

Student Pulse Survey Report

August 2024

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Introduction

In the Winter 2024 term, 866 undergraduate students signed up to participate in the Representative Survey Platform (RSP). Of those students, 687 participated in the Student Pulse Survey, resulting in a response rate of 79.3%. The goals of this survey were to:

- Gather a snapshot of student behaviours, habits, likes, and dislikes
- Learn when students are busy and when they prefer to attend events
- Understand how students want to be communicated with

The survey was live from February 5 to 16, 2024.

Key Findings

WUSA Satisfaction

- Most students (78.7%) either strongly agree or agree that WUSA provides important services for students.
- 31.0% of students either strongly disagree or disagree that they know how to get in touch with some at WUSA if they need to. This statement had the highest percentage of disagreement. This indicates that a significant portion of students are unsure how to contact WUSA.
- Similarly, 64.48% of students neither agreed nor disagreed that WUSA acts on feedback.
- 63.8% of students either strongly agree or agree that WUSA and its staff are community-focused and inclusive. In fact, all statements about WUSA's promise areas had low levels of disagreement. However, a high percentage (29% to 45% of students) selected neither agree nor disagree for each question, potentially indicating that students are unclear as to how WUSA strives to keep its promise to students.

Engagement and Communications

- The most common ways students have engaged with WUSA in the last six months are through social media (64.92% of respondents) and the Student Life Centre (SLC) Turnkey Desk (47.60%)
- Most students go to @yourwusa on Instagram (66.08%) or wusa.ca (52.84%) when they need to find out more about WUSA and its services.
- Across all areas of WUSA, social media and the monthly newsletter were the two ways in which students want to receive information about WUSA.
- 67.93% of students stated that they do not attend WUSA events because they do not have the time.
- When asked what made them want to become more engaged with WUSA, 55.71% indicated that there was a specific event, club, or student service that they were interested in.

- Most students (52%) agree that they understand the distinction between WUSA and the University of Waterloo in terms of the services and support they provide.

Representative Survey Platform

- Students' knowledge about WUSA has increased after participating in the RSP, with the responses of "not at all knowledgeable" decreasing from 16% to 3% while the responses of "knowledgeable" increased from 16% to 52%.
- 81% of students decided to participate in the RSP because they wanted the \$15 gift card.
 - Similarly, 44.17% of students said they would not participate in RSP if there was not a guaranteed incentive.

Marketing and User Experience

- 40% of students first heard about WUSA through Orientation Week, followed by an email from WUSA (17.18%).
- Most students (68%) are satisfied with their ability to find information on wusa.ca and 62% are satisfied with how up-to-date and informative wusa.ca is.
- Most students (52.61%) do not know where they can leave feedback or ask general questions to WUSA on wusa.ca.
 - This aligns with the finding above where 31% of students either strongly disagreed or disagreed that they know how to get in touch with someone at WUSA if they need to.

Student Preferences and Behaviours

- Most students stay in Waterloo most weekends (44.98%) or every weekend (33.92%).
- Students' favourite hobbies outside of academics are music (58.95%), reading (58.08%), and sports/fitness (55.46%).
- Concerts (65.21%) and night life events (60.12%) were the two types of WUSA events students were most interested in.
- Students prefer to attend events in the evening on weekdays and at night on Saturdays.
- The top two movie genres students enjoy are comedy (77.29%) and action (60.26%).
- The top two music genres students enjoy are pop (77%) and hip hop/RnB (52%).

WUSA Services and Operations

- Most students (63.06%) have at least skimmed one issue of the Imprint magazine.
- When it comes to both finding a space to eat and finding a space to study in the SLC, students most commonly had a difficult experience, with 34.35% selecting this option for finding a space to eat and 35.95% selecting this option for finding a space to study.

Recommendations

1. WUSA should streamline the process by which students can get in touch with someone at WUSA and provide feedback. This should be accompanied by a campaign to communicate this process to students and demonstrate how this feedback is acted on.
2. WUSA should implement a specific campaign to clearly demonstrate how WUSA strives to keep its promise to students.
3. WUSA should continue to focus on Instagram, the monthly newsletter, and wusa.ca when it comes to updating students with important information.
4. WUSA should explore how to enhance student engagement with events by demonstrating to students how events are a valuable use of their time.
5. WUSA should continue to offer a guaranteed incentive for students who participate in the Representative Survey Platform.
6. WUSA should continue to utilize Orientation Week to educate students about WUSA and its services.
7. WUSA should prioritize planning events for students in the evenings on weekdays and night events on Saturdays.
8. WUSA should consider how to make it easier for students to find space to eat and study in the SLC.

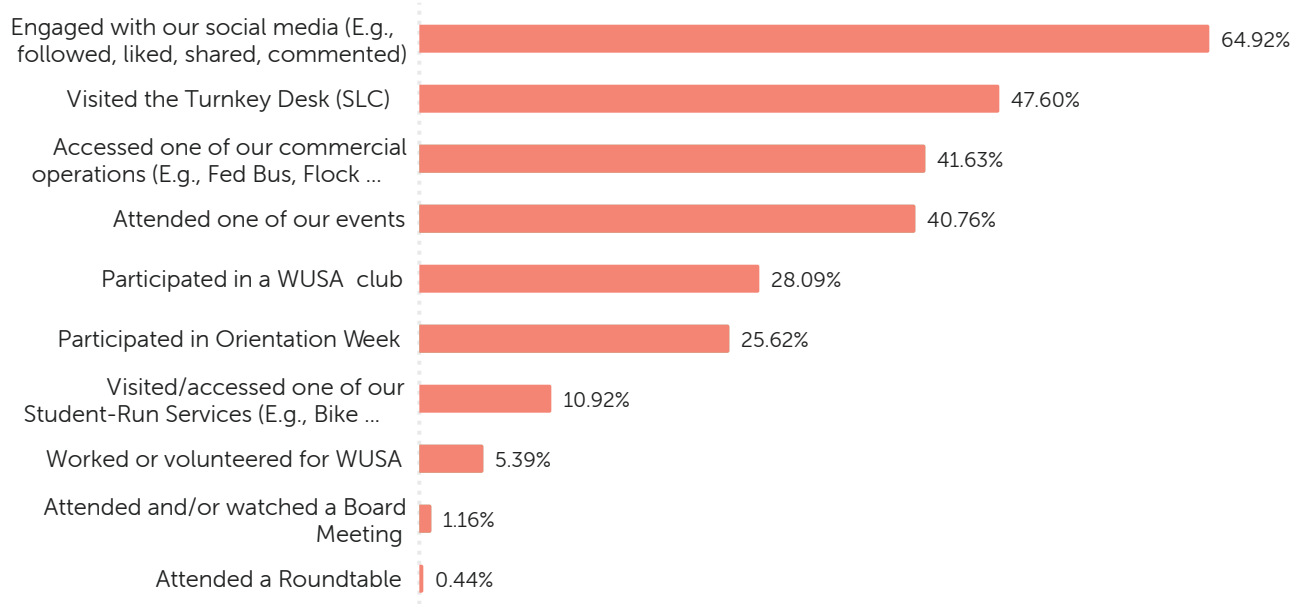
WUSA Engagement

In which of the following ways have you engaged with WUSA in the past six months (E.g., since September 2023)?

Overall, the most common way students engaged with WUSA in the past six months was through social media, with 64.92% of students selecting this option (Figure 1). This was 11.52% more than the responses from last year's RSP Advocacy Survey, where 53.40% of students selected this option. Following this, 47.60% of students visited the Turnkey Desk (SLC) and 41.63% of students accessed one of our commercial operations (e.g., Fed Bus, Flock Stop, The Dispensary). **Although there are some slight differences in the percentage of students that selected each option this year compared to last year, the common ways in which students engage with WUSA remains the same.**

Respondents who selected "other" included the following answers:

- WUSA email newsletter
- Through their faculty societies
- No engagement in the past six months

Figure 1: Engagement with WUSA in the past six months

Agreement with positive statements about WUSA:

As demonstrated in Figure 2a, the statement with the highest percentage of "strongly agree" and "agree" responses was "WUSA provides important services for students," with 78.7% of students selecting these options. **Although this was also the statement with the highest agreement in last year's RSP Advocacy Survey, the percentage was 13.9% greater last year.** However, it should be noted that this year an "neither agree nor disagree" option was provided to students and 16% selected this option, which could account for the difference. On the other hand, the statement that received the highest percentage of "disagree" and "strongly disagree" responses was "I know how to get in touch with someone at WUSA if I need to," with 31% of students selecting these options (Figure 2b). **This is more favourable than last year's RSP Advocacy Survey where 44.3% either disagreed or strongly disagreed with this statement.** Again, the ability of students to select an "neither agree nor disagree" option this year could account for this shift. It also worth noting that the statement "WUSA acts on my feedback" had the highest "neither agree nor disagree" responses this year (Figure 2b), which could indicate that more awareness is needed on how WUSA communicates with and addresses the concerns of students.

Figure 2a: Student agreement with positive statements about WUSA

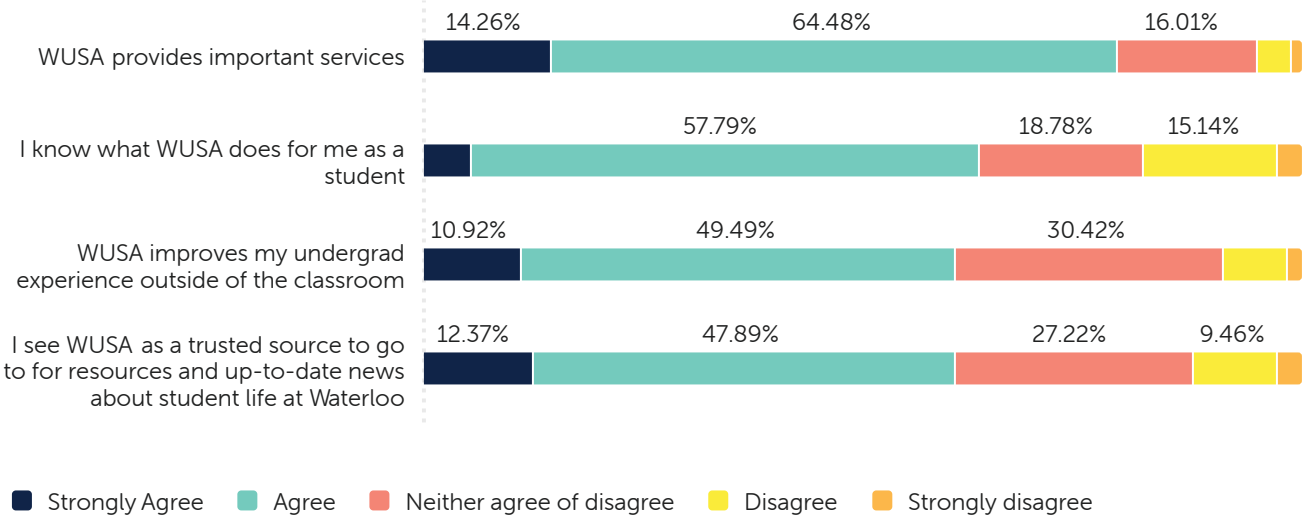
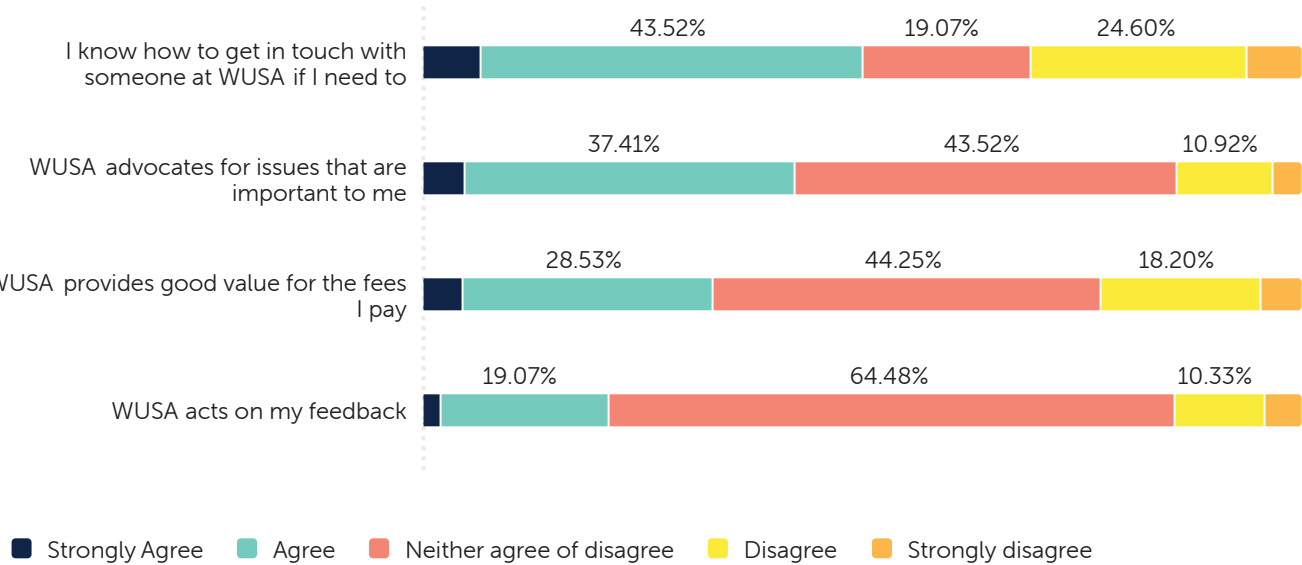


