

# SYDE 2017 CLASS PROFILE

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# FOREWORD

Systems Design Engineering (SYDE) is a program unique to the University of Waterloo. For 5 years, the 82 students of the class of 2017 spent 8 semesters in school together and completed 6 technical co-ops. The courses were interdisciplinary, spanning mechanical, electrical, and software engineering, and tied together with a design focused curriculum.

SYDE is said to produce a certain type of student, but what that is remains unclear. This uncertainty almost defines us: students are so familiar with asking (and being asked) “What is Systems?” that the question has become a catchphrase.

This profile presents an attempt by the class to tackle that looming uncertainty and to understand the people they’ve become in the last five years. In the final months of school, ideas and questions were solicited from the class, compiled into a survey and then meticulously completed. What follows here are the results of this collaborative endeavour.



Photo by Jonathan Deiven

# ANALYST'S NOTE

77 of 82 students (94%) are represented in this survey. It must be stressed that the results in this report do not extend beyond the experiences of the SYDE 2017 class. The data do not necessarily generalize to other university students, not even other SYDE cohorts. These results do not aim to make any inferences about a larger population, but only seek to represent the class as it was.

The terms 1A, 1B, 2A etc. refer to the semester of study, the number indicating the year and A or B indicating the first or second term. Co-op semesters alternated with school terms (e.g. 2A co-op refers to the internship term after the 2A semester).

For analysis involving income, note that it is all expressed in Canadian dollars. The exchange rate used to convert from USD to CAD depends on time and is stated where relevant.

This study was conducted by SYDE students independent of the department, faculty, and university.

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## CO-OP

Job roles, salary, Jobmine ratings

## ACADEMICS

Courses, grades, attendance, SYDE, exams

## SOCIAL & RECREATION

Extracurriculars, relationships, sex, lifestyle, mental health

## BACKGROUND

Demographics, family, high school

## THE FUTURE

Debt, work, alumni, relationships, thinking big

# CO-OP

Did the class have diversity in job roles?

Where in the world did students work?

How much did salary increase from 1A to 3B?

What affected salary? Grades? Demographics?

Did Jobmine ratings matter?

# SALARY

Salary went up for all, but not equally, which explains why students were attracted to the US

Students from the poorest families earned higher salaries than those from the richest

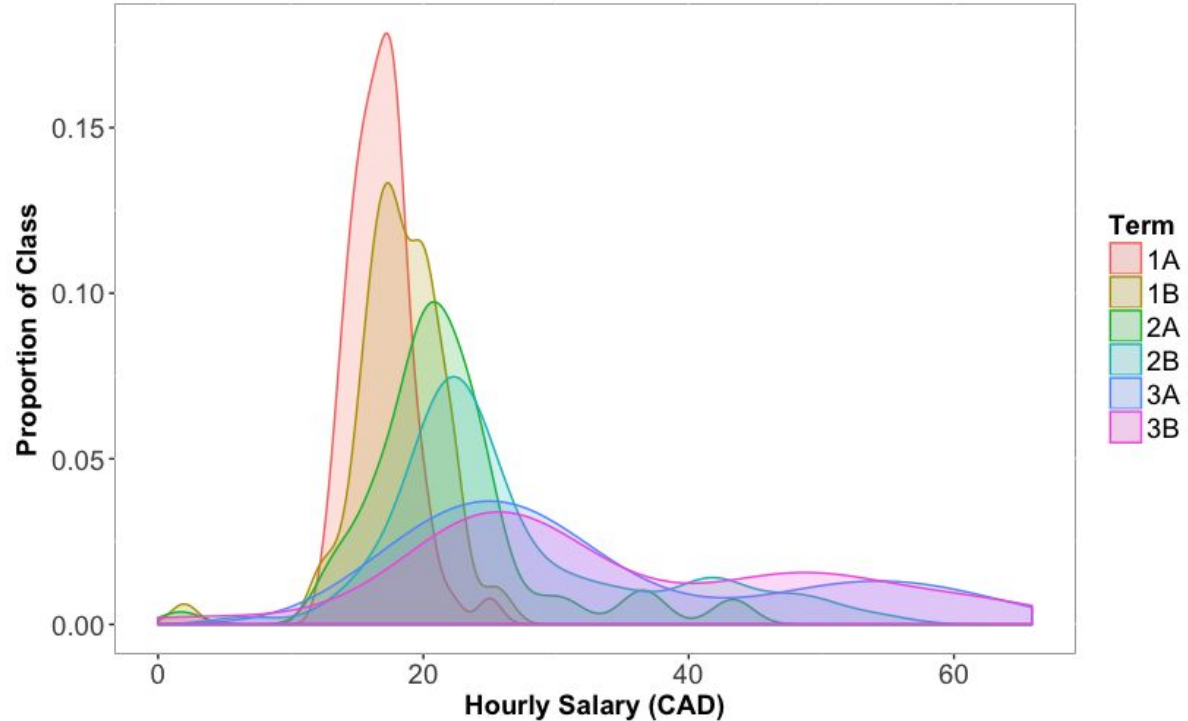
There exists a wage gap between men and women, partly due to the disparity in proportion working in the software industry

Grades had a negligible relationship with salary, except at the highest grade level

# Salary went up for all, but not equally

Salary distribution became bimodal in later terms, primarily due to US jobs. Average salary in 1A was \$16.8/hr CAD. By 3B, average salary grew to \$25.4/hr CAD for Canadian jobs and \$49.4/hr CAD for US jobs (exchange rates differ by term, as shown).

This difference is in part due to the exchange rate and high demand for software engineers in the US. The salary gap is actually understated here, as housing stipends and meals are excluded (and are more common for US jobs). This would add additional ~\$10/hr CAD to the average salary for US jobs.



Currency exchange was based on the rate at the end of each co-op term:  
2A: 1 USD = 1.09 CAD, 2B: 1 USD = 1.22 CAD,  
3A: 1 USD = 1.40 CAD, 3B: 1 USD = 1.31 CAD

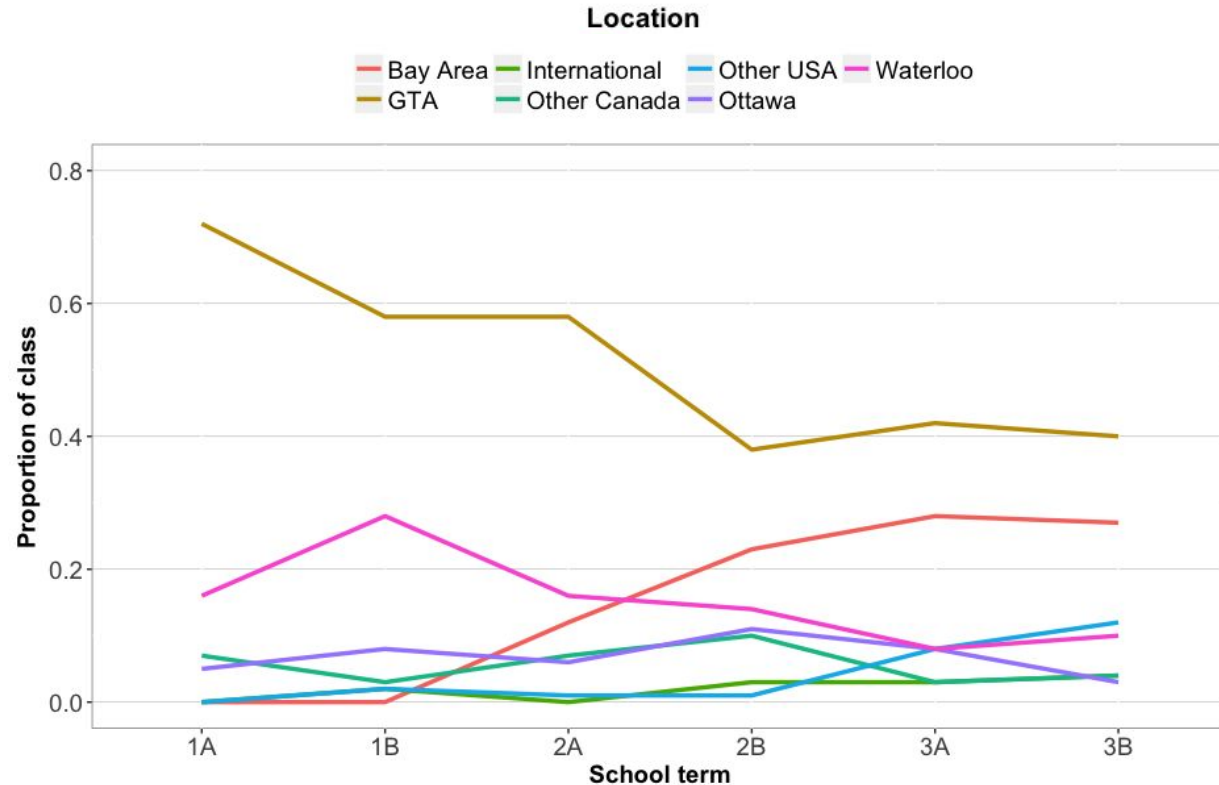


# This explains why students were attracted to the US

40% of the class took a job in the US in 3B, mostly in the Bay Area.

Waterloo jobs peaked at 30% in 1B, and declined from there.

Fun-fact: if all the money that students made over six terms is summed up, the class “GDP” is \$6,732,147 CAD (assuming 40-hour weeks, 16-week terms).



## Students from the poorest families earned higher salaries than those from the richest

Students from family income \$0-50k had 40% higher salaries than those from \$300k+. This is partly due to outliers, but also suggests that those from poorer families placed stronger emphasis on co-op as a means of income.

Men of the class had a 20% higher mean salary than women.

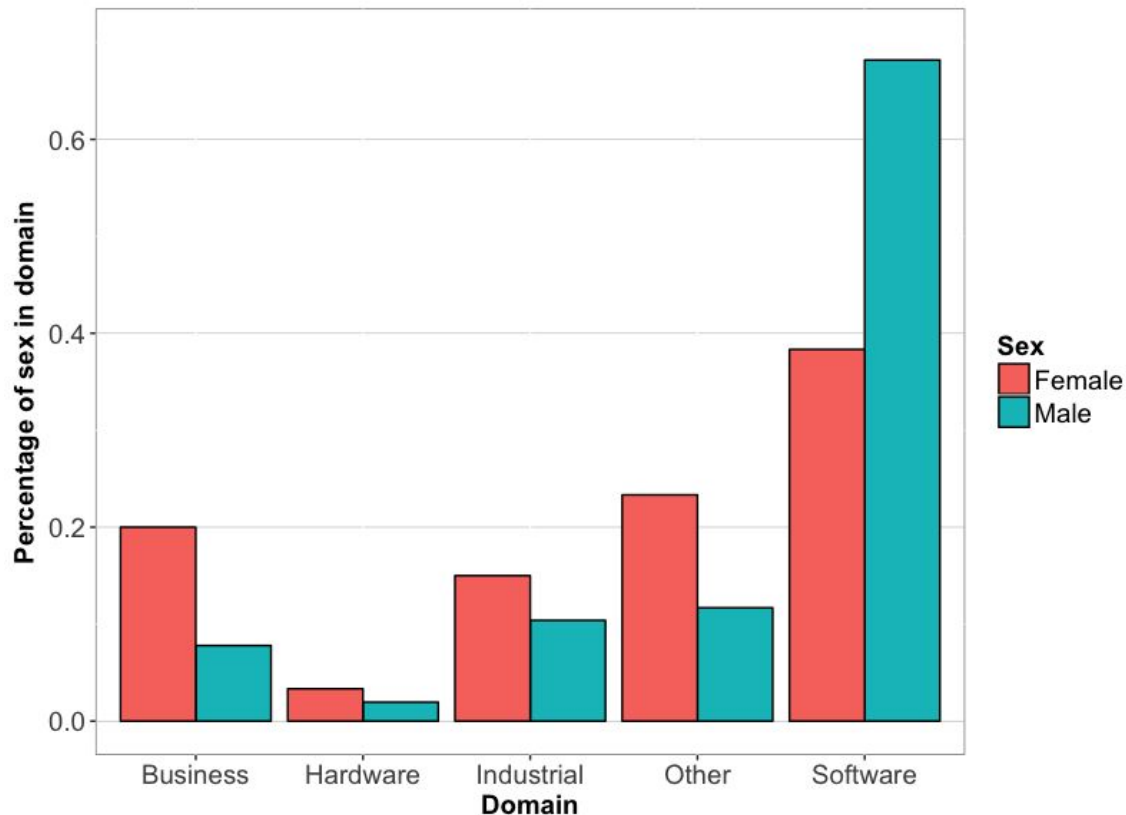
East Asians had a moderately higher average salary than others.

Group	Segments	Mean salary (last 3 terms)
Family Income	Poorest 10% (<\$50k)	\$36.3/hr CAD
	Richest 10% (\$300k+)	\$26.1/hr CAD
Sex	Female	\$27.0/hr CAD
	Male	\$32.5/hr CAD
Ethnicity	Caucasian	\$29.3/hr CAD
	East Asian	\$34.7/hr CAD
	Middle Eastern	\$32.2/hr CAD
	South Asian	\$29.3/hr CAD

# Software is in part the reason for the wage gap between the class' men and women

70% of men worked in software, compared to 38% of women. Software jobs had a mean salary of \$34/hr CAD while other domains had mean salaries in the \$22-25/hr CAD range.

Within software, men averaged \$36/hr CAD, while women made \$31/hr CAD. However, this did not control for functional role (designer vs engineer), as the data is too small to provide this granularity.



Grades had a negligible relationship with salary, except at the highest grade level

Median salary would suggest a stronger relationship than mean salary, suggesting that the mean salary for lower grade levels is boosted by a few outliers.

Only in the highest grade range, 87.5 - 92.5, is there a noticable difference in mean salary.

Grade range (first 6 terms)	Mean salary (last 3 terms)	Median salary (last 3 terms)
62.5 - 67.5	\$29.9/hr CAD	\$26.5/hr CAD
67.5 - 72.5	\$29.5/hr CAD	\$24.8/hr CAD
72.5 - 77.5	\$29.3/hr CAD	\$24.5/hr CAD
77.5 - 82.5	\$31.8/hr CAD	\$30.0/hr CAD
82.5 - 87.5	\$30.3/hr CAD	\$27.0/hr CAD
87.5 - 92.5	\$41.1/hr CAD	\$45.0/hr CAD

# JOB ROLES

Most of the class, about 60%, worked in software

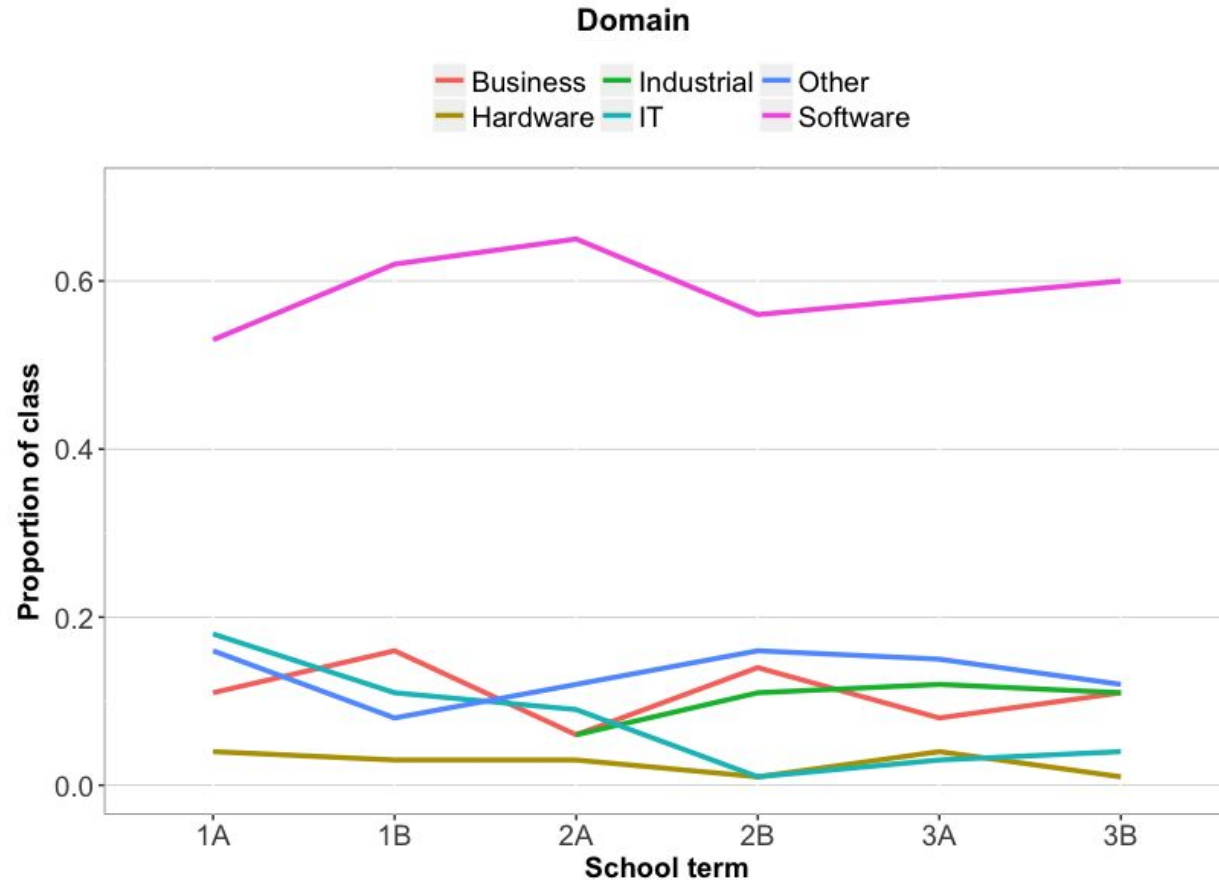
About 50% worked in an engineering role

# Most of the class, about 60%, worked in software

This considers the area of the student's work, not the company's industry (ex. IT at a bank is classified as IT, not finance). IT includes all work that involves software but not software development, such as a systems technician.

The overall proportions were consistent over six terms, only that IT dipped over time and Industrial became more common.

The "Other" domain includes finance, civil, biomedical, mechanical, and research.

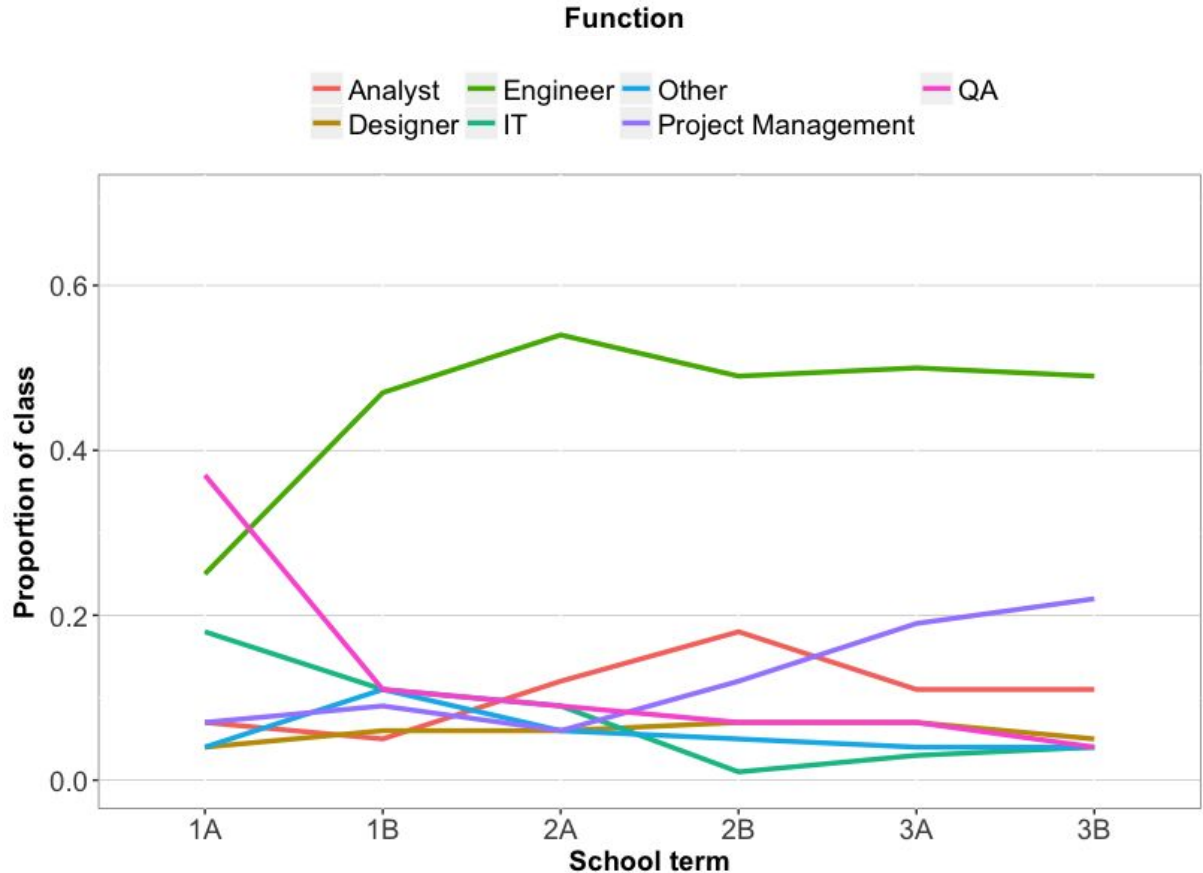


# About 50% worked in an engineering role

This considers the type of work the student did, not the domain (ex. both software and mechanical engineers are in the “Engineer” category). QA is quality assurance.

QA began as the most popular function, but Engineering overcame it as students gained experience. Project Management steadily grew from 2A and by 3B about 20% of class was in this function.

The “Other” function includes sales, entrepreneurship, and marketing.



