



# **Return to Campus Survey Report**

**Prepared by Anushka Kuwar and Jordan Daniels  
November 2021**



# Table of Contents

<b>Key Takeaways</b>	<b>4</b>
<b>Survey Overview</b>	<b>5</b>
Introduction	5
Data Collection Methods	5
Demographics	6
<b>International Students</b>	<b>11</b>
<b>WUSA Services and Student Life Centre</b>	<b>14</b>
Student Life Centre (SLC)	14
Accessing WUSA Services	16
Grand River Transit (GRT) UPass	17
Turnkey Desk	18
International News	19
Used Bookstore	20
WUSA Student-Run Services	21
<b>University Services</b>	<b>23</b>
Athletics and Recreation Facilities and Programs	24
Food Service Outlets	24
Counselling and Health Services	25
WatCard Services	25
General Comments	25
<b>Campus Safety and Wellness</b>	<b>26</b>
Mandatory Vaccine Requirements	26
COVID-19 Safety on Campus	27
<b>Overall Student Experience on Campus</b>	<b>28</b>
Study Space	29
Hybrid Options and Transition Support	30
<b>Student Concerns for Winter 2022</b>	<b>31</b>

<b>Conclusion and Recommendations</b>	<b>32</b>
International Students	33
Study Space	33
Dining Space	34
Food Service Outlets Hours and Availability	33
Access to Physical Activities Complex (PAC)	35
Campus Safety and Wellness	35
Housing	35
Social Events and Tours	36
WUSA Services	36
<b>Appendix A</b>	<b>37</b>

## Key Takeaways

- International students reported being unaware of support services that existed for them, demonstrating the need to raise awareness about these services
- When travelling to Canada, international students stated that passing through Immigration services was the most difficult part of the process
- Students reported dissatisfaction with the amount of dining space and hours of operation of Food Services Outlets
- Results showed that students remained unaware that WUSA Student-Run Services had expanded in-person operations, demonstrating the need for greater awareness
- Students feel safe engaging in on-campus activity but believe that stronger enforcement of COVID safety regulations is necessary
- Student opinion on the vaccine mandate was strongly divided, with equal support for and against the mandate
- Most students held positive opinions regarding the fall return to campus, enjoying the opportunity to meet new people, attend in-person classes and socialize with friends
- There is a general lack of sufficient study space on campus, impacting the quality of the student experience on campus
- Many students believed that an online or hybrid form of instruction in the Winter 2022 term would be beneficial

# Survey Overview

## Introduction

After 18 months of online instruction and operations, the University of Waterloo finally saw a return to campus in Fall 2021. This return has included some in-person classes, increased on-campus services and a variety of challenges for students and the university alike. As the organization on campus representing students, WUSA is dedicated to ensuring that students have a quality on-campus experience throughout their time at the University of Waterloo and the Return to Campus Survey was conducted in this pursuit. Aimed at understanding in greater depth how WUSA members have experienced the Fall 2021 Return to Campus, the survey asked students to comment on multiple aspects of their on-campus activity. Students were asked about their experience accessing the different WUSA and University services on campus, their feelings regarding COVID-19 safety and their overall experience being back on campus. This information fulfilled multiple purposes, highlighting both the positives and the negatives of students' on-campus experience this fall. On one hand, the results highlighted the aspects of students' in-person experience that they enjoyed and believed were carried out well by the University community. On the other hand, the results also highlighted the areas where there was room for improvement and the areas where the student experience was less than optimal. Student responses helped identify the areas in need of improvement, which will guide WUSA in how to best share this information and advocate for these changes. In this way, the data from this survey will be used to improve the quality of on-campus services and enhance the student experience as we transition to even more in-person operations in Winter 2022.

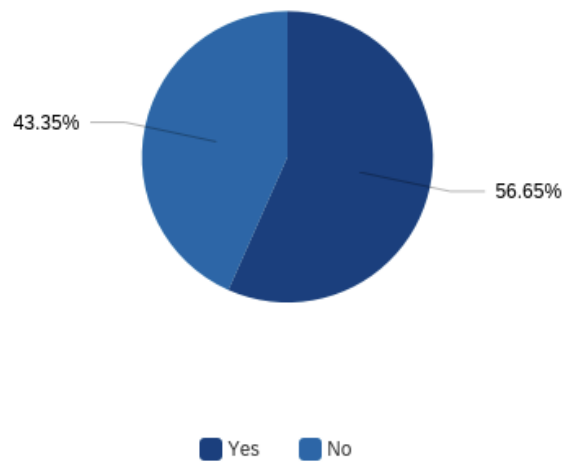
## Data Collection Methods

The Return to Campus Survey was available for students to complete via Qualtrics from October 4th, 2021 until October 18th, 2021. During this two-week period, the survey was distributed across several platforms, including social media and email. On the day the survey went live, a message was posted on all WUSA social media platforms and an article summarizing the survey and its goals went live on the WUSA website, containing the link to the Qualtrics survey. On October 7th, an email containing an invitation message and link to the survey was also sent out to all WUSA members (i.e., to all 34,459 undergraduate students enrolled at the University of Waterloo). A total of 1360 responses were collected, resulting in a response rate of 3.95%. After removing 71 incomplete responses during data clean up procedures, 1289 responses remained to be included in data analysis. The survey questions can be found in Appendix A of this report.

## Demographics

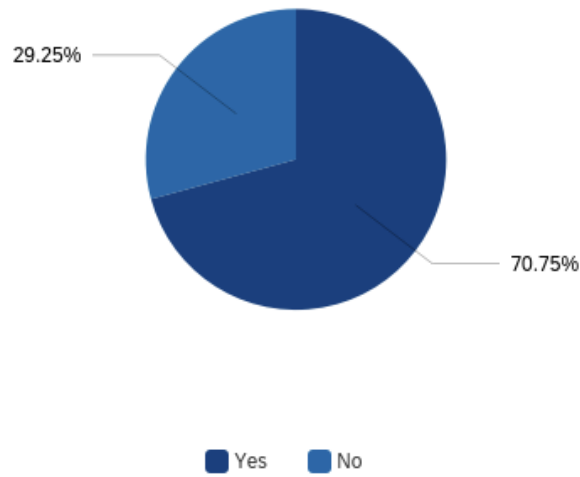
At the beginning of the survey, respondents were asked three questions regarding housing, in-person classes and on-campus activity in order to provide context as to their situation this fall. Analysis showed that of the 1289 students that completed the survey, 24.86% lived in on-campus housing, 46.77% lived off-campus in the Kitchener/Waterloo area and 28.37% lived off-campus outside the Kitchener/Waterloo area. When asked about in-person classes, 56.65% of the respondents reported having at least one class in-person on the Waterloo campus, while the other 43.35% stated that all their classes were entirely online (Figure 1).

Figure 1: Are you enrolled in on-campus classes this fall term?



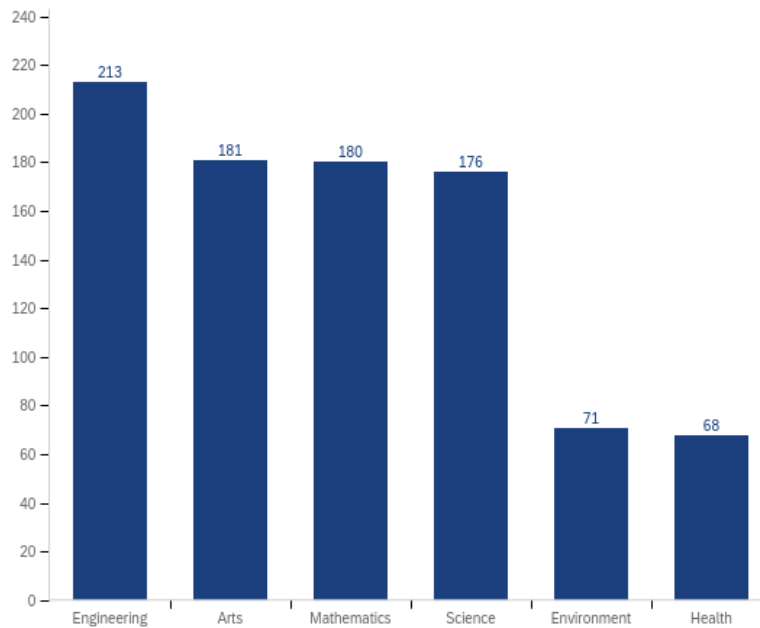
Since the survey revolved around on-campus experience, students were also asked whether they had visited campus since the start of the fall term. As seen in Figure 2, 912 students (70.75%) stated that they had visited campus at least once and these respondents were directed to complete the rest of the survey. The other 377 students (29.25% of the respondents) indicated that they had not visited campus this term and were re-directed to one general question before coming to the end of the survey.

Figure 2: Have you visited campus since the start of the fall term?



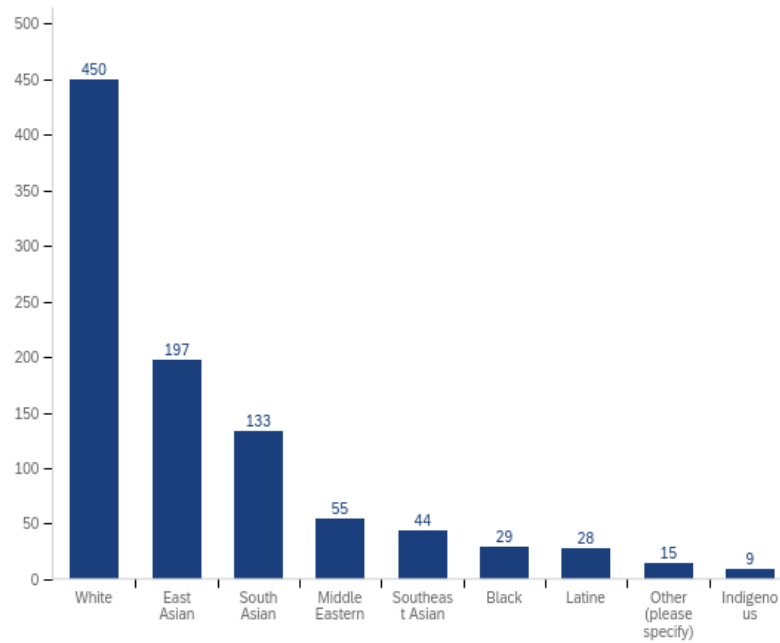
The rest of the questions on the survey were then answered by the 912 respondents who had visited campus at least once. Most of the survey responses came from first year (37.01%) and second year (25.76%) students. The rest of the responses came from students in their third year (18.67%), fourth year (14.29%) and fifth year and above (4.27%). As seen in Figure 3, the largest percentage of respondents were part of the Engineering faculty (23.96%) and the smallest percentage were from the Environment and Health faculties (7.99% and 7.65%, respectively). The Science, Mathematics and Arts faculties contributed to the remaining 19.80%, 20.25% and 20.36% respectively.

Figure 3: What faculty do you belong to?



Students were also asked to report on their racial identity and as can be seen in Figure 4, most respondents (46.88%) indicated that they were white.

Figure 4: Which of the following racial category/ categories do you identify with?



