



*Double Degree
Class of 2021
Profile*

Introduction





This is cool and all, but what exactly IS the Double Degree program?

We're glad you asked! The Double Degree program is a joint program between the University of Waterloo and Wilfrid Laurier University. In the program, students work towards obtaining a Bachelor of Business Administration (BBA) from Wilfrid Laurier University, and either a Bachelor of Mathematics (BMath) or Bachelor of Computer Science (BCS) from the University of Waterloo. Students work towards both degrees simultaneously over 5 years, while also completing 3-5 co-op terms.

Welcome to the DD Class of 2021 Profile!

5 years. 2 degrees. 9 or 10 academic terms. 3, 4, or 5 co-op terms. Surely that's enough time to get to know the people in your cohort, right?

Well that's what we thought, until we realized that there was still so much to uncover regarding the Double Degree Class of 2021. Hence, inspired by the many UW engineering class profiles of previous years, we thought it'd be fun to compile our very own class profile for our respective cohort. After all, what's the point in a stats major if you don't put some of it to use!

With this profile, we hoped to glean some insights into who exactly our classmates are. We conducted this survey in July and August 2021. Of the 117 graduating students in the program, we received 49 responses. This represents a 42% response rate (47% of BBA/BMath & 27% of BBA/BCS; 49% of WLU-based & 35% of UW-based).

All questions were optional. We asked questions relating to their time at Laurier and Waterloo, including questions related to academics, co-ops, social lives, or lacktherof. We also asked questions on where they will be going beyond their time here, what they'll miss the most, and threw in some other fun questions along the way.

While this is not intended to be, nor is, a robust representation or generalization of the DD program and other cohorts, we do hope it offers some thought into our class and the collective experiences we have all been through. It's been a thrill to put this together, and we hope you enjoy reading through it.

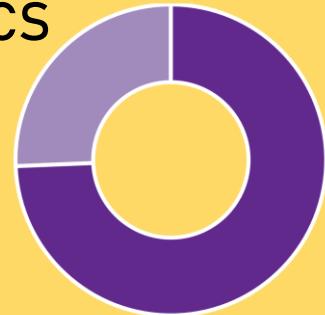
Note: This profile is NOT affiliated with the University of Waterloo or Wilfrid Laurier University, and the entire process of putting this together was the independent efforts of the students in the cohort.

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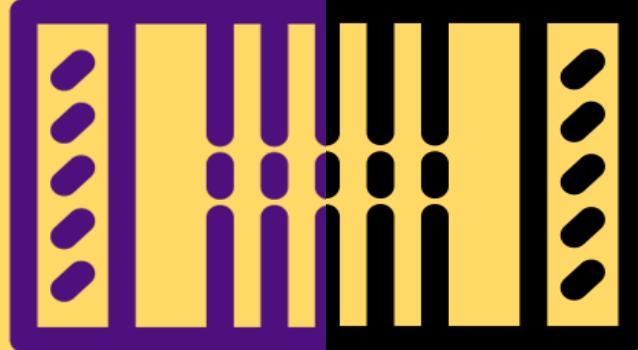
Some quick facts about the DD Class of 2021

26%*
BBA/BCS

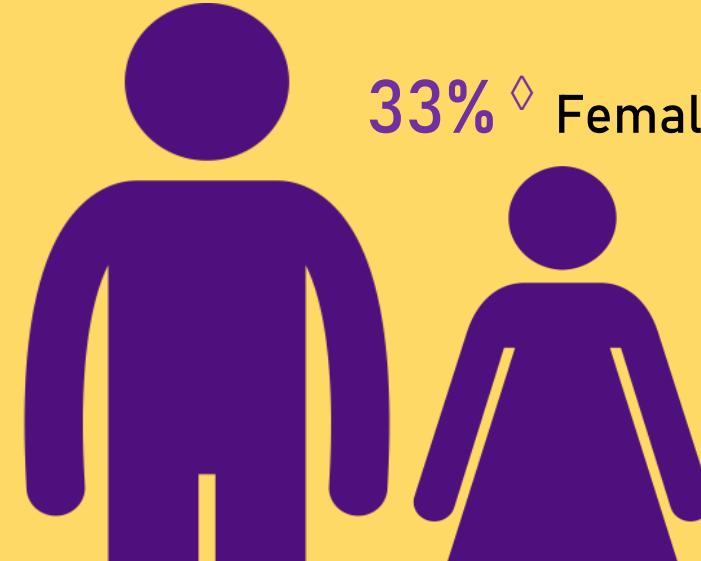


74%*
BBA/BMath

49%* 51%*
WLU-based UW-based



67%◊ Males
33%◊ Females



63%◊ have parents who immigrated here

35%◊ immigrated here themselves

8%◊ are international students



55%* graduated in Spring 2021



42%* graduated in Winter 2021



3%◊ will graduate in Fall 2021

◊ From survey results.

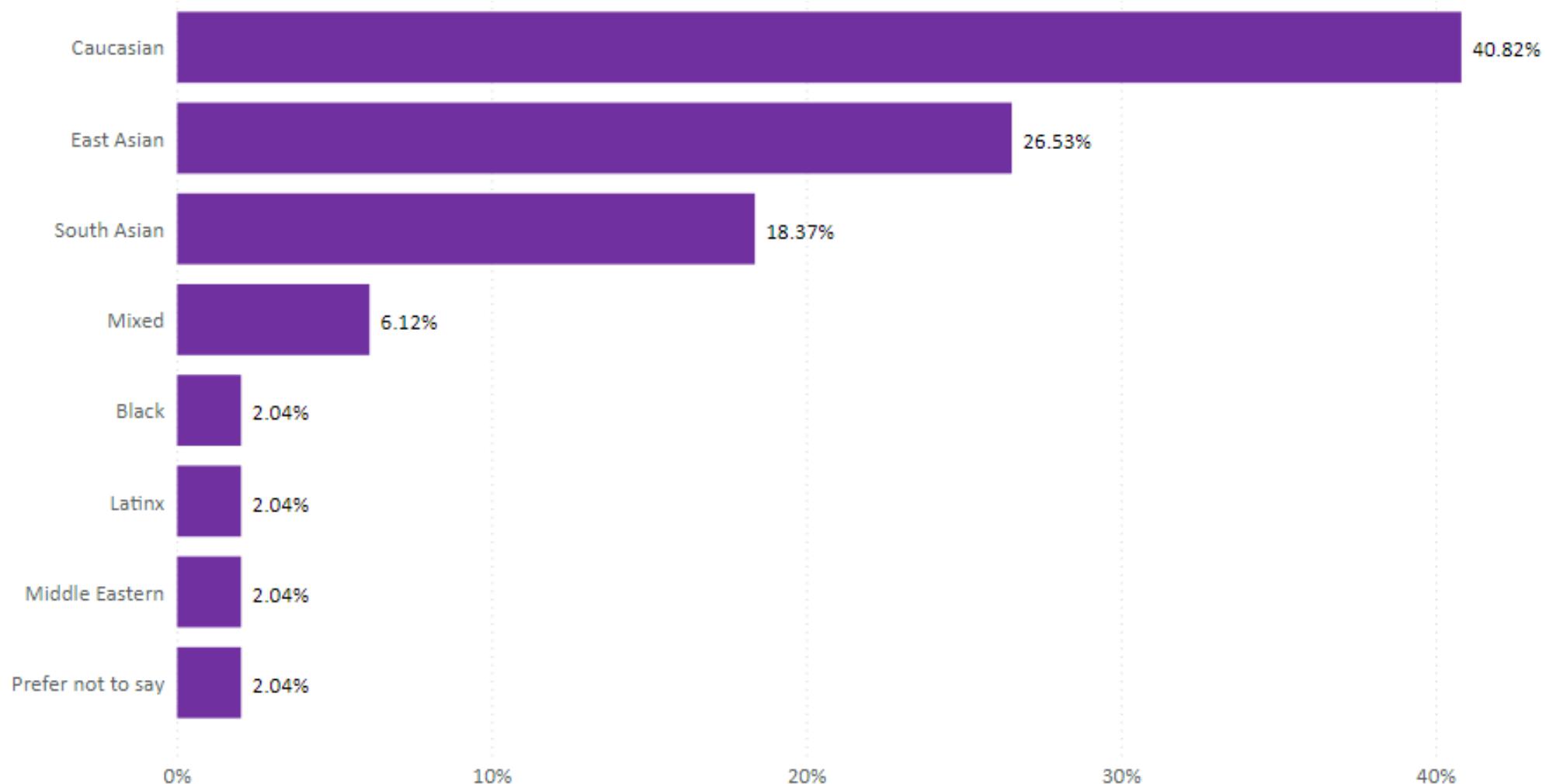
* From actual figures (based on the convocation program).



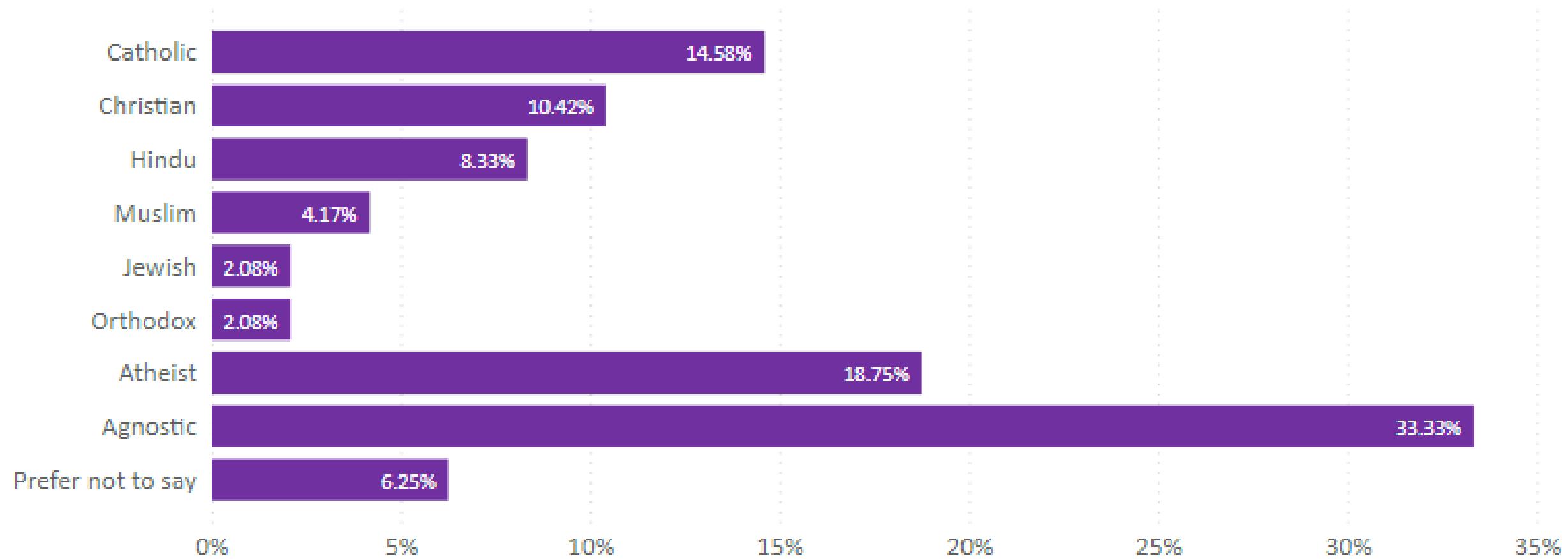
Demographics



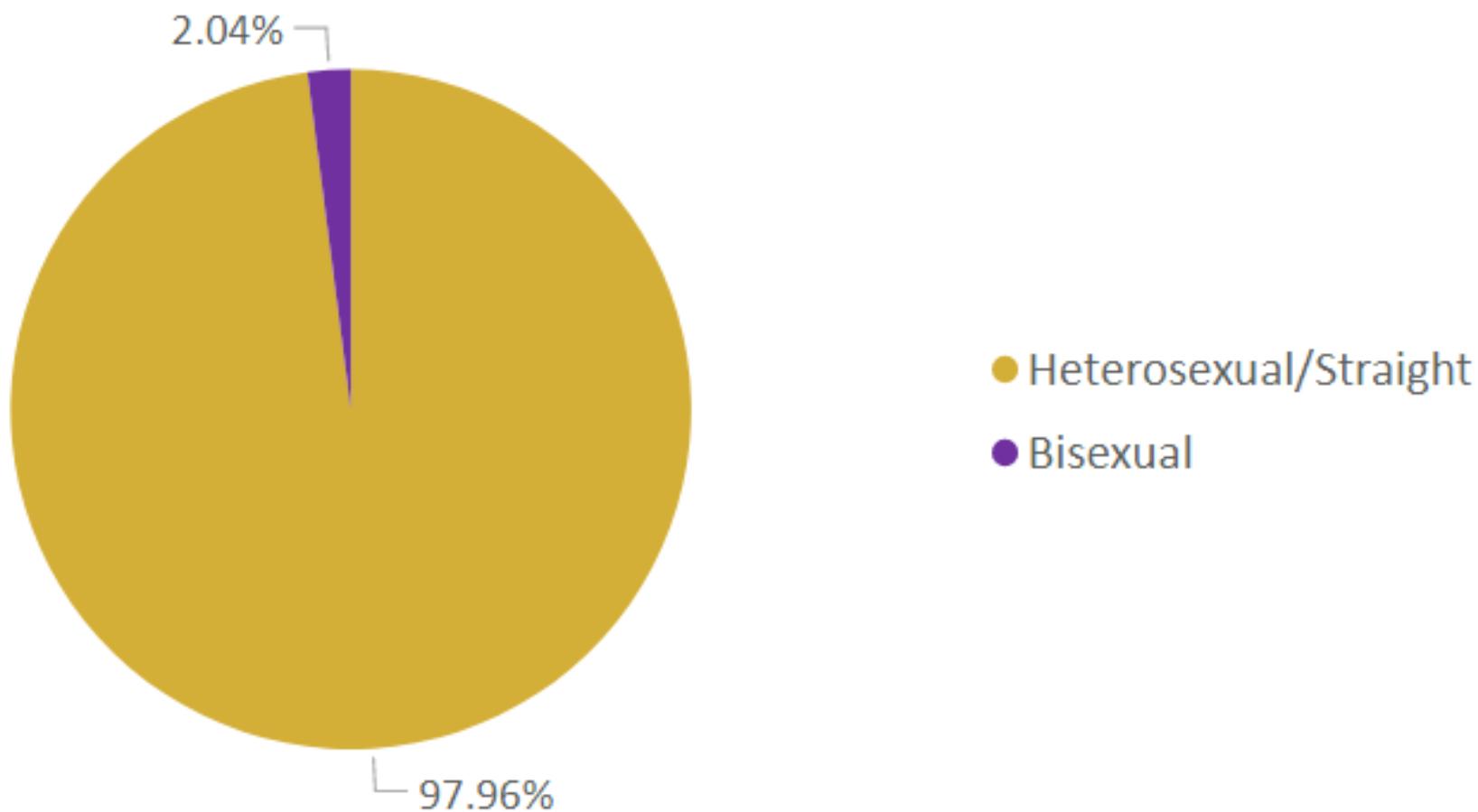
Students' Ethnicity



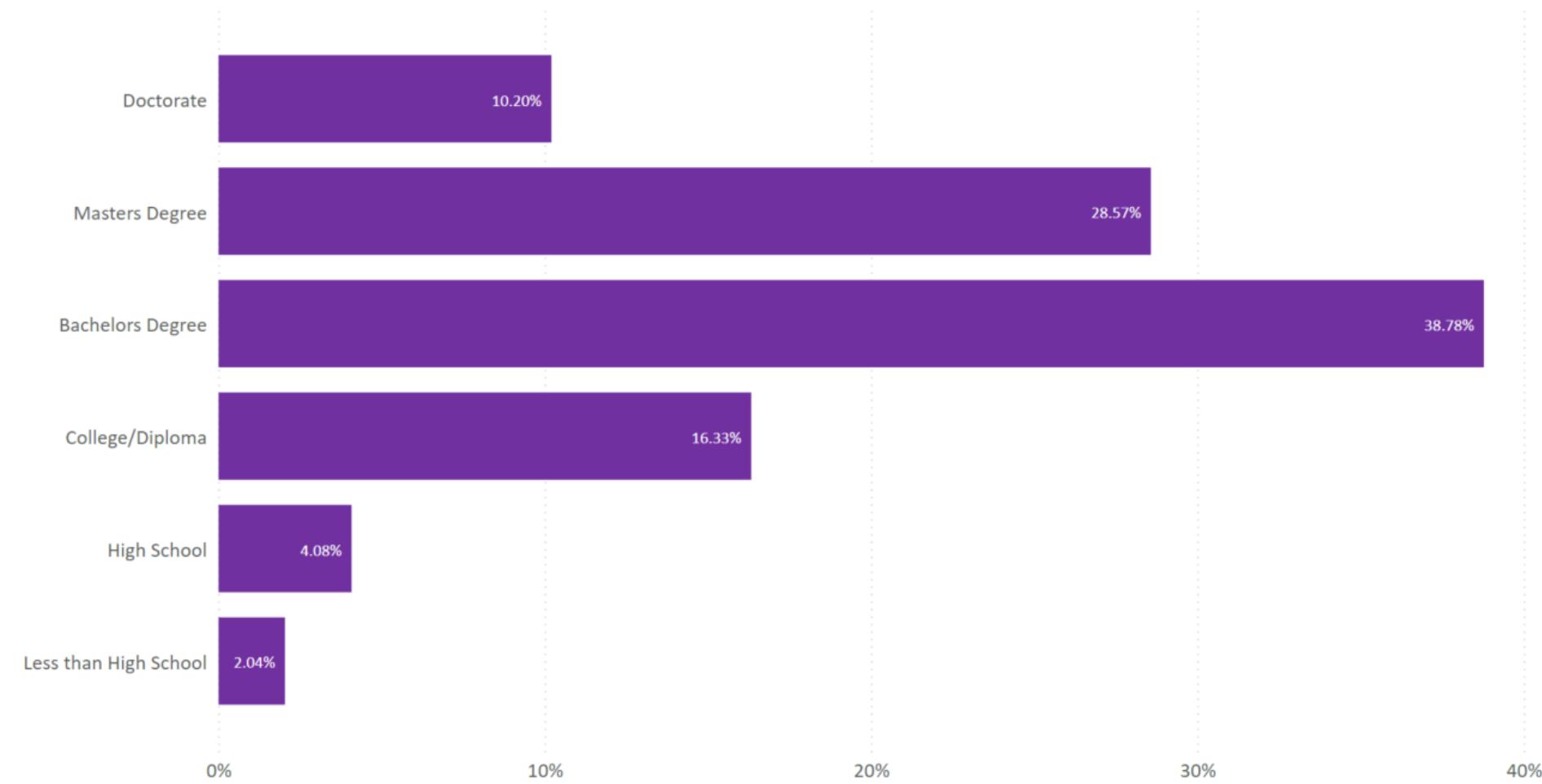
Students' Religion



Students' Sexual Orientation



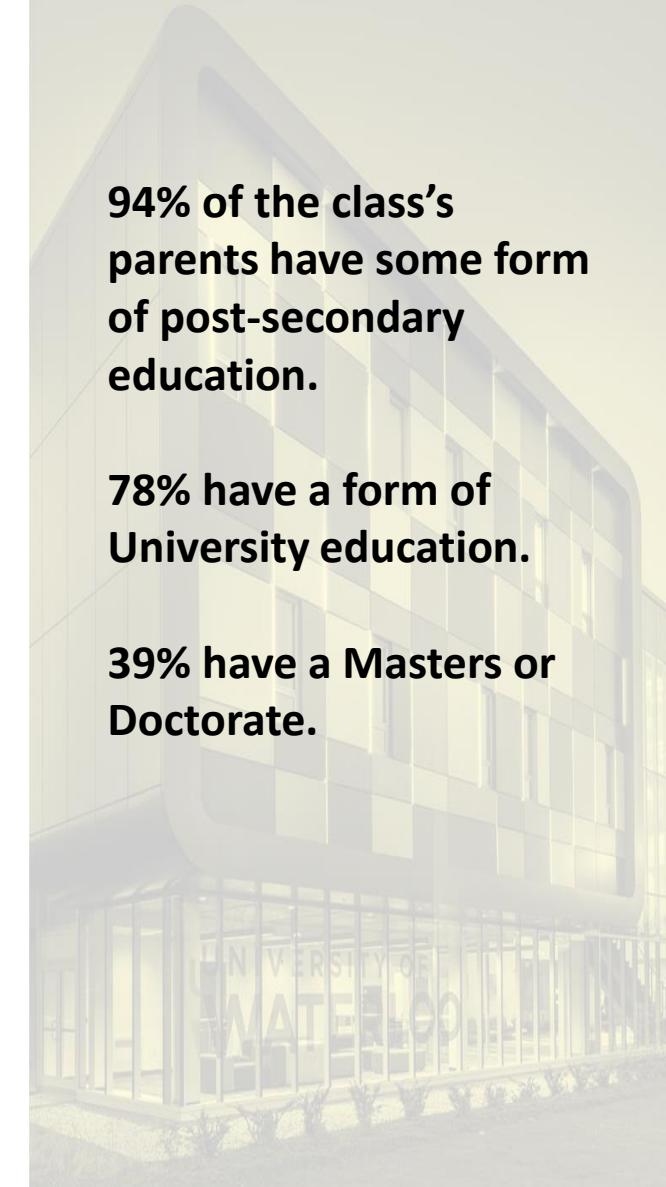
Education Level of Students' Parents

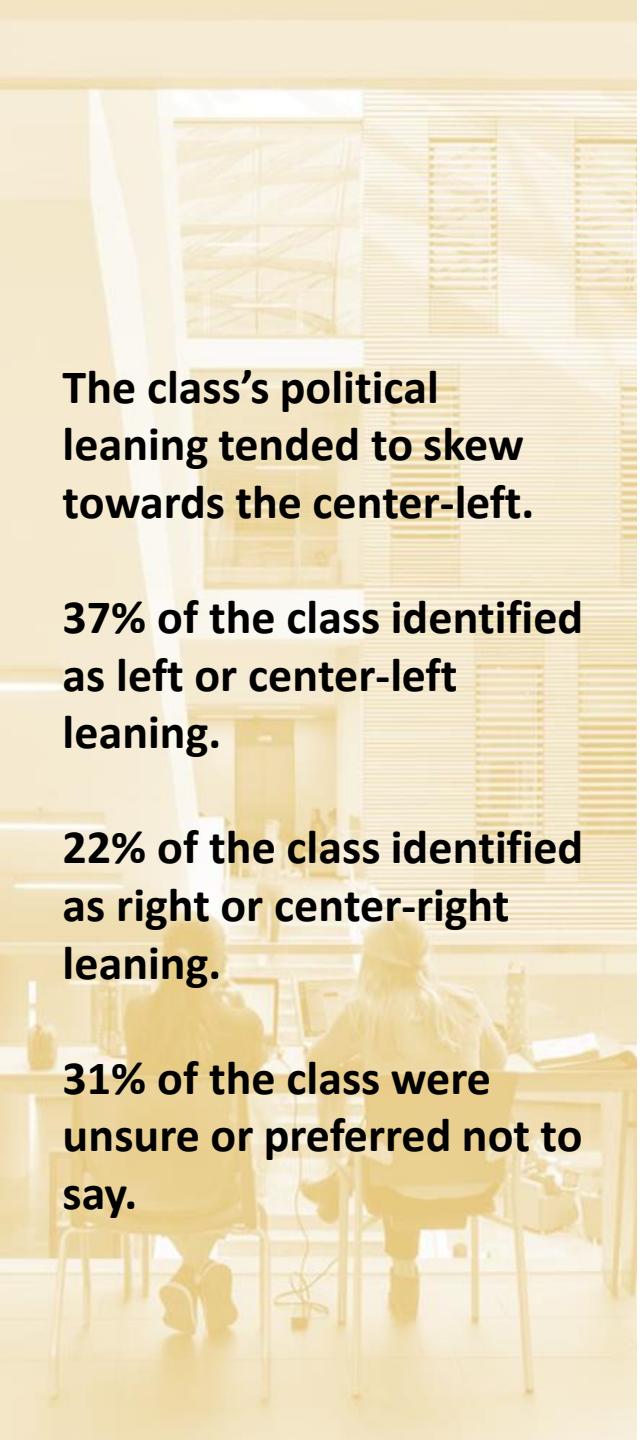


94% of the class's parents have some form of post-secondary education.

78% have a form of University education.

39% have a Masters or Doctorate.





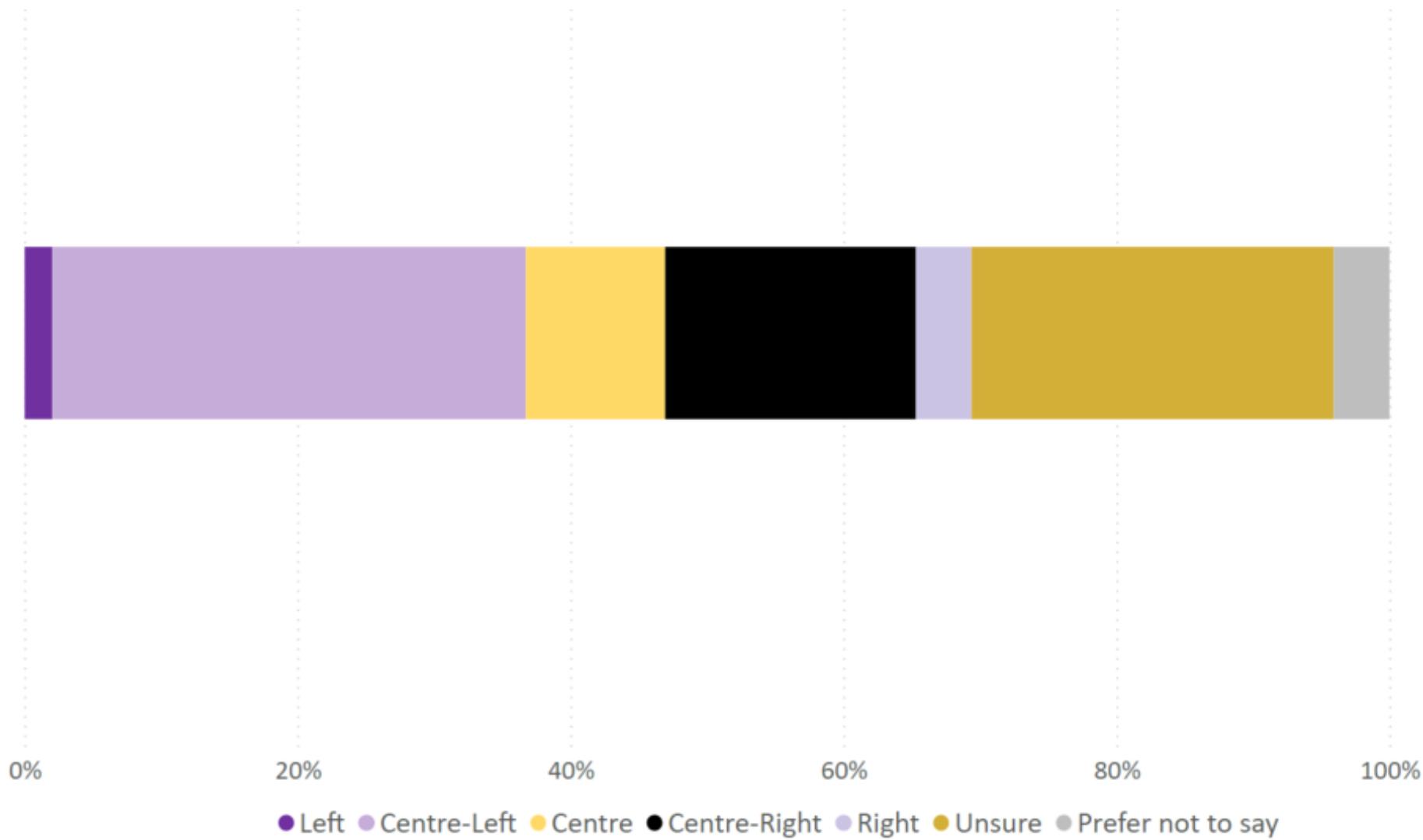
The class's political leaning tended to skew towards the center-left.

37% of the class identified as left or center-left leaning.

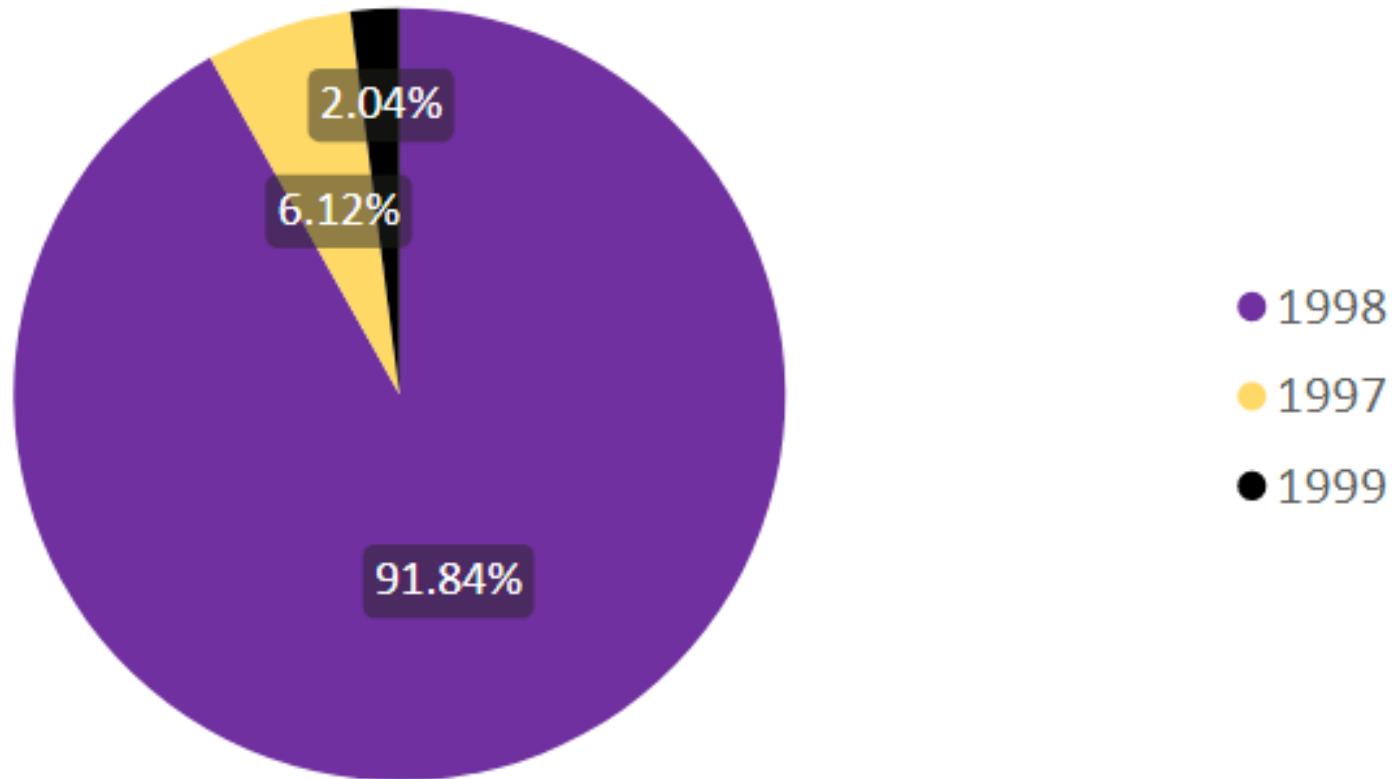
22% of the class identified as right or center-right leaning.

31% of the class were unsure or preferred not to say.

Students' Political Leaning



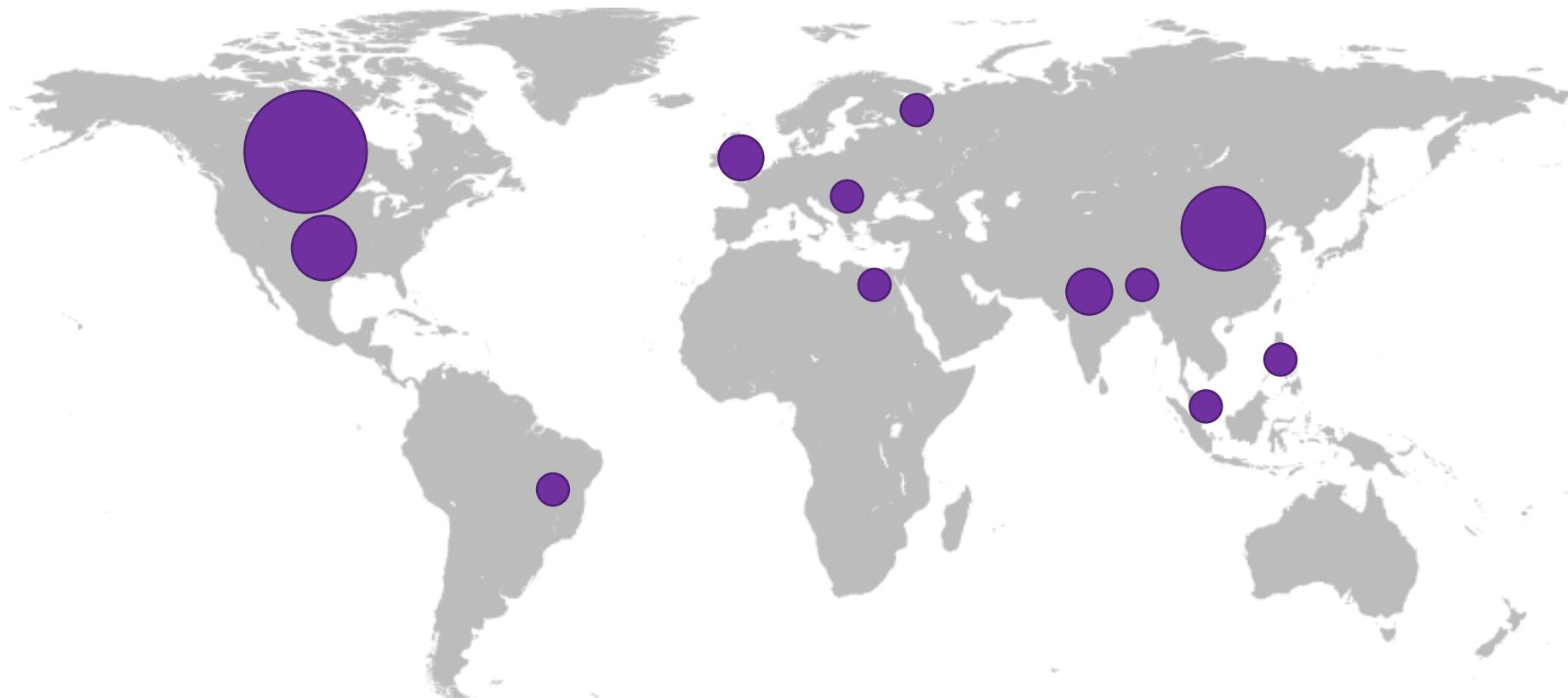
Students' Year of Birth



Unsurprisingly, most of the class (92%) were born in 1998, with small minorities born in 1997 and 1999.

Perhaps this will be the final DD class with only 90s babies?

Students' Location of Birth



Students' Location Before University

Waterloo, Ontario Brampton, Ontario Burlington, Ontario
Orngeville, Ontario Thornhill, Ontario
Ottawa, Ontario Markham, Ontario Seaforth, Ontario
Barrie, Ontario Oakville, Ontario Niagara Falls, Ontario
China
Ayr, Ontario Toronto, Ontario Ningbo, Zhejiang, China
Victoria, British Columbia
Mississauga, Ontario
Hamilton, Ontario
Richmond Hill, Ontario
Fonthill, Ontario Bruce County, Ontario
Guelph, Ontario
Vancouver, British Columbia
Georgetown, Ontario
Nanjing, China

The Double Degree Experience





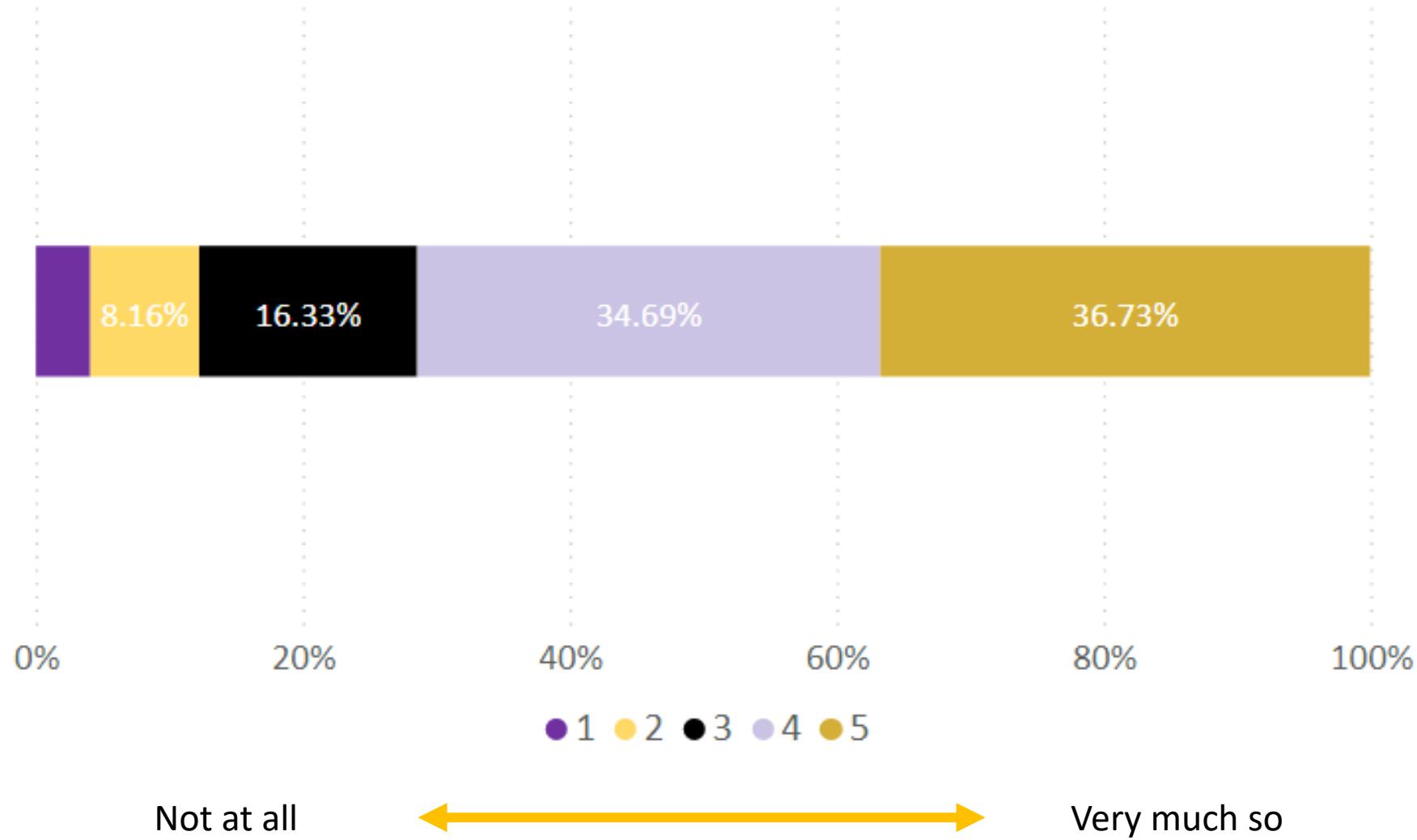
Most of the graduation class found DD to be worth it and would do it again.

71% of the class ranked their DD satisfaction as a 4 or 5 out of 5.

12% ranked their DD satisfaction as a 1 or 2 out of 5.

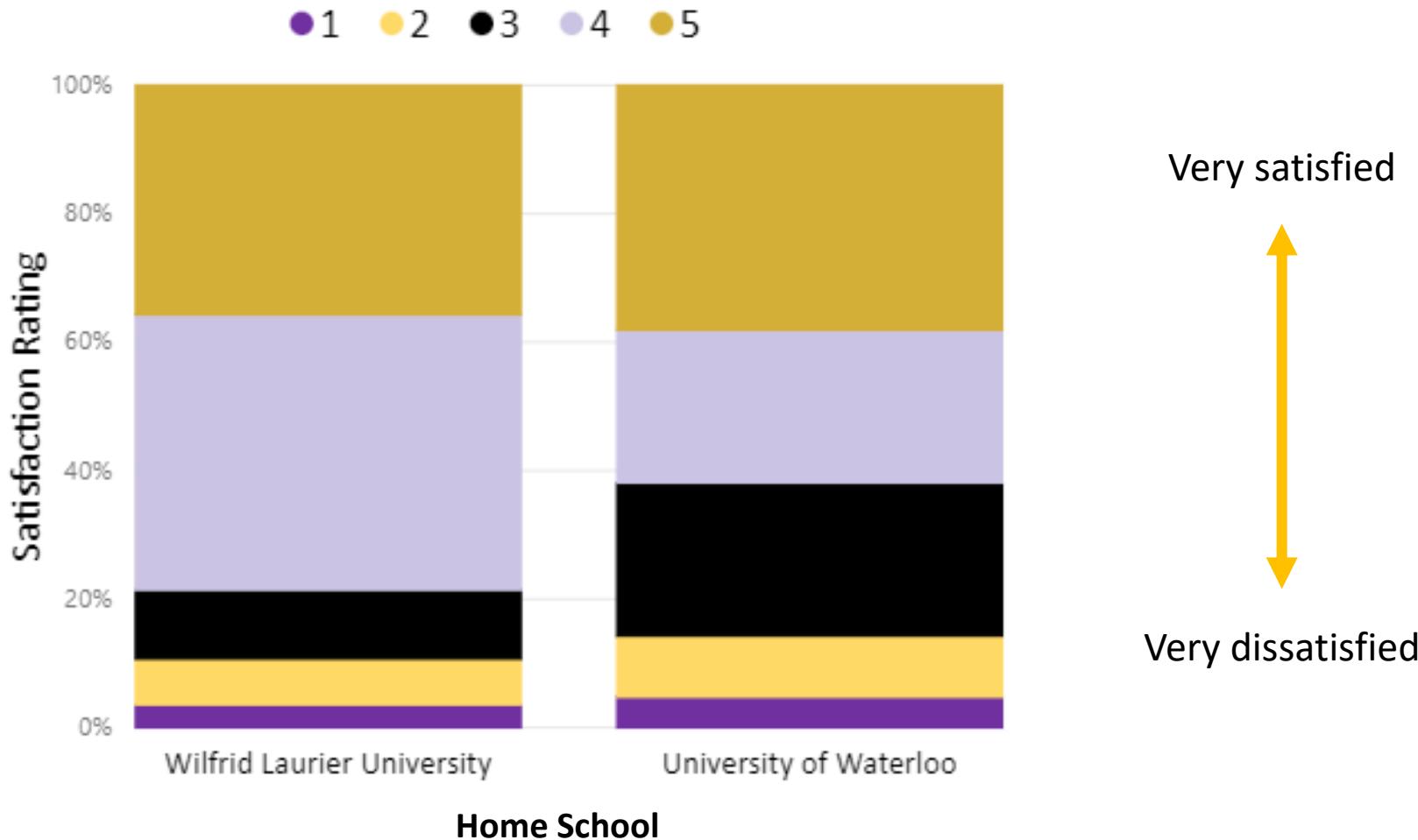
Did you find DD worth it?

(1 = Not at all ↔ 5 = Very much so)



Did students' DD satisfaction vary by their home school?

(1 = Very dissatisfied ↔ 5 = Very satisfied)



WLU-based DDs tended to be more satisfied with DD.

79% of WLU-based DDs ranked their satisfaction as a 4 or 5 out of 5.

62% of UW-based DDs ranked their satisfaction as 4 or 5 out of 5.

Dissatisfaction rankings were fairly even.

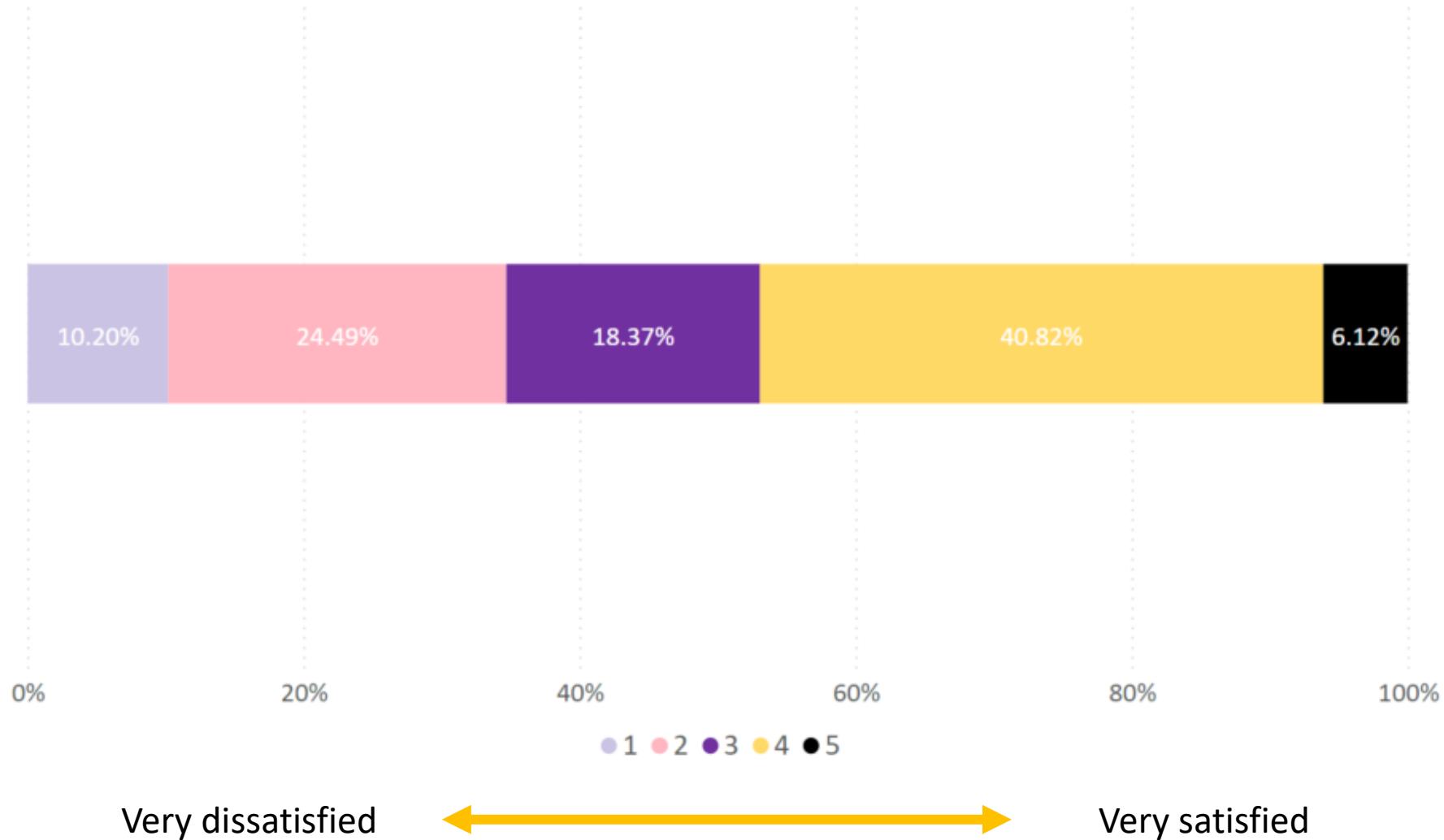
The class had mixed feelings related to their satisfaction of the BBA degree.

47% of the class ranked their satisfaction of the BBA degree as a 4 or 5 out of 5.

35% of the class ranked their satisfaction of the BBA degree as a 1 or 2 out of 5.

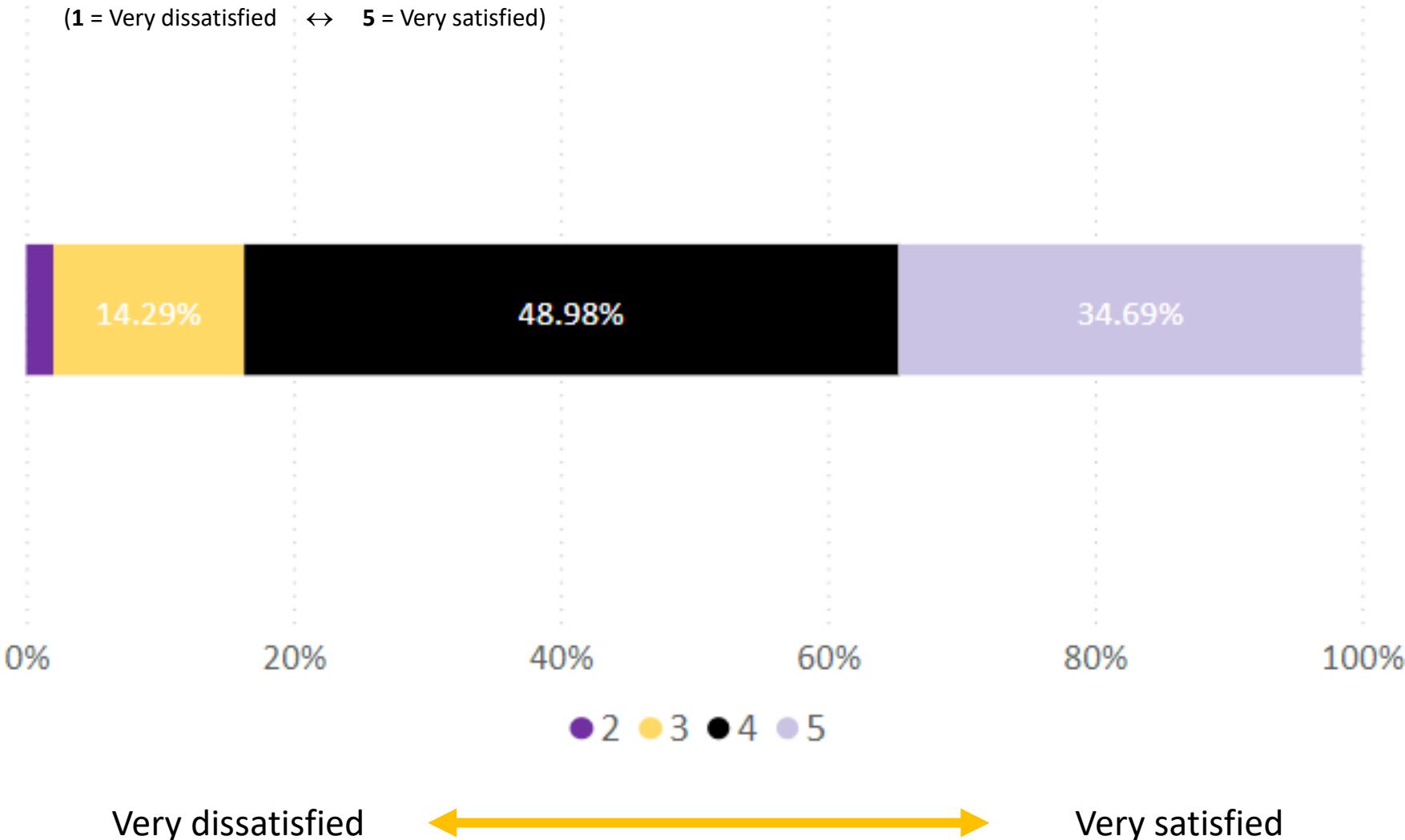
How satisfied were you with the BBA degree?

(1 = Very dissatisfied ↔ 5 = Very satisfied)



How satisfied were you with the BMath/BCS degree?

(1 = Very dissatisfied ↔ 5 = Very satisfied)



Generally, the class was more satisfied with their BMath/BCS degree than their BBA degree.

84% of the class ranked their BMath/BCS degree satisfaction as a 4 or 5 out of 5.

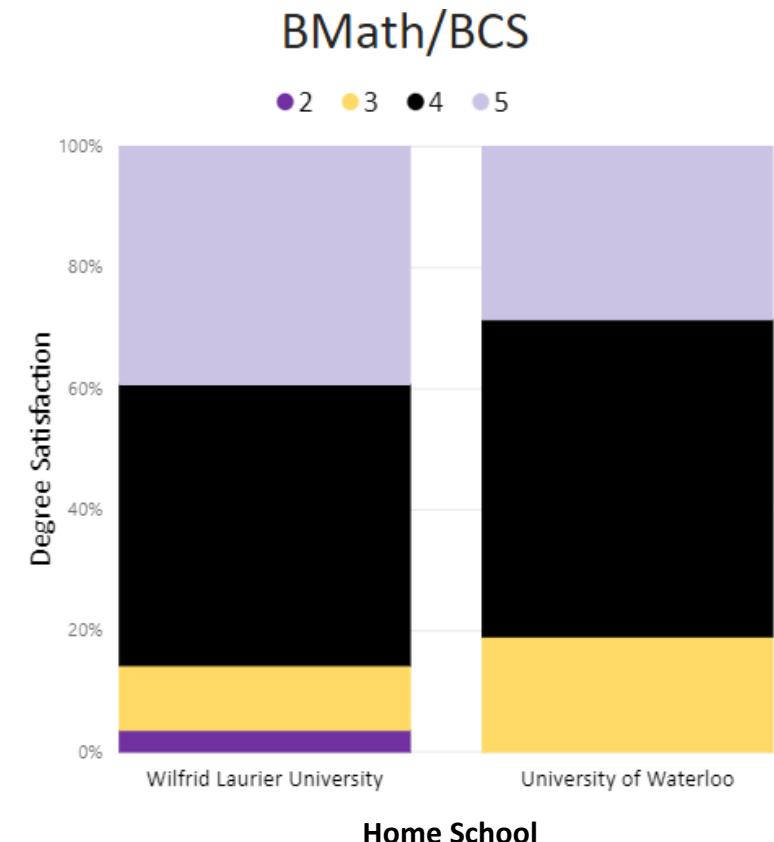
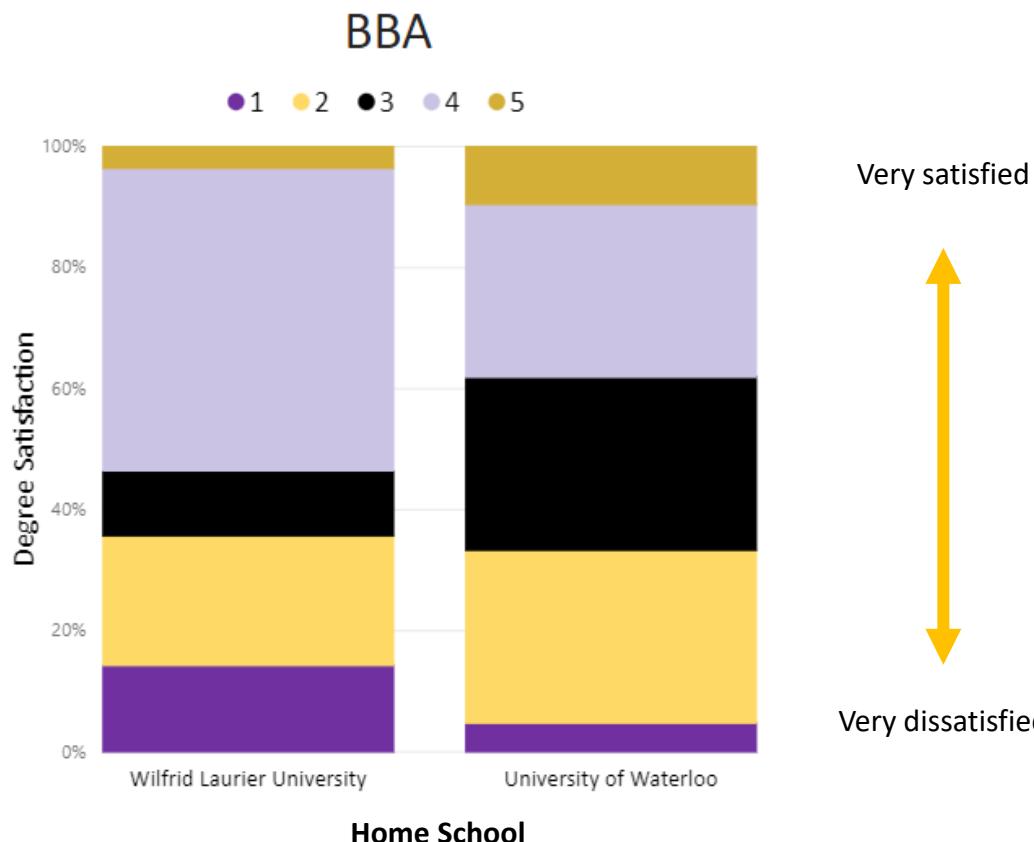
Only 2% of the class ranked their BMath/BCS degree satisfaction as a 2 out of 5. No students ranked their satisfaction as a 1 out of 5.

Did student's degree satisfaction vary by their home school?

(1 = Very dissatisfied ↔ 5 = Very satisfied)

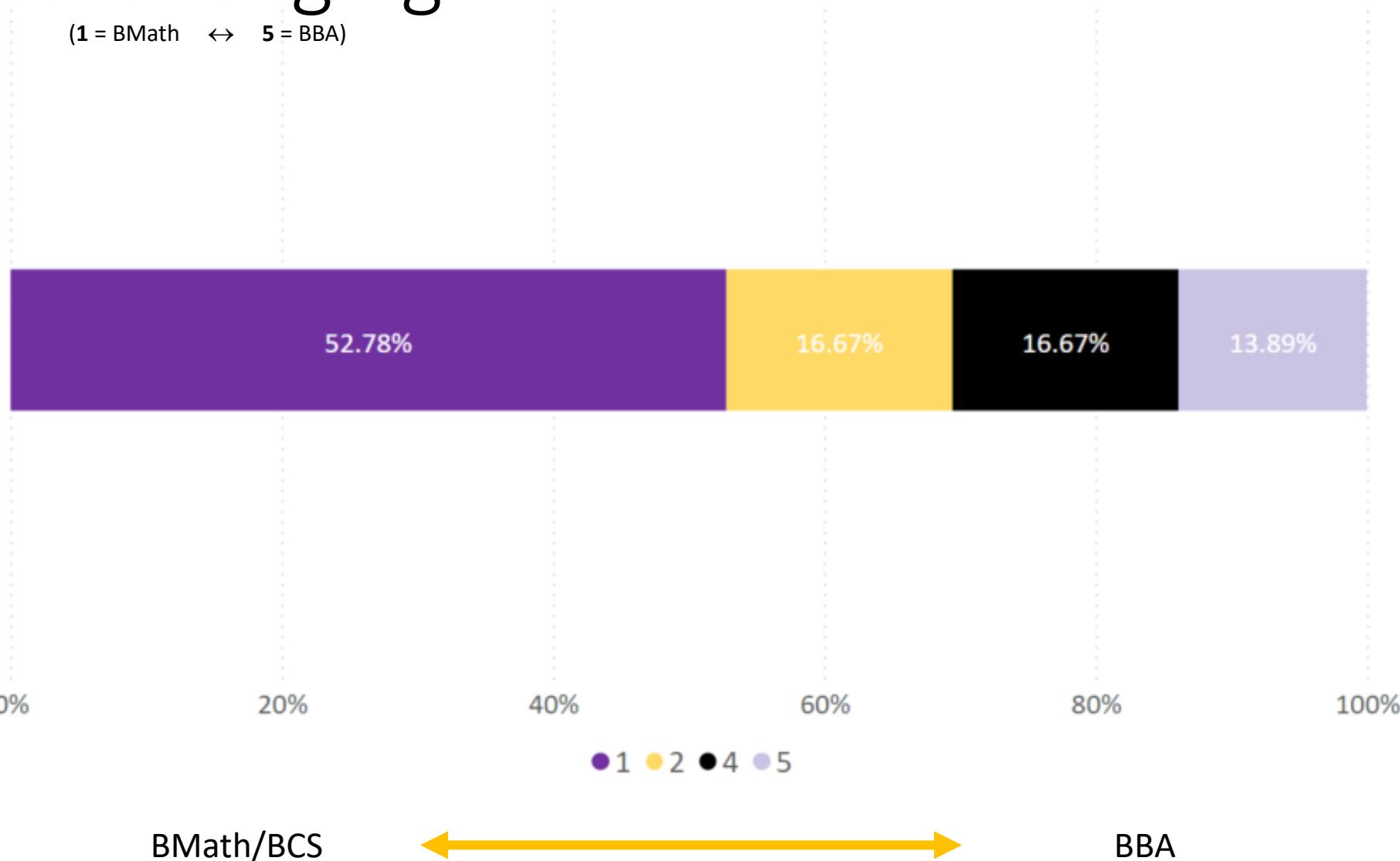
Generally, WLU-based DDs tended to be more satisfied with their BBA degree than UW-based DDs. 54% of WLU-based DDs ranked their BBA satisfaction as a 4 or 5 out of 5, compared to 38% of UW-based DDs.

On the flip side, UW-based DDs tended to be slightly more satisfied with their BMath/BCS degree than WLU-based DDs.



Which degree did you find more challenging?

(1 = BMath ↔ 5 = BBA)



Generally, the class found their BMath/BCS degree more challenging.

69% of the class found the BMath/BCS degree more challenging (i.e. ranking of 1 or 2). 53% of the class found it significantly more challenging (i.e. ranking of 1).

31% of the class found the BBA degree more challenging.

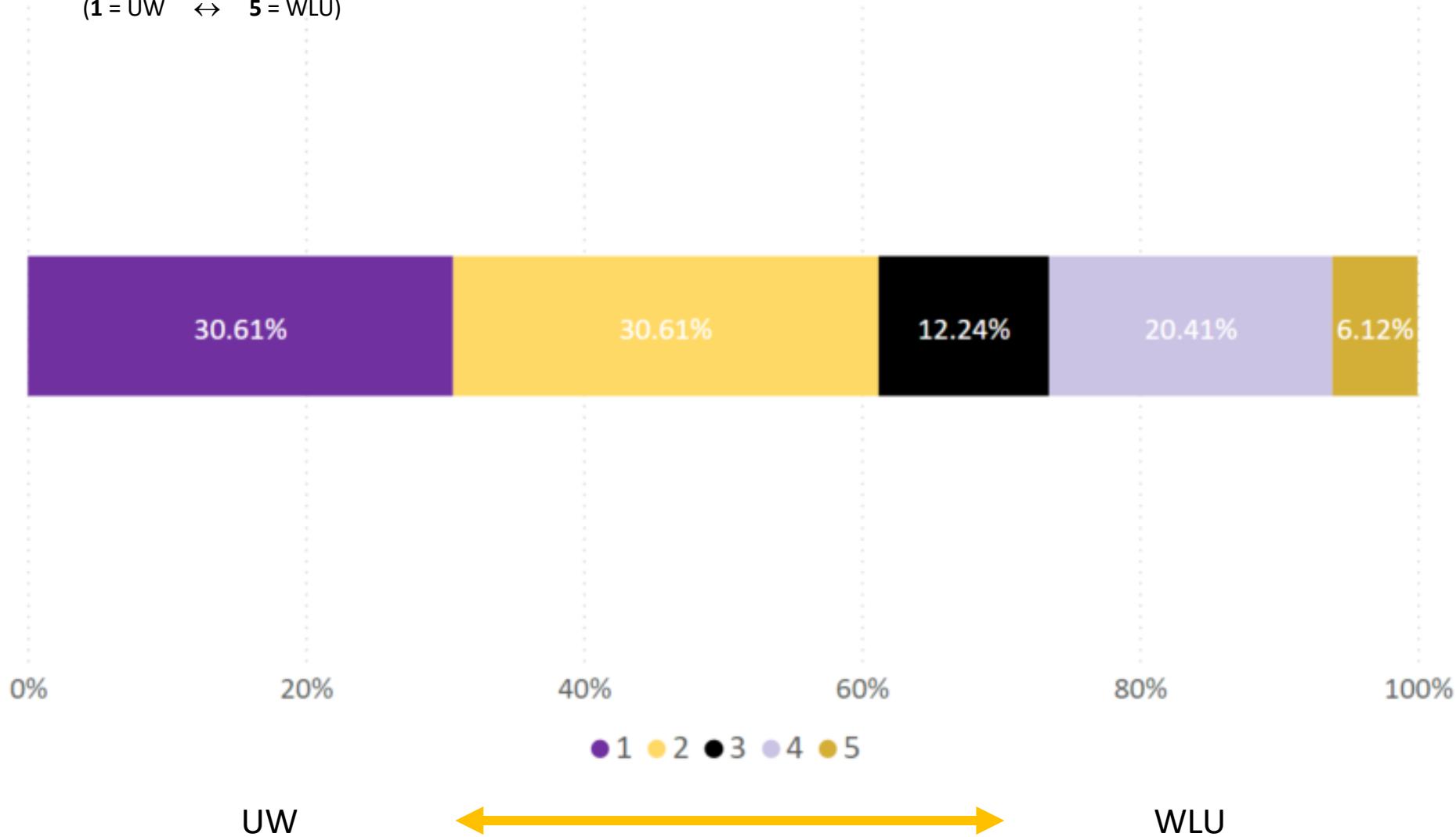
The class tended to identify more with UW than WLU.

**61% of the class
identified more with
UW.**

**29% of the class
identified more with
WLU.**

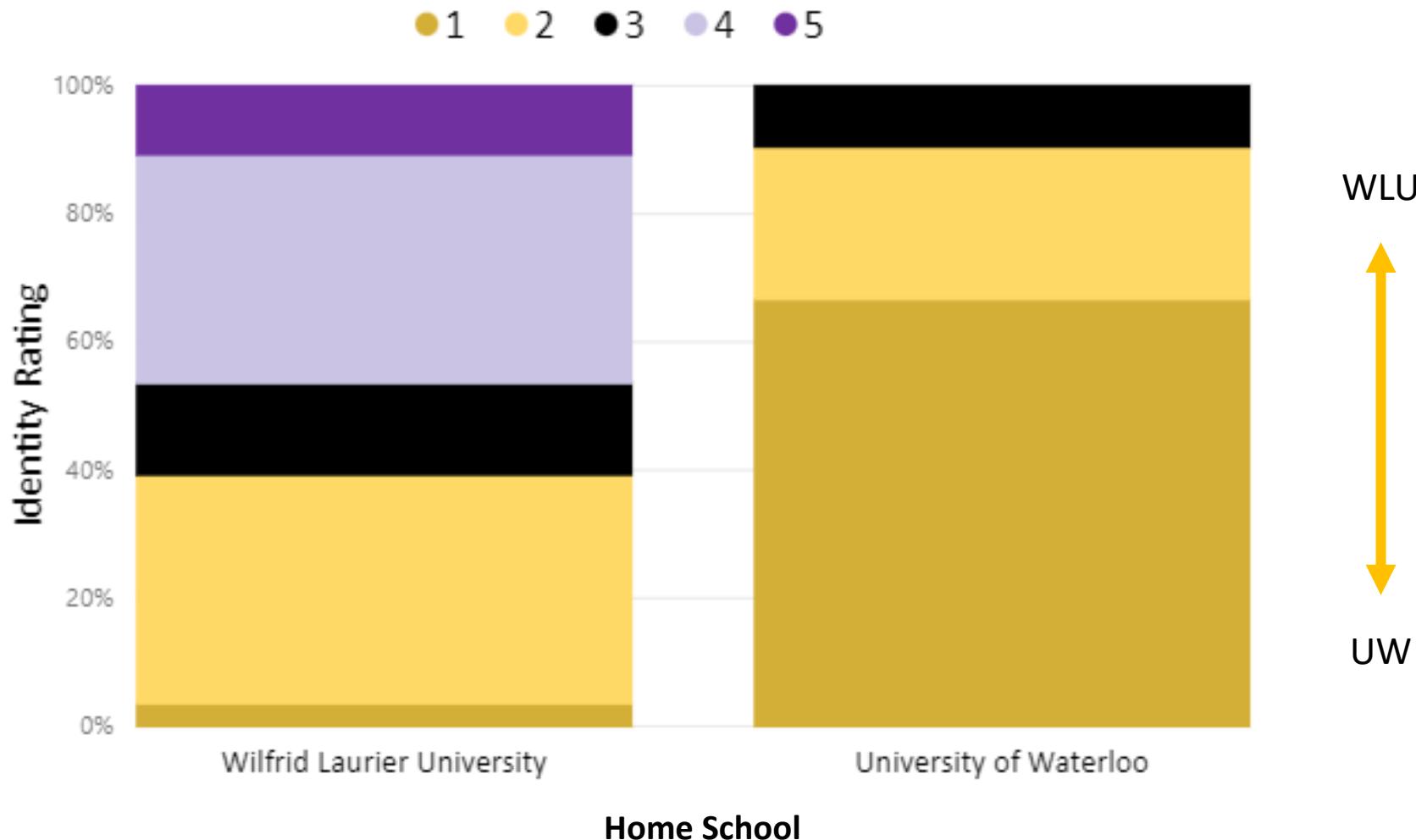
With what school do you identify more?

$$(1 = UW \leftrightarrow 5 = WLU)$$



Did students' school identity vary by their home school?

(1 = UW ↔ 5 = WLU)



The students' home school played a big factor with what school they identified more, especially for UW-based DDs.

46% of WLU-based DDs identified more with WLU.

90% of UW-based DDs identified more with UW. None identified more with WLU.

Part of UW-based DDs non-identification with WLU might come from their generally lower satisfaction with the BBA degree.

Generally, the class spent more time at UW.

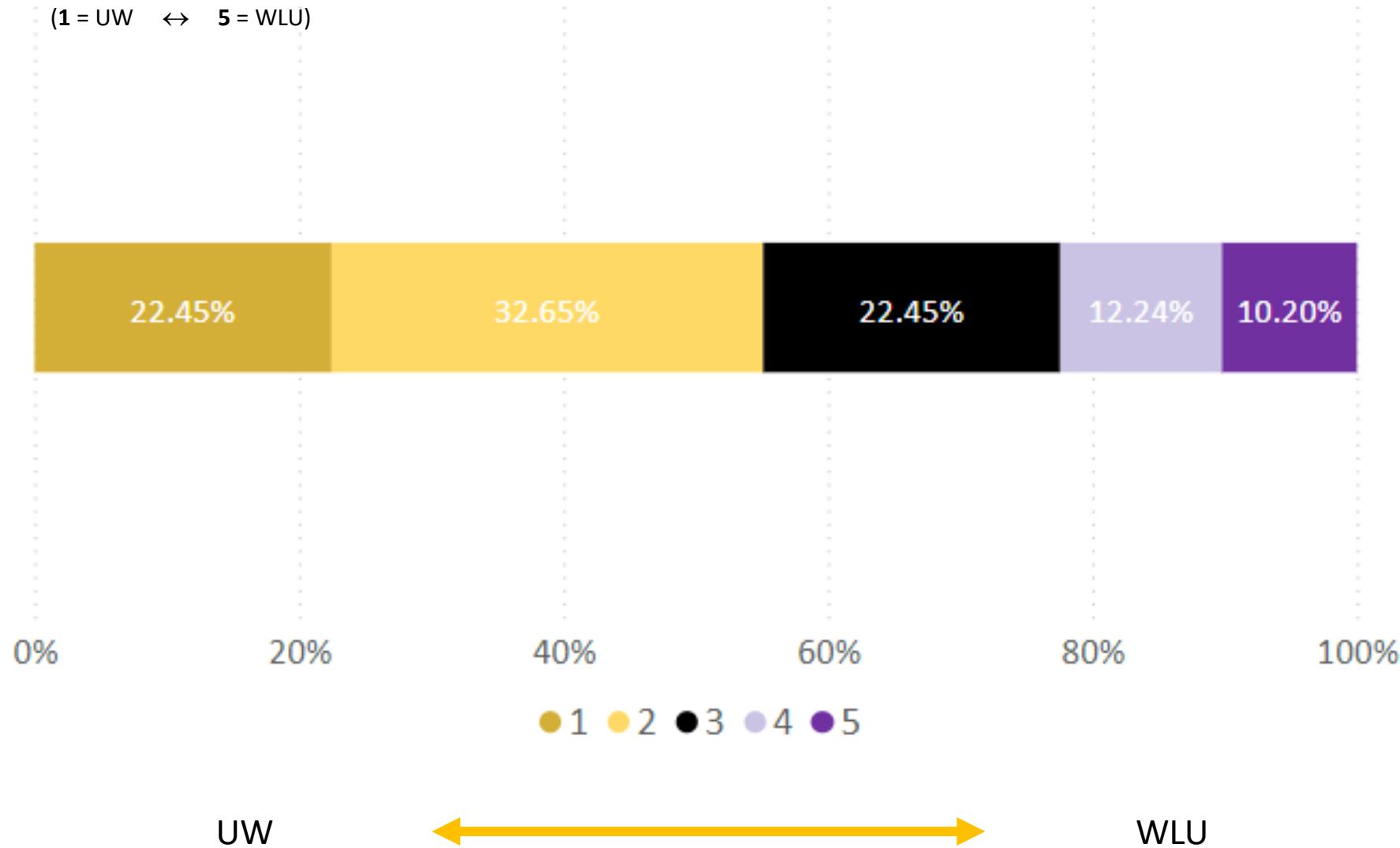
55% of class spent more time at UW.

22% of the class spend more time at WLU.

