



Canadian Bureau for  
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l'éducation internationale

# Canada First

The 2009 Survey of International Students





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The 2009 Survey of International Students

**By**

**Prairie Research Associates (PRA) Inc., Winnipeg, Manitoba**

**Prepared for the:**

**CANADIAN BUREAU FOR INTERNATIONAL EDUCATION**

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Canadian Bureau for  
International Education

Bureau canadien de  
l'éducation internationale

## THE CANADIAN BUREAU FOR INTERNATIONAL EDUCATION

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CBIE represents the full spectrum of Canadian education; its membership is composed of nearly 200 colleges, universities, school boards, organizations and individuals.

CBIE is the Canadian leader in international student issues and sets the standard for scholarship management and service provision.

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CBIE promotes the transfer of knowledge across borders by providing technical assistance, information and support services. CBIE engages in cooperative projects in capacity building, institutional strengthening and human resource development.

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## PREFACE by Karen McBride

We are happy to share with you the fourth national survey of international students in Canada.

International students enrich our country in many ways, and we continue to learn about their positive experiences in Canada, and their reasons for choosing to study here. We have learned through this study that international students are satisfied with their decision to study in Canada. In fact, 90% of students indicated that they were either satisfied or very satisfied with their decision to study here.

An exciting finding for Canada and our future plans to address skills shortages and increase global competitiveness is that 50% of international students plan to stay in Canada after they have completed their studies. According to the survey, this is due to the increase in opportunities for students to enter the Canadian workforce, for example, through the post-graduation work permit program.

Other key findings emerge from this report.

- Nine out of 10 students who saw advertising about studying in Canada say it influenced their decision to choose Canada. We can build on this by making the IMAGINE Canada brand available to all Canadian stakeholders in international education.
- Although almost all students reported using the internet as a source of information on study in Canada, more students in 2009 than in 2004 reported that a professor, teacher, or instructor in their home country was also a key source. With our move toward more and more electronic information provision, the “personal touch” needs to be maintained, and keeping personal linkages with our international counterparts and alumni is key.

- Tuition fees are on the rise, which may suggest why fewer students from lower income families are choosing Canada. In Canada, we want the best and the brightest, not just the richest. Scholarship offerings should be studied in depth to determine where Canada could strategically enhance its investments.
- Canada was the first choice destination for just over 50% of international students studying here, but this has fallen from a high of nearly 60% in 1999. International students have more options, and many countries are aggressively marketing to internationally mobile students. While Canada again scored high marks on the quality of education offered, we need to continue to promote our academic quality even more strongly. The global, competitive environment insists that we do not rest on our laurels, but rather strive to put Canada “first” in the minds of all students considering studying outside of their home country.

This report suggests strongly that a comprehensive, whole of industry approach to the international learner’s experience in Canada, including marketing, scholarships, keeping tuition fees competitive, and building and maintaining partnerships with international counterparts is needed to put, and keep, Canada first. We hope that you will use this report as the evidence base to make recommendations at your institutions and to federal and provincial partners. CBIE plans to discuss the results widely, and to continue to provide leadership with respect to effective promotion of Canadian education abroad.

Karen McBride, President  
Canadian Bureau for International Education

## ACKNOWLEDGEMENTS

A report of this magnitude and substance requires the dedication and commitment of many players. CBIE gratefully acknowledges the financial contributions of the Department of Foreign Affairs and International Trade Canada and Citizenship and Immigration Canada.

We are deeply indebted to the participating institutions and, in particular, to the Institutional Research Officers and International Student Advisers who provided outstanding support in the survey implementation. As in so many of our other activities, their professionalism and commitment to international education is to be commended.

Our heartfelt thanks go to the five thousand plus students who completed the comprehensive questionnaire. We hope their contributions will inform the policies needed to create an environment where every future international student chooses “Canada First”.





# EXECUTIVE SUMMARY

The Canadian Bureau for International Education (CBIE) regularly evaluates the experience of international students in Canada through a benchmarking survey. Canada First 2009 represents the fourth time CBIE has conducted this research. This year's survey used a revised questionnaire similar to those utilized previously. In 2009, 5,925 international students from 22 universities and 4 colleges across Canada participated in the survey.

## CHOOSING CANADA

Overall, over half of the students (53%) listed Canada as their first country of choice in which to study abroad. Among university students, the number of those saying Canada is their first choice has consistently fallen from a high of 59% in 1999.

Students report that there are many important factors that influence their decision to come to Canada for their post-secondary education. The single most common factor appears to be the quality of education in Canada, with almost 3 students in 4 considering it very important in their decision to study in Canada. The second most commonly cited reason for choosing Canada is that Canada is a safe country. These results are very similar to the 2004 survey findings.

Since 2004, major changes have been implemented regarding off-campus and post-graduation work. Asked about the influence these opportunities had on their decision to come to Canada, many said they found the work opportunity attractive. For example, 63% of college students and 29% of university students report off-campus work opportunities are very important in their decision to come to Canada. In each case, even more students rate post-graduation work opportunities as very important (49% of university and 74% of college students).

About half of these students report that they remember seeing or hearing advertising about studying in Canada. Among those who report seeing or hearing such advertising, about 9 in 10 say it at least somewhat influenced their decision to come to Canada to study.

Almost all students (95% of university and 93% of college students) used the Internet to gather information when they were choosing an institution. This is up from 2004, when about 8 students in 10 reported using the Internet as a source of information for choosing their institution.

Canada advertises itself to international students as "a great place to reach your potential." Almost all students (95% of university students and 96% of college students) say that they think of Canada as a place to reach their educational

potential, including 47% who very much think this is the case. In other words, the position Canada has selected appears to be consistent with the beliefs held by international students.

Like the decision to study in Canada, students' choice of educational institution appears to be based on a number of factors. However, the most important reasons are educational, with the single most important reason being the quality of education students would get at their current institution, followed by the availability of a particular program at this institution.

Numerous students at university and college level had previously studied at a language school or public or private secondary school—as many as 1 in 3 at university level had done some secondary education in Canada prior to their university program. Clearly, entrance to post-secondary education is often via the secondary "pathway."

Typically, students applied to about two Canadian institutions, and the vast majority (over 3 in 4) report they are attending their first choice.

Students are split on whether their decision to study in Canada was driven primarily by the country or the institution. About half of university students say they had wanted to study in Canada, and then decided on an institution, while the other half wanted to study at a particular institution in Canada. College students are more likely to say they chose the country rather than the institution. Almost 2 in 3 college students report they wanted to study in Canada, and then decided on an institution.

Most students report that both their courses and institution are meeting or exceeding their expectations. About 8 students in 10 – whether thinking of their courses or the institution at which they are taking them – say that they are as expected or better than expected. Indeed, almost 9 students in 10 agree that they are satisfied with the decision to attend their current institution.

As was the case in 2004, this year's survey found that almost 9 students in 10 are satisfied with their decision to study in Canada, and over 8 students in 10 would recommend that other students from their country undertake study in Canada.

## FINANCIAL ISSUES

The typical international university or college student spends approximately \$14,000 annually for tuition, books, and other study materials. Both college and university tuition have increased an average of about 86% in the last 10 years, well ahead of the rate of inflation in the same period.

About 6 in 10 international students report that they come from families with average wealth. About 1 in 4 come from families that, in their home countries, are considerably better off than average. Less than 1 in 10 come from families who are considerably worse off than average. However, the number of students coming from such families has decreased. In 1988, 12% of university students were from families with below average wealth, decreasing to 10% in 1999 and 2004, and to only 8% in 2009. In part, this may reflect that the increase in Canadian tuition fees has made a Canadian education unattainable for many.

The vast majority of students remain dependent on their families and/or personal savings to pay for their education. Indeed, 85% of college students and 67% of university students report that parents, relatives, or guardians help pay for their education.

Many students report working in Canada while attending school. Working either on or off-campus is more common among university (46%) than college (33%) students. However, fewer were working at the time of the survey (26% of university and 15% of college students). In part, this may reflect that while many students want to work, it is difficult to do so. While several respondents acknowledged the change in off-campus work policies and were grateful, many would like work permits to be more flexible, including changing the restriction on what parts of Canada students can work in, lifting the cap on 20 hours a week, changing the length of time students have in which to find employment, and allowing part-time students to work.

This survey also suggests that for many international students, it is difficult to meet the financial demands of living in Canada. About 1 in 4 report that they are struggling, saying that it is sometimes or always difficult to pay their living expenses. Further, about 4 students in 10 report some or big problems obtaining money for living expenses and about as many report problems obtaining money for tuition fees. About half report having helped other international students by lending food, money, or accommodation in the past year.

## ARRIVING IN CANADA

Students' experience with Canadian immigration officials appears to be improving over time.

A majority of students report no difficulty when dealing with the Canadian immigration officials in their home country. However, about 3 students in 10 report having at least some difficulty, including a few who report having much difficulty. Over the past 10 years, fewer students have reported difficulties. In 1999, 41% of students reported at least some difficulty. This has fallen slowly, and in 2009, 30% of students report the same.

About 8 students in 10 report no difficulty with Canadian immigration officials at the port of entry. About 1 student in

5 (19%) reports having at least some difficulty, including 2% who report having much difficulty, with immigration officials at Canadian ports of entry. Again, over the past 10 years, fewer students have reported difficulties. About 26% reported such difficulties in 1999 compared to 19% 10 years later.

Among those who have contacted officials in Canada to renew or change their study permits or to apply for a work permit, many report at least some difficulties. For example, about 1 in 3 reports at least some difficulty when renewing their study permit, including just under 10% who had much difficulty. Over 1 in 3 reports at least some difficulty applying for a work permit, and similarly, about 3 in 10 report at least some difficulty when requesting a change to their study permit.

## EXPERIENCE AT CANADIAN INSTITUTIONS AND IN CANADA

Most students report being satisfied with services and facilities they have used at their institutions. For example, about 8 in 10 students who had experience report being satisfied or very satisfied with the International Students Handbook, recreational facilities, international student advisors, and study skills and learning support services.

Almost 9 students in 10 report their instructors treat them fairly in class and consider their instructors to be accessible outside of class. However, only about 6 in 10 report that their instructors have taken a personal interest in their academic progress.

While over 6 students in 10 agree they have not experienced any form of racism in Canada, about 3 in 10 disagree. This is particularly pronounced among students from Sub-Saharan Africa, where 42% say they have experienced some form of racism. Similarly, about 1 student in 4 reports that his/her instructors do not show sensitivity to racial issues. However, in this case, it is students from North Africa/Middle East (42%) and East Asia (41%) who are most likely to say their instructors are insensitive to racial issues.

## BACKGROUND OF STUDENTS

As in 1999 and 2004, about half of international students are female. This is up significantly from 1988, when only 35% of university students were female.

The average age of international students studying at university is 25 years and at college 24 years. About 21% of university students are married (or common-law), compared to 14% of college students. Of the married students, most report their spouse is living in Canada.

## FUTURE PLANS

Students' plans after completing their current program vary, and their plans are not necessarily mutually exclusive. Over 6 in 10 will continue their education, including about 1 in 5 who plan to get another degree at either their current institution in Canada or another institution. Over 3 in 4 have work-related plans, including a majority who plan to work in Canada for three years and then return home.

Over half of all students plan to apply for permanent resident status in Canada.

## STUDENT RECOMMENDATIONS

Asked if they had any advice for Canadian governments about possible changes in policy on international students, about 6 in 10 students provided recommendations. The recommendations made by students fell into three broad areas: financial, employment, and procedural.

- **Financial.** The single most common recommendation (provided independently by about 1 in 5 students) is to lower tuition fees for international students and to provide scholarships or bursaries for international students (about 1 in 10).
- **Employment.** The ability to work off-campus was raised as an issue, especially among college students (about 1 in 5 mentioned it). Although international students have the opportunity to work off-campus, many mentioned difficulties being able to take advantage of this benefit due to specific restrictions.
- **Procedures.** Several students made recommendations to simplify the process for obtaining study permits (about 1 in 10 made such recommendations), as well as making it easier for students to become permanent residents (similarly, about 1 in 10 made this recommendation.)

## 1.0 INTRODUCTION

The Canadian Bureau for International Education (CBIE) has continued its practice of regularly evaluating the experience of international students in Canada through its benchmarking survey. *Canada First 2009* serves as a follow-up to similar surveys conducted in 2004 and 1999.

For the 2009 study, CBIE engaged PRA Inc. to conduct the survey, analyze the results, and prepare this report. In these tasks, PRA worked closely with CBIE.

In 2008, PRA and CBIE completed a thorough review of the questionnaire and the methodology used for the 2004 survey. While the 2009 research was based on the questionnaire first designed in 1999, the survey and the approach have been modified since the original study and follow-up in 2004.

*Canada First 2009* is designed to serve the needs of Canadian international education. In this age of rapid globalization, increasing interconnectedness, and fierce competition for international students for varying reasons, it is important to encourage international students to make their first choice Canada, and to ensure that we have the programs and services in place for these students to do so. Students' expectations and desires can change quickly, but as this report will highlight, there is a high level of satisfaction among international students in Canada, which remains virtually unchanged since 2004. CBIE hopes that this report will inform and influence provincial and federal policy, with respect to international education and immigration, to ensure that, increasingly, Canada is the first-choice destination for international students everywhere.

This current study was designed to:

- Provide information on the background characteristics and competencies of international students
- Understand Canada's image as an educational destination
- Discover factors involved in student decisions to study in Canada
- Examine the experience of international students in Canadian universities and colleges
- Provide student feedback on government and institutional policies affecting international students, including new work opportunities, and
- Learn more about students' plans following completion of their studies in Canada.<sup>1</sup>

This year's study was conducted with financial support from Citizenship and Immigration Canada (CIC) and Foreign Affairs and International Trade Canada (DFAIT). Additionally, this research would not have been possible without the dedication, cooperation, and assistance of the universities and colleges that participated in the survey.

<sup>1</sup> Taken from Canadian Bureau for International Education, *Canada First: The 1999 Survey of International Students*, November 1999, p. 1.

<sup>2</sup> Previous surveys used a mail-based methodology.

## 1.1 METHODOLOGY

The 2009 survey of international students is based on a previous study conducted in 2004 and 1999. The questionnaire and methodology for the 1999 study were designed with the assistance of Dr. James Walker and were modified only slightly for the 2004 research.

In 2009, CBIE and PRA undertook a comprehensive review of the survey methodology and questionnaire. A key consideration was the delivery mechanism for the questionnaire. Prior to 2009, the survey was conducted on paper by students either completing it in class or, more frequently, on their own using a copy received by mail. In 2009, the survey used a web-based methodology.<sup>2</sup> This shift minimized the reliance on participating institutions to support the survey and was designed to make it easier for international students to complete the questionnaire. It should be noted that the web-based methodology seems to have made it easier for universities to reach their students to complete the survey, but may have had the opposite effect on colleges, some of which do not keep a roster of all international student email addresses.

The web-based methodology is designed to reach a large sample of international students. Institutions were asked to sample 1,000 international students, using a simple random sampling technique to select participants. If an institution did not have 1,000 international students, all students who met the criteria were to be included in their sample.

"International students" included all students who are studying in Canada on a study permit or a temporary resident (visitor) visa, or who are undertaking research on a work permit. All full-time or part-time international students attending each institution were eligible to participate in the survey, regardless of their faculty or major, the year of their program, or their level of study. Universities were to include international students at all levels including undergraduate, graduate, professional, and ESL/FLS. Colleges were to include all international students enrolled in access and upgrading, certificate and diploma, degree, and ESL/FLS programs.

Participating institutions had a choice of how the survey was to be administered. Either institutions provided a list of students to PRA (who would then liaise with the students) or institutions could manage the process themselves. In either case, students were invited to participate by accessing the URL included in an email invitation. Two follow-up emails were sent to non-responding students.

The comprehensive review of the questionnaire included clarifications to wording, modifications to improve flow, added questions to reflect new information requirements, and elimination of questions that seemed redundant.

In particular, CBIE wished to obtain benchmark data that would help assess the impact of Canada's education promotion brand ("Imagine education in Canada"), implemented in September 2008 by Foreign Affairs and

International Trade Canada (DFAIT) and the provincial ministries of education through the offices of the Council of Ministers of Education, Canada (CMEC).

As well, CIC requested additional questions related to off-campus and post-graduation work to help assess the early impact of these programs.

Once an English-language version was finalized, CBIE produced a French-language version of the survey (see Appendix A).

To invite institutions to participate in the 2009 Survey of International Students, a letter from the President of CBIE was directed to 30 universities and 20 colleges. The universities and colleges were chosen in an effort to reach 80% of the overall international student enrolment in Canada; however,

there were limitations on current data on the number of international students at each institution. In the fall of 2008, when the institutions were chosen, Statistics Canada had data available for international student enrolment at Canadian universities for the academic year 2005-06, but no more recent data. No centralized data was available for colleges, and so all colleges that had participated in the 2004 survey of international students were invited to participate in the 2009 survey.

Of the 50 institutions contacted, 22 universities and 4 colleges participated.<sup>3</sup> Of the 26 participating institutions, half (n=13) chose to administer the survey in-house. The response of students by institution ranged from a low of 3% to a high of 44%. The overall response rate was 24%. See Table 1 for the number of completes by institution.<sup>4</sup>

<b>TABLE 1: RESPONSE RATES BY INSTITUTION</b>			
	<b>Invited</b>	<b>Completed</b>	<b>Response rate</b>
<b>Universities</b>			
University 1	1,000	438	43.8%
University 2	1,000	137	13.7%
University 3	1,000	375	37.5%
University 4	1,000	296	29.6%
University 5	1,000	262	26.2%
University 6	1,000	231	23.1%
University 7	1,000	162	16.2%
University 8	1,000	259	25.9%
University 9	1,000	198	19.8%
University 10	1,000	426	42.6%
University 11	1,000	229	22.9%
University 12	656	245	37.3%
University 13	900	69	7.7%
University 14	1,000	33	3.3%
University 15	1,000	104	10.4%
University 16	1,000	365	36.5%
University 17	1,000	387	38.7%
University 18	1,000	124	12.4%
University 19	1,000	437	43.7%
University 20	1,000	226	22.6%
University 21	1,000	143	14.3%
University 22	1,000	365	36.5%
<b>University total</b>	<b>21,556</b>	<b>5,511</b>	<b>25.6%</b>
<b>Colleges</b>			
College 1	1,000	65	6.5%
College 2	1,000	137	13.7%
College 3	139	14	10.1%
College 4	1,000	198	19.8%
<b>College total</b>	<b>3,139</b>	<b>414</b>	<b>13.2%</b>

<sup>3</sup> A number of institutions that ultimately did not participate in the survey had expressed early interest in being a part of this work. Some were unable to secure the appropriate ethics review committee approval or unable to do so in the time frame specified. Others, particularly in British Columbia, declined to participate due to a recent similar survey in the province.

<sup>4</sup> The online methodology dramatically increased the number of students that participated in the study overall (5,925, up from 1,663 in 2004). This is in spite of the fact that the overall number of participating institutions was down, especially among the colleges (down from 20 in 2004).

## 1.2 PROFILE OF THE POPULATION

According to Citizenship and Immigration Canada, in 2008, there were over 178,000 international students studying in Canada.<sup>5</sup> About half of these students are new each year, arriving from countries all over the world. In 2005, the latest year for which we have data, about half of the students arriving in Canada were from Asia. Table 2 compares the distribution of the population of newly arrived international students in Canada with that of our sample. Assuming that new arrivals are fairly consistent each year, our sample slightly overrepresents students from Asia and South America and under-represents students from North and Central America.

**Table 2: Distribution of the population and sample of international students**

Continent	Population <sup>7</sup> (n=73,635)	Sample (n=5,693)
Asia	52%	54%
Europe	17%	17%
North/Central America	17%	11%
Africa	11%	12%
South America/Oceania	3%	5%
<b>Total</b>	<b>100%</b>	<b>101%</b>

\*Source: UNESCO Estimates for Canada, 2005. Based on international students arriving in 2005. Totals may not sum to 100% due to rounding. Excludes those students whose country of citizenship is unknown.

To compensate for these slight discrepancies between the population and the sample, we have weighted the data. In 2007, 54% of international students studying in Canada were attending university; the remaining were studying at trade (12%) or other post-secondary (11%) institutions, and secondary school or less (20%). Among those attending post-secondary institutions, about 66% are studying at a university.<sup>6</sup> Since our sample under-represents college students, we present the results for university and college students. The only exceptions are comparisons with previous surveys or subsets of the students. In these cases, the results are dominated by our university participants.

## 1.3 SIGNIFICANCE TESTING

Throughout this report, we have tested for significant differences between subpopulations such as university and college students, region of citizenship, etc. We report on many of these differences when they are statistically

significant. We have adopted a fairly strict definition of significance due to the rather large sample size.<sup>7</sup>

## 1.4 COMPARISON WITH PREVIOUS RESULTS

Throughout this report, we compare the 2009 data with the results from 1988, 1999, and 2004.<sup>8</sup> The 1988 results included only university students. The 1999 survey included a larger number of respondents overall, especially university students. In 2004, more college students participated. As we have seen in 2009, far more university students than college students participated. Thus, in comparing year to year, overall responses may differ due to factors other than change in attitudes or behaviours. The large number of university students relative to college students in the current survey may account for some difference overall. As well, the number and type of students from participating institutions may differ across the four surveys and may account for any changes. While comparisons are made in this document, caution should be used in interpreting any differences.

## 1.5 COMPETITIVE ENVIRONMENT

Canada is not alone in conducting surveys to understand the experiences and satisfaction of international students. Most western countries competing for international students regularly conduct such surveys, and do so more frequently than Canada. Indeed, regular reports are commissioned by Australia, Germany, New Zealand, and the UK, and serve as an important benchmarking tool in overall international student satisfaction with their choice of study destination.

The United Kingdom, through the Prime Minister's Initiative for International Education, launched a five-year strategy in 1999 that aimed to secure the UK's position as a leader in international education. The initiative funded several surveys on international students. A comprehensive national survey of 4,796 students at 181 post-secondary institutions from 150 different countries was published in 2004 by UKCOSA: the Council for International Education, Universities UK, the British Council, and SCOP (the Standing Conference of Principals). The report finds that international students studying in the UK are very pleased with their academic experience, student support, and the wider experience of living in the UK.<sup>9</sup> In 2006, a similar UKCOSA

<sup>5</sup> See Canada – December 1<sup>st</sup> stock of foreign students by province or territory and urban area, 2004-2008. Retrieved July 13, 2009, from <http://www.cic.gc.ca/english/resources/statistics/facts2008/temporary/04.asp>.

<sup>6</sup> See Canada – December 1<sup>st</sup> stock of foreign students by gender and level of study, 1998-2007. Retrieved July 13, 2009, from <http://www.cic.gc.ca/english/resources/statistics/facts2007/temporary/20.asp>.

<sup>7</sup> Large sample sizes may inflate measures of statistical significance and lead to false conclusions about the strength of association. Since the chi-square measure of association is susceptible to this, throughout this document, we only report differences where the Pearson's chi-square has a probability of a type 1 error of .000.

<sup>8</sup> All results from the 2004 study are taken from Survey of International Students, June 2004. All results from the 1999 study are taken from James L. Walker, Canada First: The 1999 Survey of International Students, November 1999. Results for the 1988 study are taken from John de Vries and Stephen Richer, The 1988 Survey of International Students in Canadian Universities.

<sup>9</sup> UKCOSA: The Council for International Education. (2004). Broadening our Horizons: international students in UK universities and colleges. Retrieved June 24, 2009, from <http://www.ukcosa.org.uk/files/pdf/BOHsummary.pdf>.

study of college students was conducted that identified a high rate of satisfaction, but also a number of challenges, such as recognition of foreign qualifications and the costs and bureaucracy of visa extensions. Two follow-up surveys in 2007 and 2008 looked specifically at the international student experiences with support services.<sup>10</sup>

Similar to the UK findings, the report on the experience of international students in New Zealand (2007), conducted by the Ministry of Education, identifies a high self-assessment of progress in international students' studies.<sup>11</sup>

Australian Education International (AEI) conducted a survey in 2006 of international students in the following sectors: higher education, vocational education and training, and secondary education.<sup>12</sup> The survey reports that, overall, international students are satisfied with studying in Australia. In 2007, AEI did a follow-up survey with international graduates. The results of this study strengthen the important outcomes of an overall high satisfaction rate among

international students studying and living in Australia. Despite the high satisfaction rate, the survey shows that international students rank UK and US courses higher in quality, and Canadian and New Zealand courses on par with Australian higher education.<sup>13</sup>

Germany has regularly surveyed the experience of international students since 1968. After a number of methodological revisions, since 2002, international students have been surveyed every three years by commission of the German Ministry of Education and Research. The German surveys cover structural characteristics, previous education, reasons international students study in Germany, living conditions, and challenges. The German study reports that the majority of international students would recommend that other students study in Germany.<sup>14</sup>

As we present the results of the latest Canadian survey of international students, these findings from other jurisdictions should be kept in mind.

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<sup>10</sup> UKCOSA. (2006). *New Horizons: The experiences of international students in UK further education colleges*. Retrieved June 24, 2009, from [http://www.ukcosa.org.uk/files/pdf/new\\_horizons\\_summary.pdf](http://www.ukcosa.org.uk/files/pdf/new_horizons_summary.pdf).

<sup>11</sup> New Zealand Ministry of Education. (2008). *The Experiences of International Students in New Zealand: report on the results of the national survey 2007*. Retrieved June 24, 2009, from <http://www.educationcounts.govt.nz/publications/international/22971>.

<sup>12</sup> Australian Education International. (2008). *2007 Follow-Up International Student Survey*. Retrieved July 8, 2009, from [https://aei.gov.au/AEI/PublicationsAndResearch/Publications/2007\\_ISSFollowUp\\_Exec.pdf](https://aei.gov.au/AEI/PublicationsAndResearch/Publications/2007_ISSFollowUp_Exec.pdf).

<sup>13</sup> Australian Education International. (2007). *2006 International Student Survey – Higher Education Summary Report*, Commonwealth of Australia.

<sup>14</sup> German Ministry of Education. (2008). *Internationalization of Higher Education*. Retrieved June 24, 2009, from [http://www.bmbf.de/pub/internationalization\\_of\\_higher\\_education\\_2008.pdf](http://www.bmbf.de/pub/internationalization_of_higher_education_2008.pdf)

## 2.0 PROFILE OF STUDENTS

In this section, we provide a personal and academic profile of participating international students.

