



INSTITUTIONAL RESEARCH
AND PLANNING

Fall 2021 Undergraduate Student Survey: Report of Findings

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SECTION I: INTRODUCTION

This report presents a summary of the findings from the Fall 2021 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 five main topics:

- 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 2021². All 25,595 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 4th, 2021⁴. Follow-up e-mails were sent out on October 8th, 14th, and 19th, with a final reminder on October 27th. The online survey was available to students until October 31st.

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 (October 1st). 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.

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, 8,937 undergraduate students responded to the survey. This represents a response rate of 34.9%, which is higher than last year's response rate of 32.4%. 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 6,329 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: 4% 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 87% of respondents were taking courses at SFU's Burnaby campus in Fall 2021, 20% at the Surrey campus, 8% at the Vancouver campus, and 9% through Distance Education/Online. (Students may take classes in more than one location.)</p> <p>Credential: 96% were pursuing a Bachelor's Degree, 5% 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: 42% had a CGPA of 3.00 or above; 30% had a CGPA between 2.00 and 2.99; 3% were below 2.00; the remainder had no CGPA (new, or no courses taken towards CGPA).</p> <p>Declared Status: 73% of respondents had declared a major and/or minor.</p>	<p>Employment Status: 55% of respondents were employed at the time of the survey; of these, 33% worked 20 or more hours per week.</p> <p>Faculty: 34% 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 Health Sciences, 6% in Education, 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 (2019 or later). 24% 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 2021 semester.</p> <p>International Students: 19% of respondents were international students (non-Canadian citizens with "Student Authorization" to study in Canada).</p> <p>Sex: 61% of the survey respondents were female; 39% were male.</p> <p>Total Credits Completed (SFU + Transfer): 34% of those surveyed had completed 1 to 59 credits prior to Fall 2021; 46% had completed 60 or more credits; 20% had not yet completed any SFU or transfer credits.</p> <p>Year Level: Based on all credits completed, 48% of respondents were in their first/second year and 52% 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 2021 semester:

- On average, the survey respondents have a higher cumulative grade point average (CGPA). Among those with an available CGPA:
 - 56% of survey respondents have a CGPA ≥ 3.00 , compared to 49% of the student body.
- A few groups are over-represented in the sample:
 - females (61% vs. 53% among all undergraduate students),
 - students under 21 years of age (50% vs. 44% in the student population), and
 - new students (24% vs. 20% 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. 19% of the sample), and
 - BC college transfer and associate degree students (30% vs. 28% of the sample).

⁷ Due to Covid-19, some 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.

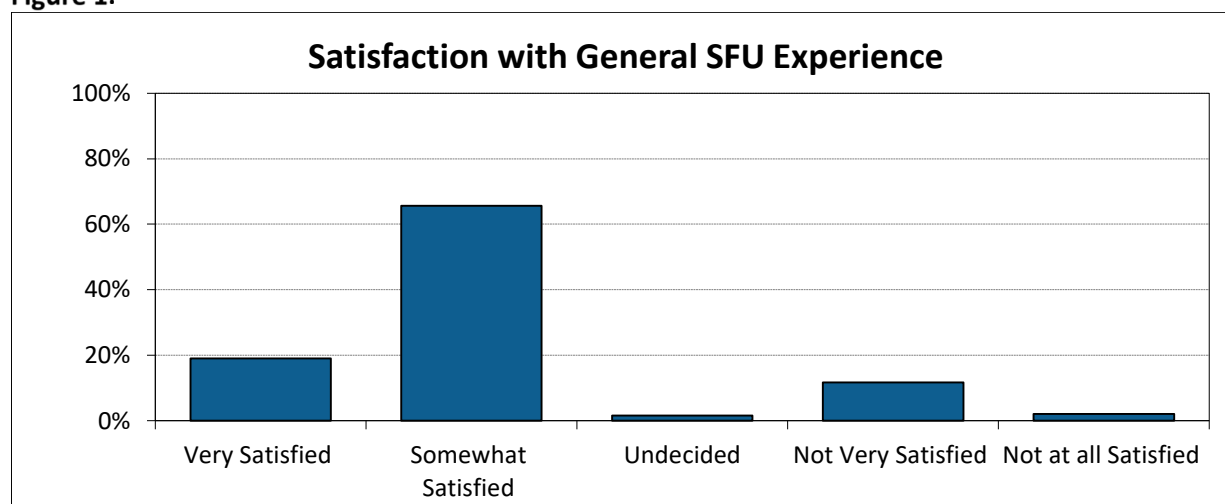
⁸ Part-time students are defined as those taking less than 9 credits this term and not on a co-op work term.

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

- 85% of respondents indicated that they are satisfied⁹ with their general SFU experience (see Figure 1). This is significantly higher than last year's rate of 77%, and 2019's rate of 82%.

Figure 1:

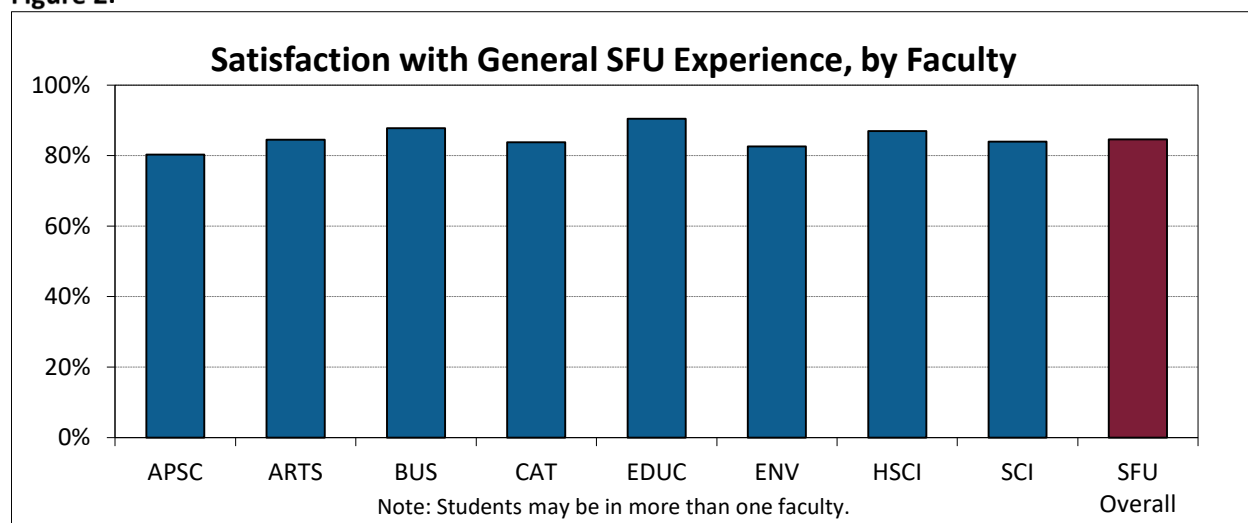


"I'm enjoying my time at SFU; the professors are supportive, easy to communicate and interact with, and I feel I have the agency to create the education I want to have. I initially chose to attend SFU because of the intersectionality and breadth of courses offered, and I'm glad I'm here!"

- When looking at respondents who are taking longer than they expected to graduate, 82% 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 (83-87%), with the exception of Education (EDUC), Business (BUS), and Applied Sciences (APSC; see Figure 2):
 - Education's (EDUC) and Business' (BUS) satisfaction levels (88-91%) are statistically significantly higher than SFU overall.
 - Applied Sciences' (APSC) satisfaction level (80%) is lower than SFU overall.
- A few of these satisfaction rates are similar to last year, but there are many statistically significant differences between this year and last year:
 - the satisfaction rate for Applied Sciences (APSC) respondents is 80% this year vs. 74% 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 Arts and Social Sciences (ARTS) respondents is 84% this year vs. 76% last year,
- the satisfaction rate for Business (BUS) respondents is 88% vs. 79% last year,
- the satisfaction rate for Communication, Art and Technology (CAT) respondents is 84% vs. 78% last year,
- the satisfaction rate for Health Sciences (HSCI) respondents is 87% vs. 80% last year, and
- the satisfaction rate for Science (SCI) respondents is 84% vs. 77% last year.

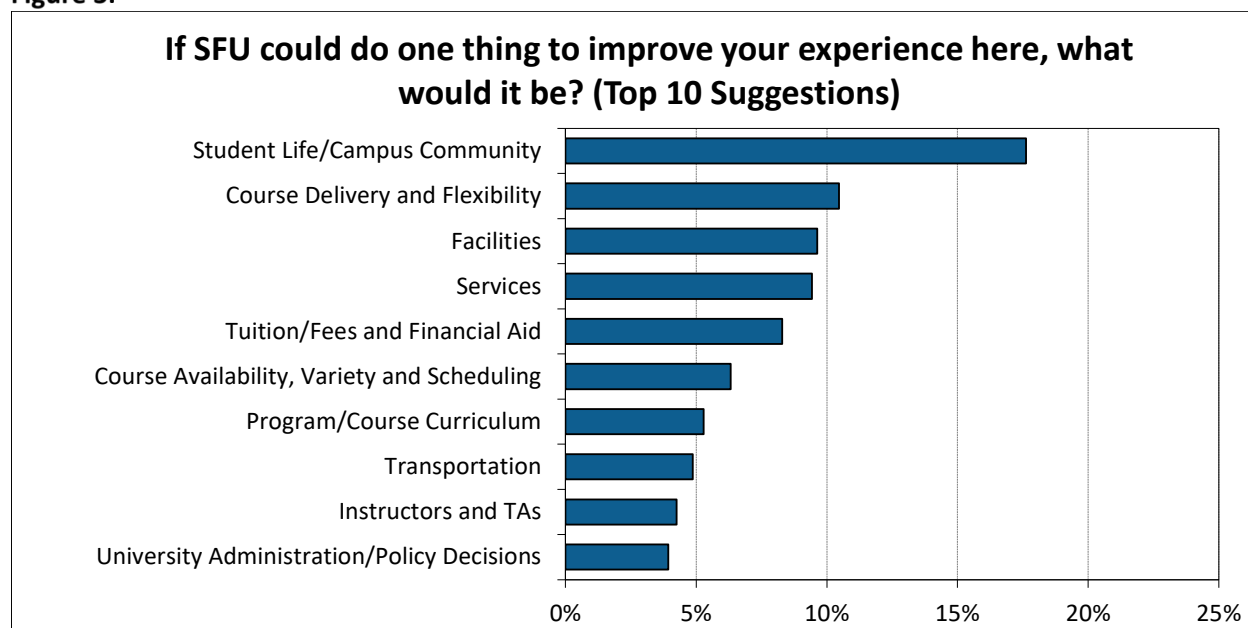
Figure 2:

"SFU environment is definitely supportive and positive, which I love, but it's not as engaging as I would want it to be."

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:

- Student Life/Campus Community (18%),
- Course Delivery and Flexibility (10%),
- Facilities (10%), and
- Services (9%).

Student life/campus community and facilities are top suggestions that have been made over the past several years, but course delivery and flexibility and services are new this year. 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 (12%), course delivery and flexibility (10%), student life/campus community (10%), and program/course curriculum (10%).

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

“I think one thing I've noticed at my time at SFU is that it is difficult to facilitate a sense of community. This especially rang true during remote schooling when I didn't go out much. It would be really nice to see more community-oriented initiatives with more clear incentives to attend, beyond ‘Oh well, I'm already on campus, might as well check it out’.”

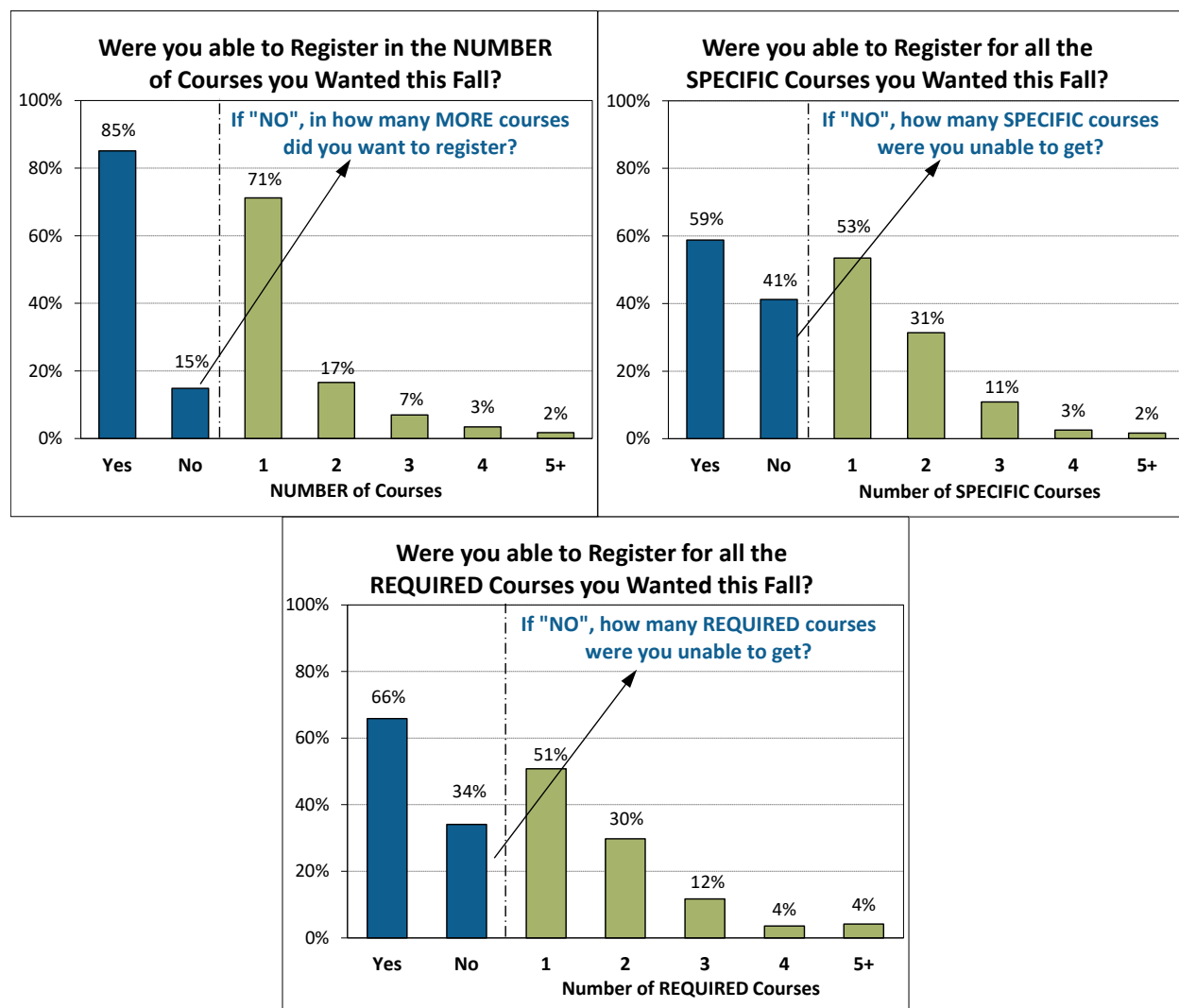
“More flexible learning opportunities. Many students don't feel comfortable on campus again or aren't able to commute, so having more opportunities for online classes would be beneficial.”

“Continue to improve the campus. (Building design, lighting, windows)”

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 4: Course Registration Success Rates



Number of Courses

- 85% of respondents were able to register in the number of courses they wanted (see Figure 4). This is the same as the last time this question was asked in 2019.

- The remaining 15% did not get the NUMBER of courses they wanted. Among these students:
 - Most wanted one (71%) or two (17%) additional courses, but some students reported wanting up to “5 or more” additional courses¹⁰.
 - On average, 1.5 additional courses were wanted.
 - Assuming that the respondents are a representative sample of registered undergraduate students, an additional 5,644 course seats would have been needed to meet this demand¹¹.
 - There were 106,366 undergraduate course seats offered in Fall 2021, a decrease of 810 seats from Fall 2020¹².
 - The additional course seats needed to fit the estimated demand represent an increase in seats offered of 5.3%.
 - However, it should be noted that there were 25,332 unfilled seats at the end of the third week of classes in Fall 2021. This suggests that it is not necessarily an increase in capacity that is needed, but rather a reshuffling of seats and course schedules to allow students to register in the courses they want or need.

Specific Courses

“Improve the enrollment system so you have better opportunities to get into your desired classes or a better way to help plan out classes as some appear to be available for the next semester but are not.”

- 59% of respondents were able to register in all of the SPECIFIC courses they wanted in Fall 2021 (see Figure 4, above). This is statistically significantly lower than last year’s rate of 69%.
- 41% were unable to register in all of the SPECIFIC courses they wanted¹³. Among these students:
 - Most were unable to get one (53%) or two (31%) of the specific courses they wanted, although some said they were unable to get “5 or more” specific courses.
 - On average, 1.7 additional SPECIFIC courses were wanted. Among the additional SPECIFIC courses they wanted, respondents were more likely to indicate a need for REQUIRED courses.

¹⁰ It seems possible that some of these students did not understand the question. Of the 18 students who said they wanted “5 or more” additional courses, 10 students were taking 5 or more courses this term. It seems unlikely, for example, that a student taking 5 courses wanted an additional “5 or more” courses.

¹¹ This number was calculated as follows: Assuming that we can extrapolate the survey data to the population of all registered undergraduate students, 14.9% of 25,595 students wanted an average of 1.48 additional courses. So, the number of additional spaces required is: $0.149 \times 25,595 \times 1.48 = 5,644$.

¹² IRP Courses Database, End of Week 3 course offerings, excluding English Bridge Program, Back on Track, and Foreign Exchange Program course spots. 107,176 undergraduate course seats were offered in Fall 2020.

¹³ Students were asked not to count courses that were not offered, and courses for which they lacked the pre- or co-requisites.

Required Courses

“make required classes offered more often, ideally every semester”

- 66% of respondents were able to register in all of the REQUIRED courses they wanted in Fall 2021 (see Figure 4, above). This is statistically lower than last year’s rate of 75%.
- The remaining 34% were unable to register in all of the REQUIRED courses they wanted¹⁴. Among these students:
 - Most were unable to get one (51%) or two (30%) of the required courses they wanted, but some students reported wanting “5 or more” additional required courses.
 - On average, 1.8 additional REQUIRED courses were wanted.
 - Assuming that the respondents are a representative sample of undergraduate students, 15,797 required course spaces wanted by students in Fall 2021 were unsatisfied¹⁵. Many of the students who were unable to enroll in required courses appear to have enrolled in other courses instead.
- 22% of respondents indicated that they were unable to register in REQUIRED LOWER DIVISION courses in Fall 2021¹⁶ (statistically higher than last fall’s 18%). The most commonly cited reasons were:
 - all course sections were full (63% of affected respondents cited this cause),
 - course spaces were reserved for other students (32%), and
 - the primary course component (lecture) had a scheduling conflict with another SFU course (25%).
- 24% of respondents indicated that they were unable to register in REQUIRED UPPER DIVISION courses in Fall 2021¹⁶ (statistically higher than last fall’s 18%). The most commonly cited reasons were:
 - all course sections were full (63% of affected respondents cited this cause),
 - the course was not offered this term (36%),
 - the primary course component (lecture) had a scheduling conflict with another SFU course (28%).

¹⁴ 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.

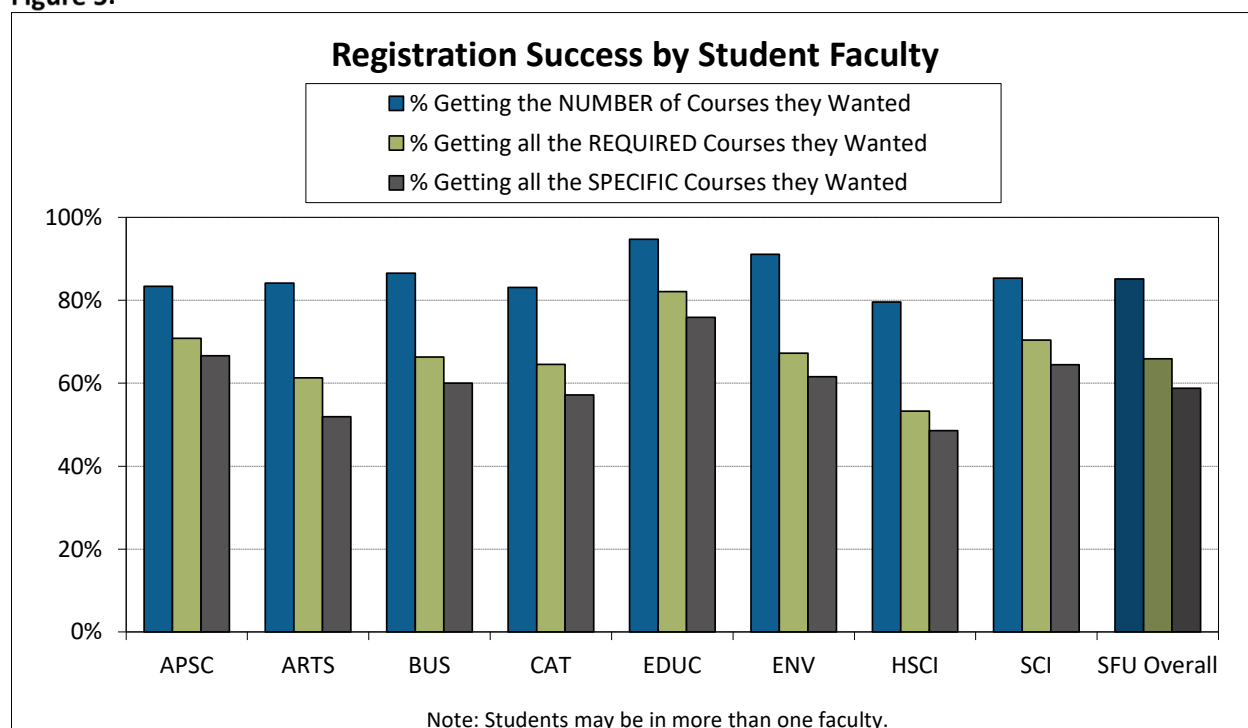
¹⁵ This number was calculated as follows: Assuming that we can extrapolate the survey data to the population of all undergraduate students, 34.1% of 25,595 students were unable to register in an average of 1.81 required courses. So, the number of unsatisfied required course spaces is: $0.341 \times 25,595 \times 1.81 = 15,797$.

¹⁶ 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.

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 2021. Figure 5 displays the success rates across the faculties¹⁷.

Figure 5:



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 and required courses, this difference is statistically significant between Education (EDUC) and every other faculty.
- Outside of this faculty:
 - Respondents in Environment (ENV) were the most successful in registering for the number of courses they wanted, and
 - Applied Sciences (APSC) respondents were the most successful in registering for their specific and required courses.
 - Respondents in Health Sciences (HSCI) were the least successful in registering for the number of courses they wanted and their specific and required courses. These differences are statistically significant between Health Sciences (HSCI) and SFU overall.

¹⁷ The relationships exhibited within faculties in Figure 5 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.

All of the faculties experienced changes in registration success from last year, these changes are statistically significant:

- Applied Sciences (APSC) respondents were less likely to get their required courses this year (71% vs. 77% last year),
- Arts and Social Sciences (ARTS) respondents were less likely to get both their specific and their required courses this year (52% vs. 65% last year and 61% vs. 73%, respectively),
- Business (BUS) respondents were less likely to get both their specific and required courses this year (60% vs. 70% last year and 66% vs. 76%, respectively),
- Communication, Art and Technology (CAT) respondents were less likely to get both their specific and required courses this year (57% vs. 67% last year and 65% vs. 75%, respectively),
- Education (EDUC) respondents were less likely to get their specific courses this year (76% vs. 85% last year),
- Environment (ENV) respondents were less likely to get their specific courses this year (62% vs. 71% last year),
- Health Sciences (HSCI) respondents were less likely to get both their specific and required courses this year (49% vs. 69% last year and 53% vs. 76% respectively), and
- Science (SCI) respondents were less likely to get their specific courses this year (64% vs. 71% last year).

Faculty success in registering in the number of courses wanted are similar to 2019 (the last time this question was asked).

