

Student Services Survey Report

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Survey Details

Dates Live	Method	Responses
November 17 to 28, 2025	Through WUSA's Representative Survey Platform	1091

Survey Goals

- Understand student satisfaction and experience with on-campus services provided by the University of Waterloo
- Understand any service gaps including any changes or additions students would like to see
- Explore which on campus services students find the most important for their overall student experience

Scope

The services this survey examines includes Campus Wellness, Student Success Office, Writing and Communications Centre, Centre of Career Development, Ombuds Office and Campus Housing.

Analysis

The survey included both closed-ended and open-ended questions. The closed-ended questions were analyzed via JASP to calculate statistical differences among variables. The purpose of statistical tests is to assess the probability that the differences observed in our data are due to random chance, with low probabilities suggesting that differences are due to other factors, such as demographic differences. A probability of 5%, often written as a 'p value' of .05, is the typical threshold to determine whether a difference is statistically significant. When reporting on statistical differences, we will use '*' to signify a p value of .05, '**' of .01 and '***' of a p value of .001 or less. The open-ended questions were analyzed via NVivo to categorize the responses to see overarching patterns and themes.

Key Findings

Awareness of Services

- Students tend to use a variety of methods to find information about services on campus with the most common being the University's website (69%) and social media (63%).
- Overall, students are aware of a number of services on campus with the highest frequency of students (41%) aware of 4 different services followed by 25% of students aware of 3 different services.
- The service with the highest awareness is Campus Wellness (88%), followed by the Centre for Career Development (73%), and the Writing and Communication Centre (71%)
 - The Centre for Career Development had the highest access rate (44%) followed by Health Services (30%).
- Awareness of services varies by demographics. For example, first year students are less aware of most services than upper-year students and international students tend to be less aware of services like the Student Success Office and Writing and Communication Centre.
- For students who were not aware of any services (4%, n=39), we asked which type of service would be the most useful to them. Academic services (51%) and career services (46%) were the most frequently selected.

Campus Wellness

- Of students who were aware (88%, n=959) of Campus Wellness, 30% have accessed Health Services and 18% have accessed Counselling Services.
 - Gender diverse¹ (43% health, 35% counselling), LGBTQ+² (38% health, 27% counselling), and students with disabilities (43% health, 34% counselling) tend to access these services more than men and women, heterosexual/straight students, and students without disabilities, respectively.
- The reason why most students have not accessed services through Campus Wellness is because they do not need the service (76%).
- Overall, most students are satisfied (45%) or very satisfied (36%) with Health Services and most students are satisfied (41%) or very satisfied (26%) with Counselling Services.
- 90% of students found Counselling Services to be very important (46%) or important (44%) to the overall student experience at Waterloo. 94% of students found Health Services to be very important (55%) or important (39%).
- Students report concerns with both wait times for appointments as well as difficulties trying to book appointments. Moreover, many students would like to see more advertisement about the different programs and services offered through Campus Wellness.

Student Success Office

- Of students who were aware (65%, n=705) of the Student Success Office (SSO), 15% had accessed its services.
- For those who had accessed services offered through the SSO, most were either satisfied (52%) or very satisfied (25%) with their overall experience.
- Most students think that the SSO is either important (51%) or very important (26%) to the overall student experience at Waterloo. Unsurprisingly, students who had accessed the SSO thought it was more important (54% important, 29% very important) than students who had not accessed (47% important, 19% very important).
- Many students report wanting more advertisement and awareness for services offered through the SSO.

¹ 'Gender Diverse' is a category created for the purposes of statistical analysis. It includes students who selected one or more of the following identities, 'gender non-conforming', 'non-binary', 'agender', 'questioning', 'trans', 'Two-Spirit', 'another gender identity.' Students who selected 'woman' or 'man' in combination with any of the other gender identities were also included in this category. Please see Appendix A for more details.

² 'LGBTQ+' is a category created for the purposes of statistical analysis. It includes students who selected one or more of the following sexual identities, 'asexual', 'bisexual', 'gay', 'lesbian', 'pansexual', 'queer', 'questioning', 'another sexual identity.' Please see Appendix A for more details.

Writing and Communications Centre

- Of the students who were aware (71%, n=769) of the Writing and Communications Centre (WCC), 17% had accessed its services.
- Most students were either satisfied (46%) or very satisfied (30%) with their overall experience with the WCC. Although some students reported concerns regarding wait times and appointment logistics
- 75% of students find the WCC either important or very important to their overall student experience at Waterloo.
- In the open-text responses, students shared that they would like to see more faculty-specific tutors at the WCC. Many students also reported wanting more advertisement of the services offered through the WCC.

Centre for Career Development

- The Centre for Career Development (CCD) has the highest access rate of all the services included in the survey, with 44% of students who were aware of the service (73%, n=794) having accessed it.
- First year students are less likely to have accessed CCD (11%).
- 52% of students were not aware that CCD offers services to students in both co-op and traditional streams of study.
- Most students are either satisfied (57%) or very satisfied (11%) with CCD.
- 88% of students think that the CCD is either important or very important to the overall student experience at Waterloo.
- Students report wanting more advertisement for services offered through CCD as well as more faculty-specific support.

Ombuds Office

- It is important to note that when this survey was launched, the Ombuds Office had only been open for approximately 6 months (i.e., less than two full two terms).
- Overall, 64 students were aware off the Ombuds Office and even fewer had accessed it (5 students).
- 85% of students indicated that what prevented them from contacting the service was "I'm not sure what they do." In their open-text responses, many students report not being aware of the service and that it needs more promotion. Those that have accessed it report positive experiences with the Ombuds Office.
- Most students who are aware of the Ombuds Office heard of it through posters and digital screens across campus (30%).
- 63% of students find the Ombuds Office to be neither important nor unimportant for the overall student experience at Waterloo. This is likely because students are unaware of the Ombuds Office and what it does. Of those who are aware of the Ombuds Office, 75% find it to be either important or very important.

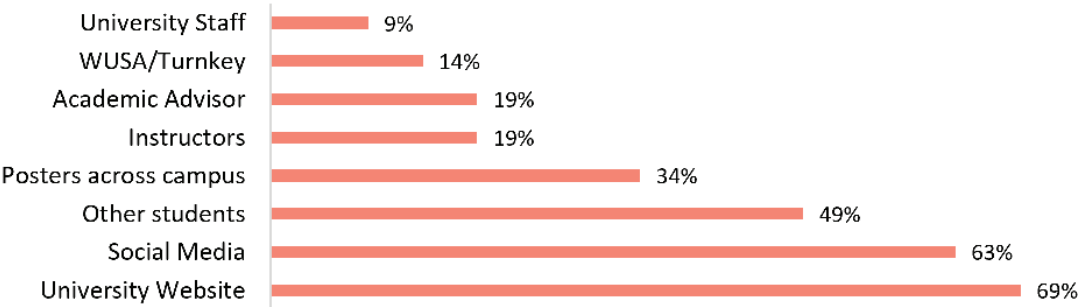
Campus Housing

- Most students are either satisfied (57%) or very satisfied (16%) with Campus Housing.
- 87% of students think Campus Housing is important or very important for the overall students experience at Waterloo.
- 75% of students have accessed shared amenities (fitness rooms, gaming tables, music rooms) and 64% have accessed study and meeting rooms in Campus Housing.
- Students enjoy the community programming events offered through Campus Housing with many reporting how it helps to build a sense of community and helps them make friends. However, some students report that community programming depends on what don you have and that some dons will run more events than others. As such, many students want more consistency and wish there were more guidelines for dons in terms of how many events they must host.
- Feedback regarding building maintenance is mixed with many students reporting that there have been many improvements across residences while others share experiences with poor building maintenance such as ceilings caving in and experiences of poorly maintained shared spaces.
- Students also shared feedback regarding food in residences and with the meal plan. Many students report that the cost of food is very expensive and many report issues with variety of food options as well.

Overall Awareness of Services

Most students find information about services offered at the University of Waterloo through the university website (69%), social media (63%), and other students (49%) (Figure 1).

Figure 1: How Students Find Information About Services Offered Through the University of Waterloo



The specific **service that students were most aware of was Campus Wellness (88%)** (Table 1). In fact, the only service with an awareness rate of 65% or less was the Ombuds Office, with only 6% of students aware of the service. This is understandable given that the Ombuds Office had only been open for 6 months (i.e., less than two terms) when the survey was conducted. Overall, students seem to be aware of a wide range of services, with most students aware of either four (41%) or three (25%) different services (Table 2).

Table 1: Student Awareness of Services on Campus

Service	Count of Students (Percentage of Total)
Campus Wellness	959 (88%)
Centre for Career Development	794 (73%)
Writing and Communication Centre	769 (71%)
Student Success Office	705 (65%)
Ombuds Office	64 (6%)
I am not aware of any services	39 (4%)

Table 2: Number of Services Students Are Aware Of

Number of Services Students Are Aware Of	Count of Students (Percentage of Total)
0	39 (7%)
1	114 (10%)
2	173 (16%)
3	271 (25%)
4	452 (41%)
5	42 (4%)

Access rates for each service were determined by dividing the number of students who had accessed the service³ by the number of students who were aware of the service. As demonstrated in Table 3, the Centre for Career Development (44%) and Health Services (30%) had the highest access rates amongst all the services.

