Students' Union General Survey

2004-2005

From the Office of the Vice-President Academic

University of Alberta Students' Union

As Reported by

Zita Dube, University Policy and Information Officer

STUDENTS' UNION SURVEY REPORT- MAY 2005

INDEX:

INTRODUCTION

The following report is presents the results of the 2004 Students' Union General Survey. Any questions or queries should be forwarded to Zita Dube, University Policy and Information Officer (zita.dube@su.ualberta.ca).

Background
In the summer of 2004, the Students' Union determined that there was a need to question the student population in order to gain insight on issues concerning them, as well as to understand the role that the Students' Union should play in students' day-to-day lives. The last survey of this type was conducted in 2001. Given the rapidly changing climate of the University of Alberta and the average four-year student turnover, this year appeared like the most appropriate time to conduct a new survey.

The survey was drafted and designed throughout the summer and conducted during the fall of 2004 at the University of Alberta by the University of Alberta Students' Union and various University of Alberta departments, with assistance from the Academic Technologies for Learning (ATL). The survey was administered to 3,625 undergraduate students, with a total of 2,484 valid respondents, and focused primarily on determining student opinion regarding matters of student life and academics. In addition, the survey collected demographic information on respondents' age, faculty, year of study, enrollment status, residential situation, usual mode of transportation, income level and debt load.

Methodology
In an effort to ensure the most accurate results possible, enrollment figures from the University of Alberta Office of the Registrar were obtained and employed to build a detailed sampling plan based on a quota system. Thus, the total number of students enrolled in each faculty and in each year of study was scaled in order to be proportionately representative of the population surveyed (approximately 2,800). Based on this information, the Students' Union selected classes whose enrollment statistics would provide the closest match to the numbers determined by the sampling plan. 90 classes were surveyed, with a total enrollment of

3,625 students. There were 2,484 collected responses. A copy of the survey is provided with this report in the Appendix.

It is important to note that, due the particular method in which the sample size was determined, the results of the survey contain certain inherent biases, particularly regarding the year of study of the respondents. Year of study was deemed to be a significant component of the survey results, and the desire to accurately represent the student population is a priority in ensuring the applicability of the survey. As a result, the data contained herein, unless otherwise indicated, has been slightly altered in order to more precisely represent the actual proportions of year of study. Therefore, the proportion of first and second year respondents has been weighted slightly more heavily than third and fourth year students.

As stated, total of 2, 484 undergraduate students responded to the survey and the overall results are said to be accurate 98 times out of 100, to within +/- 2%.   Please also note that unless a survey is drawn from a probability sample, it is not possible to make assumptions or inferences about a total population. As the sample population chosen to respond to this survey was not completely selected at random, the results are not consistent with a true probability survey. Consequently, the confidence intervals used above are not scientific. However, practical research typically uses statistical analysis and confidence ranges in non-probability survey samples. Since the main purpose of this survey is practical research and the results will not be used as scientific data but rather as indications of tendencies within the student population, the confidence intervals provide excellent guidelines for interpreting and sharing the results of the survey in a non-scientific capacity.

Organization of the Report
In order to present the information in the most coherent format possible, the survey report will be broken down into the following five major sections: Demographic Information, Student Life, Academics, Cross-Tabulations, Qualitative Summary. Each section will have a full analysis of each of the various subsections. The report will conclude with a section analyzing the survey as a whole, in which recommendations, comments, and concerns will be outlined.

SECTION I- Demographics

The first section of the survey dealt in particular with specific demographic questions that were used to identify the various categories of respondents. The first subsection, "Participant Profile", identified each respondent's age, year of study, enrollment status and faculty. The second section, "Personal Information", informed us on other specific demographic information such as type of residence, income, work and student debt load.

The purpose of this section is to identify exactly who is responding to the survey. This information will facilitate cross-tabulations, which will be further discussed in section four of the report. Students from different years of study will, for example, have differing debt loads. Establishing these demographics allows each respondent to identify themselves in terms of their specific and unique experience, background and, subsequently, responses.

Participant Profile

The participant profile section asked each student to answer the following question, and following sub-questions (each question has been reproduced as it appeared on the survey):

For each of the following questions, please fill in the circle that best describes you:

1.   Age:
          < 18 O   *18-21 O*   *22-25 O*
          26-30 O   *>30 O*

More than 85% of respondents indicated that they were between the ages of 18 and 25 (66% were 18-21 and 22% were 22-25). As for the remainder, 4% of respondents were under the age of 18, 5% were between the ages of 26 and 30 and 3% were over the age of 3

q1 Age (n=2832)

5 Over 30
3%

4 26-30
5%

1 Under 18
4%

3 22-25
22%

2 18-21
66%

2.   Year of Study:

1st O   *2nd* O   *3rd* O

4th O   *5th* + O
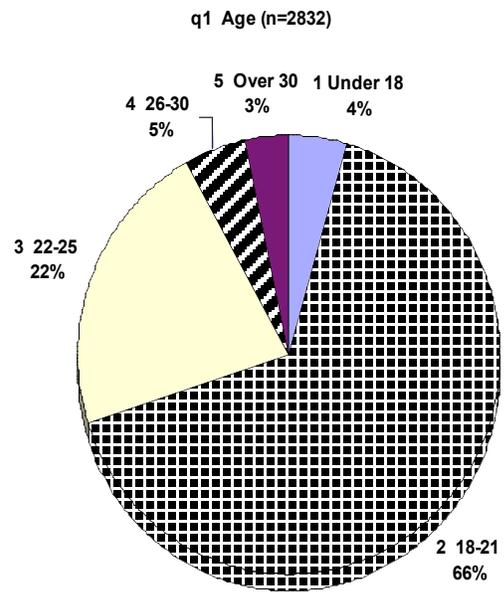
As indicated in the introduction to the report, the actual raw numbers for the year of study have been adjusted in order to more accurately represent the demographic determined by the original sampling plan. All graphs contained within the report use the altered numbers, allocating a heavier weight to first and second year students than to third and fourth year students.

In the altered data, 24% of respondents were in their first year, 25% of respondents were in their second year, 24% were in their third year, 22% were in their second year and the remaining 5% were in their fifth year or above.

q2 Year of Study (n=2836)
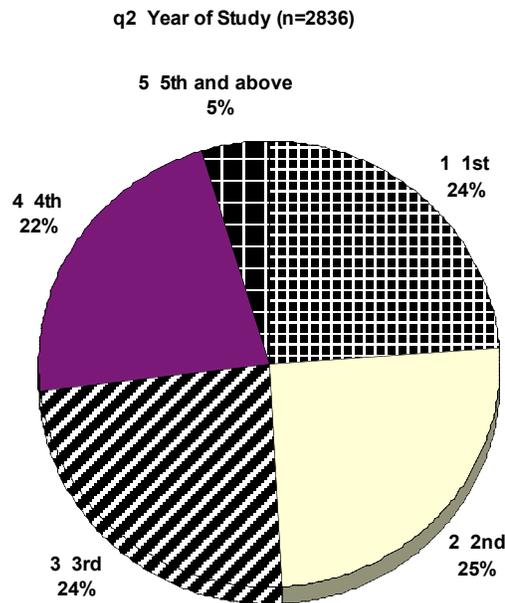
3.	*Enrollment Status:*

Full Time		O			*Part Time*		O

Respondents were asked to identify their status of enrollment at the University. Both full time and part time students' undergraduate students are considered to be members of the Students' Union and pay fees accordingly.

The vast majority of students surveyed indicated that they were enrolled as full time students (taking 9 or more credits-

generally 3 or more classes- per Fall and Winter term). Part time status refers to students who are enrolled in less than 9 credits per semester (generally less than 3 classes)

q3 Enrollment Status (n=2792)

2 Part-time
1%

1 Full-time
99%
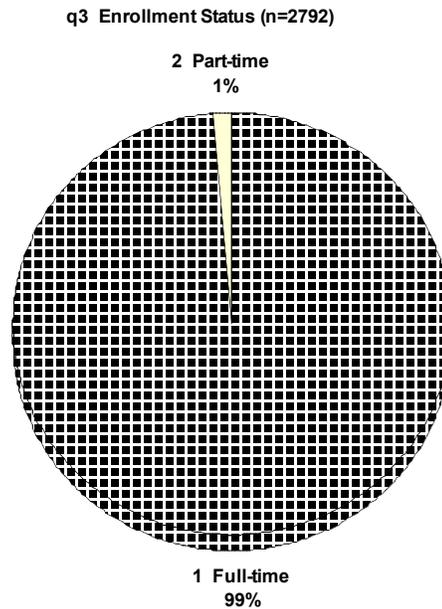
4.   Faculty:

O Ag/For/HE	O Law	O Pharmacy
O Arts	O Med and Dent	O Phys Ed and Rec
O Business	O Native Studies	O Rehab Med
O Education	O Nursing	O Saint-Jean
O Engineering	O Open Studies	O Science

The final question in the Participant Profile subsection asked each respondent to identify the faculty in which they were enrolled. The following table provides the breakdown of these numbers:

q4 Faculty (n=2823)

1 Ag/For/HE 5%
2 Arts 20%
3 Business 7%
4 Education 10%
5 Engineering 15%
6 Law 2%
7 Med. & Dent. 4%
8 Native Studies 0%
9 Nursing 6%
10 Open Studies 0%
11 Pharmacy 2%
12 Phys Ed & Rec. 3%
13 Rehab Med. 1%
14 F. Saint-Jean 2%
15 Science 23%
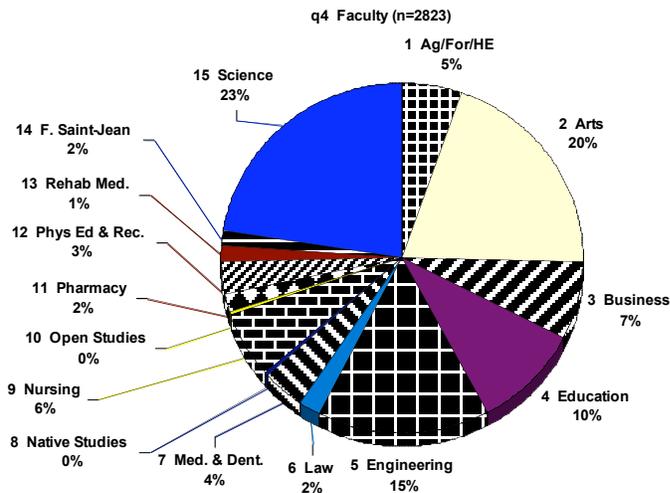
Personal Information

The second half of the Demographics section sought to gather information above and beyond the technical descriptions of each respondent. They were asked to answer questions concerning their private life status in various different areas, including where they live, their level of income and their primary mode of transportation.

Living Situation

Students were first asked to identify where they live in relation to the University Campus.

5.   *I live:*

In a U of A student residence	O
With my family away from campus (> 20 minute walk)	O
With my family near campus (<20 minute walk)	O
On my own away from campus (>20 minute walk)	O
On my own near campus (<20 minute walk)	O

The vast majority of students (69%) indicated that they resided more than a 20-minute walk from campus, 45% lived with family and 24% resided on their own. As for the remainder, 15% of students live in University student housing, 13% live on their own within a 20 minute walk to campus and 3% live with family within a 20 minute walk from campus.

q5 Live (n=2829)
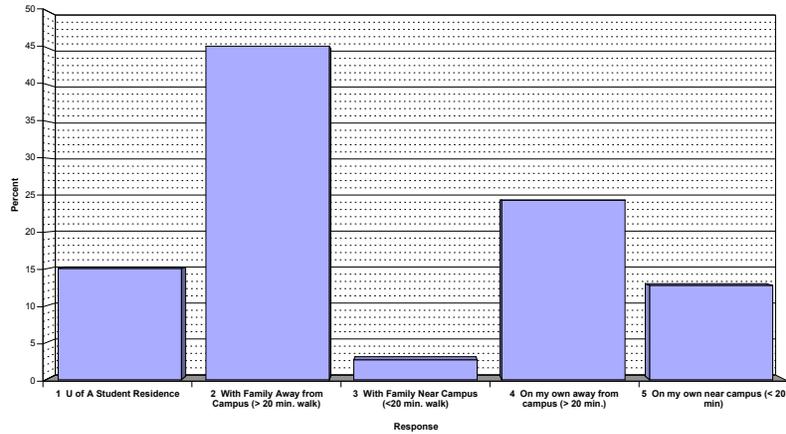
Transportation

Respondents were asked to identify their primary mode of transportation for the fall and spring months (where the weather is generally warm) and for the winter months (where the weather is generally cold).

6.   *My usual mode of transportation to/from campus during (please check only one for each a) and b)):*

a) the **Fall and Spring**	b) the **Winter**	
Public Transit	O	O
Bike	O	O
Walk	O	O
Car (alone)	O	O
Carpool	O	O
Other	O	O

The table below represents the responses for the Fall and Spring months:

q6a Transportation Mode, Fall & Spring (n=2786)
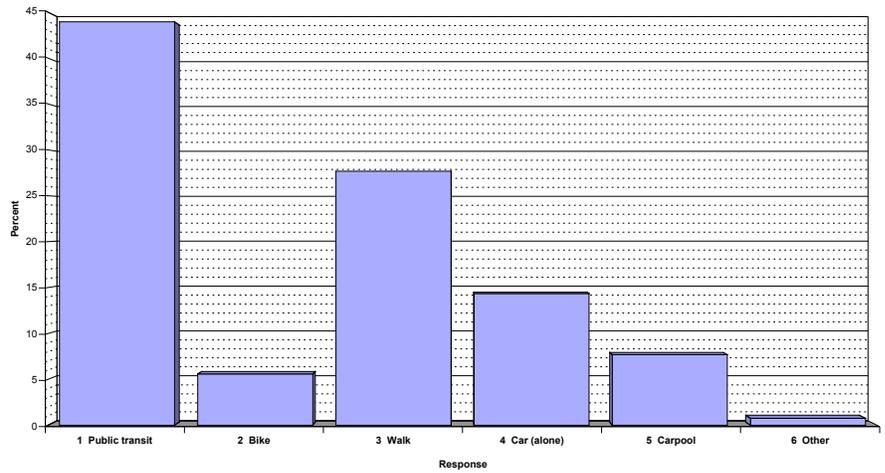
The next table represents the primary mode of transportation for winter:

q6b Transportation Mode, Winter (n=2765)
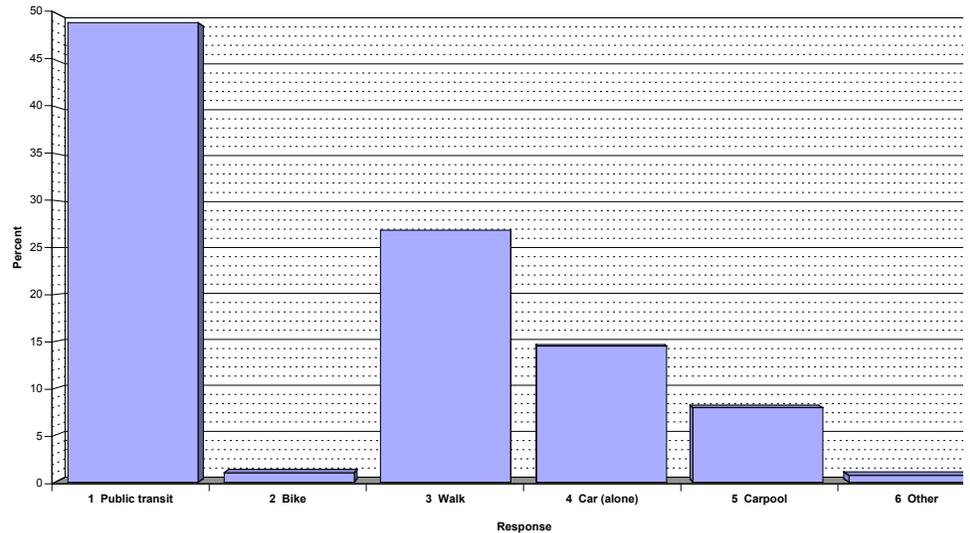
As we can see, for the warm months, the respondents indicated that they primarily use public transportation (44%), followed by walking (27%), car- alone (14%), carpool (8%) and, finally, bike 6%. These numbers did not change greatly for the winter months with public transportation being used by 49% of the population, walking being used by 26%, car- alone being used by 16%, carpool being used by 8% and with bikes being 1%. In both the warm and cold weather, 1% of students indicated

that they prefer a mode of transportation not listed in the options. The differences between primary modes of transportation according to weather are indicated in the chart below:

Transportation Mode

Fall & Spring (n=2786) ☐ Winter (n=2765)
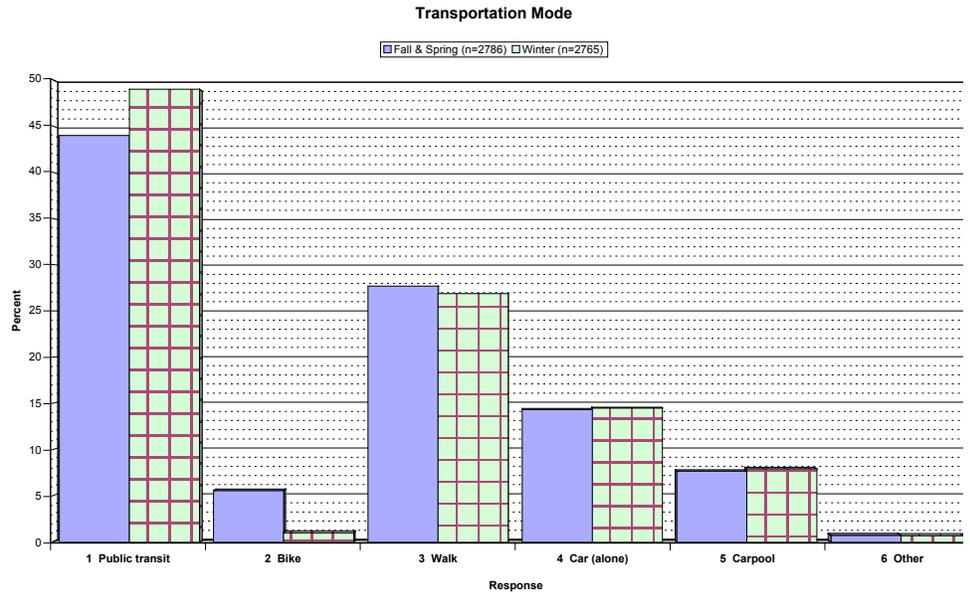
Monthly Income
Students were asked to identify their usual monthly income for both the school year (Sept.- April) and the summer (May-August).

7.   *My usual monthly income (before taxes) from employment is:*
a.   *During school (Sept.- April):*

$0-99	O	$250-499	O	$800-1200	O
$100-249	O	$500-799	O	>$1200	O

The responses for Sept.-April are illustrated by the following graph:

q7a Usual Monthly Income During School (n=2808)

1 $0 - 99 ☐2 $100 -249 ☐3 $250-499 ☐4 $500-799 ■5 $800-1200 ☐6 Greater than $1200

6 Greater than $1200
3%

5 $800-1200
5%

4 $500-799
7%

3 $250-499
17%

2 $100 -249
12%

1 $0 - 99
56%
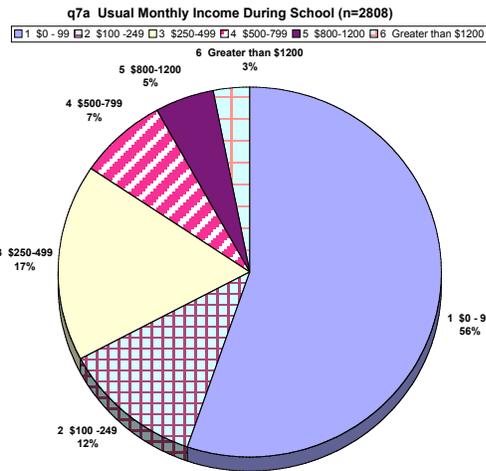
b.   During the summer (May-August)

$0-299	*O*	*$750-1249*	*O*	*$1750-2500*	*O*
$300-749	*O*	*$1250-1749*	*O*	*ù>$2500*	*O*

The chart below illustrates the demographic breakdown of summer income:

q7b Usual Monthly Income Suring Summer (n=2774)

1 $0 - 299 ☐2 $300-749 ☐3 $750-1249 ■4 $1250-1749 ■5 $1750-2500 ☐6 Over $2500

6 Over $2500

1 $0 - 299
10%

2 $300-749
8%

3 $750-1249
24%

4 $1250-1749
21%

5 $1750-2500
16%
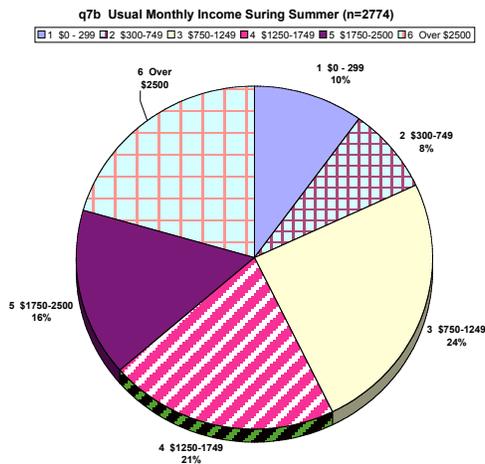
As demonstrated by the charts, a majority of students (53%) indicated that, during the school year, they made $99 or less per month. As for the remainder, 18% of respondents made between $250 and $499, 12% took in from $100 to $250, 8% earned between $500 and $799, 5% earned from $800 to $1200 and 4% earned a monthly income of more than 1200$.

The percentages for the summer months were more equally split between the various categories. 24% of students surveyed made between $750 and $1249 a month, 21% made over $2500 per month, 21% made between $1250-$1749, 16% made from $1750 to $2500, 9% made between $0 and $299 and finally 7% made between $300 and $749.