# JOBMINE RATINGS

Jobmine ratings were inflated (or the class was amazing at co-op)

Better Jobmine ratings coincided with higher salary bumps in early terms

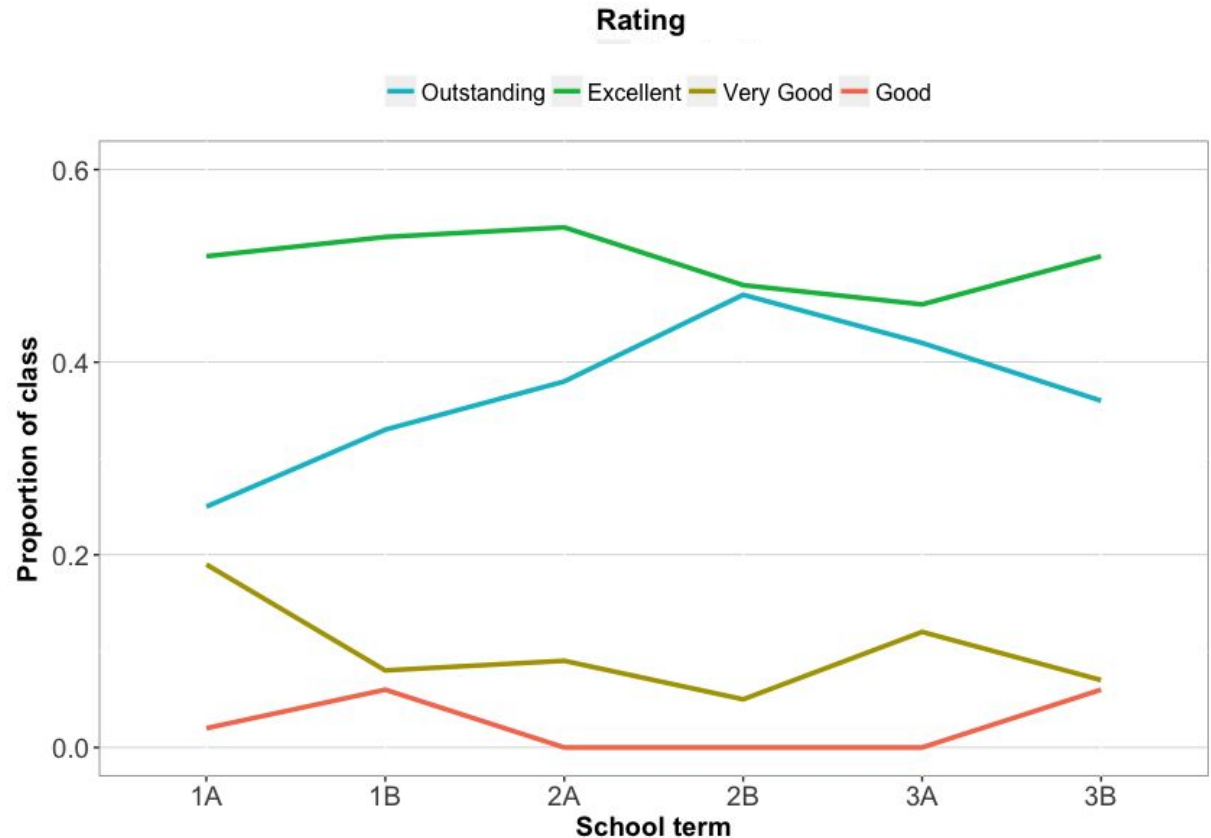


# Jobmine ratings were inflated (or the class was amazing at co-op)

80-90% of the class regularly scored Excellent or Outstanding.

Outstandings increased from 25% to 48% from 1A to 2B but fell to 36% in 3B.

This suggests that while the class' evaluations improved initially, either students stopped caring about evaluations in later terms, or jobs and/or evaluations became harder.



## Better Jobmine ratings coincided with higher salary bumps in early terms

Outstandings had the highest impact in 1B, as the majority of students who went to work in the US in 2A got Outstandings in 1B.

This effect does not appear in later terms, suggesting ratings matter more in earlier terms and less in later terms.

Jobmine rating in 1A	Average salary difference 1A to 1B
Outstanding	+\$2.16/hr
Excellent	+\$1.26/hr
Very Good	+\$0.68/hr

Jobmine rating in 1B	Average salary difference 1B to 2A
Outstanding	+\$6.19/hr
Excellent	+\$2.14/hr
Very Good	+\$2.60/hr

# ACADEMICS

What courses left an impression on the class?  
Was there much breadth in electives?

Did students' backgrounds affect their grades?

Did going to class actually help?

Would students do SYDE again, given the choice?

# COURSES

SYDE 162 (Human Factors) was the best course: easiest and most useful.

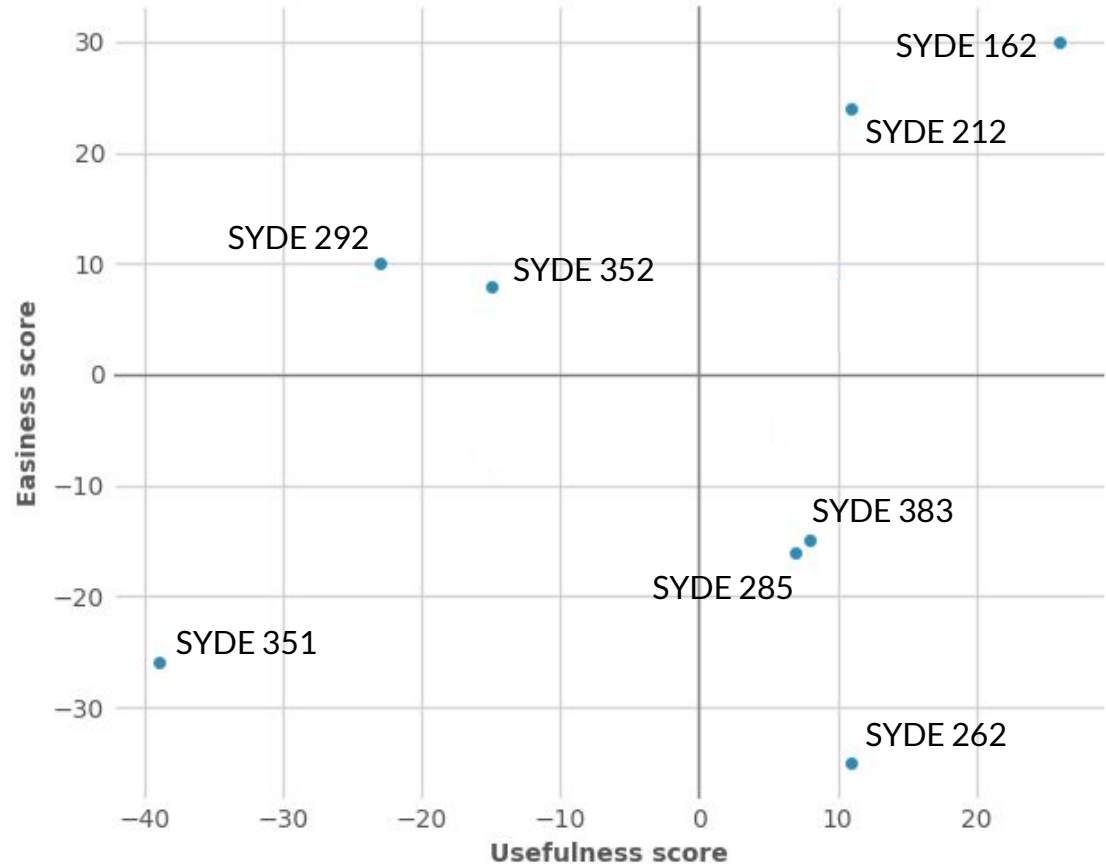
The class has a wide range of academic interests outside of engineering

# SYDE 162 (Human Factors) was the best course: easiest and most useful

SYDE 351 (Models), by the same logic, was the worst: hardest and least useful

SYDE 262 (Economics) was the easiest but also least useful, and inversely, SYDE 292 (Circuits) was the hardest but most useful.

Scores were calculated by subtracting number of people that considered a course as hard/useless from number that considered it easy/useful. See appendix for the SYDE syllabus.

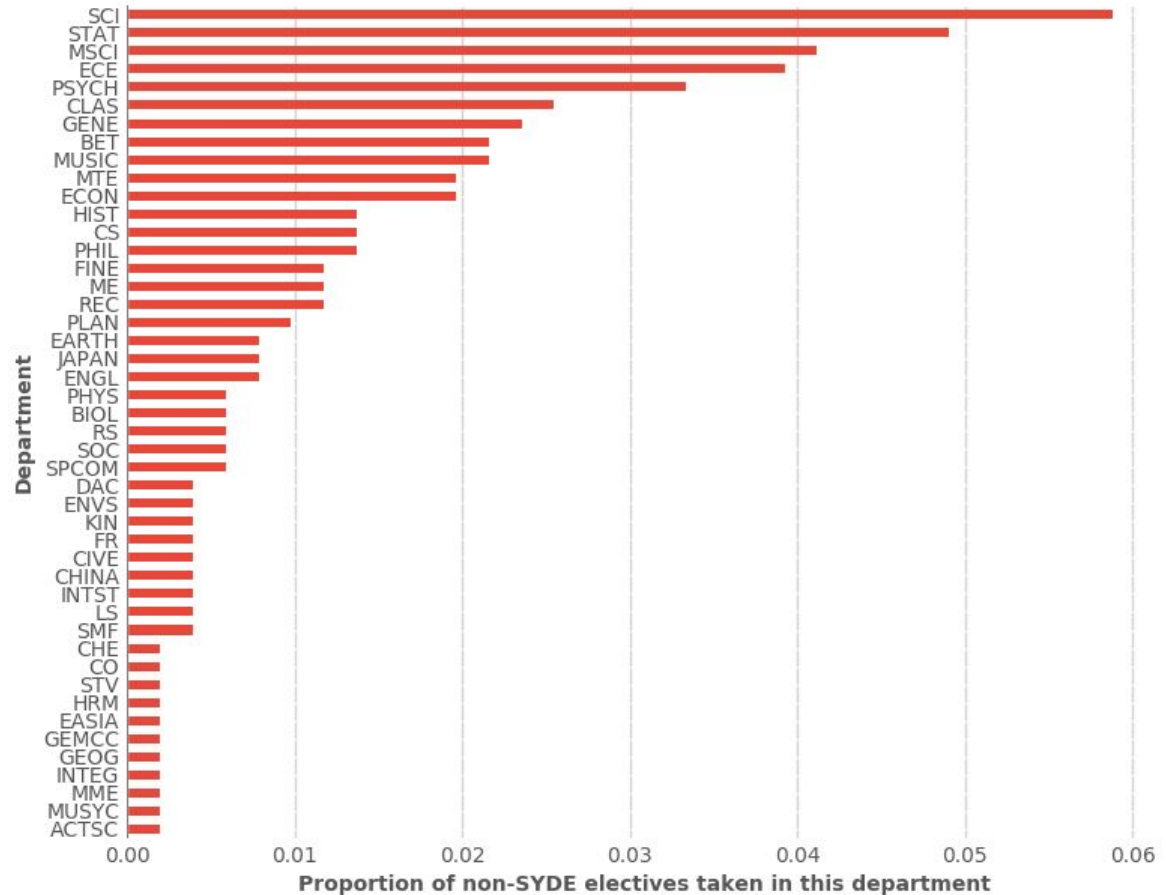


# The class has a wide range of academic interests outside of engineering

The class took 160 different elective courses across 47 departments.

Most popular non-SYDE elective classes were SCI 238 (Astronomy), ECON 102 (Macroeconomics), and STAT 331 (Regression).

Most popular SYDE electives were SYDE 543 (Cognitive Ergonomics; 50% of the class!), SYDE 533 (Conflict Resolution), and SYDE 542 (Interface Design).



# GRADES

There was no conclusive hardest term, but 1B was the easiest

Those with more close friends in SYDE had higher grades

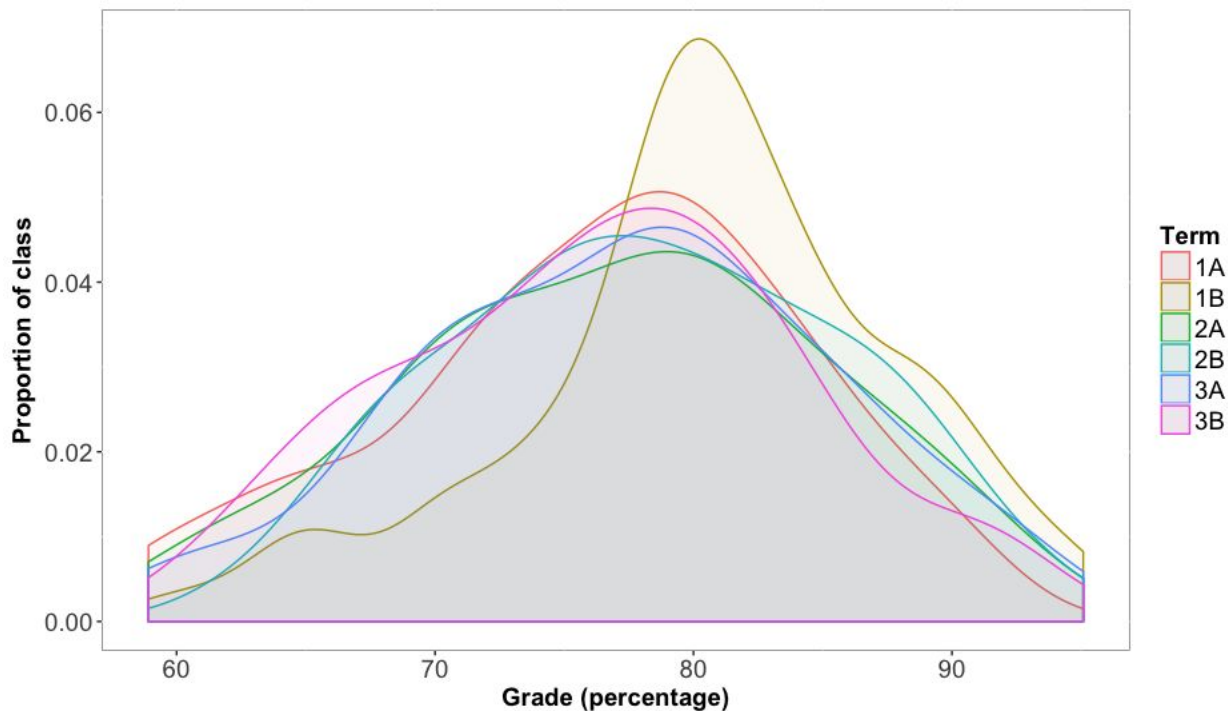
Average grade jumped when at least one parent had a bachelor's degree

There was no conclusive hardest term, but 1B was the easiest

Or, the class was the very prepared for 1B after a relatively challenging 1A.

Technically, 1A was the most difficult for the class (76.39 average, on a 100 GPA scale), but grades were remarkably even across most terms (~77 average).

This suggests that the department did a good job of smoothing grades, so that despite perceived difficulty, grades stayed roughly the same.





## Those with more close friends in SYDE had higher grades

There was a 6.15 point difference in mean grade between those with few close SYDE friends and those with mostly (or all) close SYDE friends. This suggests that academic success in this program required support from classmate peers.

Women had a slightly higher mean grade compared to men.

Mean grade was also fairly even across ethnicities.

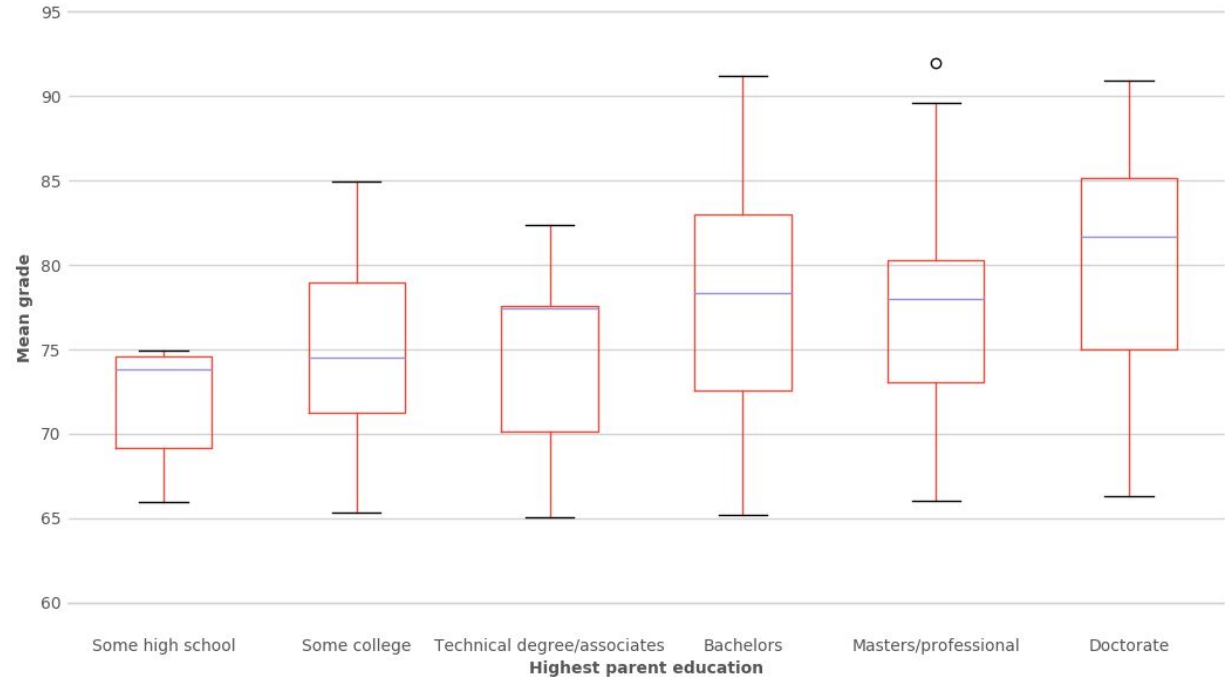
Group	Segments	Mean grade
Number of “Closest 5” friends in SYDE*	2 or less	73.80
	5	79.95
Sex	Female	77.82
	Male	77.00
Ethnicity	Caucasian	77.00
	East Asian	78.12
	Middle Eastern	78.35
	South Asian	76.41

\*Of the 5 closest friends made while in university, the number who are SYDE classmates

# Mean grade jumps when at least one parent had a bachelor's degree

Students whose parents did not have a bachelor's degree had a mean grade of 73.8, while those with parents who had a bachelor's degree or above had a mean grade of 78.3.

This suggests that students whose parents did not have a bachelor's degree did not have the same academic advantages as their peers.



# ATTENDANCE

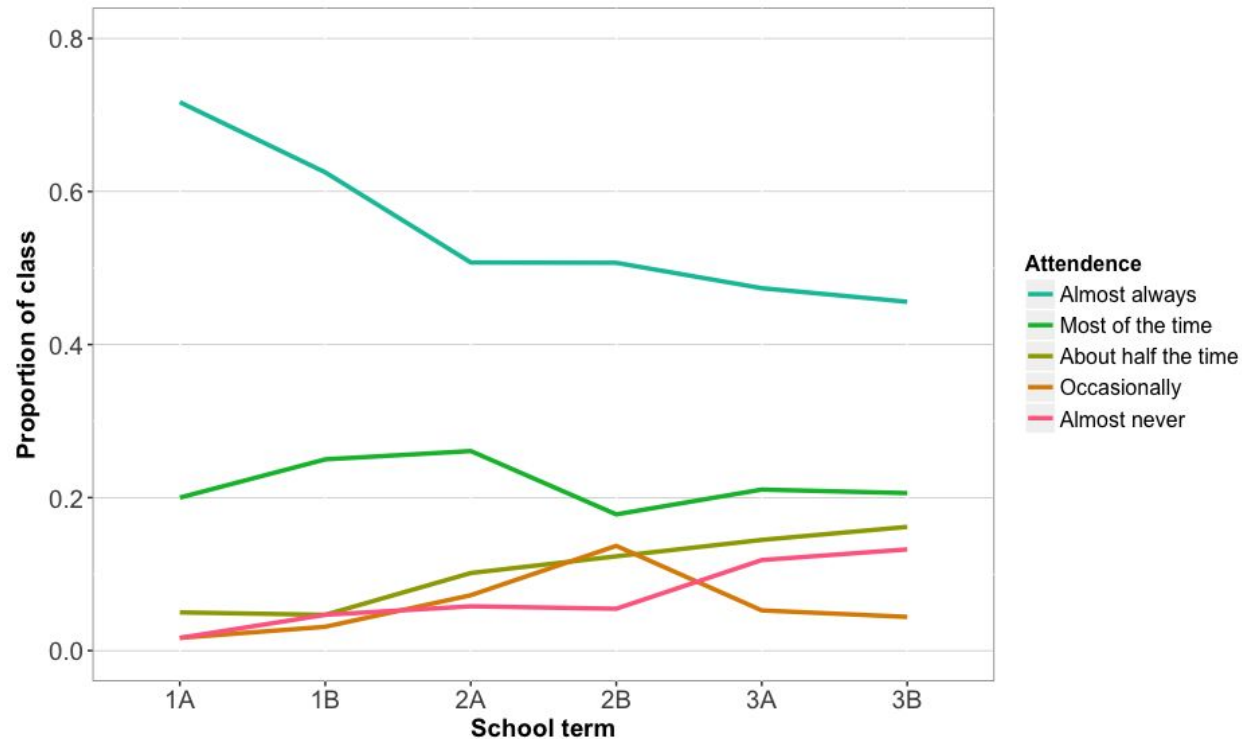
Some students went to class less frequently over time, but the majority of the class maintained regular attendance

Relationship between grades and attendance was inconclusive

Some went to class less frequently over time, but majority of the class maintained regular attendance

Overall, class attendance decreased over time, with the biggest drop happening between 1B and 2A.

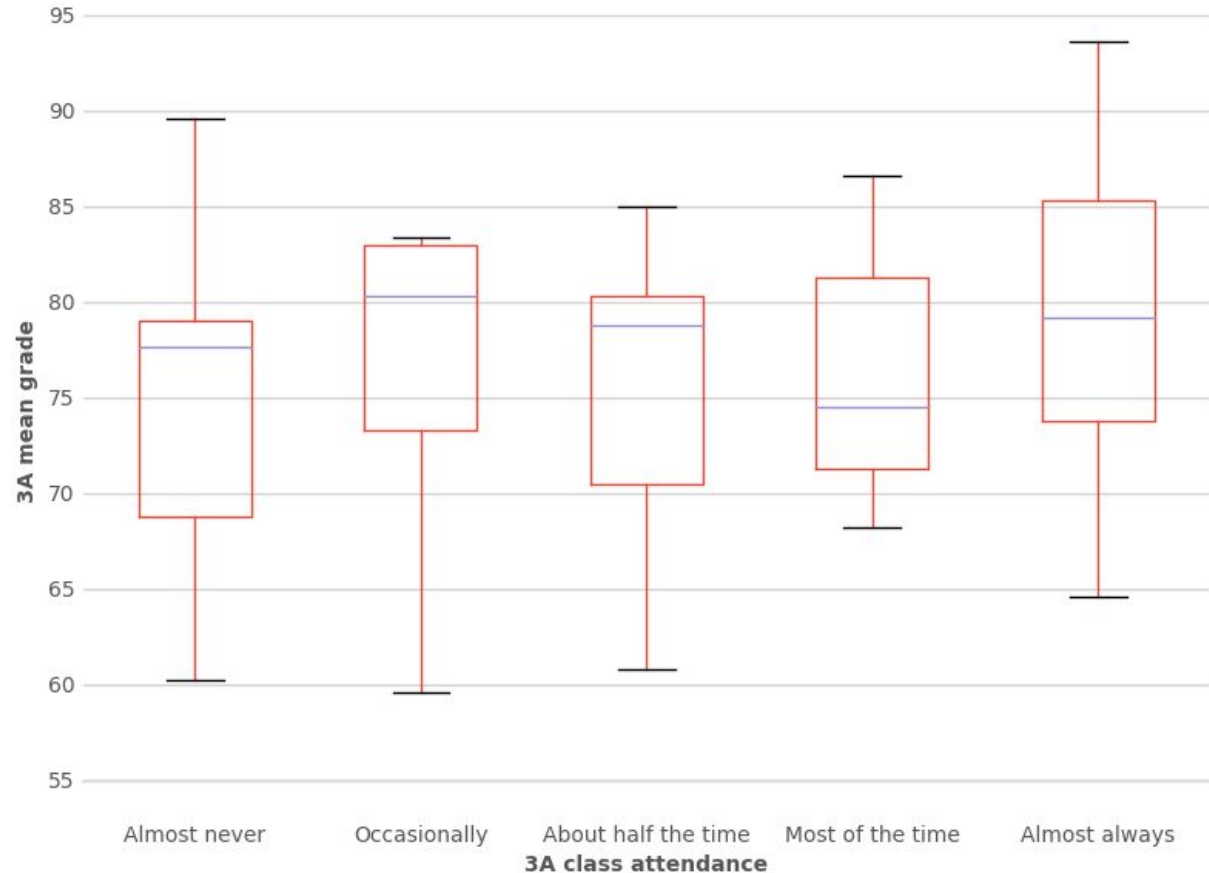
By 3B, about 70% of the class were still attending lectures at least “most of the time”, but those who attended “never” or “occasionally” made up 20% of the class: an all time high.



