



# University of Regina

**Perceptions of the University of Regina by guidance counsellors**

## **SURVEY RESULTS**

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# Contents

INTRODUCTION .....	3
SURVEY RESULTS .....	5
SECTION 1: GENERAL INFORMATION .....	5
SECTION 2: GENERAL UNIVERSITY IMPRESSIONS .....	7
SECTION 3: PERCEPTIONS OF INSTITUTIONAL QUALITY .....	9
SECTION 4: INSTITUTIONAL COMPARISON .....	11
SECTION 5: INSTITUTIONAL UPDATE .....	17

## Introduction

In December 2016, the University of Regina asked Academica to design a survey that captures guidance/career counsellors' perceptions of different universities in Western Canada and to encourage guidance/career counsellors within the university's catchment area to complete the survey.

The approach taken in the survey design allows the University of Regina as the client to remain anonymous in the process, thus not influencing or biasing the results in any way. It also allows comparative analysis of perceptions of institutional quality and external communication efforts for those universities in the same geographic region and within the same comparator group in the Maclean's rankings.

Academica field-tested the survey with five Saskatchewan guidance/career counsellors who agreed to complete the test survey and share their comments prior to launching the survey to a larger pool of guidance/career counsellors.

Their feedback helped to validate the instrument, and a few minor changes were made, including dropping one question, and adding the option for "not sure" responses to some questions. There was one major change to the survey, which related to limiting the number of post-secondary institutions within the survey. The test surveyors noted that they were not familiar with all institutions, especially those further away from their communities. They felt that their feedback was not meaningful if they were not familiar with them. The greater number of institutions also took longer to complete the survey. In the final survey, respondents from Alberta were asked to comment on 6 universities (Calgary, Mount Royal, Lethbridge, Alberta, Regina and Saskatchewan; those in Saskatchewan were asked to comment on the following 6 universities (Regina, Saskatchewan, Brandon, Calgary, Lethbridge and Mount Royal). Finally, respondents from Manitoba were asked to comment on five universities (Brandon, Winnipeg, Regina, Saskatchewan and Manitoba). With this approach, only universities closer to respondents were identified, yet the University of Regina and the University of Saskatchewan were common in all three versions of the survey.

The survey was distributed through electronic means to educators that support transitions to post-secondary institutions. For high schools with medium and large student populations, an email invitation was sent to educators listed as guidance/career counsellor or broader student services roles. For smaller schools, especially K-12 schools without their own guidance/career counsellors, an email was sent to principals asking them to forward the email to the staff member mandated with supporting transitions. In some cases, the principal was mandated in this role. An exhaustive search of school and school board websites led to Academica identifying

- 213 guidance/career counsellors in the University of Regina's catchment area within Alberta;
- 243 guidance/career counsellors across Saskatchewan; and
- 57 guidance/career counsellors in in the University of Regina's catchment area within Manitoba.

Based on these numbers, the response rate by province was:

- 22% in Alberta;
- 27% in Saskatchewan; and
- 22% in Manitoba

The survey was made available between February 15, 2017 and March 26, 2017, and the targeted group of educators received three personalized emails: the first on February 15/16; the second on February 27/28; and the third on March 15.

The response rates provide an ability to compare and contrast both the responses with Saskatchewan (n=65) to those from outside Saskatchewan (n=60).

# Survey Results

## SECTION 1: GENERAL INFORMATION

<b>Question 1: Which of the following best describes your role within the education system, as of January 2017?</b>				
	Total (n=125)	Saskatchewan (n=65)	Alberta (n=47)	Manitoba. (n=13)
Guidance/career counsellor (75%-100% guidance/career focus)	48%	38%	62%	46%
Guidance/career counsellor with some teaching, resource or admin. responsibilities (25% to 74% guidance/career focus)	18%	14%	23%	23%
I am most frequently a classroom-based teacher	9%	15%	-	8%
I am most frequently a school administrator or district employee	22%	29%	13%	23%
Other, please specify	2%	3%	2%	-

<b>Question 2: What type of school do you work in?</b>				
	Total (n=125)	Saskatchewan (n=65)	Alberta (n=47)	Manitoba. (n=13)
One or more high schools (including senior high school)	61%	49%	79%	54%
One or more K-12 schools (or variation that includes some elementary and some high school)	33%	40%	19%	46%
One or more elementary schools	1%	2%	-	-
An associate school	-	-	-	-
A school district	5%	9%	-	-
Other, please specify	1%	-	2%	-

<b>Question 3: What type of school/division do you work in?</b>				
	Total (n=125)	Saskatchewan (n=65)	Alberta (n=47)	Manitoba. (n=13)
Public school/division	85%	86%	79%	100%
Catholic school/division	12%	14%	13%	-
A French-language school/division	1%	-	2%	-
Indigenous Education Authority	1%	-	2%	-
Private school	2%	-	4%	-

