Canadian Campus Wellbeing Survey

Deployment Report

WINTER 2025
STUDENT VERSION

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Acknowledgements

Funding

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Introduction

Over two million young adults attend post-secondary institutions in Canada. This can be a time of great excitement, independence and growth, but students also face substantial increases in health-risk behaviours, including poor mental health, decreased physical activity, increased substance use, poor nutrition and stress. Now more than ever, we are facing a mental health challenge on Canadian campuses. This was greatly amplified during the COVID-19 pandemic, and it is important to monitor progress as we recover from its impacts. Like K-12 schools, the post-secondary setting should be considered critical for health promotion. There are subsidized facilities, programs and staffing commonly available to support students — increasingly through online delivery. In other words, we can intervene.

To develop or evaluate interventions at the post-secondary level, a mechanism is first required to assess the health and wellbeing of students. Collected data can be used to guide decisions about where institutional priority should be placed in terms of programs and policies, and for ongoing evaluation of those decisions. This was the motivation for creating the Canadian health and wellbeing measurement system, known as the Canadian Campus Wellbeing Survey (CCWS-BECC; Faulkner et al., 2019). A technical report describing the development process and the survey itself (including the francophone version) is available at www.ccws-becc.ca. The surveillance infrastructure is housed at the University of British Columbia. A vital feature of the CCWS is an improved feedback mechanism where institutions have timely access to visual representations of their data and comparative references, with the capacity to customize analyses.

The CCWS includes validated and reliable measures of positive mental health, plus multiple risk and protective factors such as school connectedness, social and emotional skills, academic performance, safety, sleep, exercise, food security and substance use. The student-level survey has a modular design, with a 20-minute core CCWS survey.

The CCWS supports implementation of the 2015 Okanagan Charter: An International Charter for Health Promoting Universities and Colleges, which calls on higher education to embed health into everyday operations, business practices and academic mandates, as well as to lead health promotion action and collaboration (Okanagan Charter, 2016). Prioritizing student health by establishing evidence-based policies and programs will assist in placing student wellbeing at the heart of the academic enterprise.

Evidence-based decisions need to be anchored in meaningful data. Having a Canadian mechanism for assessing the health and wellbeing of post-secondary students is now more important than ever — we need to be able to assess the impact of the disease and its likely long-term repercussions for mental health. Such data will be essential for informing decisions about how best to help our students.

About the Report

This report presents a comprehensive overview of student wellbeing based on results from the CCWS. It covers a broad range of topics including institutional experience — such as campus climate, academic support, and safety — and various dimensions of mental health, including resilience, stress, social support, and suicidal ideation. The report also examines physical health behaviours, including physical activity, sleep, and sexual health, alongside the use of health services and barriers to accessing support. Substance use patterns are explored across alcohol, tobacco, cannabis, and prescription drug use. Finally, the report concludes with an assessment of food security, highlighting both prevalence and lived experiences of food-related hardship.

All information in this report is also available on your institutional Tableau dashboard, where you can explore comparisons with aggregated data and apply a variety of filters.

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About the Deployment

Survey invitations and reminders were distributed by the CCWS team using aliased email addresses provided by the institution. The survey remained open from **March 13, 2025** to **April 03, 2025**. A total of **12,000** students were invited to participate. During the deployment period, five reminder emails were sent to students who had not yet completed the survey, to encourage participation.

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A total of **1,684** students (**14%**) participated in the survey and answered at least four questions. Of the total invited, **1,362** students (**11%**) answered at least four questions and reached the final page of the survey.

Participants

There were two sources of demographic information. The first was the cohort file provided by the institution, which was merged with the survey responses to allow analysis of response rates by institutional variables (see Table 1). The second source was self-reported demographic information collected from students within the survey itself (see Table 2).

TABLE 1. **STUDENT DEMOGRAPHIC CHARACTERISTICS BASED ON INSTITUTIONAL COHORT VARIABLES**

	COHORT		SAMPLE		RESPONSE RATE	
	N	%	N	%		
Credential Type						
BACH	10,476	87.30%	1,360	80.76%	12.98%	
MAST	799	6.66%	177	10.51%	22.15%	
DOCT	450	3.75%	110	6.53%	24.44%	
PDEG	211	1.76%	28	1.66%	13.27%	
NONE	44	0.37%	7	0.42%	15.91%	
DIPL	19	0.16%	2	0.12%	10.53%	
GRDP	1	0.01%	0	0.00%	0.00%	
Domestic / International Status						
Domestic	11,214	93.45%	1,515	89.96%	13.51%	
International	786	6.55%	169	10.04%	21.50%	
Faculty						
College of Biological Science	2,478	20.65%	362	21.50%	14.61%	
College of Social & Applied Human Science	2,546	21.22%	361	21.44%	14.18%	
College of Engineering & Physical Sciences	2,032	16.93%	277	16.45%	13.63%	

Response rate includes both partially completed surveys (at least four answered questions) and fully completed surveys.

For each section, the 15 categories with the largest sample sizes are displayed.

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TABLE 1. **STUDENT DEMOGRAPHIC CHARACTERISTICS BASED ON INSTITUTIONAL COHORT VARIABLES**

	COHORT		SAMPLE		RESPONSE RATE	
	N	%	N	%		
Ontario Agricultural College	1,385	11.54%	275	16.33%	19.86%	▄▄▄
Gordon S. Lang School of Business and Economics	2,136	17.80%	187	11.10%	8.75%	▄
College of Arts	1,056	8.80%	155	9.20%	14.68%	▄▄
Ontario Veterinary College	367	3.06%	67	3.98%	18.26%	▄▄▄
Full-Time / Part-Time						
Full-Time	10,727	89.39%	1,566	92.99%	14.60%	▄▄
Part-Time	864	7.20%	73	4.33%	8.45%	▄
Not Reported	409	3.41%	45	2.67%	11.00%	▄
Graduate Program Type						
Thesis	815	6.79%	187	11.10%	22.94%	▄▄▄▄
Course-based	434	3.62%	100	5.94%	23.04%	▄▄▄▄
Not Reported	10,751	89.59%	1,397	82.96%	12.99%	▄▄
New to Institution						
No	8,544	71.20%	1,147	68.11%	13.42%	▄▄
Yes	3,456	28.80%	537	31.89%	15.54%	▄▄
Program						
Bachelor of Science	2,913	24.28%	451	26.78%	15.48%	▄▄
Bachelor of Arts	2,857	23.81%	363	21.56%	12.71%	▄▄
Bachelor of Commerce	1,978	16.48%	166	9.86%	8.39%	▄
Bachelor of Engineering	888	7.40%	108	6.41%	12.16%	▄▄
Doctor of Philosophy	433	3.61%	106	6.29%	24.48%	▄▄▄▄▄
Master of Science	322	2.68%	68	4.04%	21.12%	▄▄▄▄
Bachelor of Computing	572	4.77%	51	3.03%	8.92%	▄
Bachelor of Applied Science	332	2.77%	50	2.97%	15.06%	▄▄
Bachelor of Science in Environmental Sciences	200	1.67%	48	2.85%	24.00%	▄▄▄▄
Bachelor of Science in Agriculture	216	1.80%	39	2.32%	18.06%	▄▄▄
Bachelor of Arts and Sciences	188	1.57%	33	1.96%	17.55%	▄▄▄
Doctor of Veterinary Medicine	211	1.76%	28	1.66%	13.27%	▄▄
Bachelor of One Health	64	0.53%	18	1.07%	28.12%	▄▄▄▄▄
Master of Arts	116	0.97%	17	1.01%	14.66%	▄▄
Master of Applied Science	38	0.32%	15	0.89%	39.47%	▄▄▄▄▄▄▄
Program Start (Year)						
2024	4,950	41.25%	761	45.19%	15.37%	▄▄
2023	2,685	22.38%	376	22.33%	14.00%	▄▄

Response rate includes both partially completed surveys (at least four answered questions) and fully completed surveys.

For each section, the 15 categories with the largest sample sizes are displayed.

TABLE 1. **STUDENT DEMOGRAPHIC CHARACTERISTICS BASED ON INSTITUTIONAL COHORT VARIABLES**

	COHORT		SAMPLE		RESPONSE RATE	
	N	%	N	%		
2022	2,134	17.78%	274	16.27%	12.84%	
2021	1,333	11.11%	151	8.97%	11.33%	
2025	381	3.18%	69	4.10%	18.11%	
2020	394	3.28%	45	2.67%	11.42%	
2019	72	0.60%	4	0.24%	5.56%	
2014	2	0.02%	2	0.12%	100.00%	
2015	2	0.02%	1	0.06%	50.00%	
2016	10	0.08%	1	0.06%	10.00%	
2009	1	0.01%	0	0.00%	0.00%	
2010	1	0.01%	0	0.00%	0.00%	
2012	2	0.02%	0	0.00%	0.00%	
2017	12	0.10%	0	0.00%	0.00%	
2018	21	0.18%	0	0.00%	0.00%	
School						
School of Engineering	1,015	8.46%	144	8.55%	14.19%	
Psychology	824	6.87%	129	7.66%	15.66%	
Animal Biosciences	551	4.59%	118	7.01%	21.42%	
Dean's Office, Biological Sci.	785	6.54%	105	6.24%	13.38%	
Sociology & Anthropology	817	6.81%	98	5.82%	12.00%	
Integrative Biology	488	4.07%	94	5.58%	19.26%	
Human Health&Nutritional Sci.	781	6.51%	86	5.11%	11.01%	
Molecular & Cellular Biology	424	3.53%	77	4.57%	18.16%	
Management	801	6.68%	71	4.22%	8.86%	
School of Environmental Sci	258	2.15%	64	3.80%	24.81%	
School of Computer Science	635	5.29%	63	3.74%	9.92%	
Family Rel's/Applied Nutrition	370	3.08%	59	3.50%	15.95%	
Dean's Office, Arts	421	3.51%	57	3.38%	13.54%	
Marketing & Consumer Studies	605	5.04%	54	3.21%	8.93%	
English & Theatre Studies	221	1.84%	38	2.26%	17.19%	
Year Standing						
2	3,012	25.10%	457	27.14%	15.17%	
4	1,981	16.51%	259	15.38%	13.07%	
6	1,957	16.31%	251	14.90%	12.83%	
8	1,838	15.32%	232	13.78%	12.62%	
7	659	5.49%	74	4.39%	11.23%	
5	692	5.77%	62	3.68%	8.96%	

Response rate includes both partially completed surveys (at least four answered questions) and fully completed surveys.