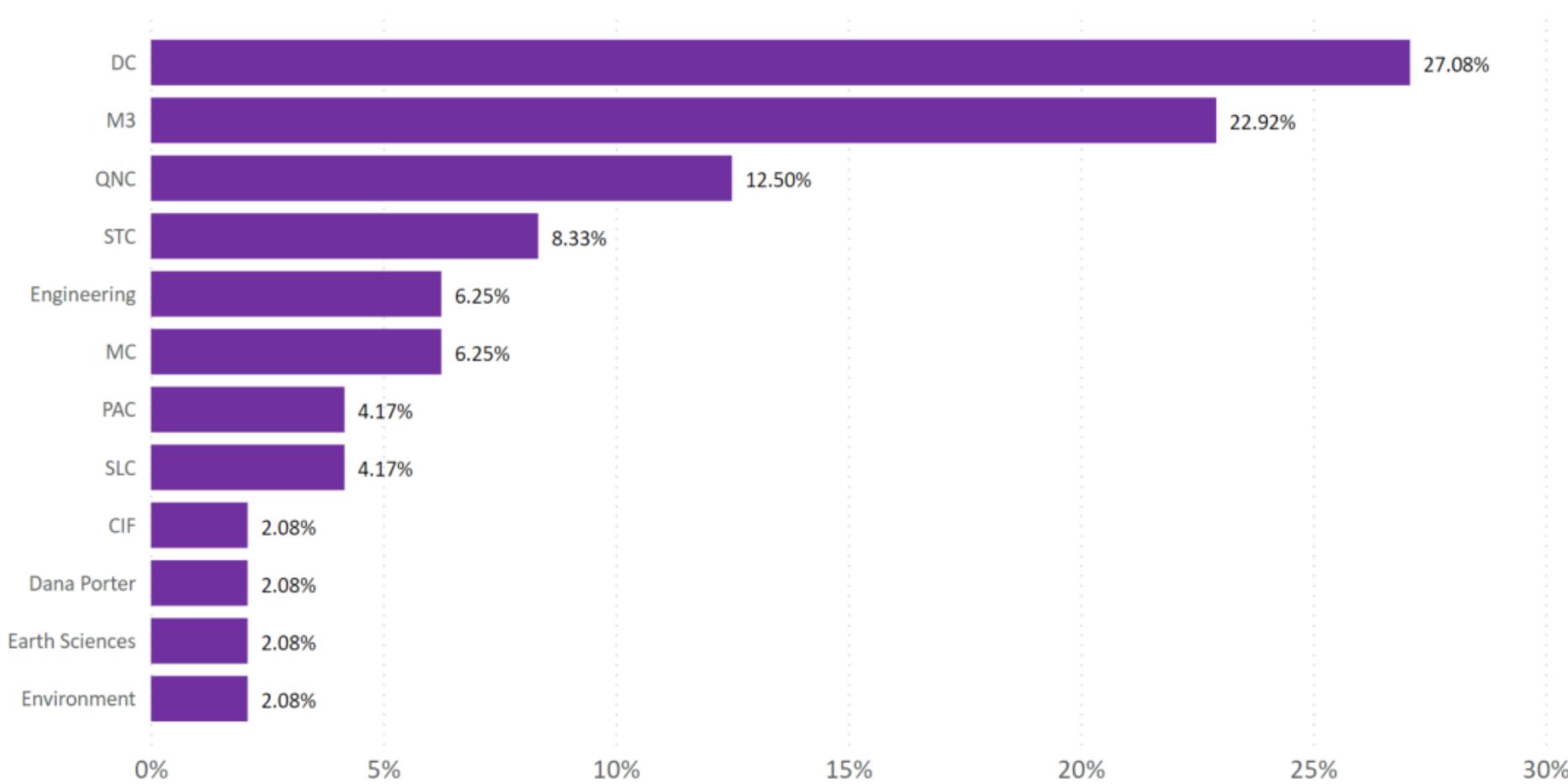
This result could be driven by the fact that more UW courses were required to graduate. Additionally, UW classes tended to have more *days* of class each week.

On what campus did you spend more time?

(1 = UW ↔ 5 = WLU)

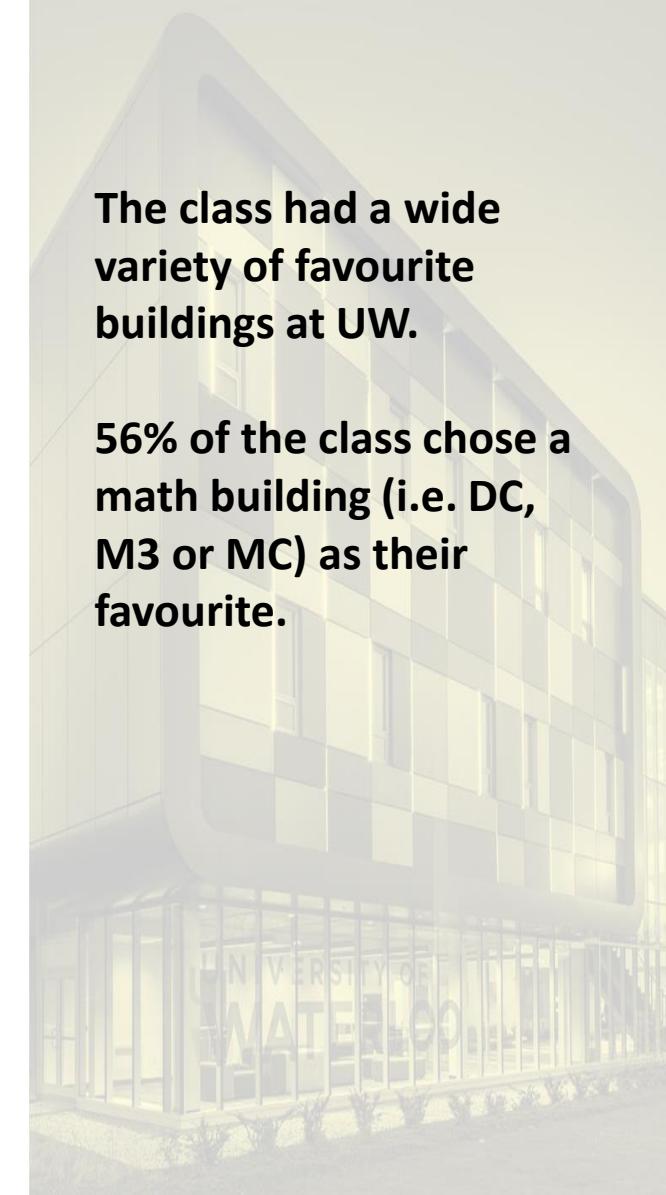


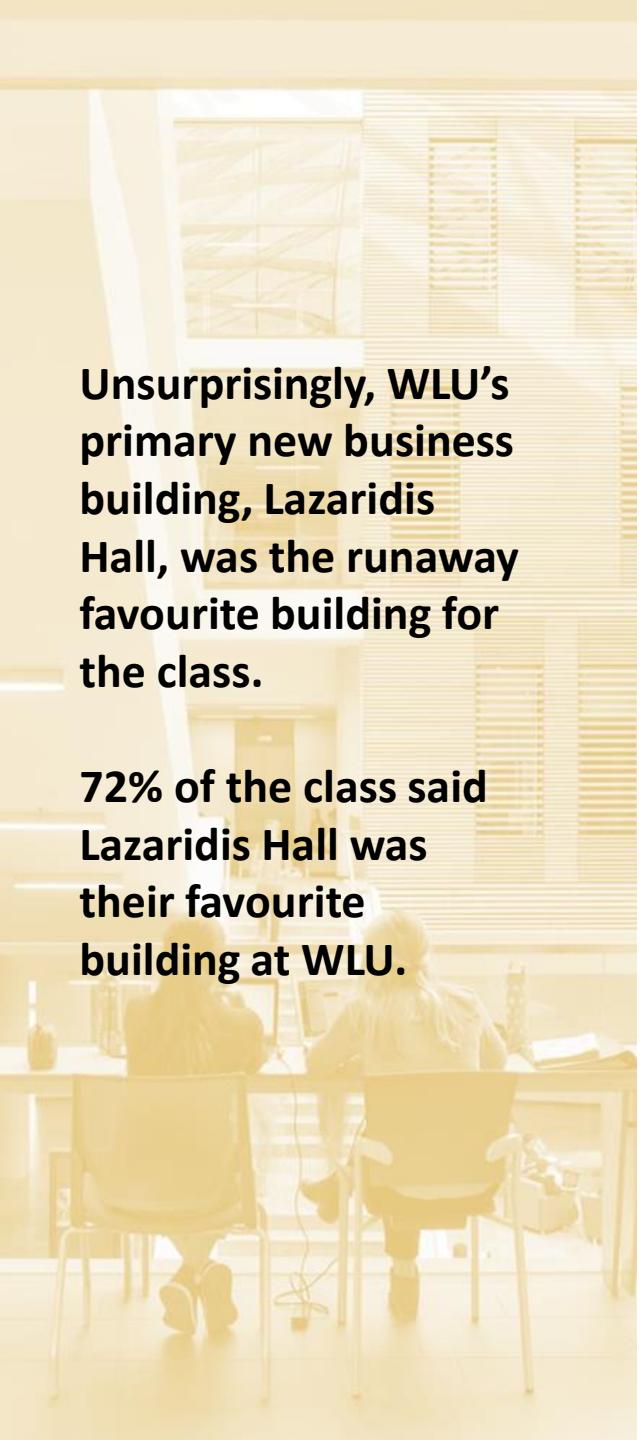
What is your favourite building on the UW campus?



The class had a wide variety of favourite buildings at UW.

56% of the class chose a math building (i.e. DC, M3 or MC) as their favourite.

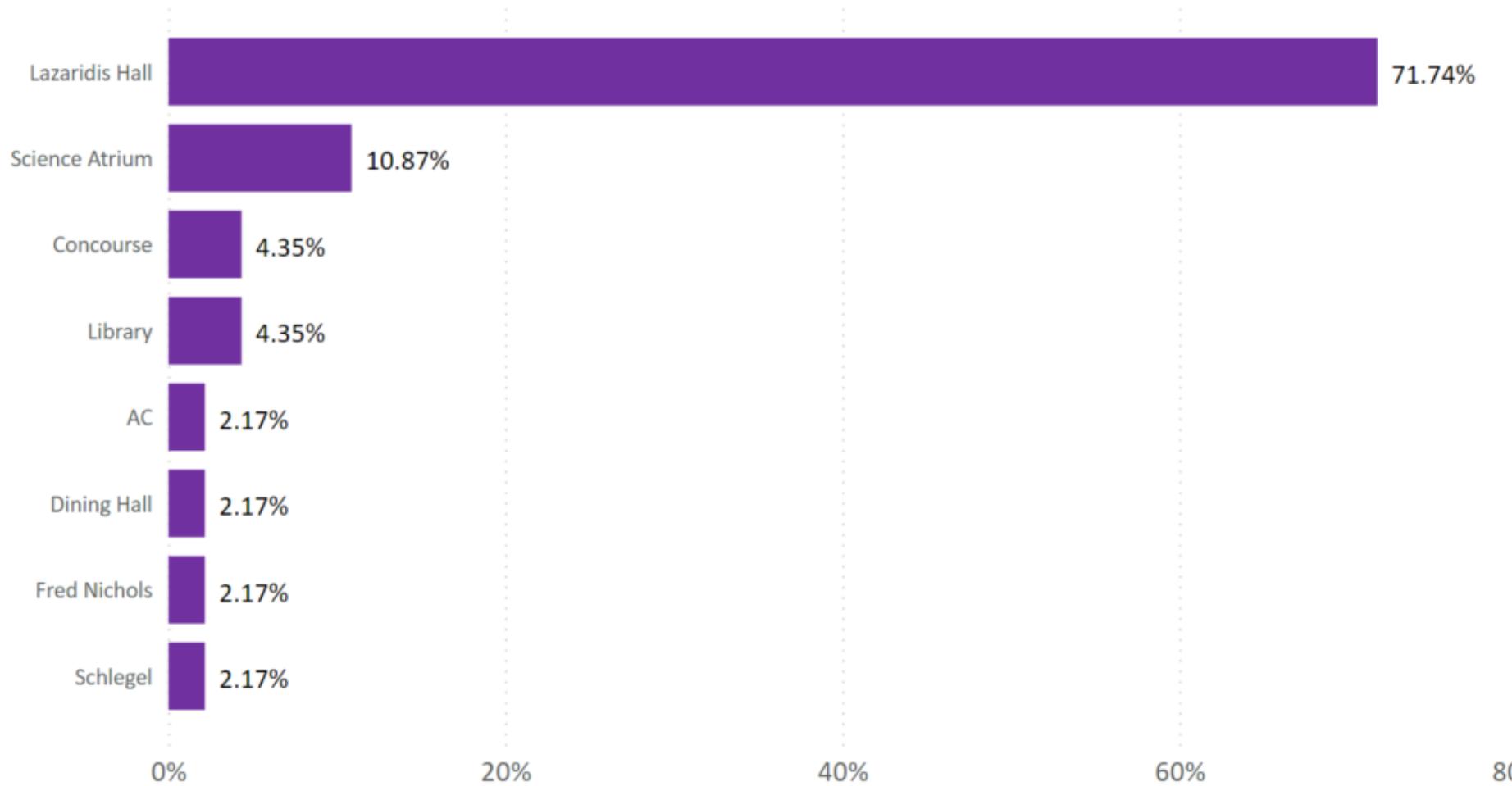




Unsurprisingly, WLU's primary new business building, Lazaridis Hall, was the runaway favourite building for the class.

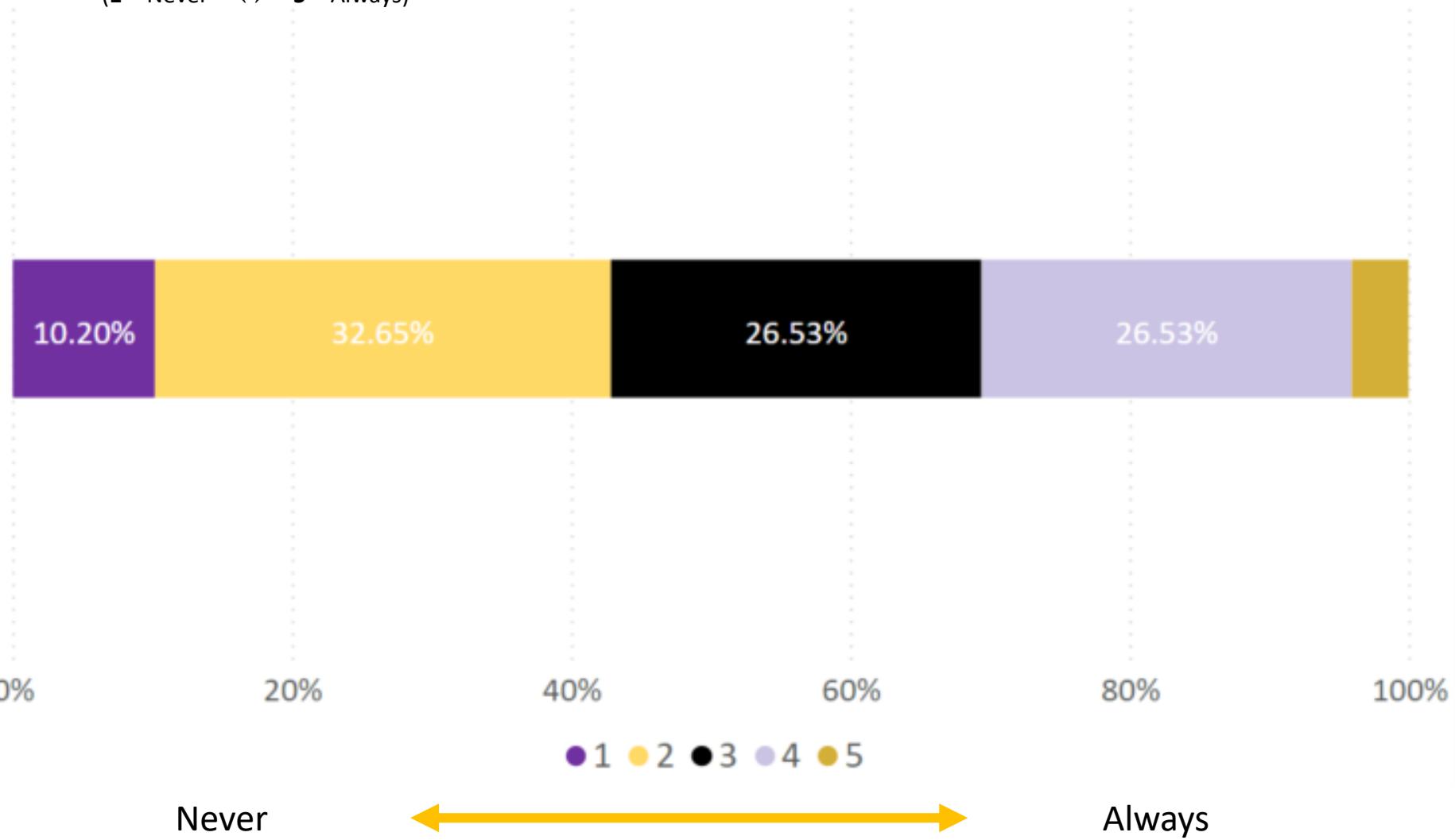
72% of the class said Lazaridis Hall was their favourite building at WLU.

What is your favourite building on the WLU campus?



How often did you feel “left out” from your peers singularly in BMath/BCS/BBA?

(1 = Never ↔ 5 = Always)



The class was fairly split on how “left out” they felt from their peers in BMath/BCS/BBA.

31% of the class often or always felt left out.

43% of the class never or rarely felt left out.

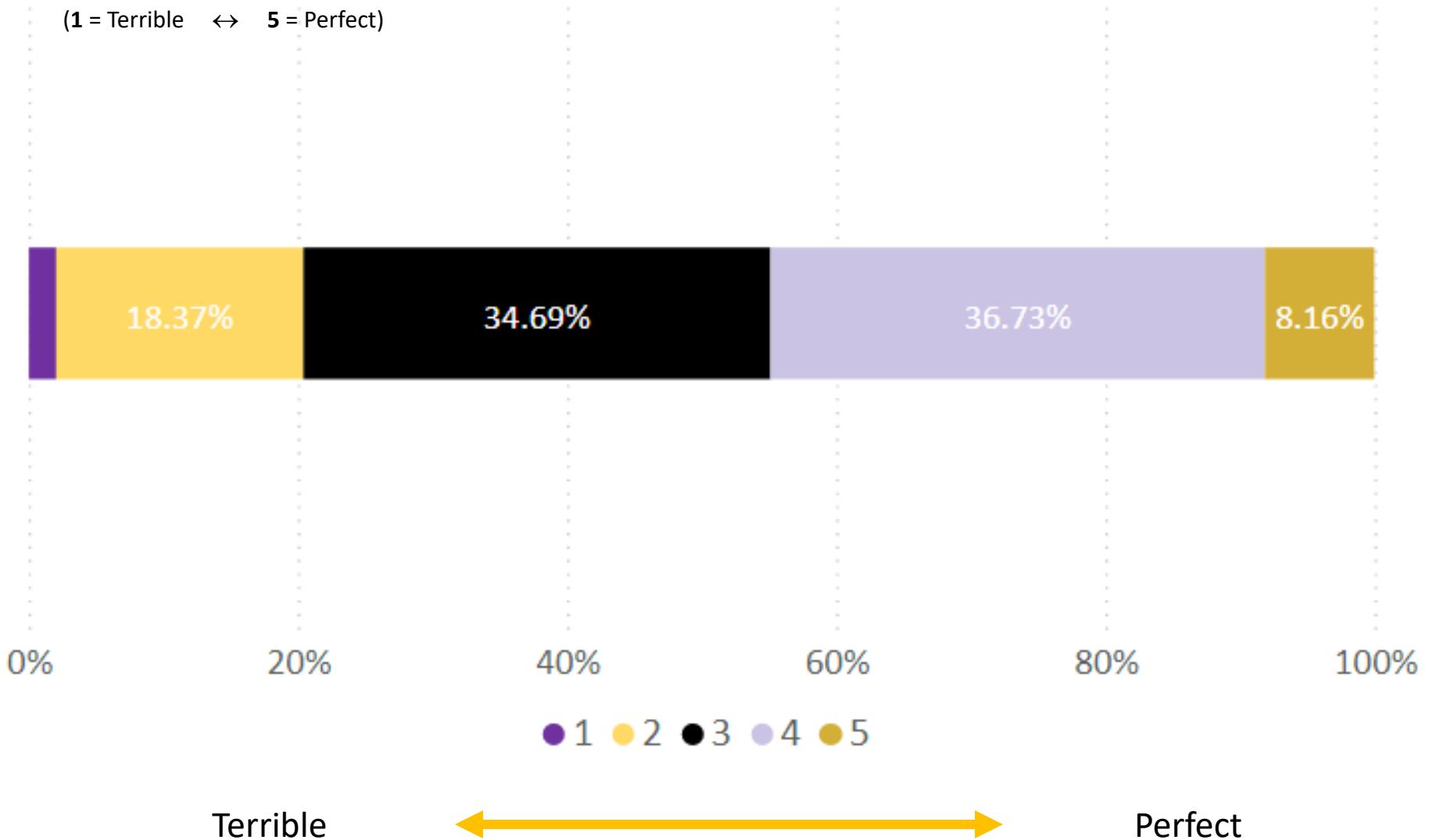
The majority of the class found the work-life balance of the program neutral or better.

45% of the class found the work-life balance good or perfect.

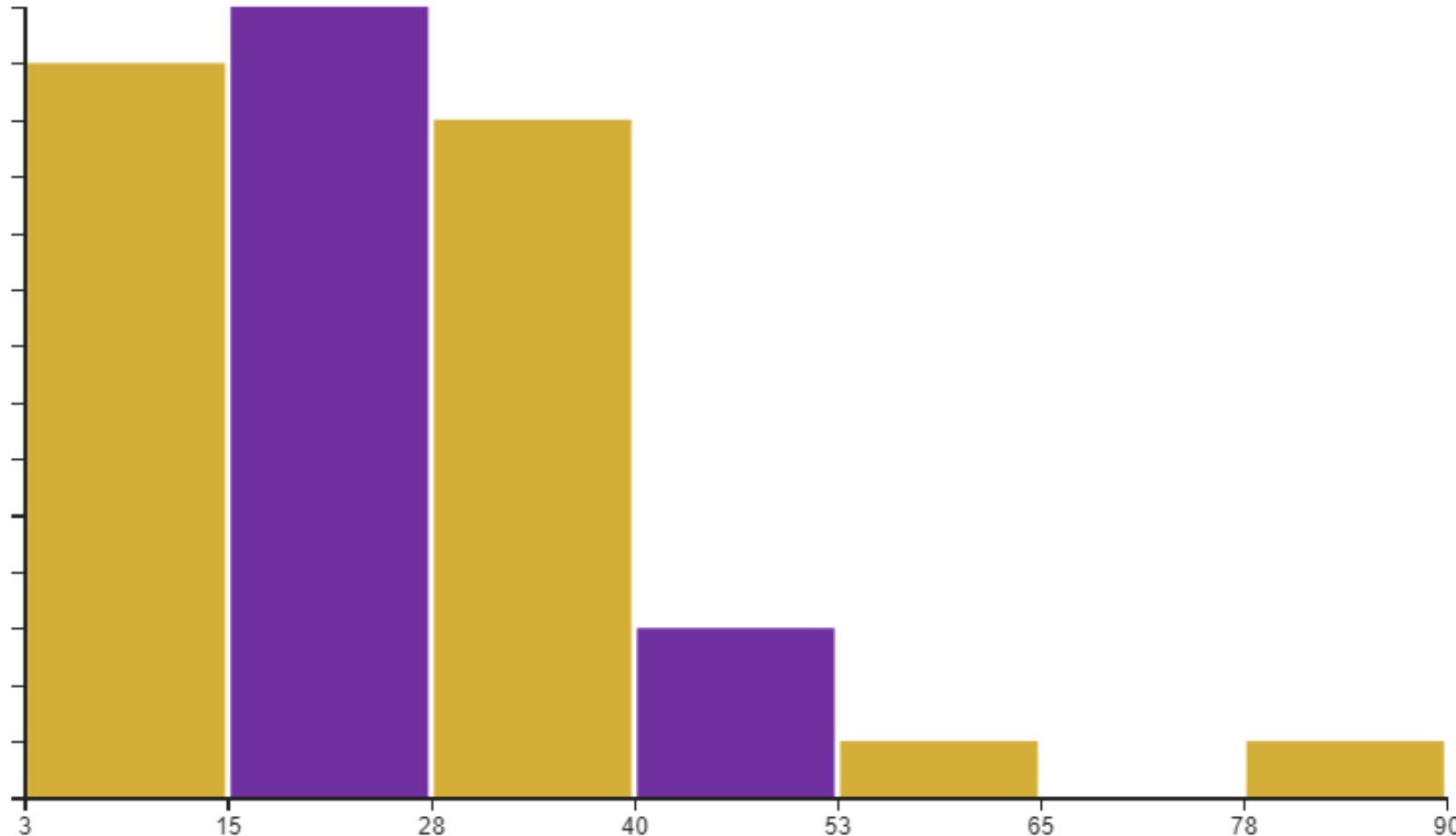
20% of the class found the work-life balance bad or terrible.

How did you find the work-life balance of the program?

(1 = Terrible ↔ 5 = Perfect)



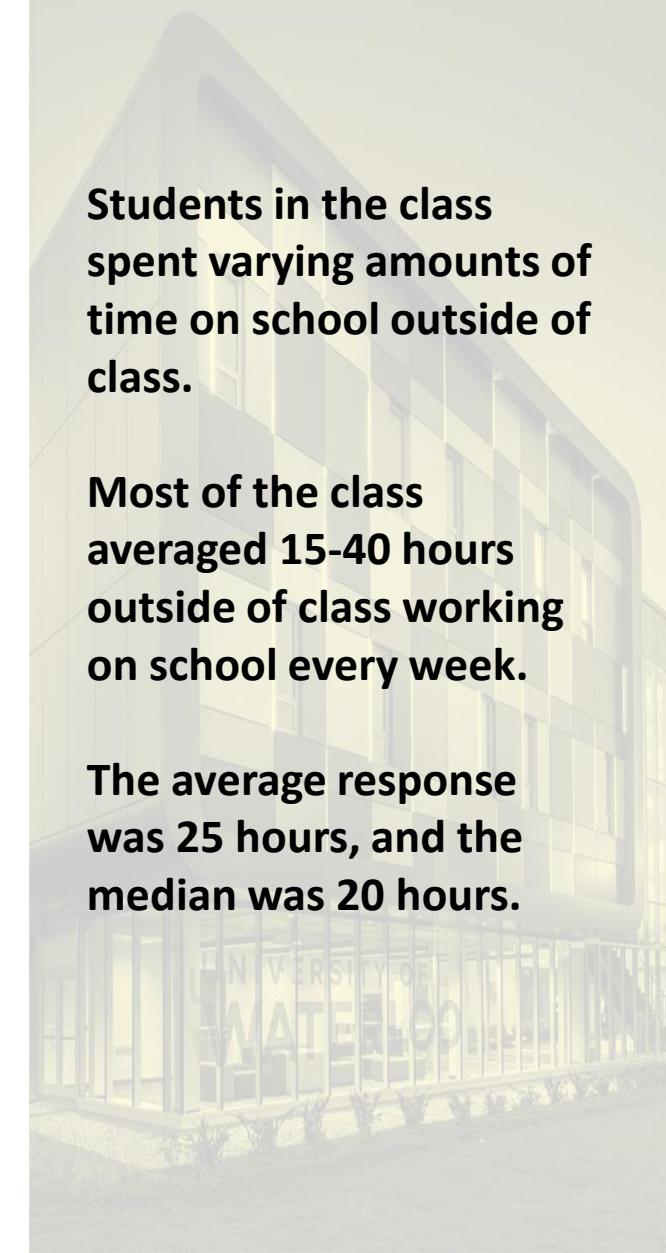
How many hours per week did you spend on school outside of class?



Students in the class spent varying amounts of time on school outside of class.

Most of the class averaged 15-40 hours outside of class working on school every week.

The average response was 25 hours, and the median was 20 hours.



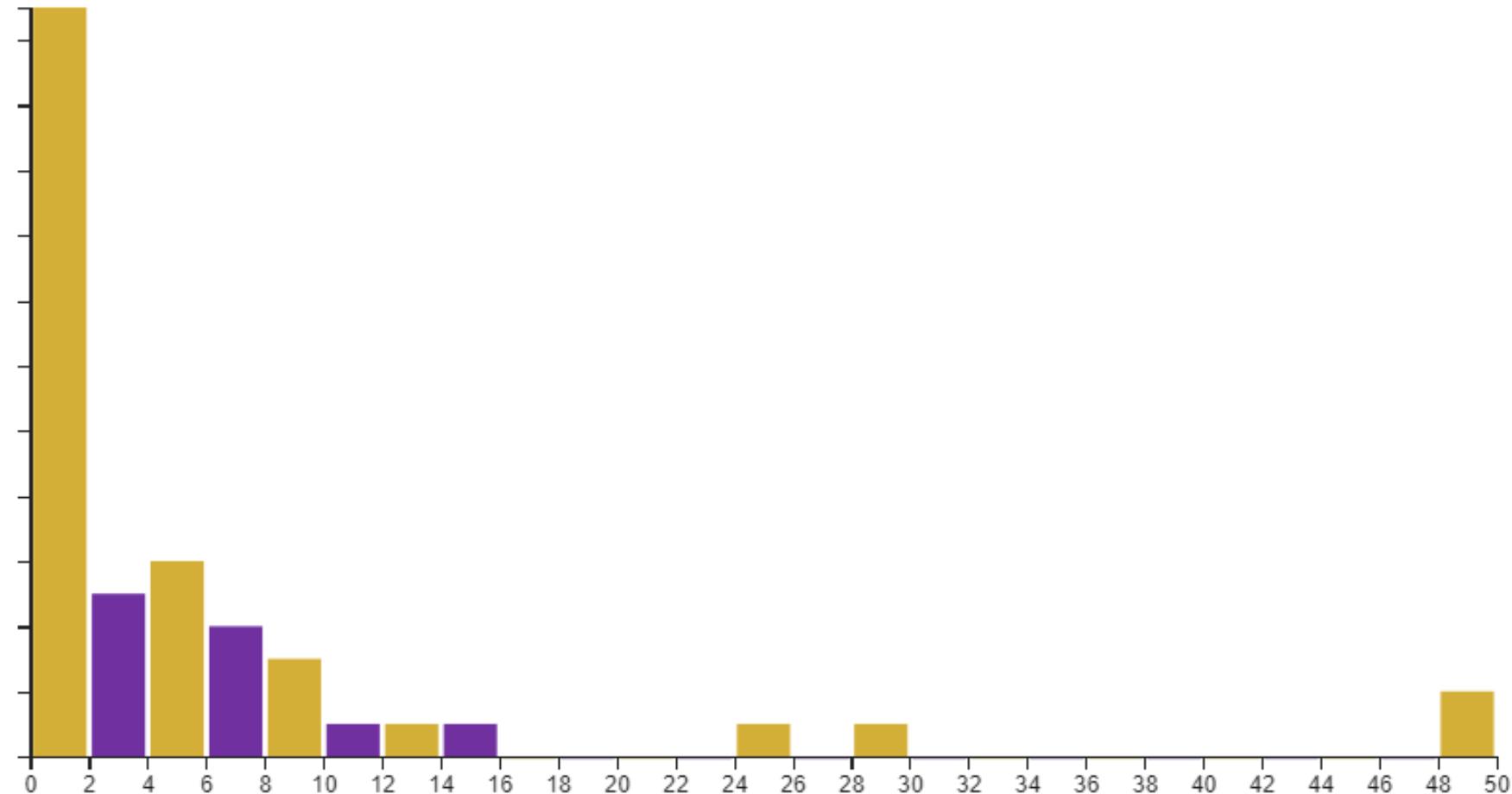
How many all-nighters did you pull doing school work?

In the survey, we defined an all-nighter as staying up past 5am, considering that's when some people get up.

17% of the class never pulled an all-nighter.

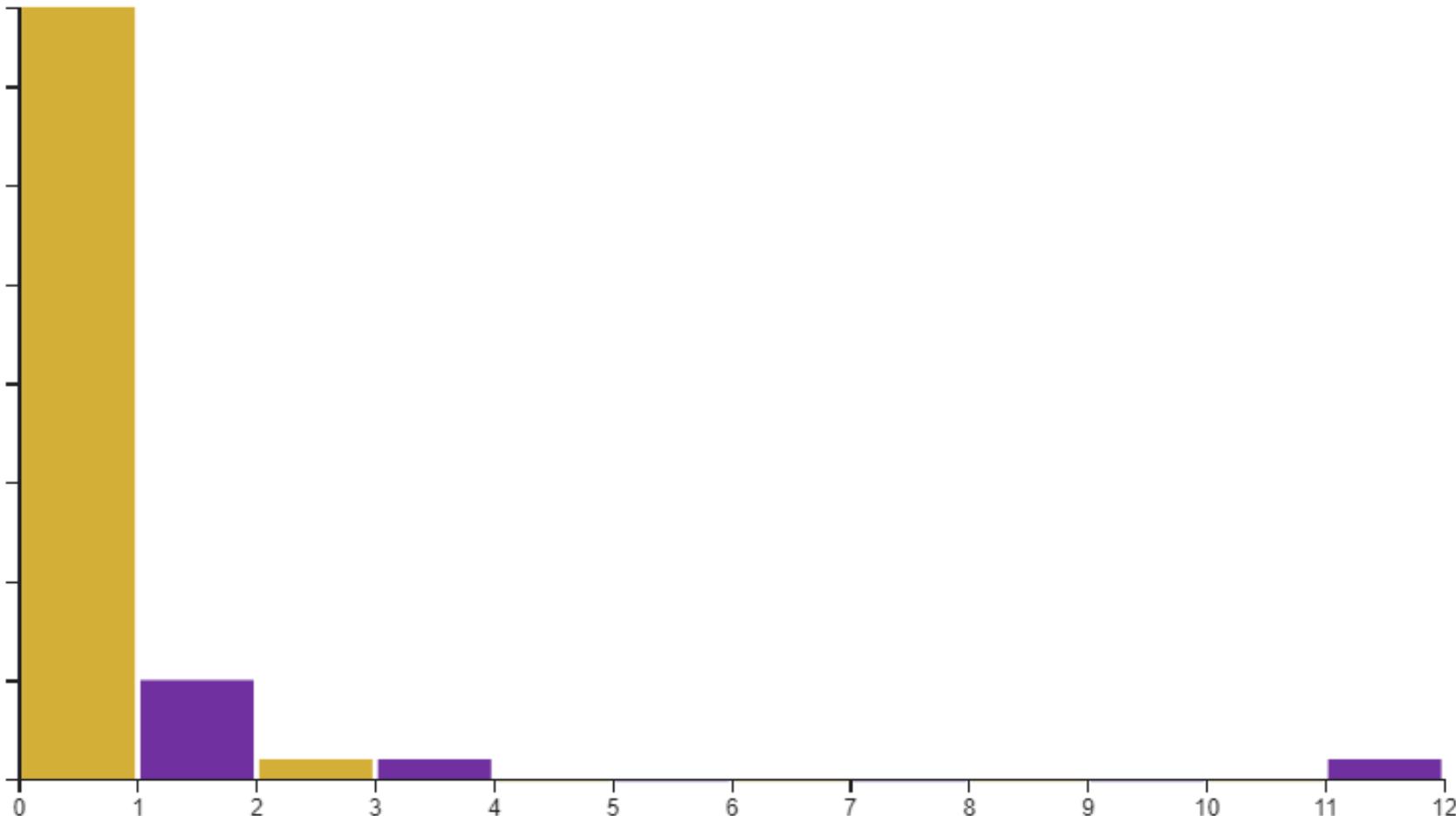
19% of the class only pulled one all-nighter

Most of the remaining students pulled 2-10 all-nighters, with some higher outliers.



What extracurriculars were students involved in?

How many hackathons did you attend?

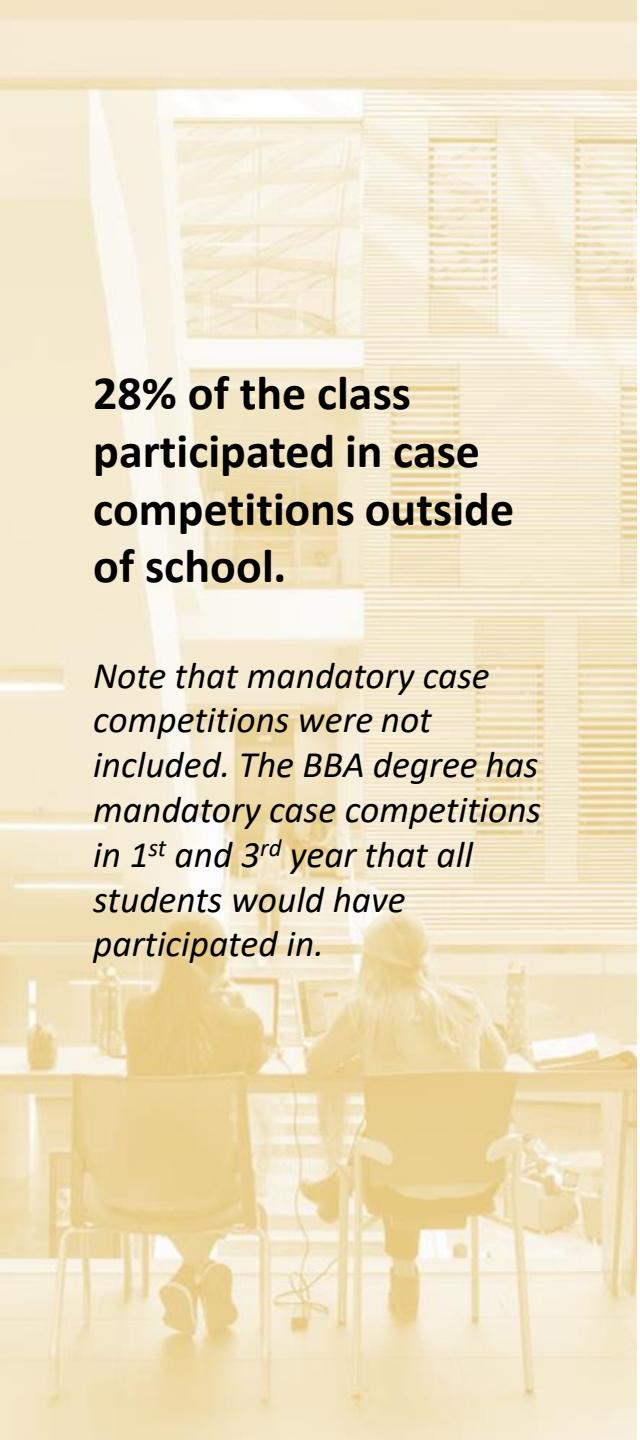


17% of the class participated in at least one hackathon.

The hackathon participation rate varied significantly between BMath and BCS students.

75% of BBA/BCS students participated in a hackathon.

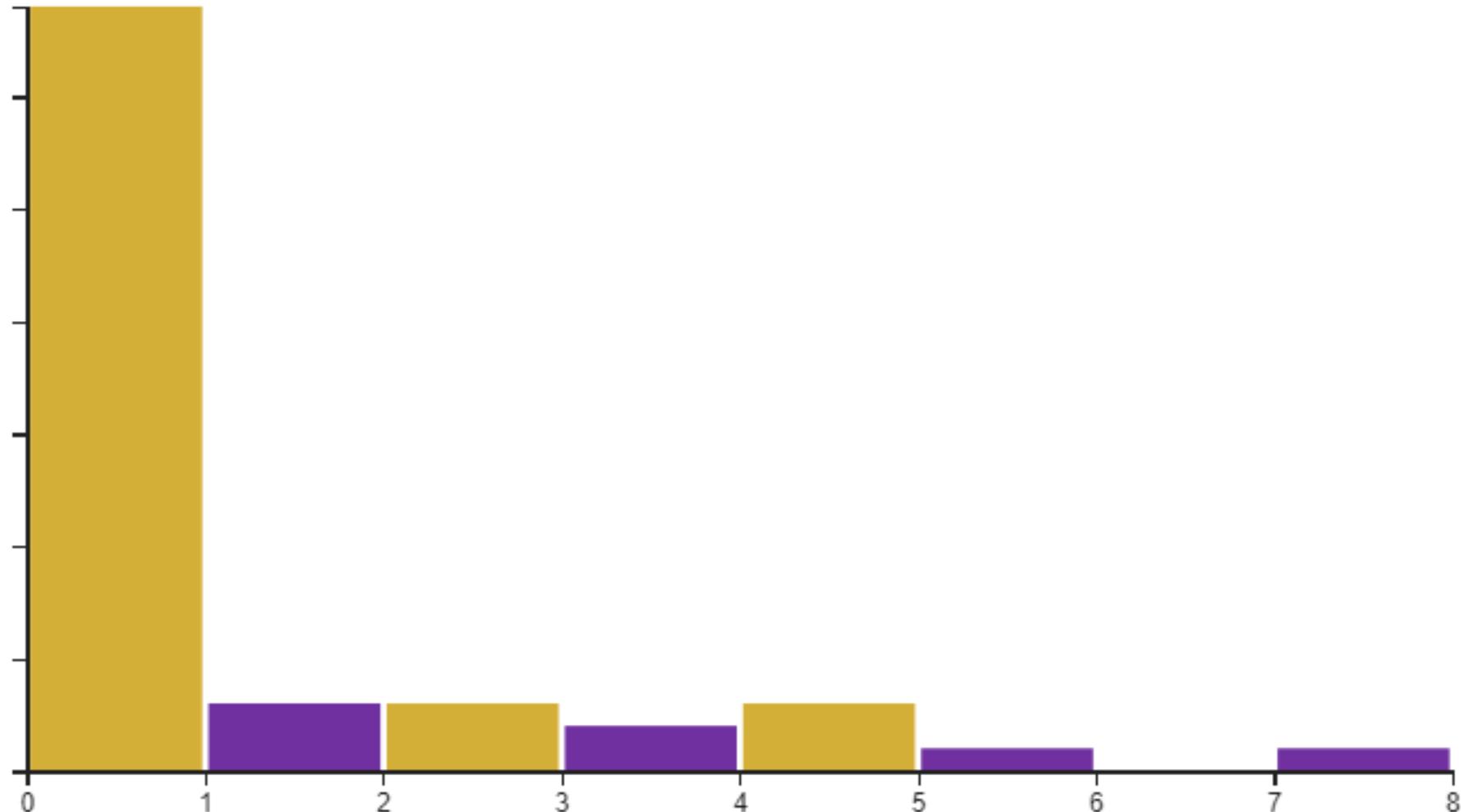
5% of BBA/BMath students participated in a hackathon.



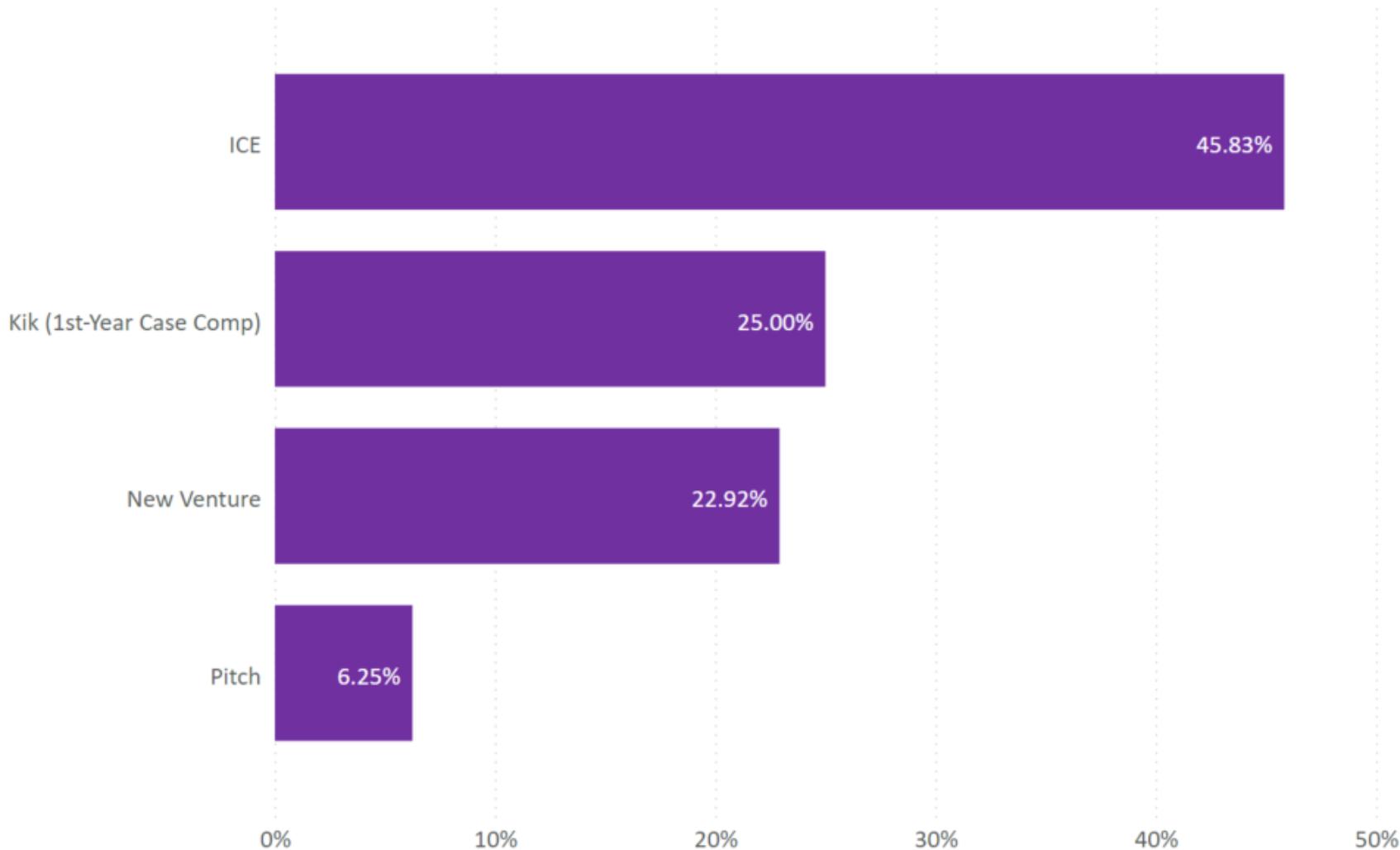
28% of the class participated in case competitions outside of school.

Note that mandatory case competitions were not included. The BBA degree has mandatory case competitions in 1st and 3rd year that all students would have participated in.

How many case competitions did you attend?



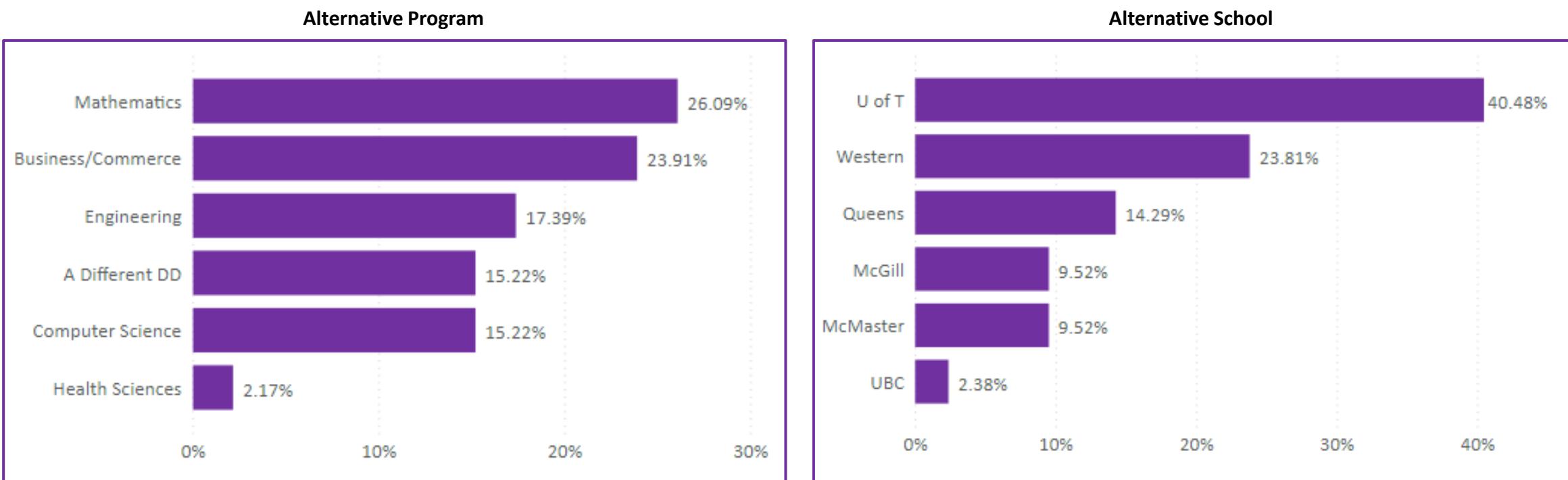
What was our favorite BBA Competition?



The BBA degree has four mandatory competitions.

Of the four, 46% of the class enjoyed ICE week the most. ICE is a week-long case competition done in 3rd year.

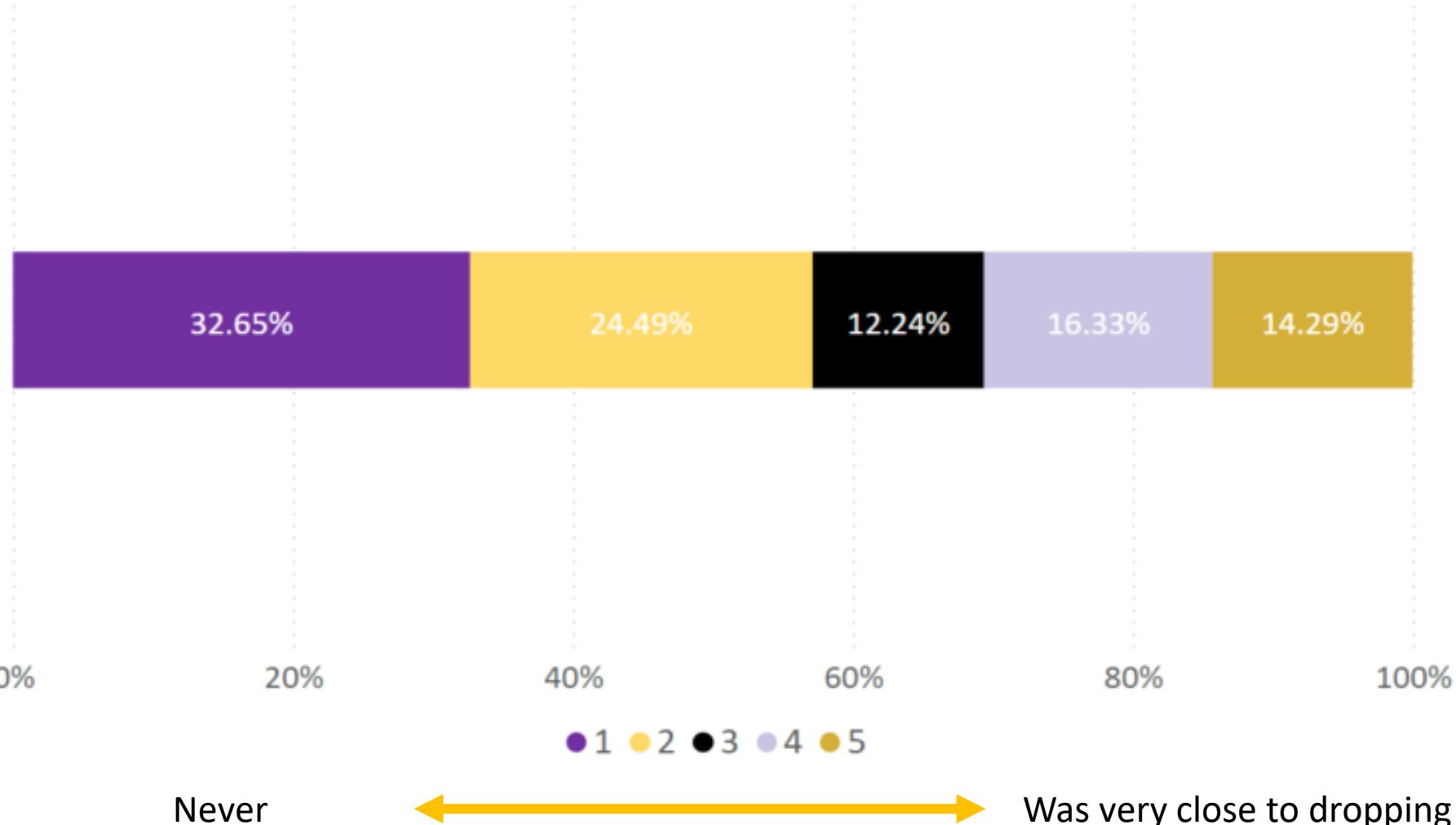
Where would students be without DD?



While DD was the first choice for 86% of DDs, the leading alternative programs were unsurprisingly just Math/CS/Business. As for school, despite UofT being the #1 rival (according to Reddit), many of DDs may have ended up there.

How strongly did you ever consider dropping DD?

(1 = Never ↔ 5 = Was very close to dropping)



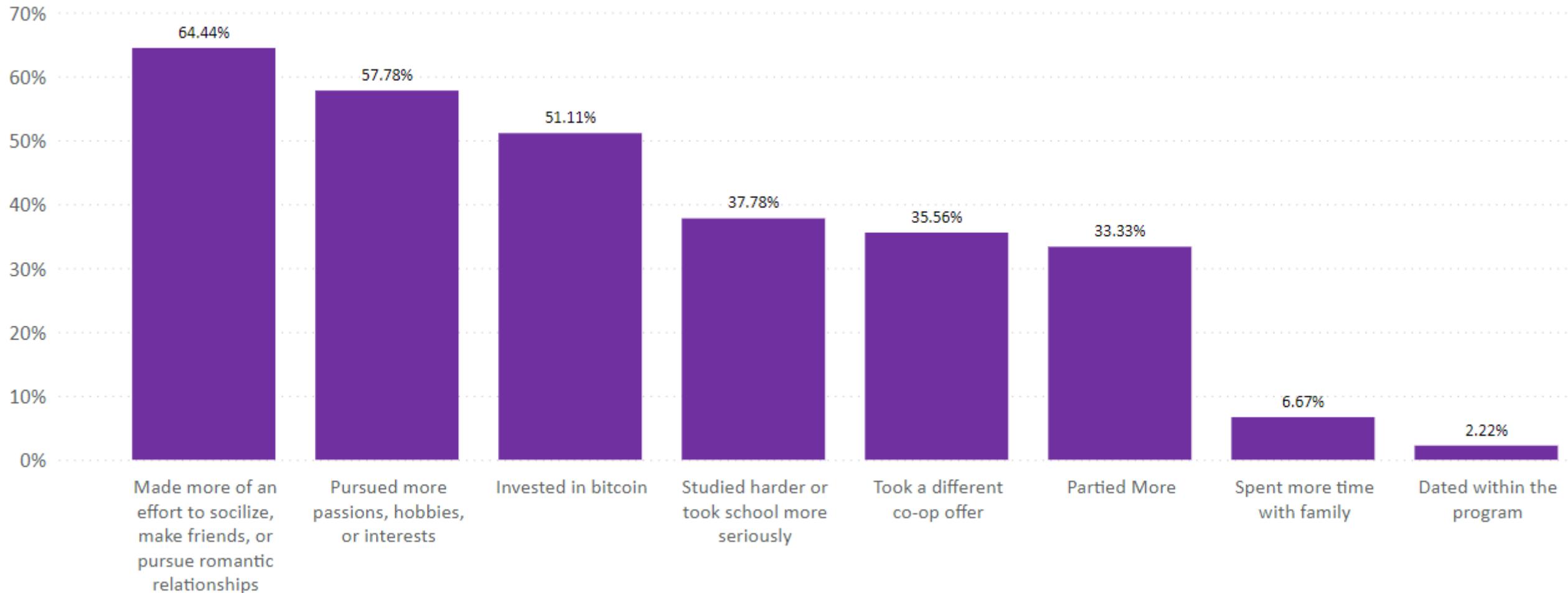
Anecdotally, 1st year sees many students drop out of DD, often to one of BBA/BMath/BCS singularly.

**31% of the graduating class
somewhat or strongly
considered dropping DD at
some point.**

57% of the class never or only slightly considered dropping DD at some point.

Note that this question may have some selection bias, as generally students who graduated and responded to this survey would be less likely to have considered dropping the program throughout the 5 years.

Do you have any regrets about your University experience?

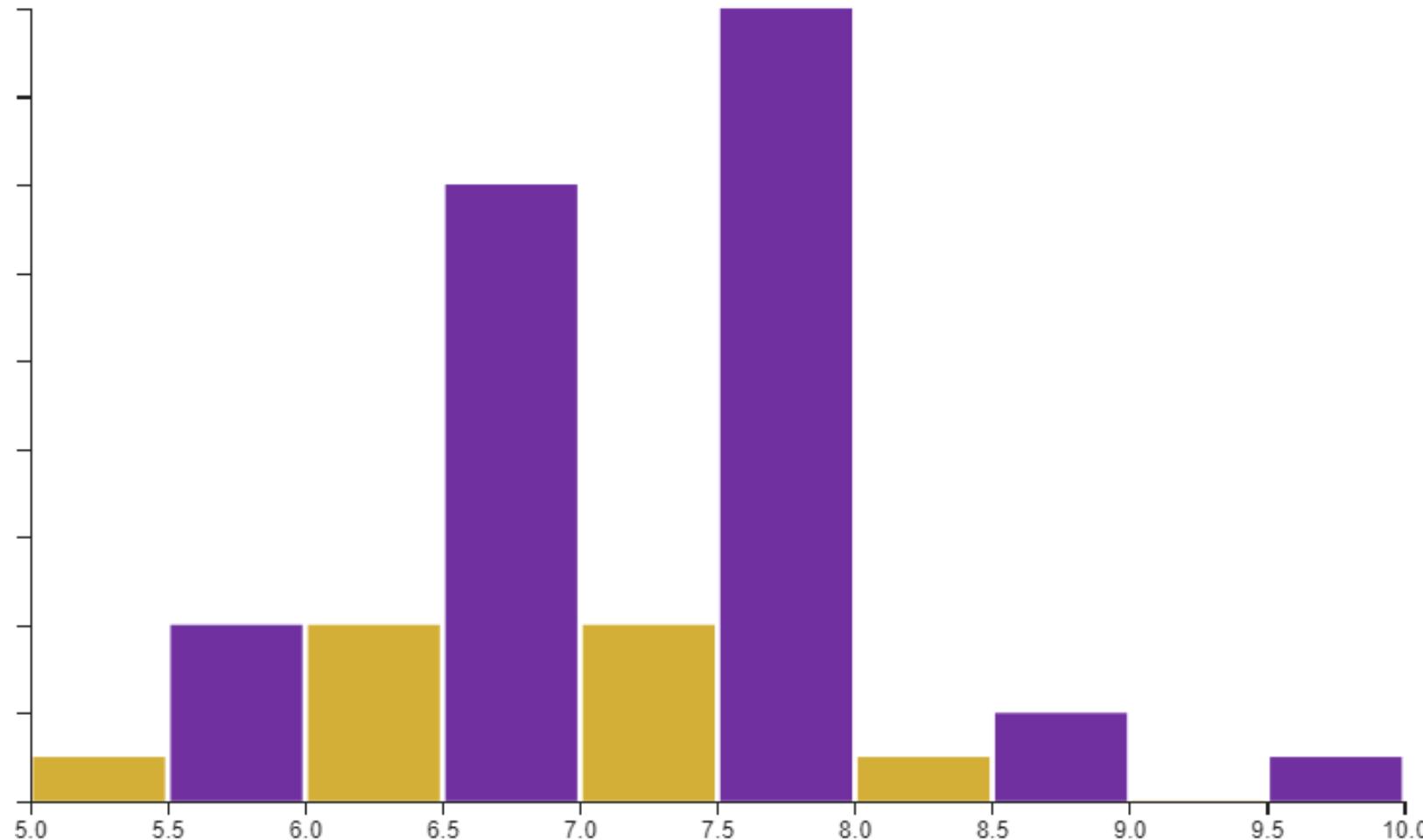




Lifestyle

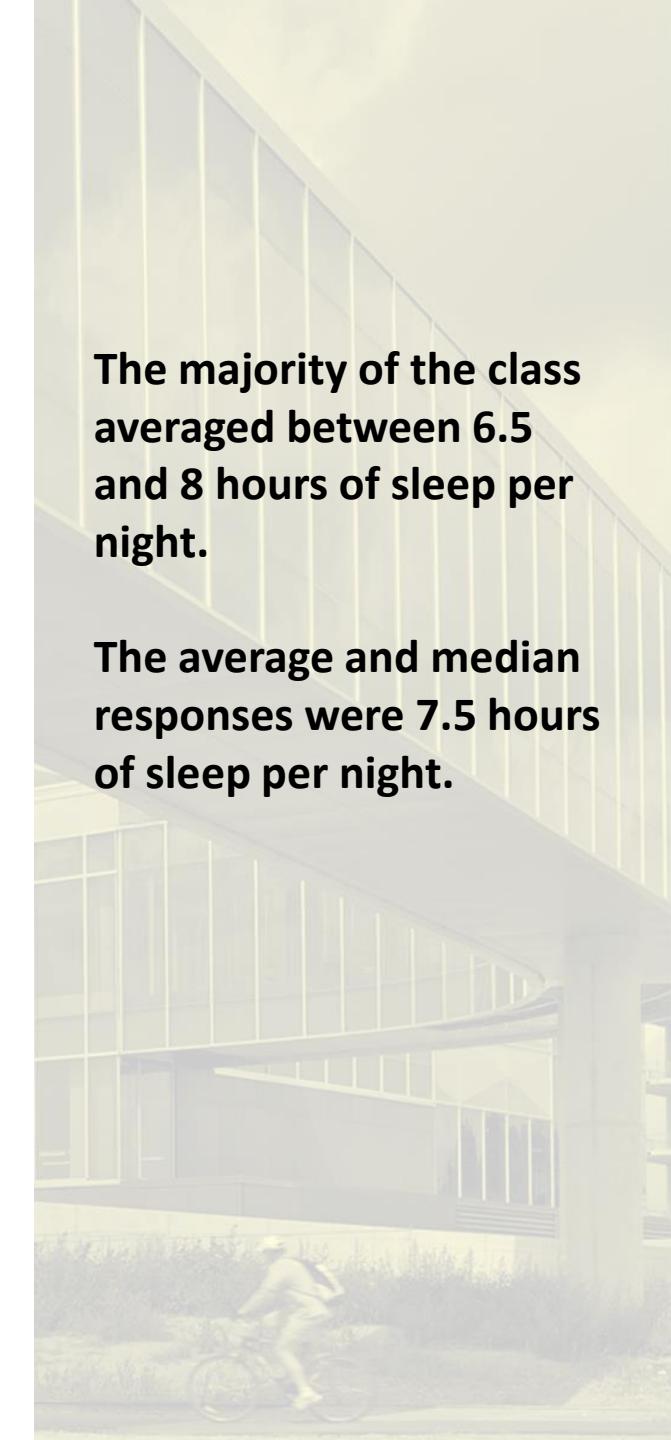


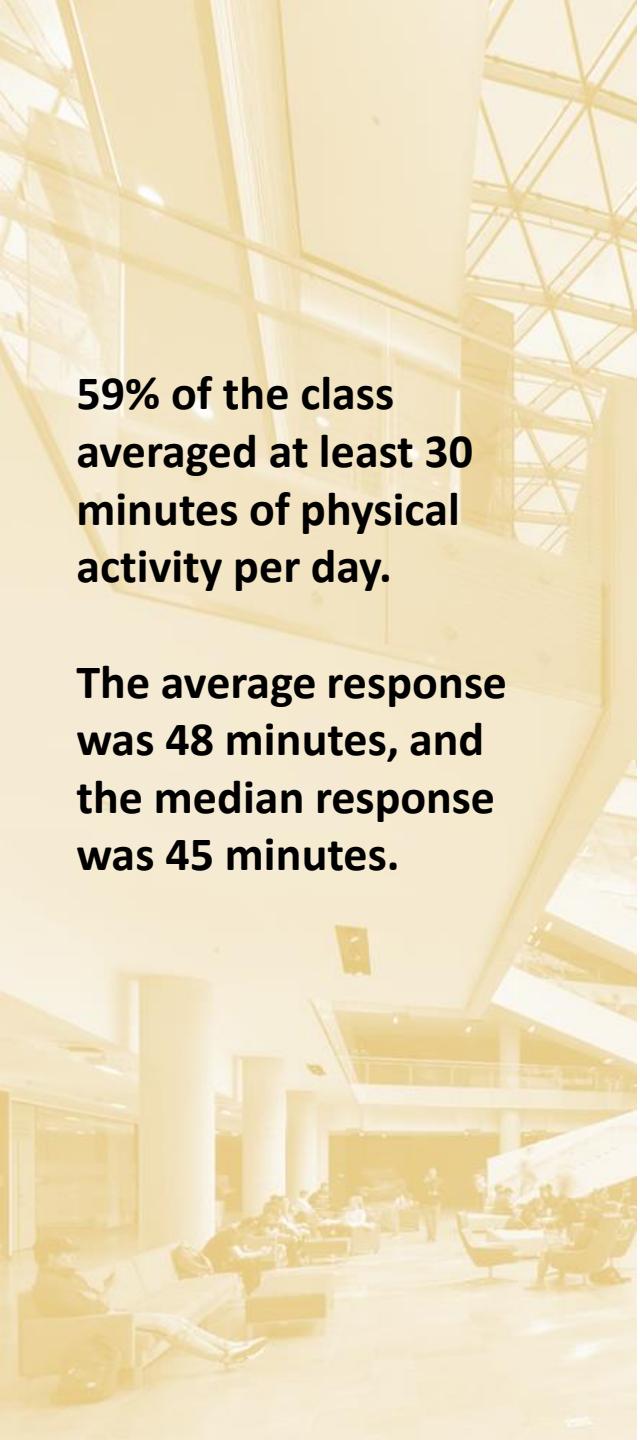
How much sleep did you average per night?



The majority of the class averaged between 6.5 and 8 hours of sleep per night.

The average and median responses were 7.5 hours of sleep per night.

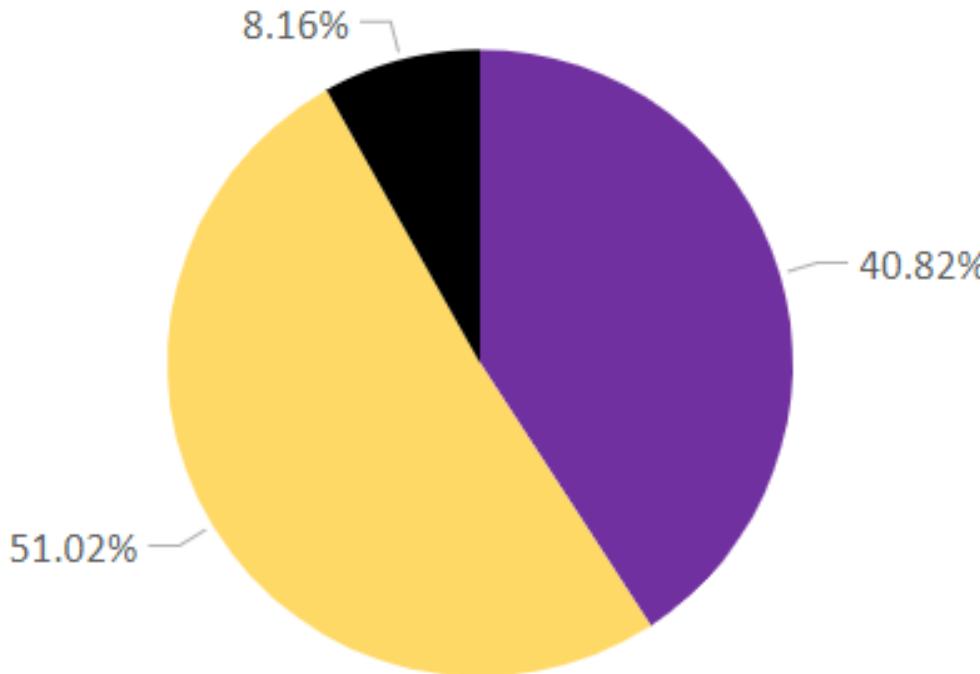




**59% of the class
averaged at least 30
minutes of physical
activity per day.**

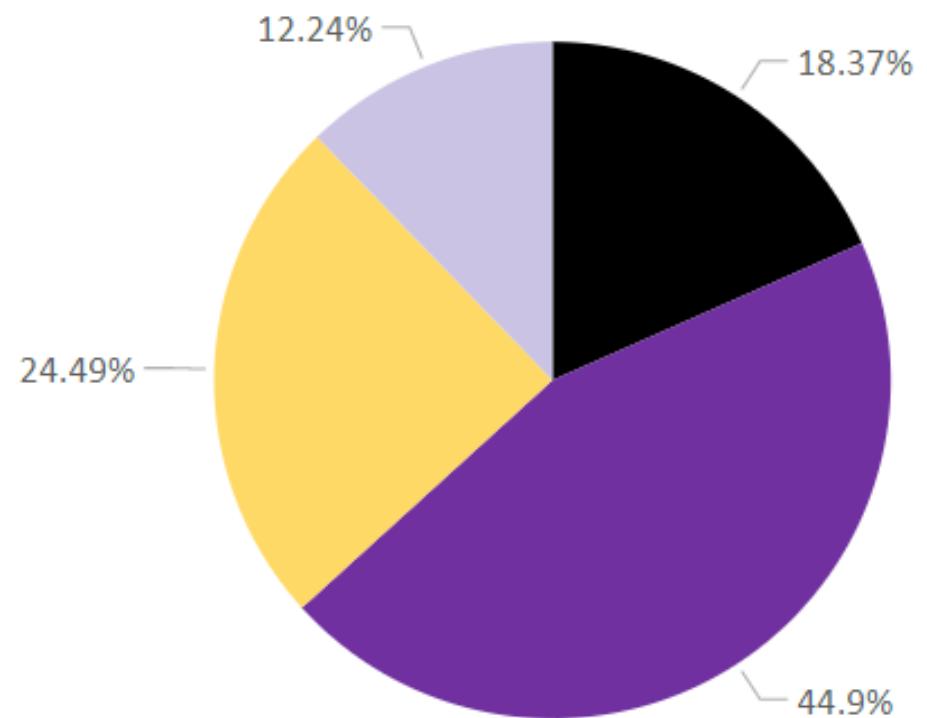
**The average response
was 48 minutes, and
the median response
was 45 minutes.**

How much physical activity did you average per day?



- Less than 30 minutes
- 30-60 minutes
- More than 60 minutes

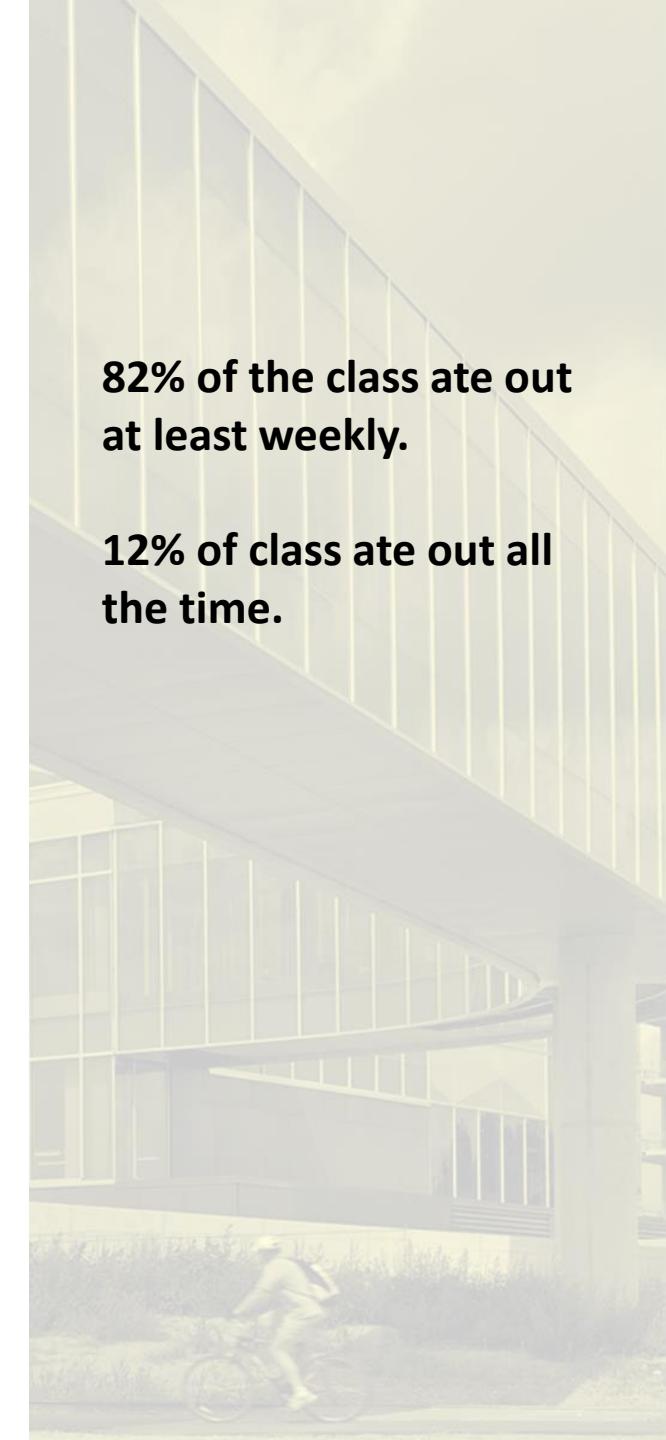
How frequently did you eat out?