## Relationship between grades and attendance was inconclusive

But the highest achievers were largely in the “almost always” bucket and the lowest grades were found in “half the time” and below buckets. So a relationship, at least at the extremes, was present.

The data shown is only from the 3A term (but other terms look fairly similar).



# SYDE

As much as the class complained, most students would still do SYDE all over again

The class is a self-confident bunch

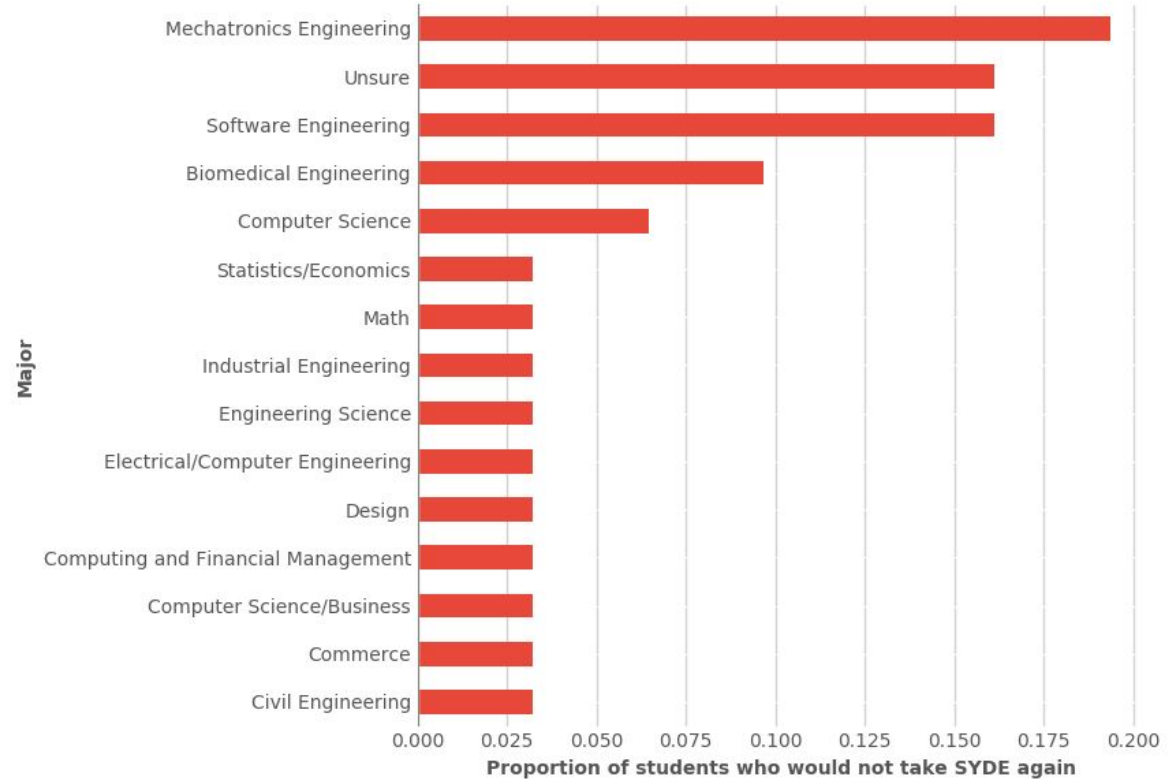
1 in 5 members of the graduating class is not from the original cohort

# As much as the class complained, most students would still do SYDE again

60% would still do SYDE if given the chance to choose again.

Of those who would not do SYDE, two thirds chose to do another program at Waterloo.

For those that would do something different, most popular options were Mechatronics and Software engineering.

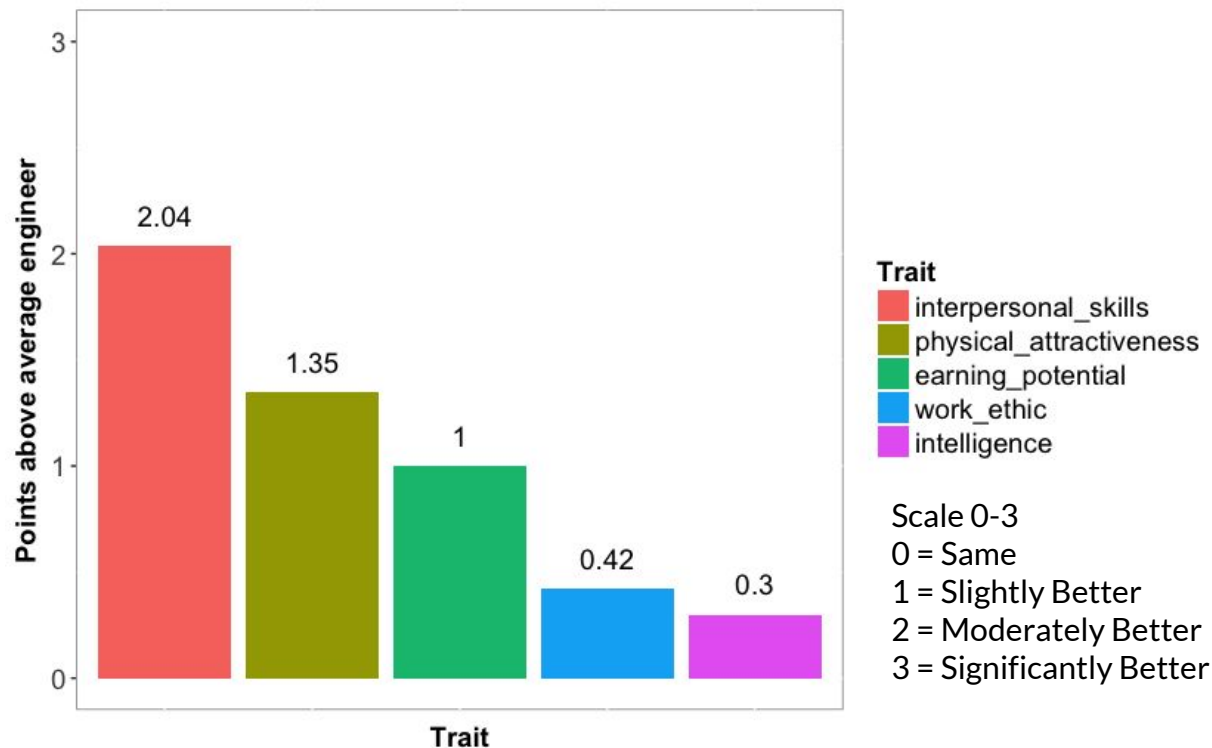


# The class is a self-confident bunch

The class believes their social skills and attractiveness exceed their work ethic and intelligence.

Coupled with the belief in a higher earning potential, this suggests that the class thinks that they make up for what they lack in brainpower with social intelligence (street smart over book smart).

Still, the class thinks they are above average in everything, so that at least says something about their self-confidence (and something else about their self awareness?).





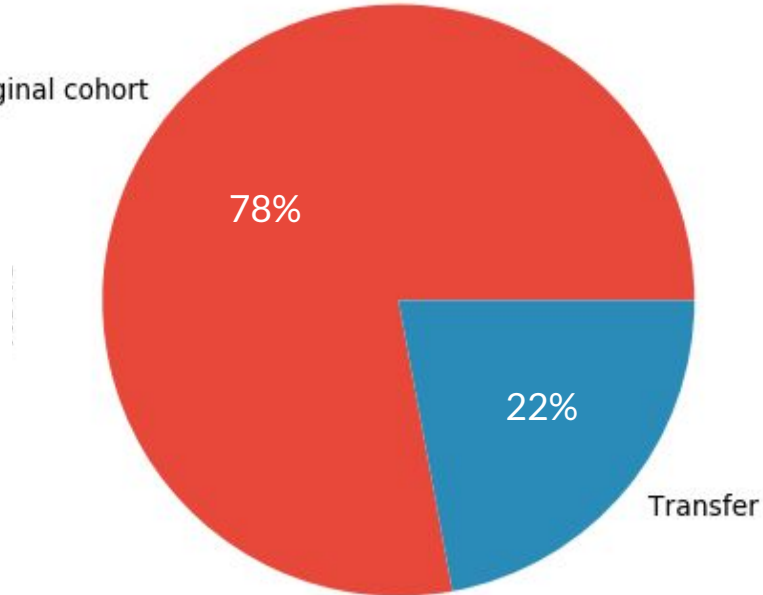
# 1 in 5 members of the graduating class is not from the original cohort

Look to your right, look to your left: only two thirds of the original SYDE 2017 class remains. 30 of the 93 students who started SYDE in 2012 switched out of the program or are not graduating in 2017.

37% of students who transferred into the class of 2017 did not feel like they were well integrated into the class.

If one by one the boards of a ship are replaced, at what point does the ship stop being the same ship?

Original cohort

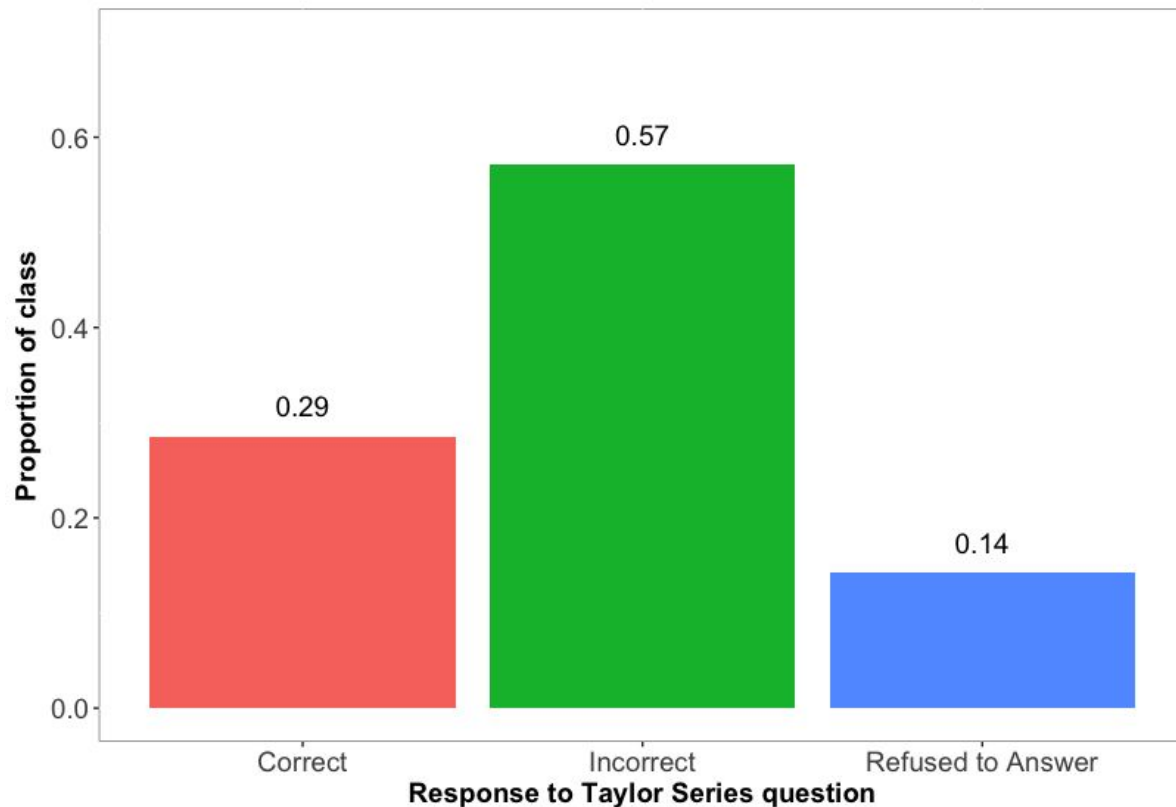


# EXAMS

36% of the class cheated on an exam

## 36% of the class cheated on an exam

It looks like some students needed a little help to get by. When asked to provide the fifth coefficient of the Taylor series (without cheating!), only 29% of the class was able to respond correctly.



# SOCIAL & RECREATION

What did students do outside of class?

How tight is the SYDE community?

What was love life like?

How hard did the class party?

How did mental health affect students, and how did they deal with it?

# EXTRACURRICULARS

More than 80% of the class has been involved in extracurriculars

1 in 5 people has been a class rep

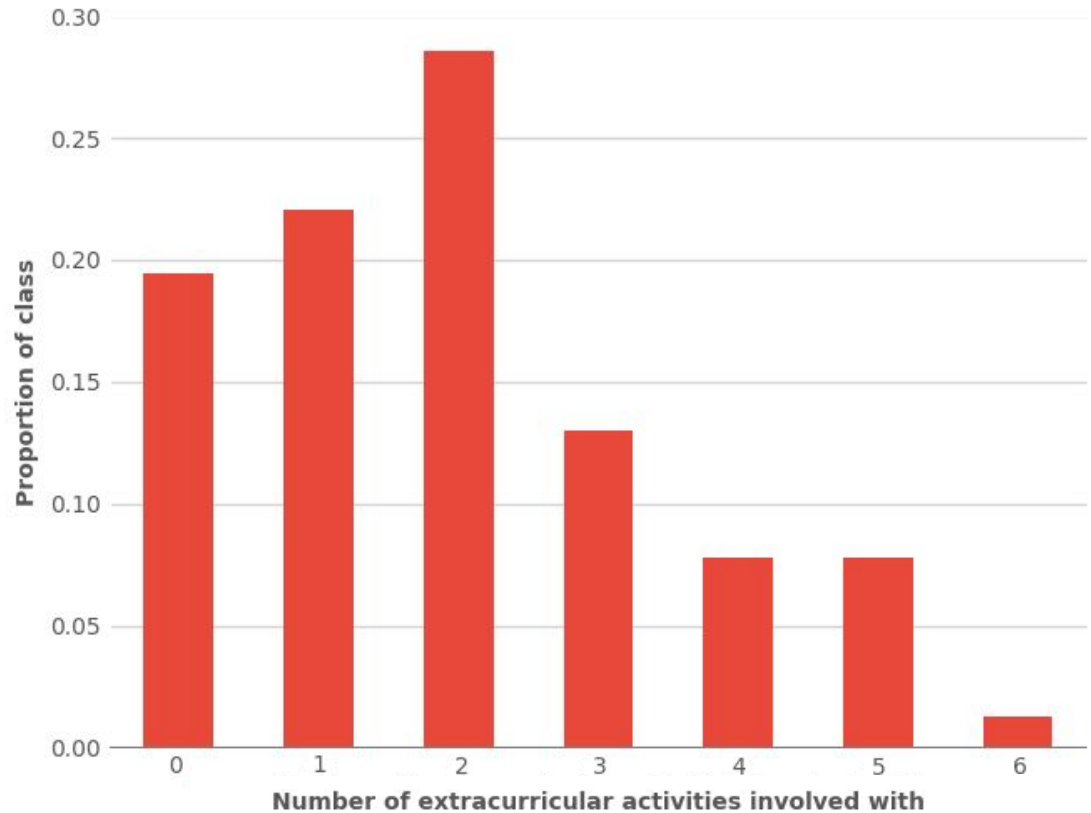
11% of the class went on exchange

## More than 80% of the class has been involved in extracurriculars

Students on average participate in two different extracurricular activities over their university career.

17% of the class has been keeping busy by participating in 4 or more different kinds of activities.

The class has been consistently involved throughout the terms. On average, 73% of our class has participated in some form of extracurricular activity each term.

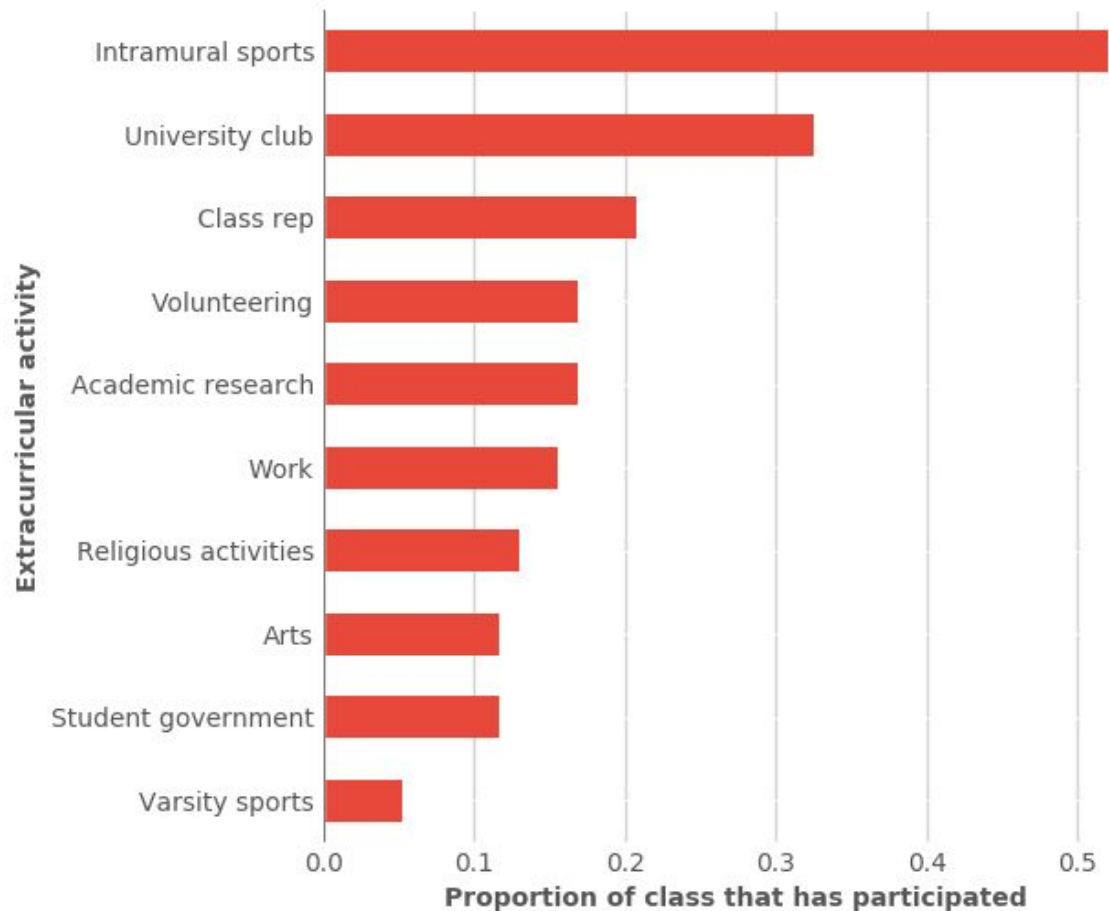


# 1 in 5 students has been a class rep

More than half the class has participated in intramural sports, and almost a third in university clubs.

45% of the class has participated in a hackathon or engineering competition. Beyond participation, 1 in 3 of us has been involved with *planning* events too.

16% of the class has been involved in an entrepreneurial venture, and 10% has started a club.



11% of the class  
went on exchange  
during 3B

The class was in 4 different  
countries for exchange.





# SYDE COMMUNITY

The median student has 10 friends in the class

The closest friends students made during university were each other

Although SYDE classmates are close friends, they lived with non-SYDE students too

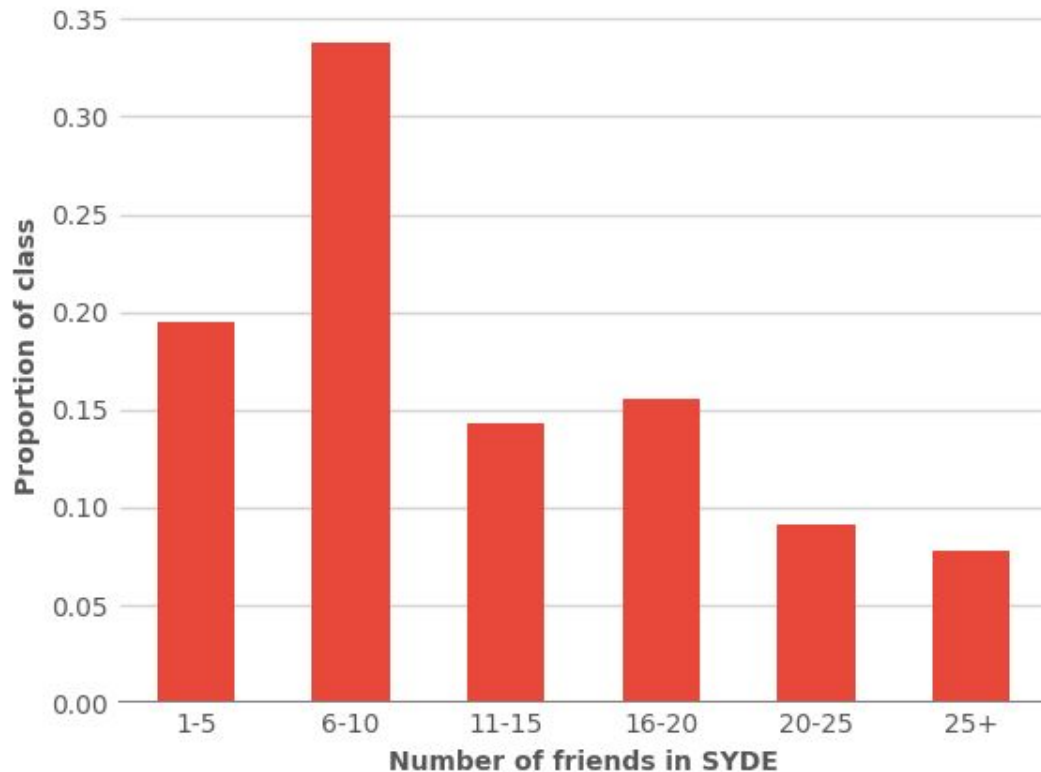
SYDE students love their class events

The class of 2017 helped the class of 2019 more than the class of 2015 helped them

The median student has 10 friends in the class

47% of the class would invite 10 or more people from the class to their birthday party.

