



INSTITUTIONAL RESEARCH
AND PLANNING

Fall 2020 Undergraduate Student Survey: Report of Findings

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SECTION I: INTRODUCTION

This report presents a summary of the findings from the Fall 2020 Undergraduate Student Survey (UGSS). The UGSS has been conducted at Simon Fraser University (SFU) every Fall term since 1992¹. The purpose of the survey is to assess the academic experiences and concerns of undergraduate students. This year's survey focused on six main topics:

- SFU's COVID-19 pandemic response,
- course availability,
- credential completion,
- teaching and curriculum,
- services, and
- university culture and environment.

The report is divided into the following sections:

- Section I outlines the purpose of the UGSS and the structure of this report,
- Section II presents the survey methodology,
- Section III reports the results of the survey,
- Section IV has some conclusions and recommendations,
- Appendix A contains the survey instrument (questionnaire),
- Appendix B contains the distribution of responses to the survey questions,
- Appendix C contains the analyses of student comments on suggestions for improving SFU, and
- Appendix D compares the profile of the achieved sample of survey respondents to the population of all registered undergraduate students.

The results presented in this report represent an overview of the survey findings. More detailed analyses of specific research questions are available upon request.

SECTION II: METHODOLOGY AND RESPONSE RATE

The UGSS was administered online, during October 2020². All 25,700 registered undergraduate students³ with known e-mail addresses were invited by e-mail to participate in the survey. An initial invitation was e-mailed to students on October 1st, 2020⁴. Follow-up e-mails were sent out on October

¹ In 1994, the Senate Committee on Instructional Methods and Organization (SCIMO) recommended that Simon Fraser University assess the effectiveness of its instructional system on an annual basis. The survey was not administered in 2002.

² In 2006, administration of this survey switched from paper to online. Prior to 2006, a paper survey was administered in class to a number of randomly selected classes. This essentially resulted in a clustered random sample, with a "captive audience" that led to high response rates. In contrast, the online surveys of recent years were usually administered to the entire population of SFU undergraduate students. However, since there was no "captive audience", response rates were lower. The achieved sample size is larger than when the previous methodology was used, leading to more precise statistical estimates, but the lower response rate could make the results less generalizable. This issue has been addressed to some extent by the introduction of incentives for survey participants, which would hopefully appeal equally to all students.

³ In the past, students on co-op terms who were not taking any non-co-op courses were not invited to participate. Starting in Fall 2015, all students, including those on co-op terms and not taking any non-co-op courses were invited to participate.

⁴ 200 students were randomly selected to receive an early invitation (September 30th). By inviting a small group of students the administrators would be able to resolve any technical issues prior to inviting the bulk of students to participate. No such issues were encountered.

7th, 13th, and 19th, with a final reminder on October 28th. The online survey was available to students until November 1st.

The survey was administered using Qualtrics, an external online survey tool⁵. Students were sent an individualized link to the survey, so that only invited students could participate. This also allowed students to save their responses and return later to complete the survey, while ensuring that only one set of responses would be submitted by each student. To encourage participation, survey respondents were entered into a random draw for one of 14 cash prizes, ranging from \$100 to \$250 each. In total, 8,332 undergraduate students responded to the survey. This represents a response rate of 32.4%, which is higher than last year's response rate of 30.1%. Statistics provided in this report are estimates based on survey respondents. Assuming that the sample is representative, proportions calculated on all respondents are accurate within $\pm 0.9\%$ ⁶, 19 times out of 20.

It should be noted that the survey was able to capture partial respondents – students who started the survey, but did not complete it. As such, the number of missing cases increases through the survey as students drop off. A total of 6,338 students fully completed the survey (reached the last page and clicked on “submit”). Proportions calculated on *this* number of respondents are accurate within $\pm 1.1\%$, 19 times out of 20.

SECTION III: RESULTS

Section III.1: Profile of Respondents

This section provides a profile of the survey respondents, and compares them to the overall population of registered undergraduate students at Simon Fraser University. Table 1 describes survey respondents. A thorough comparison between the achieved survey sample and the population of all registered undergraduate students can be found in Appendix D.

⁵ All data were stored in Canada.

⁶ Note that this margin of error does not control for multiple comparisons. Survey research should be considered exploratory, and definitive conclusions must be drawn with caution.

Table 1: Profile of Survey Respondents

<p>Indigenous People of Canada: 3% of respondents were Indigenous people of Canada (First Nations, Métis or Inuit – either status or non-status).</p> <p>Age: The average age of survey respondents was 21 years.</p> <p>Basis of Admission: 65% of respondents were admitted to SFU from high school, 30% transferred from a college or university or had a BC Associate Degree, 3% were degree holders, 1% were admitted as mature students, and 2% had another basis of admission.</p> <p>Co-op: 24% were in a co-op program.</p> <p>Course Location:⁷ 89% of respondents were taking courses at SFU's Burnaby campus in Fall 2020, 27% at the Surrey campus, 12% at the Vancouver campus, and 15% through Distance Education/Online. (Students may take classes in more than one location.)</p> <p>Credential: 95% were pursuing a Bachelor's Degree, 4% were pursuing a Certificate, 4% were in the Professional Development Program, less than 1% were pursuing a Post Baccalaureate Diploma, and 1% were pursuing another credential or no credential. (Students may pursue more than one credential.)</p> <p>Cumulative Grade Point Average: 40% had a CGPA of 3.00 or above; 30% had a CGPA between 2.00 and 2.99; 2% were below 2.00; the remainder had no CGPA (new, or no courses taken towards CGPA).</p> <p>Declared Status: 71% of respondents had declared a major and/or minor.</p>	<p>Employment Status: 52% of respondents were employed at the time of the survey; of these, 32% worked 20 or more hours per week.</p> <p>Faculty: 33% of respondents were in Arts and Social Sciences, 15% in Science, 14% in Applied Sciences, 13% in Business, 9% in Communication, Art and Technology, 6% in Education, 6% in Health Sciences, and 4% in Environment. (Students may be in more than one faculty.)</p> <p>First Term at SFU: 70% of respondents began their studies at SFU within the past three years (2018 or later). 26% were new this term.</p> <p>Full-Time/Part-Time Status: 90% of respondents were registered in at least 9 credits or on a co-op term in the Fall 2020 semester.</p> <p>International Students: 18% of respondents were international students (non-Canadian citizens with "Student Authorization" to study in Canada).</p> <p>Sex: 62% of the survey respondents were female; 38% were male.</p> <p>Total Credits Completed (SFU + Transfer): 34% of those surveyed had completed 1 to 59 credits prior to Fall 2020; 44% had completed 60 or more credits; 21% had not yet completed any SFU or transfer credits.</p> <p>Year Level: Based on all credits completed, 49% of respondents were in their first/second year and 51% were in the third/fourth/fifth year of their program.</p>
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There are several noteworthy differences between the survey respondents and the population of all undergraduate students registered at SFU in the Fall 2020 semester:

- On average, the survey respondents have a higher cumulative grade point average (CGPA). Among those with an available CGPA:
 - 40% of survey respondents have a CGPA \geq 3.00, compared to 37% of the student body.
- A few groups are over-represented in the sample:
 - females (62% vs. 53% among all undergraduate students),
 - students under 21 years of age (50% vs. 43% in the student population), and
 - new students (26% vs. 19% in the student population).
- A few groups are under-represented in the sample:
 - part-time⁸ students (part-time students comprise 14% of the student population, but only 10% of the sample),
 - international students (21% vs. 18% of the sample), and
 - BC college transfer and associate degree students (30% vs. 28% of the sample).

⁷ Due to Covid-19, most courses were offered remotely; however, the data listed here is based on the campus associated with courses that a student registered in as per the Student Information Management System.

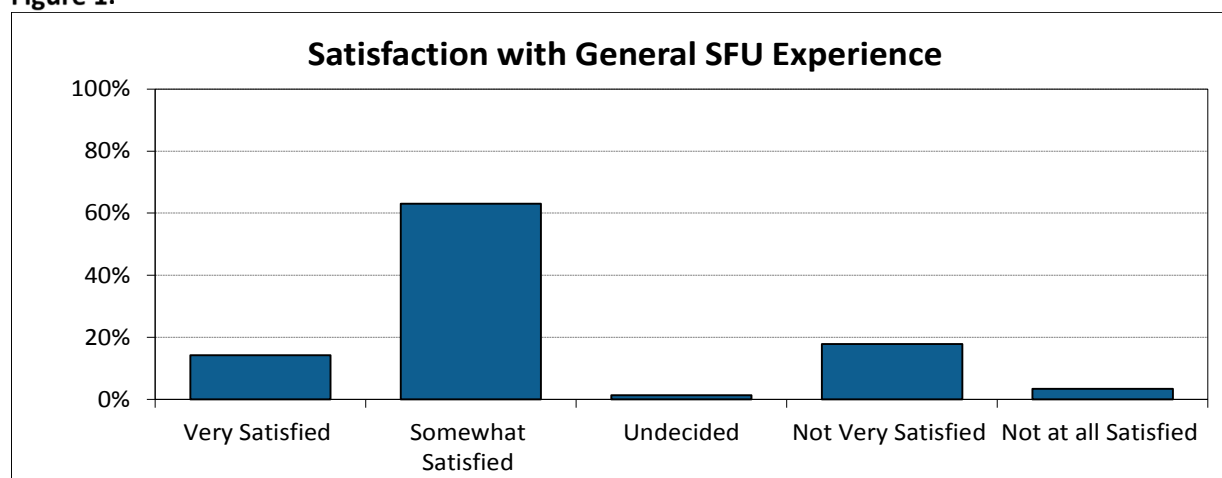
⁸ Part-time students are defined as those taking less than 9 credits this term and not on a co-op work term.

Due to these and other minor differences, it is possible that the responses of survey participants are **not completely representative** of the population of all undergraduate students. Readers wishing to apply these results more broadly should bear that in mind.

Section III.2: General SFU Experience

- 77% of respondents indicated that they are satisfied⁹ with their general SFU experience (see Figure 1). This is significantly lower than last year's rate of 82%.

Figure 1:

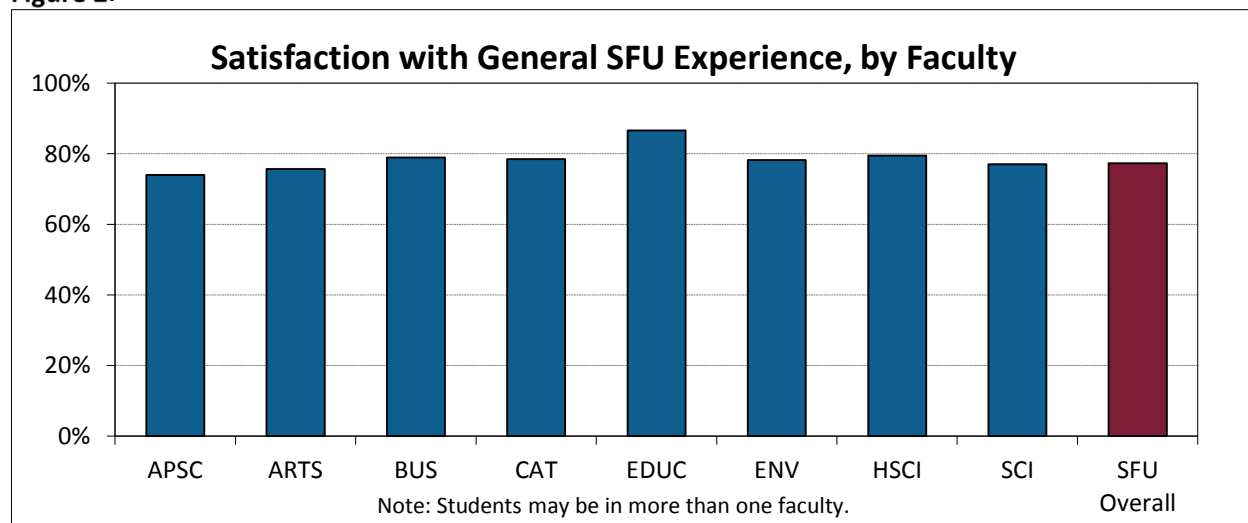


"I am a transfer student from another Canadian university and although I haven't attended the SFU campus I am very happy with my experience with faculty, programs, and some of the other resources. I am very impressed to see how much of this survey was concerned about mental health resources and I will be sure to check out my SSP further!"

- When looking at respondents who are taking longer than they expected to graduate, 73% of them are satisfied with their overall SFU experience. See Section III.4 for more information on delayed respondents.
- This year, the satisfaction levels for most faculties are similar (74-80%), with the exception of Education (EDUC; see Figure 2):
 - Education's (EDUC) satisfaction level is statistically significantly higher than every other faculty (87%).
- Some of these satisfaction rates are similar to last year, but there are a few statistically significant differences between this year and last year:
 - the satisfaction rate for Arts and Social Sciences (ARTS) respondents is 76% this year vs. 83% last year,
 - the satisfaction rate for Business (BUS) respondents is 79% vs. 83% last year,

⁹ For the purposes of this report, the categories of "Very Satisfied" and "Somewhat Satisfied" have been combined and will be referred to as "satisfied."

- the satisfaction rate for Environment (ENV) respondents is 78% vs. 86% last year, and
- the satisfaction rate for Science (SCI) respondents is 77% vs. 82% last year.

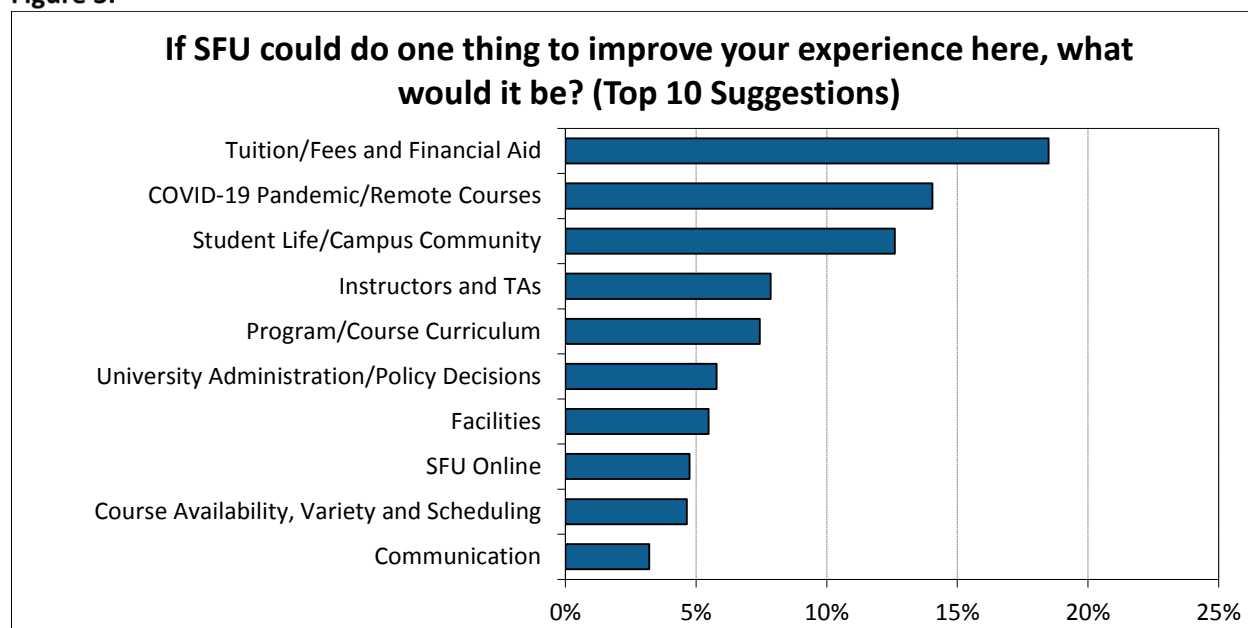
Figure 2:

"This educational experience has shaped my life and helped me make great strides in my career. I appreciate all the hard work from the extremely large SFU team. :)"

An open-ended question asked students what single thing SFU could do to improve their experience here. The results are displayed in Figure 3. The most common suggestions were to improve:

- Tuition/Fees and Financial Aid (18%),
- COVID-19 Pandemic/Remote Courses (14%), and
- Student Life/Campus Community (13%).

These suggestions are different from the top suggestions made for the past few years. These are the same top suggestions when looking at respondents who are satisfied with their overall SFU experience.

Figure 3:

Among those who said that they were “not very satisfied” or “not at all satisfied” with their general SFU experience, the most commonly cited issues in the open-ended question were tuition/fees and financial aid (27%), COVID-19 pandemic/remote courses (14%), and instructors and TAs (13%).

A more detailed analysis of student suggestions for improvement, including a description of what each category entails, is available in Appendix C.

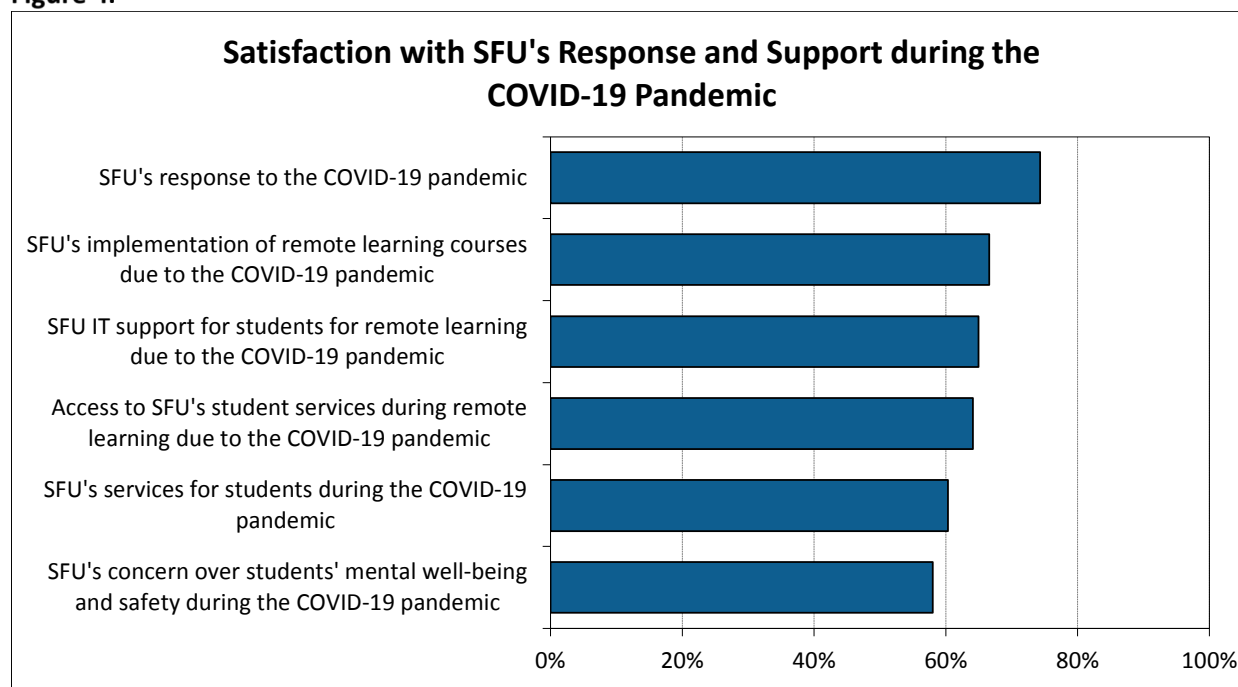
“Tuition reflects teaching. Classes require more self-learning than teaching while tuition has gone up. If I wanted to self-learn I would have gone to Khan Academy. Plus we have to pay for U-pass when there is no need to go to the campus.... why should I pay for it”

“Better Remote Learning support through COVID-19. Ease the transition for teaching staff and TAs with a teaching model similar to that of Distance Education. And assignments that make sense for at-home learning (a.k.a. NOT group projects)”

“I am not aware of most of the activities and resources available to students of SFU. I do not have much social connectivity on campus and hence spend really limited time given the circumstances too..”

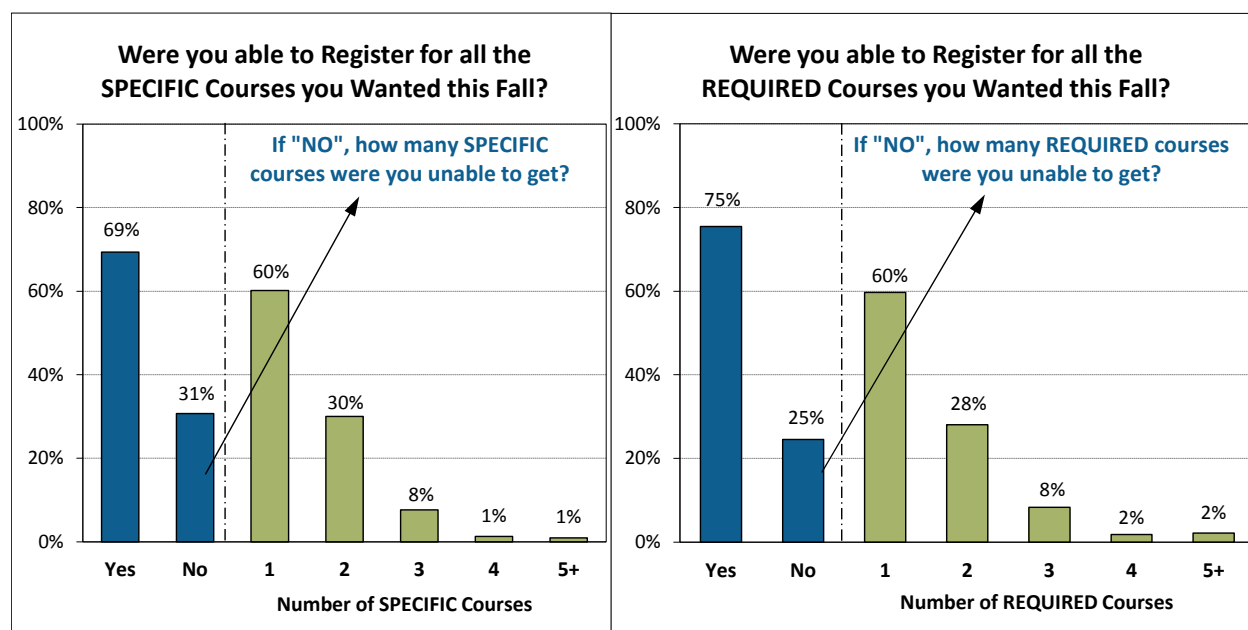
This year, due to the COVID-19 pandemic, most courses and services were only offered online. Students were asked a set of questions to assess their satisfaction with SFU’s response to the COVID-19 pandemic and the implementation of online courses and services. The results are displayed in Figure 4. From the figure:

- 74% of respondents are satisfied with SFU’s response to the COVID-19 pandemic, and
- 67% are satisfied with SFU’s implementation of remote learning courses.
- 58% are satisfied with SFU’s concern over students’ mental well-being and safety.

Figure 4:

Section III.3: Course Availability

One of the primary goals of the Undergraduate Student Survey is to assess the level of student satisfaction with course availability at SFU. The responses to this year's survey yield the following results:

Figure 5: Course Registration Success Rates

Specific Courses

"My enrollment date is relatively late. As a result, the course I needed was already full on my day of enrollment."

- 69% of respondents were able to register in all of the SPECIFIC courses they wanted in Fall 2020 (see Figure 5, above). This is statistically significantly higher than last year's rate of 60%.
- 31% were unable to register in all of the SPECIFIC courses they wanted¹⁰. Among these students:
 - Most were unable to get one (60%) or two (30%) of the specific courses they wanted, although some said they were unable to get "5 or more" specific courses.
 - On average, 1.5 additional SPECIFIC courses were wanted. Among the additional SPECIFIC courses they wanted, respondents were more likely to indicate a need for REQUIRED courses.

Required Courses

"I had an early enrolment date but I still couldn't get admitted into an upper division class I needed to graduate. In fact, there was no waitlist for that class and was immediately closed."

- 75% of respondents were able to register in all of the REQUIRED courses they wanted in Fall 2020 (see Figure 5, above). This is statistically higher than last year's rate of 68%.
- The remaining 25% were unable to register in all of the REQUIRED courses they wanted¹¹. Among these students:
 - Most were unable to get one (60%) or two (28%) of the required courses they wanted, but some students reported wanting "5 or more" additional required courses.
 - On average, 1.6 additional REQUIRED courses were wanted.
 - Assuming that the respondents are a representative sample of undergraduate students, 10,012 required course spaces wanted by students in Fall 2020 were unsatisfied¹². Many of the students who were unable to enroll in required courses appear to have enrolled in other courses instead.

¹⁰ Students were asked not to count courses that were not offered, and courses for which they lacked the pre- or co-requisites.

¹¹ Students were asked not to count courses that were not offered, and courses for which they lacked the pre- or co-requisites. It should be noted that among students who said that they were unable to get into required courses, 33% had not yet declared a major or minor, and technically had no required courses. It may be that these students were unable to get into courses that they needed to take in order to be able to declare their intended major/minor.

¹² This number was calculated as follows: Assuming that we can extrapolate the survey data to the population of all undergraduate students, 24.5% of 25,700 students were unable to register in an average of 1.59 required courses. So, the number of unsatisfied required course spaces is: $0.245 \times 25,700 \times 1.59 = 10,012$.

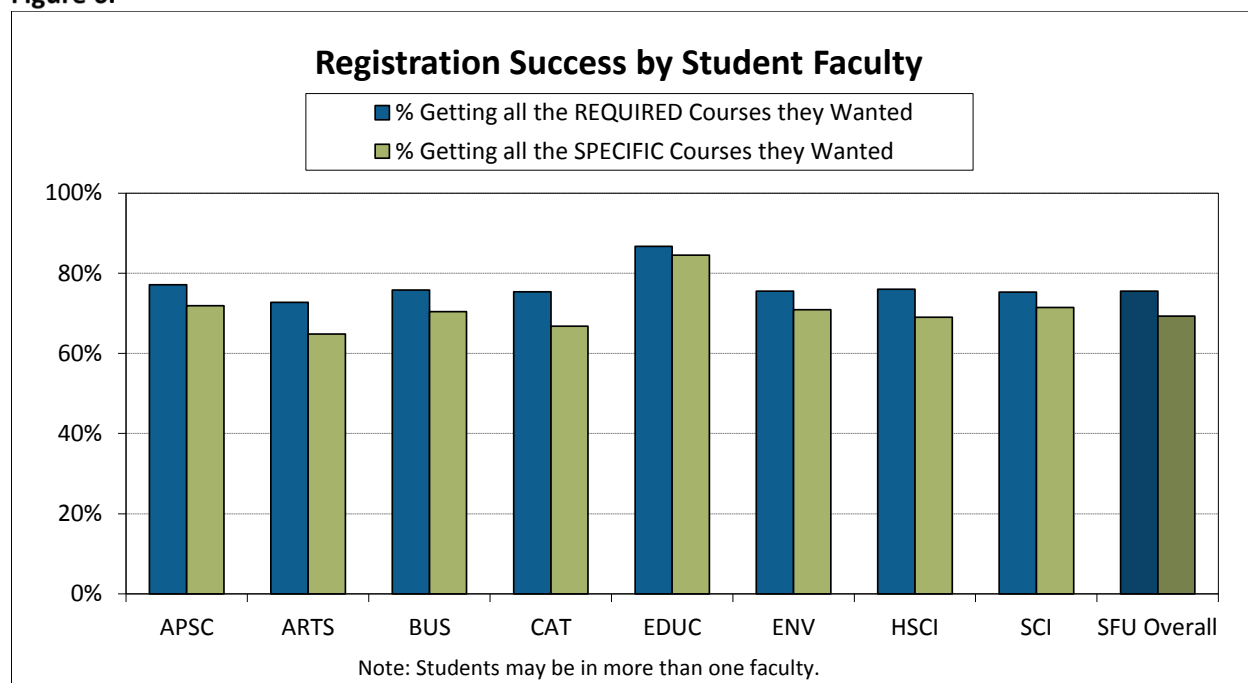
- 18% of respondents indicated that they were unable to register in REQUIRED LOWER DIVISION courses in Fall 2020¹³ (statistically lower than last fall's 23%). The most commonly cited reasons were:
 - all course sections were full (61% of affected respondents cited this cause),
 - course spaces were reserved for other students (31%), and
 - the course was not offered this term (25%).
- 18% of respondents indicated that they were unable to register in REQUIRED UPPER DIVISION courses in Fall 2020¹³ (statistically lower than last fall's 23%). The most commonly cited reasons were:
 - all course sections were full (61% of affected respondents cited this cause),
 - the course was not offered this term (32%),
 - the primary course component (lecture) had a scheduling conflict with another SFU course (23%), and
 - course spaces were reserved for other students (22%).

Registration Success by Student Faculty

Students in different faculties had different rates of success in registering for the *specific* and *required* courses they wanted to take in Fall 2020. Figure 6 displays the success rates across the faculties¹⁴.

¹³ For this question, students were allowed to include any required course they had wanted to take, even if the course was not offered, or they lacked the pre- or co-requisites. Students could select more than one reason.