Employment
Students were asked to identify how many hours a week they work during the academic year:

8.   I usually work ___ hours (please select a response) of paid employment per week while I'm in school:

0 hrs	O	*7-12 hrs*	O	*18-25 hrs*	O
1-6 hrs	O	*13-18 hrs*	O	*>25 hrs*	O

q8 Hours of Paid Employment per Week While in School (n=2804)

☐1 0 hours ⊟2 1 - 6 hours ☐3 7 - 12 hours ☐4 13 - 18 hours ■5 18 - 25 hours ⊟6 Over 25 hours

6 Over 25 hours 2%
5 18 - 25 hours 7%
4 13 - 18 hours 10%
3 7 - 12 hours 17%
1 0 hours 54%
2 1 - 6 hours
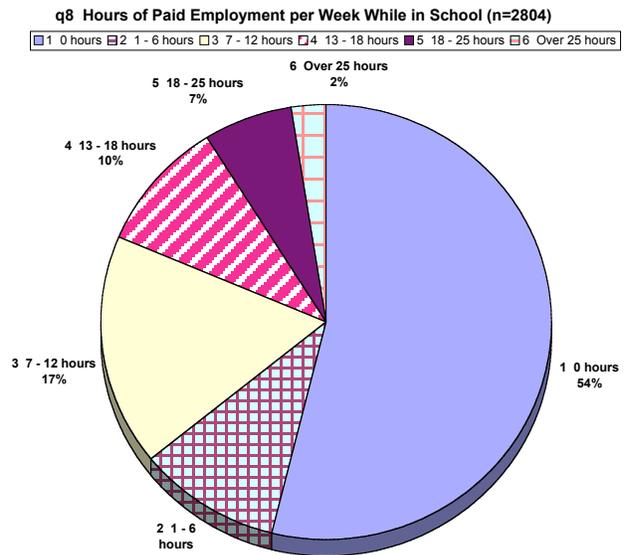
The majority of students (52%) indicated that they did not work at all during the school year; 18% indicated that they worked from 7 to 12 hours per week; 10% of students indicated that they work 13 to 18 hours per week and another 10% stated that they work from 1 to 6 hours per week; 7% work from 18 to 25 hours and finally 3% work 25 or more hours every week.

Debt load

The final question in our Participant profile dealt with the total amount of student debt, both public (federal and provincial student loans) and private (non-governmental loans, student lines of credit, etc.) that respondents had accumulated as of the date of the survey.

9.   *To date, my student related debt load (e.g., tuition, books, living expenses, transportation, etc.) for each of the following types of debt is:*

a.   *Public (e.g., government student loan, U of A Emergency Student Loan)*
b.   *Personal (e.g., line of credit, debt to relatives, credit card debt, etc.)*

	a) Public	b) Personal
<500$	O	O
$500-4999	O	O
$5000-9999	O	O
$10,000-14,999	O	O
$15,000-19,999	O	O
$20,000-29,999	O	O
$30,000-39,000	O	O
>$40,000	O	O

In terms of pubic debt, 58% of surveyed students indicated that, at the time of the survey, they had less than $500 in debt. The rest of the answers were fairly evenly split between the other answers with 7% responding that they owed between $500 and $4999; 10% responding that their current debt load was between $5000-9999, 8% responding their total as being between $10,000 and $14,999, 6% claiming a total between $15,000 and $19,999, 6% owing between $20,000 and $29,999, 4% owing between $30,000 and $39,999 and 2% owing $40,000 or more.

Student-related Debt Load

☐ Public (n=2330) ☐ Personal (n=2402)
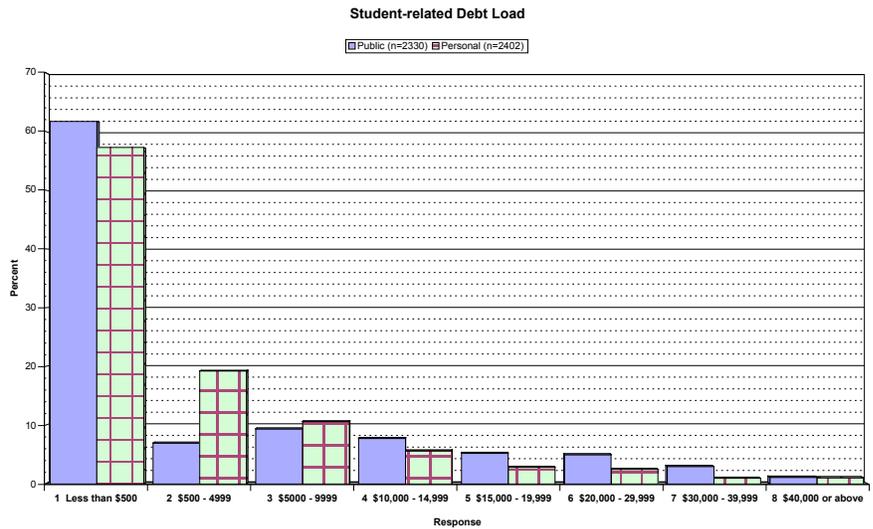
Analysis

The Demographic Section does not provide for much analysis aside from a broad understanding of particularly characteristics within our student population. However, throughout the report, the information identified in both the Participant Profile and the Personal Information subsections will become the basis for a large proportion of the cross tabulations, which will be further examined in the fourth section of this report. All the data for the cross tabulations is provided in the Appendix.

It is, nonetheless, important to consider, in evaluating the amount of money earned by students during both the school year and the summer, that students with public student loans are precluded from earning large amounts of money during the school year. Students make above a certain amount of money, they could run the risk of not receiving student loans or of having to pay back a certain amount immediately.

SECTION II: Student Life

Section II (Student Life) of the survey touched on issues
concerning the particulars of non-academic issues that affect
the every day campus life of students. These issues included,
among others, safety and wellness, student oriented services,
the effectiveness of the Students' Union, and the cost of tuition.
The Students' Union attempts to continuously stay up to date
on the needs of students in these areas. However, with a
continuously changing demographic base and with new
political and economic concerns arising, it is important to
persistently question our student population in order to ensure
that the priorities of the organization are in-line with the needs
of our members.

Businesses and Services

Perhaps the areas that most tangibly affect the students are the
businesses and services that are accessible to them. The
Students' Union offers a variety of businesses and services
aimed to fill a great number of social, personal, academic and
financial needs. Likewise, the University of Alberta offers a
wide array of student oriented businesses and services for both
undergraduates and graduate students. The purpose of the
following section is to identify how visible these businesses
and services are, as well as to gage the value that students
attach to each of them.

All services and businesses were split into three separate
categories (Students' Union Services, University of Alberta
Services and Joint Services). Students were asked to identify,
for each service, A) whether or not they were aware of the
service and B) how valuable they considered this service to be.

10.   Please fill in the circle that depicts
*a.   Your **awareness** of each of the following*
b.   Your opinion as to the value to students of each of the following services

Students' Union Service	Not aware	Somewhat aware	Very Aware
Academic Guidance Center	O	O	O
Access Fund	O	O	O
Bear Scat	O	O	O
Environmental Coordination Office of Students' (ECOS)	O	O	O
Information Services	O	O	O
Student Distress Center	O	O	O
Student Financial Aid and Information Center (SFAIC)	O	O	O
SU Handbook	O	O	O

University of Alberta services	Not aware	Somewhat aware	Very Aware
Academic Support Center	O	O	O
Career and Placement Services (CAPS)	O	O	O
Health Center	O	O	O
Nature Student Services	O	O	O
Sexual Assault Center	O	O	O
Specialized Support and Disability Services (SDSS)	O	O	O
Student Counselling Services	O	O	O
Student Financial Aid and Information Center (SFAIC)	O	O	O
SU Handbook	O	O	O

A. Awareness

The following chart illustrates the awareness that exists around the Students' Union services:

SU Service Awareness
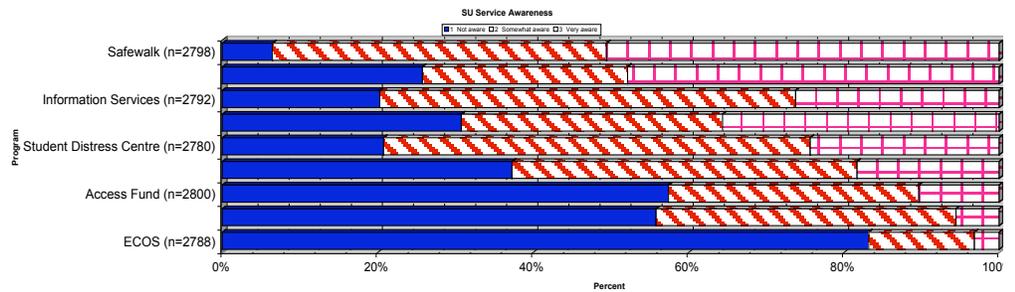
Awareness surrounding the University of Alberta services is depicted on the following chart. Please note that the Student Financial Aid and Information Center and the Students' Union Handbook were accidentally included in the list of University Services. Both are services offered by the Students' Union alone.

University Services

UofA Service Awareness
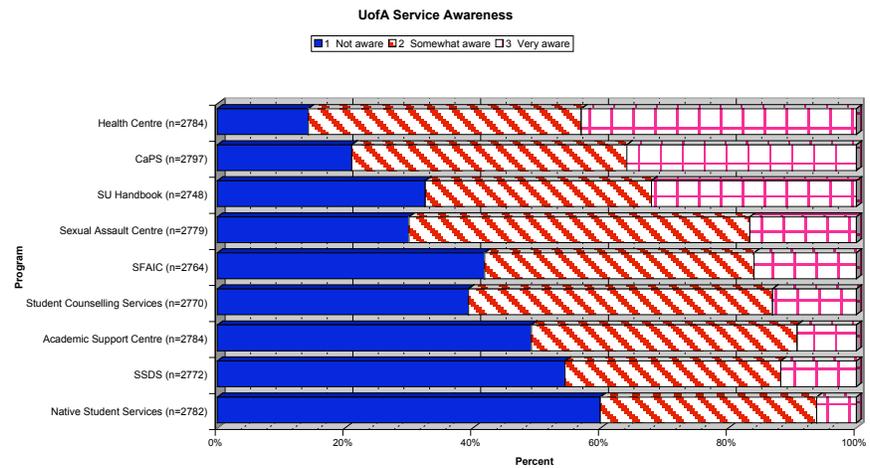
The following table below illustrates the respondents' awareness of services run jointly by the Students' Union and the University of Alberta.

Joint Services
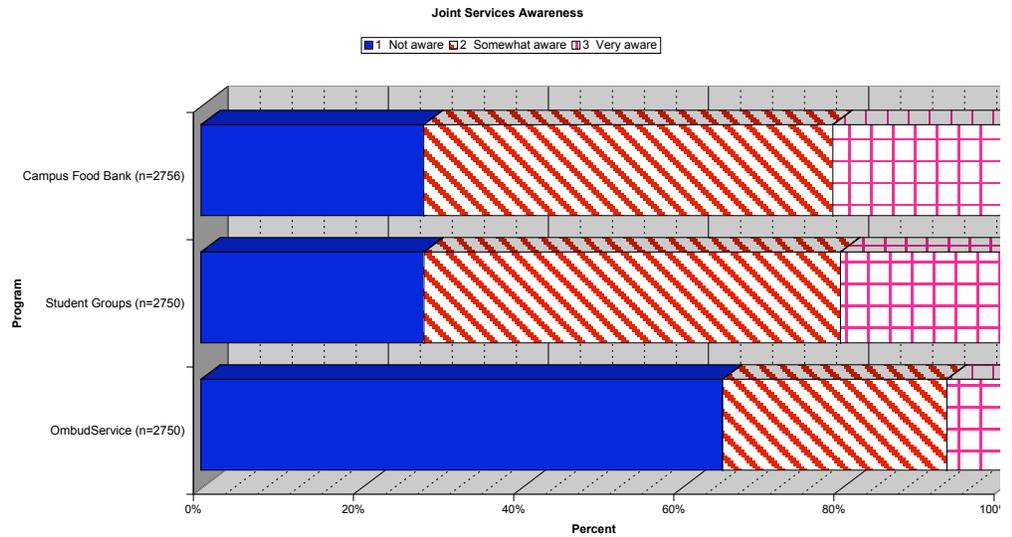
The fourth table is a compilation of all the data surrounding service awareness that has been provided by the previous tables and allows us to gage how each Students' Union service compares to each University service.
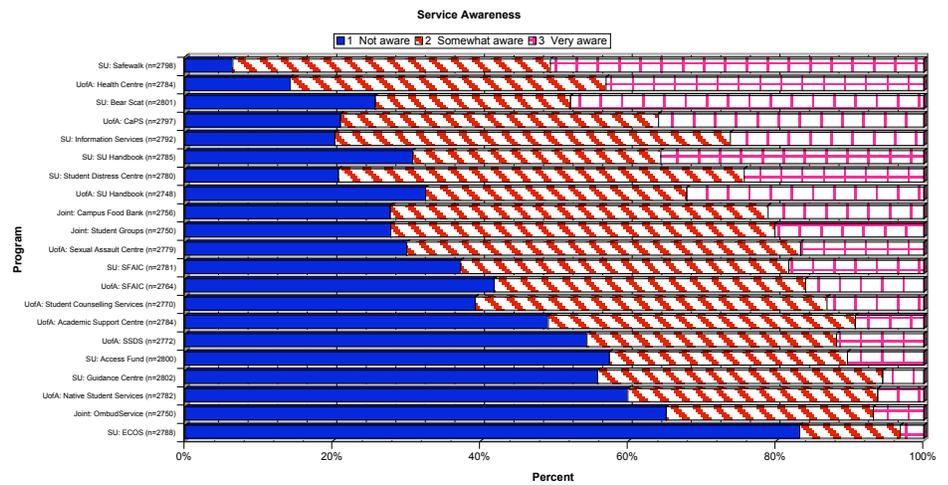
The majority of students were very aware of a large portion of the campus services available to them. However, there was a fair amount of variance in the awareness students have around the different services that are offered.

Students' Union Businesses and Services
Respondents were most aware of Safewalk (with almost half responding that they were "very aware" of the service), followed by, in order of awareness, Bear Scat, Information Services, the Students' Union Handbook, and the Student Distress Center.   Students' were less aware of the Student Financial Aid and Information Center (SFAIC), the Access Fund (with over half of the respondents replying that they were "not aware" of its existence), the Academic Guidance Center and the Environmental Coordination Office of Students (ECOS) (with over 80% of students indicating that they were "not aware" of its existence).

University of Alberta Businesses and Services
In terms of University of Alberta services, respondents were most aware of the Health Center (only 17% indicated that they were "not aware" of this service), followed by, in order of awareness, the Career and Placement Services (CAPS), the Students' Union Handbook, the Sexual Assault Center, the Student Financial Aid and Information Center, Student Counselling Services, Academic Support Center, Specialized Support and Disability Services (SDSS), and Native Services (which 60% of respondents indicated that they were "not aware" of).

Joint Students' Union and University Services
Of joint University of Alberta and Students' Union services, both the Campus Food Bank and Student Groups had a relatively high amount of awareness with both receiving approximately 28% of "very aware" responses. Respondents were far less aware of the OmbudService, with about 65% of students surveyed indicating that they were "not aware" of the service.

B. Value

Students were asked to rate, on a scale of one to five, the value of each of the listed services. The first chart indicates the value attributed to the Students' Union services. It should be noted that the number of respondents is smaller for these questions than the awareness questions since those who indicated that they were "not aware" of a service often did not rate its perceived value.

Students' Union Services:

SU Service Value

■ 1 Little value □ 2 Some value ⊞ 3 Great value
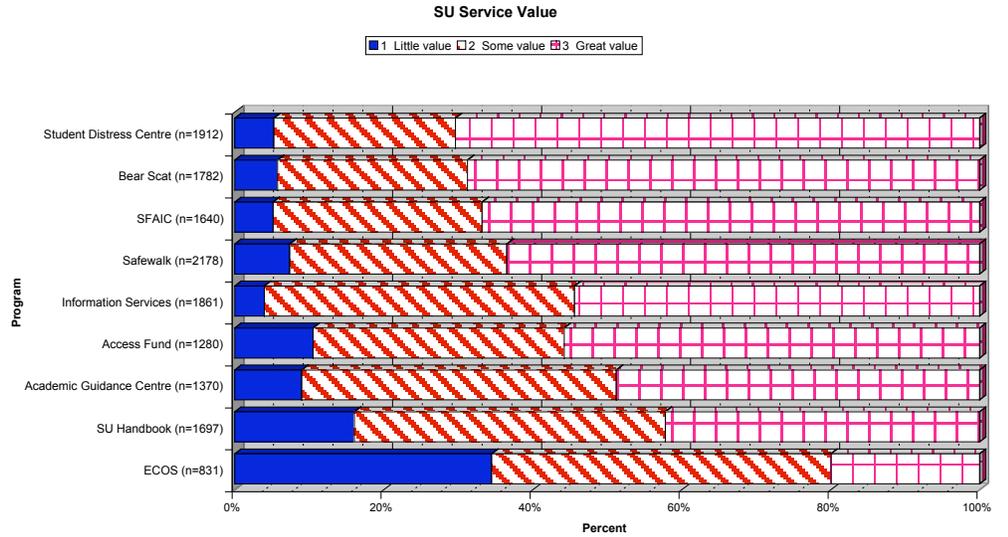
The next chart illustrates the perceived value associated with each of the University of Alberta businesses and services. Once again, please note that the Students' Union Handbook and the Student Financial Aid and Information Office appear incorrectly on this list:

University Services:

UofA Service Value

■ 1 Little value ▨ 2 Some value □ 3 Great value

Joint Services
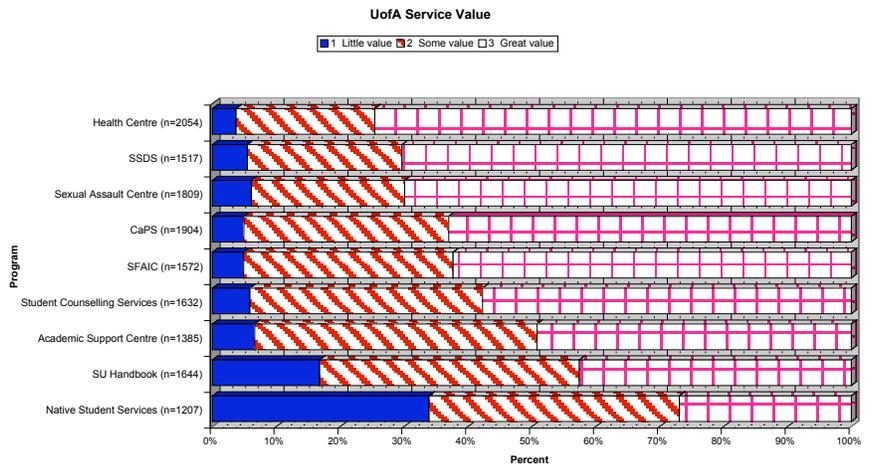
Joint Services Value
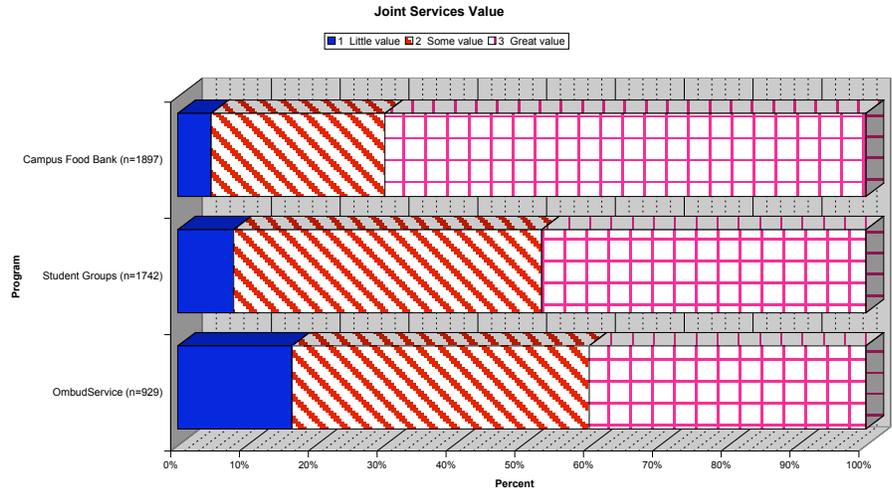
The fourth table displays awareness surrounding all services listed in the survey. It is a compilation of all the data surrounding service awareness that has been provided by the previous tables.
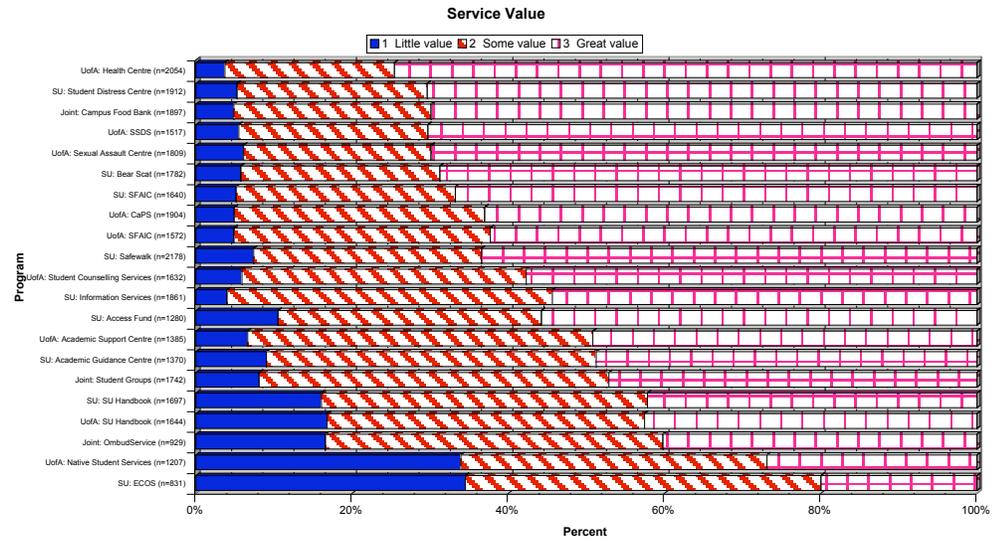
Service Value

Students' Union Services
The majority of students indicated that they felt the Students' Union services were of great value to students. The relevance and value that the Students' Union brings to the student

population is clearly seen by the results of this question and speaks to the important of the Students' Union in actively promoting some of its core services.

Respondents rated the greatest value for the Student Distress Center, with about two-thirds of students indicating that the service was of "great value", which was followed closely by BearScat, the Student Financial Aid and Information Service (SFAIC), and Safewalk. Information Services, Access Funds and the Academic Guidance Center followed, all of which had over 50% of respondents attaching a "great value" to the service. The Students' Union Handbook and the Environmental Coordination Office of Students (ECOS) were rated last, with about 20% of the population according them "great value" and about 35% indicating that they have "little value".

University of Alberta Services
In terms of University of Alberta services, the Health Center received the highest rating, with over 70% indicating that it was "great value", followed by, in order of highest to lower ranking, Specialized Support and Disabilities Service, Sexual Assault Center, Career and Placement Services, Student Financial Aid and Information Center, Student Counselling Services, and the Academic Support Center (which 50% of respondents indicating that it was of "great value" and 45% indicating that it was of "some value"). The lower rated University of Alberta services were the SU Handbook, and the Native Student Services.

Joint Students' Union and University Services
Regarding the value of jointly operated University of Alberta and Students' Union services, the Campus Food bank rated highest, with over 70% of respondents indicating that it was of great value, followed by Students Groups and, lastly, the OmbudService. It should be noted that only a relatively small percent of respondents indicated any of these services as being of "little value" to students.