### 2.1 COUNTRY OF ORIGIN

Students were asked three questions on their country of origin. We have created nine regional groupings that are as follows:

- European Union (EU) includes member countries of the European Union.
- Non-European Union (Non-EU) includes countries in Europe that are not part of the European Union, such as Norway, Russia, Albania, and Turkey.
- Sub-Saharan Africa (S-S Africa) includes most countries in Africa, from Mali to South Africa.
- North Africa and the Middle East (N Africa/M East) includes North African countries such as Algeria and Egypt, and Middle Eastern countries such as Lebanon and Iran.
- East Asia (E Asia) includes countries in the northeastern parts of Asia, such as Mongolia, and including China and Japan.
- Southeast Asia (S-E Asia) includes countries from Laos south through to Indonesia.
- Central and South Asia (C&S Asia) includes countries from Kazakhstan through to Sri Lanka, including Pakistan and India.
- North America and Oceania (N America/Oceania) includes countries such as the United States, Australia, and New Zealand.
- Central and South America, Caribbean (C&S America) includes Mexico, as well as all of the Caribbean and all countries in South America.

Most commonly, international students attending a college or university in Canada are citizens of an Asian country. Not surprisingly, they are also most likely to have been born in an Asian country and living in an Asian country when they applied.<sup>15</sup>

Among our sample of international students attending university:

- About 4 students in 10 were born in an Asian country, are citizens of an Asian country, and applied for study in Canada from an Asian country. These students are most commonly from a country in East Asia.
- Less than 1 student in 5 is European-born, a citizen of a European country, and applied for study in Canada from

a European country. These students are most commonly from a country in the European Union.

- About 1 student in 10 is a citizen of a country in North America/Oceania (most commonly the United States) or a country in Central America, South America, or the Caribbean. Slightly more students apply from North America/Oceania than were born in or are citizens of these countries.
- Less than 1 student in 10 was born in, is a citizen of, and applied for study in Canada from a country in Sub-Saharan Africa.
- Over 1 student in 10 is from North Africa or the Middle East.

Among our sample of international students attending college:

- About 2 in 3 are citizens of an Asian country, most commonly an East Asian one. Students from Asian countries are more common among college students than university students.
- About 1 student in 7 is a citizen of Central or South American or Caribbean countries. Students from these countries are slightly more common in college than in university institutions.
- About 1 student in 5 comes from another region. College students are slightly more likely than university students to be from non-European Union countries. College students are less likely than university students to be from countries in the European Union, North America/Oceania, or North Africa/Middle East.

See Figure 1 on the next page.

### 2.2 PERSONAL PROFILE

Table 3 provides a profile of responding students in terms of gender and age.

- Responding students are evenly divided between men and women.
- Overall, the typical international student attending university is 25 years of age. Half of the students are under 24 years of age.
- College students are slightly younger, with an average age of 24 years; just over half are under 24 years of age.

These results are very similar to those of 2004 and 1999. In 2004, the average age of all international students was 24 years, and in 1999 it was one year older: 25. In both previous surveys, the sample of students was almost evenly divided between men and women.

<sup>15</sup> Students were asked three questions about their country of origin: Q61. In what country were you born? Q62. In what country were you living when you applied to study in Canada?; and Q63. Of what country are you a citizen?



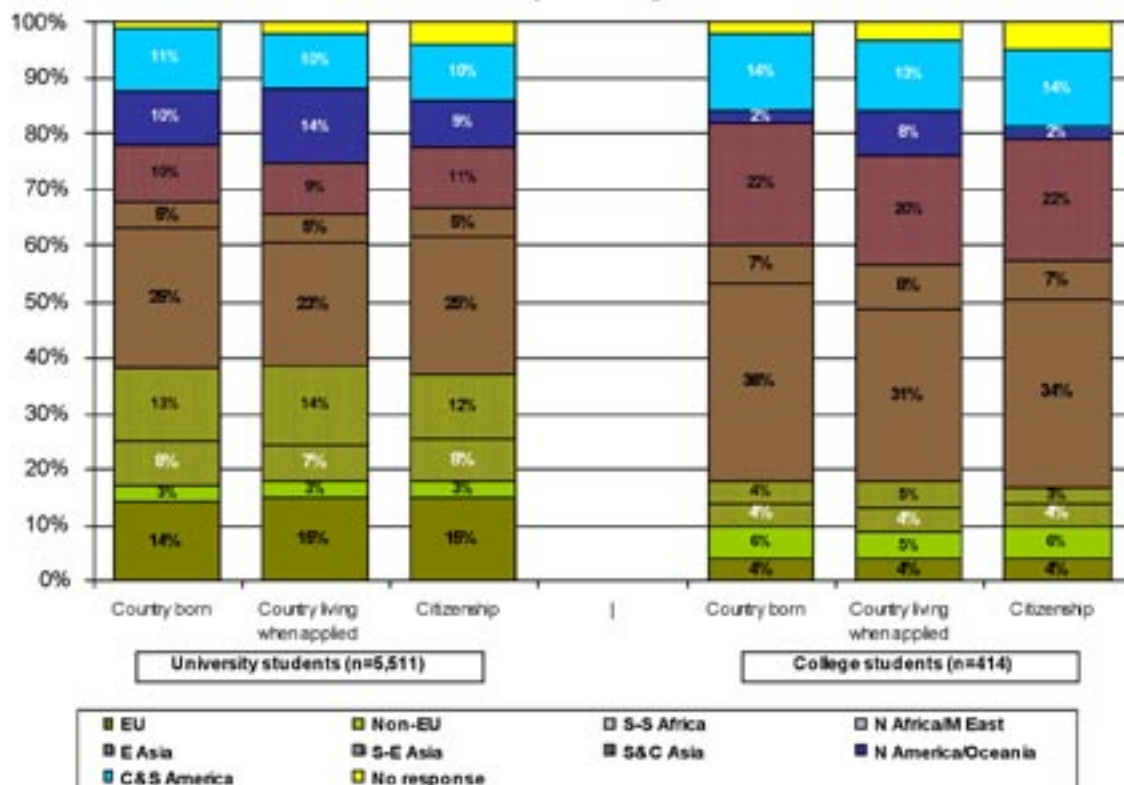


Figure 1: Country of origin

Table 3: Personal profile		
Q72. What is your gender?		
Q73. How old were you on January 1, 2009?		
	University (n=5,511)	College (n=414)
<b>Gender</b>		
Female	49%	50%
Male	51%	49%
<b>Age</b>		
Less than 18	1%	2%
18 or 19	12%	14%
20	9%	9%
21	10%	12%
22	9%	9%
23 to 25	24%	28%
26 to 30	23%	18%
Over 30	12%	10%
Average age	25 years	24 years

## 2.2.1 MARITAL AND FAMILY STATUS

As shown in Table 4, most students are single.

- About 8 students in 10 are single, although this is slightly more common among college students (84%) than university students (77%).
- About 1 student in 5 is married or common-law, although this is slightly more common among university students (21%) than college students (14%).
- About 1 in 10 report that their spouse is also living in Canada. Among those who are married, a majority report their spouse is living in Canada. About 3 in 4 married university students (75%) report their spouse lives in Canada, and about 6 in 10 married college students (62%) report the same.
- Less than 1 student in 20 reports that his/her spouse is not only living in Canada, but is also working here. In other words, 33% of married university students report that their spouse is working here, and almost half (46%) of married college students report the same.

**Table 4: Marital and family status**

Q65. Are you married, single, common-law (living with my partner) or other (divorced, widowed, separated)?

Q66. (If married) Does your spouse currently live in Canada?

Q67. (If married and your spouse lives in Canada) Is your spouse working in Canada?

	University (n=5,511)	College (n=414)
<b>Marital status</b>		
Single	77%	84%
Married	15%	10%
Common-law	6%	4%
Other	1%	1%
<b>Family status</b>		
Spouse living in Canada	12%	6%
Spouse working in Canada	5%	5%

## 2.2.2 LINGUISTIC BACKGROUND

Three languages dominate among students: English, Mandarin/Cantonese, and French. Table 5 shows the languages most commonly spoken by students when they were children.

- English is the most common language spoken in childhood among both university and college students (25%).

- Also commonly spoken by students as children are Mandarin or Cantonese. These languages are slightly more common among college students (27%) than university students (22%).
- About 1 in 7 university students report speaking French as a child. This is far less common among college students (1%). This difference may reflect the location of the participating colleges and universities in this study.
- Other languages commonly spoken by students as children include Spanish, Arabic, Farsi, Hindu, Urdu, and Tamil. However, each is reported by less than 10% of students.

About 1 in 10 report speaking more than one language at home with their family before coming to Canada. See Table 5.

**Table 5: Languages spoken at home with family**

Q64. Before coming to Canada, what language did you speak when at home with your family?

	University (n=5,511)	College (n=414)
English	25%	25%
Mandarin/Cantonese	22%	27%
French*	14%	1%
Arabic	7%	2%
Spanish	6%	5%
Farsi	5%	1%
Hindu, Urdu, Tamil	4%	8%

\*Differences between university and college students are statistically significant.

Note: Respondents could provide more than one response. Not all responses are shown.

## 2.3 FAMILY BACKGROUND

In this section, we review students' backgrounds, including their parents' education levels and their families' wealth.

### 2.3.1 PARENTAL EDUCATION

Parental education is diverse, with many reporting that at least one parent has no post-secondary training. At least 1 in 5 report that the highest level of education of at least one parent is high school or less.

Students are more likely to report that their fathers have completed some post-secondary training. For example, while 65% of university students report that their fathers have completed some post-secondary education, only 54% of university students report that their mothers have completed the same. As well, fathers are more likely than mothers to be university graduates and to have done at least some post-graduate work. See Table 6.

**Table 6: Parents' education**

Q68. What was the highest level of education completed by your parents?

	<b>University (n=5,511)</b>		<b>College (n=414)</b>	
	<b>Mother</b>	<b>Father</b>	<b>Mother</b>	<b>Father</b>
Did not complete primary school (Grade 8 or less)	7%	5%	5%	3%
Some high school (Grades 9-11)	1%	1%	2%	2%
Graduated high school	23%	15%	27%	20%
Some post-secondary	1%	2%	2%	3%
Graduated college/trade school	9%	8%	14%	12%
Graduated university	29%	32%	24%	29%
Some/completed postgraduate/professional	15%	23%	9%	14%
Other	8%	8%	8%	9%
Don't know/no response	7%	7%	9%	9%
Total	100%	101%	100%	101%
Note: Totals may not sum to 100% due to rounding.				

Parents of university students appear to be more likely to report at least some post-secondary education, compared to parents of college students.

Among these students, about 2 in 3 report that at least one parent has completed some post-secondary education. In fact, 49% of university students and 42% of college students report that both parents have completed some form of post-secondary education.

**Table 7: Summary of education levels**

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Neither parent has at least some post-secondary	30%	36%
One parent has at least post-secondary	22%	22%
Both parents have post-secondary	49%	42%
Total	101%	100%
Note: Totals may not sum to 100% due to rounding.		

Education levels of parents appear to be increasing. In 1988, about 25% of university students reported that their fathers had graduated from university. This had increased to 56% in 1999 and has remained relatively consistent in 2004 (60%) and 2009 (55%). A similar pattern is found among university students' mothers. In 1988, 13% reported that their mother had a university degree. This increased to 42% in 1999, and has increased slightly in both 2004 (43%) and 2009 (44%).

### 2.3.2 PARENTS EDUCATED ABROAD

Most international students studying in Canada report that neither of their parents studied abroad.

- Still, about 1 in 5 university students (21%) report that at least one of their parents – most commonly their father – had studied abroad. Just over 1 in 20 report both parents studied abroad.
- Over 1 in 10 college students (13%) report that at least one of their parents studied abroad, and some report that both did (6%).

**Table 8: Parents educated abroad**

Q69. Did either of your parents receive any of their education abroad?

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Mother	10%	7%
Father	17%	12%
At least one	21%	13%
Both	7%	6%

Table 9 presents the countries in which parents most commonly studied abroad. Four countries account for the majority of parents' studies abroad. Three of the four most common are predominately English-speaking countries: the United States, the United Kingdom, and Canada. The other is France.

<b>Table 9: Country parents studied in</b>		
<i>Q70. In what country did your mother and/or father study abroad?</i>		
	<b>University (n=5,511)</b>	<b>College (n=414)</b>
United States	26%	18%
United Kingdom	19%	19%
France	12%	14%
Canada	7%	10%
Germany	5%	4%
Russia	3%	2%
Japan	3%	2%
India	2%	3%
Note: Respondents could provide more than one country. Not all responses are shown.		

### 2.3.3 FAMILY WEALTH

Students were asked to describe their family's wealth in comparison with other families in their home country. As shown in Table 10:

- About 1 in 4 report that their family is above average, that is, their family is considerably better off compared to other families in their home country. This result is the same whether the student is attending university or college.
- About 6 in 10 report that their family is about average in terms of its wealth.
- Less than 1 in 10 report that their family's wealth is below average compared to other families in their home country.

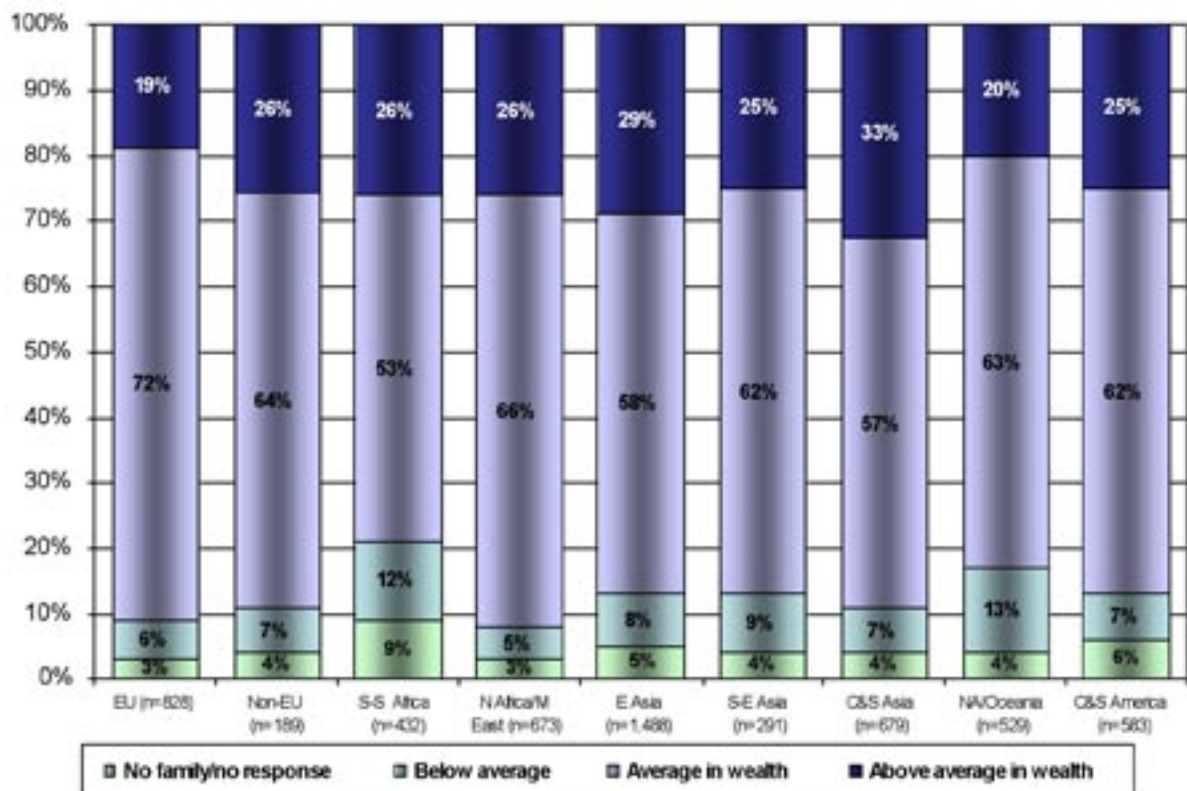
Figure 2 (opposite page) shows students' self-reported family wealth by region.

- Students from Central and South Asia are the most likely (33%) to report that their family has above average wealth in their home country, followed by students from East Asia (29%).
- Students from European Union (72%) countries are the most likely to report that their family has average wealth.
- Students from North America/Oceania (13%) and Sub-Saharan Africa (12%) are the most likely to come from families of below average wealth.

<b>Table 10: Family's wealth</b>		
<i>Q71. How would you describe your family's wealth, in comparison with other families in your home country?</i>		
<b>My family is ...</b>	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Considerably better off	26%	26%
About average in wealth	61%	58%
Considerably less wealthy	8%	8%
Do not have immediate relatives	<1%	<1%
Don't know/no response	5%	7%
Total	100%	99%
Note: Totals may not sum to 100% due to rounding.		

As shown in Table 11, it appears that fewer students are coming from families with below average wealth. In 1988, some 12% of students reported being from families of less than average wealth, compared to 8% in 2009. However, these differences are observational and are not necessarily statistically significant.

<b>Table 11: Students' families' wealth by survey year</b>				
	<b>2009 (n=5,448)</b>	<b>2004 (n=957)</b>	<b>1999 (n=1,849)</b>	<b>1988 (n=1,490)</b>
Above average	27%	33%	27%	24%
About average in wealth	64%	57%	63%	64%
Below average	8%	10%	10%	12%
Note: The 1988 survey did not include a 'no response' category. The 1999 to 2009 data have been adjusted to reflect this.				



**Figure 2: Family wealth by region**

### 2.3.4 LENGTH OF TIME IN CANADA

At the time of the survey, students are split, with about half reporting having been in Canada less than two years, while the other half have been in the country longer. As shown in Table 12:

- University students are almost evenly divided between those who have been in the country for two years or less, and those who have been here longer.
- College students are slightly more likely to have been in Canada for a shorter period of time; almost 6 in 10 have been here for two years or less.

**Table 12: Time in Canada**

*Q60. How long have you been in Canada*

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Less than one year	32%	37%
One year to less than two years	18%	19%
Two years to less than three years	15%	18%
Three years and longer	33%	24%
No response	2%	3%
Total	100%	101%
Note: Totals may not sum to 100% due to rounding.		

## 2.3.5 LIVING ARRANGEMENTS

Most often, both university and college students are renting accommodations off-campus. About 3 students in 4 are renting accommodations off-campus, most commonly living with roommates, although many also live alone or with family. College students (20%) appear to be more likely than university students (13%) to be living with members of their family. University students (20%) are more likely than college students (8%) to report living on campus in residence.

It appears that college students (42%) are slightly more likely than university students (34%) to report that their institution arranges or guarantees residence or housing for international students. See Table 13.

<b>Table 13: Living arrangements</b>		
<i>Q59. Where are you currently living?</i>		
<i>Q58. Does your university or college arrange or guarantee residence/housing to international students?</i>		
	<b>University (n=5,511)</b>	<b>College (n=414)</b>
<b>Current residence*</b>		
Renting, with roommates (not family)	33%	33%
Renting, by myself	31%	30%
University/college residence	20%	8%
Renting, with members of family	13%	20%
Other	3%	6%
<b>Institution arranges for residence/housing*</b>		
Yes	34%	42%
*Differences between university and college students are statistically significant.		

- Almost 2 in 3 college students are currently pursuing a college diploma, while others are in a certificate or degree program. About 1 college student in 10 reports working toward a university Bachelor's, Master's, or doctorate degree from a college setting.
- Many report having changed their intended major since arriving in Canada. This is more common among college students (32%) than university students (21%).

<b>Table 14: Academic profile</b>		
<i>Q51. What is your current registration status?</i>		
<i>Q52. For what degree, diploma, or certificate are you currently studying?</i>		
<i>Q54. Have you changed your intended program of study since arriving in Canada?</i>		
	<b>University (n=5,511)</b>	<b>College (n=414)</b>
<b>Registration status</b>		
Full-time	96%	95%
Part-time	3%	3%
No response	1%	2%
<b>Degree/diploma*</b>		
University Bachelor's degree	50%	7%
University Master's degree	24%	3%
University doctorate	23%	1%
College certificate	<1%	13%
College diploma	<1%	65%
College degree	<1%	7%
Other	2%	3%
<b>Changed intended major*</b>		
Yes	21%	32%
*Differences between university and college students are statistically significant.		

## 2.4 ACADEMIC PROFILE

Table 14 provides an academic profile of responding students and shows that:

- Almost all international students – university and college – are registered full-time in their program.
- Students pursue different programs in university and college. Half of the university students are currently studying for a Bachelor's degree. Almost as many are pursuing a postgraduate degree, either a Master's (24%) or a doctorate (23%).

The length of a student's program reflects the type of institution they are attending. Almost 2 in 3 university students are in programs that are three years or longer. Conversely, among college students, 6 in 10 are in programs that are two years or less.

About 6 in 10 university students are in their first or second year, and the other 4 in 10 are in their third year or more. About 8 college students in 10 are in their first or second year. Again, this difference likely reflects the nature of the programs they are taking. See Table 15.

**Table 15: Program length**

Q56. How long is the academic program you are registered in?

Q57. In what year of your current academic program are you registered?

	University (n=5,511)	College (n=414)
<b>Length of program*</b>		
One year or less	13%	26%
Two years	20%	36%
Three years	13%	27%
Four years	44%	8%
Five or more	10%	1%
<b>Year of program*</b>		
First	36%	54%
Second	28%	28%
Third	19%	8%
Fourth	12%	7%
Fifth or more	4%	2%

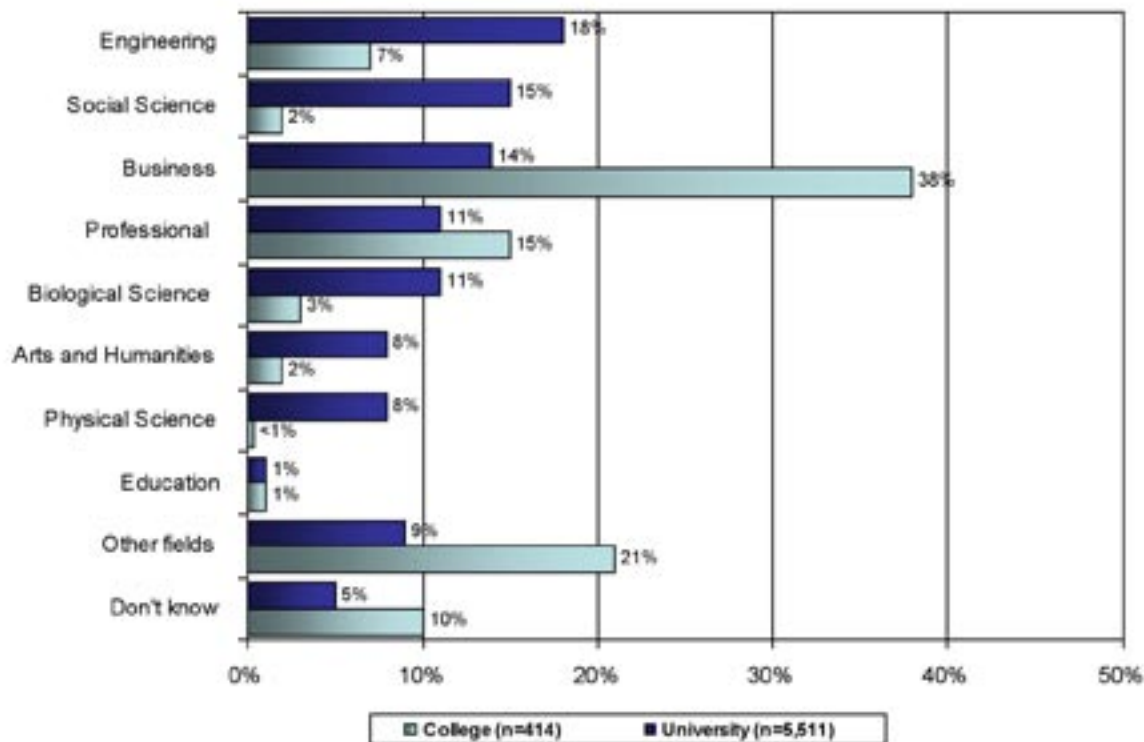
\* Differences between university and college students are statistically significant.

## 2.4.1 MAJOR FIELD OF STUDY

Students were asked to identify their major field of study at university and college. Their responses were coded in over 100 categories and then grouped in nine broad disciplines shown in Figure 3.

The most common fields of study vary by institutional type:

- University students are more evenly divided across all disciplines, although almost 7 in 10 are in one of five programs: engineering (18%), social science (15%), business (14%), professional (11%), and biological science (11%).
- College students are more likely to be concentrated in a few disciplines. About 7 in 10 are in one of three programs: business (38%), professional (15%), and other fields (21%). The latter discipline is, in fact, a variety of programs that do not clearly fit into the major field of study identified.



**Figure 3: Major field of study**

## 2.4.2 AVERAGE GRADE

In general, both international university and college students are maintaining fairly high grades, with over 8 in 10 reporting an overall average grade of B or higher.

- Almost half report an A average. This is slightly more common among university students (49%) than college students (43%).
- About 4 in 10 report a B average. This is slightly more common among college students (41%) than university students (36%).
- About 1 in 7 reports a C or D average.

**Table 16: Grade**

*Q55. What is your overall average grade so far in your current academic program of studies?*

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
A (80% or more)	49%	43%
B (70-79%)	36%	41%
C (60-69%)	12%	14%
D or less (under 60%)	2%	1%
No response	2%	1%
Total	101%	100%

Note: Totals may not sum to 100% due to rounding.

The distribution of marks in 2009 is similar to the distribution of marks in both the 2004 and 1999 studies.

## 2.5 FUTURE PLANS

Students were asked several questions about their plans for after they complete their current academic program. It is important to remember that, for some of these students, that will be three or four years from now, so things might change. Generally, most university and college students plan to continue their education after completing their current program. Generally, most students have the following plans after completing their current program: they will continue their education, most often in Canada; they will work in Canada for up to three years before they return to their home country; and they plan to seek permanent residency in Canada. While some of these plans are complementary, others seem at odds, and likely reflect that many students are keeping their options open and, in fact, have several different plans.

## EDUCATION PLANS

- **University students.** About 6 students in 10 expect to continue their education. Most commonly, they plan on studying for another degree in Canada either at their current institution (18%) or another Canadian educational institution (20%). Others plan to continue their education outside of Canada, either in another country (13%) or their home country (8%).
- **College students.** Not only are college students more likely than university students to plan to continue their education after their current program, they are more likely to plan to do so in Canada. About 7 students in 10 expect to continue their education. Most commonly, they plan on studying for another degree or diploma in Canada, either at their current institution (17%) or another institution in Canada (42%). Others plan to continue their education outside of Canada, either in another country (5%) or their home country (4%).

## EMPLOYMENT PLANS

- **University students.** About 3 students in 4 plan to work after they complete their current academic program. Most expect to work in Canada for up to three years after they graduate (52%). About 1 in 5 say they will likely work, but in their home country, either returning to look for work (18%) or to go back to a job they had previously (4%).
- **College students.** Again, college students are more likely than their university counterparts to plan to work, and to do so in Canada. Over 8 students in 10 say they will work after they complete their current academic program. The vast majority expect to work in Canada for up to three years after graduating (71%). Over 1 in 10 say they will likely work in their home country, either returning to look for work (8%) or to go back to a job they had previously (4%).

