



2015 CUSC SURVEY OF GRADUATING STUDENTS

STUDENTS' GROWTH & DEVELOPMENT

Completed in April 2015, the *2015 CUSC Survey of Graduating Students* focussed on undergraduate university students who institutions identified as graduating in 2015. The survey was distributed to almost 57,000 students at 36 universities across Canada. In total, 18,144 undergraduate students from across Canada completed the survey, including 607 from the University of Manitoba.

This report focusses on the University of Manitoba's students, comparing them to students nationally and to students attending institutions comparable to the University of Manitoba. Where possible, this report also compares results with previous CUSC surveys of graduating students. However, CUSC has made substantial revisions to its *Survey of Graduating Students*; as a result, there are many new questions that have been added and for which comparable historical data is not available (indicated by N/A in the tables). Unless otherwise stated, all differences reported are not statistically significant.

CONTRIBUTION TO COMMUNICATION SKILLS

A majority of University of Manitoba students hold the view that the university has contributed much or very much to their writing and speaking skills.

Table 1 shows University of Manitoba students' ratings of the university's contribution to their communication skills.

- Students at the University of Manitoba (68%) are more likely than students nationally (63%) or at comparable institutions (56%) to say that their university contributed much or very much to *writing clearly and correctly*.
- Conversely, University of Manitoba students (18%) were less likely than students at similar universities (26%) to say that the university contributed much or very much to *second or third language skills*, but were as likely as students nationally (20%).
- A majority of students at the University of Manitoba said that the university contributed much or very much to *speaking to small groups* (60%) and *speaking to a class or audience* (57%). These proportions are higher than for students at comparable universities (57% and 49%, respectively). Students nationally were more likely to say their university contributed much or very much to *speaking to small groups* (63%) and a similar amount to *speaking to a class or audience* (56%).

TABLE 1: Students reporting university contributed much or very much to their communication skills

	National (n=17,537)	Comparable institutions (n=4,009)	University of Manitoba	
			2015 (n=607)	2012 (n=463)
Writing clearly and correctly*	63%	56%	68%	73%
Speaking to small groups	63%	57%	60%	-
Speaking to a class or audience	56%	49%	57%	-
Second or third language skills	20%	26%	18%	14%

* In 2012, the skill was phrased as "written communication skills."

CONTRIBUTION TO ANALYTICAL AND LEARNING SKILLS

University of Manitoba students are more likely to say their university contributed much or very much to their analytical and learning skills than students at other universities.

Of the eight analytical and learning skills mentioned in Table 2, a majority of University of Manitoba graduating students say the university contributed much or very much to seven of them. This includes over 7 in 10 students who said *ability to find and use information* (77%) and *thinking logically and analytically* (75%). The only exception was contribution to *mathematical skills*, which 35% of University of Manitoba said their institution contributed much or very much towards.

University of Manitoba students rated all of the analytical and learning skills higher than students at comparable institutions and nationally.

TABLE 2: Students reporting university contributed much or very much to their analytical and learning skills

	National (n=17,537)	Comparable institutions (n=4,009)	University of Manitoba	
			2015 (n=607)	2012 (n=463)
Ability to find and use information	75%	73%	77%	-
Thinking logically and analytically	73%	69%	75%	78%
Understanding abstract concepts*	63%	60%	66%	68%
Listening to others to absorb information accurately	61%	59%	63%	-
Reading to absorb information accurately	61%	59%	64%	-
Thinking creatively to find ways to achieve an objective	60%	52%	62%	-
Effective study and learning skills	57%	54%	59%	68%
Mathematical skills	32%	31%	35%	37%

* In 2012, the skill was phrased as "ability to understand abstract reasoning."

Among students across Canada (including the University of Manitoba), male students (40%) were more likely than female students (26%) to say that their university contributed much or very much to their *mathematical skills*.

CONTRIBUTION TO WORKING SKILLS

University of Manitoba students are more likely to say their university contributed much or very much to their working skills than students at similar universities.

Of the seven working skills asked, University of Manitoba students were most likely to say their university contributed much or very much to *working independently* (77%) and least likely to *entrepreneurial skills* (21%). This order was the same at universities nationally and at comparable institutions.

Compared to students nationally, University of Manitoba students rated the contribution to working skills very similarly across all seven skills; however, they were more likely than students at comparable institutions to say their university contributed to each of the seven skills. See Table 3.

TABLE 3: Students reporting university contributed much or very much to their working skills

	National (n=17,537)	Comparable institutions (n=4,009)	University of Manitoba	
			2015 (n=607)	2012 (n=463)
Working independently	75%	74%	77%	79%
Co-operative interaction in groups	61%	55%	58%	58%
Skills for planning and completing projects	59%	55%	60%	68%
Skills and knowledge for employment*	43%	36%	44%	59%
Computer literacy skills	42%	36%	42%	-
Knowledge of career options	38%	32%	39%	-
Entrepreneurial skills	22%	19%	21%	22%

* In 2012, the skill was phrased as “general skills and knowledge relevant for employment.”

CONTRIBUTION TO LIFE SKILLS

University of Manitoba students are more likely to say their university contributed much or very much to their life skills than students at similar universities.

As seen in Table 4, University of Manitoba students were more likely than students at comparable institutions to say the university contributed much or very much to all ten of the life skills tested. Compared to students nationally, they provided similar ratings, with some being slightly higher or lower than the national results (typically by just two or three percentage points).

TABLE 4: Students reporting university contributed much or very much to their life skills

	National (n=17,537)	Comparable institutions (n=4,009)	University of Manitoba	
			2015 (n=607)	2012 (n=463)
Ability to interact with people from backgrounds different from your own	64%	59%	63%	-
Dealing successfully with obstacles to achieve an objective	63%	59%	67%	-
Time management skills	61%	57%	64%	67%
Persistence with difficult tasks	60%	57%	60%	71%
Ability to evaluate your own strengths and weaknesses	58%	52%	60%	-
Self-confidence	52%	45%	55%	59%
Moral and ethical judgement*	51%	46%	54%	53%
Ability to lead a group to achieve an objective	50%	43%	47%	-
Appreciation of the arts	32%	28%	33%	32%
Spirituality**	17%	14%	16%	15%

* In 2012, the skill was phrased as “moral and ethical development.”

** In 2012, the skill was phrased as “spiritual development.”

MOST IMPORTANT AREAS

University of Manitoba students rated thinking logically and analytically as the most important area for the university to contribute.

Students were asked to rate which of 29 areas were most important for their university to contribute towards. Results in Table 5 show that University of Manitoba students (just like students nationally and at comparable universities) were most likely to say that universities should contribute to *thinking logically and analytically*. In fact, at the University of Manitoba, *thinking logically and analytically* was twice as likely to be selected as the second highest area (*skills and knowledge for employment*).

TABLE 5: Top five most important areas for the university to contribute

	National (n=17,537)	Comparable institutions (n=4,009)	University of Manitoba 2015 (n=607)
Thinking logically and analytically	46%	45%	44%
Skills and knowledge for employment	21%	20%	22%
Time management skills	21%	20%	19%
Dealing successfully with obstacles to achieve an objective	20%	21%	21%
Self-confidence	19%	18%	21%