Effectiveness of the Students' Union

The final question in the Businesses and Services subsection, asked students to rate the effectiveness of the Students' Union

as a) a Service Provider, b) a Business Owner and c) a Student Advocate.

11.   Using a scale of 1 to 5, where 1-very dissatisfied and 5=very satisfied, how satisfied are you with how well the Students' Union is doing as a:

	Very Dissatisfied	*2*	*Somewhat satisfied*	*4*	*Very Satisfied*	*Unsure*
Service Provider	*1*	*2*	*3*	*4*	*5*	*N*
Business Owner	*1*	*2*	*3*	*4*	*5*	*N*
Student Advocate	*1*	*2*	*3*	*4*	*5*	*N*

Overall, students felt satisfied with the Students' Union in terms of its three primary roles. Respondents were more likely to rate their satisfaction as being highest with the Students' Union as a Service Provider, with over 85% indicating that they were "somewhat satisfied" or higher. 77% of surveyed students indicated that they were "somewhat satisfied" or higher with the Students' Union's performance as a Business Owner. 73% of respondents rated the Students' Union as being somewhat satisfying or higher in terms of its capacity as an advocate for student rights. These numbers are represented on the following graph:

SU Satisfaction

■1 Very dissatisfied □2 □3 ■4 ■5 Very satisfied
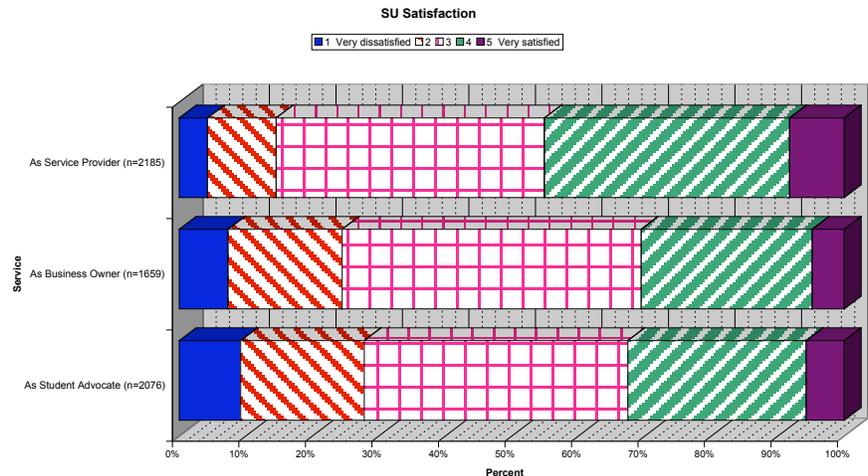
Student Government

The Student Government subsection dealt primarily with the voting tendencies of students. Students who did not vote in the General Executive Elections or the General Student Councilor Elections were asked to identify the reasons behind their decision not to cast a ballot.

12. Each year the Students' Union hold two sets of elections. In the SU Executive elections, candidates run for SU President, one of Four Vice-President positions, or Undergraduate Board of Governors Representative. In the SU Councilor elections, candidates run for a seat on Students' Council, where they represent students in their faculty.

Please skip this question if you have voted in all SU elections to date

a) If you have ever missed voting in an SU Executive election, which one reason best describes why you did not vote?

I have not yet been a U of A during SU Executive elections	*O*
I was not aware of the elections	*O*
I forgot to vote	*O*
I did not have time to vote	*O*
I did not like any of the candidates	*O*
I did not have enough information to cast an informed vote	*O*
Did not feel my vote would make any difference to the outcome	*O*
I do not care about Su Executive Elections	*O*

Executive Elections

The first half of this question (part a) examines the motives of respondents who did not cast a ballot in any of the General Elections, which are held annually every March. As the above below indicate, the most common reason why students said they did not vote in the Executive election was that they did not have enough information to make an informed choice (29%). 26% of respondents indicated that they have not yet been a student during the SU Executive Election (which would include first year students and transfer students). 18% of respondents indicated that they do not care about the Students' Union General Executive Elections, 12% indicated that they were unaware of the Elections, and 8% indicated that they did not that time to vote. The remainder, less than 4% indicated that they forgot to cast a ballot, or that they felt that their vote would not have made a difference in the outcome of the election.

q12a Reason for Not Voting in SU Executive Elections (n=2283)
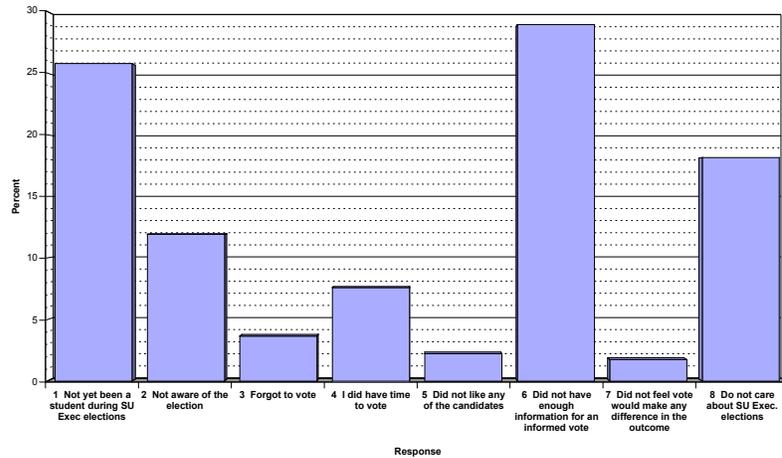
*b)   If you have ever missed voting in an **SU Councilor** election, which
one reason **best** describes why you did not vote?*

I have not yet been a U of A during SU Councilor elections	O
I was not aware of the elections	O
I forgot to vote	O
I did not have time to vote	O
I did not like any of the candidates	O
I did not have enough information to cast an informed vote	O
I did not feel my vote would make any difference to the outcome	O
I do not care about Su Councilor Elections	O

Councilor Elections
Like with the Students' Union General Executive Election, the majority of students indicated that their principal reason for not voting in the Students' Union Councilor Elections (part b) was that they "did not have enough information in order to cast an informed ballot" (26%). Around 24% of the respondents indicated that they do not care about the Students' Union Councilor Elections, 21% had not yet been students during a Councilor Election, 17% was unaware of the election, 5% did not have time to vote, 3% forgot to vote, 2% did not feel their vote would make a difference to the outcome and 1% did not like any of the candidates.

q12b Reason for Not Voting in SU Councilor Elections (n=2376)
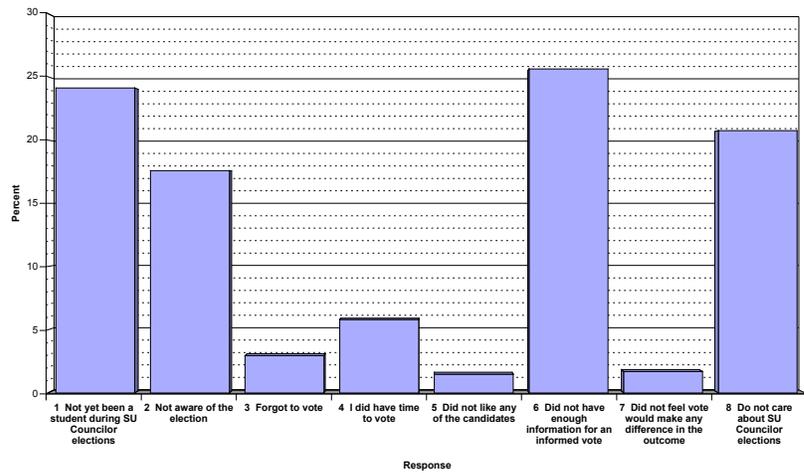
If we examine the graph below, which displays the results for both the Executive and the Councillor elections, we see that more students indicated that students' were more likely to choose the "Do not care about the elections" and "Not aware of the election" options in the Councilor Elections than in the General Executive Election. Conversely, "Did not have enough information to cast an informed vote" was a more likely choice in the General Executive Elections than in the Councilor Elections. In the other categories, the results were very similar for both elections.

Reason for Not Voting
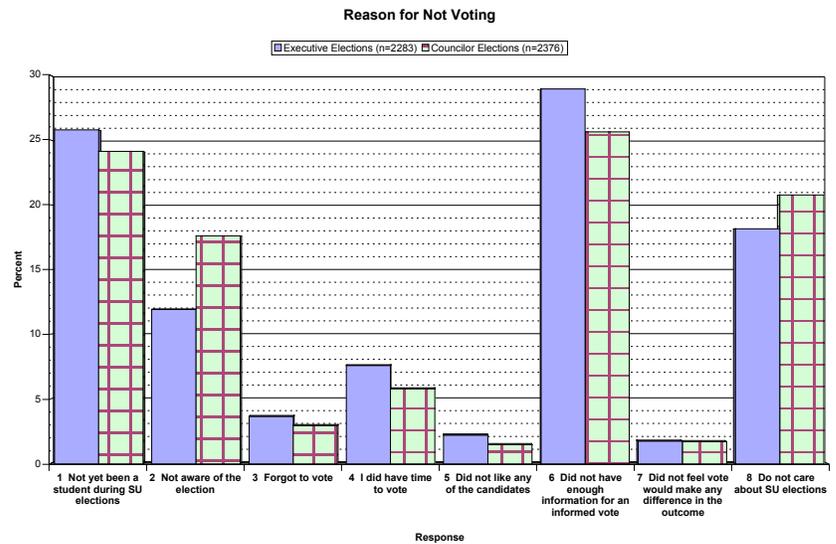
In examining student opinion regarding our student government elections, it is evident that more information regarding both the General Executive Election and the Students Union Student Councilor Election must be made available. Student indicated that they felt largely uninformed and chose not to cast a ballot based due to this lack of information. Moreover, particularly in terms of councilor elections, more must be done in order to inform the average student of the role of Students' Council and its importance in terms of the grand scheme of Students' Union operations. We must continue to encourage new students, both those in their first year and transferring from other schools, that their vote is important to our organization.

Tuition Level
13.   Given today's economic and political climate, what would be an appropriate tuition level for one year with a full course load?

$0-2499	*O*	*$3500-4499*	*O*	*>$5500*	*O*
$2500-3499	*O*	*$4500-5499*	*O*		

This final question in the Student Government subsection examines student opinion regarding what an appropriate level of tuition should be per year. This is particularly relevant at this time, given that the Government of Alberta is re-examining the current status of post-secondary education in Alberta including current tuitions levels. Moreover, the Students' Union External and Advocacy departments are in the process of re-evaluating what the official Students' Union position on an acceptable amount of tuition should be. It is important to note that the current tuition levels for University of Alberta, including fees, ranged from $4,700 to $4,800 (based on 2004/2005 University of Alberta statistics).

21% of students surveyed indicated that they consider between $0 and $2499 to be the most appropriate level of tuition; 39% of respondents indicated that they consider from $2500 to $3500 to be an appropriate amount of tuition; 29% choose between $3500 and $4499; 9% of students felt that tuition should be set between $4500 and $5499; only 2% of students supported paying $5500 or more.

q13 Appropriate Tuition Level for 1 Yr Full Course Load (n=2750)

□1 $0 - 2499 □2 $2500 - 3499 □3 $3500 - 4499 □4 $4500 - 5499 ■5 $5500 or over

```
                         5  $5500 or over
                               3%
        4  $4500 - 5499
              9%

                                              1  $0 - 2499
                                                  21%




   3  $3500 - 4499
        29%



                                              2  $2500 - 3499
                                                   38%
```
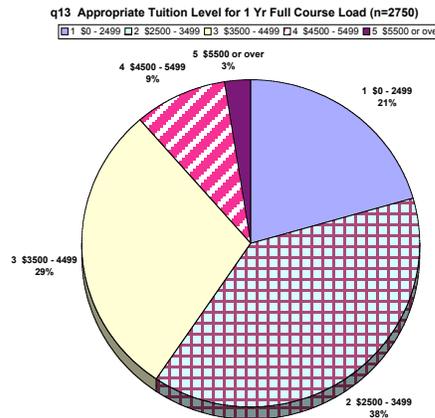
While, it is comforting to see that the student opinion identified in the survey appears to be in line with the position the Students' Union has been advocating to both the University and the government for a number of years, it is disturbing to see how many students are truly concerned about the rise of tuition costs. The Students' Union must keep this information in mind when developing its political policies in regards to tuition levels and encourage the Coalition of Alberta Undergraduate Students (CAUS) to do the same. Students overwhelming indicate that they support tuition levels that are the same as, or lower than, the ones we currently have.

Student Life

This portion of the survey deals with concerns that are particular to the Students' Union Student Life portfolio, mainly in terms of health and wellness on campus.

Food
The first question of the section asks students to identify their feelings regarding food on campus.

14.   Please fill in the circle that best reflects your opinion on the following   A) Do you think that food is reasonably priced for quality in:

	Yes	Somewhat	No	Unsure
SUB	Y	S	N	U
CAB	Y	S	N	U
Lister	Y	S	N	U
Campus Bars	Y	S	N	U

Reasonable Food Pricing

□ 1 Yes ▥ 2 Somewhat □ 3 No
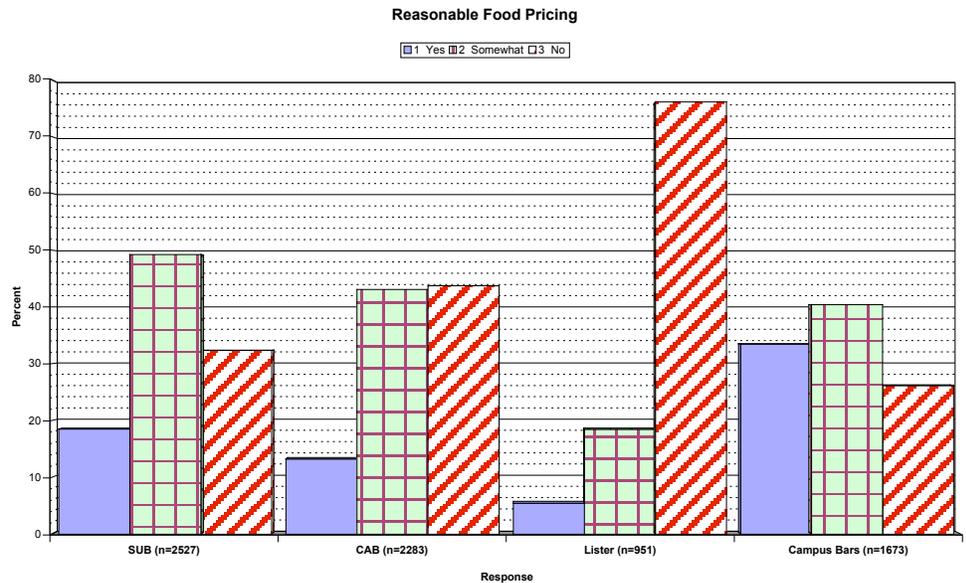
As we can see from the graph above, the highest rated of "Yes" (around 33% of respondents) was given to the Campus Bars, followed by SUB (around 19%) and CAB (around 13%). The lowest rating went to Lister Hall, a student residence with a mandatory meal plan, which only received a total of 5% of "Yes" ratings and approximately 74% "No" ratings.

B)   *Do you think there are enough healthy food options in:*

	Yes	Somewhat	No	Unsure
SUB	Y	S	N	U
CAB	Y	S	N	U
Lister	Y	S	N	U
Campus Bars	Y	S	N	U

The second half of the question (part b) asked students whether or not they felt that they had enough healthy food options available to them. As shown by the graph below, there were a

high number of "No" results for every location listed (up to 63% for Lister Hall). The highest number of "yes" ratings went to SUB with approximately 32%. 24% of respondents allocated a "yes" rating to CAB, and approximately 18% gave "yes" ratings to the Campus Bars. Again, Lister ranked lowest in terms of total "yes" ratings, with around 12%.

Healthy Food Options

☐1 Yes ☐2 Somewhat ☐3 No

Smoking
The next two questions deal directly with the issue of smoking in campus bars. Given that the City of Edmonton has decided to set a precedent in Alberta and phase out smoking in public establishments over the course of the next 3 years, this question became particularly important for the Students' Union to examine. Since the Power Plant and Ratt are governed by Alberta Government regulations rather than by city bylaws, Students' Council had to decide whether or not to go smoke-free along with the rest of the bars in the city.

This decision was taken over the course of the 2004-2005 year, and implemented on May 1st, 2005. However, this does not eliminate the usefulness of this information, given that the Students' Council is presently debating whether or not to continue selling tobacco in their establishments. Though these questions may appear unrelated, they do allow for us to gage whether or not students were interested in the decision to go smoke free, and thus help us decide to what extent we should further investigate student opinion on this matter. Again, the questions appear in their original form along with all the received data.

15.   Do you smoke?

Regularly   O   Occasionally   O   No

A large majority of students surveyed indicated that they do not smoke (89%). 7% of students indicated that they smoke occasionally and only 4% identified themselves as being regular smokers, as indicated by the following chart:

q15 Smoke (n=2800)

☐1 Regularly ▣2 Occasionally ☐3 No

1 Regularly
4%

2
Occasionally

3
No
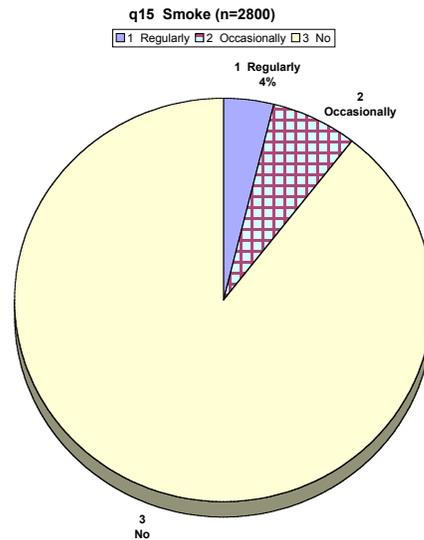
16.   If campus bars (RATT and the Power Plant) were to become non-smoking, what effect would this have on your attendance at the bars?

I would attend more   O   No effect O   I would attend less
 O

The following chart indicates the results of this question:

q16 Non-smoking Campus Bars (n=2775)

☐ 1 I would attend more ☐ 2 No effect ☐ 3 I would attend less

3 I would attend less
5%

1 I would attend more
43%

2 No effect
52%
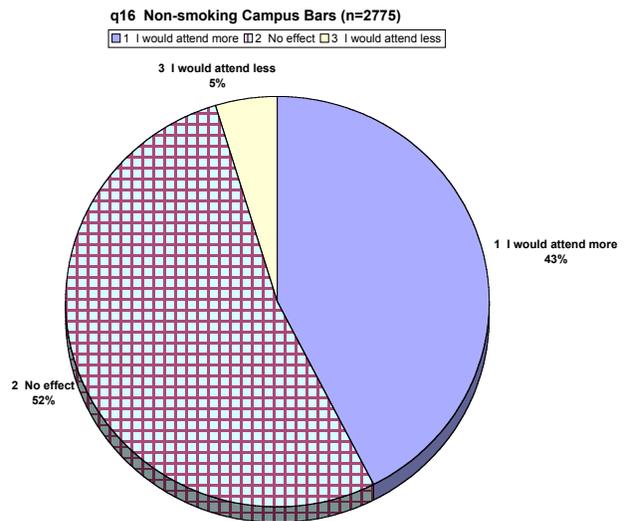
As we can see, most respondents indicated that the decision to go non-smoking in the Campus Bars would not affect their attendance (52%). In opposition, 43% indicated that they would be more likely to attend. Finally, a very small percentage of students responded that they would attend the bars less (5%). It must be noted that since the survey did not ask students to identify whether or not they attended the campus bars in the first place, it is difficult to gage exactly what impact the move towards smoke-free bars will have on attendance.

Safety on campus
The final question of the Student Life subsection dealt with safety on campus. This question arose out of numerous incidents of violence on campus during the 2003-2004 academic year, including a stabbing in a campus library.

17.   Please rate how safe you feel on the University of Alberta campus at night on a scale from 1 to 5, with 1= not at all safe and 5= completely safe:

Not at all safe	*O*
Safe	*O*
Very Safe	*O*

q17 U of A Campus at Night Safeness (n=2778)
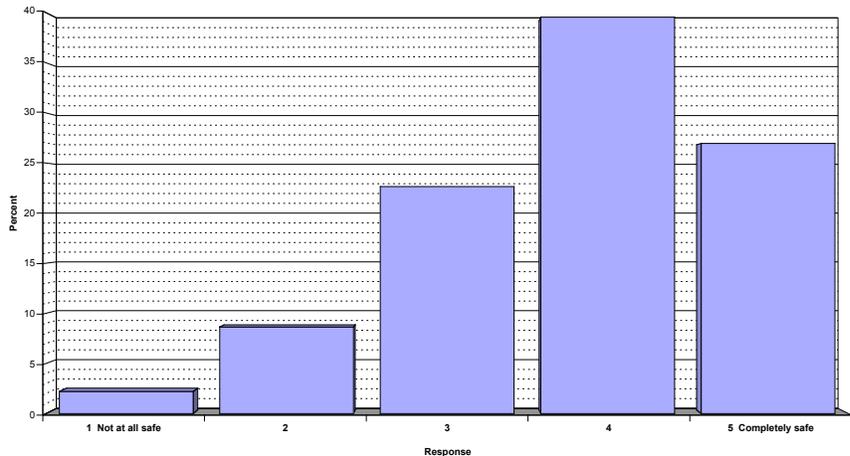
As we can see by the graph above, 27% of respondents indicated that they felt "completely safe", 40% indicated that they felt "safe", and close to 23% indicate that they felt "somewhat safe". Only 9% of respondents indicated that they felt unsafe and only 2% responded that they felt "not at all safe".

Analysis

Though student life covers many more aspects than the ones identified in this section, we can identify certain trends in student opinion. Firstly, while we can easily say that the Students' Union and the University of Alberta are doing well at conveying the existence and the importance of their businesses and services, there is evidently much work to be done particularly in raising awareness of some of the smaller services such as the Native Students Services and academic services like the Ombudservice and the Academic Guidance center.   The more aware students are of businesses and services such as these, the more they are likely to use them as resources and tools throughout their time at the University.

As stated, the Students' Union must make the importance of both the Executive and Councillor elections more evident to the student population. Our campus currently suffers from a

rather low voter turnout (Between 20-25% for the Executive elections and considerably lower for the Councillor elections) and, in order to ensure that we are truly a representative organization, we must make concerted efforts to reverse this trend.

