

2022 Canadian Student Wellbeing Survey



CHAPTER 3: Student Stress, Intent to Withdraw, & Optimism

Research carried out by Angus Reid
August 2022

Introduction



Background

Universities and colleges around the world partner with Studiosity to provide academic writing and core skills support 24/7, connecting students to help when they need it. They currently work with 75% of universities in Australia, 21 universities in the United Kingdom, and have recently started providing support to Canadian institutions.

As of 2022, Studiosity's services are available worldwide to over 1.6 million students.

For a number of years, Studiosity has run annual Student Wellbeing Surveys in Australia and the United Kingdom, and for the second year, Angus Reid was commissioned by Studiosity to conduct this next wave of research among postsecondary students in Canada.



Research objectives

This annual survey seeks to better understand the motivations, emotions, and demands of postsecondary students in Canada, and how to better tailor initiatives and solutions. The survey investigates key areas of student wellbeing.

This year, the survey focused on topics such as student commitments, motivation, engagement with their institution, cheating, assessment, student stress, intent to withdraw, optimism for the future, study habits, and more.

In addition, specific results were benchmarked with the 2021 survey to better understand how behaviours and attitudes have changed and how these themes have shifted after another year of the COVID-19 pandemic.



Methodology & Sample

Studiosity produced the questions for this survey and Angus Reid Forum gathered the responses from current Canadian postsecondary students via an online survey.

The survey ran from March 10 to March 24, 2022 and gained a total of 1,014 responses.

The sample frame was balanced to ensure representation of men and women in proportion to their overall share of the Canadian postsecondary student population (56% female, 43% male), as well as to ensure statistically significant representation from different regions of the country.

The sample was comprised of 75% full-time students and 25% part-time students, and was conducted in English and French.

Study findings

The study surveyed a representative sample of current postsecondary students from across Canada

Student Sample

In this latest student wellbeing survey, Angus Reid ensured a representative sample of students from across higher education in Canada. This survey was conducted among 1,014 current postsecondary students in Canada.

The sample frame was balanced to ensure representation of men and women in proportion to their overall share of the Canadian postsecondary student population (56% female, 43% male), as well as to ensure statistically significant representation from different regions of the country. The sample was comprised of 75% full-time students and 25% part-time students.

The age breakdown of survey respondents is as follows: 6% aged 18-19, 17% aged 20-21, 28% aged 22-23, 17% aged 24-25, 12% aged 26-29, and 20% aged 30+.

For comparison purposes only, a sample of this size would yield a margin of error of +/- 3.1 percentage points, 19 times out of 20. The survey was conducted in English and French.

Student Breakdown

In 2022, the student respondents were:



89%

Domestic (i.e. paying Canadian tuition fees)



11%

International (i.e. paying international tuition fees)



14%

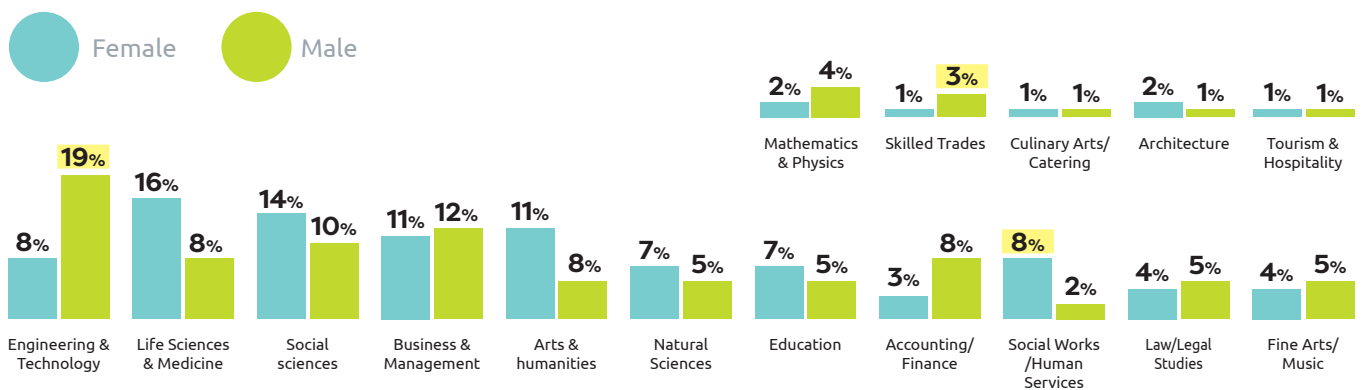
Primarily French-speaking



86%

Primarily English-speaking

AREA OF STUDY



Yellow boxes represent significant differences at 95% confidence.

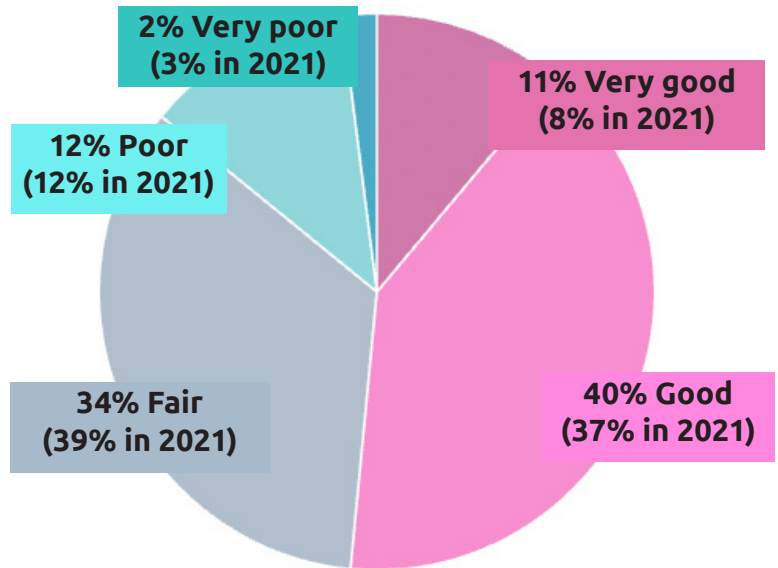
Half of students surveyed said they would describe their overall wellbeing as good or very good, up 6% from 2021

Q. How would you describe your overall well-being at the present time?

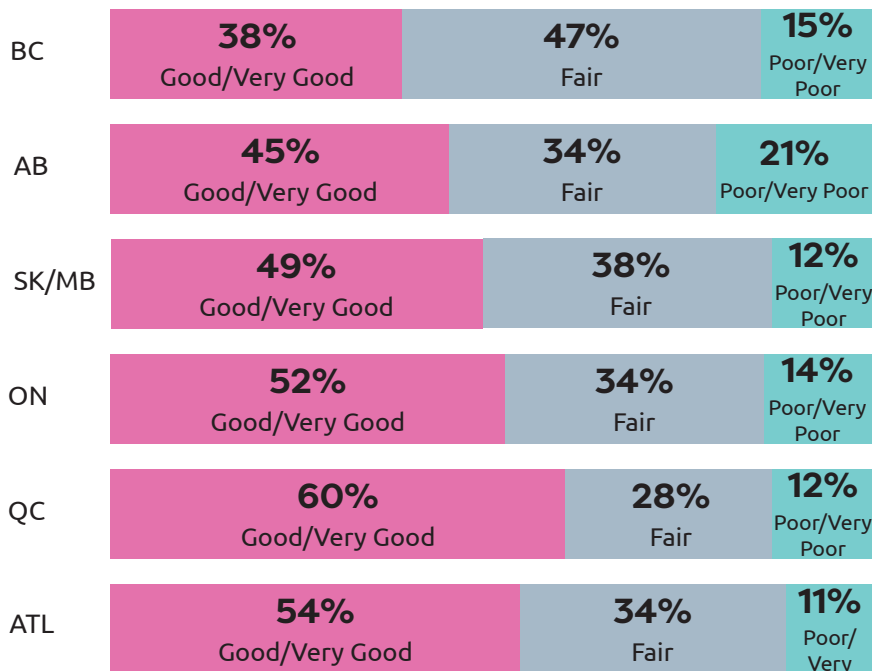
STUDENTS STATE OF WELLBEING IN 2022

51% of current postsecondary students surveyed rated their current state of wellbeing as very good or good, 34% rated it as fair, and 14% rated their wellbeing as poor or very poor. By gender, 13% of male students rated wellbeing as very good, which is a statistically significant higher number than female students at 8%.

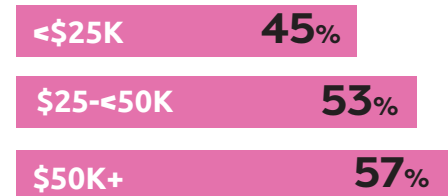
Compared to 2021, there was a statistically significant increase of 6% in students classifying their wellbeing as positive, good or very good, likely in response to the 'new normal' and adapting to the current student experience. Students aged 22-23 saw the biggest increase in rating their wellbeing positively, with 14% more students selecting good or very good in 2022 compared to the previous year. Students in Quebec also rated their wellbeing as good or very good more often at 60%, an increase of 16% from 2021.



STUDENTS STATE OF WELLBEING BY REGION



% OF STUDENTS STATING WELLBEING VERY GOOD/GOOD BY INCOME



FRANCOPHONE STUDENTS

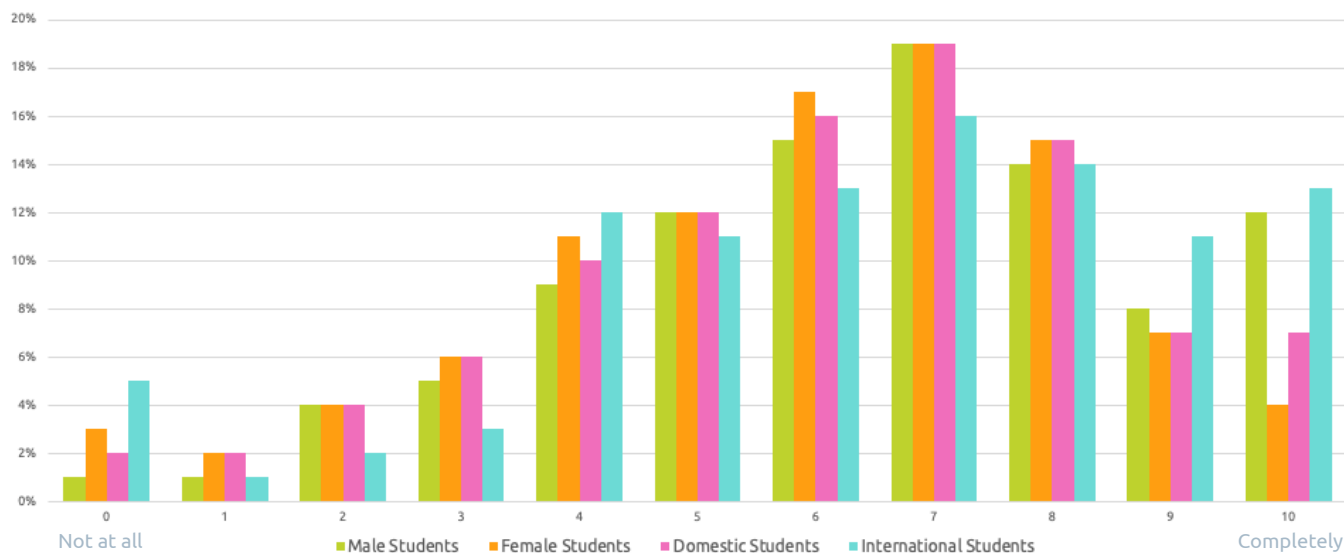
58%
Good/Very Good

By language, 58% of French-speaking students stated their wellbeing as good or very good, an increase of 13% from 2021 compared to only a 5% increase amongst English-speaking students in 2022.

Regional variances were identified with students in Quebec, Ontario, and Atlantic provinces stating their wellbeing more positively as very good or good, especially compared to students in Alberta and British Columbia. There appears to be a statistically significant disparity by household income, as students with household incomes above \$50k rated their wellbeing most positively. By area of study, students enrolled in social science programs appear to rate their wellbeing least positively with 41% of students rating their wellbeing good or very good, 10% lower than total.

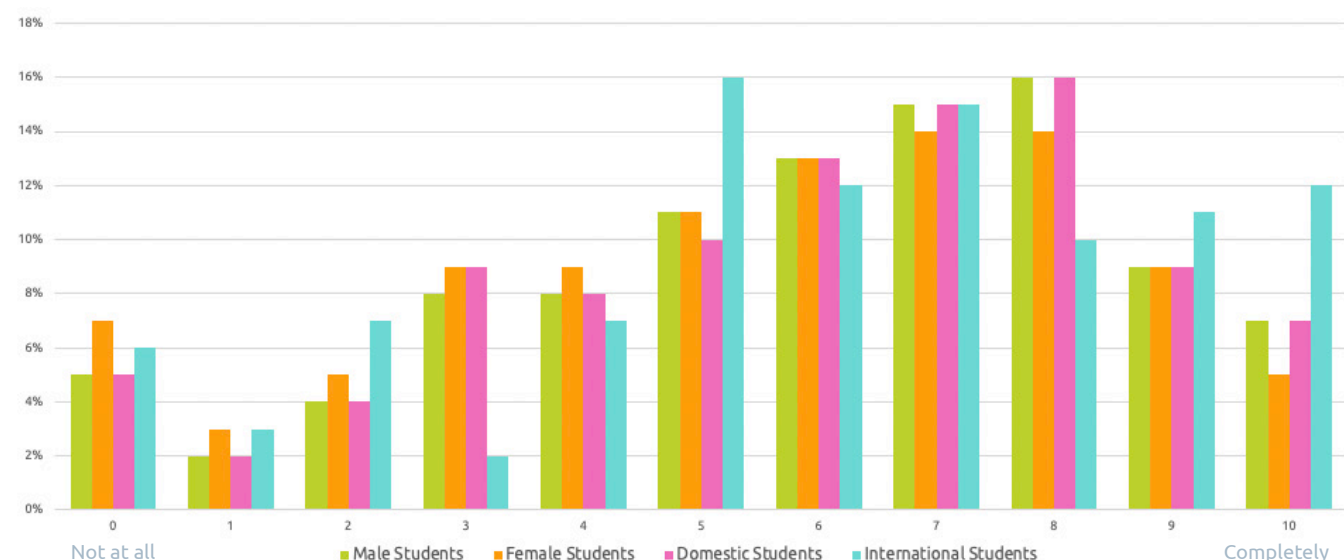
On average, students rate their state of happiness, as well as their state of anxiety, six-of-ten

Q. Overall, how happy did you feel yesterday?



When looking at self-reported happiness, on average, students chose 6/10 with the highest number of students selecting between 6/10 to 8/10. More frequently did male students choose 10/10, with a statistically significant increase of 8% over female students. Students who are working full-time jobs chose 9/10 or 10/10 more frequently, and with statistical significance, compared to students who are working casual/temporary jobs and students who are currently unemployed. At the other end of the scale, 3% of total students did not feel happy at all, yet 5% of international students also chose that same option.

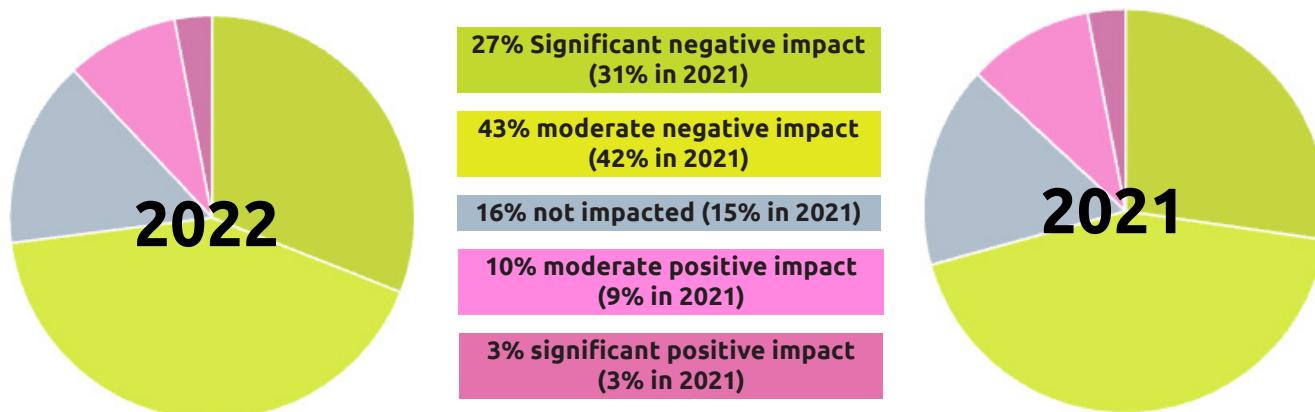
Q. Overall, how anxious did you feel yesterday?



Regarding current levels of anxiety, on average, students also chose 6/10 with the highest number of students selecting between 6/10 to 8/10. When looking at the middle of the scale, students aged 22-23 chose 5/10, 21% of the time, and 10% higher than the average. More students that are currently working full-time chose an anxiety level of 10/10 (12%) compared to students working casual or temporary work (3%) or not employed at all (6%), which could signal the impact competing priorities has on student anxiety.

Seven-in-ten students say the ongoing coronavirus pandemic had a negative impact on their college/university experience

Q. What impact, if any, has the coronavirus pandemic had on your college/university experience?



Unsurprisingly, after another year the coronavirus pandemic continues to have a negative impact on university experiences, with over half of students saying it has done so significantly, despite a slight decline from 2021. Groups most likely to say the pandemic has had a net negative impact on their college/university experience are Atlantic Canadians (82%) and arts/humanities students (80%). By region, there was a 14% decrease in students in Alberta reporting a negative impact on their experience, and a 12% increase in reporting positive impact on their experience in 2022.

Q. How has the coronavirus pandemic negatively impacted your college/university experience? *Select all that apply.*

Since last year, there has been a significant decline in the proportion of students expressing a negative impact on various in-person aspects of the university experience, including face-to-face time with academics, lectures and extracurricular activities. The biggest change in findings from 2021 results is the impact on classes having moved online, with 13% fewer students selecting this option, signaling this is now the norm. In terms of time spent on campus, 2022 results remained fairly consistent.

	2022	2021	Male	Female	18-19*	20-21	22-23	24-25	26-29	30+
I've had significantly less face-to-face contact with academics	72% ↓	77%	68%	74%	84%	78%	77%	71%	55%	65%
Most or all of my courses have been moved online	67% ↓	79%	64%	68%	72%	75%	70%	66%	53%	60%
I've spent significantly less time on campus	65%	68%	61%	67%	70%	73%	68%	64%	52%	62%
I've struggled to meet new people/make friends	64%	69%	61%	67%	75%	82%	70%	58%	54%	47%
I haven't been able to participate in the extracurricular activities that I want to	54% ↓	59%	52%	54%	60%	60%	56%	52%	50%	44%
I've struggled to get adequate mental health support	36%	34%	29%	40%	44%	41%	38%	33%	36%	27%
I've struggled to get adequate academic support	34%	36%	32%	35%	36%	41%	27%	28%	32%	44%
I've lived at home when I hadn't planned to	20% ↓	27%	20%	20%	15%	24%	22%	25%	15%	14%
I've struggled to get adequate health services	17%	15%	13%	20%	13%	18%	20%	13%	15%	17%
I've stayed in university accommodation when I hadn't planned to	5%	3%	6%	3%	4%	9%	5%	4%	3%	3%

 Significantly higher/lower at 95% confidence

 ↑ ↓ Significantly higher/lower than 2021 at a 95% confidence level

Seven-in-ten students say the ongoing coronavirus pandemic had a negative impact on their college/university experience

Q. How has the coronavirus pandemic negatively impacted your college/university experience? [Continued]

OTHER, PLEASE SPECIFY [OPEN-ENDED RESPONSES - MORE IN APPENDIX]



One-in-two students say balancing commitments and schoolwork is one of the most stressful parts of postsecondary

Q. What do you find are the most stressful parts of your college/university experience?

STRESSFUL PARTS OF STUDENT EXPERIENCE BY DEMOGRAPHICS

2022		2021	Male	Female	18-19*	20-21	22-23	24-25	26-29	30+
Balancing work or social commitments & schoolwork at the same time	53%	53%	48%	57%	62%	58%	55%	55%	45%	45%
The amount of studying required	49% ↓	57%	44%	53%	70%	60%	53%	50%	34%	35%
Paying for college/university	46%	43%	41%	50%	37%	42%	44%	55%	45%	47%
Transition to online learning during the pandemic	34% ↓	47%	34%	34%	32%	37%	37%	36%	28%	29%
Academic subject matter is challenging	33%	37%	29%	36%	47%	43%	31%	27%	25%	33%
Making new friends	33%	34%	30%	35%	42%	47%	38%	27%	19%	23%
Dealing with more responsibility on my own	31%	35%	30%	32%	39%	41%	32%	22%	29%	26%
Not knowing where to go for support if I have problems	25%	28%	24%	26%	25%	33%	25%	21%	28%	22%
Referencing sources correctly in my academic work	22% ↓	27%	18%	24%	21%	27%	21%	16%	23%	21%
Feeling alone when I have to study at night	20% ↓	24%	18%	21%	16%	23%	21%	15%	19%	20%
Being away from friends or family	20%	22%	20%	21%	30%	21%	21%	16%	16%	23%

 Significantly higher/lower at 95% confidence

 ↑ ↓ Significantly higher/lower than 2021 at a 95% confidence level

In the past year, there has been a significant decline in the proportion of students stressed out by online learning or the amount of studying required for their program. Across a number of stressful aspects of the college/university experience, women and younger students report more likely to express feelings of stress.