Figure 2b: Student agreement with positive statements about WUSA

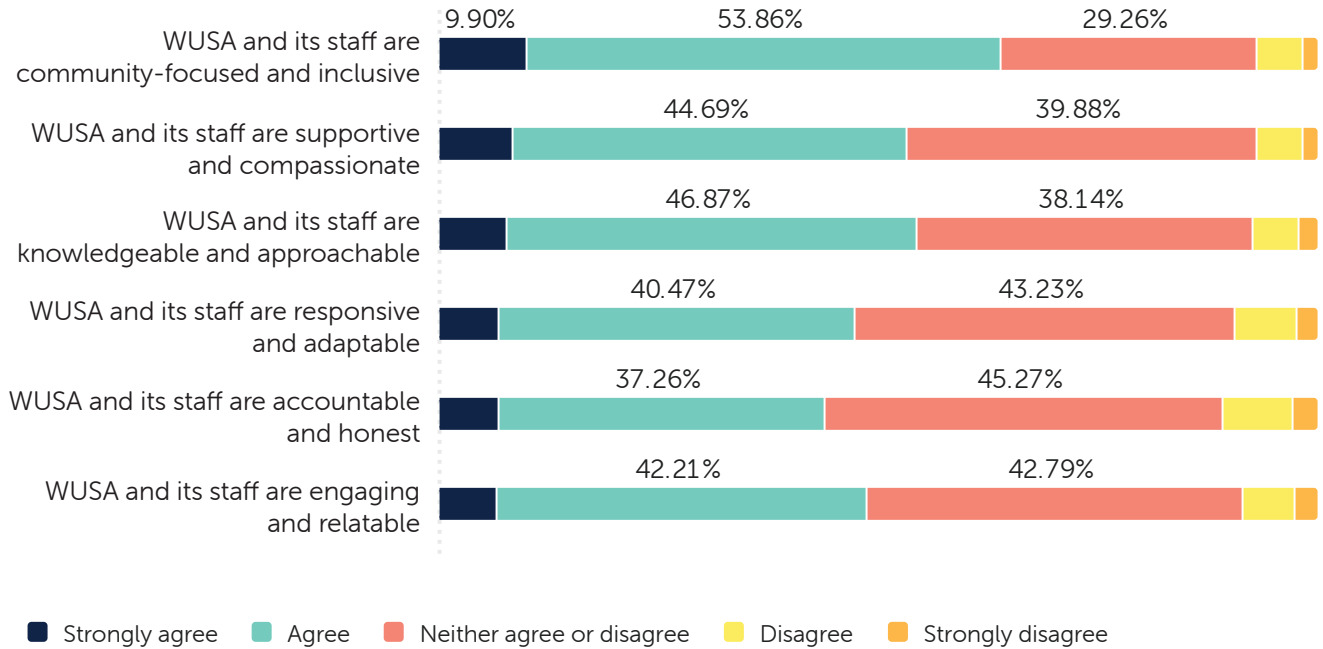


WUSA strives to keep our promise to students in six different areas. Please indicate your agreement with the following statements about these areas:

As demonstrated in Figure 3, the statement with the highest percentage of "strongly agree" and "agree" responses was "WUSA and its staff are community-focused and inclusive" with 63.8% of students selecting these options. On the other hand, the statement that received the highest percentage of "disagree" and "strongly disagree" responses was "WUSA and its staff are accountable and honest" with 10.9% of students selecting these options. Although this statement had the highest disagreement, it still had a high level of agreement overall. In fact, all statements had a high level of agreement.

It is important to note, however, that a large percentage of students selected “neither agree nor disagree” for all statements, potentially indicating that students are unclear as to how WUSA strives to keep our promise to students.

Figure 3: Student agreement with WUSA’s promise areas

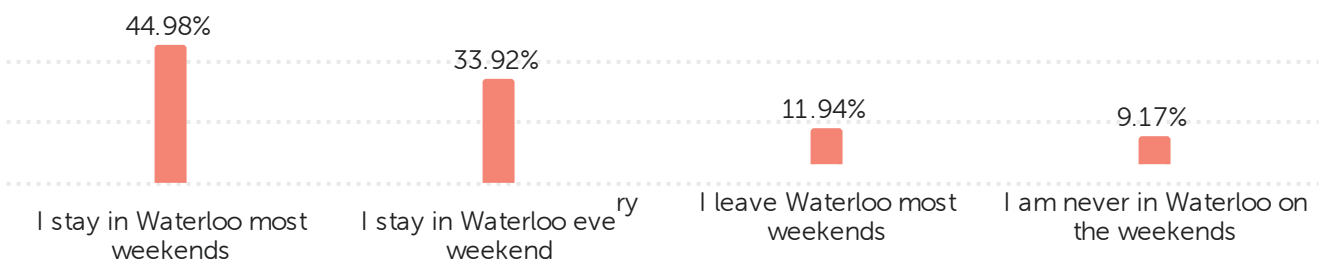


General Student Preferences

Please select the option that best describes where you typically spend your weekends.

Figure 4 demonstrates that majority of students stay in Waterloo most weekends (44.98%) or every weekend (33.92%). It is worth noting that this could have implications on planning events.

Figure 4: Where students spend their weekends

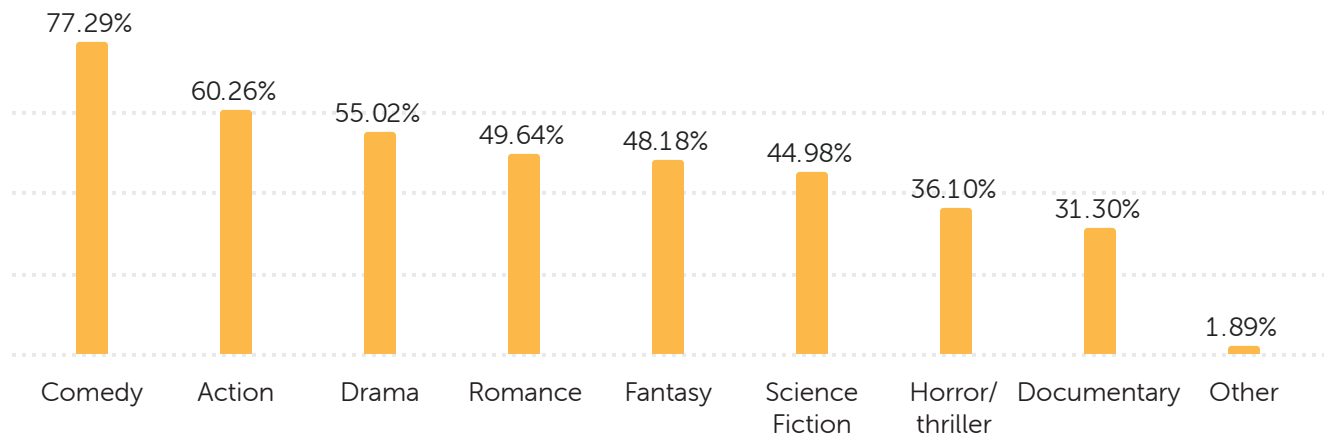


Favourite Movie/Show Genres

Figure 5 demonstrates that students enjoy comedy, with 77.29% of respondents selecting this option. This is followed by action (60.26%), drama (55.02%), and romance (49.64%). Those students who selected "other" included the following answers:

- Mystery
- Documentaries
- Historical fiction
- Disney
- Anime
- Musicals

Figure 5: Favourite movie/show genre

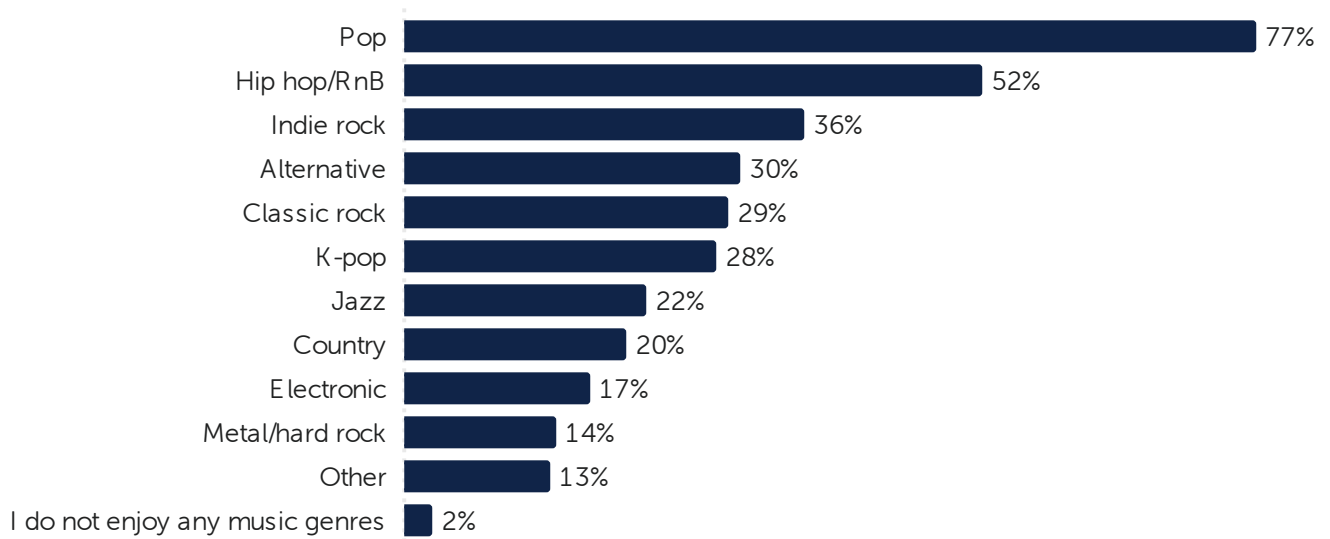


Students were able to rank the choices they selected in the previous question with 1 being their favourite. Thus, those with the lowest mean indicate the most favourite. The results show that comedy is the most favourite genre, with a mean of 2.12. This aligns with the results provided in Figure 5, as comedy was the most selected option. This was followed by other (2.23), drama (2.75) and romance (2.82). Although action was the second most popular genre (Figure 5), it received an average ranking of only 2.86.

Favourite Music Genres

Figure 6 demonstrates that students enjoy pop, with 77.00% of respondents selecting this option. This is followed by hip hop/RnB (52.26%), indie rock (36.10%), and alternative (30.28%). Respondents who selected "other" included the following answers:

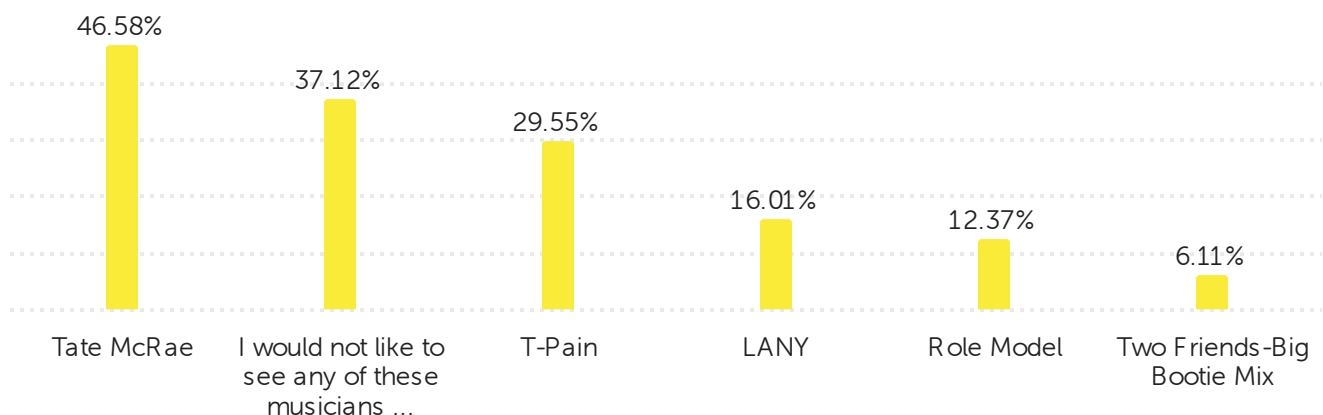
- Bollywood
- Broadway
- Afrobeats
- Rap
- Classical
- Latin
- Gospel
- Folk
- Techno

Figure 6: Favourite music genres

Students were then able to rank the choices they selected in the previous question, with 1 being their favourite. Thus, those with the lowest mean indicate their most favourite. The results “other” had the lowest mean with 1.81, which makes sense as respondents who took the time to add something into “other” in the previous question would likely rank it as their favourite. This was followed by pop (2.11), hip hop/RnB (2.32) and indie rock (2.72), which aligned with students’ selections in Figure 6.

Musicians on Campus

Figure 7 demonstrates that students would like to see Tate McRae, with 46.58% of respondents selecting this option. This is followed by the statement “I would not like to see any of these musicians perform on campus” (37.12%), T-Pain (29.55%), and LANY (16.01%).

Figure 7: Student preference for musician to perform on campus

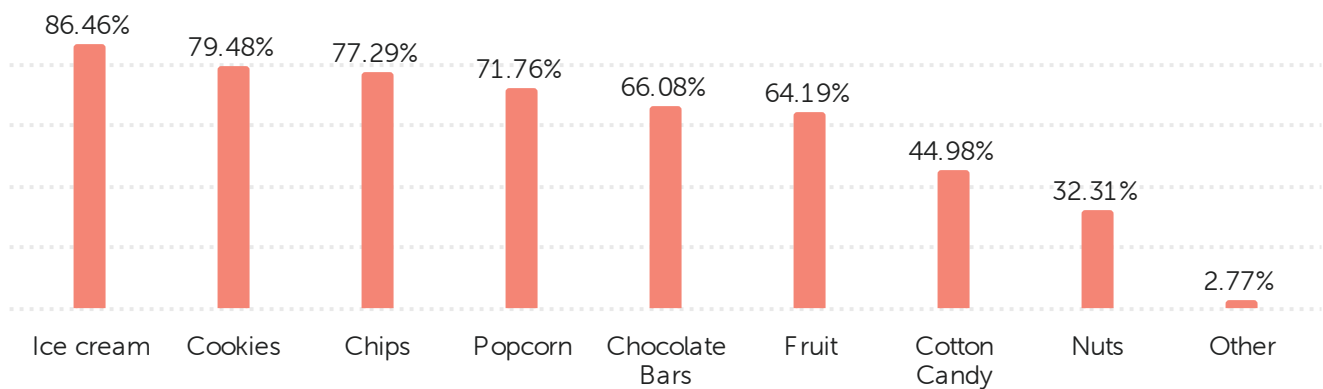
Students were then able to rank the choices they selected in the previous question, with 1 being their favourite. Thus, those with the lowest mean indicate their most favourite. The results indicate that the musician students would most prefer is Tate McRae, with a mean of 1.23 followed by T-Pain (1.67) and Lany (1.91). These results align with those displayed in Figure 7.

