

Survey Overview

This brief survey aimed to establish undergraduate student familiarity with academic support services, comfort with accessing them, and patterns of use. From August 24 to 27, 1047 respondents took the survey on the UASU Perks platform.

After removing alumni, graduate students, and other non-undergraduates, this report's sample size is $n=968$, roughly one out of 35 UAlberta undergraduate students.

The survey comprised three parallel questions in a 'choose all that apply' format. The questions asked whether respondents felt like they knew how to access various academic support services, whether they felt comfortable accessing them, and whether they had visited or accessed them before.

Key Findings

Academic Success Centre

- Around 40% feel like they know how to access it and would feel comfortable doing so. Around 10% had done so before.
- No noteworthy variation by gender.
- Disabled students are far more likely to know how to access the ASC and feel comfortable, but far less likely to have accessed it before.
- Counterintuitively, first- and second-year students are far more likely than later-year students to know how to access the ASC, to feel comfortable doing so, and to have done so.
- Faculties of concern: Business (unlikely to access, know how, or feel comfortable), ALES (unlikely to access), Law (unlikely to feel comfortable), and Nursing (unlikely to know how).

UASU Tutor Registry

- Around 18% feel like they know how to access it; around 24% would feel comfortable doing so. Around 2% had done so before.
- No noteworthy variation by gender.
- Disabled students are far more likely to feel comfortable accessing it, and more likely to have done so.
- First-year and sixth-year students are far more comfortable than other students with accessing the registry.
- Faculties of concern: ALES (unlikely to know how), Engineering (unlikely to know how), KSR (unlikely to know how), Native Studies (unlikely to know how), Nursing (unlikely to know how), Augustana (unlikely to feel comfortable), and Business (unlikely to feel comfortable).

UASU Exam Registry

- Around 29% feel like they know how to access it; around 36% would feel comfortable doing so. Around 9% had done so before.
- Men were twice as likely as women and gender minorities to have used the registry.
- Gender minority students were unlikely to know how to access the registry or feel comfortable doing so.
- Disabled students were more likely to feel comfortable using the registry, but less likely to have done so.
- Knowledge of how to access the registry, and comfort doing so, rose steadily by year of study.
- Faculties of concern: Augustana (unlikely to know how, feel comfortable, or use the registry), CSJ (unlikely to know how), Medicine and Dentistry (unlikely to know how), Nursing (unlikely to know how), Law (unlikely to feel comfortable), Native Studies (unlikely to feel comfortable), Engineering (unlikely to use the registry), and KSR (unlikely to use the registry).

Academic Advisors in Respondent's Faculty

- Around 50% feel they know how to access academic advisors; around 51% would feel comfortable doing so. Around 25% had done so before.
- Women were far more likely than men or gender minorities to know how to access advisors, feel comfortable, and do so.
- As with other questions, disabled students reported higher knowledge and confidence but much-reduced actual use.
- While knowing how to access advisors rose reliably by year of study, comfort and usage did not.
- Faculties of concern: Business (unlikely to know how or feel comfortable), Engineering (unlikely to know how or access), Nursing (unlikely to know how), Pharmacy (unlikely to feel comfortable), and Arts (unlikely to access).

Centre for Writers

- Around 33% feel like they know how to access the Centre; around 31% feel comfortable doing so. Around 8% had done so before.
- Women were much more likely than men to know how to access the Centre and feel comfortable, and modestly more likely to do so. This disparity held true even when controlling for faculty. (For example, in Arts, 42% of women but only 32% of men felt comfortable accessing the Centre.)
- As with other questions, disabled students reported higher knowledge and confidence but much-reduced actual use.
- Knowledge, comfort, and usage tended to rise throughout the first four years of study (comprising the bulk of the respondents).
- Faculties of concern: Engineering (unlikely to know how, feel comfortable, or access), CSJ (unlikely to know how, feel comfortable, or access), KSR (unlikely to know how or access), Science (unlikely to know how or access), Law (unlikely to feel comfortable), and Pharmacy (unlikely to feel comfortable).

Decima Robinson Support Centre (Science and Math)

- Around 33% feel like they know how to access the DRSC; around 34% feel comfortable doing so. Around 15% had done so before.
- Unlike previous questions, men were much more likely than women to know how to access the DRSC and feel comfortable doing so. However, when controlling for faculty, this disparity nearly vanished. (For example, in Engineering, 52% of women and 55% of men felt like they knew how to access the DRSC; in Science, the variance between men and women was roughly 1%.)
- Disabled students were far less likely to know how to access, feel comfortable accessing, and follow through with accessing the DRSC.
- Knowledge, comfort, and access rose steadily by year of study.
- Faculties of concern: Nursing (unlikely to know how, feel comfortable, or access), KSR (unlikely to know how, feel comfortable, or access), Education (unlikely to feel comfortable), Law (unlikely to feel comfortable), Native Studies (unlikely to feel comfortable), and CSJ and Augustana.

