

York Students and the Keele Campus Colleges

*A report prepared for the
Presidential Task Force to
Revision the Keele Campus Colleges*

Michael Ornstein
Institute for Social Research
York University

May 2006

York Students and the Keele Campus Colleges

Index

Introduction	1
Identification with the Colleges, and Why	2
Contact with the Colleges and Participation in College and other Activities ...	4
Evaluations of the Colleges	5
Orientation and Convocation	8
Interpretation	9
Tables	12

Acknowledgements

At the Institute for Social Research the survey was managed by Ms Liza Mercier and she also helped edit this *Report*, Mr Richard Myles handled the development of the web instrument, Mr Greg Hanson dealt with the sampling files and data retrieval and Ms Anne Oram created the analysis file and copy-edited this text.

Disclaimer

Opinions and any errors in this *Report* are the responsibility of the author alone.

Introduction

This *Report* gives the results of a survey conducted for the *Presidential Task Force to Revision the Keele Campus Colleges*. The survey measured student participation in College activities and their opinions about college life. Additional questions allow these to be considered in the context of broader attitudes towards the university and students' demographic and social characteristics.

The next three sections of this *Report* describe students' identification with the Colleges, their contact with the Colleges and involvement in College activities, and their evaluation of the Colleges. Because their experience and opinions turn out to be so different, most of the results are given separately for students living and not living in residence. The fourth section describes students' assessments of the orientation programs for new students and convocation. The Tables are found at the end of this text.

The present survey is the successor to a 1986 survey conducted for "The Commission on Non-Faculty Colleges," chaired by the late Kenneth Hare. A number of questions taken from that earlier survey allow comparisons over time, though due to the much higher response rate of the 1986 survey comparisons should be treated with caution.

Conducted as an on-line survey in March 2006, the sample consisted of 487 students living in residence at York and 1469 who were not in residence. Thus it over-represents students in residence who account for 2,748 out of the total Keele campus undergraduate student population of 43,609. The sample was divided in this way on the assumption, proven correct in the analysis, that resident and non-resident students had quite different experiences and opinions and so that there would be sufficient responses to describe both groups. Where resident and non-resident student have different opinions, statistics describing the "total" population of students are much closer to the figures for the far more numerous non-resident students.

Thirty-five percent of the sampled students living in residence completed the questionnaire, compared to 27 percent of the non-resident students. There were 173 and 397 completed surveys from the two groups, respectively. The 1986 survey, conducted by mail and addressed only to second and third year students, achieved a 73 percent response rate for both resident and non-resident students.

While the survey data themselves do not provide a basis to determine the impact of the low survey response rate on the findings, it is fair to assume that respondents will be more engaged in campus life than non-respondents and that the survey tends to over-estimate student participation

in College and other non-academic on campus. Women were nearly 10 percent more likely to complete the survey and students with very high GPAs were also more likely to respond.

This report summarizes student experience and opinion on the main policy issues addressed by the *Task Force*, but is not an exhaustive analysis. The survey could be used for a variety of other analyses of satisfaction with and perceptions of students at York.

Identification with the Colleges, and Why

Asked, “At present, how strongly do you identify with the activities, facilities, and people in your College?” 5 percent of students who were not living in residence said that they had “a very strong identification with my College,” 22 percent had “some identification,” 34 percent had “very little identification,” and 40 percent answered that “I do not identify with my College at all.” In comparison, 25 percent of resident students had a “very strong” and 34 percent had “some” identification; 23 percent had “very little” and another 18 percent had no identification at all with their College. These figures are in Table 1.

In 1986, 4 percent of non-resident students had a “very strong” identification with their College and 49 percent did not identify at all; and among resident students at that time, 41 percent identified “very strongly” and 3 percent did not identify at all with their college. While the identification of non-resident students with the Colleges has remained low, though it may have increased a bit, *resident* students’ identification with the Colleges is definitely lower than it was twenty years ago.