## CITIZENSHIP PLANS

Students are split on whether or not they will apply for Permanent Resident Status in Canada. Over half of university students (51%) say they will, as do almost 6 in 10 college students (57%).

While most students report they are not required by their government, family, or other authority to return to their home country after completing their education, about 1 student in 5 says they are required to do so.



Table 17 presents these plans, as reported by students.

<b>Table 17: Plans after completing current program</b>		
<i>Q47. Do you plan to apply for Permanent Resident Status in Canada?</i>		
<i>Q48. What are your plans for additional educational activities after you complete your current academic program? Select the response that is most likely.</i>		
<i>Q49. What are your plans for work after you complete your current academic program? Select the response that is most likely.</i>		
<i>Q50. Are you required (by your government or family, or other authority) to return to your home country after completion of your education?</i>		
	<b>University (n=5,511)</b>	<b>College (n=414)</b>
<b>Continue education*</b>		
Study for another degree/diploma at this institution	18%	17%
Study for another degree/diploma at another Canadian educational institution	20%	42%
Study for another degree/diploma outside Canada	13%	5%
Study for another degree/diploma in my home country	8%	4%
None, I do not have any plans to further my education	39%	31%
<b>Employment*</b>		
Work for up to three years in Canada, before returning home	52%	71%
Return to previous job in my home country	4%	4%
Look for work in my home country	18%	8%
None, I do not have any work-related plans	24%	15%
<b>Plan to apply for Permanent Resident Status*</b>		
Yes	51%	57%
No	17%	9%
Don't know/no response	32%	33%
<b>Required to return to your home country after education*</b>		
Yes	19%	23%
No	67%	58%
Don't know/no response	13%	19%
* Differences between university and college students are statistically significant.		

### 3.0 DECIDING TO STUDY IN CANADA

In this section, we review students' decisions to apply to study in Canada, their choice of institution, and any problems they may have had coming to Canada.

### 3.1 APPLYING FROM ANOTHER COUNTRY

Students were asked if they applied for admission to universities or colleges in more than one country. Many did.

- It is much more common for university students to have applied to institutions in more than one country than it is for college students to have done the same. Almost half of university students applied to institutions in more than one country, compared to just 1 in 4 college students.

Those students who applied to institutions in more than one country were asked to which countries they applied.

- The country, other than Canada, to which university students most commonly applied was the United States; about 2 in 3 applied to study in the USA. Over 1 in 4 applied to an institution in the United Kingdom, and about 1 in 10 applied to institutions in Australia and France.
- The United States is less common a location among college students, but at 4 in 10, it remains the country to which students most often applied. About 3 in 10 applied to institutions in the United Kingdom and Australia.

The percentage of students that applied for admission to an institution in more than one country increased slightly from 2004, when 43% of university and 18% of college students applied to a country other than Canada.

Canada was the first choice for the majority of students when they decided to study abroad.

**Table 18: Apply to another country**

Q5. Did you apply for admission to universities or colleges in more than one country?

Q6. To which countries other than Canada did you apply?

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Yes*	46%	26%
<b>Country</b>	<b>(n=2,517)</b>	<b>(n=105)</b>
United States	65%	43%
United Kingdom	27%	32%
Australia	13%	30%
France	10%	4%
* Differences between university and college students are statistically significant.		
Note: More than one response could be provided. Not all countries are shown.		

- Canada was the first choice of just over half of students. It was the second or third choice of another 1 in 3. Overall, Canada was one of the top three choices for almost 90% of students.
- The United States was the first choice of about 1 student in 4. It was the second or third choice for almost another 1 student in 3. Overall, the USA was one of the top three choices for about 60% of students.
- All other countries provided were a top three choice for less than half of the students. For example, the United Kingdom was the first choice of about 7%; overall, almost 40% say it was one of their top three choices.

See Table 19.

**Table 19: Choice of countries**

Q7. In deciding to study abroad, name your top three countries of choice in order.

	<b>(n=5,925)</b>			
	<b>First choice</b>	<b>Second choice</b>	<b>Third choice</b>	<b>All</b>
Canada	53%	27%	8%	87%
United States	25%	25%	11%	61%
United Kingdom	7%	12%	19%	39%
Australia	2%	7%	11%	21%
France	2%	4%	5%	11%

**Table 20: First choice of countries by region**

	<b>EU (n=828)</b>	<b>Non EU (n=189)</b>	<b>S-S Africa (n=432)</b>	<b>N Africa/ M East (n=673)</b>	<b>East Asia (n=1,488)</b>	<b>S-E Asia (n=291)</b>	<b>C&amp;S Asia (n=679)</b>	<b>N A/ Oceania (n=529)</b>	<b>C&amp;S America (n=583)</b>
Canada	60%	64%	60%	57%	41%	53%	53%	58%	62%
United States	12%	12%	16%	29%	40%	26%	32%	12%	12%
United Kingdom	7%	7%	9%	4%	6%	16%	6%	6%	9%
Australia	4%	3%	2%	2%	2%	3%	4%	1%	2%
France	4%	-	3%	2%	1%	3%	<1%	3%	5%

Differences among regions are statistically significant.

Depending on the location of a respondent's home country, the first choice of country in which they wish to study varies.

- About 6 in 10 students from countries in Europe, Central/South America and the Caribbean, and Sub-Saharan Africa report that Canada was their first choice.
- About 4 in 10 students from countries in East Asia report that Canada was their first choice, and almost as many say the United States was their first choice.

Table 21 shows the first choice of countries across time. It appears that the percentage of both university and college students who select Canada as their first choice has been declining, if only slightly. For example, in 1999, 59% of university students reported that Canada was their first choice, while in 2009 this fell to 53%.

## 3.2 REASONS FOR DECIDING TO COME TO CANADA

Students were asked to rate the importance of 13 reasons in their decision to study in Canada. While the importance of these reasons are often rated similarly by university and college students, college students more often rate the reasons as very important.

A majority of university and/or college students rate each of these as very important in their decision:

- **Quality of education in Canada** is the single most important reason in their decision to study in Canada. Among university and college students, 3 in 4 rate this reason as very important in their decision.
- **Canada's reputation as a safe country** is also a very important reason in their decision. College students are more likely than university students to say this was very important in their decision. While over 6 in 10 university students rate it as very important, almost 3 in 4 college students say the same.
- **Program of study was offered in English/French in Canada** is rated as very important by almost 6 in 10 university students, and by slightly more – 2 in 3 – college students.
- **Prestige of a Canadian degree or diploma** is rated as very important in their decision by almost 6 in 10 university students, and almost 2 in 3 college students.
- **Canada's reputation** in general is said to be very important to a majority of college students (about 6 in 10), and about half of university students.
- **Post-graduate work opportunities in Canada** appears to be important to more college students than university students. While half of university students say this was very important in their decision to study in Canada, almost 3 in 4 college students say the same.

**Table 21: First choice of countries across time**

	<b>University</b>			<b>College</b>		
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>1999 (n=1,883)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>	<b>1999 (n=551)</b>
Canada	53%	57%	59%	56%	55%	61%
United States	25%	24%	27%	19%	22%	26%
United Kingdom	7%	6%	7%	9%	9%	7%
Australia	2%	1%	2%	5%	2%	1%
France	2%	2%	3%	1%	1%	3%

- **Opportunities for permanent residence in Canada** is also more likely to be rated as very important by college students than by university students. Less than half of the university students say this is very important, compared to 2 in 3 college students.
- **Ease of getting a Canadian study permit** is less likely to be rated as very important among university students, compared to their college counterparts. Almost 6 in 10 college students rate it as very important, compared with about 1 in 3 university students.
- **Off-campus work opportunities** is also less likely to be rated as very important by university students. While 3 in 10 university students rate it as very important, double that number of college students – over 6 in 10 – say the same.

Other reasons, while very important to some, are not very important for a majority of either university or college students.

- **Cost of study in Canada compared to other countries.** About half of university and college students say that costs were a very important reason in their decision to choose Canada as a place to study.
- **Availability of scholarships at Canadian institutions.** About 4 in 10 say such scholarships were very important in their decision.

- **Canadian institutions have most attractive conditions for admission.** College students are more likely than university students to say this was very important in their decision. About half of college students say this was very important, compared to about 1 in 3 university students.
- **Relative/friend/teacher lived or studied in Canada.** About 3 in 10 university students say this was very important in their decision, compared to 4 in 10 college students.

Figure 4 shows those who rated these items as very important in their decision to study in Canada. Statistically significant differences between university and college students are indicated by an '\*'.

As shown in Table 22, almost all students rate at least one of these 13 reasons as very important in their decision to study in Canada. The typical university student rated 6 of these reasons as very important in that decision, while college students rated almost 8 as very important. This suggests that the typical student considers a number of factors when deciding on a country in which to study.

The importance of these factors varies by region. In general, all of the factors tested tend to be less important to students from EU and North American/Oceania countries and more important to those from Asian countries. Table 23 shows the percentage of students in each region that rated these top five factors as very important.

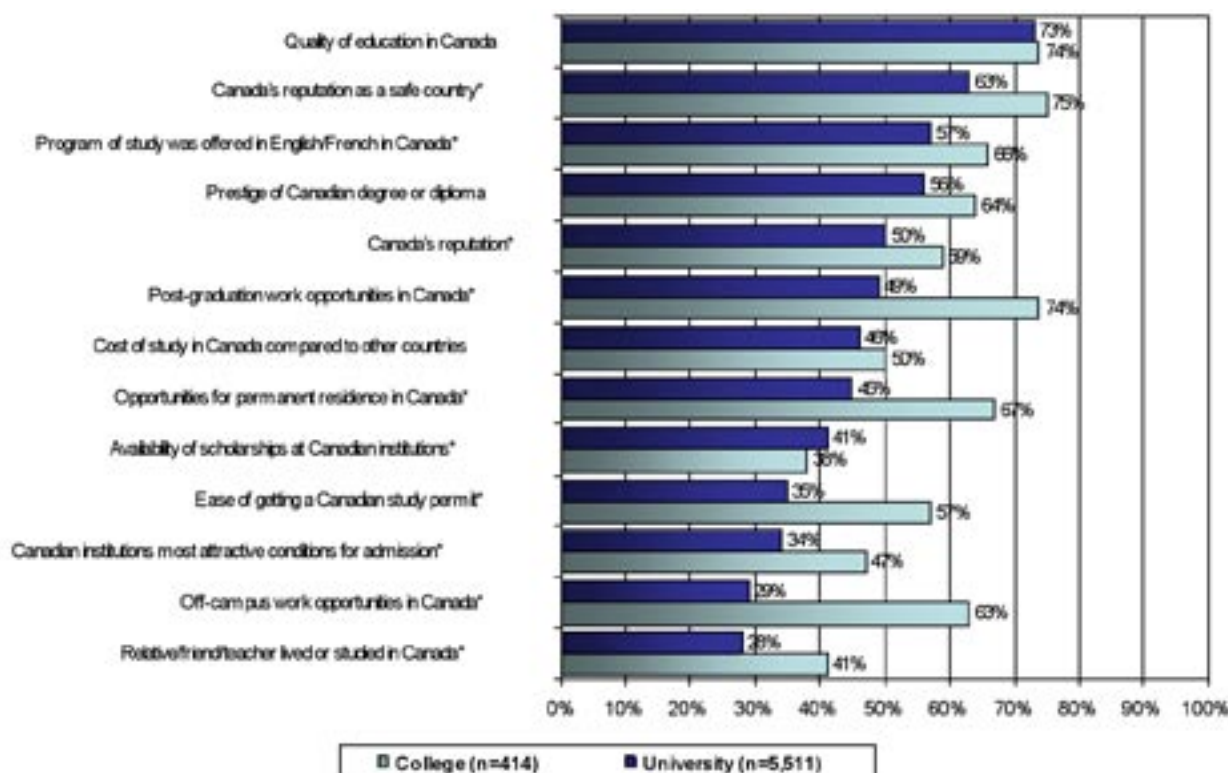


Figure 4: Very important reasons in decision to come to Canada

**Table 22: Number of reasons rated as very important**

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
None	3%	4%
One	5%	2%
Two or three	15%	8%
Four or five	21%	11%
Six or seven	23%	18%
Eight or nine	17%	24%
Ten or more	16%	33%
Total	100%	100%
Average	6.0	7.7
* Differences between university and college students are statistically significant.		

- In almost all cases, students from either North America/Oceania or countries in the European Union are the least likely to rate any of these as very important in their decision.
- Conversely, in almost all cases, students from Central/South Asia are the most likely to rate these factors as very important.

• In most cases, regardless of region, the top five very important factors in students' decisions to come to Canada are the same, although the rank order may vary. However, there are some differences. Compared to other regions, students from North America/Oceania rank the cost of study in Canada as the most important factor more often. This same factor ranks fifth or lower among all other regions. Similarly, attractive admission conditions of Canadian institutions ranks fifth for North American/Oceania students, but seventh or lower for students in other regions.

Even among the factors that are not in the top five, there are significant differences by region. For example, about half of those from Southeast (51%) and Central/South (48%) Asia rate off-campus work opportunities as very important in their decision to come to Canada. This compares with less than 1 in 5 from the European Union (18%) and about 1 in 10 from North America/Oceania (11%).

Table 24 compares the results from 2009 with earlier surveys. Only 9 of the 13 reasons were tested in all three years. As shown, the results are fairly consistent over time, with no clear trends in the importance of reason observed.<sup>16</sup>

**Table 23: Top five factors in decision to come to Canada by region**

	<b>Very Important</b>								
	<b>EU (n=828)</b>	<b>Non EU (n=189)</b>	<b>S-S Africa (n=432)</b>	<b>N Africa/ M East (n=673)</b>	<b>East Asia (n=1,488)</b>	<b>S-E Asia (n=291)</b>	<b>C&amp;S Asia (n=679)</b>	<b>N A/ Oceania (n=529)</b>	<b>C&amp;S America (n=583)</b>
Quality of education in Canada	55%	70%	81%	78%	76%	84%	84%	59%	79%
Canada's reputation as a safe country	36%	55%	74%	73%	73%	78%	79%	33%	66%
Program offered in English/French	52%	60%	59%	63%	54%	65%	73%	49%	53%
Prestige of Canadian degree or diploma	36%	51%	69%	64%	60%	68%	76%	26%	64%
Canada's reputation	38%	52%	61%	65%	46%	53%	66%	27%	57%
Post-graduation work opportunities in Canada	35%	51%	62%	46%	56%	63%	71%	19%	54%
Cost of study in Canada compared to other countries	30%	35%	43%	31%	49%	62%	58%	60%	50%
Canadian institutions had the most attractive conditions for admission	26%	29%	42%	35%	36%	38%	41%	31%	40%

<sup>16</sup> Rather than a scale of very important, somewhat important, or not important, as used in 2009, the 2004 and 1999 surveys used a five-point scale. The table compares those who rated the reasons as very important in 2009 with the combined responses of those who rated it as very or quite important in 1999 and 2004.

<b>Table 24: Importance of factors in decision to come to Canada by survey year</b>			
<i>Q1. How important were the following reasons in your decision to study in Canada?</i>			
<b>Very important/quite important</b>	<b>2009 (n=5,925)</b>	<b>2004 (n=1,663)</b>	<b>1999 (n=2,434)</b>
Quality of education in Canada	73%	73%	69%
Canada's reputation as a safe country	64%	67%	63%
Program offered in English/French	58%	57%	54%
Prestige of Canadian degree or diploma	57%	59%	51%
Canada's reputation	51%	60%	54%
Cost compared to other countries	46%	53%	53%
Availability of scholarships	40%	35%	35%
Most attractive conditions for admission	35%	40%	35%
Someone lived or studied in Canada	29%	33%	34%
Note: Compare with caution: the categories of response changed from very or quite important in early surveys to very important in 2009.			

### 3.3 AWARENESS OF AND ATTITUDES TOWARDS CANADA

Table 25 shows students' responses to a series of questions regarding advertising about Canada as a study destination, and how such advertising affected them.

<b>Table 25: Awareness of and attitude towards Canada</b>		
<i>Q2. Do you remember seeing or hearing any advertising about Canada as a study destination?</i>		
<i>Q3. Thinking about the advertising you heard or saw, how much influence did it have on your decision to come to Canada to study?</i>		
<i>Q4. Canada advertises itself to international students as "a great place to reach your potential." Do you think of Canada as a place to reach your educational potential?</i>		
	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Remember advertising about Canada as a study destination*	46%	56%
<b>Influence of advertising</b>		
Very much	11%	19%
Somewhat	28%	33%
Not at all	7%	4%
<b>Think of Canada as a place to reach your educational potential</b>		
Very much	47%	47%
Somewhat	49%	48%
Not at all	3%	4%
* Differences between university and college students are statistically significant.		

- About half of students report that they remember seeing or hearing advertising about Canada as a study destination. This is slightly more common among college students than university students.
- Asked if such advertising influenced their decision to come to Canada, overall about 4 in 10 university students report it was at least somewhat influential and half of college students said the same. Thus, it appears such advertising is effective. Among those who report seeing or hearing such advertising, about 9 in 10 say it at least somewhat influenced their decision to come to Canada to study. This includes about 24% of university and 34% of college students who say it influenced them very much.
- It was explained that Canada advertises itself to international students as "a great place to reach your potential." Almost all students say that they at least somewhat think of Canada as a place to reach their educational potential, including 47% who very much think this is the case.

#### 3.3.1 AWARENESS/ATTITUDE BY COUNTRY

As part of the promotion of Canada as an education destination, DFAIT has targeted nine countries as a priority.<sup>17</sup>

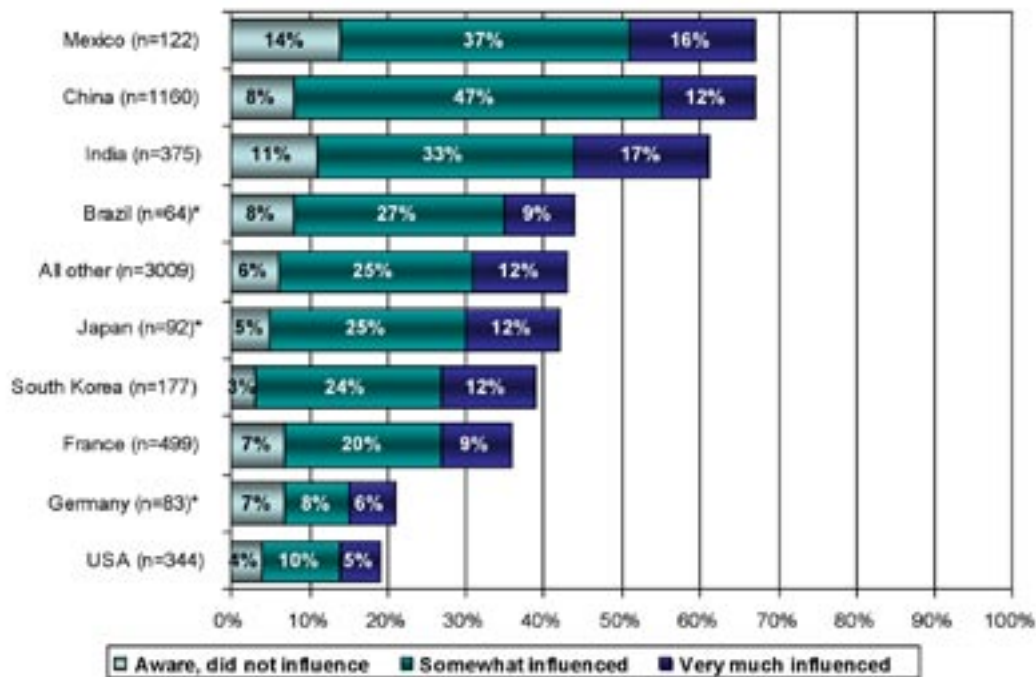
Students from Mexico, China, and India are more likely than other students to report seeing and hearing advertising about Canada as a study destination. Students from these countries are also more likely to report that such advertising had some or much influence on their decision to study in Canada. However, it is students from Mexico and India who are the most likely to report that the advertising influenced their decision very much.

<sup>17</sup> Taken from DFAIT International Education and Youth Division, "Tools and Services You Can Use", Greenshields, C., Slide 15.  
<http://www.languagescanada.ca/files/DFAIT%20Presentation%20Calgary%202009.pdf>.

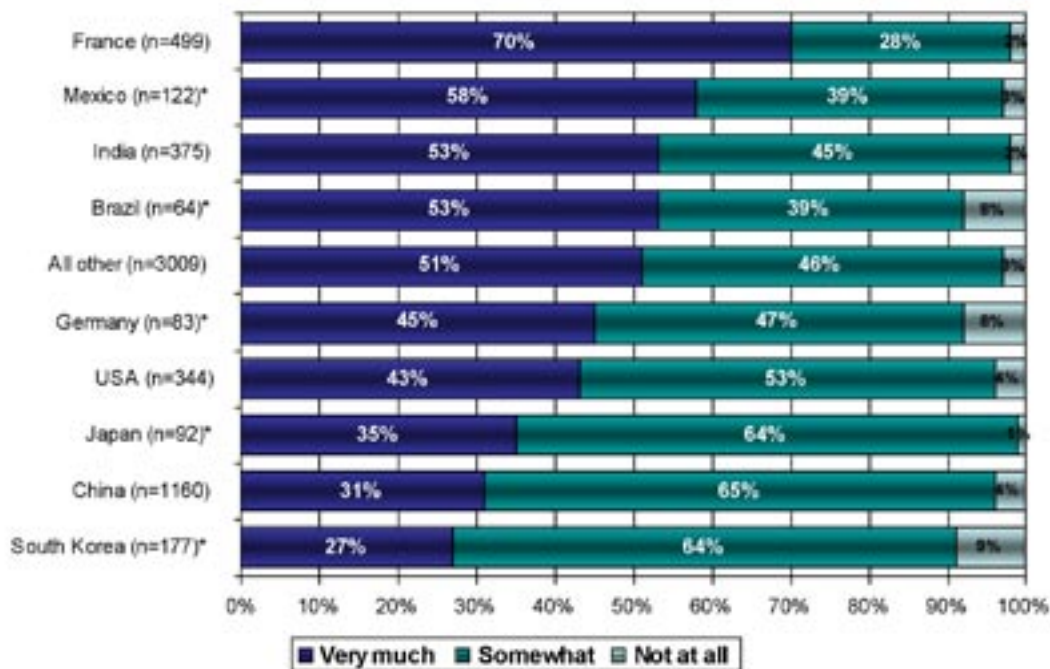
Students from Germany and the United States are the least likely to report seeing and hearing such advertising. As such, they are also the least likely to report such advertising having an influence on their decision. See Figure 5.<sup>18</sup>

If we consider only those students who remember seeing or hearing such advertising, South Korean students (31%) are the most likely to report that the advertising influenced them very much. Conversely, students from China are the

least likely to report that it influenced them very much (18%). The vast majority of students, regardless of home country, think that Canada is a great place to reach their educational potential. Those who are the most likely to say they very much believe this is the case are students from France (70%) followed by those from Mexico (58%). Those who are least likely to very much believe this are students from South Korea (27%) and China (31%). See Figure 6.<sup>19</sup>



**Figure 5: Advertising about Canada as a study destination**



**Figure 6: Canada as a place to reach your educational potential**

<sup>18</sup> Note that some countries have small samples and should be viewed with caution. These are identified with an \*.

<sup>19</sup> Note that some countries have small samples and should be viewed with caution. These are identified with an \*.

### 3.4 PREVIOUS EXPERIENCE IN CANADA

Many students currently at a Canadian post-secondary institution had attended another educational institution in Canada prior to being accepted by their current one. About 1 in 5 university students and 3 in 10 college students report experience in another Canadian educational institution.

Among university students who attended an educational institution in Canada before being accepted to their current institution:

- About 4 in 10 had attended another Canadian university.
- About 1 in 3 had attended a public or private language school.
- About 1 in 3 had attended a public or private secondary school.

Among college students who attended an educational institution in Canada prior to being accepted to their current institution:

- About half had attended a public or private language school.
- About 1 in 3 had attended a community or private career college.
- About 1 in 4 had attended a university.
- About 1 in 5 had attended a public or private secondary school.

Many students indicated they had attended more than one of these types of institutions.

### 3.5 NUMBER OF CANADIAN INSTITUTIONS

Students were asked how many educational institutions they applied to for their current program.

- About half say that they applied to more than one institution. Students attending universities are slightly more likely than students attending colleges to have applied to more institutions. On average though, students say that they applied to about two institutions. These results are very similar to those in 2004.
- Almost 8 students in 10 – whether attending university or college – report attending the institution that was their first choice. If those who only applied to one are removed, 67% of those who applied to more than one institution report attending their first choice.

**Table 26: Previously attended an educational institution in Canada**

*Q8. Did you ever attend an educational institution in Canada before being accepted by your current educational institution?*

*Q9. What type of educational institution in Canada did you attend in the past?*

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
<b>Attended an educational institution in Canada*</b>		
Yes	21%	30%
No	79%	70%
<b>Type of institution attended previously**</b>	<b>(n=1,172)</b>	<b>(n=121)</b>
University	39%	24%
Community college	13%	17%
Private career college	4%	14%
Vocational school	1%	1%
Language school (associated with a university/college)	21%	26%
Private language school	11%	27%
Public secondary school	23%	18%
Private secondary school	10%	2%
Other	2%	3%
No response	1%	-
* Differences between university and college students are statistically significant.		
**More than one type of institution could be provided by respondents.		

Students were asked to choose one of two statements that best described their decision to study in Canada.

- University students are split, with about half saying they had wanted to study in Canada, and then decided on an institution, while the other half wanted to study at a particular institution in Canada.
- College students are more likely to say they chose the country rather than the institution. Almost 2 in 3 college students report they wanted to study in Canada, and then decided on an institution.



<b>Table 27: Number of Canadian institutions applied to</b>		
Q10. To how many Canadian educational institutions did you apply?		
Q11. Are you now attending your first choice of Canadian university or college?		
Q12. Which of the following statements best describes your decision to study in Canada?		
	<b>University (n=5,511)</b>	<b>College (n=414)</b>
<b>Number of Canadian institutions applied to*</b>		
One	44%	49%
Two	19%	23%
Three	15%	13%
Four or more	19%	11%
Don't know/no response	3%	4%
Average number	2.3	2.0
<b>Attending first choice</b>		
Yes	79%	78%
<b>Best describes decision*</b>		
I wanted to study in Canada, and then decided on an institution	52%	64%
I wanted to study at a particular institution in Canada	48%	36%
* Differences between university and college students are statistically significant.		
**More than one type of institution could be provided by respondents.		

### 3.5.1 DECISION TO ATTEND CURRENT INSTITUTION

Students were asked to rate the importance of a dozen reasons in their choice of institution.