U of A Libraries Support/Workshops

- Around 51% feel like they know how to access these resources; around the same proportion feel comfortable doing so. Around 20% had done it before.
- Women and gender minorities were somewhat more likely than men to know how, feel comfortable, and access.
- Disabled students were significantly less likely to know how or feel comfortable, and far less likely to actually access.
- Knowledge, comfort, and access do not increase by year of study. However, first-year students reported unusually high comfort and rate of access. This likely has to do with the fully-online first year experience in 2020-21.
- Faculties of concern: CSJ (unlikely to know how or feel comfortable), Engineering (unlikely to know how or to access), Law (unlikely to know how or to access), Business (unlikely to feel comfortable or to access), Education (unlikely to access), and Engineering (unlikely to access).

Accessibility Resources

- Around 16% of respondents feel like they know how to access these resources; around 20% would feel comfortable doing so; around 6% had done so.
- Only 55% of disabled students had used Accessibility Resources. Only 66% felt like they knew how or felt comfortable doing so.
- Men and women had few differences here.
- Gender minority respondents (non-binary or other gender) were much more likely to report familiarity with Accessibility Resources. One factor is a degree of overlap: 29% of gender minority respondents are disabled, and 20% of disabled students are gender minorities.
- Knowledge, comfort, and access do not increase by year of study.
- Faculties of concern: Business (unlikely to know how, feel comfortable, or access), KSR (unlikely to know how, feel comfortable, or access), Law (unlikely to know how, feel comfortable, or access), Native Studies (unlikely to know how),

Nursing (unlikely to know how, feel comfortable, or access), and Pharmacy (unlikely to feel comfortable or access).

Office of the Student Ombuds

- Around 12% of respondents felt like they knew how to access the Ombuds office; around 16% would feel comfortable doing so. Around 4% had done so.
- A large gender disparity presented itself: women were far less likely than men to know how to access the Ombuds office, and far less likely to do so.
- As with other questions, disabled students were more likely than non-disabled students to know how to access these resources and feel comfortable doing so, but significantly less likely to access them.
- Access measures did not increase by year of study.
- Faculties of concern: Business (unlikely to know how, feel comfortable, or access), Augustana (unlikely to know how or feel comfortable), KSR (unlikely to know how), Native Studies (unlikely to know how, feel comfortable, or access), Law (unlikely to access), CSJ (unlikely to feel comfortable or access), and Pharmacy (unlikely to feel comfortable or access).

Demographics

Gender

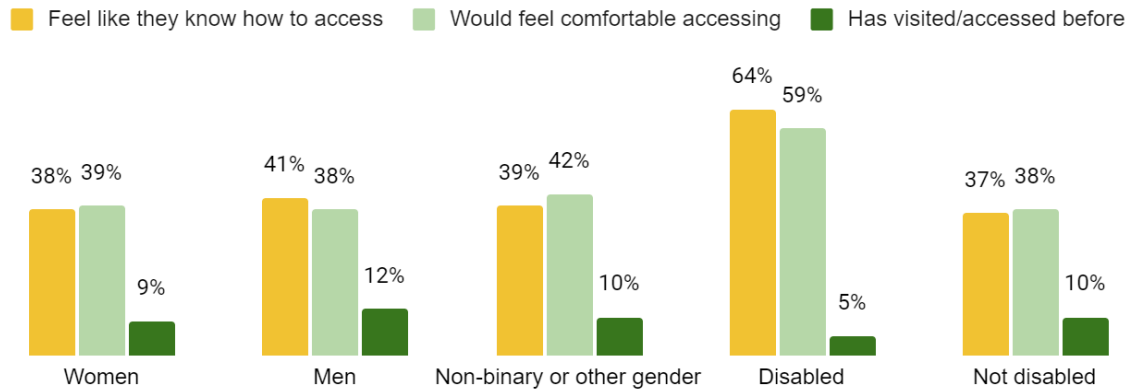
- 62% women
- 29% men
- 3% non-binary or other gender
- 6% prefer not to say, or no answer

Disability

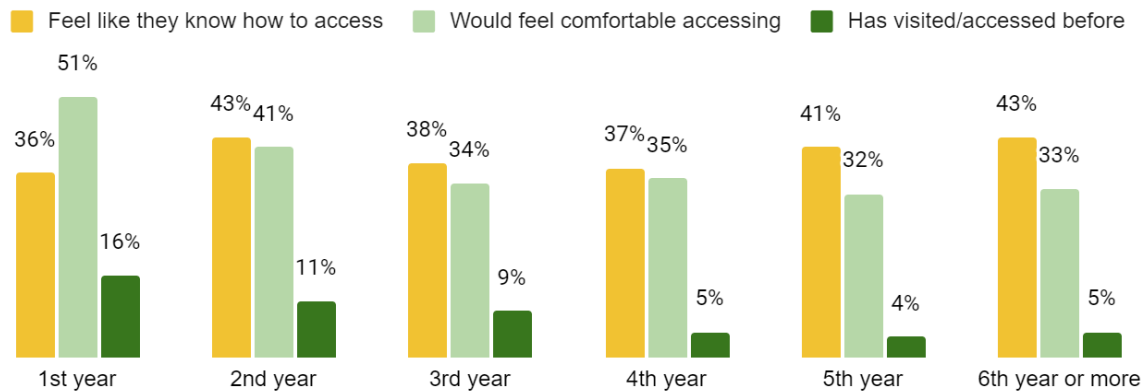
- 5% disabled
- 89% not disabled
- 6% prefer not to say, or no answer

These proportions are consistent with other large student surveys. We control for these demographic variables, as well as faculty and year of study.