For each section, the 15 categories with the largest sample sizes are displayed.

TABLE 1. **STUDENT DEMOGRAPHIC CHARACTERISTICS BASED ON INSTITUTIONAL COHORT VARIABLES**

	COHORT		SAMPLE		RESPONSE RATE	
	N	**%**	**N**	**%**		
3	422	3.52%	43	2.55%	10.19%	▮
1	145	1.21%	12	0.71%	8.28%	▮
Not Reported	1,294	10.78%	294	17.46%	22.72%	▬

Response rate includes both partially completed surveys (at least four answered questions) and fully completed surveys.

For each section, the 15 categories with the largest sample sizes are displayed.

TABLE 2. **STUDENT DEMOGRAPHIC CHARACTERISTICS BASED ON SELF-REPORT DATA**

	RESPONSES		
	N	**%**	
Age Group (N = 1344)			
Under 20	464	34.52%	▬
20-24	674	50.15%	▬▬
25-29	119	8.85%	▮
30-34	35	2.60%	▯
Over 35	52	3.87%	▮
Indigenous Person of Canada (N = 1358)			
Yes	20	1.47%	▯
No	1,324	97.50%	▬▬▬
I choose not to disclose	14	1.03%	▯
Indigenous Group (N = 17)			
First Nations	10	58.82%	▬
Métis	6	35.29%	▬
Inuit	1	5.88%	▯
Indigenous Person from Outside Canada (N = 1357)			
Yes	9	0.66%	▯
Yes, but I prefer to self-identify (please specify):	4	0.29%	▯
No	1,328	97.86%	▬▬▬
I choose not to disclose	16	1.18%	▯
Ethno-Racial Identity (N = 1357)			
Black	22	1.62%	▯
Black - African / Afro-Arab / Afro-Caribbean / Afro-Latin American	52	3.83%	▮
Central Asian	11	0.81%	▯
Central / South / Latin American	37	2.73%	▮
East Asian	104	7.66%	▮

For each section, the 15 categories with the largest sample sizes are displayed.

Some variables may not add up to 100% because respondents were allowed to select multiple options. This applies to questions on Indigenous identity, ethnicity, and disability.

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TABLE 2. **STUDENT DEMOGRAPHIC CHARACTERISTICS BASED ON SELF-REPORT DATA**

	RESPONSES		
	N	%	
Middle Eastern / North African / Southwest Asian	51	3.76%	
Oceanic / Pacific Islanders	4	0.29%	
South Asian	124	9.14%	
South Asian - Indo-African / Indo-Caribbean	21	1.55%	
South East Asian	35	2.58%	
West Asian	7	0.52%	
White	868	63.96%	
White - Option to specify:	86	6.34%	
Multiracial/ethnic	57	4.20%	
Prefer to self-identify (please specify):	12	0.88%	
I choose not to disclose	34	2.51%	
Born in Canada (N = 1359)			
Yes	1,054	77.56%	
No	300	22.08%	
I prefer not to answer	5	0.37%	
First School Year in Canada (N = 286)			
Kindergarten	60	20.98%	
Grade 1–3	58	20.28%	
Grade 4–8	28	9.79%	
Grade 9–12	10	3.50%	
Not applicable	130	45.45%	
Either Parent/Guardian Born Outside Canada (N = 1359)			
Yes	617	45.40%	
No	731	53.79%	
I prefer not to answer	11	0.81%	
Living Situation (N = 1359)			
University or college residence	273	20.09%	
Other on-campus housing	19	1.40%	
Off-campus with family (e.g., parents, spouse, children)	312	22.96%	
Off-campus alone	92	6.77%	
Off-campus with friends or roommates	654	48.12%	
I do not have stable housing (e.g., couch-surfing, living in a vehicle, facing eviction)	2	0.15%	
I prefer not to answer	7	0.52%	
Commute Method (N = 1063)			

For each section, the 15 categories with the largest sample sizes are displayed.

Some variables may not add up to 100% because respondents were allowed to select multiple options. This applies to questions on Indigenous identity, ethnicity, and disability.

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TABLE 2. **STUDENT DEMOGRAPHIC CHARACTERISTICS BASED ON SELF-REPORT DATA**

	RESPONSES		
	N	**%**	
Vehicle (alone)	249	23.42%	
Vehicle (with others/carpool)	74	6.96%	
Walk	125	11.76%	
Bicycle	16	1.51%	
Public transit	576	54.19%	
Other (please specify):	3	0.28%	
Not applicable (e.g., distance ed., co-op, classes online)	20	1.88%	
Commute Duration (One-Way) (N = 1061)			
0-30 minutes	828	78.04%	
31-60 minutes	154	14.51%	
Over 60 minutes	62	5.84%	
Not applicable	17	1.60%	
Average Cumulative Grade (N = 1345)			
90-100% (A+)	189	14.05%	
85-89% (A)	271	20.15%	
80-84% (A-)	334	24.83%	
76-79% (B+)	199	14.80%	
72-75% (B)	156	11.60%	
68-71% (B-)	97	7.21%	
64-67% (C+)	41	3.05%	
60-63% (C)	30	2.23%	
55-59% (C-)	10	0.74%	
50-54% (D)	3	0.22%	
0-49%	2	0.15%	
I prefer not to answer	13	0.97%	
Current Co-op/Practicum (N = 1354)			
No	1,220	90.10%	
Yes – co-op placement	73	5.39%	
Yes – practicum	23	1.70%	
Yes – residency	21	1.55%	
Yes – study abroad term	20	1.48%	
Work hours (N = 1319)			
0	711	53.90%	
1–10	310	23.50%	
11–20	187	14.18%	

For each section, the 15 categories with the largest sample sizes are displayed.

Some variables may not add up to 100% because respondents were allowed to select multiple options. This applies to questions on Indigenous identity, ethnicity, and disability.

TABLE 2. **STUDENT DEMOGRAPHIC CHARACTERISTICS BASED ON SELF-REPORT DATA**

	RESPONSES	
	N	%
21–30	45	3.41%
31–40	66	5.00%
Financial Stress (N = 1350)		
No financial stress at all	123	9.11%
Very little financial stress	297	22.00%
Some financial stress	425	31.48%
Quite a bit of financial stress	250	18.52%
A great deal of financial stress	255	18.89%
Gender (N = 1350)		
Woman	998	73.93%
Man	278	20.59%
Non-binary person	43	3.19%
I prefer not to answer	31	2.30%
Trans Experience (N = 1348)		
Yes	51	3.78%
No	1,264	93.77%
I prefer not to answer	33	2.45%
Sexual Orientation (N = 1346)		
Asexual	29	2.15%
Bisexual	163	12.11%
Gay/Lesbian	44	3.27%
Heterosexual/straight	881	65.45%
Pansexual	35	2.60%
Queer	53	3.94%
Questioning/unsure	58	4.31%
If none of the above, please specify:	14	1.04%
I prefer not to answer	69	5.13%
Relationship Status (N = 1356)		
Single	709	52.29%
In a relationship	533	39.31%
Married, in a domestic partnership, or engaged	96	7.08%
Divorced or separated	5	0.37%
Widowed	1	0.07%
Other, please specify:	12	0.88%

For each section, the 15 categories with the largest sample sizes are displayed.

Some variables may not add up to 100% because respondents were allowed to select multiple options. This applies to questions on Indigenous identity, ethnicity, and disability.

TABLE 2. **STUDENT DEMOGRAPHIC CHARACTERISTICS BASED ON SELF-REPORT DATA**

	RESPONSES	
	N	**%**
Disability (N = 1264)		
Physical disability	39	3.09%
Blind/visually impaired	27	2.14%
Deaf/hard of hearing	22	1.74%
Mental health condition	345	27.29%
Neurological (learning disability, ASD, Traumatic Brain Injury, ADHD, etc.)	218	17.25%
Chronic Health Condition (Crohn's, HIV, etc.)	65	5.14%
Another condition not listed above	71	5.62%
Not applicable - I don't have a disability or ongoing medical condition	648	51.27%
I prefer not to answer	66	5.22%
Disability (Exclusive) (N = 550)		
The respondent has only chosen one disability category	371	67.45%
The respondent has chosen two or more disability categories	179	32.55%
Disability Accommodation (N = 544)		
Yes	211	38.79%
No	326	59.93%
I prefer not to answer	7	1.29%
Parental Education Level (N = 1354)		
High school or less (e.g. GED, high school diploma, primary or elementary completion, etc.)	218	16.10%
Completed a college program (e.g. Apprenticeship, certificate or college diploma, etc.)	244	18.02%
Completed a university degree (e.g. Bachelor)	527	38.92%
Completed a graduate or other professional degree (e.g. Master, PhD)	318	23.49%
I don't know	31	2.29%
I prefer not to answer	12	0.89%
Not applicable	4	0.30%

For each section, the 15 categories with the largest sample sizes are displayed.

