2024 Summer Advocacy Survey Report

November 2024

Contents

Introduction

The Students' Union ran the 2024 Summer Advocacy Survey from August 16 to September 16, 2024. The survey received a total of 307 responses, of which 94.98% were undergraduate students at the University of Calgary. With a total enrolment of 29,469 students as of the Fall 2024 term, the Summer Advocacy Survey had a 0.1% response rate, and a 74% completion rate. The survey received around 150 less responses compared to last year, which suggests a need to explore alternative strategies for marketing it or enhancing student engagement.

The survey was promoted to students via the SU's social media, UCalgary units' newsletters[1], D2L, and emails to all undergraduate students, sent by the SU President.

Students were presented with 51 questions on topics including student employment, tuition, housing, food security, mental health and the wellness center, UPass, academic concerns, the Students' Union programming and services, and University consultation. Additionally, the Students' Union collects demographic data from survey respondents to help meet the diverse needs of the student community and better identify sources of inequity, to guide the SU's advocacy and development of its programs and services.

Respondent Profile

The typical survey respondent is a domestic undergraduate student in their first (23.9% of respondents) or second (27.32% of respondents) year of program, enrolled in one of the University's largest faculties: Arts (27.78% of respondents), Science (23.15% of respondents), or Engineering (15.28% of respondents).

82.44% of respondents were between 18 to 24 years old, but the survey received responses in all age groups, ranging from 17 or under (5.37% of respondents) to 26 years or older (12.22%). 98.54% of respondents reported that they were full-time students.

International students made up 11.22% of respondents, a 3% increase in representation from last year.

Figure 1: International Students

Figure 2: Faculty Representation

---
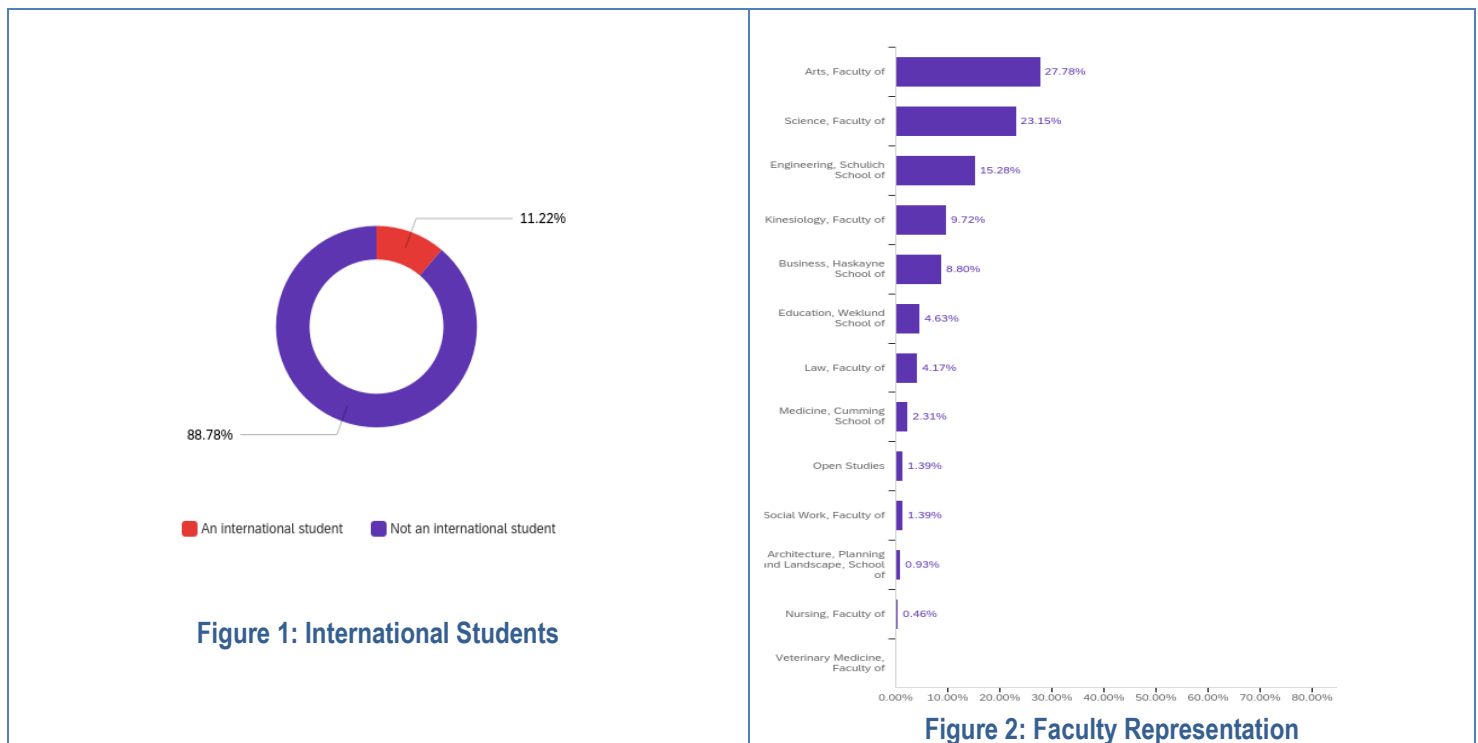
[1] This includes UThisWeek, UThisSummer, Faith and Spirituality Centre, International Student Services, Student Success Centre, Student Wellness Services, Women's Resources Centre and Writing Symbols Lodge Student Announcements.
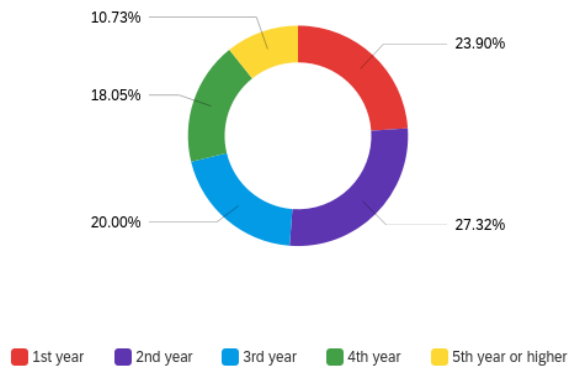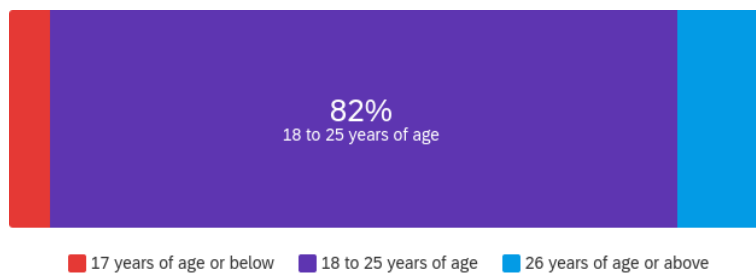
Figure 3: Year of Study

82%
18 to 25 years of age

■ 17 years of age or below   ■ 18 to 25 years of age   ■ 26 years of age or above

Figure 4: Age

Among the survey participants, a significant majority were found to be in their first year (23.9%), second year (27.32%), or third year (20%).

The survey results provide information on the gender identity of respondents. 2.93% of the respondents expressed that they identified as transgender; a 5% decrease in representation from last year, highlighting the need to increase engagement with transgender students by exploring new outreach methods or initiatives to better connect with them and encourage participation. 60% of respondents identified as women, while 33.66% identified as men. Additionally, 3.9% identified as non-binary, two-spirit, or intersex, and 0.98% preferred to self-describe their gender. These results highlight a diverse range of gender identities among the surveyed individuals.
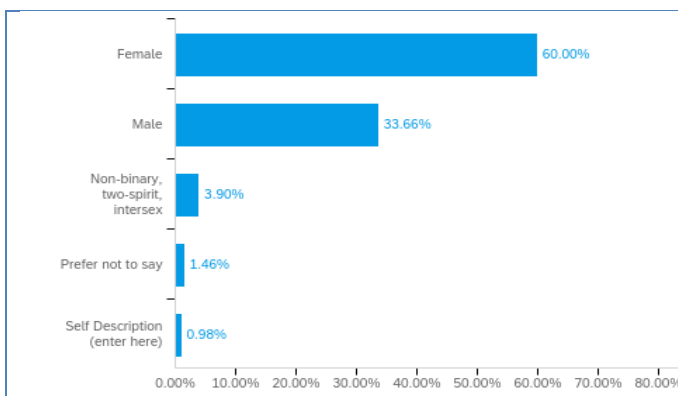

Figure 5: Gender Identity

97%
Not a transgender person / prefer not to say

■ A transgender person   ■ Not a transgender person / prefer not to say
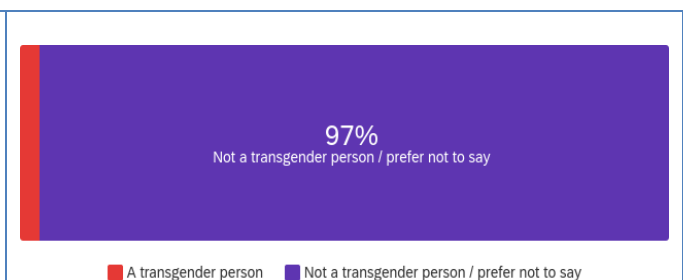
Figure 6: Transgender Identity

Regarding sexual orientation, 66% of respondents identified as heterosexual, with the next largest portion of the respondents identifying as bisexual (15.69%), and 2.94% as gay or lesbian. A smaller portion preferred to describe their sexual orientation in their own terms.
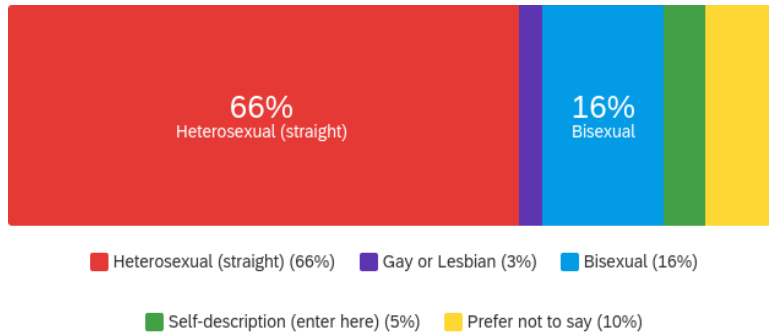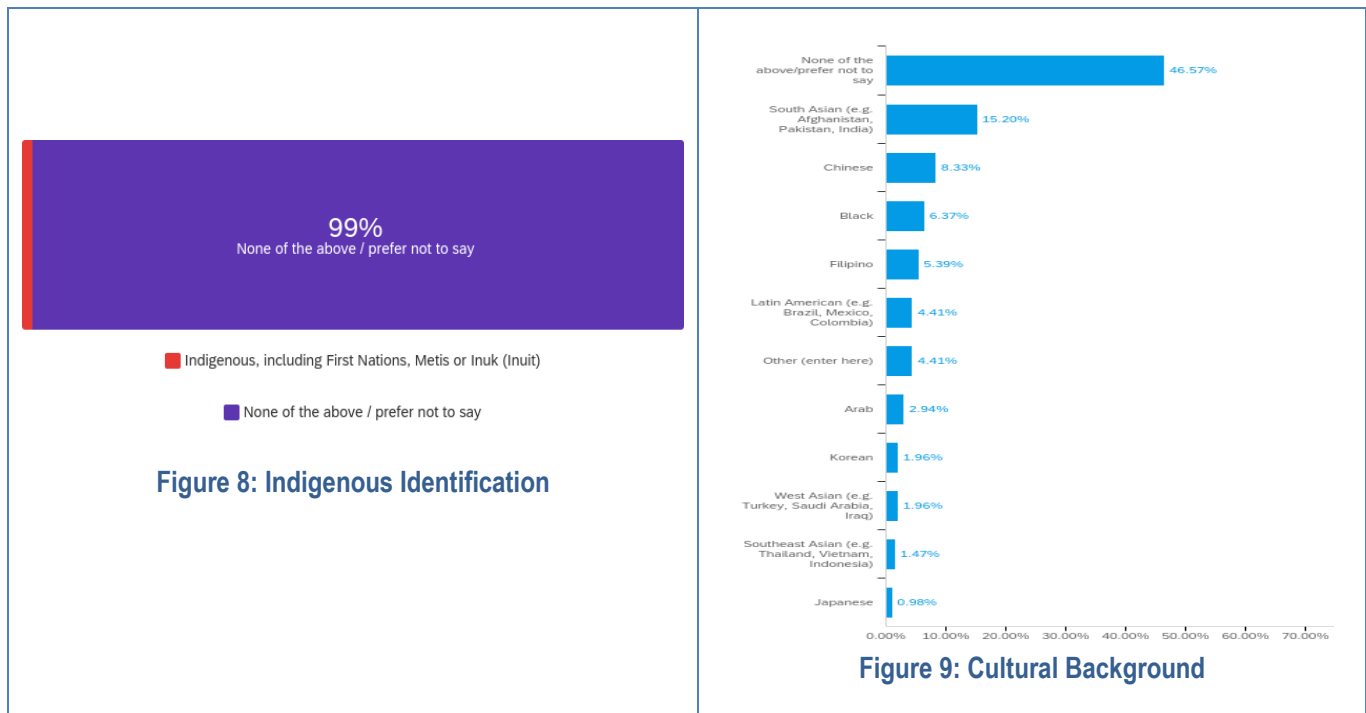

