

2024 Annual Survey

November 18–December 4, 2024 (n=2,930)

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Summary

Demographics

- Compared to the 2023 Annual Survey, there was improved student turnout from Education, Native Studies, Nursing and Augustana, but reduced turnout from Business. Arts and Science were modestly overrepresented.

DEMOGRAPHIC	2024 ANNUAL	2023 ANNUAL
Women	59.9%	59.9%
Men	32.4%	34.8%
Non-binary or another gender	5.0%	5.7%
International students	10.7%	11.5%
Transgender students	3.4%	3.7%
Disabled students	6.7%	7.0%
Neurodivergent students	28.1%	<i>N/A — 12.9% in 2019</i>
First Nations, Métis, or Inuit students	5.8%	4.4%
Black students	6.6%	5.3%

- Turnout from men remains consistently low over the past decade.
- The proportion of men in Engineering appears to be decreasing toward parity over the past eight years.
- The proportion of men appears to be rising in Nursing and declining in Arts.
- Turnout shows strong racial/ethnic diversity which falls off by year of study, and there may be a retention issue with Black students after the first year.
- The increase in self-identified neurodivergence suggests the need for an evidence-based look at student supports.

Copenhagen Burnout Inventory (Personal Scale)

- Personal scale burnout rates, and rates of high and severe burnout, have decreased since 2022.
- Compared to 2022, fewer students report feeling tired, emotionally exhausted, and lacking energy for family and friends. The UAlberta Canadian Campus



Wellbeing Survey (CCWS) data showed similar improvements over the same interval.

- Self-reported burnout is still higher for women and gender minorities than men, and remains high for transgender students and disabled students.
- Self-reported burnout coincides strongly with food insecurity.

Student Spaces

- Food vendors, purchasing school resources, and meeting with friends were the top three reasons why students visited SUB.
- Students were much more likely to visit SUB for studying and events than in 2012-2015.
- 55% attended events in UASU facilities in Fall 2024.
- Disabled students were especially likely to attend events in specific listed UASU spaces. However, the list was not exhaustive.

Building an Engaged Community

- Self-reported involvement remains higher than pre-COVID. Augustana, CSJ, FNMI, international, and disabled students all consistently have above-average involvement.
- 11% of respondents can't afford appropriate clothes for a job interview, wedding, or funeral, with strong variation by gender and faculty. The least likely faculty to own appropriate clothing was, by a significant margin, Augustana.
- 44% of respondents are involved in student groups this year, consistent with last year. 30% of respondents do not have time to join a student group
- 35% of respondents don't feel like they have the skills or qualifications to be a student leader, with persistent gender gaps.
- Interest in professional development and research opportunities has greatly increased (54%, up from 46-48%, and 40%, up from 32-34%). This reflects students' strong interest in skill development.
- Interest in volunteering remains lower than pre-COVID but may be recovering.
- Half of respondents work during the school year; upper-year students are much more likely than first-years to work.
- Half of respondents report that they get to campus using the bus, and 41% use the LRT. 35% of students walk, while 20% drive and 11% carpool.

Advocating for Student Needs

- Over the past two years, 27% have been unable to find work (a significant increase from past years), 18% have been underemployed, 4% have faced unstable housing situations (e.g. couch-surfing, living in a vehicle, sleeping rough), and 9% have faced other unhealthy or unsafe housing situations (e.g. with an abusive partner/family member/roommate). Disabled students were



more likely to have been underemployed, and much more likely to face unsafe housing situations.

- At least 33% of students skip meals due to the cost of food. 16% skip a meal once a week or more. However, these rates have improved compared to 2018 and 2023.
- Food bank usage has decreased across most demographics, but appears to have increased among Black students.
- 22% of respondents do not have a family physician in Alberta. 9% know nothing about having a family physician.
- Only 32% of respondents claim they can always afford a good variety of food, with 5% indicating that they can never/almost never afford a good variety of food. This food insecurity measure especially impacted disabled, Indigenous, and transgender students.
- 8% of respondents who take public transit never tap on and off.
- 4.5% of respondents can't afford at least one pair of properly fitting shoes and at least one pair of winter boots.
- 21% of disabled students versus 10% of all students state that classroom accessibility is 'poor' or 'very poor.'
- Students reported that accessible routes/doors are often blocked, closed, or do not work, making it hard for them to navigate campus.
- 14% (and much higher in Business, Science, and KSR) had classes with serious issues due to a classroom being very large; 9% (rising to 12% in Education) had classes with serious issues due to it being very small.
- 81% bank with one of Canada's 'Big Five.' Overwhelmingly, they selected their bank due to who their family banks with. Other popular reasons include bonuses, good credit cards, good student plans, convenience and bank reputation/public image.
- When asked about dietary requirements, 7% have halal requirements, 7% vegetarian, 5% have serious allergies, 2.6% are gluten free for medical reasons, 1.3% are vegan, 1.2% are gluten free by choice, and 0.8% have kosher requirements. Students who have kosher and halal requirements were more likely to have visited food banks.
- Virtually all Augustana respondents like the 3/11 schedule and report that it decreases their stress levels.

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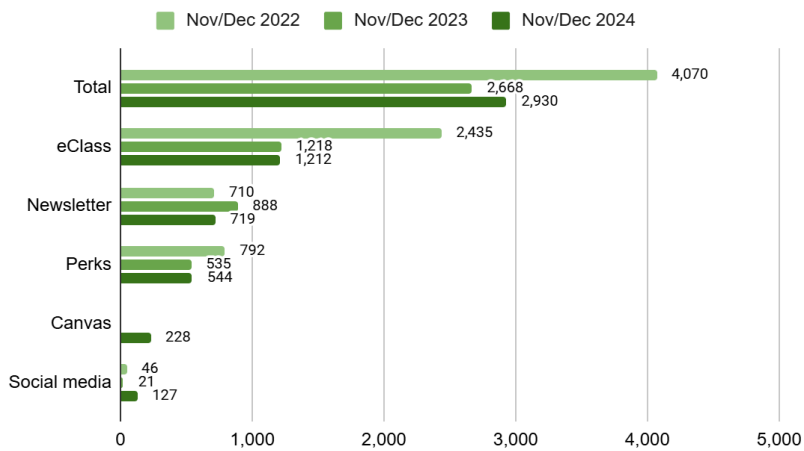
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Sample Collection

The 2024 UASU Annual Survey ran from November 18 to December 4, 2024, in both French and English. It received 2,930 responses. This was a 10% increase from 2023 but significantly lower than 2022. While this was not a random sample, it included 8% of UASU membership across all faculties and years of study.

> Turnout was up 10% since last year, but still lower than hoped.

Annual Survey responses by collector - top collectors only



> Second year of low turnout from eClass link, but eClass still the leading source of responses.

> First year of the Canvas link had a notable impact (+8%). Likely to increase with Canvas rollout.

Around 1% of respondents self-identified as 'not an undergraduate student,' but a good portion of those appeared to be from programs that are technically undergraduate UASU members (e.g. MD, PharmD) but not commonly understood as undergraduates.

UASU Perks (perks.uasu.ca) is a gamification platform. UAlberta students earn points for activities like checking in at events, participating in a donor-backed vaccination promotion contest, or taking small surveys. Students can redeem points for real-world goods (e.g. branded socks or mugs). Students who finished the survey had the option to claim 500 Perks points (equivalent to 5-10 normal activities) and a chance to win a \$300 grocery gift card or one of five \$50 grocery gift cards. This was the highest investment in prizing since 2019. The impact of prizing increases appears to have been very low; much of this year's growth can be attributed to the Canvas link.

> Highest investment in prizing since 2019.

Demographics

Faculty

Thanks to the Registrar's Office, the UASU was able to compare the faculty-level turnout to individual faculties' international undergraduate enrollment ratios as of October 2024. Faculty-level distribution improved upon the 2023 Annual Survey: notably, Augustana, Education, Native Studies, and CSJ were proportionally represented this year. However, Business turnout fell, and Law, Open Studies, and Pharmacy remained low.

> Broad turnout across faculties, with similar distortions to 2023 and 2022.

> Improved and proportional turnout from Augustana, Education, Native Studies, and CSJ.

> Reduced turnout from Business.

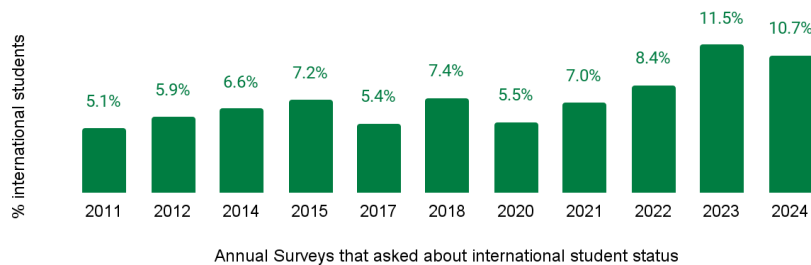
> Arts and Science students were somewhat overrepresented.

Faculty	Faculty as % of UG students		International UG as % of faculty	
	Fall 2024 voter roll	Survey	Actual	Survey
ALES	4.8%	5.4%	8.8%	6.3%
Arts	19.0%	22.4%	12.3%	6.2%
Augustana	2.2%	2.0%	17.1%	10.2%
Business	9.3%	6.8%	16.6%	15.2%
Education	7.8%	7.4%	0.8%	2.8%
ENGG	13.6%	13.0%	14.6%	17.9%
CSJ	2.2%	2.3%	2.0%	4.5%
Native Studies	0.5%	0.7%	0.6%	-
KSR	4.1%	3.5%	7.0%	2.9%
Law	1.6%	0.3%	0.9%	-
MedDent	3.1%	2.0%	6.1%	1.7%
Nursing	4.0%	3.1%	5.0%	6.7%
Open Studies	3.9%	0.9%	11.7%	4.0%
PharmSci	1.6%	0.9%	0.7%	11.5%
Science	22.3%	27.9%	20.0%	16.0%

International Students

Improving international student turnout has been an ongoing priority for the Annual Surveys, but this year repeated last year's strong turnout. International students represented 10.7% of responses, were around 12.2% of actuals (undergraduates minus PGME postgraduates) in October 2024, and were 12.9% of undergraduates in the 2024/25 Annual Enrolment Report.