Table 3: Service Access Rates

Service	Access Rate
Centre for Career Development	44%
Health Services	30%
Counselling Services	18%
Writing and Communication Centre	17%
Student Success Office	15%
Ombuds Office	8%

Before being directed to the end of the survey, the 39 students who were not aware of any services were asked which type of services would be most useful to them (Table 4). **Most students (51%) indicated that academic services would be most useful to them.**

³ More details on student use and access of each service are outlined in the service-specific sections within this report.

Table 4: Service Types That Would Be Most Useful to Students

Service Type	Count of Students (Percentage of Total)
Academic Services	20 (51%)
Career Services	18 (46%)
Sports and Recreation Services	16 (41%)
Personal/Student Life Services	13 (33%)
Mental Health/Wellness Services	10 (26%)
Accessibility Services	4 (10%)
None of these services would be helpful for me	5 (13%)

Students were also asked to rank the services they selected, with a higher mean indicating a more useful service (Table 5). **Academic Services was the highest ranked service**, in addition to being the service most frequently selected. Interestingly, although personal/student life services was only selected by 33% of students, those who did select it ranked it highly as it was also the highest ranked service, tied with academic services with a mean of 5.2. Similarly, not many students selected accessibility services as a useful service (10%), but those that did select it, ranked it highly resulting in a mean of 5. It is also important to note that all services were ranked highly with all having a high mean of above 4.5.

Table 5: Student Ranking of Service Usefulness

Service Ranking	Mean
Academic Services	5.2
Personal/Student Life Services	5.2
Career Services	5.1
Accessibility services	5.0
Sports and Recreation Services	4.9
Mental Health/Wellness Services	4.5

Campus Wellness

Awareness and Access Rate

88% of students were aware of Campus Wellness (Table 6). There were some differences in awareness based on student demographics which are highlighted below:

- Men (81%) are less likely to be aware of Campus Wellness than women (91%) and Gender Diverse (95%) students.***
- Heterosexual/straight students (86%) are less likely to be aware of Campus Wellness compared to LGBTQ+ students (94%).***
- First year students (80%) are less likely to be aware of Campus Wellness compared to second year (88%), third year (93%) and fourth year students (90%).***
- Engineering (81%) and Math (84%) students are less likely to be aware of Campus Wellness compared to Science (91%), Health (89%), Environment (91%), and Arts (92%) students.**

Table 6: Awareness of Campus Wellness

Are you aware of Campus Wellness?	Count of Students (Percentage of Students)
Yes	959 (88%)
No	132 (12%)

We confirmed students' engagement with Campus Wellness by asking all students whether they had accessed either Health Services or Counselling Services. **17% of students had accessed Counselling Services and 28% of students had accessed Health Services, while 3% had accessed other services through Campus Wellness** (Table 7).

Table 7: Student Use of Campus Wellness

Student Use of Campus Wellness	Count of Students (Percentage of Students)
Yes, I have accessed Health Services	959 (88%)
Yes, I have accessed Counselling Services	132 (12%)
Yes, I have accessed other services offered through Campus Wellness	34 (3%)
No, I have not accessed any services offered through Campus Wellness	684 (65%)

By dividing the number of students (n=289) who had accessed Health Services by the number of students (n=959) who were aware of Campus Wellness, we determined that the access rate for Health Services was 30%. We did the same calculation for Counselling Services as well, which had an access rate of 18% (Table 8).

Table 8: Campus Wellness Access Rates

Service	# of students aware	# of students who accessed	Access Rate
Health Services	959	289	30%
Counselling Services	959	175	18%

There were some differences in access based on student demographics which are outlined below:

- Engineering students are the least likely to access Health Services (17%) compared to Science (31%), Math (26%), Health (33%), Environment (39%), and Arts (27%) students.***
- Engineering students are the least likely to access Counselling Services (9%) compared to Science (22%), Math (16%), Health (17%), Environment (22%), and Arts (16%) students.***
- Students with disabilities are more likely to access Health (43%) and Counselling Services (34%) compared to students without disabilities (24% Counselling Services, 12% Health Services).***
- First year students are the least likely to access Health (13%) and Counselling (8%) Services compared to second (25% health, 16% counselling), third (36% health, 20% counselling), and fourth-year students (35% health, 23% counselling).***
- LGBTQ+ students more likely to access Health (38%) and Counselling Services (27%) compared to heterosexual/straight students (23% Health Services, 13% Counselling Services).***
- Gender Diverse students are more likely to access Health (43%) and Counselling (35%) Services compared to men (23% Health, 11% Counselling) and women (28% Health and 17% Counselling).**

Table 9 demonstrates that **the top reason why students did not access Campus Wellness was because they did not have a need for the service (76%).**

Table 9: Reasons For Not Accessing Campus Wellness

Reasons for Not Accessing Campus Wellness	Count of Students (Percentage of Students)
No need for services offered through Campus Wellness	517 (76%)
I do not know who to contact	109 (17%)
I feel like services offered through Campus Wellness will not help me	98 (14%)
I do not feel comfortable accessing services offered through Campus Wellness	67 (10%)

Table 10 outlines the additional reasons for not accessing Campus Wellness that some students shared in the “other” text box provided.

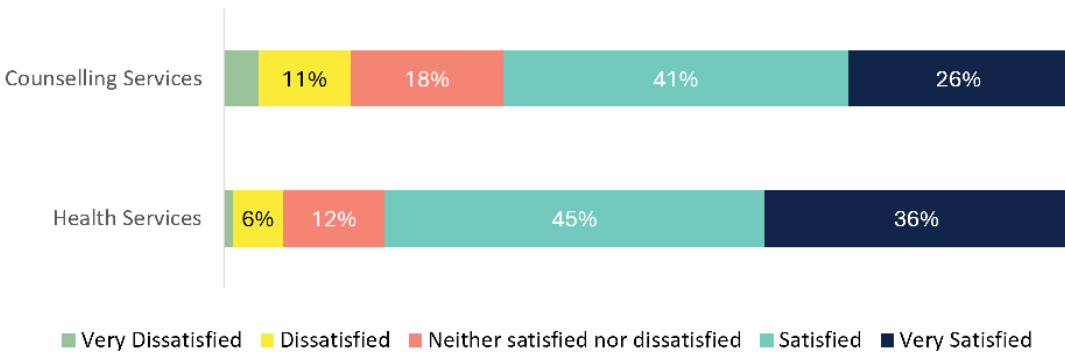
Table 10: Additional Reasons for Not Accessing Campus Wellness

Additional Reasons for Not Accessing Campus Wellness	Count of Students
No time	6
Difficulty contacting Campus Wellness (e.g., difficulty reaching through phone, no email responses)	6
Use external services (e.g., off-campus counselling services)	5
Long commute to get to campus	4
Long wait times	4
Lack information about the services offered	4
Feel that their concerns aren't valid enough	2

Satisfaction

In terms of overall satisfaction, **81% of students were either satisfied or very satisfied with Health Services**, while **67% were either satisfied or very satisfied with Counselling Services** (Figure 2). **Note:** percentages of 4% or less are not shown in Figure 2.

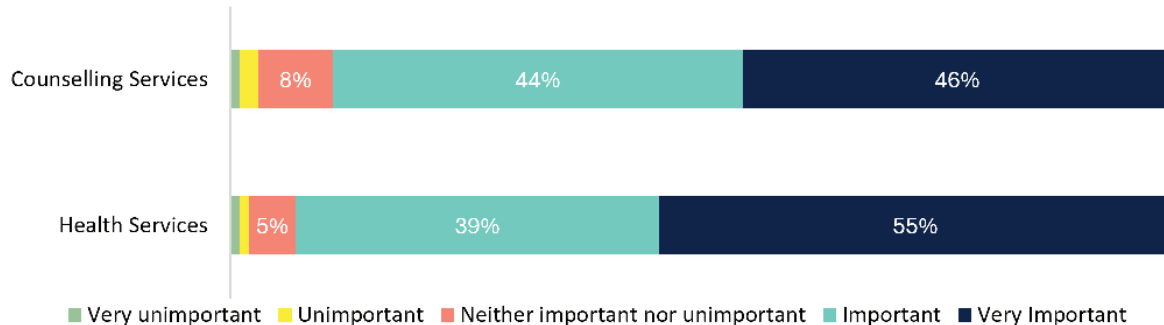
Figure 2: Satisfaction with Counselling and Health Services



Importance

Most students think both Counselling Services (90%) and Health Services (94%) are either important or very important to the overall student experience at Waterloo (Figure 3). **Note:** percentages of 2% or less are not shown in Figure 3.