Further, in a select all that apply format, students were asked which campus(es) they have classes on. As seen in Figure 5, the vast majority of respondents (96.81%) stated that they took classes on the Waterloo campus, with 0.71%, 1.18% and 1.30% of the respondents having classes on the Cambridge, Kitchener, and Stratford campuses, respectively. Given this campus make up, it can be assumed throughout this report that any mention of campus refers to the Waterloo Campus in particular, with any exceptions noted explicitly.

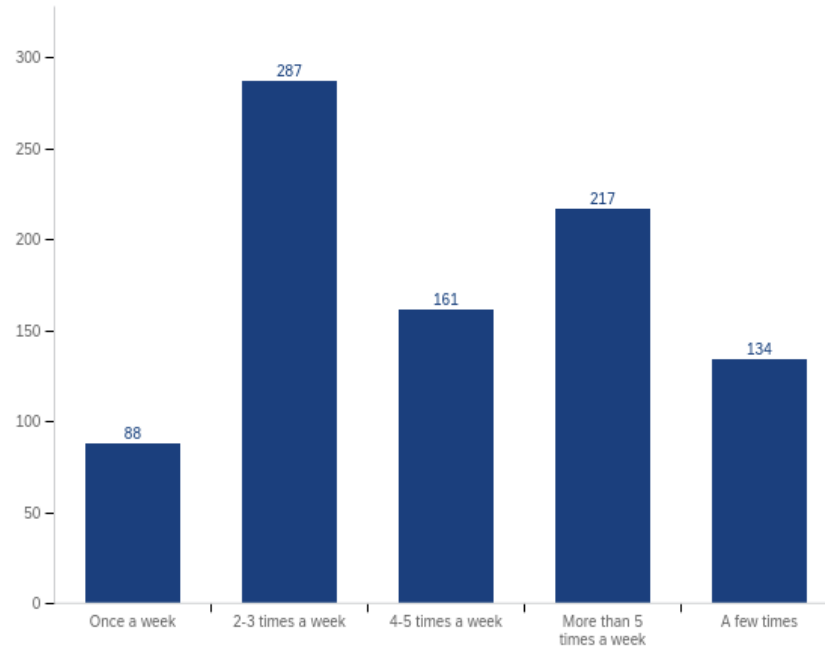
Figure 5: Which campus(es) do you have classes on?





Finally, students were also asked to report the frequency with which they visited campus. As can be seen in Figure 6, 9.92% of the respondents said that they'd visited campus once a week since the start of the Fall term, while 32.36% reported having visited 2-3 times a week, 18.15% reported visiting campus 4-5 times a week and 24.46% reported having visited campus more than 5 times a week. The remaining 15.11% of the respondents stated that they had been on campus a few times since the start of the Fall term.

Figure 6: Since the start of the fall term, how often have you visited campus?



As seen in Figure 7, compared with other faculties, Engineering students visited campus most frequently, with 32.39% of them stating that they had been on campus more than 5 times a week since the start of the term. On the other hand, the Health faculty had visited campus the least frequently with 31.34% of Health students stating that they'd only been to campus a few times since the start of the Fall term. Most students in the other 4 faculties (Mathematics, Science, Arts and Environment) had visited campus with moderate frequency, approximately 2-3 times a week. Further, compared with upper year students, first year students visited campus most frequently, with 45.73% of them stating that they visited campus more than 5 times a week. In comparison, the largest proportion of students in their second, third, fourth and fifth years reported having visited campus only 2-3 times a week, as seen in Figure 8.

Figure 7: Since the start of the fall term, how often have you visited campus? (Breakdown by Faculty)

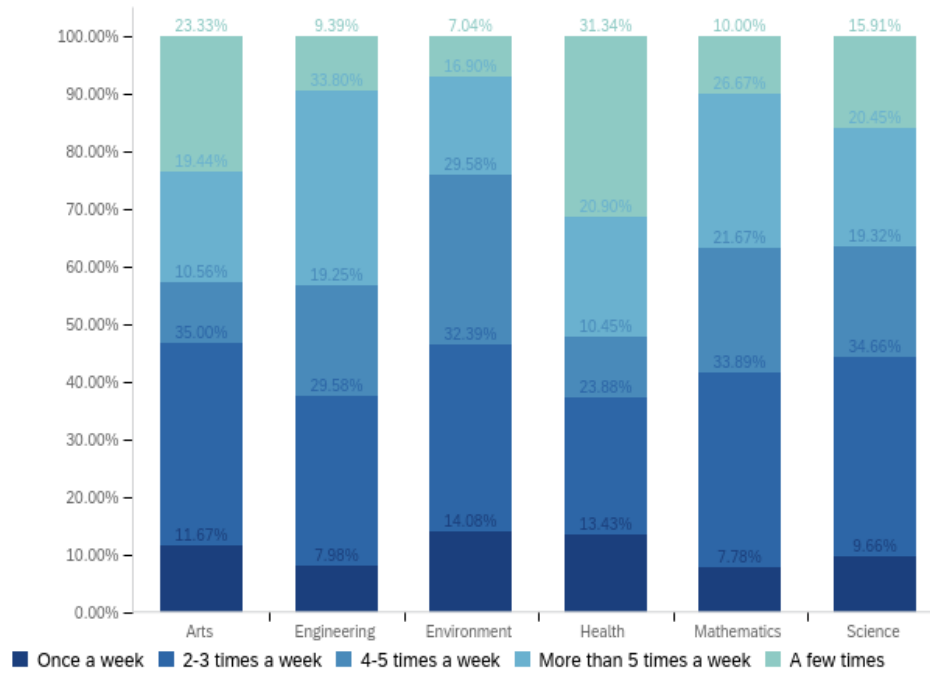
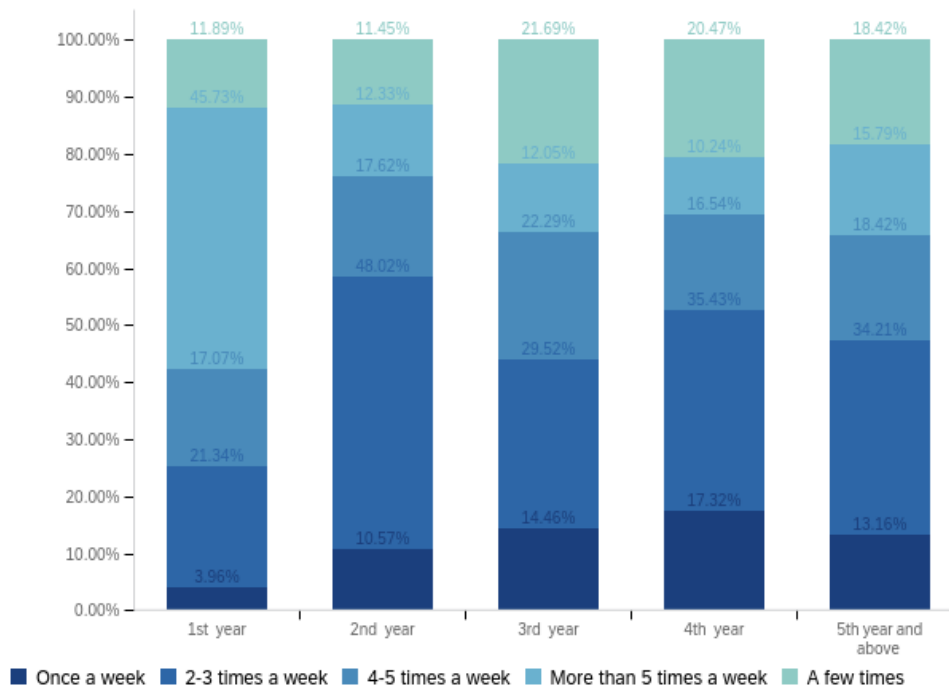


Figure 8: Since the start of the fall term, how often have you visited campus? (Breakdown by Year of Study)

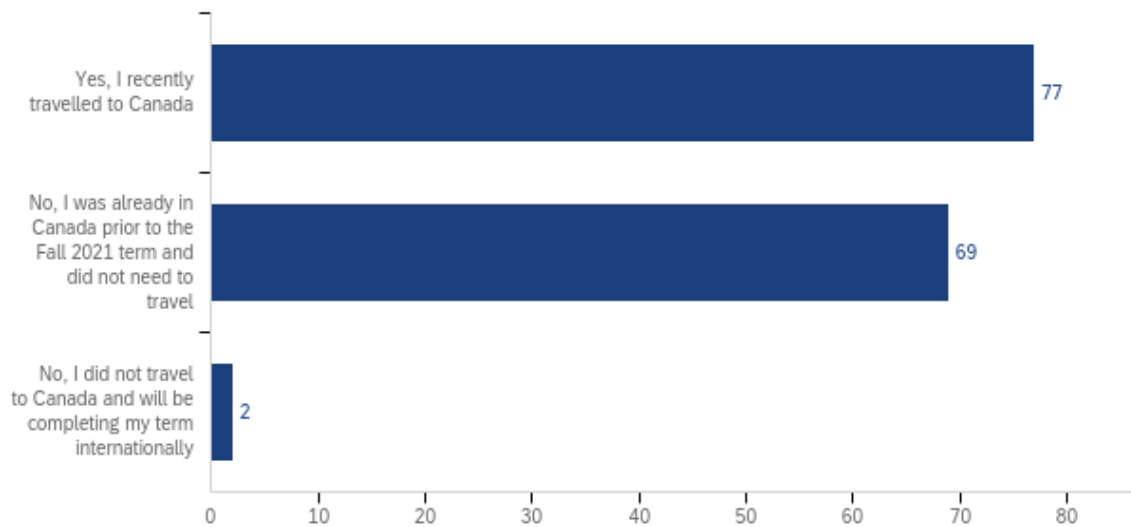


# International Students

When asked about their status in Canada, 16.70% of students stated that they were either international students or were Canadian residents or citizens whose primary caretakers resided outside Canada. These students were directed to answer a few questions related to their presumably unique experience returning to campus.

Firstly, these students were asked whether they had recently travelled to Canada to prepare for the Fall term. As seen in Figure 9, slightly more than half (52.03%) stated that they had recently travelled to Canada in order to complete the Fall term. On the other hand, 46.62% stated that they were already in Canada at the start of the Fall term and hence did not need to travel. The remaining 1.35% stated that they were not in Canada but had not travelled, choosing to complete their term internationally.