> International students were 11% compared to 12-13% of actuals, a modest underrepresentation.



Where is international turnout weakest?

- The table under 'Turnout by Faculty' should be taken with a grain of salt due to the small numbers of international students in any given faculty, both in actuals and in the survey. However, it suggests that efforts to engage international students in surveys and similar projects could have room to grow in Arts, Augustana, and KSR.
- The University's 2023 [Undergraduate and Graduate Enrolment Report](#) lists international students' countries of citizenship (figure 14). Roughly 40% of international undergraduates last year were citizens of China, South Korea, and Japan, but among international respondents to the 2024 Annual Survey, only 16% self-identified as East Asian. This likely underrepresentation parallels longstanding challenges of representation and engagement that the International Students' Association (ISA) has noted in past years, and underscores the importance of engaging international students from all source countries.

> International turnout may be low in Arts, Augustana, and KSR, and among Chinese international students.

Year of Study

Similar to the last three years of UASU Annual Surveys, and departing from previous years, this year saw high engagement from first-year students. This aligns with the UASU's efforts to engage first-year students through orientation, events, and communications.

> First-year student turnout was high compared to upper-year turnout.

42% of respondents were first-year students, compared to 28% of the Fall 2024 UASU voter roll. Where valuable, results are cross-tabulated by year of study to eliminate this distortion.

Disability

6.7% of respondents self-identified as disabled in a question that used identity-first language; another 3.3% preferred not to say. The result is consistent with last year (7.0%) and with the [Student Diversity Census](#) (where around 10% self-identified with some form of disability, and 7.0% explicitly self-identified as a person with a disability). Note that the SDC included graduate students. However, the SDC's very large sample size makes it a crucial point of reference.

> 6.7% of respondents self-identified as disabled.

Gender

Question formats have shifted (notably in 2018, 2020, and 2021) based on changing norms and student feedback. This survey's sample is generally consistent with previous years.

> The majority of survey respondents identified as women.

- Women: 59.9% (compared to 59.9% in the 2023 Annual Survey, 63% in the undergraduate portion of the SDC (n=4,917), and 53.8% of undergraduates in the 2024/25 Annual Enrolment Report).
- Men: 32.4% (compared to 32.2% in 2023, 33% in the SDC, and 45.4% in the Annual Enrolment Report).
- Non-binary or another gender identity: 5.0% (compared to 5.7% in 2023, ~4-5% in the SDC, and 0.8% 'Another Gender Category' in the Annual Enrolment Report).
- Prefer not to say: 2.7% (compared to 2.3% in 2023).

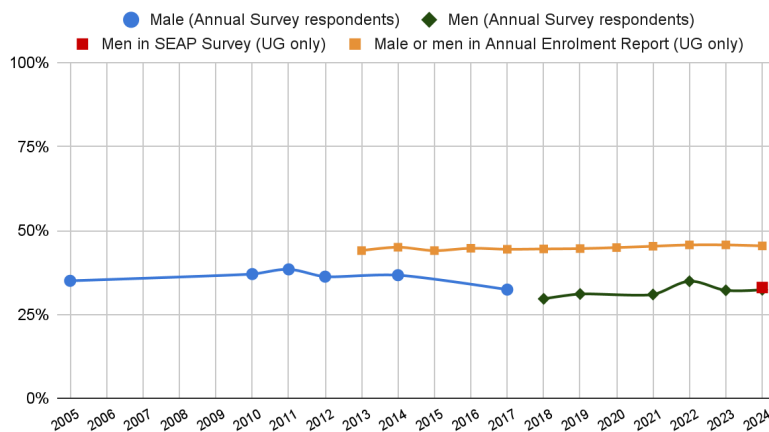
> Low turnout from men, consistent with other large surveys.

And, in a separate question:

- Transgender: 3.4% (compared to 3.7% in 2023 and 1% in the undergraduate portion of the SDC).
- Cisgender: 94.0% (compared to 93.8% in 2023).
- Prefer not to say: 2.5% (compared to 2.5% in 2023).

The proportion of undergraduate male students or men (depending on survey phrasing) who take the Annual Surveys is consistently farther away from actuals than it was in 2014 and earlier. Men represent a little under half of undergraduates but around one third of survey respondents. As a result, many of the questions below are cross-tabulated by gender.

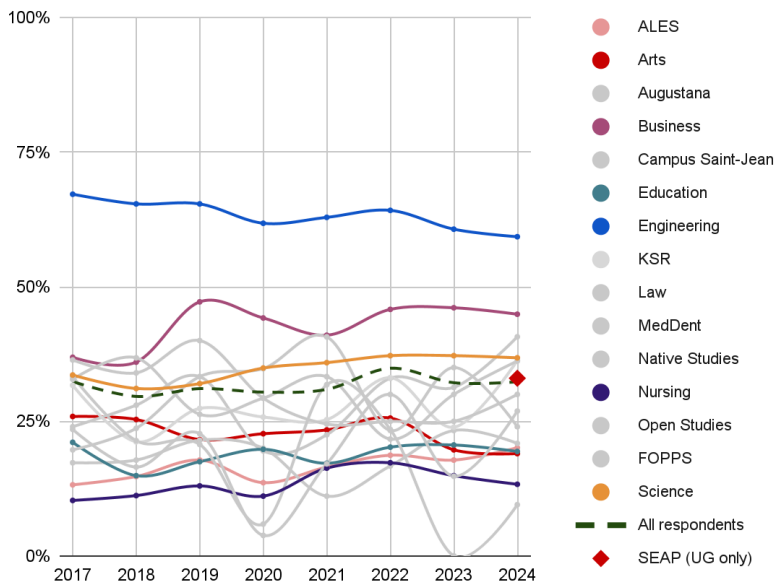
Male students or men as % of survey respondents and all UG



The concept of 'male flight' from certain fields of study came up during this survey's analysis, and the Annual Survey data offers some points of interest. Secured raw data was still available for the 2017-2024 Annual Surveys and could be reassessed at the intersection of gender and faculty. The following chart highlights only a few faculties for ease of viewing. Note that smaller faculties, especially smaller professional faculties, will show less representative data and more variation.



Men as % of UASU Annual Survey respondents by faculty



We know that men are underrepresented in this data in each year, but we do *not* know that they are underrepresented to the same degree in each faculty. However, if we assume that the same combinations of factors that lead to men's underrepresentation in the data will have similar impacts across most faculties, we can suggest approximate trends in gender proportions by faculty. Over eight years of Annual Survey respondents, representing around 8-12% of undergraduate students, the data suggests the following:

- Relatively low proportions of men in several faculties: consistently in Education and Nursing, but also in Pharmacy, Agriculture, and the Faculty of Arts.
- A potential decline in the proportion of men among Arts respondents.
- A very high proportion of men among Engineering respondents, but decreasing.
- An interesting uptick in men among Nursing respondents, concurrent with the COVID-19 pandemic, and consistent with [trends noted elsewhere](#).

> Relatively low proportions of men in many fields, and a possible decline in Arts.

> Engineering approaching gender parity.

> Potentially increased numbers of men in Nursing.

Race and Ethnicity

This question ran in a 'choose all that apply' format. The UASU received multiple student suggestions to split the category 'Middle Eastern or North African (MENA),' which accounted for 4.0% of respondents in 2023. 11.6% of respondents selected two to four categories each, consistent with 10% in 2023.

- Black (African, African-Canadian, Black Indigenous, etc.): 6.6%, up from 5.3% in 2023.
- First Nations, Métis, and/or Inuit: 5.8%, up from 4.4% in the 2023 Annual Survey, and compared to 4.9% of undergraduates in the 2024/25 enrolment report.
- Middle Eastern: 2.6%
- North African: 1.3%
- South Asian: 12.7%, down from 14.1%.
- East Asian: 13.6%, up from 12.8%.
- Southeast Asian: 10.0%, up from 9.1%.
- White or Caucasian: 52.8%, down from 55.1%.
- Hispanic or Latine: 2.7%, up from 2.2%.
- Prefer not to say: 4.2%, down from 4.5%.

> Turnout improved for Black, First Nations, Métis and/or Inuit, East Asian, Southeast Asian and Hispanic or Latine students.

> 11.6% of respondents selected more than one of the categories.

A text field allowed students to make additional input. 71 responses were received, up from 43 in 2023. Several respondents asked for distinction between eastern and western European. With a small number of non-substantive answers removed:

- West Indian/Indo-Caribbean
- West Asian (x3)
- Ukrainian
- Sri Lankan
- South American
- South African
- Slovenian
- Slavic-Polish
- Serbian
- Scandinavian
- Punjabi
- Persian (x2)
- Pakistani



- Pacific Islander
- Nepali
- Mixed race is an identity in itself
- Mixed race (x4)
- Mixed (South Asian and North African)
- Mixed - East Asian/White
- Mix of Europe and Turkish
- Mennonite
- Jewish (x2)
- Italian
- Indian (x8)
- Haitian-Canadian
- Filipino (x2)
- European (x4)
- Chinese (x2)
- Central Asian (x7)
- Caribbean
- Canadian (x2)
- Armenian
- Croatian
- Algeria
- African

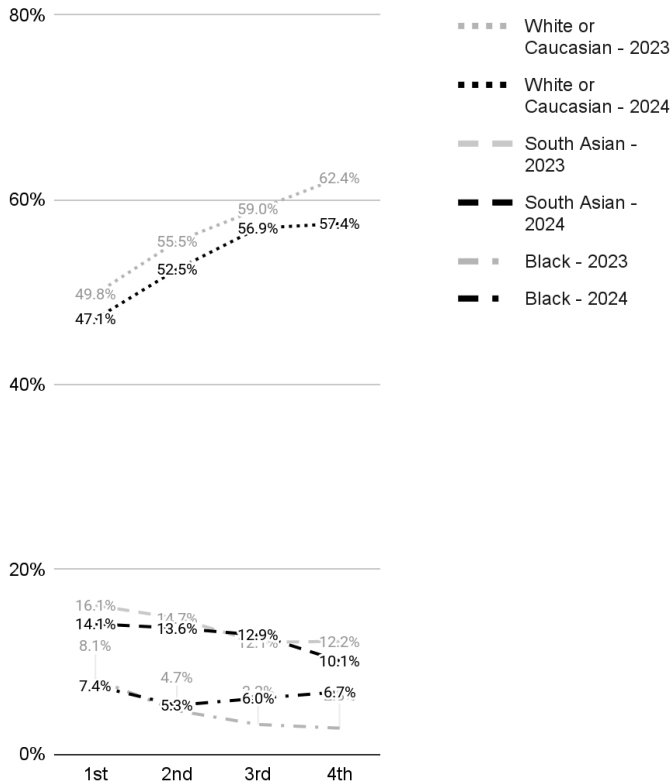
The 2023 Annual Survey found that racial/ethnic diversity shifted significantly by year of study, with particular falloffs among South Asian and Black respondents. This raised speculation about survey engagement but also about year-over-year University retention.