Figure 3: Level of Importance for Counselling and Health Services



This importance differed based on some demographic factors which are outlined below:

- Students with disabilities are more likely to think that Counselling Services is very important (58%) compared to students without disabilities (43% very important)**
- LGBTQ+ students are more likely to think that Counselling Services is very important (55%) compared to heterosexual/straight students (43% very important)*
- Gender Diverse students are more likely to think that Counselling Services is very important (65%) compared to men (31% very important) and women (52% very important)***
- International students are more likely to find Counselling Services very important (55%) compared to domestic students (46% very important)**
- Gender Diverse students are more likely to think that Health Services is very important (61%) compared to men (44% very important) and women (60% very important)***
- Students with disabilities are more likely to think that Health Services is very important (63%) compared to students without disabilities (52% very important)*

Service Changes

Most students (89%) indicated they had not noticed any changes in service offerings at Campus Wellness, while 10% had noticed positive changes and 1% had noticed negative changes (Table 11).

Table 11: Have You Noticed Any Changes with Service Offerings Through Campus Wellness?

Have You Noticed Any Changes with Service Offerings Through Campus Wellness?	Count of Students (Percentage of Students)
Yes (Positive)	101 (10%)
Yes (Negative)	13 (1%)
No	938 (89%)

For students who had noticed **positive changes**, most noted that wait times were shorter (Table 12). For example, as one student explained,

“During the summer, the line for the counselling service was much shorter which made a lot of my friends and people around me more willing to take the time to apply and consider their mental health more through even just one counselling session.”

As this student notes, a decrease in wait times can make more students willing to access Counselling Services when they need it.

Table 12: Positive Changes to Campus Wellness

Positive Changes to Campus Wellness	Student Count
Shorter wait times	22
More advertisement and awareness	11
Improvements with gender affirming care	4
Expanded service offerings (e.g., more mental health support)	3
Improvements with booking appointments	3

Some students, however, had noticed **negative changes** with wait times (Table 13). For example, one student noted:

"I have heard about the challenges of students trying to access counseling services. They describe very long wait periods to be matched with a counsellor, and when they do reach someone they have very limited appointment times and have given my friends advice that seems counter productive to their mental health goals."

It is important to note that this seems to be a perception rather than an actual experience from this student and may demonstrate a broader perception of Counselling Services that exists on campus.

Table 13: Negative Changes to Campus Wellness

Negative Changes to Campus Wellness	Student Count
Longer wait times	5
Unhelpful services	2

Another consistent **positive change** students had noticed was related to awareness of Campus Wellness, with some sharing that they had noticed more advertisement on social media, more posters across campus, and just an overall increased sense of awareness amongst students. Moreover, some students also mentioned that there has been more information provided through these advertisements including more clear instructions for appointments as well as clear information about fees.

We also asked students if there were any **future changes** they would like to see Campus Wellness make (Table 14).

Table 14: Future Changes to Campus Wellness

Future Changes to Campus Wellness	Student Count
More service offerings/improvements to existing service offerings	87
More advertisement and awareness	51
Less wait times/more availability	47
Easier to book appointments	35

Most students shared that they would like to see **more service offerings or improvements to existing ones**. Some of the additional service offerings that students would like to see include more events (n=12), more therapy dogs (n=8), more remote service offerings (n=7), and more academic support (n=4). In terms of improvements, students asked for **more appointments for existing services** (e.g., brief counselling, peer support groups, group counselling) as well as an **improvement in the quality of the sessions** themselves (i.e., less dismissive doctors and making the sessions more welcoming for students).

Students also requested **more advertisement of the services** offered through Campus Wellness. As mentioned earlier, some students noticed positive changes in this area, however, students still thought there could be more promotion through posters/digital screens on campus as well as through social media and email newsletters. In addition, students mentioned the need for more detailed information within these advertisements as well. As one student explained,

"Not that I've used it, but I think better advertising for services offered would help and from there more on how to access them. I think people may generally know what's offered, but on a very basic level and not what it actually includes."

Finally, students shared some suggestions related to appointments, specifically availability of appointments and booking processes. Some students felt there should be an option for online appointment booking. As one student shared,

"I've been thinking about accessing Counselling Services for probably a year now, but I have intense social anxiety regarding phone calls and as far as I know, that's how their appointments are booked. an online booking system would be phenomenal and reduce the only real barrier keeping me from accessing their services."

As seen here, providing an option for online booking may increase the accessibility of booking an appointment for students experiencing anxiety.

Student Success Office

Awareness and Access Rate

Most students (65%) were aware of the SSO (Table 15). There were some differences in awareness based on student demographics which are highlighted below:

- International students (45%) are less likely to be aware of the SSO than domestic students (66%)***
- Engineering (56%) and Math (58%) students are less likely to be aware of the SSO compared to Science (67%), Health (77%), Environment (66%), and Arts (69%) students***

Table 15: Awareness of the SSO

Are You Aware of the SSO?	Count of Students (Percentage of Students)
Yes	705 (65%)
No	386 (35%)

We confirmed students' engagement level with the SSO by explicitly asking all students whether they had accessed any of the services offered through the SSO (e.g., Peer Success Coaching, SMART Program Learn Course, Community Leadership Certificate). **10% of students indicated they had accessed services offered through the SSO** (Table 16).

Table 16: Student Use of the SSO

Have You Accessed the SSO?	Count of Students (Percentage of Students)
Yes, I have accessed services offered through the Student Success Office	103 (10%)
No, I have not accessed any services offered through the Student Success Office	949 (90%)

By dividing the number of students (n=103) who accessed the SSO by the number of students (n=705) who were aware of the SSO, we determined that **the access rate for the SSO was 15%. The most common service offering students had accessed was Peer Success Coaching (37%)** followed by the SMART Program (32%) (Table 17).

Table 17: Services Students Have Accessed Through the SSO

SSO Service Offerings	Count of Students (Percentage of Students)
Peer Success Coaching	517 (76%)
SMART Program	109 (17%)
Community Leadership Certificate	98 (14%)
Quick tips and tools	67 (10%)
Connection Collective	15 (15%)
My Learning Skills Evaluation	9 (9%)
Gen AI Student Hub	5 (5%)
I have not accessed any of these services offered through the Student Success Office	4 (4%)

Table 18 demonstrates that **the reason most students did not access the SSO was because they did not have a need (78%)**.

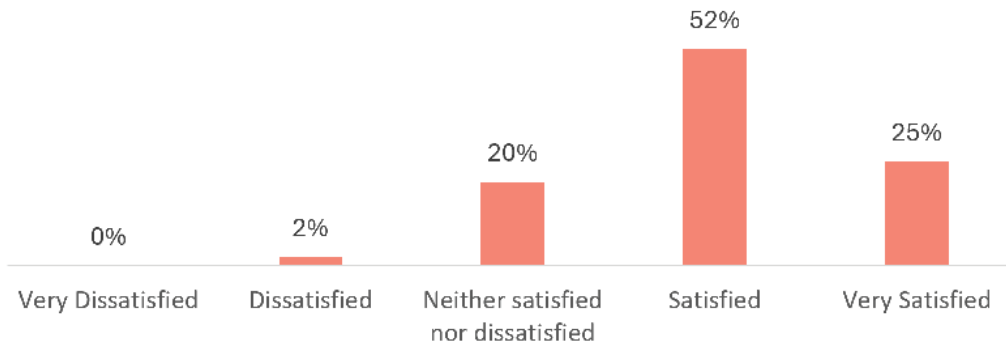
Table 18: Reasons Why Students Do Not Access the SSO

Reasons For Not Accessing the SSO	Count of Students (Percentage of Students)
No need for services offered through the Student Success Office	754 (78%)
I feel like services offered through the Student Success Office will not help me	126 (13%)
I do not feel comfortable accessing services offered through the Student Success Office	46 (5%)
I do not know who to contact	176 (19%)

Satisfaction and Importance

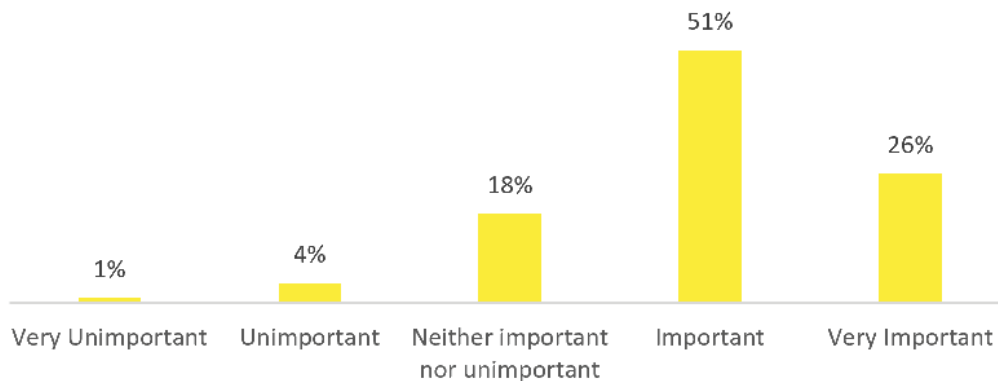
In terms of overall satisfaction, **most students are either satisfied (52%) or very satisfied (25%) with the SSO** (Figure 4).

Figure 4: Overall Satisfaction with the SSO



77% of students thought the SSO was either important or very important to the overall student experience at Waterloo (Figure 5). This was asked to all students, regardless of if they indicated they had accessed the service. Unsurprisingly, those who have accessed the SSO were more likely to think that it is important or very important (83%) compared to those who had not (66%).