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 (55%) Scheduling conflict (lecture; 24%) Travel time between campuses (23%) 	<ul style="list-style-type: none"> All course sections full (55%) Scheduling conflict (lecture; 29%) Course not offered this term (27%)
Arts and Social Sciences (ARTS)	<ul style="list-style-type: none"> All course sections full (67%) Course spaces were reserved (39%) Scheduling conflict (lecture; 21%) 	<ul style="list-style-type: none"> All course sections full (67%) Course not offered this term (35%) Course spaces were reserved (31%)
Business (BUS)	<ul style="list-style-type: none"> All course sections full (64%) Course spaces were reserved (32%) Scheduling conflict (lecture; 28%) 	<ul style="list-style-type: none"> All course sections full (65%) Scheduling conflict (lecture; 25%) Course spaces were reserved (22%)
Communication, Art and Technology (CAT)	<ul style="list-style-type: none"> All course sections full (62%) Course spaces were reserved (31%) Scheduling conflict (lecture; 30%) 	<ul style="list-style-type: none"> All course sections full (56%) Course not offered this term (46%) Scheduling conflict (lecture; 33%)
Education (EDUC)	<ul style="list-style-type: none"> All course sections full (70%) Course spaces were reserved (32%) Scheduling conflict (lecture; 23%) 	<ul style="list-style-type: none"> All course sections full (72%) Course spaces were reserved (33%) Scheduling conflict (lecture; 30%)
Environment (ENV)	<ul style="list-style-type: none"> All course sections full (54%) Scheduling conflict (lecture; 35%) Course not offered this term (30%) 	<ul style="list-style-type: none"> Course not offered this term (63%) All course sections full (31%) Scheduling conflict (lecture; 29%)
Health Sciences (HSCI)	<ul style="list-style-type: none"> All course sections full (66%) Course not offered this term (31%) Course spaces were reserved (28%) 	<ul style="list-style-type: none"> All course sections full (80%) Course not offered this term (43%) Scheduling conflict (lecture; 27%)
Science (SCI)	<ul style="list-style-type: none"> All course sections full (57%) Scheduling conflict (lecture; 32%) Course spaces were reserved (28%) 	<ul style="list-style-type: none"> All course sections full (51%) Course not offered this term (49%) Scheduling conflict (lecture; 38%)

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 Health Sciences (HSCI) chose a scheduling conflict with a lecture as one of their top reasons, and
 - respondents in every faculty except for Applied Sciences (APSC) and Environment (ENV) had course spaces reserved for other students as a top reason.
 - Environment (ENV) and Health Sciences (HSCI) were the only faculties to indicate the course not being offered this term a reason, and
 - Applied Sciences (APSC) was the only faculty to have travel time between campuses as one of their top reasons.
- Upper Division Courses:
 - respondents in every faculty indicated all course sections were full among their top three reasons,
 - respondents in every faculty except Arts and Social Sciences (ARTS) indicated a scheduling conflict with a lecture as one of their top reasons, and

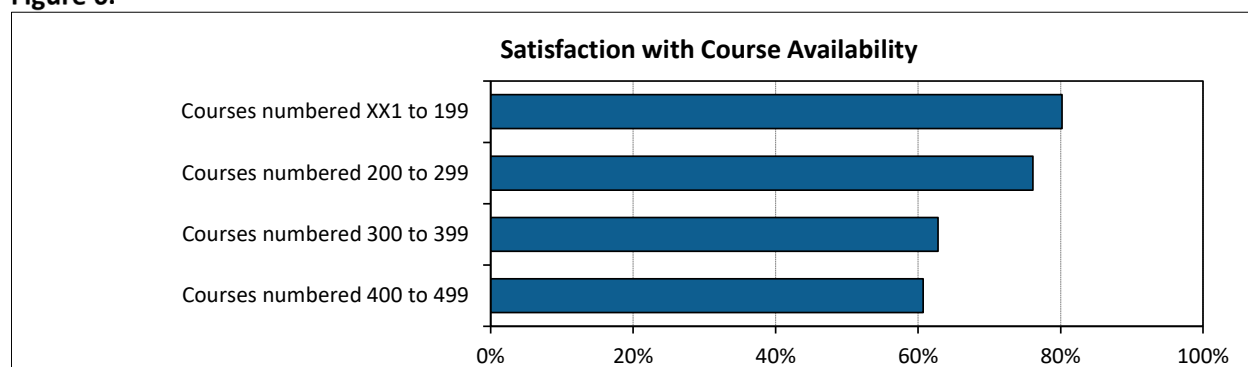
- respondents in every faculty except Business (BUS) and Education (EDUC) had the course not being offered this term as a top reason.
- Arts and Social Sciences (ARTS), Business (BUS), and Education (EDUC) were the only faculties with course spaces reserved for other students as a top reason.

Satisfaction with Course Availability

Students were asked to rate their overall level of satisfaction with course availability at SFU. The results are displayed in Figure 6.

- Respondent satisfaction with course availability decreases as course level increases.
- Overall satisfaction levels are similar to the last time this question was asked, in 2019, for all course levels except for courses numbered 300 to 399 (63% this year vs. 66% in 2019). This is a statistically significant difference.
- Respondents in Health Sciences (HSCI) are least satisfied with the availability of courses numbered 400 to 499 (37% vs. 61% for SFU overall). This is a statistically significant difference.

Figure 6:



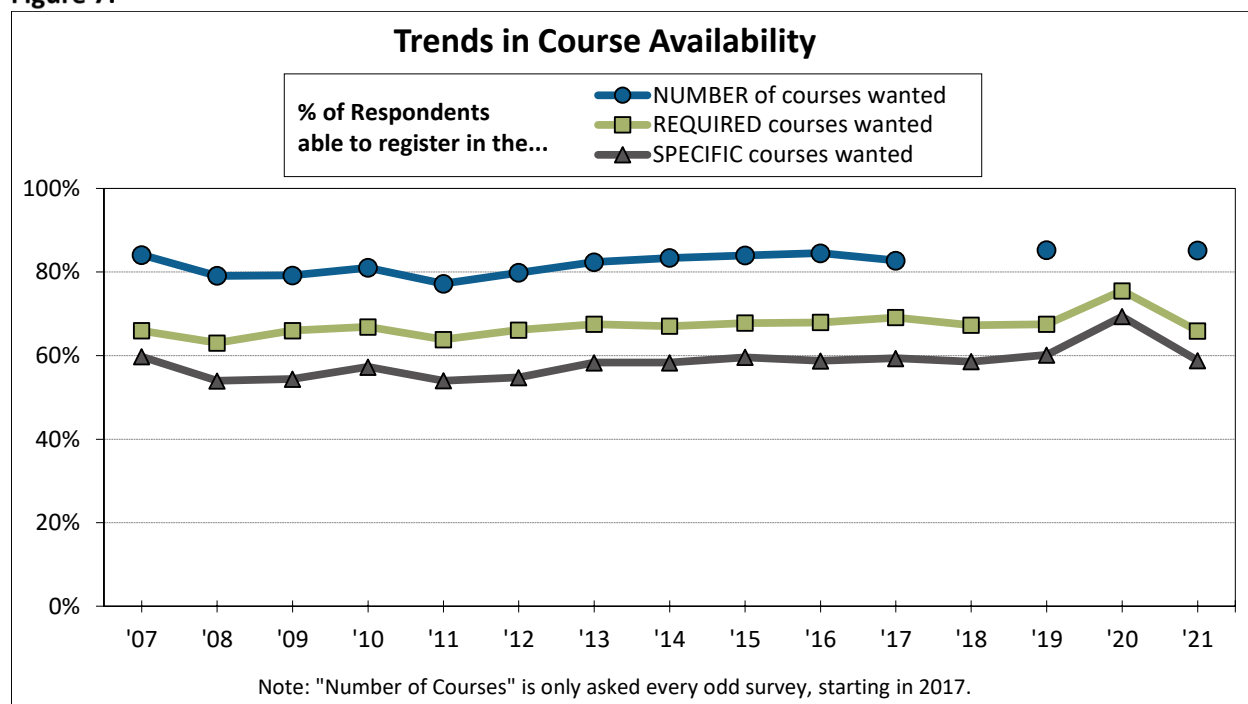
"Course availability - even as a 4th year students, it is difficult to get into core classes."

"Open up more available course sections when registering for courses (especially the courses that fill up so quick that you don't even have the opportunity to waitlist because the section closes)"

Trends over Time

Figure 7 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. It increased in 2020, and returned to normal levels in 2021.

Figure 7:



Section III.4: Credential Completion Times

Students Taking Longer than Expected to Graduate

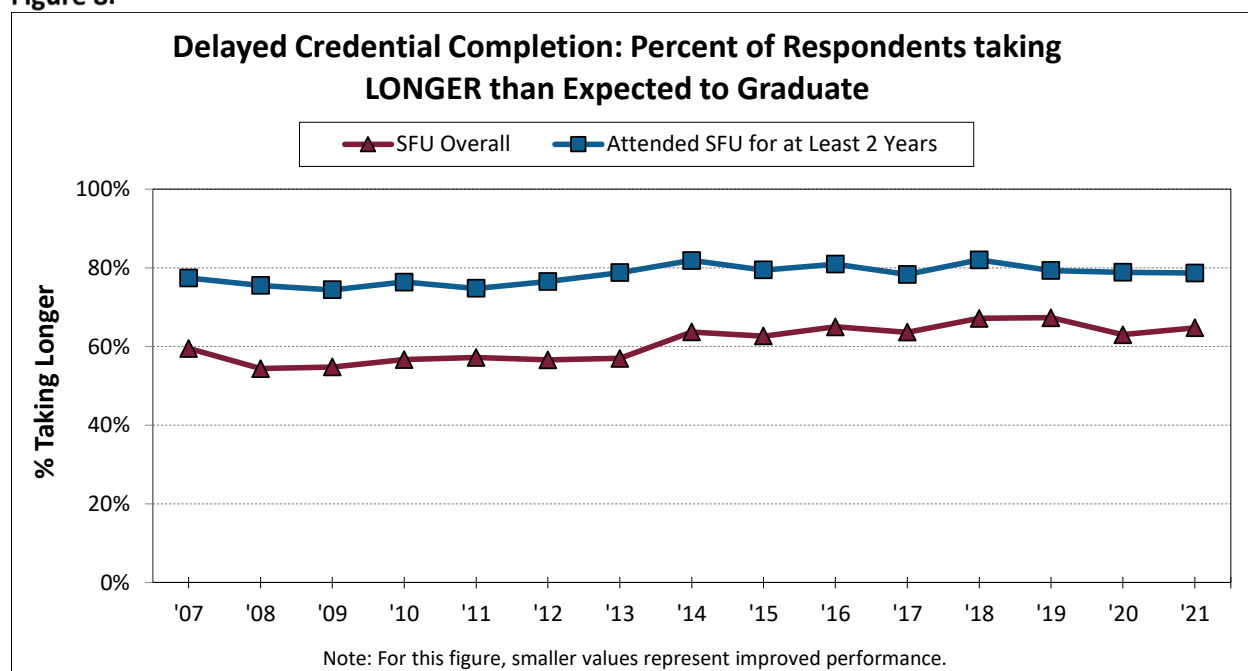
Course availability can affect the length of time required to complete a degree or other credential. If students are unable to register for required courses at the time when they need them, they will probably take longer to complete their requirements. For this reason, students were also asked questions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

- 82% of respondents expected to complete their credential in 4-5 years, and 80% of respondents said that it was important to complete their credential within that timeframe.
- 65% of respondents reported that it is taking them longer than expected to complete their credential. This is slightly higher than last year's rate of 63%, but not statistically significant. Among delayed respondents:
 - 43% expect to take an additional 1 or 2 terms,
 - 40% an additional year,
 - 13% an additional 2 years, and
 - 4% expect to take 3 or more additional years to complete their credential.
- 19% of respondents reported that it is taking them the same time as expected to complete their credential.
- Only 3% 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 credits¹⁸, 77% reported it is taking them longer than expected to complete their credential.

Figure 8 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 (75-82% 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 8:

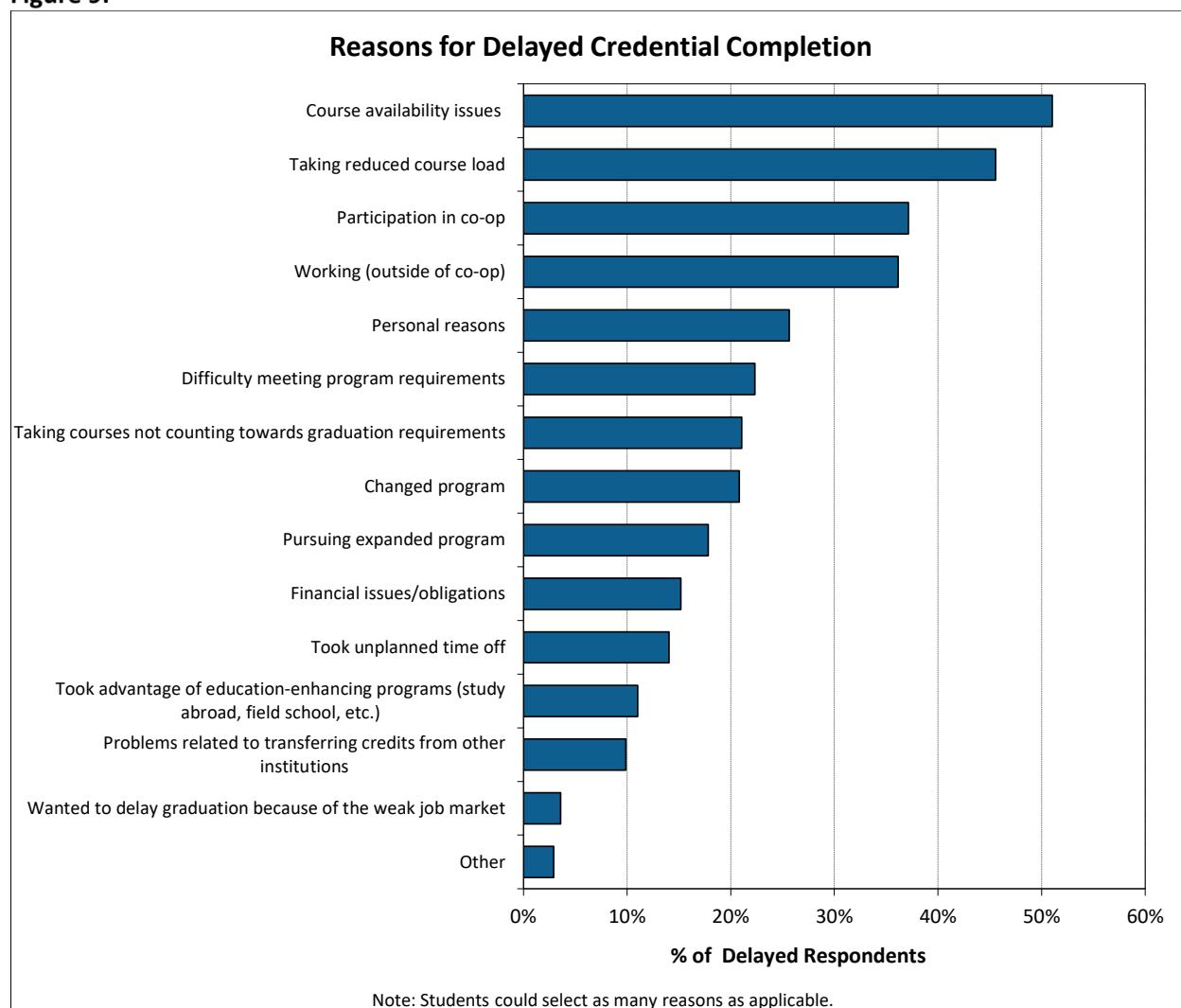


Causes of Delayed Completion

Among respondents taking longer than expected to complete their credential, the most commonly cited reasons are (see Figure 9):

- course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.; 51% of delayed respondents cited this cause, down from last year's 54%),
- students who are taking/took a reduced course load (46%, the same as last year),
- participation in co-op (37%, up from last year's 33%), and
- working in a job, outside of co-op (36%, down from last year's 42%).

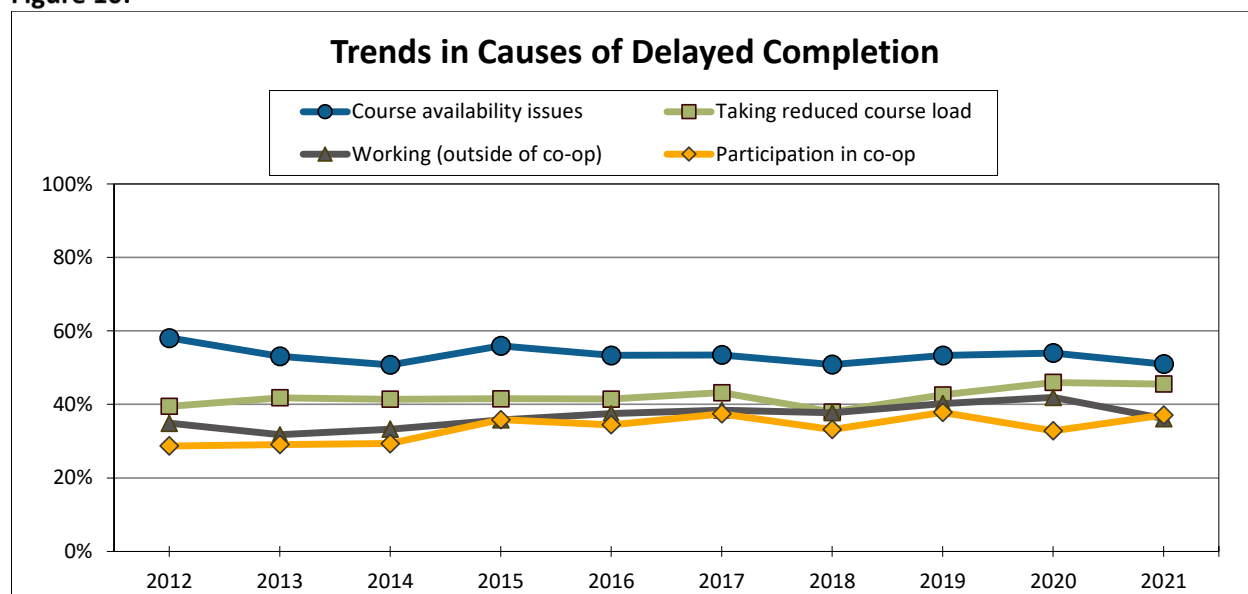
¹⁸ SFU and transfer credits

Figure 9:

"The most important thing I would like to see improved is class availability. Almost every semester I've attended I have not been able to get a certain class which causes me lots of delays."

"Having to work while taking classes means that I can't focus as much as I'd like to on course material. On the other hand, taking fewer courses per semester would also delay graduation. It would be very helpful if every department put out course offerings for the coming year to help with planning, even if they were only tentative schedules. Since many are only offered once a year, or seem like they haven't been offered in awhile, it can be hard to plan."

Looking at causes of delayed completion over time, the top four reasons have been the same since 2012 (see Figure 10). As shown in the figure, course availability and taking a reduced course load have consistently been the top two causes for delay.

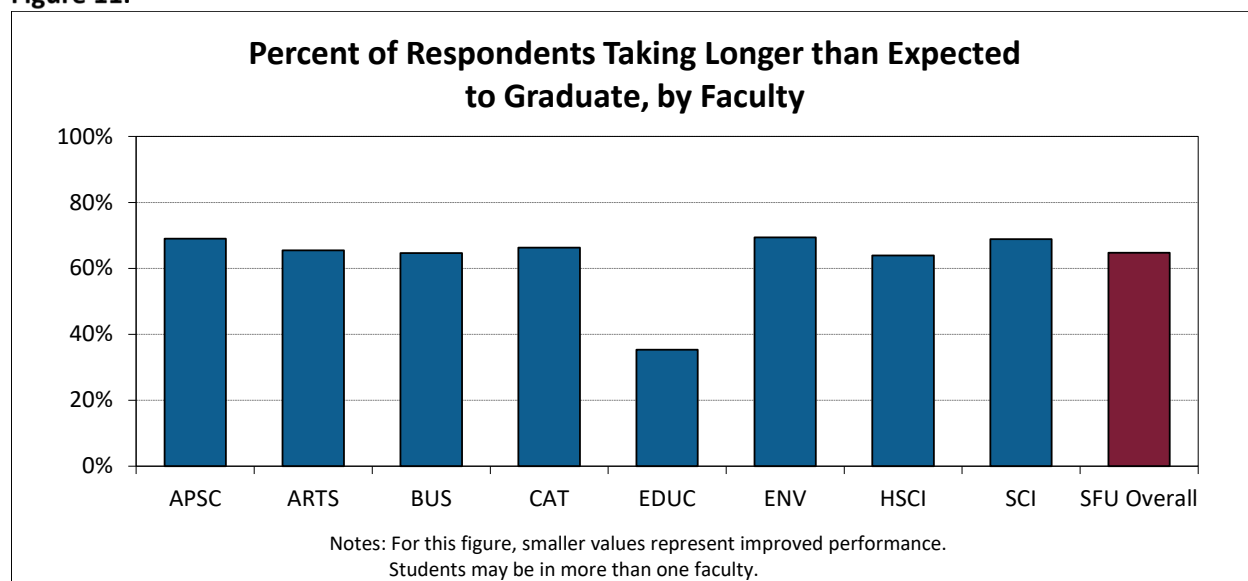
Figure 10:

Delayed Completion by Faculty

Figure 11 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 64-69%. The Faculty of Education (EDUC) has the lowest rate, with 35% of respondents reporting delayed completion¹⁹. 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.

None of the differences between last year and this year were statistically significant.

¹⁹ The difference in rates between Education (EDUC) and every other faculty are statistically significant.

Figure 11:

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"> • Participation in co-op (64%) • Course availability issues (52%) • Taking reduced course load (44%)
Arts and Social Sciences (ARTS)	<ul style="list-style-type: none"> • Course availability issues (53%) • Taking reduced course load (45%) • Working full-time or part-time, outside of co-op (42%)
Business (BUS)	<ul style="list-style-type: none"> • Participation in co-op (64%) • Taking reduced course load (41%) • Working full-time or part-time, outside of co-op (36%)
Communication, Art and Technology (CAT)	<ul style="list-style-type: none"> • Course availability issues (52%) • Taking reduced course load (46%) • Participation in co-op (44%)
Education (EDUC)	<ul style="list-style-type: none"> • Taking reduced course load (52%) • Course availability issues (50%) • Working full-time or part-time, outside of co-op (45%)
Environment (ENV)	<ul style="list-style-type: none"> • Course availability issues (61%) • Taking reduced course load (40%) • Working full-time or part-time, outside of co-op (39%)
Health Sciences (HSCI)	<ul style="list-style-type: none"> • Course availability issues (59%) • Taking reduced course load (44%) • Working full-time or part-time, outside of co-op (36%)
Science (SCI)	<ul style="list-style-type: none"> • Course availability issues (53%) • Taking reduced course load (50%) • Participation in co-op (39%)

From the table:

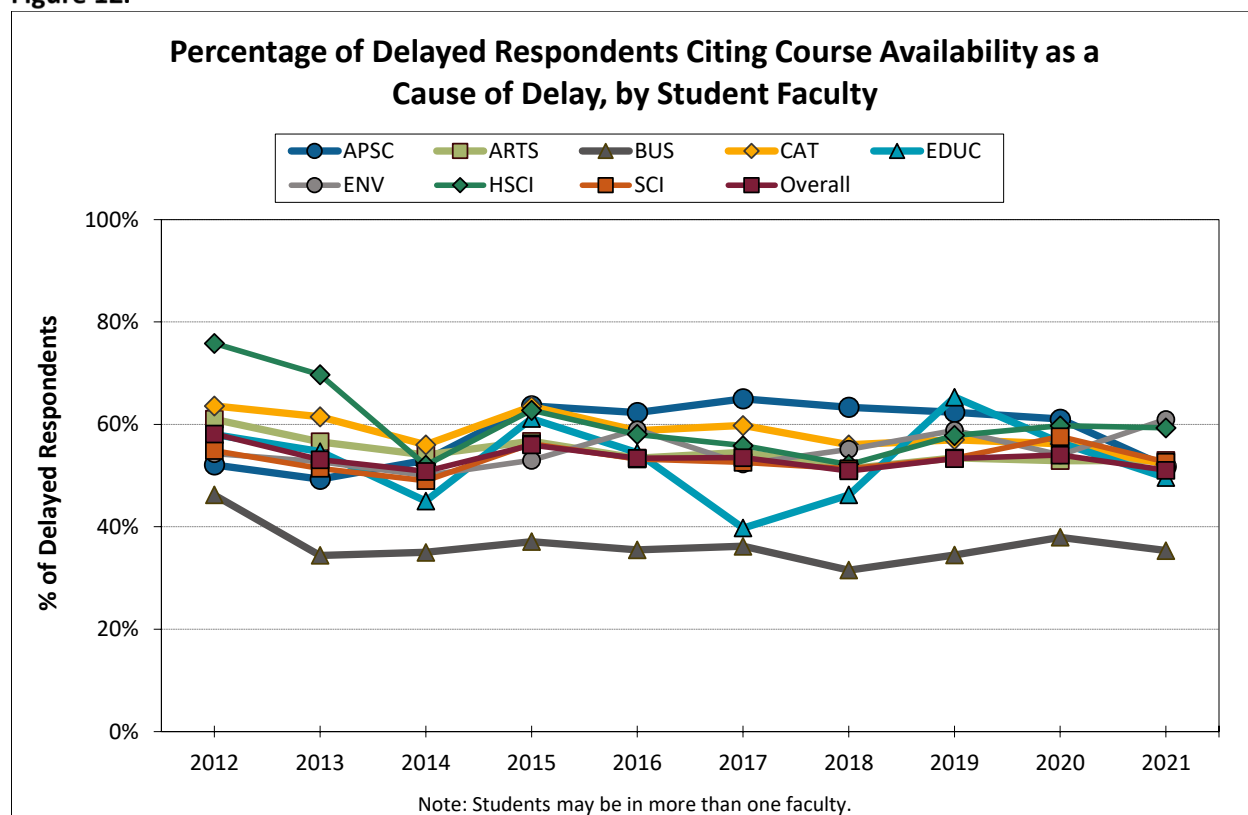
- Course availability/scheduling was one of the top causes of delayed completion among respondents from every faculty except Beedie School of Business (BUS).
- Students from all faculties also indicated that their own choices were important factors in their delayed completion.
 - Reduced course load:
 - 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. 53% 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), Communication, Art and Technology (CAT), and Science (SCI) cited this as a top cause of delayed completion.
- Co-op:
 - Over half of respondents from Applied Sciences (APSC; 64%) and Business (BUS; 64%), and over one third from Communication, Art and Technology (CAT; 44%) and Science (SCI; 39%) 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 12 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 2012. This percentage decreased between 2012 and 2014, and then rose again in 2015. Since then, it has been relatively stable.
- From 2012 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 and 2021 in which Environment (ENV) was most likely.
- Respondents in Business (BUS) continue to be the least likely to cite course availability as a cause of delay.