STRESSFUL PARTS OF STUDENT EXPERIENCE BY ENROLLMENT TYPE

2022		2021	Domestic	International	Diploma/Certificate	Undergrad	Graduate
Balancing work or social commitments & schoolwork at the same time	53%	53%	54%	41%	39%	57%	58%
The amount of studying required	49% ↓	57%	50%	36%	42%	57%	34%
Paying for college/university	46%	43%	46%	48%	40%	47%	50%
Transition to online learning during the pandemic	34% ↓	47%	35%	25%	38%	34%	26%
Academic subject matter is challenging	33%	37%	33%	33%	24%	37%	32%
Making new friends	33%	34%	33%	36%	28%	38%	26%
Dealing with more responsibility on my own	31%	35%	31%	32%	32%	31%	28%
Not knowing where to go for support if I have problems	25%	28%	25%	28%	24%	26%	24%
Referencing sources correctly in my academic work	22% ↓	27%	22%	21%	20%	24%	16%
Feeling alone when I have to study at night	20% ↓	24%	20%	15%	18%	21%	19%
Being away from friends or family	20%	22%	18%	39%	17%	21%	22%

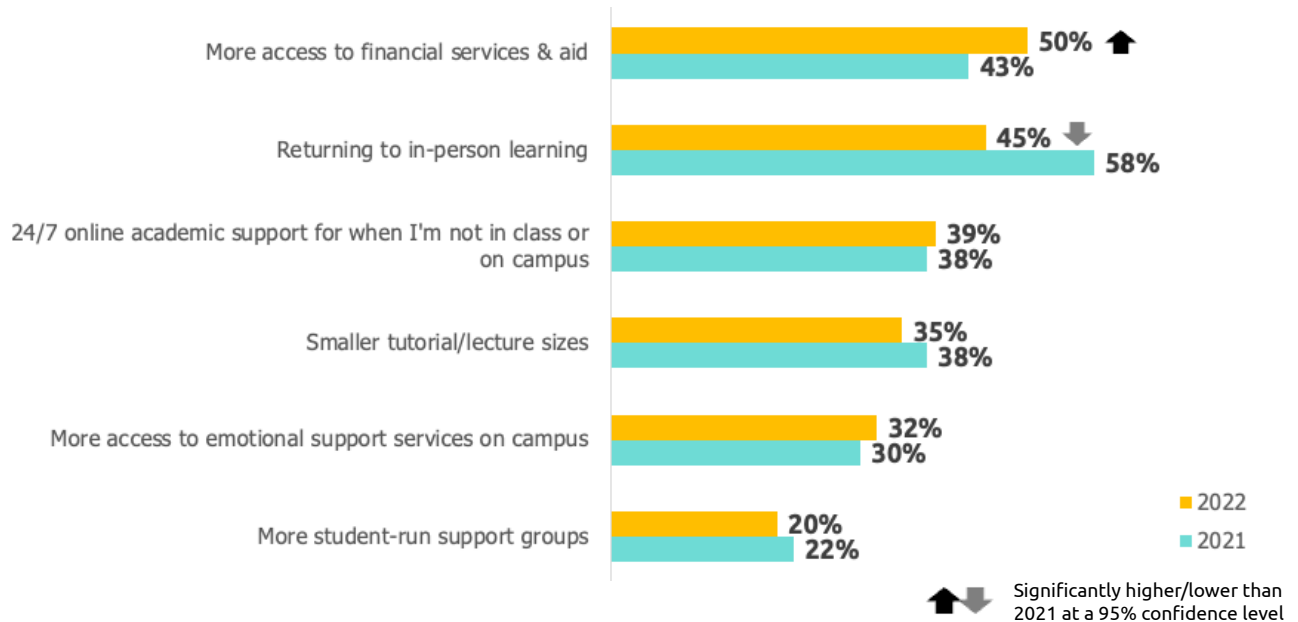
 Significantly higher/lower at 95% confidence

 ↑ ↓ Significantly higher/lower than 2021 at a 95% confidence level

Across many of the common stressful aspects that postsecondary students experience, domestic students express significantly more stress than international students, though international students are twice as likely to say it's been difficult for them being away from friends/family.

Expanding access to financial services & aid has replaced a return to in-person learning as the priority for helping students combat stress

Q. What do you think could help combat many of these issues?



With more students returning to campuses in the past year, expanding access to financial services & aid has replaced a return to in-person learning as the greatest priority for helping students combat stress. More access to financial services and aid was significantly higher among female students (55%, vs. 45% of male), and returning to in-person learning was significantly higher among male students (50%, vs. 41% of females) and students aged 18-19 (61%). When it comes to smaller tutorial/lecture sizes, female students chose this option significantly more often (42%, vs. 35% of male students).

OTHER, PLEASE SPECIFY [OPEN-ENDED RESPONSES - MORE IN APPENDIX]

"Complete overhaul of my program. It's operating on outdated assumptions about course load and student life, and clearly hasn't considered the student experience in the program planning."

"The solutions seem too far to know what to do because Alberta Education has allowed a deviation so far from normal."

"You keep mentioning returning to in-person but I'm much better mentally when lectures are online - I would rather not have to worry about the health of my friends and family in addition to my work and studies."

"Access to online classes even if the class has come back in person. I struggle with my health and pain, I can't always drive."

"Free University so I wouldn't have to worry so much about putting my family in massive debt in the future. Or grants for parents."

"More constructive tests and exams, maybe some study or help sessions, less long 3+ hour exams."

"Lower tuition, more understanding of the schedule of working professionals."

"Cheaper costs of living so I don't have to work so much".

"Make sure students really grasped/comprehend the knowledge that they were taught."

Not forcing a return to in-person learning. Keeping it a choice if you want to go in or not."

"Hybrid style classes / No in-person attendance marks for lectures or tutorials - (All classes and labs should be able to be accessible and completed at least in part on-line.)"

"Increasing the time limit of the degree (so I can take less courses per semester). Or allow me to take more than 2 courses per semester so I can quickly finish the degree."

"Continue to offer all classes remotely. In person class offers me no additional benefits but does cause significant stress trying to commute in rush hour traffic."

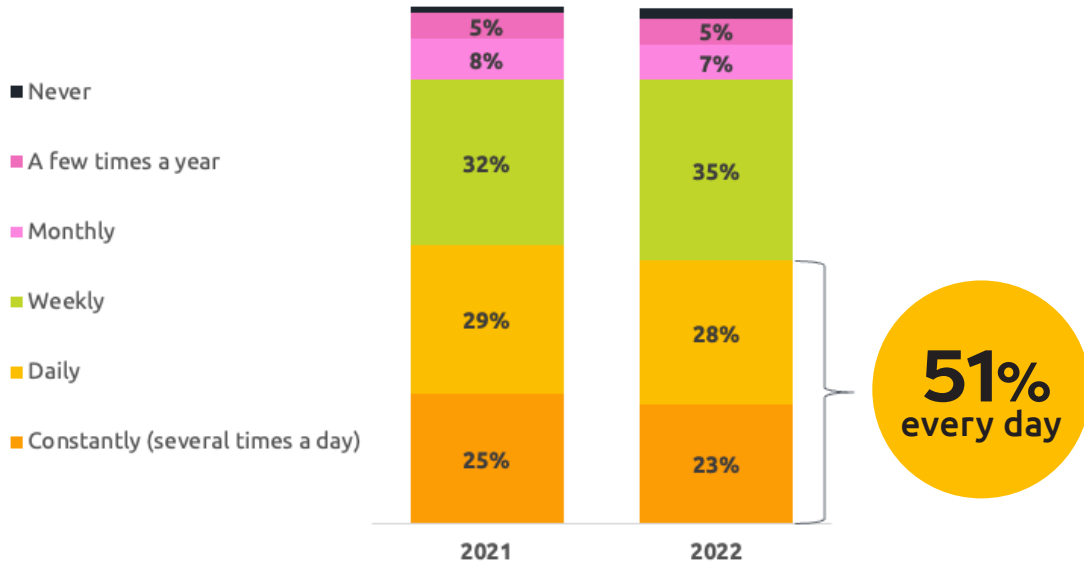
"We need guidance. We need supervisors who actually supervise: give us goals help nudge us along and sometimes just tell us it will be ok."

"Lighter workloads, end-of-year assignments instead of exams, fewer required course, more interactive learning instead of only lectures, and a lower cost of schooling."

Three-of-five students aged 18-21 and one-in-two students 22+ say they feel stressed every day

Q. On average, how often do you feel stressed by studying/schoolwork?

While nearly all postsecondary students experience stress at least occasionally, there are stark differences in frequency between younger and older students: 62% of students aged 18-21 say they feel stressed by studying/schoolwork every single day, compared to 48% of students aged 22+. Female students are significantly more likely than male to say they feel constantly stressed (27% vs. 18%, respectively). Students aged 18-19 (37%) are most likely to express that they feel constantly stressed. Full-time students (25%) appear more consistently stressed compared to part-time students (15%), as well as undergraduate students (26%) and students enrolled in life science & medicine (28%), natural sciences (30%), and social sciences (27%) programs.

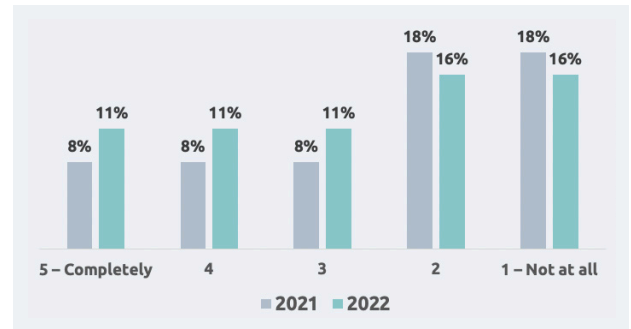


Students continue to be divided in how supported they feel by their college/university

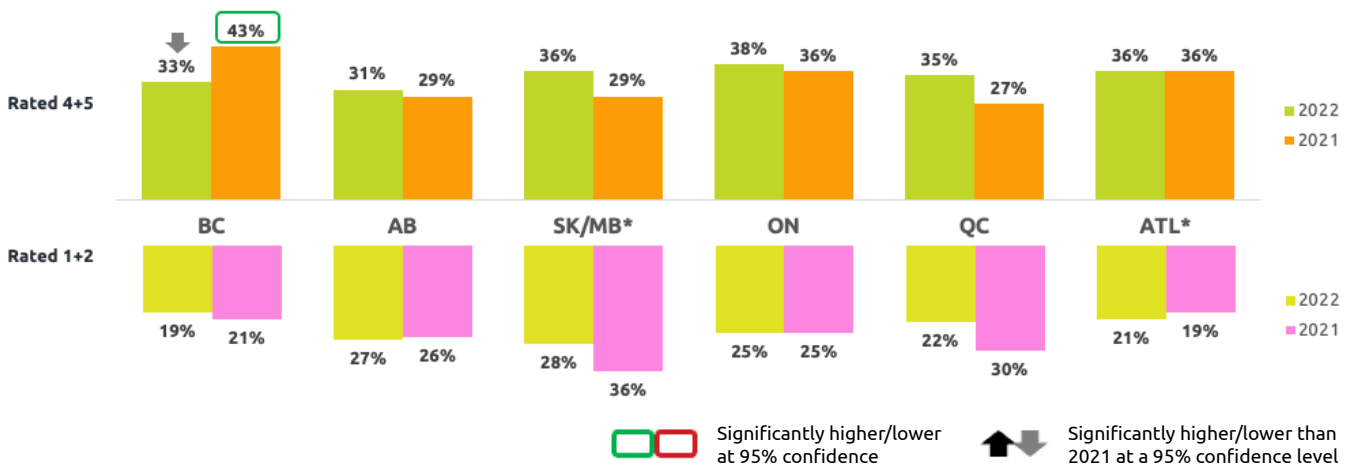
Q. On a scale of 1 to 5, how supported do you feel by your college/university?

Overall, students continue to be divided in how supported they feel by their college/university, with male students twice as likely (13% vs. 7% in 2021) as they were last year to say they feel completely supported. Students aged 24-25 also report feeling more supported than the total, and are three times more likely to report feeling fully supported compared to last year (10% vs. 3% in 2021).

Students in British Columbia stood out in 2021 as being by far the most satisfied with the level of support they've received from their college/university, but this difference seems to have evaporated in 2022.

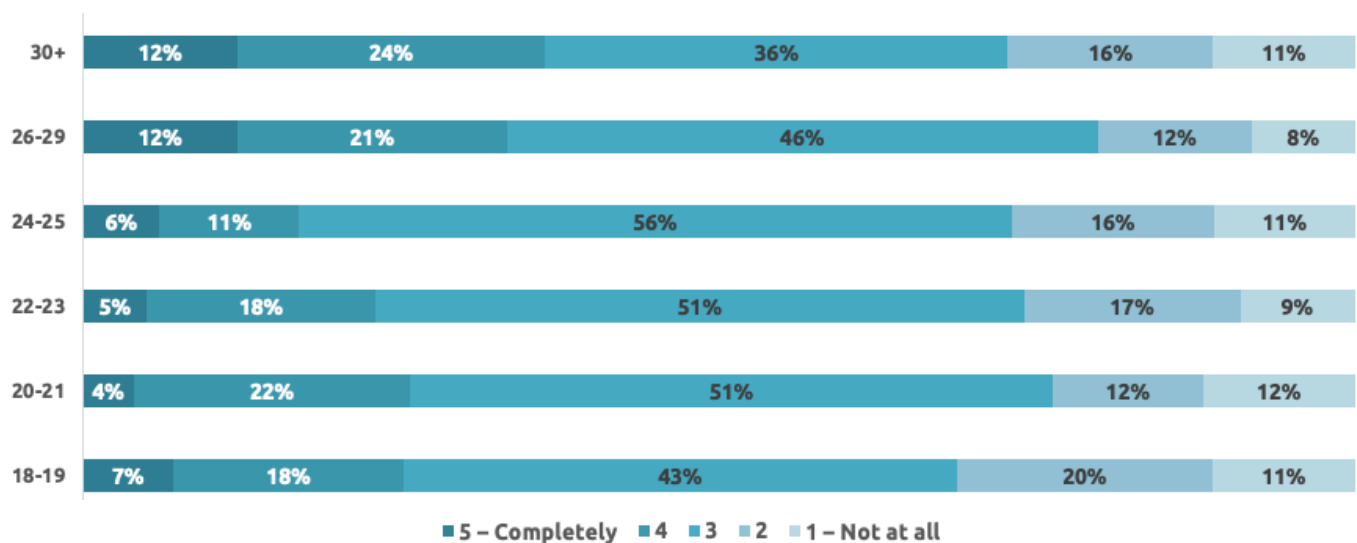


SUPPORT AGREEMENT BY REGION



Q. a scale of 1 to 5, how supported do you feel by the existing student support services at your college/university?

STUDENT SERVICES SUPPORT AGREEMENT BY AGE

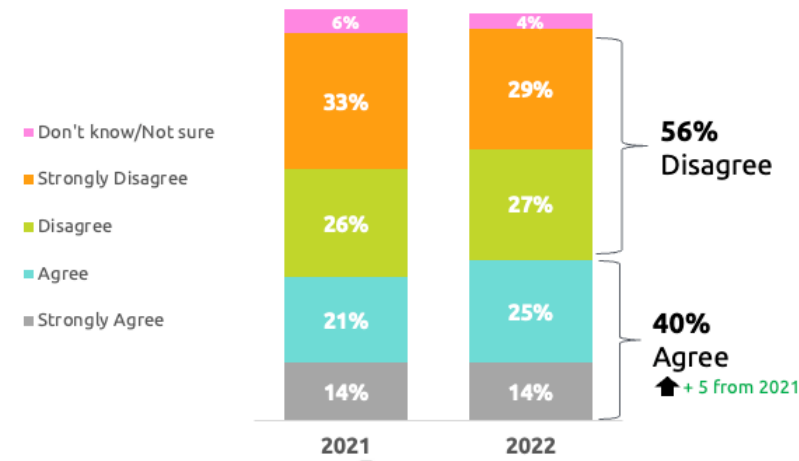


Generally, the majority of students rated the support they receive through student support services at 3/5. Students aged 26-29 and 30+ report feeling more completely supported at 12%. In the top two boxes, primarily English-speaking students felt more supported at 28%, compared to 17% of primarily French-speaking students. Students with a household income less than \$25k felt less supported at 32% for the bottom two boxes, compared to those with household incomes \$25-50k (26%), and \$50k+ (21%).

Two-in-five students have seriously considered withdrawing from their college/university, up five percentage points from 2021

40%
agree

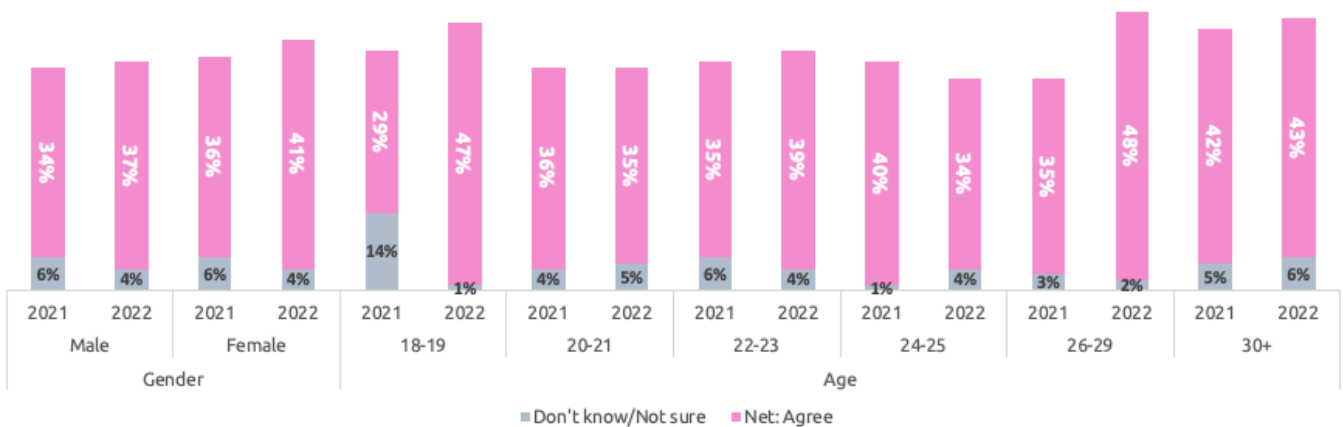
Q. [Agreement] I have seriously considered dropping out of university.



Two-in-five (40%) students have seriously considered dropping out of their college or university program, up five percentage points from last year. Ontario appears to be driving this increase (41%, up from 32% in 2021).

Nearly half (47%) of students aged 18-19 have seriously considered dropping out of university, a substantial increase from 2021 (29%), and there is a significant increase in agreement from 2021 among full-time students (38%, up from 31%).

CONSIDERATION OF WITHDRAWING BY TRACKED DEMOGRAPHICS



Much like the increase amongst students aged 18-19, students aged 26-29 also report that they have seriously considered withdrawing from their college/university more in 2022, at 48%, up 13% from 2021. Students aged 18-19 tend to be more sure of their responses in 2022, with a decrease of 13% in the "don't know/not sure" category, more than any other age group surveyed. In 2022, more female students report having considered withdrawing at 41%, compared to 37% of male students, with the same proportions selecting the "don't know/not sure" option.

AGREEMENT CONSIDERATION OF WITHDRAWING BY AREA OF STUDY

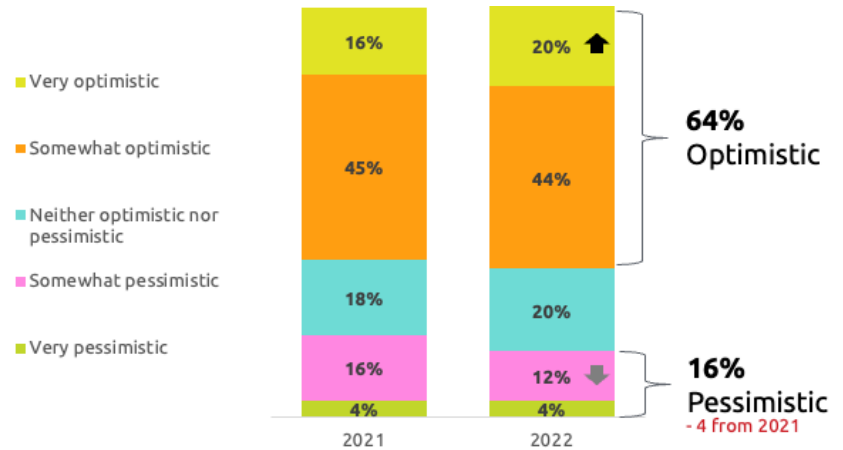


Two-thirds of students remain at least somewhat optimistic about their employment outlook after college/university

Q. Thinking about the future, how optimistic or pessimistic are you about your job prospects after leaving college/university?

Nearly two-thirds of Canadian postsecondary students remain at least somewhat optimistic about their employment outlook after college/university, with a modest increase since last year in the proportion describing themselves as “very optimistic”.

There continues to be a clear divide between students who already have full-time/part-time jobs and those who do not. Optimism is higher among those with full-time (71%) and part-time (65%) jobs, and students not currently working are twice as likely as those with full-time jobs to be pessimistic about their post-graduation employment prospects (21% vs. 11%).



Q. Thinking about the future, how optimistic or pessimistic are you about your job prospects after leaving college/university?

VERBATIM [OPEN-ENDED RESPONSES - MORE IN APPENDIX]

“More connection with partner companies to help graduated students find more job opportunities in shorter time, more guidance towards their career, offer more post-graduate assistance on their first years in the work field.”

“The long term sustainability promised by the university is not reflected in the jobs/partnership with coop programs available. There are way too few green economy jobs.”

“The best offer that college/university could make is to teach the students all the knowledge that they need for their future job. Only the merits of the students can make them optimistic about their job prospects.”

“Give me better opportunities in my final year to ease the transition into getting a job, be it more co-op opportunities or more internship opportunities”

“I’m a mature student, and I certainly felt connected when I was at university when I was younger. Now in my 30s, between my jobs, school, and existing communities and social circles, I really just need to focus on my classwork.”

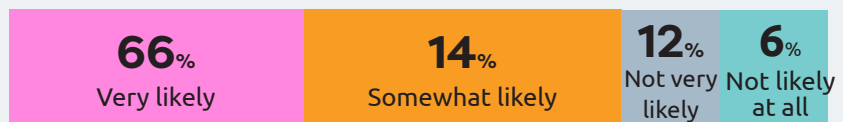
“Giving us a real job shadowing experience.”

“More assistance with employment post graduation.”

“More networking events and education about finding work post-graduation (workshops etc).”

“Focused job opportunities that cater to students strengths.”

Q. If you could start all over again, how likely is it that you would choose the same degree/program again?



Overall, 80% of Canadian postsecondary students say they would likely choose their same degree or program again.

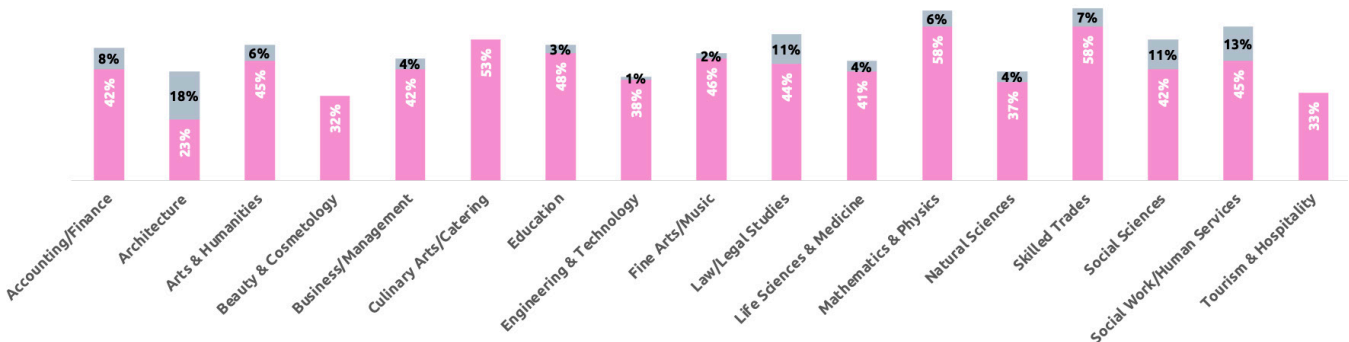
Substantially more students in business/management programs say they would not be likely to choose the same degree/program if they could do it over (25%). Students in engineering/technology programs are significantly more likely (45%) than those in life sciences (29%) and natural science (30%) programs to say they would very likely choose the same degree over again.

Two-thirds of students remain at least somewhat optimistic about their employment outlook after college/university

Q. [Agreement] Physical university campuses will still exist in 20 years' time.



AGREEMENT BY AREA OF STUDY



Q. Finally, how do you think colleges & universities will evolve in the next five years?

VERBATIM [OPEN-ENDED RESPONSES - MORE IN APPENDIX]



APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. Overall, how satisfied are you with your life nowadays?

