Other (please specify)

Q 5 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)

Q 6 Are you an international student?

Yes
No

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

Yes [display question 8](#)
No

Q 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)

Student Housing, Transportation, and Finances

Q 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
- In on-campus student residence
- In a home I own
- Other (please specify)

Q 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)

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

- Less than \$300
- \$300 - \$499.99
- \$500 - \$599.99
- \$600 - \$699.99
- \$700 or more

Q 12 Do you currently have school-related debt?

- 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

Q 13 What is the total school-related 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

Q 14 What is your paid-employment status during the 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

Q 15 Were you employed (i.e. did you receive compensation for work) during the period of May to August 2017?

- Yes [skip question 16](#)
- No

Q 16 Why weren't you employed from May to August 2017? (Check all that apply)

- I was enrolled in classes
- I was enrolled in a student abroad program
- I did unpaid work (e.g. volunteering, unpaid internship)
- I could not 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)

Q 17 What is your primary method of transportation to the university? (Check all that apply)

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

Campus Involvement

Q 18 Are you a member of a Registered SU Club?

Yes

No **skip questions 19, 20, 21**

Not sure

Q 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

Club Newsletter

Clubs Week

SU President's Email

Social media (Facebook, Twitter, Instagram)

SU Website

The LOOP (TV screens in MacHall)

Word of mouth (e.g. through friends)

I was told by an SU representative in class or elsewhere on campus

The Gauntlet

The CJSW SU Radio Show

Printed Posters and Banners

Other (please specify)

I was unaware of SU clubs, club events, and club-related programs and services

Q 20 Thinking of the services that the SU provides for student clubs, what is the best aspect of your experience with student clubs on campus? (Check all that apply) (optional)

Club space

MacEwan Conference and Events Centre table and room bookings

Special Event Funding

Opportunity for mentorship

Other (please specify)

Jr. Exec Program

Clubs Week

N/A

Q 21 What aspects of services for student clubs on campus need improvement? (Check all that apply) (optional)

Club space

MacEwan Conference and Events Centre table and room bookings

Special Event Funding

Opportunity for mentorship
Other (please specify)
Jr. Exec Program
Clubs Week
N/A

Q 22 In what ways did you participate in this year's SU General Election or fall By-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

Q 23 How do you hear about the SU Elections? (Check all that apply)

SU President's email
Social media (Facebook, Twitter, Instagram)
SU website
The LOOP (TV 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

Social Media Use

Q 24 What social media do you use regularly? (Check all that apply)

Facebook
Instagram
LinkedIn
Pinterest
Twitter
Snapchat
Other (please specify)

Q 25 Do you follow the SU on social media? (@SUUofC) (Check all that apply)

- I follow the SU on Facebook
- I follow the SU on Twitter
- I follow the SU on Instagram
- None of the above

Q 26 What other SU social media accounts do you follow? (check all that apply)

- I follow the Den and Black Lounge on Twitter
- I follow the Den and Black Lounge on Facebook
- I follow the Den and Black Lounge on Instagram
- I follow SU Clubs on Facebook
- I follow SU Clubs on Twitter
- I follow SU Volunteer Services on Twitter
- I follow SU Volunteer Services on Facebook
- I follow SU Volunteer Services on Instagram
- I follow the Q Centre on Twitter
- I follow the Q Centre on Facebook
- I follow the Q Centre on Instagram

SU Events

Q 27 Which of the following SU events have you attended or plan to attend? (optional) (Check all that apply)

- Orientation Week
- Breakfast Program (free breakfast in the Q Centre on Tuesday and Wednesday mornings)
- Clubs Week
- Thursden
- Undergraduate Research Symposium
- Pet Therapy (monthly “puppy rooms” in That Empty Space)
- Stress Less Week
- Yoga in the Space
- Cinemaniam (movies in the Den on Monday nights)
- Frostbite
- Sex Week
- Bermuda Shorts Day (BSD)
- Q Centre Birthday
- Other (please specify)

SU Businesses, Programs, and Services

Q 28 Please rate your level of satisfaction with the following SU services:

- Very satisfied
- Somewhat satisfied
- I am aware of this service but I haven't used it
- Somewhat dissatisfied
- Very dissatisfied
- I am unaware of this service

- Off-Campus Housing Website (Places4Students)
- Tutor Registry
- Travel and Conference Funding
- Information Centre/Lost and Found
- Volunteer Tax Program
- SU Campus Food Bank
- Breakfast Program
- Q Centre for Sexual and Gender Diversity
- Volunteer Services
- Concerts in MacHall
- Student Health and Dental Plan
- Locker Rental Program
- SUPER Works
- Bound & Copied Consignment and Used Bookstore
- Stör convenience store (in MacHall, next to the Club Space)
- The Den and Black Lounge
- La Taqueria
- Online Exam Bank
- De-Stress Packs

Q 29 Have you used the Bound & Copied Consignment table in the MacHall North Courtyard (by Dairy Queen) to sell textbooks at the beginning or end of the semester?

