



PROPOSED  
NEW  
STUDENT  
BUILDING

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2010 Services Survey Report

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## INTRODUCTION

The University of Waterloo (University) and the Federation of Students (Feds) have begun to actively investigate the need and desire for a new student building on campus. As part of this, Feds has begun an extensive consultation process to determine what undergraduate students are looking for with regards to student space.

The proposed location is west of RCH and south of Physics, as approved by The Board of Governors on April 5, 2011.

The cost of the building is expected to be divided between undergraduates, graduates, and the University. Cost distributions will be dependent on what types of space are included, and will be determined through negotiations between the University, Feds, and the Graduate Students Association.

## BACKGROUND

This survey was an initiative of Feds President Brad Moggach in fall 2010, in conjunction with the University of Waterloo. Both the administration of the University of Waterloo and the Federation of Students were interested in the results of this survey and an internal report was originally created for the Undergraduate Student Relations Committee shortly after the survey was closed. That report was kept on file for reference and use of future Feds Executive. This report is built on the data and analysis of the original Undergraduate Student Relations Committee report.

In the context of the 2012 new building proposal, this report was used to assess whether student perceptions about student space on campus have changed since 2010. This report provided an additional quantitative resource with a different sample.

## METHODOLOGY

At the beginning of the fall 2010 term, an email was sent out to all undergraduate students in order to gain feedback regarding student service, the use of campus facilities and a potential student success building. Within the survey questions, multiple descriptions for the building are used, including “Student Success Building”, “Student Services Building”, “New Building” and “Building for Students”.

The survey was at least partially answered by 2929 students and completed by 2546 students. The respondents were reflective of the student population in terms of year of student, faculty and co-op status. The report did not mention any other information about the methodology used to conduct the survey.

## DATA

### Demographics

Students were asked their faculties and year of study, as well as whether or not they were in the co-op program. All faculties were represented by this survey, with a larger percentage of students in Arts and Engineering (25.81% and 22.09%, respectively). However, 58.26% of the students surveyed were co-op students.

The following is a break-down of sample size as compared to the target population. The sample size was reflective of the target population.

	Sample Size	% of Sample	% of Population
AHS	208	7.10	6.54
Arts	756	25.81	24.42
Engineering	645	22.02	23.42
Environment	268	9.15	7.48
Math	505	17.24	20.91
Science	451	15.40	13.63
Pharmacy	40	1.37	0.79
Architecture	14	0.48	1.39
Optometry	21	0.72	1.43
Did not Answer	21	0.72	

Here, Arts includes Renison; Mathematics includes CFM students; Science excludes Pharmacy and Optometry; and Engineering includes Software Engineering, but excludes Architecture.

# Questions

## What do students consider crucial to their success?

### RATIONALE

Knowing what students consider critical to their success helps us to determine what to include in the building and at which priorities. This will help to ensure that the building is oriented towards students and their definition of success.

### ALL RESPONSES

Respondents were asked, “What current student services are the most crucial to the success of your students?” Respondents were able to select as many options as they liked from a list.

Figure 1.1 shows the responses in a visual representation and Exhibit 1.1 shows the same with the full information given to respondent for each service.