Figure 12:

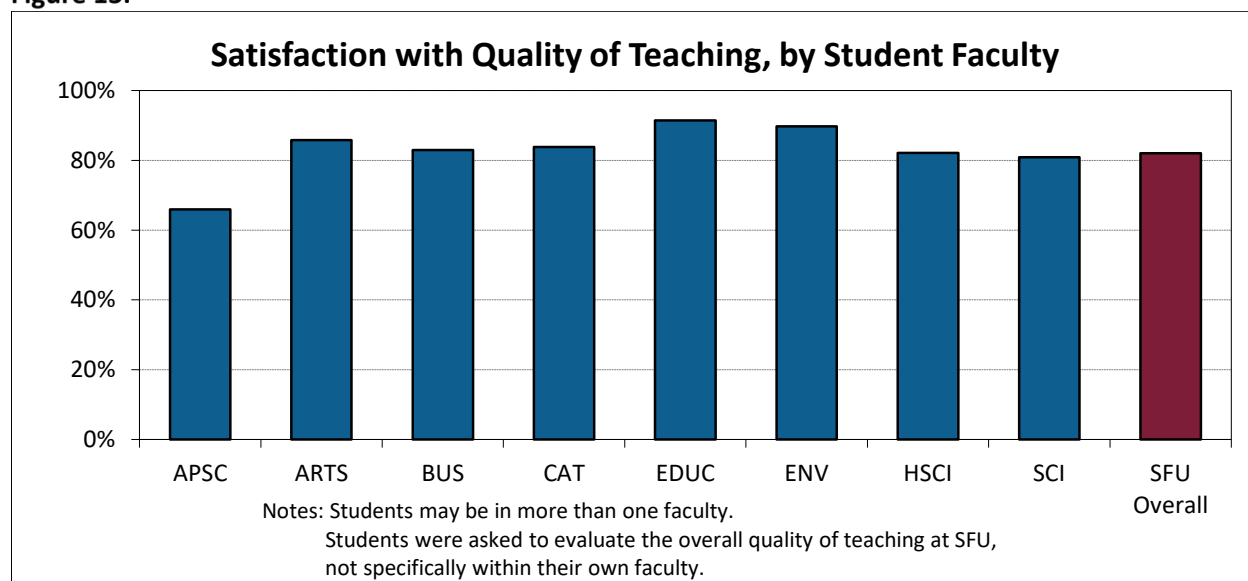


Section III.5: Teaching and Curriculum

Quality of Teaching

- 82% of respondents are satisfied with the overall quality of teaching at SFU. This is statistically higher than last fall's satisfaction level of 80%.
- Figure 13 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 (90-91% satisfied²⁰), and
 - respondents from Applied Sciences (APSC) are the least satisfied (66% satisfied²⁰).

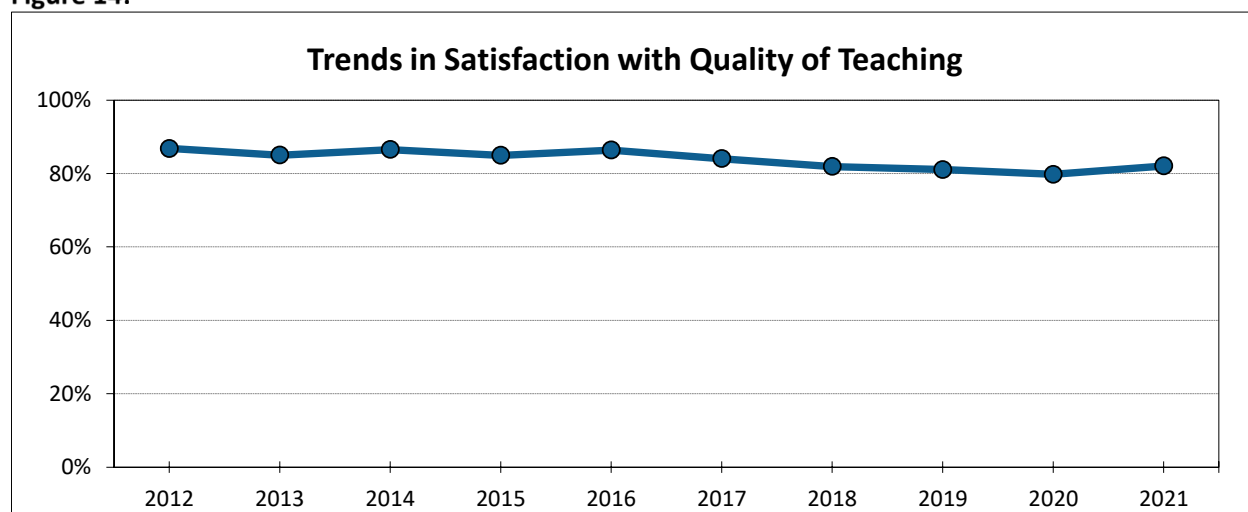
²⁰ The difference in rates between the overall SFU rate and those for the Faculties of Applied Sciences, Arts and Social Sciences, Education, and Environment are statistically significant.

Figure 13:

"I love my experience at SFU. The teachers are funny, entertaining, and good at teaching their students. I feel deeply engaged in the topics the teachers are discussing in each lecture, and I feel like I want to learn about the topics more."

When separated by year level, satisfaction with the quality of teaching is similar among respondents (81-83% satisfied).

- Figure 14 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.

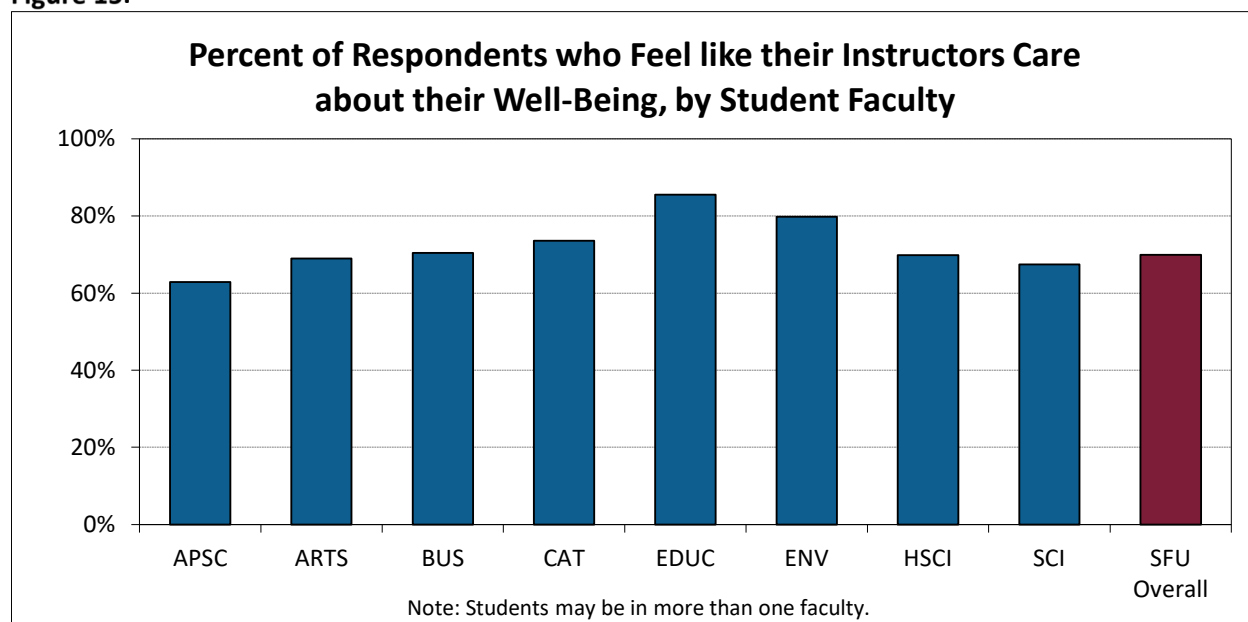
Figure 14:

Caring about Student Well-Being

Overall, 70% of respondents feel like their instructors care about their well-being. This is the same as last year. Figure 15 shows these results by student faculty. From the figure:

- 86% of Education (EDUC) respondents feel like their instructors care about their well-being, and
- 80% of Environment (ENV) respondents feel the same.
- 63% of Applied Sciences (APSC) respondents feel like their instructors care about their well-being.
- These percentages are statistically significantly different from SFU overall.

Figure 15:



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

- 89% of respondents agree that their instructors at SFU provide them with learning experiences that are welcoming, respectful, and inclusive for all students,
- 62% agree that their instructors provide them with learning experiences that involve real-life learning, encourage social connection between students, and are flexible to their needs, and
- 61% agree that their instructors provide them with learning experiences that are challenging but not overwhelming.
- 74% of respondents are satisfied with the availability of their instructors
- 64% of respondents agree that the size of their classes is beneficial to their learning

WQB Courses

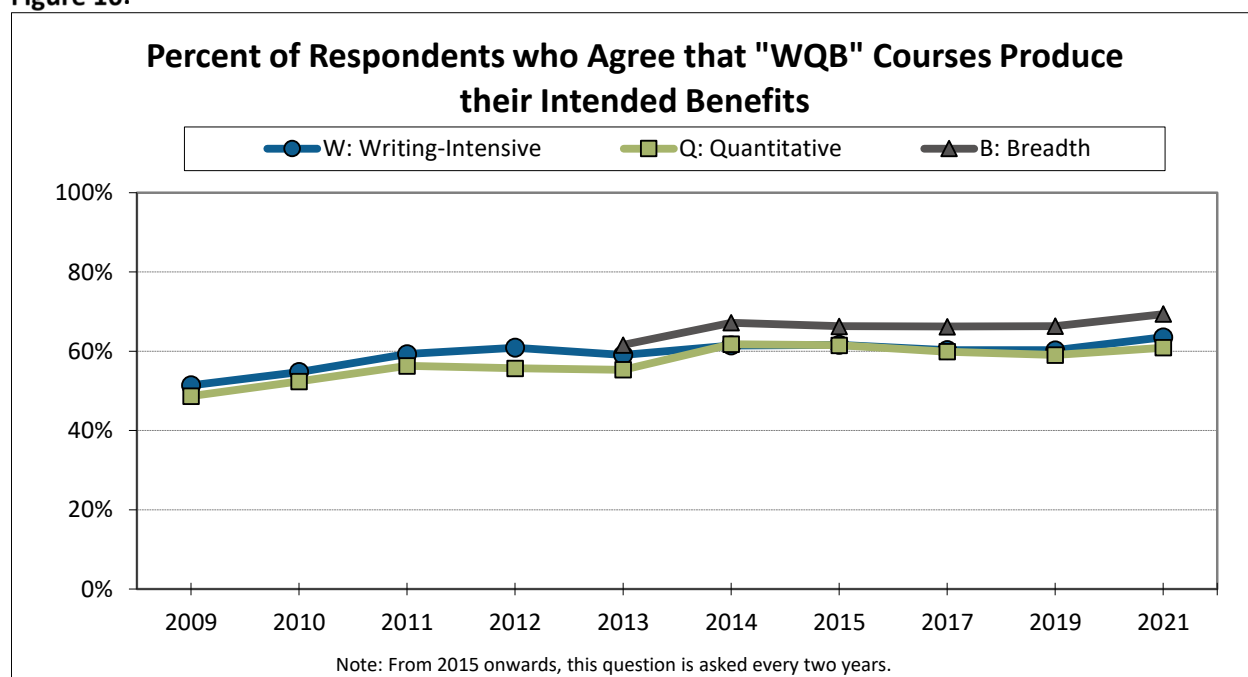
Starting in Fall 2006, students admitted to SFU must meet specific writing, quantitative, and breadth requirements as part of any degree program. To this end, certain courses have been designated as “W”

(writing-intensive), “Q” (quantitative), or “B” (breadth) courses²¹. Students have been asked whether they agree that these designated WQB courses produce the benefits for which they were designed. Starting in 2015, this question has been asked every other year. Students were asked whether they agree with these statements about their WQB courses:

- My “W” coursework has helped me to become a better writer
- My “Q” coursework has helped me to better use reasoning in practical problem-solving, critical evaluation and analysis
- My “B” coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry (this question was introduced in 2013, replacing a prior question about “B” courses²²)

Figure 16 displays the results over time.

Figure 16:



²¹ Students must complete two “W” courses (≥6 credits, at least one upper division), two “Q” courses (≥6 credits, lower or upper division), two “B-Humanities” courses (≥6 credits), two “B-Science” courses (≥6 credits), two “B-Social Science” courses (≥6 credits), and at least two additional courses outside of the student’s major (≥6 credits.) “B” courses may be upper or lower division, and must be outside of the student’s major. Source: SFU Calendar: <http://www.sfu.ca/students/calendar/2022/fall/fees-and-regulations/enrolment/WQB.html>

²² Prior to 2013, students were asked whether their “B” courses helped them to assess their own values, beliefs and perspectives. In 2013, this question was revised in order to better assess whether “B” courses produce their intended benefits. The revised question was developed in consultation with the Director, University Curriculum & Institutional Liaison.

From the figure:

- While respondents' perceived value of "W" coursework has remained stable over the past few years, their perceived value of "B" and "Q" coursework has significantly increased from 2013 to 2014.
- Respondents' perceived value of "W" and "B" courses this year is statistically higher than the last time this question was asked (64% vs. 60% in 2019, and 69% vs. 66% respectively).

Figure 17:

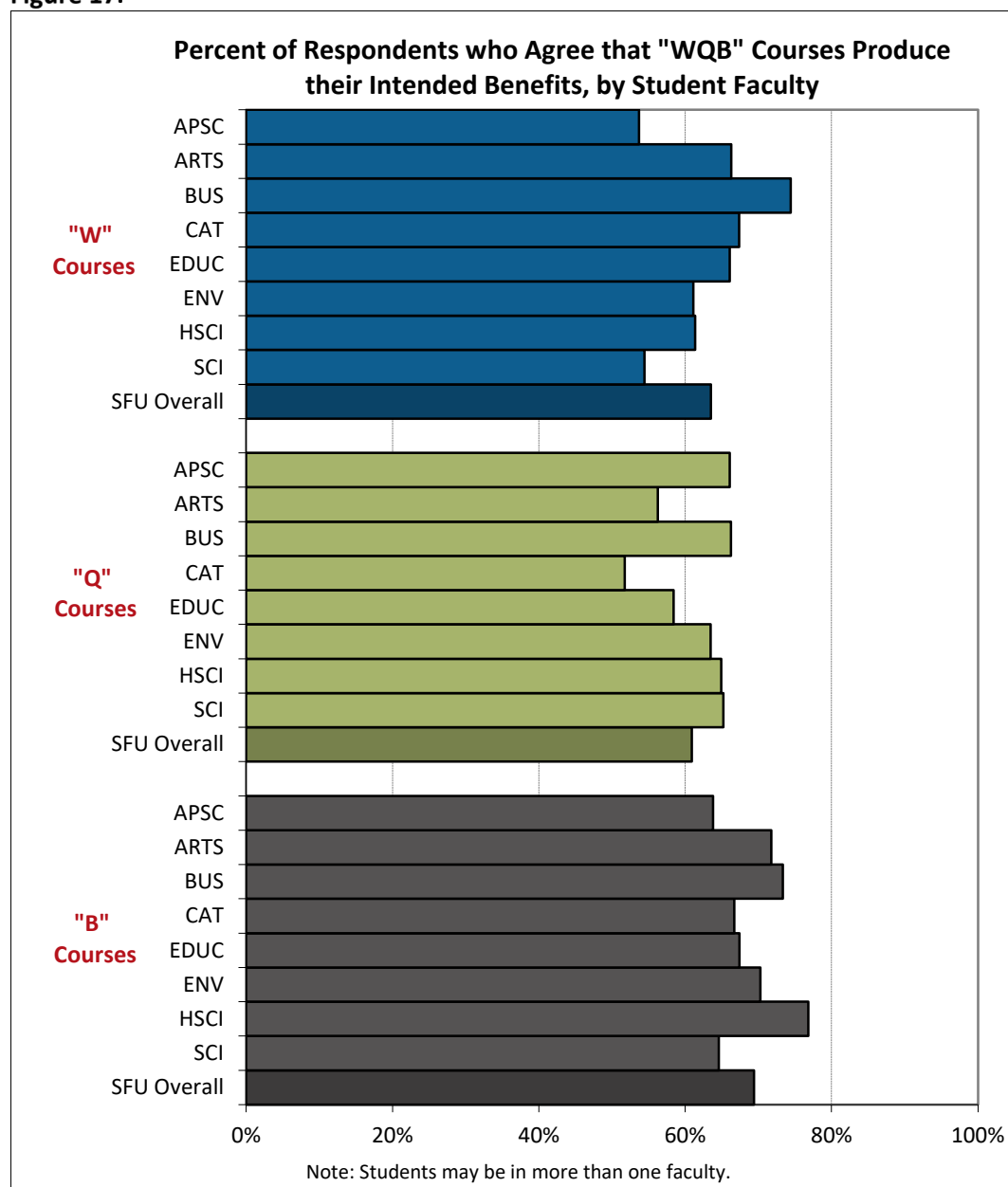


Figure 17 shows the level of agreement by faculty:

- **Writing-intensive courses:**
 - Respondents from Business (BUS) were most likely to agree that these courses helped them to become better writers, while
 - Applied Sciences (APSC) and Science (SCI) respondents were least likely to agree.
 - The difference between these faculties is statistically significant.
- **Quantitative courses:**
 - Respondents from Applied Sciences (APSC) and Business (BUS) were most likely to agree that these courses helped them to use better reasoning in practical problem-solving, critical evaluation and analysis.
 - Respondents from Communication, Art and Technology (CAT) were least likely to agree.
 - The differences between these faculties are statistically significant.
- **Breadth courses:**
 - Health Sciences (HSCI) respondents were most likely to agree that breadth courses exposed them to new theoretical perspectives, forms of thought, and modes of enquiry.
 - Respondents from Applied Sciences (APSC) were least likely to agree.
 - The difference between these faculties is statistically significant.
- **Large changes from 2019 to 2021:**
 - More Business (BUS) and Health Sciences (HSCI) respondents agreed this year that their “B” coursework has exposed them to new theoretical perspectives, forms of thought, and modes of enquiry (73% and 77% in 2021, compared to 66% and 69% in 2019, respectively)
 - These are statistically significant increases from 2019.
 - Fewer respondents in Environment (ENV) agreed this year that their “W” courses helped them to become better writers (61% vs. 68% in 2019), while more Business (BUS) respondents agreed (74% vs. 67% in 2019).
 - The difference for Business (BUS) respondents is statistically significant.

This year, students were asked a follow-up question about the four subcategories of breadth courses. Of those who have taken breadth courses in the subcategories:

- 77% agree that social sciences breadth coursework has exposed them to new theoretical perspectives, forms of thought and modes of enquiry,
- 72% agree that humanities breadth coursework has exposed them to new theoretical perspectives, forms of thought and modes of enquiry,
- 70% agree that sciences breadth coursework has exposed them to new theoretical perspectives, forms of thought and modes of enquiry, and
- 64% agree that undesignated breadth coursework has exposed them to new theoretical perspectives, forms of thought and modes of enquiry.

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 the same as last year.

Section III.6: Services

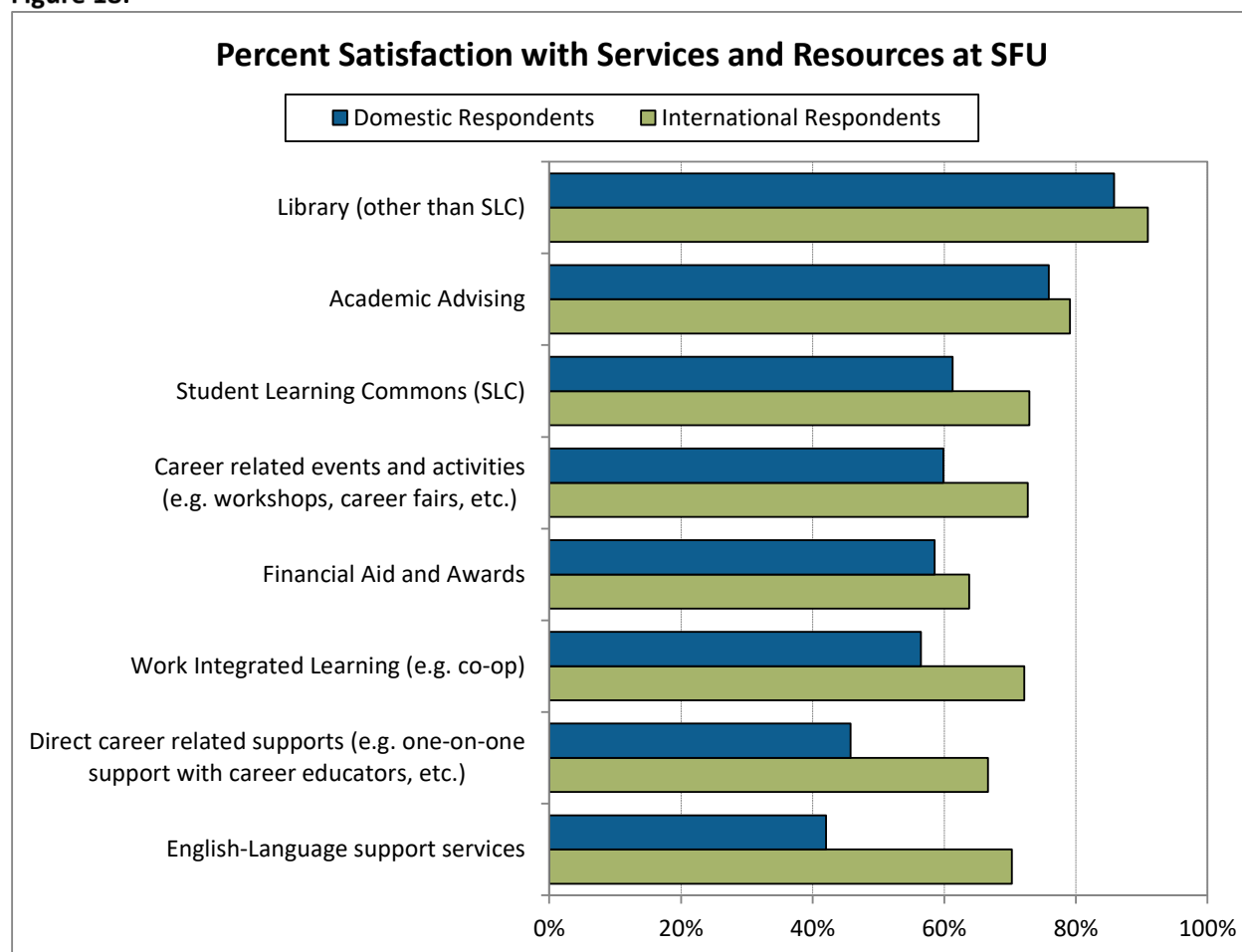
Student Resources and Services

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

- 87% of respondents are satisfied with the Library (other than SLC),
- 76% are satisfied with academic advising,
- 64% are satisfied with the Student Learning Commons (SLC),
- 63% are satisfied with career related events and activities,
- 60% are satisfied with Work Integrated Learning and financial aid and awards, and
- 50-51% are satisfied with direct career related supports and English-language support services.

