

## Student Recruitment and Canadian Campuses

by Gary L. Reynolds

As promised in the September/October Knowledge Builders column, this forum will be used to share a variety of information. David Cain and I are still analyzing much of the wealth of information we gathered in our APPA research project, "The Impact of Facilities on the Recruitment and Retention of Students." The research we have reported, so far, has focused on students attending institutions in the United States. (See previous articles in the May/June and July/August 2006 issues of *Facilities Manager*.) This column will review some of the results from students attending institutions in Canada.

A total of 16,153 students responded to the 2005 survey, with 2,313 students (14.4%) responding from two institutions in Canada. Note that this is a relatively small sample representing only two Canadian campuses, and the results reported here are only representative of the sample.

Demographics from the survey include:

- 66.6 percent of the respondents were female and 33.4 percent were male
- 84.1 percent were Caucasian, with 7.8 percent reporting as Asian and very small percentages were reported for other races
- 93.8 percent reported they were fulltime students, with 6.2 percent as part-time

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Figure 1 shows the breakdown by class year, and Figure 2 shows the students' grade points.

- 21.9 percent reported that they did not visit the campus before enrolling, which compares to 10.2 percent in the U.S.

When asked about the characteristics of an institution that were important in their decision, students attending Canadian schools listed their top five as Essential or Very Important as shown in Figure 3.

This order of priorities for the top five is somewhat similar to students attending U.S. campuses. However, there are obvious differences in two other characteristics: 27.2 percent of the Canadian students ranked an Attractive Campus as Essential or Very Important versus 50.6 percent of the U.S. students; and 11.2 percent of the Canadian students ranked Climate/Weather as Essential or Very Important versus 27.2 percent of the U.S. students.

The students were asked to check all that apply to identify the impor-

tance of certain facilities in their decision. Canadian students ranked their top five as Extremely Important or Very Important as shown in Figure 4.

Statistically Canadian students ranked Technology and Bookstore higher than their U.S. counterparts and Classrooms as lower than their U.S. counterparts. Of particular note is that Canadian students as these two schools ranked Residence Halls at 16.6 percent versus U.S. students at 46.5 percent.

This is not surprising since Canadian students at the two schools reported that only 16.0 percent lived on campus their first year versus 69.2 percent for U.S. students. In addition, 41.8 percent of the Canadian students lived at home versus 11.5 percent in the U.S., and 42.2 percent lived off campus versus 19.3 percent in the U.S.

When asked to identify the one facility that was most influential in their decision, both Canadian and U.S. students ranked Facility in My

Major and Other as their top two choices.

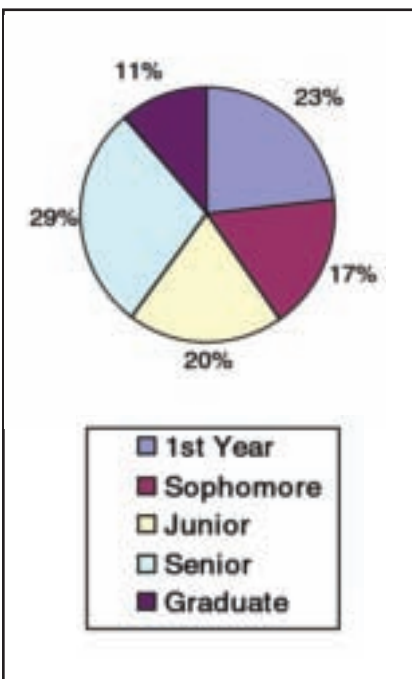
Table A shows a comparison of Canadian versus U.S. students that rejected an institution for various reasons. For each of the reasons, Canadian students were statistically less likely to reject an institution than U.S. students.

The students were also asked if the good condition of the facilities was important in their decision. Approximately one-half of the Canadian students Strongly Agreed or Agreed with this statement versus approximately two-thirds of the U.S. students. Finally, approximately one-third of the Canadian students indicated that the campus was right for them when they first saw it versus approximately one-half of the U.S. students.