Students with “very strong” or “some” identification with their College were asked about the importance of eleven aspects of College life. All were seen as important to some extent. Table 2 shows that 57 percent of students rated the “opportunity to meet and interact with students” and also “access to student space” as “very important,” and 50 percent thought the “feeling of being part of the York community” was “very important.” About 40 percent rated “opportunities to get involved in academic activities,” and the “opportunity to meet and interact with fellows and faculty members, as “very important” and the rating was about 30 percent for “closeness to faculty and/or department offices,” “opportunities get involved in social/cultural activities,” and “opportunities to get involved in interdisciplinary activities.” Opinion is more mixed on the “closeness of sports facilities” and “sports activities in the College” – activities likely to have their devotees, but also students with little interest. In the 1986 survey “closeness to faculty and/or department offices” was rated as less important, “closeness to sports facilities” was rated more important and “opportunities to get involved in social activities” was rated a much more

important aspect of College life – all among students with some or strong identification with their College.

Students with very little or no identification with a College were asked to say why by selecting all the reasons “that applied” from a checklist. Four of the responses began with the phrase “have not had the time ...” and then mentioned a particular reason. Table 3 shows that 68 percent of non-resident and 61 percent of resident students checked the item “have not had the time, because of my studies”; 47 and 19 percent of the two groups, respectively, did not have time because of a job or jobs; and the figures were 29 and 12 percent for “responsibilities at home.” While non-resident students were more likely to cite pressures on their time as the reason for not being involved in a College, resident students were more likely to say they were not interested, that they “have not felt welcome” or that their friends who were “doing other things,” selected by 47, 37 and 39 percent respectively.

About 40 percent of non-resident *and resident* students checked “I was not aware of the activities at my College” and about 20 percent said they were “more drawn to groups of students in my area of study.”

The two main changes from 1986, for which results are given in the same Table, are the increase from 10 percent in 1986 to 30 percent in 2006 in the proportion of students who say they do not feel welcome at their College and the significant decline in the proportion saying that they are more drawn to students in their area of study – this certainly due to the changed orientation of the Colleges to particular disciplinary orientations. In retrospect, it would have been a good idea to ask respondents why they did not feel welcome in the survey.

The reasons given for *not* identifying with a College seem less informative than the reasons *for* participating. While jobs and family responsibilities and other constraints must affect College participation, it seems likely that some disengaged students describe what are choices about how they spend their time as fulfilling obligations.

Another question asked, “When you arrived at York, did you choose to join a particular College or did you join the College to which you were assigned?” Twenty-four percent of resident students and 17 percent of non-resident students chose their College. These low percentages likely reflect the students’ agreement that they were assigned to the appropriate College; the Colleges pages of the York website say that “If you're not living on campus, your College affiliation is based on your major.”

Among non-resident students who chose their College, “academic affiliation with a Faculty or program of study” was rated the highest, by a wide margin. Forty-five 45 percent rated it “very important” and 36 percent rated it “fairly important.” More than half the respondents rated each of the other alternatives as “not at all important,” including the answers that mentioned the choices of friends and activities sponsored in particular Colleges. Among students in residence, “wanted to live in a particular residence,” was rated as “very important” by 40 percent of those choosing a College, followed by the College’s academic affiliation and joining the same College as one’s friends, those two rated “very important,” by 33 and 21 percent, respectively (these figures *not* in a Table).

Consistent with these findings, of the small number of students in the survey (about 30) who switched Colleges, three-quarters indicated they did this because they changed faculties or their program of study.

Contact with the Colleges and Participation in College and other Activities

In Table 4, responses to the question “During this academic year, beginning in September 2005, how much contact do you have with the following people at your College,” show the dramatically greater College involvement of students in residence. The more interesting question concerns the degree of contact by non-resident students. Twenty-three percent of non-resident students say that they have “extensive contact” with other students in their College and 48 percent say that they have “some contact.” For other College personnel the figures are much lower. Only five percent of non-resident students say that they have extensive contact with a College Fellow and 16 percent have some contact with a Fellow; 10 percent have any contact with a member of the College Council, 18 percent have any contact with “other College staff” and 6 percent have contact with the College Master.

Comparing 1986 and 2006, in the same Table, the main difference appears to be a small increase in the proportion of non-resident students reporting they have “extensive” contact with other members of their College, from 15 to 23 percent, combined with a *drop* in the corresponding figure for resident students, from 80 to 61 percent.