Favourite Snacks

Figure 8 demonstrates that students enjoy ice cream most, with 86.46% of respondents selecting this option. This is followed by cookies (79.48%), chips (77.29%) and popcorn (71.76%). Those students who selected "other" included the following answers:

- Granola bars
- Brownies
- Sunflower seeds

Figure 8: Student snack preferences



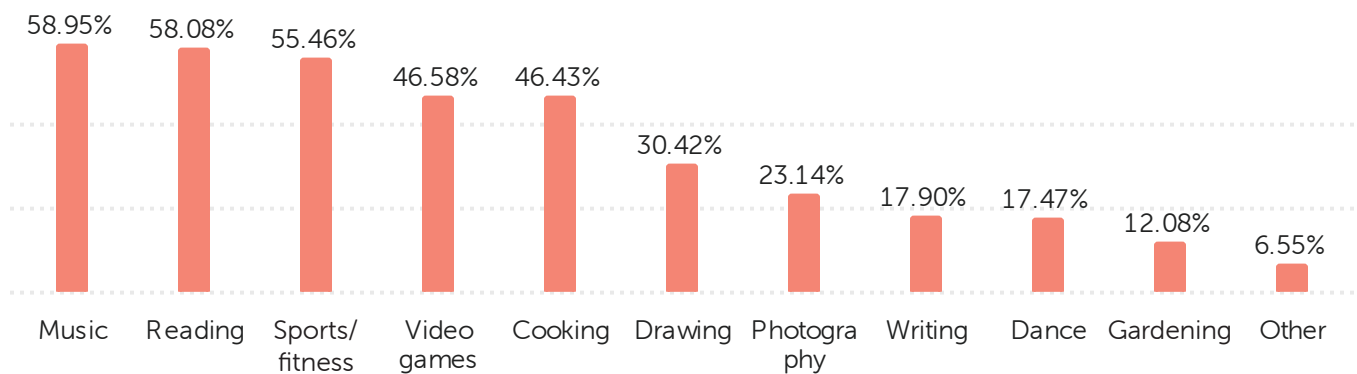
Students were then able to rank the choices they selected in the previous option, with 1 being their favourite. Thus, those with the lowest mean indicate their most favourite. "Other" had the lowest mean at 1.95, which, again, is understandable given that those respondents who took the time to add something into the "other" category are likely to rank it as their favourite. This was followed by ice cream (2.27), popcorn (3.52), chips (3.55), and cookies (3.55), which is slightly different than the order in which they appear in Figure 8.

Favourite Hobbies or Activities Outside of Academics

Figure 9 demonstrates that students' favourite hobby or activity outside of academics is music, with 58.95% of respondents selecting this option. This is followed by reading (58.08%), sports/fitness (55.46%), and video games (46.58%). Those students who selected "other" included the following answers:

- Crocheting/sewing
- Trying new foods/drinks
- Working
- Arts (painting, crafting)
- Baking
- Acting
- Puzzles, Lego and origami

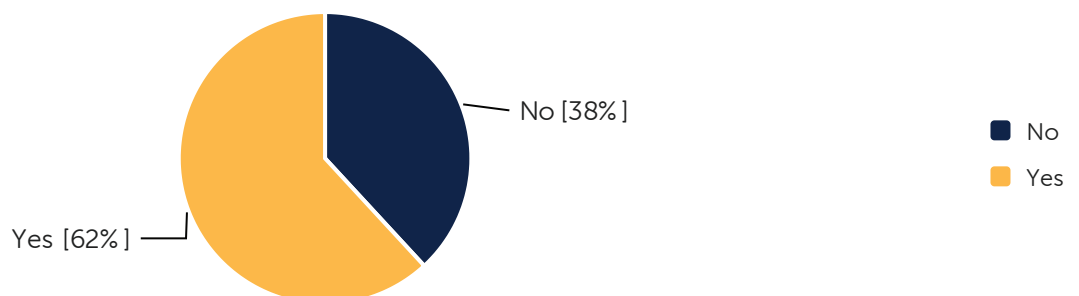
Figure 9: Favourite hobbies or activities outside of academics



WUSA Services and Operations

Are you aware of the Imprint Magazine?

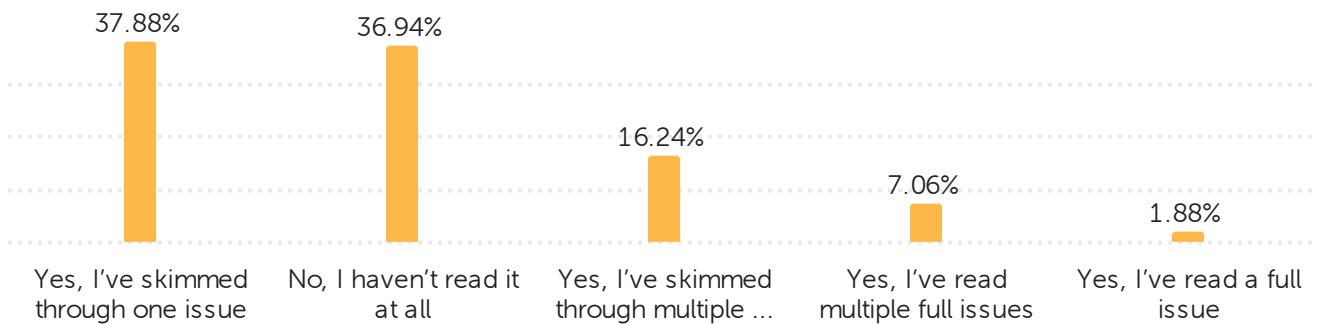
Figure 10: Are you aware of the Imprint magazine?



Have you read the Imprint magazine?

Figure 11 demonstrates that students most commonly have skimmed through one issue, with 37.88% of respondents selecting this option. This was followed closely by students not reading it at all (36.94%), and skimming through multiple issues (16.24%). Overall, most students (63.06%) have at least skimmed one issue of the Imprint magazine.

Figure 11: Have you read the imprint magazine?



Do you have any feedback on the Imprint magazine?

48 students shared their feedback on the Imprint magazine, and mentioned broad themes related to the **aesthetic, content, engagement and marketing of the magazine.**

In terms of the **aesthetic look of the magazine**, students (n = 4) spoke to the formatting and designs that left a positive first impression. Notably, students did not elaborate about the aesthetic further than surface level.

When it comes to the **magazine's content**, the good quality (n = 7) and enjoyable content (n = 6) of the magazine were mentioned in positive regards. Students that enjoyed the Imprint magazine's quality highlighted the graphic design, layout, and student written pieces and artwork as some of their favorite elements. Students also discussed the sense of unity that the content inspires through its promotional pieces regarding cultural and other campus events.

Students also provided suggestions for **improving the content** of the magazine. Some students (n=10) discussed improving the quality of the magazine by improving the editing of written pieces and using higher quality images in the magazine to ensure the best experience for readers. Another area of improvement from students was related to student disconnect (n=3) and included concerns about information being incorrect and irrelevant in relation to student interest.

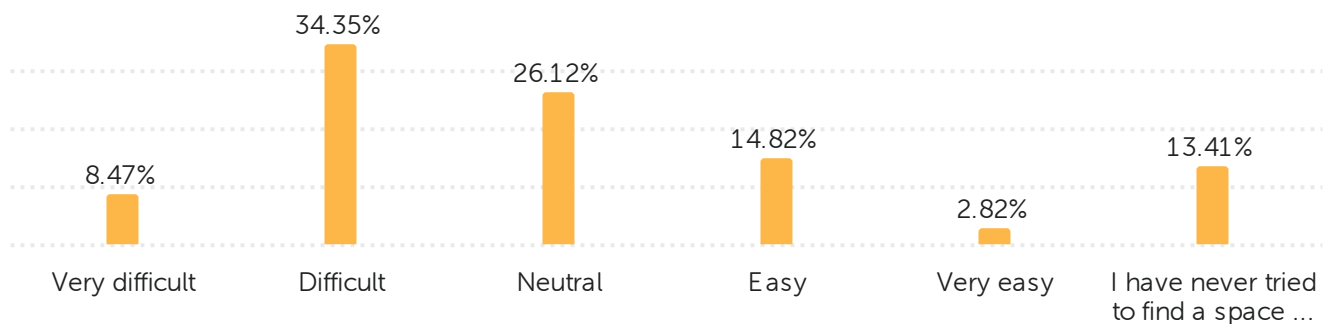
By producing quality issues of the magazine, students can better connect with and trust the magazine as a credible source. Aside from the visual and written appeal of the magazine, the interactive games were a popular student interest (n = 5). Students particularly recommended continuing the crossword puzzles, while one student even proposed including more interactive pieces, such as horoscope quizzes, that can work to best engage students. Overall, students proposed that the magazine be more consistent, stay up to date and remain excitingly relevant for students to get the most out of the content published.

Students therefore expressed a general appreciation for the magazine's overall intent through their proposed suggestions for future improvement. A complimentary suggestion was to **increase the magazine's marketing and student involvement**, which students (n = 12) believe can help the magazine to reach a larger proportion of students that are simply unaware of the magazine. Likewise, respondents (n = 3) suggested that by involving students through increased student roles in producing the magazine, student engagement would be enhanced. This would also alleviate the student disconnect that some of the students experienced.

Experience finding space to eat in the Student Life Centre (SLC)

Figure 12 demonstrates that students most commonly found it difficult to find space to eat in the SLC, with 34.35% of respondents selecting this option. This is followed by having a neutral experience (26.12%) and easy experience (14.82%).

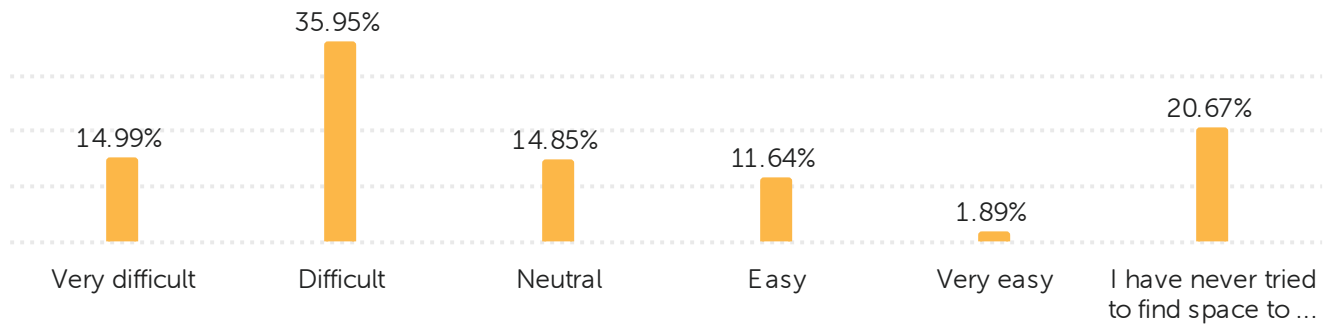
Figure 12: Experience been finding space to eat in the Student Life Centre (SLC)



Experience finding space to study in the Student Life Centre (SLC)

As seen in Figure 13, students most commonly had a difficult experience finding a space to study in the SLC, with 35.95% of respondents selecting this option. This was followed by students indicating they have never tried to find a space to study in the SLC (20.67%).

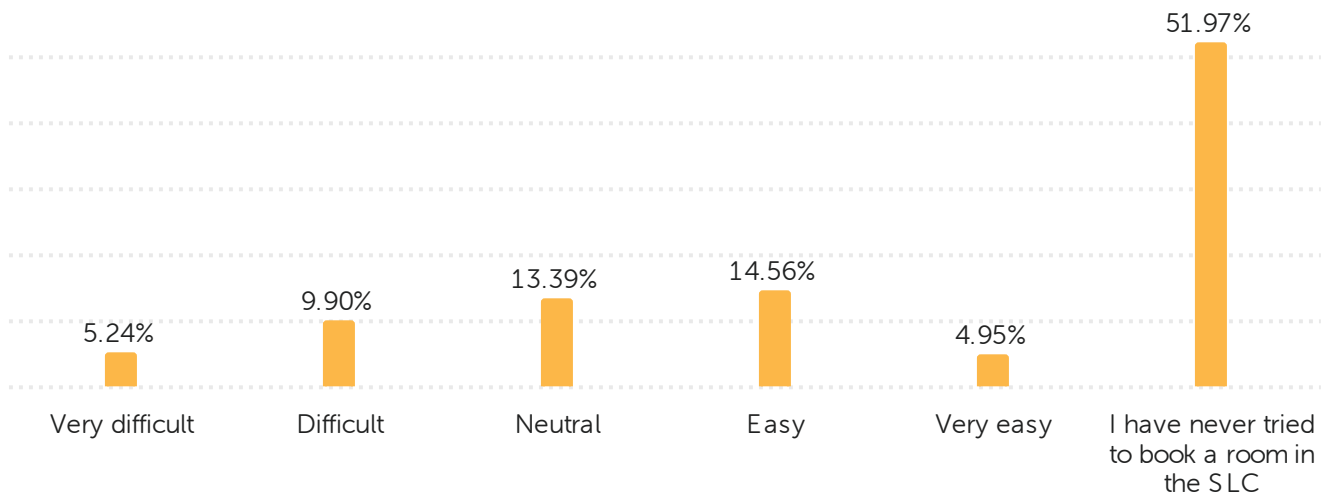
Figure 13: Experience been finding space to study in the Student Life Centre (SLC)



Experience booking a room in the Student Life Centre (SLC)

As seen in Figure 14, most students have never tried to book a room in the SLC, with 51.97% of respondents selecting this option. Of the 330 students who had booked a room, 30.30% indicated they had an easy experience, 27.88% indicated they had neutral experience, and 20.61% indicated they had a difficult experience booking a room.