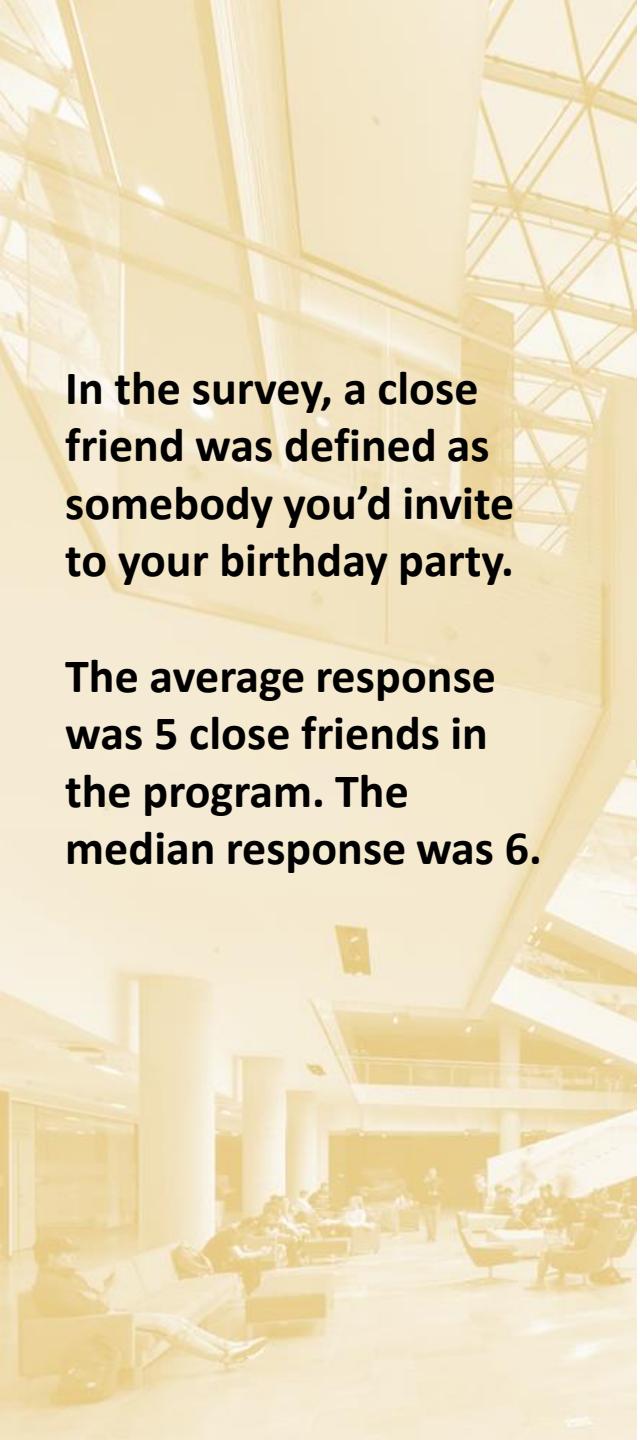


- 1-2 times per month
- 1-2 times per week
- 3-4 times per week
- Always

82% of the class ate out at least weekly.

12% of class ate out all the time.

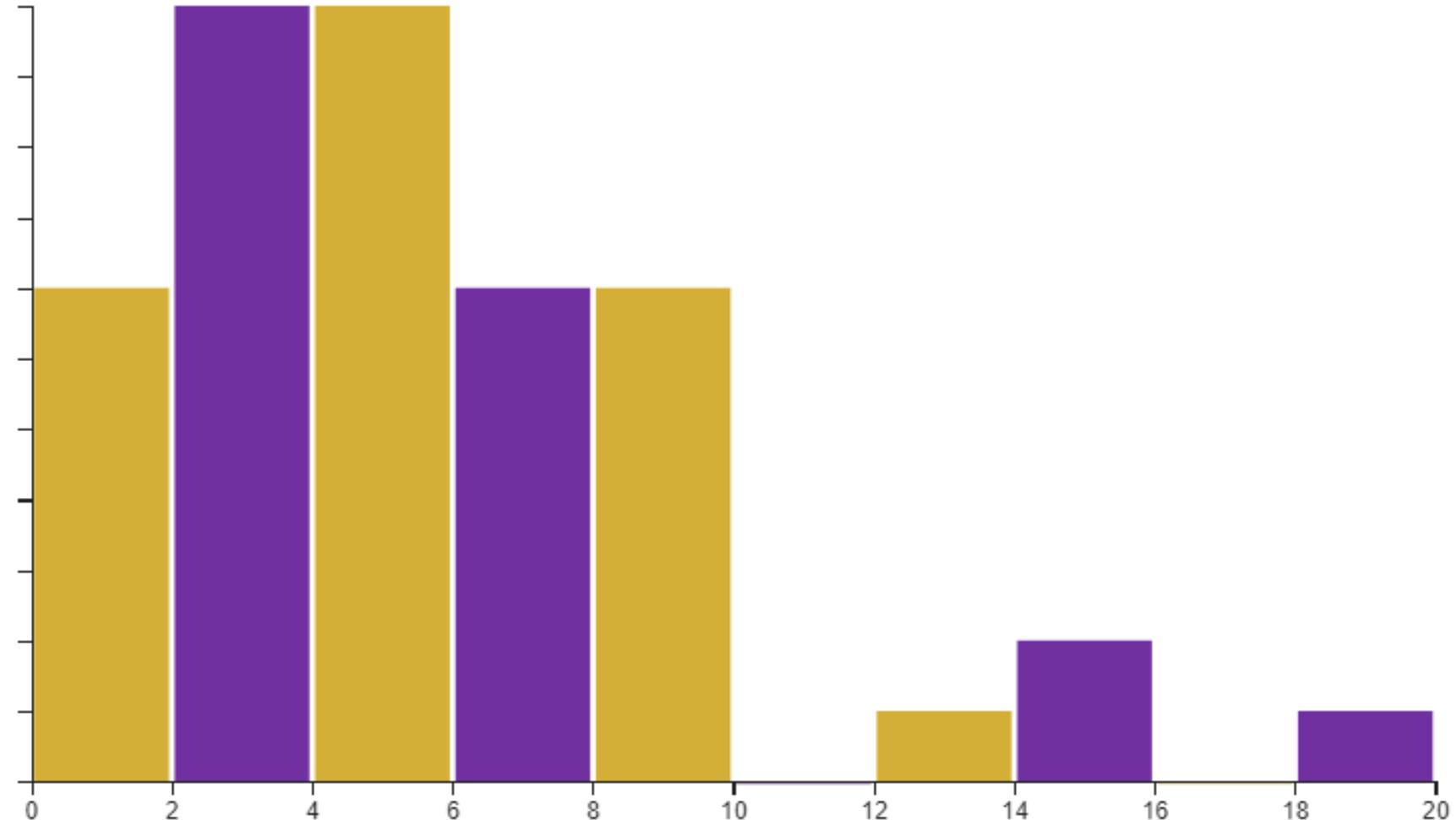




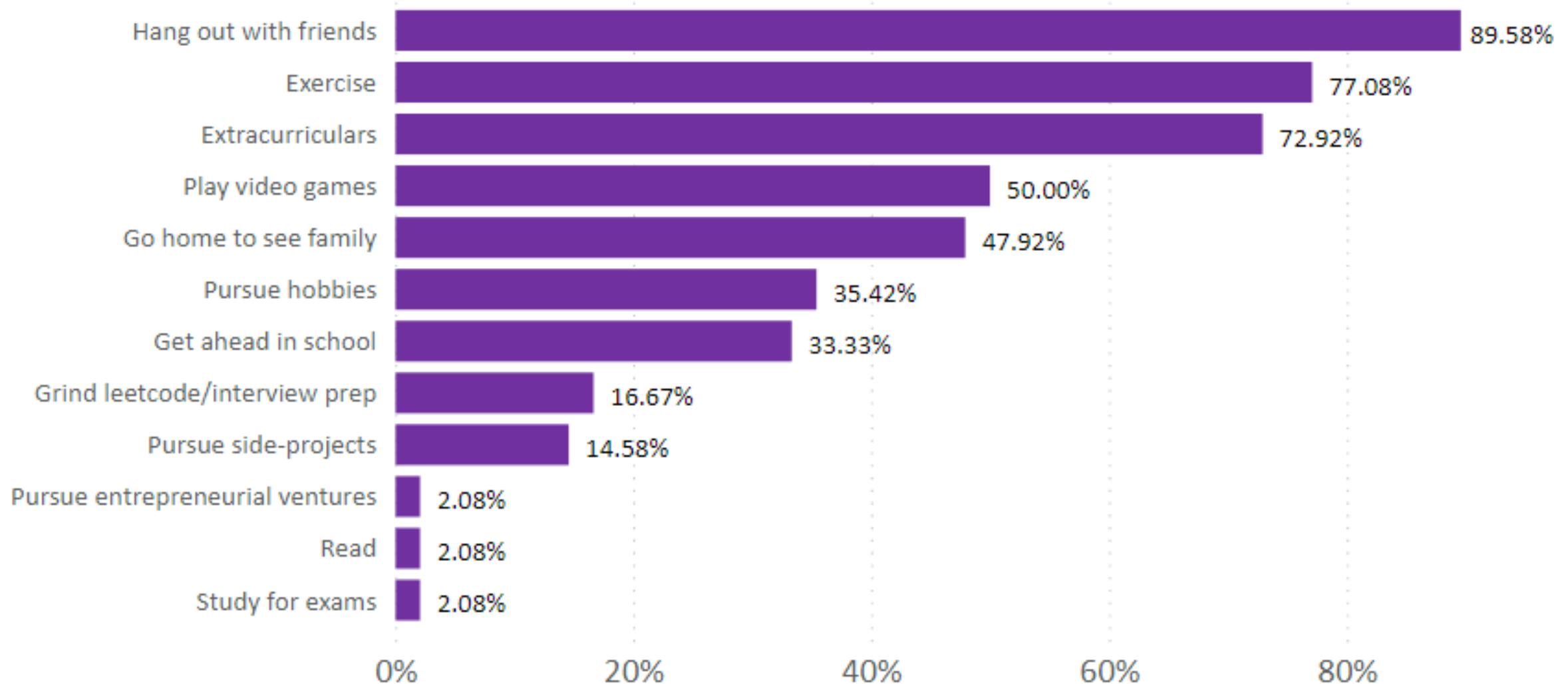
How many close friends do you have in the program?

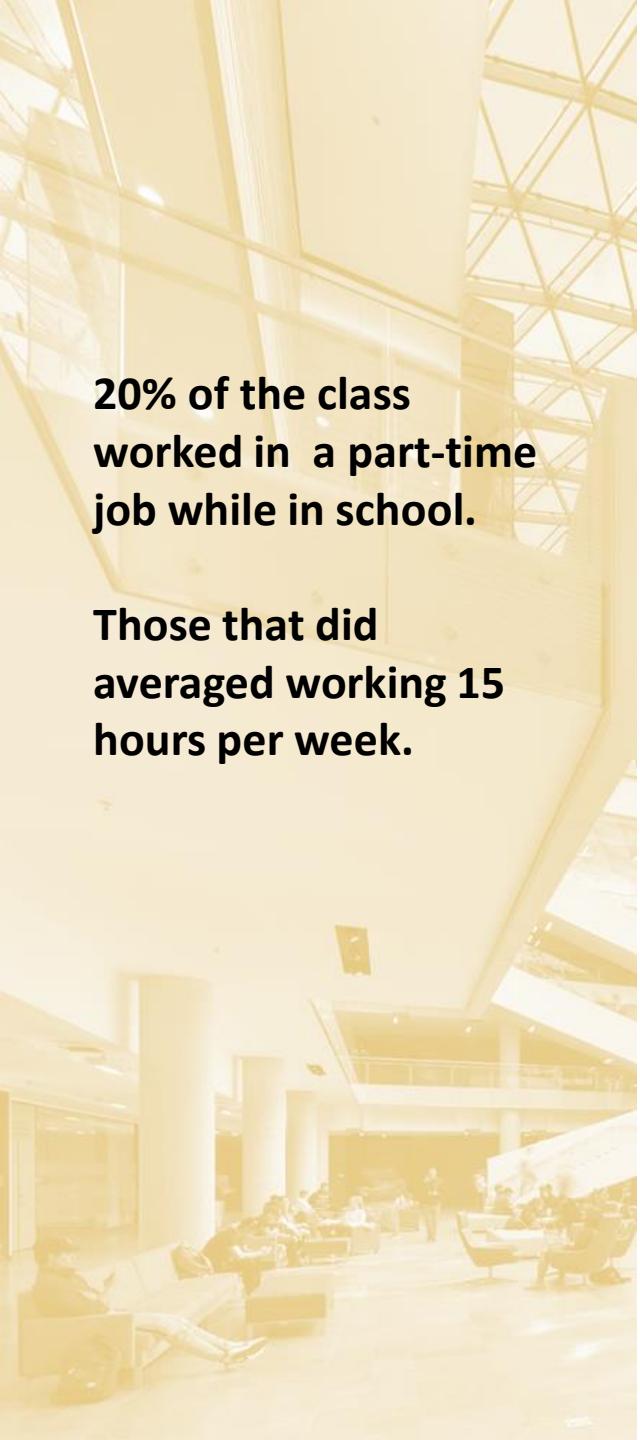
In the survey, a close friend was defined as somebody you'd invite to your birthday party.

The average response was 5 close friends in the program. The median response was 6.



What did you do in your spare time?

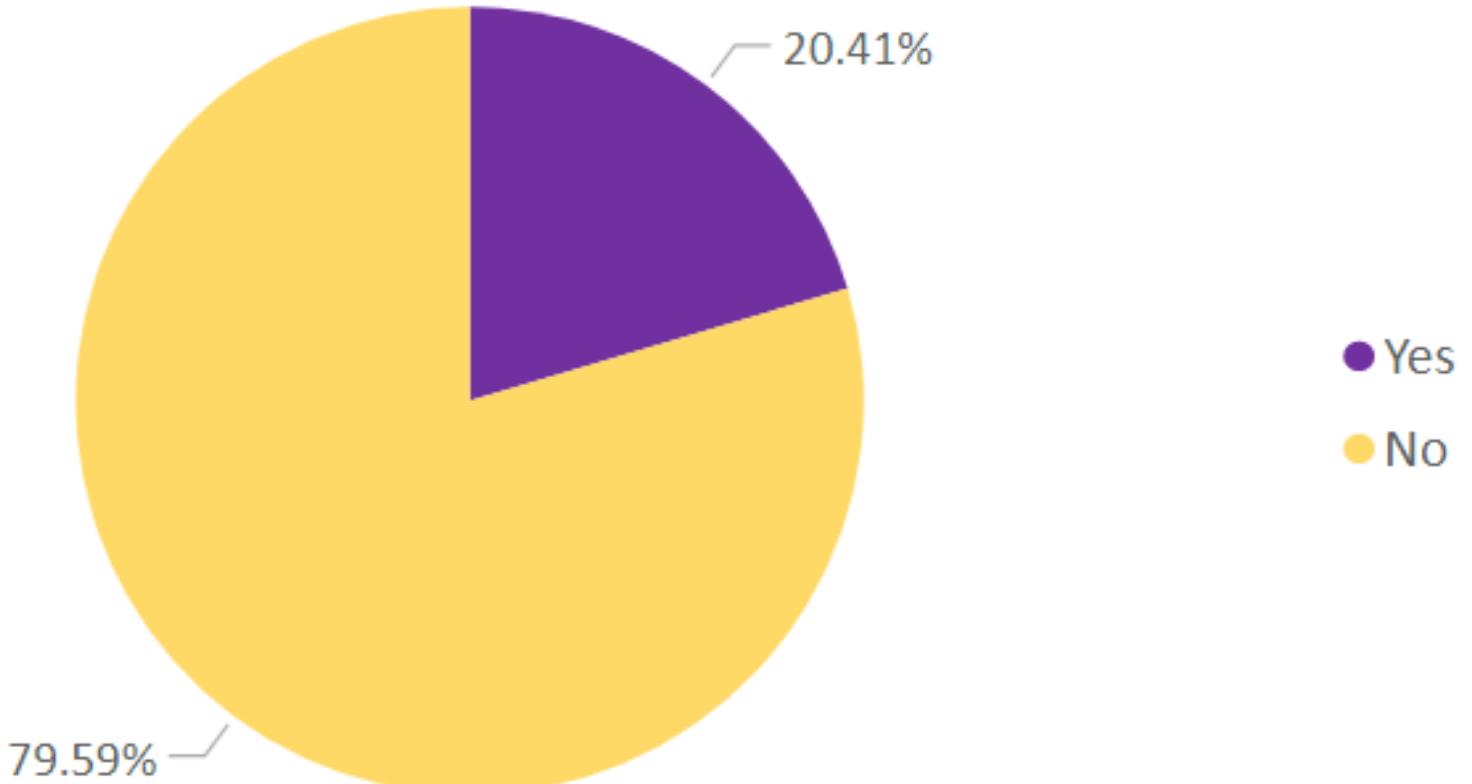




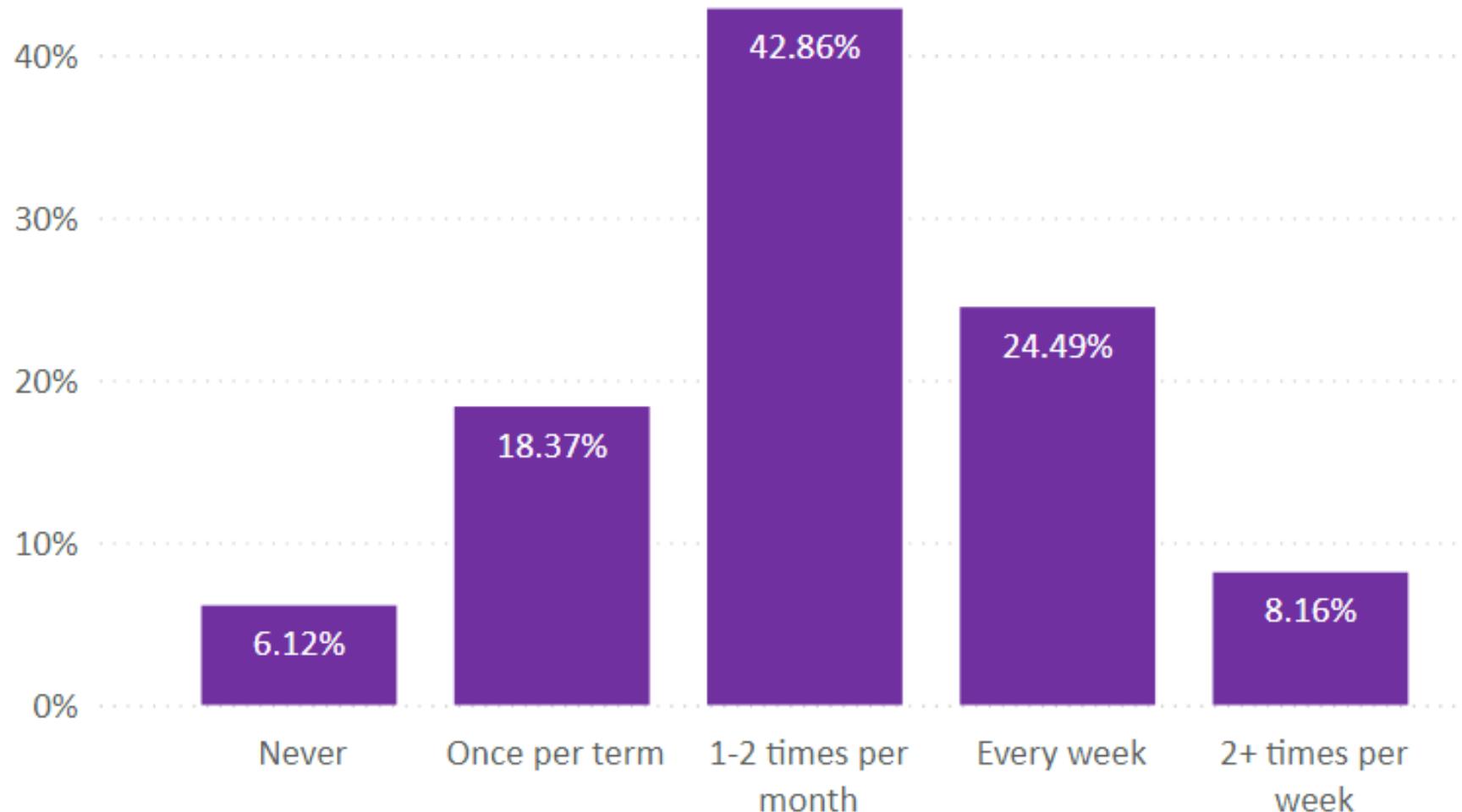
**20% of the class
worked in a part-time
job while in school.**

**Those that did
averaged working 15
hours per week.**

Did you work a part-time job?



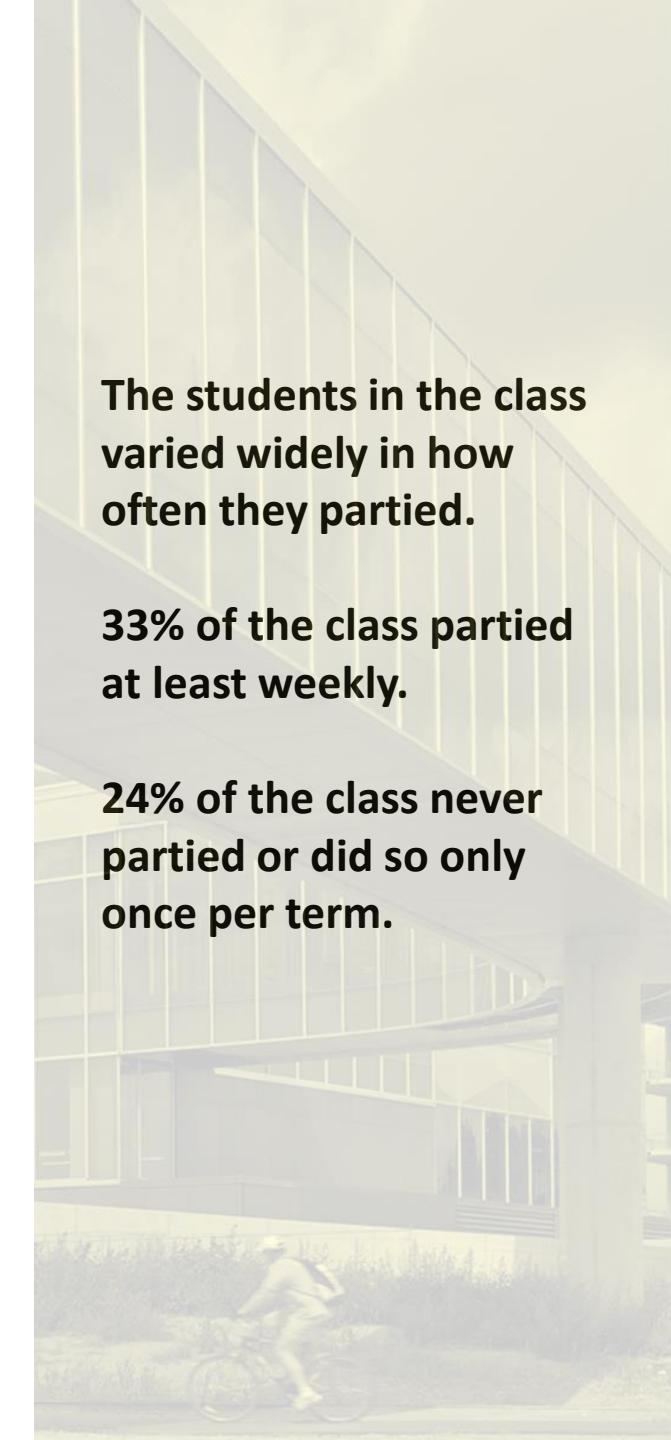
How often did you party?



The students in the class varied widely in how often they partied.

33% of the class partied at least weekly.

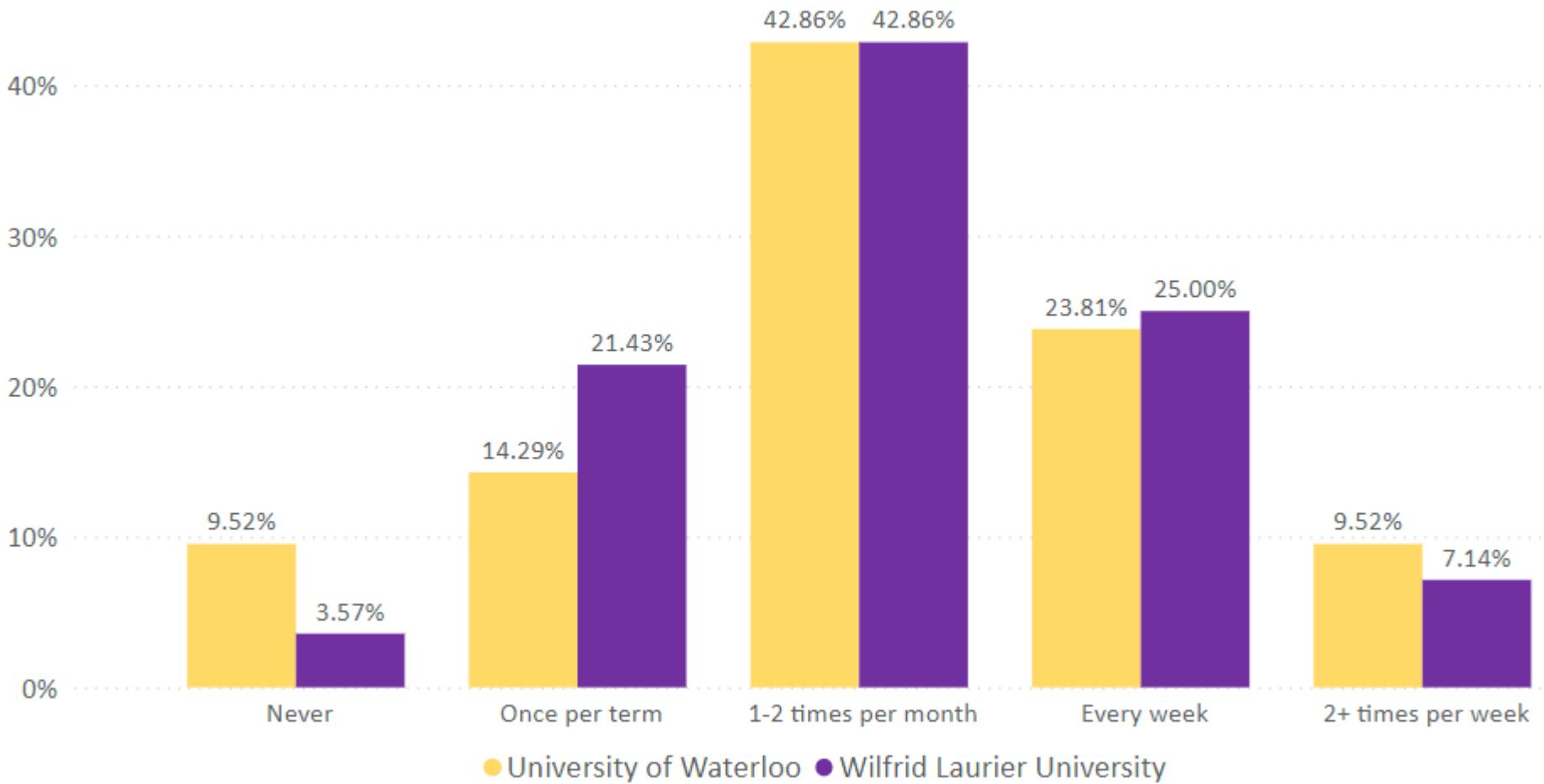
24% of the class never partied or did so only once per term.



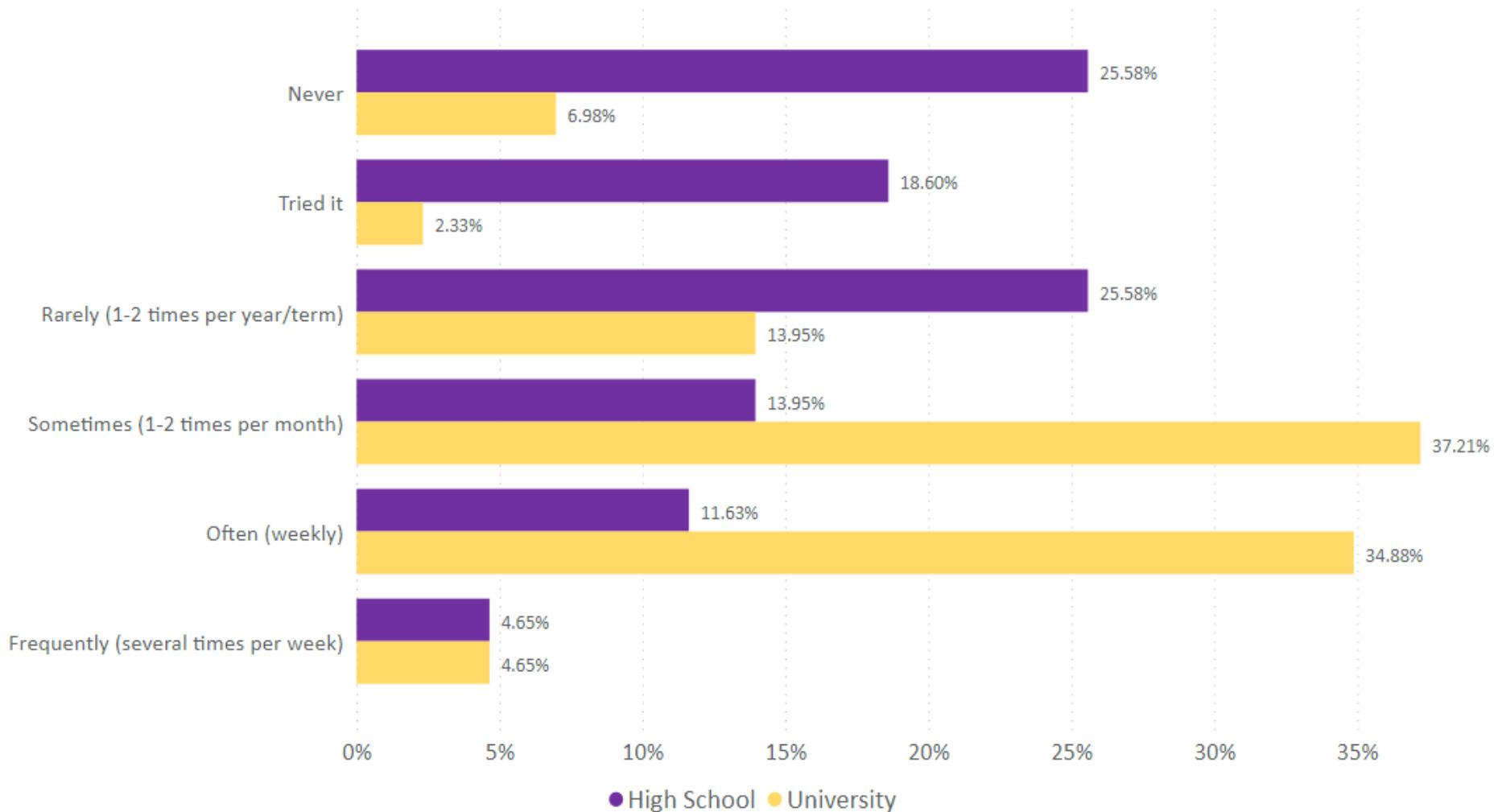
Did students' partying frequency vary by their home school?

Generally, it seems like WLU-based DDs and UW-based DDs partied at about the same frequency.

This finding might go against popular belief that WLU is more of a “party school” than UW.



How often did you drink?



Drinking habits changed significantly as students moved from High School to University.

26% of the class never drank in High School, while only 7% never drank in University.

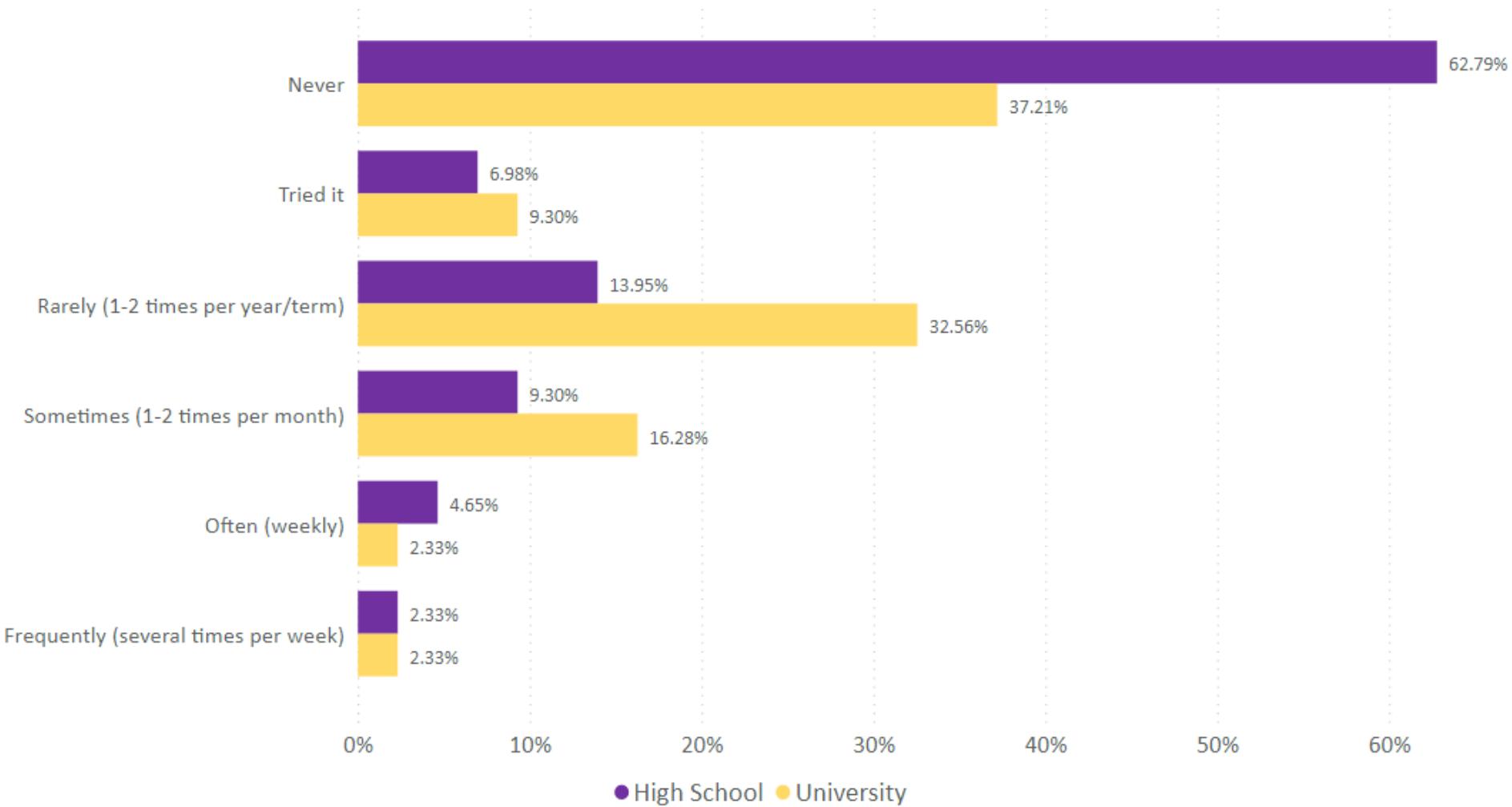
77% of the class drank at least monthly in University, compared to only 30% while in High School.

Overall, marijuana use increased in University compared to High School.

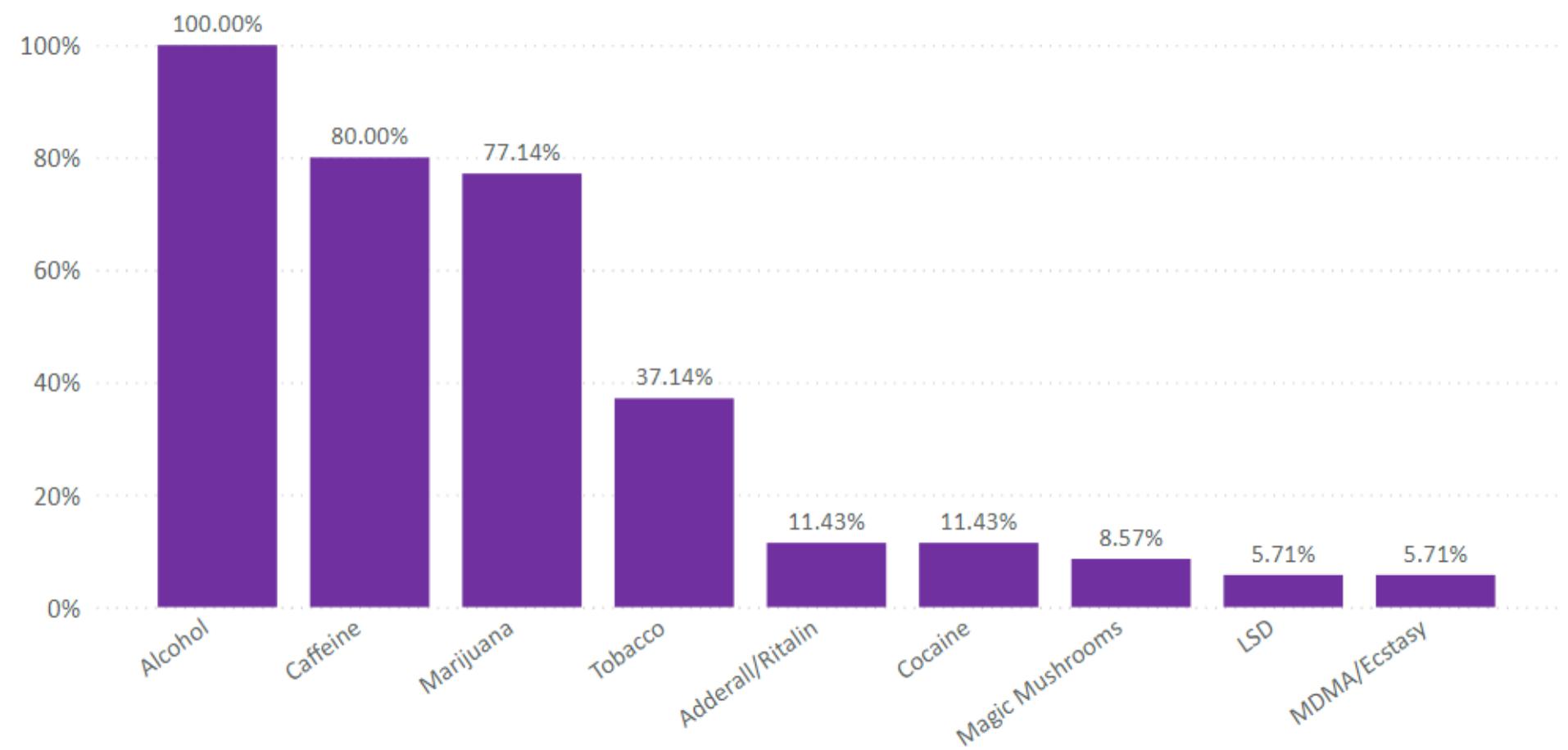
63% of the class at least tried it (or used it more frequently) during University, compared to 37% in High School.

21% of the class used marijuana at least monthly during University.

How often did you use marijuana?



Which of the following drugs did you use during University?



Unsurprisingly, alcohol, caffeine, and marijuana were used at least once by most of the class.

A smaller minority of students were more experimental in other drugs.

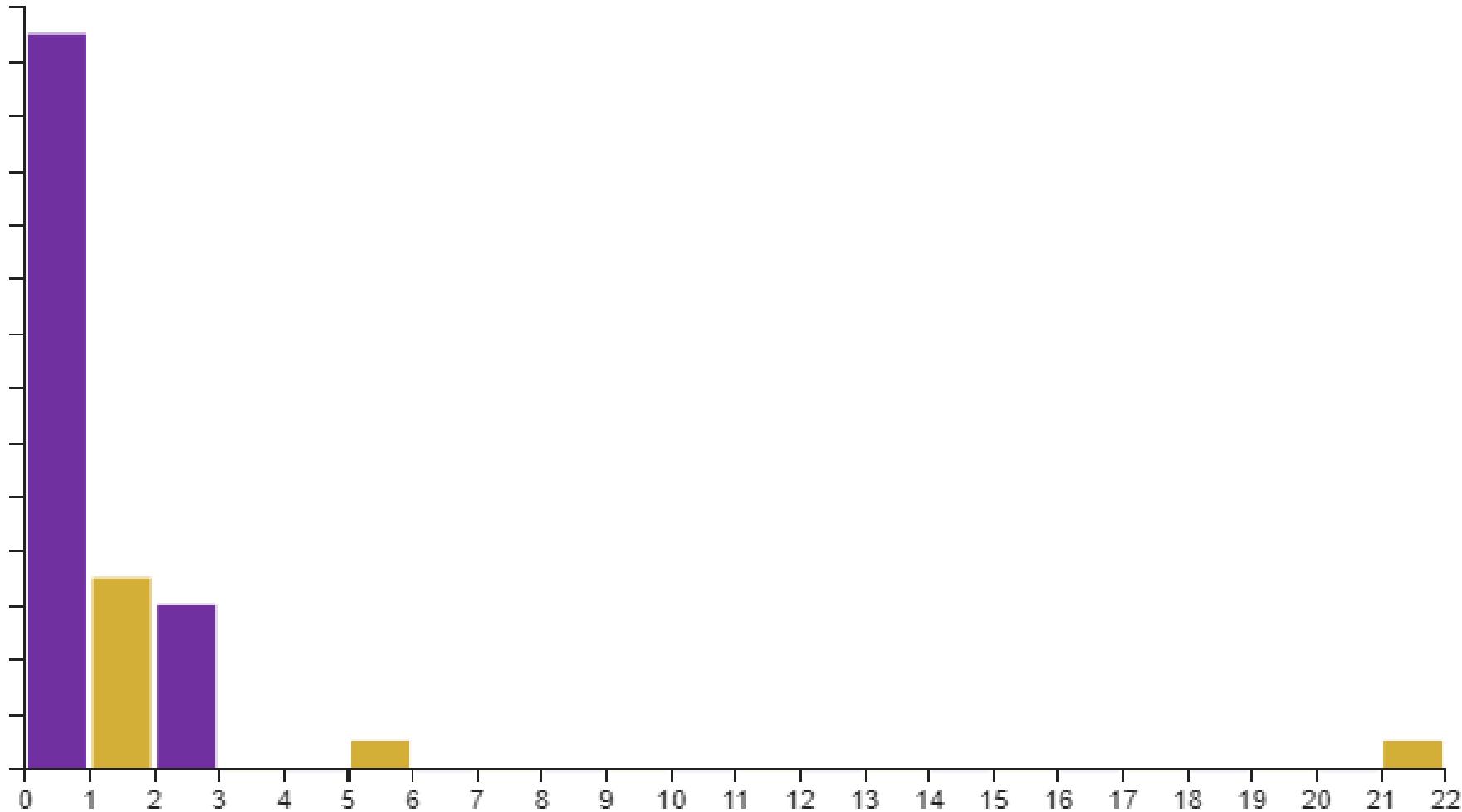
As a note, the proportions in the question may have some bias, as responders who did not answer this question tended to answer "never" on the other questions related to alcohol/marijuana use.



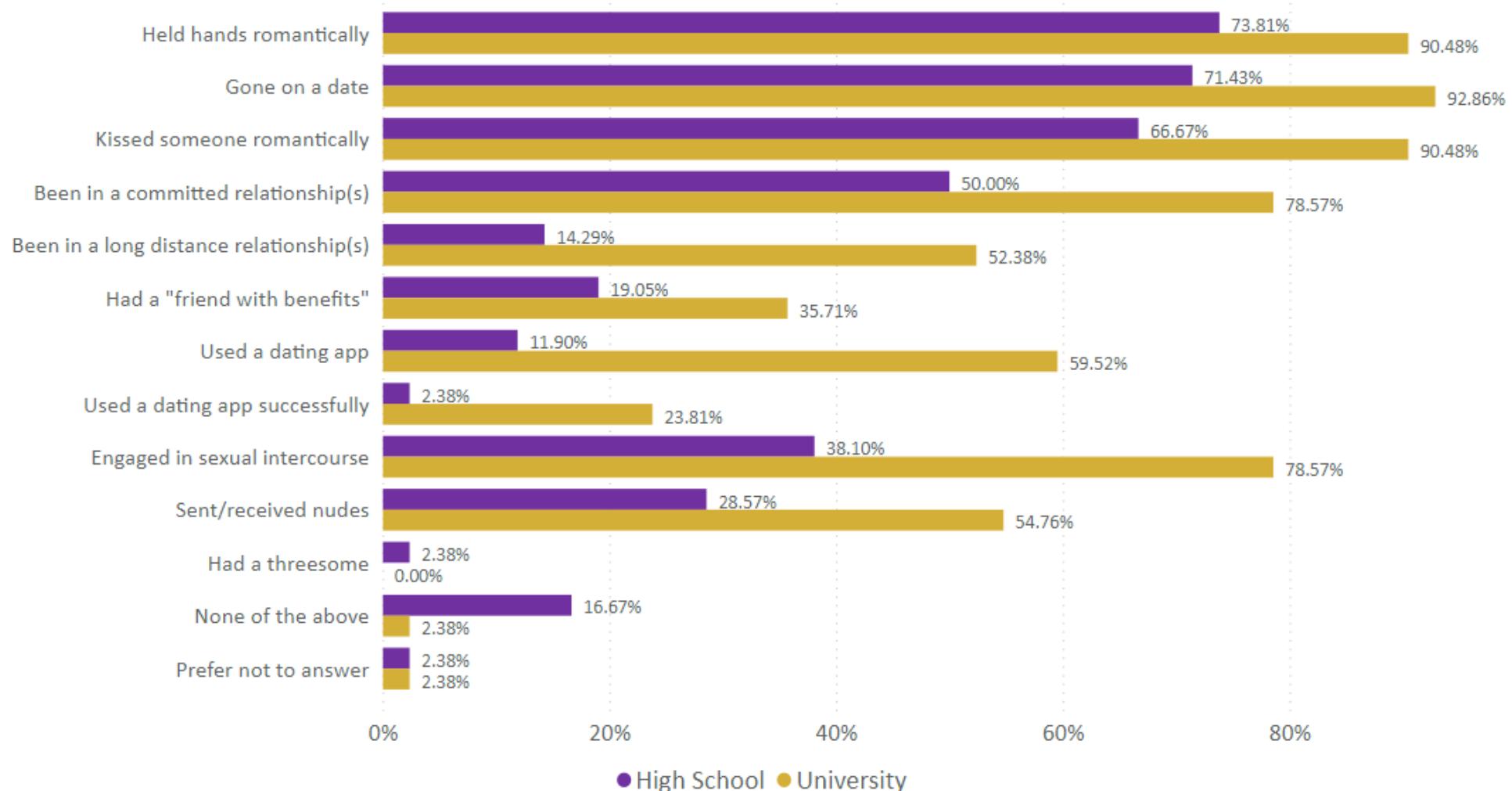
**Most students had
between 0 and 3
romantic relationships
during University.**

**64% of the class had 0
or 1 romantic
relationships.**

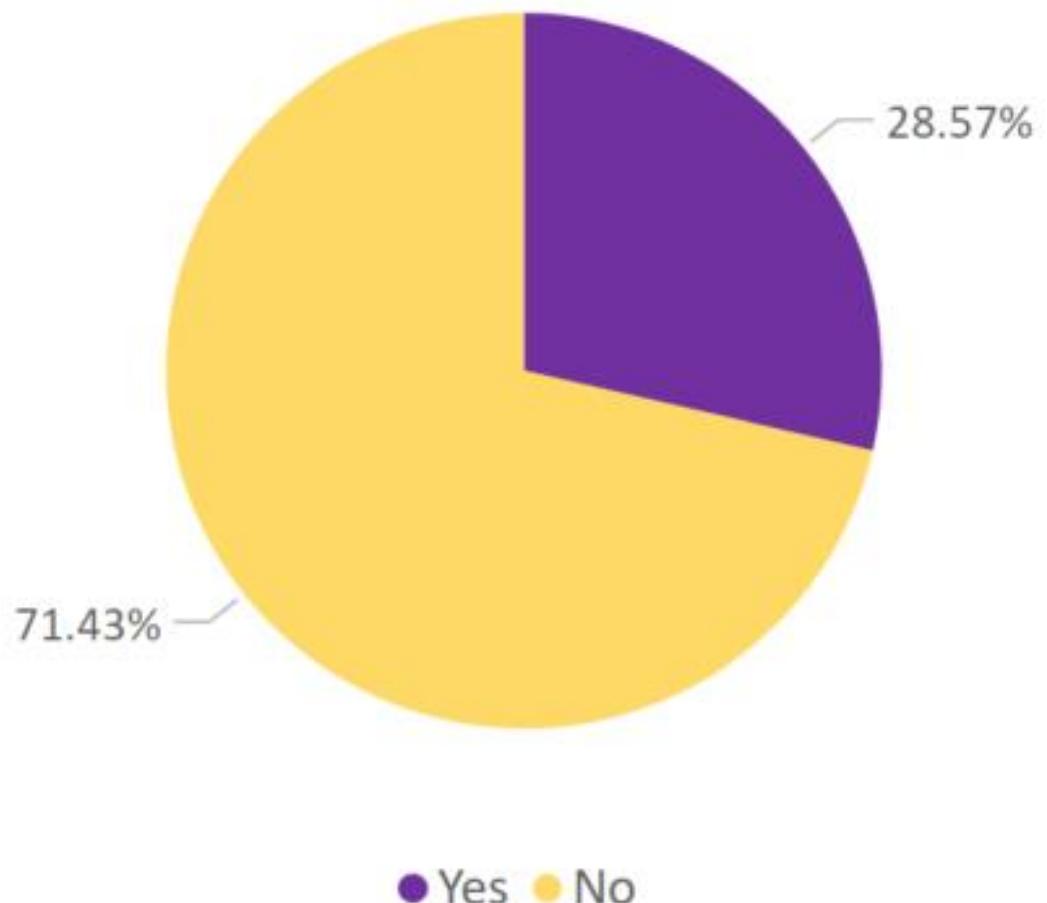
How many romantic relationships did you have during University?



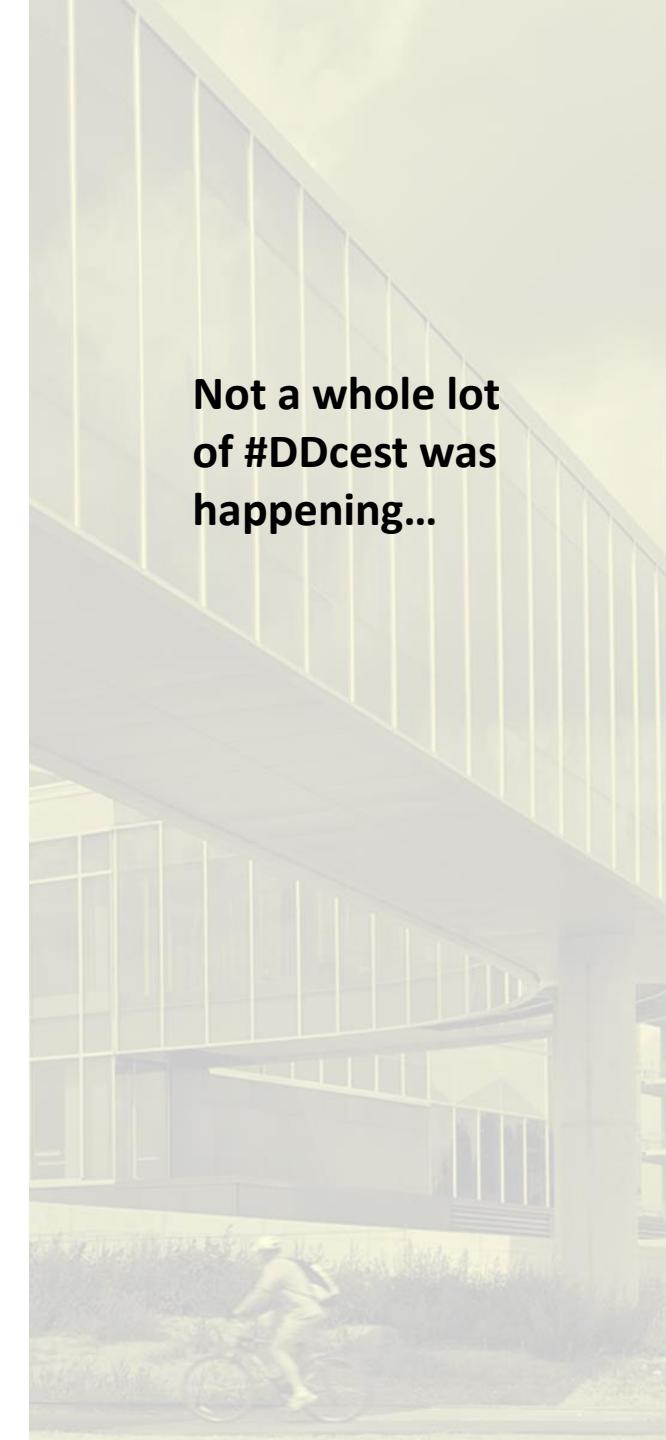
Which of the following actions have you engaged in?



Have you dated within DD?



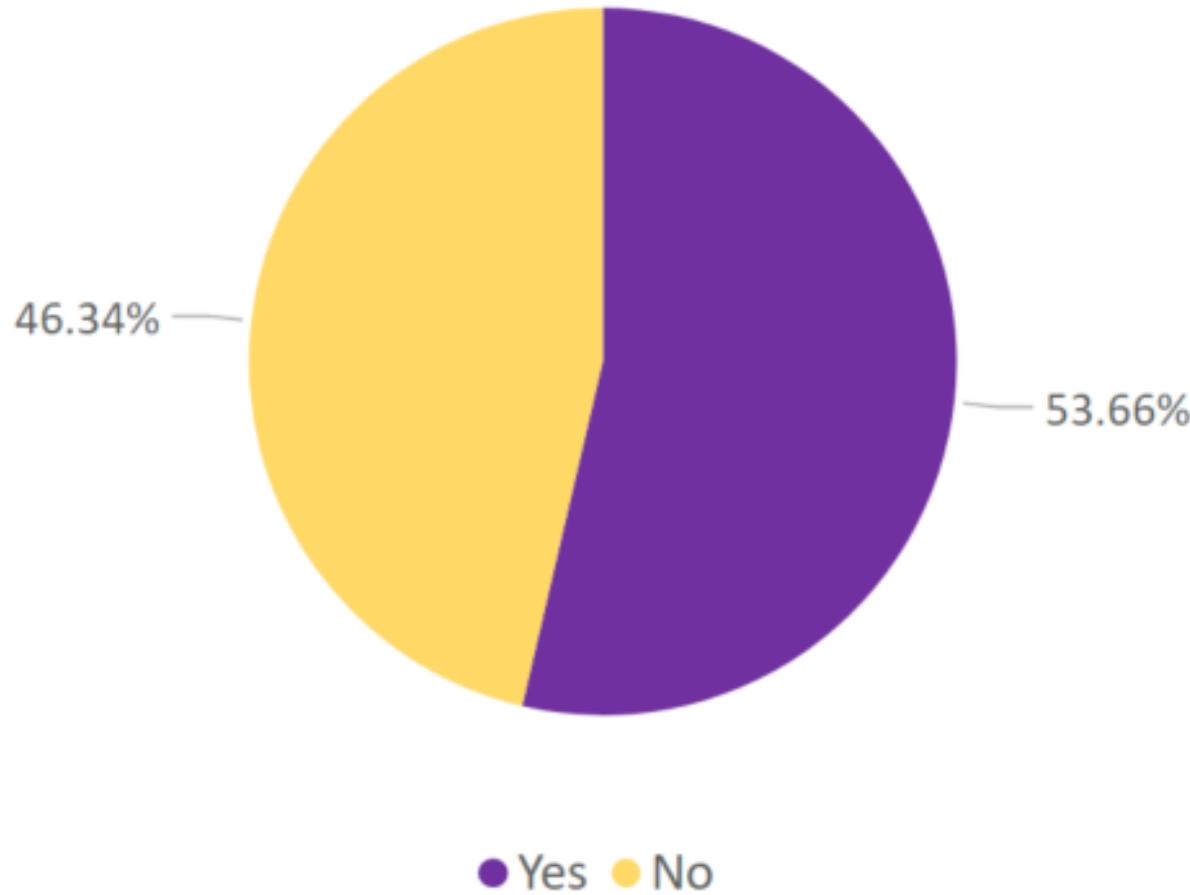
**Not a whole lot
of #DDcest was
happening...**



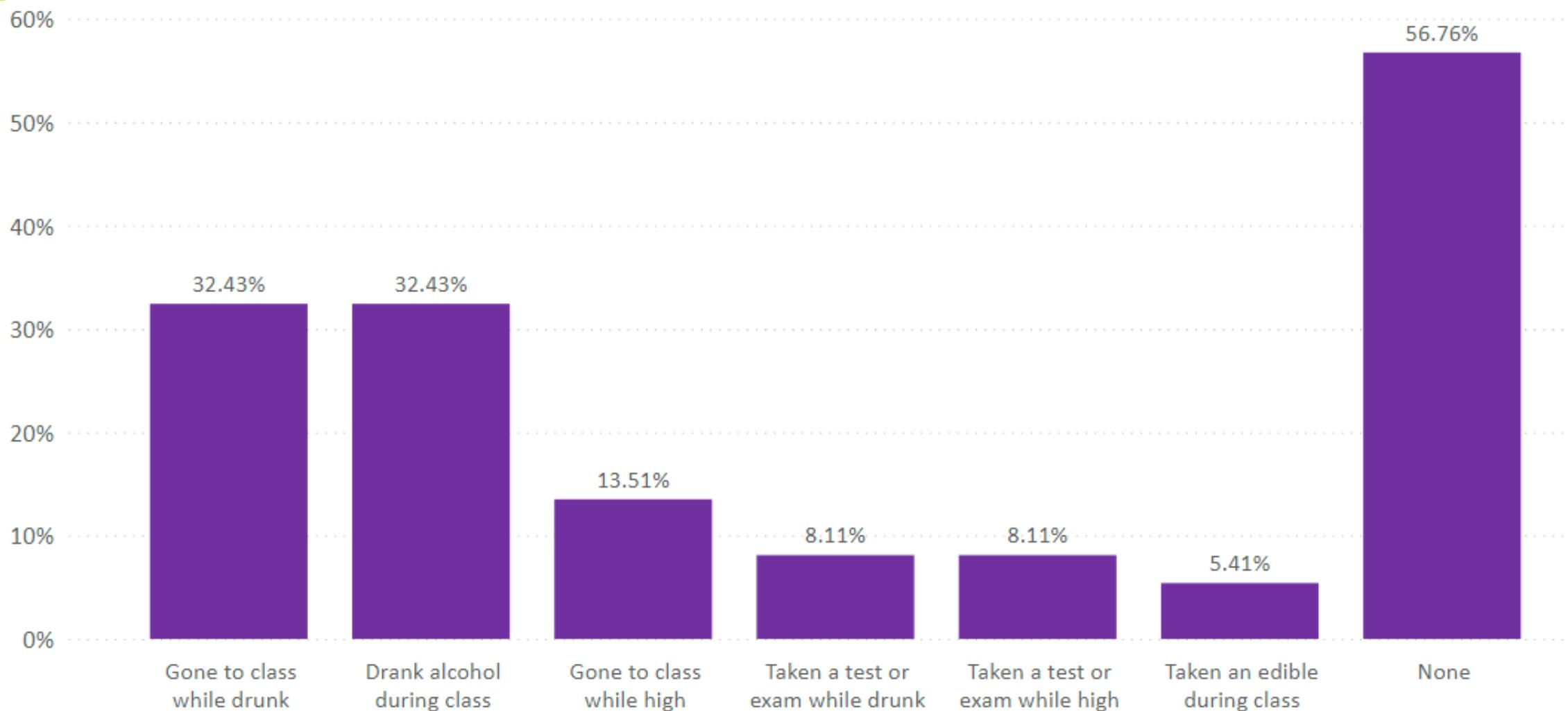


... Despite many people
wanting to commit it
#ToughScenes.

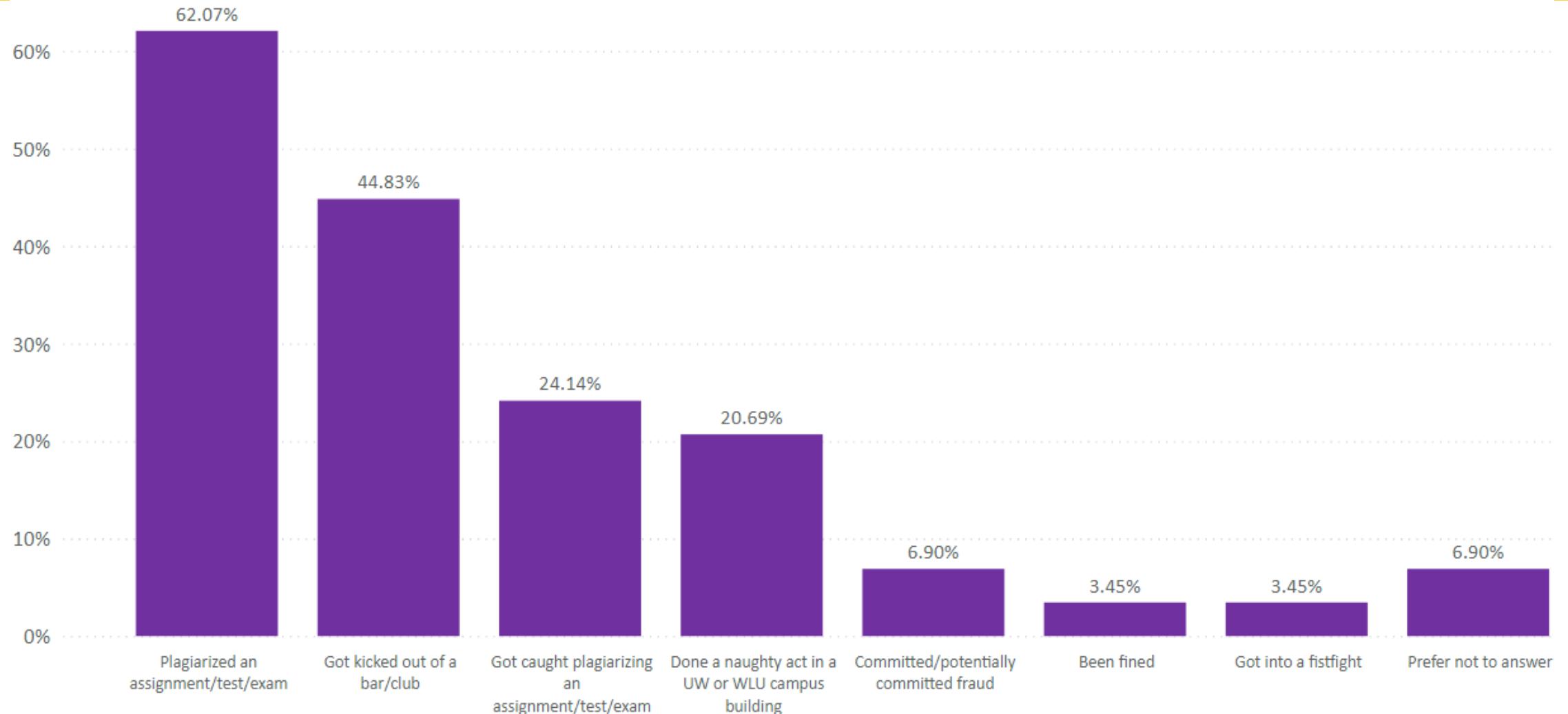
Have you wanted to date somebody in DD?



Did you ever do any of the following during University?

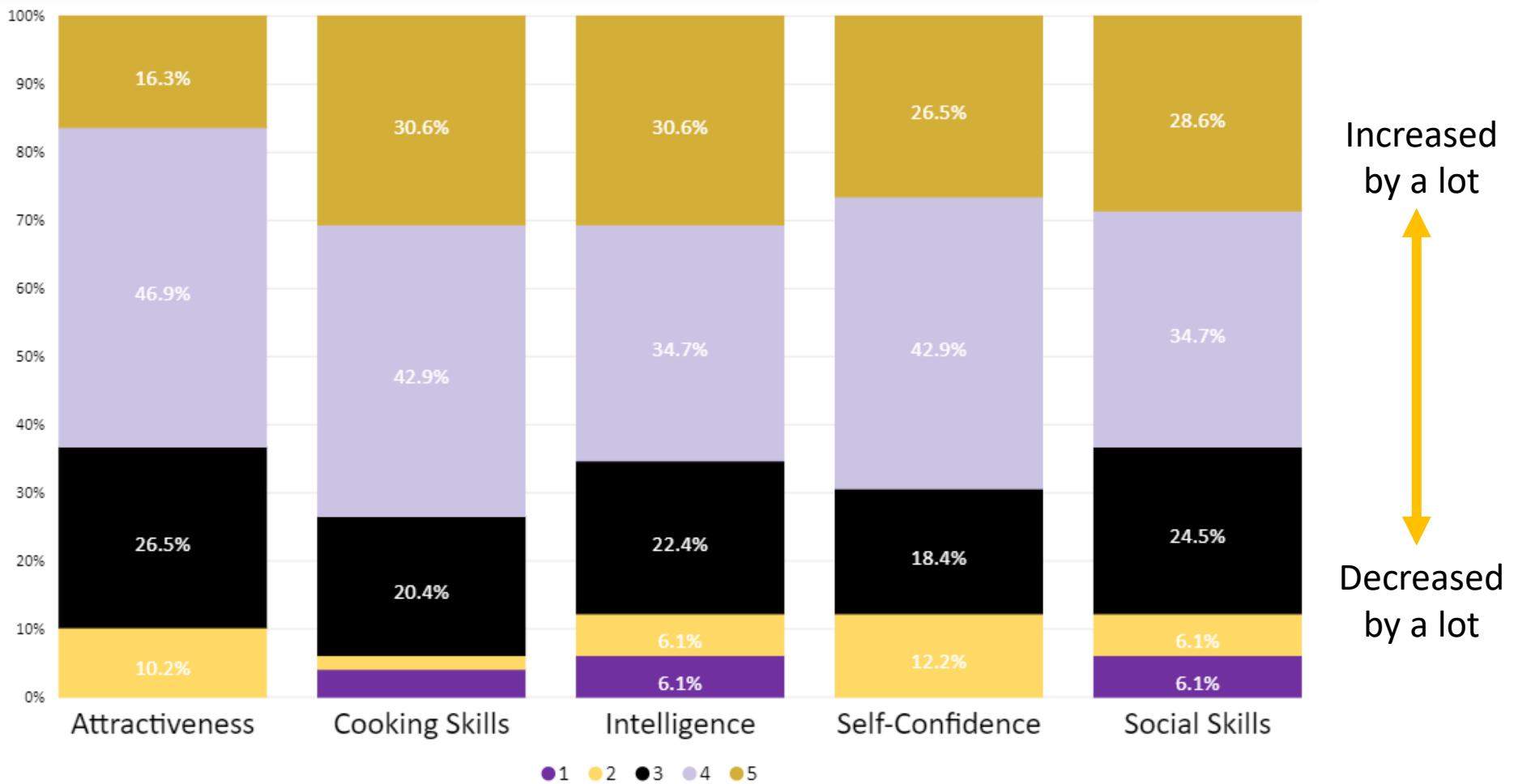


Did you ever do any of the following during University?



How has your perception of yourself in the following attributes changed throughout University?

(1 = Decreased by a lot ↔ 5 = Increased by a lot)



Generally, people's perception of themselves in all of these attributes increased throughout University.

It seems as though cooking skills was the most improved attribute in the class.

Mental Health



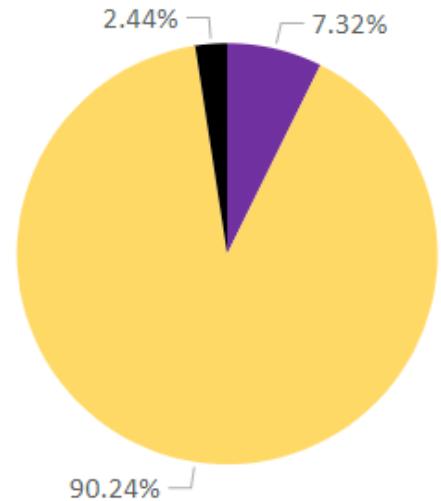
Did you face mental health challenges?

Generally, mental health challenges grew significantly in University compared to High School.

Only 7% of the class responded that they faced mental health challenges in High School.

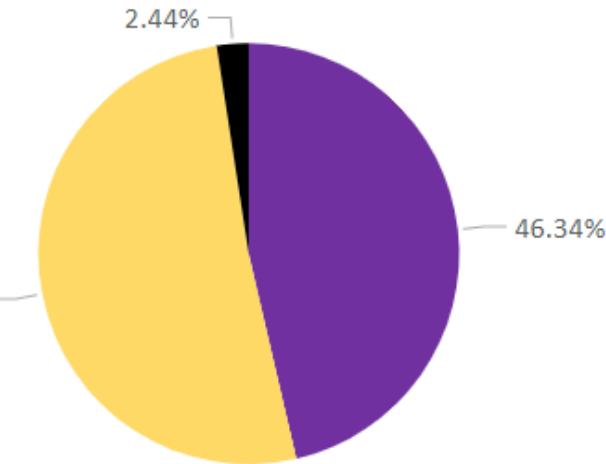
43% of the class responded that they faced mental health challenges in University.

High School



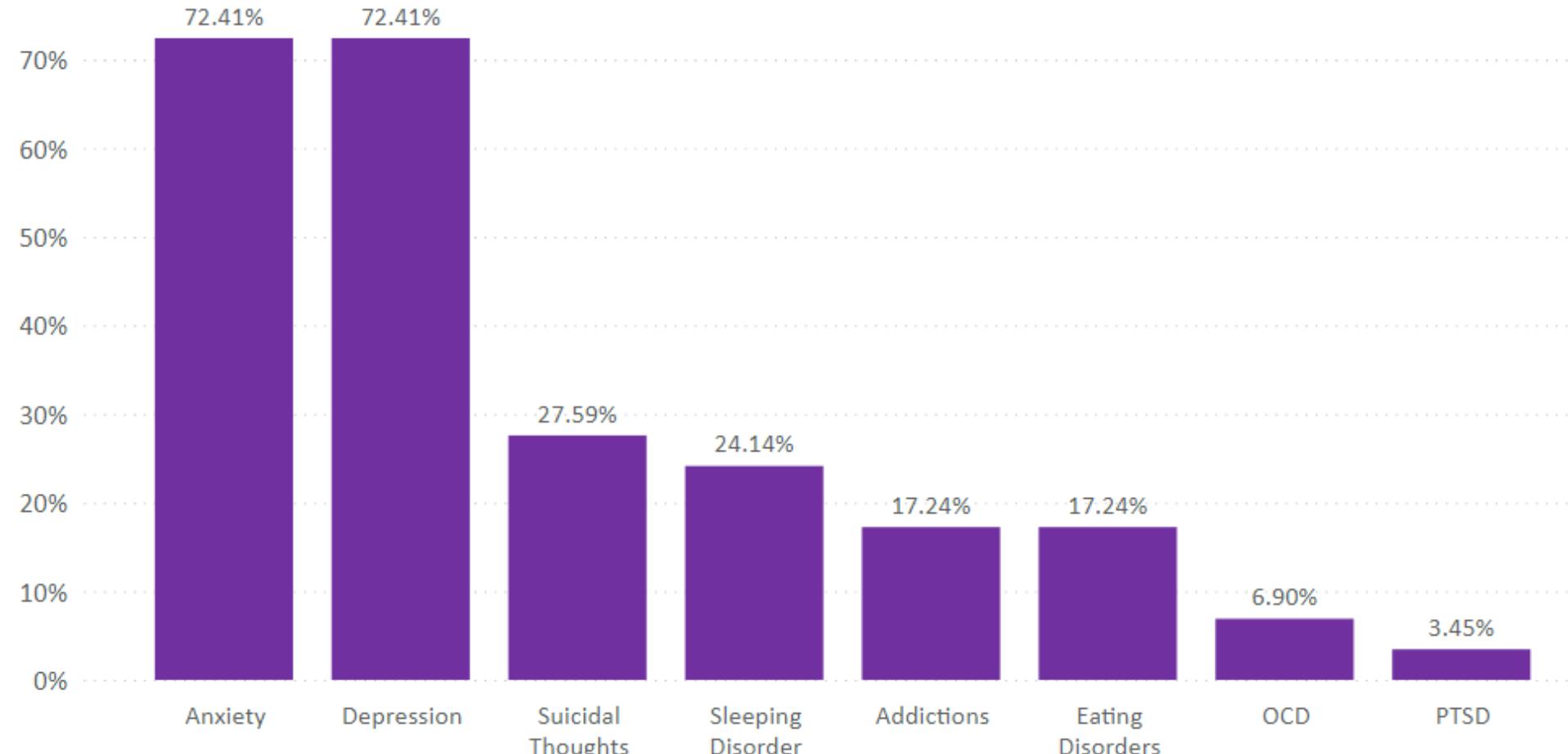
● Yes ■ No ● Prefer not to say

University



● Yes ■ No ● Prefer not to say

Have you ever experienced any of the following during University?



The transition to University, and the DD program specifically, can be quite challenging.

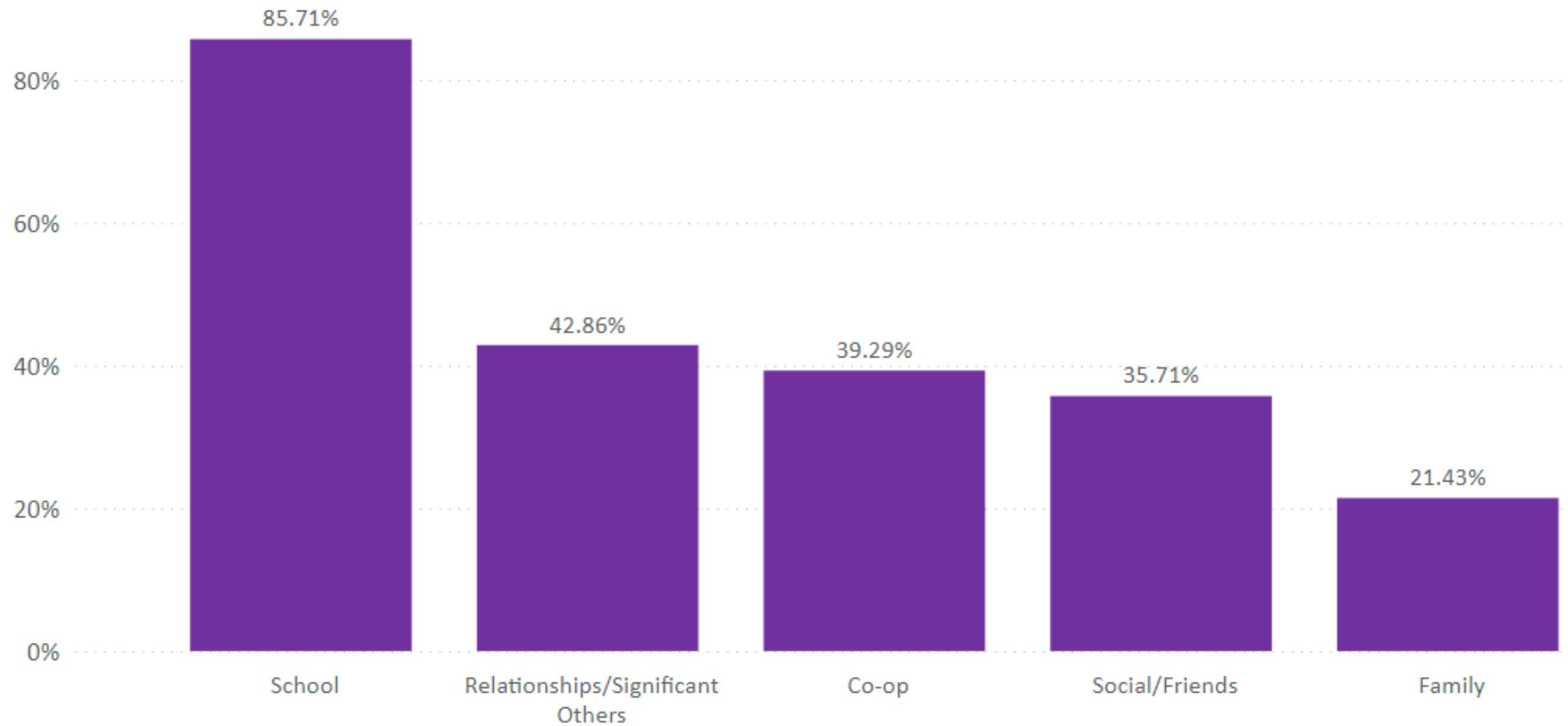
Both Universities have support services, which have improved over time, that can and do help students in times of need.