<b>Question 5: In which community do you live?</b>					
Alberta (n=47)		Saskatchewan (n=65)		Manitoba. (n=13)	
Calgary	45%	Other	31%	Other	54%
Other	23%	Saskatoon	17%	Brandon	38%
Lethbridge	9%	Regina	14%	Dauphin	8%
Taber	4%	Moose Jaw	11%		
Olds	4%	Prince Albert	5%		
Airdrie	4%	Assiniboia	5%		
Strathmore	2%	Weyburn	3%		
Okotoks	2%	Swift Current	3%		
Medicine Hat	2%	Meadow Lake	3%		
High River	2%	Humboldt	3%		
Drumheller	2%	Rosetown	2%		
		North Battleford	2%		
		Moosomin	2%		
		Estevan	2%		

## SECTION 2: GENERAL UNIVERSITY IMPRESSIONS

**Question 6. On a scale from 1 to 10, where 1 means “not at all familiar” and 10 means “very familiar”, please rate your level of familiarity with each of these institutions.**

	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)
University of Calgary	8.52	4.11	N/A
University of Lethbridge	8.41	4.18	N/A
Mount Royal University	8.17	3.63	N/A
University of Alberta	7.87	N/A	N/A
University of Regina	5.27	8.51	3.85
University of Saskatchewan	5.84	8.57	4.23
Brandon University	N/A	3.55	8.85
University of Manitoba	N/A	N/A	7.85
University of Winnipeg	N/A	N/A	6.46

**Q7. The following questions aim to determine how you gained this level of familiarity.**

	Institutions personally attended			Institutions family attended			Institutions students attended		
	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)
University of Calgary	55%	6%	-	70%	26%	-	87%	29%	-
University of Lethbridge	26%	-	-	66%	22%	-	84%	33%	-
Mount Royal University	15%	-	-	55%	22%	-	76%	30%	-
University of Alberta	15%	-	-	57%	-	-	80%	-	-
University of Regina	9%	52%	-	15%	86%	15%	20%	83%	23%
University of Saskatchewan	6%	55%	-	32%	86%	23%	47%	86%	46%
Brandon University	-	6%	77%	-	25%	85%	-	22%	85%
University of Manitoba	-	-	38%	-	-	69%	-	-	85%
University of Winnipeg	-	-	-	-	-	46%	-	-	62%
None of the above	21%	8%	15%	9%	2%	-	2%	11%	15%

**Question 8. Do the impressions gained from personal experience and the experiences of friends/family/students factor into your conversations with current students about which institutions they should consider applying to?**

	<b>Total (n=125)</b>	<b>Alberta (n=47)</b>	<b>Saskatchewan (n=65)</b>	<b>Manitoba (n=13)</b>
Not at all	7%	11%	5%	8%
Slightly	18%	21%	18%	8%
Moderately	35%	32%	34%	54%
Very	31%	30%	32%	31%
Completely	8%	6%	11%	-

**Q9. On a scale of 1 to 10, with 1 being not at all and 10 being very much, how would you rate the level of attention you pay to the annual Maclean's University Rankings Canada issue as a source of information to inform your students on university choices in your region?**

	<b>Total (n=125)</b>	<b>Alberta (n=47)</b>	<b>Saskatchewan (n=65)</b>	<b>Manitoba (n=13)</b>
Not at all	14%	13%	15%	15%
2	3%	2%	5%	-
3	16%	19%	14%	15%
4	9%	4%	11%	15%
5	10%	11%	11%	8%
6	8%	13%	6%	-
7	11%	13%	11%	8%
8	6%	4%	8%	8%
Very much	4%	9%	2%	-
Not sure	18%	13%	18%	31%
<b>Average score</b>	<b>4.49</b>	<b>4.83</b>	<b>4.30</b>	<b>4.00</b>

**Q10. How often do your students discuss information in the annual Maclean's University Ranking Canada issue with you?**

	<b>Total (n=125)</b>	<b>Alberta (n=47)</b>	<b>Saskatchewan (n=65)</b>	<b>Manitoba (n=13)</b>
Not at all	54%	45%	58%	69%
Not often	37%	36%	38%	31%
Sometimes	7%	15%	3%	-
Very often	2%	4%	-	-
<b>Average score</b>	<b>1.56</b>	<b>1.79</b>	<b>1.45</b>	<b>1.31</b>



### SECTION 3: PERCEPTIONS OF INSTITUTIONAL QUALITY

**Q11. On a scale of 1 to 10, with 1 being not at all important and 10 being very important, how important are the following factors in determining your perceptions of a university's institutional quality?**

	Total (n=125)	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)
High-quality and engaging instructors/professors	8.64	8.78	8.48	8.92
Quality and availability of student support services	8.32	8.46	8.20	8.38
Inspirational learning environment	7.98	8.11	8.05	7.15
Small class sizes	7.72	7.85	7.64	7.69
Quality of campus environment (buildings, classrooms, labs, learning commons, etc.)	7.63	7.52	7.78	7.31
Opportunities for hands-on learning	8.04	8.33	7.95	7.46
Well-established reputation nationally and internationally	7.37	7.30	7.50	7.00
Graduates are preferred by employers	7.93	7.57	8.29	7.54