Figure 7: Sexuality

Figure 8: Indigenous Identification

Figure 9: Cultural Background

Respondents were asked if they identify with any visible minority communities as defined by the Employment Equity Act, or if they identified as Indigenous (including First Nations, Métis, or Inuk). The survey results provide information on the diverse cultural backgrounds of respondents. The largest group did not identify as belonging to a visible minority group as defined by the Employment Equity Act (46.57%), while South Asian (15.2%), Chinese (8.33%), and Black (6.37%) backgrounds also had notable representation. Other cultural backgrounds, including Latin American, Filipino, Arab, Korean, West Asian, Southeast Asian, and Japanese, had varying percentages of respondents, ranging from 0.98% to 5.39%, and some individuals (4.41%) preferred to self-describe their cultural background. 1.47% of the respondents identify as Indigenous. These results highlight the rich diversity of cultural backgrounds among the surveyed individuals, but also suggest that the SU should enhance its efforts to continue to diversify its survey data by encouraging participation from Indigenous individuals and those who identify with visible minority communities as defined by the Employment Equity Act.
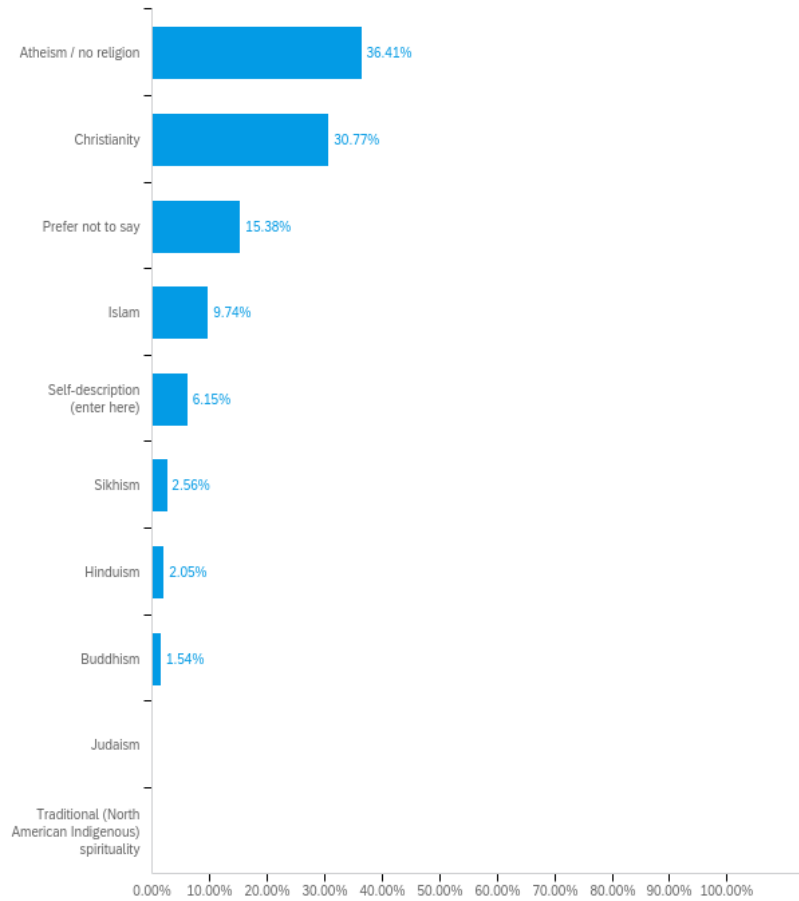
Figure 10: Religious Affiliation

Respondents were asked about their religious affiliations. 34.80% of respondents identified as being atheist or having no religion, while other respondents identified with Christianity (29.41% of respondents), Islam (9.31%), Sikhism (3.26%) and other religious affiliations such as Buddhism, Hinduism, and Traditional (North American Indigenous) spirituality etc., ranging from 0.47% to 1.86%. This year, none of the survey respondents identified as Jewish. Additionally, 7.91% of respondents preferred to self-describe their religious beliefs. These findings reflect a diverse range of religious affiliations among the surveyed individuals, but also highlight an opportunity for the SU to strengthen its efforts to ensure broader religious representation and inclusivity within its survey response demographics.
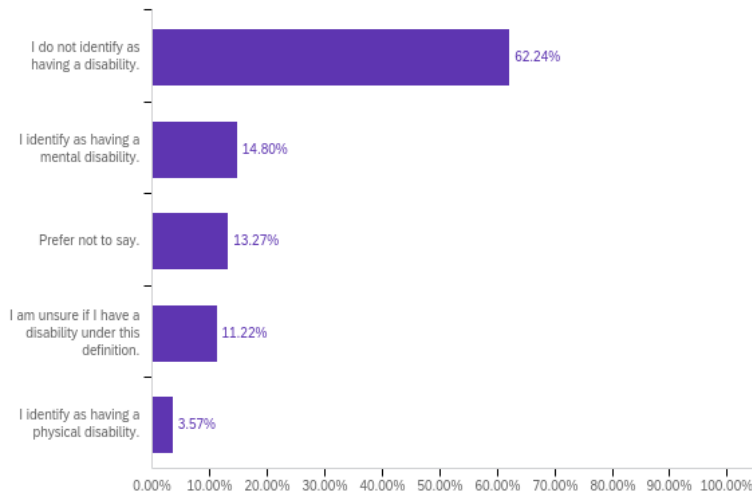
Figure 11: Disability

17.48% of respondents identified as having a mental disability, under the [Student Accommodation Policy's](#) definition of disability. 3.4% identified as having a physical disability, 14.08% identifying as having a mental disability and 59.22% of respondents did not identify as having a disability. Interestingly, around 10% of respondents reported they were uncertain as to whether they had a disability, possibly reflecting a few important trends or challenges. This uncertainty might suggest a lack of awareness or understanding of what constitutes a disability, potentially highlighting the need for clearer communication and education about disability definitions. It could also reflect a stigma or hesitation to self-identify due to personal, cultural, or social reasons. Additionally, this could also indicate that some individuals experience symptoms or conditions but haven't sought a formal diagnosis, which may suggest barriers to accessing healthcare or support services, or accommodation.
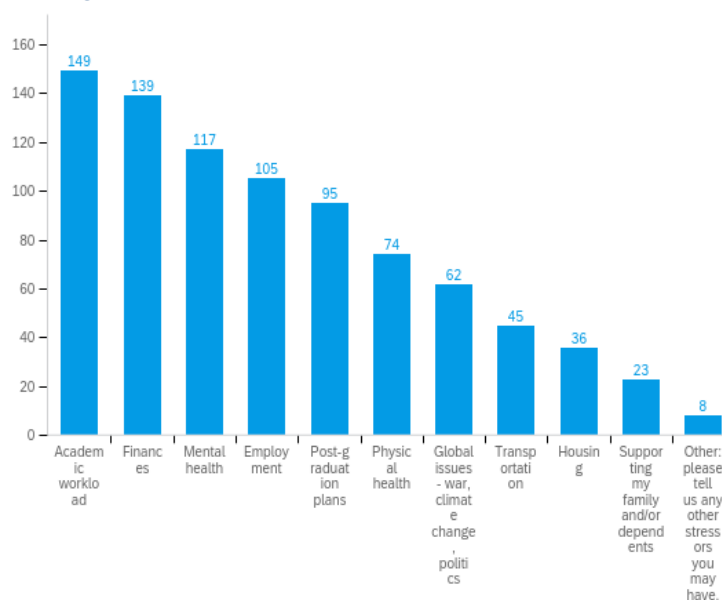
General Student Wellbeing

Figure 12: Personal Stressors for Upcoming Academic Year

Respondents were asked to identify the top five stressors they personally anticipated being the most concerning in the upcoming academic year. Of those responses, academic workload (17.47%) and finances (16.3%) topped the list of anticipated stressors for the next year, reflecting the pressure of managing academic responsibilities alongside financial concerns. Mental health (13.72%) was also revealed to be a key concern, highlighting the ongoing mental strain students expect to face. Employment and post-graduation plans were identified by 12.31% and 11.14% of respondents respectively, signaling worries about securing employment and planning future careers. Lower on the list were issues like physical health (8.68%) and global concerns (7.27%), with housing (4.22%) and transportation (5.28%) remaining noteworthy, but less widespread, concerns.

Students with disabilities report experiencing similar stressors to the general student population, but with some key differences. While finances and academic workload are top concerns for both the general respondents and those with disabilities, physical health emerges as a significantly greater stressor for students with disabilities. The percentage of students with disabilities that reported stress over physical health rose 6.34 percentage points above the average, totalling at a 10.2% of disabled respondents. This discrepancy likely reflects the additional challenges they face in navigating a campus environment that may not be fully accessible and in managing health conditions that may impact their studies.

While top stressors for students belonging to visible minority groups align with those of the general student population, some nuanced differences emerge. Concern about employment is slightly elevated among visible minorities (12.75% vs 11.14% in the general

population). This difference could reflect challenges in securing employment opportunities, potentially due to factors like discrimination or lack of recognition of international credentials. Further, global issues appear to be a more significant stressor for visible minorities (9% vs 7.27%). This heightened concern may stem from personal connections to global events or a greater awareness of social justice issues affecting their communities.

Students identifying as women, nonbinary, intersex, two-spirit, and any non-male identifying genders exhibit a higher level of concern across most major stressors compared to the aggregate data. This pattern is particularly noticeable in their concern for academic workloads. 18.31% of students in this group identified this as a top stressor in comparison to the 17.06% of the aggregate data. Further, 16.97% of non-male identifying individuals marked mental health as a top stressor, a significant difference from the 13.79% reported in the aggregate data. This discrepancy could indicate a greater prevalence of mental health challenges among non-male identifying students or a greater willingness to acknowledge and seek support for these issues.

Similarly to non-male identifying students, students who identify as LGBTQIA2S+ demonstrate a heightened level of concern regarding mental health, with 16.35% selecting mental health as a top stressor for the next academic year, which is also notably higher than the percentage in the general report. This difference could suggest a higher prevalence of mental health challenges within the LGBTQIA2S+ community, possibly stemming from experiences of discrimination, social stigma or difficulty finding acceptance and support. It underscores the need for readily accessible, intersectional, and affirming mental health resources on campus.
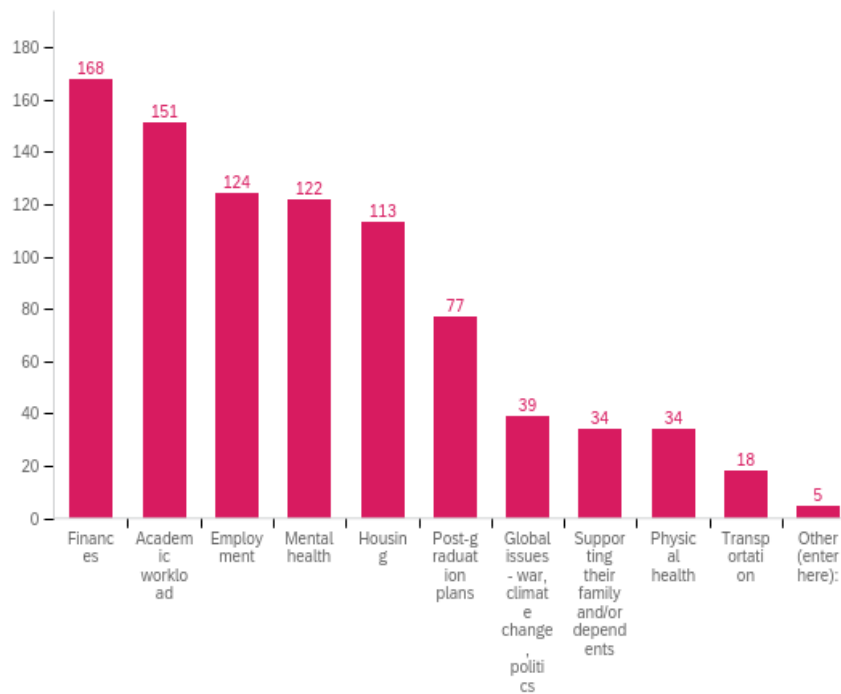

Figure 13: Non-Personal Stressors for Upcoming Academic Year

Respondents were asked to predict the five stressors they believed would most concern their peers in the upcoming academic year. Based on the results, respondents believed finances (18.98%) would be the greatest concern for their peers, followed closely by academic workload (17.06%) and employment (14.01%). Mental health (13.79%) and housing (12.77%) also emerged as major anticipated stressors. Interestingly, housing was viewed as a bigger issue for peers than for respondents themselves (4.22% in Figure 13 vs 12.77% in Figure 14). Physical health (3.84%) and global issues (4.41%) were ranked lower, reflecting a perceived focus on more immediate personal concerns.
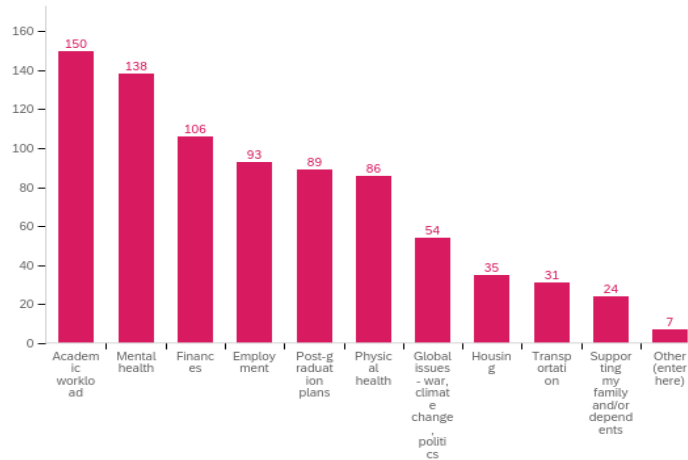
Figure 14: Stressors from Previous Academic Year

Respondents were asked to reflect on the previous academic year and identify which five stressors were most significant to them during that time. During the previous academic year, academic workload (18.45%) was the most frequently cited stressor, followed by mental health (16.97%), and finances (13.04%). Employment and post-graduation plans were also significant concerns, affecting 11.44% and 10.95% of respondents, respectively. Physical health (10.58%) ranked slightly higher for the past year compared to expectations for the next year (8.68% in Figure 13 suggesting an improvement in outlook or possibly shifting priorities. Global issues (6.64%), housing (4.31), and transportation (3.81%) were less prominent stressors, indicating that day-to-day challenges outweighed more broad concerns.