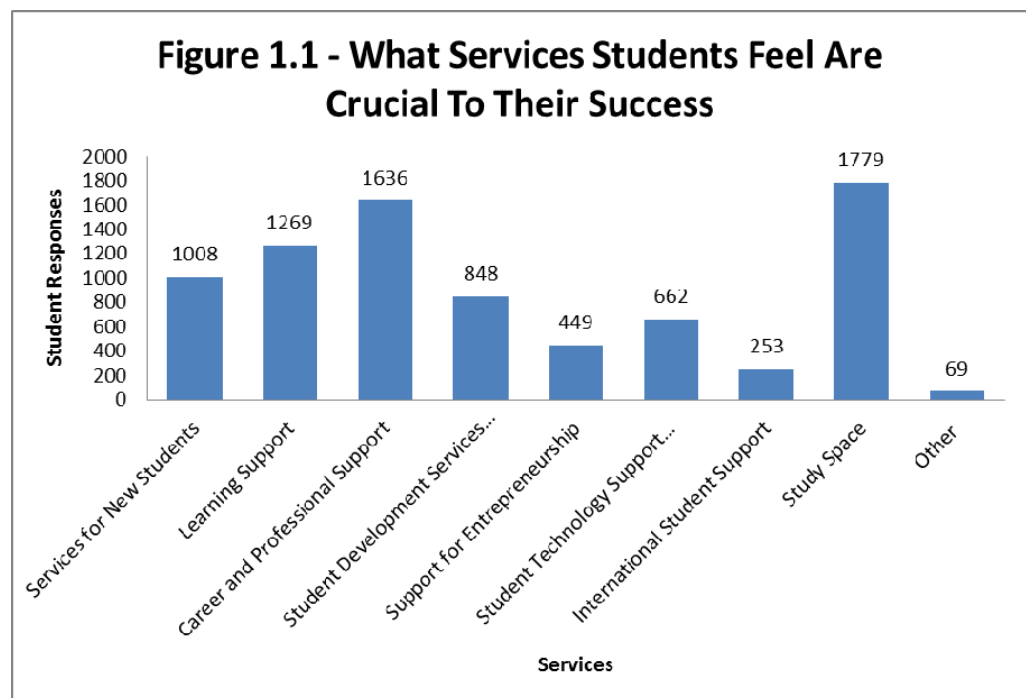


Exhibit 1.1		
Service	Number	Percent
Services for New Students (Bridge Programs, personal and study skills, parent programs, Orientation, first year seminars etc)	1008	34.4%

Learning Support (Academic advising, tutoring, English skills development, study skills, math skills etc)	1269	43.3%
Career and Professional Support (Career planning, interview skills, resume advising, job centre and postings etc)	1636	55.9%
Student Development Services and Programs (Leadership / mentorship programs, volunteerism service learning, health and nutrition advise, civic development programming etc)	848	29.0%
Support for Entrepreneurship (seminar / presentations, start-up advising, mentorship, resource centre, legal support, working space etc)	449	15.3%
Student Technology Support, Development and Resources (Access to technical support, advice and support on web and mobile application development and implementation)	662	22.6%
International Student Support (programs, events, mentorship, cultural and immigration information, etc)	253	8.6%
Study Space (group and individual study space)	1779	60.7%
Other *	69	2.4%

\*Other responses included Feds and Faculty Societies

## RESULTS

A majority of students (60.7%) consider study space crucial to their success. Students also valued Career and Professional Support and Learning Support.

## *Do students support the centralization of student services?*

### RATIONALE

This question was asked in order to determine whether or not students would value and benefit from the centralization of student services in the new building. Having all the student services in one building would affect the space allocation considerations. In order to answer this question, students were asked to rank their preferences for the following statements:

1. There should be a central location for complementary university student services.
2. It is difficult to navigate the student services available to me.

### ALL RESPONSES

Students were asked to rank whether there should be a central location for complementary university student services. 20.73% of students strongly agreed with this statement, and 40.45% agreed with it. Another 23.06% of students were indifferent. 2.47% and 0.63% disagreed and strongly disagreed, respectively. Overall, a majority of students (61.18%) supported a central location of complementary university student services.

For the question that asked students whether it was difficult to navigate the student services available to them, the responses were evenly spread. There were similar percentages of students who said they agreed, disagreed, and were indifferent. 6.30% of students claimed they strongly agree, and 28.52% said they agree that it was difficult to navigate the student services



available to them. 21.29% said they disagreed with this statement, and 3.44% strongly disagreed. 27.62% of students surveyed were indifferent.

## RESULTS

Students prefer the centralization of services for students, although a smaller percentage of students felt that it was difficult to navigate the services available to them on campus.

## *How heavily is the SLC used?*

### RATIONALE

This question was asked in order to determine how often students use student space, specifically the Student Life Centre ("SLC"). It was also important to determine what the space was being used for. Students were asked the locations on campus of where they eat, study, and socialize to see how often they were going to the Student Life Centre for these activities. These questions were developed in order to give insight into which types of student spaces on campus

Exhibit 3.1: How Often Do Students Visit The SLC?		
Frequency	Number	Percent
Once a day	865	31.6%
2-3 times per week	1118	40.9%
Once a week	499	18.2%
Once a month	187	6.8%
Once a term	45	1.6%
Less than once a term	22	0.8%

are heavily used and could be included in the new building.