Figure 14: Experience booking a room in the Student Life Centre (SLC)

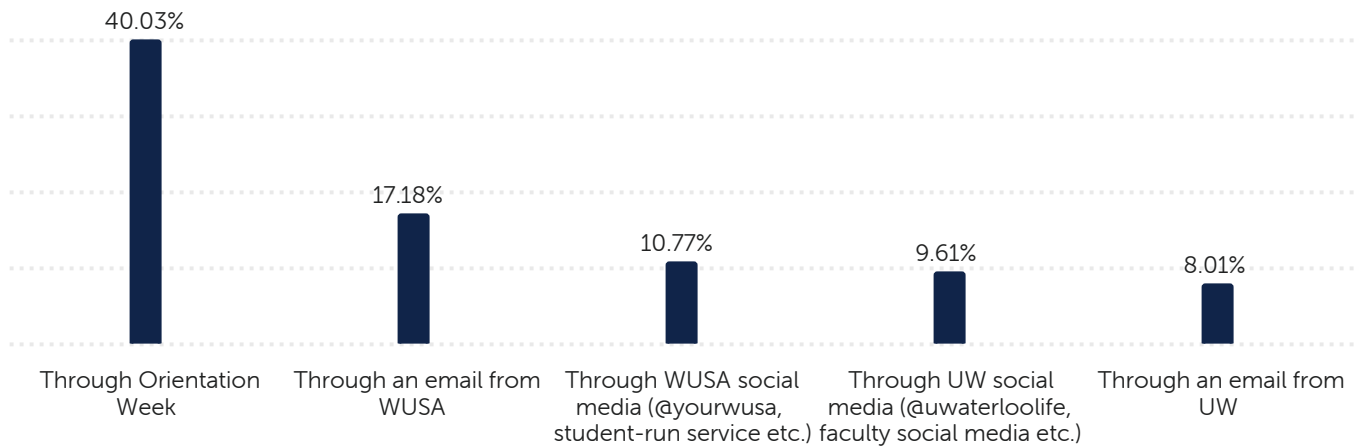


Marketing & Communications

How did you first hear about WUSA and its services?

Figure 15 demonstrates that majority of students first heard about WUSA and its services through orientation week, with 40.03% of respondents selecting this option. This is followed by through an email from WUSA (17.18%) and through WUSA’s social media (10.77%). Options with less than 8% of respondents selecting them were not included in the graph and can be reference in Appendix B. Those who selected “other” mentioned Reddit, President’s Committee, WUSA Clubs, and WUSA Box.

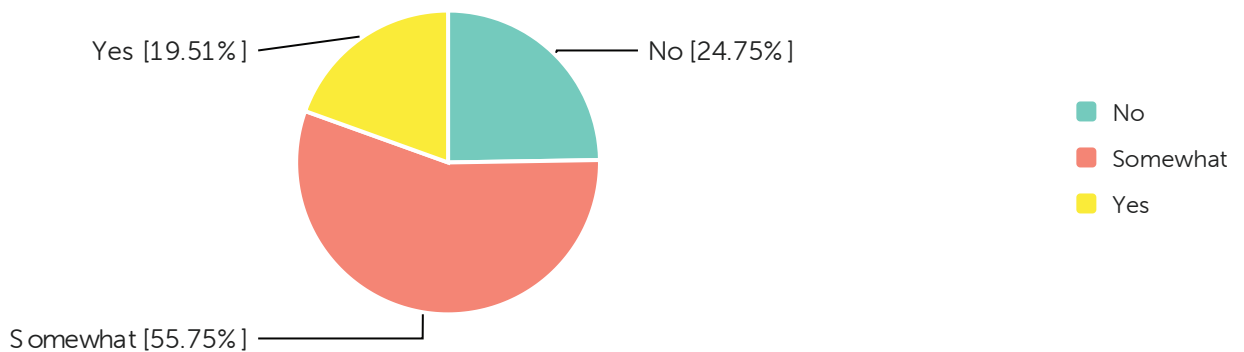
Figure 15: How did you first hear about WUSA and its services?



After hearing about WUSA and its services, did you want to become more engaged?

Figure 16 demonstrates that after hearing about WUSA and its services, most students somewhat wanted to become more engaged, with 55.75% of the respondents selecting this option.

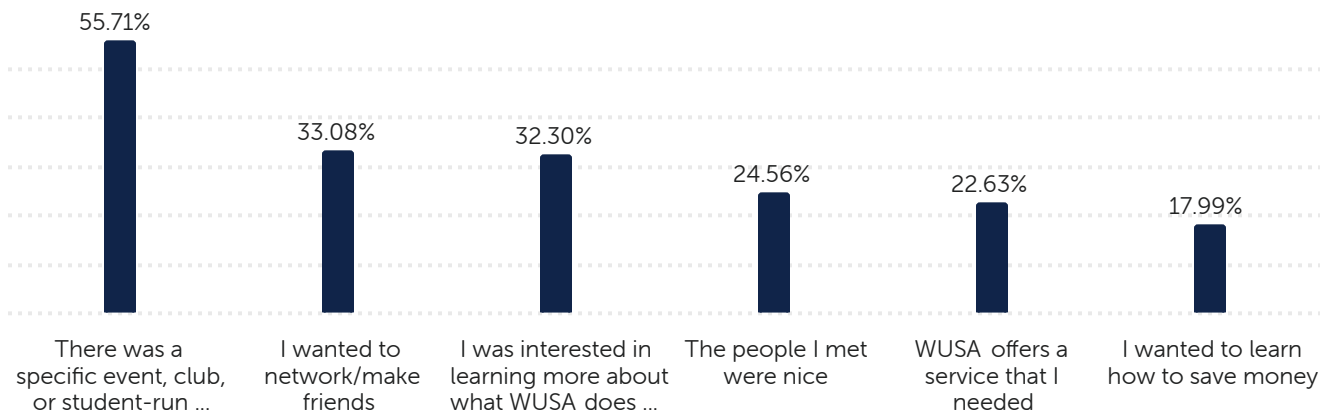
Figure 16: After hearing about WUSA and its services, did you want to become more engaged?



What made you want to become more engaged with WUSA?

Students were presented with 11 options, the top six are included in Figure 17. To view excluded options, please reference the Appendix B.

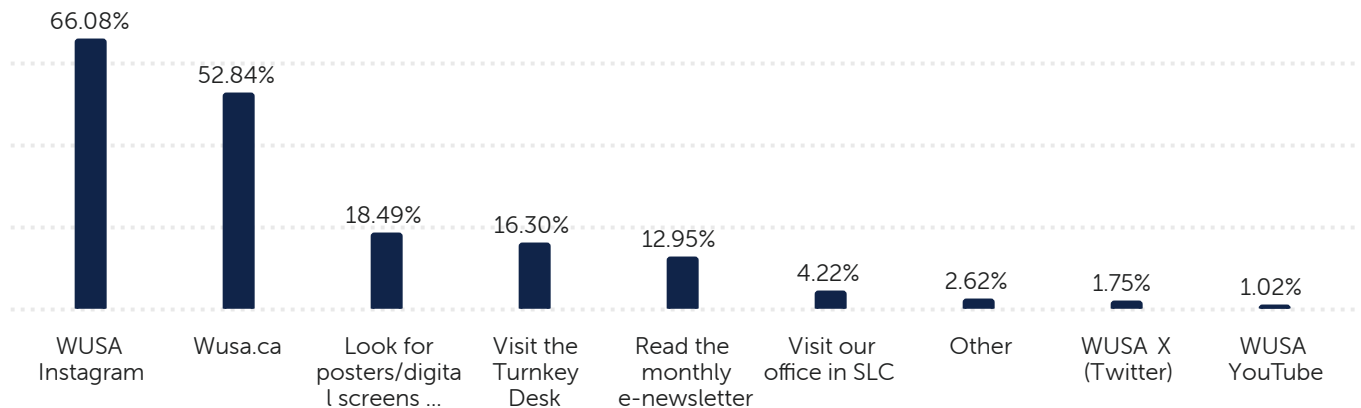
Figure 17: What made you want to become more engaged with WUSA?



Where do you go when you need to find out information about WUSA and its services?

Figure 18 demonstrates that majority of students go to WUSA’s Instagram to find out information about WUSA and its services, with 66.08% selecting this option. This is followed by wusa.ca (52.84%), looking for posters/digital screens on campus (18.49%), and visiting the Turnkey desk (16.30%).

Figure 18: Where do you go when you need to find out information about WUSA and its services?

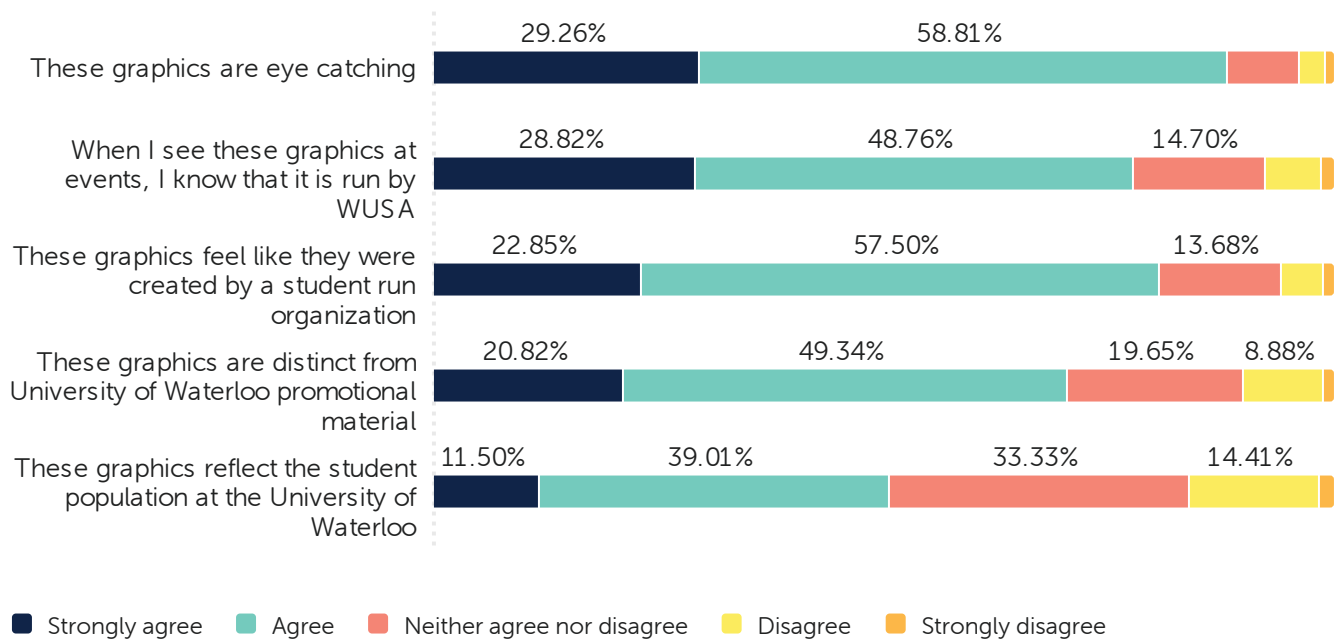


Agreement with statements about WUSA graphics

For this question, students were shown four different WUSA graphics to consider (See Appendix A). Overall, students most commonly agreed or strongly agreed with all statements. As demonstrated in Figure 19, the statement with the highest percentage of "strongly agree" and "agree" responses was **"these graphics are eye catching,"** with 88.07% of students selecting these options.

On the other hand, the statement that received the highest percentage of "neither agree nor disagree," "disagree" and "strongly disagree" responses was **"these graphics reflect the student population at the University of Waterloo"** with 33.33%, 14.41%, and 1.75% of students selecting these options, respectively.

Figure 19: Agreement with statements about WUSA graphics



Do you have any suggestions for enhancing WUSA's brand visibility and recognition among students?

74 students shared their suggestions for enhancing WUSA's brand visibility and recognition among students. Students' responses had distinguishable differences based on students understanding of the question, where some students proposed **improvements to WUSA's aesthetic and marketing**, while other students discussed how WUSA can **improve their efforts and services overall**.

Under the scope of **improving aesthetics**, students (n = 13) frequently discussed enjoying the current graphic design features that WUSA employs, such as the consistent and bright color palette and doodles that make the WUSA brand recognizable and effective. Other students (n = 16), however, mentioned areas in which WUSA could improve their look. These students' responses pointed to incorporating a unique variation of features that could complement WUSA's already consistent and recognizable brand further, such as more vibrant fonts, colors, increased visuals from around campus, and compelling vocabulary to break outside of the generic mold. A particular poster design on campus that students enjoyed and recommended WUSA continue producing similarly was the Pancake Brunch Poster

Yet, students not only had aesthetic recommendations related to WUSA's look but also to its **accessibility and inclusive functions**. Particularly, one student captured the stance of multiple students (n = 7) by suggesting that WUSA incorporate more imagery from a variety of student demographics, where another student outlined examples of student groups that could be better represented including those of different ethnicities, disabilities, and of varying ages. Other students (n = 3) mentioned having information such as dates and locations be made easier to locate through more visible font sizes, as well as increasing the visibility of the WUSA branding itself (n = 6) so that students are aware of the events and services that WUSA endorses.