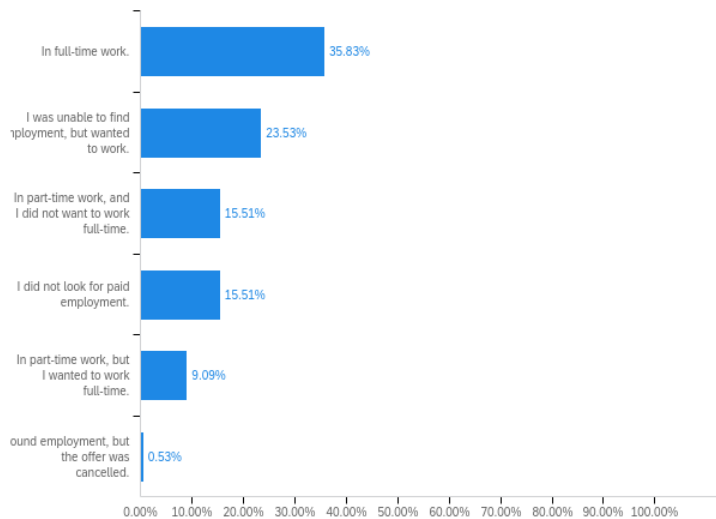## Student Jobs and Experiential Learning

Figure 15: Employment Situation for Spring/Summer

The responses to the question about employment status between May and August among the participants varied significantly. The largest group, at 35.83%, worked full-time, while 9.09% worked part-time but wanted full-time employment. Another 15.51% worked part-time without actively seeking full-time positions, and 23.53% expressed a desire to work but faced employment challenges. Furthermore, 15.51% did not actively look for paid work. A small percentage had their employment offer cancelled. These responses reveal a diverse range of employment experiences amongst University of Calgary students.

The data on the employment situation of University of Calgary students during the spring/summer term, reveals more information when broken down by several demographics including international student status, disability status and ethnicity. Out of the international students who reported on their spring/summer employment situation, 23.3% worked full-time, 6.67% worked part-time but wanted full-time, 16.67% worked part-time but did not want to work full-time, 33.33% wanted to work but couldn't find employment, 18.89% did not look for paid work and 1.11% had their job offer canceled. This means that international students face considerable challenges in accessing full-time work, with over half (52.2%) either unable to find work or not looking for it. This suggests a need for career services tailored to this group including targeted job fairs, mentorship programs, and support navigating work authorization processes.

Students with disabilities reported that 34.38% of them were able to work full-time. However, 18.75% could not find work despite wanting employment, and 15.63% worked part-time but wanted fulltime roles. Nearly 41% (15.63% wanting more hours and 25% satisfied with part-time work) of these respondents worked part-time, which may suggest underemployment for those seeking career-aligned or stable opportunities. While students with disabilities demonstrate relatively high full-time employment rates, systemic barriers remain evident, as a significant portion continues to face challenges in securing work. This highlights the need for inclusive hiring practices, workplace accommodations, and employment support tailored to accessibility needs.

For racialized students, employment outcomes align closely with those of international students with 23.33% in full-time roles and 33.33% unable to find work despite wanting employment. Racialized students face significant structural and systemic barriers to employment, with one-third unable to secure work despite actively seeking it. This highlights the importance of addressing racial inequities and providing resources to connect racialized students to stable, equitable employment opportunities.

It may raise concern that nearly one-quarter of respondents expressed a desire to work but faced employment challenges. This highlights systemic barriers that may prevent individuals from participating in the workforce despite their willingness and ability. These challenges might include issues such as discrimination, lack of accessible opportunities, or inadequate support systems like accommodations or career development resources. Addressing these barriers is crucial not only for the purpose of fostering inclusivity but also ensuring economic equity and enabling students to work toward their full potential in an extra-curricular setting. This underscores the importance of creating initiatives directly tackling these obstacles to enhance employment accessibility for students.
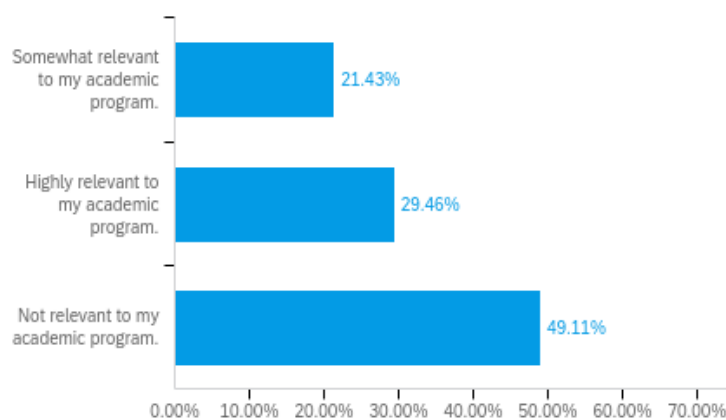

Figure 16: Job Relevance to Academic Program

Nearly half (49.11%) of the respondents in paid employment during the spring and summer terms were unable to find jobs relevant to their academic program. Around 29% of the employed respondents found their jobs highly relevant to their academic program, while 21.432% of these respondents found it somewhat relevant.

Tuition and Fees

Figure 17: Quality of Education

Figure 18: Quality of Education Reflected by Tuition
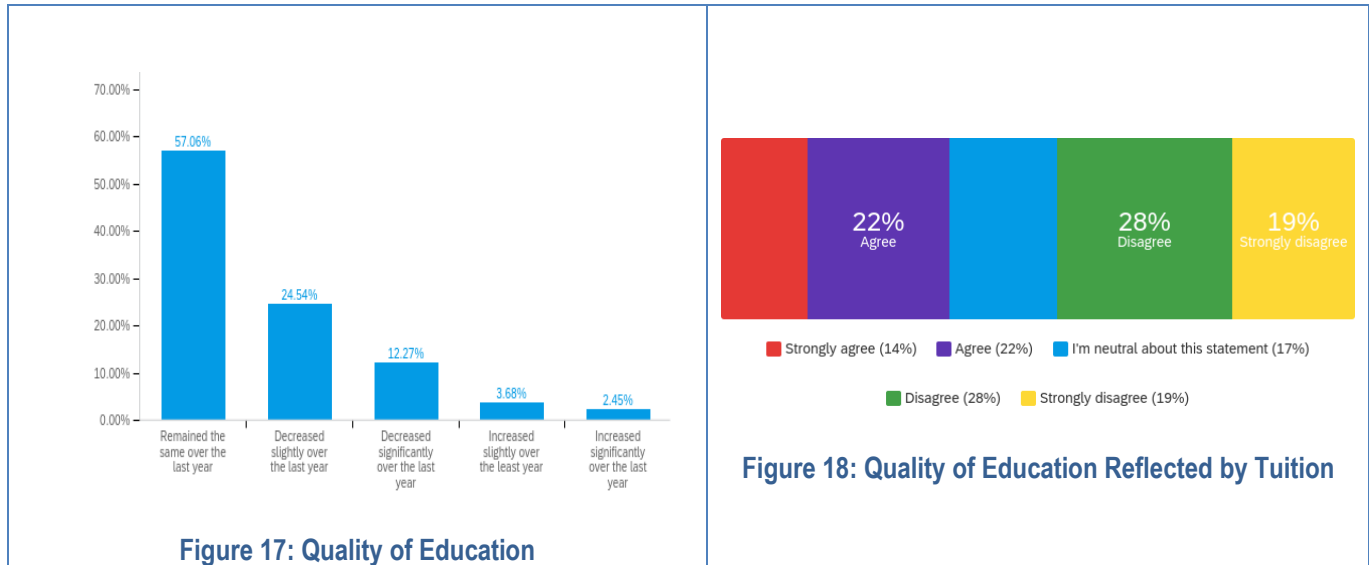
When asked whether they felt the quality of their education had changed over the past year, 57.06% of respondents noted no change, while 3.68% reported an increase in educational quality and 2.45% mentioned a significant increase. On the other hand, 24.54% felt a decrease in educational quality, with 12.27% indicating a significant decrease. In response to the question regarding their agreement with the statement "My anticipated costs for tuition and materials reflect the quality of education I expect to receive", the survey participants showed a diverse range of opinions. Approximately 13.53% strongly agreed, 22.35% agreed, 17.06% neither agreed nor disagreed, 27.65% disagreed, and 19.41% strongly disagreed. These responses indicate a mix of perspectives on the relationship between tuition costs and the perceived quality of education received, with a significant portion expressing disagreement.
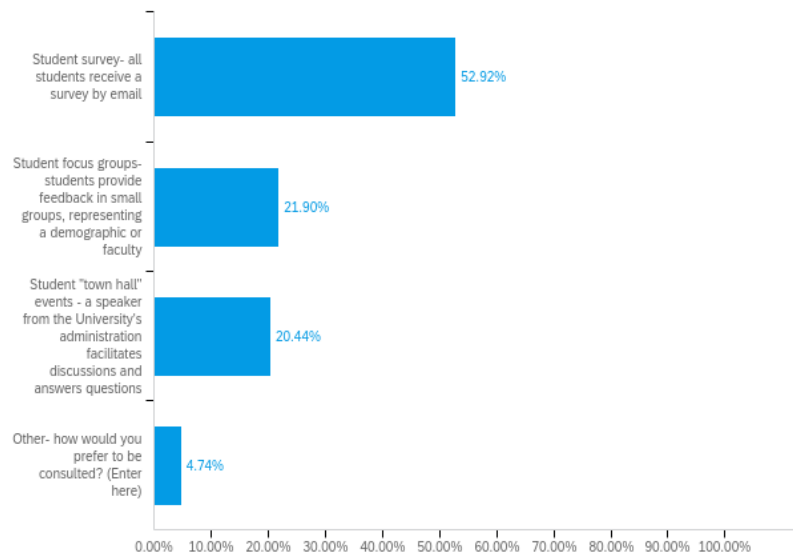

Figure 19: Meaningful Methods of Consultation

The survey results indicate a range of preferences regarding meaningful methods of consultation by the University. A significant portion, 52.92%, preferred student surveys and 20.44% favored student town halls, and 21.9% preferred student focus groups. A smaller percentage (4.74%) mentioned "other" methods such as online Zoom sessions or public Board of Governors' meetings would be meaningful to them. These findings highlight the diversity of consultation methods that students find valuable when it comes to university engagement and feedback collection.
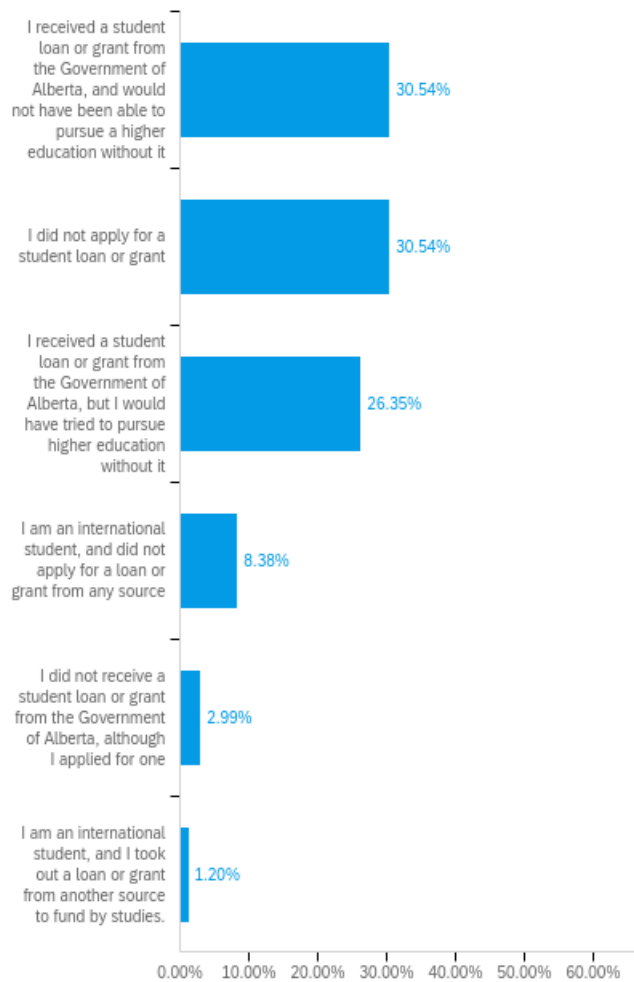
Figure 20: Student Loans