Some variables may not add up to 100% because respondents were allowed to select multiple options. This applies to questions on Indigenous identity, ethnicity, and disability.

Results

Institutional Experience

Climate

The campus climate plays a critical role in shaping students' overall experience, including their sense of belonging, emotional wellbeing, and perception of institutional values such as diversity and inclusion. This section highlights student responses related to how supported, respected, and included they feel within their institution. It explores whether students believe the administration prioritizes mental health, encourages open discussion, and listens to student concerns. These insights help institutions assess the effectiveness of their policies and practices in fostering an inclusive and supportive campus environment.

Figure 1.1 **Climate**
Level of student agreement with statements about their experience at their institution.

Statement	Disagree	Agree
I feel that I belong at my institution.	32%	68%
At my institution, I am respected regardless of my personal characteristics, identity or background (e.g., gender, ethnicity, international status, disability, etc.).	22%	78%
My institution is a respectful environment.	23%	77%
My institution values diversity and inclusion.	29%	71%
At my institution, I feel that students' mental and emotional wellbeing is a priority.	52%	48%
I feel that the climate at my institution encourages free and open discussion about mental and emotional health.	40%	60%
At my institution, the administration is listening to the concerns of students when it comes to mental health and wellbeing.	54%	46%
I have a group, community, or social circle at my institution where I feel I belong (feel at home, known, connected to, support in my identity).	37%	63%

Legend: ■ Strongly disagree ■ Disagree ■ Somewhat disagree ■ Somewhat agree ■ Agree ■ Strongly agree

Academic Experience

A meaningful academic experience extends beyond the delivery of content — it reflects how well an institution cultivates environments where students feel supported, challenged, and capable of growth. This section explores students' perceptions of the academic journey: whether they feel equipped to overcome challenges, encouraged to realize their potential, and supported by teaching practices and institutional structures.

Figure 1.2 **Class Location**

I am taking classes this term

Entirely in-person	48%
Entirely online	4%
A mix of in-person and online classes	48%
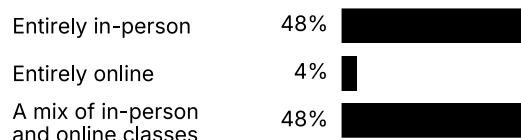
Figure 1.3 **Academic Experience**

Students rated their agreement with statements about instructional support, learning environment, and academic confidence.

My institution provides a supportive learning environment. — 31% / 69%

My institution uses teaching strategies designed to support learners. — 48% / 52%

My institution provides opportunities for students to explore their full potential. — 44% / 56%

I am confident that I will be able to finish my academic program no matter what challenges I may face. — 29% / 71%

Legend: Strongly disagree, Disagree, Somewhat disagree, Somewhat agree, Agree, Strongly agree

Campus Safety

This section examines students' perceptions of safety on campus, both during the day and at night. Responses reflect how safe students feel in their physical campus environment.

Figure 1.4 **Campus Safety**

Students' perceptions of safety on campus for both daytime and nighttime.
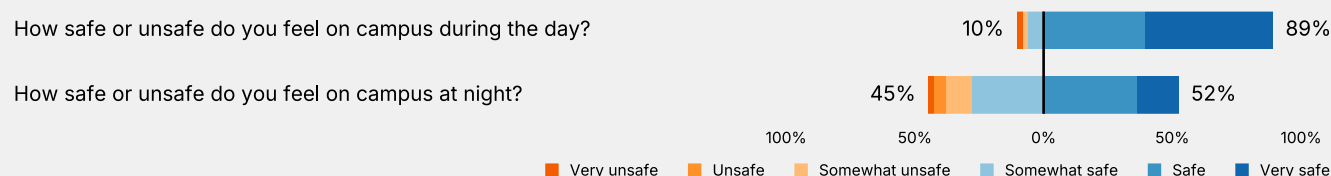
How safe or unsafe do you feel on campus during the day? — 10% / 89%

How safe or unsafe do you feel on campus at night? — 45% / 52%

Legend: Very unsafe, Unsafe, Somewhat unsafe, Somewhat safe, Safe, Very safe

Excludes "Not applicable / I do not know" responses. Full distribution provided in the appendix.

Mental Health

Mental Wellbeing

Emotional, social and psychological wellbeing were assessed using the Warwick-Edinburgh Mental Well-being Scale (WEMWBS; Tennant et al., 2007). The WEMWBS consists of 14-items that are all positively worded and relate to the main components (eudemonic and hedonic) of mental wellbeing. The items are summed to provide a single score ranging from 14 to 70 with higher scores reflecting greater wellbeing. Single scores can also be categorized into groups: low mental wellbeing (below 40), average mental wellbeing (41-58), and high mental wellbeing (59-70).

Figure 2.1 **Mental Wellbeing Level**

High	6%
Average	65%
Low	29%
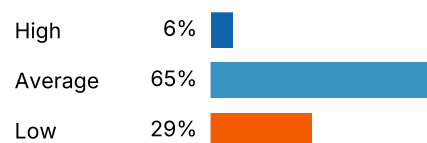
Figure 2.2 **Mental Wellbeing**

Student-reported experiences over the last two weeks.

I've been feeling optimistic about the future	56%	44%
I've been feeling useful	58%	42%
I've been feeling relaxed	83%	17%
I've been feeling interested in other people	56%	44%
I've had energy to spare	81%	19%
I've been dealing with problems well	59%	41%
I've been thinking clearly	59%	41%
I've been feeling good about myself	63%	37%
I've been feeling close to other people	54%	46%
I've been feeling confident	64%	36%
I've been able to make up my own mind about things	44%	56%
I've been feeling loved	38%	62%
I've been interested in new things	54%	46%
I've been feeling cheerful	64%	36%

100%   50%   0%   50%   100%

■ None of the time   ■ Rarely   ■ Some of the time   ■ Often   ■ All of the time

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Resilience

Drawing on the Canadian Community Health Survey (CCHS), we measure students' resilience by evaluating their capacity to handle everyday pressures and adapt to unforeseen difficulties. Participants rated themselves on a five-point scale from 'poor' through 'excellent.'

Figure 2.3 **Resilience**

Students' ratings of their ability to manage daily responsibilities and handle unexpected problems.

Your ability to handle unexpected and difficult problems (a family or personal crisis)

69%   31%

Your ability to handle day-to-day demands in your life (work, family responsibilities)

60%   40%

100%   50%   0%   50%   100%

■ Poor   ■ Fair   ■ Good   ■ Very good   ■ Excellent
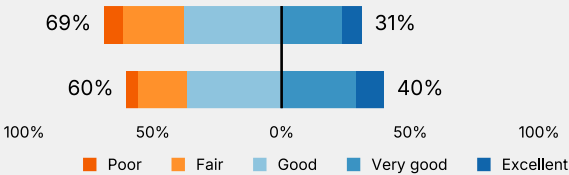
Health Perception

This section presents students' self-rated mental and physical health, based on items from the CCHS. Responses were collected on a 5-point scale from 'poor' to 'excellent'.

Figure 2.4 **Health Perception**

Students' self-assessments of their mental and physical health.

Your physical health

67%   33%

Your mental health

80%   20%

100%   50%   0%   50%   100%

■ Poor   ■ Fair   ■ Good   ■ Very good   ■ Excellent
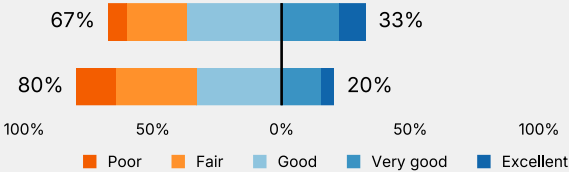
Social Support

This section of the survey focuses on students' experiences of social support. It examines the extent to which they feel connected to others and have access to supportive relationships in their daily lives. The questions are drawn from the 5-item Social Provisions Scale (SPS-5), a brief, validated measure developed using Canadian national survey data (Orpana et al., 2019).

Figure 2.5 **Social Support Level**

High	62%	
Low	38%	
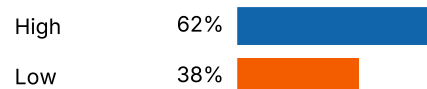
Social support levels based on total scores from the SPS-5; scores above 15 indicate high support.

Figure 2.6 **Social Support**

How students describe their current relationships with others, including friends, family, and community members.

