

Graduating Student Survey 2024

Highlights of Survey Results



About the Survey

- Every three years, Toronto Metropolitan University conducts a survey of graduating students as part of the Canadian University Survey Consortium. This student survey is conducted across the country by more than 30 universities. TMU has been a member of this group since 1997.
- Students are asked about **themselves**, their **satisfaction** with their academic and university experiences, as well as their **expectations and plans for the future**.
- In 2024, over 6,000 TMU students were contacted, and 1,942 students completed the survey, yielding a response rate of 32%.
- These results will be posted online at <https://torontomu.ca/university-planning/>.

Table of Contents

Section	Slide(s)	Section	Slide(s)
Student Success and Skills	5-8	Student Finances	21-24
TMU's Contribution to Skills and Development	5-7	Employment	21
Experiential Learning	8	Financing	22
Student Experience	10-19	Student Debt	23-24
Progression and Delays	10	Plans for the Future	26-28
Satisfaction with University Experience	11-12	Career Preparation	26
Perceptions of Instructors	13-14	Future Employment	27
Satisfaction with Student Services	15-16	Further Education	28
Involvement in Co-curricular Activity	17	Student Profile	30-35
Inclusivity	18-19	Representation of Respondents	30
		Demographics	31-35
		Conclusions	37

Student Success and Skills

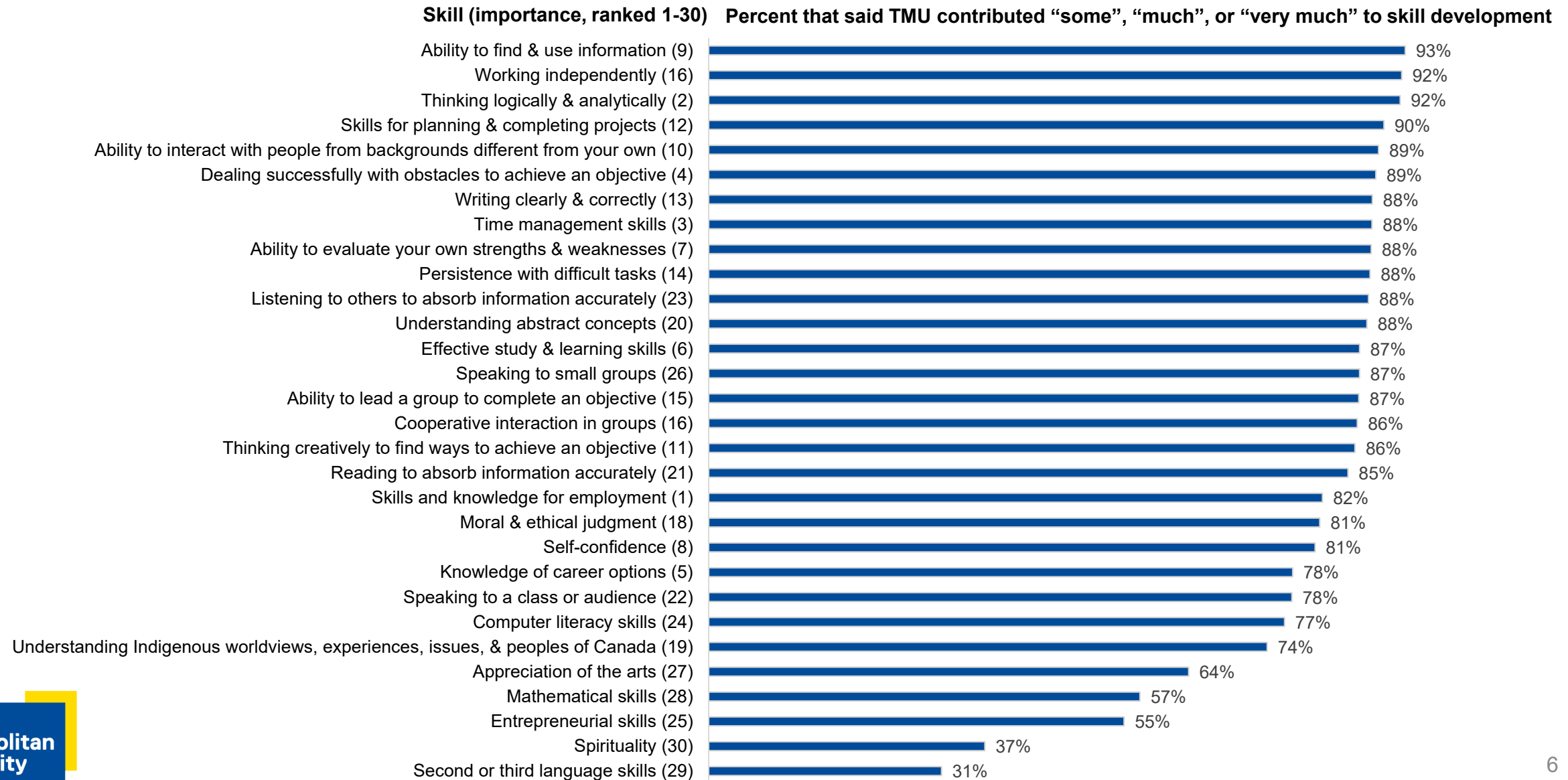
TMU's Contribution to Skills and Development

- Graduating students felt that TMU contributed substantially to their skills and personal development in a variety of areas.
- Respondents were asked to review a series of 30 skills, select their top three in terms of importance, and rate the degree to which their experience at the university contributed some, much, or very much to these skills.
- Compared to the previous survey in 2021, the five most important skills to graduating students in 2024 are more career- and employment-focused, and less related to general personal development.

Five most important skills as identified by TMU respondents

Ranking of <u>importance</u> of skill	Skill	% of students indicating that TMU had contributed to this skill
1	Skills and knowledge for employment	82%
2	Thinking logically and analytically	92%
3	Time management skills	88%
4	Dealing successfully with obstacles to achieve an objective	89%
5	Knowledge of career options	78%

TMU's Contribution to Skills and Development



TMU's Contribution to Skills and Development

- The ratings below represent the proportion of students who said that TMU had contributed “some”, “much”, or “very much” to the development of their skills.
- Skills below were significantly different from the average (**higher** or **lower**) for all CUSC-participating institutions and were also among the 10 most important skills.