¹⁴ The relationships exhibited within faculties in Figure 6 are consistent with our expectations. The registration success rate in REQUIRED courses is higher than in SPECIFIC courses, because the category of "required courses a student wants to take" is a subset of "specific courses a student wants to take". A student who succeeds in registering for all required courses he/she wants, may not succeed in registering for all specific courses wanted. On the other hand, a student who succeeds in registering for all specific courses would also succeed in registering for all required courses.

Figure 6:

The figure reveals several differences in registration success between respondents from different faculties:

- Respondents in the Faculty of Education (EDUC) had the highest rate of registration success. For specific courses, this difference is statistically significant between Education (EDUC) and every other faculty.
- Outside of this faculty:
 - Respondents in Applied Sciences (APSC) were the most successful in registering for their specific and required courses.
 - Respondents in Arts and Social Sciences (ARTS) were the least successful in registering for their specific and required courses. The difference in registering for specific courses is statistically significant between Arts and Social Sciences (ARTS) and SFU overall.

There were a few faculties that experienced changes in registration success from last year, these changes are statistically significant:

- Arts and Social Sciences (ARTS) respondents were more likely to get both their specific and their required courses this year (65% vs. 54% last year and 73% vs. 63%, respectively),
- Business (BUS) respondents were more likely to get both their specific and required courses this year (70% vs. 56% last year and 76% vs. 62%, respectively),
- Communication, Art and Technology (CAT) respondents were more likely to get both their specific and required courses this year (67% vs. 53% last year and 75% vs. 61%, respectively), and
- Environment (ENV) respondents were more likely to get both their specific and required courses this year (71% vs. 59% last year and 75% vs. 65% respectively).

Table 2: Top Reasons why Respondents Failed to Register in Required Courses, by Student Faculty

Faculty of Respondents	Lower Division Required Courses	Upper Division Required Courses
Applied Sciences (APSC)	<ul style="list-style-type: none"> All course sections full (62%) Course spaces were reserved (24%) Course not offered this term (21%) 	<ul style="list-style-type: none"> All course sections full (68%) Two-way tie: <ul style="list-style-type: none"> Course not offered this term (22%) Scheduling conflict (lecture; 22%)
Arts and Social Sciences (ARTS)	<ul style="list-style-type: none"> All course sections full (69%) Course spaces were reserved (34%) Scheduling conflict (lecture; 23%) 	<ul style="list-style-type: none"> All course sections full (65%) Course not offered this term (30%) Course spaces were reserved (27%)
Business (BUS)	<ul style="list-style-type: none"> All course sections full (68%) Course spaces were reserved (28%) Scheduling conflict (lecture; 25%) 	<ul style="list-style-type: none"> All course sections full (65%) Desired instructor unavailable (25%) Three-way tie: <ul style="list-style-type: none"> Course not offered this term (20%) Scheduling conflict (lecture; 20%) Inconvenient time (20%)
Communication, Art and Technology (CAT)	<ul style="list-style-type: none"> All course sections full (66%) Course spaces were reserved (39%) Course not offered this term (25%) 	<ul style="list-style-type: none"> All course sections full (56%) Course not offered this term (41%) Scheduling conflict (lecture; 32%)
Education (EDUC)	<ul style="list-style-type: none"> All course sections full (56%) Course spaces were reserved (38%) Scheduling conflict (tutorial/lab; 26%) 	<ul style="list-style-type: none"> All course sections full (58%) Course spaces were reserved (50%) Course not offered this term (33%)
Environment (ENV)	<ul style="list-style-type: none"> All course sections full (44%) Course not offered this term (32%) Scheduling conflict (lecture; 19%) 	<ul style="list-style-type: none"> Course not offered this term (50%) All course sections full (42%) Scheduling conflict (tutorial/lab; 30%)
Health Sciences (HSCI)	<ul style="list-style-type: none"> All course sections full (47%) Course not offered this term (38%) Scheduling conflict (lecture; 28%) 	<ul style="list-style-type: none"> All course sections full (65%) Course not offered this term (33%) Course spaces were reserved (20%)
Science (SCI)	<ul style="list-style-type: none"> All course sections full (46%) Course not offered this term (37%) Course spaces were reserved (31%) 	<ul style="list-style-type: none"> Course not offered this term (49%) All course sections full (39%) Scheduling conflict (lecture; 30%)

Table 2 shows the top reasons why respondents were unable to get into required courses, by student faculty. From the table:

- Lower Division Courses:
 - respondents in every faculty indicated that all course sections being full was the top reason for their inability to register in required courses,
 - respondents in every faculty except for Environment (ENV) and Health Sciences (HSCI) had course spaces reserved for other students as a top reason, and
 - courses not offered this term was selected as a top reason by respondents from all faculties except Arts and Social Sciences (ARTS), Business (BUS), and Education (EDUC).
 - Arts and Social Sciences (ARTS), Business (BUS), Environment (ENV), and Health Sciences (HSCI) were the only faculties to choose a scheduling conflict with a lecture as a reason, and
 - Education (EDUC) was the only faculty to have a conflict with a lab/tutorial as one of their top reasons.

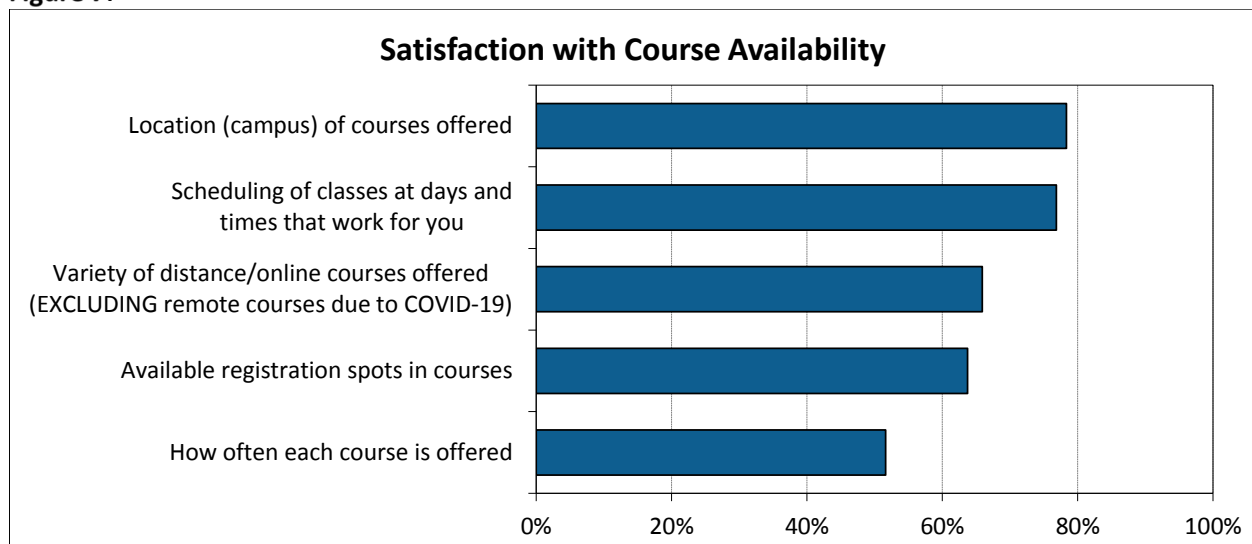
- Upper Division Courses:
 - respondents in every faculty indicated all course sections were full and the course was not offered this term among their top three reasons, and
 - half of the faculties (Applied Sciences (APSC), Business (BUS), Communication, Art and Technology (CAT), and Science (SCI)) indicated a scheduling conflict with a lecture as one of their top reasons.
 - Arts and Social Sciences (ARTS), Education (EDUC), and Health Sciences (HSCI) were the only faculties with course spaces reserved for other students as a top reason,
 - Business (BUS) was the only faculty with desired time and desired instructor unavailable as top reasons, and
 - Environment (ENV) was the only faculty to have a conflict with a lab/tutorial as one of their top reasons.

Satisfaction with Course Availability

Students were asked to rate their overall level of satisfaction with course availability at SFU.

For respondents who started at SFU in 2020, 86% are satisfied with the scheduling of live/synchronous classes and 84% are satisfied with the available registration spots in courses. Respondents who started attending SFU before 2020 were asked about their satisfaction with more aspects of course availability. The results are displayed in Figure 7.

- Respondent satisfaction was highest for:
 - location (campus) of courses offered (78% satisfied) and
 - scheduling of classes (77%).
- Satisfaction was lowest for other aspects of course availability:
 - variety of distance/online courses offered (excluding remote courses due to COVID-19; 66%),
 - available registration spots in courses (64%), and
 - course frequency (how often each course is offered; 52%).
- There are a few statistically significant differences between satisfaction this year and the last time this question was asked in 2018:
 - satisfaction for course frequency decreased this year (52% this year vs. 59% in 2018),
 - satisfaction for scheduling of classes increased (77% vs. 72% in 2018), and
 - satisfaction for variety of distance/online courses increased (66% vs. 63% in 2018).

Figure 7:

"The course was cancelled at the last minute with no warning and all of the other courses were full"

"I have the requisites for this course but it doesn't let me register it. It happen 2 times now."

Trends over Time

Figure 8 displays trends in registration success over the past 15 years. As shown in the chart, course availability has remained fairly stable over the past several years.

Figure 8:

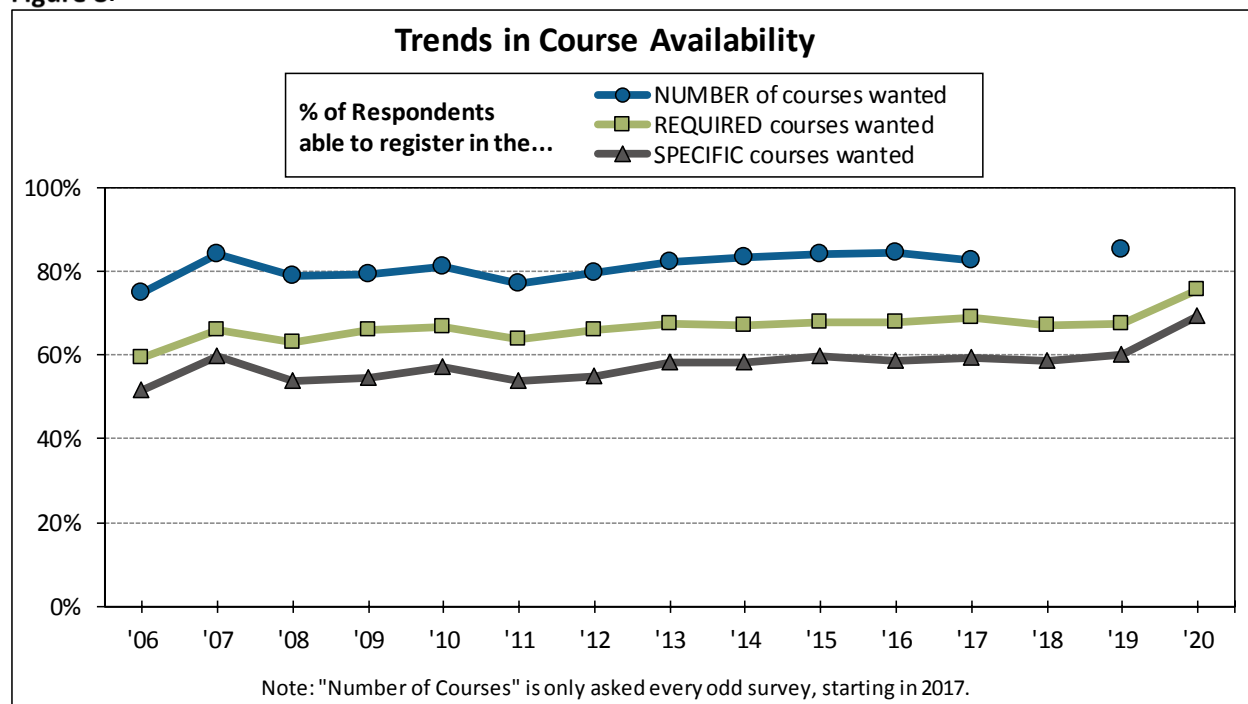
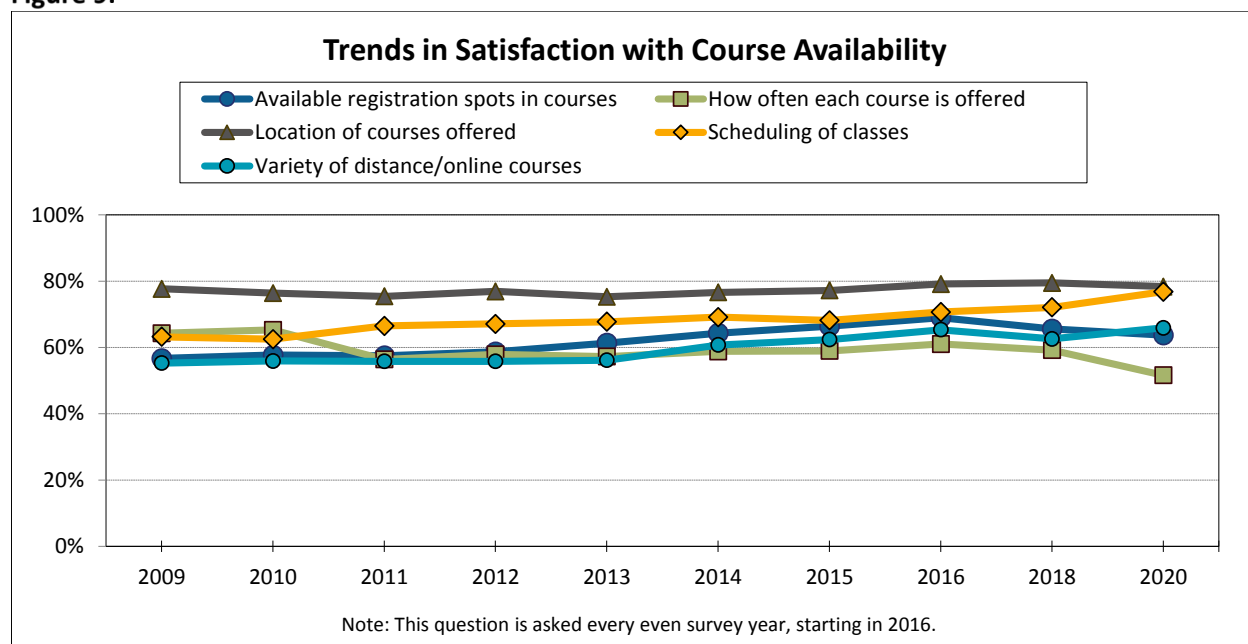


Figure 9 displays satisfaction with various aspects of course availability over time. Due to courses being offered remotely this year, only students who started at SFU before 2020 were asked about these various aspects of course availability. As shown in the figure:

- Satisfaction with the scheduling of classes has increased over the past several years.
- Satisfaction with available registration spots in courses generally increased over time, but has recently fallen in the past two years.
- Satisfaction with the location of courses offered gradually decreased until 2013, and has remained around 77-79% for the last several years.
- Satisfaction with course frequency fell in 2011, slowly increased until 2016, and has fallen since then to 52%, the lowest it has been.
- Satisfaction with the variety of distance/online courses has been relatively stable, but then increased in 2014 and has remained at a higher level.

Figure 9:

Schedule Priorities

When students register for courses, it is possible that their schedules for courses, work, and other life activities overlap. When asked how they would prioritize their schedules:

- 43% of respondents said the schedule of required courses would be their highest priority, and
- 11-12% said the schedule of other activities, family obligations, or work schedule would be their highest priority.

"The course had a conflict with my work schedule"

Section III.4: Credential Completion Times

Students Taking Longer than Expected to Graduate

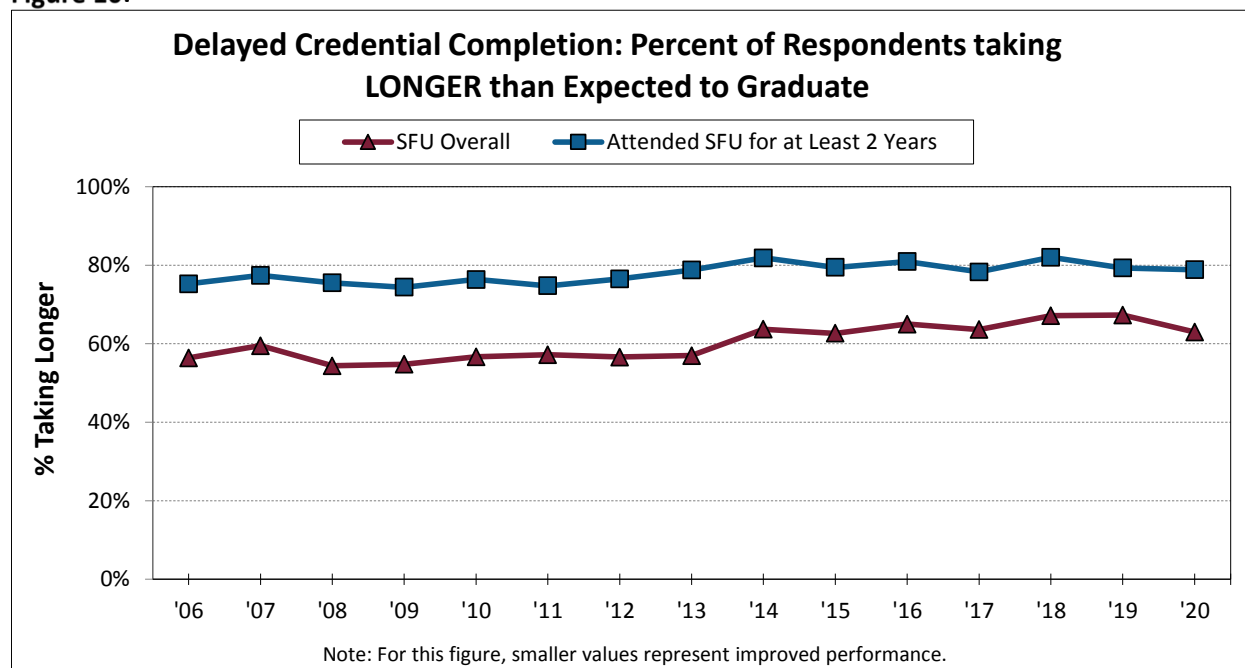
Course availability can affect the length of time required to complete a degree or other credential. If students are unable to register for required courses at the time when they need them, they will probably take longer to complete their requirements. For this reason, students were also asked questions about the length of time it is taking them to complete their credential. These questions yielded the following results:

- 63% of respondents reported that it is taking them longer than expected to complete their credential. This is statistically significantly lower than last year's rate of 67%. Among delayed respondents:
 - 41% expect to take an additional 1 or 2 terms,
 - 39% an additional year,

- 15% an additional 2 years, and
- 5% expect to take 3 or more additional years to complete their credential.
- 18% of respondents reported that it is taking them the same time as expected to complete their credential.
- Only 2% of respondents expect to complete their credential early.
- Respondents who are further along in their degree are more likely to report that it is taking longer than expected to complete their credential. Among those who have completed 60 or more credits¹⁵, 78% reported it is taking them longer than expected to complete their credential.

Figure 10 shows the percentage of respondents with delayed completion over time for SFU overall and for respondents who have attended SFU for a minimum of two years. Respondents who have attended SFU for at least two years are more likely to have a better understanding of how long their credential will take them to complete. As shown in the figure, these respondents are much more likely to report that they are taking longer to complete their credential than expected (74-82% over time vs. 54-67% for SFU overall, over time). Between 2009 and 2014, delayed completion rates for these respondents have generally increased from 74% to 82%. Since then, the rates have hovered around 80%.

Figure 10:



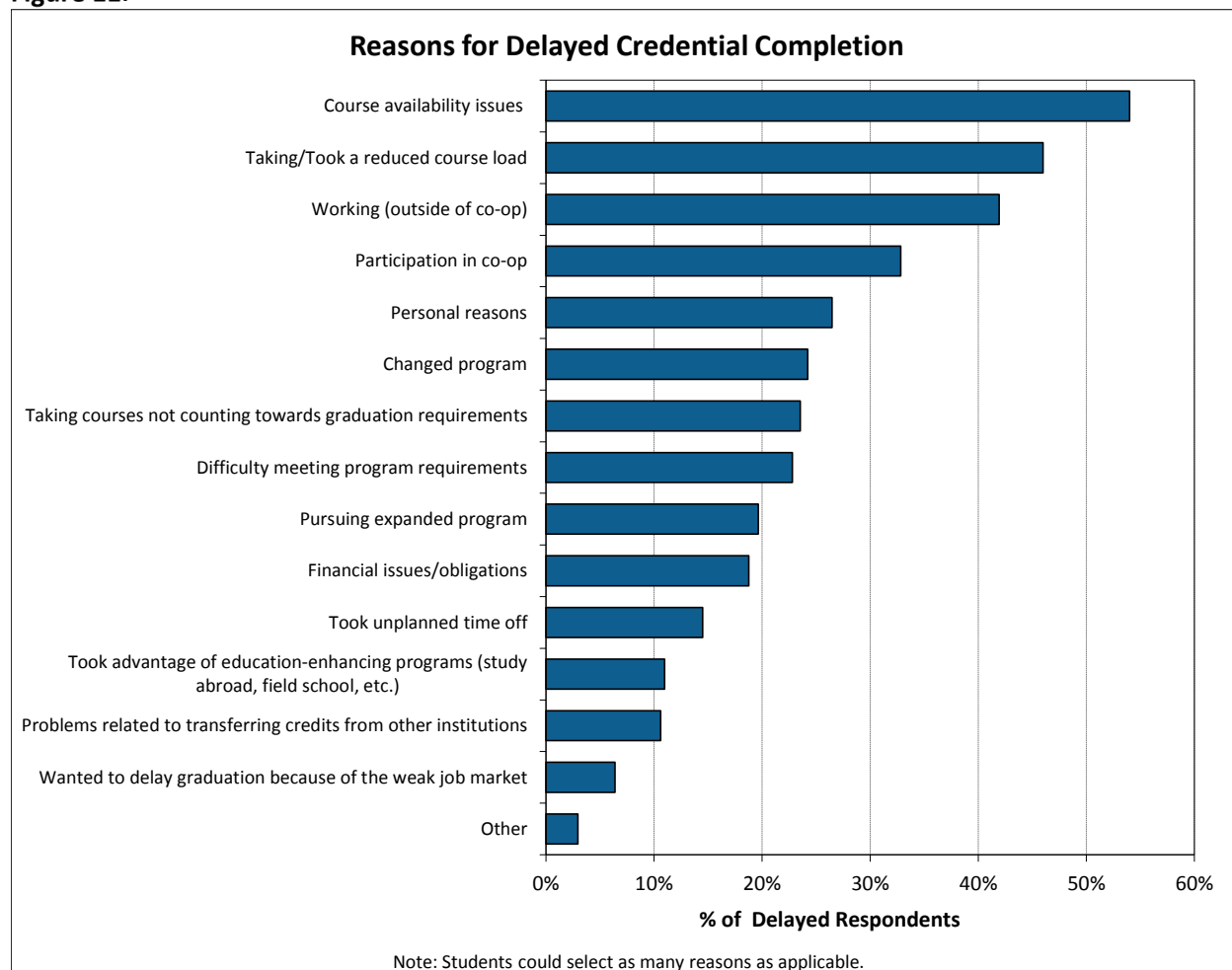
¹⁵ SFU and transfer credits

Causes of Delayed Completion

Among respondents taking longer than expected to complete their credential, the most commonly cited reasons are (see Figure 11):

- course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.; 54% of delayed respondents cited this cause, similar to last year's 53%),
- students who are taking/took a reduced course load (46%, up from 43% last year), and
- working in a job, outside of co-op (42%, up from last year's 40%).

Figure 11:

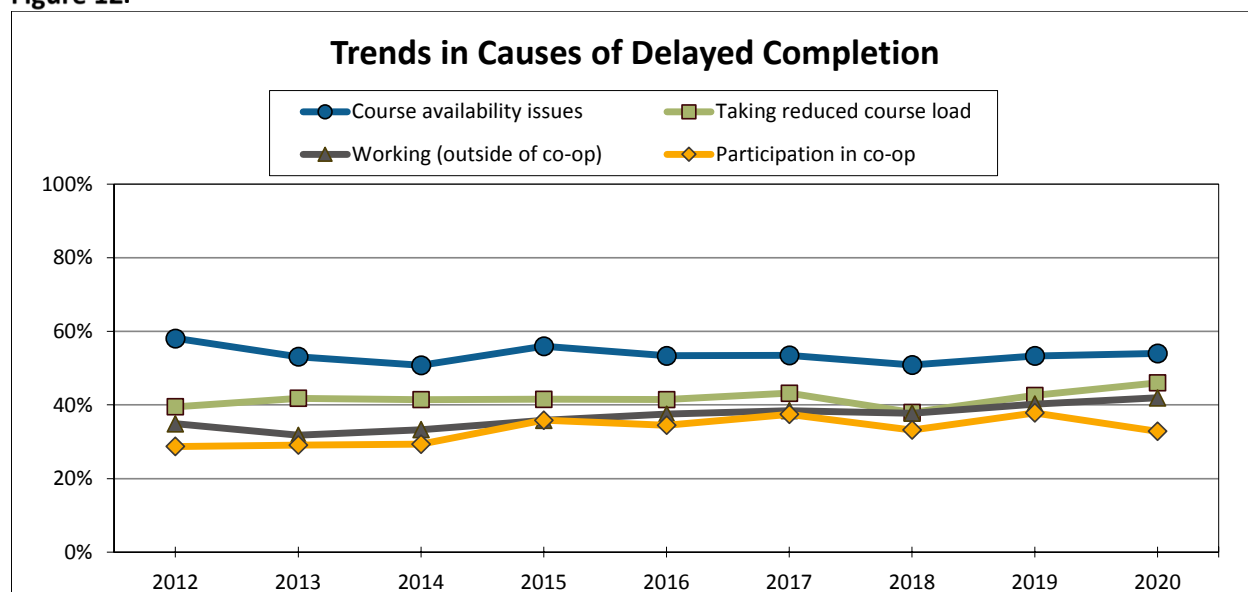


"Finances are my biggest obstacle. I would graduate with better marks and faster if could afford to live and school in a meaningful way. The hustle is real and has its costs, stresses etc... that money would solve."

"SFU does not have enough sections for REQUIRED courses, forcing students to take random courses to keep full time student status."

Looking at causes of delayed completion over time, the top four reasons have been the same since 2012 (see Figure 12). As shown in the figure, course availability and taking a reduced course load have consistently been the top two causes for delay. Since 2018, the percentage of delayed respondents citing that they are taking a reduced course load has increased from 38% to 46%.

Figure 12:

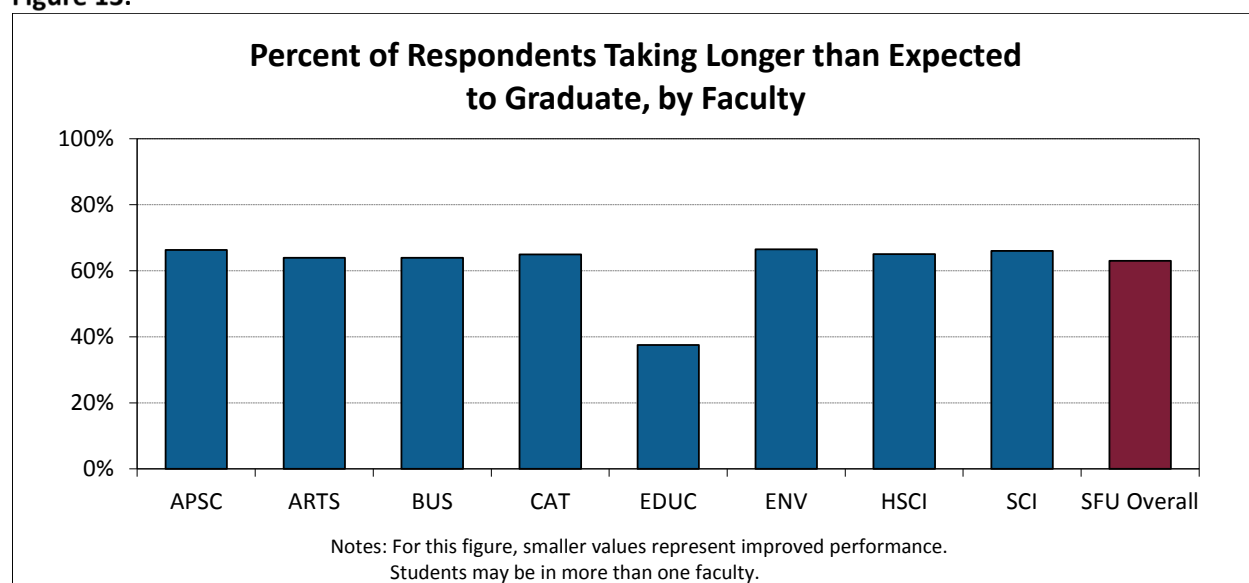


Delayed Completion by Faculty

Figure 13 shows the percentage of respondents reporting delayed completion by faculty. All of the faculties except the Faculty of Education (EDUC) reported delayed completion rates of 64-66%. The Faculty of Education (EDUC) has the lowest rate, with 37% of respondents reporting delayed completion¹⁶. It should be noted that many Education students are in the Professional Development Program. This is a one-year program that is highly structured, compared to many bachelor degree programs at SFU and has less opportunity for students to fall behind schedule.