I have close relationships that provide me with a sense of emotional security and wellbeing.	9%	91%
There is someone I could talk to about important decisions in my life.	7%	93%
I have relationships where my competence and skill are recognized.	9%	91%
I feel part of a group of people who share my attitudes and beliefs.	14%	86%
There are people I can count on in an emergency.	6%	94%

Legend: Strongly disagree · Disagree · Agree · Strongly agree
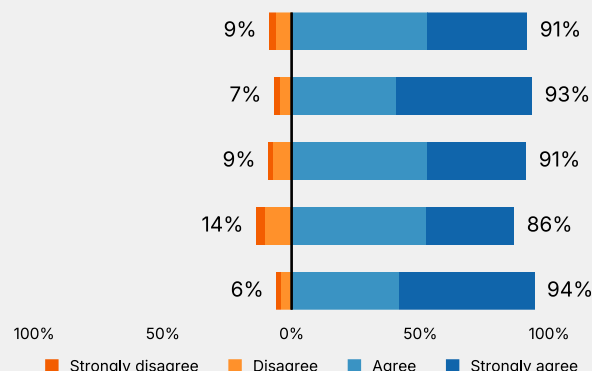
Loneliness

This section examines students' experiences of loneliness using the 3-item Loneliness Scale by Hughes et al. (2004). The items focus on feelings of isolation, being left out, and lacking companionship.

Figure 2.7 **Loneliness: Category**

Not lonely	51%	
Lonely	49%	
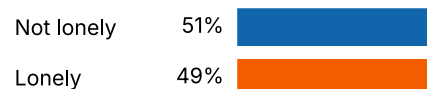
Scores of 6–9 indicate loneliness; scores of 3–5 indicate not lonely, based on the 3-item Loneliness Scale.

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Figure 2.8 **Loneliness**

Students were asked how often they experience each of the following feelings related to loneliness.

How often do you feel that you lack companionship?	39%	61%
How often do you feel left out?	34%	66%
How often do you feel isolated from others?	36%	64%

Legend: ■ Hardly ever ■ Some of the time ■ Often
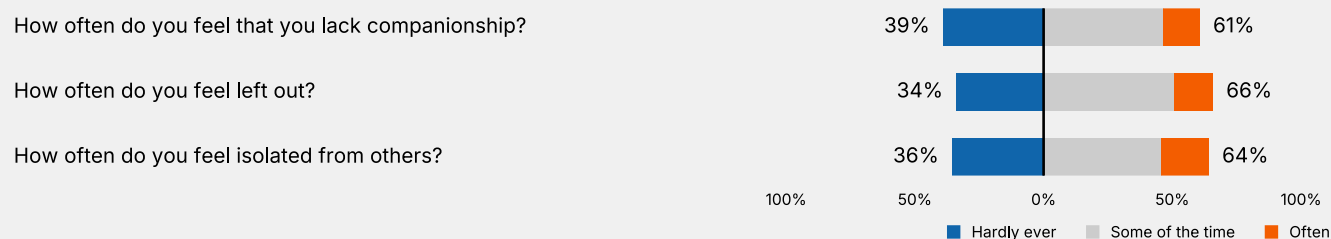
Stress

Understanding the challenges students face in their academic journey is essential for supporting their success. This section of the survey explored a range of potential obstacles that may affect academic progress, including those arising from both academic environments and students' lives outside of academia.

Figure 2.9 **Stress**

Degree to which the following factors have posed an obstacle to academic progress.

Financial pressures or work obligations	16%	84%
Personal or family problems	33%	67%
Your academic performance at your post-secondary institution	32%	68%
Course availability/scheduling	33%	67%
Lack of good academic advising	48%	52%
Difficulties with academic workload	17%	83%
Language/cultural barriers	85%	15%
Difficulties associated with a disability or chronic health condition	71%	29%
Stress related to housing concerns	45%	55%

Legend: ■ Not an obstacle ■ A minor obstacle ■ A major obstacle

Mental Distress

This section presents results from the 10-item Kessler Psychological Distress Scale (K10), which measures symptoms of anxiety and depression experienced over the past 30 days. Higher total scores indicate greater levels of psychological distress. Scores are grouped into four categories: little/no, mild, moderate, and severe mental distress (Kessler et al., 2002).

Figure 2.10 **Mental Distress Level**

Little/no mental distress	19%
Mild mental distress	22%
Moderate mental distress	23%
Severe mental distress	36%
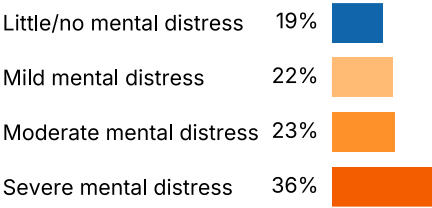
Figure 2.11 **Mental Distress**

Frequency of distress symptoms experienced during the past 30 days.

Question	None/A little	Some/Most/All
How often did you feel tired out for no good reason?	18%	82%
How often did you feel nervous?	22%	79%
How often did you feel so nervous that nothing could calm you down?	57%	43%
How often did you feel hopeless?	56%	44%
How often did you feel restless or fidgety?	29%	71%
How often did you feel so restless you could not sit still?	53%	47%
How often did you feel depressed?	51%	49%
How often did you feel that everything was an effort?	31%	69%
How often did you feel so sad that nothing could cheer you up?	65%	35%
How often did you feel worthless?	67%	33%

Legend: None of the time · A little of the time · Some of the time · Most of the time · All of the time

Suicidal Ideation

This section presents two items related to suicidal ideation and planning within the past 12 months. Respondents were first asked whether they had seriously contemplated suicide, and those who answered 'yes' were then asked if they had made a plan to attempt suicide.

Figure 2.12 **Suicidal Ideation**
In the past 12 months have you ever seriously contemplated suicide?

Yes	10%
No	83%
I prefer not to answer	7%
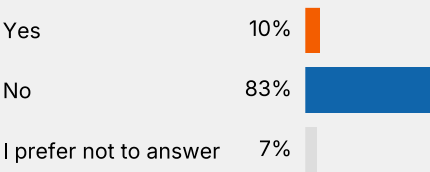
Figure 2.13 **Planning to Attempt Suicide**
In the past 12 months, have you ever made a plan to seriously attempt suicide?

Yes	21%
No	66%
I prefer not to answer	13%
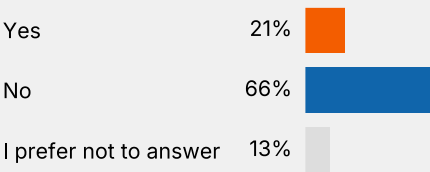
This question is displayed only to the students who answer 'Yes' to the question Suicidal Ideation.

Physical Health

Physical Activity

This section reports on students' physical activity behaviours, based on self-reported levels of moderate and vigorous activity in the past 7 days. Results are used to assess whether students meet the Canadian 24-Hour Movement Guidelines (24HMG) for Adults (18–64 years), which recommend at least 150 minutes per week of moderate to vigorous physical activity. Muscle-strengthening activity was also assessed, with a guideline of two or more days per week using major muscle groups.

Time spent in vigorous and moderate activity (average hours per week) was derived from the International Physical Activity Questionnaire (IPAQ; Murphy et al., 2017). Muscle-strengthening activity was measured using a single item adapted from Yore et al. (2007).

Met Physical Activity 24HMG

75%

Met guidelines: ≥150 minutes/week of moderate to vigorous physical activity.

Figure 3.1 **Participation in Organized Sports**

Within the last 12 months, have you participated in organized sports at any of the following levels?

I don't participate in organized sports	70%
Club/community sports	18%
Intramurals	15%
Varsity	3%
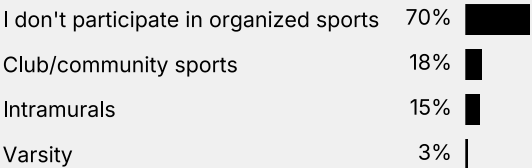
Total percentages may exceed 100% as multiple answers were allowed

Figure 3.2 **Days Spent Strengthening Major Muscle Groups per Week**

Met Muscle Strengthening 24HMG: **42%**

0 days	47%
1 day	11%
2 days	13%
3 days	12%
4 days	8%
5 days	5%
6 days	2%
7 days (everyday)	2%

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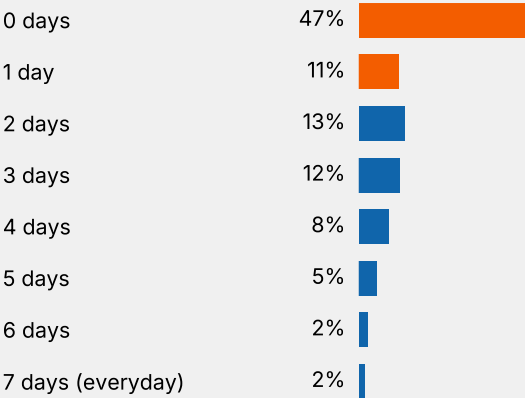
Sedentary Behaviour

Typical sitting habits — overall, in transit and during screen-based leisure — were recorded to evaluate adherence to the 24-Hour Movement Guidelines (≤8 hours of sitting, ≤3 hours screen time). Data were used to assess whether students met the Canadian 24-Hour Movement Guidelines, which recommend no more than 8 hours of total sitting time and no more than 3 hours of recreational screen time per day.

Met Sedentary Behaviour 24HMG

24%

Met sedentary behaviour guidelines (≤ 8 hours sitting & ≤ 3 hours screen time per day).

Figure 3.3 **Daily Sitting Time**
Average time spent sitting during the full day. Including time spent at school or work, at home, while doing course work, and during leisure time. This may include time spent sitting at a desk, visiting friends, reading or sitting or lying down to watch television.

0-8 hours	59%
8-12 hours	33%
>12 hours	8%
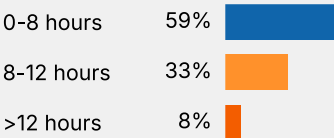
Figure 3.4 **Daily Sitting Time During Travel**
Average time spent per day sitting and driving in a car, bus, or train.