International respondents are more likely to be satisfied with these services and resources than domestic respondents. See Figure 18; from the figure (these are statistically significant differences):

- 73% of international respondents are satisfied with the Student Learning Commons and career related events and activities (vs. 60-61% of domestic respondents),
- 72% are satisfied with Work Integrated Learning (vs. 56% of domestic respondents),
- 70% are satisfied with English-language support services (vs. 42% of domestic respondents), and
- 67% are satisfied with direct career related supports (vs. 46% of domestic respondents).

Figure 18:

"Co-op has allowed me to expand upon my in-class learning, and has given me the opportunity to prove the worth of my education in application as an employee (to both future employers, post-graduation, and to myself)."

Students who have used the Student Learning Commons (SLC) were asked about some specific Student Learning Commons services:

- 52% of respondents are satisfied with SLC workshops,
- 51% are satisfied with writing or learning strategies consultations,
- 46% are satisfied with WriteAway,
- 40% are satisfied with Academic English Coaching, and
- 39% are satisfied with English conversation programs.

International respondents were statistically significantly more satisfied with these SLC services than domestic respondents (63-68% satisfied, vs 28-47%).

Students who used academic advising were also asked about academic advisors:

- 77% of respondents agree that academic advisors are knowledgeable about program curricula, specific courses, and programs of study,
- 75% agree that academic advisors provide appropriate guidance on degree requirements, and
- 65% agree that academic advisors actively engage with students.

Students who used direct career related supports were asked a few follow-up questions:

- 55% of respondents agree that direct career related support personnel are knowledgeable about career development and work search,
- 53% agree that direct career related support personnel understand the professional development needs of students, and
- 52% agree that direct career related support personnel actively engage with students.

Health Resources

Students were asked about their awareness of physical and mental health resources at SFU Health and Counselling Services:

- 13% have used mental health supports (i.e. counselling and drop-in programs), with an additional 55% aware of these supports, and
- 12% of respondents have used physical health supports (i.e. doctors and nurses), with an additional 45% aware of these supports.

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

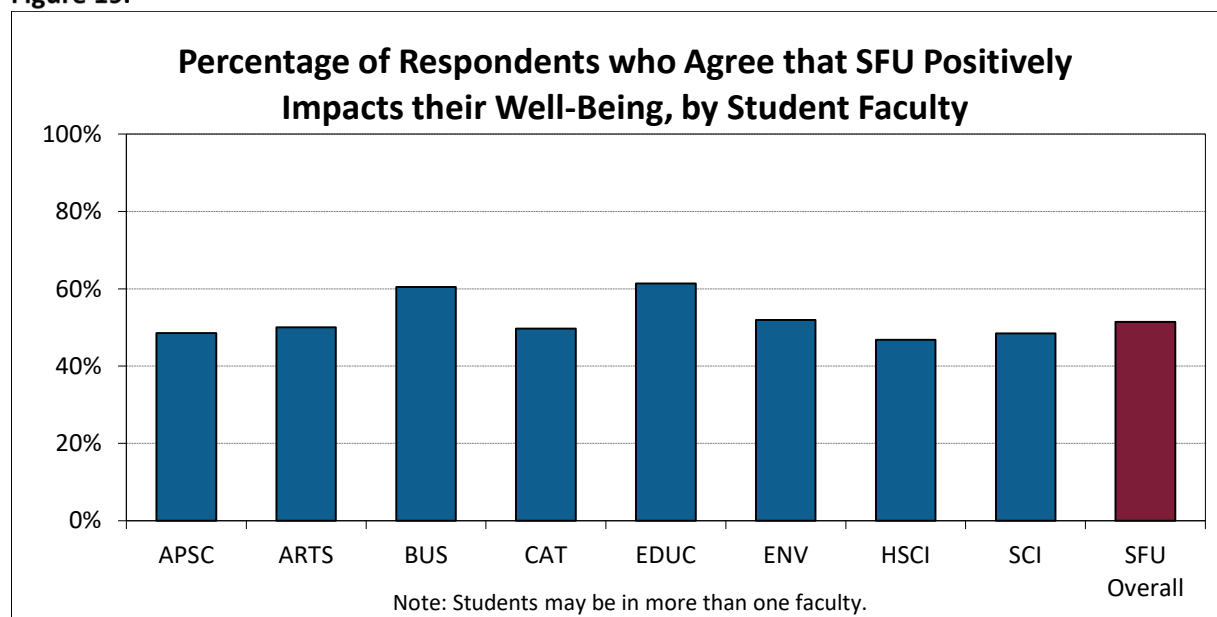
- 84% of respondents who used physical health supports (i.e. doctors and nurses) are satisfied with them, and
- 71% of respondents who used mental health supports (i.e. counselling and drop-in programs) are satisfied with them.

"SFU has made me feel extremely supported and though I have not had to use any of the help services, I am comforted to know any resource I need is available to me without the worry of cost."

Section III.7: University Culture and Environment

51% of respondents agree that SFU is a place that positively impacts their well-being. Figure 19 shows these results by faculty. From the figure:

- Education (EDUC) and Business (BUS) respondents were most likely to agree that SFU is a place that positively impacts their well-being (60-61% agree or strongly agree). These are statistically significantly different from SFU overall.
- Health Sciences (HSCI) and Science (SCI) respondents were least likely to agree (47-48%).

Figure 19:

When looking at the results by visa status, international respondents are more likely to agree that SFU is a place that positively impacts their well-being than domestic respondents (65% vs. 49%). This is a statistically significant difference.

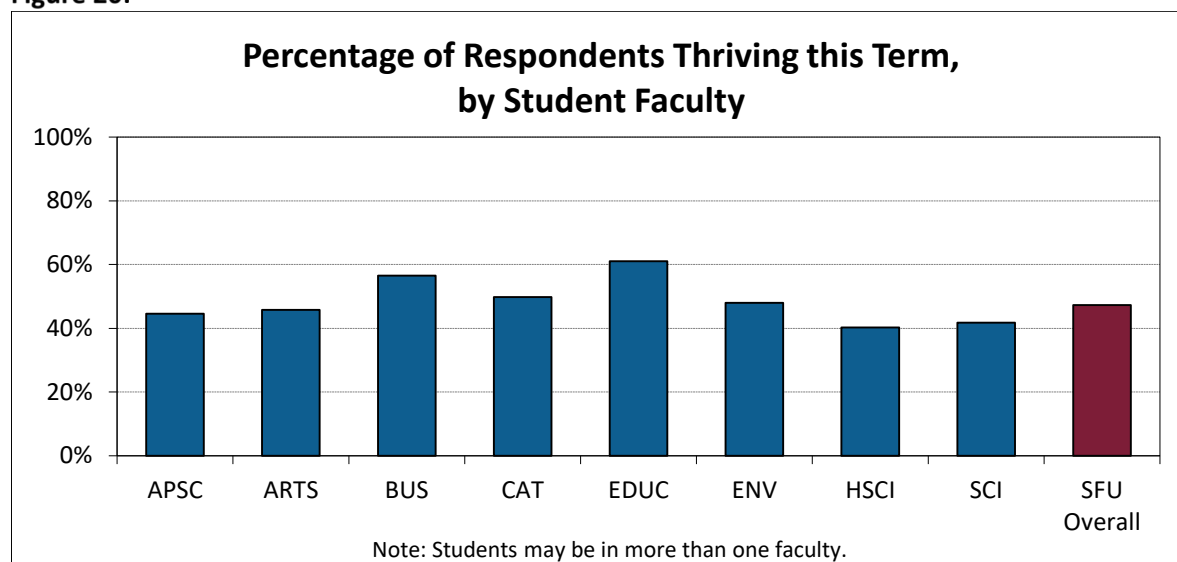
"There should be more support for mental health and overall well-being."

"SFU does not support well-being or minimize the stress through academic pressures. It expects us to succeed and give little aid to those struggling due to other personal pressures. There is no leniency for those who have outside obligations. SFU structures their classes, course work, and tutorial time in a way that makes it difficult to accommodate working individuals. SFU does not put people first, but instead places itself first, so that if you want to succeed at SFU, you must be willing to place it at the centre of your life, and before all other obligations."

47% of respondents feel that they are thriving²³ as university students this term. This is significantly higher than last year's 37%. See Figure 20 for these results by faculty. From the figure:

- Education (EDUC) respondents are most likely to agree that they are thriving (61% agree or strongly agree).
- Health Sciences (HSCI) respondents are least likely to agree that they are thriving (40%).
- These are statistically significant differences from SFU overall.

²³ 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."

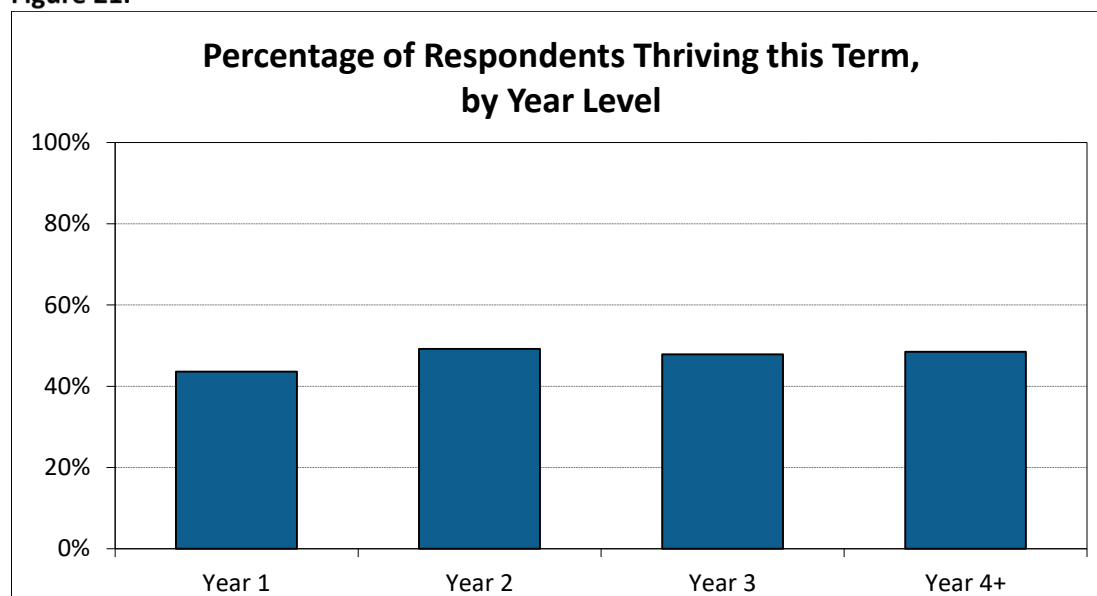
Figure 20:

"I regret attending SFU. While I am grateful to have completed my degree, I do not feel that SFU was the right university to receive my degree. There is little to no sense of community at SFU which has left me feeling isolated and disconnected my entire degree. Academically, I do not feel that there were fair and consistent opportunities for all students to thrive."

"Honestly, when I first came to SFU, I was excited for my university experience, but truly, it is such a sad place. I found that it is so much easier to build healthy relationships and build better connections (that apply to work, career etc.) outside of SFU."

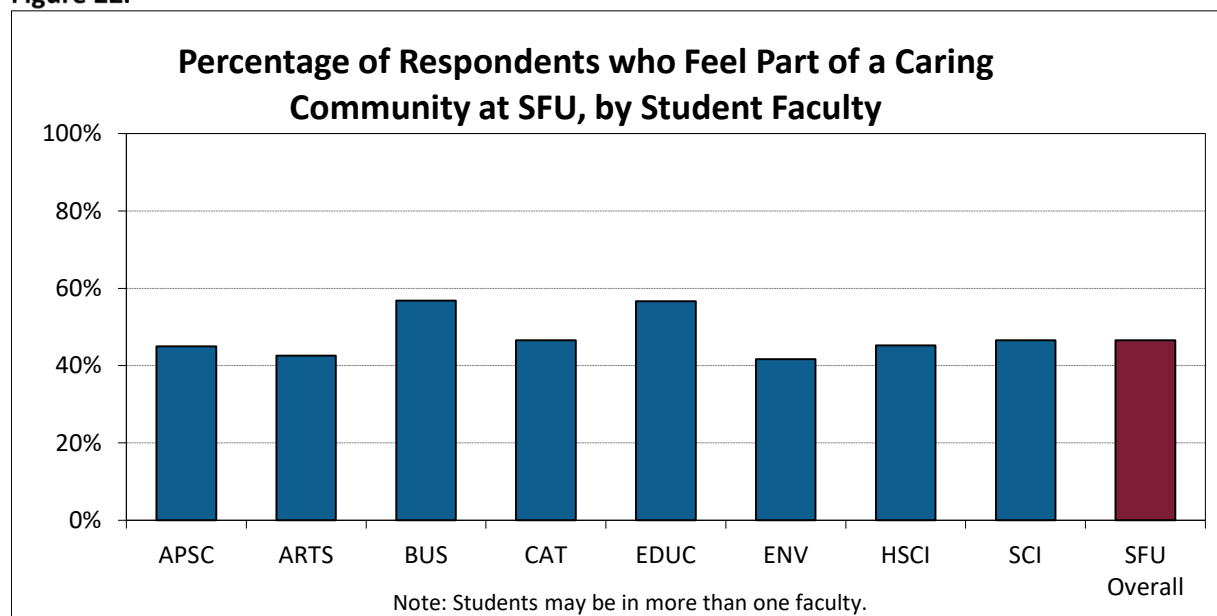
A greater percentage of international respondents agree that they are thriving this term, compared to domestic respondents (65% of international respondents vs. 44% of domestic respondents). This is a statistically significant difference.

When looking at the results by year level, respondents in their first year are least likely to agree that they are thriving this term (44% vs. 48-49%; see Figure 21).

Figure 21:

Less than half of respondents (47%) feel part of a caring community at SFU. This is similar to last year's rate of 48%. See Figure 22 for results by faculty. From the figure:

- Education (EDUC) and Business (BUS) respondents are most likely to feel part of a caring community at SFU (57%), and
- Environment (ENV) and Arts and Social Sciences (ARTS) respondents are least likely (42-43%).
- 45-47% of respondents in the remaining faculties feel part of a caring community at SFU.

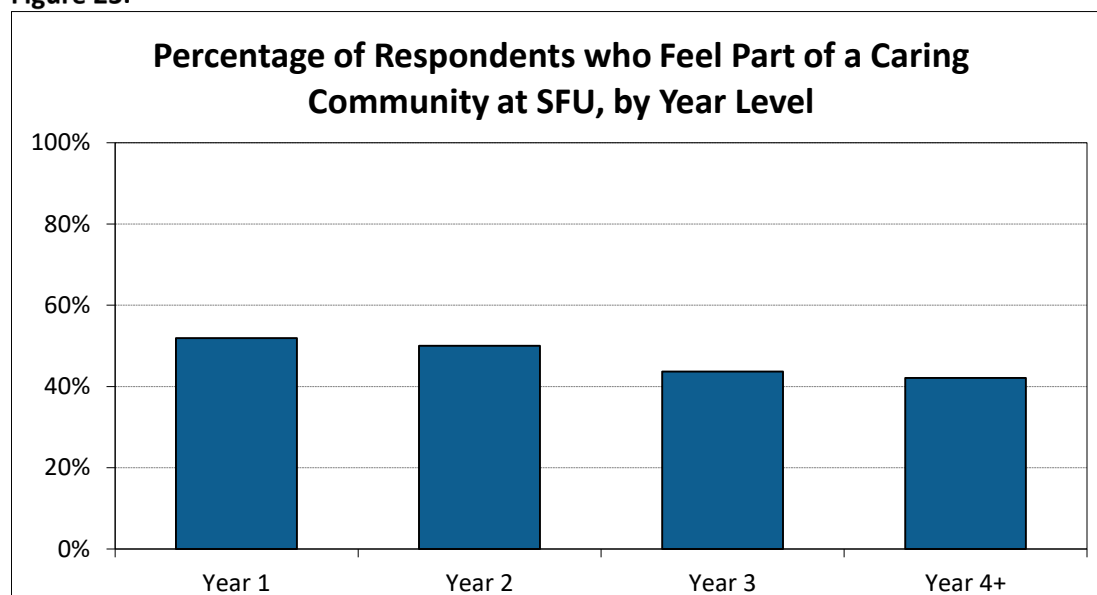
Figure 22:

"I want more opportunities to connect with the community, at least to me personally, it's hard to make friends here."

A greater percentage of international respondents agree that they feel part of a caring community at SFU, compared to domestic respondents (60% of international respondents, vs. 44% 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 (42-44% of upper year, vs. 50-52% of lower year respondents). See Figure 23.

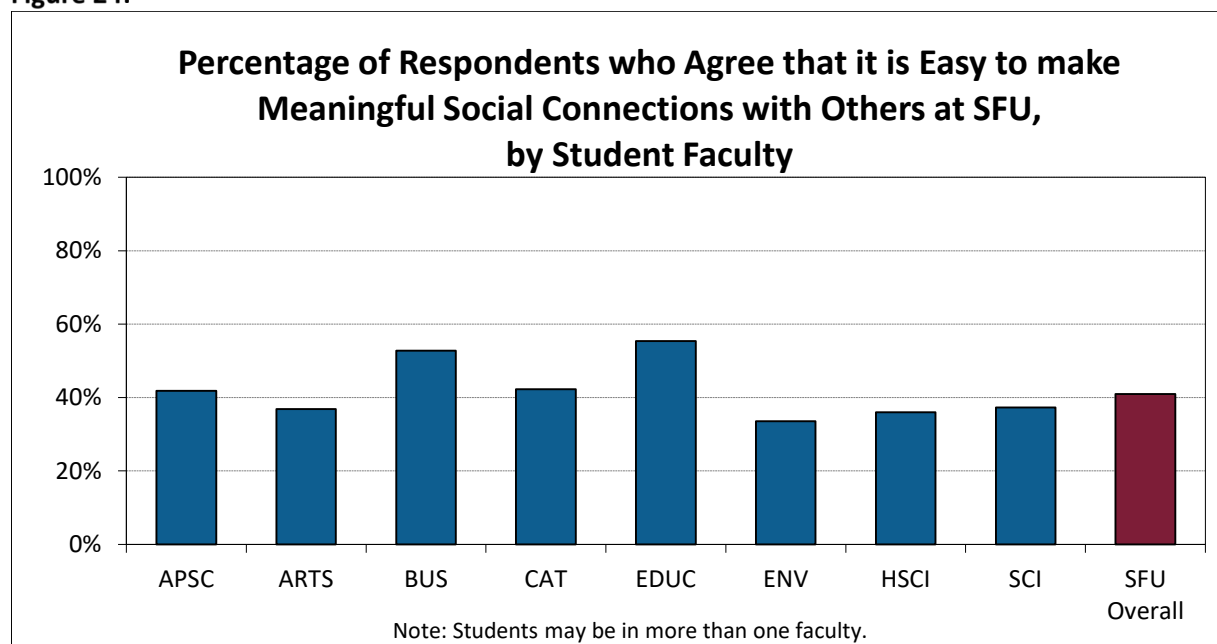
Figure 23:



Less than half of respondents agree that it is easy to make meaningful social connections with others at SFU (41%). Figure 24 shows these results by faculty. From the figure:

- Education (EDUC) and Business (BUS) respondents are most likely to agree that it is easy to make meaningful social connections with others at SFU (53-55%).
- Environment (ENV) respondents are least likely to agree (34%).
- These differences are statistically significant from SFU overall.

A greater percentage of international respondents agree that it is easy to make meaningful social connections with others at SFU, compared to domestic respondents (54% of international respondents, vs. 38% of domestic respondents). This is a statistically significant difference.

Figure 24:

39% of respondents 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 (78% vs. 52-68% of other faculties). This difference is statistically significant.

60% of respondents agree that their faculty provides them with a supportive environment that enhances their well-being.

- When looking at these results by faculty, respondents in Education (EDUC) are most likely to feel that their faculty provides them with a supportive environment that enhances their wellbeing (78% vs. 52-68% of other faculties). This difference is statistically significant.

"I find it hard to make friends in this place. I don't really feel there is a strong opportunity for that to happen. I'm quite lonely."

Section III.8: Student Characteristics and Engagement

On-Campus Science Workshops/Events

15% of respondents had attended an on-campus Science workshop/event prior to applying to SFU. 85% were satisfied with it, and 53% said their attendance to these workshops/events positively affected their decision to apply to SFU.

Respondents from Applied Sciences (APSC), Health Sciences (HSCI), and Science (SCI) were most likely to have attended one of these workshops/events (19-20% attended from each faculty), while Education

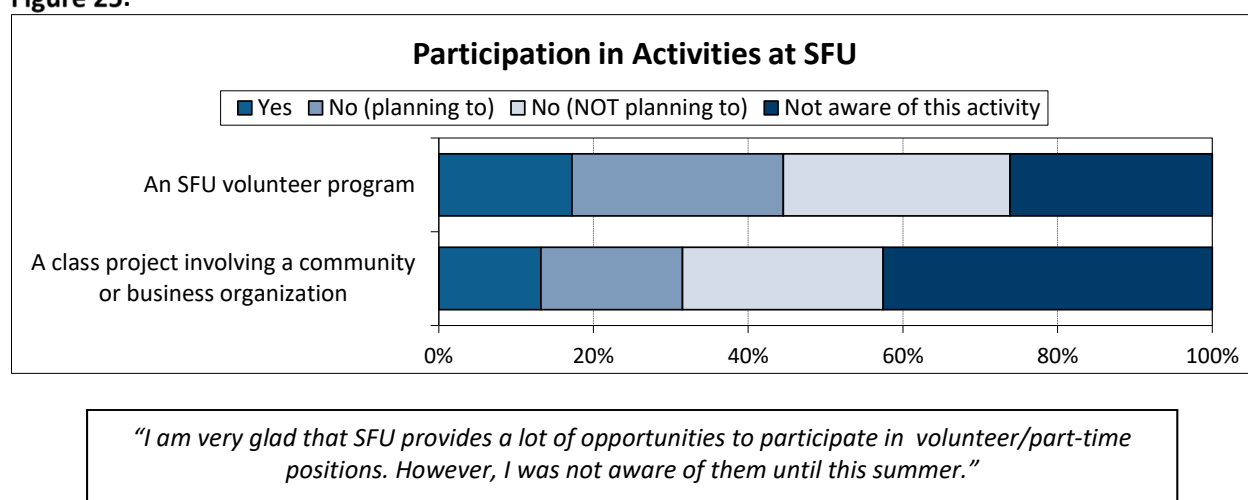
(EDUC) respondents were the least likely (10% attended). These are statistically significant differences from SFU overall.

Engagement at SFU

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

- 17% have participated in an SFU volunteer program (vs. 19% last year), with an additional 27% planning to participate, and
- 13% have participated in a class project involving a community or business organization (vs. 16% last year), with an additional 18% planning to participate.