**Q12A Please select the institution or institutions you believe are delivering on these institutional quality measures. If you don't think the statement applies to any of the institutions, select "None of these."**

Alberta Sample (n=47)	University of Lethbridge	University of Calgary	University of Alberta	Mount Royal University	University of Sask.	University of Regina	Not sure/DK	None of these
High-quality and engaging instructors/professors	68%	64%	57%	55%	45%	28%	19%	-
Quality and availability of student support services	66%	51%	49%	64%	40%	30%	19%	2%
Inspirational learning environment	49%	40%	47%	40%	28%	21%	34%	-
Small class sizes	62%	2%	2%	68%	11%	17%	15%	2%
Quality of campus environment (buildings, classrooms, labs, learning commons, etc.)	53%	70%	49%	57%	45%	32%	21%	-
Opportunities for hands-on learning	55%	32%	32%	57%	32%	23%	28%	-
Well-established reputation nationally and internationally	43%	62%	70%	17%	38%	13%	15%	-
Graduates are preferred by employers	36%	30%	34%	11%	15%	4%	47%	-

**Q12B. Please select the institution or institutions you believe are delivering on these institutional quality measures. If you don't think the statement applies to any of the institutions, select "None of these."**

Saskatchewan Sample (n=65)	University of Regina	University of Sask.	University of Calgary	Mount Royal University	University of Lethbridge	Brandon University	Not sure/DK	None of these
High-quality and engaging instructors/professors	60%	54%	22%	22%	20%	17%	35%	2%
Quality and availability of student support services	68%	62%	25%	23%	28%	22%	22%	2%
Inspirational learning environment	37%	45%	9%	15%	11%	18%	46%	2%
Small class sizes	38%	11%	3%	28%	28%	26%	40%	2%
Quality of campus environment (buildings, classrooms, labs, learning commons, etc.)	49%	60%	26%	9%	14%	9%	31%	2%
Opportunities for hands-on learning	48%	35%	12%	17%	14%	17%	40%	2%
Well-established reputation nationally and internationally	32%	48%	35%	9%	8%	8%	40%	3%
Graduates are preferred by employers	40%	42%	25%	9%	6%	5%	46%	2%

**Q12C. Please select the institution or institutions you believe are delivering on these institutional quality measures. If you don't think the statement applies to any of the institutions, select "None of these."**

Manitoba Sample (n=13)	University of Regina	University of Sask.	Brandon University	University of Manitoba	University of Winnipeg	Not sure/DK	None of these
High-quality and engaging instructors/professors	23%	23%	54%	38%	46%	46%	-
Quality and availability of student support services	15%	31%	85%	46%	54%	15%	-
Inspirational learning environment	15%	23%	23%	15%	15%	62%	-
Small class sizes	15%	-	77%	-	62%	23%	-
Quality of campus environment (buildings, classrooms, labs, learning commons, etc.)	8%	15%	23%	38%	31%	54%	-
Opportunities for hands-on learning	-	15%	31%	8%	23%	54%	-
Well-established reputation nationally and internationally	15%	38%	15%	54%	15%	31%	-
Graduates are preferred by employers	-	-	8%	8%	8%	85%	-

## SECTION 4: INSTITUTIONAL COMPARISON

**Q13. If all factors were the same (financial costs, distance, admissions standards, proximity of support network (family and friends), etc.), in which order would you rank these institutions?**

	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)
University of Calgary	3.09	2.77	N/A
University of Lethbridge	2.60	4.34	N/A
Mount Royal University	3.43	4.69	N/A
University of Alberta	2.49	N/A	N/A
University of Regina	5.49	2.12	4.00
University of Saskatchewan	3.91	1.77	3.08
Brandon University	N/A	5.31	2.69
University of Manitoba	N/A	N/A	2.46
University of Winnipeg	N/A	N/A	2.77

**Q14. On a scale of 1 to 10, how likely are you to recommend that your students apply to each of the following universities?**

	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)
University of Calgary	8.38	6.94	N/A
University of Lethbridge	8.89	6.53	N/A
Mount Royal University	8.75	6.45	N/A
University of Alberta	8.50	N/A	N/A
University of Regina	6.45	8.95	6.42
University of Saskatchewan	7.67	8.98	6.42
Brandon University	N/A	6.27	8.77
University of Manitoba	N/A	N/A	8.08
University of Winnipeg	N/A	N/A	7.92

**Q15. Can you describe how and why you made those determination?**

### Alberta Respondents

Based on counsellor updates, the ease of registration, how they help students, scholarships (academic and financial based), % requirements to get in, international travel opportunities, co-op education are a few of the factors.

Based on level of familiarity and connectedness

Based on personal experience and those of my students

Based on proximity for students and knowledge of the Universities. Small class sizes are definitely important in my opinion for students especially if they are transitioning from a small school. I don't feel like I can fairly assess the out of province universities.

Based on the program the student is applying for.