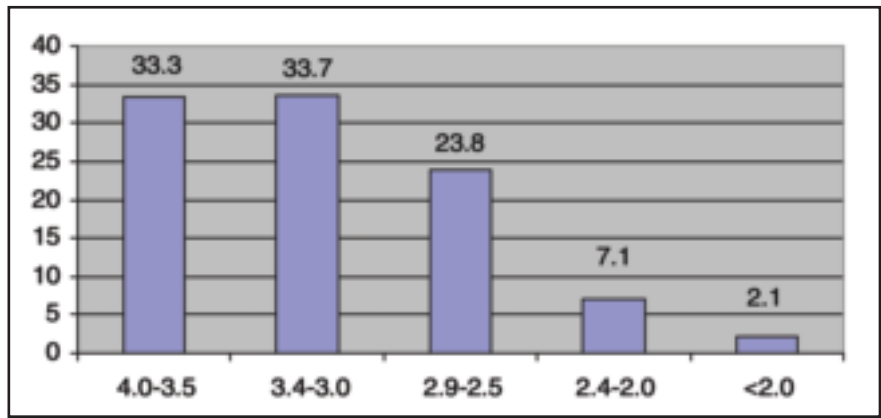
Watch this column for further information on students attending Canadian institutions. Coming up in subsequent articles, satisfaction levels of Canadian students with their institutions and differences between demographic groups.

For more information about APPA's Center for Facilities Research, visit [www.appa.org/cfar](http://www.appa.org/cfar). 🏠

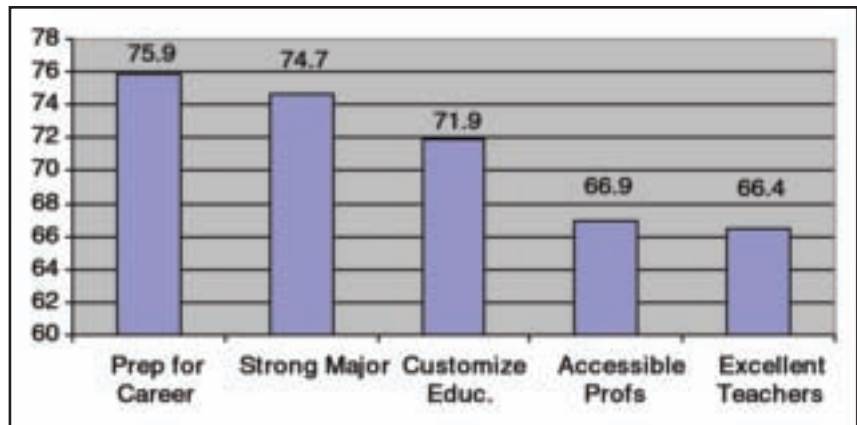
**Figure 1. Breakdown by Class Year**



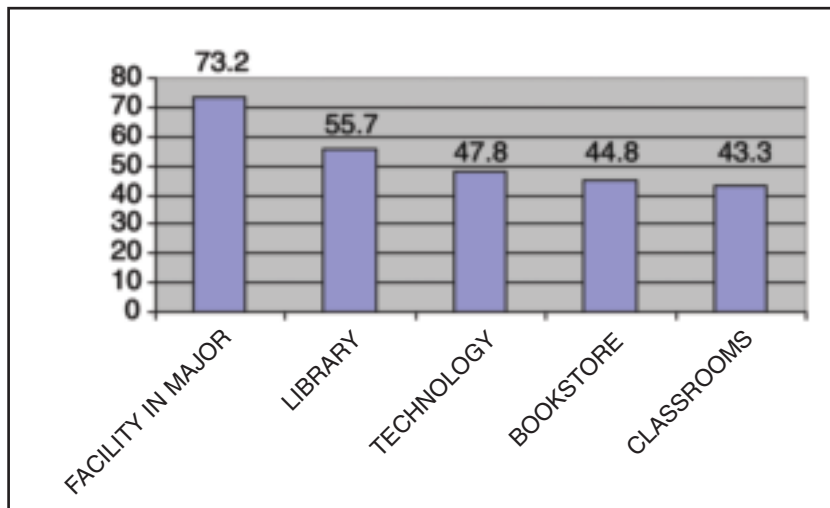
**Figure 2. Grade Point Distribution**



**Figure 3. Top Essential or Very Important Characteristic**



**Figure 4. Extremely Important or Very Important Facility**



**Table A. Percent of Students Rejecting an Institution**

Reason	Canadian Students	U.S. Students
Missing Facility	24.6%	29.3%
Inadequate Facility	19.5%	26.1%
Poorly Maintained Facility	6.4%	16.6%