The most important reasons are educational.

- The single most important reason is the *quality of education* they would get at their current institution. About 3 students in 4, whether university or college students, say this factor was very important in their decision to choose their current educational institution.
- Over 6 students in 10 say that the availability of *a particular program* at this institution was very important in their decision.
- Over 6 students in 10 also say that the *prestige of the degree or diploma from the institution* was very important.

While important to many, the other factors tested with students are very important to less than half.

- The *cost of studying at this institution* tends to be very important to more college than university students. While over 4 in 10 university students rate it as very important, over half of college students say the same.
- Almost 4 students in 10 say the *amount of financial support the institution offered* was very important in their choice of institution.
- College students are more likely than university students to consider several other factors as very important, which may reflect the fact that they more often first decided on studying in Canada rather than at a particular institution. These include *factors associated with the location of this institution* (41% of college students rated this as very important compared to 28% of university students); *most effective in providing information* (40% compared to 25%); *fastest admissions process* (39% compared to 18%); and *recruiting agent recommended the institution* (25% compared to 9%).

<b>Table 28: Importance of factors in decision to attend current institution</b>		
Q13. How important were the following reasons in your choosing this institution rather than another Canadian institution?		
<b>Very important</b>	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Quality of education	72%	77%
Availability of a particular program at this institution	64%	72%
Prestige of degree/diploma from this institution	61%	71%
Cost of studying at this institution*	44%	55%
Amount of financial support this institution offered	39%	35%
Factors associated with the location of this institution*	28%	41%
Most effective in providing information*	25%	40%
Size of institution*	23%	31%
Knew someone who studied (is studying) here	22%	25%
Fastest admissions process*	18%	39%
Recruiting agent recommended this institution*	9%	25%
Other factors	8%	4%
* Differences between university and college students are statistically significant.		

Of these reasons tested, the typical university student rated four as very important in their decision, while the typical college student rated five as very important.

The top five reasons in students' decisions to attend their current institution are fairly consistent in terms of rank order across regions. However, the percentage rating these factors as very important varies across the regions. For example:

- The prestige of a degree/diploma from this institution is most often very important for students from Southeast (75%) or Central/South (75%) Asia and least often very important to students from countries in the European Union (41%) and North America/Oceania (47%).
- Similarly, students from Southeast (62%) and Central/South (60%) Asia are the most likely to rate the cost of studying at their institution as very important in their decision. Students from European (both Union (30%) and non-Union (35%)) and North African/

Middle Eastern (33%) countries are the least likely to say this is very important.

- North American/Oceania students are the most likely to say factors associated with the location of this institution, such as climate, city size, and proximity to their home country, were very important to their decision.

See Table 29.

Over time, the importance of each of these reasons has remained about the same. However, it would appear that the amount of financial support the institution offered has increased in importance since 2004. As well, the importance of being the most effective in providing information and factors associated with the institution's location have declined since 2004. The reason for these changes may have more to do with the composition of the sample in the two years than in any real change in attitudes.

<b>Table 29: Top five factors in decision to attend current institution by region</b>									
<b>Very Important</b>	<b>EU (n=828)</b>	<b>Non EU (n=189)</b>	<b>S-S Africa (n=432)</b>	<b>N Africa/ M East (n=673)</b>	<b>East Asia (n=1,488)</b>	<b>S-E Asia (n=291)</b>	<b>C&amp;S Asia (n=679)</b>	<b>N A/ Oceania (n=529)</b>	<b>C&amp;S America (n=583)</b>
Quality of education	57%	60%	76%	69%	78%	87%	79%	69%	75%
Availability of a particular program at this institution	65%	66%	67%	69%	54%	68%	73%	61%	71%
Prestige of degree/diploma from this institution	41%	48%	68%	61%	71%	75%	75%	47%	64%
Cost of studying at this institution	30%	35%	47%	33%	48%	62%	60%	41%	45%
Amount of financial support this institution offered me	24%	29%	36%	43%	43%	44%	54%	31%	35%
Factors associated with the location of this institution	28%	27%	25%	25%	28%	30%	29%	44%	27%
Differences among regions are statistically significant.									

<b>Table 30: Reasons by survey year: very/quite important</b>			
<b>Very/quite important</b>	<b>2009 (n=5,925)</b>	<b>2004 (n=1,663)</b>	<b>1999 (n=2,455)</b>
Quality of education	72%	70%	61%
Availability of a particular program at this institution	64%	57%	58%
Prestige of degree/diploma from this institution	62%	60%	48%
Cost of studying at this institution	44%	52%	46%
Amount of financial support this institution offered me	39%	27%	33%
Factors associated with the location of this institution	29%	40%	36%
Most effective in providing information	26%	36%	33%
Size of institution	23%	27%	25%
Knew someone who studied (is studying) here	22%	25%	24%
Fastest admissions process	20%	29%	24%
Recruiting agent recommended this institution	10%	16%	12%
Note: Compare with caution: the categories of response changed from very or quite important in early surveys to very important in 2009.			

### 3.5.2 SOURCES OF INFORMATION

Students were asked if they visited any of 10 websites when choosing their current educational institution. As shown in Table 31:

- Almost all visited their university or college website.
- Most also visited the Citizenship and Immigration Canada website (cic.gc.ca). College students appear more likely to do so than university students.
- Websites that rank universities were visited by about 3 in 10 university students, but only about half that many college students (16%).
- Conversely, studyincanada.com was more commonly used by college students than university students.
- Over 1 student in 10 reports visiting scholarships.gc.ca (Foreign Affairs and International Trade Canada's website).
- Fewer than 1 in 10 visited these websites: cbie.ca, livelearnandsucceed.gc.ca, cecnetwork.ca, destinededucation.ca, and higheredge.ca.

<b>Table 31: Online information sources</b>		
<i>Q14. Did you visit any of the following websites when choosing this institution?</i>		
	<b>Used</b>	
	<b>University (n=5,511)</b>	<b>College (n=414)</b>
University and/or college websites	90%	87%
cic.gc.ca (Citizenship and Immigration Canada)	55%	66%
Websites that rank universities such as THES (topuniversities.com) or Shanghai Jiao Tong (ed.sjtu.edu.cn)	29%	16%
studyincanada.com	21%	34%
scholarships.gc.ca (Foreign Affairs and International Trade Canada)	12%	13%
cbie.ca (Canadian Bureau for International Education)	5%	7%
livelearnandsucceed.gc.ca	3%	6%
cecnetwork.ca (Canadian Education Centre Network)	3%	8%
destinededucation.ca	2%	5%
higheredge.ca	2%	3%
Other websites	4%	4%

As Table 32 shows, almost all students visited at least one website. This is up from 2004, with about 8 students in 10 reporting that they used the Internet as a source of information in choosing their institution. In 2009, most students report visiting three or fewer of these websites. College students (2.5) visit slightly more websites on average than university students (2.2).

<b>Table 32: Number of different online websites used</b>		
<i>Q14. Did you visit any of the following websites when choosing this institution?</i>		
<b>Number of sources</b>	<b>University (n=5,511)</b>	<b>College (n=414)</b>
None of these	5%	7%
One	24%	20%
Two	36%	31%
Three	21%	23%
Four	9%	10%
Five	3%	5%
Six or more	2%	4%
Total	100%	100%
Average	2.2	2.5

The vast majority of students who visited these websites say they were at least somewhat useful.

- Institutional websites were rated as at least somewhat useful by almost all students who visited them. As such, institutional websites are the single most useful of those visited for most. Not only did over 9 in 10 university and college students who visited them say they were somewhat useful, 63% of university and 56% of college students say they were very useful.
- About 9 in 10 students say that [cic.gc.ca](http://cic.gc.ca) and [studyinCanada.com](http://studyinCanada.com) were at least somewhat useful. About 69% of college and 56% of university students who had visited CIC's site say it was very useful. Fewer (51% of college and 32% of university students) say the same of [studyinCanada.com](http://studyinCanada.com).
- Almost as many report ranking websites were at least somewhat useful, including 31% who say these types of sites are very useful.

These and other results are in Table 33.

<b>Table 33: Usefulness of websites visited</b>	
<i>Q14. For each site visited, how useful was this website?</i>	
<b>Very/somewhat useful</b>	<b>Of those who used a site...</b>
University and/or college websites	94%
<a href="http://studyinCanada.com">studyinCanada.com</a>	91%
<a href="http://cic.gc.ca">cic.gc.ca</a> (Citizenship and Immigration Canada)	91%
Websites that rank universities such as THES ( <a href="http://topuniversities.com">topuniversities.com</a> ) or Shanghai Jiao Tong ( <a href="http://ed.sjtu.edu.cn">ed.sjtu.edu.cn</a> )	88%
<a href="http://livelearnandsucceed.gc.ca">livelearnandsucceed.gc.ca</a>	84%
<a href="http://cbie.ca">cbie.ca</a> (Canadian Bureau for International Education)	84%
<a href="http://cecnetwork.ca">cecnetwork.ca</a> (Canadian Education Centre Network)	84%
<a href="http://destineducation.ca">destineducation.ca</a>	80%
<a href="http://scholarships.gc.ca">scholarships.gc.ca</a> (Foreign Affairs and International Trade Canada)	80%
<a href="http://higheredge.ca">higheredge.ca</a>	80%
Other websites	94%

### 3.5.3 INFORMATION LOOKED FOR ON CIC WEBSITE

Of those students who visited CIC's website while choosing their educational institution, almost all report looking for information on application procedures for study and/or work in Canada. Of those who were looking for information on application procedures, the vast majority found it was at least somewhat useful. Most university (68%) and college students (78%) say the information was very useful.

At least 8 students in 10 report that they were also looking for information about policies on study in Canada. Again, almost all report that the CIC's website was at least somewhat useful in this regard, including a majority (58% of university students and 72% of college students) who say it was very useful.

At least 2 students in 3 report that they were also looking for information about working in Canada, although college students are more likely than university students to say they looked for this type of information. This is not surprising, since college students are more likely than university students to be interested in working after graduation. Again, most report that the CIC's website was at least somewhat useful in this regard. College students (72%) are more likely than university students (58%) to rate the information as very useful.

<b>Table 34: Type of information looked for on CIC website</b>				
<i>Q15a. When visiting CIC's website, which of the following types of information did you look for and how useful was the information you found?</i>				
Looked for information on...	Looked for %		Of those who looked... Very/somewhat useful %	
	University (n=3,019)	College (n=264)	University	College
Application procedures for study and/or work in Canada	95%	97%	96%	97%
Policies on study in Canada	80%	85%	96%	96%
Work opportunities in Canada*	65%	86%	92%	94%
*Differences between university and college students are statistically significant, both in terms of looking for and usefulness of this information.				

### 3.5.4 OTHER SOURCES OF INFORMATION

Students were also asked about other sources of information they used when choosing their institution. Table 35 shows these and other sources.

- About half of students report that friends, parents, or other relatives were a source of information that they used when choosing their current educational institution.
- While over 4 in 10 university students report consulting a professor, teacher, or instructor in their home country when choosing their institution, less than 3 in 10 college students did the same.
- Conversely, college students are more likely than university students to use education fairs and private promotions. In each case, about 4 in 10 college students report using each of these sources, compared to 1 in 5 university students.
- Less than 1 in 5 students report that a visitor to their country was a source of information when choosing their institution.

While students are using the Internet more than they did in 2004, they continue to use other sources of information when choosing a post-secondary institution in Canada. Most of the other sources tested were used at least as frequently in 2009 as they were in 2004. Indeed, some were used by more students in 2009. For example, a professor, teacher, or instructor in their home country was used by more students in 2009 than in 2004 by both university and college students.

Among those who utilized these information sources, almost all say they were at least somewhat useful. About 9 in 10 say that these sources were at least somewhat useful:

- *A professor, teacher, or instructor in their home country*, including at least half (58% of university students and 50% of college students) who say this information source was very useful.

<b>Table 35: Other information sources</b>		
<i>Q16. Other than online sources, what sources of information did you use when choosing this institution?</i>		
	Used	
	University (n=5,511)	College (n=414)
Someone else in my home country (a friend, parent, relative, etc.)	53%	52%
A professor, teacher, or instructor in my home country*	42%	29%
Education fair*	22%	36%
Private promotion (e.g., newspapers, magazines, agencies, etc.)*	20%	40%
A visitor to my country	15%	17%
A government department in my home country*	9%	17%
Other sources of information	8%	7%
*Differences between university and college students are statistically significant		

- *Someone else in their home country*, including about half who say this information source was very useful.
- *Private promotion*, including about 1 in 3 who say such promotions were very useful.
- *A visitor to my country*, including about half who say such visitors were very useful.
- *Education fair*, including less than half who say such fairs were very useful.
- *A government department in my home country*, including less than half who say these departments were very useful.

<b>Table 36: Information sources: 2004 and 2009</b>				
	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
A professor, teacher, or instructor in my home country	42%	30%	29%	17%
Education fair	22%	19%	36%	30%
Private promotion (e.g., newspapers, magazines, agencies, etc.)	20%	26%	40%	43%
A visitor to my country	15%	13%	17%	16%
A government department in my home country	9%	9%	17%	16%

<b>Table 37: Usefulness of other sources</b>		
<i>Q16. How useful was each source?</i>		
<b>Very/somewhat useful</b>	<b>Of those who used a source</b>	
	<b>University</b>	<b>College</b>
A professor, teacher, or instructor in my home country	94%	96%
Someone else in my home country (a friend, parent, relative, etc.)	93%	95%
Private promotion (e.g., newspapers, magazines, agencies, etc.)	91%	90%
A visitor to my country*	91%	87%
Education fair	90%	94%
A government department in my home country*	87%	87%
Other sources of information*	92%	97%
*Caution college sample is less than 100.		

## 3.6 PROBLEMS EXPERIENCED

Students were asked to think about when they were applying for admission to their present program and to rate how much of a problem they experienced with 14 different issues. We divided these potential problems into three categories: financial problems, education-related problems, and general problems.

### 3.6.1 FINANCIAL PROBLEMS

Of the four potential financial problems students were asked to rate, most rated at least one as somewhat of a problem.

- Over 4 in 10 report that *obtaining money for living expenses* was at least somewhat of a problem, including about 1 in 6 students who say it was a big problem.
- About 4 in 10 report that *obtaining money for tuition fees* was at least somewhat of a problem, including about 1 in 6 students who say it was a big problem.

- About 1 in 3 report that *arranging the transfer of money from their home country* was at least somewhat of a problem, including 1 in 10 who say it was a big problem.
- At least 1 in 3 report that *providing proof to the Canadian government that I would have enough money to study in Canada* was at least somewhat of a problem, including about 1 in 10 who say it was a big problem.

### 3.6.2 EDUCATION-RELATED PROBLEMS

Table 39 shows education-related issues.

- About 1 in 3 report that *communicating and receiving sufficient information about the institution* was at least somewhat of a problem, including less than 10% who say it was a big problem.
- Over 1 in 4 report that *getting course credits from home educational institution accepted* was at least somewhat of a problem, including about 10% who

**Table 38: Problems when applied for admission: financial problems**

Q17. During the time when you applied for admission to your present program of study, did you experience a problem with the following, or not?

Big/somewhat of a problem	University (n=5,511)	College (n=414)
Obtaining money for living expenses	42%	46%
Obtaining money for tuition fees	40%	48%
Arranging the transfer of money from my home country	35%	33%
Providing proof to the Canadian government that I would have enough money to study in Canada	34%	36%

**Table 39: Problems when applied for admission: education-related**

Q17. During the time when you applied for admission to your present program of study, did you experience a problem with the following, or not?

Big/somewhat of a problem	University (n=5,511)	College (n=414)
Communicating and receiving sufficient information about the institution	32%	38%
Getting course credits from home educational institution accepted	26%	34%
Getting letter of acceptance from the university or college	25%	29%
Passing English proficiency test*	24%	35%
Passing French language test*	4%	7%

\*Differences between university and college students are statistically significant.

say it was a big problem. This includes about 1 in 4 who report that getting course credit was not applicable, suggesting they did not try to transfer credits from their home educational institution.

- About 1 in 4 report that *getting letter of acceptance* was at least somewhat of a problem, including about 6% who say it was a big problem.
- At least 1 in 4 report that *passing the English language proficiency test* was at least somewhat of a problem. College students are more likely than university students to report this was a problem. However, less than 10% say it was a big problem.
- Few report that *passing the French language proficiency test* was at least somewhat of a problem. This is primarily due to the fact that for about 80% of students this was not applicable. About 4% of university students report it was at least somewhat of a problem, including 2% – half of those who say it was a problem – who say it was a big problem. About 7% of college students report it was at least somewhat of a problem, including 4% who say it was a big problem.

### 3.6.3 GENERAL PROBLEMS

Table 40 shows the percentage of students who report problems with five general issues related to applying for admission to their present program of study in Canada.

- About 4 students in 10 report that they had at least some problem *arranging for a place to live*, including 13% who say it was a big problem.
- About 3 students in 10 report that *obtaining a study permit* was somewhat of a problem, including about 10% who say it was a big problem.
- Over 1 student in 5 reports that they had some problem *arranging an interview with an immigration officer to obtain my study permit*, including less than 10% who say it was a big problem. Just over 1 in 5 who say that this was not applicable, suggesting they did not arrange for an interview with an immigration officer.
- Over 1 student in 5 report that they had at least some problem *providing proof to the immigration office that I intend to return to my home country*. This includes less than 10% who say it was a big problem. About 14% report that this did not apply to them.

**Table 40: Problems when applied for admission: general problems**

*Q17. During the time when you applied for admission to your present program of study, did you experience a problem with the following, or not?*

<b>Big/somewhat of a problem</b>	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Arranging for a place to live	44%	42%
Obtaining a study permit	31%	33%
Arranging an interview with an immigration officer to obtain my study permit	22%	27%
Providing proof to the immigration office that I intend to return to my home country upon completion of my studies	21%	27%
Other problems	3%	2%

Few report any other problems when they applied for admission to their present program of study.

### 3.6.4 PROBLEMS BY REGION

As shown in Table 41, where students are from seems to determine whether they are more likely to report problems when they applied for admission. For example:

- Students from Asian countries are the most likely to report that they had at least some problem arranging for a place to live.
- Students from North African/Middle Eastern countries are the most likely to report problems obtaining a study permit, arranging an interview with an immigration officer to obtain this permit, and providing proof to the immigration office that they intend to return to their home country upon completion of their studies.
- Students from North American/Oceania countries are the most likely to report problems arranging the transfer of money from their home country.
- Students from Asian countries as well as those from Central/South America and the Caribbean and Europe (non-EU) are more likely than students from other regions to report they had some problems or a big problem obtaining money for tuition fees.
- Students from countries in Asia (particularly East and Southeast Asia) are more likely to report problems

communicating and receiving sufficient information about the institution.

- Students from countries in North Africa/Middle East and East Asia are the most likely to report problems getting a letter of acceptance.
- East Asian students are also the most likely to report problems with the English and French language proficiency tests.

### 3.6.5 PROBLEMS OVER TIME

Table 42 compares the results from 2009 with those from 2004. Compared with the results from 2004:

- Both university and college students in 2009 are less likely to say these financial issues were a problem.
- The results are similar for education-related problems, although, in a few cases, students in 2009 appear to be less likely to report these as problems. For example, both university and college students in 2009 were slightly less likely than in 2004 to report that communicating and receiving sufficient information about the institution was a problem.
- The results are similar for general problems, although, for the two types of general problems tested in both years, fewer students in 2009 report problems obtaining a study permit and fewer university students report problems arranging for a place to live.



<b>Table 41: Problems when applied for admission by region</b>									
<b>Big/somewhat of a problem</b>	<b>EU (n=828)</b>	<b>Non EU (n=189)</b>	<b>S-S Africa (n=432)</b>	<b>N Africa/ M East (n=673)</b>	<b>East Asia (n=1,488)</b>	<b>S-E Asia (n=291)</b>	<b>C&amp;S Asia (n=679)</b>	<b>N A/ Oceania (n=529)</b>	<b>C&amp;S America (n=583)</b>
<b>General problems</b>									
Arranging for a place to live	35%	43%	34%	51%	48%	53%	50%	37%	44%
Obtaining a study permit	23%	36%	35%	42%	31%	27%	29%	28%	29%
Arranging an interview with an immigration officer to obtain my study permit	15%	24%	27%	31%	23%	23%	25%	13%	21%
Providing proof to the immigration office that I intend to return to my home country upon completion of my studies	10%	19%	20%	33%	27%	25%	27%	10%	16%
<b>Financial problems</b>									
Arranging the transfer of money from my home country	36%	31%	24%	31%	34%	32%	38%	49%	33%
Obtaining money for tuition fees	32%	42%	36%	33%	45%	42%	45%	39%	45%
<b>Education-related problems</b>									
Communicating and receiving sufficient information about the institution	25%	32%	21%	31%	46%	40%	28%	32%	25%
Getting letter of acceptance	15%	24%	14%	38%	37%	32%	22%	17%	15%
English language proficiency test	12%	21%	6%	34%	51%	31%	11%	1%	18%
French language proficiency test	1%	4%	3%	3%	10%	2%	3%	1%	2%
Differences among regions are statistically significant.									

**Table 42: Problems when applied for admission: 2004 and 2009**

*Q17. During the time when you applied for admission to your present program of study, did you experience a problem with the following, or not?*

	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
<b>Financial problems</b>				
Obtaining money for living expenses	42%	50%	46%	53%
Obtaining money for tuition fees	40%	49%	48%	54%
Arranging the transfer of money from my home country	35%	47%	33%	43%
Providing proof to the Canadian government that I would have enough money to study in Canada	34%	40%	36%	41%
<b>Education-related</b>				
Communicating and receiving sufficient information about the institution	32%	42%	38%	45%
Getting course credits from home educational institution accepted	26%	30%	34%	33%
Getting letter of acceptance	25%	33%	29%	31%
Passing English proficiency test	24%	24%	35%	48%
Passing French proficiency test	4%	4%	7%	8%
<b>General problems</b>				
Arranging for a place to live	44%	53%	42%	39%
Obtaining a study permit (student authorization/visa)	31%	45%	33%	45%

## 4.0 STUDENT EXPERIENCE IN CANADA

In this section, we review students' experience arriving in Canada and any difficulties they faced in the process or when dealing with officials.

### 4.1 MET BY SOMEONE

At least 7 students in 10 report being met by someone when they first arrived in Canada. As shown in Table 43, college students are more likely than university students to report they were met by someone.

- Students are most commonly met by *family or friends*. About 4 in 10 university students and 6 in 10 college students report being met by family or friends.
- Just less than 1 student in 5 reports being met by *someone from the institution*.
- Over 1 student in 10 reports being met by *someone else*. This is more common among college students.

**Table 43: Met by someone**

Q18. When you first arrived in Canada, were you met by someone?

	University (n=5,511)	College (n=414)
Met by:		
Family or friends	43%	61%
Someone from the institution	18%	18%
Someone else	11%	15%
CBIE Reception Service	1%	2%
No, not met by anyone	32%	12%
No response	1%	1%
Note: Respondents could choose more than one answer. Totals may sum to more than 100%.		

As shown in Table 44, the pattern of who met students when they first arrived in Canada is similar to five years ago, although in 2009, more college students were met by family or friends than in 2004.

### 4.2 EXPERIENCE WITH OFFICIALS

Students were asked what difficulties, if any, they had with Canadian officials in their home country, at the port of entry, and once in the country.

#### 4.2.1 CANADIAN IMMIGRATION OFFICIALS IN HOME COUNTRY

A majority of students report no difficulty when dealing with the Canadian immigration officials in their home country. However, about 3 students in 10 report having at least some difficulty, including a few who report having much difficulty.<sup>20</sup> See Figure 7.

#### 4.2.2 TYPES OF DIFFICULTIES

Those students who report having had much difficulty were asked to explain the problem. Table 45 shows these results grouped into broad themes.

Below, we explore these difficulties in more detail.

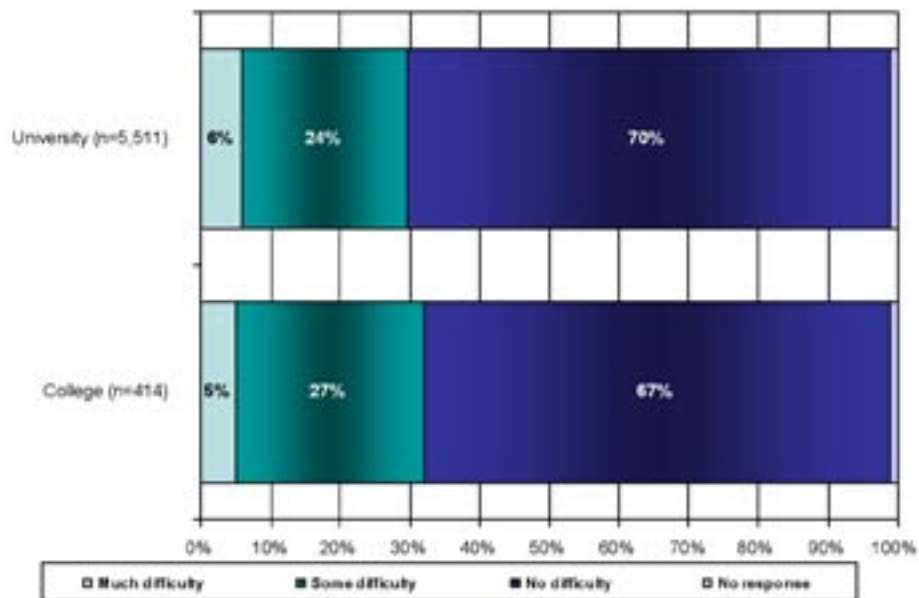
- **Customer service difficulties.** Some of the most common difficulties appear to be service problems with immigration officials who were unfriendly, unhelpful, untrusting of the students, and who were considered bureaucratic in their approach, which is exemplified by the fact that they misplaced students' documents. These students describe the Canadian immigration officials in their home country as "very impolite when dealing with people," "very arrogant," "unkind," "lazy," with "condescending attitudes," and "rude." As one student summarized: "Very unpleasant

**Table 44: Met by someone: 2004 and 2009**

Q18. When you first arrived in Canada, were you met by someone?

	University		College	
	2009 (n=5,511)	2004 (n=986)	2009 (n=414)	2004 (n=677)
Yes, by family or friends	43%	42%	61%	41%
Yes, by someone from the institution	18%	16%	18%	22%
Yes, by someone else	11%	14%	15%	24%
Yes, by CBIE Reception Service	1%	<1%	2%	1%
No, not met by anyone	32%	30%	12%	18%
No response	1%	1%	1%	1%
Note: Respondents could choose more than one answer. Totals may sum to more than 100%.				

<sup>20</sup> Q19. How would you describe your experience with Canadian visa officers (immigration) in your home country?