> The sample shows a notable falloff in racial/ethnic diversity by year of study.

The 2024 survey sees similar falloff among South Asian respondents, and among Black respondents after first year, but does not see the same significant falloff among Black respondents between first and fourth years. The proportion of white or Caucasian respondents, as with 2023, escalates by year of study, suggesting the possibility that other students may be facing higher barriers to finishing their degrees.



Race/ethnicity as proportion of year of study



In response to the 2023 data, some University administrators suggested that the sharp falloff among Black students actually reflected a strong new emphasis on diversity in recruitment, and this may certainly be a factor, as this first-year-heavy survey showed a notable increase in Black respondents overall.

> There may be a retention issue with Black students between first and second year.

However, if strong recent recruitment were the only factor, the 2024 survey would not show a *recurring* first-to-second-year falloff among Black respondents. While these UASU surveys only include a fraction of students, they certainly suggest the need for the University to assess retention and graduation metrics through the lens of access, community, and belonging.

> The University should assess retention in the context of access, community, and belonging.

Neurodivergence

"The term 'neurodivergent' is often used by students who have neurological conditions, including but not limited to autism, dyslexia, ADHD, learning disabilities, bipolarity, OCD, etc. Do you consider yourself neurodivergent?"

> 28% consider themselves neurodivergent, up from 13% who considered themselves neurodiverse in 2019.

- Yes: 28.1%
- No: 64.6%
- Prefer not to say: 7.4%

A similar question ran in the 2019 Annual Survey: *The term 'neurodiverse' is often used by students who have neurological conditions, including but not limited to Asperger's, dyslexia, ADHD, learning disabilities, bipolarity, OCD, etc. Do you consider yourself neurodiverse?*

- Yes: 12.9%
- No: 83.2%
- Prefer not to say: 3.9%

Other data offers context:

- [Student Diversity Census](#): "Just over one-third of [all] respondents experienced "emotional, psychological, or mental health" conditions (36.0%), which is followed by "learning, remembering, or concentrating" conditions (16.0%)..." However, there are differences between *current* conditions and long-term or intrinsic conditions, with implications for identity.
- [Statistics Canada, "Canadian Survey on Disability, 2017 to 2022"](#): Of Canadians aged 15-24, around 13-14% have a mental health-related disability (a large increase since 2017) and around 9% have a learning disability.
 - Note that many neurodivergent people do not identify as disabled. The 2024 Annual Survey asks an ND question and a separate disability question to explore this: only one-fifth of neurodivergent respondents (20.4%) identify as disabled.

> The number of Annual Survey respondents who self-identify as neurodivergent or neurodiverse has more than doubled in five years.

> Only 20% of neurodivergent respondents self-identify as disabled.



- UASU Perks survey, Nov 2024, n=1,346: **24%** of respondents who chose to answer a choose-all-that-apply question about relevant marginalizations self-identified as neurodivergent.
- UASU Perks survey, Oct 2024, n=1,283: "Do you consider yourself neurodivergent? (This is a wide-ranging term that's often understood to include people with learning disabilities, autism, ADHD, OCD, and many more.)" **Yes: 25%**. No: 41%. Maybe: 28%. Prefer not to say: 5%.

These results reinforce that the number of Annual Survey respondents who self-identify as neurodivergent or neurodiverse has more than doubled in five years — during which mental health has been a priority across many programs and offices.

These surveys' high rates of self-reported neurodivergence may reflect some combination of a more diverse student body, changing norms, increased awareness, decreasing stigma, and/or other factors.

For example, the emerging *prevalence inflation hypothesis* suggests that some well-intentioned mental health awareness tactics may be leading people in distress (such as from frequent student concerns like isolation, food insecurity, precarious housing, and the rising cost of living) to interpret their mental health challenges as permanent conditions, and that some people may then think, act, and perceive themselves in ways that lead to poor outcomes.¹

Supporting neurodivergent students and students in distress is extremely important. However, this survey's results suggest the need for an evidence-based look at what approaches work or may be counterproductive.

> Results suggest a need for an evidence-based review of what mental health awareness/support efforts work and which may be counterproductive.

¹ For example, see Lucy Foulkes and Jack L. Andrews, *Are mental health awareness efforts contributing to the rise in reported mental health problems? A call to test the prevalence inflation hypothesis*, New Ideas in Psychology, Volume 69, 2023, 101010, <https://doi.org/10.1016/j.newideapsych.2023.101010>

Copenhagen Burnout Inventory (Personal Scale)

The CBI is a three-part instrument designed to measure personal, work-related, and client-related burnout. In this survey, as with the [2022 Annual Survey](#), we found space for bilingual versions of the personal burnout section, as well as one student-relevant question ('I don't have enough energy for family and friends during leisure time') from the work-related burnout section.

Each question in the personal scale is scored numerically (always=100, often=75, sometimes=50, seldom=25, never/almost never=0) and an individual's total score for the personal burnout section is the average of those responses. As per the CBI's marking instructions, this gives us a personal burnout rating out of 100. (50-74 is moderate burnout, 75-99 is high burnout, and 100 is extreme burnout.)

Since some of these questions are closely related, the NFA recommends distributing them throughout a larger survey to reduce distortions. We needed to adjust some wording to make the available French and English versions align more closely.

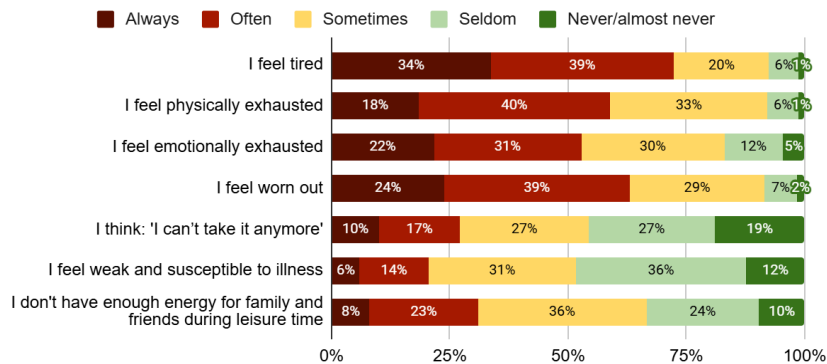
Compared to 2022, moderate burnout remains the norm, but rates of high and severe burnout are somewhat lower, as are average burnout ratings.

Metric	2022	2024
Average burnout rating	61.3	59.8
Rate of severe burnout	2.9%	2.0%
Rate of high burnout	28.7%	25.9%
Rate of moderate burnout	40.4%	43.5%
Rate of low to zero burnout	28.0%	28.6%

> Average burnout is slightly lower but still moderate.

> 28% of respondents are highly or severely burned out, compared with 32% in 2022.

The burnout index calculation above was run with only the 2,659 respondents who answered all six personal burnout questions. This was not necessary for the individual-question summaries:



Three of these questions showed improvement since 2022.

Always + Often (top 2 categories of 5)	2022	2024
I feel tired	80%	72%
I feel physically exhausted	61%	59%
I feel emotionally exhausted	60%	53%
I feel worn out	65%	63%
I think: 'I can't take it anymore'	27%	27%
I feel weak and susceptible to illness	19%	20%
I don't have enough energy for family and friends during leisure time (<i>not part of Personal Scale rating</i>)	45%	31%

> Compared to 2022, fewer students report feeling tired, emotionally exhausted, and lacking energy for family and friends. The UAlberta CCWS data tracked similar improvements over the same interval.

As a useful point of reference, the UAlberta Canadian Campus Wellbeing Survey data saw very similar declines between 2022 and 2024 in 'feeling hopeless' and 'felt tired.'

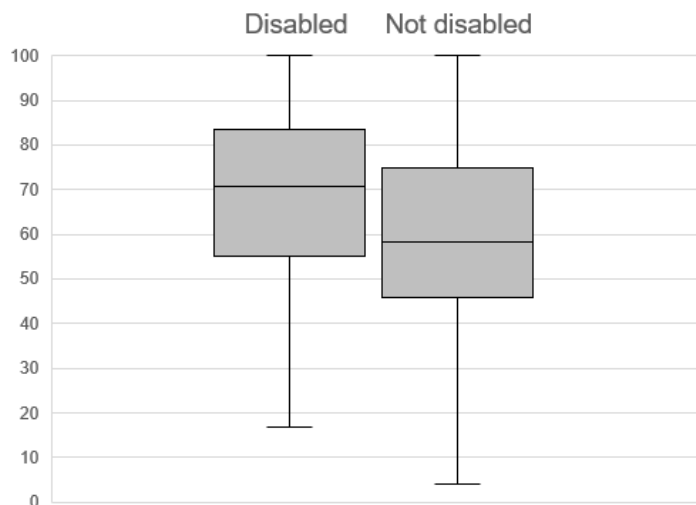
The 2022 Annual Survey noted high self-reported burnout among women and gender minorities, disabled students, and food-insecure students. Revisiting those variations, the 2024 survey found:

- Responses to these questions were highly gendered again but easing off, with average ratings of 52 for men (stable since 2022), 63 for women (down from 65), and 69 for non-binary students or another gender identity (down from 71).
- Transgender students had an average rating of 68 (down from 70).
- Current food insecurity (further analyzed in later sections) scaled directly with burnout.
 - Skips meals due to the cost of food...
 - More than twice a week: a burnout rating of 72
 - Once or twice a week: 68
 - Once or twice a month: 66
 - No: 56
 - Prefer not to say: 61
- Disabled students had an average CBI personal scale burnout rating of 70, down from 73 in 2022 but still much higher than the average of other respondents.