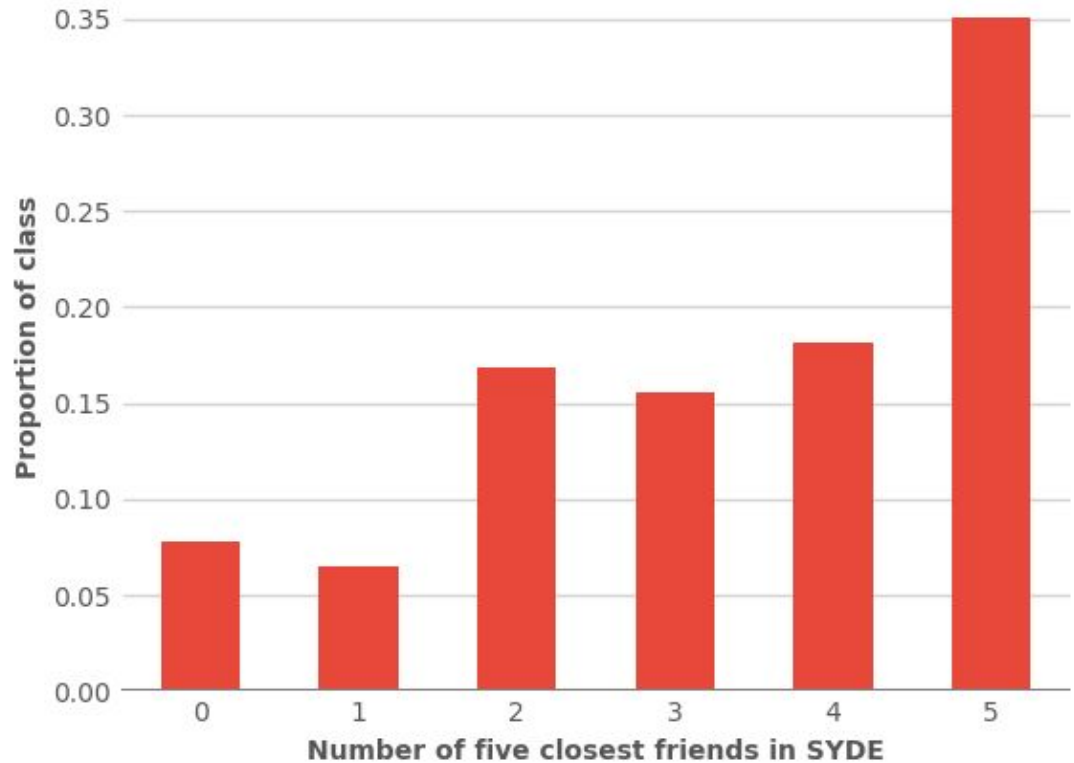
No student reported that they have 0 friends in the class. Yay!



## The closest friends students made during university were each other

More than half the class said that at least 4 of their 5 closest friends made during university were SYDE classmates.

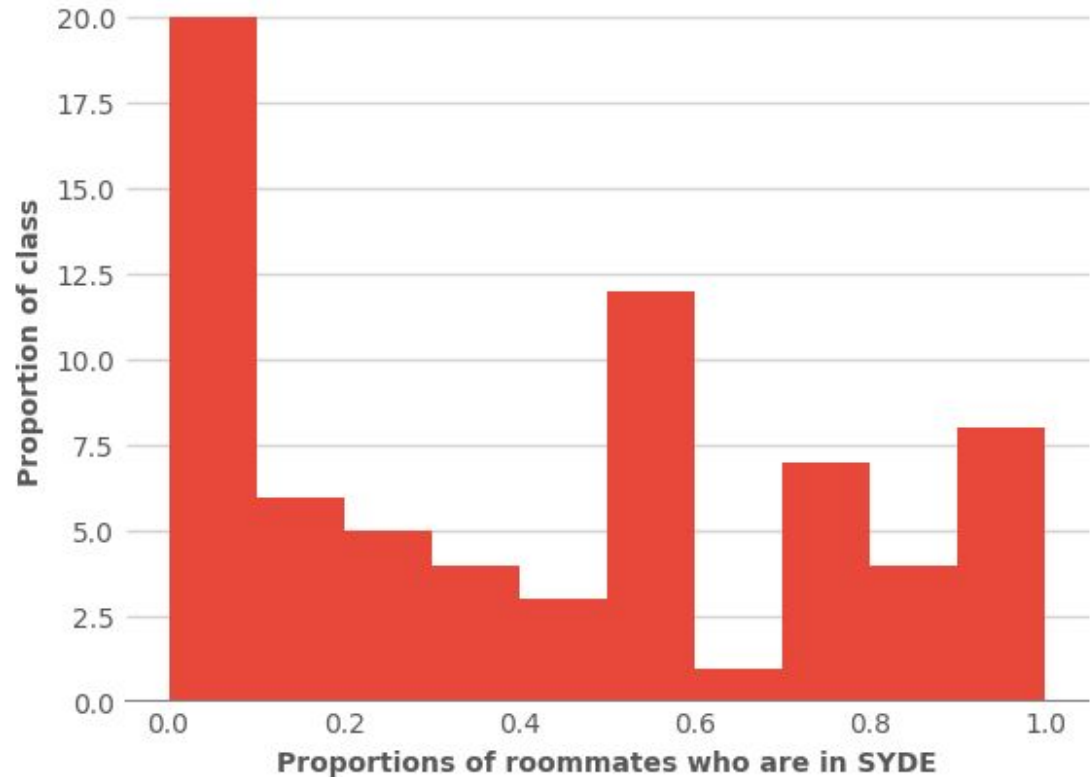
35% said all 5 of their closest friends were from our class, while 8% said that none of their closest 5 friends were from the SYDE class.



Although SYDE classmates are close friends, they lived with non-SYDE students too

80% of students have lived with a SYDE classmate before.

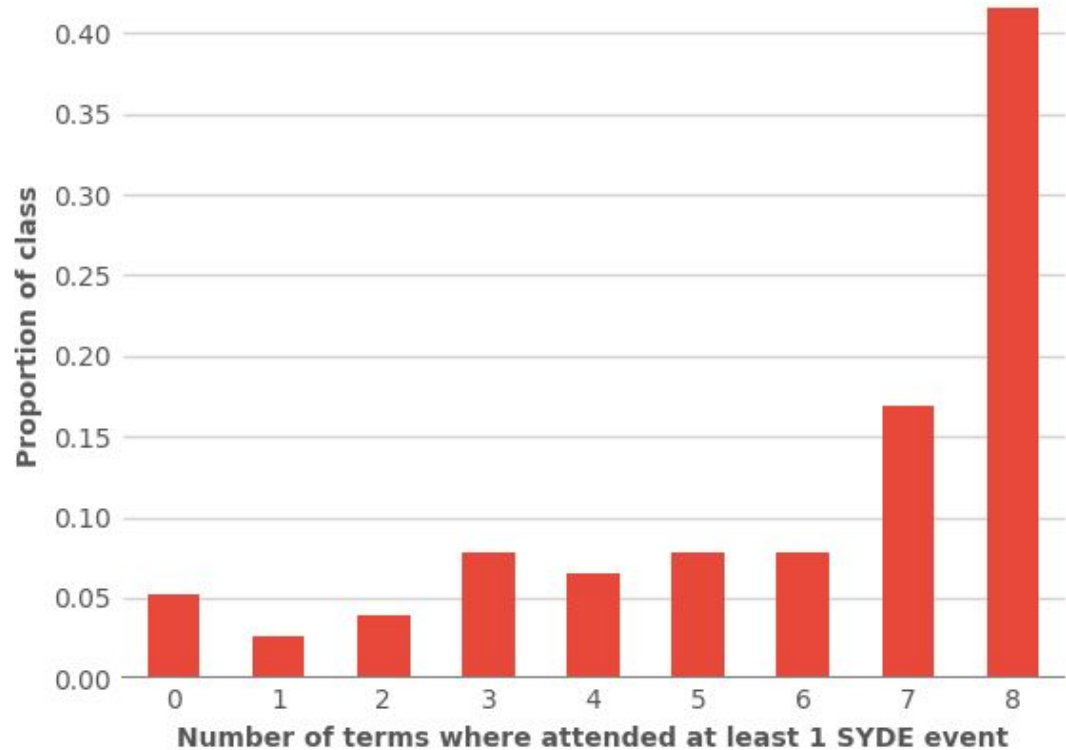
However, only 30% have had half their roommates or more be SYDE classmates.



## SYDE students love their class events

42% of the class has gone to a SYDE event (ASG, ASC, Coffeehouse) in all 8 academic terms, and two thirds of the class has gone to 6 or more terms.

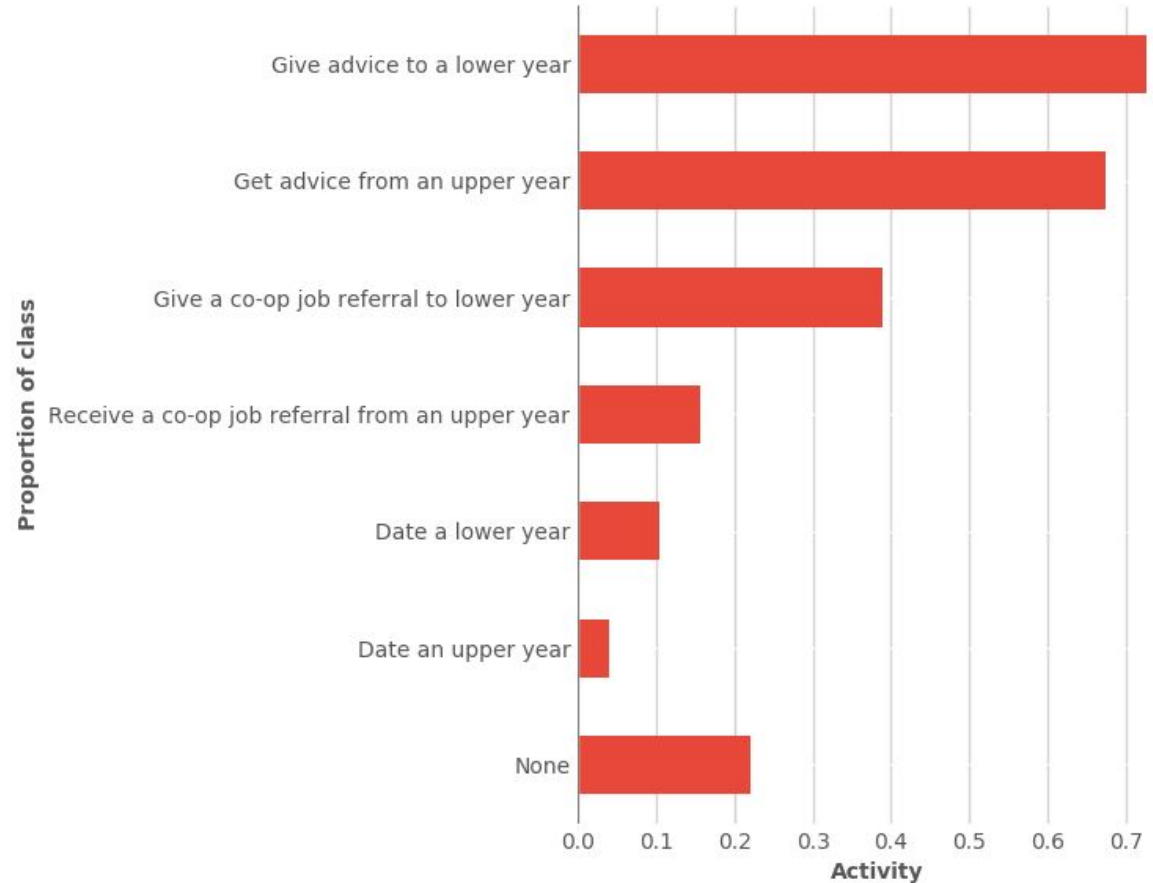
Only 5% of the class had never been to a single SYDE event.



# The class of 2017 helped the class of 2019 more than the class of 2015 helped them

While more than two thirds of the class received advice from the older cohort, an even greater number, 72% of the class, gave advice to students of the younger cohort.

22% of the class neither gave nor received help from the other SYDE cohorts.



# RELATIONSHIPS

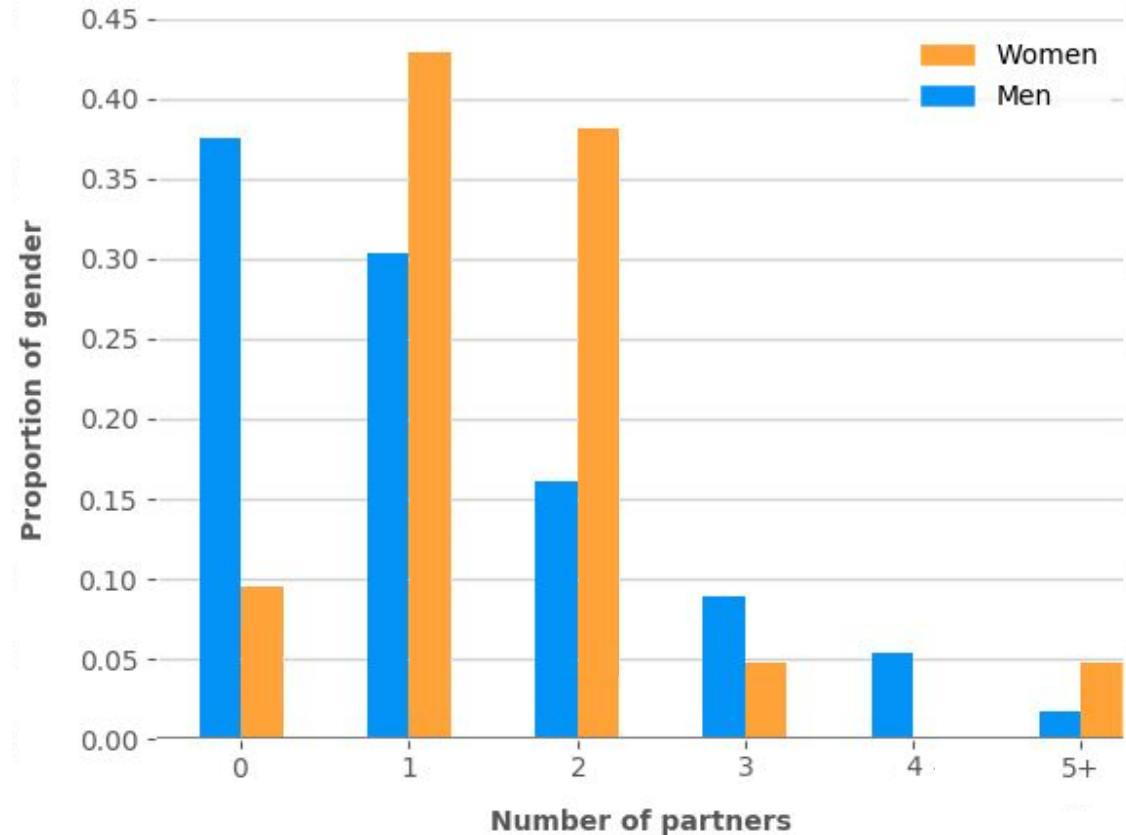
Having a partner is a not something that students take lightly

Students did a lot of math but had great chemistry: SYDEcest is real

# Having a partner is a not something that students take lightly

70% of the class was in at least one relationship during university, but only 14% of the class were in 3 or more. This suggests that students commit to few relationships but each (or at least one) for long term. Or, it could mean that students are reluctant to consider their relationships as “serious”.

90% of women were in at least one relationship, compared to 65% of men. 80% of women have had 1 or 2 partners, compared to only 45% of men.



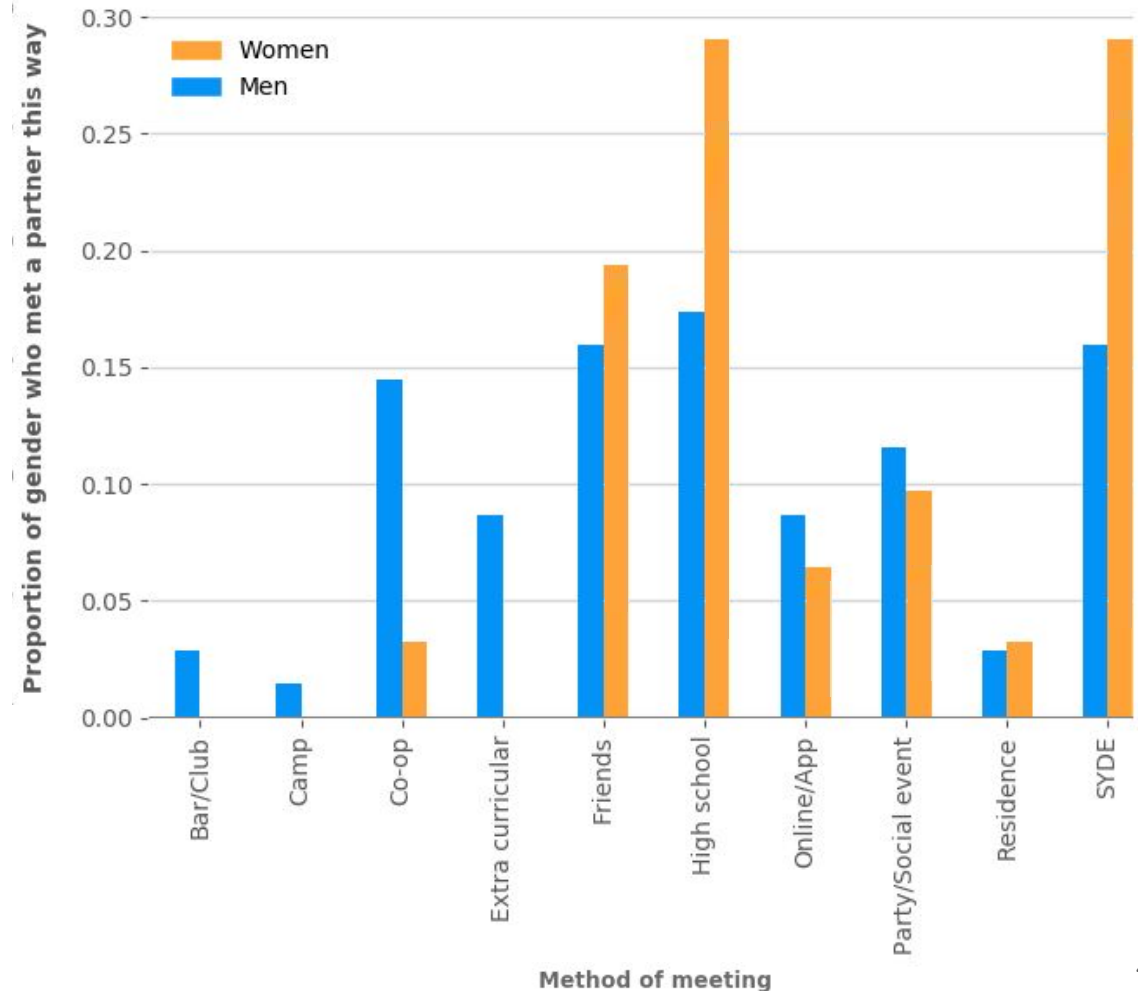


# Students did a lot of math but had great chemistry: SYDEcest is real

29% of the class has dated a SYDE classmate.

Common ways women meet their partners are through SYDE (29% vs 16% of men) and high school (29% vs 17%).

Disproportionately more men meet their partner through co-op (14% vs 3% for women) and extracurriculars (9% vs none).



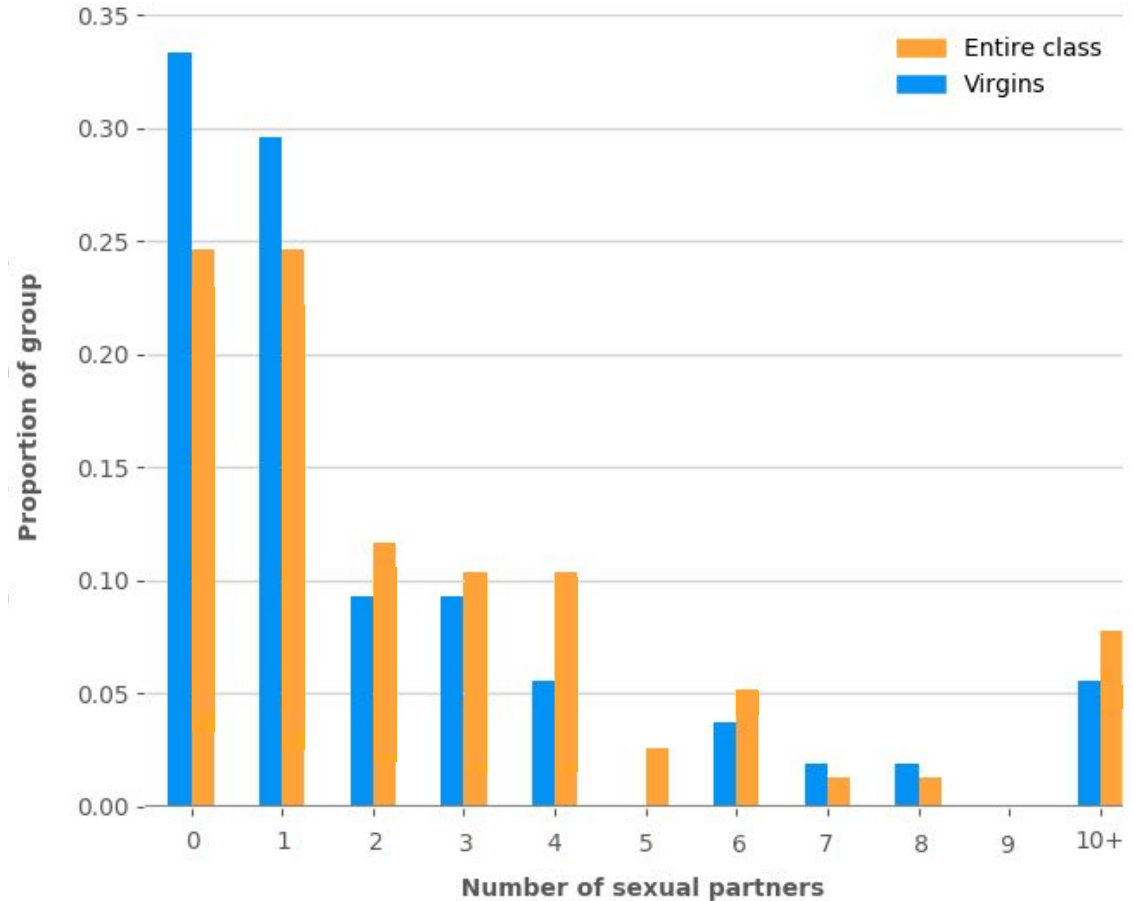
# SEX

Students were busy in the classroom and also in the bedroom

## Students were busy in the classroom and also in the bedroom

70% of the class were virgins when entering university, and half the class lost their virginity during university.

75% of the class had 1 or more sexual partners during university, with the median number of sexual partners being 1.5. The big drop off occurs after 4 sexual partners.



# LIFESTYLE

Kismet is the best restaurant in the plaza?