### ALL RESPONSES

Students were asked how often they visited the Student Life Centre. 31.60% stated they visited the SLC at least once a day. 40.90% said they visited SLC 2-3 times per week, and 18.20% said they visited the SLC once a week. 6.74% of students surveyed indicated they visited the SLC once a month, and 1.57% said they visited once a term. 22 students, 0.77% of those surveyed, visited the SLC less than once a term. See Exhibit 3.1 for further detail.

## RESULTS

The SLC is a high traffic area. More than 70% of students use the SLC multiple times in a week. More than 90% of students use the SLC at least once a week.

## *Does proximity of faculty base correlate with frequency of visits to SLC?*

### RATIONALE

In determining a location for a new student building that would have similar functions to the SLC, it would be helpful to know if the location of a student's classes impacts how often they visit the SLC. The results will help us determine the approximate faculty breakdown that could be present in the new building, based on the impact of classes in close proximity.

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## RESPONSES

We separated, by faculty, answers to how often they visit the Student Life Centre. In the below figure, areas have been darkened if they represent a high frequency.

Figure 4.1: Frequency Of SLC Visits by Faculty

	AHS	Arts	Eng	Env	Math	Science
Once a day	45.9%	29.9%	24.0%	32.3%	40.6%	32.5%
2-3 times per week	41.3%	41.7%	38.0%	48.2%	39.4%	43.0%
Once a week	8.7%	20.3%	22.1%	15.2%	14.5%	19.4%
Once a month	2.6%	6.3%	12.7%	3.1%	4.7%	3.7%
Once a term	1.5%	1.5%	2.2%	0.8%	0.6%	0.7%
Less than once a term	0.0%	0.3%	1.0%	0.4%	0.2%	0.7%
Total	100%	100%	100%	100%	100%	100%

There appears to be a connection between faculty and frequency of visits. Students in AHS and Math typically have more of their courses in buildings near the SLC. These faculties have a higher frequency of visits to the SLC on a daily basis, where less than 25% of engineering students visit the SLC on a daily basis.

## RESULTS

Frequency of visits to the SLC is directly correlated to the student's faculty. Math and AHS students visit the SLC more often than students in other faculties.

## *What purpose does the SLC currently serve?*

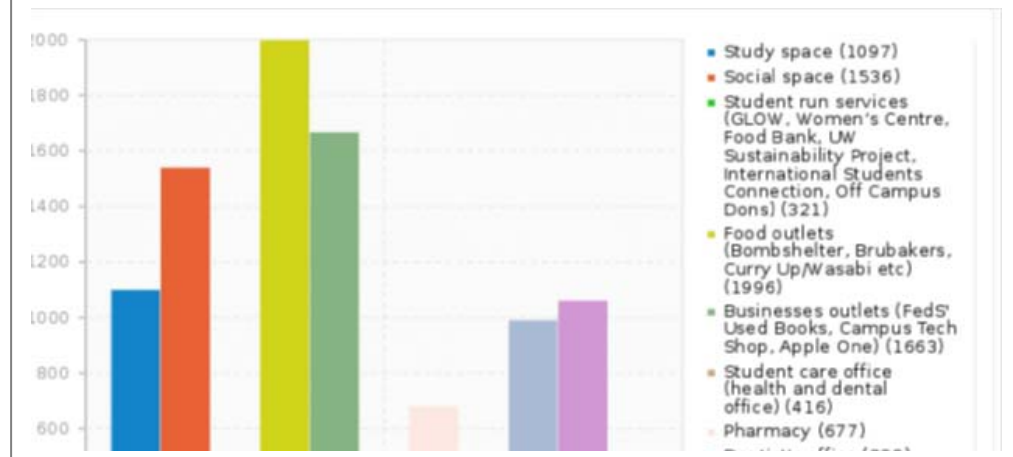
## RATIONALE

In the creation of a new student building on campus, there will be questions as to what the future function of the SLC will be. In order to determine how the SLC should adapt going forward, we assessed students' perceptions of the function of the SLC in 2010.