> Self-reported burnout still higher for women and gender minorities than men.

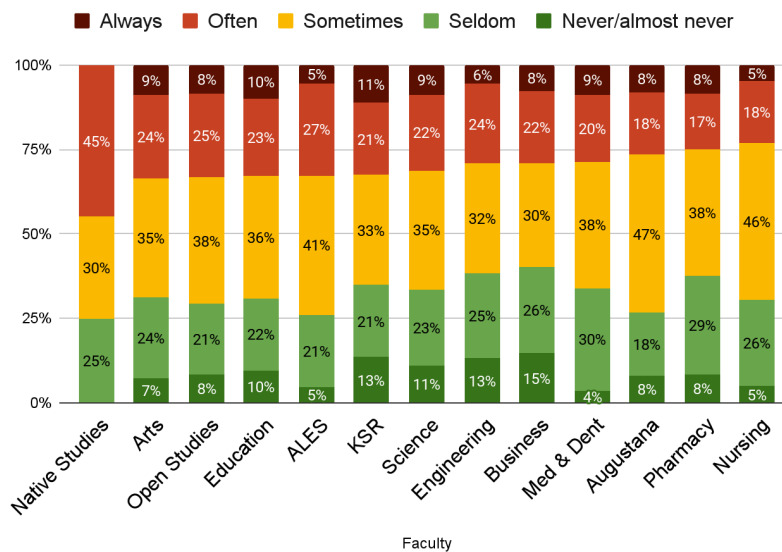
> Self-reported burnout still high for transgender students and disabled students.

> Self-reported burnout scaling with food insecurity.



There were notable differences in some of the CBI questions. For example, students in Business, Engineering, KSR, and Science were especially likely to have enough energy for family and friends during leisure time, while students in ALES, Native Studies, Arts, and Augustana tended to be having a more challenging time.

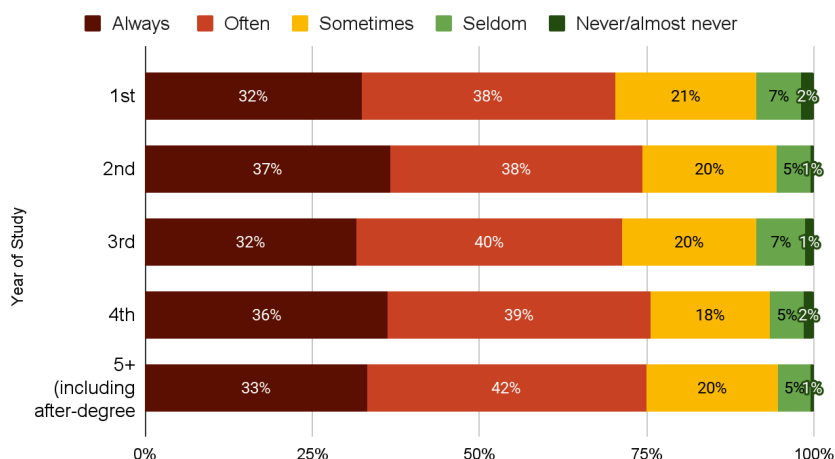
I don't have enough energy for family and friends during leisure time.



Feelings of being tired were highest in second year and in fourth year or above. Less than 2% of respondents, regardless of year of study, were never or almost never tired. Over 50% of students in all years of study either always or often felt tired. Specifically, approximately 75% of students in their second, fourth and fifth years, including after degrees, were always or often tired.

> Over 50% of students always or often felt tired, scaling up by year of study.

"I feel tired"

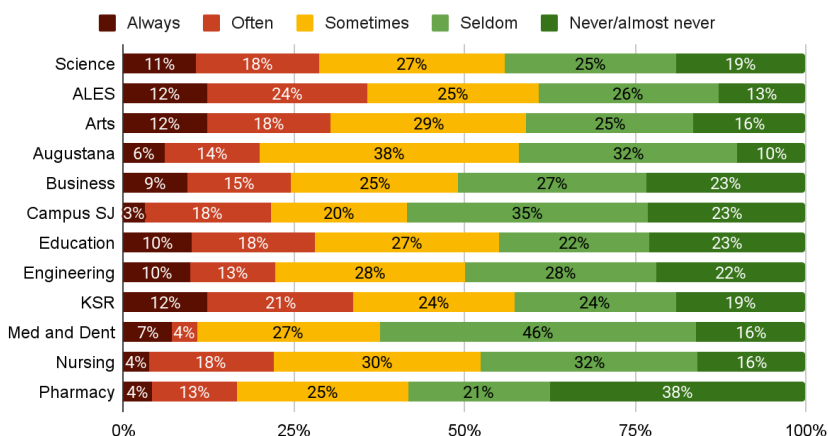


Only 24% of respondents report never thinking "I can't take it anymore," while a troubling 21% often and 12% always think it.

> Only 24% of respondents never think "I can't take it anymore."

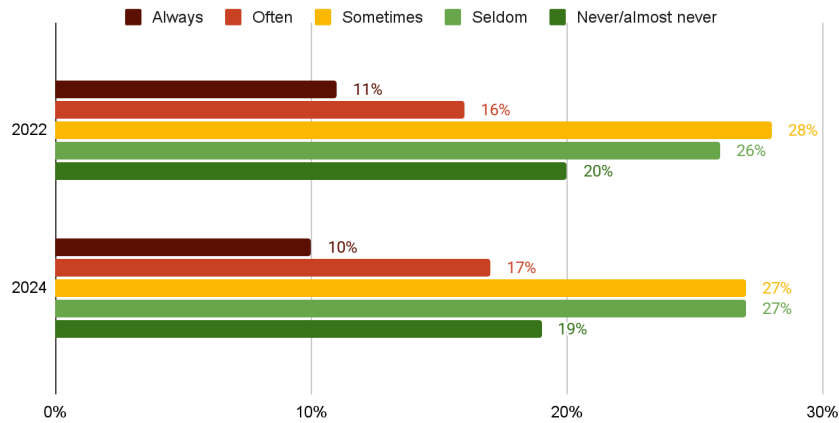
Respondents in KSR, ALES and Arts were the most likely to report that they always think "I can't take it anymore." The only faculties with the majority of their students stating that they seldom or never think "I can't take it anymore" were Business, CSJ, Medicine and Dentistry, Engineering and Pharmacy.

I think: "I can't take it anymore"



These results were closely comparable to the 2022 Annual Survey, reflecting a persistent situation affecting a large share of students.

I think: "I can't take it anymore"



Student Spaces

"What are the primary reasons that you visit the Students' Union Building? (Choose all that apply)"

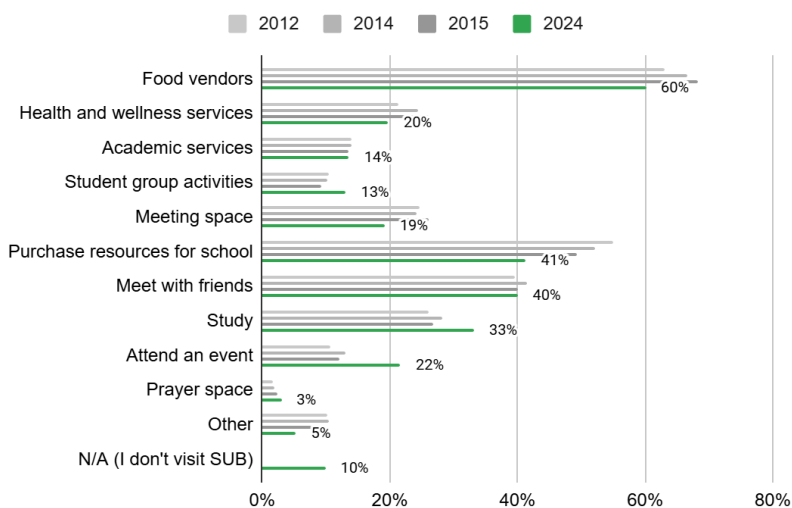
While the inclusion of an 'N/A (I don't visit SUB)' option may have thrown off comparability to the versions of this question that ran in 2012, 2014, and 2015, it seems clear that respondents have become less likely to visit SUB to purchase resources for school, more likely to visit SUB to study or for student group activities, and almost twice as likely to attend events in SUB as a decade ago.

> Food vendors, purchasing school resources, and meeting with friends were the top three reasons why students visited SUB.

> Students are much more likely to visit SUB for studying and events than in 2012-2015.

"What are the primary reasons that you visit the Students' Union Building? (Choose all that apply)"

2024 delivered options in randomized order; unknown if previous years did so.



The 'I don't visit SUB' cohort is of interest, as SUB aims to be undergraduates' 'living room and civic centre.' These students were closely comparable to any other respondents (apart from the portion who attend Augustana or Campus Saint-Jean).

"At which UASU facilities have you attended events this semester? (Choose all that apply.)"

55% of respondents attended events in UASU facilities in Fall 2024. This question also served to highlight which spaces are owned and operated by the UASU. These numbers refer to all respondents, including CSJ, Augustana, and part-time students.

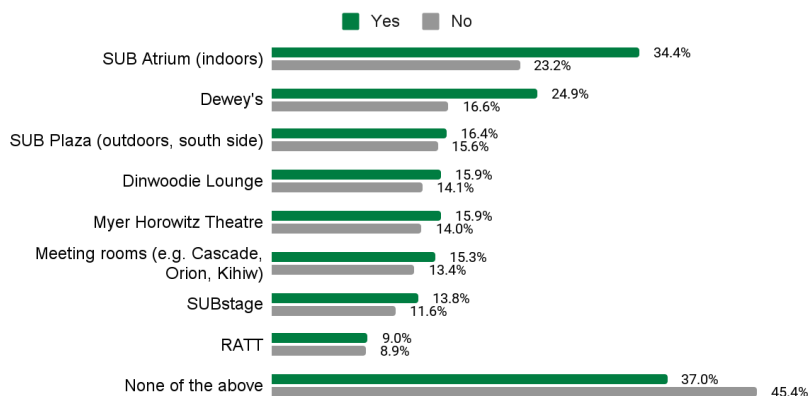
> 55% attended events in UASU facilities that semester.