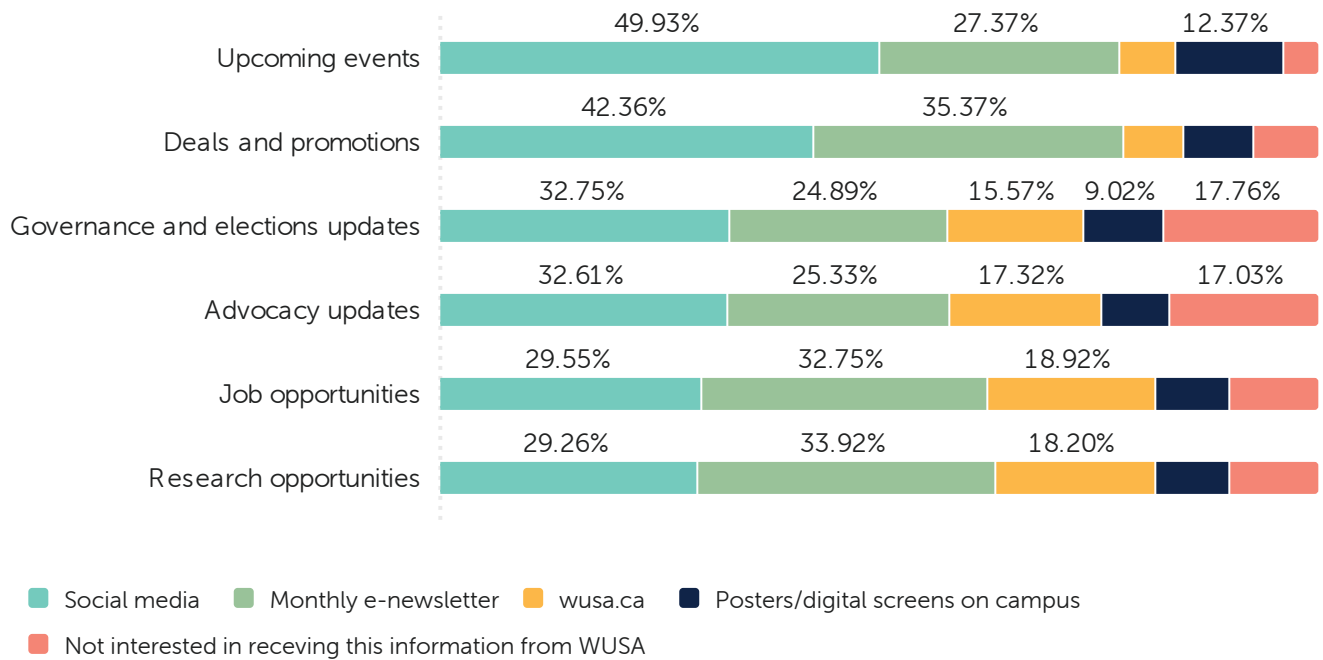
Ensuring WUSA's logo is visible on its promotional material was also a theme mentioned by students (n = 13) that proposed WUSA improve **their marketing efforts**. Students expressed that advertising WUSA's already well-made resources is a key component of reaching their student audience. Respondents suggested using a wide variety of platforms that are relatable and accommodate for students' fast-paced lives, including emails, posters, social media, and even brief student speakers in lectures to heighten the brand's visibility. Not only this, but some students (n=2) recommend WUSA implement their own merchandise to aid in their marketing efforts, while making it fun for students.

Of the suggestions mentioned in the context of **WUSA efforts and services**, students mentioned a far more diverse range of topics related to WUSA's interactions with students. In boosting WUSA's visibility and recognition, students (n = 6) most importantly suggest continuing to host a unique and fun roster of events for students to attend, while providing more information about WUSA's efforts and how students can get involved to better engage students (n = 4). Some students (n = 3) discussed how they do not fully understand what WUSA's purpose is, which is why WUSA would benefit from being transparent with students about their goals and efforts.

How would you like to receive information from WUSA in the following areas?

Overall, Figure 20 demonstrates that across all areas, social media and monthly e-newsletter were the top two ways in which students would like to receive information from WUSA.

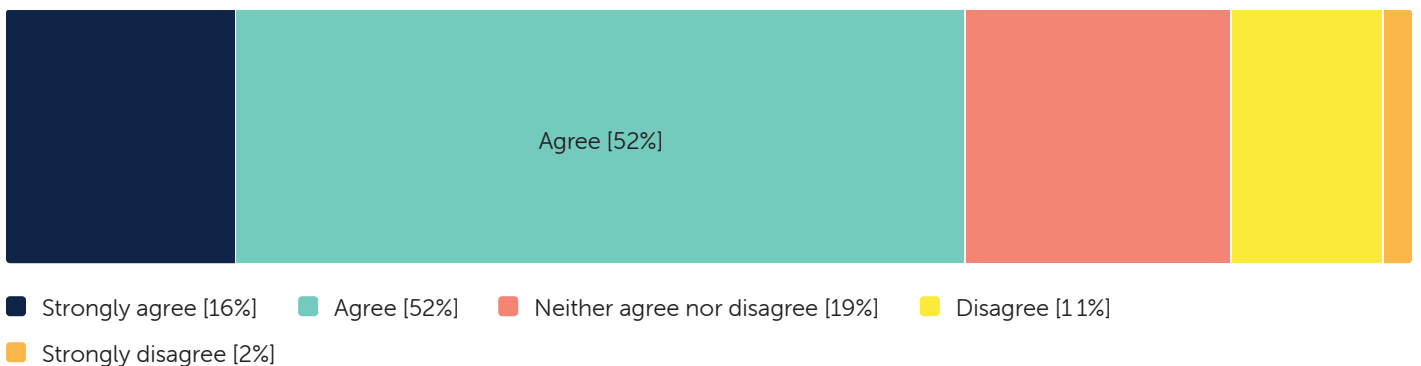
Figure 20: How would you like to receive information from WUSA in the following areas?



Agreement with the statement: I understand the distinction between WUSA and the University of Waterloo in terms of the services and support they provide me.

As demonstrated in Figure 21, most students agreed, with 51.97% of respondents selecting this option.

Figure 21: Agreement with the following statement: *I understand the distinction between WUSA and the University of Waterloo in terms of the services and support they provide me.*



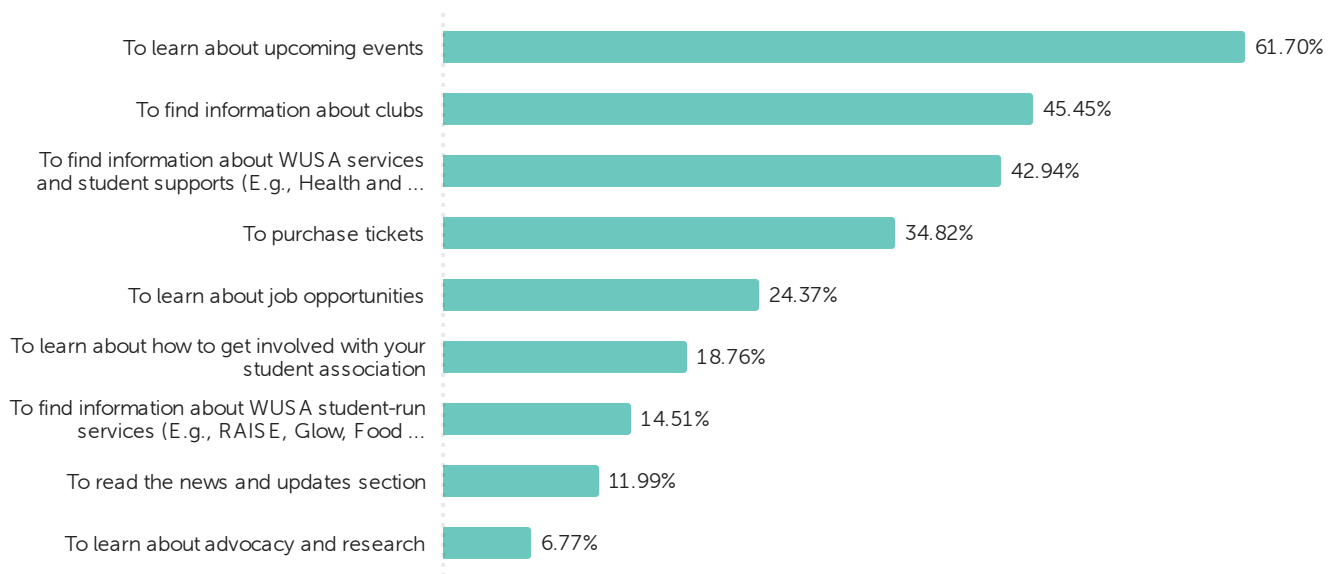
Website & User Experience

In general, why do you visit wusa.ca?

As demonstrated in Figure 22, most students visit wusa.ca to learn about upcoming events with 61.70% of students selecting this option. This was followed by students indicating they visit wusa.ca to find information about clubs (45.45%), to find information about WUSA services and student supports (42.94%), and to purchase tickets (34.82%). Those who selected “other” provided the following responses:

- Reading constitution and other student government documents
- Viewing who is on the WUSA board
- To vote

Figure 22: Reason for visiting wusa.ca



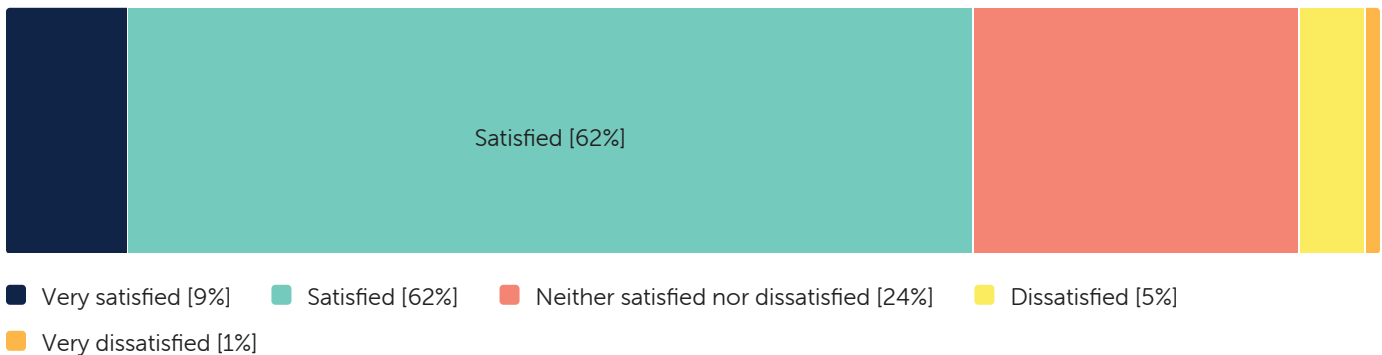
Overall, how satisfied are you with your ability to find the information you need on wusa.ca?

As seen in Figure 23, majority of students are satisfied with their ability to find information they need on wusa.ca, with 68% of respondents selecting this option.

Figure 23: Satisfaction with ability to find information on wusa.ca

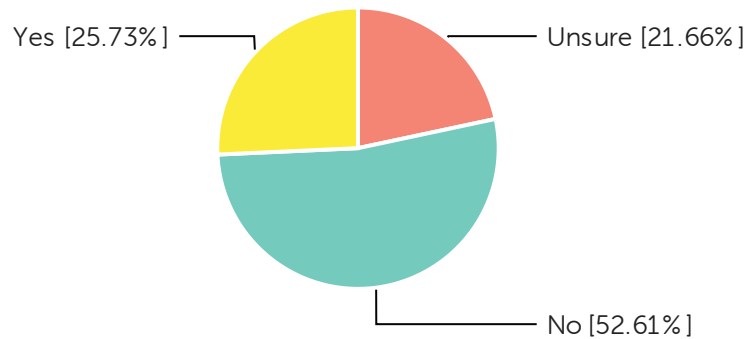
Overall, how satisfied are you with how up-to-date and informative wusa.ca is?

As seen in Figure 24, majority of students are satisfied with how up-to-date and informative wusa.ca is, with 62% of respondents selecting this option.

Figure 24: Satisfaction with how up-to-date and informative wusa.ca is

Are you aware of where you can leave feedback or ask general questions to WUSA on wusa.ca?

As demonstrated in Figure 25, majority of students selected “no” when asked if they are aware of where they can leave feedback or ask general questions to WUSA on wusa.ca, with 52.61% of respondents selecting this option. This aligns with findings outlined in Figure 2b, where “I know how to get in touch with someone at WUSA if I need to” received the most disagreement from students.

Figure 25: Awareness of where you can leave feedback or ask general questions to WUSA on wusa.ca

Do you have anything else to share about your experience using wusa.ca?

18 students elaborated on their experience with using wusa.ca. Responses to this question commonly outlined areas in which the website could make **improvements**, while only a few students mention the website as an already **suitable resource**.

The limited number of students (n = 4) that experienced the website as **functional**, pointed to the intuitive, user-friendly design that makes the website a manageable space.

Contrastingly, other students referenced the website's various **weaknesses that would benefit from improvements**. Keeping the limited sample size in mind, most respondents (n = 7) noted that the website had a lack of information. This theme was mentioned in the context of the website as a noticeboard for upcoming events, clubs, and services. Considering these contexts, students expressed that information under these categories on the website is limited and tends to lack crucial reference points such as locations and precise meeting times. One student further elaborated on the difficulty they experienced with ticketing for events on the website where "dates for [events weren't] provided" or are vaguely outlined such as tickets being released "sometime in late March." For these reasons, it is difficult for students to get involved in campus events without precise information on crucial logistical details.

Not only does limited information create barriers for students' social engagement on campus, but it also hinders the efficient use of campus services and students' participation in other important student decisions. One student proposed that the dental plan page include more detail on the insurance process to improve access to the service.

Another student shared that their voting experience in the upcoming election was made difficult by the limited information and various rabbit holes they encountered that ultimately discouraged their vote. These experiences point to the lack of ease that limited information causes students, which can negatively impact students' experience and participation on campus.

While the website often lacks the relevant information that students are seeking, other students (n = 2) pointed out that existing information on the website is often outdated, especially regarding student clubs. Specifically, the website does not clearly show which clubs are active or inactive during a particular term, causing discrepancies for students hoping to join a club that may not be available. These respondents proposed that the website be monitored to remove or add clubs accordingly, to align with each term.

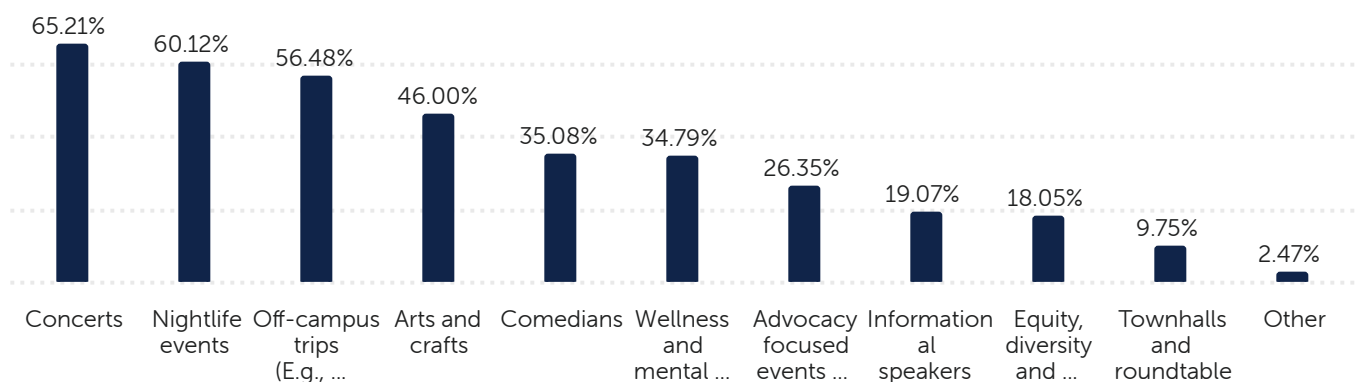
Other website weaknesses that limit students' ease of access are those related to difficulty navigating the website. This includes the disorganization of the site that students (n = 3) find required them to expend extra effort to search for their inquiries. Often, this type of difficulty was made more strenuous through non-user-friendly (n = 4) features of the website, such as hidden website channels and excessive follow-up links. Students (n = 4) also experienced technical difficulties with the site such as long loading times and glitches, all of which make accessing information a challenging task.

