



SU 2025 ANNUAL SURVEY

Students' Union, University of Calgary

June 2025

Contents

- Executive Summary** 2
- Introduction**..... 3
- Methodology** 3
 - Administration of Survey*..... 3
 - Budget*..... 3
 - Communications* 3
 - Ethical Considerations*..... 4
- Advocacy & Issues** 5
 - Student Housing..... 6
 - School-Related Costs..... 7
 - Employment..... 9
 - Mental Health 11
 - Mental Health and Wellness Services..... 13
- Students’ Union** 15
 - SU Businesses..... 17
 - SU Services 18
 - SU Events 20
 - SU Election 22
 - Quality Money 24
 - SU Opportunities..... 25
 - Overall Satisfaction 25
- University of Calgary** 26
- Demographics**..... 29

Executive Summary

The Students' Union (SU) Annual Survey assists the SU in identifying key areas of impact and contribution to student satisfaction and engagement at the University of Calgary. The Annual Survey helps to inform the SU's strategic planning, advocacy to university administration and all levels of government, and service provision. The 2025 Annual Survey asked students about their satisfaction and experience with the SU and the programs and services it offers, following the same themes as previous surveys, making it possible to observe changes in student opinion over time.

2,034 undergraduate students at the University of Calgary responded to the survey, a 0.89% response increase from the 2024 survey, which represents a 6.69% response rate of the total 30,400 undergraduate students enrolled as reported by the University's Office of Institutional Analysis (most recent data available was Fall 2024 enrolment numbers). Student engagement was steady in terms of involvement with SU-registered clubs and faced a slight increase in voter engagement with SU Elections from the 2024 Survey.

The sample size was proportionate to the demographic characteristics of the University of Calgary undergraduate student population. Variances in the representation of demographic characteristics are consistent with the profile of the typical undergraduate student who is hyper-engaged with the SU. Specifically, the typical survey respondents continue to be fulltime undergraduate students between the ages of 18-24 identifying as women. Out of all the survey respondents, the Cumming School of Medicine and Open Studies students were moderately underrepresented. Conversely, the Faculties of Arts and Kinesiology survey respondents were moderately overrepresented, consistent with the 2024 survey results. In previous years, an upwards trajectory of more international student responses per year was observed, going from 13.69% in 2022, to 13.75% in 2023, and a full 14% in 2024. However, this year, a significant decline was seen with only 10% of respondents representing international students in 2025.

Satisfaction with the SU saw an increased approval rating, with a major increase in students indicating they have used or interacted with certain aspects. SU Advocacy & Representation saw a slight decrease in combined satisfied response rate of 46.31%, a 1.25% decrease since last year. However, satisfaction with SU Programs & Services and Clubs, as well as other aspects of SU, continues to increase.

Since 2021, respondents have been surveyed for their ethnic identity to stratify and identify patterns or trends in the data. This new data ensures the SU can continue to determine and address barriers to inclusivity in its offerings to students.

Introduction

The SU Annual Survey was administered from 9:00 AM Jan. 10 to 11:59 PM Feb. 7, 2025. In the past, results of the Annual Survey have been used to guide and inform strategic planning, the Quality Money Committee, and tuition consultation. Key performance indicators have been identified to align with goals and outcomes of strategic planning which will continue to help benchmark the SU's progress. Results reported demonstrate longitudinal trends and findings that are significant for understanding student satisfaction and engagement with the University of Calgary. Data from multiple questions may be cross tabulated to determine how different factors impact student satisfaction and help the SU to provide better programs and advocate effectively.

2,034 undergraduate students at the University of Calgary responded to the survey, representing a 6.69% response rate. The survey response rate increased by 0.89% since last year, the first increase in response rate seen in the past three years (i.e., a downward response rate trend from 2022 – 2024). Although small, this increase presents the SU with a great opportunity to continue to further intensify the promotion of its Annual Survey and its programs and services.

Methodology

Administration of Survey

The survey was administered online and took approximately 10-15 minutes to complete. SU staff managed the survey and Qualtrics Survey Software was used to create the web-based questionnaire.

As an incentive, the SU offered prizes through random draws to survey participants. Participants provided their names and email addresses through a separate link upon completion of the survey. Respondents' personal information was in no way connected to their survey responses. Full contest rules were made available on the SU website (see Appendix II). Four categories of awards were made - Platinum Prize: \$400 Airbnb gift card, Gold Prizes: Two \$200 gift cards to iFly for Indoor Skydiving, Silver Prizes: Two \$50 gift cards to the U of C Bookstore, and lastly, Bronze Prizes: Ten \$20 MacHall food court vouchers and two \$20 gift cards to Village Ice cream.

Budget

Expenses for the SU Annual Survey were budgeted for in the SU's Student Services Programs budget. For 2024 - 25, the budget for the SU Annual Survey was \$1,000. Actual expenses included the vouchers and gift cards for the Platinum, Gold, Silver and Bronze categories of awards. Village Ice Cream and the U of C bookstore donated gift cards to support the administration of the survey.

Communications

The online survey was open from 9:00 AM Jan. 10 to 11:59 PM Feb. 7, 2025. The traditional communications tactics used for SU surveys were executed by SU staff, as detailed below. In addition, SU elected officials were encouraged to promote the survey within their faculties via D2L, mailing lists, and classroom visits.

- **University Administration**

- Key departments and offices for undergraduate students' communications and support within university administration aided the distribution of the SU Annual survey link and digital promotion posters.
- The SU Annual survey link was also hosted on D2L under the "Important Links for Students" section.
- **Email**
 - The email list was extracted from the SU internal list. The total number of individuals on the SU contact list is unknown but this is known to be the most up-to-date student list.
 - Students received an initial email from the President's email account inviting them to participate in the survey and a subsequent reminder email was also sent.
 - SU registered clubs received notice of the survey in the club's newsletter and through direct email to primary contacts on file for clubs.
- **Social Media**
 - The survey link was shared from SU accounts on Twitter, Facebook, and Instagram.
- **Print/Digital**
 - The SU Communications department produced posters and digital ads which were displayed in the MacEwan Building.
- **Website**
 - There was a prominent SU Survey link on the SU website (<http://www.su.ucalgary.ca/>) throughout the duration of the survey.

Ethical Considerations

All students were informed in a cover letter that participation in the survey was voluntary and confidential. Respondents were free to withdraw at any time with no penalty. For privacy reasons, personal information (student names and email addresses) will not be shared, and the information will be disposed of except to contact winners of the prizes. Students were notified that the winners would be contacted by email. The survey data file will reside with Qualtrics Survey Software and the SU; the aggregate data, minus personal information, will be reserved for internal use by the SU. The SU did not go through the University of Calgary ethics approval process, as this survey was administered solely by the SU for internal use.

Advocacy & Issues

This section covers a range of frequently asked questions pertaining to advocacy work that the Students' Union plans to undertake, including issues such as cost of living, employment, transportation, and other relevant topics.

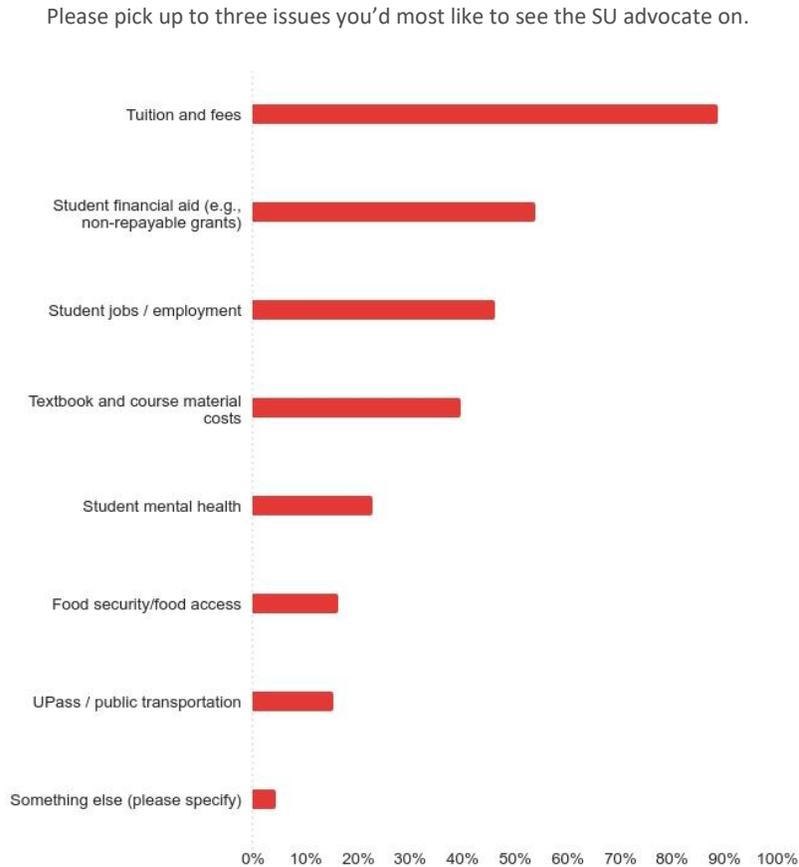


Figure 1. Advocacy efforts

To determine the most effective direction for our advocacy efforts in the coming year and best represent the needs of students, the survey included questions about which issues students would like to see addressed. The results were overwhelmingly in favor of the SU focusing its advocacy efforts on tuition and fees, with similar levels of interest across other areas. These findings suggest that students have experienced challenges and concerns related to recent tuition increases and look to the SU to assist them in addressing the consequences of these decisions by the university.

After cross-tabulation of demographic data, the top advocacy priorities remained tuition and fees, student financial aid, and student jobs/ employment. These preferences align with the broader trends described above and suggest strong support for SU advocacy in these key areas for the whole student population.

Student Housing

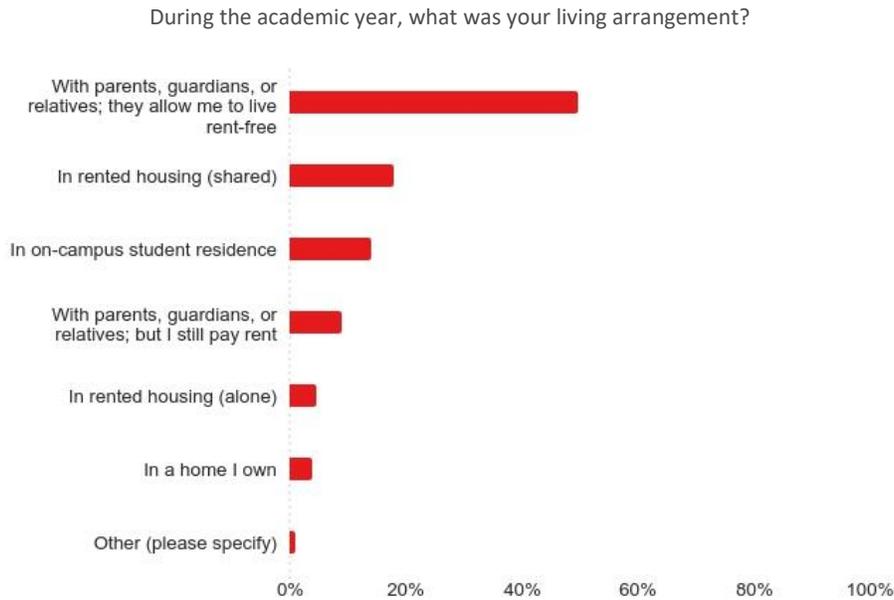


Figure 2a. Living arrangement of students

During the academic year, almost half of the respondents (49.7%) reported living rent-free with their parents, guardians, or relatives, while others lived in shared rented housing or on-campus residences. Few respondents reported owning a home (3.87%), paying rent alone (4.73%) or paying rent while living with parents, guardians, or relatives (8.9%).