Academic Success Centre



Counterintuitively, early-year students were far more likely to have accessed the ASC than later-year students. Early students were also more likely to feel like they knew how to access it and feel more comfortable doing so. This likely has to do with staff adaptation and the expectations bound up in the fully-online first year experience in 2020-21.

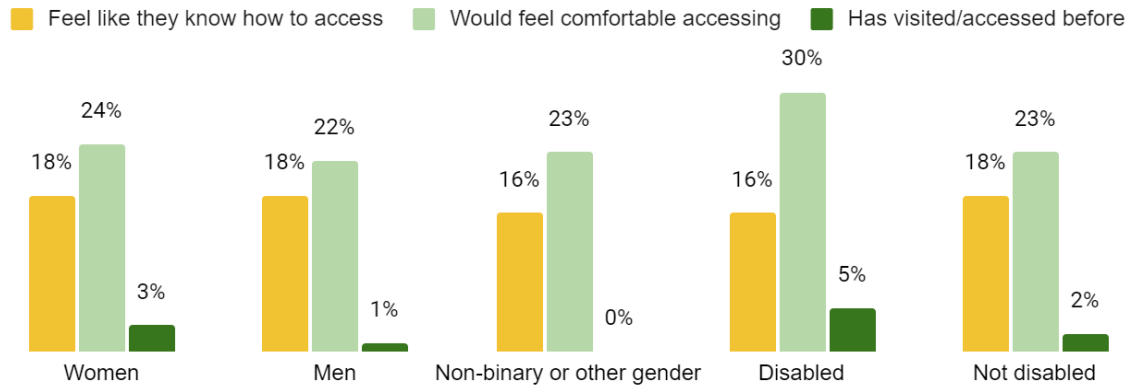


Faculties least likely to know how to access the ASC include Business (29%), CSJ (21%), Augustana (33%), Education (36%), and Nursing (24%).

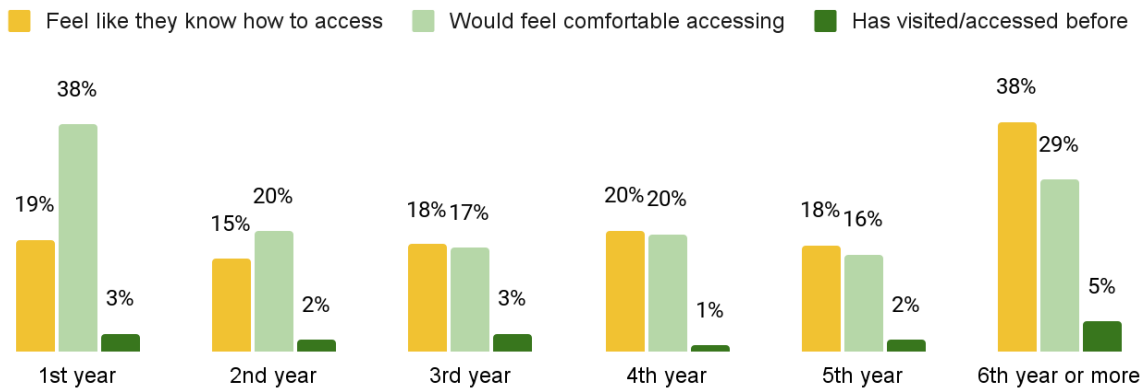
Faculties least likely to feel comfortable accessing the ASC include Business (29%), Augustana (33%), Law (22%), and Pharmacy (30%)

Faculties least likely to access the ASC include ALES (6%), Business (2%), KSR (7%), and Science (7%).

UASU Tutor Registry



Disabled students were more likely to feel comfortable accessing the UASU Tutor Registry, and more likely to have done so.



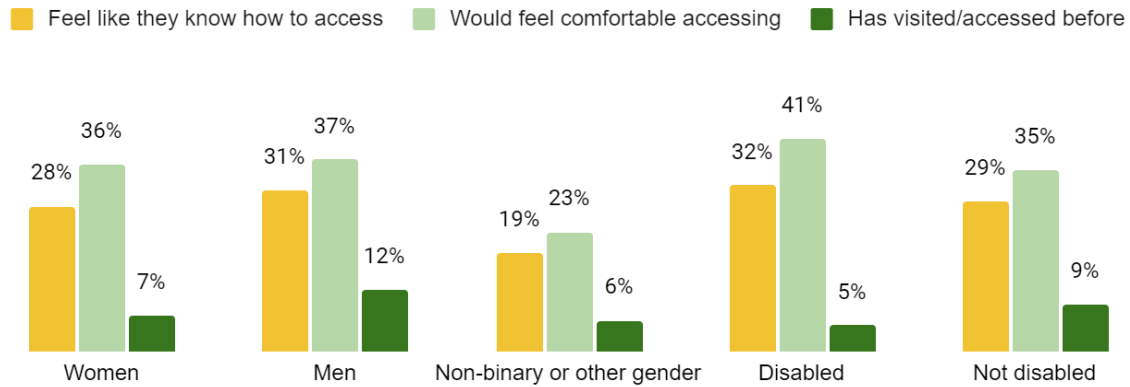
First-year students and very advanced students were by far the most likely to feel comfortable accessing the Tutor Registry.