## RESPONSES

Students were also asked which services they used in the Student Life Centre. Over half of students visit the SLC for its food outlets, social space, and business outlets. The SLC is also used by students for its study space, Federation Xpress, banking and pharmacy. See Figure 4.1 for a breakdown of responses to this question.

**Figure 4.1**



## RESULTS

The current purpose of the SLC is a social, food, and commercial location for students.

## *What improvements would students like to see in the SLC?*

## RATIONALE

This question was directly asked in the survey to determine what was lacking or missing in the Student Life Centre. In the context of a new building proposal, this demonstrates student perspectives' on the future use of the SLC and what unmet needs on campus could be addressed in the new building.

## RESPONSES

Respondents were asked, "What improvements would you like to see to the Student Life Centre?" 46.19% of students answered that they would make improvements to the Student Life Centre, and 53.81% did not list any changes that they would make. The responses were then grouped into common categories. The ranking of the responses, in order of frequency, is as follows:

1. Improved facilities (chairs, lighting, aesthetics, better direction and more plugs for laptops)
2. More space for studying
3. More space to eat
4. More space to socialize
5. Longer hour for Tim Horton's / Food Outlets
6. Better web presence
7. Healthy food options / less expensive food options
8. More general use computers
9. Space for clubs
10. Games / Cove / table tennis / pool etc.

## RESULTS

Within the SLC, students would like improved facilities (chairs, lighting, aesthetics, better direction and more plugs for laptops). In addition, students desire more student space. The expanded space should be for studying, eating, and socializing – in that order of priority.

## *How much are students willing to pay for a new student building?*

### RATIONALE

This question was asked to determine the limits on how much students would be willing to pay for a new building. Students were further asked if they were willing to pay more for an environmentally-friendly building. The questions regarding cost that students were asked in this survey were:

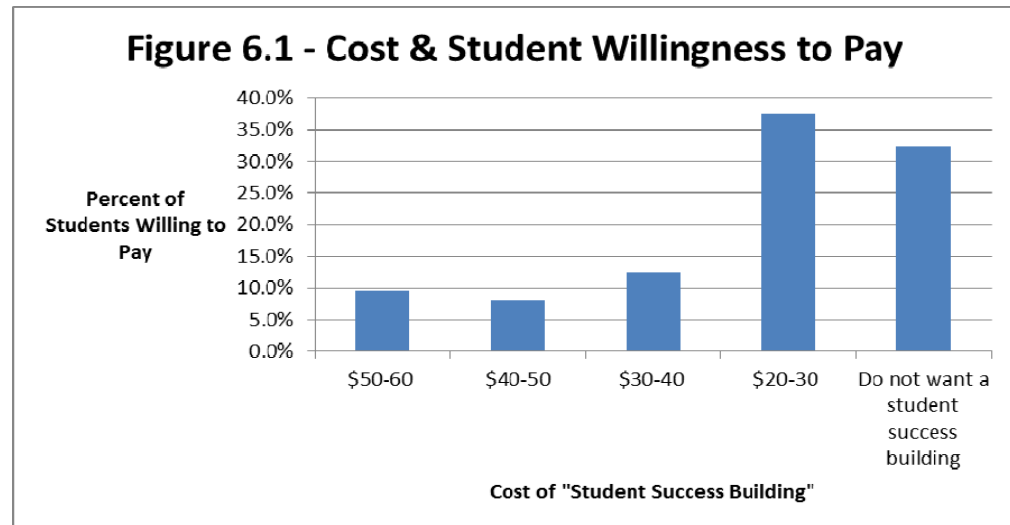
- Please select the maximum amount that you are willing to pay per term for the construction of a student success building design through consultation with students?
- Would you support an additional expense of up to \$2 a term to the project to meet environmental sustainability (LEED) standards?