Respondents in Communication, Art and Technology (CAT) are statistically significantly less likely to report delayed completion rates this year compared to last year (65% this year, vs. 74% in 2019). No other differences between last year and this year were statistically significant.

¹⁶ The difference in rates between Education (EDUC) and every other faculty are statistically significant.

Figure 13:

It is also important to consider the **causes of delayed completion**, which can vary by faculty. This is an important consideration because delayed completion may not be a negative outcome, if the reason behind the delay will ultimately help the student. For example, while respondents in Business (BUS) have relatively high rates of delayed completion, their most commonly cited cause of delay is entering a co-op program. Table 3 lists the top three causes of delayed completion by faculty.

Table 3: Top Causes of Delayed Completion, by Student Faculty

Faculty of Respondents	Top 3 Causes of Delayed Credential Completion
Applied Sciences (APSC)	<ul style="list-style-type: none"> • Course availability issues (61%) • Participation in co-op (57%) • Taking/Took a reduced course load (46%)
Arts and Social Sciences (ARTS)	<ul style="list-style-type: none"> • Course availability issues (53%) • Working full-time or part-time, outside of co-op (49%) • Taking/Took a reduced course load (48%)
Business (BUS)	<ul style="list-style-type: none"> • Participation in co-op (52%) • Working full-time or part-time, outside of co-op (41%) • Taking/Took a reduced course load (40%)
Communication, Art and Technology (CAT)	<ul style="list-style-type: none"> • Course availability issues (56%) • Taking/Took a reduced course load (44%) • Working full-time or part-time, outside of co-op (43%)
Education (EDUC)	<ul style="list-style-type: none"> • Working full-time or part-time, outside of co-op (58%) • Course availability issues (56%) • Taking/Took a reduced course load (45%)
Environment (ENV)	<ul style="list-style-type: none"> • Course availability issues (54%) • Working full-time or part-time, outside of co-op (45%) • Taking/Took a reduced course load (43%)
Health Sciences (HSCI)	<ul style="list-style-type: none"> • Course availability issues (60%) • Taking/Took a reduced course load (49%) • Working full-time or part-time, outside of co-op (43%)
Science (SCI)	<ul style="list-style-type: none"> • Course availability issues (58%) • Taking/Took a reduced course load (49%) • Participation in co-op (38%)

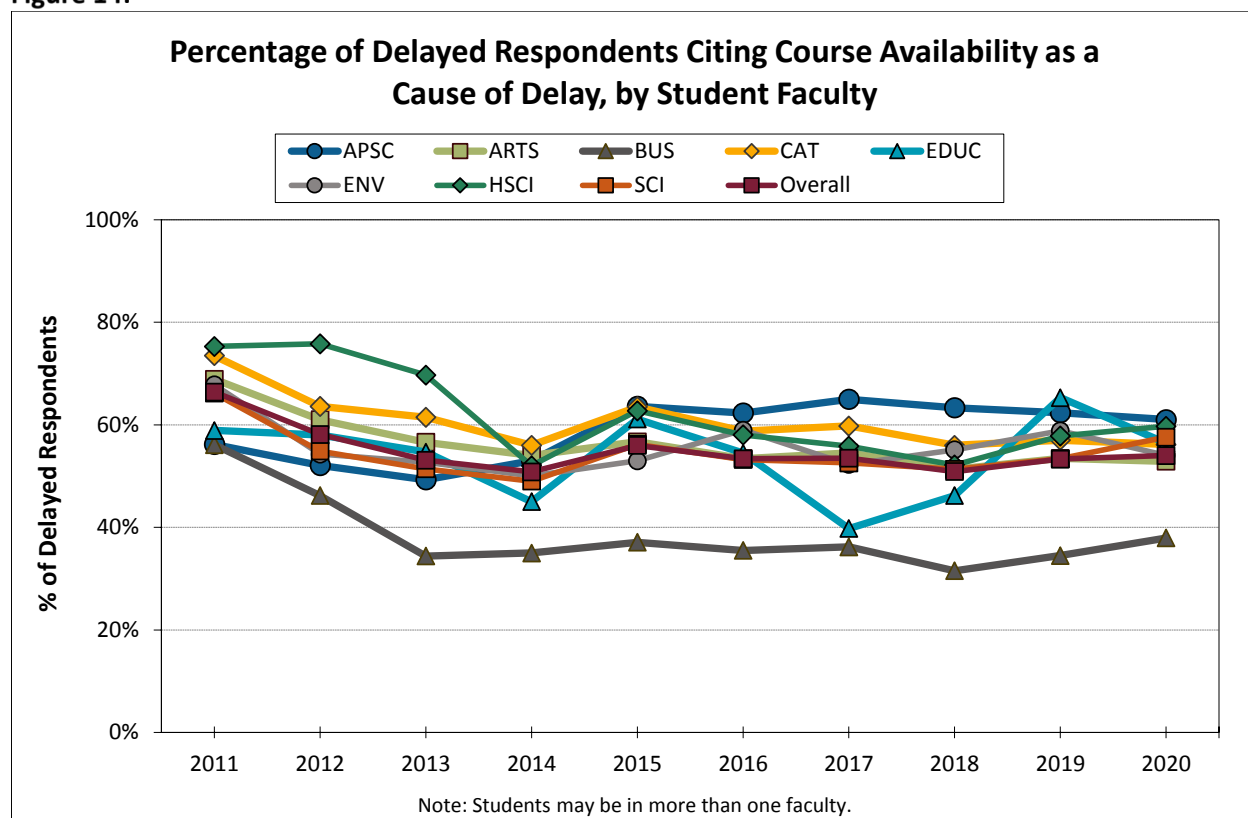
From the table:

- Course availability/scheduling was one of the top causes of delayed completion among respondents from every faculty except Beedie School of Business (BUS).
- Students from all faculties also indicated that their own choices were important factors in their delayed completion.
 - Reduced course load:
 - Respondents from all faculties indicated that their decision to take a reduced course load is one of the top three factors in their delayed completion.
 - Note that this could also be a result of course availability issues for some respondents. 56% of respondents who indicated that they were taking a reduced course load also indicated course availability and scheduling issues as a reason for their delay.

- Working, outside of co-op:
 - Respondents from every faculty except Applied Sciences (APSC) and Science (SCI) cited this as a top cause of delayed completion.
- Co-op:
 - Over half of respondents from Applied Sciences (APSC; 57%) and Business (BUS; 52%), and over one third from Science (SCI; 38%) cited entering a co-op program as a cause of delayed completion.
 - As mentioned above, since the co-op program is integrated into the curriculum and intended to enhance the students' learning experiences, delayed completion in these cases may not be a negative outcome.

Figure 14 displays the trends in delayed credential completion due to course availability issues by student faculty. As shown in the graph:

- In most faculties, the percent of respondents citing course availability issues as a cause of delay was highest in 2011. This percentage decreased between 2012 and 2014, and then rose again in 2015. Since then, it has been relatively stable.
- From 2011 to 2013, delayed respondents from Health Sciences (HSCI) were most likely to cite course availability issues as a factor in their delay, but in 2014, respondents in Communication, Art and Technology (CAT) were most likely. Since then, respondents in Applied Sciences (APSC) have been most likely to cite course availability issues, aside from 2019 in which Education (EDUC) was most likely.
- Respondents in Business (BUS) continue to be the least likely to cite course availability as a cause of delay.

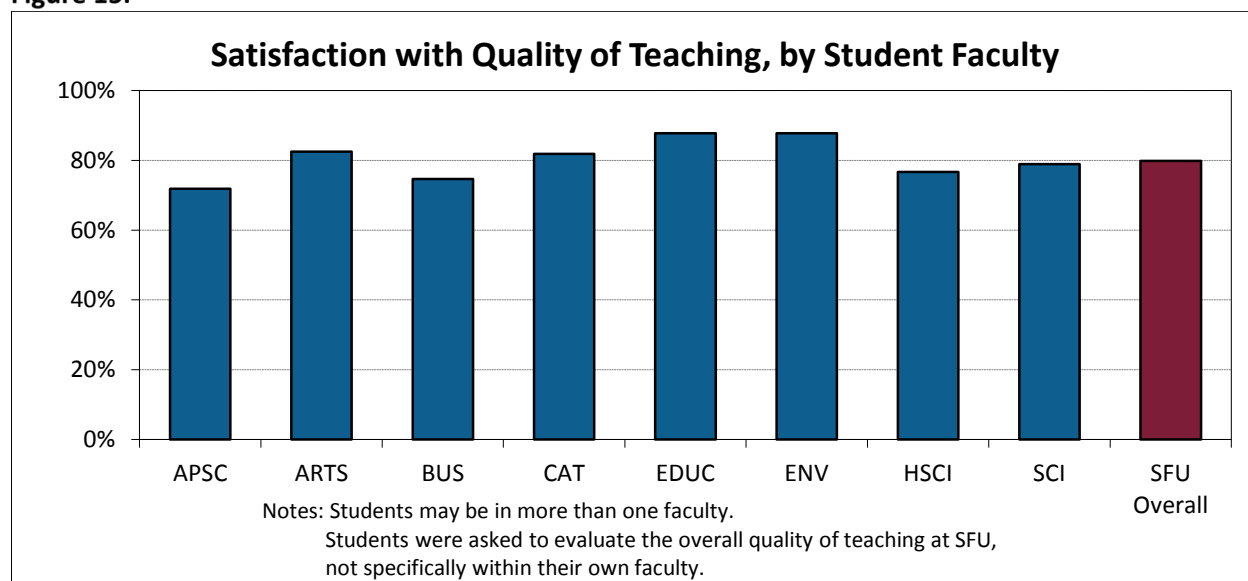
Figure 14:

Section III.5: Teaching and Curriculum

Quality of Teaching

- 80% of respondents are satisfied with the overall quality of teaching at SFU. This is similar to last fall's satisfaction level of 81%.
- Figure 15 displays satisfaction with the overall quality of teaching at SFU, separated by student faculty. Note that students may take courses from any faculty, and so their evaluation of the quality of teaching may or may not refer to instructors within their own faculty. From the figure:
 - respondents from Education (EDUC) and Environment (ENV) are most likely to report that they are satisfied with the quality of teaching (88% satisfied¹⁷), and
 - respondents from Applied Sciences (APSC) are the least satisfied (67% satisfied¹⁷).

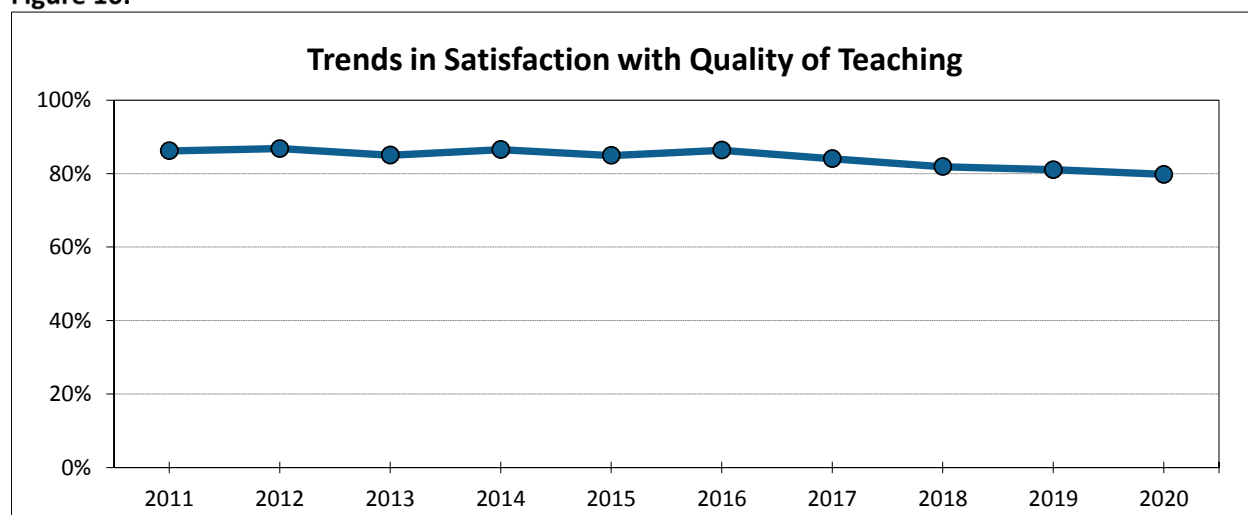
¹⁷ The difference in rates between the overall SFU rate and those for the Faculties of Applied Sciences, Education, and Environment are statistically significant.

Figure 15:

"I am a mid-20ies continuing education student taking undergraduate courses in aims of getting into a masters program. I am enjoying the quality of teaching here and am finding it to be superior to the institution where I obtained my BA. I hope that I can pursue my masters here."

When separated by year level, respondents in first year are a little more satisfied than those in later years 82% vs. 78-80% in second year and above).

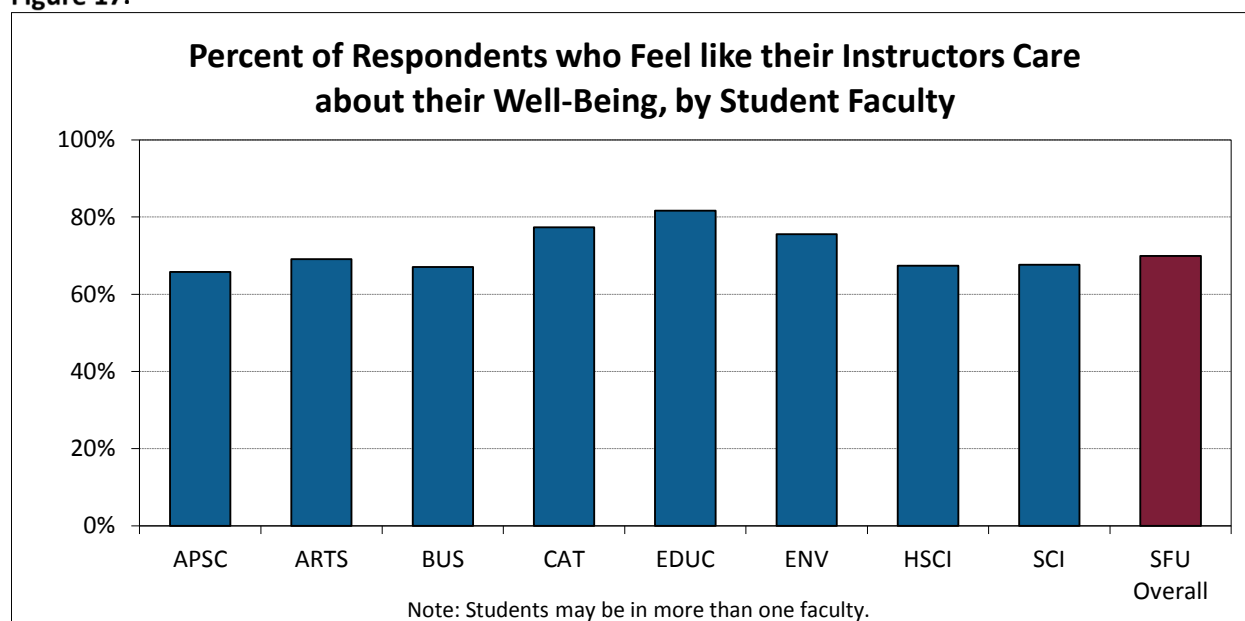
- Figure 16 displays the overall satisfaction levels over time. From the figure:
 - satisfaction with the quality of teaching at SFU has remained fairly stable over the past ten years.

Figure 16:

Overall, 70% of respondents feel like their instructors care about their well-being. Figure 17 shows these results by student faculty. From the figure:

- 82% of Education (EDUC) respondents feel like their instructors care about their well-being, and
- 76-77% of Communication, Art and Technology (CAT) and Environment (ENV) respondents feel the same.
- 66% of Applied Sciences (APSC) respondents feel like their instructors care about their well-being.
- These percentages are statistically significantly different from SFU overall.

Figure 17:



Respondents were also asked about their agreement with a few statements about instructors and learning experiences. Overall:

- 90% of respondents agree that their instructors at SFU provide them with learning experiences that are welcoming, respectful, and inclusive for all students,
- 68% agree that their instructors provide them with learning experiences that encourage social connection between students¹⁸, and
- 63% agree that their instructors provide them with learning experiences that are flexible to their needs.¹⁹

¹⁸ Learning experiences that encourage social connections may be difficult to assess during the COVID-19 pandemic.

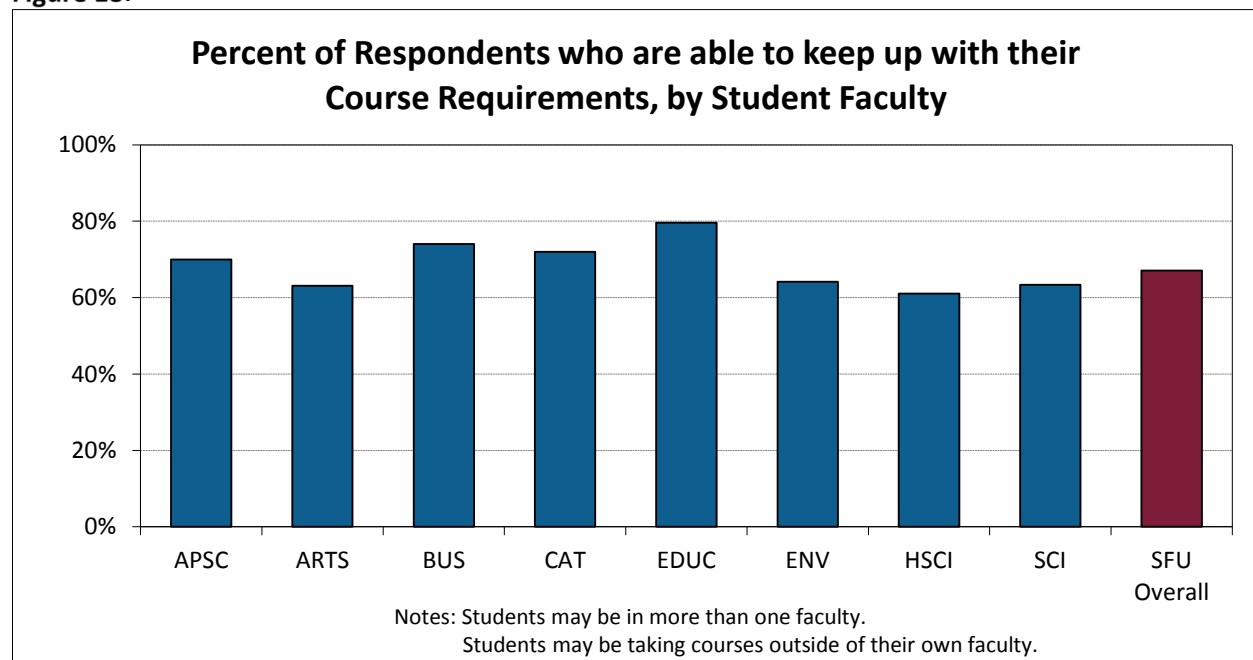
¹⁹ Flexibility of learning experiences may be difficult to assess during the COVID-19 pandemic.

Remote Course Curriculum

67% of respondents agree that they are able to keep up with the course requirements for the remote courses they are taking this term (Fall 2020).

When looking at the results by student faculty, respondents in Health Sciences (HSCI; 61%), Arts and Social Sciences (ARTS; 63%), and Science (SCI; 63%) are least likely to agree that they are able to keep up with their course requirements, while respondents in Education (EDUC; 80%) are most likely. These are all statistically significantly different from SFU overall.

Figure 18:



Overall:

- 91% of respondents understand when assessments are due,
- 87% understand how to participate in course activities, and
- 87% understand the learning objectives or course goals.
- 78% understand how marks will be assigned, and
- 75% understand the time commitment required for the course.

Student Learning Outcomes

Students were asked what qualities/skills/experiences they think an SFU graduate should have. Students could select up to three choices. Respondents indicated that the most important qualities/skills/experiences are:

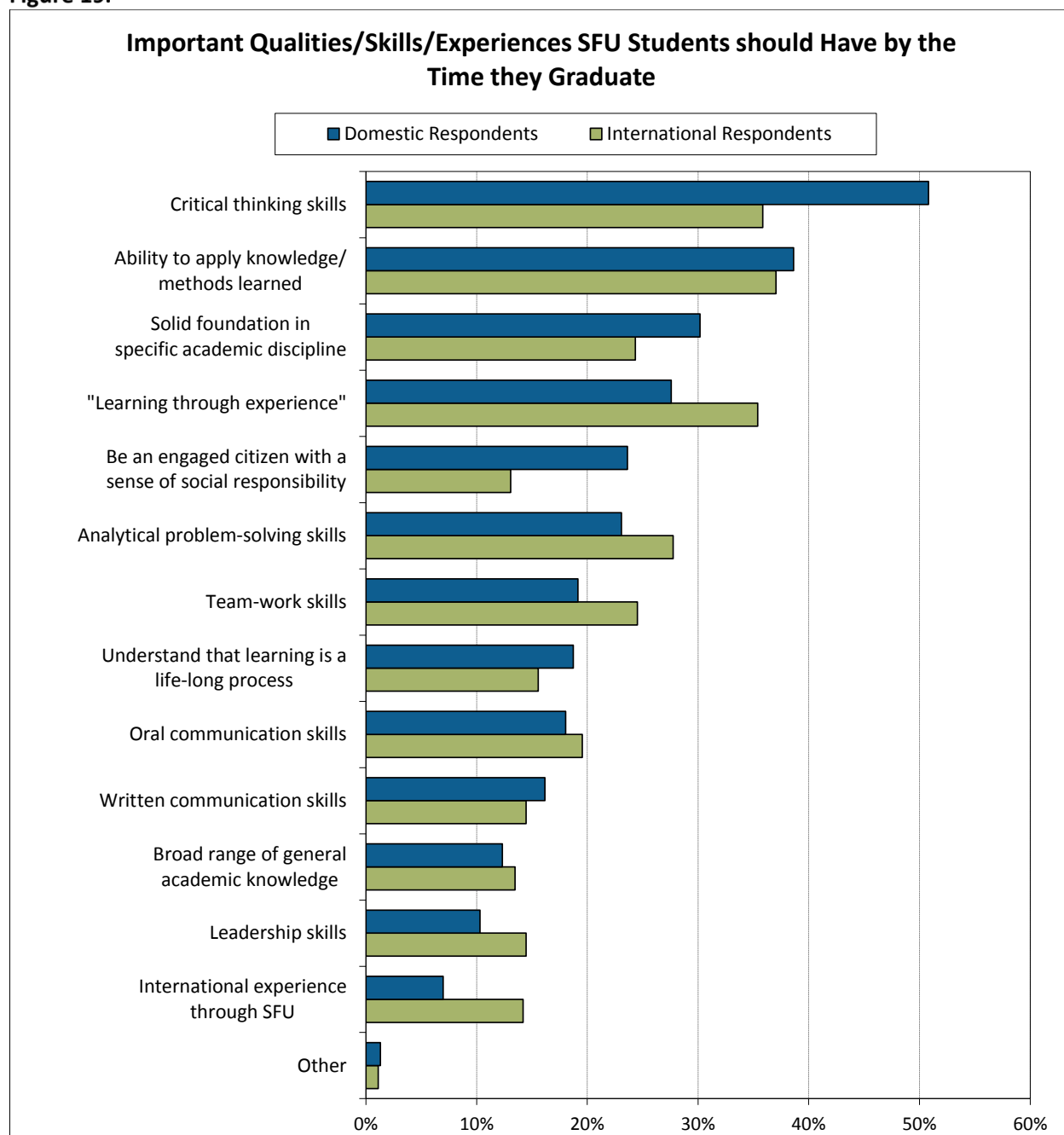
- critical thinking skills (selected by 48% of respondents),
- the ability to apply knowledge/methods learned at SFU in life and at work (38%),
- a solid foundation in their specific academic discipline (29%), and
- have participated in “learning through experience” such as co-op, field school, practicum, etc. (29%).
- Of the list provided, respondents indicated that the least important quality was to have participated in an international experience through SFU (selected by 8% of respondents).

In general, these percentages are fairly similar to previous results (2018), but there are a couple larger differences. This year, respondents were

- MORE likely to select:
 - critical thinking skills (48% this year vs. 45% in 2018), and
 - a solid foundation in their specific academic discipline (29% this year vs. 26% in 2018).
- LESS likely to select:
 - oral communication skills (18% this year vs. 21% in 2018),
 - teamwork skills (20% this year vs. 22% in 2018), and
 - participation in an international experience through SFU (8% this year vs. 10% in 2018).
- These differences are statistically significant.

International and domestic respondents tended to have quite similar choices (see Figure 19), with the following main differences (these are all statistically significant differences):

- International respondents were MORE likely to select:
 - Learning through experience (35% of international respondents selected this option, vs. 28% of domestic respondents), and
 - International experience through SFU (14% vs. 7%).
- International respondents were LESS likely to select:
 - critical thinking skills (36% vs. 51%), and
 - be an engaged citizen with a sense of social responsibility (13% vs. 24%).

Figure 19:

"Producing good work products, working through uncertainty, and delivering what you say you will when you say it"

"Build a support, friend and professional network for the future"

Table 4 lists the top three choices selected by respondents from each faculty.

Table 4: Qualities/Skills/Experiences Students should Have by the Time they Graduate, by Student Faculty

Faculty	Top 3 Choices
Applied Sciences (APSC)	<ul style="list-style-type: none"> • Have participated in "learning through experience", such as co-op (49%) • Critical thinking skills (42%) • The ability to apply knowledge/methods learned (36%)
Arts and Social Sciences (ARTS)	<ul style="list-style-type: none"> • Critical thinking skills (55%) • The ability to apply knowledge/methods learned (38%) • A solid foundation in their specific academic discipline (28%)
Business (BUS)	<ul style="list-style-type: none"> • Critical thinking skills (39%) • Have participated in "learning through experience", such as co-op (37%) • The ability to apply knowledge/methods learned (35%)
Communication, Art and Technology (CAT)	<ul style="list-style-type: none"> • Critical thinking skills (46%) • The ability to apply knowledge/methods learned (35%) • Have participated in "learning through experience", such as co-op (32%)
Education (EDUC)	<ul style="list-style-type: none"> • Critical thinking skills (49%) • Two-way tie: <ul style="list-style-type: none"> ◦ The ability to apply knowledge/methods learned (36%) ◦ Be an engaged citizen with a sense of social responsibility (36%)
Environment (ENV)	<ul style="list-style-type: none"> • Critical thinking skills (49%) • The ability to apply knowledge/methods learned (38%) • Have participated in "learning through experience", such as co-op (35%)
Health Sciences (HSCI)	<ul style="list-style-type: none"> • Critical thinking skills (44%) • The ability to apply knowledge/methods learned (41%) • A solid foundation in their specific academic discipline (34%)
Science (SCI)	<ul style="list-style-type: none"> • Critical thinking skills (49%) • The ability to apply knowledge/methods learned (46%) • A solid foundation in their specific academic discipline (37%)

From the table:

- Respondents from every faculty except Applied Sciences (APSC) indicated that critical thinking skills are the most important skills for students to have by the time they graduate. Applied Sciences (APSC) had this as their second choice.
- Participation in "learning through experience" was the most selected choice among respondents from Applied Sciences (APSC). This also appeared among the top three selections by respondents from Business (BUS), Communication, Art and Technology (CAT), and Environment (ENV).
- The ability to apply knowledge/methods learned at SFU in life and at work was the second or third most selected choice among all faculties.

- Other skills that appear in the top three include:
 - a solid foundation in their specific academic discipline (third choice among respondents from Arts and Social Sciences (ARTS), Health Sciences (HSCI), and Science (SCI)), and
 - being an engaged citizen was only among the top three for Education (EDUC).
- Qualities/skills/experiences that did not appear in the top three in any faculty include:
 - a broad range of general academic knowledge,
 - an international experience through SFU (international co-op, exchange or field school, etc.),
 - analytical problem-solving skills,
 - leadership skills,
 - oral communication skills,
 - teamwork skills,
 - understanding that their university degree is one stage in a life-long process of learning, and
 - written communication skills.

Finally, Table 5 lists the top three choices selected by respondents in each year level. From the table:

- Respondents at each year level selected as the top two skills/experiences they hope to have when they graduate: critical thinking skills and the ability to apply the knowledge and methods they have learned.
- Respondents in their first and third year were more likely to select a solid foundation in their specific academic discipline.
- Respondents in their second and fourth year selected participated in “learning through experience” as one of their top three choices.

