



INSTITUTIONAL RESEARCH
AND PLANNING

Fall 2022 Undergraduate Student Survey: Report of Findings

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SECTION I: INTRODUCTION

This report presents a summary of the findings from the Fall 2022 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.

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.

SECTION II: METHODOLOGY AND RESPONSE RATE

The UGSS was administered online, during October 2022². All 25,689 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 5th, 2022⁴. Follow-up e-mails were sent out on October 11th, 19th, and 27th, with a final reminder on November 3rd. The online survey was available to students until November 6th.

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, 6,204 undergraduate students responded to the survey. This represents a response rate of 24.2%, which is lower than last year's response rate of 34.9%. Factors that may have affected this year's response and completion rates are being investigated; for example, multiple competing student surveys were circulated during the administration of the UGSS and may have decreased response rates. Communication strategies and survey design will be reviewed in an effort to increase response and completion rates. 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 $\pm 1.1\%$ 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 4,352 students fully completed the survey (reached the last page and clicked on “submit”). Proportions calculated on *this* number of respondents are accurate within $\pm 1.4\%$, 19 times out of 20.

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 5th). 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.

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.

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.

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: 69% of respondents were admitted to SFU from high school, 26% 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: 86% of respondents were taking courses at SFU's Burnaby campus in Fall 2022, 18% at the Surrey campus, 7% at the Vancouver campus, and 4% through Distance Education/Online. (Students may take classes in more than one location.)</p> <p>Credential: 95% were pursuing a Bachelor's Degree, 4% were pursuing a Certificate, 4% were in the Professional Development Program, less than 1% were pursuing a Post Baccalaureate Diploma, and 2% were pursuing another credential or no credential. (Students may pursue more than one credential.)</p> <p>Cumulative Grade Point Average: 40% had a CGPA of 3.00 or above; 27% 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: 72% 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, 29% worked 20 or more hours per week.</p> <p>Faculty: 33% of respondents were in Arts and Social Sciences, 17% in Science, 13% in Applied Sciences, 12% 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: 71% of respondents began their studies at SFU within the past three years (2020 or later). 28% 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 2022 semester.</p> <p>International Students: 15% of respondents were international students (non-Canadian citizens with "Student Authorization" to study in Canada).</p> <p>Gender: 63% of the survey respondents identified as women; 37% identified as men.</p> <p>Total Credits Completed (SFU + Transfer): 33% of those surveyed had completed 1 to 59 credits prior to Fall 2022; 42% had completed 60 or more credits; 24% had not yet completed any SFU or transfer credits.</p> <p>Year Level: Based on all credits completed, 52% of respondents were in their first/second year and 48% 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 2022 semester:

- On average, the survey respondents have a higher cumulative grade point average (CGPA). Among those with an available CGPA:
 - 58% of survey respondents have a CGPA ≥ 3.00 , compared to 48% of the student body.

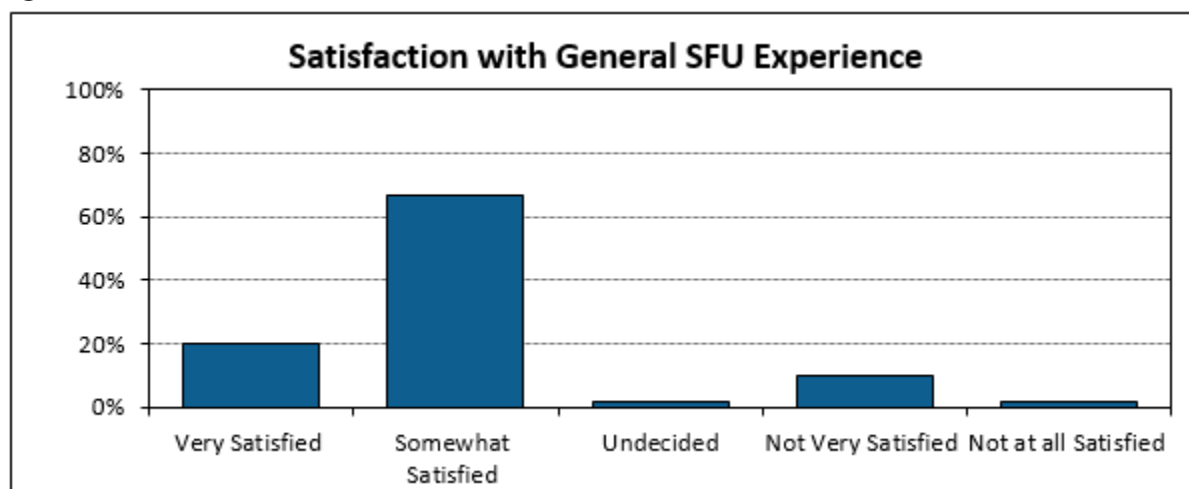
- A few groups are over-represented in the sample:
 - women (63% vs. 53% among all undergraduate students),
 - students under 21 years of age (52% vs. 45% in the student population), and
 - new students (28% vs. 21% in the student population).
- A few groups are under-represented in the sample:
 - BC college transfer and associate degree students (28% vs. 23% of the sample),
 - international students (20% vs. 15% of the sample), and
 - part-time⁷ students (part-time students comprise 18% of the student population, but only 15% of the sample).

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

- 87% of respondents indicated that they are satisfied⁸ with their general SFU experience (see Figure 1). This is a statistically significant increase over last year's rate of 85% and 2020's rate of 77%.

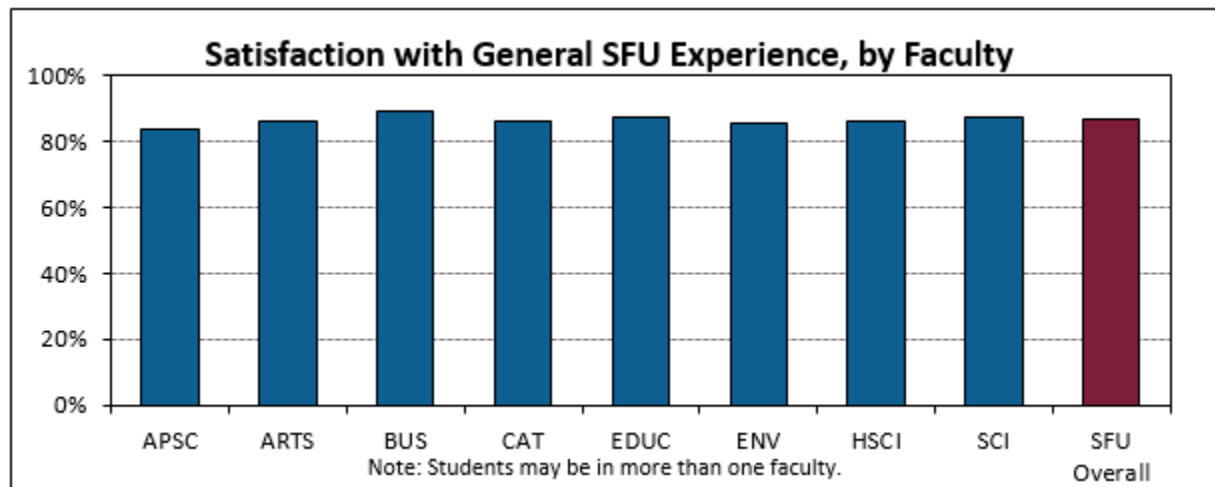
Figure 1:



- When looking at respondents who are taking longer than they expected to graduate, 84% 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 all faculties are similar (84-89%; see Figure 2) with no statistically significant differences between this year's and last year's rates.

⁷ Part-time students are defined as those taking less than 9 credits this term and not on a co-op work term.

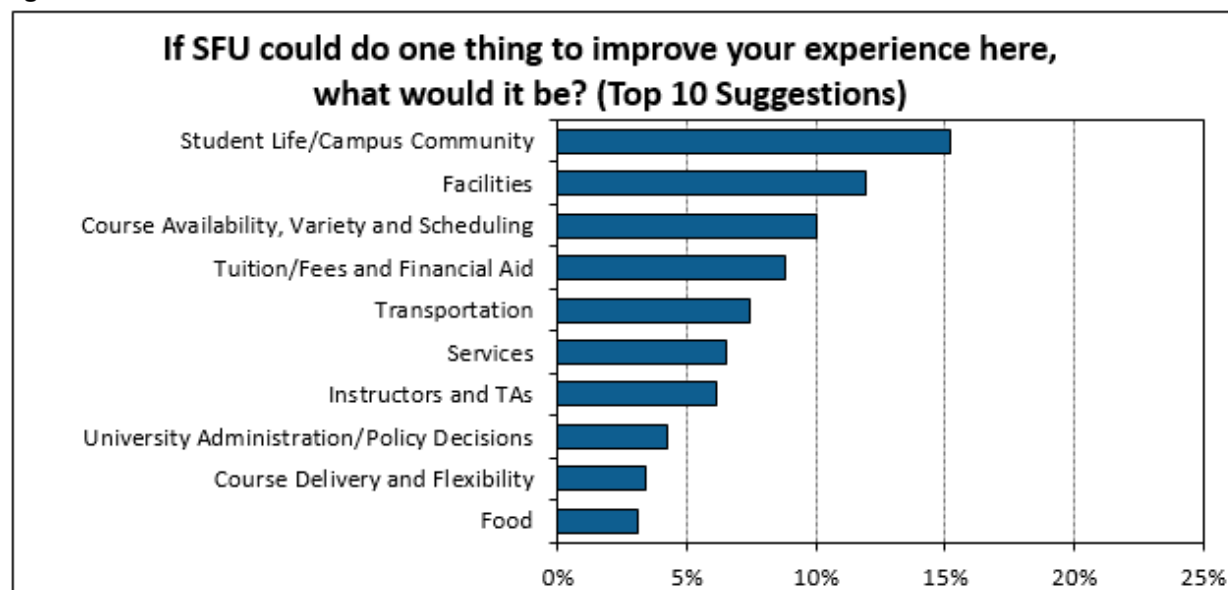
⁸ For the purposes of this report, the categories of "Very Satisfied" and "Somewhat Satisfied" have been combined and will be referred to as "satisfied."

Figure 2:

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 (15%),
- Facilities (12%),
- Course Availability, Variety, and Scheduling (10%), and
- Tuition/Fees and Financial Aid (9%).

Student life/campus community and facilities are top suggestions that have been made over the past several years. These are the same top suggestions when looking at respondents who are satisfied with their overall SFU experience.

Figure 3:

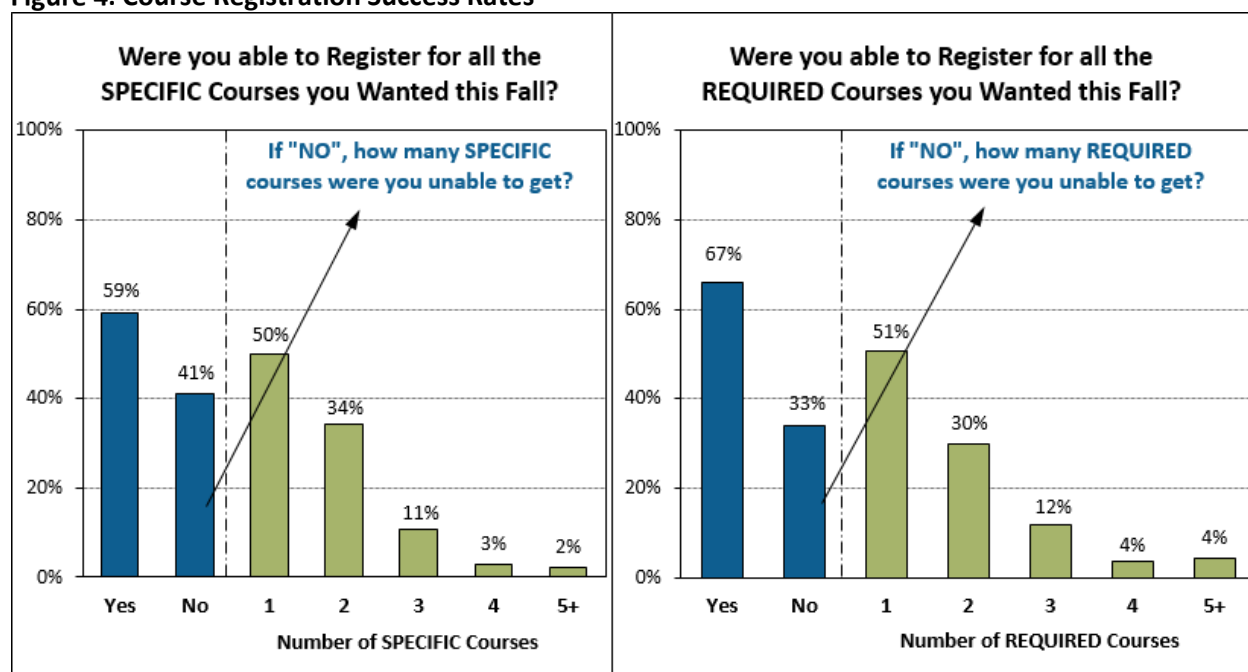
Among those who said that they were “not very satisfied” or “not at all satisfied” with their general SFU experience, the most commonly cited issues in the open-ended question were student life/campus community (14%), tuition/fees and financial aid (13%), instructors and TAs (13%), and course availability, variety and scheduling (10%).

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

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



Specific Courses

- 59% of respondents were able to register in all of the SPECIFIC courses they wanted in Fall 2022 (see 4, above). This is the same as last year’s rate.
- 41% were unable to register in all of the SPECIFIC courses they wanted⁹. Among these students:
 - Most were unable to get one (50%) or two (34%) of the specific courses they wanted, although some said they were unable to get “5 or more” specific courses.

⁹ Students were asked not to count courses that were not offered, and courses for which they lacked the pre- or co-requisites.

- On average, 1.7 additional SPECIFIC courses were wanted. Among the additional SPECIFIC courses they wanted, 80% of respondents indicated a need for REQUIRED courses.

Required Courses

- 67% of respondents were able to register in all of the REQUIRED courses they wanted in Fall 2022 (see 4, above). This is comparable to last year's rate of 66%.
- The remaining 33% were unable to register in all of the REQUIRED courses they wanted¹⁰. 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, 15,074 required course spaces wanted by students in Fall 2022 were unsatisfied¹¹.
- 25% of respondents indicated that they were unable to register in REQUIRED LOWER DIVISION courses in Fall 2022¹², a statistically significant increase over last year's 22%. The most commonly cited reasons were:
 - all course sections were full (68% 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 (28%).
- 21% of respondents indicated that they were unable to register in REQUIRED UPPER DIVISION courses in Fall 2022¹² (statistically lower than last fall's 24%). The most commonly cited reasons were:
 - all course sections were full (62% of affected respondents cited this cause),
 - the course was not offered this term (40%),
 - the primary course component (lecture) had a scheduling conflict with another SFU course (26%), and
 - course spaces were reserved for other students (22%).

¹⁰ 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, 30% 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.

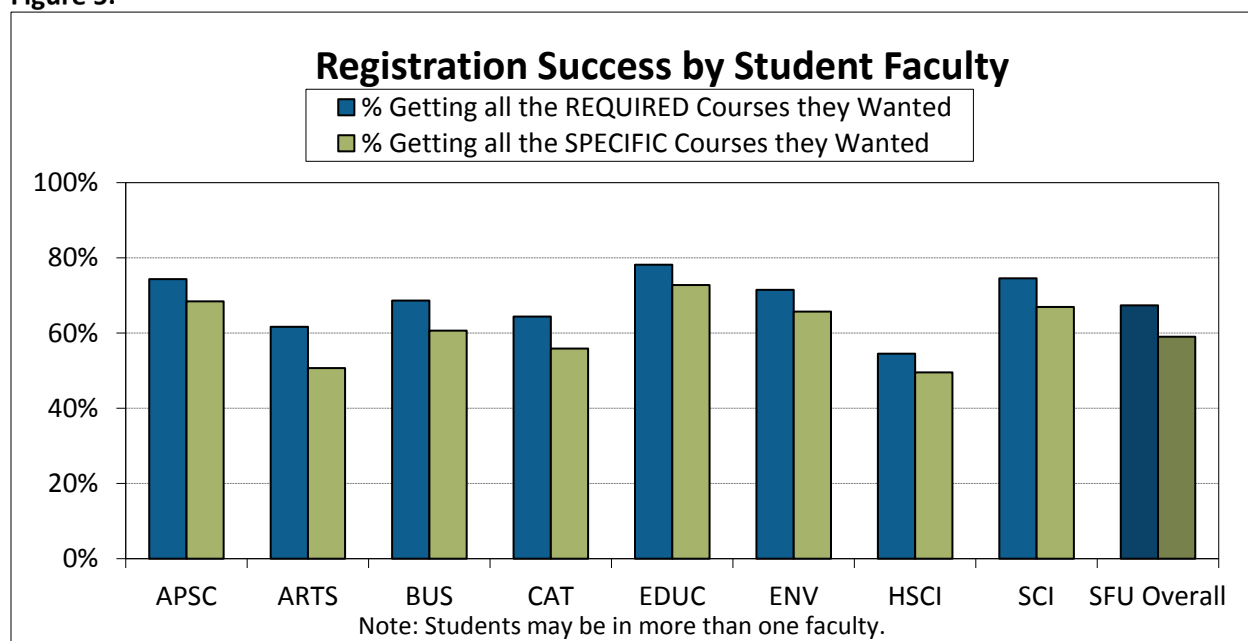
¹¹ This number was calculated as follows: Assuming that we can extrapolate the survey data to the population of all undergraduate students, 32.6% of 25,689 students were unable to register in an average of 1.80 required courses. So, the number of unsatisfied required course spaces is: $0.326 \times 25,689 \times 1.80 = 15,074$.

¹² 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 2022. Figure 5 displays the success rates across the faculties¹³.

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, being the most successful in registering for the specific and required courses.
- Outside of Education (EDUC),
 - Applied Sciences (APSC) respondents were the most successful in registering for their specific courses (68%), while Science (SCI) respondents were the most successful in registering for their required courses (75%).
 - Respondents in Health Sciences (HSCI) were the least successful in registering for their specific and required courses (50% and 55%, respectively).

¹³ 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.

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 (67%) • Scheduling conflict (lecture; 27%) • Travel time between campuses (26%) 	<ul style="list-style-type: none"> • All course sections full (50%) • Two-way tie (34%): <ul style="list-style-type: none"> ◦ Course not offered this term ◦ Travel time between campuses
Arts and Social Sciences (ARTS)	<ul style="list-style-type: none"> • All course sections full (73%) • Course spaces were reserved (36%) • Scheduling conflict (lecture; 26%) 	<ul style="list-style-type: none"> • All course sections full (68%) • Course not offered this term (40%) • Course spaces were reserved (25%)
Business (BUS)	<ul style="list-style-type: none"> • All course sections full (66%) • Two-way tie (26%): <ul style="list-style-type: none"> ◦ Course spaces were reserved ◦ Travel time between campuses 	<ul style="list-style-type: none"> • All course sections full (72%) • Inconvenient time (26%) • Course not offered this term (25%)
Communication, Art and Technology (CAT)	<ul style="list-style-type: none"> • All course sections full (64%) • Course spaces were reserved (42%) • Course not offered this term (25%) 	<ul style="list-style-type: none"> • All course sections full (58%) • Course not offered this term (46%) • Two-way tie (28%): <ul style="list-style-type: none"> ◦ Scheduling conflict (lecture) ◦ Course spaces were reserved
Education (EDUC)	<ul style="list-style-type: none"> • All course sections full (75%) • Two-way tie (35%): <ul style="list-style-type: none"> ◦ Course spaces were reserved ◦ Scheduling conflict (lecture) 	<ul style="list-style-type: none"> • All course sections full (72%) • Course spaces were reserved (42%) • Course not offered this term (28%)
Environment (ENV)	<ul style="list-style-type: none"> • All course sections full (53%) • Scheduling conflict (lecture; 42%) • Three-way tie (22%): <ul style="list-style-type: none"> ◦ Course spaces were reserved ◦ Course not offered this term ◦ Scheduling conflict (tutorial/lab) 	<ul style="list-style-type: none"> • Course not offered this term (63%) • Scheduling conflict (lecture; 37%) • Scheduling conflict (tutorial/lab; 30%)
Health Sciences (HSCI)	<ul style="list-style-type: none"> • All course sections full (58%) • Scheduling conflict (lecture; 38%) • Course not offered this term (31%) 	<ul style="list-style-type: none"> • All course sections full (80%) • Course not offered this term (49%) • Scheduling conflict (lecture; 22%)
Science (SCI)	<ul style="list-style-type: none"> • All course sections full (64%) • Course spaces were reserved (30%) • Scheduling conflict (lecture; 29%) 	<ul style="list-style-type: none"> • Course not offered this term (54%) • All course sections full (42%) • 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 Business (BUS) and Communication, Art and Technology (CAT) chose a lecture scheduling conflict as one of their top reasons, and
 - respondents in every faculty except for Applied Sciences (APSC) and Health Sciences (HSCI) had course spaces reserved for other students as a top reason, and
 - Applied Sciences (APSC) and Business (BUS) were the only faculties to indicate travel times between campus to be a reason.

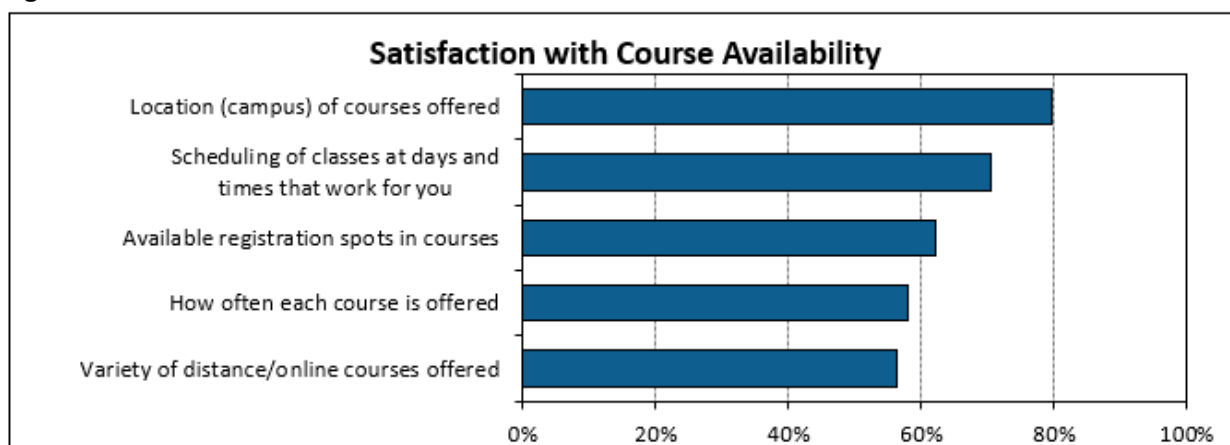
- Upper Division Courses:
 - respondents in every faculty chose the course not being offered among their top three reasons for their inability to register in courses,
 - respondents in every faculty except Environment (ENV) indicated that all course sections being full was among their top reasons,
 - respondents in Communication, Arts and Technology (CAT), Environment (ENV), Health Sciences (HSCI) and Science (SCI) indicated that a lecture scheduling conflict was among their top reasons, and
 - Arts and Social Sciences (ARTS), Communication, Arts and Technology (CAT) 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 was highest for:
 - location (campus) of courses offered (80% satisfied) and
 - scheduling of classes (70%).
- Satisfaction was lowest for other aspects of course availability:
 - available registration spots in courses (62%),
 - course frequency (how often each course is offered; 58%),
 - variety of distance/online courses offered (56%).
- There are a few statistically significant differences between satisfaction this year and the last time this question was asked in 2020:
 - satisfaction for scheduling of classes decreased (70% this year vs. 77% in 2020),
 - satisfaction for course frequency increased (58% this year vs. 52% in 2020),
 - satisfaction for course location decreased (56% this year vs. 66% in 2020).