Students were asked, “For the current academic year, which began in September 2005, please indicate which College activities you participated in.” Thirty-eight percent of College residents had participated in “College sponsored social/cultural events,” 23 percent in “College sports,” 19 percent in “College sponsored academic events (i.e., lectures, conferences),” 13 percent in “College clubs,” 7 percent in “College student council” and 6 percent in a College newspaper, magazine or journal. For non-residents, the highest figure was 10 percent, for “College

sponsored academic events,” followed by 6 percent for “social/cultural events,” 4 percent each for College clubs and for College sports. These figures are in Table 5, which also shows that since 1986 there have been a significant decline in participation in College student councils, College sports and College newspapers, magazines and journals. There was also a decline between 1986 and 2006 in participation in non-College political organizations and clubs, from 9 to 4 percent for resident students and from 5 to 2 percent for non-resident students and also in “other sports activities,” from 32 to 25 percent for resident students and from 19 to 10 for percent for non-resident students.

A more general listing of voluntary activities at York, reported in the same Table, reveals that 10 percent of non-resident students participated in “organizations or clubs in an area of study,” 13 percent in “organizations or clubs of your own ethnic, cultural or religious group,” and 10 percent in “other sports activities.” These figures compare to 3 percent who participated in “College organizations of your own ethnic, cultural or religious group,” “College clubs,” and “Sports sponsored by your College.” Again the figures are much higher for students in residence.

Table 6 shows that an “academic advisor at your College,” used by 24 percent of all students, was one of the most popular sources of academic advising. Also highly rated were the “Advising Centre of your Faculty,” the “Departmental advisor or undergraduate program director,” and an “individual faculty member,” used by 29, 25 and 20 percent of non-resident students, respectively. The sources of academic advising are very similar for resident and non-resident students.

Evaluations of the Colleges

The following question provided general evaluations of students’ university experience and a comparison of the Colleges to other aspects of the University.

Please evaluate each of the following aspects of university life at York, by entering a number between 1 and 9, where a rating of 1 stands for “completely **dissatisfied**” and 9 for “completely **satisfied**.”

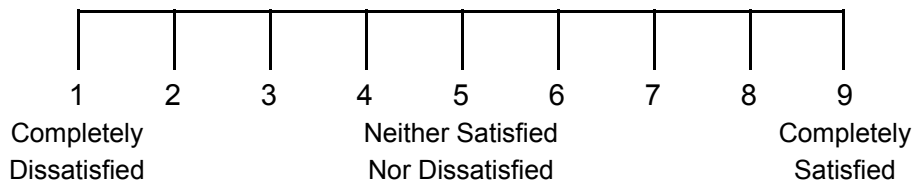


Table 7 shows that 19 percent of all students rated their “overall experience at York” with an 8 or 9 (henceforth “very satisfied” in this description), 56 percent rated it 6 or 7 (“somewhat satisfied”); 14 percent chose the midpoint of 5; 9 percent gave ratings of 3 or 4 (“somewhat dissatisfied”) and just 2 percent gave ratings of 1 or 2 (“very dissatisfied”). Ratings of “your overall experience at your College at York” were positive, but more mixed: 15 percent of all students were “very satisfied,” 31 percent were “somewhat satisfied,” 32 percent were “neither satisfied nor dissatisfied,” 10 percent were “somewhat dissatisfied,” and 12 percent were “very dissatisfied.”

Among the eleven aspects of university life rated in the survey, ratings of the Colleges and “The quality of advice you have received in choosing courses and for other academic matters” were rated lowest, by a considerable margin.

Resident students were more satisfied with the Colleges. Thirty-one percent were very satisfied, compared to 14 percent of non-resident students; and 36 were somewhat satisfied, compared to 31 percent of non-residents. Only 3 percent of resident students were very *dissatisfied* with their College, compared to 13 percent of non-resident students. The largest differences between resident and non-resident students were in their opinions of the Colleges and in ratings of “social life at York, the chance to meet people and form friendships at York University.” Students in residence are somewhat more satisfied with their “overall experience at York,” 32 percent were very satisfied and 52 percent were somewhat satisfied compared to 18 and 57 percent, respectively, of non-resident students.