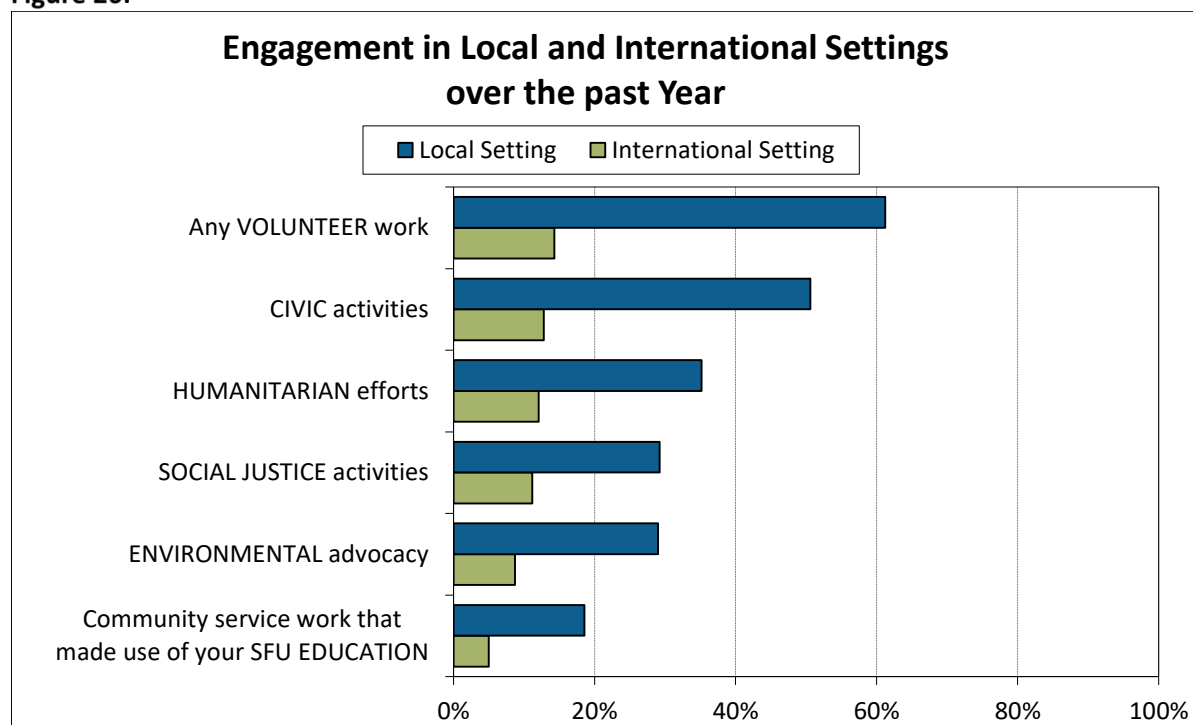
Figure 25:



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):

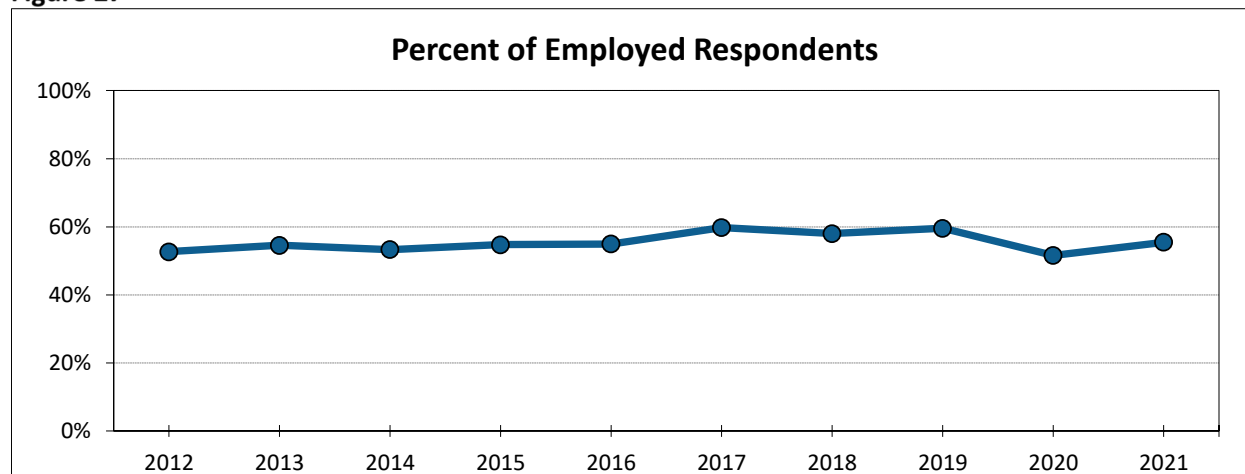
- 61% of respondents participated in volunteer work in their local community, compared to 14% in an international setting,
- 51% of respondents engaged in civic activities in their local community, vs. 13% internationally,
- 29-35% engaged in humanitarian, social justice, and environmental advocacy locally, vs. 9-12% internationally, and
- 19% engaged locally in community service work that made use of their SFU education, compared to 5% internationally.

Figure 26:

Employed Students

Over half (55%) of respondents are currently employed or self-employed. Respondents from the Faculty of Arts and Social Sciences (ARTS) and the Faculty of Health Sciences (HSCI) are the most likely to be currently employed (64% each), while those from the Faculty of Applied Sciences (APSC) are least likely (32%). These are statistically significant differences from SFU overall.

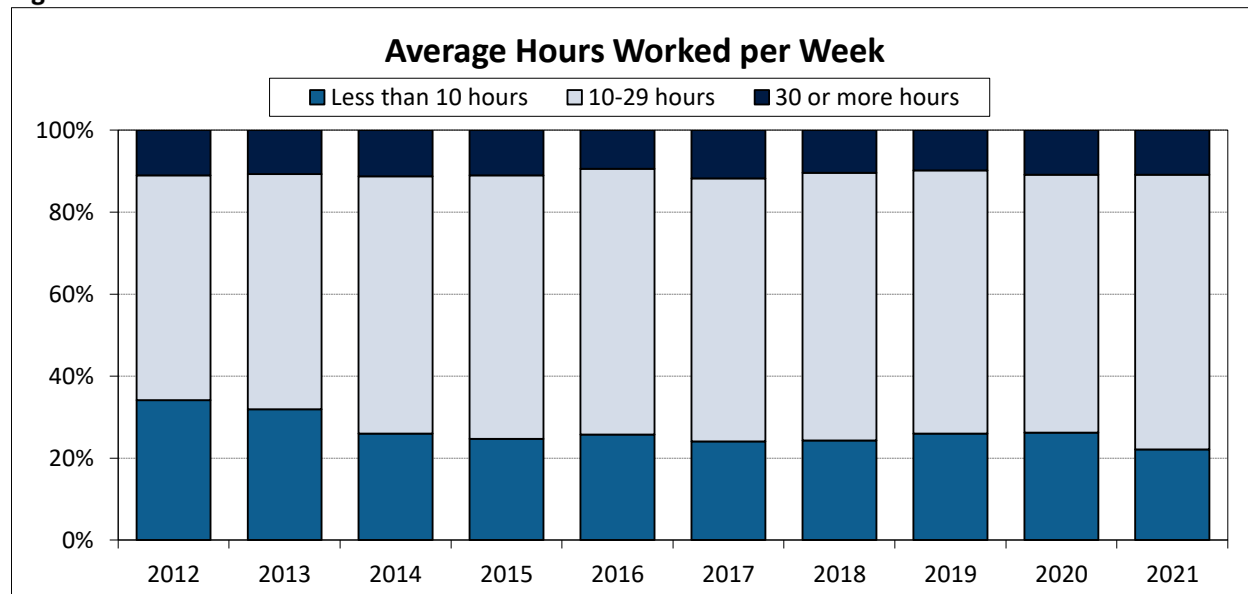
Figure 27 displays employment over time. For the past 10 years, 52-60% of respondents have been employed. In 2017, the rate increased to 60% and stayed at a higher rate until 2020, when it dropped to 52%. This year, the rate of employment has increased to 55%.

Figure 27:

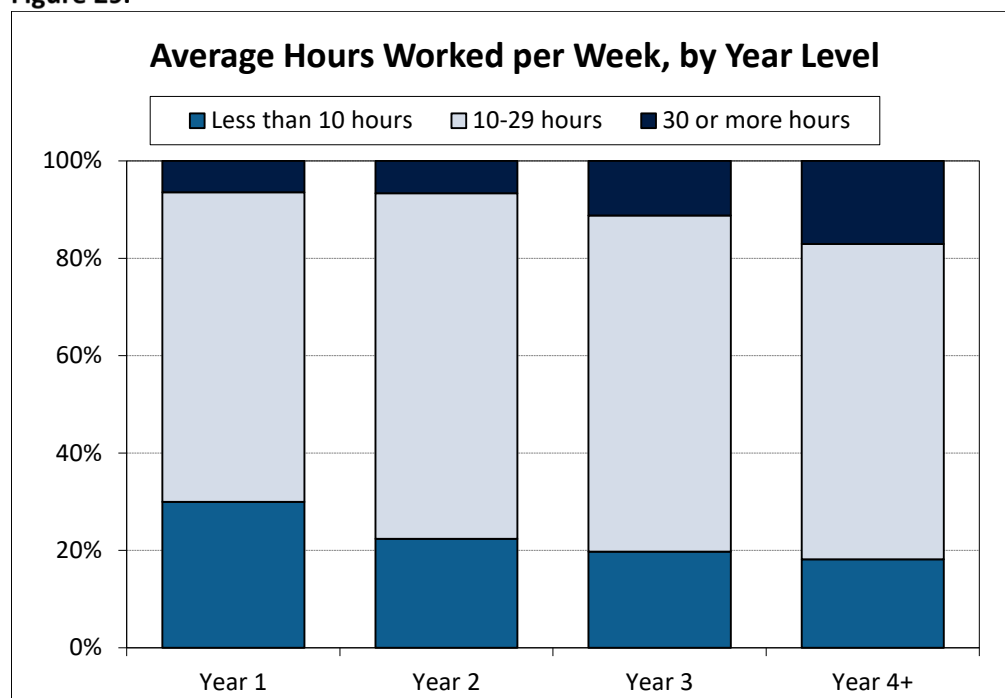
Over time, the average hours worked per week by working respondents has slowly increased. Fewer respondents are working less than 10 hours per week, while more respondents are working 10-29 hours (see Figure 28). This year, among working respondents:

- 11% work 30 hours or more per week in a paid job (the same as in 2012),
- 67% work 10-29 hours per week (vs. 55% in 2012), and
- 22% work less than 10 hours per week (vs. 34% in 2012).

Figure 28:

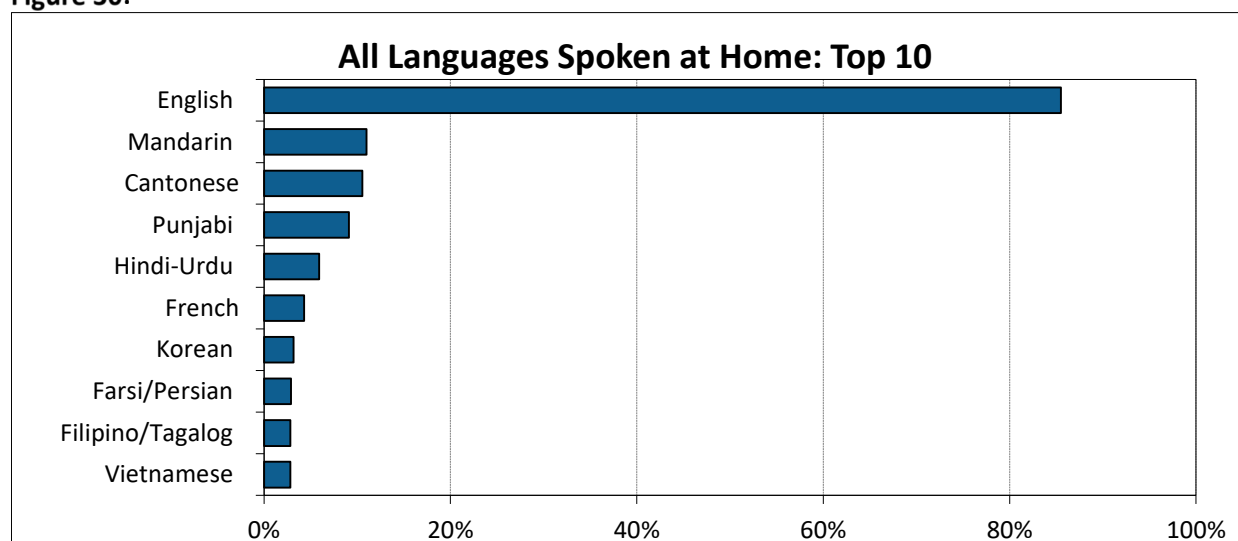


When looking at the results by year level, respondents in year 4 and above are more likely to work 30 or more hours per week and less likely to work less than 10 hours per week (see Figure 29).

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:

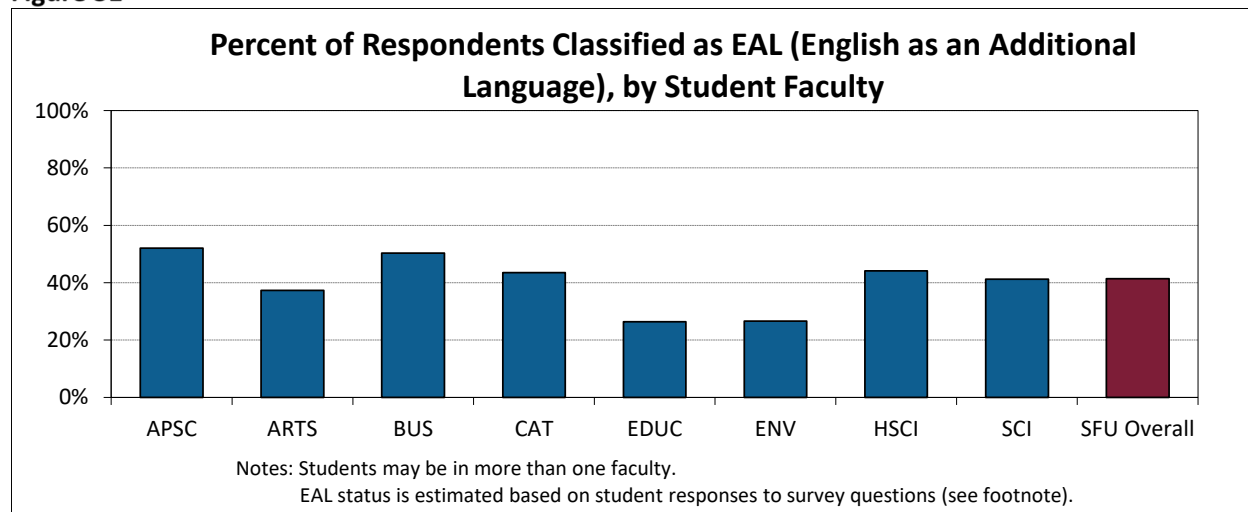
- 85% of respondents speak some English at home, with 40% speaking only English at home.
- 60% speak at least one non-English language at home, and 15% speak no English at home.
- 48% speak more than one language at home.
- 60% said that English was the first language they learned as a child and still use regularly.
- 89% speak English most often with their friends.

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

- 13% of respondents indicated that they would perform better in their classes if they had English language support. This is statistically higher than last year's rate of 10%.

In Fall 2021, 41% of respondents identified themselves as English as an Additional Language (EAL) students²⁴. Among these students, 32% 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:



First Generation Students

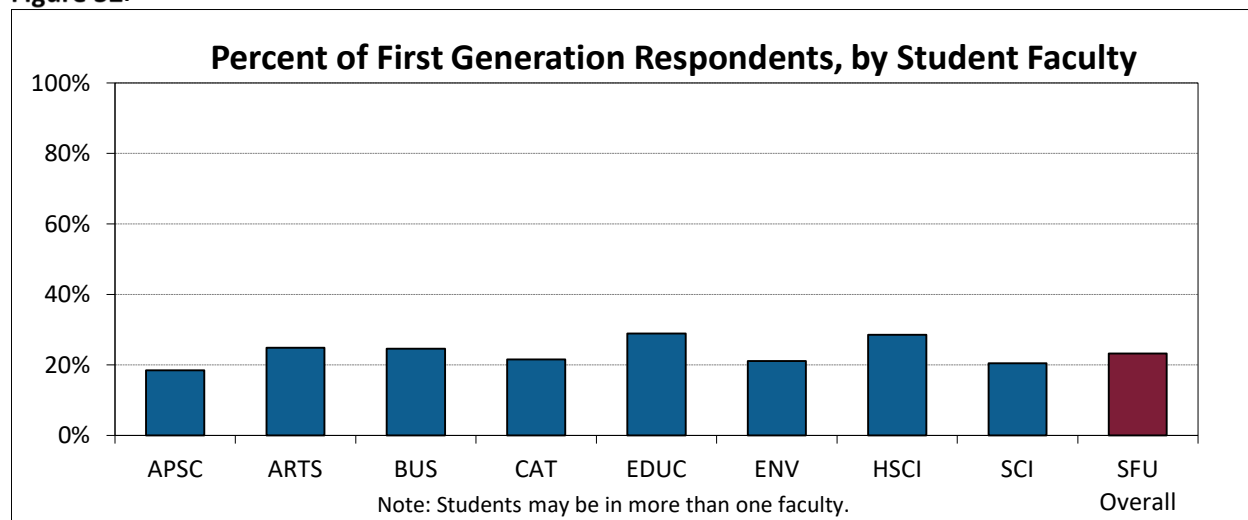
Overall, 23% of respondents are first generation students (none of their parents or guardians attended a post-secondary institution). It is possible that first generation students are more likely to face challenges when attending post-secondary because their parents or guardians are unable to help guide them through the transition. When looking at the responses from these students at SFU, they appear to be doing almost as well as the rest of the SFU population.

²⁴ This categorization is based on student responses to two survey questions (questions 44 and 45: "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.

- 83% of first generation respondents are satisfied with their overall experience at SFU, compared with 86% of respondents who are not first generation (this is statistically significant).
- 80% are satisfied with the overall quality of teaching at SFU, vs. 83% (not a significant difference).
- 85% of those who used the SFU Library were satisfied with it, and 74% who used academic advising were satisfied with the service (lower than those who are not first generation respondents, but not a statistically significant difference: 88% and 78% respectively).
- 69% agree that their instructors at SFU care about their wellbeing (slightly lower than those who are not first generation respondents: 71%).
- 43% feel part of a caring community at SFU, vs. 48% of those who are not first generation respondents (this is statistically significant).
- 38% agree that it is easy to make meaningful social connections with others at SFU (lower than those who are not first generation respondents, but not a statistically significant difference: 42%).

29% of respondents in Education (EDUC) and Health Sciences (HSCI) are first generation students, while only 19% of Applied Sciences (APSC) respondents are first generation students (see Figure 32).

Figure 32:



Transportation

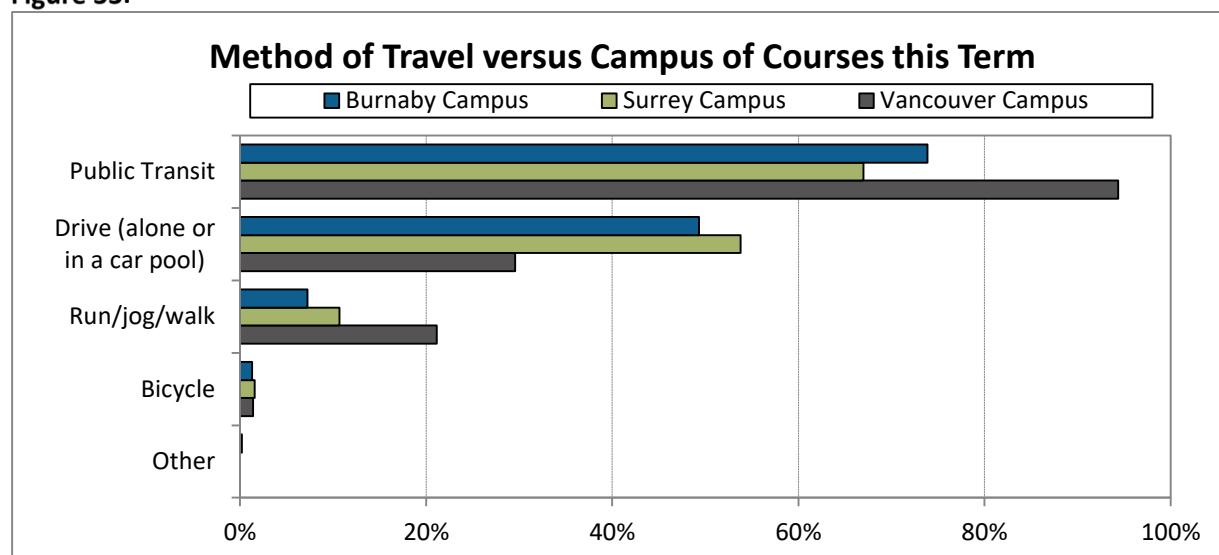
When asked which methods of travel students use to get to and from their SFU classes, the most common responses were:

- public transit (bus, SkyTrain, etc.; 75%), and
- driving in a car or motor vehicle (alone or in a car pool; 49%).

The use of public transit has been slowly decreasing over time, from 87% in 2015 to 83% in 2017, and 75% this year. Driving (alone or in a car pool) has increased over time, from 38% in 2015 to 43% in 2017, and 49% this year.

Compared to other campuses, respondents taking courses exclusively in Vancouver in Fall 2021 were more likely to take public transit or run/jog/walk to their classes, while those taking classes exclusively in Surrey were more likely to drive (see Figure 33).

Figure 33:



Section III.9: Spotlight on Full-Time Students taking 12 Credits or More

In the fall 2021 term, 54% of respondents were full-time students, taking 12 credits or more. This section compares the following two groups:

- the 4,867 full-time respondents who took 12 or more credits in the Fall 2021 term, and
- the 4,070 part-time respondents who took fewer than 12 credits in the Fall 2021 term.

Demographic Profile

Respondents who are taking courses full-time (12 credits or more) were MORE likely than their classmates to:

- be new students (29% vs. 18% in the comparison group),
- identify their racial or ethnic identity as white (43% vs. 33%),
- participate in volunteer work in their local community (65% vs. 57%),
- speak English at home (88% vs. 83%), and
- drive in a car to campus (52% vs. 47%).

Respondents who are taking courses full-time (12 credits or more) were LESS likely to:

- have been admitted to SFU from a BC college (22% vs. 34% of part-time respondents),
- be in the Faculty of Arts and Social Sciences (30% vs. 39%),
- be employed (51% vs. 60%), and work 30+ hours per week (7% vs. 15%),
- be international students (15% vs. 23%), and

- identify their racial or ethnic identity as South Asian (15% vs. 22%).

Outcomes

Respondents who are taking courses full-time (12 credits or more) are very similar to their classmates in:

- their satisfaction with the quality of teaching at SFU,
- their satisfaction with the library, academic advising, Student Learning Commons, and
- their agreement that their instructors provide them with learning experiences that are welcoming, respectful and inclusive for all students, are flexible to their needs, and are challenging but not overwhelming.

Respondents who are taking courses full-time (12 credits or more) were MORE likely to:

- be able to register in the number of courses they wanted to take during the Fall 2021 term (93% vs. 76% of part-time respondents),
- get all the specific courses they wanted (63% vs. 54%),
- think that they are thriving as university students (50% vs. 43%), and
- think it is easy to make meaningful social connections with others at SFU (43% vs. 38%).

Respondents who are taking courses full-time (12 credits or more) were LESS likely to:

- be taking longer than expected to graduate (58% vs. 73% in the comparison group), and
- indicate course availability issues as a reason for taking longer than expected to graduate (49% vs. 53%).

Section III.10: Spotlight on Students who are Satisfied with Academic Advising at SFU

76% of respondents are very or somewhat satisfied with academic advising at SFU. This section compares the following two groups:

- the 3,959 respondents who are satisfied with academic advising, and
- the 1,217 respondents who are either undecided or not satisfied with academic advising.

Demographic Profile

Respondents who were satisfied with academic advising are similar to their classmates in:

- employment and how many hours they spend per week working in a paid job,
- gender identity,
- participation in volunteer work in their local community, and
- number of credits completed.

Respondents who were satisfied with academic advising were MORE likely than their classmates to:

- be in the Faculty of Arts and Social Sciences (36% vs. 32% in the comparison group),
- be international students (19% vs. 16%), and
- have been admitted to SFU from a BC college (30% vs. 27%).

Respondents who were satisfied with academic advising were LESS likely to:

- be in the Faculty of Applied Sciences or the Faculty of Science (13-15% vs. 16-18% in the comparison group), and
- indicate that they are first generation students (23% vs. 26%).

Outcomes

Respondents who were satisfied with academic advising were MORE likely to:

- agree that academic advisors are knowledgeable about program curricula, specific courses, and programs of study, provide appropriate guidance on degree requirements, and actively engage with students (77-88% vs. 26-42% in the comparison group),
- be satisfied with the library, Student Learning Commons, career related events and activities, Work Integrated Learning, financial aid and awards, and English-language support services (62-91% vs. 21-69%),
- agree that their faculty provides them with a supportive environment that enhances their well-being (66% vs. 38%),
- agree that SFU positively impacts their well-being (56% vs. 31%),
- agree that SFU provides them with a supporting environment that reduces unnecessary personal and academic stress (43% vs. 20%),
- feel part of a caring community at SFU and think it is easy to make meaningful social connections with others at SFU (45-51% vs. 25-27%),
- be satisfied with the course availability of all levels of courses (64-82% vs. 43-65%),
- think that they are thriving as a university student (52% vs. 31%),
- agree that their instructors care about their well-being (74% vs. 53%),
- be satisfied with their overall SFU experience (89% vs. 69%),
- agree that their “WQB” courses are producing their intended benefits (65-74% vs. 48-57%),
- be satisfied with the overall quality of teaching at SFU (86% vs. 67%), and
- get all the specific courses they wanted (61% vs. 51%).