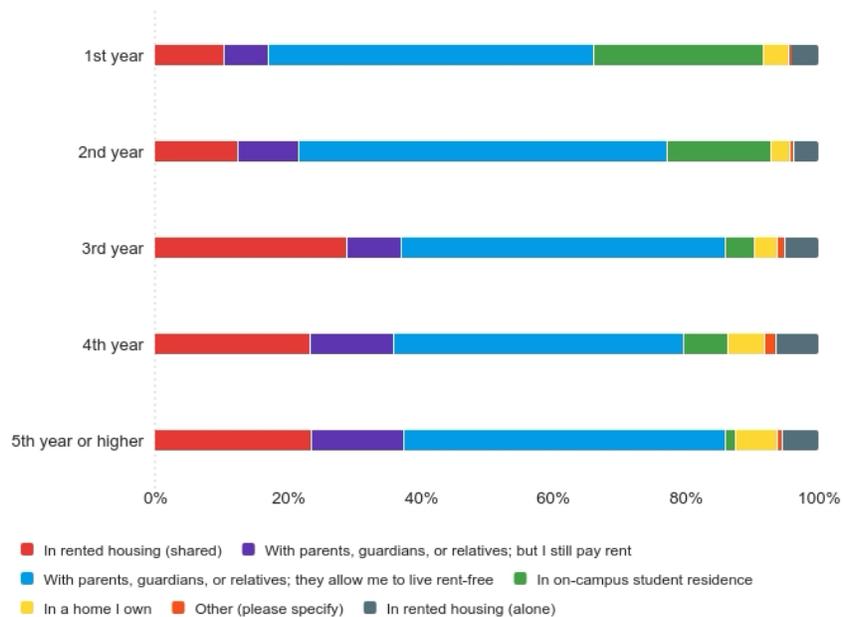


Figure 2b. Living arrangement of students by year

Across all years of study, living with parents, guardians, or relatives rent-free is the most common type of accommodation during the academic year. For second-year students, the next most common accommodations are on-campus housing (16%) and shared rented housing (13%). For students in third year and beyond, the next most common arrangements are living in shared rented housing and living with parents, guardians, or relatives while paying rent.

School-Related Costs

What is your monthly rent or mortgage cost, excluding utilities and other fees, such as internet and phone?

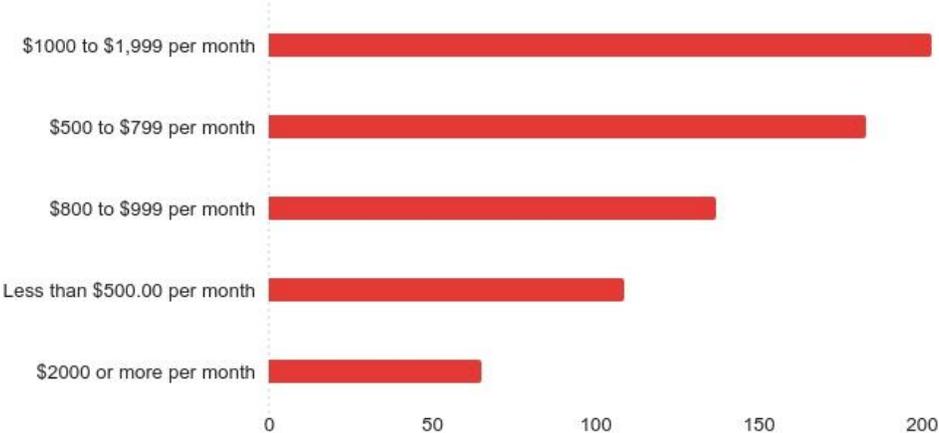


Figure 3. Monthly rent or mortgage cost of students

Of the respondents who reported paying some form of living or housing cost, 15.64% spend less than \$500 per month on rent or mortgage, 26.26% spend between \$500 and \$799, 19.66% spend between \$800 and \$999, 29.12% spend between \$1,000 and \$1,999, and 9.33% spend \$2,000 or more. Additionally, first, third and fourth- year students in the Faculty of Law, Open Studies, and Cumming School of Medicine would benefit from affordable student housing as they experience the highest housing costs (\$1,000 or more).

Overall, these findings reveal that 38.45% of students do not have access to affordable housing, and this provides the SU with an opportunity to advocate to the university and the City of Calgary for more affordable student housing.

How much school-related debt do you expect to have upon graduation?

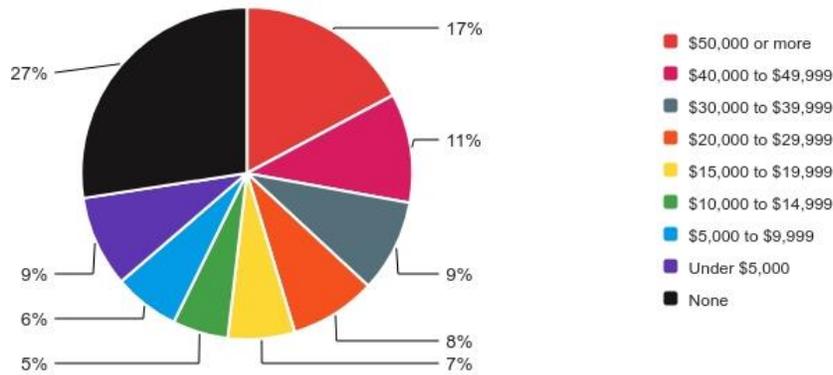


Figure 4. School-related debt once graduated

Regarding the debt incurred by these respondents, the majority (27%) reported having no debt upon graduation, while others reported debt ranging from under \$5,000 to \$50,000 or more. This indicates a bimodal distribution, with respondents falling into two extremes: those with relatively low levels of debt and those with extreme amounts of debt, with a relatively equal distribution between the two groups.

The top two faculties with the most debt (\$50,000 or more) upon graduation were the Faculty of Veterinary Medicine (67%) and the Faculty of Law (55%). Conversely, the top two faculties with the least debt (under \$5,000) were the School of Architecture, Planning and Landscape and the Faculty of Science, both at 28%. The most debt-free students upon graduation were found in the Schulich School of Engineering (39%) and the Haskayne School of Business (37%). Given these findings, the SU should implement targeted financial literacy initiatives and advocate for increased support in faculties with the highest debt levels. This may include tailored aid workshops, greater promotion of financial aid programs, and tuition relief efforts.

Please rate your level of agreement with the following statement: "I feel that the University of Calgary provides good overall value in exchange for the tuition and fees that I pay."

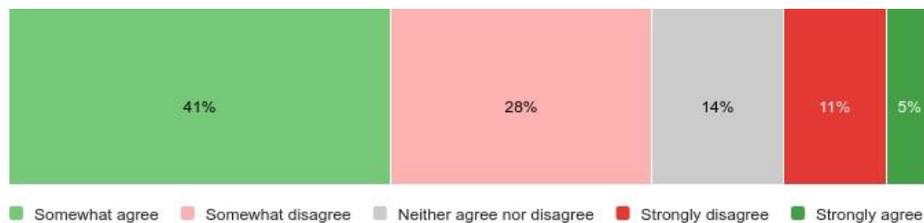


Figure 5. Students' opinion on the value of their tuition and fees

Many respondents (46%) felt that the university provides good overall value in exchange for the tuition and fees they pay. However, a significant portion of students (39%) felt the opposite, indicating concerns about whether the cost of their education is justified.

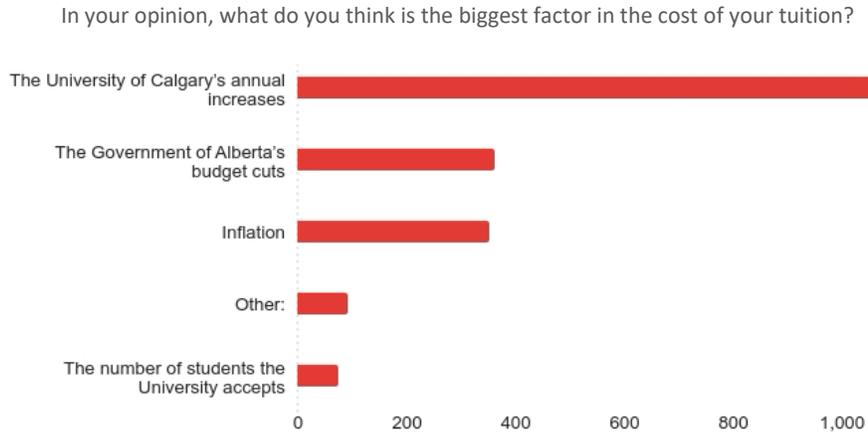


Figure 6. Students' opinion on the biggest factor in the cost of tuition

Most respondents identified the University of Calgary's annual tuition increases as the biggest factor contributing to the cost of their tuition (55%), followed by the Government of Alberta's budget cuts (19%) and inflation (18%). This presents an opportunity for the SU to better inform students by clarifying the true drivers behind tuition costs, as current perceptions appear to be varied and may reflect misinformation or a lack of transparency.

Employment

On average, how many hours do you work (in paid employment) during the academic year, from September through April?

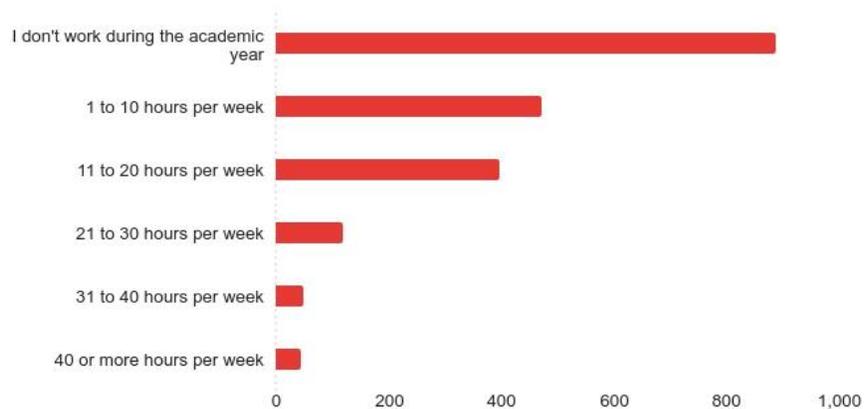


Figure 7. Employment during academic year

Nearly half (45.1%) of students reported not working during the academic year, while those who did typically worked between 1 to 10 hours per week. Specifically, 24% worked 1 to 10 hours per week, and 20.19% worked 11 to 20 hours per week. This distribution indicates that many undergraduate students do not work, and those who do tend to work fewer hours are less likely to be employed full-time. Compared to last year, a slight decrease is seen in unemployed student status and a slight increase in working part-time hours, this suggests that students are working more. This shift may reflect rising

financial pressures, such as increased living expenses or tuition costs, prompting more students to seek part-time work during the school year.

The faculties with the highest percentage of employed students were the Faculty of Social Work (90%) and the Werklund School of Education (77% of the faculty). In contrast, the faculties with the highest rates of unemployment were the Faculty of Veterinary Medicine (68%) and the School of Architecture, Planning and Landscape (60%). These differences may reflect variations in required work-integrated learning components for these programs, program intensity, financial support availability, or job demands across faculties. Further research is needed to better understand these patterns and the financial pressures these students may be facing.

Did you hold a paid employment position during the most recent spring/summer period of May to August?

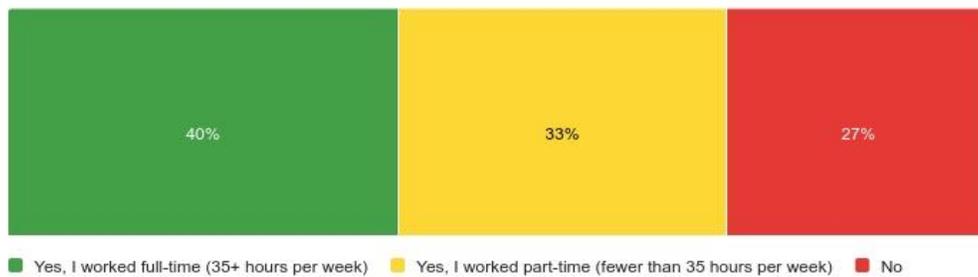


Figure 8. Employment during spring/summer period

During the spring/summer period from May to August, the proportion of employed students increased slightly from 2024 to 2025. Only 27% reported not working during this time, while 40% worked full-time and 33% worked part-time.