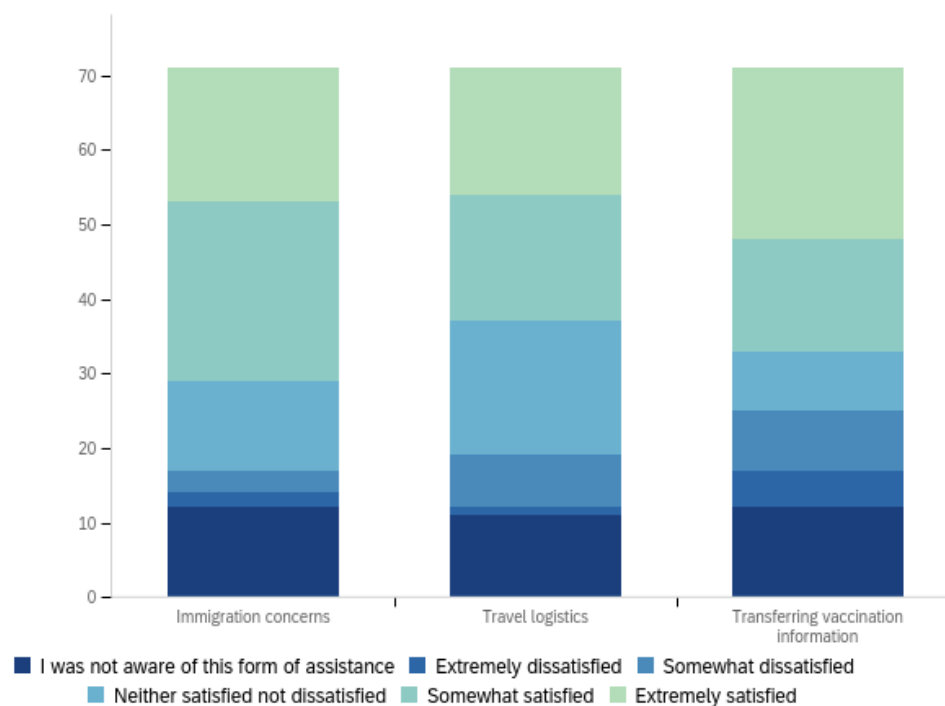
Figure 9: Did you recently travel to Canada in preparation for the Fall 2021 term?



When travelling to a new country for educational purposes, there is a long travel and immigration process. This process was made even more difficult due to the flight ban and travel restrictions, making the process more stressful. However, the university has certain support services in place to assist students as they prepare to enter Canada and ease the process as they travel. After asking students whether they had travelled to Canada at the start of the term, students were then asked how satisfied they were with the support they received from the University in the areas of immigration concerns, travel logistics and transferring vaccine information (Figure 10). The following points outline the breakdown of responses in these different areas:

- Immigration Concerns: 16.9% of the respondents stated that they were unaware that the University provided support in this area. However, of the remaining participants, 59.15% of the responses stated being somewhat or extremely satisfied with the support they received. While only 7.03% of the responses reported being somewhat or extremely dissatisfied with their experience, the remaining 16.90% felt that their experience with the services was acceptable, feeling neither satisfied or dissatisfied.
- Travel Logistics: 47.88% of the participants reported being somewhat or extremely satisfied with the support they received from this service but 11.27% of the students reported the opposite, being unsatisfied with the support they received. 9.86% of the respondents found the support acceptable, neither satisfied nor dissatisfied, while 15.49% of the respondents were unaware that the university offered this service.
- Transferring vaccine information: Similar to the other services, 16.20% of the respondents were unaware that this type of support was offered by the University. Of those that were aware of this service, 53.52% of the respondents were satisfied with the support that they received. 18.31% were dissatisfied with their experience and the remaining 11.27% were neither satisfied not dissatisfied with the support.

Figure 10: How satisfied were you with the assistance you received from the University in the following areas?



One of the major takeaways from this data is that many students are unaware that the University offers these supports. While most of the responses were satisfied with the support they received, it is important that WUSA and the University take steps to raise awareness about the international student support services that exist, especially as more international students make their way to Canada for Winter 2022.

In order to better understand the experience of international students, the survey also asked students what specific difficulties they had faced during their travel to Canada and what steps, in their opinion, the university could have taken to make this travel easier. Slightly more than 20% of the total responses mentioned immigration related difficulties. For example, one student stated that "...there was no information telling us what we needed, and I was asked for a lot of paperwork." When preparing to enter Canada, whether for the first time or as a returning student, there was a lot of documentation required at the airport. Most students did not have complete clarity about what to expect at the airport which led to anxiety and concern for the students. For students who travelled alone, without any support or help, this lack of clarity was a greater cause for concern. Students suggested that the University create a guide, or a list of documents required at Canadian Immigration, allowing students more clarity about what documents to prepare and carry. Further, due to the restrictions and flight bans imposed on some countries, students had to enter Canada through a third country, "... which was expensive, risky and time consuming."

Similarly, the fact that Canada did not recognize COVID-19 tests completed in certain countries also caused students to have to take longer and more expensive trips through a third country. A few students had to quarantine on arrival in Canada and asked that the University reinstate the quarantine package they had in place earlier. Lastly, respondents reported difficulty getting to the university from the airport, stating that "the transport from the airport to Waterloo was long and expensive." They suggested that it would be a good idea for the university to instate a shuttle or other transport to bring students from the airport to the university easily, and at a reasonable cost.

These issues faced by the students that recently travelled to Canada point out the areas where the University can provide aid to the students and make their travel to Canada easier. Making the changes suggested by students will greatly improve the experience of international students entering Canada. Since the Winter 2022 term is entirely in-person, an even larger number of international students will return to Canada. Taking these suggestions and improving the process for these students will greatly improve their experience returning to campus.

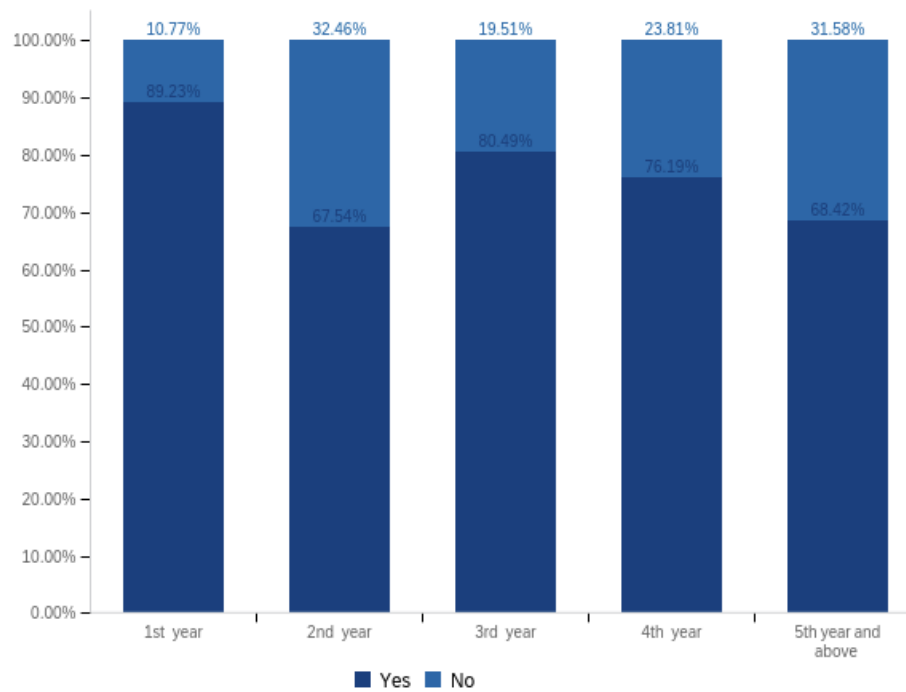


# WUSA Services and Student Life Centre

## Student Life Centre (SLC)

One goal of the Return to Campus survey was to understand, in greater depth, student experience with WUSA and its services, such as the Student Life Centre (SLC) and its new expansion. Students were explicitly asked whether they had visited the Student Life Centre since returning to campus, to which 78.92% of the respondents reported having visited the SLC at least once while the remaining 21.08% had not visited SLC since the start of the fall term.

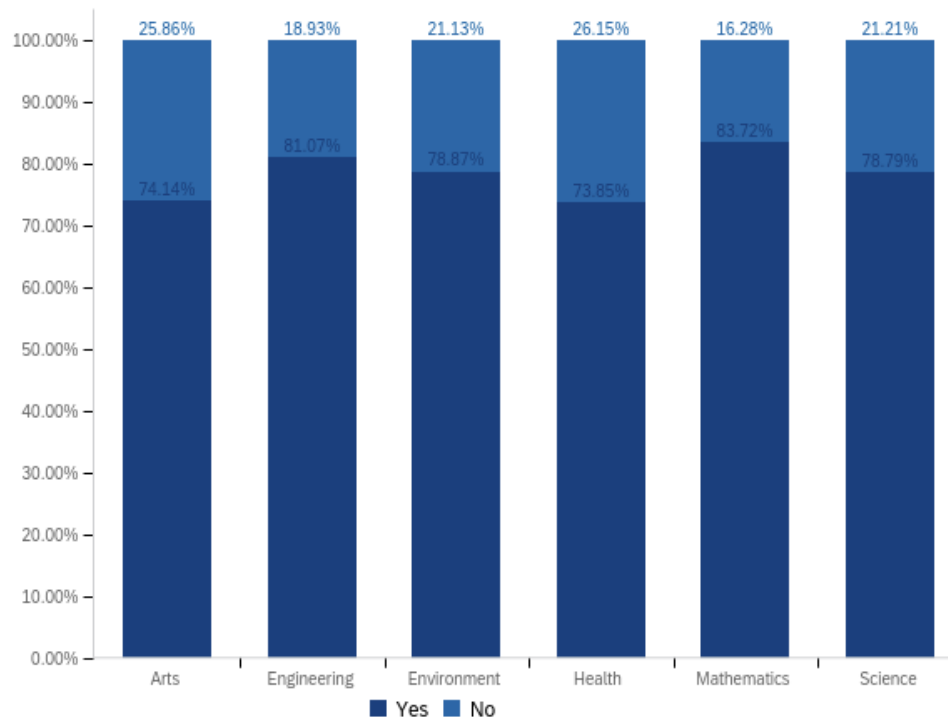
Figure 11: Have you visited the Student Life Centre (SLC) since returning to campus?  
(Breakdown by Year of Study)



Further analysis, as seen in Figure 11, showed that compared to upper year students, first year students had the highest proportion of visitors to the SLC, at 89.23%. Conversely, the lowest proportion of visitors came from students in their second year, only 67.54% of whom had visited the SLC.

Similarly, when broken down by faculty, the data showed that the Arts and Health faculty, at 74.14% and 73.85% respectively, had the lowest proportion of visitors to the SLC while the Mathematics faculty, 83.72% of whom had visited the SLC, had the highest proportion of visitors, as seen in Figure 12.

Figure 12: Have you visited the Student Life Centre (SLC) since returning to campus? (Breakdown by Faculty)



Students were then asked if they had any feedback about the operations of the Student Life Centre (SLC) since returning to campus. Of the 232 students who responded to this question, the most common type of response was a general positive comment about the SLC. For example, one student explained that “I love the new expansion, it is a much less depressing atmosphere. I like the addition of food options. It felt safe COVID-19 wise and I’m excited to spend more time there.”

40 students left comments about the availability of study rooms and spaces within the SLC. For example, one student mentioned that “I was super disappointed that the study rooms aren’t available to rent. It didn’t make sense to me, they look finished and one person studying alone in a study room couldn’t be more [of] a COVID-19 risk than the communal study spaces.” While another student explained that “I would love to see more study areas/seats. Especially since the whole dining area has been closed off for some time, it is frustrating when I cannot find a place to study, let alone a quiet place.” These comments contribute to a growing theme within this report related to the availability of study space on campus.