Table 5: Qualities/Skills/Experiences Students Should have by the Time they Graduate, by Year Level

Year Level	Top 3 Choices
Year 1	<ul style="list-style-type: none"> • The ability to apply knowledge/methods learned (46%) • Critical thinking skills (43%) • A solid foundation in their specific academic discipline (29%)
Year 2	<ul style="list-style-type: none"> • Critical thinking skills (46%) • The ability to apply knowledge/methods learned (40%) • Have participated in "learning through experience", such as co-op (30%)
Year 3	<ul style="list-style-type: none"> • Critical thinking skills (53%) • The ability to apply knowledge/methods learned (35%) • A solid foundation in their specific academic discipline (30%)
Year 4+	<ul style="list-style-type: none"> • Critical thinking skills (51%) • The ability to apply knowledge/methods learned (34%) • Have participated in "learning through experience", such as co-op (29%)

Students were next asked to indicate how satisfied they are with SFU's success in providing them with the qualities, skills, and/or experiences they chose as most important.

- Respondents were most satisfied with SFU's success in providing:
 - a broad range of general academic knowledge (87% very or somewhat satisfied),
 - critical thinking skills (86%),
 - written communication skills (85%), and
 - a solid foundation in their specific academic discipline (84%).
- Respondents were least satisfied with SFU's success in providing:
 - an international experience through SFU (international co-op, exchange or field school, etc.; 67%) and
 - leadership skills (65%).

Researching with Faculty Members

Among respondents considered to be in fourth year or higher (based on credits completed and basis of admission):

- 15% reported that they have worked within an SFU faculty member's research team, outside of coursework. This is lower than last year's 18% and is statistically significant.²⁰

Section III.6: Services

Student Resources and Services

Students were asked about their satisfaction with a variety of services and resources available to them at SFU. Of those who used each service during the Fall 2020 term:

- 89% of respondents are satisfied with the Indigenous Student Centre,
- 86% are satisfied with the Registrar and Information Services,
- 85% are satisfied with the Student Learning Commons (SLC), academic advising, International Services for Students (ISS), and the SFU Library.
- 73% of respondents are satisfied with the English-language support services.

Of the resources and services listed:

- 36% of respondents have used academic advising during the Fall 2020 term,
- 27% have used the Registrar and Information Services, and
- 25% have used the SFU Library.
- 29% of respondents had not used any of the listed services and resources during the Fall 2020 term.

Students were asked how they prefer to access each of the listed services and resources. For most of the services and resources, respondents preferred to access them via email or online virtual meeting.

²⁰ These results have likely been impacted by the COVID-19 pandemic.

"I learnt about a few opportunities and services offered at SFU that I was not aware of before taking this survey. I will be doing more research into them now - thank you!"

Health Resources

36% of respondents agree that SFU resources help them maintain their mental health.

Students were asked about their awareness of health resources at SFU Health and Counselling Services. Of the list provided:

- 15% of respondents have used physical health supports (i.e. doctors and nurses), with an additional 50% aware of these supports,
- 14% have used mental health supports (i.e. counselling and drop-in programs), with an additional 67% aware of these supports, and
- 12% have used My SSP (Student Support Program), with an additional 47% aware of it.

Respondents who indicated that they have used these services were then asked about their satisfaction with them:

- 87% of respondents who used physical health supports (i.e. doctors and nurses) are satisfied with them,
- 67% of respondents who used mental health supports (i.e. counselling and drop-in programs) are satisfied with them, and
- 62% of respondents who used My SSP (Student Support Program) are satisfied with it.

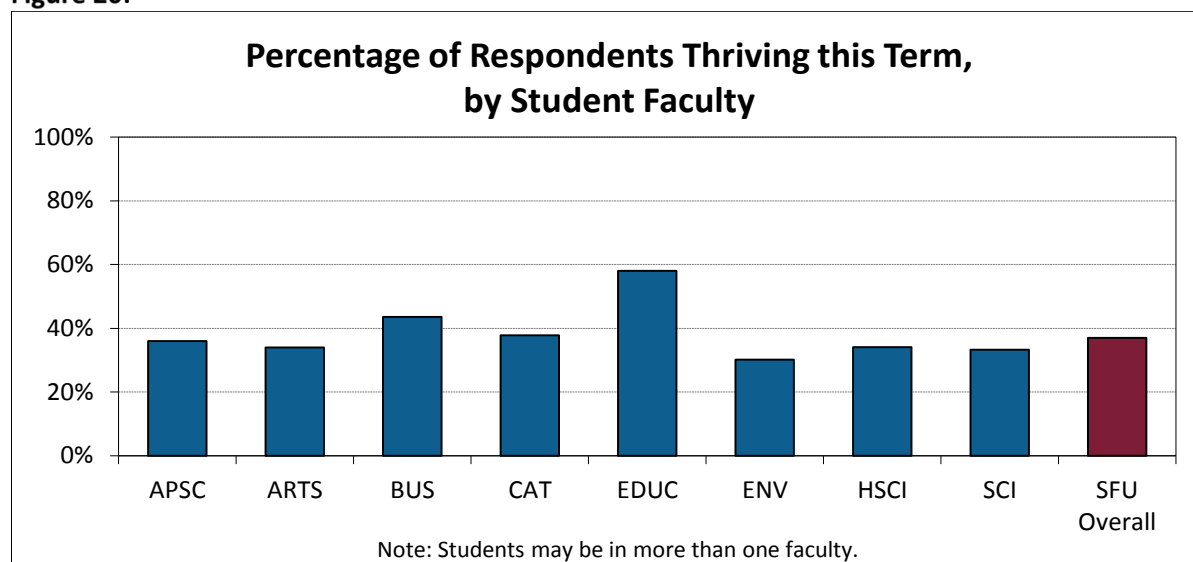
Section III.7: University Culture and Environment²¹

37% of respondents feel that they are thriving²² as university students this term. This is significantly lower than last year's 52%. See Figure 20 for these results by faculty. From the figure:

- Education (EDUC) respondents were most likely to agree that they are thriving (58% agree or strongly agree).
- Environment (ENV) respondents were least likely to agree that they are thriving (30%).
- These are statistically significant differences from SFU overall.

²¹ Results from this section may have been influenced by the COVID-19 pandemic and may be difficult to compare against previous years.

²² Thriving was defined in the question as "getting the most out of your university experience, so that you are intellectually, socially, and psychologically engaged and enjoying the university experience."

Figure 20:

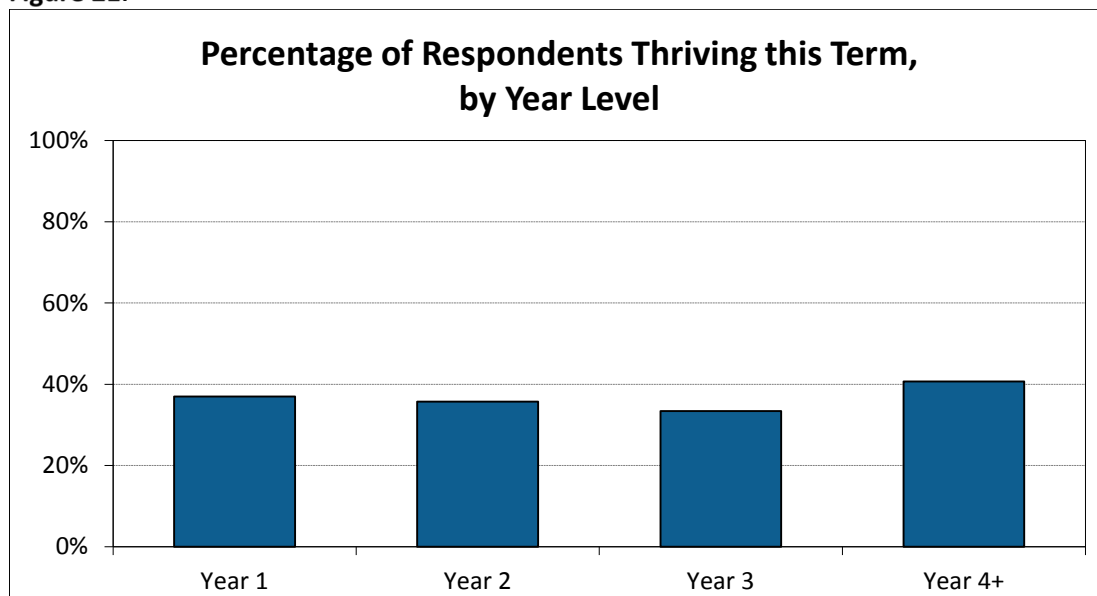
"I want to talk more on - I am thriving as a university student this term.

Intellectually - There needs to be more challenges, more creativity, more room for rewarding success rather than punishing failure. Many classes are just - memorize the textbook, complete homework questions, regurgitate the answers onto the exams. This is not completely the fault of professors. Many try to make interesting projects, and most of my instructors are good, passionate and competent. However, I think most students want opportunities to do extra, for extra rewards - Going above and beyond and showing off what they can do. Typically my intellectually challenging moments are my own projects, or competitions held by other students.

Socially - Due to covid this is harder than usual, although the usual is already hard enough. I hate to keep going back to student groups and clubs, but they really are the only source of social life at sfu. They should be better funded, more independent, and should have the opportunities to do more for both the students and the school."

A greater percentage of international respondents agree that they are thriving this term, compared to domestic respondents (49% of international respondents vs. 35% of domestic respondents). This is a statistically significant difference.

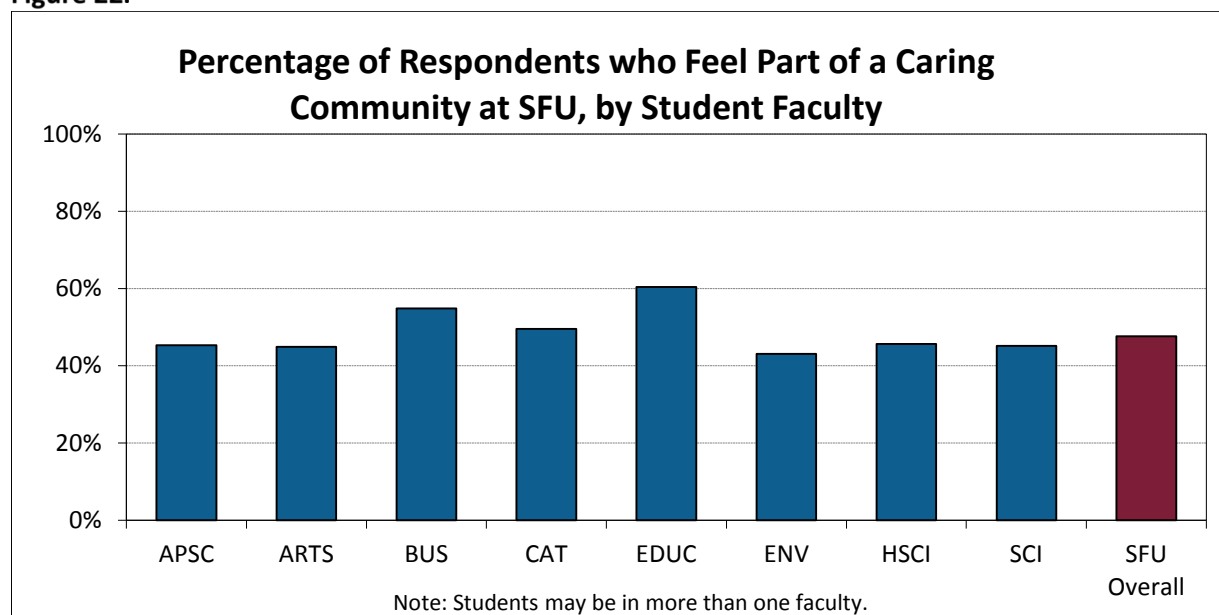
When looking at the results by year level, respondents in their third year are least likely to agree that they are thriving this term (33% vs. 36-41%; see Figure 21).

Figure 21:

"I think myself and a lot of other students do not feel as if we are really "thriving" this term with our university experience. Besides obvious reasons, I think the main reason would be how much harder it is to socialize online compared to in-person and make important connections with peers and professors. Classes that are asynchronous may have no face to face interaction at all. I think if SFU promoted having more classes be synchronous or at least have a synchronous element, this would be better for students."

Less than half of respondents (48%) feel part of a caring community at SFU. This is similar to last year's rate of 46%. See Figure 22 for results by faculty. From the figure:

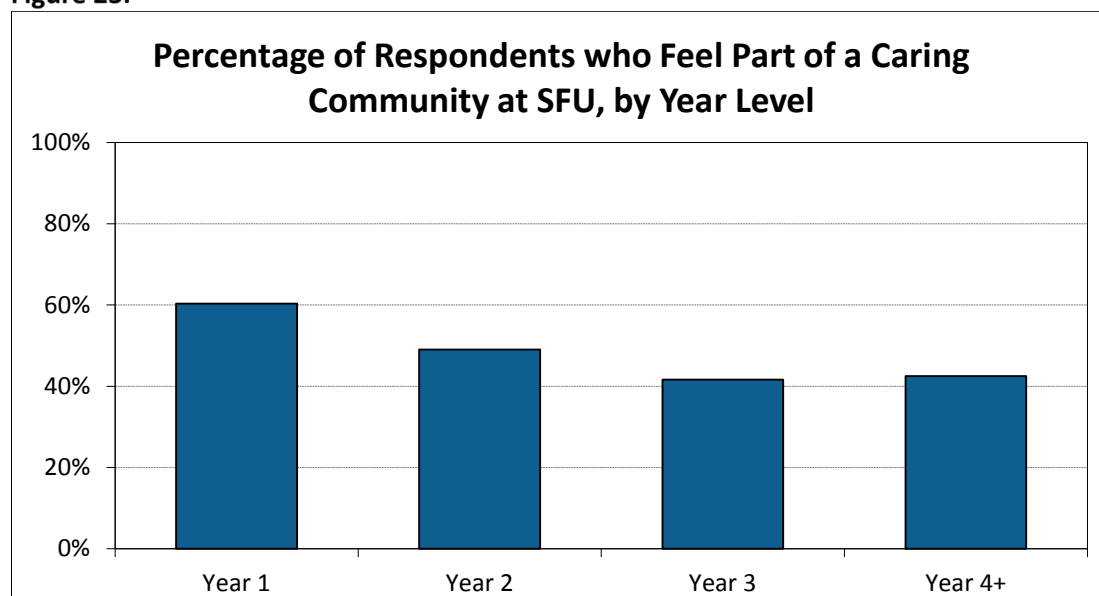
- Education (EDUC) respondents are most likely to feel part of a caring community at SFU (60%), and
- Environment (ENV) respondents are least likely (43%).
- 45-55% of respondents in the remaining faculties feel part of a caring community at SFU.

Figure 22:

"Really push for the student union building to be a place for people to hang out. Lots of places for people to just sit down and hang out is really what SFU needs to get campus life up. Once people are actually on campus and have somewhere to go to maybe wait for a friend to finish class, i feel like campus life around campus will improve."

A greater percentage of international respondents agree that they feel part of a caring community at SFU, compared to domestic respondents (55% of international respondents, vs. 46% of domestic respondents). This is a statistically significant difference.

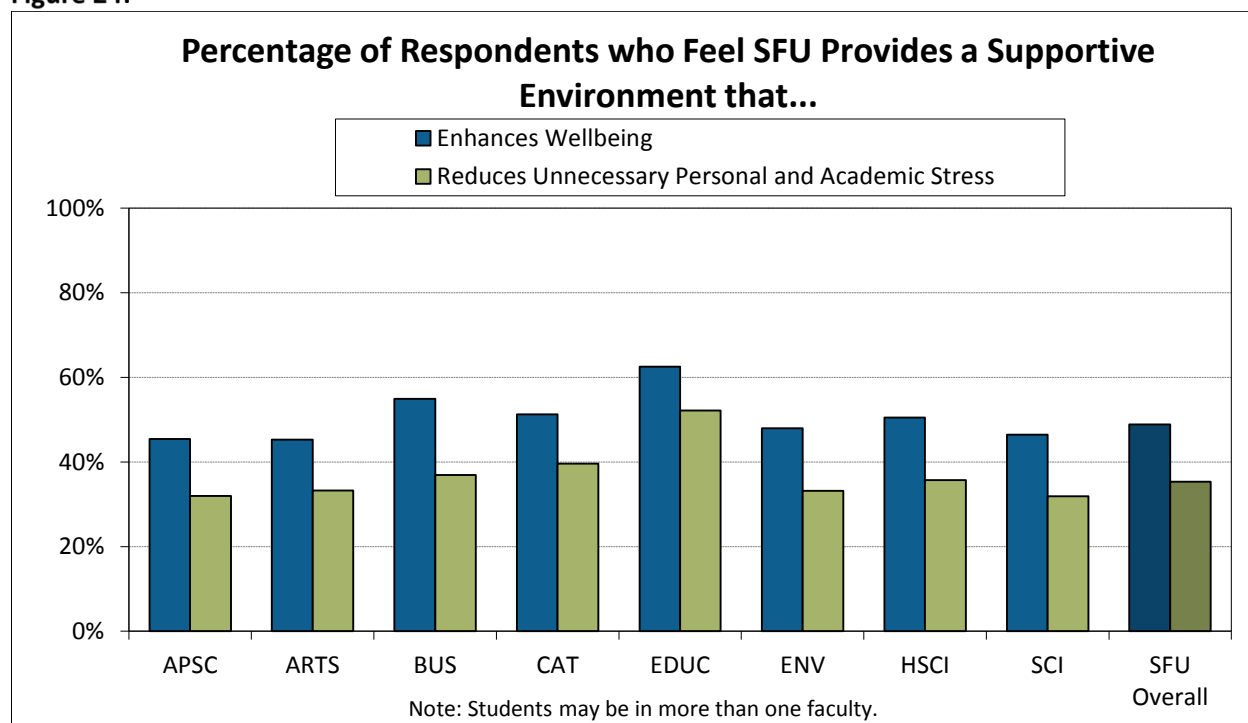
Respondents in year 3 and above are less likely to feel part of a caring community at SFU than respondents in years 1 and 2 (42-43% of upper year, vs. 49-60% of lower year respondents). See Figure 23.

Figure 23:

Students were also asked whether SFU provides them with a supportive environment:

- 49% of respondents agree that SFU provides them with a supportive environment that enhances their well-being, and
- 35% agree that SFU provides them with a supportive environment that reduces unnecessary personal and academic stress.

When looking at the results by faculty, respondents in Education (EDUC) are most likely to feel that SFU provides them with a supportive environment that enhances their wellbeing (63% vs. 45-55% of other faculties) and that reduces unnecessary personal and academic stress (52% vs. 32-40% of respondents in other faculties). These are statistically significant differences. See Figure 24.

Figure 24:

"I feel that without the strict 2-hour scheduled lectures, professors are providing disparate course materials (e.g. video lectures, audio lectures, live sessions, extra readings) that, combined, exceed the 2 hours per week that would be standard normally, increasing the burden on students to stay on top of these materials."

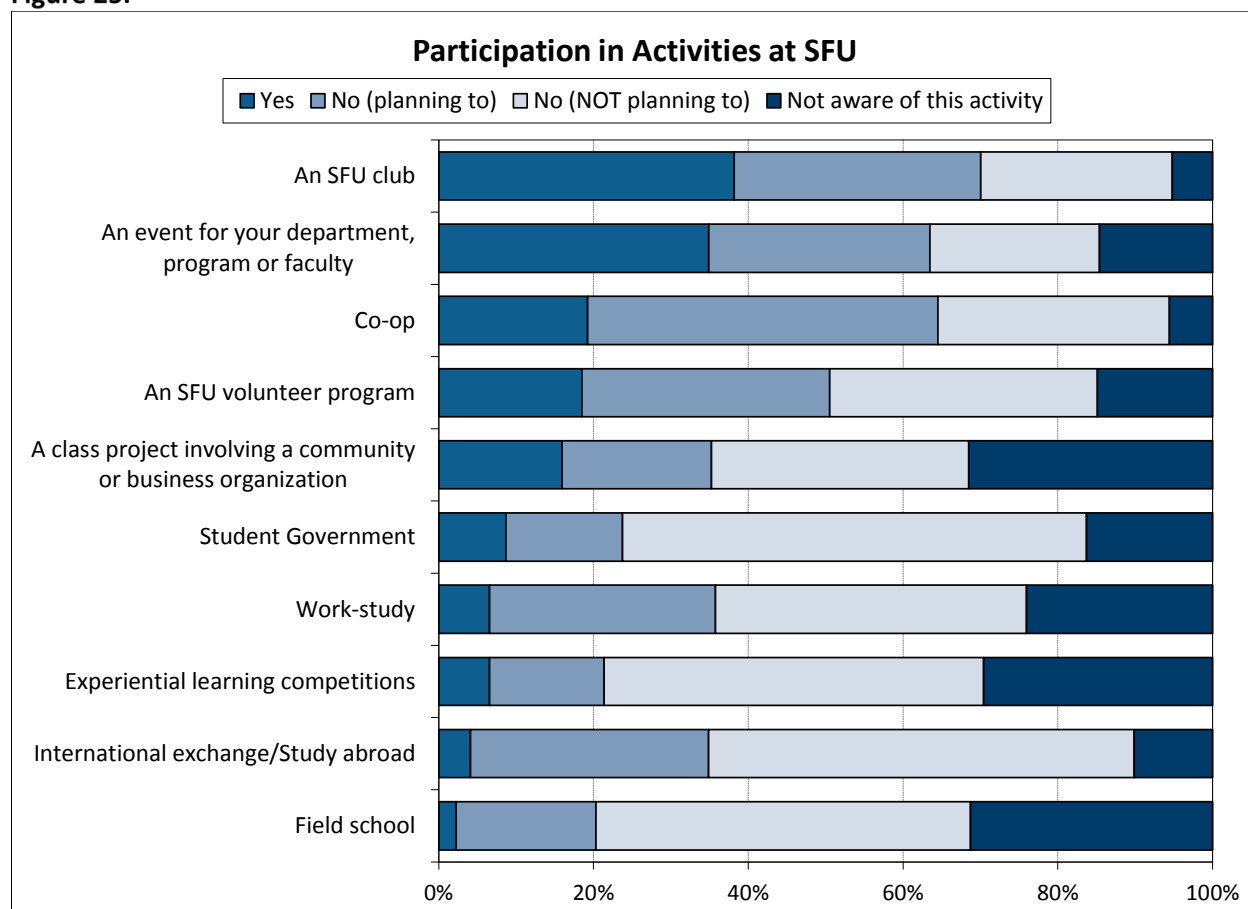
International respondents were statistically more likely than domestic respondents to agree that SFU provides them with a supportive environment that enhances their well-being and that reduces unnecessary personal and academic stress (45-60% vs. 33-47%).

Section III.8: Student Characteristics and Engagement

Engagement at SFU

Students were asked if they have participated in a list of activities at SFU over the course of their education here. The results are displayed in Figure 25. From the list:

- 38% have participated in an SFU club (vs. 42% in 2018), with an additional 32% planning to participate, and
- 35% participated in a department, program, or faculty event (vs. 36% in 2018), with an additional 29% planning to participate.
- 2% have participated in field school, and 48% said they are not planning to participate in it.

Figure 25:

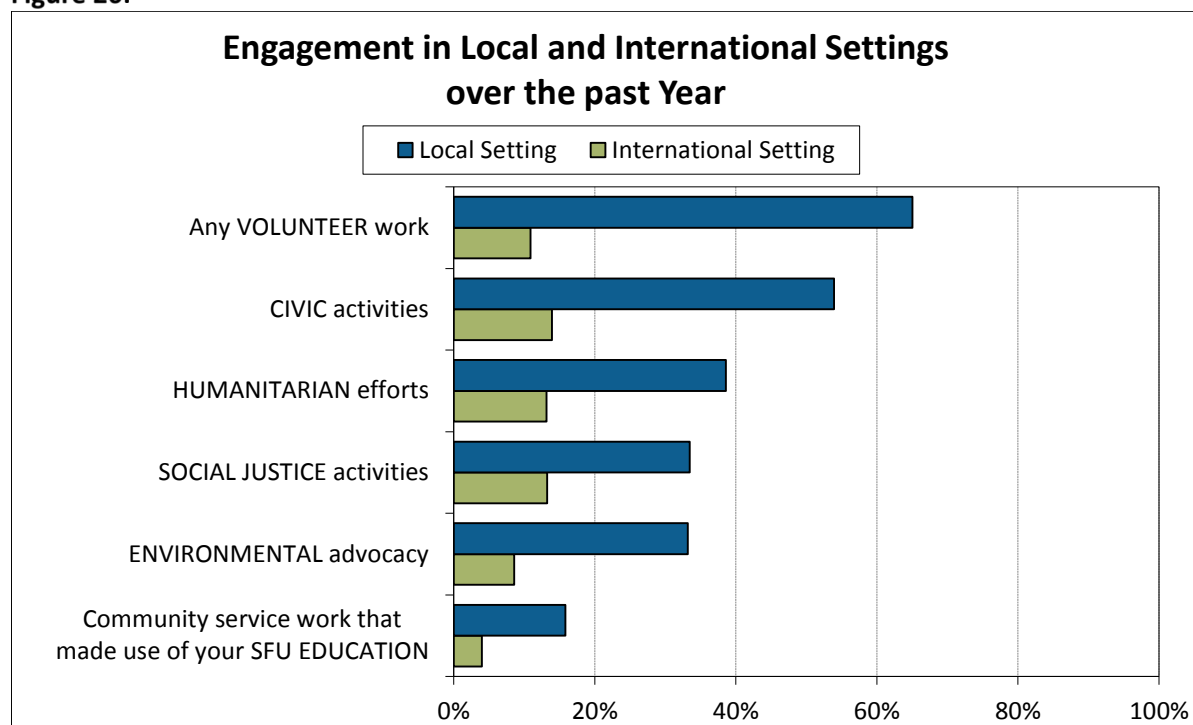
"The only time I really met people and spent time with them was by joining a sports team during my first 2 years at SFU... although I think this is pretty common at universities when you commute to class and don't live on campus."

"Better social events around the campus. SFU doesn't have the social atmosphere that UBC or other universities in Canada has. We need more social student events like a block party or something."

Engagement in the Community

In an effort to measure the degree of community engagement practiced by SFU undergraduates, students were asked about their participation in a variety of activities over the past year (see Figure 26):

- 65% of respondents participated in volunteer work in their local community, compared to 11% in an international setting,
- 54% of respondents engaged in civic activities in their local community, vs. 14% internationally,
- 33-39% engaged in humanitarian, social justice, and environmental advocacy locally, vs. 9-13% internationally, and
- 16% engaged locally in community service work that made use of their SFU education, compared to 4% internationally.

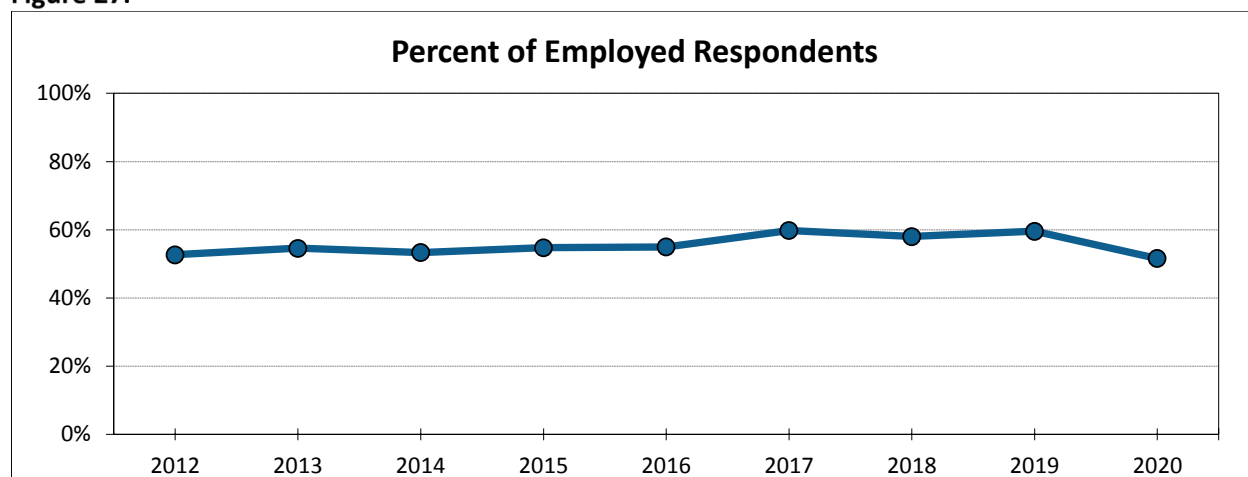
Figure 26:

Employed Students

Over half (52%) of respondents are currently employed or self-employed. Respondents from the Faculty of Education (EDUC), the Faculty of Arts and Social Sciences (ARTS), and the Faculty of Health Sciences (HSCI) are the most likely to be currently employed (57-61%), while those from the Faculty of Applied Sciences (APSC) are least likely (32%). These are statistically significant differences from SFU overall.