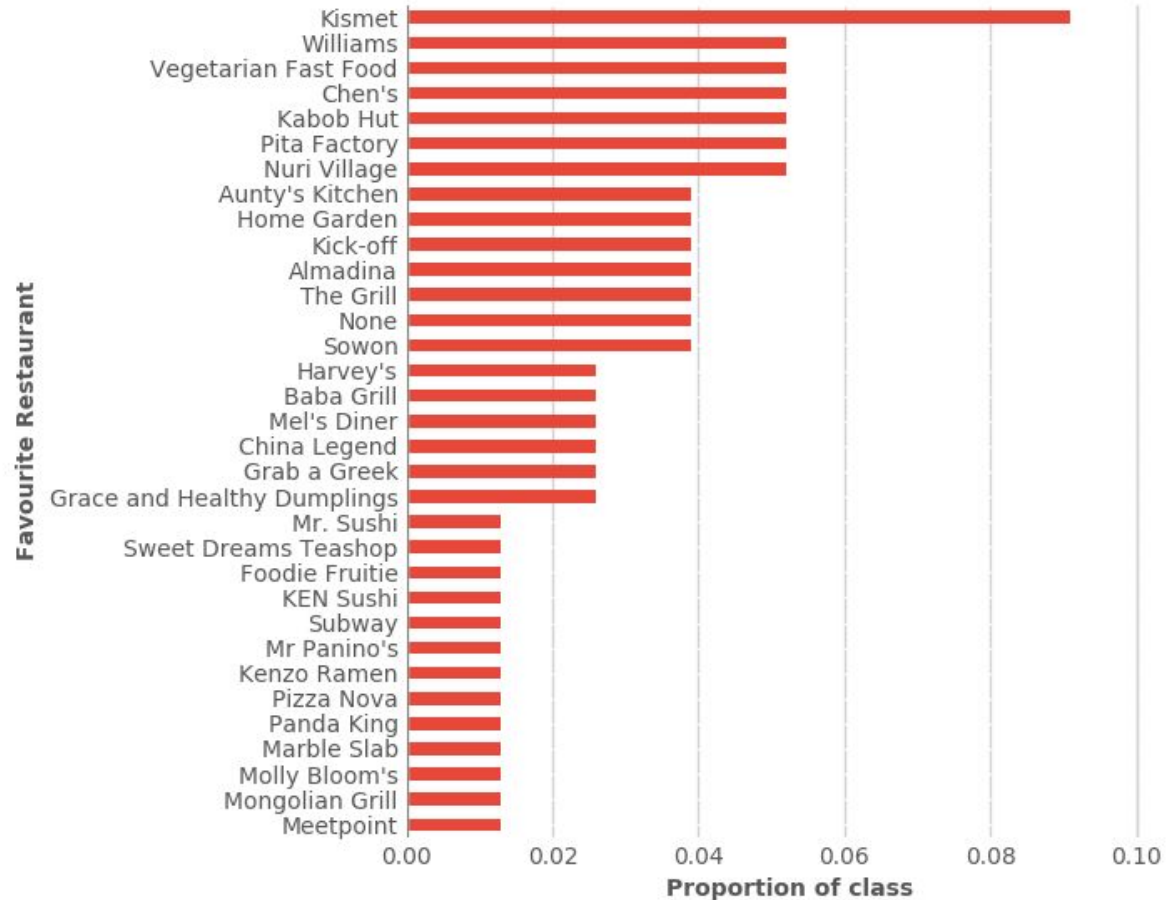
Students drank more in the final year of school than in the first year

There are more marijuana smokers in the final year of school, but students smoke less frequently than in the first year

University is a time for experimentation

# Kismet is the best restaurant in the plaza?

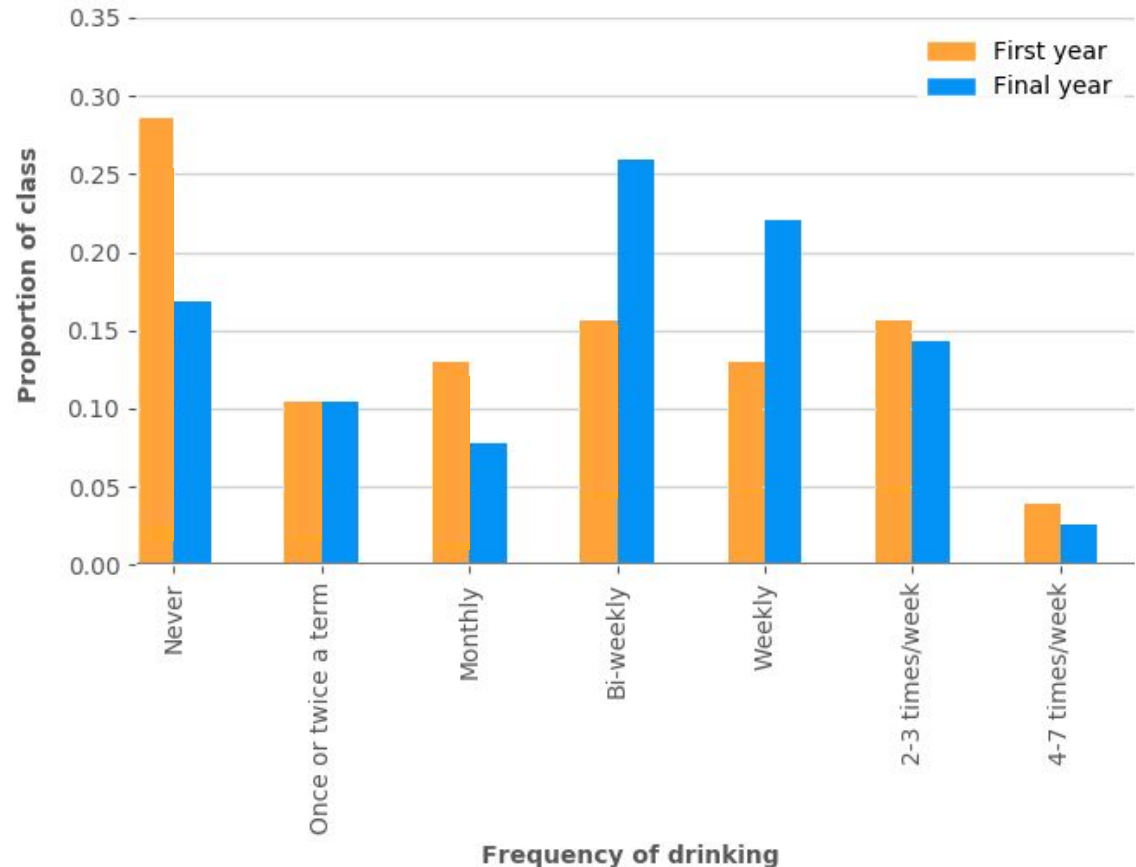
This may be because votes for other popular cuisines like Japanese/Korean, Chinese, and sandwich/wraps are split among many restaurants, whereas there are relatively few Indian choices. Or, the food could just be delicious.



# Students drank more in the final year of school than in the first year

Regular drinking (bi-weekly or weekly) became more common while heavy drinking (more than twice a week) stayed about the same.

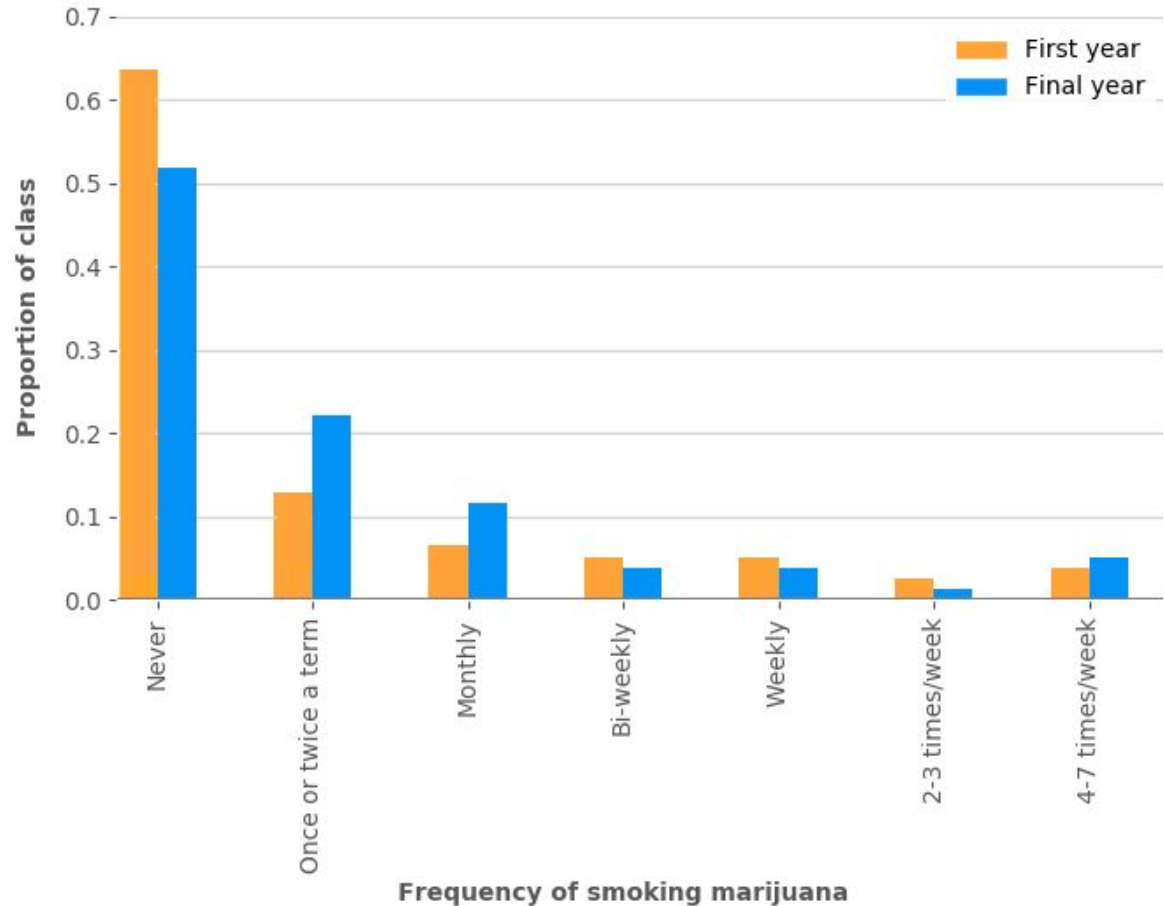
In the first year, 29% of the class abstained from drinking compared to 17% in the last year.



There are more marijuana smokers in the final year of school, but students smoke less frequently than in the first year

Smoking marijuana is slightly more common during the final year of school: 48% smoked during the final year, up from 36% in the first year.

Although there are more smokers, it is usually done infrequently: 71% of smokers did so monthly or less, compared to 52% in first year.

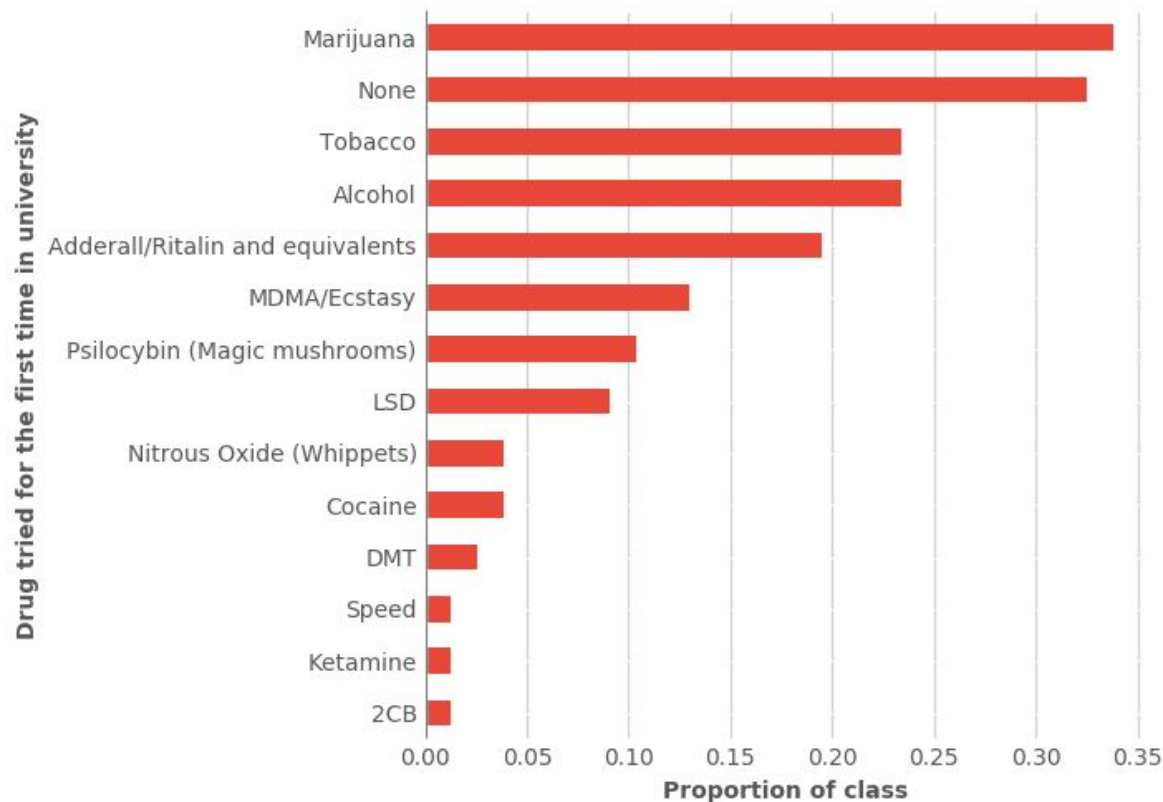


# University is a time for experimentation

68% of the class tried some new drug (including alcohol) for the first time during university.

23% of the class drank alcohol for the first time during university; 23% smoked tobacco, and 33% smoked marijuana.

Outside of these three, Adderall, MDMA, LSD and mushrooms were popular standouts (at least 10% of class tried).





# MENTAL HEALTH

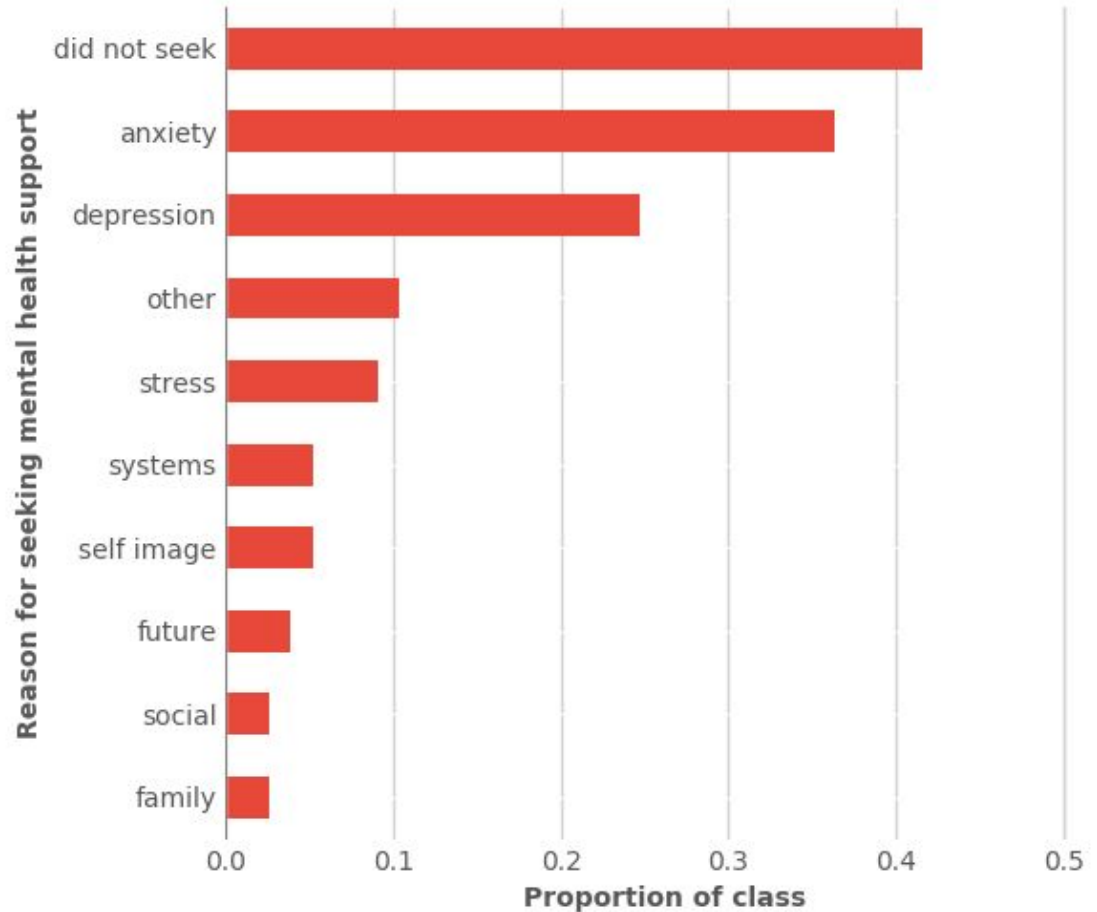
More than half the class sought help in some form for a mental health issue

More than a quarter of the class used either an engineering or university counselling service

# More than half the class sought help in some form for a mental health issue

58%, to be precise.

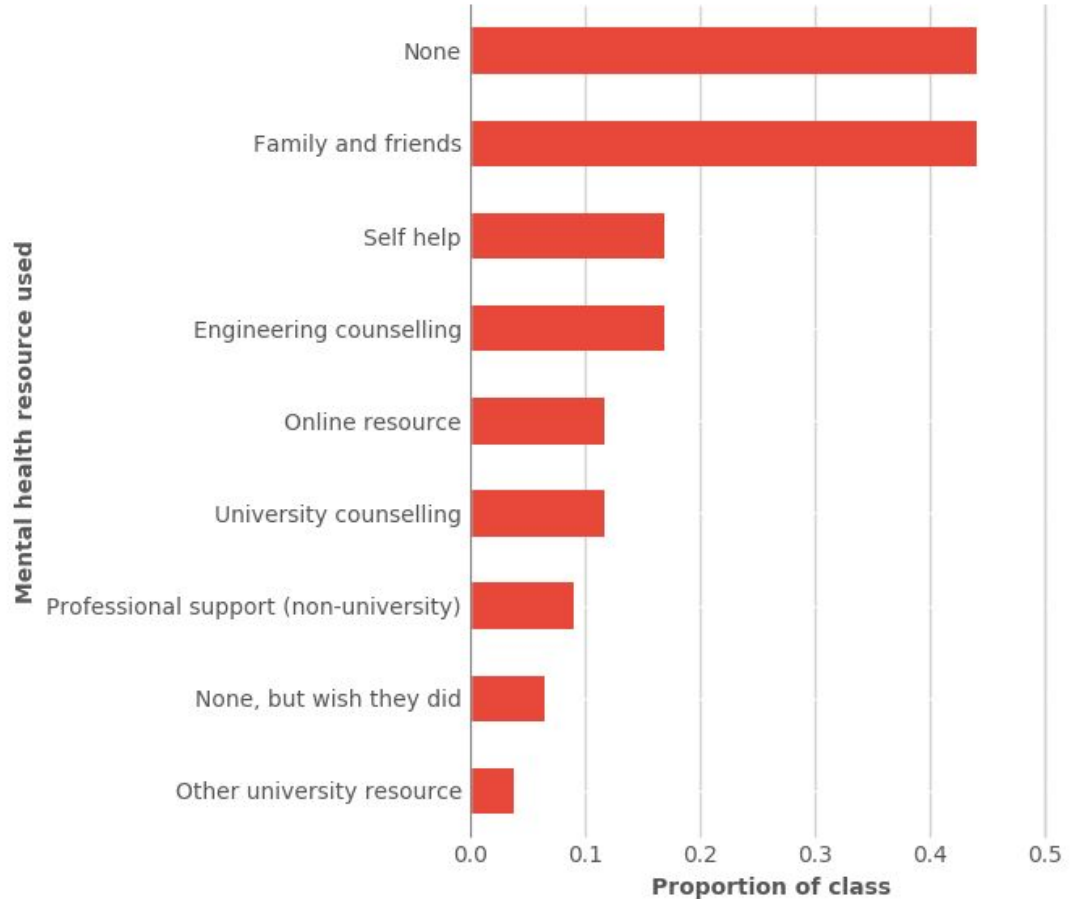
1 in 3 students sought help for anxiety, and 1 in 4 for depression.



## More than a quarter of the class used either an engineering or university counselling service

Getting help from family and friends was by far the most common form of mental health support: it was used by 60% of people who sought help.

Of students who sought help, 42% used one resource, 58% two or more.



# BACKGROUND

Is the class as diverse as Trudeau thinks Canadians are?

Is engineering something that runs in the family?

Are students the children of the 1%?

What were students like in high school?

Where would students be if they didn't go to Waterloo?

# THE BASICS

The class is diverse in ethnicity but not in gender or geography

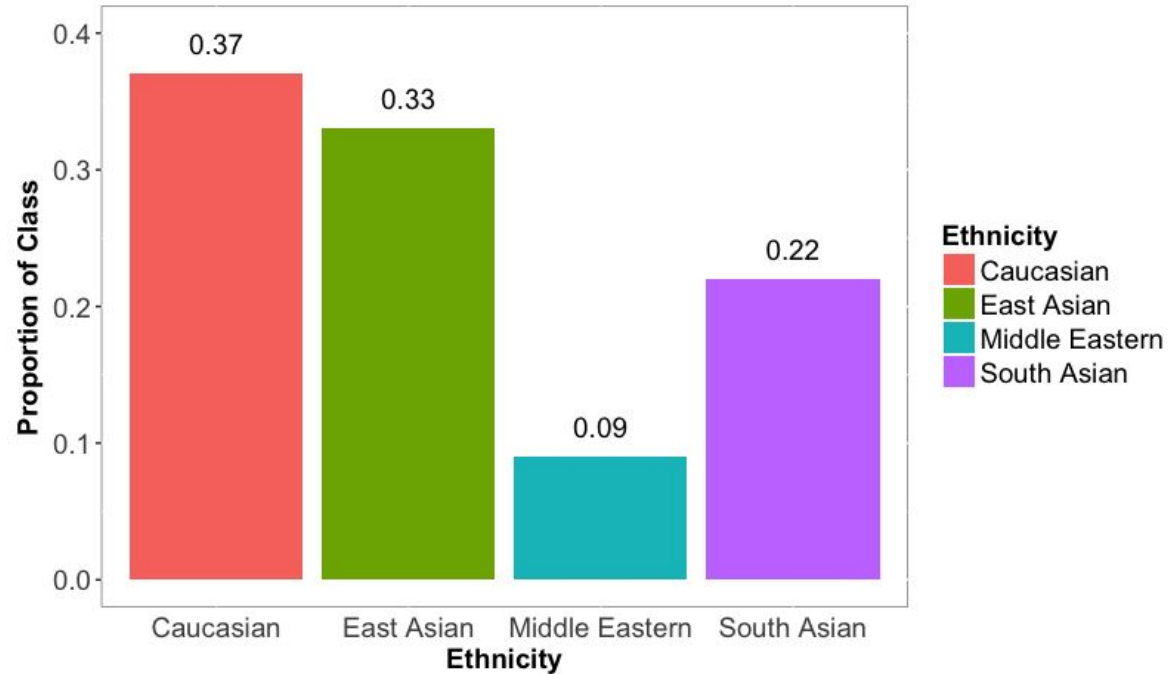
Waterloo is not far from home for most of the class

# The class is diverse in ethnicity but not in gender or geography

Caucasians make up only 37% of the class, with the other major ethnic group being East Asians, at 33%. Note that there are no Hispanics or African-Canadians.