The DD program itself is a close community that always tries to look out for and support one another.

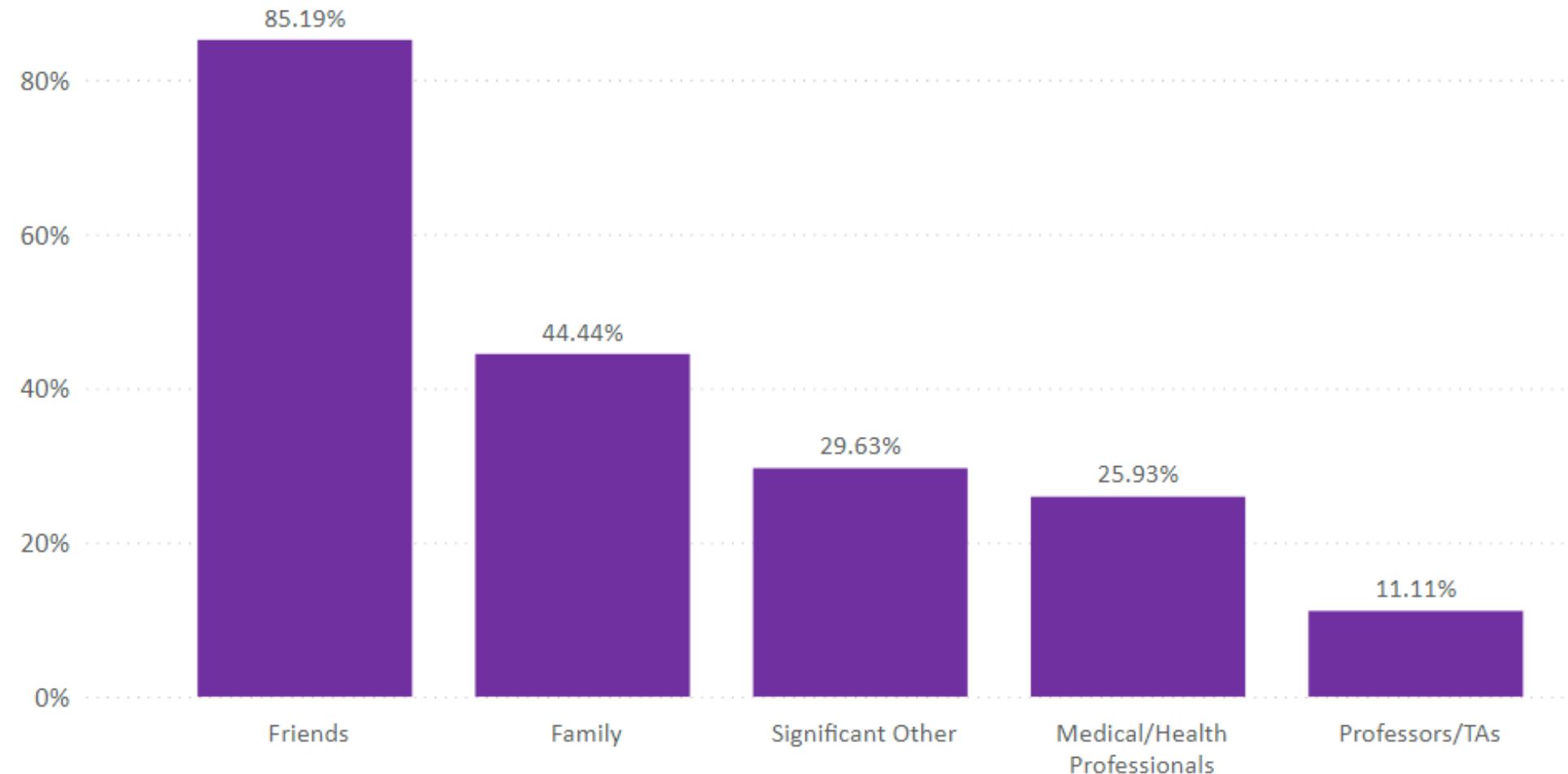
Authors' Note

In hindsight, it would have been better to have two distinct questions: (1) related to mental health challenges (like feelings of anxiety and depression), and (2) related to diagnosed mental illnesses. This might have provided a greater distinction between these two related but different topics.

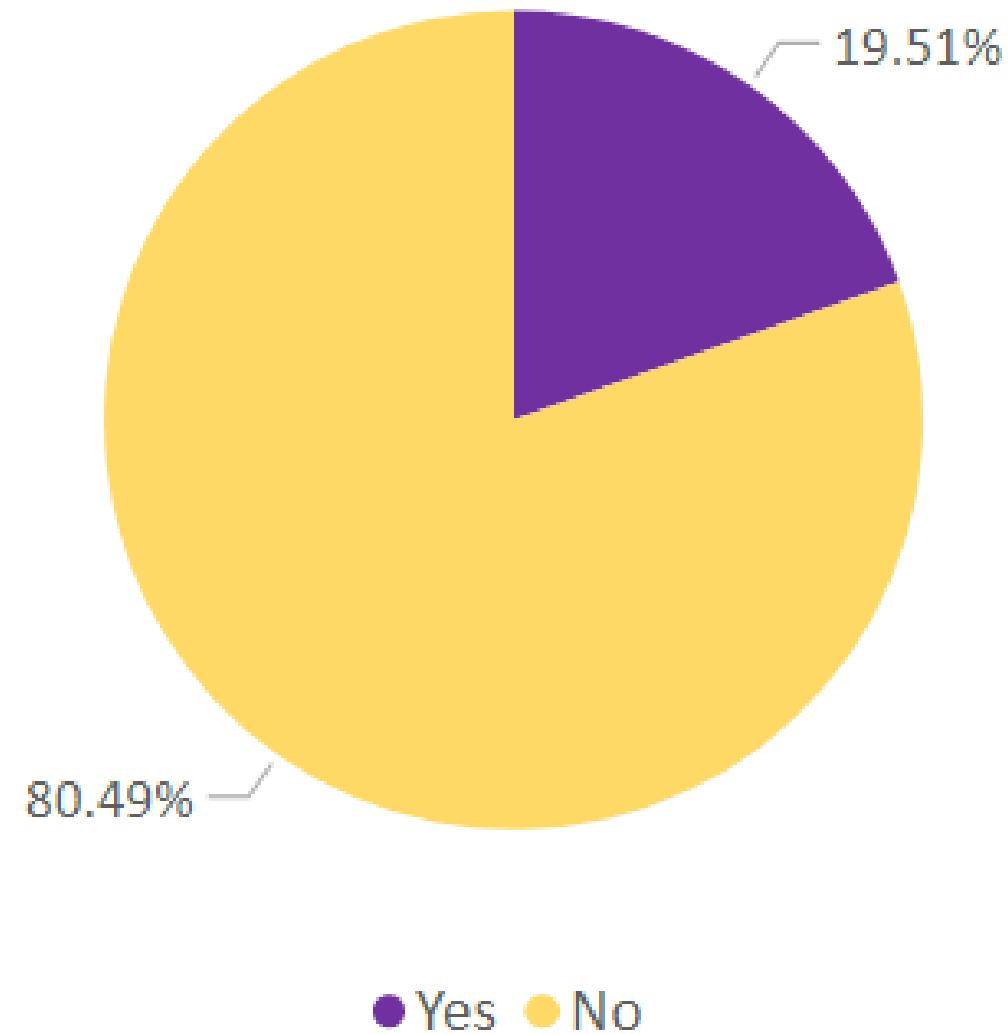
What are your top mental health triggers?



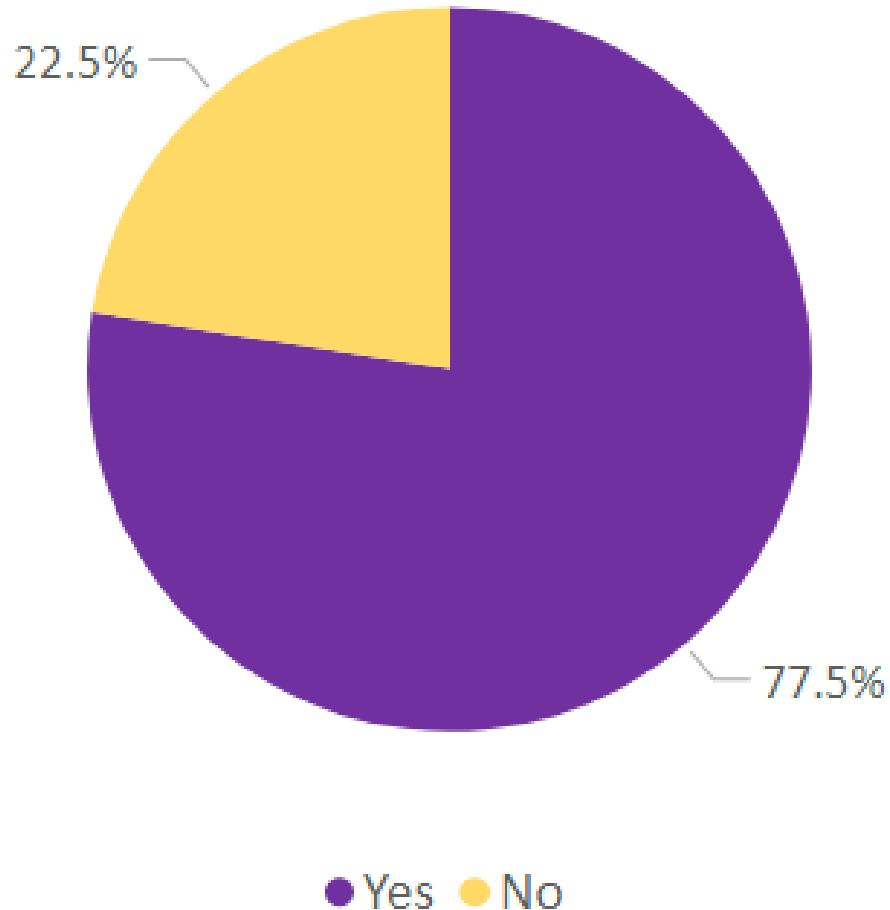
Who did you turn to when faced with mental health challenges?



Did you ever seek help from mental health or accessibility services?



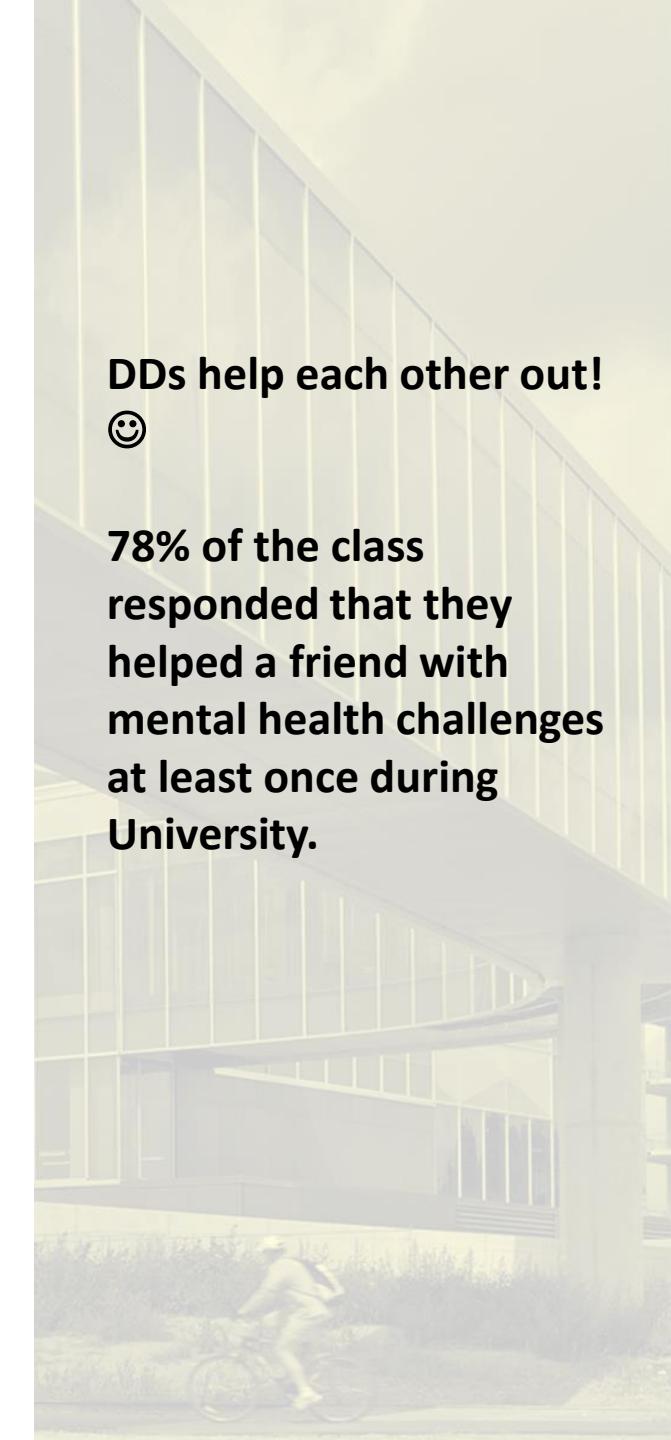
Have you ever helped a friend with mental health challenges?



DDs help each other out!



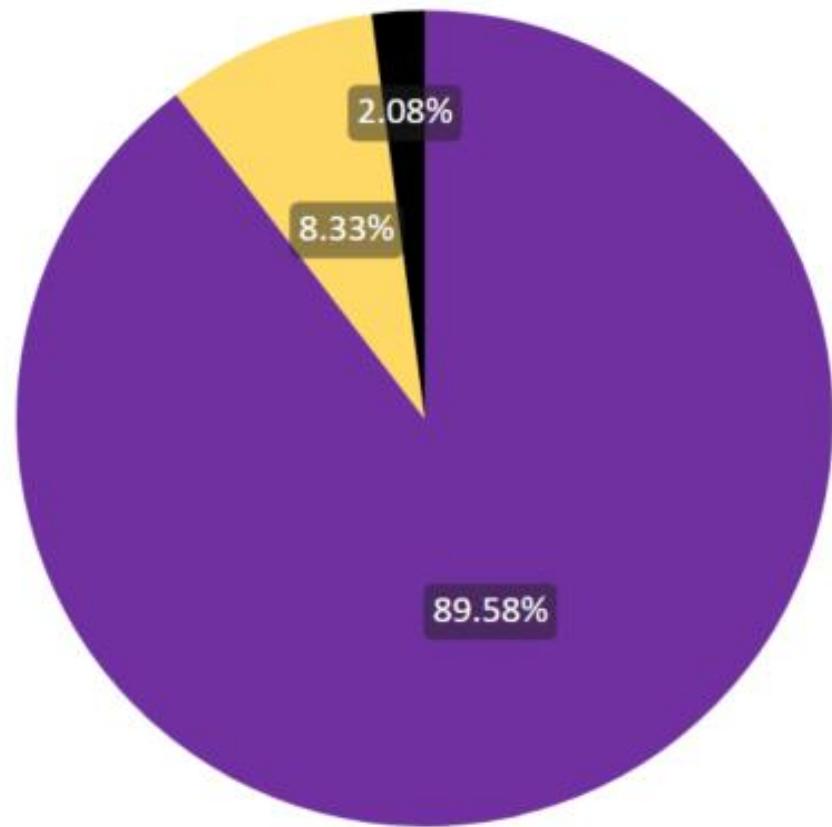
78% of the class responded that they helped a friend with mental health challenges at least once during University.



COVID-19 Pandemic



Have you gotten vaccinated?*

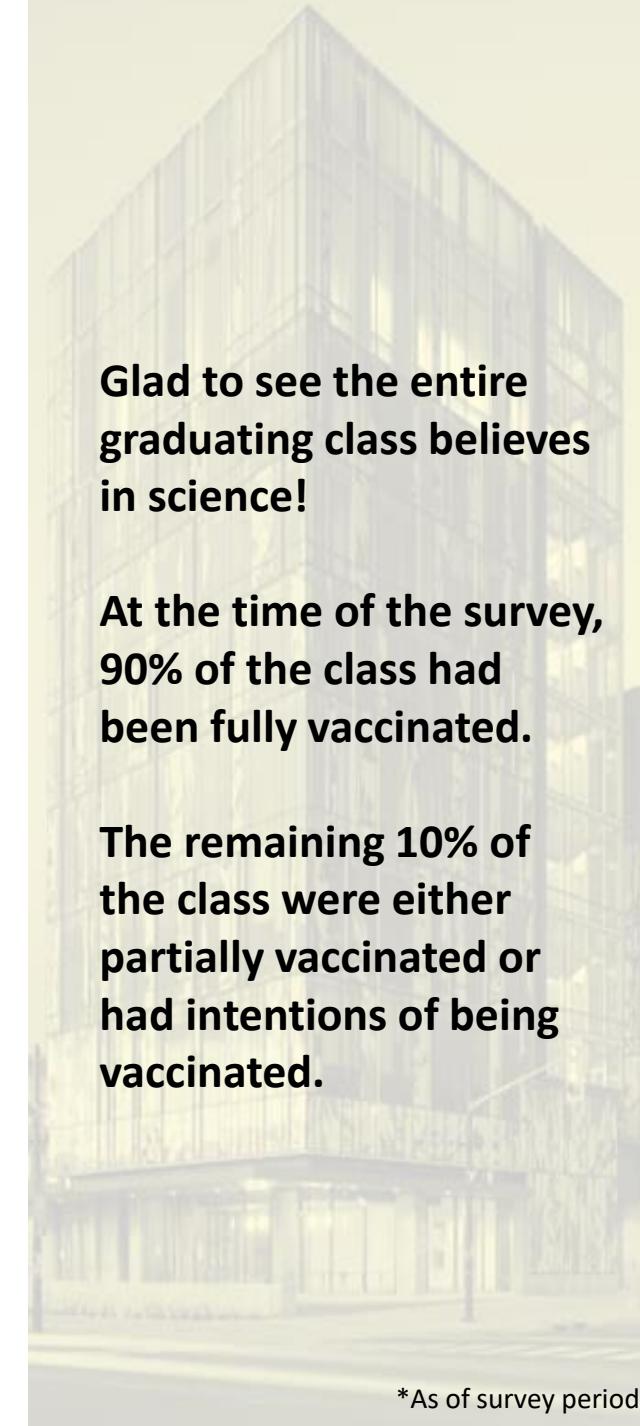


● Yes, fully ● Yes, partially ● No, but I plan to

Glad to see the entire
graduating class believes
in science!

At the time of the survey,
90% of the class had
been fully vaccinated.

The remaining 10% of
the class were either
partially vaccinated or
had intentions of being
vaccinated.



*As of survey period

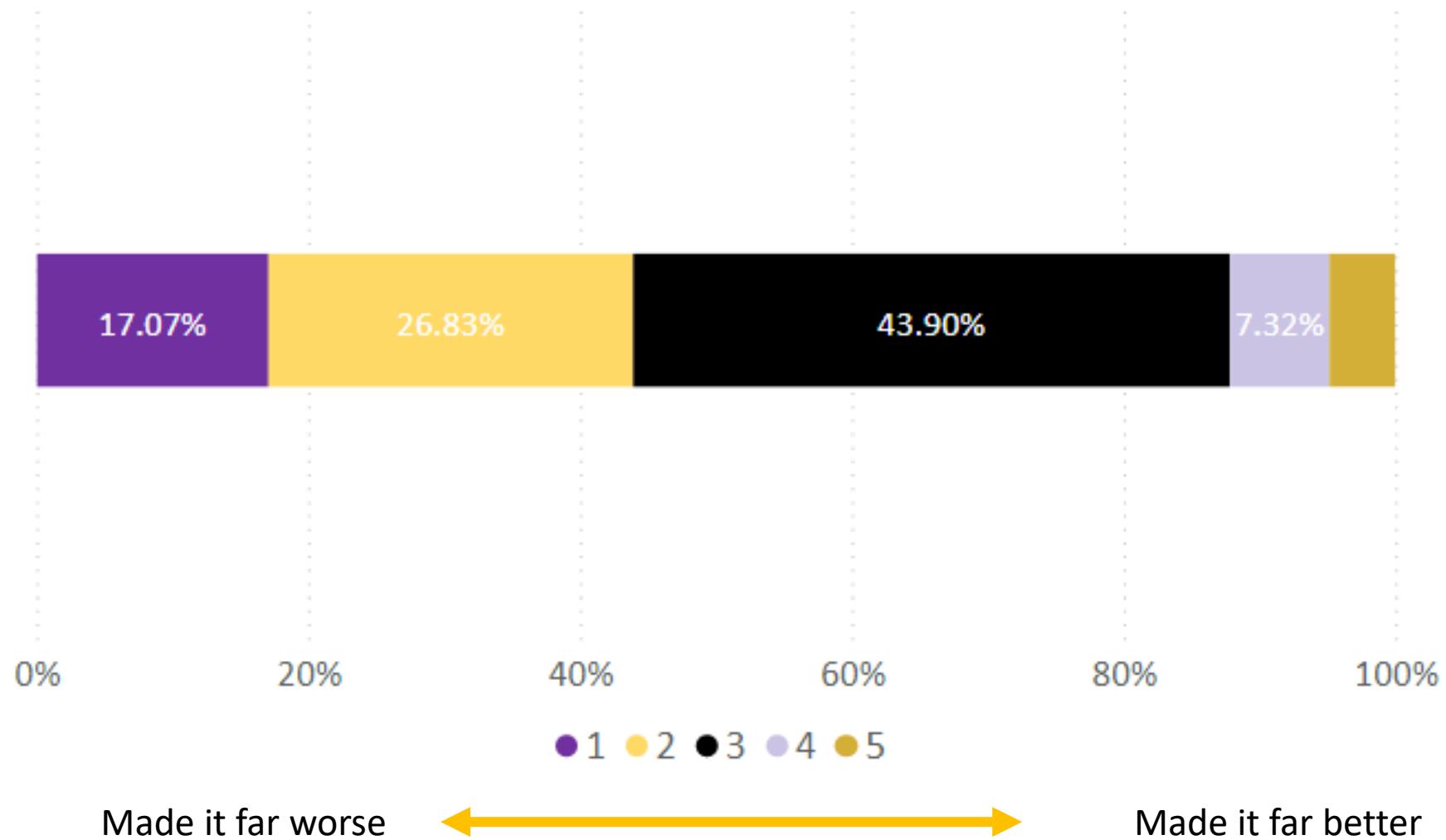
How has the pandemic impacted your mental health?

(1 = Made it far worse ↔ 5 = Made it far better)

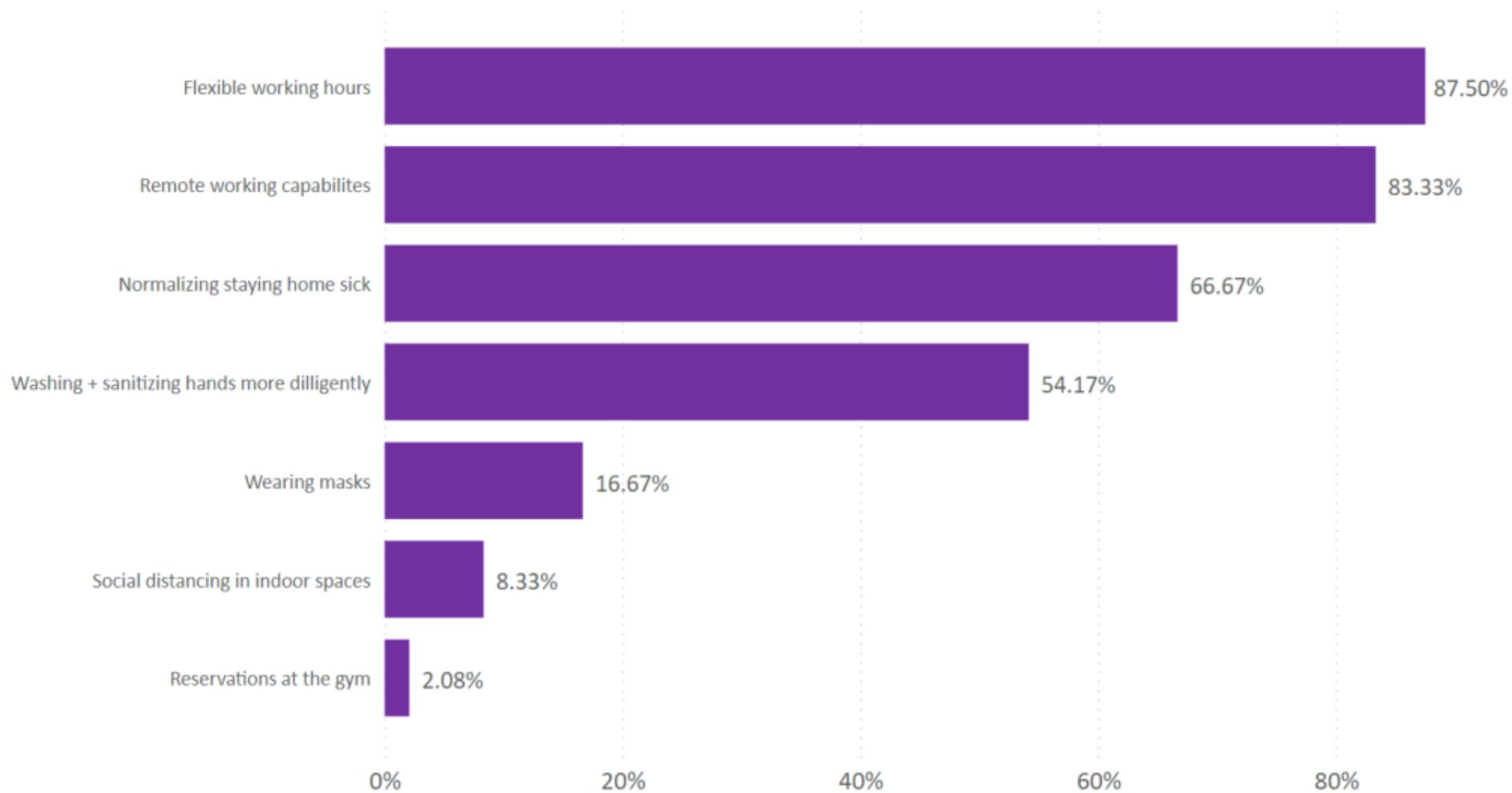
Generally, it seems as though the pandemic negatively affected students' mental health.

44% of students answered that their mental health was adversely impacted at least slightly.

Only 12% of students answered that their mental health improved during the pandemic.



Is there anything from the pandemic you hope sticks around when life goes back to “normal”?



Even a going-on-2-year pandemic (and counting) can have its benefits. There are several things this class hopes sticks around when life becomes “normal”.

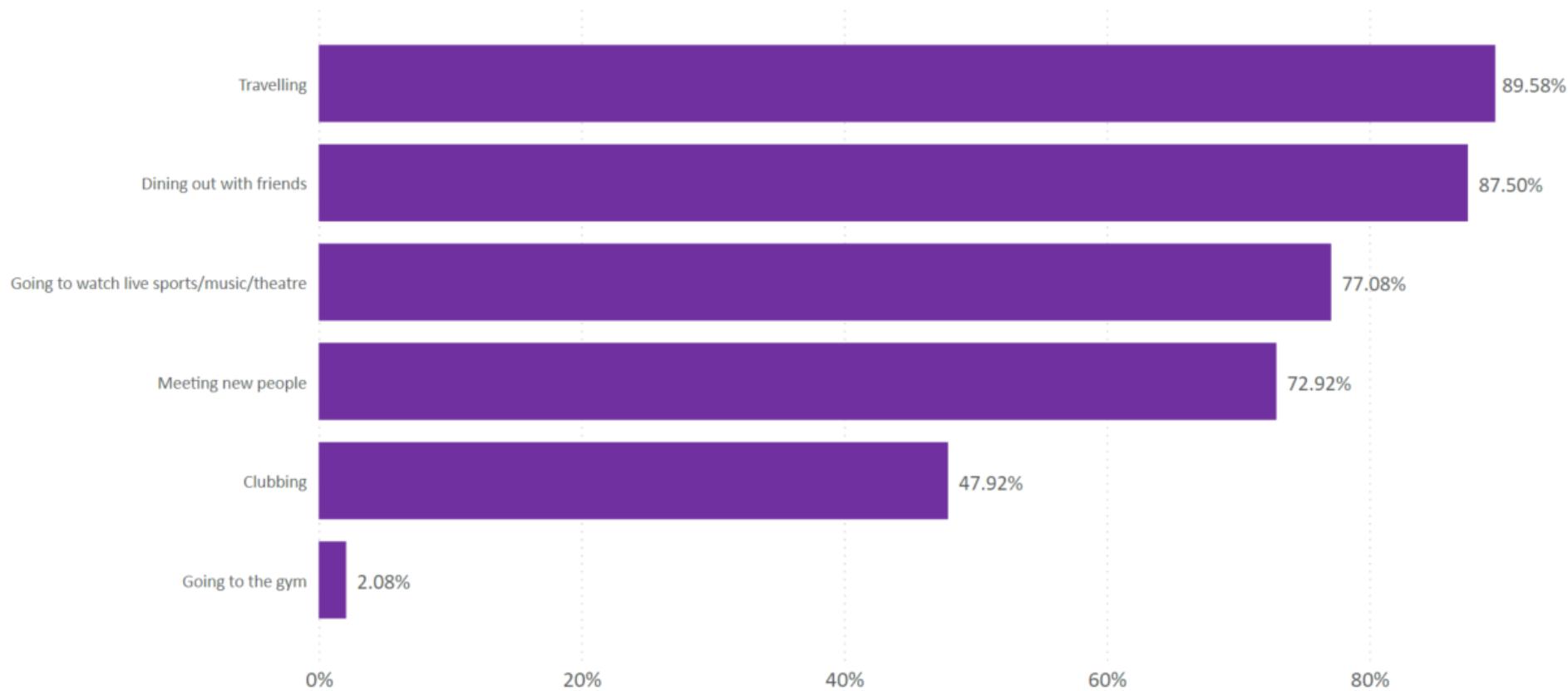
The top two answers relate to flexible and remote working capabilities.

Note that the survey allowed responders to select multiple options.

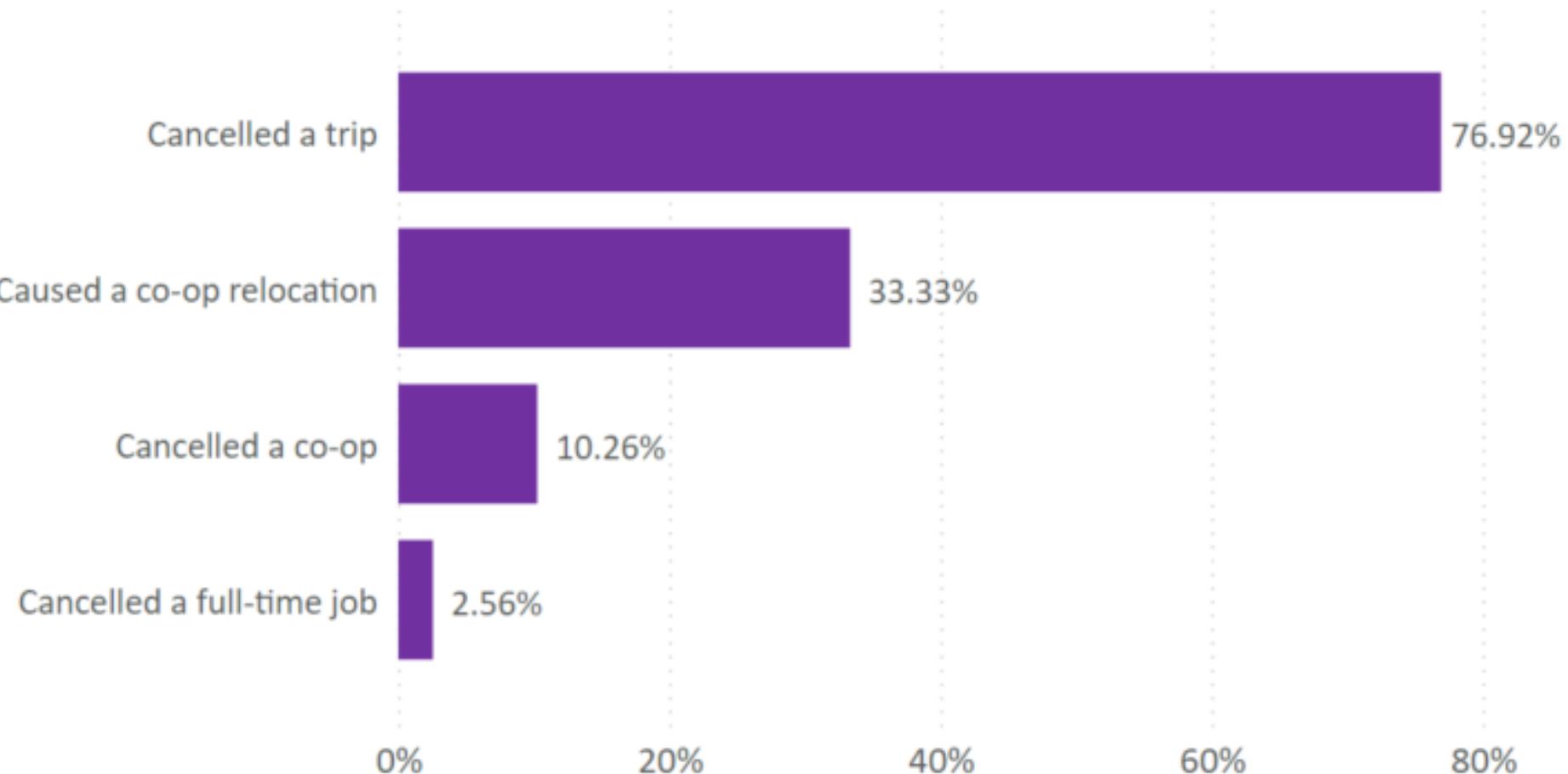
What do you look forward to when the world returns to “normal”?

Despite enjoying some aspects of the pandemic, like flexible working hours, the class is also looking forward to returning to “normal”.

The majority of the class are especially looking forward to travelling and participating in social activities.



Has the pandemic impacted you in any of the following ways?



Unfortunately, the pandemic did impact many of the class's plans.

77% of the class had to cancel a trip due to the pandemic.

33% of the class had to relocate co-ops.

A small percentage of the class had either a co-op or full-time job cancelled.

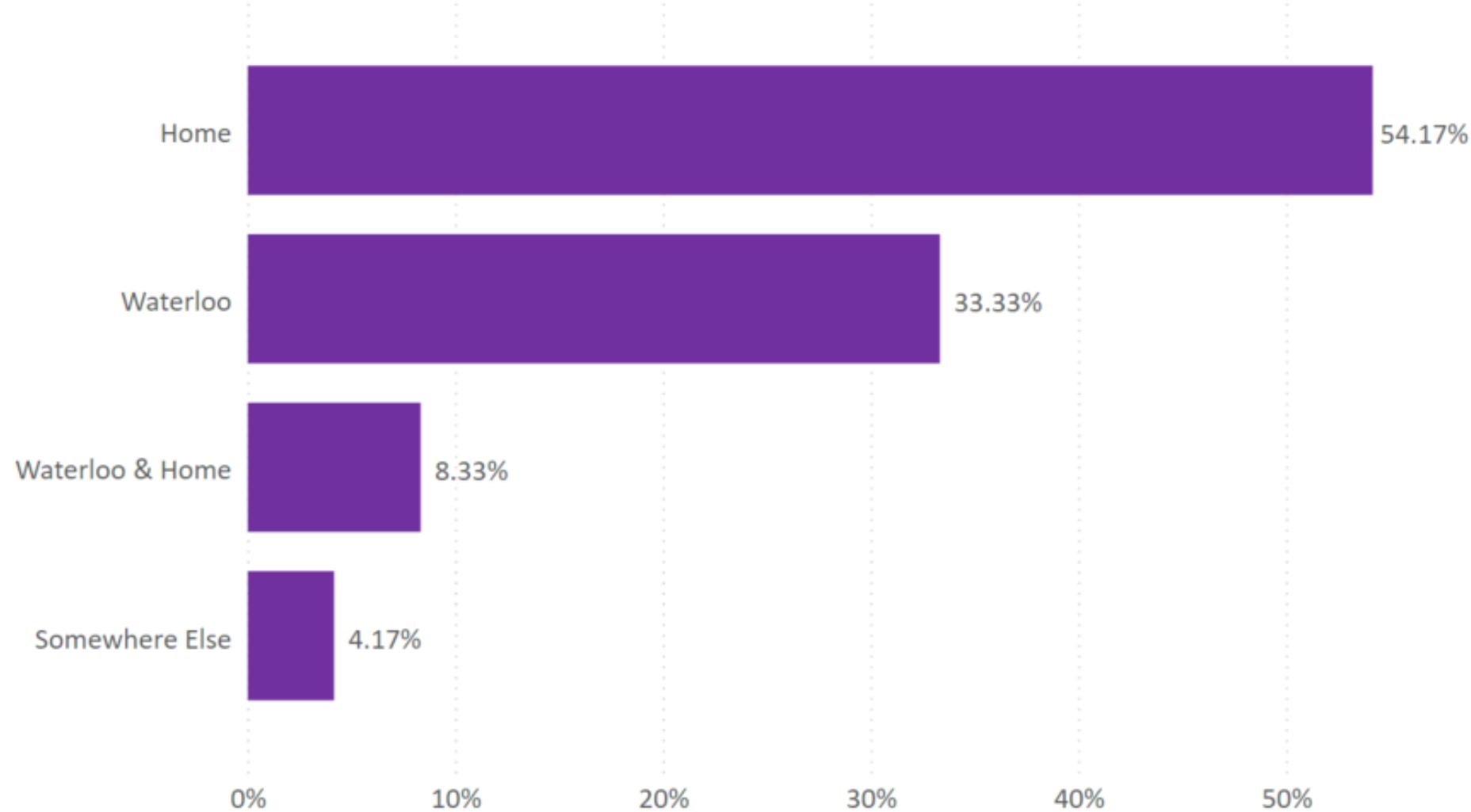
Note that the survey allowed responders to select multiple options.

Where have you lived during the pandemic?

54% of the class lived at home during pandemic.

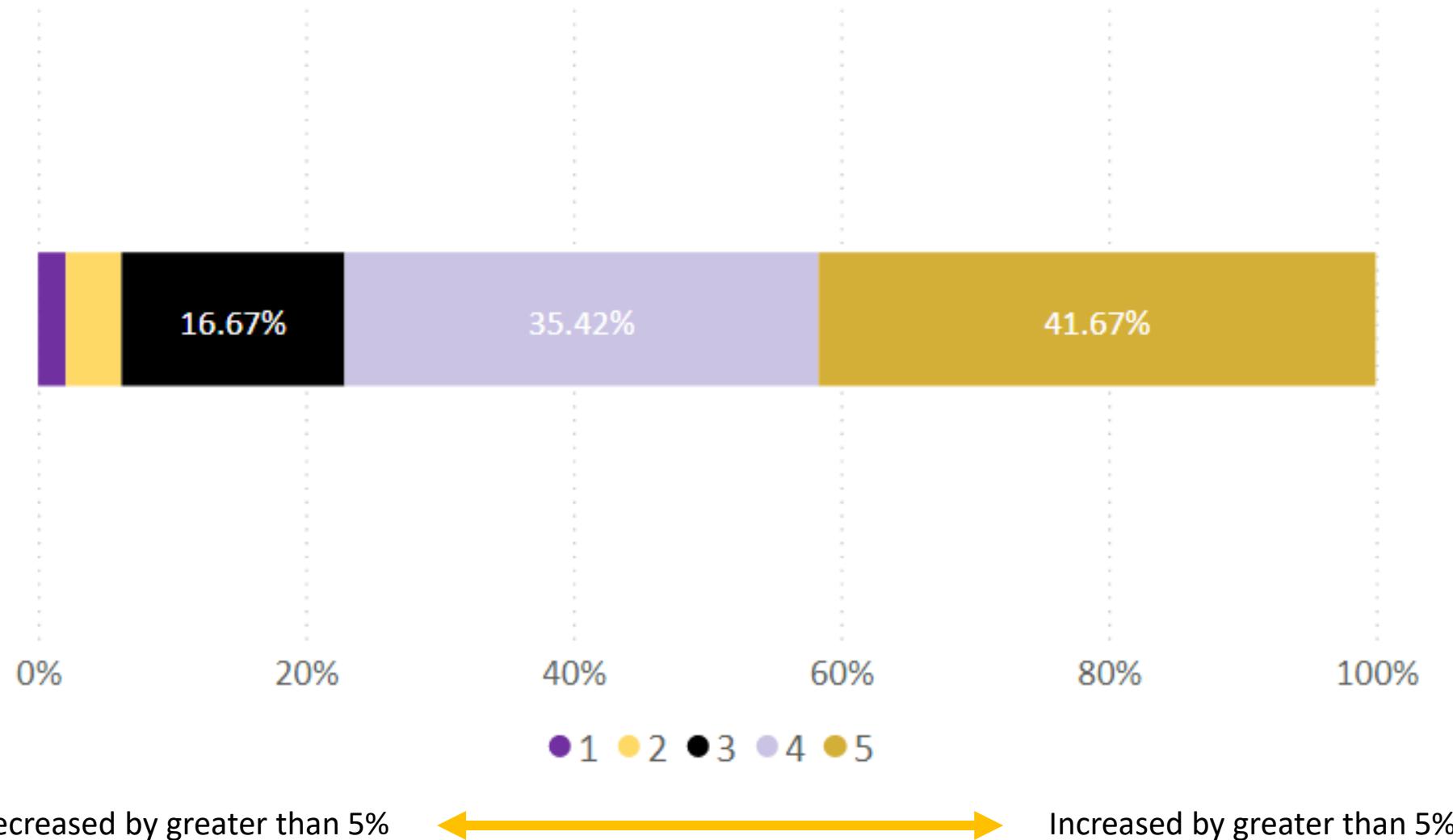
33% of the class stayed living in Waterloo.

The remaining part of the class either did some combination of the two or decided to live somewhere totally different.



How did the pandemic impact your grades?

(1 = Decreased by greater than 5% ↔ 5 = Increased by greater than 5%)



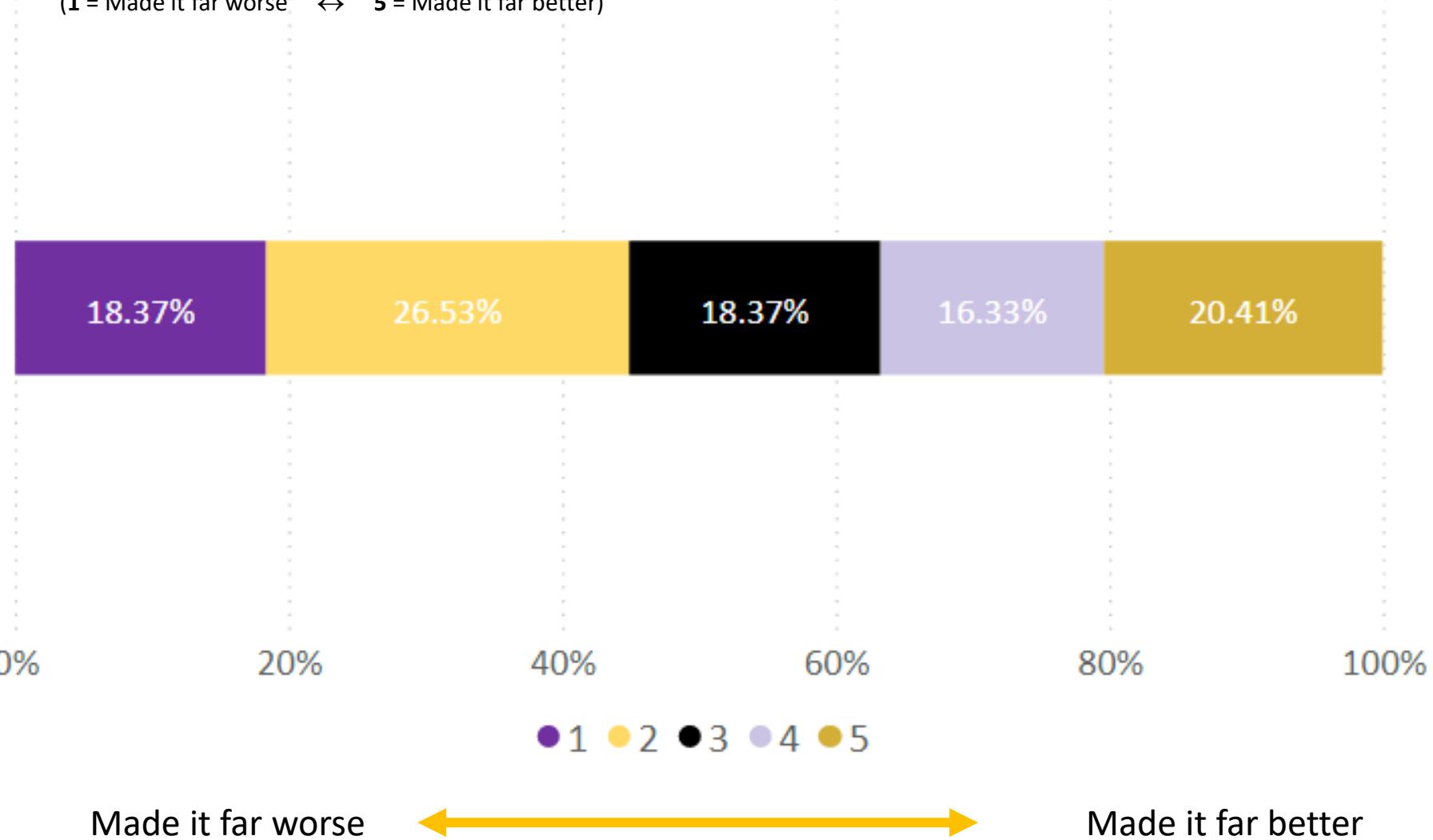
Another silver lining of the pandemic is that the majority of the class saw their grades increase.

77% of the class saw their grades increase during pandemic. 42% saw their grades increase by more than 5 percentage points.

Only 6% of the class saw their grades decrease during the pandemic.

How did the pandemic impact your learning?

(1 = Made it far worse ↔ 5 = Made it far better)



While grades increased almost across the board during the pandemic, not all students necessarily felt like their learning improved.

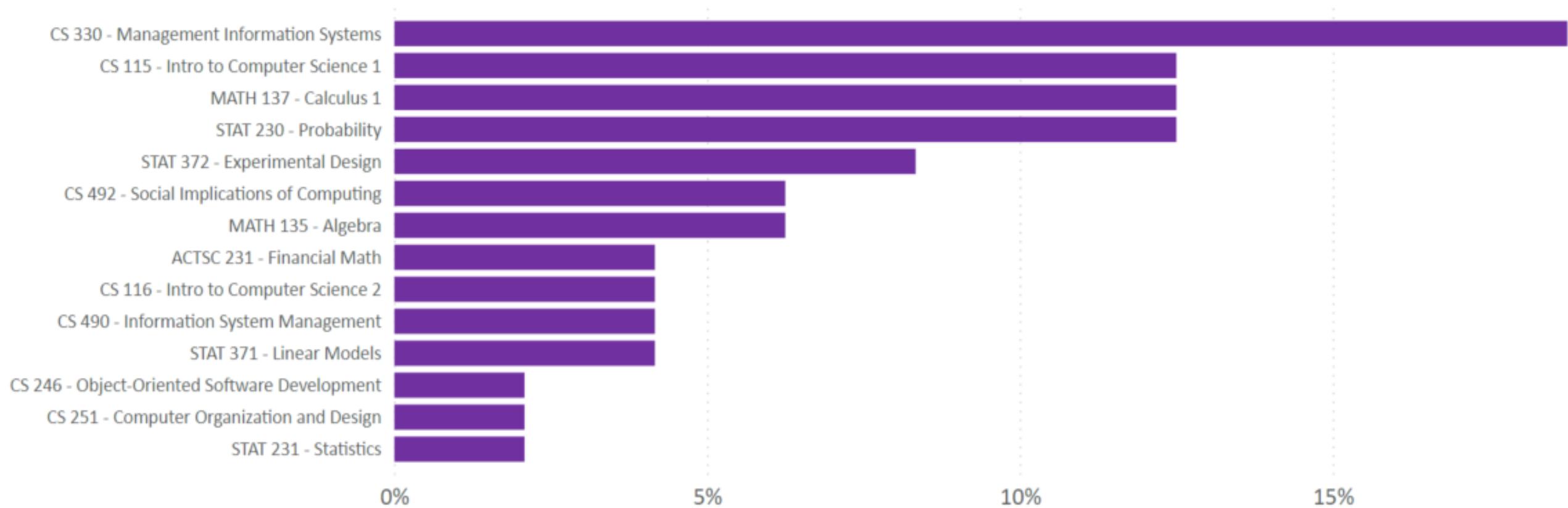
45% of the class answered that their learning worsened during the pandemic.

37% of the class answered that their learning improved.

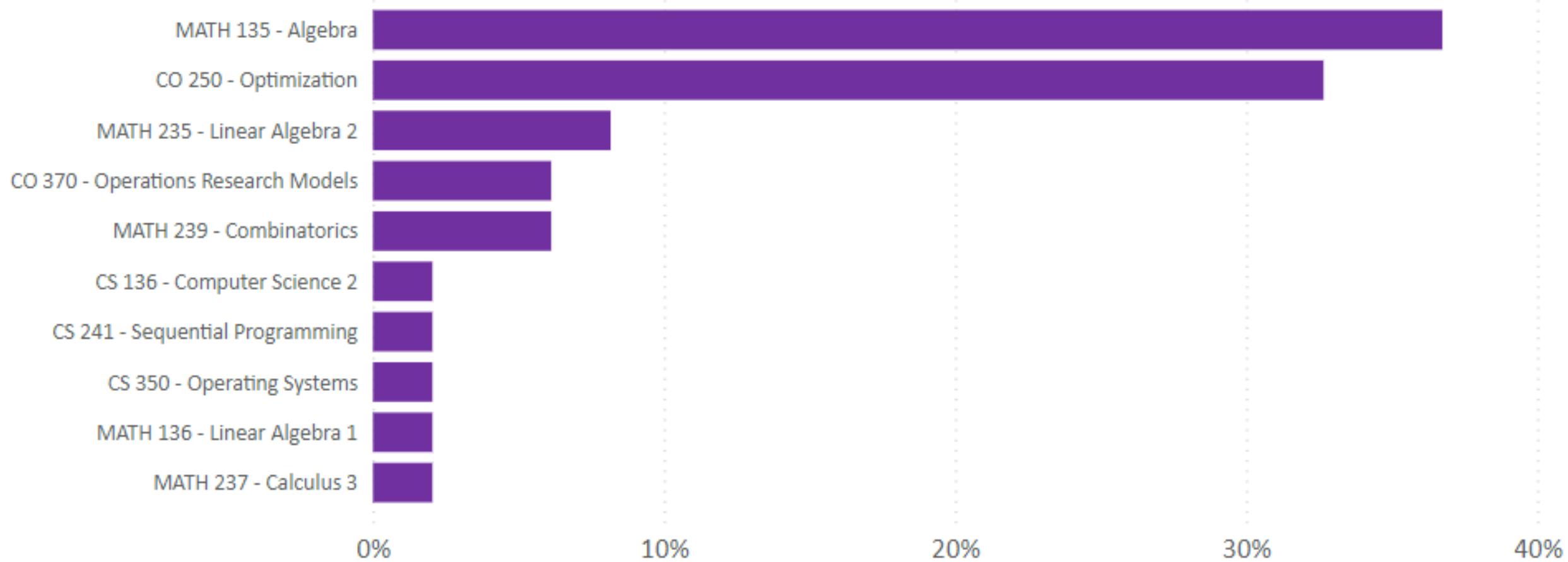
Clearly remote learning isn't for everyone and is a continuing work in progress.

Courses

Easiest Mandatory UW Course



Hardest Mandatory UW Course



Favourite Mandatory UW Course

CO 370 Operations Research Models

CS 245 Logic and Computation

CS 115 Intro to Computer Science 1

CS 350 Operating Systems
CS 341 Algorithms

MATH 239 Combinatorics

STAT 230 Probability

ACTSC 231 Financial Math

CO 250 Optimization

MATH 138 Calculus 2

STAT 372 Experimental Design

CS 116 Intro to Computer Science 2

MATH 237 Calculus 3

CS 246 Object Oriented Software Development

CS 330 Management Information Systems

MATH 135 Algebra

STAT 371 Linear Models

STAT 231 Statistics

CS 492 Social Implications of Computing

Least Favourite Mandatory UW Course

CS 490 Information System Management
STAT 231 Statistics
MATH 237 Calculus 3
STAT 371 Linear Models
CS 241 Sequential Programming
MATH 235 Linear Algebra 2
MATH 135 Algebra
MATH 137 Calculus 1 ACTSC 231 Financial Math MATH 239 Combinatorics
CS 163 Computer Science 2
CS 330 Management Information Systems
CO 250 Optimization

CO 370 Operations Research Models

MATH 136 Linear Algebra 1 STAT 372 Experimental Design
CS 116 Intro to Computer Science 2

Favourite UW Elective

ACTSC 432 Loss Models 2

CS 335 Computational Methods CS 230 Intro to Computers and Computer Systems

CS 338 Databases

CO 487 Applied Cryptography

STAT 341 Computational Statistics and Data Analysis

CO 480 History of Mathematics

STAT 430 Experimental Design

STAT 340 Stochastic Simulation Methods

ACTSC 371 Intro to Investments

ACTSC 331 Life Contingencies 2

ACTSC 446 Mathematics of Financial Markets

CO 351 Network Flow Theory

CO 380 Mathematical Discovery Invention

PMATH 340 Elementary Number Theory

STAT 333 Stochastic Processes 1

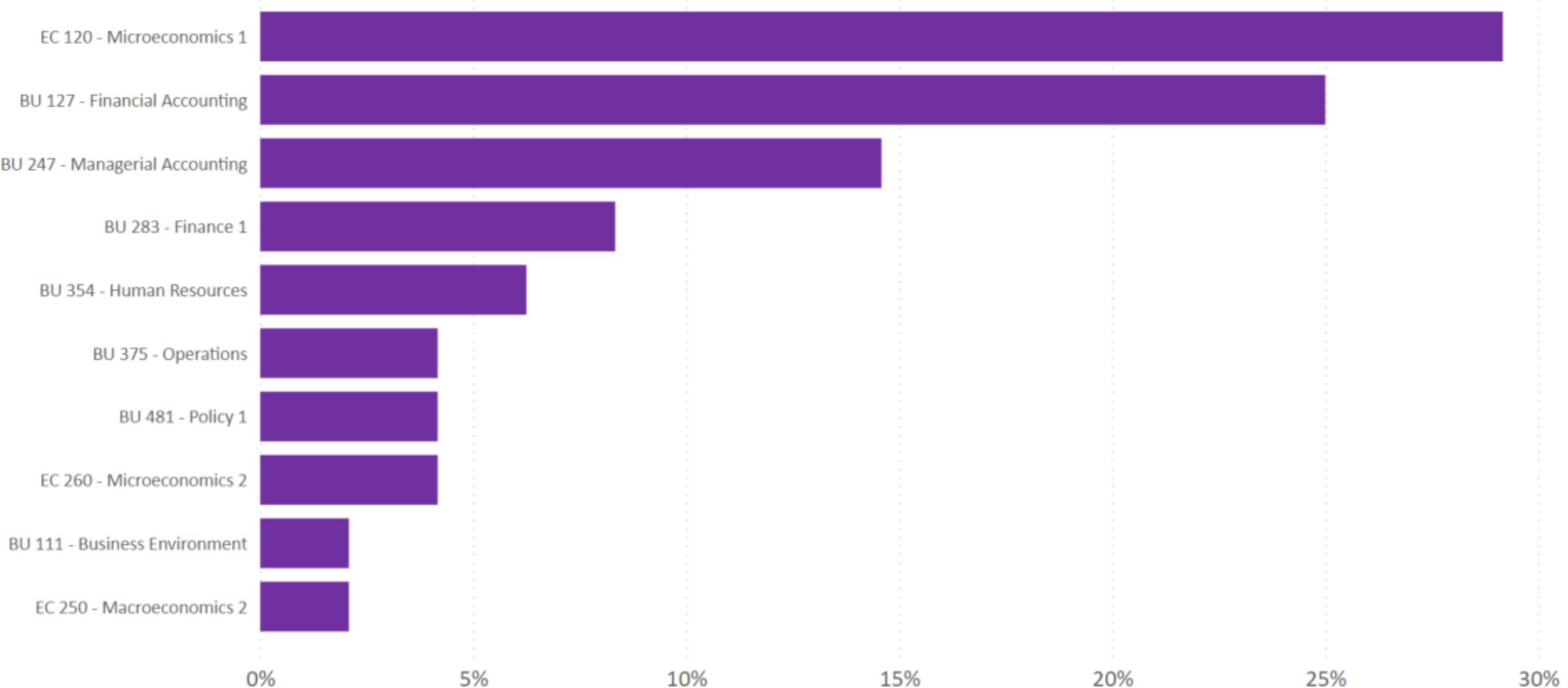
STAT 441 Statistical Learning Classification

STAT 435 Statistical Methods for Process Improvements

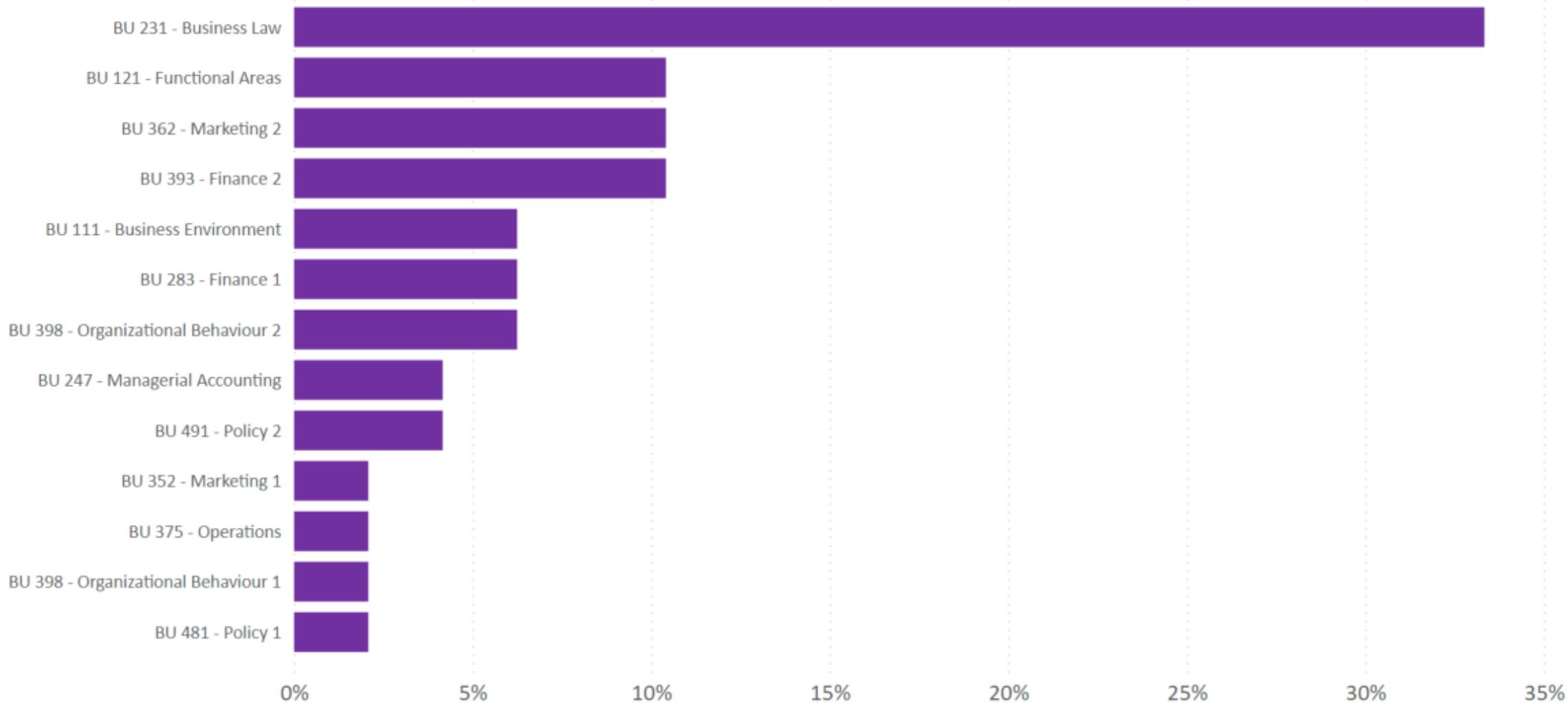
CS 431 Data Intensive Distributed Analytics

STAT 443 Forecasting

Easiest Mandatory WLU Course



Hardest Mandatory WLU Course



Favourite Mandatory WLU Course

BU 398 Organizational Behaviour 2

BU 111 Business Environment

BU 283 Finance 1

BU 362 Marketing 2

BU 352 Marketing 1

BU 491 Policy 2

EC 250 Macroeconomics 2

BU 481 Policy 1
BU 393 Finance 2

BU 375 Operations

BU 247 Managerial Accounting

EC 120 Microeconomics 1

BU 398 Organizational Behaviour 1

Least Favourite Mandatory WLU Course

BU 481 Policy 1 BU 354 Human Resources
BU 121 Functional Areas
BU 398 Organizational Behaviour 2
BU 111 Business Environment BU 283 Finance 1
BU 231 Business Law
BU 491 Policy 2
BU 127 Financial Accounting
BU 398 Organizational Behaviour 1
BU 375 Operations BU 362 Marketing 2

Favorite WLU Elective

BU 435 Supply Chain Management BU 470 Brand Management

BU 425 Business Analytics

BU 419 Property Liability Insurance Management BU 493Y Financial Analytics

BU 449 Fixed Income Analysis

BU 493V Investment Strategies

BU 488 Leadership

BU 353 Intro to Risk Management

BU 473 Investment Management

BU 479 High Tech Marketing

BU 400 Laurier Student Investment Fund

BU 423 Options Futures Swaps

BU 460 Laurier Start Up Fund

BU 448 Strategic Compensation

BU 461X Management Consulting Practicum

BU 493W Behavioural Finance Seminar

MATBUS 470 Derivatives

Favorite Other Elective

SPAN 102 Intro to Spanish 2

FINE 150 Appreciation Expression

UU 150 Community Engagement Service

EM 203 Learn 280 Characters or Less

ECON 254 Economics of Sport

PSYCH 207 Cognitive Processes

ECON 212 Intro to game Theory

FS 103 Film and Genre

EC 238 Environmental Economics

MU 140 Community Music Skills

CLAS 104 Classical Mythology

COMM 432 Electronic Business

EC 310FW Sports Economics

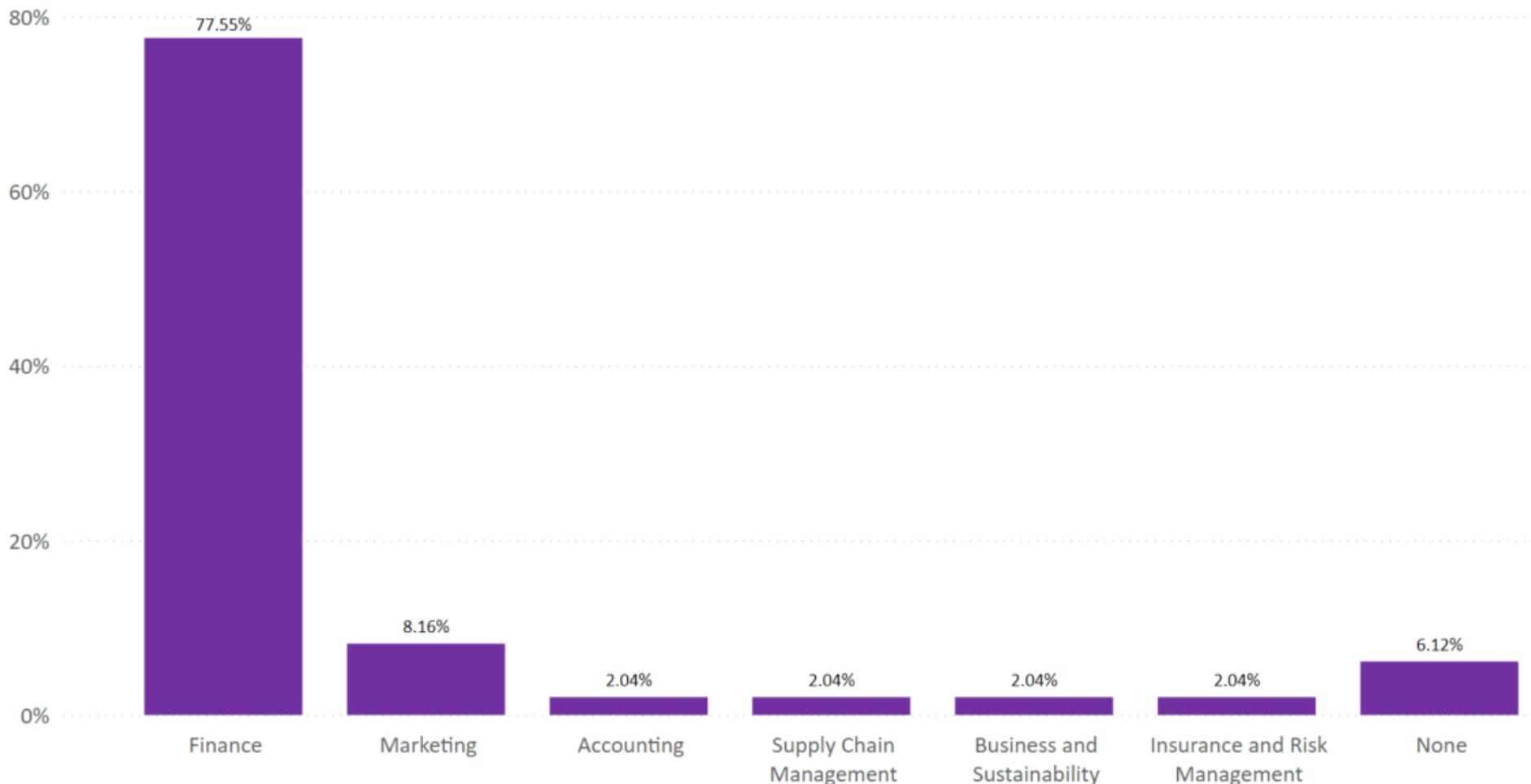
ECON 361 Cost Benefit Analysis

FR 192A French Language 1

Favorite Professors

Mark Wagner
Andriy Shkilko
Stefan Steiner
Dina Dawoud
Martin Pej
Mary Kelly
Dan Wolczuk
Bradley Lushman
Robert Garbary
Nathaniel Stevens
Brent Barr
Alice Gao
Ken Jackson
Meredith Woodwark
Sofy Carayannopoulos
Carmen Bruni
Pengfei Li
Reza Ramezan
Jordan Hamilton
Karin Schnarr
Ross Willard
Ryan Telford

What was your BBA Concentration?



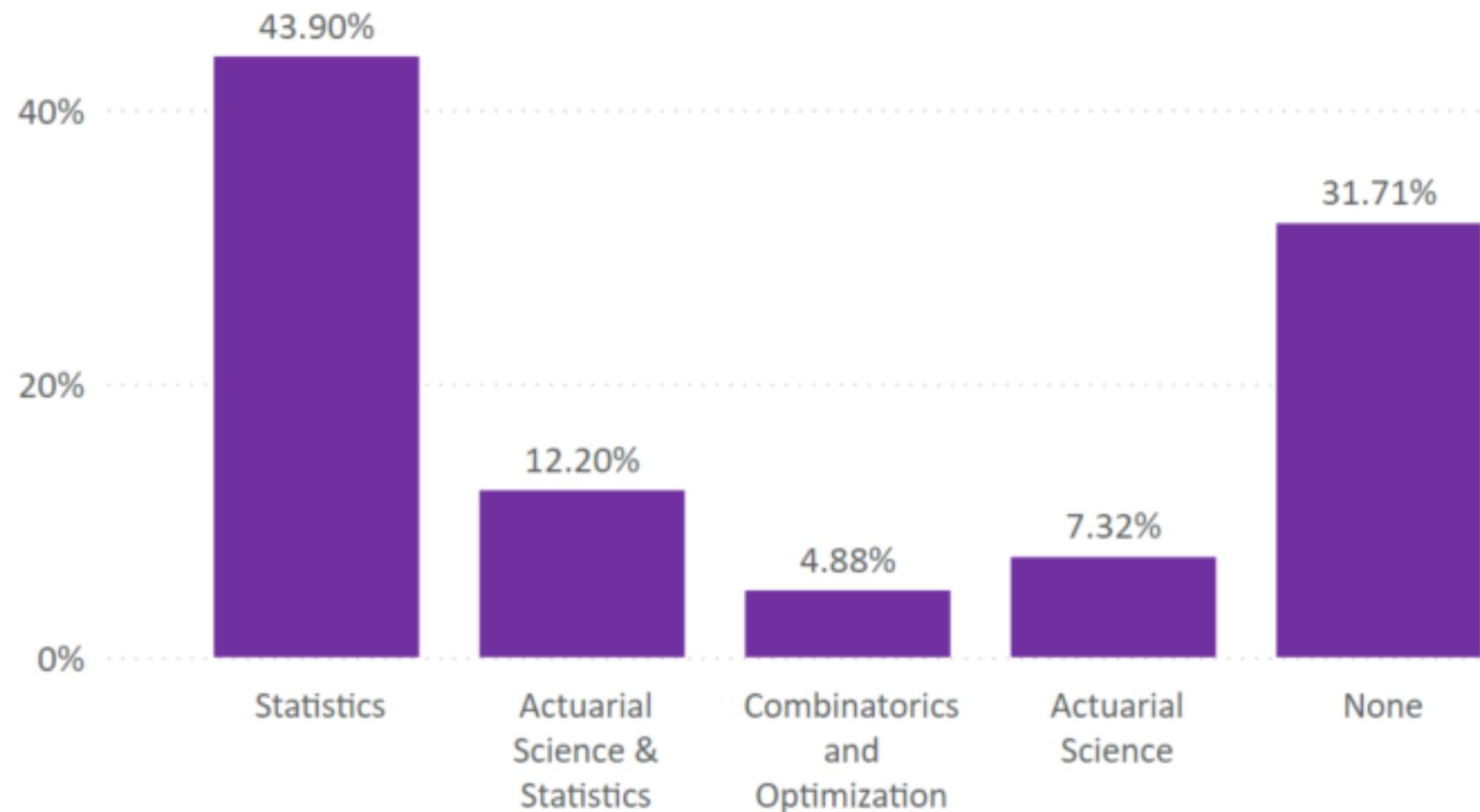
Finance was the runaway most popular BBA concentration for DDs.

This is unsurprising because it's generally considered the most quantitative concentration, pairing well with the math and CS skills of the class.