The respondents were asked about their experiences with student loans and grants, including those offered by the Government of Alberta. The results show that financial aid from Alberta Student Aid plays a crucial role for many students. Nearly one-third (30.54%) of respondents stated they would not have been able to pursue higher education without the support of these loans or grants, highlighting their essential role in enabling access to post-secondary education. Another 26.35% received loans or grants but indicated they would have pursued higher education regardless, suggesting that while these funds were helpful, they were not a determining factor. A small percentage (2.99%) applied but did not receive support, pointing to potential gaps in eligibility criteria or access to funding. Among international students, 8.38% did not apply for financial aid, and a very small group (1.20%) relied on loans or grants from other sources to fund their studies. Additionally, 30.54% of domestic students did not apply for a student loan or grant.
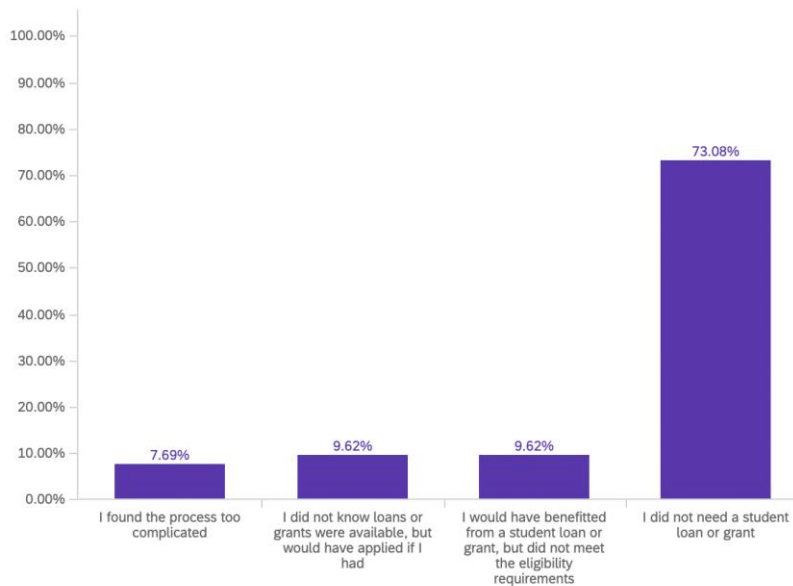
Figure 21: Reasons for Not Applying for Student Aid from Alberta Student Aid

Respondents who reported not applying for student aid from Alberta Student Aid were asked why they made that choice, providing insight into barriers or alternative funding sources. Most of these respondents (73.08%) did not apply for financial aid because they did not need it, suggesting they had alternative means of funding, such as family support, savings, or employment. However, 9.62% reported they were unaware of the availability of loans or grants, highlighting a communication gap in the promotion of financial need options. These students may have applied if better informed, pointing to the need for improved outreach and education about available resources. Another 9.62% reported being ineligible for student aid despite needing it, reflecting potential shortcomings in the eligibility criteria. Lastly, 7.69% found the application process too complicated and that workshops to assist simplifying or streamlining the process could increase accessibility and encourage more students to apply.

These findings underscore the critical role of financial air in supporting accessibility while also revealing opportunities to expand awareness and ensure equitable access to funding for all eligible students. For international students, the data highlights the importance of exploring additional support mechanisms tailored to their unique financial needs.
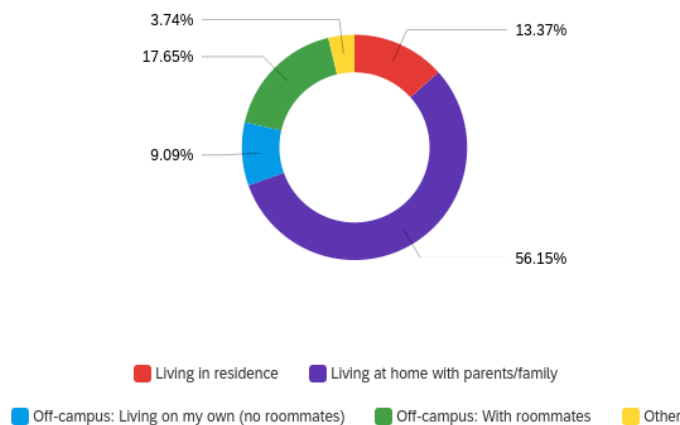
Housing

Figure 22: Living Arrangements

Many respondents (56.15%) live at home with family, reflecting either a cultural or economic trend of students minimizing living costs by staying with family. A smaller portion (13.37%) reside in on-campus housing, which might indicate limited capacity, high cost, or a preference for alternative living arrangements. Off-campus living, both alone (9.09%) and with roommates (17.65%), accounts for a notable percentage, indicating a reliance on external housing options, and possibly underscoring the importance of SU services like Places4Students which assist with locating accessible off-campus housing options. The 3.74% in "other" suggests some students may have more unique living arrangements, potentially co-op housing, sublets, or temporary set-ups.
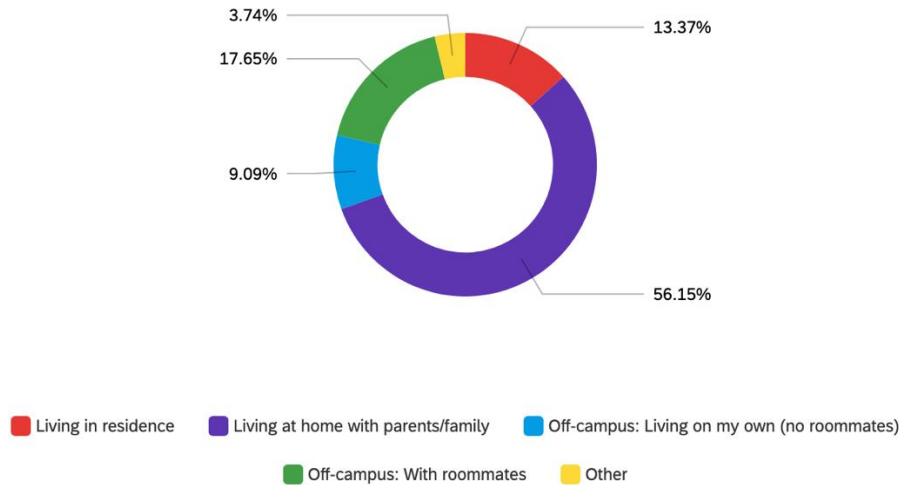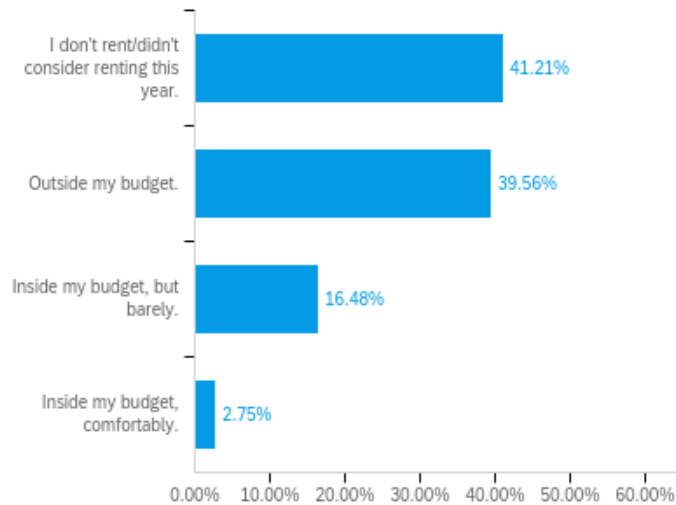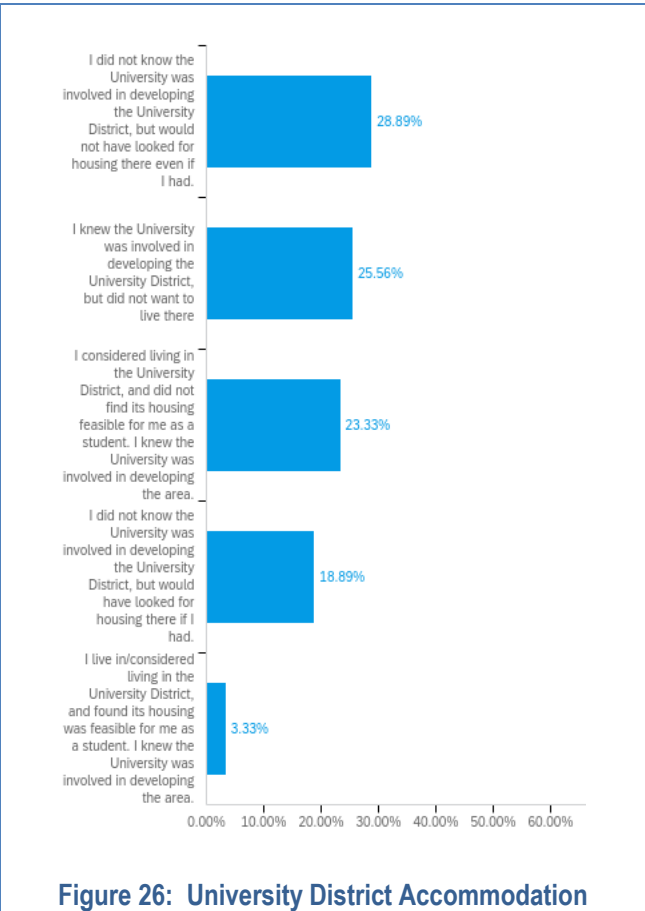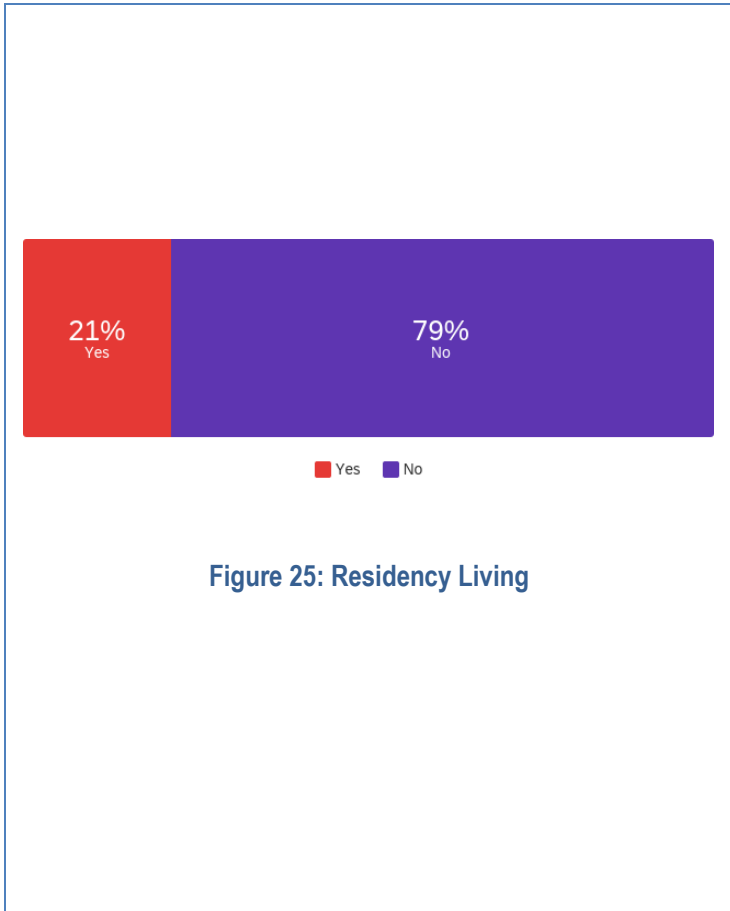

Figure 23: Living Accommodation

Figure 24: Rent Cost in Calgary

Figure 25: Residency Living

Figure 26: University District Accommodation

Only a minority (21.28%) of respondents reported they wanted to live in residence, signaling potential dissatisfaction with on-campus housing options. This may stem from financial barriers, the perceived value of residence living or limited availability. Additionally, approximately 71.66% of respondents reported they live more than 5km from campus, and for nearly half of those students, financial constraints were a driving factor.

This reflects Calgary's rising housing costs, which may be pushing students farther from campus to find affordable options. A small portion of respondents who reported living in another province (2.14%) suggest most students remain local to Calgary. Most students (39.56%) reported facing significant challenges affording rent or avoid renting altogether (41.21%), likely in part due to high housing costs. Only 2.75% of respondents reported feeling their rent was comfortably within their budget, highlighting affordability as a widespread concern.

Regarding accommodation in the University District, nearly half (47.78%) of respondents reported they were unaware of the University's role in developing the University District, suggesting a gap in communication and outreach. Among those aware, a significant portion (23.33%) found the housing infeasible, pointing to issues of affordability or suitability. The data suggests an opportunity for the University to both promote the University District more effectively and address pricing concerns to make it a more viable option for student-living.