- None of the above: 45%
- SUB Atrium (indoors): 24%
- Dewey's: 17%*
- SUB Plaza (outdoors, south side): 16%
- Dinwoodie Lounge: 14%
- Myer Horowitz Theatre: 14%
- Meeting rooms (e.g. Cascade, Orion, Kihiw): 13%
- SUBstage: 12%
- RATT: 9%*

*Note that these are only the portion of respondents who had attended *events* at Dewey's and RATT; many other students visit these businesses without attending events.

Attended events at UASU spaces in Fall 2024

By answer to 'Do you identify as disabled?' ('Prefer not to say' responses excluded.)



> Disabled students were especially likely to attend events in UASU spaces, with no red flags for the listed spaces.

We filtered these responses through the disability question, in case disabled students turned out to be significantly less likely to attend events in any particular space. This was not the case. Across the UASU spaces we listed, disabled students



were more likely to have attended events in Fall 2024 than respondents who answered 'no' on the disability question, and 63% of disabled respondents had attended events in at least one UASU space.

Future research could explore a broader list of spaces informed by disabled students, such as input about events on the Atrium terraced seating.

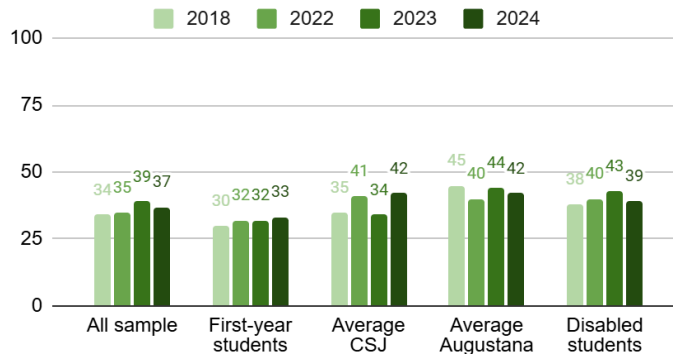
Building an Engaged Community

How involved are you on campus this year? (Examples: campus recreation, faculty/department association, clubs, volunteering, attending events.)

For a second year, average involvement has remained higher than pre-COVID.

> Self-reported involvement remains higher than pre-COVID.

Average self-reported involvement out of 100



> Augustana, CSJ, FNMI, international, and disabled students all have above-average involvement.

Demographics that showed relatively high engagement in the 2023 survey (e.g. First Nations, Métis, and/or Inuit students and international students) remained high, in the low-to-mid 40s.

Do you have appropriate clothes to wear for special occasions, like a job interview, wedding, or funeral?

This is a new question adopted from *Measuring Poverty with a Material Deprivation Index (MDI): An Updated Index for Canada*, released by Food Banks Canada and its partners in 2024.

- Yes: 69.0%
- No, but I could afford them: 20.4%
- No, can't afford them: 10.7%

> 11% of respondents can't afford appropriate clothes for a job interview, wedding, or funeral.

The proportion of respondents who selected 'can't afford them' varied widely. For example, by gender:

> Strong variation by gender and faculty.

- Woman: 10.8%
- Man: 8.6%
- Non-binary or another gender identity: 16.7%

By transgender identity:

- Transgender: 18.9%
- Cisgender: 10.0%

By faculty:

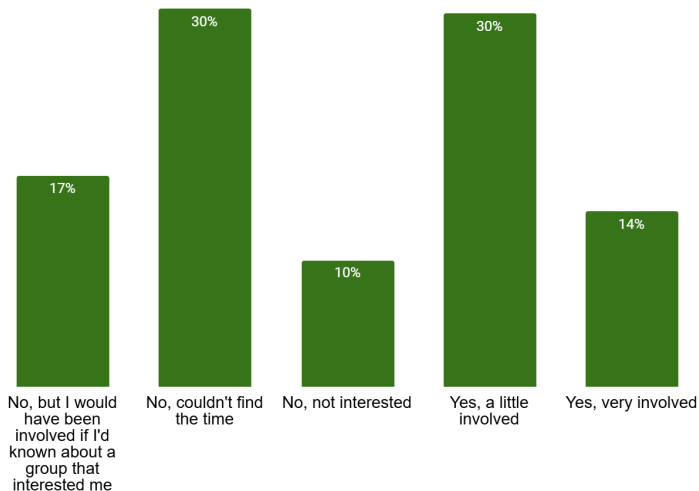
- Business: 6.4%
- Campus Saint-Jean: 16.9%
- Education: 16.5%
- KSR: 5.6%
- Pharmacy and Pharmaceutical Sciences: 16.7%

The least likely faculty to own appropriate clothing was, by a significant margin, Augustana. Of the Augustana respondents, under 60% owned this kind of clothing.

The UASU supports a diverse ecosystem of clubs and other student groups. BearsDen lists over 400 of them. Have you been involved in student groups this semester?

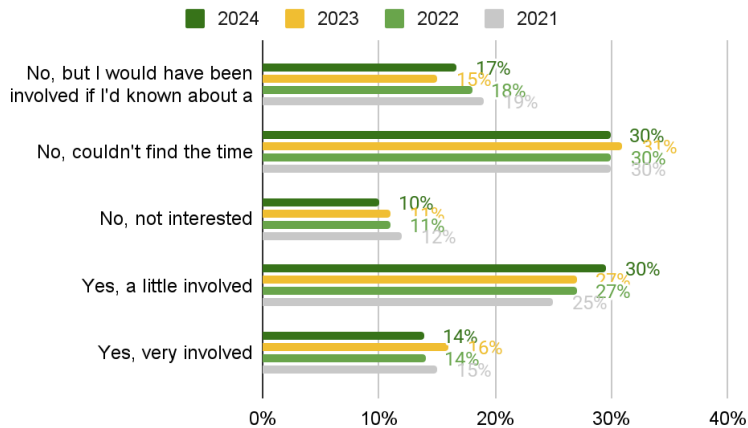
44% of respondents reported that they were involved in student clubs and groups this year. 30% cite that lack of time prevented them from getting involved.

> 44% of respondents are involved in student groups this year, consistent with last year.



These responses are in line with previous years' surveys, with slight increases in the proportion of students who are a little involved in student clubs and groups (27% in 2023 to 30% in

2024) and those who were not involved, but would if they found a group they liked (15% in 2023 to 17% in 2024).

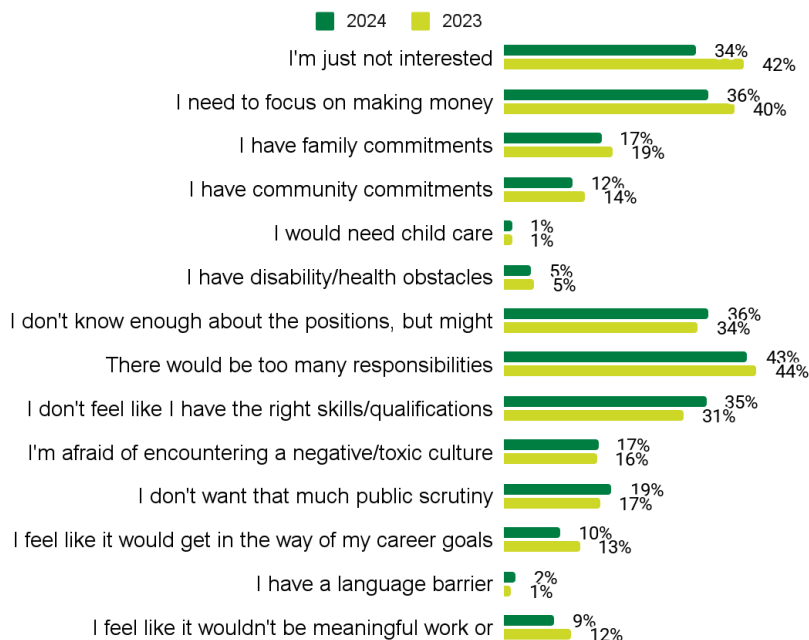


> 30% of respondents do not have time to join a student group

What would be your main obstacles to pursuing student leadership roles? Choose all that apply.

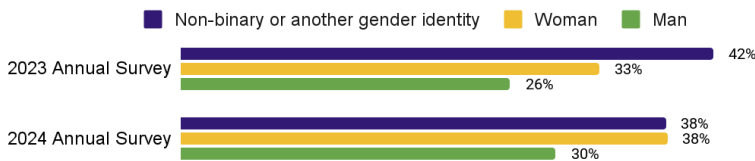
43% of students state that a main obstacle to them pursuing a leadership role is the amount of responsibilities they have. 36% feel that they do not know enough about leadership roles, but are interested to know more. Additionally, 35% don't feel like they have the skills to be a student leader.

> 35% of respondents don't feel like they have the skills to be a student leader.



This question was repeated from the [Identity Matters 3](#) project. IM3 established significant gender gaps on several of these questions. As one key example, women and non-binary respondents were more likely than men to cite obstacles like 'I don't feel like I have the right skills/qualifications,' an imbalance which is also commonly noted in external research. This gender gap also appears in the 2024 Annual Survey.