	Gender			Age						Region						HH Income			Language	
	Total	Male	Female	18-19	20-21	22-23	24-25	26-29	30+	BC	AB	SK/MB	ON	QC	ATL	<\$25K	\$25K- <\$50K	\$50K+	English	French
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)
BASE: All Respondents	1014	437	559	65	174	280	169	124	201	133	114	67	382	244	74	261	175	461	868	146
BASE: UNWEIGHTED	1014	480	501	63	168	284	170	126	203	124	115	84	462	156	73	251	178	472	920	94
10 – Completely	66	42	24	2	9	16	8	9	22	11	6	-	24	19	5	7	17	39	57	9
	6%	10%	4%	3%	5%	6%	4%	8%	11%	9%	5%		6%	8%	6%	3%	10%	8%	7%	6%
			C						DEG								P	P		
9	74	31	41	5	8	23	7	10	20	8	12	7	31	12	4	17	12	37	68	5
	7%	7%	7%	8%	5%	8%	4%	8%	10%	6%	10%	11%	8%	5%	6%	6%	7%	8%	8%	4%
									G										T	
8	163	65	95	11	27	53	32	12	30	21	15	11	51	53	12	43	25	76	126	38
	16%	15%	17%	17%	15%	19%	19%	10%	15%	16%	13%	16%	13%	22%	17%	16%	14%	17%	14%	26%
						H	H							M					S	
7	204	94	106	18	29	52	36	27	42	20	24	16	75	54	15	50	30	104	174	30
	20%	21%	19%	27%	17%	19%	21%	21%	21%	15%	21%	24%	20%	22%	20%	19%	17%	23%	20%	20%
6	156	66	88	9	27	54	19	23	25	15	18	9	72	28	15	38	38	59	140	16
	15%	15%	16%	13%	15%	19%	11%	18%	12%	11%	16%	14%	19%	11%	20%	15%	21%	13%	16%	11%
						G							JN				R			
5	118	46	69	6	25	24	20	15	29	26	14	9	35	26	9	28	19	52	106	12
	12%	11%	12%	9%	14%	8%	12%	12%	14%	20%	12%	13%	9%	10%	12%	11%	11%	11%	12%	8%
										MN										
4	81	33	47	6	20	18	14	12	11	12	6	7	28	22	6	26	12	36	63	18
	8%	8%	8%	10%	12%	6%	8%	9%	5%	9%	5%	10%	7%	9%	7%	10%	7%	8%	7%	12%
						I														
3	74	28	45	5	16	21	17	6	9	12	10	6	26	16	5	28	7	29	65	9
	7%	6%	8%	8%	9%	7%	10%	5%	5%	9%	8%	8%	7%	6%	7%	11%	4%	6%	7%	6%
																Q				
2	34	15	18	2	9	5	6	4	8	4	4	1	20	3	1	9	6	14	32	3
	3%	3%	3%	3%	5%	2%	3%	4%	4%	3%	3%	2%	5%	1%	2%	4%	3%	3%	4%	2%
													NO							
1	14	7	6	1	3	4	3	2	2	3	3	1	6	2	-	3	5	4	12	2
	1%	2%	1%	1%	1%	1%	2%	1%	1%	2%	2%	2%	1%	1%		1%	3%	1%	1%	1%
0 – Not at all	30	9	19	-	2	11	8	5	4	1	2	0	15	9	2	11	5	9	25	5
	3%	2%	3%		1%	4%	5%	4%	2%	1%	2%	1%	4%	4%	3%	4%	3%	2%	3%	4%
													JL							

Comparison Groups: BC/DEFGHI/JKLMNO/PQR/ST
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. Overall, how satisfied are you with your life nowadays?

	Area of study																		
	Total	Accounting/Finance	Architecture	Arts & Humanities	Beauty & Cosmetology	Business/Management	Culinary Arts/Catering	Education	Engineering & Technology	Fine Arts/Music	Law/Legal Studies	Life Sciences & Medicine	Mathematics & Physics	Natural Sciences	Skilled Trades	Social Sciences	Social Work/Human Services	Tourism & Hospitality	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	
BASE: All Respondents	1014	54	12	101	11	114	13	61	131	43	45	128	28	68	16	128	51	9	
BASE: UNWEIGHTED	1014	56	12	95	10	115	13	61	142	40	47	124	30	66	19	127	49	8	
10 – Completely	66	7	4	3	1	4	1	6	9	5	7	7	3	3	1	3	2	-	
	6%	12%	28%	3%	8%	3%	11%	11%	7%	11%	15%	6%	9%	4%	6%	2%	4%	-	
		DP	DP								DP								
9	74	4	1	5	1	13	4	3	12	2	4	8	1	4	2	7	2	1	
	7%	8%	6%	5%	9%	11%	27%	4%	9%	4%	9%	6%	3%	6%	14%	6%	4%	10%	
8	163	13	1	15	2	19	1	10	24	3	5	23	3	13	2	20	8	1	
	16%	24%	6%	15%	21%	17%	11%	16%	18%	6%	10%	18%	10%	19%	13%	16%	16%	12%	
		J				J			J			J		J		J			
7	204	5	3	18	1	25	1	8	22	12	13	32	6	19	3	24	10	1	
	20%	10%	23%	18%	8%	22%	7%	13%	17%	29%	28%	25%	21%	28%	18%	19%	20%	16%	
						B			B		BG	BGH		BGH					
6	156	9	1	17	-	17	2	12	25	6	6	14	7	9	2	20	5	4	
	15%	17%	7%	17%		15%	14%	20%	19%	15%	14%	11%	26%	13%	14%	16%	10%	42%	
5	118	10	1	14	3	12	-	7	12	7	5	10	2	5	2	23	7	1	
	12%	18%	7%	14%	24%	10%		12%	9%	15%	10%	8%	6%	7%	11%	18%	14%	10%	
																ILMN			
4	81	4	-	9	1	13	-	4	10	2	2	15	1	4	1	11	6	-	
	8%	7%		8%	7%	11%		7%	8%	5%	4%	11%	4%	6%	5%	8%	12%	-	
3	74	-	2	12	1	6	3	7	5	2	2	7	2	6	2	11	4	-	
	7%		14%	12%	8%	6%	23%	12%	4%	5%	4%	5%	6%	10%	14%	9%	9%	-	
2	34	-	-	4	2	3	1	2	5	3	2	4	-	2	-	5	2	-	
	3%			4%	16%	3%	6%	3%	4%	7%	4%	3%		2%		4%	4%	-	
1	14	1	-	1	-	-	-	-	3	1	1	5	-	-	1	2	-	-	
	1%	1%		1%					2%	2%	2%	4%			6%	1%		-	
0 – Not at all	30	1	1	3	-	3	-	2	4	1	-	3	4	3	-	1	4	1	
	3%	1%	8%	3%		2%		3%	3%	2%		2%	14%	5%	1%	8%	10%	-	
													P						

Comparison Groups: BCDEFGHJKLMNPQR
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. Overall, to what extent do you feel that the things you do in your life are worthwhile?

	Gender			Age						Region						HH Income			Language	
	Total (A)	Male (B)	Female (C)	18-19 (D)	20-21 (E)	22-23 (F)	24-25 (G)	26-29 (H)	30+ (I)	BC (J)	AB (K)	SK/MB (L)	ON (M)	QC (N)	ATL (O)	<\$25K (P)	\$25K- \$50K (Q)	\$50K+ (R)	English (S)	French (T)
BASE: All Respondents	1014	437	559	65	174	280	169	124	201	133	114	67	382	244	74	261	175	461	868	146
BASE: UNWEIGHTED	1014	480	501	63	168	284	170	126	203	124	115	84	462	156	73	251	178	472	920	94
10 - Completely	76	38	38	6	9	17	14	10	21	13	5	-	28	22	8	19	17	37	61	15
	8%	9%	7%	9%	5%	6%	8%	8%	10%	10%	4%		7%	9%	11%	7%	10%	8%	7%	10%
9	100	52	48	4	17	32	16	12	20	16	12	7	43	16	8	22	14	51	94	7
	10%	12%	9%	6%	10%	11%	10%	10%	10%	12%	10%	10%	11%	6%	11%	8%	8%	11%	11%	5%
8	204	84	117	16	30	66	30	19	43	25	20	13	67	64	14	50	41	88	160	43
	20%	19%	21%	24%	17%	24%	18%	15%	21%	19%	18%	19%	18%	26%	19%	19%	23%	19%	18%	30%
7	192	81	106	9	28	54	30	26	45	25	23	17	69	48	10	37	36	100	165	27
	19%	18%	19%	13%	16%	19%	18%	21%	22%	19%	20%	25%	18%	20%	14%	14%	20%	22%	19%	18%
6	143	64	77	11	34	32	23	17	26	16	18	12	46	35	16	40	19	69	119	24
	14%	15%	14%	17%	20%	12%	14%	14%	13%	12%	16%	18%	12%	14%	21%	15%	11%	15%	14%	16%
5	116	47	66	7	23	23	19	18	26	15	16	5	50	23	7	37	15	46	106	10
	11%	11%	12%	11%	13%	8%	11%	15%	13%	11%	14%	8%	13%	9%	9%	14%	9%	10%	12%	7%
4	70	25	44	3	9	25	14	12	8	11	8	7	28	11	5	22	11	30	62	8
	7%	6%	8%	4%	5%	9%	8%	9%	4%	8%	7%	10%	7%	5%	7%	9%	6%	7%	7%	6%
3	40	21	18	4	8	12	9	5	2	4	3	3	21	7	1	14	7	15	31	9
	4%	5%	3%	6%	5%	4%	5%	4%	1%	3%	3%	5%	5%	3%	1%	5%	4%	3%	4%	6%
2	31	14	18	3	9	8	3	1	7	3	2	1	13	12	-	8	10	12	28	4
	3%	3%	3%	5%	5%	3%	2%	1%	3%	2%	2%	1%	3%	5%		3%	5%	3%	3%	2%
1	18	6	12	2	4	5	5	2	2	3	3	1	8	2	2	6	3	7	18	-
	2%	1%	2%	3%	2%	2%	3%	1%	1%	2%	2%	2%	2%	1%	3%	2%	2%	1%	2%	-
0 - Not at all	22	7	14	1	3	6	6	3	3	1	4	1	10	4	2	7	3	6	22	-
	2%	2%	2%	2%	2%	2%	3%	2%	2%	1%	3%	2%	3%	1%	3%	3%	2%	1%	3%	-

Comparison Groups: BC/DEFGHI/JKLMNO/PQR/ST
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. Overall, to what extent do you feel that the things you do in your life are worthwhile?

	Area of study																	
	Total	Accounting/Finance	Architecture	Arts & Humanities	Beauty & Cosmetology	Business/Management	Culinary Arts/Catering	Education	Engineering & Technology	Fine Arts/Music	Law/Legal Studies	Life Sciences & Medicine	Mathematics & Physics	Natural Sciences	Skilled Trades	Social Sciences	Social Work/Human Services	Tourism & Hospitality
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)
BASE: All Respondents	1014	54	12	101	11	114	13	61	131	43	45	128	28	68	16	128	51	9
BASE: UNWEIGHTED	1014	56	12	95	10	115	13	61	142	40	47	124	30	66	19	127	49	8
10 – Completely	76	5	-	7	1	10	1	5	4	4	9	12	2	4	2	7	2	-
	8%	10%		7%	8%	8%	11%	9%	3%	10%	19%	9%	7%	6%	15%	5%	4%	
9	100	5	3	6	1	12	1	3	24	3	6	15	3	5	1	7	7	-
	10%	10%	24%	6%	9%	11%	6%	5%	18%	6%	14%	11%	10%	8%	5%	5%	13%	
8	204	11	1	21	2	27	1	14	24	11	11	30	6	12	1	22	5	2
	20%	21%	8%	21%	21%	23%	7%	23%	18%	26%	24%	23%	22%	18%	9%	17%	10%	26%
7	192	9	1	14	3	19	3	8	25	8	9	18	5	18	5	32	12	3
	19%	16%	9%	14%	24%	17%	25%	14%	19%	18%	20%	14%	16%	27%	30%	25%	24%	29%
6	143	11	3	17	-	15	3	13	17	6	0	18	5	7	2	18	6	2
	14%	21%	23%	16%		13%	22%	21%	13%	14%	1%	14%	19%	10%	11%	14%	13%	22%
5	116	5	2	12	3	16	3	7	15	3	2	12	1	10	2	18	5	1
	11%	10%	15%	12%	30%	14%	22%	12%	11%	6%	4%	9%	3%	15%	10%	14%	10%	12%
4	70	4	1	9	1	4	-	5	7	4	4	9	1	5	-	16	2	-
	7%	7%	7%	8%	8%	3%		8%	5%	9%	8%	7%	3%	8%		12%	4%	
3	40	1	1	3	-	3	1	3	7	2	1	4	3	-	2	5	2	1
	4%	3%	8%	3%		2%	7%	5%	6%	6%	2%	3%	9%		14%	4%	4%	10%
2	31	-	-	5	-	5	-	-	3	2	2	4	1	2	-	3	4	-
	3%			5%		5%			2%	5%	4%	3%	3%	4%	2%	8%		
1	18	1	-	3	-	3	-	-	3	-	2	2	1	2	1	-	2	-
	2%	1%		3%		3%			2%		4%	2%	3%	3%	6%		3%	
0 – Not at all	22	1	1	5	-	1	-	2	2	-	-	5	1	1	-	1	3	-
	2%	1%	6%	5%		1%		3%	1%			4%	5%	1%	1%		7%	

Comparison Groups: BCDEFGHIJKLMNOQR
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. Overall, how happy did you feel yesterday?

	Gender			Age						Region						HH Income			Language	
	Total (A)	Male (B)	Female (C)	18-19 (D)	20-21 (E)	22-23 (F)	24-25 (G)	26-29 (H)	30+ (I)	BC (J)	AB (K)	SK/MB (L)	ON (M)	QC (N)	ATL (O)	<\$25K (P)	\$25K- \$50K (Q)	\$50K+ (R)	English (S)	French (T)
BASE: All Respondents	1014	437	559	65	174	280	169	124	201	133	114	67	382	244	74	261	175	461	868	146
BASE: UNWEIGHTED	1014	480	501	63	168	284	170	126	203	124	115	84	462	156	73	251	178	472	920	94
10 – Completely	74	51	23	2	11	16	10	17	18	8	3	4	29	20	9	13	14	43	66	7
	7%	12%	4%	3%	6%	6%	6%	14%	9%	6%	3%	6%	8%	8%	12%	5%	8%	9%	8%	5%
								DEFG	D				K	K	K				P	
9	74	36	38	5	9	25	15	4	17	14	8	6	27	16	4	18	13	36	65	9
	7%	8%	7%	7%	5%	9%	9%	4%	8%	10%	7%	9%	7%	6%	6%	7%	7%	8%	7%	6%
8	148	60	86	12	26	46	16	14	35	17	21	11	52	36	11	29	24	75	129	20
	15%	14%	15%	19%	15%	16%	9%	11%	17%	13%	19%	17%	14%	15%	15%	11%	14%	16%	15%	14%
7	188	82	104	16	34	42	38	21	38	16	17	12	72	56	15	50	28	86	149	39
	19%	19%	19%	24%	19%	15%	22%	17%	19%	12%	15%	18%	19%	23%	20%	19%	16%	19%	17%	27%
													J	J						
6	163	64	96	12	25	43	30	25	28	18	15	7	67	43	12	34	36	78	134	29
	16%	15%	17%	19%	14%	15%	18%	20%	14%	14%	13%	11%	18%	18%	17%	13%	21%	17%	15%	20%
5	124	53	68	9	16	39	19	16	25	23	16	11	46	17	10	40	17	52	116	9
	12%	12%	12%	14%	9%	14%	11%	13%	13%	18%	14%	16%	12%	7%	14%	15%	10%	11%	13%	6%
										N									T	
4	102	38	60	3	22	31	15	13	18	13	15	10	39	19	6	27	20	44	91	11
	10%	9%	11%	4%	13%	11%	9%	10%	9%	10%	13%	15%	10%	8%	8%	11%	11%	9%	11%	8%
3	58	24	32	6	15	16	7	7	7	10	7	3	21	14	3	22	6	24	51	7
	6%	5%	6%	10%	9%	6%	4%	6%	4%	7%	6%	5%	6%	6%	3%	8%	4%	5%	6%	5%
2	40	17	22	-	9	13	5	4	10	8	6	2	15	6	3	12	9	11	36	4
	4%	4%	4%		5%	4%	3%	3%	5%	6%	5%	3%	4%	2%	4%	5%	5%	2%	4%	3%
1	16	5	10	-	4	1	8	2	3	4	2	1	5	5	-	5	4	6	11	5
	2%	1%	2%		2%	*	4%	1%	1%	3%	2%	1%	1%	2%		2%	2%	1%	1%	4%
							F													
0	26	6	20	-	4	9	8	2	3	2	2	1	8	12	1	10	5	5	20	6
	3%	1%	3%		3%	3%	5%	1%	2%	2%	2%	1%	2%	5%	2%	4%	3%	1%	2%	4%
			B																	

Comparison Groups: BC/DEFGHI/JKLMNO/PQR/ST
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. Overall, how happy did you feel yesterday?

	Education Status			Program enrolled in			Student Type		Employment status			
	Total	Full Time	Part time	Diploma/ Certificate Associate degree	Undergraduate	Graduate	Domestic	International	Full-time	Part-time	Casual/ temporary work	Not currently employed
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)
BASE: All Respondents	1014	763	251	252	560	202	906	108	243	420	109	242
BASE: UNWEIGHTED	1014	768	246	241	559	214	905	109	253	405	109	247
10 – Completely	74	55	19	23	31	20	59	14	28	29	5	12
	7%	7%	7%	9%	5%	10%	7%	13%	11%	7%	4%	5%
9	74	52	22	22	39	13	62	12	26	29	4	15
	7%	7%	9%	9%	7%	6%	7%	11%	11%	7%	4%	6%
8	148	117	32	42	80	27	134	15	40	58	21	29
	15%	15%	13%	17%	14%	13%	15%	14%	16%	14%	20%	12%
7	188	140	48	30	112	46	170	18	47	77	22	42
	19%	18%	19%	12%	20%	23%	19%	16%	19%	18%	21%	17%
6	163	124	39	52	85	25	149	14	28	84	16	34
	16%	16%	15%	21%	15%	13%	16%	13%	12%	20%	15%	14%
5	124	100	25	31	67	27	112	12	32	42	14	36
	12%	13%	10%	12%	12%	13%	12%	11%	13%	10%	13%	15%
4	102	73	30	19	62	21	90	12	17	43	12	30
	10%	10%	12%	8%	11%	10%	10%	12%	7%	10%	11%	12%
3	58	47	11	11	40	7	54	3	7	19	9	23
	6%	6%	4%	4%	7%	3%	6%	3%	3%	5%	8%	10%
2	40	27	13	9	21	10	38	2	5	23	3	9
	4%	4%	5%	4%	4%	5%	4%	2%	2%	6%	3%	4%
1	16	13	4	3	9	4	16	1	4	7	0	5
	2%	2%	1%	1%	2%	2%	2%	1%	1%	2%	0%	2%
0 – Not at all	26	17	9	9	15	2	21	5	9	8	2	6
	3%	2%	4%	4%	3%	1%	2%	5%	4%	2%	2%	3%

Comparison Groups: BC/DEF/GH/IJKL

Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)

Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. Overall, how happy did you feel yesterday?

	Total	Area of study																
		Accounting/Finance (B)	Architecture (C)	Arts & Humanities (D)	Beauty & Cosmetology (E)	Business/Management (F)	Culinary Arts/Catering (G)	Education (H)	Engineering & Technology (I)	Fine Arts/Music (J)	Law/Legal Studies (K)	Life Sciences & Medicine (L)	Mathematics & Physics (M)	Natural Sciences (N)	Skilled Trades (O)	Social Sciences (P)	Social Work/Human Services (Q)	Tourism & Hospitality (R)
BASE: All Respondents	1014	54	12	101	11	114	13	61	131	43	45	128	28	68	16	128	51	9
BASE: UNWEIGHTED	1014	56	12	95	10	115	13	61	142	40	47	124	30	66	19	127	49	8
10 – Completely	74	4	4	2	-	11	3	9	13	3	6	4	4	1	3	1	-	
	7%	7%	31%	2%		10%	25%	15%	10%	7%	14%	3%	15%	5%	9%	3%	2%	
			DLPQ			DPQ		DLPQ	DLPQ		DLPQ							
9	74	6	-	8	2	8	1	5	11	5	3	12	-	6	2	4	2	
	7%	11%		8%	21%	7%	6%	8%	8%	11%	6%	9%		9%	15%	3%	4%	
												P						
8	148	8	3	7	1	22	1	6	15	6	11	22	10	14	-	14	8	
	15%	15%	21%	7%	8%	19%	7%	9%	12%	15%	25%	17%	34%	21%		11%	16%	
						D					DHIP	D	DGHP	D				
7	188	10	1	11	2	21	3	12	25	9	7	25	1	10	3	41	6	
	19%	19%	12%	11%	15%	18%	21%	19%	19%	20%	15%	19%	4%	14%	18%	32%	12%	
		M				M		M	M	M		M			CDFKLMNQ			
6	163	10	-	24	3	21	3	5	22	4	9	20	4	8	2	19	7	
	16%	19%		24%	24%	19%	19%	8%	17%	10%	19%	16%	15%	12%	15%	15%	13%	
				HJ		H											20%	
5	124	4	2	13	1	12	1	9	20	7	2	16	1	8	1	17	7	
	12%	7%	14%	13%	8%	10%	7%	15%	15%	16%	5%	12%	3%	12%	7%	13%	15%	
									M							M	KM	
4	102	9	1	14	1	8	1	6	9	4	3	14	2	6	4	15	5	
	10%	17%	7%	14%	8%	7%	6%	11%	7%	10%	6%	11%	6%	8%	27%	11%	11%	
															IK			
3	58	-	1	11	-	8	-	7	8	3	1	2	2	5	-	7	5	
	6%		8%	10%		7%		11%	6%	7%	2%	1%	8%	7%		5%	9%	
				KL		L		KL	L									
2	40	-	1	4	2	1	1	-	5	1	-	7	1	5	1	6	5	
	4%		7%	4%	16%	1%	9%		4%	3%		6%	3%	7%	5%	5%	10%	
												F					F	
1	16	2	-	2	-	-	-	1	1	1	2	5	-	-	1	1	2	
	2%	3%		2%				2%	1%	2%	4%	4%			6%	1%	3%	
0 – Not at all	26	1	-	4	-	2	-	2	2	-	2	2	3	3	-	2	2	
	3%	1%		4%		2%		3%	2%		4%	2%	11%	4%	2%	3%	10%	

Comparison Groups: BCDEFGHJKLMNPQR
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. Overall, how anxious did you feel yesterday?