A separate question asked about students’ satisfaction with their “experience with faculty members in [their] College.” Among students in residence, 29 percent were “very satisfied,” 57 percent were “fairly satisfied” and 14 percent were “not very satisfied.” Ratings were somewhat lower for non-resident students: 15 percent very satisfied, 62 percent fairly satisfied and 23 percent “not very” or “not at all satisfied.” The two groups did not differ in their opinions of the support staff at their College, with 14 percent “very satisfied,” 58 percent “fairly satisfied,” 19 percent “not very satisfied,” and 9 percent “not at all satisfied.” These figures are not in a Table.

Respondents were asked to “Please indicate how satisfied you are with the College facilities listed below, using the rating scale from 1 to 9, where 1 stands for “completely **dissatisfied**” and 9 for “completely **satisfied**.” [emphasis in original]. While College residents were somewhat less satisfied with the food and more satisfied with the College office and common rooms than non-resident, their ratings were quite similar. These ratings, in Table 8, were completed by about 65

percent of non-resident students who answered the survey and 75 percent of College residents who answered. Again, scores of 8 and 9 are labeled “very satisfied,” 6 and 7 “somewhat satisfied,” and so on.

While there is some variation in the ratings, completely or somewhat satisfied students strongly outnumbered those who are completely or somewhat *dissatisfied* for all 13 rated College facilities. The proportions of undecided respondents, who were “neither satisfied nor dissatisfied” are very high, however, ranging from about 25 percent to over 60 percent of the respondents answering each question. The most positive ratings were given to classrooms and College pubs. As the ratings of resident and non-resident students are very similar, the two groups are combined in Table 8. Students in residence rated the College office, the workout space, pubs and the junior and senior common rooms somewhat more favourably than non-resident students.

Table 9 shows that 35 percent of resident students, compared to 13 percent of non-resident students, agree that “the Colleges improve university life for everyone.” About 40 percent of both groups feel that “for some students the Colleges have a very beneficial effect,” while 13 and 19 percent of the two groups, respectively, say that “The Colleges don't have much effect on University life.” One-third of resident students say that “Colleges benefit both residence and off-campus students,” twice the proportion of non-resident students who say this. Comparing 1986 and 2006, the percentage of resident students saying that “Colleges don't have much effect ...” increased from 14 to 19 percent and for resident students from 7 to 13 percent; the likelihood of having no opinion increased substantially; and the proportions saying the colleges were beneficial to some students dropped by about 15 percent.

Respondents were asked if they agreed with four statements about the College Councils:

- a. The College Council has provided important events for students;
- b. The College Council is an important part of democratic structure at York University;
- c. The College Council provides important opportunities for students to get involved in a social community; and
- d. The College Council provides an important opportunity for students to develop leadership and other tangible skills.

Table 10 shows that about 20 percent of resident students strongly agreed with the first statement and about 25 percent strongly agreed with the other three; another third agreed with each statement and only about 10 percent disagreed or strongly disagreed; and about 10 percent had no opinion. Between a quarter and one third of non-resident students had no opinion about each statement and their support was more tepid, though they were more likely to agree than to

disagree with each statement. For example, 6 percent of non-resident students strongly agreed with the fourth statement about the College Council providing an opportunity to develop leadership skills, and 26 percent “agreed,” compared to 30 percent who neither agreed nor disagreed and 10 percent who disagreed or strongly disagreed.

Orientation and Convocation

The survey included a series of questions about College-sponsored orientation activities for new students and two questions about Convocation. The former began by asking, separately, if the respondent had participated in academic and social orientation activities. Among the resident students, 59 percent said they had participated in academic orientation activities and 64 percent in social orientation activities. Among non-resident participation 47 percent attended academic orientation activities and 17 percent social orientation activities.

Students who indicated that they had participated in orientation activities were asked, separately, about the effectiveness of academic and social orientation activities in:

- making you feel connected **to York University**;
- making you feel connected **to your College at York**; and
- helping with concerns you had about starting to study at university.