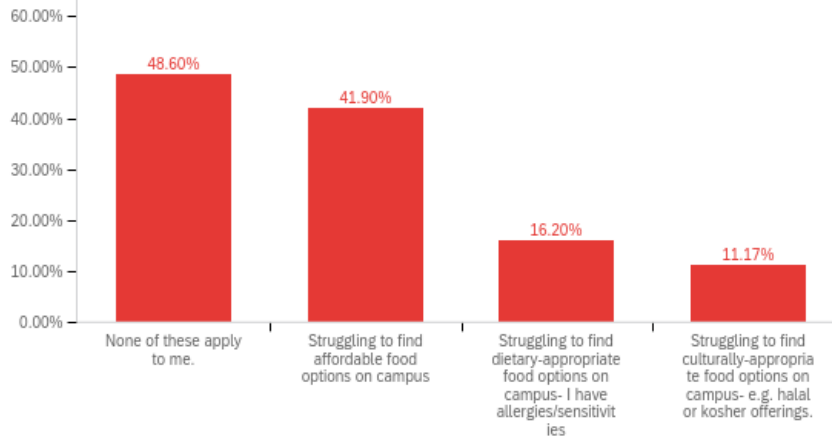# University Food Security, Maintenance & Sustainability

Figure 27: Barriers to Food Access

Food insecurity on campus appears to still be a significant issue, with nearly half (44.91%) of respondents reporting that difficulty accessing food negatively impacted their academic performance or ability. While a slight majority (55.09%) reported no impact, the high percentage of affected students suggests a need to continue to expand food accessibility on campus. While programs addressing food insecurity, such as the SU Food Bank, Ladle Up meal program, Campus Food Hub's Affordable Food Market, or SU Quality Meal at the Den exists, greater efforts to promote these resources may ensure more students are aware of and able to access the food they need.
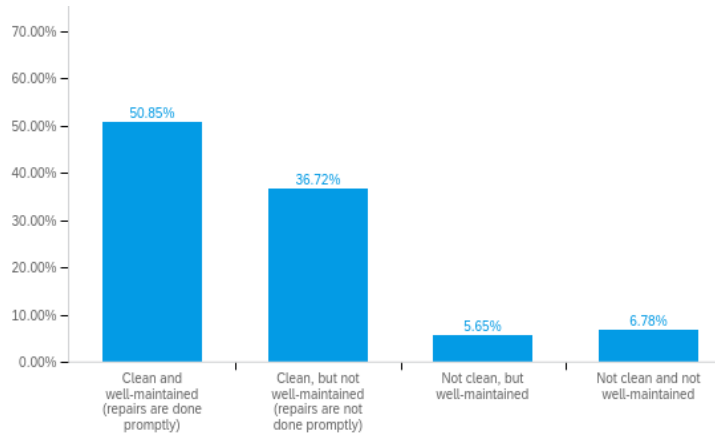

Figure 28: Building Cleanliness & Maintenance

Respondents were asked to evaluate the cleanliness and maintenance of the University's facilities and buildings based on their experiences. Most respondents (50.85%) feel that the University's facilities are both clean and well-maintained, reflecting a generally positive perception of the campus environment. However, a significant portion (36.72%) perceive the facilities as clean but not well-maintained, pointing to concerns about delayed repairs or upkeep despite cleanliness being upheld. A smaller group (5.65%) felt the facilities were well-maintained but not clean, suggesting sporadic issues with cleanliness in some areas. Finally, 6.78% reported dissatisfaction, describing the facilities as neither clean nor well-maintained, which could indicate localized or recurring issues in specific buildings. These results highlight that while cleanliness is mostly satisfactory, maintenance efforts, particularly in promptness of repairs, could be improved to address the concerns of over one third of the respondents.
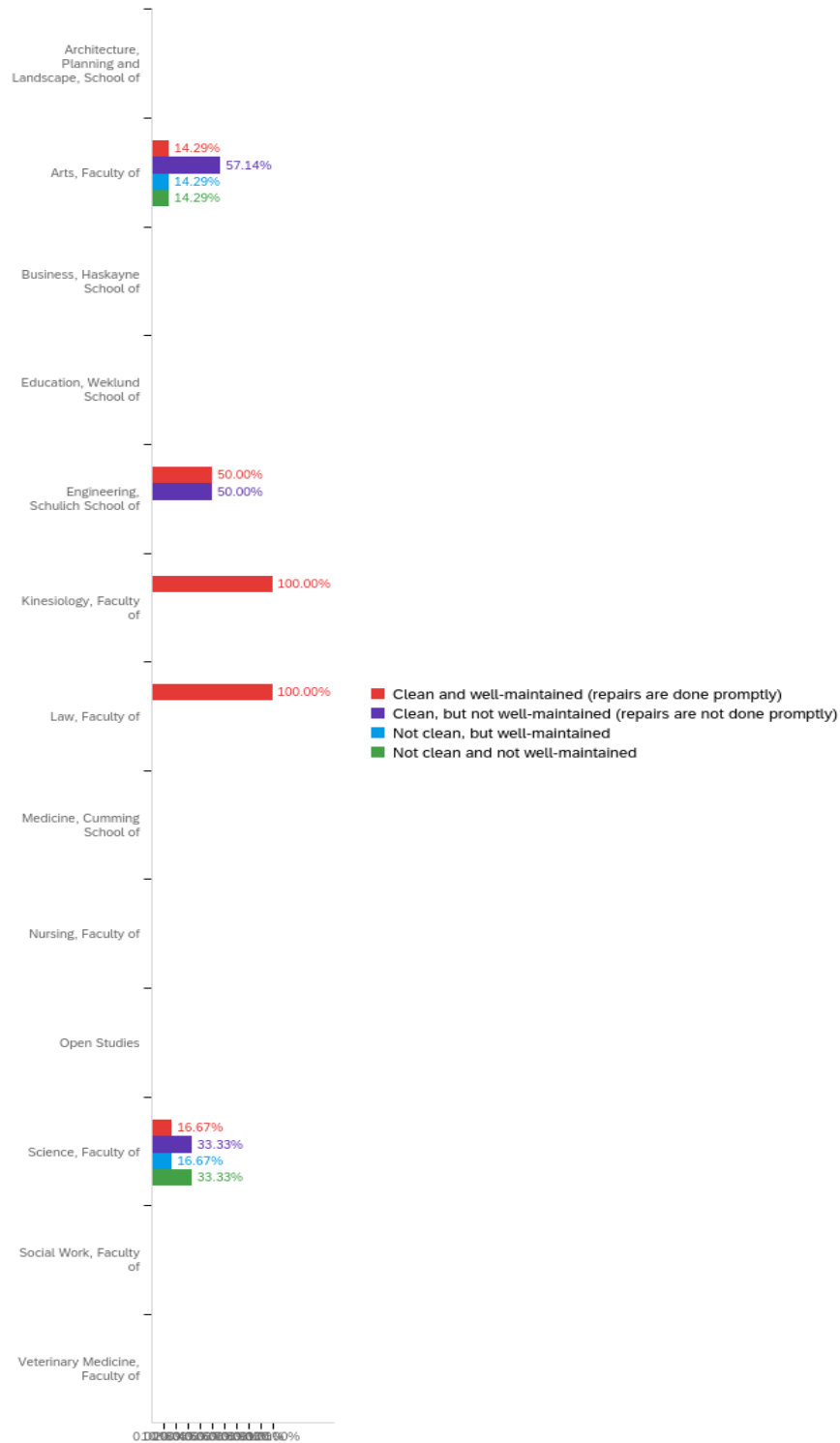
Figure 29: Building Cleanliness & Maintenance by Faculty

By breaking out the student responses based on their faculty, students in the Faculty of Kinesiology and Faculty of Law reported unanimously that their buildings were clean and well maintained, along with half of the respondents in the Schulich School of Engineering. The other half of Engineering students reported the buildings were clean, but not well maintained. This suggests that the Law, Engineering and Kinesiology buildings are generally clean, but possibly could be better maintained. On the other hand, 16.67% of students from the Faculty of Science and 14.29% of students from the Faculty of Arts reported that their buildings were

not clean, but well maintained. Additionally, one third of students from the Faculty of Science and 14.29% of students from the Faculty of Arts reported that they found the buildings to be both not clean, and not well maintained. While this response was general, the responses suggest that the buildings which could use the most upkeep and maintenance are those of Science and Arts.
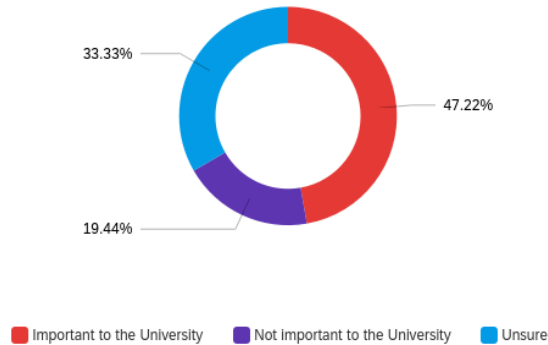

Figure 30: University Sustainability Efforts

The respondents were asked to provide their opinions on how important they feel sustainability on campus is to the University. Nearly half of respondents 947.22%) believe that sustainability is important to the University, reflecting a positive perception of the University's commitment to environmental and sustainability initiatives. However, a notable percentage of respondents (33.33%) expressed uncertainty about the University's dedication to sustainability, suggesting that efforts to communicate or promote sustainability initiatives may not be reaching all students effectively. Additionally, 19.44% feel that sustainability is not important to the University, which could reflect dissatisfaction with visible efforts or a belief that sustainability could be more prioritized in decision-making processes. These results indicate that while students recognize the University's focus on sustainability, there is an opportunity to strengthen transparency, visibility and impact of sustainability initiatives to address the concerns of those who are unsure or perceive a lack of priority.

Mental Health and the SU Wellness Center

Figure 31: Mental Health Support Sought

Figure 32: Barriers to Seeking Mental Health Support
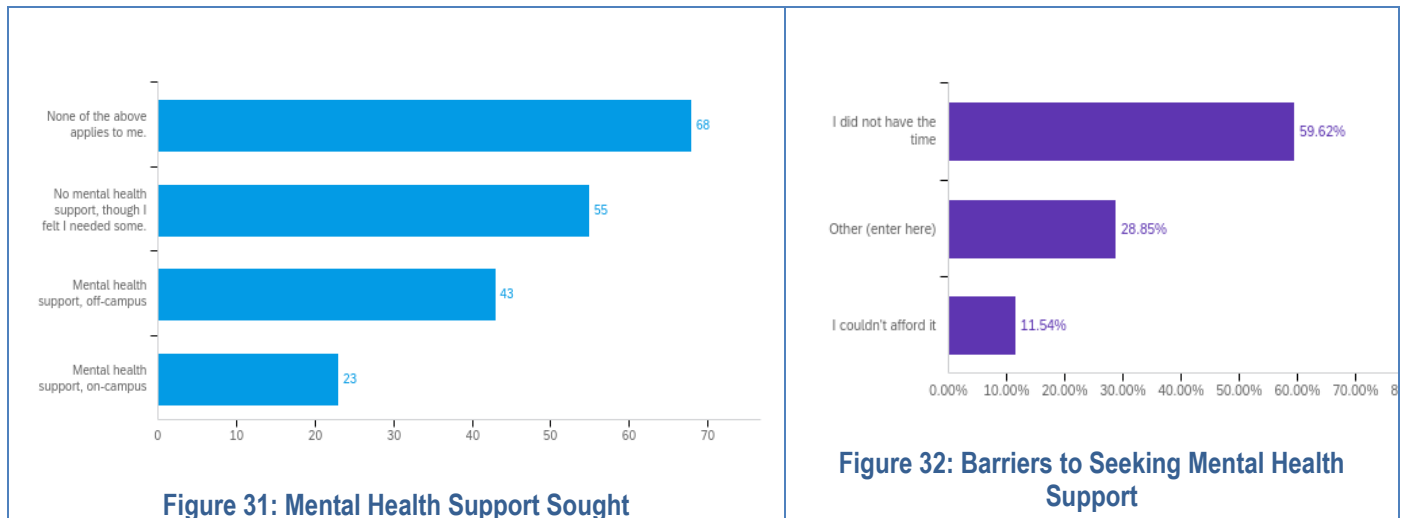
Nearly one-quarter of respondents (22.75%) sought mental health support off-campus, with a smaller number (12.17%) using on-campus services. However, a significant concern is that almost one third of respondents (29.10%) reported needing support but did not make the effort to seek it. This suggests there may be unmet needs or barriers to accessing support. Additionally, over a third of

respondents (35.98%) indicated that mental health support was not a concern for them, possibly reflecting either positive mental health or absence of a perceived need.

The majority (59.62%) of respondents who did not seek mental health support cited a lack of time as the primary barrier. This may suggest that students feel too overwhelmed with their academic and personal responsibilities to prioritize mental health care. A smaller proportion (11.54%) reported that affordability was a factor, underscoring the importance of ensuring mental health services are more accessible for students.

The data reveals that students with disabilities are more likely to seek mental health support, both on and off-campus, compared to the general number of respondents. This highlights the importance of providing readily available, inclusive, and effective mental health resources tailored to the specific needs of students with disabilities. Accessibility is a crucial factor in ensuring these students can fully participate in campus life and succeed in their studies.

For racialized students, only 10% sought mental health support on campus, and 18.48% sought support off-campus, suggesting that racialized students primarily rely on off-campus services, possibly due to perceived or actual inadequacies in campus offerings. Further, alarmingly, 36.96% felt they needed mental health support but did not seek it, highlighting significant barriers to accessing help. Regarding their reasons for not seeking support, the largest barrier was lack of time, with 58.82% of respondents in this group citing this as the reason. This indicates that academic or personal responsibilities may be overwhelming for racialized students, leaving them unable to prioritize mental health. 11.76% reported affordability as an issue, suggesting that cost remains a significant concern, even for campus-based services that are often promoted as accessible and affordable. The data reveals that a significant portion of racialized students are not accessing the mental health support they need due to time constraints, financial barriers, and systemic issues within both on-campus and external services. Addressing these challenges requires a multifaceted approach, including increasing accessibility, improving cultural competence, and actively engaging racialized students to create more inclusive and responsive mental health systems.