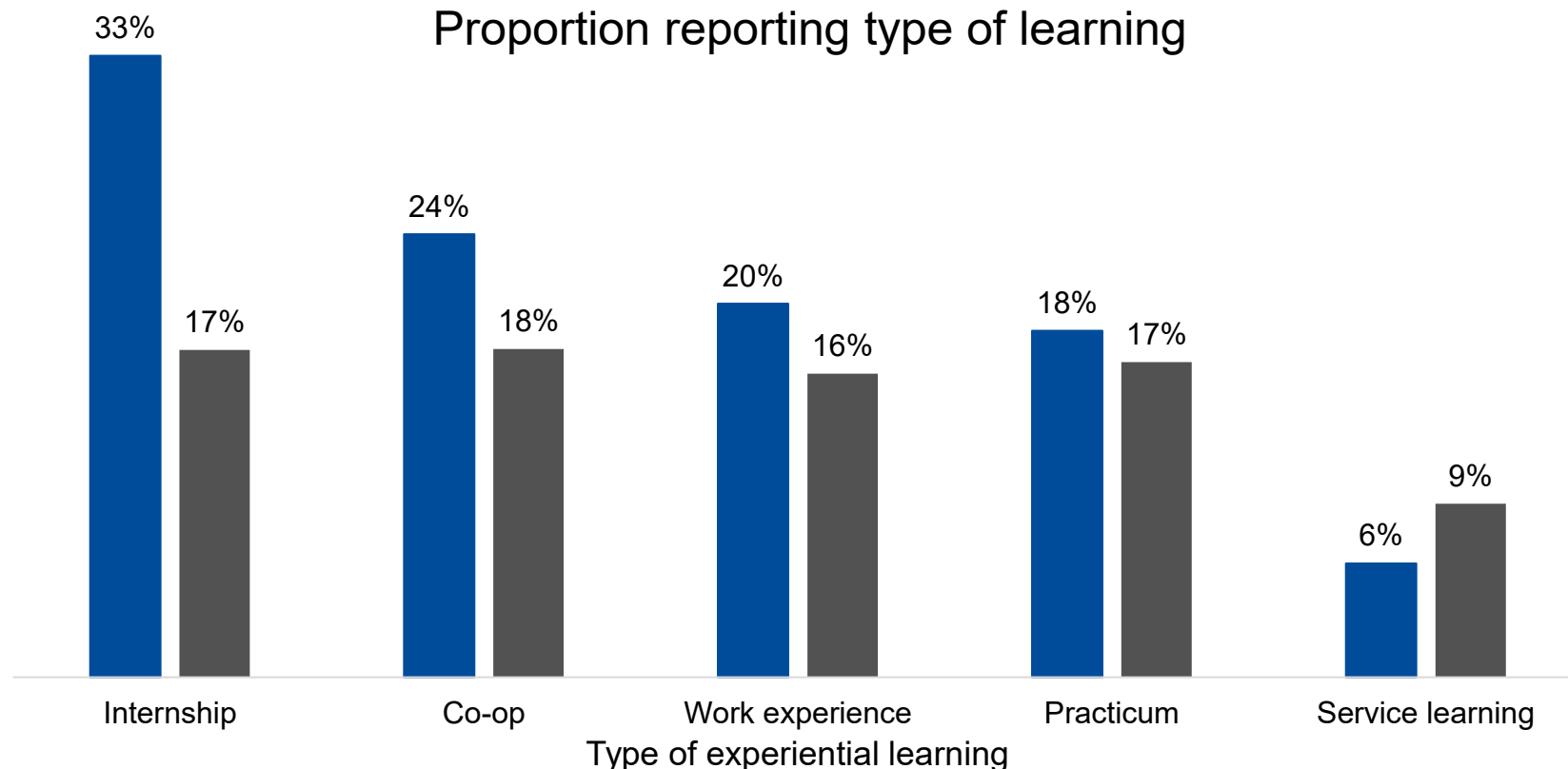
Skill	TMU	CUSC
Ability to interact with people from backgrounds than your own	89%	87%
Skills and knowledge for employment	82%	80%
Knowledge of career options	78%	72%



Skill	TMU	CUSC
Ability to find and use information	93%	94%
Thinking logically and analytically	92%	94%
Dealing successfully with obstacles to complete an objective	89%	91%

Experiential Learning

- 71% of students reported participating in some form of experiential learning during their program, compared with 55% overall at **CUSC-participating** institutions. This value increased by 8 percentage points over the previous survey.
- Internships were the most common form of experiential learning at **TMU** (33%), followed by co-op (24%) and work experience (20%). Note that students could select multiple options.

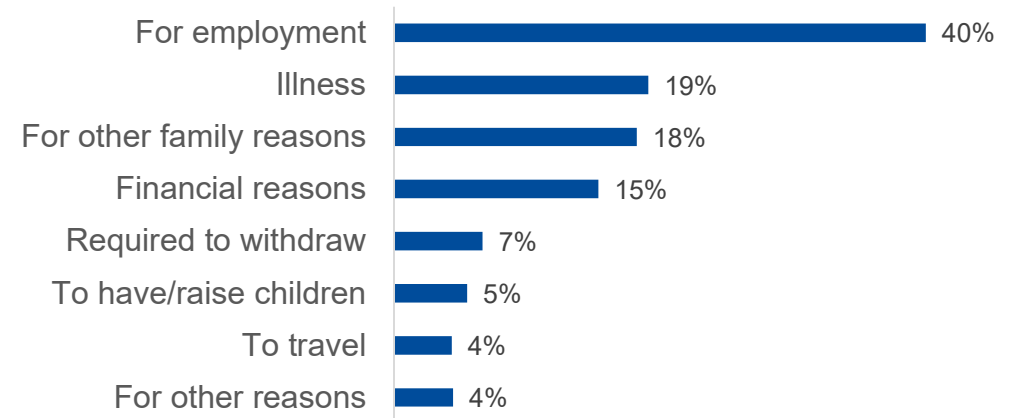


Student Experience

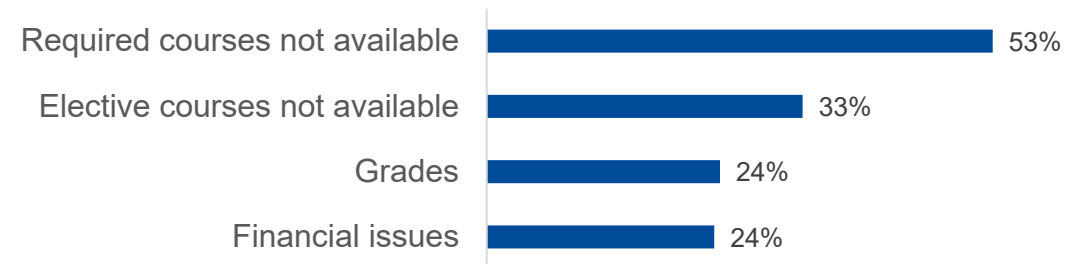
Progression and Delays

- Generally, students progressed through their programs at the same rate as previous cohorts.
- Compared to the 2021 survey, fewer students in 2024 reported:
 - Being required to withdraw from the university.
 - Needing to delay completion of their program due to grades.
- Compared to the 2021 survey, more students reported:
 - Required courses were not available.
 - Elective courses were not available.
 - Interrupting their studies for employment.

Reason for interruption of studies (of 18% that reported an interruption)



Reason for delay of studies (of 26% that reported a delay)