In terms of the other aspects of student life appearing on the survey, students appear to be concerned by the health lifestyle options that are available to them. A significant percentage of student acknowledged that they would be more likely to attend campus bars if the Students' Union made them smoke free, which is not surprising since we know that one of the largest concerns non-smokers have about smoking environments is the possibility of the negative side effects of second hand smoke. Finally, students are apparently unhappy with the amount of healthy food options at their disposal. Certainly, investigating health and wellness should be a priority for the Students' Union, particularly in the Student Life priority.

SECTION III- Academics

The final section of the survey dealt in particular with specific questions regarding students' opinions on their academic life. It is broken down into two subsections (I- Technology and II- Academics), and seeks to gain insight as to what experiences students have acquired during their time at the University of Alberta and to understand what their opinions are concerning specific areas of teaching, research and technology.

Technology

This section asks students to identify the types of technology that they are currently using as well as to express opinions regarding the availability of technology on campus.
The first question on technology asks student to identify the type(s) of computer(s) that they use for their own personal use (at home, or otherwise). Respondents could choose as many of the options as applicable.

Type of computer

*18.   Please indicate the type of computer you own, **for your own exclusive use**, from the list below (Mark all that apply):*

Windows desktop	*O*
Mac desktop	*O*
Windows laptop	*O*
PDA (palm, Blackberry, PalmPC, etc.)	*O*
Other	*O*
I do not own a computer	*O*

Computer (n=2836)
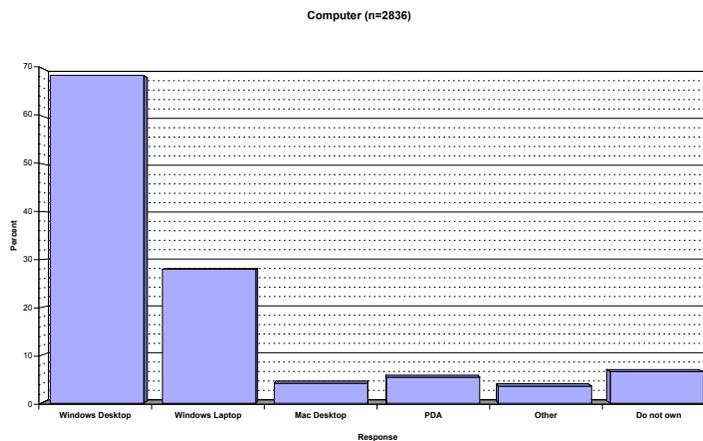
Almost 70% of respondents answered that they owned a Windows desktop and 28% responded that they owned a Windows laptop. The other options were selected much less frequently with 5% indicating that they own a PDA, 4% indicating that they have a Mac Desktop and 4% indicating that they use some "other" form of computer (which could include a Mac laptop since it was not provided as an option). 7% of respondents indicated that they do not own a personal use computer at all.

Respondents who <u>do not own a computer</u> were then asked to identify how easily they could access a computer (outside of a University Computer lab). Student who own a computer were asked to skip the question.

Access to Computers

*19.   Please skip this question if you own a computer. **If you do not own a computer,** do you have access to a computer, **excluding computer labs,** through friends, family, or work?*

Yes, whenever I want   O   Yes, limited access O   No O

As indicated by the chart above, 58% of surveyed students answered that they could access a computer whenever they wanted. 26% indicated that they had access, but that it was limited. 16% responded that they do not have access to a computer, outside of campus computer labs.

Internet Connection
The next question asked surveyed student to identify the type of Internet connection they use. Students who <u>do not own</u> a computer were asked to skip the question. Students were also asked to only identify one type of connection, which means that anyone who owns more than one computer and uses two different types of Internet connections had to choose one answer.

*20.   Please skip this question if you do **not** own a computer. If you own or have access to a computer off campus, what type of Internet connection do you use? Please check only one.*

ADSL	*O*
Cable	*O*
Modem/Dial Up	*O*
Don't know	*O*
Don't have Internet access	*O*

q20 Type of Computer Connection (n=2284)

□1 ADSL ⊞2 Cable □3 Modem/Dial-up ▨4 Don't know ■5 Don't have Internet access
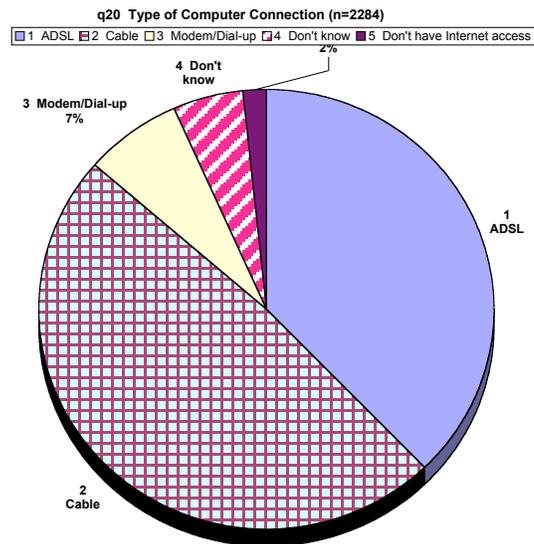
As we can see, very large proportion of respondents identified that they use some form of high-speed Internet connection, with 48% selecting cable and 38% selecting ADSL. Of the remainder, 7% indicated that they use a modem/dial up connection, 5% answered that they did not know their type of connection and 2% stated that they do not have Internet access.

General Statements Regarding Technology

21.   On a scale of 1-5, where 1=strongly disagree and 5=strongly agree, please indicate the extent to which you agree with each of the following statements.

	Strongly disagree	*2*	*3*	*4*	*Very satisfied*	*Unsure*
I use campus computers	*1*	*2*	*3*	*4*	*5*	*N*
I have a hard time finding a free computer when I need one	*1*	*2*	*3*	*4*	*5*	*N*
Campus computer labs are open when I need to use a computer	*1*	*2*	*3*	*4*	*5*	*N*
Help for students when needed in computer labs is inadequate	*1*	*2*	*3*	*4*	*5*	*N*
When I have used the CNS Help Desk, my questions have been adequately answered	*1*	*2*	*3*	*4*	*5*	*N*

Computer Statements

■ 1 Strongly disagree □ 2 □ 3 ■ 4 ■ 5 Strongly agree
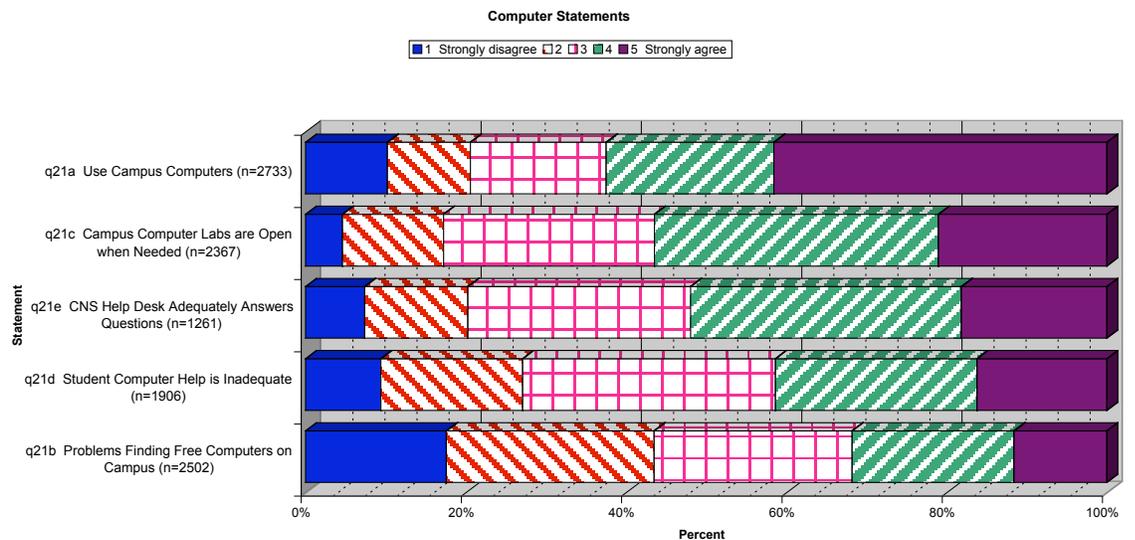
As we can see, many respondents strongly agree or agree that they "use campus computer" (46% strongly agree, 24% agree), followed by 23% strongly agreeing and 34% agreeing that computer labs are open when needed. 21% of respondents strongly agree and 18% agree that the CNS help desk has been able to adequately answer their questions and, lastly, 18% strongly agreed and 25% agreed that help for students when needed is inadequate. Finally, 14% of respondents strongly agreed and 21% agreed that they had problems finding free computers when needed.

Analysis
We can see from these responses that a large proportion of students are happy with the technology and help that is currently available to them. However, a rather significant group of respondents feel unsatisfied. It would be worthwhile for both the Students' Union and the University of Alberta to take some time to investigate these concerns, primarily in terms of providing students with computer help when needed and ensuring that they have as much access to computers as possible.

Academics

The Academics subsection takes a look at the various types of experiences students have had during their time as students at the University of Alberta. It questions how students perceive research in terms of being important to their undergraduate experience, and identifies some key priorities for students in terms of access to materials and libraries and the direction that we should encourage the University to take in terms of Bear Tracks.
The first question asked each respondent to identify which experiences taken from the list provided they have had since beginning their studies at the University of Alberta. Respondents were told to mark as many answers as applicable.

Research

22. To date, which of the following research experiences have you had at the U of A? (Mark all that apply.)

a) Working in a research lab or doing a research project outside of course requirements

O

b) Being a participant in a research study

O

c) Learning research methods, doing a research paper/project, or presenting research for class

O

d) Instructor discussing research studies during lectures or labs.

O

e) Attending a conference or seminar (outside of any course requirement) where research is presented

O

f) Giving oral research/poster presentations outside of class requirements.

O

The chart below identifies the frequencies of each answer. The most commonly selected answer was "Learning research methods, doing a research paper/project, or presenting research to a class"(58%), followed closely by "Instructor discussing research studies during lectures or labs" (57%). Around 36% of respondents identified "Being a participant in a research study" as something they had encountered. 22% stated that they had attended a "conference or seminar (outside of any course requirement) where research is presented)", 16% sated that they had worked "in a research lab or doing a research project outside of course requirements" and 10% indicated that they had given "oral research/poster presentations outside of class requirements".

Research Experience (n=2836)

The survey next asked students to identify their opinion on how important it is for them to feel engaged with research throughout the course of their undergraduate careers.

23. How important is it to you to feel engaged with research at the U of A throughout you undergraduate learning experience? Please use the following rating scale, where 1=not at all important and 5=very important.

Not at all   Very Important
O   O   O   O   O

As we can see from the chart below, 16% of respondents indicated that they felt it was very important for them to feel engaged in research. 24% indicated that it was important and 31% responded that it was at least somewhat important. Just above 17% indicated that they felt it was not very important, and 14% choose the "not important at all" option.

q23 Importance of Feeling Engaged With Research Throughout Undergraduate Experience (n=2637)

Students where then asked to identify what they felt their top priorities for the University of Alberta's libraries. As indicated in the question, students were encouraged to select up to 5 answers from the list of options provided.

*24. What are your TOP priorities for the U of A Libraries in the next 2 years, checking **up to 5** of the items listed below:*

a) Provide access to more online journal titles and books
O

b) Extend wireless capability in campus libraries
O

c) Increase the hours of libraries
O

d) Increase the hours of the Knowledge Common computing facility

O

e) Provide a more comfortable study/work environment.

O

f) Provide more quiet study/work areas in the libraries

O

g) Provide more group study areas/rooms in the libraries

O

h) Provide course reserve materials electronically

O

i) Provide electronic access to older journals

O

*j) Provide more training on using library/web resources and doing
library research*

O

The following chart indicates how many times each option was selected. The most popular answer were "Provide access to more online journals and books" (54%), "Provide course reserve materials electronically" (45%) and "Provide more comfortable study/work Environment" (44%). The least commonly chosen were "Provide more group study areas/rooms in Libraries" (28%), "Provide more training on using library/web" (20%) and "Increase hours of Knowledge Common" (15%).

TOP Priorities for Libraries (n=2836)
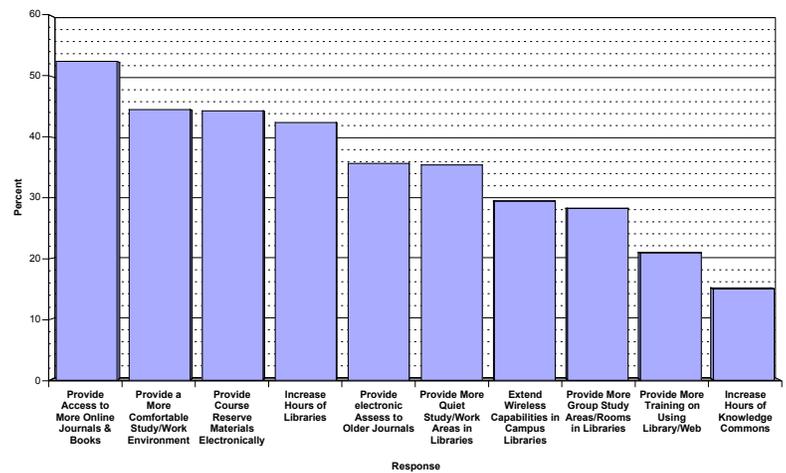
Edmonton Public Library

Respondents were asked to identify whether or not they held an Edmonton Public Library card, and if they did not, why they did not.

25.   *Do you currently hold an Edmonton Public library card?*

a)   *Yes*   O
b)   *No- I use a family member's card when needed*   O
c)   *No- I don't borrow from the Edmonton Public Library* O
d)   *Not applicable (not a resident of Edmonton)*   O

We see here that a large percentage of respondents responded that they did not own a public library card. The most common response was that they did not borrow from the Edmonton Public Library system (47%), followed by those who did not reside in the city of Edmonton and therefore had no need for a card (18%), with 9% of respondents indicating that they use a family member's card when they needed one. The remainder, 26%, indicated that they do hold an Edmonton Public Library card.

q25 Edmonton Public Library Card (n=2658)

□1 Yes □2 No - I use a family member's card when needed □3 No - I don't borrow from the public library ▨4 Not applicable (not a resident of Edmonton)

4 Not applicable (not a resident of Edmonton) 19%

1 Yes

2 No - I use a family member's card when needed 9%

3 No - I don't borrow from the public library 46%
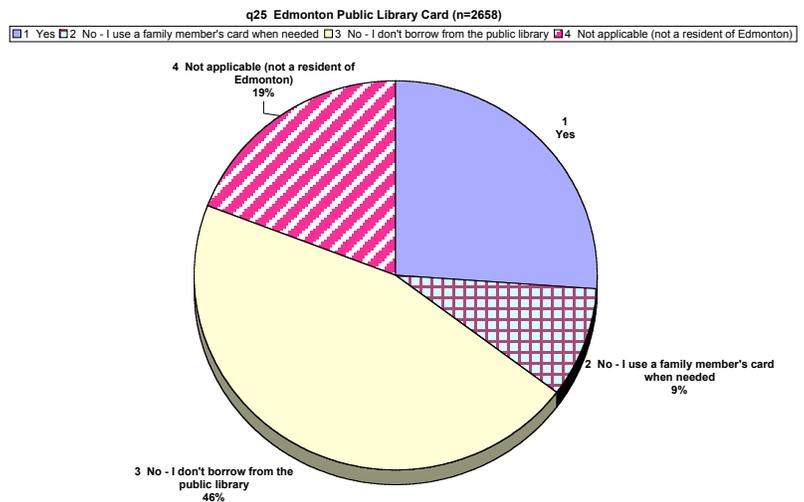
A great deal of debate concerning the effectiveness of the University of Alberta's Bear Tracks registration system has taken place over the course of the past three years. The following question asked students to identify the value that they would allocate to each of the *possible* Bear Tracks features provided within the question.

Desired Bear Tracks Features

26.   *For each of the following potential future Bear Tracks features, please rate how valuable they would be to you using a scale of **1 to 5** where 1=not at all valuable and 5=very valuable.*

	Not at all valuable	2	3	4	Very valuable
Ability to print timetable notice/study including fee for assessment	1	2	3	4	5
Ability to print unofficial	1	2	3	4	5
Ability to graduate online	1	2	3	4	5
Ability to verify graduation information, such as degree name and attendance	1	2	3	4	5
Ability to order guest tickets for convocation ceremony on-line	1	2	3	4	5
Receive email advisory of incorrect registration in A/B course components (e.g., English 100 A/B)	1	2	3	4	5
Receive e-mail notification of cancelled classes	1	2	3	4	5
Ability to view financial transaction (i.e., payment of fees)	1	2	3	4	5

Overall, the students rated the potential features as being very valuable. The most highly valued was the "Ability to view financial transactions online" with around 70% of respondents identifying it as being "very valuable" and around another 25% considering it to be valuable. The second most highly valued feature was the "Receive e-mail notifications of cancelled classes", with over 60% of respondents considering it to be "very valuable" and another 25% ranking it as "valuable". The lowest ranking was given to the "Ability to graduate online" feature, which 25% of respondents considered to be "very valuable" and almost 20% considering it to be "valuable".

Bear Tracks Feature

■1 Not at all valuable □2 □3 ▨4 ■5 Very valuable

Ability to View Financial Transactions On-line (n=2471)

Receive e-mail Notification of Cancelled cCasses (n=2470)

Print Timetable Notice/Study List & Fee Assessment (n=2523)

Receive email Advisory of Incorrect Registration in Course Components (n=2447)

Print Unofficial Transcript (n=2513)

Verify Graduate Information/such as Degree Name & Attendence (n=2455)

Ability to Order Guest Tickets Online for Convocation Ceremony (2424)

Ability to Graduate On-line (n=2440)

Feature

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Percent

.

Satisfaction with Admissions Procedures

27.   In your encounter with U of A application and admission processes, please rate your satisfaction with the following on-line services using a scale of 1 to 5 where 1=not at all satisfied and 5=very satisfied.

	Very dissatisfied	*2*	*3*	*4*	*Very satisfied*	*Have not used*
On-line application process	*1*	*2*	*3*	*4*	*5*	*N*
Bear tracks view application status	*1*	*2*	*3*	*4*	*5*	*N*
Bear Tracks view outstanding items	*1*	*2*	*3*	*4*	*5*	*N*
Bear Tracks view admission status	*1*	*2*	*3*	*4*	*5*	*N*

As we can see, students are generally rather satisfied by the online features provided by the University of Alberta. Moreover, the level of satisfaction did not greatly deviate from one service to another- the only differences are minor and statistically irrelevant. Most respondents (roughly 30%) indicated that they were "very satisfied"; approximately 35% claim to be "satisfied"; roughly 20% selected "somewhat satisfied"; roughly 10% choose the "not satisfied" option and the remainder, around 5% chose very dissatisfied.
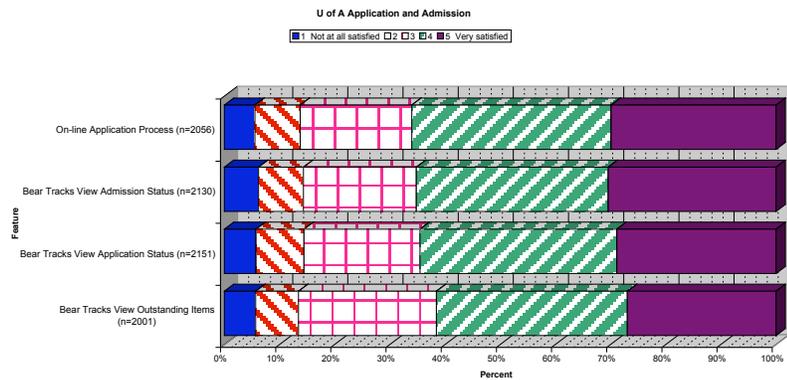
Registrar's Website

The final quantitative question on the survey asked students to identify whether or not they use the Registrar's Office website, and if not, why not.

28. Do you use the Registrar's Office website (www.registrar.ualberta.ca) excluding Bear Tracks, to keep informed?

Yes	*O*
No- aware of the website but don't use	*O*
No-Not aware of the website	*O*

A large percentage of the students surveyed responded that "yes", they used the website. The majority of the remainder, 36%, stated that though they were aware of the website, they did not use it. The rest, around 17% indicated that they did not use the website due to the fact that they were not aware of its existence.

q28 Use Registrar's Office Website (excluding Bear Tracks) (n=2442)
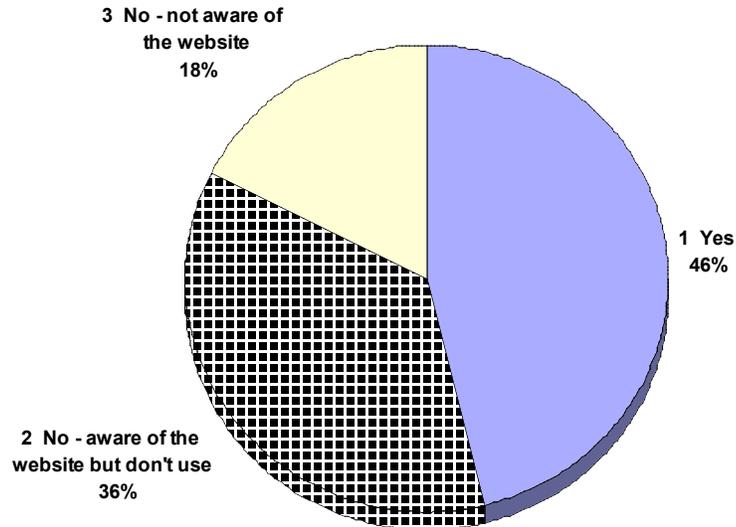
Section Analysis

In examining the results of the Academic section, we can see that, in general, students are happy with the technology and academic opportunities and services available to them. However, there is a statistically important minority who are unable to access these services on a continuous basis or who are unsatisfied with the various technologies at their disposal.

Technology.
Of the students who do not own a computer (around 7% of the entire respondent population), 42% indicated that they had at least some difficulty in accessing a computer when they needed it. Also, while the majority of students indicated that they strongly agree or agree that they have access to computer labs when they need them (57%), an important percentage of students indicated that they did not agree with this statement. It is important that the University and the Students' Union remember that, while most students would agree that the technology available to them is sufficient, there is an entire group of students whose needs are not currently being met. This subgroups' needs must not be ignored.

Academics:

Once again, a large amount of students are satisfied with the experiences and opportunities available to them in terms of their academics. Respondents indicated that they deemed undergraduate engagement in research to be at least "somewhat important" (71%). We can also see, throughout this subsection, that the inclusion of new methods of technology on campus is considered to be very important. The top two choices for priorities for the University Libraries concerned more electronic access to resources. Students were also very responsive to the addition of new features on Bear Tracks, considering almost all of the options listed to be "very valuable". Respondents appear to be satisfied with the administration and application processes of the University and are, overall, aware of the Registrar's website, though many choose not to use it.