What was the reason you weren't employed during the most recent spring/summer period (May to August)?

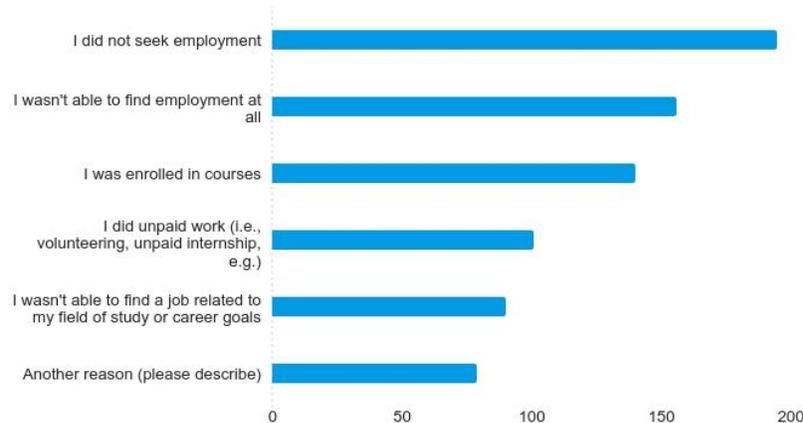


Figure 9. Reason for not working in spring/summer.

For those individuals who were not employed the reasons varied, most specified they did not seek employment, were unable to find employment or they were enrolled in spring/summer courses. Others noted they did unpaid work or had other reasons. These reasons included but were not limited to, other

commitments, health related issues, study-abroad programs, or were highschoolers until June. The proportion of those who could not find any employment or were not able to find employment related to their field of study or career goals is quite high, suggesting that career help or employment assistance could be improved at the university. Transportation

What is your primary method of transportation to the University of Calgary?

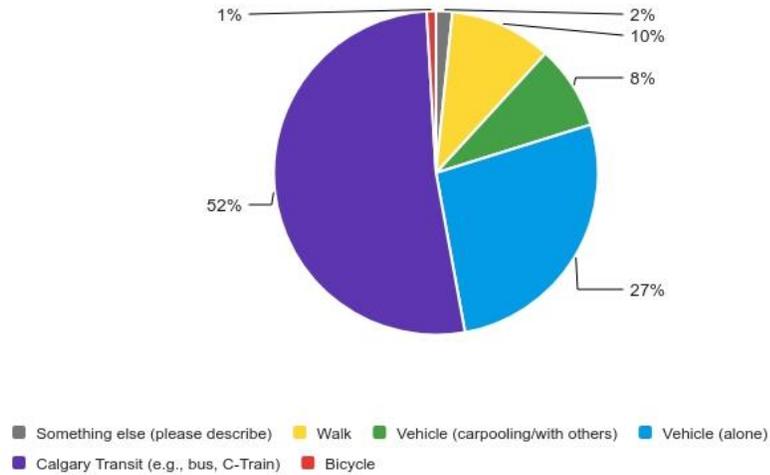


Figure 10. Transportation methods

Transportation is a crucial aspect to monitor when evaluating how students commute to school and the transportation options they prefer. Most students (52%) choose to take Calgary Transit, while a sizable minority prefer to drive on their own (27%). Only a small number of students opt to walk, bicycle, or have other forms of transportation, consistent with the 2024 survey results.

Mental Health

In general, how is your mental health?

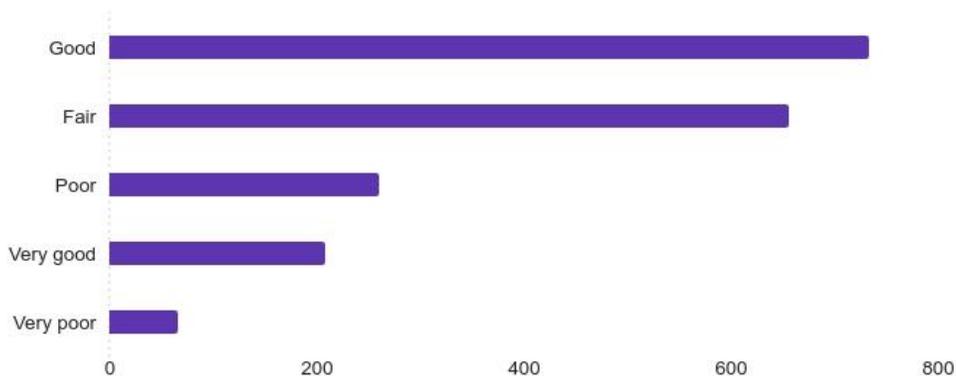


Figure 11. Mental health of students

One crucial area to prioritize is the mental well-being of students, as we conducted a survey to gauge the state of their mental health. Results indicate that approximately 38.13% of students reported their mental

health as good, while 34.08% indicated it was fair. Compared to last year’s (2024) survey results, a slight increase is seen in better mental health conditions and a slight decrease in lower mental health conditions. This suggests that most students do not appear to experience significant mental health challenges. However, it is important to note that a considerable number of individuals reported poor mental health at 13.56% or very poor mental health at 3.43%.

Nevertheless, certain faculties showed higher proportions of students reporting poor or very poor mental health. These included the Faculty of Social Work (23%), the Faculty of Arts (22%), and both the Faculty of Science and the Schulich School of Engineering (19%). Students in their second and fifth years of study reported the highest levels of poor or very poor mental health, at 19% each. Among visible minority groups, Japanese students (31%) reported the highest rate of poor mental health, followed by Korean and South Asian students (22%). These findings highlight an opportunity for the SU to strengthen mental health promotion in the Faculties of Social Work, Arts, Engineering, and Science. There is also opportunity for SU elected officials to possibly engage Asian centered SU clubs like Society of Asian Scientists and Engineers (SASE), Pakistani Students’ Society or Mental Health for South Asia to better support students reporting higher levels of poor mental health.

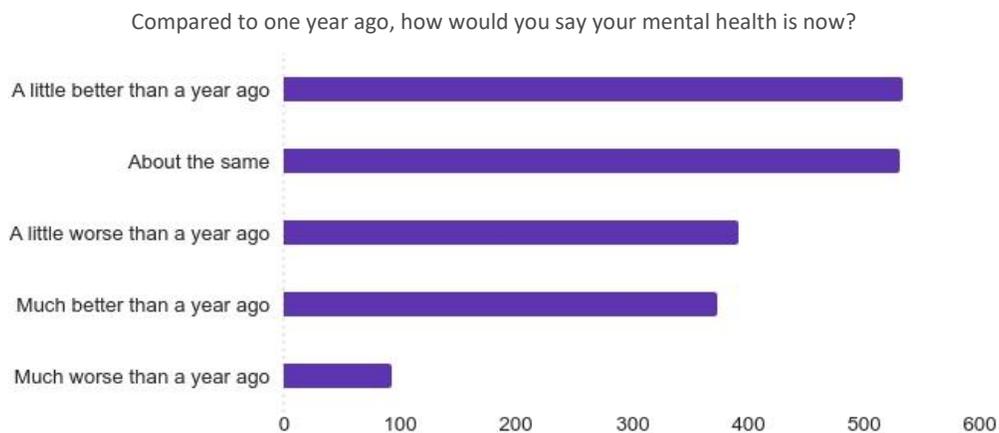


Figure 12. Mental health of students compared to one year ago

As a continuation of our mental health inquiry, we also inquired about the participants' current mental health status compared to that of a year ago. Around 19% of respondents indicated that their mental health had significantly improved, while 27.78% felt it had somewhat improved, and 27.62% felt it remained the same. On the other hand, 25.18% of individuals felt that their mental health had declined in the past year, a significant percentage proportion to warrant attention.

The faculties with the highest proportions of students reporting slightly or much worse mental health compared to a year ago were Social Work (37%), Cumming School of Medicine and Schulich School of Engineering (30%), Arts (27%), and Science and Nursing (26%). Among visible minority groups, West Asian (31%), Korean (30%), Southeast Asian (29%), and South Asian (28%) students reported the greatest declines, while Latin American students reported the lowest (18%). Lastly, mental health declines were similar across all years of study. These findings highlight an opportunity for the SU to advocate for expanded mental health resources and targeted support for the most affected student populations.

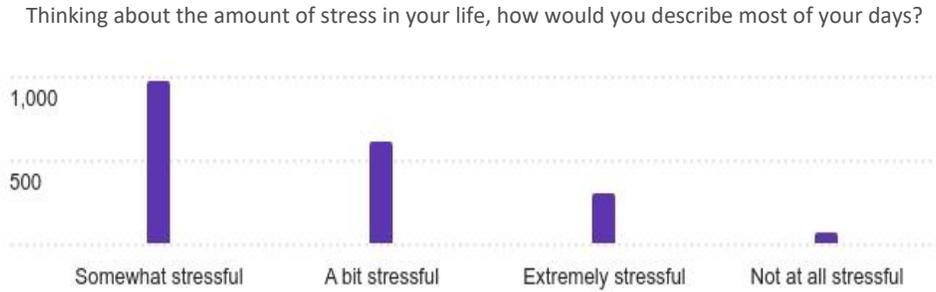


Figure 13. Stress levels of students

To better understand the sources of stress among students, we asked them to describe the level of stress they experience daily. Almost half of respondents (49.82%) reported that most of their days are somewhat stressful, with only 3.36% indicating that they experience no stress at all. This finding suggests that the SU needs to advocate to the University for a review of academic curriculums and learning outcomes of academic courses to avoid student burnouts.

Mental Health and Wellness Services

Which mental health resources have you been aware of or/and have accessed in the past? Select all that apply.

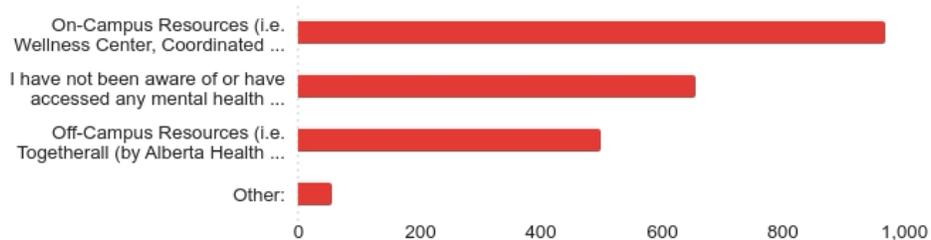


Figure 14. Proportion of students accessing mental health support

Many respondents (54%) reported being aware of or having accessed on-campus resources for their mental health, followed by 36% of students who were either unaware of or had not accessed any mental health resources. Off-campus resources were accessed by 28% of respondents. The highest levels of unawareness or lack of access to available mental health resources were reported among students in the School of Architecture, Planning and Landscape, Open Studies students, first- and second-year students, and individuals identifying either as Arab or West Asian.

This suggests that the SU may benefit from increasing awareness and visibility of mental health support, particularly among these groups who may not currently be engaging with any of these services.

In the past year, have you accessed mental health supports or services through the SU Wellness Centre or other campus services?



Figure 15. Proportion of students accessing mental health support

To evaluate the effectiveness of mental health services provided by the University, we inquired whether students had utilized them. Similarly to last year’s result, an overwhelming majority of 84% reported that they had not accessed these services. This indicates that despite facing mental health challenges, there appears to be a gap between campus mental health services and students, suggesting the need for the SU to enhance advocacy efforts at making these services more accessible and well-known among the student population. In 2024, the Student Wellness, Access, and Support (SWAS) conducted an organization review to improve efficiencies across their service delivery models for health and counselling services. Identifying any barriers students face in being aware of these changes or their access to these resources may help in developing targeted outreach strategies.