Student Engagement & Events

What type of events would you like to see WUSA host in the future?

As demonstrated in Figure 26, the most selected choice was concerts, with 65.21% of respondents selecting this option, followed closely by nightlife events (60.12%).

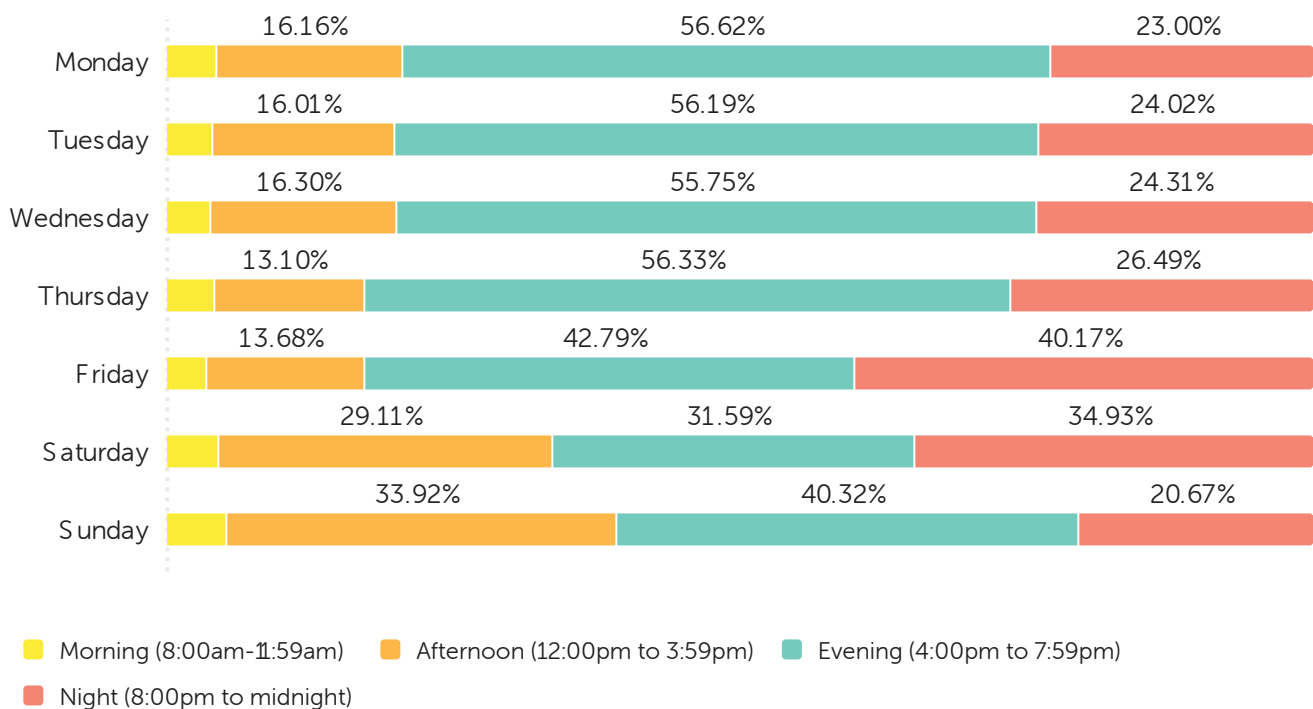
Figure 26: Interest in future WUSA Events



For each day of the week, please indicate which time of day you would prefer to attend events.

As demonstrated in Figure 32, the most popular choice for events on weekdays and Sunday was evenings (4:00-7:59pm). For Saturdays, students preferred night (8:00pm to midnight) events, with 34.93% of respondents selecting this option. Overall, for all days of the week there was little interest in morning events, and afternoon events were slightly selected more for Saturday and Sunday compared to weekdays.

Figure 27: Days and times students prefer to attend events

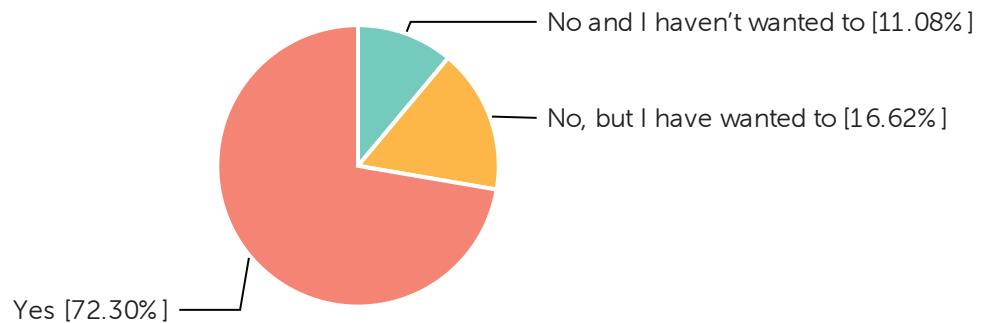


Please rank on average, which weeks within the term are you are most likely to attend events.

For this question, students ranked options with 1 being most likely, thus weeks with the lowest average ranking mean students are more likely to attend events during that week. The results show that students are more likely to attend events during Week 1-3 (e.g., during/just after orientation and welcome week), with a mean of 1.21. Students are least likely to attend events during Week 10-12 (e.g., last few weeks of class).

Have you ever attended a WUSA event?

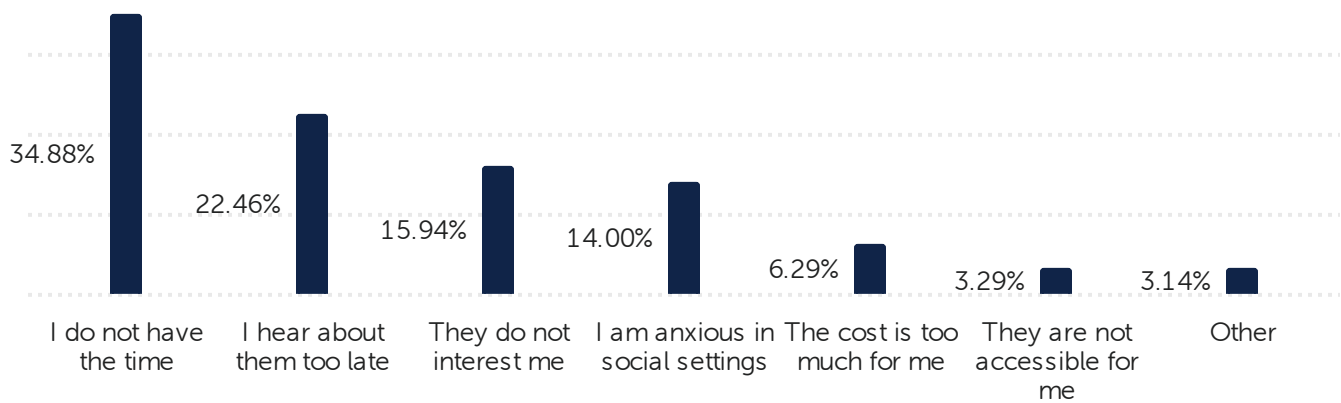
Figure 28: Have you ever attended a WUSA event?



Does anything prevent you from attending WUSA events?

As demonstrated in Figure 29, the most selected statement was "I do not have the time", with 34.88% of respondents selecting this option.

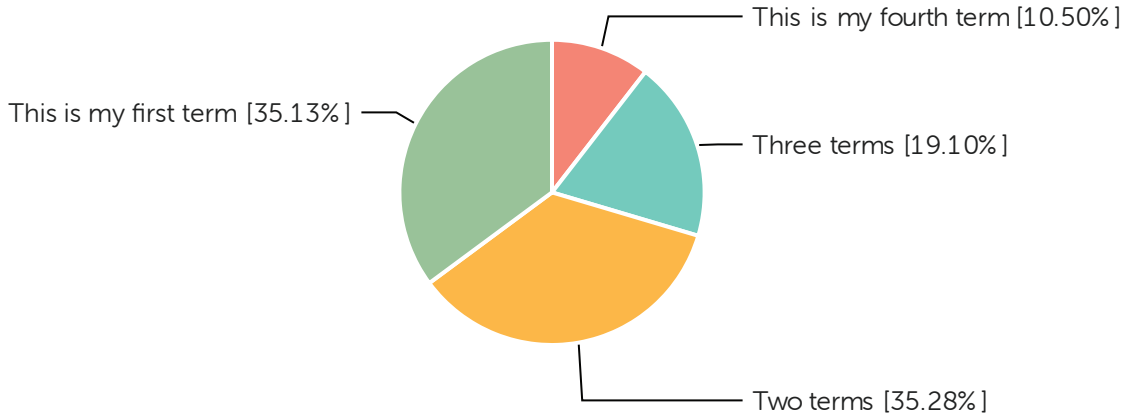
Figure 29: Does anything prevent you from attending WUSA events?



Representative Survey Platform

How many terms have you participated in the Representative Survey Platform?

Figure 30: Number of terms participating in the Representative Survey Platform



Knowledge of WUSA before and after participating in the Representative Survey Platform

Figure 31: Student knowledge of WUSA before and after participating in RSP

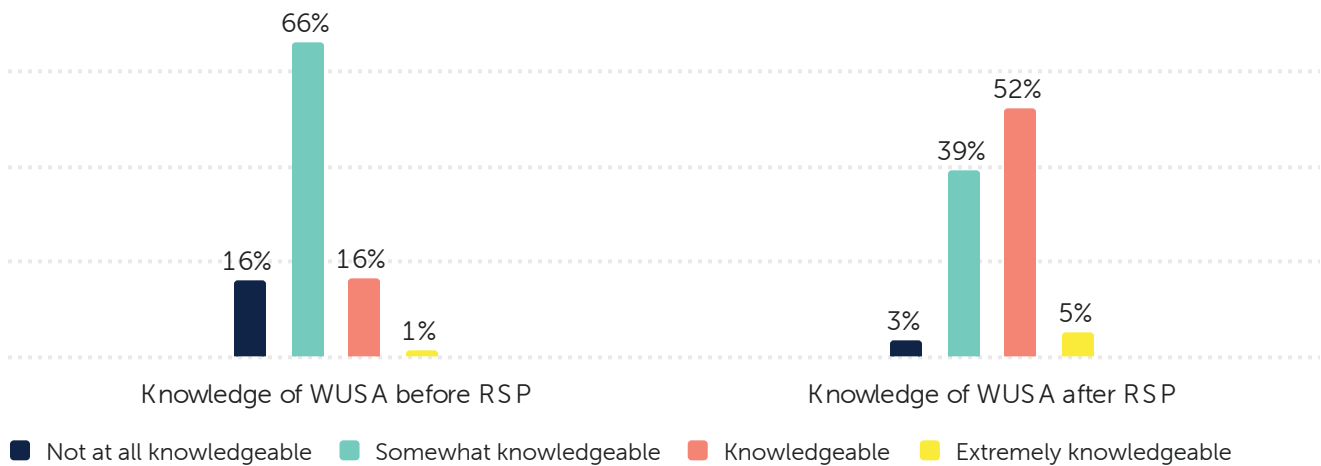


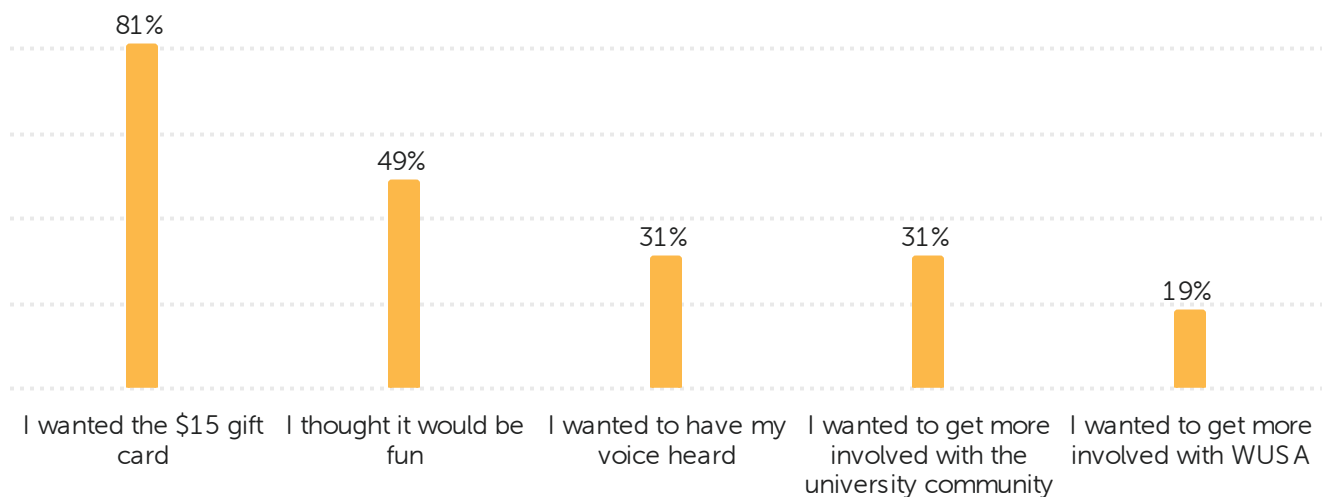
Figure 31 demonstrates that students' knowledge about WUSA has increased after participating in the RSP, with the responses of "not at all knowledgeable" decreasing from 16% to 3%. While students selecting extremely knowledgeable only increased from 1% to 5%, knowledgeable increased from 16% to 52%.

Why did you decide to participate in the Representative Survey Platform?