Figure 5: Importance of the SSO



There were some differences in importance based on student demographics which are highlighted below:

- Science (28%), Health (27%), and Arts (37%) students are more likely to find the SSO very important compared to Math (18%), Engineering (20%), and Environment (21%) students***
- First-year students are more likely to find the SSO very important (33%) compared to upper-year students (20-25%)***

SSO Service Changes

Most students (96%) indicated they had noticed no changes to services offered through the SSO while 4% indicated they had noticed positive changes and 1% noticed negative changes (Table 19).

Table 19: Have You Noticed Any Changes to Services Offered Through the SSO?

Have You Noticed Any Changes to Services Offered Through the SSO?	Count of Students (Percentage of Students)
Yes (Positive)	40 (4%)
Yes (Negative)	6 (1%)
No	1006 (96%)

When asked to elaborate, the most common positive change students mentioned was with the service offerings (n=4) including an **increase in the number of resources provided** for things like study habits, exam prep, and managing stress as well as increased resources for things like Peer Success Coaching. Additionally, one student also mentioned the increase in awareness of the SSO by explaining:

"I feel in first year I only heard of the Student Success Office but was unaware of what services are actually offered through this office. However, now in latter years similar to my experience with Campus Wellness, I am seeing them broadcasted on UW Learn and other spaces on campus which as a result is increasing awareness of the wonderful services they offer for students."

Not only has there been **increased awareness** of the SSO but also improvements with the information that is provided.

As for the negative changes, none of the students further elaborated on their experiences.

When asked what changes they would like to see from the SSO moving forward, **most students mentioned the importance of more awareness** (Table 20) whether it is through social media, professor or posters across campus. Moreover, many students also mentioned that not only is more awareness needed, but any promotional efforts should also include more information about the services that they offer too. As one student explained,

"More advertisement and explanation of what the student success office is and what they offer would be helpful. For example, I have heard of the SSO and a few services but I don't believe I have a comprehensive understanding of their services."

Although this student is aware of the SSO, they do not seem to have a comprehensive understanding of their services. As such, when looking to increase promotion of the Student Success Office, more details about the individual service offerings should be provided.

Table 20: Future Changes to the SSO

Future Changes to the SSO	Count of Students
More awareness	35
More service offerings	14
More accessibility	8
More events/workshops	5

Students would also like to see additional service offerings such as program specific support/coaches, more certificate programs, more online sessions and career support. When it comes to accessibility, students mentioned the need for more locations on campus, longer hours/more appointment times and overall simpler processes for reaching out and accessing services through the SSO. Finally, some students suggested the need for more pop-in events and worksh ops that would help them interact and learn more about the services offered through the SSO.

Writing and Communication Centre

Awareness and Access Rate

Most students (71%) were aware of the WCC (Table 21). There were some differences in awareness based on student demographics which are highlighted below:

- Men (60%) are less likely to be aware of the WCC compared to women (74%) and gender diverse (89%) students.***
- Racialized students (66%) are less likely to be aware of the WCC than non-racialized students (81%).***
- Heterosexual/Straight students (67%) are less likely to be aware of the WCC compared to LGBTQ+ students (81%).***
- First-year students (61%) are less likely to be aware of the WCC compared to second (67%), third (77%), and fourth-year students (78%).***
- Students without disabilities (69%) are less likely to be aware of the WCC compared to students with disabilities (84%).***

Table 21: Awareness of the WCC

Are You Aware of the WCC?	Count of Students (Percentage of Students)
Yes	769 (71%)
No	322 (29%)

We confirmed students' engagement level with the WCC by explicitly asking all students whether they had accessed any of the services offered through the WCC (e.g., essay/writing support, research support). **13% of students indicated they had accessed services offered through the WCC** (Table 22).

Table 22: Student Use of the WCC

Have You Accessed the WCC?	Count of Students (Percentage of Students)
Yes, I have accessed services offered through the WCC	132 (13%)
No, I have not accessed any services offered through the the WCC	920 (88%)

By dividing the number of students (n=132) who accessed the WCC by the number of students (n=769) who were aware of the WCC, we determined that **the access rate for the WCC was 17%. The most common reason why students access the WCC was for revising editing (63%) and writing/drafting (59%)** (Table 23).

Table 23: Reasons Students Access the WCC

Reasons Students Access the WCC	Count of Students (Percentage of Students)
Revising/Editing	83 (63%)
Writing/Drafting	78 (59%)
Brainstorming/Ideation	41 (31%)
Organizing/Structuring	41 (31%)
Using Research Sources in my Writing	25 (19%)
Understanding Types of Writing in my Program/Discipline	13 (10%)
Planning and Accountability	11 (8%)
Oral Presentations	9 (7%)
Community and Motivation	4 (3%)
Navigating GenAI use for my Writing	3 (2%)
Video/Podcast Creation	2 (2%)
Support as an English Language Learner	1 (1%)

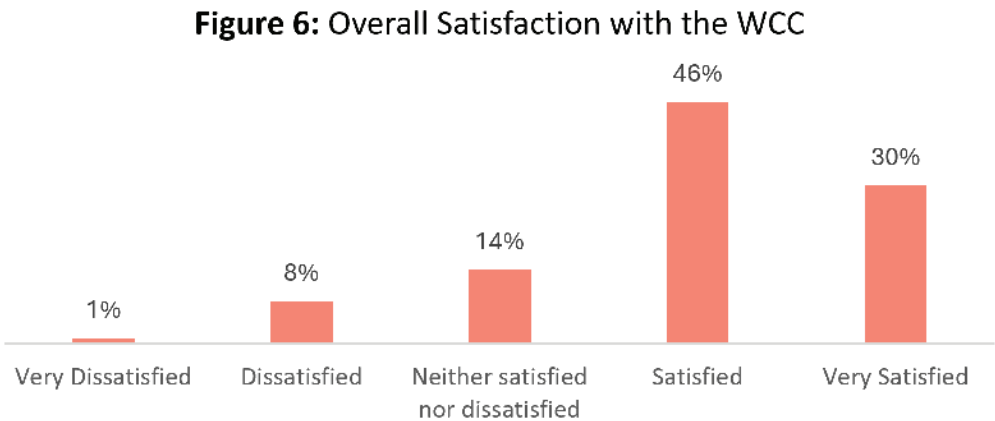
Table 24 demonstrates that **the reason most students did not access the WCC was because they did not have a need for the services offered (80%).**

Table 24: Reasons for Not Accessing the WCC

Reasons Students Access the WCC	Count of Students (Percentage of Students)
No need for services offered through the WCC	742 (80%)
I feel like services offered through the WCC will not help me	131 (14%)
I do not know who to contact	107 (12%)
I do not feel comfortable accessing services offered through the WCC	48 (5%)
Not having enough time	11 (1%)

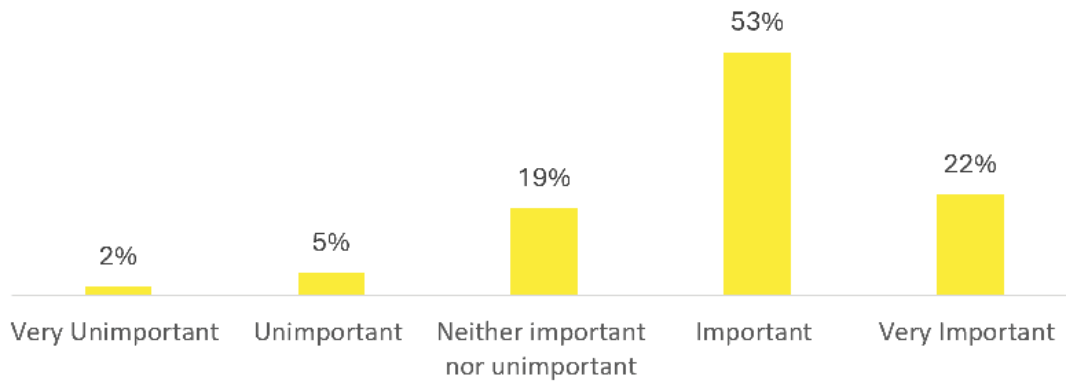
Satisfaction and Importance

In terms of overall satisfaction, **most students are either satisfied (46%) or very satisfied (30%) with the WCC** (Figure 6).



75% of students thought the WCC was either important or very important to the overall student experience at Waterloo (Figure 7). This was asked to all students, regardless of if they indicated they had accessed the service. Unsurprisingly, students who have accessed the WCC were more likely to find it important or very important (89%) than students who have not accessed (72%)

Figure 7: Importance of the WCC



There were some differences in importance based on student demographics as well which are highlighted below:

- International students (42% important, 28% very important) are more likely to think that the WCC is very important compared to domestic students (53% important, 21% very important)***
- Gender diverse students (50% important, 30% very important) are more likely to think that the WCC is important than women (56% important, 24% very important) and men (44% important, 17% very important)***
- Non-racialized students (59% important, 23% very important) are more likely to think that the WCC is important than racialized students (50% important, 21% very important)**
- LGBTQ+ students (52% important, 28% very important) are more likely to think that the WCC is very important compared to heterosexual/straight students (52% important, 20% very important)**
- Students with disabilities (55% important, 30% very important) are more likely to find the WCC important than students without disabilities (53% important, 19% very important)***

The WCC Service Changes

Most students (95%) indicated they had not noticed any changes to services offered through the WCC while 4% had noticed positive changes and 1% noticed negative changes (Table 25).