Faculties least likely to know how to access the Tutor Registry include ALES (12%), Engineering (12%), KSR (11%), Native Studies (10%), and Nursing (15%).

Faculties least likely to feel comfortable accessing the Tutor Registry include Augustana (13%) and Business (16%).

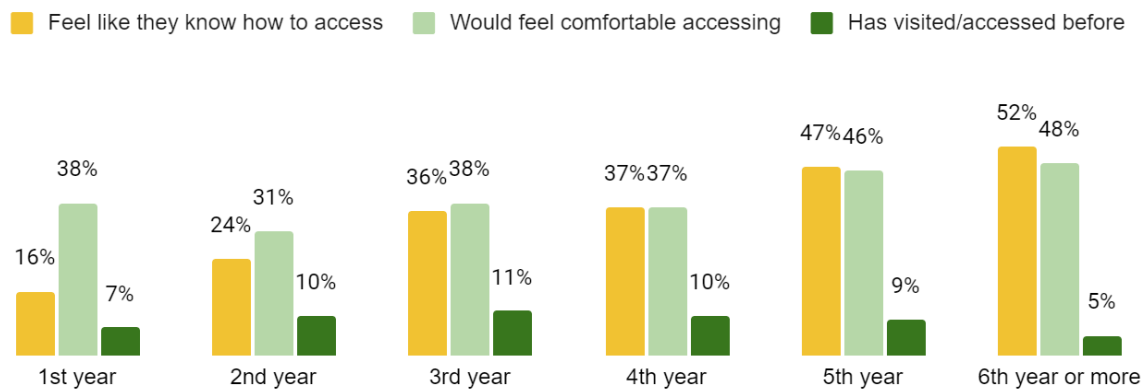
Per-faculty usage data for this question was unreliable.

UASU Exam Registry



Gender minority students were unlikely to know how to access the registry or feel comfortable doing so. Men were twice as likely as women and gender minorities to have used the registry.

Disabled students were more likely to feel comfortable using the registry, but less likely to have done so.



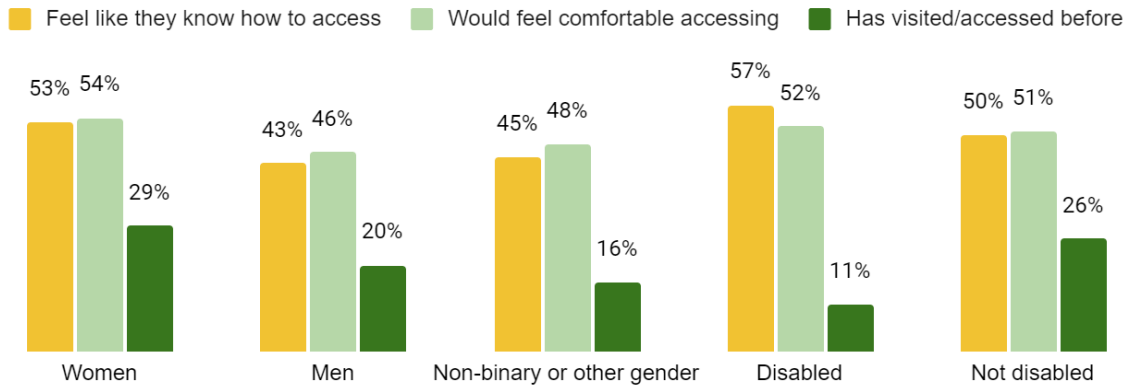
Knowledge and comfort rose steadily by year of study.

Faculties least likely to know how to access the Exam Registry include Augustana (13%), CSJ (17%), Medicine and Dentistry (23%), and Nursing (24%).

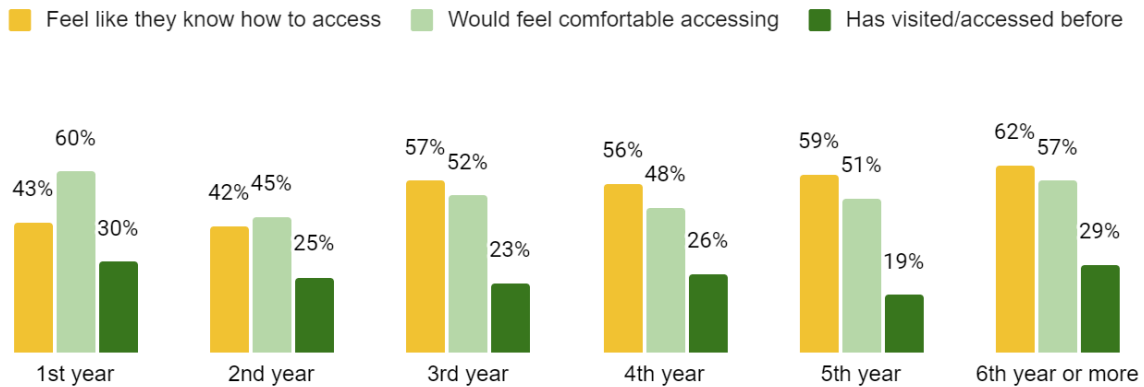
Faculties least likely to feel comfortable accessing the Exam Registry include Augustana (13%), Law (22%), and Native Studies (20%).