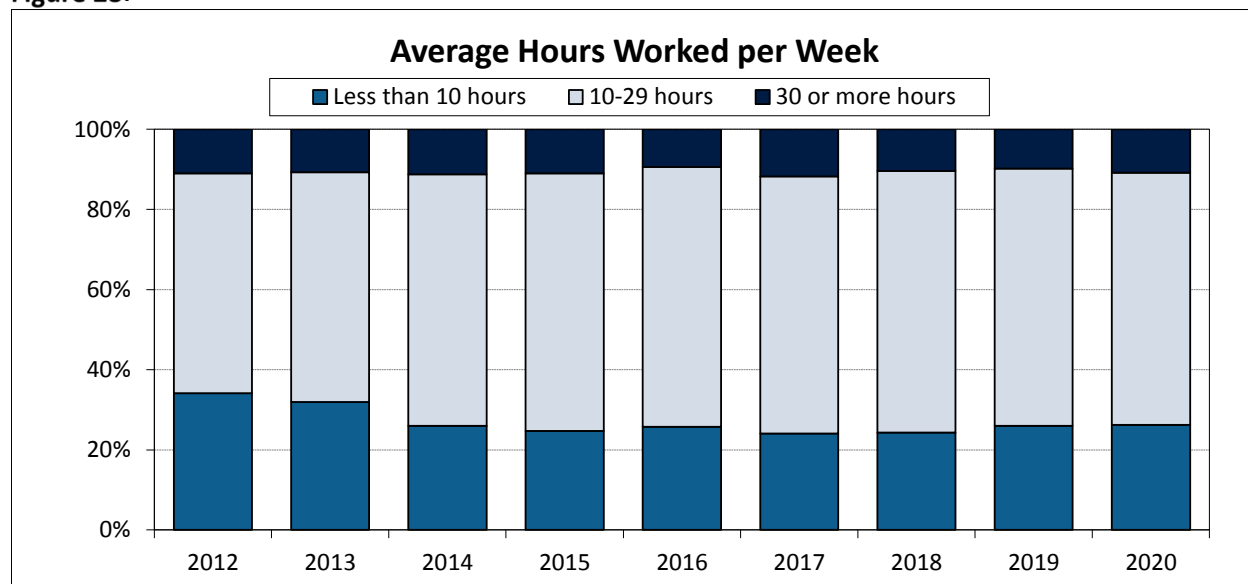
Figure 27 displays employment over time. For the past several years, 52-60% of respondents have been employed. In 2017, the rate increased to 60% and stayed at a higher rate until this year, when it dropped to 52%. This is a statistically significant difference from last year's 60%.²³

²³ These results may have been impacted by the COVID-19 pandemic.

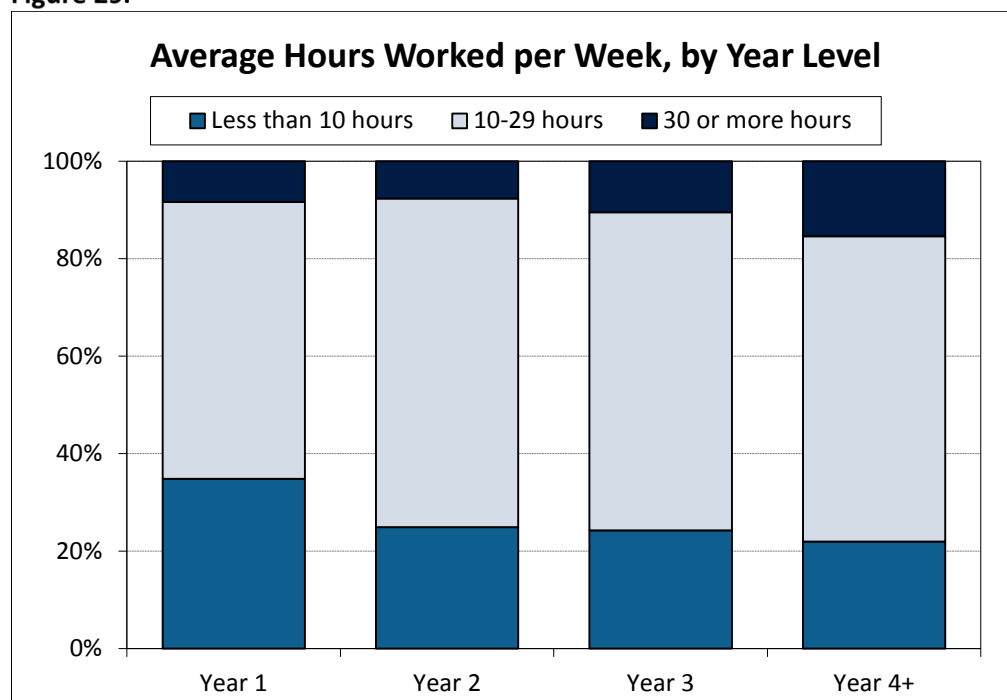
Figure 27:

Over time, the average hours worked per week by working respondents has slowly increased. Fewer respondents are working less than 10 hours per week, while more respondents are working 10-29 hours (see Figure 28). This year, among working respondents:

- 11% work 30 hours or more per week in a paid job (the same as in 2012),
- 63% work 10-29 hours per week (vs. 55% in 2012), and
- 26% work less than 10 hours per week (vs. 34% in 2012).

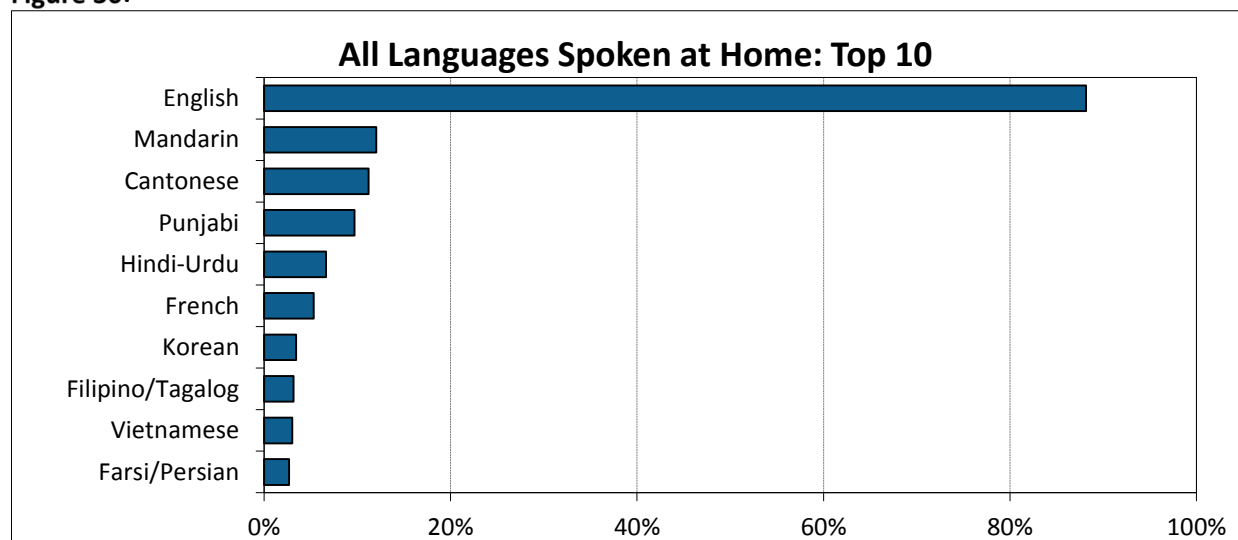
Figure 28:

When looking at the results by year level, respondents in year 4 and above are more likely to work 30 or more hours per week and less likely to work less than 10 hours per week (see Figure 29).

Figure 29:

Language Skills

SFU is a multicultural university, and many of its students speak languages other than English. On the survey, students were asked which languages they speak at home, the first language they learned as a child and still use, and the language they speak most often with friends. The top ten languages spoken at home are displayed in Figure 30.

Figure 30:

From the results:

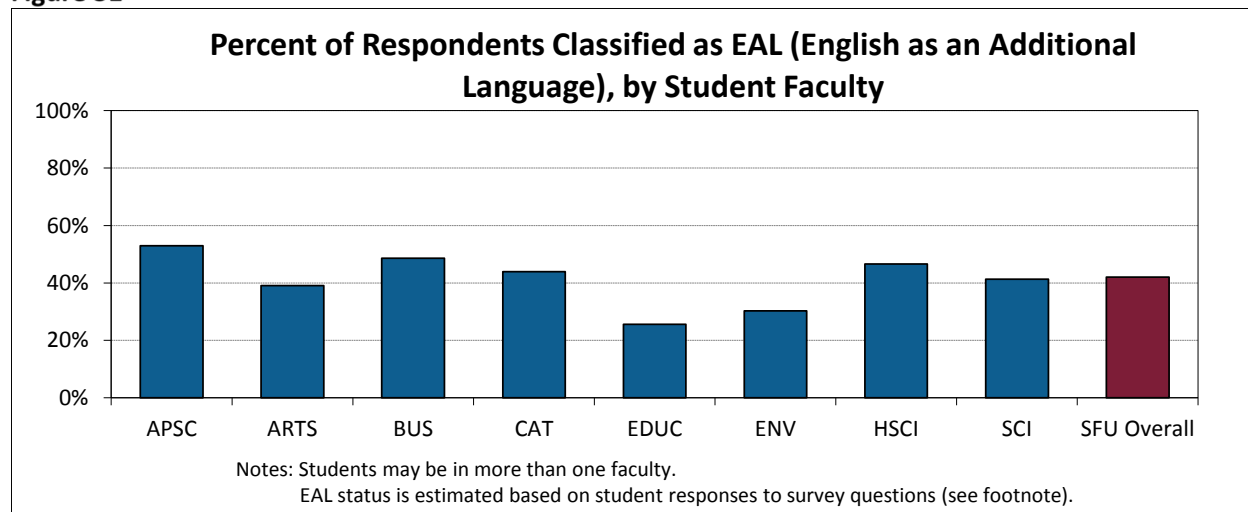
- 88% of respondents speak some English at home, with 37% speaking only English at home.
- 63% speak at least one non-English language at home, and 12% speak no English at home.
- 52% speak more than one language at home.
- 59% said that English was the first language they learned as a child and still use regularly.
- 88% speak English most often with their friends.

Students were asked whether they feel hindered in their classes due to their own English language skills.

- 10% of respondents indicated that they would perform better in their classes if they had English language support. This is statistically lower than last year's rate of 12%.

In Fall 2020, 42% of respondents identified themselves as English as an Additional Language (EAL) students²⁴. Among these students, 26% indicated that they speak no English at home. Figure 31 shows the estimated percent EAL by faculty. The Faculties of Applied Sciences (APSC), Arts and Social Sciences (ART), Business (BUS), Education (EDUC), and Environment (ENV) differ statistically significantly from SFU overall.

Figure 31:



²⁴ This categorization is based on student responses to two survey questions (questions 38a and 38b: “What was the first language you learned as a child and still use regularly?” and “Which language do you speak most often with your friends?”). Respondents are counted as EAL if they selected “other language” (i.e. not English) for either or both of these questions. This definition was developed in consultation with the Executive Director, SFU International and the Director, University Curriculum.

Section III.9: Spotlight on Students who are Satisfied with SFU's Response to the COVID-19 Pandemic

Early into 2020, the world was hit with the COVID-19 pandemic. In response to this, SFU had to make several changes in a short amount of time in order to ensure the safety of students. 74% of survey respondents are satisfied with SFU's response to the COVID-19 pandemic. This section compares the following two groups:

- the 5,280 respondents who are satisfied with SFU's response to the COVID-19 pandemic, and
- the 1,824 who are undecided or not satisfied with SFU's response to the COVID-19 pandemic.

Demographic Profile

Respondents who are satisfied with SFU's response to the COVID-19 pandemic were MORE likely than their classmates to:

- be new students (30% vs. 12% in the comparison group), and
- be female (64% vs. 60%).

Respondents who are satisfied with SFU's response to the COVID-19 pandemic were LESS likely to:

- have participated in an SFU club (36% vs. 45% in the comparison group),
- have participated in an SFU volunteer program (17% vs. 24%), and
- be declared in a major or minor (69% vs. 76%).

Outcomes

Respondents who are satisfied with SFU's response to the COVID-19 pandemic are very similar to their classmates in:

- which qualities, skills, or experiences are the most important for SFU students to have/do by the time they graduate, and
- their use of services and resources at SFU during the Fall 2020 term.

Respondents who are satisfied with SFU's response to the COVID-19 pandemic were MORE likely to:

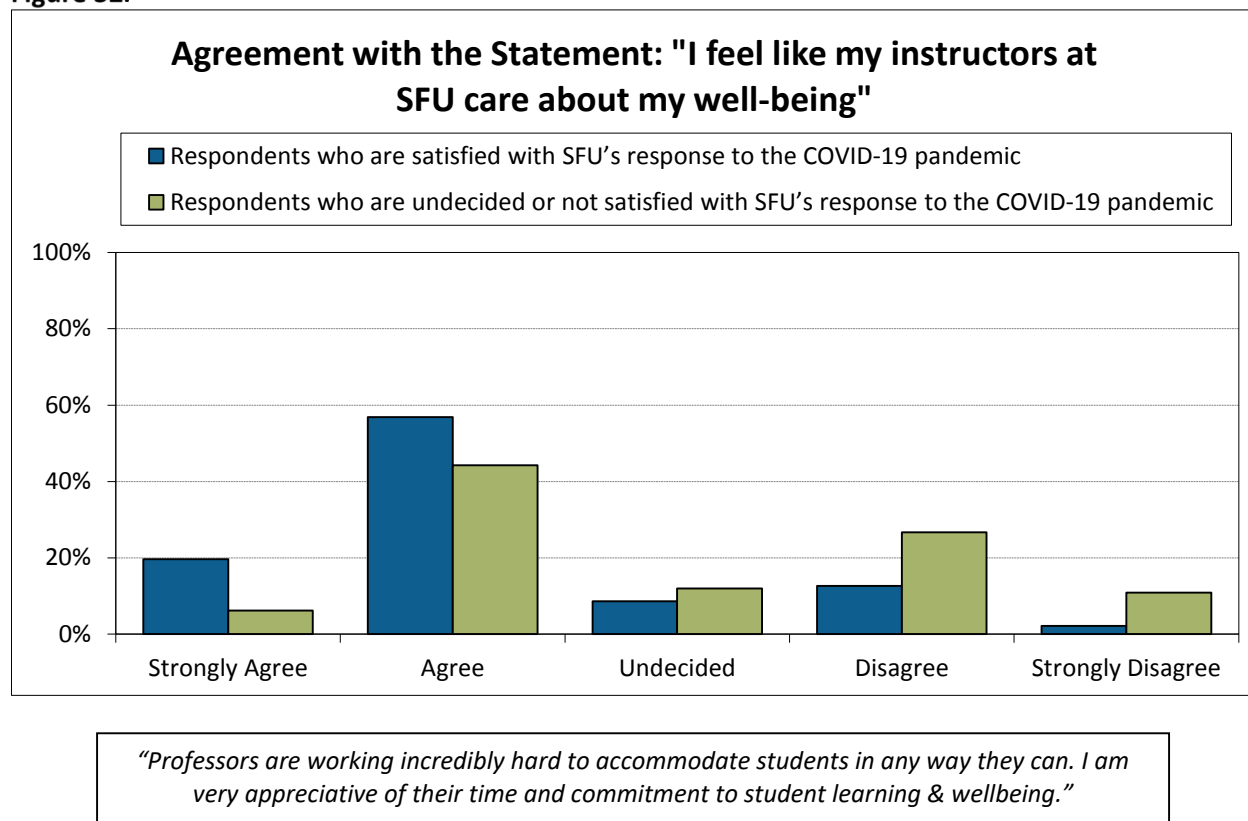
- be satisfied with:
 - SFU's services for students during the COVID-19 pandemic (72% vs. 27% in the comparison group),
 - SFU's implementation of remote learning courses due to the COVID-19 pandemic (78% vs. 33%),
 - SFU's concern over students' mental well-being and safety during the COVID-19 pandemic (69% vs. 26%),
 - access to SFU's student services during remote learning due to the COVID-19 pandemic (74% vs. 36%),
 - SFU IT support for students for remote learning due to the COVID-19 pandemic (74% vs. 40%),
- be satisfied with their overall SFU experience (86% vs. 50%),
- feel part of a caring community at SFU (56% vs. 25%),
- feel like their instructors at SFU care about their well-being (77% vs. 50%),

- be satisfied with the overall quality of teaching at SFU (86% vs. 62%),
- be able to keep up with course requirements (72% vs. 53%),
- be able to register in all the specific courses they wanted to (72% vs. 61%), and
- be satisfied with various aspects of course availability:
 - of respondents who started at SFU in 2020:
 - scheduling of live/synchronous courses (88% vs. 71%),
 - available registration spots in courses (86% vs. 70%),
 - of respondents who started at SFU before 2020:
 - variety of distance/online courses (excluding remote courses due to COVID-19; 73% vs. 50%),
 - location of courses offered (84% vs. 64%),
 - available registration spots in courses (70% vs. 50%),
 - scheduling of classes (82% vs. 65%), and
 - frequency of courses (56% vs. 41%).

Respondents who are satisfied with SFU's response to the COVID-19 pandemic were LESS likely to:

- be unable to register in upper division required courses (15% vs. 26% in the comparison group), and
- have been engaged in social justice activities in the last year in their local community (32% vs. 38%).

Figure 32:



Section III.10: Spotlight on Students able to Register in all their Desired Courses

In Fall 2020, 69% of survey respondents were able to register in all of the specific courses they wanted to take. This section compares the following two groups:

- the 4,760 respondents who were able to register in all their desired courses, and
- the 2,105 respondents who were unable to register in one or more specific courses they wanted this term.

Demographic Profile

Respondents who were able to register in all their desired courses this term were MORE likely than their classmates to:

- be new students this term (29% vs. 19% in the comparison group), and
- be in the Faculty of Education (8% vs. 3%).

Respondents who were able to register in all their desired courses this term were LESS likely to:

- be in the Faculty of Arts and Social Sciences (32% vs. 40% in the comparison group), and
- be international students (16% vs. 20%).

Outcomes

Respondents who were able to register in all their desired courses this term are very similar to their classmates in:

- which qualities, skills, or experiences are the most important for SFU students to have/do by the time they graduate,
- their use of services and resources at SFU during the Fall 2020 term, and
- their participation in various activities at SFU, such as SFU clubs, SFU volunteer programs, student government, work study, experiential learning competitions, and field school.

Respondents who were able to register in all their desired courses this term were MORE likely to:

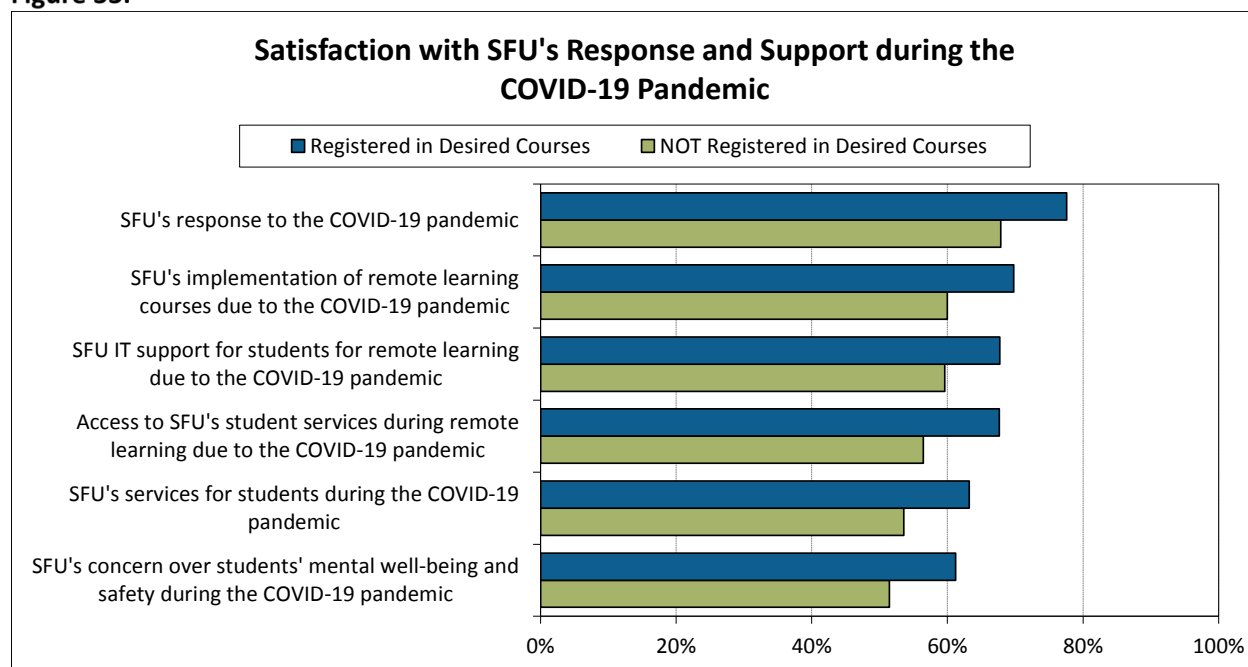
- be satisfied with various aspects of course availability:
 - of respondents who started at SFU in 2020:
 - available registration spots in courses (92% vs. 59% in the comparison group),
 - scheduling of live/synchronous courses (88% vs. 78%),
 - of respondents who started at SFU before 2020:
 - available registration spots in courses (76% vs. 39%),
 - scheduling of classes (82% vs. 66%),
 - frequency of courses (56% vs. 43%),
 - variety of distance/online courses (excluding remote courses due to COVID-19; 71% vs. 57%),
 - location of courses offered (83% vs. 70%),
- feel like their instructors care about their well-being (73% vs. 62%),
- feel part of a caring community at SFU (51% vs. 40%),

- be satisfied with SFU's response to the COVID-19 pandemic (78% vs. 68%), and being satisfied with:
 - access to SFU's student services during remote learning due to the COVID-19 pandemic (68% vs. 56%),
 - SFU's implementation of remote learning courses due to the COVID-19 pandemic (70% vs. 60%),
 - SFU's concern over students' mental well-being and safety during the COVID-19 pandemic (61% vs. 51%),
 - SFU's services for students during the COVID-19 pandemic (63% vs. 54%),
- be able to keep up with course requirements in the remote courses they are taking in Fall 2020 (70% vs. 61%),
- be satisfied with their overall SFU experience (79% vs. 71%), and
- be satisfied with the overall quality of teaching at SFU (82% vs. 75%).

Respondents who were able to register in all their desired courses this term were LESS likely to:

- be taking longer than expected to graduate (58% vs. 71% in the comparison group), and
- be employed (51% vs. 54%).

Figure 33:



SECTION IV: CONCLUSIONS AND RECOMMENDATIONS

This section highlights some conclusions and recommendations based on the survey results.

- **Overall:**
 - 77% of respondents are satisfied with their overall SFU experience.
 - 74% of respondents are satisfied with SFU's response to the COVID-19 pandemic.
 - 80% of respondents are satisfied with the overall quality of teaching at SFU.
- **University Culture and Environment:**
 - 37% of respondents agree that they are thriving as a university student this term.
 - 48% of respondents feel part of a caring community at SFU.
 - 49% of respondents agree that SFU provides them with a supportive environment that enhances their well-being, and
 - less than half (35%) agree that SFU provides them with a supportive environment that reduces unnecessary personal and academic stress.
- **Student Life/Campus Community:**
 - Some steps have been taken by the university over the last several years to address student life at all three campuses. Recent initiatives have included more campus-based events, additional resources into student life, and enhanced collaboration with the undergraduate and graduate student societies.
 - However, improvement to student life and the campus community continues to be one of the top concerns of students.
 - Students suggested improvements such as holding more social events, including parties and group activities that help students make friends with each other.
- **Facilities:**
 - There have been a number of recent renovation and construction projects on the SFU Burnaby campus, including renovations to the Academic Quadrangle, convocation mall, outdoor plazas, the Education building, and the Applied Sciences building. The Student Union Building, residence buildings, and the Lorne Davies Complex Stadium have been under construction as well.
 - This year, with most courses being offered remotely due to the COVID-19 pandemic, fewer students were on campus, and facilities became less of a concern for improvement.

- **Course Availability and Scheduling:**

- Course availability has been an ongoing issue at SFU, and SFU continues to trail behind other institutions. In a recent survey of baccalaureate graduates²⁵, 62% of SFU graduates indicated that they had encountered a course availability problem during their degree (versus 41% at University of Victoria and 43% at University of British Columbia).
- This year, registration success rates have increased, and improvement to course availability was not one of the top concerns of students.

- **Policies and Services:**

- Some additional student suggestions over the last few years for improving their experience at SFU include:
 - lowering tuition and fees, and improving financial aid,
 - improving transportation service and parking availability,
 - improving the teaching skills of instructors and TAs,
 - increasing the amount of practical/hands-on experience in courses,
 - improving and increasing counselling and medical services,
 - improving communication with students,
 - continuing to improve food quality while keeping prices low,
 - improving access to wi-fi,
 - continuing to improve the SFU website and enrollment system, and
 - improving academic advising and co-op.

²⁵ The BC Stats Baccalaureate Graduates Survey, 2019 Survey of 2017 Graduates:
<https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/education-training/bc-student-outcomes/publications/baccalaureate-graduates-survey>.

APPENDIX A

SURVEY INSTRUMENT

Undergraduate Student Survey 2020

Welcome to the SFU Undergraduate Student Survey

This survey is conducted under the general authority of the University Act (R.S.B.C. 1996, c.468). It is related directly to and needed by the University in order to assess the academic experiences and concerns of undergraduate students. Responses to the survey will be linked to other information collected by the University, such as year level and faculty. The information you provide will be used in aggregate to inform decisions made about the University. Once the results are analyzed, a final report will be posted on the IRP website: www.sfu.ca/irp/surveys/ugss.html. If you have any questions about the collection, use and disclosure of this information please contact: Wayne Sun, Analyst, Institutional Research and Planning, SFU, at irpadmin@sfu.ca

If you wish to go back to a previous page, please click the "Back" button at the bottom of the current page. If you use your browser's back button, your responses from the current page may not be saved.

Q1 How satisfied are you with your overall SFU experience?

- ☐ Very Satisfied
- ☐ Somewhat Satisfied
- ☐ Not Very Satisfied
- ☐ Not at all Satisfied
- ☐ Undecided

Page Break

Q2 If SFU could do one thing to improve your experience here, what would it be? (Please describe only the single most important thing.)

Page Break



Q3 Overall, how satisfied are you with:

	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Undecided	Not Applicable
SFU's response to the COVID-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SFU's services for students during the COVID-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SFU's implementation of remote learning courses due to the COVID-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to SFU's student services during remote learning due to the COVID-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SFU's concern over students' mental well-being and safety during the COVID-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SFU IT support for students for remote learning due to the COVID-19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If skip_crs_avail != 1

Sect1

Section 1: Course Availability

This section of the survey asks about your experience in registering for courses at SFU.

Display This Question:

If skip_crs_avail != 1

Q4 Were you able to register in ALL of the SPECIFIC courses you wanted to take this fall? (For example, if you wanted to take HIST 101, MATH 151 and PSYC 100, were you able to register in all three classes, in any section?) EXCLUDE courses not offered and courses for which you did not have the pre- or co-requisites.

- ☐ YES - I got all the SPECIFIC courses I wanted.
- ☐ No - I was unable to get 1 SPECIFIC course that was offered.
- ☐ No - I was unable to get 2 SPECIFIC courses.
- ☐ No - I was unable to get 3 SPECIFIC courses.
- ☐ No - I was unable to get 4 SPECIFIC courses.
- ☐ No - I was unable to get 5 or more SPECIFIC courses.

Skip To: Q6 If Q4 = YES - I got all the SPECIFIC courses I wanted.

Page Break

Display This Question:

If Q4 = No - I was unable to get 1 SPECIFIC course that was offered.

Or Q4 = No - I was unable to get 2 SPECIFIC courses.

Or Q4 = No - I was unable to get 3 SPECIFIC courses.

Or Q4 = No - I was unable to get 4 SPECIFIC courses.

Or Q4 = No - I was unable to get 5 or more SPECIFIC courses.

And If

skip_crs_avail != 1

Q5 Of the SPECIFIC courses you DID NOT GET (identified in the last question), how many were:

	0	1	2	3	4	5 or more
REQUIRED courses specific to your degree/credential?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OPTIONAL or ELECTIVE courses in your area of study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GENERAL INTEREST courses outside of your area of study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If skip_crs_avail != 1

Q6 If you were unable to register in any REQUIRED courses you wanted this fall term, what level were the courses? (This time, INCLUDE courses that were not offered and courses for which you did not have the pre- or co-requisites. Please select ALL that apply.)

☐ LOWER Division (REQUIRED courses numbered XX1 to 299)

☐ UPPER Division (REQUIRED courses numbered 300 to 499)

☐ ☐ Not Applicable: I got all the REQUIRED courses I wanted to take this term

Page Break

*Display This Question:**If Q6 = LOWER Division (REQUIRED courses numbered XX1 to 299)*

Q7 LOWER DIVISION: Please check ALL reasons why you were unable to register in lower division required courses this fall term.

- ☐ The course was not offered this term
- ☐ All course sections were full
- ☐ Available course sections were not offered at a TIME when I wanted to be taking SFU courses
- ☐ Available course sections were not offered on a DAY when I wanted to be taking SFU courses
- ☐ The primary course component (lecture) had a scheduling conflict with another SFU course
- ☐ The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course
- ☐ The course had a conflict with my work schedule
- ☐ Course spaces were reserved for other students
- ☐ I did not have the pre- or co-requisites
- ☐ The instructor I wanted was not available
- ☐ Other, please specify... _____

Page Break

Display This Question:

If Q6 = UPPER Division (REQUIRED courses numbered 300 to 499)



Q8 UPPER DIVISION: Please check ALL reasons why you were unable to register in upper division required courses this fall term.