Seventeen percent of non-resident students who took part in the *academic* orientation indicated that it was “very effective” in connecting them to the University and another 49 percent said it was “fairly effective” and the corresponding figures were 13 and 38 percent in reference to “feeling connected” with their *College*. Also, 13 percent said the activities were “very effective” and 45 percent said “fairly effective” in dealing with concerns about starting to study at York. Students in residence gave similar answers, but rated *academic* orientation programs as somewhat more effective in developing a connection to the Colleges and preparing students for study. These results are in Table 11.

As well as being more likely to participate in *social* orientation activities at their College, resident students were also very positive about the outcomes: 52 percent of those who attended social orientation felt it was “very effective” in making students feel connected to the University, and another 40 percent rated it “fairly effective.” Non-resident students also had positive evaluations, with 35 percent rating the social orientation activities as “very effective” and 31 percent “fairly effective.” Resident students were even more positive about the effectiveness of the social orientation program in connecting them with their Colleges. Sixty percent rated them “very effective” and 28 percent “fairly effective,” while the corresponding figures are 27 and 35 percent for non-resident students. The great majority of resident students also rate the social orientation programs as very, 36 percent, or fairly effective, 40 percent, at dealing with concerns

about starting to study at university. The figures for non-resident students are just 19 and 29 percent.

Asked whether they would prefer to have their Convocation ceremony with “students from your College” or “students from your Faculty and program of study,” 88 percent of non-resident students chose the latter, as did 73 percent of students in residence. Asked if “the Colleges should have a presence at the Convocation ceremony, for example by having a College banner on stage or holding a reception in the graduating student’s College?” opinion is somewhat divided. Thirteen percent of non-resident students favoured a “strong” College presence and 30 percent favoured “some” College presence at their Convocation; while the figures are 20 and 48 percent for College residents (27 and 18 percent of the two groups, respectively, are “not sure”).

Interpretation

The presentation of the research findings, so far, in this *Report*, leaves the reader to make whatever she or he wants of the data. This last section is a more subjective effort to think about what it means.

We can begin with three generalizations:

The involvement in and evaluations of their experiences at the Colleges of resident and non-resident students are very different;

While the resident students are not unanimously positive about every aspect of their Colleges, the Colleges clearly work for them – a more detailed effort to analyze their survey answers could lead to incremental improvements and might identify issues that could be explored with small scale, more focused research;

Though their views of the Colleges are quite positive, the great majority of *non*-resident Keele campus students are disengaged from the Colleges. Remember that *non*-resident students constitute about 94 percent of Keele campus undergraduates.

First, it is appropriate to ask whether non-resident students’ identification with the Colleges and their positive views are just a state of mind or represent genuine involvement in the Colleges. Of non-resident students with “very strong” or “some identification” with the Colleges, 40 percent report that they “stay on campus or come to campus to attend an event such as a play, to participate in a sports activity, to attend a meeting, etc.” at least once a week. In comparison, 12 percent of students with “very little” identification with a College and 9 percent for students who “do not identify with my College at all” stay on campus once a week or more often.

Not surprisingly, students who are highly involved with their Colleges are much more satisfied with them. Among *non-resident* students, 34 percent of those with a “very” or “fairly strong” identification with their College are very satisfied with their “overall experience at your College,” rating it 8 or 9 on the nine-point scale; compared to 7 percent for students with “very little” or no identification with a College. Shifting the criterion to “your overall experience *at York*,” 34 percent of students with strong or some *College* identification are very satisfied, compared to 13 percent of those with little or no identification. Students who are engaged in the Colleges, sensibly, like the Colleges more – otherwise, why would they remain engaged? But they are also much more likely to enjoy their *entire* university experience.

Other indicators of satisfaction with the University and engagement in university activities in the survey show the same strong relationship to *identification* with the Colleges, *satisfaction* with the Colleges and *participation* in their activities. The implication is that the strengths and weaknesses of the Colleges reflect the degrees of engagement and disengagement of students with the other not strictly academic aspects of the University community. An intriguing question is whether students become more active in the York community *because* they are engaged by the College, whether the reverse is true, or whether there is some other predictor of both forms of engagement. Answering this question would require a “longitudinal” survey that followed students over time.