Faculties least likely to have used the Exam Registry include ALES (6%), Arts (5%), Augustana (7%), Engineering (4%), and KSR (5%).

Academic Advisors in Respondent's Faculty



Women were far more likely than men or gender minorities to know how to access advisors, feel comfortable, and do so. As with other questions, disabled students reported higher knowledge and confidence but much-reduced actual use.



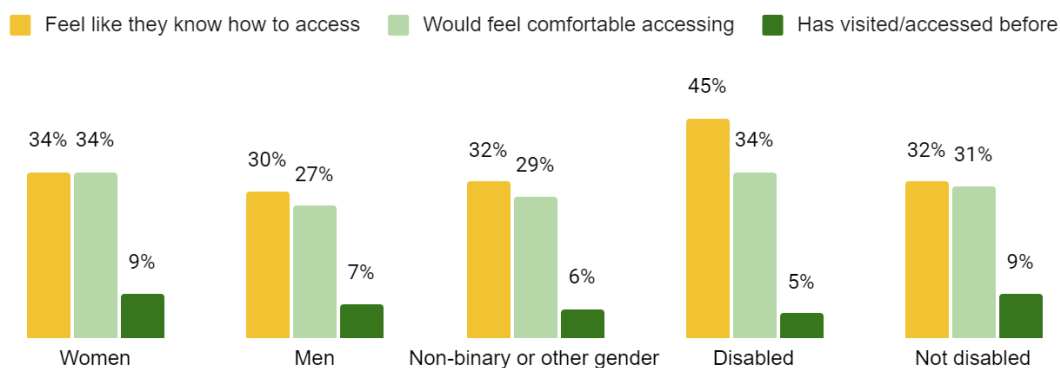
Knowledge rose steadily by year of study, but comfort and rate of access varied without a clear pattern.

Faculties least likely to know how to access academic advisors in their faculty include Business (42%), Engineering (41%), and Nursing (32%).

Faculties least likely to feel comfortable accessing academic advisors in their faculty include Business (36%) and Pharmacy (40%).

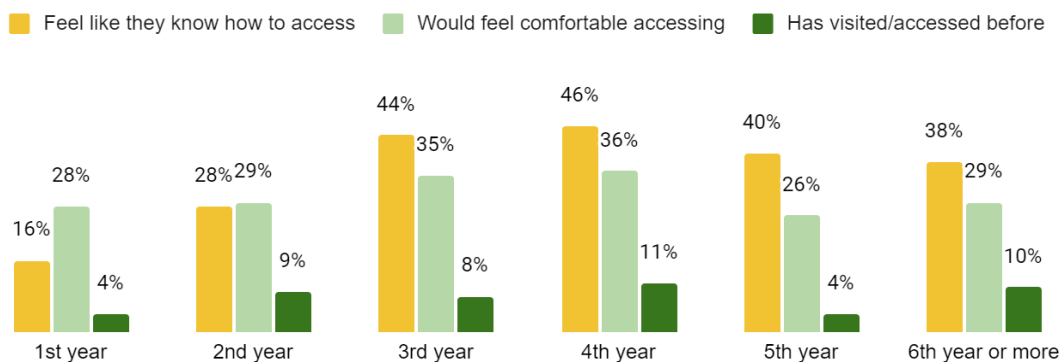
Faculties least likely to have accessed academic advisors in their faculty include Arts (18%) and Engineering (20%).

Centre for Writers



Women were significantly more likely than men to know how to access the Centre for Writers and feel comfortable, which translated to a slightly higher rate of usage. The Centre’s work may be considered more relevant to some faculties than others, and gender distribution across faculties is uneven. Even when focusing on Arts, however, women are much more likely than men (42% versus 32%) to feel comfortable accessing the Centre.

As with previous questions, disabled students were more likely to know how to access the service and feel comfortable doing so, but much less likely to do so.



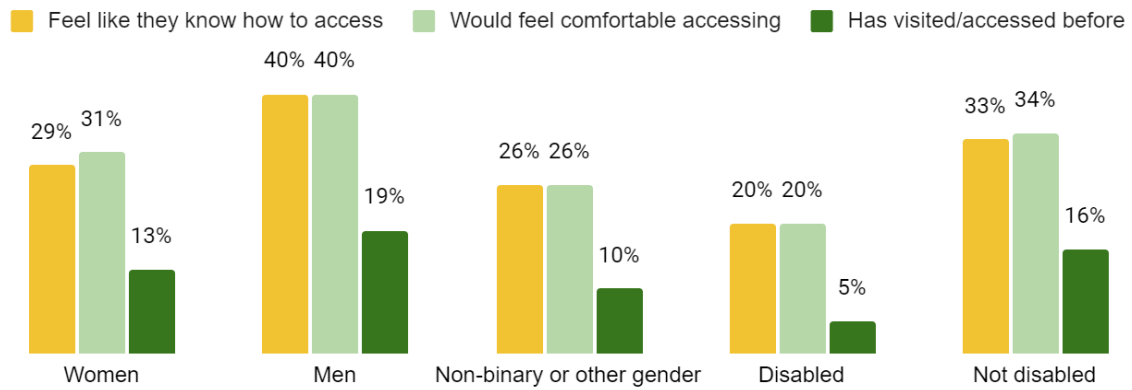
Knowledge, comfort, and usage tended to rise throughout the first four years of study (comprising the bulk of the respondents).