Figure 6:



Trends Over Time

Figure 7 displays trends in registration success over the past 16 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:

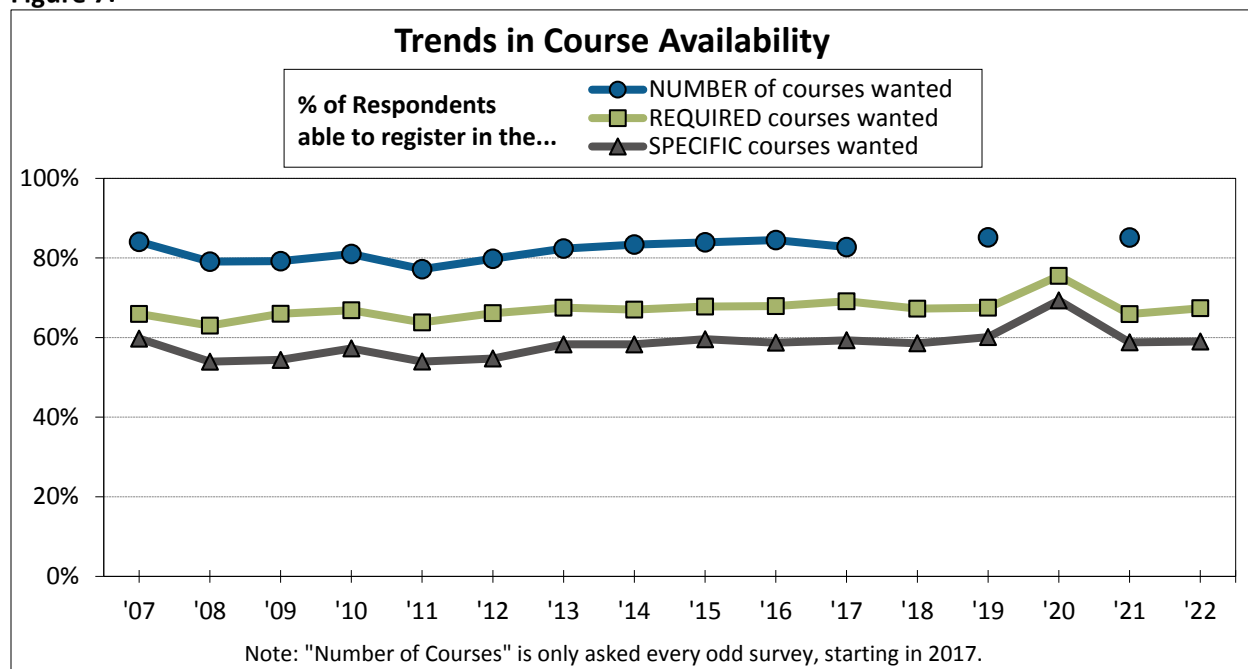
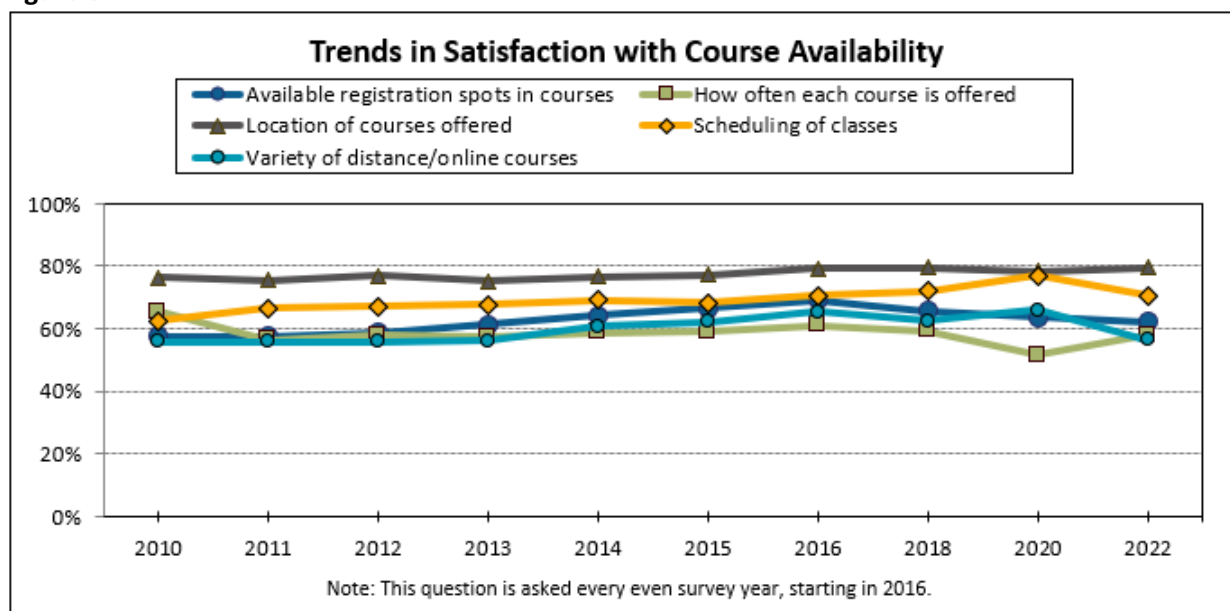


Figure 8 displays satisfaction with various aspects of course availability over time. As shown in the figure:

- In 2020, we saw more variance in satisfaction than in previous years; this has since decreased, though not returned to pre-2020 levels.
 - Satisfaction with the scheduling of classes had been steadily increasing until 2020; overall satisfaction has decreased since then.
 - Satisfaction with course frequency reached an all-time low at 52% in 2020, but has returned to the mean of 58% since.
- Satisfaction with available registration spots peaked in 2016 and has decreased to 2013 levels since then at 62%.
- Satisfaction with the location of courses offered gradually decreased until 2013, and has remained around 77-79% for the last several years, reaching 80% this year.
- Satisfaction with the variety of distance/online courses had been on the rise since 2014, but decreased to pre-2014 levels this year at 56%.

Figure 8:

Section III.4: Credential Completion Times

Students Taking Longer than Expected to Graduate

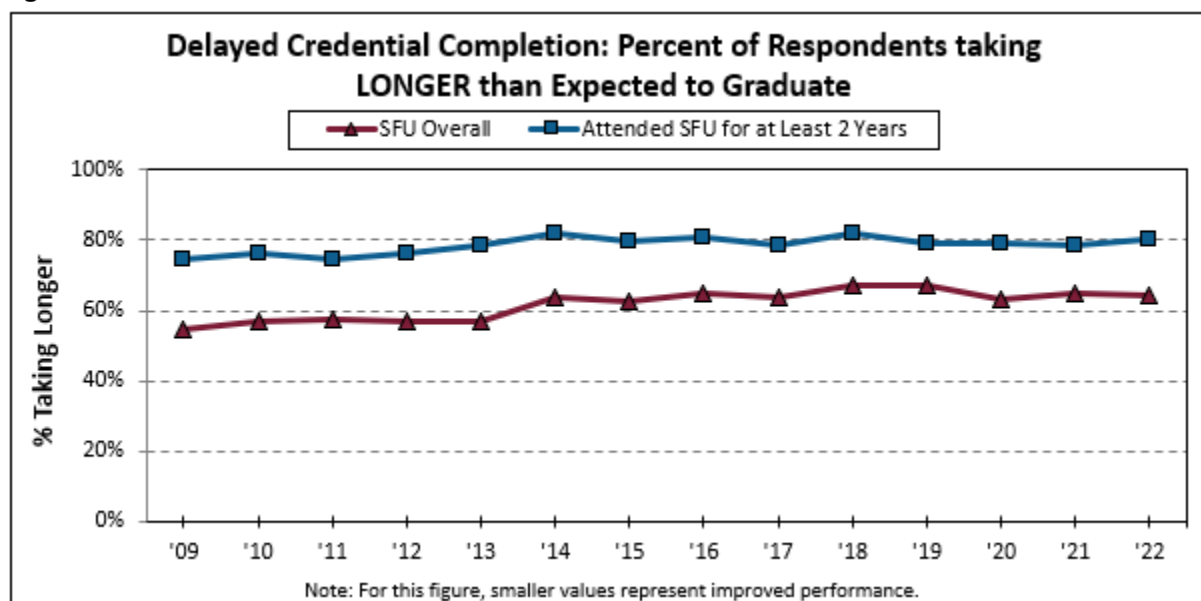
Course availability can affect the length of time required to complete a degree or other credential. If students are unable to register for required courses at the time when they need them, they will probably take longer to complete their requirements. For this reason, students were also asked questions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

- 64% of respondents reported that it is taking them longer than expected to complete their credential, similar to last year's rate. Among delayed respondents:
 - 39% expect to take an additional 1 or 2 terms,
 - 40% an additional year,
 - 16% an additional 2 years, and
 - 6% 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 2% of respondents expect to complete their credential early.
- Respondents who are further along in their degree are more likely to report that it is taking longer than expected to complete their credential. Among those who have completed 60 or more credits¹⁴, 80% reported it is taking them longer than expected to complete their credential.

¹⁴ SFU and transfer credits.

Figure 9 shows the percentage of respondents with delayed completion over time for SFU overall and for respondents who have attended SFU for a minimum of two years. Respondents who have attended SFU for at least two years are more likely to have a better understanding of how long their credential will take them to complete. As shown in the figure, these respondents are much more likely to report that they are taking longer to complete their credential than expected (74-82% over time vs. 54-67% for SFU overall, over time). Between 2009 and 2014, delayed completion rates for these respondents have generally increased from 74% to 82%. Since then, the rates have hovered around 80%.

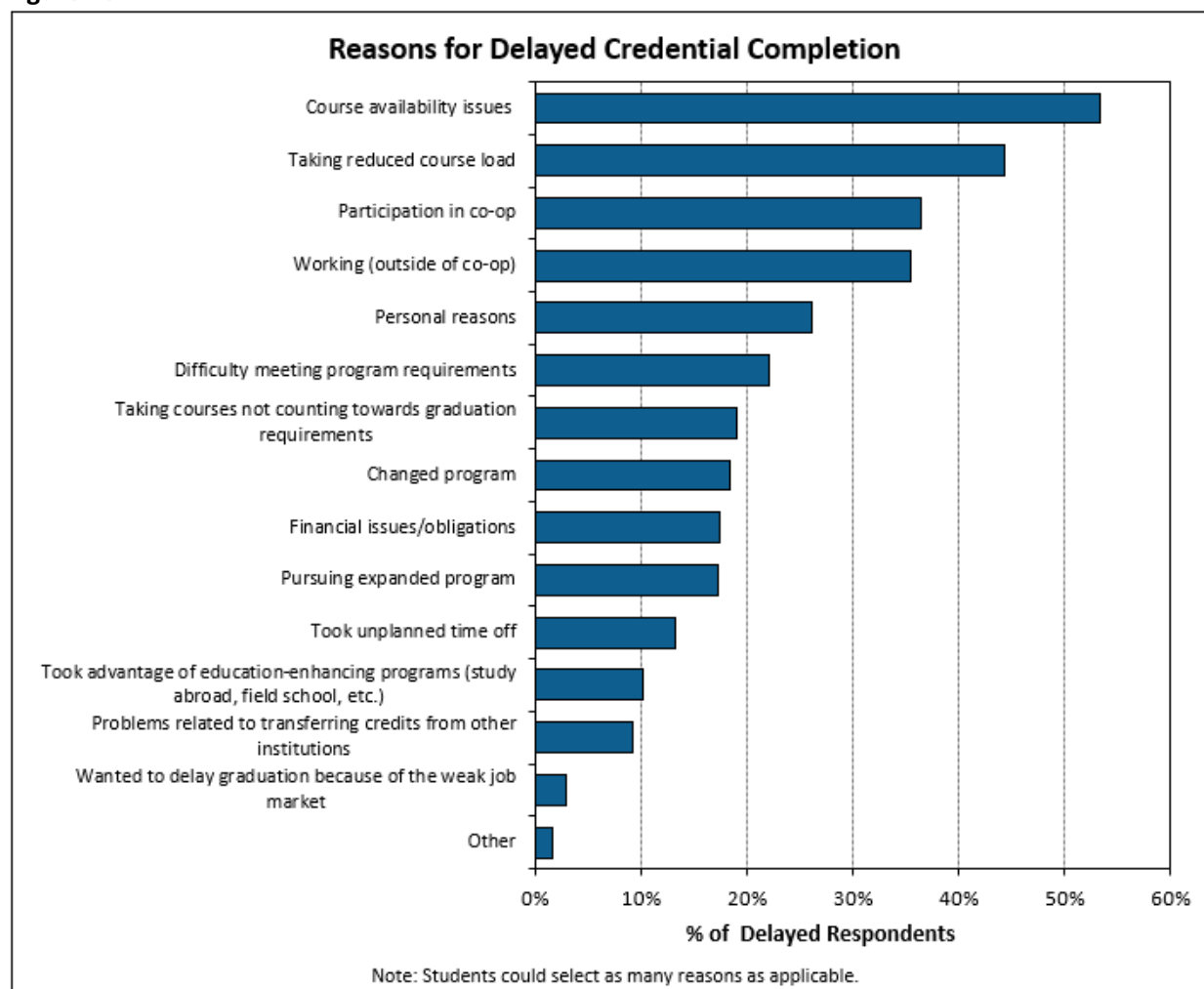
Figure 9:



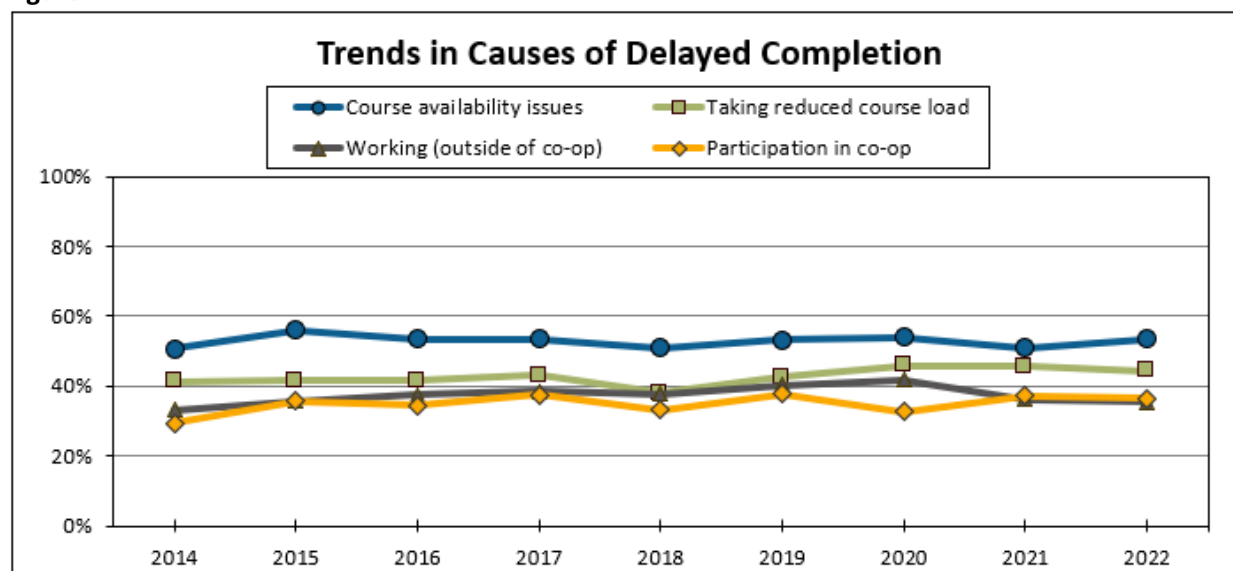
Causes of Delayed Completion

Among respondents taking longer than expected to complete their credential, the most commonly cited reasons are (see Figure 10):

- course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.; 53% of delayed respondents cited this cause, up from 51% last year),
- students who are taking/took a reduced course load (44%, down from 46% last year),
- participating in a co-op (36%, similar to last year), and
- working in a job, outside of co-op (36%, the same as last year).

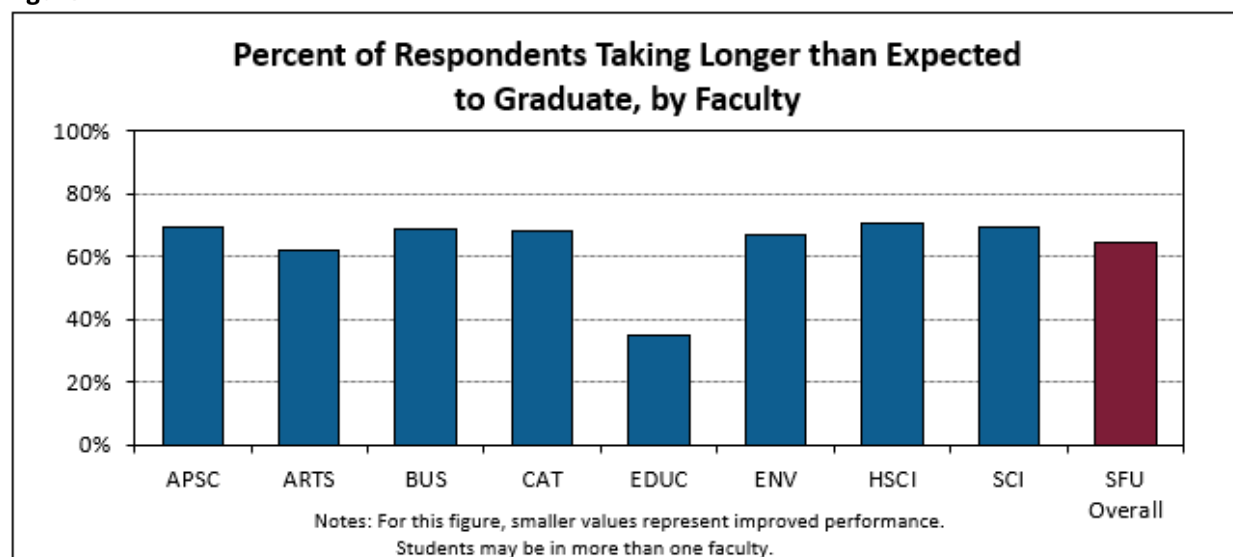
Figure 10:

Looking at causes of delayed completion over time, the top four reasons have been the same since 2012 (see Figure 11). As shown in the figure, course availability and taking a reduced course load have consistently been the top two causes for delay.

Figure 11:

Delayed Completion by Faculty

Figure 12 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 62-70%. The Faculty of Education (EDUC) has the lowest rate, with 35% of respondents reporting delayed completion¹⁵. 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.

Figure 12:

¹⁵ The difference in rates between Education (EDUC) and every other faculty are statistically significant.

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 Applied Science (APSC) 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 (62%) • Course availability issues (61%) • Taking/Took reduced course load (47%)
Arts and Social Sciences (ARTS)	<ul style="list-style-type: none"> • Course availability issues (56%) • Taking/Took reduced course load (45%) • Working full-time or part-time, outside of co-op (44%)
Business (BUS)	<ul style="list-style-type: none"> • Participation in co-op (61%) • Taking/Took reduced course load (42%) • Course availability issues (36%)
Communication, Art and Technology (CAT)	<ul style="list-style-type: none"> • Course availability issues (54%) • Participation in co-op (41%) • Taking/Took reduced course load (38%)
Education (EDUC)	<ul style="list-style-type: none"> • Course availability issues (60%) • Taking/Took reduced course load (43%) • Working full-time or part-time, outside of co-op (42%)
Environment (ENV)	<ul style="list-style-type: none"> • Two-way tie: (45%) <ul style="list-style-type: none"> ◦ Course availability issues ◦ Working full-time or part-time, outside of co-op • Taking/took reduced course load (43%)
Health Sciences (HSCI)	<ul style="list-style-type: none"> • Course availability issues (65%) • Taking/Took reduced course load (41%) • Working full-time or part-time, outside of co-op (33%)
Science (SCI)	<ul style="list-style-type: none"> • Course availability issues (52%) • Taking/Took reduced course load (47%) • Participation in co-op (41%)

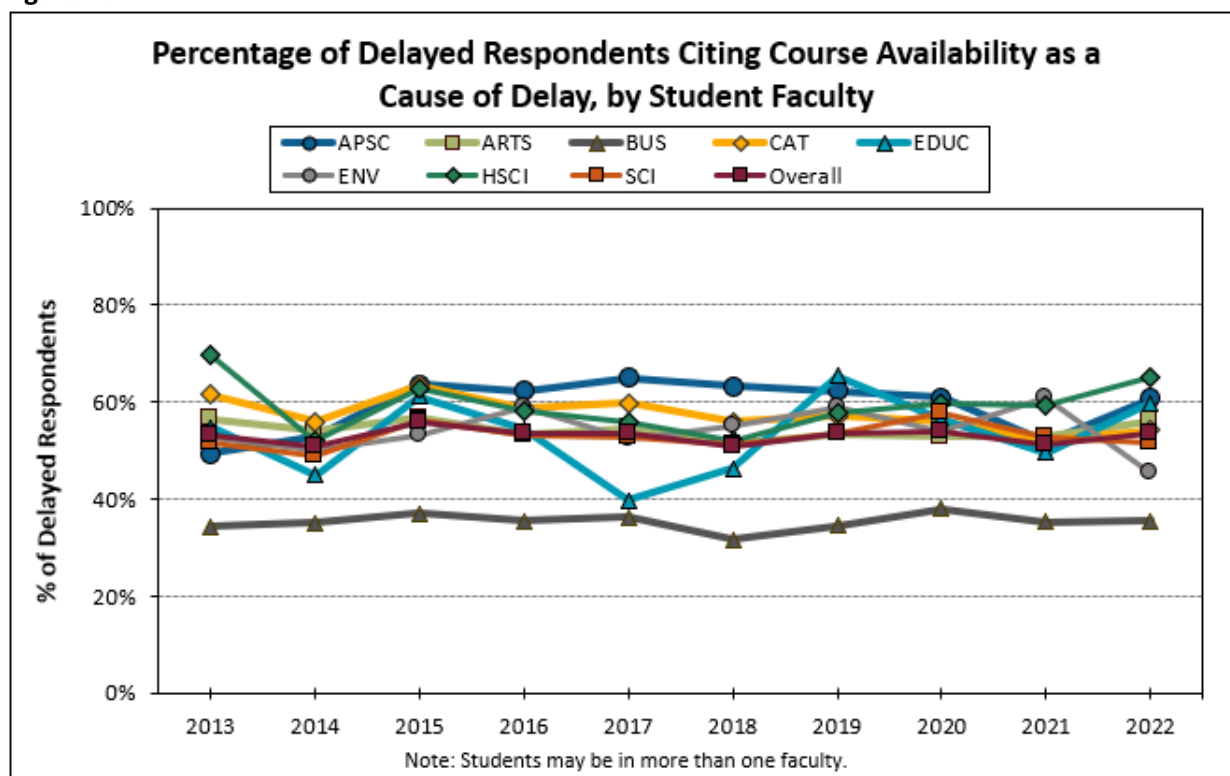
From the table:

- Course availability/scheduling was one of the top causes of delayed completion among respondents from every faculty.
- 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; 55% 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 Arts and Social Sciences (ARTS), Education (EDUC), Environment (ENV), and Health Sciences (HSCI) cited this as a top cause of delayed completion.
 - Co-op:
 - Over half of respondents from Applied Sciences (APSC; 62%) and Business (BUS; 61%), and over one third from Communication, Art and Technology (CAT; 41%) and Science (SCI; 41%) 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 13 displays the trends in delayed credential completion due to course availability issues by student faculty. As shown in the graph:

- Respondents in Applied Science (APSC) were the most likely to cite course availability issues as a cause of delay in five of the ten years shown in Figure 13.
- Respondents in Environment (ENV) reached their highest likelihood to cite course availability as a cause of delay in 2021, immediately followed by their lowest likelihood to do so in 2022.
- Respondents in Business (BUS) continue to be the least likely to cite course availability as a cause of delay.

Figure 13:

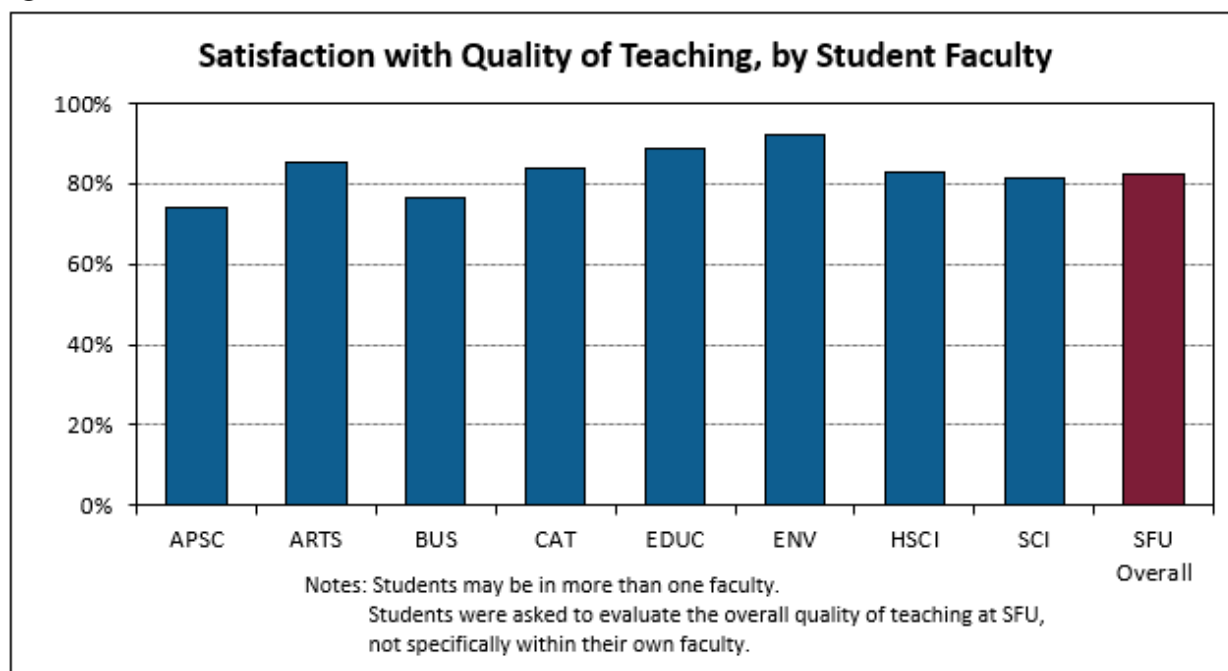


Section III.5: Teaching and Curriculum

Quality of Teaching

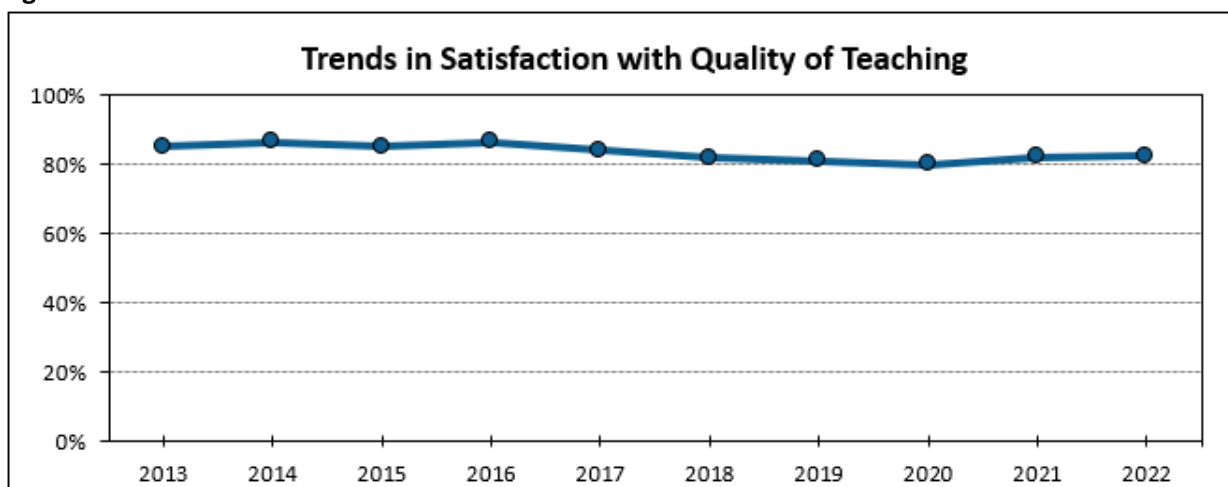
- 82% of respondents are satisfied with the overall quality of teaching at SFU. This is the same as last year.
- Figure 14 displays satisfaction with the overall quality of teaching at SFU, separated by student faculty. Note that students may take courses from any faculty, and so their evaluation of the quality of teaching may or may not refer to instructors within their own faculty. From the figure:
 - respondents from Arts and Social Sciences (ARTS), Education (EDUC), and Environment (ENV) are most likely to report that they are satisfied with the quality of teaching (85%, 89% and 92% satisfied, respectively¹⁶), and
 - respondents from Applied Sciences (APSC) and Business (BUS) are the least satisfied (74% and 77% satisfied, respectively¹⁶).