These results indicate that the student population is fairly receptive towards increased use of technology in their university experience. However, a priority for the University and for the Students' Union should be to ensure that, as the University of Alberta moves towards a more technologically advanced position, it does not neglect those who do not have the same access to these resources as others.

SECTION IV- Cross tabulations

The following section includes the most pertinent cross sections that will be used in reporting survey data. Not all cross-tabulations have been included, since many are not statistically correlative or were not deemed necessary information. That said, all cross tabulations will be available in the Appendix for perusal, and all of this information will remain accessible to the Students' Union and all interested parties.

For the purposes of this report, many of the cross-tabulations have been recoded in order to collapse some smaller categories into fewer, larger categories. These recoded categories appear throughout the section and are consistent from one tab to another.

Faculty:
Faculties have been separated into two principal groups. The Faculties of Arts, Science, Saint-Jean, Naïve Studies and Open Studies have been collapsed into what will be referred to as the Academic Faculties. The remaining faculties, Agriculture, Forestry and Home Economics, Business, Education, Engineering, Law, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Sciences, Physical Education and Recreation, and Rehabilitation Medicine, will be referred to as the Professional Faculties.

Year of Study:
When examining the year of study, first and second year students will be referred to as the Introductory Level group. All students who are in their third year or above will be referred to as Senior Level students.

Residence Type:
Students will be separated into two groups of residence type: those living at home and those living away from home.

Living Situation:
Separate from the residence type, the living situation distinguishes between the types of residences that student living away from their family might have. Thus, there are

three major categories: Those living on campus in residence, those living on their own and those living with family.

Debt levels:

In analyzing pertinent cross-tabulations, we see that several factors influence students' level of personal and public debt.

Year of Schooling:
Senior level students were more likely to select debt categories above $10,000 (public debt) than were Introductory level students (30% to 13%). Likewise, Introductory students were more likely to select categories of debt below $10,000 (public debt) than were Senior level students (87% compared to 70%).

These results were similar when examining the question of personal debt. Senior students were more likely to have over $10,000 (personal debt) than their less advanced counterparts (17% compared to 9%).

Faculty:
Students from Professional faculties were more likely to have a public debt of $10,000 or more than were the students from Academic faculties (27% compared to 8%). Likewise, students from Academic faculties were more likely to have a public debt load of less than $5,000 than were Professional faculty students (76% compared to 63%). In terms of personal debt load, we find that the results are very similar with Professional faculty students being more likely to have a debt load exceeding $10,000 than were Academic faculty students (16% to 9%). Inversely, Academic students were more likely to indicate having a personal debt load of less than $500 (61% compared to 54%).

Residence type:
Students living at home are less likely to have accumulated a public debt of more than $10,000 (13% compared to 29% for those living away from home). Likewise, respondents living at home are also considerably more likely to have accrued a public debt load of less than $10,000 (87% compared to 71%). These results are quite similar to the ones for personal debt with students living at home being less likely to build up a debt

load of more than $10,000 (7% compared to 18%) and those living away being less likely to have a debt load less than $10,000 (82% compared to 93%)

Hours of Paid Employment (while in school):
Students who indicated having a public debt load exceeding $500 were considerably more likely to work than those indicating that they had from $0-500 (minimal debt load) in public debt. 51% of students with some public debt load above the minimal amount work at least some hours per week, compared to 42% of students with the minimal load. Overall, the more students have accrued in debt, the more likely they are to work more hours per week during the academic year. It must, however, be noted that student with public debt (provincial and federal student loans, are discouraged from working and can lose their loans if their personal income exceeds an amount determined by the governments.)

These results are consistent with the ones for students with personal debt. Student without personal debt are less likely to work during the week than those who do (57% compared to 50%). Also, students with personal debt are more likely to work 13 hours or more per week than are students with minimal debt (23% compared to 16%). Since the average tree credit course is 3hours of lecture per week, any students working 13 hours and above are taking on the equivalent of an entire additional course load.

Analysis:
In short, these results indicate that students who are most likely to accumulate a large debt load are those who are a) in the senior years of their degree, b) in Professional faculties and, c) living on their own. Students with personal and public debt are more likely to work during the school year than students without debt and, of the total number of students who work during school, those with higher debt loads work more hours.

Tuition

Tuition levels emerged as being a very pressing concern for respondents, with only 12% of students indicating that the

current level of tuition was acceptable (In 2004/2005 tuition level including fees ranged from $4,700 to $4,800) Several different factors were deemed important in influencing what respondents perceived as being an appropriate level of tuition.

Faculty:
Students from Professional faculties (Business, Medicine and Dentistry, Law, etc.) were more likely to indicate that tuition levels exceeding $3,500 and higher were acceptable (44% compared to 37% of Academic faculty respondents).

Other cross-tabulations may be important in the study of Tuition, including but not limited to "year of study", "residence type" and "living situation".

Employment

Faculty:
Students from Academic faculties were found to be more likely to work less than 12 hours per week (78% compared to 84% for Professional faculty students). Similarly, respondents from Professional faculties were less likely to work 13hours or more per
week (16% compared to 22% for Academic faculty). Respondents' ability to earn large amounts of money during the summer and the school year is highly dependant on both the level of their schooling and the type of education they are receiving. Students from Academic faculties are more likely to earn less than $1,250 during the summer months than are professional faculty students (52% compared to 35%)

Year of study:
Introductory students are more likely to indicate that they earn a minimal monthly income during the academic year (less than $100) than senior students (57% compared to 44%). Senior students are more like to earn an income exceeding $100 (61% compared to 40%). The results are similar during the summer months, where students in their senior years are significantly more likely to earn an income of more than $1,250 per month than introductory level students (65% compared to 49%)

Analysis
These results are largely unsurprising. Professional faculties tend to have access and opportunities to types of employment

that would be more profitable during summer months. Also, as students progress throughout their degree both their level of work experience and their level of knowledge and credentials increases which could account for the differences in income of Introductory Level students and Senior Level students

Again, some less pertinent cross tabulations not mentioned include "residence type" and "living situation" and "mode of transportation".

Students' Union Services Awareness

For each of the SU services listed, respondents were asked to indicate how aware they are of the service's existence. This has been cross-tabulated with each respondents' a) year of study, b) living situation (with family, away from family off-campus, and in campus residence) and c) living at home or away from home. Each service will be individually assessed, taking into consideration each of these factors.

Academic Guidance Center:

1-   **Year of Study**: Introductory students were more likely to be "not aware" of the Academic Guidance Center than Senior level students (58% compared to 44%); they were more likely to be "somewhat aware" of the service (56% compared to 44%); they were only marginally more likely to be "very aware" of the service than their senior counterparts (52% compared to 48%).

2-   **Living Situation**: Those living in an on campus residences were 42% likely to be "not aware", 50% likely to be "somewhat aware" and 8% likely to be "very aware" of the Academic Guidance Center. Those living with family, away from campus were 59%, likely to be "not aware", 36% likely to be "somewhat aware" and 5% likely to be "very aware" of the service. Those living by themselves, off campus are 57% likely to be "not aware", 38% likely to be "somewhat aware" and 6% likely to be "very aware" of it. Students living in an on campus residence account for 11% of the total "not aware" population, 20% of the total "somewhat aware population" and 21% of the

total "very aware" population. Those living with family account for 51% of the "not aware" population, 45% of the "somewhat aware" population and 42% of the "very aware" population. Those living by themselves, off campus account for 38% of the "not aware" population, 36% of the "somewhat aware" population and 39% of the "very aware" population.

3-   **Away from or at home**: For students living away from home, 53% indicated that they were "not aware", 41% indicated that they were "somewhat aware" and 6% indicated that they were "very aware" of the Academic Guidance Service. 59% of students living at home indicated that they were "not aware" of the service, 39% indicated that they were "somewhat aware" and 5% indicated that they were "very aware" of the Guidance center.

Access Fund:
1-   **Year of Study**: Introductory students were more likely to be "not aware" of the Access Fund than Senior level students (60% compared to 55%). They were less likely to be "somewhat aware" (31% compared to 33%), and "very aware" than their Senior counterparts (9% compared to 11%).

2-   **Living Situation**: Information not available.

3-   **Away from or at home**: Students living at home were more likely to be "not aware" (60% compared to 55%), less likely to be "somewhat aware" (31% compared to 34%), and marginally less likely to be "very aware" (10% compared to 11%) of the Access Fund than those who live away from their home.

Bear Scat:
1-   **Year of Study**: Introductory students were less likely to be "not aware" (21% compared to 31%), more likely to be "somewhat aware" (49% compared to 51%) and more likely to be "very aware" of Bear Scat than Senior level students (52% compared to 44%).

2-   **Living situation**: Those living in an on campus residences were 20% likely to be "not aware", 25 % likely to be "somewhat aware" and 55% likely to be "very aware" of Bear Scat. Those living with family, away from campus were 20% likely to be "not aware", 27% likely to be "somewhat

aware" and 53% likely to be "very aware" of the service. Those living by themselves, off campus are 36% likely to be "not aware", 26% likely to be "somewhat aware" and 39% likely to be "very aware" of it. Students living in an on campus residence account for 12% of the total "not aware" population, 14% of the total "somewhat aware population" and 17% of the total "very aware" population. Those living with family account for 37% of the "not aware" population, 50% of the "somewhat aware" population and 53% of the "very aware" population. Those living by themselves, off campus account for 51% of the "not aware" population, 36% of the "somewhat aware" population and 39% of the "very aware" population.

3-   **Away from or at home**: Students living at home were less likely to be "not aware" (20% compared to 31%), marginally more likely to be "somewhat aware" (27% compared to 26%) and more likely to be "very aware" (53% compared to 43%) of Bear Scat than students living away from home.

ECOS:
1-   **Year of Study**: Introductory students were less likely to be "not aware" (81% compared to 86%), more likely to be "somewhat aware" (17% compared to 11%) and less likely to be "very aware" of the Environmental Coordination Office of Students than Senior level students (3% compared to 4%).

2-   **Living situation**: Those living in an on campus residences were 78% likely to be "not aware", 21 % likely to be "somewhat aware" and 2% likely to be "very aware" of ECOS. Those living with family, away from campus were 85%, likely to be "not aware", 13% likely to be "somewhat aware" and 3% likely to be "very aware" of the service. Those living by themselves, off campus are 84% likely to be "not aware", 12% likely to be "somewhat aware" and 4% likely to be "very aware" of it. Students living in an on campus residence account for 12% of the total "not aware" population, 14% of the total "somewhat aware" population and 17% of the total "very aware" population. Those living with family account for 37% of the "not aware" population, 50% of the "somewhat aware" population and 53% of the "very aware" population. Those living by themselves, off campus account for 51% of the "not aware" population, 36% of the "somewhat aware" population and 39% of the "very aware" population.

3- **Away from or at home**: Information not available.

Information Services:
1- **Year of Study**: Introductory students were less likely to be "not aware" (17% compared to 24%), more likely to be "somewhat aware" (55% compared to 52%) and more likely to be "very aware" of Information Services than Senior level students (28% compared to 24%).

2- **Living situation**: Those living in an on campus residences were 18% likely to be "not aware", 53 % likely to be "somewhat aware" and 30% likely to be "very aware" of Information Services. Those living with family, away from campus were 18%, likely to be "not aware", 54% likely to be "somewhat aware" and 28% likely to be "very aware" of the service. Those living by themselves, off campus are 24% likely to be "not aware", 54% likely to be "somewhat aware" and 22% likely to be "very aware" of it. Students living in an on campus residence account for 13% of the total "not aware" population, 15% of the total "somewhat aware population" and 17% of the total "very aware" population. Those living with family account for 43 % of the "not aware" population, 48% of the "somewhat aware" population and 51% of the "very aware" population. Those living by themselves, off campus account for 44% of the "not aware" population, 37% of the "somewhat aware" population and 47% of the "very aware" population.

3- **Away from or at home**: Students living away from home more likely to be "not aware" (22% compared to 18%), marginally less likely to be "somewhat aware" (53% compared to 54%) and less likely to be "very aware" (25% compared to 28%) of the Information Services than students living at home.

Safewalk:
1- **Year of Study**: Introductory students were more likely to be "not aware" (5% compared to 8%), less likely to be "somewhat aware" (41% compared to 45%) and more likely to be "very aware" (52% compared to 50%) than students at the Senior level.

2- **Living situation**: Those living in an on campus residences were 5% likely to be "not aware", 33 % likely to be "somewhat aware" and 63% likely to be "very aware" of

Safewalk. Those living with family, away from campus were 7%, likely to be "not aware", 45% likely to be "somewhat aware" and 48% likely to be "very aware" of the service. Those living by themselves, off campus are 7% likely to be "not aware", 45% likely to be "somewhat aware" and 48% likely to be "very aware" of it. Students living in an on campus residence account for 11% of the total "not aware" population, 11% of the total "somewhat aware" population and 19% of the total "very aware" population. Those living with family account for 51 % of the "not aware" population, 50% of the "somewhat aware" population and 46% of the "very aware" population. Those living by themselves, off campus account for 38% of the "not aware" population, 45% of the "somewhat aware" population and 48% of the "very aware" population.

3-   **Away from or at home**: Information not available.

Student Distress Center:
1-   **Year of Study**: Information not available.
2-   **Living Situation**: Information not available.
3-   **Away from or at home**: Information not available.

SFAIC:
1-   **Year of Study**: Year of Study: Introductory students were more likely to be "not aware" (39% compared to 36%), more likely to be "somewhat aware" (46% compared to 43%) and more likely to be "very aware" of the Student Financial Aid and Information Center than Senior level students (15% compared to 21%).

2-   **Living situation**: Those living in an on campus residences were 35% likely to be "not aware", 45 % likely to be "somewhat aware" and 20% likely to be "very aware" of SFAIC. Those living with family, away from campus were 39%, likely to be "not aware", 46% likely to be "somewhat aware" and 15% likely to be "very aware" of the service. Those living by themselves, off campus are 35% likely to be "not aware", 42% likely to be "somewhat aware" and 23% likely to be "very aware" of it. Students living in an on campus residence account for 14% of the total "not aware" population, 15% of the total "somewhat aware" population and 16% of the total "very aware" population. Those living with family account for 39 % of the "not aware" population, 46% of the

"somewhat aware" population and 15% of the "very aware" population. Those living by themselves, off campus account for 35% of the "not aware" population, 42% of the "somewhat aware" population and 23% of the "very aware" population.

3-   **Away from or at home**: Students living away from home are less likely to be "not aware" (35% compared to 42%), less likely to be "somewhat aware" (43% compared to 46%) and less likely to be "very aware" (22% compared to 15%) of the SFAIC than students living at home.

SU Handbook:

1-   **Year of Study**: Year of Study: Introductory students were more likely to be "not aware" (35% compared to 27%), equally likely "somewhat aware" (34%) and less likely to be "very aware" of the SU Handbooks than Senior level students (32% compared to 39%).

2-   **Living situation**: Those living in an on campus residences were 34% likely to be "not aware", 33% likely to be "somewhat aware" and 33% likely to be "very aware" of the Students' Union Handbooks. Those living with family, away from campus were 27%, likely to be "not aware", 35% likely to be "somewhat aware" and 37% likely to be "very aware" of the service. Those living by themselves, off campus are 34% likely to be "not aware", 32% likely to be "somewhat aware" and 35% likely to be "very aware" of it. Students living in an on campus residence account for 17% of the total "not aware" population, 15% of the total "somewhat aware" population and 14% of the total "very aware" population. Those living with family account for 28 % of the "not aware" population, 35% of the "somewhat aware" population and 37% of the "very aware" population. Those living by themselves, off campus account for 34% of the "not aware" population, 32% of the "somewhat aware" population and 35% of the "very aware" population.

3-   **Away from or at home**: Students living away from home are more likely to be "not aware" (34% compared to 28%), less likely to be "somewhat aware" (32% compared to 35%) and less likely to be "very aware" (34% compared to 37%) of the Students' Union Handbook than students living at home.

<u>University of Alberta Services:</u>

Academic Support Center:

1- **Year of Study**: Year of Study: Introductory students were more likely to be "not aware" (35% compared to 27%), equally likely "somewhat aware" (34%) and less likely to be "very aware" of the Academic Support Center than Senior level students (32% compared to 39%).

2- **Living Situation**: Those living in an on campus residences were 36% likely to be "not aware", 52% likely to be "somewhat aware" and 12% likely to be "very aware" of the Academic Support Center. Those living with family, away from campus were 50%, likely to be "not aware", 41% likely to be "somewhat aware" and 9% likely to be "very aware" of the service. Those living by themselves, off campus are 53% likely to be "not aware", 38% likely to be "somewhat aware" and 9% likely to be "very aware" of it. Students living in an on campus residence account for 11% of the total "not aware" population, 19% of the total "somewhat aware" population and 20% of the total "very aware" population. Those living with family account for 47 % of the "not aware" population, 46% of the "somewhat aware" population and % of the "very aware" population. Those living by themselves, off campus account for 40% of the "not aware population, "34% of the "somewhat aware" population and 34% of the "very aware" population.

3- **Away from or at home**: Information not available.

CAPS:

1- **Year of Study**: Introductory students were more likely to be "not aware" (26% compared to 16%), more likely to be "somewhat aware" (45% compared to 41%) and less likely to be "very aware" of the Career and Placement Services than Senior level students (43% compared to 29%).

2- **Living Situation**: Information not available.

3- **Away from or at home**: Information not available.

Health Center:

1- **Year of Study**: Introductory students were equally likely to be "not aware" (14%), more likely to be "somewhat aware" (48% compared to 38%) and less likely to be "very aware" of the

Health Center than Senior level students (38% compared to 48%).

2- **Living Situation**: Those living in an on campus residences were 7% likely to be "not aware", 36% likely to be "somewhat aware" and 57% likely to be "very aware" of the Health Center. Those living with family, away from campus were 17%, likely to be "not aware", 50% likely to be "somewhat aware" and 33% likely to be "very aware" of the service. Those living by themselves, off campus are 13% likely to be "not aware", 36% likely to be "somewhat aware" and 51% likely to be "very aware" of it. Students living in an on campus residence account for 8% of the total "not aware" population, 13% of the total "somewhat aware" population and 20% of the total "very aware" population. Those living with family account for 58 % of the "not aware" population, 56% of the "somewhat aware" population and 36 % of the "very aware" population. Those living by themselves, off campus account for 34% of the "not aware" population, 31% of the "somewhat aware" population and 44% of the "very aware" population.

3- **Away from or at home**: Students living away from home are less likely to be "not aware" (12% compared to 17%), less likely to be "somewhat aware" (36% compared to 51%) and more likely to be "very aware" (53% compared to 33%) of the Health Center than students living at home.

Native Student Services:
1- **Year of Study**: Information not available.

2- **Living situation**: Those living in an on campus residences were 54% likely to be "not aware", 40% likely to be "somewhat aware" and 7% likely to be "very aware" of the Native Student Services. Those living with family, away from campus were 62% likely to be "not aware", 33% likely to be "somewhat aware" and 5% likely to be "very aware" of the service. Those living by themselves, off campus are 59% likely to be "not aware", 33% likely to be "somewhat aware" and 8% likely to be "very aware" of it. Students living in an on campus residence account for 14% of the total "not aware" population, 18% of the total "somewhat aware" population and 16% of the total "very aware" population. Those living with family account for 50 % of the "not aware" population, 47% of the "somewhat aware" population and 37 % of the "very aware"

population. Those living by themselves, off campus account for 37% of the "not aware" population, 36% of the "somewhat aware" population and 47% of the "very aware" population.

3- **Away from or at home**: Students living away from home are less likely to be "not aware" (58% compared to 62%), more likely to be "somewhat aware" (35% compared to 33%) and more likely to be "very aware" (7% compared to 5%) of the Native Student Services than students living at home.

Sexual Assault Center:

1- **Year of Study**: Information not available

2- **Living situation**: Those living in an on campus residences were 20% likely to be "not aware", 56% likely to be "somewhat aware" and 24% likely to be "very aware" of the Sexual Assault Center. Those living with family, away from campus were 29% likely to be "not aware", 55% likely to be "somewhat aware" and 16% likely to be "very aware" of the service. Those living by themselves, off campus are 36% likely to be "not aware", 50% likely to be "somewhat aware" and 14% likely to be "very aware" of it. Students living in an on campus residence account for 10% of the total "not aware" population, 16% of the total "somewhat aware" population and 22% of the total "very aware" population. Those living with family account for 46 % of the "not aware" population, 50% of the "somewhat aware" population and 46 % of the "very aware" population. Those living by themselves, off campus account for 44% of the "not aware" population, 35% of the "somewhat aware" population and 32% of the "very aware" population.

3- **Away from or at home**: Information not available

Specialized Support and Disabilities Services:

1- **Year of Study**: Information not available.

2- **Living situation**: Those living in an on campus residences were 49% likely to be "not aware", 34% likely to be "somewhat aware" and 17% likely to be "very aware" of the Specialized Support and Disabilities Services. Those living with family, away from campus were 53%, likely to be "not aware", 35% likely to be "somewhat aware" and 12% likely to

be "very aware" of the service. Those living by themselves, off campus are 58% likely to be "not aware", 32% likely to be "somewhat aware" and 10% likely to be "very aware" of it. Students living in an on campus residence account for 14% of the total "not aware" population, 15% of the total "somewhat aware" population and 22% of the total "very aware" population. Those living with family account for 47 % of the "not aware" population, 50% of the "somewhat aware" population and 47 % of the "very aware" population. Those living by themselves, off campus account for 39% of the "not aware population", 35% of the "somewhat aware" population and 31% of the "very aware" population.

3- **Away from or at home**: Information not available.

Student Counselling Center:
1- **Year of Study**: Information.

2- **Living situation**: Those living in an on campus residences were 34% likely to be "not aware", 51% likely to be "somewhat aware" and 15% likely to be "very aware" of the Student Counselling Center. Those living with family, away from campus were 37% likely to be "not aware", 49% likely to be "somewhat aware" and 14% likely to be "very aware" of the service. Those living by themselves, off campus are 44% likely to be "not aware", 44% likely to be "somewhat aware" and 12% likely to be "very aware" of it. Students living in an on campus residence account for 13% of the total "not aware" population, 16% of the total "somewhat aware" population and 18% of the total "very aware" population. Those living with family account for 46 % of the "not aware" population, 49% of the "somewhat aware" population and 50 % of the "very aware" population. Those living by themselves, off campus account for 41% of the "not aware" population, 34% of the "somewhat aware" population and 33% of the "very aware" population.

3- **Away from or at home**: Information not available.

Students' Union and University of Alberta Joint Services:

Campus Food Bank:
1-   **Year of Study**: Information not available.