Faculties least likely to know how to access the Centre for Writers include Engineering (22%), CSJ (8%), KSR (24%), and Science (32%).

Faculties least likely to feel comfortable accessing the Centre for Writers include CSJ (17%), Engineering (22%), Law (22%), and Pharmacy (20%).

Faculties least likely to have accessed the Centre for Writers include CSJ (4%), Engineering (5%), KSR (2%), and Science (5%).

Decima Robinson Support Centre (Science and Math)

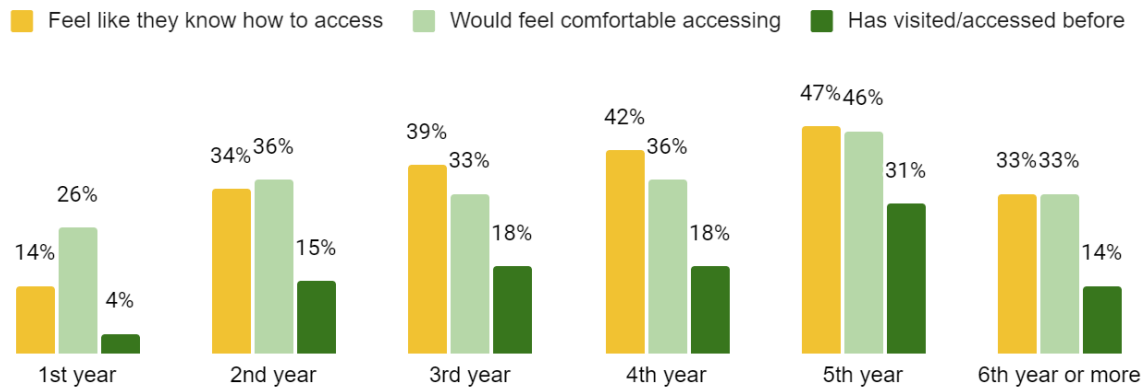


Disabled students were far less likely to know how to access, feel comfortable accessing, and follow through with accessing the DRSC.

In contrast with previous questions, men were far more likely than women or gender minorities to know how to access, feel comfortable accessing, and follow through with accessing the DRSC.

However, the DRSC's work is far more relevant to some faculties than others. Looking closely at Engineering and Science, for example, the gender imbalance vanishes.

FACULTY	# respondents	Women per man in sample	Knowledge (avg 33%)	Knowledge (women)	Knowledge (men)
ENGG	116	0.7	53%	52%	55%
SCI	209	1.6	39%	38%	39%



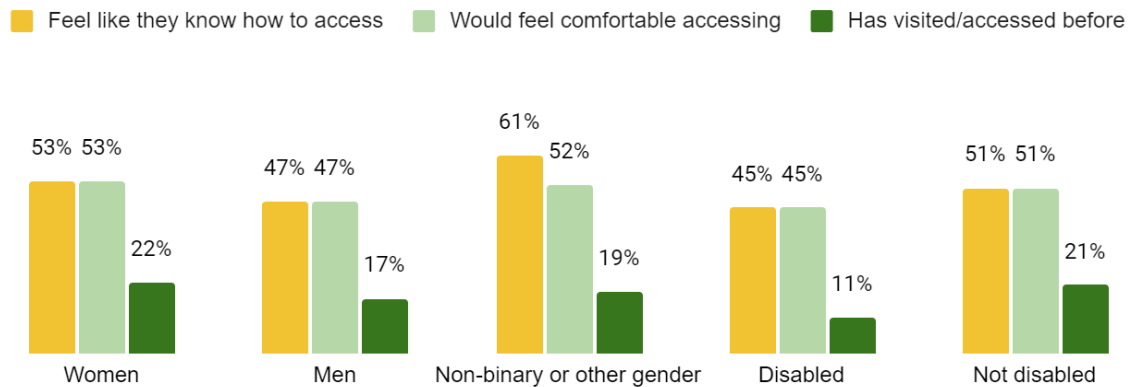
Knowledge, comfort, and access rose steadily by year of study. Note that the 5th year responses are few enough that some faculties are disproportionately represented.

Faculties least likely to know how to access the DRSC include Arts (23%), Augustana (13%), CSJ (5%), KSR (8%), and Nursing (13%).

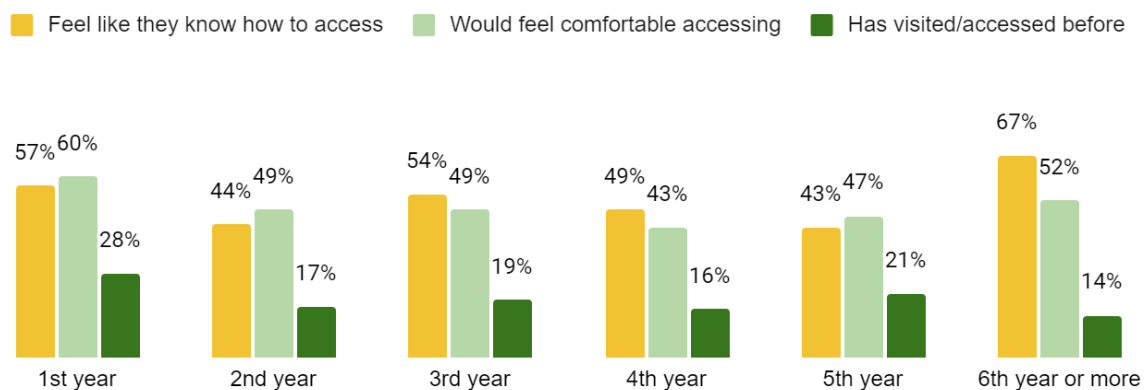
Faculties least likely to feel comfortable accessing the DRSC include Arts (23%), Augustana (9%), CSJ (9%), Education (18%), KSR (11%), Law (17%), Native Studies (20%), and Nursing (19%).