The data reveals notable gender-based differences in mental health support utilization. Female students were more likely to seek mental health services compared to other groups, with 28.57% accessing off-campus support and 15.04% utilizing on-campus services. This indicates that female students may have greater awareness of or willingness to engage with available mental health resources. However, despite these relatively higher engagement rates, a significant 31.58% of female students reported needing support but not seeking it. This suggests that barriers such as stigma, time constraints, or uncertainty about accessing resources continue to affect a substantial portion of this group. For non-binary, Two-Spirit, and intersex students, the data is insufficient to draw definitive conclusions about their experiences with mental health support. This limitation underscores the need for more inclusive data collection practices to better understand and address the unique challenges faced by these students, who may experience compounded barriers to accessing culturally competent and affirming mental health care.
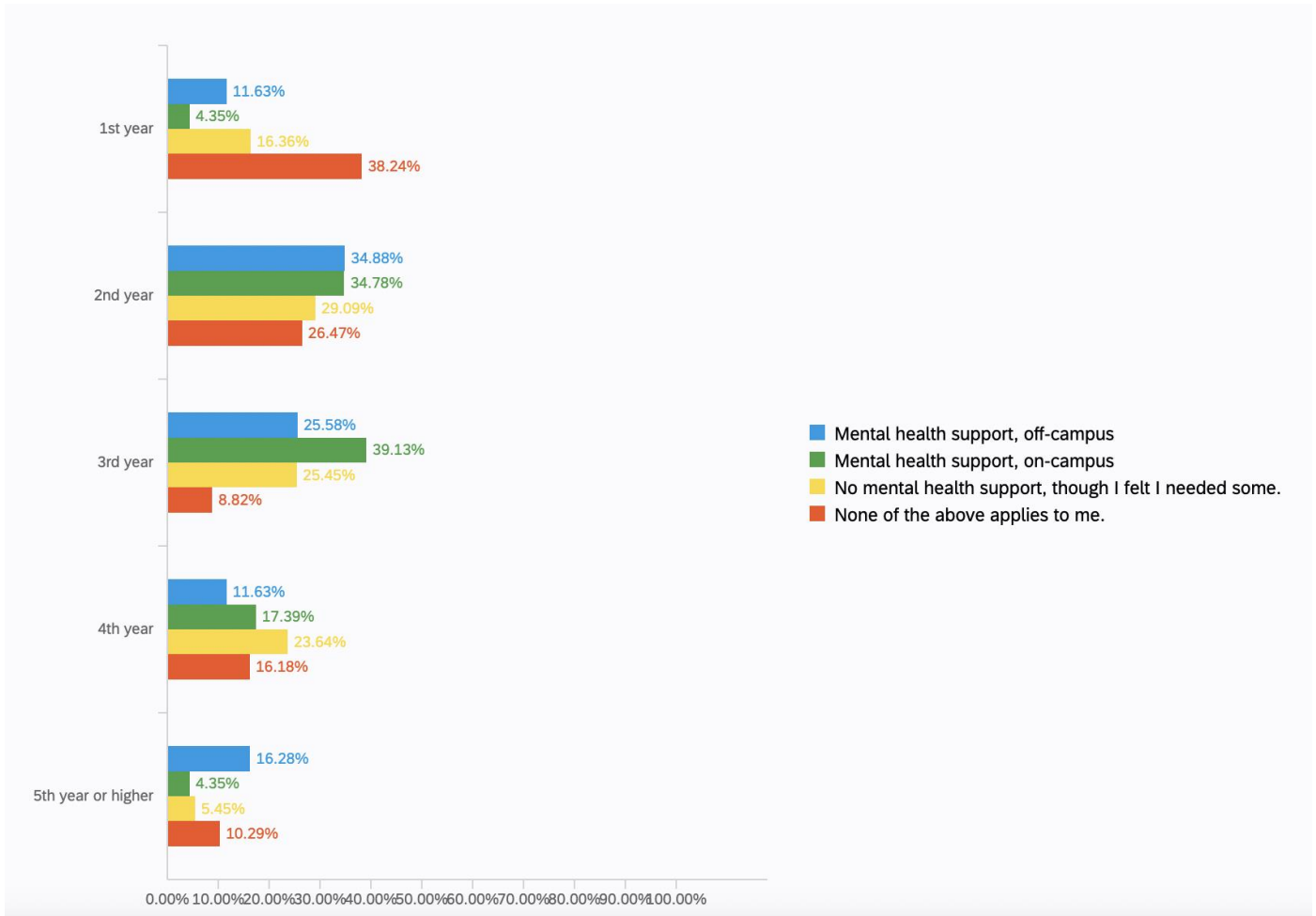
Figure 33: Mental Health Supports by Year of Study

The data reveals notable trends in mental health support utilization across years of study. First-year students reported the lowest engagement, with only 11.63% seeking off-campus support and 4.35% utilizing on-campus services, while 16.36% felt they needed support but did not seek it. This indicates a lack of awareness or familiarity with available resources during their transition to university. In contrast, second-year students showed a significant increase in engagement, with 34.88% accessing off-campus support and 34.78% using on-campus resources. Third-year students reported the highest overall utilization, with 39.13% using on-campus services and 25.58% seeking off-campus support, alongside the lowest percentage (8.82%) of unmet support needs, suggesting they are more comfortable accessing resources. However, fourth-year students and those in their fifth year or higher showed a decline in engagement, with 17.39% of fourth-year students using on-campus resources and only 4.35% of fifth-year or higher students doing the same. A significant portion of senior students reported either not needing support or not seeking it, potentially due to time constraints, academic pressures, or reliance on external networks as they prepare to transition out of university. These trends highlight the need for targeted outreach to first-year students and sustained support for senior students to ensure equitable access to mental health resources throughout their academic journey.
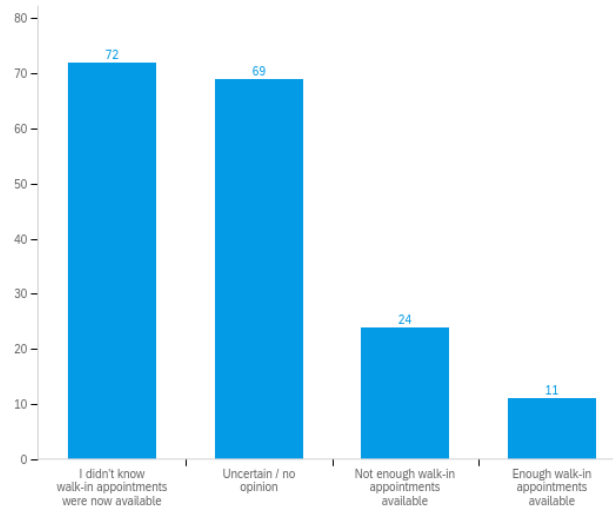
Figure 34: Amount of Walk-In Appointments

A notable percentage of respondents (40.91%) reported unawareness of the new walk-in appointments at the SU Wellness Centre, indicating a significant gap in communication or awareness. A small fraction (6.25%) reported feeling that enough walk-in appointments were available, while 13.64% believed there were not enough. The high proportion of uncertainty (39.2%) suggests that many respondents either did not have experience with this service or were uncertain regarding its availability. This may highlight a need to more effectively disseminate communication regarding and promotion of walk-in services at the Wellness Centre to ensure students are informed.
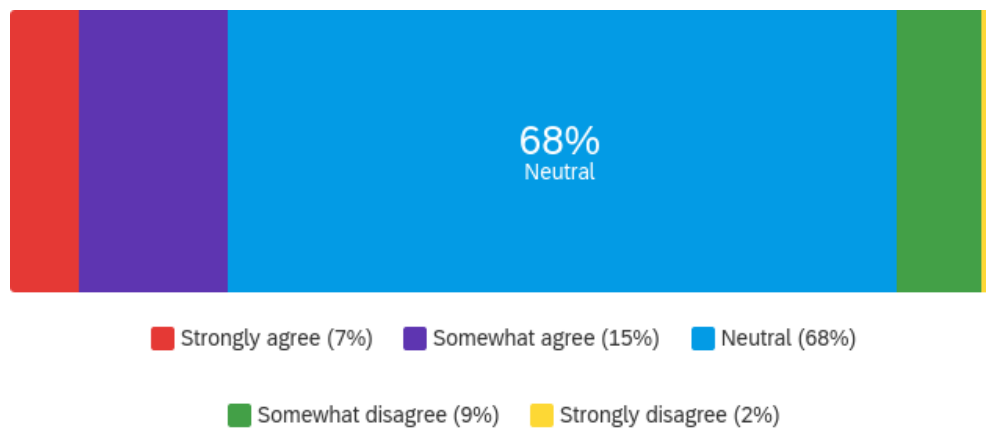
Figure 35: Quality of Treatment at Wellness Centre

Most respondents (67.63%) reported feeling neutral about the quality of treatment at the Wellness Centre, which could indicate a lack of direct experience with the services or general indifference. A combined 22.64% of students (6.94% strongly agree, 15.03% somewhat agree) expressed positive views on the quality of treatment they received. A minority of respondents (10.4%) disagreed with the statement to varying degrees, suggesting there may be room for improvement in the quality of services provided. The large percentage of neutral respondents is likely to coincide with the large portion of respondents who have not engaged with the Wellness Centre.

Figure 36: Wait Times for Counsellor Appointments

Figure 37: Wait Times for Physician Appointments
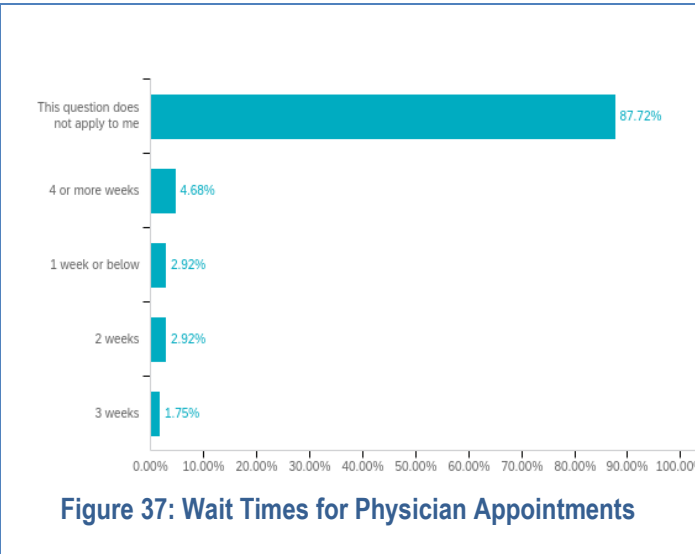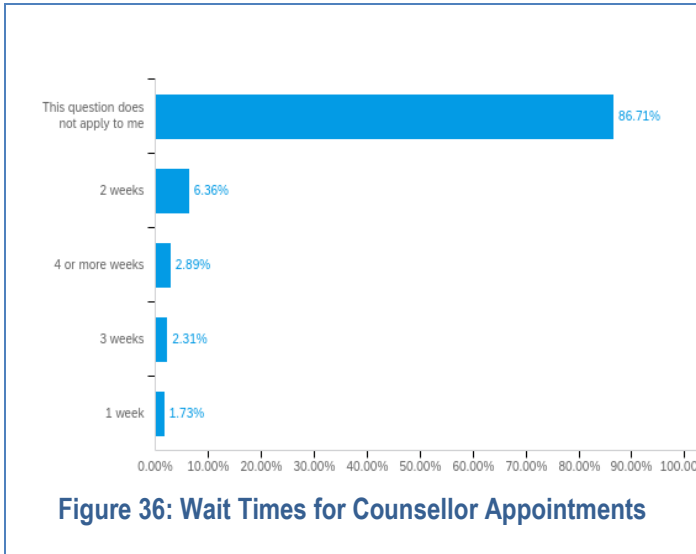
A large portion of respondents (86.71%) indicated they did not seek a counselling appointment, further suggesting either limited use of that service or that many students did not require it. For those who did seek counselling, they reported the wait times as being generally short, with most students reporting wait times of two weeks or less (1.73% within one week, 6.36% within two weeks). However, a small portion of respondents reported experiencing longer wait times, with 2.31% waiting three weeks and 2.89% waiting four or more weeks. These results suggest that while wait times may be manageable for some, there is a possibility of delays for others which may increase with demand, possibly during more congested times like finals or midterms.

Similarly to the results for counselling services, most respondents (87.72%) did not seek a physician appointment through the Wellness Centre, indicating either a lower need for medical services or alternative ways of care sought by students. Among those who did seek a physician, the majority reported relatively short wait times - most waiting two weeks or less (2.92% within one week, and 2.92% within two weeks). A smaller number, 1.75% experienced a three-week wait, and 4.68% waited four weeks or more. While wait times were generally reasonable, the smaller percentage of students facing longer wait times may highlight the need for more resources to meet the demand.

Figure 38: Sexual and Gender-based Violence Priority on Campus

Figure 39: Sexual and Gender-based Violence Support Office
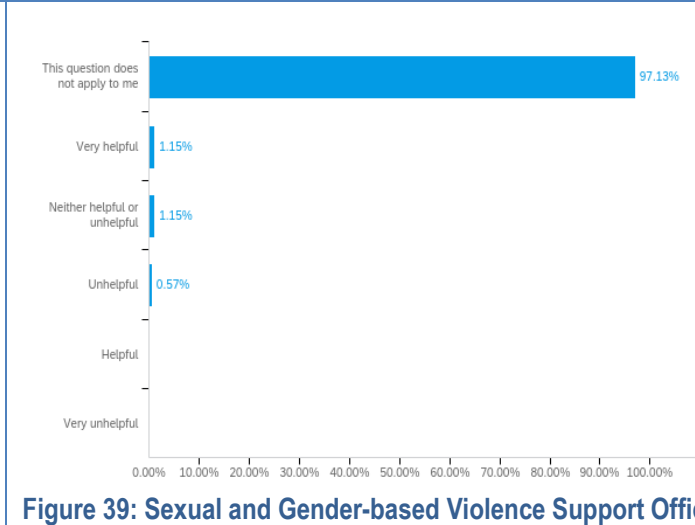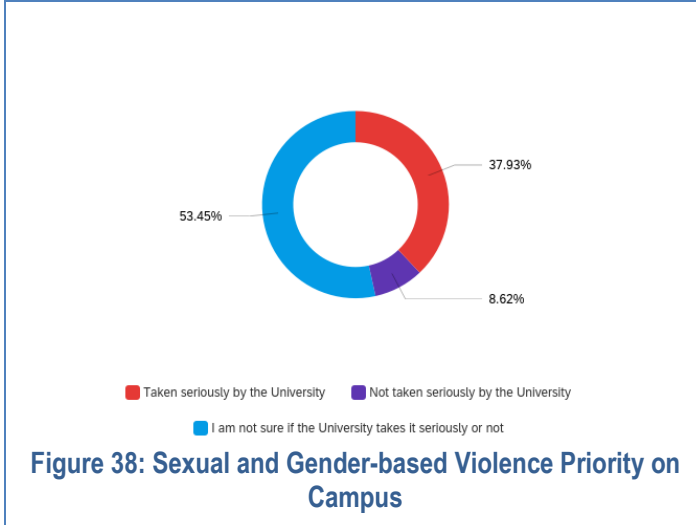
Respondents' opinions on campus sexual and gender-based violence prevention is mixed, with many respondents (53.45%) expressing uncertainty about whether the University takes sexual and gender-based violence prevention seriously, highlighting a significant gap in clarity or communication regarding the University's commitment to addressing these issues. A smaller, but significant, portion of respondents (37.93%) felt that the University does take it seriously, while 8.62% disagreed. These responses

suggest that while some students believe the University has committed to prevention efforts effectively, there is a substantial portion of the student body who may not be fully informed or aware of what the University's initiatives are in this area. This evidences a need for better communication and awareness regarding the University's stance and actions related to sexual and gender-based violence prevention.