	Gender			Age						Region						HH Income			Language	
	Total	Male	Female	18-19	20-21	22-23	24-25	26-29	30+	BC	AB	SK/MB	ON	QC	ATL	<\$25K	\$25K- <\$50K	\$50K+	English	French
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)
BASE: All Respondents	1014	437	559	65	174	280	169	124	201	133	114	67	382	244	74	261	175	461	868	146
BASE: UNWEIGHTED	1014	480	501	63	168	284	170	126	203	124	115	84	462	156	73	251	178	472	920	94
10 – Completely	76	24	51	4	10	21	18	7	15	19	8	4	21	19	5	21	10	29	64	12
	7%	5%	9%	6%	6%	7%	11%	6%	8%	14%	7%	6%	5%	8%	7%	8%	6%	6%	7%	8%
			B							M										
9	96	41	53	4	24	26	11	6	27	16	15	4	33	25	4	28	14	46	82	14
	9%	9%	10%	6%	14%	9%	6%	5%	13%	12%	13%	6%	9%	10%	5%	11%	8%	10%	9%	10%
			GH						GH											
8	160	62	92	9	22	45	28	23	32	17	20	12	59	35	16	43	27	74	143	17
	16%	14%	16%	14%	13%	16%	17%	19%	16%	13%	18%	18%	15%	14%	22%	16%	16%	16%	16%	12%
7	156	60	93	16	15	57	19	20	28	30	10	12	67	20	16	34	28	73	145	11
	15%	14%	17%	25%	9%	20%	11%	16%	14%	23%	9%	18%	18%	8%	22%	13%	16%	16%	17%	7%
			EG			EG				KN	N		KN	KN					T	
6	134	58	74	8	26	36	28	16	21	14	22	10	58	24	6	31	30	58	124	11
	13%	13%	13%	12%	15%	13%	16%	13%	10%	11%	19%	15%	15%	10%	8%	12%	17%	13%	14%	7%
											NO		O						T	
5	108	50	57	5	18	22	17	27	20	7	13	8	44	31	5	34	18	50	87	21
	11%	11%	10%	7%	10%	8%	10%	21%	10%	5%	11%	12%	12%	13%	6%	13%	10%	11%	10%	14%
							DEFGI						J	J						
4	79	38	41	6	14	29	9	6	15	10	8	4	33	20	4	17	12	39	65	15
	8%	9%	7%	10%	8%	10%	5%	5%	7%	7%	7%	6%	9%	8%	6%	6%	7%	8%	7%	10%
3	85	38	44	7	23	14	12	8	21	9	5	5	23	33	10	24	14	38	59	25
	8%	9%	8%	11%	13%	5%	7%	6%	10%	7%	4%	7%	6%	14%	14%	9%	8%	8%	7%	17%
			FH						F					KM					K	S
2	45	23	20	1	6	13	12	4	10	6	6	5	16	6	5	11	6	22	41	3
	4%	5%	4%	1%	3%	5%	7%	3%	5%	5%	5%	8%	4%	2%	7%	4%	4%	5%	5%	2%
							D													
1	22	11	10	1	3	8	5	1	4	1	2	1	9	8	1	4	5	9	17	5
	2%	3%	2%	2%	2%	3%	3%	1%	2%	1%	2%	1%	2%	3%	1%	2%	3%	2%	2%	3%
0 – Not at all	54	31	22	5	13	10	11	7	9	4	5	2	19	23	1	14	9	22	41	13
	5%	7%	4%	7%	7%	3%	6%	6%	5%	3%	4%	3%	5%	10%	1%	5%	5%	5%	5%	9%
			C										O	JLO						

Comparison Groups: BC/DEFGHI/JKLMNO/PQR/ST
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. Overall, how anxious did you feel yesterday?

	Education Status			Program enrolled in			Student Type		Employment status			
	Total	Full Time	Part time	Diploma/ Certificate Associate degree	Undergraduate	Graduate	Domestic	International	Full-time	Part-time	Casual/ temporary work	Not currently employed
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)
BASE: All Respondents	1014	763	251	252	560	202	906	108	243	420	109	242
BASE: UNWEIGHTED	1014	768	246	241	559	214	905	109	253	405	109	247
10 – Completely	7.6	5.5	2.1	2.5	3.3	1.8	6.3	1.3	2.8	2.9	3	1.5
	7%	7%	8%	10%	6%	9%	7%	12%	12%	7%	3%	6%
									KL	K		
9	9.6	7.6	2.1	2.2	5.9	1.5	8.5	1.1	2.7	3.0	1.5	2.4
	9%	10%	8%	9%	11%	8%	9%	11%	11%	7%	14%	10%
8	16.0	11.9	4.0	3.9	8.9	3.1	14.9	1.1	3.6	6.1	1.8	4.4
	16%	16%	16%	15%	16%	16%	16%	10%	15%	15%	17%	18%
7	15.6	12.2	3.4	3.3	9.1	3.1	13.9	1.7	4.1	6.2	2.1	3.2
	15%	16%	14%	13%	16%	15%	15%	15%	17%	15%	19%	13%
6	13.4	10.3	3.1	3.3	7.3	2.8	12.1	1.3	2.4	6.0	1.2	3.8
	13%	14%	12%	13%	13%	14%	13%	12%	10%	14%	11%	16%
5	10.8	8.0	2.8	3.0	5.2	2.6	9.1	1.7	3.2	4.8	6	2.2
	11%	11%	11%	12%	9%	13%	10%	16%	13%	12%	5%	9%
									K	K		
4	7.9	6.3	1.6	1.5	5.2	1.2	7.2	8	1.5	3.8	8	1.8
	8%	8%	6%	6%	9%	6%	8%	7%	6%	9%	7%	7%
3	8.5	6.1	2.4	1.9	5.3	1.3	8.2	2	1.6	3.0	1.6	2.3
	8%	8%	10%	7%	10%	6%	9%	2%	7%	7%	15%	9%
							H				IJ	
2	4.5	3.1	1.4	9	2.4	1.1	3.7	7	1.2	2.1	5	6
	4%	4%	6%	4%	4%	5%	4%	7%	5%	5%	5%	3%
1	2.2	1.4	8	6	9	7	1.9	3	7	7	1	6
	2%	2%	3%	2%	2%	4%	2%	3%	3%	2%	1%	2%
0 – Not at all	5.4	4.0	1.5	2.1	2.3	1.0	4.8	6	5	3.1	4	1.4
	5%	5%	6%	8%	4%	5%	5%	6%	2%	7%	4%	6%
				E					I	I		I

Comparison Groups: BC/DEF/GH/IJKL

Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)

Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. Overall, how anxious did you feel yesterday?

	Total	Area of study																
		Accounting/Finance (B)	Architecture (C)	Arts & Humanities (D)	Beauty & Cosmetology (E)	Business/Management (F)	Culinary Arts/Catering (G)	Education (H)	Engineering & Technology (I)	Fine Arts/Music (J)	Law/Legal Studies (K)	Life Sciences & Medicine (L)	Mathematics & Physics (M)	Natural Sciences (N)	Skilled Trades (O)	Social Sciences (P)	Social Work/Human Services (Q)	Tourism & Hospitality (R)
BASE: All Respondents	1014	54	12	101	11	114	13	61	131	43	45	128	28	68	16	128	51	9
BASE: UNWEIGHTED	1014	56	12	95	10	115	13	61	142	40	47	124	30	66	19	127	49	8
10 – Completely	76 7%	4 8%	1 6%	9 9%	2 16%	6 5%	1 6%	6 10%	9 7%	1 2%	4 9%	14 11%	4 14%	4 5%	1 5%	4 3%	6 11%	1 10%
9	96 9%	6 10%	2 17%	13 13%	3 29%	7 6%	1 6%	8 13%	15 12%	3 6%	3 7%	13 10%	1 3%	3 4%	3 17%	13 10%	3 6%	-
8	160 16%	10 19%	2 19%	14 14%	1 8%	11 10%	5 37%	5 8%	20 16%	9 22%	9 19%	19 15%	4 16%	13 19%	1 5%	25 20%	9 18%	1 10%
7	156 15%	7 13%	1 8%	22 21%	3 24%	25 22%	1 7%	7 12%	15 12%	4 8%	5 12%	17 13%	6 22%	7 10%	4 23%	24 19%	7 14%	1 10%
6	134 13%	4 8%	1 7%	13 13%	1 7%	21 19%	2 13%	10 16%	17 13%	3 7%	6 14%	11 8%	4 14%	6 9%	2 10%	22 17%	12 24%	-
5	108 11%	5 10%	1 7%	7 7%	2 16%	15 13%	1 7%	8 13%	19 15%	5 12%	7 15%	10 8%	2 8%	6 9%	1 9%	10 8%	5 11%	2 26%
4	79 8%	7 14%	1 6%	6 6%	-	3 3%	2 13%	6 9%	11 8%	5 12%	1 3%	14 11%	2 9%	8 12%	-	9 7%	3 6%	1 12%
3	85 8%	4 6%	1 6%	6 6%	-	11 9%	-	6 10%	12 9%	9 21%	0 1%	16 13%	1 3%	9 14%	2 13%	8 6%	-	-
2	45 4%	2 4%	-	5 5%	-	9 8%	-	3 5%	3 2%	1 2%	2 5%	4 3%	1 4%	4 6%	1 5%	4 3%	3 7%	1 12%
1	22 2%	1 2%	-	3 3%	-	1 1%	-	1 1%	2 2%	-	2 4%	3 2%	1 3%	3 4%	1 5%	4 3%	-	-
0 – Not at all	54 5%	4 7%	3 23%	3 3%	-	6 5%	1 11%	1 2%	7 5%	3 7%	5 11%	7 5%	1 3%	5 7%	1 9%	4 3%	2 4%	2 19%

Comparison Groups: BCDEFHJKLMNOQR
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. How would you describe your overall wellbeing at the present time?

	Total		Gender				Age											
	2021	2022	Male		Female		18-19		20-21		22-23		24-25		26-29		30+	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)
BASE: All Respondents	1004	1014	433	437	553	559	198	65	371	174	254	280	74	169	26	124	81	201
BASE: UNWEIGHTED	1004	1014	444	480	541	501	192	63	376	168	254	284	75	170	26	126	81	203
Very good	83 8%	115 11%	43 10%	71 16%	41 7%	44 8%	21 11%	8 13%	29 8%	17 9%	21 8%	26 9%	3 5%	18 11%	3 13%	14 11%	5 6%	32 16%
Good	372 37%	405 40%	173 40%	169 39%	195 35%	230 41%	65 33%	21 32%	159 43%	71 40%	71 28%	114 41%	26 36%	68 40%	14 54%	50 41%	37 46%	82 41%
Fair	394 39%	349 34%	158 36%	145 33%	226 41%	196 35%	80 40%	30 47%	131 35%	58 33%	115 45%	98 35%	35 47%	58 34%	4 17%	42 34%	28 35%	63 31%
Poor	121 12%	121 12%	45 10%	41 9%	74 13%	76 14%	24 12%	6 9%	41 11%	25 14%	38 15%	35 13%	6 8%	20 12%	3 13%	13 11%	8 10%	22 11%
Very poor	33 3%	24 2%	14 3%	11 3%	17 3%	12 2%	7 3%	-	11 3%	5 3%	9 4%	7 3%	3 3%	5 3%	1 3%	4 3%	3 3%	3 2%
Net: Very good/ good	456 45%	520 51%	216 50%	240 55%	236 43%	275 49%	87 44%	29 45%	188 51%	87 50%	92 36%	140 50%	30 40%	86 51%	17 67%	64 52%	42 52%	113 56%
Net: Poor/ very poor	154 15%	145 14%	59 14%	52 12%	91 16%	88 16%	31 16%	6 9%	51 14%	30 17%	47 19%	42 15%	10 13%	25 15%	4 16%	18 14%	11 14%	25 12%

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

	Region										HH Income						Language					
	BC		AB		SK/MB		ON		QC		ATL		<\$25K		\$25K-<\$50K		50K+		English		French	
	2021 (S)	2022 (T)	2021 (U)	2022 (V)	2021 (W)	2022 (X)	2021 (Y)	2022 (Z)	2021 (A1)	2022 (B1)	2021 (C1)	2022 (D1)	2021 (E1)	2022 (F1)	2021 (G1)	2022 (H1)	2021 (I1)	2022 (J1)	2021 (K1)	2022 (L1)	2021 (M1)	2022 (N1)
BASE: All Respondents	131	133	113	114	66	67	379	382	242	244	73	74	266	261	158	175	422	461	846	868	158	146
BASE: UNWEIGHTED	147	124	135	115	65	84	448	462	151	156	58	73	255	251	159	178	426	472	902	920	102	94
Very good	12 9%	16 12%	8 7%	15 13%	-	4 6%	30 8%	43 11%	25 11%	29 12%	8 10%	9 12%	19 7%	21 8%	24 16%	26 15%	33 8%	65 14%	58 7%	106 12%	25 16%	9 6%
Good	50 38%	35 27%	48 42%	36 32%	25 37%	29 44%	142 38%	154 40%	82 34%	118 48%	26 36%	31 42%	101 38%	96 37%	52 33%	67 38%	160 38%	197 43%	326 39%	329 38%	46 29%	75 51%
Fair	50 38%	62 47%	39 35%	39 34%	26 39%	26 38%	158 42%	130 34%	91 38%	67 28%	29 40%	25 34%	99 37%	107 41%	62 39%	56 32%	165 30%	139 30%	333 39%	304 35%	60 38%	45 31%
Poor	13 10%	18 14%	14 13%	21 19%	14 20%	8 12%	38 10%	42 11%	36 15%	25 10%	6 9%	7 10%	33 12%	30 11%	15 9%	22 13%	53 13%	51 11%	98 12%	107 12%	23 15%	13 9%
Very poor	6 5%	2 1%	3 3%	3 3%	2 3%	0 1%	10 3%	13 3%	8 3%	5 2%	4 5%	1 2%	15 5%	7 3%	5 3%	4 2%	10 2%	9 2%	30 4%	21 2%	3 2%	4 2%
Net: Very good/ good	61 47%	51 38%	56 50%	51 45%	25 37%	33 49%	172 46%	197 52%	107 44%	147 60%	34 47%	40 54%	120 45%	117 45%	76 48%	93 53%	194 46%	261 57%	384 45%	435 50%	72 45%	84 58%
Net: Poor/ very poor	20 15%	20 15%	17 15%	24 21%	16 24%	8 12%	48 13%	55 14%	43 18%	30 12%	10 14%	8 11%	47 18%	37 14%	19 12%	26 15%	63 15%	60 13%	128 15%	128 15%	26 17%	17 12%

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

APPENDIX: STUDENT STATE OF WELLBEING & ANXIETY

Q. How would you describe your overall wellbeing at the present time?

	Education Status			Program enrolled in			Student Type		Employment status			
	Total	Full Time	Part time	Diploma/ Certificate Associate degree	Undergraduate	Graduate	Domestic	International	Full-time	Part-time	Casual/ temporary work	Not currently employed
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)
BASE: All Respondents	1014	763	251	252	560	202	906	108	243	420	109	242
BASE: UNWEIGHTED	1014	768	246	241	559	214	905	109	253	405	109	247
Very good	115 11%	79 10%	36 14%	35 14%	48 9%	33 16%	94 10%	21 20%	54 22%	33 8%	10 9%	18 8%
Good	405 40%	319 42%	86 34%	92 36%	234 42%	79 39%	362 40%	43 40%	95 39%	174 42%	49 45%	86 35%
Fair	349 34%	265 35%	85 34%	91 36%	194 35%	63 31%	315 35%	35 32%	71 29%	153 37%	35 32%	90 37%
Poor	121 12%	82 11%	39 15%	30 12%	69 12%	22 11%	114 13%	7 7%	16 7%	51 12%	14 13%	39 16%
Very poor	24 2%	18 2%	6 2%	4 2%	15 3%	5 2%	22 2%	2 2%	7 3%	8 2%	1 1%	9 4%
Net: Very good/ good	520 51%	398 52%	122 48%	126 50%	281 50%	112 55%	455 50%	64 59%	149 61%	207 49%	59 54%	104 43%
Net: Poor/ very poor	145 14%	100 13%	45 18%	35 14%	84 15%	27 13%	136 15%	9 9%	23 9%	59 14%	15 14%	48 20%

Comparison Groups: BC/DEF/GH/IJKL
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

	Area of study																		
	Total	Accounting/Finance	Architecture	Arts & Humanities	Beauty & Cosmetology	Business/Management	Culinary Arts/Catering	Education	Engineering & Technology	Fine Arts/Music	Law/Legal Studies	Life Sciences & Medicine	Mathematics & Physics	Natural Sciences	Skilled Trades	Social Sciences	Social Work/Human Services	Tourism & Hospitality	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	
BASE: All Respondents	1014	54	12	101	11	114	13	61	131	43	45	128	28	68	16	128	51	9	
BASE: UNWEIGHTED	1014	56	12	95	10	115	13	61	142	40	47	124	30	66	19	127	49	8	
Very good	115 11%	13 24%	3 21%	9 9%	5 46%	12 10%	2 17%	11 18%	17 13%	4 9%	8 18%	6 4%	2 6%	10 15%	1 5%	6 5%	6 13%	1 10%	
Good	405 40%	21 38%	5 43%	39 38%	2 15%	52 46%	7 55%	24 40%	45 34%	19 45%	19 42%	55 43%	12 43%	26 39%	7 42%	46 36%	17 34%	7 80%	
Fair	349 34%	17 31%	3 21%	35 35%	2 16%	41 36%	3 22%	19 31%	50 38%	13 31%	10 21%	49 38%	9 33%	21 31%	6 36%	54 42%	18 36%	-	
Poor	121 12%	3 6%	2 15%	14 14%	1 8%	7 6%	1 6%	7 11%	16 12%	6 13%	6 12%	16 12%	3 10%	9 13%	3 17%	20 15%	9 17%	1 10%	
Very poor	24 2%	1 1%	-	4 4%	2 16%	3 3%	-	-	3 2%	1 2%	3 6%	3 2%	2 7%	1 1%	-	2 1%	-	-	
Net: Very good/ good	520 51%	33 62%	8 64%	48 47%	7 61%	64 56%	9 72%	35 57%	62 47%	23 54%	27 60%	61 48%	14 49%	36 54%	8 46%	52 41%	24 47%	8 90%	
Net: Poor/ very poor	145 14%	4 7%	2 15%	18 18%	3 24%	10 9%	1 6%	7 11%	19 15%	6 15%	8 18%	18 14%	5 18%	10 15%	3 17%	22 17%	9 17%	1 10%	

Comparison Groups: BCDEF/GHIJKL/MNOPQR
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STRESS

Q. On average, how often do you feel stressed by studying/schoolwork?

	Gender																		Age																	
	Total		Male				Female				18-19		20-21		22-23		24-25		26-29		30+															
	2021 (A)	2022 (B)	2021 (C)	2022 (D)	2021 (E)	2022 (F)	2021 (G)	2022 (H)	2021 (I)	2022 (J)	2021 (K)	2022 (L)	2021 (M)	2022 (N)	2021 (O)	2022 (P)	2021 (Q)	2022 (R)																		
BASE: All Respondents	1004	1014	433	437	553	559	198	65	371	174	254	280	74	169	26	124	81	201																		
BASE: UNWEIGHTED	1004	1014	444	480	541	501	192	63	376	168	254	284	75	170	26	126	81	203																		
Constantly (several times a day)	250 25%	232 23%	86 20%	77 18%	154 28%	149 27%	57 29%	24 37%	94 25%	52 30%	68 27%	59 21%	17 23%	37 22%	4 14%	21 17%	10 12%	38 19%																		
Daily	287 29%	285 28%	118 27%	109 25%	163 29%	170 30%	58 29%	17 27%	109 29%	54 31%	82 32%	90 32%	13 18%	43 26%	7 29%	33 26%	17 20%	48 24%																		
Weekly	324 32%	352 35%	149 35%	171 39%	171 31%	175 31%	54 28%	22 34%	117 32%	42 24%	76 30%	101 36%	27 36%	61 36%	11 41%	49 40%	39 48%	77 38%																		
Monthly	83 8%	75 7%	41 9%	33 7%	42 8%	42 7%	16 8%	-	27 7%	18 10%	14 5%	14 5%	12 16%	15 9%	3 13%	12 9%	11 14%	17 8%																		
A few times a year	45 5%	48 5%	24 6%	31 7%	21 4%	17 3%	9 4%	2 3%	17 5%	5 3%	13 5%	12 4%	4 5%	8 5%	-	4 3%	3 3%	17 8%																		
Never	16 2%	23 2%	15 3%	17 4%	1 *	6 1%	3 2%	-	6 2%	4 2%	1 *	4 1%	3 3%	5 3%	1 3%	5 4%	2 2%	5 3%																		

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Mear's (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

	Region																		HH Income						Language			
	BC		AB		SK/MB		ON		QC		ATL		<\$25K		\$25K-\$50K		50K+		English		French							
	2021 (S)	2022 (T)	2021 (U)	2022 (V)	2021 (W)	2022 (X)	2021 (Y)	2022 (Z)	2021 (A1)	2022 (B1)	2021 (C1)	2022 (D1)	2021 (E1)	2022 (F1)	2021 (G1)	2022 (H1)	2021 (I1)	2022 (J1)	2021 (K1)	LEVEL (L1)	LEVEL (M1)	2022 (N1)						
BASE: All Respondents	131	133	113	114	66	67	379	382	242	244	73	74	266	261	158	175	422	461	846	868	158	146						
BASE: UNWEIGHTED	147	124	135	115	65	84	448	462	151	156	58	73	255	251	159	178	426	472	902	920	102	94						
Constantly (several times a day)	36 28%	31 23%	28 24%	36 32%	20 30%	21 32%	94 25%	83 22%	58 24%	41 17%	14 19%	19 26%	92 35%	73 28%	33 21%	40 23%	86 20%	91 20%	220 26%	203 23%	30 19%	28 19%						
Daily	38 29%	41 31%	39 35%	30 27%	22 33%	18 27%	107 28%	106 28%	59 25%	66 27%	21 29%	23 31%	57 21%	70 27%	49 31%	53 30%	133 32%	125 27%	244 29%	252 29%	43 27%	33 23%						
Weekly	44 33%	38 28%	33 29%	32 28%	17 25%	18 26%	121 32%	139 36%	81 34%	105 43%	28 38%	21 28%	80 30%	92 35%	46 29%	49 28%	152 36%	173 37%	273 32%	288 33%	51 32%	64 43%						
Monthly	6 5%	16 12%	7 7%	8 7%	5 7%	3 5%	35 9%	25 6%	24 10%	15 6%	5 7%	9 12%	23 8%	18 7%	16 10%	14 8%	33 8%	33 7%	67 8%	63 7%	16 10%	12 8%						
A few times a year	5 4%	6 5%	4 4%	3 3%	1 2%	5 8%	18 5%	19 5%	14 6%	12 5%	2 3%	2 3%	11 4%	7 3%	8 5%	15 9%	16 4%	23 5%	32 4%	40 5%	13 8%	8 5%						
Never	2 1%	2 1%	2 1%	5 4%	2 3%	1 2%	3 1%	10 3%	5 2%	5 2%	2 3%	-	4 1%	1 1%	5 3%	5 3%	3 1%	15 3%	10 1%	21 2%	6 4%	1 1%						

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

APPENDIX: STUDENT STRESS

Q. On average, how often do you feel stressed by studying/schoolwork?

	Education Status			Program enrolled in			Student Type			Employment status			
	Total	Full Time	Part time	Diploma/ Certificate Associate degree	Undergraduate	Graduate	Domestic	International	Full-time	Part-time	Casual/ temporary work	Not currently employed	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	
BASE: All Respondents	1014	763	251	252	560	202	906	108	243	420	109	242	
BASE: UNWEIGHTED	1014	768	246	241	559	214	905	109	253	405	109	247	
Constantly (several times a day)	232	194	38	47	144	40	208	23	51	94	27	60	
	23%	25%	15%	19%	26%	20%	23%	22%	21%	22%	24%	25%	
Daily	285	225	60	63	171	51	260	24	48	134	36	66	
	28%	29%	24%	25%	31%	25%	29%	23%	20%	32%	33%	27%	
Weekly	352	253	99	104	173	74	309	43	100	140	32	80	
	35%	33%	39%	41%	31%	37%	34%	40%	41%	33%	29%	33%	
Monthly	75	48	27	23	31	21	66	9	16	29	8	22	
	7%	6%	11%	9%	6%	11%	7%	9%	7%	7%	7%	9%	
A few times a year	48	28	20	9	26	12	41	7	20	17	4	7	
	5%	4%	8%	4%	5%	6%	5%	6%	8%	4%	4%	3%	
Never	23	15	7	6	14	2	21	1	8	5	2	7	
	2%	2%	3%	2%	3%	1%	2%	1%	3%	1%	2%	3%	

Comparison Groups: BC/DEF/GH/IJKL

Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)

Uppercase letters indicate significance at the 95% level.