¹⁶ The difference in rates between the overall SFU rate and those for the Faculties of Applied Sciences, Arts and Social Sciences, Business, Education, and Environment are statistically significant.

Figure 14:

When separated by year level, respondents in second year are a little less satisfied than those in first, third, and fourth years (81% vs. 82-84%).

Figure 15 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.

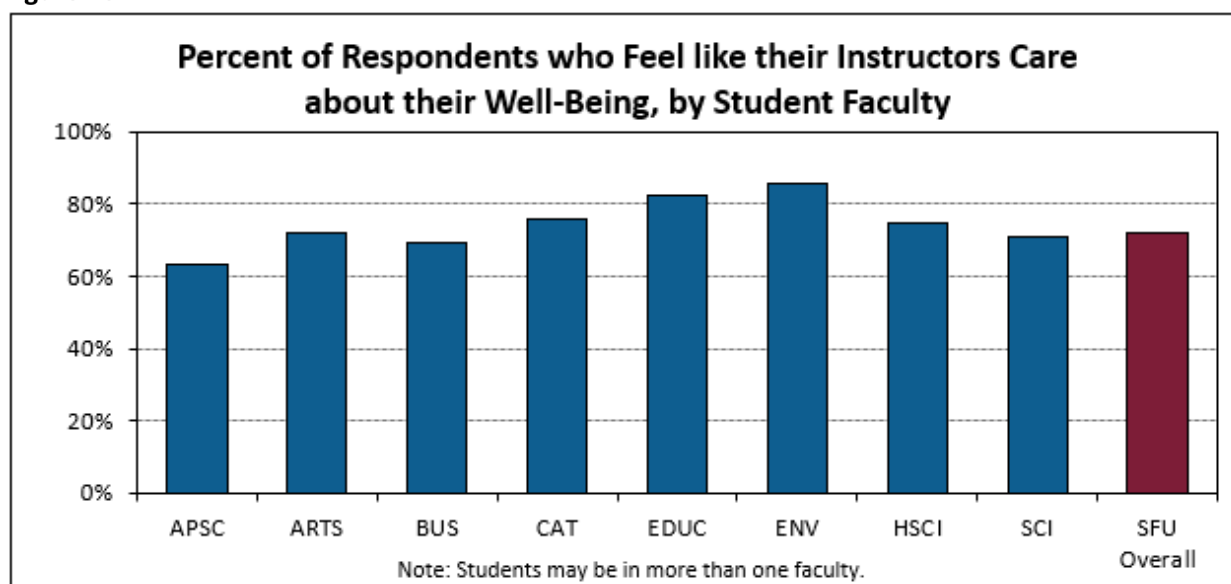
Figure 15:

Caring About Student Well-Being

Overall, 72% of respondents feel like their instructors care about their well-being. Figure 16 shows these results by student faculty. From the figure:

- 86% of Environment (ENV) and 82% of Education (EDUC) respondents feel like their instructors care about their well-being, while
- 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 16:



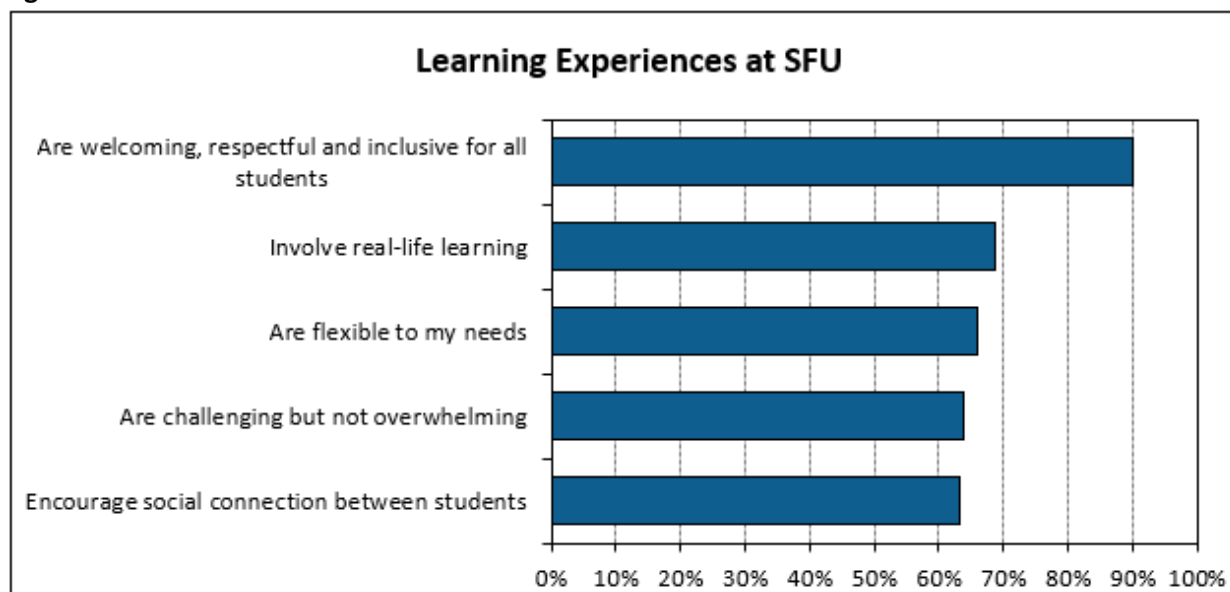
Respondents were also asked about their agreement with the following statements:

- 78% agree that they are satisfied with the availability of their instructors (up from 74% last year).
- 66% agree that the size of their classes is beneficial to their learning (up from 64% last year).
- These percentages are statistically significantly greater than responses from last year.

Learning Experiences

Respondents were asked about their agreement with a few statements about instructors and learning experiences; the results are shown in Figure 17:

Figure 17:



When looking at the results by faculty,

- Agreement levels were similar across all faculties for the statement, “My instructors at SFU provide me with learning experiences that are welcoming, respectful, and inclusive for all students” (87-92% vs 90% overall).
- 63% of respondents agreed with the statement, “My instructors at SFU provide me with learning experiences that encourage social connections between students”; however, this differed among faculties:
 - Respondents from Applied Science (APSC) were less likely to agree (52%), while
 - respondents from Education (EDUC) were more likely to agree (79%).
- Respondents from Environment (ENV) reported higher agreement with the following statements:
 - Learning experiences at SFU are flexible to my needs (80% vs 66% overall)
 - Learning experiences at SFU involve real-life learning (79% vs 69% overall).

All of these differences are statistically significant.

Office Hours

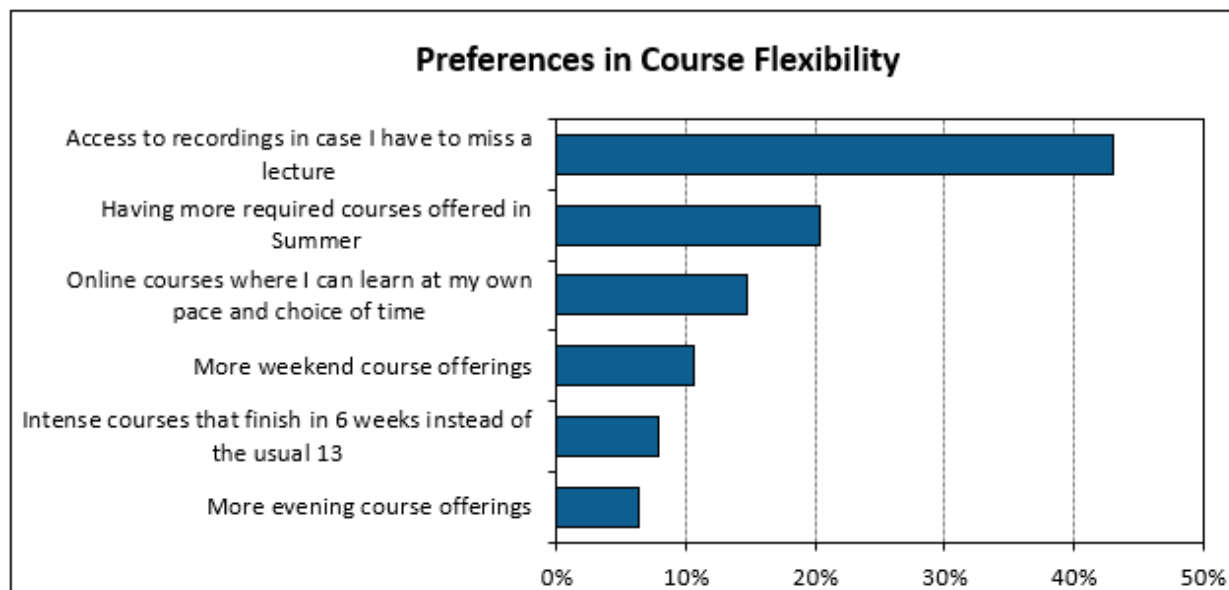
Respondents were asked about their preferences regarding the delivery of instructor office hours.

- 7% of respondents indicated a preference for in-person only office hours; Communication, Art and Technology (CAT; 3%) and Science (SCI; 12%) respondents differed statistically significantly in their responses.
- 5% of respondents indicated a preference online-only office hours and 17% of respondents indicated no preference for either.
- 66% of respondents indicated a preference for a mix of both in-person and online office hours.

Course Flexibility

This year respondents were asked to rank, in order of importance, a series of statements regarding additional flexibility in their courses and program delivery. The responses most frequently ranked most important are detailed below in Figure 18.

Figure 18:



The top three ranked statements for each faculty are the same with the exception of Science (SCI), whose respondents ranked weekend course offerings as more important than online courses (9% vs 8%).

The Elective Grade System

This year respondents were asked a series of questions regarding the Elective Grade System.

- 61% of respondents were aware of the Elective Grade System prior to taking this survey,
- 25% of respondents had opted into the Elective Grade System previously, and
- 51% of respondents indicated that they would like to see the Elective Grade System continued after its pilot period ends at the conclusion of the Summer 2023 term.

Student Learning Outcomes

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

- critical thinking skills (selected by 45% of respondents),
- the ability to apply knowledge/methods learned in life and at work (40%),
- have participated in “learning through experience” such as co-op, field school, practicum, etc. (35%), and
- a solid foundation in their specific academic discipline (33%).
- Of the list provided, respondents were least likely to indicate participating in an international experience through SFU as the most important experience for SFU students to have (selected by 11% of respondents).

In general, these percentages are fairly similar to previous results (2020), but there are a couple larger differences. This year, respondents were:

- MORE likely to select:
 - have participated in “learning through experience” such as co-op, field school, practicum, etc. (35% of respondents selected this in 2022, compared to 29% in 2020),
 - a solid foundation in their specific academic discipline (33% this year, vs. 29% in 2020),
 - oral communication skills (22% this year, vs. 18% in 2020).
 - a broad range of general academic knowledge (15% this year, vs. 13% in 2020). and
 - have participated in an international experience through SFU, such as international co-op, exchange, field school, etc. (11% this year, vs. 8% in 2020).
- LESS likely to select:
 - critical thinking skills (45% of respondents selected this in 2022, compared to 48% in 2020)
- These differences are statistically significant.

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

- International respondents were LESS likely to select:
 - Critical thinking skills (36% of international respondents selected this option, vs. 46% of domestic respondents),

- A solid foundation in their specific academic discipline (25% vs. 34%), and
- Be an engaged citizen with a sense of social responsibility (14% vs. 21%).
- International respondents were MORE likely to select:
 - Have participated in an international experience through SFU, such as international co-op, exchange, field school, etc. (18% vs. 10%),
 - Analytical problem-solving skills (30% of international respondents selected this option vs. 22% of domestic respondents),
 - Leadership skills (17% vs. 11%), and
 - Team-work skills (25% vs. 20%).

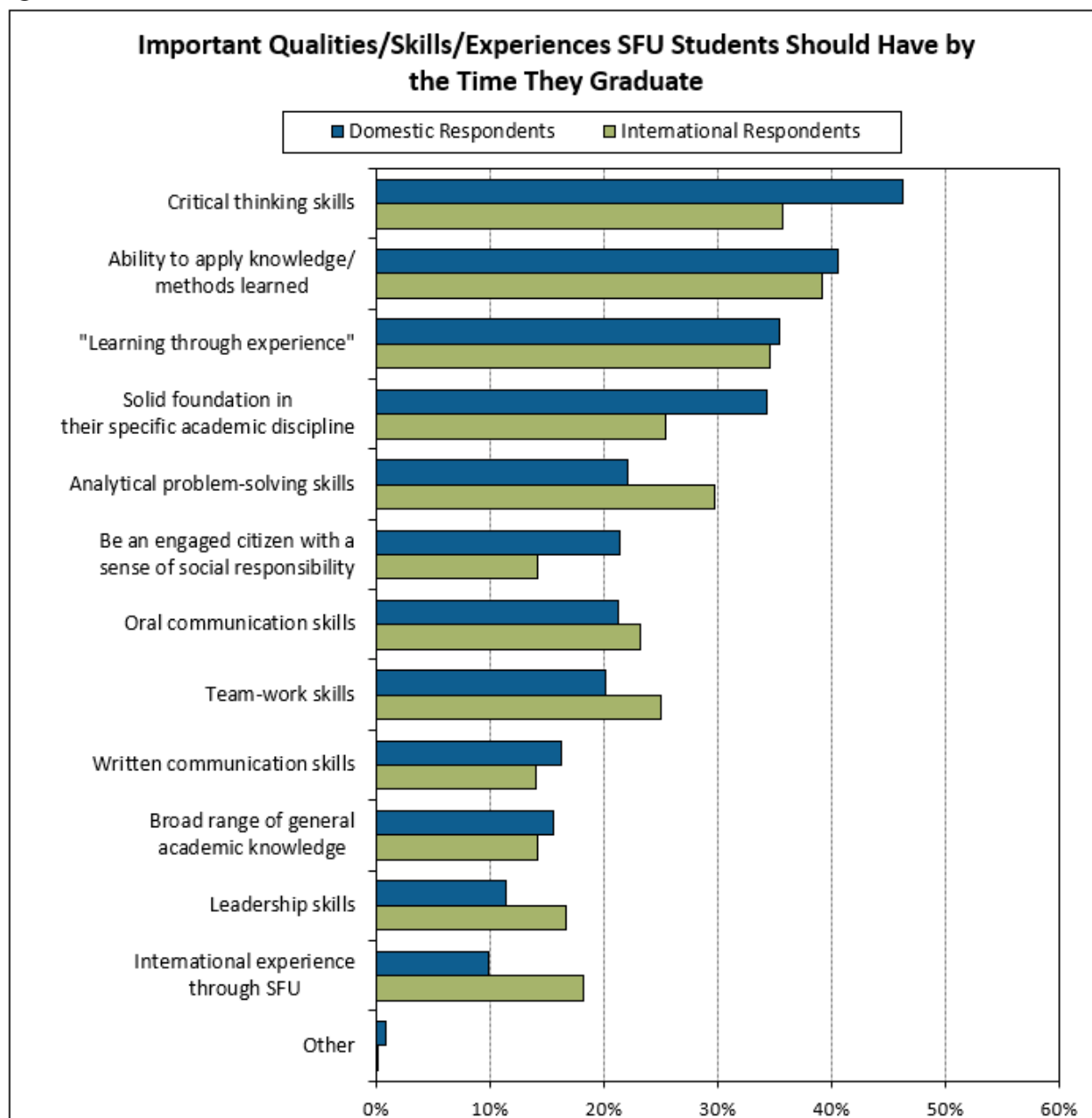
Figure 19:

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

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

Faculty	Top 3 Choices
Applied Sciences (APSC)	<ul style="list-style-type: none"> • Have participated in "learning through experience", such as co-op (49%) • Critical thinking skills (42%) • The ability to apply knowledge/methods learned (37%)
Arts and Social Sciences (ARTS)	<ul style="list-style-type: none"> • Critical thinking skills (51%) • The ability to apply knowledge/methods learned (41%) • A solid foundation in their specific academic discipline (34%)
Business (BUS)	<ul style="list-style-type: none"> • Have participated in "learning through experience", such as co-op (42%) • Critical thinking skills (36%) • The ability to apply knowledge/methods learned (35%)
Communication, Art and Technology (CAT)	<ul style="list-style-type: none"> • The ability to apply knowledge/methods learned (45%) • Have participated in "learning through experience", such as co-op (40%) • Critical thinking skills (38%)
Education (EDUC)	<ul style="list-style-type: none"> • Critical thinking skills (50%) • The ability to apply knowledge/methods learned (43%) • Be an engaged citizen with a sense of social responsibility (36%)
Environment (ENV)	<ul style="list-style-type: none"> • Critical thinking skills (48%) • Have participated in "learning through experience", such as co-op (45%) • The ability to apply knowledge/methods learned (40%)
Health Sciences (HSCI)	<ul style="list-style-type: none"> • Critical thinking skills (42%) • The ability to apply knowledge/methods learned (40%) • A solid foundation in their specific academic discipline (34%)
Science (SCI)	<ul style="list-style-type: none"> • Critical thinking skills (44%) • The ability to apply knowledge/methods learned (43%) • A solid foundation in their specific academic discipline (40%)

From the table:

- Critical thinking skills and the ability to apply knowledge/methods learned are among the top three choices for respondents from all faculties.
 - Critical thinking skills are the first choice in five faculties, and the ability to apply knowledge/methods learned is the second choice in four faculties.
- Having participated in "learning through experience" is the first choice for Applied Science (APSC) and Business (BUS) respondents, and among the top three for Communication, Art and Technology (CAT) and Environment (ENV) respondents.
- A solid foundation in their specific academic discipline is among the top three choices for Arts and Social Sciences (ARTS), Health Sciences (HSCI), and Science (SCI) respondents. In each case, it was the third-ranked choice.
- Being an engaged citizen with a sense of social responsibility appears solely as Education (EDUC) respondent's third-ranked choice.

- Qualities/skills/experiences that did not appear in the top three in any faculty include:
 - a broad range of general academic knowledge,
 - an international experience through SFU (international co-op, exchange or field school, etc.),
 - analytical problem-solving skills,
 - leadership skills,
 - oral communication skills,
 - teamwork skills, and
 - written communication skills.

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

- Respondents in their second year and upward selected critical thinking skills as their first choice and the ability to apply knowledge/methods learned as their second choice.
- Only respondents in their second year selected a solid foundation in their academic discipline as a top choice; all other year levels selected “learning through experience” instead.
- The relative importance of critical thinking skills to respondents increases with year level (from 35% to 53%).

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

Year Level	Top 3 Choices
Year 1	<ul style="list-style-type: none"> • The ability to apply knowledge/methods learned (44%) • Have participated in "learning through experience", such as co-op (36%) • Critical thinking skills (35%)
Year 2	<ul style="list-style-type: none"> • Critical thinking skills (43%) • The ability to apply knowledge/methods learned (40%) • A solid foundation in their specific academic discipline (34%)
Year 3	<ul style="list-style-type: none"> • Critical thinking skills (48%) • The ability to apply knowledge/methods learned (38%) • Have participated in "learning through experience", such as co-op (38%)
Year 4+	<ul style="list-style-type: none"> • Critical thinking skills (53%) • The ability to apply knowledge/methods learned (39%) • Have participated in "learning through experience", such as co-op (35%)

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

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

Researching with Faculty Members

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

- 15% reported that they have worked within an SFU faculty member's research team, outside of coursework. This is 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 the respondents who used each service:

- 80% were satisfied with Registrar & Information Services,
- 70% were satisfied with food services on campus,
- 69% were satisfied with technology services on campus,
- 68% were satisfied with Recreation services, and
- 42% were satisfied with International Services for Students.

Academic Advising

This year, respondents were asked a selection of questions regarding academic advising at SFU. Of all respondents in their second year or later, 81% have connected with an academic advisor since coming to SFU. Broken down by year level,

- 53% of respondents in their first year,
- 73% of respondents in their second year,
- 82% of respondents in their third year, and
- 85% of respondents in their fourth year or later have connected with an academic advisor.

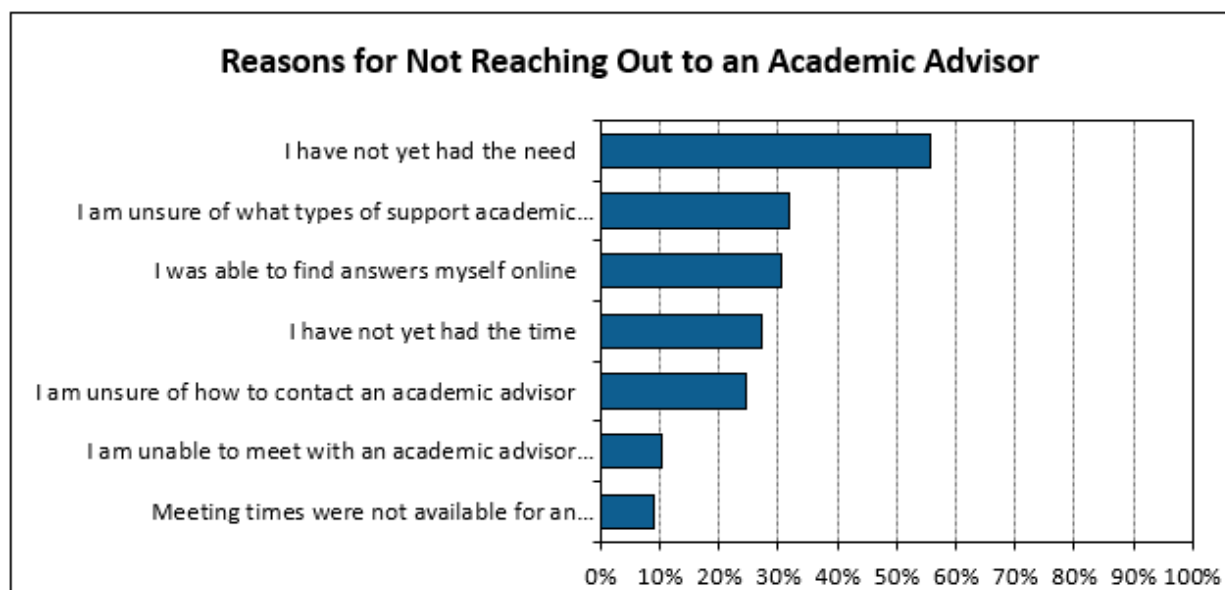
Education (EDUC) respondents were least likely to have connected with an academic advisor (61%) while Environment (ENV) respondents were more likely to have connected with an academic advisor (81%); these differences are statistically significant.

For all respondents who have connected with an academic advisor since coming to SFU,

- 89% have connected with a Faculty or Departmental academic advisor, and
- 39% have connected with a Student Services academic advisor.