Table 25: Changes to the WCC

Have You Noticed Any Changes to Services Offered Through the WCC?	Count of Students (Percentage of Students)
Yes (Positive)	43 (4%)
Yes (Negative)	8 (1%)
No	1001 (95%)

When asked to further elaborate on any positive changes, most students mentioned they had **noticed more promotion of the WCC**. Students explained that this often took the form of professors sharing about the service in their classes. Additionally, a few other students mentioned there has been an increase in tutors as well as appointment slots, allowing more students to access the WCC.

As for negative changes, a few students explained that they had experienced **difficulty booking appointments** and had noticed **fewer drop-in hours and less tutors** available.

When asked what changes they would like to see from the WCC moving forward, most students mentioned more servicing offerings. This includes more online services (n=4), more events and workshops (n=4), and more locations on campus (n=2). Other service offerings that students would like to see includes more Learn courses, better online citation guides, and more AI resources (Table 26).

Table 26: Future Changes to the WCC

Future Changes to the SSO	Count of Students
More service offerings	35
More awareness	14
More appointment time slots	8
Support tailored to department/faculty	5
Better accessibility and navigation	5

Students also emphasized **the need for more awareness** of the WCC, specifically through email, Learn announcements, events across campus, and through professors. In addition to more awareness, some students also mentioned that they would like to see **more details of service offerings** be provided through these advertisements. This shows that not only should more awareness be prioritised, but there should also be a focus on the level of detail provided so more students understand the services offered through the WCC.

Students also discussed the need for **more appointment time slots** and longer hours of availability since some students have late classes and struggle to access the service. In addition to more appointment slots, some students mention that they would like **longer appointment times**. As one student explained,

"I would love to have a bit longer appointment times. Possibly about 10 min longer. The tutors are very helpful and have helped me with my work always, but during one of my online appointments the conversation was cut off, and I still had some questions."

In addition to more appointment slots and longer appointment times, students also mention wanting **more drop-in hours** where they can get support without booking an appointment.

Students also asked for more **support tailored towards their program/faculty**. As one explained,

"It would be great for the mentors to be in the same faculty or have experience to the course. I find it is difficult to find a mentor who understands the assignments I work on."

Finally, students mentioned the need for better access to the WCC, including more clear information on how to contact the WCC on the website, improvements to the booking system, and services for the satellite campuses.

Centre for Career Development

Awareness and Access Rate

Most students (73%) were aware of the Centre for Career Development (CCD) (Table 27). There were some differences in awareness based on student demographics which are highlighted below:

- First year students (61%) are less likely to be aware of the CCD compared to second (72%), third (80%), and fourth year (80%) students***
- Co-op students (77%) are more likely to be aware of the CCD compared to non-co-op students (62%)

Table 27: Awareness of the CCD

Are You Aware of the WCC?	Count of Students (Percentage of Students)
Yes	794 (73%)
No	297 (27%)

We confirmed students' engagement level with the CCD by explicitly asking all students whether they had accessed any of the services offered through the CCD (e.g., career advising, CareerHub, Co-op 101). **34% of students indicated they had accessed the services offered through the CCD** (Table 28). There were some differences in access to the CCD based on demographics, which are highlighted below:

- Co-op students (41%) were more likely to access the services offered through the CCD compared to non-co-op students***
- First-year students are less likely to have used the CCD (11%) compared to third-year students (42%) and fourth-year students (41%)***

Table 28: Student Use of the CCD

Have You Accessed the WCC?	Count of Students (Percentage of Students)
Yes, I have accessed services offered through the WCC	353 (34%)
No, I have not accessed any services offered through the the WCC	699 (66%)

By dividing the number of students (n=353) who accessed the CCD by the number of students (n=794) who were aware of the CCD, we determined that **the access rate for the CCD was 44%**. As shown in Table 29, **the service that most students had accessed at the CCD was career advising services (63%)**.

Table 29: Services Students Have Accessed at the CCD

Have You Accessed the WCC?	Count of Students (Percentage of Students)
Career advising services	224 (63%)
Career events (e.g., Job Fair, Volunteer Fair, Further Ed Fair)	143 (41%)
Online resources (e.g., Co-op 101; Skills Identification & Articulation; LinkedIn; Career Identity)	126 (36%)
Online resources (e.g., CareerHub; access to online tools via website)	94 (27%)
Workshops outside of the classroom	36 (10%)
I have not accessed any of these services	7 (2%)

Table 30 demonstrates that the **top two reasons why students did not access the CCD were “I already have a career plan and do not need outside help right now (31%) and “I do not know what is available through CCD” (30%)**.

Table 30: Reasons For Not Accessing the CCD

Reasons For Not Accessing the CCD	Count of Students (Percentage of Students)
I already have a career plan and do not need outside help right now	215 (31%)
I do not know what is available through the Centre for Career Development	208 (30%)
I’m anxious about my career and do not know where to start	174 (25%)
I do not think services offered through the Centre for Career Development will be relevant to me	162 (23%)
I am not thinking about my career yet	154 (22%)
I do not feel comfortable accessing services offered through the Centre for Career Development	42 (6%)

Most students (52%) were not aware that the CCD offers services to students both in co-op and traditional streams of study (e.g., non-co-op) (Table 31).

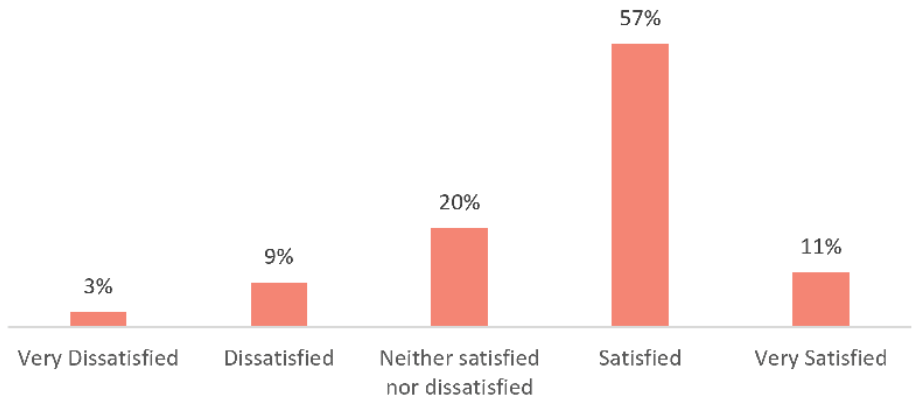
Table 31: Awareness That the CCD Offers Services to Both Co-op and Non-Co-op Students

Have You Accessed the WCC?	Count of Students (Percentage of Students)
Yes	501(48%)
No	551 (52%)

Satsifaction and Importance

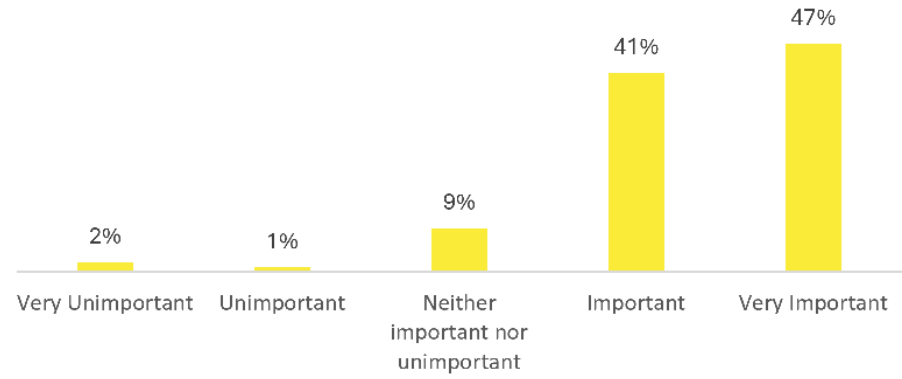
In terms of overall satisfaction, **most students are either satisfied (57%) or very satisfied (11%) with the CCD** (Figure 8). This satisfaction level differed slightly by gender identity, with women (65% satisfied, 12% very satisfied) more likely to be satisfied with CCD compared to gender diverse students (47% satisfied, 12% very satisfied) and men (44% satisfied, 11% very satisfied)***

Figure 8: Satisfaction with the CCD



88% of students thought the CCD was either important (41%) or or very important (47%) to the overall students experience at Waterloo (Figure 9). Moreover, students who have accessed the CCD were more likely to think that it is very important (57% very important) than students who have not accessed (43% very important)***.

Figure 9: Importance of the CCD



Centre for Career Development Service Changes

Most students (90%) indicated they had not noticed any changes to services offered through the CCD while 7% had noticed positive changes and 3% had noticed negative changes (Table 32).

Table 32: Changes to the CCD

Have You Noticed Any Changes with Services Offered Through the CCD?	Count of Students (Percentage of Students)
Yes (Positive)	77 (7%)
Yes (Negative)	30 (3%)
No	945 (90%)

When asked to further elaborate on any **positive changes**, many students mentioned they had noticed more advertisement and overall awareness (n=9) of the service. As one student explained,

"I feel like I often get a lot of notifications from the Centre for Career Development about information sessions and other things they are hosting. I specifically see a lot of this info being promoted on UW Learn."