In a similar sense, 28 students also express their concerns about availability of dining space

within the SLC. One student explained that “I wish the seats would be opened up a bit more for eating (or that there would be more space for eating in general), especially as the weather becomes colder and it becomes much more difficult to eat outdoors...” Students not only mentioned the physical space available to eat in the SLC, but also the times during which this can be done. For example, one student explained that “I would love to see if the eating tables are open for a later time in the day too! I come to campus late at night and do not find any place to sit and eat food.”

Students also brought up their concerns regarding the availability and hours of food options in the SLC. As one student explained, “Every food place closes way too early on weekdays, no options for dinner. And they are closed on weekends which makes no sense to me” and another mentioned that “I’d love food places to be open later (I often study on campus outside and by the time I get hungry everything’s closed).” Again, the availability of food options on campus this fall is a repeating theme throughout this report, as it was a concern mentioned by students in a variety of areas throughout the survey.

Another common piece of feedback from students about the SLC in general was related to the need for an easier system to access the PAC entrance as well as more seating areas, two concerns which were dominant themes throughout the survey and will be re-visited in further sections. Students also mentioned problems with the Wi-Fi, especially on the upper floors, the need to bring back the microwave, issues with inconsistency from security guards, and the need for more door access, especially as the winter months approach.

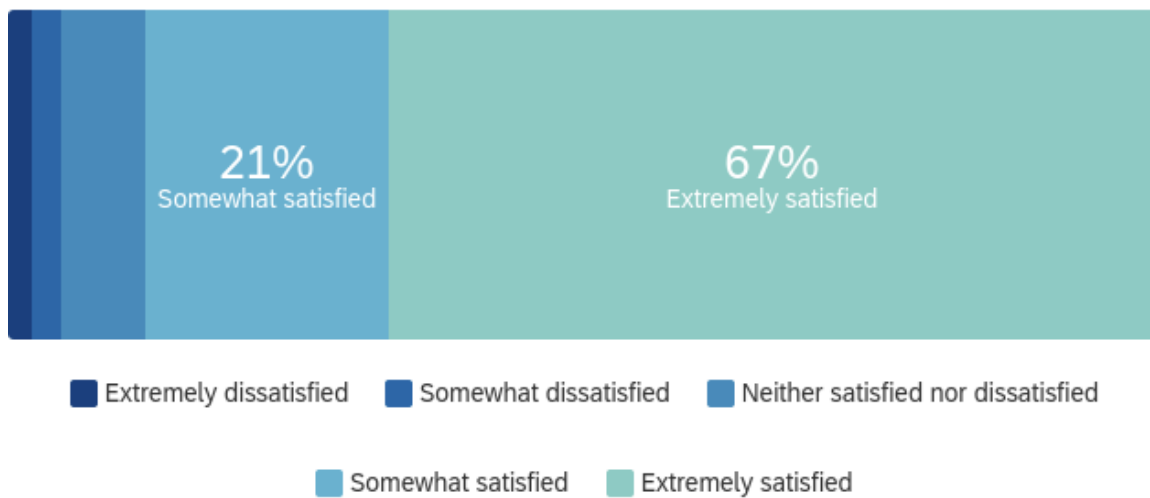
## Accessing WUSA Services

In addition to understanding students’ experience with the SLC in general, it was also important to explore students experience with specific WUSA services. Students were first asked which WUSA services they had accessed since the Fall term; the service accessed by students most frequently was the GRT Upass (44.11%), followed by the Turnkey Desk (15.42%), International News (12.69%) and the Used Bookstore (9.62%). The remaining 18.16% of respondents indicated that they had not accessed any of these services. For the services that students indicated they had accessed, they were directed to answer questions related to their satisfaction with each service.

## Grand River Transit (GRT) UPass

Overall, the majority of students (88% or 462 students) indicated that they were either somewhat satisfied or extremely satisfied with their experience using the Grand River Transit (GRT) UPass (Figure 13). This was followed by 7.44% indicating that they were neither satisfied nor dissatisfied, 2.48% indicating they were somewhat dissatisfied and 1.91% indicating that they were extremely dissatisfied. Each level of satisfaction was also coded with a number (i.e., extremely satisfied = 5 and extremely dissatisfied = 1) so that an average rating of 4.49 was determined.

Figure 13: How satisfied were you with your overall experience accessing and using your Grand River Transit (GRT) UPass?

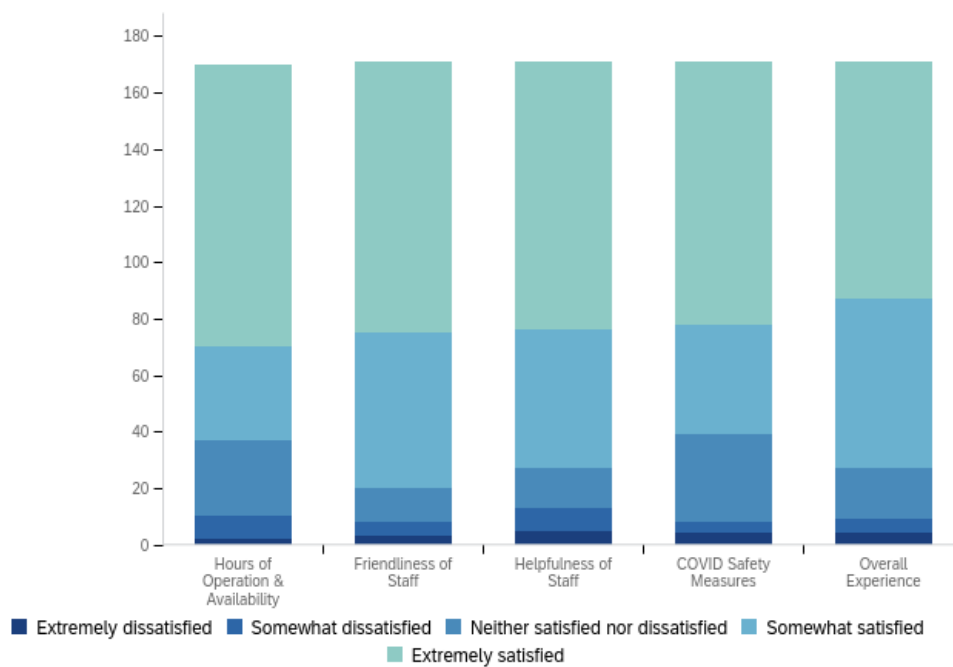


When asked if they had additional comments about WUSA Services, there were 12 comments regarding the GRT UPass from respondents. Four comments were positive in nature, mentioning the importance of the UPass for folks living in Waterloo and how convenient it is to have it right on their WatCard. The remaining eight comments were negative and discussed a few main problems students face with their UPass. One of these problems is related to their WatCard not working, as one student explained "I personally had no issues with the GRT bus pass, but it did not work for one of my friends, and it was quite frustrating to see him go through with being forced to pay to use the bus despite having paid for the pass in student fees." This same issue was echoed by three other students as well. Another student mentioned how since they were a GBDA student, they were frustrated to find out that the UPass was not included in their tuition and was an additional cost they needed to account for.

## Turnkey Desk

For the Turnkey Desk, students were asked about their satisfaction with the service in five different areas: hours of operation and availability, friendliness of staff, helpfulness of staff, COVID-19 safety measures and overall experience (Figure 14). Overall, each area received the highest percentage of responses for “extremely satisfied” and the smallest percentage of responses for “extremely dissatisfied.” Each level of satisfaction was also coded with a number (i.e., extremely satisfied = 5 and extremely dissatisfied = 1), so an average rating could be calculated for each area. The area with the highest average rating was Friendliness of Staff with 4.38 and the area with the lowest rating was COVID-19 Safety Measures with 4.25.

Figure 14: How satisfied were you with your experience with the Turnkey Desk in the following areas?



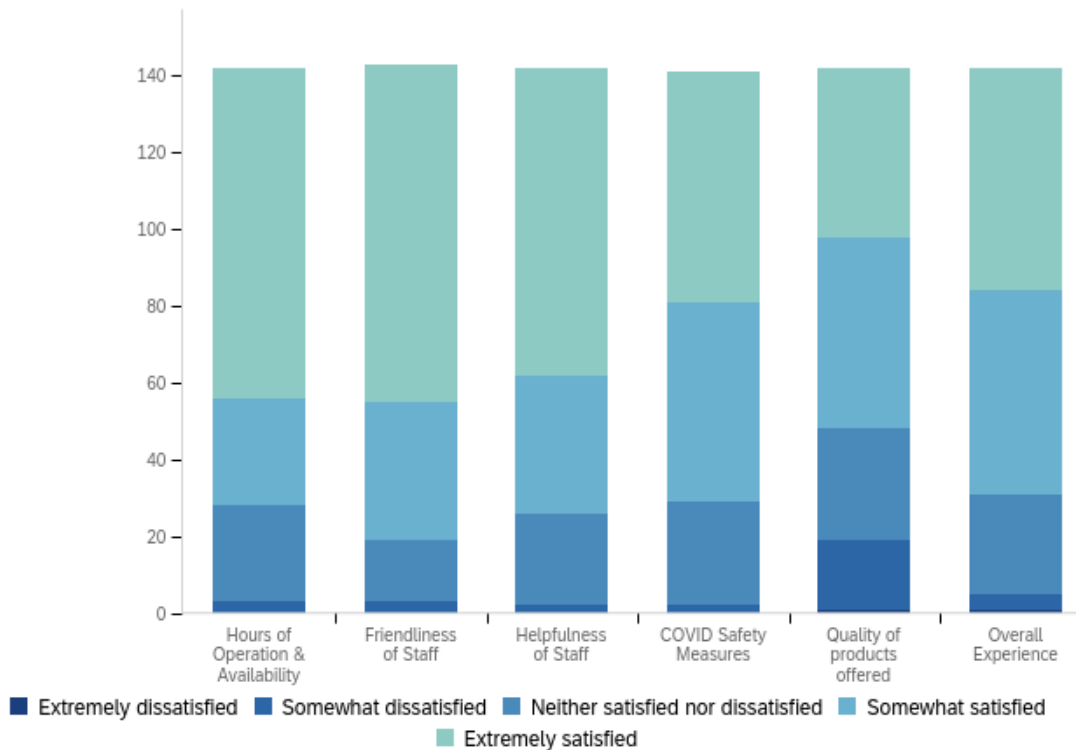
Additional comments about the Turnkey Desk mentioned that staff were unable to answer, or at least did not seem confident answering, questions about Fed Bus.



## International News

Similar to Turnkey Desk, students were asked about their satisfaction with the service in the same areas with the addition of one: Quality of Products Offered. Students' satisfaction with International News in these areas is summarized in Figure 15 below. Overall, each area received the highest percentage of responses for "extremely satisfied" except for "quality of products offered" where the highest percentage of responses was "somewhat satisfied." The area with the highest average rating was Friendliness of Staff with 4.46 and the area with the lowest rating was "Quality of Products Offered" with 3.83.

Figure 15: How satisfied were you with your experience with International News in the following areas?