	Total	Area of study																
		Accounting/Finance	Architecture	Arts & Humanities	Beauty & Cosmetology	Business/Management	Culinary Arts/Catering	Education	Engineering & Technology	Fine Arts/Music	Law/Legal Studies	Life Sciences & Medicine	Mathematics & Physics	Natural Sciences	Skilled Trades	Social Sciences	Social Work/Human Services	Tourism & Hospitality
		(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)
BASE: All Respondents	1014	54	12	101	11	114	13	61	131	43	45	128	28	68	16	128	51	9
BASE: UNWEIGHTED	1014	56	12	95	10	115	13	61	142	5	47	124	30	66	19	127	49	8
Constantly (several times a day)	232	12	1	26	2	19	1	17	24	8	7	36	7	20	1	34	16	1
	23%	21%	8%	25%	21%	17%	6%	28%	18%	18%	15%	28%	25%	30%	6%	27%	32%	10%
Daily	285	13	3	31	2	26	3	14	42	6	13	49	7	16	5	39	15	2
	28%	23%	21%	31%	16%	23%	24%	22%	32%	14%	29%	39%	26%	24%	31%	30%	30%	19%
Weekly	352	19	7	31	3	54	5	14	50	18	18	37	9	23	7	37	16	3
	35%	36%	54%	31%	24%	47%	39%	24%	38%	43%	39%	29%	33%	35%	44%	29%	31%	38%
Monthly	75	2	1	8	3	6	3	9	7	6	4	3	1	7	-	12	2	2
	7%	3%	6%	8%	24%	6%	19%	15%	5%	15%	8%	2%	4%	10%		9%	4%	23%
A few times a year	48	5	1	2	2	8	1	3	5	3	2	3	3	1	1	6	1	-
	5%	10%	12%	2%	15%	7%	7%	6%	4%	8%	5%	2%	9%	1%	9%	4%	2%	
Never	23	4	-	3	-	1	1	3	4	1	2	-	1	-	2	1	1	1
	2%	7%		3%		1%	6%	5%	3%	3%	4%		3%		10%	1%	1%	10%

Comparison Groups: BCDEFHJKLMNOQR

Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)

Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STRESS

Q. What do you find are the most stressful parts of your college/university experience?

	Gender																		Age																	
	Total		Male				Female				18-19		20-21		22-23		24-25		26-29		30+															
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022														
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)																		
BASE: All Respondents	1004	1014	433	437	553	559	198	65	371	174	254	280	74	169	26	124	81	201																		
BASE: UNWEIGHTED	1004	1014	444	480	541	501	192	63	376	168	254	284	75	170	26	126	81	203																		
The amount of studying required	571 57%	496 49%	236 54%	193 44%	324 59%	294 53%	121 61%	45 70%	208 56%	104 60%	161 63%	148 53%	39 53%	85 50%	15 57%	43 34%	28 34%	71 35%																		
Balancing work or social commitments and schoolwork at the same time	527 53%	534 53%	206 47%	208 48%	315 57%	316 57%	95 48%	40 62%	196 53%	101 58%	153 60%	155 55%	42 56%	93 55%	12 48%	55 45%	29 36%	90 45%																		
The transition to online learning during the pandemic	470 47%	343 34%	193 44%	147 34%	267 48%	189 34%	103 52%	21 32%	170 46%	65 37%	121 48%	103 37%	39 52%	61 36%	8 31%	35 28%	29 35%	59 29%																		
Paying for college/university	435 43%	465 46%	180 41%	178 41%	245 44%	277 50%	76 38%	24 37%	166 45%	73 42%	120 47%	124 44%	38 52%	92 55%	12 47%	56 45%	23 29%	95 47%																		
Academic subject matter is challenging	371 37%	334 33%	141 33%	129 29%	223 40%	200 36%	73 37%	30 47%	132 36%	74 43%	106 42%	87 31%	26 35%	46 27%	8 31%	31 25%	25 31%	66 33%																		
Dealing with more responsibility on my own	350 35%	313 31%	115 26%	131 30%	231 42%	177 32%	86 43%	25 39%	128 35%	72 41%	96 38%	89 32%	20 26%	38 22%	7 26%	36 29%	15 18%	53 26%																		
Making new friends	337 34%	333 33%	141 33%	131 30%	188 34%	196 35%	81 41%	27 42%	122 33%	83 47%	93 37%	106 38%	27 37%	46 27%	5 18%	24 19%	10 12%	47 23%																		
Not knowing where to go for support if I have problems	284 28%	258 25%	115 27%	105 24%	162 29%	148 26%	62 31%	16 25%	98 26%	58 33%	72 28%	69 25%	23 31%	35 21%	5 20%	35 28%	24 30%	45 22%																		
Referencing sources correctly in my academic work	273 27%	219 22%	106 24%	78 18%	158 29%	135 24%	60 30%	14 21%	104 28%	47 27%	68 27%	60 21%	15 20%	27 16%	5 20%	28 23%	22 27%	43 21%																		
Feeling alone when I have to study at night	240 24%	200 20%	86 20%	81 18%	148 27%	115 21%	55 28%	11 16%	81 22%	41 23%	69 27%	60 21%	12 16%	26 15%	5 19%	23 19%	18 22%	40 20%																		
Being away from friends or family	220 22%	207 20%	89 20%	89 20%	128 23%	116 21%	53 27%	20 30%	80 22%	36 21%	58 23%	58 21%	12 16%	27 16%	3 10%	20 16%	14 17%	47 23%																		
Other	38 4%	49 5%	21 5%	14 3%	16 3%	33 6%	5 3%	-	15 4%	7 4%	8 3%	13 5%	4 6%	4 3%	1 3%	6 5%	5 6%	19 9%																		
Can't think of anything	20 2%	35 3%	9 2%	19 4%	11 2%	16 3%	5 2%	-	7 2%	9 5%	3 1%	6 2%	1 1%	7 4%	-	6 5%	4 5%	7 4%																		
Net: Any	984 98%	979 97%	424 98%	418 96%	542 98%	543 97%	193 98%	65 100%	364 98%	165 95%	251 99%	275 98%	74 99%	162 96%	26 100%	118 95%	77 95%	194 96%																		

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1/B1/C1/D1/E1/F1/G1/H1/I1/J1/K1/L1/M1/N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

APPENDIX: STUDENT STRESS

Q. What do you find are the most stressful parts of your college/university experience?

	Region												HH Income						Language			
	BC		AB		SK/MB		ON		QC		ATL		<\$25K		\$25K-<\$50K		50K+		English		French	
	2021 (S)	2022 (T)	2021 (U)	2022 (V)	2021 (W)	2022 (X)	2021 (Y)	2022 (Z)	2021 (A1)	2022 (B1)	2021 (C1)	2022 (D1)	2021 (E1)	2022 (F1)	2021 (G1)	2022 (H1)	2021 (I1)	2022 (J1)	2021 (K1)	2022 (L1)	2021 (M1)	2022 (N1)
BASE: All Respondents	131	133	113	114	66	67	379	382	242	244	73	74	266	261	158	175	422	461	846	868	158	146
BASE: UNWEIGHTED	147	124	135	115	65	84	448	462	151	156	58	73	255	251	159	178	426	472	902	920	102	94
The amount of studying required	80 61%	63 48%	58 52%	51 44%	43 65%	36 53%	205 54%	177 46%	149 62%	131 54%	35 48%	38 52%	148 56%	138 53%	71 45%	78 45%	247 59%	205 45%	474 56%	408 47%	97 61%	88 60%
Balancing work or social commitments and schoolwork at the same time	74 56%	73 55%	57 51%	63 56%	34 51%	40 60%	188 50%	178 47%	129 54%	131 54%	44 60%	48 65%	145 55%	146 56%	80 51%	79 45%	217 51%	237 51%	441 52%	455 52%	86 54%	79 54%
The transition to online learning during the pandemic	57 44%	47 36%	63 56%	40 36%	43 65%	26 39%	164 43%	134 35%	105 43%	63 26%	38 52%	33 44%	122 46%	92 35%	66 42%	59 34%	202 48%	150 33%	405 48%	306 35%	65 41%	37 25%
Paying for college/university	52 40%	67 50%	57 51%	54 48%	36 54%	33 49%	171 45%	186 49%	82 34%	93 38%	38 52%	32 44%	130 49%	129 50%	70 44%	98 56%	175 41%	177 38%	376 44%	407 47%	59 37%	58 40%
Academic subject matter is challenging	51 39%	56 42%	33 29%	31 27%	30 45%	24 36%	155 41%	124 32%	77 32%	75 31%	25 35%	24 33%	89 33%	78 30%	56 35%	50 29%	161 38%	153 33%	326 39%	295 34%	45 28%	39 27%
Dealing with more responsibility on my own	49 38%	35 26%	38 34%	34 30%	26 39%	23 34%	131 35%	122 32%	84 35%	76 31%	22 30%	23 31%	99 37%	87 33%	47 30%	49 28%	147 35%	135 29%	295 35%	270 31%	55 35%	43 29%
Making new friends	49 38%	45 34%	35 31%	38 33%	27 41%	23 34%	126 33%	130 34%	72 30%	71 29%	28 38%	27 36%	103 39%	82 32%	46 29%	59 33%	128 30%	139 30%	289 34%	292 34%	48 30%	41 28%
Not knowing where to go for support if I have problems	37 28%	31 24%	29 26%	27 24%	23 34%	11 17%	105 28%	109 28%	72 30%	53 22%	19 26%	26 35%	76 28%	72 28%	38 24%	45 26%	124 29%	105 23%	242 29%	228 26%	43 27%	29 20%
Referencing sources correctly in my academic work	38 29%	28 21%	38 34%	23 20%	22 33%	22 33%	95 25%	70 18%	51 21%	56 23%	29 40%	21 28%	78 29%	76 29%	36 23%	29 16%	111 26%	87 19%	237 28%	182 21%	36 23%	37 25%
Feeling alone when I have to study at night	25 19%	32 24%	23 21%	17 15%	15 22%	13 19%	89 23%	69 18%	72 30%	56 23%	15 21%	14 18%	67 25%	44 17%	28 18%	32 18%	102 24%	99 22%	184 22%	167 19%	55 35%	33 22%
Being away from friends or family	27 20%	29 22%	22 20%	23 20%	20 29%	13 20%	89 23%	72 19%	47 19%	49 20%	15 21%	21 29%	80 30%	66 25%	32 20%	34 20%	78 18%	80 17%	181 21%	181 21%	38 24%	26 18%
Other	7 6%	9 7%	6 5%	8 7%	2 3%	1 1%	12 3%	19 5%	5 2%	7 3%	6 8%	5 7%	9 4%	16 6%	3 2%	11 6%	17 4%	16 3%	34 4%	43 5%	5 3%	6 4%
Can't think of anything	4 3%	3 2%	1 1%	6 5%	- 2%	1 2%	8 2%	16 4%	8 3%	6 3%	- 3%	2 3%	3 1%	7 3%	2 1%	6 4%	8 2%	19 4%	18 2%	32 4%	2 1%	3 2%
Net: Any	128 97%	129 98%	112 99%	108 95%	66 100%	66 98%	371 98%	366 96%	234 97%	238 97%	73 100%	72 97%	263 99%	254 97%	156 99%	169 96%	414 98%	442 96%	827 98%	836 96%	157 99%	143 98%

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

APPENDIX: STUDENT STRESS

Q. What do you find are the most stressful parts of your college/university experience?

	Education Status			Program enrolled in			Student Type		Employment status			
	Total	Full Time	Part time	Diploma/ Certificate Associate degree	Undergraduate	Graduate	Domestic	International	Full-time	Part-time	Casual/ temporary work	Not currently employed
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)
BASE: All Respondents	1014	763	251	252	560	202	906	108	243	420	109	242
BASE: UNWEIGHTED	1014	768	246	241	559	214	905	109	253	405	109	247
Balancing work or social commitments and schoolwork at the same time	534 53%	412 54%	122 48%	99 39%	317 57%	118 58%	489 54%	44 41%	116 48%	238 57%	70 65%	110 45%
The amount of studying required	496 49%	393 52%	103 41%	106 42%	321 57%	69 34%	457 50%	39 36%	94 39%	237 57%	48 44%	116 48%
Paying for college/university	465 46%	343 45%	121 48%	101 40%	261 47%	102 50%	413 46%	52 48%	99 41%	198 47%	55 51%	112 46%
The transition to online learning during the pandemic	343 34%	264 35%	79 31%	97 38%	193 34%	53 26%	316 35%	27 25%	74 31%	139 33%	47 43%	83 34%
Academic subject matter is challenging	334 33%	270 35%	64 25%	61 24%	208 37%	64 32%	298 33%	36 33%	68 28%	135 32%	33 31%	97 40%
Making new friends	333 33%	268 35%	65 26%	71 28%	210 38%	52 26%	295 33%	39 36%	51 21%	143 34%	38 35%	101 42%
Dealing with more responsibility on my own	313 31%	232 30%	81 32%	82 32%	175 31%	57 28%	279 31%	34 32%	60 25%	129 31%	43 40%	80 33%
Not knowing where to go for support if I have problems	258 25%	201 26%	57 23%	61 24%	148 26%	49 24%	228 25%	30 28%	59 24%	114 27%	28 26%	56 23%
Referencing sources correctly in my academic work	219 22%	173 23%	46 18%	51 20%	136 24%	33 16%	196 22%	23 21%	43 18%	103 25%	29 27%	44 18%
Being away from friends or family	207 20%	161 21%	46 18%	43 17%	120 21%	44 22%	165 18%	42 39%	39 16%	93 22%	20 19%	55 23%
Feeling alone when I have to study at night	200 20%	143 19%	57 23%	46 18%	115 21%	39 19%	184 20%	16 15%	51 21%	88 21%	21 19%	41 17%
Other	49 5%	39 5%	10 4%	12 5%	26 5%	11 6%	47 5%	2 2%	7 3%	16 4%	6 6%	19 8%
Can't think of anything	35 3%	24 3%	11 4%	10 4%	20 4%	5 3%	34 4%	1 1%	9 4%	12 3%	1 1%	13 5%
Net: Any	979 97%	739 97%	240 96%	242 96%	540 96%	197 97%	872 96%	107 99%	234 96%	408 97%	108 99%	229 95%

Comparison Groups: BC/DEF/GH/IJKL
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STRESS

Q. What do you find are the most stressful parts of your college/university experience?

	Area of study																	
	Total	Accounting/Finance	Architecture	Arts & Humanities	Beauty & Cosmetology	Business/Management	Culinary Arts/Catering	Education	Engineering & Technology	Fine Arts/Music	Law/Legal Studies	Life Sciences & Medicine	Mathematics & Physics	Natural Sciences	Skilled Trades	Social Sciences	Social Work/Human Services	Tourism & Hospitality
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)
BASE: All Respondents	1014	54	12	101	11	114	13	61	131	43	45	128	28	68	16	128	51	9
BASE: UNWEIGHTED	1014	56	12	95	10	115	13	61	142	40	47	124	30	66	19	127	49	8
Balancing work or social commitments and schoolwork at the same time	534 53%	27 51%	3 21%	56 56%	5 46%	49 43%	5 35%	28 47%	65 49%	23 55%	22 50%	73 57%	10 36%	42 63%	7 41%	81 64%	34 66%	3 29%
The amount of studying required	496 49%	21 38%	2 18%	54 53%	3 24%	49 43%	4 33%	22 36%	13 55%	13 29%	23 50%	80 63%	12 43%	37 55%	7 44%	71 55%	24 47%	2 26%
Paying for college/university	465 46%	17 31%	6 50%	48 48%	4 32%	58 51%	3 26%	24 40%	46 35%	23 54%	20 45%	61 48%	12 42%	38 56%	6 39%	65 51%	31 60%	2 20%
The transition to online learning during the pandemic	343 34%	19 35%	3 27%	34 34%	5 41%	34 30%	6 42%	19 31%	33 33%	15 36%	22 48%	40 32%	9 31%	23 35%	7 45%	39 31%	22 43%	3 38%
Academic subject matter is challenging	334 33%	17 31%	2 19%	28 28%	4 36%	43 37%	1 7%	14 23%	52 39%	10 24%	12 26%	62 48%	11 40%	22 33%	2 14%	40 31%	11 23%	2 26%
Making new friends	333 33%	13 25%	4 35%	38 37%	3 24%	28 24%	3 24%	16 27%	52 40%	12 28%	22 49%	45 35%	6 22%	20 30%	4 25%	41 32%	21 42%	4 42%
Dealing with more responsibility on my own	313 31%	14 26%	2 14%	34 34%	2 16%	28 24%	1 6%	19 32%	50 38%	13 30%	13 30%	44 34%	8 29%	26 38%	6 35%	37 29%	14 27%	4 40%
Not knowing where to go for support if I have problems	258 25%	15 27%	1 7%	24 24%	3 24%	33 29%	- 20%	12 20%	32 24%	9 21%	11 24%	38 30%	8 27%	20 30%	2 15%	32 25%	17 33%	2 23%
Referencing sources correctly in my academic work	219 22%	9 17%	1 9%	22 22%	1 9%	29 25%	3 19%	15 25%	22 17%	11 26%	10 21%	33 26%	6 20%	14 20%	1 9%	33 26%	7 14%	3 33%
Being away from friends or family	207 20%	8 14%	3 25%	21 21%	3 24%	26 22%	3 19%	9 14%	32 25%	12 28%	11 24%	20 16%	4 14%	18 26%	3 18%	24 19%	11 21%	2 23%
Feeling alone when I have to study at night	200 20%	9 17%	2 18%	18 18%	4 36%	24 21%	3 27%	10 16%	25 19%	5 12%	11 25%	27 21%	9 33%	18 27%	2 11%	21 16%	11 22%	- 22%
Other	49 5%	1 2%	1 6%	1 1%	- 2%	3 2%	- 4%	2 4%	8 6%	- 6%	3 6%	10 8%	1 3%	6 9%	1 5%	9 7%	5 10%	- 10%
Can't think of anything	35 3%	3 6%	1 7%	3 3%	- 1%	2 1%	1 6%	4 7%	6 4%	1 3%	2 4%	1 1%	1 4%	1 1%	2 11%	5 4%	3 5%	1 10%
Net: Any	979 97%	51 94%	11 93%	98 97%	11 100%	113 99%	12 94%	57 93%	126 96%	41 97%	44 96%	127 99%	27 96%	67 99%	14 89%	123 96%	48 95%	8 90%

Comparison Groups: BCDEFGHJKLMNOQR
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STRESS

Q. What do you think could help combat many of these issues?

	Total		Gender				Age											
	2021	2022	Male		Female		18-19		20-21		22-23		24-25		26-29		30+	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)
BASE: Have Issues	984	979	424	418	542	543	193	65	364	165	251	275	74	162	26	118	77	194
BASE: UNWEIGHTED	985	977	436	458	530	487	188	63	369	160	251	277	74	162	26	120	77	195
Returning to in-person learning	570	439	265	210	295	222	129	39	204	86	141	128	56	70	13	42	28	74
	58%	45%	63%	50%	54%	41%	67%	61%	56%	52%	56%	47%	75%	43%	50%	36%	37%	38%
More access to financial services and aid	421	494	170	186	243	296	77	26	150	78	122	139	37	92	13	67	22	92
	43%	50%	40%	45%	45%	55%	40%	41%	41%	47%	49%	51%	50%	57%	52%	56%	28%	48%
Smaller tutorial/lecture sizes	378	342	159	147	212	190	88	25	137	74	92	103	25	39	8	40	28	61
	38%	35%	38%	35%	39%	35%	45%	39%	38%	45%	37%	37%	35%	24%	33%	34%	37%	32%
24/7 online academic support for when I'm not in class or on campus	376	382	135	145	234	230	67	23	140	79	112	107	19	63	7	39	29	71
	38%	39%	32%	35%	43%	42%	35%	36%	39%	48%	45%	39%	26%	39%	28%	33%	38%	37%
More access to emotional support services on campus	293	316	92	118	193	193	61	16	97	60	96	99	21	47	6	36	13	58
	30%	32%	22%	28%	36%	35%	32%	25%	27%	36%	38%	36%	28%	29%	22%	30%	17%	30%
More student-run support groups	213	198	76	88	134	104	46	13	92	44	44	55	10	31	4	18	17	36
	22%	20%	18%	21%	25%	19%	24%	20%	25%	27%	18%	20%	13%	19%	17%	15%	22%	19%
Other, please specify:	40	67	26	28	12	36	3	2	13	11	14	10	4	12	2	7	5	25
	4%	7%	6%	7%	2%	7%	1%	4%	4%	6%	6%	4%	5%	7%	7%	6%	7%	13%

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

	Region										HH Income						Language					
	BC		AB		SK/MB		ON		OC		ATL		<\$25K		\$25K-\$50K		50K+		English		French	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
	(S)	(T)	(U)	(V)	(W)	(X)	(Y)	(Z)	(A1)	(B1)	(C1)	(D1)	(E1)	(F1)	(G1)	(H1)	(I1)	(J1)	(K1)	(L1)	(M1)	(N1)
BASE: Have Issues	128	129	112	108	66	66	371	366	234	238	73	72	263	254	156	169	414	442	827	836	157	143
BASE: UNWEIGHTED	143	121	134	109	65	82	439	442	146	152	58	71	253	244	158	172	418	451	884	885	101	92
Returning to in-person learning	78	58	62	51	46	30	212	168	126	91	45	42	161	120	80	70	231	193	487	389	83	51
	61%	44%	56%	47%	69%	46%	57%	46%	54%	38%	62%	58%	61%	47%	51%	42%	56%	44%	59%	46%	53%	35%
More access to financial services and aid	53	68	54	50	34	33	162	190	84	117	34	36	119	141	73	86	167	203	359	422	61	72
	41%	53%	49%	46%	51%	50%	44%	52%	36%	49%	47%	50%	45%	56%	47%	51%	40%	46%	43%	51%	39%	50%
Smaller tutorial/lecture sizes	53	52	41	33	28	22	137	128	94	86	25	21	99	96	54	52	163	147	318	292	60	51
	41%	40%	37%	31%	42%	33%	37%	35%	40%	36%	35%	30%	38%	38%	35%	31%	39%	33%	38%	35%	38%	35%
24/7 online academic support for when I'm not in class or on campus	40	49	37	31	30	26	146	156	103	89	20	30	99	109	62	60	149	166	317	330	58	52
	31%	38%	33%	29%	45%	40%	39%	43%	44%	37%	28%	42%	38%	43%	39%	35%	36%	37%	38%	39%	37%	37%
More access to emotional support services on campus	46	47	38	30	17	16	108	122	66	77	19	24	89	94	46	57	117	124	253	274	41	42
	36%	36%	34%	28%	26%	24%	29%	33%	28%	32%	26%	33%	34%	37%	29%	34%	28%	28%	31%	33%	26%	29%
More student-run support groups	29	21	27	23	13	12	77	73	53	57	14	13	65	56	28	34	91	83	179	165	34	33
	23%	16%	24%	21%	20%	18%	21%	20%	23%	24%	19%	17%	25%	22%	18%	20%	22%	19%	22%	20%	22%	23%
Other, please specify:	9	9	7	13	2	5	13	21	3	14	5	5	16	16	5	14	12	28	38	58	2	9
	7%	7%	7%	12%	3%	7%	4%	6%	1%	6%	7%	7%	6%	6%	3%	8%	3%	6%	5%	7%	1%	6%

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

APPENDIX: STUDENT STRESS

Q. What do you think could help combat many of these issues?

	Education Status			Program enrolled in			Student Type			Employment status			
	Total	Full Time	Part time	Diploma/Certificate Associate degree	Undergraduate	Graduate	Domestic	International	Full-time	Part-time	Casual/temporary work	Not currently employed	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	
BASE: Have Issues	979	739	240	242	540	197	872	107	234	408	108	229	
BASE: UNWEIGHTED	977	743	234	230	539	208	869	108	242	392	108	235	
More access to financial services and aid	494 50%	382 52%	111 46%	111 46%	274 51%	109 55%	428 49%	66 61%	105 45%	221 54%	55 51%	113 49%	
Returning to in-person learning	439 45%	345 47%	95 39%	114 47%	250 46%	76 38%	399 46%	40 37%	89 38%	193 47%	54 50%	104 45%	
24/7 online academic support for when I'm not in class or on campus	382 39%	289 39%	94 39%	97 40%	227 42%	59 30%	349 40%	34 31%	102 44%	167 41%	35 33%	78 34%	
Smaller tutorial/lecture sizes	342 35%	265 36%	78 32%	77 32%	204 38%	61 31%	305 35%	38 35%	77 33%	153 37%	35 33%	77 34%	
More access to emotional support services on campus	316 32%	249 34%	67 28%	68 28%	189 35%	59 30%	273 31%	43 40%	65 28%	150 37%	33 31%	68 30%	
More student-run support groups	198 20%	154 21%	43 18%	41 17%	119 22%	38 19%	169 19%	28 26%	47 20%	90 22%	18 17%	42 18%	
Other, please specify:	67 7%	45 6%	22 9%	10 4%	31 6%	25 13%	66 8%	1 1%	13 5%	21 5%	8 8%	24 11%	

Comparison Groups: BC/DEF/GH/IJKL
Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
Uppercase letters indicate significance at the 95% level.