Asking which non-resident students are engaged in the Colleges is similar to asking which York students become engaged in other aspects of *not* strictly academic university life. The survey offers some clues, but not a full answer to this question. Taking the total amount of time spent in “any extra-curricular activities at York, including playing sports, going to club meetings or other events, participating in a campus organization and any volunteer activities” as the criterion, we find that participation is significantly greater among non-resident students who:

- are in first year, not a later year of study (there is no difference beyond this binary criterion);
- came to York immediately after graduating from high school *outside of* Ontario – even though they do not live in residence;
- have quite short travel times to York (under an hour per week);
- do *not* work at a job for pay off campus for 20 hours a week or more; but there is no difference in participation between those who do not work and those working less than 20 hours a week and there is also no additional effect of how necessary the income from a job is to being able to continue studying;
- are male rather than female.

These behavioural relationships are suggestive, but understanding participation in the Colleges requires more than these correlations. It is likely that a student's first year at York, maybe for some their second year as well, establishes a pattern for their undergraduate career.

Participation in the Colleges is a form of voluntary community activity, not different from the adult activities commonly referred to as evidence of "social capital." Participation is encouraged and constrained by material conditions, such as the need to work and to care for family members, as well as the ease or difficulty of getting to and from York – all conditions outside the realm of university policies. At the same time students who sit beside one another in the same classes, dress the same way and get the similar grades can have quite different ideas about what they are doing in university and in their lives more generally – and these affect their orientation to the University and to the Colleges as much as the structural factors encouraging or discouraging their involvement. These are hard to change and represent the greatest barrier to the Colleges playing a bigger role. Clearly the best opportunities to do this are in the orientation activities and other efforts aimed to engage first year students. A number of different results in the survey suggest that this is done most effectively by emphasizing the opportunities provided by Colleges for engagement in academic activities related to students areas of study and to connect with fellow students – both already in the mandates of the Colleges. The significant incentive to address this problem is that engaged students contribute more to our University and they are much more satisfied with their experience, both in their Colleges and at the University more broadly.

Tables

Table 1.

Identification with College by Whether in Residence

At present, how strongly do you identify with the activities, facilities and people in your College?					
	Very strong identification	Some identification	Very little identification	Do not identify with College at all	Total
In Residence	<i>percentage distribution</i>				
No	5	22	34	40	100
Yes	25	34	23	18	100
Total	6	22	33	38	100

Table 2.

Importance of Different Aspects of College Life, for Students with Some or Strong College Identification, 2006 and 1986

Aspect of College Life	How Important?				Total
	Very important	Fairly important	Not very important	Not at all important	
	<i>percentage distribution</i>				
Feeling of being part of the York community	50	38	12	0	100
	33	46	18	2	100
Closeness to faculty and/or department offices					
Closeness of sports facilities	13	38	38	11	100
Opportunities to get involved in social/cultural activities	32	52	14	1	100
Opportunities to get involved in academic activities	42	43	15	0	100
Opportunities to get involved in interdisciplinary activities	29	49	20	3	100
	22	55	20	2	100
Special interest activities in the College					
Sports activities in the College	18	37	36	9	100
	41	43	13	3	100
Opportunity to meet and interact with fellows and faculty members					
Opportunity to meet and interact with students	57	35	9	0	100
	57	37	6	0	100
Access to student space					
Results from 1986					
<i>Commuter Students</i>					
			<u>Not Important</u>		
Feeling of being part of the York community	43	50	7		100
Closeness to faculty and/or department offices	22	43	2		100
Closeness of sports facilities	18	46	37		100
Opportunities to get involved in social activities	40	49	11		100
Special interest activities in the College	18	47	34		100
Sports activities in the College	21	39	40		100
<i>Residence Students</i>					100
Feeling of being part of the York community	48	43	9		100
Closeness to faculty and/or department offices	23	45	32		100
Closeness of sports facilities	32	36	32		100
Opportunities to get involved in social activities	69	25	6		100
Special interest activities in the College	37	40	23		100
Sports activities in the College	33	37	30		100

Table 3.