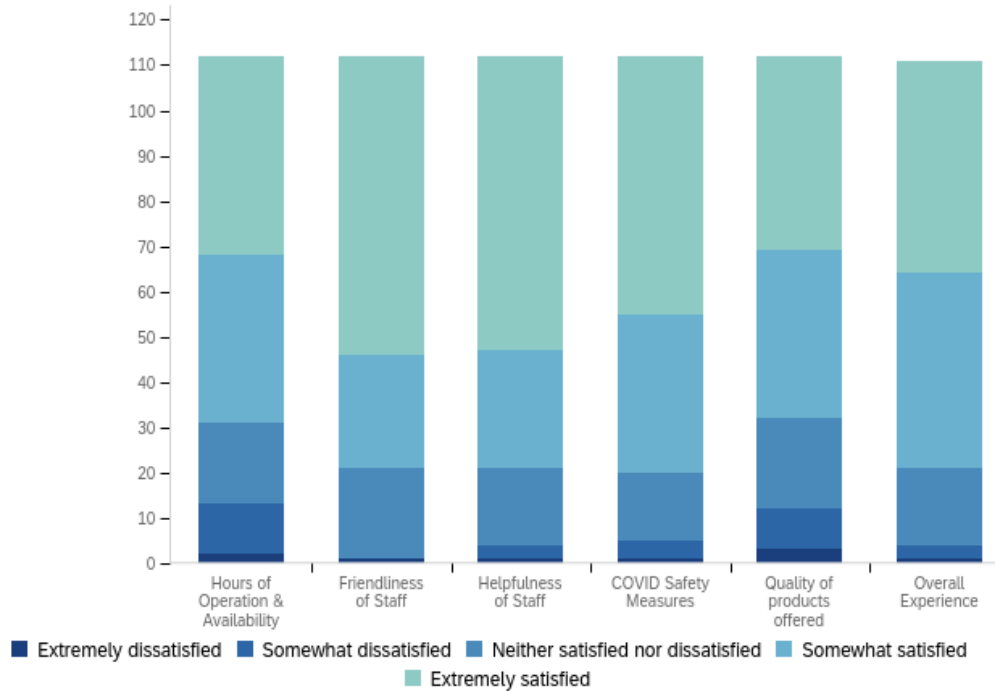


When students were asked if they had additional feedback about WUSA Services, the comments about International News can be divided into three themes: accessibility, products and payment. In terms of accessibility, one student explained that "I can barely hear people at International News, the masks, glass, and machines make hearing what the cashiers are saying really difficult" while another mentioned that plexiglass shields were difficult to navigate at the cash. Two comments related to products discussed the need for more plant-based options. In terms of payment, one student mentioned how they felt it would be helpful to be able to use their Student Meal Plan while another felt International News should not be charging students to pay with their WatCard.

## Used Bookstore

Students' satisfaction with the Used Bookstore is summarized in Figure 16 below. Overall, all areas received the highest percentage of responses for either "extremely satisfied" or "somewhat satisfied." The two areas that received the most "extremely dissatisfied" and "somewhat dissatisfied" responses were Hours of Operation and Availability and Availability and Quality of Products Offered. The area with the highest average rating was Friendliness of Staff with 4.38 and the area with the lowest average rating was Quality of Products Offered with 3.96.

Figure 16: How satisfied were you with your experience with the Used Bookstore in the following areas?

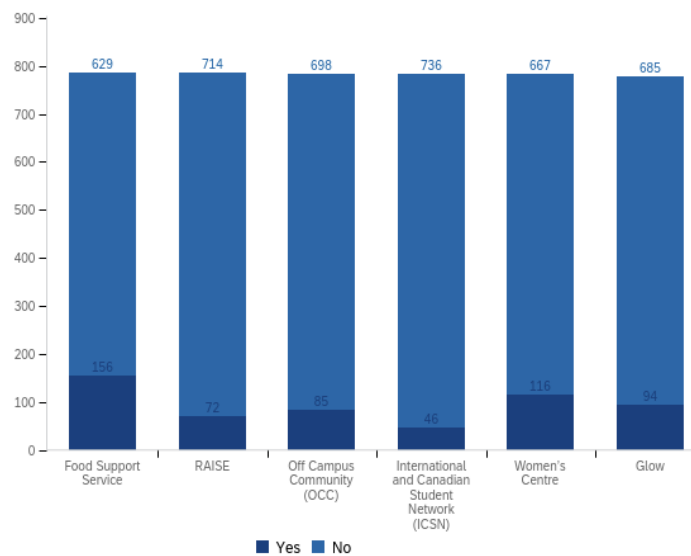


When asked if they had additional comments about WUSA Services, seven respondents left comments about the Used Bookstore. There were no clear themes throughout the comments as each was on a distinct topic. For example, one student mentioned how they saw people in the store not wearing masks, another thought the amazon store could be improved and two students thought there was inadequate stock. One student mentioned how the no returns policy could have been clearer. One student had a positive comment, explaining that "the used bookstore is a lifesaver and the people that helped me were so friendly."

## WUSA Student-Run Services

In addition to general WUSA Services, students were also asked to indicate whether they were aware that some WUSA Student-Run Services had expanded their in-person operations this fall term. For each of the WUSA Student-Run Services listed, the majority of respondents were unaware that they had expanded in-person operations this fall (Figure 17). Compared to the other services, Food Support Services had the highest percentage of 'yes' responses at 19.87%, followed by the Women's Centre (14.81%), Glow (12.07%), Off Campus Community (10.86%), RAISE (9.16%) and ICSN (5.88%).

Figure 17: Are you aware that the following WUSA Student-Run Services have expanded their in-person operations for Fall 2021?



Students were then asked to indicate whether they were more likely to access these WUSA Student-Run Services now that they had expanded their in-person operations; 52.76% of respondents said no while 47.24% of respondents said yes.

For those students who indicated that yes, they were more likely to access WUSA Student-Run Services, the most common reason (mentioned by 34 students) was that they preferred in-person services and disliked online ones especially considering how much time is already spent online for courses. As one student explained, "Yes, it's nice to be able to access services in person rather than just online. I like to have the option to talk to someone in person if I need help." Another student mentioned that "Online events in no way recreate the atmosphere that an in person one can. I basically stopped using all school services when they went online because I found them to have lost a lot of their benefits and they became awkward. If they are back in person, it would make me more likely to use them." Students also felt that the services operating in-person made them more convenient and easier to access, especially for students living or visiting campus frequently. One student mentioned how it is "easy to walk in somewhere than figure out the interface and wait for a response."

Another common theme amongst these students' responses was the feeling that in-person operations opened up more opportunity for making connections such as through interacting and meeting new people. Again, this was often compared to the fact that online services often do not provide this sense of connection in the same way. As one student explained, "I am able to have better quality conversations when interacting with people in person." Another student mentioned how "I think taking part in these services would be a great way for me to meet new people and reach out for support when needed." In addition to making connections with other students specifically, others mentioned that they felt engaging with services was a good way to become more integrated into the University of Waterloo community. Other students mentioned how they found in-person services more engaging and more helpful. For example, more student explained "I find in person is more engaging, knowing that it's expanding to more in person events/services makes it that much more appealing."

Some students were also more mixed in their opinions about in-person operations increasing, stating that they would only go if they were already on campus and that they would only attend if they needed it. Overall, these sentiments demonstrate even students who are not particularly motivated to access these services recognize the benefits that returning to in-person operations might have.

For those students who indicated that no, they would not be more likely to access WUSA Student-Run services, the most common reason (mentioned by 70 students) was simply that they have no need or interest in these services. The next common answer with 47 responses was that they did not use the service even before COVID-19. As one student concisely explained, "I have never used them very much. I think they're great for when I need them and for anyone who uses them. But I find I don't use them any more or less now that the expansions have happened." An additional 35 students explained that they were unaware of what the services do, regardless of if it was online or in person and therefore were unlikely to access them. In addition, 13 students mentioned that they were not on campus and therefore it was not convenient for them to access in-person operations while another 12 students said that they were too busy. It is clear then that a vast majority of these responses indicated a reason that had little to do with the services themselves or how they choose to operate but were based on circumstances that existed prior to COVID-19. Other reasons that were mentioned included students who had social anxiety, those who still felt unsafe due to COVID-19 and on the other hand, those who felt that COVID-19 protocols were too strict and therefore ruined any in-person operations.

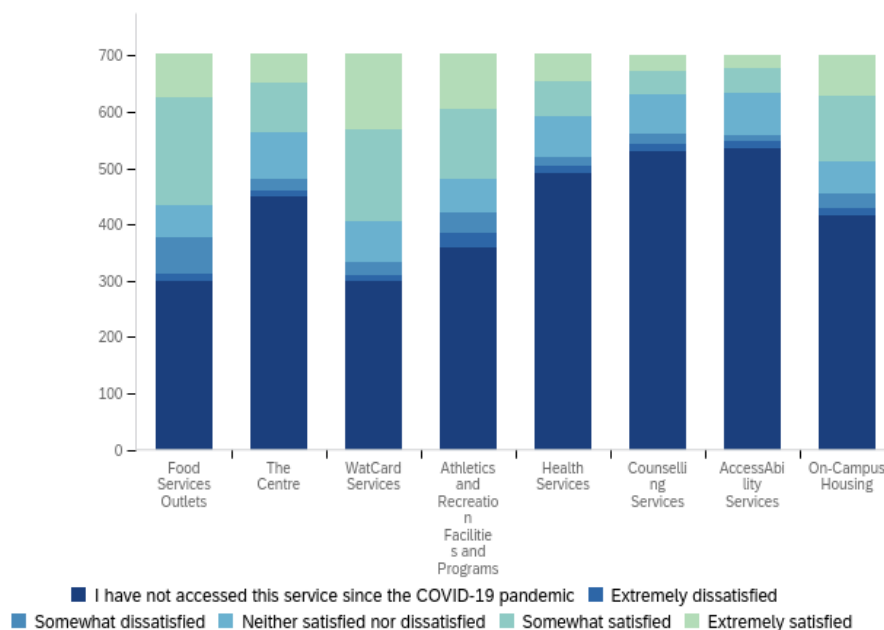
Students were then asked if they had any additional feedback about their in-person experience with the mentioned WUSA Student-Run Services that they would like to share.

Only a small number of students (12) provided additional feedback about WUSA Student-Run Services, and these comments were on a variety of topics; one student mentioned that they found it difficult to find the different services and suggested an app to help navigate campus. Three students noted that better outreach is needed so that they were more aware of what services were offered, while others mentioned they wanted to see the Bike Centre back, less fees and more social events.

## University Services

Students were asked to rate their overall experience with University Services based on factors such as hours of operation, services provided, friendliness and helpfulness of the staff and COVID-19 safety measures. As can be seen in Figure 18, many students indicated that they had not accessed these services since COVID-19. These responses were removed to examine the proportion of satisfied and dissatisfied responses for each service. This revealed that extremely and somewhat dissatisfied made up a small proportion of the responses for each service. Food Services and Athletics received the highest proportion of somewhat and extremely dissatisfied responses (18.81% and 18.25%, respectively). On the other hand, WatCard Services received the highest proportion of somewhat and extremely satisfied responses (63.69%). Students were then asked if they had any additional feedback about their experiences with these services. 102 comments were left by students and the remainder of this section outlines these responses.

Figure 18: How would you rate your overall experience with the following University Services since your return to campus?