2-   **Living situation**: Those living in an on campus residences were 23% likely to be "not aware", 52% likely to be "somewhat aware" and 25% likely to be "very aware" of the Campus Food Bank. Those living with family, away from campus were 27 % likely to be "not aware", 52% likely to be "somewhat aware" and 22% likely to be "very aware" of the service. Those living by themselves, off campus are 33% likely to be "not aware", 49% likely to be "somewhat aware" and 18% likely to be "very aware" of it. Students living in an on campus residence account for 12% of the total "not aware" population, 15% of the total "somewhat aware" population and 18% of the total "very aware" population. Those living with family account for 44 % of the "not aware" population, 49% of the "somewhat aware" population and 50% of the "very aware" population. Those living by themselves, off campus account for 33% of the "not aware" population, 49% of the "somewhat aware" population and 18% of the "very aware" population.

3-   **Away from or at home**: Students living away from home are more likely to be "not aware" (30% compared to 27%), less likely to be "somewhat aware" (50% compared to 52%) and less likely to be "very aware" (20% compared to 22%) of the Campus Food bank than students living at home.

Student Groups:
1-   **Year of Study**: Introductory students were less likely to be "not aware" (25% compared to 31%), more likely to be "somewhat aware" (54% compared to 51%) and more likely to be "very aware" of Student Groups than Senior level students (22% compared to 19%).

2-   **Living situation**: Those living in an on campus residences were 21% likely to be "not aware", 55% likely to be "somewhat aware" and 24% likely to be "very aware" of Student Groups. Those living with family, away from campus were 27 %, likely to be "not aware", 53% likely to be "somewhat aware" and 20% likely to be "very aware" of the service. Those living by themselves, off campus are 32% likely to be "not aware", 50% likely to be "somewhat aware" and 18% likely to be "very aware" of it. Students living in an on campus residence account for 11% of the total "not aware" population, 16% of the total "somewhat aware" population and 18% of the total "very aware" population. Those living with

family account for 46 % of the "not aware" population, 53% of the "somewhat aware" population and 49% of the "very aware" population. Those living by themselves, off campus account for 43% of the "not aware" population, 35% of the "somewhat aware" population and 33% of the "very aware" population.

3-   **Away from or at home**: Information not available.

Ombudservice:
1-   **Year of Study**: Information not available.

2-   **Living situation**: Those living in an on campus residences were 57% likely to be "not aware", 34% likely to be "somewhat aware" and 9% likely to be "very aware" of the Ombudservice. Those living with family, away from campus were 65 % likely to be "not aware", 28% likely to be "somewhat aware" and 7% likely to be "very aware" of the service. Those living by themselves, off campus are 69% likely to be "not aware", 26% likely to be "somewhat aware" and 6% likely to be "very aware" of it. Students living in an on campus residence account for 13% of the total "not aware" population, 18% of the total "somewhat aware" population and 20% of the total "very aware" population. Those living with family account for 48 % of the "not aware" population, 48% of the "somewhat aware" population and 47% of the "very aware" population. Those living by themselves, off campus account for 39% of the "not aware" population, 33% of the "somewhat aware" population and 33% of the "very aware" population.

3-   **Away from or at home**: Information not available.

Analysis

Year of Study: Though year of study appears to be a statistically significant correlation in most categories, it is not a consistent one. Senior level students are more likely to be "very aware" of services, whereas for other Introductory students are more likely to be "very aware" of others.

Living situation: In general, students living in on campus residences are the most aware of services. This is probably due to the continuous exposure they get to these services from their Residence Associations. Also, on campus students are likely to

spend more time at the University, also increasing their exposure.

Away from or at home: Students living at home also appear to have a rather high level of awareness, which could results from parental influences.

Student Government:

Executive and Councillor Elections
The options available for why respondents did not cast a vote in the Students' Union Executive Elections and the Students' Union Councillor Elections were identical. In every case, students who selected one option for the Executive elections were more likely to select the same option for the Councillor elections.

95% of respondents that selected "I have not yet been a U of A student during SU Executive elections" also selected "I have not yet been a U of A student during the SU Councillor elections".

59% of respondents that selected "I was not aware of the election" for the Executive elections selected the same response for the Councillor elections.

52% of respondents that selected "I forgot to vote" in the Executive elections selected the same response for the Councillor elections.

75% of respondents that selected "I did not have time to vote" in the Executive elections selected the same response for the Councillor elections.

71% of respondents that selected "I did not like any of the candidates" in the Executive elections selected the same response for the Councillor elections.

86% of respondents that selected "I did not have enough information to cast an informed vote" in the Executive elections selected the same response for the Councillor elections.

56% of respondents that selected "I did not feel that my vote would any difference to the outcome" in the Executive elections selected the same response for the Councillor elections.

83% of respondents that selected "I do not care of the SU Executive elections" also selected "I do not care about the SU Councillor elections".

Year of study (Executive elections):
Introductory level students were **more likely** to select the following choices:
    a. "I have not yet been a student during the SU Executive elections" (41% compared to 11%)
    b. "I was not aware of the election" (16% compared to 8%)

Senior level students were **more likely** to select the following choices:
    a. "I forgot to vote" (5% compared to 2%)
    b. "I did not like any of the candidates" (8% compared to 7%)
    c. "I did not have enough information to cast an informed ballot" (3% compared to 2%)
    d. "I did not feel my vote would make any difference to the outcome" (38% compared to 20%)
    e. "I do not care about the SU Executive elections" (24% compared to 12%).

Year of Study (Councillor):

Introductory level students were **more likely** to select the following choices for why they did not vote in the Students' Union Councillor elections:
    a. "I have not yet been a U of A student during the SU Councillor election" (38% compared to 11%).
    b. "I was not aware of the election" (20% compared to 15%)
    c. "I did not like any of the candidates" (2% compared to 1%)

Senior level students were **more likely** to select the following choices for why they did not vote in the Students' Union Councillor elections.

a. "I forgot to vote" (4% compared to 2%)
b. "I did not have time to vote" (6% compared to 2%)
c. "I did not have enough information to cast an informed vote" (33% compared to 18%)
d. "I did not feel my vote would make any difference to the outcome" (3% compared to 1%)
e. "I do not care about SU Councillor elections" (28% compared to 13%)

Analysis

Councilor vs. Executive elections: Respondents were very likely to select the same answer for not voting in the Councilor elections as they did for the Executive elections.

Year of Study: In general, Introductory students were more likely to unaware of the elections than Senior level students. Also, Senior level students tended to be more likely to state that they did not care about the elections than Introductory students. Introductory students were the most likely to indicate that they had not yet been students at the University of Alberta during elections season. This is not surprising seeing as students in their first year would not yet have had an election, and many students in their second year may have transferred from other institutions.

Smoking
Results were analyzed to identify what opinions smokers, occasional smokers and non-smokers had of the move to make campus bars non-smoking. Of those who smoke regularly, respondents were most likely to select "I would attend less", followed by "No effect" and lastly "I would attend more" (61%, 36% and 3% respectively).

Occasional smokers were most likely to select "No effect", followed by "I would attend less" and lastly "I would attend more"(75%, 20% and 5% respectively).

Non-smokers were most likely to select "No effect", followed by "I would attend more" and lastly "I would attend less" (52%, 47% and 1% respectively)

Analysis
In general, there are two trends that we can see from these results. The first is that very students were negatively affected by the change from smoking to non-smoking in our campus bars. A very small percentage of students smoke regularly or occasionally, and it is these two groups that would be the most affected by the change. The second trend that is visible is that students have largely no opinion regarding smoking in the bars. The majority of students indicated that there would be no effect to their attendance at the campus bars. Unfortunately, since students were not asked to identify whether or not they already attended the campus bars, it is difficult to ascertain exactly what impact the new policy will have on the Power Plant and Ratt.

Safety on campus

Safewalk Awareness and Safety
Respondents ranked, on a scale of 1 to 5 (with 1 being the least safe and 5 being the safest), how safe they felt on the U of A campus at night. These responses were cross-tabulated with how aware students were of the campus Safewalk service (also rated on a scale of 1 to 5, with 1 being "not at all aware" and 5 being "very aware").

Of the students who indicated that they felt "not at all safe" (1), 12% were "not aware", 41% were "somewhat aware" and 48% were "very aware" of Safewalk. Of those who selected a 2 on the scale ('not safe') 4% indicated that they were "not aware", 48% indicated that they were "somewhat aware" and 48% indicated that they were "very aware" of the service. Of those who selected a 3 on the scale ('somewhat aware'), 6% were "not aware", 46% were somewhat aware and 47% were very aware of the service. Of those who selected a 4 on the scale ('safe') 6% indicated that they were "not aware", 41% indicated that they were "somewhat aware" and 53% indicated that they were very aware of the service. Finally, of those that indicated that they felt "very safe" (5), 8% indicated that they were "not aware" of the service, 41% indicated that they were

"somewhat aware" and 51% indicated that they were "very aware" of Safewalk.

Safewalk Perceived Value and Safety
Respondents' answers regarding how safe they feel on U of A campus were also cross-tabulated with their answers regarding their perceived value of Safewalk and the Sexual Assault Center.

Of the students who indicated that they felt "not at all safe" (1), 15% indicated that they believed Safewalk had "little value", 10% indicated that it had "some value: and 74% indicated that it was "very valuable" of Safewalk. Of those that selected a 2 on the scale ('not safe'), 6% indicated that Safewalk had "little value", 22% indicated that it had "some value" and 72% indicated that it was "very valuable". Of those that selected a 3 on the scale ('somewhat safe') 3% indicated that Safewalk had "little value", 24% indicated that it had "some value" and 73% indicated that it was "very valuable". Of those that selected a 4 on the scale ('safe'), 6% indicated that Safewalk had "little value", 32% indicated that it had "some value" and 62% indicated that it was "very valuable". Finally, of those who indicated that they felt "completely safe" (5), 14% indicated that Safewalk had "little value", 34% indicated that it was "somewhat valuable" and 52% indicated that it was "very valuable".

Sexual Assault Center Awareness and Safety
Respondents ranked, on a scale of 1 to 5 (with 1 being the least safe and 5 being the safest), how safe they felt on the U of A campus at night. These responses were cross-tabulated with how aware students were of the campus Sexual Assault service (also rated on a scale of 1 to 5, with 1 being "not at all aware" and 5 being "very aware").

Of the students who indicated that they felt "not at all safe" (1), 49% were "not aware", 41% were "somewhat aware" and 10% were "very aware" of the Sexual Assault Center. Of those who selected a 2 on the scale ('not safe') 29% indicated that they were "not aware", 54% indicated that they were "somewhat aware" and 18% indicated that they were "very aware" of the service. Of those who selected a 3 on the scale ('somewhat aware'), 28% were "not aware", 54% were somewhat aware and 18% were very aware of the service. Of those who selected

a 4 on the scale ('safe') 28% indicated that they were "not aware", 55% indicated that they were "somewhat aware" and 17% indicated that they were very aware of the service. Finally, of those that indicated that they felt "very safe" (5), 35% indicated that they were "not aware" of the service, 50% indicated that they were "somewhat aware" and 16% indicated that they were "very aware" of the Sexual Assault Center.

Sexual Assault Center Perceived Value and Safety
Cross tabulations for Campus Safety and the perceived value of the Sexual Assault Center are unavailable.

Analysis
In general, students feel very safe at the University of Alberta. In terms of awareness with Safewalk and the Sexual Assault Center, there are two trends that emerge. Firstly, and unsurprisingly, students who indicated that they felt "very unsafe" indicated that they were the most aware of these services. Secondly, those who indicated that they felt "very safe" were also quite likely to be very aware of the services. This last trend suggests that the more aware students are of the services that protect them and the more they deem them to be valuable, the more likely they are to feel safe on campus. The first trend could also be interpreted by stating that, the more unsafe on campus students feel, the more likely they are to know about (and deem valuable) the services available for their safety.

<u>**Section V- Qualitative Summary**</u>

Respondents were asked to voice any comments or concerns at the end of the survey. This qualitative data was coded into categories and common responses were summarized: the total number of responses in each category is shown in brackets and unique comments are listed.

When students were asked to, *"make any additional comments you have about any topic"* the highest number of respondents commented on the Students' Union (114), followed by University food (94), University services and facilities (89), Bear Tracks (81), tuition (71), SU Undergraduate Survey 2004 (57), libraries (29), WebCT (19), University staff (19), the universal bus pass (12), general positive (10) and/or negative (8) comments and suggestions about the U of A, smoking on campus (9), research (5), debit charges (5), the U of A website (3), and advertisements around campus (2).

The following section will examine in detail the qualitative data gathered, including the survey identification number that the data was taken from.

Students' Union (114 responses)
The highest number of respondents (114) made comments surrounding the topic of and services provided by the students' Union. These comments were divided into the following categories:

<u>Insufficient Notification of SU News, Services, and Events (28)</u>
- 187: For question 12, the Nursing faculty has not had anyone come forward to be voted for.
- 227: During election, they tend to forget to keep the nursing students well informed.
- 401: Those @ Corbett often don't have the opportunity to access main campus nor SU services; we are often not informed of events (ex. Imaginus) and have to rely on word-of-mouth, as well, we tend to be on placement during elections.
- 427: I feel very uninformed of SU activities we have all our classes in Corbett hall and am rarely over @ SUB or other buildings. SU never comes to inform us of

anything. This is the first time I've seen SU reps in our building.

- 432: As a student in rehab Med. I feel that the SU does nothing to keep us informed. This is the 1st time I have seen someone from the SU.
- 433: Being in Corbett Hall excludes us from nearly all campus life I may desire to be more informed if I was more on campus.
- 450: Corbett is far removed from campus in general, therefore there is a strong feeling of separation.
- 456: Being in Corbett Hall I feel are not informed of happenings on campus and are excluded from events (Imaginus).
- 457: Please keep Corbett Hall informed! Election notices events etc.
- 541: I didn't vote because I didn't know where the polling station was closest to me.
- 543: I feel that the SU's presence south of 87th Ave is seriously limited. We are sadly out of the loop to much of the going ons of the rest of campus. I feel cheated out of my SU fees.
- 1008: SU councilor election forgot because it was very close to other elections. Didn't realize it was difference
- 1048: Mail for important reminders does not reach my house on time and must be sent earlier.
- 1103: I would like to be more informed on what is happening on campus.
- 1316: SU has, from what you read in the Gateway after the fact, provided many interesting events (ie. Friday's march to the legislature) and has tons of services but VERY few students are aware of these.
- 1329: No idea what happens in on election.
- 1455: It seems that at the Faculty St. Jean, we are not made aware of SU on campus activities. Sometimes there are 1 or 2 posters, but not very visible. And is the main campus aware of the FSJ? Is there a FSJ rep on the SU?
- 1532: Provide more information about extra-circular activities that take place on campus.
- 1576: Closer interaction between main campus and FSJ is needed.
- 1588: Faculty St. jean should NOT be so secluded from the main campus!!! It should be on the main Campus so

we can take advantage better of the services provided by SU!

- 1664: More information about counseling services (individual, couple, group) Where to find these services would be very helpful!
- 1925: Candidates for elections should come to the Faculty of Phys. Ed. More often.
- 2019: #12 I missed an election but I don't know which kind.
- 2039: Two things that bother me are the lack of information about SU events
- 2152: More information needed about SU operations like Businesses and services.
- 1943: S.U. needs to advertise and promote student rights and causes on a more regular basis, so people can be more aware of campus ongoings, outside the S.U. "circle".
- 1358: Increase awareness about your SU campaigns.
- 564: Why doesn't SU advertise its textbook registry more?
- 1409: I'm new to U of A and sometimes finding help resources is difficult. Calendar set up is not very good.
- 1809: I would really like if health benefits and insurance available would be more known to students.

Student Government/Elections (17)

- 616: To not force smaller campus groups to hold elections when there is little to no interest among student faculty population.
- 1783: The reason I don't vote is because nurses are ignored on campus as far as candidates coming out and speaking to them.
- 2137: Last year, I was student-teaching during the SU elections. No attempt was made to make it easier for student-teachers to vote in the SU elections.
- 1456: SU counselors - nursing does not have its own rep as far as I know. Why?
- 187: For question 12, the Nursing faculty has not had anyone come forward to be voted for.
- 227: During election, they tend to forget to keep the nursing students well informed.
- 1008: SU councilor election forgot because it was very close to other elections. Didn't realize it was difference

- 541: I didn't vote because I didn't know where the polling station was closest to me.
- 1455: Is there a FSJ rep on the SU?
- 1925: Candidates for elections should come to the Faculty of Phys. Ed. More often.
- 2019: #12 I missed an election but I don't know which kind.
- 1358: Spend more on effective advocacy. Increase awareness about your SU campaigns.
- 787: SU elections might matter more if they didn't just seem like really good things to put on the candidates' Med. school application and resumes.
- 1363: Ask for ID, Not just one card at vote times.
- 341:Councillor elections should be held in conjunction with executive elections

Suggestions and Comments about Tuition (12)
- 92: if the SU is serious about reducing tuition there has to be less whining and more proactive cooperation with administration.
- 185: SU should make an effort to get into Alberta's resources and funding and lower these darn tuition costs. Not much for nursing students, feeling kind of left out.
- 322: It would be great to see where --- money goes precisely from our S.O. fees ie, I've heard that many girls simply hang out at the only women center" so why do we all pay for this?
- 396: SU needs to spend for less time bitching about tuition, people are whining about tuition but they buy lunch everyday, a couple of coffees etc, if you want to bitch about tuition look at some of the Universities in the states.
- 947: The SU talks a good line but is absolutely powerless to lower or even stop tuition rising. Create more job openings in the Bio Sci Industrial internship program, if you can. And spend money on something besides new engineering buildings!
- 1192: Please, lower my tuition! Whatever it takes! More publicity needed before protests, I never heard that there was going to be one.
- 1319: What does the SU executive do for students? They are paid to represent students. Why has no one approached the University, or put pressure on the

University about tuition costs? The SU is not doing enough to represent students. The SU is NOT fulfilling its mandate!

- 2067: SU does not have any "teeth"; tuition always goes up even with grants and a provincial surplus of 3.5 billion. All talk, no work action as far as I am concerned.
- 2447: Historically, the SU has been cowardly and apologetic towards tuition increases. Even in banner years for the economy of Alberta our tuition grew outstanding amounts towards the point that it has increased well over 200% in a short time. We are the richest province, yet our tuition is disgustingly high. If the SU wants to matter, it's time it actually does something other than campaigning for "maximum" allowed increases.
- 2616: And for the love of God, do something about our tuition and crappy parking. DO SOMETHING USEFUL!!!!
- 380: All the SU presidents do is whine about tuition, seriously, there are more important issues as far as I'm concerned.

Event Suggestions (10)

- 784: More tickets (free) for Bears/Pandas Events to increase school pride.
- 975: Get rid of movie night in SUB it is annoying and loud.
- 1006: Engineering week in January allows me to present research topics outside of classes. Engg Week should be brought back on campus though
- 1320: There should be more events available and presented for older students. This 30 something isn't into pub-crawls. Drinking is not a weekend sport for me
- 1382: Get good bands to play at beer gardens.
- 1472: I want to comment about movie night in SUB I strongly feel it is a gross misuse of space to use half the study area in SUB before midterms to show movies that only 10 -15 people actually watch. This study space is very valuable and many students are misplaced when the movies begin!

- 1498: More academic advisors should be available to speak in the U.S.S in the education building. They only had 1 person the last time I went there.
- 1529: More functions at the Bars, i.e. Theme Nights would be beneficial.
- 1990: Bring back Friday nights at the Plant.
- 2608: I love SU movie nights with free popcorn!

Student Union Fees (10)

- 1290: You guys take to much money from tuition payments for what you do. Your tuition cost protect are ineffective, making them a waste of time and money.
- 254: Disappointed with the posters advertising the access fund as free money. It is for students in need NOT those looking for cash give-always.
- 1822: Student access fund is stupid. Do not use student services, therefore, should not have to pay for them.
- 2616: Stop wasting my SU money doing stupid candle light vigils!!
- 2609: Don't let SU waste my money.
- 2637: Why doesn't the student union buy all of the franchise operated in it's building and use that money to reduce SU fees?
- 1484: I would rather keep SU fees and dedication fees than have little done that impresses me.
- 1356: More affordable tuition would be nice, but SU services are very important to maintain.
- 898: I think the SU is a black hole for my fees. I should be able to opt-out of most of your programs. Any time I want to get something done I do it myself.
- 1574: I would like the SU to allow students to opt. out of the health services and recreation fees. They are a complete waste of money for those who have their own health programs or are too lazy to exercise. I don't like this all or noting policy. Seems very fascist to me!

Positive (9)

- 190: Things are going pretty good, you have room for improvement. Keep up the good work.
- 452: This year I've felt a strong SU preference. I do believe the SU president truly wants to advocate for us students re: tuition.

- 1713: I'm very pleased to see that you (SU) are reaching out to the Students to get our opinions. Keep up the great work.
- 1720: Jordon Blale is doing an awesome job this year. I really like the ability for us meal card users to be able to use them more around campus.
- 2609: Cops is awesome.
- 2688: I believe the SU is a great organization that can have a far greater support network and help if changes evolved gradually leading to the betterment of students, individual cases and student life.

Negative (7)
- 17: SU council is a bunch of jack off future beaurocrates who waste all day bickering online with pointless discussions on minor regulations and proper wording.
- 248: F--- off about the handbook already, jeez!!
- 2440: Blatz sucks, get his a-- out!!
- 2634: The SU is useless and a bunch of whiners.
- 2740: Do something USEFUL!
- 1743: I think if the SU was "working" for the students, the bookstore would not be so expensive.

Sexual Discrimination Issues (6)
- 306: My only problem with the Student's Union is that sexual assault thing and the way it was handled, but that might have been the point of view portrayed by the gateway.
- 341: Council needs policies on sexual discrimination / harassment etc.
- 1335: If the people involved in the SU spent less times padding their resumes, and more time caring about students, we might have a better university. And where are the discrimination policies in the SU… when will they be concrete?
- 1346: The SU needs a comprehensive human rights policy. An operating policy that covers only sexual harassment is insufficient!
- 1351: Adam knisely does not represent me as an arts student. No sexists do. SU needs human rights policy.
- 2499: The recent incidents with former counselor Knisely have discredited SU. I hope measures are being taken to ensure this doesn't happen again.