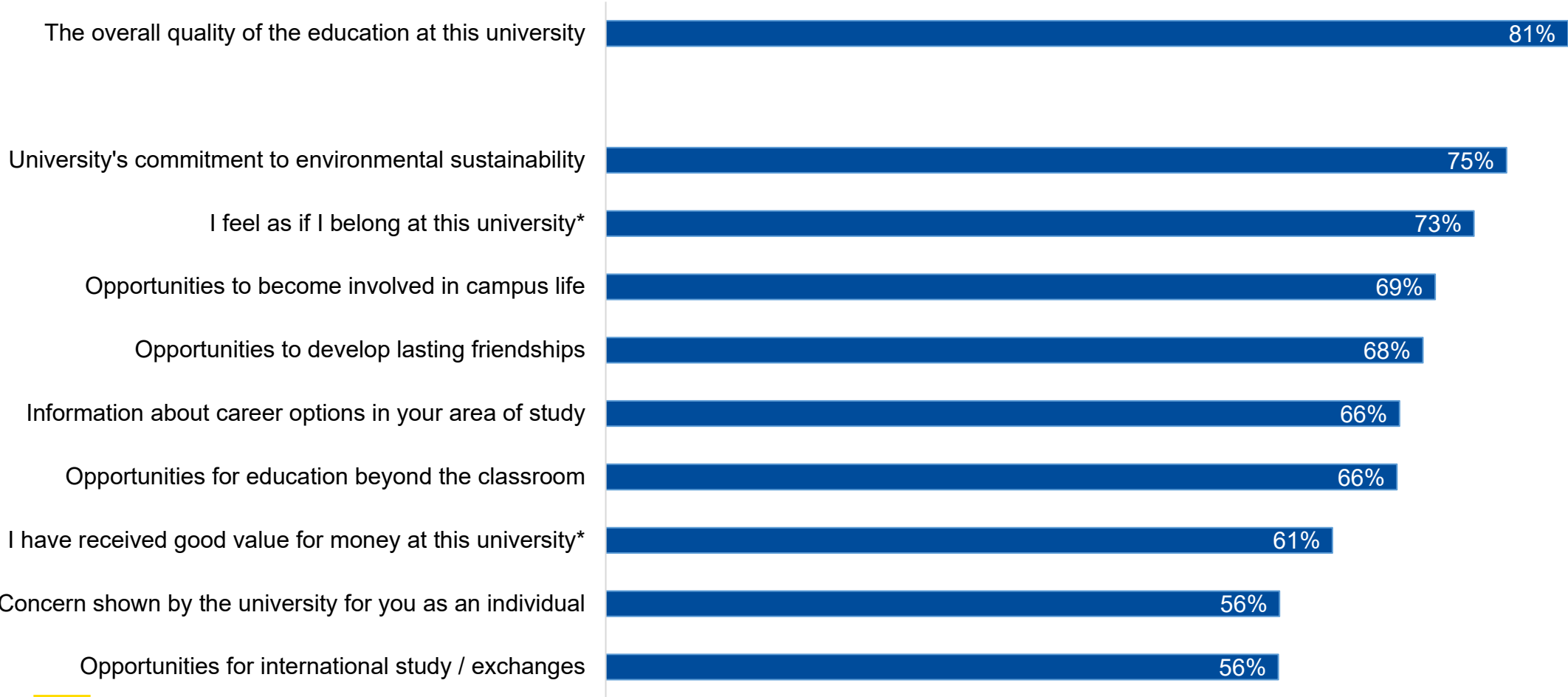


Satisfaction with University Experience

- The majority of students were satisfied with their experience at TMU.
 - 78% said that TMU met or exceeded their expectations, similar to the previous survey in 2021.
- Students were happiest with the **quality of education** at the university (81% were satisfied or very satisfied). The university commitment to environmental sustainability was rated positively by 75% of respondents.

Satisfaction with University Experience

Percent that were “satisfied” or “very satisfied” with their experience



Note: questions with an asterisk (*) used different scales (agree/disagree) versus other questions in this section (satisfied/dissatisfied). Some questions were also edited slightly for brevity.

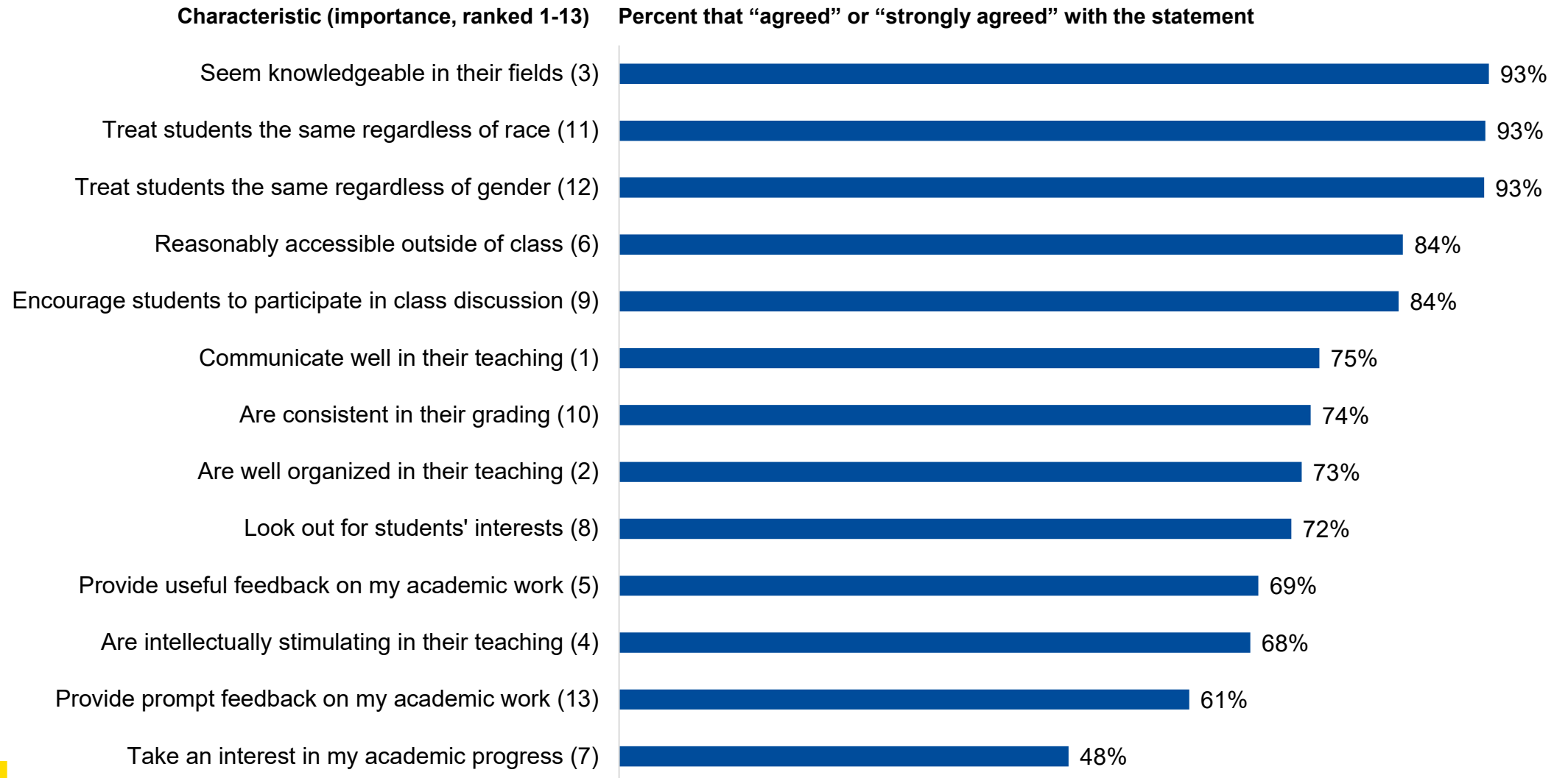
Student Perceptions of Instructors

- Students were presented with a series of instructor characteristics and were asked to rank their importance and the degree to which their instructors exhibited them.
- The majority of students were satisfied with the five most important instructor characteristics, with the highest being good communication in their teaching.
- The majority of students were satisfied with all qualities of their instructors. Results matched those from the previous survey on most questions.

Five most important instructor characteristics as identified by TMU respondents

Ranking of <u>importance</u> to students	Instructor characteristic	% of students agreeing/agreeing strongly that their instructors demonstrated this characteristic
1	Communicate well in their teaching	75%
2	Are well organized in their teaching	73%
3	Seem knowledgeable in their field	93%
4	Are intellectually stimulating in their teaching	68%
5	Provide useful feedback on my academic work	69%