- ☐ The course was not offered this term
- ☐ All course sections were full
- ☐ Available course sections were not offered at a TIME when I wanted to be taking SFU courses
- ☐ Available course sections were not offered on a DAY when I wanted to be taking SFU courses
- ☐ The primary course component (lecture) had a scheduling conflict with another SFU course
- ☐ The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course
- ☐ The course had a conflict with my work schedule
- ☐ Course spaces were reserved for other students
- ☐ I did not have the pre- or co-requisites
- ☐ The instructor I wanted was not available
- ☐ Other, please specify... _____

Page Break

Display This Question:

If skip_crs_avail != 1

And first_year_2020 = 1



Q9a How satisfied are you with your overall SFU experience with course availability?

	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Undecided	Not Applicable
Scheduling of classes at days and times that work for you (Live/Synchronous courses only):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available registration spots in courses:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If skip_crs_avail != 1

And first_year_2020 != 1



Q9b How satisfied are you with your overall SFU experience with course availability?

	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Undecided	Not Applicable
How often each course is offered each year:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scheduling of classes at days and times that work for you:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Available registration spots in courses:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location (campus) of courses offered:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of distance/online courses offered (EXCLUDING remote courses due to COVID-19):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q10 Schedules for courses, work, and other life activities sometimes overlap. If you were to have overlapping schedules, when you register for courses, how would you prioritize the following? Please rank from highest priority (1) to lowest priority (7).

- _____ Work schedule
- _____ Schedule of REQUIRED course(s)
- _____ Schedule of ELECTIVE course(s) in your area of study
- _____ Schedule of GENERAL INTEREST course(s) outside your area of study
- _____ Extra-curricular activities schedule
- _____ Schedule of family obligations/personal reasons
- _____ Schedule of other activities

Page Break

Sect2 Section 2: Credential Planning and Completion

Q11 Compared to what you expected when you first began your degree/credential at SFU, how long is it actually taking you to complete your degree/credential?

- ☐ Shorter time than EXPECTED
- ☐ Same time as EXPECTED
- ☐ Longer time than EXPECTED - by 1 or 2 terms
- ☐ Longer time than EXPECTED - by 3 to 5 terms (1 year)
- ☐ Longer time than EXPECTED - by 6 to 8 terms (2 years)
- ☐ Longer time than EXPECTED - by 9 or more terms (3 or more years)
- ☐ Don't know
- ☐ Not applicable, I am not in a degree/credential program

Page Break

*Display This Question:**If Q11 = Longer time than EXPECTED - by 1 or 2 terms**Or Q11 = Longer time than EXPECTED - by 3 to 5 terms (1 year)**Or Q11 = Longer time than EXPECTED - by 6 to 8 terms (2 years)**Or Q11 = Longer time than EXPECTED - by 9 or more terms (3 or more years)*

Q12 Please indicate ALL reasons for taking longer than EXPECTED to complete your degree/credential at SFU.

- ☐ Course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.)
- ☐ Taking/Took a reduced course load
- ☐ Taking courses not counting towards graduation requirements
- ☐ Participation in co-op
- ☐ Working full-time or part-time (outside of co-op)
- ☐ Changed program/area of specialization, or late in making decision on program
- ☐ Pursuing expanded program (e.g. double major, honours, other credentials/diplomas/certificates at the same time, etc.)
- ☐ Difficulty meeting program requirements (e.g. failed/repeated courses, complex/unclear program requirements, etc.)
- ☐ Took advantage of opportunities/programs designed to enhance my education (e.g. study abroad, field school, working within a faculty member's research team, etc.)
- ☐ Problems related to transferring credits from other institutions
- ☐ Financial issues/obligations
- ☐ Personal reasons (e.g. home/family obligations, illness, etc.)
- ☐ Took unplanned time off
- ☐ Wanted to delay graduation because of the weak job market/high unemployment rate

☐ Other, please specify... _____

Page Break

Sect3 **Section 3: Teaching and Curriculum**

Q13 How satisfied are you with the overall quality of teaching at SFU?

- ☐ Very Satisfied
- ☐ Somewhat Satisfied
- ☐ Not Very Satisfied
- ☐ Not at all Satisfied
- ☐ Undecided

Page Break

Display This Question:

If skip_crs_avail != 1

For the following questions, please only consider those courses that you are currently taking remotely this term (Fall 2020).

Display This Question:

If skip_crs_avail != 1

Q14 I am able to keep up with course requirements (i.e. readings, videos, discussion boards, etc.).

- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Undecided
-

Display This Question:

If skip_crs_avail != 1



Q15 In general, I understand...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
When assessments (e.g. assignments, papers, etc.) are due	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning objectives or course goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to participate in course activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time commitment required for the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How marks will be assigned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q16 In your opinion, what are the most important qualities, skills, or experiences for SFU students to have/do by the time they graduate? Please select your top THREE (3).

- ☐ A solid foundation in their specific academic discipline
- ☐ A broad range of general academic knowledge
- ☐ Be able to apply knowledge/methods learned at SFU in life and at work
- ☐ Analytical problem-solving skills
- ☐ Critical thinking skills
- ☐ Have participated in "learning through experience", such as co-op, field school, practicum, etc.
- ☐ Have participated in an international experience through SFU, such as international co-op, exchange, field school, etc.
- ☐ Oral communication skills
- ☐ Written communication skills
- ☐ Team-work skills
- ☐ Leadership skills
- ☐ Be an engaged citizen with a sense of social responsibility
- ☐ Understand that their university degree is one stage in a life-long process of learning
- ☐ Other, please specify... _____

Page Break

Display This Question:

If In your opinion, what are the most important qualities, skills, or experiences for SFU students t...
q://QID18/SelectedChoicesCount Is Greater Than 0

Carry Forward Selected Choices from "Q16"



Q17 Are you satisfied that SFU is providing you with the important qualities/skills/experiences that you specified in the last question?

	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Undecided	Not Applicable: I have not been here long enough to decide
A solid foundation in their specific academic discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A broad range of general academic knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be able to apply knowledge/methods learned at SFU in life and at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have participated in "learning through experience", such as co-op, field school, practicum, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have participated in an international experience through SFU, such as international co-op, exchange, field school, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team-work skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be an engaged citizen with a sense of social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand that their university degree is one stage in a life-long process of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q18 In general, my instructors at SFU provide me with learning experiences that...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
Encourage social connection between students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are flexible to my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are welcoming, respectful and inclusive for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 In general, I feel like my instructors at SFU care about my well-being.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Undecided

Page Break

Sect4 Section 4: Services



Q20 Have you used the following services and resources at SFU this term (Fall 2020)? Please select all that apply.

- ☐ Health & Counselling Services
- ☐ International Services for Students (ISS)
- ☐ Registrar & Information Services (e.g. registration, account payments, etc.)
- ☐ Technology services on campus (e.g. wifi, mySFU, computer support, etc.)
- ☐ Career & Volunteer Services
- ☐ Academic Advising
- ☐ Indigenous Student Centre
- ☐ Interfaith Centre
- ☐ Centre for Accessible Learning
- ☐ Work Integrated Learning (e.g. co-op)
- ☐ English-Language support services
- ☐ Student Learning Commons (SLC)
- ☐ Residence & Housing
- ☐ Library (other than SLC)
- ☐ ☐ None of the above

Page Break

Display This Question:

If Q20 != None of the above

And Have you used the following services and resources at SFU this term (Fall 2020)? Please select al... q://QID75/SelectedChoicesCount Is Greater Than 0

Carry Forward Selected Choices from "Q20"



Q21 How satisfied are you with the following services and resources at SFU this term (Fall 2020)?

	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Undecided
Health & Counselling Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Services for Students (ISS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registrar & Information Services (e.g. registration, account payments, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology services on campus (e.g. wifi, mySFU, computer support, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Volunteer Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indigenous Student Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interfaith Centre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Centre for Accessible Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Integrated Learning (e.g. co-op)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English-Language support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Learning Commons (SLC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence & Housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library (other than SLC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Have you used the following services and resources at SFU this term (Fall 2020)? Please select all that apply. q://QID75/SelectedChoicesCount Is Greater Than 0

And Q20 != None of the above

Carry Forward Selected Choices from "Q20"



Q22 How do you prefer to access the following services and resources at SFU this term (Fall 2020)? Please select all that apply.

	Online, via chatbox	Online, via virtual meeting	In- person	Phone	Email	Text message	Other
Health & Counselling Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International Services for Students (ISS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registrar & Information Services (e.g. registration, account payments, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology services on campus (e.g. wifi, mySFU, computer support, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career & Volunteer Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indigenous Student Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interfaith Centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Centre for Accessible Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Integrated Learning (e.g. co-op)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English-Language support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning Commons (SLC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residence & Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library (other than SLC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page Break

Q23 What supports do you need from SFU in this new virtual campus environment that are not currently provided this term (Fall 2020)?

Page Break

Q24 To what extent do you agree with the following statement: SFU resources help me maintain my mental health.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Undecided

Page Break



Q25 Please indicate your level of awareness of the following health resources at SFU Health & Counselling Services.

	Used it	Aware of it, but never used it	Not aware of it	Prefer not to answer
My SSP (Student Support Program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health supports (i.e. counselling and drop-in programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health supports (i.e. doctors and nurses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Q25 = My SSP (Student Support Program) [Used it]

Q26 How satisfied are you with SFU's My SSP (Student Support Program)?

- ☐ Very Satisfied
- ☐ Somewhat Satisfied
- ☐ Not Very Satisfied
- ☐ Not at all Satisfied
- ☐ Undecided

Display This Question:

If Q25 = My SSP (Student Support Program) [Used it]

Q27 Please describe why you gave the satisfaction rating you did for My SSP.

Page Break

Display This Question:

If Q25 = Mental health supports (i.e. counselling and drop-in programs) [Used it]

Or Q25 = Physical health supports (i.e. doctors and nurses) [Used it]

Carry Forward Selected Choices from "Q25"



Q28 How satisfied are you with the following health resources at SFU?

	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Undecided
Mental health supports (i.e. counselling and drop-in programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health supports (i.e. doctors and nurses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q29 My SSP has the following features. Please indicate which of these you were aware of BEFORE taking this survey.

- ☐ Real time (immediate) support in English, French, Mandarin, Cantonese or Spanish
- ☐ Pre-booked appointments for multiple sessions with the same counsellor
- ☐ Appointments in-person, by phone, or by video
- ☐ Opportunity to request a counsellor who speaks a specific language (more than 5 languages are available)
- ☐ Opportunity to request a counsellor of a specific identification (e.g. gender, Indigenous, religious identification)
- ☐ Well-being articles and tools available in the app
- ☐ Referrals back to SFU campus services
- ☐ My SSP is a confidential service
- ☐ My SSP is a free service
- ☐ ☐ None of the above
- ☐ ☐ I was not aware of My SSP before taking this survey

Page Break

Display This Question:

If Q25 = My SSP (Student Support Program) [Used it]

Or Q25 = My SSP (Student Support Program) [Aware of it, but never used it]



Q30 How did you hear about My SSP? Please select all that apply.

- ☐ Email from SFU
- ☐ Personal referral from a professor or instructor
- ☐ Personal referral from a teaching assistant (TA) or tutor marker (TM)
- ☐ Class materials (e.g. on a syllabus, on a page in Canvas)
- ☐ Mentioned by a professor, instructor, TA or TM during class
- ☐ Searching on the SFU website
- ☐ Searching on non-SFU websites
- ☐ Social media (e.g. Facebook, Instagram, Twitter)
- ☐ From an SFU staff member who was not a professor, instructor, or TA/TM
- ☐ From student volunteers/staff
- ☐ From friends
- ☐ Other, please specify... _____

Page Break

Display This Question:

If Q25 = My SSP (Student Support Program) [Aware of it, but never used it]

Q31 Please describe why you have never used My SSP (e.g. haven't felt the need to use it, preferred to use other mental health supports, etc.).

Page Break

Display This Question:

If Q25 = My SSP (Student Support Program) [Used it]

Q32 When did you use My SSP? Please select all that apply.

- ☐ In the past 6 months
- ☐ Between 7-12 months ago
- ☐ More than 12 months ago
- ☐ ☐ Don't remember

Page Break

Sect5 Section 5: University Culture and Environment

Q33 We are interested in whether or not students are thriving at SFU. Thriving is defined as getting the most out of your university experience, so that you are intellectually, socially, and psychologically engaged and enjoying the university experience. Given that definition, to what extent do you agree with the following statement:

I am thriving as a university student this term.

- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ Undecided
-

Page Break



Q34 To what extent do you agree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided	Not Applicable, I have not been here long enough to decide
I feel part of a caring community at SFU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SFU provides me with a supportive environment that enhances my well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SFU provides me with a supportive environment that reduces unnecessary personal and academic stress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Sect6 Section 6: Background Information

This section of the survey asks you for some basic background information. Thanks for continuing this far in the survey. You're almost done. This is the last section of the survey!

Q35 For each of the following statements, please provide the answer (either "Yes" or "No") that best describes your current status.

	Yes	No
I am currently EMPLOYED in a job or jobs, or self-employed (EXCLUDING co-op)	<input type="radio"/>	<input type="radio"/>
I identify myself as an Indigenous person of Canada, i.e. First Nations, Metis or Inuit -- either status or non-status	<input type="radio"/>	<input type="radio"/>
I feel that I would perform better in my classes if I had English language support	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Q35 = I am currently EMPLOYED in a job or jobs, or self-employed (EXCLUDING co-op) [Yes]

Q36 On average, how many HOURS do you spend PER WEEK working in a paid job?

- ☐ 0
- ☐ 1 - 9
- ☐ 10 - 19
- ☐ 20 - 29
- ☐ 30 - 39
- ☐ 40 or more

Page Break

Q37 Which languages do you speak at home? Please select ALL that apply.

- ☐ English
 - ☐ French
 - ☐ American Sign Language
 - ☐ Arabic
 - ☐ Bosnian/Croatian/Serbian
 - ☐ Cantonese
 - ☐ Farsi/Persian
 - ☐ Filipino/Tagalog
 - ☐ German
 - ☐ Hindi-Urdu
 - ☐ Indigenous Language of Canada, please specify...
-
- ☐ Indonesian
 - ☐ Italian
 - ☐ Japanese
 - ☐ Korean
 - ☐ Mandarin
 - ☐ Polish
 - ☐ Portuguese

☐ Punjabi

☐ Russian

☐ Spanish/Castilian

☐ Taiwanese

☐ Vietnamese

☐ Other, please specify... _____

Q38

	English	Other language
What was the first language you learned as a child and still use regularly?	<input type="radio"/>	<input type="radio"/>
Which language do you speak most often with your friends?	<input type="radio"/>	<input type="radio"/>

Page Break



Q39 Have you ever participated in these activities at SFU?

	Yes	No, but I'm planning on doing it	No, and I am NOT planning on doing it	Not aware of this activity
Student Government (e.g. SFSS, faculty/department unions, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An event for your department, program or faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A class project involving a community or business organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An SFU volunteer program (e.g. campus ambassador program, peer programs, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-op	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International exchange/Study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work-study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An SFU club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked within an SFU faculty member's research team, separate from coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential learning competitions (e.g. case competitions, the Putnam math competition, FAS competitions, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q40 In the last year, have you engaged in any of these types of activities in your local community and/or in an international setting?

	In your LOCAL community		In an INTERNATIONAL setting	
	Yes	No	Yes	No
Any VOLUNTEER work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CIVIC activities (voting, organizing/signing a petition, contacting a politician about a public issue, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HUMANITARIAN efforts to help the needy (helping seniors, helping the poor, animal welfare, raising money for medical research, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ENVIRONMENTAL advocacy (neighbourhood cleaning, promoting clean initiatives, involvement with non-profit environmental groups, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SOCIAL JUSTICE activities (promoting human rights issues: minority rights, workers' rights, rights of the homeless, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service work that made use of the expertise you have acquired during your SFU EDUCATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q41 Thank you for completing the survey. Is there anything else (likes or dislikes/concerns) that you would like to tell us about your experience at SFU?

Please click "Next" to submit your survey responses.

Winners of the random prize draw will be notified by email in mid-November. At that time we will be asking for a confirmation of mailing address so that we can deliver the prize as a result of COVID-19.

End of Block: Default Question Block

APPENDIX B

DISTRIBUTION OF RESPONSES TO SURVEY QUESTIONS

This section displays the distribution of student responses to the survey questions. The tables that follow show the number and percentage of students selecting each response to the questions. In cases where students could select more than one response, two sets of percentages are displayed: the percentage of all respondents (percentage of all those who answered the question), and the percentage of all responses (which will usually exceed the number of people who answered the question). For most purposes, the percentage of respondents is more meaningful.

Please note that percentages in these tables are rounded to one decimal place. Summaries that group categories (e.g. where "Very Satisfied" and "Somewhat Satisfied" are grouped) may result in percentages that do not exactly match the sum of the percentages displayed in the tables. This is an artifact of rounding.

Introductory Questions

1) How satisfied are you with your overall SFU experience?		
Very Satisfied	1,190	14.3%
Somewhat Satisfied	5,256	63.1%
Undecided	115	1.4%
Not Very Satisfied	1,486	17.8%
Not at all Satisfied	285	3.4%
Total Responses	8,332	100.0%
Missing Cases	0	

2) If SFU could do one thing to improve your experience here, what would it be? (Please describe only the single most important thing.)		
This is an open-ended question. The responses to this question are discussed in Section III.2 and Appendix C.		

3) Overall, how satisfied are you with:		
---	--	--

SFU's response to the COVID-19 pandemic		
Very Satisfied	2,056	28.9%
Somewhat Satisfied	3,224	45.4%
Undecided	257	3.6%
Not Very Satisfied	1,088	15.3%
Not at all Satisfied	479	6.7%
Total Responses	7,104	100.0%
Not Applicable	35	
Missing Cases	1,193	

SFU's services for students during the COVID-19 pandemic		
Very Satisfied	1,165	17.4%
Somewhat Satisfied	2,875	42.9%
Undecided	599	8.9%
Not Very Satisfied	1,435	21.4%
Not at all Satisfied	623	9.3%
Total Responses	6,697	100.0%
Not Applicable	443	
Missing Cases	1,192	

SFU's implementation of remote learning courses due to the COVID-19 pandemic		
Very Satisfied	1,509	21.2%
Somewhat Satisfied	3,228	45.4%
Undecided	111	1.6%
Not Very Satisfied	1,554	21.8%
Not at all Satisfied	713	10.0%
Total Responses	7,115	100.0%
Not Applicable	32	
Missing Cases	1,185	

Access to SFU's student services during remote learning due to the COVID-19 pandemic		
Very Satisfied	1,321	20.1%
Somewhat Satisfied	2,894	44.0%
Undecided	583	8.9%
Not Very Satisfied	1,269	19.3%
Not at all Satisfied	511	7.8%
Total Responses	6,578	100.0%
Not Applicable	555	
Missing Cases	1,199	

SFU's concern over students' mental well-being and safety during the COVID-19 pandemic		
Very Satisfied	1,528	22.2%
Somewhat Satisfied	2,473	35.9%
Undecided	489	7.1%
Not Very Satisfied	1,427	20.7%
Not at all Satisfied	977	14.2%
Total Responses	6,894	100.0%
Not Applicable	249	
Missing Cases	1,189	

SFU IT support for students for remote learning due to the COVID-19 pandemic		
Very Satisfied	1,293	22.2%
Somewhat Satisfied	2,497	42.8%
Undecided	779	13.4%
Not Very Satisfied	888	15.2%
Not at all Satisfied	376	6.4%
Total Responses	5,833	100.0%
Not Applicable	1,308	
Missing Cases	1,191	

Section 1: Course Availability

- 4) Were you able to register in ALL of the SPECIFIC courses you wanted to take this fall? (For example, if you wanted to take HIST 101, MATH 151 and PSYC 100, were you able to register in all three classes, in any section?) EXCLUDE courses not offered and courses for which you did not have the pre- or co-requisites.

Note: Students who were on a co-op work term and not taking any courses were not asked this question.

Yes - I got all of the SPECIFIC courses I wanted.	4,760	69.3%
No - I was unable to get 1 SPECIFIC course that was offered.	1,266	18.4%
No - I was unable to get 2 SPECIFIC courses.	631	9.2%
No - I was unable to get 3 SPECIFIC courses.	161	2.3%
No - I was unable to get 4 SPECIFIC courses.	27	0.4%
No - I was unable to get 5 or more SPECIFIC courses.	20	0.3%
Total Responses	6,865	100.0%
Missing Cases	1,235	

- 5) Of the SPECIFIC courses you DID NOT GET (identified in the last question), how many were:

Note: Missing data in this question have been imputed where appropriate.

REQUIRED courses specific to your degree/credential?		
0	416	20.0%
1	993	47.7%
2	467	22.5%
3	138	6.6%
4	30	1.4%
5 or more	36	1.7%
Total Responses	2,080	100.0%
Missing Cases	25	

OPTIONAL or ELECTIVE courses in your area of study?		
0	1,340	64.7%
1	502	24.2%
2	149	7.2%
3	54	2.6%
4	15	0.7%
5 or more	12	0.6%
Total Responses	2,072	100.0%
Missing Cases	33	

GENERAL INTEREST courses outside of your area of study?		
0	1,578	76.2%
1	333	16.1%
2	79	3.8%
3	45	2.2%
4	20	1.0%
5 or more	15	0.7%
Total Responses	2,070	100.0%
Missing Cases	35	

6) If you were unable to register in any REQUIRED courses you wanted this fall term, what level were the courses? (This time, INCLUDE courses that were not offered and courses for which you did not have the pre- or co-requisites. Please select ALL that apply.)

Note: Students who were on a co-op work term and not taking any courses were not asked this question.

		% of 6,926 Responses	% of 6,757 Respondents
Lower Division (REQUIRED courses numbered XX1 to 299)	1,207	17.4%	17.9%
Upper Division (REQUIRED courses numbered 300 to 499)	1,189	17.2%	17.6%
Not Applicable, I got all the REQUIRED courses I wanted to take this term	4,530	65.4%	67.0%
Total Responses	6,926	100.0%	102.5%
Missing Cases	1,343		

7) LOWER DIVISION: Please check ALL reasons why you were unable to register in lower division required courses this fall term.

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

		% of 2,415 Responses	% of 1,164 Respondents
All course sections were full	710	29.4%	61.0%
Course spaces were reserved for other students	359	14.9%	30.8%
The course was not offered this term	294	12.2%	25.3%
The primary course component (lecture) had a scheduling conflict with another SFU course	252	10.4%	21.6%
The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course	204	8.4%	17.5%
Available course sections were not offered at a TIME when I wanted to be taking SFU courses	137	5.7%	11.8%
The course had a conflict with my work schedule	118	4.9%	10.1%
The instructor I wanted was not available	112	4.6%	9.6%
I did not have the pre- or co-requisites	89	3.7%	7.6%
Available course sections were not offered on a DAY when I wanted to be taking SFU courses	81	3.4%	7.0%
Other	59	2.4%	5.1%
Late registration date or late acceptance into program	11		
COVID-19/Asynchronous/Synchronous issues	9		
Technical difficulties/System error	9		
Cancelled before classes started	5		
Other	25		
Total Responses	2,415	100.0%	207.5%
Missing Cases	43		

8) **UPPER DIVISION: Please check ALL reasons why you were unable to register in upper division required courses this fall term.**

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

		% of 2,383 Responses	% of 1,138 Respondents
All course sections were full	690	29.0%	60.6%
The course was not offered this term	365	15.3%	32.1%
The primary course component (lecture) had a scheduling conflict with another SFU course	259	10.9%	22.8%
Course spaces were reserved for other students	254	10.7%	22.3%
The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course	154	6.5%	13.5%
Available course sections were not offered at a TIME when I wanted to be taking SFU courses	150	6.3%	13.2%
The instructor I wanted was not available	137	5.7%	12.0%
I did not have the pre- or co-requisites	130	5.5%	11.4%
The course had a conflict with my work schedule	122	5.1%	10.7%
Available course sections were not offered on a DAY when I wanted to be taking SFU courses	84	3.5%	7.4%
Other	38	1.6%	3.3%
Technical difficulties/System error	15		
Cancelled before classes started	7		
COVID-19/Asynchronous/Synchronous issues	5		
Other	11		
Total Responses	2,383	100.0%	209.4%
Missing Cases	51		

9a) **How satisfied are you with your overall SFU experience with course availability?**

Notes: Students who were on a co-op work term and not taking any courses were not asked this question.

Only students who started at SFU in the year 2020 were asked this question.

Scheduling of classes at days and times that work for you (Live/Synchronous courses only)			
Very Satisfied	892	40.8%	
Somewhat Satisfied	978	44.7%	
Undecided	18	0.8%	
Not Very Satisfied	240	11.0%	
Not at all Satisfied	59	2.7%	
Total Responses	2,187	100.0%	
Not Applicable	35		
Missing Cases	489		
Available registration spots in courses			
Very Satisfied	969	44.4%	
Somewhat Satisfied	859	39.4%	
Undecided	31	1.4%	
Not Very Satisfied	236	10.8%	
Not at all Satisfied	85	3.9%	
Total Responses	2,180	100.0%	
Not Applicable	39		
Missing Cases	492		

9b) How satisfied are you with your overall SFU experience with course availability?

Notes: Students who were on a co-op work term and not taking any courses were not asked this question.

Only students who started at SFU before the year 2020 were asked this question.

How often each course is offered each year		
Very Satisfied	485	11.2%
Somewhat Satisfied	1,752	40.4%
Undecided	158	3.6%
Not Very Satisfied	1,385	32.0%
Not at all Satisfied	554	12.8%
Total Responses	4,334	100.0%
Not Applicable	134	
Missing Cases	921	

Scheduling of classes at days and times that work for you		
Very Satisfied	1,044	23.8%
Somewhat Satisfied	2,326	53.0%
Undecided	69	1.6%
Not Very Satisfied	728	16.6%
Not at all Satisfied	219	5.0%
Total Responses	4,386	100.0%
Not Applicable	77	
Missing Cases	926	

Available registration spots in courses		
Very Satisfied	864	19.8%
Somewhat Satisfied	1,913	43.9%
Undecided	87	2.0%
Not Very Satisfied	1,024	23.5%
Not at all Satisfied	469	10.8%
Total Responses	4,357	100.0%
Not Applicable	101	
Missing Cases	931	

Location (campus) of courses offered		
Very Satisfied	1,105	31.4%
Somewhat Satisfied	1,650	46.9%
Undecided	158	4.5%
Not Very Satisfied	419	11.9%
Not at all Satisfied	183	5.2%
Total Responses	3,515	100.0%
Not Applicable	943	
Missing Cases	931	

Variety of distance/online courses offered (EXCLUDING remote courses due to COVID-19)		
Very Satisfied	782	20.3%
Somewhat Satisfied	1,751	45.6%
Undecided	261	6.8%
Not Very Satisfied	746	19.4%
Not at all Satisfied	304	7.9%
Total Responses	3,844	100.0%
Not Applicable	620	
Missing Cases	925	

Summary

	% Very / Somewhat Satisfied
Location (campus) of courses offered	78.4%
Scheduling of classes at days and times that work for you	76.8%
Available registration spots in courses	63.7%
Variety of distance/online courses offered (EXCLUDING remote courses due to COVID-19)	65.9%
How often each course is offered	51.6%

10) Schedules for courses, work, and other life activities sometimes overlap. If you were to have overlapping schedules, when you register for courses, how would you prioritize the following? Please rank from highest priority (1) to lowest priority (7).

Note: Missing data in this question have been imputed where appropriate.