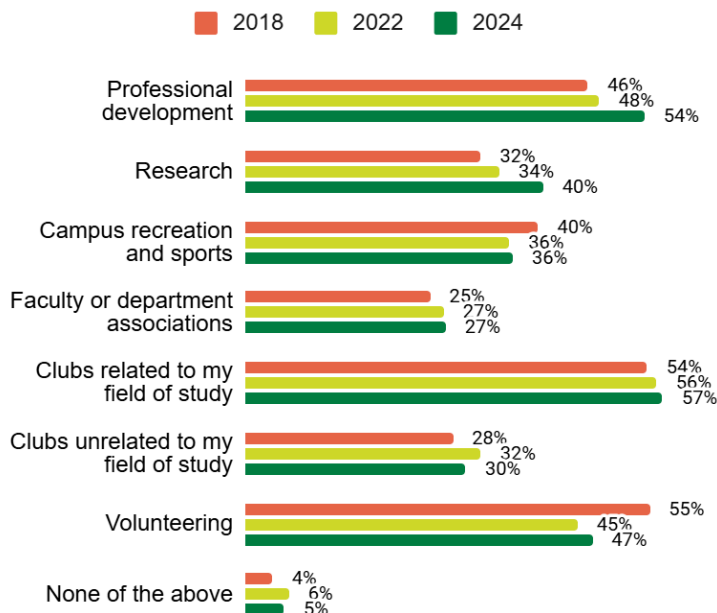
Percent who don't feel they have the right skills/qualifications to pursue student leadership roles



> Persistent gender gap in seeing themselves as qualified to pursue leadership roles.

What kinds of opportunities interest you the most? Choose all that apply.

This question was repeated from the 2018 and 2022 Annual Surveys.



> Interest in professional development and research opportunities has radically increased.

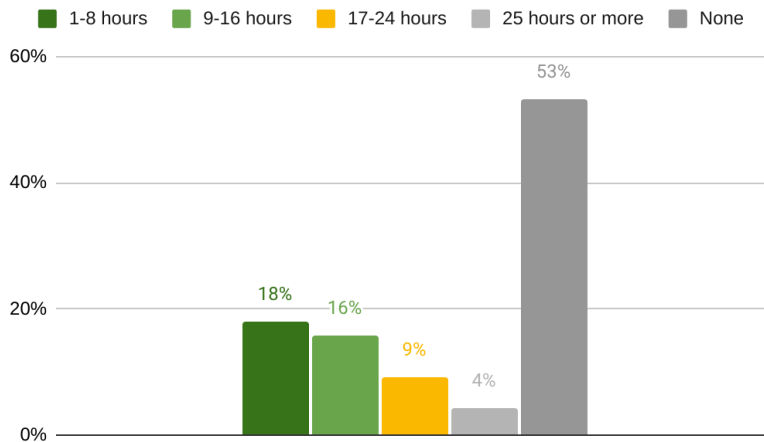
> Interest in volunteering remains lower than pre-COVID but may be recovering.

How many hours a week do you spend on paid employment?

Around half of respondents had paid employment while enrolled in school: 47%, decreased from 49% in the 2017 Annual Survey. 18% worked only 1-8 hours a week, and very few (13%) worked 17 hours or more.

> Half of respondents work during the school year.

How many hours a week do you spend on paid employment, while in school?

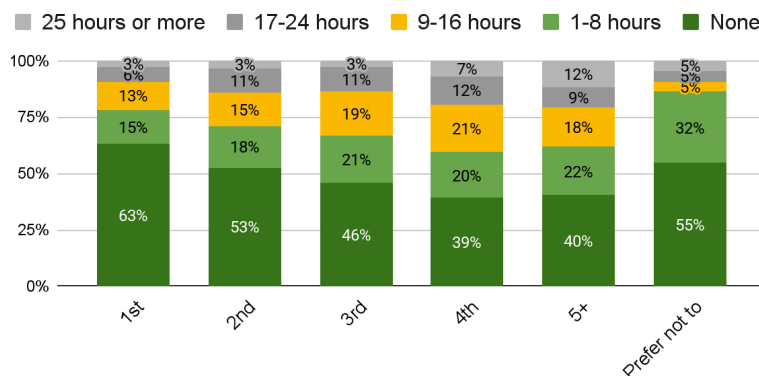


> 18% of students only work 1-8 hours a week during the school year.

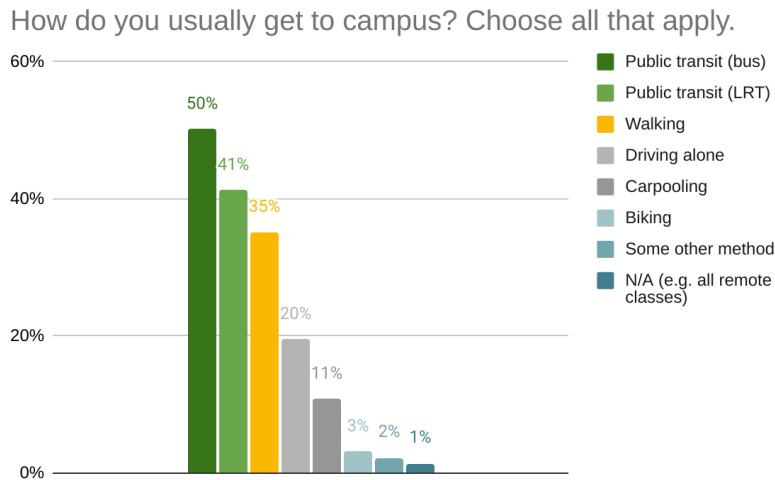
> 63% of first years do not work while in school, compared to 39% of fourth years.

Dividing this data by year of study, 63% of respondents in their first and 53% in their second years reported not working while in school. This proportion drops to 46% for third years and 39% for fourth years.

How many hours a week do you spend on paid employment, while in school?



How do you usually get to campus? Choose all that apply.
Half of respondents report that they get to campus using the bus, and 41% use the LRT. 35% of students walk, while 20% drive and 11% carpool. Only 1% of respondents are in only remote classes.



Advocating for Student Needs

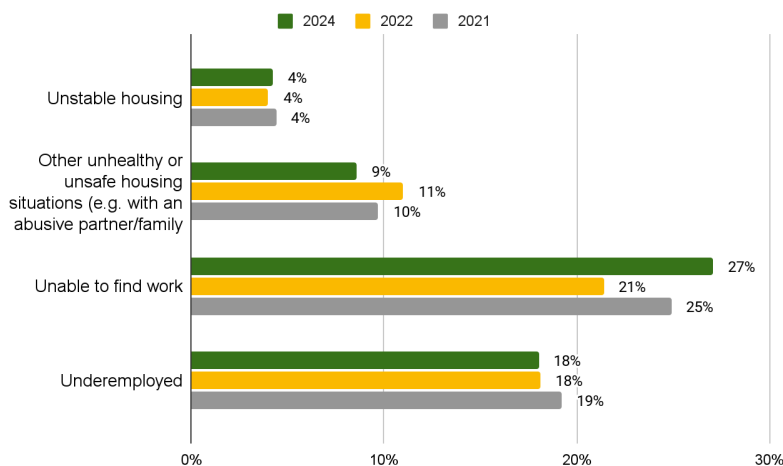
Have you found yourself in any of these circumstances in the past two years? Choose all that apply.

Over the past two years, 27% have been unable to find work (a significant increase from past years), 18% have been underemployed, 4% have faced unstable housing situations (e.g. couch-surfing, living in a vehicle, sleeping rough), and 9% have faced other unhealthy or unsafe housing situations (e.g. with an abusive partner/family member/roommate).

> Unemployment has risen significantly.

The proportion of students unable to find work has increased drastically from 20% in 2022.

"Have you found yourself in any of these circumstances in the past two years?"



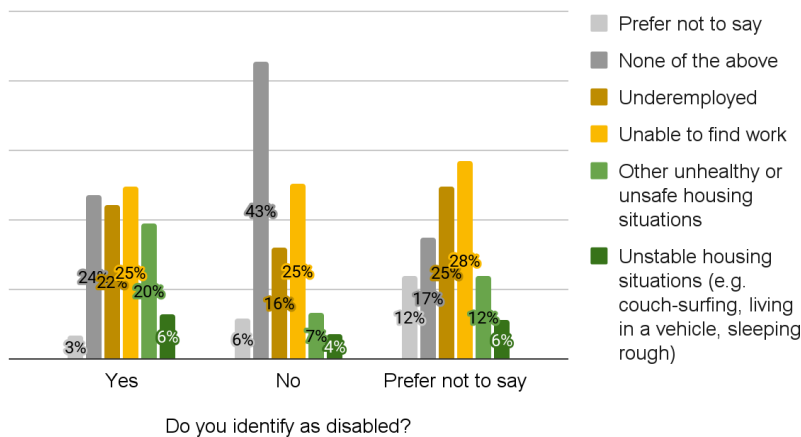
> 4% of students have experienced unstable, high-risk housing in the past two years.

> 27% of students have been unable to find work.

Finally, we assessed this question based on respondents' self identification as disabled. 43% of individuals who did not identify as disabled reported not having to deal with any of these circumstances in the past two years. This dropped to 24% for individuals who identify as disabled.

> Disabled students more likely to be underemployed, and much more likely to face unsafe housing situations.

Have you found yourself in any of these circumstances in the past two years? Choose all that apply.



- 22% of disabled students report being underemployed compared to 16% of non-disabled students
- Equal proportions of disabled and non-disabled students report being unable to find work
- 20% of disabled students report being in an unhealthy or unsafe housing situation, compared to 7% of non-disabled students
- 6% of disabled students report being in an unstable housing situation, compared to 4% of non-disabled students

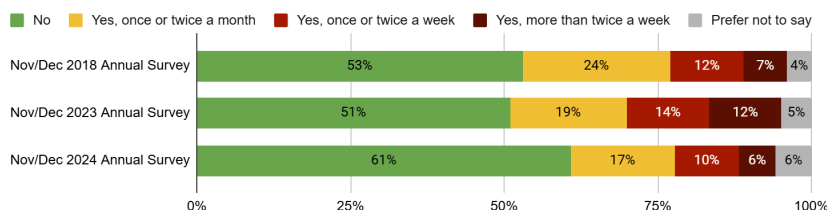
Do you skip meals due to the cost of food? (Choose the closest answer.)

61% of students do not skip meals due to the cost of food.
16% skip a meal once a week or more.

> At least 33% of students skip meals due to the cost of food.

Hazardous as these situations are for students, this survey showed significant improvement compared to 2023.

> Food insecurity rates have improved compared to 2018 and 2023.



Have you visited a food bank in the past year?