## Athletics and Recreation Facilities and Programs

Athletics and Recreation Facilities and Programs received the most comments at 32. Of these students, 13 had a negative opinion regarding having to book a time at the Physical Activities Complex (PAC). For example, one student explained “More people should be allowed in the gym since we’re all vaccinated. It’s ridiculous how I have to book the gym a week in advance just to get a spot.” These comments were not limited to just the fitness gym, but also other facilities such as the pool and squash courts. Two students were frustrated that the COVID-19 restrictions at the gym were more strict than other off campus alternatives. Another two students mentioned not receiving enough information on how to access the new PAC facilities. For example, one student explained “Signing up for a spot at PAC makes nothing clear about what you will need to do and present in order to get into the facility. It should be on the website very clearly once you sign up, and the people checking you in should have access to your proof of vaccination and your COVID-19 test of the day once you use your WatCard to sign in for your appointment. You shouldn’t have to have that on you to present yourself each time.” This frustration regarding the proof of vaccination in particular was echoed by another 11 students as well. As one explained, “I think it’s kinda frustrating to show our proof of vaccination every time I have to use PAC facilities and go to work out classes. It would be better if all students upload their proof of vaccination and when we scan our WatCard and that’s shows out vaccination proof.” It is clear that students are frustrated with the redundant procedures they must go through in order to access these facilities.

## Food Service Outlets

With 27 comments, the service that received the next most feedback was Food Services Outlets. Most comments were regarding the hours and availability of Food Services Outlets. For example, one student expressed the following: “Why is literally every food place closed on weekends? This makes it impossible to get food while studying on campus during the weekend unless I want to spend additional money outside of my meal plan.” Another student explained that “I am disappointed that UW food service outlets are not open 24/7. Sometimes it is helpful to have a snack when working late on a project (due at 11:59 pm EDT) on campus.” Two students mentioned the need to improve the Food Services app for mobile ordering. One student mentioned that they have noticed some Food Services employees not wearing their masks properly. Five students requested more options for people with dietary restrictions such as halal, vegetarian and gluten-free options.

## Counselling and Health Services

Students who left feedback about Counselling Services mainly mentioned the negative experiences they had with the number of sessions they are granted and the wait-time to get a session. In terms of COVID-19 and return to campus related concerns, one student explained how since Counselling Services is only available to people in Ontario, it is not accessible for students studying remotely. Another student mentioned how they are looking forward to in-person services because some topics of discussion are difficult to cover in their own house and they appreciate the open and private space to address concerns in person.

Seven students left comments about Health Services, five of which described a negative experience they had while the remaining two described a positive experience. Only one comment was relevant to COVID-19 and return to campus and it mentioned how it did not make sense that you are only allowed to use the service if you are in Ontario, but if you are in Ontario then appointments are all over the phone anyway.

## WatCard Services

Seven students left comments regarding their experience with their WatCard; common themes amongst these comments were related to the long wait time picking up their card and issues with their photos. One student mentioned it would be helpful to have the ability to add their WatCard to their digital wallet on their iPhone.

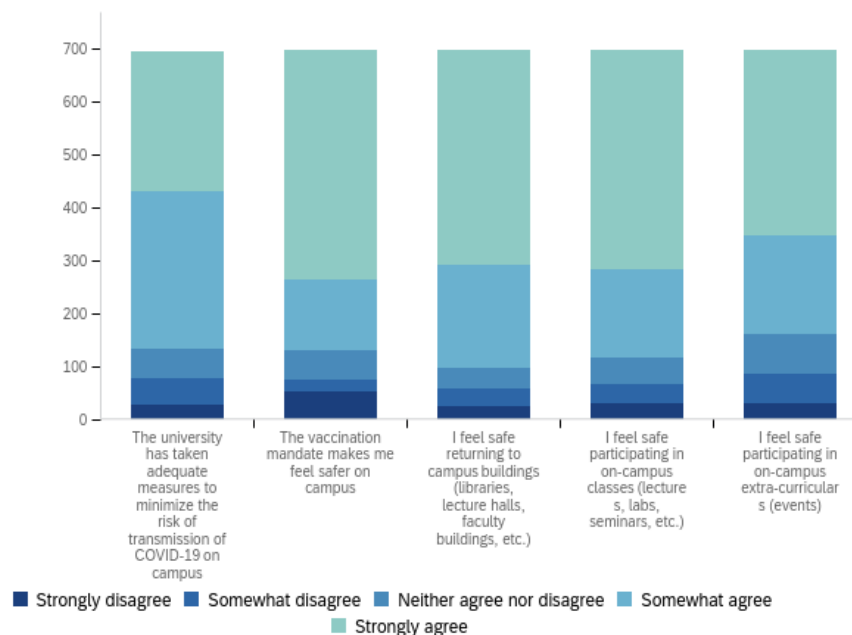
## General Comments

Students also left general comments that did not relate to any University service in particular. A few students had negative opinions about COVID-19 restrictions, stating that vaccine passports, masks and check-in processes were unnecessary and frustrating. Similar to comments expressed by students specifically related to Athletics and Recreation Facilities and Programs, students were unimpressed with needing to constantly verify proof of vaccination, regardless of their opinion of the vaccination mandate.

# Campus Safety and Wellness

Students were asked to what extent they agreed with a variety of statements as they related to COVID-19 health and safety measures. As seen in Figure 19, most respondents strongly agreed with the statements, except for “the university has taken adequate measures to minimize the risk of transmission of COVID-19 on campus” which received more “somewhat agree” than “strongly agree” responses. The statement “the vaccination mandate makes me feel safer on campus” had the highest proportion of “strongly disagree” responses compared to other statements. This potentially alludes to the wariness students feel around the effectiveness of the vaccine mandate, a theme that is explored further below.

Figure 19: To what extent do you agree with the following statements as they relate to COVID-19 health and safety measures?



## Mandatory Vaccine Requirements

The decision to mandate vaccines on campus has been a controversial one, with many students speaking for and against the decision with equal conviction. One question on the survey asked students whether they had any concerns about the enforcement of mandatory vaccinations on campus, giving students the chance to voice their concerns about university policy. Most responses were split in two broad categories: those that supported the vaccine mandate and those that did not. 63% of those that responded to this question expressed their support for the vaccine mandate, as one student stated, “this enforcement is necessary to create a safe environment not only for students but also for staff and professors.”

Many of the students who supported the vaccine mandate believed that while useful

and necessary, the vaccine mandate was not enforced well enough. Respondents were concerned that there were students that were circumventing the vaccine mandate and engaging in on-campus activity without being fully vaccinated or by forging a vaccine certificate by “falsifying their vaccine records through apps such as photoshop.” This perceived lack of proper enforcement of the mandate has caused some measure of stress and anxiety within the student population. Further, some students believed they had not been given enough information about the vaccine mandate. Questions such as ‘How is the mandate enforced?’ and ‘What are the consequences for flouting the mandate?’ came up multiple times from students.

On the other hand, approximately 21% of the respondents were explicitly against the vaccine mandate. Some thought that the mandate was unnecessary, believing that other COVID-19 safety measures and regulations are enough to protect students. For others, the vaccine mandate led to concerns of inclusivity; for example, that those who were unvaccinated would experience discrimination based on a personal choice or unique circumstances that might have prevented them from receiving the vaccination. In addition, more than half of those that opposed the vaccine mandate, believed that it was wrong of the university to force them to make a medical decision, taking away students’ right to decide what was best for their health. Some stated that it was wrong of the university to ask students to pick between their freedom to make medical decisions and their right to an education.

The remaining respondents were concerned about the effect the mandatory vaccination and COVID-19 safety regulation had on their campus experience, such as the increase in police presence as well as reduced building hours and seating. Further students also raised a few concerns about faculty, citing professors that discussed anti-vaccination and anti-mask sentiments in class, which made them feel unsafe on campus and in class. These comments from students helped shed light on the mixed opinion students hold about the vaccine mandate on campus.

## COVID-19 Safety on Campus

Students were also asked if there was anything that would make them feel safer on campus in relation to COVID-19 and the risk of transmission. There was a total of 159 responses to this question, out of which several themes emerged; similar to comments related to the vaccine mandate, 21% of respondents pointed out some of the flaws in the current system and asked for general improvements in the implementation and enforcement of the rules in place. Students asked the university to “ensure physical distancing is maintained, keep up with cleaning protocols, continue to provide hand sanitizer, provide education on proper masking, and provide appropriate face covers to everyone.” Some responses focused on the campus check-in form, with some students finding it “inefficient and easily evaded.” Students also commented that repeated emails regarding the check-in were unnecessary. Some students

were concerned that a return to full class sizes in the winter might be dangerous due to small classroom sizes and poor ventilation, preventing social distancing and increasing chances of transmission. A few respondents also asked that the university provide protective equipment such as disposable masks, sanitizer, and disinfectant in the buildings, allowing students to adhere to regulations more easily.

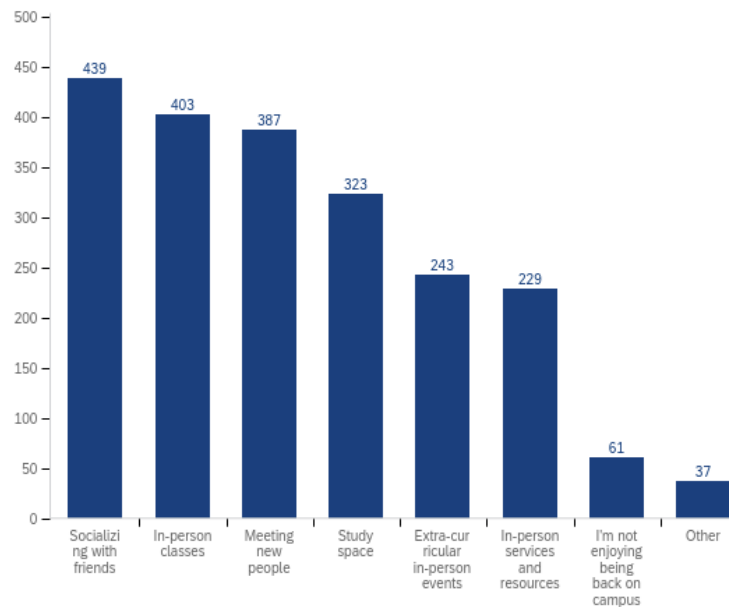
On the other hand, approximately 13% of the respondents believed that the current safety measures in place were too severe and in light of the vaccination mandate, should be relaxed. They believed that these restrictions were “some of the strictest measures of any school to the point where there’s too much and [they felt] like [they’re] missing out on a university experience.” These respondents wanted longer hours for the buildings and food services, easing food and drink restrictions, reducing mask enforcement and so on. Some students also took this opportunity to discuss the vaccination mandate further. Similar to the previous question, some supported the mandate and called for it to be better enforced and others criticized it, stating that the mandate alienated, and segregated people based on their medical choices. On the other extreme, a few than respondents stated that they did not feel safe coming onto campus at all and would prefer an online or hybrid option to instruction. Others believed that there should be randomized testing on campus to improve safety and both vaccinated and unvaccinated students should be given at-home testing kits.

In conclusion, some students asked that the COVID-19 regulations be enforced, and consequences be put in place for those that ignored the rules while others called for the university to ease some of the regulations to create a more ‘normal’ campus experience. Similar to the vaccinate mandate in particular, these results clearly demonstrate that students hold mixed opinions as it related to COVID-19 safety on campus.