	Total	Area of study																	
		Accounting/Finance	Architecture	Arts & Humanities	Beauty & Cosmetology	Business/Management	Culinary Arts/Catering	Education	Engineering & Technology	Fine Arts/Music	Law/Legal Studies	Life Sciences & Medicine	Mathematics & Physics	Natural Sciences	Skilled Trades	Social Sciences	Social Work/Human Services	Tourism & Hospitality	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	
BASE: Have issues	979	51	11	98	11	113	12	57	126	41	44	127	27	67	14	123	48	8	
BASE: UNWEIGHTED	977	52	11	93	10	113	12	57	137	39	45	123	28	65	17	122	46	7	
More access to financial services and aid	494 50%	23 45%	8 70%	53 54%	5 48%	47 41%	3 27%	28 50%	51 41%	20 48%	24 56%	63 50%	15 54%	42 63%	6 41%	68 55%	32 67%	6 71%	
Returning to in-person learning	439 45%	22 43%	5 46%	53 54%	4 32%	47 41%	3 23%	21 38%	68 54%	17 40%	27 62%	49 38%	11 39%	30 45%	9 61%	52 42%	20 41%	3 36%	
24/7 online academic support for when I'm not in class or on campus	382 39%	21 41%	2 22%	30 31%	4 31%	51 46%	5 40%	25 44%	55 44%	10 23%	15 35%	55 43%	15 43%	23 34%	7 50%	48 39%	15 31%	2 25%	
Smaller tutorial/lecture sizes	342 35%	16 32%	4 34%	36 37%	5 48%	39 35%	1 6%	18 32%	33 26%	16 38%	21 48%	52 41%	5 19%	31 47%	2 17%	45 37%	12 25%	5 64%	
More access to emotional support services on campus	316 32%	16 32%	1 13%	42 43%	2 21%	30 26%	6 50%	13 24%	36 29%	9 22%	12 27%	48 38%	12 44%	21 32%	3 18%	45 36%	17 35%	2 22%	
More student-run support groups	198 20%	6 12%	1 7%	21 22%	1 7%	19 17%	5 37%	11 20%	28 23%	11 26%	10 24%	25 20%	16 38%	10 24%	3 20%	19 18%	9 18%	2 25%	
Other, please specify:	67 7%	2 3%	1 9%	12 12%	-	7 6%	-	5 8%	9 7%	-	2 4%	10 8%	1 3%	5 7%	-	10 8%	5 10%	-	

Comparison Groups: BCDEF/GHIJKLMNO/PQR
Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
Uppercase letters indicate significance at the 95% level.

APPENDIX: STUDENT STRESS

Q. What do you think could help combat many of these issues?

OTHER, PLEASE SPECIFY [OPEN-ENDED RESPONSES]

As of February all my classes are in person
Make sure students really grasped/ comprehend the knowledge that they were taught.
Longer course time
none
Cheaper costs of living so I don't have to work so much
more constructive tests and exams, maybe some study or help sessions, less long 3+ hour exams
More online classes
Not forcing a return to in-person learning. Keeping it a choice if you want to go in or not.
Less work
Nothing
The solutions seem too far to know what to do because Alberta Education has allowed a deviation so far from normal.
Managing my time better
you keep mentioning returning to in-person but I'm much better mentally when lectures are online - I would rather not have to worry about the health of my friends and family in addition to my work and studies
Access to online classes even if the class has come back in personnalité. I struggle with my health and pain, I can't always drive.
Return to online learning and hybrid structures that allow the choice of online classes.
not having the vaccine mandate prevent me from finishing my program.
Peer study groups and sessions
CHEAPER PRICES
Complete overhaul of my program. It's operating on outdated assumptions about courseload and student life, and clearly hasn't considered the student experience in the program planning.
Hybrid style classes / No in-person attendance marks for lectures or tutorials - (All classes and labs should be able to be accessible and completed at least in part on-line.)
More general accessibility in classes for people struggling with mental illnesses
Revised syllabi, most of my bad grades are due to either not properly taught material or material quality was not adequately organized or properly chosen
Allègement des charges de travail
Des professeurs plus compétents et compréhensif, moins de charge de travail, plus de flexibilité
Gratuité scolaire. La question des services d'aide financière est mal fait. Le passage des études temps plein de mon bac à temps partiel de ma maîtrise m'oblige de commencer à rembourser les prêts du bac alors que je suis toujours aux études. Il ne devrait pas y avoir de paiement tant et aussi longtemps qu'on demeure aux études à temps plein OU partiel.
More focus on meaningful coursework, less busywork
Better time management skills
no comment
Reduced workload
Resources for managing my health while studying
Peer tutoring
More personal commitment
Increasing the time limit of the degree (so I can take less courses per semester).
Or allow me to take more than 2 courses per semester so I can quickly finish the degree.
School run program to match you with study partners
Continue to offer all classes remotely. In person class offers me no additional benefits but does cause significant stress trying to commute in rush hour traffic.
More time on assignments. Professors forget we have a life outside of their class.
More reasonable expectations, less assigned work, less societal pressure. Its a systemic issue
Ability to report bullying related professors. I had a professor at Brock university who was very demeaning too myself. I couldn't turn to anyone for help
more access to in-person labs and classrooms for studying
None its just how it is. We're already in-person and we have been all year
We need guidance. We need supervisors who actually supervise: give us goals help nudge us along and sometimes just tell us it will be ok.
Unsure
rien
Completely online based learning and assessments, reforming school administration to be efficient, reasonable and accomodating.

APPENDIX: STUDENT STRESS

Q. What do you think could help combat many of these issues? (Continued)

OTHER, PLEASE SPECIFY [OPEN-ENDED RESPONSES]

Completely online based learning and assessments, reforming school administration to be efficient, reasonable and accomodating.
Nothing comes to mind
Réduction massive des frais de scolarité et bourses garanti pour les étudiants de cycle supérieur
Lower workload (academic and teaching/working)
Charge de travail moins lourde
Lighter workloads, end-of-year assignments instead of exams, fewer required course, more interactive learning instead of only lectures, and a lower cost of schooling.
The cost of education was inflated due to government student loans being available. So, Uni would increase the costs and kids would take more loans. The Uni gets money and the banks get indebted youth, and the government can sway the youth vote if a politician lies about relieving student debt. Essentially everyone but the taxpayer benefits from blatant increase in tuition... incase you didn't know, all online covid courses costed the same as when everyone had to meet in person with their material.
Not having alt-right convoys occupy the capital and not having Russia kill innocents on video. The constant exposure to the online world coupled with bad news making headlines means that all I ever see is worrying information.
The curriculum needs to be more focused on training students for real life problems or career problems
professors who take on fewer students to supervise for their thesis- so that they can be responsive- PLUS they should inform of you of their sabbaticals and provide a backup supervisor while they're gone- also there should be a checklist of how often they should meet with you and how much support they should provide you with- there's no guidelines and it's really rough
Just a couple long weekends so I can return home and see my family and go on a short vacation together.
Also I wish school management would focus more on the big picture (education and being reasonable) things than small power tripping things.
Less politically charged staff
removing mask mandates
Universities should not charge PhD candidates full tuition. At that stage, the candidate is focused on research and writing, not taking classes. Indeed, PhD candidates are often teaching classes at that point. When funding "runs out" after four or five years and the student advances to candidacy is the most financially, socially, and emotionally difficult time.
Less demanding time requirement (engineering specifically)
Profs that know how to teach
Lower tuition, more understanding of the schedule of working professionals.
Free University so I wouldn't have to worry so much about putting my family in massive debt in the future. Or grants for parents
Lower cost of school
Smaller work load with more focus on learning than grades
accepting that students learn in different ways and need to be accommodated
Allowing all students back on campus!
None of the above

APPENDIX: IMPACT OF THE PANDEMIC

Q. What impact, if any, has the coronavirus pandemic had on your college/university experience?

	Total		Gender				Age											
	2021	2022	Male		Female		18-19		20-21		22-23		24-25		26-29		30+	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)
BASE: All Respondents	1004	1014	433	437	553	559	198	65	371	174	254	280	74	169	26	124	81	201
BASE: UNWEIGHTED	1004	1014	444	480	541	501	192	63	376	168	254	284	75	170	26	126	81	203
Significant negative impact	314	277	155	124	152	146	77	20	119	50	72	85	24	51	7	26	15	44
	31%	27%	36%	28%	28%	26%	39%	31%	32%	29%	28%	30%	32%	30%	26%	21%	19%	22%
Moderate negative impact	426	434	167	188	254	240	77	27	148	76	120	113	32	73	10	58	38	86
	42%	43%	39%	43%	46%	43%	39%	43%	40%	44%	47%	40%	43%	43%	41%	47%	46%	43%
Not impacted by experience	148	164	58	71	88	91	27	9	60	23	33	47	8	24	3	24	16	37
	15%	16%	13%	16%	16%	16%	14%	14%	16%	13%	13%	17%	11%	14%	13%	19%	20%	19%
Moderate positive impact	90	106	43	39	44	67	14	6	30	20	24	33	8	14	2	13	11	20
	9%	10%	10%	9%	8%	12%	7%	9%	8%	12%	9%	12%	11%	8%	8%	11%	14%	10%
Significant positive impact	26	32	10	16	15	15	3	2	13	5	4	2	2	7	3	3	1	13
	3%	3%	2%	4%	3%	3%	1%	3%	4%	3%	2%	1%	2%	4%	12%	2%	1%	7%
Net: Negative Impact	740	711	322	311	406	385	154	48	267	126	193	199	56	124	17	84	53	130
	74%	70%	74%	71%	73%	69%	78%	74%	72%	72%	76%	71%	75%	73%	67%	68%	65%	65%
Net: Positive Impact	116	138	53	55	60	83	16	8	43	26	28	35	10	21	5	16	12	33
	12%	14%	12%	13%	11%	15%	8%	12%	12%	15%	11%	12%	14%	12%	20%	13%	15%	17%

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

	Region																HH Income						Language			
	BC		AB		SK/MB		ON		QC		ATL		<\$25k		\$25k-\$50k		50k+		English		French					
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022				
	(S)	(T)	(U)	(V)	(W)	(X)	(Y)	(Z)	(A1)	(B1)	(C1)	(D1)	(E1)	(F1)	(G1)	(H1)	(I1)	(J1)	(K1)	(L1)	(M1)	(N1)				
BASE: All Respondents	131	133	113	114	66	67	379	382	242	244	73	74	266	261	158	175	422	461	846	868	158	146				
BASE: UNWEIGHTED	147	124	135	115	65	84	448	462	151	156	58	73	255	251	159	178	426	472	902	920	102	94				
Significant negative impact	41	40	35	37	23	18	116	111	67	46	33	24	100	82	41	47	134	115	270	249	44	28				
	31%	30%	31%	33%	34%	27%	31%	29%	28%	19%	45%	33%	38%	31%	26%	27%	32%	25%	32%	29%	28%	19%				
Moderate negative impact	62	53	57	39	27	27	163	145	90	135	28	36	104	110	72	78	172	198	372	353	54	81				
	47%	40%	51%	34%	41%	40%	43%	38%	37%	55%	38%	49%	39%	42%	45%	44%	41%	43%	44%	41%	34%	55%				
Not impacted by experience	12	25	14	18	11	14	54	68	50	29	6	11	29	36	23	35	72	76	115	146	33	19				
	9%	19%	13%	16%	16%	21%	14%	18%	21%	12%	9%	15%	11%	14%	15%	20%	17%	16%	14%	17%	21%	13%				
Moderate positive impact	14	9	7	18	6	6	33	42	24	29	6	2	25	28	16	14	36	49	71	90	19	17				
	11%	7%	6%	16%	9%	9%	9%	11%	10%	12%	9%	3%	9%	11%	10%	8%	9%	11%	8%	10%	12%	12%				
Significant positive impact	2	6	-	2	-	2	13	17	11	5	-	1	8	5	6	1	9	23	18	30	8	2				
	1%	5%		2%		3%	3%	4%	5%	2%		1%	3%	2%	4%	1%	2%	5%	2%	3%	5%	1%				
Net: Negative Impact	103	93	92	76	50	45	279	256	157	181	61	60	204	192	112	125	305	313	642	602	98	109				
	78%	70%	81%	67%	75%	67%	74%	65%	65%	74%	83%	82%	77%	74%	71%	71%	72%	68%	76%	69%	62%	75%				
Net: Positive Impact	16	15	7	20	6	8	46	59	35	34	6	3	33	33	22	16	45	72	89	120	27	19				
	12%	11%	6%	18%	9%	12%	12%	15%	14%	14%	9%	3%	13%	13%	14%	9%	11%	16%	10%	14%	17%	13%				

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
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APPENDIX: IMPACT OF THE PANDEMIC

Q. What impact, if any, has the coronavirus pandemic had on your college/university experience?

	Education Status			Program enrolled in			Student Type		Employment status			
	Total	Full Time	Part time	Diploma/ Certificate Associate degree	Undergraduate	Graduate	Domestic	International	Full-time	Part-time	Casual/ temporary work	Not currently employed
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)
BASE: All Respondents	1014	763	251	252	560	202	906	108	243	420	109	242
BASE: UNWEIGHTED	1014	768	246	241	559	214	905	109	253	405	109	247
Significant negative impact	277 27%	226 30%	51 20%	60 24%	164 29%	52 26%	256 28%	21 20%	57 23%	103 25%	43 40%	73 30%
Moderate negative impact	434 43%	319 42%	115 46%	100 40%	243 43%	91 45%	392 43%	42 39%	93 38%	192 46%	45 41%	105 43%
Not impacted by experience	164 16%	113 15%	52 21%	58 23%	78 14%	28 14%	144 16%	20 19%	48 20%	73 17%	7 7%	36 15%
Moderate positive impact	106 10%	80 10%	26 11%	29 11%	56 10%	22 11%	89 10%	17 16%	30 12%	41 10%	11 10%	24 10%
Significant positive impact	32 3%	25 3%	7 3%	5 2%	18 3%	9 4%	25 3%	7 7%	15 6%	10 2%	2 2%	5 2%
Net: Negative impact	711 70%	545 71%	166 66%	160 64%	407 73%	143 71%	648 71%	64 59%	150 61%	296 70%	88 81%	178 73%
Net: Positive impact	138 14%	105 14%	33 13%	33 13%	75 13%	31 15%	114 13%	25 23%	45 19%	51 12%	13 12%	29 12%

Comparison Groups: BC/DEF/GH/IJKL
Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
Uppercase letters indicate significance at the 95% level.

	Total	Area of study																
		Accounting/Finance	Architecture	Arts & Humanities	Beauty & Cosmetology	Business/Management	Culinary Arts/Catering	Education	Engineering & Technology	Fine Arts/Music	Law/Legal Studies	Life Sciences & Medicine	Mathematics & Physics	Natural Sciences	Skilled Trades	Social Sciences	Social Work/Human Services	Tourism & Hospitality
		(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)
BASE: All Respondents	1014	54	12	101	11	114	13	61	131	43	45	128	28	68	16	128	51	9
BASE: UNWEIGHTED	1014	56	12	95	10	115	13	61	142	40	47	124	30	66	19	127	49	8
Significant negative impact	277 27%	12 22%	3 25%	38 38%	1 9%	26 23%	2 15%	11 18%	26 20%	14 33%	12 27%	37 29%	6 20%	20 30%	4 23%	40 32%	24 47%	-
Moderate negative impact	434 43%	25 47%	6 50%	43 42%	6 55%	41 36%	6 48%	30 50%	61 47%	15 35%	24 53%	50 39%	10 35%	31 47%	8 47%	8 45%	14 28%	5 55%
Not impacted by experience	164 16%	11 20%	1 7%	14 14%	2 16%	24 21%	-	13 21%	24 18%	9 21%	6 13%	22 17%	7 25%	7 10%	2 15%	13 10%	8 16%	1 10%
Moderate positive impact	106 10%	2 4%	2 17%	5 5%	1 8%	18 16%	3 20%	4 7%	14 11%	5 11%	3 7%	15 12%	4 14%	7 10%	2 11%	14 11%	5 9%	3 35%
Significant positive impact	32 3%	4 7%	-	-	1 13%	5 4%	2 17%	3 4%	5 4%	-	-	4 3%	2 6%	2 3%	1 5%	3 2%	-	-
Net: Negative impact	711 70%	37 69%	9 76%	81 80%	7 64%	67 59%	8 63%	41 68%	88 67%	29 68%	36 80%	87 68%	15 54%	52 76%	11 70%	98 77%	38 75%	5 55%
Net: Positive impact	138 14%	6 11%	2 17%	5 5%	2 21%	23 21%	5 37%	7 11%	20 15%	5 11%	3 7%	19 15%	6 20%	9 13%	3 15%	16 13%	5 9%	3 35%

Comparison Groups: BCDEF/GH/IJKLMNOPQR
Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
Uppercase letters indicate significance at the 95% level.

APPENDIX: IMPACT OF THE PANDEMIC

Q. How has the coronavirus pandemic negatively impacted your college/university experience?

	Total		Gender				Age											
	2021	2022	Male		Female		18-19		20-21		22-23		24-25		26-29		30+	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)
BASE: Had negative impact	740	711	322	311	406	385	154	48	267	126	193	199	56	124	17	84	53	130
BASE: UNWEIGHTED	750	708	334	339	403	342	149	46	278	123	192	202	58	125	18	84	55	128
Most or all of my courses have been moved online	584	474	248	200	327	263	131	34	212	95	156	140	46	82	11	45	29	78
	79%	67%	77%	64%	81%	68%	85%	72%	79%	75%	81%	70%	83%	66%	67%	53%	54%	60%
	B		D		F						L		N					
I've had significantly less face-to-face contact with academics	572	511	247	212	313	286	126	40	202	98	155	154	47	88	11	46	32	85
	77%	72%	77%	68%	77%	74%	81%	84%	75%	78%	80%	77%	84%	71%	62%	55%	60%	65%
	B		D								n		n					
I've struggled to meet new people / make friends	508	458	217	190	283	257	119	36	186	103	130	139	40	72	10	46	24	62
	69%	64%	67%	61%	70%	67%	77%	75%	69%	82%	67%	70%	71%	58%	56%	54%	46%	47%
	B		d								i		n					
I've spent significantly less time on campus	501	463	217	191	273	259	103	33	180	91	140	135	46	80	9	44	22	80
	68%	65%	68%	61%	67%	67%	67%	70%	67%	73%	73%	68%	82%	64%	55%	52%	42%	62%
	B		d										N					Q
I haven't been able to participate in the extracurricular activities	438	381	194	163	238	208	97	29	159	76	121	111	33	65	9	43	19	58
	59%	54%	60%	52%	59%	54%	63%	60%	60%	60%	63%	56%	59%	52%	50%	50%	35%	44%
	B		D															
I've struggled to get adequate academic support	267	241	117	99	148	135	58	17	96	51	71	54	19	34	3	27	20	57
	36%	34%	37%	32%	37%	35%	38%	36%	36%	41%	37%	27%	35%	28%	20%	32%	37%	44%
	B		d								i							
I've struggled to get adequate mental health support	248	255	96	91	146	155	55	21	85	52	73	76	18	41	3	30	14	36
	34%	36%	30%	29%	36%	40%	36%	44%	32%	41%	38%	38%	33%	33%	15%	36%	27%	27%
	B		d												O			
I've lived at home when I hadn't planned to	198	143	86	63	108	76	38	7	82	30	55	44	9	31	2	13	11	18
	27%	20%	27%	20%	27%	20%	25%	15%	31%	24%	28%	22%	16%	25%	14%	15%	20%	14%
	B		d		F													
I've struggled to get adequate health services	111	121	36	41	74	76	20	6	37	23	37	40	8	16	1	13	8	22
	15%	17%	11%	13%	18%	20%	13%	13%	14%	18%	19%	20%	15%	13%	5%	15%	14%	17%
	B		d															
I've stayed in university accommodation when I hadn't planned to	25	34	15	20	11	13	4	2	12	11	5	10	1	5	1	3	3	3
	3%	5%	5%	6%	3%	3%	3%	4%	4%	9%	3%	5%	2%	4%	5%	3%	5%	3%
	B		d															
Other, please specify:	18	39	10	13	8	25	3	2	4	4	1	6	4	8	2	5	3	13
	2%	6%	3%	4%	2%	7%	2%	4%	2%	4%	*	3%	7%	7%	10%	6%	6%	10%
	B		A		E						k							

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
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 Lowercase letters indicate significance at the 90% level.