### RESPONSES

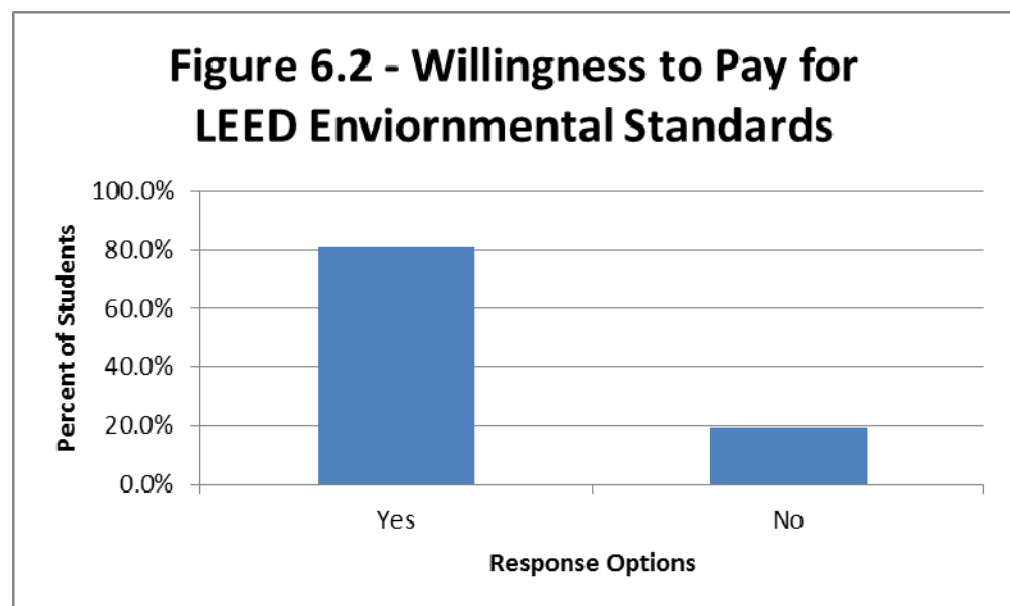
Before asking how much students are willing to pay for a “student success building” the following questions were asked:

- Please indicate the student services that you have used at the University of Waterloo
- What current student services are the most crucial to the success of your studies?
- How satisfied are you with current state of student services at Waterloo?
- What are some ways to improve student services?
- How much do you agree with the following statements:
  - There should be a central location for complementary university student services
  - It is difficult to navigate the student services available to me
- Is there a need for additional student services at the University of Waterloo?
- How often do you visit the Student Life Centre?
- What services do you make use of in the Student Life Centre?
- What improvements would you like to see to the Student Life Centre?
- How often do you study on Campus?
- When studying on campus where do you prefer to study?
- In a typical week please indicate where you normally study
- What reasons stop you from using on campus areas to study
- In a typical week please indicate where you normally socialize
- Where do you eat?
  - In a typical week, where would you normally eat breakfast?
  - In a typical week, where would you normally eat lunch?
  - In a typical week, where would you normally eat dinner?
- Understanding that a completed building design would cost upwards of \$100,000 and that students would be involved in designing and approving the layout of the student success building, would you feel comfortable voting on a referendum for a student success building based on space allocations for the building?

When asked the maximum amount they were willing to pay per term for the construction of a student success building, 29.57% out of the students surveyed stated they were willing to pay a maximum of \$20-30 per term. 9.81% of students indicated they would pay \$30-40 per term, 6.37% would pay \$40-50 per term, and 7.44% stated they were willing to pay a maximum of \$50-60 per term. See Figure 6.1 for a visual representation of this data.



When asked whether they would support an additional expense (up to \$2/term) to the project in order to meet environmental sustainability (LEED) standards, 65.22% of students indicated they would be willing to pay this additional fee, and 15.48% of students indicated they would not. See figure 6.2 for a visual representation of this data.



## RESULTS

In Fall 2010, the majority of students were not willing to pay more than \$30 a term for a “Student Success Building”. Students were willing to spend an extra \$2 per term for a building that meets environmental LEED standards.