Another positive change that students mentioned was with advisors (n=7) being more responsive and proactive with reaching out to students to see if they need assistance. Additionally, many students also report improvements with the CCD website, increase in events, workshops and networking opportunities.

As for **negative changes**, some students mentioned that their advisors were unhelpful or that they lacked expertise regarding their specific career path (n=9). As one student explained,

"I asked to speak to someone who knew about teaching careers, however when I had my appointment, the person that was meeting with me had no information on teaching in Ontario, which made the appointment useless."

As this student notes, a challenge that students have is finding support tailored towards their specific program and career interests. Other negative changes that students have noted include longer wait times/less appointment availability (n=4), increases in fees (n=2), and negative changes to the WaterlooWorks interface (e.g., less intuitive, poorer co-op search options, n=2). It is important to note here that students may be confusing the CCD with Co-operative and Experiential Education (CEE).

When asked what they would like to see from the CCD moving forward most students is more advertisement and awareness (Table 33). Students emphasized the need for advertisement and awareness of CCD including through posters, classes, and Learn announcements.

Table 33: Future Changes to the CCD

Future Changes to the CCD	Count of Students
More advertisement and awareness	17
More experiences advisors and staff	14
More support with securing a job	13
More career workshops and events	8
Support for non-co-op students	4
Online services	3
More appointment times	3
More job opportunities	2

Students also mentioned the need for more experienced advisors, specifically ones that are more tailored towards their program. There are also some discrepancies with faculty for this where students in faculties like Arts find it more difficult to find advisors with proper experience. For example, one student shared,

"I wish there were more opportunities to speak to professionals in my field, especially for smaller more niche programs, i feel like so much advice is tailored towards math students and eng students because they're in bulk, but other programs would benefit from specialized advice from professionals too!! it could even be profs giving advice on my resume and cover letter (as long as they haven't only been in academia)."

Students also wanted to see more support with securing a job such as interviews preparation, preparing resumes and cover letters as well as an overall increase in supports that help students secure employment. In addition, students would also like more constructive feedback during the process as one student explained,

"Have a better more constructive feedback session on things like resume and cover letter editing. A lot of the sessions only focus on the bare minimum and are general advice, rather than catering to the specific job being applied to, and for ex. The key words in a resume being there or not."

As this student notes, it would be helpful to receive more constructive feedback, rather than receiving more general advice. Other students mentioned more support for non-co-op students, more online services, more appointment times (specifically in the evening), as well as more job opportunities on places like WaterlooWorks so that students can more easily find employment.

Ombuds Office

Awareness & Understanding of the Ombuds Office

Most students (94%) were not aware of the Ombuds Office (Table 34). It is important to note that when this survey was launched, the Ombuds Office had only been open for approximately 6 months (i.e., less than two full two terms). This may account for the lack of awareness from students.

Table 34: Awareness of the Ombuds Office

Are You Aware of the WCC?	Count of Students (Percentage of Students)
Yes	64 (6%)
No	1027 (94%)

We confirmed students' engagement level with the Ombuds Office by asking all students whether they had accessed any services offered through the Ombuds Office. **5 students indicated they had accessed services** offered through the Ombuds Office (Table 35).

Table 35: Use of the Ombuds Office

Have You Accessed the Ombuds Office?	Count of Students (Percentage of Students)
Yes, I have accessed services offered through the Ombuds Office	5 (8%)
No, I have not accessed services offered through the Ombuds Office	59 (92%)

By dividing the number of students (n=5) who accessed the Ombuds Office by the number of students (n=64) who were aware of the Ombuds Office, we determined that **the access rate of the Ombuds Office was 8%. Most students (86%) selected "I'm not sure what they do" as what would prevent them from contacting the Ombuds Office** (Table 36).

Table 36: What Would Prevent Students from Contacting the Ombuds Office

What Would Prevent Students from Contacting the Ombuds Office	Count of Students (Percentage of Students)
I'm not sure what they do	906 (86%)
I don't know how to reach them	273 (26%)
I would go elsewhere for help	94 (9%)
I don't trust the process	34 (3%)

For those who were aware of the Ombuds Office, **most (30%) first learned about the service through posters/digital screens** on campus (Table 37).

Table 37: How Students First Learned of the Ombuds Office

How Students First Learned of the Ombuds Office	Count of Students (Percentage of Students)
Through posters/digital screens on campus	19 (30%)
Instructor or staff member	11 (17%)
University Website	9 (14%)
WUSA/Turnkey	8 (13%)
From an email from the University of Waterloo	8 (13%)
From a friend or classmate	7 (11%)
Social media (e.g., @yourwusa Instagram, uwaterloolife Instagram, etc.)	5 (8%)
Through an event on campus	2 (3%)
Through a booth on campus	0

When asked how well students understood the purpose of the Ombuds Office, the responses from students were widespread, with “somewhat well” (28%) and “not very well” (27%) as the most selected options (Table 38). It is important to note that due to an error in survey design, the difference between options of “not very well at all” and “not very well” was likely unclear to students responding to the question.

Table 38: How Well Students Understand the Purpose of the Ombuds Office

How Well Students Understand the Ombuds Office	Count of Students (Percentage of Students)
Not very well at all	11 (17%)
Not very well	17 (27%)
Neutral	8 (13%)
Somewhat well	18 (28%)
Very well	10 (16%)

Table 39 outlines how to help students better understand the Ombuds Office, with more information on the university website (62%) and social media posts or newsletters (62%) having the highest percentage of responses from students.

Table 39: How To Help Students Better Understand the Ombuds Office

How To Help Students Better Understand the Ombuds Office	Count of Students (Percentage of Students)
More information on the university website	654 (62%)
Social media posts or student newsletters	653 (62%)
Posters or signage around campus	590 (54%)
Information shared by instructors or staff	475 (45%)
Presentations or workshops during orientation or classes	319 (30%)
Peer-to-peer outreach or student ambassadors	205 (19%)
Nothing, I feel I understand it just fine	31 (3%)

Engagement & Importance of the Ombuds Office

Most students indicated that they were “neither likely nor unlikely” (39%) or “likely” (31%) to **contact the Ombuds Office** if they experienced a situation where they felt a university policy or procedure was unfair (Table 40).

Table 40: Likelihood of Students Contacting the Ombuds Office

Likelihood Of Students Contacting the Ombuds Office	Count of Students (Percentage of Students)
Very Unlikely	4 (6%)
Unlikely	6 (9%)
Neither likely nor unlikely	25 (39%)
Likely	20 (31%)
Very Likely	9 (14%)

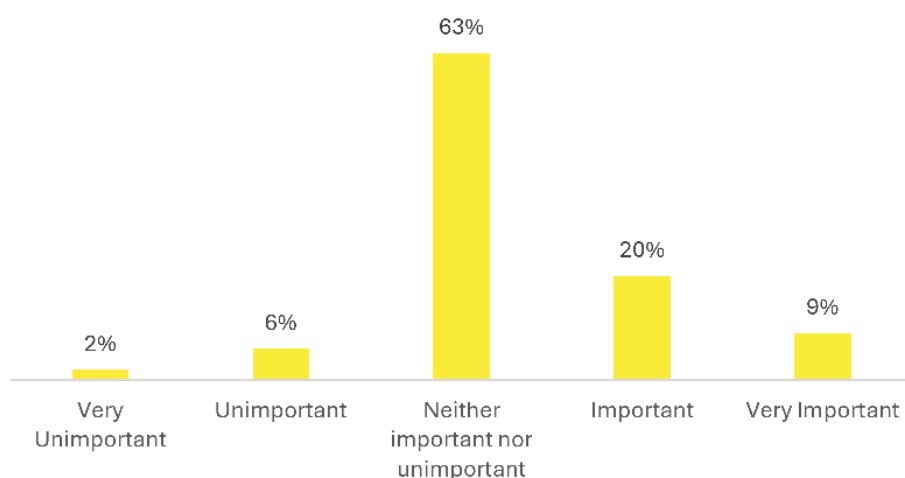
As Table 41 demonstrates, **the highest frequency of students (38%) were neither confident nor unconfident that the Ombuds Office would handle their concerns impartially and confidentially**, followed by confident (36%).

Table 41: Student Confidence That the Ombuds Office Would Handle Their Concerns

Confidence Level	Count of Students (Percentage of Students)
Very Unconfident	3 (5%)
Unconfident	4 (6%)
Neither confident nor unconfident	24 (38%)
Confident	23 (36%)
Very Confident	10 (16%)

Most students (63%) thought the Ombuds Office was neither important nor unimportant to the overall student experience at the University of Waterloo (Figure 10). This was asked to all students, regardless of if they had accessed the service. Unsurprisingly, those who were aware of the Ombuds Office (31% important, 44% very important) were more likely to think the Ombuds Office was more important compared to students who were not aware (19% important, 7% very important)***

Figure 10: Importance of the Ombuds Office



There were some differences in importance based on student demographics which are highlighted below:

- Gender diverse students (17% very important) are more likely to find the Ombuds Office to be very important compared to women (9% very important) and men (7% very important)***
- LGBTQ+ students (15% very important) are more likely to find the Ombuds Office to be very important compared to heterosexual/straight students (7% very important)***
- Students with disabilities (18% very important) are more likely to find the Ombuds Office to be very important compared to students without disabilities (7% very important)***

Ombuds Office Service Changes

When asked about the changes they would like to see from the Ombuds Office, students focused solely on the importance of more advertisement and awareness of the service. As demonstrated throughout the report, there is a lack of awareness and understanding about the Ombuds Office from students, making increased promotion of the service an important priority.