Of the small percentage of respondents (2.87%) who reported seeking support from the Sexual and Gender-based Violence Support Office, 1.15% found it to be very helpful, while another 1.15% considered it to be neutral. However, a concerning 0.57% found it to be unhelpful. The overwhelming majority of respondents (97.13%) indicated this question did not apply to them, suggesting either a negative lack of awareness, or a more positive possibility of lack of usage, suggesting a lack of need. However, the office's services may not be widely accessed, and this may suggest a need for improvement in both awareness and effectiveness of the support offered from this office.
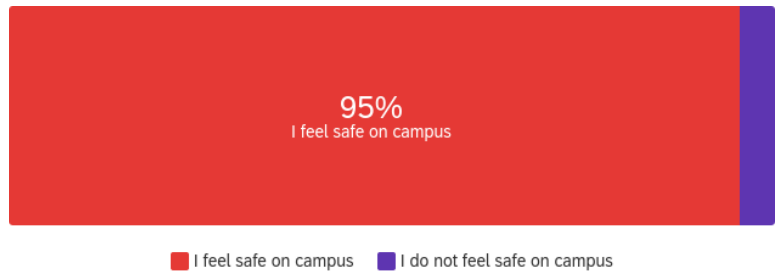

95%
I feel safe on campus

■ I feel safe on campus   ■ I do not feel safe on campus

Figure 40: Safety on Campus

The survey results show that 95.38% of students feel safe on campus, a 20% increase since last year's report, indicating most respondents feel safe.

Course Registration, Materials, & Textbooks

57%
Yes

43%
No

■ Yes   ■ No

Figure 41: Pre-requisite Course Registration Issues

18.37%

33.67%

47.96%

■ 1 prerequisite course   ■ 2 - 3 prerequisite courses   ■ More than 3 prerequisite courses

Figure 42: Number of Issues with Pre-requisite Registration
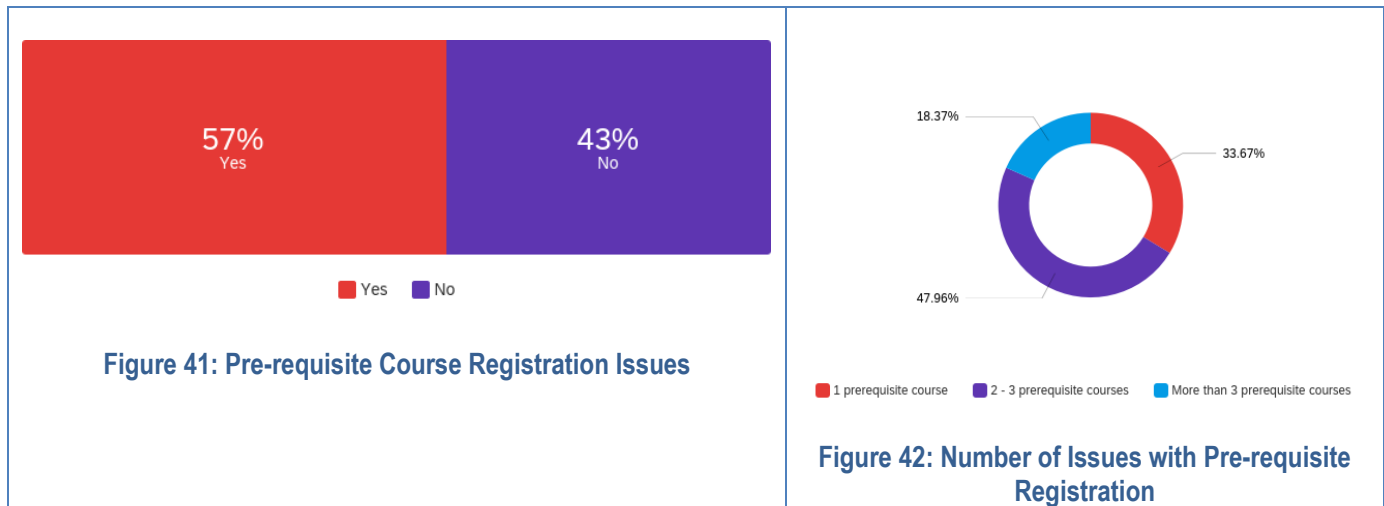
The survey revealed that more than half (56.65%) of respondents have faced issues with registering for prerequisite courses, signaling a significant challenge in the registration process. These difficulties may arise from issues including course availability, scheduling conflicts, issues with online processes, or capacity limits. Of the students who reported having trouble with registration of a pre-requisite course, a significant portion (47.96%) reported facing issues with multiple courses, and 18.37% reported

experiencing issues with over three courses. This suggests that course registration challenges are widespread and impact a substantial number of students, potentially affecting both their academic progress and planning.
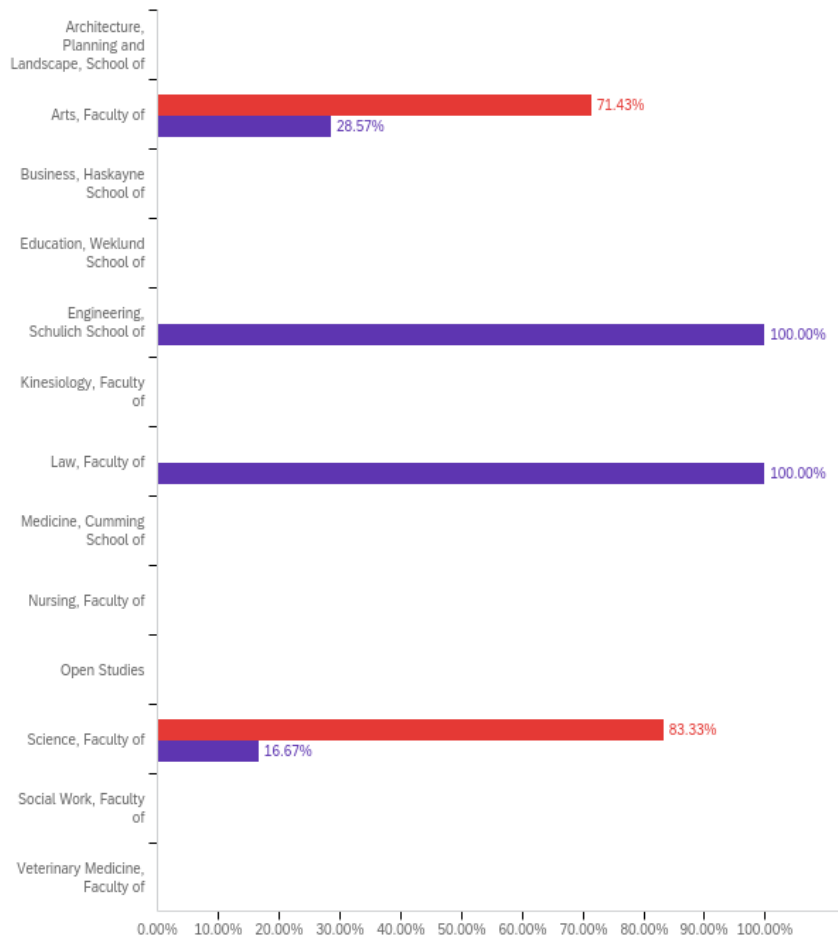

Figure 43: Pre-requisite Course Registration Issues by Faculty

After breaking the responses down by faculty, the top two faculties experiencing difficulties with registration of pre-requisite courses were that of the Faculty of Science (83.3% of respondents) and the Faculty of Arts (71.43% of respondents). This suggests that these two faculties should re-evaluate their registration processes, specifically for pre-requisite courses to enable more effective access for students.

Students with disabilities report a higher rate of experiencing issues with pre-requisite course registration (83.87% of respondents in comparison to 56.65% of the general number of respondents). This finding points to potential barriers in course accessibility and advising support. It's possible that students with disabilities encounter difficulties in securing necessary accommodations or face limited course options that cater to their needs.
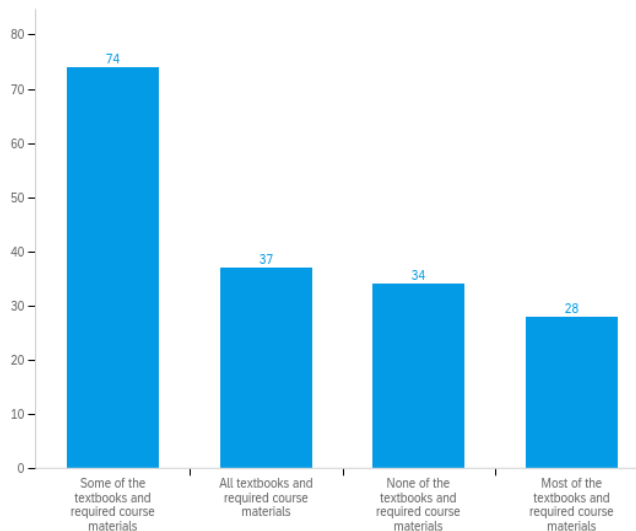
Figure 44: Purchase of Textbooks & Course Materials

The survey results indicate that a large proportion of respondents (42.77%) purchased only some of their required textbooks and course materials, while 19.65% did not purchase any. The decision not to purchase all required materials could stem from financial constraints or the availability of alternative resources. 21.39% of students who reported buying all their textbooks and course materials may reflect students with sufficient financial resources, or reliance on physical copies. These results may indicate a challenge of textbook affordability and access.
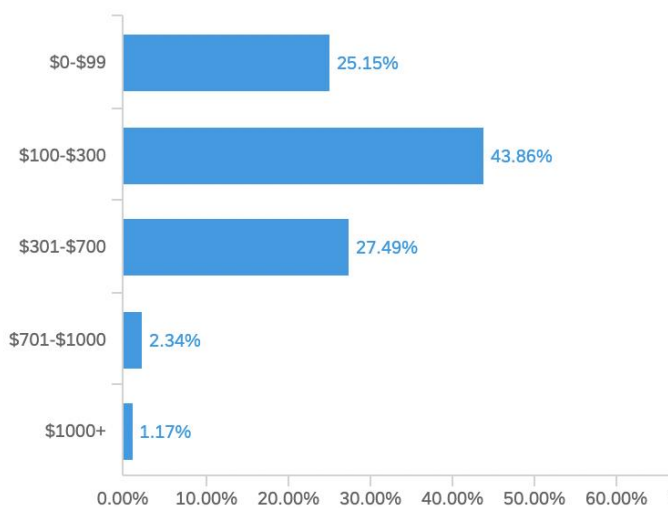
Figure 45: Price of Textbooks & Course Materials

The survey findings show varying expectations among students regarding their spending on textbooks and required course materials. A range of responses includes 25.15% anticipating spending between $0 and $99 and 43.86% expecting to spend between $101 and $300. These percentages signify a notable increase in less expensive textbooks in comparison to the survey results last year, suggesting professors may have begun the process of offering more affordable options for students. Additionally, 27.49% reported planning to spend between $301 and $700. A smaller percentage, 2.34%, envisions costs between $701 and $1000 and 1.17% anticipate spending $1000 or more. These results highlight the varied financial expectations among students when it comes to

acquiring textbooks and course materials. The faculties which reported the highest textbook prices were the Faculty of Science (16.67% reported they spent between $301-700 and 16.67% reported spending between $701-$1000), the Faculty of Arts (57.14% reported spending between $301-700), and the Faculty of Law (100% reported spending between $301-700).
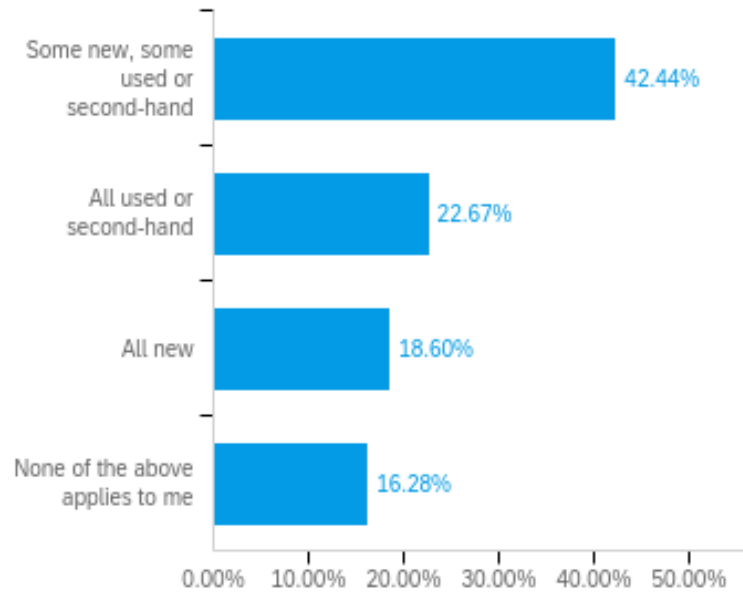
Figure 46: Reliance on Textbooks

A significant portion of respondents (42.44%) reported they purchased a mix of new and used textbooks, while 22.67% reported a reliance on entirely used or second-hand materials. Only 18.6% reported buying all new textbooks, possibly reflecting both financial limitation and a preference for more affordable options. Of the 16.28% who indicated that none of these options applied to them reported relying on digital resources and library materials, among other alternatives, as seen in the figure below.