**Figure 7: Experience with immigration officials in home country**

<b>Table 45: Experience with immigration officials in home country</b>	
<i>Q19a. Please describe difficulty with Canadian visa officers.</i>	
	<b>Those reporting difficulties (n=338)</b>
<b>Customer service difficulties</b>	
Immigration official: unfriendly, not helpful	35%
Excessive red tape	21%
Officers concerned/distrust	6%
Misplaced documents	5%
<b>Timeliness</b>	
Frequent delays	41%
<b>Access difficulties</b>	
Inaccessibility of immigration officials	30%
Canadian embassy/consulate not available locally	16%
<b>Requirements</b>	
Refused on previous attempt	11%
Unclear application procedures	10%
Too much importance placed on financial situation	9%
Frequent visitation requirements	7%
Medical reporting requirements	5%
Visa only valid for one year, expensive to renew	3%
<b>Other difficulties</b>	
Stressful/frustrating/discouraging	10%
Expenses involved	7%
Strained relationship between Canada and home country	3%
Language / communication problems	2%
Other	4%
No response	1%
Note: Respondents could provide multiple responses. Columns may not sum to 100%.	

people asking you very unpleasant questions, like you are suspected of some murder!" Several say immigration officials were often "unclear," providing "vague description of requirements" and "no answers to questions." Indeed, one student described it as the "worst service ever." Several students wonder what kind of impression this behaviour leaves of Canada. One student said it "will hurt Canada's reputation." Another says that immigration officers behave the opposite of what would be expected, since for many students Canada is but one option for their post-secondary studies. "They think that their job is to stop people from going to Canada, when their job is to facilitate it." Several others mentioned that documents requested were often lost or misplaced, meaning the students had to go through the time-consuming process and expense of getting them again. As well, immigration officials take no responsibility for such errors. As one student noted, "They have previously sent some of my required information to the wrong address with no attempt to rectify or accommodate after it occurred."

- **Timeliness.** Many report that there were frequent delays when dealing with the immigration officials in their home country. Waiting for three to five months was not uncommon among those who cited timeliness issues. "I waited for three months to get my study permit and during that time, I was really afraid that I might be turned down. The access to update was so slow and limited and all I could do was wait." Another wrote that it took five months to get his permit. In fact, he missed his flight at the beginning of the term, and it was not until the university put pressure on immigration that he got his permit. Another wrote, "It took 3 months for me. We had to stand in long lines early in the morning and attend the immigration office so many times, each time for submitting a new document that was asked by the officers." Another explained that not only was the process slow, but that they were denied. When they resubmitted with the exact same documents, they were accepted, demonstrating not only the tardiness of the system, but its bureaucratic nature as well. "When first time I applied for the visa, they refused me with no reason and 3 months later, I applied again with exactly the same document and same reason, my application was approved. So I almost wasted half year on application process."
- **Access difficulties.** Some report that their difficulties stemmed from the fact that no embassy or consulate is locally available, or that immigration officials were otherwise inaccessible. The expense of travelling to

another city or country to apply was also an issue. Several mentioned the need to do this multiple times, for reasons that were unclear and, at least from the student's point of view, unnecessary. Many more cited difficulties gaining access to immigration officers. They wrote of long waits to speak to someone (who was often not very helpful), and that a follow-up was all but impossible, except by going to the immigration office and by couriered mail. Many wondered why other communications methods that would be convenient for the applicant are not allowed (several wrote that telephone questions were not allowed, and email requests were not accepted or the response was very slow). "One time, I went to the embassy, and I waited for 2 hours in a long queue so as to ask the update of my visa. No telephone call was allowed to check the update so you had to go there personally." Another student wrote: "They work limited hours, they have a 'no communication policy', only means of communication is through courier mail which is expensive and I even have to pay for receiving my application." Yet another wrote, "When you were waiting in the waiting room at the Canadian Consulate, something that lasted for up to six hours, you were not allowed to bring any food in."

- **Requirements.** A few report difficulty meeting some of the requirements for a visa or report a dislike of specific aspects of visa requirements. Some think it is unfair that so much emphasis is placed on their financial situation, especially when many of these same students have scholarships in place that cover both educational and living expenses. "Although I had a scholarship from the institution I applied, the visa officers forced me to show my belongings, registers, etc... It does not make sense at all since the scholarship covers the university tuition plus the living expenses. Then what if I was really poor but still got this scholarship! It gave me the impression that poor people do not have the rights to get proper education in Canada no matter how successful they are." Several students wrote about the large amount of money they needed to demonstrate they had access to or that was required to be deposited in a Canadian bank before they would be granted their study permit. Others say there are frequent visitation requirements or the medical reporting requirements are excessive. As one student explained, "The health check fee is really expensive. It almost takes one-month salary of an ordinary work-class. Actually, nothing special was done during the check and it only took me 30 minutes. In that case, maybe the health check fee should be adjusted because it was not reasonable."

# 4.3 IMMIGRATION OFFICIALS IN CANADA

As Figure 8 shows, about 1 student in 5 reports having at least some difficulty, including 2% who report having much difficulty, with immigration officials at Canadian ports of entry.

## 4.3.1 TYPES OF DIFFICULTIES

Students who experienced much difficulty were asked to explain the problem. The results are shown in Table 46 and are similar to those above.

Below, these difficulties are discussed in more detail.

- **Customer service.** Many site difficulties were attributed to poor service from officials, specifically those who were unfriendly or unhelpful, and “very condescending.” For example, “I have been studying in Canada for the past 6 years (for high school and now for university). Almost every time I travel... I find the officers to be quite rude in most cases and condescending. They appear to have negative expectations of any immigrant, especially non-Caucasian ones.” Another felt he was unfairly detained: “I was detained and harassed for nearly three hours at the border crossing because I ‘seemed nervous’ and study philosophy (as it said on my study permit) and was told that because of this I was presumed to be smuggling something illegal.” Others claim that immigration officers are insulting. One says, because he did not completely fill in a form, the immigration officer said that “she couldn’t believe that I am in university if I even

filled in the form incorrectly.” Another said some of the questions bordered on racist. “The last time I returned to Canada from a visit to my country the officer opened and checked all my suitcases carefully and asked me if I have Qur’an with me. It was very insulting because it was only me and my husband who were checked.” One respondent wondered why Canadian immigration officers are always unfriendly: “I have never seen that any immigration officers say ‘Welcome to Canada’ or ‘Good luck with your study in Canada’ or something like that...unlike the immigration officers in the U.S. They always smile and say ‘Welcome to the United States’ and that one phrase tells us they are so proud of doing their work and they actually talk to you.” Others mentioned that their documents were misplaced or issued incorrectly, there were communication issues due to language, the application process was unclear, or generally there was red tape. Students often admit the language difficulties are frequently their own, but wonder why immigration officers seem unprepared to deal with people who do not speak some English or French.

- **Timeliness.** Many mention delays or long waits at the port. They wrote about waits of three hours or more to get through customs. These students noted that this was compounded by the fact that they had often been travelling a very long time prior to their arrival in Canada. Others noted that the delay was due to their luggage being searched.
- **Accessibility.** Some report that the difficulty was that immigration officials were not available. For example, “It took me more than two hours to get my study permit and only two officers were working; the others were drinking coffee.”

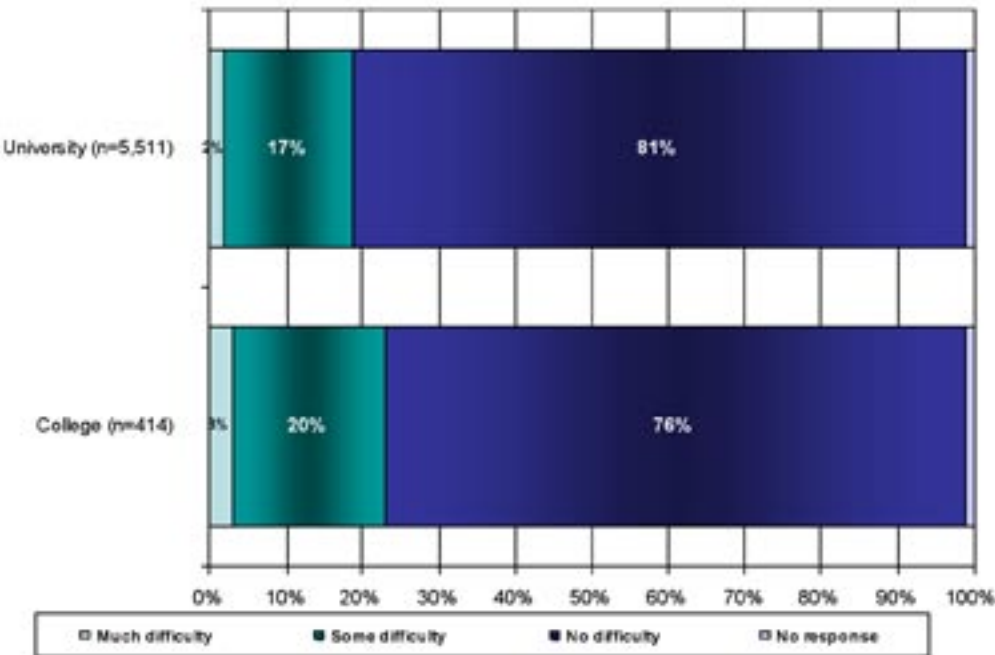


Figure 8: Experience with immigration officials at port of entry

<b>Table 46: Difficulties with Canadian immigration officials in port of entry</b>	
	<b>Those reporting difficulties (n=132)</b>
<b>Customer service difficulties</b>	
Immigration official: unfriendly, not helpful	49%
Misplaced documents	12%
Language / communication problems	9%
Excessive red tape	6%
Unclear application process	6%
<b>Timeliness</b>	
Frequent delays	31%
<b>Accessibility</b>	
Inaccessibility of immigration officials	12%
Canadian embassy/consulate not available locally	1%
<b>Requirements</b>	
Visa only valid for one year, expensive to renew	10%
Refused on previous attempt	2%
Too much importance placed on financial situation	2%
<b>Other difficulties</b>	
Stressful/frustrating/discouraging	8%
Expenses involved	7%
Strained relationship between Canada and home country	1%
Other	11%
No response	2%
Note: Respondents could provide multiple responses. Columns may not sum to 100%.	

- **Regulations.** Some mention that policies make things difficult. For example, that visas are only valid for a year, and that they are expensive to renew. Several students wrote that their study permits were only for six months to a year, yet their program of study is three or four years in length. Some think this policy only applies to students from specific countries: *"I am from Iran and unlike other students, my study permit is for less than one year, while my study lasts four years."*

## 4.4 EXPERIENCE DEALING WITH IMMIGRATION OFFICES ONCE IN CANADA

Students were also asked about their experience dealing with immigration offices once in Canada. As shown in Table 47, almost 6 in 10 university students and 7 in 10 college students had used Citizenship and Immigration to renew or request changes to their study permit, or apply for a work permit.

**Table 47: Experience with immigration officials in Canada**

Q21. How would you describe your experience with the services of the Case Processing Centre in Vegreville, Alberta; the Citizenship and Immigration Call Centre; and/or CIC local offices for...

- Renewing your study permit?
- Requesting a change to your study permit?
- Applying for a work permit?

Those who used those services:

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Renewing study permit	44%	53%
Applying for a work permit	38%	50%
Requesting a change to study permit	27%	38%
Any of these	59%	68%

Note: Totals may not sum to 100% due to rounding.  
Differences between university and college students are statistically significant.

Table 48 presents the experience of students who had utilized CIC services once in Canada.

- About 1 in 3 report at least some difficulty when renewing their study permit, including less than 10% who had much difficulty.
- About 1 in 3 university students and over 4 in 10 college students report at least some difficulty applying for a work permit. This includes less than 10% (6% of university and 9% of college students) who say they had much difficulty.
- Similarly, about 3 in 10 report at least some difficulty when requesting a change to their study permit. However, few report having much difficulty.

<b>Table 48: Experience with immigration officials in Canada</b>		
Q21. How would you describe your experience with the services of the Case Processing Centre in Vegreville, Alberta; the Citizenship and Immigration Call Centre; and/or CIC local offices for...		
a. Renewing your study permit?		
b. Requesting a change to your study permit?		
c. Applying for a work permit?		
	<b>Of those who used these services</b>	
	<b>University</b>	<b>College</b>
<b>Renewing study permit</b>		
Much difficulty	8%	6%
Some difficulty	28%	24%
No difficulty	63%	68%
<b>Applying for a work permit</b>		
Much difficulty	6%	9%
Some difficulty	27%	37%
No difficulty	64%	52%
<b>Requesting a change to study permit</b>		
Much difficulty	3%	1%
Some difficulty	24%	33%
No difficulty	70%	62%
Note: 'No response' is not shown. Totals may not sum to 100% due to rounding.		

#### 4.4.1 TYPES OF DIFFICULTIES

Those respondents who say they had much difficulty were asked to explain the problem. Table 49 shows these results grouped into broad themes.

Below, these difficulties are discussed in more detail.

- **Renewing study permit.** Some 80% of those who reported that they had difficulty renewing their study permit did not provide information on the nature of the difficulty. This might indicate that it was not truly

a difficulty, but rather an inconvenience, since, as we noted above, some students feel that it is unnecessary and expensive. As one student explained, *"I've been in Canada now for more than 4 years. I have renewed my study permit 4 times as well. Despite sending a letter from university indicating that I will be in program for 4 years, they always gave me only one year of extension. These several times applications put lots of financial and time expenses on me."*

Others mentioned that the difficulty was the result of officers being inaccessible, frequent delays, an unclear application process, or officials who were unfriendly and/or unhelpful. One student mentioned that the CIC Call Centre gave him the *"complete opposite information from official CIC policy"* that resulted in him having great difficulty re-entering Canada. This same student noted that the directive that study permits should be renewed *"at least 30 days before expiry"* is misleading since, in his experience, it takes three or four days *"for the renewed study permit to be mailed to you."*

- **Requesting change to study permit.** Most often, those who experienced much difficulty cited problems with officials being unfriendly and/or unhelpful, officials being inaccessible, frequent delays, and that generally the process appears to be bureaucratic. One student wrote: *"Customer Service Representatives are rude. They treated me like a third class immigrant leeching off of Canada."* Another explained the bureaucratic nature of the system: *"I sent letters to the immigration office stating that my citizenship on my study permit is not correct. They didn't contact me and they were still printing my study permit with the wrong citizenship. I contacted the office. They said they have no idea how to change it, and they just referred me to another department..."* and the problem continues to be unresolved. Several mentioned that *"the website was very confusing"* when it comes to requesting a change to a study permit.

- **Applying for a work permit.** Many of those who experienced much difficulty report that the process was unclear, and that there were frequent delays, possibly because officers are often inaccessible or there was red tape. Some noted that they had been refused on previous attempts and that the process was expensive. There appears to be confusion about how and when to apply for a work permit. Students note that to apply for a work permit they have to have a study permit. Students say that for those who plan to work in Canada after they graduate, this seems odd. Since students often do not begin the process of looking for a job until near the end of their schooling, they have very little time to find work. As one student wrote, *"I have to renew my study permit in the middle of 2009, which is not necessary for me,"* since he will graduate well before then. Another says that she had to get a job before she could get a work permit, which



**Table 49: Difficulties when renewing study permit/visa**

Q22a. What difficulty did you have renewing your study permit?

Q22b. What difficulty did you have requesting a change to your study permit?

Q22c. What difficulty did you have applying for a work permit?

	Renewing study permit (n=208)	Requesting change to study permit* (n=50)*	Applying for a work permit (n=144)
<b>Customer service difficulties</b>			
Inaccessibility of officials	6%	15%	14%
Excessive red tape	4%	11%	19%
Unclear application process	4%	7%	24%
Official: unfriendly, not helpful	2%	19%	8%
Misplaced documents	1%	2%	8%
<b>Timeliness</b>			
Frequent delays	8%	27%	21%
<b>Requirements</b>			
Visa only valid for one year, expensive to renew	4%	12%	2%
<b>Other difficulties</b>			
Expenses involved	3%	4%	10%
Refused on previous attempt	1%	-	16%
Too much importance placed on financial situation	-	-	1%
Stressful/frustrating/discouraging	-	-	1%
Other	1%	6%	10%
No response	80%	27%	19%
Note: Respondents could provide multiple responses. Columns may not sum to 100%. *Caution: small sample.			

seemed backwards.<sup>21</sup> "Getting work permit after I got hired does not make sense to me and doesn't seem to be on employer's mind either. Employer decides to hire me but I got no right to work in Canada and should wait until whenever that piece of paper arrives." Another says he left the country after applying for a work permit, and was then told that because he left the country, he had abandoned his application. There appears to be a number of students who do not understand the process. As one student wrote, she does not know how to go about it: "As a visa student, how can we get a work permit and what's the requirement the government needs, and could you guide me step by step?"

## 4.5 ADMISSIONS/ REGISTRAR'S OFFICE

While most students report having no difficulty in dealing with the admissions or registrar's office at their college or university, about 3 students in 10 report having had at least some. Few report having had much difficulty. See Table 50.

**Table 50: Experience with admissions/registrar's office**

Q22. How would you describe your experience with the admissions/registrar's office at your college or university?

	University (n=5,511)	College (n=414)
Much difficulty	3%	4%
Some difficulty	24%	28%
No difficulty	73%	67%
No response	1%	1%
Total	101%	100%
Note: Totals may not sum to 100% due to rounding.		

<sup>21</sup> In fact, the current Post-Graduation Work Permit program, in effect from 2008, does not require that a graduate have/find a job prior to obtaining the work permit. It is possible that old information is still circulating, and efforts should be made to correct misapprehensions.

Table 51: Difficulties with admissions/registrar's office	
	Those who reported difficulty (n=154)
<b>Customer service difficulties</b>	
Generally inefficient/disorganized/difficult to contact	35%
No help offered/lack of information given	32%
Bureaucracy, too much paperwork	14%
Staff was rude	14%
Difficulty registering for classes	10%
Insensitive to international students/prejudice	6%
Institution misplaced documentation	5%
<b>Timeliness</b>	
Slow application process	17%
<b>Requirements</b>	
Problems regarding transcripts/transferring credits	20%
Expensive/extra fees	9%
Problems with English language proficiency tests	4%
<b>Other difficulties</b>	
Language difficulties	3%
Other	3%
No response	2%
Note: Respondents could provide multiple responses. Columns may not sum to 100%.	

The most common difficulties recorded by students are:

- **Customer service.** Many cite difficulties because of poor service from school officials in terms of helpfulness, being rude, or being culturally insensitive. Students report that no help was offered and that they were not given complete information. They had difficulty registering for classes, there was too much paperwork, or institutions misplaced students' documentation.
- **Timeliness.** Many say the application process was slow.
- **Requirements.** Many report that they had difficulties with their transcripts and/or transferring credits. Some commented on the expense of extra fees for international students. Some mentioned problems with the English language proficiency test.

As before, many respondents do not explain the difficulties they encountered. Table 51 shows the results.

## 4.6 DIFFICULTIES BY REGION

Table 52 shows the experience with officials by region.

- Students from North Africa/Middle East and Sub-Saharan Africa are more likely to report difficulty with Canadian immigration officials in their home country. For example, almost half (47%) of the North African/Middle Eastern students report at least some difficulty. Students from countries in North America/Oceania and the European Union are the least likely to report difficulty.
- Students who are citizens of North American/Oceania and East Asian countries are more likely than students from other countries to report difficulties with immigration officials at the Canadian port of entry. Students who are citizens of countries in Sub-Saharan Africa and Central/South Asia are less likely to report difficulties.
- Although the difference is not quite statistically significant, it would appear that North American/Oceania students are the most likely to report at least some difficulty dealing with their institution's admissions/registrar's office. Conversely, those from Sub-Saharan Africa are the least likely to report difficulties.

<b>Table 52: Experience with officials by region</b>									
<b>Some/much difficulty with...</b>	<b>EU (n=828)</b>	<b>Non EU (n=189)</b>	<b>S-S Africa (n=432)</b>	<b>N Africa/ M East (n=673)</b>	<b>East Asia (n=1,488)</b>	<b>S-E Asia (n=291)</b>	<b>C&amp;S Asia (n=679)</b>	<b>N A/ Oceania (n=529)</b>	<b>C&amp;S America (n=583)</b>
Canadian visa (immigration) officials in home country*	19%	29%	41%	47%	33%	32%	24%	19%	23%
Immigration officials in Canada*	14%	19%	10%	16%	27%	24%	12%	26%	16%
Admissions/registrars office	26%	31%	17%	22%	30%	33%	20%	39%	27%
<b>Students who used the service**</b>									
Renewing your study permit*	39%	30%	26%	52%	32%	30%	33%	49%	31%
Applying for a work permit*	33%	27%	23%	38%	34%	35%	30%	43%	26%
Requesting a change to your study permit*	23%	23%	22%	38%	27%	29%	28%	37%	19%
*Differences among continents are statistically significant. **Caution: some of the regions have small samples.									

<b>Table 53: Experience with officials over time</b>			
	<b>2009 (n=5,925)</b>	<b>2004 (n=1,663)</b>	<b>1999 (n=2,434)</b>
<b>Experience with immigration officials in home country</b>			
Much difficulty	6%	8%	12%
Some difficulty	24%	28%	29%
<b>Experience with immigration in Canada</b>			
Much difficulty	2%	4%	5%
Some difficulty	17%	18%	21%
<b>Experience with admissions/registrars office</b>			
Much difficulty	3%	5%	5%
Some difficulty	25%	25%	23%

Among those who used the service in Canada to renew or change their study permit or apply for a work permit, those reporting difficulties vary by region, but with no consistency.

- Students who are citizens of North Africa/Middle East and North America/Oceania are the most likely to report some or much difficulty renewing their study permits. Students from Sub-Saharan Africa are the least likely to report difficulties.
- Students from North America/Oceania, East Asia, and North Africa/Middle East are more likely than others to report some or much difficulty applying for a work permit. Again, students from Sub-Saharan Africa are the least likely to report difficulties.
- Students from North Africa/Middle East and North America/Oceania are also the most likely to report difficulty requesting a change to their study permit.

Students from Central and South America are the least likely to report difficulties.

## 4.7 DIFFICULTIES OVER TIME

Table 53 shows the percentage of students overall who report at least some difficulty over the past three surveys.

- Experience with immigration officials in home country. Over the past 10 years, fewer students have reported difficulties. In 1999, 41% of students reported at least some difficulty. This has fallen slowly, and in 2009, 30% of students report the same.
- Experience with immigration in Canada. Again, over the past 10 years, fewer students have reported difficulties. About 26% reported such difficulties in 1999 and 19% report the same 10 years later.

- Experience with admissions/registrar's office. Difficulties also remain at institution level. The percentage of those who report some difficulties has remained about the same since 1999.

## 4.8 ORIENTATION FOR INTERNATIONAL STUDENTS

Overall, about half of the students surveyed attended an orientation program for international students before beginning their program of study. Most other students either did not know whether such an orientation was offered or chose not to attend.

Among those who attended an orientation, about 9 students in 10 found it at least somewhat useful, including about 1 student in 3 who reports it was very useful. See Table 54.

Compared to 2004, in 2009, university students appear to be more likely to attend orientation programs for international students, while college students are less likely. In 2004 and 2009, students who did attend are just as likely to rate it as very or somewhat useful. See Table 55.

## 4.9 ADJUSTMENT ISSUES: SUCCESS IN VARIOUS ACTIVITIES

Students were asked to rate their success in adjusting to 14 different aspects of their education and living in Canada. We have divided these into two broad categories: academic and living in Canada.

**Table 54: Orientation program**

Q23. When you were starting your program of studies, did you attend an orientation program for international students?

Q23a. If you attended an orientation program for international students, how useful did you find it?

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
<b>Attended orientation program</b>		
Yes, attended orientation program	47%	50%
No, orientation program not offered	5%	6%
No, don't know if orientation program offered	22%	18%
No, but orientation program was offered	25%	26%
<b>Usefulness of orientation (those who attended)</b>		
Very useful	34%	33%
Somewhat useful	56%	59%
Not at all useful	9%	8%
No response/not applicable	1%	1%
Note: Totals may not sum to 100% due to rounding.		

### 4.9.1 ACADEMIC SUCCESS

The majority of students in both university and college report at least some success in adjusting to a wide variety of academic-related activities.

**Table 55: Orientation program: 2004 and 2009**

	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
<b>Attended orientation program</b>				
Yes, attended orientation program	47%	38%	50%	62%
No, orientation program not offered	5%	6%	6%	6%
No, don't know if orientation program offered	22%	31%	18%	16%
No, but orientation program was offered	25%	24%	26%	15%
<b>Usefulness of orientation (those who attended)</b>				
Very useful	34%	33%	33%	31%
Somewhat/moderately useful	56%	60%	59%	63%
Not at all useful	9%	5%	8%	5%
No response/not applicable	1%	2%	1%	1%
Note: Totals may not sum to 100% due to rounding.				

Almost all students report at least some success in:

- **Understanding content and information presented in courses.** Among both university and college students, over 9 in 10 report at least some success in this regard. This includes 63% of university students and 55% of college students who report a lot of success in this regard.
- **Meeting academic demands.** Again, about 9 in 10 students report at least some success, including about half who report a lot of success.
- **Choosing a program of studies to meet my objectives.** About 9 in 10 students report at least some success in choosing a program of studies to meet their objectives. This includes over half (58% of university and 52% of college students) who report a lot of success.
- **Performing adequately in written assignments.** About 9 in 10 students also report at least some success in written assignments, including less than half (49% of university and 44% of college students) who report a lot of success.
- **Finding help with questions or problems.** Almost 9 in 10 report at least some success, including less than half (46% of university or college students) who report a lot of success.

Most also report success in the following areas:

- **Getting academic advice.** About 3 in 4 report at least some success, including over 3 in 10 (39% of university students and 31% of college students) who report lots of success.

**Table 56: Adjustment – academic**

*Q24. Since first beginning your program of studies, how much success have you had in adjusting to the following?*

<b>Lots of/some success</b>	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Understanding content and information presented in courses	95%	94%
Meeting academic demands	93%	90%
Choosing a program of studies to meet my objectives	90%	90%
Performing adequately in written assignments	90%	89%
Finding help with questions or problems	88%	89%
Getting academic advice	80%	75%
Performing adequately in courses requiring mathematical skills	70%	77%

- **Performing adequately in courses requiring mathematical skills.** About 7 in 10 report at least some success, including over 4 in 10 (43% of university and 46% of college students) who report lots of success. Many say that adjusting to performing adequately in courses requiring mathematical skills is not applicable (24% of university and 15% of college students).

The success reported by students in 2009 is similar, if slightly higher in some instances (especially among college students), compared to that reported in 2004. See Table 57.