When accessing mental health supports or services through the Students’ Union Wellness Centre or other campus services, were your needs addressed promptly and adequately?



Figure 16. Quality of service provided

Students who accessed the mental health services were also asked about the adequacy and timeliness of the services provided. Of those surveyed, 73% reported that their needs were addressed both promptly and adequately, while 27% indicated that their needs were not met. The faculties with the highest proportions of students who did not feel supported by SWAS were Social Work (67%), Arts (34%), and Law (33%). Similarly, 32% of fourth year and fifth year (and beyond) students, as well as students identifying as Chinese, Southeast Asian, and West Asia, reported feeling unsupported by SWAS. In contrast, first-year students (80%), along with second- and third-year students, reported feeling the most supported by SWAS.

These findings highlight the importance of frequent periodic evaluations of the quality level of campus mental health services to improve student satisfaction, ensure equitable support, and increase service utilization.

Students' Union

In this segment, students were posed with specific inquiries concerning the programs, services, businesses, elections, and other pertinent information related to the Students' Union.

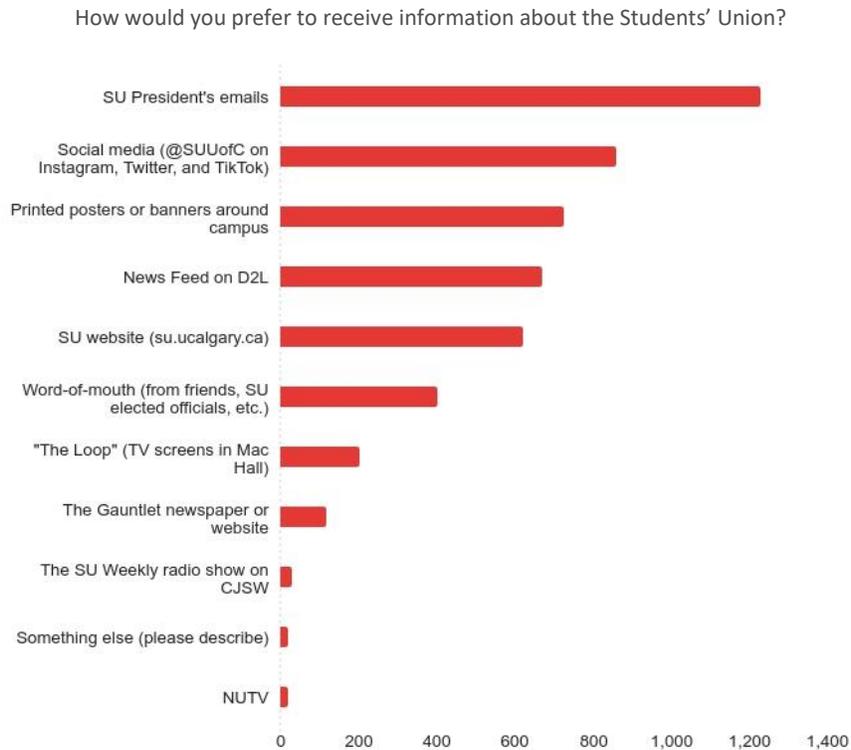


Figure 17. Preferred method of contact

Students were surveyed on their preferred mode of receiving information about the Students' Union, and the results showed that a significant percentage favored the president's email (25.13%), closely followed by social media (17.55%). The survey also revealed that 14.8% and 13.7% of students preferred printed posters and news feed on D2L, respectively, to obtain information. The Faculty of Social Work (49%) and the Cumming School of Medicine showed the highest preference for online communication channels, such as SU President emails and social media. Preferences across other faculties were similar. Printed materials, like posters and banners, were most preferred by the School of Architecture, Planning and Landscape (20%) and the Faculty of Arts (16%), with minimal variation across the other faculties. These findings suggest that most students prefer to receive information about the SU through online channels and advertising on D2L is becoming more preferred than in previous years.

Please rate your level of agreement with the following statement: "I know what the Students' Union does for me as a student."

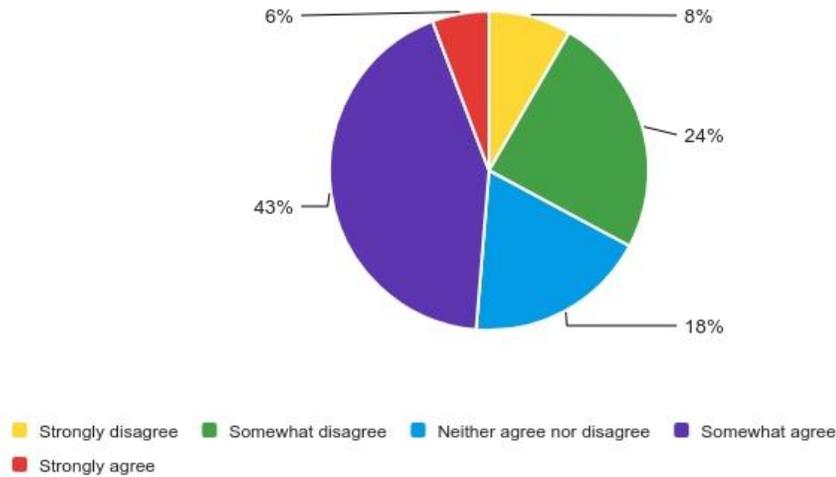


Figure 18. SU awareness

To assess students' knowledge of the functions and operations of the Students' Union, they were asked to indicate their level of agreement with a specific statement. The results show that roughly 49% of students understand what the Students' Union does. This finding indicates a slight increase in students' awareness of the SU since last year, highlighting that the promotional activities should be continued and increased to further boost the SU's programs, events and services to students on campus.

Across faculties, the respondents' SU knowledge was proportionate for somewhat agree and strongly agree. With the top two faculties with good knowledge being the School of Architecture, Planning, and Landscape (66%) and the Faculty of Veterinary Medicine (55%). The top two faculties with the least amount of knowledge (i.e., somewhat disagree and strongly disagree e.g.) were the Faculty of Law (45%) and the Schulich School of Engineering (39%). To address this gap, the SU should tailor its engagement strategies to better reach students in faculties with lower awareness. This could include faculty-specific outreach campaigns, increased presence at faculty events, and targeted communication through academic departments to promote SU services more effectively.

SU Businesses

Which of the following SU businesses have you heard of, prior to taking this survey?

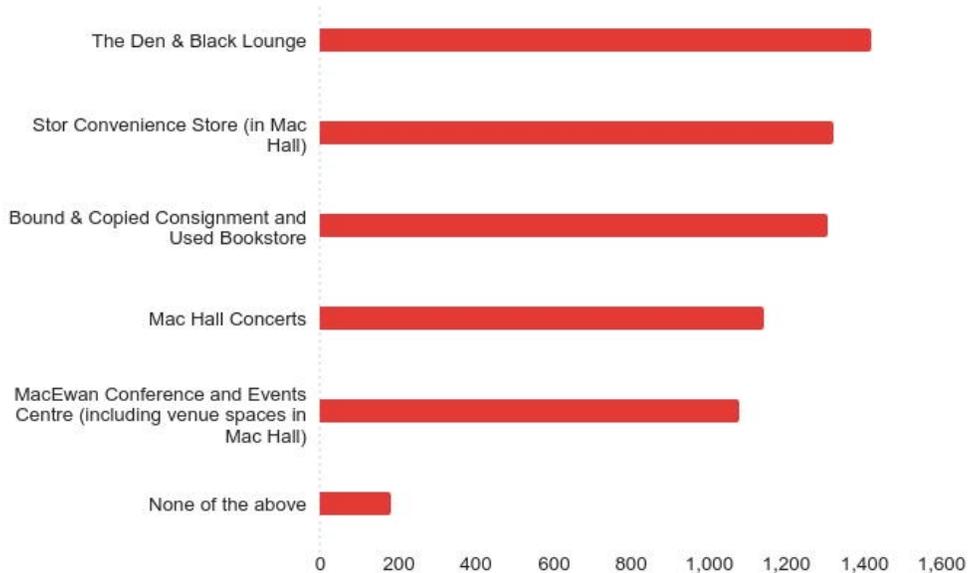


Figure 19. SU businesses awareness

To gain a deeper understanding of students' awareness of the Students' Union, we asked specific questions about their familiarity with SU businesses. Most respondents selected The Den & Black Lounge, Stör Convenience Store (in Mac Hall) and Bound & Copied and Used Bookstore, each receiving 73.46%, 68.38% and 67.77% of responses, respectively. As this question allowed for multiple selections, it appears that many students are familiar with various SU businesses, with only 9.6% indicating that they were not aware of any. However, this is an approximately 7% increase in the number of students who were not aware of SU businesses since last year, suggesting that although students generally have a good level of awareness regarding SU businesses, the SU should seek more promotional activities to increase awareness to students.

How satisfied are you with the following SU Businesses?

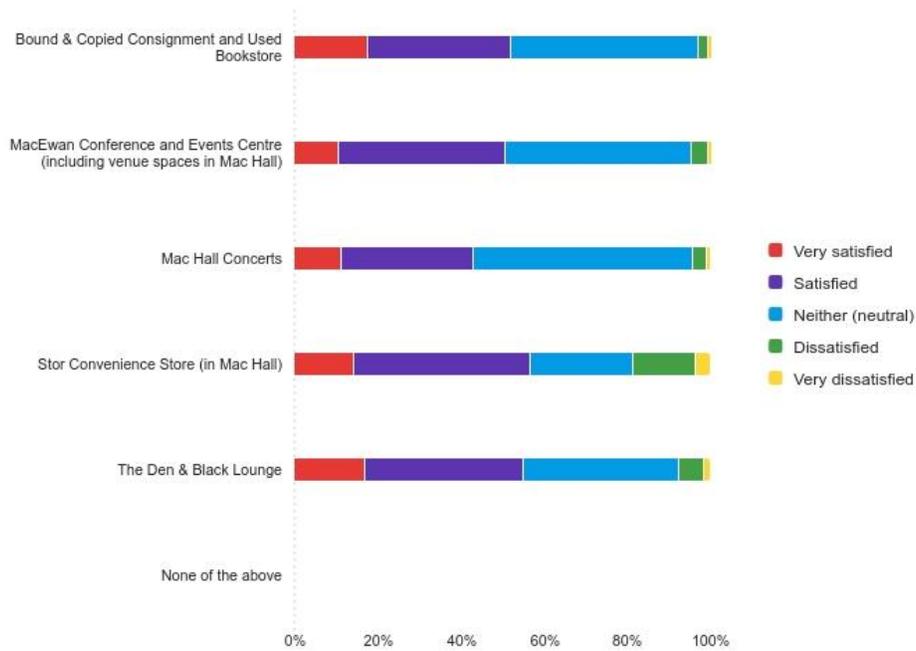


Figure 20. SU businesses satisfaction

Regarding the satisfaction level of the businesses, most students indicated either a neutral or satisfied level of satisfaction for each business. This indicates that unlike awareness, the SU needs to undertake frequent periodic evaluation of the service quality levels of its businesses, particularly the Stör, to boost positive student experience and patronage.

SU Services

Which of the following SU services have you heard of, prior to taking this survey?

