

## Demographics of Students at Canadian Institutions

by Gary L. Reynolds

The research we have reported on the Impact of Facilities on the Recruitment and Retention of Students thus far has focused on students attending institutions in the United States. While the last column centered on the observations and opinions of the students attending Canadian institutions, this time we will examine the demographic differences of these students by gender.

Again, 16,153 students responded to the survey with 2,313 students (14.4%) responding from two institutions in Canada. This is a relatively small sample of Canadian students.

Demographics from the Canadian student respondents include:

- 66.6 percent were female and 33.4 percent were male.
- 84.1 percent were Caucasian, 7.8 percent Asian and very small percentages for other races.
- 93.8 percent were full-time students and 6.2 percent were part-time.

The initial question on the survey asked the students to rank in importance 18 general characteristics of an institution. The characteristics are listed in Table 1 in the order they were presented in the survey. The table identifies whether Men or Women (or they ranked them at the Same level of importance) ranked the characteristic statistically more important. The table also provides a comparison to the responses of students attending U.S. institutions.

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The next question asked the students to rank how important each facility was during their deliberations. The facilities are listed in Table 2 in the order they were presented in the survey. The table identifies whether Men or Women (or they ranked them at the Same level of importance) ranked the facility statistically more important. The table also provides a comparison to the responses of students attending U.S. institutions.

We also asked which facilities were important to see during a campus visit. The facilities are listed in Table 3 in the order they were presented in the survey. The table identifies whether Men or Women (or they ranked them at the Same level of importance) ranked the facility statistically more important. The table also provides a comparison to the responses of students attending U.S. institutions.

When asked if the students had rejected an institution because an important facility was missing 25.6 percent of the men (27.2 percent of U.S. Men) and 23.9 percent of the women (30.3 percent of U.S. Women) said, "Yes." While women attending U.S. institutions tended to reject an institution more often than men be-

cause an important facility was missing, for students attending a Canadian institution, there was no statistical difference.

The students were also asked if they rejected an institution because an important facility was inadequate. 19.3 percent of the men (24.3 percent of U.S. Men) and 19.4 percent of the women (27 of U.S. Women) rejected an institution because of an inadequate facility. Once again women attending a U.S. institution tended to reject an institution more often than men because an important facility was inadequate while, for students attending a Canadian institution, there was no statistical difference.

Finally, the students were asked if they rejected an institution because an important facility was poorly maintained. Seven percent of the men (13.1 percent of U.S. Men) and 6.2 percent of the women (18.3 percent of U.S. Women) rejected an institution because an important facility was poorly maintained. For this question also, women attending U.S. institutions were more discriminatory about the maintenance of facilities versus those at Canadian institutions where there is no statistical difference be-

tween men and women. Note in all three cases all students attending institutions in the United States were more discriminatory about missing, inadequate or poorly maintained facilities versus their Canadian counterparts.

When asked if, “The good condition of the facilities on campus was important in my choice of this college,” 47.3 percent of the men and 50.7 percent of the women Strongly Agreed or Agreed with this statement. Statistically women more strongly agreed with this statement.

The students were also asked if they agreed with the following statement, “When I first saw the campus, I knew it was the right college for me.” 29.8 percent of the men and 33 percent of the women Strongly Agreed or Agreed with this statement. Statistically women more strongly agreed with this statement.

Finally, the students were asked to choose the one facility that had the greatest impact on their decision. The top three choices for men were Facility in My Major (37.4 percent), Other (20.1 percent) and Technology (10.3 percent). The top three choices for women were Facility in My Major (41.5 percent), Other (24.3 percent) and Research/Lab Facilities (5.9 percent).

In general the data show that there are statistical differences in importance and interest in various institutional characteristics and facilities between men and women attending Canadian institutions, as there were with students attending U.S. institutions. Thus, recruiting strategies, academic and student life programs and their supporting facilities and operational decisions may need to take into account these differences.

In a future column we'll take a look at how satisfied students attending Canadian institutions are now that they are on campus. 🏠

**TABLE 1. Comparative Analysis of Gender versus Institutional Characteristic**

CHARACTERISTIC	CANADA	UNITED STATES
Preparation for a Career	Women	Women
Strong Major in your Field of Interest	Same	Women
Preparation for Graduate or Professional School	Women	Women
Overall Quality of the On-campus Facilities	Women	Women
Excellent Teachers	Same	Women
Prestige or the Academic Reputation	Women	Same
An Attractive Campus	Women	Same
Opportunity to Play Intercollegiate Athletics	Same	Men
Accessible Professors	Women	Women
Many Extracurricular Activities	Same	Same
Excellent Academic Advising	Women	Women
Many opportunities for Hands-on Learning (Internships)	Women	Women
Challenging Courses	Same	Women
The Ability to Customize Your Education	Women	Women
The Climate and Weather	Same	Same
Recommended by Friends and Family	Same	Same
Technology Capabilities	Same	Men
Location of the Institution	Same	Women

**TABLE 2. Comparative Analysis of Gender versus Importance of Facilities**

FACILITY	CANADA	UNITED STATES
Student Center/Union	Women	Women
Dining Hall(s)	Same	Women
Residence Hall(s)	Men	Women
Varsity Athletic Facilities and Fields	Men	Men
Student Recreational Facilities	Same	Men
Library	Women	Women
Facilities Related to Your Major	Same	Women
Classroom Buildings	Same	Women
Science or Engineering Facilities	Men	Men
Sophisticated Technology for Academics	Men	Men
Facilities for Intramural Sports	Men	Men
Exercise Facilities	Same	Women
Open Space or Quads on Campus	Same	Women
Bookstore	Women	Women
Performing Arts Center	Women	Women
Visual Arts Center	Same	Women

**TABLE 3. Important To See During a Campus Visit**

FACILITY	CANADA	UNITED STATES
Residential Facility On-campus	Same	Women
Residential Facility Off-campus	Same	Same
Facility in My Major	Same	Women
Classrooms	Same	Women
Library	Women	Women
Computer and Technology	Men	Men
Research/Lab Facilities	Same	Men
Varsity Athletic Facilities	Men	Men
Student Union	Women	Women
Recreation/Fitness Facilities	Women	Same
Open Space	Same	Women
Other	Same	Same
Did not Visit	Same	Same