## **Overall Student Experience on Campus**

To further understand student experiences this fall, respondents were asked what they had enjoyed the most about returning to campus. 20.69% of the respondents stated that the most enjoyable part for them had been the ability to socialize with friends. As seen in the Figure 20, some of the other aspects that students enjoyed were having in-person lectures (18.99%), meeting new people (18.24%), being able to access study space on campus (15.22%), taking part in extra-curricular activities and social events (11.45%) and being able to access in-person services and resources (10.79%). Conversely, there were also some students (1.74%) who did not enjoy being back on campus at all. When asked to elaborate on areas for improvement, students asked for more seating space and an increase in in-person social activities.

Figure 20: What have you enjoyed most about being back on campus this term?



## Study Space

Attempting to dig deeper into their campus experience, students were specifically asked about their access to study space. One of the questions on the survey asked students whether they had access to adequate, safe, study space available on campus during the Fall term. To this, 168 students (24.03%) stated that they had not attempted to access study space on campus and therefore had no insight into the availability. Of the remaining 511 students, 60.26% believed that there was adequate study space while 39.74% of the students believed there was not.

Students were then asked to elaborate on how they have been impacted by a lack of study space this fall. Students expressed how it has been difficult to find good spots with charging outlets and stable Wi-Fi in order to watch lectures or complete submissions, affecting performance and grades. Students stated that in the fall, when it is possible to sit outside, this issue is not as pressing but, in the winter, when it gets colder, the only option will be sitting indoors, making it necessary for the university to provide better and more study spaces on campus. Students also stated that the lack of study space leads them to waste a lot of time search for seating, with one person saying that they “waste about 2 hours each day looking for a study space on campus.” This uncertainty of finding study space makes it difficult for students to make schedules and adequately plan out their time on campus which in turn has a large effect on productivity.

Further, after having wasted hours searching for a place to sit, it is difficult for students to be fully focused on work. Respondents have reported that often after searching for study space, they have had to return home to complete their work. Not only does this further waste time, but students have also reported that studying at home negatively impacts their productivity

and concentration and also takes a toll on their mental health. Sometimes, due to lack of study space, students are forced to sit in the few study spots that are available, leading to crowding which contradicts the purpose of blocking off areas in the first place. Another issue mentioned by students is the lack of availability of group study space. For students who need help studying, want to study with a friend or must complete a group project together, there is limited group student space available to them. This makes it very difficult for students to complete their work and affects productivity and performance and has the potential to impact grades.

These comments helped shed some light on how the lack of study space impacted students and their experience on campus. After a long time online, students expected to be able to access university facilities and study spaces to make the best of their time back on campus, but due to restrictions, this was not the reality.

### Hybrid Options and Transition Support

While the results of this survey make it clear that many students have returned to campus this fall, there are still students who remain unwilling to return to campus at this time. These students asked for an online or hybrid option for the winter term, stating that “it is too early to return completely to in person learning in the winter.” Some responses discussed the difference between online learning and a transition back to in-person instruction, asking the university to provide support and assistance to students to help them make the transition easier. This support would be helpful for all students in general, but especially for first and second years who were on campus for the first time since starting university. As one respondent explained, “students need to be supported now more than ever in their return to campus, given the increased mental health effects brought on by the pandemic and its downstream effects.” It is important that the University community recognize the significant transition that returning to campus poses for students, the variety of barriers they will face in the process and ensure that adequate supports are provided to mitigate these.



## Student Concerns for Winter 2022

The final question on the survey asked students if they had anything they would like to share that would help WUSA support them in a safer return to full on-campus activities in the winter term, as per the University's recent announcement<sup>1</sup>. Many of the concerns and opinions mentioned by students in response to this question mirror sentiments expressed throughout other sections of the survey and this subsequent report.

Approximately 30% of the respondents stated that they were against a full return to campus, believing that it was not yet safe enough for all students to be back on campus. These students believed that returning to full capacity classes, given the poor ventilation and small lecture hall sizes was unsafe, especially with the large number of international students that would be travelling from different countries in order to attend class. For them, a better idea was having a completely remote or a hybrid term, allowing students the option to complete classes online if they did not feel safe enough to return to campus. Further, some students that were immunocompromised themselves or lived with others that were immunocompromised firmly wanted a hybrid option if not a fully online term. Furthermore, compulsory in-person attendance in the Winter term, when cases of flu and other illnesses are much higher, might cause people to attend lectures when sick, increasing risk of transmission. A hybrid option would allow those that are sick to stay home without having to miss lecture material or fall behind in class. Another point on the basis of which students called for an online or hybrid term, was the issue of housing. It is extremely difficult and costly to look for housing in the Winter term, and with a large number of students coming in, it is likely that housing prices will continue to increase, making it difficult to secure housing. As a result, students asked that concessions be made, and a hybrid term be made available in the event that students are unable to find housing.

There were a further 11% of respondents who supported the return to campus but asked that the university continue enforcing COVID-19 safety regulations such as mask and vaccine mandates, providing sanitizers, disinfecting high-use surfaces, and so on. A few respondents were concerned that it might be difficult to maintain physical distancing when there were more students on campus and asked that the university take adequate measures to ensure that high efficiency COVID-19 safety protocols were still kept in place in the light of the increasing number of students on campus.

---

<sup>1</sup> It should be noted that even students who had not visited campus this fall were also given the opportunity to respond to this question before being directed out of the survey.

On the other hand, 9% of the respondents were looking forward to going back to campus entirely, with a few of them calling for the university to reduce the stringent COVID-19 safety protocols, such as removing the mask mandate and expanding building, library, and food service hours. These respondents looked forward to experiencing a 'normal' term on campus after many consecutive terms completed entirely remotely.

Among those that supported a full return to campus, concerns about COVID-19 safety in lecture halls were a common theme. This highlighted the pressing need to ensure better ventilation systems and protocols for physical distancing and other COVID-19 safety regulations during lectures and similar in-person activity. Another common theme that came up was respondents commenting on the lack of adequate study spaces. With more people coming back to campus, respondents believed it was imperative that the university open up more study spaces, increase building hours and lift restrictions on the libraries. For those coming to campus for the first time, students requested that there be small orientation tours and more social events, allowing incoming students the opportunity to discover campus and meet new people.

Students also took this opportunity to discuss the vaccine mandate once again. A majority of those commenting on the mandate were against it, believing it unconstitutional and a violation of fundamental rights. These people voiced their unhappiness with the vaccine mandate and some of them declared their unwillingness to return to campus as long as the mandate was in place. Others were in full support of the mandate, thanking the university for putting it in place and asking that it be enforced better in order to keep students, staff, and faculty safe.

As clearly seen here, there are mixed sentiments about the full return to campus, with some students calling for an online or hybrid term and the others looking forward to the return to campus. While there was general excitement about the return to campus, it is also important to consider those that are unable to return to campus, such as international students that are unable to travel, those who cannot find housing, or those that are immunocompromised in order to ensure that everyone can make the best of the Winter 2022 return to campus.

## **Conclusion and Recommendations**

The Return to Campus Survey was carried out under WUSA's mandate to advocate for quality on-campus experiences for University of Waterloo undergraduate students. This issue of on-campus experience has become particularly important as students begin to return to campus following an 18-month hiatus due to COVID-19 restrictions. The Return to Campus Survey sought to explore the experiences of students who have returned to campus in Fall 2021 and document student feedback with the intent of using this to advocate for changes

moving forward. In order to fulfill this goal, the survey asked students about their experiences with both WUSA and University Services on campus, their feelings regarding COVID-19 safety and their overall return to campus experience. As the report has demonstrated, students reported both positive and negative experiences on campus this fall. Students also expressed a wide range of opinions on issues such as vaccine mandates, dining and study space, COVID-19 protocols, food service outlets, access to the Physical Activities Complex, and housing amongst other topics. Suggestions from students, combined with insights from this survey, helped develop a set of recommendations that can be used to improve the student experience on campus. The remainder of this report outlines the key areas of concerns mentioned by students and suggested actions that can be taken to address these concerns, both by WUSA and the University at large.

## International Students

International students make up a sizeable portion of the student population at the University of Waterloo and there are support services in place at the University, such as those provided by the Student Success Office, to make sure that they receive all the assistance they need. However, survey results showed that a large number of students were completely unaware of the existence of these services. One important step the University and WUSA need to take is to raise awareness about these services by communicating to both incoming and current international students about their existence, how they function and in what way they can support students.

In addition, many international students stated how they faced considerable confusion and anxiety at Immigration because they were asked for many different types of documents at the airport upon arrival in Canada. The Immigration process was made more complicated this term due to the vaccine and proof of in-person activity requirements implemented due to COVID-19. As a result, many students requested that the university create a guide, or a master list of documents that would be required on arrival in Canada. This would provide students with clarity and reduce the uncertainty of not knowing whether they had all the appropriate documentation.

## Study Space

The availability of study space across campus this fall was commonly mentioned by students throughout survey responses. Students brought up their concerns not only when asked explicitly about study space towards the end of the survey, but also in other areas of the survey. For example, when asked about the SLC, students commented on the lack of study space and asked that study rooms be opened so that students can access safe and quiet study spaces. Study space is a particularly important concern to address given the reported negative impacts that this lack of study space has on students' productivity and ability to complete their coursework effectively. Moreover, concerns about study space were further enhanced by the knowledge that in the Winter term, a significantly larger number of students

will be on campus, which will make a lack of seating an even more significant problem. In order to provide adequate study space to students, the University should:

- Revisit public health guidelines and whether any current processes could be reduced or additional space could be added to increase on-campus options for study and social gatherings
- Increase the number of floors, study rooms and group study spaces open in the campus libraries.
- Increase the hours of operation for campus buildings and libraries both on weekdays and on the weekend.

These steps would help increase the amount of study space available, helping students be more productive and would prevent students from crowding around the few available study spots.

## Dining Space

Similar to the need for more dedicated study space, students also stressed the need for more dining space, especially as the weather begins to get colder and eating outside is no longer a viable option. Moreover, not only did students mention the availability of space, but also the times at which they are able to eat in the dedicated dining space. As will be mentioned in the following section regarding Food Services Outlets, students often spend their time on campus on evenings and weekends, but unfortunately these spaces are closed off to them during these times.

To address these concerns, it is recommended that the University consider re-visiting their protocols for having designated dining areas or at the very least, increase the hour of operation of these areas.

## Food Service Outlets Hours and Availability

Further, students expressed their displeasure at the current hours and availability of Food Service Outlets, such as those in the SLC, this fall term. Students mentioned the need for hours to be expanded, with more outlets open later in the day and on weekends to allow students easy access to food on the days they stay late on campus or want to spend the day on campus on the weekends. To remedy this, it is recommended that the University identify two to three key food service outlets that can consistently remain open longer on weekdays and add operating hours on the weekends.