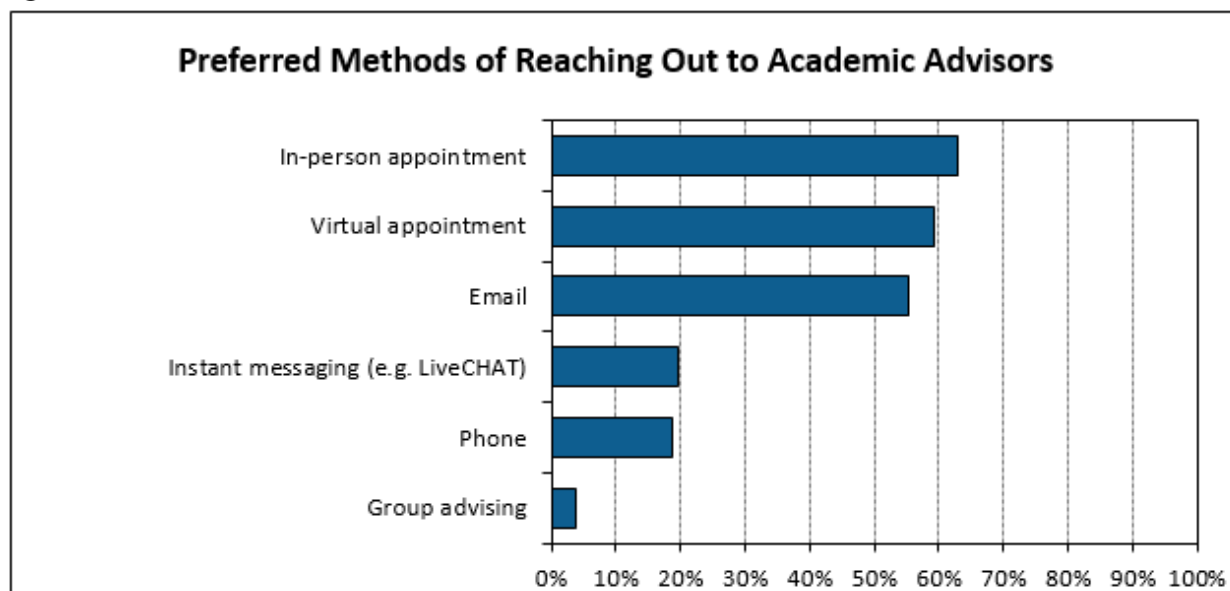
For those respondents who have NOT connected with an academic advisor since coming to SFU, their reasons are detailed in Figure 20:

Figure 20:



Respondents were then asked to choose all that applied from a selection of choices on how they would prefer to reach out to an academic advisor, detailed in Figure 21:

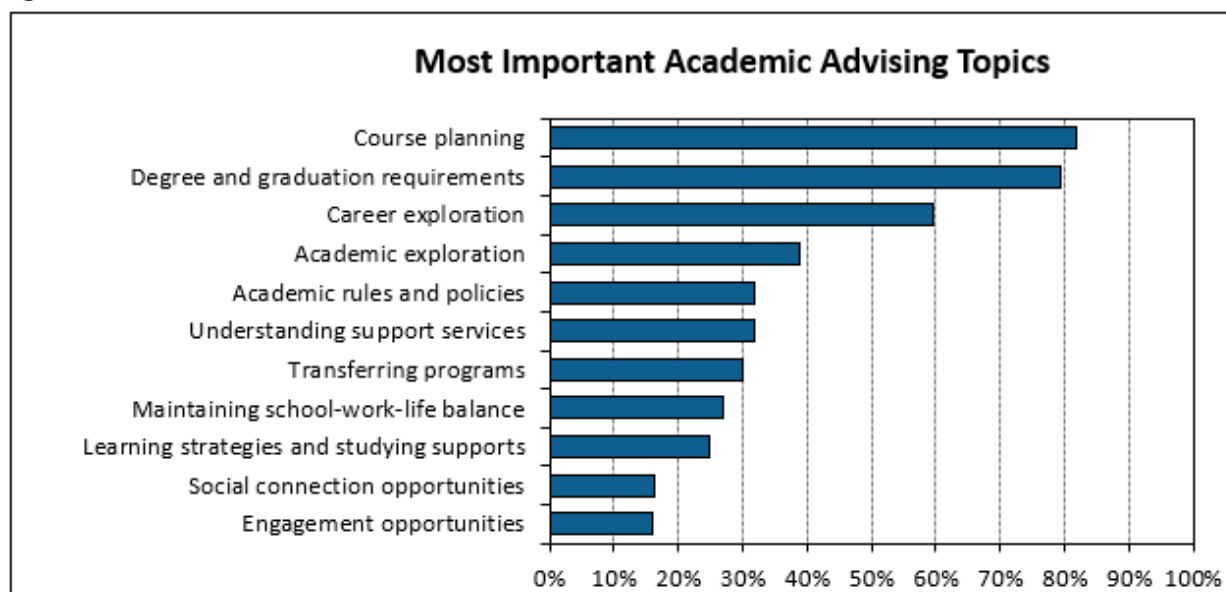
Figure 21:



In-person appointments were the most frequently chosen (63% of cases), followed by virtual appointments (59%) and by email (55%); these were the top three choices for respondents from all faculties.

- Respondents in Applied Science (APSC) were more likely to select in-person appointments (70%), whereas respondents in Education (EDUC) were less likely to do so (55%).
- Respondents in Communication, Art and Technology (CAT) and Business (BUS) were more likely to select virtual appointments (65% and 71%, respectively).
- Phone was among the least preferred means of reaching out to an academic advisor, selected in 19% of cases. Respondents in Arts and Social Sciences (ARTS) were more likely to select this method (22%), while respondents in Applied Science (APSC), Business (BUS), Communication, Art and Technology (CAT) were less likely to do so (15%, 14%, and 14%, respectively).
- All of these differences are statistically significant.

Respondents were also asked which topics were most important to them when connecting with an academic advisor, as detailed in Figure 22:

Figure 22:

Overall, the top three topics selected as important by respondents were:

- Course planning (82%)
- Degree and graduation requirements (79%), and
- Career exploration (60%).

These topics were among the top three selected for every faculty. The following topics were selected more frequently as respondents' year of study increased:

- Course planning (55% for respondents in their first year vs 62% for respondents in their fourth year or greater),
- Degree and graduation requirements (50% vs 64%), and
- Academic rules and policies (18% vs 27%).

Health Resources

This year respondents were asked a set of questions regarding the health resources available at SFU. When asked how satisfied they were about the health resources they had used at SFU,

- 60% were satisfied with My SSP,
- 70% were satisfied with mental health supports such as counselling,
- 85% were satisfied with physical health supports such as doctors and nurses, and
- 79% were satisfied with health and well-being outreach events and/or programs such as the health peers program.

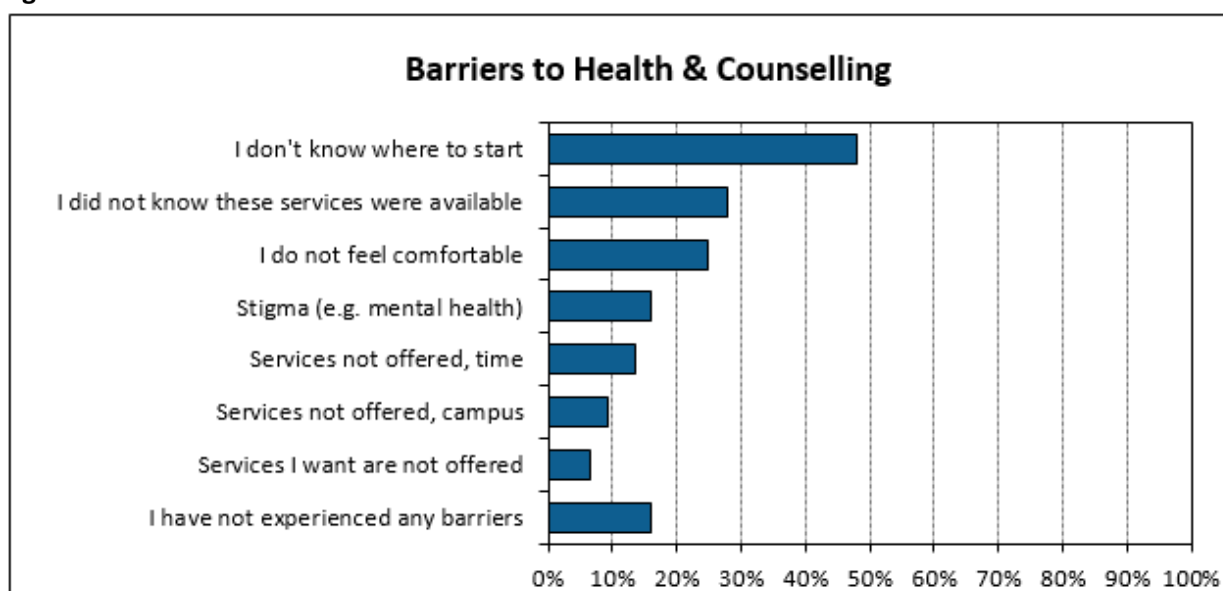
The first three of these questions were asked last year. This year's responses differ no more than 1% from last year's responses, indicating a consistent level of satisfaction.

Respondents were then asked about their agreement with a series of statements regarding SFU's provision of health resources.

- 47% agree that SFU provides resources that help them build skills for their mental well-being.
- 48% agree that SFU provides resources that help them build skills for their physical well-being.
- 48% agree that SFU provides resources that help them support others' well-being.

Respondents were then presented with a series of questions pertaining to accessing Health & Counselling services at SFU. Figure 23 details respondents' answers regarding barriers to accessing Health & Counselling services should they have experienced them, and Figure 24 shows respondents' preferred means of accessing these services.

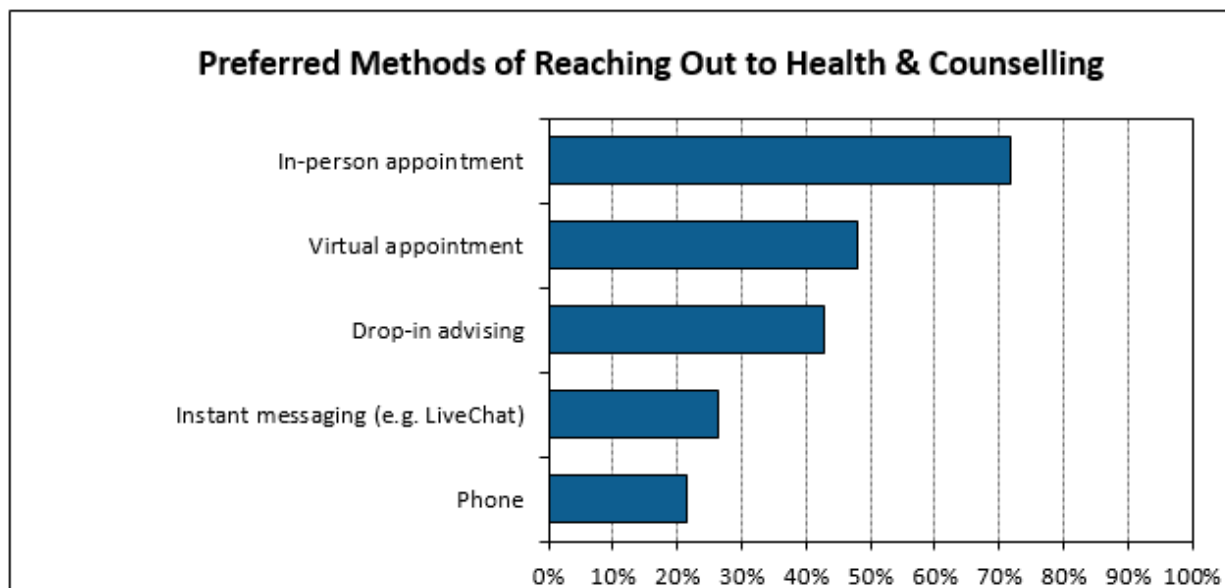
Figure 23:



The most frequently selected barrier to accessing Health & Counselling services was not knowing where to start (48%) and not knowing the services were available (28%), followed by not feeling comfortable accessing them (25%). 16% of respondents have not experienced barriers to accessing these services.

- Compared to domestic respondents, international respondents were LESS likely to have experienced:
 - Not knowing where to start (39% vs 49%),
 - Not feeling comfortable accessing services (20% vs 26%), and
 - Mental health stigma (11% vs 17%).
- Compared to domestic respondents, international respondents were MORE likely to have experienced:
 - No barriers to accessing services (21% vs 15%), and
 - Services not being offered at desired times (18% vs 13%).

All of these differences are statistically significant. The top two most frequently selected choices were the same for both domestic and international respondents.

Figure 24:

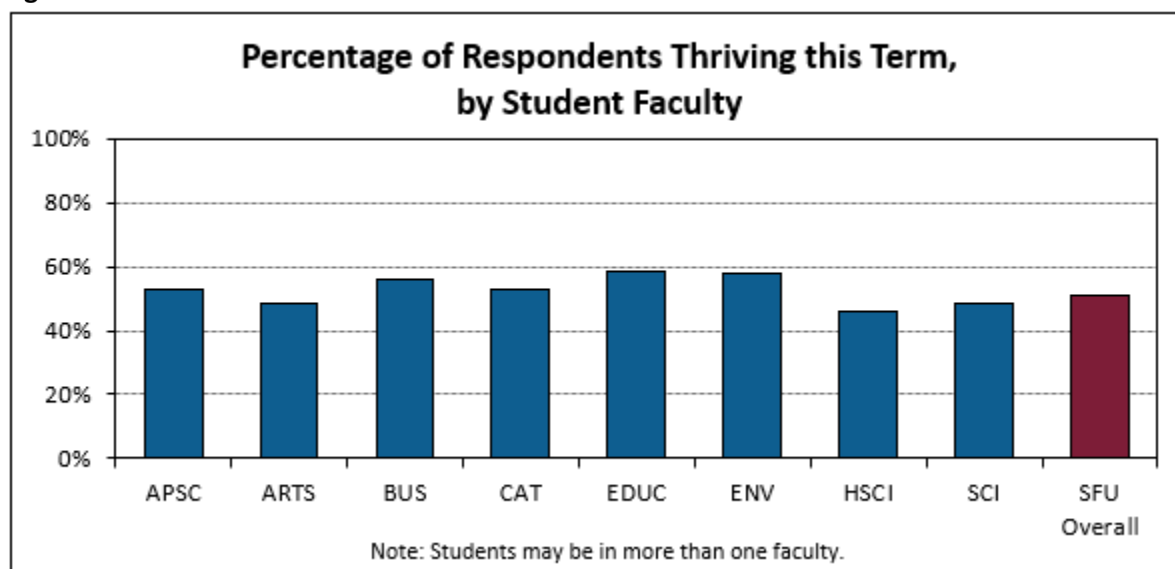
The most preferred choice among respondents was in-person appointments (72%), followed by virtual appointments (48%) and drop-in advising (43%). The order of these choices is the same for both international and domestic respondents; no statistically significant differences exist between the two groups.

Section III.7: University Culture and Environment

51% of respondents feel that they are thriving¹⁷ as university students this term. This marks a recovery from the 2020 and 2021 values of 37% and 47%, respectively, and is similar to the 2019 value. See Figure 25 for these results by faculty. From the figure:

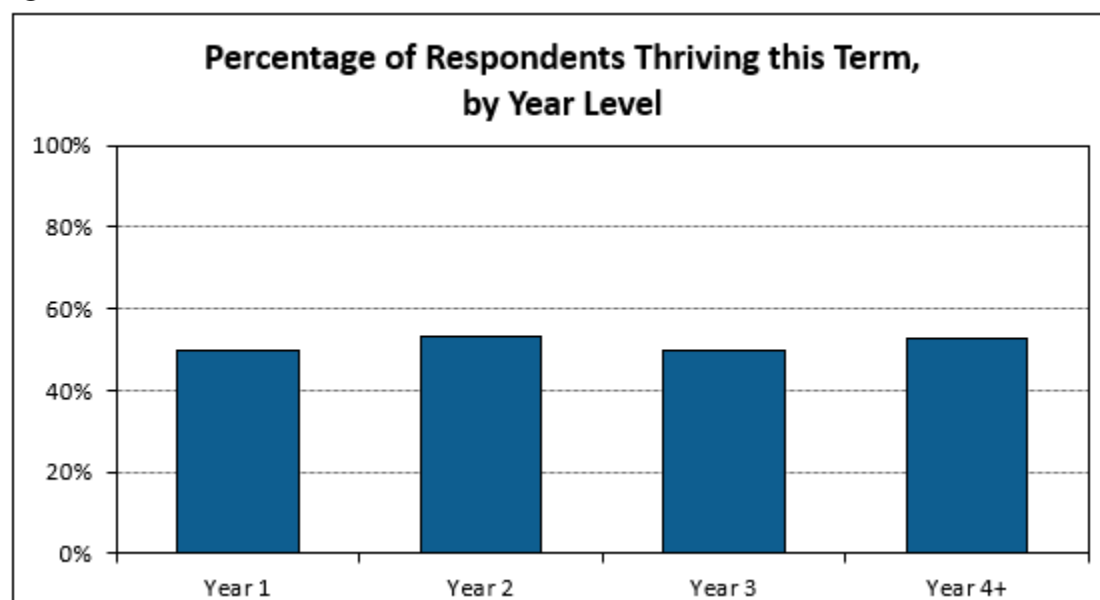
- Education (EDUC) respondents were most likely to agree that they are thriving (59% agree or strongly agree). This figure is statistically significant from SFU overall.

¹⁷ 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 25:

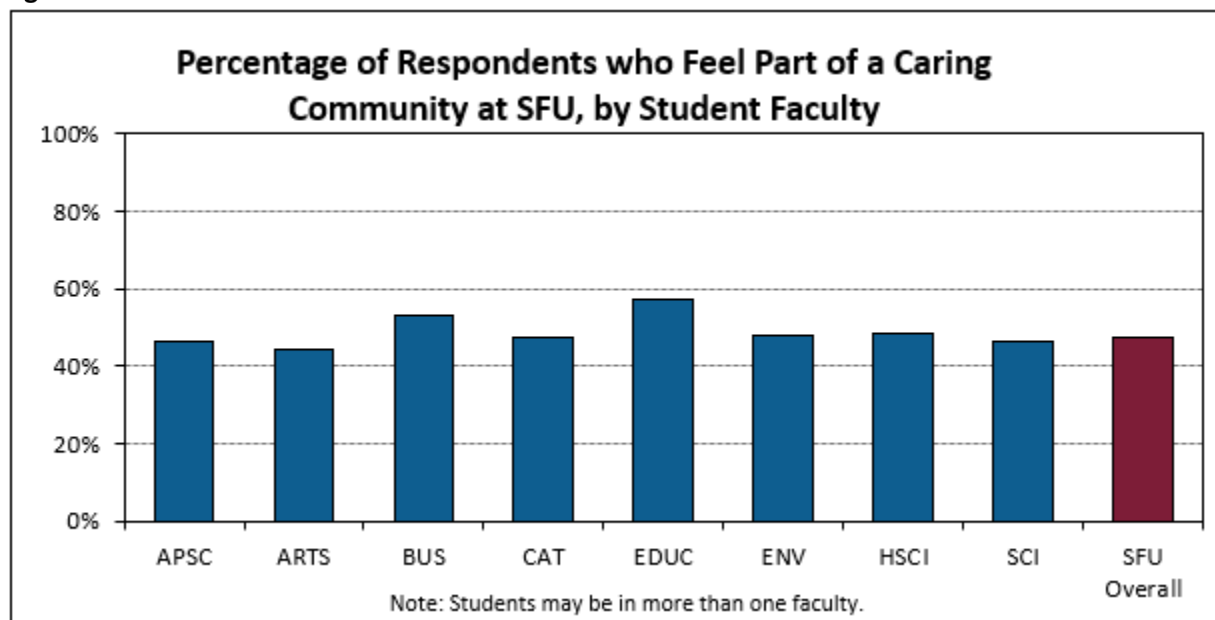
A greater percentage of international respondents agree that they are thriving this term, compared to domestic respondents (66% of international respondents vs. 49% of domestic respondents). This is a statistically significant difference.

When looking at the results by year level, respondents in their first or third years are less likely to agree that they are thriving this term (50% vs. 52-53%; see Figure 26).

Figure 26:

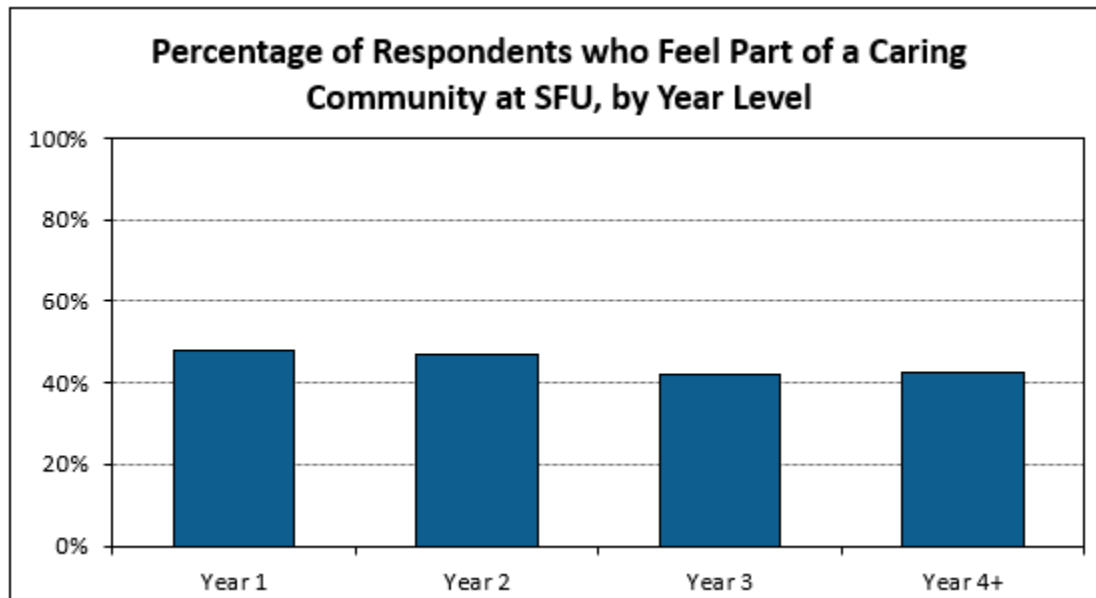
Less than half of respondents (48%) feel part of a caring community at SFU. This is similar to last year's rate of 47%. See Figure 27 for results by faculty. From the figure:

- Business (BUS) and Education (EDUC) respondents are statistically significantly more likely to feel part of a caring community at SFU (53% and 57%, respectively), and
- Arts and Social Sciences (ARTS) respondents are least likely (not a statistically significant difference; 44%).
- 46-48% of respondents in the remaining faculties feel part of a caring community at SFU.

Figure 27:

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. 46% of domestic respondents). This is a statistically significant difference.

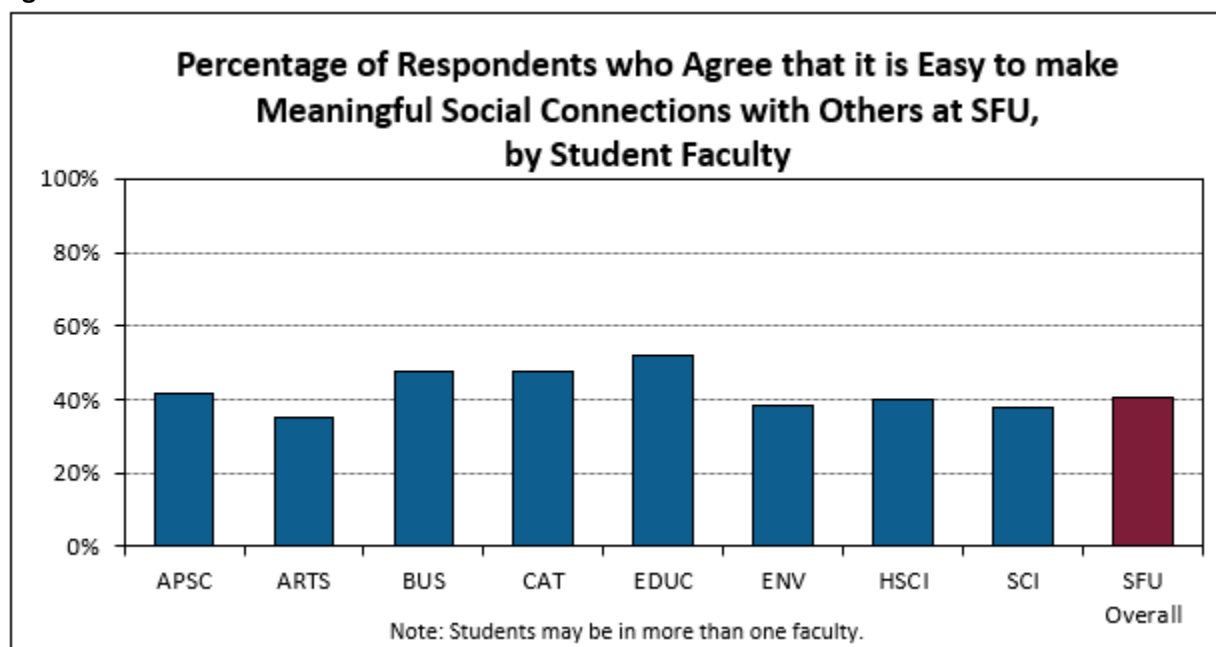
Respondents in their third year and up are less likely to feel part of a caring community at SFU than respondents in their first and second years (43% of upper year, vs. 50-55% of lower year respondents). See Figure 28:

Figure 28:

Less than half of respondents agree that it is easy to make meaningful social connections with others at SFU (40%). Figure 29 shows these results by faculty. From the figure:

- Education (EDUC) respondents are most likely to agree that it is easy to make meaningful social connections with others at SFU (52%), and
- Arts and Social Sciences (ARTS) respondents are least likely to agree (35%).
- 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 (48% of international respondents, vs. 39% of domestic respondents). This is a statistically significant difference.

Figure 29:

40% of respondents agree that SFU provides them with a supportive environment that reduces unnecessary personal and academic stress, and 50% agree that SFU is a place that positively impacts their well-being.

61% of respondents agree that their faculty provides them with a supportive environment that enhances their well-being. When looking at results by faculty:

- Respondents from Environment (ENV; 73%), Education (EDUC; 70%), and Communication, Art and Technology (CAT; 67%) were more likely to agree that their faculty provides them with a supportive environment.
- Respondents from Applied Sciences (APSC; 54%) and Science (SCI; 54%) were less likely to agree that their faculty provides them with a supportive environment.
- These results are statistically significant.