## ***What amenities would students like to see in an additional student building?***

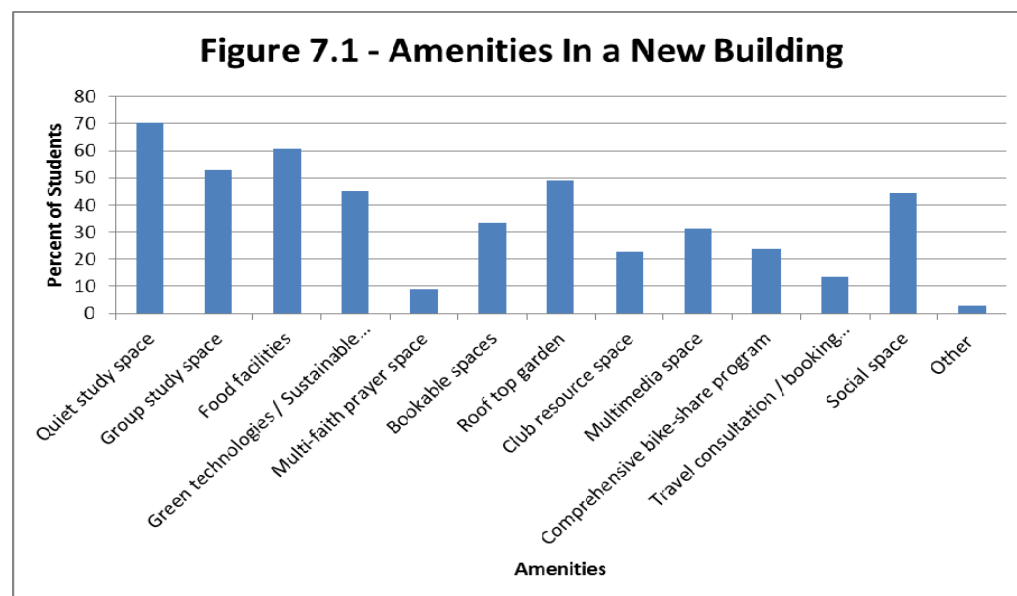
### **RATIONALE**

This question was asked directly in the survey to determine students’ priorities for the new building. Students were given a list of amenities and were asked select those that they wanted to see in the new building then rank them according to their preferences. Students could also add unlisted amenities to their list. Students were able to choose as many or as few amenities as they desired.

### **ALL RESPONSES**

Most students (70.12%) of students requested Quiet Study Space in the new building, and over half of the students surveyed (54.29%) listed it as either their first or second preference. Students also showed preferences for Group Study Space and Food Facilities, with 52.59% and 60.38% of students requesting those amenities, respectively.

There were also other notable requests for amenities. 48.59% would like to see a Rooftop Garden in the new building, and 45.22% would like to see the building have Sustainable Design/Green Technologies, and 44.38% of students would like to see Social Space be included in the design. See Figure 7.1 for more details.



### **RESULTS**

The majority of students requested study space, food facilities, and group study space in the new building. Similarly, many students desire a roof top garden, green technologies / sustainable design, and social space to be included in the new building.