Faculties least likely to have accessed the DRSC include Augustana (4%), CSJ (0%), KSR (5%), and Nursing (6%).

U of A Libraries Support/Workshops



Women and gender minorities were somewhat more likely than men to know how to use U of A Libraries support and workshops. Disabled students were somewhat less likely to know how or feel comfortable, and much less likely to actually access these resources.



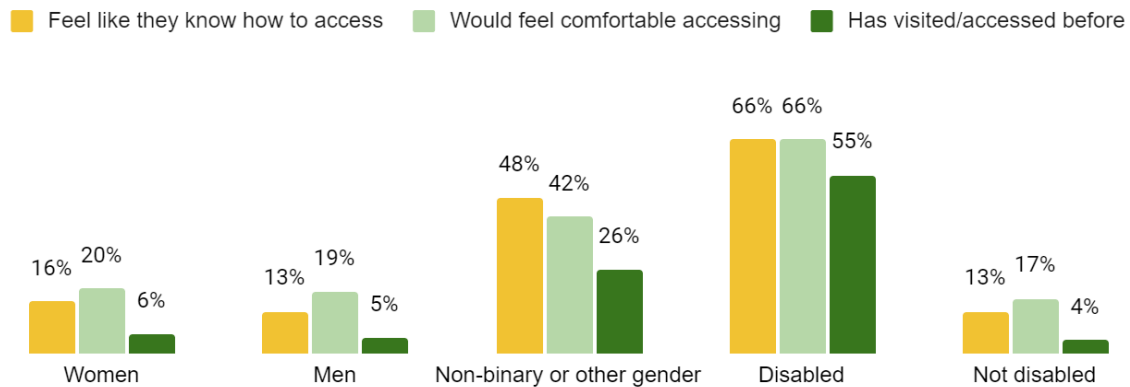
All measures of access stayed reasonably stable across years of study. Note, however, that first-year students reported unusually high comfort and rate of access. This likely has to do with the fully-online first year experience in 2020-21.

Faculties least likely to know how to access library support and workshops include CSJ (29%), Engineering (35%), and Law (33%).

Faculties least likely to feel comfortable accessing library support and workshops include Business (35%) and CSJ (25%).

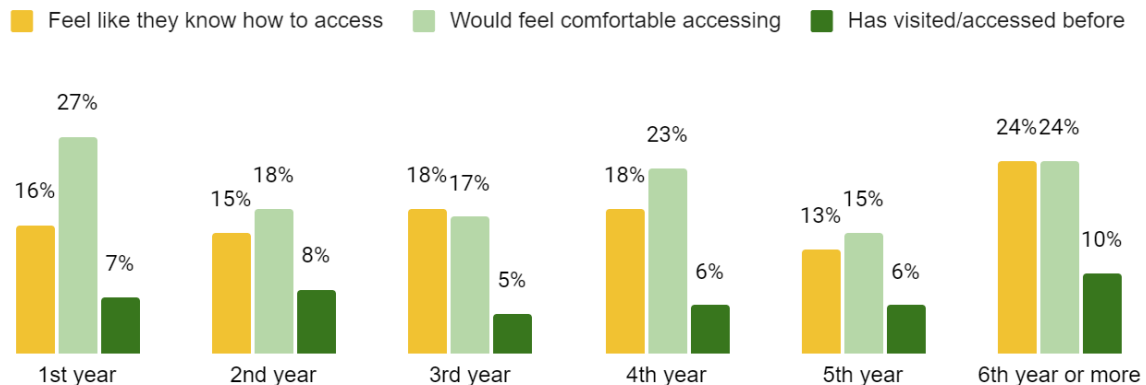
Faculties least likely to have accessed library support and workshops include ALES (12%), Business (16%), Education (15%), Engineering (9%), and Law (11%).

Accessibility Resources



Gender minority respondents were much more likely to report familiarity with Accessibility Resources. One factor is a degree of overlap: 29% of gender minority respondents are disabled, and 20% of disabled students are gender minorities.

Only 55% of disabled students had used Accessibility Resources. Only 66% felt like they knew how or felt comfortable doing so.