30% of the class was not born in Canada (though a few are from US).

The class is 73% men and 27% women: not a good ratio but more even than most engineering programs at Waterloo.

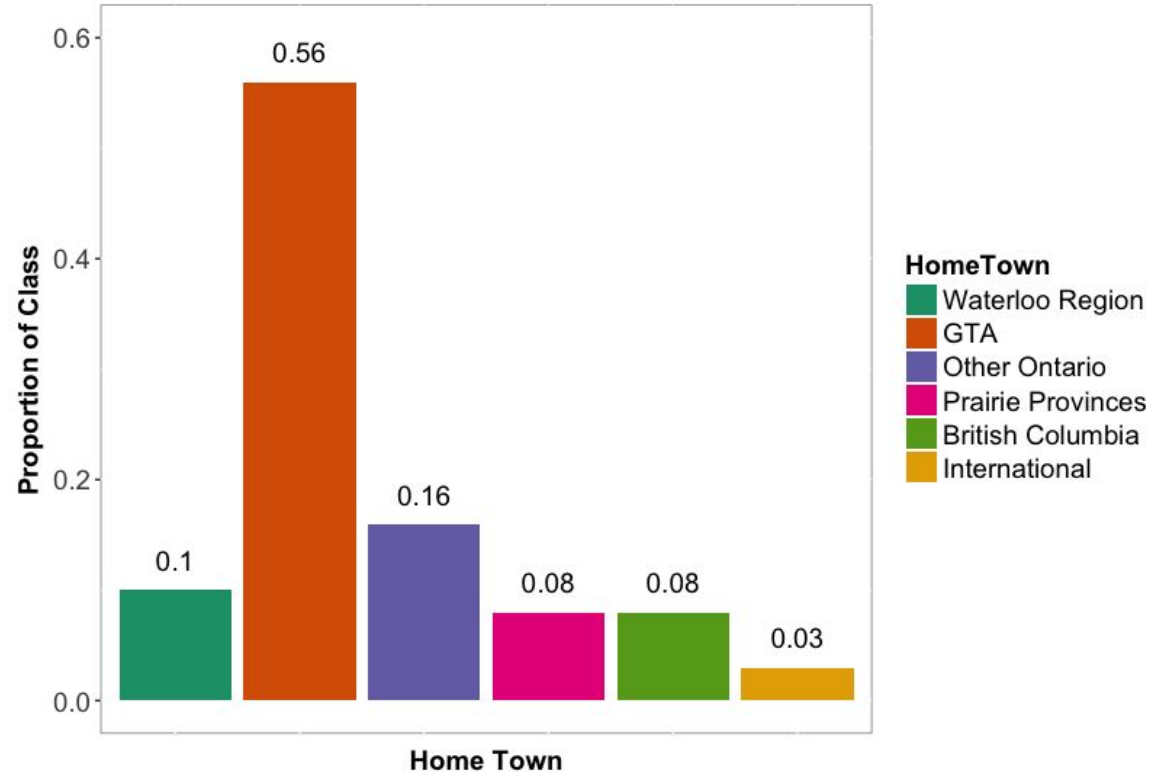


## Waterloo is not far from home for most of the class

82% of the class completed high school in Ontario, 97% in Canada.

It is clear that for the class, SYDE did not have a far geographic reach in its ability to attract students.

Two thirds of the class lives within a 3 hour drive of Waterloo; not surprising considering the population concentration in southern Ontario.



# FAMILY BACKGROUND

Students come from educated families,  
particularly ones with engineering  
backgrounds

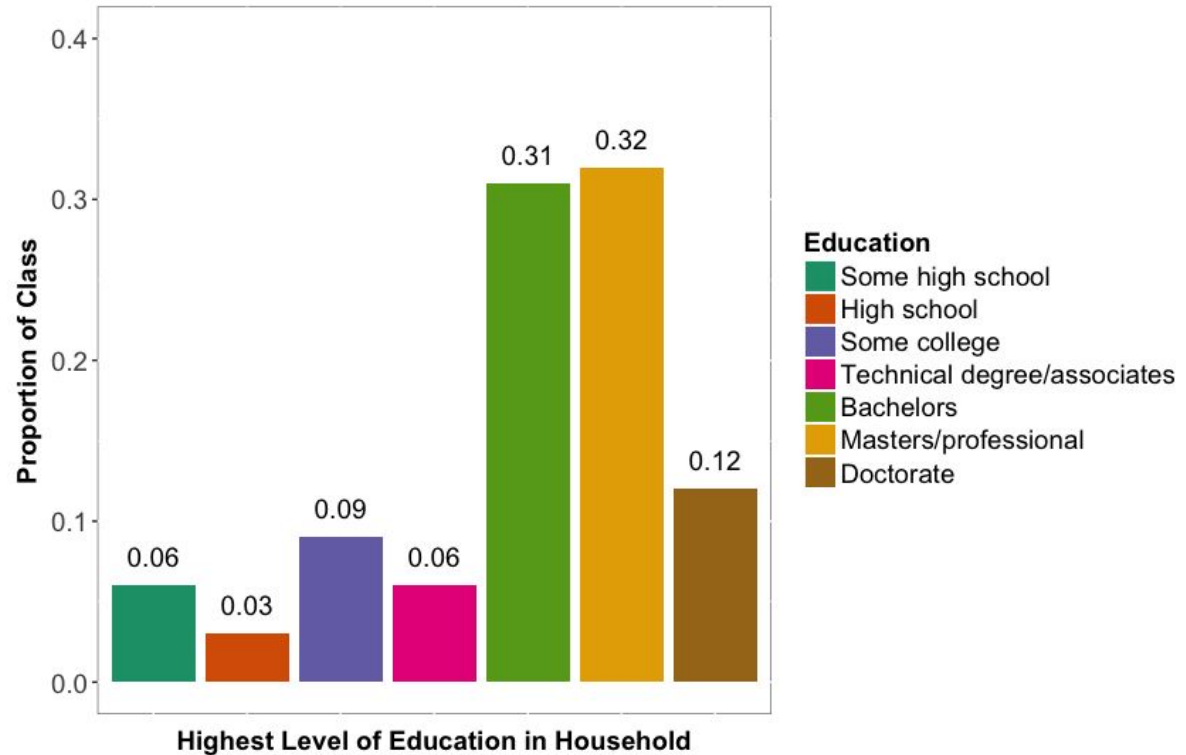
Bourgeoi\$ babie\$



## Students come from educated families, particularly ones with engineering backgrounds

75% of the class had at least one university-educated parent and 44% had a parent with some post-graduate degree.

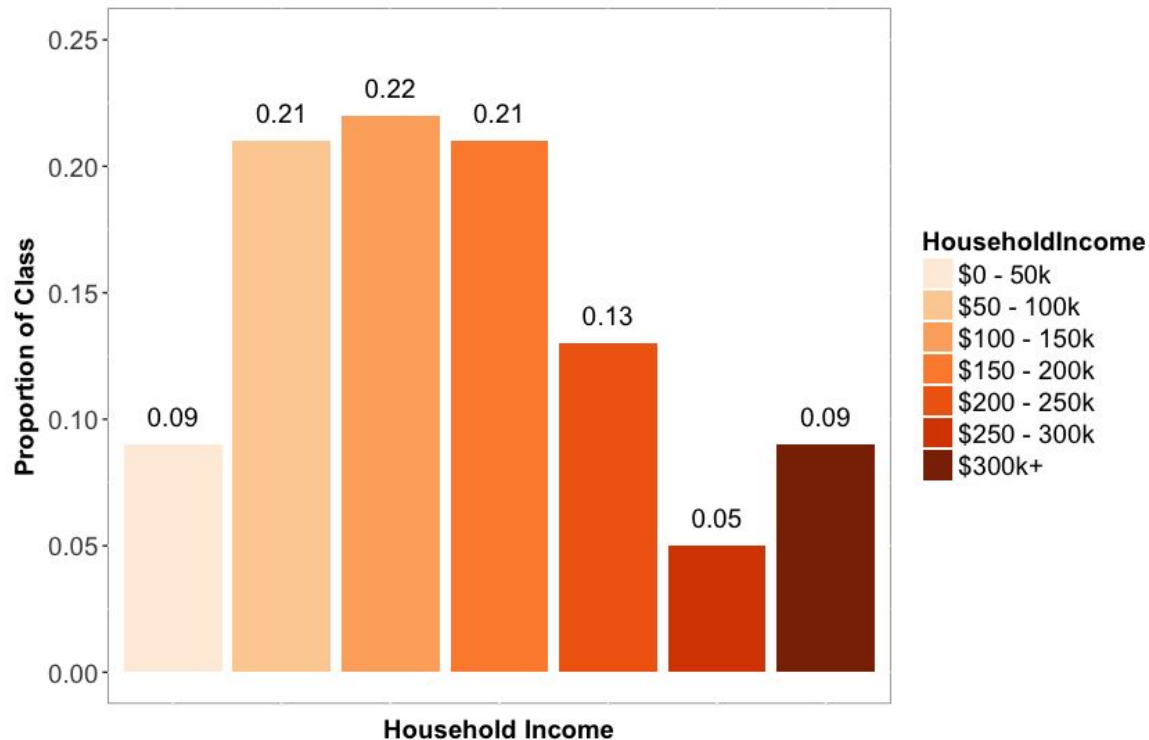
38% had at least one parent study engineering; 68% if broadened to STEM as a whole.



## Bourgeoi\$ babie\$

At least 70% of class is from a family which earns above the Canadian median annual household income of \$78,000.

Yet, there exists a wide gap between the richest 10% and poorest 10% of the class, with the richest families earning at least six times more.



# HIGH SCHOOL

Nerds since day 1

The class was highly involved, often as leaders,  
before arriving in Waterloo

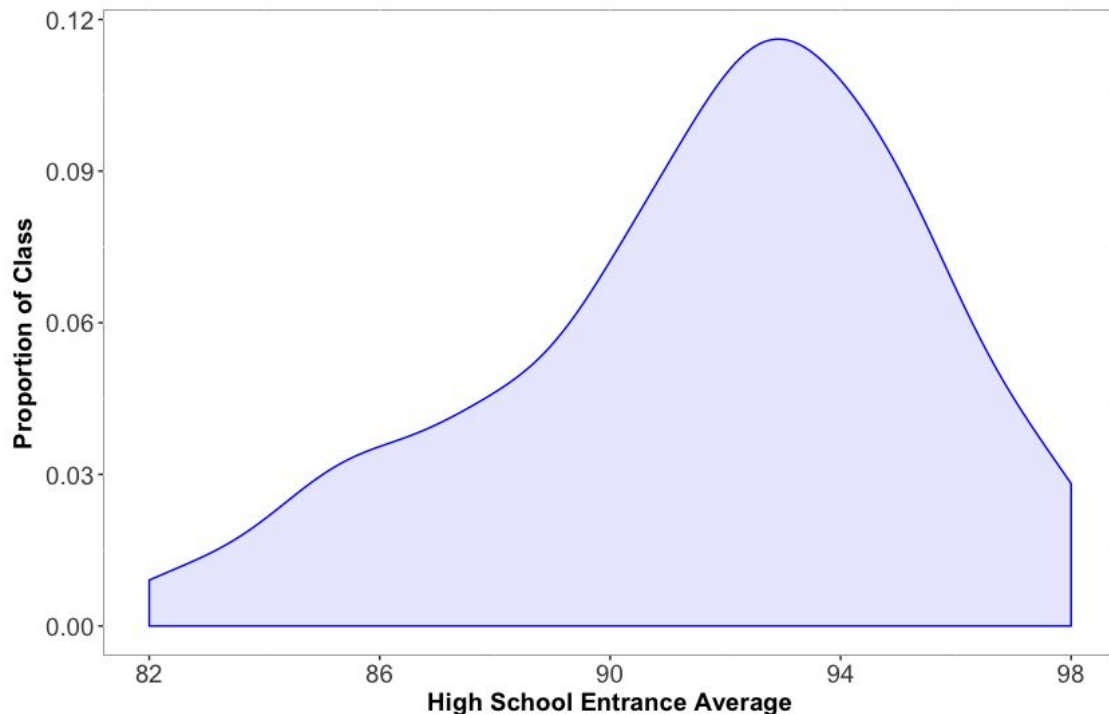
University of Toronto was the one that got  
away, particularly Engineering Science

## Nerds since day 1

Mean entrance average was 92%.

53% of the class did some form of enriched curriculum (24% IB, 21% AP).

That said, Waterloo has gotten more competitive in recent years (or grades are inflating). Averages tend to float around mid-90s now. If students applied today, perhaps a fair number of the class wouldn't have cut it!

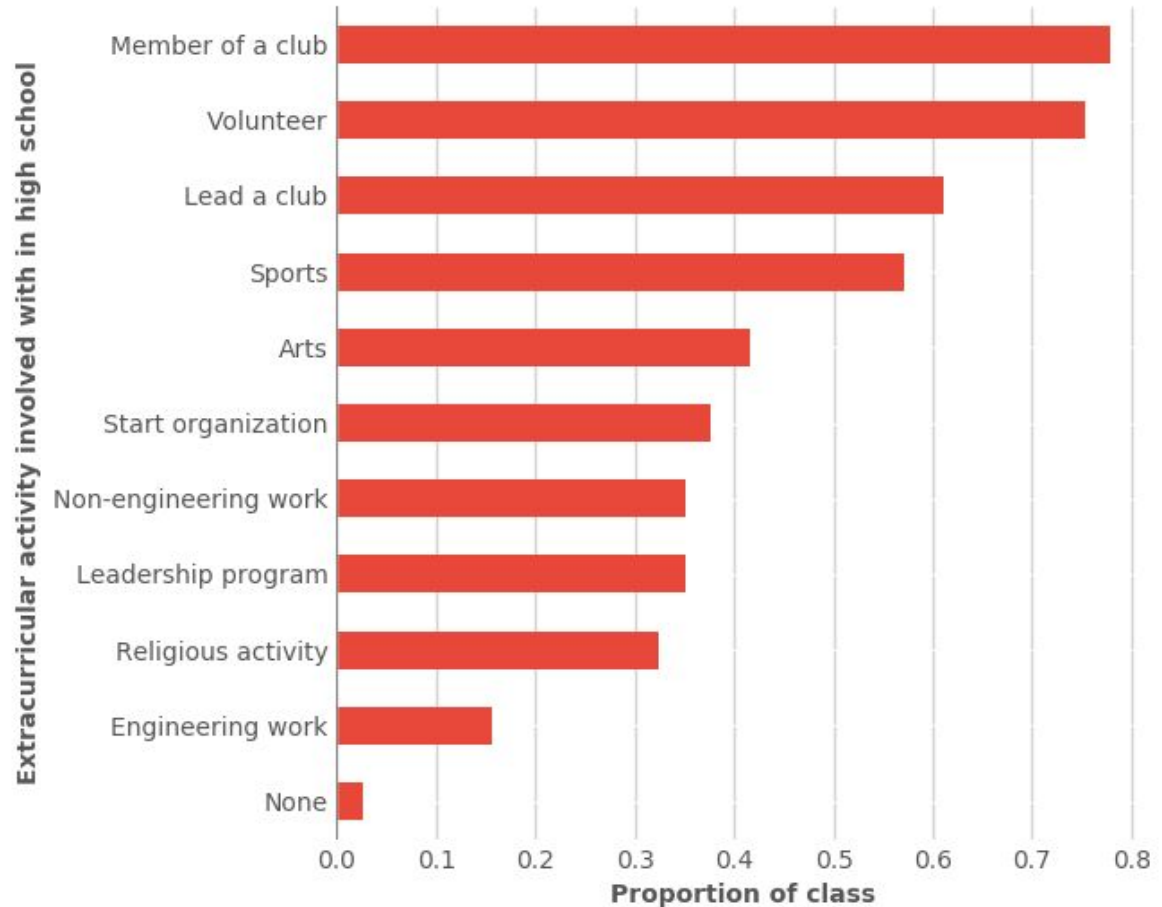


# The class was highly involved, often as leaders, before arriving in Waterloo

97% of the class was involved in some form of extra-curricular activity in high school.

While the activities are diverse, leadership activities are common: 61% led a club or youth group, and 35% participated in a leadership program (Shad Valley, etc.).

Only 16% had engineering related work experience.



# University of Toronto was the one that got away, particularly Engineering Science

19% of class was considering Engineering Science at UofT. Other programs often considered were mechatronics engineering at Waterloo and commerce at Queen's.

The class had a diversity of interests outside of engineering: life sciences, architecture, and commerce were each considered by 8 to 10% of the class.

School	Proportion of class that had considered that school
University of Toronto	52%
McMaster University	27%
Queen's University	19%
Western University	13%

# THE FUTURE

How much debt are students graduating with?

What will we be doing after school, and how much will be paid to do it?

How many of our classmates do we think we'll stay in touch with?

What do we want to change about the world?

# STUDENT DEBT

Almost half the class graduated debt-free

Students who come from lower family income brackets have more debt

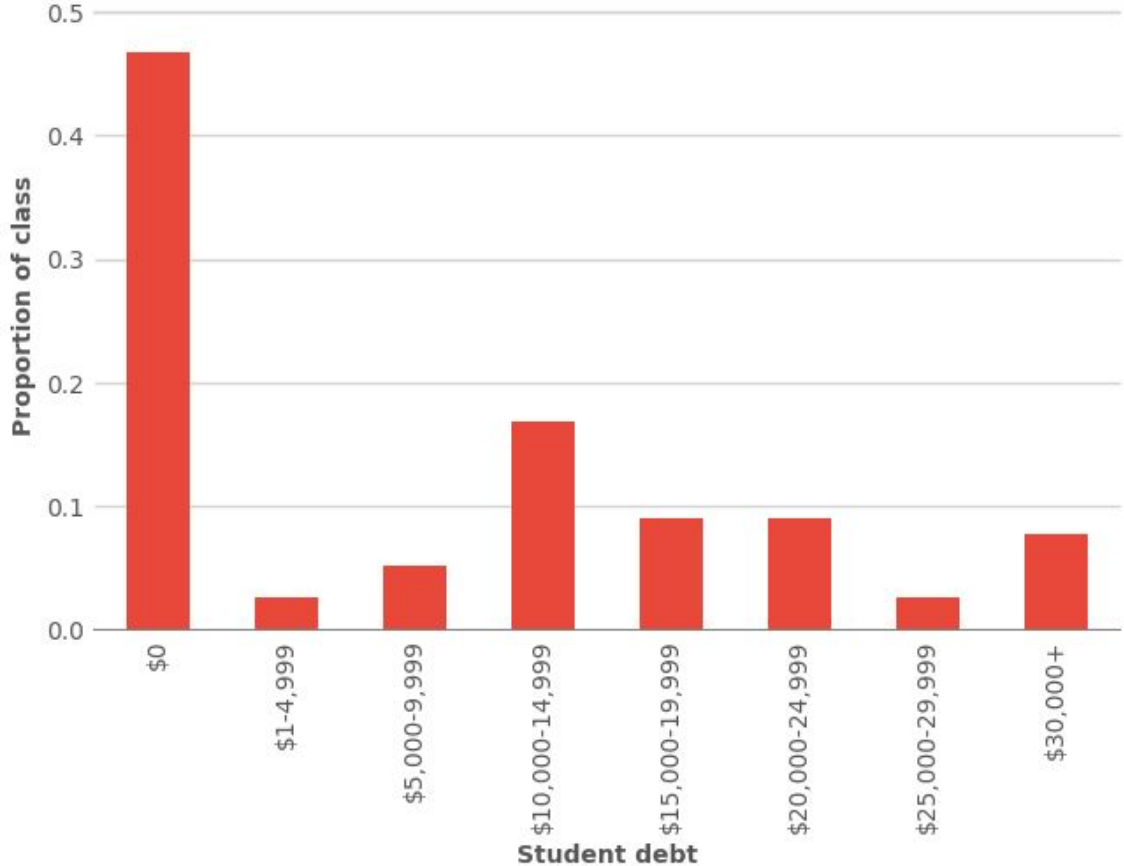
42% of students largely self funded their education (family contributed <20%)



Almost half the  
class graduated  
debt-free

47% of students, to be exact.

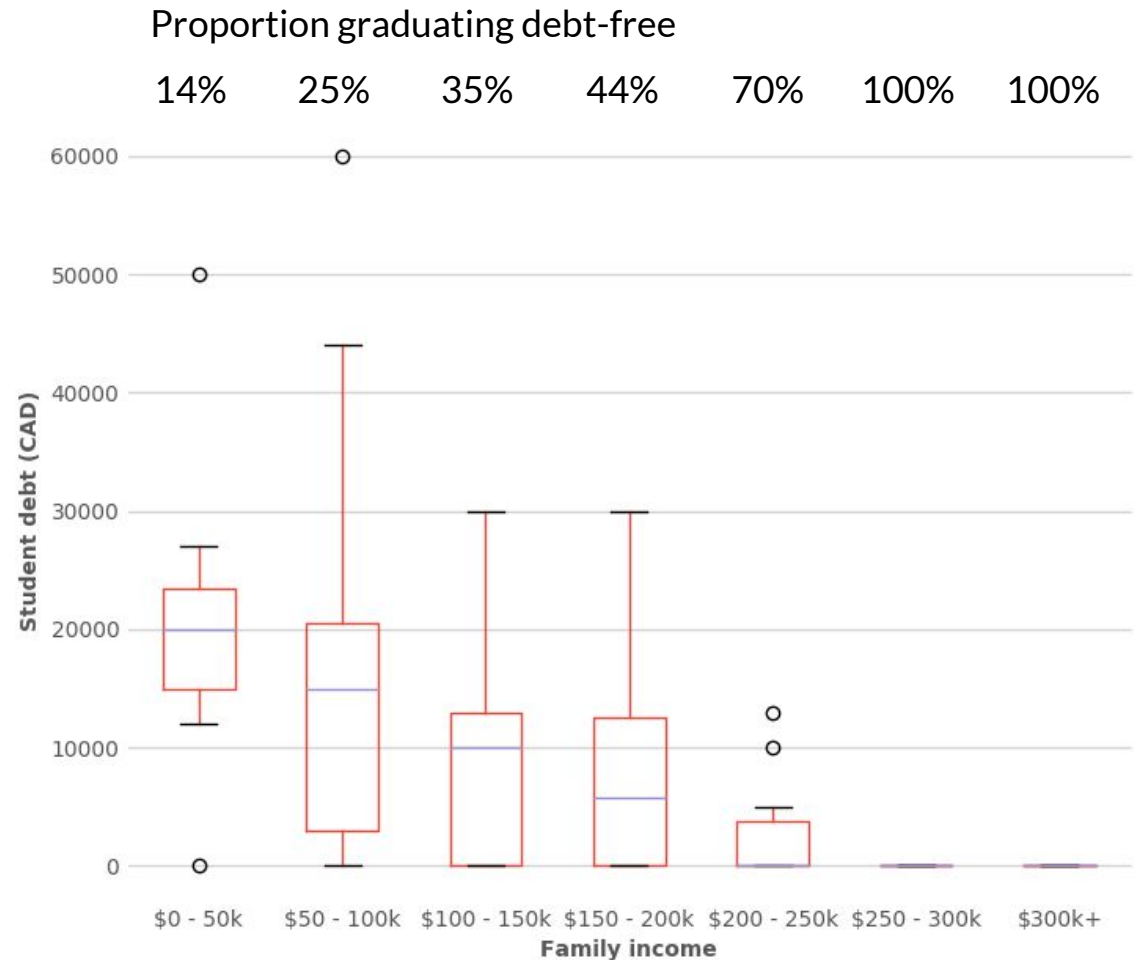
The mean amount of debt is \$9,454.