0-0.5 hours	43%
0.5-1 hours	33%
1-1.5 hours	4%
1.5-2 hours	10%
2-2.5 hours	2%
> 2.5 hours	9%
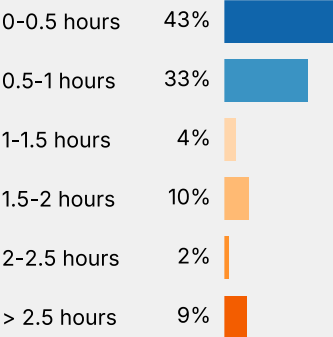
Figure 3.5 **Daily Recreational Screen Time**
Average time spent per day on watching TV or using a computer, tablet or smartphone during free time. Not including time spent on a computer at work or at school.

0-3 hours	37%
3-6 hours	42%
6-9 hours	15%
>9 hours	7%
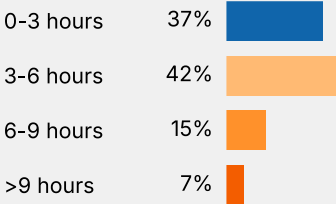
Sleep

This section summarizes students' reported sleep quality and typical sleep duration on weekdays and weekends. Sleep duration was calculated from reported bedtimes and wake times, and evaluated against the Canadian 24-Hour Movement Guidelines, which recommend 7 to 9 hours of sleep per night for adults aged 18–64. Sleep quality was assessed using a single-item measure of perceived overall sleep experience during the past week.

Figure 3.6 **Sleep Quality**

During the past week, how would you rate your sleep quality overall (how well you sleep)?

Very good	9%
Fairly good	53%
Fairly bad	31%
Very bad	7%
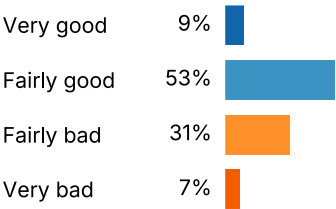
WEEKDAYS

Met 24HMG

63%

Figure 3.7 **Sleep Duration**

< 7 hours	18%
7 - 9 hours	63%
> 9 hours	19%
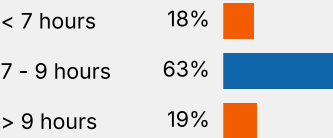
WEEKENDS

Met 24HMG

58%

Figure 3.8 **Sleep Duration**

< 7 hours	7%
7 - 9 hours	58%
> 9 hours	35%
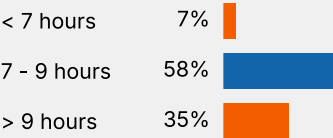
24HMG – Canadian 24-Hour Movement Guidelines

CCWS
BECC

Sexual Health Behaviours

This section summarizes students' self-reported sexual health behaviours, including whether they have ever engaged in sexual activity, how consistently they use protective barriers during sexual activity, and their overall satisfaction with their sexual life.

Figure 3.9 **Ever Engaged in Sexual Activity**

Yes	62%
No	31%
I prefer not to answer	7%
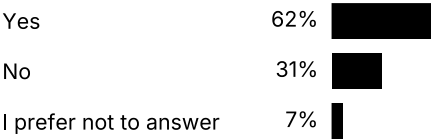
Figure 3.10 **Protection Use**

How often do you or your partner(s) use a protective barrier (e.g., external or internal condom, dam, glove) when you engage in sexual activity?

Never	27%
Rarely	12%
Sometimes	16%
Always or almost always	39%
I don't know	1%
I prefer not to answer	5%
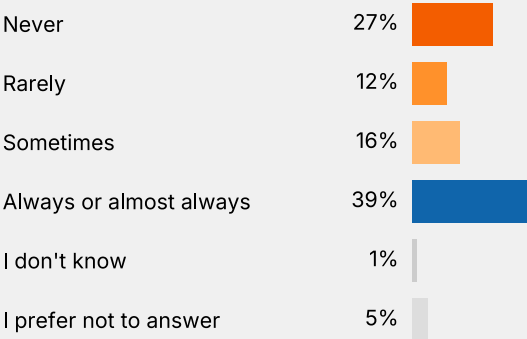
Figure 3.11 **Satisfaction**

How satisfied are you with your overall sexual life?

Very dissatisfied	5%
Moderately dissatisfied	10%
About equally satisfied and dissatisfied	13%
Moderately satisfied	35%
Very satisfied	32%
I prefer not to answer	5%
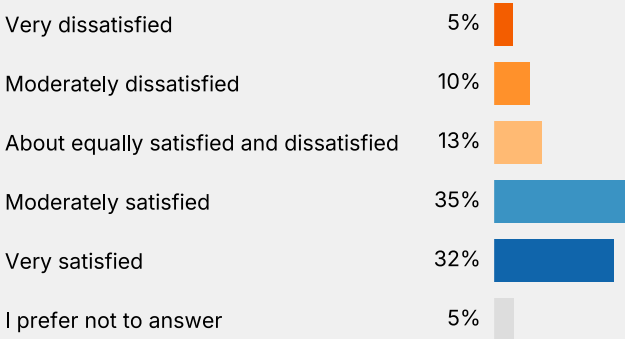
Displayed only to participants who responded 'Yes' to the question 'Have you ever engaged in sexual activity?'.

Health Services

Service Utilization: Mental Health

This section focuses on students' awareness and knowledge of mental health services, both on- and off-campus. It includes items on whether students know where to seek help, how to access available mental health resources, and their awareness of campus outreach efforts such as educational programs and anti-stigma campaigns.

Awareness of Mental Health Outreach

Are you aware of mental health outreach efforts at my institution (such as educational programs, awareness events, anti-stigma campaigns, screening days)? Awareness of outreach (% 'Yes')

66%

Figure 4.1 **Mental Health Services**

Knowledge of how to access mental health services on- and off-campus.

If I needed to seek professional help for my mental or emotional health, I would know where to access campus-based resources (online or in-person). — 48% / 52%

If I needed to seek professional help for my mental or emotional health, I would know where to go off campus. — 61% / 39%

Legend: Strongly disagree | Disagree | Somewhat disagree | Somewhat agree | Agree | Strongly agree
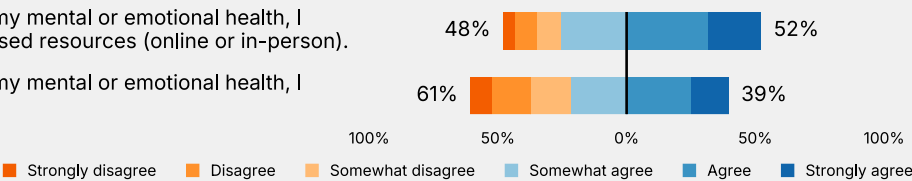
Service Utilization: Physical Health

This section summarizes students' knowledge and use of physical health services, including access to care both on- and off-campus. It also captures whether students use campus health services for primary care, such as routine check-ups. These indicators contribute to institutional understanding of how well campus services support overall student health.

Figure 4.2 **Primary Care on Campus**

Do you use campus health services for your primary care (such as routine check-ups with a doctor)?

Yes	22%
No	72%
Not applicable	6%
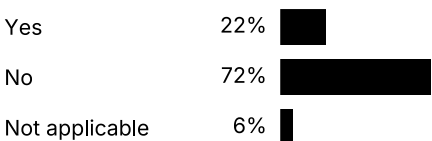
Figure 4.3 **Physical Health Services**

Knowledge of how to access physical health services on- and off-campus.

If I needed to seek professional help for my physical health, I would know where to access campus-based resources (online or in-person).

41% ... 58%

If I needed to seek professional help for my physical health, I would know where to go off campus.

44% ... 56%

100% 50% 0% 50% 100%

■ Strongly disagree ■ Disagree ■ Somewhat disagree ■ Somewhat agree ■ Agree ■ Strongly agree
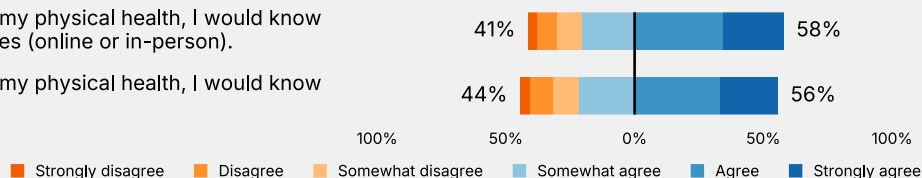
Support Barriers

This section explores barriers that may influence students' willingness or ability to seek professional help for emotional concerns. It includes perceptions of institutional support, comfort with talking to professionals, and concerns about stigma or embarrassment.

Figure 4.4 **Support System at Institution**

There is a good support system at my institution for students going through difficult times.

Strongly disagree	3%
Disagree	5%
Somewhat disagree	11%
Somewhat agree	31%
Agree	28%
Strongly agree	9%
I don't know	13%
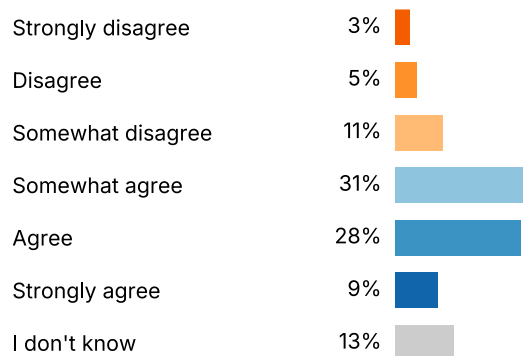
Figure 4.5 **Comfort with Professional Help**

How comfortable would you feel talking about personal problems with a professional?