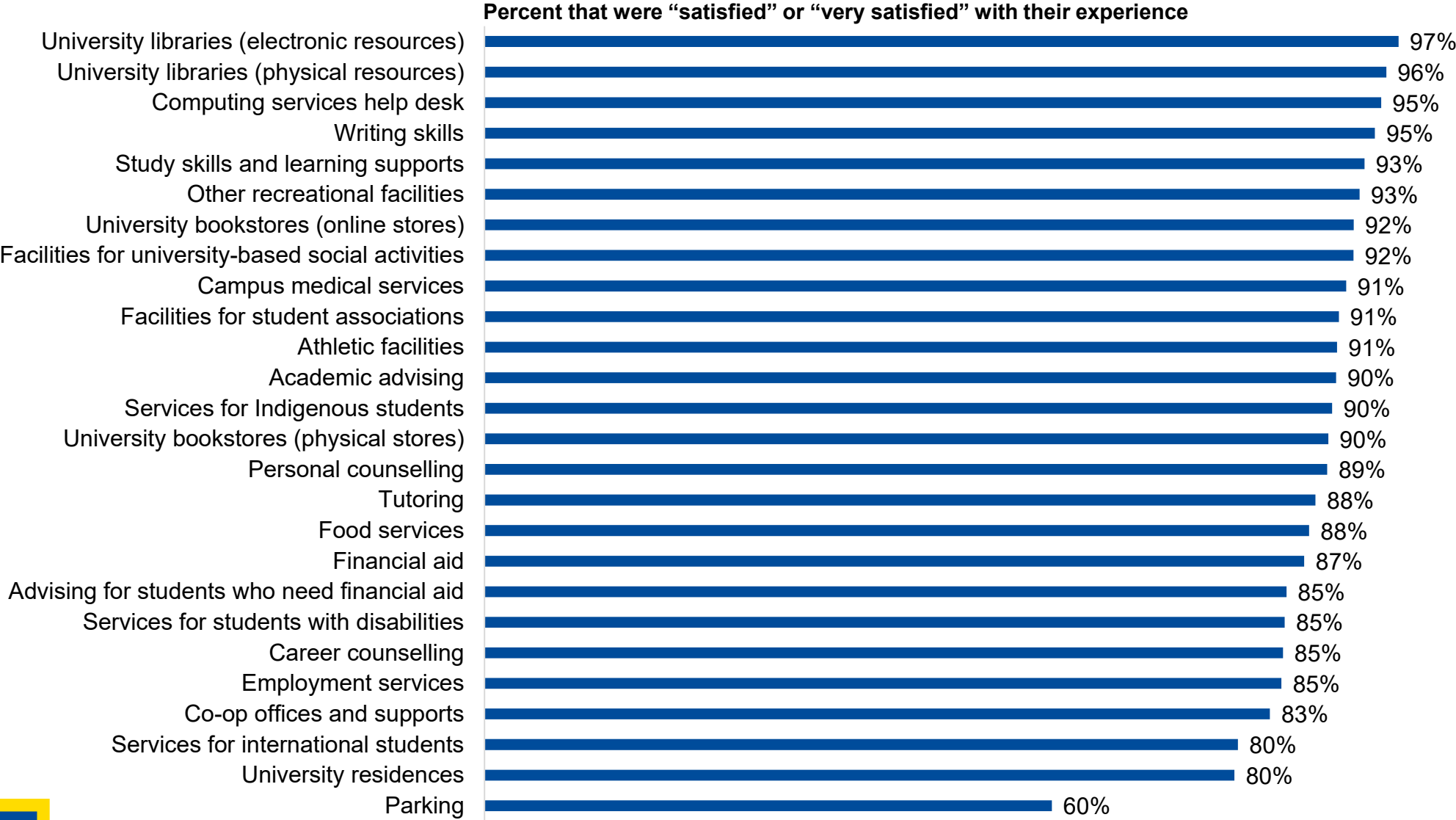
Student Perceptions of Instructors



Satisfaction with Student Services

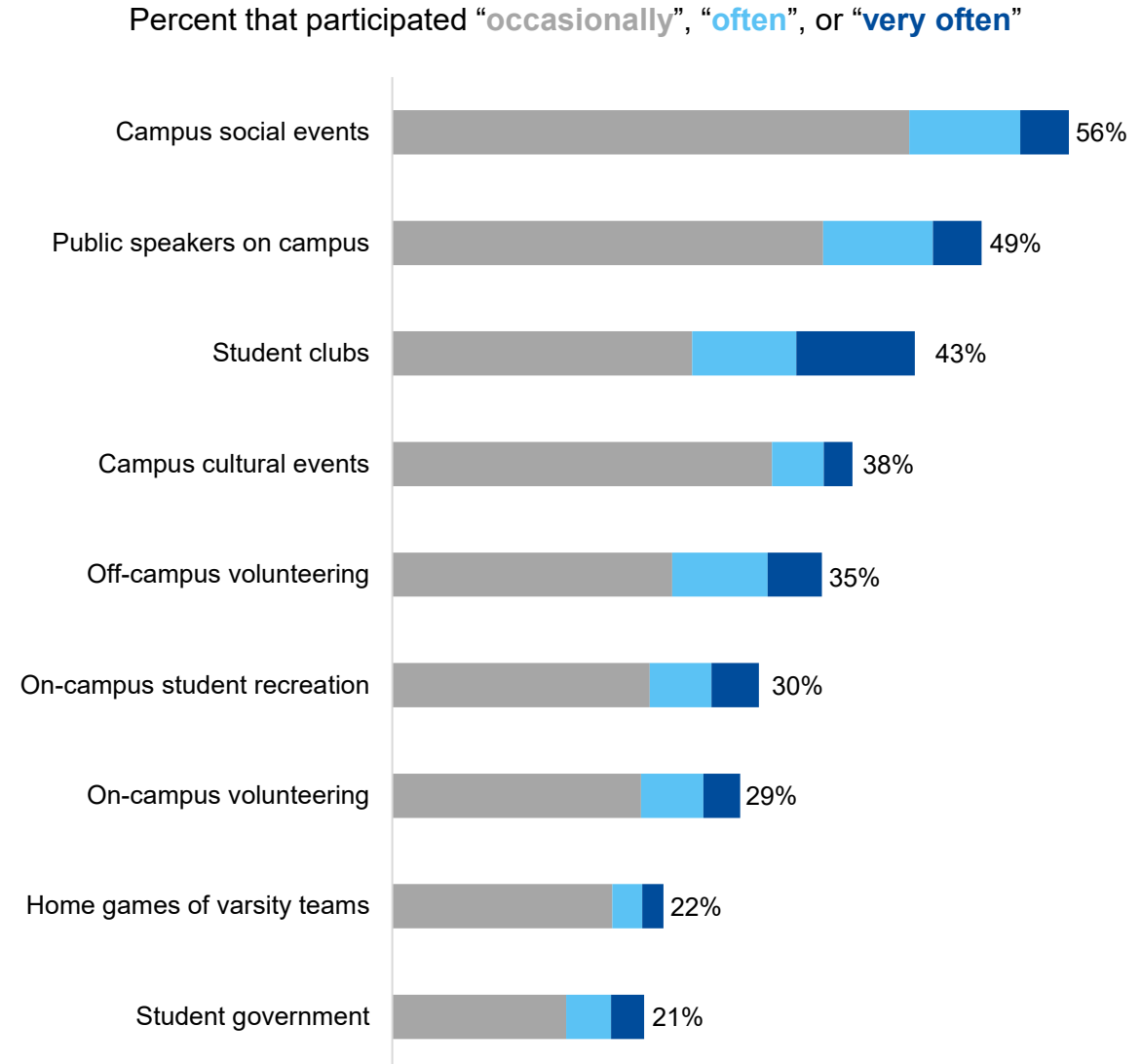
- Students were asked about their use of a range of academic, student life, and other services.
 - The services or facilities used by the greatest proportion of students included university libraries (online resources), financial aid services, athletic services, academic advising, and university bookstores (online resources).
- When asked about satisfaction with university services they had used, students rated all services at **80% or higher**, with the exception of parking.
- TMU students were more satisfied with personal counselling, academic advising, food services, and parking than their counterparts at other CUSC-participating universities. However, they were less satisfied with university bookstores than their peers.