This question was repeated from 2023, and we were able to compare across several demographics. Most notably, food bank usage decreased slightly among disabled students, Indigenous students, students who are non-binary/another gender, and transgender students. There was a sharp 12% decrease in international students who visited a food bank.

> Food bank usage has decreased across most demographics.

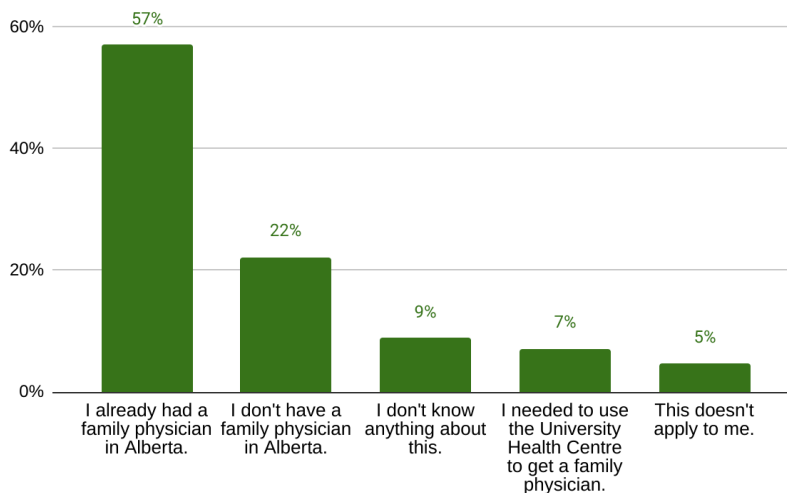
- All respondents: 6.1 yes (down from 7.3%, or a decrease of 1.2 percentage points)
- International students: 14% (-12)
- Disabled students: 10% (-1)
- Black students: 18% (+3)
- Indigenous students: 7% (-3)
- Non-binary/another gender: 8% (-5)
- Transgender students: 9% (-5)

> Food bank use appears to have increased among Black students.

Coming to the University of Alberta, what was your family physician situation?

57% of respondents indicated that when they came to the U of A, they already had a family physician in Alberta. 22% don't have a family physician in Alberta, and 7% need to use the U of A Health Centre to access a family physician.

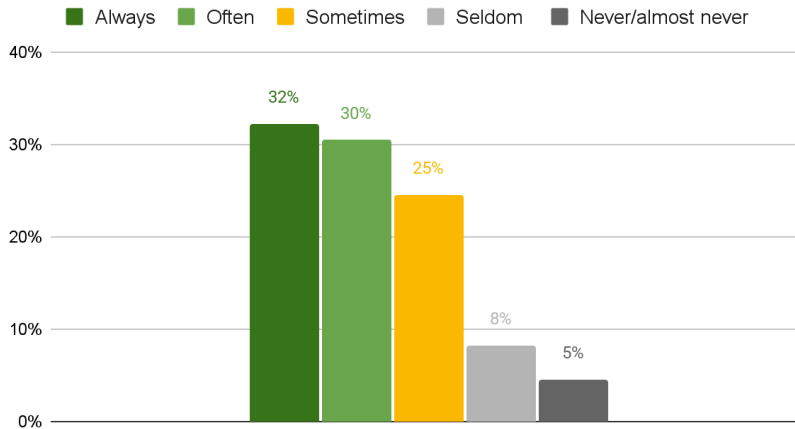
Coming to the University of Alberta, what was your family physician situation?



"I can afford a good variety of food."

Only 32% of respondents claim they can always afford a good variety of food, with 5% indicating that they can never/almost never afford a good variety of food.

"I can afford a good variety of food."

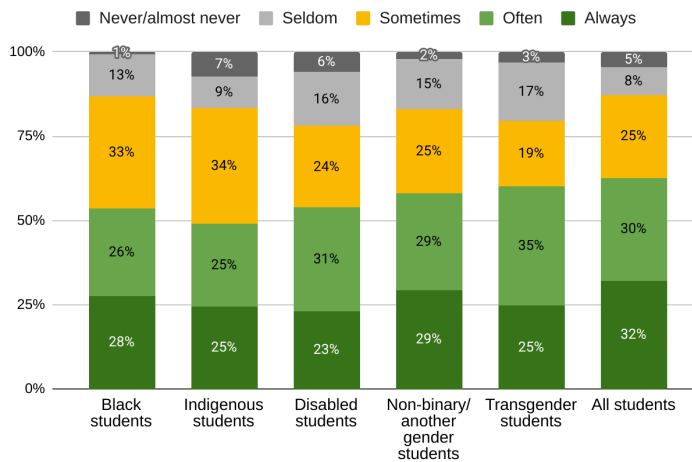


> 32% of students can always afford a good variety of food, but this is lower for several demographics.

Several demographics were at increased risk of food insecurity by this measure, particularly Indigenous, transgender, and disabled students.

> Disabled, Indigenous, and transgender students struggle the most to afford a good variety of food.

"I can afford a good variety of food."

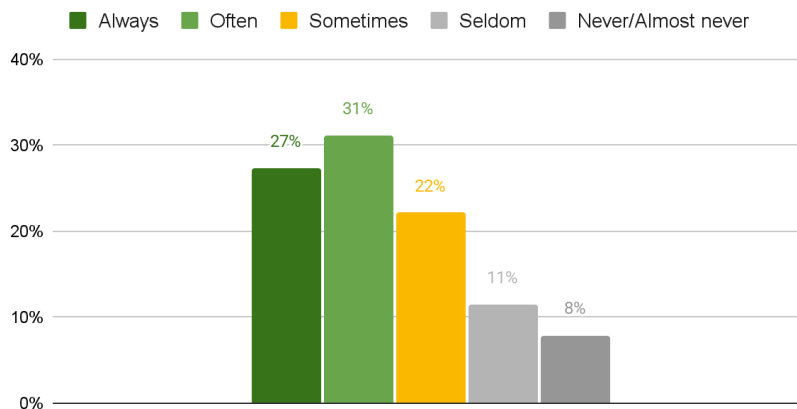


When taking transit, how often do you tap on and off?

Assessing data of those respondents who stated they get to campus via public transit, 8% report that they never tap on and off. Only 27% of these students always tap on and off.

> 8% of respondents who take public transit never tap on and off.

When taking transit, how often do you tap on and off?



Do you have at least one pair of properly fitting shoes and at least one pair of winter boots?

As with the question about appropriate clothing for a job interview, this was sourced from a Material Deprivation Index survey.

> 4.5% of respondents could not afford shoes that fit and winter boots.

- Yes: 83.8%
- No, but I could afford them: 11.7%
- No, can't afford them: 4.5%

This semester, how would you rate the accessibility of your classrooms?

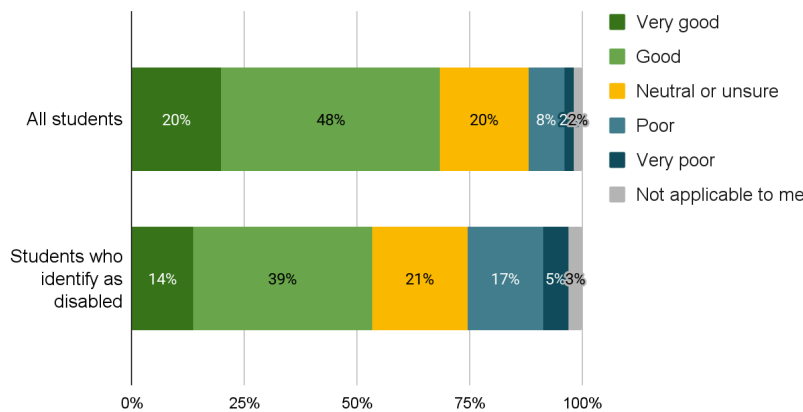
For this question, we compared data from all respondents and only those respondents who identified as disabled.

- 14% of disabled students vs. 20% of all students state that classroom accessibility is 'Very good.'
- 21% of disabled students vs. 10% of all students state that classroom accessibility is 'Poor' or 'Very poor.'

> Disabled students reported good classroom accessibility less often than the total student body.



This semester, how would you rate the accessibility of your classrooms?



Is there anything you would like to add or explain about class accessibility?

In addition to the Likert scale question, we asked students to submit text responses on their classroom accessibility:

- I have a class that requires payment for multiple assessments and assignments, totalling over 50%, the only way to avoid it is to go directly to the professor and confess your financial situation and even then it may not be approved. It was not listed in the course description as having extra payment when selecting my classes. This adds unnecessary financial strain onto myself and many other students.
- I would appreciate more hybrid classes. I often end up missing lectures due to family and financial reasons, and this could be mitigated if I had the option to attend either in person or online.
- There needs to be a standard for E class. There are far too many professors that cannot seem to make an E class that is accessible.
- Can't get where I need to go because of all the construction in Tory and my classes mandated too many textbooks I couldn't afford
- The accessibility of my dorm in HUB was absolutely horrible...HUB's accessibility in general; I can't even imagine being a person in a wheelchair trying to navigate to their room, or even just around the building and public washrooms. I think there's one

> Many students cited textbook cost as a major accessibility barrier to them.

> Several students reported that accessible routes/doors are often blocked, closed or do not work, making it hard for them to navigate campus.

> Respondents indicated that they have accessibility issues with EClass and Canvas.

elevator in the entire building, and the ramps that exist are so steep

- Several Door Accessibility systems don't work or work sometimes, especially CAB and the Faculty of Native Studies Building.
- Doors are heavy and hard to use with mobility impairments or even in general. Classes are incredibly inaccessible.
- There are multiple floors in some engineering buildings without women's washrooms

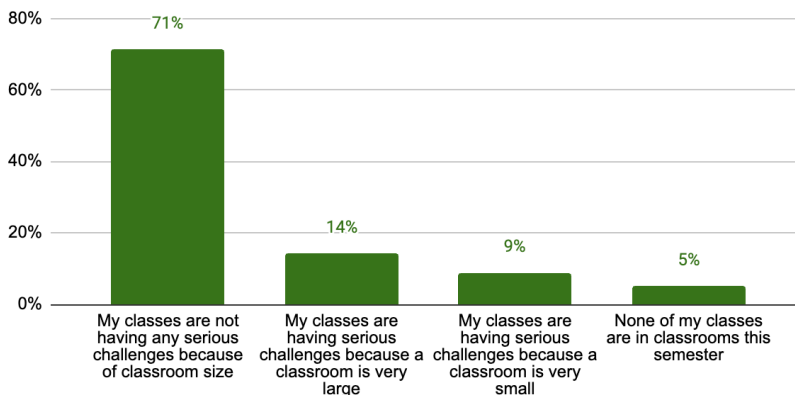
Students can often benefit from both large and small classrooms, but there can sometimes be challenges.