Very comfortable	24%
Somewhat comfortable	46%
Not very comfortable	26%
Not at all comfortable	4%
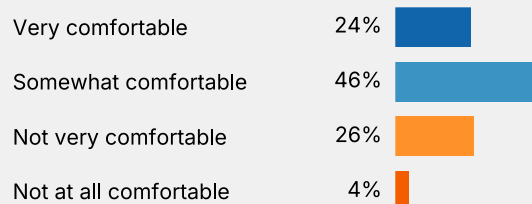
Figure 4.6 **Embarrassment over Professional Help**

How embarrassed would you be if your friends knew you were getting professional help for an emotional problem?

Not at all embarrassed	43%
Not very embarrassed	33%
Somewhat embarrassed	20%
Very embarrassed	4%

Help-Seeking Preferences

This section explores students' preferences and intentions for seeking help when experiencing emotional difficulties. It includes how likely they are to seek professional support and whom they would talk to about serious emotional distress.

Figure 4.7 **Seeking Help for Emotional Problems**
If you had a serious emotional problem, would you...

definitely go for professional help	21%
probably go for professional help	41%
probably not go for professional help	33%
definitely not go for professional help	6%
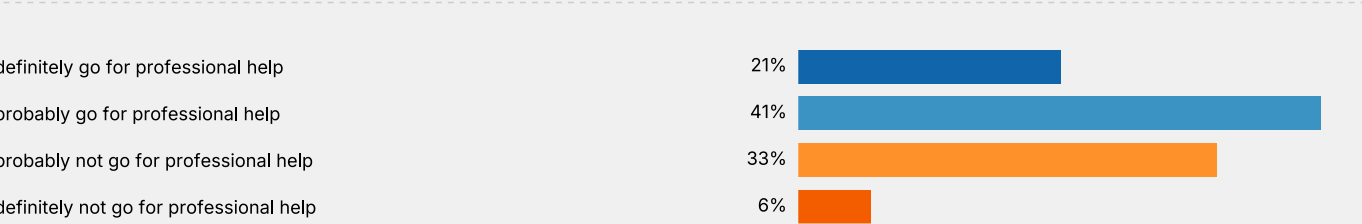
Figure 4.8 **Talk About Emotional Distress**
If you were experiencing serious emotional distress, whom would you talk to about this?

Family member	70%
Friend (who is not a roommate)	63%
Professional clinician (e.g., doctor, psychologist, counsellor, or psychiatrist)	44%
Significant other	41%
Roommate	34%
I prefer not to talk to anyone about this	6%
Professor or instructor	5%
Religious counsellor or other religious contact	4%
Support group (e.g., student peer support, online support group)	4%
I don't have anyone to talk to about this	2%
Other non-clinical source (please specify below):	1%

Total percentages may exceed 100% as multiple answers were allowed

Substance Use

Alcohol

Students' alcohol consumption patterns and associated health risks were evaluated by assessing binge drinking — defined as consuming four or more drinks (female sex) or five or more drinks (male sex) on a single occasion in the past 30 days — and categorizing weekly alcohol risk levels based on daily consumption data according to Canada's Guidance on Alcohol and Health (Paradis et al., 2023). Risk categories were: 0 drinks per week (no risk), 1–2 drinks (low risk), 3–6 drinks (moderate risk), and 7 or more drinks (increasingly high risk). Higher consumption is linked to increased risk of negative health outcomes.

Figure 5.1 **Alcohol Consumption Risk Level**

No risk	37%
Low risk	17%
Moderate risk	21%
Increasingly high risk	25%
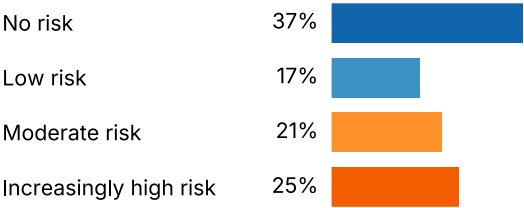
Sample includes only respondents who reported drinking alcohol in the past 30 days and provided consumption data for the past 7 days.

Figure 5.2 **Binge Drinking (Past 30 Days)**

During the past 30 days, how often have you had 4 or more drinks (female sex) OR 5 or more drinks (male sex) on one occasion?

I do not drink alcohol	26%
Not in the past 30 days	24%
Once in the past 30 days	13%
2 to 3 times in the past 30 days	18%
Once a week	10%
2 to 5 times a week	6%
Daily or almost daily	0%
I don't know	1%
I prefer not to answer	2%
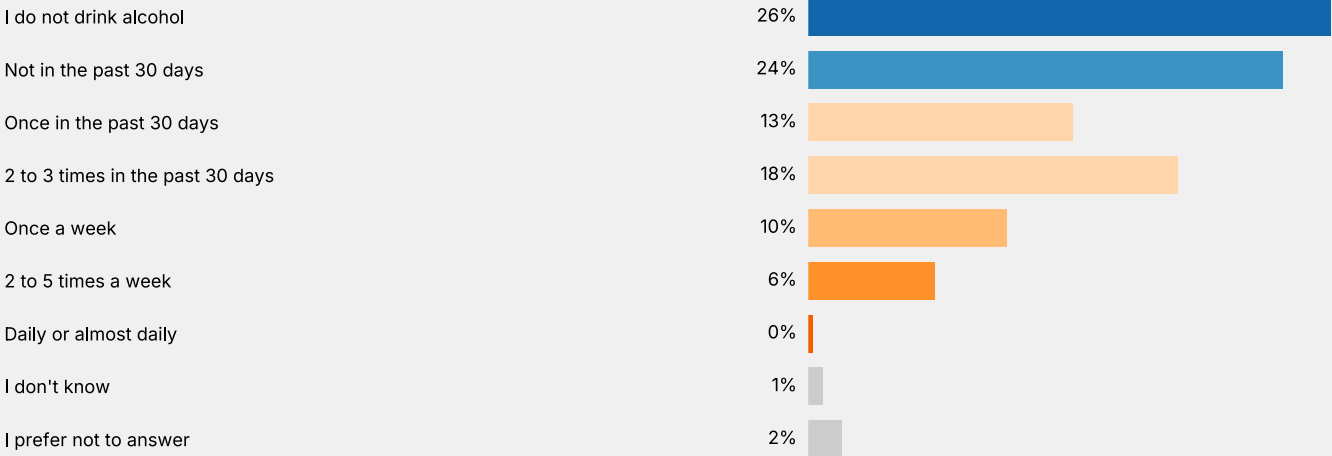
Smoking & Vaping

This section presents students' cigarette smoking and e-cigarette use behaviours, based on five items from the Canadian Postsecondary Education Alcohol and Drug Use Survey (CPADS, 2018). It includes frequency of smoking and vaping, as well as the contents of vaped products over the past 30 days — specifically nicotine, cannabis, and flavour-only use.

Figure 5.3 **Frequency of Smoking**
Which of the following best applies to you?

I have never been a smoker (i.e. smoked for a year or more)	82%
I stopped smoking completely more than a year ago	3%
I have stopped smoking completely in the last year	2%
I do not smoke cigarettes at all, but I do smoke tobacco of some kind (e.g. Pipe, cigar or shisha)	2%
I smoke cigarettes (including hand-rolled), but not every day	6%
I smoke cigarettes (including hand-rolled) every day	1%
I don't know	2%
I prefer not to answer	2%

Figure 5.4 **Frequency of Vaping (Past 30 Days)**
During the past 30 days, how often did you use an e-cigarette or vaping device?

Never	78%
Not in the past 30 days, but from time to time	8%
Less than weekly, but at least once in the past 30 days	4%
Less than daily, but at least once a week	3%
Daily or almost daily	6%
I don't know	0%
I prefer not to answer	1%

Vaping Frequency by E-Liquid Content (Past 30 Days)

Figure 5.5 **Nicotine**
On how many of the past 30 days did you vape an e-liquid with nicotine?

< 8 days	35%
8 - 14 days	8%
15 - 21 days	12%
> 21 days	45%
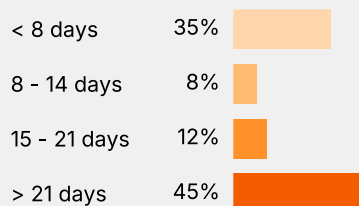
Figure 5.6 **Cannabis**
On how many of the past 30 days did you vape cannabis/marijuana?

< 8 days	44%
8 - 14 days	17%
15 - 21 days	13%
> 21 days	26%
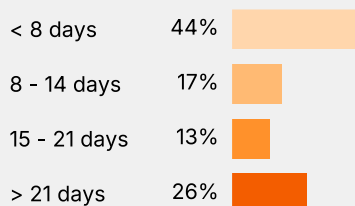
Figure 5.7 **Flavour Only**
On how many of the past 30 days, did you vape just flavouring (without nicotine)?

< 8 days	86%
8 - 14 days	14%
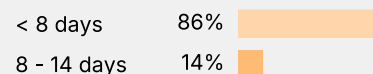
Cannabis

This section summarizes cannabis use over the past year and past 30 days, using questions from the Canadian Postsecondary Education Alcohol and Drug Use Survey (CPADS). Students were first asked whether they had used cannabis in the past 12 months. Those who answered "yes" were then asked to report how frequently they used it in the past 30 days.

Figure 5.8 **Cannabis Use (Past 12 Months)**

During the past 12 months, have you used cannabis?