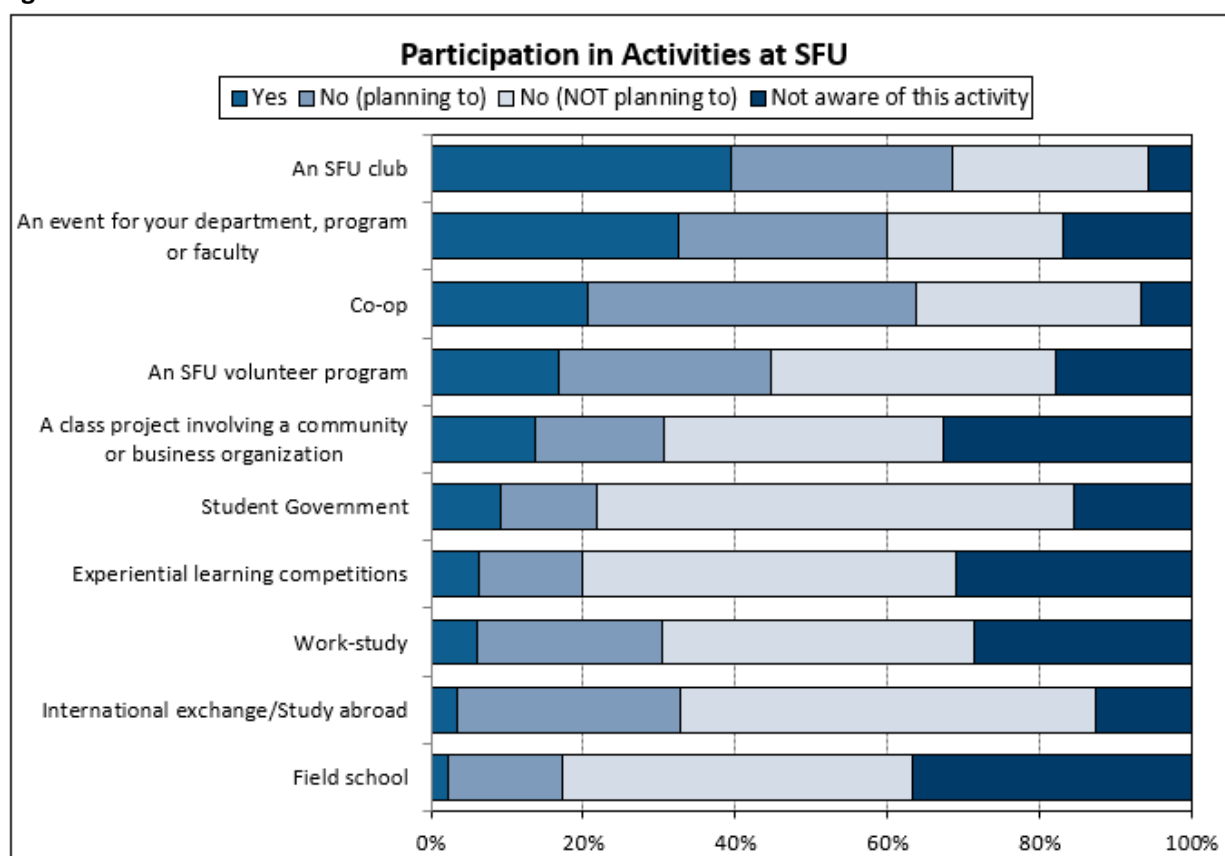
Section III.8: Student Characteristics and Engagement

Engagement at SFU

Students were asked if they have participated in a list of activities at SFU over the course of their education here. The results are displayed in Figure 30. From the list:

- 39% have participated in an SFU club (vs. 38% in 2020), with an additional 29% planning to participate, and 33% participated in a department, program, or faculty event (vs. 35% in 2020), with an additional 27% planning to participate.
- 2% have participated in field school, and 46% said they are not planning to participate in it.

Figure 30:

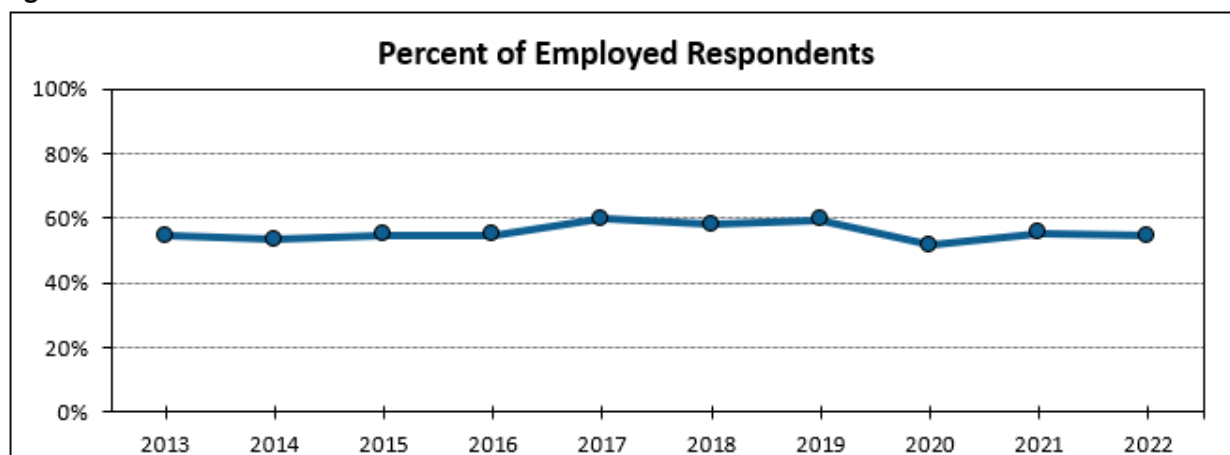


Employed Students

Over half (55%) of respondents are currently employed or self-employed. Respondents from the Faculty of Education (EDUC) and the Faculty of Arts and Social Sciences (ARTS) are the most likely to be currently employed (61-64%), while those from the Faculty of Applied Sciences (APSC) are least likely (31%). These are statistically significant differences from SFU overall.

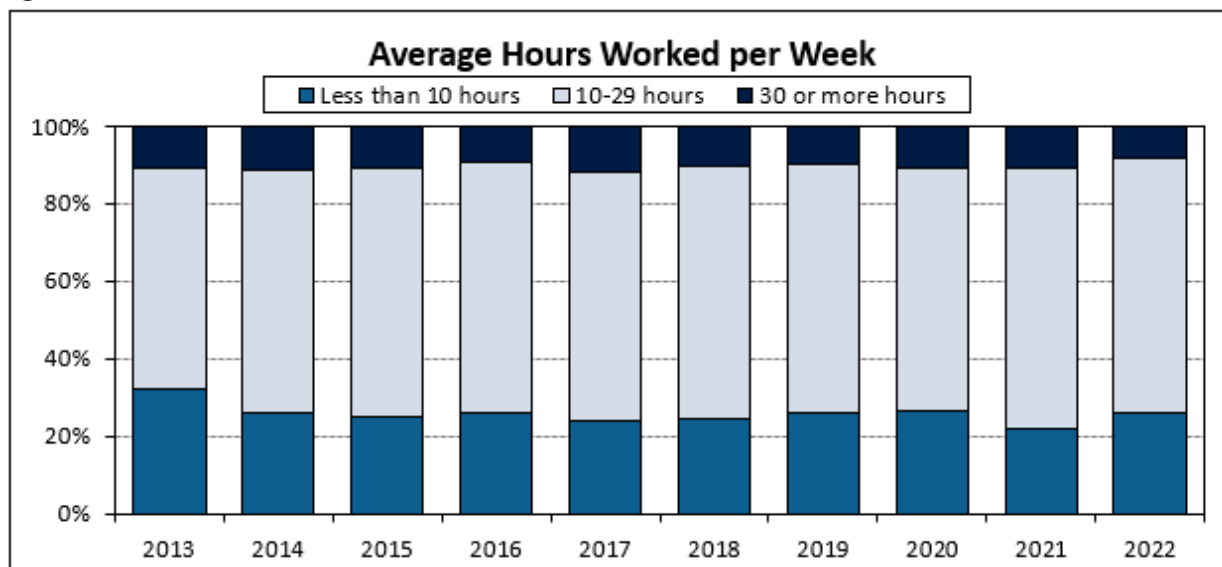
Figure 31 displays employment over time. For the past several years, 52-60% of respondents have been employed. In 2017, the rate increased to 60% and stayed at a higher rate until 2020, when it dropped to 52%; it has since increased and remained near 55%.

Figure 31:

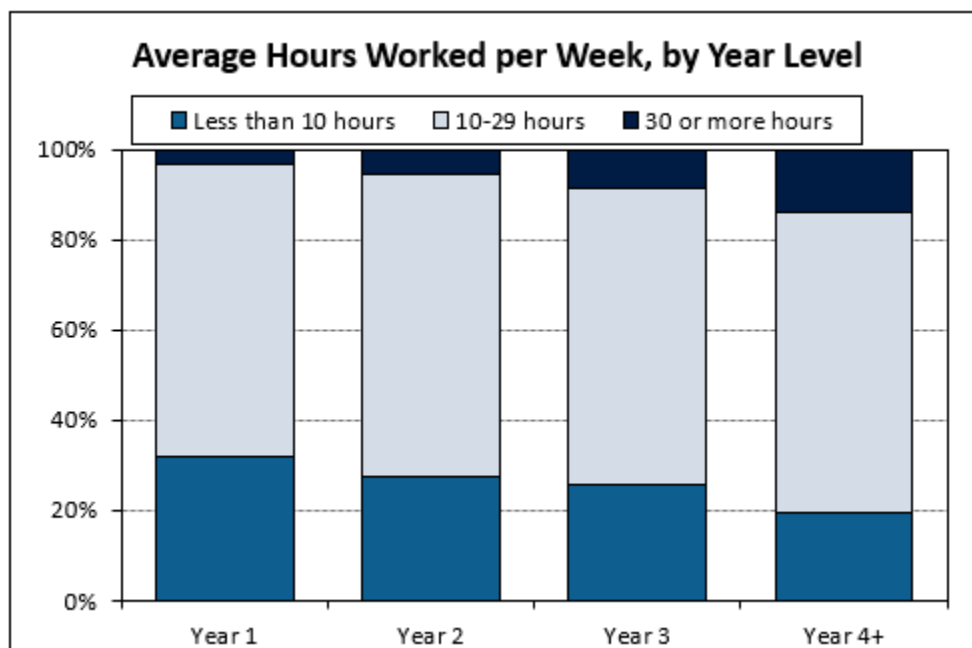


Over time, the profile of average hours worked per week by working respondents has changed. Fewer respondents are working less than 10 hours per week or more than 30 hours per week, while more respondents are working 10-29 hours (see Figure 32). This year, among working respondents:

- 8% work 30 hours or more per week in a paid job (the fewest since 2013),
- 66% work 10-29 hours per week (vs. 57% in 2013), and
- 26% work less than 10 hours per week (vs. 32% in 2013).

Figure 32:

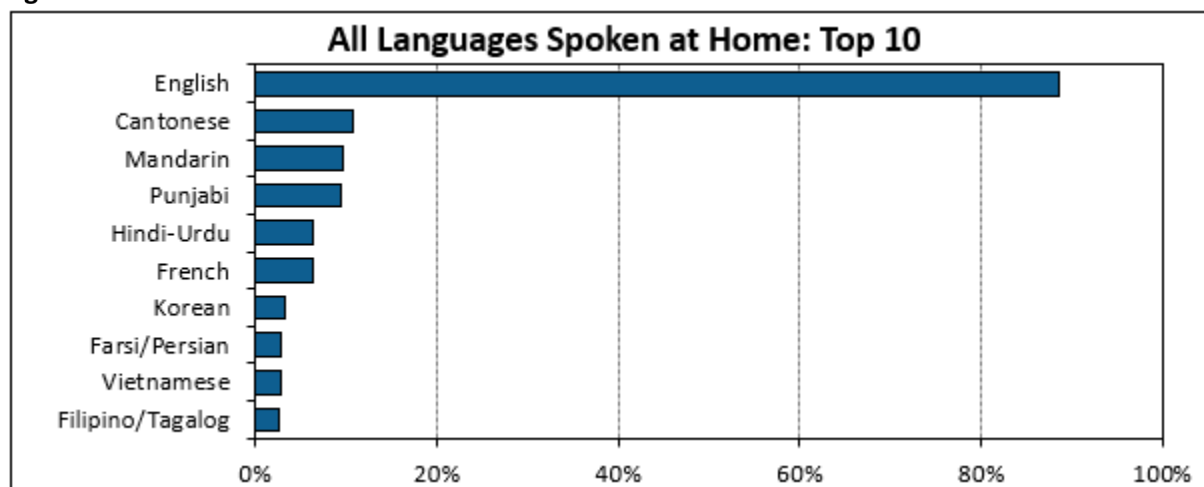
When looking at the results by year level, respondents in their fourth year and above are more likely to work 30 or more hours per week and less likely to work less than 10 hours per week (see Figure 33).

Figure 33:

Language Skills

SFU is a multicultural university and many of its students speak languages other than English. On the survey, respondents 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 34.

Figure 34:



From the results:

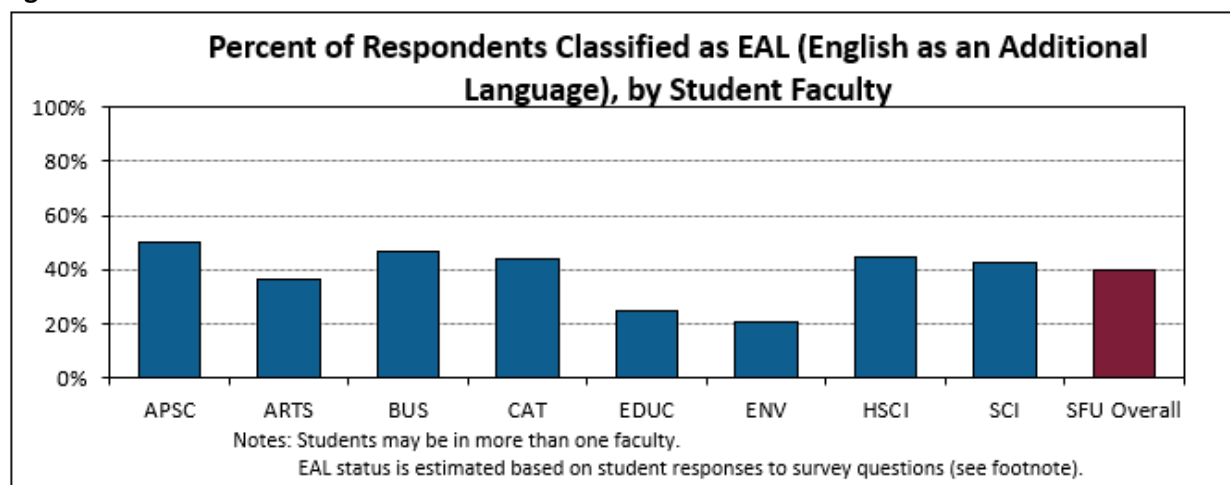
- 89% of respondents speak some English at home, with 39% speaking only English at home.
- 61% speak at least one non-English language at home, and 11% speak no English at home.
- 52% speak more than one language at home.
- 61% said that English was the first language they learned as a child and still use regularly.
- 90% speak English most often with their friends.

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

- 9% of respondents indicated that they would perform better in their classes if they had English language support. This is statistically significantly lower than last year's rate of 13%.

In Fall 2022, 40% of respondents identified themselves as English as an Additional Language (EAL) students¹⁸. Among these students, 26% indicated that they speak no English at home. Figure 35 shows the estimated percent EAL by faculty.

¹⁸ This categorization is based on student responses to two survey questions (questions 53a and 53b: "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.

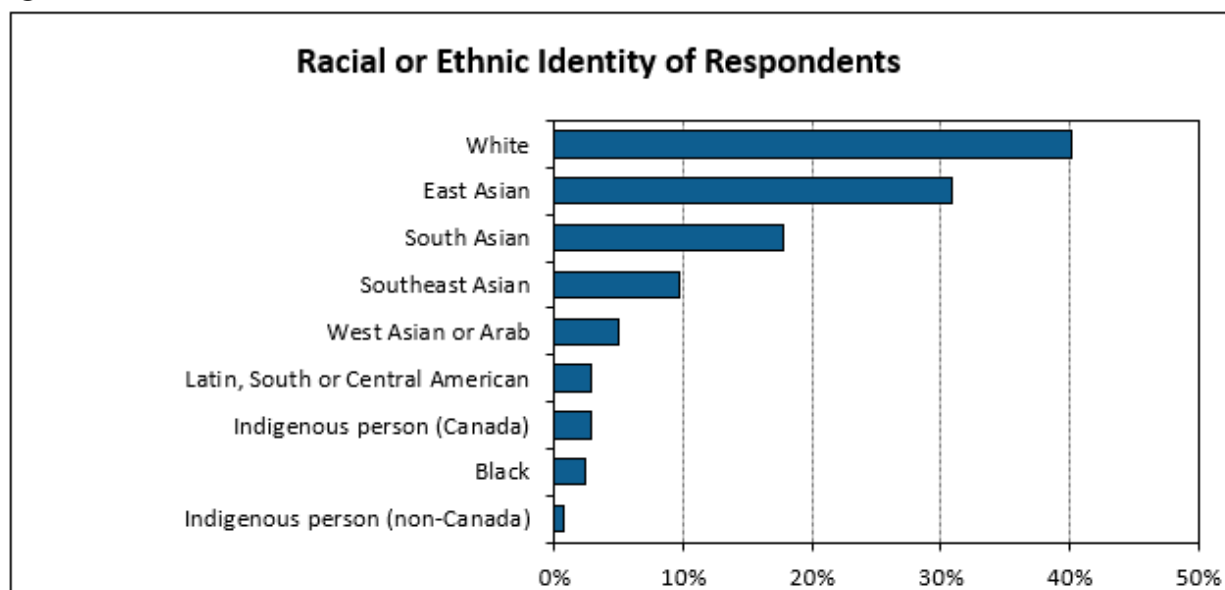
Figure 35:

Section III.9: Spotlight on Student Experience by Racial or Ethnic Identity

This survey has been asking respondents about their racial or ethnic identity since 2021. This year represents the first in which these data will be analyzed as part of SFU's institutional equity, diversity and inclusion work. Respondents were given a selection of categories from which they could choose as many as they felt best described their racial or ethnic identity (or none at all). Of the respondents,

- 68% selected one or more categories to describe their racial or ethnic identity, and
- 32% selected "Prefer not to say", or chose not to answer.

The results of those who selected one or more categories (excluding those who selected "Prefer not to say" or who chose not to answer) are shown in Figure 36. Each category represents the number of cases in which it was selected by a respondent, and so respondents selecting multiple categories are represented multiple times.

Figure 36:

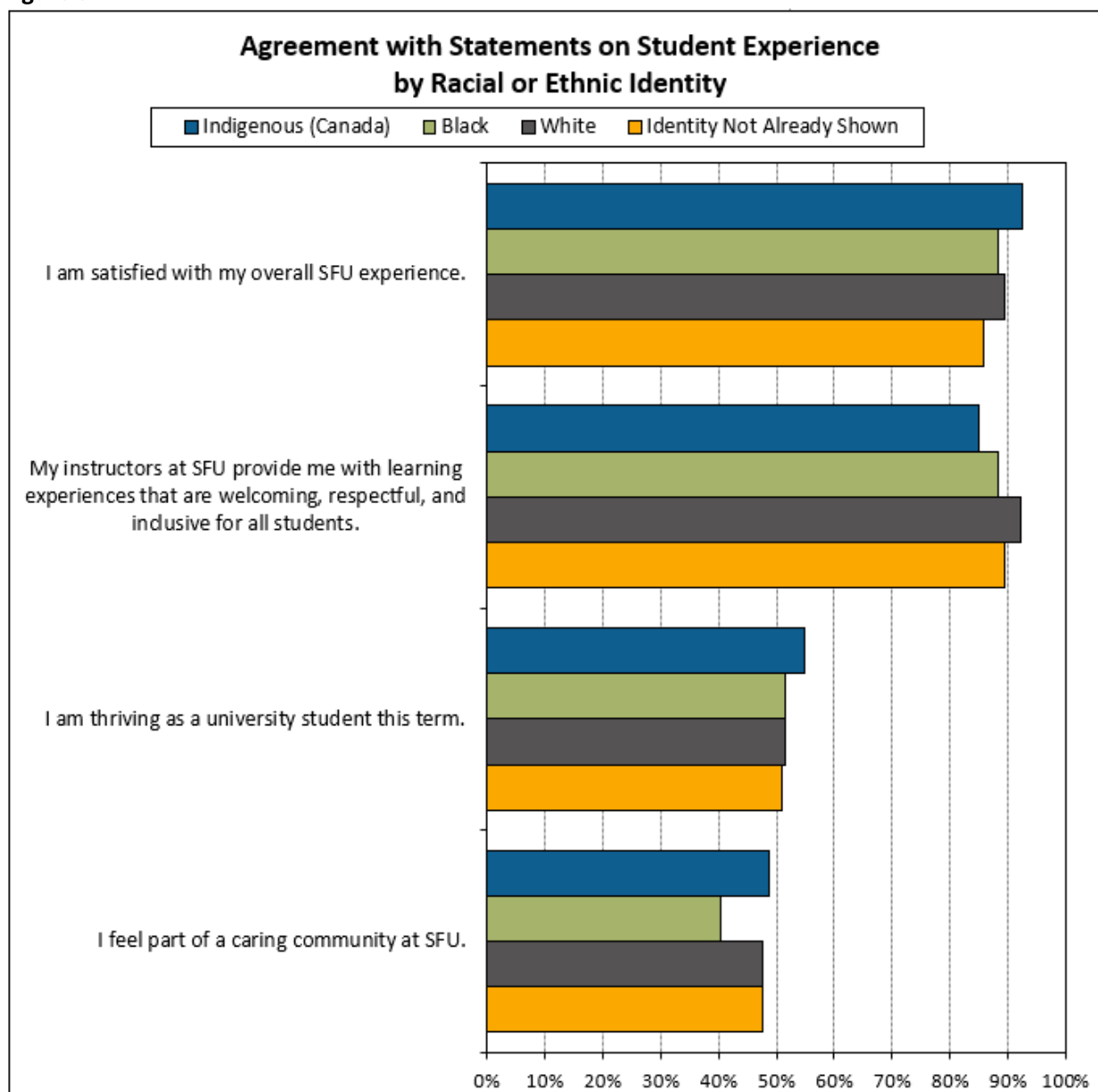
The top three categories selected by respondents are White (40%), East Asian (31%), and South Asian (18%).

The racial or ethnic identity categories were then aggregated into four groupings:

- “White” for respondents who selected the category as their only answer,
- “Indigenous person (Canada)” for respondents who selected the category among their answers,
- “Black” for respondents who selected the category among their answers, and
- “Identity Not Already Shown” for respondents who were not included in any of the above groupings¹⁹.

A selection of questions regarding student experience from the survey were then cross-tabulated with these aggregated racial or ethnic identity categories, the results of which are shown below in Figure 37.

¹⁹ As a result, it is possible to have respondents that overlap in the “Indigenous (Canada)” and “Black” categories.

Figure 37:

From the figure:

- 87% of respondents are satisfied with their overall SFU experience, while respondents who identify as Indigenous persons of Canada reported a 93% rate of satisfaction.
- 90% of respondents agree that their instructors at SFU provide them with learning experiences that are welcoming, respectful, and inclusive for all students. Respondents solely identifying as White reported a rate of 92% agreement with this statement.

- 51% of respondents agree that they are thriving as a university student this term; 55% of respondents who identify as Indigenous persons of Canada agree with this statement.
- 48% of respondents agree that they feel part of a caring community at SFU. Among respondents who identify as Indigenous persons of Canada, the rate of agreement is 49%, while among respondents identify as Black, the rate is 40%.

The above differences are not statistically significant. When compared to respondents overall,

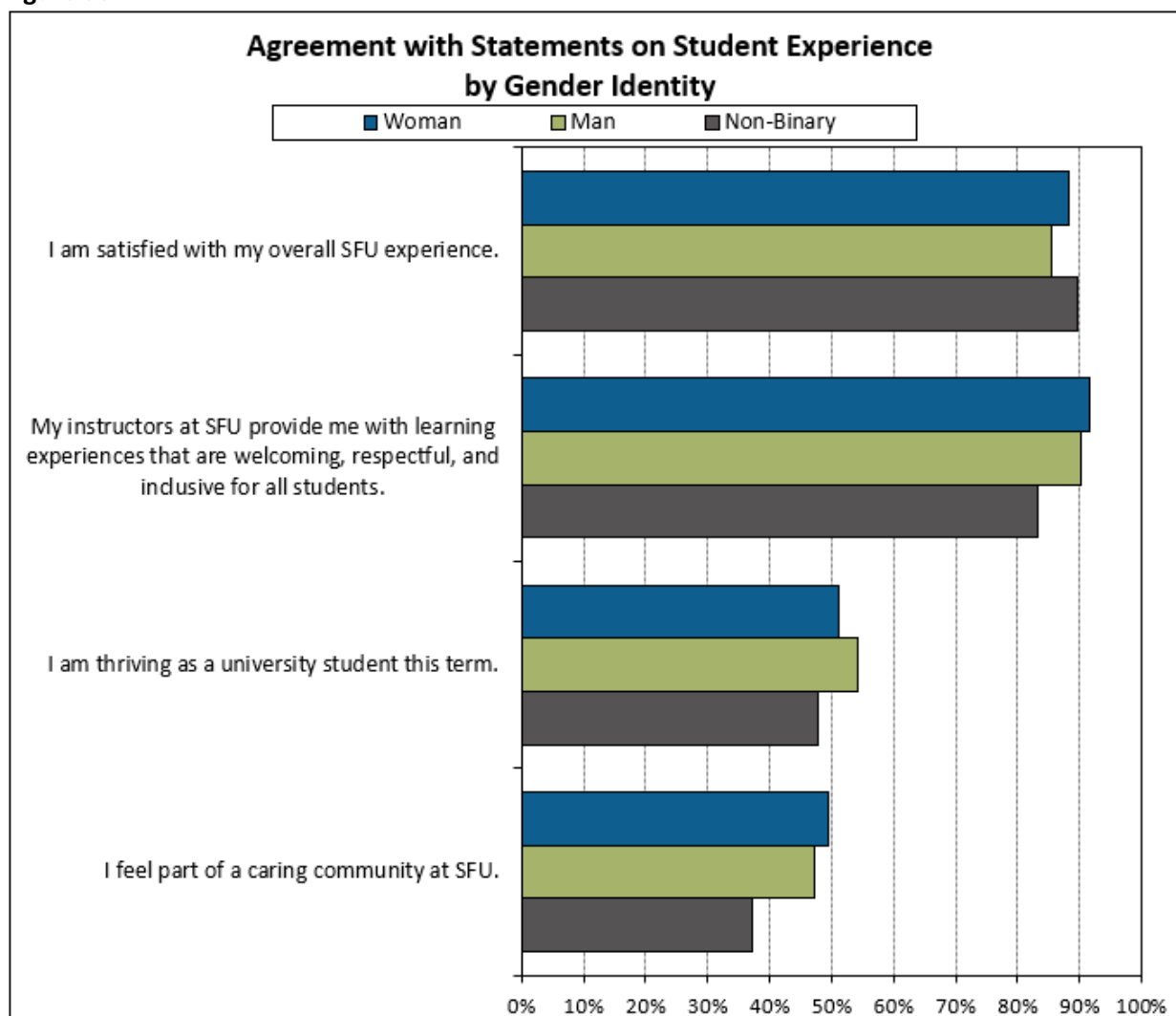
- Respondents who identify as Indigenous persons of Canada are:
 - More satisfied with teaching (88% vs 82%),
 - More likely to be currently employed (59% vs 55%),
 - Less likely to have participated in co-operative education (10% vs 21%),
 - More likely to have worked within a faculty member's research team (12% vs 8%), and
 - More likely to have been involved in student government (14% vs 9%).
- Respondents who identify as Black are:
 - Less satisfied with teaching (80% vs 82%),
 - More likely to be currently employed (61% vs 55%),
 - About as likely to have participated in co-operative education (21%),
 - About as likely to have worked within a faculty member's research team (8%), and
 - More likely to have been involved in student government (11% vs 9%).