As demonstrated in Figure 32, the most selected choice for why students decided to participate in the RSP was to receive the \$15 gift card, with 81.05% of respondents selecting this option. Those who selected "other" provided the following responses:

- Enjoy participating in surveys
- Wanted to learn more about WUSA
- To have an opportunity to have student voices heard

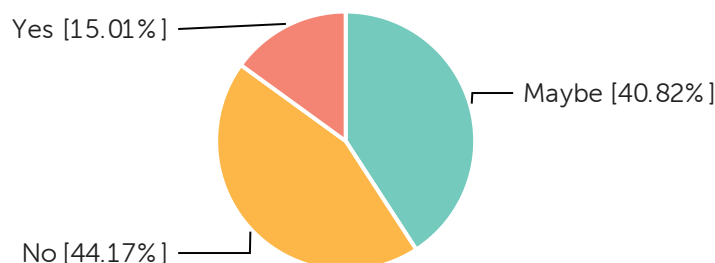
Figure 32: Why did you decide to participate in the Representative Survey Platform?



Would you participate in the Representative Survey Platform if there was not a guaranteed incentive (E.g., \$15 gift card each term)?

As demonstrated in Figure 33, students most commonly indicated that they would not participate in the RSP if there was not a guaranteed incentive (e.g., receive the \$15 gift card), with 44.17% of respondents selecting this option.

Figure 33: Would you participate in RSP if there was not a guaranteed incentive?



Do you have any other feedback about the Representative Survey Platform and your experience participating so far?

39 students shared additional information regarding their experience participating in the RSP. Students discussed a wide variety of subjects related to the program, but most frequently spoke about their motivation for participating, specifically, their **compensation**, the **user-friendly nature of the surveys**, and **having a student voice** through their responses.

Multiple students (n = 11) expressed their **appreciation for the gift card incentive**. These students shared that the survey's compensation is the motivating factor for their participation. Yet, of students that enjoyed the benefits of the survey's compensation, they also mentioned that without the incentive, they would be less inclined to participate in the survey as an honest participant. One student shared that where "the guaranteed gift card [motivated them] to put effort and time into [their] answers because [they knew that they were] getting compensated for it", they consider that "if there is only a possibility [of compensation] others may not put effort or thought into their answers since it may not be worth it for [only] a chance at a gift card." While this student only forecasted this stance from other students, this is a reality for the other respondents that discussed compensation in this capacity.

Meanwhile, other students enjoyed participating in the surveys, particularly in relation to the user-friendly nature of the program, having the opportunity to voice their opinions and having a pleasant experience overall. Students (n = 9) that experienced the survey as **user-friendly** spoke to the length, questions, and formatting of the survey that allowed their response process to run smoothly. Specifically, these students found the survey to be an adequate length that did not take too much time to complete, incorporated questions that were easy to respond to, and was formatted in a clear and easy to follow manner. Other students (n = 6) expressed a **genuine interest in sharing their opinion on important student topics**. They describe that that this platform gives students the opportunity to easily provide their opinions and feedback, which makes them feel heard and understood.

While students enjoyed getting the chance to voice their opinions, they (n = 3) also expressed a desire to see the impact of their feedback on the topics discussed. One student shared that they are "unsure about what happens when [they] submit [their] results [and] what this information is actually used for.", another student further elaborated that "it would be nice if [they] could get to see what others said too...so [they] can get a general sense of how others are also feeling". Although limited, these responses encapsulate the importance of student feedback being transformed into relevant change. Notably, making reports easier to access for students might serve as a helpful method for students to understand the direction that these research efforts take.

Conclusion

This report provides a snapshot of University of Waterloo undergraduate student preferences and behaviours, as well as their engagement and satisfaction with various aspects of WUSA services and operations. Overall, students feel positively about WUSA, however, there is room for improvement when it comes to demonstrating to students how WUSA acts on their feedback and increasing awareness of how students can get in contact with WUSA if they need support. Similarly, students demonstrate a high level of agreement with statements about WUSA's six promise areas. However, it is notable that a large percentage of students chose to "neither agree nor disagree" with all statements, potentially indicating that students are unclear as to how WUSA keeps its promise to students.

We continue to see that most students engage with WUSA through Instagram and want to receive information from there, in addition to the monthly e-newsletter and wusa.ca. Beyond social media, students engage with WUSA most through the SLC Turnkey Desk. When it comes to communicating information to students, they are satisfied with how up-to-date wusa.ca is, as well as their ability to find information they need on the website. An area of difficulty for students was finding space to study and eat within the SLC.

Most students first heard about WUSA and its services through Orientation Week and wanted to become more engaged with WUSA because of specific events or services that they were interested in. Many students do, in fact, engage with WUSA through attending events, however, it is notable that many students indicated that they do not attend events because they do not have the time. Another way of engaging with WUSA is through the RSP, and students even indicate an increase in knowledge about WUSA through participating in this program. Moreover, students engage with the program predominantly due to the incentive and most also indicated that they would not participate if there was not a guaranteed incentive.

In terms of student preferences and behaviours, we found that most students stay in Waterloo most weekends and are most interested in concerts and nightlight events. They also prefer to attend events in the evenings on every day other than Saturday, where the preference is for night events. Students also prefer to attend events in weeks 1-3 of the term.

These findings should serve to help inform how WUSA can engage with students in a way that caters to their needs and preferences.

Demographic Comparison

Demographic information is collected from RSP respondents when they sign up to participate. The following graphs show the demographic breakdown of students who participated in this survey. This participant data is also compared to the actual University of Waterloo student population data available through IAP Student headcount. This comparison data includes co-op, international students, faculty and year of study.

Figure 34: Do you identify as disabled?

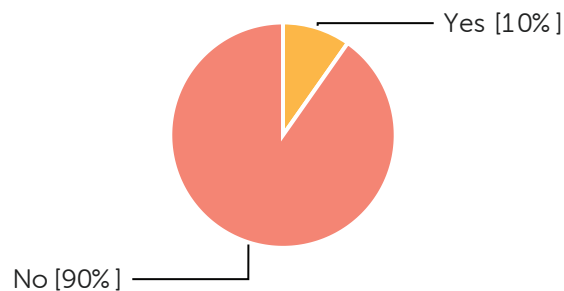


Figure 35: What is your gender identity?

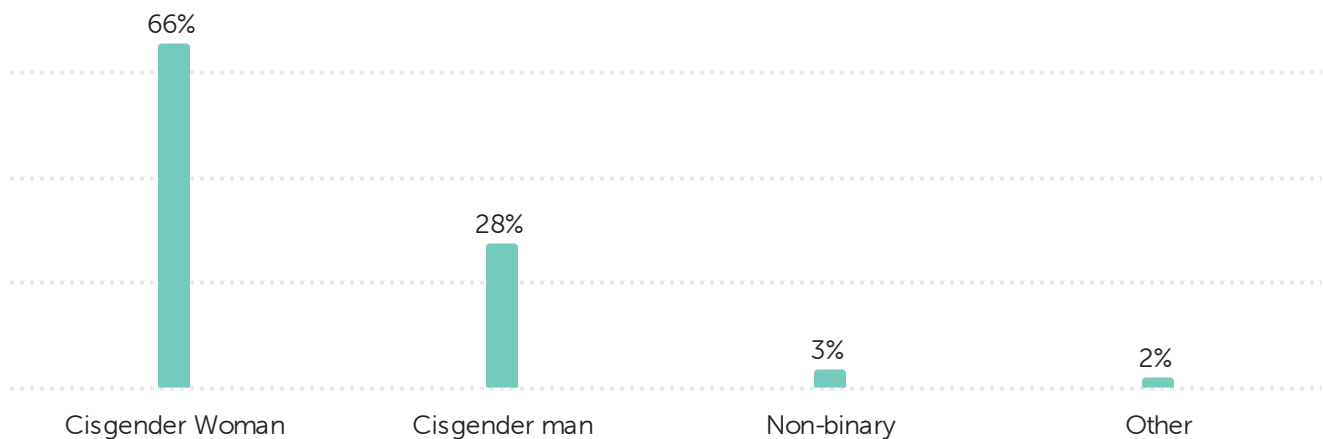
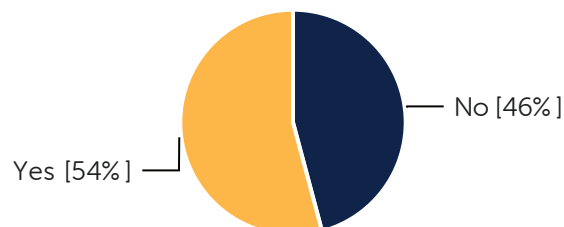


Figure 36: Do you identify as racialized?



As seen in Figure 37, we over selected Art, Science, Health and Environment student and under select ed Engineering and Math students.

Figure 37: Faculty

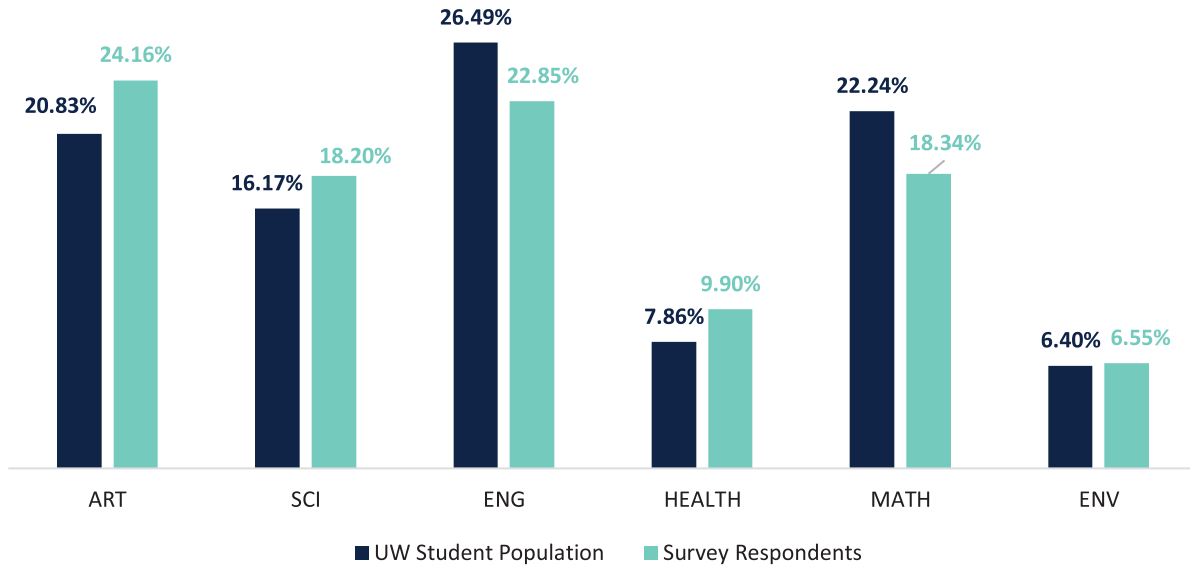


Figure 38: Are you a co-op student?

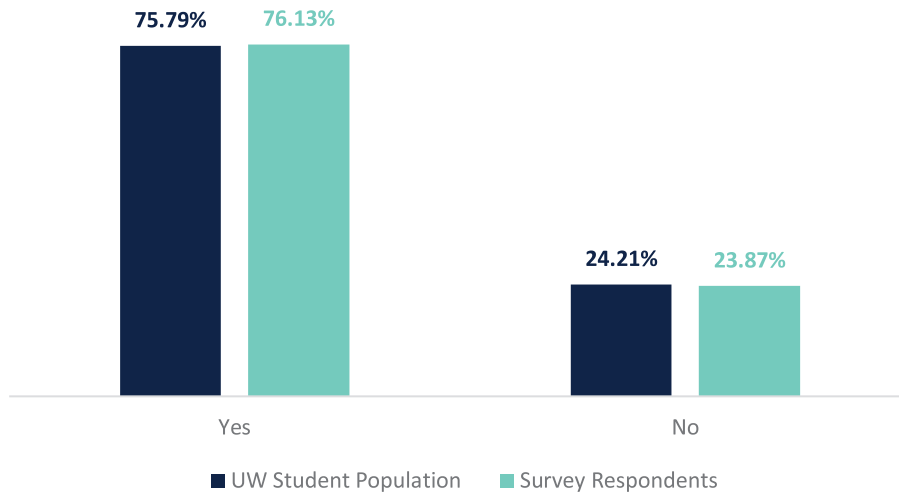
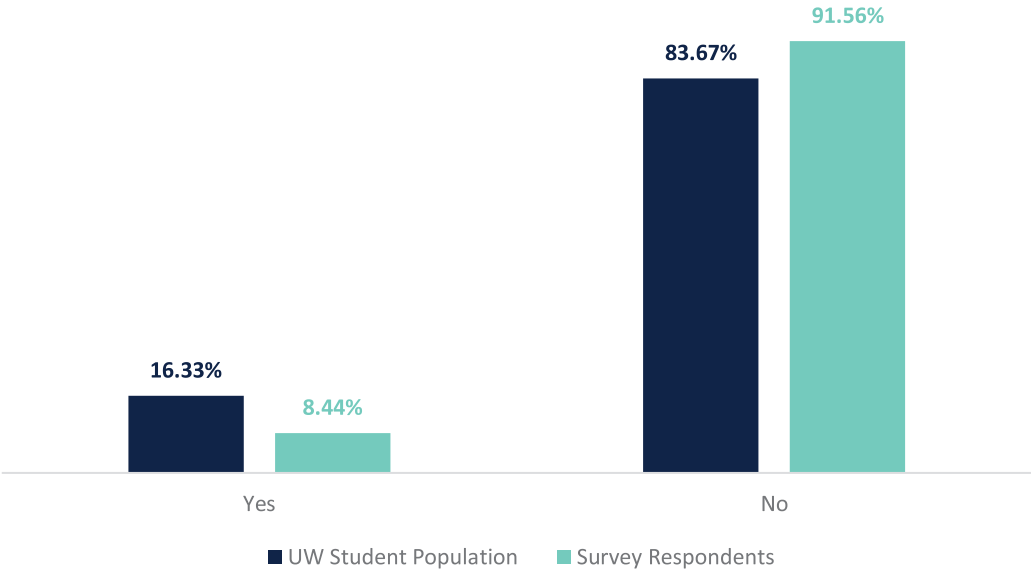


Figure 39: Year of Study



As seen in Figure 39, we over selected first-year, fourth-year and 5+ year students while we under selected second-year students. Third-year students were representative. Note that while University data includes “NL” students, our demographic survey did not provide that option to students.