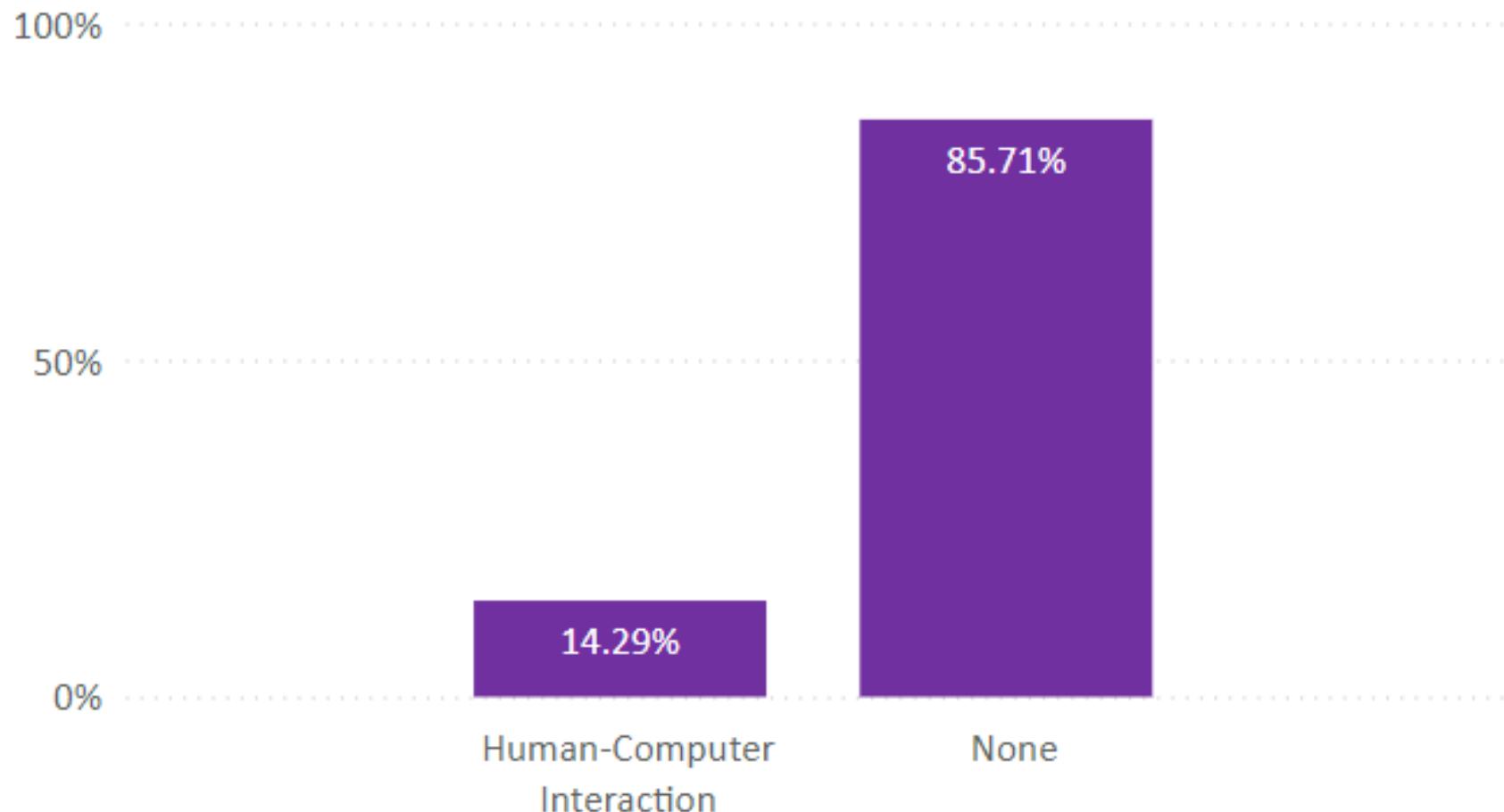
Statistics and/or Actuarial Science were very popular math majors for the BBA/BMath DDs.

32% of the class decided not to major in math. The appeal of this choice was increased flexibility for students and for the opportunity to take the courses they most would have wanted to.

What was your Math Major?



What was your CS Specialization?



The majority of the BBA/BCS DDs did not specialize.

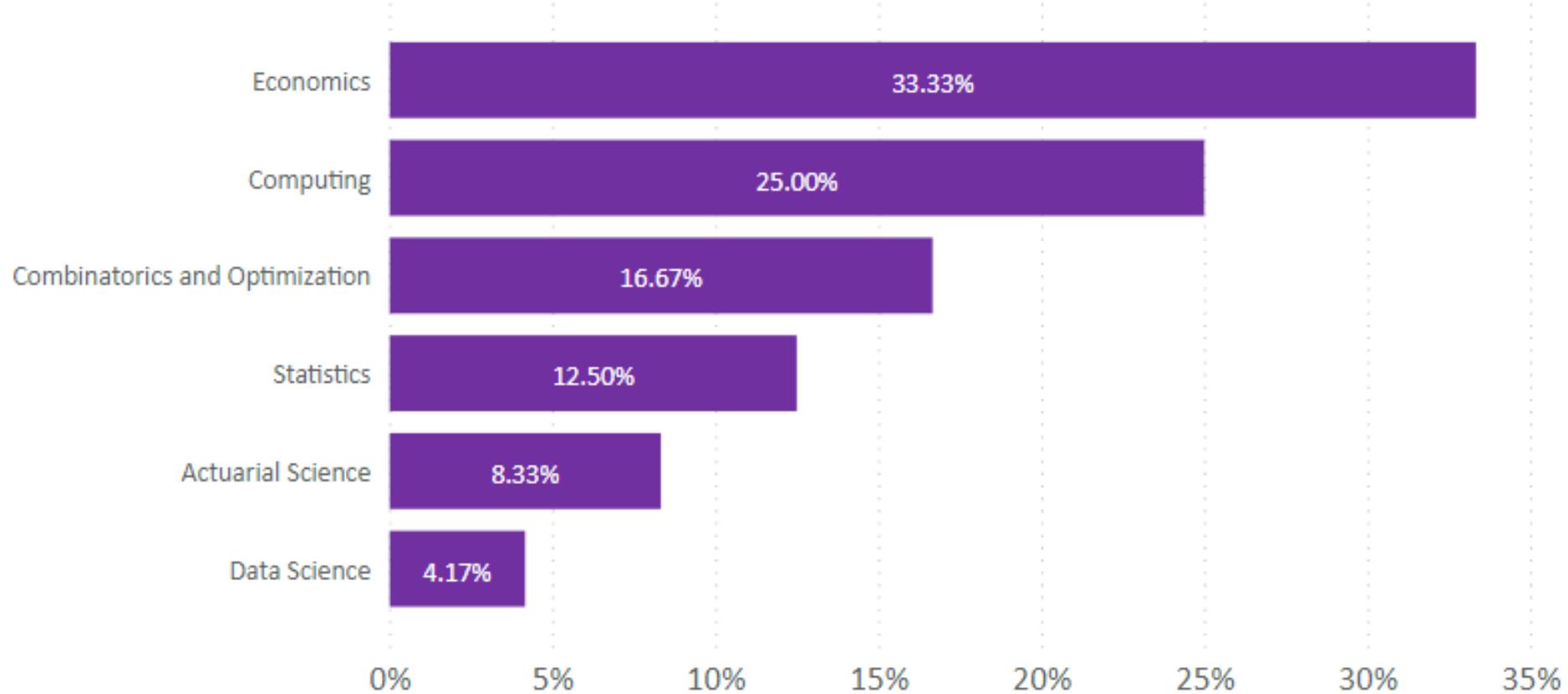
Only 1 out of the 7 BBA/BCS responders specialized, going with Human-Computer Interaction.

If you did a minor, what was it?

Many students in class decided to add a minor or just chose a minor instead of a math major.

Economics is a minor from WLU, while the remaining minors were from UW.

Note that the survey allowed responders to select multiple options. Some students did have multiple minors.

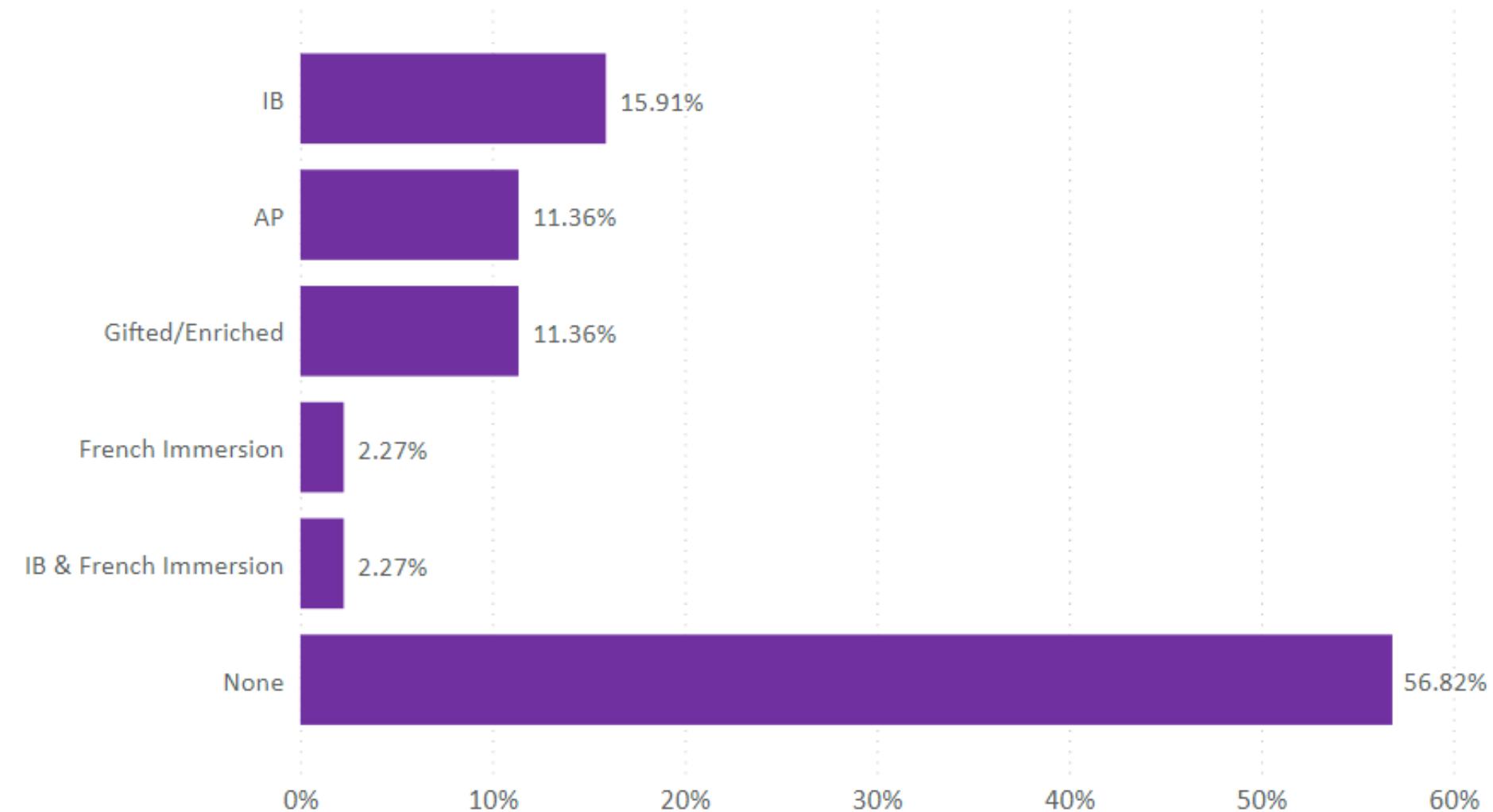




Academics



Students' High School Program



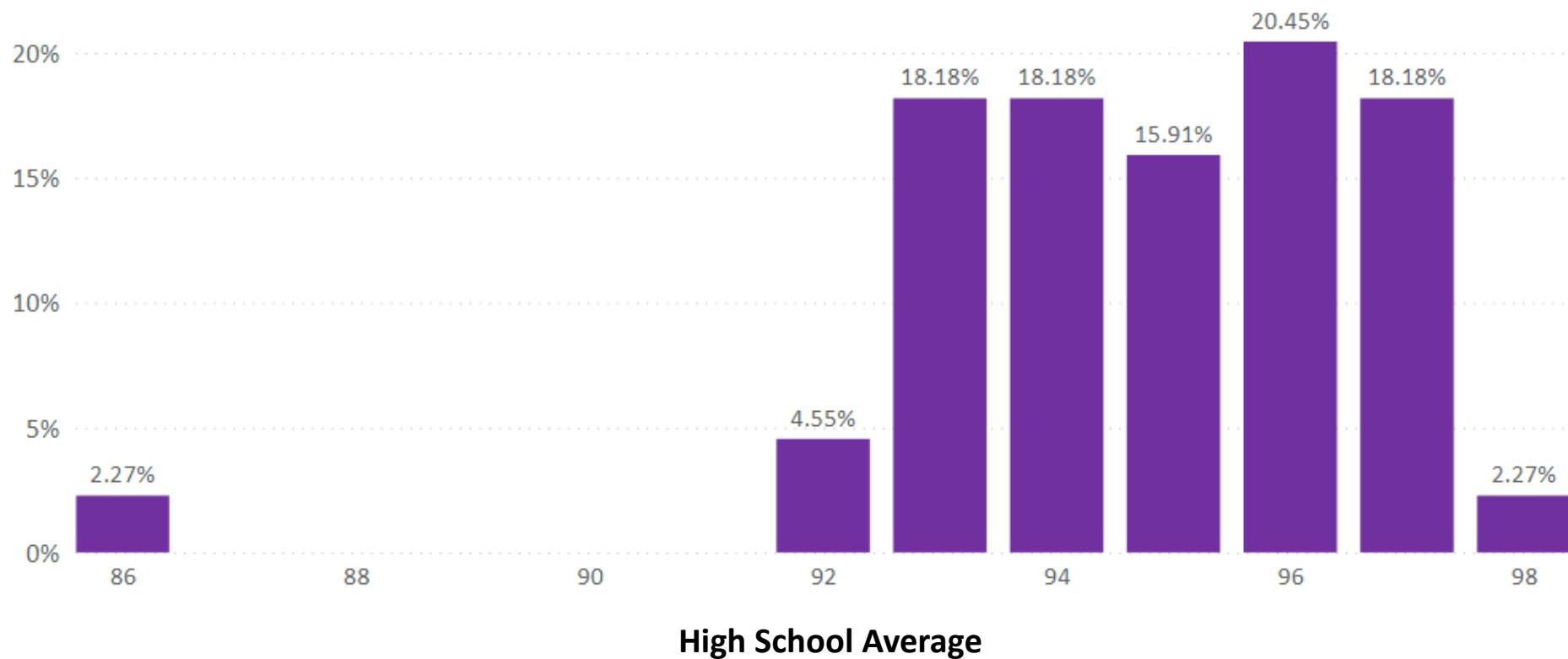
43% of the class took some type of High School Program, including IB, AP, Gifted/Enriched, and French Immersion.

Students' High School Average

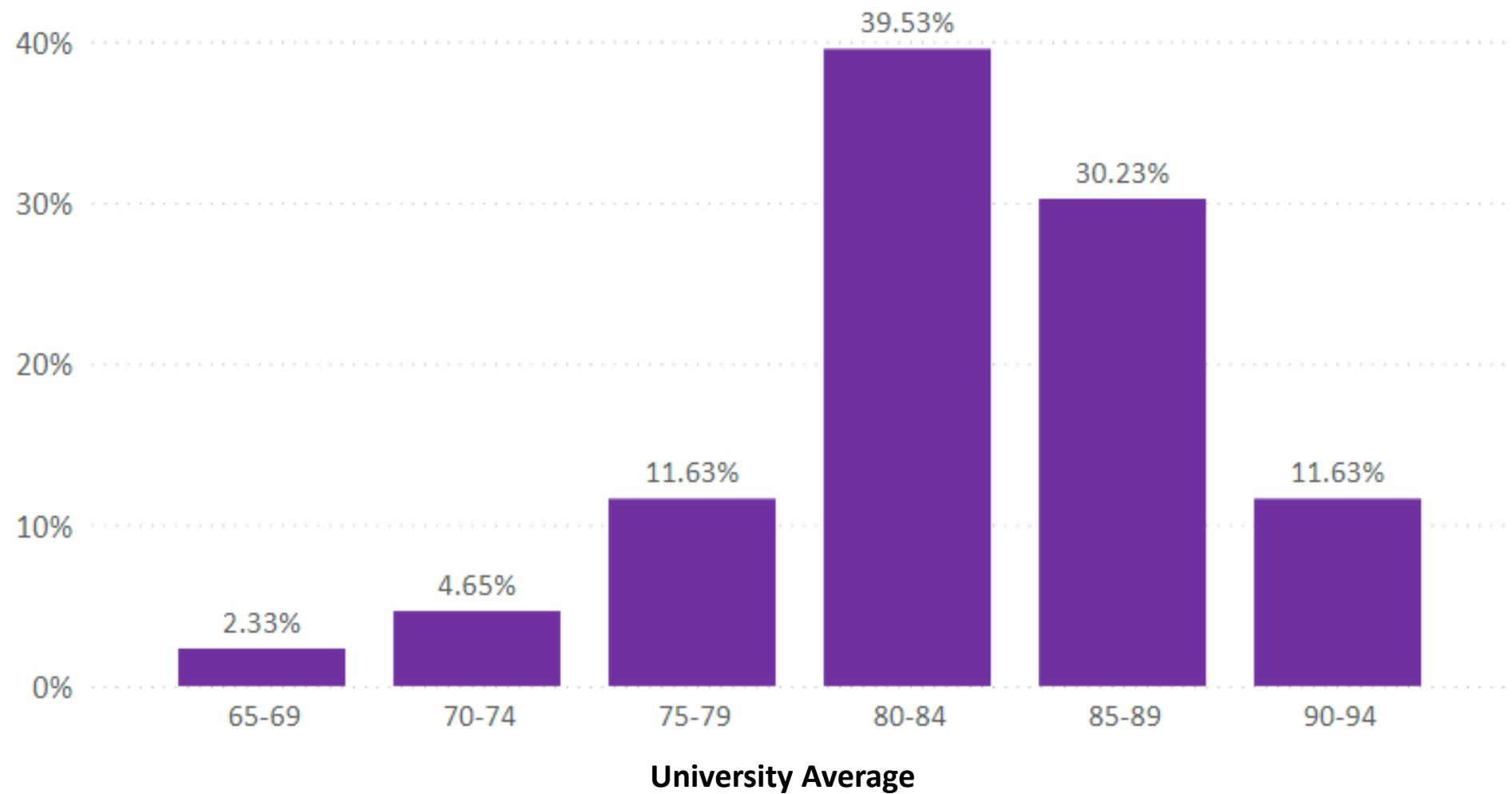
The majority of the class had a High School average between 93% and 97%.

The average and median responses were 95%.

There were no significant differences in High School averages when splitting students by their home school or UW degree.



Students' University Average



Most of the class finished University with an average between 75% and 94%.

The mean response was 83%, and the median response was 84%.

BBA/BMath DDs had an 83% average, compared to 82% for BBA/BCS DDs.

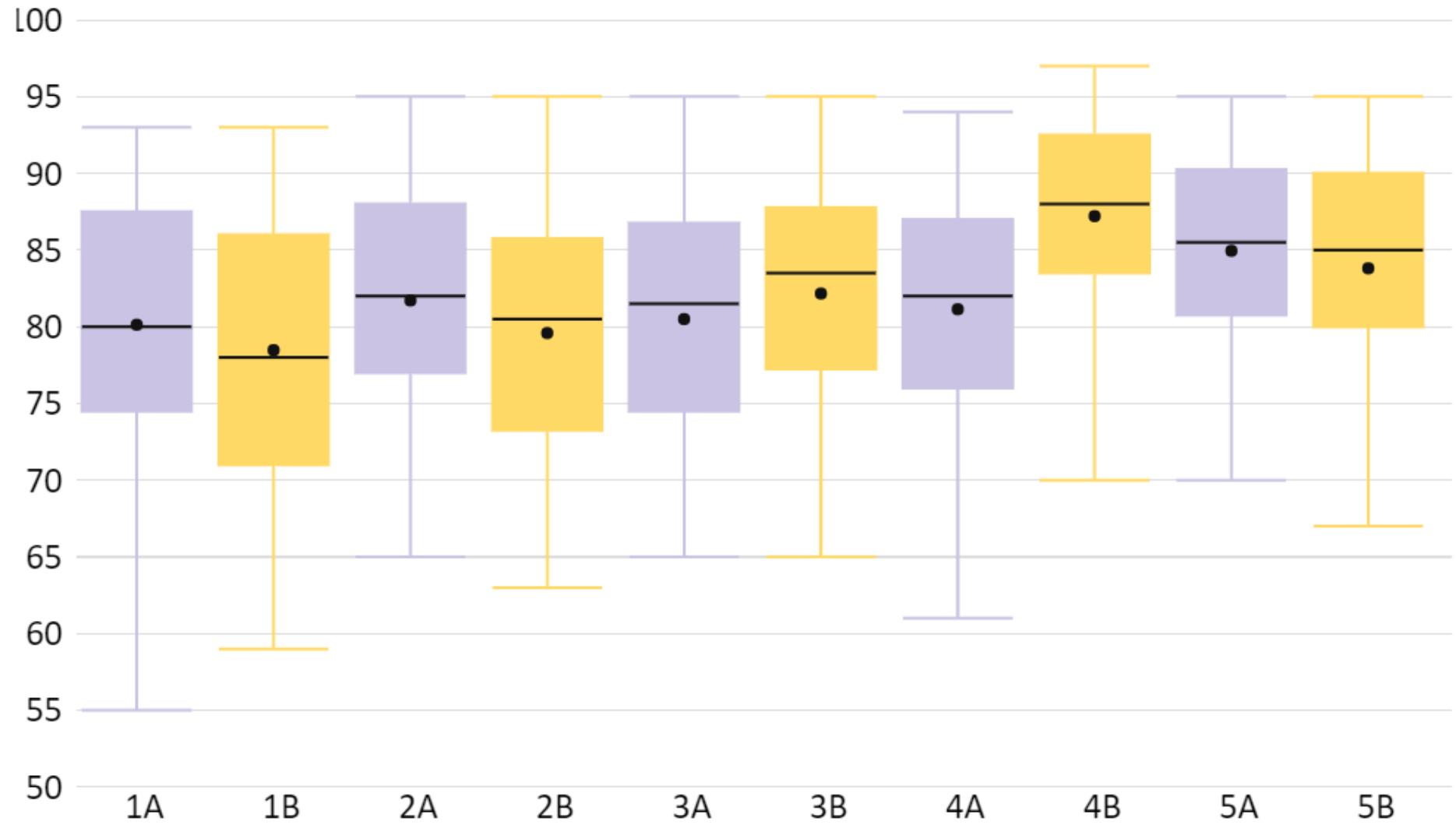
UW-based DDs had an 85% average, compared to 82% for WLU-based DDs.

Students' Term Average Distribution (1)

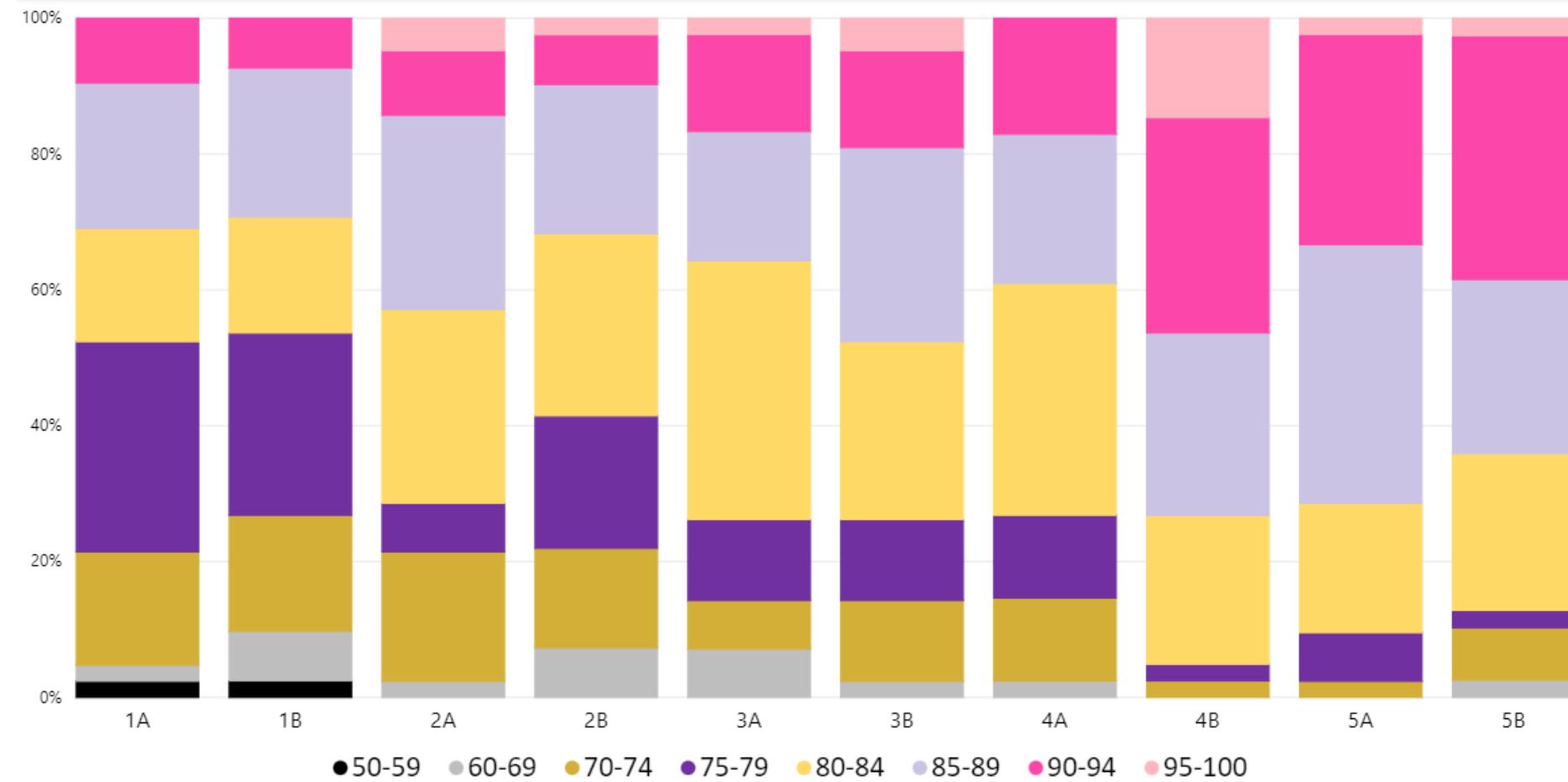
1st year saw the lowest term averages.

Interestingly, the three pandemic terms (i.e. 4B, 5A, 5B) had significantly higher term averages.

Even without the impact of the pandemic, term averages generally seemed to be increasing over time, perhaps as students refined their study habits and took courses they enjoyed better.



Students' Term Average Distribution (2)



This visualization further highlights the impact of the pandemic on term averages.

In the three pandemic terms, 90-100% averages became much more common for students in the class.

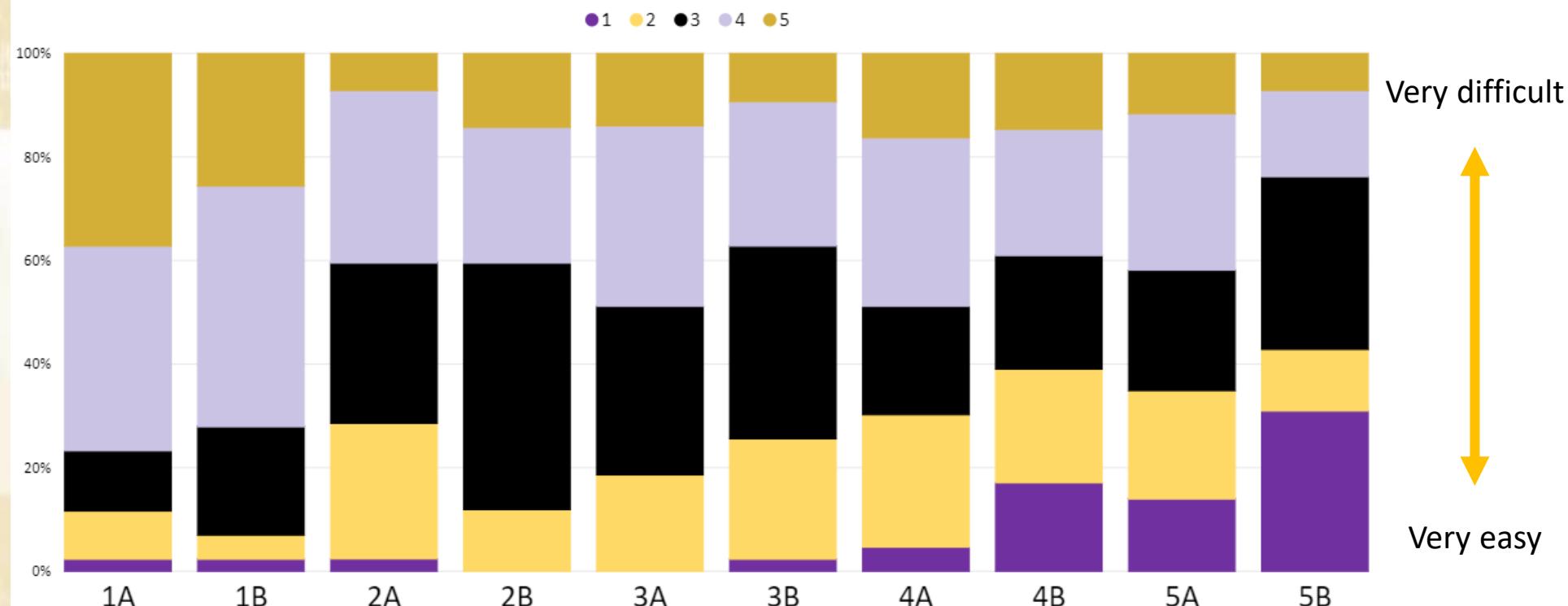
On the flip side, this chart also highlights how over 50% of the class had 1st year averages below 80%, significantly worse than later terms.

How difficult did you find each term?

(1 = Very easy ↔ 5 = Very difficult)

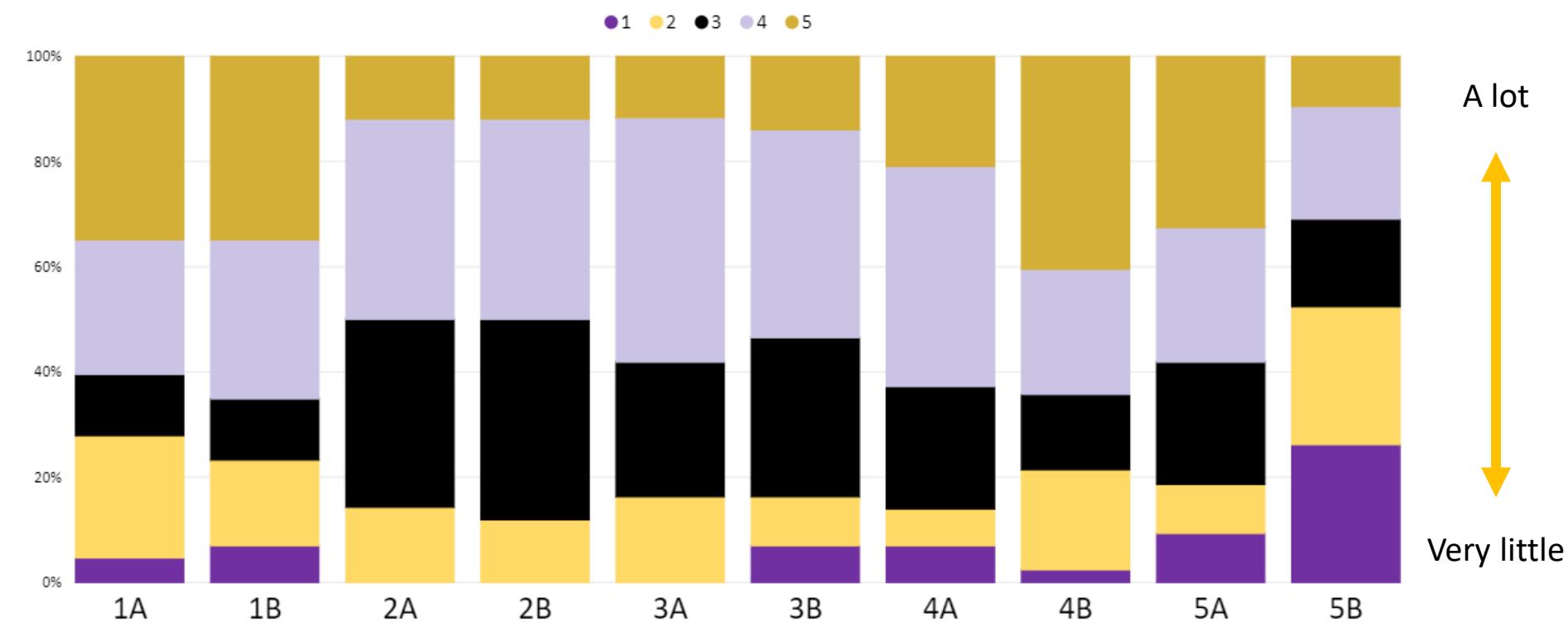
1A and 1B were by far the hardest terms for students, as close to 80% of the class identified those terms as being difficult or very difficult. This aligns with students having generally the lowest grades in this term.

The three pandemic terms were ranked generally easier than other terms, especially 5B.



How much effort did you put into each term?

(1 = Very little ↔ 5 = A lot)



Generally, students put in a similar amount of effort most terms.

It seems that students put slightly more effort in 1st year, perhaps in response to the higher rated difficulty of these terms.

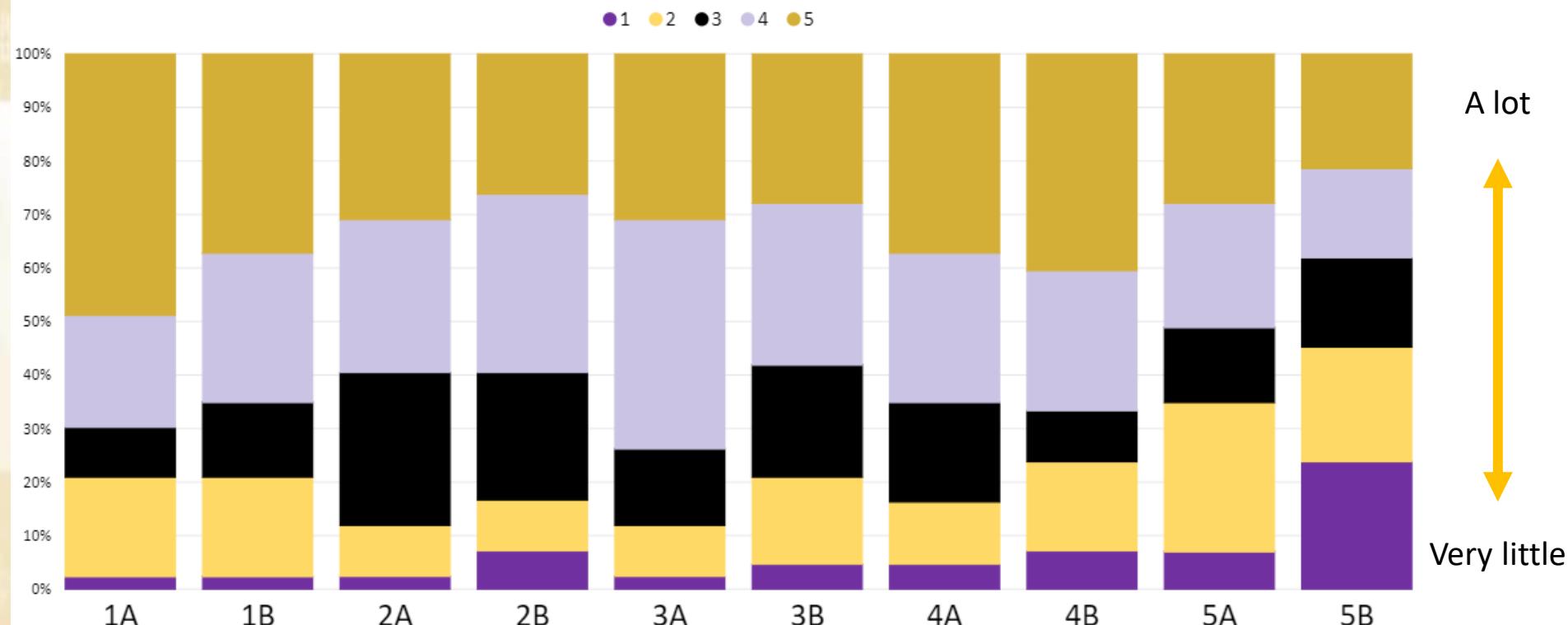
5B saw a large decrease in effort. I guess it's hard to blame students for letting up a bit in their 10th academic term...

How often did you attend class each term?

(1 = Very little ↔ 5 = A lot)

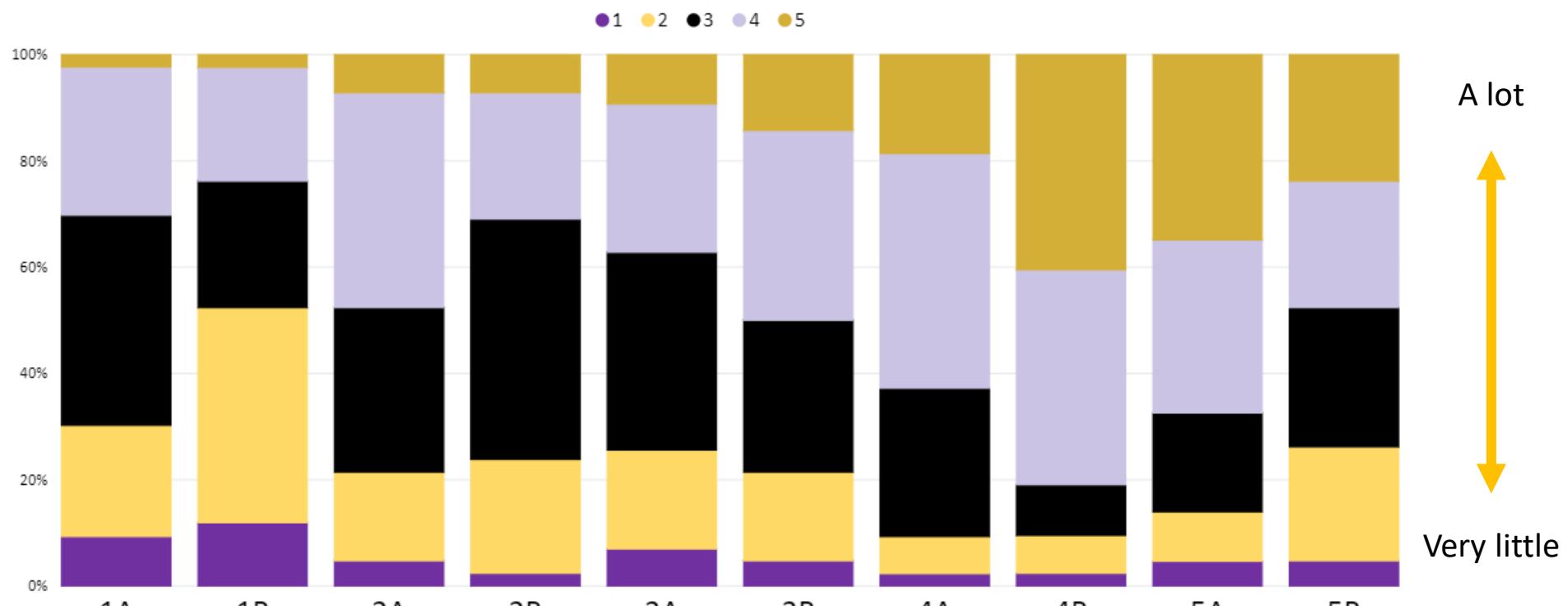
Students' attendance ratings followed a very similar pattern as their effort ratings, with 1st year being slightly higher attendance and 5th being lower attendance.

Interestingly, there was a noticeable spike in attendance in 3A. This is perhaps due to mandatory participation in the BBA courses that term. 3B also had mandatory participation in BBA courses, but it doesn't seem like the class showed the same level of dedication in this summer term.



How much did you enjoy the courses you took each term?

(1 = Very little ↔ 5 = A lot)



Generally, it seems like students most enjoyed their courses in 4th and 5th year, and less so in years 1 through 3 (with especially low enjoyment in 1st year).

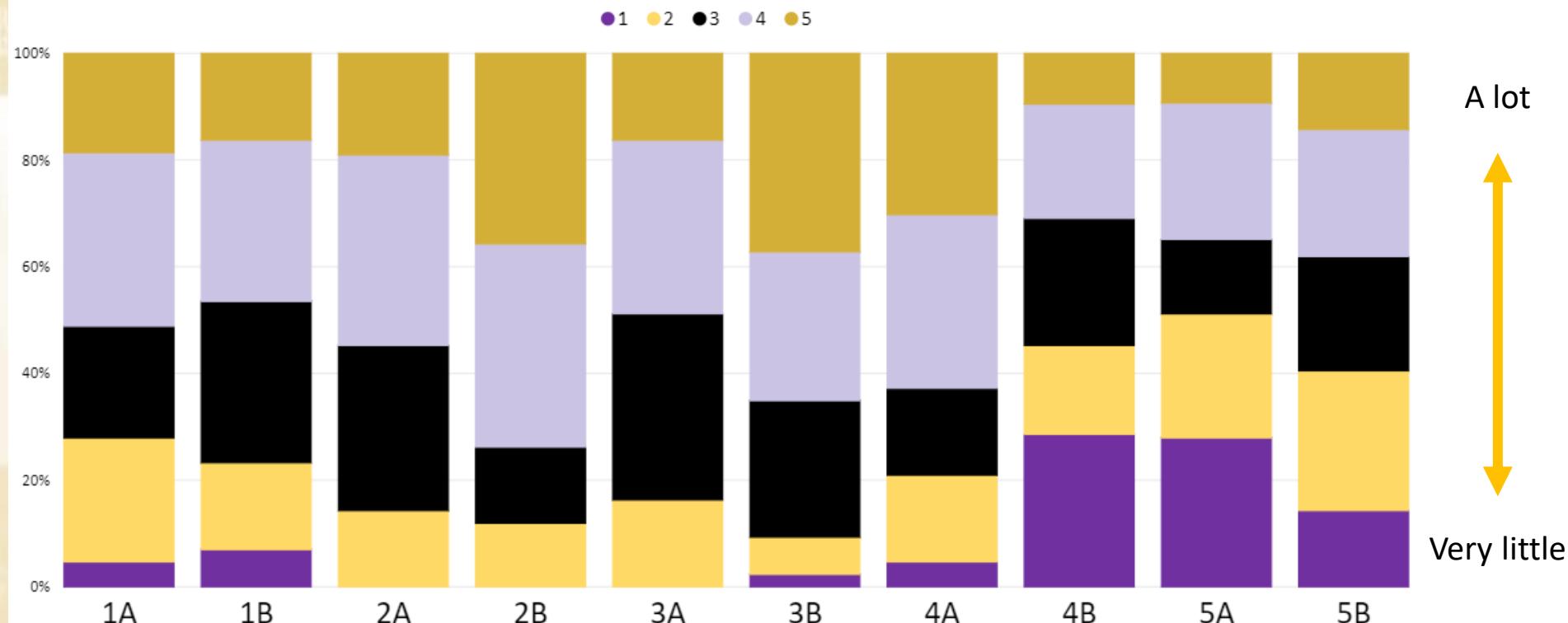
DDs have very little course flexibility until 4th year, so it makes sense that students tended to enjoy their courses better when they had more say in what they were taking.

How much did you enjoy each term outside of the courses?

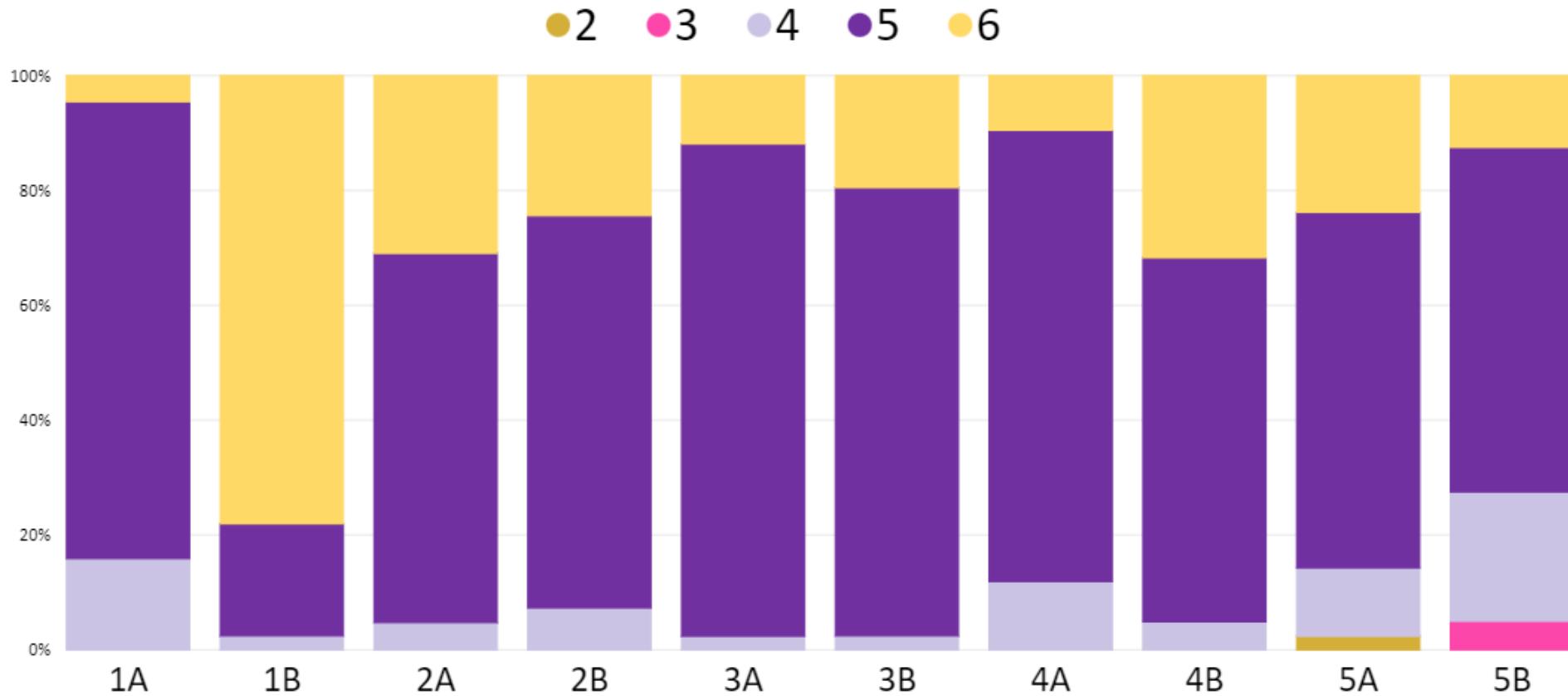
(1 = Very little ↔ 5 = A lot)

The class enjoyed their terms outside of class the most in 2B and 3B. These are both spring/summer terms, so it makes a lot of sense that students had higher levels of enjoyment.

In the three pandemic terms, students found much less enjoyment outside of class. This certainly was not the environment in which the class was hoping to end University...



How many courses did you take each term?



Close to 80% overloaded in 1B. This is recommended by the schools in order to take a mandatory Communications course.

Between 15% and 25% of the class still decided to take 6 courses in other terms.

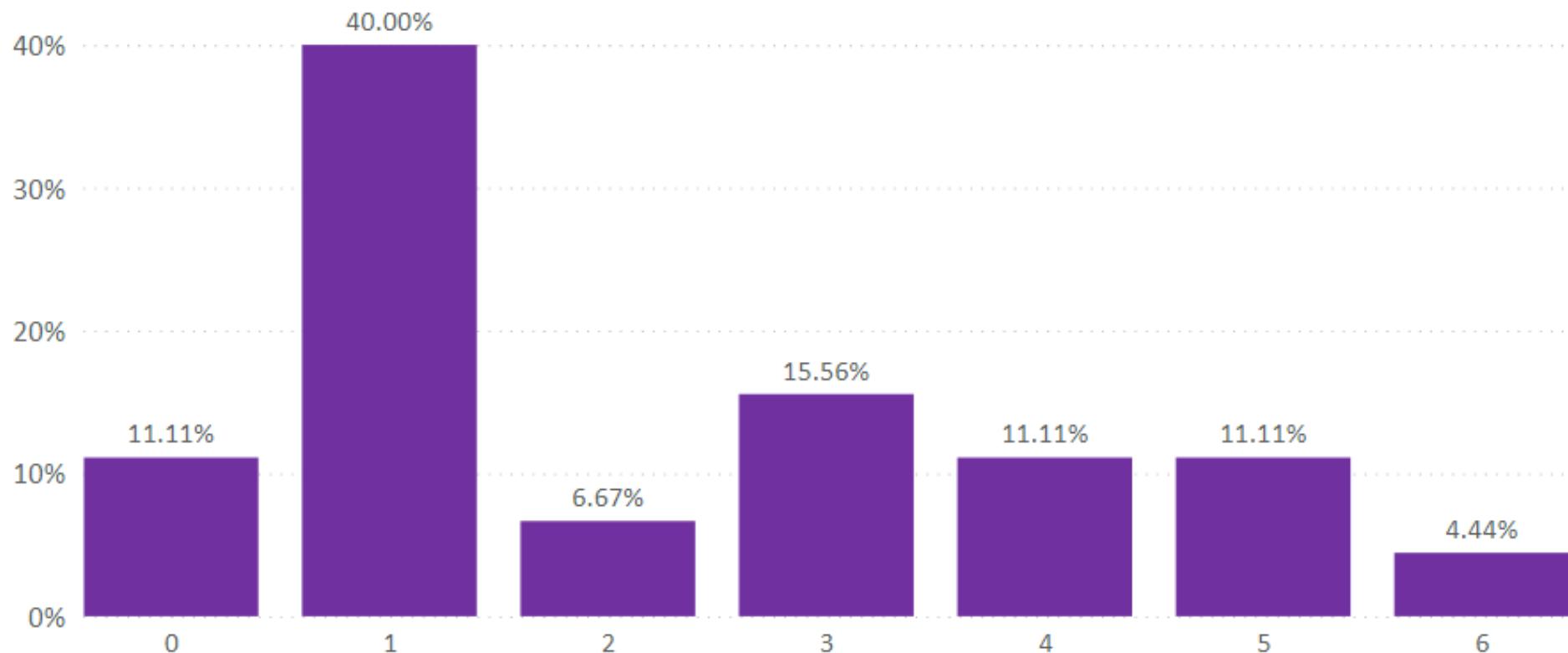
In 4th and 5th year, more students decided and were able to reduce their course load to only 4 courses.

How many terms did students overload (i.e. take 6 courses)?

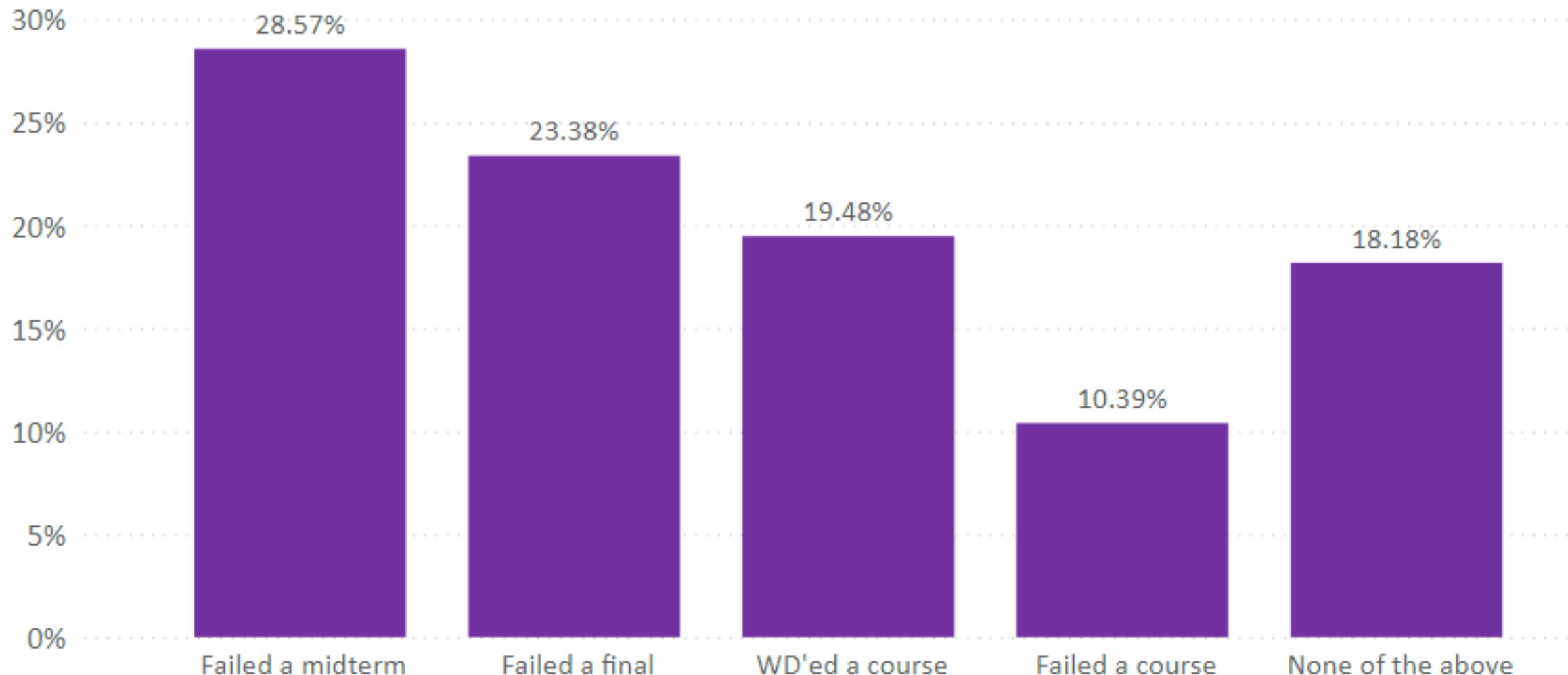
40% of students overloaded just once, the majority of which came in 1B.

11% of students decided never to overload. This would have been possible by taking courses over co-op terms.

A bit less than 50% decided to overload more than once, some choosing to do so as much as 6 terms.



What kind of academic adversity have you gone through to get here?



Unsurprisingly, in terms that students ranked as more difficult, the average term grades generally decreased.

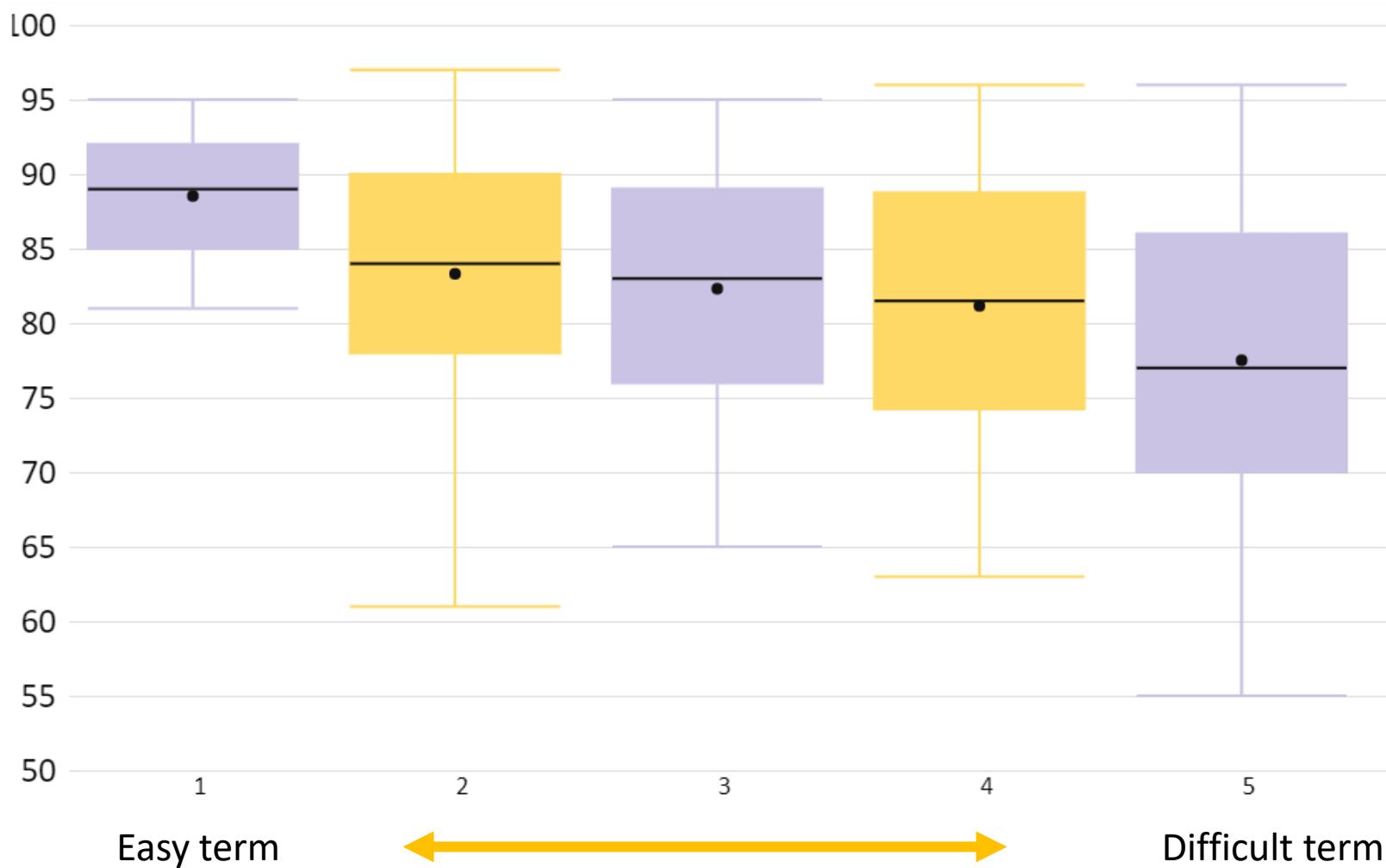
In terms ranked 1/5 in difficulty, the average term grades were 89%.

In terms ranked 5/5 in difficulty, the average term grades were 77%.

Note that the difficulty responses could have some bias if students didn't rank difficulty independently of grades.

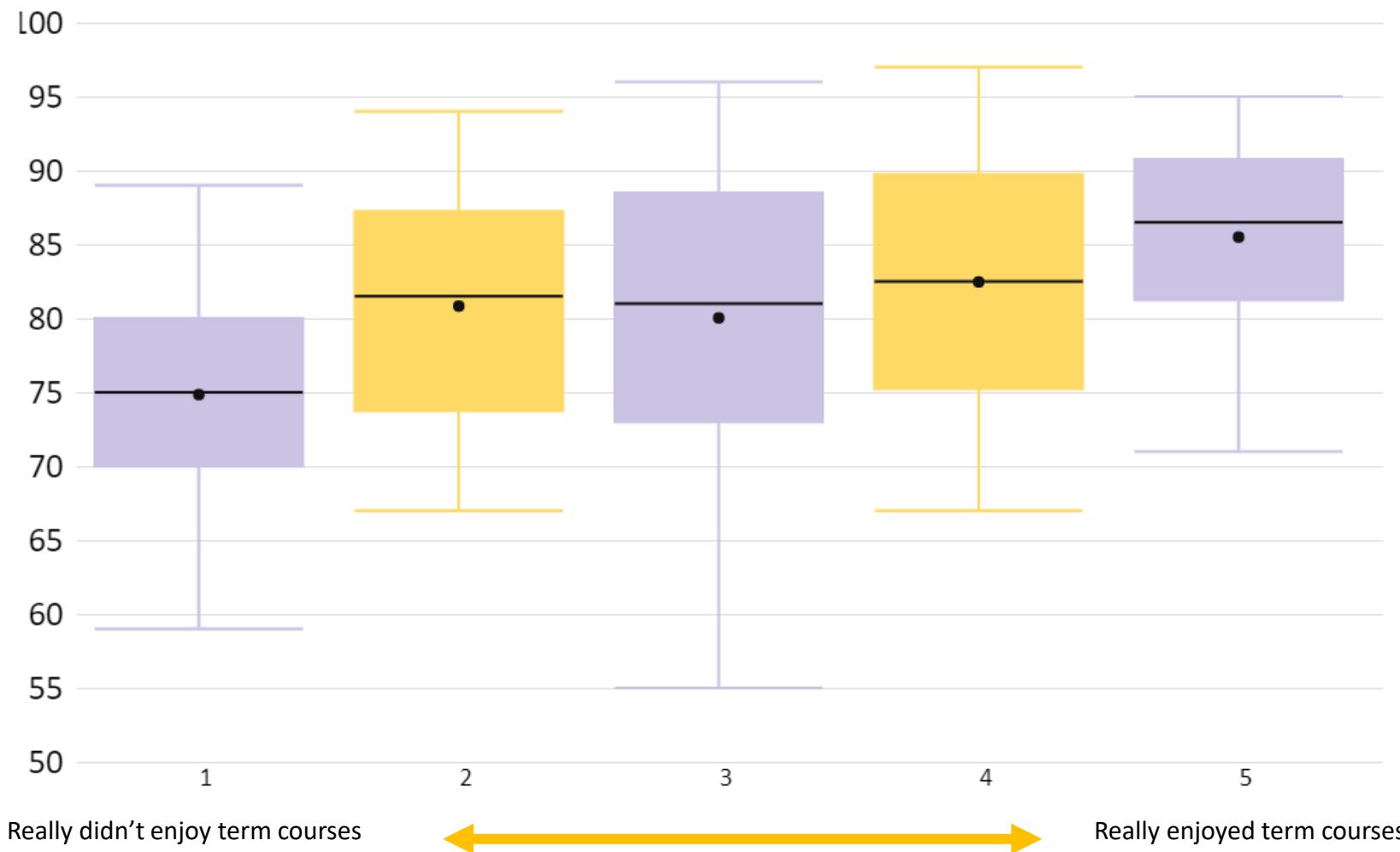
How did the difficulty of the term impact students' grades?

(1 = Easy term ↔ 5 = Difficult term)



How did students' enjoyment of courses impact their grades?

(1 = Really didn't enjoy term courses ↔ 5 = Really enjoyed term courses)



Generally, it seems like the more students enjoyed their classes, the better their grades did.

In terms ranked 5/5 for course enjoyment, the average term grades were 85%.

In terms ranked 1/5 for course enjoyment, the average term grades were 75%.

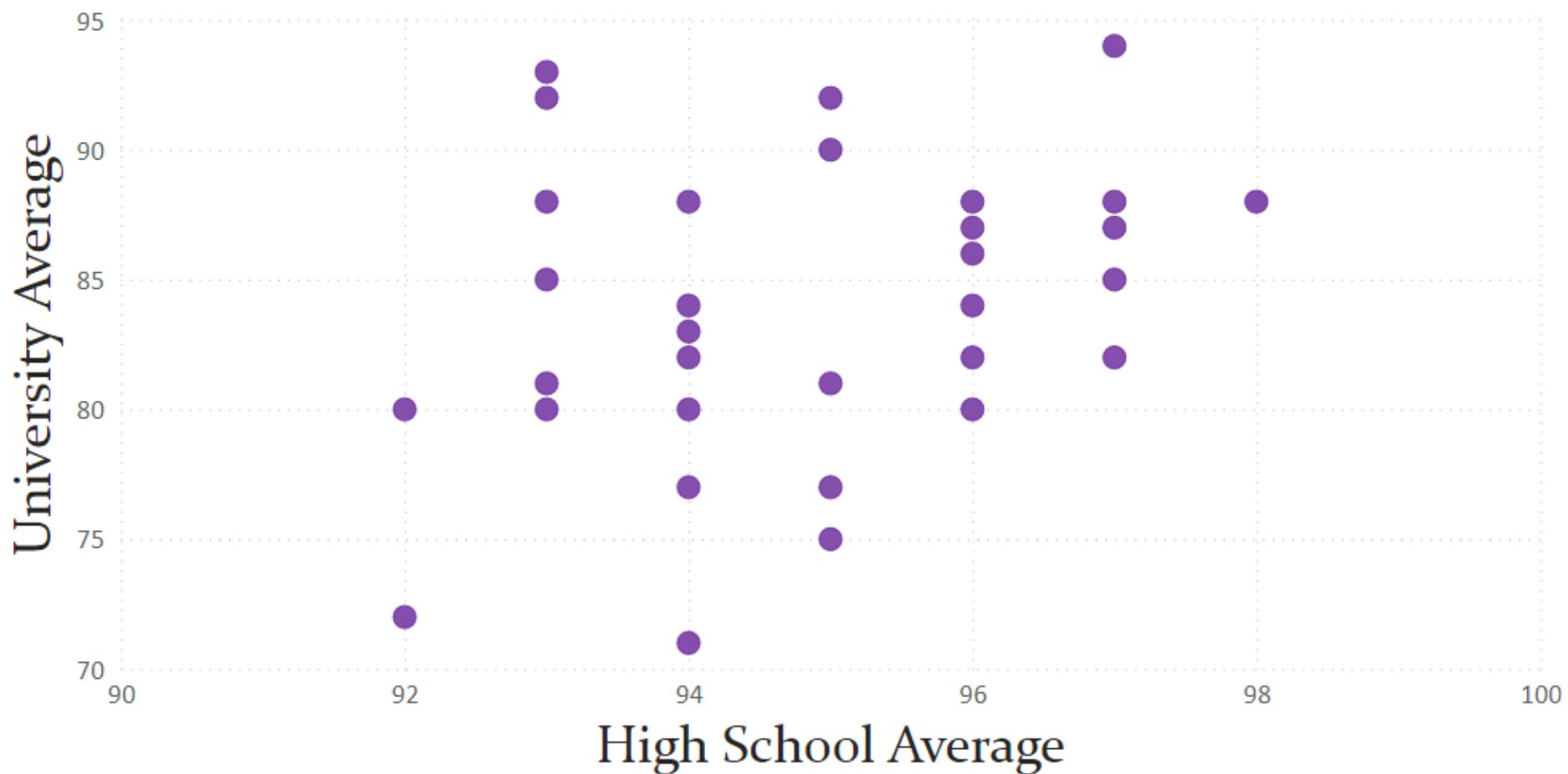
Interestingly, no other variables from the survey had a significant relationship with grades (i.e. effort, enjoyment outside of class, attendance, number of courses).

There appears to be a positive relationship between High School grades and University grades. In other words, students with higher High School grades tended to have higher University grades.

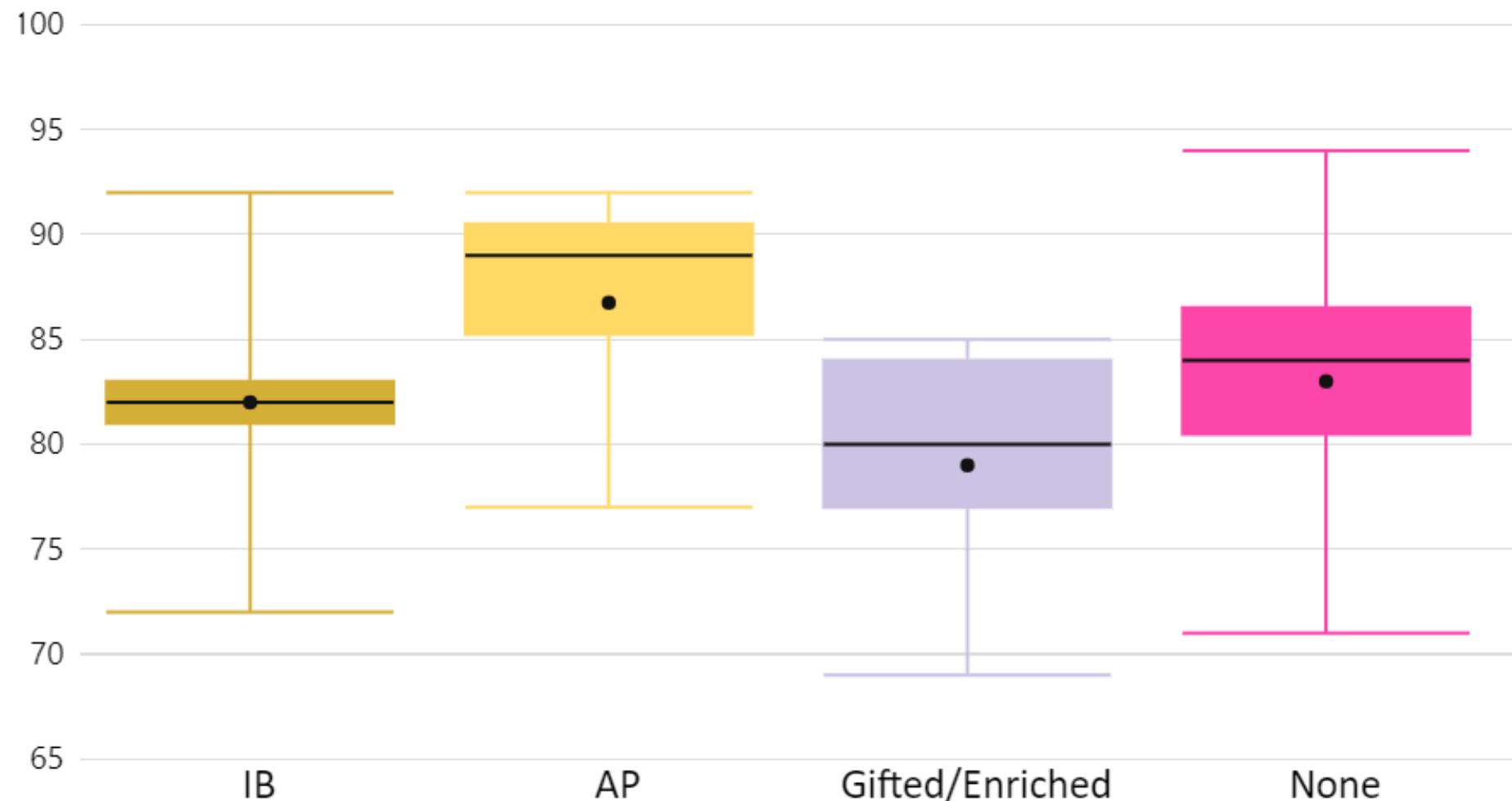
The two variables have a 45% correlation coefficient.

Note that one High School outlier was removed for data privacy.

Was there a relationship between students' High School average and University average?



Was there a relationship between students' High School program and University average?



It appears as though taking a specialized High School program didn't significantly impact students' University grades generally.

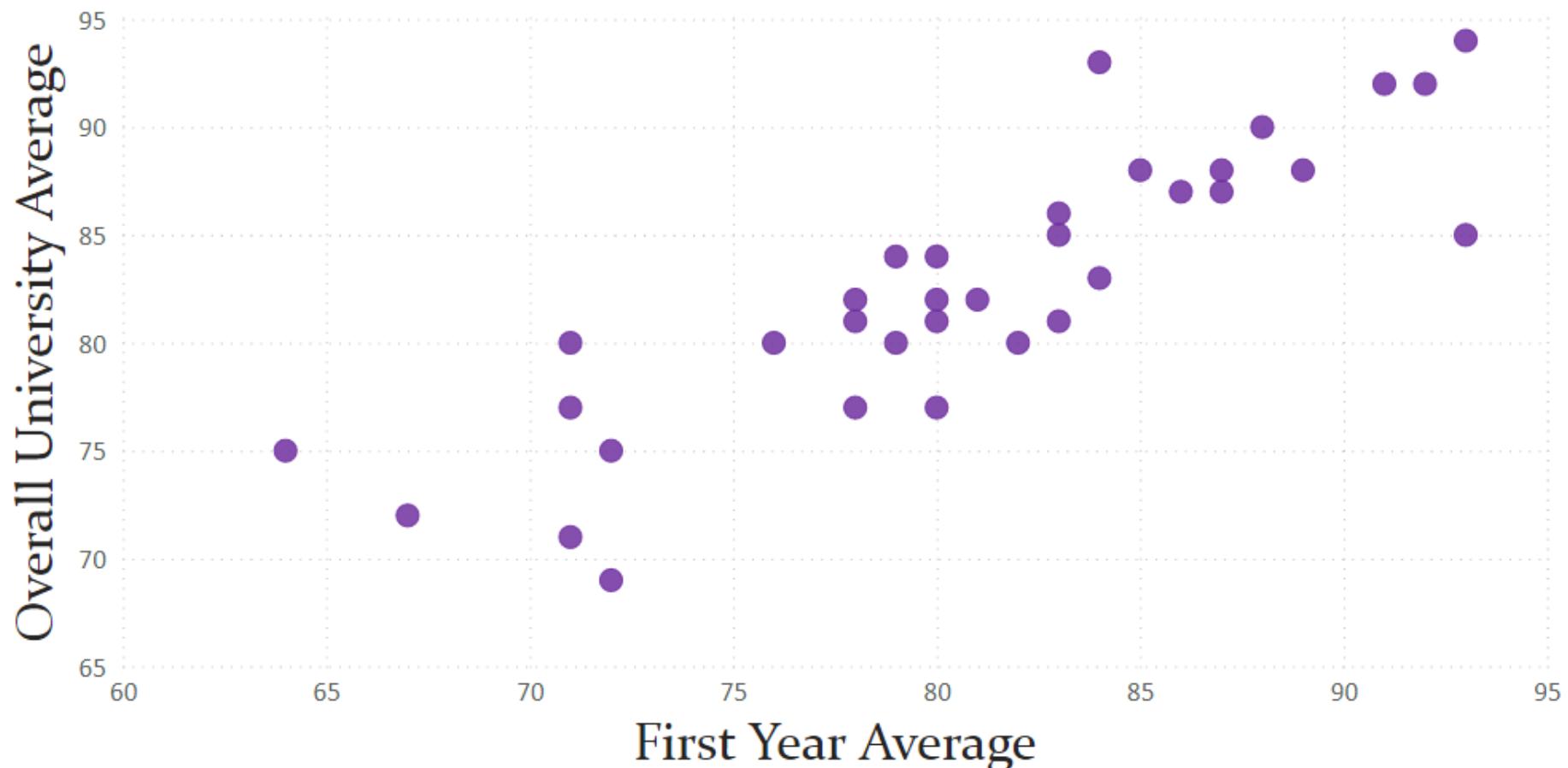
Students who were in IB or a Gifted/Enriched program generally did similar in University as students who didn't take any specialized High School program.

There is some evidence that students who did AP courses in High School did better than their peers in University.

There was a very strong relationship between how students did in first year and how they did in all 5 years of University. In fact, the two variables have a 90% correlation coefficient.

Generally, students improved on their first-year average, but they tended to stay in a similar range.

What was the relationship between students' first year average and their overall University average?