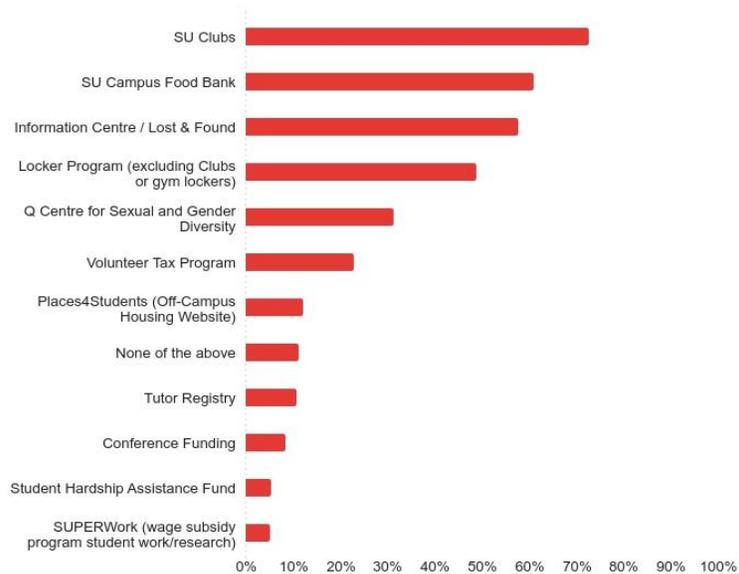


Figure 21. SU services awareness

Among all respondents, the most well-known services were SU Clubs and the SU Campus Food Bank, while the least recognized were SUPERWork, the Student Hardship Assistance Fund, and Conference Funding. Students from the Faculties of Veterinary Medicine, Law, Social Work, and Nursing reported the highest levels of financial strain, with debts of \$30,000 or more. These faculties would greatly benefit from increased promotion of the SU’s financial assistance initiatives. The SU Faculty Representatives, in particular, can play a key role in boosting awareness and encouraging student engagement with these supports.

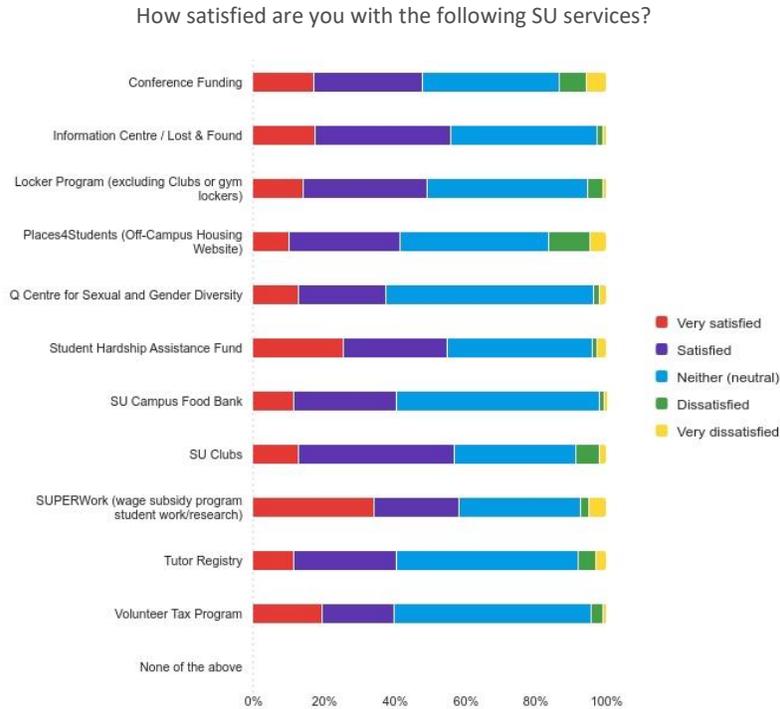


Figure 22. SU services satisfaction

The feedback from students indicates that the majority are satisfied with the SU services. The SU Clubs and SUPERWork program received overwhelming satisfaction ratings, followed by Mac Hall Information Centre/Lost & Found and Locker Program (excluding clubs or gym lockers). However, the Places4Students (Off-Campus Housing Website), Tutor Registry and Conference Funding should be reviewed, as they received lower satisfaction ratings.

SU Events

Which of the following SU events have you heard of, prior to taking this survey?

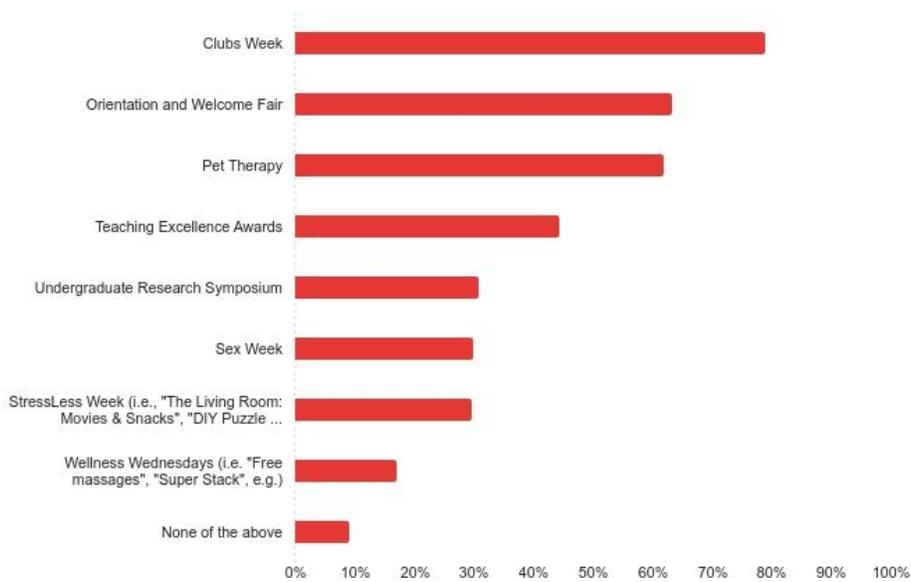


Figure 23. SU events awareness

Regarding the events organized by the SU, the most widely recognized and favored among the student body is Clubs Week, with 79% of respondents being aware of it prior to participating in the survey. This is a 10% increase from last year's survey result. Conversely, Wellness Wednesdays received the least recognition with only 4.6% of students having prior knowledge of the event. This is a 2% decrease from last year's awareness of Wellness Wednesdays. Additionally, events such as Stressless Week and Sex Week were only known to 29.7% and 29.9% of respondents, respectively. These findings suggest that greater emphasis should be placed on promoting these wellness-based events. Moreover, one of the highly favored features of the Students' Union in the previous year was the SU clubs, which could be attributed to the immense success of the Clubs Week event.

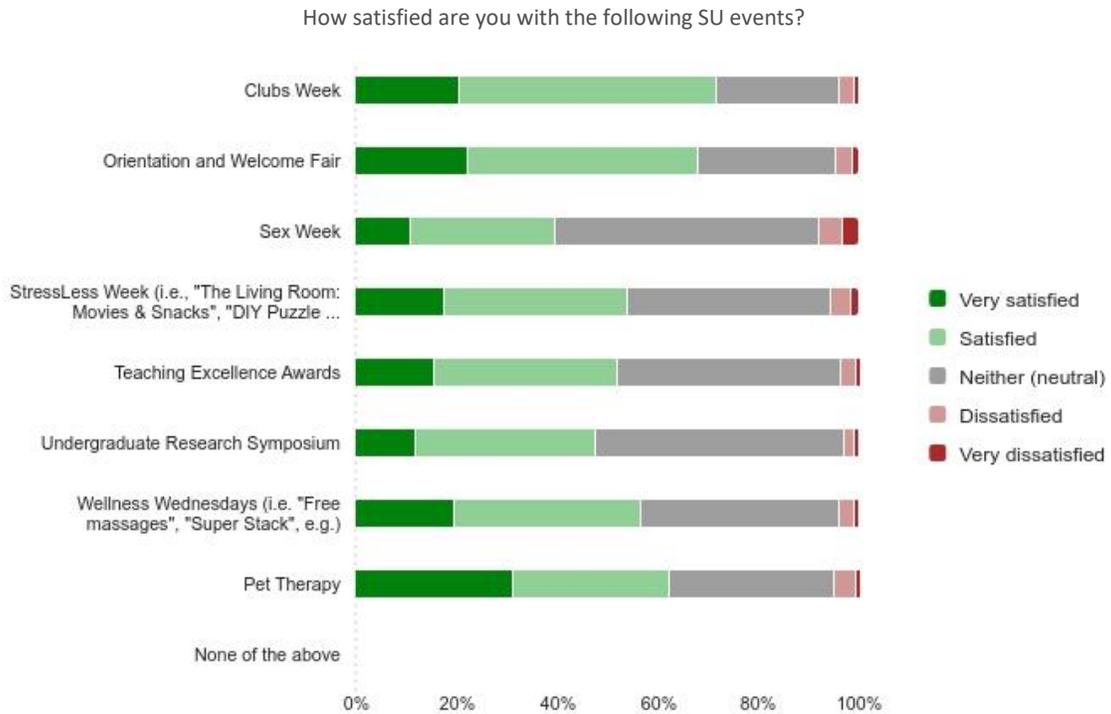


Figure 24. SU events satisfaction

Regarding the satisfaction level of students with the Students' Union events, the majority expressed an overall sense of contentment. Notably, the level of satisfaction was observed to be directly correlated to the level of awareness of each event. Events with lower awareness levels generally had a higher proportion of respondents indicating a neutral stance towards the event. Of all the events, Sex Week garnered the highest percentage of dissatisfaction, with a cumulative 5% expressing their discontent. Although this proportion may not be significant, it underscores the importance of promoting sexual education and consent awareness events, particularly those with low awareness and high dissatisfaction levels.

SU Election

The Students' Union holds a General Election every March, and a By-Election in October, to elect the SU Executives, Faculty Representatives, as well as students to sit on the University of Calgary Board of Governors and Senate.

Were you aware of the Student Union's elections, prior to taking this survey?



Figure 25. SU election awareness

Have you ever voted in a Student Union election?

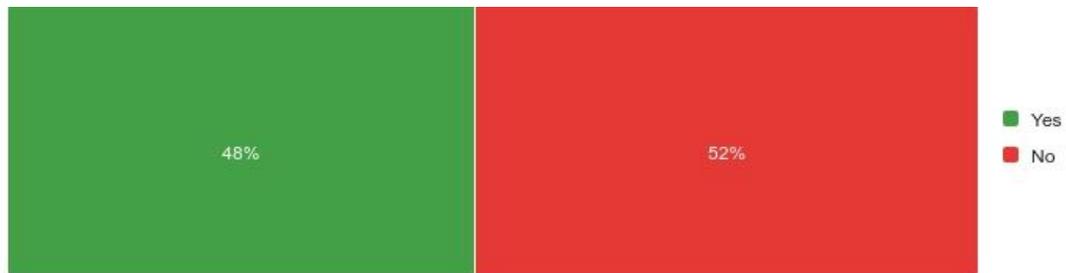


Figure 26. SU election voter turnout

Most students (68%) were aware of the SU election, while 32% were not. With regards to the election process, it is noteworthy that only 48% of students exercised their right to vote. Across faculties, the highest awareness of SU elections was reported in the Faculty of Arts (73%), the Schulich School of Engineering (71%), and the Cumming School of Medicine (71%). In contrast, the faculties with the lowest awareness were Social Work (61%), Open Studies (56%), and Nursing (40%).

Voter participation was highest in the Faculty of Veterinary Medicine (73% voted), the School of Architecture, Planning and Landscape (54% voted), and the Cumming School of Medicine (53% voted). The lowest turnout was observed in Open Studies (88% did not vote), Social Work (67% did not vote), and the Faculty of Kinesiology (55% did not vote). First-year students had the lowest turnout (15%) for voting, whereas students in their fifth year or beyond had the highest (69%). These findings suggest a need to strengthen election promotion efforts, particularly within Social Work, Open Studies, and the first-year student population.