Satisfaction with Student Services



Involvement in Co-Curricular Activities

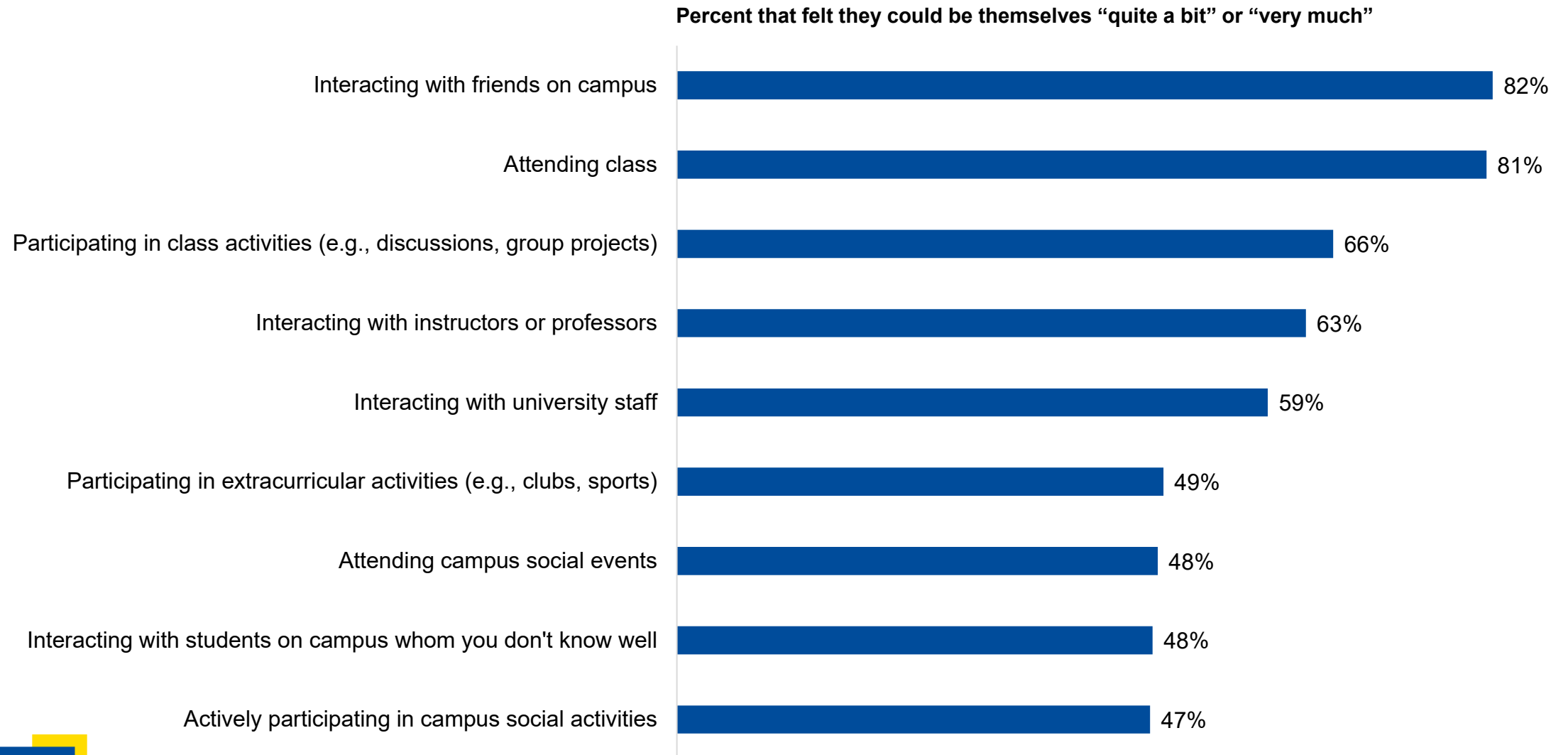
- The majority of students (81%) participated in some form of co-curricular activity since the previous September.
- Of the campus activities that students had been involved in over the past year, campus social events, guest speakers, and student clubs were the most popular.



Student Perceptions of Inclusivity

- A new section in the student survey asked students about how comfortable they felt being themselves in different situations at the university. Students could respond “not at all”, “some”, “quite a bit”, or “very much”.
- Attending class and interacting with friends on campus were the two situations where students most felt they could be themselves. Over 80% of respondents felt they could be themselves “quite a bit” or “very much”.

Student Perceptions of Inclusivity



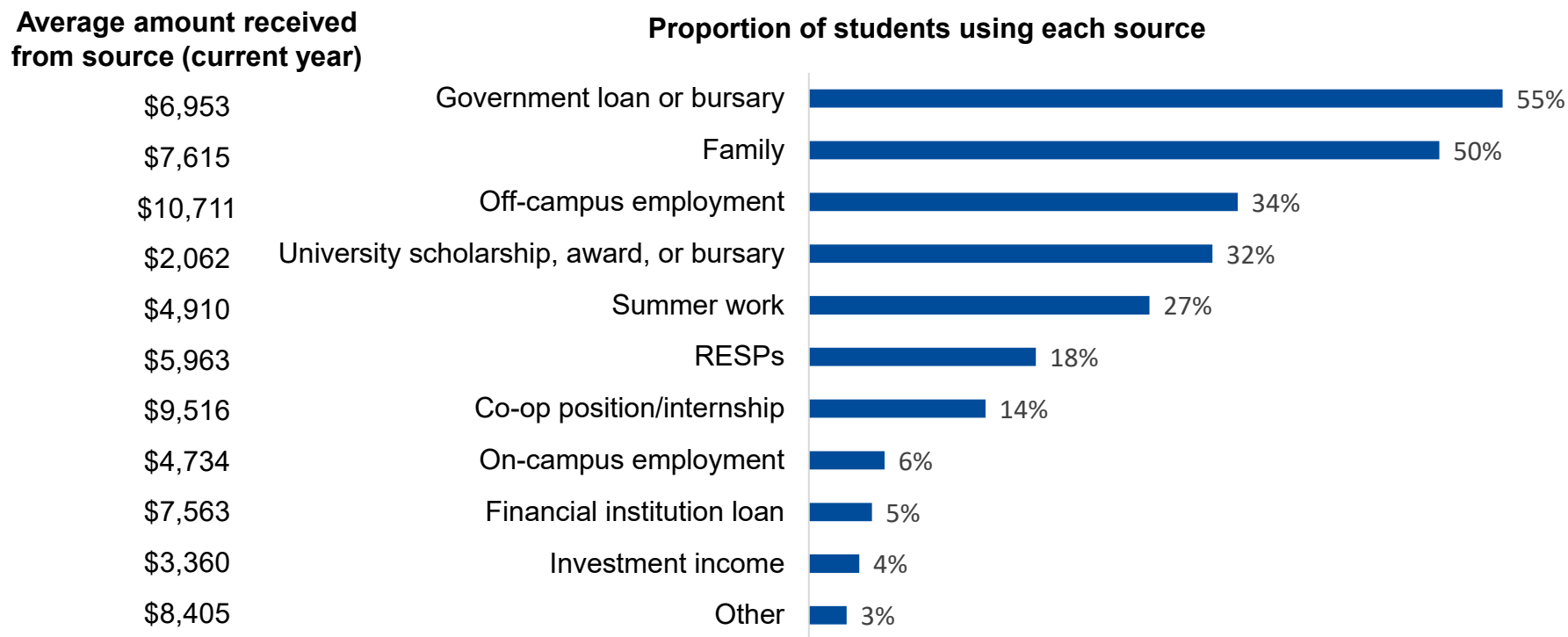
Student Finances

Employment

- 63% of students reported being employed while completing their studies (up from 2021 levels, but still lower than in 2018). Students who were employed worked an average of 20 hours a week (one hour fewer than in 2021).
- An additional 24% indicated that they were not employed but were looking for work (down from 2021 levels, but still higher than in 2018).
- Students who worked 21 hours or more per week were more likely to report a negative impact on their studies than students who worked 20 hours per week or fewer.