Yes	43%
No	55%
I don't know	1%
I prefer not to answer	1%
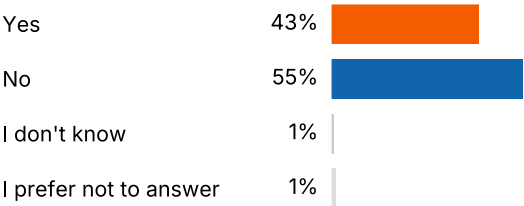
Figure 5.9 **Cannabis Use (Past 30 Days)**

In the past 30 days, how often did you use cannabis?

Not in the past 30 days	28%
1 day in the past 30 days	18%
2 or 3 days in the past 30 days	21%
1 or 2 day(s) per week	12%
3 or 4 days per week	5%
5 or 6 days per week	4%
Daily	10%
I don't know	1%
I prefer not to answer	1%
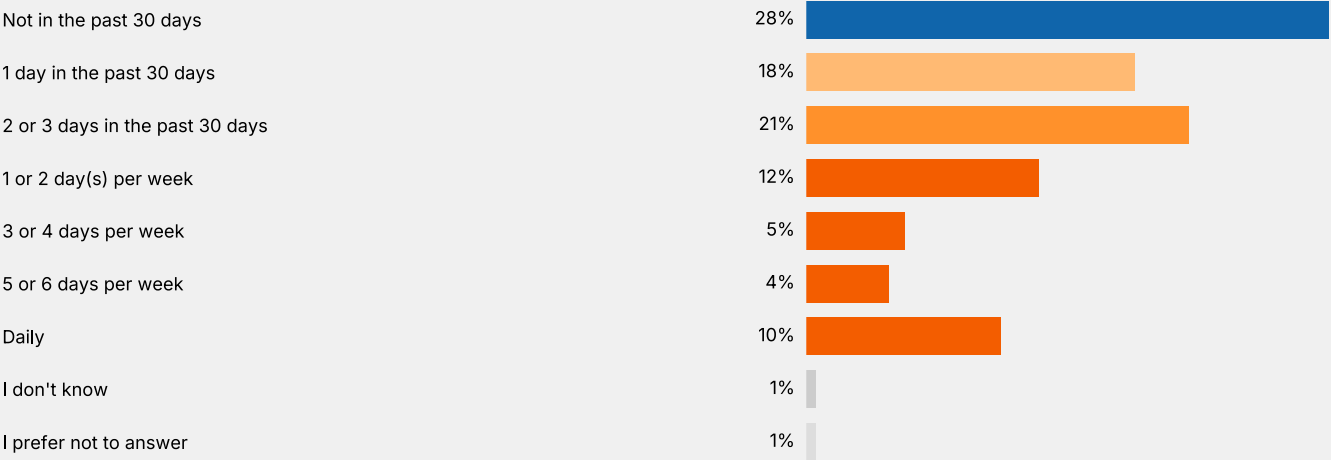
Question is displayed only to the participants who answered 'Yes' to the question Cannabis Use.

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Pharmaceuticals

This section reports on students' use and misuse of prescription pharmaceuticals, specifically pain relievers and stimulants. It captures whether these medications were used as intended, misused for other reasons, or obtained without a prescription. Misused refers to the use of pain relievers or stimulants for reasons other than their intended or recommended purposes — such as to help with sleep, improve mood, cope with stress, enhance performance, or for recreational purposes like experiencing a "high" or numbing feelings.

Pain Relievers

Pain relievers include products containing opioids like codeine or morphine, whether prescribed or not. This excludes common over-the-counter drugs such as Regular Tylenol®, Aspirin®, or Advil®, and focuses on drugs like Tylenol® 1–4 or 292s®. Students were asked about their use over the past 12 months, including whether they used these medications for non-pain-related reasons and whether they were prescribed.

Used by

55%

Misused by

7%

Figure 5.10 **Prescribed?**

Yes, they all were prescribed	17%	
Some were prescribed and others were not	12%	
No, none were prescribed	66%	
I don't know	3%	
I prefer not to answer	2%	
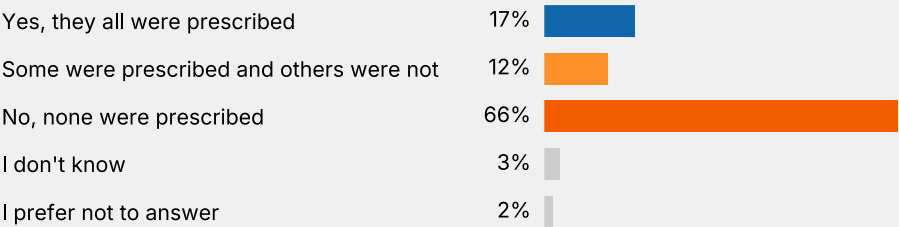
Sample includes only respondents who reported using pain relievers in the past 12 months.
Misused: Percentage of respondents who answered "Yes" to the question: "During the past 12 months, have you used pain relievers for reasons other than for pain relief?"

Stimulants

Stimulants refer to prescription medications like Ritalin®, Concerta®, Adderall®, or Dexedrine®, typically used to treat attention or concentration issues such as ADHD. Over-the-counter medications are excluded. Students were asked whether they used stimulants in the past 12 months, if the use was non-medical, and whether the medications were prescribed to them.

Used by

10%

Misused by

20%

Figure 5.11 **Prescribed?**

Yes, they all were prescribed	79%
Some were prescribed and others were not	2%
No, none were prescribed	16%
I don't know	1%
I prefer not to answer	1%
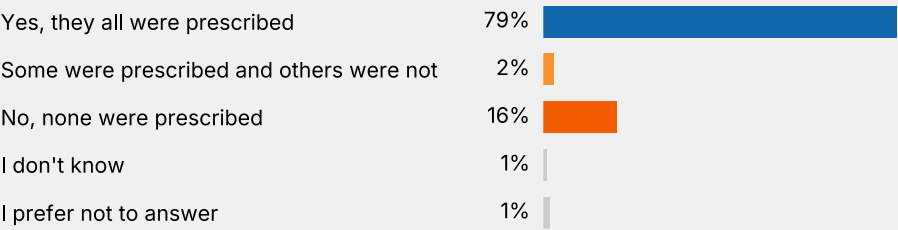
Sample includes only respondents who reported using stimulants in the past 12 months.
Misused: Percentage of respondents who answered "Yes" to the question: "During the past 12 months, did you use stimulants for reasons other than why they are recommended?"

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Food Security

This section explores respondents' experiences with food security over the past 12 months, focusing on their ability to afford the food they needed. For new or first-year students, responses reflect their experiences since enrolling at their current post-secondary institution.

The analysis is based on the 18-item Household Food Security Survey Module (HFSSM), a standardized tool widely used in national surveys across Canada and the U.S. The HFSSM measures food insecurity that arises specifically from financial constraints — such as uncertainty about food access, insufficient quantity or quality of food, and disrupted eating patterns. It does not capture other causes of food restriction, such as dieting or personal choice.

More question-level results are available in the appendix.

Figure 6.1 **Food Security Level**

Food Secure	81%
Food Insecure Without Hunger	9%
Food Insecure With Hunger, Moderate	8%
Food Insecure With Hunger, Severe	2%
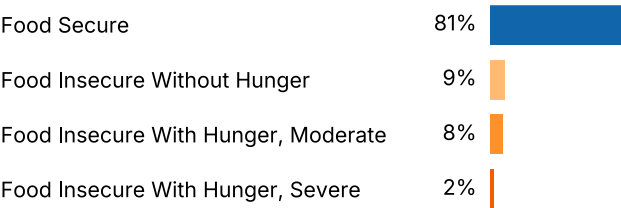
Figure 6.2 **Food Security Concerns**
Self-reported difficulty affording or accessing enough food in the past year.

(I/we) worried that food would run out before (I/we) got money to buy more.	27%	69%
The food that (I/we) bought just didn't last, and (I/we) didn't have money to get more.	18%	78%
I couldn't afford to eat balanced meals.	37%	59%
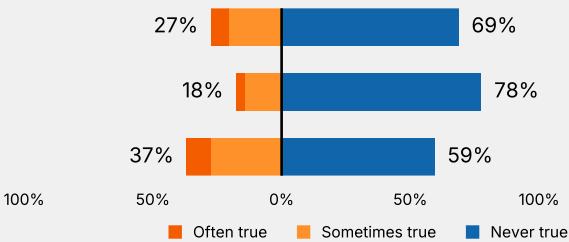
100% 50% 0% 50% 100%

■ Often true   ■ Sometimes true   ■ Never true

Excludes "Not applicable / I do not know" responses. Full distribution provided in the appendix.

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Housing Security

The following findings are from the optional Housing Security module, which explores students' experiences with housing access, affordability, and stability. The module includes questions about rent costs, the ability to pay rent on time, housing-related financial stress, living arrangements, and housing conditions.