Section III.10: Spotlight on Student Experience by Gender Identity

This survey has been asking respondents about their gender identity since 2021. This year represents the first in which these data will be analyzed as part of SFU's institutional equity, diversity and inclusion work. Respondents were asked to choose one of a selection of categories:

- Woman-identifying,
- Man-identifying,
- Non-Binary-identifying, and
- "Prefer not to say".

A selection of questions regarding student experience from the survey were cross-tabulated with the categories "Woman", "Man", and "Non-Binary", the results of which are shown below in Figure 38.

Figure 38:

From the figure:

- 87% of respondents are satisfied with their overall SFU experience, while respondents who identify as non-binary reported a 90% rate of satisfaction.
- 90% of respondents agree that their instructors at SFU provide them with learning experiences that are welcoming, respectful, and inclusive for all students. Respondents who identify as non-binary reported a rate of 83% agreement with this statement.
- 51% of respondents agree that they are thriving as a university student this term; 48% of respondents who identify as non-binary agree with this statement, compared to 54% of respondents who identify as men.
- 48% of respondents agree that they feel part of a caring community at SFU. Among respondents who identify as non-binary, the rate of agreement is 37%, which is statistically significantly lower than the rate of agreement among those who identify as women (49%).

When compared to respondents overall,

- Respondents who identify as women are:
 - More satisfied with teaching (85% vs 82%),
 - More likely to be currently employed (60% vs 55%),
 - Less likely to have participated in co-operative education (18% vs 21%),
 - About as likely to have worked within a faculty member's research team (8%), and
 - About as likely to have been involved in student government (9%).
- Respondents who identify as men are:
 - Less satisfied with teaching (80% vs 82%),
 - Less likely to be currently employed (45% vs 55%),
 - More likely to have participated in co-operative education (26% vs 21%),
 - Less likely to have worked within a faculty member's research team (7% vs 8%), and
 - About as likely to have been involved in student government (9%).
- Respondents who identify as non-binary are:
 - More satisfied with teaching (87% vs 82%),
 - More likely to be currently employed (57% vs 55%),
 - Less likely to have participated in co-operative education (10% vs 21%),
 - More likely to have worked within a faculty member's research team (10% vs 8%), and
 - More likely to have been involved in student government (17% vs 9%).

SECTION IV: CONCLUSIONS AND RECOMMENDATIONS

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

- **Overall:**
 - 87% 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:**
 - 51% of respondents agree that they are thriving as a university student this term,
 - 48% of respondents feel part of a caring community at SFU, and
 - 40% think it is easy to make meaningful social connections with others at SFU.
 - 61% of respondents agree that their faculty provides them with a supportive environment that enhances their well-being,
 - 50% agree that SFU is a place that positively impacts their well-being, and
 - less than half (40%) agree that SFU provides them with a supportive environment that reduces unnecessary personal and academic stress.
- **Student Life/Campus Community:**
 - Some steps have been taken by the university over the last several years to address student life at all three campuses. Recent initiatives have included more campus-based events, additional resources into student life, and enhanced collaboration with the undergraduate and graduate student societies.

- However, improvement to student life and the campus community continues to be one of the top concerns of students.
- Students suggested improvements such as hosting more festivals and social events, as well as dedicating time and campus space to community building and engagement.
- **Facilities:**
 - There have been a number of completed projects on the SFU Burnaby campus, including the new Residence Dining Commons and Phase 2 Residence Building, and renovations to the Applied Science Building and Academic Quadrangle plazas.
 - 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 further improved by:
 - expanding the seating and study spaces available,
 - increasing campus vibrancy and the maintenance of its facilities, and
 - improving the climate control systems within the university.
- **Course Availability, Variety and Scheduling:**
 - Course availability has been an ongoing issue at SFU, and SFU continues to trail behind other institutions. In a recent survey of baccalaureate graduates²⁰, 62% of SFU graduates indicated that they had encountered a course availability problem during their degree (versus 41% at University of Victoria and 43% at University of British Columbia).
 - This year, course variety and scheduling are main concerns for students, with respondents wishing for courses to be offered at more campuses and in more terms each year. This is of greater concern than course delivery and flexibility.
- **Policies and Services:**
 - Some additional student suggestions over the last few years for improving their experience at SFU include:
 - improve accessibility and quality of academic advising,
 - improve communication with students regarding engagement opportunities,
 - increase online and hybrid course availability,
 - improve campus accessibility,
 - increase affordability and variety of food on-campus,
 - improve the teaching skills and accessibility of instructors and TAs,
 - improve Wi-Fi quality and coverage,
 - increase parking availability and affordability,
 - improve the enrollment process and exam scheduling,
 - freezing or lowering tuition and additional fees, and
 - continue to improve campus way-finding.

²⁰ The BC Stats Baccalaureate Graduates Survey, 2019 Survey of 2017 Graduates:
<https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/education-training/bc-student-outcomes/publications/baccalaureate-graduates-survey>.

APPENDIX A

SURVEY INSTRUMENT

2022 Undergraduate Student Survey

Start of Block: 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. 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: Intro

Start of Block: Course Availability*Display This Question:**If skip_crs_avail != 1***Section 1: Course Availability**

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

*Display This Question:**If skip_crs_avail != 1*

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.**And If**skip_crs_avail != 1*

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

Skip To: Q8 If Q5 = 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
- ☐ Available course sections were not offered at a TIME when I wanted to be taking SFU courses
- ☐ Available course sections were not offered on a DAY when I wanted to be taking SFU courses
- ☐ The primary course component (lecture) had a scheduling conflict with another SFU course
- ☐ The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course
- ☐ The course had a conflict with my work schedule
- ☐ The course was offered at another campus and there was not enough time to travel from one campus to the other
- ☐ Course spaces were reserved for other students
- ☐ I did not have the pre- or co-requisites
- ☐ The instructor I wanted was not available
- ☐ Other, please specify:

Page Break

Display This Question:*If 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
- ☐ Available course sections were not offered at a TIME when I wanted to be taking SFU courses
- ☐ Available course sections were not offered on a DAY when I wanted to be taking SFU courses
- ☐ The primary course component (lecture) had a scheduling conflict with another SFU course
- ☐ The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course
- ☐ The course had a conflict with my work schedule
- ☐ The course was offered at another campus and there was not enough time to travel from one campus to the other
- ☐ Course spaces were reserved for other students
- ☐ I did not have the pre- or co-requisites
- ☐ The instructor I wanted was not available
- ☐ Other, please specify:

Page Break

Display This Question:

If skip_crs_avail != 1



Q8 How satisfied are you with your overall SFU experience with course availability?

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

Section 2: Credential Planning and Completion

Q9 Compared to what you expected when you first began your degree/credential at SFU, how long is it actually taking you to complete your degree/credential?

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

Page Break

*Display This Question:**If Q9 = Longer time than EXPECTED - by 1 or 2 terms**Or Q9 = Longer time than EXPECTED - by 3 to 5 terms (1 year)**Or Q9 = Longer time than EXPECTED - by 6 to 8 terms (2 years)**Or Q9 = Longer time than EXPECTED - by 9 or more terms (3 or more years)*

Q10 Please indicate ALL reasons for taking longer than EXPECTED to complete your degree/credential at SFU.

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

☐

rate

Wanted to delay graduation because of the weak job market/high unemployment

☐

Other, please specify:

Page Break

End of Block: Credential Planning and Completion

Start of Block: Teaching and Curriculum

Section 3: Teaching and Curriculum

Q11 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



Q12 To what extent do you agree with the following statements about your learning experiences:

Overall, my instructors at SFU provide me with learning experiences that...

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Undecided	Not Applicable, I haven't been here long enough to decide
encourage social connection between students	<input type="radio"/>	<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"/>	<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"/>	<input type="radio"/>
are challenging but not overwhelming	<input type="radio"/>	<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"/>	<input type="radio"/>

Page Break



Q13 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



Q14 In general, would you prefer that instructors offer office hours that are:

- ☐ In-person only
- ☐ Online only
- ☐ A mix of both in-person and online
- ☐ I have no preference for whether office hours are in-person or online
- ☐ Don't know (e.g. I don't go to instructor office hours, course doesn't offer office hours, etc.)

Page Break



Q15 We've heard students are interested in more flexibility in their courses and program delivery. Please rank the following aspects of flexibility from highest to lowest importance to you (1 = highest importance and 6 = lowest):

- _____ Access to recordings in case I have to miss a lecture
- _____ Intense courses that finish in 6 weeks instead of the usual 13
- _____ Online courses where I can learn at my own pace and choice of time
- _____ Having more courses required for my major/program of study offered in Summer terms
- _____ More evening course offerings
- _____ More weekend course offerings

Page Break

Q16 The Elective Grade System is a pilot grading policy effective between the Spring 2021 and Summer 2023 terms that allows undergraduate students to choose a Pass/Credit/No Credit (P/CR/NC) grade instead of a standard letter grade (A+, A, A-, B+, B, etc.) for elective courses. Were you aware of the Elective Grade System prior to taking this survey?

- ☐ Yes
- ☐ No

Page Break

Q17 Have you ever chosen to opt-in to the Elective Grade System?

- ☐ Yes
- ☐ No
- ☐ Not applicable - I haven't been here long enough to use this

Page Break

Q18 Would you like to see the Elective Grade System continued after the pilot period ends at the end of Summer 2023?

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Not applicable (e.g. I plan to graduate by then, I completed all my electives)

Page Break



Q19 In your opinion, what are the most important qualities, skills, or experiences for SFU students to have/do by the time they graduate? Please select your top THREE (3).

- ☐ a solid foundation in their specific academic discipline
- ☐ a broad range of general academic knowledge
- ☐ be able to apply knowledge/methods learned at SFU in life and at work
- ☐ analytical problem-solving skills
- ☐ critical thinking skills
- ☐ have participated in "learning through experience", such as co-op, field school, practicum, etc.
- ☐ have participated in an international experience through SFU, such as international co-op, exchange, field school, etc.
- ☐ oral communication skills
- ☐ written communication skills
- ☐ team-work skills
- ☐ leadership skills
- ☐ be an engaged citizen with a sense of social responsibility
- ☐ other, please specify:

Page Break

Display This Question:

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

Carry Forward Selected Choices - Entered Text from "Q19"

Q20 Are you satisfied that SFU is providing you with the important qualities/skills/experiences that you specified in the last question?

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

written communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
team-work skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
be an engaged citizen with a sense of social responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

End of Block: Teaching and Curriculum

Start of Block: Services

Section 4: Services



Q21 How satisfied are you with the following services and resources at SFU?

	I have not used this service at SFU	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Undecided
Food services on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Services for Students (ISS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreation (e.g. fitness facilities, intramurals, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registrar & Information Services (e.g. registration, account payments, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology services on campus (e.g. wifi, mySFU, computer support, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

SFU has a shared **academic advising model**. Students who are accepted into or declared into their academic program (e.g., major or minor) see their departmental or faculty advisor for specialized support in their field of study. Students can also access academic advising through Student Services. Student Services academic advisors provide academic support to undeclared students who have completed under 60 units as well as all students in academic difficulty and population specific advising (e.g., NCAA, Back on Track Program, Indigenous students).

The questions below relate to academic advisors as identified above and **not**, for example, Financial Aid, Career, International Services for Students, or Co-op advisors.

Q22 Have you connected with an **academic advisor** since coming to SFU?

- ☐ Yes
- ☐ No
- ☐ Don't know
-

Page Break

Display This Question:

If Q22 = No



Q23 What are the reasons you have not reached out to an academic advisor? (Please select all that apply.)

- ☐ I have not yet had the need
- ☐ I have not yet had the time
- ☐ I was able to find answers myself online
- ☐ I am unsure of how to contact an academic advisor
- ☐ I am unsure of what types of support academic advisors provide
- ☐ Meeting times were not available for an appointment with an academic advisor
- ☐ I am unable to meet with an academic advisor during available hours
- ☐ Other, please specify:

Page Break

Display This Question:

If Q22 = Yes



Q24 What types of academic advisors have you connected with since coming to SFU? (Please select all that apply.)

- ☐ Faculty/Departmental (program)
- ☐ Student Services
- ☐ ☒ Don't know

Page Break



Q25 If you were to reach out to an academic advisor, what would be your preferred method(s) of communication? (Please select all that apply.)

- ☐ In-person appointment
- ☐ Virtual appointment
- ☐ Email
- ☐ Phone
- ☐ Group advising
- ☐ Instant messaging (e.g. LiveCHAT)
- ☐ Other, please specify:

Page Break

Academic advisors assist students with course planning, degree requirements, goal planning, and other academic related matters.



Q26 Which of the following topics are important to you when connecting with an academic advisor? (Please select all that apply.)

- ☐ Course planning
- ☐ Transferring programs
- ☐ Degree and graduation requirements
- ☐ Academic rules and policies (e.g. withdrawal under extenuating circumstances, understanding academic standing)
- ☐ Academic exploration regarding my personal strengths, interests, and future goals
- ☐ Career exploration (e.g. career paths, co-op, or other work-related opportunities)
- ☐ Leadership and community engagement opportunities
- ☐ Social connection opportunities (e.g. student clubs)
- ☐ Learning strategies, time management, and studying supports
- ☐ Understanding support services and how to connect with them (e.g. Financial Aid & Awards, Mental Health and Well-being, Disability, Spiritual, Career Supports)
- ☐ Maintaining school-work-life balance
- ☐ Other, please specify:

Page Break

Q27 How can academic advisors better support your academic success?

Page Break

The Student Learning Commons (SLC) is a writing and learning centre located in the SFU library. They offer a range of services both in-person and virtually, including:

- One-on-one consultations to help with writing and learning strategies
- English-language support (e.g. conversation partners and academic English coaching)
- Workshops on a wide variety of topics (e.g. time management, writing, study strategies)

Display This Question:

If SLC_Q_split != 1

Q28a How satisfied are you with the SLC in the past 12 months?

- ☐ I have not used any SLC services in the past 12 months
- ☐ Very Satisfied
- ☐ Somewhat Satisfied
- ☐ Not Very Satisfied
- ☐ Not at all Satisfied
- ☐ Undecided

Display This Question:

If SLC_Q_split = 1

Q28b1 Have you used any SLC services in the past 12 months?

- ☐ Yes
- ☐ No
- ☐ Don't Know

Display This Question:

If Q28b1 = Yes

Q28b2 How satisfied are you with the SLC services you used in the past 12 months?

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

Page Break

Display This Question:

If Q28a = Very Satisfied

Or Q28a = Somewhat Satisfied

Or Q28a = Not Very Satisfied

Or Q28a = Not at all Satisfied

Or Q28a = Undecided

Or Q28b2 = Very Satisfied

Or Q28b2 = Somewhat Satisfied

Or Q28b2 = Not Very Satisfied

Or Q28b2 = Not at all Satisfied

Or Q28b2 = Undecided

Q29 Please describe why you gave the satisfaction rating you did for the SLC.

Page Break

Display This Question:

If Q28a = I have not used any SLC services in the past 12 months

Or Q28b1 = No



Q30 Why haven't you used any SLC services in the past 12 months? (Please select all that apply.)

- ☐ I haven't needed any SLC services
- ☐ I'm not sure what the SLC is or what it offers
- ☐ I don't have time/I'm too busy
- ☐ The location of the services is not convenient for me
- ☐ The times the services are offered are not convenient for me
- ☐ I prefer to use other resources for help (e.g. friends, professors, TAs)
- ☐ The service(s) I wanted to use were fully booked
- ☐ SLC services are not relevant for my classes/major
- ☐ Other, please specify:

Page Break

Display This Question:

If Q28a = Very Satisfied

Or Q28a = Somewhat Satisfied

Or Q28a = Not Very Satisfied

Or Q28a = Not at all Satisfied

Or Q28a = Undecided

Or Q28b1 = Yes



Q31 Which of the following SLC services have you used in the past 12 months? (Please select all that apply.)

☐

Writing or learning consultations: One-on-one meetings to get help with writing or learning strategies

☐

WriteAway: A service where you can submit written work online and get feedback within a few days

☐

Academic English Coaching/Neurolanguage Coaching: One-on-one regular meetings with a language coach to improve academic English

☐

SLC workshops: In-person or online workshops on various topics (e.g. writing, time management, study strategies)

☐

English Conversation Partners: Meet weekly with a peer volunteer to practice English conversation

☐

Other, please specify:

Page Break

Display This Question:

If If Which of the following SLC services have you used in the past 12 months? (Please select all that... q://QID100/SelectedChoicesCount Is Greater Than 0

Carry Forward Selected Choices - Entered Text from "Q31"



Q32 How satisfied are you with the SLC services you used in the past 12 months?

	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Undecided
<u>Writing or learning consultations</u> : One-on-one meetings to get help with writing or learning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>WriteAway</u> : A service where you can submit written work online and get feedback within a few days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Academic English Coaching/Neurolanguage Coaching</u> : One-on-one regular meetings with a language coach to improve academic English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>SLC workshops</u> : In-person or online workshops on various topics (e.g. writing, time management, study strategies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>English Conversation Partners</u> : Meet weekly with a peer volunteer to practice English conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q33 Please provide your level of agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
The SLC provides services that can be useful to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The SLC mainly provides services for students who are struggling academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q34 Please indicate your level of awareness for the following health resources at SFU.

	Used it	Aware of it, but never used it	NOT aware of it	Prefer not to answer
My SSP (Student Support Program that provides 24/7 mental health support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health supports (e.g. counselling, groups, drop-in programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health supports (e.g. doctors and nurses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health and well-being outreach events and/or programs (e.g. health peers, Hi-FIVE, online training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

*Display This Question:**If Q34 = Used it**Carry Forward Selected Choices from "Q34"*

Q35 How satisfied are you with the following health resources at SFU?

	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Undecided
My SSP (Student Support Program that provides 24/7 mental health support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health supports (e.g. counselling, groups, drop-in programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health supports (e.g. doctors and nurses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health and well-being outreach events and/or programs (e.g. health peers, Hi-FIVE, online training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Display This Question:

If Q34 = My SSP (Student Support Program that provides 24/7 mental health support) [Used it]



Q36 How satisfied are you with the following My SSP features?

	Have not used this feature	Very Satisfied	Somewhat Satisfied	Not Very Satisfied	Not at all Satisfied	Undecided
Real-time (immediate) support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support in multiple languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to pre-book appointments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to have appointments either in-person, by phone, or by video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to have pre- booked appointments for multiple sessions with the same counsellor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to request a counsellor of a specific identification (e.g. gender, Indigenous, religious identification)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of well- being articles and tools in the MySSP app	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break

Q37 To what extent do you agree that SFU provides you with the resources that help you...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
build skills for mental well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
build skills for physical well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
support others' well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Page Break



Q38 What barriers, if any, prevent you from accessing services at SFU's Health & Counselling Services? (Please select all that apply.)

- ☐ Services are not offered during the times I want them
- ☐ Services I want are not offered
- ☐ Services are not offered at a campus that is convenient for me
- ☐ Stigma (e.g. mental health)
- ☐ I don't know where to start
- ☐ I do not feel comfortable
- ☐ I did not hear or know these services were available
- ☐ Other, please specify:

- ☐ ☒ I have not experienced any barriers
- ☐ ☒ Not applicable, I don't feel the need to access SFU's Health & Counselling services

Page Break



Q39 If you were to access Health & Counselling services, what would be your preferred method(s) of access? (Please select all that apply.)

- ☐ In-person appointment
- ☐ Virtual appointment
- ☐ Phone
- ☐ Drop-in advising
- ☐ Instant messaging (e.g. LiveChat)
- ☐ Other, please specify:

Page Break

Q40 How can SFU better support and enhance your well-being?

Page Break

End of Block: Services

Start of Block: University Culture and Environment

Section 5: University Culture and Environment

Q41 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



Q42 To what extent do you agree with the following statements:

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

Page Break

End of Block: University Culture and Environment

Start of Block: Background Information

Section 6: Background Information This section of the survey asks you for some basic background information. Thanks for getting this far in the survey. You're almost done. This is the last section of the survey!

Q43 For each of the following statements, please provide the answer (either "Yes" or "No") that best describes your current status.

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

Page Break

Display This Question:

If Q43 = I am currently EMPLOYED in a job or jobs, or self-employed (EXCLUDING co-op) [Yes]

Q44 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

Display This Question:

If Q43 = I feel that I would perform better in my classes if I had English language support [Yes]



Q45 Which English language skills would you like more support for? Please select all that apply.

- ☐ Writing
- ☐ Speaking
- ☐ Reading
- ☐ Listening
- ☐  None of the above

Display This Question:

If Q43 = I feel that I would perform better in my classes if I had English language support [Yes]

Q46 Please describe in detail the kind(s) of English language support that would help you perform better in your classes.

Page Break

Q47 What best describes your gender identity?

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

Page Break

Q48 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

Q49 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

Q50 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

Q51 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

Q52 Which languages do you speak at home? Please select ALL that apply.

- ☐ English
- ☐ French
- ☐ American Sign Language
- ☐ Arabic
- ☐ Bosnian/Croatian/Serbian
- ☐ Cantonese
- ☐ Farsi/Persian
- ☐ Filipino/Tagalog
- ☐ German
- ☐ Hindi-Urdu
- ☐ Indigenous Language of Canada, please specify:

- ☐ Indonesian
- ☐ Italian
- ☐ Japanese
- ☐ Korean
- ☐ Mandarin
- ☐ Polish

- ☐ Portuguese
- ☐ Punjabi
- ☐ Russian
- ☐ Spanish/Castilian
- ☐ Taiwanese
- ☐ Vietnamese
- ☐ Other, please specify:
-

Q53

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

Page Break



Q54 Have you ever participated in these activities at SFU?