Other Suggestions for Improvement (15)

- 634: Student Union needs a nap room.
- 883: I think the SU has to change up the students at the University more. I don't think we are as strong as some of the other Universities in Canada!
- 937: I think students union should require more from lab time. The lab materials are old and outdated. More effort should be placed on providing colored pictures and complete lab manuals. Certainly, with access to digital cameras and cheap printing, for $10-15 we could get decent lab manuals. More effort should be placed on making, them clearer and easier to understand!!
- 1049: Faster communication and participation between student faculties on campus (more events).
- 1128: SU or U of A should not do business with Aramark catering, too expensive for the food.
- 1269: I think SU's business plan (profits vs. student wants) as far as restaurant space is flawed. F--- coke! Revolution now. Burn the Dean's office.
- 1548: SU provides good services, but on a political level does very little at value to students. It is made up of people that want something important to put on their resume, not people that have the gemption to actually make a difference. This will never change, so I say disband and prioritize the services.
- 1968: Dissolve the access fund. Shrink the S.U.
- 2165: I think the SU does a very poor job at running the Power Plant. The service is inadequate and the food is absolutely terrible, especially since the menu change of Fall 2004.
- 2446: More support/awareness for older students (30+) is needed at this university. Special scholarship is needed for older students.
- 2660: SU just doesn't seem, important on campus. It needs more clout.
- 2711: Why did the SU kick Tim Hortons out of SUB and replaced it with Cram Dunk, a SU-owned business. Did the US see an opportunity for profit marketed under "fair-trade coffee"? I'm not mad, but this caught my attention.
- 2792: The Student's Union has a lot of money and students do not! Why should they profit off poor students in Cram Dunk and overpriced pop machines

- 1260: Bars are a waste of Student Union money, although I suppose the money that moronic University students put into the SU is useful.
- 1827: Native student services promotes segregation. Get rid of it.

University Food

94 respondents made comments about University food services. Many comments referred specifically to the quality, price, and variety of food available in CAB, SUB, Lister Hall, Power Plant, and RATT. A significant number of respondents (13) made negative comments about raised drink prices throughout campus bars.

Quality and Price of Food in SUB and CAB (29)
- 13: Food in Cab is awful (I spend most of my time there). It is a hassle to go to SUB to get decent food.
- 116: S.U. Food court restaurants are cheap on the food - esp. subway (I pickle "lots")
- 216: Food @ Lister and CAB needs more selection and better quality and prices.
- 227: Providing cheaper foods would be very beneficial.
- 228: Decrease $ of food.
- 742: The food in SUB (especially subway) is WAY over priced.
- 784: Love meal card expansion to SUB, very cool.
- 787: CAB's food is LOW GRADE and exorbitantly priced.
- 863: Places to eat non-crap food on campus would be great.
- 1183: I feel that as a University there should be more options to be able to eat instead of franchises such as Mr. Sub, Subway, funky pickle, etc. which charge no less an amount for students.
- 1437: Food around campus (price, quality, health(is very dissatisfying)
- 1682: I just suggest that we should need more healthy food (SUB, CAB…) We need to have more cafeteria and coffee shop such as "Tim Hortons". The "Tim Hortons" in the CAB is crowded everyday….
- 1703: Lister/CAB food really sucks and is expernsive.
- 1726: Cheaper food!! Please.

- 1752: The food services are not healthy, expensive and no choices at all.
- 1828: The food choices in ETLC are horrible, more healthy options would be good.
- 1998: At CAB, the choices are too limited and the price is very unreasonable.
- 2070: The food at CAB is charging too much for the quality of the food.
- 2160: Food at SUB is OK but overpriced (esp. in comparison to commercial malls).
- 2167: There should be healthier choices of food around campus that are reasonably priced. The rich should not be the only ones who have the option of eating healthy.
- 2373: Also, more restaurants with healthy, relatively low priced food would be appreciated.
- 2444: More independent (not chain) food stores. Alberta companies serving Alberta grown food!
- 2471: Ho-Ho Chinese food puts heroin in their chow mein. Look into this.
- 2474: Campus food sucks! Need healthy alternatives. SU is not a leader: i.e. Cram Dunk.
- 2602: L'Express needs fresher food; on Sundays it is NASTY.
- 2781: Generally good experience. Pop machines are annoying, the liquid is acid WTF?
- 2792: Food prices should be subsidized.
- 2796: The food on campus especially the price in CAB is too high. It's much higher than an outside restaurant. As a student, I can't afford it.
- 2798: The prices of food and snacks is not competitive on campus. Business know we don't have time to go anywhere else so they jack up the price of food. $1.40 for a small coffee and $2.25 for a muffin off campus it would be 85 cents and 99 cents. Quit ripping us off.

Not Enough Variety - Across Campus (23)
- 152: Also maybe create better (healthier) food services 214: ETLC Needs a salad bar or soup or something.
- 216: Food @ Lister and CAB needs more selection
- 227: Also, more choices to foods.
- 350: Should be more healthy choices for food.
- 392: Need more healthy food choices.
- 489: More healthy food choices!

- 631: More healthy food options that don't include shellfish (or are possibly contaminated with it) ex. Mr. SUB in CAB.
- 735: Don't limit my access to horrendously unhealthy food.
- 1131: We need more vegetarian food options in RAT and Power Plant.
- 1190: More food and student services at FSJ would be beneficial.
- 1346: Vegan food in SUB!
- 1347: There should be more vegetarian options in SUB, HUB and CAB.
- 1351: Their should be a vegetarian option in SUB, HUB, CAB
- 1354: Provide more vegetarian/vegan food in CAB and SUB. In CAB there is very little "safe" veg. Food, in SUB it's OK but could use more.
- 1998: For the food, we should have more choice on campus.
- 2167: There should be healthier choices of food around campus
- 2427: Subsidize, or bring in more VEGETARIAN, AFFORDABLE, food options.
- 2474: Campus food sucks! Need healthy alternatives
- 2781: SUB has no tomato or V8 juices for sale. CAB does have tomato and V8 juices for sale. What does Coco Cola Ltd. Have against tomatoes?
- 2792: More fresh fruit should be available for purchase in HUB and SUB.
- 2819: The SU needs more food options for vegetarian and vegans.
- 2391: Stop the Coca Cola monopoly on campus and get some Pepsi in here somewhere!!!!
- 2605: Get rid of Aramark and Coca Cola monopolies on food distribution.

Quality and Price of Food at Lister Hall (20)
- 208: Lister food is disgusting and ridiculously priced.
- 216: Food @ lister and CAB needs more selection and better quality and prices.
- 282: Aramark/Lister Center food prices are ridiculous based on quality.
- 294: Do something about the food at Lister.

- 299: I HATE LISTER FOOD. EAT S--- ARAMARK! "L" LEVEL FOOD IS LESS THAN APRISON'S "B" LEVEL.
- 353: Foods too expensive in Lister
- 472: Lister food is absolutely terrible. I would have lived there again except that the food was so expensive and gross. Why do you have to buy a meal plan that is ridiculous. We also hate fast food!!!
- 626: Take over Aramark so we don't have to have hot dog pasta.
- 821: Aramark is horrible. The food they serve tastes disgusting and it is prepared by people with colds etc., and they wipe their noses with their hands and then serve the food. Get a subway in Lister Hall, and get rid of Aramark.
- 1128: SU or U of A should not do business with Aramark catering, too expensive for the food.
- 1288: Residence food is disgusting and unreasonable priced. Aramark is ripping students off and it is unfair. Something must be done. I will not recommend residence if this continues.
- 1289: Make standards for Aramark food. I.e. no overcooked, rock hard chicken.
- 1303:Food in Lister is very over priced for quality.
- 1399: Where are the organic food options in Lister! Some don't like chemically engineered foods!
- 1703: Lister/CAB food really sucks and is expernsive.
- 1807: Need better and better valued food at Lister market. The food is grossly overpriced for the portions we get and the quality is often suspect.
- 2106: Aramark is ripping off students in residence prices too high for persons to have 3 adequate, healthy meals a day.
- 2427: Subsidize, or bring in more VEGETARIAN, AFFORDABLE, food options.
- 2605: Get rid of Aramark

Raising Drink Prices in Campus Bars (13)

- 13: Raising drink prices in campus bars is the worst way to draw people in.
- 338: Raising drink prices at Power Plant and RATT is about the worst was to "revitalize" those bars. Fewer alcohol problems on campus is an attractive outcome,

but are alcoholics/etc. really going to stop drinking because prices went up a buck!???!
- 343: Trying to promote a 'drier' campus, is a bad idea. Let us make our own decisions!
- 752: The campus bar rejuvenation project is the most idiotic thing I've ever witnessed. A new coat of paint and higher drink prices so not warrant that money be taken from other faculties. My friend in fine arts had his studio time drastically cut because money was needed for the bars.
- 830: Campus bars are not a good deal at all. It's supposed to be a service provided by the SU, not a profit earning organization. 3.25 is NOT a Drink Special! Ship Nights will die cause of over pricing.
- 1243: Can't believe a pint of beer on campus is $4.50. Outrageous!
- 1453: You Killed the RATT and there planet.
- 1764:Why the excuse to raise bar prices when cheap alcohol IS a reason to go. Not to get drunk, but to not have to break a $10 for a drink.
- 1950: Bring back the good old days at Power Plant and Ratt.
- 1992: You guys killed the RATT, bring back the cheap food and booze.
- 2073: I was disappointed when RATT prices went up this year. Specially the loss of the specials. We have stopped going because of this.
- 2430: Prices of good and drink are way too expensive at the SU run bars. For the amount of tuition we pay, we should be some benefit in the form of discounts.
- 2724: Beer and food prices in pubs should consider economic status of students.

Quality and Price of Food at Power Plant and RATT (9)
- 360: While the service in the campus bars is much better, the price increase for food of equal quality to last year has made me go 2 or 3 times a week at RATT last year, to once every 2 or 3 weeks this year. The size of the servings are also smaller.
- 367: You can't order a vegetable plate at the Power Plant anymore, and to get salad instead of fries is $2.50 extra. If the goal is to feed us only fried greasy foods, its been achieved.

- 554: Power Plant price changes suck. Been there twice this year Vs. 20-30 times last year. No one goes anymore. Way to ruin the best place on campus.
- 679: Please make salad available at Power Plant instead of fries without changing extra money.
- 697: Should not change more for healthy eating (ie. 2.50 to substitute a salad at the Power Plant)
- 784: RATT and Power Plant need better food.
- 2160: RATT/Power Plant food is fairly priced but the quality is poor, better recipes/chefs needed.
- 2165: I think the SU does a very poor job at running the Power Plant. The service is inadequate and the food is absolutely terrible, especially since the menu change of Fall 2004.
- 2448: We need better food and better prices at Plant and RATT. It is more expensive to make the healthier chjoice of soup/salad than fatty foods like onion rings and fries and corn fritters.

Various U of A Services and Facilities (81)

Many respondents (89) made comments surrounding services, support, and facilities at the University of Alberta. These comments were divided into a number of categories:

Better, Faster, More Computers (14)
- 228: Need more computers on campus that run and are available to the web.
- 258: Not enough computers with Pro E!
- 489: What about unix/linux/mimix computers?
- 1250: Provide more computers and greater access to them (i.e. Keep them open 24 hours!)
- 1549: The computers on campus are very slow, especially at Winspears and Rutherford. Make them faster please!
- 1737: More computer lab time for programs that rely heavily on computer use.
- 1746: It's ridiculous how sucky computer we have and it's so limited.
- 1764: Have Pef E undergrad lab to use (computers).
- 2397: All computer labs are used 2-5 for class labs should make some available.
- 2438: Please make the computer labs open later. AF/HE needs another computer lab. Lots of times the lab is

busy because a class is booked into it. With the new Natural Resource Engineering Building becoming attached to GSB this is a BIO concern if the Engineers start using up our computer space, even though they have 24 hr access to their labs!

- 2629: Need more computers for mechanical engineering students often undergrad labs force students out of lab even though 3-1 has very specific programs that are only in 3-1 and needed for mechanical engineering projects.
- 2665: It's not really about how many computers are available, but what type of programs there are. Need MS Project and other programs on all computers.
- 1747: We need to get high-speed internet connection throughout the campus.
- 2437: Should make easier access to USB ports on campus computers in order to accommodate the use of flash drives; for saving work.

More Places to Sit or Study (11)

- 152: more areas to eat/sit down.
- 228: Increase comfortable study space.
- 1131: We need more couches in common areas and for them to be cleaned regularly (especially in CAB).
- 1715: Provide more seating in CAB please. That place is totally full all the time!
- 1978: We need more spaces on campus where one can sit or eat or study or relax. Currently, SUB, CAB or HUB are so busy just walking through them is a challenge.
- 1988: Campus is crowded!!!
- 2130: Not enough places to sit at lunch time.
- 2474: There needs to be more individual study space on campus. The Alumni room in SUB is a step in the right direction.
- 2527: More study halls/groups please!
- 2602: The tables in the new part of SUB are shitty and too small.
- 2794: More study space in SUB.

Parking (9)

- 43: Parking should be available more and CHEAPER. Calgary has a $2 lot!

- 571: I can't afford to park on campus, so I drive for _ hour then walk for _ hour. (I park at a friend's place).
- 1068: Parking services system crashes every year, you would think they would fix the thing by now!!!!!
- 1196: lower prices in parking or spend more to have more parking available.
- 1736: Parking is way too expensive.
- 2019: #17 Parking lots are poorly lit.
- 2036: Application for parking services should be improved.
- 2067: Parking prices are higher than parking down town.
- 2108: Since University is very expensive and living by the U is expensive, I drive everyday. I think that monthly parking on campus should be cheaper.

Bookstore (7)
- 857: #11 the bookstore does a great job of screwing us.
- 1354: Also get the U of A Bookstore to be cheaper because their prices are outrageous and most of the time students are forced to buy their stuff.
- 1988: Books are too expensive!!!
- 2001: Books are too expensive for using it for 3 months of your lifetime and resale value is way too low. You get maybe a third back what you pay for it.
- 2127: We are full-time students, some of us can't work and books are extremely expensive.
- 2451: Expanded book store hours is also vital.
- 950: All courses should have required texts on reserve.

Earlier Admission Notification (6)
- 258: Slow application process!
- 574: I had so much trouble viewing admission status online because I had no U of A email account before I was officially admitted.
- 945: I was concerned are the length of time it took for the decision regarding my admission (~ 2 months). This left little time to get organized for classes and had I not made it in. I would have had almost no time to make alternative arrangements. An email notification of admission would be very useful.
- 988: When applying for a major/minor that doesn't give approval until later in the summer, it would be nice to

know when we can expect to be approved. (eg. Comp Science with bus. Minor)
- 2058: My letter of intent for Pharmacy was received but did not show up on the Bear Tracks site until two weeks later when I phoned to check.
- 2557: Not pleased with mail in University application response never even received notice of conditional acceptance.

Wireless Computer Access (6)
- 489: More wireless?
- 524: If wireless is to be experiences we need more power outlets in classrooms and libraries.
- 751: I have a Mac laptop with wireless Internet access; these choices are not available.
- 2173: SSH login for campus internet is not compatible to my computer (palm).
- 2296: Wireless expansion on campus good!
- 2602: The wireless in SUB sucks when it's busy. SUB needs waaay more power points.

Health Plan (6)
- 655: I think we should have a drug plan for students. It is absurd that grant McEwan and Nait have a drug plan and pay half the fee's we do.
- 659: We should have a drug plan.
- 670: We need a drug plan!!
- 2373: Oh, and waiting times in the health centre should be reduced. I'm not big on spending an afternoon there every time I need to see my doctor which is usually once or twice a month.
- 2816: Get an undergrad health plan.
- 595: There should not be fees for health purpose, as any visits are paid through Alberta Health Care. What are the health fees used for?

U of A Building Hours (6)
- 7: Don't close the 5th floor of agriculture forestry building to people studying. It's a great place for secluded or group work.
- 116: Computer labs should be open later during the week, more during weekend.

- 541: Computer labs (Clinical Sciences) needs to be open on weekends… that's when we have time to work on homework!
- 579: Computer labs are vital should remain to be free and open later!!
- 1550: Need longer operating hours in buildings on weekdays and weekends.
- 1802: Sub is 24 hour work space during mid-term week. However, perhaps it should be also open on the weekend before for Monday/Tuesday midterms.

University Maintenance (4)
- 258: Warmer Libraries!
- 333: Cleanliness could be improved in many rooms, including washrooms in MEC???
- 2602: SUB needs HVAC mods; it gets goddam cold sometimes.
- 257: More recycling bins in SUB

University Security (4)
- 2427: Please put some money into anti-theft of bikes! If roughly 10 25% of car owners got their cars stolen, I'm sure there would be action.
- 2434: Make bike theft less common on campus INVEST some money to ensure less theft of bikes on campus.
- 2449: I'm very impressed with campus security I feel safer on campus than in the Edmonton police jurisdiction.
- 1886: Make the campus security officers actually useful. Eating at Tim Hortons, and driving around in a car is not useful.

University Facilities (3)
- 447: The fitness facility at the U of A is an outdated relic. It is a pathetic display of equipment for a major University. Much of the equipment is older than I am. It is rarely clean, has poor ventilation and should be renovated. U of C puts U of A to shame in this department.
- 2067: Also, gym facilities are not fit for students.
- 2001: And how old is V-wing?

<u>Too Many Passwords (2)</u>

- 1200: Too many passwords for U of A/Library/Bear Tracks Confusing system.
- 1719: Too much course information on the website. Getting a new CCID password took me 4 HOURS because I didn't have access to a computer before I came here and couldn't get access at the university without a "new" password, so I couldn't change my password from the given one because your technical "help" didn't listen to me at all.

<u>More Guidance on Career Options After Graduation (2)</u>

- 1017: Need more guidance on possible career options that would help in making decisions on degree programs to choose perhaps pre-orientation offer seminars on career options for each faculty.
- 1300: Just wished that the University would make more of an effort to share student's new and exciting career options, and have more career fairs.

- <u>Other (9)</u>
- 48: This is not directed @ SU but mainly at SFAIC(?) for 3 consecutive years. I have used the service to assist me with filing student loans information, like form B, but every year semester they tend to make extremely huge mistakes, it would be great if they are more responsible with their duties. Thanks.
- 149: Making more applications online makes it easier for students to gain information and be self-sufficient.
- 1315: Make student disability services more known. Possibly in orientation have it stated at the beginning.
- 2765: Disability services is a piece of s---. They need WAY more funding for temporary disability. I.e.: people with broken arms and shoulders who can't write. THIS IS A DISABILITY. They didn't even give me carbon paper, they offered to sell me some for way too much.
- 739: Every Classroom should be wired and have data projectors.
- 2173: I would like that all photocopiers/printers use recycled paper.
- 1404: The more on-line services, the better.

- 2604: Please put a one card machine (to add money to your one card) in the ETLC. It is a hub for MechE building, ChemE building, and the new CivE building, and such a machine is really needed on the engineering side of campus. It would be a huge benefit to al engineering students.
- 2661: Improve the dorms. Decrease the rent!! And, impose more strict policies for noise level.

Beartracks

A large number of respondents (81) made comments on the University's Bear Track system. These comments included general negative comments about Bear Tracks (34), the suggestion that Bear Tracks be made like Bear Scat (20), other suggestions for improvement to the system (19), and increased hours of operation (8).

Negative Comments (34)
- 203: Bear Tracks suck!
- 288: Bear Tracks has screwed me over more times than I can count. Any improvements are appreciated!
- 335: Bear Tracks is like being punched in the face over the internet.
- 392: Bear Tracks is a huge pain to use. The software needs a huge overhall.
- 423: I've often been very frustrated with the Bear Tracks site. "Login failed" and without any change to password and then works again later.
- 739: Bear Tracks has a horrible interface.
- 810: I've been having a hard time getting into Bear Tracks lately. I have to change my password each time because it won't work when I try to get in.
- 834: Bear Tracks is horrible, user infriendly, bad interface, difficult to register, kale schedule, etc… WebCT (Vista) is bad too. No need for Java very finicky
- 846: Internet and Bear Tracks/WebCT is very slow when accessing in the library.
- 863: I think Bear Tracks needs to be seriously improved it is very user unfriendly.
- 934: As for Bear Tracks, maybe you should just admit you got hosed and scrap it.

- 956: Bear Tracks is the worst system ever devised. I can't believe the U of A paid for it. 956: Thank God for Bear Scat.
- 1044: Bear SCAT is awesome, Bear Tracks sucks!
- 1069: My dog could design a better system than Bear Tracks.
- 1075: Bear Tracks needs to be revamped. It has a terrible user interface and nothing gets updated quick enough (i.e. Fee payments)
- 1113: Hate Bear Tracks.
- 1390: Bear Tracks is weak.
- 1492: Bear Tracks sucks. The paper Course Calendars were easier to use, when finding your classes. It is a pain to look for courses online. Who was the genius who though of that.
- 1560: The first time I used Bear Tracks to register for classes I had a very difficult time. I finally had to see my student advisor and she helped me register. It was a frustrating experience.
- 1566: I hate using Bear Tracks:
- 1593: Wouldn't wish using Bear Tracks upon anyone…
- 1733: Wish Bear Tracks was more web friendly.
- 1938: I don't think the Bear Tracks system works well. Once I drop a course and want to reapply again in this September, I had to ask the officer to do it for me but not using the computer as before. It's super inconvenient!!! Also, Bear Tracks can't remind me to transfer my program even though I am very successfully enrolled in a new program of my study. Bear Tracks works worse and worse compared with other University computer systems.
- 2039: Two things that bother me are the lack of information about SU events and the "hours of operation" for Bear Tracks.
- 2039: I really don't understand why Bear Tracks goes offline at all!
- 2156: Bear Tracks is an absolutely terrible registration system! The hours of operation are not conducive for a full-time student who works evenings and only has Sundays available to go on-line to register. It is also not a very user-friendly system. Finding classes on-line is difficult. It's also frustrating when you receive error messages (ie: class conflict, etc) and are not told how to fix them.

- 2435: Delete Bear Tracks.
- 2474: Bear Tracks and WebCT are retarded to use, not user friendly.
- 2485: Bear Tracks is confusing as Hell! Registration is so impossible it's ridiculous!
- 2669: Bear Tracks is slow and frustrating.
- 2735: Not satisfied with Bear Tracks application process as is never up-to-date. Most of the legwork I had to do to get into medicine was done myself.
- 2764: Bear Tracks and WebCT are a joke.
- 2776: Bear Tracks admission/application notification was useless this September.

Make Bear Tracks Like Bear Scat (20)
- 7: Bear Tracks should be modeled after bear scat.
- 30: BearScat is awesome.
- 256: Bear Tracks is an abomination and I thank god a normal and intelligent human was able to condense that monstrosity into Bear Scat. Stop spending money on Bear tracks.
- 398: Bearscat is much more efficient then Bear tracks for online registration.
- 759: Bear Scat Rocks
- 956: Thank God for Bear Scat.
- 1044: Bear SCAT should be integrated with Bear Tracks to make it more user friendly.
- 1057: It would be great if you could edit a schedule you have loaded on Bear Scat. Also, please open the tunnels.
- 1089: Bear Tracks could be remade to make online registration a lot easier like Bear SCAT.
- 1305: I only discovered Bear Scat through friends in my 2nd year at the U of A. I wish I had known it before, because its reserve seats features for full course is invaluable. I find it appalling that advisers of the business department don't tell students about Bear Scat.
- 1320: Bear Tracks could learn a lot from Bear Scat! Bear Scat is by far the clearer and easier service.
- 1358: Bear Scat Rocks!
- 1390: I use Bear Scat, its faster and easier.
- 1566: I hate using Bear Tracks: I am very pleased with Bear Scat and feel that its services should be expanded upon because it is so user-friendly.
- 1748: Bearscat is extremely, extremely useful. Improve it and make it better. Bearscat should replace Bear Tracks!