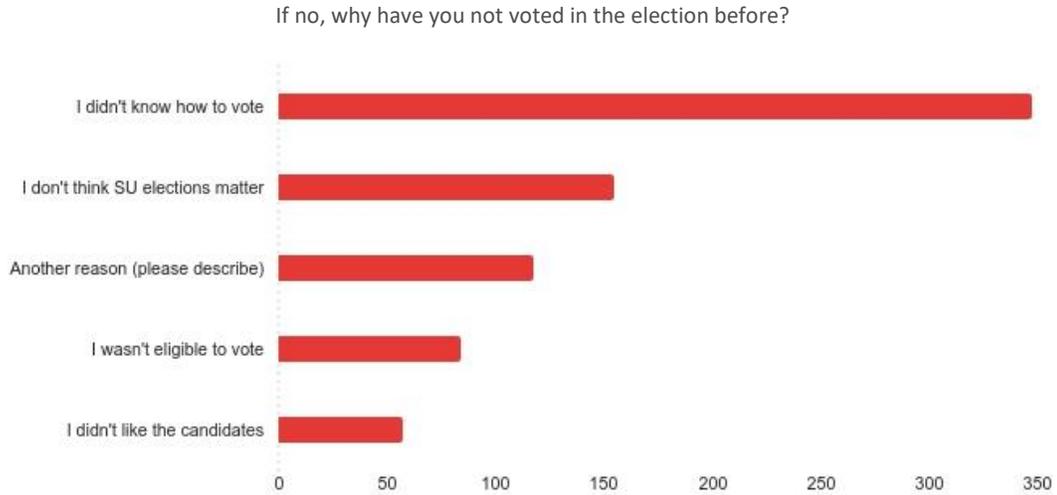


Figure 27. Reason to not vote

The primary reason for abstaining from voting, as reported by 52% of non-voters, was a lack of knowledge and awareness of the voting process. Therefore, the SU needs to improve its efforts at providing clearer instructions and potentially simplifying the voting process for students to increase voter turnout.

Quality Money

The Students' Union receives approximately \$1.65 million per year from the University of Calgary to allocate toward projects that improve the quality of the student experience. This fund is called the Students' Union Quality money (QM) program.

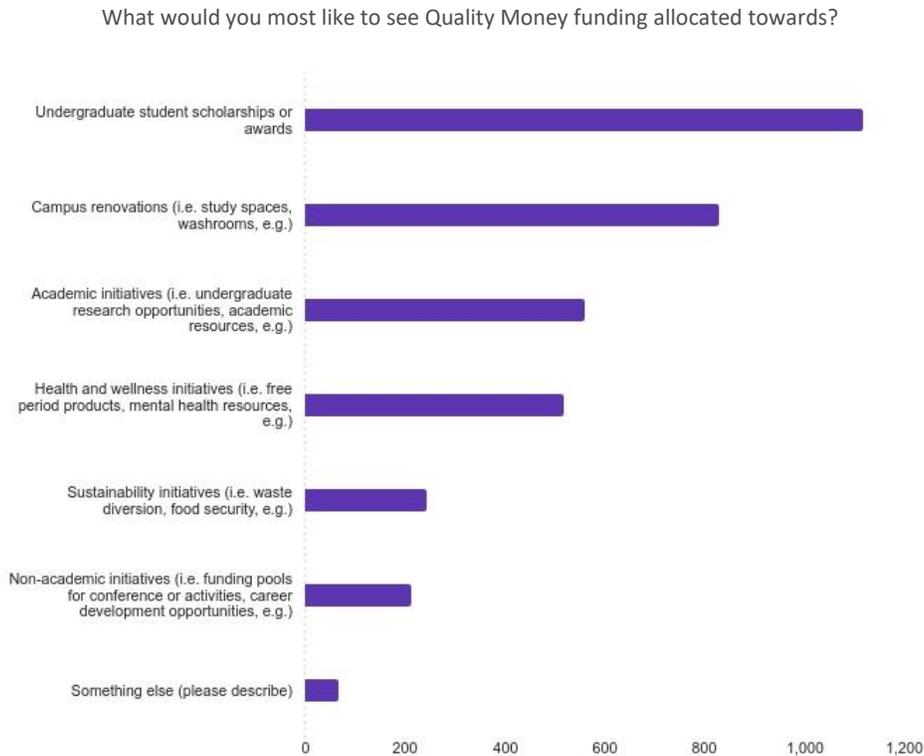


Figure 28. QM allocation

In the 2022 Annual Survey, a significant modification was made in the way the question was posed. Rather than the customary open-ended format, respondents were presented with a set of bucketed responses to select from, facilitating an improved comprehension of students' needs and ensuring informed decision-making. A notable finding from the survey was that 31.47% of the respondents expressed a desire for the allocated funds to be directed towards undergraduate student scholarships or awards. This was followed by initiatives related to campus renovations, academic programs, and health and wellness, respectively. Conversely, non-academic incentives received the lowest responses, with only 5.99% of the respondents showing interest in such initiatives.

SU Opportunities

Prior to taking this survey, were you aware that the SU offers numerous on-campus, part-time employment opportunities, available exclusively to undergraduate students?



Figure 29. Part-time employment opportunities

There appears to be a significant gap between the student body and the SU with regards to the availability of employment opportunities. Surprisingly, more than 60% of students were unaware that the SU provides employment options. This provides the SU with opportunities to implement more targeted awareness initiatives towards undergraduate students about its employment opportunities.

Overall Satisfaction

Overall, how satisfied are you with the following aspects of the Student Union?

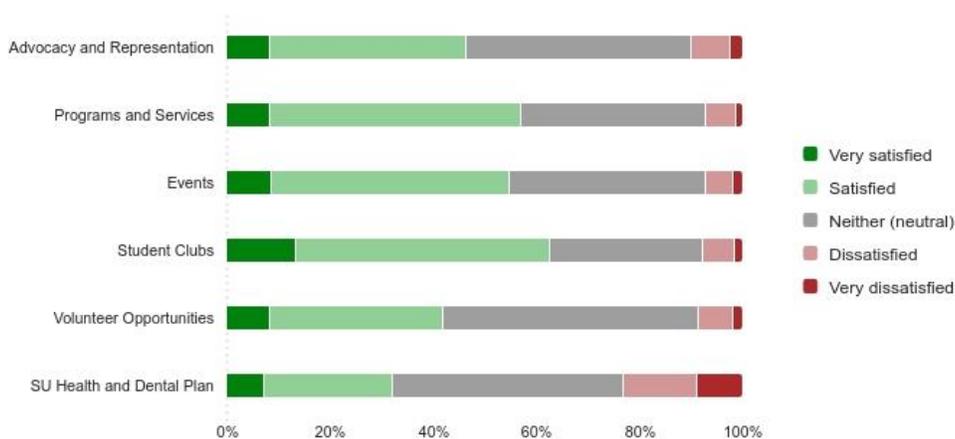


Figure 30. Overall satisfaction of the SU

To assess the overall perception of the Students' Union, respondents were requested to provide their level of satisfaction using a Likert scale. The analysis revealed that the most gratifying aspects of the Students' Union were the student clubs, programs and services, and events, respectively. Conversely, the health and dental plan as well as the advocacy and representation were the least satisfying aspects of the Students' Union. These results aligned very similarly to last year's survey results.

University of Calgary

The ensuing section encompasses a range of queries aimed at evaluating the University of Calgary's operations and assessing students' perceptions and levels of satisfaction with their institution.

Please rate your level of agreement with the following statement: "If I had a problem with my student experience, I would know where to go for help at the University of Calgary."

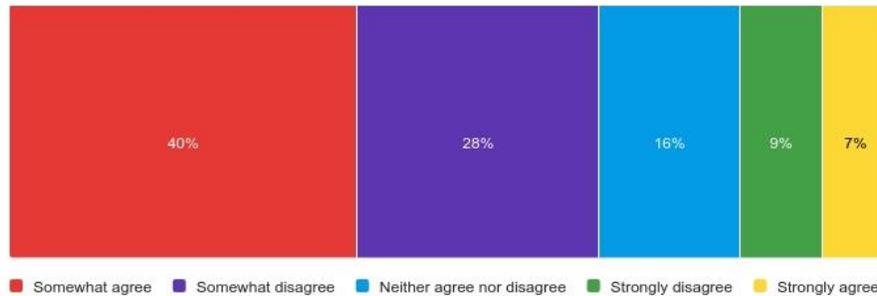


Figure 31. Awareness of University of Calgary assistance

With respect to the accessibility of support services and addressing issues within the university, a considerable amount (37%) of the respondents disagreed with their ability to identify the appropriate channels for seeking help. This implies a disconnect between the university's services and programs and the students, rendering them inaccessible.

Although overall levels of dissatisfaction are relatively consistent across faculties, visible minority groups and years of study; first- and second-year Japanese and Arab students in the Faculties of Social Work and Arts reported the highest levels of dissatisfaction. This presents an opportunity for the SU to strengthen its engagement and support initiatives for early-year students in these faculties.

How satisfied are you with academic advising from the University / your faculty?

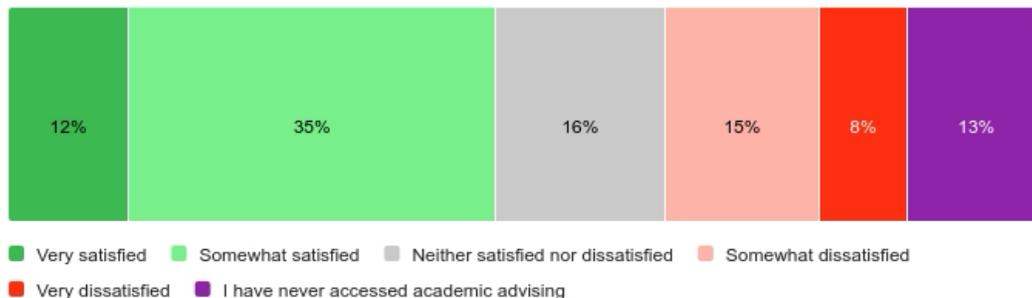


Figure 32. Satisfaction with University of Calgary Advising

Most respondents (47%) felt satisfied with their experiences with academic advising from the university or their faculty. However, 23% reported feeling dissatisfied, which is a substantial portion, and 13% had not accessed academic advising at all. This provides the SU with an opportunity to advocate for improved

academic advising services and increased outreach to ensure all students are aware of and able to access the support they need.

Why have you not sought out academic advising at the University of Calgary?

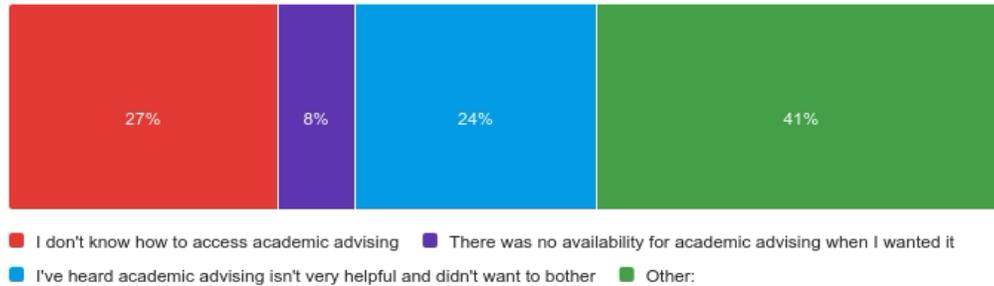


Figure 33. Why students did not seek out academic advising

Many respondents (41%) selected “other” reasons for not accessing academic advising, which included but were not limited to: not feeling the need for advising, being automatically enrolled in courses, or not requiring support at the time. This was followed by 27% who did not know how to access advising, and 24% who had heard that academic advising wasn’t very helpful and chose not to bother. This suggests that the SU may benefit from working to improve both the visibility and perceived value of academic advising services, as well as ensuring students know how and when to access them.

What would most help to improve your student experience?