# Students who come from lower family income brackets have more debt

The \$50 - 100k bracket, the Canadian “middle class”, has a high variance compared to all other brackets. This may be because families in this bracket do not earn enough to comfortably pay for school, but earn too much to qualify for need based scholarships or grants.

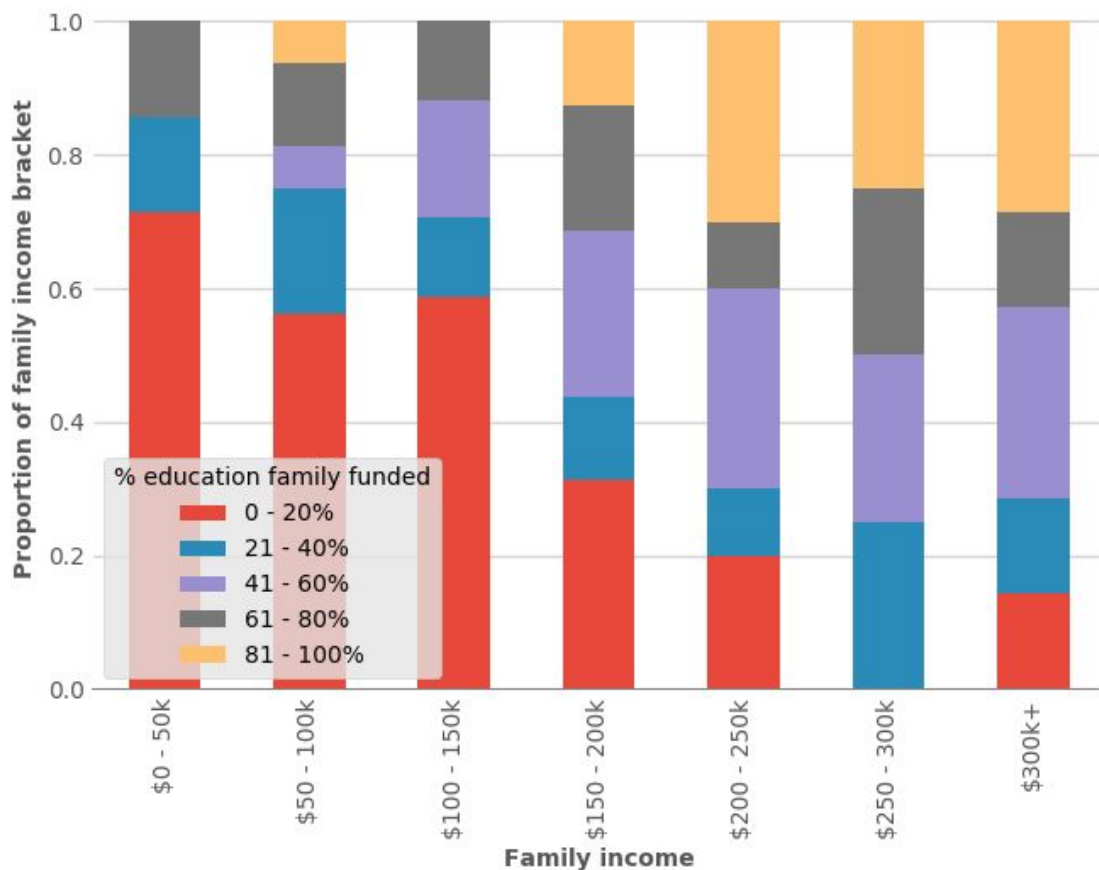
It is important to note, however, that there are students from each family income bracket who have graduated with debt-free.



42% of students  
largely self-funded  
their education  
(family contributed  
<20%)

The lower the family income  
bracket, the greater proportion of  
students who largely self-fund their  
education.

This corroborates with the previous  
slide's conclusion that those in low  
family income brackets have higher  
debt: these students are relying less  
on their families to fund their  
education. As family income  
increases, families fund a larger  
portion of the student's education.



# WORK

Two months before graduation, almost half the class had secured a full time job

A large majority of the class, 80%, will be working in software, and 60% will be working in the US

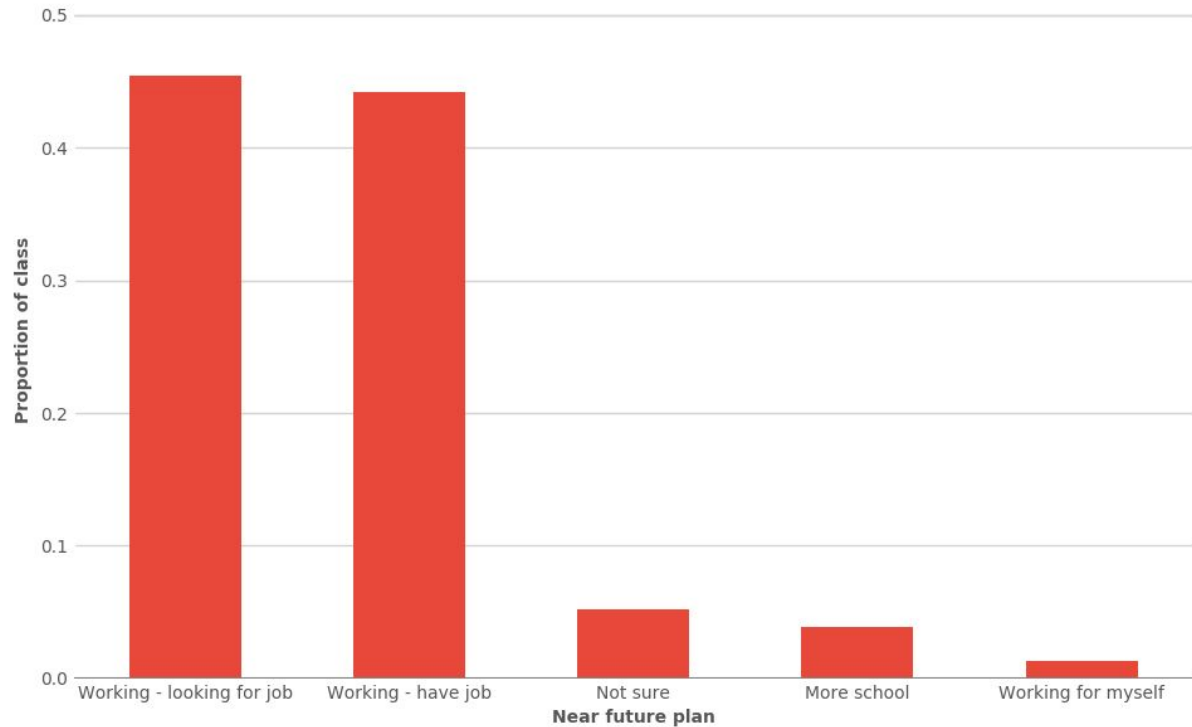
When converted to CAD, US jobs on average have 2.2x higher salaries than Canadian ones

Although 80% of the class will be in software, only 40% of want to be working in software 10 years from now

Two months before graduation, almost half the class had secured a full time job

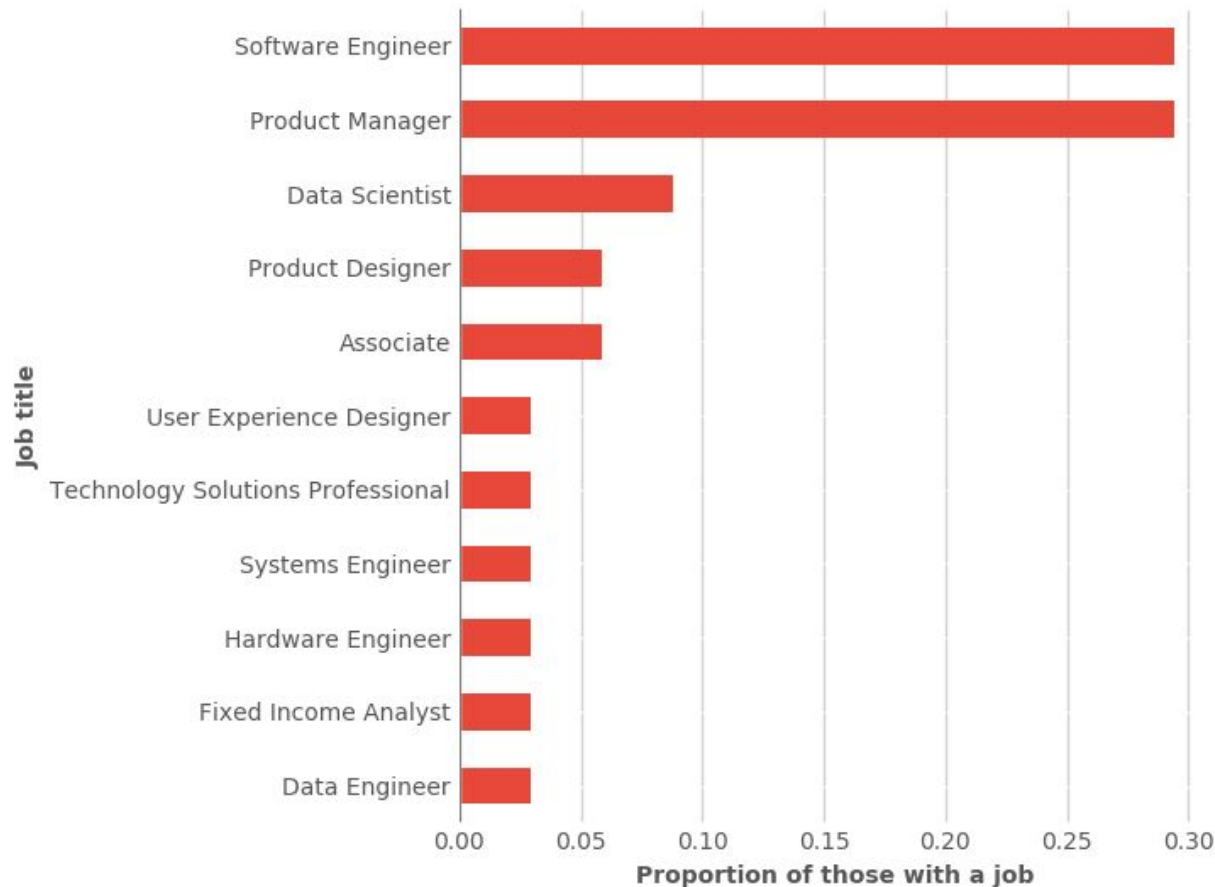
44% of the class had a job, 45% were looking for a job, and 3 people were pursuing an advanced degree.

This data is skewed, as the survey was conducted in March (last submission on the 23<sup>rd</sup>). Things have changed since then: proportion looking for a job is probably much lower, and proportion with a job higher.



## The most recent trends for co-op roles carries out to full time jobs

Of those with jobs, there are an equal number of product managers and software engineers: 30% each. There are also a small number of data scientists, designers, and associates: about 10% each.

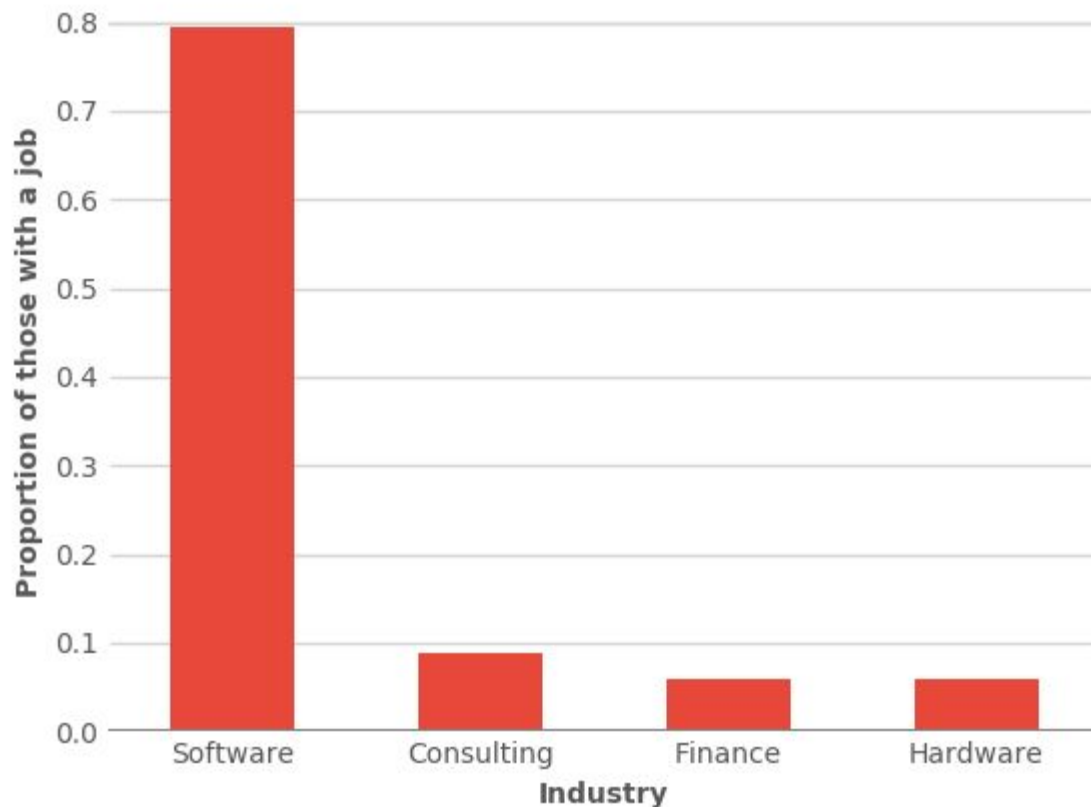


## A large majority of the class, 80%, will be working in software

This was not entirely surprising, since about 60% of the class regularly worked in the software industry during co-op.

The bump was likely due in part to software companies beginning recruiting earlier.

Not shown: 65% of those with a job will be working for a company they've done co-op with.

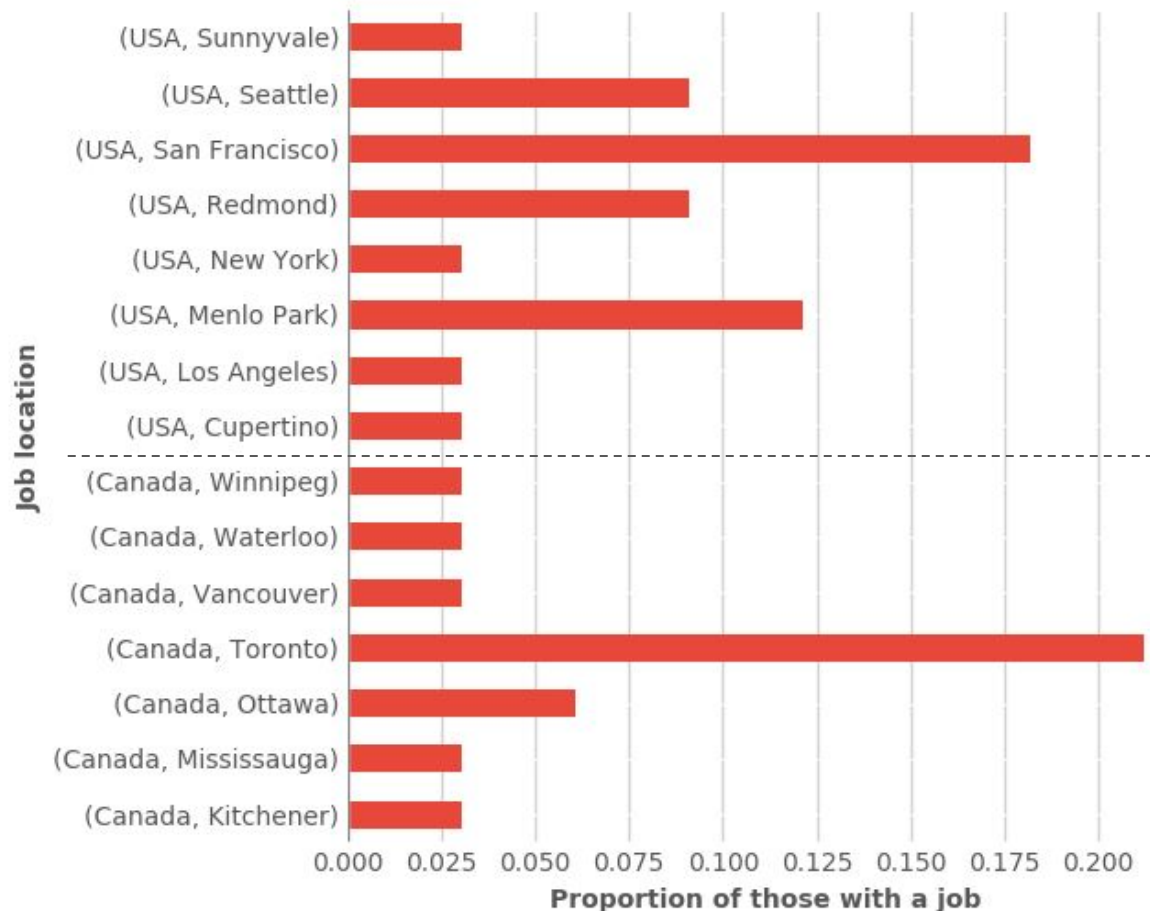


# More than half of those with a job will be working in the US

60% will be relocating to the US: all in California except for 2. This is 1.5x more people working in the US compared to the number of people who've worked in the US for co-op.

The 40% working in Canada will almost all be in Ontario.

The large proportion of students working in the US is, again, likely due to US companies beginning their recruiting earlier than Canadian companies.

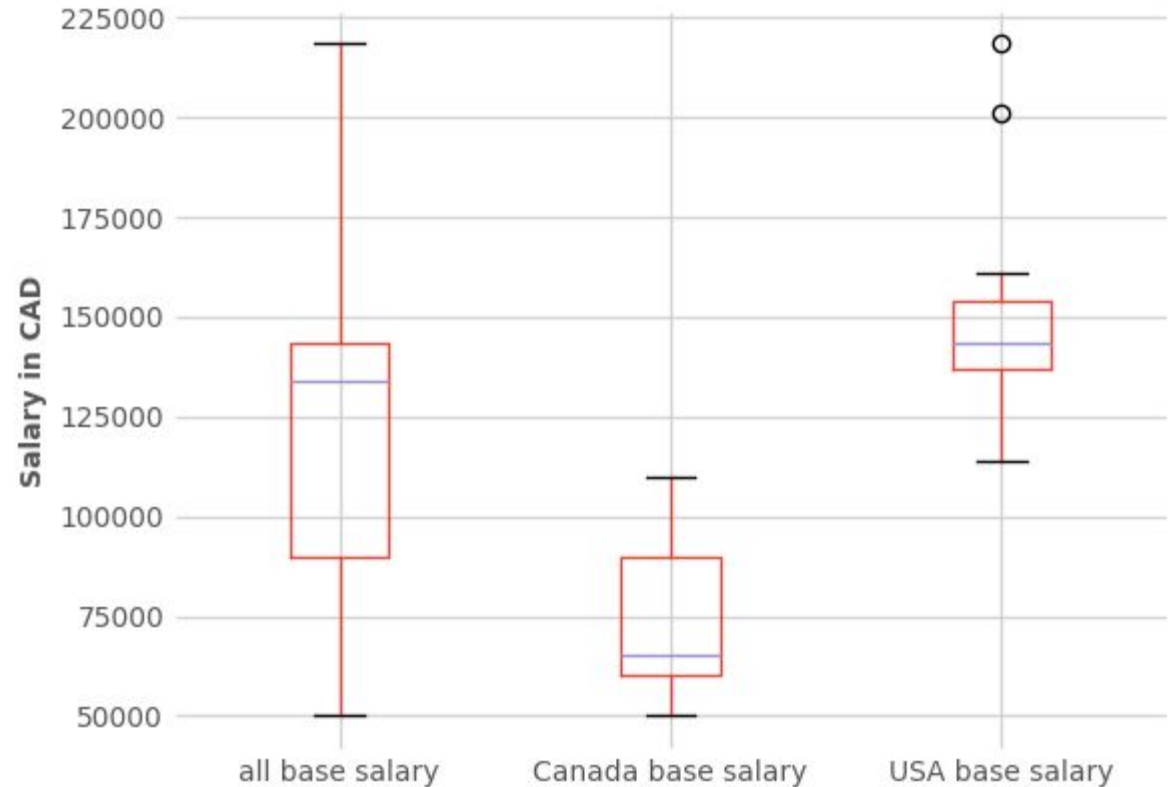




# Base salary is drastically different between Canadian and US jobs

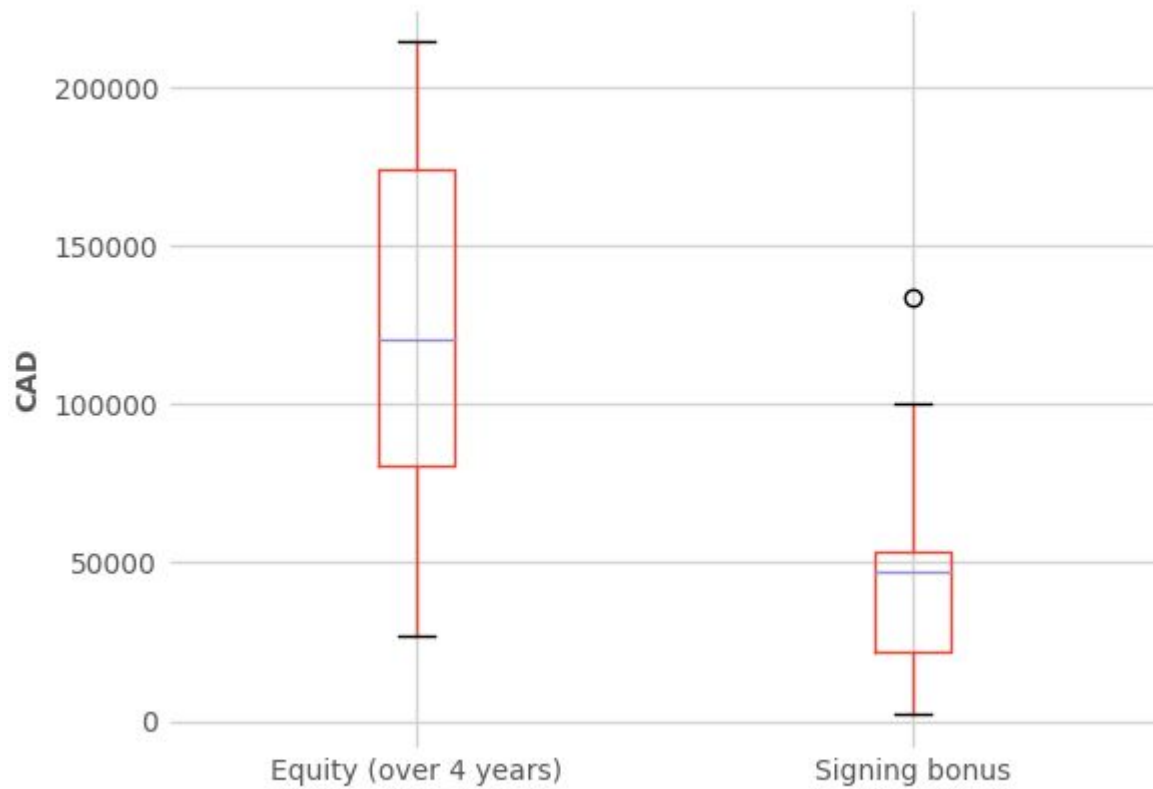
While the median base salary for all jobs is \$134k CAD, the median is 2.2x higher for US jobs than Canadian jobs: \$143k CAD vs. \$65k CAD (using the exchange rate 1 USD = 1.34 CAD).