**Table 57: Adjustment – academic: 2004 and 2009**

*Q24. Since first beginning your program of studies, how much success have you had in adjusting to the following?*

<b>Lots of/some success</b>	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
Understanding content and information presented in courses	95%	94%	94%	91%
Meeting academic demands	93%	92%	90%	81%
Choosing a program of studies to meet my objectives	90%	89%	90%	81%
Performing adequately in written assignments	90%	88%	89%	79%
Finding help with questions or problems	88%	84%	89%	81%
Getting academic advice	80%	72%	75%	68%
Performing adequately in courses requiring mathematical skills	70%	65%	77%	69%

## 4.9.2 SUCCESS IN ADJUSTING TO LIVING IN CANADA

Most students report having at least some success in various aspects of living in Canada.

- About 9 students in 10 report having at least some success in *adjusting to living here*, including about half who have had lots of success.
- Over 8 students in 10 report at least some success *finding suitable housing and making friends with other international students*. University students (51%) are slightly more likely than college students (40%) to report having had lots of success in finding housing.<sup>22</sup> All types of students are as likely to report making friends with other international students, and about 4 in 10 have had lots of success.
- Over 7 students in 10 report at least some success *making friends with Canadian students and speaking English or French*. In terms of making friends with Canadian students, about 1 in 3 report having lots of success, while 4 in 10 report lots of success in speaking English or French.
- Almost 6 in 10 report that they have at least some success in *becoming involved in campus activities or off-campus activities*, including 1 in 5 or less who report lots of success in being involved.

See Table 58.

Table 59 compares the results from 2009 with 2004. Of the items asked in both surveys, the results of the current survey are similar to, if slightly higher than, those in 2004.

**Table 58: Adjustment – living here and social aspects**

Q24. *Since first beginning your program of studies, how much success have you had in adjusting to the following?*

<b>Lots of/some success</b>	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Adjusting to living here	93%	92%
Finding suitable housing*	88%	81%
Making friends with other international students	85%	81%
Making friends with Canadian students	73%	70%
Speaking English/French	72%	77%
Becoming involved in campus activities	58%	53%
Becoming involved in off-campus activities	56%	53%
* Differences between university and college students are statistically significant.		

**Table 59: Adjustment – living here and social aspects: 2004 and 2009**

Q24. *Since first beginning your program of studies, how much success have you had in adjusting to the following?*

<b>Lots of/some success</b>	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
Adjusting to living here	93%	91%	92%	87%
Finding suitable housing	88%	85%	81%	76%
Making friends with other international students	85%	81%	81%	78%
Making friends with Canadian students	73%	67%	71%	59%
Becoming involved in campus activities	58%	47%	53%	42%

<sup>22</sup> However, the difference between college and university students is partly because of the number that says this item does not apply to them. College students (12%) are more likely than university students (4%) to say finding suitable housing did not apply to them.

## 5.0 FINANCIAL ISSUES

In this section, we review the costs of students' academic programs and the sources of financing for their education in Canada.

### 5.1 COST OF ACADEMIC PROGRAM

Students were asked to provide educational costs for this academic year in Canadian dollars, specifically, for their total tuition costs and the amount they spent on textbooks and other study materials.

- A typical international university student is paying almost \$13,000 in annual tuition and \$900 in books and study materials.
- A typical international student studying at a Canadian college is paying about \$12,500 in annual tuition and about \$1,200 in books and study materials.

While the average tuition fees among university and college students are similar, the distribution of tuition fees is significantly different. While college tuition fees tend to lump together between \$10,000 and \$14,999, university fees are much more diverse. For example, university students are much more likely than college students to report tuition fees of \$15,000 or more, but also are much more likely to report fees of under \$5,000.

Table 60 shows these details, including the average and median costs (that is, the middle point, which 50% of the costs fall above or below).

Table 61 shows the average amounts for educational costs over time. In all cases, the average amount of tuition fees and books has increased.

- Although these averages have not been adjusted for inflation, it would appear university tuitions have increased much more dramatically than college fees. The typical university tuition has increased by 86% in the last 10 years, compared with 56% for college tuitions.

**Table 60: Cost of academic program**

Q31. What is your total tuition cost this academic year in Canadian dollars?

Q32. About how much have you spent this academic year for textbooks and other study materials?

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
<b>Tuition*</b>		
None	3%	1%
\$1 to \$4,999	17%	5%
\$5,000 to \$9,999	14%	12%
\$10,000 to \$14,999	26%	65%
\$15,000 and over	34%	15%
Don't know/no response	6%	3%
Average	\$12,955	\$12,504
Median	\$12,000	\$11,500
<b>Books and other study materials*</b>		
None	4%	1%
\$1-\$250	18%	6%
\$251-\$500	30%	23%
\$501-\$1,000	28%	45%
\$1,000 and over	15%	23%
Don't know/no response	5%	3%
Average	\$900	\$1,207
Median	\$500	\$800
Note: Totals may not sum to 100% due to rounding.		
*Differences between university and college students are statistically significant.		

- The cost of books and other study materials has also increased. In this case, the increase is much more dramatic for college than university students. While costs of books and other study materials have increased an average of 39% since 1999 for university students, they have increased 87% in the same period for college students.

**Table 61: Education costs: 2009, 2004, and 1999**

	<b>Tuition</b>		<b>Books</b>	
	<b>Average</b>	<b>Median</b>	<b>Average</b>	<b>Median</b>
<b>University students</b>				
2009	\$12,955	\$12,000	\$900	\$500
2004	\$9,158	\$10,000	\$753	\$500
1999	\$6,965	n/a	\$649	n/a
<b>College students</b>				
2009	\$12,504	\$11,500	\$1,207	\$800
2004	\$11,033	\$10,400	\$1,047	\$700
1999	\$7,995	n/a	\$644	n/a
Note: The averages have NOT been adjusted for inflation.				

## 5.2 COST OF LIVING

Students were asked how much they spend in an average month on non-educational living expenses such as rent, food, utilities, clothing, medical expenses, and entertainment. Table 62 provides the monthly expenditure provided by university and college students.

- The results are very similar for university and college students. On average, students report spending about \$2,000 a month.
- The median value is half that of the average above, meaning that about half the students spend less than \$1,000 a month, while the other half spend \$1,000 or more on living expenses per month.

Cost of living in part reflects where in Canada the institutions they are attending are located.

**Table 62: Cost of living**

*Q33. Excluding the costs of tuition, textbooks, and other study materials, about how much do you spend in an average month on living expenses? (That is, things like rent, food, utilities, transportation, clothing, medical expenses, and entertainment)*

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Nothing	<1%	1%
\$1-\$500	12%	13%
\$501-\$750	16%	15%
\$751-\$1,000	32%	32%
\$1,001-\$1,500	19%	14%
Over \$1,500	17%	20%
Don't know/no response	5%	5%
Average	\$1,932	\$2,039
Median	\$1,000	\$1,000

Note: Totals may not sum to 100% due to rounding.

In 2004, students were asked to detail the costs of living by providing monthly expenditures on nine items (e.g., accommodations, food, etc.), and these were then added together to produce a total monthly living cost. As noted above, this year, we simply asked students to provide the total cost. The different methods of asking the questions may account for changes in these results. However, it does appear that both university students and college students have faced higher costs over the past five years.

- The average cost of living for both university (52%) and college students (55%) has increased by over 50% since 2004.

**Table 63: Total living costs: 2009 and 2004**

	<b>Average</b>	<b>Median</b>
University students		
2009	\$1,932	\$1,000
2004	\$1,270	\$975
College students		
2009	\$2,039	\$1,000
2004	\$1,318	\$965

Note: The questions were asked differently in 2004 and 2009. The results have NOT been adjusted for inflation.

## 5.3 FINANCING EDUCATION

Students were asked to indicate if they used any of 13 different sources to help pay for their education. Almost all students report using at least one, and, on average, they report using two. We have grouped these methods of financing into three broad categories: personal sources, loans and scholarships, and employment.<sup>23</sup> These are summarized in Table 64 (next page).

As shown above in Table 64, the most common sources are personal, especially parents (or relatives) and their own savings.

- Most students report receiving at least some financial support for their education from parents, relatives, or guardians. This is more common among college students than university students. About 7 university students in 10 and over 8 college students in 10 report receiving some help from family sources in paying for their education.
- About 1 student in 4 reports using personal savings to help pay for their education.
- Other personal sources – spouse, teachers, or friends – are each used by less than 1 student in 10.

Loans and scholarships are much more common among university students than among college students.

- About 1 university student in 3 reports receiving financial assistance from their institution in the form of a scholarship. This compares with just 6% of college students.
- One university student in 5 says they received a loan or scholarship from a government or agency in their home country. This compares with half as many college students (10%).
- Support from other governments, including Canada, appears to be rare.

Many students report working on or off-campus to help pay for their education.

<sup>23</sup> The use of various funding sources is very similar to the 1999 findings.



<b>Table 64: Financing education</b>		
<i>Q43. Please indicate which of the following you are currently using to help pay for your education</i>		
	<b>University (n=5,511)</b>	<b>College (n=414)</b>
<b>Personal sources</b>		
Parents, relatives, or guardians*	67%	85%
Personal savings	28%	24%
Spouse	7%	8%
Teachers	5%	1%
Friends	3%	6%
<b>Loans and scholarships</b>		
University or college scholarship*	33%	6%
Loans or scholarships from government or agency in home country*	20%	10%
Loans or scholarship from government in Canada	4%	2%
Loans or scholarship from government or agency not in Canada and not in my home country	1%	2%
Loans/bursaries (not specified)	<1%	<1%
<b>Employment</b>		
Either type of work*	26%	15%
On-campus work income	23%	8%
Off-campus work income	10%	9%
Both types of work	3%	2%
*Differences between university and college students are statistically significant.		

- To help pay for their education, university students (29%) are much more likely than college students (16%) to use current employment income from on or off-campus work.
- One university student in 4 is employed on campus. On-campus employment is almost three times as common among university students as among college students.
- About 1 in 10 students, whether university or college, are currently employed off-campus to help them pay for their education.

These results are very similar to those from 2004. However, fewer students report using personal savings in 2009 compared with 2004. See Table 65.

Compared to five years ago, slightly more students report working off-campus to help pay for their education. In 2004, 7% of university and 5% of college students reported working outside the university or college to help pay for their education, compared to about 10% in 2009.

<b>Table 65: Financing education: 2004 and 2009</b>				
	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
<b>Personal sources</b>				
Parents, relatives, or guardians	69%	69%	85%	91%
Personal savings	28%	36%	24%	34%
Spouse	7%	6%	8%	4%
Friends	3%	3%	6%	5%
Teachers	5%	3%	1%	1%
<b>Loans and scholarships</b>				
University or college scholarship	33%	29%	6%	5%
Loans or scholarships from government or agency in home country	20%	22%	10%	8%
Loans or scholarship from government in Canada	4%	4%	2%	2%
Loans or scholarship from government or agency not in Canada and not in my home country	1%	1%	2%	1%
Loans/bursaries (not specified)	<1%	2%	<1%	2%

### 5.3.1 CURRENT EMPLOYMENT

Students who are currently working on campus typically work 12 hours per week. Off-campus work tends, on average, to be more time-consuming. On average, students work over 18 hours a week at an off-campus job. See Table 66.

<b>Table 66: Financing education – employment</b>		
<i>Q36. Currently, on average, about how many hours per week do you work for pay on campus?</i>		
<i>Q39. Currently, on average, about how many hours per week do you work for pay off-campus?</i>		
	<b>University (n=1,626)</b>	<b>College (n=51)</b>
<b>Hours work on campus</b>		
5 hours or less	20%	28%
6 to 10	45%	29%
11 to 20	27%	31%
21 or more	9%	12%
Average	12.1 hours	11.6 hours
<b>Hours work off-campus</b>	<b>(n=665)</b>	<b>(n=69)</b>
5 hours or less	11%	6%
6 to 10	22%	13%
11 to 20	45%	65%
21 or more	23%	16%
Average	18.4 hours	19.0 hours
* Caution: small sample size.		

### 5.3.2 EVER WORKED ON OR OFF-CAMPUS

Almost half of university students and 1 in 3 college students have worked on or off-campus at some point during their studies in Canada. As shown in Table 67:

- University students (37%) are more likely than college students (16%) to have worked on campus for pay during their studies in Canada.
- About 1 in 5 students, regardless of the type of institution, report that they have worked off-campus for pay during their studies.

On-campus employment among university students (61%) is more likely than among college students (29%) to be related to their program of study or future career plans. About 4 in 10, regardless of the type of institution, say their off-campus employment was related to their program of study or future career plans. See Table 68.

**Table 67: Financing education – employment**

*Q34. Have you ever worked on campus (for pay) during your studies in Canada?*

*Q37. Have you ever worked off-campus (for pay) during your studies?*

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Any type of work (on or off-campus)*	46%	32%
Ever worked on campus for pay*	37%	16%
Ever worked off-campus for pay	18%	22%
*Differences between university and college students are statistically significant.		

**Table 68: Employment related to program of study**

*Q35. If “yes” to Q34, has your on-campus employment been related to your program of study or future career plans?*

*Q38. If “yes” to Q37, has your off-campus employment been related to your program of study or future career plans?*

	<b>University</b>	<b>College</b>
On-campus work related to program of study	61%	29%
Off-campus work related to program of study	37%	41%

## 5.4 MEETING BASIC NEEDS

Asked if they have enough money to meet all their basic needs, most students report that they get by or live comfortably.

- About 3 students in 4 report that they are either living comfortably (33%) or are getting by (42% of university and 39% of college students).
- About 1 student in 4 reports that they are struggling, with about 20% saying that it is sometimes and about 5% saying it is always difficult to pay their living expenses.

See Table 69.

Whether students have enough money to meet all basic needs appears to depend on where they are from. As shown in Figure 9:

- Students from countries in the European Union and East Asia are the most likely to indicate that they have enough money to meet all of their basic needs (that

**Table 69: Basic needs**

Q45. Do you have enough money to meet all your basic needs?

	University (n=5,511)	College (n=414)
Yes, I live comfortably	33%	33%
Yes, I get by	42%	39%
No, sometimes it is difficult to pay for my living expenses	20%	21%
No, it is always difficult to pay for my living expenses	5%	6%

is, they live comfortably or they are getting by). In each case, about 8 in 10 say their basic needs are met.

- Students from countries in Sub-Saharan Africa and Central/South Asia are the most likely to indicate that they do not have money to meet all of their basic needs (that is, it is sometimes or always difficult to pay for their living expenses). In each case, almost 4 in 10 students from these two regions say they have difficulty meeting their basic needs.

**Table 70: Assisted others**

Q46. During the past year, how often have you helped other international students by lending food, money, or accommodations?

	University (n=5,511)	College (n=414)
Never	52%	46%
Once	13%	13%
Two or three times	22%	24%
Four or five times	6%	7%
Six or more times	7%	8%
No response	1%	2%
Total	101%	100%

Note: Totals may not sum to 100% due to rounding.

## 5.5 ASSISTING OTHERS

About half of students report that, during the past year, they have helped other international students by lending food, money, or accommodations.

- Whether attending university (48%) or college (52%), about half have provided such assistance to other international students.
- In fact, about 1 student in 3 has provided such help twice or more in the last year, including at least 7% who have done so six times or more.

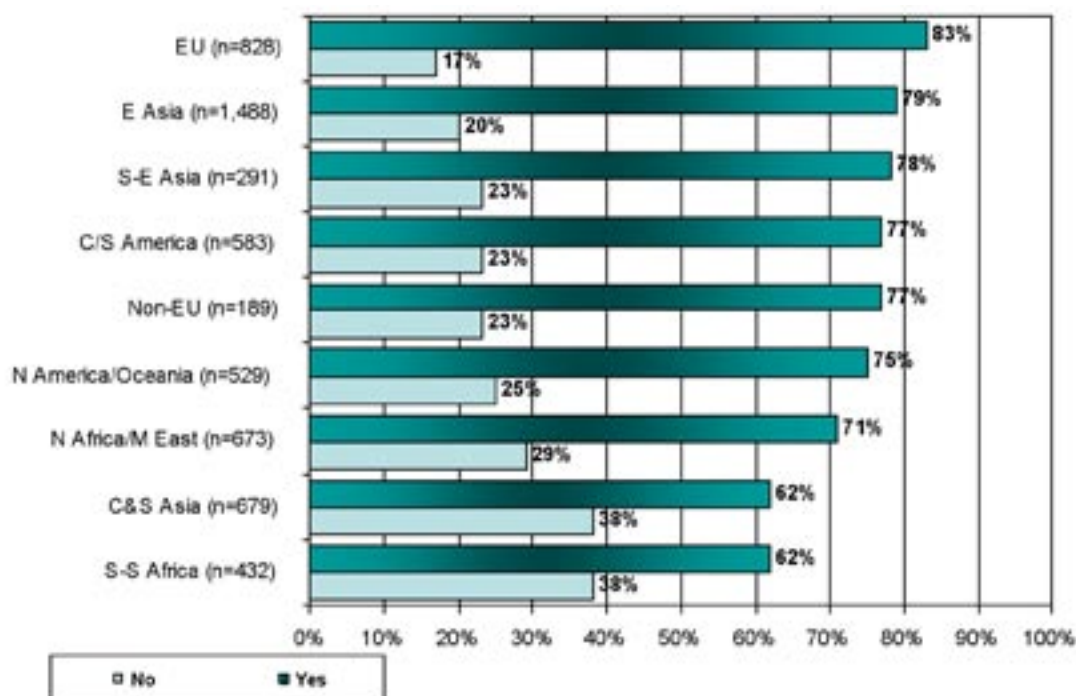
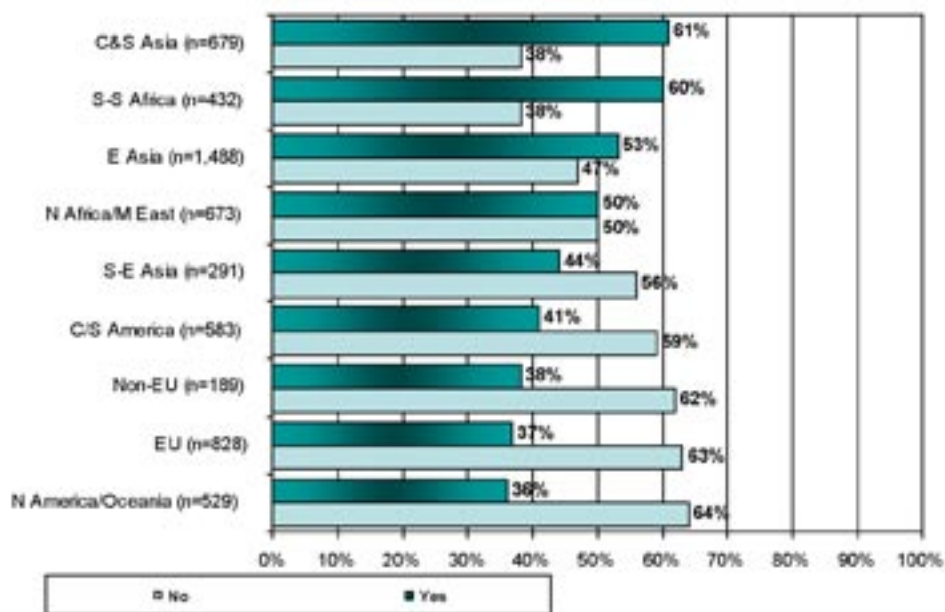
**Figure 9: Basic needs met by region**

Figure 10 is almost the reverse of Figure 9 above; generally, the more likely students are to report difficulty meeting basic needs, the more likely they are to report helping other international students.

Students from Central/South Asia and Sub-Saharan Africa are the most likely to report helping other international students by lending food, money, or accommodations at least once during the past year. Conversely, students from countries

in the European Union or North America/Oceania are the least likely to report the same. Interestingly, while only 20% of students from East Asian countries report having difficulties meeting basic needs, 54% report helping fellow students.

While these results are similar to those from five years earlier, in 2009, slightly fewer report helping others, and those who do are doing so less frequently.



**Figure 10: Assisted others, by region**

<b>Table 71: Assisted others: 2004 and 2009</b>				
	<b>University</b>		<b>College</b>	
	<b>2009</b>	<b>2004</b>	<b>2009</b>	<b>2004</b>
	<b>(n=5,511)</b>	<b>(n=986)</b>	<b>(n=414)</b>	<b>(n=677)</b>
Never	52%	45%	46%	43%
Once	13%	13%	13%	11%
Two or three times	22%	25%	24%	23%
Four or five times	6%	6%	7%	8%
Six or more times	7%	11%	8%	14%
No response	1%	1%	2%	1%
Total	101%	101%	100%	100%
Note: Totals may not sum to 100% due to rounding.				

## 6.0 SATISFACTION WITH SPECIFICS

In this section, we provide an overview of students' satisfaction with aspects of their institution and the benefits of studying in Canada.

### 6.1 INSTITUTIONAL FEATURES

Most students report that they are satisfied or very satisfied with institutional features such as the facilities, class size, and library resources. In all cases, over 8 students in 10 report being satisfied with:

- **Library resources.** University students (47%) tend to be more likely than college students (30%) to be very satisfied.
- **Classrooms, labs, equipment, etc.,** including at least 32% who are very satisfied.
- **Computer facilities,** including at least 36% who are very satisfied.
- **Average size of classes,** including about 32% who are very satisfied.

**Table 72: Satisfaction with institutional features**

*Q25. How satisfied are you with each of the following aspects of the university or college you are now attending?*

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
Library resources*	88%	81%
Classroom, labs, equipment, etc.	87%	86%
Computer facilities	87%	85%
Average size of your classes	84%	86%
*Differences between university and college students are statistically significant.		

As shown in Table 73, these results are very similar to the results from five years ago.

### 6.2 SATISFACTION WITH SERVICES

Students were asked about their use of eight programs and services that might be available at their institution.

As Table 74 shows, many students report using:

- **International student advisor.** Such advisors are more commonly used among college students than university students. While about half of university students report using such advisors, almost 2 in 3 college students report the same.
- **Recreational facilities.** Likely due to the availability of such facilities on campus, university students are more likely than college students to report using recreational facilities. About half of university students report the use of such facilities, compared with about 1 in 3 college students.
- **International student handbook.** Just less than half of the students report using a handbook.
- **Housing services.** While almost 4 university students in 10 report using housing services, only about 1 college student in 5 reports the same.
- **Study skills/learning support services.** College students (32%) are more likely than university students (21%) to use study or learning services.
- **Student counselling services.** Whether attending college or university, over 1 student in 5 has used the career counselling service.
- **Cultural association.** About 1 university student in 5 reports use of such associations, compared with about 1 in 10 college students. Lack of use may reflect the fact that such associations are not available on some campuses.

**Table 73: Satisfaction with institutional features**

*Q22. How satisfied are you with each of the following aspects of the university or college you are now attending?*

	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
Classroom, labs, etc.	87%	87%	86%	88%
Computer facilities	87%	87%	85%	84%
Average size of your classes*	84%	79%	86%	92%
Library resources*	88%	86%	81%	75%
*Differences between university and college students are statistically significant.				

- **English or French tutoring.** While almost 1 college student in 4 reports using such tutoring services, just over 1 in 10 university students report the same. Again, this likely reflects the nature of the colleges and universities participating.

**Table 74: Use of services/facilities**

*Q26. Which of the following services or facilities have you used at your university or college?*

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
International student advisor*	54%	64%
Recreational facilities*	49%	36%
International student handbook	45%	47%
Housing services*	37%	18%
Study skills/learning support services*	21%	32%
Student counselling services	22%	26%
Cultural associations*	21%	11%
English or French tutoring*	12%	23%
*Differences between university and college students are statistically significant.		

Use of these services and facilities in 2009 is similar to that found in 2004. However, some services are being used less often now, including recreational facilities, housing services, and, among university students, the international student handbook.

## 6.2.1 SATISFACTION WITH FACILITIES AND SERVICES

Those who used the facilities or services were asked to rate how satisfied they are with each. Table 76 (on the next page) shows the percentages who report being satisfied or very satisfied. Those who have used these services or facilities tend to be satisfied.

Regardless of whether they are attending university or college, 8 students in 10 or more report being satisfied with:

- **International students handbook**, including about 1 in 5 who are very satisfied.
- **Recreational facilities**, including over 1 in 5 (34% of university and 22% of college students) who are very satisfied.
- **International student advisor**, including about 1 in 3 who are very satisfied.
- **Study skills and learning support services**, including about 1 in 4 who are very satisfied.

About 3 students in 4 or more report being satisfied with:

- **Cultural associations**, including 1 in 4 (26% of university and 20% of college students) who are very satisfied.
- **Student counselling services**, including 1 in 4 (27% of university and 17% of college students) who are very satisfied.
- **English or French tutoring**, including 1 in 5 who are very satisfied.

About 2 students in 3 or more are satisfied with housing services, including less than 1 in 5 (18% university and 13% college students) who are very satisfied. University students are more likely to be satisfied with this service than their college counterparts.

Generally, the ratings of satisfaction of the students who report having used these services or facilities remain similar over time. That being said, the ratings of satisfaction among college students appear to have declined in terms of cultural associations and housing services.

**Table 75: Use of services/facilities: 2004 and 2009**

	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
International student advisor	54%	56%	64%	72%
Recreational facilities	49%	66%	36%	49%
International student handbook	45%	57%	47%	48%
Housing services	37%	47%	18%	33%
Study skills/learning support services	21%	15%	32%	36%
Student counselling services	22%	26%	26%	39%
English or French tutoring	12%	13%	23%	25%
Cultural/home country associations	21%	20%	11%	11%

**Table 76: Satisfaction with services/facilities (of those reporting experience)**

Q26b. How satisfied were you with the services you used?

	University	College
International student handbook	88%	81%
Recreational facilities	87%	79%
International student advisor	85%	81%
Study skills/learning support services	82%	75%
Cultural associations	80%	67%
Student counselling services	78%	75%
English or French tutoring	76%	75%
Housing services*	72%	63%

\*Differences between university and college students are statistically significant.

## 6.3 FACULTY

Students were asked for their level of agreement with statements about their instructors. Most agree that their instructors treated them fairly, were reasonably accessible outside of class, and took a personal interest in their academic progress.

- While almost 9 in 10 university and college students agree that *they have been treated fairly in class by instructors*, university students are generally more satisfied. Some 35% of university students strongly agree with this statement, compared with 27% of college students who strongly agree.
- Over 8 students in 10 agree that most of their instructors are reasonably available outside of class to help students, including about 3 in 10 who strongly agree.
- University students are slightly more likely to agree that *some of their instructors have taken a personal*

*interest in their academic progress*. About 6 students in 10 agree, including 19% of university and 14% of college students who strongly agree with this statement.

- About 4 students in 10 agree that their *instructors show sensitivity to racial issues*. Many students (32% of university and 25% of college) say that they do not know or did not respond. However, about 1 student in 4 disagrees.