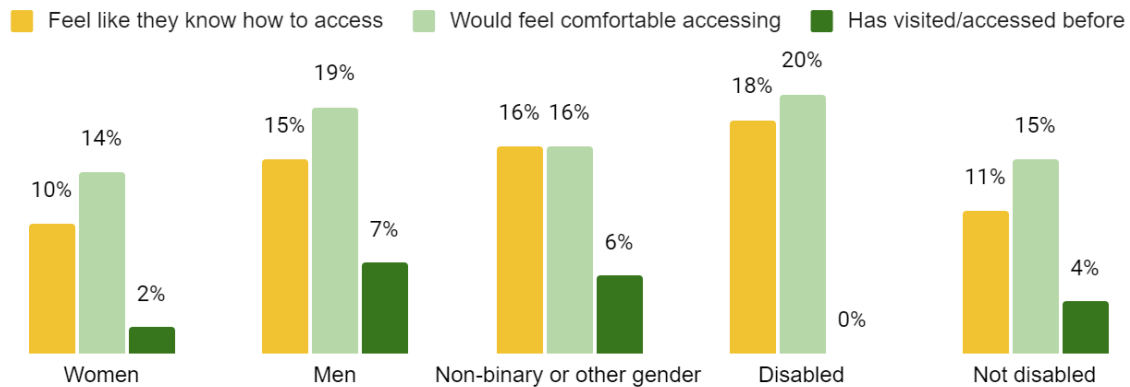


Faculties least likely to know how to access Accessibility Resources include Business (13%), KSR (5%), Law (11%), Native Studies (10%), and Nursing (6%).

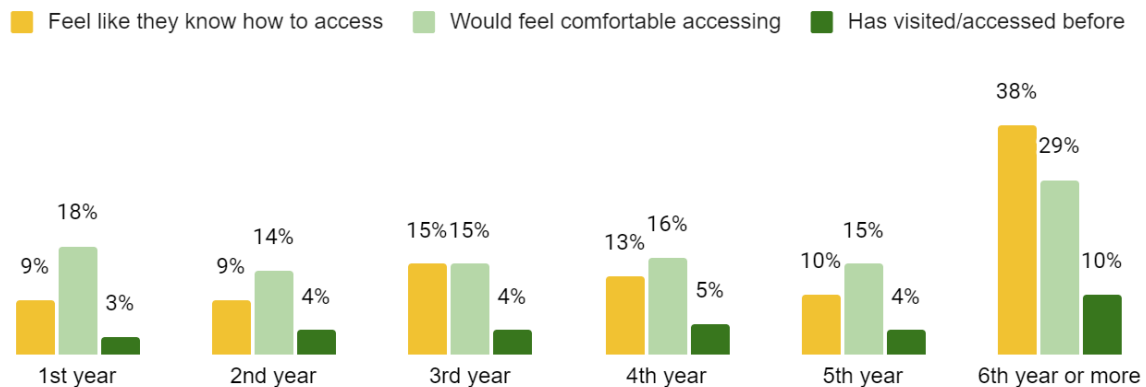
Faculties least likely to feel comfortable accessing Accessibility Resources include Business (15%), KSR (15%), Law (11%), Nursing (15%), and Pharmacy (10%).

Faculties least likely to have accessed Accessibility Resources include Business (2%), KSR (4%), Nursing (0%), Pharmacy (0%), and Law (0%).

Office of the Student Ombuds



Women were far less likely than men or gender minorities to feel like they know how to access the Ombuds or to have accessed those resources. Disabled students were more likely to know how or feel comfortable, but less likely to have accessed these resources - a familiar pattern.



All access measurements stayed more or less steady across years of study.

Faculties least likely to know how to access the Ombuds include Business (5%), Augustana (7%), KSR (9%), and Native Studies (0%).

Faculties least likely to feel comfortable accessing the Ombuds include Business (13%), Augustana (7%), CSJ (4%), Native Studies (0%), and Pharmacy (0%).

Faculties least likely to have accessed the Ombuds include Business (2%), CSJ (0%), Law (0%), Native Studies (0%), Nursing (0%), and Pharmacy (0%).

Appendix: Summary Table

	Know how to access	Would feel comfortable accessing	Have accessed	Groups of concern (cross-tabulated)
Academic Success Centre	38%	39%	10%	Disabled students, 3rd year and higher, Business, ALES, Law, Nursing
UASU Tutor Registry	18%	24%	2%	ALES, Engineering, KSR, Native Studies, Nursing, Augustana, Business
UASU Exam Registry	29%	36%	9%	Women, gender minorities, disabled students, early-year students, Augustana, CSJ, Medicine and Dentistry, Nursing, Law, Native Studies, Engineering, KSR
Academic advisors in respondent's faculty	50%	51%	25%	Gender minorities, men, disabled students, Business, Engineering, Nursing, Pharmacy, Arts
Centre for Writers	33%	31%	8%	Men, disabled students, Engineering, CSJ, KSR, Science, Law, Pharmacy
Decima Robinson Support Centre (science and math)	33%	34%	15%	Women, disabled students, Nursing, KSR, Education, Law, Native Studies, CSJ, Augustana
U of A Libraries support/workshops	51%	50%	20%	Men, disabled students, CSJ, Engineering, Law, Business, Education, Engineering
Accessibility Resources	16%	20%	6%	Disabled students (only 55% have used, only 66% feel comfortable), Business, KSR, Law, Native Studies, Nursing, Pharmacy
Office of the Student Ombuds	12%	16%	4%	Women, disabled students, Business, Augustana, KSR, Native Studies, Law, CSJ, Pharmacy