Figure 47: Alternative Options to Textbooks

Of the students who opted to rely on other resources than textbooks, many reported turning to free online resources (24.47%) or recorded lectures from the University (20.39%) as alternatives. A smaller portion (10.49%) opted to rely on paid resources, and 11.65% chose to engage in study groups. On-campus library resources (13.20%) are also a common source, while off-campus libraries (5.05%) are less frequently used. These results suggest that st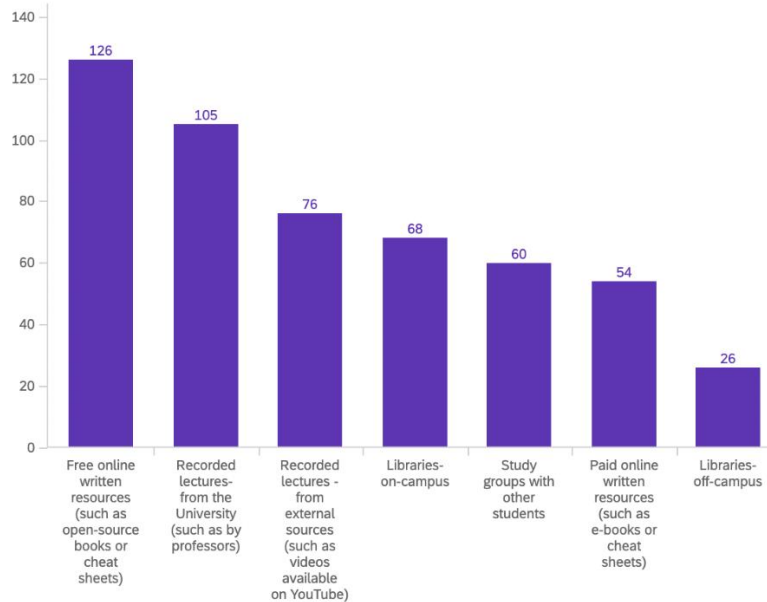udents are seeking alternative, often more affordable, ways to access course materials. Further, the use of recorded lectures and online resources point to a shift toward digital learning tools, possibly allowing for higher levels of accessibility and a reduction of the need for traditional textbooks.
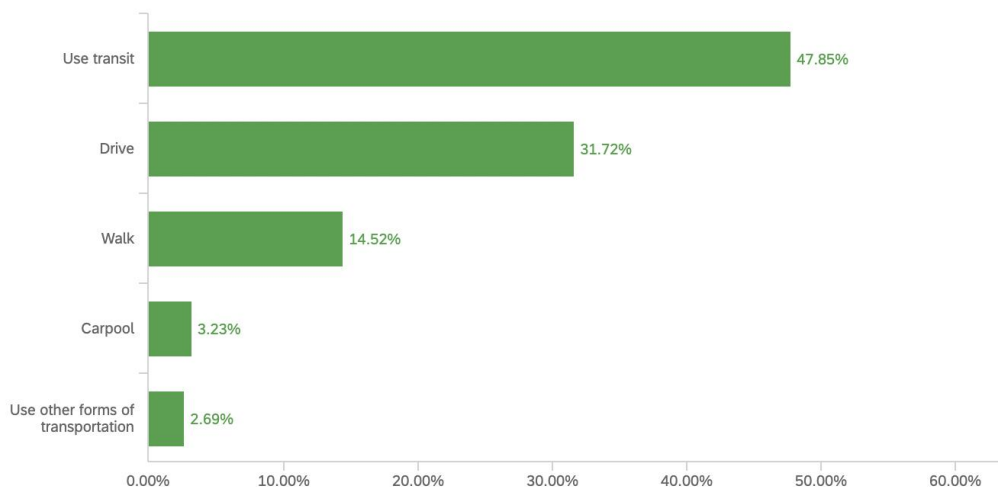
Figure 48: Transportation

In response to questions about their method of transportation to campus, the data suggests the most common mode of transportation to campus is public transit, with nearly half of the respondents (47.85%) relying on it. Driving to campus is also quite prevalent, with 31.72% of students using their own vehicles, while a smaller group (14.52%) walks. Carpooling is the least common option, with only 3.23% of students reporting using that method. A small percentage of using alternative transportation (2.69%) reported including bicycles and ride sharing apps. This data suggests that regarding transportation to campus, students rely heavily on public transit and personal vehicles.

SU Programming & Services
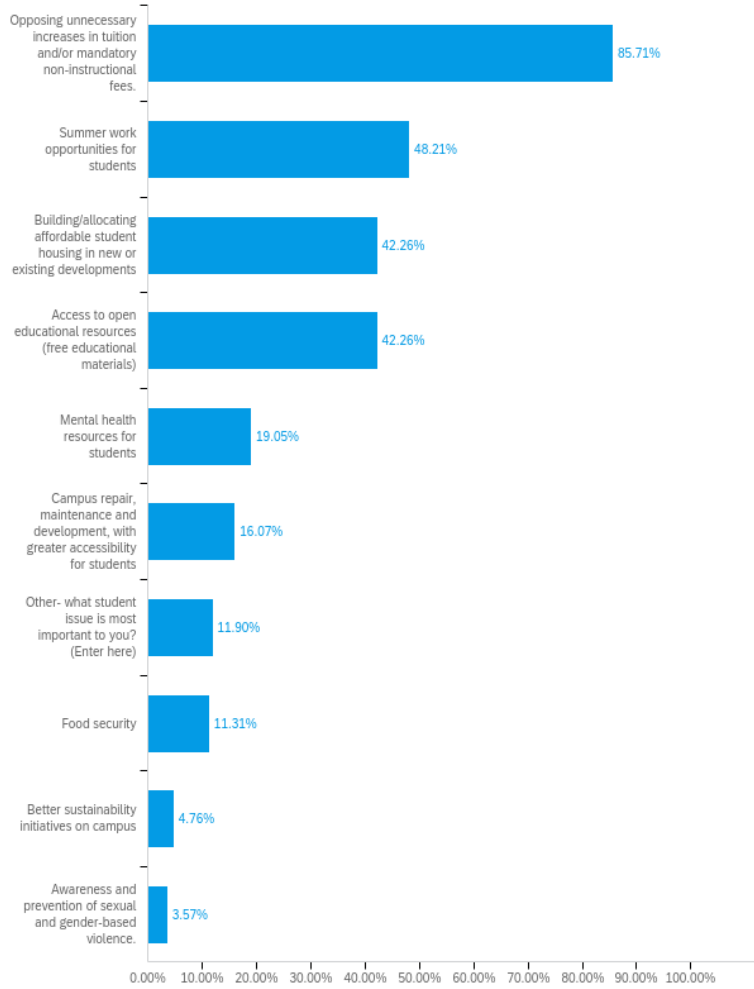
Figure 49: Priorities in Advocacy

The survey results reveal that when respondents could select three issues that were important to them, the most pressing issue for students is opposing tuition and fee increases (30.06%). This issue was followed by summer work opportunities (16.91%) and affordable housing and access to open educational resources (14.82%, respectively). The issues with lower priority were revealed to be mental health (6.68%) and food security (3.97%) which suggests that these areas may be less immediate concerns, but still deeply relevant to students. Efforts to communicate, advocate and address topics surrounding tuition, housing, and work opportunities would align with the top concerns of students.
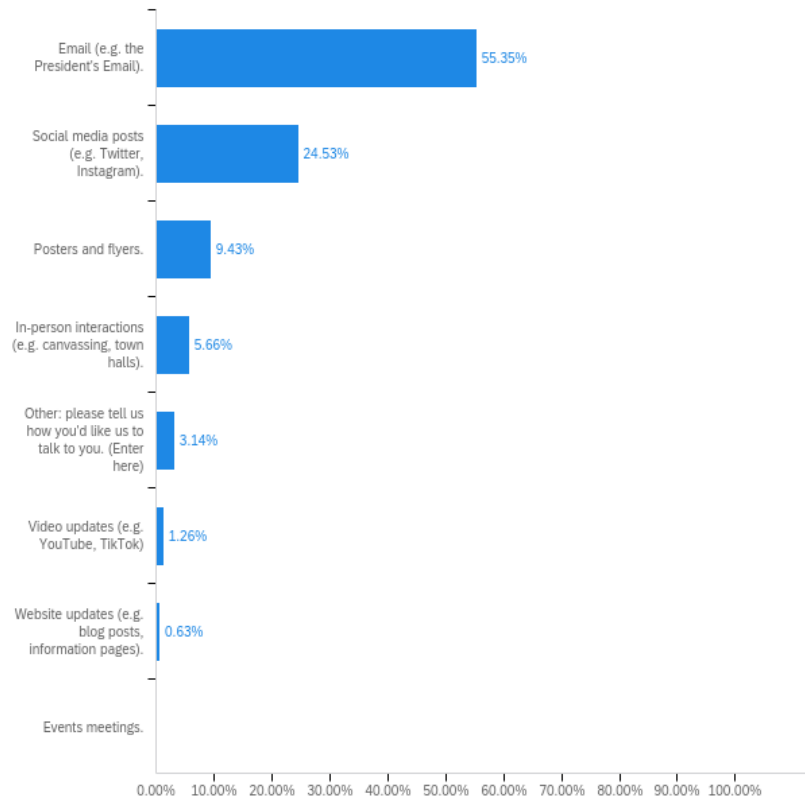
Figure 50: SU Communication & Student Involvement

When asked about their preferred method of communication regarding the SU's advocacy work to students that would encourage their involvement, most respondents (55.35%) reported they prefer email communications, followed by social media posts (24.53%). These results suggest that email remains the most effective communication method, while platforms like SU Instagram, Twitter and TikTok can supplement outreach. In-person interactions (5.66%) and posters (9.43%) have lower, but still prominent, engagement, indicating they should still be utilized as communication methods as well.

In addition to this quantitative question, respondents were asked two follow-up qualitative questions regarding advocacy. The first open-ended question asked respondents to define "advocacy in their own words, offering personal perspectives on its meaning. The responses reflect a broad understanding of advocacy, emphasizing themes of speaking out, representation, and action. Many students view advocacy as a proactive effort to amplify voices, support others and address injustices. Some definitions also highlight the importance of collaboration and persistence in making meaningful changes. Overall, students associate advocacy with taking a stand for causes that benefit individuals and communities, often for those unable to advocate for themselves.

The second open-ended question invited respondents to share their methods and experiences with self-advocacy, providing insight into how students take ownership of their needs and goals. Students describe a range of self-advocacy strategies, from formal approaches like contacting government or university officials to more personal methods, such as speaking up in class or making independent life decisions. Some responses also highlight emotional challenges associated with self-advocacy, particularly transitioning from high school to university. The use of surveys as a form of advocacy suggests that students see value in contributing their perspectives. Overall, the qualitative responses reflect both the empowerment and barriers students encounter in standing up for their own needs and beliefs.

I was unaware of it.
- 17
- 45
- 85
- 40
- 64
- 7
- 24
- 52
- 88
- 12

I'm aware of it, but haven't used it.
- 104
- 62
- 64
- 112
- 82
- 76
- 89
- 94
- 57
- 95

I have used it and would recommend it.
- 33
- 45
- 5
- 2
- 6
- 67
- 40
- 6
- 6
- 39

I have used it and would not recommend it.
- 1
- 2
- 1
- 3
- 4
- 2
- 2
- 3
- 9

Legend:
- Locker Rentals- reserve a locker during the academic year for your personal...
- Scholarships, bursaries, and awards for academic merit, leadership achievem...
- Tutor Registry- connecting tutors to students.
- Campus Food Bank- aided by donations, the SU provides free hampers of food ...
- Volunteer Tax Program- help students file their returns during tax season t...
- Clubs- the SU provides 300+ clubs space and other services, where students ...
- Bound & Copied- you can sell your used books on consignment or purchase use...
- Q Centre- a volunteer-driven safe space for the 2SLGBTQIA+ student communit...
- Housing- partnered with Places4Students, we connect students to affordable ...
- SU Health & Dental plans - undergraduate students enrolled in these plans g...

Figure 51: SU Services

When asked to rank the SU services on a scale of "Unaware"; "Aware, Haven't Used"; "Used and Recommended"; and "Used and Wouldn't Recommend", students' responses revealed the awareness of SU services varies greatly. Popular services like clubs (43.51% recommended) and scholarships (29.22% recommended) were highly valued, whereas services like the Tutor Registry (53.84% unaware) and the Q Centre (33.77% unaware) have significant awareness gaps. These findings highlight opportunities to promote underutilized services while building on the success of well-known programs. On a positive note, the percentage of

respondents who reported having used and not recommended SU services were relatively low, suggesting that of those who have tried SU services, the experience was generally recommended.

The Q Centre, a valuable resource for LGBTQ2S+ students, plays a critical role in fostering a sense of belonging and providing support for students. However, the data on awareness and utilization of the Q Centre varies among respondents who identified as LGBTQ2S+. Nearly one third (32.41%) of respondents reported they were unaware of the Q Centre, while nearly the other two thirds (61.11%) of LGBTQ2S+ respondents reported they were aware of the service but had not used it. This suggests a need for greater outreach and promotion of the Q Centre's services to ensure that LGBTQIA2S+ students are aware of this valuable resource.