APPENDIX: IMPACT OF THE PANDEMIC

Q. How has the coronavirus pandemic negatively impacted your college/university experience?

	Region																HH Income						Language			
	BC		AB		SK/MB		ON		QC		ATL		<\$25K		\$25K-\$50K		50K+		English		French					
	2021 (S)	2022 (T)	2021 (U)	2022 (V)	2021 (W)	2022 (X)	2021 (Y)	2022 (Z)	2021 (A1)	2022 (B1)	2021 (C1)	2022 (D1)	2021 (E1)	2022 (F1)	2021 (G1)	2022 (H1)	2021 (I1)	2022 (J1)	2021 (K1)	2022 (L1)	2021 (M1)	2022 (N1)				
BASE: Had negative Impact	103	93	92	76	50	45	279	256	157	181	61	60	204	192	112	125	305	313	642	602	98	109				
BASE: UNWEIGHTED	115	87	110	78	49	57	330	311	98	116	48	59	196	330	183	113	127	317	320	686	638	64	70			
Most or all of my courses have been moved online	86	57	72	49	42	30	216	177	118	122	51	38	160	132	85	80	242	202	511	395	73	79				
	83%	61%	78%	65%	84%	67%	78%	69%	75%	68%	85%	63%	79%	69%	75%	64%	79%	65%	80%	66%	75%	72%				
I've had significantly less face-to-face contact with academics	T	V	X	Z	B1	D1	F1	H1	J1	L1	84	82														
	79	72	65	52	41	32	205	186	138	122	43	47	161	153	80	85	236	216	488	429	84	82				
	77%	78%	71%	68%	83%	71%	74%	73%	88%	68%	71%	77%	79%	80%	72%	68%	77%	69%	76%	71%	85%	75%				
I've struggled to meet new people / make friends	73	67	57	55	39	29	175	163	117	106	47	38	150	130	74	75	201	197	438	393	70	65				
	71%	72%	62%	72%	78%	64%	63%	64%	75%	58%	77%	63%	74%	68%	66%	60%	66%	63%	68%	65%	71%	59%				
I've spent significantly less time on campus	73	66	52	46	39	29	188	176	108	105	40	41	143	125	67	82	208	202	439	400	62	64				
	71%	71%	57%	61%	79%	64%	67%	69%	69%	58%	67%	68%	70%	65%	60%	66%	68%	64%	68%	66%	63%	58%				
I haven't been able to participate in the extracurricular activities	66	46	51	41	30	23	164	153	88	84	39	34	125	109	55	65	183	154	379	333	59	48				
	64%	49%	55%	54%	60%	52%	59%	60%	56%	46%	64%	57%	61%	57%	49%	52%	60%	49%	59%	55%	60%	44%				
I've struggled to get adequate academic support	T	V	X	Z	B1	D1	F1	H1	J1	L1	84	82														
	41	38	31	26	23	20	89	93	59	44	24	19	79	71	45	41	103	99	236	218	31	22				
	40%	41%	34%	34%	46%	44%	32%	36%	38%	25%	40%	32%	39%	37%	40%	33%	34%	32%	37%	36%	32%	20%				
I've struggled to get adequate mental health support	37	35	30	26	15	16	85	98	61	55	20	25	79	79	35	51	97	92	212	222	36	33				
	36%	37%	33%	35%	30%	35%	31%	38%	39%	31%	33%	41%	39%	41%	31%	41%	32%	29%	33%	37%	37%	30%				
I've lived at home when I hadn't planned to	22	14	19	10	12	10	84	64	40	32	21	13	55	46	24	21	86	57	167	121	31	22				
	21%	15%	21%	13%	24%	21%	30%	25%	26%	18%	35%	22%	27%	24%	21%	17%	28%	18%	26%	20%	32%	20%				
I've struggled to get adequate health services	15	16	13	9	5	7	36	40	32	32	9	16	37	36	18	26	39	45	94	103	16	17				
	15%	17%	14%	12%	10%	15%	13%	16%	21%	18%	15%	27%	18%	19%	16%	21%	13%	14%	15%	17%	17%	16%				
I've stayed in university accommodation when I hadn't planned to	4	4	4	3	1	2	7	16	6	4	2	5	10	13	5	4	11	14	24	32	2	2				
	4%	4%	4%	4%	3%	4%	2%	6%	4%	2%	4%	8%	5%	7%	5%	4%	3%	5%	4%	5%	2%	2%				
Other, please specify:	2	3	2	7	2	3	4	16	5	3	3	7	6	11	2	5	5	17	15	39	2	1				
	2%	4%	3%	9%	4%	6%	1%	6%	3%	2%	4%	12%	3%	6%	2%	4%	2%	6%	2%	6%	3%	1%				

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
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APPENDIX: IMPACT OF THE PANDEMIC

Q. How has the coronavirus pandemic negatively impacted your college/university experience?

	Total		Education status				Program enrolled in						Student Type			
	2021	2022	Full Time		Part Time		Diploma/ Certificate Associate		Undergraduate		Graduate		Domestic		International	
	(A)	(B)	2021 (C)	2022 (D)	2021 (E)	2022 (F)	2021 (G)	2022 (H)	2021 (I)	2022 (J)	2021 (K)	2022 (L)	2021 (M)	2022 (N)	2021 (O)	2022 (P)
BASE: Had negative impact	740	711	621	545	119	166	177	160	472	407	91	143	680	648	60	64
BASE: UNWEIGHTED	750	708	631	548	119	160	167	150	492	408	91	150	688	646	62	62
Most or all of my courses have been moved online	584	474	510	376	74	98	131	98	393	293	61	83	544	443	40	31
	79%	67%	82%	69%	62%	59%	74%	61%	83%	72%	67%	58%	80%	68%	68%	49%
	B		D				H		J				N		P	
I've had significantly less face-to-face contact with academics	572	511	500	412	72	99	128	101	375	306	68	104	536	469	36	41
	77%	72%	80%	76%	60%	60%	72%	63%	79%	75%	75%	72%	79%	72%	60%	65%
	B		d				b						N			
I've struggled to meet new people / make friends	508	458	447	370	60	88	116	97	336	277	56	84	465	417	43	41
	69%	64%	72%	68%	51%	53%	65%	60%	71%	68%	62%	58%	68%	64%	71%	65%
I've spent significantly less time on campus	501	463	450	368	51	95	95	88	342	285	64	90	470	431	31	32
	68%	65%	72%	68%	43%	57%	53%	55%	72%	70%	71%	63%	69%	67%	51%	50%
	B		d				E									
I haven't been able to participate in the extracurricular activities that I want to	438	381	386	318	52	63	75	73	312	231	51	77	406	351	33	29
	59%	54%	62%	58%	44%	38%	42%	45%	66%	57%	57%	53%	60%	54%	54%	46%
	B		n				J						n			
I've struggled to get adequate academic support	267	241	224	174	43	67	63	50	178	147	26	44	249	221	18	20
	36%	34%	36%	32%	36%	40%	36%	31%	38%	36%	29%	31%	37%	34%	30%	31%
I've struggled to get adequate mental health support	248	255	208	202	40	53	71	55	149	155	29	45	232	231	16	24
	34%	36%	34%	37%	34%	32%	40%	34%	31%	38%	32%	31%	34%	36%	27%	37%
	B						i									
I've lived at home when I hadn't planned to	198	143	172	115	25	28	36	24	141	92	20	27	178	128	19	15
	27%	20%	28%	21%	21%	17%	20%	15%	30%	23%	22%	19%	26%	20%	33%	24%
	B		D				J						N			
I've struggled to get adequate health services	111	121	94	91	17	30	25	26	72	77	13	18	99	110	11	11
	15%	17%	15%	17%	14%	18%	14%	16%	15%	19%	15%	12%	15%	17%	19%	17%
	B												N			
I've stayed in university accommodation when I hadn't planned to	25	34	18	27	8	7	4	11	17	18	5	5	20	29	6	5
	3%	5%	3%	5%	7%	4%	2%	7%	4%	4%	5%	3%	3%	4%	10%	7%
	B		c													
Other, please specify:	18	39	16	30	2	9	5	4	5	19	7	16	17	39	1	-
	2%	6%	3%	5%	1%	6%	3%	3%	1%	5%	8%	11%	2%	6%	1%	
	A		C				e						M			

Comparison Groups: AB/CD/EF/GH/I/J/KL/MNOP/QR/ST/UV/WX
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
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APPENDIX: IMPACT OF THE PANDEMIC

Q. How has the coronavirus pandemic negatively impacted your college/university experience?

OTHER, PLEASE SPECIFY [OPEN-ENDED RESPONSES]

The college was feeding me for free now I am not being fed
I haven't been able to safely work in healthcare while at university.
I also took a semester off school and worked full time last Spring
Campus life was far more restricted
Too stressed out, taking fewer classes - graduation will be delayed by several years.
I meant to click positive
I was kicked out of university for 2 semesters because I'm unvaccinated.
Worse physical health/weight gain - not going to college frequently means I've been walking less
The repeated shifts from online to in-person, back to online, have made things difficult.
My grades have been lower because of the toll that Covid has had on my mental health.
Campus resources haven't been easily available (library, study spaces, equipment, printing, etc...)
I don't know if I will be able to complete my program.
I've struggled to balance my desire to protect my health with my desire to complete my practicum hours. My whole program has been delayed by a year.
Professors not understanding how to conduct online classes, getting no support from the university, and taking out their confusion and frustration on students.
Struggle to get employed
My husband - and main financial support- can't get a job in this climate.
staying inside for a whole year, even with classes online, is horrible for one's mental wellbeing
Disruption to study environment
Struggled to focus because I'm at home with online courses
Forced Vaccination to be on campus
My program is a set cohort and we've never all met in person
Having to pivot doing research
Burnout
Cancelled exchange
We were online part of the semester
No lab experience due to online learning, hurting my job prospects since many other universities let labs occur in person
My program was extended by one year due to lost clinical time
Online placements
Le manque flagrant d'aide financière en allant à travers d'une pandémie mondiale était très peu apprécié
Health effects from COVID
Had our schedule changed mid semester which screwed up everyone's lives.
Too many online meetings and screen time.
I was unable to enrol, even in online courses, due to not having the series of covid vaccines.
finding research participants has been really hard bc of the pandemic- and professors are not understanding of the challenges with undertaking data collection at this time
It seems that instead of cooperating, students and teachers are in a constant battle with school management about nitty gritty things that shouldn't matter.
Course quality down and workload up
The university has become considerably more polarized and political.
I've had to pay full tuition for two years despite not taking classes (I've been a doctoral candidate throughout the pandemic), having limited or no access to the libraries and other facilities, and my supervisor has provided almost no supervision.
Vaccine mandates have had andiscriminatory impact on my learning and ability to attend on campus classes.
I wasn't able to go on an exchange
I was incredibly wrongfully discriminated against for not being vaccinated for COVID19. I am completely disgusted that our institutions barred perfectly healthy young individuals from getting an education because they practiced their right to bodily autonomy.
None of these
Less work
Slower pace of assignments
Nothing. It's too late. I hate this place.
J'ai déjà de très bonnes notes (4,1 de GPA)
more help from teachers

APPENDIX: IMPACT OF THE PANDEMIC

Q. How has the coronavirus pandemic negatively impacted your college/university experience? (Continued)

OTHER, PLEASE SPECIFY [OPEN-ENDED RESPONSES]

Charge de travail diminuée et clarification des travaux
Plus grande baisse de la pondération dans les grandes évaluations
J'aurais dû mal à parler pour moi-même ou sais j'ai la chance d'avoir un GPA supérieur à 4.1. Je dirais toutefois que les services psychologiques et l'organisation de groupes de soutien étudiants aiderait probablement beaucoup de mes camarades.
Reduced workload (reading and writing assignments, TA duties)
I don't really feel I need any more support.
Encouragement that if you actually submit near perfect work, you can get a near perfect grade. Most profs in my faculty cap at 90% because "nothing is perfect". So... I lose 10% before even starting? I received the award for highest grades in my institution so I am saying this as a student who really tries and can excel. Yet, you also hear of profs passing students for one sentence on a test so that the student doesn't feel sad... so... the first 50% is free in some cases, but the last 10% is inaccessible no matter what you do? Can be discouraging
I'm getting straight As so I don't need help
Lighter workload and flexible deadlines.
Less assignments and more emphasis on teaching and taking up questions in class to prepare for the exams.
you get burned out and thats it, then its a grind. That is what education is today. Minors should be more valued, than just majors
Better formats for online classes. Jeez, you guys seem desperate not to acknowledge or give the option to say that the main issue with online learning is the lack of effective and serious attempts to digitize the classroom... Students need more than just pre-recorded videos and silent zoom calls.
more available thesis supervisors with better accessibility and scaffolding
More chances to return home for short periods of time (4-6 days)
None of the above, it's mainly just how much effort I want to put in.
Staff who are open to diverse opinions.
Better school/life balance. Currently 70+hrs a week.
Honestly, I feel like my degree is a joke. I'd be more invested if I felt like I was in a serious academic discipline.
Free University
The whole problem isn't courseload, it my lack of time due to working AND school AND children
I'm just burnt out from being in my last semester and ready to move on
Deeper engagement with a smaller amount of course material
Does not get much better than straight A's - lowering my tuition would be great though

APPENDIX: INSTITUTIONAL SUPPORT

Q. On a scale of 1 to 5, where 1 is “not at all” and 5 is “completely,” how supported do you feel by your college/university?

	Gender																Age									
	Total		Male				Female				18-19		20-21		22-23		24-25		26-29		30+					
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022				
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)								
BASE: All Respondents	1004	1014	433	437	553	559	198	65	371	174	254	280	74	169	26	124	81	201								
BASE: UNWEIGHTED	1004	1014	444	480	541	501	192	63	376	168	254	284	75	170	26	126	81	203								
5 – Completely	79 8%	112 11%	28 7%	59 13%	51 9%	52 9%	16 8%	7 10%	37 10%	14 8%	16 6%	22 8%	2 3%	18 10%	3 12%	17 13%	6 7%	35 18%								
4	255 25%	250 25%	104 24%	112 26%	145 26%	133 24%	61 31%	17 26%	92 25%	42 24%	46 18%	74 26%	19 26%	39 23%	13 49%	28 22%	23 29%	50 25%								
3	408 41%	413 41%	173 40%	163 37%	227 41%	241 43%	78 39%	27 42%	156 42%	79 45%	111 44%	109 39%	29 39%	67 40%	4 17%	56 45%	30 37%	74 37%								
2	181 18%	162 16%	83 19%	62 14%	95 17%	97 17%	32 16%	12 19%	57 15%	29 17%	58 23%	52 19%	16 21%	29 17%	4 16%	16 13%	15 18%	23 12%								
1 – Not at all	81 8%	78 8%	44 10%	41 9%	36 6%	35 6%	12 6%	2 3%	28 8%	10 6%	23 9%	23 8%	8 11%	17 10%	2 7%	7 6%	7 9%	19 9%								
Net: Rated 4-5	334 33%	362 36%	133 31%	171 39%	196 35%	185 33%	77 39%	23 36%	129 35%	56 32%	62 25%	96 34%	21 29%	56 33%	16 61%	45 36%	29 36%	85 42%								
Net: Rated 1-2	261 26%	240 24%	127 29%	103 24%	130 24%	133 24%	43 22%	14 22%	86 23%	39 22%	81 32%	75 27%	24 32%	45 27%	6 22%	23 19%	22 27%	42 21%								

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

	Region																HH Income						Language			
	BC		AB		SK/MB		ON		QC		ATL		<\$25K		\$25K-<\$50K		50K+		English		French					
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022				
	(S)	(T)	(U)	(V)	(W)	(X)	(Y)	(Z)	(A1)	(B1)	(C1)	(D1)	(E1)	(F1)	(G1)	(H1)	(I1)	(J1)	(K1)	(L1)	(M1)	(N1)				
BASE: All Respondents	131	133	113	114	66	67	379	382	242	244	73	74	266	261	158	175	422	461	846	868	158	146				
BASE: UNWEIGHTED	147	124	135	115	65	84	448	462	151	156	58	73	255	251	159	178	426	472	902	920	102	94				
5 – Completely	13 10%	16 12%	8 7%	15 13%	5 7%	5 7%	39 10%	43 11%	13 5%	25 10%	3 4%	8 11%	21 8%	24 9%	17 11%	22 12%	32 8%	61 13%	69 8%	102 12%	11 7%	11 7%				
4	44 33%	28 21%	25 22%	21 18%	15 23%	20 30%	96 25%	103 27%	51 21%	60 25%	24 32%	18 25%	53 20%	43 16%	40 25%	39 22%	119 28%	142 31%	227 27%	211 24%	28 18%	38 26%				
3	47 36%	64 48%	51 45%	47 41%	23 35%	24 35%	149 39%	141 37%	106 44%	105 43%	33 45%	31 43%	105 40%	117 45%	64 40%	64 37%	174 41%	174 38%	344 41%	342 39%	64 40%	70 48%				
2	20 15%	19 15%	21 18%	22 19%	23 35%	14 20%	59 16%	63 17%	50 20%	31 13%	9 12%	12 17%	56 21%	55 21%	26 16%	28 16%	70 16%	58 13%	135 16%	143 17%	46 29%	18 13%				
1 – Not at all	8 6%	6 4%	8 7%	9 8%	1 1%	5 8%	36 10%	33 9%	22 9%	22 9%	5 7%	3 5%	30 11%	22 8%	12 7%	22 12%	27 6%	26 6%	71 8%	69 8%	9 6%	9 6%				
Net: Rated 4-5	56 43%	44 33%	33 29%	36 31%	20 29%	24 36%	135 36%	146 38%	64 27%	86 35%	26 36%	27 36%	75 28%	67 26%	57 36%	61 35%	151 36%	203 44%	296 35%	313 36%	39 24%	49 33%				
Net: Rated 1-2	28 21%	25 19%	29 26%	31 27%	24 36%	19 28%	95 25%	96 25%	72 30%	53 22%	14 19%	16 21%	86 32%	77 29%	37 24%	50 29%	97 23%	83 18%	206 24%	213 25%	56 35%	27 18%				

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

APPENDIX: INSTITUTIONAL SUPPORT

Q. On a scale of 1 to 5, where 1 is “not at all” and 5 is “completely,” how supported do you feel by your college/university?

	Total		Education status				Program enrolled in					
	2021	2022	Full Time		Part Time		Diploma/ Certificate Associate		Undergraduate		Graduate	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)
BASE: All Respondents	1004	1014	819	763	185	251	264	252	612	560	128	202
BASE: UNWEIGHTED	1004	1014	820	768	184	246	245	241	629	559	130	214
5 – Completely	79	112	62	76	17	36	16	37	49	44	14	31
	8%	11%	8%	10%	9%	15%	6%	15%	8%	8%	11%	15%
		A						G				
4	255	250	206	190	49	59	71	69	149	128	35	52
	25%	25%	25%	25%	27%	24%	27%	27%	24%	23%	27%	26%
3	408	413	334	311	74	101	110	101	252	237	47	75
	41%	41%	41%	41%	40%	40%	42%	40%	41%	42%	36%	37%
2	181	162	153	127	28	35	48	30	109	104	23	27
	18%	16%	19%	17%	15%	14%	18%	12%	18%	19%	18%	13%
1 – Not at all	81	78	64	58	17	20	18	14	53	46	9	17
	8%	8%	8%	8%	9%	8%	7%	6%	9%	8%	7%	8%
Net: Rated 4-5	334	362	268	266	66	96	87	106	198	172	49	84
	33%	36%	33%	35%	36%	38%	33%	42%	32%	31%	38%	41%
Net: Rated 1-2	261	240	217	185	45	54	66	45	163	151	32	44
	26%	24%	26%	24%	24%	22%	25%	18%	27%	27%	25%	22%

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

	Student Type				Employment Status							
	Domestic		International		Full Time		Part time		Casual/ temporary work		Not currently employed	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
	(M)	(N)	(O)	(P)	(Q)	(R)	(S)	(T)	(U)	(V)	(W)	(X)
BASE: All Respondents	910	906	94	108	213	243	392	420	131	109	268	242
BASE: UNWEIGHTED	910	905	94	109	213	253	383	405	132	109	276	247
5 – Completely	71	90	8	22	20	43	36	31	8	12	15	27
	8%	10%	8%	20%	9%	18%	9%	7%	6%	11%	6%	11%
			O			Q					W	
4	232	216	23	33	45	78	90	94	38	17	81	61
	25%	24%	24%	31%	21%	32%	23%	22%	29%	16%	30%	25%
						Q			V			
3	372	383	37	30	87	79	170	198	47	43	104	92
	41%	42%	39%	27%	41%	33%	43%	47%	36%	40%	39%	38%
			P		r							
2	166	151	15	10	39	24	63	69	31	21	48	47
	18%	17%	16%	10%	18%	10%	16%	17%	23%	20%	18%	20%
					R							
1 – Not at all	69	65	11	13	22	20	32	28	8	15	19	15
	8%	7%	12%	12%	10%	8%	8%	7%	6%	14%	7%	6%
									U			
Net: Rated 4-5	303	307	31	55	65	120	126	125	46	29	97	88
	33%	34%	33%	51%	30%	49%	32%	30%	35%	27%	36%	36%
			O			Q						
Net: Rated 1-2	235	216	26	23	61	44	95	97	38	36	67	63
	26%	24%	28%	21%	28%	18%	24%	23%	29%	33%	25%	26%
					R							

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: INSTITUTIONAL SUPPORT

Q. On a scale of 1 to 5, where 1 is “not at all” and 5 is “completely,” how supported do you feel by the existing student support services at your college/university?