Co-op

Co-op

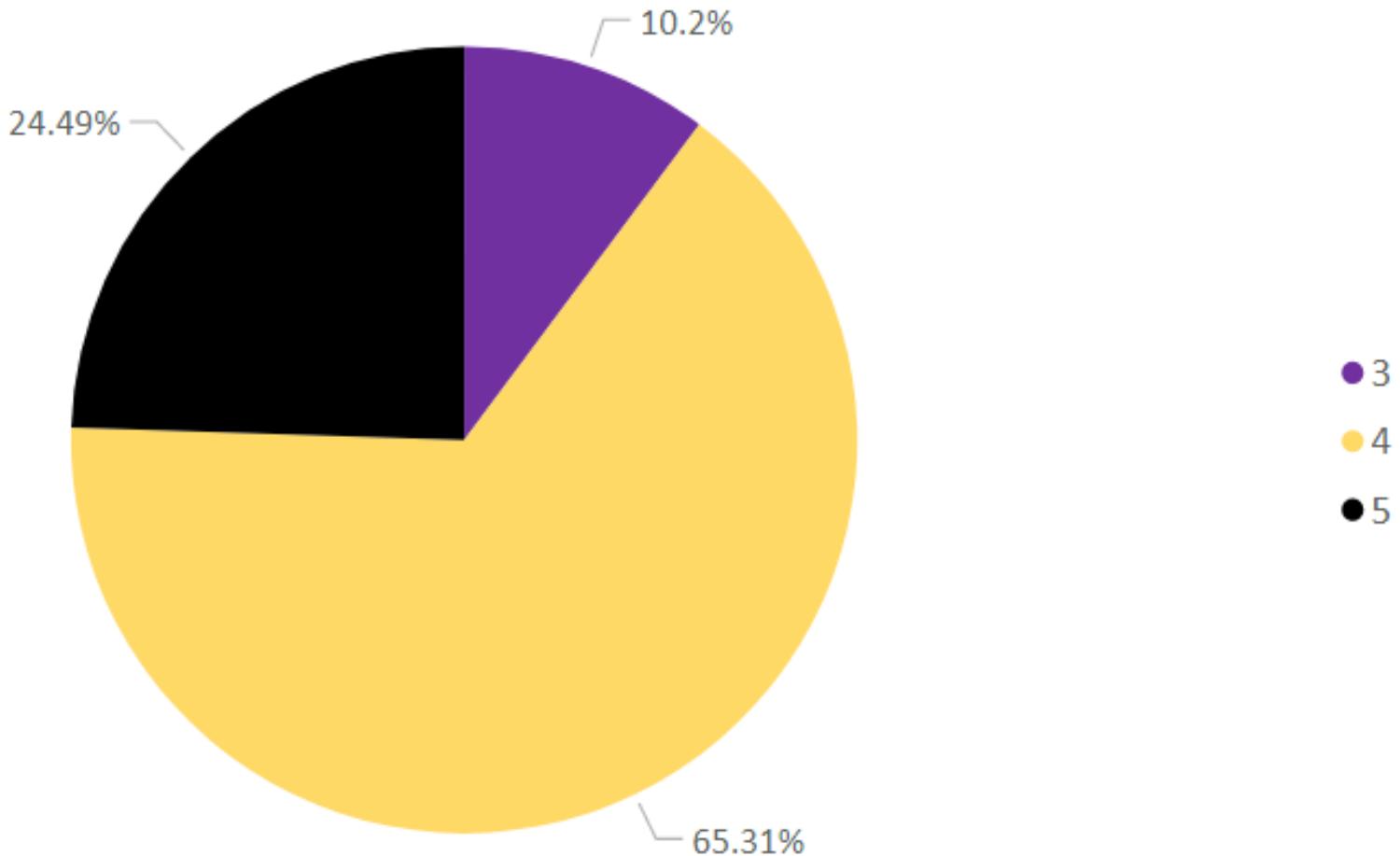
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How many co-op terms did you complete?

UW-based DDs had the option to take either 4 or 5 co-ops. WLU-based DDs has the option to take either 3 or 4 co-ops.

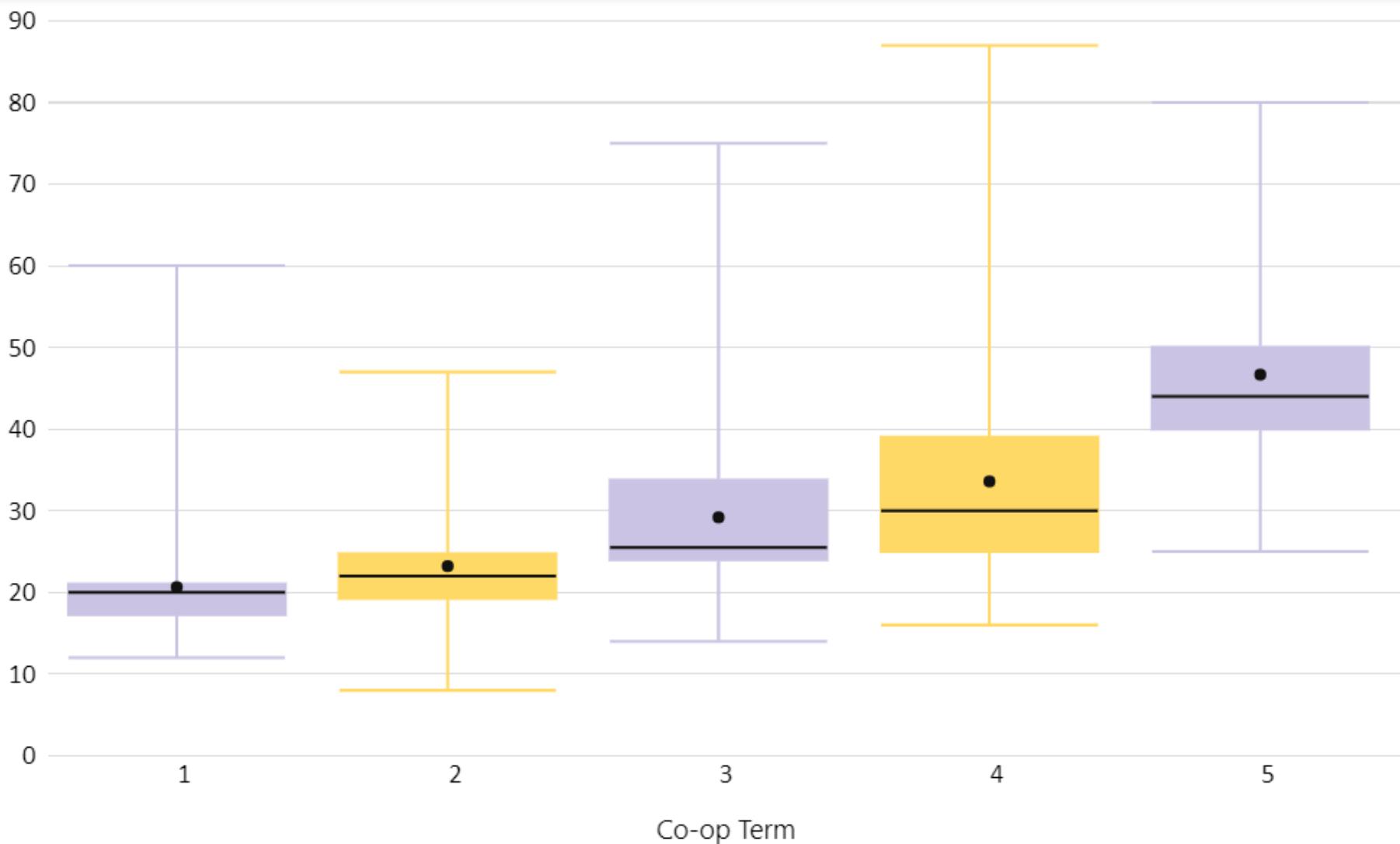
If a student decided to take the lesser number of co-ops, they would have had the opportunity to graduate one term earlier.



At what companies did students co-op?

A word cloud visualization featuring numerous company names and logos, primarily in shades of purple, blue, green, and yellow. The most prominent words are 'Scotiabank' (large purple), 'BMO' (large black), 'Manulife' (large grey), 'TD' (large teal), 'CIBC' (large purple), and 'RBC' (large yellow). Other visible companies include Sun Life (pink), Aon (orange), Marsh McLennan (green), Indigo (green), Banyan Software (orange), Yahoo (orange), Unilever (green), Toronto FC (orange), OpenText (purple), Ayala Capital (blue), Government of Ontario (blue), Summitt Energy (blue), Munich Re (yellow), Fuller Landau LLP (orange), FedDev Ontario (blue), Capital One (blue), Tesla (pink), OTTPP (pink), Magnet Forensics (blue), IBM (blue), OMERS (blue), Fairfax (blue), hitplay (blue), Cresa (teal), EPRA (teal), Loblaw Companies Limited (teal), Blackhawk Network (teal), Henkel (purple), CCC Investment Banking (purple), JANA (purple), Adknown (purple), PwC (purple), CST Consultants (purple), CPP Investments (purple), GoFleet (purple), PICC (purple), Kraft Berger (yellow), Databricks (yellow), BDO (yellow), Ministry of Housing Ontario (yellow), Johnson Johnson (yellow), Rockwool (yellow), EY (yellow), FBC (yellow), Oath (yellow), Pinpoint Capital (yellow), commonsku (yellow), Summatti (yellow), John Hancock (yellow), PSP (yellow), Guy Carpenter (yellow), Linamar (yellow), Extuple (yellow), Metro (yellow), Canalyst (yellow), Google (yellow), London Life (yellow), Guardian Capital (yellow), Hyundai (yellow), Shoplogix (blue), Fairstone Financial (blue), Financial (blue), Teranet (blue), Citadel (blue), Newtopia (blue), OPTrust (blue), Fidelity Investments (blue), and Riot Games (blue).

Students' Hourly Pay By Co-op Term (CAD)



As co-op terms went on, students tended to make a higher hourly rate.

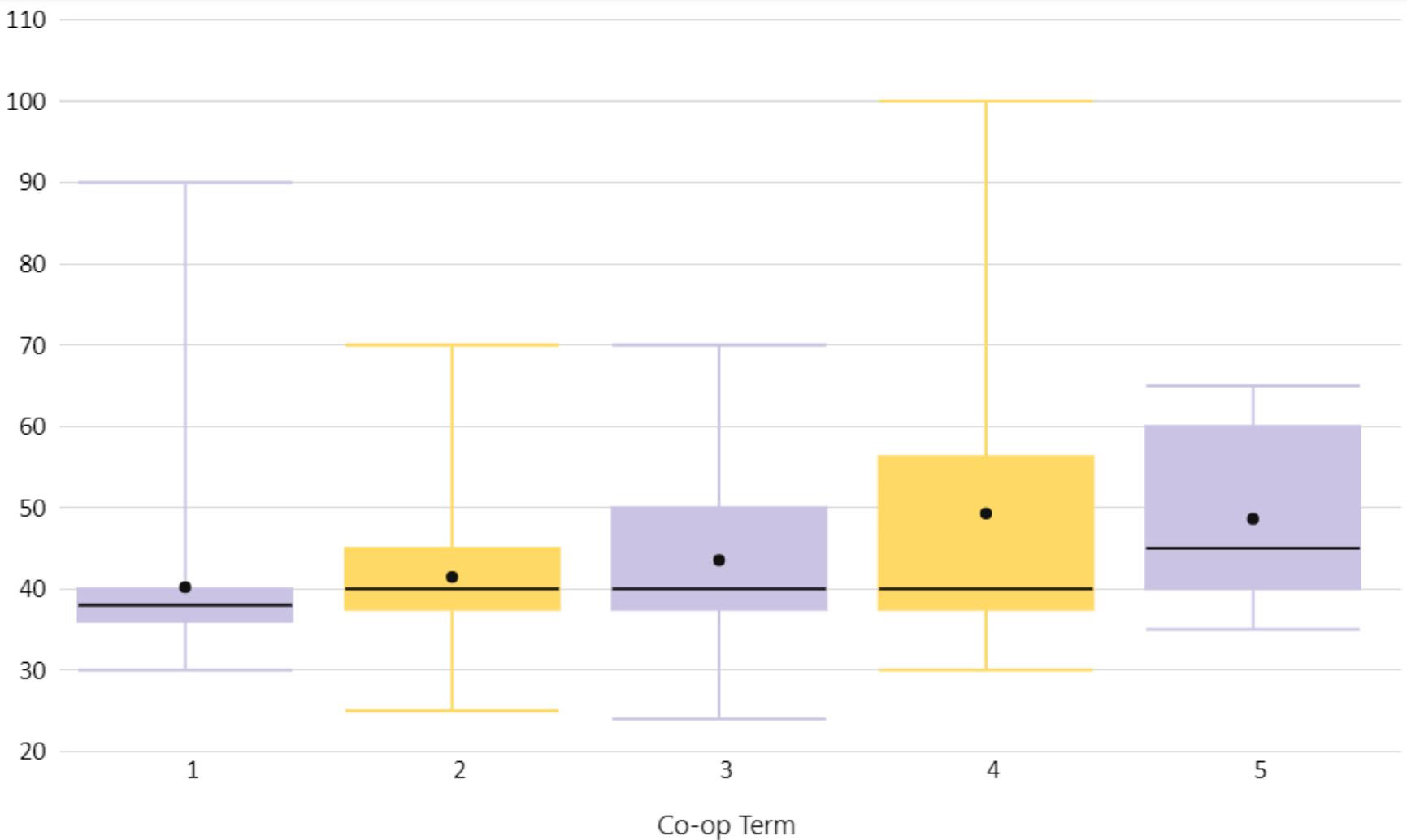
In the 1st co-op term, students averaged \$20/hour. Those that opted for a 5th co-op term averaged \$46/hour.

This gradual increase in pay aligns with expectations, as students became more qualified and focused on their fields of choice.

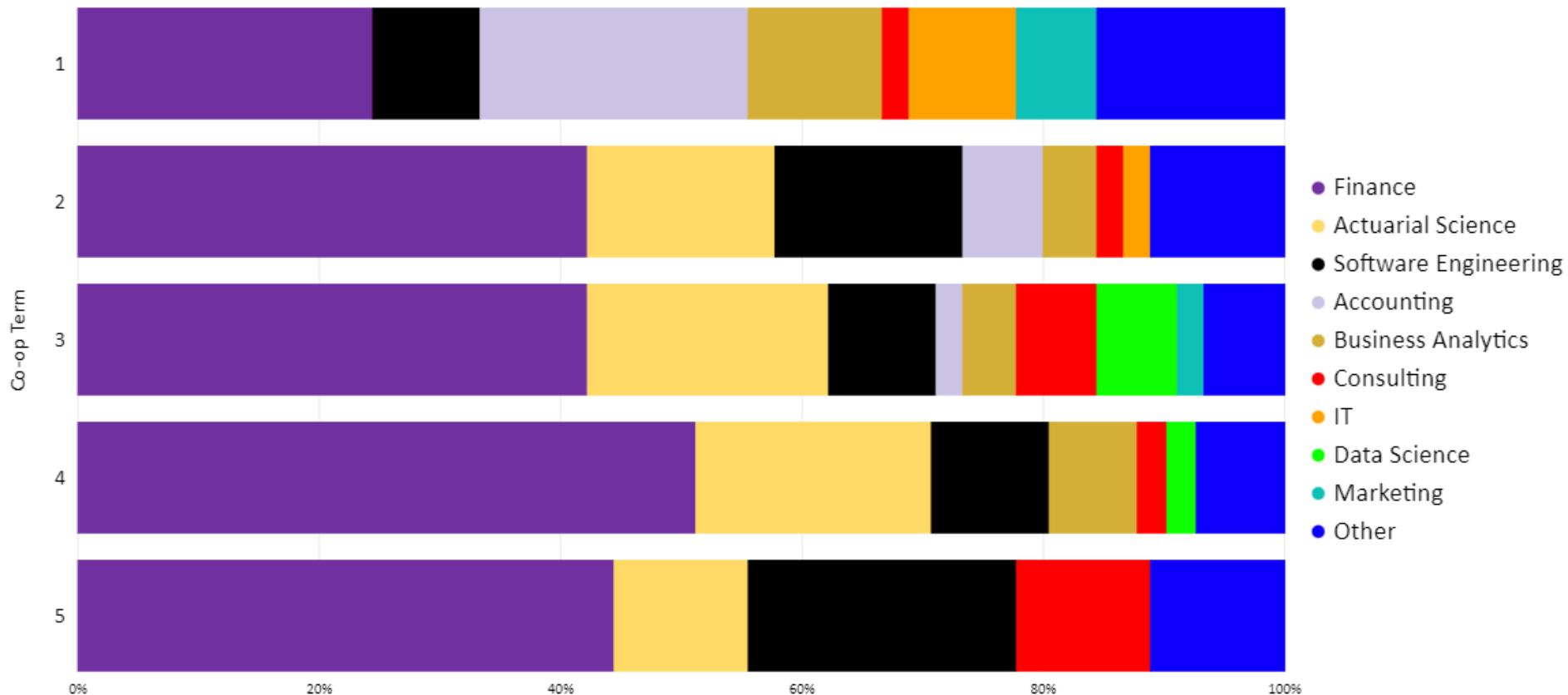
Students' Weekly Hours By Co-op Term

Most students worked between 35 and 50 hours per week in each co-op term, with the median being 40 hours each term.

As the co-op terms went on, there tended to be a gradual increase in the proportion of students working greater than 40 hours per week.



In what fields were each of your co-ops?



Finance, Actuarial Science, and Software Engineering were the most popular co-op fields.

As time went on, students tended to concentrate more in specific fields.

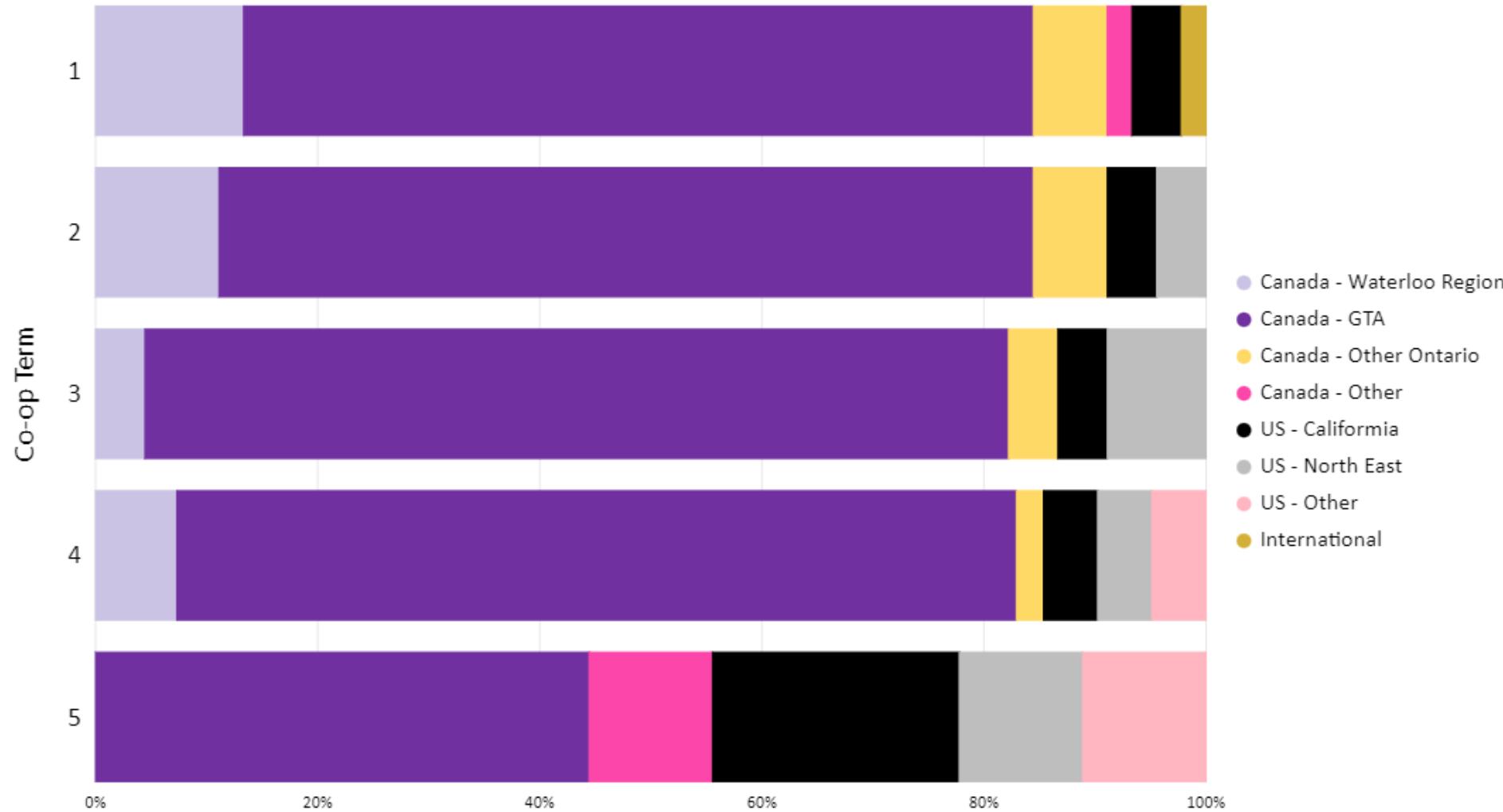
Additionally, it can be seen that fields like Consulting and Data Science became more popular over the co-op terms, while fields like Accounting and IT became less popular.

"Other" included: Insurance, Sales, Supply Chain, Administrative, Business Development, Project Management, Government Policy, Program Manager, Product Manager.

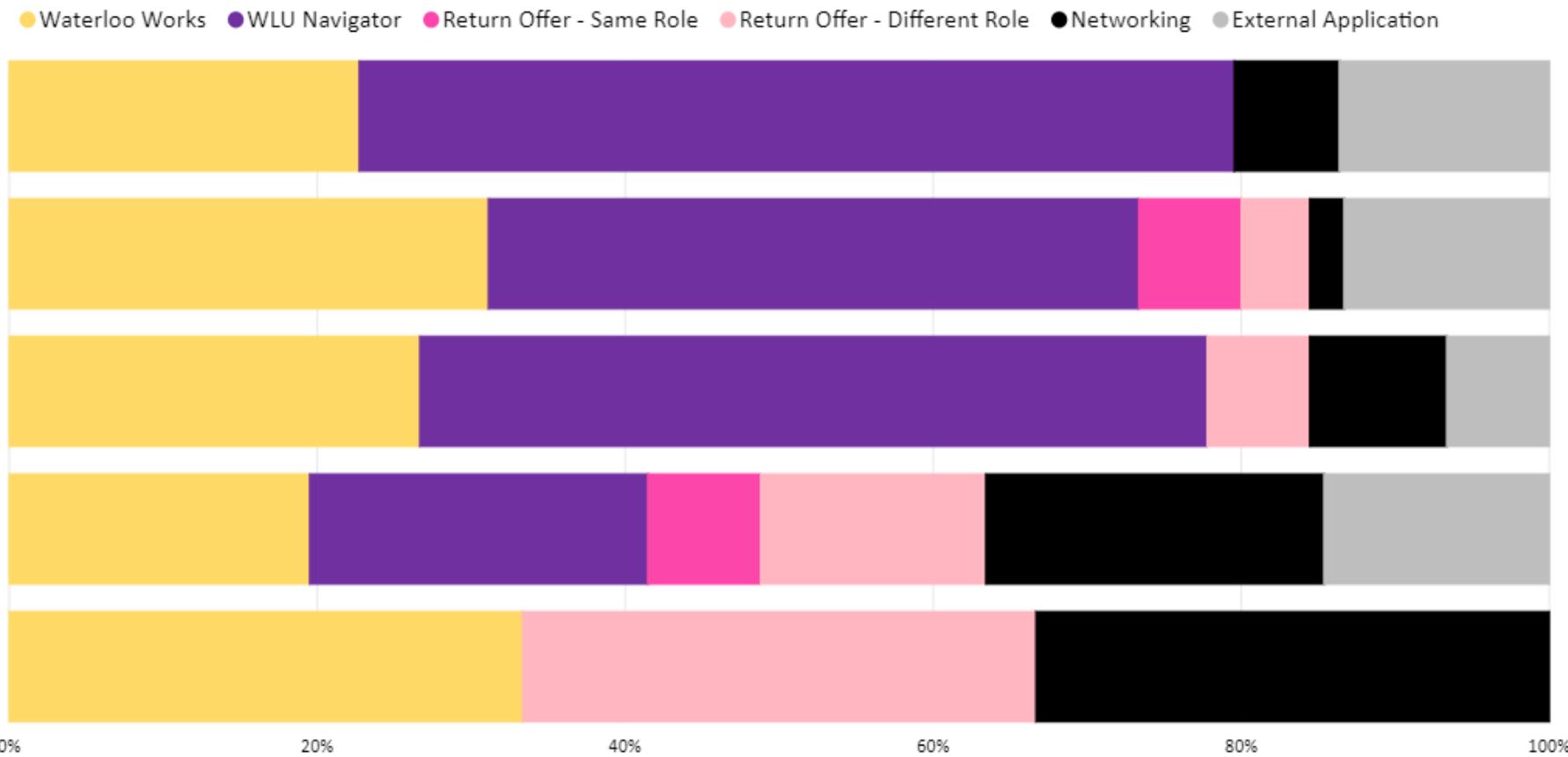
Where was each co-op term located?

A large majority of students' co-ops were located in the GTA. The remaining co-ops were mainly located in either the Waterloo Region or the US.

In the 5th co-op term, the proportion of students working in the US increased substantially. One possible explanation for this is that this term would only have had only UW-based DDs, which tend to have more international options presented to them.



How did you find each co-op?



For the first three co-op terms, students tended to primarily use the schools' job boards to find their co-op.

In co-ops 4 and 5, a much greater proportion of students either returned to a previous employer or used external resources.

It makes sense that no students used WLU's job board in co-op #5 because this term would only have been available to UW-based DDs.

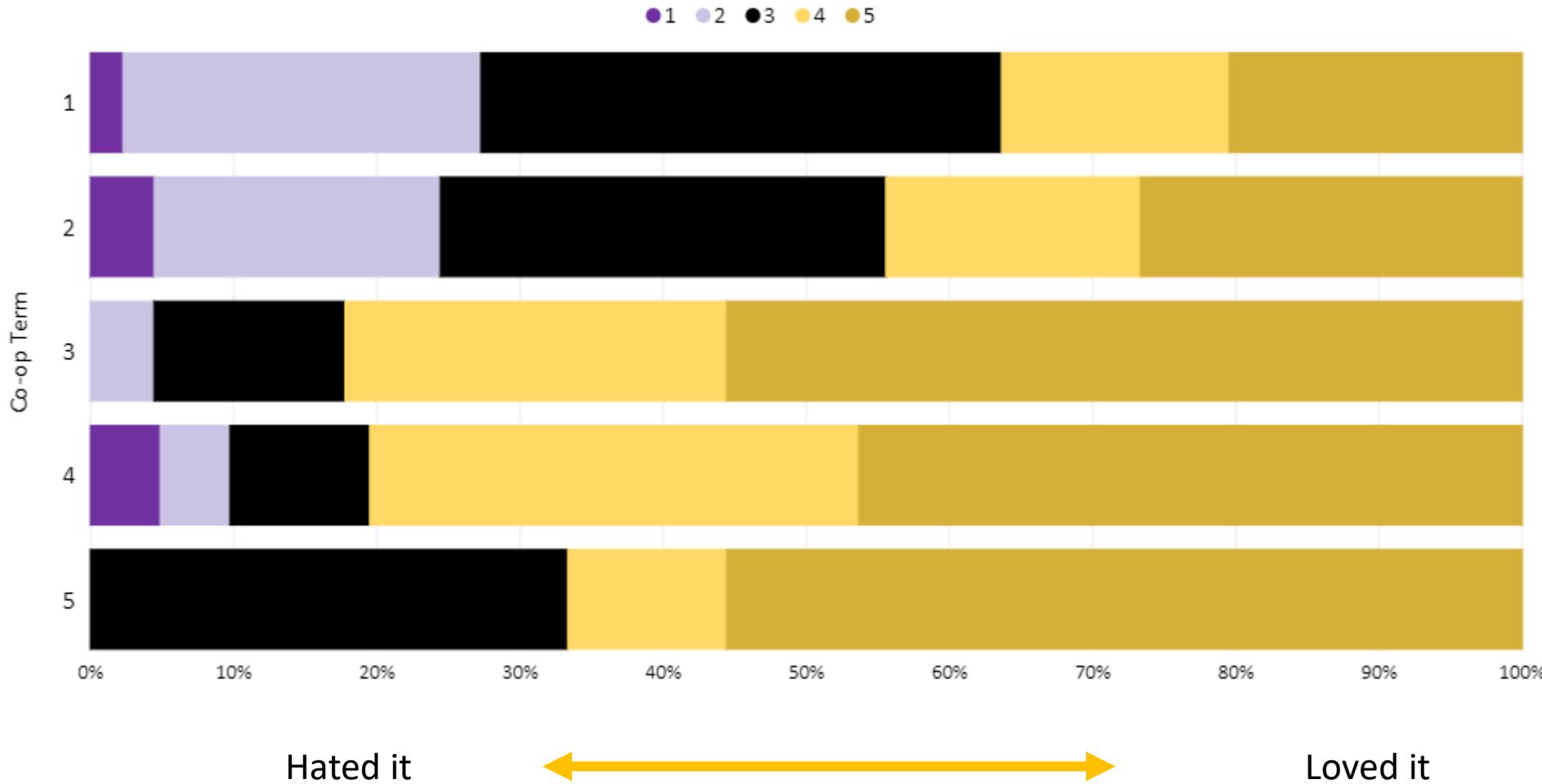
Students tended to enjoy their co-ops much more in their last three co-op terms compared to their first two co-op terms.

Roughly 40% of students ranked their enjoyment as a 4 or 5 out of 5 in their first two co-ops.

Roughly 80% of students ranked their enjoyment as a 4 or 5 out of 5 in their last three co-ops. Very few students disliked their last three co-ops.

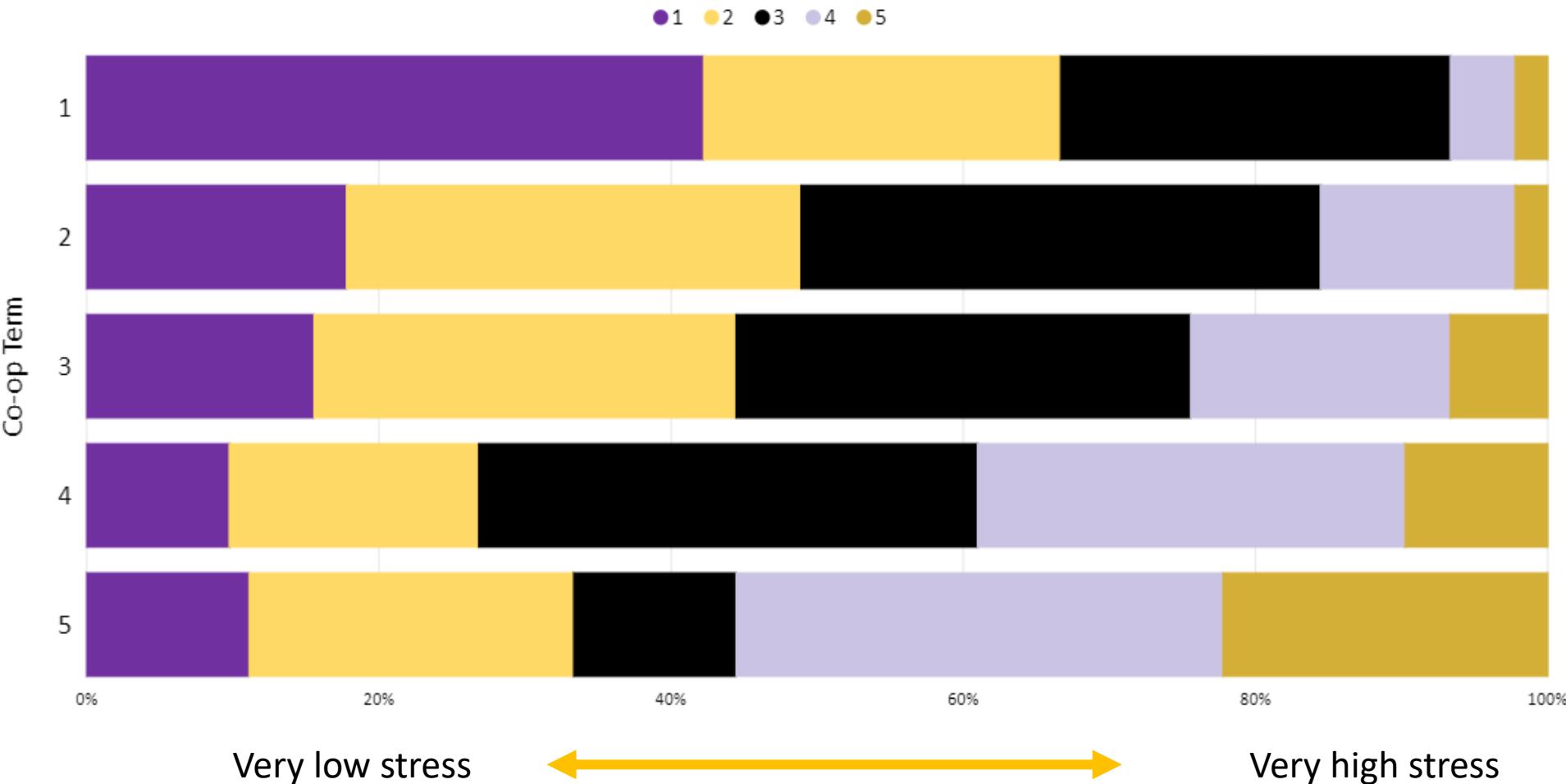
How did you enjoy each co-op term?

(1 = Hated it ↔ 5 = Loved it)



How stressed were you each co-op term?

(1 = Very low stress ↔ 5 = Very high stress)



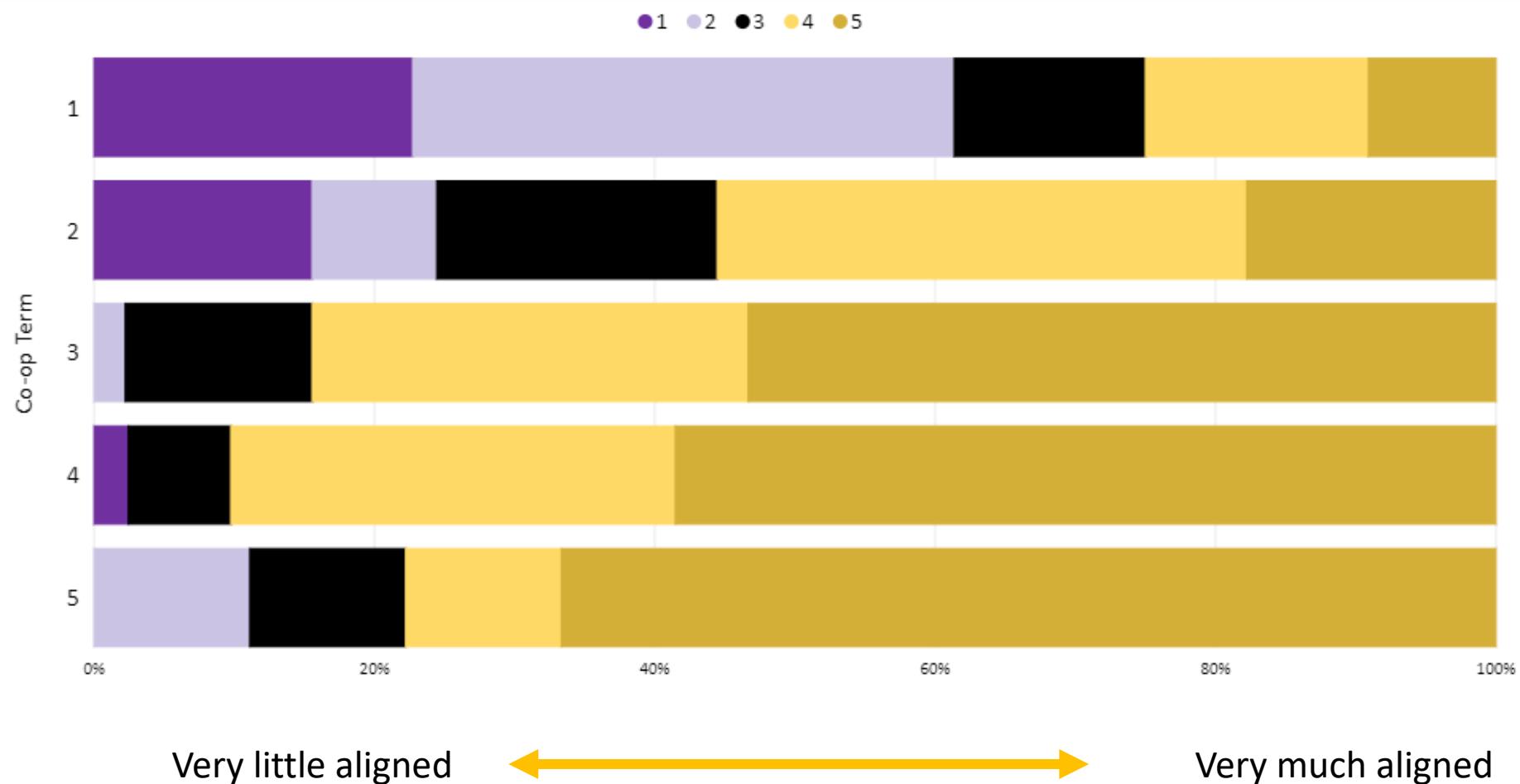
While students tended to enjoy their co-ops more as the terms went on, they also tended to find their co-ops more stressful at the same time.

Roughly 15% of students ranked their stress as a 4 or 5 out of 5 in their first two co-ops.

Roughly 40% of students ranked their stress as a 4 or 5 out of 5 in their last three co-ops.

How did each co-op term align with your career interests at the time?

(1 = Very little aligned ↔ 5 = Very much aligned)

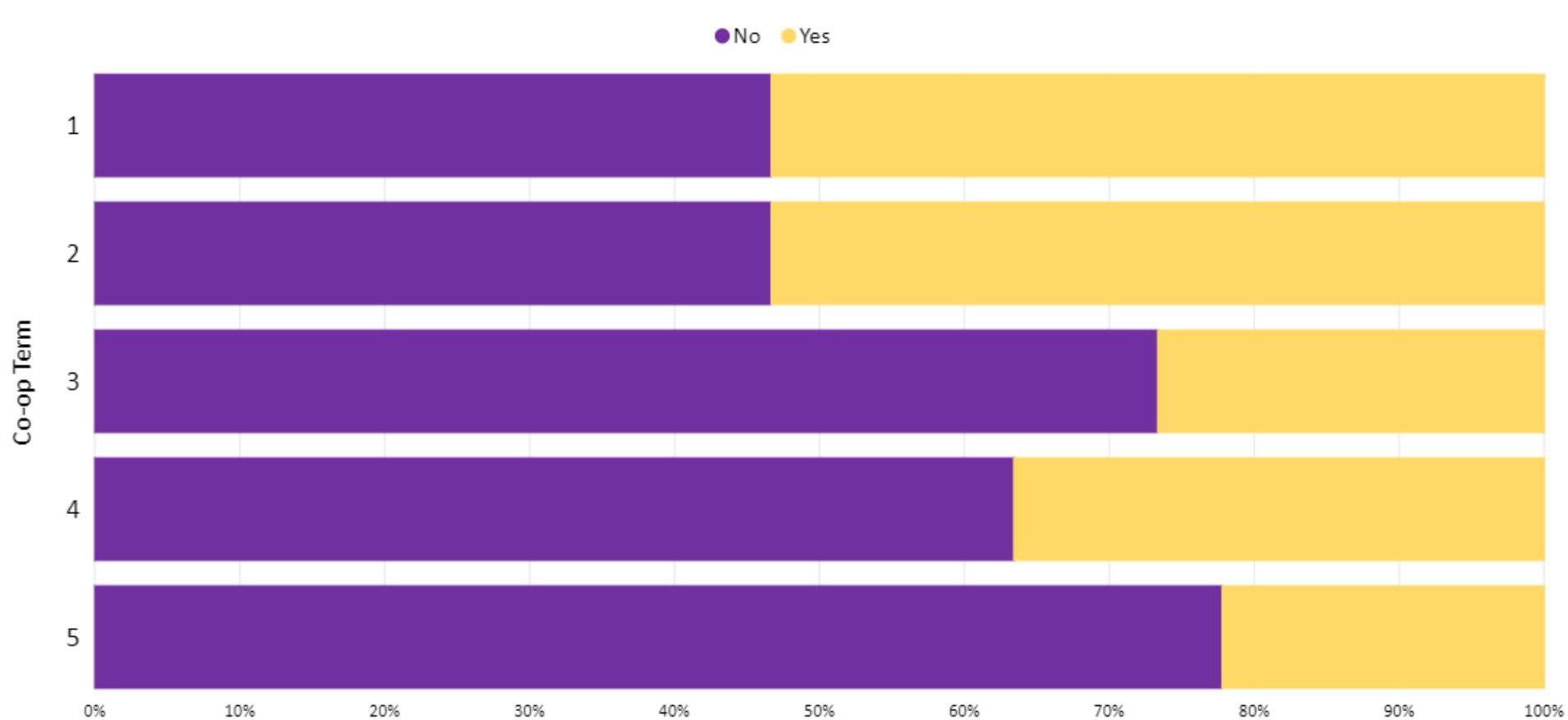


As the co-op terms went on, students were generally better able to align their co-ops with their career interest at the time.

In the first two co-op terms, roughly 40% of students responded that their co-op was aligned with their career interests at the time.

In the final three co-op terms, roughly 80% of students responded that their co-op was aligned with their career interests at the time.

Did you take a non-PD course over co-op?



53% of students took a non-PD course in their first two co-ops.

Roughly 25% of students took a non-PD course in their last three co-ops.

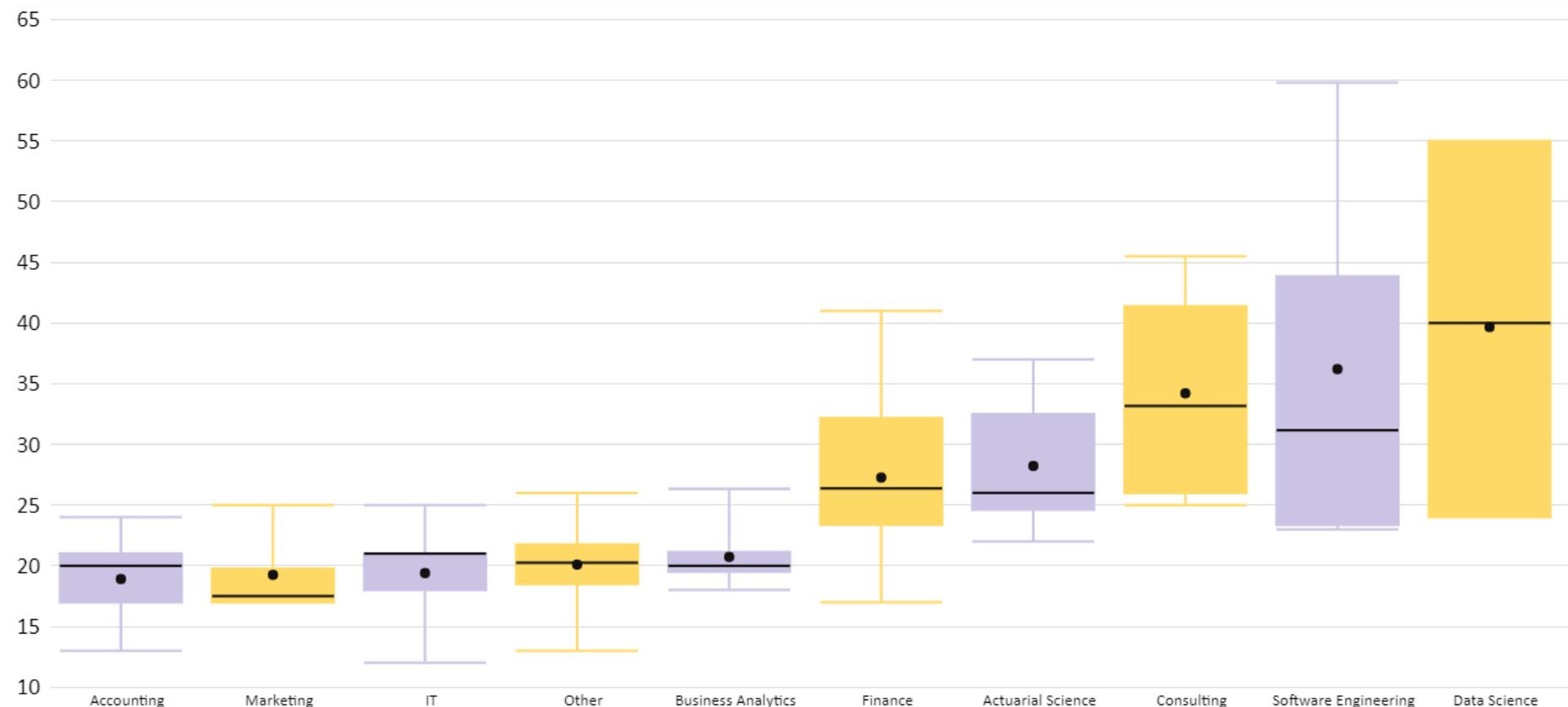
It was recommended by the schools to take at least one course while on co-op. It appears as though many of the students decided to do this in their earlier co-ops.

How did hourly co-op pay vary by field?

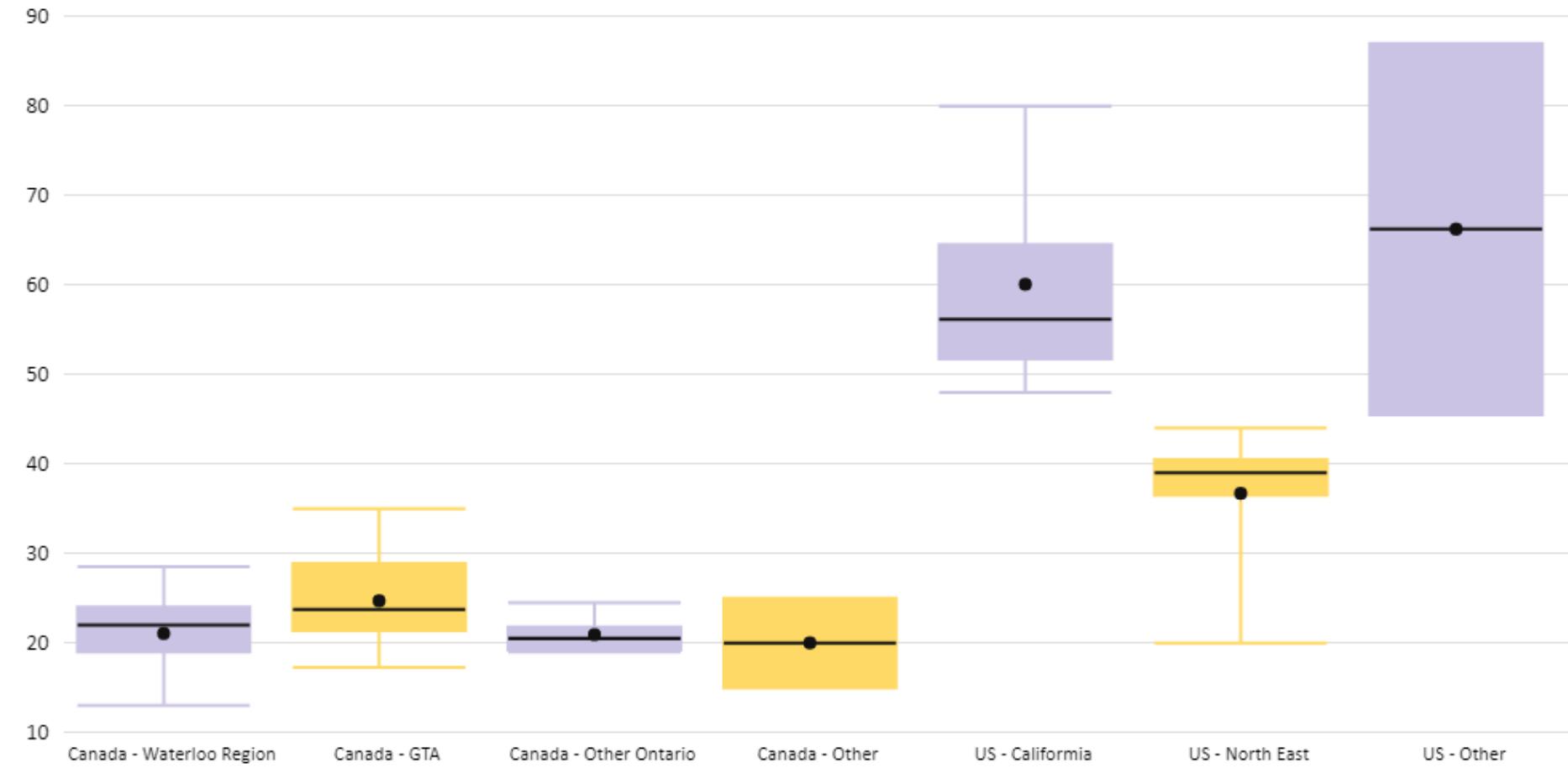
Data Science, Software Engineering and Consulting were the three highest paid co-op fields.

More traditional business fields, like Accounting and Marketing, were among the lowest paid co-op fields.

Note that these results are at least partially influenced by the level of experience of students. For example, Accounting was most popular when students had less experience, while Consulting was most popular when students had more experience. The level of experience would also drive pay.



How did hourly co-op pay vary by location?



There is a clear difference in pay between Canada and the US.

One driver of this would be the conversion of USD to CAD.

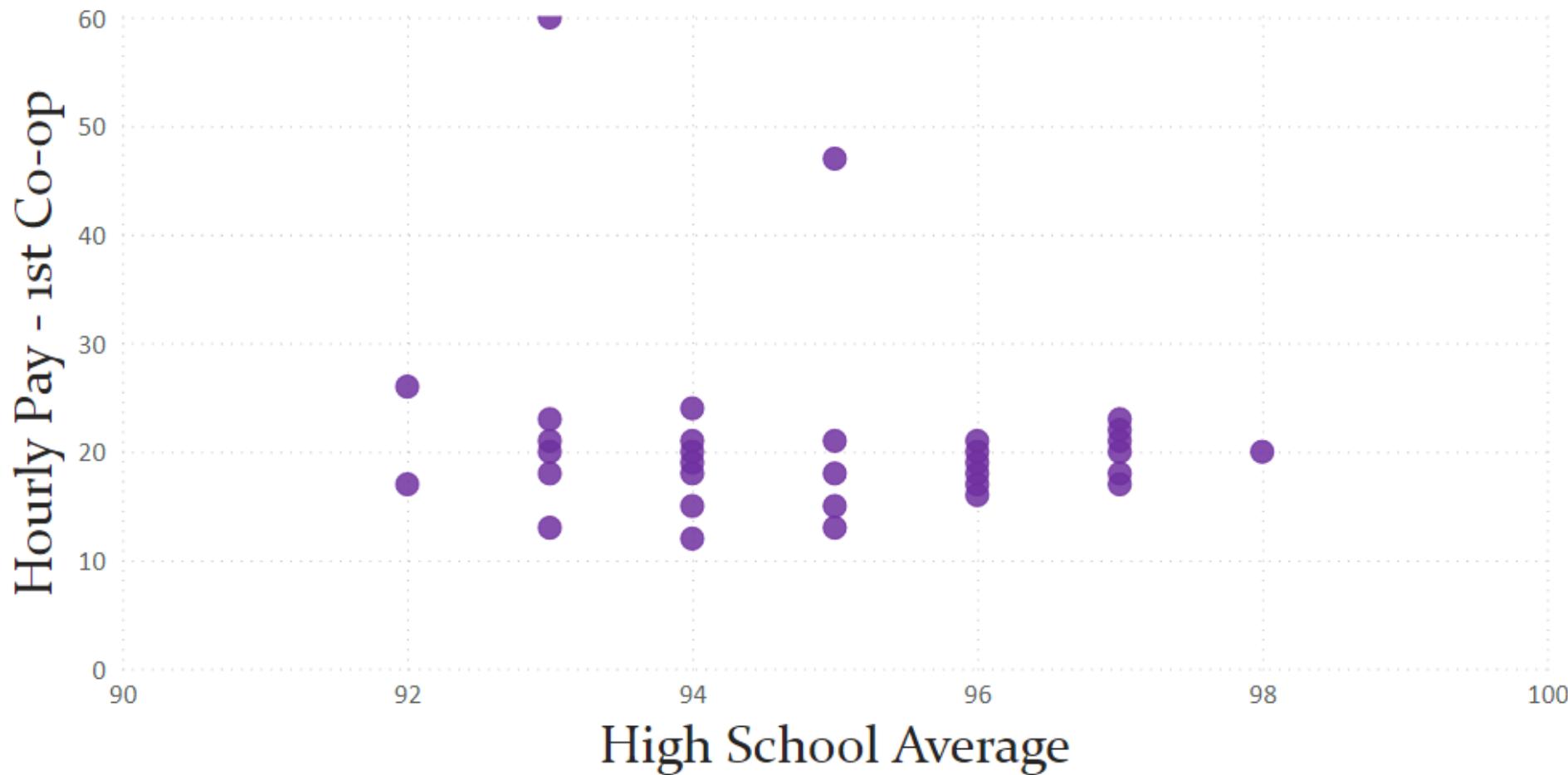
Another driver would be the interaction with job field. A large portion of co-ops done in the US were done in traditionally higher paying fields, like Software Engineering.

Generally, there was not a strong relationship between students' High School average and their 1st co-op hourly pay.

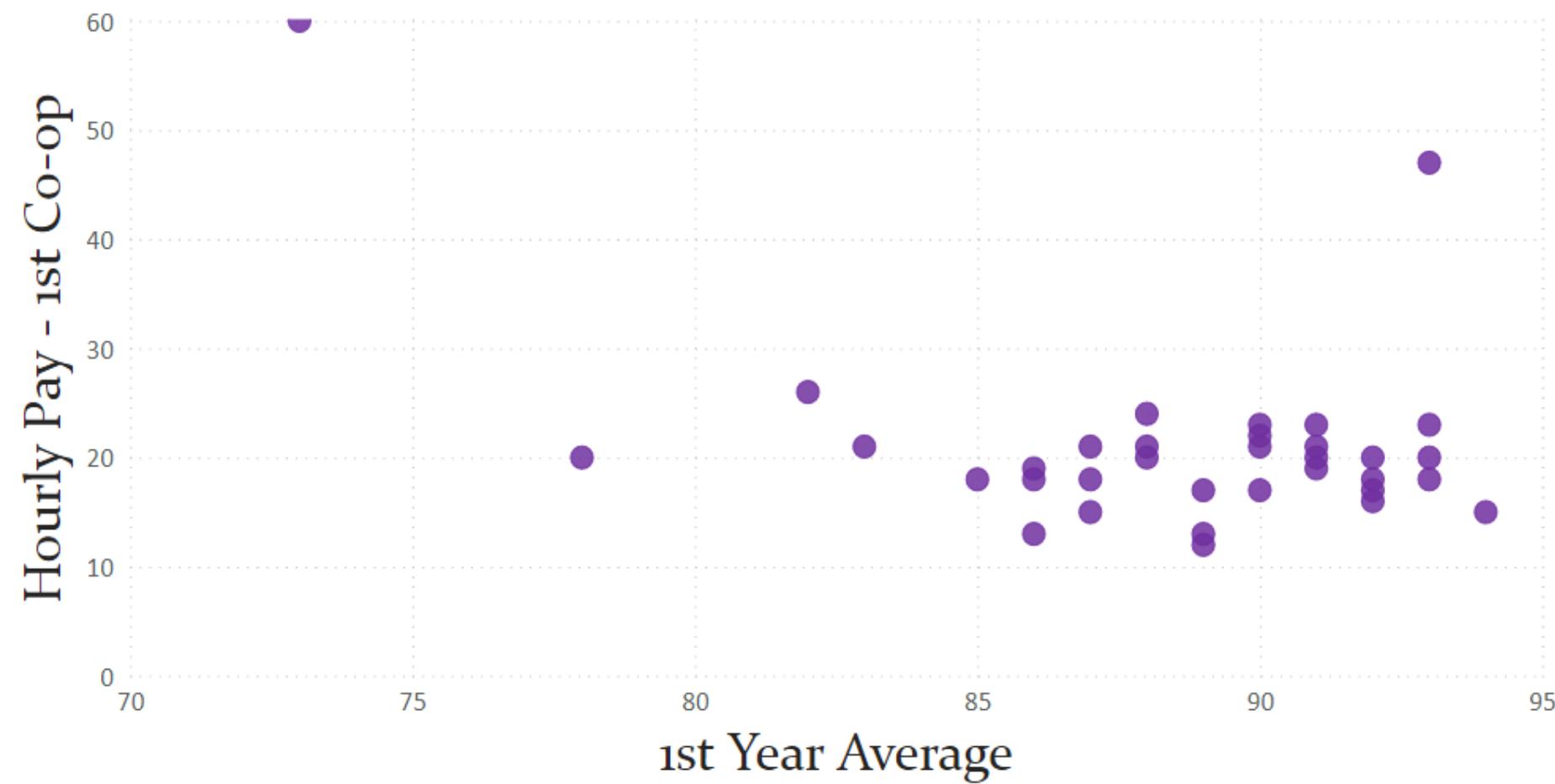


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Was there a relationship between students' High School average and their 1st co-op hourly pay?



Was there a relationship between students' 1st year average and their 1st co-op hourly pay?

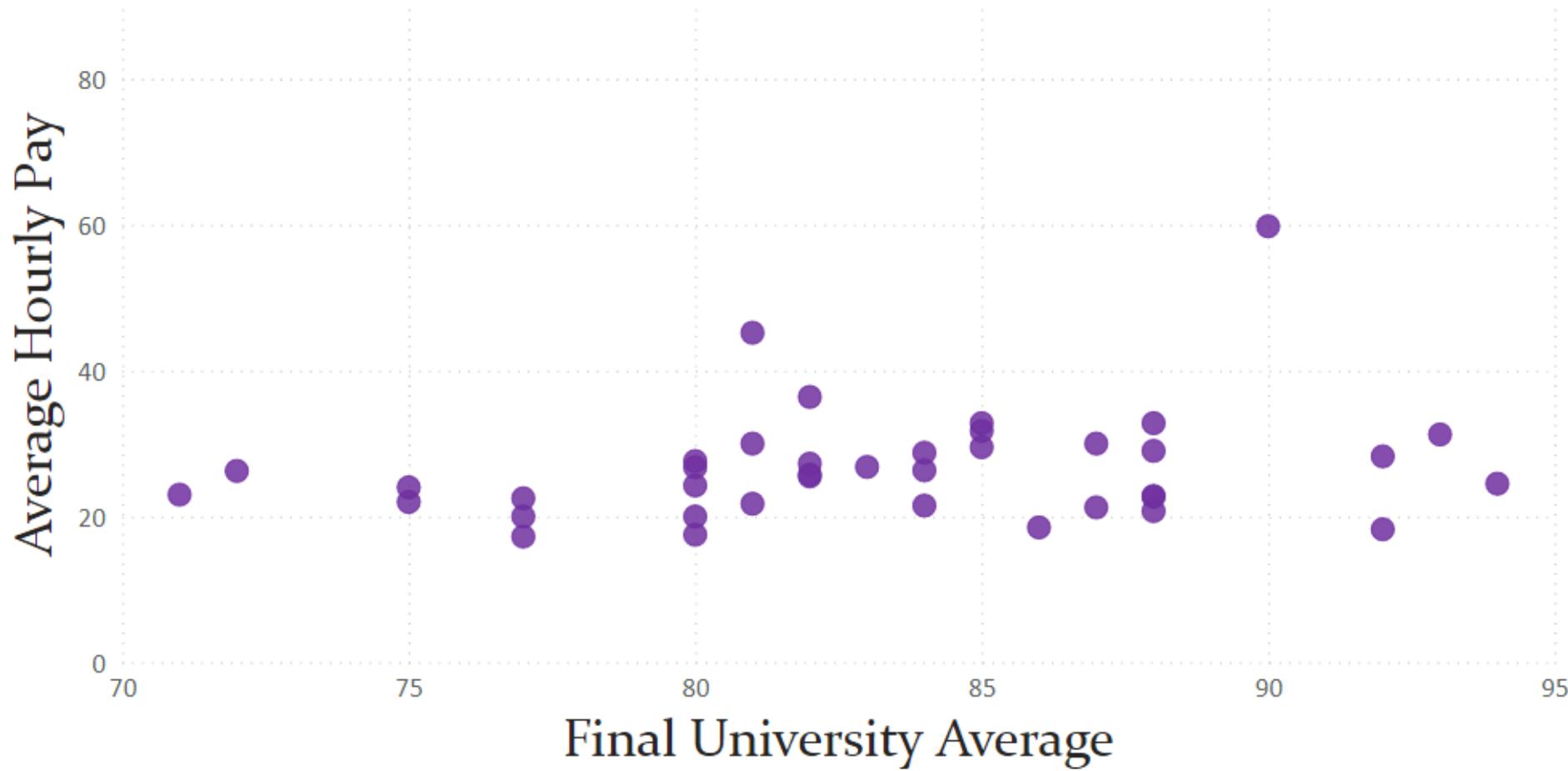


Similarly, there was no clear relationship between students' first-year average and their 1st co-op hourly pay.

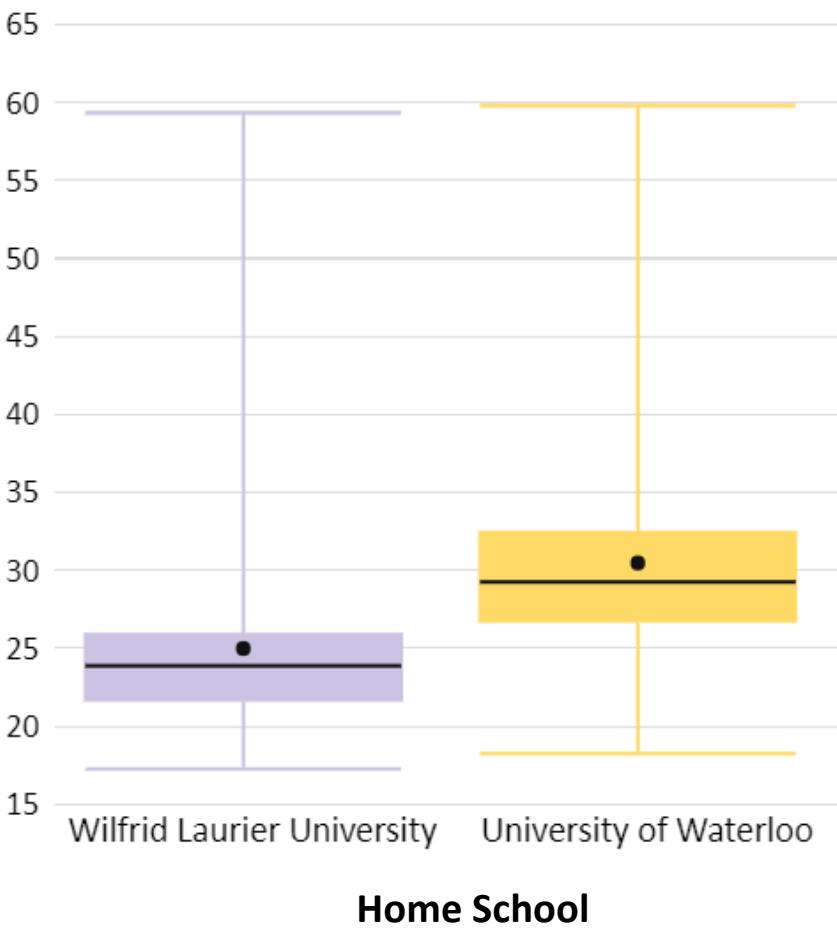
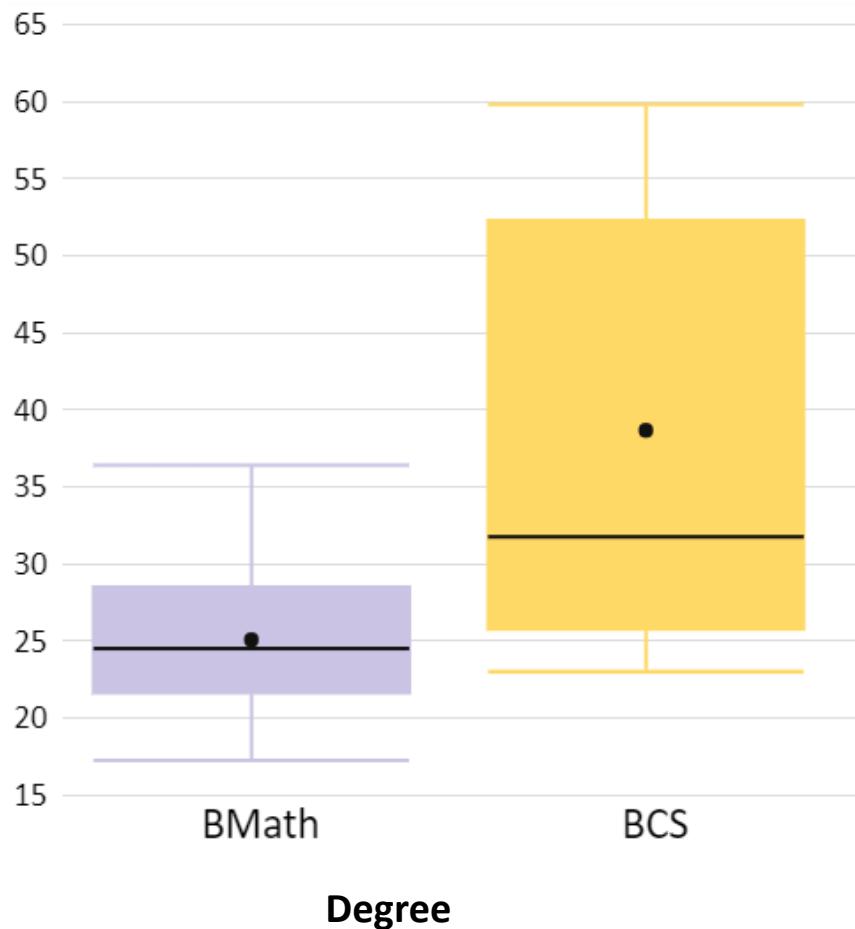
When comparing students' overall University average and their overall average co-op pay, there is still no strong relationship between the two.

One noteworthy observation is that it seems like all the students who averaged greater than a \$30 per hour in co-op pay had a University average greater than 80%.

Was there a relationship between students' overall University average and their average co-op hourly pay?



How did students' average co-op pay vary by degree & their home school?



BBA/BCS students earned significantly higher co-op pay on average than BBA/BMath students. One driver of this would be the co-op fields. BBA/BCS students tended to work in more traditionally higher paying fields, like Software Engineering.

Interestingly, UW-based DDs earned noticeably higher co-op pay on average than WLU-based students. While it's not incredibly obvious what is driving this, it could be perhaps driven by the job pool available on UW's WaterlooWorks versus WLU's Navigator.

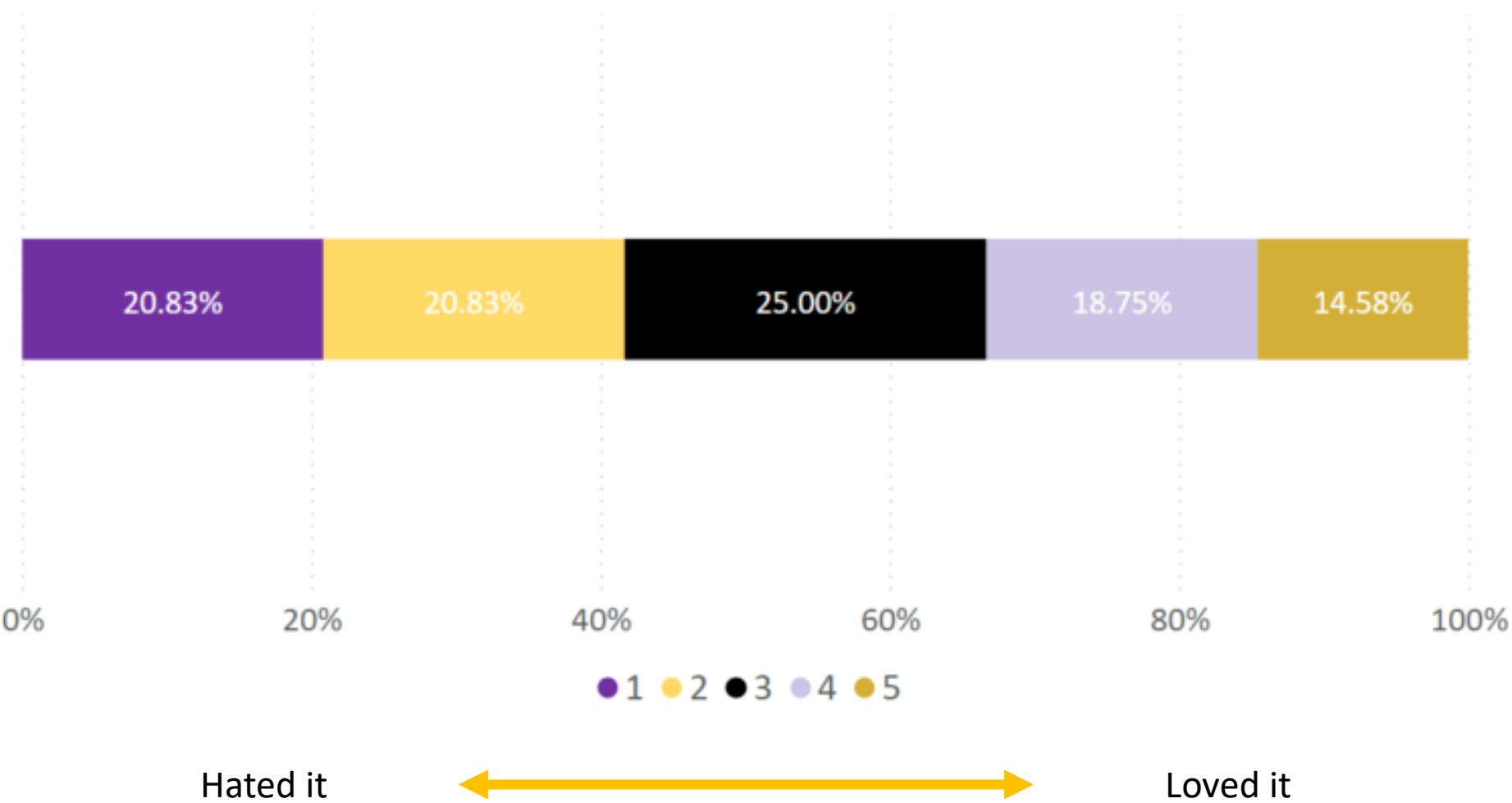
The class was very divided on how they enjoyed working remotely.

42% of the class ranked their remote work enjoyment as a 1 or 2 out of 5 (i.e. disliked it).

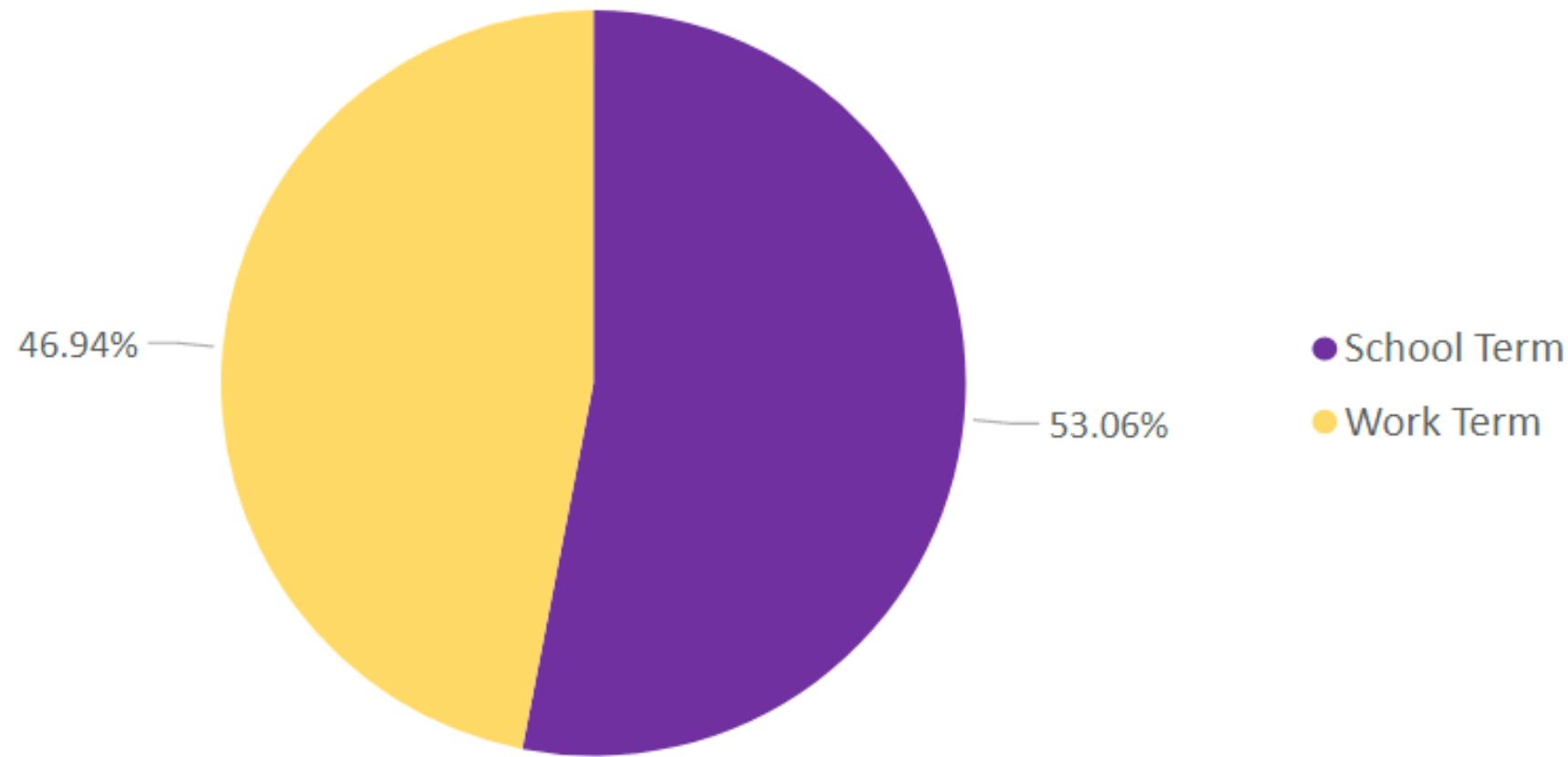
33% if the class ranked their remote work enjoyment as a 4 or 5 out of 5 (i.e. liked it).