## *As of fall 2010, what student services would students put in an additional student services building?*

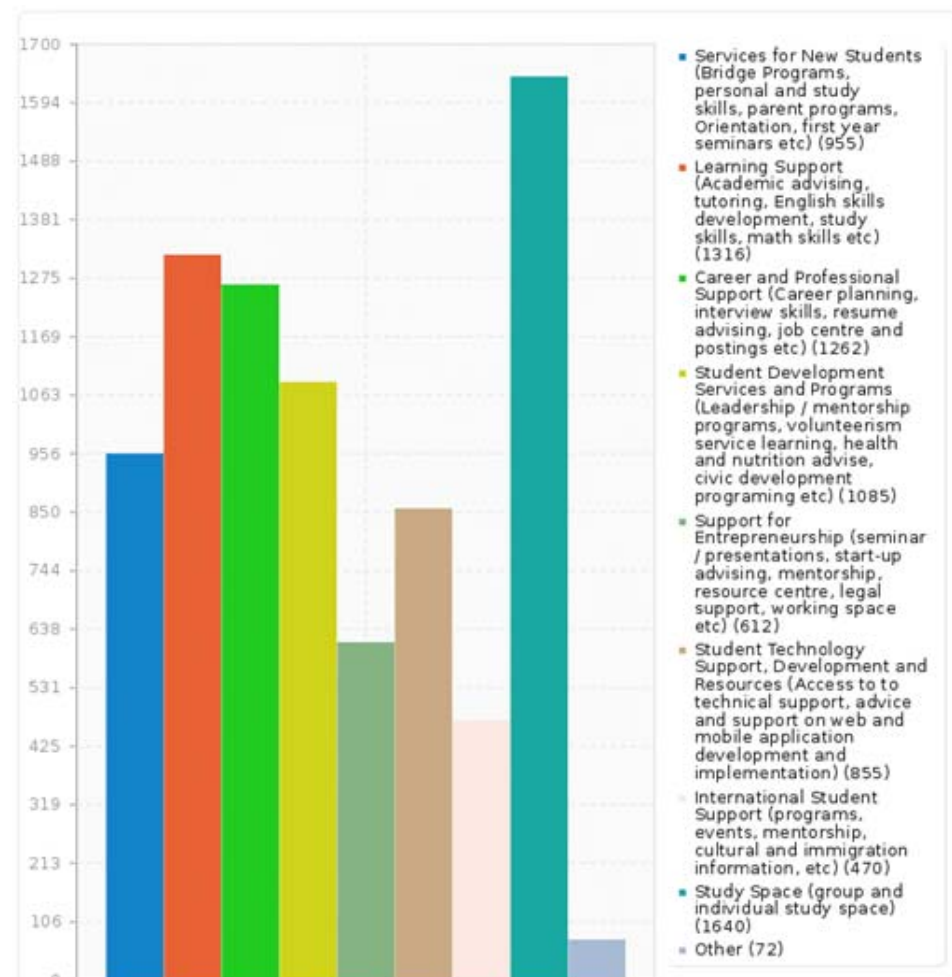
### RATIONALE

This question was asked directly to students in order to get their input on what services they think would be valuable and/or beneficial in a new student services building.

### ALL RESPONSES

Students showed their need for study space. 57.04% of students believed there should be study space included in a new student services building. As well, 45.77% believed a Learning Support Centre should be included in the new building, and 43.90% believed there should be a Career and Professional Support Centre.

**Figure 8.1 – Potential Services in the New Building**



## RESULTS

When asked what student services they would put in an additional student service building, a majority of students desired study space. Many students would place Learning Support and Career/Professional Support in an additional building. Students considered support for student technology, entrepreneurship, and international as less important services to include in a new building.

## CONCLUSIONS

### THE PROCESS

The focus groups allowed students to share their opinions about the new building, and address any questions and concerns they had. Students were engaged, and eager to share their opinions. Discussions tended to stay on topic, and students generally were able to answer the focus group questions. Overall, the new building focus groups were well-attended.

One session for the focus groups had a larger turnout than expected, and we needed to split into two separate groups. In this case, we had only facilitators instead of both a facilitator and a dedicated note-taker. Although the majority of the focus groups were moderated by the same facilitator, there are three focus groups with different facilitators, whose style could have altered the results.

The nature of a focus group meant that the answers of some students were affected by the answers and opinions of other students, but there were instances where groups took differing opinions and proceeded to have an more in-depth discussion about the topic. There could also be bias in focus groups where members of the administration were present.

### THE RESULTS

Students define a student service as one that strives to serve and meet the needs of students, and would be of interest to a large population of students.

Students want a building that is well organized and easy to navigate, with ample signage to indicate the building's spaces and services. The building should have a variety of spaces to address the multitude of student requirements on campus. Students will not support a building that does not meet their needs.

In order to support the creation of a new building, students need to know what value the building will provide to them. They need to know what sections of the building they will be directly funding and what the building will incorporate in its design. Students expressed a desire for as much information as possible throughout the process, and in various formats.



## Appendix A

What art / décor should be utilized in an additional student services building?

	Student Art		Popular Art Space		Professional Art		Interactive Art	
Include	1541	62.9%	1078	44.7%	1000	41.6%	1333	55.1%
Don't Include	241	9.8%	320	13.3%	446	18.5%	292	12.1%
Does not matter	667	27.2%	1012	42.0%	960	39.9%	796	32.9%
	2449		2410		2406		2421	