Reason for NOT Identifying with College, for Students with Very Little or No Identification with College, 2006 and 1986

	2006 Survey		1986 Survey	
	Not in Residence	In Residence	Not in Residence	In Residence
	<i>percent say reason "Applies to me"</i>			
Have not had the time, because of my studies	68	61	65	73
Have not had the time, because of job(s)	47	19	45	17
Have not had the time, responsibilities as a volunteer	10	11		
Have not had the time, responsibilities at home	29	12		
I am not interested in activities at my College	39	47	28	33
Have not felt welcome at my college	26	37	9	13
My friends are doing other things	21	39	26	28
I am more drawn to groups of students in my area of study	19	25	35	43
I am more drawn to groups of students in my ethno / cultural / religious background	8	12		
Was not aware of activities at my College	42	40		
Any other reason	8	12		

Table 4

Extent of Contact with People in a Person's College, by Whether in Residence,
2006 and 1986

Live in Residence? Contact with ...		Extensive contact	Some contact	No contact	Total
		<i>percentage distribution</i>			
No	Master of your College	0	6	94	100
	Academic Advisor	2	30	67	100
	Residence Life Coordinator	0	3	97	100
	Residence Don	1	3	96	100
	College Fellows	5	16	79	100
	College Staff in the Master's Office	0	9	91	100
	Other College Staff	1	17	81	100
	Members of the College Council	2	8	90	100
	Other Students in Your College	23	48	29	100
Yes	Master of your College	3	28	69	100
	Academic Advisor	2	28	70	100
	Residence Life Coordinator	15	45	40	100
	Residence Don	36	43	21	100
	College Fellows	19	23	58	100
	College Staff in the Master's Office	3	27	70	100
	Other College Staff	19	41	41	100
	Members of the College Council	22	25	53	100
	Other Students in Your College	61	31	8	100
1986 Survey					
No	Master of your College	2	6	92	100
	Senior Tutor	1	6	93	100
	Residence Don	1	3	96	100
	College Fellows	2	21	77	100
	Other Students in Your College	15	53	32	100
Yes	Master of your College	7	43	50	100
	Senior Tutor	9	50	41	100
	Residence Don	33	45	22	100
	College Fellows	17	21	62	100
	Other Students in Your College	80	18	2	100

Table 5.

Participation in College and Other Voluntary Activities by Whether in Residence, 2006 and 1986

	Not in Residence		Not in Residence	
	In Residence	In Residence	In Residence	In Residence
	<i>percent participating</i>		<i>percent participating</i>	
College Activity			1986 Survey	
College clubs.	4	13	4	16
College student council.	1	7	3	18
College sports.	4	23	10	38
College newspaper/magazine/journal.	1	6	2	11
College sponsored social/cultural events.	6	38		
College sponsored academic events.	10	19		
College organisations of your own ethnic, cultural or religious group	3	2		
Any other college activity	2	12		
Other Voluntary Activities				
Organisations or clubs in an area of study	10	21	12	19
Organisations or clubs of your own ethnic, cultural or religious group	13	16	12	10
Political organisations/clubs	2	4	5	9
Working at CHRY or Excalibur	1	1	2	3
Student council of your Faculty	2	1		
York Federation of Students	1	1		
Other sports activities	10	25	19	32

Table 6.

Sources of Academic Advising by Whether in Residence

	Not in Residence	
	In Residence	In Residence
	<i>percent participating</i>	
Never had academic advising	21	26
Advising Centre of your Faculty	29	30
Academic advisor at your College	24	24
College Peer Advisors	3	8
Departmental advisor or undergraduate program director	25	25
York Federation of Students Peer Advising Centre	1	1
Individual faculty member	20	23
Friend	35	41
Other	5	6

Table 7.