Did you like working remotely?

(1 = Hated it ↔ 5 = Loved it)



Did you prefer school terms or work terms?

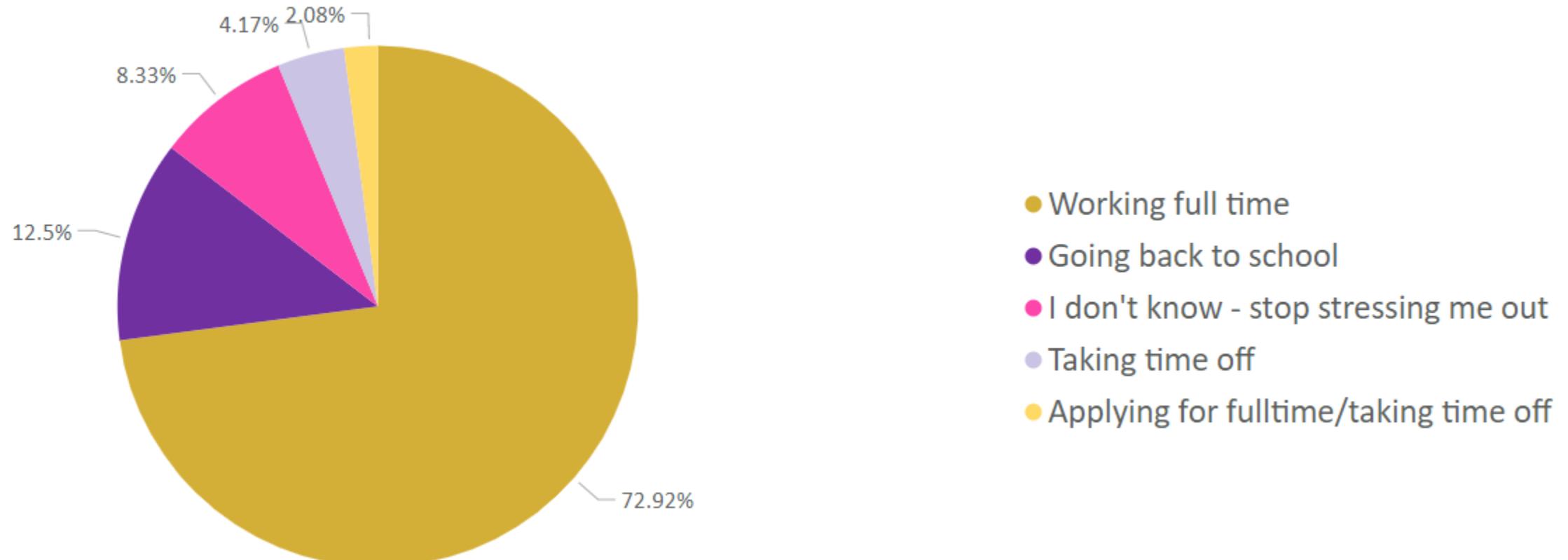


Future

Future



What are you doing after graduating?



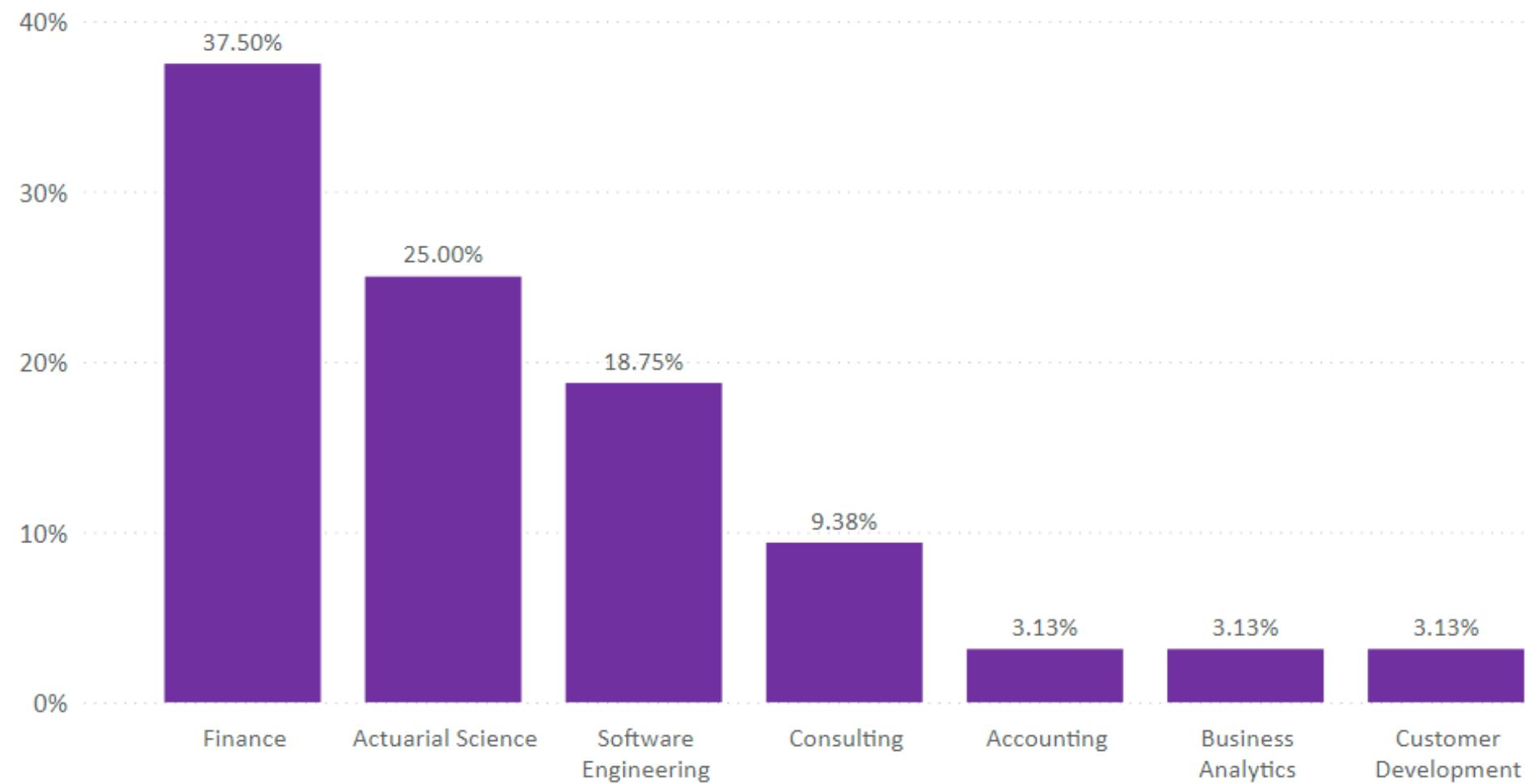
What companies will students be joining full-time?

Canoe Financial
Magnet Forensics
Databricks Unilever Canada Life
Mercer Scotiabank CPP
Greenhill GFL Inc Aviva
Self Employed OSFI Monitor Deloitte
EY New York Life OPTrust CIBC
TD Securities Faire Sun Life
Citadel Metro Bloomberg Manulife
Bloomberg Wish

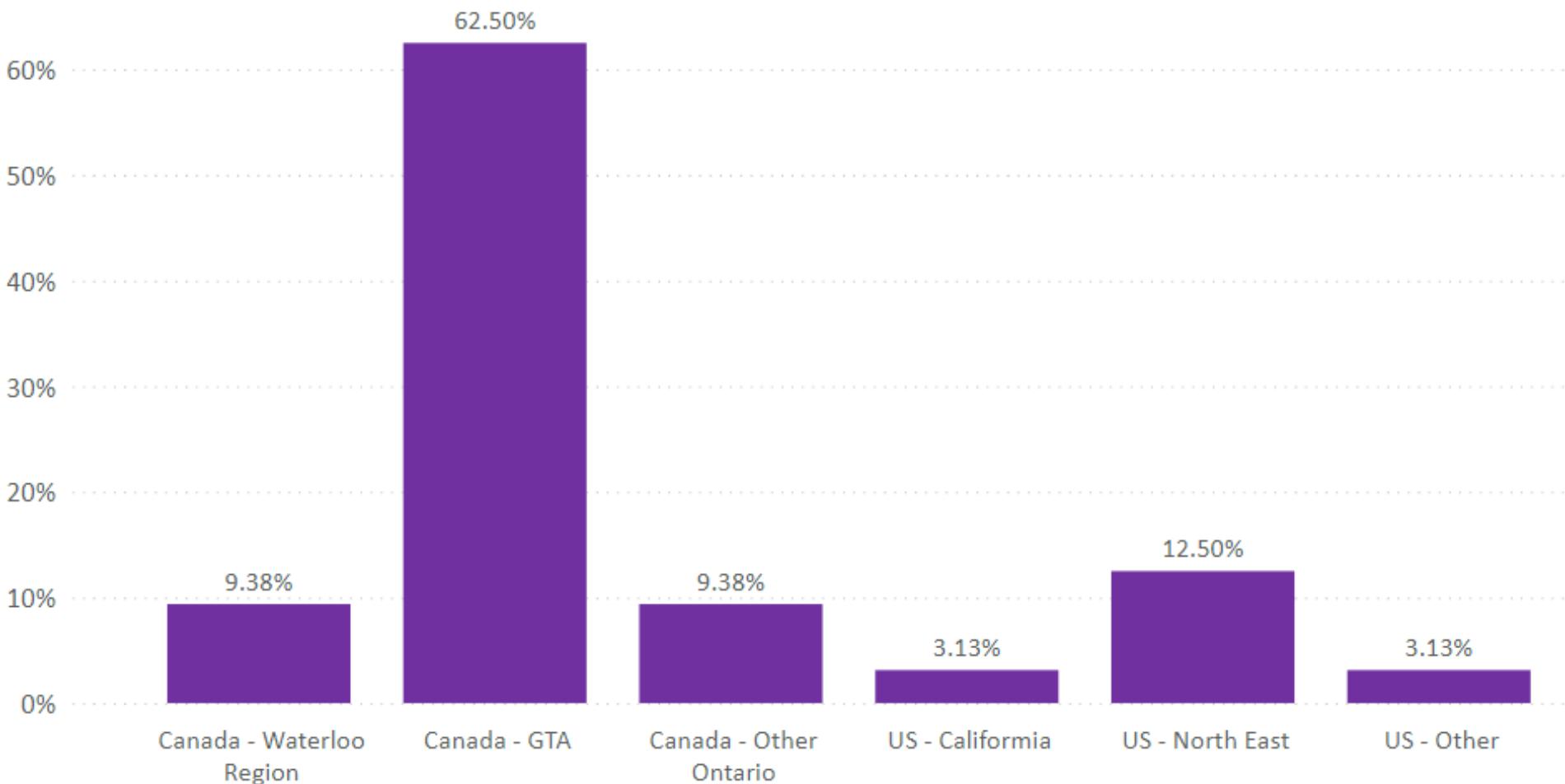
In what field is your full-time job?

As in with the co-op fields, Finance, Actuarial Science and Software Engineering are the most common fields in which students in the class are starting their career.

The proportion split among these fields is similar to those seen in the final co-op terms.



Where will your full-time job be located?



Similar to co-op jobs, a large majority (63%) of students' full-time jobs will be in the GTA.

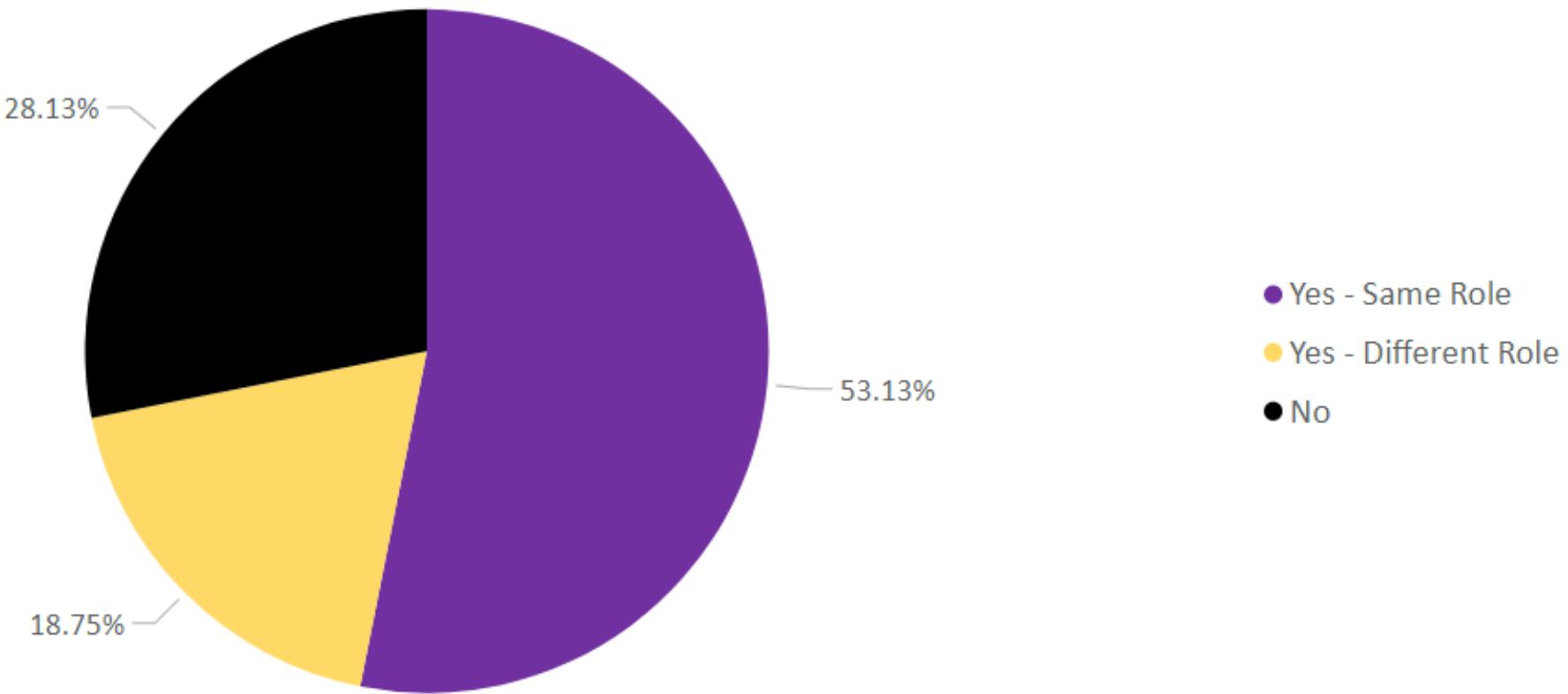
19% of the class will be working in Waterloo or elsewhere in Ontario.

19% of the class will be relocating to the United States, primarily in the North East.

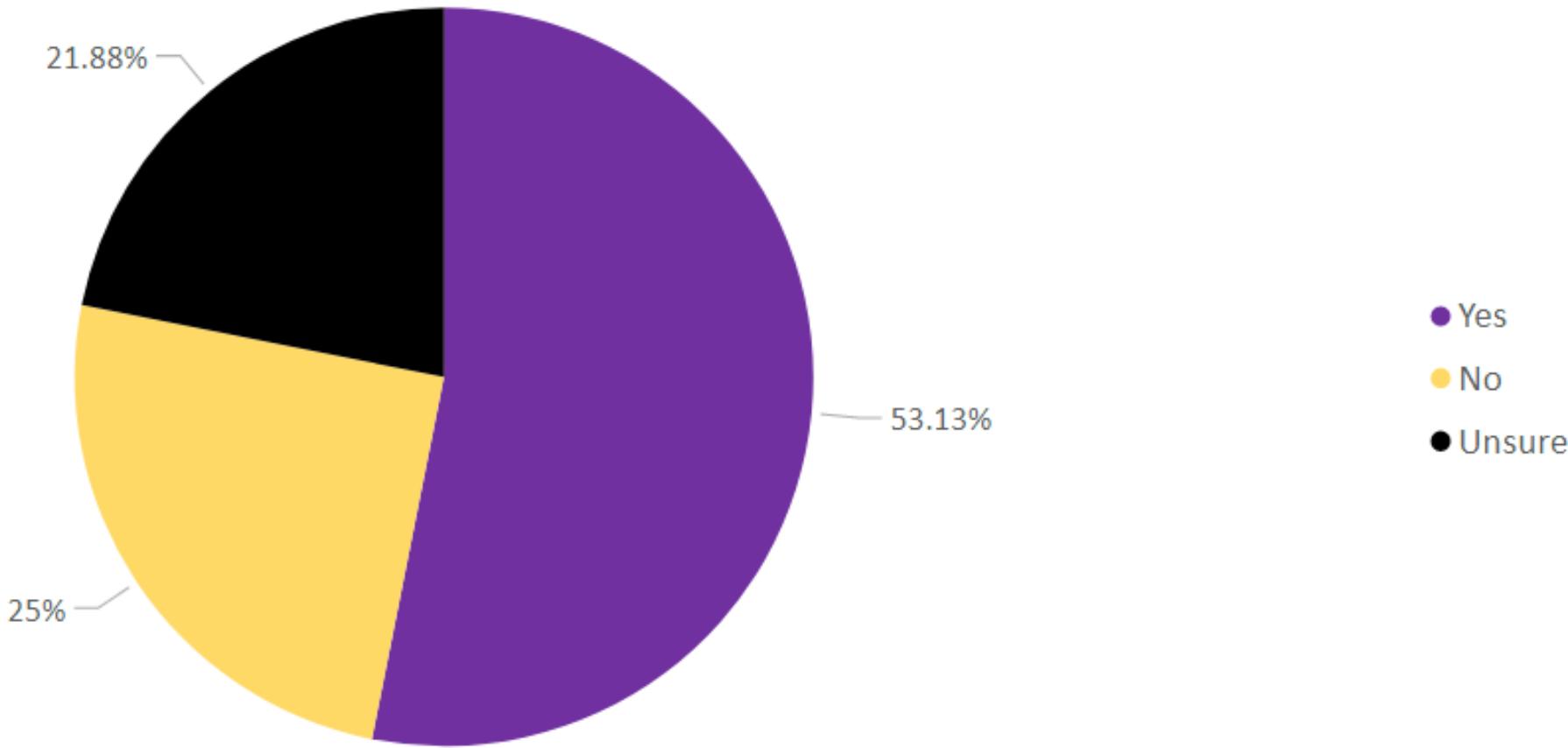
Are you returning to a co-op employer for your full-time job?

72% of the class are returning to one of their co-op employers for their full-time job, many of which to the same role in which they did their co-op.

28% of the class decided to start their full-time career at a new company at which they had not done a co-op.



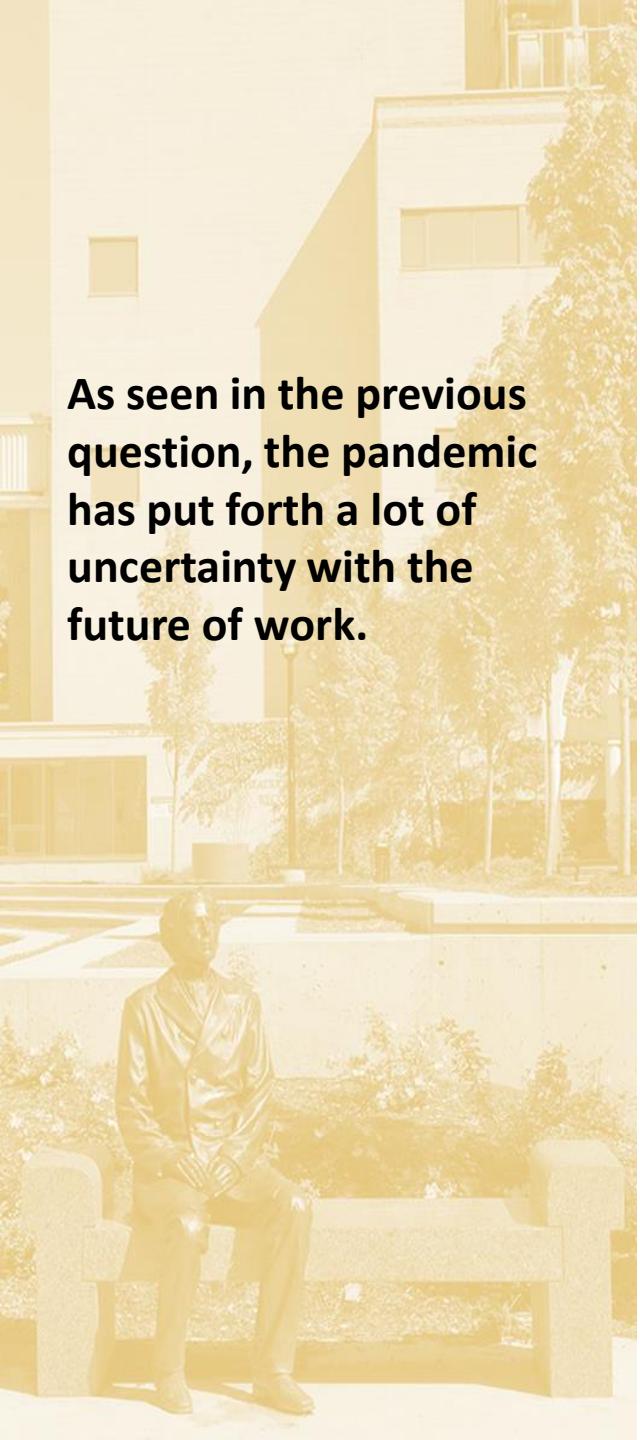
Will you be starting your full-time job remotely?



At the time of the survey, 53% of students were planning on starting their full-time job remotely.

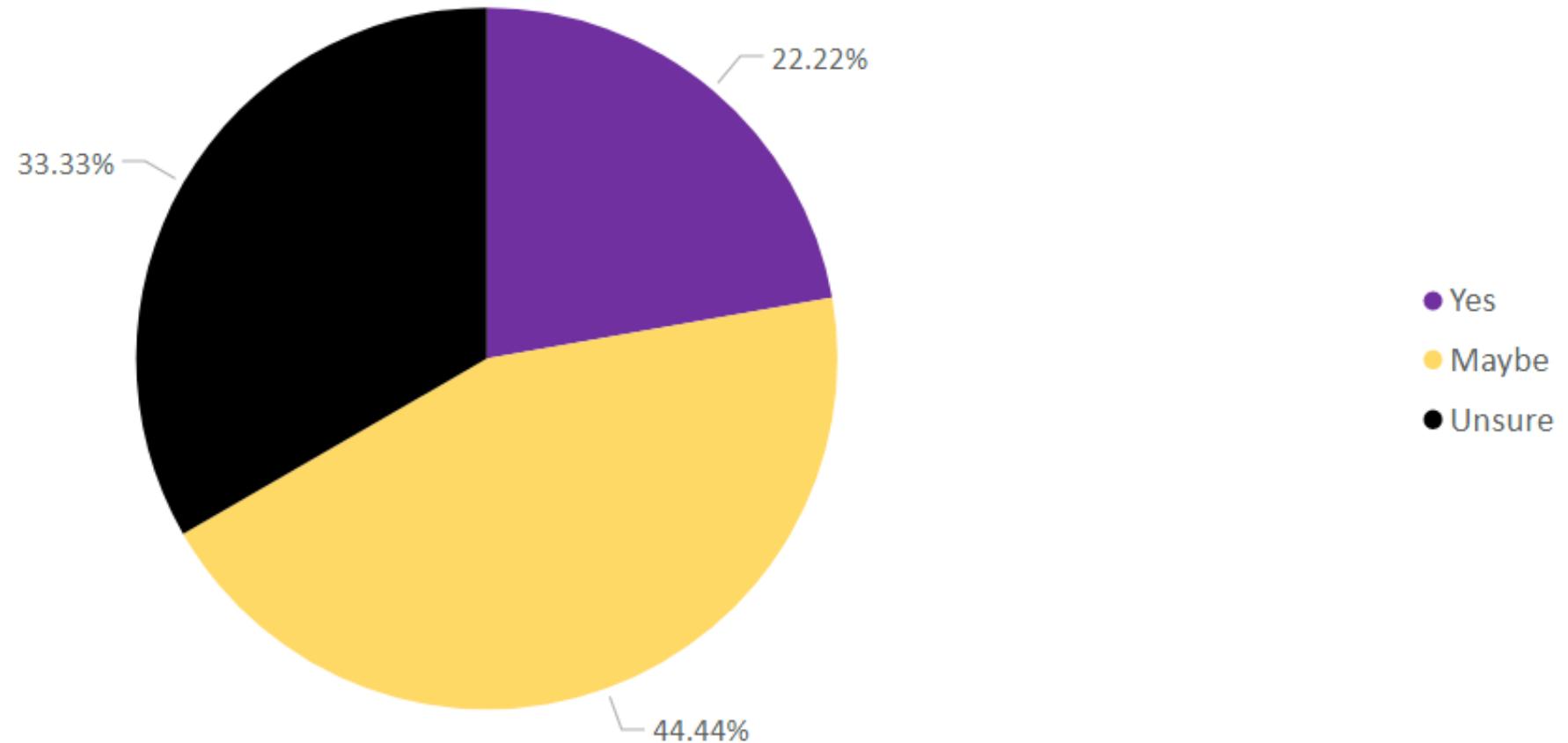
25% were planning on going into office.

22% were still uncertain. This is relatively high number is unsurprising as these have been challenging and changing times.

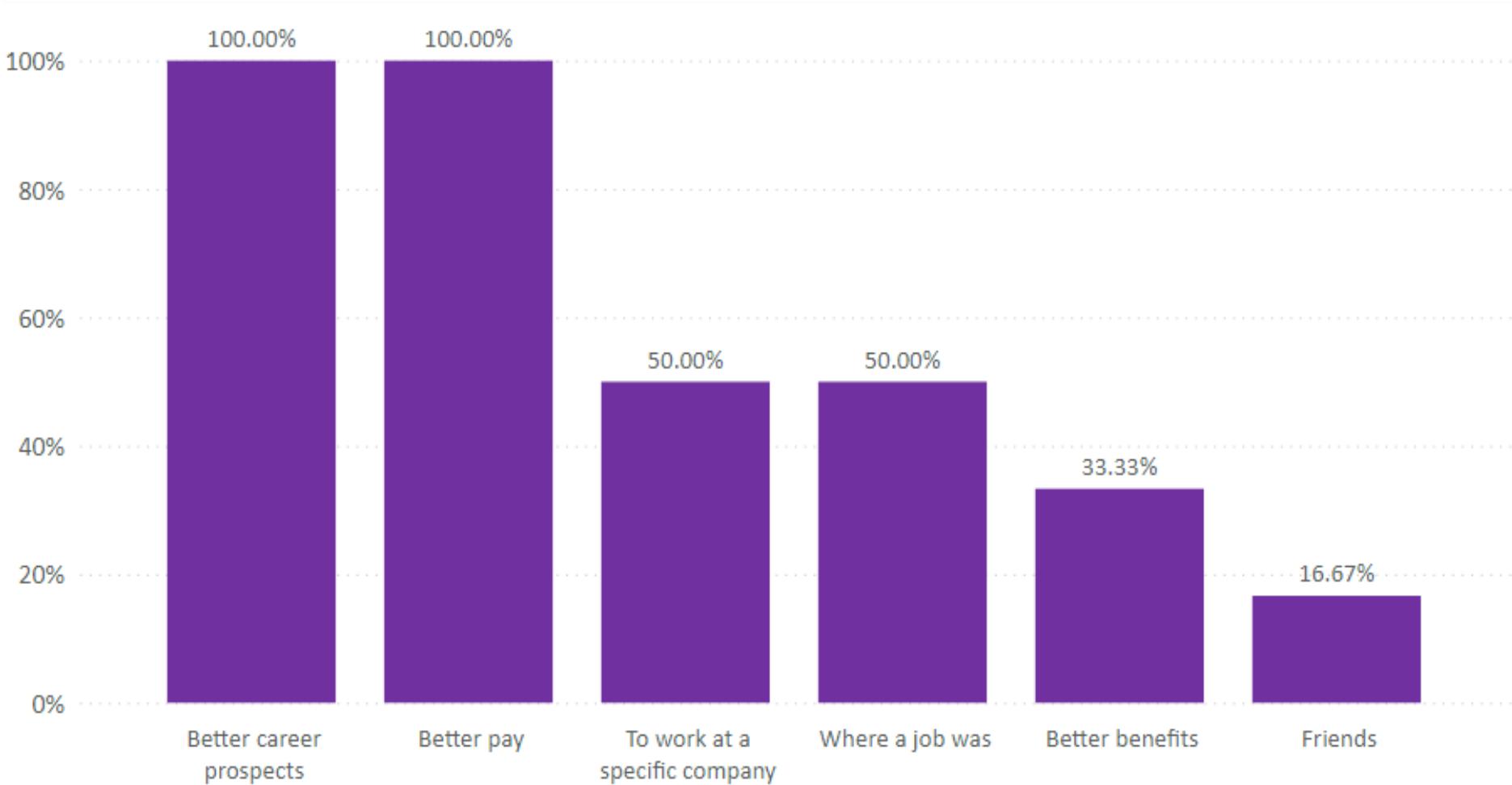


Will you eventually have to relocate for your full-time job?

As seen in the previous question, the pandemic has put forth a lot of uncertainty with the future of work.

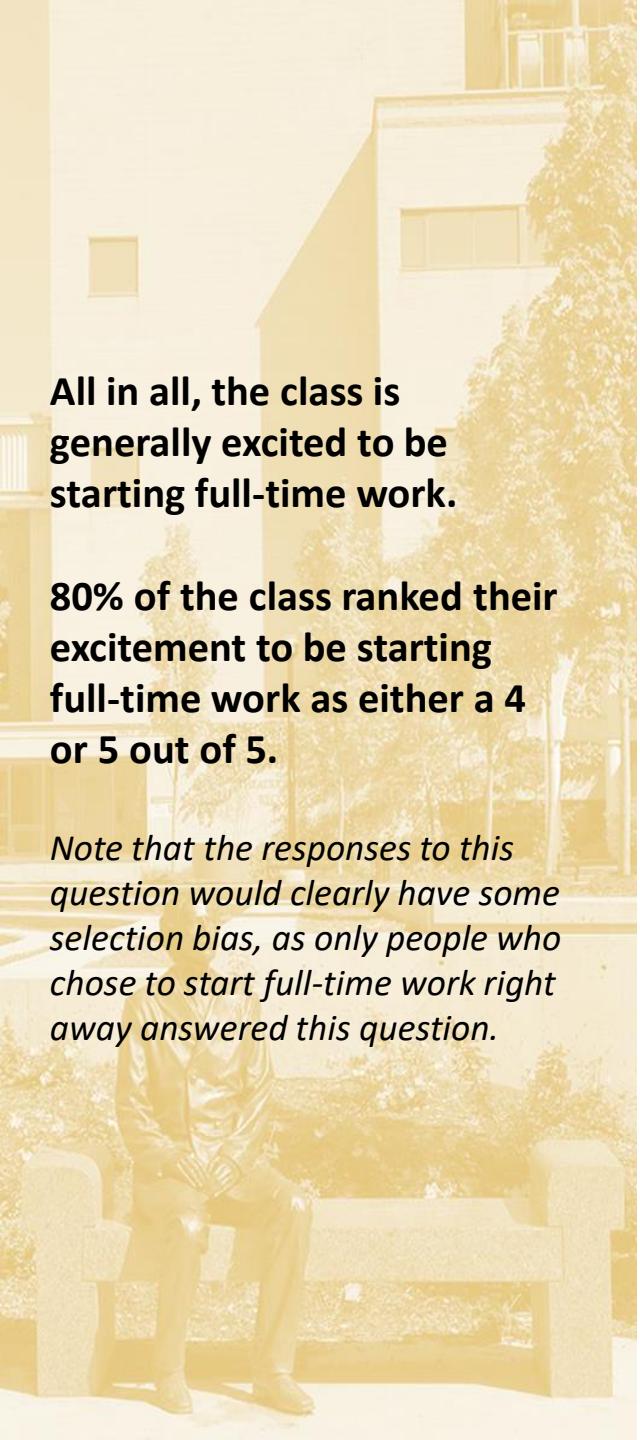


If you are relocating outside of Canada for full-time, why are you doing so?



19% of the class decided to relocate outside of Canada (all to the US) for full-time work.

They did so for a variety of reasons, chief among them being better career prospects and better pay.



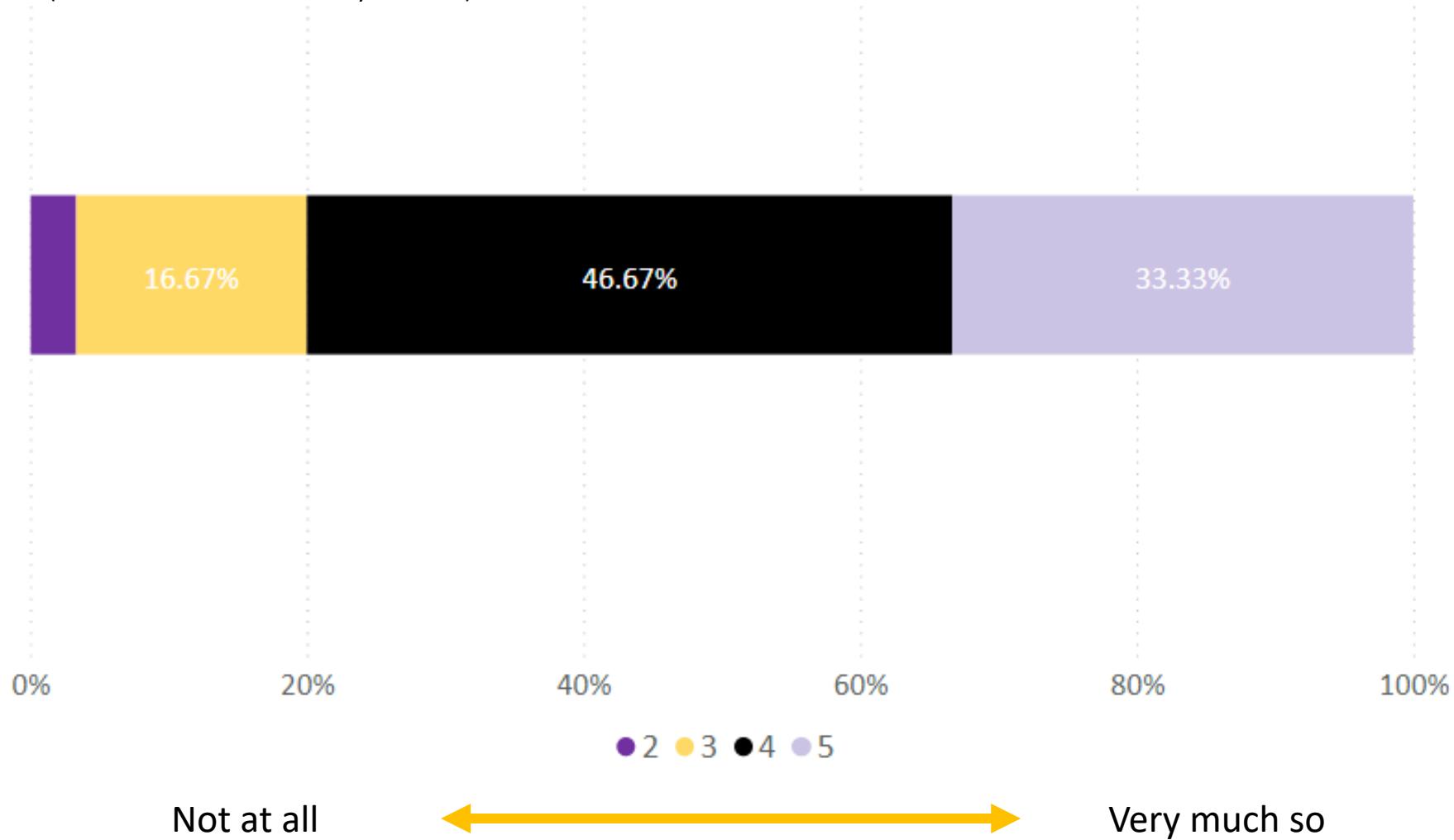
All in all, the class is generally excited to be starting full-time work.

80% of the class ranked their excitement to be starting full-time work as either a 4 or 5 out of 5.

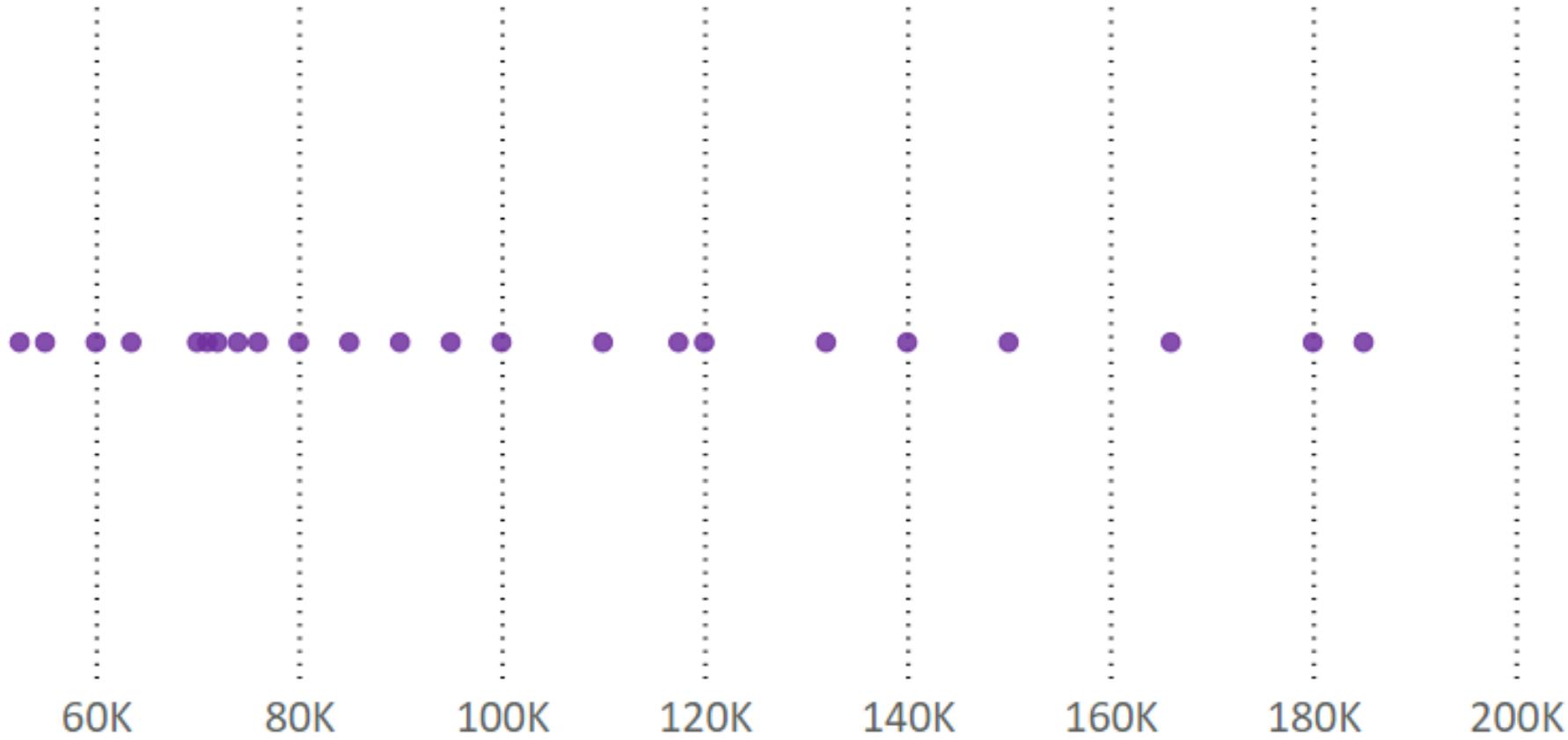
Note that the responses to this question would clearly have some selection bias, as only people who chose to start full-time work right away answered this question.

If you are starting full-time work, are you excited about it?

(1 = Not at all ↔ 5 = Very much so)

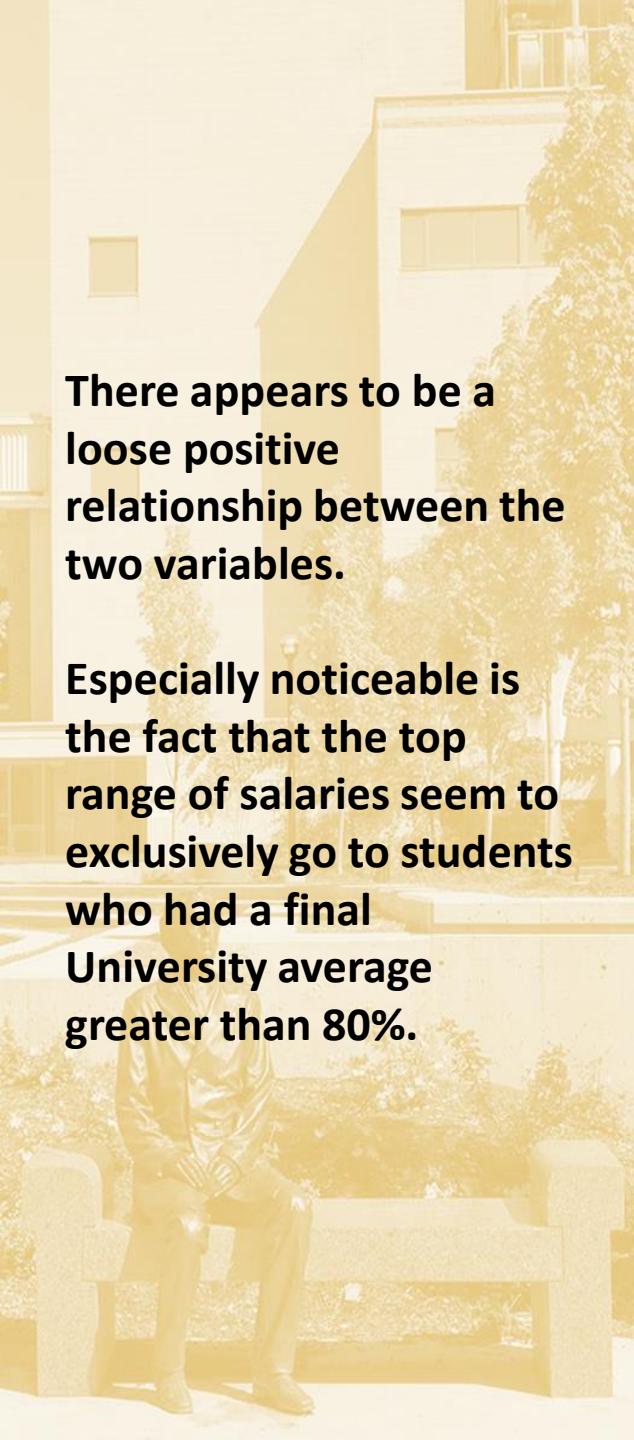


What are students' starting annual full-time salary (CAD)?



Students' starting annual full-time salary vary widely, from between \$50K to \$190K.

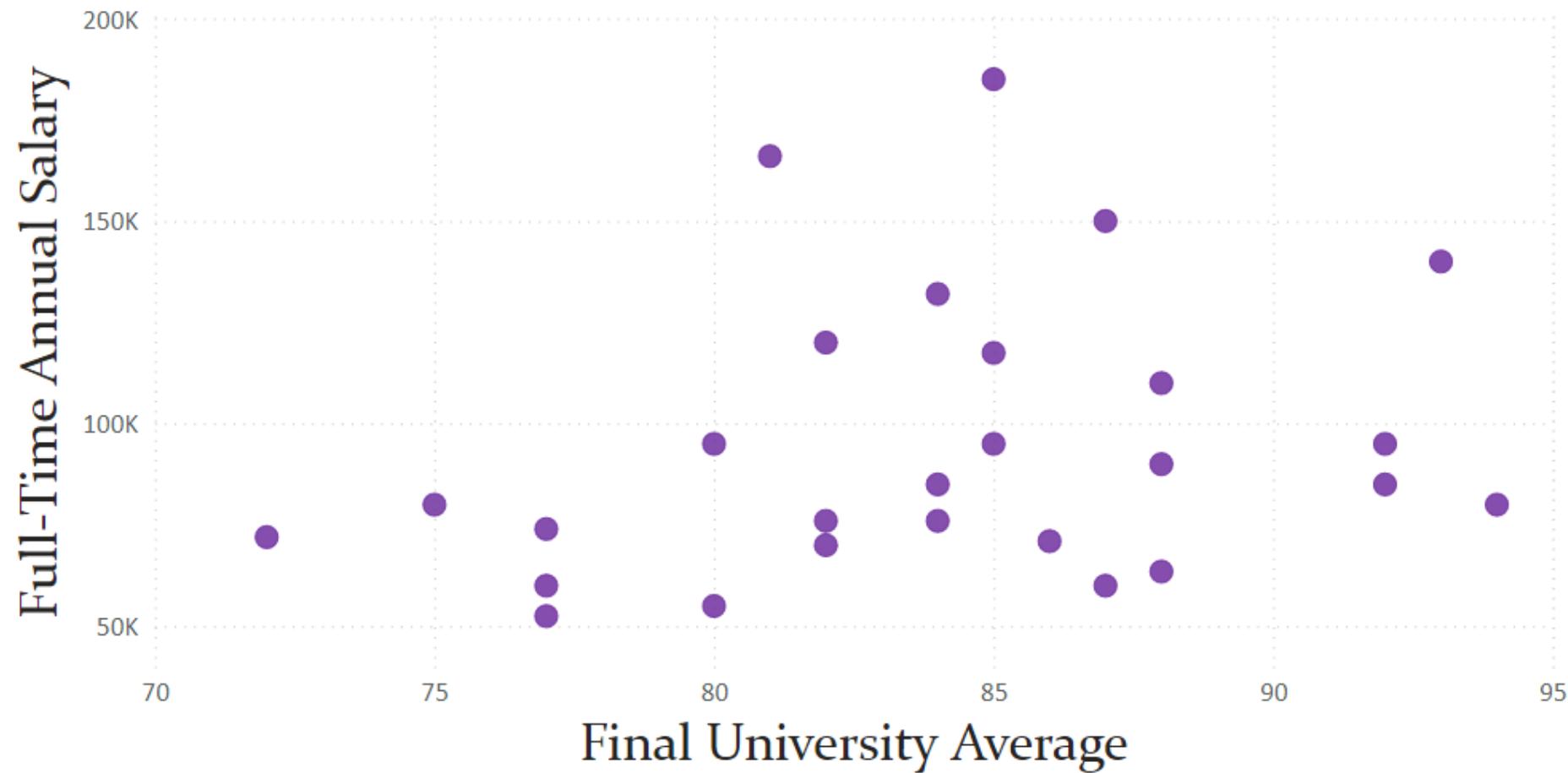
The average starting salary is \$103K, while the median is \$88K.



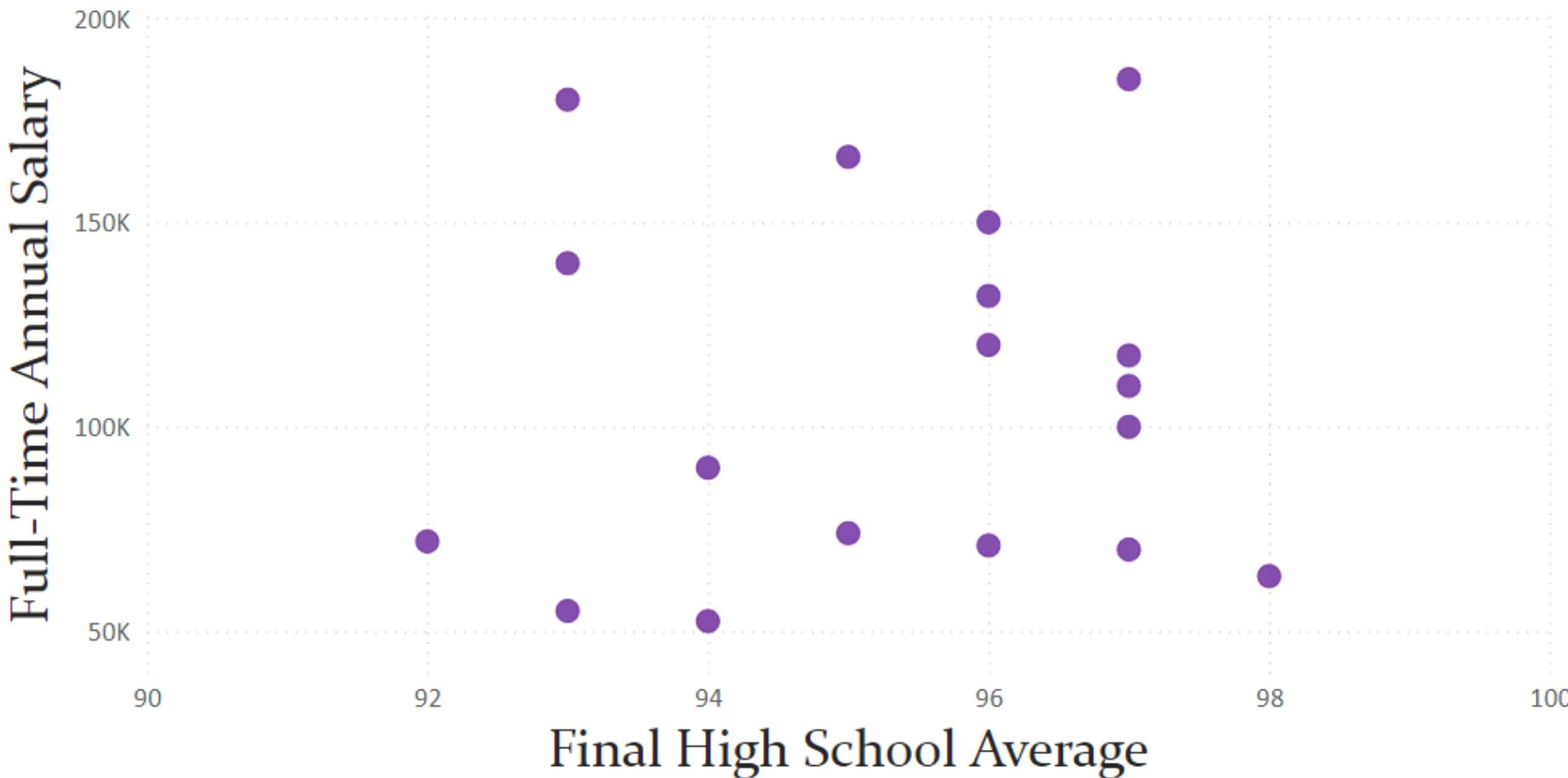
Is there a relationship between students' University average and their starting annual salary?

There appears to be a loose positive relationship between the two variables.

Especially noticeable is the fact that the top range of salaries seem to exclusively go to students who had a final University average greater than 80%.



Is there a relationship between students' High School average and their starting annual salary?

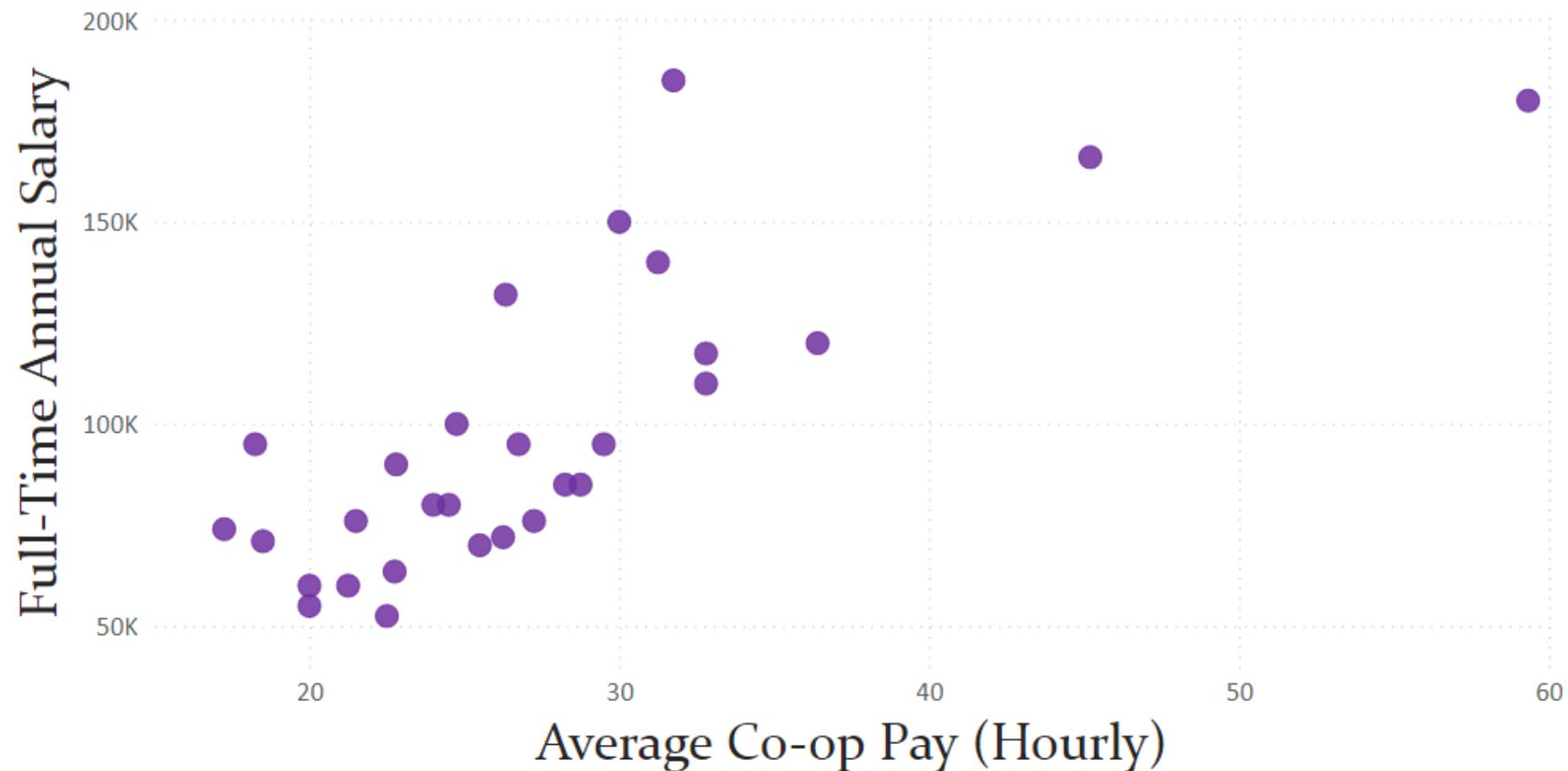


There does not appear to be any significant relationship between students' High School average and their starting annual salary.

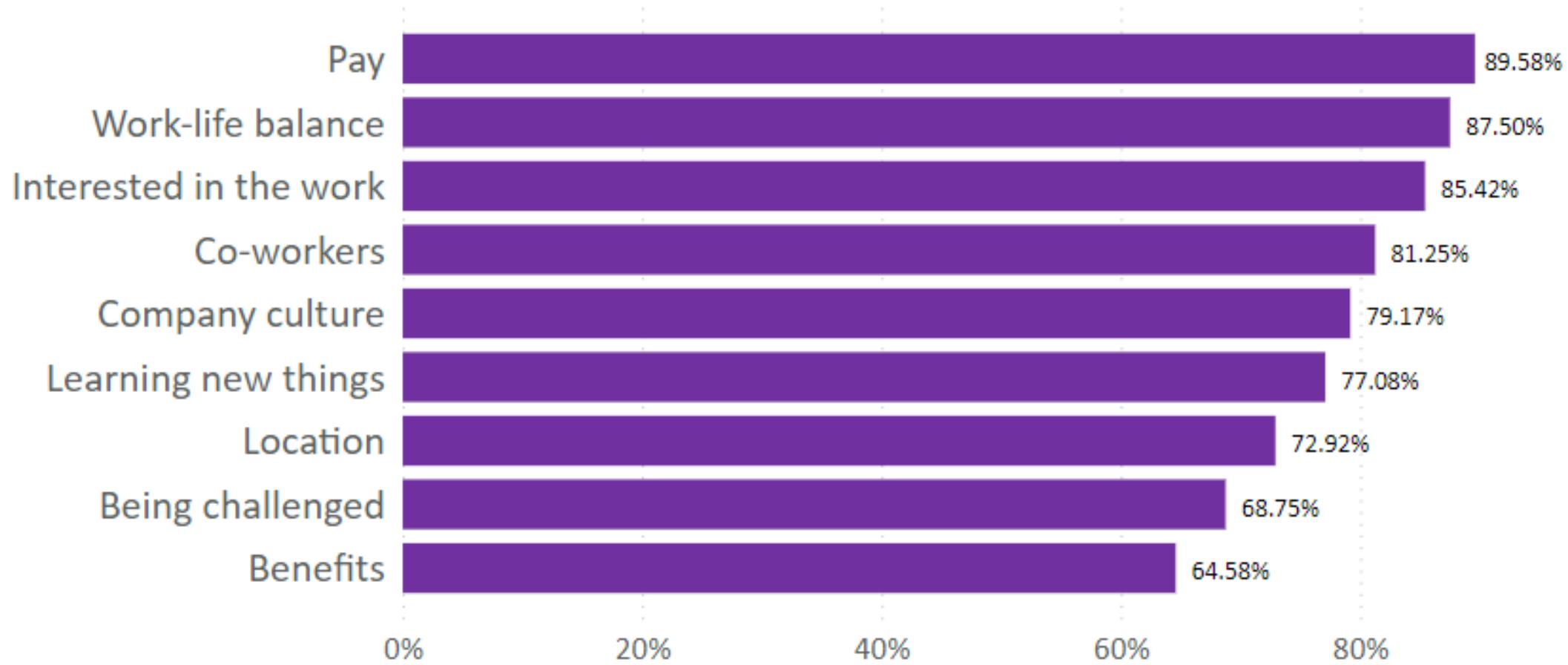
There is a very strong positive relationship between students' average co-op hourly pay and their starting annual salary.

This result is not entirely surprising, as co-ops tend to be a great feeder into full-time jobs. Additionally, students generally stay in a similar field and/or location as their co-op, which tend to have a particular compensation profile.

Is there a relationship between students' average hourly co-op pay and their starting annual salary?



What job factors are most important to you?

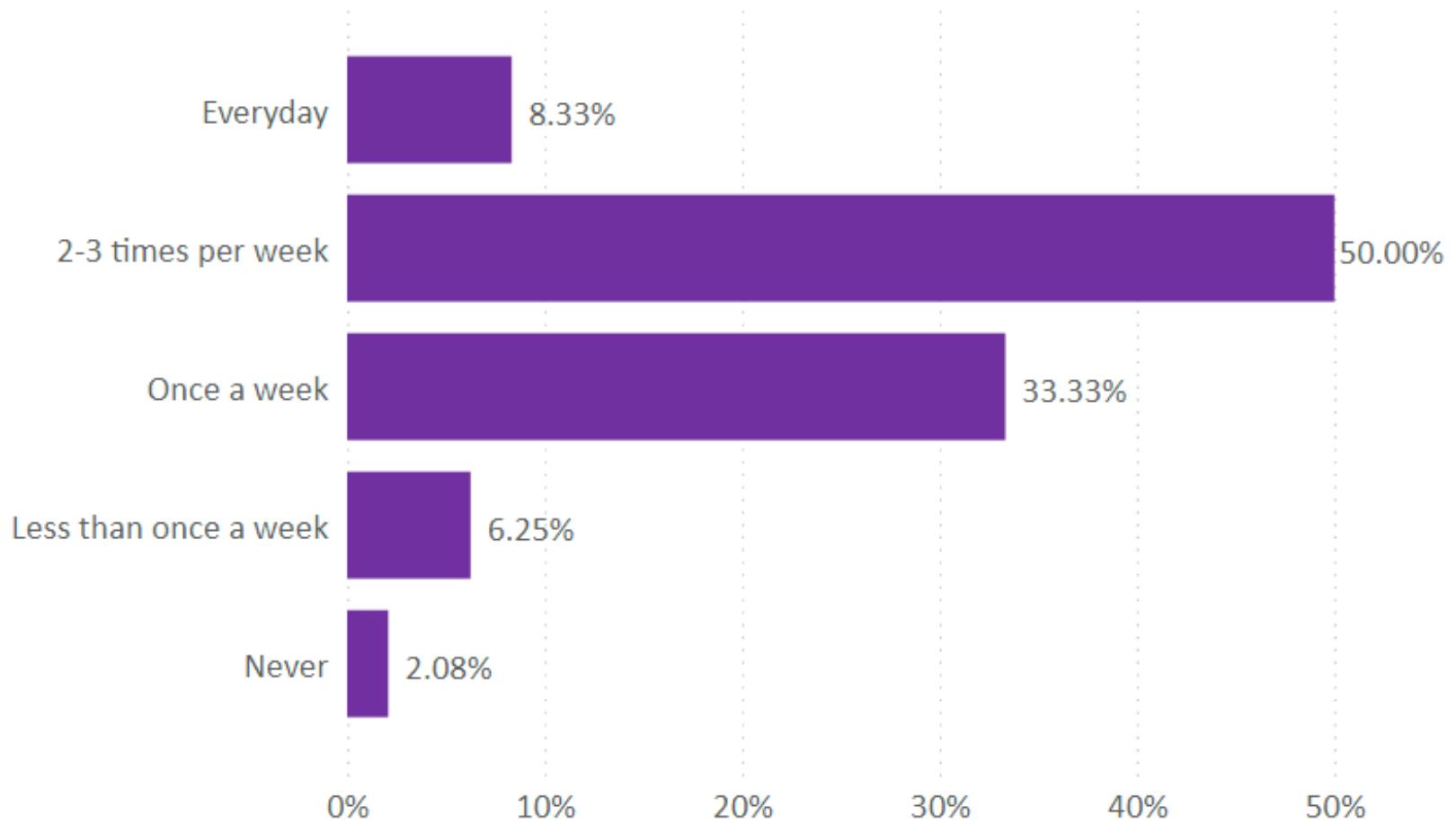


How frequently would you like to work from home in the future?

The pandemic has really shown that the work-from-home model works better than people might have thought.

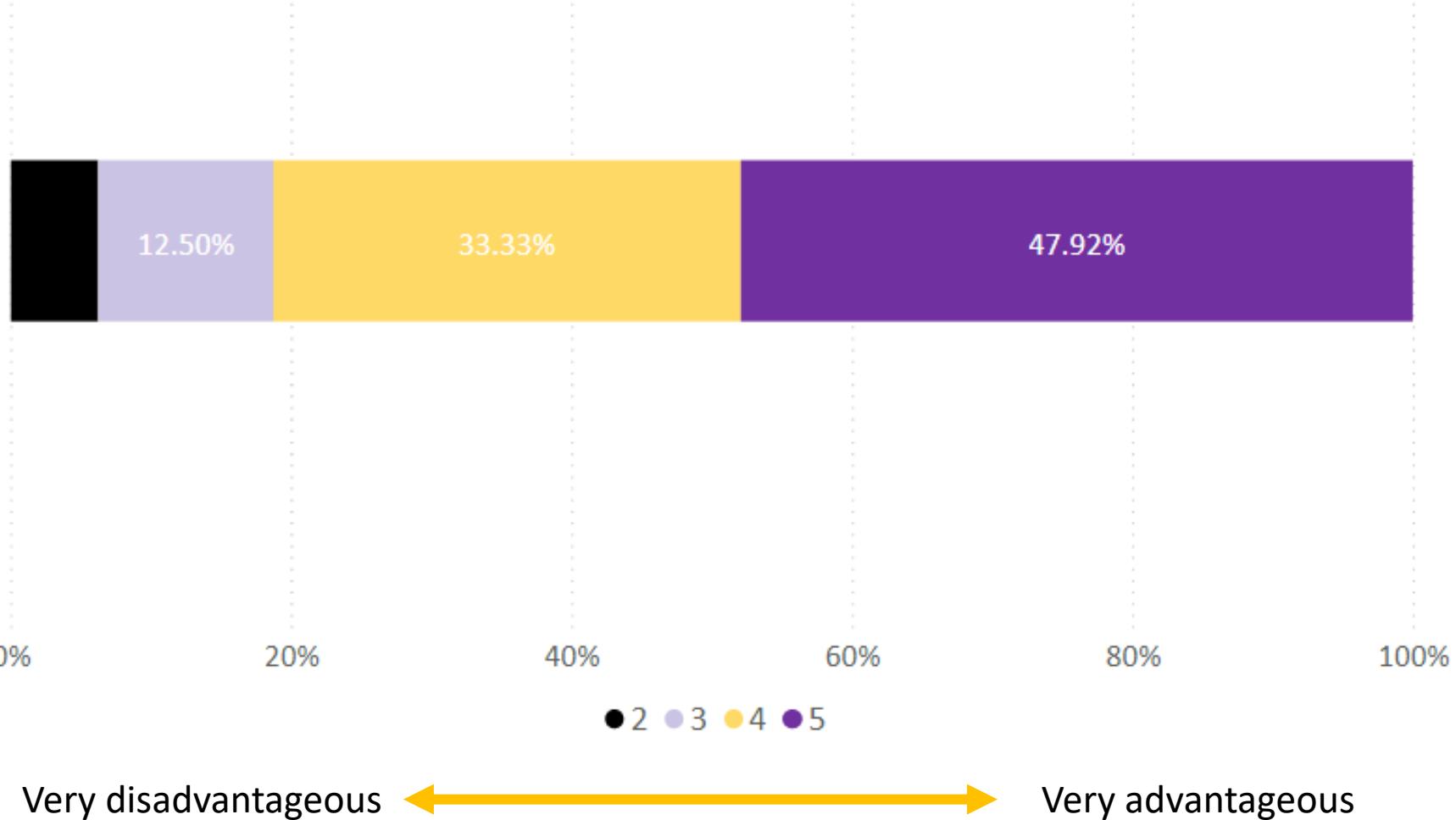
92% of the class would like to continue working from home at least once a week in the future.

Interestingly, 83% of the class prefers some type of hybrid model, splitting time between working from home and working in an office.



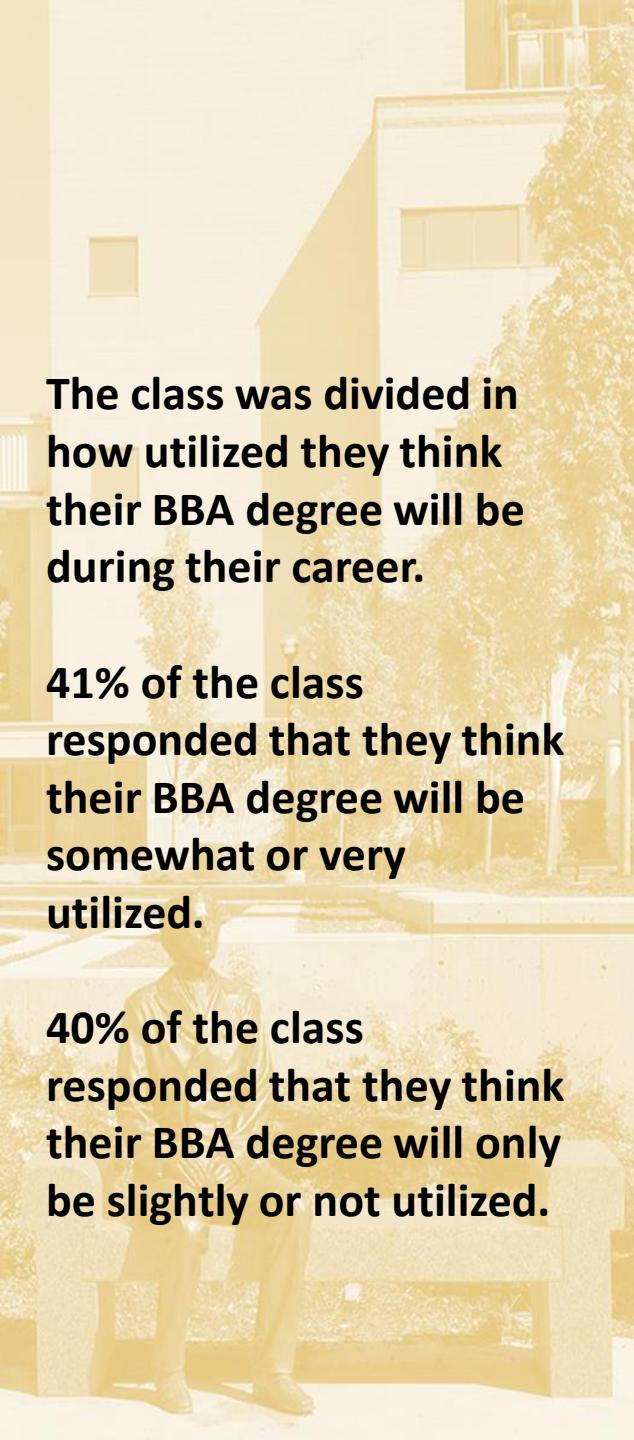
Do you think DD has been advantageous for your career?

(1 = Very disadvantageous ↔ 5 = Very advantageous)



Generally, most of the class found DD advantageous for their career.

81% of the class responded 4 or 5 out of 5 to this question, 5 being very advantageous.



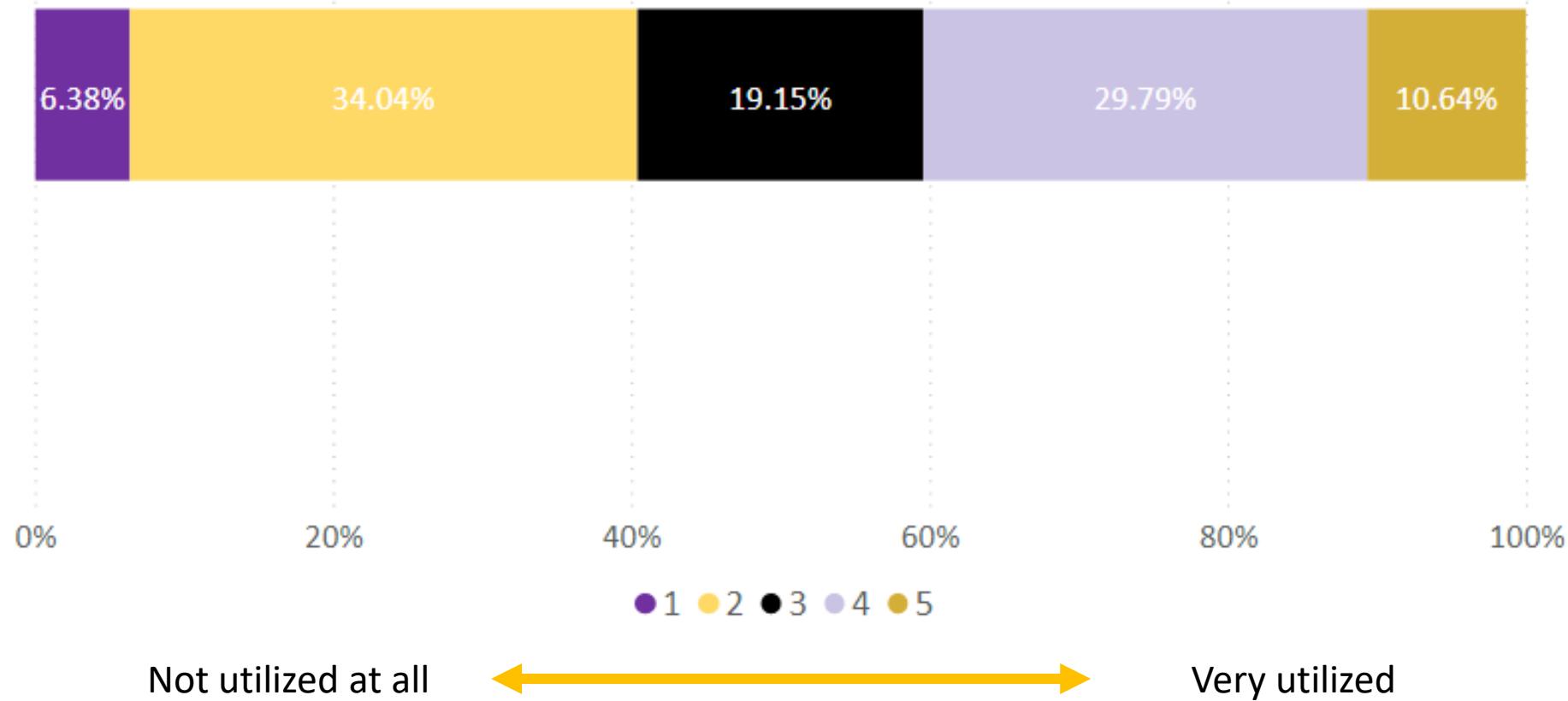
The class was divided in how utilized they think their BBA degree will be during their career.

41% of the class responded that they think their BBA degree will be somewhat or very utilized.

40% of the class responded that they think their BBA degree will only be slightly or not utilized.