It is important to note, however, the positive experiences that students who have used the Ombuds Office report. As one student explained,

"I recently had a situation on campus that was handled unfairly and talked to the Office of the Ombudsperson about it, they blew me away! They were so helpful, impartial, explained what they could and could not do, their role. Truly an outstanding service with some of the most kind and caring individuals."

Increasing awareness and understanding of the Ombuds Office across campus will ensure that more students have the opportunity to experience the positive support that this service can provide them.

Campus Housing

Experience with Campus Housing

At the beginning of the Campus Housing section of the survey, students were asked whether they had lived in residence on campus. **43% of students did not currently live in residence but had in the past**, followed by 36% who had never lived in residence and 21% who currently live in residence (Table 42). Students who selected that they had never lived in residence were directed to the end of this section of the survey.

Table 42: Have Students Lived in Residence

Have Students Lived in Residence	Count of Students (Percentage of Students)
Yes, I currently live in residence	216 (21%)
I do not currently live in residence, but have previously	449 (43%)
No, I have never lived in residence	372 (36%)

The most common service offered by Campus Housing that students used was shared amenities (e.g., fitness rooms, gaming tables, music rooms) (75%), followed by study and meeting rooms (64%) (Table 43).

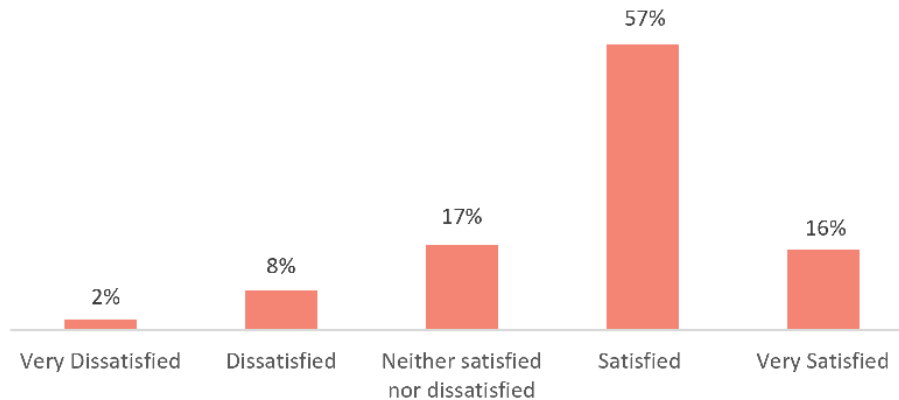
Table 43: Use of Services Offered by Campus Housing

Use of Services Offered by Campus Housing	Count of Students (Percentage of Students)
Shared amenities (fitness rooms, gaming tables, music rooms, etc.)	508 (75%)
Study and Meeting Rooms	438 (64%)
Don Support	287 (42%)
Community Programming	149 (22%)
Community Centre	106 (16%)
I have not accessed any of these services	62 (9%)

Satisfaction and Importance

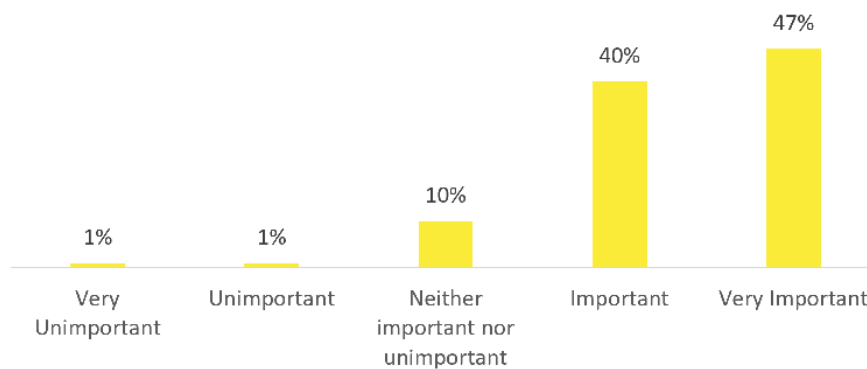
Most students (73%) were either satisfied or very satisfied with Campus Housing (Figure 11).

Figure 11: Satisfaction with Campus Housing



Most students (87%) think Campus Housing is either important or very important to the overall student experience at Waterloo (Figure 12).

Figure 12: Importance of Campus Housing



Changes to Campus Housing

Most students (87%) indicated they had not noticed any changes to services offered through Campus Housing, while 8% had noticed positive changes and 5% had noticed negative changes (Table 44).

Table 44: Have You Noticed Any Changes with Campus Housing?

Have You Noticed Any Changes with Campus Housing?	Count of Students (Percentage of Students)
Yes (Positive)	58 (8%)
Yes (Negative)	33 (5%)
No	588 (87%)

When asked to elaborate further on the **positive changes**, most students mentioned the improved building maintenance (n=13). These students reported that they noticed improved washrooms, renovations, and overall upkeep of residences. Students also mentioned increased community building (n=5) through community events and an increase in amenities (n=4) such as pool tables, table tennis, gaming setups, upgraded washrooms, and upgrades to shared spaces.

When it comes to the **negative changes** students have noticed, the most frequently mentioned concern was increased rent (n=8). These students report that costs have significantly increased for Campus Housing while amenities have not improved. Considering that the cost of rent received the lowest satisfaction among students, it makes sense that this is also reported as a negative change that students have noticed. Some students also noticed a decline in building maintenance (n=7) such as broken elevators, worn or broken laundry machines, as well as an overall decline in housing quality. Additionally, students also report that building maintenance takes a while to get back to students and to fix issues. Students also report issues with the amenities (n=5) such as worn-out pool tables, missing weights in the gym, and fewer Nintendo switches. Finally, students expressed frustration with the meal plan and overall food options through Campus Housing. These students report that food is often repetitive and very limited, especially for vegetarians. Students also report problems with the meal plan structure (i.e., requirement to spend a certain dollar amount per day) and its high cost.

In terms of future changes students would like to see at Campus Housing, most students would like to see more community programs (n=24), more amenities (n=22), improved cleanliness and maintenance (n=21), and improvements to food (n=19) (Table 45).

Table 45: Future Changes at Campus Housing

Future Changes at Campus Housing	Count of students
More community programming	24
More amenities	22
Improved cleanliness and maintenance	21
Improvements to food	19
Lower rent/other costs	9
Better Communication	5
More supportive staff and dons	4
Improved security and safety	4
Increased housing options	3
Improved quiet hours	3

In terms of more community programs, students would like to see more events and more interactive activities within residences. Additionally, some students mention that there is a difference in the community programming that students receive depending on which don they get. For example, one student explained the followed:

"I have been somewhat unlucky in the quality of don support I have received since I've lived in residence. It seems that it's very variable what kind of don you get, and that really changes your experience. In first year, I felt very unsupported by my don, never saw her around, and she never organized any events, while my friends don had mandatory building meetings every month, movie nights, etc. That's unfair, and it negatively impacted my residence experience. I think a stricter process around who can be a don and the expectations around what a don should have to do would be beneficial."

As this student explains, there should be more consistency among dons and the amount of community programming that they run. When it comes to amenities, students stressed the need for more study rooms, improved music rooms, improved gym equipment as well as improved common spaces (more game tables, pool tables, ping pong tables).

Requests around cleanliness and maintenance emphasized the need for more regular attention to things like laundry machines, windows, doors and bathrooms. Some students also mentioned how a simple coat of paint would improve the appearance of residences. Students also wish there was an increase in cleanliness of residences including in hallways, common areas, and bathrooms as well as the removal of pests in individual residences.

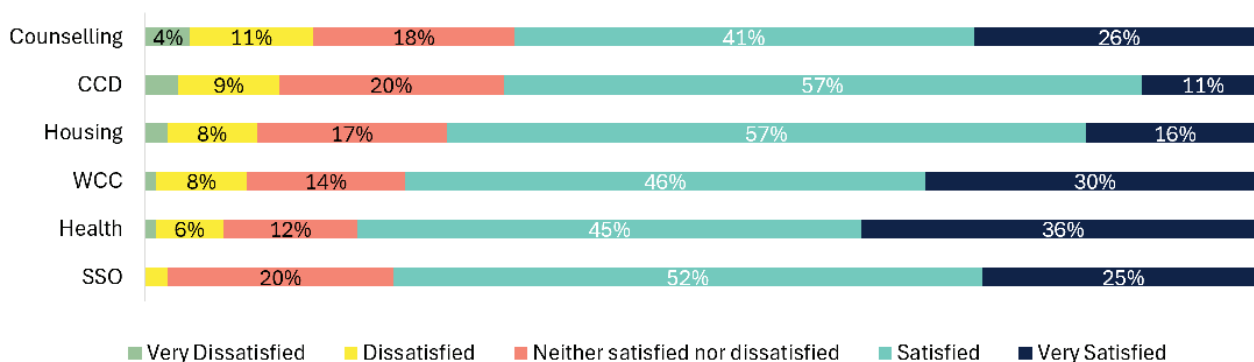
Finally, improvement with food was seen as an important area for change from many students. These students reported wishing that food was cheaper and that there were more variety of food options. Students also report concerns with the meal plan including making funds refundable for following terms.