**Table 78: Rating of faculty (2009)**

Q28. Please rate your level of agreement with each of the following statements about your experience at the university or college you are currently attending.

	University (n=5,511)	College (n=414)
I have been treated fairly in class by my instructors.*	88%	86%
Most of my instructors are reasonably accessible outside of class to help students.	86%	81%
Some of my instructors have taken a personal interest in my academic progress.*	58%	62%
My instructors show sensitivity to racial issues.	43%	47%

\*Differences between university and college students are statistically significant.

**Table 77: Satisfaction with services/facilities (of those reporting experience): 2004 and 2009**

Q26b. How satisfied were you with the services you used?

	University		College	
	2009	2004	2009	2004
International student handbook	88%	84%	81%	79%
Recreational facilities	87%	85%	79%	78%
International student advisor	85%	83%	81%	84%
Study skills/learning support services	82%	80%	75%	80%
Cultural/home country associations	80%	74%	67%	80%
Student counselling	78%	77%	75%	73%
English or French tutoring	76%	75%	75%	80%

**Table 79: Rating of faculty: 2004 and 2009**

Strongly agree/agree	University		College	
	2009 (n=5,511)	2004 (n=986)	2009 (n=414)	2004 (n=677)
I have been treated fairly in class by my instructors.	88%	88%	86%	87%
Most of my instructors are reasonably accessible outside of class to help students.	86%	87%	81%	84%
Some of my instructors have taken a personal interest in my academic progress.	58%	58%	62%	61%
My instructors show sensitivity to racial issues.	43%	42%	47%	44%

The results in 2009 are very similar to those in 2004. See Table 79.

Students' perceptions of instructors' sensitivity to racial issues vary by region. Students who are citizens of countries in North Africa/Middle East (42%) and East Asia (41%) are the most likely to disagree.

Students from North America/Oceania are most likely to agree that their instructors are sensitive to such issues.

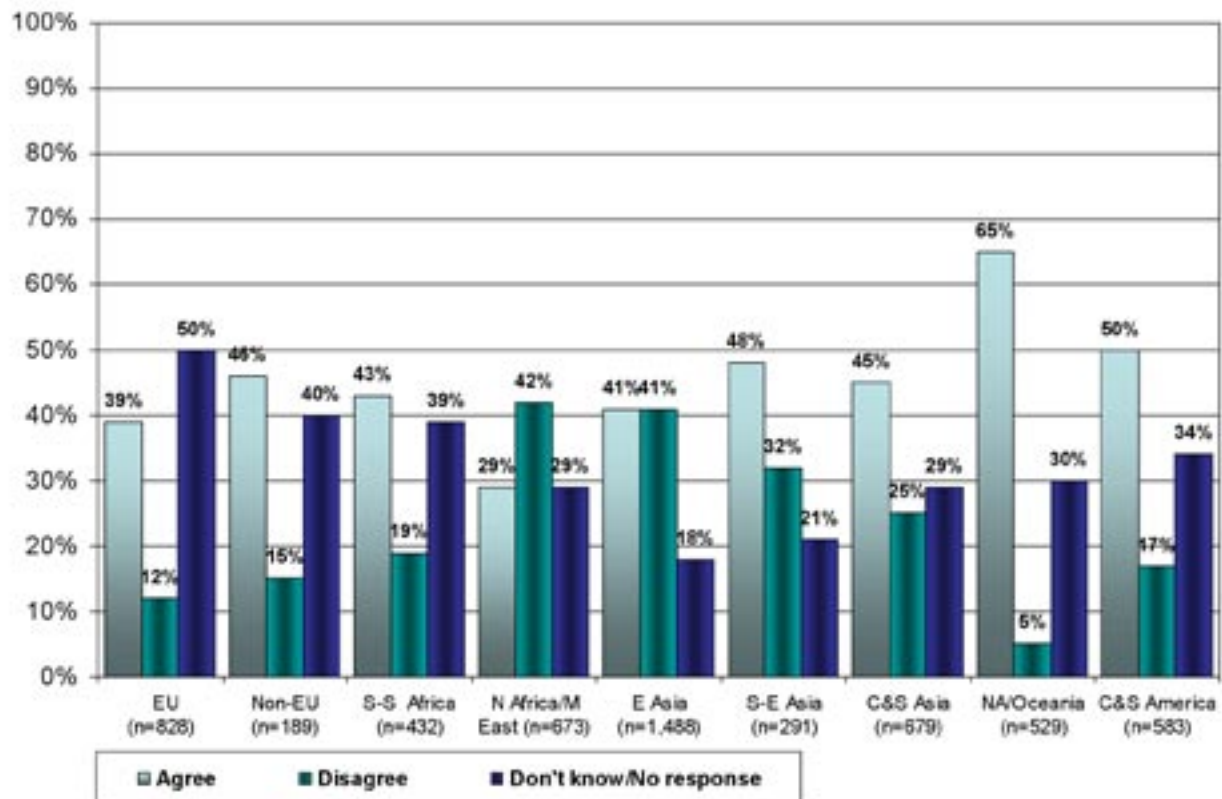
Students from Europe are most likely to say that they cannot judge because it is not applicable.

Figure 11 summarizes these results.

## 6.4 EXPERIENCE WITH RACISM

Overall, most students agree that *they have not experienced any form of racism or discrimination as an international student in Canada*. About 6 students in 10 agree with this statement, including about 29% of university students and 21% of college students who strongly agree.

Conversely, about 3 in 10 report that they disagree, suggesting they have experienced some form of racism or discrimination as an international student in Canada.



**Figure 11: Instructors show sensitivity to racial issues**



**Table 80: Have not experienced any form of racism**

Q28g. I have not experienced any form of racism or discrimination as an international student in Canada.

Level of agreement	University (n=5,511)	College (n=414)
Strongly agree	29%	21%
Agree	37%	40%
Disagree	22%	23%
Strongly disagree	7%	8%
Don't know/no response	5%	7%
Total	100%	99%

Note: Totals may not sum to 100% due to rounding. Differences between university and college students are statistically significant.

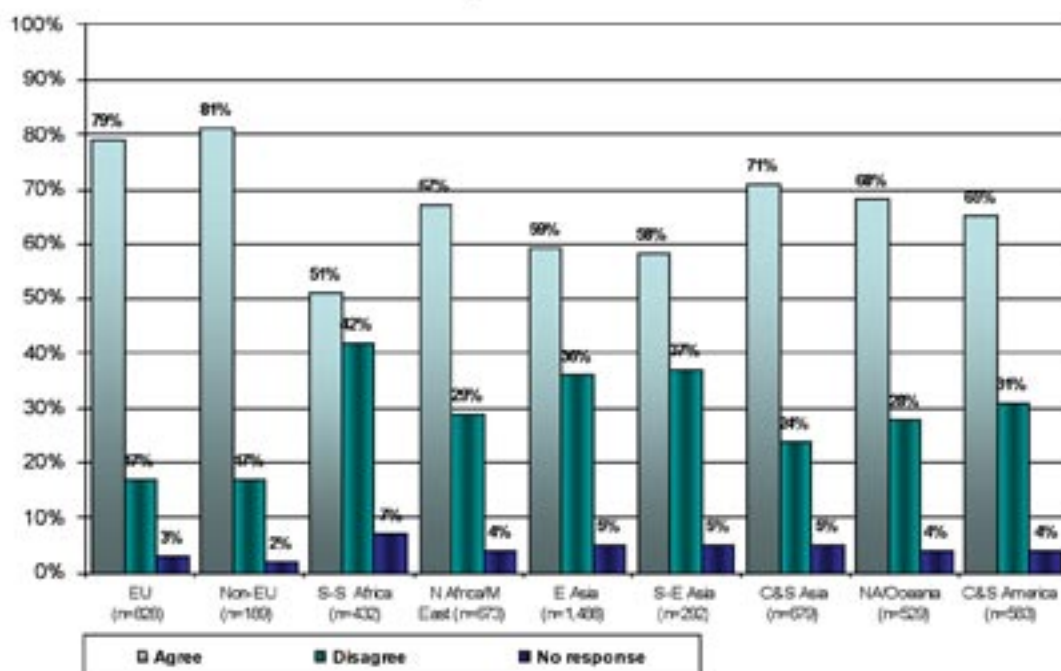
Students' experience with racism or discrimination as international students can vary depending on where they are from. See Figure 12.

- Students from European countries (whether in the European Union or not) are the most likely to agree that they have not experienced any form of racism. About 8 in 10 agree with this statement, including 50% who strongly agree.
- Students from Sub-Saharan Africa are the least likely to agree (51%) and most likely to disagree (42%). Students from East Asian and Southeast Asian countries are also more likely than most others to disagree.
- Students from other regions – North Africa/Middle East, Central/South Asia, North America/Oceania, and Central/South America and Caribbean – give similar responses, with about 2 in 3 agreeing and 3 in 10 disagreeing.

Results from 2009 are similar to those from 2004, although, students in 2009 are slightly less likely to strongly agree. See Table 81.

**Table 81: Have not experienced any form of racism: 2004 and 2009**

Level of agreement	University		College	
	2009 (n=5,511)	2004 (n=986)	2009 (n=414)	2004 (n=677)
Strongly agree	29%	39%	21%	29%
Agree	37%	31%	40%	41%
Disagree/Strongly disagree	29%	25%	23%	25%
Don't know/no response	5%	5%	7%	5%
Total	100%	100%	99%	100%

**Figure 12: Have not experienced racism**

## 6.5 BENEFITS OF STUDYING IN CANADA

Students were asked to rate the value or benefit of their Canadian program of study. Most students have positive impressions of the benefits they derive from their education in Canada.

- Over 8 students in 10 rate their program of study, in terms of *helping make them a more educated person*, as good or excellent. This includes many university (41%) and college (31%) students who rate it as excellent.
- About 3 students in 4 rate their program, in terms of *preparing them for further study*, as good or excellent. This includes about 3 in 10 who consider this an excellent benefit of their program of study in Canada.
- About 7 students in 10 rate their program, in terms of *helping them discover a career interest*, as good or excellent. This includes about 3 in 10 who rate it as excellent.
- About 2 students in 3 rate their program, in terms of *preparing them for employment in their home country*, as good or excellent. This includes about 1 in 4 who rate it as excellent. About 10% say it is not applicable.
- About 6 students in 10 rate their program of study as good in terms of *preparing them for employment in Canada*. This includes 22% of university students and 30% of college students who think their program of study has been excellent in this regard. A few students say that this is not applicable to them (14% of university and 7% of college students).
- About 6 students in 10 rate their program of study as at least good in terms of *increasing their chances for making more money during their working years*. This includes about 1 in 4 (22% of university and 27% of college students) who say it is excellent. Interestingly, about 1 in 10 say this is not applicable.
- About half report that their program of studies in Canada has been at least good in terms of contribution to the *advancement of their country and*

**Table 82: Benefits of university/college**

Q27. Please rate how valuable or beneficial you think your Canadian program of studies has been for each of the following.

Excellent/good	University (n=5,511)	College (n=414)
Helping make me a more educated person	85%	81%
Preparing for further study	74%	73%
Helping me discover my career interests	68%	71%
Preparing me for employment in my home country	65%	65%
Preparing me for employment in Canada	58%	69%
Increasing the chances for making more money during my working years	58%	65%
Contribute to the advancement of my country	49%	56%
Contribute to my family's well-being	47%	56%

*contributing to their family's well-being*. This includes about 1 in 5 that say their program has been excellent in these areas. About the same number – 1 in 5 – say that these are not applicable to their situation.

See Table 82.

As shown in Table 83, for the most part, the perception of benefits of studying in Canada has remained unchanged and positive since 2004. Among university students, one area that appears to have declined is the number who rated their program as good or excellent in terms of increasing their chances for making more money during their working years. In part, this is explained by the fact that more students in 2009 (21%) than in 2004 (8%) say this is not applicable, but even with this removed, it is significantly lower in 2009.

**Table 83: Benefits of university/college: 2004 and 2009**

Excellent/good	University		College	
	2009 (n=5,511)	2004 (n=986)	2009 (n=414)	2004 (n=677)
Helping make me a more educated person	85%	91%	81%	87%
Preparing for further study	74%	78%	73%	78%
Helping me discover my career interests	68%	70%	71%	74%
Increasing the chances for making more money during my working years	58%	70%	65%	63%
Contribute to the advancement of my country	49%	56%	56%	59%

## 7.0 OVERALL SATISFACTION

In this section, we examine students' overall satisfaction with their experience in Canada and their educational institution. As well, we review advice provided by students about Canada and their education institutions.

### 7.1 EXPECTATION

Most students report that both their courses and the institution they are attending have generally met or exceeded their expectations. As shown in Table 84:

- Almost 8 students in 10 report that their courses are as expected or are better than expected. Over 1 in 10 say that they are worse than expected.
- Students had an almost identical experience with their institution. Almost 8 students in 10 report that their university or college was as expected or better than expected. Over 1 in 10 say that the institution was worse than expected.

Results in 2009 are very similar to 2004, with slightly more saying their courses and institutions were better than expected. See Table 85.

### 7.2 DECISION TO ATTEND CURRENT INSTITUTION

Generally, students appear to be satisfied with their decision to attend their current institution and to study in Canada.

- Almost 9 university students in 10 agree that they are satisfied with their decision to attend their university, including almost 4 in 10 who strongly agree.
- Similarly, almost 9 college students in 10 agree that they are satisfied with their decision to attend their current institution, including almost 3 in 10 who strongly agree.
- In each case, less than 1 in 10 disagree.

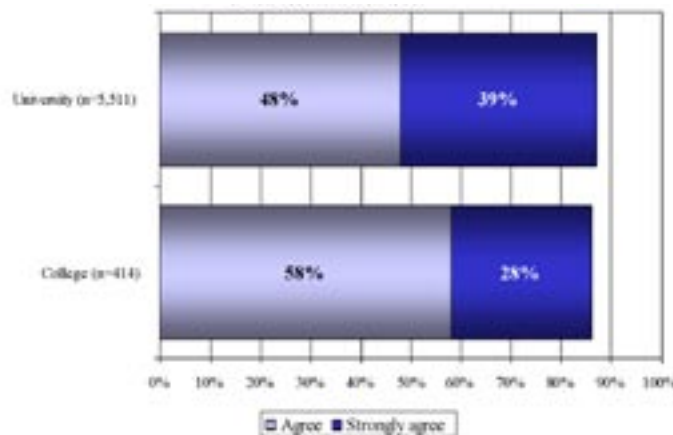
**Table 84: Rating courses and institution**

Q29. How would you rate your present courses compared to what you expected when you first came to Canada?

Q30. How would you rate your Canadian university or college compared to what you expected when you first came to Canada?

	<b>University (n=5,511)</b>	<b>College (n=414)</b>
<b>Courses</b>		
Better than expected	25%	30%
As expected	53%	52%
Worse than expected	14%	11%
<b>Institution</b>		
Better than expected	26%	27%
As expected	52%	56%
Worse than expected	15%	11%
Note: The 'no response' category is not shown. Therefore, responses may not sum to 100%.		

See Figure 13.



**Figure 13: Satisfied with decision to attend current institution**

**Table 85: Rating courses and institution: 2004 and 2009**

	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
<b>Courses</b>				
Better than expected	25%	20%	30%	22%
As expected	53%	58%	52%	53%
Worse than expected	14%	16%	11%	17%
<b>Institution</b>				
Better than expected	26%	21%	27%	21%
As expected	52%	59%	56%	52%
Worse than expected	15%	14%	11%	21%
Note: The 'no response' category is not shown. Therefore, responses may not sum to 100%.				

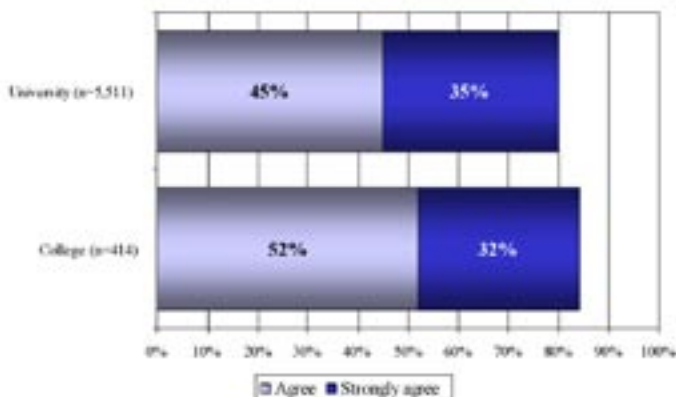
<b>Table 86: Satisfied with decision to study at this university/college</b>				
<i>Q28e. I am satisfied with my decision to attend this university/college.</i>				
<b>Level of agreement</b>	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
Strongly agree	39%	50%	28%	35%
Agree	48%	41%	58%	52%
Disagree/strongly disagree	9%	5%	9%	10%
Don't know/no response	4%	3%	4%	4%
Total	100%	99%	101%	100%

The results are very similar to five years ago, although fewer students in 2009 strongly agree. See Table 86.

## 7.3 RECOMMEND INSTITUTION

Most students would recommend that other students from their home country study at this university or college. As shown in Figure 14:

- About 8 students in 10 agree that they would recommend their current institution, including about 1 in 3 who strongly agree.
- Just over 1 student in 10 disagrees that they would make such a recommendation.

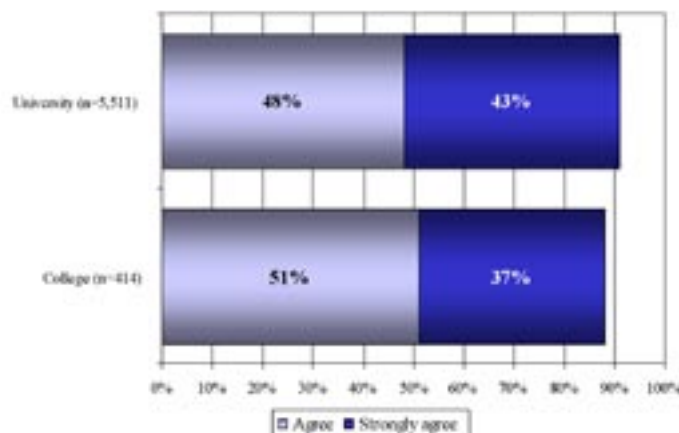


**Figure 14: Would recommend institution as a place to study**

## 7.4 DECISION TO STUDY IN CANADA

Most students report that they are satisfied with their decision to study in Canada.

- About 9 students in 10 agree or strongly agree with the statement that they are satisfied with their decision to study in Canada. This includes about 4 in 10 who are very satisfied.
- Less than 1 in 10 would disagree.



**Figure 15: Satisfied with decision to study in Canada**

Again, the results are very similar to those from five years earlier, although fewer students say they strongly agree in 2009 compared to 2004.

## 7.5 RECOMMEND STUDY IN CANADA

Most would also recommend that other students from their home country study in Canada.

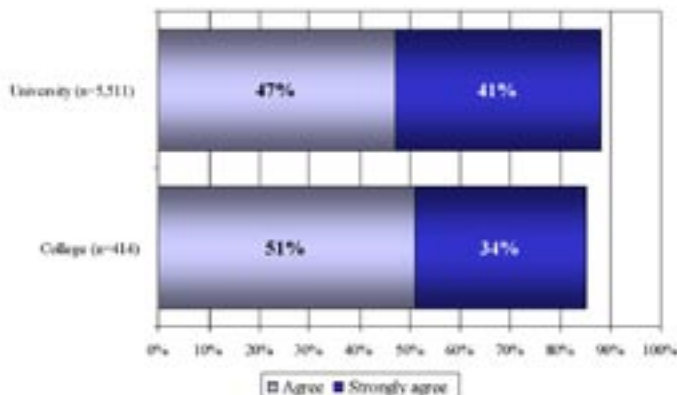
- Almost 9 in 10 agree that they would recommend Canada as a place to study, including 41% of university students and 34% of college students who strongly agree.
- About 1 in 10 would disagree, suggesting they would not recommend Canada as a place to study.

See Figure 16.

The results in 2009 are very similar to those in 2004.

<b>Table 87: Satisfied with decision to study in Canada</b>				
<i>Q28h. I am satisfied with my decision to study in Canada.</i>				
Level of agreement	University		College	
	2009 (n=5,511)	2004 (n=986)	2009 (n=414)	2004 (n=677)
Strongly agree	43%	56%	37%	46%
Agree	48%	36%	51%	43%
Disagree/strongly disagree	5%	5%	8%	7%
Don't know/no response	4%	3%	4%	4%
Total	100%	100%	101%	100%

<b>Table 88: Recommend study in Canada</b>				
<i>Q28i. Based on my experience, I would recommend that other students from my country study in Canada.</i>				
Level of agreement	University		College	
	2009 (n=5,511)	2004 (n=986)	2009 (n=414)	2004 (n=677)
Strongly agree	41%	48%	34%	39%
Agree	47%	36%	51%	44%
Disagree/strongly disagree	6%	9%	11%	9%
Don't know/no response	6%	6%	5%	9%
Total	100%	99%	101%	101%



**Figure 16: Would recommend Canada as a place to study**

## 7.6 STUDENT RECOMMENDATIONS

At the end of the questionnaire, students were asked to advise Canadian governments and their educational institutions about possible changes in policy toward international students.

### 7.6.1 ABOUT GOVERNMENT POLICIES

Almost 6 students in 10 took the opportunity to provide advice to the Canadian government on possible changes in policy toward international students.

- The most common recommendation was that tuition fees should be lowered for international students or, on the flip-side of that, more scholarships and bursaries should be available to help support international students. As one student wrote: *"Could you please lower the fees for international students? With this economic situation, many good-quality students cannot afford to study in Canada because of terrible amount of university fees and living expenses."* Several note that even though international students are paying three to four times as much as Canadians to attend post-secondary institutions, they are not eligible for any scholarships, grants, or bursaries. As another student explained, it would also make Canada more competitive for international students: *"Make provisions for a lot more scholarships for international students. This is the biggest difference between universities in the U.S. and in Canada. The universities in the U.S. provide a lot more scholarships even if their tuition fees are high."*
- Employment issues are also mentioned by many. The ability to work off-campus was also raised as an issue, especially among college students. Others noted there are issues around the length of time they have in which to find employment. Some students acknowledge the change to policies on off-campus work and are grateful. *"When I first arrived in Canada, I thought it would have been useful to be able to work off-campus (in 1999), but since then this law*

*has been changed. I think that is a positive change." Another student observed that general improvements could be made to websites: "I strongly recommend that the government should make government websites more user-friendly than now" and to customer service: "When an international student who is applying for the extension of his/her study permit missed one information or document in the application kit, I wish the CPC in Vegreville could give them a notice to request that missing information rather than irresponsibly rejecting the application."*

These and other recommendations can be found in Table 89.

Students were more likely to make recommendations in 2004 (about 3 in 4) than in 2009 (over half). The ability to work off-campus, which was the single most common concern in 2004, is still mentioned in 2009, although far less often. This reflects the changes in policy that now allow international students to work off-campus.

<b>Table 89: Government policies</b>		
<i>Q74. If you were asked to advise Canadian governments (federal and provincial) about possible changes in policy towards international students, what would you recommend?</i>		
	<b>University (n=5,511)</b>	<b>College (n=414)</b>
<b>Financial issues</b>		
Lower tuition fees for international students	15%	20%
Scholarships/bursaries for financial support of students	12%	9%
Reduce fees/taxes for international students	2%	3%
<b>Employment issues</b>		
Ability to work off-campus	11%	18%
Lengthen amount of time granted to find employment	3%	8%
Ability to complete practical work-related components	2%	1%
<b>Process</b>		
Simplify the process for obtaining study permits/visas	10%	9%
Make it easier for international students to get permanent residence	10%	10%
Issue visas that are valid for more than one year	4%	3%
Make it easier to receive a permit	2%	1%
<b>Other</b>		
More and better general information/orientation	3%	3%
Health insurance issues	3%	4%
Address discrimination/racism issues	2%	1%
Other	9%	8%
Nothing/no response	44%	39%
Note: Respondents could choose more than one answer. Totals may sum to more than 100%.		

<b>Table 90: Government policies: 2004 and 2009</b>				
	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
Nothing/no response	45%	29%	40%	29%
Lower tuition fees for international students	13%	21%	20%	29%
Ability to work off-campus	11%	27%	18%	34%
Scholarships/bursaries for financial students	12%	10%	9%	7%
Simplify the process for obtaining study permits/visas	10%	10%	9%	6%
Make it easier for international students to get permanent residence status	10%	5%	10%	4%

## 7.7 ABOUT UNIVERSITY/ COLLEGE

**T**able 91 summarizes students' recommendations. About half of the students took the opportunity to provide advice to their institution.

- The most common recommendations are financial: lower tuition fees; provide additional financial aid, scholarships, or bursaries for international students; provide access to paid internships; and help students find employment. Many students comment on the "shocking" cost of tuition that international students pay. They ask for "cheaper tuition," saying "16,000 dollars a month is just unfair." They also say that it is very difficult to pay such tuition "with this economic situation," and that "many good-quality students cannot afford to study in Canada because of terrible amount of university fees and living expenses." Others note that it is not just the tuition that is high, but that international students pay "another 'international student fee.'" This student goes on to say that this approach of high tuition and fees is "contra productive in getting more international students and has some racist touch in my opinion."

- Other recommendations cover a wide array of comments on issues including educational quality, the need for cultural sensitivity, and the recognition of foreign degrees or courses. They also include practical issues that sometimes demonstrate the bureaucratic nature of large institutions. For example, a student wrote: "I was charged late payment fee for late registration, although I arrived late because my study permit was delayed. The primary reason to why my study permit was delayed was because the university did not send me my letter of acceptance."

Just as many students provided suggestions to institutions in 2004 as in 2009. Many of the issues raised by students remain the same. For example, lower tuition fees for international students was the most common advice provided in both years, and the need for more financial aid for international students was as frequently mentioned in 2009 as in 2004.

Advice around support services, orientation, and integration programs was less common in 2009, suggesting that, in general, institutions are doing a better job in this regard. Similarly, there appear to be fewer concerns about educational issues or educational quality in 2009.

<b>Table 91: Institution policies</b>		
<i>Q75. If you were asked to advise officials at your college or university about possible changes in policy towards international students, what would you recommend</i>		
	<b>University (n=5,511)</b>	<b>College (n=414)</b>
<b>Financial</b>		
Lower tuition fees for international students	17%	19%
Provide additional financial aid/scholarships/bursaries for international students	13%	9%
Access to paid internship/co-op programs	4%	8%
Provide international students with assistance finding employment/ more job opportunities	2%	7%
<b>Information</b>		
Provide better support services for international students	7%	8%
Implement orientation/buddy system/integration programs for international students	4%	2%
Assistance with arranging accommodations	4%	2%
Provide assistance with registration/ability to register early	1%	2%
<b>Other</b>		
Educational issues/quality of education	3%	4%
Increase visibility and incorporate international students	3%	2%
Cultural sensitivity	2%	4%
Recognize foreign degrees	2%	1%
Other	9%	7%
Nothing/no response	48%	46%
Note: Respondents could choose more than one answer. Totals may sum to more than 100%.		