Financing

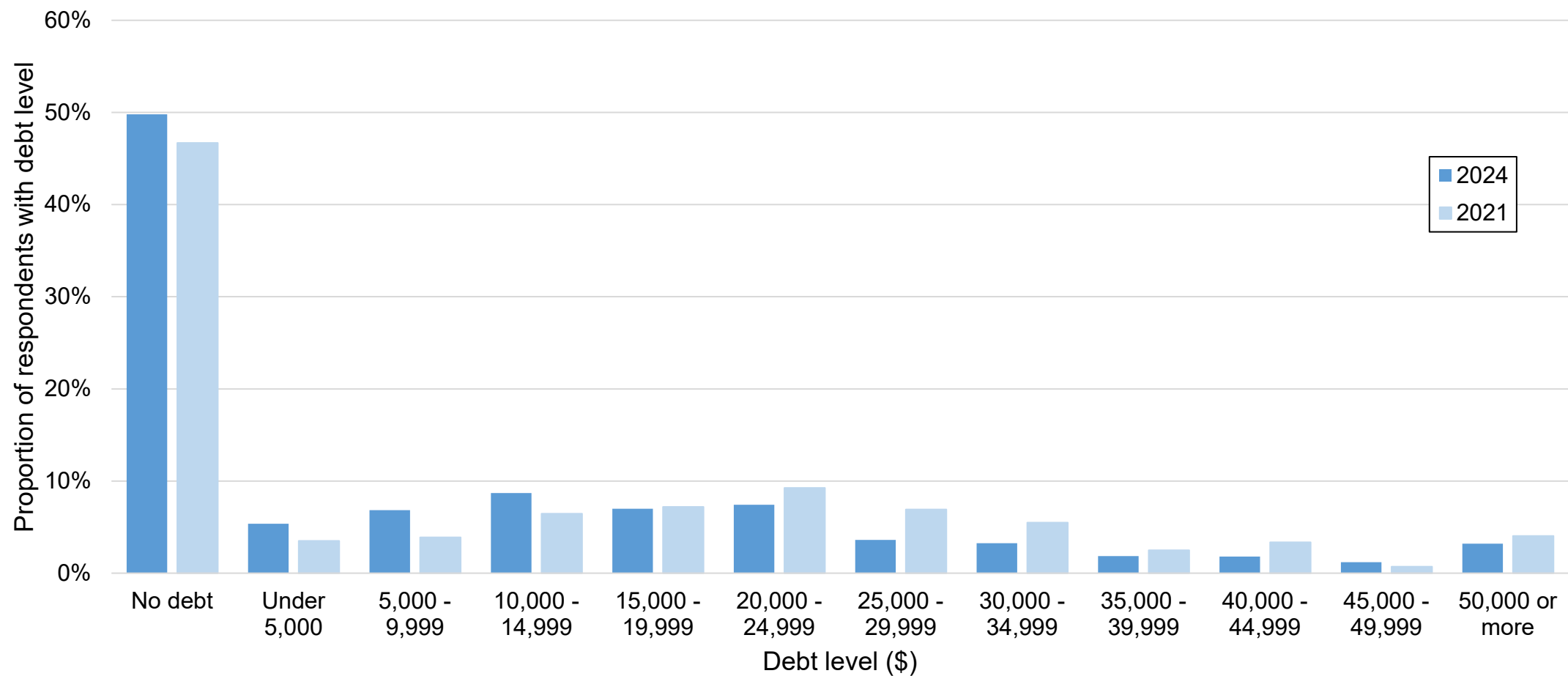
- Students were asked to report which sources of income they were using to pay for their university education during the current academic year (note that students could report more than one source of income).
- The graph shows the proportion of students that used each source of income to pay for their studies, as well as the average amount received from that source for the current academic year.



Student Debt

- Half of graduating TMU students acquired repayable debt to help finance their education.
- Average debt for all graduating students was \$10,693 (median: \$247) – note that this calculation includes students with no debt. This amount is significantly lower than debt of TMU respondents in 2021 (average: \$13,109) and \$3,500 lower than the average for all CUSC respondents.
- Average debt amongst all graduating students with debt was \$21,300 (median: \$17,000). This amount is significantly lower than the debt of TMU respondents with debt in 2021 (average: \$24,590) and \$9,000 lower than the average across all CUSC-participating institutions.

Distribution of Student Debt (\$)



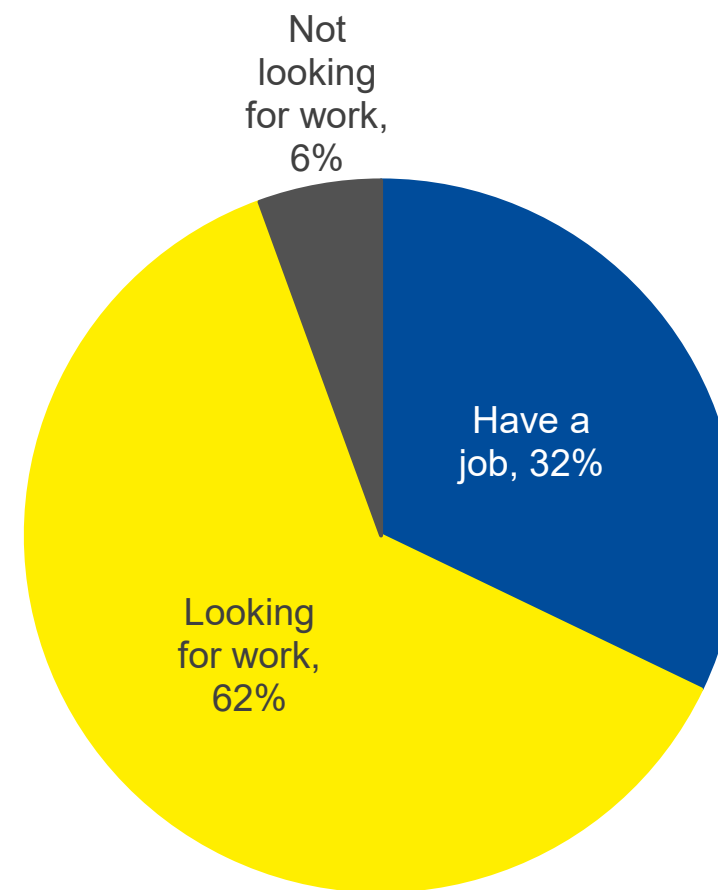
Plans for the Future

Career Preparation

- TMU students were mindful about their future career options.
 - 73% of students indicated that they either had a specific career in mind after graduation (35%) or several possible career choices (38%).
 - 76% of students indicated that they knew their career options either “very” or “fairly” well. Only 3% of students indicated that they did not know what their career options were.
- The vast majority of students undertook some form of activity to prepare for a career. Of students surveyed:
 - 83% had developed a resume.
 - 53% had worked in their chosen field of study.
 - 25% had volunteered in their chosen field of study.
 - 18% had met with a career counsellor.
 - 12% had a career mentor.
- The majority of students also talked to their friends and family about employment and career goals. Fewer students talked to professors about employment and career goals than to friends and family.

Future Employment

- 32% of respondents indicated that they had employment arranged for after graduation at the time of the survey – similar to the percentage in the 2021 survey.
- 73% of students who had jobs lined up indicated that their job was “strongly” or “moderately” related to the knowledge and skills they learned during their studies.
- The most common ways that students found their jobs were workplace experience in their program (30%), a jobs website (19%), or direct contact with an employer (15%).