Class size, reasonable grade point averages to get in, hands on programs

Cost

Depends on the programs they are interested and the type of student they are.
I believe that any school a student can get into might be the right school. Depending on programs offered, each of these schools would be appropriate.
I have really no direct experience in the Province of Saskatchewan, but do realize that at the high school level, no standardized testing is completed (diploma exams), and I believe this affects education at the university level. In Alberta, graduates I look to hire in the education field seem to be better prepared from the U of L and U of A so that affects my decisions on schools.
I typically ask the student what they would like to gain from their post-secondary experience and then help them choose an institution that matches with those goals.
I would recommend any of these institutes depending on the program the student is considering. Each of these have something different to offer.
it depends on the student, their grades, their interest/ program, if they want to stay close or go away, where they have family...
It is dependent on each student, the faculty and program they wish to apply. For example: Vet Med is only at U of S and U of C. U of S is a smaller campus, so if the student does better with smaller classroom setting, then I suggest they look at U of S. If class size is not an issue, then I tell them to research both post-secondary's and select the one that is best suited for them. In this instance they would typically choose U of C because they can live at home and save money.
Keep all of your options open.
Knowledge of programs, past experience with students and the fact that most kids want to stay close to home.
Location and cost for the programs they desire.
location, cost, and marks needed
Mt Royal and U of Lethbridge are high in my list of recommendations because of a focus on quality undergraduate instruction. Mt. Royal is strongest because it requires its students to pursue a liberal education, to the highest degree of any school listed. Both schools are excellent in class and campus size and do very well in student satisfaction rankings like CUSC and NSSE. U of C and U of A both offer many excellent programs and are the best choice for a number of students primarily on that basis. Though I know that U of S is a good school, its distance from Calgary makes me rank it a bit lower than the U of C and U of A. I also believe that U of R is good, but both distance and some limitation in program offering makes me recommend it the least (though I still would).
Mt. Royal gets my highest recommendation because of class size and high commitment a focus on teaching. The other universities offer good programs. I'm not likely to recommend USask because I'm not very familiar with it.
Open and honest application process, social systems in place to assist high school students in transitioning to university, strength of Student Services support,
Our students are very immature and will need many supports. The closer to home the more supports from family. When established independence, they have possibilities to transfer to other institutions.
Personally I do not recommend schools, I help students understand who they are and what they want to be. We then research who offers the program and the student researches from there. We use LMI and University ratings as well as the best environment for each individual.
programs offered, admission requirements, admission averages, scholarships, co-op/internship offerings, cost, supports,
Students can make their own decisions regarding acceptance, scholarships and program opportunities
Students choose a post-secondary based on a variety of individual factors. I encourage them to find their best fit. What might be the best PSI for one student could be very inappropriate for the next. I have no reservations about recommending any of the above PSI's. There are also differences between each PSI runs their faculties. Sometimes I hear consistently back from students about one or two of the faculties at a PSI not being a good experience. I think that things can change at a PSI and students are wise to do their own research and choose based on what they learn, rather than a rankings report.
Support systems, requirements of local scholarships, distance, previous graduates
The smaller institutions are more personalized and focused on the undergraduate experience. Larger institutions such as U of C sometimes use their undergraduates to fund their graduate programs.
The U of C has created a perceived attitude of snobbery "we only want your best and brightest." This turns students off because they don't know if they really are the "best and the brightest" comparatively speaking. The U of L sends a

very positive message of inclusion to all prospective students - and makes students feel welcome and that they can be successful there.

These are the choices I see in my office and we have a lot of students who go to these universities. Also, from what I hear on the news, research being done, etc.

These institutions are people friendly

These were difficult as we recommend institutions based on the specific programs that the students are interested in, not necessarily the university as a whole.

U of A is trying to be Canada's Harvard.:( The others make the students feel they are more than a number. Regina is not even on my radar. Grant McEwan is a place I send students as well.

UofC, UofA, MRU and UofS are all excellent universities. What really differentiates them are the programs. For example, only UofA has speech pathology, occupational therapist and dentistry in Alberta. A degree from any of these universities will lead to jobs. St. Mary's University is a university that is missing on your list. It is also excellent, and has the smallest class sizes.

#### Saskatchewan Respondents

A lot depends upon the type of programs that students are after. A bachelor of arts or science is comparable at all. However, some will offer specific types of engineering or education or music degrees. We try not to sway students toward a specific university; they need to make decisions based upon finances, type/length of program, etc.

Based on location for most students and keeping them in Saskatchewan.

Based on my familiarity with the school and it's programs

Based on my impression of the various factors I believe to be important.

Based on previous experiences, ease of accessing information from the institutions website, etc.

Based on programs offered/admission requirements/

Based on their preferences of program. This is difficult as, I recommend based on the program they are wanting to enroll in

Course interest of students and knowledge from previous work with the institution  
distance, size, class size,

familiarity with the programming and distance  
from what others have told me

I believe that U of R and U of S offer a great provincial education. I believe University of Calgary is a good option for students wanting a more global education.

I do not know alot about the programs offered and the distance from here is quite significant.

I do not personally know any of these universities.

I do recommend that students look at the programs that are offered. If the program is offered at a Saskatchewan University I do recommend that first. Students have a lot on their plate first year so being close to family /friends can settle these uneasy times.