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

Page Break

End of Block: Background Information

Start of Block: End

Q55 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 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: End

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	1,233	19.9%
	Somewhat Satisfied	4,142	66.8%
	Undecided	94	1.5%
	Not Very Satisfied	615	9.9%
	Not at all Satisfied	118	1.9%
	Total Responses	6,202	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.	2,975	59.0%
	No - I was unable to get 1 SPECIFIC course that was offered.	1,030	20.4%
	No - I was unable to get 2 SPECIFIC courses.	710	14.1%
	No - I was unable to get 3 SPECIFIC courses.	223	4.4%
	No - I was unable to get 4 SPECIFIC courses.	58	1.2%
	No - I was unable to get 5 or more SPECIFIC courses.	44	0.9%
	Total Responses	5,040	100.0%
	Missing Cases	903	

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	411	20.4%
	1	823	40.8%
	2	489	24.2%
	3	170	8.4%
	4	63	3.1%
	5 or more	62	3.1%
	Total Responses	2,018	100.0%
	Missing Cases	47	

OPTIONAL or ELECTIVE courses in your area of study?		
0	1,159	57.8%
1	567	28.3%
2	173	8.6%
3	63	3.1%
4	19	0.9%
5 or more	23	1.1%
Total Responses	2,004	100.0%
Missing Cases	61	

GENERAL INTEREST courses outside of your area of study?		
0	1,427	71.5%
1	360	18.0%
2	104	5.2%
3	56	2.8%
4	27	1.4%
5 or more	23	1.2%
Total Responses	1,997	100.0%
Missing Cases	68	

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 5,086 Responses	% of 4,910 Respondents
Lower Division (REQUIRED courses numbered XX1 to 299)	1,225	24.1%	24.9%
Upper Division (REQUIRED courses numbered 300 to 499)	1,034	20.3%	21.1%
Not Applicable, I got all the REQUIRED courses I wanted to take this term	2,827	55.6%	57.6%
Total Responses	5,086	100.0%	103.6%
Missing Cases	1,033		

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 2,935 Responses	% of 1,172 Respondents
All course sections were full	794	27.1%	67.7%
Course spaces were reserved for other students	371	12.6%	31.7%
The primary course component (lecture) had a scheduling conflict with another SFU course	327	11.1%	27.9%
The course was not offered this term	270	9.2%	23.0%
The course was offered at another campus and there was not enough time to travel from one campus to the other	246	8.4%	21.0%
The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course	233	7.9%	19.9%
Available course sections were not offered at a TIME when I wanted to be taking SFU courses	180	6.1%	15.4%
The course had a conflict with my work schedule	137	4.7%	11.7%
Available course sections were not offered on a DAY when I wanted to be taking SFU courses	130	4.4%	11.1%
The instructor I wanted was not available	115	3.9%	9.8%
I did not have the pre- or co-requisites	107	3.6%	9.1%
Other	25	0.9%	2.1%
Total Responses	2,935	100.0%	250.4%
Missing Cases	53		

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 2,436 Responses	% of 1,000 Respondents
All course sections were full	624	25.6%	62.4%
The course was not offered this term	404	16.6%	40.4%
The primary course component (lecture) had a scheduling conflict with another SFU course	261	10.7%	26.1%
Course spaces were reserved for other students	223	9.2%	22.3%
The secondary course component (lab/tutorial/etc.) had a scheduling conflict with another SFU course	172	7.1%	17.2%
Available course sections were not offered at a TIME when I wanted to be taking SFU courses	158	6.5%	15.8%
The course was offered at another campus and there was not enough time to travel from one campus to the other	144	5.9%	14.4%
The course had a conflict with my work schedule	128	5.3%	12.8%
Available course sections were not offered on a DAY when I wanted to be taking SFU courses	114	4.7%	11.4%
The instructor I wanted was not available	94	3.9%	9.4%
I did not have the pre- or co-requisites	90	3.7%	9.0%
Other	24	1.0%	2.4%
Total Responses	2,436	100.0%	243.6%
Missing Cases	34		

8) How satisfied are you with your overall SFU experience with course availability?*Notes: Students who were on a co-op work term and not taking any courses were not asked this question.*

How often each course is offered			
Very Satisfied	659	14.0%	
Somewhat Satisfied	2,059	43.9%	
Undecided	158	3.4%	
Not Very Satisfied	1,289	27.5%	
Not at all Satisfied	528	11.3%	
Total Responses	4,693	100.0%	
Not Applicable	96		
Missing Cases	1,154		
Scheduling of classes at days and times that work for you			
Very Satisfied	875	18.4%	
Somewhat Satisfied	2,472	52.0%	
Undecided	74	1.6%	
Not Very Satisfied	1,029	21.7%	
Not at all Satisfied	300	6.3%	
Total Responses	4,750	100.0%	
Not Applicable	41		
Missing Cases	1,152		
Available registration spots in courses			
Very Satisfied	956	20.3%	
Somewhat Satisfied	1,970	41.8%	
Undecided	102	2.2%	
Not Very Satisfied	1,123	23.8%	
Not at all Satisfied	561	11.9%	
Total Responses	4,712	100.0%	
Not Applicable	76		
Missing Cases	1,155		

Location (campus) of courses offered		
Very Satisfied	1,665	35.3%
Somewhat Satisfied	2,086	44.2%
Undecided	86	1.8%
Not Very Satisfied	616	13.1%
Not at all Satisfied	262	5.6%
Total Responses	4,715	100.0%
Not Applicable	72	
Missing Cases	1,156	

Variety of distance/online courses offered		
Very Satisfied	792	18.3%
Somewhat Satisfied	1,645	38.1%
Undecided	187	4.3%
Not Very Satisfied	1,071	24.8%
Not at all Satisfied	626	14.5%
Total Responses	4,321	100.0%
Not Applicable	468	
Missing Cases	1,154	

Summary		% Very / Somewhat Satisfied
Location (campus) of courses offered		79.6%
Scheduling of classes at days and times that work for you		70.5%
Available registration spots in courses		62.1%
How often each course is offered		57.9%
Variety of distance/online courses offered		56.4%

Section 2: Credential Completion Time

9)	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	79	1.7%
	Same time as EXPECTED	898	18.8%
	Longer time than EXPECTED - by 1 or 2 terms	1,197	25.0%
	Longer time than EXPECTED - by 3 to 5 terms (1 year)	1,220	25.5%
	Longer time than EXPECTED - by 6 to 8 terms (2 years)	480	10.0%
	Longer time than EXPECTED - by 9 or more terms (3 or more years)	187	3.9%
	Don't know	723	15.1%
	Total Responses	4,784	100.0%
	Not in a degree/credential program	153	
	Missing Cases	1,267	

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

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

		% of 9,963 Responses	% of 3,047 Respondents
Course availability issues (e.g. full courses, schedule conflicts, courses not offered, etc.)	1,627	16.3%	53.4%
Taking/Took a reduced course load	1,351	13.6%	44.3%
Participation in co-op	1,112	11.2%	36.5%
Working full-time or part-time (outside of co-op)	1,082	10.9%	35.5%
Personal reasons (e.g. home/family obligations, illness, etc.)	794	8.0%	26.1%
Difficulty meeting program requirements (e.g. failed/repeated courses, complex/unclear program requirements, etc.)	673	6.8%	22.1%
Taking courses not counting towards graduation requirements	580	5.8%	19.0%
Changed program/area of specialization, or late in making decision on program	561	5.6%	18.4%
Financial issues/obligations	529	5.3%	17.4%
Pursuing expanded program (e.g. double major, honours, other credentials/diplomas/certificates at the same time, etc.)	525	5.3%	17.2%
Took unplanned time off	401	4.0%	13.2%
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.)	309	3.1%	10.1%
Problems related to transferring credits from other institutions	282	2.8%	9.3%
Wanted to delay graduation because of the weak job market/high unemployment rate	88	0.9%	2.9%
Other	49	0.5%	1.6%
Total Responses	9,963	100.0%	327.0%
Missing Cases	37		

Section 3: Teaching and Curriculum

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

Very Satisfied	888	18.1%
Somewhat Satisfied	3,150	64.3%
Undecided	57	1.2%
Not Very Satisfied	678	13.8%
Not at all Satisfied	127	2.6%
Total Responses	4,900	100.0%
Missing Cases	1,304	

12) To what extent do you agree with the following statements about your learning experiences:
Overall, my instructors at SFU provide me with learning experiences that...

encourage social connection between students		
Strongly Agree	895	18.9%
Somewhat Agree	2,096	44.2%
Undecided	166	3.5%
Somewhat Disagree	1,127	23.8%
Strongly Disagree	454	9.6%
Total Responses	4,738	100.0%
Not Applicable, I haven't been here long enough to decide	79	
Missing Cases	1,387	

are flexible to my needs		
Strongly Agree	788	16.8%
Somewhat Agree	2,303	49.1%
Undecided	169	3.6%
Somewhat Disagree	1,081	23.1%
Strongly Disagree	347	7.4%
Total Responses	4,688	100.0%
Not Applicable, I haven't been here long enough to decide	129	
Missing Cases	1,387	

are welcoming, respectful and inclusive for all students		
Strongly Agree	2,173	45.6%
Somewhat Agree	2,122	44.5%
Undecided	70	1.5%
Somewhat Disagree	316	6.6%
Strongly Disagree	83	1.7%
Total Responses	4,764	100.0%
Not Applicable, I haven't been here long enough to decide	57	
Missing Cases	1,383	

are challenging but not overwhelming		
Strongly Agree	672	14.1%
Somewhat Agree	2,361	49.7%
Undecided	89	1.9%
Somewhat Disagree	1,232	25.9%
Strongly Disagree	400	8.4%
Total Responses	4,754	100.0%
Not Applicable, I haven't been here long enough to decide	67	
Missing Cases	1,383	

involve real-life learning		
Strongly Agree	894	18.9%
Somewhat Agree	2,342	49.6%
Undecided	139	2.9%
Somewhat Disagree	995	21.1%
Strongly Disagree	350	7.4%
Total Responses	4,720	100.0%
Not Applicable, I haven't been here long enough to decide	95	
Missing Cases	1,389	

13) 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	906	19.0%
Agree	2,541	53.3%
Undecided	381	8.0%
Disagree	742	15.6%
Strongly Disagree	201	4.2%
Total Responses	4,771	100.0%
Missing Cases	1,433	

In general, I am satisfied with the availability of my instructors at SFU.		
Strongly Agree	994	20.8%
Agree	2,710	56.8%
Undecided	294	6.2%
Disagree	641	13.4%
Strongly Disagree	131	2.7%
Total Responses	4,770	100.0%
Missing Cases	1,434	

Overall, the size of my classes is beneficial to my learning.		
Strongly Agree	860	18.1%
Agree	2,305	48.4%
Undecided	525	11.0%
Disagree	829	17.4%
Strongly Disagree	245	5.1%
Total Responses	4,764	100.0%
Missing Cases	1,440	

14)	In general, would you prefer that instructors offer office hours that are:		
	In-person only	324	6.8%
	Online only	235	4.9%
	A mix of both in-person and online	3,123	65.7%
	I have no preference for whether office hours are in-person or online	787	16.5%
	Don't know (e.g. I don't go to instructor office hours, course doesn't offer office hours, etc.)	288	6.1%
	Total Responses	4,757	100.0%
	Missing Cases	1,447	

15)	We've heard students are interested in more flexibility in their courses and program delivery. Please rank the following aspects of flexibility from highest to lowest importance to you (1 = highest importance and 6 = lowest):		
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Access to recordings in case I have to miss a lecture		
1 - highest importance	1,848	43.1%
2	915	21.3%
3	426	9.9%
4	295	6.9%
5	302	7.0%
6 - lowest importance	504	11.7%
Total Responses	4,290	100.0%
Missing Cases	1,914	

Intense courses that finish in 6 weeks instead of the usual 13		
1 - highest importance	336	7.9%
2	468	11.0%
3	801	18.8%
4	1,019	23.9%
5	819	19.2%
6 - lowest importance	814	19.1%
Total Responses	4,257	100.0%
Missing Cases	1,947	

Online courses where I can learn at my own pace and choice of time		
1 - highest importance	625	14.7%
2	988	23.2%
3	1,077	25.3%
4	728	17.1%
5	509	11.9%
6 - lowest importance	338	7.9%
Total Responses	4,265	100.0%
Missing Cases	1,939	

Having more courses required for my major/program of study offered in Summer terms		
1 - highest importance	870	20.3%
2	1,042	24.3%
3	913	21.3%
4	634	14.8%
5	459	10.7%
6 - lowest importance	363	8.5%
Total Responses	4,281	100.0%
Missing Cases	1,923	

More evening course offerings		
1 - highest importance	267	6.3%
2	510	12.1%
3	685	16.2%
4	1,006	23.8%
5	1,189	28.1%
6 - lowest importance	568	13.4%
Total Responses	4,225	100.0%
Missing Cases	1,979	

More weekend course offerings		
1 - highest importance	450	10.6%
2	301	7.1%
3	343	8.1%
4	513	12.1%
5	892	21.0%
6 - lowest importance	1,750	41.2%
Total Responses	4,249	100.0%
Missing Cases	1,955	

16)	The Elective Grade System is a pilot grading policy effective between the Spring 2021 and Summer 2023 terms that allows undergraduate students to choose a Pass/Credit/No Credit (P/CR/NC) grade instead of a standard letter grade (A+, A, A-, B+, B, etc.) for elective courses. Were you aware of the Elective Grade System prior to taking this survey?		
	Yes	2,839	60.9%
	No	1,824	39.1%
	Total Responses	4,663	100.0%
	Missing Cases	1,541	

17)	Have you ever chosen to opt-in to the Elective Grade System?		
	Yes	837	25.2%
	No	2,487	74.8%
	Total Responses	3,324	100.0%
	Not applicable - I haven't been here long enough to use this	1,332	
	Missing Cases	1,548	

18) Would you like to see the Elective Grade System continued after the pilot period ends at the end of Summer 2023?		
Yes	2,025	50.5%
No	320	8.0%
I don't know	1,661	41.5%
Total Responses	4,006	100.0%
Not applicable (e.g. I plan to graduate by then, I completed all my electives)	637	
Missing Cases	1,561	

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

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

		% of 13,480 Responses	% of 4,570 Respondents
Critical thinking skills	2,051	15.2%	44.9%
Be able to apply knowledge/methods learned at SFU in life and at work	1,847	13.7%	40.4%
Have participated in "learning through experience", such as co-op, field school, practicum, etc.	1,614	12.0%	35.3%
A solid foundation in their specific academic discipline	1,514	11.2%	33.1%
Analytical problem-solving skills	1,056	7.8%	23.1%
Oral communication skills	983	7.3%	21.5%
Team-work skills	950	7.0%	20.8%
Be an engaged citizen with a sense of social responsibility	937	7.0%	20.5%
Written communication skills	731	5.4%	16.0%
A broad range of general academic knowledge	705	5.2%	15.4%
Leadership skills	554	4.1%	12.1%
Have participated in an international experience through SFU, such as international co-op, exchange, field school, etc.	503	3.7%	11.0%
Other	35	0.3%	0.8%
Total Responses	13,480	100.0%	295.0%
Missing Cases	1,634		

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

Note: Students only saw their chosen responses from Q19.

A solid foundation in their specific academic discipline		
Very Satisfied	382	27.8%
Somewhat Satisfied	792	57.6%
Undecided	31	2.3%
Not Very Satisfied	136	9.9%
Not at all Satisfied	34	2.5%
Total Responses	1,375	100.0%
Not Applicable, I have not been here long enough to decide	125	
Missing Cases	14	

A broad range of general academic knowledge		
Very Satisfied	163	24.7%
Somewhat Satisfied	392	59.5%
Undecided	19	2.9%
Not Very Satisfied	73	11.1%
Not at all Satisfied	12	1.8%
Total Responses	659	100.0%
Not Applicable, I have not been here long enough to decide	41	
Missing Cases	5	

Be able to apply knowledge/methods learned at SFU in life and at work		
Very Satisfied	261	16.2%
Somewhat Satisfied	858	53.2%
Undecided	77	4.8%
Not Very Satisfied	326	20.2%
Not at all Satisfied	90	5.6%
Total Responses	1,612	100.0%
Not Applicable, I have not been here long enough to decide	213	
Missing Cases	22	
Analytical problem-solving skills		
Very Satisfied	238	24.1%
Somewhat Satisfied	566	57.2%
Undecided	26	2.6%
Not Very Satisfied	124	12.5%
Not at all Satisfied	35	3.5%
Total Responses	989	100.0%
Not Applicable, I have not been here long enough to decide	58	
Missing Cases	9	
Critical thinking skills		
Very Satisfied	589	30.7%
Somewhat Satisfied	1,037	54.1%
Undecided	51	2.7%
Not Very Satisfied	197	10.3%
Not at all Satisfied	44	2.3%
Total Responses	1,918	100.0%
Not Applicable, I have not been here long enough to decide	107	
Missing Cases	26	
Have participated in "learning through experience", such as co-op, field school, practicum, etc.		
Very Satisfied	354	30.8%
Somewhat Satisfied	452	39.3%
Undecided	90	7.8%
Not Very Satisfied	170	14.8%
Not at all Satisfied	85	7.4%
Total Responses	1,151	100.0%
Not Applicable, I have not been here long enough to decide	450	
Missing Cases	13	
Have participated in an international experience through SFU, such as international co-op, exchange, field school, etc.		
Very Satisfied	90	27.2%
Somewhat Satisfied	124	37.5%
Undecided	25	7.6%
Not Very Satisfied	56	16.9%
Not at all Satisfied	36	10.9%
Total Responses	331	100.0%
Not Applicable, I have not been here long enough to decide	163	
Missing Cases	9	
Oral communication skills		
Very Satisfied	152	16.9%
Somewhat Satisfied	476	52.9%
Undecided	28	3.1%
Not Very Satisfied	190	21.1%
Not at all Satisfied	53	5.9%
Total Responses	899	100.0%
Not Applicable, I have not been here long enough to decide	67	
Missing Cases	17	

Written communication skills		
Very Satisfied	213	30.6%
Somewhat Satisfied	385	55.3%
Undecided	9	1.3%
Not Very Satisfied	67	9.6%
Not at all Satisfied	22	3.2%
Total Responses	696	100.0%
Not Applicable, I have not been here long enough to decide	29	
Missing Cases	6	
Team-work skills		
Very Satisfied	217	24.7%
Somewhat Satisfied	441	50.3%
Undecided	22	2.5%
Not Very Satisfied	162	18.5%
Not at all Satisfied	35	4.0%
Total Responses	877	100.0%
Not Applicable, I have not been here long enough to decide	62	
Missing Cases	11	
Leadership skills		
Very Satisfied	85	16.6%
Somewhat Satisfied	249	48.5%
Undecided	19	3.7%
Not Very Satisfied	113	22.0%
Not at all Satisfied	47	9.2%
Total Responses	513	100.0%
Not Applicable, I have not been here long enough to decide	33	
Missing Cases	8	
Be an engaged citizen with a sense of social responsibility		
Very Satisfied	202	23.4%
Somewhat Satisfied	448	51.9%
Undecided	40	4.6%
Not Very Satisfied	133	15.4%
Not at all Satisfied	40	4.6%
Total Responses	863	100.0%
Not Applicable, I have not been here long enough to decide	67	
Missing Cases	7	
Other		
Very Satisfied	4	12.9%
Somewhat Satisfied	6	19.4%
Undecided	3	9.7%
Not Very Satisfied	7	22.6%
Not at all Satisfied	11	35.5%
Total Responses	31	100.0%
Not Applicable, I have not been here long enough to decide	4	
Missing Cases	0	

Section 4: Services

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

Food services on campus		
Very Satisfied	870	23.2%
Somewhat Satisfied	1,745	46.6%
Undecided	191	5.1%
Not Very Satisfied	739	19.7%
Not at all Satisfied	201	5.4%
Total Responses	3,746	100.0%
I have not used this service at SFU	739	
Missing Cases	1,719	
International Services of Students (ISS)		
Very Satisfied	277	18.0%
Somewhat Satisfied	374	24.3%
Undecided	720	46.8%
Not Very Satisfied	112	7.3%
Not at all Satisfied	54	3.5%
Total Responses	1,537	100.0%
I have not used this service at SFU	2,943	
Missing Cases	1,724	
Recreation (e.g. fitness facilities, intramurals, etc.)		
Very Satisfied	696	27.3%
Somewhat Satisfied	1,027	40.3%
Undecided	364	14.3%
Not Very Satisfied	340	13.3%
Not at all Satisfied	122	4.8%
Total Responses	2,549	100.0%
I have not used this service at SFU	1,936	
Missing Cases	1,719	
Registrar & Information Services (e.g. registration, account payments, etc.)		
Very Satisfied	1,282	32.4%
Somewhat Satisfied	1,889	47.8%
Undecided	273	6.9%
Not Very Satisfied	402	10.2%
Not at all Satisfied	110	2.8%
Total Responses	3,956	100.0%
I have not used this service at SFU	524	
Missing Cases	1,724	
Technology services on campus (e.g. wifi, mySFU, computer support, etc.)		
Very Satisfied	996	23.7%
Somewhat Satisfied	1,907	45.4%
Undecided	98	2.3%
Not Very Satisfied	953	22.7%
Not at all Satisfied	248	5.9%
Total Responses	4,202	100.0%
I have not used this service at SFU	281	
Missing Cases	1,721	

Summary

	% Very / Somewhat Satisfied (of those who used the service)
Registrar & Information Services (e.g. registration, account payments, etc.)	80.2%
Food services on campus	69.8%
Technology services on campus (e.g. wifi, mySFU, computer support, etc.)	69.1%
Recreation (e.g. fitness facilities, intramurals, etc.)	67.6%
International Services for Students (ISS)	42.4%

SFU has a shared academic advising model. Students who are accepted into or declared into their academic program (e.g., major or minor) see their departmental or faculty advisor for specialized support in their field of study. Students can also access academic advising through Student Services. Student Services academic advisors provide academic support to undeclared students who have completed under 60 units as well as all students in academic difficulty and population specific advising (e.g., NCAA, Back on Track Program, Indigenous students). The questions below relate to academic advisors as identified above and not, for example, Financial Aid, Career, International Services for Students, or Co-op advisors.

22) Have you connected with an academic advisor since coming to SFU?

Yes	3,248	72.5%
No	1,105	24.7%
Don't know	124	2.8%
Total Responses	4,477	100.0%
Missing	1,727	

23) What are the reasons you have not reached out to an academic advisor? (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 2,098 Responses	% of 1,098 Respondents
I have not yet had the need	610	29.1%	55.6%
I am unsure of what types of support academic advisors provide	351	16.7%	32.0%
I was able to find answers myself online	334	15.9%	30.4%
I have not yet had the time	299	14.3%	27.2%
I am unsure of how to contact an academic advisor	268	12.8%	24.4%
I am unable to meet with an academic advisor during available hours	113	5.4%	10.3%
Meeting times were not available for an appointment with an academic advisor	98	4.7%	8.9%
Other	25	1.2%	2.3%
Total Responses	2,098	100.0%	191.1%
Missing Cases	7		

24) What types of academic advisors have you connected with since coming to SFU? (Please select all that apply.)

		% of 4,234 Responses	% of 3,243 Respondents
Faculty/Departmental (program)	2,887	68.2%	89.0%
Student Services	1,257	29.7%	38.8%
Don't know	90	2.1%	2.8%
Total Responses	4,234	100.0%	130.6%
Missing Cases	5		

25) If you were to reach out to an academic advisor, what would be your preferred method(s) of communication? (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 9,781 Responses	% of 4,450 Respondents
In-person appointment	2,804	28.7%	63.0%
Virtual appointment	2,633	26.9%	59.2%
Email	2,462	25.2%	55.3%
Instant messaging (e.g. LiveCHAT)	872	8.9%	19.6%
Phone	827	8.5%	18.6%
Group advising	174	1.8%	3.9%
Other	9	0.1%	0.2%
Total Responses	9,781	100.0%	219.8%
Missing Cases	1,754		

26) Which of the following topics are important to you when connecting with an academic advisor? (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 19,348 Responses	% of 4,424 Respondents
Course planning	3,620	18.7%	81.8%
Degree and graduation requirements	3,511	18.1%	79.4%
Career exploration (e.g. career paths, co-op, or other work-related opportunities)	2,638	13.6%	59.6%
Academic exploration regarding my personal strengths, interests, and future goals	1,713	8.9%	38.7%
Academic rules and policies (e.g. withdrawal under extenuating circumstances, understanding academic standing)	1,414	7.3%	32.0%
Understanding support services and how to connect with them (e.g. Financial Aid & Awards, Mental Health and Well-being, Disability, Spiritual, Career Supports)	1,409	7.3%	31.8%
Transferring programs	1,322	6.8%	29.9%
Maintaining school-work-life balance	1,196	6.2%	27.0%
Learning strategies, time management, and studying supports	1,097	5.7%	24.8%
Social connection opportunities (e.g. student clubs)	719	3.7%	16.3%
Leadership and community engagement opportunities	704	3.6%	15.9%
Other	5	0.0%	0.1%
Total Responses	19,348	100.0%	437.3%
Missing Cases	1,780		

27) How can academic advisors better support your academic success?

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

Note: The results to questions 28a to 33 have been used in a separate report sent to the appropriate department. These questions and results will not be included in this report.

34) Please indicate your level of awareness of the following health resources at SFU.

My SSP (Student Support Program that provides 24/7 mental health support)		
Used it	472	11.1%
Aware of it, but never used it	2,181	51.2%
Not aware of it	1,608	37.7%
Total Responses	4,261	100.0%
Prefer not to answer	102	
Missing Cases	1,841	

Mental health supports (e.g. counselling, groups, drop-in programs)		
Used it	520	12.2%
Aware of it, but never used it	2,760	64.7%
Not aware of it	986	23.1%
Total Responses	4,266	100.0%
Prefer not to answer	94	
Missing Cases	1,844	
Physical health supports (e.g. doctors and nurses)		
Used it	530	12.4%
Aware of it, but never used it	2,034	47.6%
Not aware of it	1,708	40.0%
Total Responses	4,272	100.0%
Prefer not to answer	88	
Missing Cases	1,844	
Health and well-being outreach events and/or programs (e.g. health peers, Hi-FIVE, online training)		
Used it	188	4.4%
Aware of it, but never used it	2,052	48.1%
Not aware of it	2,028	47.5%
Total Responses	4,268	100.0%
Prefer not to answer	93	
Missing Cases	1,843	

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

Note: Students only saw the resources they used from Q34.

My SSP (Student Support Program that provides 24/7 mental health support)		
Very Satisfied	118	25.0%
Somewhat Satisfied	163	34.5%
Undecided	15	3.2%
Not Very Satisfied	95	20.1%
Not at all Satisfied	81	17.2%
Total Responses	472	100.0%
Missing Cases	0	
Mental health supports (e.g. counselling, groups, drop-in programs)		
Very Satisfied	164	31.6%
Somewhat Satisfied	198	38.2%
Undecided	23	4.4%
Not Very Satisfied	83	16.0%
Not at all Satisfied	51	9.8%
Total Responses	519	100.0%
Missing Cases	1	
Physical health supports (e.g. doctors and nurses)		
Very Satisfied	256	48.3%
Somewhat Satisfied	195	36.8%
Undecided	15	2.8%
Not Very Satisfied	42	7.9%
Not at all Satisfied	22	4.2%
Total Responses	530	100.0%
Missing Cases	0	

Health and well-being outreach events and/or programs (e.g. health peers, Hi-FIVE, online training)		
Very Satisfied	62	33.2%
Somewhat Satisfied	86	46.0%
Undecided	13	7.0%
Not Very Satisfied	17	9.1%
Not at all Satisfied	9	4.8%
Total Responses	187	100.0%
Missing Cases	1	

36) **How satisfied are you with the following My SSP features?**

Note: Only students who selected "Used it" for Q34 My SSP were shown this question.