Relation of job to knowledge and skills learned at TMU

Not at all related
13%

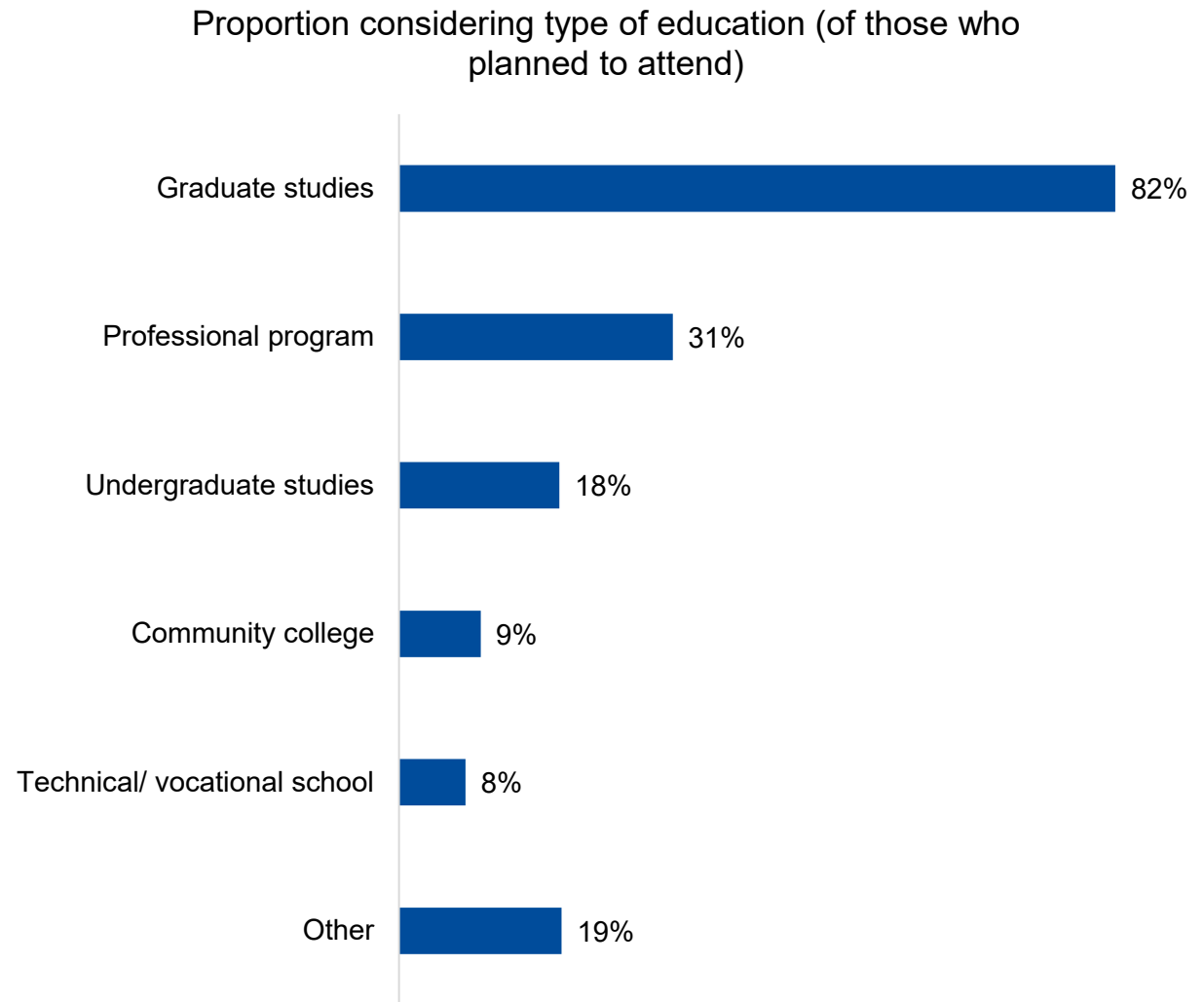
Slightly related
14%

Moderately related
26%

Strongly related
48%

Further Education

- 57% of TMU graduates planned to take further education within the next five years – this value is slightly lower than in 2021.
- Most of those planning to pursue further education were considering graduate school (82%). Full results are shown in the graph to the right.
- 37% of TMU students who intended to pursue further education planned to do so at TMU:
 - 24% in graduate school.
 - 7% in a professional program.
 - 5% in further undergraduate study.



Student Profile

Representation of Survey Respondents to TMU Population

- Broadly, the survey data collected was representative of what we know about TMU students from enrolment data.
- Faculty of Community Services students and The Creative School students were overrepresented in the sample population. Part-time students and Ted Rogers School of Management students were underrepresented.

Category	Response	2024 CUSC Results	%	2024 Institutional Data	%
Academic Load	Full Time	1,315	68%	7,436	58%
	Part Time	627	32%	5,465	42%
Faculty	Arts	212	11%	1,480	11%
	Community Services	515	27%	2,329	18%
	The Creative School	325	17%	1,597	12%
	Engineering and Architectural Science	283	15%	2,121	16%
	Science	179	9%	1,320	10%
	Ted Rogers School of Management	428	22%	4,054	31%
Total Respondents		1,942	100%	12,901	100%

Age, Family Educational Background, Residency



Age: TMU graduates reported an average age of 23.4, with more than 80% of students aged 24 and under.

21 and under: 45% | 22 to 24: 37% | 25 to 29: 10% | 30 and older: 8%

Other
Participating
Institutions

24.6

Average age



Gender Identity: 65% of respondents self-identified as women, 34% self-identified as men, and 5% self-reported as trans, non-binary, or another gender identity.

*Note that these percentages can add up to more than 100% because respondents can select more than one gender identity.



Residency: 5% of respondents were international students.

9%

International

Living Arrangements, Transportation



Living Arrangements: 67% of respondents lived with parents, guardians, or relatives (compared to 71% in 2021). 4% had children of their own.



Transportation: 71% commuted using public transportation (compared to 73% in 2018 – 2021 results were likely influenced by the pandemic).

Public Transportation: 71% | Solo Vehicle: 8% | Carpool: 1% | Walk: 14% | Bicycle: 1% | Other: 1% | Don't attend campus: 3% | No response: 1%