Figure 40: Are you an interntional student?



Appendix A: WUSA Graphics

WUSA
WELCOME WEEK
 SEPT 11-15

LET'S GO!

EVENTS * FOOD * PRIZES
CARNIVAL, FOOD, GAMES AND MORE

Subscribe to the mailing list & download the event calendar for the latest info at wusa.ca/events.

WATERLOO UNDERGRADUATE
WUSA
 STUDENT ASSOCIATION

Pancake Brunch

Great memories, pancakes & fun!

FREE FOR ALL UNDERGRADS

Visit wusa.ca for more details and upcoming events.

@yourwusa

TAKE BACK THE NIGHT

SEPT 21 6PM-9PM GAUKEL BLOCK

Join for a march in Downtown Kitchener to end gender-based violence.

Transportation provided with limited spots. Register at wusa.ca/events

Coming to the event?
 Join us on Sept 19 to make signs, pins, and crafts to prepare for the march!

- 12PM - 4PM
- SLC Multi-Purpose Room

WATERLOO UNDERGRADUATE
WUSA
 STUDENT ASSOCIATION

YOUR CHOICE, OUR FUTURE.

It's time to cast your vote for the 2024-2025 WUSA Board of Directors.

Voting Period
 February 12, 2024 – February 14, 2024

Scan here to vote!

vote.wusa.ca

WATERLOO UNDERGRADUATE
WUSA
 STUDENT ASSOCIATION

Appendix B: Survey Questions

WUSA Engagement

1. In which of the following ways have you engaged with WUSA in the past six months (E.g., since September 2023)? [MC – Select all that apply]

- a. Engaged with our social media (E.g., followed, liked, shared, commented)
- b. Visited the Turnkey Desk (SLC)
- c. Attended one of our events
- d. Participated in a WUSA club
- e. Participated in Orientation Week
- f. Attended and/or watched a Board Meeting
- g. Attended a Roundtable
- h. Visited/accessed one of our Student-Run Services (E.g., Bike Centre, RAISE, Women's Centre)
- i. Accessed one of our commercial operations (E.g., Fed Bus, Flock Stop, The Dispensary)
- j. Worked or volunteered for WUSA
- k. Other

2. Please indicate your agreement with the following statements: [Matrix with options for strongly agree, agree, neither agree nor disagree, disagree, strongly disagree]

- a. I know what WUSA does for me as a student
- b. I know how to get in touch with someone at WUSA if I need to
- c. I see WUSA as a trusted source to go to for resources and up-to-date news about student life at Waterloo
- d. WUSA advocates for issues that are important to me
- e. WUSA provides important services
- f. WUSA improves my undergrad experience outside of the classroom
- g. WUSA provides good value for the fees I pay
- h. WUSA acts on my feedback

3. WUSA strives to keep our promise to students in six different areas. Please indicate your agreement with the following statements about these areas: [Matrix with options for strongly agree, agree, neither agree nor disagree, disagree, strongly disagree]

- a. WUSA and its staff are supportive and compassionate
- b. WUSA and its staff are community-focused and inclusive
- c. WUSA and its staff are knowledgeable and approachable

General Student Preferences

- d. WUSA and its staff are accountable and honest
- e. WUSA and its staff are responsive and adaptable
- f. WUSA and its staff are engaging and relatable

4. Please select the option that best describes where you typically spend your weekends. [MC – Select One]

- a. I stay in Waterloo every weekend
- b. I stay in Waterloo most weekends
- c. I leave Waterloo most weekends
- d. I am never in Waterloo on the weekends

5. Which of the following movie/show genres do you enjoy? [MC – Select all that apply]

- a. Comedy
- b. Drama
- c. Horror/thriller
- d. Action
- e. Romance
- f. Science Fiction
- g. Fantasy
- h. Documentary
- i. Other

- j. I do not enjoy any movie/show genres [Make exclusive – skip to Q7]

6. Please rank your favourite movie/show genres, with 1 being your favourite. [Rank Order]

- a. Carry forward choices from [Q5] that are [selected choices – entered text]

7. Which of the following music genres do you enjoy? [MC – Select all that apply]

- a. Classic rock
- b. Indie rock
- c. Country
- d. Pop
- e. Hip hop/RnB
- f. Metal/hard rock
- g. Jazz
- h. K-pop

- i. Electronic
- j. Alternative
- k. Other

l. I do not enjoy any music genres [Make exclusive – skip to Q9]

8. Please rank your favourite music genres, with 1 being your favourite. [Rank Order]

a. Carry forward choices from [Q7] that are [selected choices – entered text]

9. Which of the following musicians would you like to see if they were performing on campus? [MC – Select all that apply]

- a. Tate McRae
- b. LANY
- c. Role Model
- d. T-Pain
- e. Two Friends-Big Bootie Mix
- f. I would not like to see any of these musicians perform on campus [Make exclusive – skip to Q11]

10. Please rank which musician you would prefer to see perform on campus, with 1 being your most preferred [Rank Order]

a. Carry forward choices from [Q9] that are [selected choices – entered text]

11. Which of the following snacks do you enjoy? [Multiple choice – select all that apply]

- a. Ice cream
- b. Popcorn
- c. Nuts
- d. Fruit
- e. Cotton Candy
- f. Chocolate Bars
- g. Chips
- h. Cookies
- i. Other

j. I do not enjoy any snacks [Make exclusive – skip to Q13]

12. Please rank your favourite snacks, with 1 being your favourite. [Rank Order]

a. Carry forward choices from [Q11] that are [selected choices – entered text]

13. What are your favourite hobbies or activities outside of academics? [MC – Select all that apply]

- a. Drawing
- b. Photography
- c. Reading
- d. Writing
- e. Sports/Fitness
- f. Dance
- g. Video games
- h. Cooking
- i. Gardening
- j. Music
- k. Other

Services & Operations

14. Are you aware of the Imprint magazine? [MC – Select One]

- a. Yes
- b. No [Skip to Q18]

15. Have you read the Imprint magazine? [MC – Select One]

- a. Yes, I've skimmed through one issue
- b. Yes, I've skimmed through multiple issues
- c. Yes, I've read a full issue
- d. Yes, I've read multiple full issues
- e. No, I haven't read it at all

16. Do you have any feedback on the Imprint magazine? [DO NOT display if 15e is selected]**17. In general, how has your experience been finding space to eat in the Student Life Centre (SLC)? [MC – Select One]**

- a. Very difficult
- b. Difficult
- c. Neutral
- d. easy
- e. very easy

- f. I have never tried to find a space to eat in the SLC

18. In general, how has your experience been finding space to study in the Student Life Centre (SLC)? [MC – Select One]

- a. Very difficult
- b. Difficult
- c. Neutral
- d. Easy
- e. Very easy
- f. I have never tried to find space to study in the SLC

19. In general, how has your experience been booking a room in the Student Life Centre (SLC)? [MC – Select One]

- a. Very difficult
- b. Difficult
- c. Neutral
- d. Easy
- e. Very easy
- f. I have never tried to book a room in the SLC

Marketing & Communications

20. How did you first hear about WUSA and its services? [MC – Select One]

- a. Through Orientation Week
- b. Through WUSA social media (@yourwusa, student-run service etc.)
- c. Through UW social media (@uwaterloolife, faculty social media etc.)
- d. Through posters/digital screens on campus
- e. Through wusa.ca
- f. Through an email from WUSA
- g. Through an email from UW
- h. At a booth on campus
- i. Through an event on campus
- j. Through someone that we involved at WUSA already (volunteer, promo team, staff, club member)
- k. Through a friend
- l. Other

22. What made you want to become more engaged with WUSA? [MC – Select all that apply display only if 21a or b is selected]

- a. The people I met were nice
- b. There was a specific event, club, or student-run service I was interested in
- c. I was interested in learning more about what WUSA does for me
- d. I wanted to learn how to save money
- e. I wanted to get involved in student government in general
- f. I wanted to network/make friends
- g. WUSA offers a service that I needed
- h. I had an issue that I thought WUSA could support me with
- i. The overall WUSA branding caught my eye
- j. I was interested in/looking for a part-time job
- k. Other

23. Where do you go when you need to find out information about WUSA and its services? [MC – Select all that apply]

- a. Wusa.ca
- b. WUSA Instagram
- c. WUSA X (Twitter)
- d. WUSA YouTube
- e. Visit the Turnkey Desk
- f. Visit our office in SLC
- g. Read the monthly e-newsletter
- h. Look for posters/digital screens on campus
- i. Other [Text box]

24. Consider the following WUSA graphics. Please indicate your agreement with the following statements: [Matrix with options for strongly agree, agree, neither agree nor disagree, disagree, strongly disagree]

- a. These graphics are eye catching
- b. These graphics feel like they were created by a student-run organization
- c. These graphics reflect the student population at the University of Waterloo
- d. These graphics are distinct from University of Waterloo promotional material
- e. When I see these graphics, they are easily recognizable as WUSA material

25. Do you have any suggestions for enhancing WUSA's brand visibility and recognition among students? [Text box]

26. How would you like to receive information from WUSA in the following areas? [Matrix with options for monthly e-newsletter, wusa.ca, social media, posters/digital screens on campus, not interested in receiving this information from WUSA]

- a. Deals and promotions
- b. Upcoming events
- c. Job opportunities
- d. Governance and elections updates
- e. Advocacy updates
- f. Research opportunities

27. Please indicate your agreement with the following statement: I understand the distinction between WUSA and the University of Waterloo in terms of the services and support they provide me. [MC – Select One]

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

Website & User Experience

28. How would you describe your level of engagement with wusa.ca? [MC – Select One]

- a. I regularly visit wusa.ca
- b. I have visited wusa.ca a few times
- c. I have never visited wusa.ca [Skip to Q34]

29. In general, why do you visit wusa.ca? [MC – Select all that apply]

- a. To learn about how to get involved with your student association
- b. To learn about advocacy and research
- c. To learn about upcoming events
- d. To learn about job opportunities
- e. To purchase tickets
- f. To read the news and updates section
- g. To find information about clubs
- h. To find information about WUSA services and student supports (E.g., Health and Dental Plan, Empower Me, GRT UPass)

- i. To find information about WUSA student-run services (E.g., RAISE, Glow, Food Support Service)
- j. Other

30. Overall, how satisfied are you with your ability to find the information you need on wusa.ca?

[MC – Select One]

- a. Very satisfied
- b. Satisfied
- c. Neither satisfied nor dissatisfied
- d. Dissatisfied
- e. Very dissatisfied

31. Overall, how satisfied are you with how up-to-date and informative wusa.ca is? [MC – Select One]

- a. Very satisfied
- b. Satisfied
- c. Neither satisfied nor dissatisfied
- d. Dissatisfied
- e. Very dissatisfied

32. Are you aware of where you can leave feedback or ask general questions to WUSA on wusa.ca?

[MC – Select One]

- a. Yes
- b. No
- c. Unsure

33. Do you have anything else to share about your experience using wusa.ca? [Text box]

Student Engagement & Events

34. What type of events would you like to see WUSA host in the future? [MC – Select all that apply]

- a. Townhalls and roundtables (E.g., with the purpose of engaging with WUSA Board members and staff, learning more about WUSA and fostering open dialogue)
- b. Nightlife events

- c. Arts and crafts
- d. Advocacy focused events (E.g., housing, transportation)
- e. Equity, diversity and inclusion focused events
- f. Wellness and mental health focused events
- g. Off-campus trips (E.g., Blue Jays game, Canada's Wonderland)
- h. Concerts
- i. Comedians
- j. Informational speakers
- k. Other

35. For each day of the week, please indicate which time of day you would prefer to attend events. [Matrix with options for Morning (8:00am to 11:59am); Afternoon (12:00pm to 3:59pm); Evening (4:00pm to 7:59pm); Night (8:00pm to midnight)]

- a. Monday
- b. Tuesday
- c. Wednesday
- d. Thursday
- e. Friday
- f. Saturday
- g. Sunday

36. Please rank, on average, which weeks within the term are you are most likely to attend events, with 1 being most likely. [Rank order]

- a. Week 1-3 (E.g., during orientation and welcome week)
- b. Week 4-6 (E.g., before reading week)
- c. Week 7-9 (E.g., after reading week)
- d. Week 10-12 (E.g., last few weeks of class)

37. Have you ever attended a WUSA event? [MC – Select One]

- a. Yes
- b. No, but I have wanted to
- c. No and I haven't wanted to

38. Does anything prevent you from attending WUSA events? [MC – Select all that apply]

- a. They are not accessible for me
- b. I am anxious in social settings
- c. I hear about them too late

- d. I do not have the time
- e. They do not interest me
- f. The cost is too much for me
- g. Other

Research & Consultation

39. How many terms have you participated in the Representative Survey Platform? [MC – Select One]

- a. This is my first term (Winter 2024)
- b. Two terms (Fall 2023, Winter 2024)
- c. Three terms (Spring 2023, Fall 2023, Winter 2024)
- d. This is my fourth term (Winter 2023, Spring 2023, Fall 2023, Winter 2024)

40. How knowledgeable about WUSA were you before participating in the Representative Survey Platform? [MC – Select One]

- a. Not at all knowledgeable
- b. Somewhat knowledgeable
- c. Knowledgeable
- d. Extremely knowledgeable

41. How knowledgeable about WUSA are you after participating in the Representative Survey Platform? [MC – Select One]

- a. Not at all knowledgeable
- b. Somewhat knowledgeable
- c. Knowledgeable
- d. Extremely knowledgeable

42. Why did you decide to participate in the Representative Survey Platform? [MC – Select all that apply]

- a. I wanted to have my voice heard
- b. I thought it would be fun
- c. I wanted to get more involved with the university community
- d. I wanted to get more involved with WUSA
- e. I wanted the \$15 gift card
- f. Other

43. Would you participate in the Representative Survey Platform if there was not a guaranteed incentive (E.g., \$15 gift card each term)? [MC – Select One]

- a. Yes
- b. No
- c. Maybe

44. Do you have any other feedback about the Representative Survey Platform and your experience participating so far?