Rating of Different Aspects of Students' Experience at York

	Very Dis- satisfied	Somewhat Dis- satisfied	Neither Satisfied nor Dis- Satisfied	Somewhat Satisfied	Very Satisfied	Total
	<i>percentage distribution</i>					
All Students						
Your overall experience at York.	2	9	14	56	19	100
Your overall experience at your College at York.	12	10	32	31	15	100
Availability of courses on topics that meet your academic needs.	4	10	13	45	29	100
Quality of the teaching in your courses.	2	12	12	49	25	100
Ability to speak to faculty who teach your courses for advice.	4	11	14	40	31	100
Quality of advice received in choosing courses and for other academic matters.	13	17	20	31	18	100
Quality of library facilities.	1	9	7	35	48	100
Social life at York, chance to meet people and form friendships at York University	8	9	22	33	28	100
Availability of clubs and other activities that suit your interests.	9	10	33	26	23	100
Environment at York - the atmosphere of the place.	5	11	19	40	26	100
Availability of shops and services on campus.	5	8	13	38	37	100
Students NOT in Residence						
Your overall experience at York.	2	9	14	57	18	100
Your overall experience at your College at York.	13	10	33	31	14	100
Students In Residence						
Your overall experience at York.	1	5	10	52	32	100
Your overall experience at your College at York.	3	11	18	36	31	100
1986 Survey						
Students NOT in Residence						
Your overall experience at York.	2	8	15	60	15	100
Your overall experience at your College at York.	17	14	41	20	8	100
Students In Residence						
Your overall experience at York.	2	6	9	62	21	100
Your overall experience at your College at York.	3	6	13	34	44	100

Table 8.
Rating Facilities at the Colleges

	Very Dis- satisfied	Somewhat Dis- satisfied	Neither Satisfied nor Dis- satisfied	Somewhat Satisfied	Very Satisfied	Total
Computer Lab	8	9	32	22	28	100
Study Room	9	9	37	24	21	100
Classroom	5	7	27	37	23	100
Art Gallery	5	4	55	20	17	100
Theatre	8	2	57	17	16	100
Screening Room	8	4	61	16	11	100
Junior Common Room	7	7	57	16	13	100
Senior Common Room	7	5	62	13	13	100
College Council Office	7	6	62	14	11	100
Gym/Workout Space	10	7	45	19	19	100
College Pubs	6	5	46	20	22	100
College food services/cafeterias	9	11	31	27	23	100
Dining Hall	8	8	47	20	17	100

Table 9
Effect of Colleges on University Life, 2006 and 1986

	Not in		Total
	Residence	In Residence	
The Colleges don't have much effect on University life	19	13	18
For some students Colleges beneficial	45	39	45
Colleges improve University life for everyone	13	35	14
I'm not sure	23	13	23
Total	100	100	100
1986 Survey			
The Colleges don't have much effect on University life	14	7	
For some students Colleges beneficial	62	52	
Colleges improve University life for everyone	11	34	
I'm not sure	14	8	
Total	100	100	

Table 10.

Opinions About the College Councils

	Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion	Total
	<i>percentage distribution</i>						
Students NOT in Residence							
Provide important events for students	3	23	33	6	4	32	100
Important part of democratic structure at York	7	26	32	5	2	28	100
Important opportunities to get involved in a social community	9	29	27	6	3	26	100
Important opportunity to develop leadership and other tangible skills	6	26	30	5	5	27	100
Students In Residence							
Provided important events for students	18	35	27	8	2	10	100
Important part of democratic structure at York	27	34	21	8	3	8	100
Important opportunities to get involved in a social community	28	34	20	8	2	8	100
Important opportunity to develop leadership and other tangible skills	27	33	20	7	4	10	100

Table 11.

Rating of the Effectiveness of Academic and Social Orientation for New Students, by Whether in Residence
rated by students who had attended those events only

	Very effective	Fairly effective	Not very effective	Not effective at all	Not sure	Total
	<i>percentage distribution</i>					
Students NOT in Residence						
Academic orientation -- feel connection to York University	17	49	20	10	4	100
Academic orientation -- feel connected to your College at York	13	38	22	19	8	100
Academic orientation -- speak to concerns about starting to study at York	13	45	21	9	12	100
Social orientation -- connect you to York University	35	31	22	7	4	100
Social orientation -- connect you to your College	27	35	21	10	8	100
Social orientation -- speak to concerns about Study at York	19	29	29	13	10	100
Students In Residence						
Academic orientation -- feel connection to York University	18	48	23	8	4	100
Academic orientation -- feel connected to your College at York	25	41	19	10	5	100
Academic orientation -- speak to concerns about starting to study at York	22	53	16	5	5	100
Social orientation -- connect you to York University	52	40	8	0	1	100
Social orientation -- connect you to your College	60	28	11	0	1	100
Social orientation -- speak to concerns about Study at York	36	40	18	4	2	100