Respondents who were satisfied with academic advising were LESS likely to:

- indicate course availability issues as a reason for taking longer than expected to graduate (50% vs. 60% in the comparison group), and
- be taking longer than expected to graduate (67% vs. 74%).

SECTION IV: CONCLUSIONS AND RECOMMENDATIONS

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

- **Overall:**
 - 85% of respondents are satisfied with their overall SFU experience.
 - 82% of respondents are satisfied with the overall quality of teaching at SFU.

- **University Culture and Environment:**

- 47% of respondents agree that they are thriving as a university student this term,
- 47% of respondents feel part of a caring community at SFU, and
- 41% think it is easy to make meaningful social connections with others at SFU.
- 60% of respondents agree that their faculty provides them with a supportive environment that enhances their well-being,
- 51% agree that SFU is a place that positively impacts their well-being, and
- less than half (39%) 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 campuses²⁵. 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 convocation mall, outdoor plazas, the Education building, and the Applied Sciences building, and the construction of the Student Union Building and the Lorne Davies Complex Stadium. Residence buildings have been under construction as well.
- Facilities in general also remains one of the most frequently cited improvement requests by students. Based on comments received, student satisfaction with facilities could be improved by:
 - continuing to increase the number and quality of study areas,
 - adding more colour to the campus, and
 - fixing the heating/cooling systems on campus.

- **Course Availability and Flexibility:**

- Course availability has been an ongoing issue at SFU, and SFU continues to trail behind other institutions. In a recent survey of baccalaureate graduates²⁶, 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).

²⁵ Initiatives may have been postponed or cancelled due to the pandemic.

²⁶ 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>.

- This year, course delivery and flexibility are main concerns for students, with some respondents wanting classes to continue to be offered online, while others prefer to return to in-person classes with accommodations available for students who feel sick or uncomfortable attending in person. This is a greater concern than course availability, variety, and scheduling.
- **Policies and Services:**
 - Some additional student suggestions over the last few years for improving their experience at SFU include:
 - improving campus way-finding
 - lowering tuition and fees, and improving financial aid,
 - improving the quality of courses/education while lowering the workload,
 - improving transportation service and parking availability,
 - improving the teaching skills of instructors and TAs,
 - 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,
 - improving and increasing counselling and medical services, and
 - improving academic advising and providing more guidance with program/course pathways.

APPENDIX A

SURVEY INSTRUMENT

2021 Undergraduate Student Survey

Start of Block: Introduction

Intro **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. Note that any comments you provide may be presented verbatim with identifying information removed. 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

End of Block: Introduction

Start of Block: Course Availability

Display This Question:

If skip_crs_avail != 1

Section 1 Section 1: Course Availability

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

Display This Question:

If skip_crs_avail != 1

Q3 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: Q5 If Q3 = YES - I got all the SPECIFIC courses I wanted

Page Break

*Display This Question:**If Q3 = No - I was unable to get 1 SPECIFIC course that was offered**Or Q3 = No - I was unable to get 2 SPECIFIC courses**Or Q3 = No - I was unable to get 3 SPECIFIC courses**Or Q3 = No - I was unable to get 4 SPECIFIC courses**Or Q3 = No - I was unable to get 5 or more SPECIFIC courses*

Q4 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

Q5 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 Q5 = LOWER Division (REQUIRED courses numbered XX1 to 299)



Q6 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

☐

courses

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

☐

course

The primary course component (lecture) had a scheduling conflict with another SFU

☐

SFU course

The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another

☐

The course had a conflict with my work schedule

☐

one campus to the other

The course was offered at another campus and there was not enough time to travel from

☐

The instructor I wanted was not available

☐

Course spaces were reserved for other students

☐

I did not have the pre- or co-requisites

☐

Other, please specify: _____

Page Break

Display This Question:

If Q5 = UPPER Division (REQUIRED courses numbered 300 to 499)



Q7 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

☐

courses

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

☐

course

The primary course component (lecture) had a scheduling conflict with another SFU

☐

SFU course

The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another

☐

The course had a conflict with my work schedule

☐

The course was offered at another campus and there was not enough time to travel from one campus to the other

☐

The instructor I wanted was not available

☐

Course spaces were reserved for other students

☐

I did not have the pre- or co-requisites

☐

Other, please specify: _____

Page Break

Display This Question:

If skip_crs_avail != 1

Q8 Were you able to register in the NUMBER of courses you wanted to take this fall? (Example: If you wanted to take 4 courses, were you able to register in 4 courses?)

- ☐ Yes - I got the number of courses I wanted
- ☐ No - I got 1 course LESS than the number I wanted
- ☐ No - I got 2 courses LESS
- ☐ No - I got 3 courses LESS
- ☐ No - I got 4 courses LESS
- ☐ No - I got 5 or more courses LESS than the number I wanted

Page Break

Display This Question:

If skip_crs_avail != 1

Q9 How satisfied were you with COURSE AVAILABILITY at SFU this term (Fall 2021)?

	Very satisfied	Somewhat satisfied	Not very satisfied	Not at all satisfied	Undecided	Not applicable
Courses numbered XX1 to 199:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses numbered 200 to 299:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses numbered 300 to 399:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses numbered 400 to 499:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

End of Block: Course Availability

Start of Block: Section 2: Credential Planning and Completion**Section 2 Section 2: Credential Planning and Completion**

This section of the survey asks about your experience in planning and completing your degree/credential.

Q10 When you first began your degree/credential at SFU, how long did you EXPECT it would take you to complete it?

- ☐ 2 years or less
- ☐ 3 years
- ☐ 4 years
- ☐ 5 years
- ☐ 6 years or more
- ☐ Don't know
- ☐ Not in a degree/credential program

Skip To: End of Block If Q10 = Not in a degree/credential program

Page Break

Display This Question:

If Q10 = 2 years or less

Or Q10 = 3 years

Or Q10 = 4 years

Or Q10 = 5 years

Or Q10 = 6 years or more

Q11 How important did you think it was to complete your degree/credential within that time frame:
\${Q10/ChoiceGroup/SelectedChoices}?

- ☐ Very important
- ☐ Somewhat important
- ☐ Not very important
- ☐ Not at all important
- ☐ I had no opinion
- ☐ I don't remember

Page Break

Display This Question:

If Q10 = 2 years or less

Or Q10 = 3 years

Or Q10 = 4 years

Or Q10 = 5 years

Or Q10 = 6 years or more

Q12 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

Page Break

*Display This Question:**If Q12 = Longer time than EXPECTED - by 1 or 2 terms**Or Q12 = Longer time than EXPECTED - by 3 to 5 terms (1 year)**Or Q12 = Longer time than EXPECTED - by 6 to 8 terms (2 years)**Or Q12 = Longer time than EXPECTED - by 9 or more terms (3 or more years)*

Q13 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 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

End of Block: Section 2: Credential Planning and Completion

Start of Block: Section 3: Teaching and Curriculum

Section 3 Section 3: Teaching and Curriculum

Q14 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

Q15 To what extent do you agree with the following statements about your W, Q and B coursework?

	Have not taken a W/Q/B course	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
My "W" coursework has helped me to become a better writer:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My "Q" coursework has helped me to better use reasoning in practical problem- solving, critical evaluation and analysis:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Q15 = My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Strongly agree]

Or Q15 = My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Agree]

Or Q15 = My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Disagree]

Or Q15 = My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Strongly disagree]

Or Q15 = My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Undecided]

Q16 There are currently four subcategories of Breadth or "B" courses. To what extent do you agree that your coursework in each of these subcategories has exposed you to new theoretical perspectives, forms of thought and modes of enquiry?

	Have not taken a course in this subcategory	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
Social Sciences breadth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sciences breadth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanities breadth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undesignated (outside your major subject) breadth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Q15 = My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Strongly agree]

Or Q15 = My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Agree]

Or Q15 = My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Disagree]

Or Q15 = My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Strongly disagree]

Or Q15 = My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Undecided]

Q17a In your opinion, are there different subcategories that you think an SFU student should study from in order to meet the breadth requirements? If yes, what are they?

Display This Question:

If Q15 = My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Have not taken a W/Q/B course]

Or If

Q15 != My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Have not taken a W/Q/B course]

And Q15 != My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Strongly agree]

And Q15 != My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Agree]

And Q15 != My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Disagree]

And Q15 != My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Strongly disagree]

And Q15 != My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry: [Undecided]

Q17b There are currently four subcategories of Breadth or "B" courses: Social Sciences, Sciences, Humanities, and Undesignated (outside of your major subject).

In your opinion, are there different subcategories that you think an SFU student should study from in order to meet the breadth requirements? If yes, what are they?

Page Break

Q18 To what extent do you agree with the following statements? 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"/>
Are challenging but not overwhelming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involve real-life learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q19 Please provide your level of agreement with the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
In general, I feel like my instructors at SFU care about my well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I am satisfied with the availability of my instructors at SFU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the size of my classes is beneficial to my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q20

In recent terms, SFU has piloted a change to the deadline to drop courses. The deadline was changed from the end of the 5th week of classes to the end of the 8th week of classes.

What is your opinion of this change to the deadline to drop courses?

- ☐ I prefer the deadline be the end of the 5th week of classes.
- ☐ I prefer the deadline be the end of the 8th week of classes.
- ☐ I have no preference.

Page Break

Display This Question:

If Q20 = I prefer the deadline be the end of the 5th week of classes.

Q21 Why do you prefer the end of the 5th week of classes as the deadline to drop courses?

Display This Question:

If Q20 = I prefer the deadline be the end of the 8th week of classes.

Q22 Why do you prefer the end of the 8th week of classes as the deadline to drop courses?

End of Block: Section 3: Teaching and Curriculum

Start of Block: Section 4: Services

Section 4 **Section 4: Services**



Q23 How satisfied are you with the following services and resources at SFU?

	Have not used this service at SFU	Very satisfied	Somewhat satisfied	Not very satisfied	Not at all satisfied	Undecided
English-Language support services (e.g. workshops to improve your conversational, listening and writing English skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Learning Commons (SLC; help on academic writing, learning and study strategies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library (other than SLC), including books, journals, databases, equipment, makers space, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Advising (help with course planning, program planning, and advice if experiencing academic difficulty)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid and Awards	<input type="radio"/>	<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"/>	<input type="radio"/>
Direct career related supports (e.g. one-on-one support with career educators, career peers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career related events and activities (e.g. workshops, career fairs, professional panels, employer presentations, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Page Break

Display This Question:

If Q23 = Student Learning Commons (SLC; help on academic writing, learning and study strategies, etc.) [Very satisfied]

Or Q23 = Student Learning Commons (SLC; help on academic writing, learning and study strategies, etc.) [Somewhat satisfied]

Or Q23 = Student Learning Commons (SLC; help on academic writing, learning and study strategies, etc.) [Not very satisfied]

Or Q23 = Student Learning Commons (SLC; help on academic writing, learning and study strategies, etc.) [Not at all satisfied]

Or Q23 = Student Learning Commons (SLC; help on academic writing, learning and study strategies, etc.) [Undecided]



Q24 How satisfied are you with the following Student Learning Commons (SLC) Services?

	Have not used this service at SFU	Very satisfied	Somewhat satisfied	Not very satisfied	Not at all satisfied	Undecided
Writing or learning strategies consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WriteAway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic English Coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SLC workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English conversation programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Q23 = Academic Advising (help with course planning, program planning, and advice if experiencing academic difficulty) [Very satisfied]

Or Q23 = Academic Advising (help with course planning, program planning, and advice if experiencing academic difficulty) [Somewhat satisfied]

Or Q23 = Academic Advising (help with course planning, program planning, and advice if experiencing academic difficulty) [Not very satisfied]

Or Q23 = Academic Advising (help with course planning, program planning, and advice if experiencing academic difficulty) [Not at all satisfied]

Or Q23 = Academic Advising (help with course planning, program planning, and advice if experiencing academic difficulty) [Undecided]

Q25 To what extent do you agree with the following statements about academic advisors?

	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
Actively engage with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are knowledgeable about program curricula, specific courses, and programs of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide appropriate guidance on degree requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Page Break

Display This Question:

If Q23 = Direct career related supports (e.g. one-on-one support with career educators, career peers, etc.) [Very satisfied]

Or Q23 = Direct career related supports (e.g. one-on-one support with career educators, career peers, etc.) [Somewhat satisfied]

Or Q23 = Direct career related supports (e.g. one-on-one support with career educators, career peers, etc.) [Not very satisfied]

Or Q23 = Direct career related supports (e.g. one-on-one support with career educators, career peers, etc.) [Not at all satisfied]

Or Q23 = Direct career related supports (e.g. one-on-one support with career educators, career peers, etc.) [Undecided]

Q26 To what extent do you agree with the following statements about direct career related supports (e.g. one-on-one support with career educators, career peers, etc.)?

	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
Actively engage with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are knowledgeable about career development and work search	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the professional development needs of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Page Break



Q27 My SSP (Student Support Program) is a service providing 24/7 mental health support that is available to all SFU undergraduate students. It has the following features.

Please indicate which of these you were aware of BEFORE taking this survey.

- ☐ ☒ I was not aware of My SSP before taking this survey
- ☐ Real-time (immediate) support via text/chat or phone in English, French, Mandarin, Cantonese, or Spanish
- ☐ Pre-booked appointments for multiple sessions with the same counsellor
- ☐ Pre-booked appointments in-person, by phone, or by video (in-person appointments may not be available during COVID-19)
- ☐ Opportunity to request a counsellor who speaks a specific language (more than 5 languages available for pre-booked appointments)
- ☐ Opportunity to request a counsellor of a specific identification (e.g. gender, sexual orientation, ethnicity, religious affiliation, disability) for pre-booked appointments
- ☐ 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.e. I was aware of My SSP but didn't know about any of the above features)


Skip To: Q32 If Q27 = I was not aware of My SSP before taking this survey

Skip To: Q32 If Condition: Selected Count Is Equal to 0. Skip To: Please indicate your level of awarene....

Skip To: Q32 If Q27 = None of the above (i.e. I was aware of My SSP but didn't know about any of the above features)

Page Break

Q28 Which of the following features of My SSP have you used or tried to use?

- ☐ Real-time (immediate) chat/text counselling
- ☐ Real-time (immediate) telephone counselling
- ☐ Pre-booked or ongoing telephone counselling
- ☐ Pre-booked or ongoing video counselling
- ☐ Pre-booked or ongoing in-person counselling
- ☐ Reading articles
- ☐ Assessments (e.g. depression assessment, general anxiety assessment)
- ☐ LIFT (virtual fitness)
- ☐ Other, please specify: _____
- ☐  None of the above

Skip To: Q32 If Q28 = None of the above

Skip To: Q32 If Condition: Selected Count Is Equal to 0. Skip To: Please indicate your level of awarene....

Page Break

Q29 How satisfied are you with My SSP?

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Not very satisfied
- ☐ Not at all satisfied
- ☐ Undecided

Q30 Please describe why you gave the satisfaction rating you did for My SSP.

Page Break

Q31 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



Q32 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
Mental health supports excluding My SSP (such as counselling and drop-in programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health supports (such as doctors and nurses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Q32 = Used it

Carry Forward Selected Choices from "Q32"



Q33 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 excluding My SSP (such as counselling and drop-in programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health supports (such as doctors and nurses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

End of Block: Section 4: Services

Start of Block: Section 5: University Culture and Environment**Section 5 Section 5: University Culture and Environment**

Q34 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



Q35 To what extent do you agree with the following statements:

	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
I feel part of a caring community at SFU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My faculty 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"/>
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"/>
It is easy to make meaningful social connections with others at SFU	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SFU is a place that positively impacts my well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

End of Block: Section 5: University Culture and Environment

Start of Block: Section 6: Background

Section 6 **Section 6: Background Information**

This section of the survey asks you for some basic background information, so that we can better understand the composition of the undergraduate student body and the experiences of diverse student populations. This information can help us develop or improve specific programs, policies, or practices, and ensure that our campuses are welcoming places for everyone to gather and learn.

Thanks for getting this far in the survey. You're almost done. This is the last section of the survey!

Page Break



Q36 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"/>
At least one of my parents/guardians attended a post-secondary institution (e.g. college, university, trades school)	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Q36 = I am currently EMPLOYED in a job or jobs, or self-employed (EXCLUDING co-op) [Yes]

Q37 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

Q38 What best describes your gender identity?

- ☐ Woman
- ☐ Man
- ☐ Non-binary
- ☐ Prefer not to say

Page Break

Q39 Are you someone with trans experience (meaning your gender identity does not align with your sex assigned at birth)?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

Page Break

Q40 Do you identify as lesbian, gay, bisexual, asexual, queer, and/or another non-heterosexual identity?

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Prefer not to say

Page Break

Q41 Do you identify as a person with a disability (i.e. a long-term or recurring physical, mental, sensory, psychiatric, or learning impairment)?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

Page Break



Q42 Which of the following best describes your racial or ethnic identity? Please select all that apply.

- ☐ Black
- ☐ East Asian (e.g. Chinese, Japanese, Korean)
- ☐ Indigenous person of Canada (e.g. First Nations, Inuit, Metis)
- ☐ Indigenous person of a country other than Canada
- ☐ Latin, South or Central American (e.g. Mexican, Cuban)
- ☐ South Asian (e.g. Indian, Pakistani, Bangladeshi)
- ☐ Southeast Asian (e.g. Cambodian, Filipino, Thai, Vietnamese)
- ☐ West Asian or Arab (e.g. Iranian, Lebanese, Afghan)
- ☐ White
- ☐ Other, please specify: _____
- ☐ Prefer not to say

Page Break

Q43 Which language do you speak at home? Please check 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: _____

Q44 What was the first language you learned as a child and still use regularly?

☐

English

☐

Other language

Q45 Which language do you speak most often with your friends?

☐

English

☐

Other language

Page Break



Q46 Prior to attending SFU, did you attend any on-campus SFU science workshops/events (e.g. On-campus science workshops/events include: Science in Action, Starry Nights, on-campus math or science workshops with your school, math or science-oriented summer camps at SFU, tours of SFU science facilities, meet and greet with SFU professors, Science Spooktacular, Girls Exploring Physics, Science Rendezvous, Mathcatcher, Cafe Scientifique)

☐

Yes

☐

No

☐

I don't remember

Page Break

Display This Question:

If Q46 = Yes

Q47 Please rate your satisfaction with these on-campus SFU science workshops/events.

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Not very satisfied
- ☐ Not at all satisfied
- ☐ Undecided

Display This Question:

If Q46 = Yes

Q48 Do you feel your attendance to these SFU science workshops/events positively affected your decision to apply to SFU?

- ☐ Yes
- ☐ No
- ☐ I don't know

Page Break



Q49 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
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 programs, peer programs)	<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"/>

Page Break



Q50 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 (neighborhood 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

Q51 Which methods of travel do you use regularly to get to/from an SFU campus for classes? Please check all that apply.

- ☐ Drive in a car, or other motor vehicle (alone or in a car pool)
- ☐ Public Transit (bus, skytrain, etc.)
- ☐ Bicycle
- ☐ Run/jog/walk
- ☐ Other, please specify: _____
- ☐ ☒ Not Applicable, I do not regularly travel to any SFU campus for classes (e.g. I take my classes online)
- ☐ ☒ Not Applicable, I live on the campus where I take my classes

Page Break

Q52 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?

end note Please click "Next" to submit your survey responses.
Winners of the random prize draw will be notified by email in mid-November.

End of Block: Section 6: Background

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	1,704	19.1%
	Somewhat Satisfied	5,858	65.6%
	Undecided	143	1.6%
	Not Very Satisfied	1,049	11.7%
	Not at all Satisfied	181	2.0%
	Total Responses	8,935	100.0%
	Missing Cases	2	

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.

Section 1: Course Availability

3)	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.	4,298	58.8%
	No - I was unable to get 1 SPECIFIC course that was offered.	1,611	22.0%
	No - I was unable to get 2 SPECIFIC courses.	946	12.9%
	No - I was unable to get 3 SPECIFIC courses.	328	4.5%
	No - I was unable to get 4 SPECIFIC courses.	78	1.1%
	No - I was unable to get 5 or more SPECIFIC courses.	49	0.7%
	Total Responses	7,310	100.0%
	Missing Cases	1,265	

4)	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	503	17.2%
	1	1,228	42.0%
	2	720	24.6%
	3	284	9.7%
	4	86	2.9%
	5 or more	101	3.5%
	Total Responses	2,922	100.0%
	Missing Cases	90	

OPTIONAL or ELECTIVE courses in your area of study?		
0	1,815	62.5%
1	691	23.8%
2	218	7.5%
3	111	3.8%
4	36	1.2%
5 or more	35	1.2%
Total Responses	2,906	100.0%
Missing Cases	106	

GENERAL INTEREST courses outside of your area of study?		
0	1,955	67.4%
1	577	19.9%
2	196	6.8%
3	97	3.3%
4	37	1.3%
5 or more	38	1.3%
Total Responses	2,900	100.0%
Missing Cases	112	

5) **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 7,336 Responses	% of 7,112 Respondents
Lower Division (REQUIRED courses numbered XX1 to 299)	1,591	21.7%	22.4%
Upper Division (REQUIRED courses numbered 300 to 499)	1,672	22.8%	23.5%
Not Applicable, I got all the REQUIRED courses I wanted to take this term	4,073	55.5%	57.3%
Total Responses	7,336	100.0%	103.1%
Missing Cases	1,463		

6) **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 3,540 Responses	% of 1,523 Respondents
All course sections were full	954	27.0%	62.6%
Course spaces were reserved for other students	482	13.6%	31.6%
The primary course component (lecture) had a scheduling conflict with another SFU course	382	10.8%	25.1%
The course was not offered this term	307	8.7%	20.2%
The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course	267	7.5%	17.5%
The course was offered at another campus and there was not enough time to travel from one campus to the other	256	7.2%	16.8%
Available course sections were not offered at a TIME when I wanted to be taking SFU courses	235	6.6%	15.4%
The course had a conflict with my work schedule	171	4.8%	11.2%
Available course sections were not offered on a DAY when I wanted to be taking SFU courses	165	4.7%	10.8%
I did not have the pre- or co-requisites	144	4.1%	9.5%
The instructor I wanted was not available	127	3.6%	8.3%
Other	48	1.4%	3.2%
The course was not offered at the location I wanted	27		
Other	21		
Total Responses	3,538	100.0%	232.3%
Missing Cases	68		

7) **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 3,908 Responses	% of 1,607 Respondents
All course sections were full	1,007	25.8%	62.7%
The course was not offered this term	572	14.6%	35.6%
The primary course component (lecture) had a scheduling conflict with another SFU course	452	11.6%	28.1%
Course spaces were reserved for other students	382	9.8%	23.8%
The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course	262	6.7%	16.3%
Available course sections were not offered at a TIME when I wanted to be taking SFU courses	255	6.5%	15.9%
The course was offered at another campus and there was not enough time to travel from one campus to the other	221	5.7%	13.8%
The course had a conflict with my work schedule	202	5.2%	12.6%
The instructor I wanted was not available	169	4.3%	10.5%
Available course sections were not offered on a DAY when I wanted to be taking SFU courses	167	4.3%	10.4%
I did not have the pre- or co-requisites	159	4.1%	9.9%
Other	60	1.5%	3.7%
The course was not offered at the location I wanted	27		
The course was cancelled	17		
Other	17		
Total Responses	3,908	100.0%	243.2%
Missing Cases	65		

8) **Were you able to register in the NUMBER of courses you wanted to take this fall? (Example: If you wanted to take 4 courses, were you able to register in 4 courses?)**
Note: Students who were on a co-op work term and not taking any courses were not asked this question.

Yes - I got the NUMBER of courses I wanted.	5,960	85.1%
No - I got 1 course LESS than the number I wanted.	741	10.6%
No - I got 2 courses LESS.	173	2.5%
No - I got 3 courses LESS.	73	1.0%
No - I got 4 courses LESS.	36	0.5%
No - I got 5 or more courses LESS than the number I wanted.	18	0.3%
Total Responses	7,001	100.0%
Missing Cases	1,574	

9) **How SATISFIED were you with COURSE AVAILABILITY at SFU this term (Fall 2021)?**
Note: Students who were on a co-op work term and not taking any courses were not asked this question.