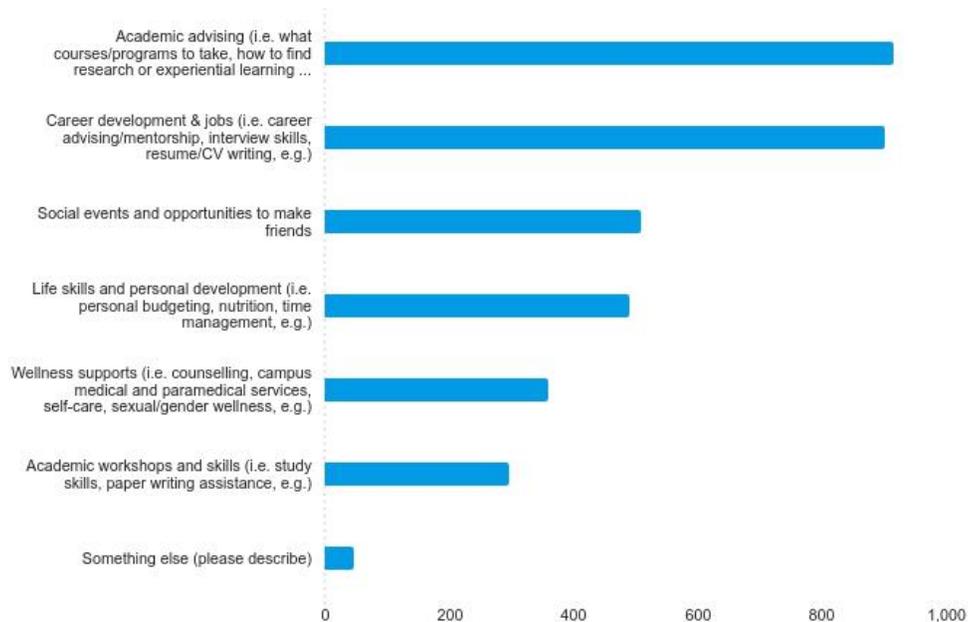


Figure 34. Improving the student experience

Students identified academic advising as the most impactful area for enhancing their university experience, followed by career development, social events and opportunities. Conversely, the least impactful were academic workshops and skills. These results are consistent with the results from the 2023 and 2024 SU Surveys. This distribution emphasizes a strong demand for academic and career support, with relatively less interest in skill-building workshops.

Which of the following University student services had you heard of, prior to taking this survey?

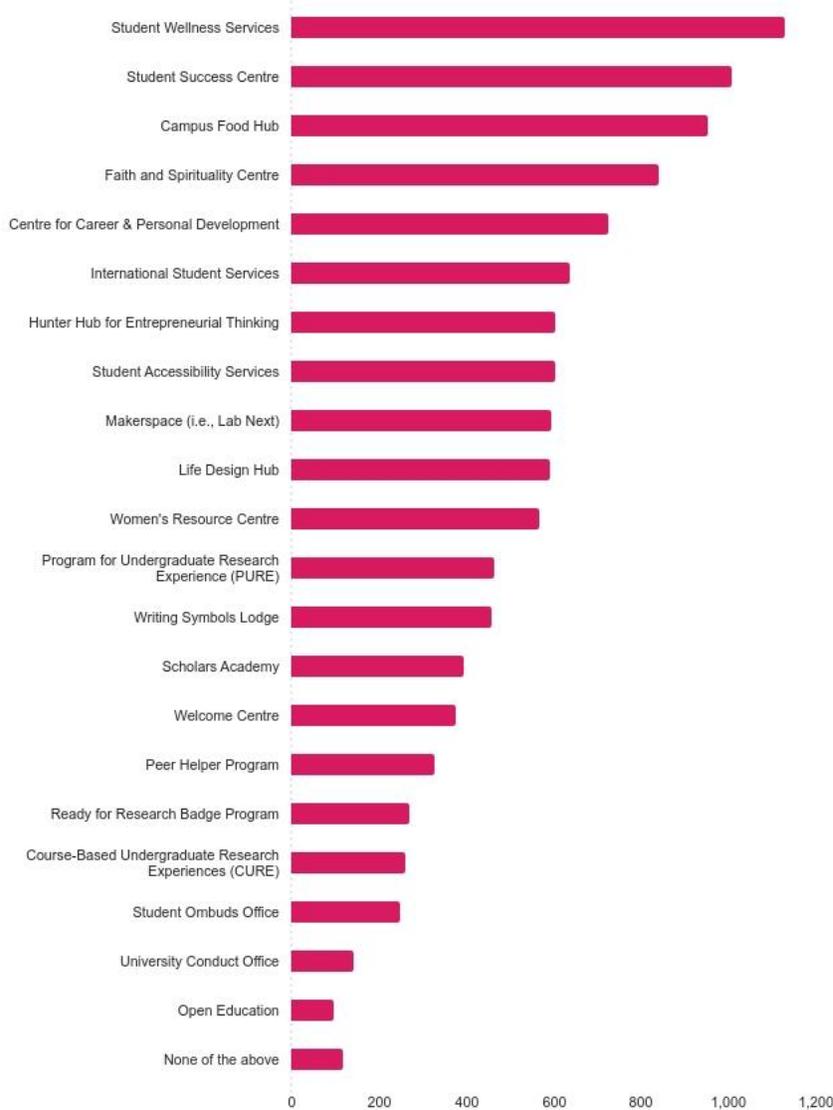


Figure 35. Awareness of university services

Out of all the university services the most well-known services are Student Wellness Services, Student Success Services, the Campus Food Hub and the Faith and Spirituality Centre. The least well-known services are Open Education, University Conduct Office, the Student Ombuds Office, and Course-Based Undergraduate Research Experience (CURE). Many programs, however, had a low proportion of student awareness, indicating that the Students' Union could assist in the promotion of these student-oriented

services in partnership with the University of Calgary. It is important to note that no distinction was made between the University of Calgary Campus Food Hub and the SU Campus Food Bank in the survey wording. This warrants caution when interpreting the data for this question and this concern will be addressed in future surveys.

Demographics

In addition to seeking feedback on various services, students were also asked a series of demographic questions. These questions aimed to gain a better understanding of the diverse characteristics and populations of students, and to identify if there were any groups that may require targeted efforts or support. By collecting this information, the institution can ensure that it provides equitable access and opportunities to all students.

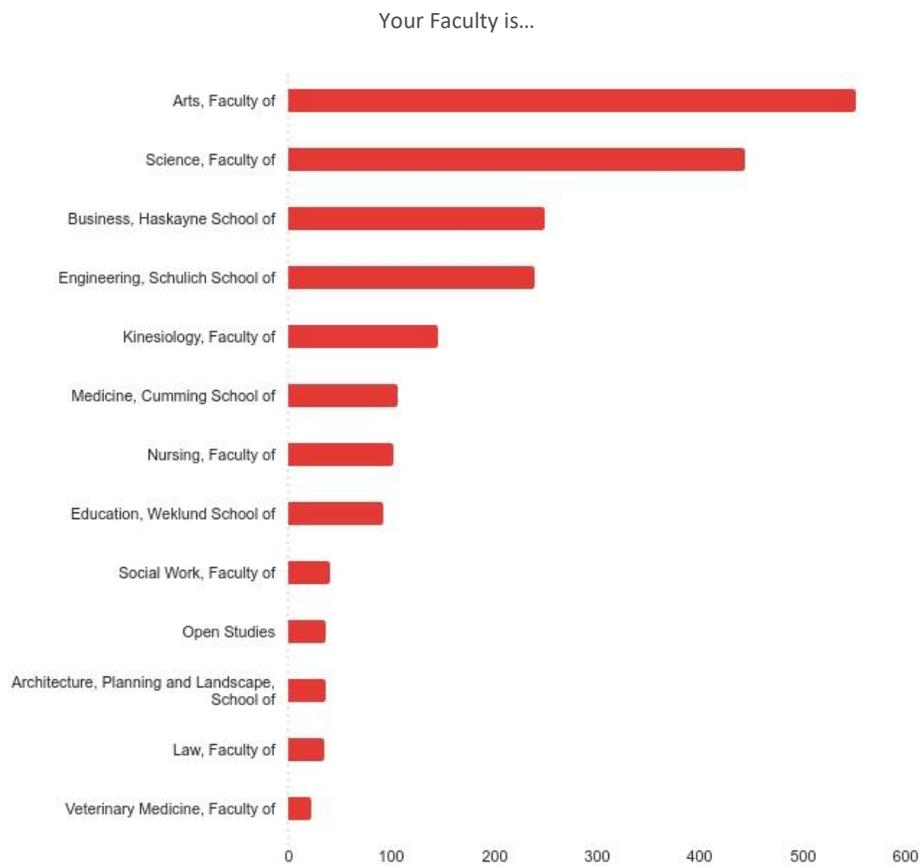


Figure 36. Faculty of all students

The Faculty of Arts and the Faculty of Science had the highest representation among the survey respondents, which is not surprising considering they are the largest faculties at the university.

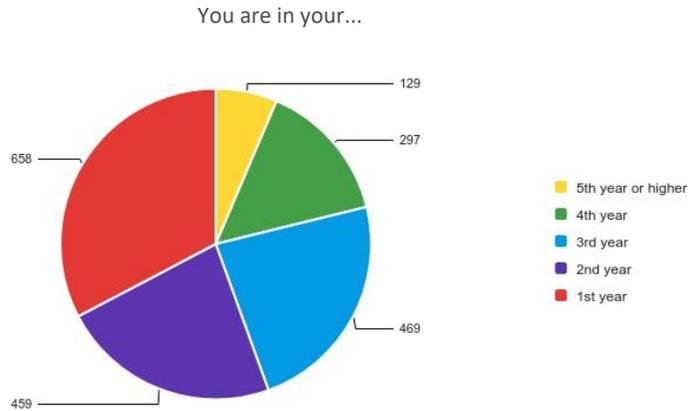


Figure 37. Year of study of respondents

Most students who participated in the survey reported being in their first year of studies, followed by third and second years, respectively. Compared to previous years, the proportion of upper-year undergraduates (third year and above) has increased and is now somewhat equal to that of lower-year undergraduates (first and second year).

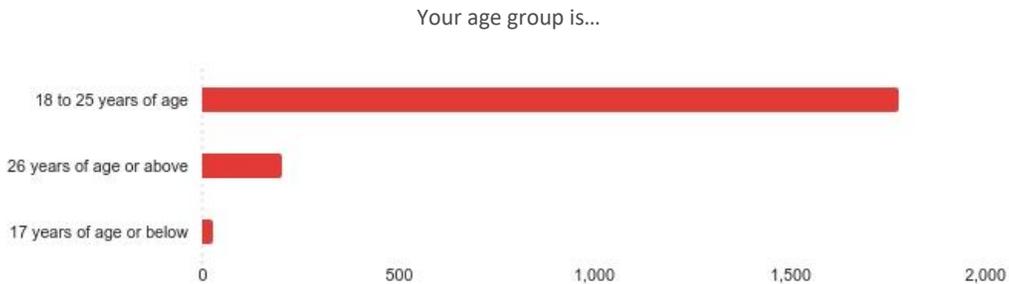


Figure 38. Age of respondents

Nearly all the survey respondents, approximately 89%, fell within the age range of 18 to 24, which is consistent with previous years. This finding is not surprising, given that this age range represents the typical demographic for university students.



Figure 39. International student proportion

10% of all respondents identified as international students, while the rest (90%) were domestic students.