Service Comparison

Satisfaction Comparison

When comparing the overall satisfaction of each service, all services received a high satisfaction rate from students, with the lowest (Counselling Services) still receiving 67% either satisfied or very satisfied responses. The service with the highest satisfaction was Health Services, with 81% of students either satisfied or very satisfied (Figure 13). **Note:** percentages 3% or less not shown in Figure 13.

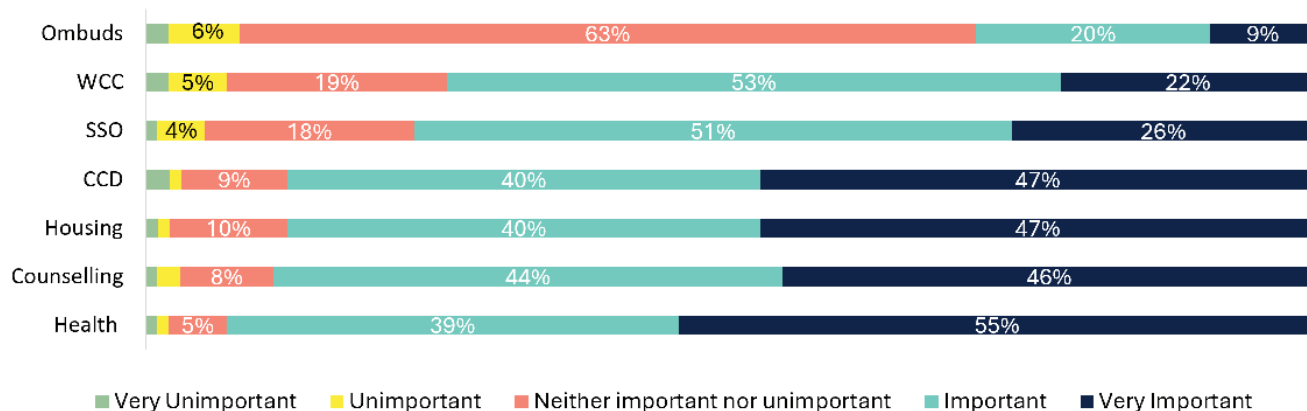
Figure 13: Satisfaction Comparison Between Services



Importance Comparison

Interestingly, although Counselling Services had the lowest satisfaction rating from students, it received the second highest importance rating compared to other services, with 90% of students indicating they thought it was important or very important to the overall student experience at Waterloo. The only service to top this was Health Services, with 94% of students indicating they thought it was important or very important (Figure 14). On the other hand, most students (63%) thought that the Ombuds Office was neither important nor unimportant to the overall student experience at Waterloo. This is likely because, as a new service open for less than 6 months at the time of the survey, many students were unaware of the service and the support it provides. **Note:** percentages 3% or less not shown in Figure 14.

Figure 14: Importance Comparison Between Services



Students were also asked to rank the importance of various services for the overall student experience at Waterloo, with a higher mean indicating a higher importance. The service ranked with the highest importance was Campus Wellness, with a mean of 4.36 out of a possible 5 (Table 46). This is unsurprising given that both Health Services and Counselling Services received the highest importance rating in (Figure 14). The Ombuds Office ranked lowest which, again, is likely due to the lack of awareness from students on the service itself and the support it provides. For all services, students who were aware of the service were more likely to rank it higher compared to students who were not. It is important to note that Campus Housing was left out of this comparison due to its services being unique compared to the others.

Table 46: Student Ranking of Service Importance

University Services	Mean
Campus Wellness	4.36
Centre for Career Development	3.68
Student Success Office	3.32
WCC	2.23
Ombuds Office	1.30

There were some differences in the ranking of services depending on student demographics. These differences are highlighted below:

- Gender diverse students (4.53 mean) and women (4.46 mean) are more likely find Campus Wellness to be important than men (4.11 mean)***
- Racialized students (3.78 mean) are more likely to find the Centre of Career Development to be important compared to non-racialized students (3.47 mean)***
- LGBTQ+ students (4.55 mean) are more likely to find Campus Wellness to be important compared to heterosexual/straight students (4.29 mean)***
- First-year students (mean of 3.63) are more likely to find the Student Success Office to be important compared to upper-year students (3.15 mean for fourth-year students)***
- Students with disabilities (3.34 mean) are more likely to find the Writing and Communications Centre to be important compared to students without disabilities (3.29 mean)**

Conclusion

Overall, students are aware of a number of services on campus; however, awareness varies depending on the service itself (e.g., 88% for Campus Wellness compared to 65% for the Student Success Office) as well as various demographic factors. For example, gender diverse and LGBTQ+ students are more likely to be aware of Campus Wellness. First-year students are less likely to be aware of Campus Wellness, as well as the Writing and Communications Centre and the Centre for Career Development, compared to upper-year students.

Although many students are aware of the services available to them, less had actually used the services. Again, access rates varied depending on the service itself (e.g., 44% for the Centre for Career Development compared to 15% for the Student Success Office) as well as demographic factors. For example, gender diverse and LGBTQ+ students are more likely to access both Counselling and Health Services, which makes sense given they are more likely to be aware of Campus Wellness generally. First-year students are also less likely to access Health and Counselling Services as well as the Centre for Career Development which, again, makes sense given they are less likely to be aware of these services. For students who had not accessed the services, their top reason for not accessing was because they did not have a need for the service. This was consistent across Campus Wellness, the Student Success Office, the Writing and Communications Centre and the Centre for Career Development.

Satisfaction with the services that students had accessed was high across all, with 67% of students either satisfied or very satisfied as the lowest rating any service received. In addition to high satisfaction, students also felt that all services were important for the overall student experience at Waterloo, even those with limited awareness or experience accessing the services. The lowest importance rating for a service was 75% important or very important. The only outlier when it came to importance was the Ombuds Office, for reasons articulated throughout the report. The importance students placed on services also varied by demographics. For example, first-year students are more likely to find the Student Success Office to be very important compared to upper-year students. Gender diverse students, students with disabilities, LGBTQ+ students, and international students are all more likely to find Counselling Services and the Writing and Communications Centre very important.

When asked if they had noticed any changes to any of the services, many students had not noticed any and for those that did, most had noticed positive changes. However, students did still have ideas for areas of improvement for different services. While some suggestions were unique to individual services, there were some themes that intersected across all.

More advertisement, especially including details about the services offered, was commonly mentioned by students. Throughout all the different services, students noted that they would like to see more advertisement and awareness of services across campus. This includes having more advertisement through their classes and professors, posters and digital screens across campus, email, social media and various other methods. Students also report wanting more information of these services to be provided within these advertisements so that students are more informed of what these services provide. As such, it is important to continue to advertise these services through various methods as well as providing enough information within these advertisements so that students are properly informed about the supports offered.

Wait times and the logistics around scheduling appointments were also consistently mentioned by students, particularly for Campus Wellness and the Writing and Communication Centre. Students mainly emphasized the idea that reducing barriers and challenges around appointments would make them more accessible. As such, it is important to continue to look to improve wait times across all services so that all students can access the services that they need. For services with an academic or career focus (e.g., the Writing and Communications Centre and the Center for Career Development), the need for better program- and faculty-specific support was emphasized.

These results demonstrate that students clearly value the services included in this survey. Taking student suggestions into consideration and paying close attention to the diversity of student experiences will ensure that these services continue to provide accessible and impactful support to Waterloo students.

Appendix A: Demographic Breakdown

	N	%
	1091	100
Year of Study		
First	265	24.29%
Second	327	29.97%
Third	258	23.65%
Fourth	233	21.36%
Fifth+	0	0.00%
NL	8	0.73%
Faculty		
Health	104	9.53%
Arts	262	24.01%
Engineering	197	18.06%
Environment	96	8.8%
Math	202	18.52%
science	230	21.08%
Co-op Program		
No	297	27.4%
Yes	787	72.6%

Appendix A: Continued

	N	%
	1091	100
Disability		
Disabled	152	14.02%
Non-disabled	867	79.98%
I prefer not to answer	65	6%
International Student		
International	62	5.72%
Domestic	1022	94.28%
Gender Identity		
Women	672	61.99%
Men	330	30.44%
Gender Diverse	55	5.07%
I prefer not to answer	27	2.49%
Racial Identity		
Racialized	721	66.7%
Non-Racialized	335	30.9%
I prefer not to answer	26	2.4%
Sexual Identity		
Heterosexual/Straight	739	68.17%
LGBQ+	273	25.18%
I prefer not to answer	72	6.64%