Courses numbered XX1 to 199		
Very Satisfied	1,557	34.3%
Somewhat Satisfied	2,081	45.9%
Undecided	142	3.1%
Not Very Satisfied	534	11.8%
Not at all Satisfied	221	4.9%
Total Responses	4,535	100.0%
Not Applicable	2,157	
Missing Cases	1,883	

Courses numbered 200 to 299		
Very Satisfied	1,140	29.9%
Somewhat Satisfied	1,760	46.2%
Undecided	130	3.4%
Not Very Satisfied	564	14.8%
Not at all Satisfied	217	5.7%
Total Responses	3,811	100.0%
Not Applicable	2,675	
Missing Cases	2,089	
Courses numbered 300 to 399		
Very Satisfied	811	21.9%
Somewhat Satisfied	1,517	40.9%
Undecided	137	3.7%
Not Very Satisfied	798	21.5%
Not at all Satisfied	444	12.0%
Total Responses	3,707	100.0%
Not Applicable	2,784	
Missing Cases	2,084	
Courses numbered 400 to 499		
Very Satisfied	656	25.7%
Somewhat Satisfied	894	35.0%
Undecided	177	6.9%
Not Very Satisfied	484	19.0%
Not at all Satisfied	343	13.4%
Total Responses	2,554	100.0%
Not Applicable	3,833	
Missing Cases	2,188	
Summary		
	% Very / Somewhat Satisfied	
Courses numbered XX1 to 199	80.2%	
Courses numbered 200 to 299	76.1%	
Courses numbered 300 to 399	62.8%	
Courses numbered 400 to 499	60.7%	

Section 2: Credential Planning and Completion

10)	When you first began your degree/credential at SFU, how long did you EXPECT it would take you to complete it?		
	2 years or less	536	8.1%
	3 years	504	7.6%
	4 years	3,896	58.8%
	5 years	1,566	23.6%
	6 years or more	120	1.8%
	Total Responses	6,622	100.0%
	Don't know	453	
	Not in a degree/credential program	131	
	Missing Cases	1,731	

11)	How important did you think it was to complete your degree/credential within that timeframe?		
	Very Important	2,418	36.7%
	Somewhat Important	2,877	43.7%
	Not Very Important	1,023	15.5%
	Not at all Important	148	2.2%
	I had no Opinion	116	1.8%
	Total Responses	6,582	100.0%
	I Don't Remember	22	
	Missing Cases	18	

12)	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	179	2.7%
	Same time as EXPECTED	1,261	19.2%
	Longer time than EXPECTED - by 1 or 2 terms	1,814	27.7%
	Longer time than EXPECTED - by 3 to 5 terms (1 year)	1,691	25.8%
	Longer time than EXPECTED - by 6 to 8 terms (2 years)	558	8.5%
	Longer time than EXPECTED - by 9 or more terms (3 or more years)	179	2.7%
	Don't know	871	13.3%
	Total Responses	6,553	100.0%
	Missing Cases	2,384	

13)	Please indicate ALL reasons for taking longer than EXPECTED to complete your degree/credential at SFU.		
	<i>Note: In this question, students who responded "Other" and then described one of the categories were reclassified as appropriate.</i>		
		% of 14,017 Responses	% of 4,194 Respondents
	Course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.)	2,140	15.3%
	Taking reduced course load	1,911	13.6%
	Participation in co-op	1,558	11.1%
	Working full-time or part-time (outside of co-op)	1,516	10.8%
	Personal reasons (e.g. home/family obligations, illness, etc.)	1,076	7.7%
	Difficulty meeting program requirements (e.g. failed/repeated courses, complex/unclear program requirements, etc.)	936	6.7%
	Taking courses not counting towards graduation requirements	883	6.3%
	Changed program/area of specialization, or late in making decision on program	874	6.2%
	Pursuing expanded program (e.g. double major, honours, other credentials/ diplomas/certificates at the same time, etc.)	748	5.3%
	Financial issues/obligations	637	4.5%
	Took unplanned time off	589	4.2%
	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.)	462	3.3%
	Problems related to transferring credits from other institutions	414	3.0%
	Wanted to delay graduation because of the weak job market/high unemployment rate	151	1.1%
	Other	122	0.9%
	The COVID-19 pandemic/move to online courses	78	
	Participation in athletics	9	
	Other	36	
	Total Responses	14,017	100.0%
	Missing Cases	48	

Section 3: Teaching and Curriculum

14)	How satisfied are you with the overall quality of teaching at SFU?		
	Very satisfied	1,327	18.7%
	Somewhat satisfied	4,485	63.3%
	Undecided	91	1.3%
	Not very satisfied	1,006	14.2%
	Not at all satisfied	175	2.5%
	Total Responses	7,084	100.0%
	Missing Cases	1,853	

15) **To what extent do you agree with the following statements about your W, Q and B course work?****My "W" coursework has helped me to become a better writer**

Strongly Agree	1,028	16.8%
Agree	2,870	46.8%
Undecided	849	13.8%
Disagree	1,061	17.3%
Strongly Disagree	327	5.3%
Total Responses	6,135	100.0%
Have not taken "W" course	858	
Missing Cases	1,944	

My "Q" coursework has helped me to better use reasoning in practical problem-solving, critical evaluation and analysis

Strongly Agree	995	16.1%
Agree	2,758	44.8%
Undecided	983	16.0%
Disagree	1,055	17.1%
Strongly Disagree	370	6.0%
Total Responses	6,161	100.0%
Have not taken "Q" course	823	
Missing Cases	1,953	

My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry

Strongly Agree	1,339	21.8%
Agree	2,918	47.6%
Undecided	955	15.6%
Disagree	660	10.8%
Strongly Disagree	261	4.3%
Total Responses	6,133	100.0%
Have not taken "B" course	840	
Missing Cases	1,964	

Summary

	% Strongly Agree / Agree
My "B" coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry	69.4%
My "W" coursework has helped me to become a better writer	63.5%
My "Q" coursework has helped me to better use reasoning in practical problem-solving, critical evaluation and analysis	60.9%

- 16) **There are currently four subcategories of Breadth or "B" courses. To what extent do you agree that your coursework in each of these subcategories has exposed you to new theoretical perspectives, forms of thought and modes of enquiry?**

Social Sciences breadth		
Strongly Agree	1,497	27.7%
Agree	2,679	49.5%
Undecided	679	12.5%
Disagree	389	7.2%
Strongly Disagree	168	3.1%
Total Responses	5,412	100.0%
Have not taken a course in this subcategory	574	
Missing Cases	147	
Sciences breadth		
Strongly Agree	1,113	21.2%
Agree	2,532	48.3%
Undecided	779	14.9%
Disagree	604	11.5%
Strongly Disagree	213	4.1%
Total Responses	5,241	100.0%
Have not taken a course in this subcategory	722	
Missing Cases	170	
Humanities breadth		
Strongly Agree	1,180	22.4%
Agree	2,607	49.5%
Undecided	729	13.9%
Disagree	562	10.7%
Strongly Disagree	184	3.5%
Total Responses	5,262	100.0%
Have not taken a course in this subcategory	697	
Missing Cases	174	
Undesignated (outside your major subject) breadth		
Strongly Agree	903	18.6%
Agree	2,211	45.5%
Undecided	1,178	24.2%
Disagree	414	8.5%
Strongly Disagree	156	3.2%
Total Responses	4,862	100.0%
Have not taken a course in this subcategory	979	
Missing Cases	292	
Summary		
	% Strongly Agree / Agree	
My Social Sciences breadth coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry	77.2%	
My Humanities breadth coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry	72.0%	
My Sciences breadth coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry	69.5%	
My Undesignated breadth coursework has exposed me to new theoretical perspectives, forms of thought and modes of enquiry	64.0%	

17a) In your opinion, are there different subcategories that you think an SFU student should study from in order to meet the breadth requirements? If yes, what are they?

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.

17b) There are currently four subcategories of Breadth or “B” courses: Social Sciences, Sciences, Humanities, and Undesignated (outside of your major subject).

In your opinion, are there different subcategories that you think an SFU student should study from in order to meet the breadth requirements? If yes, what are they?

Note: Only students who indicated they have not taken a Breadth course in Q15 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.

18) To what extent do you agree with the following statements?

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

Encourage social connection between students

Strongly Agree	790	11.9%
Agree	3,341	50.4%
Undecided	404	6.1%
Disagree	1,652	24.9%
Strongly Disagree	445	6.7%
Total Responses	6,632	100.0%
Missing Cases	2,305	

Are flexible to my needs

Strongly Agree	670	10.1%
Agree	3,419	51.7%
Undecided	517	7.8%
Disagree	1,581	23.9%
Strongly Disagree	430	6.5%
Total Responses	6,617	100.0%
Missing Cases	2,320	

Are welcoming, respectful and inclusive for all students

Strongly Agree	1,846	27.9%
Agree	4,079	61.5%
Undecided	200	3.0%
Disagree	394	5.9%
Strongly Disagree	109	1.6%
Total Responses	6,628	100.0%
Missing Cases	2,309	

Are challenging but not overwhelming

Strongly Agree	607	9.2%
Agree	3,448	52.1%
Undecided	353	5.3%
Disagree	1,681	25.4%
Strongly Disagree	525	7.9%
Total Responses	6,614	100.0%
Missing Cases	2,323	

Involve real-life learning		
Strongly Agree	806	12.2%
Agree	3,324	50.3%
Undecided	542	8.2%
Disagree	1,552	23.5%
Strongly Disagree	389	5.9%
Total Responses	6,613	100.0%
Missing Cases	2,324	

Summary		
My instructors provide me with learning experiences that...	% Strongly Agree / Agree	
are welcoming, respectful and inclusive for all students	89.4%	
involve real-life learning	62.5%	
encourage social connection between students	62.3%	
are flexible to my needs	61.8%	
are challenging but not overwhelming	61.3%	

19) Please provide your level of agreement with the following statements:

In general, I feel like my instructors at SFU care about my well-being.		
Strongly Agree	931	14.1%
Agree	3,680	55.8%
Undecided	538	8.2%
Disagree	1,126	17.1%
Strongly Disagree	319	4.8%
Total Responses	6,594	100.0%
Missing Cases	2,343	

In general, I am satisfied with the availability of my instructors at SFU.		
Strongly Agree	957	14.5%
Agree	3,919	59.4%
Undecided	454	6.9%
Disagree	1,027	15.6%
Strongly Disagree	236	3.6%
Total Responses	6,593	100.0%
Missing Cases	2,344	

Overall, the size of my classes is beneficial to my learning.		
Strongly Agree	843	12.8%
Agree	3,363	51.0%
Undecided	799	12.1%
Disagree	1,193	18.1%
Strongly Disagree	395	6.0%
Total Responses	6,593	100.0%
Missing Cases	2,344	

Summary		
I am satisfied with the availability of my instructors at SFU	% Strongly Agree / Agree	
My instructors at SFU care about my well-being	74.0%	
The size of my classes is beneficial to my learning	69.9%	
	63.8%	

- 20) In recent terms, SFU has piloted a change to the deadline to drop courses. The deadline was changed from the end of the 5th week of classes to the end of the 8th week of classes.

What is your opinion of this change to the deadline to drop courses?

I prefer the deadline be the end of the 5th week of classes.	331	5.0%
I prefer the deadline be the end of the 8th week of classes.	4,380	66.4%
I have no preference.	1,881	28.5%
Total Responses	6,592	100.0%
Missing Cases	2,345	

- 21) Why do you prefer the end of the 5th week of classes as the deadline to drop courses?

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.

- 22) Why do you prefer the end of the 8th week of classes as the deadline to drop courses?

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.

Section 4: Services

- 23) How satisfied are you with the following services and resources at SFU?

English-Language support services (e.g. workshops to improve your conversational, listening and writing English skills)

Very satisfied	425	21.0%
Somewhat satisfied	579	28.6%
Undecided	844	41.7%
Not very satisfied	120	5.9%
Not at all satisfied	55	2.7%
Total Responses	2,023	100.0%
Have not used this service at SFU	4,427	
Missing Cases	2,487	

Student Learning Commons (SLC; help on academic writing, learning and study strategies, etc.)

Very satisfied	758	27.9%
Somewhat satisfied	973	35.9%
Undecided	716	26.4%
Not very satisfied	194	7.2%
Not at all satisfied	71	2.6%
Total Responses	2,712	100.0%
Have not used this service at SFU	3,741	
Missing Cases	2,484	

Library (other than SLC), including books, journals, databases, equipment, makers space, etc.

Very satisfied	2,392	45.6%
Somewhat satisfied	2,153	41.1%
Undecided	431	8.2%
Not very satisfied	212	4.0%
Not at all satisfied	52	1.0%
Total Responses	5,240	100.0%
Have not used this service at SFU	1,215	
Missing Cases	2,482	

Academic Advising (help with course planning, program planning, and advice if experiencing academic difficulty)		
Very satisfied	1,862	36.0%
Somewhat satisfied	2,097	40.5%
Undecided	313	6.0%
Not very satisfied	643	12.4%
Not at all satisfied	261	5.0%
Total Responses	5,176	100.0%
Have not used this service at SFU	1,280	
Missing Cases	2,481	
Financial Aid and Awards		
Very satisfied	1,047	27.8%
Somewhat satisfied	1,195	31.8%
Undecided	613	16.3%
Not very satisfied	600	16.0%
Not at all satisfied	305	8.1%
Total Responses	3,760	100.0%
Have not used this service at SFU	2,669	
Missing Cases	2,508	
Work Integrated Learning (e.g. co-op)		
Very satisfied	871	29.1%
Somewhat satisfied	927	31.0%
Undecided	737	24.6%
Not very satisfied	324	10.8%
Not at all satisfied	134	4.5%
Total Responses	2,993	100.0%
Have not used this service at SFU	3,443	
Missing Cases	2,501	
Direct career related supports (e.g. one-on-one support with career educators, career peers, etc.)		
Very satisfied	525	23.2%
Somewhat satisfied	632	27.9%
Undecided	753	33.2%
Not very satisfied	231	10.2%
Not at all satisfied	125	5.5%
Total Responses	2,266	100.0%
Have not used this service at SFU	4,169	
Missing Cases	2,502	
Career related events and activities (e.g. workshops, career fairs, professional panels, employer presentations, etc.)		
Very satisfied	775	25.6%
Somewhat satisfied	1,121	37.1%
Undecided	691	22.8%
Not very satisfied	320	10.6%
Not at all satisfied	118	3.9%
Total Responses	3,025	100.0%
Have not used this service at SFU	3,418	
Missing Cases	2,494	

Summary

	% Very / Somewhat Satisfied
Library (other than SLC)	86.7%
Academic Advising	76.5%
Student Learning Commons	63.8%
Career related events and activities	62.7%
Work Integrated Learning	60.1%
Financial Aid and Awards	59.6%
Direct career related supports	51.1%
English-Language support services	49.6%

24) How satisfied are you with the following Student Learning Commons (SLC) Services?

Note: Only students who indicated they have used the Student Learning Commons in Q23 were shown this question.

Writing or learning strategies consultations

Very Satisfied	410	25.7%
Somewhat Satisfied	401	25.1%
Undecided	650	40.7%
Not Very Satisfied	96	6.0%
Not at all Satisfied	39	2.4%
Total Responses	1,596	100.0%
Have not used this service at SFU	1,056	
Missing Cases	60	

WriteAway

Very Satisfied	340	23.3%
Somewhat Satisfied	325	22.3%
Undecided	662	45.4%
Not Very Satisfied	80	5.5%
Not at all Satisfied	50	3.4%
Total Responses	1,457	100.0%
Have not used this service at SFU	1,184	
Missing Cases	71	

Academic English Coaching

Very Satisfied	249	18.6%
Somewhat Satisfied	280	20.9%
Undecided	699	52.2%
Not Very Satisfied	73	5.5%
Not at all Satisfied	38	2.8%
Total Responses	1,339	100.0%
Have not used this service at SFU	1,315	
Missing Cases	58	

SLC workshops

Very Satisfied	398	24.0%
Somewhat Satisfied	461	27.9%
Undecided	677	40.9%
Not Very Satisfied	79	4.8%
Not at all Satisfied	40	2.4%
Total Responses	1,655	100.0%
Have not used this service at SFU	991	
Missing Cases	66	

English conversation programs		
Very Satisfied	244	18.6%
Somewhat Satisfied	265	20.2%
Undecided	707	53.8%
Not Very Satisfied	65	5.0%
Not at all Satisfied	32	2.4%
Total Responses	1,313	100.0%
Have not used this service at SFU	1,343	
Missing Cases	56	

Summary		
	% Very / Somewhat Satisfied	
SLC workshops	51.9%	
Writing or learning strategies consultations	50.8%	
WriteAway	45.6%	
Academic English Coaching	39.5%	
English conversation programs	38.8%	

25) **To what extent do you agree with the following statements about academic advisors?**

Note: Only students who indicated they have used academic advising in Q23 were shown this question.

Actively engage with students		
Strongly Agree	808	15.9%
Agree	2,499	49.1%
Undecided	615	12.1%
Disagree	895	17.6%
Strongly Disagree	274	5.4%
Total Responses	5,091	100.0%
Missing Cases	85	

Are knowledgeable about program curricula, specific courses, and programs of study		
Strongly Agree	1,135	22.3%
Agree	2,785	54.8%
Undecided	520	10.2%
Disagree	466	9.2%
Strongly Disagree	180	3.5%
Total Responses	5,086	100.0%
Missing Cases	90	

Provide appropriate guidance on degree requirements		
Strongly Agree	1,082	21.3%
Agree	2,705	53.3%
Undecided	564	11.1%
Disagree	519	10.2%
Strongly Disagree	206	4.1%
Total Responses	5,076	100.0%
Missing Cases	100	

Summary		
	% Strongly Agree / Agree	
Are knowledgeable about program curricula, specific courses, and programs of study	77.1%	
Provide appropriate guidance on degree requirements	74.6%	
Actively engage with students	65.0%	

26) **To what extent do you agree with the following statements about direct career related supports (e.g. one-on-one support with career educators, career peers, etc.)?**

Note: Only students who indicated they have used direct career related supports in Q23 were shown this question.

Actively engage with students		
Strongly Agree	257	11.8%
Agree	886	40.5%
Undecided	734	33.6%
Disagree	205	9.4%
Strongly Disagree	103	4.7%
Total Responses	2,185	100.0%
Missing Cases	81	

Are knowledgeable about career development and work search		
Strongly Agree	275	12.6%
Agree	919	42.2%
Undecided	747	34.3%
Disagree	162	7.4%
Strongly Disagree	77	3.5%
Total Responses	2,180	100.0%
Missing Cases	86	

Understand the professional development needs of students		
Strongly Agree	273	12.5%
Agree	882	40.5%
Undecided	748	34.3%
Disagree	182	8.4%
Strongly Disagree	94	4.3%
Total Responses	2,179	100.0%
Missing Cases	87	

Summary		
	% Strongly Agree / Agree	
Are knowledgeable about career development and work search	54.8%	
Understand the professional development needs of students	53.0%	
Actively engage with students	52.3%	

- 27) **My SSP (Student Support Program) is a service providing 24/7 mental health support that is available to all SFU undergraduate students. It has the following features.**

Please indicate which of these you were aware of BEFORE taking this survey.

		% of 14,922 Responses	% of 6,196 Respondents
I was not aware of My SSP before taking this survey	2,392	16.0%	38.6%
My SSP is a free service	2,216	14.9%	35.8%
My SSP is a confidential service	1,954	13.1%	31.5%
Real-time (immediate) support via text/chat or phone in English, French, Mandarin, Cantonese, or Spanish	1,413	9.5%	22.8%
Pre-booked appointments in-person, by phone, or by video (in-person appointments may not be available during COVID-19)	1,299	8.7%	21.0%
Well-being articles and tools available in the app	1,086	7.3%	17.5%
Opportunity to request a counsellor of a specific identification (e.g. gender, sexual orientation, ethnicity, religious affiliation, disability) for pre-booked appointments	1,003	6.7%	16.2%
Opportunity to request a counsellor who speaks a specific language (more than 5 languages available for pre-booked appointments)	955	6.4%	15.4%
Pre-booked appointments for multiple sessions with the same counsellor	900	6.0%	14.5%
Referrals back to SFU campus services	653	4.4%	10.5%
None of the above (i.e. I was aware of My SSP but didn't know about any of the above features)	1,051	7.0%	17.0%
Total Responses	14,922	100.0%	240.8%
Missing Cases	2,741		

- 28) **Which of the following features of My SSP have you used or tried to use?**

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

		% of 1,925 Responses	% of 1,034 Respondents
Real-time (immediate) chat/text counselling	550	28.6%	53.2%
Assessments (e.g. depression assessment, general anxiety assessment)	300	15.6%	29.0%
Reading articles	285	14.8%	27.6%
Real-time (immediate) telephone counselling	228	11.8%	22.1%
Pre-booked or ongoing telephone counselling	209	10.9%	20.2%
Pre-booked or ongoing video counselling	173	9.0%	16.7%
Pre-booked or ongoing in-person counselling	143	7.4%	13.8%
LIFT (virtual fitness)	34	1.8%	3.3%
Other	3	0.2%	0.3%
Total Responses	1,925	100.0%	186.2%
None of the above	1,694		
Missing Cases	6,209		

- 29) **How satisfied are you with My SSP?**

Very Satisfied	210	20.3%
Somewhat Satisfied	421	40.8%
Undecided	128	12.4%
Not Very Satisfied	160	15.5%
Not at all Satisfied	114	11.0%
Total Responses	1,033	100.0%
Missing Cases	1	

- 30) **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.