I don't recommend schools to my students. We research any schools a student is interested in and they make the decision with their parents.

I don't recommend specific institutions to students. I recommend they learn as much as they can about an institution. There are times when I tell them things that they need to know (such as students who go to the U of S education program don't get into a classroom until their third year of university), but for the most part, I don't recommend they do or do not go to any specific location. Most decisions students make are based on where a specific program is offered, how close to home it is, and whether they have relatives or friends in that city so that they can live with them.

I encourage and support students in applying to any institution in which they are interested.

I placed Calgary and Saskatchewan as highest simply because of their campus size - more possibilities for specialized programs. The others, I simply based on information that I know about the institutions. I know "nothing" about Brandon and that it why it hasn't "tipped the scales" on my assessments - although I am sure that they have great programs also. I am only answering these questions based what I know.

I think that all of these schools have good professional reputations and good academic standing. I am somewhat more likely to refer students to schools where I have a greater depth of contact and experience.

I try not to recommend that students apply - I provide them with the information about the various programs. Many students do not desire to go out of province, so they tend to focus on the institutions here.

I want students to have any opportunity that is open to them. Their experience at a university might completely differ from another.
I would recommend any of these institutions if a student identified any of them as an institution he/she wished to attend. I would feel confident that any of these institutions would provide a quality education to the student.
I'm most familiar with those universities, so I am more confident in those recommendations.
It always depends on the specific program students are looking for
It depends entirely on the conversation with the student and what the student wants from their education (experience, hands-on, college, etc.)
local to students
More familiar with the Saskatchewan Universities. Brandon University is not greatly desired or respected by employers. The others, I am not super familiar with.
Most of my students do not want to move that far away from home. There is some benefits to some programs at U of S and U of R and it usually centers around direct entry or being able to pick a major directly out of high school
Most of my students will not be attending any post-secondary. However, the ones that do usually have no interest in travelling out of province to do this as money is scarce so they choose programs that interest them at a university that is the closest geographically to their family home.
Most of our students do not really consider out of province schools. I would promote them, if the students were interested in them.
My recommendations are made on an individual basis based on the needs of each student. I present students with information on each of these universities and they choose which is the best fit. The number 1 determining factor in most cases is being close to home.
My suggestions to students are based on their interest and needs. We haven't had interest in Brandon or Mount Royal so I have less knowledge about those campuses.
Personal experiences with the universities and feedback from others.
Proximity and cost.
proximity and knowledge of programs and admissions standards
Proximity to home and availability.
Proximity, programs, supports, size, reputation
Rather than look at a university as a whole, I help students look at specific programs that they are interested in.
Success of past students
U of R has fantastic marketing and student support, U of C a great reputation, and I have heard good things from former students about Mount Royal. U of S has suffered a bit the last few years because they are out of touch with students and school counsellors. I know very little of U of L and Brandon U and their reputation.
U of R is in their community which will save them some costs and it has good programs with a good reputation.
<b>Manitoba Respondents</b>
class size and reputation of programs
Depends on the program and area of study the student is interested in.
Depends on the program they want to enter.
I am more familiar with the campus of each and with the students that are applying from this school.
I am not familiar with the University of Regina or the University of Saskatchewan so it is less likely I would recommend them.
I believe all the institutions are very good and I know that attending Brandon University has many benefits as well.
I recommend Brandon University as it is the closest and a lot of our students are not ready to make the transition to a larger center further from home. I often advise doing 1 or 2 years locally before transferring to another university. other than that it really depends upon the program a student is looking for. Some are only offered at specific universities and some universities are better at certain programs. For example athletic therapy is only available at U of M and U of W
Many of the students that I work with would qualify for support through the Manitoba Government via a program called MarketAbilities. If the student qualifies for the financial support, and are considering post-secondary studies, the funding will not transfer outside Manitoba.

**Q16. How would you rate each university's ability to offer the student support strategies to ensure the academic success of your students?**

	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)
University of Calgary	7.06	7.56	N/A
University of Lethbridge	8.29	7.43	N/A
Mount Royal University	8.03	7.50	N/A
University of Alberta	7.10	N/A	N/A
University of Regina	7.79	8.46	7.33
University of Saskatchewan	8.22	8.10	7.00
Brandon University	N/A	7.35	8.42
University of Manitoba	N/A	N/A	7.00
University of Winnipeg	N/A	N/A	8.00

**Q17. Have you participated in the Maclean's University Ranking survey that targets guidance counsellors?**

	Total (n=125)	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)
Yes, every year	2%	6%	-	-
Yes, some years	10%	9%	8%	31%
No, but I am aware of the survey	46%	47%	46%	46%
No, and I am not familiar with this annual survey	41%	38%	46%	23%

Reason for no participation in Maclean's University Ranking survey	Total (n=58)	Alberta (n=22)	Saskatchewan (n=30)	Manitoba (n=6)
Was not invited to complete the survey	60%	64%	57%	67%
Don't know enough about the universities	31%	23%	37%	33%
Don't believe in ranking universities	19%	18%	23%	-
Too busy	7%	5%	10%	-
My response wouldn't make a difference	3%	-	7%	-
Other, please specify	3%	9%	-	-