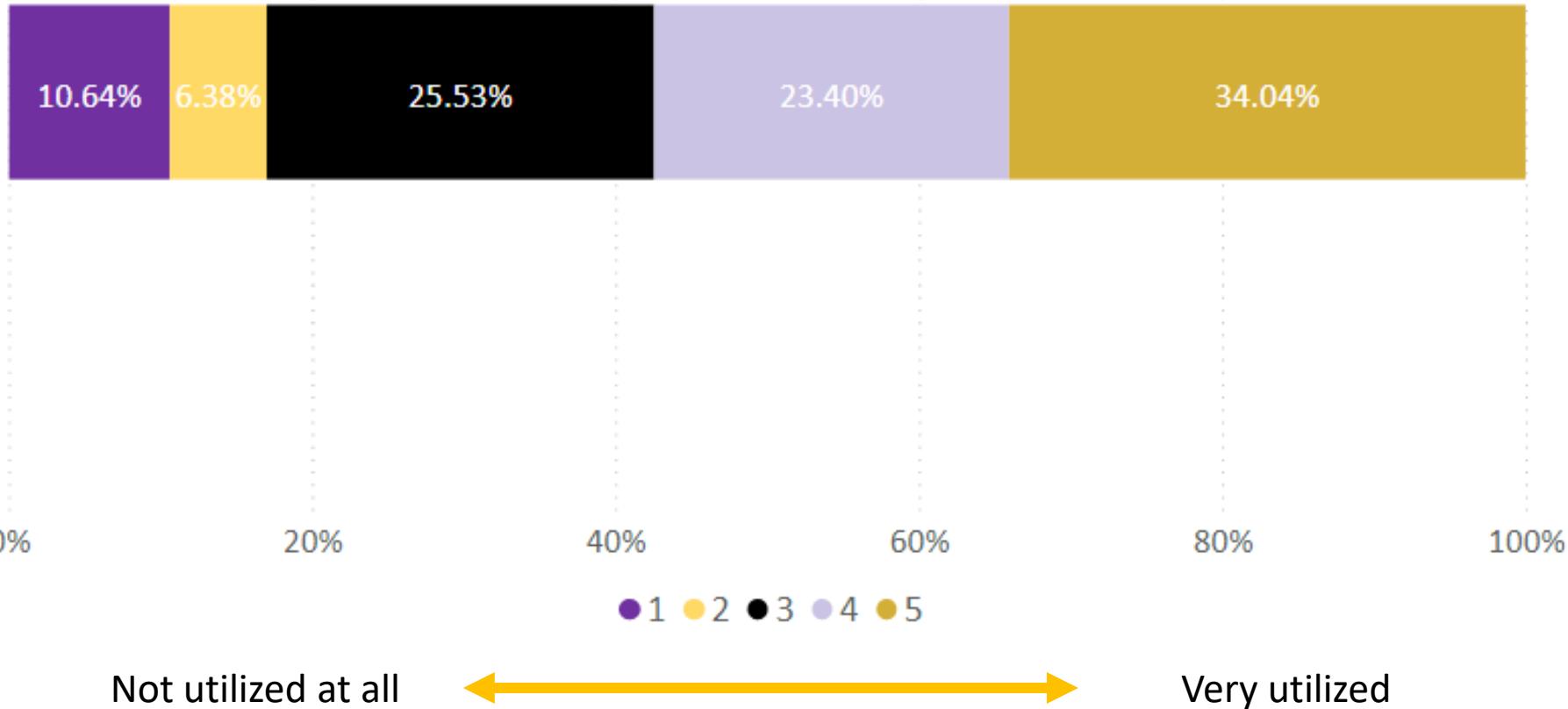
How utilized do you think your BBA will be during your career?

(1 = Not utilized at all ↔ 5 = Very utilized)



How utilized do you think your BMath/BCS will be during your career?

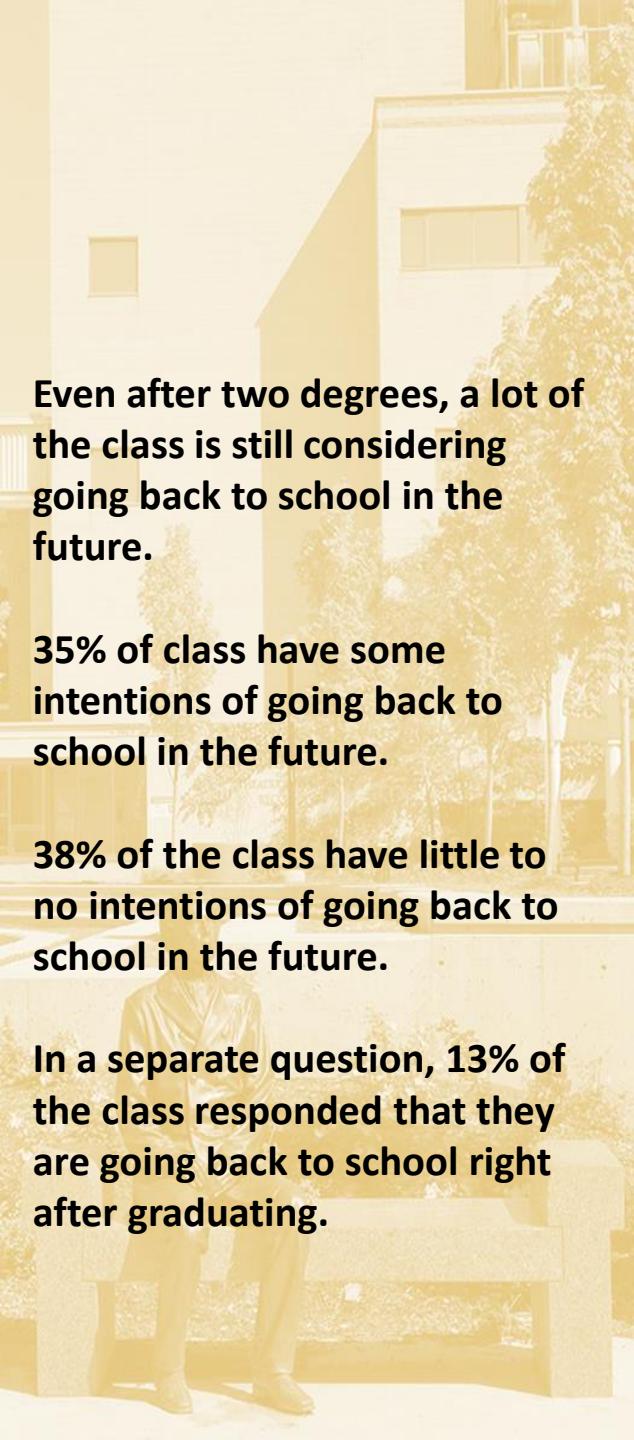
(1 = Not utilized at all ↔ 5 = Very utilized)



The class felt more strongly that their BMath/BCS degree will be utilized in their career.

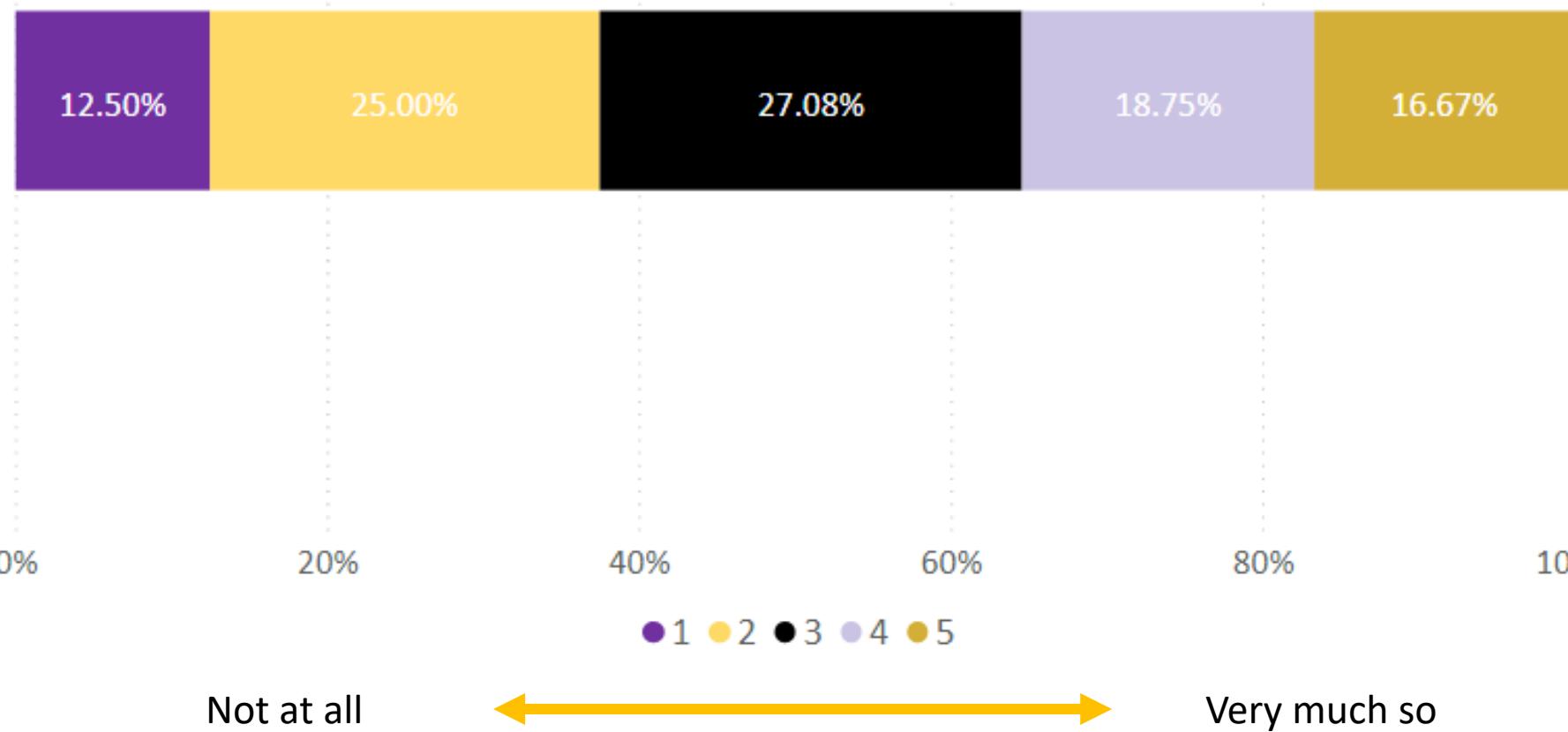
57% of the class responded that they think their BMath/BCS degree will be somewhat or very utilized.

17% of the class responded that they think their BMath/BCS degree will be only slightly or not utilized.



Do you have any intention of going back to school in the future?

(1 = Not at all ↔ 5 = Very much so)



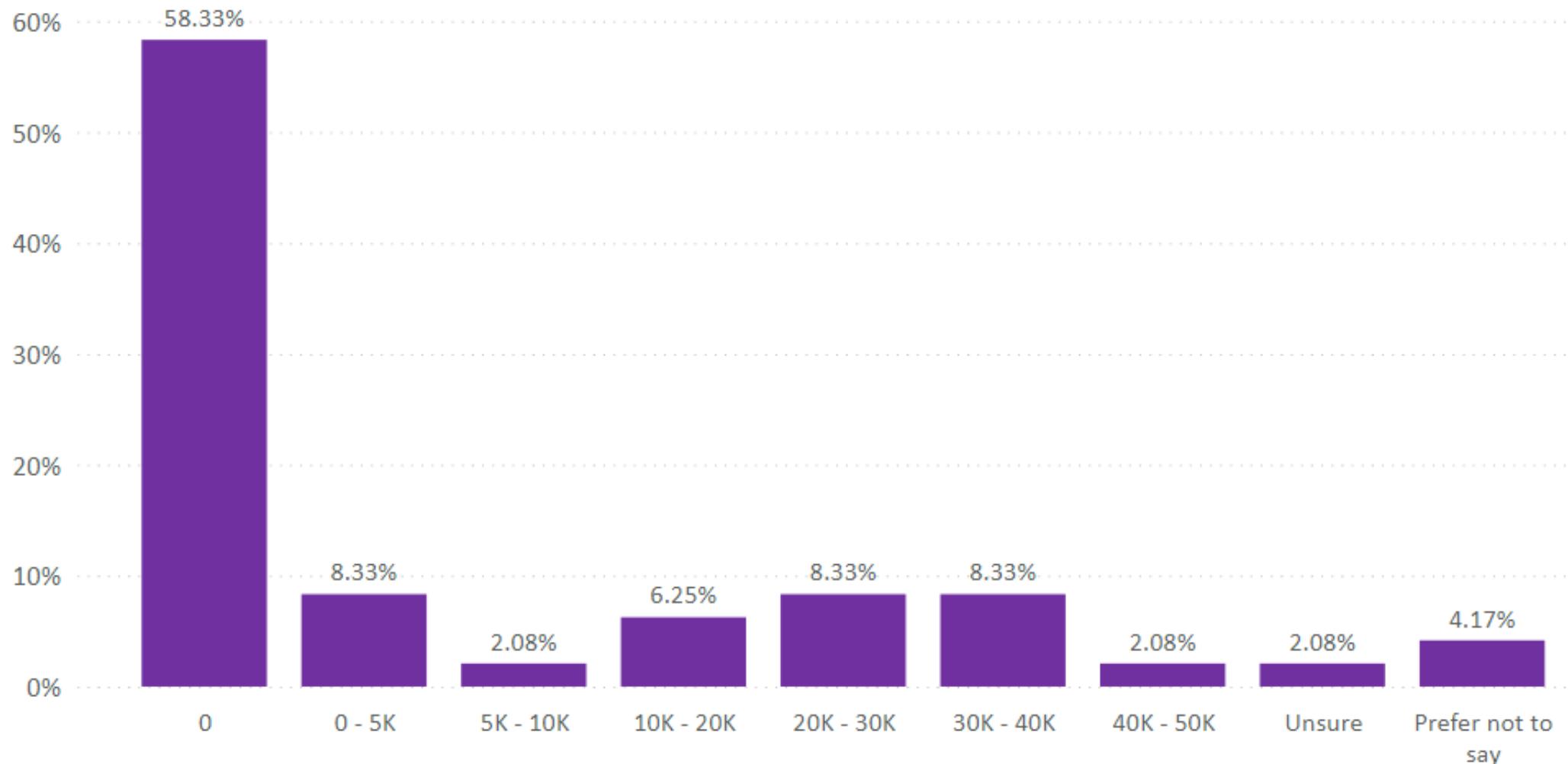
Even after two degrees, a lot of the class is still considering going back to school in the future.

35% of class have some intentions of going back to school in the future.

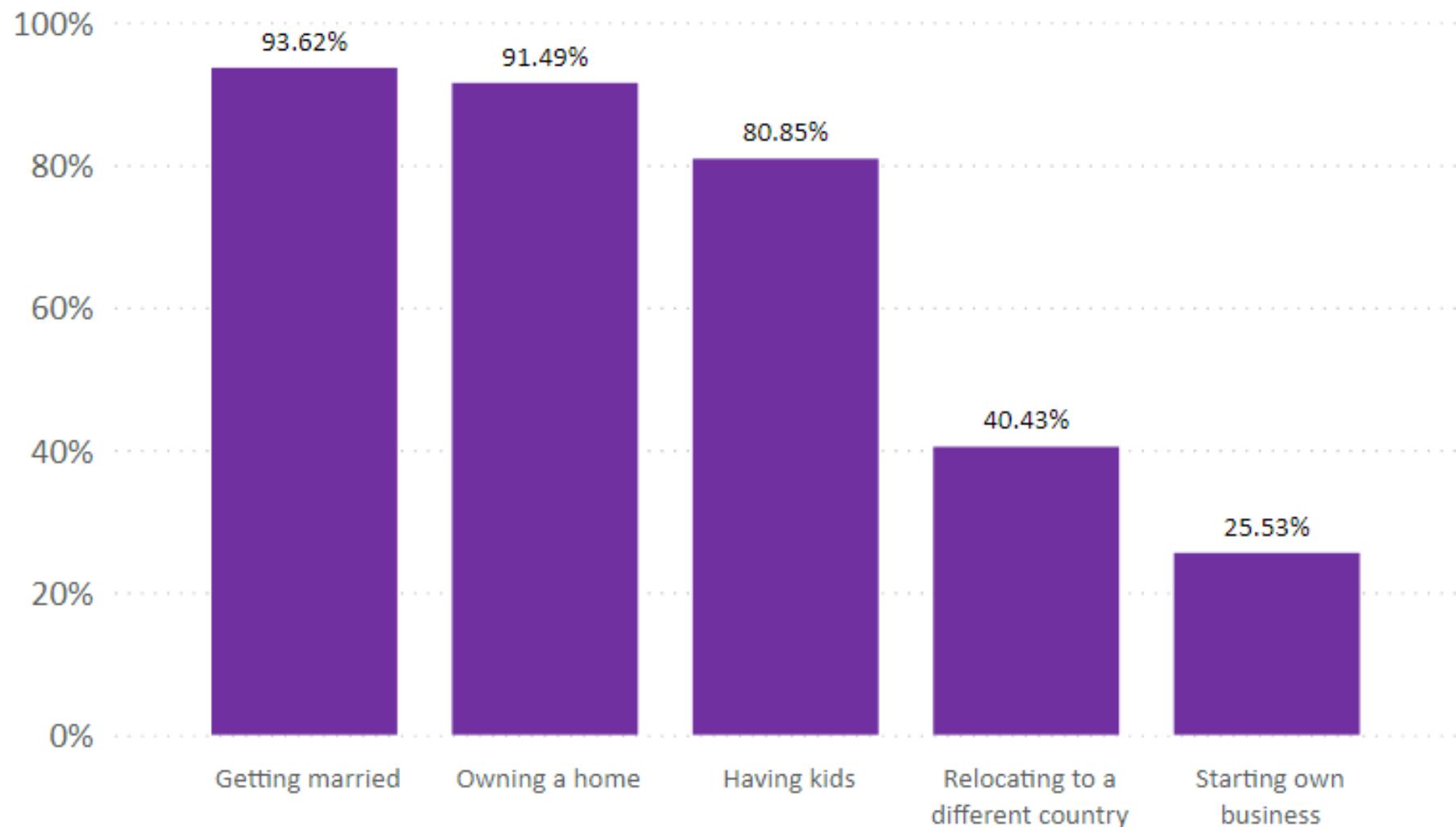
38% of the class have little to no intentions of going back to school in the future.

In a separate question, 13% of the class responded that they are going back to school right after graduating.

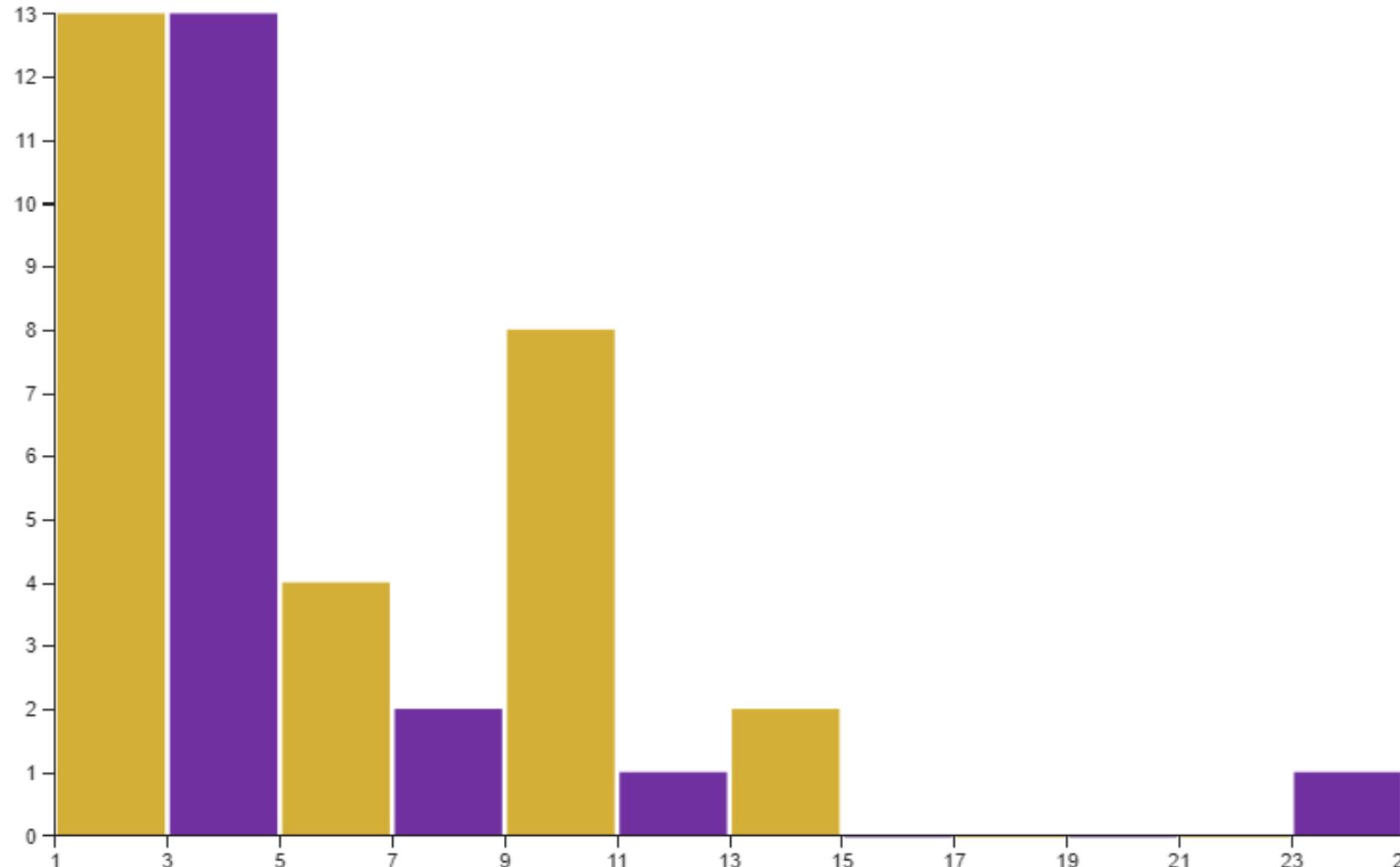
With how much debt are students graduating?



Are you interested in any of the following?



With how many people in DD do you think you will stay connected?



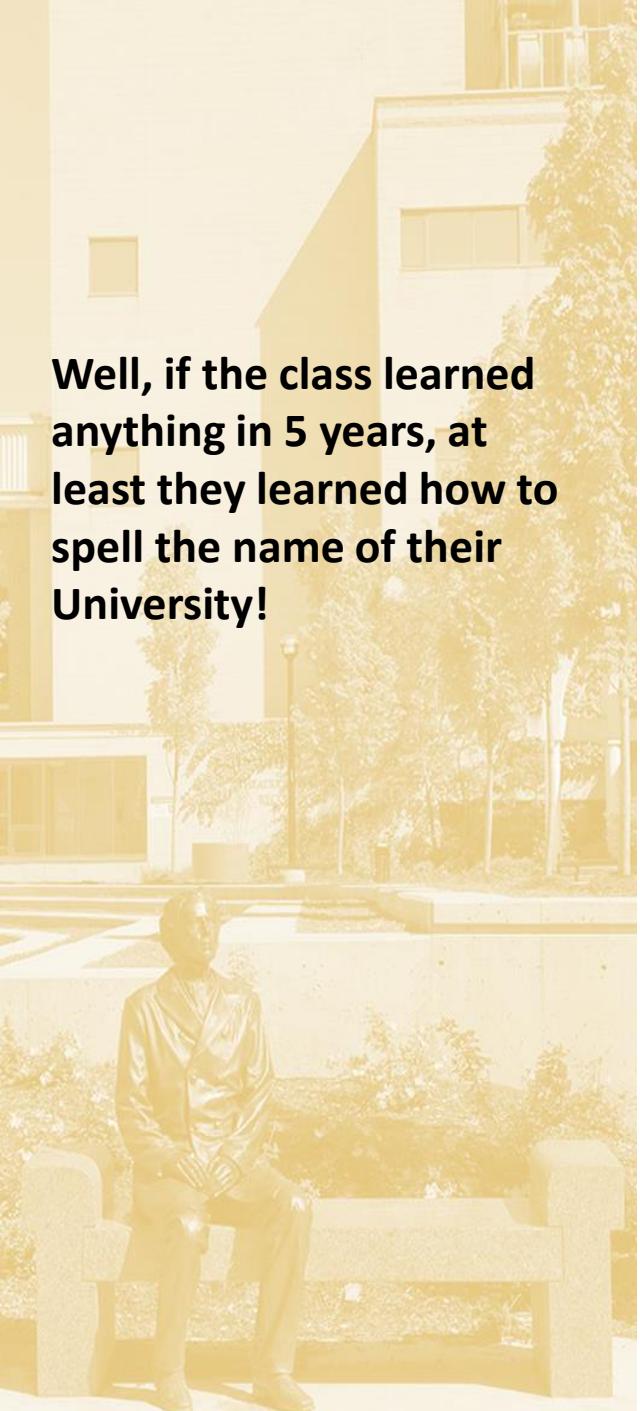
In the survey, this was defined as people you're likely to see at least once per year.

The majority of class responded with between 1 and 10 people.

The average answer was 6.5 people, and the median answer was 5 people.

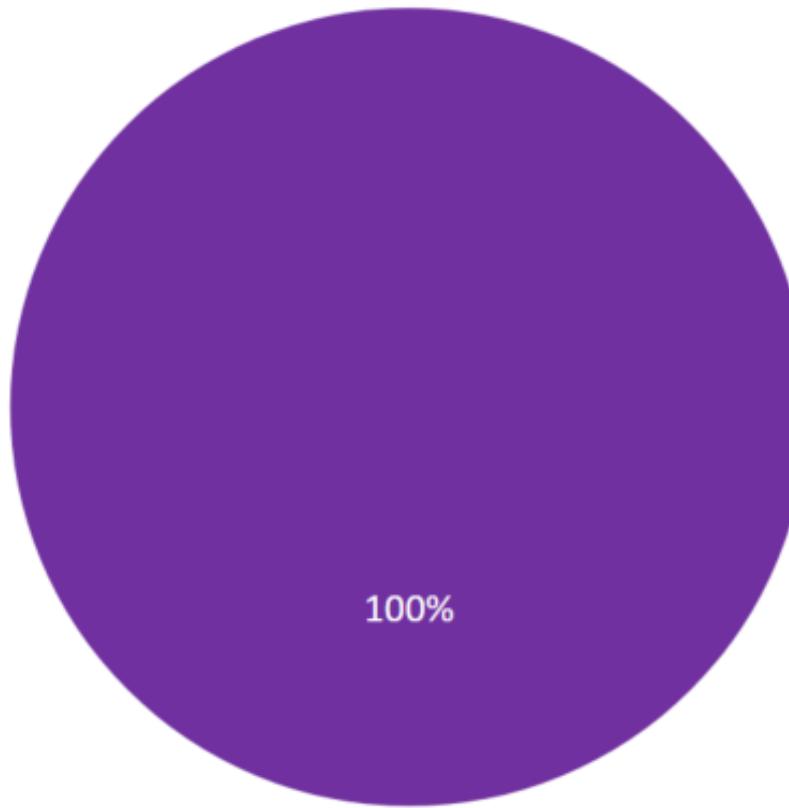
Miscellaneous





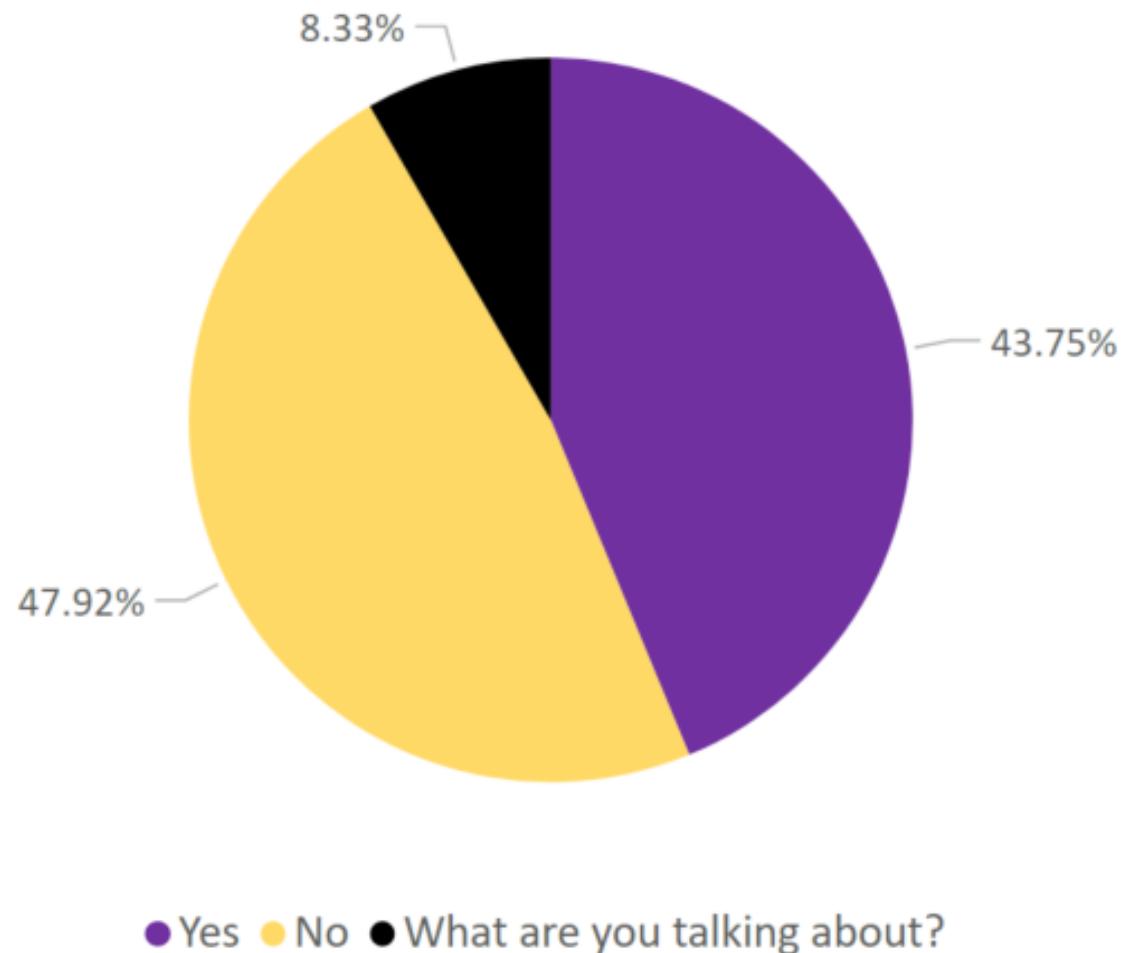
Well, if the class learned anything in 5 years, at least they learned how to spell the name of their University!

Is it Wilfrid or Wilfred?

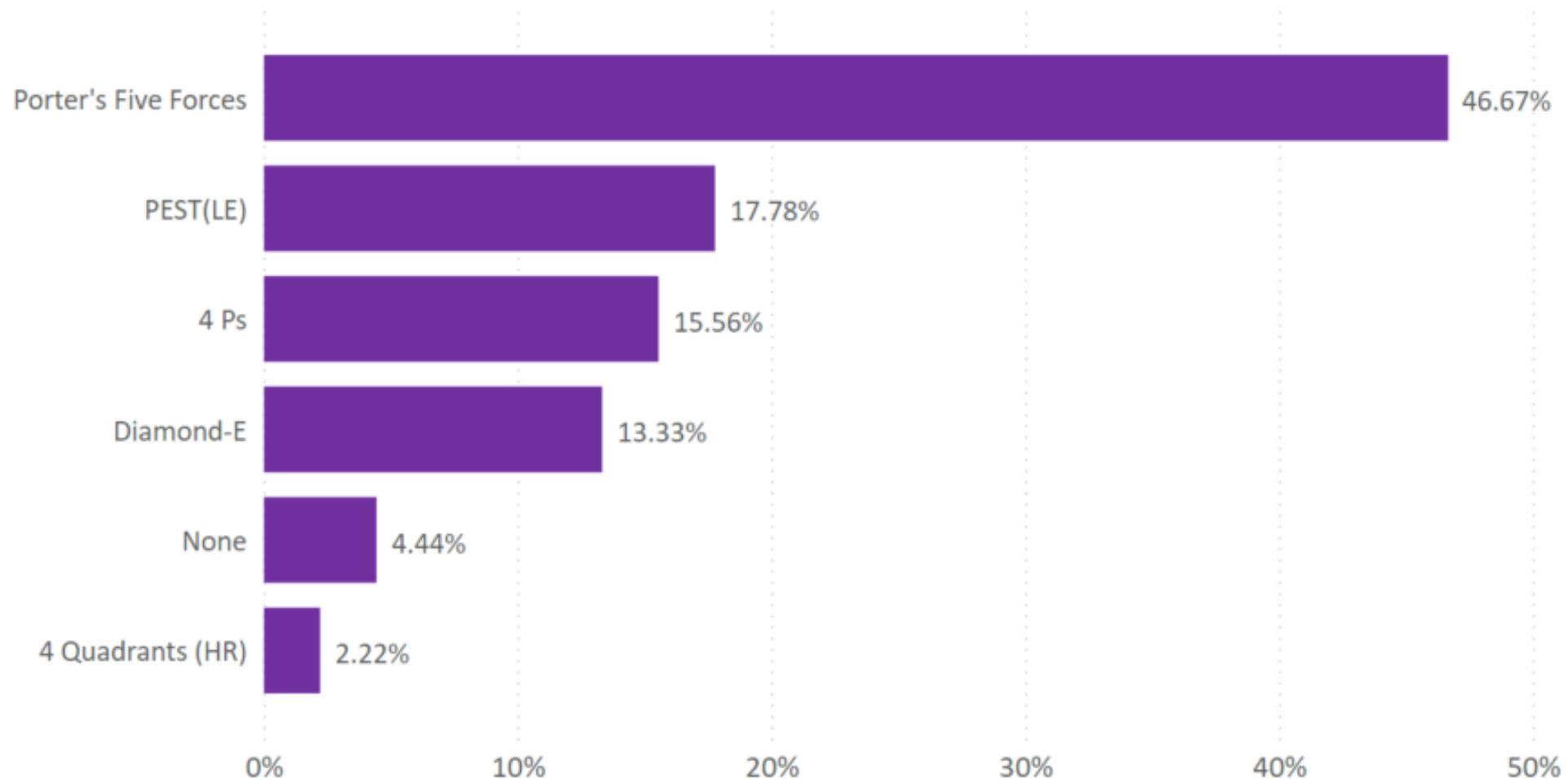


● Wilfrid Laurier University

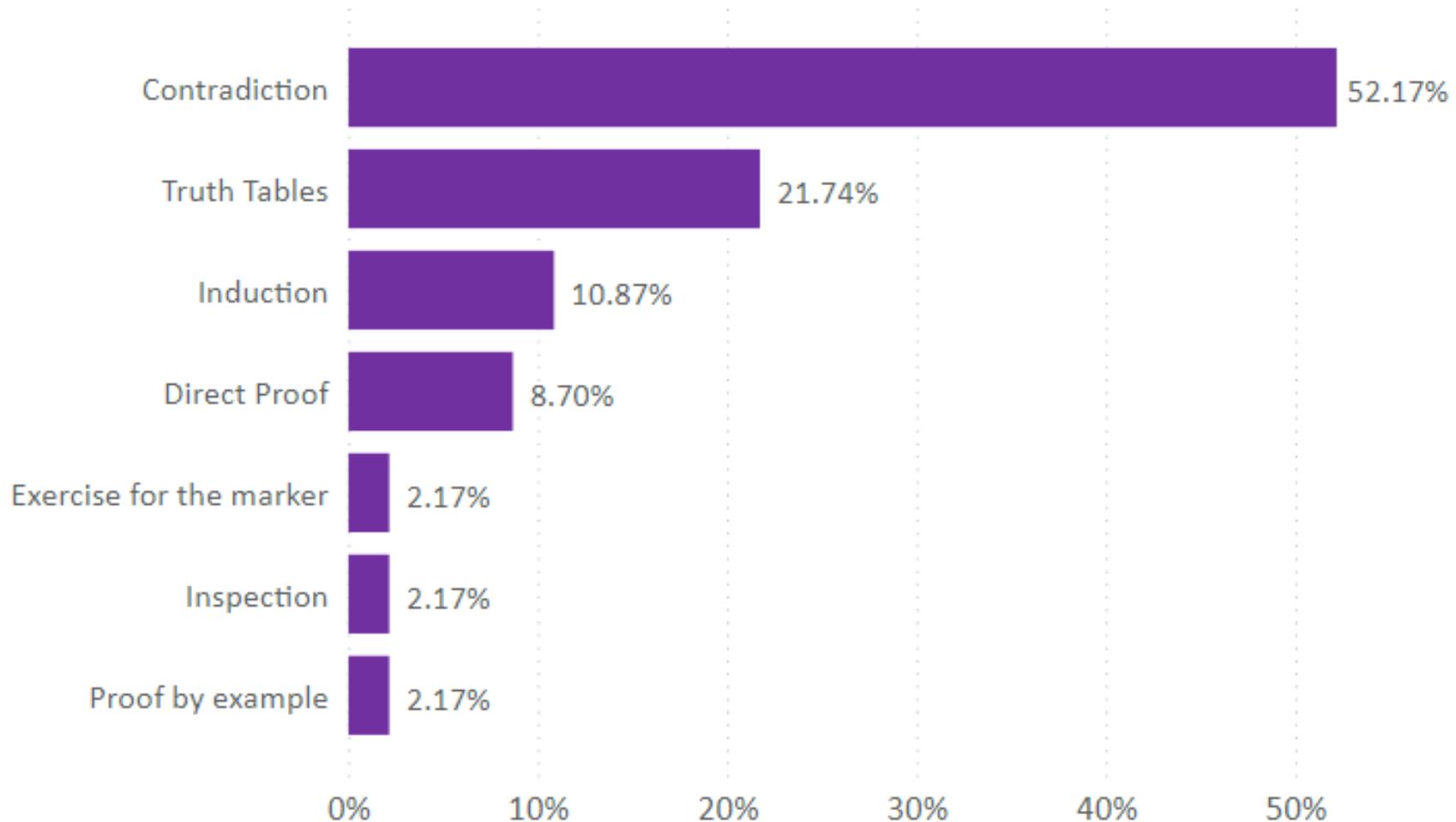
Have you ever stepped on the GoldenHawk?



What is your favourite business framework?

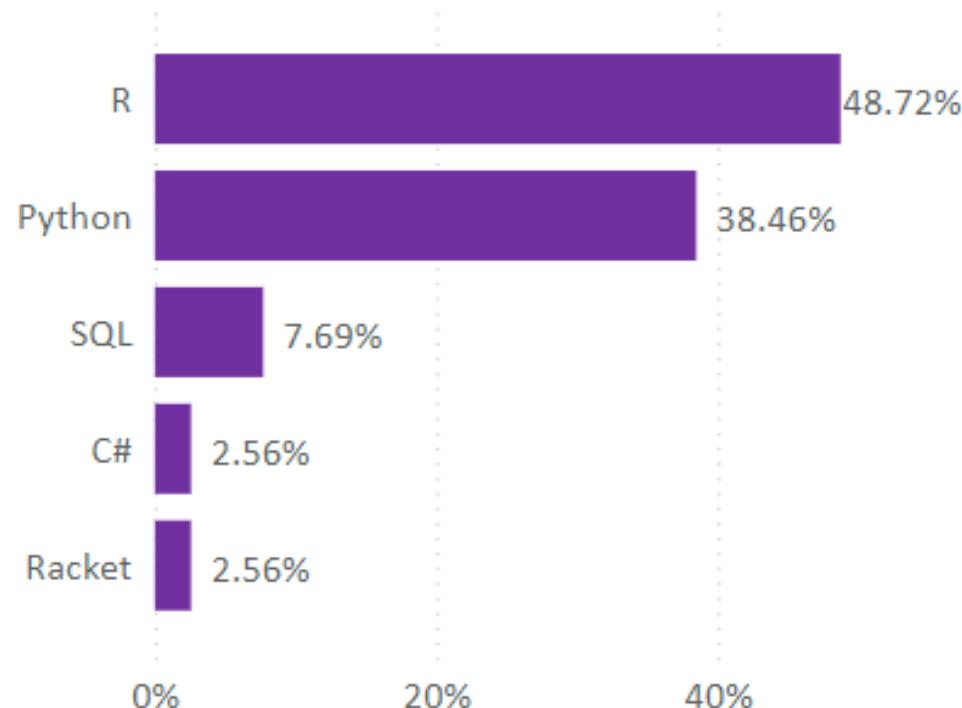


What is your favourite proof method?

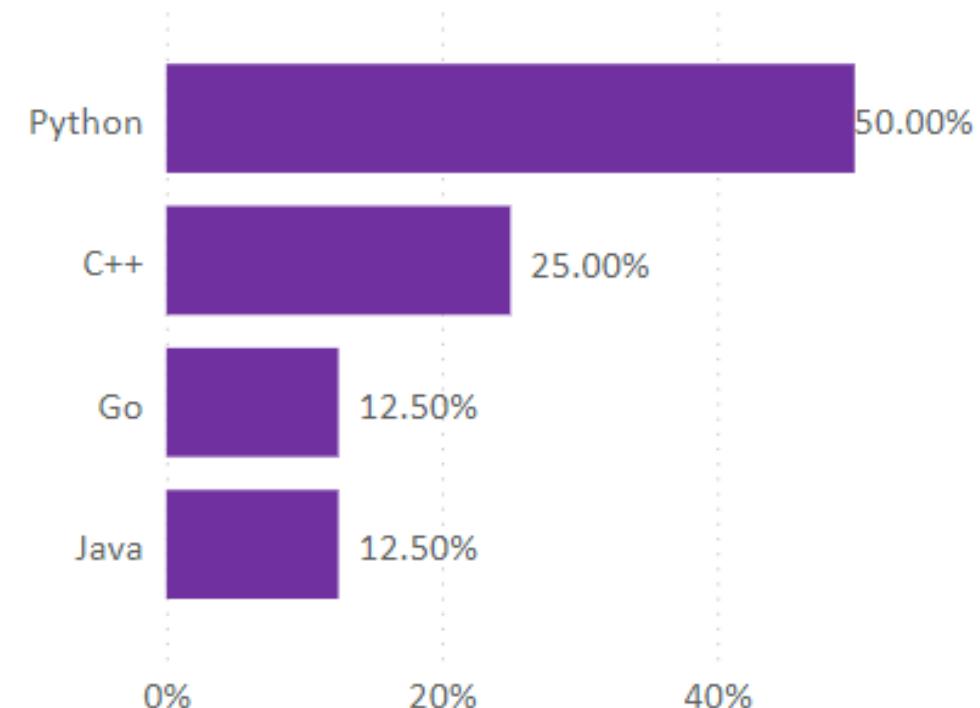


What is your favourite coding language?

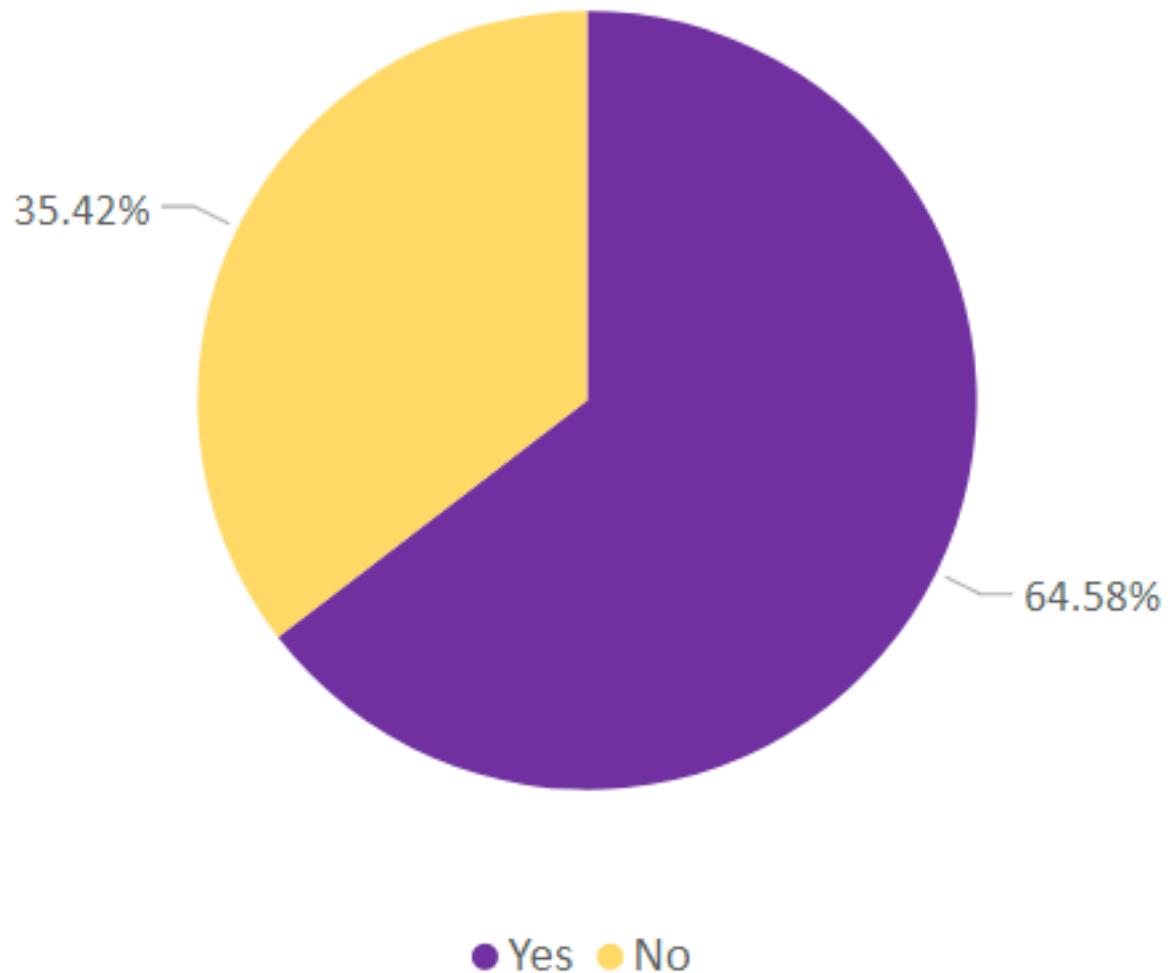
BBA/BMath



BBA/BCS

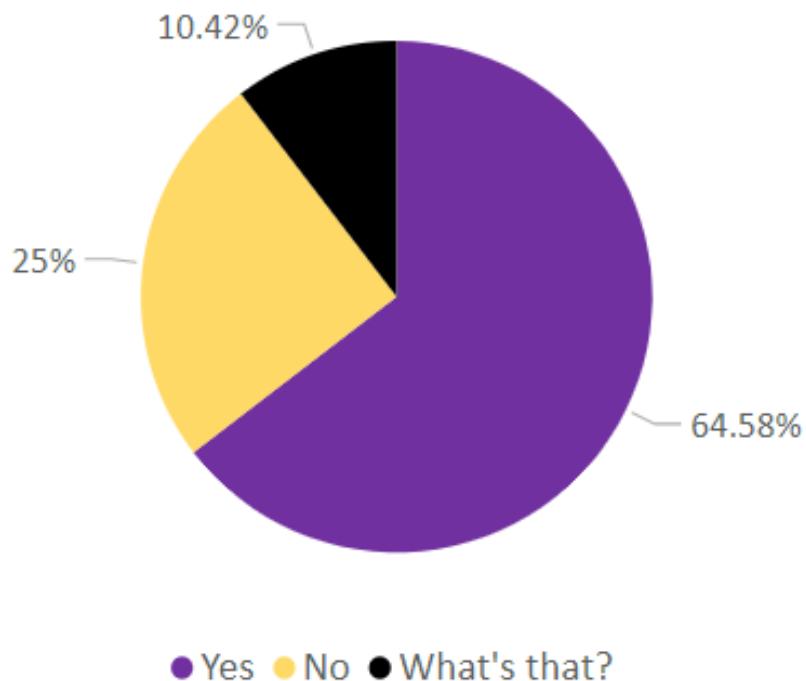


Did you learn LaTex?

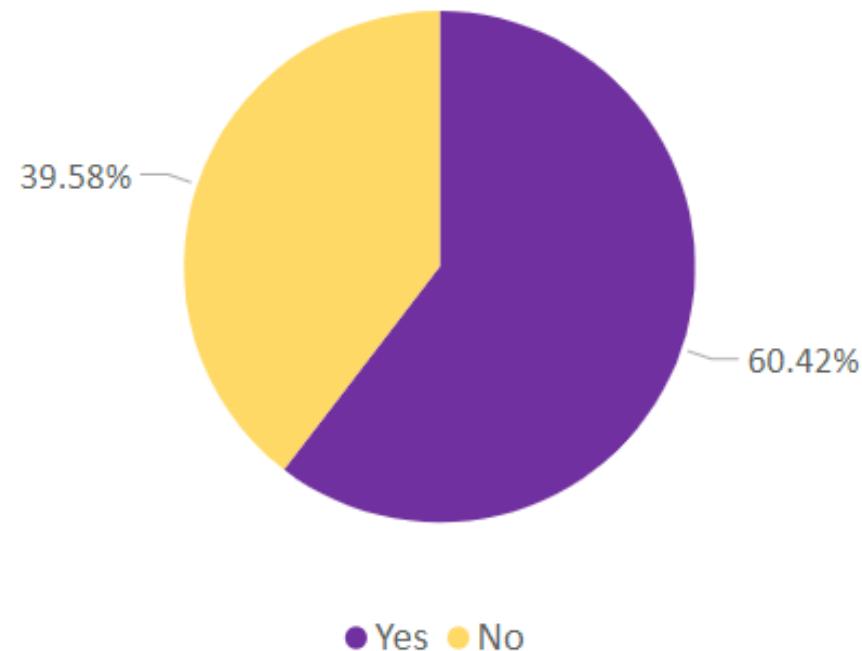


Did students participate in MLSB?

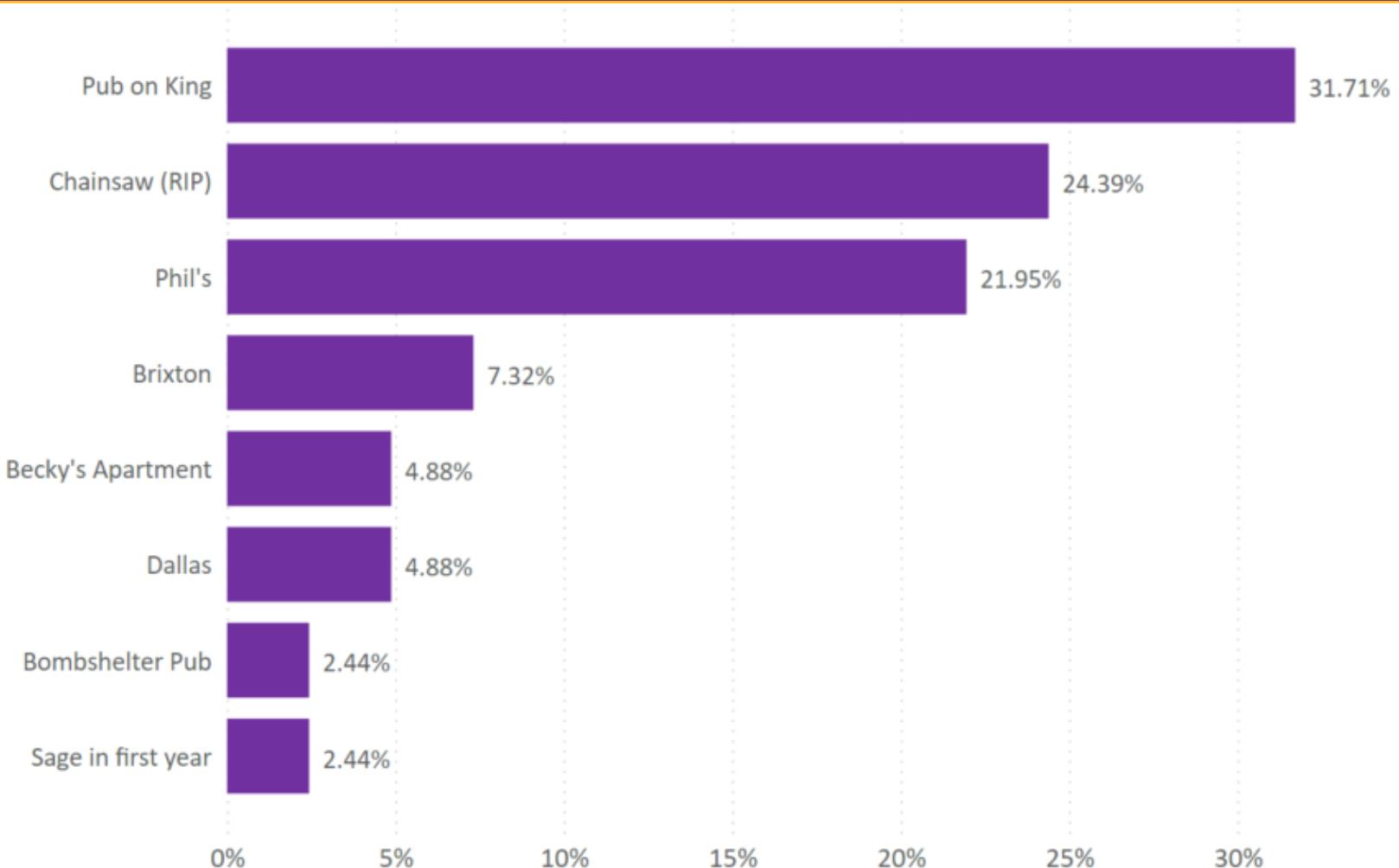
Did you play MLSB?



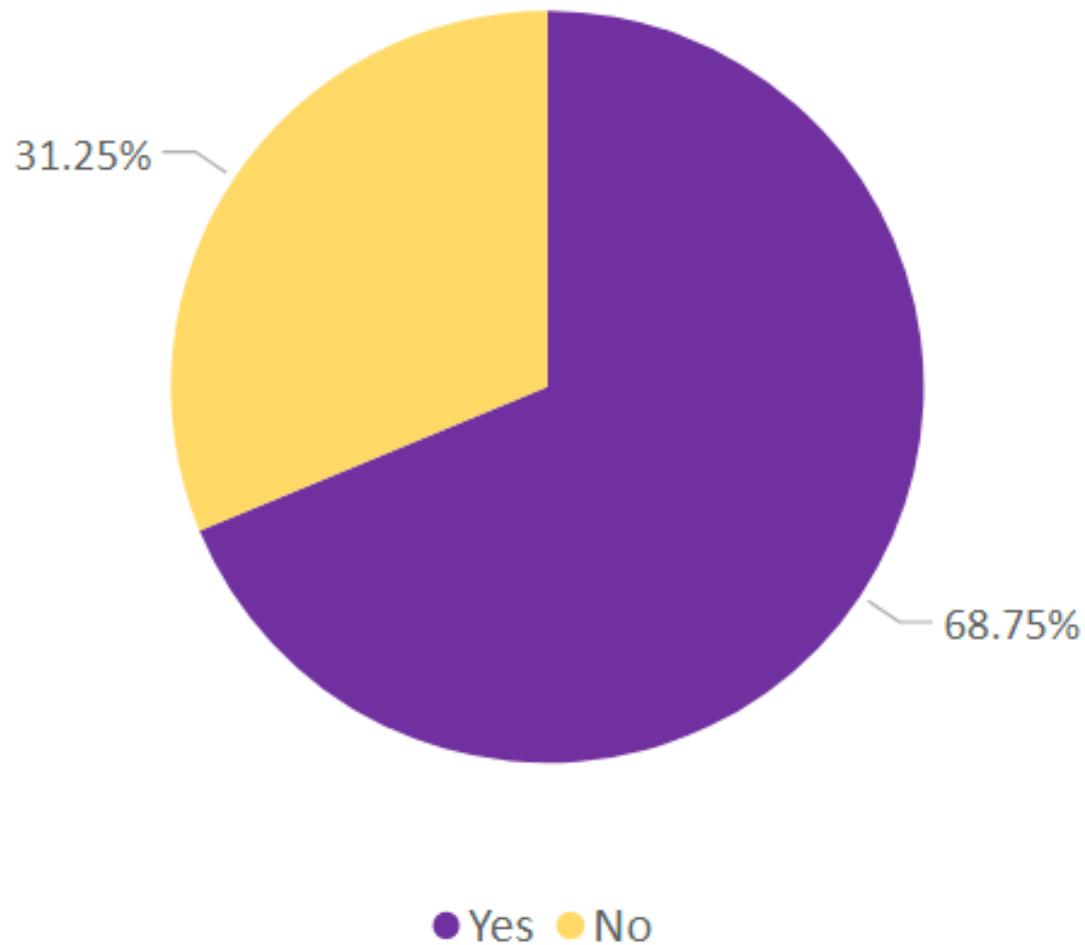
Did you ever attend an MLSB Kegger?



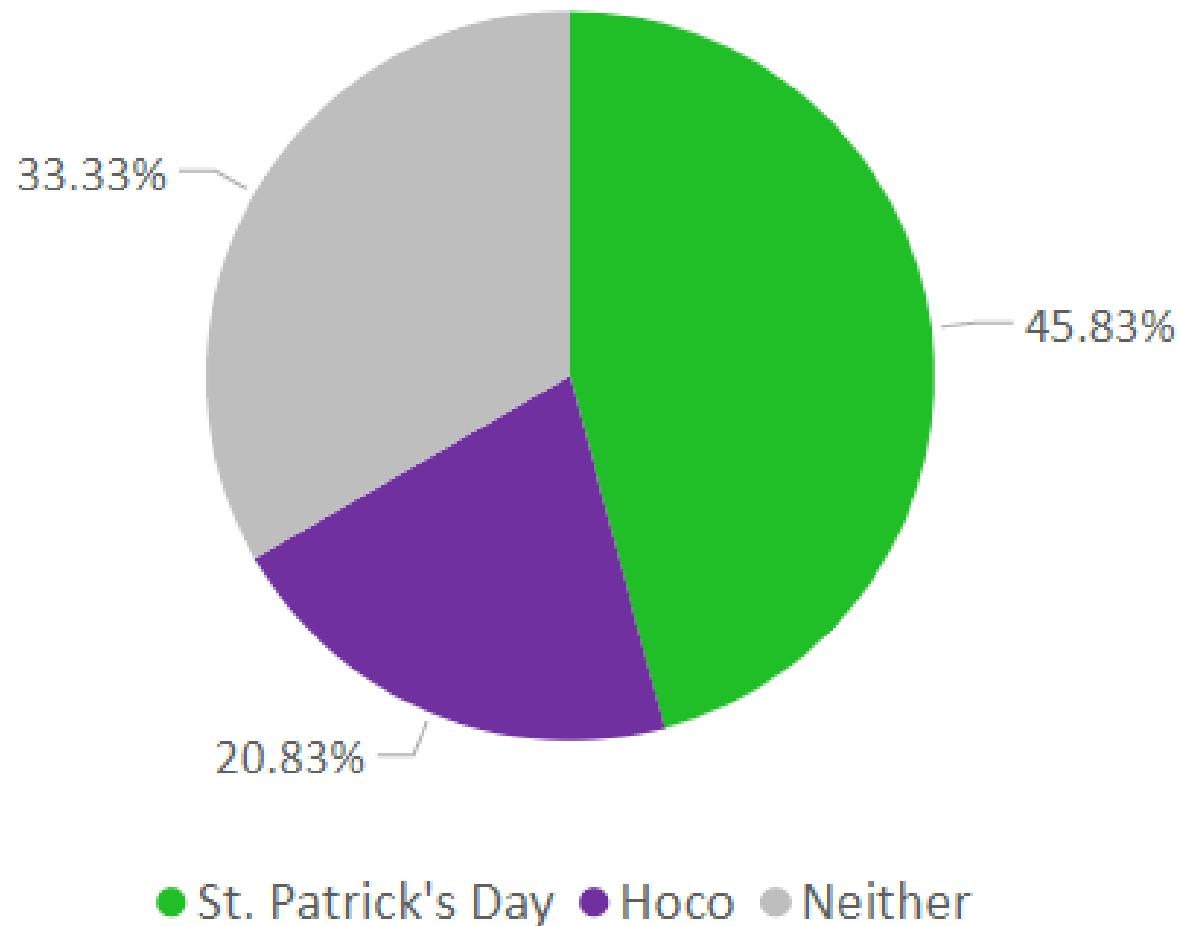
What is your favourite bar/club?



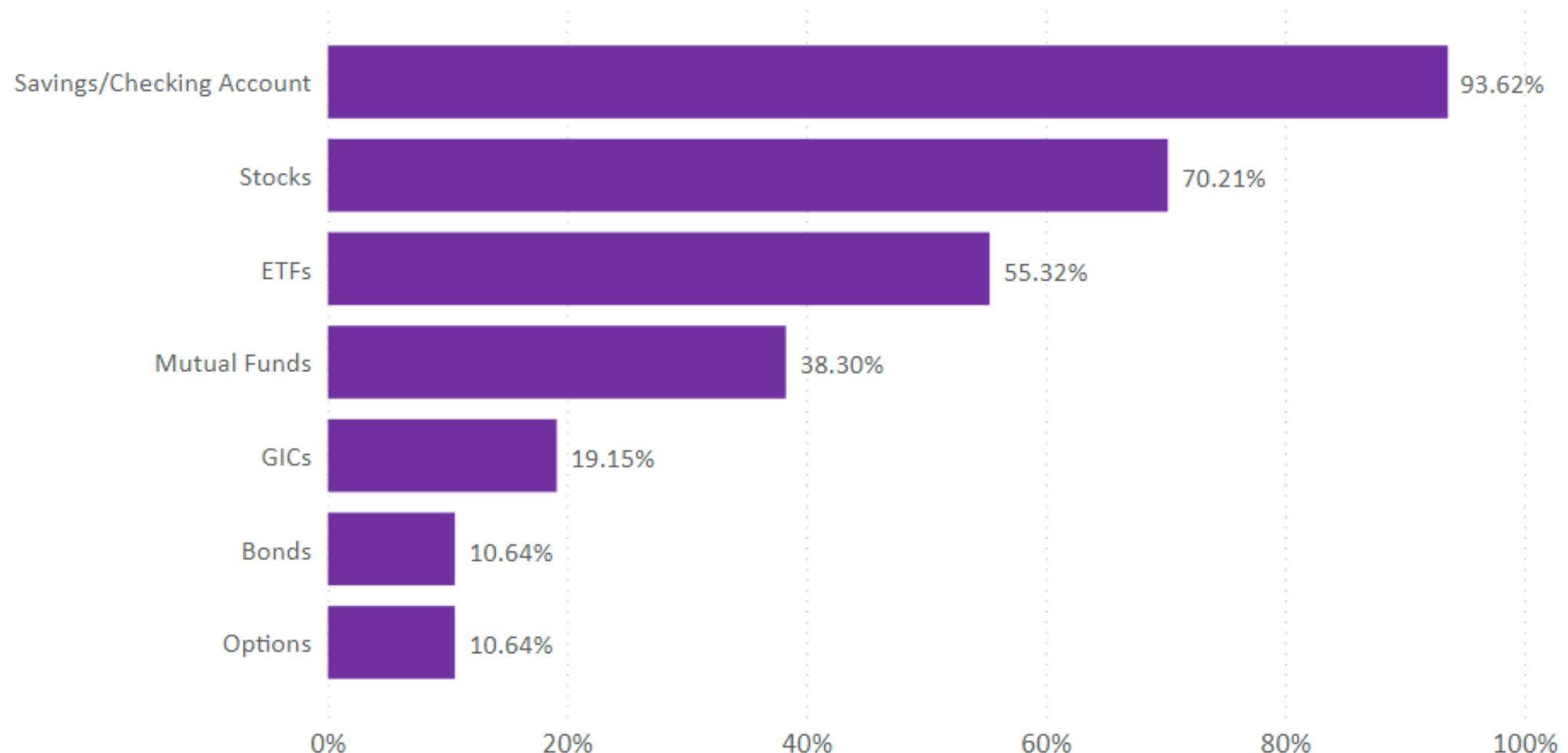
Did you party on Ezra for St. Patrick's Day or Homecoming?



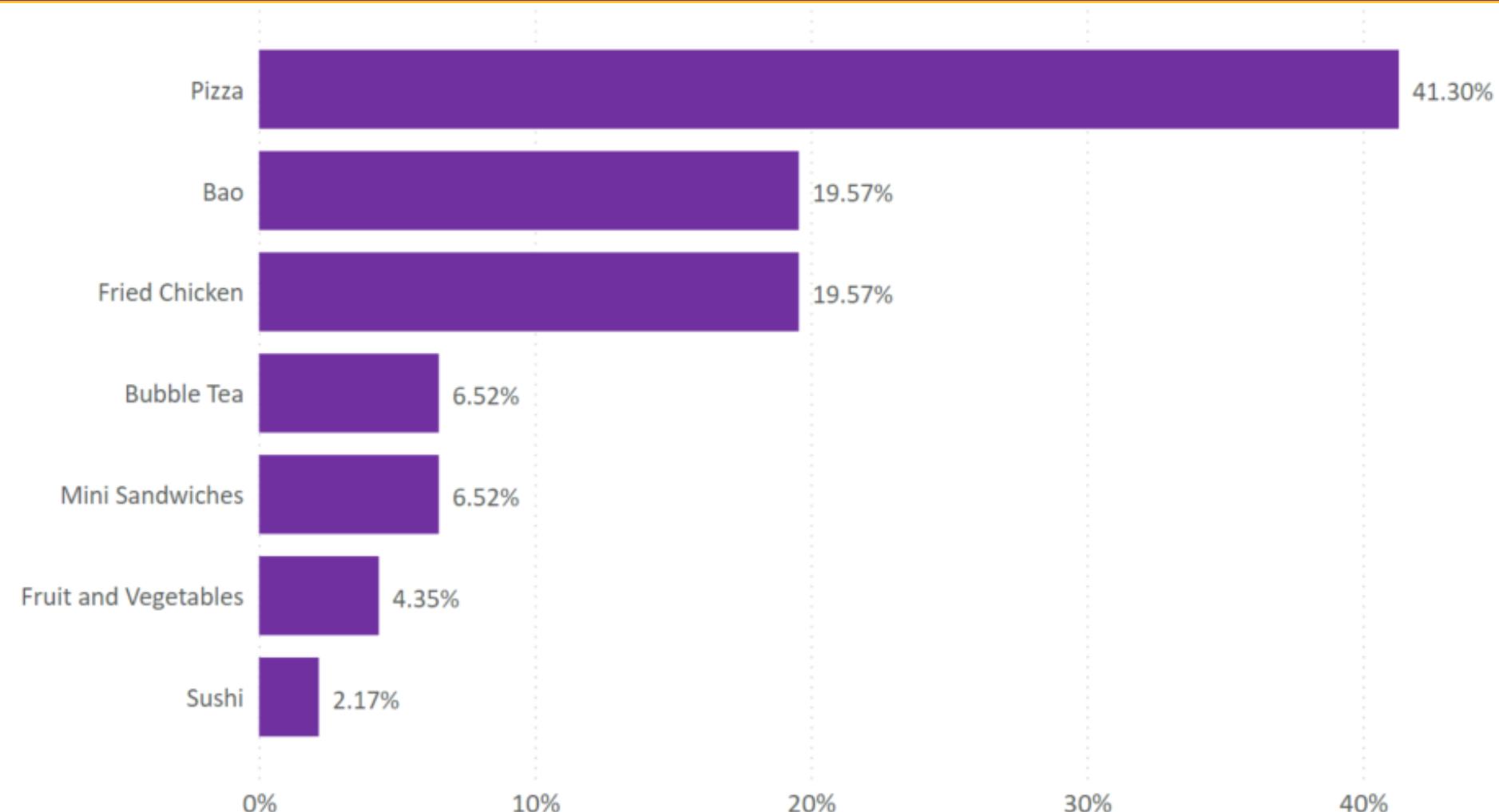
Do you prefer St. Patrick's Day or Homecoming?



In which financial instruments have you personally invested?



What is the best type of food at an employer info session?



Students' Favourite Pizza Places

Boston Pizza
Twice the Deal
Pepi's
Pepi's
Pizza Nova
DoShack

Pizza Pizza
Gino's.
Domino's
Pizza Hut

Bianca's
Campus Pizza

Students' Favourite Restaurants

A word cloud visualization where the size and position of restaurant names represent their popularity among students. The most prominent words are 'Beertown' (large yellow), 'Kinkaku' (large purple), and 'Foodie Fruitie' (large gold). Other visible words include 'Lazeez' (pink), 'Ken's Sushi' (grey), 'China Legend' (purple), 'Bauer Kitchen' (blue), 'Onnuri' (light purple), 'Red House' (brown), 'Chef on Call' (black), 'Morty's' (orange), 'Chen's' (teal), 'Ennio's' (grey), 'Bauers' (blue), 'Poke Box' (teal), 'Boston Pizza' (brown), 'iPotato' (yellow), 'Gol's' (red), 'Wilf's' (pink), 'Urban Bricks' (teal), 'Mel's' (grey), 'Molly Bloom's' (teal), 'Poke Box' (teal), 'Bao' (pink), and 'Foodie Fruitie' (gold).

Lazeez
Ken's Sushi
Ken's Sushi
China Legend
Beertown
Bauer Kitchen
Onnuri
Red House
Chef on Call
Morty's
Chen's
Ennio's
Bauers
Poke Box
Boston Pizza
iPotato
Gol's
Wilf's
Urban Bricks
Mel's
Molly Bloom's
Poke Box
Bao
Foodie Fruitie



Final Thoughts



Looking back, what are some highlights of the program?

ICE week, BU111/121 review sessions at the end of the term.

1.) Living with friends and being able to do hang out with them on a daily basis.
2.) Playing MLSB and going to the MLSB keggers, meeting new people through MLSB.

DDC Orientation, DD vs DD MLSB game, grinding assignments together in first year, dining hall dinners, end of year party in first year, 3B in general as a term.

DDC Bowling in first year, MLSB Keggers and Summerloo in general!

MLSB in 2B, Very late nights with friends.

1) 4 Summers in Waterloo (unfortunately we only got 2 due to Covid :(). Summer was a blast from playing MLSB/Keggers to walking around campus in the nice weather and sitting in classes that weren't so crowded.

2) Getting an extra year of school (assuming no pandemic). The student lifestyle is a great time and you get to learn more.

Getting exposure to a number of different fields + the ability to take basically any course in UW/WLU.

New venture finals and staying up pulling all-nighters with friends for math 135 assignments.

Co-ops, and the ability to take a wide variety of interesting courses.

The cohort aspect, double degree parties, having access to both CIF and Laurier gym.

1. MLSB, especially in 2B with the DD team.
2. Passing Math 135 on my second attempt.
3. Listening to Doug Park's Math 137 lectures.
4. Grinding out proofs in the concourse.

One highlight is that if you're incredibly smart you'll sail through all the courses with good grades and minimal stress while being able to major in whatever you want. Another highlight is New Venture - it seems like people from these groups built strong bonds over the years. It was a good experience in working with others and understanding a business.

Looking back, did you have a moment where you knew you made the right choice in coming to DD?

When I saw my first very busy and awesome class schedule :)

No. I'm still not sure it was the right choice, but hey at least I'm employed and I made some good memories.

Late night sessions grinding 135 assignments and a general culture of helping each other and being there through the highs and lows. I genuinely would not have made it past first year, and subsequently this program, had it not been for my amazing peers that were always willing to lend a hand.

The first summer of MLSB. Building new friendships and strengthening existing ones made me realize that despite the difficulty of the program, I was not doing it alone.

In work, when I used math and business classes for my insurance role.

When I placed well in several case competitions... it's useful being good at numbers and presenting ideas/strategies.

I honestly enjoyed a lot of my math courses, so I probably realized this program was the right choice during Math 239.

Yes, when looking back the combination of concepts we learned and the real-life experiences in which we can apply those concepts.

Not a single moment, a collection of them.

During my first co-op when I met and worked with students from other schools/programs and realized the unique skillset I was developing in DD.

When I had a semester where I genuinely loved classes from both courses.

Meeting so many other DDs in 1A that were driven with similar career/academic interests to me.

Meeting my girlfriend.

When I realized I was actually going to graduate from this program.

Do you have any advice for junior or prospective students?

1) Continue doing things you were passionate about/enjoyed before university (ex. playing sports). It makes school much more enjoyable and provides some well-deserved breaks.

2) Sure grades are important but they aren't everything - take time to do things you enjoy and have fun (even if it means a slight drop in grades).

Never forget that every assignment question is designed to be solvable.

If you realize you're not interested in the math, try to stick it out but just don't choose a major (plenty of bird math courses).

Have fun and enjoy your time in school/co-op and remember there is a life outside of work and school. Its about finding a balance of hard work and fun, which isn't easy, but you will get there by the end of the 5 years.

Don't be discouraged if you struggle in first year and try not to compare yourself to your peers as they will have different backgrounds than you. Focus on yourself and how you can improve, and recognize that school should never trump your mental and physical health.

You'll be surrounded by some incredible peers, and it can be tough not to compare yourself to them or follow them. However, once you realize that nobody has an identical path, use university as a time to explore different interests and options, learn from each other, and don't be afraid to go after something even if nobody else is. Also, grades may matter more for first co-op and in certain career paths, but as you gain work experience and complete more courses, it may be more worth going out with friends or spending time on a personal project versus spending 5 hours on that last assignment question.

Join clubs, go to (some) parties. Meeting new people within your program and outside makes a massive difference for your entire 5 years in school.

Don't tie success to grades, don't worry about others' success, get into research, always try to remark assignments/exams, try new things, explore extracurriculars.

Play MLSB, go to Phil's at least once, study harder than you think you need to, appreciate BU111 and 121. New Venture and ICE are better than you think they are.

You're gonna get absolutely f***ed but it's worth it.

Don't do actuarial science.

Some Concluding Remarks

So that's it. 5 years. 2 degrees. 9 or 10 academic terms. 3, 4, or 5 co-op terms. And 1 class profile trying to explain it all.

While we may never be able to fully encapsulate the entire DD experience over the last 5 years, or the people within the cohort, we hope you've been able to enjoy learning more about this class through this profile and share the excitement we had in putting this together.

Before we close, we'd like to take some time to thank all those who participated in this survey. We understand there was less in it for you aside from seeing some visuals at the end, so we appreciate you taking time out of your final few weeks of University to help us collect this data. We hope, as part of the output, you learned something new about the people you shared classes with over the past five years.

We'd also like to extend a big thank you to **Winnie Shi** (BBA/BMath) and **Megan Sutton** (BBA/BMath) for their contributions and edits to this process, from the survey design right until the editing of the final profile. Thanks for helping us get to the finish line! Additionally, we'd also like to thank **Aaron Yim** (Management Eng '20) for his help during the planning and ideation phase of our profile.

It's been a pleasure to put this profile together, as we bring this chapter of our lives to a close before beginning a new one.

Best of luck to the Double Degree Class of 2021, and hopefully see you all soon when we can finally have our in-person convocation!

- Brendan Kelly-Ruetz and Jawad Khandoker

Have any questions or concerns? Get in touch!

If you have any questions, comments, or concerns, feel free to reach out to the authors of the profile using their emails below. For convenience, please kindly include "DD Class of 2021 Profile" in the subject line.

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