Work schedule

1 - Highest priority	713	11.4%
2	1,083	17.3%
3	1,042	16.7%
4	970	15.5%
5	903	14.4%
6	829	13.3%
7 - Lowest priority	711	11.4%
Total Responses	6,251	100.0%
Missing Cases	2,081	

Schedule of REQUIRED course(s)

1 - Highest priority	2,724	42.6%
2	753	11.8%
3	264	4.1%
4	141	2.2%
5	252	3.9%
6	526	8.2%
7 - Lowest priority	1,731	27.1%
Total Responses	6,391	100.0%
Missing Cases	1,941	

Schedule of ELECTIVE course(s) in your area of study

1 - Highest priority	208	3.4%
2	1,385	22.3%
3	1,217	19.6%
4	1,160	18.7%
5	995	16.0%
6	984	15.9%
7 - Lowest priority	258	4.2%
Total Responses	6,207	100.0%
Missing Cases	2,125	

Schedule of GENERAL INTEREST course(s) outside your area of study

1 - Highest priority	475	7.7%
2	708	11.4%
3	1,199	19.4%
4	1,156	18.7%
5	1,180	19.0%
6	785	12.7%
7 - Lowest priority	692	11.2%
Total Responses	6,195	100.0%
Missing Cases	2,137	

Extra-curricular activities schedule		
1 - Highest priority	558	9.1%
2	767	12.5%
3	808	13.1%
4	1,012	16.4%
5	1,060	17.2%
6	1,199	19.5%
7 - Lowest priority	752	12.2%
Total Responses	6,156	100.0%
Missing Cases	2,176	

Schedule of family obligations/personal reasons		
1 - Highest priority	721	11.6%
2	797	12.9%
3	1,066	17.2%
4	1,081	17.5%
5	1,114	18.0%
6	812	13.1%
7 - Lowest priority	602	9.7%
Total Responses	6,193	100.0%
Missing Cases	2,139	

Schedule of other activities		
1 - Highest priority	765	12.4%
2	671	10.8%
3	680	11.0%
4	813	13.1%
5	784	12.7%
6	1,033	16.7%
7 - Lowest priority	1,445	23.3%
Total Responses	6,191	100.0%
Missing Cases	2,141	

Summary		% Highest Priority
Schedule of REQUIRED course(s)		42.6%
Schedule of other activities		12.4%
Schedule of family obligations/personal reasons		11.6%
Work schedule		11.4%
Extra-curricular activities schedule		9.1%
Schedule of GENERAL INTEREST course(s) outside your area of study		7.7%
Schedule of ELECTIVE course(s) in your area of study		3.4%

Section 2: Credential Completion Time

11) Compared to what you expected when you first began your degree/credential at SFU, how long is it actually taking you to complete your degree/credential?		
Shorter time than EXPECTED	126	1.9%
Same time as EXPECTED	1,165	18.0%
Longer time than EXPECTED - by 1 or 2 terms	1,650	25.5%
Longer time than EXPECTED - by 3 to 5 terms (1 year)	1,578	24.4%
Longer time than EXPECTED - by 6 to 8 terms (2 years)	624	9.7%
Longer time than EXPECTED - by 9 or more terms (3 or more years)	220	3.4%
Don't know	1,100	17.0%
Total Responses	6,463	100.0%
Not in a degree/credential program	189	
Missing Cases	1,680	

12) Please indicate ALL reasons for taking longer than EXPECTED to complete your degree/credential at SFU.

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

		% of 14,348 Responses	% of 4,035 Respondents
Course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.)	2,179	15.2%	54.0%
Taking/Took a reduced course load	1,856	12.9%	46.0%
Working full-time or part-time (outside of co-op)	1,692	11.8%	41.9%
Participation in co-op	1,324	9.2%	32.8%
Personal reasons (e.g. home/family obligations, illness, etc.)	1,068	7.4%	26.5%
Changed program/area of specialization, or late in making decision on program	977	6.8%	24.2%
Taking courses not counting towards graduation requirements	950	6.6%	23.5%
Difficulty meeting program requirements (e.g. failed/repeated courses, complex/unclear program requirements, etc.)	920	6.4%	22.8%
Pursuing expanded program (e.g. double major, honours, other credentials/diplomas/certificates at the same time, etc.)	793	5.5%	19.7%
Financial issues/obligations	757	5.3%	18.8%
Took unplanned time off	585	4.1%	14.5%
Took advantage of opportunities/programs designed to enhance my education (e.g. study abroad, field school, working within a faculty member's research team, etc.)	443	3.1%	11.0%
Problems related to transferring credits from other institutions	428	3.0%	10.6%
Wanted to delay graduation because of the weak job market/high unemployment rate	258	1.8%	6.4%
Other	120	0.8%	3.0%
COVID-19 related	41		
Athletics	15		
Program/Courses are too difficult or too much work	12		
Unrealistic to complete in 4 years	10		
SFU Advisor	9		
Other	36		
Total Responses	14,350	100.0%	355.6%
Missing Cases	37		

Section 3: Teaching and Curriculum

13) How satisfied are you with the overall quality of teaching at SFU?

Very Satisfied	1,131	17.1%
Somewhat Satisfied	4,151	62.7%
Undecided	76	1.1%
Not Very Satisfied	1,046	15.8%
Not at all Satisfied	216	3.3%
Total Responses	6,620	100.0%
Missing Cases	1,712	

For the following two questions, please only consider those courses that you are currently taking remotely this term (Fall 2020).

Note: Students who were on a co-op work term and not taking any courses were not asked these questions.

14) I am able to keep up with course requirements (i.e. readings, videos, discussion boards, etc.).

Strongly Agree	808	12.7%
Agree	3,477	54.4%
Undecided	171	2.7%
Disagree	1,535	24.0%
Strongly Disagree	396	6.2%
Total Responses	6,387	100.0%
Missing Cases	1,713	

15) In general, I understand...

When assessments (e.g. assignments, papers, etc.) are due		
Strongly Agree	2,528	39.6%
Agree	3,258	51.0%
Undecided	57	0.9%
Disagree	442	6.9%
Strongly Disagree	97	1.5%
Total Responses	6,382	100.0%
Missing Cases	1,718	

The learning objectives or course goals		
Strongly Agree	1,640	25.7%
Agree	3,905	61.2%
Undecided	112	1.8%
Disagree	621	9.7%
Strongly Disagree	102	1.6%
Total Responses	6,380	100.0%
Missing Cases	1,720	

How to participate in course activities		
Strongly Agree	1,846	28.9%
Agree	3,702	58.0%
Undecided	111	1.7%
Disagree	608	9.5%
Strongly Disagree	113	1.8%
Total Responses	6,380	100.0%
Missing Cases	1,720	

The time commitment required for the course		
Strongly Agree	1,429	22.4%
Agree	3,383	53.0%
Undecided	150	2.4%
Disagree	1,160	18.2%
Strongly Disagree	256	4.0%
Total Responses	6,378	100.0%
Missing Cases	1,722	

How marks will be assigned		
Strongly Agree	1,445	22.6%
Agree	3,513	55.0%
Undecided	145	2.3%
Disagree	1,028	16.1%
Strongly Disagree	256	4.0%
Total Responses	6,387	100.0%
Missing Cases	1,713	

Summary		% Strongly Agree / Agree
When assessments (e.g. assignments, papers, etc.) are due		90.7%
How to participate in course activities		87.0%
The learning objectives or course goals		86.9%
How marks will be assigned		77.6%
The time commitment required for the course		75.4%

16) In your opinion, what are the most important qualities, skills, or experiences for SFU students to have/do by the time they graduate? Please select your top THREE (3).

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

		% of 19,268 Responses	% of 6,511 Respondents
Critical thinking skills	3,146	16.3%	48.3%
Be able to apply knowledge/methods learned at SFU in life and at work	2,499	13.0%	38.4%
A solid foundation in their specific academic discipline	1,901	9.9%	29.2%
Have participated in "learning through experience", such as co-op, field school, practicum, etc.	1,880	9.8%	28.9%
Analytical problem-solving skills	1,554	8.1%	23.9%
Be an engaged citizen with a sense of social responsibility	1,424	7.4%	21.9%
Team-work skills	1,306	6.8%	20.1%
Oral communication skills	1,191	6.2%	18.3%
Understand that their university degree is one stage in a life-long process of learning	1,185	6.2%	18.2%
Written communication skills	1,034	5.4%	15.9%
A broad range of general academic knowledge	815	4.2%	12.5%
Leadership skills	716	3.7%	11.0%
Have participated in an international experience through SFU, such as international co-op, exchange, field school, etc.	533	2.8%	8.2%
Other	83	0.4%	1.3%
Socializing/Networking skills	15		
Time management/Organizational skills	15		
None	6		
Employment/Transferrable skills	5		
Other	42		
Total Responses	19,267	100.0%	295.9%
Missing Cases	1,821		

17) Are you satisfied that SFU is providing you with the important qualities/skills/experiences that you specified in the last question?

Note: Students only saw their chosen responses from Q16.

A solid foundation in their specific academic discipline			
Very Satisfied	521	30.9%	
Somewhat Satisfied	900	53.3%	
Undecided	43	2.5%	
Not Very Satisfied	180	10.7%	
Not at all Satisfied	44	2.6%	
Total Responses	1,688	100.0%	
Not Applicable, I have not been here long enough to decide	199		
Missing Cases	14		
A broad range of general academic knowledge			
Very Satisfied	211	28.7%	
Somewhat Satisfied	424	57.8%	
Undecided	19	2.6%	
Not Very Satisfied	70	9.5%	
Not at all Satisfied	10	1.4%	
Total Responses	734	100.0%	
Not Applicable, I have not been here long enough to decide	74		
Missing Cases	7		

Be able to apply knowledge/methods learned at SFU in life and at work		
Very Satisfied	418	19.6%
Somewhat Satisfied	1,153	54.1%
Undecided	84	3.9%
Not Very Satisfied	372	17.5%
Not at all Satisfied	104	4.9%
Total Responses	2,131	100.0%
Not Applicable, I have not been here long enough to decide	354	
Missing Cases	14	
Analytical problem-solving skills		
Very Satisfied	376	26.2%
Somewhat Satisfied	807	56.2%
Undecided	43	3.0%
Not Very Satisfied	185	12.9%
Not at all Satisfied	26	1.8%
Total Responses	1,437	100.0%
Not Applicable, I have not been here long enough to decide	109	
Missing Cases	8	
Critical thinking skills		
Very Satisfied	898	30.5%
Somewhat Satisfied	1,641	55.8%
Undecided	44	1.5%
Not Very Satisfied	299	10.2%
Not at all Satisfied	60	2.0%
Total Responses	2,942	100.0%
Not Applicable, I have not been here long enough to decide	186	
Missing Cases	18	
Have participated in "learning through experience", such as co-op, field school, practicum, etc.		
Very Satisfied	452	34.3%
Somewhat Satisfied	501	38.1%
Undecided	105	8.0%
Not Very Satisfied	175	13.3%
Not at all Satisfied	83	6.3%
Total Responses	1,316	100.0%
Not Applicable, I have not been here long enough to decide	555	
Missing Cases	9	
Have participated in an international experience through SFU, such as international co-op, exchange, field school, etc.		
Very Satisfied	92	26.5%
Somewhat Satisfied	142	40.9%
Undecided	30	8.6%
Not Very Satisfied	53	15.3%
Not at all Satisfied	30	8.6%
Total Responses	347	100.0%
Not Applicable, I have not been here long enough to decide	182	
Missing Cases	4	
Oral communication skills		
Very Satisfied	198	18.0%
Somewhat Satisfied	570	51.9%
Undecided	33	3.0%
Not Very Satisfied	229	20.8%
Not at all Satisfied	69	6.3%
Total Responses	1,099	100.0%
Not Applicable, I have not been here long enough to decide	83	
Missing Cases	9	

Written communication skills		
Very Satisfied	309	31.6%
Somewhat Satisfied	524	53.5%
Undecided	9	0.9%
Not Very Satisfied	112	11.4%
Not at all Satisfied	25	2.6%
Total Responses	979	100.0%
Not Applicable, I have not been here long enough to decide	43	
Missing Cases	12	
Team-work skills		
Very Satisfied	306	25.4%
Somewhat Satisfied	647	53.6%
Undecided	21	1.7%
Not Very Satisfied	181	15.0%
Not at all Satisfied	51	4.2%
Total Responses	1,206	100.0%
Not Applicable, I have not been here long enough to decide	87	
Missing Cases	13	
Leadership skills		
Very Satisfied	115	17.6%
Somewhat Satisfied	308	47.1%
Undecided	25	3.8%
Not Very Satisfied	158	24.2%
Not at all Satisfied	48	7.3%
Total Responses	654	100.0%
Not Applicable, I have not been here long enough to decide	54	
Missing Cases	8	
Be an engaged citizen with a sense of social responsibility		
Very Satisfied	374	29.0%
Somewhat Satisfied	631	48.9%
Undecided	29	2.2%
Not Very Satisfied	198	15.3%
Not at all Satisfied	58	4.5%
Total Responses	1,290	100.0%
Not Applicable, I have not been here long enough to decide	122	
Missing Cases	12	
Understand that their university degree is one stage in a life-long process of learning		
Very Satisfied	323	29.8%
Somewhat Satisfied	546	50.4%
Undecided	42	3.9%
Not Very Satisfied	133	12.3%
Not at all Satisfied	40	3.7%
Total Responses	1,084	100.0%
Not Applicable, I have not been here long enough to decide	91	
Missing Cases	10	

Other		
Very Satisfied	12	20.3%
Somewhat Satisfied	14	23.7%
Undecided	3	5.1%
Not Very Satisfied	14	23.7%
Not at all Satisfied	16	27.1%
Total Responses	59	100.0%
Not Applicable, I have not been here long enough to decide	11	
Missing Cases	14	

18) In general, my instructors at SFU provide me with learning experiences that...

Encourage social connection between students		
Strongly Agree	1,162	18.1%
Agree	3,229	50.2%
Undecided	292	4.5%
Disagree	1,410	21.9%
Strongly Disagree	344	5.3%
Total Responses	6,437	100.0%
Missing Cases	1,895	

Are flexible to my needs		
Strongly Agree	925	14.4%
Agree	3,114	48.4%
Undecided	465	7.2%
Disagree	1,594	24.8%
Strongly Disagree	336	5.2%
Total Responses	6,434	100.0%
Missing Cases	1,898	

Are welcoming, respectful and inclusive for all students		
Strongly Agree	2,301	35.8%
Agree	3,492	54.3%
Undecided	156	2.4%
Disagree	385	6.0%
Strongly Disagree	99	1.5%
Total Responses	6,433	100.0%
Missing Cases	1,899	

19) In general, I feel like my instructors at SFU care about my well-being.

Strongly Agree	1,046	16.2%
Agree	3,457	53.7%
Undecided	614	9.5%
Disagree	1,041	16.2%
Strongly Disagree	283	4.4%
Total Responses	6,441	100.0%
Missing Cases	1,891	

Section 4: Services

20) Have you used the following services and resources at SFU this term (Fall 2020)? Please select all that apply.

		% of 12,031 Responses	% of 6,302 Respondents
Academic Advising	2,275	18.9%	36.1%
Registrar & Information Services (e.g. registration, account payments, etc.)	1,681	14.0%	26.7%
Library (other than SLC)	1,545	12.8%	24.5%
Technology services on campus (e.g. wifi, mySFU, computer support, etc.)	1,204	10.0%	19.1%
Work Integrated Learning (e.g. co-op)	875	7.3%	13.9%
Health & Counselling Services	609	5.1%	9.7%
Student Learning Commons (SLC)	483	4.0%	7.7%
Career & Volunteer Services	469	3.9%	7.4%
International Services for Students (ISS)	322	2.7%	5.1%
Residence & Housing	264	2.2%	4.2%
Centre for Accessible Learning	222	1.8%	3.5%
Indigenous Student Centre	89	0.7%	1.4%
Interfaith Centre	83	0.7%	1.3%
English-Language support services	62	0.5%	1.0%
None of the above	1,848	15.4%	29.3%
Total Responses	12,031	100.0%	190.9%
Missing Cases	2,030		

21) How satisfied are you with the following services and resources at SFU this term (Fall 2020)?

Note: Students only saw their chosen responses from Q20.

Health & Counselling Services			
Very Satisfied	241	39.8%	
Somewhat Satisfied	229	37.8%	
Undecided	34	5.6%	
Not Very Satisfied	59	9.7%	
Not at all Satisfied	43	7.1%	
Total Responses	606	100.0%	
Missing Cases	3		
International Services for Students (ISS)			
Very Satisfied	132	41.1%	
Somewhat Satisfied	141	43.9%	
Undecided	12	3.7%	
Not Very Satisfied	30	9.3%	
Not at all Satisfied	6	1.9%	
Total Responses	321	100.0%	
Missing Cases	1		
Registrar & Information Services (e.g. registration, account payments, etc.)			
Very Satisfied	684	40.9%	
Somewhat Satisfied	759	45.4%	
Undecided	57	3.4%	
Not Very Satisfied	131	7.8%	
Not at all Satisfied	42	2.5%	
Total Responses	1,673	100.0%	
Missing Cases	8		

Technology services on campus (e.g. wifi, mySFU, computer support, etc.)		
Very Satisfied	402	33.5%
Somewhat Satisfied	574	47.9%
Undecided	58	4.8%
Not Very Satisfied	128	10.7%
Not at all Satisfied	37	3.1%
Total Responses	1,199	100.0%
Missing Cases	5	
Career & Volunteer Services		
Very Satisfied	161	34.6%
Somewhat Satisfied	211	45.4%
Undecided	41	8.8%
Not Very Satisfied	42	9.0%
Not at all Satisfied	10	2.2%
Total Responses	465	100.0%
Missing Cases	4	
Academic Advising		
Very Satisfied	993	43.9%
Somewhat Satisfied	937	41.4%
Undecided	66	2.9%
Not Very Satisfied	193	8.5%
Not at all Satisfied	75	3.3%
Total Responses	2,264	100.0%
Missing Cases	11	
Indigenous Student Centre		
Very Satisfied	62	71.3%
Somewhat Satisfied	15	17.2%
Undecided	6	6.9%
Not Very Satisfied	2	2.3%
Not at all Satisfied	2	2.3%
Total Responses	87	100.0%
Missing Cases	2	
Interfaith Centre		
Very Satisfied	30	36.6%
Somewhat Satisfied	36	43.9%
Undecided	8	9.8%
Not Very Satisfied	6	7.3%
Not at all Satisfied	2	2.4%
Total Responses	82	100.0%
Missing Cases	1	
Centre for Accessible Learning		
Very Satisfied	123	55.4%
Somewhat Satisfied	59	26.6%
Undecided	11	5.0%
Not Very Satisfied	21	9.5%
Not at all Satisfied	8	3.6%
Total Responses	222	100.0%
Missing Cases	0	

Work Integrated Learning (e.g. co-op)		
Very Satisfied	323	37.2%
Somewhat Satisfied	389	44.8%
Undecided	55	6.3%
Not Very Satisfied	79	9.1%
Not at all Satisfied	23	2.6%
Total Responses	869	100.0%
Missing Cases	6	
English-Language support services		
Very Satisfied	20	32.3%
Somewhat Satisfied	25	40.3%
Undecided	5	8.1%
Not Very Satisfied	8	12.9%
Not at all Satisfied	4	6.5%
Total Responses	62	100.0%
Missing Cases	0	
Student Learning Commons (SLC)		
Very Satisfied	200	41.6%
Somewhat Satisfied	211	43.9%
Undecided	40	8.3%
Not Very Satisfied	21	4.4%
Not at all Satisfied	9	1.9%
Total Responses	481	100.0%
Missing Cases	2	
Residence & Housing		
Very Satisfied	82	31.3%
Somewhat Satisfied	124	47.3%
Undecided	13	5.0%
Not Very Satisfied	31	11.8%
Not at all Satisfied	12	4.6%
Total Responses	262	100.0%
Missing Cases	2	
Library (other than SLC)		
Very Satisfied	617	40.2%
Somewhat Satisfied	684	44.6%
Undecided	99	6.5%
Not Very Satisfied	93	6.1%
Not at all Satisfied	41	2.7%
Total Responses	1,534	100.0%
Missing Cases	11	

Summary

	% Very / Somewhat Satisfied (of those who used the service this term)
Indigenous Student Centre	88.5%
Registrar & Information Services (e.g. registration, account payments, etc.)	86.3%
Student Learning Commons (SLC)	85.4%
Academic Advising	85.2%
International Services for Students (ISS)	85.0%
Library (other than SLC)	84.8%
Centre for Accessible Learning	82.0%
Work Integrated Learning (e.g. co-op)	81.9%
Technology services on campus (e.g. wifi, mySFU, computer support, etc.)	81.4%
Interfaith Centre	80.5%
Career & Volunteer Services	80.0%
Residence & Housing	78.6%
Health & Counselling Services	77.6%
English-Language support services	72.6%

22) How do you prefer to access the following services and resources at SFU this term (Fall 2020)? Please select all that apply.

Note: Students only saw their chosen responses from Q20.

Health & Counselling Services

		% of 1,022 Responses	% of 587 Respondents
Online, via virtual meeting	280	27.4%	47.7%
In-person	252	24.7%	42.9%
Phone	210	20.5%	35.8%
Online, via chatbox	119	11.6%	20.3%
Email	108	10.6%	18.4%
Text message	38	3.7%	6.5%
Other	15	1.5%	2.6%
Total Responses	1,022	100.0%	174.1%
Missing Cases	22		

International Services for Students (ISS)

		% of 559 Responses	% of 309 Respondents
Email	161	28.8%	52.1%
Online, via virtual meeting	143	25.6%	46.3%
Online, via chatbox	111	19.9%	35.9%
In-person	64	11.4%	20.7%
Phone	57	10.2%	18.4%
Text message	19	3.4%	6.1%
Other	4	0.7%	1.3%
Total Responses	559	100.0%	180.9%
Missing Cases	13		

Registrar & Information Services (e.g. registration, account payments, etc.)

		<i>% of 2,788 Responses</i>	<i>% of 1,613 Respondents</i>
Email	803	28.8%	49.8%
Phone	568	20.4%	35.2%
Online, via chatbox	557	20.0%	34.5%
Online, via virtual meeting	376	13.5%	23.3%
In-person	295	10.6%	18.3%
Text message	82	2.9%	5.1%
Other	107	3.8%	6.6%
Total Responses	2,788	100.0%	172.8%
Missing Cases	68		

Technology services on campus (e.g. wifi, mySFU, computer support, etc.)

		<i>% of 1,966 Responses</i>	<i>% of 1,158 Respondents</i>
Email	482	24.5%	41.6%
Online, via chatbox	438	22.3%	37.8%
Online, via virtual meeting	298	15.2%	25.7%
In-person	289	14.7%	25.0%
Phone	244	12.4%	21.1%
Text message	94	4.8%	8.1%
Other	121	6.2%	10.4%
Total Responses	1,966	100.0%	169.8%
Missing Cases	46		

Career & Volunteer Services

		<i>% of 784 Responses</i>	<i>% of 456 Respondents</i>
Online, via virtual meeting	237	30.2%	52.0%
Email	188	24.0%	41.2%
In-person	120	15.3%	26.3%
Online, via chatbox	115	14.7%	25.2%
Phone	76	9.7%	16.7%
Text message	21	2.7%	4.6%
Other	27	3.4%	5.9%
Total Responses	784	100.0%	171.9%
Missing Cases	13		

Academic Advising

		<i>% of 4,055 Responses</i>	<i>% of 2,204 Respondents</i>
Online, via virtual meeting	1,136	28.0%	51.5%
Email	1,064	26.2%	48.3%
Phone	610	15.0%	27.7%
In-person	569	14.0%	25.8%
Online, via chatbox	554	13.7%	25.1%
Text message	107	2.6%	4.9%
Other	15	0.4%	0.7%
Total Responses	4,055	100.0%	184.0%
Missing Cases	71		

Indigenous Student Centre

		<i>% of 155 Responses</i>	<i>% of 83 Respondents</i>
Email	46	29.7%	55.4%
Online, via virtual meeting	38	24.5%	45.8%
Online, via chatbox	25	16.1%	30.1%
In-person	21	13.5%	25.3%
Phone	13	8.4%	15.7%
Text message	6	3.9%	7.2%
Other	6	3.9%	7.2%
Total Responses	155	100.0%	186.7%
Missing Cases	6		

Interfaith Centre

		<i>% of 123 Responses</i>	<i>% of 78 Respondents</i>
Online, via virtual meeting	40	32.5%	51.3%
In-person	27	22.0%	34.6%
Email	25	20.3%	32.1%
Online, via chatbox	10	8.1%	12.8%
Phone	10	8.1%	12.8%
Text message	6	4.9%	7.7%
Other	5	4.1%	6.4%
Total Responses	123	100.0%	157.7%
Missing Cases	5		

Centre for Accessible Learning

		<i>% of 406 Responses</i>	<i>% of 211 Respondents</i>
Email	118	29.1%	55.9%
Online, via virtual meeting	118	29.1%	55.9%
Phone	71	17.5%	33.6%
In-person	44	10.8%	20.9%
Online, via chatbox	44	10.8%	20.9%
Text message	6	1.5%	2.8%
Other	5	1.2%	2.4%
Total Responses	406	100.0%	192.4%
Missing Cases	11		

Work Integrated Learning (e.g. co-op)

		<i>% of 1,599 Responses</i>	<i>% of 847 Respondents</i>
Online, via virtual meeting	515	32.2%	60.8%
Email	443	27.7%	52.3%
In-person	227	14.2%	26.8%
Online, via chatbox	190	11.9%	22.4%
Phone	158	9.9%	18.7%
Text message	43	2.7%	5.1%
Other	23	1.4%	2.7%
Total Responses	1,599	100.0%	188.8%
Missing Cases	28		

English-Language support services

		<i>% of 82 Responses</i>	<i>% of 55 Respondents</i>
Online, via virtual meeting	27	32.9%	49.1%
In-person	19	23.2%	34.5%
Email	16	19.5%	29.1%
Online, via chatbox	12	14.6%	21.8%
Phone	4	4.9%	7.3%
Text message	3	3.7%	5.5%
Other	1	1.2%	1.8%
Total Responses	82	100.0%	149.1%
Missing Cases	7		

Student Learning Commons (SLC)

		<i>% of 726 Responses</i>	<i>% of 467 Respondents</i>
Online, via virtual meeting	231	31.8%	49.5%
Online, via chatbox	144	19.8%	30.8%
In-person	143	19.7%	30.6%
Email	129	17.8%	27.6%
Phone	36	5.0%	7.7%
Text message	16	2.2%	3.4%
Other	27	3.7%	5.8%
Total Responses	726	100.0%	155.5%
Missing Cases	16		

Residence & Housing

		<i>% of 403 Responses</i>	<i>% of 254 Respondents</i>
In-person	122	30.3%	48.0%
Email	109	27.0%	42.9%
Phone	62	15.4%	24.4%
Online, via chatbox	51	12.7%	20.1%
Online, via virtual meeting	42	10.4%	16.5%
Text message	11	2.7%	4.3%
Other	6	1.5%	2.4%
Total Responses	403	100.0%	158.7%
Missing Cases	10		

Library (other than SLC)

		<i>% of 2,167 Responses</i>	<i>% of 1,474 Respondents</i>
Online, via chatbox	589	27.2%	40.0%
In-person	542	25.0%	36.8%
Email	376	17.4%	25.5%
Online, via virtual meeting	294	13.6%	19.9%
Phone	119	5.5%	8.1%
Text message	51	2.4%	3.5%
Other	196	9.0%	13.3%
Total Responses	2,167	100.0%	147.0%
Missing Cases	71		

23) What supports do you need from SFU in this new virtual campus environment that are not currently provided this term (Fall 2020)?

This is an open-ended question. The responses to this question have been sent to the appropriate office and are not discussed in this report.

24) To what extent do you agree with the following statement: SFU resources help me maintain my mental health.

Strongly Agree	333	5.2%
Agree	1,989	31.2%
Undecided	1,893	29.7%
Disagree	1,578	24.8%
Strongly Disagree	575	9.0%
Total Responses	6,368	100.0%
Missing Cases	1,964	

25) Please indicate your level of awareness of the following health resources at SFU Health & Counselling Services.**My SSP (Student Support Program)**

Used it	679	12.0%
Aware of it, but never used it	2,666	47.2%
Not aware of it	2,299	40.7%
Total Responses	5,644	100.0%
Prefer not to answer	129	
Missing Cases	2,559	

Mental health supports (i.e. counselling and drop-in programs)

Used it	843	13.5%
Aware of it, but never used it	4,199	67.5%
Not aware of it	1,183	19.0%
Total Responses	6,225	100.0%
Prefer not to answer	131	
Missing Cases	1,976	

Physical health supports (i.e. doctors and nurses)

Used it	918	14.7%
Aware of it, but never used it	3,114	50.0%
Not aware of it	2,201	35.3%
Total Responses	6,233	100.0%
Prefer not to answer	122	
Missing Cases	1,977	

26) How satisfied are you with SFU's My SSP (Student Support Program)?

Very Satisfied	147	21.9%
Somewhat Satisfied	272	40.5%
Undecided	32	4.8%
Not Very Satisfied	134	20.0%
Not at all Satisfied	86	12.8%
Total Responses	671	100.0%
Missing Cases	8	

27) Please describe why you gave the satisfaction rating you did for My SSP.

This is an open-ended question. The responses to this question have been sent to the appropriate office and are not discussed in this report.

28) How satisfied are you with the following health resources at SFU?**Mental health supports (i.e. counselling and drop-in programs)**

Very Satisfied	248	29.6%
Somewhat Satisfied	318	37.9%
Undecided	43	5.1%
Not Very Satisfied	150	17.9%
Not at all Satisfied	80	9.5%
Total Responses	839	100.0%
Missing Cases	4	

Physical health supports (i.e. doctors and nurses)

Very Satisfied	439	48.0%
Somewhat Satisfied	361	39.5%
Undecided	29	3.2%
Not Very Satisfied	59	6.4%
Not at all Satisfied	27	3.0%
Total Responses	915	100.0%
Missing Cases	3	

29) My SSP has the following features. Please indicate which of these you were aware of BEFORE taking this survey.