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

		% of 1,138 Responses	% of 1,031 Respondents
In the past 6 months	391	34.4%	37.9%
Between 7-12 months ago	335	29.4%	32.5%
More than 12 months ago	284	25.0%	27.5%
Don't remember	128	11.2%	12.4%
Total Responses	1,138	100.0%	110.4%
Missing Cases	3		

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

Mental health supports excluding My SSP (such as counselling and drop-in programs)

Used it	802	13.1%
Aware of it, but never used it	3,336	54.6%
Not aware of it	1,974	32.3%
Total Responses	6,112	100.0%
Prefer not to answer	191	
Missing Cases	2,634	

Physical health supports (such as doctors and nurses)

Used it	756	12.3%
Aware of it, but never used it	2,734	44.7%
Not aware of it	2,633	43.0%
Total Responses	6,123	100.0%
Prefer not to answer	177	
Missing Cases	2,637	

Summary

	% Used it / Aware of it, but never used it
Mental health supports excluding My SSP (such as counselling and drop-in programs)	67.7%
Physical health supports (such as doctors and nurses)	57.0%

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

Mental health supports excluding My SSP (such as counselling and drop-in programs)

Very Satisfied	261	32.6%
Somewhat satisfied	309	38.6%
Undecided	61	7.6%
Not Very Satisfied	108	13.5%
Not at all Satisfied	61	7.6%
Total Responses	800	100.0%
Missing Cases	2	

Physical health supports (such as doctors and nurses)

Very Satisfied	341	45.3%
Somewhat satisfied	295	39.2%
Undecided	31	4.1%
Not Very Satisfied	58	7.7%
Not at all Satisfied	28	3.7%
Total Responses	753	100.0%
Missing Cases	3	

Summary

	% Strongly Agree / Agree
Physical health supports (such as doctors and nurses)	84.5%
Mental health supports excluding My SSP (such as counselling and drop-in programs)	71.3%

Section 5: University Culture and Environment

- 34) 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	435	6.9%
Agree	2,554	40.4%
Undecided	638	10.1%
Disagree	1,948	30.8%
Strongly Disagree	745	11.8%
Total Responses	6,320	100.0%
Missing Cases	2,617	

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

I feel part of a caring community at SFU

Strongly Agree	472	7.5%
Agree	2,456	39.1%
Undecided	1,064	16.9%
Disagree	1,710	27.2%
Strongly Disagree	586	9.3%
Total Responses	6,288	100.0%
Missing Cases	2,649	

My faculty provides me with a supportive environment that enhances my well-being

Strongly Agree	630	10.0%
Agree	3,147	50.0%
Undecided	1,037	16.5%
Disagree	1,110	17.6%
Strongly Disagree	366	5.8%
Total Responses	6,290	100.0%
Missing Cases	2,647	

SFU provides me with a supportive environment that reduces unnecessary personal and academic stress

Strongly Agree	344	5.5%
Agree	2,136	33.9%
Undecided	961	15.3%
Disagree	2,024	32.2%
Strongly Disagree	829	13.2%
Total Responses	6,294	100.0%
Missing Cases	2,643	

It is easy to make meaningful social connections with others at SFU

Strongly Agree	472	7.5%
Agree	2,104	33.4%
Undecided	670	10.6%
Disagree	2,060	32.7%
Strongly Disagree	991	15.7%
Total Responses	6,297	100.0%
Missing Cases	2,640	

SFU is a place that positively impacts my well-being

Strongly Agree	533	8.5%
Agree	2,706	43.0%
Undecided	1,072	17.0%
Disagree	1,461	23.2%
Strongly Disagree	524	8.3%
Total Responses	6,296	100.0%
Missing Cases	2,641	

Summary

	% Strongly Agree / Agree
My faculty provides me with a supportive environment that enhances my well-being	60.0%
SFU is a place that positively impacts my well-being	51.4%
I feel part of a caring community at SFU	46.6%
It is easy to make meaningful social connections with others at SFU	40.9%
SFU provides me with a supportive environment that reduces unnecessary personal and academic stress	39.4%

Section 6: Background Information**36) 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	3,485	55.4%
No	2,800	44.6%
Total Responses	6,285	100.0%
Missing cases	2,652	

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

Yes	225	3.6%
No	6,031	96.4%
Total Responses	6,256	100.0%
Missing cases	2,681	

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

Yes	824	13.2%
No	5,436	86.8%
Total Responses	6,260	100.0%
Missing cases	2,677	

At least one of my parents/guardians attended a post-secondary institution (e.g. college, university, trades school)

Yes	4,822	76.7%
No	1,463	23.3%
Total Responses	6,285	100.0%
Missing cases	2,652	

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

0	42	1.2%
1 - 9	727	20.9%
10 - 19	1,551	44.6%
20 - 29	780	22.4%
30 - 39	228	6.6%
40 or more	151	4.3%
Total Responses	3,479	100.0%
Missing cases	6	

38)	What best describes your gender identity?		
	Woman	3,732	60.5%
	Man	2,302	37.3%
	Non-binary	133	2.2%
	Total Responses	6,167	100.0%
	Prefer not to say	150	
	Missing cases	2,620	
39)	Are you someone with trans experience (meaning your gender identity does not align with your sex assigned at birth)?		
	Yes	140	2.3%
	No	5,979	97.7%
	Total Responses	6,119	100.0%
	Prefer not to say	190	
	Missing cases	2,628	
40)	Do you identify as lesbian, gay, bisexual, asexual, queer, and/or another non-heterosexual identity?		
	Yes	1,008	16.6%
	No	4,705	77.4%
	I don't know	363	6.0%
	Total Responses	6,076	100.0%
	Prefer not to say	231	
	Missing cases	2,630	
41)	Do you identify as a person with a disability (i.e. a long-term or recurring physical, mental, sensory, psychiatric, or learning impairment)?		
	Yes	704	11.7%
	No	5,301	88.3%
	Total Responses	6,005	100.0%
	Prefer not to say	303	
	Missing cases	2,629	

42) Which of the following best describes your racial or ethnic identity? Please select all that apply.

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

		% of 6,994 Responses	% of 6,108 Respondents
White	2,352	33.6%	38.5%
East Asian (e.g. Chinese, Japanese, Korean)	1,883	26.9%	30.8%
South Asian (e.g. Indian, Pakistani, Bangladeshi)	1,118	16.0%	18.3%
Southeast Asian (e.g. Cambodian, Filipino, Thai, Vietnamese)	675	9.7%	11.1%
West Asian or Arab (e.g. Iranian, Lebanese, Afghan)	314	4.5%	5.1%
Latin, South or Central American (e.g. Mexican, Cuban)	180	2.6%	2.9%
Indigenous person of Canada (e.g. First Nations, Inuit, Metis)	158	2.3%	2.6%
Black	119	1.7%	1.9%
Indigenous person of a country other than Canada	49	0.7%	0.8%
Other	146	2.1%	2.4%
European	13		
Pacific Islander	13		
Multiracial, unspecified	12		
Italian	10		
Eastern European	9		
Canadian	8		
African	7		
North African	7		
German	6		
Slavic	6		
UK	6		
Caribbean	5		
Indian	5		
Russian	5		
Other	57		
Total Responses	6,994	100.0%	114.5%
Prefer not to say	180		
Missing Cases	2,649		

43) Which language 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 9,852 Responses	% of 6,283 Respondents
English	5,371	54.5%	85.5%
Mandarin	690	7.0%	11.0%
Cantonese	662	6.7%	10.5%
Punjabi	573	5.8%	9.1%
Hindi-Urdu	371	3.8%	5.9%
French	270	2.7%	4.3%
Korean	199	2.0%	3.2%
Farsi/Persian	182	1.8%	2.9%
Filipino/Tagalog	177	1.8%	2.8%
Vietnamese	176	1.8%	2.8%
Spanish/Castilian	148	1.5%	2.4%
Russian	90	0.9%	1.4%
Arabic	84	0.9%	1.3%
Japanese	82	0.8%	1.3%
Taiwanese	67	0.7%	1.1%
Indonesian	62	0.6%	1.0%
Portuguese	54	0.5%	0.9%
Italian	50	0.5%	0.8%
Bosnian/Croatian/Serbian	49	0.5%	0.8%
German	46	0.5%	0.7%
Polish	25	0.3%	0.4%
Indigenous Language of Canada	21	0.2%	0.3%
American Sign Language	13	0.1%	0.2%
Other	390	4.0%	6.2%
Bangla/Bengali	63		
Gujarati	33		
Romanian	25		
Tamil	17		
Turkish	17		
Chinese Dialect	12		
Malayalam	11		
Swahili	11		
Thai	10		
Dutch	9		
Hebrew	9		
Telugu	9		
Amharic	8		
Greek	8		
Kannada	8		
Kurdish	8		
Shanghainese	7		
Ukrainian	7		
Albanian	6		
Creole	6		
Dari	6		
Armenian	5		
Pashto	5		
Sindhi	5		
Somali	5		
Other	92		
Total Responses	9,852	100.0%	156.8%
Missing Cases	2,654		

44) What was the first language you learned as a child and still use regularly?		
English	3,725	59.5%
Other language	2,532	40.5%
Total Responses	6,257	100.0%
Missing Cases	2,680	

45) Which language do you speak most often with your friends?		
English	5,553	88.7%
Other language	705	11.3%
Total Responses	6,258	100.0%
Missing Cases	2,679	

46) Prior to attending SFU, did you attend any on-campus SFU science workshops/events (e.g. On-campus science workshops/events include: Science in Action, Starry Nights, on-campus math or science workshops with your school, math or science-oriented summer camps at SFU, tours of SFU science facilities, meet and greet with SFU professors, Science Spooktacular, Girls Exploring Physics, Science Rendezvous, Mathcatcher, Cafe Scientifique)		
Yes	954	15.2%
No	4,957	78.8%
I don't remember	379	6.0%
Total Responses	6,290	100.0%
Missing Cases	2,647	

47) Please rate your satisfaction with these on-campus SFU science workshops/events.		
Very Satisfied	338	35.5%
Somewhat satisfied	471	49.5%
Undecided	96	10.1%
Not Very Satisfied	42	4.4%
Not at all Satisfied	5	0.5%
Total Responses	952	100.0%
Missing Cases	2	

48) Do you feel your attendance to these SFU science workshops/events positively affected your decision to apply to SFU?		
Yes	499	52.5%
No	243	25.6%
I don't know	208	21.9%
Total Responses	950	100.0%
Missing Cases	4	

49) Have you ever participated in these activities at SFU?		
A class project involving a community or business organization		
Yes	830	13.2%
No, but I'm planning on doing it	1,149	18.3%
No, and I am not planning on doing it	1,629	25.9%
Not aware of this activity	2,673	42.6%
Total Responses	6,281	100.0%
Missing Cases	2,656	

An SFU volunteer program (e.g. campus ambassador programs, peer programs)		
Yes	1,082	17.2%
No, but I'm planning on doing it	1,716	27.3%
No, and I am not planning on doing it	1,840	29.3%
Not aware of this activity	1,643	26.2%
Total Responses	6,281	100.0%
Missing Cases	2,656	

Worked within an SFU faculty member's research team, separate from coursework		
Yes	491	7.8%
No, but I'm planning on doing it	1,787	28.5%
No, and I am not planning on doing it	1,795	28.6%
Not aware of this activity	2,205	35.1%
Total Responses	6,278	100.0%
Missing Cases	2,659	

Summary		
	% Yes / No, but planning on doing it	
An SFU volunteer program (e.g. campus ambassador programs, peer programs)	44.5%	
Worked within an SFU faculty member's research team, separate from coursework	36.3%	
A class project involving a community or business organization	31.5%	

50) 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		
Any VOLUNTEER work		
Yes	3,697	61.2%
No	2,343	38.8%
Total Responses	6,040	100.0%
Missing Cases	2,897	
CIVIC activities (voting, organizing/signing a petition, contacting a politician about a public issue, etc.)		
Yes	3,061	50.6%
No	2,988	49.4%
Total Responses	6,049	100.0%
Missing Cases	2,888	
HUMANITARIAN efforts to help the needy (helping seniors, helping the poor, animal welfare, raising money for medical research, etc.)		
Yes	2,129	35.2%
No	3,924	64.8%
Total Responses	6,053	100.0%
Missing Cases	2,884	
ENVIRONMENTAL advocacy (neighborhood cleaning, promoting clean initiatives, involvement with non-profit environmental groups, etc.)		
Yes	1,751	29.0%
No	4,283	71.0%
Total Responses	6,034	100.0%
Missing Cases	2,903	
SOCIAL JUSTICE activities (promoting human rights issues: minority rights, workers' rights, rights of the homeless, etc.)		
Yes	1,762	29.2%
No	4,270	70.8%
Total Responses	6,032	100.0%
Missing Cases	2,905	

Community service work that made use of the expertise you have acquired during your SFU EDUCATION		
Yes	1,120	18.5%
No	4,918	81.5%
Total Responses	6,038	100.0%
Missing Cases	2,899	
In an INTERNATIONAL Setting		
Any VOLUNTEER work		
Yes	754	14.3%
No	4,523	85.7%
Total Responses	5,277	100.0%
Missing Cases	3,660	
CIVIC activities (voting, organizing/signing a petition, contacting a politician about a public issue, etc.)		
Yes	681	12.8%
No	4,633	87.2%
Total Responses	5,314	100.0%
Missing Cases	3,623	
HUMANITARIAN efforts to help the needy (helping seniors, helping the poor, animal welfare, raising money for medical research, etc.)		
Yes	644	12.1%
No	4,689	87.9%
Total Responses	5,333	100.0%
Missing Cases	3,604	
ENVIRONMENTAL advocacy (neighborhood cleaning, promoting clean initiatives, involvement with non-profit environmental groups, etc.)		
Yes	464	8.7%
No	4,874	91.3%
Total Responses	5,338	100.0%
Missing Cases	3,599	
SOCIAL JUSTICE activities (promoting human rights issues: minority rights, workers' rights, rights of the homeless, etc.)		
Yes	595	11.2%
No	4,728	88.8%
Total Responses	5,323	100.0%
Missing Cases	3,614	
Community service work that made use of the expertise you have acquired during your SFU EDUCATION		
Yes	266	5.0%
No	5,047	95.0%
Total Responses	5,313	100.0%
Missing Cases	3,624	

51) Which methods of travel do you use regularly to get to/from an SFU campus for classes? 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 7,503 Responses	% of 5,614 Respondents
Drive in a car, or other motor vehicle (alone or in a car pool)	2,776	37.0%	49.4%
Public Transit (bus, skytrain, etc.)	4,191	55.9%	74.7%
Bicycle	78	1.0%	1.4%
Run/jog/walk	452	6.0%	8.1%
Other	6	0.1%	0.1%
Total Responses	7,503	100.0%	133.6%
Not Applicable, I do not regularly travel to any SFU campus for classes (e.g. I take my classes online)	276		
Not Applicable, I live on the campus where I take my classes	383		
Missing Cases	2,664		

52) 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?

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 9,007 Responses	% of 8,934 Respondents
Applied Sciences	1,231	13.7%	13.8%
Arts and Social Sciences	3,046	33.8%	34.1%
Business	1,176	13.1%	13.2%
Communication, Art, & Technology	783	8.7%	8.8%
Education	516	5.7%	5.8%
Environment	345	3.8%	3.9%
Health Sciences	546	6.1%	6.1%
Science	1,364	15.1%	15.3%
Total Responses	9,007	100.0%	100.8%
Missing Cases	3		

Credential pursued by students

		% of 9,435 Responses	% of 8,937 Respondents
Bachelor's Degree	8,589	91.0%	96.1%
Certificate	409	4.3%	4.6%
Professional Development Program	322	3.4%	3.6%
Post Baccalaureate Diploma	33	0.3%	0.4%
Other/No Credential	82	0.9%	0.9%
Total Responses	9,435	100.0%	105.6%

Declared a major/minor/etc.

Declared	6,559	73.4%
Undeclared	2,378	26.6%
Total Responses	8,937	100.0%

Number of SFU courses the student is taking this term (Fall 2021)		
0	362	4.1%
1	659	7.4%
2	616	6.9%
3	3,115	34.9%
4	3,337	37.3%
5	762	8.5%
6	80	0.9%
7	6	0.1%
Total Responses	8,937	100.0%

Full-time status this term (Fall 2021)		
Part-time (fewer than 9 credits and not on a co-op work term)	911	10.2%
Full-time (9 or more credits, or on a co-op work term)	8,026	89.8%
Total Responses	8,937	100.0%

Where students are taking their courses this term (Fall 2021)

Note: Due to Covid-19, many 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.

		% of 12,385 Responses	% of 8,936 Respondents
Burnaby	7,807	66.3%	87.4%
Surrey	1,777	15.1%	19.9%
Vancouver	704	6.0%	7.9%
Distance Education/Online	817	6.9%	9.1%
On Co-op Term	468	4.0%	5.2%
Other Location(s)	211	1.8%	2.4%
Total Responses	11,784	100.0%	131.9%
Missing Cases	1		

Total credits completed prior to the Fall 2021 term (including both SFU and transfer credits)		
None	1,802	20.2%
1 - 29	938	10.5%
30 - 59	2,107	23.6%
60 - 89	2,142	24.0%
90 - 119	1,569	17.6%
120 or more	379	4.2%
Total Responses	8,937	100.0%

Cumulative Grade Point Average (CGPA)		
No CGPA Available (new student, or no courses taken towards CGPA)	2,242	25.1%
Less than 2.00	242	2.7%
2.00 to 2.32	367	4.1%
2.33 to 2.66	867	9.7%
2.67 to 2.99	1,440	16.1%
3.00 to 3.32	1,530	17.1%
3.33 to 3.66	1,215	13.6%
3.67 to 3.99	741	8.3%
4.00 to 4.33	293	3.3%
Total Responses	8,937	100.0%

Participation in Co-op		
Co-op students	2,189	24.5%
Not co-op students	6,748	75.5%
Total Responses	8,937	100.0%

Year of admission to SFU		
2021	2,773	31.0%
2020	2,083	23.3%
2019	1,459	16.3%
2018	1,157	12.9%
2017	740	8.3%
2016	347	3.9%
Before 2016	378	4.2%
Total Responses	8,937	100.0%

Basis of admission to SFU		
BC High School	5,207	58.3%
BC College Transfer/Associate Degree	2,471	27.6%
Non-BC High School	570	6.4%
University Transfer	182	2.0%
Degree Holder	270	3.0%
Mature	47	0.5%
Other	190	2.1%
Total Responses	8,937	100.0%

New student status		
New students	2,143	24.0%
Returning students	6,794	76.0%
Total Responses	8,937	100.0%

International student status		
International students	1,685	18.9%
Domestic students	7,252	81.1%
Total Responses	8,937	100.0%

Sex		
Female	5,438	60.8%
Male	3,498	39.1%
Total Responses	8,936	100.0%
Missing Cases	1	

Age (as of September 1, 2021)		
17 or younger	485	5.4%
18	1,404	15.7%
19	1,197	13.4%
20	1,363	15.3%
21	1,408	15.8%
22	1,099	12.3%
23	616	6.9%
24	356	4.0%
25	203	2.3%
26 - 30	449	5.0%
31 - 40	224	2.5%
41 - 50	93	1.0%
51 - 65	34	0.4%
Over 65	6	0.1%
Total Responses	8,937	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 19 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 student life/campus community dominated the responses, followed by course delivery and flexibility.

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

Suggestion/Improvement	# (%) of Respondents	
Student Life/Campus Community	170	(18%)
Course Delivery and Flexibility	101	(10%)
Facilities	93	(10%)
Services	91	(9%)
Tuition/Fees and Financial Aid	80	(8%)
Course Availability, Variety and Scheduling	61	(6%)
Program/Course Curriculum	51	(5%)
Transportation	47	(5%)
Instructors and TAs	41	(4%)
University Administration/Policy Decisions	38	(4%)
COVID-19 Pandemic Response and Safety Measures	27	(3%)
Communication	27	(3%)
SFU Online	26	(3%)
Food	24	(2%)
Residence (Including Dining Hall)	17	(2%)
Mental Health Resources	16	(2%)
Grading Scale	13	(1%)
Advising	12	(1%)
Construction	11	(1%)
Other	19	(2%)
Total	965	(100%)
No Suggestion	35	

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

Student Life/Campus Community

- Host more social events/activities
- Foster more community among students

Course Delivery and Flexibility

- Continue offering courses online and offer more courses online
- Return to in-person courses
- Provide flexible learning/accommodations for students who don't feel comfortable attending in-person courses, or who are sick and unable to attend class

Facilities

- More/better study spaces and seating
- Brighten up the campus with more colour
- Fix the heating/cooling systems

Services

- Provide more academic support
- Improve campus way-finding and maps
- Improve gym services

Tuition/Fees and Financial Aid

- Lower tuition fees/do not raise tuition

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)

Program/Course Curriculum and Format

- Improve the quality of education/courses
- Lower the workload/difficulty of courses

Transportation

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

Instructors and TAs

- Improve quality of teaching
- Listen to student feedback about instructors and TAs

University Administration/Policy Decisions

- Release exam schedules sooner
- Listen to students

COVID-19 Pandemic Response and Safety Measures

- Mixed responses:
 - Have better protocols in place, and enforce the safety measures
 - Remove safety measures completely

Communication

- Improve communication about policies, available services and resources, and events at SFU
- Improve response times to emails

SFU Online

- Make SFU webpages easier to navigate
- Improve wifi connection on campus

Food

- Better/More food options
- More microwaves

Residence (Including Dining Hall)

- Improve variety of food at the dining hall
- Improve cleaning of residence facilities

Mental Health Resources

- Improve access to mental health resources
- Provide better mental health resources

Grading Scale

- Do not curve grades
- Change the grading scale to 4.0 instead of 4.33

Advising

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

Construction

- Finish the construction projects
- Have less construction on campus

SECTION C.3: SAMPLE OF STUDENT SUGGESTIONS BY TOPIC¹

Student Life/Campus Community

- Build Culture around University. Everyone is always looking to head home after class, make a culture where students can't wait to go to Campus.
- Have more in-person events for greater collaboration and relationship building

¹ Comments are reproduced exactly as written by students

Course Delivery and Flexibility

- be more flexible with in person / online courses. as in having the option for either choice in most courses.
- More in person classes
- Recorded lectures or live feeds to in-class lectures so that people who are sick don't feel like they need to be there despite feeling poorly.

Facilities

- More places to sit and study
- the school itself is very bland and grey as it is fully made of concrete it would be nice if there was more art or colour on the outside so it is not as bland and boring

Services

- Provide a more clear map because it is hard to find some classrooms
- Better access to resources

Tuition/Fees and Financial Aid

- Cheaper tuition
- No more tuition hikes

Course Availability, Variety and Scheduling

- Have almost all classes available to take every semester since some classes aren't offered every semester.
- The main issue I have is that it can be very hard to get into certain classes that are required for your major. I and many of my friends have been unable to get into required classes, which makes it hard to plan out how to get your degree. I think it would be nice to have more sections for very popular classes.

Program/Course Curriculum and Format

- lower course difficulty
- improving classes and curriculums

Transportation

- Better transit to campus
- Make parking cheaper

Instructors and TAs

- Have more standardized criteria for professors, as most of the ones I have had do not have enough strategies or experience to be teaching the courses.
- TAs for classes be well equipped in helping the students, such as preparing ahead of time and coordinating with their supervisor instructor on the given subject to ensure consistency.

University Administration/Policy Decisions

- Listen to what students have to say
- Tell us when our finals are before choosing classes

COVID-19 Pandemic Response and Safety Measures

- Have more covid safety measure in place, like social distancing and smaller class sizes.
- No vaccines/testing, and no masks.

Communication

- - it would be to make us more aware of some of the events and activities that take place at sfu
- better email response times

SFU Online

- better wifi service throughout the campus
- Easier to navigate websites

Food

- More food options on campus
- more microwaves

Residence (Including Dining Hall)

- Better vegetarian options at dining hall.
- Cleaning. I live in residence, and the cleaning standards need to be improved. The outside walkways also need cleaning.

Mental Health Resources

- easier access to mental health counselling
- Better mental health resources - I have been pretty unsatisfied with my experiences with Health & Counselling and also the app.

Grading Scale

- Grading scale from 4.33 to 4.0 or show percentages on transcripts.
- Remove curve from beedie

Advising

- Better assistance with course planning and requirements. Every time I have emailed or spoken with my advisor, I get referred to using course planning tools.
- easier access to academic advising

Construction

- Less construction

APPENDIX D

COMPARISON OF SURVEY SAMPLE AND STUDENT POPULATION

Age	Sample	Population
< 21	49.8%	43.9%
21 to 25	41.2%	47.2%
> 25	9.0%	8.9%
Total	100.0%	100.0%
Average Age	21.5	21.6

Sex	Sample	Population
Female	60.8%	53.5%
Male	39.1%	46.5%
Total	100.0%	100.0%

International	Sample	Population
Yes	18.9%	20.7%
No	81.1%	79.3%
Total	100.0%	100.0%

Co-op Student	Sample	Population
Yes	24.5%	23.8%
No	75.5%	76.2%
Total	100.0%	100.0%

New Student	Sample	Population
Yes	24.0%	19.8%
No	76.0%	80.2%
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	24.0%	19.8%
< 2.00	2.7%	3.5%
2.00 to 2.99	29.9%	36.6%
≥ 3.00	42.3%	39.0%
CGPA not available	1.1%	1.0%
Total	100.0%	100.0%

First SFU Semester	Sample	Population
2021	31.0%	26.4%
2020	23.3%	21.7%
2019	16.3%	17.1%
2018	12.9%	14.5%
2017	8.3%	9.8%
2016	3.9%	5.1%
Before 2016	4.2%	5.3%
Total	100.0%	100.0%

Year Level	Sample	Population
First	25.9%	23.0%
Second	22.5%	21.2%
Third	23.9%	24.4%
Fourth	21.7%	23.8%
Fifth	6.0%	7.6%
Total	100.0%	100.0%

Basis of Admission	Sample	Population
BC High School	58.3%	57.1%
Non-BC High School	6.4%	5.6%
BC Coll. Transfer/Assoc. Degr.	27.6%	29.9%
University Transfer	2.0%	2.1%
Degree Holder	3.0%	2.6%
Mature	0.5%	0.4%
Other	2.1%	2.4%
Total	100.0%	100.0%

Faculty	Sample	Population
APSC	13.8%	14.7%
ARTS	34.1%	34.1%
BUS	13.2%	13.2%
CAT	8.8%	9.2%
EDUC	5.8%	5.5%
ENV	3.9%	3.5%
HSCI	6.1%	5.9%
SCI	15.3%	14.5%
Unspecified	0.0%	0.0%
* Students may be in more than one faculty.		

Major/Minor Declared	Sample	Population
Yes	73.4%	73.5%
No	26.6%	26.5%
Total	100.0%	100.0%

Course Location	Sample	Population
Burnaby	87.4%	86.3%
Surrey	19.9%	19.6%
Vancouver	7.9%	7.8%
Online/Distance Ed.	9.1%	9.3%
On Co-op Term	5.2%	5.6%
Other Location	2.4%	2.8%
* Students may study in more than one location.		
* Due to Covid-19, some 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	89.8%	86.4%
Part-Time	10.2%	13.6%
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	20.2%	16.4%
1 to 29	10.5%	10.1%
30 to 59	23.6%	23.3%
60 to 89	24.0%	24.6%
90 to 119	17.6%	20.2%
120+	4.2%	5.5%
Total	100.0%	100.0%