Figure 40. Full-time and part-time student proportions

97% of all respondents are full-time students, while the rest (3%) are part time students

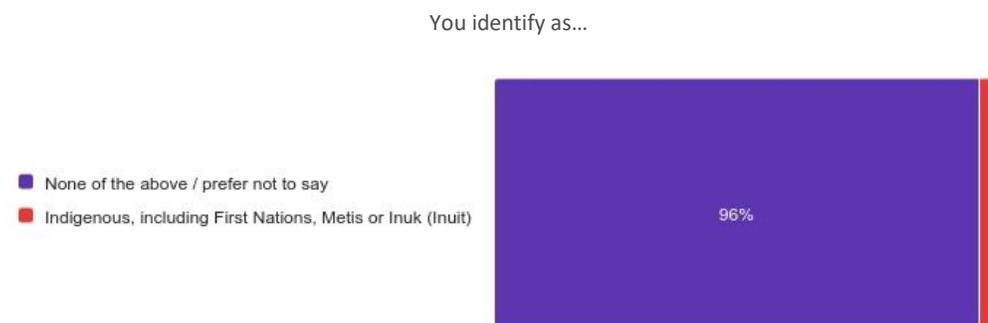


Figure 41. Identifying as Indigenous

The survey results indicate that the representation of Indigenous students was relatively low, with only 4% of respondents identifying as Indigenous. This is consistent with last year’s survey result. This underrepresentation highlights the need for greater outreach and engagement with Indigenous communities to ensure that their voices and experiences are adequately represented in future surveys and campus initiatives.

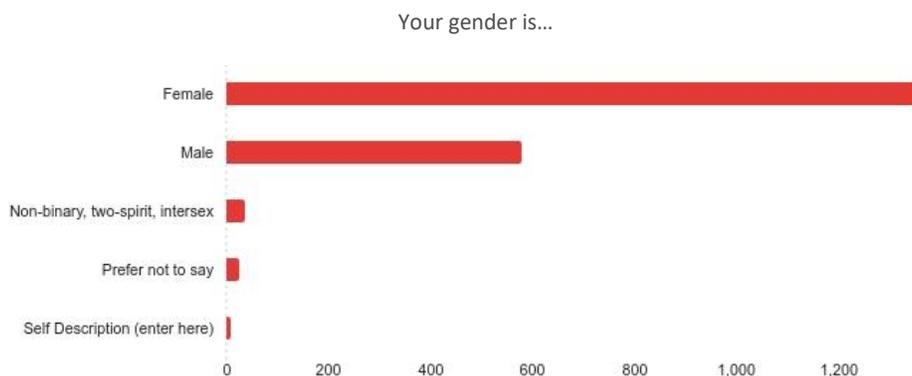


Figure 42. Gender Identity of respondents

Most respondents, comprising 68% of the sample, identified as female. This gender distribution is consistent with past survey results, which have tended to be dominated by female first-year students.

This trend appears to have persisted, with female students continuing to be more likely to participate in the survey than male students. It is worth noting, however, that this gender imbalance may affect the representativeness of the survey results and may require further investigation to ensure that the voices of all students are heard.

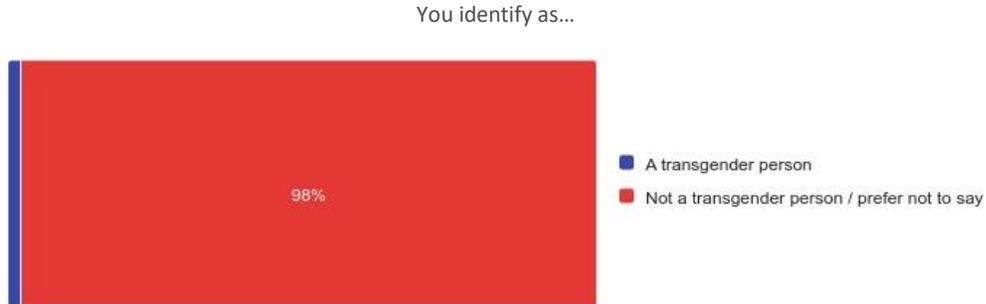


Figure 43. Proportion of transgender individuals

Only (2%) of respondents identify as a transgender person.

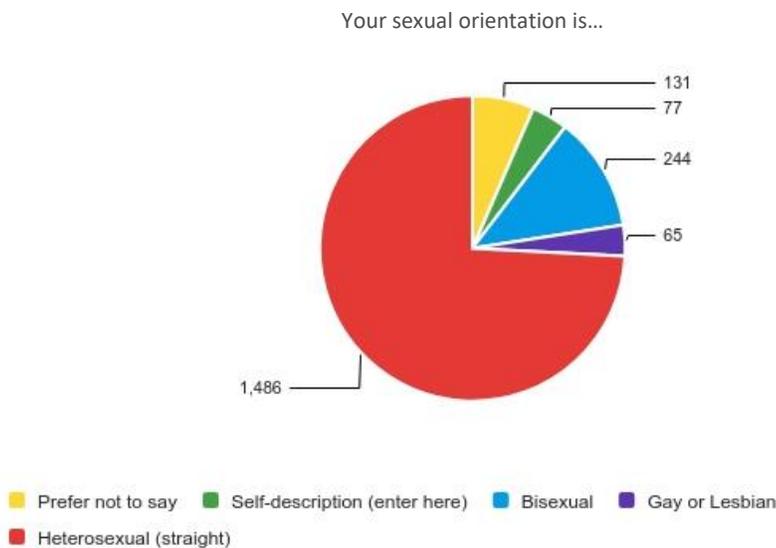


Figure 44. Sexual orientation of respondents

Of the survey respondents, only 4% identified with a self-description that was manually entered and 74% identified as heterosexual. These findings suggest that the survey may not have captured a representative sample of the LGBTQ+ community on campus, which could have implications for the types of advocacy or support initiatives that are developed based on the survey results. It is important to recognize the potential limitations of the survey data in this regard and to ensure that efforts are made to reach out to and engage with marginalized communities on campus.

As defined by the Employment Equity Act, you identify as any of the following visible minorities...

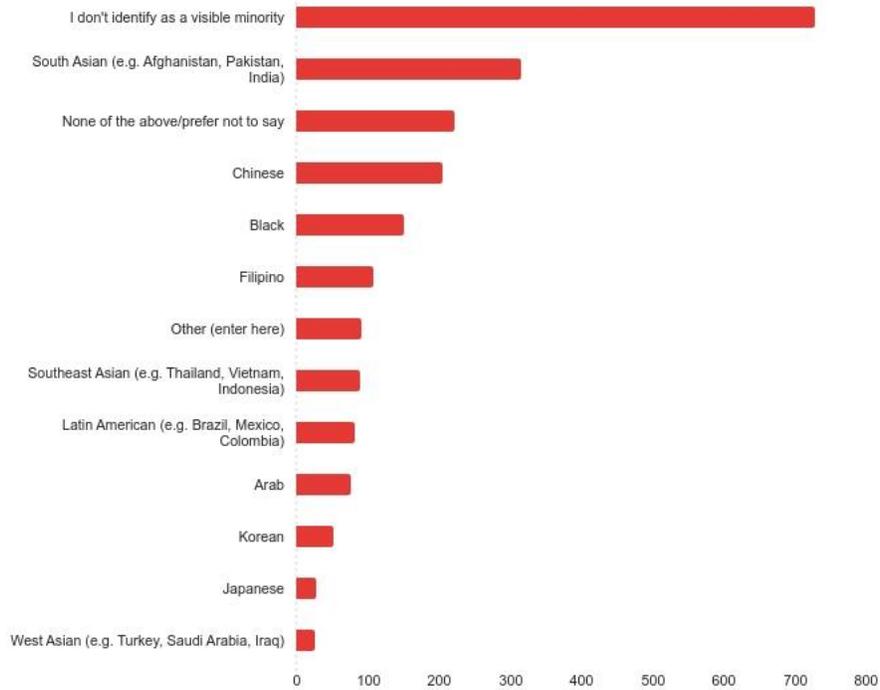


Figure 45. Visible minority proportion

Among those who identified as belonging to a visible minority group, the largest proportion identified as South Asian, followed by Chinese, Black, and Filipino. This finding provides valuable insight into the diversity of the student body and highlights the need for initiatives and resources that cater to the needs and experiences of these diverse communities.

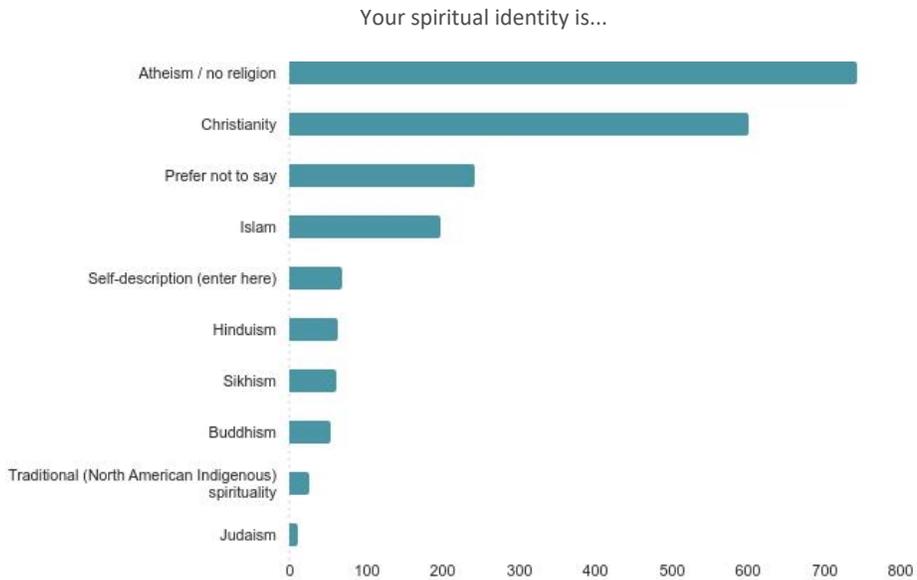


Figure 46. Spiritual identity of respondents

The survey results indicate that most respondents, comprising 36% of the sample, did not identify with any spirituality. Among those who did identify with a religion, Christianity was the most reported, representing 29% of respondents. This insight provides important information for understanding the religious diversity of the student body and may have implications for the provision of appropriate support and services on campus.

You identify as having a disability, as defined by the University of Calgary's Student Accommodation Policy...

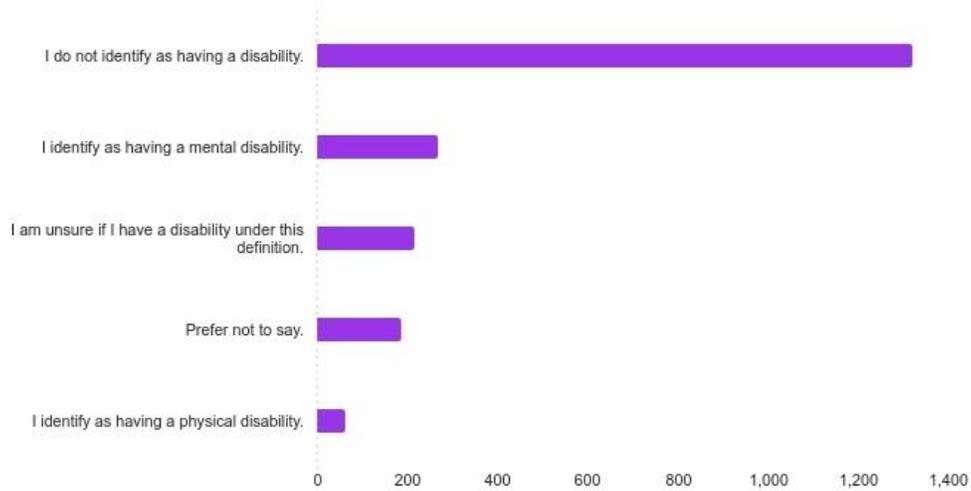


Figure 47. Disability identity of respondents

Lastly, the survey results indicate that most respondents (67%) did not identify as having any disabilities. A notable 12% decrease from the previous year. This change may indicate that the respondent group has become more diverse.

Overall, the typical survey respondent was a first-year student in the Faculty of Arts, identifying as a heterosexual woman, not belonging to a visible minority group, not associating with any religion, and not reporting any disabilities. While this information may be useful for understanding the demographic makeup of the survey sample, it is important to recognize the potential limitations of these findings and to avoid generalizing or assumptions based on them.