<b>Table 92: Institution policies: 2004 and 2009</b>				
	<b>University</b>		<b>College</b>	
	<b>2009 (n=5,511)</b>	<b>2004 (n=986)</b>	<b>2009 (n=414)</b>	<b>2004 (n=677)</b>
Nothing/no response	48%	42%	46%	43%
Lower tuition fees for international students	17%	17%	19%	23%
Provide additional financial aid for international students	14%	10%	9%	10%
Provide better support services for international students	7%	10%	8%	8%
Implement orientation/buddy system/integration programs for international students	4%	12%	2%	6%
Educational issues/quality of education	3%	8%	4%	11%
Provide international students with assistance finding employment/ more job opportunities	2%	5%	7%	7%



## 8.0 CONCLUSION

Canada continues to be the first “country of choice” for a slim majority of international students who are studying here. While it might appear that Canada’s position has changed little since the last survey, in fact, over the past 10 years Canada’s position as the country of choice has eroded somewhat. Especially among university students, it appears that Canada is less often their first choice when it comes to a country in which to study.

Partly, this may reflect the fact that there is more competition for students. For example, compared to five years ago, more students now report applying to a university or college in more than one country. This may be the result of greater caution on the part of students who do not want to depend on the acceptance in any one country for their post-secondary education; it may also reflect a growing competitiveness among countries to attract international students. Many countries have huge investments in post-secondary institutions, and with demographics of most western countries aging, a number are more actively recruiting international students to help maintain post-secondary populations.

How students make a choice of where to study is also important to understand if Canada is to continue to be competitive. Broadly speaking, students make the choice based on either the country (they want to study in Canada) or the institution (they want to study at a particular post-secondary institution). University students are split, with half saying they chose Canada first and half saying they chose the institution first. College students are much more likely to choose Canada first. However, the decision to study in Canada is not always about the perceptions of the country as a place to study, but it is often about the reputation of individual institutions within Canada. This demonstrates the need for Canada and its post-secondary institutions to work together in attracting international students. Moreover, given that a third of post-secondary international students previously had studied at secondary level in Canada, concerted promotion by the two levels would seem to be warranted.

Regardless of whether Canada is their first choice, students appear to have a very positive perception of the country, which helps in their decision. The most common reasons for wanting to study here are that Canada provides high-quality education in a safe environment. As well, for many students, the country’s reputation is an important factor. The perceived quality of Canada’s educational institutions is reflected in the fact that, for most students, prestige is associated with a Canadian degree or diploma. Also important to many are practical considerations such as post-graduation work opportunities in Canada, off-campus work opportunities, availability of scholarships at Canadian institutions, and the cost of study in Canada. These all speak to the fact that for many international students, financial considerations are important in their decision of where to study.

As might be expected, the vast majority of students say that in choosing a Canadian post-secondary institution, the quality of education, availability of a particular program, and the prestige of a degree or diploma from this institution were very important. Similar to the financial issues above, many report that the cost of studying at the institution and, similarly, the amount of financial support the institution provided were very important.

Whatever the reason they chose to study in Canada, students come to the country with high expectations, and as we found five years ago, for the most part, they do not appear to be disappointed. About 8 students in 10 report that their expectations of courses and institutions have been met or exceeded and 9 students in 10 report that they are satisfied with their decision to study in Canada. Over 8 students in 10 would recommend Canada and their institution to other students in their home country.

As we found in 2004, this research also points to a number of challenges that students face while studying in Canada. In spite of the fact that students are now able to work off-campus during their studies, one of biggest challenges remains financing their education. While cost of education in Canada, compared to other countries, is a very important reason for choosing Canada for about half of students, it is expensive to study here. For example, university tuition fees, as reported by students, have increased an average of 86% between 1999 and 2009, so that a typical international student is now paying \$13,000 per year. While this increase has not been adjusted, the 10-year period in question had very low levels of inflation, averaging about 2% a year. There is an indication that studying in Canada is becoming less accessible to students from families of below average wealth. Over the last four surveys, the number of university students from families of below average wealth appears to have decreased from 12% in 1988 to 6% in 2009. Of course, it depends on what Canada’s goals are, but it would appear that these large tuition increases have resulted in Canada attracting more well-off international students, who are not necessarily the best and brightest.

The burden of higher tuition fees is reflected in the fact that about half of these students report problems obtaining money for living expenses and tuition fees (1 in 6 report each of these as a big problem). Indeed, about 1 in 4 report that they sometimes or always have difficulty paying for their living expenses. While working off-campus has helped in this regard, there appear to be some barriers in being able to take advantage of this benefit. The most common recommendations made by students both to government and educational institutions are financial: lower tuition fees for international students and provide international students with scholarships and bursaries. Students also make recommendations about working off-campus, such as relaxing work-related restrictions and the length of time granted to find employment. Further, some students say they need assistance in finding employment.

Canada wants to be known to students internationally as “a great place to reach your potential.” About half of the international students studying in Canada very much believe that it is a place in which they can reach their educational potential. Other students have more mixed impressions that belie their general satisfaction with their experience in Canada. Some of this comes about because students are finding it financially difficult to meet both the cost of their education and living in Canada. Therefore, rather than allowing them to reach their educational potential, these financial demands are putting their education at risk. If Canada is to attract the best of international students, this result would suggest that scholarships should be extended to many more qualified international students.

Canada’s competitors in international education are putting a strong, consistent, and publicly funded emphasis on surveying international students. Many of these countries have a competitive advantage, having a centralized education system and other mechanisms that allow them to acquire data which helps them to understand these students. But it appears to go beyond simple acquisition of information; it also seems that other countries place a greater priority on international students than does Canada. A clear example is the United Kingdom, where the international education strategy falls within the Prime Minister’s initiative.

Regardless of the accuracy of this perception, what is evident is that many countries regularly administer surveys to help monitor the development of international education, support policy recommendations, and benchmark opportunities both for governments and institutions.

To be among the major players in the international education market, it is important for Canada to understand why students choose this country and how well it lives up to their expectations. As such, it is important for Canada to continue to survey international students on a regular basis. Given what other countries are doing in this regard, it is in Canada’s best interest to commission surveys of international students studying here every three years.

As well, while other countries have taken the initiative to understand international students’ post-graduation experience, Canada has made few efforts to survey international graduates to understand how they view their experience in Canada. An exception is the survey of alumni of Canada’s Commonwealth Scholarships and Government of Canada Awards, undertaken in January 2008. This survey attracted a substantial response rate and indicated students in general benefitted markedly from their Canadian education – in career and personal ways – and continue to feel connected to Canada years later. Consideration should be given to conducting a large-scale survey of international students who have graduated from Canadian post-secondary institutions. Such a survey would provide a retrospective look at their experience studying in Canada. While students studying in Canada are satisfied, it is important to understand how these opinions shift once they are in the workforce or have gone on to further their education. As well, such a study will allow us to understand whether Canada’s claim that it is the place in which these students can reach their educational and career potential is demonstrable.

# APPENDIX A

## SURVEY/QUESTIONNAIRE



## SURVEY OF INTERNATIONAL STUDENTS IN CANADA

This survey is being completed by international students at a number of Canadian universities and colleges so that we may learn more about international students in Canada and their educational experiences. All of your responses are confidential.

### DECIDING TO STUDY IN CANADA

1. How important were the following reasons in your decision to study in Canada? *Please select one response for each item.*

	Not important	Somewhat important	Very important
a. Canada's reputation in general	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
b. Canada's reputation as a safe country	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
c. The quality of education in Canada	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
d. The prestige of a Canadian degree or diploma	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
e. The cost of studying in Canada in comparison to other countries	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
f. Availability of scholarships at Canadian institutions	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
g. A relative/friend/teacher lived/studied or is living/ studying in Canada	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
h. My program of study was offered in English in Canada	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
i. Canadian institutions gave me the most attractive conditions for admission to my intended program	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
j. Ease of getting a Canadian study permit	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
k. Off-campus work opportunities in Canada	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
l. Post-graduation work opportunities in Canada	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
m. Opportunities for permanent residence in Canada	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
n. Other reasons ( <i>specify</i> )	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>

2. Do you remember seeing or hearing any advertising about Canada as a study destination?

Yes            ±<sub>1</sub> Yes  
No            ±<sub>0</sub> No (GO TO 4)

3. Thinking about the advertising you heard or saw, how much influence did it have on your decision to come to Canada to study?

±<sub>1</sub> Not at all    ±<sub>2</sub> Somewhat    ±<sub>3</sub> Very much

4. Canada advertises itself to international students as “a great place to develop your full potential”? Do you think of Canada as a great place to develop your full potential?

±<sub>1</sub> Not at all    ±<sub>2</sub> Somewhat    ±<sub>3</sub> Very much

5. Did you apply for admission to universities or colleges in more than one country?

±<sub>1</sub> Yes (Please go to question 6)    ±<sub>0</sub> No (Please go to question 7)

6. To which countries other than Canada did you apply? \_\_\_\_\_



14. Did you visit any of the following websites when choosing this institution? For each site visited, how useful was this website?  
Please select one response for each item.

	Used this source		Usefulness rating		
	Yes	No	Not useful	Somewhat useful	Very useful
a. University and/or college websites	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
b. livelearnandsucceed.gc.ca	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
c. studyincanada.com	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
d. higheredge.ca	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
e. scholarships.gc.ca (Foreign Affairs and International Trade Canada)	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
f. cic.gc.ca (Citizenship and Immigration Canada)	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
g. destinededucation.ca	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
h. cbie.ca (Canadian Bureau for International Education)	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
i. cecnetwork.ca (Canadian Education Centre Network)	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
j. Websites that rank universities such as THES (topuniversities.com) or Shanghai Jiao Tong (ed.sjtu.edu.cn)	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
k. Other websites ( <i>specify</i> ) _____	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>

15. (If “yes” to Q14f) When visiting CIC’s website, which of the following types of information did you look for and how useful was the information you found?

	Looked for Information on...		Usefulness of information found		
	Yes	No	Not useful	Somewhat useful	Very useful
a. Policies on study in Canada	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
b. Work opportunities in Canada	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
c. Application procedures for study and/or work in Canada	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>

16. Other than online sources, what sources of information did you use when choosing this institution? For each used, how useful was each source? *Please select one response for each item.*

	Used this source		Usefulness rating		
	Yes	No	Not useful	Somewhat useful	Very useful
a. A professor, teacher, or instructor in my home country	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
b. Someone else in my home country (a friend, parent, relative, etc.)	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
c. A visitor to my country	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
d. A government department in my home country	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
e. Private promotion (e.g., newspapers, magazines, agencies, etc.)	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
f. Education fair	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
g. Other sources of information ( <i>specify</i> )	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>
_____	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>

17. During the time when you applied for admission to your present program of study, did you experience a problem with the following, or not? *Please select one response for each item. If you did not have an experience with an item, please indicate 'not applicable.'*

	No problem	Somewhat of a problem	A big problem	Not applicable
a. Passing the French language test	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
b. Passing the English language proficiency test (e.g., TOEFL, IELTS, MELAB, etc.)	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
c. Getting a letter of acceptance from the university or college	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
d. Communicating and receiving sufficient information about the university or college	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
e. Getting course credits from my home educational institution accepted	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
f. Arranging an interview with an immigration office to obtain my study permit	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
g. Obtaining a study permit	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
h. Obtaining money for tuition fees	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
i. Obtaining money for living expenses	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
j. Providing proof to the Canadian government that I would have enough money to study in Canada	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
k. Providing proof to the immigration office that I intend to return to my home country upon completion of my studies	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
l. Arranging the transfer of money from my home country	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
m. Arranging for a place to live	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
n. Other problems ( <i>specify</i> )				
_____	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>

**YOUR EXPERIENCES IN CANADA**

18. When you first arrived in Canada, were you met by someone? *Select all that apply.*

- ±<sub>1</sub> Yes, by family or friends
- ±<sub>2</sub> Yes, by someone from the university or college
- ±<sub>3</sub> Yes, by someone else
- ±<sub>4</sub> Yes, by CBIE Reception Service
- ±<sub>0</sub> No, I was not met by anyone

19. How would you describe your experience with Canadian visa officers (immigration) in your home country?

- ±<sub>1</sub> I had no difficulty at all
- ±<sub>2</sub> I had some difficulty
- ±<sub>3</sub> I had much difficulty (*Please describe below.*)

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20. How would you describe your experience with Canadian immigration officials at the port of entry?

- ±<sub>1</sub> I had no difficulty at all
- ±<sub>2</sub> I had some difficulty
- ±<sub>3</sub> I had much difficulty (*Please describe below.*)

---



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21. How would you describe your experience with the services of the Case Processing Centre in Vegreville, Alberta, the Citizenship and Immigration (CIC) Call Centre and/or CIC local offices for each of the following types of activities? *Please select one response for each item. If you did not have an experience with an item, please indicate 'not applicable.'*

	I had no difficulty at all	I had some difficulty	I had much difficulty	Not applicable
a. Renewing your study permit	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
b. Requesting a change to your study permit	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
c. Applying for a work permit	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>

(If 21a =3) What difficulty did you have renewing your study permit?

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(If 21b=3) What difficulty did you have requesting a change to your study permit?

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(if 21c =3) what difficulty did you have applying for a work permit?

---

22. How would you describe your experience with the Admissions/Registrar's office at your college or university?

- ±<sub>1</sub> I had no difficulty at all
- ±<sub>2</sub> I had some difficulty
- ±<sub>3</sub> I had much difficulty (*Please describe below.*)

---



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23. When you were starting your program of studies, did you attend an orientation program for international students? *Please select one response only.*

- ±<sub>1</sub> Yes, I attended an orientation program
- ±<sub>2</sub> No, an orientation program was not offered
- ±<sub>3</sub> No, and I don't know if a program was offered
- ±<sub>4</sub> No, but an orientation program was offered

a. [If Q23 = 1] If you attended an orientation program for international students, how useful did you find it?

- ±<sub>1</sub> Not at all useful
- ±<sub>2</sub> Somewhat useful
- ±<sub>3</sub> Very useful
- ±<sub>7</sub> Not applicable

24. Since first beginning your program of studies, how much success have you had in adjusting to the following? *Please select one response for each item. If an item does not apply to your situation please indicate 'not applicable.'*

	Little or no success	Some success	A lot of success	Not applicable
a. Speaking English/French	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
b. Meeting academic demands	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
c. Making friends with other international students	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
d. Making friends with Canadian students	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
e. Becoming involved in campus activities	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
f. Becoming involved in off-campus activities	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
g. Adjusting to living here	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
h. Finding suitable housing	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
i. Choosing a program of studies to meet my objectives	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
j. Getting academic advice	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
k. Performing adequately in written assignments	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
l. Performing adequately in courses requiring mathematical skills	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
m. Understanding information presented in courses	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>
n. Finding help with questions or problems	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>7</sub>

25. How satisfied are you with each of the following aspects of the university or college you are now attending? *Please select one response for each item.*

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Don't know
a. Classrooms, labs, equipment, etc.	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
b. Computer facilities	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
c. Library resources	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
d. Average size of your classes	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>

26. Which of the following services or facilities have you used at your university or college? How satisfied were you with the services you used? *Please select one response for each item.*

	Used the service		Satisfaction rating				
	Yes	No	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Don't know
a. Assistance from an International Student Adviser	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
b. Cultural Associations (e.g., African Student Association, Malaysian Student Association)	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
c. International Student Handbook	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
d. English or French tutoring	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
e. Student Counselling Services	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
f. Housing services	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
g. Study skills/learning support services	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
h. Recreational facilities	± <sub>1</sub>	± <sub>0</sub>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>

27. Please rate how valuable or beneficial you think your Canadian program of studies has been for each of the following. *Select one response for each item. If an item does not apply to your situation please indicate 'not applicable.'*

	Poor	Fair	Good	Excellent	Not applicable
a. Helping make me a more educated person	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>7</sub>
b. Preparing me for employment in Canada	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>7</sub>
c. Preparing me for employment in my home country	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>7</sub>
d. Preparing for further study	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>7</sub>
e. Helping me discover my career interests	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>7</sub>
f. Increasing the chances for making more money during my working years	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>7</sub>
g. Contribute to my family's well-being	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>7</sub>
h. Contribute to the advancement of my country	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>7</sub>

28. Please rate your level of agreement with each of the following statements about your experience at the university or college you are currently attending. *Select one response for each item.*

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Some of my instructors have taken a personal interest in my academic progress.	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
b. My instructors show sensitivity to racial issues.	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
c. Most of my instructors are reasonably accessible outside of class to help students.	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
d. I have been treated fairly in class by my instructors.	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
e. I am satisfied with my decision to attend this university/college.	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
f. Based on my experiences, I would recommend that other students from my country study <b>at this university or college.</b>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>

And please rate your level of agreement with the following statements about your experience in Canada.

g. I have not experienced any form of racism or discrimination as an international student in Canada.	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
h. I am satisfied with my decision to study in Canada.	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>
i. Based on my experiences, I would recommend that other students from my country study <b>in Canada.</b>	± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>

29. How would you rate your present courses compared to what you expected when you first came to Canada?

Better than expected	As expected	Worse than expected	Don't know
± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>8</sub>

30. How would you rate your present university or college compared to what you expected when you first came to Canada?

Better than expected	As expected	Worse than expected	Don't know
± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>8</sub>

31. What is your total tuition cost this academic year in Canadian dollars? \$ \_\_\_\_\_ Canadian dollars

32. About how much have you spent this academic year for textbooks and other study materials? \$ \_\_\_\_\_ Canadian dollars

33. Excluding the costs of tuition, textbooks, and other study materials, about how much do you spend in an average month on living expenses? (that is, things like rent, food, utilities, transportation, clothing, medical expenses, and entertainment)  
\$ \_\_\_\_\_ Canadian dollars

34. Have you ever worked *on-campus* (for pay) during your studies in Canada?

±<sub>1</sub> Yes                      ±<sub>0</sub> No (Please go to question 37)

35. If "yes" to Q34, has your *on-campus* employment been related to your program of study or future career plans?

±<sub>1</sub> Yes    ±<sub>0</sub> No

36. If "yes" to Q34, currently, on average, about how many hours per week do you work for pay *on-campus*?

\_\_\_\_\_ hours

37. Have you ever worked *off-campus* (for pay) during your studies?

±<sub>1</sub> Yes    ±<sub>0</sub> No (Please go to question 40)

38. If “yes” to Q37, has your *off-campus* employment been related to your program of study or future career plans?

±<sub>1</sub> Yes    ±<sub>0</sub> No

39. If “yes” to Q37, currently, on average, about how many hours per week do you work for pay *off-campus*?

\_\_\_\_\_ hours

40. Have you participated in a co-op placement or internship while attending college or university?

±<sub>1</sub> Yes    ±<sub>0</sub> No (Please go to question 42)

41. If “yes” to Q40, did this placement lead to a job during the summer(s) or the arrangement of a job following graduation?

±<sub>1</sub> Yes, it led to a summer job    ±<sub>2</sub> Yes, it led to a job after graduation    ±<sub>0</sub> No    ±<sub>7</sub> Not applicable

42. How satisfied are you with your Canadian work experience?

Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Don't know	Not applicable
± <sub>1</sub>	± <sub>2</sub>	± <sub>3</sub>	± <sub>4</sub>	± <sub>8</sub>	± <sub>7</sub>

43. Please indicate which of the following you are currently using to help pay for your education. *Select ALL that apply.*

- ±<sub>1</sub> Parents, relatives, or guardians
- ±<sub>2</sub> Spouse
- ±<sub>3</sub> Friends
- ±<sub>4</sub> Teachers
- ±<sub>5</sub> Loans or scholarships from government or agency in my home country
- ±<sub>6</sub> University or college scholarship
- ±<sub>7</sub> Loans or scholarships from government in Canada
- ±<sub>8</sub> Loans/scholarships from government or agency not in Canada and not in my home country
- ±<sub>9</sub> Personal savings
- ±<sub>10</sub> On-campus work income
- ±<sub>11</sub> Off-campus work income
- ±<sub>6</sub> Other (*specify*) \_\_\_\_\_

44. Of the sources listed in question 41, which are the *two most important* in providing you with funds for living and educational costs?

1<sup>st</sup> \_\_\_\_\_

2<sup>nd</sup> \_\_\_\_\_

45. Do you have enough money to meet all your basic needs? *Select one response only.*

- ±<sub>4</sub> Yes, I live comfortably
- ±<sub>3</sub> Yes, I get by
- ±<sub>2</sub> No, sometimes it is difficult to pay for my living expenses
- ±<sub>1</sub> No, it is always difficult to pay for all my living expenses

46. During the past year, how often have you helped other international students by lending food, money, or accommodation?

- ±<sub>1</sub> Never
- ±<sub>2</sub> Once
- ±<sub>3</sub> Two or three times
- ±<sub>4</sub> Four or five times
- ±<sub>5</sub> Six or more times

**FUTURE PLANS**

47. Do you plan to apply for Permanent Resident Status in Canada?

±<sub>1</sub> Yes      ±<sub>0</sub> No      ±<sub>8</sub> Don't know

48. What are your plans for additional educational activities after you complete your current academic program? *Select the response that is most likely.*

±<sub>1</sub> Study for another degree/diploma at this institution  
±<sub>2</sub> Study for another degree/diploma at another Canadian educational institution  
±<sub>3</sub> Study for another degree/diploma outside Canada  
±<sub>4</sub> Study for another degree/diploma in my home country  
±<sub>0</sub> None, I do not have any plans to further my education

49. What are your plans for work after you complete your current academic program? *Select the response that is most likely.*

±<sub>1</sub> Work for up to three years in Canada, before returning home  
±<sub>2</sub> Return to previous job in my home country  
±<sub>3</sub> Look for work in my home country  
±<sub>0</sub> None, I do not have any work-related plans

50. Are you required (by your government or family, or other authority) to return to your home country after completion of your education?

±<sub>1</sub> Yes      ±<sub>0</sub> No      ±<sub>8</sub> Don't know

**PLEASE TELL US ABOUT YOURSELF**

51. What is your current registration status?

±<sub>1</sub> Full-time student      ±<sub>2</sub> Part-time student

52. For what degree, diploma, or certificate are you currently studying?

±<sub>1</sub> University Bachelor's degree  
±<sub>2</sub> University Master's degree  
±<sub>3</sub> University Doctorate  
±<sub>4</sub> College Certificate  
±<sub>5</sub> College Diploma  
±<sub>6</sub> College Degree  
±<sub>7</sub> English as a Second Language (ESL)  
±<sub>8</sub> Other (*specify*) \_\_\_\_\_

53. What is your major field of study? \_\_\_\_\_

54. Have you changed your intended program of study since arriving in Canada?    ±<sub>1</sub> Yes    ±<sub>2</sub> No

55. What is your overall average grade so far in your current academic program of studies?

±<sub>1</sub> A (80% or more)  
±<sub>2</sub> B (70-79%)  
±<sub>3</sub> C (60-69%)  
±<sub>4</sub> D or less (Under 60%)

56. How long is the academic program you are registered in?

±<sub>1</sub> One year or less  
±<sub>2</sub> Two years  
±<sub>3</sub> Three years  
±<sub>4</sub> Four years  
±<sub>5</sub> Five years or more

57. In what year of your current academic program are you registered?

- ±<sub>1</sub> 1<sup>st</sup>
- ±<sub>2</sub> 2<sup>nd</sup>
- ±<sub>3</sub> 3<sup>rd</sup>
- ±<sub>4</sub> 4<sup>th</sup>
- ±<sub>5</sub> 5<sup>th</sup> or more

58. Does your university or college arrange or guarantee residence/housing to international students?

- ±<sub>1</sub> Yes   ±<sub>0</sub> No   ±<sub>8</sub> Don't know

59. Where are you currently living? *Select one response only.*

- ±<sub>1</sub> University or college residence
- ±<sub>2</sub> Room, apartment, or house that I am renting by myself
- ±<sub>3</sub> Room, apartment, or house that I am renting with members of my family
- ±<sub>4</sub> Room, apartment, or house that I am renting with people who are not family members
- ±<sub>6</sub> Other (*specify*) \_\_\_\_\_

60. How long have you been in Canada? \_\_\_\_\_ months   or   \_\_\_\_\_ years

61. In what country were you born?

\_\_\_\_\_

62. In what country were you living when you applied to study in Canada?

\_\_\_\_\_

63. Of what country are you a citizen?

\_\_\_\_\_

64. Before coming to Canada, what language did you speak when at home with your family?

\_\_\_\_\_

65. Are you...

- ±<sub>1</sub> Married
- ±<sub>2</sub> Single (*go to question 68*)
- ±<sub>3</sub> Common law (living with my partner) (*go to question 68*)
- ±<sub>6</sub> Other (divorced, widowed, separated) (*go to question 68*)

66. (*If married*) Does your spouse currently live in Canada?

- ±<sub>1</sub> Yes   ±<sub>2</sub> No (*go to question 68*)

67. (*If married and your spouse lives in Canada*) Is your spouse working in Canada?

- ±<sub>1</sub> Yes   ±<sub>2</sub> No   ±<sub>7</sub> Not applicable

68. What was the highest level of education completed by your parents?

Mother \_\_\_\_\_

Father \_\_\_\_\_

69. Did either of your parents receive any of their education abroad? (*Select one response for each parent.*)

Mother:    ±<sub>1</sub> Yes        ±<sub>2</sub> No        ±<sub>8</sub> Don't know

Father:     ±<sub>1</sub> Yes        ±<sub>2</sub> No        ±<sub>8</sub> Don't know

70. (If “Yes” to question 69) In what country did your mother and/or father study abroad?

Mother \_\_\_\_\_

Father \_\_\_\_\_

71. How would you describe your family's wealth, in comparison with other families in your home country?

±<sub>1</sub> My family is considerably better off than the average family in my country

±<sub>2</sub> My family is about average in wealth

±<sub>3</sub> My family is considerably less wealthy than the average family in my country

±<sub>4</sub> I have no immediate relatives

±<sub>5</sub> I do not know my family's wealth

72. What is your gender?

±<sub>1</sub> Female    ±<sub>2</sub> Male

73. How old were you on January 1, 2009? \_\_\_\_\_ years

#### YOUR ADVICE

74. If you were asked to advise Canadian governments (federal and provincial) about possible changes in policy towards international students, what would you recommend?

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75. If you were asked to advise officials at your college or university about possible changes in policy toward international students, what would you recommend?

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76. Would you be willing to participate in future research about your experience studying in Canada? If so, please provide the following information.

Yes    ±<sub>1</sub>                      No    ±<sub>0</sub>

Name \_\_\_\_\_

Telephone (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Email \_\_\_\_\_

Thank you for your help with this important project.



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