Other
Participating
Institutions

39%

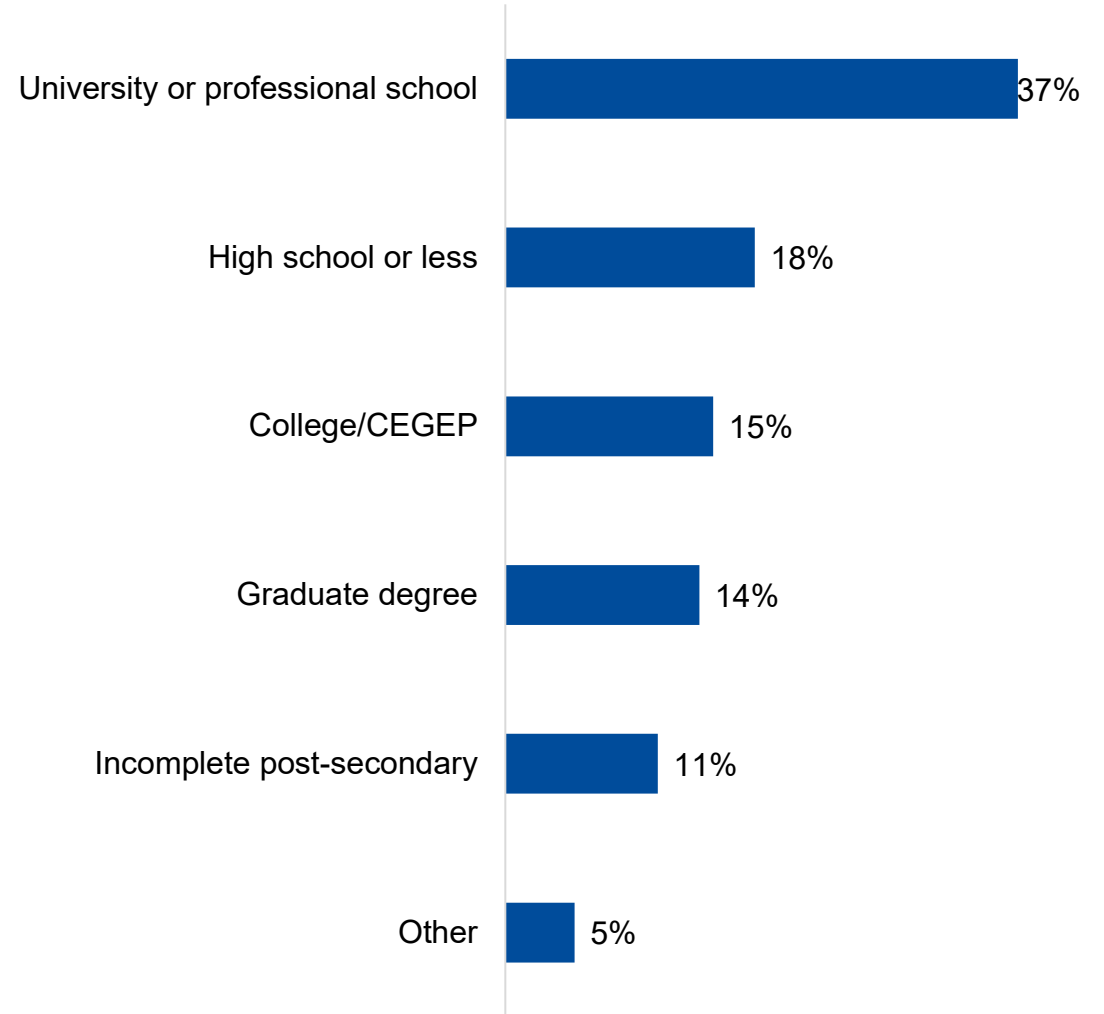
Respondents
living with parents,
guardians, relatives

29%

Use of public
transportation

Family Educational Background

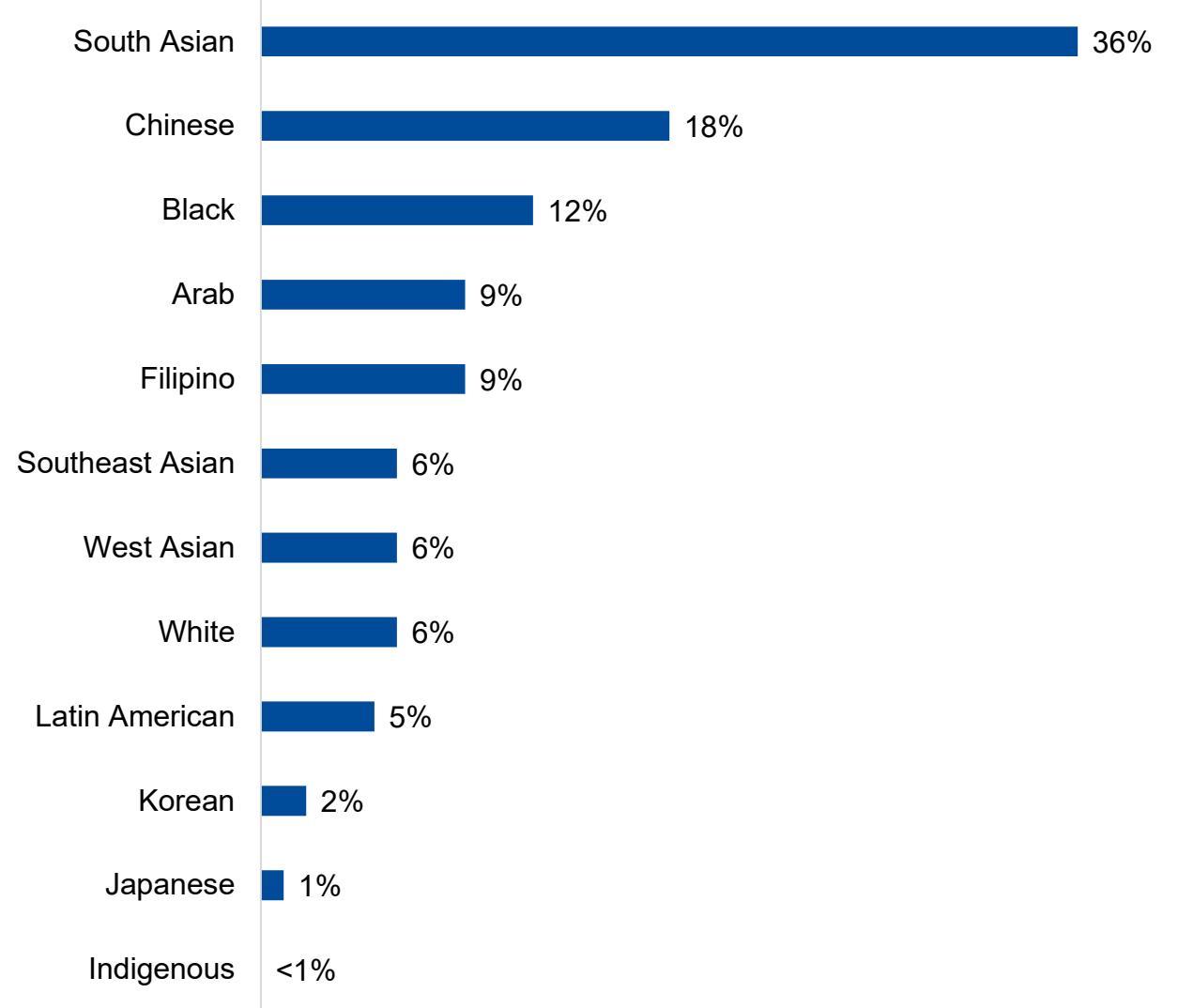
- 66% of respondents of respondents had parents who had completed a post-secondary credential:
 - 15% had a parent with a college or CEGEP diploma.
 - 37% had a parent with a completed university degree or professional school credential.
 - 14% had a parent with a graduate degree.
- This proportion is significantly lower than at other CUSC-participating institutions, where the proportion was 73%.



Racial Identity

- 66% of undergraduate students graduating in 2024 self-reported belonging to a racialized group (compared to 38% across other CUSC-participating institutions).
- 14% of respondents self-identified as belonging to more than one racial group.
- Fewer than 1% of respondents self-identified as Indigenous.
- Note: proportions add up to more than 100% because respondents could select more than one racialized group.

Proportions calculated out of those that self-identified as belonging to a racialized group.



Disability and Mental Health

- 25% of total survey respondents indicated that they had a disability (compared with 32% across all other participating institutions).
- Of those respondents:
 - 57% identified a mental health condition
 - 31% identified neurodivergence
 - 17% identified learning/memory disabilities
 - 10% identified a chronic condition
 - 33% reported more than one condition
- 26% of participants with disabilities reported significant impact on their daily activities (that is, their daily activities were always limited by their disability/impairment).

Conclusions

Conclusions

- Students largely had a positive impression of their time at TMU, both in terms of skills and competencies gained, and quality of student experience.
- Students were happiest with the overall quality of education at the university.
- Students perceived their instructors as knowledgeable, were highly satisfied with the quality of the services at the university, and generally felt that the university met/exceeded their expectations.
- Many students took active steps to pursue a career or further education post-graduation, and most participated in some form of experiential learning over the course of their studies.

Further Information

Questions and comments about these survey results
can be directed to the University Planning Office:

<https://www.torontomu.ca/university-planning/>