Thinking about this semester, are you experiencing any of the following?

71% of students do not cite issues with classroom size this semester. Comparatively, 14% of respondents indicated that their class is having serious issues because the classroom is very large, while 9% stated that they are having issues because their classroom is very small. This is echoed in the previous question in which several respondents indicated that classroom size was impacting accessibility.

> 14% had classes with serious issues due to a classroom being very large, 9% due to it being very small.

Students can often benefit from both large and small classrooms, but there can sometimes be challenges. Thinking about this semester, are you experiencing any of the following?



Several faculties stood out. 19% of Science respondents, 22% of KSR respondents, and 25% of Business respondents reported serious issues due to classrooms being too large.

12% of Education respondents reported serious issues due to classrooms being too small.

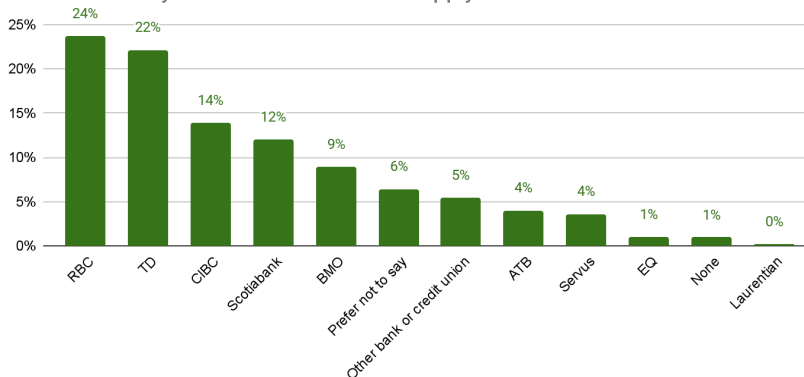
The rate of serious issues due to large classrooms was highest in first year (17%, declining to 14% in second and third year and 10-11% afterward).

What bank do you use?

The most popular bank among students is RBC (24%) followed by TD (22%) and CIBC (14%). 13% of respondents' banks were not listed in the question and completed a text response instead. Through these text responses, we found that 4% of respondents bank with ATB, and 3.6% bank with Servus Credit Union.

> 81% bank with one of Canada's 'Big Five.'

What bank do you use? Choose all that apply.



Why did you pick your bank? (E.g. signup bonuses, values, public image, family.)

1,041 respondents cited family as the primary reason they chose their bank. Other popular reasons include bonuses (140 respondents), good credit cards, good student plans, convenience and bank reputation/public image.

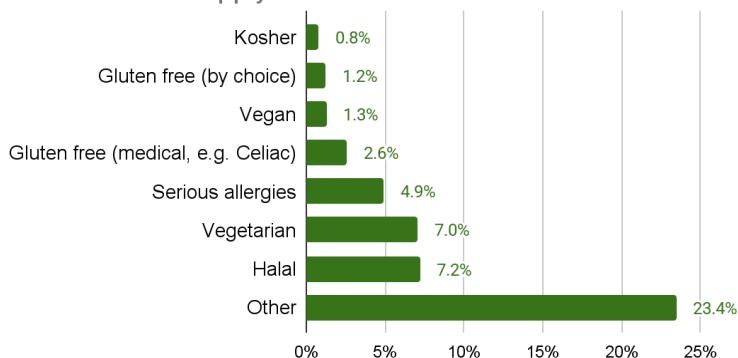
> Most respondents cite family as the primary reason they chose their bank. Bonuses were also a strong factor.

Do you have any of the following dietary requirements?

7% of survey respondents indicated that they have halal requirements, 7% are vegetarian, and 5% have a restricted diet due to allergies.

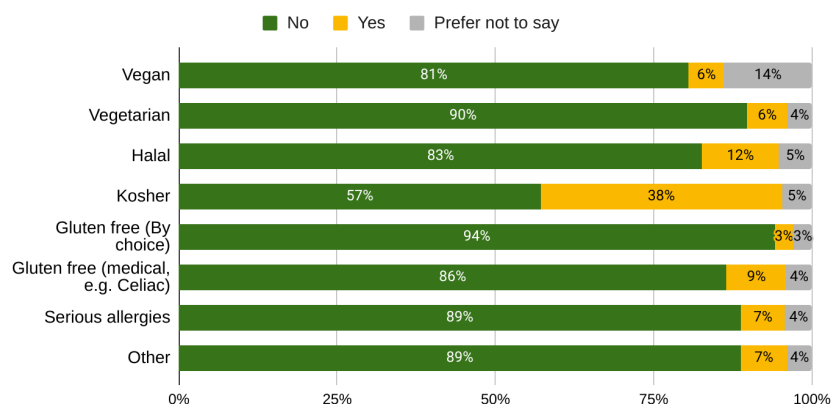
> 7% of respondents follow halal requirements and 7% are vegetarian.

Do you have any of the following dietary requirements?
Choose all that apply.



38% of students who have kosher requirements and 12% of students who have halal requirements report that they have visited a food bank in the past year, compared to 6% of other respondents.

Have you visited a food bank in the past year?



> 12% of students who have halal requirements have visited a food bank within the past year.

Augustana 3/11 Schedule

Augustana students have a unique academic schedule, and as such we wanted to gain student opinions on their class structure by asking the following:

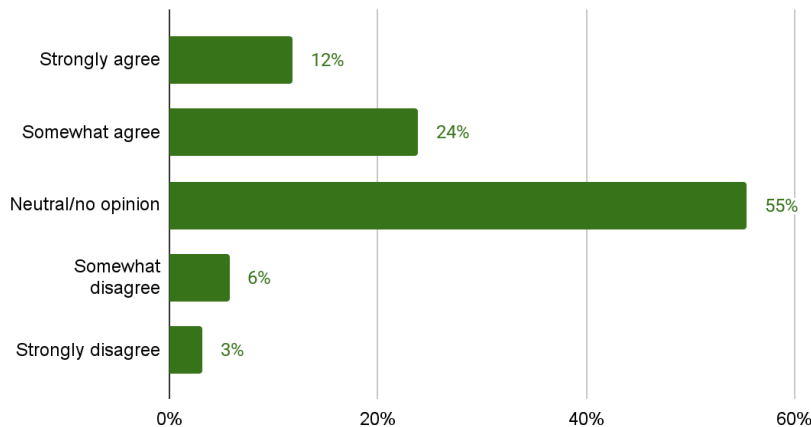
"Beginning in the Fall of 2017, Augustana introduced a New Calendar (colloquially referred to as "three-eleven") in which students take a three-week block course followed by a more

traditional eleven-week session, instead of a single 14-week session. For most full-time students, the eleven-week session typically consists of three to four courses, while during the three-week block, students focus on only one course. Agree or disagree? 'I like Augustana's unique 3 / 11 week schedule.'

Most students (55%) had no opinion on this matter. Comparatively, 24% of respondents somewhat agree that they like this schedule and 12% strongly agree. Only 9% disagreed with the statement.

> Virtually all Augustana respondents like the 3/11 schedule.

Agree or disagree? 'I like Augustana's unique 3 / 11 week schedule.'

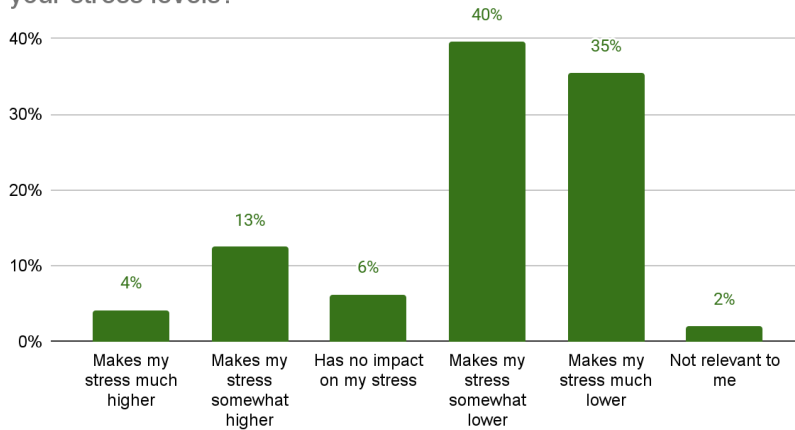


When assessing this question solely with data from students at Augustana, 100% of respondents agreed that they like the 3/11 schedule. Specifically, 86% of Augustana students strongly agreed with the question, while 13% somewhat agreed.

Looking at the stress levels of Augustana students, 40% reported that the 3/11 schedule somewhat lowers their stress levels, while 35% said it greatly lowers their stress levels. Alternatively, 13% state that the 3/11 makes their stress somewhat higher.



How, if at all, do you think Augustana's 3/11 calendar impacts your stress levels?



> Most Augustana respondents report that the 3/11 schedule decreases their stress.

Concluding Thoughts

This survey highlights important trends worth further study and attention:

- A massively increased proportion of students who self-identify as neurodivergent, highlighting a need for a closer look at what mental health awareness efforts and supports produce good outcomes for students.
- Declining levels of burnout.
- A potential retention issue among Black students after their first year.
- One out of ten respondents cannot afford appropriate clothing for a job interview; one out of twenty cannot afford basic footwear.
- A sharp increase in interest in professional development and research opportunities.
- A sharp increase in unemployment, and significant rates of unsafe and unstable housing.
- One out of five disabled students state that classroom accessibility is poor or very poor.
- A modest improvement in food security, though insecurity rates remain high and impacts are inequitable.