		<i>% of 14,685 Responses</i>	<i>% of 5,684 Respondents</i>
My SSP is a free service	2,407	16.4%	42.3%
My SSP is a confidential service	2,065	14.1%	36.3%
Appointments in-person, by phone, or by video	1,870	12.7%	32.9%
Well-being articles and tools available in the app	1,167	7.9%	20.5%
Real time (immediate) support in English, French, Mandarin, Cantonese or Spanish	1,165	7.9%	20.5%
Opportunity to request a counsellor who speaks a specific language (more than 5 languages are available)	967	6.6%	17.0%
Pre-booked appointments for multiple sessions with the same counsellor	944	6.4%	16.6%
Opportunity to request a counsellor of a specific identification (e.g. gender, Indigenous, religious identification)	805	5.5%	14.2%
Referrals back to SFU campus services	625	4.3%	11.0%
None of the above	367	2.5%	6.5%
I was not aware of My SSP before taking this survey	2,303	15.7%	40.5%
Total Responses	14,685	100.0%	258.4%
Missing Cases	2,648		

30) How did you hear about My SSP? Please select all that apply.

Notes: Only students who selected "Used it" and "Aware of it, but never used it" for Q25 My SSP were shown this question.

In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

		% of 6,488 Responses	% of 3,283 Respondents
Email from SFU	1,610	24.8%	49.0%
Mentioned by a professor, instructor, TA or TM during class	774	11.9%	23.6%
From student volunteers/staff	702	10.8%	21.4%
Searching on the SFU website	669	10.3%	20.4%
Social media (e.g. Facebook, Instagram, Twitter)	629	9.7%	19.2%
From friends	556	8.6%	16.9%
From an SFU staff member who was not a professor, instructor, or TA/TM	551	8.5%	16.8%
Class materials (e.g. on a syllabus, on a page in Canvas)	542	8.4%	16.5%
Personal referral from a professor or instructor	100	1.5%	3.0%
Personal referral from a teaching assistant (TA) or tutor marker (TM)	80	1.2%	2.4%
Searching on non-SFU websites	63	1.0%	1.9%
Other	212	3.3%	6.5%
Total Responses	6,488	100.0%	197.6%
Missing Cases	62		

31) Please describe why you have never used My SSP (e.g. haven't felt the need to use it, preferred to use other mental health supports, etc.).

Note: Only students who selected "Aware of it, but never used it" for Q25 My SSP were shown this question.

This is an open-ended question. The responses to this question have been sent to the appropriate office and are not discussed in this report.

32) When did you use My SSP? Please select all that apply.

Note: Only students who selected "Used it" for Q25 My SSP were shown this question.

		% of 733 Responses	% of 669 Respondents
In the past 6 months	317	43.2%	47.4%
Between 7-12 months ago	202	27.6%	30.2%
More than 12 months ago	139	19.0%	20.8%
Don't remember	75	10.2%	11.2%
Total Responses	733	100.0%	109.6%
Missing Cases	10		

Section 5: University Culture and Environment**33) We are interested in whether or not students are thriving at SFU. Thriving is defined as getting the most out of your university experience, so that you are intellectually, socially, and psychologically engaged and enjoying the university experience.**

Given that definition, to what extent do you agree with the following statement:

I am thriving as a university student this term.

Strongly Agree	387	6.1%
Agree	1,953	30.8%
Undecided	626	9.9%
Disagree	2,218	35.0%
Strongly Disagree	1,150	18.2%
Total Responses	6,334	100.0%
Missing Cases	1,998	

34) To what extent do you agree with the following statements:

I feel part of a caring community at SFU.		
Strongly Agree	475	8.2%
Agree	2,287	39.4%
Undecided	762	13.1%
Disagree	1,659	28.6%
Strongly Disagree	616	10.6%
Total Responses	5,799	100.0%
Not Applicable, I have not been here long enough to decide	519	
Missing Cases	2,014	
SFU provides me with a supportive environment that enhances my well-being.		
Strongly Agree	439	7.6%
Agree	2,391	41.3%
Undecided	807	13.9%
Disagree	1,606	27.7%
Strongly Disagree	552	9.5%
Total Responses	5,795	100.0%
Not Applicable, I have not been here long enough to decide	525	
Missing Cases	2,012	
SFU provides me with a supportive environment that reduces unnecessary personal and academic stress.		
Strongly Agree	332	5.7%
Agree	1,738	29.6%
Undecided	686	11.7%
Disagree	2,123	36.2%
Strongly Disagree	983	16.8%
Total Responses	5,862	100.0%
Not Applicable, I have not been here long enough to decide	456	
Missing Cases	2,014	

Section 6: Background Information

35) For each of the following statements, please provide the answer (either "Yes" or "No") that best describes your current status.

I am currently EMPLOYED in a job or jobs, or self-employed (EXCLUDING co-op)

Yes	3,251	51.6%
No	3,053	48.4%
Total Responses	6,304	100.0%
Missing Cases	2,028	

I identify myself as an Indigenous person of Canada, i.e. First Nations, Metis or Inuit -- either status or non-status

Yes	197	3.1%
No	6,072	96.9%
Total Responses	6,269	100.0%
Missing Cases	2,063	

I feel that I would perform better in my classes if I had English language support

Yes	619	9.9%
No	5,656	90.1%
Total Responses	6,275	100.0%
Missing Cases	2,057	

36) On average, how many HOURS do you spend PER WEEK working in a paid job?

0	53	1.6%
1-9	800	24.6%
10-19	1,368	42.1%
20-29	675	20.8%
30-39	199	6.1%
40 or more	153	4.7%
Total Responses	3,248	100.0%
Missing Cases	3	

37) Which languages do you speak at home? Please check ALL that apply.

Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.

		% of 10,339 Responses	% of 6,319 Respondents
English	5,571	53.9%	88.2%
Mandarin	760	7.4%	12.0%
Cantonese	708	6.8%	11.2%
Punjabi	613	5.9%	9.7%
Hindi-Urdu	418	4.0%	6.6%
French	336	3.2%	5.3%
Korean	218	2.1%	3.4%
Filipino/Tagalog	200	1.9%	3.2%
Vietnamese	190	1.8%	3.0%
Farsi/Persian	170	1.6%	2.7%
Spanish/Castilian	165	1.6%	2.6%
Russian	116	1.1%	1.8%
Arabic	98	0.9%	1.6%
Japanese	98	0.9%	1.6%
Indonesian	55	0.5%	0.9%
Taiwanese	54	0.5%	0.9%
German	53	0.5%	0.8%
Italian	44	0.4%	0.7%
Bosnian/Croatian/Serbian	33	0.3%	0.5%
Portuguese	32	0.3%	0.5%
Polish	31	0.3%	0.5%
Indigenous Language of Canada	15	0.1%	0.2%
American Sign Language	11	0.1%	0.2%
Other	350	3.4%	5.5%
Bengali	36		
Gujarati	29		
Romanian	26		
Turkish	18		
Chinese Dialect	16		
Tamil	16		
Bangla	15		
Swahili	11		
Thai	11		
Sinhala	9		
Kurdish	7		
Malay	7		
Malayalam	7		
Slovak	7		
Dutch	6		
Shona	6		
Ukrainian	6		
Afrikaans	5		
Amharic	5		
Hungarian	5		
Marathi	5		
Serbian	5		
Other	107		
Total Responses	10,339	100.0%	163.6%
Missing Cases	2,013		

38) What was the first language you learned as a child and still use regularly?

English	3,715	59.0%
Other language	2,579	41.0%
Total Responses	6,294	100.0%
Missing Cases	2,038	

Which language do you speak most often with your friends?

English	5,510	87.6%
Other language	780	12.4%
Total Responses	6,290	100.0%
Missing Cases	2,042	

39) Have you ever participated in these activities at SFU?**Student Government (e.g. SFSS, faculty/department unions, etc.)**

Yes	535	8.7%
No, but I'm planning on doing it	932	15.1%
No, and I am NOT planning on doing it	3,701	59.9%
Not aware of this activity	1,007	16.3%
Total Responses	6,175	100.0%
Missing Cases	2,157	

An event for your department, program or faculty

Yes	2,160	34.9%
No, but I'm planning on doing it	1,769	28.6%
No, and I am NOT planning on doing it	1,356	21.9%
Not aware of this activity	905	14.6%
Total Responses	6,190	100.0%
Missing Cases	2,142	

A class project involving a community or business organization

Yes	985	15.9%
No, but I'm planning on doing it	1,192	19.3%
No, and I am NOT planning on doing it	2,053	33.2%
Not aware of this activity	1,946	31.5%
Total Responses	6,176	100.0%
Missing Cases	2,156	

An SFU volunteer program (e.g. campus ambassador program, peer programs, etc.)

Yes	1,143	18.5%
No, but I'm planning on doing it	1,977	32.0%
No, and I am NOT planning on doing it	2,135	34.6%
Not aware of this activity	918	14.9%
Total Responses	6,173	100.0%
Missing Cases	2,159	

Co-op

Yes	1,195	19.2%
No, but I'm planning on doing it	2,809	45.2%
No, and I am NOT planning on doing it	1,857	29.9%
Not aware of this activity	347	5.6%
Total Responses	6,208	100.0%
Missing Cases	2,124	

Field school		
Yes	138	2.3%
No, but I'm planning on doing it	1,107	18.1%
No, and I am NOT planning on doing it	2,967	48.4%
Not aware of this activity	1,919	31.3%
Total Responses	6,131	100.0%
Missing Cases	2,201	
International exchange/Study abroad		
Yes	253	4.1%
No, but I'm planning on doing it	1,891	30.7%
No, and I am NOT planning on doing it	3,385	55.0%
Not aware of this activity	623	10.1%
Total Responses	6,152	100.0%
Missing Cases	2,180	
Work-study		
Yes	403	6.6%
No, but I'm planning on doing it	1,795	29.2%
No, and I am NOT planning on doing it	2,470	40.2%
Not aware of this activity	1,476	24.0%
Total Responses	6,144	100.0%
Missing Cases	2,188	
An SFU club		
Yes	2,379	38.2%
No, but I'm planning on doing it	1,987	31.9%
No, and I am NOT planning on doing it	1,541	24.7%
Not aware of this activity	325	5.2%
Total Responses	6,232	100.0%
Missing Cases	2,100	
Worked within an SFU faculty member's research team, separate from coursework		
Yes	467	7.6%
No, but I'm planning on doing it	1,937	31.5%
No, and I am NOT planning on doing it	2,182	35.4%
Not aware of this activity	1,571	25.5%
Total Responses	6,157	100.0%
Missing Cases	2,175	
Experiential learning competitions (e.g. case competitions, the Putnam math competition, FAS competitions, etc.)		
Yes	405	6.6%
No, but I'm planning on doing it	915	14.8%
No, and I am NOT planning on doing it	3,032	49.1%
Not aware of this activity	1,828	29.6%
Total Responses	6,180	100.0%
Missing Cases	2,152	

Summary	
	% Yes
An SFU club	38.2%
An event for your department, program or faculty	34.9%
Co-op	19.2%
An SFU volunteer program (e.g. the campus ambassador program, peer programs, etc.)	18.5%
A class project involving a community or business organization	15.9%
Student Government (e.g. SFSS, faculty/department unions, etc.)	8.7%
Worked within an SFU faculty member's research team, separate from coursework	7.6%
Work-study	6.6%
Experiential learning competitions (e.g. case competitions, the Putnam math competition, FAS competitions, etc.)	6.6%
International exchange/Study abroad	4.1%
Field school	2.3%

40) In the last year, have you engaged in any of these types of activities in your local community, or in an international setting?

In Your LOCAL COMMUNITY		
Any VOLUNTEER work		
Yes	3,812	65.1%
No	2,048	34.9%
Total Responses	5,860	100.0%
Missing Cases	2,472	
CIVIC activities (voting, organizing/signing a petition, contacting a politician about a public issue, etc.)		
Yes	3,054	53.9%
No	2,612	46.1%
Total Responses	5,666	100.0%
Missing Cases	2,666	
HUMANITARIAN efforts to help the needy (helping seniors, helping the poor, animal welfare, raising money for medical research, etc.)		
Yes	2,246	38.6%
No	3,576	61.4%
Total Responses	5,822	100.0%
Missing Cases	2,510	
ENVIRONMENTAL advocacy (neighbourhood clean-ups, promoting green initiatives, involvement with non-profit environmental groups, etc.)		
Yes	1,932	33.2%
No	3,892	66.8%
Total Responses	5,824	100.0%
Missing Cases	2,508	
SOCIAL JUSTICE activities (promoting human rights issues: minority rights, workers' rights, rights of the homeless, etc.)		
Yes	1,951	33.5%
No	3,881	66.5%
Total Responses	5,832	100.0%
Missing Cases	2,500	
Community service work that made use of the expertise you have acquired during your SFU EDUCATION		
Yes	921	15.8%
No	4,903	84.2%
Total Responses	5,824	100.0%
Missing Cases	2,508	

Summary		
		% Yes
Any VOLUNTEER work		65.1%
CIVIC activities		53.9%
HUMANITARIAN efforts to help the needy		38.6%
SOCIAL JUSTICE activities		33.5%
ENVIRONMENTAL advocacy		33.2%
Community service work that made use of the expertise you have acquired during your SFU EDUCATION		15.8%
In an INTERNATIONAL Setting		
Any VOLUNTEER work		
Yes	548	10.9%
No	4,483	89.1%
Total Responses	5,031	100.0%
Missing Cases	3,301	
CIVIC activities (voting, organizing/signing a petition, contacting a politician about a public issue, etc.)		
Yes	679	13.9%
No	4,195	86.1%
Total Responses	4,874	100.0%
Missing Cases	3,458	
HUMANITARIAN efforts to help the needy (helping seniors, helping the poor, animal welfare, raising money for medical research, etc.)		
Yes	661	13.2%
No	4,362	86.8%
Total Responses	5,023	100.0%
Missing Cases	3,309	
ENVIRONMENTAL advocacy (neighbourhood clean-ups, promoting green initiatives, involvement with non-profit environmental groups, etc.)		
Yes	429	8.6%
No	4,583	91.4%
Total Responses	5,012	100.0%
Missing Cases	3,320	
SOCIAL JUSTICE activities (promoting human rights issues: minority rights, workers' rights, rights of the homeless, etc.)		
Yes	662	13.2%
No	4,340	86.8%
Total Responses	5,002	100.0%
Missing Cases	3,330	
Community service work that made use of the expertise you have acquired during your SFU EDUCATION		
Yes	200	4.0%
No	4,814	96.0%
Total Responses	5,014	100.0%
Missing Cases	3,318	

Summary	
	% Yes
CIVIC activities	13.9%
SOCIAL JUSTICE activities	13.2%
HUMANITARIAN efforts to help the needy	13.2%
Any VOLUNTEER work	10.9%
ENVIRONMENTAL advocacy	8.6%
Community service work that made use of the expertise you have acquired during your SFU EDUCATION	4.0%

41) **Thank you for completing this survey. Is there anything else (likes or dislikes/concerns) that you would like to tell us about your experience at SFU?**

This is an open-ended question. The responses to this question are not discussed in this report.

Section 7: Additional Background Information, from the Student Information System

This section describes additional respondent background information that was not included on the survey. Because this year's survey was a confidential survey, rather than an anonymous one, student responses could be linked to their background data in SFU's Student Information System.

Faculty of students			
		% of 8,417 Responses	% of 8,328 Respondents
Applied Sciences	1,139	13.5%	13.7%
Arts and Social Sciences	2,782	33.1%	33.4%
Business	1,055	12.5%	12.7%
Communication, Art, & Technology	776	9.2%	9.3%
Education	536	6.4%	6.4%
Environment	359	4.3%	4.3%
Health Sciences	522	6.2%	6.3%
Science	1,248	14.8%	15.0%
Total Responses	8,417	100.0%	101.1%
Missing Cases	4		

Credential pursued by students			
		% of 8,772 Responses	% of 8,332 Respondents
Bachelor's Degree	7,953	90.7%	95.5%
Certificate	353	4.0%	4.2%
Professional Development Program	332	3.8%	4.0%
Post Baccalaureate Diploma	31	0.4%	0.4%
Other/No Credential	103	1.2%	1.2%
Total Responses	8,772	100.0%	105.3%

Declared a major/minor/etc.			
Declared		5,936	71.2%
Undeclared		2,396	28.8%
Total Responses		8,332	100.0%

Number of SFU courses the student is taking this term (Fall 2020)		
0	230	2.8%
1	690	8.3%
2	574	6.9%
3	2,801	33.6%
4	3,195	38.3%
5	755	9.1%
6	77	0.9%
7	9	0.1%
8	1	0.0%
Total Responses	8,332	100.0%

Full-time status this term (Fall 2020)		
Part-time (fewer than 9 credits and not on a co-op work term)	871	10.5%
Full-time (9 or more credits, or on a co-op work term)	7,461	89.5%
Total Responses	8,332	100.0%

Where students are taking their courses this term (Fall 2020)			
<i>Note: Due to Covid-19, most courses were offered remotely; however, the data listed here is based on the campus associated with courses that a student registered in as per the Student Information Management System.</i>			
		% of 12,385 Responses	% of 8,329 Respondents
Burnaby	7,432	60.0%	89.2%
Surrey	2,217	17.9%	26.6%
Vancouver	1,013	8.2%	12.2%
Distance Education/Online	1,254	10.1%	15.1%
On Co-op Term	351	2.8%	4.2%
Other Location(s)	118	1.0%	1.4%
Total Responses	12,385	100.0%	148.7%
Missing Cases	3		

Total credits completed prior to the Fall 2020 term (including both SFU and transfer credits)		
None	1,781	21.4%
1 - 29	772	9.3%
30 - 59	2,088	25.1%
60 - 89	1,860	22.3%
90 - 119	1,474	17.7%
120 or more	357	4.3%
Total Responses	8,332	100.0%

Cumulative Grade Point Average (CGPA)		
No CGPA Available (new student, or no courses taken towards CGPA)	2,314	27.8%
Less than 2.00	174	2.1%
2.00 to 2.32	344	4.1%
2.33 to 2.66	813	9.8%
2.67 to 2.99	1,346	16.2%
3.00 to 3.32	1,382	16.6%
3.33 to 3.66	1,073	12.9%
3.67 to 3.99	638	7.7%
4.00 to 4.33	248	3.0%
Total Responses	8,332	100.0%

Participation in Co-op		
Co-op students	1,992	23.9%
Not co-op students	6,340	76.1%
Total Responses	8,332	100.0%

Year of admission to SFU		
2020	2,712	32.5%
2019	1,643	19.7%
2018	1,452	17.4%
2017	1,025	12.3%
2016	766	9.2%
2015	347	4.2%
Before 2015	387	4.6%
Total Responses	8,332	100.0%

Basis of admission to SFU		
BC High School	4,855	58.3%
BC College Transfer/Associate Degree	2,302	27.6%
Non-BC High School	530	6.4%
University Transfer	192	2.3%
Degree Holder	250	3.0%
Mature	42	0.5%
Other	161	1.9%
Total Responses	8,332	100.0%

New student status		
New students	2,168	26.0%
Returning students	6,164	74.0%
Total Responses	8,332	100.0%

International student status		
International students	1,487	17.8%
Domestic students	6,845	82.2%
Total Responses	8,332	100.0%

Sex		
Female	5,183	62.2%
Male	3,149	37.8%
Total Responses	8,332	100.0%

Age (as of September 1, 2020)		
17 or younger	500	6.0%
18	1,251	15.0%
19	1,085	13.0%
20	1,317	15.8%
21	1,250	15.0%
22	980	11.8%
23	609	7.3%
24	371	4.5%
25	196	2.4%
26 - 30	430	5.2%
31 - 40	227	2.7%
41 - 50	82	1.0%
51 - 65	27	0.3%
Over 65	7	0.1%
Total Responses	8,332	100.0%

APPENDIX C

ANALYSIS OF OPEN-ENDED QUESTION:

SUGGESTIONS FOR IMPROVING SFU

SECTION C.1: SUMMARY OF STUDENT SUGGESTIONS FOR IMPROVEMENT

At the beginning of the survey, students were asked the following question:

“If SFU could do one thing to improve your experience here, what would it be? (Please describe only the single most important thing.)”

An analysis was performed on 1,000 randomly selected responses (16% of the responses). These responses were read, and then 17 categories (plus an “other” category) were created that encompass the types of suggestions students made.

Table C.1 shows the distribution of responses. The table shows that concerns regarding tuition fees and financial aid dominated the responses, closely followed by COVID-19 pandemic/remote courses and student life.

Table C.1: Student Suggestions for Improving the SFU Experience

Suggestion/Improvement	# (%) of Respondents	
Tuition/Fees and Financial Aid	179	(18%)
COVID-19 Pandemic/Remote Courses	136	(14%)
Student Life/Campus Community	122	(13%)
Instructors and TAs	76	(8%)
Program/Course Curriculum	72	(7%)
University Administration/Policy Decisions	56	(6%)
Facilities	53	(5%)
SFU Online	46	(5%)
Course Availability, Variety and Scheduling	45	(5%)
Communication	31	(3%)
Services	31	(3%)
Transportation	29	(3%)
Construction	25	(3%)
Advising	14	(1%)
Mental Health Resources	13	(1%)
Grading Scale	10	(1%)
Residence (Including Dining Hall)	5	(1%)
Other	25	(3%)
Total	968	(100%)
No Suggestion	32	

Note: In cases where a student provided more than one suggestion, the comment was counted under the first topic the student suggested.

The analyzed comments are summarized by topic, and a selection of student comments pertaining to each topic is provided. All 1,000 analyzed student comments can be found in the “Student Comments” file online at: <http://www.sfu.ca/irp/surveys/ugss.html>

SECTION C.2: DESCRIPTION OF TOPIC CATEGORIES

Tuition/Fees and Financial Aid

- Lower tuition fees/do not raise tuition
- Reduce student fees during the COVID-19 pandemic

COVID-19 Pandemic/Remote Courses

- Improve online courses, including assignments and online exams
- Improve online technology for courses (e.g. audio and video)
- General desire for in-person classes

Student Life/Campus Community

- Host more social events/activities
- Foster more community and school spirit among students

Instructors and TAs

- Improve quality of teaching
- Improve instructor skills with online teaching

Program/Course Curriculum and Format

- Make courses more hands-on/interactive
- Adjust the workload for some courses

University Administration/Policy Decisions

- Release exam schedules sooner
- Listen to students

Facilities

- More/better study spaces
- Brighten up the campus with more colour, paintings, greenery, etc.
- Fix the heating/cooling systems

SFU Online

- Make SFU webpages easier to navigate
- Make Canvas/online course layouts more consistent

Course Availability, Variety and Scheduling

- Course availability in general
- Offer more courses across campuses
- Offer courses more often (some are only offered once per year)

Communication

- Improve communication about policies, available services and resources, and events at SFU
- Improve communication about course expectations, assignments, and due dates

Services

- Provide more academic support

Transportation

- Better/cheaper/more parking
- Better transportation service (gondola, faster transit, more reliable transit)

Construction

- Finish the construction projects
- Have less construction on campus
- Reduce the construction noise

Advising

- More access to advising
- More guidance with program and course pathways

Mental Health Resources

- Provide better mental health resources

Grading Scale

- Do not curve grades

Residence (Including Dining Hall)

- Increase the hours for the dining hall
- More residences

SECTION C.3: SAMPLE OF STUDENT SUGGESTIONS BY TOPIC¹**Tuition/Fees and Financial Aid**

- Decrease tuition or student fees when forcing students to do online class.
- Decrease the tuition for remote learning. Why are we paying for U-pass when we don't even leave our homes? The lectures are not the same, the communication and quality of learning have decreased significantly so why is our tuition still so high? Universities and colleges all over the lower mainland have lowered the tuition for the students, SFU being the only major one not to.

COVID-19 Pandemic/Remote Courses

- audio and video quality on zoom is not always there making it difficult to understand lectures
- Bring back in person classes

Student Life/Campus Community

- Host more events/activities to bring students in different faculties together
- Create a better more inviting campus life experience.

¹ Comments are reproduced exactly as written by students

Instructors and TAs

- Regulate teaching staff better. I've had research profs who clearly don't want to be teaching a class. Creates a very poor learning environment.
- Some of my professors haven't adapted well to online learning and it has been very difficult.

Program/Course Curriculum and Format

- Give students in all faculties more hands-on experience in their field of study
- The work required for different courses vary a lot

University Administration/Policy Decisions

- If possible releasing the exam schedule earlier as seen previously in earlier semesters.
- Listening to your students. We are in the middle of a global pandemic and yet have faced fees increases, late penalties and also ignorance regarding connectivity issues in order to still pursue our degree.

Facilities

- More new and improved facility/faculty buildings. Also, I believe that walls in SFU should be painted cause the buildings looks so old.
- More study space.

SFU Online

- If all canvas pages looked similar. It is confusing how each course is set up differently on canvas and the links are all over the place.
- Create a more user-friendly and appealing goSFU page.

Course Availability, Variety and Scheduling

- Offer more courses in Surrey for those who live in the Fraser Valley.
- Offer high density classes in all 3 semesters rather than just 1 because it's easier to efficiently complete a program that way.

Communication

- Communicating necessary information that is not online so students are not only learning about certain restrictions right before graduation.
- Informing students about the deadlines

Services

- More academic support for students going through online school
- During the COVID19 pandemic, I feel the university has not provided as much help as I needed and a lot of responsibilities are falling on me as a student

Transportation

- Build a gondola
- Cheaper parking options

Construction

- Finish the construction on campus
- Too much construction

Advising

- Provide more available hours to meet with academic advisors.
- Provide faster responses from the advisors

Mental Health Resources

- We need better resources for mental health and wellness among students.

Grading Scale

- Do not curve classes

Residence (Including Dining Hall)

- Have the dining hall open later (maybe 11pm)

APPENDIX D

COMPARISON OF SURVEY SAMPLE AND STUDENT POPULATION

Age	Sample	Population
< 21	49.8%	42.9%
21 to 25	40.9%	47.8%
> 25	9.3%	9.3%
Total	100.0%	100.0%
Average Age	21.5	21.7

Sex	Sample	Population
Female	62.2%	53.4%
Male	37.8%	46.6%
Total	100.0%	100.0%

International	Sample	Population
Yes	17.8%	21.2%
No	82.2%	78.8%
Total	100.0%	100.0%

Co-op Student	Sample	Population
Yes	23.9%	23.0%
No	76.1%	77.0%
Total	100.0%	100.0%

New Student	Sample	Population
Yes	26.0%	18.6%
No	74.0%	81.4%
Total	100.0%	100.0%
* Yes = Student's first term at SFU. Population percentages may differ from official numbers, which have some exclusions.		

CGPA	Sample	Population
New students	26.0%	18.6%
< 2.00	2.1%	3.5%
2.00 to 2.99	30.0%	39.9%
≥ 3.00	40.1%	36.7%
CGPA not available	1.8%	1.4%
Total	100.0%	100.0%

First SFU Semester	Sample	Population
2020	32.5%	25.2%
2019	19.7%	20.2%
2018	17.4%	18.8%
2017	12.3%	13.7%
2016	9.2%	10.8%
2015	4.2%	5.4%
Before 2015	4.6%	5.9%
Total	100.0%	100.0%

Year Level	Sample	Population
First	25.1%	20.5%
Second	23.8%	23.1%
Third	22.7%	24.2%
Fourth	22.4%	24.4%
Fifth	6.0%	7.9%
Total	100.0%	100.0%

Basis of Admission	Sample	Population
BC High School	58.3%	56.4%
Non-BC High School	6.4%	5.6%
BC Coll. Transfer/Assoc. Degr.	27.6%	30.5%
University Transfer	2.3%	2.3%
Degree Holder	3.0%	2.7%
Mature	0.5%	0.4%
Other	1.9%	2.1%
Total	100.0%	100.0%

Faculty	Sample	Population
APSC	13.7%	14.3%
ARTS	33.4%	35.2%
BUS	12.7%	13.1%
CAT	9.3%	9.7%
EDUC	6.4%	5.3%
ENV	4.3%	3.8%
HSCI	6.3%	5.7%
SCI	15.0%	13.7%
Unspecified	0.0%	0.1%
* Students may be in more than one faculty.		

Major/Minor Declared	Sample	Population
Yes	71.2%	71.1%
No	28.8%	28.9%
Total	100.0%	100.0%

Course Location	Sample	Population
Burnaby	89.2%	88.3%
Surrey	26.6%	25.6%
Vancouver	12.2%	12.4%
Online/Distance Ed.	15.1%	16.2%
On Co-op Term	4.2%	3.9%
Other Location	1.4%	1.8%
* Students may study in more than one location.		
* Due to Covid-19, most courses were offered remotely; however, the data listed here is based on the campus associated with courses that a student registered in as per the Student Information Management System.		

Full-Time/Part-Time	Sample	Population
Full-Time	89.5%	85.6%
Part-Time	10.5%	14.4%
Total	100.0%	100.0%
* Full-Time = 9 or more credits, or on a co-op work term.		

Total Credits Completed (SFU + Transfer)	Sample	Population
None	21.4%	14.3%
1 to 29	9.3%	10.1%
30 to 59	25.1%	25.2%
60 to 89	22.3%	24.1%
90 to 119	17.7%	20.6%
120+	4.3%	5.7%
Total	100.0%	100.0%