The true median base salary for the class is likely to be much lower than this reported \$134k CAD, since US companies generally started recruiting earlier than Canadian companies. The class has gotten disproportionately Canadian jobs since.



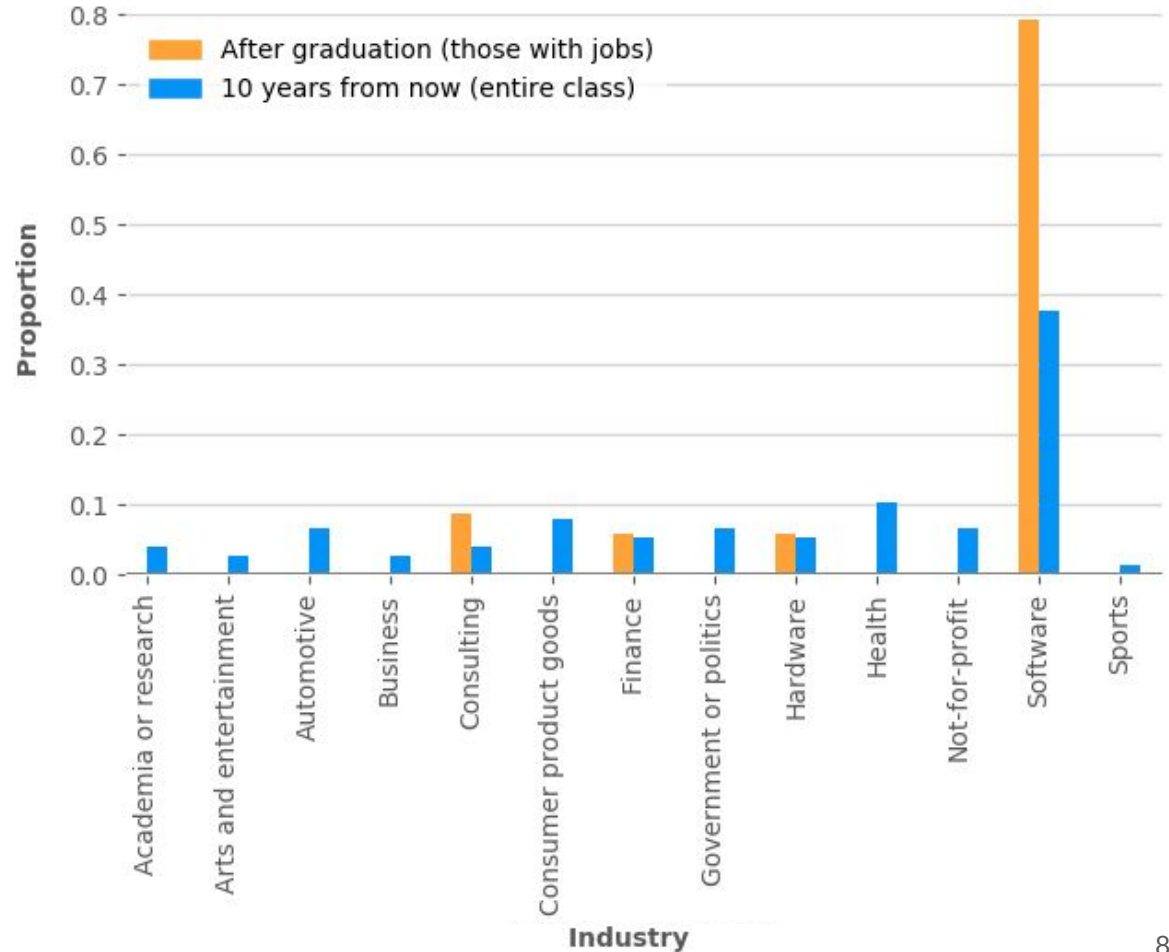
## Equity packages and signing bonuses were common parts of compensation

64% of those with a job received equity packages, and 70% received signing bonuses. Of those that did receive an equity package, the median amount was \$121k, and the median signing bonus was \$47k.



Although about 80% of the class will be working in software, only 40% want to be in software 10 years from now

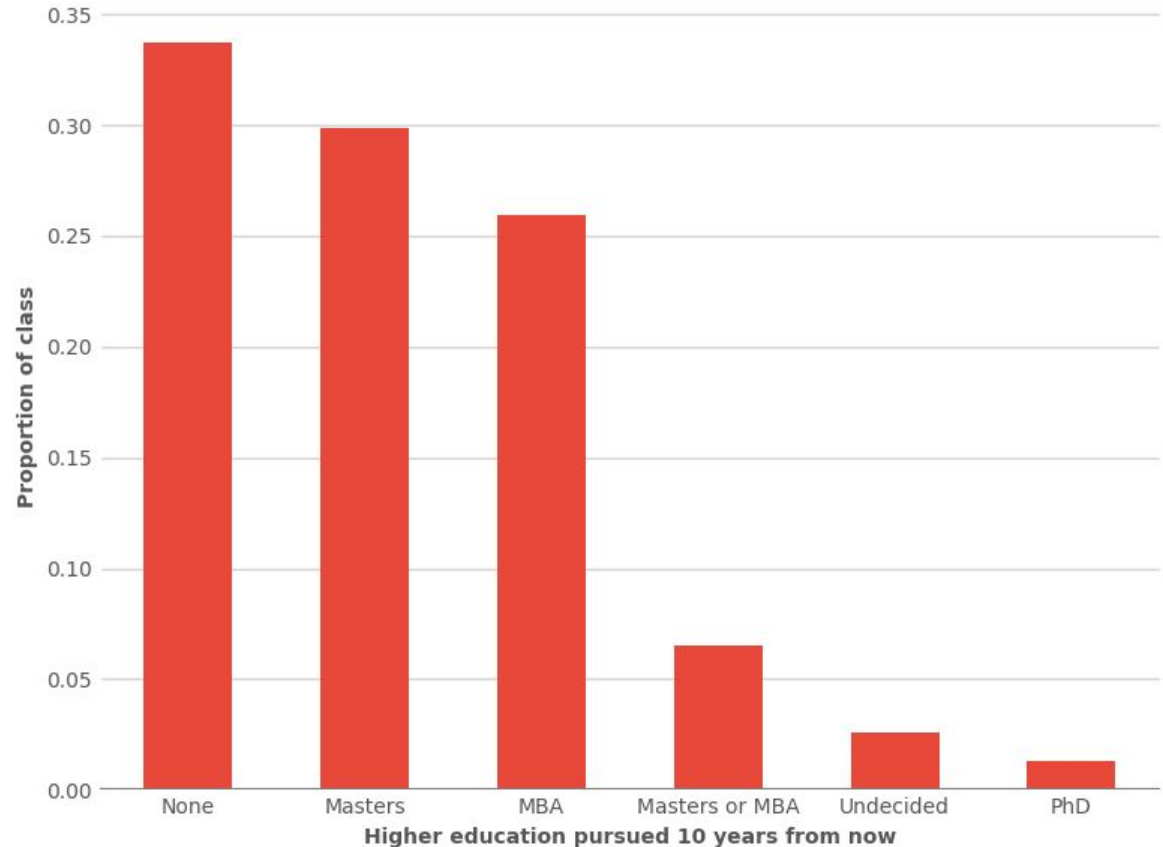
Other industries that students would like to be in are health, consumer product goods, not-for-profit, automotive, and government/politics.



## Two thirds of the class intends to do more school in the next 10 years

30% of people intend to get a Master's degree, 26% intend to get an MBA, and 6% are undecided between those two.

Yet, only 4% of the class is actually pursuing an advanced degree immediately after graduation, meaning 60% think that they will actually return to school some day.



# SYSTEMS DESIGN COMMUNITY

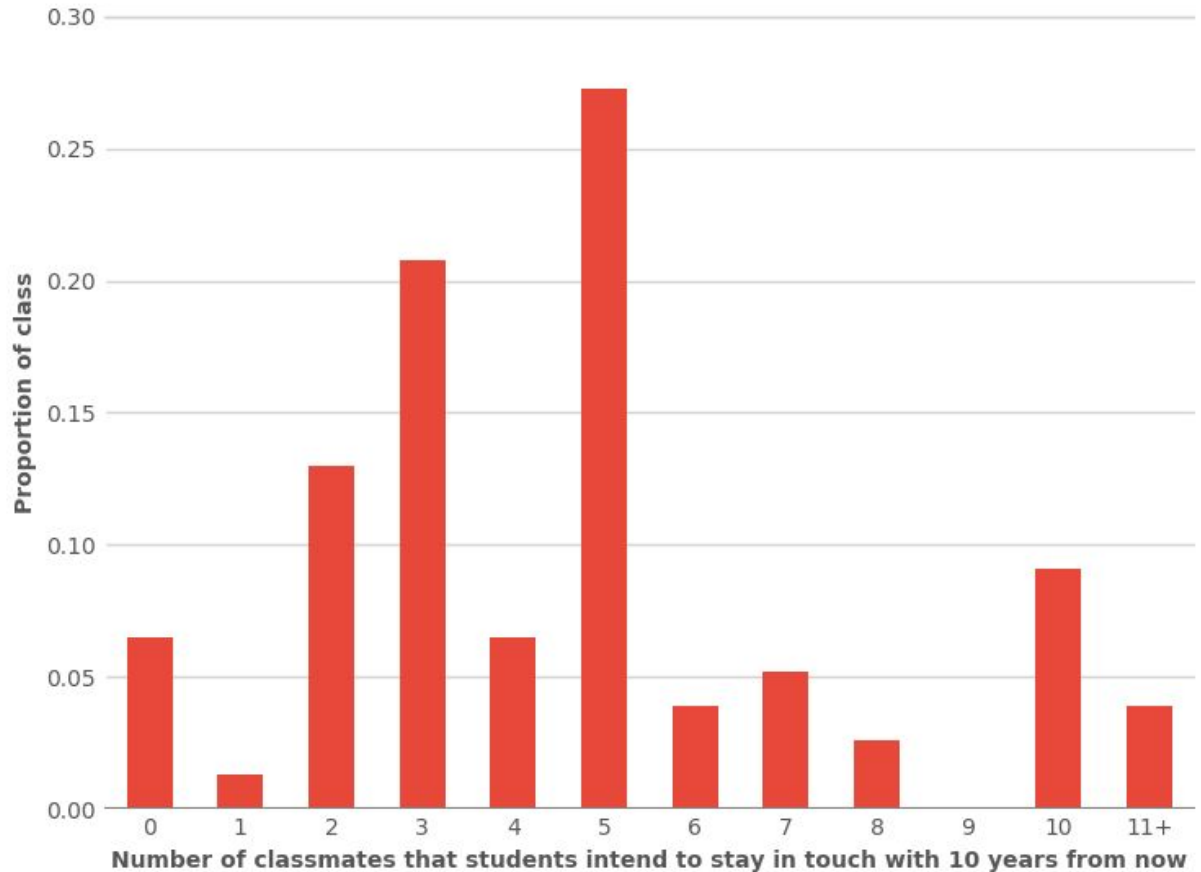
Students expect to stay in touch with about half of their classmate friends

More than half the class intends to donate to the university in the future

## Students expect to stay in touch with about half of their classmate friends

The median student expects, 10 years from now, to stay in touch with 5 of their SYDE classmates.

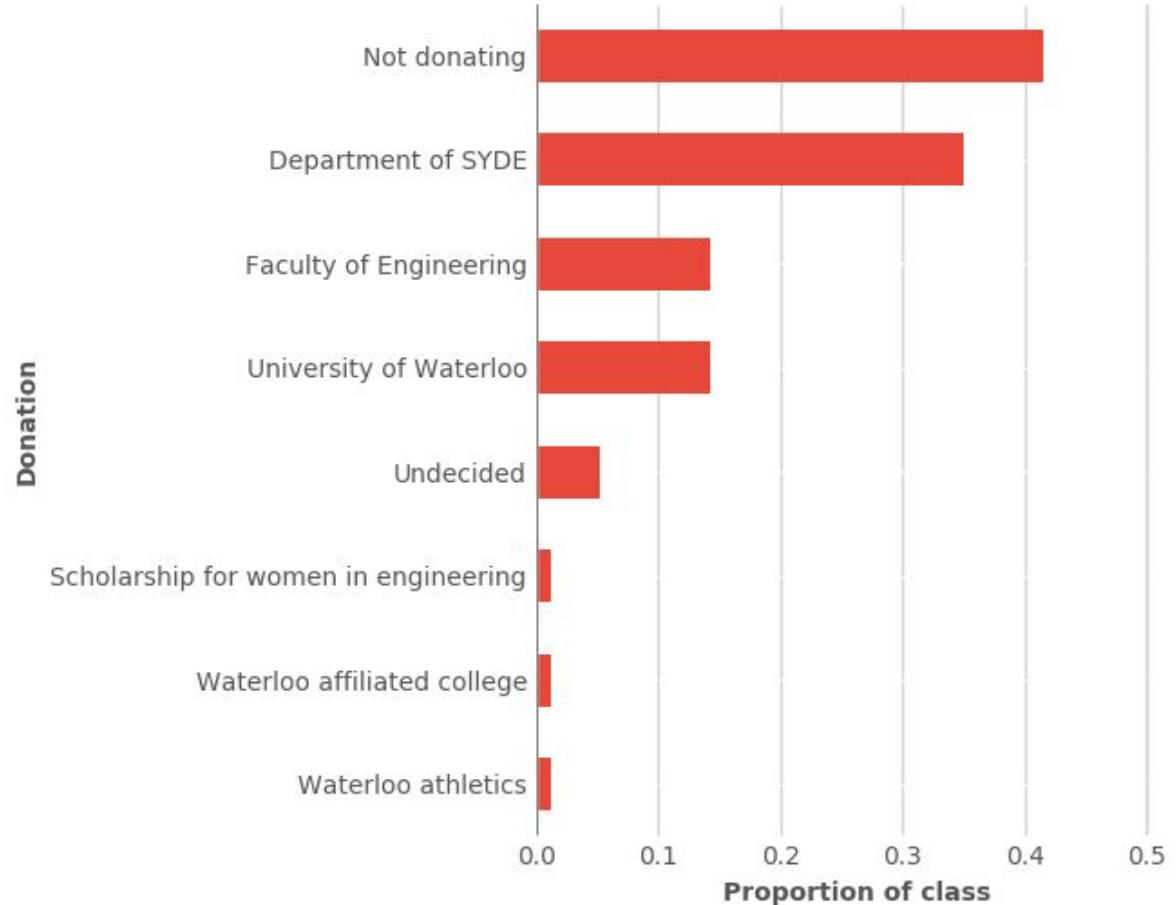
When considering that the median person reported that they have 10 friends in the class, this means that students expect to stay in touch with about half the people they are friends with now.



# More than half the class intends to donate to the university in the future

58% of the class, to be exact.

Of those who intend to be donating, 60% will direct their donations to the Department of Systems Design Engineering. The university and the Faculty of Engineering will each receive donations from less than a quarter of donors.



# THINKING BIG

The class cares about a wide range of different social issues

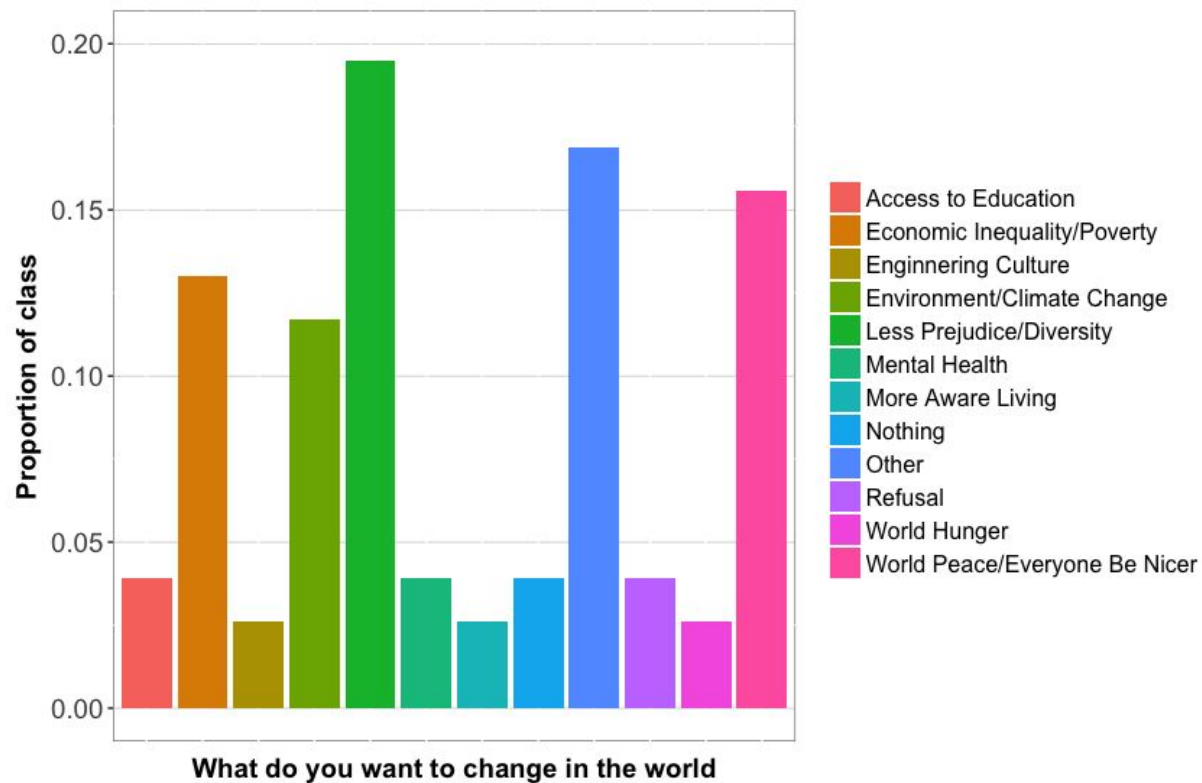
Men intend to get married later than women, but both intend to have children at the same age



# The class cares about a wide range of different social issues

When asked what the class would like to change about the world, almost 20% expressed concern related to prejudice, 15% wanted world peace, and 12.5% focused on economic inequality.

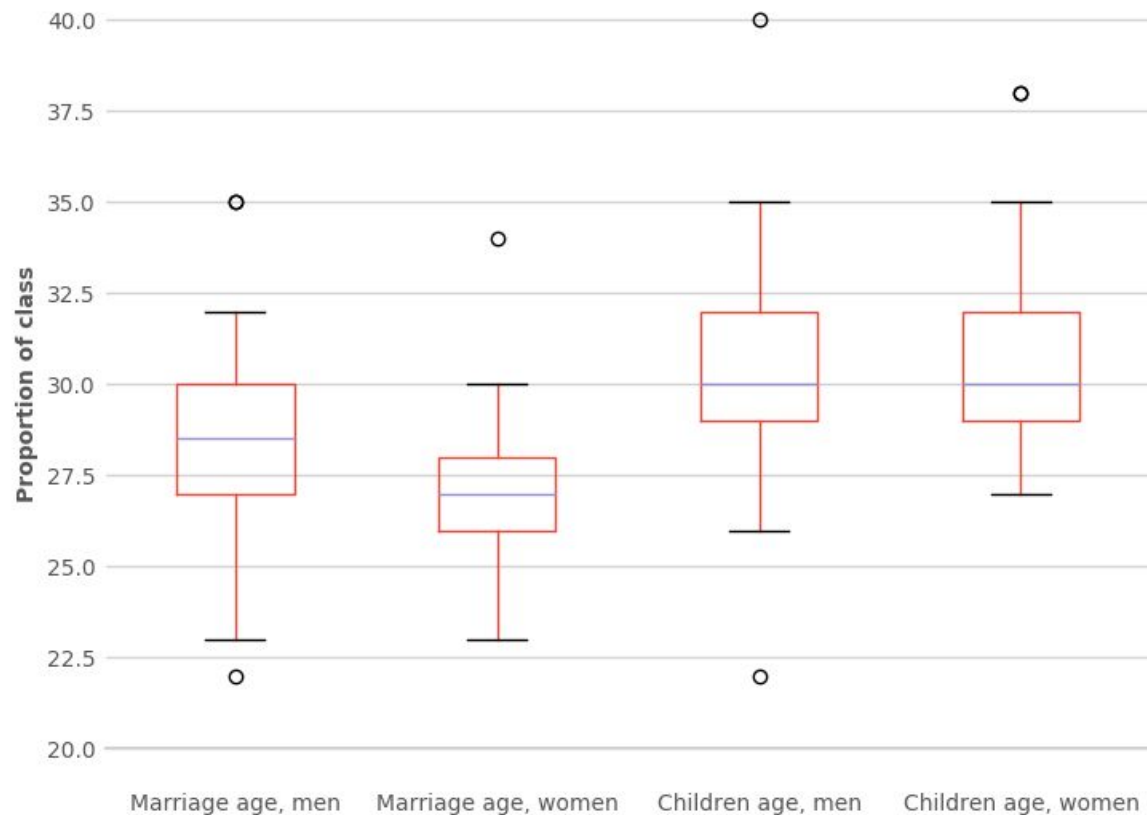
The “Other” category included interesting entries which were very different from the others or were notably specific. These include: access to clean water, better TTC, better understanding of privacy, economic cost of boomers, the loss of Grab-a-Greek, an improved Canadian tech-scene, and political correctness.



# Men intend to get married later than women, but both intend to have children at the same age

The median man intends to get married at 28.5, 1.5 years later than the median woman. However, both intend to have children at 30.

The same proportion of men and women, about 10%, do not intend to get married. It's different when it comes to children: 16% of men do not intend to have children, compared to just 5% of women.



# GET IN TOUCH

Thank you for taking an interest in learning about the Systems Design Engineering class of 2017! We hope you had as much fun reading it as we had making it.

Here are some links that may provide some more details about some of the things discussed in the report:

Systems Design Engineering

<https://uwaterloo.ca/systems-design-engineering/>

Co-op at the University of Waterloo

<https://uwaterloo.ca/co-operative-education/>

Let us know what you think- reach out to us at

[chaudhury.atf@gmail.com](mailto:chaudhury.atf@gmail.com) and [hello@joeyloi.com](mailto:hello@joeyloi.com). We'd love to chat!

# APPENDIX

Slide 8: domain explain

Slide 9: role explain

Slide 21:

<http://ugradcalendar.uwaterloo.ca/page/ENG-Systems-Design-Engineering>