**Q18A. For the National Reputational Ranking component of its University Rankings publication, Maclean’s gathers the views of survey respondents on the quality of 49 Canadian universities. The table below shows results of the “Best Overall” national ranking for a number of universities as published in November 2016.**

<b>Alberta Sample (n=47)</b>	<b>Too high</b>	<b>Too low</b>	<b>About right</b>	<b>Don't know</b>
University of Alberta: 5	21%	4%	47%	28%
University of Calgary: 12	17%	21%	38%	23%
University of Saskatchewan: 22	-	34%	19%	47%
University of Lethbridge: 31		62%	15%	23%
University of Regina: 34	2%	11%	32%	55%

**Q18B. For the National Reputational Ranking component of its University Rankings publication, Maclean’s gathers the views of survey respondents on the quality of 49 Canadian universities. The table below shows results of the “Best Overall” national ranking for a number of universities as published in November 2016.**

<b>Saskatchewan Sample (n=65)</b>	<b>Too high</b>	<b>Too low</b>	<b>About right</b>	<b>Don't know</b>
University of Calgary: 12	2%	5%	42%	52%
University of Saskatchewan: 22	3%	35%	25%	37%
University of Lethbridge: 31	6%	9%	22%	63%
University of Regina: 34	-	48%	12%	40%
Brandon University: 48	-	8%	17%	75%

**Q18C. For the National Reputational Ranking component of its University Rankings publication, Maclean’s gathers the views of survey respondents on the quality of 49 Canadian universities. The table below shows results of the “Best Overall” national ranking for a number of universities as published in November 2016.**

<b>Manitoba Sample (n=13)</b>	<b>Too high</b>	<b>Too low</b>	<b>About right</b>	<b>Don't know</b>
University of Manitoba: 14	8%	-	54%	38%
University of Saskatchewan: 22	-	23%	8%	69%
University of Regina: 34	-	8%	15%	77%
University of Winnipeg: 38		23%	8%	68%
Brandon University: 48	-	46%	31%	23%



## SECTION 5: INSTITUTIONAL UPDATE

The following questions aim to understand how you receive up-to-date information about these universities.

**Q19A. Please check if you are receiving updated information about these universities through the following information sharing activities:**

	University websites			University viewbooks			School visit by university representatives		
	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)
University of Calgary	87%	46%	N/A	85%	38%	N/A	70%	11%	N/A
University of Lethbridge	79%	38%	N/A	79%	45%	N/A	83%	25%	N/A
Mount Royal University	81%	31%	N/A	81%	40%	N/A	74%	15%	N/A
University of Alberta	83%	N/A	N/A	79%	N/A	N/A	55%	N/A	N/A
University of Regina	55%	80%	69%	57%	62%	46%	21%	71%	31%
University of Saskatchewan	60%	78%	69%	57%	58%	46%	21%	57%	15%
Brandon University	N/A	31%	92%	N/A	20%	92%	N/A	8%	77%
University of Manitoba	N/A	N/A	92%	N/A	N/A	85%	N/A	N/A	85%
University of Winnipeg	N/A	N/A	77%	N/A	N/A	77%	N/A	N/A	69%
None of these	9%	12%	-	13%	32%	8%	9%	23%	15%

**Q19B. Please check if you are receiving updated information about these universities through the following information sharing activities:**

	University campus visits			Universities' news releases, twitter feeds and blogs			Universities' alumni magazine		
	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)
University of Calgary	60%	6%	N/A	45%	14%	N/A	30%	3%	N/A
University of Lethbridge	53%	9%	N/A	32%	6%	N/A	15%	-	N/A
Mount Royal University	57%	3%	N/A	30%	9%	N/A	2%	2%	N/A
University of Alberta	32%	N/A	N/A	34%	N/A	N/A	9%	N/A	N/A
University of Regina	13%	58%	8%	19%	52%	15%	-	35%	8%
University of Saskatchewan	11%	68%	-	21%	49%	8%	2%	32%	8%
Brandon University	N/A	8%	85%	N/A	3%	38%	N/A	2%	46%
University of Manitoba	N/A	N/A	46%	N/A	N/A	31%	N/A	N/A	23%
University of Winnipeg	N/A	N/A	31%	N/A	N/A	23%	N/A	N/A	8%
None of these	13%	25%	8%	53%	43%	62%	55%	35%	38%

**Q20. How would you rate the effectiveness of these universities' efforts in reaching you to share updated information about the university?**

	Alberta (n=47)	Saskatchewan (n=65)	Manitoba (n=13)
University of Calgary	7.65	4.47	N/A
University of Lethbridge	7.82	4.73	N/A
Mount Royal University	7.78	4.26	N/A
University of Alberta	7.32	N/A	N/A
University of Regina	5.29	8.20	5.73
University of Saskatchewan	5.84	7.81	5.64
Brandon University	N/A	4.04	8.77
University of Manitoba	N/A	N/A	7.62
University of Winnipeg	N/A	N/A	6.83