	Gender			Age						Region						HH Income			Language	
	Total (A)	Male (B)	Female (C)	18-19 (D)	20-21 (E)	22-23 (F)	24-25 (G)	26-29 (H)	30+ (I)	BC (J)	AB (K)	SK/MB (L)	ON (M)	QC (N)	ATL (O)	<\$25K (P)	\$25K- <\$50K (Q)	\$50K+ (R)	English (S)	French (T)
BASE: All Respondents	1014	437	559	65	174	280	169	124	201	133	114	67	382	244	74	261	175	461	868	146
BASE: UNWEIGHTED	1014	480	501	63	168	284	170	126	203	124	115	84	462	156	73	251	178	472	920	94
5 – Completely	74	39	35	5	7	13	11	15	24	14	8	4	28	16	5	13	16	44	68	7
	7%	9%	6%	7%	4%	5%	6%	12%	12%	10%	7%	6%	7%	6%	7%	5%	9%	10%	8%	5%
4	194	90	100	12	38	52	18	26	49	18	27	12	87	39	11	32	32	115	177	18
	19%	21%	18%	18%	22%	18%	11%	21%	24%	14%	24%	18%	23%	16%	15%	12%	18%	25%	20%	12%
3	484	194	282	28	88	142	95	58	73	66	47	39	170	127	35	133	83	204	400	84
	48%	44%	50%	43%	51%	51%	56%	46%	36%	50%	41%	58%	45%	52%	48%	51%	47%	44%	46%	57%
2	157	69	84	13	21	49	26	15	33	23	15	7	61	35	16	38	32	63	137	20
	15%	16%	15%	20%	12%	17%	16%	12%	16%	17%	13%	10%	16%	14%	21%	15%	18%	14%	16%	13%
1 – Not at all	104	45	58	7	20	25	19	10	23	12	17	5	36	27	6	44	13	35	86	18
	10%	10%	10%	11%	12%	9%	11%	8%	11%	9%	15%	8%	9%	11%	9%	17%	7%	8%	10%	13%
Top2box	269	130	135	17	45	65	29	41	73	32	35	16	115	55	17	46	48	159	245	24
	27%	30%	24%	26%	23%	17%	33%	36%	36%	24%	31%	23%	30%	22%	22%	18%	27%	34%	28%	17%
Bottom2box	261	114	142	20	41	74	45	25	55	35	32	12	97	63	22	82	45	98	223	38
	26%	26%	25%	31%	24%	26%	27%	21%	27%	26%	28%	18%	25%	26%	30%	32%	26%	21%	26%	26%

Comparison Groups: BC/DEFGHI/JKLMNO/PQR/ST
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

	Education Status			Program enrolled in			Student Type		Employment status			
	Total (A)	Full Time (B)	Part time (C)	Diploma/ Certificate Associate degree (D)	Undergraduate (E)	Graduate (F)	Domestic (G)	International (H)	Full-time (I)	Part-time (J)	Casual/ temporary work (K)	Not currently employed (L)
BASE: All Respondents	1014	763	251	252	560	202	906	108	243	420	109	242
BASE: UNWEIGHTED	1014	768	246	241	559	214	905	109	253	405	109	247
5 – Completely	74	51	23	28	27	19	64	10	34	22	6	13
	7%	7%	9%	11%	5%	9%	7%	9%	14%	5%	6%	5%
4	194	149	46	42	102	51	168	27	59	64	20	51
	19%	20%	18%	17%	18%	25%	19%	25%	24%	15%	18%	21%
3	484	357	128	128	282	73	439	46	106	212	49	117
	48%	47%	51%	51%	50%	36%	48%	42%	44%	50%	45%	48%
2	157	125	32	33	89	35	141	16	26	71	20	40
	15%	16%	13%	13%	16%	17%	16%	15%	11%	17%	18%	16%
1 – Not at all	104	81	23	21	59	24	94	10	18	51	14	21
	10%	11%	9%	8%	11%	12%	10%	9%	7%	12%	13%	9%
Top2box	269	200	69	70	129	70	232	37	93	86	26	64
	27%	26%	27%	28%	23%	34%	26%	34%	38%	20%	24%	26%
Bottom2box	261	206	55	53	148	59	235	26	44	122	34	61
	26%	27%	22%	21%	26%	29%	26%	24%	18%	29%	31%	25%

Comparison Groups: BC/DEF/GH/IJKL
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: INSTITUTIONAL SUPPORT

Q. On a scale of 1 to 5, where 1 is “not at all” and 5 is “completely,” how supported do you feel by the existing student support services at your college/university?

	Area of study																		
	Total	Accounting/Finance	Architecture	Arts & Humanities	Beauty & Cosmetology	Business/Management	Culinary Arts/Catering	Education	Engineering & Technology	Fine Arts/Music	Law/Legal Studies	Life Sciences & Medicine	Mathematics & Physics	Natural Sciences	Skilled Trades	Social Sciences	Social Work/Human Services	Tourism & Hospitality	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)	
BASE: All Respondents	1014	54	12	101	11	114	13	61	131	43	45	128	28	68	16	128	51	9	
BASE: UNWEIGHTED	1014	56	12	95	10	115	13	61	142	40	47	124	30	66	19	127	49	8	
5 – Completely	74	6	3	7	2	9	2	8	13	6	5	7	2	1	1	2	1	-	
	7%	11%	21%	7%	21%	8%	17%	14%	10%	14%	10%	5%	7%	1%	5%	2%	1%	-	
		NPQ				NP		NPQ	NPQ	NPQ									
4	194	12	5	17	3	23	-	9	36	10	5	20	9	8	7	21	9	3	
	19%	21%	37%	17%	25%	20%		14%	27%	23%	10%	15%	32%	11%	41%	17%	17%	35%	
									HKLN						DKLNP				
3	484	26	3	42	4	63	9	36	59	17	18	59	10	41	8	62	24	4	
	48%	49%	21%	42%	32%	55%	67%	59%	45%	40%	40%	46%	33%	61%	50%	49%	47%	45%	
						CM	CM	CDKM						CDUKM		C			
2	157	7	1	17	1	12	2	4	15	6	9	29	5	9	1	31	6	1	
	15%	13%	6%	17%	7%	10%	16%	7%	11%	15%	20%	23%	17%	14%	5%	24%	13%	10%	
				H							H	FHIO				CFHIO			
1 – Not at all	104	3	2	17	2	8	-	4	8	3	9	14	3	9	-	11	11	1	
	10%	5%	15%	17%	16%	7%		6%	6%	8%	19%	11%	11%	13%		9%	21%	10%	
				BFHI							BFHI						BFHI		
Top2box	269	18	7	24	5	32	2	17	49	16	9	26	11	8	7	23	10	3	
	27%	33%	58%	23%	46%	28%	17%	28%	38%	37%	21%	21%	39%	12%	46%	18%	19%	35%	
		N	DGKLN	PQ		N		N	DKLN	PQ	NP		NP		LN	PQ			
Bottom2box	261	10	3	35	3	20	2	8	23	10	18	43	8	18	1	42	17	2	
	26%	18%	21%	35%	22%	17%	16%	13%	17%	23%	40%	34%	27%	27%	5%	33%	34%	20%	
				BFHIO		O		O	O		BFHIO	BFHIO	O	O		BFHIO	FHIO		

Comparison Groups: BCDEFGHJKLNMNOPQR
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: THOUGHTS ON THE FUTURE

Q. Thinking about the future, how optimistic or pessimistic are you about your job prospects after leaving college/university?

	Gender						Age											
	Total		Male		Female		18-19		20-21		22-23		24-25		26-29		30+	
	2021 (A)	2022 (B)	2021 (C)	2022 (D)	2021 (E)	2022 (F)	2021 (G)	2022 (H)	2021 (I)	2022 (J)	2021 (K)	2022 (L)	2021 (M)	2022 (N)	2021 (O)	2022 (P)	2021 (Q)	2022 (R)
BASE: All Respondents	1004	1014	433	437	553	559	198	65	371	174	254	280	74	169	26	124	81	201
BASE: UNWEIGHTED	1004	1014	444	480	541	501	192	63	376	168	254	284	75	170	26	126	81	203
Very optimistic	165 16%	207 20%	82 19%	103 24%	79 14%	102 18%	33 17%	12 18%	50 14%	26 15%	37 15%	48 17%	15 20%	34 20%	12 47%	34 27%	18 22%	53 27%
Somewhat optimistic	455 45%	443 44%	180 42%	196 45%	268 48%	239 43%	99 50%	19 30%	169 46%	80 46%	113 44%	139 50%	32 44%	73 43%	7 27%	51 41%	34 42%	81 40%
Neither optimistic nor pessimistic	185 18%	203 20%	72 17%	67 15%	107 19%	132 24%	36 18%	17 26%	81 22%	40 23%	44 17%	53 19%	8 11%	35 20%	2 9%	23 18%	14 17%	36 18%
Somewhat pessimistic	157 16%	123 12%	73 17%	55 13%	82 15%	64 11%	23 12%	15 24%	52 14%	26 15%	52 21%	32 12%	16 21%	20 12%	2 7%	12 10%	12 15%	17 9%
Very pessimistic	42 4%	39 4%	25 6%	16 4%	17 3%	22 4%	7 3%	2 3%	17 5%	3 2%	9 3%	8 3%	3 4%	9 5%	2 9%	5 4%	3 4%	13 6%
Net: Optimistic	620 62%	649 64%	263 61%	299 68%	347 63%	341 61%	132 67%	31 48%	220 59%	106 61%	150 59%	187 67%	47 64%	106 63%	19 74%	85 68%	52 64%	135 67%
Net: Pessimistic	199 20%	162 16%	98 23%	71 16%	99 18%	86 15%	30 15%	17 26%	70 19%	29 16%	61 24%	40 14%	19 25%	29 17%	4 16%	17 14%	15 19%	30 15%

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

	Region												HH Income						Language			
	BC		AB		SK/MB		ON		QC		ATL		<\$25k		\$25k-\$50k		50k+		English		French	
	2021 (S)	2022 (T)	2021 (U)	2022 (V)	2021 (W)	2022 (X)	2021 (Y)	2022 (Z)	2021 (A1)	2022 (B1)	2021 (C1)	2022 (D1)	2021 (E1)	2022 (F1)	2021 (G1)	2022 (H1)	2021 (I1)	2022 (J1)	2021 (K1)	2022 (L1)	2021 (M1)	2022 (N1)
BASE: All Respondents	131	133	113	114	66	67	379	382	242	244	73	74	266	261	158	175	422	461	846	868	158	146
BASE: UNWEIGHTED	147	124	135	115	65	84	448	462	151	156	58	73	255	251	159	178	426	472	902	920	102	94
Very optimistic	23 18%	31 24%	20 18%	16 14%	14 22%	17 26%	60 16%	70 18%	37 15%	52 21%	10 14%	19 26%	36 13%	44 17%	33 21%	39 22%	80 19%	109 24%	145 17%	176 20%	20 13%	30 21%
Somewhat optimistic	59 45%	51 39%	47 41%	54 48%	31 47%	23 34%	158 42%	171 45%	119 49%	113 46%	42 57%	32 43%	115 43%	111 42%	76 48%	77 44%	189 45%	213 46%	371 44%	381 44%	85 53%	62 42%
Neither optimistic nor pessimistic	18 14%	28 21%	17 15%	24 21%	10 16%	14 20%	77 20%	73 19%	54 22%	56 23%	9 12%	8 11%	54 20%	60 23%	25 16%	32 19%	70 17%	82 18%	151 18%	158 18%	34 21%	45 31%
Somewhat pessimistic	26 20%	17 13%	21 19%	14 12%	8 13%	8 12%	69 18%	53 14%	24 10%	20 8%	9 12%	11 15%	47 18%	30 12%	21 13%	20 12%	66 16%	45 10%	142 17%	114 13%	15 10%	9 6%
Very pessimistic	5 4%	5 4%	8 7%	6 5%	2 3%	6 8%	14 4%	16 4%	8 3%	3 1%	4 5%	3 5%	15 6%	16 6%	3 2%	6 3%	17 4%	12 3%	37 4%	39 4%	5 3%	-
Net: Optimistic	82 63%	83 62%	67 59%	70 62%	45 68%	40 60%	218 58%	240 63%	156 64%	165 68%	52 71%	51 69%	151 57%	155 59%	108 69%	116 66%	269 64%	323 70%	515 61%	557 64%	105 66%	92 63%
Net: Pessimistic	31 24%	22 16%	29 26%	20 17%	11 16%	14 20%	84 22%	69 18%	32 13%	23 9%	13 17%	15 20%	62 23%	46 18%	24 15%	26 15%	83 20%	56 12%	179 21%	153 18%	20 13%	6 6%

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX/YZ/A1B1/C1D1/E1F1/G1H1/I1J1/K1L1/M1N1
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

APPENDIX: THOUGHTS ON THE FUTURE

Q. Thinking about the future, how optimistic or pessimistic are you about your job prospects after leaving college/university?

	Total		Education status				Program enrolled in					
	2021	2022	Full Time		Part Time		Diploma/Certificate Associate		Undergraduate		Graduate	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)
BASE: All Respondents	1004	1014	819	763	185	251	264	252	612	560	128	202
BASE: UNWEIGHTED	1004	1014	820	768	184	246	245	241	629	559	130	214
Very optimistic	165 16%	207 20%	136 17%	161 21%	29 16%	46 18%	45 17%	50 20%	92 15%	94 17%	29 22%	63 31%
Somewhat optimistic	455 45%	443 44%	371 45%	325 43%	84 45%	118 47%	126 48%	119 47%	274 45%	248 44%	55 43%	76 38%
Neither optimistic nor pessimistic	185 18%	203 20%	138 17%	151 20%	47 25%	52 21%	56 21%	59 23%	110 18%	112 20%	18 14%	32 16%
Somewhat pessimistic	157 16%	123 12%	139 17%	99 13%	18 10%	24 10%	31 12%	21 8%	105 17%	81 14%	21 17%	21 10%
Very pessimistic	42 4%	39 4%	34 4%	27 4%	7 4%	12 5%	6 2%	3 1%	31 5%	25 4%	5 4%	10 5%
Net: Optimistic	620 62%	649 64%	507 62%	486 64%	113 61%	164 65%	171 65%	168 67%	366 60%	342 61%	83 65%	139 69%
Net: Pessimistic	199 20%	162 16%	173 21%	126 17%	26 14%	35 14%	37 14%	25 10%	136 22%	106 19%	26 20%	31 15%

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

	Student Type				Employment Status							
	Domestic		International		Full Time		Part time		Casual/ temporary work		Not currently employed	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
BASE: All Respondents	910	906	94	108	213	243	392	420	131	109	268	242
BASE: UNWEIGHTED	910	905	94	109	213	253	383	405	132	109	276	247
Very optimistic	151 17%	182 20%	13 14%	24 22%	54 26%	66 27%	62 16%	74 18%	24 18%	24 22%	25 9%	43 18%
Somewhat optimistic	416 46%	388 43%	39 42%	55 51%	96 45%	106 44%	200 51%	199 47%	45 34%	45 41%	115 43%	93 38%
Neither optimistic nor pessimistic	161 18%	185 20%	24 25%	18 16%	36 17%	45 18%	60 15%	81 19%	31 23%	21 19%	59 22%	56 23%
Somewhat pessimistic	145 16%	114 13%	12 13%	9 8%	19 9%	20 8%	57 15%	50 12%	25 19%	14 13%	56 21%	39 16%
Very pessimistic	37 4%	36 4%	5 5%	2 2%	8 4%	6 3%	13 3%	16 4%	7 6%	6 5%	13 5%	11 5%
Net: Optimistic	567 62%	570 63%	53 56%	79 73%	150 71%	172 71%	261 67%	272 65%	69 52%	69 63%	140 52%	136 56%
Net: Pessimistic	182 20%	151 17%	17 18%	11 10%	27 13%	27 11%	71 18%	66 16%	32 24%	19 18%	69 26%	50 21%

Comparison Groups: AB/CD/EF/GH/IJ/KL/MN/OP/QR/ST/UV/WX
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.
 Lowercase letters indicate significance at the 90% level.

APPENDIX: THOUGHTS ON THE FUTURE

Q. Thinking about the future, how optimistic or pessimistic are you about your job prospects after leaving college/university?

	Area of study																	
	Total	Accounting/Finance	Architecture	Arts & Humanities	Beauty & Cosmetology	Business/Management	Culinary Arts/Catering	Education	Engineering & Technology	Fine Arts/Music	Law/Legal Studies	Life Sciences & Medicine	Mathematics & Physics	Natural Sciences	Skilled Trades	Social Sciences	Social Work/Human Services	Tourism & Hospitality
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)	(Q)	(R)
BASE: All Respondents	1014	54	12	101	11	114	13	61	131	43	45	128	28	68	16	128	51	9
BASE: UNWEIGHTED	1014	56	12	95	10	115	13	61	142	40	47	124	30	66	19	127	49	8
Very optimistic	207	15	4	18	1	25	3	18	31	5	15	23	6	12	5	16	8	1
	20%	29%	35%	18%	13%	22%	20%	29%	24%	11%	32%	18%	21%	18%	31%	12%	17%	12%
		JP						JP	JP		JP							
Somewhat optimistic	443	30	4	35	4	54	6	22	60	20	18	53	12	34	7	55	24	6
	44%	55%	29%	34%	32%	48%	45%	37%	46%	47%	39%	41%	41%	50%	44%	43%	47%	68%
		D																
Neither optimistic nor pessimistic	203	6	3	21	4	25	5	14	24	10	9	27	3	11	3	26	13	1
	20%	11%	23%	21%	32%	22%	35%	23%	19%	24%	20%	21%	9%	17%	16%	20%	26%	10%
						M											BM	
Somewhat pessimistic	123	3	1	21	2	9	-	5	12	5	2	20	6	7	2	22	5	1
	12%	5%	7%	20%	16%	8%		8%	9%	12%	5%	16%	20%	10%	10%	18%	11%	10%
				BFHIK												BFK		
Very pessimistic	39	1	1	7	1	1	-	2	3	3	2	6	2	3	-	8	-	-
	4%	1%	6%	6%	8%	1%		3%	2%	6%	4%	4%	8%	5%		7%		
																F		
Net: Optimistic	649	45	8	53	5	79	9	40	91	25	32	76	18	46	12	71	32	7
	64%	83%	64%	52%	44%	69%	65%	66%	70%	59%	71%	59%	62%	69%	74%	56%	63%	80%
		DEFHJLMPO				DP			DP		D		D					
Net: Pessimistic	162	3	2	27	3	10	-	7	15	8	4	26	8	10	2	31	5	1
	16%	6%	14%	27%	24%	9%		12%	12%	18%	9%	20%	28%	15%	10%	24%	11%	10%
				BFHIKQ								BF	BF			BFHIKQ		

Comparison Groups: BCDEFGHJKLMNO PQR
 Independent T-Test for Means (unequal variances), Independent Z-Test for Percentages (unpooled proportions)
 Uppercase letters indicate significance at the 95% level.

APPENDIX: THOUGHTS ON THE FUTURE

Q. Finally, how do you think colleges & universities will evolve in the next five years?

A bigger shift to online
A few more online classes
A lot more online option
A lot more transition to online learning
a lot of classes will be online. Romm doesn't have any limit of capacity on it.
A lot of dropping out
a lot of remote teaching and learning
A possibility of a college or universities evolving? I am not sure how a school campus could evolve. An idea would be in one area of the campus; the school decides to change/ upgrade the course learning or equipment used.
A return to campus, but greater ability to create online materials. I think campuses are going to struggle to rebuild the university experience that existed before.
about the same, maybe more online options
Adding an option to choose a course in person or online
Admin will gut the humanities according to a reductive profit motivated calculus which will sink society further into a dark age.
Advance knowledge and technology
All classes recorded
Allow hybrid courses (mix of online and in person) or allow students to choose between online and in person
An online option for lectures will likely become permanently available for many courses.
As cost effectively as possible
As much as I don't like it, many will probably include more online/virtual elements.
As the pandemic seems to be declining. Hopefully more college/university activities and programs will transition to in-person and more students and teachers will be more motivated to continue on after what we have all had to go through with regards to COVID-19.
assurément. Possiblement augmentation des cours hybrides (ex: pour une matière, 1 cours sur 2 en ligne)
back to normal
back to class
Back to in person no vaccine required
Badly because of covid
Be able to choose online vs in person campuses
Be more online
Become a dynamic schooling experience
become a lot more digital
Become more more automated.
becoming more flexible
also greater focus on mental health and gender related violence
Before there were nothing to provide as a academic resources for the students so that they can learn from it any time. However, in present life students can find variety of online resources provided by the colleges universities. Before five years, students have to pay for the resources but nowadays it can be find online, universities and colleges giving it for free to access academic materials.
Better courses and learning features
Better development
Better mental health services and optional online learning
Better not be online by default
Better online resources and more asynchronous courses and more off campus options
Both online and in person.
Both online and in-person options, especially for degrees like computer science, where online classes work just as well (if not better) than in person
By increasing their fees
By keeping aspects of online learning to enhance in person lessons
Can't remember
Care more about students, so that students can boldly put forward their own ideas, and can adopt
Certainement, la technologie va être de plus en plus présente et de plus en plus d'examens vont être faits en ligne.
Certains oui, d'autres non
Chages more fesss, but the quality of education will decrease
College & universities should make sure all students have grasped and comprehend the knowledge by heart.
Colleges and universities will have more online learning a norm , and will have VR/ AR to help students learn on the job
Colleges and universities would most likely transition to Online Environments and maybe be apart of the "Metaverse" more often for remote learning.
Colleges/universities should accept students based only on students merits, NOTHING else. And make sure they get the knowledge they are supposed to learn by implying more strict learning principles.

APPENDIX: THOUGHTS ON THE FUTURE

Q. Finally, how do you think colleges & universities will evolve in the next five years?

colleges/universities will have more co-op programs and online learning options
Considering strategic planning and course development through a climate change lens.
Continue to offer courses online
covid will have made the system strong
Definitely a trend for more on line but welcome in person learning
Definitely more opportunities to take classes online
Definitely move to a more asynchronous style (online).
Depends on the institution and programs offered. More emphasis on Stem
Don't know - seems like all of society is collapsing.
Due to shortfalls in funding, universities will use on-line learning more to reduce expenses and increase revenue. There will be less faculty, less critical thinking and more focus on skills versus education.
easier and more flexible more options
Education quality will go down, men will leave at a higher rate, there will be less people going there
Either more zoom and less face to face
Either push everyone to need masters degrees or significantly decline
Even more courses will be taught online & more connections with employment
Evolve to be hybrid online and in person, slow shedding of covid era policies. Weakened culture due to isolation
Evolve to more online learning
Evolving more towards a business model and less as educational institutions.
Fewer people will go to university because the quality of instruction has gone down and campus life is not as fun
Flexibility in delivery: in-person and online
For my subject not really. Because I study chemistry, there is a big amount of lab work required which cannot be transferred to online study
fully online but now with hybrid options
Future educators will have to face the fact that students will need (and want) to learn in a flexible, personalized format
Get a lot harder
Get more defunded and offer worse service
Get more in person learning. More hybrid models too
Get worse
Give the option of in-person or online... stream and record all the lectures.
GIVING FUNDS
Go back to in person class
Go back to normal as COVID lessens
Go more towards online
Gouge students with higher tuition fees and call it inflation while staff don't receive raises
Great easier learning
great sustainable services for the whole family
greater use of digital support resources. ex. online textbooks with study aids
Hard to say, really, given the still-lingering uncertainty of the COVID pandemic.
Have more online options
Have recorded content for students that are unable to attend 1 or many in person classes
Heavy reliance on online learning
hey well they will evolve to be doing better and more productive
Hope they all move online
Hopefully back in person
Hopefully be able to see the students needs instead of their own
hopefully better than we have with covid Dont know whats going to happen in the next 3 to 6 months
Hopefully by finding ways to improve
Hopefully caring more about their students, offering them some incentives to keep going
Hopefully everything will go back to pre pandemic times that would greatly increase the quality of school for everyone.
hopefully hybrid learning will become an option, students will have the choice to attend in person or online. I think it will become even more unaffordable
Hopefully more better for finance
Learning that a President earning 200K a year is absurd and should have more focus for students instead of lying about it. Greedy Higher ups and not enough support for people who are trying to learn for the future of our country

ADDITIONAL RESPONSES TO THIS QUESTION WILL BE INCLUDED
IN FULL REPORT

2022 Canadian Student Wellbeing Study



Additional Chapters:

CHAPTER 1
Student Commitment,
Motivation, & Engagement

CHAPTER 2
Academic Integrity,
Cheating, & Assessment

CHAPTER 3
Student Stress, Intent to
Withdraw, & Optimism

CHAPTER 4
Study Habits & Transitioning
to Postsecondary

Sign up to access at
studiosity.com/2022studentwellbeing





Acknowledgments

Research report: Studiosity Canada & Angus Reid

This survey was conducted among 1,014 current postsecondary students in Canada. The sample frame was balanced to ensure representation and statistical significance of gender and region in proportion to their overall share of the Canadian postsecondary student population. The sample was comprised of 75% full-time students and 25% part-time students. For comparison purposes only, a sample of this size would yield a margin of error of +/- 3.1 percentage points, 19 times out of 20. The survey was conducted in English and French.

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