Figure 7.1 **Rent Expenses**

How much do you spend on your share of rent each month? (CAD)
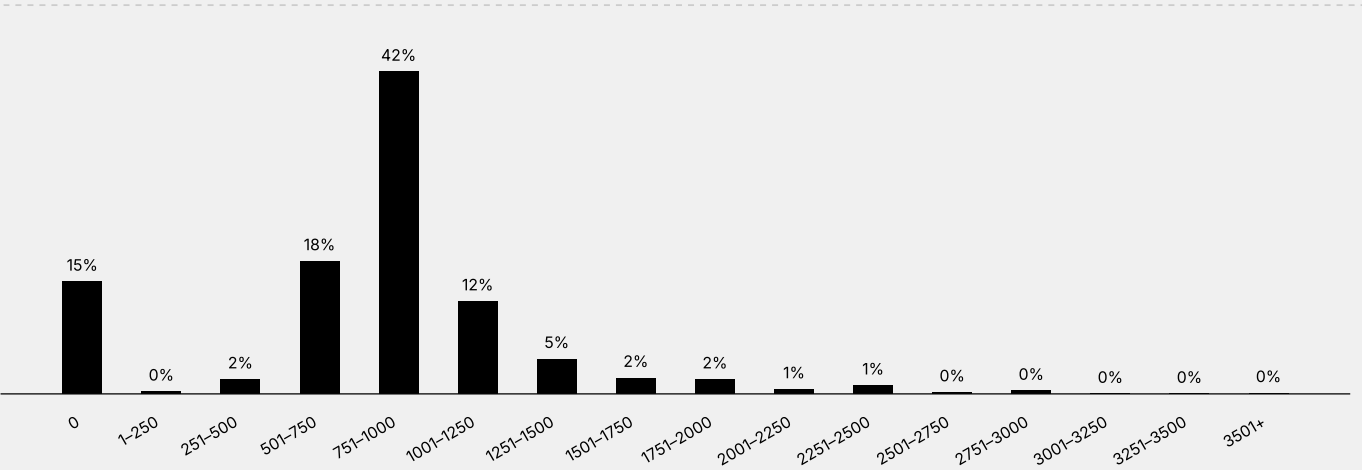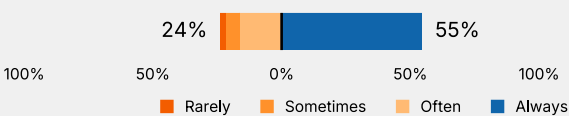Average monthly rent (excluding $0 responses): **$991**

Figure 7.2 **Funds for Timely Rent**

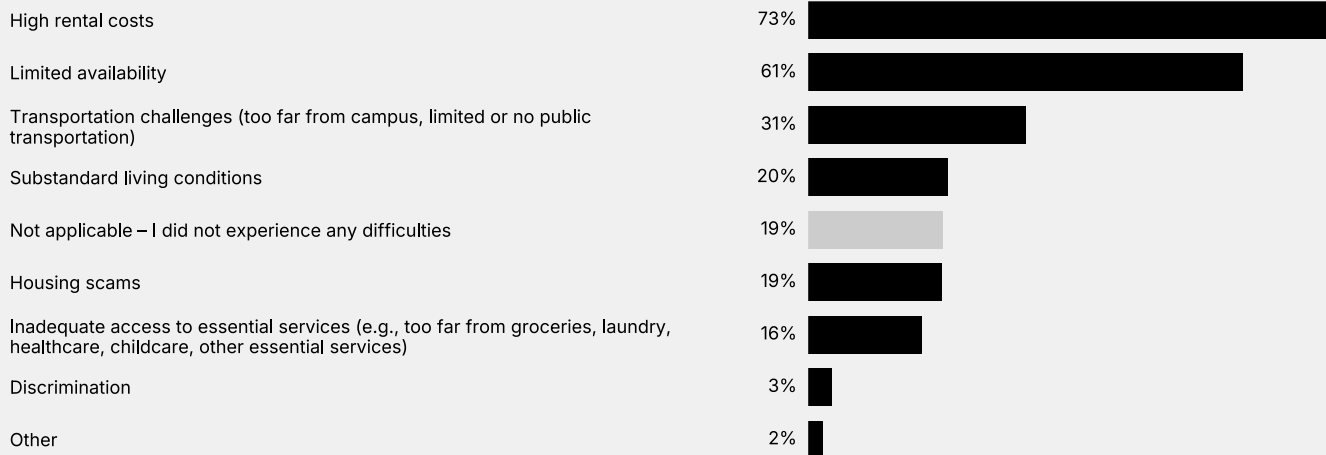Student-reported ability to meet rent payments consistently over the last year

In the last twelve months, have you had the funds available to be able to pay your rent on time.

Excludes "Not applicable / I do not know" responses. Full distribution provided in the appendix.
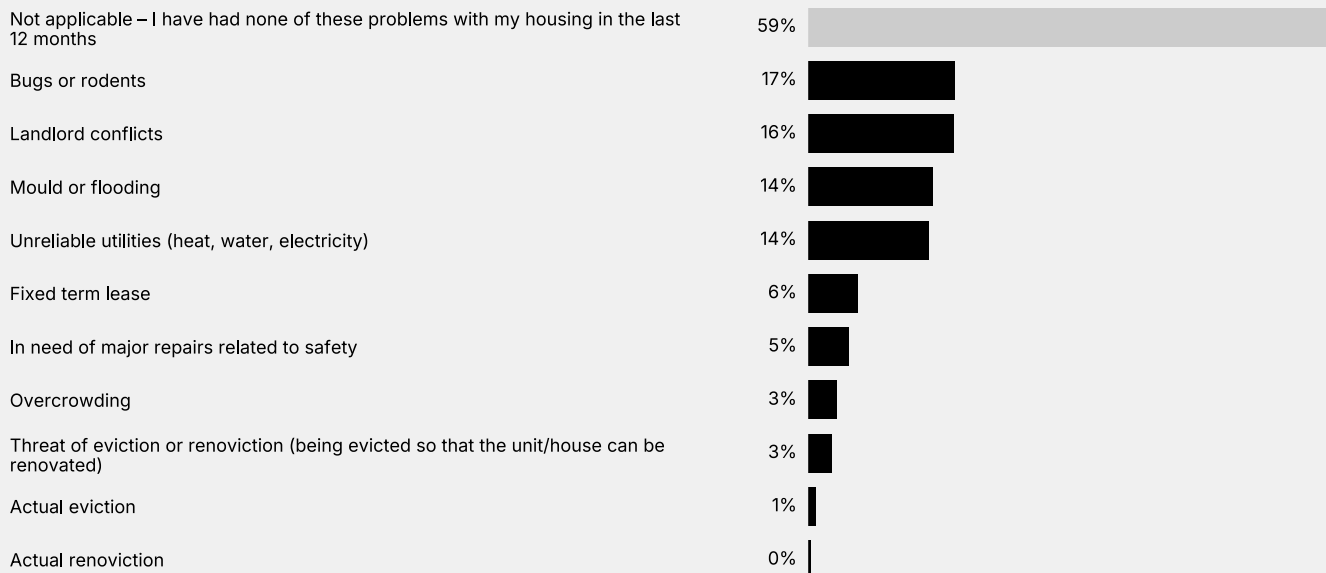
Figure 7.3 **Housing Search Difficulties**

Did you experience any difficulties in finding suitable housing near your educational institution?

High rental costs	73%
Limited availability	61%
Transportation challenges (too far from campus, limited or no public transportation)	31%
Substandard living conditions	20%
Not applicable – I did not experience any difficulties	19%
Housing scams	19%
Inadequate access to essential services (e.g., too far from groceries, laundry, healthcare, childcare, other essential services)	16%
Discrimination	3%
Other	2%

Total percentages may exceed 100% as multiple answers were allowed

Figure 7.4 **Housing-Related Challenges**

In the last twelve months, have you had any of the following problems with your housing?

Not applicable – I have had none of these problems with my housing in the last 12 months	59%
Bugs or rodents	17%
Landlord conflicts	16%
Mould or flooding	14%
Unreliable utilities (heat, water, electricity)	14%
Fixed term lease	6%
In need of major repairs related to safety	5%
Overcrowding	3%
Threat of eviction or renoviction (being evicted so that the unit/house can be renovated)	3%
Actual eviction	1%
Actual renoviction	0%

Total percentages may exceed 100% as multiple answers were allowed

Figure 7.5 **Impact Housing Challenges**

Student-reported experiences related to the consequences of housing insecurity

In the last twelve months, have you had to share a bedroom with one or more roommates in order to have somewhere to live, or to afford your rent.

Have you had to sacrifice or give up other necessities in your life (e.g., food, transportation, education expenses) due to housing costs?

In the last twelve months, have you had to sleep outside, in a shelter, or in a place not meant for sleeping because you did not have other housing.

Are you staying in an unhealthy relationship (family/roommate/partner) due to lack of housing options?

Have you ever considered dropping out or deferring your education due to housing-related financial stress?
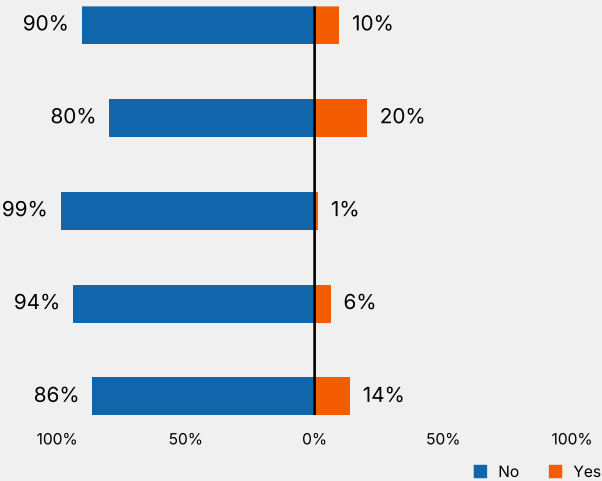
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