**Q21. What advice would you give to universities to provide you and other guidance counsellors with the best up-to-date information to support your role in helping students in their transition to university (specific admissions, student awards, posters, etc.)?**

**Alberta Respondents**

Admissions, focal programming, support available for first years, transferable programs, available scholarships for first years, higher ability rates

Changes to specific admission requirements allow enough time for it to be met. 1-2 cycles for it to be met. Provide clear information around when decisions will be made. Wording information to students in a negative creates a lot of confusion for them. Provide clear information and working links for awards. Posters in a jpg format to be loaded to screens in schools as we move paperless. Offer transition events for students and families to answer next step questions, supports available, timing, etc. Virtual tours. connect with current students to ask questions once accept offer opportunities to connect with future roommate ahead of time if appropriate

Counsellor updates and e-mails are very helpful

Ease of access of information is critical. If I have to dig to find the information to provide a student, then that affects a students' opinion of the school. Website leaves an impression. The more updates I get the more I can promote the university. Emails get buried, so keep the updates coming. Mail me the posters; I don't have time to print them myself. Also, send posters in jpeg format so we can promo on screens in the school. The easier they are to attach to social media the better.

Email counsellors short updated emails monthly to ensure specific admissions, student awards, etc. are understood

Emails are the best way, followed by social media updates

Having a website that is easy to navigate (user-friendly) as all the research done by our students is through this medium. Presentations in the schools, webinars.

Having the opportunity to visit universities outside of my city has a huge impact on my ability to recommend or not recommend their institutions. Admissions on the spot events are attractive to some students, especially if the application fee is waived. Accepting the best of either the school awarded mark or the diploma mark is attractive to some students. Posters in the standard form (portrait, not landscape) are easiest to manage. Having fresh posters to put up throughout the year (especially after dated events) is great.

Include first nations schools, as places to recruit. Engaging families of students to be aware of individual institutions.

It would be nice to have a designated person for our area at these universities having a main point of contact would save me a lot of time going through extensive phone trees

Keep visiting us. presentations and posters

monthly e-newsletters

Most have a counsellor's update that is sent out via email each month, this works well. Others leave it up to the counsellor to check regularly which is often missed

Provide 1-800 numbers to counselors to connect with recruiters/admission. When a recruiter leaves, someone needs to be monitoring their email. Let us know who our contacts are. When changes in programs happen the turnaround time is too short for counselors or students to react. Changes to specific program requirements, need prior to student applying to University so two - three years ahead. More than once a year if admission requirements changes or updates happen over the year, make us aware of those changes. Specialty advising information, diverse qualifications, dual degree programs, diverse qualifications - medical situations. More timely Wording of information - too much information in a single email. When emailing students don't start with the negative comment "You have not been..." If it is just information they are missing, then just list the information missing. Students only read the first line and start having panic attacks. Break information up into two to 3 emails. Too much information happens to overload students. We then have to settle them down and go through each line to say what they need. Be there for us. Don't give us and a student a faculty number to answer questions. We want an actual person to respond. Instead of inundating us with posters, try sending some of the information via JPG. We can then put it on our TV screens.

Provide your counselors with a "Counsellor Hotline."

Regular emails that are short and to the point, school visits to meet with students, view-books

Response to inquiries in a timely fashion

School visits are extremely helpful as well as the view books. Often, I get asked by students to assist them with their application as well as getting registered for classes. I find this daunting as I don't want a student selecting an incorrect class. I would prefer they did this with a parent or a university academic advisor, but this can be a challenge. some campuses are beginning to host student workshops in this area which is very beneficial.

Specific admission grades once the schools determine them.

Specific counselor email notices, opportunities for counselors to attend/tour facilities - even when they are further away as it is hard to recommend a post-secondary institution when you only have either pictures or word of mouth. The counselor update from ELAA is excellent.

There are a lot of universities to keep track of especially if counselling is not your full-time job. I get regular email updates from UBC and that is very effective. Visits from the universities are great for the students but attending the guidance sessions at the universities is often inconvenient again because it is not my full-time job. If I have to go looking for a lot of information about a university, it is unlikely to be as complete as it could be. It would be great if there was a guidance counsellor portal on the university website that I could access to for the latest information/changes/etc.

Two of my sons have been educated in the United States. Each school provided them with free tutoring and support for each class. The schools wanted to make sure that all students were there for the next year. Great service.

Use video more - kids like watching videos of all sorts of things. Especially with cool music and good videos. Not cheesy.

Using a common format between post-secondary institutions would help research. Ex- having a common time to share program updates or averages

Visits from the Campus to the High school. Info nights/days. MRU does a partnership with my High School. MRU offers a post-secondary dual credit English course to our High School students who have completed grade 12 English. Post-Secondary Fairs

WE get an assortment of posters throughout the year from glacier. They are excellent. The recruiters come in and all say the same thing. Our school is getting tired of that. I think it might be better if a senior student or young alumni came to highlight their program; talk about interesting classes; interesting experiences that they may have had (international or something) All PSI's have international options, residence, food, intramurals - which is the focus of each presentation. Recruiters for the most part do a good job, but I think it is time to change the nature of the presentations.