- Yes
- No **display question 30**

Q 30 Why haven't you used the Bound & Copied Consignment Table? (Check all that apply)

- Didn't know about it
- I don't know what consignment is
- The line was too long

- I prefer to keep my textbooks
- It wasn't open on convenient days or times
- I sell my books back to the university bookstore
- I can't afford to wait for consignment
- Don't care
- Other (please specify)

Q 31 The Stör convenience store in MacHall which sells a variety of snacks and fresh food items. Please provide us with suggestions for what you would like to see offered in the Stör. (optional) (Check all that apply)

- Healthy food choices/accommodating dietary restrictions
- Reduced prices
- Grocery items
- Longer hours
- Improved customer service
- Other (please specify)
- N/A

Q 32 Do you rent a locker on campus? (Check all that apply)

- Yes, I rent a gym locker
- Yes, I rent a locker somewhere else on campus
- Yes, I rent a locker by myself
- Yes, I share a locker with one or more friends [display question 33](#)
- No

Q 33 Why do you share a locker? (optional)

- To save money
- Because the lockers are big enough to share
- I don't use it often
- Other (please specify)

Q 34 How do you hear about the following SU businesses and services? (Check all that apply)

- Bound & Copied
- La Taqueria
- The Den & Black Lounge
- MacEwan Conference and Events
- The Locker Program (not including club or gym lockers)
- The Stör

- SU President's Email
- Social media (Facebook, Twitter, Instagram)
- SU Website
- The LOOP (TV screens in MacHall)
- Word of mouth (e.g. through friends)
- I was told by an SU representative in class or elsewhere on campus
- The Gauntlet
- The CJSW SU Radio Show
- Printed Posters and Banners
- Other (please specify)
- I was unaware of this business or service

Satisfaction with MacHall and the SU Overall

Q 35 Thinking of all the different ways that you use the building, what are the best aspects of MacHall? (Check all that apply) (optional)

- Spaces (study space, club space, etc.)
- Food court
- Resources (i.e. Women's Centre, Q Centre, etc.)
- Environment
- Health (i.e. Wellness Centre, Pharmacy, etc.)
- Location/Accessibility
- Other (please specify)
- N/A

Q 36 What aspects of MacHall need improvement? (Check all that apply) (optional)

- Spaces (study space, club space, etc.)
- Food court
- Resources (Women's Centre, Q Centre, etc.)
- Environment
- Health (Wellness Centre, Pharmacy, etc.)
- Location/accessibility
- Other (please specify)
- N/A

Q 37 Thinking of all the events, programs, businesses, services and representation provided by the Students' Union at the University of Calgary, to what extent do you agree with the following statement, "I am satisfied with the SU."

- Strongly agree
- Agree

Neither Agree nor Disagree
Disagree
Strongly disagree

Q 38 What aspects of the SU are you most satisfied with? (Check all that apply)

Advocacy and Representation
Programs and Services
Events and Activities
Clubs
Health and Dental Plan
Businesses
Spaces
Employment Opportunities
Volunteer Opportunities
Other
N/A

Q 39 How can the SU serve and represent you better? (open-ended)

SU Communications

Q 40 How did you become aware of the following SU issues and initiatives?

Campus sustainability initiatives
Teaching Excellence Awards nominations
Opportunities to volunteer or work for the SU
The Undergraduate Research Symposium
SU Quality Money Program

SU President's Email
Social media (Facebook, Twitter, Instagram)
SU Website
The LOOP (TV screens in MacHall)
Word of mouth (e.g. through friends)
I was told by an SU representative in class or elsewhere on campus
The Gauntlet
The CJSW SU Radio Show
Printed Posters and Banners
Other (please specify)

I was unaware of this issue or initiative

Q 41 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 question)

Q 42 Is there anything else about the Students' Union or the University of Calgary that you would like to share with us? (optional) (open-ended question)

Appendix II: 2018 Survey Prize Draw Rules

2018 SU Annual Survey - Survey Draw

Current students enrolled full- or part-time in an undergraduate program at the University of Calgary who complete the 2018 SU Annual Survey may enter to win one of the following prizes:

- One Apple iPad valued at approximately \$500.00
- 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. 8, 2018 at 12:00am and will close on Feb. 16, 2018 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. 20, 2018. The Students' Union will make reasonable efforts to notify winners by Feb. 23, 2018 and is 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 2, 2018.

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

Category		Code	Count
Better representation		1	
Better communication/engagement		2	
More spaces			
Breakdown	General	3	
	Study spaces	4	
	Clubs spaces	5	
More events		6	
More (cheaper) food options		7	
More job opportunities		8	
More volunteer opportunities		9	
More research opportunities		10	
More scholarships/funding		11	
More surveys/opportunities for input		12	
Better Health & Dental Plan		13	
Renovate/maintain existing spaces		25	
Cost of Education			
Breakdown	Lower tuition	15	
	Less (SU) fees	16	
	General	17	
	Lower textbook costs	18	
I don't know			
Breakdown	General	19	
	Negative	20	
	Praise/content	21	
Other		22	
NA		23	
Unusable data		24	

Table 2. Data dictionary for Q 39. "How can the SU serve and represent you better?"

Category		Code	Count
Better advertising/communication		1	
Student initiatives		2	
Sustainability initiatives		3	
Campus spaces			
Breakdown	More space (general)	4	
	More study spaces	5	
	More facilities	6	
	More clubs space	7	
	Renovate/maintain existing spaces	8	
Health & Wellness			
Breakdown	General	9	
	Physical	10	
	Mental	11	
More (cheaper) food options		13	
More volunteer opportunities		14	
More job opportunities		15	
More research opportunities		16	
Clubs funding		33	
More events		17	
Cost of education			
Breakdown	General	18	
	Textbooks	19	
	Scholarships/awards/funding	20	
	Tuition	21	
Programs & Services			
Breakdown	General	29	
	Minorities	22	
	Academic	30	
	Financial	31	
Praise		24	
I don't know		25	
Other		26	
NA		27	
Unusable data		28	

Table 3. Data dictionary for Q 41. "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?"