Real-time (immediate) support		
Very Satisfied	144	38.5%
Somewhat Satisfied	93	24.9%
Undecided	20	5.3%
Not Very Satisfied	68	18.2%
Not at all Satisfied	49	13.1%
Total Responses	374	100.0%
Have not used this feature	92	
Missing Cases	6	

Support in multiple languages		
Very Satisfied	65	35.9%
Somewhat Satisfied	33	18.2%
Undecided	59	32.6%
Not Very Satisfied	16	8.8%
Not at all Satisfied	8	4.4%
Total Responses	181	100.0%
Have not used this feature	286	
Missing Cases	5	

Ability to pre-book appointments		
Very Satisfied	110	41.7%
Somewhat Satisfied	75	28.4%
Undecided	34	12.9%
Not Very Satisfied	25	9.5%
Not at all Satisfied	20	7.6%
Total Responses	264	100.0%
Have not used this feature	203	
Missing Cases	5	

Ability to have appointments either in-person, by phone, or by video		
Very Satisfied	141	44.1%
Somewhat Satisfied	98	30.6%
Undecided	30	9.4%
Not Very Satisfied	25	7.8%
Not at all Satisfied	26	8.1%
Total Responses	320	100.0%
Have not used this feature	148	
Missing Cases	4	

Ability to have pre-booked appointments for multiple sessions with the same counsellor		
Very Satisfied	100	41.2%
Somewhat Satisfied	56	23.0%
Undecided	43	17.7%
Not Very Satisfied	25	10.3%
Not at all Satisfied	19	7.8%
Total Responses	243	100.0%
Have not used this feature	223	
Missing Cases	6	

Opportunity to request a counsellor of a specific identification (e.g. gender, Indigenous, religious identification)		
Very Satisfied	113	47.7%
Somewhat Satisfied	49	20.7%
Undecided	44	18.6%
Not Very Satisfied	16	6.8%
Not at all Satisfied	15	6.3%
Total Responses	237	100.0%
Have not used this feature	231	
Missing Cases	4	

Availability of well-being articles and tools in the MySSP app		
Very Satisfied	111	34.4%
Somewhat Satisfied	97	30.0%
Undecided	43	13.3%
Not Very Satisfied	47	14.6%
Not at all Satisfied	25	7.7%
Total Responses	323	100.0%
Have not used this feature	144	
Missing Cases	5	

37) To what extent do you agree that SFU provides you with the resources that help you...

build skills for mental well-being.		
Strongly Agree	331	7.6%
Agree	1,694	38.9%
Undecided	1,019	23.4%
Disagree	966	22.2%
Strongly Disagree	342	7.9%
Total Responses	4,352	100.0%
Missing Cases	1,852	

build skills for physical well-being.		
Strongly Agree	349	8.0%
Agree	1,723	39.6%
Undecided	1,009	23.2%
Disagree	951	21.9%
Strongly Disagree	316	7.3%
Total Responses	4,348	100.0%
Missing Cases	1,856	

support others' well-being.		
Strongly Agree	327	7.5%
Agree	1,778	40.9%
Undecided	1,153	26.5%
Disagree	802	18.5%
Strongly Disagree	286	6.6%
Total Responses	4,346	100.0%
Missing Cases	1,858	

38) What barriers, if any, prevent you from accessing services at SFU's Health & Counselling Services? (Please select all that apply.)

		% of 5,497 Responses	% of 3,180 Respondents
I don't know where to start	1,525	27.7%	48.0%
I did not hear or know these services were available	890	16.2%	28.0%
I do not feel comfortable	788	14.3%	24.8%
Stigma (e.g. mental health)	510	9.3%	16.0%
Services are not offered during the times I want them	434	7.9%	13.6%
Services are not offered at a campus that is convenient for me	298	5.4%	9.4%
Services I want are not offered	207	3.8%	6.5%
Other	341	6.2%	10.7%
I have not experienced any barriers	504	9.2%	15.8%
Total Responses	5,497	100.0%	172.9%
Not applicable, I don't feel the need to access SFU's Health & Counselling services	1,130		
Missing Cases	1,894		

39) If you were to access Health & Counselling services, what would be your preferred method(s) of access? (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 9,048 Responses	% of 4,288 Respondents
In-person appointment	3,081	34.1%	71.9%
Virtual appointment	2,052	22.7%	47.9%
Drop-in advising	1,841	20.3%	42.9%
Instant messaging (e.g. LiveChat)	1,132	12.5%	26.4%
Phone	915	10.1%	21.3%
Other	27	0.3%	0.6%
Total Responses	9,048	100.0%	211.0%
Missing Cases	1,916		

40) How can SFU better support and enhance your well-being?

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

Section 5: University Culture and Environment**41) 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	355	8.2%
Agree	1,864	43.1%
Undecided	451	10.4%
Disagree	1,238	28.6%
Strongly Disagree	420	9.7%
Total Responses	4,328	100.0%
Missing Cases	1,876	

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

I feel part of a caring community at SFU.		
Strongly Agree	326	8.0%
Agree	1,606	39.6%
Undecided	627	15.4%
Disagree	1,066	26.3%
Strongly Disagree	434	10.7%
Total Responses	4,059	100.0%
Not Applicable, I have not been here long enough to decide	248	
Missing Cases	1,897	
It is easy to make meaningful social connections with others at SFU.		
Strongly Agree	308	7.5%
Agree	1,363	33.0%
Undecided	319	7.7%
Disagree	1,336	32.4%
Strongly Disagree	801	19.4%
Total Responses	4,127	100.0%
Not Applicable, I have not been here long enough to decide	181	
Missing Cases	1,896	
SFU is a place that positively impacts my well-being		
Strongly Agree	341	8.3%
Agree	1,692	41.4%
Undecided	638	15.6%
Disagree	985	24.1%
Strongly Disagree	430	10.5%
Total Responses	4,086	100.0%
Not Applicable, I have not been here long enough to decide	224	
Missing Cases	1,894	
SFU provides me with a supportive environment that reduces unnecessary personal and academic stress.		
Strongly Agree	251	6.1%
Agree	1,365	33.4%
Undecided	498	12.2%
Disagree	1,349	33.0%
Strongly Disagree	620	15.2%
Total Responses	4,083	100.0%
Not Applicable, I have not been here long enough to decide	230	
Missing Cases	1,891	
My faculty provides me with a supportive environment that enhances my well-being.		
Strongly Agree	497	12.3%
Agree	1,948	48.3%
Undecided	572	14.2%
Disagree	730	18.1%
Strongly Disagree	283	7.0%
Total Responses	4,030	100.0%
Not Applicable, I have not been here long enough to decide	280	
Missing Cases	1,894	

Section 6: Background Information

43) 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	2,352	54.5%
No	1,963	45.5%
Total Responses	4,315	100.0%
Missing Cases	1,889	

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

Yes	175	4.1%
No	4,114	95.9%
Total Responses	4,289	100.0%
Missing Cases	1,915	

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

Yes	376	8.8%
No	3,911	91.2%
Total Responses	4,287	100.0%
Missing Cases	1,917	

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

0	34	1.4%
1-9	571	24.3%
10-19	1,063	45.3%
20-29	485	20.7%
30-39	127	5.4%
40 or more	67	2.9%
Total Responses	2,347	100.0%
Missing Cases	5	

45) Which English language skills would you like more support for? Please select all that apply.

		% of 751 Responses	% of 375 Respondents
Writing	270	36.0%	72.0%
Speaking	227	30.2%	60.5%
Reading	126	16.8%	33.6%
Listening	114	15.2%	30.4%
None of the above	14	1.9%	3.7%
Total Responses	751	100.0%	200.3%
Missing Cases	1		

46) Please describe in detail the kind(s) of English language support that would help you perform better in your classes.

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

47) What best describes your gender identity?

Woman	2,642	62.9%
Man	1,441	34.3%
Non-binary	115	2.7%
Total Responses	4,198	100.0%
Prefer not to say	123	
Missing cases	1,883	

48) Are you someone with trans experience (meaning your gender identity does not align with your sex assigned at birth)?		
Yes	121	2.9%
No	4,058	97.1%
Total Responses	4,179	100.0%
Prefer not to say	141	
Missing cases	1,884	

49) Do you identify as lesbian, gay, bisexual, asexual, queer, and/or another non-heterosexual identity?		
Yes	782	19.0%
No	3,097	75.1%
I don't know	244	5.9%
Total Responses	4,123	100.0%
Prefer not to say	197	
Missing cases	1,884	

50) Do you identify as a person with a disability (i.e. a long-term or recurring physical, mental, sensory, psychiatric, or learning impairment)?		
Yes	604	14.8%
No	3,489	85.2%
Total Responses	4,093	100.0%
Prefer not to say	230	
Missing cases	1,881	

51) 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.

		<i>% of 4,830 Responses</i>	<i>% of 4,198 Respondents</i>
White	1,682	34.8%	40.1%
East Asian (e.g. Chinese, Japanese, Korean)	1,296	26.8%	30.9%
South Asian (e.g. Indian, Pakistani, Bangladeshi)	749	15.5%	17.8%
Southeast Asian (e.g. Cambodian, Filipino, Thai, Vietnamese)	409	8.5%	9.7%
West Asian or Arab (e.g. Iranian, Lebanese, Afghan)	208	4.3%	5.0%
Indigenous person of Canada (e.g. First Nations, Inuit, Metis)	122	2.5%	2.9%
Latin, South or Central American (e.g. Mexican, Cuban)	122	2.5%	2.9%
Black	95	2.0%	2.3%
Indigenous person of a country other than Canada	29	0.6%	0.7%
Other	118	2.4%	2.8%
Total Responses	4,830	100.0%	115.1%
Prefer not to say	127		
Missing Cases	1,879		

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

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

		% of 7,061 Responses	% of 4,311 Respondents
English	3,823	54.1%	88.7%
Cantonese	463	6.6%	10.7%
Mandarin	424	6.0%	9.8%
Punjabi	411	5.8%	9.5%
French	278	3.9%	6.4%
Hindi-Urdu	275	3.9%	6.4%
Korean	145	2.1%	3.4%
Farsi/Persian	124	1.8%	2.9%
Vietnamese	120	1.7%	2.8%
Filipino/Tagalog	110	1.6%	2.6%
Spanish/Castilian	105	1.5%	2.4%
Russian	82	1.2%	1.9%
Japanese	79	1.1%	1.8%
Arabic	74	1.0%	1.7%
Indonesian	42	0.6%	1.0%
German	37	0.5%	0.9%
Taiwanese	36	0.5%	0.8%
Italian	33	0.5%	0.8%
Bosnian/Croatian/Serbian	30	0.4%	0.7%
Portuguese	29	0.4%	0.7%
Polish	19	0.3%	0.4%
Indigenous Language of Canada	18	0.3%	0.4%
American Sign Language	16	0.2%	0.4%
Other	288	4.1%	6.7%
Total Responses	7,061	100.0%	163.8%
Missing Cases	1,893		

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

English	2,620	61.0%
Other language	1,674	39.0%
Total Responses	4,294	100.0%
Missing Cases	1,910	

Which language do you speak most often with your friends?

English	3,846	89.9%
Other language	432	10.1%
Total Responses	4,278	100.0%
Missing Cases	1,926	

54) Have you ever participated in these activities at SFU?

Student Government (e.g. SFSS, faculty/department unions, etc.)		
Yes	391	9.2%
No, but I'm planning on doing it	545	12.8%
No, and I am NOT planning on doing it	2,672	62.5%
Not aware of this activity	665	15.6%
Total Responses	4,273	100.0%
Missing Cases	1,931	

An event for your department, program or faculty		
Yes	1,389	32.5%
No, but I'm planning on doing it	1,168	27.4%
No, and I am NOT planning on doing it	987	23.1%
Not aware of this activity	726	17.0%
Total Responses	4,270	100.0%
Missing Cases	1,934	
A class project involving a community or business organization		
Yes	586	13.7%
No, but I'm planning on doing it	722	16.9%
No, and I am NOT planning on doing it	1,569	36.7%
Not aware of this activity	1,397	32.7%
Total Responses	4,274	100.0%
Missing Cases	1,930	
An SFU volunteer program (e.g. campus ambassador program, peer programs, etc.)		
Yes	723	16.9%
No, but I'm planning on doing it	1,187	27.7%
No, and I am NOT planning on doing it	1,604	37.5%
Not aware of this activity	766	17.9%
Total Responses	4,280	100.0%
Missing Cases	1,924	
Co-op		
Yes	878	20.5%
No, but I'm planning on doing it	1,845	43.1%
No, and I am NOT planning on doing it	1,273	29.8%
Not aware of this activity	282	6.6%
Total Responses	4,278	100.0%
Missing Cases	1,926	
Field school		
Yes	96	2.3%
No, but I'm planning on doing it	641	15.1%
No, and I am NOT planning on doing it	1,953	45.9%
Not aware of this activity	1,565	36.8%
Total Responses	4,255	100.0%
Missing Cases	1,949	
International exchange/Study abroad		
Yes	147	3.4%
No, but I'm planning on doing it	1,247	29.2%
No, and I am NOT planning on doing it	2,331	54.6%
Not aware of this activity	542	12.7%
Total Responses	4,267	100.0%
Missing Cases	1,937	
Work-study		
Yes	256	6.0%
No, but I'm planning on doing it	1,043	24.5%
No, and I am NOT planning on doing it	1,745	40.9%
Not aware of this activity	1,219	28.6%
Total Responses	4,263	100.0%
Missing Cases	1,941	

An SFU club		
Yes	1,686	39.4%
No, but I'm planning on doing it	1,253	29.3%
No, and I am NOT planning on doing it	1,101	25.7%
Not aware of this activity	243	5.7%
Total Responses	4,283	100.0%
Missing Cases	1,921	

Worked within an SFU faculty member's research team, separate from coursework		
Yes	338	7.9%
No, but I'm planning on doing it	1,241	29.1%
No, and I am NOT planning on doing it	1,540	36.1%
Not aware of this activity	1,151	27.0%
Total Responses	4,270	100.0%
Missing Cases	1,934	

Experiential learning competitions (e.g. case competitions, the Putnam math competition, FAS competitions, etc.)		
Yes	272	6.4%
No, but I'm planning on doing it	580	13.6%
No, and I am NOT planning on doing it	2,097	49.1%
Not aware of this activity	1,325	31.0%
Total Responses	4,274	100.0%
Missing Cases	1,930	

Summary	
	% Yes
An SFU club	39.4%
An event for your department, program or faculty	32.5%
Co-op	20.5%
An SFU volunteer program (e.g. the campus ambassador program, peer programs, etc.)	16.9%
A class project involving a community or business organization	13.7%
Student Government (e.g. SFSS, faculty/department unions, etc.)	9.2%
Worked within an SFU faculty member's research team, separate from coursework	7.9%
Experiential learning competitions (e.g. case competitions, the Putnam math competition, FAS competitions, etc.)	6.4%
Work-study	6.0%
International exchange/Study abroad	3.4%
Field school	2.3%

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

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

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

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

Faculty of students			
		% of 6,247 Responses	% of 6,200 Respondents
Applied Sciences	824	13.2%	13.3%
Arts and Social Sciences	2,054	32.9%	33.1%
Business	765	12.2%	12.3%
Communication, Art, & Technology	537	8.6%	8.7%
Education	390	6.2%	6.3%
Environment	255	4.1%	4.1%
Health Sciences	393	6.3%	6.3%
Science	1,029	16.5%	16.6%
Total Responses	6,247	100.0%	100.8%
Missing Cases	4		

Credential pursued by students			
		% of 6,520 Responses	% of 6,204 Respondents
Bachelor's Degree	5,898	90.5%	95.1%
Certificate	238	3.7%	3.8%
Professional Development Program	228	3.5%	3.7%
Post Baccalaureate Diploma	26	0.4%	0.4%
Other/No Credential	130	2.0%	2.1%
Total Responses	6,520	100.0%	105.1%

Declared a major/minor/etc.			
Declared		4,493	72.4%
Undeclared		1,711	27.6%
Total Responses		6,204	100.0%

Number of SFU courses the student is taking this term (Fall 2022)			
0		261	4.2%
1		460	7.4%
2		384	6.2%
3		2,021	32.6%
4		2,458	39.6%
5		579	9.3%
6		39	0.6%
7		2	0.0%
Total Responses		6,204	100.0%

Full-time status this term (Fall 2022)			
Part-time (fewer than 9 credits and not on a co-op work term)		617	9.9%
Full-time (9 or more credits, or on a co-op work term)		5,587	90.1%
Total Responses		6,204	100.0%

Where students are taking their courses this term (Fall 2022)

		<i>% of 7,521 Responses</i>	<i>% of 6,182 Respondents</i>
Burnaby	5,321	70.7%	86.1%
Surrey	1,137	15.1%	18.4%
Vancouver	443	5.9%	7.2%
Distance Education/Online	232	3.1%	3.8%
On Co-op Term	297	3.9%	4.8%
Other Location(s)	91	1.2%	1.5%
Total Responses	7,521	100.0%	121.7%
Missing Cases	22		

Total credits completed prior to the Fall 2022 term (including both SFU and transfer credits)

None	1,513	24.4%
1 - 29	724	11.7%
30 - 59	1,342	21.6%
60 - 89	1,275	20.6%
90 - 119	1,076	17.3%
120 or more	274	4.4%
Total Responses	6,204	100.0%

Cumulative Grade Point Average (CGPA)

No CGPA Available (new student, or no courses taken towards CGPA)	1,839	29.6%
Less than 2.00	157	2.5%
2.00 to 2.32	261	4.2%
2.33 to 2.66	540	8.7%
2.67 to 2.99	896	14.4%
3.00 to 3.32	938	15.1%
3.33 to 3.66	799	12.9%
3.67 to 3.99	587	9.5%
4.00 to 4.33	187	3.0%
Total Responses	6,204	100.0%

Participation in Co-op

Co-op students	1,483	23.9%
Not co-op students	4,721	76.1%
Total Responses	6,204	100.0%

Year of admission to SFU

2022	2,041	32.9%
2021	1,369	22.1%
2020	1,024	16.5%
2019	726	11.7%
2018	541	8.7%
2017	261	4.2%
Before 2017	242	3.9%
Total Responses	6,204	100.0%

Basis of admission to SFU		
BC High School	3,815	61.5%
BC College Transfer/Associate Degree	1,452	23.4%
Non-BC High School	397	6.4%
University Transfer	146	2.4%
Degree Holder	182	2.9%
Mature	31	0.5%
Other	181	2.9%
Total Responses	6,204	100.0%

New student status		
New students	1,761	28.4%
Returning students	4,443	71.6%
Total Responses	6,204	100.0%

International student status		
International students	921	14.8%
Domestic students	5,283	85.2%
Total Responses	6,204	100.0%

Gender		
Women	3,890	62.8%
Men	2,304	37.2%
Total Responses	6,194	100.0%
Missing Cases	10	

Age (as of September 1, 2022)		
17 or younger	380	6.1%
18	1,120	18.1%
19	931	15.0%
20	812	13.1%
21	847	13.7%
22	732	11.8%
23	475	7.7%
24	210	3.4%
25	150	2.4%
26 - 30	295	4.8%
31 - 40	149	2.4%
41 - 50	64	1.0%
51 - 65	32	0.5%
Over 65	7	0.1%
Total Responses	6,204	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 (22% 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 facilities.

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

Suggestion/Improvement	# (%) of Respondents	
Student Life/Campus Community	152	(16%)
Facilities	119	(12%)
Course Availability, Variety and Scheduling	100	(10%)
Tuition/Fees and Financial Aid	88	(9%)
Transportation	74	(8%)
Services	65	(7%)
Instructors and TAs	61	(6%)
University Administration/Policy Decisions	42	(4%)
Course Delivery and Flexibility	34	(4%)
Food	31	(3%)
Communication	30	(3%)
Program/Course Curriculum	29	(3%)
SFU Online	26	(3%)
Equity, Diversity, and Inclusion	22	(2%)
Residence (Including Dining Hall)	19	(2%)
Advising	18	(2%)
Mental Health Resources	17	(2%)
Grading Scale	12	(1%)
Construction	10	(1%)
Other	20	(2%)
Total	969	(100%)
No Suggestion	31	

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

- Increase quantity and scope of campus events
- Create opportunities for community building

Facilities

- Increase quantity and quality of seating and study spaces
- Improve climate control systems and campus maintenance

Course Availability, Variety and Scheduling

- Improve upper division course accessibility
- Offer courses more frequently and at more campuses

Tuition/Fees and Financial Aid

- Do not raise tuition further
- Improve access to financial support

Transportation

- Increase availability and affordability of parking
- Improve reliability/frequency of campus transport

Services

- Expand academic support and student mentorship services
- Improve campus wayfinding

Instructors and TAs

- Improve quality of instructors
- Expand teaching means and methods

University Administration/Policy Decisions

- Improve exam scheduling and communication

Course Delivery and Flexibility

- Increase hybrid and online course offerings
- Provide recordings for all lecture formats

Food

- Improve food affordability and access
- Expand food offerings for different dietary requirements and palates

Communication

- Improve communication quality and relevance
- Expand communication methods into social media

Program/Course Curriculum and Format

- Review efficacy of tutorial format for course components
- Consider methods for measuring academic success outside of heavily-weighted exams

SFU Online

- Improve SFU website navigability
- Improve Wi-Fi coverage and quality

Equity, Diversity and Inclusion

- Improve inclusion for marginalized student groups
- More gender-neutral washrooms
- Improve accessibility and navigability of campus

Residence (Including Dining Hall)

- Increase affordability of residence and dining hall services

Advising

- Improve access to academic advising
- Formalize or make academic advising a graduation requirement

Mental Health Resources

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

Grading Scale

- Standardize grade curving across programs and subjects
- Align grading scale with other post-secondary institutions

Construction

- Expedite and finish intrusive construction projects

SECTION C.3: SAMPLE OF STUDENT SUGGESTIONS BY TOPIC¹

Student Life/Campus Community

- More activities, event, festivals on campus
- Improve overall school spirit and social life.

Facilities

- More study spaces!
- More places to sit

Course Availability, Variety and Scheduling

- More course offerings in upper division classes
- Add more class sections
- Offer more classes at Surrey

Tuition/Fees and Financial Aid

- Tuition freeze/more financial aid options

Transportation

- More affordable/available parking
- More frequent bus service so the buses aren't as full.

Services

- More Activities other than on the first week
- clear signs, it's easy to get lost
- ensure new students have support from experienced students.

Instructors and TAs

- Higher quality instructors
- Have more diverse faculty and teaching methods

University Administration/Policy Decisions

- Release exam schedule earlier
- Not having exams very late at night

Course Delivery and Flexibility

- More online classes
- Make lectures recorded for all classes.
- Support hybrid learning

Food

- Affordable food
- Add healthier food options

¹ Comments are reproduced exactly as written by students.

Communication

- Communication about activities and opportunities
- Be more active on social media: instagram, discord, facebook

Program/Course Curriculum and Format

- Remove tutorials or make all tutorials options
- Continue to move away from exams and focus more on other ways of demonstrating competence in taught subjects.

SFU Online

- Better wifi
- Making the website easier to navigate

Equity, Diversity and Inclusion

- improve ability to navigate campus for disabled people
- more gender neutral washrooms
- More diverse culture appreciation

Residence (Including Dining Hall)

- Cheaper dining hall pricing.
- Provide affordable housing near campus

Advising

- Have better access to academic advising and course planning
- Require students to meet with an advisor regularly

Mental Health Resources

- Better mental health awareness/accessibility
- Make student services more accessible

Grading Scale

- Remove the curving system
- Standardize grading scales

Construction

- Have faster construction projects

APPENDIX D

COMPARISON OF SURVEY SAMPLE AND STUDENT POPULATION

Age	Sample	Population
< 21	52.3%	44.8%
21 to 25	38.9%	46.8%
> 25	8.8%	8.4%
Total	100.0%	100.0%
Average Age	21.4	21.6

Gender	Sample	Population
Women	62.8%	53.3%
Men	37.2%	46.7%
Total	100.0%	100.0%

International	Sample	Population
Yes	14.8%	20.0%
No	85.2%	80.0%
Total	100.0%	100.0%

Co-op Student	Sample	Population
Yes	23.9%	23.6%
No	76.1%	76.4%
Total	100.0%	100.0%

New Student	Sample	Population
Yes	28.4%	21.3%
No	71.6%	78.7%
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	28.4%	21.3%
< 2.00	2.5%	4.1%
2.00 to 2.99	27.4%	36.1%
≥ 3.00	40.5%	37.3%
CGPA not available	1.3%	1.1%
Total	100.0%	100.0%

First SFU Semester	Sample	Population
2022	32.9%	26.3%
2021	22.1%	22.1%
2020	16.5%	18.2%
2019	11.7%	13.1%
2018	8.7%	10.4%
2017	4.2%	5.1%
Before 2017	3.9%	4.9%
Total	100.0%	100.0%

Year Level	Sample	Population
First	31.0%	25.7%
Second	20.8%	20.8%
Third	21.0%	22.9%
Fourth	21.5%	23.7%
Fifth	5.7%	6.9%
Total	100.0%	100.0%

Basis of Admission	Sample	Population
BC High School	61.5%	57.8%
Non-BC High School	6.4%	5.9%
BC Coll. Transfer/Assoc. Degr.	23.4%	28.0%
University Transfer	2.4%	2.4%
Degree Holder	2.9%	2.6%
Mature	0.5%	0.4%
Other	2.9%	3.1%
Total	100.0%	100.0%

Faculty	Sample	Population
APSC	13.3%	15.4%
ARTS	33.1%	33.0%
BUS	12.3%	13.2%
CAT	8.7%	9.0%
EDUC	6.3%	5.6%
ENV	4.1%	3.4%
HSCI	6.3%	6.0%
SCI	16.6%	14.9%
Unspecified	0.1%	0.1%
* Students may be in more than one faculty.		

Major/Minor Declared	Sample	Population
Yes	72.4%	73.5%
No	27.6%	26.5%
Total	100.0%	100.0%

Course Location	Sample	Population
Burnaby	85.8%	85.5%
Surrey	18.3%	18.9%
Vancouver	7.1%	7.4%
Online/Distance Ed.	3.7%	3.4%
On Co-op Term	4.8%	5.1%
Other Location	1.5%	2.0%
* Students may study in more than one location.		

Full-Time/Part-Time	Sample	Population
Full-Time	90.1%	87.2%
Part-Time	9.9%	12.8%
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	24.4%	17.7%
1 to 29	11.7%	11.8%
30 to 59	21.6%	22.3%
60 to 89	20.6%	22.9%
90 to 119	17.3%	20.2%
120+	4.4%	5.1%
Total	100.0%	100.0%