Work with Career Cruising or My BluePrint - provides a comprehensive package that allows students to compare.

#### Saskatchewan Respondents

Although I do not want to take on the responsibilities of the guidance counsellors, I do believe there are other educators working in schools who do influence students' academic and career choices. Universities could expand their influence by informing more school personnel of the options they are able to offer.

Career Counsellor Updates (half day) in a central location

continue with information session for counsellors, students and parents to continually help students make informed

decisions.
Create a counselling guide specific to their institution.
Each year checking the Regina Public Schools Guidance Counsellor Distribution list and making sure they are up to date in e-mails and snail mail. Asking to attend one of our monthly meetings if they want to give us a presentation.
Email reminders that provide information about upcoming events, new programs, etc. is typically the best way to get information to counsellors. If they don't have our email addresses, it can go out through the ministry of education and then on to directors and superintendents who will get us information. Of the universities you're focusing on in this survey, I have never received anything from Brandon, very little to nothing from U Of C, and nearly nothing from Mount Royal.
Have great websites that are current.
hosting a counsellor update in my city is most likely to get me know your admissions standards and the quality of your programs. I am unlikely to be granted leave to travel to universities outside of the city.
If I have attended a counsellor update I am far more likely to recommend your university because I have more information to share about it.
I am old school so I like the face to face visits.
I appreciate having hard copies of promotional materials to distribute to students as well as being on an email distribution list for regular program updates, admissions, scholarships information, newsletters, etc. Chat functions on sites are also helpful for having specific questions answered quickly.
I attend the U of S open house for career counsellors and find this to be a very informative session. I also get updates through emails. I don't attend the U of R open house due to proximity as most of our students attend U of S so they can live at home.
I enjoy our contact from the Universities at Career Fairs and Post-Secondary Updates.
I like a summary of changes for each year and updates if other changes occur throughout the year. Viewbooks are good but I mostly use the websites. When websites have a counsellor section, I find that to be extremely useful. I think in this day and age Yearbooks should be eliminated. They are costly and are not very Earth friendly. I think email newsletters are great.
Information about specific "specialized" programs would be great. Most students choose to stick close to home (UofR) simply because they don't know what else is out there. If we had information about programs offered by the various institutions that make them "different" it would be very helpful.
It would be great if out of province universities would post exact entrance criteria for each program for each province. This should be visible to students in their future students section of their websites and very clearly laid out information. Posters are helpful especially if important dates, deadlines are advertised on them. Emails to counsellors can also really help so we are in the loop and can pass on information to students.
Less paper, more personal visits by university staff, emails about awards, deadlines, etc.
Make contact with the school.
New programs with admission requirements/ change in admission deadlines
opportunity to be on the campus - even during the summer
posters
posters are great for attracting the students attention/view books are also good to use with students/a chart that shows programs and specific admissions for each would be most beneficial for me and students
Posters, information on deadlines for specific program applications, etc.
Reach out to them at the district level and school level. Hold information sessions exclusively for counsellors.
Regional reps contacting me on a regular basis
Send links for Counsellor pages on their websites and email addresses for admissions to send documents.
The counselors Updates each year are fantastic. I would love to see the ELAA group put on a Counsellors Update in Saskatchewan as I have not been able to attend the one in AB due to budget restraints.
The universities that send our school information are doing a great job of it.
They should come into our building to present their programs to our students.
To have a summary of all the diplomas/degrees offered at the University. It does not have to be an in-depth

<p>explanation but rather a list.</p>
<p>U of S has the greatest website.</p>
<p>We have events where reps from universities are invited to speak to us and to our students. Not everyone is able to attend, particularly reps from schools farther away. That is unfortunate as it is very helpful to be able to develop these personal contacts; that personal connection enables us to make contact any time we have questions or are seeking assistance.</p>
<p>We need the information in pamphlet/book form on a consistent basis. Most years, we don't receive any information unless we specifically request it because of student interest.</p>
<p>With the growing trend of dumping the career guidance responsibilities on administrators, who are busy with other tasks, I'd say get out to schools and connect with students.</p>
<p><b>Manitoba Respondents</b></p>
<p>Copies of specific program requirements that can be handed out to high school students (student friendly copies) so students can start to look at requirements and have them infringement of them. Break down of fees - easy to follow student friendly</p>
<p>Emails and posters. Counsellor days.</p>
<p>Include schools in neighboring provinces when sending out information.</p>
<p>My answers may not be reflective of the efforts of the all the universities mentioned in the survey. We have other professionals in my building who do more of this sort of information sharing than I do, especially with my caseload, many of whom do not attend post-secondary.</p>
<p>posters, view books, visits, post-secondary day, tours</p>
<p>Student award information and how entrance awards are calculated would be of some use. User friendly websites. Being told when students have applied/been accepted would help immensely when students are worrying about whether or not they have done an application right.</p>
<p>They are doing adequately to keep me up to date. However, the students here reference more local universities than outside the province. If they are looking for a specialized field they get the information on their own.</p>
<p>virtual tours</p>