## Access to Physical Activities Complex (PAC)

One of the most common concerns with the Athletics and Recreation Facilities and Programs, was that there were too many restrictions in place. It was suggested that the University relax some safety regulations, at least for those students that are fully vaccinated, at facilities such as the gymnasium, squash courts and the pool. It is also vital that the University take steps to make it easier and more convenient for students to access the facilities on campus, such as linking vaccination records and test results to the WatCard to allow for an easier check-in process. The University should therefore consider:

- Updating their protocols for the PAC to align with other commercial gyms in Ontario
- Integrating students' vaccination status to their WatCard

## Campus Safety and Wellness

It should be noted that it is difficult to provide any clear recommendations or actions needed when so many diverse opinions were expressed related to COVID-19 restrictions and vaccination mandates. It is important that we respect all perspectives on the issue, but also recognize that not everyone can be appeased. While it is clear that students have differing opinions regarding to what extent COVID-19 restrictions, including the vaccine mandate, should exist on campus, one that has been made clear is that if there are restrictions, they need to be enforced and less cumbersome to follow and stay up to date on. For example, students asked that the campus check-in emails should be scheduled so that reminder emails are only sent once or twice, and not repeatedly.

It was also suggested that class sizes be maintained at a level where social distancing is possible and asked for an improvement in the ventilation system in lecture halls, so as to reduce risk of transmission. It might be a good idea to put in place a system students can use when entering and exiting lecture halls, so as to avoid large groups of people forming around the exits to lecture halls.

## Housing

In relation to the return to full on-campus activities in the winter term, students stressed their concerns with the availability of housing. With many of students coming back to Waterloo for the winter term, this adds to the already high demand for student housing around the university and may exacerbate already-existing housing quality concerns<sup>2</sup>. Students asked that a hybrid term be considered to alleviate the need for some to find housing in Waterloo for the winter term. It is recommended that the University allow for flexibility in the manner of course delivery for the winter and allow students to take their courses remotely if they are unable to secure housing in Waterloo for the Winter term.

---

<sup>2</sup> See the [2021 WUSA Housing Report](#) for more details regarding student housing concerns in Waterloo.

## Social Events and Tours

With the return to on-campus courses in the Winter term, the university also needs to make a clear effort to enhance the social aspect on campus too. This is especially important for first- and second-year students who, until this point, have not been given the same opportunities as previous cohorts to make connections and engage with their peers. Similarly, small tours of campus should also be arranged for students who are on campus for the first time, giving them a chance to fully explore campus.

## WUSA Services

In terms of WUSA Services, there are a few areas that are important to consider in order to continue providing quality on-campus experiences for students. Firstly, given that GRT UPass was the most used service by students, and it received a high percentage of “satisfied” responses, it is recommended that WUSA continue to advocate for this service.

In relation to WUSA Student-Run Services, the results of this survey made clear that students are generally unaware of the supports they provide. It is recommended that WUSA Student-Run Services continue to increase awareness about the services in general, and their increased in-person operations. With students having spent much of their time online in the last 18 months, many are interested in attending more in-person services so making students aware of updated WUSA Student-Run Services has the potential to tap into a growing desire among students for this type of programming.

# Appendix A: Survey Questions

## Section 1a: Demographics (Campus)

1. Where are you living this Fall term? [Select one]
  - a. On-campus Housing
  - b. Off-campus in Kitchener/Waterloo
  - c. Off-campus outside of Kitchener/Waterloo
  
2. Are you enrolled in on-campus classes this fall term? [Select one]
  - a. Yes
  - b. No
  
3. Have you visited campus since the start of the fall term? [Select one]
  - a. Yes
  - b. No [Skip to Q33]

## Section 1b: Demographics (General)

4. What year of study are you in? [Select one]
  - a. 1st year
  - b. 2nd year
  - c. 3rd year
  - d. 4th year
  - e. 5th year and above
  
5. What faculty do you belong to? [Select one]
  - a. Arts
  - b. Engineering
  - c. Environment
  - d. Health
  - e. Mathematics
  - f. Science
  
6. Are you an international student or a Canadian Citizen/Permanent Resident whose primary caregivers live outside of Canada? [Select one]
  - a. Yes
  - b. No



7. Which of the following racial category/categories do you identify with? [Select all that apply]
- a. Black (i.e., African, Caribbean, Black Canadian, Afro-Latine, African American, or other African descent)
  - b. East Asian (i.e., Chinese, Korean, Japanese, or other East Asian descent)
  - c. Indigenous (i.e., First Nations, Métis, or Inuit)
  - d. Latine (i.e., Latin American, Hispanic descent)
  - e. Middle Eastern (i.e., Afghan, Egyptian, Iranian, Lebanese, Turkish, Kurdish, or other Arab or Persian descent)
  - f. South Asian (i.e., East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean, or other South Asian descent)
  - g. Southeast Asian (i.e., Filipino, Vietnamese, Cambodian, Thai, Malaysian, Indonesian, or other Southeast Asian descent)
  - h. White (i.e., British, German, Ukrainian, or other European descent)
  - i. Other [Text box]
8. What campus do you have classes on? [Select all that apply]
- a. Waterloo Campus
  - b. Kitchener Campus
  - c. Cambridge Campus
  - d. Stratford Campus
9. Since the start of the fall term, how often have you visited campus? [Select one]
- a. A few times
  - b. Once a week
  - c. 2-3 times a week
  - d. 4-5 times a week
  - e. More than 5 times a week

## Section 2: WUSA Services and Student Life Centre (SLC)

10. Which of the following WUSA services have you accessed since your return to campus? [Select all that apply]
- a. Grand River Transit (GRT) UPass
  - b. Turnkey Desk
  - c. International News
  - d. Used Bookstore
  - e. None

11. How satisfied were you with your overall experience accessing and using your Grand River Transit (GRT) UPass? [Matrix with options for very dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, very satisfied – only show if 10a is selected]
12. How satisfied were you with your experience with these WUSA services in the following areas? [Matrix with options for dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, very satisfied - show for WUSA Service they indicate they've accessed in Q10]
  - Hours of Operation and Availability
  - Friendliness of Staff
  - Helpfulness of Staff
  - COVID-19 Safety Measures
  - Quality of Products Offered
  - Overall Experience
13. Is there any additional feedback about your experience with the above WUSA services you'd like to share? Please specify which service you are referring to in your answer. [Text Box]
14. Are you aware that the following WUSA Student-Run Services have expanded their in-person operations for Fall 2021? [Matrix with options for yes and no]
  - a. Food Support Service
  - b. RAISE
  - c. Off-Campus Community (OCC)
  - d. International and Canadian Student Network (ICSN)
  - e. Women's Centre
  - f. Glow
15. Are you more likely to access these WUSA Student-Run Services now that they have expanded their in-person operations? Please explain why or why not. [Select one]
  - a. Yes [Textbox]
  - b. No [Textbox]
16. Is there any additional feedback about your in-person experience with the above WUSA Student-Run Services you'd like to share? Please specify which service you are referring to in your answer. [Text Box]

17. Have you visited the Student Life Centre (SLC) since returning to campus? [Select one]
- Yes
  - No
18. Do you have any feedback about the operations of the Student Life Centre since returning to campus? [Text box – only show if 17a is selected]

### Section 3: University Services

19. How would you rate your overall experiences with the following University Services since your return to campus? Please answer based on factors such as hours of operation, service provided, friendliness and helpfulness of the staff and COVID-19 safety measures. [Matrix with options for very dissatisfied, somewhat
- Food Services Outlets
  - The Centre (Including Student Financial Services (SFS), the Registrar's Office (RO), including Student Awards & Financial Aid (SAFA))
  - WatCard Services
  - Athletics and Recreation Facilities and Programs
  - Health Services
  - Counselling Services
  - AccessAbility Services
  - On-Campus Housing
20. Is there any additional feedback about your experience with the above services that you'd like to share? Please specify which service you are referring to in your answer. [Textbox]

### Section 4: Campus Safety and Wellness

21. To what extent do you agree with the following statements as they relate to COVID-19 health and safety measures? [Likert matrix with options for strongly disagree, disagree, neither agree nor disagree, agree, strongly agree]
- The university has taken adequate measures to minimize the risk of transmission of COVID-19 on campus
  - The vaccination mandate makes me feel safer on campus
  - I feel safe returning to campus buildings (libraries, lecture halls, faculty buildings,

etc.)

- I feel safe participating in on-campus classes (lectures, labs, seminars)
- I feel safe participating in on-campus extra-curriculars (events)

22. Do you have any concerns about the enforcement of mandatory vaccinations on campus? [Textbox]
23. Is there anything additional or different that the University could do to make you feel safer on campus as it relates to COVID-19? [Textbox]

## Section 5: International Students [Only show if they answered 6a]

24. Did you recently travel to Canada in preparation for the Fall 2021 term? [Select one]
- Yes, I recently travelled to Canada
  - No, I did not travel to Canada and will be completing my term internationally [Skip the rest of the questions in this section]
  - No, I was already in Canada prior to the Fall 2021 term and did not need to travel [Skip the rest of the questions in this section]
25. How satisfied were you with the assistance you received from the University in the following areas? [Matrix with options for very dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, very satisfied]
- Immigration concerns
  - Travel logistics
  - Transferring vaccination information
  - I was not aware of these forms of assistance from the University
26. What difficulties (if any) did you face when travelling to Canada? [Text box]
27. In your opinion, is there anything that the university could have done in order to make your travel to Canada easier? [Text box]

## Section 6: General Questions

28. What have you enjoyed most about being back on campus this term? [Select all that apply]
- Study space
  - In-person classes
  - Socializing with friends
  - Meeting new people

- e. In-person services and resources
- f. Extra-curricular in-person events
- g. I'm not enjoying being back on campus
- h. Other [Text box]

29. Do you feel there are adequate, safe study spaces available on campus this fall term? [Select one]
- a. Yes
  - b. No
  - c. Unsure as I have not attempted to study on campus
30. How have you been impacted by a lack of study spaces on campus this fall term? [Textbox – if 30b is selected]
31. Is there anything else you would like to comment on related to your experience returning to campus? [Text box]
32. With the University's recent announcement regarding a full return to on-campus activities for the Winter term, is there anything you would like to share that would help WUSA support you in a safer return? [Text box]

## Section 7: WUSA Welcome Box and Orientation Experience

[Only show if they answered 4a]

33. Did you pick up your WUSA Welcome Box? [Select one]
- a. Yes
  - b. No, but I knew they were available
  - c. No, and I didn't know they were available
34. How satisfied were you with the items in your WUSA Welcome Box? [Matrix with options for very dissatisfied, dissatisfied, neither dissatisfied nor satisfied, satisfied, very satisfied – only show if 33a is selected]
35. What item in your WUSA Welcome Box were you most excited about? [Textbox – only show if 33a is selected]
36. Did you know WUSA is a partner with the University in Orientation? [Select one]
- a. Yes
  - b. No

37. Did you take part in Fall 2021 Orientation Week? [Select one]
- Yes
  - No [Redirect to next section]
38. What was your favorite Fall 2021 Orientation Week event? [Textbox]
39. How satisfied were you with each of the following aspects of Fall 2021 Orientation? [Matrix with options for very dissatisfied, dissatisfied, neither dissatisfied nor satisfied, satisfied, very satisfied]
- Feeling welcome at the University
  - Providing information about campus life
  - Providing information about student services
  - Helping your personal and social transition to University
  - Building your confidence about starting University
  - Making connections
  - Feeling like I belong at the University
  - Feeling prepared to begin first year of University
40. Considering the COVID-19 limitations in place, what could have been done to improve your Orientation experience? [Textbox]