- 2390: Bear Scat is the best website in the world.
- 2401: Bear Scat is the website that should be upgraded and maintained as it is a much superior site to Bear Tracks.
- 2540: Just use bear scat!
- 2577: Bear Tracks make it Bear Scat! Cut the fat - I want to see more for my $ each semester i.e. less special interest.
- 2669: Bear Scat is very easy to use. Fix Bear Tracks.

Other Suggestions for Improvement (19)
- 238: On bear tracks, when applying for courses online, attach lists of all seminars and labs that correspond to that class. So as to avoid major complications in scheduling.
- 295: The web server incorrectly figured on Bear Tracks is a hassle to go around on your computer all the time to delete files just to get in.
- 527: Bear Tracks should not time out after certain periods of use or inactivly. This is very annoying.
- 561: Bear Tracks should not allow students to register for a course if the student doesn't have prerequisites. A warning window should come up.
- 720: Have you seen "Infonet" at University of Calgary. Please make U of A registration process EXACTLY like that. It is the greatest.
- 787: Also Bear Tracks needs to start notifying people about cancelled classes via e-mail. If everything else is done electronically then why can't that be?
- 88: WRT#26 - I think the two data bases - Bear Tracks course list and bookstore textbook list should be joined, so that we could print a list of required books for each course off Bear Tracks.
- 920: RE BEARTRACKS: May be helpful together with old phone system for students who may not have access to online info ad who do not live in locality.
- 1336: On Bear Tracks, it would be convenient to register for MB courses simultaneously as opposed to doing 2 separate searches and matching section #'s. Also, a quick link to a visible timetable format from add/drop classes page would be very convenient.
- 1273: On # 26, for printing any grade/personal/financial not. We must be careful to prevent hacking/increase security.
- 1444: The Bear Tracks system should be unified with paying fees the university of Calgary is an excellent

example of implementing this system. www.uacalgary.ca/infonet

- 1572: Why are Bear Tracks and the registrar's page separate in i.e. why not consolidate on-line services so that username and passwords are the same for both sites. I know I can set them to be the same, but the option to have them different make no sense.
- 1984: More features on Bear-Tracks.
- 2158: Bear Tracks make it so that you can view a weekly timetable (on a time grid) not just a list of what classes you're enrolled in.
- 2485: Bear Tracks is confusing as Hell! Registration is so impossible it's ridiculous! Try looking at Grant MacEwan's system, it's a heck of a lot easier to use.
- 2532: Bear Tracks is frustrating to use to register for courses! I is slow and a better system should be created so that there is an indication of which courses would conflict with the times of classes already chosen. Efficiency is lacking.
- 2620: Change NETworking provider for Bear Tracks. There has to be a more user-friendly program available.
- 2724: Bear Tracks is very useful and should be expanded in any areas possible.
- 2764: Fix the computer software and update the computers on campus.

- Hours of Operation (8)
- 637: Bear Tracks need to be open on Sunday!
- 659: Bear Tracks should have better hours - not I am on Thursday morning but closed on Sundays.
- 701: Increase the hours of Bear Tracks!
- 826: Bear Tracks should be open on Sundays. It's a website!
- 973: Bear Tracks should be "open" all the time (or is it already).
- 2129: Bear Tracks should be 24/7.
- 2309: Bear Tracks should be open 7 days a week.
- 2840: Open Bear Tracks all the time. It doesn't need to close.

Tuition (71)

Many respondents felt that tuition prices are too high (43) and some were not impressed with what tuition fees are used for

(15). Other respondents commented on payment services (9), and the number of bursaries available (4).

Tuition Prices too High (43)

- 171: That tuition question (#13) was weak. Of course we don't want to pay much. And the options encourage low-balling.
- 185: SU should make an effort to get into Alberta's resources and funding and lower these darn tuition costs.
- 187: I'm an international student so I did not answer question 9. My government loans are from the USA and the amount is very high.
- 369: Lower tuition
- 402: $40.00 carry over fee if tuition not paid all is Sept is a complete joke! Some people don't make enough money to pay all at once. The school needs to stop Raping Us!
- 591: I pay nearly $1000 more for tuition a year at U of A than GMCC and I get less. All outlines and lab material and course packs - I have to print off on my own for 10 cents a page, plus lab packs are $40.00 plus. Where is my extra money going? Does U of A supply anything.
- 670: Tuition is way too high.
- 682: Thank you for taking my money.
- 742: Tuition prices and government funding make it next to impossible to survive. Do I eat? Or live in a box and pay tuition?
- 788: WRT #13 I do not think tuition should be as high as 3500, but 2500 would be fair.
- 891: Lower tuition!!!
- 1192: Please, lower my tuition! Whatever it takes! More publicity needed before protests, I never heard that there was going to be one.
- 1196: Lower tuition/books
- 1320: Tuition is way too high for what we get!!!!!
- 1326: We desperately need to get them to drastically lower university tuitions. It is not possible to earn enough over summer to pay for it.
- 1356: More affordable tuition would be nice, but SU services are very important to maintain.
- 1273: Tuition can't be free.
- 1433: Fees and tuition are absolutely ridiculous!
- 1505: Differential tuition is making it difficult financially. Medicine has huge differentials that are increasing as fast as $2000 a year!

- 1692: Tuition way too high!!
- 1926: Please lower my tuition!
- 1988: Tuition is ridiculously high!!
- 2001: Tuition is also too high, what does this really pay for?
- 2067: Also, prescription prices are high.
- 2083: MBA tuition fees are extremely high considering other programs and education offered. The transferability of these credits is also non-existent and should be revised.
- 2096: Prices on campus are way too high; they should be lower than normal to help give students a break who are already paying overpriced tuition, housing and food even the Safeway on Whyte Ave near the University is too expensive.
- 2127: Tuition is also a lot. Food could be cheaper too (ie: HUB)
- 2135: The general tuition is much too high, a more reasonable load would be less dollars a class.
- 2198: I feel my comments are irrelevant. The school will always nickel and dime its students. The school is more concerned with profit than the education it provides for its students. The U of A needs to address the needs of its students especially financially.
- 2207: Tuition is too high.
- 2274: Lower tuition.
- 2389: Tuition is not too high. It needs to keep increasing to continue to improve and keep the U of A competitive with other universities.
- 2442: Tuition is outrageous!
- 2447: Historically, the SU has been cowardly and apologetic towards tuition increases. Even in banner years for the economy of Alberta our tuition grew outstanding amounts towards the point that it has increased well over 200% in a short time. We are the richest province, yet our tuition is disgustingly high.
- 2565: The financial assessment given for this semester was not accurate. I am short $2,000 because books and tuition were very expensive. I do not like shelling out this kind of money. PLEASE REDUCE OUT COSTS!!
- 2584: Lower my tuition!
- 2710: Stop Raising Tuition. Get rid of Rec Fees. Not everyone uses it.

- 2776: We need to do something about tuition!! Student loan limit this year was $11,600 for full year, with or without dependents. (that's almost _ to tuition!)
- 2791: Tuition is too expensive!!
- 2748: sleep outside by campus (sic). I defaulted on student loans during a "deans vacation". I had a serious medical problem but the lady at Alberta Learning said they don't consider medical problems just risk, so I am not going to get more loans unless I pay back about $9,000 out of my total loan level of $19,000, so they push you out the loans system.
- To date, my student-related debt load (e.g. tuition, books, living expenses, transportation, etc.) for each of the following types of debt is:
- 1866: saved as long as I could. Loan required later

Not Impressed with How Funds Used (15)
- 459: Not impressed that I January we have to pay for access to use U of A modern pool or that you will cancel it. Every year (2nd degree) I pay more to receive less.
- 564: Since transferring to the U of A, have been very disappointed with service at the Registrar's office, Cameron Library. Many services aren't accessible to students I've had to do my own investigations to find services/locations/regulations, etc. For the price I'm paying to attend this university. I do not feel like I'm getting my money's worth.
- 591: I pay nearly $1000 more for tuition a year at U of A than GMCC and I get less. All outlines and lab material and course packs - I have to print off on my own for 10 cents a page, plus lab packs are $40.00 plus. Where is my extra money going? Does U of A supply anything.
- 746: Use our money for our education, not professor research!!! That's what we paid for.
- 748: University is so research-based. I understand that. But it seems that so much money is directed in this way.
- 986: It isn't so much that tuition should be lowered in price, but the other fees. For example, I highly object to paying facilities when I never use them. That should be an optional fee.

- 1005: Generally I'm too busy with schoolwork and job work to care about anything on campus. To me all those fees are just more useless money tacked onto my already considerable loan.
- 1006: I am in a computer related field, hence the number of computers that I own. CAPS is entirely useless, and should not charge for any service or seminar.
- 1139: I don't like that we will be charged for Internet use at this school from now on.
- 1140: I think the idea of changing students to use Internet at school is absurd. I spend most of my time at school and having access to the Internet is very important. If they change for it I will not pay it.
- 1433: Fees and tuition are absolutely ridiculous! Especially fees for useless groups and Services.
- 1484: I would rather keep SU fees and dedication fees than have little done that impresses me.
- 1574: I would like the SU to allow students to opt. out of the health services and recreation fees. They are a complete waste of money for those who have their own health programs or are too lazy to exercise. I don't like this all or noting policy. Seems very fascist to me!
- 1822: Student access fund is stupid. Do not use student services, therefore, should not have to pay for them.
- 2135: The extra fees assessed should be optional, especially if one does not use any of the services provided by the SU (like the exercise facility).

Payment Services (9)
- 152: I believe their should be more employees working at the registrars office (especially during the busy times of the year).
- 291: It's hard to figure out how to pay your fees online, I found I was going around in circles a lot trying to pay them.
- 301: It is difficult and frustrating and confusing to pay fees online!
- 471: Allow students to view and pay tuition through Bear Tracks.
- 493: Online payment of fees require more work. Very difficult to pay accurately when the "Confirmation Deposit" is in the way.

- 1196: offer more services like at the registrars office, have more staff available
- 1479: Tuition payments online are awesome!
- 2312: I would like to be able to pay library fees online. (If this relates at all to SU future possibilities to look into).
- 2131: Guys at Student Loan Centre do not help at all!

Should be More Financial Aid or Bursaries (4)
- 2821: The SU Access fund bursary requirements are ridiculous. I thought bursaries were to help reduce debt load, yet I have to have full student loans!
- 733: There should be an increase in student financial aid funds! The students who really need it I feel are not getting enough or any!
- 261: Tuition should be higher for out of province and not subsidized for out of country students.
- 161: There should be more financial aid for those who live at home but who pay there own tuition.

Students' Union Undergraduate Survey

Several respondents (22) suggested that the SU Undergraduate Survey 2004 was too long and that they were not given an appropriate amount of time to complete it. 14 respondents made negative, and 10 made positive comments about the purpose and quality of the survey; while 10 respondents indicated a number of issues they had with specific survey questions.

Not Enough Time or Survey Too Long (22)
- 67: Allow more time for survey!
- 381: You don't give us enough time to do this survey.
- 384: There is not enough time for the survey.
- 385: Not enough time ahhhh!!!!
- 831: Need more time! Too Long!
- 832: 12 mins is not enough, most of my answers are not very accurate. Poo
- 833: Didn't Finish! Not enough time.
- 890: There was no time to do the survey!
- 1589: Too long, not enough time…too rushed.
- 1594: Not enough time given to fill in survey.
- 1689: This survey way way too long.
- 1726: Need more time to fill this thing out!
- 2188: So long, felt like midterm . . . .

- 2758: This survey is too long!

Negative Comments and Suggestions (14)
- 38: This survey another SU waste of money
- 113: I felt that this survey was written by A S------.
- 470: I hope there isn't any market research in this survey.
- 511: Please do not use class time for this.
- 1115: Despite the bias that would arise from doing so, I would prefer that this survey not detract from class time. If I had strong enough opinions about these matters I would make them known in my own time!
- 1439: If this survey was intended to question us on how well we think the University is doing, it has failed in its intent! 1439: The University does a much poorer job of providing services than this survey has asked.
- 1590: This survey is not 100 % applicable to the FSJ campus as there are not very many students that go here and we do not have the overflow problem that the main campus has. Es. There are always computers available.
- 1827: Quit trying to prevent tuition increases with childish stunts. Focus on how tuition and donation money is spent.
- 2039: I think the SU needs to make itself more visible in order to engage student involvement,
- 2304: At $500 a class why is the Students' Union wasting my time. Why can't the survey be done outside of class.
- 2335: Is this where my SU fee is going?
- 2758: Don't print in red!
- 2768: Does this survey include qualifying graduate students?
- 182: It was hard to do this survey because I'm not that actively involved in the U of A. Besides school (academics).

Positive (10)
- 326: keep up the good work, nice idea with the survey.
- 731: I love the red font!
- 786: I'm very glad this survey was held.
- 1165: Good, survey, done professionally and applies to us all!! Good luck!
- 1195: Great job in general. Thanks!
- 1674: Thank you for volunteering your time to do these things for us!

- 1712: Thank you for taking the time to ask us what we think, I hope that the information will provide better ways for the Students' Union to be more relevant to the students.
- 1713: I'm very pleased to see that you (SU) are reaching out to the Students to get our opinions. Keep up the great work.
- 2164: Sweet survey!
- 2688: I think this is an interesting survey that should be able to change or help change certain aspects of campus life.

Issues with Survey Questions (11)
- 279: The ranges on the tuition question are too broad.
- 353: I own a Mac laptop did we just ignore that category.
- 471: You also asked if I am aware of the S. U handbook twice.
- 490: #13 - silly question. How should I know!!
- 751: Question 11 should not have a number 3 choice.
- 1195: What confused me as a new student was the different ID's/Logins/password. Thanks!
- 1940: Question 26, (c) not sure what it means.
- 2589: Don't know what "ability to graduate on-line" means at top of this page.
- 138: Q.5 Don't live alone have a roommate.
- 2019: With regard to #15/16 I do not frequent campus bars often.
- 489: What our personal experience toward university is? Building hours? Health services? Parking? Campus rec. Study areas?

Various comments were made about University staff in general (13) as well as specifically about teaching staff (6). Here are some respondents' comments:

U of A Staff – General (13)
- 713: Generally speaking, the U of A service providers (e.g. People who work at the Van Vilet Center) are extremely disrespectful to the students
- 1068: Also the secretaries need to learn who is paying their wages.
- 1164: The e-mail services when having problems can be helpful and rude. They often will just copy and paste answers from the "Help" icon on the page rather

than answering your specific question. It takes at least 3 emails to solve any minor problem.

- 1880: Personal interaction with administration is very poor! It is often hard to find someone to talk to without being put on hold or transferred a thousand times!
- 1951: Please train your staff in the faculty services a lot more because they tend to answer questions without any knowledge to the topic and issue that is questioned, which in turn, misleads the students who need help.
- 2496: I think they need to hire more approachable, informed people at the student loans desk at Admin. Bldg. And at the health centre in SUB.
- 1392: The faculty of Arts office does not provide an adequate level of service. They make mistakes, seem generally uninformed about department specifics, and do not provide enough service in an advisory capacity. Why no one-on-one advising?
- 1986: Business undergrad Academic advice/office hours not at all satisfactory!
- 970: The U needs to make students feel more comfortable here and give easier access to advisors for help. It's too easy to feel intimidated and confused here.
- 2748: I'm a student in my 30's and the staff are obviously more suspicious of me compared to 1998 when I started. One guy from building services told me emphatically "You don't look like a student". I did not complain, but I am now a suspect due to age of not being a student and some staff are over-zealous and lacking tack. 2748: want security to do a sting operation or set-up with an expensive bike locked with a cable to catch more bike thieves.
- 1549: Lockers should be available, for much cheaper - 20$ a semester. What do we do with coats during cold Edmonton winters.
- 1967: CNS is garbage, fix it!!
- 2678: CNS could know of someone who will come and help us in computers. . . I have had no successful help!

U of A Teaching Staff (6)
- 1068: The U of A is garbage. Any University that clearly recruits teachers from other countries who speak no f------ English is a joke at a school.
- 1069: Get some staff that speaks English.

- 1686: Get more TA's for sciences that speak English that can be understood. It is very important to understand the language being spoken by your TA.
- 1734: Tougher assessments of teachers and more feedback that student assessments of instructors is heard and addressed.
- 2085: Group work requirements in the Business faculty classes are abused. It requires less work from the professor and an insane amount of work from students and the peer evaluations are useless because you still have to pick up the slack of non-contributing members all semester to get a good mark. I do not agree that that's what it's like in the "real world".
- 2782: What the hell are shitty professors doing at the U. of A.

Other comment topics:

A number (8) of 'Other' comment topics were also mentioned by respondents. These topics were: the universal bus pass (12), general positive (10) and/or negative (8) comments and suggestions about the U of A, smoking on campus (9), research (5), debit charges (5), the U of A website (3), and advertisements around campus (2).

The Universal Bus Pass (12)
- 97: Please do something about lowering the bus pass rates. If Calgary can then we can as well.
- 240: Get that transit pass with the student ID.
- 503: A universal bus pass included in tuition would be very appreciated!
- 1030: What happened to the bus pass we were supposed to get?? Good thing the SU placed so much importance on it. Great Job!!
- 1069: Get a Upass you lazy s--- heads.
- 1275: U Pass. What's the status on it? It is very much needed
- 1980: Need to start a transit program yearly pass to reduce costs possibly better student rates and discounts on transit.
- 2030: Universal bus pass!!
- 2207: Transit should be included in tuition.
- 2244: I want a student bus pass included in my fees. U. of C. has it why not us?

- 2434: What about the U-PASS? Work with our newly elected mayor to get this going . . . reduce traffic by 30,000 cars! This is great.
- 1667: Bus pass prices are too high, big jump from high school price just to use an extra 8 days.

U of A Positive Comments (10)
- 793: U of A is an outstanding school.
- 910: U of A Rocks!
- 1190: The mini-bus connection to main campus is great!
- 1447: Well enough!
- 1627: Wasn't sure if "computer labs" included those in the CS Dept. those labs are great
- 1630: The bubble boards are exceedingly useful, perhaps more emphasis should be placed on this for answering students/applicants queries.
- 247: More free stuff - me like.
- 203: Engineers Rule! Arts Suck!
- 514: Crispy, crunchy, goodness
- 1528: More Hot Chicks!

U of A Negative Comments (8)
- 1069: F--- the U of A. I have a 4.0 and I'm taking my brain to another school for my masters. This s--- hole school does not appreciate its students.
- 1439: The University does a much poorer job of providing services than this survey has asked.
- 1551: I think Ontario schools are better.
- 1639: To much competition, almost impossible to reach your dreams.
- 2239: I didn't find that the general application process was appropriate for applying to medical school - especially the details of high school education when I had already attended 5 years of university.
- 1696: Stop making every process at this school so complicated and tedious!
- 855: I strongly disagree with bell-curve marks from exams why is it even done!!!
- 2478: Tell the city bus drivers to slow down on the University campus!

Smoking on Campus (9)
- 339: No smoking in RATT is strongly Recommended.

- 350: There should be an area smoking not in front of buildings.
- 67: Smoking must stay, like it or not, smokers won't just go away and if smoking is banned at campus bars, the business will just go elsewhere.
- 627: I would love to see our campus adopt a healthier tobacco policy including the banning of the tobacco sales on campus.
- 1273: Don't smoke order, but be careful not to eliminate smoking in one giant swoop it will happen naturally don't do it just to seem noble.
- 1984: Make campus non-smoking.
- 2401: Non-smoking bars should for be a right to the majority of us who like our lungs healthy.
- 2474: Non-smoking is important.
- 2840: Please don't make the campus bars non-smoking till you have to.

- <u>U of A - Too Research Based (5)</u>
- 748: University is so research-based. I understand that. But it seems that so much money is directed in this way. Sociology research is important too and everything should not be so science-based. People matter, not only numbers. Due to education, this is my first year in this faculty (before I was in Phys Ed) And overall it's pretty informative. The school I find is not as welcoming and friendly as it could be.
- 749: Its such a research - based school its really NOT that personal or friendly for the students
- 746: Use our money for our education, not professor research!!! That's what we paid for.
- 1988: University focuses more on research (engineering) and less on undergraduates (just a number in the crowd).
- 2069: Research dominates many teachers priorities. They should remember we pay to be taught, not only learn about their research as it's their major concern.

- **Debit Charges (5)**
- 846: Debit fees on top of food prices are not appreciated.
- 1306: Take out that stupid interact fee!
- 2780: I think it's criminal how CAB has started charging a 35 cent surplus fee for all debit transactions, no matter how small, without forewarning customers or explaining what this surcharge is for.

- 1625: Get rid of Aramark debit surcharge
- 215: NOT pleased with SUB and CAB's newly implemented 0.25/0.50 cents service charge on all debit transactions.

- **U of A Website (3)**
- 729: I am not at all impressed with the campus web pages. They are hard to use and poorly designed.
- 1060: U of A website hard to navigate and find what you are looking for.
- 2816: Update websites and online forms make sites less confusing.

No Advertisements around Campus (2)
- 2373: Take out the advertisements in the bathroom please. I really don't need to see monostat ads whenever I go to the washroom.
- 2427: Get the advertising out of the schools.

SECTION VI- Concluding Remarks and Recommendations

Concluding remarks and recommendations:
There was a rather large mount of technical errors contained within the original survey. Many questions were incomplete and related questions that could have given us pertinent information were omitted.   This makes the task of analyzing the information and making worthwhile recommendations particularly difficult. That being said, there is a great deal of important information is completely useable.

In reading and examining the survey results, it is absolutely vital we remember that the primary interest of the Students' Union is to serve the needs of its members where they deem it the most necessary. It is possible that some of this information could lead the Students' Union to re-examine its priorities and/or its positions. Nonetheless, the survey data is only one tool in examining and determining the various needs of students. It should used as a barometer of how students on campus feel but not necessarily as a concrete template for how to proceed. Both the Students' Union and the University should use the information provided as a guideline for what should be more closely examined.

As pertinent as large-scale surveys of this type are, it would be in the best interest of the Students' Union and the University as a whole, to take on a number of smaller, more specific survey projects that can be conducted on a more continuous basis. The students on our campus obviously have a great deal to say on a wide variety of issues.